Original Research Article

Research on strategies for the deep integration of private undergraduate colleges and local enterprises

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Abstract: Private undergraduate colleges are an important part of the higher education system, and their educational positioning is in line with the demands of local economic development. The deep integration of the two is a key path for private undergraduate colleges to achieve differentiated development, and it is also an important support for local enterprises to break through talent bottlenecks and enhance innovation capabilities. At present, there are still many problems in the integration of private undergraduate colleges and local enterprises, which leads to the integration remaining at a superficial stage and making it difficult to fully leverage the synergy effect of their joint cooperation. This article, in combination with the application-oriented educational characteristics of private undergraduate colleges and the actual development needs of local enterprises, explores specific strategies for the deep integration of the two from multiple dimensions. The aim is to build a stable and efficient cooperation bridge between private undergraduate colleges and local enterprises, enabling precise matching of educational resources and industrial resources, and promoting high-quality regional economic development.

Keywords: private undergraduate colleges and universities; local enterprises; deep integration; cooperation mechanism; talent cultivation; regional economy

1. Introduction

As China's higher education shifts from scale expansion to quality improvement, the application-oriented educational positioning of private undergraduate colleges is becoming increasingly clear. Its core mission lies in cultivating high-quality applied talents that meet the demands of local economic development. At present, the cooperation between private undergraduate colleges and local enterprises mostly remains at a relatively shallow level and has not formed a deep integration pattern of "co-cultivation of talents, sharing of resources, co-bearing of risks and win-win of benefits". Some local enterprises believe that cooperating with colleges requires investment in venues and equipment, which is costly and they cannot see obvious returns in the short term, so they lack the enthusiasm to participate. All of this has led to the cooperation between the two sides falling into a predicament. Against this backdrop, exploring effective strategies for the deep integration of private undergraduate colleges and local enterprises can not only address practical issues in their cooperation, such as the disconnection between specialties and industries and the low enthusiasm of enterprises to participate, but also provide new paths for the coordinated development of regional economy and higher education. This is of great significance both in theoretical research and practical application.

1.1. Establish a tripartite collaborative mechanism involving the government, universities and enterprises to strengthen long-term guarantee

1.1.1. Establish a mechanism for sharing benefits and risks

It is necessary to clarify the interests, demands, responsibilities and obligations of both parties in the cooperation. We should not only talk about cooperation without considering responsibilities, nor should we only focus on benefits without paying attention to risks. Only in this way can a cooperation model featuring shared benefits and risks be established. If universities and enterprises jointly establish industrial colleges, the responsibility of universities is to formulate talent cultivation plans, be in charge of theoretical teaching, and impart professional knowledge to students. The responsibility of enterprises is to be in charge of practical teaching and on-the-job training, enabling students to master practical operation skills, so that both sides can

share the fruits of talent cultivation together[1]. Risks in cooperation should be reasonably shared. For instance, when enterprises offer practical positions to students, universities should take on the responsibility of safety education for students and clearly explain the safety precautions during practice to them in advance. Enterprises should purchase accidental injury insurance for students. In case students get injured during practice, they will have insurance coverage to prevent cooperation from being interrupted due to safety incidents.

1.1.2. Improve the policy support system Local governments should introduce special supportive policies to help enterprises reduce the costs of participating in integration, so that enterprises will be more motivated

On the one hand, local enterprises participating in school-enterprise cooperation should be given tax reduction and exemption benefits. On the other hand, a special fund for school-enterprise integration should be established. When universities and enterprises jointly build training bases and research and development platforms, the fund can provide them with financial subsidies. The subsidy money can be used to purchase training equipment or pay the teaching remuneration of the technical backbone of the enterprises. When technical backbones of enterprises give lectures at universities, they need to be paid, and this money can be drawn from the special fund. In addition, the government can incorporate the effectiveness of school-enterprise cooperation into the social responsibility evaluation system of enterprises. For those enterprises that perform well in cooperation and achieve remarkable results, they should be commended or given policy preferences, such as being given priority in project approval and loan application. Only in this way can the enthusiasm of more enterprises to participate be stimulated.

1.1.3. Establish a unified coordinating body

Led by local governments, a coordination committee for the integration of schools and enterprises should be established in collaboration with private undergraduate colleges and local enterprises. The members of the committee should include the main bodies of relevant government departments, as well as the heads of colleges and universities and representatives of enterprises. This can take into account the needs of all parties. The main task of the committee is to formulate the development plan for the integration of schools and enterprises, such as what cooperation goals should be achieved in the next three years. When problems arise in coordination and cooperation, such as conflicts between universities and enterprises in the arrangement of practical training, the committee will step in to mediate. Supervise the implementation of cooperative projects. For instance, the committee can hold a coordination meeting every quarter, at which universities report on the progress of talent cultivation. Enterprises provide feedback on their talent demands, and the government formulates targeted policies based on the needs of both sides to ensure that the cooperation can proceed in an orderly manner.

2. Optimize the professional and curriculum system to achieve precise matching of supply and demand

2.1. Reconstruct the curriculum system and incorporate elements of enterprise practice

Reconstruct the curriculum system based on the job demands of local enterprises and avoid arranging courses according to the traditional disciplinary system. First, the proportion of practical courses should be increased; It is also necessary to incorporate new technologies, new processes and new standards from enterprises into the course content, such as the operation methods of new equipment currently used by enterprises and new production process norms, etc. Specifically, first, the core courses adopt a school-enterprise co-construction model, where university teachers and technical backbones from enterprises jointly compile textbooks and design teaching contents. For instance, in the software development practical course of the Computer Science and Technology major, university teachers can be responsible for teaching the basic theories of programming. Enterprise engineers will demonstrate the development process of real enterprise projects, so that students can learn practical skills.[2] Second, add customized courses for enterprises. Offer specialized courses based on the specific needs of cooperative enterprises. For instance, if local logistics enterprises currently need employees who understand smart logistics systems, they can start the "Smart Logistics Operations" course, teaching students how to use logistics management software and how to track goods information. Local e-commerce enterprises need employees who are capable of cross-border business. They can offer a "Cross-border E-commerce Practice" course to teach students how to handle international logistics and tariffs.

