

PROBLEMS AND COUNTERMEASURES FOR SUSTAINABLE DEVELOPMENT OF TEACHING AND RESEARCH OFFICES IN APPLIED PRIVATE UNIVERSITIES

The sustainable development of the teaching and research department is a powerful guarantee for the sustained, healthy, and rapid development of private universities. This article takes the grassroots teaching organization unit – Teaching and Research Office as the research object, starting from five aspects: teaching and research office system, teacher responsibilities, incentive mechanism, teacher construction, and school enterprise cooperation, in order to explore scientific and standardized strategies for the construction of teaching and research offices in private applied undergraduate universities, and ensure the sustainable development of teaching and research offices in private universities.

The teaching and research office of a university is a teaching and research organization (referred to as the teaching and research office) established based on disciplines or a combination of several similar courses. It is the grassroots unit that constitutes the teaching management system of higher education institutions and is the direct executor of teaching, teaching and research, and management work. The success or failure of its construction directly affects the teaching quality, teaching and research atmosphere, scientific research level, and campus civilization construction of universities, thereby directly affecting the quality of talent cultivation and the long-term development of the school. Private universities have made significant progress in management in the past decade due to their independence, autonomy, and flexibility, as well as the support of national policies and the needs of the people.

Private universities have established many teaching and research offices in different categories, playing an important role in teaching, scientific research, and management. However, due to the lack of long-term planning for the development of teaching and research offices, the eagerness for quick success, and the instability of the teaching staff, the management and construction of teaching and research offices in private universities currently face many problems, making it difficult to ensure the healthy, rapid and sustainable development of private universities, and even shaking the foundation of their development.

At present, most private universities are positioned as teaching or research oriented, and the teaching and research department is the best grassroots organization for teaching-oriented universities. It has an irreplaceable position and positive role in the development of private universities. It is crucial to build the teaching and research office well and achieve sustainable development. Therefore, the construction of teaching and research rooms is of great significance for the development of private applied undergraduate universities.

1. The problems in the construction of teaching and research rooms in applied private undergraduate universities.

In order to gain a deeper understanding of the current situation of teaching and research departments in private applied undergraduate universities and identify their existing problems, the author conducted a survey on 11 teaching and research departments in 6 private applied undergraduate universities in Guangdong, including Guangzhou University of Business and Economics. It was found that the main problems in the current teaching and research departments include "imperfect system of teaching and research departments", "unclear responsibilities of teaching and research departments", "low enthusiasm for scientific research among teachers", "need to strengthen teacher construction", and "insufficient implementation of school enterprise cooperation work".

(1) The system of the teaching and research office is not perfect.

A scientific teaching and research office system is the foundation for ensuring the orderly development of teaching and research office activities. Currently, many private universities do not have a sound regular meeting, academic exchange, and incentive mechanism. In the absence of sufficient human, material, and financial investment in schools, the difficulty of carrying out teaching and research office activities has greatly increased. At the same time, private university teachers usually undertake the teaching work of multiple courses on their own, with high class hours, high teaching pressure, and a lack of appropriate guidance mechanisms. Teachers have a weak awareness of participating in teaching and research activities, and many teachers subjectively fail to actively participate in the process of professional planning such as talent cultivation. This further increases the difficulty of organizing high-quality teaching and research activities, making it difficult to summarize effective teaching and research plans during activity discussions. The development of teaching and research activities in the teaching and research room is merely formal, and the content mostly lacks systematicity and relevance, failing to achieve the expected promotion effect.

(2) The responsibilities of the teaching and research department are not clear.

The Teaching and Research Office is a platform that provides professional teachers with teaching and research activities. Clear responsibilities are the foundation for the healthy and stable construction of a teaching and research office, and at the same time, it should also enhance the organizational ability of the teaching and research office director and the sense of participation of the teaching and research office teachers. At present, the responsibilities of teachers in the teaching and research department are generally unclear, and the director of the teaching and research department usually assigns their work temporarily based on specific affairs, resulting in situations such as repeated organization of teaching materials and waste of resources.

(3) Teachers have low enthusiasm for scientific research.

