

Research on the Construction of ‘Dual Teacher’ Team of Business Administration Major in Applied Undergraduate Colleges under the Background of Industry-Teaching Integration--Taking College H as an Example

Yangyang Yan

Guangzhou Huali College, Guangzhou 511325, China

Abstract: In the era of digital economy, the cultivation mode of industry-teaching integration can effectively improve the teaching quality of applied undergraduate colleges and cultivate talents in line with the development needs of the market, which greatly improves the employment rate of college graduates. This cultivation mode is widely used in all applied colleges and universities in China. However, the construction of the faculty of the business administration major of applied undergraduate in College H has not met the requirements of the integration of industry and education, and it is urgent to build a ‘dual-teacher’ team that meets the requirements of the ‘integration of industry and education and collaborative education’. Taking the business administration major of College H as an example, this paper analyses the current situation and problems of its ‘dual-teacher’ team, and puts forward relevant construction optimization paths according to the resources provided by the school-enterprise cooperation enterprise practice bases that have been established.

Keywords: Industry-Teaching Integration; Business Administration; ‘Dual-Teacher’ Team

In institutions of higher education, ‘dual-teacher’ teachers are those who are capable of both theoretical teaching and practical and experimental teaching. In addition to the basic professional ethical qualities, it is also required that in the past three years, the annual assessment is qualified or above, and has one of the following conditions. (1) Passing the intermediate or above professional skills training examination organised by the state, and obtaining the professional skills qualification of technician (or equivalent to the level of technician) or above recognised by the state; (2) Passing the various types of licensing examinations organised by the state, and obtaining the certificate of intermediate or above licensing qualification; (3) Engaged in the engineering and technical work or scientific research for more than three years in the enterprises, public institutions, or research institutes, and possessing the qualification of engineer or above for the various types of professional positions.

(3) Part-time teachers who have been engaged in engineering work or scientific research in enterprises, institutions or research institutes for more than three years, and have the qualification of engineer or above.

1. Research background

In December 2017, the General Office of the State Council issued Several Opinions on Deepening the Integration of Production and Education, proposing to gradually increase the degree of participation of industrial enterprises in running schools, and comprehensively implement collaborative education between schools and enterprises. 3 April 2019, the National Development and Reform Commission and the Ministry of Education jointly issued the Implementation Measures for the Construction of Industry-Education Integration-type Enterprises (Trial Implementation), which guides localities in the development and cultivation of industry-teaching integration-type enterprise construction, and encourages support for the construction of enterprises On 3 April, the National Development and Reform Commission and the Ministry of Education jointly issued the Measures for the Implementation of the Integration of Enterprises in Education and Production (Trial Measures), guiding localities to carry out the cultivation of the integration of enterprises in education and production, encouraging and supporting enterprises to participate in education in a variety of ways, participating in depth in the reform of ‘introducing enterprises into education’, and giving play to the role of the enterprises as an important main body in running schools, introduction, use and reasonable mobility of talents. Therefore, deepening the integration of industry and education and building a high-quality ‘dual-teacher’ team are the requirements of the national reform of higher education, and also the embodiment of the development of the new quality of productive forces. The business

administration major of applied undergraduate colleges is inextricably linked with the transformation and upgrading of industrial structure, enterprise operation and management, and local economic construction. It is important to build a good 'dual-teacher' team of business administration majors in order to promote the cultivation of employable talents to meet the needs of the times.

2. Analysis of the status quo of faculty strength of business administration major in College H

College H was approved by the Ministry of Education in 1999, the original independent colleges, ordinary higher private undergraduate colleges and universities, with a history of more than 20 years, H College of Business Administration is a provincial model of applied personnel training, H College and more than a dozen of medium-sized or large-scale enterprises signed a school-enterprise co-operation agreement, and the establishment of an off-campus teaching practice base. Due to the assessment needs, College H has expanded the recruitment of teachers and recruited many fresh graduates of master's degree as teachers. The whole profession already has 40 teachers, including 2 professors (both with doctoral degrees, retired and reappointed professors from 985 universities, one master director and one doctoral director), 4 associate professors, 6 lecturers, 1 senior economist, 1 intermediate engineer, 4 intermediate economists; 7 intermediate dual-teacher and dual-capable teachers, accounting for only 25%; 2 assistant professors; 20 people without titles, accounting for 50%. There are 3 doctoral students and 37 are master degree holders. The Department of Business Administration has undertaken more than 100 research projects at all levels over the years. There are 32 teachers who joined the department after 2023, including 17 teachers without titles. There are also 3 teachers who are studying for PhD. The number of veteran teachers is very small, less than three.

