

# Research on the Current Situation and Countermeasures of Introducing High-level Skilled Part-time Teachers in Higher Vocational Colleges

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**Abstract:** High-level part-time teachers, as an educational team full of practical experience and professional knowledge, have played an increasingly important role in higher vocational colleges. They come from various industries and fields, and have rich professional background and practical experience. They can not only teach the latest industry knowledge, but also cultivate students' practical operation ability and professional quality. However, despite the great potential of high-level part-time teachers in higher vocational colleges, there are still a series of problems and challenges related to their introduction and management. This paper summarizes the high-level part-time teachers, analyzes the necessity and current situation of introducing high-level part-time teachers in higher vocational colleges, and puts forward the construction strategy of high-level part-time teachers in higher vocational colleges according to the existing problems. In this paper, through the confirmation research of higher vocational colleges, we will fully understand the role and influence of part-time teachers, and how to make better use of their professional advantages to improve the quality of education and the quality of students in higher vocational colleges.

**Keywords:** higher vocational colleges; high-level teachers; part-time teachers

## 1. Introduction

Higher vocational colleges have always been an important cradle for providing applied talents with practical working skills and professional qualities to the society. The quality of education and teaching level of these schools are directly related to the speed and quality of industrial development and social progress. However, with the continuous change and progress of the society, higher vocational education is also facing increasingly complex challenges and new opportunities. It is crucial to consider how to introduce high-level part-time teachers more effectively to enhance the quality of education and teaching while fostering the sustainable development of the school. In this era full of competition, higher vocational colleges must constantly update their educational concepts and models to adapt to the rapidly changing social and economic needs. As professionals from the actual workplace, part-time teachers can provide students with the latest industry information and practical experience, which helps to cultivate applied talents with innovative thinking and professional skills. Therefore, it is very important to introduce high-level part-time teachers to become higher vocational colleges.

## 2. Overview of the high-level part-time teachers

High-level part-time teachers, as an indispensable part of the higher education system, shoulder an extremely important mission and role. They are the experts and practitioners who have made outstanding achievements in their respective professional fields, providing part-time services of excellent education, teaching, scientific research and practical guidance to higher vocational colleges. The typical features of these high-level part-time teachers include rich and extensive professional experience, profound subject knowledge, excellent practical skills, and a keen focus on students' career development. They come from various industries and fields, including, but not limited to, engineering, medicine, art, business, technology, and have a variety of professional backgrounds and educational experiences. The fundamental reason why higher vocational colleges actively recruit and introduce high-level part-time teachers is to fully explore external professional resources, improve the quality of education, meet the

needs of the actual workplace, and cultivate applied talents with more practical ability. The integration of high-level part-time teachers not only enriches the teaching lineup of higher vocational colleges, but also brings educational resources closely related to the vocational field to students, strengthens the interaction and cooperation between universities and the society, and promotes the development and innovation of higher education. In higher vocational colleges, the introduction of high-level part-time teachers aims to build a more open, flexible and integrated education ecosystem, which provides a wide range of educational opportunities and potential development prospects for schools and students<sup>[1]</sup>.

