

Exploration and Practice of Sustainable Development in Enterprise College

Liqun Shao*

Suzhou Institute of Industrial Technology College, Jiangsu, Suzhou, 215104, China

* Corresponding author: Shao Liqun (Email: 1527984566@qq.com)

Abstract: Enterprise colleges are conducive to promoting the reform of higher vocational education mode, comprehensively cultivating the comprehensive professional abilities of students in higher vocational colleges, and effectively improving the compatibility between talent cultivation and social needs. The construction of enterprise colleges should establish a three-level enterprise college system, establish an operating and evaluation mechanism for enterprise colleges, fully mobilize the enthusiasm of professional teachers to participate in school enterprise cooperation work, and solve the internal driving force mechanism of school enterprise cooperation.

Keywords: Enterprise College, Sustainable development, Mechanism.

1. Introduction

The Implementation Plan for National Vocational Education Reform issued by the State Council (Guo Fa [2019] No. 4) points out that it is necessary to promote comprehensive and in-depth cooperation between schools and enterprises. Vocational colleges should actively cooperate with qualified enterprises in talent cultivation, technological innovation, employment and entrepreneurship, social services, and cultural inheritance based on their own characteristics and talent cultivation needs. On the basis of conducting national pilot projects for the integration of industry and education, establish a certification system for industry and education integrated enterprises. This policy has played an important role in promoting the integration of industry and education, as well as the dual education of schools and enterprises. In recent years, Suzhou Industrial Vocational and Technical College has established a three-level system of enterprise colleges at the college level, departmental level, and professional level, led by landmark enterprise groups, to deepen the integration of industry, education, and cooperation between schools and enterprises, achieve joint training of high-quality technical and skilled talents [2], and serve the transformation and upgrading of local economy. The college has established a three-level system of enterprise colleges, promoting the "comprehensive integration" between schools and enterprises, continuously improving the quality of talent cultivation.

2. Connotation of Enterprise College

Enterprise College is a cooperative enterprise established by vocational colleges, landmark enterprises, industry leading enterprises, and small and medium-sized enterprises. The named college, with a professional group or major as the carrier, relies on the theoretical teaching base of the college and the enterprise practice base [3], fully utilizes the two different educational environments and resources of the college and the enterprise, with the goal of cultivating high-quality technical and skilled talents. Focusing on "moral education quality+vocational skills" and "adaptability+professionalism", the two sides innovate the talent joint training model, and jointly develop talent training

plans through the school and enterprise, jointly build a curriculum system, jointly develop teaching resources such as courses and textbooks, jointly build productive training bases, send teachers and technical personnel to each other, and carry out joint education of talents such as naming classes and order classes, To achieve the alignment between professional settings and industry needs, teaching content and professional standards, teaching process and production process, graduation certificates and vocational qualification certificates, in order to improve the alignment between college talent cultivation and enterprise human resource needs.

3. Establishing A System of Enterprise Colleges

The college establishes a three-dimensional three-level "enterprise college" system consisting of points, lines, and surfaces: (1) At the college level, a "strategic cooperation type" enterprise college (i.e. a first level enterprise college) is jointly established with landmark enterprise groups, with the college and enterprise leaders serving as the heads of the enterprise college, Through the "three introductions and three transfers" form of "attracting talents to school," "attracting investment to school," "introducing research to school," "sending students to enterprises," "sending teachers to enterprises," and "sending education to enterprises," we aim to achieve comprehensive, deep level, and overall cooperation, promoting the integration of schools with industries or industries; (2) At the departmental level, each department and industry backbone enterprise jointly establish a "partnership cooperation type" enterprise college (i.e. a secondary enterprise college), forming a close cooperation between professional groups and enterprises. The general manager and department head of the enterprise serve as the head of the enterprise college, and through the joint planning of professional construction and positioning of talent cultivation direction by the department and enterprise, customize practical teaching plans, jointly build training bases and teacher workstations, and widely carry out talent co education; (3) At the professional level, a "technical cooperation oriented" enterprise college (i.e. a three-level

enterprise college) is jointly established between majors and small and medium-sized enterprises. Each major closely cooperates with more than one enterprise to establish an enterprise college, forming an effective connection between majors and positions. The cooperation between the two parties is based on the modern apprenticeship training mechanism, establishing a linkage mechanism between professional standards and professional standards. By discussing talent training plans, jointly building practical training venues, sharing production equipment, and sharing professional and technical talents, the pertinence of professional talent training is improved.

