

卢铁城 著

PRACTICE AND REFLECTIONS ON
University
Administration

大学管理
实践与思考



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序 言

20 世纪 90 年代，面对经济全球化的挑战，为迎接世界新技术革命和知识经济时代的到来，我国确立了科教兴国的基本战略，把优先发展教育放到更加突出的位置。党和国家更加重视高等教育的发展，对高等教育实行了以“共建、调整、合作、合并”为主要内容的高等教育管理体制改革的改革，采取了一系列措施加快高等教育事业的改革和发展。在高等教育这一波澜壮阔的改革发展中，四川大学走在改革的前列，它的改革与发展受到全国高等教育界和社会的关注。

1993 年，原四川大学和原成都科技大学主动向国家教委要求实现两校合并，经国家教委批准，1994 年初，这两所教育部直属全国重点大学率先实现了“强强合并”，组建了四川联合大学。由于在认识上对高校合并的意义讨论不够充分，对校领导班子的任命和增加投入没有一步到位，校内管理体制改革的改革也没有紧紧跟上，加之校名的激烈争论，合并后的学校步履维艰，发展缓慢，在当时，对全国高校合并改革产生了一定负面影响。

为了加强对四川联合大学的领导，当时的国家教委主任朱开轩同志和党组书记陈至立同志反复动员刚从我国驻纽约总领事馆教育参赞岗位上卸任回国的卢铁城同志到四川联合大学工作，岚清副总理还亲

自和卢铁城同志谈话，做动员工作。这样，年满 61 岁的卢铁城同志于 1997 年 12 月到四川联合大学担任党委书记、校长工作。

在岚清同志的关怀和教育部、四川省、成都市的正确领导和大力支持下，卢铁城同志到校后，和校班子一起狠抓了“精官简政”、院系重组、民主公推中层干部等一系列校内管理体制改革的，有力地促进了学校的融合。在此基础上，1998 年 12 月学校又及时更名为四川大学，使学校平稳步入快速发展轨道。在卢铁城同志的积极推动下，2000 年 9 月四川大学又成功地和原卫生部直属“211 工程”重点建设的华西医科大学实现第二次“强强合并”，并较快地实现了三所全国重点大学的深度融合。从 1997 年底到现在，四川大学在学科建设、人才培养、科学研究、成果转化、医疗卫生、社会服务、教师队伍建设、实验室和基础设施建设、内部管理体制改革的和规章制度建设、新校区建设和“川大精神”建设等方面都取得了令人瞩目的成绩，实现了学校历史性跨越，在标志学校办学实力和办学水平的各项指标上迅速攀升，受到了全国各兄弟院校的关注和重视。四川大学在这一期间改革与发展的情况，恰好是中国高等教育改革与发展的一个缩影。

由于工作关系，我曾多次到四川大学考察，每次都要了解学校的工作情况，在国内的有关会议上，也多次听过卢铁城同志关于四川大学工作经验的介绍，还读过他关于高教改革与发展的若干篇论文，并与他就高教改革与发展的的问题做过多次深入的交谈，这些都给我留下了深刻的印象。当我获悉卢铁城同志因年龄关系，于今年 7 月从四川大学领导岗位上退下来时，我就想建议卢铁城同志把四川大学近几年改革发展的经验很好地总结一下，连同他所发表的论文一起汇集成册，送高等教育出版社出版。恰好在学校建议下，卢铁城同志已将他的有关论文汇集成册交四川大学出版社出版，我荣幸地第一个浏览了全书的初样，使我深受启发。

铁城同志大学毕业后就留校任教，直接从事了 20 多年的教学、科研工作，担任过教研室、系、处、校的“双肩挑”干部，对高校工

作十分熟悉。他是我国改革开放后第一批公派赴美留学的访问学者，对美国高水平研究型大学的教学、科研特点有实际的感受。他又在四川省教育行政部门的主要领导岗位上工作了9年，有省级高等教育宏观管理的经验。他还在中国驻纽约总领事馆教育参赞岗位上工作了4年多，有机会熟悉美国一批一流研究型大学的办学经验。回国后，他担任四川大学的党委书记、校长，直接主持了四川大学并校改革、深度融合、加快发展、建设高水平研究型大学的实践。卢铁城同志为四川大学的体制改革、教学科研的发展做出了历史性的重要贡献。在办学的过程中卢铁城同志把先进的办学理念、办学思想具体应用于四川大学的改革与发展的实践之中，他的文章、讲话以及所总结的经验，具有很高的水平，同时也有很强的操作性，曾对许多合并院校起到过重要的借鉴作用，今天整理成集，出版发行，对于高校的领导和高等教育研究的同行都很有参考价值，值得一读。



