

Strategies for Constructing an Integrated Full-Time and Part-Time "Dual-Qualified" Faculty Team in Pedagogy for Application-Oriented Universities under the "New Liberal Arts" Framework

Dong Yanmei

School of Education Science, Jilin Engineering Normal University, Changchun, Jilin, China

Abstract: Under the "New Liberal Arts" framework, the construction of "dual-qualified" faculty teams in pedagogy at application-oriented universities faces new demands, including diversified training goals, innovative teaching methods, and enhanced practical capabilities. This study explores strategies for integrating full-time and part-time faculty to optimize team structure and improve teaching quality. Using literature analysis, surveys, and expert interviews, the study examines the needs of pedagogy disciplines under the "New Liberal Arts" paradigm and analyzes the status and challenges of "dual-qualified" faculty construction domestically and internationally. A strategy centered on industry-education integration and university-enterprise cooperation is proposed. Results indicate that the effective combination of full-time and part-time faculty can address the limitations of single-track teams. Key factors include resource integration, institutional support, and competency evaluation. Institutionalized management is essential to foster long-term collaboration, creating a faculty development mechanism focused on teaching quality and practical skills. This research provides theoretical and practical insights for building "dual-qualified" faculty teams in pedagogy, contributing to the practice-oriented transformation of higher education and quality enhancement.

Keywords: New Liberal Arts; Application-Oriented Universities; Pedagogy; Dual-Qualified Faculty; Integration of Full-Time and Part-Time Teachers

1. Introduction

1.1 Research Background and Significance

The "New Liberal Arts" initiative in China's higher education reform emphasizes interdisciplinary integration, blending traditional humanities with emerging technologies such as artificial intelligence and big data. This paradigm shift aims to cultivate high-quality, versatile talent with interdisciplinary thinking and practical skills. Within this context, pedagogy programs in application-oriented universities are transitioning their focus from theoretical knowledge delivery to enhancing practical competencies. Building "dual-qualified" faculty teams—teachers who master both academic theories and practical expertise—has thus become a central task in this transformation.

The construction of such teams is not only crucial to improving pedagogy programs but also aligned with the nation's goal of educational modernization. However, challenges remain, including the disconnect between theory-focused academic staff and practice-oriented professionals, as well as low integration between full-time and part-time educators.

1.2 Literature Review

Internationally, "dual-qualified" faculty development has been explored extensively. Western countries such as Germany and the United States have established mature mechanisms through industry-academia cooperation. Germany's dual system integrates industry training with higher education, while U.S. universities collaborate with industries to certify faculty with practical qualifications, creating a balance between theory and application.

Domestically, research on "dual-qualified" faculty has increased in recent years, with a

focus on cultivation paths, integration models, and their effectiveness in application-oriented colleges. However, gaps persist, particularly in pedagogy, where full-time teachers often lack practical experience, and part-time teachers have limited academic research capabilities. Moreover, inconsistencies in evaluation standards have resulted in varying quality among faculty teams.

1.3 Research Methods and Framework

This study employs a combination of literature analysis, surveys, and expert interviews to examine the current state of "dual-qualified" faculty construction in pedagogy programs. It identifies key issues and proposes strategies centered on the integration of full-time and part-time educators. The study focuses on mechanisms for resource fusion and institutional support to achieve sustainable faculty development.

2. Concept and Characteristics of "Dual-Qualified" Faculty in Pedagogy under the New Liberal Arts Framework

2.1 Definition and Core Concept

"Dual-qualified" faculty are characterized by their dual competencies in academic theory and practical application. According to the Ministry of Education in China, qualifications for such faculty encompass professional certifications, practical experience, and teaching ability. In pedagogy, this requires educators to not only teach educational theories but also possess practical experience in teaching or educational management to meet the demands of student skill development.

The essence of "dual-qualified" faculty lies in the synergy between full-time and part-time educators. Full-time faculty enhance their understanding of practical needs through industry experience, while part-time educators supplement their teaching with theoretical foundations. This collaboration forms the cornerstone of an effective "dual-qualified" team.

