Journal of Social Science Humanities and Literature, Vol. 8, Issue 11, (Nov) **2025**
ISSN 2277-842X
DOI: 10.53469/jsshl.2025.08(11).12

Research on the Construction Path of Dual-Qualification Teaching Teams for Cruise Catering Management Courses

Xiaowei Zhang, Rui Jiang

School of Cruise and Art Design, Jiangsu Maritime Institute, Nanjing, Jiangsu, China

Abstract: ***This paper focuses on the construction of "dual-qualification" teaching teams for Cruise Catering Management courses in vocational colleges. By analyzing the shortcomings of current faculty in practical skills, industry cognition, and school-enterprise collaboration, a three-dimensional construction path of "dynamic selection - ladder training - two-way flow" is proposed. It verifies that measures such as establishing industry mentor pools, implementing enterprise rotation systems, and improving dual assessment mechanisms can effectively enhance team teaching abilities and practical levels. The research provides replicable practical solutions for faculty development in similar courses.***

Keywords: Dual-qualification; Teaching team; Cruise catering management; Construction path; Vocational education.

1. INTRODUCTION

Under the policy background of "Zhijiao 20 Articles", curriculum reforms in vocational colleges are transitioning from a "knowledge-based" to a "competency-based" paradigm. As an emerging service sector, the cruise industry demands catering management talents who not only understand professional theories but also excel in service practices. However, significant pain points exist in current course teaching: young teachers lack practical enterprise experience, industry mentors have weak teaching capabilities, and school-enterprise personnel mobility mechanisms are underdeveloped. These issues directly cause misalignment between talent cultivation and industrial demands.

The construction of "dual-qualification" teaching teams serves as the key solution to address these challenges. Based on the characteristics of cruise catering management courses and combined with talent requirements from international cruise companies, this study systematically analyzes practical obstacles and breakthrough paths in building such teams, aiming to provide actionable practical paradigms for curriculum reforms in similar vocational programs.

2. THEORETICAL CONNOTATIONS AND SIGNIFICANCE OF "DOUBLE - QUALIFIED" TEACHING TEAMS

2.1 Theoretical Connotations

A "double-qualified" teaching team refers to a pedagogical model composed of educators with both theoretical teaching expertise and practical guidance skills. Through structured collaboration, it achieves seamless integration between specialized education and industry demands. Its core connotations manifest in three dimensions:

2.1.1 Dual Competence

Teachers must master subject-specific theoretical knowledge while possessing hands-on experience from frontline industry practice. They integrate real-world cases and technical standards into teaching. For instance, a cruise hospitality management instructor must be proficient in international cruise service protocols and operational skills like cost control or banquet design.

2.1.2 Diverse Structure

The team combines full-time teachers, industry mentors, and experts, creating a complementary system balancing theory, practice, and innovation. For example, Capital Normal University's secretarial studies program implements a "dual-mentor system," where in-house faculty handle theory, while external corporate mentors oversee training,

enabling bidirectional resource sharing.

2.1.3 Dynamic Development

Continuous industry engagement is emphasized. Teachers maintain professional relevance through internships, skill training, and industry-academia projects. The Ministry of Education mandates vocational teachers to complete rotational industry practice every five years, ensuring curriculum alignment with evolving technologies.

2.2 Significance of Team Development

2.2.1 Bridging Talent-Industry Gaps

Traditional models suffer from inexperienced young teachers and underqualified corporate mentors, leaving students with inadequate practical skills. "Double-qualified" teams resolve this by integrating resources—e.g., embedding cruise service standards or smart restaurant systems into courses to boost job readiness.

2.2.2 Advancing the "Three Reforms"

Within the "Three Reforms" (teacher, textbook, and pedagogy), these teams set benchmarks. For example, through modular teaching roles—full-time teachers deliver theory, industry mentors oversee hands-on training—paired with workbook-style textbooks and virtual simulations, they create integrated "teach-learn-do" classrooms [1].

