

Research on the Driving Force and Path Innovation of the Construction of Shandong Modern Service Industry College

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Abstract: By closely combining the economic and social development level of Shandong province and the current situation of modern service industry, this study explores the connotation and extension of colleges, and deeply explores the significant theoretical significance of the construction of colleges. Policies, markets, and universities are the three driving forces behind the construction of colleges.

1. Introduction

In October 2021, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued the "Opinions on promoting the high quality development of modern vocational education", which pointed out that "promoting the joint construction and management of industrial colleges and enterprise colleges by schools and enterprises, and extending the educational space of vocational schools". In the context of the integration of industry and education, modern industrial colleges have become an important carrier to promote industrial transformation and upgrading and innovate the system and mechanism of industry and education integration. At present, colleges in Shandong province is based on engineering majors, and there are few industry colleges relying on modern service majors. Project research can expand the perspective of theoretical research to a certain extent.

2. Current research status at home and abroad

The embryonic form of the construction of industrial colleges in the international community originated in the 1960s and 1970s when Germany established a school enterprise cooperative education system, with enterprises and vocational schools as the dual main body for teaching and practice. The collaborative education practice of community colleges in the United States has benefited schools, businesses, and students from a tripartite perspective. Australia adopts a technology and continuing education model, closely cooperates with industry enterprises, and adopts a multi cycle lifelong education model of "learning work relearning re work", laying the foundation for the construction of industry colleges^[1].

The industry college was officially established in the UK in 2000 as a new type of educational

organization for creating a learning era. Industrial college themselves do not provide learning products and services, but act as intermediaries to absorb and utilize knowledge, information resources, and specialized skills from the public and private sectors, stimulating and potential learning markets through modern means. Strictly speaking, an industrial university is not a true university. It provides distance learning for workers with the aim of improving their quality and creating a lifelong learning platform throughout society. From the purpose of its establishment, the Industrial college in the UK has the original intention of serving society and cultivating talents^[2].

In China, Qin Xiaohang (1988) first proposed the concept of "industrial colleges" in his discourse on higher education for ethnic minorities in Guangxi. He mentioned the need to strengthen the education of science and engineering disciplines by establishing industrial colleges, opening the way for research on "industrial colleges" in China^[3]. Deng Xiaohua (2022) pointed out that modern industrial colleges can be regarded as typical knowledge intensive organizations, and knowledge sources are an important guarantee for the development of modern industrial colleges. The process of knowledge creation, integration, and sharing constitutes the operational knowledge logic of modern industrial colleges. In response to the problems encountered in collaborative governance, it is proposed to build a modern industrial college network structure, strengthen contract based trust, and improve collaborative guarantee mechanisms, which expands the theoretical foundation of modern industrial college research and better promotes the construction of modern industrial colleges.

In Shandong province, Modern industry college takes the combination of regional industrial development and school characteristic majors as its construction direction, addressing the demand for talents from industry enterprises. Meng Fanbing (2022) pointed out the practical difficulties in the construction of modern industry colleges in applied undergraduate universities in Shandong province, and proposed that modern industry colleges are a new organization, platform, and model for deepening the integration of industry and education. They are an important entry point for promoting the high-quality development of higher education and vocational education, and an important carrier and way for applied undergraduate universities to implement transformation and development, and achieve collaborative education of industry and education^[4].

3. The problems faced by modern service industry college

Policies, markets, and universities are the three driving forces behind Shandong modern service industry college. Firstly, at the policy level, the general office of the state council has issued several opinions on deepening the integration of industry and education, encouraging enterprises to establish industrial colleges based on or in collaboration with universities. The Ministry of Education has repeatedly emphasized the necessity of constructing industrialized colleges. The Shandong provincial department of education and the Shandong provincial department of industry and information technology have issued the implementation plan for promoting the construction of modern industry colleges in undergraduate universities. The introduction of this series of policies provides policy guarantees for actively promoting the construction of modern service industry colleges. The second is that the modern service industry involves a wide range, such as property management, hotel management, tourism management, domestic services, etc. The development level of the modern service industry is one of the important indicators to measure a province's comprehensive competitiveness and modernization level. Thirdly, universities bear the arduous responsibility and noble mission of educating people for the party and the country. The level of talent cultivation directly affects the reputation and development of the university. In the construction of industrial colleges, universities have a strong willingness.

The problem of low enthusiasm among enterprises colleges. One reason is that there is prejudice

in society towards industry, with a deep-rooted concept of "valuing technology over service". Factors such as parents and students not recognizing modern service majors and low employment rates have an impact on the enthusiasm of enterprises to invest. Secondly, with slow investment results and low returns, which also hinders the sustained enthusiasm of enterprises to invest. Thirdly, there is a lack of regulations in the current legal system regarding the participation of social capital in the operation of modern service industry colleges, which poses concerns for enterprises.