2.2. Dynamically adjust professional settings to align with industrial demands private undergraduate colleges and universities should establish a dynamic "professional-industry" alignment mechanism

They should regularly conduct research on local industrial demands, pay attention to which industries local enterprises are currently focusing on developing and which talents they need, and then adjust their professional Settings based on these circumstances. On the one hand, a "Professional Construction Guidance Committee" should be established, inviting technical backbones from local enterprises and industry experts to join the committee to jointly discuss whether to launch new majors and their necessity, etc. For instance, the local new energy industry is developing rapidly and requires many talents who understand new energy power generation. In such cases, universities can add a "New Energy Power Generation Technology" direction on the basis of the original Electrical Engineering and Automation major, and incorporate knowledge of solar and wind power generation into teaching. Second, a professional early warning mechanism should be established. For majors with low employment rates and poor matching with local industries, timely adjustments or suspension of enrollment should be made. In addition, research and evaluation should be conducted at least once a year. In areas with rapid industrial development, the frequency can be increased to once every six months. Only in this way can we keep up with industrial changes in a timely manner.

3. Promote two-way resource sharing and enhance synergy

3.1. Share teaching staff and technical talents

Establish a mutual employment mechanism for talents between schools and enterprises to enable the two-way flow of teaching staff from universities and technical talents from enterprises, complementing each other's advantages. On the one hand, universities can hire technical backbones and management personnel from enterprises to serve as industrial professors or practical mentors, allowing them to participate in classroom teaching, practical guidance and graduation project reviews. For instance, inviting the human resources manager of an enterprise to give a career planning course; Invite the technical director of the enterprise to guide the students' graduation projects and help them modify the design plans to better meet the actual production needs. On the other hand, college teachers need to go to enterprises for on-the-job training and participate in their production management and technological research and development work[3]. For instance, teachers majoring in mechanical engineering in colleges and universities can serve as technical advisors in automotive manufacturing enterprises, helping them solve technical problems in production. At the same time, they can bring the practical experience of the enterprises back to the classroom and incorporate real cases from the enterprises when teaching mechanical design courses to enhance their practical teaching abilities.

3.2. Jointly build scientific research and innovation platforms to promote the transformation of achievements

In response to the technological demands of local enterprises, especially small and medium-sized ones, universities and enterprises should jointly establish research and development centers for industry-university-research cooperation to carry out technological breakthroughs and the transformation of achievements. First, the research teams of universities should conduct research around the technical pain points of enterprises. For instance, if local agricultural product processing enterprises encounter technical difficulties in deep processing, the research teams can study preservation technologies. Textile enterprises want to reduce pollution and have the demand for green printing and dyeing processes. Research teams can develop environmentally friendly printing and dyeing methods. Second, the R&D center should implement a dual-director system, with a professor from a university and a technical director from an enterprise jointly serving as the director. The university professor is well-versed in theoretical research, while the enterprise technical director is familiar with production demands. This ensures that the R&D direction aligns with the enterprise's needs, and the research results can be quickly transformed into the enterprise's production technologies, avoiding a situation where R&D and application are disconnected.

4. Innovate the talent cultivation model and strengthen practical education

4.1. Establish a unified talent assessment and evaluation system

Both the school and the enterprise should jointly formulate the assessment standards for talent cultivation, incorporate theoretical performance, practical ability and professional quality into the assessment system, and achieve the unification of evaluation standards. First, the theoretical assessment is the responsibility of the universities, with a focus on evaluating students' mastery of professional knowledge. Second, practical assessment is the responsibility of enterprises, which evaluate students' practical abilities based on their job operations and project completion. Thirdly, the professional quality assessment is jointly completed by both parties and evaluated from aspects such as work attitude, teamwork, and communication skills. The assessment results should serve as a crucial basis for students' graduation and employment. Only in this way can we ensure that the talents cultivated not only meet the educational standards of colleges and universities but also satisfy the job requirements of enterprises.

4.2. Carry out "alternating work and study" practical teaching break the traditional classroom + internship training model and implement the work-study alternating teaching model, enabling students to enhance their abilities in the cycle of learning - practice - re-learning - re-practice

If the academic system can be divided into theoretical semesters and practical semesters, students complete the study of professional courses in the theoretical semester and master the theoretical knowledge they should learn solidly. By the practical semester, students will enter enterprises to carry out on-the-job practice lasting 3 to 6 months. The content of the practice should be closely integrated with professional courses. For instance, students majoring in marketing can participate in the market research of enterprises during the practical semester, such as helping enterprises investigate what products consumers like. One can also participate in product promotion, helping enterprises distribute promotional materials and conduct online promotion. After the practice, students are required to submit a practice report, in which they should add their learning and gains, as well as the problems they encountered and the solutions. Then, the report will be jointly evaluated by university teachers and enterprise mentors.

5. Conclusion

The deep integration of private undergraduate colleges and local enterprises is not merely a simple cooperation, but a systematic project involving the government, universities and enterprises. To break down the practical barriers in cooperation through diverse strategies, we should ultimately achieve a precise connection between the "education chain, talent chain and industrial chain, innovation chain", so that the talents cultivated by universities can precisely meet the demands of enterprises, and the industrial development of enterprises can also drive the improvement of the educational quality of universities.

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