

Original Paper

Research on the Dilemmas and Countermeasures of the
Incentive Mechanism for “Dual-Qualified” Teachers in Private
Undergraduate Universities

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Abstract

Against the strategic background of the Outline for the Construction of a Powerful Country through Education (2024-2035), which clearly proposes to “deepen the integration of industry and education and build a high-quality, professional teaching workforce”, private undergraduate universities, as an important part of the higher education system, are accelerating their transformation into application-oriented institutions. The construction of a “dual-qualified” teaching workforce has become a key support to resolve the “disconnection” between talent training and industrial needs, and to improve the quality of schooling and core competitiveness. However, the incentive mechanisms for “dual-qualified” teachers in private undergraduate universities in China currently face multiple dilemmas, including insufficient material guarantees, blocked career development, single incentive methods, and unbalanced assessment and evaluation, which seriously restrict the stability, development and performance of the “dual-qualified” teaching workforce. Based on incentive theory and policy requirements for industry-education integration, this paper systematically analyzes the existing dilemmas and deep-seated causes of the incentive mechanism for “dual-qualified” teachers in private undergraduate universities by adopting the methods of literature research, questionnaire survey and case analysis, extracts feasible experience combined with practical cases, and finally puts forward

targeted optimization countermeasures. It provides theoretical reference and practical paths for private undergraduate universities to optimize the management of “dual-qualified” teachers, promote the improvement of application-oriented talent training quality, and achieve connotative development.

Keywords

private undergraduate universities, “dual-qualified” teachers, incentive mechanism, dilemmas, countermeasures, industry-education integration

1. Introduction

As China’s higher education enters a new stage of connotative development, application-oriented talent training has become the core direction of higher education reform. With the advantages of strong autonomy in running schools and keen market response, private undergraduate universities have become an important base for cultivating application-oriented talents serving the regional economy and meeting industrial needs. As compound talents with solid theoretical teaching ability and rich industrial practical experience, “dual-qualified” teachers are the core force for private undergraduate universities to realize application-oriented transformation, guarantee practical teaching quality and cultivate students’ professional literacy. The level of their workforce construction directly determines the school-running characteristics and talent training quality of private undergraduate universities. The 2023 National Statistical Communique on Educational Development shows that the number of students in private ordinary and vocational colleges and universities is 9.9438 million, an increase of 694,900 over the previous year, and the scale of full-time teachers in private colleges and universities has exceeded 400,000. However, the proportion of “dual-qualified” teachers who can truly break the boundary between theory and practice is obviously insufficient, which is difficult to meet the practical needs of application-oriented talent training. Although the Ministry of Education and other departments have issued many policies to clearly require private colleges and universities to strengthen the construction of “dual-qualified” teaching workforce, such as the Measures for the Administration of Part-Time Industrial Teachers in Ordinary Undergraduate Universities issued in 2024, private colleges and universities are restricted by funding sources, school-running positioning, management models and other factors, and the construction of “dual-qualified” teaching workforce still faces many dilemmas, among which the imperfect incentive mechanism is one of the core bottlenecks. Compared with public universities, private undergraduate universities mainly rely on tuition income for funding, and it is difficult to balance scale expansion and quality improvement. Insufficient investment in the introduction, training and incentives of “dual-qualified” teachers makes it difficult to attract, retain and make good use of excellent “dual-qualified” teachers. At the same time, some private colleges and universities have the phenomenon of “emphasizing introduction over training” and “emphasizing use over incentives”, which further aggravates the loss of “dual-qualified teachers”, which not only affects the teaching quality and talent training level of private undergraduate universities, but also restricts their sustainable development and application-oriented transformation process. Therefore, it is of

important practical and theoretical value to conduct in-depth research on the dilemmas and countermeasures of the incentive mechanism for “dual-qualified” teachers in private undergraduate universities and solve the incentive problems.

