

# Innovation and Development of "Dual Teacher" Team Construction in Universities from the Perspective of Human Resource Management

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**Abstract:** The purpose of this study is to explore the innovative development of "double-qualified teachers" team construction in universities from the perspective of Human resource management (HRM). This article deeply analyzes the present situation, problems and challenges of the team construction of "double-qualified teachers" in universities, and reveals its influencing factors. The results show that, although universities pay more and more attention to "double-qualified teachers", there are still some problems such as unclear selection criteria and imperfect training mechanism. Based on this, this article puts forward a series of targeted suggestions, including clarifying the selection criteria, perfecting the training mechanism, establishing the incentive mechanism and strengthening the team culture construction. This study not only provides theoretical support and practical guidance for the team construction of "double-qualified teachers" in universities, but also provides new ideas and directions for future related research.

## 1. Introduction

As economic globalization and the knowledge economy era emerged, tertiary education shifted from imparting traditional knowledge to fostering abilities [1]. Consequently, universities introduced the concept of "double-qualified teachers" to cultivate educators with deep theoretical knowledge, practical experience, and the capacity to mentor students in practical applications [2-3]. This transformation holds immense significance in elevating tertiary education's quality and nurturing innovators. Hence, this study focuses on exploring innovative approaches for building a team of "double-qualified teachers" in universities, adopting a HRM perspective to align with the evolving needs of tertiary education in the modern era.

"Double-qualified teachers" are educators skilled in both professional theoretical knowledge and practical teaching abilities [4]. They excel not just in imparting theories, but also in guiding students to practical applications, thereby enhancing practical skills and fostering innovation [5]. Such teachers are crucial for developing practical talent. The primary objective of this study is to assess the current state of the "double-qualified teachers" team in universities, identify challenges, and propose strategies for innovative development. The research encompasses various aspects such as the selection, training, motivation, and evaluation of these unique educators.

## 2. "Double-qualified teachers" team building theoretical basis

HRM entails the rational allocation and efficient utilization of human resources within an organization, encompassing activities like recruitment, selection, training, motivation, and evaluation to accomplish organizational objectives [6]. In shaping the "double-qualified teachers" team at universities, HRM theory serves as a crucial guiding framework. The theoretical backbone for building this team primarily relies on HRM theory, team-building theory, and teachers' professional development theory. Collectively, these theories inform and steer the practical implementation of the "double-qualified teachers" team.

The competency framework for "double-qualified" teachers in universities encompasses three key dimensions: professional proficiency, practical capability, and pedagogical skills [7].

Professional proficiency demands a solid grounding in subject knowledge and theoretical understanding. Practical capability requires rich hands-on experience and the proficiency to tackle real-world challenges. Pedagogical skills involve possessing excellent teaching methodologies and abilities to efficiently impart knowledge and skills. Table 1 outlines the application of HRM in cultivating "double-qualified" teachers at universities.

Table 1 The application of HRM in the construction of "double-qualified" teachers' team in universities

HRM link	Main contents and objectives
Selection and recruitment of teachers	Through scientific and reasonable selection mechanism, talents with "double-qualified" teachers' potential are selected to ensure that the team has excellent teaching and practical ability.
Training and development of teachers	Through regular training and practical training, teachers' professional quality and practical ability can be improved to meet the requirements of "double-qualified" teachers.
Establishment and perfection of incentive mechanism	Through reasonable salary and promotion mechanism, teachers' work enthusiasm and innovative spirit are stimulated, and the overall performance of the team is promoted.
Construction and implementation of evaluation system	Through scientific evaluation standards and methods, teachers' work performance is evaluated objectively and fairly, which provides feedback and improvement direction for the sustainable development of the team.

These measures in the table together constitute an important support for the construction of "double-qualified" teachers in universities.

