

Research on the Reform of Domestic Higher Education Management System

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Abstract: The management system is an institutional carrier and behavioral tool for achieving organizational goals. With the continuous deepening of the reform of Chinese public institutions in the field of higher education, the reform of China's higher education management system has achieved considerable results, but at the same time it has exposed many problems. Based on this problem consciousness, this paper, from the standpoint of separate research from politics, based on the value orientation of Chinese universities' contribution to local economic and social development, the output of outstanding talents and humanistic spirit, to explore the dilemma and development direction of China's higher education management system Straighten the relationship between politics and schools, and provide a theoretical and practical way of reference for the development of Chinese higher education.

1. Introduction

The reform of university management system has always been a hot issue widely concerned by the society. The cultivation of innovative talents is low, the conversion rate of scientific research results is low, and the loss of humanism is a common problem in Chinese universities. The management system is an institutional carrier and behavioral tool for achieving organizational goals. With the continuous deepening of the reform of Chinese public institutions in the field of higher education, the reform of China's higher education management system has made considerable achievements, but at the same time it has revealed many problems: first, the government's functional positioning deviations from universities; second, Insufficient government authorization and unclear power relationship between the two; once again, the higher education authorities have repeated, cross-cutting, and multi-policy frequent occurrences; and finally, the decision-making system is not perfect, the operating mechanism is not smooth, and the overall efficiency and Low efficiency. The emergence of these problems is an important reason for the status quo of the above universities. Only a benign management system can effectively serve the development of China's higher education, and only a highly efficient management system can achieve the benign, healthy and high-speed development of higher education.

2. Higher Education Management System

A system is a systematic organizational system. For a management system, it refers to a systemized management system in a management organization, including division of authority, organization setting, and operation mechanism. From this point of view, the higher education management system refers to the systematic higher education management system, which is a general term for the functional positioning, division of powers and responsibilities, institution setting and operation mechanism of higher education. It is the sum of various systems for the organization and management of higher education undertakings established by a country on the basis of certain political, economic and cultural systems. It is the guarantee for the formation and operation of the entire higher education system and directly affects the reform and reform of higher education. The direction, speed, scale, quality and benefits of development. It specifically covers the macro-level "the interrelationship between the government, universities and society and the way in which organizations operate", and also includes the micro-level "internal management methods of universities, including education leadership system, school-running system, internal management

system, investment system, Enrollment and employment system, etc. “ 2 Specifically: from a macro perspective, it refers specifically to the basic system of state management of higher education, which is the system of state establishment, mutual relations and division of responsibilities in higher education administration, mainly to clarify the state ’s Which level of government is responsible for overall planning and decision-making in administrative work, how to divide the responsibilities between them, and how to manage higher education institutions. The main contents are: stipulate the mutual relationship between the central and local governments, the government and universities in the process of implementing higher education and their respective functional positioning, including what kind of management methods are adopted to rationalize the state and universities, universities and society, and the internal A series of regulations and systems for the relationship between each department. If higher education is compared to a large system, then all colleges and universities are subsystems, and the higher education management system is a system with a higher education holistic and holistic, which governs all the management of higher education. Microscopically, it refers specifically to the management system of colleges and universities, which involves management systems such as the division of leadership, institutional settings, management authority, and mutual relations within the college. , Directly control all the management of colleges and universities. On the one hand, it is an important foundation for colleges and universities to give full play to the function of higher education, and at the same time, it is a link and bridge between colleges and society to communicate and connect with each other.

3. The Status Quo of China's Higher Education Management System Reform

With China's emphasis on higher education in recent years, China's higher education management system has been greatly developed, especially with the deepening of reforms, China gradually recognizes the importance of talents, and high-quality talents rely on good Universities provide them, so the country pays more and more attention to the quality of higher education. The quality of higher education is closely related to the management system of higher education. The specific trend of schools, school running ideas, and training methods all have a significant and direct impact on the quality of higher education. Although China's higher education management system has undergone many reforms, and these reforms have also made no small achievements, it must be recognized that China's higher education management system still lags behind developed countries in the world. There are still many problems in China's higher education management system. The existence of these problems seriously restricts the development of internationalization and globalization of China's higher education, and seriously hinders the pace of training high-quality and high-level talents. Clarifying the current problems in the reform of China's higher education management weight helps to realize the healthy, healthy and orderly development of higher education.

Colleges and universities have always been called “ivory towers”, which means a holy place isolated from the world and free from the interference and influence of the world. This aspect shows that the quality of students and teachers in colleges and universities as a higher education institution is recognized by people. They represent a simple image of intellectuals and are leaders of the national and social spirit. But another aspect also illustrates the disconnection between universities and society. The knowledge and truths taught by universities are inconsistent with social needs, that is to say, the knowledge and applicability of things taught by universities are not synchronized. This phenomenon often occurs in reality. For example, many professional colleges and universities that are required by society are not offered, and it is difficult for some majors offered by colleges to achieve counterpart employment. This shows that there is a deviation in the functional positioning of colleges and universities, and the marketization and knowledge are not organically combined. Whether college education should meet the needs of the market has always been unopposed. After all, the purpose of education is to cultivate talents. But can we completely disregard theory, for example, should we cancel knowledge with low employment rate or metaphysics in order to meet market needs? This is worth reflecting on. One of the biggest problems in current higher education is the excessive emphasis on teaching, but in practice, the ability to connect with the market is poor.