### **3. The necessity of introducing high-level part-time teachers in higher vocational colleges**

As an important part of China's higher education system, higher vocational colleges have been making unremitting efforts to cultivate application-oriented talents. In the face of the rapidly changing society and continuously developing industrial needs, higher vocational colleges need to constantly improve the quality of education and teaching level to meet the needs of students and the society. The introduction of high-level part-time teachers is an important means, which is helpful to improve the education quality of higher vocational colleges and cultivate talents more in line with the market demand. Usually, high-level part-time teachers have rich practical experience and professional knowledge, and they usually have accumulated many years of work experience in the industry, and have deep industry insight and cutting-edge knowledge. To provide students with an educational experience closer to practical work, introducing these high-level practitioners into higher vocational colleges can be highly beneficial. This practice-oriented teaching method can help students to better understand the course content and improve their professional quality and practical application ability. Its high-level part-time teachers can bring the latest industry trends and cutting-edge technologies to higher vocational colleges. With the continuous progress of science and technology and the rapid change of society, many industries are facing new challenges and opportunities. High-level part-time teachers can bring the latest industry information to the school, help educational institutions adjust their curriculum content and ensure that they are in line with market demand. This helps to improve graduates' competitiveness in employment and makes it easier for them to adapt to the changing work environment<sup>[2]</sup>. At the same time, the introduction of high-level part-time teachers helps to establish a wider school-enterprise cooperation relationship. The cooperation between higher vocational colleges and enterprises is one of the important ways to cultivate high-quality talents. By inviting corporate executives and industry experts as part-time teachers, higher vocational colleges can work more closely with enterprises to carry out practical projects and scientific research activities. This not only helps schools to obtain more resources and support, but also provides students with opportunities to contact with enterprises and increase their practical work experience. In addition, high-level part-time teachers can also bring new thinking and innovation to the faculty of higher vocational colleges. They usually have different educational and working backgrounds that can provide new perspectives on the teaching methods and curriculum design of schools. This helps to improve the diversity and educational quality of teacher teams and promote educational reform and innovation<sup>[3]</sup>.

### **4. The introduction of high-level part-time teachers in higher vocational colleges**

As an important part of China's higher education system, higher vocational colleges have been making continuous efforts to cultivate applied talents. With the development of social economy and the adjustment of industrial structure, higher vocational colleges are faced with various challenges, such as education quality improvement, curriculum update, faculty construction and so on. In order to cope with these challenges, more and more higher vocational colleges have begun to actively introduce high-level part-time teachers to play a positive role in improving the quality of education, broadening the subject fields, and promoting school-enterprise cooperation. At present, the current situation of introducing high-level part-time teachers in higher vocational colleges is different in different regions and between schools. In some developed areas and well-known higher vocational colleges, a relatively perfect high-level part-time teachers has been formed. These schools are often able to attract famous corporate executives, industry experts, and educators with rich practical experience as part-time teachers. However, in the ordinary higher vocational colleges in some areas, due to the limited resources and low popularity, it is difficult to introduce high-level part-time teachers, and there are still some difficulties. With the development of the education industry, the field scope of introducing high-level part-time teachers in higher vocational colleges is expanding increasingly. Traditionally, higher vocational colleges mainly focus on applied majors, such as engineering technology, medical and health care, trade and logistics, etc. However, with the development of society and the diversification of career needs, more and more

higher vocational colleges begin to offer emerging majors, such as artificial intelligence, cloud computing, big data analysis, etc. To meet the educational needs of these emerging fields, schools need to introduce more high-level part-time teachers with practical experience in the relevant fields to ensure the quality and practical application of the curriculum. At the same time, the ways of introducing high-level part-time teachers in higher vocational colleges are gradually becoming diversified. In some schools, high-level part-time teachers can cooperate with schools by signing short-term contracts or project cooperation. This approach is flexible and suitable for some short-term training courses or specific programs. In addition, some schools also attract high-level part-time teachers by setting up honorary professors and hiring special professors to participate in the school's teaching and research work for a long time. In addition, the effect of introducing high-level part-time teachers in higher vocational colleges is also gradually showing. Many schools have improved the quality of education by introducing high-level part-time teachers, making it easier for students to acquire skills and knowledge that match their actual professional needs. At the same time, the cooperation between schools and enterprises has been enhanced, with more opportunities for practice and higher employment rate. This series of positive changes make the trend of introducing high-level part-time teachers in higher vocational colleges more obvious<sup>[4]</sup>.

