

Exploration of the School-running Characteristic Route of Prefecture-level and Autonomous Prefecture Colleges from the Perspective of Transformation Development

—Taking Baoshan College as an Example

Liu Anbo

Baoshan College Teacher Development Center

Abstract—As for how to survive and develop in the increasingly fierce competition, the necessary choice for prefecture-level and autonomous prefecture colleges is to take the characteristic school-running road. The key is to select a characteristic development route that can meet its own actual development conditions. This paper plans to explore the realization routes of school-running characteristics from three aspects, including the promotion of the school spirits of “taking root in the border region, serving the basic level, working hard and implementing opening and innovation”; the practice of the talent cultivation mode of “being able to go down to the grassroots, being kept, used and doing a good job”; and the representation of cultural barrier functions in country gate colleges.

Keywords—Transformation development; Prefecture-level and autonomous prefecture colleges; School-running characteristics; Route

I. INTRODUCTION

As per the “7+1” index requirements stipulated in the Evaluation Scheme about the Undergraduate Teaching Work Level of General Institutes of Higher Education (Trial) released by the Ministry of Education in 2004 (hereinafter referred to as the “Scheme”), it has made clear to regard the school-running characteristics as the important index contents for horizontal evaluation. In combination with Baoshan College being confirmed by the Education Department as the first batch of applied transformation development demonstration school, the actual conditions about country gate colleges in Yunnan Province, etc. as well as the key points for “making clear the objective, supplementing short slabs, and cultivating characteristics” work, discuss how to adapt to the realistic requirements of transformation development, and compact the school-running characteristics.

II. SCHOOL-RUNNING CHARACTERISTICS FOR PREFECTURE-LEVEL AND AUTONOMOUS PREFECTURE COLLEGES UNDER THE VISION OF TRANSFORMATION DEVELOPMENT

Gu Mingyuan thought that: characteristics referred to being different from the general, and there should be certain innovation, and personality and such personality should form tradition, and be handed down from generation to generation [1]. Zheng Jinzhou thought that: school-running characteristics referred to building schools that possessed their own characteristics in culture, and such school can have more or less cultural characteristics different from those of other schools in various layers of culture, including spirits, system, behavior and material equipment [2]. Thus, the school-running characteristics can be summarized as the unique, qualified and stable education styles formed by schools in the long-term education practice. The extension of school-running characteristics mainly refer to the aspects contained in school-running characteristics, and the Scheme has pointed out that, “characteristics can be reflected in different aspects: such as the scholarship strategy, school-running concept, and school-running thought; scientifically advanced education management system, and operation mechanism; education mode and talent characteristics; course system, teaching method and the solution for key problems in the teaching reform and other aspects”. The main contents include discipline characteristics, scientific research characteristics, talent cultivation characteristics, campus cultural characteristics and other contents.

Prefecture-level and autonomous prefecture colleges are mainly invested and founded by the local government, and it implements provincial and municipal co-administration, and the school-running history is relatively short, the school-running layer is relatively low, and the school-running is mainly oriented to the development demand service of the prefecture-level and autonomous prefecture economic and social culture industry. Prefecture-level and autonomous prefecture colleges should start from their own school-running characteristics, advantages, tradition, region, etc., confirm the unique regional range, characteristic talent cultivation

specification and quality of the service in prefecture-level and autonomous prefecture colleges, the matching school-running characteristics and the management and operation mechanism; meanwhile, it is requested to timely adapt to the state requirements for the higher education transformation development in prefecture-level and autonomous prefecture, be good at working hard in their own characteristic service field and talent cultivation aspects, strive to make improvement and realize the transformation from academic colleges to applied colleges, and realize characteristic development route.

III. ANALYSIS ON THE POSSIBILITY FOR EXTRACTING SCHOOL-RUNNING CHARACTERISTICS IN THE SCHOOL-RUNNING HISTORICAL SEDIMENTS OF BAOSHAN COLLEGE

As for the formation and development of school-running characteristics in prefecture-level and autonomous prefecture colleges, they are the school-running characteristics gradually condensed, accumulated, optimized and enriched in prefecture-level and autonomous prefecture colleges, and are a kind of unique and excellent character and feature presented from inside out, and this is a long and persistent process that will be gradually accepted and recognized by the society.

