

Research on the Quality Assurance Mechanism of American High-level Private Universities

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Abstract—In order to learn from the useful practices of high-level private universities in the United States to guarantee the quality of teaching, literature research and comparative research methods were used to explore the teaching quality guarantee mechanism of Ivy League schools. The study found that Ivy League is a typical world-class high-level private university. The reason why the League School can lead the development of higher education in the world is because the League School has always attached great importance to the quality of teaching and cultivated the ability to learn and be innovative. High quality talent. Research conclusions: The effective methods for maintaining the high quality of teaching quality in Ivy League schools are: high-quality student source selection mechanism, high-level teacher aggregation mechanism, flexible and diverse learning mechanism. This conclusion has important enlightenment and reference value for Chinese private universities.

Keywords—high-level private university, Ivy League school, teaching quality, guarantee mechanism, quality student

The United States is the most developed country in private universities around the world. Private universities have always led the trend of world higher education. In the global higher education rankings, private universities in the United States have always been among the best (1). Here, we refer to the Ivy League, which was first established in the United States and ranked among the top 50 in the world by several university rankings, as a high-level private university. This article takes the Ivy League as an example to discuss the quality assurance mechanism of high-level private universities in the United States.

I. THE QUALITY SOURCE SELECTION MECHANISM

The Ivy League School of the United States attaches great importance to the quality of students. The idea is to expand the influence of the school and enhance the attraction of the school, in order to recruit top students in the high school stage. Their specific approach is, first, choose some middle schools to establish long-term cooperative relationships and form a base to attract high-quality students. In cooperative secondary schools, students are often given promotional materials to share the development results of the school, to understand the development of the school, to form effective interaction with students, and to attract middle school students to apply for admission. Second, the grand admission promotion conference was held to show the atmosphere of enthusiastic declaration. The university's admissions staff select key cities and states every year to hold a large-scale promotion meeting, and (2) face-to-face communication with students and parents to enhance students' and parents' understanding and affection of the school, thus expanding the proportion of applications. Third, adhere to the criteria for excellence and create an excellent social atmosphere. The American Ivy League schools have their own clear criteria for selection. These standards are summarized as follows: First, they have leadership, including talent, tolerance, vision, mind, mobility, cohesiveness, responsibility, mission, and social conscience. Second, there is the ability to use resources to succeed; third is to have a unique talent; fourth is to have a sense of responsibility and morality to serve the public; fifth is to have a strong initiative. In early 2016, Harvard University released a report on "Reversing the Waves – Inspiring People and Public Interests through University Admissions", highlighting that college enrollment should raise students' interest in the public interest, and the report quickly received 85 US The signature of the top universities has become the first round of the new round of American college admissions reform. It is by adhering to these criteria that Ivy League schools can recruit top-notch students to ensure the quality of quality students. Fourth, strict and rigorous enrollment review to ensure a stable admissions rate. The enrollment staff of the Ivy League School is the first to strictly examine the academic scores of the students. The top 10 students in the class are generally selected. For example, the top 10 students in the Dartmouth College freshman class account for 90%. At the same time, examine the performance quality and growth of candidates in the process of participating in competitive sports, community service, academic clubs or other things, to see if they exercise and learn time management, leadership, teamwork and discipline, especially in the examination Whether they have core interests and expertise. The Ivy League School places great emphasis on the overall quality of candidates, focusing on the characteristics of candidates from the recommendation letters of principals, teachers and celebrities (3). Some league schools also asked alumni to help the candidates to inspect, and then the admission group to discuss, excellent and excellent, in order to recruit outstanding students. Due to the influence of various factors such as the quality and prestige of the school, the Ivy League has a high rate of application. Therefore, the admission rate of Ivy League schools is always among the lowest in the high-level private universities in the United States, and the admission rate is relatively high. The average admission rate of Cornell University in the past 10 years remained at 16.89%, while the average admission rate of Harvard University with the lowest admission rate was only 6.4%. According to the author's data, in 2018, Harvard University's acceptance rate was 4.59%, Columbia University 5.50%, and Princeton University 5.50%. Yale University 6.31%, Brown University 7.20%, University of Pennsylvania 8.39%, Dartmouth College 8.70%, Cornell University 10.30%. Such a low admission rate fully demonstrates that Ivy League recruits freshmen is the best choice.

