Higher Education and Practice Vol. 2 No. 11, 2025

Research on the Path of High-Quality Development of "Double-Qualified" Teacher Teams in Colleges and Universities under the Background of New Liberal Arts: A Case Study of Inner Mongolia Agricultural University

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Abstract: Taking Inner Mongolia Agricultural University as an example, this article explores the new requirements of the new liberal arts concept for the construction of teacher teams in colleges and universities, especially for "double-qualified" teachers. The paper deeply analyzes the current situation and development difficulties of the teacher team at Inner Mongolia Agricultural University, and on this basis, puts forward specific suggestions such as innovating the "introduction, cultivation, use, and evaluation" mechanism, strengthening digital infrastructure to empower smart "double-qualified" teachers, and creating new paths for local internationalization, in order to provide references for promoting the high-quality development of "double-qualified" teacher teams in colleges and universities.

Keywords: New Liberal Arts; Teacher Team Construction; Double-Qualified Teachers; Agricultural and Forestry Colleges and Universities

1. Introduction

As an important strategy for higher education reform in the new era, the construction of New Liberal Arts has become a key measure to promote the innovative development of philosophy and social sciences in the new era, as well as the cross-fusion of liberal arts with technological revolution and industrial transformation, since the central government first proposed the "Four New" construction in 2018. The "new" in New Liberal Arts not only reflects the innovation and upgrading of traditional liberal arts but also lies in its construction of a philosophy and social sciences system with Chinese characteristics through interdisciplinary integration, technological empowerment, and the reconstruction of local values. From a policy perspective, in April 2019, the Ministry of Education launched the "Six Excellence and One Top-notch" Plan 2.0 to comprehensively advance the construction of New Engineering, New Medicine, New Agriculture, and New Liberal Arts. In November 2020, the Ministry of Education issued the "Declaration on the Construction of New Liberal Arts," establishing a "four-in-one" construction model centered on "new theories, new majors, new models, and new curricula." The "Outline of the Plan for Building a Strong Education Nation (2024-2035)" proposed to continuously deepen the "Four New" construction and strengthen the synergy between science and technology education and humanities education. This series of policy documents provides top-level design and action guidelines for the construction of New Liberal Arts. Although the academic community has diverse perspectives on defining New Liberal Arts, the core consensus focuses on three characteristics: interdisciplinary integration, technological empowerment, and local value. Interdisciplinary integration is the prominent feature of New Liberal Arts. Huang Qibing pointed out that "traditional liberal arts research is often conducted in isolation, which does not meet the new demands of the times. Therefore, it is necessary to promote the construction of interdisciplinary research teams and platforms, blur disciplinary boundaries, and foster multidisciplinary and cross-disciplinary research" [1]. The technological empowerment is reflected in the reshaping of humanities research paradigms by technologies such as big data and artificial intelligence. Zhang Bin proposed "to rely on technologies like artificial intelligence algorithms, virtual reality, and big data to build intelligent teaching platforms and create immersive scenarios, cultivating humanities talents adapted to the digital era" [2].

The local value emphasizes being rooted in China's practices. Long Baoxin defined the new humanities as "an integrated body of related disciplines with China's values at its core" [3].

As the cornerstone of New Liberal Arts development, a high-caliber faculty is essential for ensuring educational quality, achieving talent cultivation goals, and driving disciplinary innovation. Under the New Liberal Arts framework, universities face unprecedented opportunities and challenges in faculty development. For Inner Mongolia Agricultural University's liberal arts programs, this requires not only sustained enhancement of teaching and research capabilities but also a profound understanding and active embrace of the interdisciplinary and integrative development philosophy championed by New Liberal Arts. Taking Inner Mongolia Agricultural University as a case study, this paper explores general approaches to New Liberal Arts faculty development while focusing specifically on cultivating dual-qualified teachers to address the urgent demand for versatile and application-oriented liberal arts professionals in the new era.

