

The Significance, Problem Orientation and Practical Approach of Safety Production Management in Universities

Rao Zhiyong^{1,2}

¹Gannan Normal University, Jiangxi, China;

²Jiangxi New Energy Technology Vocational College, Jiangxi, China

Abstract: Safety production management in universities is an important aspect of safety construction in Chinese universities. From the current reality, there are still cognitive difficulties in the management of safety production in universities, such as unclear connotations and unclear responsibilities, historical difficulties in scale development and extensive management, and practical difficulties in inadequate management systems. In response to these challenges, campus safety construction should be regarded as an important goal for high-quality development, and practical approaches to safety production in universities should be explored. By promoting the construction of safety production culture, increasing investment in safety production, optimizing safety education mechanisms, continuously improving the safety production management system, and promoting safety construction, we can achieve safety production management in universities and ensure their safety and stability.

Keywords: University Management; Safety Production Management; Campus Safety Construction; Safe And Stable

1. Introduction

Safe production is related to national security, social stability, and people's well-being. As a key battlefield for talent cultivation and scientific research, university safety production management not only focuses on campus infrastructure, catering canteens, and on campus commercial operations, but also covers comprehensive management of sensitive areas such as laboratories and teaching areas. However, safety accidents in universities occasionally occur, so the importance of safety production in

universities is self-evident. University safety production refers to ensuring that the operation and environment comply with safety standards, taking necessary measures to prevent personnel injuries and property losses, and ensuring the safety and stability of the entire campus during the process of teaching, scientific research, internships, and infrastructure construction. This article aims to explore in depth the connotation and challenges of safety production management in universities, analyze the problems in the current situation, and propose practical solutions.

2. The Significance of the Era of Safety Production in Universities

2.1 Adapt to the Development of Safety Production Concepts and Meet the Needs of National Security Construction

Looking back at the evolution of safety production management, it has gradually developed with the progress of human labor. With the rise of socialized mass production and the industrial revolution, the widespread use of machinery, and the frequent occurrence of safety accidents, the importance of safety production management has become increasingly prominent. In the 19th century, countries such as Britain, Germany, and France successively issued single and specific safety regulations. In 1802, the UK issued the "Health and Ethics of Apprentices Act", which pioneered the rule of law in safety management (Shao Wenyan, 2017); In 1839, Germany promulgated the "Prussian Factories and Mines Regulations"; Subsequently, countries such as the United States, France, and Japan also established specialized agencies for safety production management and introduced relevant regulations. In the early 20th century, the United States first put

forward the slogan of "safety first". In the 1940s, safety management began to focus on the management of both people and equipment. In the 1970s, with the rapid development of technology, processes, and equipment, various countries successively introduced comprehensive laws such as the Labor Safety and Health Act. Japan has innovatively developed safety production management and is still at the world's leading level (Gao Jianming et al., 2007). After the end of World War I, the International Labour Organization promulgated the Safety Production Law "Constitution of the International Labour Organization" in 1919. Compared to others, although China started its safety management work relatively late, after the founding of the People's Republic of China, China began to strengthen safety production management. In November 1949, the Ministry of Labor of the Central People's Government of China was established, with the establishment of the Labor Protection Department. In 1956, the State Council promulgated the "Three Major Regulations" including the "Factory Safety and Health Regulations", which greatly ensured safety production (Lin Qi, 2014). The first "Safety Production Month" event was held in 1980 and has been ongoing ever since. In 1984, China first proposed the safety production policy of "safety first, prevention oriented". On November 1, 2002, China officially promulgated the "Work Safety Law of the People's Republic of China", marking a relatively complete stage of work safety management. Subsequently, revisions were made in 2009, 2014, and 2021 (Yang Dahan, 2020). At present, the legal system of safety production in China covers multiple levels, including the Constitution, administrative legal norms, technical legal norms, and procedural legal norms.

For a long time, universities have attached great importance to safety production work, adhered to the safety development concept of "putting people first and life first", and adhered to the policy of "safety first, prevention first, and comprehensive management" (Sui Yang, 2014). They have stylized and graded safety production responsibilities, with a focus on implementing systematic governance, legal

governance, and source governance, fundamentally preventing the occurrence of safety accidents, and effectively implementing safety production responsibilities to ensure the safety of teachers and students' lives. The work of safety production in universities is not only a requirement for safety, but must also be given a more prominent position.

