

# Research on the Construction of "double-qualified" and "dual-talented" Faculty in the Newly-built Private Undergraduate University

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**Abstract**—The present study describes the private undergraduate university transition development background, analyzing training applied talents, characteristics and typical patterns. Based on this, we propose what is "double-qualified" and "dual-talented" teacher, and how to build "double-qualified" and "dual-talented" teachers. This problems have been plagued modern vocational education system construction. The paper aims to analyze the Construction of "double-qualified" and "dual-talented" faculty in Qingdao Huanghai University, aims to find out the existing problems of teachers construction and explores the strategies of "double-qualified" and "dual-talented" teachers' training, the newly-built university need every part to promote the construction of the "double-qualified" and "dual-talented" teachers: the aspects of government mechanism, the training way, arousing the enthusiasm of teachers, the platform that is provided by the factories and the connection of the government. Hope that the article has the certain reference to the reform and development of vocational education.

**Keywords**—newly-built private undergraduate universities; "double-qualified" and "dual-talented"; teachers team construction

## I. INTRODUCTION

Over the last decade, the newly-built private undergraduate universities development rapidly, it has become the main force in the process of higher education in our country. The predecessor of newly-built private undergraduate universities are mostly higher vocational colleges, because of the historical and realistic reasons, the education quality in newly-built undergraduate colleges is criticized by people increasingly. The improvement of education quality lies in the improvement of the level of Teachers. Therefore, How to strengthen the construction of teachers, improve the overall quality of teachers, promote the improvement of education quality, and cultivate the advanced applicative talents, needed by the social has become a most important problem in the background of newly-built undergraduate universities need to transformation.

It is the most fundamental to rely on the development of higher vocational education teachers, the development is the basis of teachers, and teacher is the most basic condition of the school's survival. Higher vocational education and other education school-running idea, research different planting, cultivation target, teacher's structure, quality and requirements are higher. With only a certain cultural level for higher vocational teachers' professional theory is not enough, at the same time also requires ability has high practice ability [1]. As a main force of higher vocational education, the newly private undergraduate colleges are in line with this situation, the construction of the "double-qualified" and "dual-talented" teachers is an important part of the newly-built private undergraduate universities, and is the backbone of nurturing the practical human resource. The objective of teaching requires that the institutes need to concern about "double-qualified" and "dual-talented" teacher competency, such that it is feasible to optimize structure of a teacher faculty.

## II. CONNOTATION OF "DOUBLE -QUALIFIED" AND "DUAL-TALENTED" TEACHERS

The State Education Department explained "double-qualified" and "dual-talented" teachers many times, which can be classified as three types. First, double-certificate teachers. Teachers need to also have the teacher qualification certificate and industry certifications. Second, dual grade teachers. Teachers need to have the title of lecturer (upwards) and professional titles above the intermediate level. Third, applied research-type teachers. Teachers need to have the teacher qualification certificate and preside over the application of research, and put it into practice in business [2]. These three types of "double-qualified" and "dual-talented" teacher's explanation are not comprehensive.

"double-qualified" and "dual-talented" is a quality, a kind of practicing. For the definition of this connotation, some indicators are rigid, explicit, quantifiable, such as the teacher qualification certificate; industry or professional certification,

and the ability to undertake research or applications. Some indicators are also soft, hidden, non-quantifiable, which is the "double type" teacher's professionalism. In the structural model there are high professional ethics, strong educational philosophy, rich expertise, superb professional competence, and high-quality professional services. Therefore, we believe that the "double-qualified" and "dual-talented" teacher refers to teachers with a good professional moral quality and higher level of education and teaching, stronger ability in engineering practice and application, rich practical experience. They are the professional teachers with the dual knowledge and ability of common university teachers and "engineer". The "double-qualified" and "dual-talented" teachers have a specific requirement in quality and ability. A lot of important factors influence the construction of them in the newly-built private undergraduate universities. They include the demand of social development for high skilled talents, the formulation of the standards of the "double-qualified" and "dual-talented" teachers by education administrative department, the perception of higher vocational colleges for the significance of the "double-qualified" and "dual-talented" teachers in the higher vocational education. Furthermore, teachers' hobbies, moral quality, capacity and so on are also the vital factors.