2. New Requirements of New Liberal Arts for Faculty Development in Universities

2.1 Knowledge Integration and Collaborative Education

Currently, the integration of the new technological revolution with liberal arts has reached preliminary consensus. Emerging industries and business models characterized by cross-disciplinary convergence are being driven by new technologies. This rapid development not only creates an urgent need for interdisciplinary talents with strong practical skills, but also prompts the emergence of new interdisciplinary programs, accelerated curriculum development, and continuous exploration of innovative educational models. [4] This profound educational transformation imposes unprecedented demands on university faculty, who bear the core responsibility of talent cultivation. Teachers must fundamentally transform their roles, competency structures, and organizational models to adapt to and lead this convergent development. The new liberal arts paradigm requires educators to transcend their traditional role as "specialists" into knowledge network connectors, co-designers of interdisciplinary courses, and architects of multidimensional competency systems. In practice, faculty teams should establish collaborative mechanisms guided by problem-solving and project-based approaches, integrating resources through inter-departmental cooperation, industry-academia partnerships, and global collaborations. This transforms teaching processes into platforms where multidisciplinary perspectives collide, merge, and innovate. At the institutional level, support should be provided through improved evaluation systems and resource allocation to shift teaching from "individual academic competition" to "collaborative talent cultivation," thereby establishing a new liberal arts education ecosystem that meets contemporary needs while combining academic innovation with practical effectiveness.

2.2 Technology Empowerment, Smart Teaching and Research

Currently, as the new round of technological and industrial revolutions continue to deepen, the global governance system is undergoing profound adjustments and transformations. In this context, solving complex real-world problems can no longer be confined to single disciplinary domains. Traditional disciplinary boundaries are becoming increasingly blurred, making the integration and restructuring of interdisciplinary knowledge systems an inevitable choice. The rapid development of digital and intelligent technologies has injected fresh vitality into the knowledge creation process and disciplinary development paths of humanities and social sciences. These technologies not only provide advanced research methods and tools but also expand diverse possibilities for disciplinary advancement. Technological empowerment has become a key force driving the evolution of humanities and social sciences. [5] Consequently, the construction of new liberal arts disciplines imposes new, systematic requirements on the competency structures and literacy models of university faculty: First, educators should deeply understand that digital and intelligent technologies are not merely tools but core drivers reshaping the discovery, research design, and presentation of knowledge in humanities and social sciences. Second, teachers must transition from being technology users to innovative practitioners of smart teaching and research.

This requires cultivating their ability to conduct research using digital humanities technologies and enhancing their capacity to design and implement teaching through new models. These efforts will propel the transformation of liberal arts education paradigms toward intelligence and data-driven approaches, achieving intelligent upgrades in both teaching and research.

2.3 Global Vision, Strategic Responsibility

Entering the 21st century, China's economic strength, scientific and technological capabilities, and comprehensive national power have significantly increased, along with a substantial rise in its international influence. Facing the unprecedented changes of the century, China has launched a series of initiatives, wisdom, and solutions to address common challenges of humanity, promote global governance reform, and contribute to the building of a global community with a shared future. In the new era, how to distill and construct new ideas and concepts for the China model and governance to facilitate social development and progress, how to deeply interpret China's initiatives and solutions, break down political and ideological barriers, gain widespread international recognition, and advance the building of a global community with a shared future have become important topics for the new humanities. [6] Therefore, teachers of the new humanities must not only deeply understand the great practice of Chinese modernization and its global significance but also possess the ability to tell China's story well and participate in setting the international agenda in a global context. They must not only critically absorb all the excellent achievements of human civilization but also contribute a theoretical system and solutions derived from China's wisdom to building a global community with a shared future and addressing global challenges.

2.4 Cultivating Local Roots, Building Cultural Confidence

Strengthening value guidance is the fundamental requirement for the construction of new liberal arts. The construction of new liberal arts should be based on China's national conditions, deeply rooted in the excellent traditional Chinese culture, and build an independent knowledge system with Chinese characteristics, Chinese style, and Chinese spirit. It should take Thought on Socialism with Chinese Characteristics for a New Era as the guiding principle for soul-casting and education, fully integrating it into all aspects of new liberal arts teaching and education, guiding students to establish correct worldviews, outlooks on life, and values, and cultivating new-era liberal arts talents who possess solid professional competence, deep patriotic sentiments, and firm ideals and convictions. [7] Teachers should deeply understand the profound heritage, core values, and unique spirit of Chinese civilization, and organically integrate them into teaching content and research topics. At the same time, they should strive to promote the creative transformation and innovative development of Chinese culture, telling Chinese stories and spreading Chinese voices through modern means and international expressions, thereby enhancing national cultural confidence. Rooted in Chinese practice and responding to Chinese issues, they should form a theoretical system with originality and explanatory power, providing solid cultural support and intellectual backing for the great rejuvenation of the Chinese nation.

