

## **A Brief Discussion on the transformation and Development of Private Undergraduate Colleges and Universities**

**---Take a Private University in Shandong Province as an Example**

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**Abstract:** Private undergraduate colleges and universities should actively implement the major decisions of the CPC central committee and the state council, accelerate the pace of school transformation and development, and comprehensively improve the ability of the school to serve regional economic and social development and innovation-driven development. Taking a private undergraduate college in shandong province as an example, this paper expounds the background, significance and current situation of the transformation development of private undergraduate colleges and universities. In the process of transformation and development of private colleges and universities, the deficiencies in school-running orientation, specialty construction, curriculum construction, teaching staff construction, school-enterprise cooperation and other aspects are sorted out. The paper puts forward the transformation development path of private colleges and universities, namely, the orientation of running schools is changed to "application-oriented", the professional structure is changed to "demand-oriented", the talent cultivation is changed to "capability-oriented", the teaching staff is changed to "double-qualified and double-capable", and the education mechanism is changed to "school-enterprise cooperation".

### **1. Introduction**

At present, China's economy and society are in the stage of industrial transformation and upgrading and rapid development of public services, and a large number of high-level technical and technical talents are needed. The state has made major decisions to guide the transformation of some local undergraduate universities. Although private undergraduate colleges and universities in China have made important contributions to promoting social development and employment, they still have problems such as unreasonable layout of disciplines and specialties, lack of high-level talents, and further improvement of talent training quality, which cannot fully meet the needs of economic and social development. In the new normal of both challenges and opportunities, private undergraduate colleges and universities should actively implement the major decisions of the CPC central committee and the state council, accelerate the pace of school transformation and development, deepen reform, and comprehensively improve the ability of the school to serve regional economic and social development and innovation-driven development.

### **2. Organization of the Text**

#### **2.1 Background of Transformation and Development of Private Undergraduate Colleges and Universities.**

The outline of national medium - and long-term education reform and development plan (2010-2020) puts forward the strategic idea of "establishing a classified system of colleges and universities and implementing classified management", which puts on the agenda the structural adjustment, transformation and development of higher education under the new situation from the institutional level. The national conference on vocational education held in 2014 made the strategic deployment of guiding a group of ordinary undergraduate colleges and universities to transform into

technology-oriented colleges and universities. The decision of the state council on accelerating the development of modern vocational education and the construction plan of modern vocational education system (2014-2020) set clear requirements for the transformation and development. In the 2015 government work report, premier li keqiang explicitly proposed to guide some local universities to transform into application-oriented universities. The opinions of the CPC central committee and the state council on deepening institutional reform and accelerating the implementation of the innovation-driven development strategy, the national plan for new urbanization (2014-2020) and made in China 2025 all clearly call for guiding and promoting the transformation of some local undergraduate universities into application-oriented ones. On October 23, 2015, the ministry of education, the national development and reform commission and the ministry of finance officially issued the guidance on guiding some local undergraduate colleges and universities to transform into application-oriented ones, further guiding and promoting the transformation and development of some undergraduate colleges and universities. At present, our country enters the critical moment of accelerate transformation of the mode of economic development, economic development into the new normal, innovation-driven development, 2025, Internet + made in China, the public entrepreneurship has innovation, "One Belt And One Road" and other major national strategy, urgently need to speed up the application technology talents, promote to form a scientific and reasonable structure of education and human resources.

## **2.2 The Current Situation of Transformation and Development of Private Undergraduate Colleges and Universities.**

With the development of China's economy and society and the reform of education, higher education is becoming more and more popular. In 2000, Yang 'en university, the first private undergraduate university, was set up in China. In 2014, vice minister of education lu xin revealed in his speech about the adjustment of China's education structure and modern vocational education at the BBS high-level development conference in China that after the expansion of university enrollment in 1999, more than 600 local undergraduate universities will gradually transform to application-oriented technology and vocational education. After 2014, many of the new private undergraduate colleges and universities changed their names directly to "college of applied technology". In 2017, there were 148 private undergraduate colleges and universities, accounting for about 12 percent of the total. It can be seen that the newly built private undergraduate colleges and universities in China have gradually transformed into application-oriented universities and occupy a certain position in the structure of higher education in China.