### III. SIGNIFICANCE OF "DOUBLE -QUALIFIED" AND "DUAL-TALENTED" TEACHERS TEAM CONSTRUCTION IN NEWLY-BUILT PRIVATE UNDERGRADUATE UNIVERSITIES

First of all, the "double-qualified" and "dual-talented" teacher's team construction is an important prerequisite to achieve training objectives of undergraduate universities. There are two kinds of the compositions of applied undergraduate colleges. One is the original ordinary colleges. Teachers of these schools generally have a high level of theory, but weak in practice. Another kind is these colleges promoted from the original higher vocational school. Teachers of such schools have strong practical ability, while the theoretical level is weak. More people have access to higher colleges with the popularization of higher education. However, it also brings lots of problems, such as the excessive increase in size of higher colleges, the decreasing education quality and the grim employment situation. Therefore improving higher education quality and heading for connotative development are important to higher education reform in new era.

Secondly, the "double-qualified" and "dual-talented" teachers training are requirement of self-development for teachers. The running orientation of applied university is to develop application-oriented talents, which put forward higher requirements for the teachers. Teachers must not only have profound professional theoretical level, but also a wealth of practical ability. Higher vocational school students should adapt to the constant development of society, economy and technology and grasp the latest advanced knowledge and practical skills which draw the line for the teacher's capacity of educating practicing and guiding students. The teachers become then "experts" of theoretical teaching and practical guidance [3].

Thirdly, the "double-qualified" and "dual-talented" teacher's construction is in favor of implementation of the development of society needs. Great challenges and

opportunities to the development of vocational education, the development of society needs more and more dependent on vocational education than ever. The third national working conference of vocational education to all levels of innovation points out, all kinds of vocational education mode, vocational education should serve the industrial upgrading, improve the professional skills and training of professional spirit to the depth of integration, to the development of vocational education reform by the way of cooperation between school and enterprise, go teaching fusion, highlight the practical application and the ways of running, create a the distinctive vocational education characteristics, coach type teacher team.

### IV. PROBLEMS OF "DOUBLE -QUALIFIED" AND "DUAL-TALENTED" TEACHERS TEAM CONSTRUCTION IN NEWLY-BUILT PRIVATE UNDERGRADUATE UNIVERSITIES

#### A. *No uniform standard for the identification of "double-qualified" and "dual-talented" teachers*

Main problems in the vocational teacher qualification system are resulted from such facts that there is no independent qualification system, that qualifications are less strict, that the accreditation process is irregular, that the accreditation process is less flexible, and that there lacks a reaccreditation system. Professional counter-measures for the construction of vocational teacher qualification system are brought forth with a view on qualification system management, criteria for qualification application, contents of the qualification system, and the implementation of the qualification system.

Although the education departments at all levels put forward a very high demand for "double-qualified" and "dual-talented" teachers, there is no document issued specially for the identification of "double-qualified" and "dual-talented" teachers. Main Points in the Education in Shandong Province explained "double type" teachers Team Building for three years since 2013, and gradually to advance "double type" Teachers Team Building. They are In 2013, the long-term mechanism of "double type" teachers team Construction of Vocational Education; In 2014, the Strengthening of "double type" teachers Team Construction in Vocational Education; In 2015, the Promoting of "double type" teachers Team Construction in Vocational Education. There was no relevant provision for the identification of "double type" teachers, so the applied universities are unclear and generate their own standards in the training and selection of "double-qualified" and "dual-talented" teachers.

#### B. *Unreasonable training mechanism of "double-qualified" and "dual-talented" teachers*

"Double-qualified" and "dual-talented" teaching management is not in place and insufficient special funds for construction of "double-qualified" and "dual-talented" teacher; The application-oriented colleges provides insufficient training. Many applied undergraduate education send their teachers to be tempered through titular position, or for the practice in operating post in enterprises, and other measures. But these measures usually become a mere formality, and can't play a practical effect. Moreover, the number of professional counterparts' enterprises is small. For corporate trade secrets,

enterprises have reservations the teachers in many practice aspect, this mechanism can't enhance the teachers' practice capability.