3. Basic Situation and Existing Difficulties of Faculty Team Building in Colleges and Universities

The faculty team serves as the cornerstone for advancing all aspects of institutional development, ensuring educational quality, and fostering research innovation. Statistics indicate that China currently has 41 public undergraduate institutions specializing in agriculture and forestry, including 11 "Double First-Class" universities. To conduct an in-depth analysis of our university's faculty development status, this paper systematically compiles core data from the faculty teams of these 11 "Double First-Class" public agricultural and forestry institutions (see Table 1), enabling multi-dimensional comparative analysis with our main campus's current faculty profile.

(1) Solid Faculty Infrastructure but Excessive Workload. Inner Mongolia Agricultural University's main campus employs 2,183 staff members, including 1,381 full-time faculty, placing it among the second tier of agricultural and forestry universities in China in terms of institutional scale and faculty strength. While the university possesses adequate teaching and research resources, it grapples with a critical issue: an excessively high student-to-faculty ratio. As of November 2024, the campus housed

approximately 35,978 undergraduate and graduate students, resulting in a student-to-faculty ratio of 21.71-significantly exceeding the average of 11 peer institutions. This imbalance places an overwhelming teaching burden on faculty, with each instructor responsible for an excessive number of students, thereby diverting their time and energy from scientific research, teaching innovation, and professional development.

Table 1. Basic Information of Faculty in 11 Double First-Class Public Undergraduate Institutions of Agriculture and Forestry

order number	School Name	area	Number of full-time teachers	pupil ratio	Number of senior faculty members	Proportion of senior-title teachers	Number of doctoral degree holders	Percentage of doctoral degree holders
1	China Agriculture University	Beijing	2092	17.72	1797	85.90%	1747	83.51%
2	Agricultural University of Nanjing	Jiangsu	1900	17.70	1375	72.37%	1607	84.58%
3	Northwest A&F University	Shaanxi Province	2595	17.98	1877	72.33%	2098	80.85%
4	Central China Agricultural University	Hubei	1994	17.78	1370	68.71%	1718	86.16%
5	Agricultural University of South China	Guangdong	2580	20.99	1541	59.73%	1867	72.36%
6	Nanjing Forestry University	Jiangsu	2030	17.50	1164	57.34%	1482	73.00%
7	Beijing Forestry University	Beijing	1322	18.44	1055	79.80%	/	/
8	Northeast Forestry University	Heilongjiang River	1460	19.72	965	66.10%	1108	75.89%
9	Northeast Agricultural University	Heilongjiang River	1504	22.41	909	60.44%	1101	73.20%
10	Sichuan Agricultural University	Sichuan	2370	17.69	1111	46.88%	1272	53.67%
11	Shanghai Ocean University	Shanghai	788	21.96	480	60.91%	639	81.09%
average value	/	/	1876	19.08	1240	66.41%	1464	76.43%

Data source: Based on the "2025 china comprehensive competitiveness ranking of undergraduate institutions" and the "china university evaluation database"

(2) The proportion of high-level talents is relatively low, and the leading force needs to be strengthened. The university has 801 senior-title teachers, accounting for 58% of the total full-time faculty, which is lower than the average of 66.41% in double-first-class universities and significantly lags behind top-tier institutions. According to the data released by Elsevier and ESI at the end of 2024 (see Figure 1), the competitiveness of faculty teams in China's agricultural and forestry universities shows a clear echelon differentiation. Top-tier institutions such as China Agricultural University, Nanjing Agricultural University, and Northwest A&F University dominate in the number of highly cited scholars, highly cited papers, and total SCI papers, fully demonstrating that high-level leading talents are the core engine driving cutting-edge basic research and high-quality scientific achievements in universities.