2.2 Competency Requirements in Pedagogy

Under the "New Liberal Arts" framework, pedagogy programs pose new competency demands for faculty. Beyond traditional competencies in educational theory and curriculum design, educators are now required

to integrate modern technologies like AI and big data into teaching. For instance, the use of data-driven evaluation tools necessitates educators proficient in algorithm-based data analysis.

Additionally, "dual-qualified" faculty must excel in guiding educational practices and offering professional consultations. Programs involving school-enterprise collaborations have highlighted the role of such faculty in providing students with hands-on practice opportunities, further emphasizing the need for a solid industry background.

2.3 Challenges and Distinctive Features

The "New Liberal Arts" emphasizes interdisciplinary knowledge and industry-academia integration, which imposes unique requirements on "dual-qualified" faculty construction. For example, the integration of pedagogy with psychology and data analytics, or the fusion of educational technologies with classroom practices, necessitates a broader knowledge base and skill set.

However, many application-oriented universities face constraints due to limited regional resources or institutional support. Full-time educators often have insufficient exposure to industry practices, while part-time educators may lack the theoretical acumen required for teaching. Furthermore, systemic issues such as performance evaluation, collaboration incentives, and resource allocation hinder the development of "dual-qualified" teams. For instance, the absence of robust collaboration frameworks and inconsistent standards for assessing faculty contributions weaken the integration of full-time and part-time educators.

3. Current Status and Challenges in Developing "Dual-Qualified" Faculty Teams

3.1 The Structure and Competence of Full-Time Faculty

In application-oriented universities, full-time faculty typically hold master's or doctoral degrees and are proficient in teaching and research. However, they often lack practical experience and industry exposure. For instance, statistics from a university indicate that less than 15% of full-time pedagogy faculty have industry experience, and fewer than 5% hold professional certifications. This theoretical-

practical gap limits their ability to meet the demands of "dual-qualified" roles.

Moreover, full-time faculty tend to prioritize theoretical extensions in curriculum design, often overlooking alignment with industry needs. For instance, a lack of familiarity with primary education practices prevents faculty from effectively incorporating case studies or guiding students in practical activities, thereby undermining efforts to cultivate students' practical skills.

3.2 Sources and Contributions of Part-Time Faculty

Part-time faculty in pedagogy programs typically include experienced schoolteachers, education researchers, and administrative professionals. These educators bring valuable practical insights and real-world examples to the classroom. However, their limited exposure to academic research and teaching methodologies often results in underdeveloped course design and delivery.

Additionally, the involvement of part-time faculty is often restricted in scope and duration. For example, data from a university shows that part-time faculty often teach less than 20 hours per semester, accounting for only 8% of total instructional time. This limited engagement reduces their impact on the overall curriculum and hinders students' ability to integrate theory with practice.

3.3 Key Barriers in Full-Time and Part-Time Faculty Collaboration

Collaboration between full-time and part-time faculty is hindered by several factors. First, communication challenges lead to limited depth in collaboration. While full-time faculty focus on theoretical rigor, part-time faculty prioritize practical experience, often resulting in misaligned course objectives and content.

Second, the absence of institutionalized collaboration mechanisms exacerbates the challenges. Without unified evaluation criteria or incentives, part-time faculty may lack motivation, while full-time faculty may resist collaboration. Scheduling conflicts further complicate coordination, as part-time faculty are often unavailable during regular teaching hours, which restricts their integration into university programs.