2004年10月

前 言

1980年至1982年，我作为国家公派访问学者，到美国麻萨诸塞大学学习信息技术，当我看到美国科技先进、经济发达时，便立志回国后要为祖国的信息技术发展作贡献。1984年初，省委把我从成都电讯工程学院（现在的电子科技大学）调到四川省高等教育局、教育委员会工作。当时全国已有33所高校建立了研究生院，尽管四川是一个高教大省，又有9所全国重点大学，但却没有一所高校获准建立研究生院。作为省级教育行政部门的主要负责人，我多么渴望当时的全国人口第一大省四川，也能成为一个高教强省。1992年底至1997年初，我在任中国驻纽约总领事馆教育参赞期间，有更多机会访问考察美国一流研究型大学，和美国高校的领导、教授们座谈讨论，并和大批优秀留美学人交了朋友。这样，我对美国一流大学有了更深入的了解。美国的研究型大学不仅培养了大批拔尖创新人才，而且站在世界科学技术发展前沿，研发出了大批重大科技成果，对美国保持科技和经济的世界领先地位做出了巨大贡献。从那时起，我坚信中国也一定能创建推动科技、经济发展和社会进步的世界一流大学。

1994年4月8日，国家教委批准两所直属全国重点大学即原四

川大学和原成都科技大学合并，建立四川联合大学（1998年12月21日更名为四川大学）。我在美工作期间和回国后，组织上曾数次动员我到四川联合大学担任学校主要领导职务。由于我深感年龄偏大，担心再回到高校难以胜任领导重任，一再请求组织另选他人。1997年底，组织上任命我担任四川联合大学的党委书记兼校长，作为一名老教育工作者，我服从组织决定，以诚惶诚恐的心情走上了新的工作岗位。2000年9月29日，国务院又批准经第一次合并后的四川大学和卫生部直属全国重点大学原华西医科大学实现第二次“强强合并”。我校的第一次并校改革开中国高校“强强合并”之先河，第二次并校又成为中国高校管理体制改革的改革中高校大规模合并、重组的压台戏。

1998年5月4日，我参加了庆祝北京大学百年校庆大会，聆听了江泽民同志的讲话：“为了实现现代化，我国要有若干所具有世界先进水平的一流大学。”据此，国家制定了“985工程”，旨在建设两所世界一流大学和一批高水平研究型大学。国家的使命更加坚定了我 and 全校师生员工一起，抓住机遇，把四川大学建设成为高水平研究型大学的决心。为了不辜负组织的重托和全校师生员工的期望，我把自己的全部思想和精力都投入到学校的改革和发展之中，为在四川建设一流大学而拼搏。

党的十五大以后，党和国家对教育更加重视，把教育作为一项全局性、先导性、战略性的基础工程。在这样的大背景下，中国高等教育加速发展，取得了举世瞩目的辉煌成就。也正是在这个时期，我作为四川大学党政的主要领导，直接参与了高校大改革、大发展的实践，在工作中，围绕如何建设高水平研究型综合大学作了若干思考与探索，在报刊上发表了相关文章，在校内作了很多次讲话。学校领导班子成员和党办、发展研究中心的负责人多次建议我把已发表的文章和部分讲话汇集成册，我考虑到过去所发表的文章和所作的讲话，多

半是针对学校发展中要解决的突出问题而作，对相关问题尚未作深入系统的研究分析，文章水平不高，学术性不强，汇集成册，价值恐怕不大，因而一直没有动手做这项工作。

2004年7月，我从四川大学主要领导岗位上退下来，有时间重读过去的文章和讲话，觉得它们确实反映了在中国高等教育大改革、大发展时期，四川大学是如何实现两次强强合并，如何在经历过第一次合并磨合期的阵痛后，迅速实现了三强的深度融合，学校又是如何扩大规模、提升办学层次、提高教育质量、增强科研实力、改善办学条件，如何增强学校综合竞争力，实现了学校历史性跨越的。因此，重读这些文章，可以更好地了解近六年多来四川大学的发展情况，这也许对四川大学师生加快建设高水平研究型综合大学会有所帮助，对高等院校的改革与发展有所参考，这样才决心把有关文章和少数讲话汇集出版，也算是对我从教40多年，特别是在四川大学工作六年半的一个总结和交待。