Scientific research and academia are an important component of higher education, and private universities are no exception. However, the reality is that most teachers in private universities face high teaching pressure, and without corresponding supporting policies and financial support, it is difficult to achieve certain results in scientific research and academic work. The academic level of teachers in scientific

research also directly affects the academic ability of students. In the absence of research direction for a long time, it is easy to form a resistance mentality towards scientific research work, leading to a certain degree of vicious cycle.

(4) The construction of teaching staff needs to be strengthened.

Unlike public institutions that have been running for many years, the faculty structure of private universities is more complex. Firstly, young teachers are the main focus. If young teachers are hastily pushed onto the podium without training, it is often difficult to achieve the expected good teaching results. Secondly, the proportion of part-time teachers is higher. For applied universities with strong engineering capabilities, enterprise part-time teachers largely compensate for the disconnect between the talent cultivated by universities and the needs of enterprises. However, in the actual teaching process, the problem of whether part-time teachers in enterprises can do or speak is particularly prominent. Some part-time teachers in enterprises directly jump from engineer positions to teaching positions without training, resulting in a more prominent situation of adaptation and seriously affecting the actual classroom effect. Thirdly, the proportion of senior professional titles is relatively low, making it difficult to attract talents.

(5) The implementation of school enterprise cooperation is not sufficient.

School enterprise cooperation is an important component of talent cultivation in universities, and the role of enterprises is particularly prominent in private applied undergraduate colleges. Therefore, various private universities attach great importance to joint training with enterprises, hoping to use the power of enterprises to bridge the gap between classroom theoretical knowledge and actual work needs of enterprises. However, in the actual cooperation process, it often stays at a shallow level of cooperation mode and has not achieved deep cooperation. The trained students still cannot meet the employment requirements of the enterprise, resulting in a mismatch between the needs of the enterprise and the output of student talents.

2. Ideas and Measures for the Construction of Teaching and Research Offices in Private Applied Undergraduate Universities

(1) Establish a scientific and standardized teaching and research office system.

As a bridge between the college and teachers, the teaching and research office plays a bridging role. In order to ensure the smooth operation of the teaching and research office, the college should give it sufficient attention and a certain degree of autonomy, and provide human and material support as much as possible. The teaching and research department should also tailor its own rules and regulations based on the requirements of the institute and the actual situation, in accordance with its own characteristics. Firstly, the teaching and research office needs to update its management philosophy in real time to keep up with the times, especially with the rapid development and changes in engineering majors.

If traditional management concepts are simply applied, it will inevitably have a restraining effect on professional development. Secondly, the teaching and research office needs to play a significant role in controlling the academic work of teachers. Therefore, a scientific and reasonable management system is essential. In addition to improving basic rules and regulations such as daily listening and student feedback, an evaluation mechanism should also be established. Regular summaries of the teaching

work undertaken by the teaching and research office should be conducted, and teachers who conscientiously implement daily teaching requirements, actively participate in professional construction, scientific research and academic research should be rewarded to promote the improvement of their professional level and fundamentally promote their professional development.

(2) Clarify the responsibilities of each teacher in the teaching and research room.

As the organizer of teaching and research activities, the director of the teaching and research department should be good at learning, brave in dedication, and continuously improve his/her professional level in teaching and research. He/she should lead other teachers in the teaching and research department to make progress together, improve the participation and sense of belonging of the teaching and research department teachers.

The personal charm of the director of the teaching and research office is a necessary condition to ensure the normal operation of the work. Under a clear system of the teaching and research office, it is necessary to achieve fairness and justice, and be able to coordinate and arrange work reasonably according to the characteristics of each teacher.

For example, teachers with strong teaching abilities should take on more professional curriculum reform work, encourage teachers with strong research abilities to apply for more scientific research academic projects, and take on more college student innovation and entrepreneurship projects and student competition guidance work for teachers with outstanding practical abilities.

At the same time, the director of the teaching and research office also needs to have strong communication skills, be able to timely understand the work status of the teachers in the teaching and research office, accurately reflect the demands of the teachers to the college leaders, and use the incentive mechanism of the teaching and research office to effectively change the passive participation of teachers in the work of the teaching and research office.