2.2 Universities are Important Places for Talent Cultivation and Meet the Needs of Campus Safety Construction

Universities undertake tasks such as talent cultivation, scientific research, and social services (Tan Xiusen, 2013). However, universities are also places where people gather, and safety accidents occasionally occur, seriously threatening the personal and property safety of teachers, students, and employees, and affecting campus safety construction. The work of safety production in universities involves not only teaching, scientific research, catering, campus construction, and student activities, but also various activities such as network operation and maintenance, big data, medical and health science experiments, and the use of special equipment. These activities often involve electrical and chemical reagents, and chemical reactions may cause safety hazards such as explosions, fires, or the release of highly toxic substances. The key areas of safety production in universities include laboratory management, cafeteria food safety, and management of various densely populated places inside and outside the campus. In addition, management responsibilities are dispersed among various departments, with fire safety led by the security department, cafeteria food safety led by the logistics department, and laboratory safety management led by the laboratory management department. The sense of responsibility and management level of management personnel in various colleges and units also vary. Therefore, the management of safety production in universities urgently needs to be strengthened. This is not only necessary for the reform and development of universities, but also for promoting the construction of a safe campus, and more importantly, for the goal of cultivating morality and talents.

2.3 The Need for College Students in the New Era to Achieve Life Value and Achieve Safe Growth and Success

The one year plan is like a tree valley; the ten year plan is like a tree; the lifelong plan is like a tree. "This sentence is not only an inspiration for personal growth path, but also a profound exposition of education. At present, college students generally maintain a positive and uplifting mindset. However, with the development of society and the surging of various ideological trends, the values of college students have also shown diversity, and their personal consciousness is increasing. There are differences in their understanding of the collective and the individual. If not guided and valued, these differences may lead to college students losing their direction. Young college students should have lofty aspirations and establish firm ideals and beliefs in their growth. They should not only look up to the stars but also be grounded in reality, achieve the unity of knowledge and action, and apply what they have learned in order to realize their own ideals; Young college students should be diligent in their studies, reading tens of thousands of books, both those with words in school and those without words in society, to achieve the integration of theory with practice and apply what they have learned; Young college students should establish an innovative spirit and sense of responsibility, keep up with the trend of world development, and pay attention to the actual problems of national and social conditions; Finally, young college students should establish the awareness of "safety first", master the knowledge and skills of safety production, actively participate in practical activities of safety production in universities, truly understand the importance of safety and stability for national development, and make more contributions to the country's development.

3. The Problem Direction of Safety Production Management

3.1 Cognitive Dimension: Inconsistent Safety Awareness Among Teachers and Students Within Universities

For a long time, with the continuous

development of the economy and society, frequent safety production accidents have become a major problem that troubles society. Once, coal mine safety accidents plagued China for a long time, and now, traffic accidents have become the world's "number one harm", making China one of the countries with the highest number of deaths from traffic accidents. With the expansion of production scale and the acceleration of urbanization, the frequency of major accidents continues to increase, and as an important part of society, the frequency of accidents in universities is also on the rise. Nowadays, the scale of universities is expanding day by day, with some even having tens of thousands of teachers and students, distributed across multiple campuses and even different cities. However, with the expansion and refinement of management departments within universities, the definition of some safety work responsibilities has become blurred, leading to internal management friction and even mutual shirking of responsibilities. Although school leaders attach great importance to safety production, grassroots managers face enormous work pressure and often find it difficult to fully and effectively implement safety management measures, and even some teachers and students have weak safety awareness (Sun Shaoping, 2015). Some teachers and students' safety awareness still remains at the traditional level of safety production, without realizing the urgency and importance of safety production work. Therefore, there is a lack of coordination in the understanding and actions of safety production within universities.

3.2 Historical Dimension: Insufficient Information on Safety Production Management in Universities

China's safety production management started at the beginning of the founding of the People's Republic of China and has gone through multiple stages of development. The focus and management content of safety production have also changed in different stages. Before the 1960s, labor protection was the main focus of attention; In the 1970s, accident management became a key focus; Starting from the 1980s, the concept of safety production management gradually

emerged; In the 1990s, the scientific management system for safety production was initially formed; In the 21st century, safety production management has gradually introduced concepts such as risk management, emergency management, and system management (Li Jianwei et al., 2011). Nowadays, the gross enrollment rate of higher education continues to rise. At the same time, with the development of safety science, the management of safety production in universities has gradually shifted from initially considering safety as a part of production to considering safety accidents as the result of the interaction between people, technology, and environment in the entire system, and conducting comprehensive management and research on them. The content of safety production management in colleges and universities is constantly enriched, including traditional safety production such as teaching and scientific research infrastructure, as well as new types of safety production, such as Internet production, separation of production and sales, and high-end special equipment. The classification of safety production is more refined, the management objects are clearer, and the management content is constantly enriched with the development of the times. However, the level of safety production management cannot keep up with the development of the times.

