Research on the Innovation of Management Model of Secondary Colleges in Universities

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Abstract. The rational implementation of the two-level management system in Colleges and universities can play a positive role in promoting the enthusiasm and initiative of the second-level colleges, and can also enhance the vitality of the colleges, so as to promote the independent development of the colleges. For a long time, secondary colleges in Colleges and universities have been working in accordance with the school policy in a standardized way, but the relevant regulations and methods of their own are relatively inadequate. Therefore, in view of this, this paper makes a methodological study on the reform of the internal management system of the secondary college, so as to enhance the vitality of the college.

With the transformation of higher education from elitism to popularity, the expansion of enrollment and the expansion of school scale, universities have promoted the construction of colleges and the reform of management system. As the most basic entity in universities, secondary colleges play an important role in promoting discipline development, personnel training, scientific research and social services. At the level of management organization form, the traditional secondary management system, which takes the school administrative department as the main body, is too administrative to enable the schools that best reflect the main body of the school to enjoy autonomy, which has become the new problem that most hinders the connotative development of the university. It can be seen that further improving the management system has become a new trend of University reform. On the basis of inheriting the traditional management mode of schools, we should break the original single centralized management and reconstitute it.

Introduction

With the enlargement of the scale of higher education in our country, the demand of interdisciplinary is becoming stronger and stronger, and we are facing opportunities and challenges from the outside world. In the process of the reform of secondary colleges, there are many problems that need to be solved urgently, such as the unclear orientation of the nature of secondary colleges, the irregular system of secondary colleges, etc. This study attempts to put forward constructive measures, set up colleges scientifically, straighten out the relationship between organizations, and so on. The reform has practical significance.

The Current Situation of the Management Model of Secondary Colleges in Colleges and Universities

The university is the academic place where all the academic masters are gathered. And these academic masters are distributed among the secondary colleges to serve them. In addition, the second-level colleges also gather all the disciplines and majors to rationalize the allocation of academic resources. The overall development of the university cannot be separated from the contribution of the secondary college, which provides new impetus for the innovation of the University as a think tank within the university. As a hierarchical organization with loosely coupled characteristics, the secondary college is the intersection of the dual power structure of academic power and administrative power. Academic power and administrative power play their respective roles in the collision. It can be seen that in the
process of the university's continuous enrichment and growing, the management of secondary colleges is a problem that cannot be ignored.

The distribution of power is the basic problem of management mode. The core of university management mode is the distribution of power among management organizations. In colleges and universities, the distribution of power of school-level management organizations is the main problem of management mode. With the continuous development of college system in our country, the focus of management in Colleges and universities has been shifting, and the problem of power distribution and checks and balances in the development of secondary colleges has been constantly improved and solved.

Firstly, due to the expansion of College enrollment, the workload of the college is also increased, and the corresponding power boundaries for various management work are also blurred. Because the college is the most basic organization at the bottom of the university, it has not received enough authorization from the school, nor can it centralize the power of the department. As a result, the responsibilities and powers are not clear. Due to the excessive interference of the school, the responsibilities undertaken by the secondary colleges are not commensurate with the powers they possess, which leads to the mismatch between the responsibilities and powers, and the imbalance between academic power and administrative power.

Secondly, according to stakeholder theory, it can be found that it is necessary for high school students to participate in the governance of secondary colleges as the largest stakeholder of secondary colleges. However, for the decision-making and implementation of major issues in the college, students are basically in a passive position to accept, seriously affecting the enthusiasm of students to participate in supervision and management. In addition, managers have low reliability in student participation, and think that students lack in-depth understanding of the college and have not received professional management experience. The effect of the limited participation in the governance atmosphere on the governance of secondary colleges is also superficial.

Secondary colleges, as the conveyor of talents needed for social training, are more closely related to the society. The managers of some colleges are often limited to the management of the colleges themselves, but neglect the significance of social participation in the management of colleges, which hinders the breakthrough and innovation in the long-term development of schools in the future.