*C. Imperfect incentive mechanism of "double-qualified" and "dual-talented" teachers*

The wage structure, job promotion, assessment oversight system of "double-qualified" and "dual-talented" teachers is not perfect [2], resulting in teachers' enthusiasm in enhancing professional practice ability is not high. This is an important reason limited growth and promotion of "double-qualified" and "dual-talented" teachers.

*D. Mechanism of college-enterprise cooperation in "double-qualified" and "dual-talented" Teacher Group is not perfect etc*

The enterprise of college-enterprise cooperation is lack of sense of responsibility and a sense of obligation, because of different interests between the enterprise and occupation school. That is the main reason, the enterprise is not willing to participate in the construction of "double-qualified" and "dual-talented". The low degree of attention of teachers, poor basic ability of service for the enterprise and deficiency of function of government in the construction of the "double qualification" teacher's constraint the development of "double-qualified" and "dual-talented" teacher.

**V. MEASURES OF "DOUBLE -QUALIFIED" AND "DUAL-TALENTED" TEACHERS TEAM CONSTRUCTION IN NEWLY-BUILT PRIVATE UNDERGRADUATE UNIVERSITIES**

*A. To make clear identified standards, strengthen the "double-qualified" and "dual-talented" consciousness*

Education authorities should issue as soon as possible methods of identification, training and management for "double-qualified" and "dual-talented", formulate a unified "double-qualified" and "dual-talented" teachers recognized standards, and indicate the direction for schools. We think that "double-qualified" and "dual-talented" teachers can be identified in the following three aspects: First, double-certified teachers. Teachers need to have teacher's certificate and industry certifications. Second, dual grade teachers. Teachers need to have more than the title of lecturer and professional titles above the intermediate level. Third, applied research type teachers. Teachers need to have teacher's certificate and preside over the application of research, which should be applied in practice in business [4]. No matter what kind of identification, teachers are required to have profound theory and rich practical skills.

Application oriented university teachers must change their ideas, to correct the idea that as long as you get a Teacher's Certificate or professional qualification certificate, then you can be included in the "double-qualified" and "dual-talented" teachers range. In the assessment of the qualifications of "double-qualified" and "dual-talented" teachers, in addition to the above-mentioned certificate, the university should also establish a special practical operation evaluation mechanism, take the practical operation assessment as an important content,

hold practical operation assessment for teachers who get qualified regularly every year, link to the firms, make the corresponding professional teaching ability to operate on a real job as the main content of the assessment, and choose teachers with higher score in the practical operation assessment as "double-qualified" and "dual-talented" teachers, and make them "double-qualified" and "dual-talented" teachers with both double certificate and double quality.

*B. To innovate training model and improve the training system*

Teachers' professional training should be carried out in many forms. Qingdao Huanghai University where the author works in uses a "five-layer formula" training strategy and supporting measures to improve teachers' skills. First, take advantage of the existing resources of the school training base to improve the basic skills. Second, using holiday time, through the way of hiring experts of companies and industry into the school, the school established professional training camp, so the professional theory and professional practice of the professional teachers can be promoted further. Third, arrange professional teacher to attend regularly scheduled professional learning and skills training, to dig deeply the frontier knowledge and the future development trend of each specialty. Fourth, to arrange teachers go to the businesses for a period of 2 to 3 months of testing and training during the school summer vacation. Teachers can master professional knowledge and skills, at the same time, get the knowledge and talent needs of jobs. Fifth, the technician identification, which asks teachers to attend the exam. The identification process of technicians and senior technicians is the assessment of the knowledge and skills that the teachers get in the previous four stages, but also a sublimation of the professional skills of teachers which helps teachers once again improve their comprehensive ability to achieve the standards of "double-type" teachers, and fulfill faculty development goals.

