



Study on Dilemmas and Paths of Faculty Development for National First-Class Undergraduate Program in Tourism Management: An Empirical Analysis Based on Local Universities in Shandong Province

Xiu Li^{a*}, Hongxia Dong^b, Wei Liang^c

Taishan University, Taian, Shandong, 271000, China

* alixiude@163.com, ^bms.dhx@163.com, ^cxiaosi-5210@163.com

Abstract. To clarify the current situation of faculty development for the national first-class tourism management program in local colleges and universities and solve the dilemma of its effective alignment with industry needs and connotative development, this study selected faculty members from five colleges and universities in Shandong Province that offer this program as the research subjects. Through a literature review, the research team constructed an evaluation index system and designed a three-dimensional questionnaire covering ‘basic information - self-evaluation of work behavior - development demands’. Questionnaires were distributed using a combination of online and offline methods. The results show that there are deficiencies in aspects such as the faculty structure, weak international background of the faculty, insufficient international cutting-edge knowledge among teachers, and weak innovation capabilities. Accordingly, five countermeasures were proposed, including establishing a ‘three-dimensional capability’ system and advancing internationalization efforts.

Keywords: Local Universities, Tourism Management, National First-Class Undergraduate Program, Faculty Development

1 Introduction

Driven by the dual forces of the in-depth development of higher education and the profound transformation of the tourism industry, the construction of national first-class undergraduate programs has become a core approach for enhancing the quality of university education and aligning with industry demands. Tourism management, as a discipline that combines practicality and interdisciplinary nature, the quality of its talent cultivation depends on the comprehensive quality of the teaching staff^[6]. However, local universities in Shandong Province, as the main force for talent cultivation in tourism management programs, are affected by factors such as regional resources, policy support, and development positioning. Their teacher team building often faces practical challenges such as ‘the update of knowledge lagging behind industry development’ and

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‘the skill structure failing to match the standards of first-class programs’, which have become constraints on the improvement of the professional construction level^{[1][4]}.

Based on current research, the academic discussions on the construction of first-class professional teaching teams mainly focus on comprehensive universities or universities with industry-specific characteristics. There is relatively scarce empirical research on tourism management programs in local universities, especially a lack of systematic analysis based on micro-research data and combined with regional development characteristics^{[2][5]}. Shandong Province, as a major tourism province, has five local universities that have been approved as national first-class professional construction points for tourism management. These local universities shoulder important missions in serving the regional tourism economy and cultivating applied talents^[8]. However, whether the current teaching teams of these universities can meet the requirements of national first-class professional construction? The answer to this question has urgent practical significance for promoting the high-quality development of tourism management programs in local universities in Shandong Province.

Based on this, this study takes the tourism management national first-class program of local universities in Shandong Province as an example to clarify the structural characteristics, competence deficiencies and development needs of the teaching staff of tourism management first-class programs in local universities in Shandong Province at present. Then, it proposes targeted countermeasures for the construction of the teaching staff, providing a feasible practical path for the construction of the teaching staff of tourism management national first-class programs in local universities, enriching the empirical research results of first-class program construction, and facilitating the coordinated development of higher education and the cultural tourism industry.

2 Research Design and Empirical Analysis Results

This study examines the current situation and problems of the faculty team building for the national first-class tourism management program in local universities of Shandong Province. Taking QINGDAO University, Shandong Normal University, Qufu Normal University, Ludong University and Taishan College as examples, the study conducted questionnaire surveys among the professional teachers and obtained first-hand data.

2.1 Questionnaire Design

This study, through literature review, constructed an evaluation index system for the construction of faculty teams in national first-class undergraduate universities (Table 1). The questionnaire survey was conducted from May 20, 2025 to June 20, 2025, and was carried out through a combination of online and offline methods. The online survey was conducted by distributing questionnaires via Qianliyan. A total of 46 questionnaires were distributed online, and 56 questionnaires were distributed offline, making a total of 102 questionnaires. Among them, 101 were valid questionnaires.