4. Theoretical Foundations and Practical

Implications of Integrating Full-Time and Part-Time "Dual-Qualified" Faculty under the New Liberal Arts Framework

4.1 Educational Theoretical Foundations Supporting Integration

The integration of full-time and part-time faculty is grounded in theories such as diversified teaching and constructivist learning. Diversified teaching theory advocates for enriching instructional content by incorporating diverse faculty backgrounds to meet students' varied needs, while constructivist learning emphasizes the construction of knowledge through authentic, real-world contexts. This demands that educators combine theoretical knowledge with practical expertise to guide students effectively. In pedagogy, this integration aligns closely with situated learning theory, which underscores the importance of learning within real-world contexts. Collaboration between full-time and part-time faculty ensures that course content reflects actual educational scenarios, facilitating students' internalization of theoretical knowledge through practical problem-solving.

4.2 Innovative Value in Talent Cultivation Models

The traditional pedagogy talent cultivation model, which centers on classroom instruction, often neglects the development of students' problem-solving skills. Integrating full-time and part-time faculty enables a new model that incorporates practical elements such as case studies, simulated teaching, and internships into theoretical instruction. This approach enhances students' readiness for careers in education and strengthens their competitive edge in the job market.

For instance, a university that implemented collaborative teaching between full-time and part-time faculty in its pedagogy program saw the pass rate for practical assessments increase from 70% to over 90%, alongside a 5% rise in graduate employment rates. These outcomes underscore the effectiveness of this integrated model in enhancing student competencies.

4.3 Role in Enhancing Teaching Quality

Enhancing teaching quality is a cornerstone of higher education reform, and the integration of full-time and part-time faculty plays a pivotal

role in achieving this goal. Full-time faculty provide systematic academic guidance, while part-time faculty contribute real-world cases to bridge theory and practice.

For example, a university increased the proportion of practice-based courses in its pedagogy curriculum from 25% to 40% and involved part-time faculty in course design. Student satisfaction with the curriculum rose from 87% to 92%, demonstrating the significant impact of this integration on teaching quality and student engagement.

5. Pathways to Constructing Integrated "Dual-Qualified" Faculty Teams

5.1 Promoting Industry-Academia Collaboration and University-Enterprise Partnerships

Industry-academia collaboration is a key mechanism for integrating full-time and part-time faculty. Universities can partner with local educational authorities and industries to provide practical training opportunities for full-time faculty while recruiting part-time faculty with industry expertise. For instance, a university partnered with a local education bureau to arrange internships for full-time faculty in primary and secondary schools and invited experienced schoolteachers to co-teach courses. This mechanism enhances the practical skills of full-time faculty while familiarizing part-time faculty with academic goals.

5.2 Innovative Collaborative Training Models

Joint teaching and team-based project guidance are effective models for fostering collaboration between full-time and part-time faculty. For example, in simulated teaching courses, full-time faculty can deliver theoretical instruction while part-time faculty provide practical guidance, enabling students to integrate theory and practice through active learning. This model also facilitates mutual learning and experience-sharing between faculty members.

5.3 Dual-Focused Training and Evaluation Systems

To enhance the competencies of both full-time and part-time faculty, universities should establish dual-focused training systems. Full-time faculty can improve their practical skills

through industry immersion, while part-time faculty can enhance their theoretical knowledge via professional training. A comprehensive evaluation system should also be implemented, incorporating student feedback, course outcomes, and collaborative performance to assess and reward the contributions of both faculty types.

5.4 Strengthening Management and Institutional Support

Clear role definitions and robust management systems are essential for facilitating effective collaboration between full-time and part-time faculty. Universities should introduce incentive mechanisms, such as stipends or teaching awards, to motivate part-time faculty. Regular communication through meetings or training sessions can further enhance collaboration, ensuring mutual understanding and alignment of goals.

6. Exemplary Models and Optimization Strategies for "Dual-Qualified" Faculty Development

6.1 Design and Case Analysis of the University-Enterprise Collaborative Model

The university-enterprise collaborative model is a proven approach to developing "dual-qualified" faculty in application-oriented universities. Through close cooperation, universities provide faculty with practical platforms, while industry professionals contribute to academic programs. This integration helps meet the interdisciplinary and application-oriented demands of the New Liberal Arts framework.