2. Existing Dilemmas of the Incentive Mechanism for “Dual-Qualified” Teachers in Private Undergraduate Universities

2.1 Insufficient Material Incentives and Lack of Competitiveness in Salary and Welfare

Material incentive is the foundation of the incentive for “dual-qualified” teachers, and it is also the most prominent dilemma in the current incentive mechanism of private undergraduate universities. On the one hand, private undergraduate universities mainly rely on tuition income for funding, and their investment in teachers’ salaries is relatively limited. The salary level of “dual-qualified” teachers is generally lower than that of similar teachers in public undergraduate universities, and even lower than that of some enterprise technical personnel, making it difficult to attract and stabilize excellent “dual-qualified” teachers. According to the survey, the annual salary of “dual-qualified” lecturers in private colleges and universities in economically developed areas is about 150,000–200,000 yuan, while that of similar positions in the central and western regions is only 80,000–120,000 yuan, which is significantly different from public universities and lacks advantages compared with similar technical positions in enterprises. On the other hand, the salary structure is unreasonable. The salary of most private undergraduate universities is mainly composed of basic salary and class fees, which is not closely linked with the practical ability, practical teaching performance, scientific research achievements and technology transformation of “dual-qualified” teachers, and the principle of “more pay for more work, better pay for better performance” has not been fully reflected. In addition, the welfare security system is imperfect. Some private undergraduate universities pay social insurance, housing accumulation fund and other benefits for “dual-qualified” teachers lower than the national standard, lack supplementary endowment insurance, medical insurance, housing subsidies and other benefits, and basic benefits such as paid leave and physical examination are difficult to implement. The China Education Finance Statistics Yearbook 2022 shows that the per capita practical funds and special funds for school-enterprise cooperation in private colleges and universities are less than 50% of those in public colleges and universities, resulting in reduced enthusiasm of teachers to invest in practice and further restricting the effect of material incentives. Some private colleges and universities even reduce costs by means of “obligatory contribution of class hours” and “deduction of welfare”, which further aggravates the shortage of material incentives.

2.2 Lack of Development Incentives and Unsmooth Career Development Channels

“Dual-qualified” teachers pay attention to the improvement of their own ability and career development, but the current development incentive mechanism of private undergraduate universities is obviously lacking, which has become an important bottleneck restricting the growth of “dual-qualified” teachers. First, the training system is imperfect. Most private undergraduate universities provide limited training

opportunities for “dual-qualified” teachers, and the training content is mainly theoretical teaching, lacking targeted practical skill training and industrial cutting-edge technology training, which is difficult to meet the needs of “dual-qualified” teachers to improve their practical ability. At the same time, insufficient investment in training funds makes it difficult to organize teachers to participate in high-level training, further study and academic exchange activities. Although some high-quality private colleges and universities provide industrial training resources, most private colleges and universities have few opportunities for teachers to participate in academic conferences and scientific research projects due to capital constraints, and career development relies on personal active expansion. Second, the career development channel is narrow. The professional title evaluation of private undergraduate universities still takes theoretical teaching performance and scientific research papers as the core evaluation indicators, ignoring the practical teaching performance, industrial practical experience, technology application achievements and other aspects of “dual-qualified” teachers, resulting in “dual-qualified” teachers being at a disadvantage in professional title evaluation and difficult to promote. The proportion of senior teachers in private colleges and universities is less than 1/3 of that in public colleges and universities, with an obvious career ceiling. In addition, most private undergraduate universities have not established a special career development planning system for “dual-qualified” teachers, so teachers have unclear career development directions and lack growth space, leading to some “dual-qualified” teachers losing work motivation and even choosing to resign. At the same time, the age structure of the teaching workforce in private colleges and universities is “dumbbell-shaped”, and there is a serious shortage of mature “dual-qualified” backbone teachers in the golden period of teaching and scientific research (35-50 years old), which further restricts the career development and echelon construction of “dual-qualified” teachers.

