

**CHINESE LOGIC OF UNIVERSITY GOVERNANCE REFORM IN THE ERA OF
POPULARIZATION**

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There are differences in society, culture and system between China and the United States, so we cannot simply apply Turow's theory to explain the reform of Chinese university governance in the era of popularization. On the basis of exploring the Chinese standard for the quality of higher education in the era of popularization and forming the Chinese paradigm for the governance system of higher education in the era of popularization, it is necessary to follow the «inclusive governance logic» and «centered diversified governance logic», and gradually promote differentiated governance, strengthen evidence-based governance, promote sunken governance, implement professional governance, and adhere to practical and rational governance. So as to promote the construction of higher education power.

Keywords: Popularization of higher education, University governance, quality standards, governance paradigm, inclusive governance logic, centrally diverse governance logic.

Introduction

In the 1970s, American educational sociologist Martin Tureau put forward the theory of the development stage of higher education based on the analysis of the development and evolution of higher education in some developed countries. It also has an important impact on the academic research and policy formulation of higher education in many countries and regions. In our country, as can be seen from the development of higher education reality in the past 20 years, the process of popularization of higher education is indeed in line with the characteristic described in Throw's theory to a great extent [1, p. 7]. However, it is necessary to point out that the emergence and development of Tuloh theory and the process of popularization and popularity of American higher education have strong time background and "American color", and the process of popularization of Chinese higher education also shows unique practice characteristics because of different national conditions.

First, American higher education in the 1970s experienced unprecedented rapid growth. Secondly, the realization of popularization and popularization of higher education through market regulation is a major feature of the development of American higher education. Thirdly, from the perspective of higher education institutions that undertake the task of popularizing higher education, Martin Tureau believes that the United States has already formed a higher education organization and structure suitable for the popularizing stage [2, p. 10]. It can be said that the popularization and popularization of higher education in the United States is generally a "natural" growth process [3, p. 27]. In contrast, after China

entered the 21st century, it entered the popularization and popularization through an extraordinary leapfrog development path, and realized the expansion of the scale of higher education mainly through the formulation of quantitative targets by the state, which belongs to a relatively typical planned growth model [4, p. 1]. Therefore, we cannot simply apply Turow's theory to explain the reform of Chinese university governance in the era of popularization. Only based on China's national conditions, exploring the Chinese logic of university governance reform in the era of popularization, and constructing higher education development theories suitable for local conditions, can we solve the problems of governance failure and ineffective governance encountered in the process of popularization development in China, and effectively guide the reform of university governance in the stage of popularization.

The Chinese standard of higher education quality in the era of popularization

From the stage of elitism to popularization and then to popularization, although the expansion of the scale of higher education does not mean that the quality of higher education will inevitably decrease, we must be aware of the quality crisis and severe challenges brought by the extraordinary development speed, so we should build quality standards, quality culture and guarantee system that are more in line with the characteristics of the popularization stage. To fully understand and deeply explain the connotation of higher education quality in the era of popularization is the premise of answering the question of quality. The author believes that we should grasp from the following four aspects :

To understand and grasp quality from national standards in higher education

To understand and grasp quality from comparative advantage

To understand and grasp quality from the uniqueness of higher education in our country

To understand and grasp quality based on customer satisfaction

The Chinese model of higher education governance system in the era of popularization

The modernization of university governance system and governance capacity is an important part of the modernization of national governance system and governance capacity, the basic guarantee for the high-quality development of universities, the due meaning of the modernization of higher education, and the basic element for the realization of the goal of building a powerful country in higher education. The modernization of university governance system and governance capacity has its specific implications. To answer the «modernization question» in the era of popularization and promote the modernization of university governance system and governance capacity, we should start from the following four tasks.

To achieve law-based governance

With the continuous promulgation and improvement of university charters, the idea of rule is further deepened in the process of university governance. In the era of popularization, law-based governance should not only highlight the instrumental value of law, but also advocate the purpose-based value of law, promote the good governance of colleges and universities through the formulation of good rules [5, p. 40], and standardize the operation of public power and protect the exercise of private rights through the formulation and implementation of good laws.

To promote and safeguard equity and justice in higher education

Entering the popularization stage, the structure of higher education students and enrollment needs are gradually diversified, and the allocation and possession of higher education resources are also more diversified. At this time, the differentiation of the quality of educational resources has been significantly perceived. Therefore, on the basis of the principle of equality as the logical starting point of fairness, It is also necessary to expand the audience of fairness with the principle of difference and deepen the implementation of fairness with the principle of compensation.

To transform institutional advantages into governance efficiency

Institutional advantages are not naturally reflected and released, but formed in the process of pursuing governance efficiency. To transform the institutional advantages of the modern university system with Chinese characteristics into governance efficiency is to give full play to the Party's overall leadership role in universities, always adhere to the concept of people-centered higher education, and constantly strengthen the combination of Marxist basic principles and Chinese practice.

To sum up governance experience into governance theory

As a country with a large scale of higher education, we must have the courage to challenge the Western-centric imagination of universities [6,p120] in order to achieve further development breakthroughs in the popularization stage, and form a university governance theory with Chinese characteristics on the basis of cherishing the cultural tradition of Chinese universities and the experience of university development accumulated since the reform and opening up. Using the theory unique to China to guide the practice of the development of China's higher education.