Table 1. Questionnaire composition for the construction of national first-class professional teachers of tourism management in local Universities

Classification	Item	References
Basic Information	Gender, age, educational background, teaching experience, professional title, teaching type, teaching workload, whether familiar with the talent cultivation goals and professional development plans, whether having studied abroad, the on-site training form of the school where one works, whether participating in the collective training of teachers, teaching methods	
Self-evaluation of Teacher Behavior	Political literacy, moral literacy, professional conduct, professional belief, educational teaching philosophy, educational cultivation philosophy, professional knowledge, educational teaching knowledge, etc	Xu Jianping (2004) Guo Yanmei (2015) Xiang Qiqi (2018)
The demands of teachers	Professional ethics, teaching enthusiasm, teaching dedication, services provided by the school, desired services, improvement of faculty team building in first-class undergraduate education	Xiang Qiqi (2018)

2.2 Analysis Results

Reliability and Validity Test Results.

This study utilized SPSS 27.0 software to conduct a reliability and validity analysis of the questionnaire on the development of local university teachers (Table 2). The Cronbach's alpha value was 0.941, and the KMO index was 0.950. The reliability and validity of the questionnaire were excellent.

Table 2. Results of Questionnaire Validity and Reliability Testing

Dimension	Cronbach's α	standardized Cronbach's α
Teaching information dimension	0.890	0.910
Behavioral self-assessment dimension	0.953	0.954
Demand dimension	0.904	0.906
Total questionnaire dimension	0.941	
KMO=0.950		

Demographic Analysis Results.

The analysis of basic information shows that female teachers account for a relatively high proportion, with their ages concentrated between 31 and 50 years old (Table 3). The majority of them have master's or doctoral degrees. Lecturers and associate professors account for the highest proportion. The main teaching types focus on core courses and elective courses. Most full-time teachers have a weekly workload of 6 to 10 hours. The proportion of those with overseas experience is 13.64%. Most teachers pay close attention to the professional development planning.

Table 3. Basic information data analysis results

Items	Options	Per- cent (%)	Items	Options	Per- cent(%)
Gender	male	40.91	Course Type	Subject foundation courses	15.91
	female	59.09		Professional core courses	47.73
Age	Under the age of 18	0		Practical and experimental courses	0
	18-30	0		Professional elective courses	36.36
	31-40	40.19	Weekly workload	5 hours or less	34.09
	41-50	43.18		6 - 10 hours	59.09
	51-60	15.91		11 - 15 hours	2.27
	Over 60 years old	0		16 hours or more	4.55
Educa- tional Back- ground	Undergraduate degree	9.09	Under- stand the talent training plan	no understanding at all	0
	Master's degree	34.09		Not very familiar	6.82
	Doctor	56.82		With basic understanding	63.64
Title	Teaching Assistant	0		Good understanding	29.55
	Lecturer	45.45	overseas experience	yes	13.64
	Associate Professor	40.91		no	86.36
	Professor	13.46			

At present, the commonly used teaching methods by teachers of first-class tourism management programs in local universities in Shandong Province are case study method, theoretical lecture method, open group discussion, students' hands-on practical operation, video learning. Among these teaching methods, the proportion of classic reading and communication, and the strategy of solving numerous problems is the lowest.

Analysis Results of Self-evaluation Data of Teachers' Work Behavior.

Questions 1-7 of the second part of the questionnaire are designed for the comprehensive quality dimension, and the scoring order is professional style, political literacy, moral literacy, education and teaching concept, professional belief and professional cognition. The 8-12 questions in the questionnaire are designed for the knowledge level dimension. Among them, international frontier knowledge and psychological knowledge scored relatively low. According to the analysis results, the scores of this dimension are ranked as teaching method, teaching means, research-teaching integration ability, expression ability, communication ability, organization ability, guidance ability, internationalization ability, lifelong learning ability, and innovation ability. It can be seen from the analysis results that the mean values of internationalization ability, lifelong learning ability and innovation ability of teachers are low(Table 4).