2.3 Single Incentive Method and Insufficient Spiritual Incentive

At present, the incentive methods for “dual-qualified” teachers in private undergraduate universities are relatively single, mainly material incentives, and spiritual incentives are insufficient, which is difficult to meet the respect needs and self-actualization needs of “dual-qualified” teachers, greatly reducing the incentive effect. On the one hand, the forms of spiritual incentives are single, mostly focusing on evaluation and commendation and issuing honorary certificates, lacking personalized and diversified spiritual incentive methods such as academic recognition, work affirmation and humanistic care. On the other hand, spiritual incentives are disconnected from material incentives. “Dual-qualified” teachers who receive honorary commendation often lack corresponding material rewards, resulting in insufficient attractiveness of spiritual incentives. In addition, some private undergraduate universities lack a good campus cultural atmosphere, pay insufficient attention to “dual-qualified” teachers, and teachers’ work value is not fully recognized, making it difficult to enhance the professional identity, sense of belonging and sense of achievement of “dual-qualified” teachers. At the same time, the connection between incentives and evaluation is distorted, and excessive emphasis on short-term performance inhibits the long-term investment enthusiasm of “dual-qualified” teachers in teaching

innovation and basic research. Compared with private colleges and universities such as Changde University that pay attention to “warm-hearted talent stabilization” and “honor incentive”, most private colleges and universities have insufficient investment in spiritual incentives and fail to form a good pattern of “material + spiritual” collaborative incentives.

2.4 Unreasonable Assessment and Evaluation and Deviation in Incentive Orientation

Assessment and evaluation is an important part of the incentive mechanism. At present, there are many unreasonable aspects in the assessment and evaluation mechanism of “dual-qualified” teachers in private undergraduate universities, leading to deviation in incentive orientation and difficulty in exerting the positive guiding role of incentives. First, the assessment and evaluation indicators are unreasonable. Most private undergraduate universities still use traditional teacher assessment indicators, focusing on theoretical teaching hours, the number of scientific research papers, etc., paying insufficient attention to indicators such as practical teaching performance, practical operation ability, industrial service contribution and technology transformation achievements of “dual-qualified” teachers, and even not including them in the assessment scope, resulting in the work focus of “dual-qualified” teachers deviating from the needs of application-oriented talent training.

Second, the assessment and evaluation method is single, mostly quantitative assessment, lacking qualitative assessment, making it difficult to comprehensively and objectively evaluate the work performance and ability of “dual-qualified” teachers. At the same time, the assessment and evaluation cycle is unreasonable, mostly annual assessment, ignoring the long-term nature of work such as the improvement of practical ability and the transformation of scientific research achievements of “dual-qualified” teachers, resulting in lack of sustainability of incentives. Third, the application of assessment results is insufficient. The assessment results are not closely linked with incentive measures, professional title promotion, training opportunities, etc., making it difficult to exert the incentive guiding role of assessment and evaluation, and even the phenomenon of “no difference between doing more and doing less, doing well and doing badly” appears. Although some private colleges and universities try to optimize assessment indicators, they fail to formulate differentiated evaluation standards combined with professional characteristics, resulting in lack of pertinence in assessment and evaluation.

3. Analysis of the Causes of the Dilemmas in the Incentive Mechanism for “Dual-Qualified” Teachers in Private Undergraduate Universities

3.1 Deviated School-Running Positioning and Backward Incentive Concept

Some private undergraduate universities have deviated school-running positioning, excessively pursuing scale expansion and economic benefits, ignoring connotative construction and talent training quality, and insufficiently recognizing the importance of the construction of “dual-qualified” teaching workforce. They believe that the training and incentive investment of “dual-qualified” teachers is large and slow to take effect, lacking the awareness of long-term investment. At the same time, the incentive

concept is backward, still staying at the traditional level of “material incentives first, spiritual incentives second”, ignoring the personalized needs and career development needs of “dual-qualified” teachers, simplifying incentives to “issuing bonuses and raising salaries”, lacking systematic design of the incentive mechanism, and difficult to fully mobilize the work enthusiasm of “dual-qualified” teachers.

In addition, the management mode of some private undergraduate universities is relatively rigid, lacking the people-oriented management concept, insufficient attention to “dual-qualified” teachers, and difficult to create a good atmosphere of respecting and supporting teachers’ development, further restricting the effect of the incentive mechanism. Compared with the concept of “policy foundation to attract talents” of Changde University, some private colleges and universities fail to upgrade the construction of “dual-qualified” teaching workforce to the strategic level of school development, resulting in lack of systematicness and foresight in incentive work.

