

Research on Problems and Optimization Countermeasures of Private Colleges and Universities Serving Local Economy

Guorong Bao^{a,*}, Dongxia Yang^b

President's Office, Sichuan Vocational College of Science and Technology, Meishan City, Sichuan Province
620599, China

^a825182196@qq.com, ^bbgr198@163.com

*Corresponding author

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Abstract: In view of the problems commonly existing in private colleges and universities, such as imperfect management mechanism, imperfect personnel training system, poor scientific research atmosphere and insufficient school-enterprise cooperation, this paper studies the characteristics of private colleges and universities serving local economic development by using literature method, case study method and investigation method according to human capital theory and educational economics theory. This paper analyzes the main functions and ability components of private colleges and universities in serving local economic development, as well as the development experience of foreign private colleges and universities, and puts forward the optimization strategies of private colleges and universities to strengthen their school-running philosophy, improve school-running quality, and enhance scientific research level, so as to provide some reference for promoting the development of private colleges and universities in serving local economy.

1. Introduction

Private colleges and universities have large school base, low school level, poor performance in serving local economy, and weak core technical strength. How to deepen their connotation construction and serve local economy by improving their school running strength and level has become a key issue for the development of private colleges and universities. It is necessary to strengthen the consciousness of serving local areas, strengthen the construction of advantageous disciplines, optimize the structure of teaching staff, improve the effectiveness and initiative of scientific research, and strengthen their ability to serve local economic and social development from all aspects.

The function of universities in serving society has become an important research focus of higher education. Henry Etzkowitz discussed the promotion effect of cooperation among universities, governments and enterprises on scientific research based on the respective roles of universities, governments and enterprises in promoting social development through scientific research ^[1]. Lu Linyue studied the relationship between the characteristics of economic development and universities in Zhejiang Province, and pointed out that the value orientation and pursuit of the development and transformation of local undergraduate universities should be aimed at serving local construction, and the promotion of local construction and development should be determined as the first value measure of their own development and transformation ^[2]. From the perspective of knowledge management and economic strategic management, Su S. and Wang Wei analyzed and discussed the cooperative innovation model among the government, universities, industries and research institutions ^[3-4], providing ideas for cooperation between industry, universities and research institutes. The existing literature is relatively few on the service of private colleges and universities, especially on the particularity and specific problems of private colleges and universities.

This paper analyzes the specific practices of private colleges and universities in the process of serving local economy, and then finds out the existing problems. According to the characteristics of

private colleges and universities, the theory of local economy and the demand analysis of local economy for colleges and universities, and combined with the problems existing in colleges and universities in serving local economy, the paper proposes corresponding countermeasures for private colleges and universities to effectively serve local economy. It can provide some reference for promoting the development of private colleges and universities in serving local areas.

2. Problems of private colleges and universities serving local economy

2.1. The consciousness of serving local economy of private colleges is not strong enough

The so-called civilian-run colleges and universities refer to institutions of higher learning or other institutions of higher education established by enterprises, institutions, social organizations or other organizations and individuals other than state institutions with non-state financial funds for the society in accordance with the law.

Schools participate in local affairs and social activities less, do not have a strong willingness to participate, do not participate in local construction planning, science and technology, economy, culture and other activities are not rich, the way is simple, the school's long-term vision is not enough, the school's own development is outside the local economic construction, poor planning or deviation, lack of responsibility and sense of ownership.

School positioning deviation. The function of colleges and universities serving the local economy and society has not been seriously implemented, and the school-running charter and development plan are not unified with the local economic and social development strategy, which is divorced from the actual production.

Lack of responsibility and sense of ownership. The sense of social responsibility of private colleges and universities is not enough, which is mainly manifested in the natural mentality of "having nothing to do with oneself".

2.2. Insufficient capacity to serve local economic and social development

In order to serve the local economic and social development, private colleges and universities must first look at the strength of the school, and the lack of strength is as follows:

The matching degree between talent ability and demand is not high. The level of school teachers is insufficient, the talents trained are not in line with the local economic structure, the ability to participate in local construction is limited, the government is not strong enough to help schools participate in local construction, private colleges and universities participate in various government research opportunities and levels are insufficient, the lack of transformation, results, few bright spots and other problems.

The ability of schools to solve production and operational problems for industrial enterprises is insufficient. The school studies more theoretically, and solves few practical difficulties for the operation of industrial enterprises, the degree of integration of schools and enterprises is not enough, the level of applied research is low, and the transformation of results is lacking, which is difficult to obtain enterprise recognition.