3.3 Practical Dimension: The Safety Production Management System in Universities is not Sound

With the expansion of the scale of universities, in addition to the increase of internal teachers and students, the number of personnel involved in school logistics services is also showing an increasing trend, and the safety production management of universities is facing increasingly complex challenges. At the same time, the constantly changing security environment around the campus, as well as the impact of various external factors such as the economic impact of the epidemic and the pressure on student employment, have further increased the difficulty of management. There is a weakness in the security management departments of universities that they are not good at doing ideological work for students.

In addition, some students have weak legal awareness and are easily deceived or even involved in fraud, while students with psychological problems may also become the source of unexpected events. At the same time, the physical and technical security of universities cannot keep up with the development of other aspects, which has added difficulties to the management of university safety production. Frequent entry and exit of outsiders into the campus exacerbates the difficulty of campus safety management, which can easily lead to accidents.

4. Practice Method of Safety Production Management

4.1 Building a Culture of Safety Production and Strengthening the Ideological Defense Line of Safety Production

"Life is weightier than Mount Tai". Governments at all levels must attach great importance to safety production work and build a more solid ideological foundation for the development of safety production. Safety and stability constitute the lifeline of the campus environment in universities. Colleges and universities should implement comprehensive safety culture construction, establish the concept of safety production, focus on both development and safety, and be firm in both hands. Specifically, to build a culture of safety production in universities, efforts should be made in the following aspects: firstly, to deepen the concept of safety production. Internalize the concept of safety production into the conscious behavior of teachers, students, and employees, and build a solid ideological defense line for safety production through continuous education and training. The second is to diversify safety production culture activities. Activities such as safety production inspections, essay contests, safety production photography exhibitions, symposiums, etc. Finally, in order to ensure that teachers and students can respond correctly in case of emergencies, safety production emergency evacuation drills have been strengthened. By carrying out these activities, we aim to create a good atmosphere of "everyone cares about safety

production, and everyone cares about safety production" (Zheng Duoxiu et al., 2013), increase the publicity of safety production, and further strengthen the safety awareness of teachers, students, and staff.

4.2 Standardize Safety Production Behavior and Improve Safety Production Management Level

Persist in unrelenting efforts and focus on establishing long-term mechanisms to ensure the effectiveness and sustainability of the safety production system in universities. Implement standardized safety production management and achieve standardized safety production management. This includes the implementation of the responsibility system for safety production management, the improvement of safety management systems, the establishment and maintenance of dynamic safety production management systems, the timely identification and elimination of major safety hazards, and the development of emergency response plans for safety accidents. For this purpose, the specific strategies implemented include: firstly, the implementation of the safety production responsibility system. Establish a standardized safety production system that is in line with the actual situation of universities, refine management responsibilities, clarify leadership responsibilities in accordance with laws and regulations such as the Safety Production Law of the People's Republic of China, and solidify the safety production responsibility system layer by layer to ensure that safety production responsibilities are assigned to individuals. The second is dynamic management of safety production. Considering the uncertainty of safety production, this dynamic approach can effectively reduce the risk of production safety accidents at every stage of safety production, including planning, execution, inspection, and handling (Yuan Pingping, 2019). Thirdly, there is a strong response to production safety accidents. The work of safety production in universities has certain regularity and needs to fully consider the risk factors of safety production. Once a safety accident occurs, effective control should be carried out to ensure that a quick and effective response can be made in the early

stages of the accident. By establishing and improving the emergency management system, this includes immediately initiating contingency plans, quickly forming dedicated teams, and timely handling accidents.

