

# Research on the Construction of a "Dual-Teacher" Type Faculty Training Mechanism for Applied Undergraduate Tourism Majors

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**Abstract:** This paper conducts an in-depth study on the cultivation mechanism of the "dual-teacher" type faculty in applied undergraduate tourism programs. By analyzing the key issues currently present in the construction of dual-teacher teams in tourism majors at applied universities, including imbalanced structure, singular evaluation standards, unreasonable assessment and promotion mechanisms, outdated construction ideas, lack of practicality and industry relevance in teaching processes, and insufficient financial support, etc. Six improvement strategies are proposed from different aspects: First, optimize the faculty recruitment mechanism by actively absorbing talents with rich tourism industry experience; Second, refine teacher evaluation standards by incorporating dual-teacher achievements into the certification system; Third, adjust the teacher assessment and promotion mechanism by including both academic and practical capabilities in the assessment system; Fourth, innovate the faculty construction approach by integrating dual-teacher training into faculty development plans; Fifth, enhance the teaching process by increasing dual-teacher courses and project training funds in conjunction with industry-education integration; Sixth, strengthen the financial support mechanism for dual-teacher training by increasing financial support while ensuring the rationality and effectiveness of the funds used.

**Keywords:** Applied undergraduate; tourism majors; "dual-teacher" type teacher training mechanism.

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## 1. Introduction

In the context of rapid socio-economic development today, the tourism industry, as an important part of the service sector, has increasingly prominent status and role. The applied undergraduate tourism majors, as important bases for cultivating high-quality talents in the tourism industry, have their teacher team's construction quality directly related to the effectiveness of talent cultivation and the future of industry development. The national education department has proposed a series of policy orientations and requirements for applied undergraduate education, especially the cultivation of the "dual-teacher" type teacher team in tourism, aiming to promote the deep integration of tourism education and practice, and cultivate more tourism talents with practical abilities and innovative spirit. The Ministry of Education clearly pointed out in the "Several Opinions on Fully Improving the Quality of Higher Vocational Education Teaching" that it is necessary to increase the proportion of professional teachers with enterprise work experience, arrange for professional teachers to take practice positions in enterprises, accumulate actual work experience, and improve practical teaching ability. This policy orientation not only emphasizes the importance of the construction of the "dual-teacher" type teacher team but also points out the direction for the improvement of the practical ability of applied undergraduate tourism major teachers. At the same time, the state encourages higher education institutions to integrate innovative entrepreneurship education into the whole process of talent cultivation, which puts forward higher requirements for the dual-teacher quality of tourism major teachers. However, there are common problems in the current cultivation of applied undergraduate tourism "dual-teacher"

type teacher team, such as insufficient financial support, imperfect training mechanism, and lack of self-development motivation of teachers, which seriously restrict the improvement of dual-teacher quality and the overall optimization of the teacher team. In addition, due to the lack of substantive assessment indicators and requirements for the "dual-teacher" ability of the teacher team in applied undergraduate colleges, teachers have low enthusiasm for becoming dual-teacher type teachers and lack the motivation for self-improvement.

Given the current issues and challenges in cultivating "dual-teacher" type teachers for applied undergraduate tourism programs, this study aims to establish a scientific, rational, and effective training mechanism to promote the overall improvement of dual-teacher quality and the optimized development of the teaching staff. By scientifically constructing a training mechanism for the "dual-teacher" type teachers in applied undergraduate tourism programs, this research addresses existing problems such as insufficient funding, imperfect training mechanisms, and lack of motivation for teachers' self-development, thereby providing strong support for the growth and development of dual-teacher type teachers. Based on the positioning of tourism majors in applied undergraduate institutions and the actual needs of the tourism industry, this study proposes basic principles and frameworks for building a training mechanism. It discusses strategies and measures for constructing the training mechanism from various aspects including financial support, training content, training methods, and incentive mechanisms, aiming to enhance the overall quality of dual-teachers and optimize the development of the teaching team, providing robust support for training more tourism professionals with practical skills and innovative spirit.