Additionally, different institutions exhibit distinct characteristics. Nanjing Forestry University excels in highly cited papers and invention patents, while South China Agricultural University and Guangdong Ocean University rank among the top in the number of invention patents and authorized patents, respectively, reflecting their faculty teams' significant advantages in applied research and

technological innovation. Although Inner Mongolia Agricultural University was not included in the lists of highly cited scholars and highly cited papers, it ranks among the top 30 in total SCI papers and authorized invention patents, indicating that its faculty teams possess strong capabilities in large-scale scientific output, particularly in the fields of applied technology development and technology transfer. However, its shortcomings in top-tier talent shortages and a lack of major original achievements are also evident.

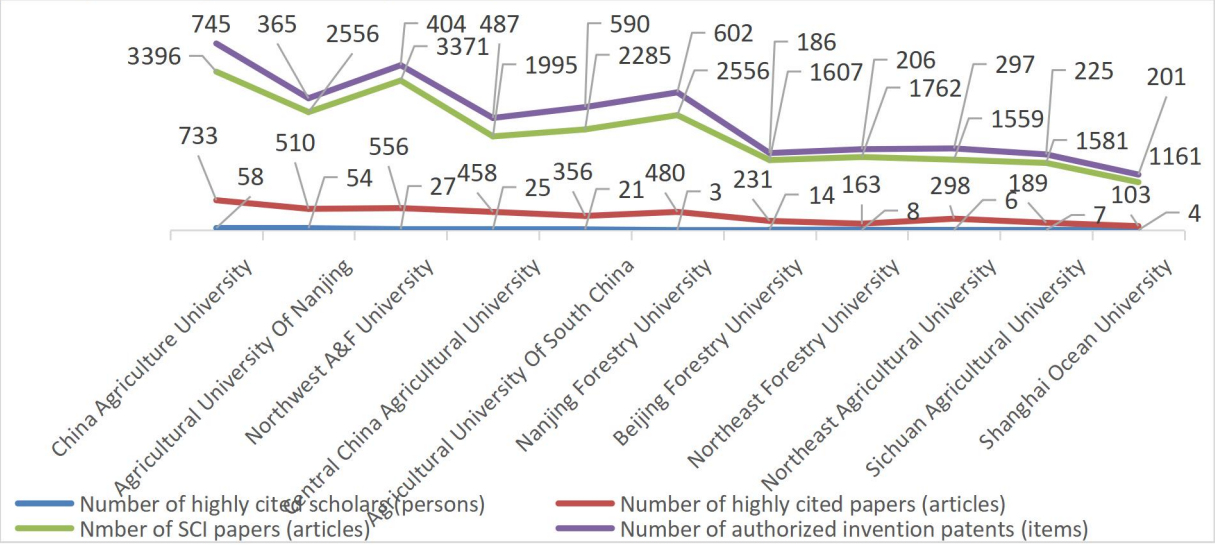

Figure 1.Core Research Data of 11 Public Agricultural and Forestry Undergraduate Universities with "Double First-Class" Status

Source: Compiled from data published by Elsevier and ESI in 2024

The university has 1,816 faculty members holding master's degrees or higher, including approximately 825 with doctoral degrees. Among full-time faculty, 59.74% hold doctoral degrees. These figures demonstrate the institution's substantial efforts in recent years to recruit and cultivate highly educated talents, achieving tangible results that have built crucial momentum for disciplinary advancement. However, compared to the 11 "Double First-Class" universities, the proportion of highly educated faculty remains significantly lower. China Agricultural University, Huazhong Agricultural University, and Nanjing Agricultural University all exceed 80% in doctoral faculty ratios, achieving high levels of doctoralization. Even when compared with non-985 institutions like Nanjing Forestry University and Northeast Forestry University, China Agricultural University still lags behind by about 15 percentage points. A high doctoral ratio serves as the foundation for attracting and nurturing national-level young talents. A higher proportion of doctoral faculty indicates a larger pool of young talents and stronger developmental potential. The current ratio reflects the university's insufficient competitiveness in attracting and retaining high-level academic talents, suggesting relatively weak reserves in highly competitive national-level young talent programs. This may impact the university's high-level scientific research output and overall disciplinary competitiveness in the long run. (See Table 2)