*C. To broaden the motivation, assessment mechanism and promote teachers' self-improvement*

Embarks from the newly-built private undergraduate universities itself is put forward. We round involved in the development of the "double-qualified" and "dual-talented" teachers personnel department, teaching, scientific research departments work reality, actively guide teachers to "double-qualified" and "dual-talented" teachers development. The personnel department in teachers' introduction, salary, benefits, training, assessment, etc, should actively inclined to "double-qualified" and "dual-talented" teachers. Personnel department especially in the process of title appraisal, strong ability to practice popular with the students of the "double-qualified" and "dual-talented" teachers. This form reflect the characteristics of higher vocational college title appraisal mechanism. Educational administration departments to encourage "double-qualified" and "dual-talented" teachers to carry out the teaching team construction. Educational administration departments to guide the "double-qualified" and "dual-talented" teachers in professional reform, teaching reform, curriculum reform, improve the quality of talent cultivation. Through the guidance of all kinds of project incentive "double-qualified" and "dual-talented" teachers to participate in the practice of reform.



Professional training through the university enterprise cooperation reform plans of higher vocational specialty. Scientific research departments to establish the platform in higher vocational colleges applied scientific research. And incentive "double-qualified" and "dual-talented" teachers to carry out horizontal topic research. And rewarding applied scientific research achievements [5].

*D. Strengthen the school-enterprise cooperation, build a "double-qualified" and "dual-talented" teachers' training platform*

The newly-built private undergraduate universities should enhance school-enterprise cooperation, face the contradiction of enterprise utility and vocational education commonweal during the construction of contingent of vocational teachers, and classify the relation and responsibility of government, enterprises, school and society. The above principles are the basis and premise of establishing enterprises' dominant role in the construction of contingent of "double-qualified" and "dual-talented" teachers. In the practice of vocational teachers training, it calls for the participation of relevant interest groups in society to enhance the cooperation with enterprises. establishes the model of double qualified structure teaching team construction which includes government guidance, school principal part, enterprises participation, and industry instruction; establishes the operating mechanism of double qualified teachers structure teaching team construction that includes the construction of a common goal and vision, and improving interagency management of the new mechanism, the win-win benefits driven collaborative new mechanism, mutual co-training recruits new talent training mechanism. At the same time the newly-built private undergraduate universities should strengthen with the local industry enterprise to find common ground, to carrying out the part-time teachers' team construction, establishing long-term effective mechanism of part-time teachers.

Qingdao Huanghai University has strengthened its cooperation with the enterprise, and has reached a series of cooperation forms with Qingdao yunze equipment co., LTD., Qingdao Oriental huicheng electronics co., LTD. Strengthen bilateral depth substantive cooperation between schools and enterprises, and take the road of integration research. Encourage teachers to declare research projects with businesses, and participate in project design, to find comprehensive graduation practice from the production practice for the students. To encourage teachers to go out of school, to be business-oriented and production-oriented, to undertake research projects actively, to engage in scientific research and technical services, to study technology in-depth, to research and develop new products and new technology. To encourage teachers to carry out various types of external professional and technical development services [6]. Advantages of combination of research: First, to achieve the combination of the research work and teaching, this helps teachers in teaching innovation, and exploring ways to solve problems, and improving the quality of teaching. Second, to carry out applied research and technical services through cooperation with enterprises, this improves the research capacity of teachers and the promotion

of the use of scientific research. Third, to achieve the combination of teachers' scientific research work and the practical needs of business, and to achieve effective research transformation through the technology and equipment of professional teachers, which is conducive for energy conservation and improvement of product quality, development of new products, so as to serve the local economy and strengthen the willingness of companies' partnerships.

In view of this, we intended to explore the feasibility of promoting vocational school-enterprise cooperation by the combination of social external driving force and enterprise internal driving force, make the dominant role of enterprise in the construction of contingent of vocational teachers more prominent, build the long-term mechanism of school-enterprise cooperation in the construction of our country's contingent of "double-qualified" and "dual-talented" teachers.

## VI. SUMMARY

The development of "double-qualified" and "dual-talented" teachers team construction work relates to the quality of construction of teacher team in vocational schools, relates to the merits of the quality of vocational education, and relates to the construction of modern vocational education system. We can draw a conclusion that the newly-founded colleges need every part to promote the construction of the "double-qualified" and "dual-talented" teachers: the adjustment of the teacher themselves, the high requirement of the colleges, the platform that is provided by the factories and the connection of the government.

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