In order to implement the spirit of vice minister lu xin's speech, 26 provinces and cities have launched pilot reforms, and more than 150 local undergraduate colleges and universities have formulated transformation plans to comprehensively promote application-oriented transformation. More than 30 colleges and universities in shandong province will face transformation, including 9 private undergraduate colleges and universities, which will be converted to applied technology or vocational education. In 2016, shandong provincial education department proposed to promote the classified development of colleges and universities, verify the school-running scale school by school, promote provincial undergraduate colleges and universities to determine the development orientation of applied research and application-oriented personnel training, and carry out the pilot construction of application-oriented characteristic colleges and universities. The transformation of private undergraduate colleges and universities in shandong province has begun and will be deepened gradually.

## **3. Challenges to the Transformation and Development of Private Undergraduate Colleges and Universities**

### **3.1 Private Undergraduate Colleges and Universities Lack Clear Orientation and Experience in Running Schools.**

Private undergraduate colleges and universities are mostly upgraded from private junior colleges.

With the expansion of the educational level and scale, the general orientation of private undergraduate schools is not clear. Location is not with the improvement of education level and qualitative change, only in the original location on the basis of simple adjustment, did not get the school-running orientation, no relocation to the direction of development of the school, old undergraduate colleges and universities blindly imitate other school-running mode and managerial experience, unaware of the school is to sustain growth, must go to the path of development of applied undergraduate.

### **3.2 The Specialty Setting of Private Undergraduate Colleges and Universities is not Reasonable and the Local Economic Service Capacity is not Strong.**

Run by the local undergraduate colleges and universities in professional Settings, there is no good for the local economy development present situation and development trend of further understanding, lack of local economy and industry development needs of personnel of research and forecast, professional set up only with the so-called experience estimation, which made the students cannot meet the needs of when the industry and enterprise development. In the process of specialty construction, it is not possible to close, stop, combine and transfer the specialty according to the adjustment of industrial structure in time, which makes the specialty and industry can not be well connected.

### **3.3 The Curriculum System of Private Undergraduate Colleges and Universities Is not Reasonable, and Students' Practical Ability Needs to be Improved.**

Some private undergraduate colleges and universities ignore the vocational ability requirements of job posts when formulating the personnel training goals, resulting in a lack of pertinence in the course system setting and a large gap between the course knowledge structure and the market demand. The distribution of theoretical teaching and practical teaching is unreasonable. In addition, private colleges and universities are restricted by experimental and practical training conditions, so students' practical ability cannot be well cultivated during school.

### **3.4 Private Undergraduate Colleges and Universities have Weak "Double Teachers" Ability and Lack of Practical Experience in Enterprises.**

With the development of private undergraduate colleges and universities, young teachers have become the main force of the teaching team. Most of these young teachers are undergraduates or postgraduates graduated from colleges and universities. They go directly from school to school and lack practical experience in industry and enterprises. However, in the training process of teachers in most private colleges and universities, the emphasis on academic degree and theoretical level is common, and the training of teachers' professional practical ability to transform theory into technology and technology into real productivity is ignored. There is also a lack of preferential policy towards "double-qualified" teachers in schools, which makes it difficult for private undergraduate schools in large departments to build a high-level "double-qualified" teacher team.

### **3.5 It is Difficult for Private Undergraduate Colleges and Universities to Integrate Deeply with Enterprises, and the Long-Term Operation Mechanism of collaborative Innovation has not yet been Formed.**

On the one hand, the overall strength of private undergraduate universities' scientific research is relatively weak, the applied scientific research strength is not strong, and the service capacity of local and enterprises is not enough. On the other hand, the government lacks the national system and incentive policies for school-enterprise cooperation in training high-tech technical talents. The enthusiasm of enterprises to participate in running schools in colleges and universities is not high. There are a lot of cooperation agreements signed between schools and enterprises, but the substantial cooperation is not much, and many of them remain at the surface. There is a widespread phenomenon of "hot school and cold enterprise".