A. Analysis on the possibility for extracting school-running characteristics in college orientation

Since Baoshan College has been established for 40 years, it has gradually realized the transformation from junior college to undergraduate college, and from normal school to comprehensive school through scientific plan, elaborate layout, and constant reform, and the school has fully played regional advantages, adhered to the school-running at “boundary, rural, minority and mountain” regions, and has walked out of a hard entrepreneurship development route. The school adheres to the school motto of “social commitment, hard work, professional dedication and sincere practice”, and has transported above 40,000 professional talents to the society, energetically promoted the local economic and social culture education development, and made an important contribution to the national unity and progress, ecological civilization construction as well as the harmonious and stable border region, and has also obtained remarkable achievements. Besides, it has also cultivated and formed the “serving the basic level, working hard and implementing opening and innovation” spirits of Baoshan College.

B. Analysis on the possibility for extracting school-running characteristics in talent cultivation quality

The school adheres to building the school on the basis of quality, and has went deep into the teaching quality and teaching reform engineering, and the talent cultivation quality has been constantly improved. Since 2008, it has won the First Prize for “the College Graduate Employment and Entrepreneurship Work Objective Responsibility System Assessment of Yunnan Province” for 10 continuous years, and over the years, the enrolment rate for the upgrading examination can rank the first among similar schools. Besides, it has basically formed the talent cultivation mode of “being able to go down to the grassroots, be kept, used and do a good job”. The employment proportion for the recent three sessions

of undergraduate graduates inside the province is respectively 89.75%, 92.27% and 90.81%, and the direction for the graduate employment flow is mostly the remote areas with minorities in Western Yunnan.

C. Analysis on the possibility for extracting school-running characteristics in the construction of country gate colleges

The school adheres to open school-running, enhances the construction strength of country gate colleges, and pays attention to interschool cooperation, and international cooperation. In 2014, the school was selected as one of the first batch of “country gate colleges” basic capacity construction colleges in Yunnan Province, and then in 2017, the school was approved by the Overseas Chinese Affairs Office of the State Council as one of the two “Chinese language and culture education bases” in Yunnan Province. Besides, it has also successively signed 92 talent cultivation cooperation agreements with the government, academic institution, enterprise and public institutions considering the industrial development, education career, tourism culture promotion and other fields. Moreover, it has also signed counterpart support agreement with Xi'an Jiaotong University, Capital University of Economics, Shanghai University Of Electric Power, Yunnan University and other colleges inside and outside the province. It has also signed strategic cooperation agreement with 16 colleges in America, Korea, India, Thailand, Burma, Madagascar and Taiwan regions of our country, and has also jointly established “Sino-Africa Jewelry Industry Research Center” with the University of Toliara in Madagascar and the SIAM University in Thailand. It has cultivated 527 person-times of Chinese language and culture education teachers in the northern area of Burma, and successfully held “Sino-Burma Cultural Week” and “the Academic Cultural Communication Week for Yunnan-Taiwan Colleges”; as country gate colleges, the function of cultural barrier for Baoshan College has been gradually highlighted.

IV. EXPLORATION OF REALIZATIO NROUTE OF SCHOOL-RUNNING CHARACTERISTICS FOR BAOSHAN COLLEGE FROM THE PERSPECTIVE OF TRANSFORMATION DEVELOPMENT

A. Exploration of the realizing route for “serving the border region, taking root in the border region, serving the basic level, working hard and implementing opening innovation” sprits of Baoshan College

Since the establishment of the college, it has regarded the basic education teachers and applied talent cultivation in ethnic minority area in the border region as its own task, closely combines the talent demand of economic social development in Baoshan, emphasizes on cultivating border region basic education, economic management, tourism service, engineering construction and other first-line high-qualified applied talents, and provides powerful intelligence support and talent support for the economic revitalization prosperity of ethnic minority area in the border region.

1) Take lead by Yang Shanzhou sprits, and reinforce the teaching ethics and teaching style education of teachers

The basis of education is teachers, and teachers are the most rich, most potential and most vigorous resources of the school, and are also the valuable fortune of the school; it is requested to establish and perfect the employment mechanism and distribution mechanism taking the emphasis on teacher's ethics, actual performance, and contribution as the orientation, fully play our advantages of philosophy social science research base (Yang Shanzhou Spiritual Research Base) in Yunnan Province, and make the spirits of Yang Shanzhou take root in the deep soul of vast teachers, cultivate a big batch of teaching team that is willing to contribute its youth to the social development of the border region and the stability and unity of the nation.

