

Construction of the Sustainable Development Evaluation Index System of the Application-oriented Local Undergraduate Colleges

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Abstract : The construction of the internal evaluation system of local application-oriented universities is a necessary means to improve school education construction and cultivate senior application-oriented talents. This article investigates and studies the shortcomings of local application-oriented universities in professional construction, and formulates various assessments in a targeted manner. The system also includes the professional construction measures of the evaluation system, and it is hoped that it can be used to guide and test the professional construction of applied universities.

Keywords : Applied Colleges; Sustainable Development Evaluation; Indicators

In 1987, the Norwegian Prime Minister, Mrs. Brent, put forward the concept of “sustainable development” for the first time in the report “Our Common Future” of the United Nations World Commission on Environment and Development. After that, the theory of sustainable development was generally recognized and developed in various fields. Local applied universities also need to think about sustainable development issues to effectively promote the efficient and sustainable development of applied local undergraduate colleges in talent training, discipline construction, and faculty teams.

1. The degree of sustainable development of the academic team

The academic team is the most critical core resource of applied universities. The academic team directly determines the sustainable development of the school’s disciplines. The academic team needs to include top academic leaders, have clearer flag-raising orientation and macro overall planning goals, and also include a large number of academic backbone members work together to form a team that works together and takes the lead to promote the sustainable development of the school’s discipline construction, clarify the training goals of “three-ability teachers”, and require the quality of university talents to be centered on the needs of teachers. To create three professional development channels for teachers, teaching, scientific research, and practical ability improvement, and form a teacher ability improvement model of “one body and two wings”.

1.1 Take the improvement of teaching ability as the core

Teaching ability is the core ability of teachers. It directly affects the quality of colleges and universities and the quality of talent training. The construction of a sustainable development system for teachers should also focus on the improvement of teaching ability, improve the introduction and admission mechanism of teachers, and strictly implement the main teachers recognition system, formulate a systematic teacher’s teaching ability improvement plan, establish a teacher consulting service and quality evaluation system, provide organization, system and funding guarantee for teachers’ teaching ability improvement, and strive to make every

teacher stand on the stage. On the one hand, teaching and scientific research are mutually integrated and mutually promoted, and it has become the consensus of college teachers to learn from each other. Broaden the academic perspective of teachers through scientific research, help teachers understand the frontiers of professional subject development, and then apply scientific research results to the teaching process to better serve teaching.

1. 2 Take the teacher's ethics and style as the guarantee

First of all, teachers' ethics and style should be put in the first place in assessing the comprehensive quality of teachers, and the "one-vote veto system for teachers' ethics and style issues" should be implemented; In order to further improve teachers' ideological awareness and political theory level, establish correct political positions, viewpoints, methods and firm ideals and beliefs, cultivate professional ethics and dedication to work, and establish legislative discipline and team spirit.

1. 3 Based on talent training

The ultimate goal of the improvement of teachers' various abilities should be to effectively improve the quality of talent training. As for the quality of talent training, the requirements of the enterprise for talents should be taken as the primary evaluation index. This requires college teachers to deeply understand the needs of enterprise development, push back the goals and approaches of college talent training, and then put forward college teachers' ability development goals that are suitable for talent training goals. For example, the training of "dual-teacher dual-ability" teachers is an important measure proposed to adapt to the application-oriented transformation of private colleges and universities.