## 2. Literature Review

In the field of higher education, applied undergraduate colleges are gradually becoming important bases for cultivating high-quality technical and skilled talents. With the continuous improvement of society's requirements for the quality of vocational education, how to build a team of "dual-qualified" teachers who can both impart theoretical knowledge and have practical work experience has become an important issue faced by applied undergraduate colleges.

### 2.1. Construction of the "Dual-Teacher" Teaching Staff in Applied Undergraduate Colleges

The construction of applied undergraduate colleges is a significant direction in current higher education reform, with the development of a "dual-teacher" faculty being a key link. "Dual-teacher" educators refer to those who not only possess a solid academic theoretical foundation but also have rich practical work experience or professional skills[1]. They can integrate theory with practice in the classroom, providing students with a more vivid and practical learning experience. In recent years, research on the construction of the "dual-teacher" faculty in applied undergraduate colleges has increased, deeply exploring how to enhance the quality of the "dual-teacher" faculty. Li Huimin (2022), combining the practice of Sichuan University of Arts and Sciences, explored strategies such as revising and formulating "dual-type" construction documents, improving teacher training and development systems, expanding introduction channels, and involving enterprises in the entire process of application training[1]. Wu Jijun and Tang Xiao (2022), using Baengbu University of Business and Industry as an example, analyzed the importance of the "bilingual type", the current state of its construction, identified existing issues in the "dual-teacher" faculty construction, and proposed specific measures from the aspects of recognition, training, and incentives[2]. Lin Mengxin (2024) discussed creating a favorable environment for the construction of a "dual-parent" teacher workforce from six aspects: strengthening industry-education integration and school-enterprise cooperation, building on-campus teacher practice training bases, providing policy support, enhancing the practical abilities of full-time teachers, improving the educational and teaching capabilities of part-time teachers, and strengthening the construction of an enterprise part-time personnel resource library[3]. Guo Xiujin (2023) employed NVivo software to conduct a quantitative analysis of 22 policy documents on the construction of the "dual-teacher" faculty in applied undergraduate colleges from 2014 to 2021, forming five key nodes: guarantee system, construction goals, assessment and evaluation, teacher training, and admission standards[4]. Dang Yue et al. (2018) based their work on the quality requirements of "dual-energy dual-level" teachers, analyzed and discussed the issues existing in the "dual-worker dual-energy" normal team, and proposed optimization measures[5]. Jiang Huan et al. (2022) put forward a "three-area linkage" strategy, namely the linkage of campuses, parks, and communities, reflecting the collaborative coexistence of different stakeholders and developing the "university-industry-government" triple helix model. Through "three-area linkage", the recruitment, recognition, training, and development work of "dual-teacher" educators in applied undergraduate colleges can be effectively managed[7].

### 2.2. Construction of the "Dual-Teacher" Teaching Staff in Tourism Management Majors at Application-Oriented Universities

In recent years, the educational sector has paid high attention to the quality improvement of applied undergraduate tourism management teachers. Some studies have revealed problems existing in the construction of the "dual-teacher" team for undergraduate tourism management, such as substituting dual certificates for dual teachers, cognitive biases, and lack of incentives. Suggestions for improvement include establishing a comprehensive incentive mechanism, providing platforms for school-enterprise cooperation, and enhancing capabilities through job-shadowing assistance. These studies provide important theoretical support and practical guidance for further enhancing the construction of the "dual-teacher" team[8]. Scholars have also deeply discussed the strategies for building the "dual-teacher" team. Chen Jing (2023) proposed measures such as optimizing the structure of the "dual-teacher" team, strengthening organizational guarantees, improving the assessment and incentive system, and enhancing the construction of teacher ethics and style in response to problems encountered in the process of building the "dual-teacher" faculty for tourism management majors[9]. Guo Jiaxiu (2019) mainly analyzed existing issues from a practical perspective and provided solutions, but lacked specific evaluation indicators and methods[10]. Han Rui (2020) constructed a specific and operable evaluation system from a theoretical perspective, making the evaluation and improvement of dual-teacher quality more standardized and scientific. The research methods and focus of these two papers are different, but both have made beneficial explorations and contributions to improving dual-teacher quality[11].