3.2 Single Funding Source and Insufficient Investment Capacity

Insufficient funding is the core factor restricting the improvement of the incentive mechanism for “dual-qualified” teachers in private undergraduate universities. Compared with public undergraduate universities, private undergraduate universities have a single source of funding, mainly relying on tuition income, lacking the support of national financial funds, and diversified funding sources such as social donations and school-enterprise cooperation income have not yet formed a scale. With the scale expansion of private undergraduate universities, funds are mainly used for hardware investment such as campus construction and equipment purchase, and the investment in teachers’ salaries, training and incentives is relatively limited, making it difficult to meet the needs of “dual-qualified” teachers’ incentives. At the same time, the funding management of some private undergraduate universities is not scientific enough, lacking a special funding budget for the incentives of “dual-qualified” teachers, and the efficiency of funding use is not high, further aggravating the problem of insufficient funding. The China Education Finance Statistics Yearbook 2022 shows that the per capita practical funds and special funds for school-enterprise cooperation in private colleges and universities are less than 50% of those in public colleges and universities, which directly affects the improvement of practical ability of “dual-qualified” teachers and the implementation of incentive measures. Some private colleges and universities even compress teachers’ salaries and welfare due to insufficient enrollment and tight capital, further aggravating the incentive dilemma.

3.3 Imperfect Institutional System and Low Management Level

The management system of private undergraduate universities is not perfect, especially the relevant systems for the identification, assessment and incentives of “dual-qualified” teachers are imperfect, resulting in the lack of institutional support for the incentive mechanism, which is an important institutional cause of the incentive dilemma. First, the identification standards for “dual-qualified” teachers are not unified and scientific. Some private undergraduate universities simply equate “having teacher qualification + industrial professional qualification” with “dual-qualified” teachers, ignoring

teachers' practical teaching ability and industrial practical experience, resulting in uneven quality of "dual-qualified" teachers and bringing difficulties to the design of the incentive mechanism. Second, the assessment and evaluation system is unreasonable. As mentioned above, there are many problems in assessment indicators, assessment methods and application of assessment results, making it difficult to exert the incentive guiding role of assessment and evaluation. Third, the incentive system lacks systematicness and continuity, and incentive measures are scattered and lack overall planning, making it difficult to form a joint force. In addition, the level of management teams in private undergraduate universities is not high. Some managers lack higher education management experience and incentive management knowledge, making it difficult to design a scientific and reasonable incentive mechanism combined with the needs of "dual-qualified" teachers and the actual situation of the school, and also difficult to ensure the effective implementation of incentive policies. Some private colleges and universities lack professional training for managers, resulting in inadequate implementation and incomplete implementation of incentive policies, further aggravating the incentive dilemma.

3.4 Insufficient Depth of School-Enterprise Cooperation and Inadequate Support for Practical Incentives

The integration of industry and education and school-enterprise cooperation are important ways to construct the "dual-qualified" teaching workforce and an important support to improve the incentive mechanism for "dual-qualified" teachers. However, the current cooperation between private undergraduate universities and enterprises is mostly superficial and insufficient in depth, making it difficult to provide an effective practical platform and incentive support for "dual-qualified" teachers, which is an important reason for the weak improvement of practical ability and single incentive method of "dual-qualified" teachers. First, school-enterprise cooperation is mainly based on "order-based training" and "internship and training", with little cooperation in the training of "dual-qualified" teachers, improvement of practical ability and technological research and development, making it difficult to meet the needs of "dual-qualified" teachers to improve their practical ability. Second, enterprises are not enthusiastic about participating in the incentives of "dual-qualified" teachers, lacking corresponding incentive policies and measures, making it difficult to mobilize the enthusiasm of enterprises to participate in the training and incentives of "dual-qualified" teachers. Third, there is a lack of effective communication and cooperation mechanism between schools and enterprises, making it difficult to realize resource sharing and complementary advantages, resulting in the lack of support for practical incentives of "dual-qualified" teachers. Compared with the mode of "mutual employment of teachers and shared platforms" implemented by Changde University, most private colleges and universities lack depth in school-enterprise cooperation, fail to form a "school-enterprise" collaborative incentive ecology, and are difficult to improve the practical ability and incentive level of "dual-qualified" teachers with the help of enterprise resources. Although some private colleges and universities have set up "Saturday engineers" positions to invite enterprise technical backbones to teach

in schools, they fail to effectively combine enterprise resources with teacher incentives, making it difficult to give full play to the incentive role of school-enterprise cooperation.