## **5. Construction strategy of high-level part-time teachers in higher vocational colleges**

### ***5.1 Build a policy sharing platform among multiple parties***

The construction of high-level part-time teachers in higher vocational colleges is a complex and long-term process, in which the government, schools and enterprises all play a key role. In this process, it is of great significance to build a policy sharing platform for the government, schools and enterprises to plan together. This platform can provide institutional guarantee and resource support for the construction of high-level part-time teachers in higher vocational colleges, and help to promote the smooth progress of the construction of part-time teachers. The government can introduce relevant policies and regulations to provide legal basis and policy support for the introduction of high-level part-time teachers in higher vocational colleges, including the establishment of the employment mechanism, salary system and evaluation standards for part-time teachers. The government can also encourage schools to introduce high-level part-time teachers and provide research funds and educational resources. The government can also promote cross-departmental cooperation, integrate policy resources in education, industry, science and technology, and provide all-round support for the construction of high-level part-time teachers in higher vocational colleges. Secondly, schools need to actively respond to government policies and establish a sound team-building organization and management system for part-time teachers. The school shall set up a special recruitment and management department for part-time teachers, and formulate the recruitment standards and training plans for part-time teachers. Schools also need to actively carry out cooperation with enterprises, establish a school-enterprise cooperation platform, and promote the sharing of educational resources and practice opportunities<sup>[5]</sup>. In addition, schools can also set up an incentive mechanism to encourage outstanding part-time teachers to actively participate in teaching and scientific research work, so as to improve the stability and quality of the team. Third, enterprises can cooperate with higher vocational colleges to provide practical positions and internship opportunities, and provide rich practical experience for part-time teachers. Enterprises can also cooperate with schools to conduct joint research projects to promote the integration of industry, university and research. Companies can help schools update their curriculum content by providing expertise and cutting-edge technology support to ensure that education is aligned with market demand. The participation of enterprises not only helps to improve the teaching quality of part-time teachers, but also brings practical resources and support to the school<sup>[6]</sup>.

At the same time, by utilizing the platform, we can further integrate on-campus teachers and off-campus part-time teachers to construct an organic 'dual-teacher' teaching team. The 'dual-teacher' teaching team should be a new type of educational team based on professional teaching, a new type of innovation team based on technological innovation, a new type of entrepreneurial team based on social services, and a new type of practical team based on corporate practical activities, as shown in Figure 1 below.



Figure 1: Organic 'Dual-Teacher' Teaching Team Structure

### 5.2 Enrich the employment forms of higher vocational colleges

In the construction of high-level part-time teachers, higher vocational colleges should constantly achieve self-breakthrough and actively explore diversified employment forms to adapt to the changing educational environment and the needs of students. Traditional recruitment methods are usually more rigid, and it is difficult to meet the time and job requirements of high-level part-time teachers. Therefore, the school can consider introducing various forms of employment, such as project cooperation, adjunct professors and honorary professors, to provide more flexible work arrangements and treatment policies according to the actual situation of different teachers and the needs of the school. This will help to attract more excellent practitioners and experts to join the education team, and inject fresh teaching ideas and practical experience into the school. Secondly, higher vocational colleges can actively expand the external cooperation channels and enrich the employment forms. Cooperation is one of the important ways for higher vocational colleges to achieve self-breakthrough. Schools can establish close partnerships with related industries, enterprises and research institutions, inviting their experts and practitioners to serve as part-time teachers. This approach will not only help to improve the practical application of the curriculum, but also can promote school-enterprise cooperation and provide more practical opportunities for students. In addition, the school can also cooperate with international partners to introduce international high-level part-time teachers and promote international education<sup>[7]</sup>.

### 5.3 Establish a part-time teacher cooperative organization

In the face of increasingly diversified career demands and rapidly changing knowledge system, higher vocational colleges need to continuously improve the education level and broaden the channels of educational resources. In the construction of high-level part-time teachers, the establishment of part-time teacher cooperative organization to realize regional teacher sharing is regarded as a forward-looking strategy, helping to meet the educational needs of schools and improve the quality of education. In one region, there may be several higher vocational colleges, which face similar educational challenges and opportunities. Through the establishment of cooperative organizations, different schools can share high-level part-time teacher resources, avoid resource waste and competition, support each other, and form synergistic effects. This will not only help to improve the overall level of higher vocational education in the whole region, but also can strengthen the exchanges and cooperation between higher vocational colleges, and promote the common development of education<sup>[8]</sup>. Different schools may have different professional needs, while some high-level part-time teachers may have cross-domain knowledge and skills. Through cooperative organizations, vocational colleges can easily access experts in specific fields to meet the needs of different majors and provide more diversified educational content. This will help higher vocational colleges to broaden their curriculum, improve their teaching quality, and provide students with a richer academic experience<sup>[9]</sup>. In addition, the establishment of part-time teachers can also provide better career development opportunities for part-time teachers. In collaborative organizations, part-time teachers can build broader networks to understand the needs and development opportunities of different schools. They can also participate in educational research and project collaborations to accumulate more educational experience and academic achievements. This will help to improve the career satisfaction of part-time teachers and increase their engagement and contribution.