The logic of the reform of Chinese university governance in the era of popularization

Inclusive governance logic

There are three kinds of governance models in the era of popularization :

The first is the administrative model of university governance, whose governance logic is «governing by force», and the core element is to deal with the relationship between centralization and decentralization. The second is the corporate model of university governance. «Governing by profit» is the governance logic of the corporate model of university governance. The core

element of this governance model is to maximize the interests of the organization while promoting the interests of the individual. The third is the academic model of university governance. Its governance logic is «governing by reason». Based on its professional background and academic level, the academic community plays a leading role in the governance process of the university, without being bound by administrative power and other external leadership power, nor relying on organization and appointment.

The traditional core value of China is inclusiveness, compatibility and inclusion of different types of thinking and rational logic [7, p. 15]. Inclusive cultural characteristics give birth to the unique inclusive logic of university governance in China:

(1)With the logic of inclusiveness, we have «Sinicized» Western ideas and institutions, grafted the branches of university civilization outside the region on the tree of Chinese local civilization, and relatively smoothly integrated the achievements of university civilization of all mankind.

(2)With the logic of inclusiveness, we integrate different stakeholders of universities into the new governance structure, forming an inclusive view of university running in which the government is the main social force involved in many aspects, the government gives macro-guidance to colleges and universities to run independently, and the management, operation and evaluation are separated.

(3)With the logic of inclusiveness, we combine rigid power with flexible power to form a flexible mechanism of centralized leadership and decentralized management. The coexistence of the above three university governance models is an objective reflection of the new relationship between government, market and university in the era of popularization.

The three governance models and their governance logic all have specific significance and value. One logic cannot be used to negate another logic, and one logic cannot be used to replace another logic. The only correct choice is to understand the inclusive nature of university governance logic in the new era, and to couple the three kinds of governance logic so that they can give full play to their respective governance advantages.

Centrally diverse governance logic

Some scholars believe that China's market economy is a government-led market economy, China's modernization is government-led modernization, and China's civil society is also government-led civil society [8, p. 134]. In this context, Chinese universities have gradually formed a «Centrally diverse governance logic» with distinctive Chinese characteristics in the governance process. As higher education enters the era of popularization, the boundary between universities and society gradually disappears, and external stakeholders are heavily involved in the power structure of schools. In order to balance the different demands of multiple stakeholders and adapt to the diversified, modernized and personalized characteristics of higher education in the era of

popularization, the institutional arrangement of strong government continues to play a «central» role in the process of university governance. To plan a new pattern of university governance, formulate a more suitable strategy for China's popular development characteristics, and promote a series of reforms in the modernization of governance system and governance capacity. Other pluralistic governance bodies play a role under the government-led framework: the participation of social third-party organizations in university governance provides institutional arrangements and integration mechanisms for the expression of demands by multiple stakeholders in higher education, contributes to the balance between universities, the government and society, and ensures the efficiency and fairness of external governance of universities; The market gives full play to the price mechanism, supply and demand mechanism, competition mechanism and incentive mechanism to ensure the effective use of resources; University governance has gradually formed a «multi-centered governance» situation in which government-led and co-governance are interembedded.

The practical approach to the reform of Chinese university governance in the era of popularization

The popularization era is a new period of the development of higher education in China, and also a key period of university governance transformation and reform. This period needs to carry out university governance reform from various aspects:

Promote differentiated governance

We can divide China's higher education institutions into five different types in the era of popularization: first, highly selective institutions serving the world, second, highly selective institutions serving the country, third, medium selective institutions serving the region, fourth, low selective institutions serving the community, and fifth, non-selective institutions serving lifelong learning for all. The single governance model can no longer meet the needs of the diversity of higher education institutions in the popularization stage, and differentiated governance must be implemented on the basis of fully considering the differences of universities.

Strengthen evidence-based governance

At present, the transformation of evidence-based governance model based on objective evidence is also changing the traditional form of university governance, which has an impact on the original driving mechanism, organizational structure and operation mode of university governance and decision-making activities.

Promote sunken governance

In the era of popularization of higher education, the attributes of knowledge increasingly show a tendency to depend on grass-roots organizations such as disciplines, majors and courses [9,p78], which also changes the power implementation mode of university governance. The focus of university governance needs to sink from the traditional monopoly governance of

administrative organizations to the most basic unit of knowledge innovation, that is, to promote the governance of disciplines, majors and courses.

Implement professional governance

Professional governance requires the combination of government drive and college consciousness to promote the professional organizations, mainly the research institutions of colleges and universities, to govern the professional activities of universities.

Adhere to practical and rational governance

The reform of university governance in the era of popularization should adhere to and carry forward the fine tradition of adhering to practical rationality in China's higher education reform since the reform and opening up. On the one hand, it is necessary to sum up and evaluate the experience of university governance reform from the actual governance effectiveness; on the other hand, it is necessary to consciously publicize and promote the development model of Chinese university governance by relying on appropriate discourse objects, and accept the practical test of international higher education governance.

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