3. Analysis of the problems of the 'dual-teacher' team in College H's business administration programme

3.1 Introducing many new teachers without titles and little practical experience in enterprises.

The 'dual-teacher' teachers need to have professional titles of intermediate level or above, or have more than three years of practical experience in enterprises or research institutes. However, most of the teachers recruited by College H are fresh masters who became teachers in colleges and universities without practical experience in enterprises, and the number of teachers with intermediate titles or above is only in the single digits. A small number of teachers have many years of experience working in enterprises or as civil servants, and have worked in government agencies. Fresh master's degree teachers do not even have teaching experience, even the theoretical knowledge is not good, not to mention the class to the students on practical experience, with students operating skills practical training courses more still need to learn. Often do not go through the teaching training, fresh master's degree teacher on the podium in a hurry to teach. To create a 'dual-teacher, dual-capable teachers' team is a long way to go, but also need more teachers have practical experience in the enterprise, to understand the current market for the recruitment of students' skills and overall quality requirements, to keep pace with the times, keep up with the requirements of the times.

3.2 Private colleges and universities have high mobility of teachers and cannot retain talents

Some teachers of business administration majors just joined the profession and left in one semester, and some teachers left after staying for one or two years, so there is a great mobility of teachers. Every semester there are several teachers leave, and every semester new teachers are recruited. Teachers are unstable, and the school has become a temporary stopping point for teachers. This makes it difficult to build a professional faculty. Some teachers leave but don't even do their job properly, for example, they hastily do the departure procedure without checking or revising the students' thesis and related materials. It is often difficult to contact the departing teacher later to notify the students under his supervision to revise their thesis and related materials. The main reason for teachers to leave is that the salary level is average and low. The main reason for teachers to leave is the low salary level and the low pay. The seniority of the teachers is also important for them to apply for the projects, which gives more chances to the old staff and less chances to the new staff, which makes it difficult for them to apply for the projects. The appraisal of titles is also not always open and transparent. The workload is raised again to 640 workloads a year, which is hard to reach.

3.3 Textbook content is old and outdated, detached from the actual requirements of the market

The teaching materials of business administration are old and stereotypical, not keeping up with the times, which is also a big problem. Under the integration of industry and education, teachers need good teaching materials to teach good classes. The textbooks are based on pure theoretical knowledge, with very little practical content. The cases in the textbooks are also very old and not very relevant. Times are changing, technology is developing, the cases in the textbook should be related to the news in recent years, related to new policies, reflecting the development of technology and the requirements of the current market. Outdated teaching materials make most students less interested in the classroom, and many students are reluctant to participate in the classroom, believing that textbook knowledge is not very useful to them, and cannot be well applied to their study life and employment.

4. Strategies for building a ‘dual-teacher’ team

4.1 Provide more training for new teachers and establish a mechanism to encourage teachers to go to enterprises for practice.

For fresh college teachers, teaching training is an important part to help them quickly adapt to the role of teachers and improve their teaching skills and professionalism. New teachers should be trained in teaching modules in the first week of their employment or every Sunday (for 4 weeks), so that they can adapt to their teaching roles as soon as possible, speak well in the classroom, and lay a solid foundation for their future educational work.

In addition, the college should continue to deepen the school-enterprise co-construction of on- and off-campus training bases and ‘dual-teacher’ teacher training bases, encourage teachers to go to enterprises for 1-2 months a year to practice, and create high-quality bases by enriching the construction of the bases to break the training barriers of ‘dual-teacher’ teachers’ teams and meet the needs of “dual-teacher” teachers. By enriching the construction of the bases and creating quality bases, the training barriers of the ‘dual-teacher’ teacher team are broken down, and the practical needs and promotion opportunities of teachers are met. Let school-enterprise cooperation enterprises participate in curriculum construction, enterprise personnel as part-time teachers to teach students, promote the adjustment of the teaching curriculum, the combination of theoretical and practical teaching, so that the school-enterprise co-construction will help the output of professional teaching, professional teaching materials, teaching videos, professional courseware, and so on, but also in the process of transforming into the results of the subject, and serve for the enhancement of the scientific research level of the enterprise personnel and the teachers of the school. Teachers make use of the integration platforms such as industrial parks and incubators of training bases to promote the sharing of information and cooperation. To create a ‘dual-teacher’ teacher team that can integrate the functions of teaching, practice, science and technology, and service, different evaluation systems are adopted, and different evaluation criteria are divided into corresponding grades, with the same level of importance of the evaluation results, and the same level of evaluation results in the assessment of the teacher, evaluation of excellence, title evaluation, and rewards are provided.