For example, a university partnered with a local education bureau to establish an "Education Practice Base." Full-time faculty regularly participated in field placements at schools, gaining insights into real-world challenges, which were then reflected in course design. This model, operating through project-driven collaboration, enabled full-time faculty and educational practitioners to co-develop training programs for students. While effective, challenges such as inconsistent goals between universities and enterprises can arise. Addressing these issues requires strategic agreements and shared benefit mechanisms to ensure mutual commitment.

6.2 Implementation Strategies for Joint Curriculum Development

Joint curriculum development is a hallmark of full-time and part-time faculty integration. By collaborating, theoretical and practical perspectives can enrich course content, aligning it more closely with societal needs. For example, in pedagogy programs, full-time faculty can outline the theoretical framework while part-time faculty introduce real-world cases and design practice-based modules.

Specific strategies include forming curriculum development teams, hosting regular design workshops, and utilizing online platforms to share resources. One university applied this approach in an educational technology course, where part-time faculty contributed cutting-edge application cases, and full-time faculty provided theoretical insights. This collaboration not only improved students' technical skills but also enhanced their understanding of underlying theoretical models.

6.3 Exploring Integrated Teaching and Research Models

Integrating teaching and research is a vital direction for "dual-qualified" faculty development. Faculty should collaborate in both domains, transforming research findings into teaching resources. For instance, a university implemented a "dual-mentorship system," where students were guided by both full-time faculty and part-time professionals during their graduation projects. Full-time faculty offered theoretical supervision, while part-time mentors provided technical and practical support. This approach significantly enhanced students' practical skills and fostered closer collaboration between academia and industry.

To support this model, universities should allocate dedicated research funds and offer policy incentives for industry partners. A robust institutional framework ensures that full-time and part-time faculty can achieve deeper integration in both teaching and research activities.

7. Key Factors Influencing the Integration of Full-Time and Part-Time "Dual-Qualified" Faculty

7.1 Completeness of Institutional Support

Institutional frameworks form the backbone of

successful faculty integration. A lack of clear regulations and assessment standards often results in superficial collaboration, diminishing its effectiveness. Currently, many universities lack well-defined management systems, leading to unclear roles and responsibilities for both full-time and part-time faculty.

Comprehensive institutional support should include:

Establishing clear management policies to define roles and responsibilities.

Developing fair compensation mechanisms to recognize part-time faculty contributions.

Implementing evaluation standards, such as student feedback and course outcomes, to monitor collaboration quality.

7.2 Effectiveness of Resource Integration

The success of "dual-qualified" faculty teams depends on effective integration of university teaching resources (e.g., curriculum design, laboratory facilities) with industry practice resources (e.g., case studies, technology). However, issues such as unclear benefit-sharing mechanisms and insufficient resource-sharing platforms often hinder integration.

A potential solution lies in creating shared platforms and cross-sector resource integration mechanisms. For example, a university formed a regional education alliance with local schools, sharing teaching resources and practice bases, resulting in highly effective resource utilization.

7.3 Depth and Breadth of Collaboration

The quality of collaboration between full-time and part-time faculty depends on its depth (extent of cooperation in curriculum design, teaching, and research) and breadth (involvement of multiple stakeholders, including universities, enterprises, and industries).

For instance, deep collaboration at the curriculum design stage significantly enhances course relevance and student satisfaction. Universities that facilitate such early-stage cooperation between full-time and part-time faculty have reported substantial improvements in course quality and student engagement.

8. Performance Evaluation Framework for "Dual-Qualified" Faculty Integration

8.1 Designing Teaching Quality Evaluation Indicators

Teaching quality is a crucial dimension of performance evaluation. Indicators can include course goal achievement, student learning outcomes, and resource utilization efficiency. For example, a university incorporates student satisfaction surveys, course deliverables, and graduate employment rates into its comprehensive faculty evaluation system.

8.2 Evaluating Collaborative Effectiveness

The effectiveness of collaboration can be assessed through both quantitative and qualitative measures. Quantitative metrics include the number of joint projects and course quality ratings, while qualitative insights can be derived from interviews and surveys to capture faculty and student perceptions of the collaboration.