2) Increase the cultivation and improvement strength of young teacher, and reinforce teaching and scientific research team construction

Energetically implement “young teacher scientific research promotion engineering”, fully play the “mentoring” function of discipline leaders, professional leaders and backbone teachers, help young teachers to conduct well the teaching and scientific research entrance, reinforce development aftereffect, and improve the scientific research innovation capacity. Implement young teacher cultivation plan, set the special expenditures for the further education training of teachers, periodically carry out the training of education theory, modernized education technology application, foreign language, computer application and other aspects, periodically hold discipline teaching competition for young teachers, improve the basic teaching skills and teaching capacity of young teachers, provide political inclination considering progress improvement, and the study for a doctorate, validly promote the comprehensive quality and education teaching level of the teaching team. In the future 5 years, select and cultivate 20 provincial “excellent teachers”, 50 excellent young backbone teachers, and realize the objective of above 80 doctors.

Take the creation of provincial teaching team as the emphasis, the professional construction and course construction as the platform, build high-level teaching team, emphasize on cultivating a batch of provincial and school-level famous teachers. Continuously implement the selection method and key support plan for discipline leaders and professional leaders, and provide key support for academic exchange, scientific research expenditures and other aspects, form sustainably developed scientific research team, emphasize on cultivating a batch of influential discipline and professional leaders in the industry and region, and promote the improvement of overall teaching and scientific research level of the school. Through reinforcing team construction, in the future 5 years, cultivate and introduce 5 provincial discipline leaders and 10 provincial famous teachers.

3) Perfect “double-teachers” teaching team construction mechanism

Regard the improvement of teachers' practical capacity as the emphasis, further implement the system for teachers to go deep into the industry and enterprises for practical training, perfect the mechanism of teachers periodically go to the enterprise and public institutions for temporary posts (post practice), annually appoint 15 young teachers to conduct multiple approaches and modes of temporary post practice at enterprise and public institutions. Adopt incentive measures, guide and support teachers to participate in professional qualification training, obtain professional qualification certificate. Incline towards applied teachers considering professional title evaluation, post promotion and other aspects, and form long-term valid mechanism. Build flexible and diversified elastic employment mechanism, expand talent introduction channel, introduce a batch of professional technical personnel with good professional foundation, rich practical experience, high operation skill, and the basic conditions of teachers in famous enterprises and public institutions, and optimize teacher structure. Adopt “flexible introduction” mode, hire experienced entrepreneurs, high-level technical personnel, and management personnel in scientific research institutions, enterprises and public institutions as part-time teachers, and undertake professional course teaching or graduation thesis guidance work. In the future 5 years, make the proportion of “double-teachers” in professional teachers reach to above 50%.

B. Exploration of the “being able to go down to the grassroots, being kept, used and doing a good job” talent cultivation mode realizing route

1) Highlight applied talent cultivation thought, lay a solid foundation and improve the capacity

The school closely focuses on the new requirements of regional economic social development demands, innovation and entrepreneurship for talent cultivation, adheres to “cultivation-oriented, moral education first, standard-based, application highlighting, classified cultivation and comprehensive development” applied talent cultivation thought. Firstly, it is to adhere to strengthen moral education and cultivate people, cultivate and practice the core value concept of socialism, reinforce and improve college students’ ideological and political education, reinforce students guidance and service, strive to let each student grow up and succeed, become useful people to the family, society and the country. Secondly, it is to adhere to the undergraduate academic standard, focus on the cultivation objective of applied talents, build and innovate the diversified talent cultivation mode based on the characteristics of “course platform+ multiple professional direction module”, enhance practical teaching proportion, emphasize on cultivating students’ practical capacity and innovation sprits, effectively meet students’ employment, entrepreneurship or further education demands. Thirdly, it is to adhere to the coordinated development of students’ knowledge, capacity and quality, pay attention to the improvement of students’ scientific culture quality as well as physical and psychological qualities, respect students’ individual difference and personalization demand, and promote the comprehensive development of students’ morality,

intelligence, physique and aesthetics. The school encourages students to participate in various kinds of discipline competitions, innovation and entrepreneurship activities, and through increasing the proportion of elective courses, training lecture, instruction after class, autonomous learning chamber, open laboratory and other kinds of service, and create convenient conditions and qualified environment for students with different demands. Besides, it also adheres to the coordinated development of knowledge, capacity and quality, and then emphasizes on the optimized course structure of applied talent cultivation objective, makes clear the basic theory, basic knowledge and basic skills that must be mastered for students, appropriately reduces credit and total class hours, and ensures that the professional skills of students can be sufficiently mastered while ensuring that the professional knowledge of students are sufficient enough.

