

# Problems and Solutions in the Formulation of Teaching Operation Management Standards in Application-Oriented Universities

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**ABSTRACT.** “Teaching operation management standards” is a reference document implemented by colleges and universities in teaching activities. It is a standard implementation document that restricts the behavior of teachers and students, and is promulgated and implemented by the teaching management department of every college and university. The scientific and reasonable formulation of such norms is the prerequisite and guarantee for smooth teaching activities. The main purpose of application-oriented universities is to cultivate special talents who are valuable to society and meet social needs. Different from research-oriented universities, general application-oriented universities highlight the application ability of students. Therefore, they should reflect the policy support for the improvement of students' application ability in the system, and formulate a set of “teaching operation management standards” whose ultimate goal is to output application-oriented talents. Many issues must be considered, such as the rationalization of regulatory documents, the proportion of policy preference and humanization, and so on.

**KEYWORDS:** Teaching operation, Management standards, Policy support

## 1. Introduction

“Teaching operation management standards (hereinafter referred to as TOMS)” is an executive document formulated by universities for teaching management activities. It is a set of prescribed standards that teachers and students must refer to in teaching and study. It plays an important role in promoting students' academic progress and improving teachers' teaching level. A scientific TOMS determines whether the entire teaching activities can be carried out in an orderly manner, and it can also promote students' academic progress. Based on the special needs of Chinese education for talents, this article briefly discusses the current application-oriented universities' shortcomings and several constructive opinions in the formulation of TOMS.

## **2. Implement the Integration of Production and Education, Give Full Play to School-Enterprise Cooperation and Eliminate Fraud**

The education core of application-oriented universities is to cultivate application-oriented talents that meet the needs of society. In this process, colleges and universities cannot truly carry out industry-education integration, and their cooperation with enterprises sometimes is only to make a perfunctory effort. In the teaching process, teachers cannot maximize the combination of knowledge and industry needs. The levels of external teachers and instructors from companies are uneven, and the phenomenon of falsification and inspection is very serious. At the same time, students do not really get exercise in so-called practice, and also do not well integrate the knowledge learned in the courses into production practice. In this sense, application-oriented universities do not achieve the purpose of cultivating special talents.

The teaching in application-oriented universities is inseparable from the combination of industry and education, that is, the curriculum of school-enterprise cooperation. As some teaching activities are not carried out by school personnel, the teaching management of this kind of courses is not thorough enough. Schools must implement a responsibility system when formulating their TOMS, so that possible problems can be linked to the person in charge. Schools are also supposed to strictly restrict the companies that engage in fraud and even terminate the cooperative relationship with them. It is necessary to strengthen the appraisal of students' practical ability and include the staff of the enterprise in the common management. Relevant executive departments should strictly review the qualifications of participating enterprises and teaching personnel to ensure quality and quantity.

2. Strengthen system management, and strictly implement the regulations on the management of students' staying down, dropping out and transferring in an open and transparent way

At present, colleges and universities have different requirements for the management of the credit system. There are also deviations in students' understanding of student status management, and they regret it after receiving the warning notice. According to the survey of students with status changes (including drop-out, demotion, etc.), about 30% of them were beyond the pales of the school's handling and held that they did not fully understand the school's management regulations during the learning process. Some management regulations are not open and transparent enough, which ultimately leads to an irreversible situation.

The core content of teaching management norms is to formulate reasonable credit system requirements, clarify the regulations of student status management, help students fully understand the content of relevant management regulations and strictly implement the management regulations. Moreover, the results of execution must be open and fair. The formulation of TOMS must comply with the sole criterion of rigorous scholarship, and the implementation of various regulations must be comprehensive and standardized. The process of implementation must be strictly observed and checked. Only in this way will there be an influential "regulation

effect” in the student's academic progress after a period of transition. Ideological education is needed for new college students, and lectures and courses related to academic progress should be offered when necessary. The purpose is to let students know how to learn actively, plan actively, and quickly transition from high school life to university life.

### **3. Strengthen Management Regulations of Re-Examining and Retaking Courses**

According to related survey, Chinese college and universities now generally adopts examinations as the form to determine the graduation of students. The degree of control over graduation exits varies among colleges and universities, and some schools still provide “qing kao” before graduation. Management is not strict enough and a lot of students just spend short time to cope with exams every term. There is almost no process assessment in the course of study, resulting in students not learning useful knowledge. They just rush on knowledge points for exams, making the college study lose the meaning of learning.

The *JiaoGaoHan* [2018] pointed out that it is necessary to effectively strengthen the assessment of the learning process, increase the proportion of the process assessment in the total course scores, enhance examination discipline and resolutely cancel the “qing kao” system. In terms of policy, higher-level departments should not impose requirements on the graduation rate of schools, so that they can fully increase the difficulty of graduation and then fundamentally raise students' awareness of re-examing and retaking courses. There is a need to take exams seriously, limit the time of re-examing and retaking courses, and completely cancel “qing kao” before graduation. Schools should strengthen process management and increase the proportion of course assessments, so as to effectively guarantee the quality of students.