### **3.6 Lack of Policy Support for Private Undergraduate Colleges, and the Funding for Running Schools is Tight.**

Private undergraduate colleges and universities are in a critical period of leap-forward development. However, private undergraduate colleges and universities lack relevant policy support from the government, and the main source of funding is student tuition, which cannot meet the needs of the construction and reform of private colleges and universities, greatly restricting the construction and development of private undergraduate colleges and universities.

## **4. Ways of Transformation and Development of Private Undergraduate Colleges and Universities.**

The essence of school transformation development is to make the students trained by schools more in line with the needs of social and economic development. Make schools better equipped to serve local areas, service industries and industries. The school transformation development involves the university governance structure, the specialized system, the curriculum, the teaching, the teacher structure and so on, is the omni-directional, the total factor, the systematic reform. Private undergraduate colleges and universities should unify thoughts, seize opportunities, deepen reform and promote the transformation and development of schools. The transformation of private undergraduate schools should be carried out in five aspects.

### **4.1 The Orientation of Running Schools should be Changed to "Application-Oriented".**

Private undergraduate colleges and universities should follow the basic rules of higher education, focus on and run through the main line of "integration of industry and education, school-enterprise cooperation", to clarify the orientation of running schools, adjust the professional Settings, improve teaching quality, strengthen applied research, improve the level of teachers and other basic issues. The orientation of schools should focus on the application of technology research and development and training of technical personnel to serve the local social and economic construction.

### **4.2 Change of Professional Structure to "Demand-Oriented".**

In the process of transformation and development, private undergraduate colleges and universities should be oriented to provincial conditions, understand provincial conditions, study provincial conditions, optimize professional Settings in accordance with the actual needs of the province, take the initiative to adapt to and serve local economic development, link the professional chain of the school with the local industrial chain, and better meet the needs of local and industrial development. Industrial structure adjustment drives professional reform, technological progress drives curriculum reform, and real application drives teaching reform mechanism, so as to implement the docking between majors and industries and vocational positions, effectively docking school education with local industrial needs, and resonance with social development.

### **4.3 Personnel Training to the "Ability Oriented" Transformation.**

We should formulate a talent training program that reflects the application-oriented characteristics, and do a good job in the "top-level design" of talent training. The focus should be on training students' knowledge application ability, practical ability and innovation ability. The framework of the training program highlights "knowledge output orientation", and schools and enterprises jointly formulate the talent training program. The curriculum system highlights the "technical logic system", the docking of course content with professional standards, the docking of talent training and technological innovation needs of industrial enterprises, the implementation of modular teaching, the docking of teaching process with production process, the highlighting of stimulating students' "drive", and the cultivation of students' independent learning ability.

### **4.4 The Teaching Staff should be Transformed into "Double Teachers and Double Abilities".**

On the basis of strengthening teachers' teaching ability, the construction of teachers' team is gradually inclined to the construction of "double-qualified" teachers. It is not only necessary to

improve the proportion of "double-qualified" teachers, but also necessary to strengthen the construction of teachers' practical ability. To build up a professional team of "double-qualified and double-capable" teachers who should not only have broad professional basic knowledge, but also have solid practical teaching ability in the industry.

#### **4.5 Change the Education Mechanism to "School-Enterprise Cooperation".**

The cooperation between schools and enterprises should be deepened. Schools and enterprises should carry out in-depth cooperation. Both sides should confirm the goal of talent cultivation, jointly build curriculum system, jointly determine teaching content, jointly implement teaching process, jointly conduct assessment and guidance, and jointly improve the quality of talent cultivation.

### **5. Summary**

The transformation and development of private undergraduate colleges and universities is a direction, a road and a process, as well as the only way to solve the structural contradiction between talent cultivation and economic and social development needs. The transformation development relies on "integration of industry and education, school-enterprise cooperation", and realizes the characteristic development of the school. In the process of transforming to applied, it can't be a one-off, need continuous unified thought, coagulation hearts meet force, gradually formed a consensus, and constantly practice exploration, so as to promote private undergraduate course colleges and universities to cultivate more talents for the local and industry development demand, and gradually improve the school service ability of regional economic and social development and the innovation development, for the local economic society and students development to create more value, finally realizes the sustainable development of the school, provide powerful support to build a well-off society in an all-round way.

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