#### ***5.4 Establish the management and incentive mechanism for part-time teachers in higher vocational colleges***

The establishment of the management incentive mechanism for part-time teachers in higher vocational colleges is an important measure to improve teacher performance and promote education quality. This mechanism should comprehensively consider many factors, such as material motivation, spiritual motivation, emotional motivation and self-motivation, to stimulate the motivation and creativity of part-time teachers. Schools can attract and retain high-level part-time teachers by improving remuneration and funding professional training and research programs. Schools can also establish incentive mechanisms, such as outstanding part-time teachers and research achievement awards, to encourage their excellence in teaching and research. These material incentives can significantly improve the work enthusiasm and education quality of part-time teachers. Secondly, schools should provide professional development opportunities for part-time teachers, such as participating in academic seminars, educational research programs, to meet their pursuit of knowledge and experience. We should also actively create a positive educational atmosphere, so that the part-time teachers can feel the importance and value of their work. This spiritual motivation can stimulate the educational enthusiasm of part-time teachers and make them more motivated to engage in educational work. At the same time, schools should establish a working relationship of mutual trust and mutual assistance, and provide support and care for part-time teachers. Through regular teacher-student interaction, educational activities, and other means, the school should establish close contact between teachers and students to enhance emotional motivation. If the part-time teachers feel the respect and care of the school and the students, they will be more willing to make more efforts for the cause of education. In addition, schools should encourage part-time teachers to develop personal education development plans and consciously improve their teaching and research levels. Schools can also provide part-time teachers with opportunities to evaluate and reflect on education and teaching, and help them constantly improve their education and teaching methods. Self-motivation makes part-time teachers more motivated to pursue excellence and constantly improve their educational level<sup>[10]</sup>.

#### ***5.5 We will improve the social supervision and evaluation system***

The construction of social supervision and evaluation system needs to clarify specific evaluation indicators, which should fully cover the teaching quality, educational research level, academic influence and other aspects of part-time teachers. For example, it can include students' evaluation results, the quantity and quality of teaching and research projects, published academic papers and works, and participation in the compilation of teaching materials. These indicators should be scientific and operable to ensure the objectivity and accuracy of the evaluation. Secondly, the social supervision and evaluation system needs to establish an effective evaluation mechanism. The evaluation mechanism should include both internal evaluation and external evaluation. The internal evaluation is carried out by the school itself, including the evaluation of the academic affairs office, discipline organization, teaching and research office and other internal departments. External evaluation is carried out by independent third-party evaluation agencies or social supervision agencies to ensure the independence and objectivity of the evaluation. The evaluation mechanism should also clarify the evaluation cycle and frequency to ensure the continuity and timeliness of the evaluation<sup>[11]</sup>. Third, the social supervision and evaluation system needs to pay attention to the data collection and analysis. In order to conduct scientific evaluation, it is necessary to collect data on teaching, research and service of part-time teachers. These data should include quantitative data and qualitative data, such as student evaluation results, teaching materials, teaching and research results, social service projects, etc. At the same time, it is necessary to establish a special data analysis team to find problems and trends through data analysis technology, so as to provide strong support and basis for evaluation. Fourthly, the social supervision and evaluation system should emphasize the feedback and improvement of the evaluation results. The evaluation results are not only a means of supervision, but also should be an opportunity for improvement. Schools should actively make use of the evaluation results, find out the deficiencies in time, formulate improvement measures, and optimize the construction and management of part-time teachers. Schools should establish a long-term feedback mechanism to track and evaluate the implementation effect of improvement measures to ensure the sustainable development of the part-time faculty<sup>[12]</sup>. Finally, the construction of the social supervision and evaluation system needs to pay attention to the social participation and supervision. The school may set up a social supervision committee, composed of representatives from all walks of life, to participate in the supervision of evaluation and the disclosure of evaluation results. This helps to ensure the fairness and transparency of the evaluation work, enhance the social trust in higher vocational colleges, and also promote the interaction and cooperation between higher vocational colleges and the society<sup>[13]</sup>.