There is insufficient interaction between the school and the local community. It is mainly manifested in the low sharing degree of campus resources and social activities, the sharing degree is not ideal, the information island still exists, and the utilization rate and local social reception rate are not enough. Moreover, the participation of schools in local social activities is limited, and there is no sustainable activity mechanism, which is difficult to form a large impact.

The degree of cooperation among private universities is not enough. The joint efforts of private colleges and universities can solve the problems that are difficult for individual colleges and universities to solve, but competition affects cooperation, and the hand in hand in major resources and joint progress is not ideal, and the overall strength of serving local economic and social development is not enough. Insufficient integration resources. Resources are important factors that help private colleges and universities to improve their ability to serve local economy and society, but they are also the biggest obstacles for private colleges and universities to obtain.

2.3. There are differences between talent training and local economic development needs

The outflow phenomenon of graduates is obvious, indicating that the graduates of private colleges and universities do not have high awareness of serving local economy.

Most of the graduates choose to study in private colleges and universities, and most of them choose to work outside the province after graduation, the main reasons are: the orientation of private colleges and universities is not clear, the characteristics of running schools are not obvious. Because of the nature of running schools, private colleges and universities rarely get financial support from the government. In order to make profits, private colleges and universities are keen to imitate the running mode of public colleges and universities, pursue comprehensive, multi-specialty, large and comprehensive "generalist" education, and blindly apply the management mode of public colleges and universities.

Secondly, the concept of private colleges and universities serving local economy is relatively backward. The positioning of the school is not clear, neither has formed its own school-running characteristics, but also because of the late start, low starting point, lack of teachers, software and hardware are not in place, resulting in the training of talents in the fierce talent market can not form a competitive advantage. The management concept of private colleges and universities is backward and the management system is not perfect. Due to the short running time of private colleges and universities, the management rules and regulations are not perfect, there is no scientific education and teaching management system planning, and each functional department has no management standards and assessment standards that can be followed.

2.4. There are differences between professional Settings and local economic needs

Whether the talent training is successful, whether it is recognized by society and parents, the key lies in the professional level of the school. The original intention of private colleges and universities is to train application-oriented talents. However, due to the factors such as their own conditions and social environment, the school positioning is not clear, the pursuit of large and comprehensive, and the characteristics are not clear, which leads to the poor effect of characteristic specialty construction in private colleges and universities. Although there are many disciplines and specialties in private universities, there is no strong discipline or characteristic specialty and no national characteristic specialty. The undergraduate graduates mainly flow to residential service, repair and other service industries, accounting for 33.10%; College graduates mainly go to water conservancy, environmental and public facilities management.

3. Private colleges and universities serve local relevant theories

3.1. Educational economics

Educational economics is a branch of economics that studies the relationship between education and economy. The research object is the role of education in economic and social development, the effective use of education investment and its economic benefits. It is a borderline and interdisciplinary subject between economics, pedagogy and mathematics. The main contents of the research are: (1) the "productiveness" of education; (2) The proportional relationship between educational investment and GNP, national income and fiscal expenditure; (3) Reasonable distribution of educational investment in various educational internal structures; (4) The economic benefits of education investment.

In 1979, Elchanan Cohn, an American scholar, proposed a combination of the concepts of economics and pedagogy, believing that educational economics studies the development of knowledge, skills, intelligence and moral character through various kinds of training and education. Gao Xiuye and Wu Weihong believe that the economics of education includes two aspects: one is the comparison between educational input and educational output; Second, the educational output must meet the needs of all aspects of society, for example, the talents cultivated by education must be consistent with the training objectives. In addition, educational outputs are not only qualitatively regulated, but also quantitatively limited. Only when educational products meet social needs in

quality, structure and quantity, can education be effective.

3.2. Human capital theory

Human capital theory originated from economic research. In the 1960s, American economists Schultz and Becker founded the human capital theory, which opened up a new way of thinking about human production capacity. The theory holds that material capital refers to the capital in material products, including plant, machinery, equipment, raw materials, land, money and other marketable securities. Human capital is the capital embodied in the human body, human ability and quality, including knowledge, qualifications, proficiency and experience, skills and health, etc. It is represented by the total number of people engaged in work and the total working hours of labor; Human capabilities and qualities can be acquired by investing in human capital.

In 1776, British economist Adam Smith, in his masterpiece *The Wealth of Nations*, first regarded human experience, knowledge and ability as the main content and production factors of national wealth, and human talent should be acquired through education, schools and apprenticeships. The economist H. Von Thunen argued that education can improve human capital and productivity through training. People with higher education can create higher value with the same raw materials and equipment.