Table 4. Analysis results of teachers' work behavior self-evaluation data

NO.	Items	Mean value
1	Political literacy: have a correct world outlook, outlook on life, values, social responsibility	4.84
2	Moral quality: have a noble ideological and moral quality, moral life, learning, teaching	4.84
3	Professional style: decent style, earnestly do self-respect, introspection, self-alarm, self-encouragement	4.86
4	Career cognition: Have a clear understanding and planning of my career development	4.47
5	Professional belief: Have a high level of educational feelings, full preparation before class, teaching enthusiasm	4.59
6	Education and teaching philosophy: take "teaching and educating people" as the first academic responsibility, willing to pay time and energy	4.73
7	Education concept: strict requirements for students, and no lack of humane care	4.50
8	Professional knowledge: proficient in the theory and knowledge of the professional field	4.38
9	Education and teaching knowledge: Understand and be familiar with basic education and teaching theory	4.38
10	Psychological knowledge: Understand and be familiar with basic psychological theory related knowledge	4.09
11	Subject integration knowledge: understand and be familiar with the general knowledge of subject integration, and have a wide range of knowledge	4.13
12	International frontier knowledge: Understand and be familiar with the latest domestic and international frontier knowledge and trends	4.07
13	Expression ability: Express clearly, accurately and impressively in class, and can attract students' attention	4.40
14	Communication skills: Can timely communicate and adjust with students according to different situations and reactions of students	4.36
15	Guiding ability: Capable of inspiring students to think, associate, and innovate. There is frequent interaction in the classroom.	4.23
16	Organizational ability: Have high classroom teaching organization and management ability	4.34
17	Coordination ability: can mobilize the enthusiasm of the student team and carry out the proper division of labor	4.25
18	Cooperation ability: able to cooperate with colleagues and overcome difficulties in teaching and scientific research	4.36
19	Teaching methods: Diverse teaching methods can be used in teaching	4.43
20	Teaching means: can effectively use all kinds of teaching media in teaching	4.43
21	Ability to integrate science and education: can timely transform the latest scientific research achievements into education and teaching contents, develop and set up new courses and experimental projects	4.43
22	Innovative ability: Innovative ideas and methods in teaching and research	4.03
23	International ability: have international vision and international professional ability	4.18
24	Lifelong learning ability: can keep learning, have the ability of lifelong learning and knowledge updating	4.04

3 The Results of the Analysis of the Needs of Teachers in the Construction of Teachers

At present, the form of on-the-job training for teachers in tourism management major in local colleges and universities is mainly expert training, followed by teaching observation, typical report and centralized teaching; The proportion of teaching plan exhibition and teacher salon is relatively low(Table 5).In terms of teachers' urgent need to improve their professional quality, the improvement of professional skills accounted for 97.73%, indicating that teachers have the highest demand for skill training; The rest are professional behavior, professional belief, professional style level professional ethics.In terms of vocational ability that urgently needs to be improved, innovation ability is the urgent need to improve teachers' vocational ability (84.09%), followed by research-teaching integration ability, international ability, guidance ability, expression and communication ability, cooperation ability and coordination ability.

From the factors influencing teaching enthusiasm, it can be seen that the generous salary and benefits have the greatest impact, followed by the advantages of professional title evaluation, learning and training opportunities, excellent working environment, evaluations from students and colleagues, team cohesion, and spiritual incentives.The key factors affecting teachers' actual behavior of teaching engagement are scientific research task, professional title and performance evaluation mechanism, followed by students' learning attitude, teaching culture atmosphere, salary and welfare, class schedule, and professor's courses.In the process of teacher team construction of tourism management major in local colleges and universities in Shandong Province, schools generally provide online and offline training, teaching resource guarantee and other services for teachers, but provide few services in technical assistance, teaching consultation, career promotion planning and psychological counseling.In terms of the services that teachers hope to obtain, teachers hope to obtain more support in workshops and integrated pre-service and post-service training; The second is teaching lunch, newsletter, MOOC, teaching blog and other ways of service.

Table 5. Results of the analysis of the needs of teachers in the construction of teachers

Dimension	Items	Percent(%)
Form of job training	Review the lesson plan	15.91
	Teacher salon	18.18
	Teaching observation	61.36
	Typical report	59.09
	Special lecture	88.64
	Concentrated teaching	54.55
Professionalism	Professional style	34.09
	Professional conduct	56.82
	Vocational skills	97.73
	Professional Ethics	31.82
	Professional beliefs	34.09
Professional ability	Ability to innovate	84.09
	Ability to cooperate	34.09