## 3. Analysis of the Current Situation

The key issues that exist in the construction of a dual-teacher team for tourism majors at applied universities include structural imbalances, a singular evaluation standard, unreasonable assessment and promotion mechanisms, outdated construction ideas, a lack of practicality and industry relevance in the teaching process, and insufficient financial support. These issues collectively restrict the improvement of the overall quality of the faculty and the dual-teacher qualifications, affecting the quality and effectiveness of tourism-related professional education.

### 3.1. The Imbalanced Introduction Mechanism of the Teaching Staff: Emphasizing Academic Over Practice

Currently, when introducing teachers into applied undergraduate tourism majors, the traditional academic-oriented model is often followed, which prioritizes factors such as the educational background of teachers (e.g., doctoral degrees), research achievements (e.g., the number of published papers, participation in research projects), and academic reputation (e.g., academic part-time positions, speeches at academic conferences, etc.). This introduction mechanism has led to a large number of scholars with profound theoretical foundations but lacking practical experience in the tourism industry being introduced, while talented individuals with rich tourism industry experience,

familiarity with industry trends and market demands, but less prominent educational or academic achievements, find it difficult to enter the university teaching staff.

The mechanism for introducing the teaching faculty is singular, lacking diversity and flexibility, and overlooks the importance of practical experience and industry background in tourism education. This mechanism results in an unbalanced structure of the teaching faculty, with a lack of practical-oriented teachers closely connected to the industry, making it difficult to effectively integrate cutting-edge industry knowledge, skills, and trends into teaching, thereby affecting the cultivation of students' practical abilities.

The insufficient practical ability of the faculty directly affects the practical ability and job competitiveness of students. Students find it difficult to gain practical experience that aligns with industry standards, leading to a lack of competitiveness in the job market. At the same time, teachers who lack industry background find it challenging to effectively guide students in career planning, reducing students' job satisfaction and potential for career development.

### **3.2. The Criteria of Teachers' Evaluation are One-sided: Emphasizing Academic Achievements While Neglecting Practical Skills**

The evaluation criteria for applied undergraduate tourism major teachers are mainly based on scientific research achievements, the number of papers published, and academic influence. These criteria often overlook the contributions and performances of teachers in practical teaching, industry cooperation, and community service. Moreover, the evaluation standards lack assessment of the effectiveness of student practical ability cultivation, leading teachers to focus too much on academic results and neglect practical teaching.

The evaluation criteria for teachers excessively focus on academic achievements, neglecting the importance of practical abilities and industry influence. This kind of evaluation standard leads to a lack of enthusiasm among teachers to participate in practical teaching and industry cooperation, making it difficult to integrate cutting-edge industry knowledge into their teaching, thus affecting the improvement of teaching quality.

Unreasonable teacher evaluation standards will limit the overall improvement of the teaching staff's practical ability, affect the improvement of teaching quality, and the cultivation of students' practical abilities. At the same time, teachers who lack practical abilities and industry background are unable to guide students in practical innovation, reducing students' practical abilities and innovative spirit. In addition, unreasonable evaluation standards may also lead to unfair competition among teachers, affecting the stability and cohesion of the teaching staff.

### **3.3. The bias in the teacher evaluation mechanism: neglect of practical teaching ability**

The assessment and promotion mechanism for applied undergraduate tourism major teachers mainly relies on indicators such as scientific research achievements, teaching workload, and student evaluations. These indicators often overlook the performances of teachers in practical teaching, industry collaboration, and community service. Moreover, the assessment and promotion mechanism lacks evaluation of

teachers' practical abilities and industry influence, leading to a lack of motivation for teachers to enhance their practical skills and industry connections.