本文集汇集的主要是笔者在四川大学工作期间发表的文章和少数讲话，为了使读者了解笔者的有关教育观点，也收入了笔者在四川省教育行政部门和中国驻纽约总领事馆工作期间撰写的部分文章。为尊重历史，各篇文章中保留了原貌及当时的提法。

由于笔者水平有限，文中会有不少地方带有片面性、主观性，甚至有错误的地方，出版后恳请读者给予批评和指正。

本书的主要内容反映了我在四川大学工作中的实践与思考，而我在四川大学的全部工作得到了谢和平校长、校领导班子全体成员和全校中层干部、师生员工的热情支持和真诚帮助，借本书出版之机，谨向他们表示我的诚挚谢意！

本书的出版直接得到了我的同事罗中枢、吕重九、赵昌文、张诚、曾诚几位同志的积极鼓励 and 大力支持，王金友同志在文章、讲话

的汇集上做了大量工作，毕玉同志对本书第一章引用的有关学校的全部数据进行了认真校核，申怡同志在文稿打字上给予了很大帮助，我的妻子徐文镔同志对我的全部工作和文章的撰写给予了极大勉励和支持。在此，谨向给予我热情帮助和支持的同志们表示衷心的感谢！

卢铁城

2004 年 9 月 1 日

Preface

Furthering my studies in information technology in the capacity of a government-sent visiting scholar at the University of Massachusetts from 1980 through 1982, I was impressed by the advanced technology and developed economy of the United States, and made up my mind to contribute my share towards the development of Chinese information technology after my return. Early in 1984, I was transferred from the Chengdu Telecommunications Engineering Institute to the Sichuan Provincial Educational Board and Bureau of Higher Learning. By then, 33 universities throughout the country had set up graduate schools, but not one in Sichuan was permitted to do so, although it is a big province with nine key universities. As the chief leader of the administrative department of education, how I wished this most populous province would also be proportionally strong in education. Then, while working as educational counselor in the Consulate General of the People's Republic of China in New York from 1992 to early 1997, I had the opportunity of visiting and observing more first-rate research-oriented American universities, having discussions with professors as well as leaders of such

institutions, and making friends with a good many distinguished Chinese students studying there; and thus acquired a deeper understanding of the top-grade American universities. Such research-focused American universities have not only brought up a large number of top-notch innovative talents, but also produced numerous significant scientific and technological achievements, which conducted significantly to America's maintenance of the lead in science and technology in the world. Since then, I have been fully confident that my motherland will also develop world-renowned top universities that will promote her science and technology, economic development and social progress in like manner.

On April 8, 1994, the State Education Commission authorized two national key universities—the former Sichuan University and Chengdu University of Science and Technology—to merge into Sichuan Union University (which was later renamed Sichuan University on December 21, 1998). While I was working in the United States and after I came back, my superior leaders tried several times to persuade me to take up the leading post of this newly-merged institution. But keenly aware that I was aging, I was afraid that I might no longer be vigorous enough to shoulder this heavy responsibility, and therefore asked them again and again to entrust it to someone else better qualified than me. Yet for all that, I was appointed president and concurrently Party Committee secretary of Sichuan Union University at the end of 1997. A veteran educational worker, I submitted to this decision made by the higher organization and took on this new office awe-strickenly and apprehensively. On September 29, 2000, the State Council again ratified the amalgamation of the already merged Sichuan University with the former West China University of Medical Sciences, another strong national key university directly under the Ministry of Public Health.

Sichuan University's first merging was the forerunner of the coalescence of strong Chinese universities by way of reform; and its amalgamation for the second time was the grand finale of the large-scale comminglement and reorganization of Chinese institutions of higher learning as a way of reforming their system of management.