2.2.3 Fostering Industry-Education Integration

Team development drives deeper collaboration with enterprises (e.g., cruise lines, hospitality associations), leading to co-built training bases and joint curriculum development. A case in point: a vocational college's partnership with Royal Caribbean Cruise Line involves teachers in corporate R&D, while student internships influence hiring decisions, forming a closed-loop of "co-cultivation, co-management, and shared outcomes."

2.2.4 Enhancing Vocational Education's Social Recognition

By developing teams with both pedagogical skills and industry influence, vocational institutions produce market-ready talent, challenging stereotypes and boosting the field's appeal and competitiveness.

3. EXPLORATION OF CONSTRUCTION PATHWAYS FOR "DOUBLE - QUALIFIED" TEACHING TEAMS

3.1 Dynamic Selection Mechanism Construction

Move beyond the single-dimensional criteria of traditional title evaluations, and establish a three-dimensional assessment model of "competence-potential-fit". The initial screening focuses on professional theoretical mastery and pedagogical innovation capabilities, evaluating teaching transformation abilities through case-based reviews of course designs and simulated teaching competitions. The second round involves deep enterprise participation, where partner organizations issue practical ability appraisal reports—emphasizing technological iteration sensitivity (e.g., mastery rates of cruise smart catering system updates) and complex-scenario problem-solving skills (e.g., service dispute resolution efficacy) [2]. The final selection implements "dual-track evaluation by schools and enterprises", forming an assessment panel comprising academic committees, industry masters, and corporate HR representatives. Comprehensive decisions integrate post-fit (e.g., cruise requiring international service etiquette certifications and first-aid qualifications) and career development potential. Simultaneously, establish a talent reserve pool to implement a "targeted training-assessment formalization" mechanism for candidates with scarce industry qualifications (e.g., senior bartenders, certified cruise banquet planners), creating a dynamically optimized talent supply chain.

3.2 Stepped Training System Design

Construct a three-tier progressive training chain of "basic empowerment-competency advancement-ecosystem integration". At the elementary stage, launch a "Dual-Base Reinforcement Program": conduct teaching capability workshops on campus (e.g., BOPPPS lesson planning, blended learning techniques) while integrating corporate

micro-certificate courses (e.g., cruise catering cost-control sandbox simulations, service process VR training). At the intermediate stage, implement "project-based competency leaping" using school-enterprise co-research projects (e.g., "Development of Green Catering Service Standards for Cruise Ships") as vehicles. Arrange teachers to undertake "technical assistant" roles in enterprises, participating in practical projects like new product R&D and process optimization—requiring dual outputs of "teaching case transformation reports + technical improvement plans" within the cycle. At the advanced stage, forge an "industry-education integration practice community" where teachers deeply engage in corporate technological innovation (e.g., smart cruise system O&M optimization) as "dual-appointed" staff. Simultaneously, lead teaching innovation teams to transform industrial frontiers into modular teaching resource packages (e.g., loose-leaf textbook Digital Twin Technology Applications in Cruise Services). "Competency milestone certifications" are set between tiers, unlocking advancement through quantifiable indicators like teaching achievement awards, technical patents, and industry standard contributions [3].

3.3 Institutional Innovation in Two-Way School-Enterprise Flow

Innovate an institutional ecosystem characterized by "identity embedding-resource symbiosis-evaluation co-responsibility." At the identity embedding level, implement a "Dual-Position / Dual-Responsibility / Dual-Evaluation Mechanism": in-house teachers are appointed as corporate "technical consultants," while enterprise experts are credentialed as academic "industrial professors." Clearly define the rights and responsibilities in technological advancements, such as the optimization of AI ordering systems for cruise catering, and in curriculum development. Implement dual-dimensional Key Performance Indicators (KPIs) that assess both teaching performance and industrial contributions. In the resource symbiosis dimension, co-establish a "shared competency development center" that integrates campus training bases with enterprise production workshops, creating an integrated space for "teaching-training-skill appraisal-technological R&D." (For example, cruise catering training rooms can also serve as corporate new product testing centers. At the evaluation co-responsibility level, construct a "joint assessment system for talent value," where schools and enterprises co-develop Competency Profiles for Double-Qualified Teachers. Incorporate corporate technological innovation participation (e.g., annual adopted technical proposals) and teaching achievement conversion rates (e.g., training projects transformed into corporate cases) into core indicators for title promotion and performance distribution, forming a closed-loop governance of "industrial demands guiding training directions, teaching achievements feeding back industrial upgrades."

