

Simple Analysis of the Construction of the Faculty Team for the Integration of Industry and Education in Business Administration

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Abstract: Aiming at the problem of the teacher team construction of the integration of industry and education in business administration, this paper puts forward the measures of teacher team construction from three aspects: resource development, system guarantee and ability improvement system. Among them, resource development is divided into government policies, school-enterprise co-education, salary incentive and lifelong learning, system guarantee is divided into teacher recruitment, teacher introduction, teacher cultivation and teacher evaluation, and ability improvement system is divided into professional quality, practical background, management ability, teaching ability, scientific research ability, application ability and innovation ability.

Keywords: Integration of production and education; Teaching staff; Business administration

1. Introduction

On August 21, 2022, Wu Yan, Director of the Department of Higher Education of the Ministry of Education, pointed out that higher education is fundamentally to practice the five internal virtues of universities, namely, "golden majors, golden courses, golden teachers, golden teaching materials, and quality culture", and "golden teachers" are the decisive force for talent training, the backbone of school development, and an important guarantee for school reform. High-quality teaching staff is the key to ensure the quality of teaching and student development, therefore, to improve the professional level of teachers and teaching ability is the premise of training students.

The integration of industry and education in the major of business administration is not only a bridge between theory and practice, but also an important way to improve teaching quality, train talents to meet the market demand, and promote the cooperation between industry, university and research and the sharing of educational resources.

The construction of the integrated teaching staff of business administration is very important for cultivating high-quality applied talents to meet the needs of modern business environment. By bringing industry professionals into the teaching team, students are able to gain a richer, more hands-on learning experience. This teaching model enables students to better understand and adapt to the challenges and opportunities in business practice, cultivate the ability to solve problems and innovate, and make students more competitive after graduation.

2. Construction status of teacher-integrated faculty of Business Administration in Qingdao Hengxing College of Science and Technology

2.1 Lack of enterprise participation

One is the lack of complementary expertise from the real industry. Lack of enterprise participation, the professional knowledge of the teacher team only stays at the theoretical level, unable to timely access to professional knowledge and skills from the actual industry. Second, the lack of industrial docking and cooperation projects. The lack of enterprise participation makes it difficult for the faculty team to establish a close relationship with the enterprise, and there is a lack of collaborative projects and practical opportunities; Third, the lack of employment and internship opportunities. Students face a lack of employment and internship opportunities. The teacher team cannot provide students with opportunities to cooperate with enterprises, which makes it difficult

for students to integrate into the actual working environment after graduation, which affects the career development and practical ability cultivation of students.^[1]

2.2 Teachers lack of practical ability

First, there is a disconnect between theory and practice. The teachers are more inclined to impart theoretical knowledge and lack practical business experience. As a result, it is difficult to combine the teaching content with the actual business scenario, and it is difficult for students to understand the application of theoretical knowledge in practice; Second, the lack of the latest industry trends. Due to the lack of communication and cooperation with enterprises and industry experts, the faculty team cannot keep abreast of the latest industry dynamics and market trends. Teaching content lags behind the actual development, unable to provide students with the latest business knowledge and skills; Third, the lack of in-depth cooperation with enterprises. The teacher team lacks in-depth cooperation with enterprises and can't get the opportunity to cooperate with enterprises, so it can't integrate actual business scenarios into teaching.

2.3 The willingness to serve is not strong

One is a lack of inclination to participate in community and industry service. The faculty team focuses on teaching and research, lacks the willingness to actively participate in community or industry services, lacks the sense of contribution to the community and industry, and is unwilling or does not know how to actively participate in service projects; Second, the design and promotion of service projects are insufficient. The lack of service activities for the society, the industry or the school, the lack of proactive design and promotion of service projects, resulting in the lack of close contact between the school, the community and the industry; Third, the lack of recognition and promotion of the meaning of service. The teacher team lacks the understanding of the importance and significance of service, so it cannot convey the importance of service to the students' personal growth and social impact. In this case, students may lack the enthusiasm and willingness to participate in the service; Fourth, the lack of incentive mechanism and support system. The lack of complete incentive mechanism or support system at the school level to encourage teachers to participate in service practice leads to teachers' negative attitude towards participating in service activities due to lack of positive incentive or support.