8.3 Assessing Sustainable Development Capacity

Sustainability of faculty teams can be evaluated across dimensions such as individual professional growth, team collaboration, and societal impact. For instance, universities can support career development for both full-time and part-time faculty through professional advancement plans, incentivizing participation in interdisciplinary projects and partnerships.

9. Conclusion

This study concludes that pathways such as university-enterprise collaboration and joint curriculum development have proven effective in improving faculty capabilities and teaching quality. However, challenges such as insufficient institutional support and resource integration persist. Theoretical-practical collaboration between full-time and part-time faculty holds great potential but requires robust evaluation frameworks and management systems for effective implementation.

Future efforts should focus on:

Expanding the depth of university-enterprise collaboration in research and practice.

Developing regional education resource-sharing platforms.

Leveraging AI and big data technologies to enhance teaching evaluation systems.

The development of "dual-qualified" faculty teams is pivotal to the reform of pedagogy programs. Its success not only improves talent

cultivation in universities but also accelerates educational modernization. By continuously integrating theory and practice, the integration of full-time and part-time faculty will provide a strong foundation for the advancement of the national education system.

Acknowledgements

Project Information: "Research on the Reform of Talent Training Mode for Pedagogics Specialty in Applied Undergraduate Colleges under the Background of New Liberal Arts" (GH23786) of the "14th Five Year Plan" for Education Science in Jilin Province in 2023, hosted by Dong Yanmei.

References

- [1] Yu, J.Y., & Gao, J.S. (2009). Research on the teaching reform of humanities majors in vocational colleges oriented towards employment. *Journal of Nantong Vocational College*, (3), 3.
- [2] Tan, Q.J., Liu, G.D., & Qi, X. (2023). Research on the application-oriented talent cultivation model of business and management majors based on multi-dimensional collaboration under the New Liberal Arts framework. *University: Teaching and Education*, (6), 185-188.
- [3] Song, C.C. (2024). Research on the construction of "dual-qualified" faculty teams for humanities majors in application-oriented universities. *Market Weekly*, (22).
- [4] Lin, Q. (2022). Strategies for cultivating "dual-qualified" music teachers in universities under the New Liberal Arts framework. *Theory and Practice of Education*, 42(27), 45-47.
- [5] Wang, D.X. (2024). Research on innovative and entrepreneurial talent cultivation paths for the "Foreign Language + Tourism" major under the New Liberal Arts framework. *Journal of Jilin Radio and Television University*, (2), 97-99.
- [6] Chen, Y.H. (2022). Exploration of application-oriented talent cultivation models for Chinese Language and Literature majors under the New Liberal Arts framework—A case study of Minjiang University. *Journal of Fujian Education Institute*, 23(7), 70-72.
- [7] Chi, S., & Huang, Y. (2024). Research on

- the construction of "dual-qualified" English teaching faculty in local universities under the New Liberal Arts framework. *Journal of Tonghua Normal University*, 45(5), 113-117.
- [8] Xu, H.Y., Wang, J.Y., Wang, Y., et al. (2023). Reflections on the talent cultivation plan for educational rehabilitation majors through industry-education integration—A case study of Nanjing Normal University of Special Education. *Modern Special Education*, (18), 25-29.
- [9] Yu, H.Y., & Xing, Q.X. (2022). Reform strategies for cultivating application-oriented talents in tourism management majors in local universities under the "New Liberal Arts" concept. *Contemporary Tourism*, (19), 102-104.
- [10] Liu, G.F. (2024). Discussion on strategies for cultivating "dual-qualified" music teachers in universities under the New Liberal Arts framework. *Contemporary Music*, (4).
- [11] Wang, D.X., Dong, N.N., & Li, X.Y. (2024). Research on teaching reforms for insurance courses under the New Liberal Arts framework. *Gansu Educational Research*, (8).