4. Constructing the Operating Mechanism of Enterprise College

In order to ensure the healthy operation of the Enterprise College, the "five mechanisms" for its operation have been explored, namely the mechanism of co construction, co management, sharing, and win-win situation, the mechanism of collaborative education between the school and enterprise, the mechanism of collaborative innovation between the school and enterprise, the mechanism of continuous investment between the school and enterprise, and the mechanism of mutual employment of personnel between the school and enterprise. During the operation process, a series of management documents have been issued to strengthen the combination of goal management and process management, regular inspections and dynamic monitoring, teacher assessment and student evaluation, ensuring the standardization and institutionalization of the operation of the Enterprise College, and ensuring smooth and efficient cooperation.

4.1. Establish a three-level management operation mode

The Enterprise College implements a three-level management and operation model of "decision-making level, management level, and execution level". The decision-making level is composed of enterprise leaders, college leaders, department heads, or professional leaders who respectively serve as the dean and vice dean, responsible for the development planning, construction plan, strategic decision-making, and major reform projects of the Enterprise College; The management team is composed of the Director of Enterprise Human Resources, the Director of Enterprise Technology Research and Development, and the leaders of the school enterprise cooperation department of the college, as well as the department's school enterprise cooperation specialist or deputy director or professional leader. They are responsible for the daily management and operation of the college, project implementation and promotion, organization and coordination, and evaluation; The executive level is composed of enterprise human resources supervisors, enterprise technical personnel, department full-time teachers, and counselors, responsible for project implementation and development. Through project-based implementation and enterprise management, we aim to achieve the deep cooperation goal of "co construction, co management, sharing, and win-win" between schools and enterprises.

4.2. Establish a guarantee and constraint mechanism

Through a series of management rules and regulations such

as the "Articles of Association of the College Enterprise Cooperation Council," "Management Measures for College Enterprise College," "Management Measures for College Enterprise Cooperation," and "Management Measures for Enterprise Professional Leaders," the responsibilities and rights of both schools and enterprises are clarified, and efforts are made to solve the external driving mechanism of school enterprise cooperation; Through management systems such as the "Guiding Opinions on the Implementation of the" Hundred Thousand "Project for College Enterprise Cooperation" and the "Management Measures for School Enterprise Cooperation Responsibility System for Cadres and Management Personnel", the responsibilities and rights of teachers are clarified, and efforts are made to solve the internal driving mechanism of school enterprise cooperation, so as to achieve standardized and institutionalized operation of school enterprise cooperation, and ensure the smooth and efficient operation of the school running system with enterprises as the main body and colleges as the main body, Ensure mutual benefit and common development in school enterprise cooperation.

4.3. Implement goal management and job security mechanism

At the beginning of the year, the Enterprise College formulated construction goals, signed a task implementation and decomposition responsibility letter, followed the concept of implementing a "project system", clarified the goals, time limits, and progress requirements for implementing the plan, adhered to the principle of "personally grasping and taking overall responsibility" by the project responsible person, ensured that responsibilities, measures, and implementation were in place, and ensured the smooth implementation of various goals and tasks determined in the plan.

Build three job security mechanisms. Establish a regular discussion mechanism between enterprises and professional groups, enterprises and majors, a regular joint office mechanism, and an information exchange mechanism between enterprise colleges. By preparing the "Annual Objectives and Work Plan of the Enterprise College", "Monthly Work Report of the Enterprise College", and "Annual Summary Report of the Enterprise College", etc., and sending them to relevant enterprises and departments in the form of documents, the enterprises and departments can clarify the construction tasks, understand the work progress and achievements of each enterprise college, and play a motivating and motivating role in the Enterprise College, thus forming a situation of catching up with each other.

4.4. Establish a funding guarantee mechanism

In terms of funding investment, the college provides policy support by establishing funds for the construction of enterprise colleges, which are included in the annual budget. Each enterprise college is given varying construction funding support based on the previous year's assessment results. In addition, there is funding support for construction projects such as brand majors and backbone majors of provincial and municipal colleges, as well as support from industries, cooperative enterprises, and the local government where the cooperative enterprises are located, to ensure the normal operation of enterprise colleges and the orderly progress of construction tasks.

