

Research on the Cultivation of “Double-qualified” Teaching Staff Under the Application-oriented Background

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Abstract: With the national efforts to promote the application-oriented development of local colleges and universities in China, it is high-quality “double-qualified” teaching staff that has become a kind of important guarantee to realize the application-oriented development of the local colleges and universities; it is also the main driving force to strengthen the teaching quality and sustainable development of the colleges and universities; at the same time, it plays a very important role in optimizing the structure of the teaching staff. This paper analyzes and puts forward the long-term mechanism, which is mainly embodied in the aspects of ideological changing, policy supporting, training mechanism, evaluation system and so on, for cultivating the high-quality “double-qualified” teaching staff.

1. Introduction

At present, China has been actively promoting the cultivation of applied talents, and lots of domestic colleges and universities are cultivating their teaching staff focusing on “double-qualified” mode. In October 2015, the Ministry of Education issued the Guidance on Guiding the Transformation of Some Local Ordinary Undergraduate Universities to Application-oriented Universities, in which it put forward that the primary task of the transformation and development of the local undergraduate colleges and universities is to strengthen cultivation of the “double-qualified” teaching staff, and in which it was clearly required that the “double-qualified” teaching staff should take the cultivation of Application-oriented technical talents as their mission. At present, there are lots of scholars specializing in researching “double-qualified” mode in China. Zeng Yihua[1] analyzes the training mode and measures for cultivating “double-qualified” teaching staff according to the needs of the local undergraduate colleges and universities in the process of their transformation and development; Wang Runtong[2] puts forward the standard for cultivating “double-qualified” teaching staff; Liang Weiyl[3] puts forward some measures for cultivating “double-qualified” teaching staff; and so forth. These existing research results, which are related to the cultivation of “double-qualified” teaching staff, mainly focus on the theoretical research such as the cultivating measures, cultivating standard and cultivating modes, etc., but there is few research on the operation mechanism or the systematic guarantee mechanism of the cultivation of “double-qualified” teaching staff. Therefore, how to strengthen the cultivation of the “double-qualified” teaching staff and how to give full play to the important role of the staff in the application-oriented transformation of the colleges and universities has become an urgent problem for us to solve now. In this paper, the authors take the cultivation of teaching staff in the Institute of Information for example, which is subordinate to the Business College of Shanxi University, and then, discuss how to standardize and perfect the system and operation mechanism for the cultivation of “double-qualified” teaching staff from the aspects of “double professional titles”, “double abilities”, “double certificates”, “double qualities” and so on. This paper can not only strengthen the power of these teaching staff in the independent colleges, but also provide guarantee for the cultivation of the excellent students in the future.

2. Problems in cultivation of the “double-qualified” teaching staff

The so-called “double-qualified” teaching staff means the teacher who has sufficient professional knowledge and practical skills. In the current process of transformation to application, there are still some problems in the cultivation of “double-qualified” teaching staff, such as insufficient ideological awareness, total quantity is few, weak practical ability of the teachers, imperfect cultivation mechanism, and so on.

2.1 Insufficient ideological awareness of “double qualified” teaching staff

At present, most teachers do not have a high level of awareness and enthusiasm for “double-qualified” mode, even the concept of “double-qualified” mode is not clear, teachers do not pay enough attention to the promotion of their practical ability; at the same time, the teachers' working initiative and practical ability are not strong enough to stimulate the teachers' awareness of “double qualified” ability.

2.2 Standard of “double qualified” teaching staff is not clear

The “double-qualified” teaching staff mainly emphasizes the practical ability and academic ability of the teachers, but the evaluation of the ability and the quality is difficult to quantify, which leads to a lot of problems in the identification. At present, the determination of the “double-qualified” teaching staff mainly follows the conditions of the High-education Department of the Ministry of Education, which is mainly focuses on the evaluation of the title of the teachers and their other professional technical positions. To combine these conditions with the actual situation of our institution, these conditions are not in accordance with the actual development situation of our institution in the implementation, and the result of the determination is not clear.

2.3 The deficiency of the training system of “double-qualified” teaching staff

“Double-qualified” teaching staff requires higher practical skill and academic ability of the teachers, so the teachers should improve their practical skill and academic ability purposefully. At present, it is lack of training plan and corresponding measures for the cultivation of the “double-qualified” teaching staff. Even if some teachers desire for participating in the cultivation of “double-qualified” teaching staff, but there is few way for them to take part in the training^[4].

2.4 The criteria of judging “double-qualified” teaching staff is single.

At present, one of the most universal criteria of judging the “double-qualified” teaching staff in colleges and universities is whether a teacher holds a professional certificate. A teacher can obtain a professional certification by means of examination; however, obtaining a professional qualification does not necessarily mean that the teacher has enough practical operating skills and practical teaching ability. Therefore, if a teacher holds a professional certificate or not is not a reasonable measure to identify if a teacher has been a “double-qualified” teaching staff or not, a “double-qualified” teaching staff must master the latest development and technology of the professional knowledge, undertake the work of practical teaching and guidance, participate in social service activities, and so on.

3. Construction of the evaluation index system of “double-qualified” teaching staff

3.1 Construction of the evaluation index system of “double-qualified” teaching staff

Scientific evaluation index systems of “double-qualified” teaching staff can promote all-round development of the teachers, improve the deficiencies of the teachers, and promote the practical and academic abilities of the teachers. Therefore, design of the evaluation process, and practical evaluation process should aim at promoting the teachers' further development^[5].