### 3. "Double-qualified teachers" team construction in universities

In recent years, with the deepening of tertiary education reform, universities have paid more and more attention to the team building of "double-qualified teachers" [8]. Many universities have begun to build or improve their own "double-qualified" teachers, aiming at improving teaching quality and enhancing students' practical ability and professional quality. At present, many universities have established a set of relatively perfect "double-qualified" teachers' selection, training and incentive mechanism, providing practical platforms for teachers and improving their double-qualified quality through school-enterprise cooperation and Industry-University-Research combination.

Although some achievements have been made in the team construction of "double-qualified teachers" in universities, there are still some problems and challenges. First of all, some universities have vague criteria for identifying "double-qualified" teachers, which leads to the lack of rigorous selection process. Secondly, due to the lack of effective incentive mechanism, some teachers are not enthusiastic about becoming "double-qualified" teachers. In addition, the cooperation between universities and enterprises is not deep enough to provide enough practical opportunities for teachers. Finally, cultural integration and communication in the process of team building is also a big challenge. Figure 1 shows the main factors that affect the team construction of "double-qualified teachers" in universities.

In relation to the policy environment, government investments in higher education and policy backing have a significant bearing on team development. As for school resources, factors such as university teaching equipment, practical training facilities, and research capabilities all influence the training and advancement of "double-qualified" educators. Regarding teachers' motivation, their interest and eagerness to become "double-qualified" are pivotal for team formation. Concerning enterprise collaboration, the nature and closeness of the relationship between universities and businesses have a direct impact on teachers' hands-on experiences and the outcome of team development.

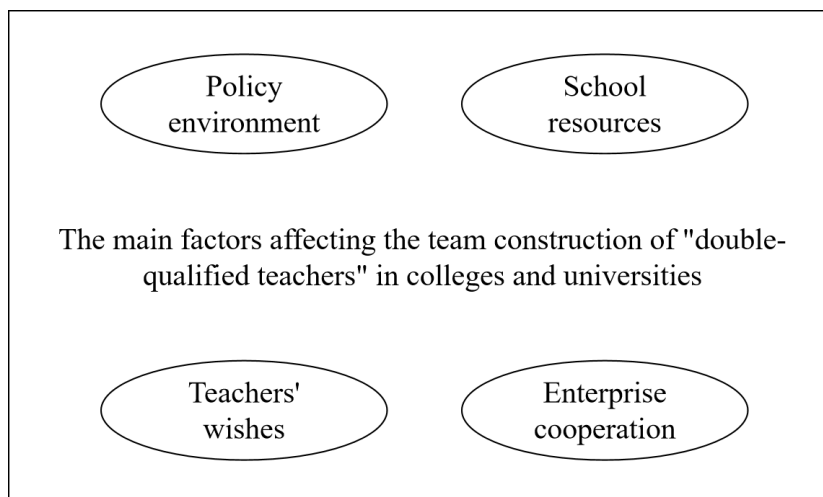


Figure 1 The main factors affecting the team construction of "double-qualified teachers" in universities

#### **4. Innovative development strategies of "double-qualified teachers" team construction in universities**

##### **4.1. Innovative HRM model**

At present, universities must innovate and introduce modern management concepts and technical means to achieve more accurate and efficient management. Universities can build a comprehensive and dynamic teacher information management system with the help of advanced technologies such as big data and artificial intelligence. This system can not only store the basic information of teachers, but also track and record the development trends of teachers' teaching achievements, scientific research progress and practical experience in real time. Through the in-depth mining and analysis of these data, universities can more accurately understand the strengths and weaknesses of each teacher, so as to tailor personalized training programs for them. Universities can also use these technical means to comprehensively and objectively evaluate teachers' teaching quality, scientific research ability and practical skills.

