

## Research on Running Branch Campuses in Different Places under the Background of "Double first-Class" Construction

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### Abstract

The "Double first-class" construction is an important strategy of China's higher education. Whether it is the traditional "C9", "985" and "211" colleges, or some competitive provincial universities, it is recognized that it will be a key chance to change their "labels". Based on the importance, historicity and opportunity of "double first-class" construction, universities are eager to expand by expanding their running scales. It is the most effective way to expand the scale rapidly. This paper sorts out the advantages and disadvantages of running universities in different places, and on this basis, as well as the suggestions are also put forward.

### Keywords

"Double first-class" construction; universities; Running branch campuses.

### 1. Introduction

"Universities run schools in other areas" refers to the original universities running schools outside the local areas and the establishment of new higher education institutions, which is a beneficial exploration of the university's adjustment of development strategy and reform of the school system under the new situation (short for "the branch campus", below)."[1] "Universities run schools in other areas" originated from the late 1980s and it reached its climax after 1999's massive expansion of university enrollment. In recent years, with the promotion of "double first-class" construction and the introduction of policies related to deepening higher education reform, a number of famous universities and local governments have mutually cooperated based on the need to expand development space and improve development quality. This is the result of the positive influence of the city government and the university on the call of the Party Central Committee and the "endogenous demand" between the city and the university. In terms of urban development, more cities are deeply aware of the core driving role of universities in urban innovation and development. For the "double-class construction" of colleges and universities, the promotion of "double-class construction" has enabled a group of famous schools to have "the branch campus" and further eager to development bigger and stronger.

### 2. Local Governments Invest Much Money to Attract Well-Known Universities

In recent years, the cities of Shenzhen and Qingdao not only positively support universities in the construction of land and hardware facilities, but also provide sufficient support to universities in terms of operating expenses and head fees. Shenzhen City has also issued the document of Opinions on Accelerating the Development of Higher Education. The document clearly clarifies that Shenzhen's development goal of higher education in the next 10 years is to

become "an important center of higher education in the South". Including some specific indicators, in terms of the number of higher education, by 2025, the number of universities in Shenzhen will increase from the current 11 to 20; in the level of higher education, it will strive to rank 3-5 universities in the top 50 of the country; in the development of high-level disciplines, Shenzhen will strive to reach more than 25 disciplines in the top 10% of the Ministry of Education's subject assessment by 2020, and more than 15 disciplines in the top 1% of the world's ESI rankings. In Shenzhen, apart from Peking University and China University of Science and Technology will establish the branch campus in Shenzhen, as well as Tsinghua University, Renmin University of China, Sun Yat-sen University, Wuhan University, Harbin Institute of Technology, Beijing University of Chinese Medicine and other universities actively negotiate with Shenzhen to establish the branch campus's construction.

In Qingdao, Qingdao issued the Opinions on Accelerating the Introduction of Quality Higher Education Resources, and strictly stipulated the conditions for the introduction of universities: domestic and foreign well-known universities, domestic universities should in principle be the domestic famous universities or the top five majors in China. Overseas universities should be a world-class university or a first-class discipline. Qingdao City has set up a 10 billion yuan higher education development fund to support the introduction of high-quality higher education resources at home and abroad. Qingdao has attracted Shandong University, Harbin Engineering University, University of Chinese Academy of Sciences, Sichuan University, Tongji University, Fudan University, Peking University and other universities to run schools and conduct scientific research. It also attracted universities such as Beijing University of Aeronautics and Astronautics and Northwestern Polytechnical University to set up a research institute in Qingdao. At present, there are 29 domestic universities (institutions) that have officially signed an agreement with Qingdao, and 4 Chinese-foreign cooperative education institutions. In addition, Nanjing University Aeronautics and Astronautics will establish a campus in Liyang City, Changzhou and Nanjing Forestry University will establish a campus in Huai'an.