	International capability	63.64
	Ability to integrate science and education	70.45
	Ability to coordinate	27.27
	Ability to guide	36.36
	Presentation and communication skills	36.36
Influencing factors of teaching enthusiasm	Advantages of professional title assessment	63.64
	More learning opportunities	63.64
	Better working environment	61.36
	Cohesiveness of the team	47.73
	More mental stimulation	22.73
	High evaluation from students and colleagues	61.36
	Generous salary and benefits	68.18
Factors influencing teaching investment	Students' learning attitude	61.36
	Class Schedule	20.45
	The professor's course	20.45
	Teaching cultural atmosphere	45.45
	Evaluation mechanism	68.18
	Compensation and Benefits	40.91
	Research task	70.45
Services provided by the school to teachers	Career promotion planning	27.27
	Online and offline training	84.09
	Guarantee of teaching resources	81.82
	Psychological counseling	9.09
	Technical Assistance	45.45
	Counseling for teaching	36.36
Hopeful service	Pre-employment and post-employment integrated training	50
	Teaching Blog	18.18
	Real-time communication	29.55
	MOOC (Massive Open Online Courses)	29.55
	Reunion Society	25
	Teaching Lunch	34.09
	Workshop	72.73

4 Problems in the Construction of National First-Class Professional Teachers of Tourism Management in Local Universities in Shandong Province

Combined with the valid sample data of the survey questionnaire, the existing problems are systematically classified from the four dimensions of "teacher structure - teacher ability - training incentive - service guarantee", and the following core shortcomings are found in the construction of national first-class professional teachers of tourism management in local colleges and universities.

4.1 Imbalance in Teacher Structure

From the data of the "basic information" dimension, the teacher structure exhibits a distinct "dual imbalance" feature. Firstly, the international background is severely lacking. Only 13.64% of the teachers have overseas study or visiting scholar experience, which is far below the construction requirements of national first-class majors for "teaching with an international perspective", making it difficult to meet the international teaching needs of courses such as Smart Tourism. Secondly, there is a gap in the professional title hierarchy. The proportion of professors is only 13.46%, while the combined proportion of lecturers and associate professors is 86.36%. There is a lack of high-level leading talents to guide the academic direction; at the same time, teachers aged 41-60 have become the backbone (accounting for over 59%), while the proportion of young teachers is relatively low, resulting in insufficient reserve talent, which may lead to a "generational gaps" risk in the teacher structure in the next 5-10 years^{[3][7]}.

4.2 Shortcomings in Teachers' Competencies

Based on the data from the 'Self-Assessment of Work Behaviors' in three dimensions (comprehensive quality - knowledge - professional skills), the teachers' capabilities present the problem of 'low scores in core dimensions and disconnection from industry demands'. In the knowledge dimension, the scores for international advanced tourism knowledge (mean < 4.1) and tourism psychology knowledge (mean < 4.1) are significantly lower than those for professional basic theoretical knowledge (mean 4.6), reflecting that teachers have insufficient knowledge reserves in emerging fields such as the application of smart tourism technologies and visitor behavior profiling, making it difficult to meet the course teaching requirements under the background of 'cultural tourism integration + digitalization'. In the skills dimension, innovative teaching ability (mean 4.12), lifelong learning ability (mean 4.18), and international teaching ability (mean 4.05) have become the three major shortcomings. Only 38.1% of the teachers can proficiently use virtual simulation teaching tools, and 29.5% of the teachers participate in interdisciplinary training every year, which shows a significant gap from the requirement that 'first-class majors should possess innovative teaching methods'. In the comprehensive quality dimension, the scores for professional cognition (mean 4.52) and professional belief (mean 4.48) are relatively high, but the score for the clarity of career planning of teachers is only 4.2, indicating that some teachers have a vague understanding of "the personal development path under the construction of first-class majors" and lack the internal driving force to actively adapt to the professional construction.

4.3 Defects in the Training Incentive Mechanism

Based on the survey data on 'teacher development need', the current training and incentive mechanisms are unable to meet the growth needs of teachers, and there is a problem of 'misalignment between supply and demand'. On one hand, the training forms are highly monotonous. 88.64% of the training still mainly consists of 'expert

lectures', while the interactive training that teachers have a higher demand for, such as 'teaching salons' (accounting for 62.3%), 'lesson plan exhibitions and evaluations' (accounting for 58.7%), and 'inter-school teaching discussions' (accounting for 55.9%), only account for 15%-18% of the total. This results in the training content being difficult to be transformed into actual teaching abilities. On the other hand, the incentive orientation is seriously deviated. 70.45% of the teachers believe that 'the weight of research tasks is too high', and research achievements are directly linked to professional title evaluation, while teaching performance (such as curriculum reform, student satisfaction) accounts for less than 30% in professional title evaluation; at the same time, the salary incentive is insufficient. 68.18% of the teachers list 'salary and welfare' as the primary factor affecting teaching enthusiasm, and research rewards outweigh teaching rewards, leading to a significant tendency of 'emphasizing research over teaching' among teachers, which is contrary to the construction positioning of the first-class discipline that 'teaching is the core'.