1. 4 Establish a working mechanism for teachers' sustainable development

The sustainable development model of teachers, that is to focus on teacher development, adhere to the teacher development model that integrates both inside and outside the school, adhere to the teacher development work carried out at the school and college levels, and adhere to the teacher development content that combines theory and practice, and further supplement and improve teacher development forms, and carry out various and effective teacher development activities. Schools are required to tap out-of-school resources that are conducive to the development of teachers, and attach importance to cooperation with enterprises, governments, social organizations and other universities. Off-campus focuses on the development of teachers' visits to domestic and foreign colleges and universities for further study, go to (enterprise) industry for temporary training, off-campus participation in various academic conferences, skill competitions, professional training, inspections and exchanges, etc., the school focuses on special lectures, teaching skills competitions, teacher salons, etc. It is required that the school has unified command and coordination, and the second-level colleges actively cooperate, cooperate in a unified manner, perform their duties, complement each other, and form a whole. Both the school and the college must have plans, goals, measures, and results. The training of general knowledge such as teaching methods and teaching reform research, and the second-level colleges focus on the training of teachers' professional competence, helping teachers to improve their quality and abilities in an all-round way. Combination of theory and practice. On the one hand, it is required to focus on the training of theoretical knowledge such as educational theory, teaching methods, and teacher responsibilities; On the other hand, focus on the training of practical skills such as modern education methods, informatization teaching techniques, and experimental and practical teaching capabilities. Carry out various types of teacher development activities in layers and categories. The four levels of famous teaching teachers are divided into three categories: Teaching ability, scientific research ability, and practical ability according to the needs of teachers' comprehensive ability improvement. According to the different types of ability needs of teachers at different levels, different forms of targeted training measures are adopted. The concept of sustainable development of teachers who are the subject of education has increasingly attracted scholars' attention and thinking. However, the construction of the teacher's sustainable development system is not a theoretical conjecture, but should be formed by continuously summing up experience in the practice of teacher development for many years, and it needs to be continuously optimized and perfected. Universities should combine the overall environment of higher education and the small environment of the university itself, build a sustainable development system for teachers with school characteristics, thoroughly implement the school-running philosophy of "Teachers as the main body", and earnestly serve the achievement of Lide Shuren. By building a reasonable gender and age structure, and building a reasonable academic echelon, work together to form a smooth academic research mechanism, promote the discipline to maintain long-term vitality and stable development, and ensure that the discipline can obtain spiritual development.

2. Sustainability of talent training

Talent training is closely linked to the sustainable development of applied universities. As the most important educational goal

and basic functional requirement of universities and colleges, talent training should be the central task of discipline construction. Cultivating excellent academic talents should be a systematic and complete project, which includes specific and comprehensive training programs, innovative teaching methods and content, and scientific curriculum structure. The plans, methods and paths of the talent training system have strongly supported the school's talent training and discipline construction. The quality of graduate students includes the quality of freshmen and graduates. These aspects affect each other and jointly determine the effectiveness of discipline training.

3. The degree of sustainable development of scientific research

Scientific research has an important influence on the sustainable development of schools. Scientific research is the source of motivation for the development of colleges and universities, and the innovation and intersectionality of scientific research determine the height of discipline development. Disciplines that are highly innovative, outmoded, and trendy can lead the development of the discipline in all universities and even in society, showing a trend of vigor and continuous development. The cross integration of disciplines also provides new forms for scientific research. The cross integration of different disciplines promotes the exchange of talents between disciplines, creates a new situation in research, and enables scholars to discover new directions for scientific research and improve disciplines. Sustainable development capabilities. In addition, the development needs of disciplines are based on the factors of sustainable development. If a discipline wants to achieve long-term sustainable development, it must have aspects that can contribute to the development of social and economic services. Through the support and help of the national discipline resource projects. Continuously adjust the direction and field of subject development, produce landmark results with greater influence, strengthen the actual utility of scientific research results, and closely unite subject construction with social and economic needs.

4. Conclusion

With the in-depth practice of the connotative development path of my country's higher education, as an application-oriented local colleges and universities, the concept of sustainable development has increasingly attracted scholars' attention and thinking. However, the construction of the sustainable development system of applied local colleges and universities is not a theoretical conjecture, but should be formed from years of development and practice and continuous summing up of experience. It needs to be continuously optimized and perfected. Colleges and universities should combine the overall environment of higher education and their own small environment to build a sustainable development system with school characteristics, and earnestly serve the achievement of Lide Shuren.

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