Contrastive Analysis of the Management System of Secondary Colleges of Universities at Home and Abroad

The origin of secondary colleges in western universities can be traced back to Medieval Universities in Europe. In the early stage, western scholars carried out teaching practice through colleges, and in the later stage, many colleges gradually developed to form universities, that is, universities are an academic aggregation comprising many colleges. With the emergence of universities and the expansion of colonies in European countries and the diversification of world politics, economy, society, culture and science and technology, academy system has gone through two stages of development: localization and diversification, and has gradually formed a stable development model, which has been adopted by many countries. Through continuous development and integration, it has become the most successful and common internal management mode in foreign universities. Although the college management system originated in Europe, it is essentially an all-round development in the United States. In the management of American universities, its subordinate secondary colleges are fully authorized, with a high degree of autonomy and discretion, which is more attractive in the teaching effect.

First, colleges have different degrees of independence.

Most universities in western countries have colleges first, then universities. Universities are the development of a number of colleges. Colleges in universities are mostly real independent entities, with more autonomy in management and operation of the main body. Comparatively speaking, there are universities before colleges in our country, and most of them are formed by merging, Union and
co-construction, while colleges are mostly formed according to certain organizational standards. Therefore, the power of universities in our country is mainly concentrated at the school level. Colleges are well-known and unreal. Compared with other countries, the college independence of universities in our country is much weaker.

Second, attention to the characteristics of the college varies.

When setting up colleges in foreign universities, they usually attach more importance to development characteristics on the basis of ensuring standardization, and usually have characteristic colleges. For example, Harvard University has a School of Government, Yale University has a School of Drama and Music, Chicago University has a School of Social Work, California Polytechnic University has a School of Life, the Academy of Geosciences and so on. Because of their obvious disciplinary advantages, strong comprehensive strength and strong support, these characteristic colleges enjoy a worldwide reputation in related fields. At present, universities in China have begun to attach importance to the construction of characteristic colleges, but most of them are based on popular disciplines and specialties, or on basic public courses. The establishment of characteristic colleges does not necessarily reflect the real significance of particularity.

Third, there is a big gap in the number of disciplines in colleges.

Colleges of foreign universities have a large number of disciplines or subject groups. Take Harvard University as an example, it has more than 10 colleges, such as liberal arts, Harvard Medical College and Harvard Theological College. Then, according to the discipline setting, there are more than 10 departments in each college on average. So are MIT, Princeton University and Stanford University. Comparatively speaking, there is no college in our country according to the subject categories or subject groups. For example, Tsinghua University has more than 10 colleges, with 7 departments at most and only 2 departments at least.

Problems in the Management System of Secondary Colleges

Over the years, colleges and universities have actively explored the management system and operation mechanism of secondary colleges from their own reality, and have gained a lot of experience. However, there are still many problems, which are mainly manifested in:

First, the management system is not perfect.

The exercise of different powers such as Party organization, administration, academia and supervision in secondary colleges is not clearly stipulated. It is easy to cause mutual nagging and shirk responsibility in daily management. In addition, it is not clear how the secondary colleges can really play the role of the political core and supervision guarantee of the college's Party branch. The general Party branch of the college is often in a relatively marginal position and cannot effectively participate in the college's education, teaching, scientific research and personnel training.

Second, the distribution of power and responsibility is unreasonable.

Many colleges and universities only describe the allocation of rights and responsibilities at the macro level, and there are no specific implementation rules to clarify the allocation of rights and responsibilities between schools and colleges. Many rights of school functional departments are not really delegated to secondary colleges, or called decentralization. In fact, the functional departments still have decision-making power and control power, resulting in unreasonable division of powers and responsibilities between schools and colleges, and the operability is not strong.

Third, the assessment mechanism is not perfect.

Effective internal target assessment system of secondary colleges is an indispensable condition for the efficient management of secondary colleges. However, in many colleges and universities, there is a lack of scientific and reasonable assessment system of secondary colleges, or the assessment system of colleges is divorced from reality, which has not been effectively implemented in practice, and the assessment system has not played its due role in stimulating and competing use.

Fourth, the supervision mechanism is not clear.
There is a lack of perfect supervision mechanism between the two levels of colleges and universities in our country, and the supervision and management is low. At present, the joint management of the party and government is usually implemented at the two levels of colleges and universities. The purpose of the implementation is to coordinate the development of the College under the joint management system of the party and government, and to supervise and promote each other. However, the relevant system of the party and government coordination work is not clear enough and has not played a substantive supervisory role. The supervision between the leadership and the staff at the same level is usually for fear of offending people. They often turn a blind eye to the phenomenon of making mistakes. The hospital management system has not played an effective role.

