

Research on the Construction of “Double-qualified” and “Double-talented” Teaching Staff in Private Application-oriented Undergraduate Universities

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Abstract: At present, for undergraduate universities in China, the construction of “double-qualified and double-talented” teaching staff is the necessary guarantee for cultivating applied talents. In constructing teaching staff, it is necessary to meet the requirement of development and transformation of undergraduate universities and constantly deepen the reform system. Besides, education mechanism shall be improved to effectively enhance the quality of teaching staff in undergraduate universities.

The construction mode of “double-qualified and double-talented” teaching staff is increasingly applied in private application-oriented undergraduate universities. With the deepening reform of teaching staff construction, problems faced by the construction of “double-qualified and double-talented” teaching staff appear. At present, how to play the role of “double-qualified and double-talented” teachers in cultivating talents in private application-oriented undergraduate universities is the key issue.

1. The Necessity and Significance of Constructing “Double-qualified and double-talented” Teaching Staff

1.1 The basic guarantee for cultivating applied talents

“Double-qualified and double-talented” teachers require solid professional knowledge, strong education and teaching ability and unique teaching method and teaching concepts, which needs long-term teaching to explore experience. Besides, teachers shall have stronger education and teaching ability. In teaching, teachers shall train students’ professional skills according to characteristics and requirements of industry, which is the important guarantee for undergraduate universities to train applied talents.

1.2 The key to promoting the transformation of private undergraduate universities

In the era of mass entrepreneurship, in order to effectively meet the demand of industries for talents, private undergraduate universities shall focus on the cultivation of applied talents. They should fully recognize the mission they shoulder, change the previous school-running positioning of putting too much emphasis on theory not technology, adopt the method of multi-channel expansion to train professional talents, and carry out cooperation with enterprises, so as to realize the win-win of universities and enterprises. It is obvious that the construction of “double-qualified and double-talented” teaching staff promotes the development of undergraduate universities to a great extent. Undergraduate universities are the main reflection of higher institutions in China. Only the overall education and teaching of undergraduate universities are ensured can the overall higher education in China be guaranteed.

2. Problems in Constructing “Double-qualified and double-talented” Teaching Staff

2.1 The shortage of teacher resources

The teaching mode of “double-qualified and double-talented” is well applied in some

undergraduate universities and attracts the attention, however, there are some problems, which are mainly the limited teacher resources and the lack of talents. This is mainly because most teachers in colleges and universities are fresh graduates with high academic qualifications, but insufficient practical experience. In addition, many technical talents introduced and external teachers have poorer professional quality, and cannot take students' actual conditions into account in teaching, thus there is difference between teaching method and students' acceptance [2]. Finally, because it is difficult to conduct quantitative evaluation on the mastering of practical skills, many colleges and universities can just adopt education degree and title proficiency test to evaluate, which are not objective and accurate. Thus, this method always cause that many technical talents with rich experience but lower education degree and title are ignored, which is not beneficial for the implementation of professional teaching.

2.2 The lack of systematical design in education mechanism

Currently, the principle path for private undergraduate universities to train “double-qualified and double-talented” teachers is sending teachers to enterprises and industry for training and practical training, which improves teachers' practical teaching experience. Whereas, in actual implementation, it cannot reach ideal effects, which is directly related to the lack of systematical design in education mechanism. First of all, due to short period for practice, many teachers have heavy teaching task, and they still need to learn practical skills, so the effect of practical operation is not ideal because of insufficient experience. Besides, many teachers are involved in theory research, with shallow understanding of practical courses, so they cannot adapt to relevant concepts of practical operation in a short period of time. Secondly, it is related to the insufficient school-enterprise cooperation. Due to some constraints, many positions in enterprises are confidential, so teachers cannot obtain valuable experience. Finally, when sending teachers to enterprises for practical training, comprehensive education mechanism and corresponding supervision and evaluation system are not established, which directly leads to formalized practical training and failure in improving teachers' comprehensive professional quality [3].