2) Reinforce the construction of industry-university-research cooperation cultivation mode

The school adheres to the concept of collaborative cultivation, constantly explores cooperated cultivation approach, reinforce the capacity to serve the local economic social development, and provide the environment and conditions for cultivating “being able to go down to the grassroots, be kept, used and do a good job” applied talents. The first one is to perfect cooperative cultivation system, establish the professional guidance committee constituted by the school, enterprise and government department, and the experts inside and outside the school respectively occupy 50%, and participate in the formulation and professional construction of talent cultivation scheme. The second one is the school-enterprise cooperation cultivation, to further deepen the project promotion strength of school-enterprise cooperation. The fourth one is interschool cooperation cultivation, and the school should continuously deepen the close cooperation relationship with the local education department as well as middle and primary schools.

C. Exploration of cultural barrier function realizing route of country gate colleges

1) Expand the international vision, and improve the international communication cooperation layer

Actively integrate into the National Belt and Road Strategic Cooperation and Yunnan Bridgehead Construction, strive to obtain the national and provincial policy and fund support, and promote the construction step for the open development of the college. The first one is to actively organize international exchange, two-shore exchange activity, accept foreign overseas students, hire foreign teachers to teach at the school and conduct other kinds of exchange activities, continuously handle well Sino-Burma Cultural Week Activity, Yunnan College Academic Cultural Exchange Activity Week, etc. The second one is to combine actual conditions of the college, reinforce the responsibility awareness of bridgehead construction, carefully study the opportunities brought by bridgehead strategies to the development of the school, comprehensively seize the task requirements of bridgehead construction, reinforce the in-depth cooperation with relevant industries and enterprises inside and outside of the country, use the talent demand of bridgehead

construction as the emphasis point, adjust professional talent cultivation structure and specification, take the cultivation of international talent as the cutting point and deepen talent cultivation mode reform. The third one is to focus on the necessary professional talents of bridgehead construction, expand the professional fields of talent cultivation, and constantly seek the new growth points of international cooperation exchange.

2) Seize opportunities for implementing “the revitalization action plan of country gate colleges in Yunnan”, and improve the capacity for the school to serve regional economic social development

The first one is to formulate corresponding breakthrough and efficient development measures. For instance, building “Sino-Thailand Cultural Exchange Center” at Thailand Royal Suan Sunandha Rajabhat University, SIAM University, annually select 15 young backbone teachers to be engaged in the further education of master and doctor degree in Thailand, and select 2-3 cadres to the relevant universities of Thailand for temporary practice. The second one is to play the regional characteristics of Baoshan College at the gateway of a country, the geographic advantages and Chinese language and culture education base school, and promote the international talent cultivation strength oriented to Burma. Boshan is close to Burma, and is closely connected to it; people of the two countries can get along with each other, contact frequently, and this has provided a good foundation for the two countries to reinforce interaction cooperation, and it is requested to gradually expand the recruitment scale of Burma overseas students, expand the Chinese language student training scale, and improve the international influence of cultural radiation at the college.

V. CONCLUSION

In conclusion, the selection of school-running characteristics realizing route can be the promotion of traditional spirits at school, or the practice of long-term talent cultivation mode at school, or the representation of the special regional culture of the school. The school-running characteristics realizing route of Baoshan College should select the characteristic school-running route integrating serving the border region, taking root in the basic level, and building country gate cultural barriers. This is above 40-year school-running experience of our school, and is also the effective weapon for us to face various challenges.

REFERENCES

- [1] Zheng Haiying, Yu Xiaoyu and Wang Yan. Current Research Status and Review about the College School-running Characteristics [J]. Cooperative Economy and Technology, 2014.06.
- [2] Shen Jiyun, Exploration about the School-running Characteristic Issues of the Institution of Higher Learning [J]. Higher Education, 2014.10.
- [3] Zhang Cheng, About the College School-running Characteristic Issues and Route Selection [J]. Current Education Theory and Practice, 2015.06.
- [4] Chen Fengzheng, My Embedded Visual Analysis on College School-running Characteristics [J]. Education Development Research, 2014.33.