4. Optimization Countermeasures for the Incentive Mechanism of “Dual-Qualified” Teachers in Private Undergraduate Universities

4.1 Improve the Material Incentive System and Enhance the Competitiveness of Salary and Welfare

Material incentive is the foundation of the incentive mechanism. It is necessary to start from three aspects: optimizing the salary structure, improving welfare security and expanding funding sources to enhance the material sense of gain of “dual-qualified” teachers and solve the dilemma of insufficient material incentives.

First, optimize the salary structure and establish a diversified salary system of “basic salary + performance salary + special subsidy”. The basic salary is determined according to teachers’ educational background, professional title, teaching experience, etc., to guarantee teachers’ basic living needs. Performance salary is linked with the theoretical teaching performance, practical teaching performance, scientific research achievements, industrial service contribution, etc. of “dual-qualified” teachers, implementing “more pay for more work, better pay for better performance”. The weight of practical teaching performance and technology transformation achievements is not less than 40%, fully reflecting the professional characteristics of “dual-qualified” teachers. Special subsidies include “dual-qualified” teacher subsidies, practical teaching subsidies, industrial qualification certificate subsidies, enterprise practice subsidies, etc. Key subsidies are given to teachers with senior industrial professional qualifications, rich enterprise practical experience and outstanding performance in practical teaching to improve their salary level. At the same time, establish a dynamic salary adjustment mechanism, regularly adjust the salary level of “dual-qualified” teachers according to the price level, industrial salary standard and school development status, ensure that their salary is market-competitive, and gradually narrow the salary gap with similar teachers in public undergraduate universities. Draw lessons from the “agreement salary system” of some private colleges and universities to provide high annual salary and scientific research start-up funds for scarce “dual-qualified” talents and improve the attraction of talent introduction. Second, improve the welfare security system to solve the worries of “dual-qualified” teachers. Pay social insurance and housing accumulation fund in full in accordance with national standards, and provide supplementary endowment insurance, medical insurance, housing subsidies and other benefits for “dual-qualified” teachers. Implement basic benefits such as paid leave, regular physical examination and children’s education to enhance teachers’ sense of security and belonging. Give corresponding transportation subsidies, accommodation and food subsidies to “dual-qualified” teachers who go deep into enterprise practice and participate in technological research and development to ensure the smooth development of their practical work. Draw lessons from the experience of Changde University to provide combined intimate services such as children’s schooling, family employment and medical care for high-level “dual-qualified” talents and improve the talent retention rate. Third, expand funding sources and

enhance the capacity of incentive investment. Actively strive for government financial subsidies and social donations, take the initiative to connect with industries and enterprises, deepen school-enterprise cooperation, and broaden funding sources through co-construction of practical bases and joint research and development projects. Reasonably arrange the funding budget, set up a special fund for the incentives of “dual-qualified” teachers, improve the efficiency of funding use, and ensure the effective implementation of incentive measures. With the advantage of “state-owned private running”, strive for special fund support from local governments to provide capital guarantee for the incentives of “dual-qualified” teachers.