### 3. Advantages and Disadvantages of Running Universities in Different Places

Under the background of the current "double first-class" construction, universities carry out teaching and research activities with the superior conditions of running schools provided by local governments. Through research, the author finds that the "profits" of running schools in different areas is mainly reflected in the following six aspects: First, the need to continuously improve the quality of students and some universities are affected by geographical location, such as non-provincial cities, non-economically active areas, etc. Some universities hope to establish the branch campuses by different places to improve their competitiveness in enrollment, such as the establishment of Qingdao University Campus of China University of Petroleum, Qingdao Campus of Shandong University, etc. Second, it can effectively alleviate the introduction of high-level talents. With the influence of climate and scientific research environment, universities in the central and western regions and northeastern regions are obviously less attractive in terms of talent introduction, especially the introduction and cultivation of national talents are severely constrained. The establishment of Harbin Institute of Technology (Shenzhen) has many important breakthroughs in the introduction of talents at the level. The third is the need to carry out experiments and teaching. One of the important reasons for Harbin Engineering University to establish a campus in Qingdao is to solve the problems of scientific research sites. Many of the school's experimental projects must be completed in the sea, but there is no sea in Harbin. The school has to raise a large amount of funds each year to rent the sea to do experiments, while Qingdao can meet the teaching and research of teachers. Fourth, it will actively promote the intersection and emerging

interdisciplinary of disciplines. In the process of running a school in a different place, universities can closely combine local scientific research advantages, create new growth points, promote the combination of production, education and research, and support the development of schools. For example, the Shenzhen International Campus of Tsinghua University will face the major needs of the country, the Pearl River Delta and Shenzhen for economic and social development and face the international academic frontier, focusing on building materials, energy, life, information and other disciplines to create a new pivot for the socio-economic development of the Pearl River Delta region. The research institute established by Peking University in Shenzhen is mainly to develop advantageous disciplines such as biomedicine. In addition, universities have encountered a lot of resistance in the process of promoting comprehensive reform currently. The establishment of the branch campus can abandon the shortcomings in the personnel training mode, scientific research system and mechanism management, personnel system reform, internal management system operation which are accumulated for many years. On the other hand, reforms can be implemented more comprehensively, thoroughly, and fundamentally to achieve leapfrog development.

By analyzing the "benefit" of running a university in a different place, we can find that in fact, the university is actually led by the local government in the process because the land and funds provided by the government are the basis for running a university, and the local government. The "turnkey project" provided is also a kind of "bait". In the face of this kind of bait, universities need rational judgment. From the perspective of universities, the establishment of the branch campuses in other provinces and cities is more of an attempt and exploration. Universities will be greatly improved in all aspects. Or the students stop recruiting, teachers are withdrawn, schools are not in material Aspect losses can continue to develop in maternal schools. Based on this situation, universities will have misunderstandings in the process of running schools in different places. There are some drawbacks, mainly reflected in the following aspects: First, misunderstandings in the understanding and decision-making of running schools in different places, many universities believe that local governments will give the preferential policy, which is a piece of fat meat. There is no open discussion in the school, there is no argument for the necessity and feasibility of running a school in a different place, and there are no rounds of on-site inspections on the location of the campus. Urgently signing an agreement and being eager to get the "pies in the sky", if some universities sign agreements with four or five provinces within one year to run schools or establish research platforms, this will inevitably result in waste of resources and chaos in management. The second is the misunderstanding of the function positioning of the campus. The original intention of universities to run schools in different places is to solve some difficulties and problems in the development of the university, instead of "staking the land", some universities' development direction and goals are inconsistent, and the functional orientation is not accurate. The third is the misunderstanding of the development of the disciplines in different geographical districts. Under the current "double first-class" construction, the ultimate goal of running schools in different places is to continuously improve the level of their own disciplines. Firstly, it is necessary to have strong support for the discipline of the local university. Secondly, there must be new breakthroughs in the cross-integration of disciplines and at the same time, it must closely combine the characteristics of local area. In order to complete the indicators set by the local government (such as the size of students and the size of teachers in 5 years), some universities blindly put the majors of disciplines and special subjects on the branch campus, but the construction of teaching and research platforms has not kept up, but has weakened the development of the subject discipline. The fourth is the misunderstanding of the introduction of teachers from different campuses. In the initial stage of the establishment of the branch campus, teachers of local universities have taken on the basic teaching tasks. Many teachers have to travel between the local campus and the branch campus. As a result, many teachers are reluctant to go to a