2.3 The incomplete evaluation and reward mechanism

Nowadays, a large part of colleges and universities lack a comprehensive understanding of “double-qualified and double-talented” teachers, and the incentive mechanism is not perfect, which are mainly shown in two aspects. On the one hand, the compensation package for teachers are less attractive. Compared with common teachers, there is not obvious difference in salary, so that teachers are worried about their development space in the future. For some public institutions and enterprise, the salary for technicians is lower than research personnel, which cause the lack of technical talents to a certain extent. On the other hand, many undergraduate universities fail to provide corresponding incentives for teachers' performance and lack accurate evaluation system for teachers. Thus, the quality of teachers are different, however, the salary is the same, which is unfair for teachers with higher quality and stronger ability [4]. For a long time, teachers will be less interested in improving their practical skills, with less enthusiasm for professional training, which will have an impact on the cultivation of teachers for undergraduate universities.

3. Paths to Strengthen Constructing “Double-qualified and double-talented” Teaching Staff

3.1 To reform original selection and employment system to enrich “double-qualified and double-talented” teaching staff

In order to better adapt current reform and development of Chinese education cause, the introduction of talents shall be strengthened. Local undergraduate universities shall conduct the reform on the selection and employment system of focusing on theory not technology and actively widen the channels for introduction, so as to constantly increase the proportion of “double-qualified and double-talented” teachers and optimize the overall teaching staff structure. On the one hand, they can introduce talents with stronger practical ability in relevant majors from related colleges and

universities as full-time teachers, which is helpful for improving the comprehensive education of undergraduate universities. In addition, private undergraduate universities also can lower their requirements on education degree for full-time technical teachers, and introduce some technical teachers with rich practical experience and stronger comprehensive quality, so that students are able to have an overall understanding of theory and techniques of their majors. On the other hand, undergraduate universities also can invite some experts to give knowledge lectures on a regular basis to improve teachers' competence. At the same time, seminars also can be held to effectively promote the communication between teachers so as to grasp the latest development trend of education cause and improve their professional competence.

3.2 To strengthen the systematical design and perfect the training mechanism for teachers

At present, the cultivation mechanism of “double-qualified and double-talented” teachers in many undergraduate universities are imperfect, which leads to a difference in professional quality of teachers. In order to efficiently enhance the overall level of teaching staff, their practical ability shall be improved, and to perfect the cultivation mechanism of “double-qualified and double-talented” teachers is an ideal option, which shall be carried out from several aspects.

Firstly, it is necessary to clearly stipulate that teachers without relevant practical work experience shall take participation in systematical before-class training. Especially for teachers of applied disciplines, the experiences of practical work is necessary and plays an important role in the quality of teachers' overall teaching. Training can help teachers to more accurately recognize the importance of discipline knowledge, have a clearer recognition of the relationship between theoretical knowledge and practical knowledge and grasp basic professional skills to be better integrated in teaching. Besides, it is also feasible to encourage teachers to participate in training in free time, such as winter and summer vacation, and actively guide them to accurately grasp the knowledge dynamics of their industry so as to increase their practical experience. The integration of practical experience into theoretical knowledge can better promote teachers' comprehensive quality [5]. The effective connection of theory and practical teaching can enhance teachers' practical ability to a great extent and promote the implantation of their teaching tasks. On the other hand, teacher workshop and practical teaching workshop can be established to intensify the construction of practical teaching bases inside and outside school and raise cultural level of undergraduate universities. The work environment of teachers shall be changed, and full-time teachers with enterprise and industrial experience can be encouraged to enhance their theoretical knowledge and education competence, which is beneficial for the development of teachers and undergraduate universities.