4.2 Strengthen Development Incentives and Smooth Career Development Channels

Development incentive is the core to stimulate the work motivation of “dual-qualified” teachers. It is necessary to start from three aspects: improving the training system, broadening career development channels and guiding career planning to meet teachers’ career development needs and solve the dilemma of unsmooth career development. First, build a perfect training system to improve the comprehensive ability of “dual-qualified” teachers. Set up a special fund for the training of “dual-qualified” teachers and increase training investment. Combined with the needs of “dual-qualified” teachers, formulate personalized training plans. The training content covers industrial cutting-edge technology, practical teaching methods, scientific research ability improvement, etc., focusing on practical skill training. Carry out “order-based” training and post training in cooperation with enterprises, organize teachers to go deep into enterprise practice and participate in enterprise project research and development to improve practical operation ability and technology application ability. Regularly organize “dual-qualified” teachers to participate in high-level academic exchanges and training further study activities, invite industrial experts and excellent “dual-qualified” teachers to carry out lectures and demonstration classes to broaden teachers’ horizons and thinking. At the same time, establish a training achievement assessment mechanism, linking training achievements with professional title promotion and performance evaluation to ensure the training effect. Draw lessons from the three-level echelon training mode of “famous teachers leading - backbone supporting - young teachers laying the foundation” of Changde University to improve the ability of “dual-qualified” teachers at different levels through famous teachers mentoring, special training and enterprise practice. Second, broaden career development channels to provide growth space for “dual-qualified” teachers. Establish a special channel for professional title evaluation of “dual-qualified” teachers, optimize the professional title evaluation index system, increase the weight of indicators such as practical teaching performance, industrial practical experience, technology transformation achievements and industrial service contribution, break the evaluation orientation of “only papers, only professional titles, only academic qualifications”, and let “dual-qualified” teachers have equal opportunities in professional title evaluation. Set up a career development ladder for “dual-qualified” teachers, divided into junior, intermediate and senior “dual-qualified” teachers, clarify the identification standards and development requirements of each level, and provide a clear direction for teachers’ career development. Encourage

“dual-qualified” teachers to undertake practical teaching reform, scientific research projects, industrial services and other work, and give opportunities for promotion, evaluation and commendation to outstanding teachers to help teachers realize self-value. Third, strengthen career planning guidance to help “dual-qualified” teachers clarify their development direction. Establish a career planning guidance mechanism for “dual-qualified” teachers, arrange special personnel to be responsible for teachers’ career planning guidance, and formulate personalized career development plans for teachers combined with their ability, interest and needs. Regularly conduct heart-to-heart talks with teachers to understand their career development confusion, provide targeted guidance and suggestions, help teachers solve problems in career development, and enhance teachers’ confidence in career development. Draw lessons from the “one teacher, one plan” career planning mode of Changde University to promote the growth of “dual-qualified” teachers.

4.3 Enrich Spiritual Incentive Methods and Enhance Teachers’ Professional Identity

Spiritual incentive is an important supplement to the incentive mechanism. It is necessary to enrich spiritual incentive methods, pay attention to the respect needs and self-actualization needs of “dual-qualified” teachers, enhance teachers’ professional identity and sense of belonging, and solve the dilemma of insufficient spiritual incentives. First, improve honor incentives to recognize teachers’ work achievements. Set up honorary titles such as “Dual-Qualified” Teacher Model, Excellent Practical Teacher and Advanced Individual in Industrial Service, regularly carry out evaluation and commendation activities, give commendation and rewards to outstanding “dual-qualified” teachers, issue honorary certificates and medals, and publicize them on the campus official website, publicity column and other platforms to enhance teachers’ sense of honor. Recommend “dual-qualified” teachers who have made major achievements in practical teaching, technological research and development, industrial services and other aspects to participate in provincial and national evaluation and commendation activities to improve teachers’ industrial recognition and social influence. Draw lessons from the “Warm-Hearted Talent Stabilization” project of Changde University to enhance teachers’ sense of belonging through honor incentives. Second, strengthen humanistic care and create a good working atmosphere. Strengthen communication and exchange with “dual-qualified” teachers, understand their difficulties in work and life, and give timely help and support. Regularly organize cultural and sports activities and team building activities to enrich teachers’ spare time life and enhance cohesion among teachers. Respect teachers’ work autonomy and innovation, encourage teachers to participate in school management and decision-making, listen to teachers’ opinions and suggestions, and enhance teachers’ sense of subject status. At the same time, cultivate an organizational culture that values both “academic style and craftsman spirit”, set up an award for outstanding contribution to the integration of industry and education, and reshape teachers’ professional value identity. Third, strengthen academic recognition and stimulate teachers’ enthusiasm for scientific research and practice. Provide scientific research platforms and resource support for “dual-qualified” teachers, encourage them to carry out practical teaching research, industrial technology research and development and other

work, and recognize and promote their scientific research achievements and technology transformation achievements. Organize “dual-qualified” teachers to carry out academic seminars, teaching experience exchanges and other activities to let teachers share their practical experience and research results and improve teachers’ academic influence. Incorporate the practical teaching cases and technological research and development achievements of “dual-qualified” teachers into the school’s teaching resource library for other teachers to learn and use, and enhance teachers’ sense of work achievement.