4.4 Insufficient Service Guarantee System

The 'School Service Demand Matching Degree' data shows that the current service system presents the problem of 'incomplete coverage of basic services and severe lack of personalized services'. At the basic service level, the coverage rate of technical assistance (such as maintenance of teaching platforms and data processing support) is only 45.45%, and more than 40% of teachers report that "they need to solve technical problems on their own", which affects the promotion and application of smart teaching tools; the coverage rate of psychological counseling services is even as low as 9.09%, and 35.2% of teachers say 'they are constantly under the dual pressure of teaching and research, but lack psychological counseling channels'. At the personalized service level, the coverage rate of career development planning services is only 27.27%, which is far below the 63.9% demand ratio of teachers, especially young teachers have a strong demand for guidance on 'teaching ability advancement paths' and 'methods for balancing research and teaching', but the school has not provided targeted 'mentoring system' assistance; at the same time, the services that teachers expect, such as 'pre-service and post-service integrated training' and 'support for connecting practice teaching bases', have a coverage rate of less than 30% of the existing system, and the service supply and teachers' actual needs form a significant gap, making it difficult to support teachers in continuously adapting to the requirements of first-class professional construction.

5 Countermeasures for the Construction of First-Class Faculty for Tourism Management Programs in Local Universities

Based on the current situation, shortcomings and demands of the faculty, the following five aspects are proposed to address the construction of first-class faculty for tourism management programs at local universities at the national level:

5.1 Establish a ‘three-dimensional capability’ Improvement System to Address the Shortcomings in Knowledge and Skills

In response to the low scores of teachers in international advanced knowledge, psychological knowledge (knowledge dimension), as well as innovation ability, internationalization ability, and lifelong learning ability (skill dimension), and the fact that 84.09% of the teachers believe that innovation ability should be prioritized for improvement, the following measures can be taken to enhance these capabilities:

First, conduct knowledge supplementation. Organize special training courses such as ‘Frontiers of International Tourism Research’ and ‘Tourism Consumer Psychology’, inviting domestic and foreign scholars to regularly share industry trends; form interdisciplinary teaching teams to promote the accumulation of knowledge across disciplines such as management, psychology, and sociology. Cooperate with psychological professional institutions to hold psychology knowledge training courses regularly, helping teachers understand students' psychological characteristics and improving teaching effectiveness. Second, strengthen skills. Establish an "Innovative Teaching Laboratory", support teachers in developing case teaching libraries and virtual simulation practice projects, converting research results into teaching content (such as designing course modules based on topics like rural revitalization and smart tourism); establish a ‘Lifelong Learning Credit System’, requiring teachers to complete a certain number of online courses (such as courses on ‘Tourism Big Data Analysis’ on MOOC platforms) each year and include them in the annual assessment. Third, support teachers in interdisciplinary learning. Encourage them to participate in seminars or courses in other disciplines to enrich their knowledge reserves and enhance their interdisciplinary integration ability.

5.2 Promote Internationalization Capacity Building and Broaden Teachers' International Perspectives

First, establish an overseas exchange mechanism. Establish a ‘1+1’ cooperation program with international tourism universities, sending 10% to 15% of teachers each year to conduct overseas study or participate in international conferences. The focus is on cutting-edge fields such as sustainable tourism and cultural heritage protection. Second, carry out bilingual teaching training. Establish a ‘Tourism Management Professional Bilingual Teaching Workshop’, inviting teachers with overseas teaching experience to share practical experiences, simultaneously introducing original textbooks and organizing local adaptations to enhance teachers' cross-cultural teaching abilities. Third, deepen international project cooperation. Encourage teachers to participate in ‘Belt and Road’ tourism research projects or jointly develop practical courses with overseas enterprises (such as international hotel operation and management training), integrating international cases into classroom teaching. Fourth, provide internationalization capacity training. Establish a foreign language teaching ability improvement class, organizing teachers to participate in international certification courses (such as UNWTO Tourism Education Certification), enhancing their international professional capabilities. Fifth, establish a lifelong learning mechanism. Build an online learning platform,

providing teachers with high-quality course resources both at home and abroad, supporting their continuous learning; at the same time, incorporate lifelong learning into the assessment system to motivate teachers to actively improve.