The promotion mechanism for teachers is singular, lacking diversity and comprehensiveness, and neglects the importance of practical abilities and industry influence. This evaluation system leads teachers to overly focus on academic achievements and teaching workload, while neglecting the importance of practical teaching and industry collaboration, making it difficult to integrate cutting-edge industry knowledge into teaching, thereby affecting the improvement of teaching quality.

The unreasonable assessment and promotion mechanism for teachers will limit the overall improvement of the teaching staff's practical abilities and the cultivation of dual-skilled qualities. At the same time, teachers who lack practical abilities and industry background are finding it difficult to guide students in practical innovation, thereby reducing the students' practical capabilities and innovative spirit. Moreover, an unreasonable assessment and promotion mechanism may also lead to unfair competition among teachers and a loss of talent, affecting the stability and cohesion of the teaching staff.

### **3.4. Limitations in Faculty Construction: Overlooking the Integration of Practice and Industry**

Applied undergraduate tourism majors often focus on teachers' academic backgrounds and research capabilities in faculty development, overlooking the importance of their practical experience and industry background. This approach to faculty development lacks foresight and innovation, making it difficult to adapt to the needs of industry development. Moreover, there is a lack of diversity and openness in faculty construction, making it challenging to attract and retain talents with practical experience and industry background.

The approach to faculty development is singular, lacking diversity and openness, and overlooks the importance of practical experience and industry background in tourism education. This developmental mindset has led to a slow improvement in the overall quality of the faculty, making it difficult to meet the industry's demand for talent. Moreover, a faculty lacking practical experience and industry background struggles to lead academic development, reducing the competitiveness and influence of the discipline.

The unreasonable construction approach of the teaching staff team will limit the overall improvement of the practical abilities of the teaching staff and the cultivation of dual-teacher qualities. At the same time, a teaching staff team that lacks practical experience and industry background will find it difficult to guide students in practical innovation, thereby reducing the students' practical abilities and innovative spirit. Moreover, an unreasonable approach to building the teaching staff team might also lead to the lag of disciplinary development behind industry development, affecting the continuous healthy development of tourism-related professional education.

### **3.5. The teaching process is heavily theory-based, disconnected from practice and the industry**

Applied undergraduate tourism majors often focus on

theoretical teaching in the learning process and overlook the importance of practical teaching and industry connections. The curriculum setting and teaching methods lack practicality and innovation, making it difficult to meet the industry's demand for talent. At the same time, there is a lack of assessment of the effectiveness of students' practical ability cultivation in the teaching process, leading to insufficient practical abilities of students.

The teaching process lacks practicality and industry-related aspects, resulting in students having insufficient practical abilities and difficulties adapting to the demands of industry development. Moreover, the teaching process also lacks evaluation of the effectiveness of students' practical ability cultivation, making it difficult to accurately understand students' learning situations and levels of practical abilities. Additionally, there is a lack of close cooperation and interaction with industry enterprises in the teaching process, hindering the integration of cutting-edge industry knowledge into education.

An unreasonable teaching process will restrict the cultivation of students' practical abilities and innovative spirit. Students find it difficult to gain practical experience that aligns with industry standards, making them less competitive in the job market. At the same time, students who lack practical skills and industry background find it challenging to adapt to the demands of industry development, which reduces job satisfaction and career development potential. Furthermore, an unreasonable teaching process may also affect students' interest and enthusiasm in learning, reducing the quality and effectiveness of teaching.

### **3.6. The shortage of funds for the cultivation of double teachers: insufficient cultivation funds**

The funding support mechanism for the dual-teacher training in applied undergraduate tourism majors is not well-established, lacking stability and sustainability. The sources of funding are singular, mainly relying on the school's own raised funds and government grants, without diverse financial channels. At the same time, there is a lack of transparency and oversight mechanisms in the use of funds, making it difficult to ensure the effective utilization of funds and the smooth progress of the dual-teacher training work.