II. II .THE HIGH LEVEL TEACHER GATHERING MECHANISM

Professor Lu Dengting, Honorary President of Harvard University, believes that "only the absolute quality of teachers can reach an international level, a university can be regarded as an excellent university." (4) Ivy League schools have attached great importance to attracting and creating in the course of more than 300 years of schooling. High-quality teaching staff to prepare teachers for high-level teaching quality. The first is to establish a high-level mechanism for the introduction of teachers. When introducing teachers, Ivy League schools pay great attention to the professional structure and academic level, and try to recruit high-level personnel with doctoral degrees to enrich the teaching staff. Therefore, the doctoral degree of the teaching team is very high, maintaining a high level of teacher education. The second is to establish a heterogeneous mechanism for the introduction of teachers. Ivy League schools have a clear standard of faculty, which is to prevent inbreeding. The specific method is not to choose teachers from the graduates of the school. It is necessary to choose the best from other schools to enrich the teachers and keep the team of teachers. Keeping the teachers' academic views colorful, the academic atmosphere is full of flowers, the academic debates are arguing, and the academic schools are arguing, thus maintaining the pioneering and innovative nature of academic research. For example, the University of Pennsylvania is open to recruiting teachers nationwide and globally. Applicants must have a Ph.D. and do not choose to graduate from the University who has just received a Ph.D., focusing on the candidate's research and teaching ability, and will be selected by a tenured professor (5). The third is to establish a mechanism for high-paying talents. Ivy League schools attach great importance to improving teachers' remuneration and maintaining the competitive advantage of teachers' income. Because high-level private universities in the United States have used high-tech wealth-raising strategies, the salaries of high-level private universities in the United States are generally higher than those of public universities. For example, in the 1978-79 academic year, the average annual income of a professor who was awarded a public doctorate in the United States was only 91% of that granted to a university by a private doctorate. In the 1980s and early 1990s, this ratio continued to decline, and since then it has stabilized at 78%- Between 80%. As shown in Figure 1

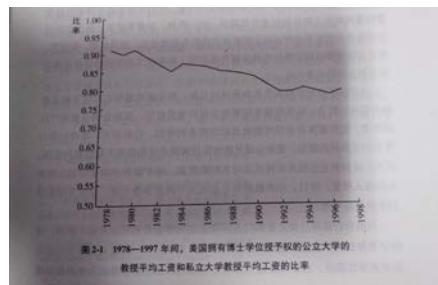


Fig.1

In order to ensure that the professor's annual income only increases, high-level private universities are willing to take risks to raise tuition standards when they are making annual budgets, and are not willing to lower the salaries of professors. The fourth is to establish a teacher promotion and elimination mechanism. In order to build and maintain a teaching and research backbone team and maintain the school's competitive academic level and vitality, Ivy League has established a fixed-term employment system and a tenure professorship system to stabilize some outstanding teachers as the core. Academic strength. At the same time, it pays great attention to the improvement of the quality of the teaching staff, and has established a strict teacher selection and evaluation system to evaluate the teaching ability and performance of the assistant teachers, scientific research capabilities and achievements, social service capabilities and performance, and implement a strict elimination system. For example, the University of Pennsylvania stipulates that if the teaching and research results of the assistant teachers are outstanding, they can apply for the selection of lifelong associate professors in the third year of work. If an assistant teacher cannot be a lifelong associate professor within 6-7 years, he must transfer the school to another job. The way out is the so-called "non-up and go". At Penn, only about 55%-60% of assistant professors can get tenure. In other words, 40%-45% of assistant professors will be eliminated (7). The fifth is to establish a strict teacher appointment mechanism. Penn's appointment to teachers is divided into two levels, and the procedures are different. For the appointment of permanent teachers, professors, associate professors, assistant professors, etc., the colleges and universities propose specific candidates to report to the principal and the provost; the principal and the provost are approved and approved by the school council. Under normal circumstances, the school basically respects the opinions of the colleges. The appointment of the assistant to the following teachers is generally authorized by the principal and the provost to the dean of each college. The personnel committees of the colleges discuss, study, and decide on the appointment and promotion of each teacher. The committee consists of teachers and the dean does not participate in the committee. If the opinions of the committee differ from those of the president, the opinions of the committee shall prevail. Regarding the term of the teacher, in addition to tenure, it is basically divided into two categories: permanent teachers and non-permanent teachers. The term of permanent teachers is generally three years; the term of non-permanent teachers is one year, that is, one year. (8) The employment of professional teachers in high-level private universities in the United States is very strict. For example, Cornell University employs 9,120 faculty members in the 1997-98 academic year, of which only 1532 are full-time teachers, less than 17% of the employed personnel (9) . In order to prevent teachers who have obtained tenure positions from obtaining tenure positions, they are reluctant to give undergraduate classes, academic articles to decrease, and research work results decline. AAUP recommends that teachers who receive tenure positions be assessed every five years, if the assessment indicates that the teacher The teacher is not able to perform his duties well and is not qualified for