Some people think that colleges and universities should be completely isolated from the market. Colleges should not be influenced by the market and should not be mixed with secular things. Once influenced by the market or secularity, colleges and universities will lose their divine status. People who hold this view generally believe that colleges and universities are two completely different places. Profit should be what students should do after entering the society, and in colleges and universities should adhere to their ideals, do real learning, and explore human knowledge and science.

A major problem in current universities is that they pay too much attention to the immediate interests of universities, but they ignore their long-term development. For example, some universities blindly set up or delete majors in order to earn market benefits. Some people think that colleges and universities should be the place to impart knowledge and cultivate students' noble character. Once the market-oriented operation is incorporated into the university's school-running philosophy, college education will be completely operated by market-oriented operation. That is, what kind of project can be built as long as the way of running a school can improve market efficiency. For example, as people's desire to buy a car soars, people's demand for cars, so the employment and benefits of vehicle engineering are very good. If a university considers market-oriented profit considerations, it will expand the enrollment quota of the vehicle engineering major, or even unrestrictedly, in order to strive to recruit more students to win greater economic benefits.

4. The Path of Higher Education Management System Reform in Four Countries

Colleges and universities are social organizations that implement higher education. Their main functions are to learn, impart knowledge, and serve society. "Due to the relatively independent, relatively free and loose nature of the internal disciplines and academic activities of colleges and universities, colleges and universities are essentially a relatively independent and loose union." 1 Combining the special needs of China's long historical and cultural traditions, Chinese universities can be summarized for the four basic functions of "talent cultivation, scientific research, social services, cultural inheritance and innovation". From the four basic functions, it can be summarized as the purpose of teaching and educating people, the output of scientific research is a means, the development of personality is the concept, and the service administration is the model.

Colleges and universities undertake four major tasks: talent training, scientific research, serving the society, and cultural inheritance and innovation. Promoting the connotative development of higher education firstly needs to deal with the relationship between talent training and scientific research. Talent training is the fundamental mission of higher education. It occupies a central position among the four major functions. All work in universities including scientific research must obey and serve the growth and development of students. Talent training is the quality of talents, including personality, knowledge, ability and physique. The core function of a university is to train comprehensive and freely-developed talents and to shape qualified socialist construction talents that are in line with China's development. This is the social mission and supreme principle of the modernization of Chinese universities. The way to achieve the core function is to impart knowledge, so the two are summarized as teaching and educating people. "The way of the university is in Ming Mingde, in the closeness of the people, in the end of perfection" 2, the cultivation of specialized talents is the essential feature of higher education, highlighting the cultivation of innovative capabilities, integrating scientific literacy and human literacy, and creating fully developed talents.

From the perspective of historical development process, market power is in a state of concealment during the development of Chinese colleges and universities. The influence of market power on the development of colleges and universities is relatively weak, mainly through the application of students' application for volunteers, professional majors, and employment of college students. Judging from the historical development trend, market power has exerted greater and greater soft power and continued to strengthen in the reform of China's college management system. After the reform and opening up, the market has gradually penetrated into the development of Chinese colleges and universities. After more than 30 years of development and growth, the market power has become apparent. For example, a school system for Chinese colleges and universities

that has been dominated by public colleges and universities, with wide participation from all sectors of society, and the joint development of public and private schools has gradually formed. The market-based tuition system, employment environment, and talent competition have been implemented; paying attention to market demand, competition between public and private universities is also flourishing. In the tide of market economy development, economic consciousness, sovereignty concept, competition consciousness, free spirit, tolerance attitude, equality concept and win-win game are constantly being staged in Chinese universities.

Opportunity and social justice advocated by higher education are in line with the development trend of contemporary society and also reflect the political characteristics of colleges and universities. The establishment of a reasonable and balanced power structure in China's universities is not simply to eliminate the control of the state and the government over the universities, but to find the political power that is suitable for the political power represented by the party committee and to play the role of the university's "host" correctly. Administrative power is a necessary mechanism to ensure the efficiency and order of colleges and universities. The delimitation of the administrative power of colleges and universities is to set a reasonable power boundary for the administrative power in the operation of colleges and universities, that is, to improve the efficiency of the school in performing its duties through the management of the administrative staff headed by the principal. The executive power of colleges and universities is represented by the principal, which is mainly reflected in the coordination work of the administrative organization. The management purpose, management operation mode and management result feedback all require the executive power represented by the principal to have a big picture of the university, to ensure the orderly and correct operation of the entire university. Give full play to the role of "running scholars" in colleges and universities.

5. Conclusion

Mechanism and system innovation are like wings of a bird, and collaboration drives the overall situation of higher education construction, and "construction" means that it is proactive rather than passive, dynamic development rather than static stagnation, and overall planning. Instead of advancing in isolation, it is often persevering rather than overnight. "1 And the proactive, dynamic development, overall planning and constant relentlessness here, the ultimate fulcrum and end result lies in the connotation development of colleges and universities because of its foothold To think systematically, to consider both the stage and the long-term, to start from the overall consideration and coordinated development is to seek breakthroughs in the overall advancement, and to find a fit in speed and quality, scale and benefit. This should be the core and focus of the author's follow-up research.

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