The insufficient and unstable funding for dual-teacher training makes it difficult to carry out smoothly. The source of funding is singular and lacks diversified financial channels, making it hard to meet the needs of dual-teacher training. Furthermore, the lack of transparency and supervision mechanisms in the use of funds makes it difficult to ensure the effective utilization of funds and the quality of dual-teacher training work.

The unreasonable mechanism of dual-teacher training funding will limit the improvement of the quality of dual teachers and the overall quality of the teaching staff. At the same time, the lack of financial support for dual-teacher training makes it difficult to carry out sustainable development, affecting the continuous healthy development of tourism professional education. In addition, insufficient funding may also lead to a decrease in the enthusiasm of teachers to participate in dual-teacher training, further exacerbating the problem of insufficient practical ability of the teaching staff. Meanwhile, the lack of transparency and supervision mechanisms in the use of funds may also lead to corruption and waste, damaging the reputation and image of

the school.

## **4. Mechanism Construction**

It is crucial for applied undergraduate tourism major teachers to enhance their practical teaching abilities, promote close cooperation with the industry, improve teaching quality, and cultivate high-quality tourism talents with practical abilities and innovative spirit. This is a key measure to promote the sustainable and healthy development of tourism major education and meet the industry's talent demand. In view of the problems existing in the construction of this type of teacher team, this study constructs a cultivation mechanism from six aspects: optimizing the introduction mechanism of the teaching staff, improving teacher evaluation standards, adjusting teacher assessment and promotion mechanisms, innovating the construction ideas of the teacher team, improving the teaching process, and strengthening the double-teacher training financial support mechanism.

### **4.1. Improvement of the Faculty Recruitment Mechanism**

In the field of applied undergraduate tourism professional education, the practical abilities and industry experience of the faculty have a decisive impact on the quality of teaching and the cultivation of students' practical abilities. Traditional faculty recruitment models mainly focus on teachers' academic backgrounds and research capabilities, overlooking the importance of their industry practical experience, which to some extent, restricts the close integration of tourism professional teaching and practice. Therefore, improving the faculty recruitment mechanism and actively absorbing talents with rich tourism industry experience as part-time teachers or visiting professors has become key to enhancing the practical capabilities of the faculty. Specifically, long-term partnerships with tourism enterprises should be established, clear criteria and processes for the introduction of part-time teachers should be defined, and necessary teaching support and training should be provided to ensure that their teaching quality and professional competencies meet the school's requirements, thereby effectively compensating for the shortcomings of the traditional faculty recruitment model.

Furthermore, in order to continuously improve the structure of the teaching staff, it is necessary to formulate targeted policies and measures to encourage and support existing teachers to actively participate in corporate practice, enhancing their dual-teacher qualities. By constructing a diversified system for teacher recruitment and training, not only can the practical teaching content of the teaching staff be enriched, but also the deep integration of theory and practice can be promoted, laying a solid foundation for cultivating high-quality tourism talents with practical abilities and innovative spirit.

### **4.2. Improvement of Teacher Evaluation Criteria**

In applied undergraduate tourism education, teacher evaluation criteria play a significant role in guiding the development direction of teachers and improving teaching quality. However, traditional teacher evaluation standards often place too much emphasis on scientific research achievements and academic status, overlooking the contributions of teachers in practical teaching and industry collaboration. This to some extent restricts the cultivation and

improvement of dual-teacher qualities. Therefore, it is necessary to improve teacher evaluation standards and include dual-teacher achievements in the accreditation system, becoming an essential measure to enhance the practical capabilities of the faculty and their industry connections.

Specifically, a diversified teacher evaluation system should be established, taking into account various factors such as scientific research achievements, practical teaching results, and industry collaboration outcomes, to comprehensively and objectively evaluate the overall quality of teachers. At the same time, a dual-teacher achievement certification mechanism should be set up to certify and reward teachers' achievements in practical teaching and industry collaboration, in order to stimulate their enthusiasm for participating in dual-teacher training and practical teaching. In addition, it is necessary to strengthen the publicity and training of teacher evaluation standards, ensuring that teachers can fully understand and agree with the new evaluation standards, and thus pay more attention to the cultivation of practical abilities and the enhancement of industry connections in their daily teaching and scientific research work. By improving the teacher evaluation standards, not only can the overall quality of the teaching staff be improved, but also the close integration of tourism professional education and industry development can be promoted.