the job. The school has the right to issue a warning or to stipulate the inspection period in accordance with the procedure until the qualification for tenure is cancelled (10).

Sixth, scholars study and teach and teach. The Ivy League School attaches great importance to the role of professors and implements the principle of teaching and learning professors. The school's academic affairs are composed of various committees of professors to participate in management and decision-making. The school has established relevant systems to guarantee the freedom of teaching and research work for teachers. School discipline construction, teaching plan formulation, curriculum setting, teaching content, teaching evaluation, research direction, research fund application, subject research, academic evaluation, student admission, teacher placement, hiring, assessment, promotion, etc. It is the responsibility of the professor. The implementation of this system enhances the professor's sense of belonging and the protagonist's meaning, which is conducive to the use of the professor's academic wisdom, but also the role of a steady and high-level teacher team (11).

III. FLEXIBLE AND DIVERSE LEARNING MECHANISM

Ivy League schools focus on creating a good learning environment for students. In addition to providing superior teaching facilities and campus environment, we focus on reform and innovation in teaching methods and methods, create a personalized learning atmosphere, and give students the initiative and creativity of learning. Thereby improving learning efficiency and teaching quality.

The first is discussion-based teaching. For teaching methods and concepts, teachers believe that mutual learning and discussion among students is as important as teaching by teachers. Generally, they use discussion-based or question-based teaching to fully mobilize and give full play to the thinking and creativity of students' learning. American professors are happy to answer questions that students have raised after careful consideration. Therefore, American students are not "teaching knowledge" by teachers, but students "knowledge knowledge" to teachers.

The second is the credit system management. Ivy League schools implement a flexible credit system. Students are not limited to age, and can learn from 20 to 80 years old. Four-year major, four courses in one semester, complete credits; two-year specialization, one or three courses in one semester, for working or young women to work or bring children during the day, study at school in the evening (12).

The third is to implement the elective system. Brown University has always insisted that students choose their own majors and courses, aiming to develop students' ability to make judgments and decisions as soon as possible. After the students enter the school, the school only publishes the course catalogue and introduction, explains the method of class selection, and gives the students two weeks of listening to the shopping period. After the audition, the student will determine the course of the semester based on his or her preference. In the process of free electives, students will gradually clarify or form their own interests, and at the end of the second year, from the more than 90 professional directions provided by the school, establish the professional direction they want to repair. The Brown syllabus only requires students to achieve a higher than C grade in at least 30 classes before graduation, and graduate with a certain writing ability (13).

The fourth is to provide a joint degree. The University of Pennsylvania offers a variety of special joint degree programs, and students who complete their studies will be awarded a degree by several colleges, including International Relations and Business, Management and Technology, Nursing and Health Care, and Life Sciences and Management Schools. There are also dual degree programs including library science and technology, computer and cognitive science. Students from both programs will receive a degree from the College of Arts and Sciences and a degree from the School of Engineering and Applied Science. These dual degree programs and joint degree programs provide students with a good elective opportunity.

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