4.4 Optimize the Assessment and Evaluation Mechanism and Strengthen the Incentive Orientation

Assessment and evaluation is an important guarantee of the incentive mechanism. It is necessary to optimize the assessment and evaluation indicators, methods and application of results to ensure the fairness, impartiality and science of assessment and evaluation, give full play to the incentive guiding role of assessment and evaluation, and solve the dilemma of unreasonable assessment and evaluation. First, improve the assessment and evaluation index system and highlight the professional characteristics of “dual-qualified” teachers. Establish a four-dimensional evaluation system of “morality first, teaching foundation, practice priority, scientific research as support”, incorporating theoretical teaching performance, practical teaching performance, scientific research achievements, industrial service contribution, practical ability, teacher ethics and other aspects into the assessment and evaluation scope. The weight of indicators such as practical teaching performance (including practical class hours, practical teaching effect, students’ practical guidance achievements, etc.), industrial service contribution (including enterprise project cooperation, technical consultation, industrial training, etc.) and technology transformation achievements is not less than 40%. Formulate differentiated assessment and evaluation indicators for “dual-qualified” teachers of different ages and levels, such as focusing on practical ability improvement and training achievements for young teachers, practical teaching and scientific research achievements for middle-aged teachers, and experience inheritance and industrial guidance for elderly teachers, to ensure the pertinence of assessment and evaluation. Draw lessons from the experience of private colleges and universities in Ningxia to customize evaluation standards according to professional characteristics. Engineering majors focus on assessing the achievements of teachers leading students to participate in enterprise technological research, and liberal arts majors focus on the quality and quantity of cases of teachers leading students to solve practical enterprise problems. Second, innovate assessment and evaluation methods to realize the combination of quantitative and qualitative assessment. Adopt the combination of quantitative and qualitative assessment. Quantitative assessment is mainly for quantifiable indicators, and qualitative assessment is mainly for difficult-to-quantify indicators. Through multi-subject evaluation methods such as student evaluation, peer evaluation, enterprise evaluation and school evaluation, comprehensively and objectively evaluate the work performance and ability of “dual-qualified” teachers. Reasonably set the assessment and evaluation cycle, implement the combination of annual assessment and medium and long-term assessment. Medium and long-term assessment is mainly for long-term work such as

scientific research achievement transformation and practical ability improvement to ensure the sustainability of assessment and evaluation.

5. Conclusion

Through the systematic research on the dilemmas and countermeasures of the incentive mechanism for “dual-qualified” teachers in private undergraduate universities, this paper draws the following conclusions: At present, the incentive mechanism for “dual-qualified” teachers in private undergraduate universities faces multiple dilemmas such as insufficient material incentives, lack of development incentives, single incentive methods, unreasonable assessment and evaluation, and imperfect guarantee mechanisms. These dilemmas are the result of the joint action of many factors, such as deviated school-running positioning, single funding source, imperfect institutional system, insufficient depth of school-enterprise cooperation, and insufficient attention to teachers’ needs. To solve these dilemmas, private undergraduate universities need to adhere to the principles of people-oriented, fairness and impartiality, combination of material and spiritual incentives, combination of development and guarantee incentives, pertinence and systematicness, and industry-education integration collaboration. Start from five aspects: improving the material incentive system, strengthening development incentives, enriching spiritual incentive methods, optimizing the assessment and evaluation mechanism, and improving the guarantee mechanism to build a diversified, systematic and operable incentive mechanism for “dual-qualified” teachers. At the same time, draw lessons from the practical experience of private colleges and universities such as Changde University to promote the implementation of the incentive mechanism and realize the virtuous circle of “attracting, cultivating, retaining and making good use of talents”.

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