Table 2.Number of National-level High-level Talents at Inner Mongolia Agricultural University

Name	Number
Effective candidates for the re-election of Chinese Academy of Engineering	1
Foreign academicians of the Chinese Academy of Engineering	1
Distinguished Professor of the Changjiang Scholars Program	2
Recipient of the National Outstanding Young Science Fund	2
Leading Talent in Scientific and Technological Innovation of the "Thousand Talents Program"	3
National-level candidate for the "Thousand Talents Program for Hundreds of Thousands of People"	9
Expert enjoying the special government allowance of the State Council	93
Young experts with outstanding contributions in the country and the autonomous region	55

Outstanding returning overseas experts from China	15
National female scientist award winner	2
Recipient of the National Excellent Young Fund	2
Young top-notch talent of the "Thousand Talents Program" of the Organization Department of the Central Committee	1

Data source: compiled from the official website of inner mongolia agricultural university

(3)The proportion of "dual-qualified" teachers remains disproportionately low, resulting in structural imbalances in practical teaching. The New Liberal Arts Initiative requires educators to deeply integrate theoretical instruction with social practice, where dual-qualified faculty serve as the cornerstone of this goal. However, an analysis of the faculty backgrounds at three humanities colleges-School of Economics and Management, School of Humanities and Social Sciences, and School of Foreign Languages-reveals that among 197 full-time teachers, only 35 have long-term work experience in government agencies, enterprises, or social organizations outside their academic institutions. This translates to a mere 17.8% dual-qualified faculty, a figure that starkly highlights deficiencies in both knowledge structure and practical application capabilities. While most teachers possess solid academic foundations, they predominantly lack the ability to incorporate real-world case
studies into teaching, making it challenging to achieve effective integration of theory and practice.

4. Analysis of the Causes of the Dilemma in the Construction of the "Double-qualified" Faculty in Colleges and Universities

4.1 The School's Inherent Appeal is Relatively Weak.

The special research data released in 2023 by the Ministry of Education-Huawei "Smart Base" Industry-Education Integration Collaborative Talent Cultivation Base focuses on the current status of talent distribution and mobility in China's higher education: the high-level talent attrition rate in local universities in central and western regions remains persistently high. Compared with the "Double First-Class" universities in the east and south, Inner Mongolia Agricultural University (IMAU) exhibits significant gaps in geographical location, academic platforms, salary benefits, and affiliated city resources, placing it at a disadvantage in the fierce talent competition. Firstly, located in the northern frontier, IMAU lags behind economically developed coastal regions in comprehensive living facilities such as economic vitality, employment opportunities for spouses of high-end talents, and children's education, making it less attractive to top-tier talents. Secondly, as a local university, IMAU has relatively limited high-level research platforms and doctoral degree programs. The salary benefits, research start-up funding, and long-term stable support it can provide are difficult to compete with those of universities directly under the Ministry of Education or key institutions in economically strong provinces, often missing out on talent targets due to insufficient hard power.

4.2 Inadequate Interdisciplinary Mechanisms Impede the Development of Dual-qualified Teachers

The traditional disciplinary organizational model and evaluation system fail to meet the cross-disciplinary integration and innovative vitality required by the New Liberal Arts initiative. Firstly, the single-discipline-based college and department structure creates rigid disciplinary barriers, posing significant challenges for cross-departmental faculty mobility, curriculum sharing, and team building. When teachers engage in interdisciplinary projects, they often face awkward situations regarding credit attribution, workload calculation, and professional title promotion, resulting in institutional costs for cross-disciplinary collaboration far exceeding expected benefits. Secondly, the current teacher evaluation system exhibits incentive distortions, with its core issue being the singular value orientation of "emphasizing research over teaching, prioritizing paper quantity over actual contributions, and focusing on vertical projects over horizontal services." Lastly, this systemic inefficiency severely hinders the development of "dual-qualified" teachers. Universities lack opportunities for faculty to gain industry practice experience, and channels for teachers to engage in frontline work remain limited. More critically, the current evaluation system shows low recognition of "dual-qualified" capabilities such as industry certifications, horizontal projects,

and policy advisory reports. When only 17.8% of liberal arts teachers possess significant practical experience-a result not due to personal choice but direct reflection of insufficient institutional incentives-this leads to a lack of intrinsic motivation for teachers to engage in practice and enhance their "dual-qualified" competencies.