4. MECHANISM CONSTRUCTION

4.1 Institutional Guarantee

Institutional guarantee serves as the core foundation for standardized and sustainable operation of "dual-qualification" teaching teams, requiring the establishment of a refined management system covering the entire lifecycle to ensure team development follows clear rules and standards:

4.1.1 Two-Way Flow Access System

Establish a qualification reciprocity mechanism for school-enterprise personnel, clarifying access standards and flow norms for full-time teachers and enterprise mentors. Require full-time teachers to complete at least 30 days of enterprise practice (e.g., cruise catering department rotations) every two years, with practice achievements incorporated into annual assessments. Enterprise mentors must undergo modular pedagogical training (minimum 16 class hours) and obtain vocational college part-time teaching certificates before participating in teaching. A vocational education group piloted the "credit bank" system, converting enterprise practice into continuing education credits. Non-compliant personnel face suspended teaching qualifications and the procedures about position change [4].

4.1.2 Dynamic Adjustment Exit Mechanism

Implement an annual assessment elimination system, issuing exit warnings to teachers who fail to participate in industry training or update teaching cases for two consecutive years, with a 6-month rectification deadline. Introduce student evaluation weights, placing teachers with classroom satisfaction below 85% on assistance lists. Those failing to meet standards after rectification are transferred to non-teaching positions. A college established a "red-yellow-green" three-color early warning system. In 2023, 3 teachers were transferred due to red warnings.

4.1.3 Industry-Education Integration Collaboration Standards

Formulate the Management Measures for School-Enterprise Joint Curriculum Development, clarifying processes and responsibilities for enterprise participation in curriculum standard setting and practical training design. For example, when a college co-developed the Cruise Catering Service Management course with Dream Cruises, the enterprise provided a real-service case library (30 typical scenarios), while teachers adapted cases into teaching materials and developed digital resources. The joint project won a provincial first-class teaching achievement award [5].

4.2 Resource Guarantee

Resource guarantee emphasizes the coordinated allocation of human resources, technology, and funding, constructing a "government-school-industry-enterprise" quadruple support network to provide comprehensive backing for team development.

4.2.1 Shared Faculty Pool Construction

Collaborate with local human resources bureaus and cruise associations to establish an industry mentor resource pool, with access standards that include a minimum of 5 years of industry experience and intermediate to senior vocational qualifications, such as senior catering service certificates. The province built the "Cruise Service Master Alliance," enabling faculty sharing among 12 vocational colleges and 28 enterprises. Enterprise mentor hourly fees receive 50% fiscal subsidies, with 2024 teaching satisfaction reaching 92%.

4.2.2 Digital Practical Training Upgrade

Invest in special funds to build virtual simulation training bases, simulating high-cost practical scenarios like cruise banquet services and beverage management. A college developed the "Smart Catering 3D Training System," achieving 95% visualization of core business processes. Equipment utilization reached 20 class hours per week, reducing student training costs by 40%.

4.2.3 Diversified Funding Mechanism

Establish a team development special fund, sourced from the education department (40%), enterprise sponsorships (30%), project funds (20%), and social donations (10%). Allocate 70% of the funds for teacher skill training, which includes certifications such as those for international cruise services. Dedicate 20% for curriculum resource development, (for example, the creation of loose-leaf textbooks. Reserve 10% for school-enterprise incentives, such as allowances for enterprise mentors [6].