The funds are strictly allocated for specific purposes, mainly for the hardware conditions and software environment

construction of enterprise colleges. While ensuring the investment of construction funds, relevant supporting policies and measures should be introduced to strengthen project fund management, strengthen project fund supervision, and clarify and standardize the scope, approval authority, expenditure limit, performance evaluation, etc. of the use of special funds; Strictly manage assets, establish an effective mechanism for the use of assets, ensure the scientific and standardized use of special funds, accept social supervision, discipline inspection, supervision, and audit departments' supervision, and improve the specificity, standardization, scientificity, and efficiency of the use of construction funds.

4.5. Implement a classification evaluation mechanism

The college inspection team regularly organizes relevant experts to assess and evaluate the talent cultivation work of the Enterprise College. According to the requirements of target management, the assessment is carried out in a hierarchical and graded manner (i.e., assessment and evaluation are conducted at two levels: the second level enterprise college and the third level enterprise college). The assessment content includes organization and design (construction goals, development planning, personnel allocation, system construction, funding guarantee, etc.), work effectiveness (achievements in professional and course construction, faculty construction, training base construction, naming order cultivation, social service, etc.), and characteristic innovation. For enterprise colleges that have outstanding assessment results, the college regularly rewards and honors them; Notify and criticize enterprise colleges that are not proactive in their work and have not achieved construction results; For enterprise colleges that fail the annual assessment, the inspection team shall report to the College's Supervision and Audit Office, which will hold the responsible person of the enterprise college and the leaders in charge of the department where the enterprise college is located accountable in accordance with the accountability regulations.

5. Establishing An Evaluation Mechanism for Enterprise Colleges

In order to continuously promote the deep integration of production and teaching, fully leverage the role of majors in the integration of industry and education in school enterprise cooperation, guide enterprises to deeply participate in the education and teaching reform of the college, promote the integration of enterprise needs into talent cultivation, and cultivate high-quality technical and skilled talents who adapt to social development and seamlessly connect with enterprise job requirements, the college has formulated the "Professional Level Enterprise College Industry Education Integration Evaluation and Reward Measures", The evaluation of professional industry education integration and

school enterprise cooperation is mainly based on 11 indicators, including professional construction (including curriculum and textbook construction, productive training base construction, and mixed teacher team construction), talent cultivation (including naming classes and order training), social services (including technical services, joint application projects, and social training), enterprise feedback education (receiving student employment, enterprise funding for learning), and characteristic innovation, The first four items are basic items, and the fifth item is an additional item. The evaluation adopts the method of departmental review and college evaluation. The evaluation results are divided into four levels: excellent, good, qualified, and unqualified. The top 20% of the total score ranking is "excellent", the middle 30% is "good", the total score below 60 is "unqualified", and the rest is "qualified". The evaluation level is linked to the rewarding performance of the college. The college rewards a certain amount of professional practice points for the major based on the evaluation level, and professional leaders allocate professional practice points based on the contributions of teachers in the industry education integration and school enterprise cooperation within the major.

The sustainable development of the Enterprise College must innovate the concept of school enterprise cooperation, build an organizational structure with orderly management and sufficient communication, establish an operating mechanism, evaluation mechanism, and funding guarantee mechanism for the Enterprise College, and ensure its healthy operation. In school enterprise cooperation, we should adhere to three principles: firstly, the principle of "subject", treating enterprises as the main body of talent cultivation, and fully exerting the leading role of enterprises; The second is the principle of "altruism", which insists on thinking for the enterprise, actively thinking for the enterprise, and continuously consolidating the school enterprise cooperation relationship; The third is the principle of "pragmatism", adhering to school enterprise cooperation without making superficial remarks, and effectively achieving planned, implemented, followed up, and assessed cooperation content, effectively improving the effectiveness of school enterprise cooperation.

References

- [1] State Council. Implementation Plan for National Vocational Education Reform: Guo Fa [2019] No. 4 [A]
- [2] Yang Shuai, Xue Lan, Wang Chao, Research on the Sustainable Development Mechanism of Enterprise Colleges from the Perspective of Industry Education Integration [J]. Journal of Higher Education, 2017 (12): 9-10.
- [3] Shi Xiaoyan On the Construction of a Long term Mechanism for the "Enterprise College" in Higher Vocational Education [J]. Human Resource Management, 2015 (9): 75-76.