### ***5.6 Increase teachers' professional identity***

When introducing high-level part-time teachers, higher vocational colleges should not only pay attention to their educational background and professional ability, but also pay attention to teachers' professional identity. Teachers' professional identity refers to the degree of recognition of educators to their own role in education work, including their enthusiasm, sense of responsibility and professional pride in education. Improving the professional identity of part-time teachers is crucial to building a high-quality education team and improving the quality of education. Educational culture not only includes the campus atmosphere and teaching methods, but also involves the values and ideas of educational work. Schools can organize educational seminars, educational training programs, and educational innovation projects to create a positive educational and cultural atmosphere. This will help the part-time teachers to better integrate into the school's education system, feel the importance and significance of the education cause, and thus enhance their professional identity. Part-time teachers may face some problems of insufficient resources on campus, such as classrooms, teaching materials, experimental equipment, etc[14]. To enhance their professional identity, schools should actively provide the necessary support and resources to ensure that they can conduct their educational work smoothly. In addition, schools can also set up a special part-time teacher service team to provide education and teaching support and guidance for part-time teachers to enhance their professional confidence. To enhance the professional identity of part-time teachers, schools can set up education committees or education research groups to invite part-time teachers to participate in the school's educational decisions and planning. At the same time, they are encouraged to participate in education and teaching reform and innovation projects, so that their voices in the field of education can be heard, and contribute their wisdom and experience to the development of education.

### ***5.7 Strengthen the construction of teacher ethics***

While pursuing excellence in teaching and academic research, part-time teachers should also pay attention to the cultivation and promotion of teachers' ethics. The construction of teachers' ethics is not only the observance of moral standards, but also the practice of educational concepts. As the representative of educators, part-time teachers' behavior and remarks directly affect the formation of students' moral concepts and behavior habits. Therefore, strengthening the construction of part-time teachers' ethics is not only conducive to improving the quality of education, but also conducive to cultivating the socialist core values and promoting the cultural progress of the country. The construction of teachers' ethics should include the following aspects: First, part-time teachers should follow the principle of educational fairness, not favoritism or discrimination, and ensure that every student can have equal access to educational resources. Secondly, they should have noble professional ethics, treat students sincerely and patiently, and actively convey a positive attitude towards life. In addition, part-time teachers should also have rigorous academic ethics, eliminate plagiarism, plagiarism and other improper behaviors, and protect academic integrity.

## **6. Conclusion**

To sum up, the introduction of high-level part-time teachers in higher vocational colleges is a strategic measure to keep up with the trend of The Times. With the rapid development of society and the continuous updating of knowledge system, the field of higher vocational education is facing new challenges and opportunities. In the future, we can foresee that high-level part-time teachers will play a more important role in the education reform and development of higher vocational colleges. They will provide students with the latest professional knowledge and practical experience, which will help to narrow the gap between theory and practice, and cultivate talents with more application ability. At the same time, the participation of high-level part-time teachers will enrich the teaching staff of higher vocational colleges and promote the improvement of education quality. With the continuous expansion and improvement of high-level part-time teachers, higher vocational colleges will better meet the needs of talents in the society, provide students with a broader space for career development, and help the sustainable and vigorous development of higher education in the future. This trend will inject new vitality and impetus into the sustainable development of higher vocational colleges and the progress of the whole society.

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