The Innovative Method of the Management Model of the Secondary Colleges in Colleges and Universities

Improving the management system of secondary colleges is the realization choice for Chinese universities to actively adapt to the development law of education, constantly optimize the internal organizational structure and constantly strengthen the functions. Therefore, the management system of secondary colleges should be perfected by clearly adjusting the operation mode of internal management, standardizing the relationship between internal power structure and improving the internal assessment management system, so as to realize the scientific development of secondary colleges.

One is to clarify the operation mode of internal management.

At present, there are three modes of management and operation of secondary colleges in China: one is the presidential responsibility system; the other is the presidential responsibility system under the leadership of the general branch of the Party; the third is the joint responsibility system between the Party and the government. Its core connotation is that the Party organization and the administrative leadership are jointly responsible for the work of the unit. Its meaning is that the Party organization and the administrative leadership have important responsibilities for the reform, development and stability of the unit. Discuss and decide important matters in teaching, scientific research and administrative management of the unit. At present, the common responsibility system is widely applied in the management of secondary colleges in most universities. This co-responsibility system of the party and government is in line with the actual management mode of education in our country. This is because the co-responsibility system of the party and the government is the leadership system of the secondary college with Chinese characteristics and the extension and support of the principal's responsibility system under the leadership of the party committee. It can better implement the principal's responsibility system under the leadership of the party committee. Implementing the system of joint responsibility between the Party and the government is also the inherent requirement of the reform and development of the college, and an important embodiment of the political core position of the college's party organization.

To give full play to the role of the college in implementing the system of joint responsibility between the Party and the government, it is necessary to clarify the principle of "joint decision-making on major matters and division of responsibilities in specific work". The administrative leadership of the college is fully responsible for the discipline construction, teaching, scientific research and administrative management of the unit. The general branch of the party plays the role of political core and guarantee supervision in the unit, and fully supports the administrative leading group of the unit. And the person in charge shall carry out their work independently and responsibly within the scope of their duties. Only when the division of labor between them is clear and mutually supportive, can they share the important responsibility of reform, development and stability of their own units.

The second is to standardize the internal power structure.

As the Second-level College of higher education, it undertakes the most direct, basic and important work of personnel training, scientific research, discipline construction, education and teaching. To give
full play to the role of the College, we must effectively straighten out the relationship among the power of Party organization, academic power, administrative power and democratic supervision, accurately define the boundaries of various powers, and establish a coordination mechanism of the joint responsibility of the Party and the government, academic independence and democratic supervision.

We should standardize the system of the joint party-government meeting as the highest decision-making body of the secondary college, and make it clear that it has the highest decision-making power to discuss and decide the major issues in the reform and development of the unit, personnel training, discipline construction, teaching and scientific research, administration and other work. The general branch committee of the party is the political core of the secondary college, and supports the administrative leadership of the unit mainly by playing the political core role. The team and the person in charge carry out their work independently and responsibly within the scope of their duties, and ensure and supervise the implementation of the spirit of the conference of the college's leading group in their work. The Academic Committee of the secondary college has independent power to review and approve academic issues concerning discipline construction, teaching and scientific research within the college. At the same time, it puts forward suggestions and provides consultation for the decision-making of other important matters of the college; the second-level faculty congress system should be the basic form and system for the faculty to exercise their democratic rights according to law and to participate in democratic management and democratic supervision in an orderly manner. The faculty and staff of the Institute can effectively exert the power of democratic supervision and management through the second-level faculty congress.

Third, improve the internal assessment management system.

By improving the evaluation management system of secondary colleges, we can effectively urge secondary colleges to improve the quality of work and improve the management efficiency of secondary colleges. We can also make scientific judgments on the work of secondary colleges, and provide real information for the management decision of the whole school.

The assessment work should make a comprehensive investigation of the basic situation and key work of the secondary colleges, and pay attention to the satisfaction and characteristics of the leading groups. Assessment work should be open and fair, ensure the standardization of assessment procedures, scientifically unified assessment standards, and focus on assessing the performance of duties, diligence, integrity and work style of leading groups and cadres. We should combine the assessment of departments and cadres, the qualitative assessment and the quantitative assessment, and the mass assessment with objective evaluation indicators. We should respect the main position of the masses in the cadre evaluation work, implement the right of the masses to know, participate and supervise the cadre evaluation work, accept the comments of the masses, and insist on expanding democracy in the cadre evaluation work.

References