4.3 Insufficient Support Conditions and Absence of "Dual-qualified" Platform Construction

First, the university lacks a substantive, high-level platform capable of effectively supporting interdisciplinary research at the cutting edge between humanities, agriculture, and engineering, as well as delivering high-quality social services. Many existing research centers or think tanks remain merely nominal entities, lacking stable funding, dedicated physical spaces, and professional support staff, thus failing to provide faculty with sustained academic nourishment or project-bearing capacity. Second, the fundamental issue of student-to-faculty ratios has long remained unresolved. Excessively high ratios confine humanities teachers-particularly those teaching general education courses at the School of Foreign Languages-to repetitive, high-intensity foundational teaching activities, completely squeezing their time needed for academic research, professional training, and self-improvement. Third, there is a severe lack of "dual-qualified" teacher training bases co-established by the university, local governments, enterprises, and communities, which could serve as platforms for faculty rotation and student internships. The overwhelming teacher-to-student ratio has exhausted educators' energy in basic teaching, while the absence of practical platforms fundamentally deprives them of opportunities to update practical knowledge and accumulate industry experience, creating a vicious cycle.

5. The Path of the Construction of the "Double-qualified" Faculty in Universities under the Background of New Liberal Arts

5.1 Innovating the "Attract, Cultivate, Utilize, and Evaluate" Mechanism to Build a Cross-disciplinary "Dual-qualified" Team

The New Liberal Arts initiative requires educators to break down disciplinary barriers and cultivate students' interdisciplinary thinking and comprehensive innovation capabilities. Currently, most university faculty remain constrained by their disciplinary perspectives, lacking interdisciplinary teaching awareness and skills, which directly limits their leadership role in the educational process. Meanwhile, the absence of interdisciplinary communication platforms and imperfect collaboration mechanisms result in inefficient knowledge sharing channels and hindered collaborative innovation, thereby affecting the deep implementation of New Liberal Arts educational concepts. Universities should focus on establishing a "recruitment-education-application-evaluation" four-in-one interdisciplinary faculty development mechanism tailored to institutional conditions. [8] First, targeted talent recruitment: Establish specialized programs for interdisciplinary talent introduction in cross-disciplinary fields such as sustainable development and rural construction, ecological civilization construction and management, and agricultural economics. Prioritize selecting high-level talents with interdisciplinary backgrounds or practical experience, with particular emphasis on recruiting experts with rich practical experience from government departments, renowned enterprises, and think tanks as industry professors or specially appointed professors, rapidly increasing the proportion of "dual-qualified" teachers. Second, scientific talent cultivation: Leveraging the school's agricultural discipline advantages, a special fund has been established to encourage and support pairing between agricultural science teachers and humanities/social science faculty. This initiative facilitates joint research project applications and collaborative teaching, while funding virtual simulation experiment development and co-creating virtual teaching research rooms to deepen interdisciplinary interaction. A "Dual-Teacher Competency Enhancement Program" fund specifically supports liberal arts teachers without long-term practical experience, enabling them to undertake six-month to one-year full-time or part-time internships at partner institutions through academic leave programs. These dual-teacher experiences will serve as mandatory criteria or significant bonus points for professional title promotions. Third, efficient talent utilization: Building interdisciplinary

"teaching-research-social service" communities, faculty are encouraged to form cross-departmental course teams addressing real-world issues like grassland ecological governance, smart agriculture, and rural cultural tourism, while developing project-based courses. Dual appointments between original departments and interdisciplinary platforms are promoted, with workloads and achievements mutually recognized across institutions to institutionalize cross-disciplinary research participation. Fourth, diversified evaluation: The assessment system reform treats dual-teacher achievements (including policy advisory reports, cross-disciplinary projects, and practical teaching cases) equally with vertical research projects and academic papers. A "Practical Teaching Leader" position is established for experienced faculty to leverage their mentorship and guidance roles.