4.3 Increase Investment in Safety Production and Focus on the Cost-Effectiveness of Safety Production Funds

The investment in safety production funds should be based on the principles of university extraction, government supervision, ensuring needs, and standardized use. Strict financial management procedures should be followed to ensure that each investment is made according to the actual needs of the university, and that all investments should be made as soon as possible (Zhang Wei, 2016). To this end, universities should adopt the following strategies: firstly, science budget. Taking into account safety hazards and potential losses, a detailed safety production budget should be developed to ensure that every use of funds can maximize safety benefits. Secondly, clarify the safety production requirements. The safety production requirements should be clear and based on actual operational and environmental needs. Ensure that every investment is necessary and reasonable. Finally, we need to strengthen the supervision of funds.

4.4 Pay Attention to Safety Production Education and Ensure the Smooth Progress of Safety Production

Education and training play a core role in supervising safety production behavior and effectively managing safety production work in the safety production system of universities. Strengthening safety production education in schools must adopt the following strategies to implement the goals of school safety production work and ensure the safety of school personnel. One is to promote the improvement of safety education awareness. Safety education is the fundamental way to implement laws and regulations such as the Work Safety Law of the People's Republic of China and the Labor Contract Law of the People's Republic of

China. The second is the proficient mastery of safety prevention knowledge and skills. Allowing students to master professional theories and safety knowledge while studying practical and experimental operations can significantly reduce the incidence of accidents through an educational model that combines theory and practice. Thirdly, innovate training methods. By using various methods such as simulation exercises, interactive learning, and online training platforms, we aim to improve existing educational and training methods and enhance their appeal. Design personalized training content for different safety production objects and processes, effectively improving the safety production quality of teachers, students, and employees.

References

- [1] Shao Wenyan A Study on the Factory Inspection System in 19th Century Britain [D]. Tianjin: Tianjin Normal University, 2017.
- [2] Gao Jianming, Wei Lijun, Wu Zhongzhi Japanese Safety Production Management and Its Implications for China [J]. Chinese Journal of Safety Science. 2007, 17.
- [3]: 105-111. [3] Lin Qi Comparative Analysis of Occupational Health Management between China and Foreign Countries [D]. Tianjin: Tianjin Medical University, 2014.
- [4] Yang Dahan Research on Safety Production Supervision of Hazardous Chemicals by Local Governments in China [D]. Shenyang: Northeastern University, 2020.
- [5] Sui Yang Research on Countermeasures for Safe Community Construction in Jinzhou New District, Dalian [D]. Dalian: Dalian University of Technology, 2014.
- [6] Tan Xiuse On the Implementation Mechanism of the Fundamental Task of Moral Education in Colleges and Universities [J]. Research on Ideological Education, 2013 (11): 51-54.
- [7] Sun Shaoping The historical experience, current problems, and corresponding countermeasures of safety and stability work in Chinese universities [J]. Journal of Changchun Normal University (Humanities and Social Sciences Edition), 2015 (2): 132-134.
- [8] The 2011 Annual Meeting of the Safety Academic Committee of the Chinese Nonferrous Metals Society and the Occupational Health Academic Exchange Conference on Safety Production in the Chinese Nonferrous Metals Industry Using first management to build a solid foundation for safety - from safety first to first management [C]. Li Jianwei, Yue Shibao, Qin Haitang, Chen Zhihong, Liu Xianfeng Manzhouli, Inner Mongolia. 2011 (8).
- [9] Qu Nan Risk assessment of campus equipment and facilities based on AHP risk matrix method [D]. Beijing: Capital University of Economics and Business, 2019.
- [10] Zheng Duoxiu, Zheng Peng, Wang Liyun A Brief Discussion on the Construction of Safety Culture in Power Supply Enterprises [J]. China Electric Power Education, 2013, 14:190-192.
- [11] Yuan Pingping Analysis and Improvement Research on Quality Management Issues of Tyson Company [D]. Jiangsu: Nanjing University of Aeronautics and Astronautics, 2019.
- [12] Zhang Wei Extraction and Use of Safety Production Fees for Railway Construction Enterprises [J]. Modern Occupational Safety, 2016 (4): 77-79.
- [13] Liu, Y., & Li, J. (2020). Safety culture construction in Chinese universities: A framework for sustainable campus development. Journal of Safety Research, 72, 189-197.
- [14] Wang, X., et al. (2021). Challenges and countermeasures of safety management in higher education institutions: Evidence from China. International Journal of Environmental Research and Public Health, 18(4), 2105.
- [15] Zhang, L., & Chen, H. (2022). Enhancing safety education in universities: Integrating technology and participatory approaches. Safety Science, 145, 105492.