##### **4.2. Strengthen the selection and training of "double-qualified" teachers**

When choosing "double-qualified" teachers, universities ought to devise clear and scientifically rigorous selection standards. These criteria should encompass various aspects, including teachers' professional aptitude, practical proficiency, teaching capability, and more, to guarantee that the chosen educators possess solid theoretical grounding alongside extensive practical experience. Additionally, universities can widen their recruitment scope and lure exceptional talents to the "double-qualified" teaching staff through competitive selections and collaborations with businesses. As for professional development, institutions should prioritize the training and enhancement of "double-qualified" teachers. To ensure their continued growth, universities can also create a reserve of potential "double-qualified" teachers. By pinpointing and nurturing promising young educators, institutions can offer them the required assistance and mentorship, thereby assuring their speedy emergence as fully-fledged "double-qualified" teachers.

##### **4.3. Building a scientific incentive mechanism and evaluation system**

In order to effectively stimulate the enthusiasm of teachers to become "double-qualified" teachers, universities must build a perfect incentive mechanism. This mechanism should be multidimensional, covering salary incentives, promotion incentives and honor incentives. Furthermore, it is very important to construct a scientific evaluation system to ensure the sustainable development of "double-qualified" teachers and the overall progress of the team. This evaluation system should comprehensively evaluate teachers' work performance from multiple

angles, including teaching quality, scientific research achievements, social services and industry influence, as shown in Table 2.

Table 2 Comprehensive evaluation system of "double-qualified" teachers

Evaluating indicator	Specific content
Quality of teaching	Student feedback, teaching supervision and evaluation, teaching innovation and practice, curriculum design and implementation, etc.
Achievements in scientific research	Innovation and practicability of scientific research projects, publication of academic papers, patent application and authorization, etc.
Social work	School-enterprise cooperation projects, technical consultation and service, community service and contribution, etc.
Industry influence	The popularity in the industry, the participation of professional organizations or associations, and the contribution to the development of the industry.
Personal development and growth	Continuous learning, professional training participation, skills upgrading, etc.
Team cooperation ability	Team spirit, team project contribution, peer evaluation, etc.

Through such a comprehensive evaluation system, we can not only ensure the objectivity and fairness of the evaluation results, but also provide targeted guidance for teachers' personal development.

#### 4.4. Team culture construction and teachers' career development path design

Team culture serves as a vital force for team cohesion and unity, especially crucial for the "double-qualified" teacher team. Universities must prioritize fostering a positive team culture and bolstering communication and collaboration among team members. This can be achieved by organizing diverse team activities, such as academic exchanges, skill competitions, and team-building exercises. These endeavors not only foster deeper understanding and trust among team members but also elevate the team's overall execution and innovative capabilities. Additionally, universities should strive to cultivate a harmonious, positive, and innovative team environment by enhancing internal communication mechanisms.

In the design of teachers' career development path, universities should provide clear and feasible career planning guidance for teachers. This includes defining the direction and goal of teachers' career development, providing necessary training and development opportunities, and setting up reasonable promotion channels and incentive mechanisms. Through this career development path design, teachers can not only see their future development direction and promotion opportunities, but also constantly challenge themselves and improve their abilities in practical work, so as to realize the continuous improvement of self-worth and the continuous promotion of the overall development of the team.

### 5. Conclusions and suggestions

#### 5.1. Research conclusion

Through in-depth analysis of the current situation of "double-qualified teachers" team construction in universities, this study reveals the existing problems and challenges, and discusses its influencing factors. The results show that although universities generally recognize the importance of "double-qualified teachers", there are still some problems in actual operation, such as unclear selection criteria, imperfect training mechanism and insufficient incentive mechanism. Through analysis and discussion, the importance of scientific selection, training, incentive and evaluation mechanism to team building is further verified.

#### 5.2. "Double-qualified teachers" team building suggestions

Based on the research results, this article puts forward the following suggestions: universities should clarify the selection criteria of "double-qualified teachers" to ensure the openness, fairness

and justice of the selection process; Strengthen the training of "double-qualified teachers" and provide more practical opportunities and career development paths; Establish a perfect incentive mechanism, including material incentives and spiritual incentives, to improve teachers' work enthusiasm and innovation ability; Strengthen the construction of team culture and create a positive, United and cooperative working atmosphere.

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