### **4.3. Improvement of the Teacher Assessment and Promotion Mechanism**

In applied undergraduate tourism education, the teacher assessment and promotion mechanism plays a crucial role in motivating teachers to strive for excellence and improving teaching quality. However, traditional teacher assessment and promotion mechanisms often focus on scientific research achievements and academic status, overlooking the performances of teachers in practical teaching and industry collaboration. This has, to a certain extent, constrained the enhancement of dual-teacher qualities. Therefore, improving the teacher assessment and promotion mechanism by incorporating dual capabilities (academic and practical abilities) into the assessment system has become an urgent need to enhance the dual-teacher quality of the faculty.

Specifically, a teacher assessment and promotion mechanism should be formulated, clarifying the weight and requirements of dual capabilities in the assessment, to guide teachers to focus on the cultivation of practical abilities and the enhancement of industry connections. At the same time, a dual-teacher quality improvement plan and reward mechanism should be established to encourage teachers to actively participate in dual-teacher training and practical teaching, in order to enhance their dual-teacher qualities. Furthermore, it is necessary to strengthen the supervision and evaluation of the teacher assessment and promotion mechanism to ensure its fairness, justice, and effectiveness, thereby stimulating the enthusiasm and creativity of teachers. By improving the teacher assessment and promotion mechanism, not only can the overall quality of the teaching staff be enhanced, but also the deep integration of tourism professional education and industry development can be promoted.

### **4.4. Improvement of the Thinking on Teacher Team Building**

In applied undergraduate tourism education, the approach to faculty development significantly influences the

improvement of teaching quality and the cultivation of high-quality talents. However, traditional approaches to faculty development often focus on teachers' academic backgrounds and research capabilities, overlooking the importance of their practical experience and industry background. This to some extent restricts the overall improvement of faculty quality. Therefore, refining the approach to faculty development by incorporating dual-teacher training into faculty development plans becomes crucial to enhancing the overall quality of the faculty.

Specifically, a plan for the development of the teaching staff should be formulated, clarifying the objectives, tasks, and measures for the training of dual-skilled teachers, to guide educators to focus on the cultivation of practical abilities and the enhancement of industry connections. At the same time, cooperation and exchanges with tourism enterprises should be strengthened to jointly carry out dual-skilled teacher training and teaching staff development, enriching the practical teaching content and industry experience of the teaching staff. Moreover, a long-term mechanism for dual-skilled teacher training needs to be established to ensure the continuity and stability of the training, continuously improving the overall quality of the teaching staff. By improving the approach to teaching staff development, not only can the quality of teaching and the cultivation of students' practical abilities be enhanced, but the close integration of education in tourism-related majors with industry development can also be promoted.

### **4.5. Improvement of Teaching Process**

In applied undergraduate tourism education, the teaching process plays a crucial role in cultivating students' practical abilities and innovative spirit. However, traditional teaching methods often emphasize theoretical instruction while neglecting the importance of practical teaching and industry connections, which to some extent restricts the development of students' practical skills. Therefore, there is an urgent need to improve the teaching process by integrating industry-education collaboration, increasing dual-teacher course offerings, and enhancing funding for dual-teacher projects in order to enhance the quality of education and foster students' practical abilities.

Specifically, a teaching plan should be formulated to clarify the proportion and quantity of courses taught by dual-teachers, ensuring that students have the opportunity to receive instruction and guidance from both teachers. At the same time, a special fund should be established to support dual-teacher projects that enhance practical teaching and industry collaboration to improve students' practical abilities. Moreover, it is necessary to strengthen cooperation and communication with tourism enterprises to jointly develop practical teaching courses and projects, in order to enrich teaching content and enhance students' practical skills. By improving the teaching process, not only can the quality of education be enhanced and students' practical abilities be cultivated, but also the deep integration of tourism professional education and industry development can be promoted.