4.2 Improvement of benefits and humanistic care

The salary of College H is a bit low in similar institutions, and there have been disguised deductions of teachers’ salaries. This is the main reason for teachers to leave. The tuition fee of private schools is very expensive, but the teachers’ income is not high. Therefore there is a need to increase the basic salary and school age salary of teachers, at least to the industry average. After all, the workload is too high, compared to the public undergraduate workload of 320 a year. private colleges and universities are affiliated with private enterprises, the group can release some part-time jobs for teachers that are conducive to the group’s development. Because teachers have few classes, some teachers have only 4 classes a week (45 minutes a class), therefore, let teachers do part-time jobs within the group is conducive to increase the income of teachers, but do not detach from the group, does not affect the spirit of service of the group teachers. There are already precedents of similar institutions doing this. It is also very important not to deduct teachers’ salaries in disguise. Teachers should be provided with opportunities for professional development and continuing education, and encouraged to participate in academic exchanges at home and abroad to enhance

their teaching and research capabilities. In order to retain teachers, the title assessment process should also be simplified to ensure the fairness and reasonableness of the assessment criteria, and formalism and bureaucracy should be avoided. To retain people with sentiments, a cultural atmosphere of respect and care for teachers should be created on campus to encourage mutual help and cooperation among colleagues and to enhance teachers' sense of belonging and satisfaction.

4.3 Developing new teaching materials integrated with market demand

College H has established many school-enterprise cooperation internship bases, such as KJ Group, an innovative technology enterprise of artificial intelligence that focuses on the research and development of XR underlying technology and provides the research, development and application of constructive spatial computation technology, using the form of modelling + scenario + application. This can be well used to establish a simulation training base within the school, and allow excellent engineers from the enterprise and teachers with a deep grasp of theoretical knowledge within the school to form a team to work together to write new teaching materials. Schools work with enterprises to collect their specific needs for human skills, including theoretical knowledge, practical skills and professionalism. At the same time, students' learning backgrounds, interests and career plans are taken into account to ensure that the content of the teaching materials meets students' developmental needs as well as stimulates their learning interests. Based on the objectives of industry-education integration, clarify which key competencies and knowledge the teaching materials aim to develop in students. Design the curriculum framework to ensure the integration of theory and practice, focusing on teaching methods such as case study, project-driven and problem-solving. Incorporate actual case analyses, industry standards, and workflows into the teaching materials, so that students can apply theoretical knowledge to actual work. Setting up specialised skills training modules, such as communication, teamwork, project management, etc., to enhance students' comprehensive vocational ability. Develop teaching resources that match the textbooks, such as online courses, simulation software and practical training guidebooks. In this way, we can ensure that the content of the teaching materials meets both market demand and educational objectives, providing students with a high-quality educational experience while helping them better adapt to their future careers.

Although the construction of 'dual-teacher' teachers in College H's business administration programme is still at a very early stage, College H's abundant practice bases for school-enterprise cooperation can effectively help it to build a 'dual-teacher' teaching team. It is a long-term plan for College H to promote the integration of industry and education by providing good welfare and humanistic care to retain teachers, establishing a sound mechanism for teachers to practice in enterprises, and creating a 'double-strength' faculty team in theory and practice.

References

- [1] Li Qinxu. Research on the construction of 'dual-teacher' teacher team in higher vocational colleges and universities under the background of industry-teaching integration [D]. Zhejiang Normal University.
- [2] Ye Chuntao. Exploring the impact of industry-teaching fusion on the construction of dual-teacher teacher team in business enterprise management [J]. *China Journal of Multimedia and Network Teaching (Zhongdian Journal)*, 2019, (07): 188-189.
- [3] Li N. Research on the construction of 'dual-teacher' teacher team in business administration disciplines of applied universities [J]. *Science and Technology Information*, 2016, 14 (29): 122-123.
- [4] Zeng Fanhui. Problems of 'dual-teacher' teacher construction in independent colleges--Taking business administration major as an example [J]. *Chinese and foreign entrepreneurs*, 2016, (30): 140-141.
- [5] Gao Hongyang. Research on the main problems of industry-teaching integration and integration mode of business administration majors in applied undergraduate colleges [J]. *University*, 2023, (35): 31-34.
- [6] Wang Baosheng. 'Practice and Research on the Construction of Industry-Teaching Integration Innovation Platform for Business Administration Professional Groups in Guangdong, Hong Kong and Macao Bay Area[C]// Guangdong Society of Higher Education. Proceedings of the 2023 Academic Symposium of Guangdong Higher Education Society. School of Management, Guangzhou Institute of Business and Economics;, 2023: 10.
- [7] Ge Lushan. Construction of Industry-Teaching Integration and Collaborative Education Mode for Business Administration Major in



the Context of New Business Studies [J]. *University Education*, 2023, (12): 45-48.

Author Introduction:

Yan Yangyang (1993-), female, born in Ganzhou, Jiangxi Province, holds a doctoral degree and a lecturer title. She works at Guangzhou Huali University and her research focuses on regional economy and educational innovation.