### **4. Keep Zero Tolerance for “Dishonest Academic Style and Academic Misconduct”**

“Dishonest academic style” means that students are opportunistic and cheating in the exam. At present, the academic style of college students is not satisfactory. According to the statistics of 9,672 graduates in the past five years, the author found that 375 of them violated discipline and cheated in exams, accounting for 3.9%. In an anonymous survey of 100 college students, more than 60% of them once tried to cheat in exams. This serious ratio indicates that students lack the ability to learn actively. In other words, they are not serious about their studies and do not have sufficient understanding of the learning process. “Academic misconduct” refers to students falsifying or plagiarizing the research results of others in academic links such as graduation thesis and graduation design. This phenomenon corrupts academic atmosphere, hinders academic progress and has serious negative effects on the whole study atmosphere.

In recent years, the relevant departments have increasingly cracked down on dishonest study style and academic misconduct, and related exams have also been included in the *Criminal Law of the People's Republic of China (9th Amendment)*. Although most of these exams are national-level exams, it is enough to see that the state attaches great importance to the integrity of the exam, and on the other hand, it deters the integrity of other exams. Honesty is the ultimate standing of one person. If students fail to do honesty in exams, they will have difficulty gaining a foothold when they enter society. Colleges and universities should formulate very strict rules for exams, do adequate pre-exam education and or mobilize conferences for internal exams. At the same time, it is necessary to severely punish cheating in exams so that students dare not defy the law.

Academic plagiarism is also harmful to others, and indulging in academic misconduct will seriously affect the competitiveness of the national economy and scientific technology. Relevant department have issued relevant policies and regulations to promote students' honest thinking. In formulating TOMS, universities must clarify the consequences of academic misconduct and increase and strictly enforce punishments. It is necessary to keep zero tolerance for plagiarism in papers, and the formulation of the system will discourage students from academic misconduct.

### **5. Encourage Students' Innovation and Entrepreneurship and Increase Policy Support**

In recent years, the cultivation of innovation and entrepreneurial capabilities has attracted much attention with the transformation of the economy. However, the status quo of independent innovation and entrepreneurship among Chinese college students is not yet optimistic, and there is still a gap with foreign college students. Moreover, there are great deficiencies in the entrepreneurial success rate, the conversion rate of innovation achievements and entrepreneurial skills. This phenomenon reflects that the current innovation and entrepreneurship education system for college students in China is not full enough. According to the survey, the current policy support for entrepreneurship in universities is very limited, especially for the cultivation of applied-oriented talents. Some schools only offer entrepreneurial-related courses, and some may do some entrepreneurial internships or practical activities but do not provide superior support policies.

The main purpose of colleges and universities is to feed talents for the society, so cultivating high-quality graduates with innovative and entrepreneurial capabilities is the top priority. In the formulation of TOMS, the importance of innovation and entrepreneurship should be fully considered, and regulations that may encourage and support innovation and entrepreneurship should be fully integrated into management norms. It is necessary to appropriately increase the policy-based preference for students with innovative and entrepreneurial achievements, such as credits, policy rewards, and so on. Schools can encourage their students to start their own businesses during the school period, provide certain financial support, or keep their names on the school roll when they start business. This will help students fully

understand the society, prepare well in advance for employment and ease the employment pressure of students. For example, incorporating support for students' entrepreneurship into the school's TOMS will greatly enhance their interest in entrepreneurship and enhance their confidence in taking the initiative to start a business.

#### **6. Strengthen the Management of Teachers' Behavior, Highlight Rigorous Awards and Punishments, Formulate Fair System**

Problems of teacher behavior refer to the various inappropriate or excessive actions that violate related requirements and laws of education, affect the physical and mental health of students and even cause serious harm to them during the education and teaching process. There are more and more references to teachers' behavioral norms in news at present. The teachers' behavior represents the overall quality of the teacher team and has attracted the attention of all sectors of society. The words and deeds of some teachers are often pushed to the forefront by the media. Subtle details of teachers like their viewpoints and life images also have a certain impact on students' physical and mental health.

Under the background that the professional behavior of teachers is getting more and more public attention, it is urgent to strengthen the management and restraint of teachers' behavior. *The Ten Guidelines for Teachers' Professional Conduct* recently issued by the Ministry of Education requires all teachers to teach in accordance with the law and to do their job well.

In the formulation of TOMS, restraint on teachers' teaching behavior is the most important thing. Only a rigorous and serious teaching attitude can enable teachers to better serve students. For teachers who violate the regulations, appropriate measures should be deducted, such as criticism and education, sanctions, cancellation of qualifications for evaluation and bonuses, etc. Only by achieving meticulous and comprehensive restraint and orderly rewards and punishments to teachers can they become the model of qualified teaching and educating.

#### **7. Conclusion**

"Teaching operation management standards" represents the attitude of colleges and universities to teaching and carries the ideas of running a college, and at the same time it influences the attitude of students to learning. The success of the TOMS formulation determines the effectiveness of the talent training ability of colleges and universities, and it is the core issue of the teaching management in higher education. In management, the implementation of system measures cannot be avoided, nor can it run after the less important things. There must be an overall view and a developmental mindset. Only by achieving bold innovation, pioneering ideas, strict implementation, fairness and justice, can schools help their students cultivate an active learning attitude. And only teachers with a rigorous teaching attitude can cultivate useful talents for the country and society.

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