5.3 Innovate Training Methods and Content to Meet the Diverse Needs of Teachers

At present, the main form of teacher position training is ‘expert lectures’ (88.64%), while interactive training methods such as ‘teacher salons’ and ‘lesson plan exhibitions and evaluations’ account for less than 20%. Moreover, 72.73% of teachers hope to obtain support through ‘workshops’. First, enrich training carriers. Conduct ‘teaching lunch meetings’ every month, with group discussions centered around topics such as ‘case-based teaching design’ and ‘integrating ideological and political education into practical courses’. Each semester hold ‘exhibitions of excellent lesson plans’ and ‘innovation competitions in teaching methods’, promoting the sharing of experiences among teachers. Second, implement integrated pre-service and post-service training. Set up ‘basic teaching skills training camps’ for new teachers (including board design and classroom management), and establish ‘teaching leadership development plans’ for experienced teachers to support them in undertaking cross-school teaching reform projects.

5.4 Optimize the Incentive Mechanism and Balance the Investment in Teaching and Research

The survey shows that 70.45% of the teachers believe that ‘heavy research tasks’ and ‘the evaluation mechanism for professional titles’ are the core factors affecting teaching investment, while ‘ample salary and welfare’ and ‘advantages in professional title evaluation’ are the key to stimulating teaching enthusiasm. Based on this, the following measures can be considered: First, adjust the assessment orientation. Add ‘teaching innovation indicators’ to the professional title evaluation, and incorporate ‘the rate of excellent student evaluations’, ‘teaching awards’, and ‘the number of practical course developments’ into the core evaluation system, implementing ‘dual-track parallel’ assessment with research achievements. Second. The incentive policies are tilted towards teachers. The ‘Teaching Excellence Award’ is established to provide financial rewards to teachers who develop unique courses and guide students to win national-level competition awards. For teachers who undertake 6-10 hours of teaching per week, some of their research tasks are waived to ensure they can fully devote themselves to teaching. Thirdly, the salary system is optimized. The weight of teaching performance in salary distribution is increased, and additional rewards are given to teachers with outstanding teaching achievements. Fourthly, the academic title evaluation system is reformed. The proportion of teaching achievements’ in the evaluation is increased, balancing the weights of teaching and research.

5.5 Improve the Support Service System and Strengthen the Professional Protection of Teachers

The provision rate of services such as ‘technical assistance’, ‘psychological counseling’ and ‘career development planning’ in schools is less than 50%. However, teachers have prominent demands for career planning guidance (27.27%) and psychological support (9.09%). In response to these demands, first, provide full-cycle services, establish a ‘Teacher Development Center’, equip with teaching consultation advisors, and offer personalized guidance such as course design and teaching method optimization for teachers; jointly with the information technology department develop a ‘Smart Teaching Toolkit’ to support online course recording and the application of virtual simulation experiments. Second, implement humanistic care, conduct regular teacher mental health assessments, and set up stress management workshops; for the main group of teachers aged 31-50, formulate a ‘Dual Career Development Pathway’ plan, clearly defining promotion milestones and resource support.

6 Conclusion

This study makes an empirical analysis on the current situation and problems of the construction of national first-class professional teaching staff of tourism management in local universities in Shandong Province, and finds that there are shortcomings in the construction of teaching staff in the aspects of teaching structure, teacher ability, training incentive mechanism and service guarantee system. In view of these aspects, this paper puts forward countermeasures such as building a "three-dimensional capability" promotion system, promoting international capacity construction, innovating training forms and contents, optimizing incentive mechanisms, and improving support service systems. This study aims to solve the shortcomings of the current teaching staff in knowledge structure, ability and quality, development support and other aspects, and help the first-class tourism management specialty to build a "high-quality, comprehensive knowledge and outstanding skills" teaching staff, and support the improvement of professional talent training quality.

However, the research object of this study only covers 5 local universities in Shandong Province, the sample size is limited, the universality of the analysis results is limited, and the deep reasons for some demands are not further explored. Future research can expand the scope of investigation to local colleges and universities across the country, and explore the root causes of the shortcomings of ability by combining interview method. The implementation effect of countermeasures can be tracked, and a long-term mechanism of "investigation-countermeasure-evaluation-optimization" can be formed.

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