2.4 Insufficient support

First, teaching resources are insufficient. The lack of sufficient teaching resources in school departments to support the teaching and research work of teachers' teams affects the teaching quality and teaching innovation ability of teachers; The second is the lack of research funding. Without the support of scientific research projects, the faculty will have insufficient research funds, which leads to limitations in carrying out research projects, writing papers and participating in academic activities. Therefore, the influence of the faculty in academic and practical fields needs to be improved. Third, lack of resources for industrial cooperation. The teacher team lacks the support from enterprises and industries, such as internship opportunities, industry cases, industry mentors, etc., and the resource support for cooperation with industry is insufficient, which affects the teachers' understanding of the actual industry needs and the updating of teaching content.

3. Qingdao Xingxing College of Science and Technology business administration professional integration of teacher-industry construction measures

Aiming at the problem of the construction of the teacher-team integrating industry and education in business administration, the reform of the teacher-team construction is carried out from three aspects: system guarantee, resource development and ability improvement system.

3.1 Improving institutional guarantees for the integration of production and education

First, we will innovate the mechanism for hiring teachers. A variety of employment methods, such as part-time teachers, visiting professors, and industry experts, can be used to make it easier for industry members to participate in teaching; The second is to innovate the teacher introduction mechanism. It is possible to introduce professional talents in a targeted manner, set up a professional talent introduction plan, and attract talents with industry experience and professional skills to join the teaching team; Third, we will improve the teacher training system. Provide diversified and targeted teacher training programs, including disciplines, teaching methods, research skills, etc., to enhance the professional level and ability of the teacher team; Fourth, we will improve the teacher evaluation system. Through the establishment of comprehensive evaluation indicators, a multi-dimensional evaluation system is established considering teaching achievements, industry practice experience, academic research contribution, student evaluation and other aspects, and evaluation indicators and standards for teaching level, academic research, industry practice and other aspects are

determined, and performance evaluation is conducted on this basis.

3.2 Developing diversified resources

One is government policy. The government can introduce relevant policies to clearly support and promote the integration of industry and education, such as setting up special funds for cooperation between industry and education, rewarding typical cases of integration between industry and education, and encouraging enterprises to participate in talent training^[2]; Second, university-enterprise co-education. Through the establishment of industry tutor, enterprise tutor or academic tutor system, to provide students with more close to the actual industry learning and guidance; The third is salary incentive. Establish a sound incentive mechanism, such as teaching achievement reward, professional skills training subsidies, etc., to motivate and retain excellent teaching talents; Fourth, lifelong learning. Teachers should constantly receive the latest industry training and professional knowledge update, keep abreast of the latest industry developments and technological changes, in order to adapt to the changing industry needs.

3.3 Building a comprehensive capacity improvement system

The construction of ability improvement system includes many aspects. First, professional quality. Through professional ethics education and professional code of conduct training, improve teachers' communication ability, teamwork ability and professional ethics, as well as professional ethics in teaching and enterprise cooperation; The second is the practical background. Encourage teachers to participate in practical activities such as enterprise internship and industry research, so as to enrich their practical experience, combine theoretical knowledge with practical work, and improve the practicability of teaching; Third, management ability. Through the provision of management training courses and case teaching, to help teachers improve teamwork, decision-making and project management ability, better adapt to industry needs and discipline development^[3]; Fourth, teaching ability. Through the improvement of teaching method training, curriculum design and evaluation, teachers' classroom teaching ability, student guidance skills and teaching innovation ability are strengthened. Fifth, scientific research ability. By providing research project support and research cooperation opportunities, encourage teachers to participate in academic exchanges, research projects and other activities to continuously improve the ability and level of scientific research; Sixth, application ability. Encourage teachers to apply theoretical knowledge to practice, and promote industry-university collaborative projects to develop teachers' ability to solve practical problems and innovate solutions; Seventh, innovation capability. Through entrepreneurship and innovation training, competition participation and other ways, cultivate teachers' innovation awareness and innovation ability, and promote teachers to put forward new ideas and solutions in their professional fields. Through the comprehensive ability improvement system, the professional teachers of business management can cope with the challenges more comprehensively in teaching and practice, and provide students with more abundant educational resources and practical guidance.

4. Conclusion

The progress and development of society put forward higher requirements for talents, and the training of application-oriented talents has become an important way to embody the value of talents. On the one hand, high-quality teachers can help students build a management skills system from three aspects: concept, interpersonal communication and technology application, and strive to enhance employment competitiveness; On the other hand, it helps to overcome the dilemma of "talking on paper" in teaching, improve teaching quality, strengthen the training of management skills, and promote students' employment. Shaping a high-level teacher-production integration team will accelerate the pace of the integration of education and industry, in response to the society's increasingly high requirements for the quality of applied talents.

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