Secondly, it is required to strengthen systematical design and build the platform for school-enterprise cooperation. In terms of current teaching mode of undergraduate universities, in teaching, it is necessary to focus on improving students' practical ability. Undergraduate universities shall establish long-term cooperation with enterprises of this major and expand channels for school-enterprise cooperation, which benefits universities and enterprises. Multi-channel school-enterprise cooperation can promote teachers to obtain training and learning to enhance their professional quality. When training in enterprises, they can know many knowledge that they cannot learn from theoretical classroom. Teachers also are encouraged to take participation in the evaluation on practical work so as to have a clearer recognition of their ability. In addition, teachers shall also train their ability of teamwork, which is crucial. For teachers, to organize the team of scientific research and regularly apply for relevant training project can effectively enhance their innovation ability through scientific research platform.

3.3 To intensify institutional guarantee and complete evaluation and incentive mechanism

Currently, many teachers pay less attention to the cultivation mode of “double-qualified and double-talented” teachers, mainly because systematical and institutional guarantee is not available for these teachers. What's more, evaluation and examination is incomplete, which directly causes unfairness for many teachers. The salary is the same for teachers with different competence, which reduces teachers' enthusiasm for improving their professional quality. From the actual development

of education in China at the present stage, first of all, for private application-oriented undergraduate universities, the scientific and rational transformation of teachers should be carried out according to the actual situation of teachers at this stage, which can effectively enhance teachers' self-awareness, so that teachers have a clearer positioning of theoretical knowledge and practical ability. Undergraduate universities shall issue practical identification and assessment standard for "double-qualified and double-talented" teachers, so as to ensure a more accurate understanding of teachers' performance and provide corresponding compensation according to teachers' performance, which can promote teachers' transformation and improve their initiative to enhance their comprehensive quality. In addition, they also shall strengthen the examination on professional practice and application direction of technology, which is important. Some supportive policies with stronger practicalness shall be stipulated to plan the performance standard of "double-qualified and double-talented" teachers in detail. It is feasible to appropriately increase the compensation for teachers. At the same time, it is necessary to provide rewards for teachers with remarkable education results, which can greatly enhance their initiative for training and the development of teachers themselves and undergraduate universities.

It is also required to plan and determine stipulations on business trip and off-campus training of teachers. For teachers' temporary position exercise, stipulations are important to clarify the objective and workload of teachers in training, which can also encourage teachers to take participation in off-campus exercise to a certain extent. In addition, when conducting job title assessment and training, it is also necessary to give teachers in transformation a policy, which can effectively enhance teachers' sense of superiority and self-satisfaction, and greatly promote the transformation and enthusiasm for development of "double-qualified and double-talented" teachers.

Then, scientific evaluation mode shall be established and evaluation and incentive mechanism shall be continuously improved. When carrying out transformation-oriented evaluation indicator system, application-oriented undergraduate universities shall pay attention to the education and teaching of "double-qualified and double-talented" teachers, which is crucial. Teachers' teaching ability, practical application research ability and technological innovation are important, deciding the development path of teachers. Meanwhile, undergraduate universities shall also regularly conduct comprehensive and detailed evaluation on professional skills on teachers so as to form systematical evaluation and incentive mode and realize the effective changes of teaching environment and growth environment of "double-qualified and double-talented" teachers, so that teachers are more devoted to their cause.

4. Conclusion

For private application-oriented undergraduate universities, the construction of "double-qualified and double-talented" teaching staff is crucial and a systematical project. Undergraduate universities should combine the actual needs of their own transformation and development at this stage to train teacher talents. For teachers, active transformation can widen their own development path, which will greatly help teachers' career development in the future. Undergraduate universities should pay attention to precisely understand relevant policies when educating, employing and motivating people, which can effectively ensure that teachers pay more attention to the improvement of their professional quality. Undergraduate colleges and universities should develop a systematic teacher evaluation and incentive mechanism, adopt differential compensation according to teachers' own professional quality and ability, to arouse the enthusiasm of teachers for transformation and learning, so that the quality of the teaching team is guaranteed.

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