different campus. Therefore, it is necessary to recruit new teachers for the branch campus. Due to the limitations of objective conditions, the teaching ability and scientific research level of teachers in branch universities are different from those of teachers in local campus, which affects the quality of talent training in different campuses. The fifth is the misunderstanding of the management of branch campuses. Many colleges and universities believe that the management is a simple transplant of local universities. It is not closely integrated with the local requirements in terms of the selection of cadres and the coordination of the campuses. In addition, many universities still have misunderstandings about the inheritance of campus culture and university spirit, the concept, the requirements, and the cost and output of running a school.

#### 4. Suggestions for Running Branch Campuses

Reviewing the history of running branch campuses, we can conclude that running branch campuses by famous universities is a product of the development of the times. Tsinghua University and Harbin Institute of Technology have also accumulated some good experience and practices in the process of running branch campuses, which promoted the development of local economic construction and created a good platform and space for their own development. Under the background of "double first-class" construction and characteristic development and influenced by the trend of "disciplinary heroes", universities must persist in doing something if they want to achieve leap-forward development through running branch campuses. First of all, it is necessary to clarify the original intention and goal of running branch campuses is to solve the problem of talent introduction, the problem of running a school space, or solve the problem of unsatisfactory student source, or solve the problem of the construction of an experimental platform. What are the main difficulties? What are the possible problems? These are issues that must be justified. At the same time, we must adhere to the development philosophy of "one university", and the branch campuses must maintain the same identity with the long-term goals and levels of the local universities. "We must adhere to the same roots, homology, and culture as the local universities, inherit the school tradition and culture, fully utilize the intangible assets, and share the academic advantages and teacher advantages of the school headquarters. Meanwhile, the branch campuses should establish the characteristics of their own disciplines and complement the disciplines formed by the local universities. In the process of talent cultivation, we must adhere to high standards and strict requirements, ensure the quality of education, obtain support and recognition with strength and achievements, seize opportunities, and actively expand your own living space." [2] Secondly, universities to run branch campuses must highlight the characteristics. The Measures for the Implementation of World-Class Universities and First-Class Disciplines has clearly defined that "double-first-class" construction should adhere to the discipline-based, focusing on creating peaks in disciplines, strengthening the construction of disciplines that are related to national security and major interests and encouraging emerging disciplines and interdisciplinary disciplines, which are urgently needed and supported by the industrial transformation and upgrading and regional development. Therefore, the overall strength of the discipline is the key to win in the "double first-class" construction. Universities should strengthen their characteristics and brands, pay attention to exchanges and cooperation with high-level universities all over the world, actively explore their own development models in terms of personnel training, scientific research and social services, and adhere to institutional innovation, management innovation and reform, which can innovate and continuously improve the influence and reputation of the off-site campus. "The University of California has nine separate campuses that are independent of each other and have different disciplines. The campus network closely linked to the national information network system is spread across the university system, which has the organization of "decentralized decision-making and decentralized management" is divided. The

organizational structure not only avoids mistakes in decision-making, encourages fair competition, but also improves work efficiency [3]. Finally, universities in different places must adhere to serving the country's major strategic needs and regional economic development. The setting of majors and research direction of universities in running branch campuses must closely integrate with the country's major strategic needs. It is necessary to serve local economic and social development as one of the important functions of running schools in different places. At the same time, it must be supportive for local government in talent introduction, education decision-making consultation, and international exchange in areas such as cooperation, cadre training and academic qualifications.

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