(1) The evaluation index system should be scientific. When formulating the evaluation index system, we should think of the teaching characteristics of our school and meet the requirements and

standard of the “double-qualified” teaching staff. According to the actual developmental condition of our school, we should formulate the criteria, methods and procedures for the evaluation of the “dual-qualified” teaching staff. We should insist in the principles of openness, justice and fairness; at the same time, the evaluation process should be open to the public, and the evaluation methods should be scientific and reasonable, so as to ensure the evaluation results are objective and true.

(2) The evaluation index system should be operational. Only by quantifying the evaluation index can truly reflect the work performance and achievement of the “double-qualified” teaching staff, and only quantification of the evaluation index is feasible can the statistical analysis be easily carried out, and can reflect the developmental trend of the cultivation of the teaching staff and the developmental level of the “double-qualified” teaching staff.

3.2 Standard of constructing the evaluation index system of “double-qualified” teaching staff

In the construction of the above-mentioned index system, the first basic requirement for the “double qualified” teaching staff is the teacher’s professional ethics. The basic task of the teaching staff is to cultivate their students and perfect their professional ethics; and teachers should be a good example for the students. Therefore, professional ethics should occupy a higher weight in the evaluation index; once a teacher’s ideological and political integrity or his professional ethics is not qualified, then the teacher should be evaluated to be unqualified directly. The second is that the evaluation index must highlight the “double-qualified” characteristics. The “double-qualified” teaching staff have obviously different characteristics from the ordinary teacher, so the “double-qualified” teaching staff must have strong abilities in practical skills, practical guidance and application, and in academic research. So, these obviously different characteristics must be highlighted in the evaluation index. The third is that the evaluation index should be classified according to the different situation of the different major at our school, and the evaluate index system should has different requirements and standards for different majors.

3.3 The evaluation index system for “double-qualified” teaching staff

In view of the above problems, combined with the current situation of teaching staff in our school, we analyze and summarize the evaluation index system of “double-qualified” teaching staff. It is shown as Table 1.

Table 1 Evaluation Index System

Sequence Number	Evaluating Items		Evaluating Contents and Results
1	Ideological and Political Integrity	Morality and Ethics	Being a model for students, Caring for students Dedication for work, and so on
2	Individual Basic Ability	Degree	Qualified degree for higher education
		Academic Title	Holding academic title certificate
		Vocational Qualification Certificate	Holding professional vocational qualification certificate with intermediate level or above
		Teachers' Ability Improvement	Actively participating in business learning, skills training, enterprise practice training, etc.
3	Teaching Ability	Teaching Quality	Evaluation by students, Evaluation by teachers Excellence rate of graduation design
		Teaching Achievement	Students' awards of competition, social activities of all kinds, Teachers' awards of teaching competition, etc
4	Academic Research Ability	Academic Research Project	Completion of various academic research projects conducted or participated in
		Academic Achievement	Invention patents, monographs, papers, etc

3.4 The determination of the weight in the evaluation index system of “double-qualified” teaching staff

The weight of each index in the above Table is generally analyzed by the Delphi Method. According to the Delphi Method and the actual situation of the colleges and universities, we can extend the scope of the experts who determine the weight a lot to the leaders at the school level, even ordinary teachers, students and related enterprises. First, we can determine the weight coefficients of the school-level leaders, the ordinary teachers, the students and the related enterprises in the evaluation index system, and then, we determine the weight coefficients of other items. By this way, it fully reflects the openness and democracy of the determination of the index weight coefficients; at the same time, it also ensures the teachers' acceptance to the results of the evaluation of “double-qualified” teaching staff.

4. Suggestions on the cultivation of “double-qualified” teaching staff

4.1 Clarifying the evaluation criteria and enhancing the teachers' awareness

Because of the different situations at different colleges and universities, it is necessary to make reference to the relevant national evaluation of the professional title of teachers and the technical job evaluation conditions of the relevant professional industries according to the actual requirement for the cultivation of the teaching staff for each major. It is also necessary to draw up the identification standard of “double-qualified” teaching staff, which is suitable for the actual situation, and to fully combine the characteristics of the school's characteristics, features of majors and so on.

4.2 Pay more attention to process evaluation and refine the evaluation index system

In the process of the evaluation, we must refine the evaluation index system of the “double-qualified” teaching staff^[6], strengthen the evaluation of the teacher's practical teaching effect on their students objectively, strengthen the process evaluation of the teachers' preferences when they participate in the practice in the enterprises, strengthen the evaluation and examination of the teaching reform of the teachers, and then, actively apply the evaluation results to the identification of the teachers' professional title, and election of the excellent teacher and other rewards, so as to improve the self-consciousness and the enthusiasm of the teachers by the examination and the improvement of the self-practice ability of the teachers.

4.3 Recruiting talents extensively and optimizing the structure of the teaching staff

According to the current development situation of our college, the number of the “double-qualified” teaching staff in the college is few, and the quality of the “double-qualified” teaching staff is not high. In order to change this situation, we should actively change our ideas, vigorously introduce talents, and reasonably determine the structure of full-time and part-time teachers according to the needs of the development of the school. Especially, it is necessary to cooperate with outstanding social enterprises, and introduce the professional talents working in those enterprises to our school, so as to give full play to the driving function of these specialists^[7].

To sum up, for the cultivation of the “double-qualified” teaching staff, we should adopt the combination of quantitative and qualitative methods to evaluate the teaching staff, the evaluation process should be carried out by means of combining process evaluation and result evaluation, and the process management of evaluation should be strengthened.

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