### **4.6. Improvement of the Funding Support Mechanism for Dual-Teacher Training**

In applied undergraduate tourism professional education, the dual-teacher training funding support mechanism plays a crucial role in promoting the cultivation and improvement of

dual-teacher quality. However, traditional funding support mechanisms often fail to meet the demands of dual-teacher training, leading to difficulties in smoothly conducting dual-teacher training work. Therefore, improving the dual-teacher training funding support mechanism and increasing funding support has become an urgent need to enhance the quality and effectiveness of dual-teacher training.

Specifically, a funding support plan for dual-teacher training should be formulated, clarifying the sources, purposes, and management requirements of the funding to ensure the rationality and effectiveness of its use. At the same time, special funds for dual-teacher training should be established to provide stable financial support for their work. Moreover, it is necessary to strengthen the supervision and evaluation of the funds for dual-teacher training to ensure their compliant and efficient use. Efforts should also be made to actively seek support and funding from the government, enterprises, and all sectors of society to broaden the channels of funding sources, aiming to further enhance the quality and outcomes of dual-teacher training. By improving the financial support mechanism for dual-teacher training, not only can it promote the cultivation and improvement of the quality of dual-teachers, but it can also provide strong guarantees for the sustainable development of education in tourism-related majors.

## 5. Conclusion

This study, through the analysis of the current situation of the cultivation mechanism for the "dual-teacher" type of teachers in applied undergraduate tourism programs, reveals key issues such as the imbalance in the teacher introduction mechanism, biased teacher evaluation standards, biased teacher assessment mechanisms, limited perspectives on teacher team building, overemphasis on theory in teaching processes, and shortage of funds for dual-teacher training. These problems collectively restrict the improvement of the overall quality of the teacher team and the quality of dual teachers, affecting the quality and effectiveness of education in applied undergraduate tourism majors, leading to students lacking competitiveness in the job market, reducing job satisfaction and potential for career development. Therefore, it is particularly important to establish a scientific, reasonable, and effective mechanism for cultivating "dual-teacher" type teachers in applied undergraduate tourism programs.

This study proposes specific construction strategies from six aspects: optimizing the mechanism for introducing teaching staff, improving teacher evaluation standards, adjusting the teacher assessment and promotion mechanism, innovating the approach to building teaching staff teams, improving the teaching process, and strengthening the financial support mechanism for dual-teacher training. By improving the mechanism for introducing teaching staff, we actively absorb enterprise talents with rich tourism industry experience, make up for the shortcomings of traditional teacher introduction models, and enrich the practical teaching content of the teaching staff team. We improve teacher evaluation standards, incorporate dual-teacher achievements into the achievement recognition system, and stimulate teachers' enthusiasm for participating in dual-teacher training and practical teaching. We adjust the teacher assessment and promotion mechanism, include dual abilities in the assessment system, and guide teachers to pay attention to the cultivation of practical abilities and the enhancement of industry connections. We innovate the approach to building

teaching staff teams, incorporate dual-teacher training into the planning for building teaching staff teams, and improve the overall quality of the teaching staff team. We improve the teaching process, increase the number of dual-teacher professorial courses and dual-teacher project training funds in conjunction with industry-education integration, and enhance the quality of teaching and the cultivation of students' practical abilities. We strengthen the financial support mechanism for dual-teacher training, increase financial support, and provide stable financial guarantees for dual-teacher training work.

The mechanism for cultivating applied undergraduate tourism "dual-teacher" type teachers constructed in this study aims to promote the holistic improvement of dual-teacher quality and optimize the development of the teacher team, enhancing the overall quality and practical abilities of the faculty. This provides strong support for training more tourism professionals with practical capabilities and innovative spirit.

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