The modern governance structure and methods are lacking, and the governance mechanism of modern service industry colleges is inefficient. One reason is that modern service industry colleges adopt traditional administrative management models and have not established a governance system that adapts to the collaborative construction, management, and sharing of multiple entities. They have not formulated relevant contracts that clearly define the responsibilities and rights of all parties, resulting in the inability to establish effective decision-making, process management, and talent training feedback mechanisms. The uneven allocation of rights and interests among various educational entities hinders the efficiency of the governance mechanism of modern service industry colleges. Modern service industry colleges tend to focus on mandatory administrative measures in the governance process, lacking independent decision-making power and making it difficult to meet market demand. Secondly, the modern service industry college includes some majors of the original secondary departments, which are affiliated with the administrative management system, resulting in inefficient management mechanisms.

The talent cultivation in universities is off track with the needs of enterprises. One is that the content of university teaching courses is off track with the content of enterprise project services. Textbooks emphasize theory over practice, with less participation from enterprise personnel in the compilation, and the course content lags behind the development of modern service industry. The second is that the teaching process and the enterprise project service process are off track. Universities generally adopt traditional classroom teaching methods, with less implementation of task-based and modular teaching. Thirdly, practical training and teaching are mostly conducted on campus, with few entering enterprises. The poor conditions and outdated facilities and equipment in campus practical training have led to a shallow understanding of the development of modern service industry among students.

The construction of a "dual teacher" teaching team is lagging behind. One reason is that school teachers have weak practical abilities. The transformation of teachers requires a process. Secondly, enterprise personnel lack understanding of the basic laws and norms of education and teaching, and are unable to effectively manage teaching, resulting in generally poor student evaluations.

4. Research on the implementation path of modern service industry college construction

Enhance people's sense of identification and confidence in positions. One is to change the traditional concept of "emphasizing technology over service" and improve the employment rate of modern service majors. Secondly, we will promote the construction of pilot enterprises that integrate industry and education, and continuously improve policy support systems in areas such as finance, taxation, land use, and finance. The third is to improve the regulations and policies related to the participation of social capital in education. Supported by the construction of modern management architecture, we will strengthen the status of enterprises and improve the mechanism of collaborative governance among multiple entities. The second is to establish a secondary college in the form of a modern industry college based on modern service majors, and establish a modern service industry college according to the secondary college system, operating independently as an entity.

Firstly, in terms of teaching content, we will reform and optimize the curriculum structure

according to the needs of enterprises, promote the scientific integration of curriculum content with service standards, service processes, and other needs, and jointly build a batch of high-quality school enterprise cooperation courses, textbooks, and case collections. Secondly is to implement the "integrated learning and training" teaching model. Strengthen the construction of a "dual teacher" teaching team and promote the high-quality development of modern service industry colleges. One is to increase policy support for the transformation of teachers on campus, allowing temporary employment time to be converted into teacher workload. The second is to improve the mechanism for introducing, certifying, and using "dual teacher" full-time and part-time teachers.

Policies, markets, and universities are the three driving forces behind the construction of Shandong Industrial College. The introduction of a series of policies provides policy guarantees for actively promoting the construction of industrial colleges. The service industry covers a wide range, such as property management, hotel management, tourism management, domestic services, etc. The market has a high demand for highly skilled talents in modern service industry. Universities bear the arduous responsibility and noble mission of educating people for the Party and the country, and the level of talent cultivation directly affects the reputation and development of the school. The design of the reform plan for the Industrial College mainly considers five aspects: construction goals, organizational structure, operation mode, main tasks, and guarantee measures. Aiming at the development needs of the service industry in Shandong Province, fully leveraging the advantages of the service industry, deepening the integration of industry and education, creating a demonstrative talent training entity that integrates talent cultivation, scientific research, technological innovation, enterprise services, student entrepreneurship, and other functions, and promoting the high-quality development of the Industrial College as the construction goal.

The Industrial College implements a dean responsibility system under the leadership of the council, and establishes a council composed of representatives from both the school and the enterprise, responsible for reviewing and making decisions on major issues. The board of directors shall appoint one chairman, who shall concurrently serve as the chairman or president of the enterprise, concurrently held by the school leadership. Several directors shall be appointed by senior executives at or above the level of vice president of the cooperative enterprise. A comprehensive office is established and dedicated management personnel are appointed to be responsible for the school enterprise cooperation work of the Industrial College. The School of Industry has deep cooperation with enterprises, and all modern service majors offered are closely connected with cooperative enterprises. Cooperative enterprises support the construction of the School of Industry and participate in its educational process. Innovative collaborative talent cultivation model, guided by serving job demands and improving professional abilities, with continuous improvement of student learning ability as the main line, constructing a curriculum system and teaching model for school enterprise cooperation, establishing internal and external training bases, and creating a "dual teacher" teaching team.

5. Conclusion

The college implements a dean responsibility system under the leadership of the council, and establishes a council composed of representatives from both the school and the enterprise, responsible for reviewing and making decisions on major issues. The board of directors shall appoint one chairman, who shall concurrently serve as the chairman or president of the enterprise. One dean, concurrently held by the school leadership; Several directors shall be appointed by senior executives at or above the level of vice president of the cooperative enterprise. A comprehensive office is established and dedicated management personnel are appointed to be responsible for the school enterprise cooperation work of college. In terms of operation mode, the modern service

industry college has a deep cooperation between the school and the enterprise, and all modern service majors offered are closely connected with the cooperative enterprises.

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