3.3. Public service theory

Public service refers to the provision of public goods and services according to the public's wishes and preferences to meet the needs of citizens and society, and its fundamental goal is public satisfaction. But the most essential feature of modern government is to provide public goods and services in accordance with the public's wishes and preferences, and to respond to the public's demands.

Under the new public service theory, private colleges and universities serve the local economic and social development, and the government, school, bank, enterprise, society and the people build a "symbiont", which must have the concept of common survival and development. In the modern scientific governance system of society, all members must cooperate for mutual benefit and win-win progress.

4. Foreign relevant experience and countermeasure analysis

4.1. Measures taken by foreign universities to serve local economic and social development

The interaction between foreign private schools and the government provides substantial services for the public, personnel training and cultural education are integrated into local economic development, mutual integration and development, science and technology and intellectual property transformation are high, and resources sharing, social co-governance, and results sharing are outstanding.

(1) Innovating the school-running system. The management members of the school come from the government, universities and industrial enterprises, forming a diversified management group, and the government, industry and school form a tripartite joint management mechanism; Set up full-time staff to communicate with business and political circles, set up expert advisory groups, and give priority support to local development of close research or professional. For example, FH(University of Applied Science and Technology) in Germany, community college in the United States, TAFE College in Australia, and Polytechnic Institute in Singapore. Regional University Association in the United Kingdom.

(2) The government and universities interact to serve local governments. The University of Wisconsin in the United States provides solutions for the territory through vocational education and training, information collection and consultation, and provides consulting services for government departments. At the same time, it also hires social experts to carry out teaching and scientific research interaction in colleges and universities, sets up university community radio stations and forums, provides knowledge and technical services for local residents, and implements multi-

subject cooperation to achieve diversification of social service activities.

(3) cultural education that serves society. Durham Community College, in addition to academic education, also provides adult education, employment retraining of the unemployed and lifelong learning and other diverse educational services for community residents. Massachusetts Institute of Technology, innovation and entrepreneurship as the traditional spirit of the school. The 105,000 graduates from MIT have created 25,800 companies with 3.3 million jobs and a combined annual revenue of \$2 trillion, truly serving the economy and society.

(4) Integration and development of schools and enterprises. In the early years, Stanford University in the United States, due to the problems of school funding, gradually created a school-enterprise development model through land leasing, and gradually formed a science and technology industrial park, gathering a large number of scientific and technological talents. In addition, the school provides education and services for enterprises, and the enterprises provide research and development and internship conditions for teachers and students, thereby promoting the development of the school and enterprises in both directions, forming an early "Silicon Valley" model.

(5) transformation of scientific and technological knowledge; The United States adopts a centralized management model of intellectual property transfer and technology licensing, while British universities use science park incubators, derivative companies, research centers, consulting and training services, intellectual property development and other carriers to achieve knowledge and technology transfer and transformation.

(6) Sharing of equipment and facilities resources. In the United States, resource-sharing policy is regarded as a basic national policy of the federal government, focusing on equipment investment and return, reducing vacancy rate and waste, improving scientific research output, and achieving a win-win sharing model. Reduce the cost of scientific research, improve the efficiency of equipment use, avoid repetitive construction and equipment maintenance costs, and enhance the collaborative development between domestic scientific research institutions.

4.2. Experience of foreign universities in serving local economic and social development

According to the 2022 edition of the QS (Quacquarelli Symonds) World University Rankings, American private universities occupy 23 places among the top 100 universities, and many well-known private universities such as Massachusetts Institute of Technology, Harvard, Stanford, Yale and Princeton are listed. In the 2021 ranking of the most valuable universities in the United States released by the U.S. News Education column, private colleges and universities account for 19 seats in the top 20 universities. The interaction between foreign private schools and the government provides substantial services for the public, personnel training and cultural education are integrated into local economic development, mutual integration and development, science and technology and intellectual property transformation are high, and resources sharing, social co-governance, and results sharing are outstanding.

The development of private colleges and universities in China can not be separated from the actual needs of local economy and society. First of all, we must understand the role and function of private colleges and universities in serving the local economy and society. The government should "set up a platform", "think" and "find a way", develop in stability, serve in development and innovate in service. Try to establish a joint development organization, encourage the integration of industry and education and innovation, and improve policy guarantees.

5. Countermeasures for private colleges and universities to serve local economy

5.1. Strengthen the philosophy of running schools and deepen cooperation between schools and enterprises

Private colleges and universities need to clear their own school-running philosophy, clear school-running purpose, to serve the local economic development is not only the requirements of the society for private colleges and universities, but also the internal requirements and values of private

colleges and universities. Private colleges and universities should be clear about their own characteristics and advantages, can not only talk about education, but should strengthen the purpose of education is to serve the society and promote the development of local economy.