4.3 Evaluation Mechanism

Construct a "three-dimensional nine-degree" evaluation system, achieving dual assessments of process/outcome and individual/team performance to ensure scientific and oriented evaluations:

4.3.1 Teaching Capacity Quantitative Evaluation

Develop the Dual-Qualification Teacher Capacity Assessment Form, scoring across three dimensions: theoretical teaching quality (30% weight), practical training effectiveness (40%), and industry service participation (30%). A college introduced a student APP for real-time evaluation, automatically triggering warnings for classroom interaction rates below 70%. By 2024, average teacher interaction rates rose to 82%.

4.3.2 Practice Achievement Qualitative Evaluation

Assess industry-education integration outcomes at the team level, focusing on indicators such as jointly developed textbooks (target ≥2/year), enterprise technical R&D participation (target ≥1/year), and student internship alignment rates (target ≥90%). A team helping a cruise company optimize meal ratio processes won an enterprise "Technical Innovation Contribution Award," with related achievements earning a provincial teaching award.

4.3.3 Bidirectional Dynamic Feedback Mechanism

Establish a "teacher-enterprise-student" tripartite evaluation database, generating improvement reports each semester via digital platforms. For example, a team added a cruise-specific English module after enterprise feedback on "insufficient English service skills," raising student maritime bureau certification pass rates from 75% to 92%. Student feedback on "limited practical opportunities" led to increasing practical class hours to 40% of the curriculum.

5. CONCLUSIONS

This paper conducts a systematic study on the construction of "dual-qualified" teaching teams in vocational colleges. Based on analyzing practical issues such as unbalanced faculty structure, insufficient practical ability, and inadequate school-enterprise collaboration, it constructs a trinity development pathway integrating dynamic selection, tiered training, and bidirectional personnel flow. The study validates through case analysis that this model effectively promotes teachers' professional growth and deepens the integration of industry and education. By proposing supporting systems including institutional safeguards, resource integration, and diversified evaluation mechanisms, the research offers replicable solutions for vocational education faculty development. It provides significant reference value for advancing teaching reforms in specialized fields like cruise catering management and enhancing the quality of technical talent cultivation.

ACKNOWLEDGEMENT

This paper is sponsored by National Catering Vocational Education Teaching Steering Committee:

Project Title: Construction and Research on Teaching Innovation Teams for Curriculum in Vocational Colleges: A Case Study of Cruise Catering Management Course
Project Code: CYHZW-YB2025039
Project Leader: Zhang Xiaowei

REFERENCES

[1] Luo Lin. Reform and Practice of "Theory-Virtual-Practical Integration" Teaching in Cruise Ship Catering Service and Management Courses. China Storage & Transport. 2023, 09, 186-187.
[2] Wang Changbin; Li Qiuju. Pathway Development for "Dual-Qualified" Faculty Teams in Application-Oriented Undergraduate Institutions through School-Enterprise Collaboration. Journal of Anshan Normal University. 2025, 04, 109-112.
[3] Feng Yuqin; Wang Mingyu; Shi Peibo. Research on the Construction Pathway for "Dual-Qualified" Faculty in Shipping Programs under the Modern Industry College Framework. Pearl River Water Transport. 2025, 13, 23-25.
[4] Shen Ji; Tian Hongwei; Xiong Houxi. Current Status and Countermeasures for "Dual-Qualified" Faculty Development in Higher Vocational Colleges. Industrial and Science Forum. 2025, 13, 249-252.
[5] Wu Guoxian; Liu Ying. Research on "Dual-Qualified" Faculty Development in Vocational Education under Industry-Education Integration. Journal of Tianjin Vocational Institutes Consortium. 2025, 05, 64-68.
[6] Hu Zhenni. A Study of Chinese Cruise Tourist Satisfaction Based on Web Text Content Analysis. Business and Management. 2020, 11, 64-68.