5.2 Strengthening Digital Infrastructure to Empower the Transformation of Smart Dual Teachers

Empowering faculty development through technology is not merely about introducing teaching tools or building digital infrastructure. It requires a systematic approach to reshape the development paradigm of humanities educators, transforming them from traditional knowledge transmitters into leaders equipped with digital literacy, interdisciplinary integration capabilities, and the ability to design and implement smart teaching. First, schools should strengthen top-level design at the conceptual level, deeply integrating cutting-edge fields such as "digital humanities," "computational social sciences," and "AI ethics" into faculty development plans. By organizing high-level thematic lectures, interdisciplinary technical workshops, and visits to benchmark institutions, schools can help humanities teachers deeply understand that technologies like artificial intelligence, big data, and virtual simulation are not just auxiliary tools but core drivers for reconstructing teaching content, innovating research methods, and expanding academic horizons. This enables educators to proactively embrace technological changes, overcome competency anxiety, and break down disciplinary barriers. Second, establish a disciplinary platform system that supports deep technological integration. Focus on building interdisciplinary digital humanities open laboratories, integrating local resource data from Inner Mongolia's unique agricultural culture, ecological governance, and rural society. Develop the Northern Frontier Cultural Humanities and Social Sciences Data Cloud to provide foundational support for data-driven high-level research. Simultaneously, advance the construction of an "integrated teaching-research-education smart platform" that integrates online course development, VR virtual teaching rooms, teaching status data analysis, and cross-school collaborative lesson preparation. This platform offers teachers precise tools for teaching reflection and optimization, converting technological advantages into practical teaching strengths for "dual-qualified" educators. This effectively alleviates teaching pressure caused by excessive student-to-teacher ratios and transforms technological empowerment into tangible improvements in teaching effectiveness. In platform operations, we should consciously integrate technological applications with disciplinary characteristics. For instance, we can encourage administrative and social work faculty to utilize the platform for virtual simulation teaching in pastoral governance, guide foreign language instructors to develop specialized English courses incorporating agricultural technology, and support economics and management teachers in creating digital twin models of regional agricultural and pastoral economic operations for case-based teaching. This ensures that technological empowerment is effectively implemented in the core scenarios of the school's new liberal arts development, ultimately forming a virtuous cycle of "conceptual renewal-platform support-mutual teaching and learning-research feedback." Such efforts will drive comprehensive and transformative development of faculty in the digital era.

5.3 Building a New Path of Local Internationalization and Shaping the "Beijiang Shuangshi" Brand

In developing faculty development pathways that integrate global vision with local cultural confidence, Inner Mongolia Agricultural University should leverage the distinctive features and its ethnic cultures. The university should proactively establish high-level international academic brands such as the Northern Frontier Forum and Grassland Civilization Dialogue with the World. These

initiatives should organize in-depth discussions on region-specific topics including grassland ecological governance, inheritance of pastoral and agricultural cultures, and the China-Mongolia-Russia Economic Corridor. This will empower faculty members to engage in equal dialogue with the international academic community while honing their global perspectives and cross-cultural interpretation skills. Simultaneously, efforts should focus on transforming local knowledge systems into high-quality academic and teaching resources. Systematic support should be provided for faculty to conduct theoretical research, curriculum development, and digital presentation of Mongolian traditional governance wisdom, grassland ecological civilization concepts, and the history of ethnic interactions and integration. Ultimately, by establishing a dual-track evaluation and incentive mechanism for "global-local issues," the university can recognize faculty contributions in disseminating local knowledge on international platforms and creatively applying global experiences to local practices. This approach will guide the faculty team to strengthen cultural confidence within a global context, fostering a virtuous cycle of "building strengths through uniqueness and promoting development through openness."

Acknowledgments

This paper is supported by Research on the Development of "Dual-qualified" Teachers under the New Liberal Arts Framework (ZHYJ202333)

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