Talent is an important way to promote local economic development. Private colleges and universities should strengthen the consciousness of talents serving local economy, improve the ideological consciousness of teachers, students and researchers serving local economic construction, and continuously import talents for local economic development. We must put the quality of talent training in the first place, all work should be to improve the quality of talent training as the starting point, so that the cultivated talents become high-quality comprehensive applied talents, and better serve the local economic development.

5.2. The establishment of specialties is based on the development of local economy

The major setup of private colleges and universities is different from the local economy, which leads to a large part of graduates flowing to other provinces. Under the local economic situation, each college should focus on building characteristic majors and talent training systems according to local economic characteristics and local industrial layout. Professional construction should closely follow the local economy, improve the professional personnel training system, so that the trained personnel can quickly adapt to the needs of regional development.

With the rapid development of China's economy, the local economy needs a large number of professionals in intelligent manufacturing, electronic information, mobile Internet technology, rehabilitation nursing, health care for the elderly to meet the needs of industrial transformation and upgrading. The management mode of private colleges and universities is flexible, and the talents cultivated are more in line with the actual development of society, which are the advantages that public colleges and universities do not have. Private colleges and universities should clarify their own educational philosophy, according to their own advantages and characteristics, combined with local economic needs, accurate positioning of school objectives, scientific planning of personnel training mode, reform of teaching system, in the process of serving the local economy, the formation of their own unique brand image, clear school positioning, sustainable development mode.

Private colleges and universities should always pay attention to the trends of social and economic development and the guidance of national policies, and reasonably adjust the setting and construction of majors according to the needs of local economic development. The establishment of majors should consider regional characteristics, focus on the overall plan of local economic and social development and the positioning of main functional areas, and establish cooperation and training with local enterprises and governments to achieve a win-win situation. A number of brand-advantaged majors matching key disciplines have been established.

5.3. Enhance the capacity of science and technology to serve local economies

Private colleges and universities have poor teachers, research conditions and research level, so they should set up research teams, with teachers with doctoral degrees or professor titles as leaders and full-time teachers as the main body of research, and conduct scientific research training for them, so that they can do scientific research in their spare time, and further develop and refine their majors and disciplines through them. Declare high-level scientific research projects and invention patents for schools, provide them with research sites and research equipment, and create a good scientific research atmosphere.

With the combination of material reward and spiritual reward, teachers in private colleges and universities hope to get social recognition and humanistic care from the school. For teachers involved in scientific research, in addition to providing material incentives, they should find ways to satisfy their sense of belonging, security, respect and being needed, and provide channels for promotion.

Innovative service methods. The traditional model of self-centered development must be eliminated. It is necessary to choose to develop in coordination with the local society, realize the diversification of social service activities, realize the cooperation between multiple subjects, establish the multi-directional positive interaction between the university and the government, the

university and the society, the university and the public, and meet the needs of The Times in terms of service approaches and contents. We will link scientific research with the local economy, strengthen cooperation with regional enterprises, and transform patents, technologies, and research projects into industries..

6. Conclusion

This paper analyzes the main functions and capability requirements of private colleges and universities in serving local economic development, studies the characteristics of private colleges and universities in serving local economic development as a case, and draws the following conclusions:

(1) Based on the analysis of foreign experience and domestic cases, some measures are obtained to serve the local economy, such as providing applied talents for the local economy, conducting school-enterprise cooperation with regional enterprises, establishing a system of innovation and entrepreneurship for college students, attaching importance to scientific research, establishing a university science park, providing certification training for the society, organizing various social examinations, etc. Contribute to the local economy through education, research and service.

(2) Private colleges and universities should effectively improve their social service ability, serve local construction, and promote local economy, which is a necessary way for private colleges and universities to achieve leapfrog self-development and an inevitable choice for long-term development of private colleges and universities.

(3) In view of the existing problems, the optimization strategy is put forward: establish a correct sense of local economic service concept, clarify the orientation of running a school, and build a specialty with brand characteristics; Improve the quality of personnel training, keep up with the development needs of the regional market, further deepen the school-enterprise cooperation model, promote the integration of industry, university and research, optimize the structure of teachers, etc. This method is helpful to improve the level of teaching and research, such as setting up research teams, perfecting research incentive mechanism, improving the construction of research platforms and research institutions, and improving the efficiency of the transformation of research results.

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