

A New Path for the Development of Higher Education--The Separation Mechanism of Management and Evaluation

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Abstract: Chinese higher education management mechanism has experienced three important development stages: the "exploration period" (1949-1978), the "transformation period" (1978-2010), and the "new period" (2010-present). The separation of management evaluation and the active introduction of third-party institutions for standard evaluation are inevitable trends in the development of higher education in China. This article intends to use literature retrieval, policy research and Vosviewer visual analysis and other methods to show the historical changes of China's higher education management mechanism on the basis of the research status, summarize its historical evolution characteristics, and discuss the evaluation mechanism of China's higher education management since the founding of New China Existing problems and put forward relevant suggestions.

1. Introduction

The separation of management and evaluation as a major measure to deepen the reform of the comprehensive field of education has a profound impact on the governance relationship and development pattern of the government and universities [1]. On May 4, 2015, the Ministry of Education issued "Several Opinions on Further Promoting the Separation of Evaluation of Education Management and Promoting the Transformation of Government Functions". The opinion pointed out that good external conditions have been created for the reform of the higher education management mechanism with the separation of management, schooling and education evaluation to better achieve democratic governance. This article intends to use literature retrieval, policy research, and visual analysis to show the historical changes of China's higher education management mechanism

2. Research status

With the help of websites such as the Higher Education Department of the Ministry of Education of China, I entered keywords such as "higher education management mechanism" and "separation of management and evaluation" in the search boxes of keywords and topics in the CNKI database, and searched a total of 347 documents. After screening and removing, 329 articles are kept.

Table.1. Annual publication volume of related literature

Year	2008	2009	2010	2011	2013	2014	2015	2016	2017	2018	2019
Number	1	0	0	1	5	30	76	78	53	41	44

As can be seen from the picture above, the earliest relevant literature was published in 2008. Hu Ling [2] (2008) analyzed the trend of China's education administration system reform towards public "governance", and took the separation and linkage of education "management and management evaluation" in Shanghai Pudong New District as an example to put forward the difficulties in the reform of China's education administration Corresponding countermeasures. From the research topic, the keywords in the literature can better reflect the essence of the literature. With the help of

VOSviewer visualization software, the author co-occurred keywords for the 329 selected documents (see Figure 1).

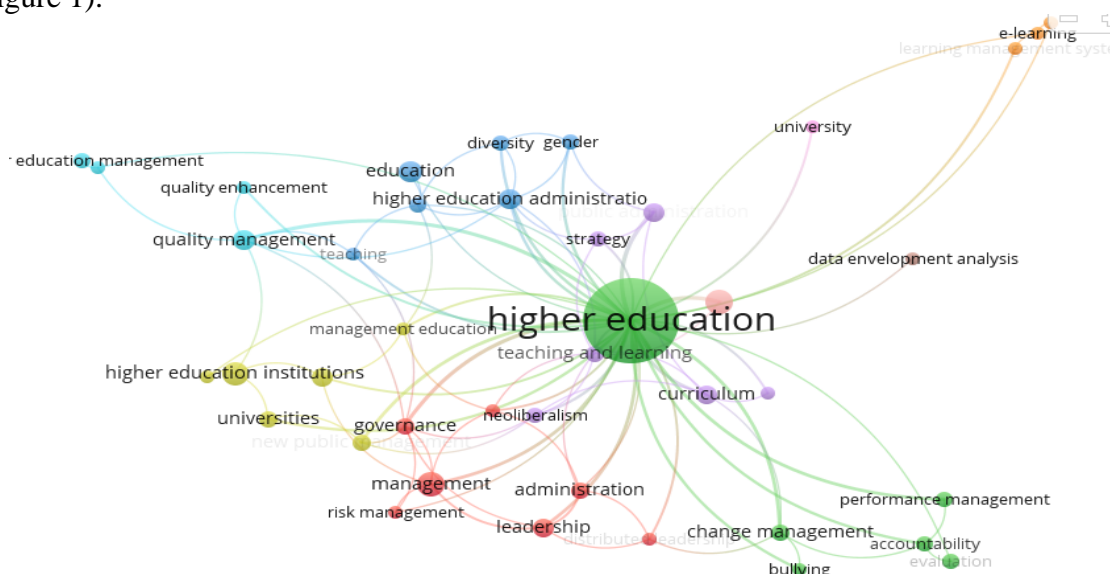


Figure 1. Keyword co-occurrence network

It can be seen from the above figure that in the visual map, the keywords "higher education" and other keywords occupy a larger node, and have a more prominent feature of the outer ring, showing a higher centrality, indicating that it is the research hotspot and focus of related research in this field. Secondly, keywords such as "management" and "higher education institutions" are extended to the surroundings and are closely related to each other.

From the perspective of research content, in recent years, research content has been dominated by interdisciplinary applied research. Huang Chengguo and Xiao Shan [3] discussed the optimization of the third-party evaluation of higher vocational education in the reform of the separation of management and evaluation. Li Yadong [4] conducted a top-level design study on the management mechanism of higher education. In summary, the research on the separation mechanism of China's higher education management and evaluation office has a certain theoretical basis.

3. The historical development

(1) 1949-1978: Exploring period-the stage of comprehensive management and comprehensive acceptance of colleges and universities

New China was founded in 1949. After a chaotic period of war, various industries in China are still awaiting development, and so is higher education. The main problem facing higher education at that time was how to transform higher education in the old society into a socialist education. The "Decision of the Government Administration on the Leadership of Higher Education Institutions" promulgated in 1951 stipulates that all colleges and universities (except military schools) shall be centrally and centrally led by the Ministry of Education of the Central People's Government in order to avoid the chaos of colleges and universities in the Republic of China period. The "centralization + local decentralization" model became the policy feature of this period.

(2) 1978-2010: the transformation period-the expansion and implementation of the autonomy of universities

With the gradual opening of reform and opening up under the leadership of Deng Xiaoping, reform and opening up have become the characteristics of the times, and peace and development have also become the theme of the times. In 1979, Su Buqing and others pointed out that higher education requires more autonomy, and the government attaches great importance to this.

(3) From 2010 to the present: the new period-the construction stage of the new relationship

With the continuous development of higher education in China, the reform of the "management and evaluation office" mechanism of higher education faces a new development environment and

opportunities.

4. Existing problems

First, the government's regulatory power is still too large. China is a country that once had a tradition of centralization. However, today, when the "management and evaluation" is separated, the government should obviously move from management to democratic governance and evaluate management and education. Decentralized power.

Second, the enforcement of laws and regulations for higher education management mechanisms is lacking. However, many colleges still have an unclear "management and evaluation" mechanism and power distribution, lack of supervision, and lack formality.

Third, external education evaluation institutions are mixed and lack authority. Especially in the third-party evaluation of higher vocational education, the problems of the third-party evaluation institutions are insufficient, and the relationship between the three parties is not handled properly.

5. Corresponding countermeasures

(1) Education management system

Increase the government's efforts to simplify administration and decentralization, and accelerate the reform of the educational administrative examination and approval system. To a certain extent, it also eliminates "black box operations" and avoids adverse social effects.

(2) Modern school system

While simplifying government and decentralizing power, the rule of law is used to guarantee the autonomy of the major colleges and universities, and it is further clearly implemented in legal form to avoid "fuzziness" and "difficulty in responsibilities and responsibilities".

(3) Education evaluation system

Promote the school to seriously carry out self-evaluation, actively introduce social evaluation, standardize third-party external evaluation, and constantly improve the internal and external evaluation system and mechanism.

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