(3) Develop an effective incentive matching management system for scientific research resources.

It is particularly important to leverage the advantages of the teaching and research office system when external conditions such as project funding are insufficient. The director of the teaching and research office should assist the college in integrating resources based on sufficient research, including integrating with other professional topics of the college, integrating with interdisciplinary research topics of other colleges, jointly applying for projects with sister colleges, and conducting joint research on shared resources with related enterprises and institutions to expand the research platform of the teaching and research office.

At the same time, in the absence of effective scientific research incentives and guarantees from the school, fully utilize the existing scientific research system of the teaching and research office, regularly hold academic meetings, exchange scientific research information among members, and from the perspective of each teacher's research direction, use joint research and other methods to exert the subjective initiative of each teacher, form scientific research teams, and combine the research direction with the guidance of college student innovation and entrepreneurship projects, professional

competitions, graduation projects, etc., effectively improving the scientific research academic level of teachers and students. At the same time, teachers who are willing to participate in corporate cooperation projects will be rewarded, which not only trains teachers but also truly brings the scientific research advantages of universities into enterprises and transforms them into their productivity.

(4) Establish a structurally sound teaching staff.

In the process of teacher development, firstly, the implementation of the mentorship system for young teachers is particularly important. The director of the teaching and research office should designate experienced senior professional title teachers to provide one-on-one guidance, helping young teachers quickly enter the teaching state, understand the school's various rules and regulations, teaching materials, and classroom management. At the same time, young teachers are organized to listen to teacher courses with good teaching evaluations for a long time, and learn from them, achieving regular communication and feedback, and forming a stable closed-loop structure.

(5) Build a school enterprise cooperation model that integrates industry, academia, and research.

As the grassroots unit of college management, the teaching and research office also plays a crucial role in the implementation of school enterprise cooperation. Enterprises usually have a sharper sense of market demand, so school enterprise cooperation should run through the entire teaching process. Starting from the formulation of talent cultivation plans, the director of the teaching and research department needs to lead all teachers to go deep into the enterprise and discuss talent cultivation goals with frontline engineers.

As talent cultivation goals are for students who graduate in four years, they must be forward-looking. The director of the teaching and research department should organize joint discussions with enterprise engineers, experts from similar universities, and frontline teachers to ensure the scientific and forward-looking nature of talent cultivation goals.

Subsequent work should closely focus on talent cultivation goals, and the curriculum construction should incorporate the latest real enterprise cases as much as possible. This requires teachers in the teaching and research room to maintain long-term effective contact with enterprise engineers, including inviting enterprise engineers to participate in teaching and research room activities, and ensuring that teachers in the teaching and research room participate in real enterprise cooperation projects. In the innovation and entrepreneurship projects and club activities of college students, the participation and guidance of part-time teachers in enterprises are also needed. Not only at the technical level, but also in the industry itself, students with team cooperation and communication skills are also needed.

If they do not have this ability, they will not be able to quickly integrate into the enterprise environment and be competent in related positions after entering the employer in the future. In the graduation internship stage, the director of the teaching and research department needs to implement an effective school enterprise internship base.

Through the visits of the teaching and research department, both parties can reach a consensus on cooperation, transform the school's scientific research projects into actual productivity in the enterprise, and ensure the stability of student internships from a systemic perspective.

This will enable part-time teachers in the enterprise to increase their enthusiasm and be willing to break down frontline project tasks and assign them to students, rather than just letting students do some low technical content and repetitive work.

Private higher education has a long way to go, and the construction of teaching and research rooms is of utmost importance. There are still certain problems in the current construction and management process. In response to these issues, this article proposes suggestions for building a scientific and standardized teaching and research room system, clarifying the responsibilities of each teacher in the teaching and research room, formulating effective scientific research resource incentive matching management, establishing a structurally reasonable teaching staff, and building a school enterprise cooperation model that integrates industry, academia, and research. The aim is to further promote the development of teaching and research rooms in private applied undergraduate universities in China through scientific and standardized management methods.

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