On May 4, 1998, I attended the centenary of Peking University, at which Comrade Jiang Zemin clearly defined the goal for the educational circles of the nation: "To achieve our goal of modernizations, our country needs to have a number of first-rate universities of world advanced level." Accordingly, the related government agency has drawn up the "May 1998 Project", aiming at building up two world-class universities, and a number of high-level, research-oriented universities. This country-entrusted mission further strengthened my resolution to grasp the opportunity and strive with all the faculty, staff and students of Sichuan University to build it into a high-level research-focused university. In order not to be unworthy of the trust of the superior organization and not to fall short of the expectations of all my faculty and students, I put my whole heart and soul into the reform and development of the university, going all out to develop a first-class university in Sichuan Province.

Since the convening of the 15th National Congress of the CPC, the Party and state have attached additional importance to education, treating it as a leading and strategic infrastructure project concerning the overall situation. Against this general background, the Chinese higher education has accelerated its pace of development and made a brilliant achievement of world interest. And it was in this period that I, as the chief leader of the Sichuan University Party Committee and administration, directly participated in the practice of the large-scale reform and development of an institution of higher learning. As part of my work, I pondered over and

explored the ways to build mine into a high-level, research-oriented university, shared my ideas with my faculty and staff in speeches, or published them in articles in newspapers and periodicals. My colleagues in the university leadership and the office of the Party Committee as well as the head of the developmental studies center have repeatedly suggested that I should collect and publish in volume form my periodical articles and part of my speeches. However, they were, in my view, mostly just solutions I had worked out for the conspicuous problems that cropped up in the development of my university, and therefore must have, I am afraid, left much to be desired, for I lacked the time at the moment for deeper and more systematic studies and analyses of those problems. Thus, feeling doubtful about their academic qualification for compiling into a book, I have been hesitant in following the kind advice of those colleagues.

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After my retirement from the chief leading office of Sichuan University in July, 2004, I had time to go over my articles and speeches of the past, and found them truly a mirror of the development of this university in the past six years, in the context of large-scale reform and development of China's higher education: how it went through the two amalgamations, how it tided over the painful run-in phase and swiftly realized a thorough merging of the three former strong universities, how it achieved a great historic leap forward by enhancing its scope, strengthening its researching capability, improving its conditions, educational quality and level, raising its comprehensive competitiveness, etc. Consequently, a re-reading of them, I think, could acquaint one with what Sichuan University had passed through in the last six years; and this may be helpful to its faculty and students in their efforts at speeding up their building of it into a high-level, research-focused

university. They can, besides, serve as a reference example for other institutions of higher learning in their attempt at reform and development, too. It was these considerations that inspired me to compile my articles and some of my speeches for publication, which can, by the way, I think, serve as a review and summary of my forty-year long career as a teacher, especially my six years and a half at Sichuan University.

Included herein are mainly my articles published, and some of the speeches I made, while I was working at Sichuan University. But to facilitate the reader's understanding of my relevant views on education, I have also enclosed herewith some essays I wrote while I was on the Sichuan Provincial Educational Board of Higher Learning and the PRC Consulate General in New York.

Owing to my limits, there must be herein slips of one-sidedness and subjectivity, and even something erroneous, for which the readers' criticism is sincerely requested.

As this book mainly records my practice and reflections during my work at Sichuan University, in which I benefited much from the ardent support and zealous help of President Xie Heping and other members of the university leadership, all the middle-ranking cadres, as well as all the faculty, staff and students, I would like to avail myself of this opportunity, on the occasion of its publication, to extend to them my hearty gratitude.

I wish also to acknowledge my indebtedness to my colleagues, Comrades Luo Zhongshu, Lu Chongjiu, Zhao Changwen, Zhang Cheng and Zeng Cheng, for their constant encouragement and support; to Comrade Wang Jinyou for patiently collecting my articles and speeches from divers sources; to Comrade Bi Yu for scrupulously checking up all the figures concerning the university referred to in the first chapter; to

Comrade Shen Yi for aiding in the keying in of the manuscripts; and to my wife, Comrade Xu Wenbin, for her enormous support to all my work as well as her passionate enheartening and cheering to my composition of those articles. In a word, my heartfelt thanks go to all those who have fervently supported and helped me!

Lu Tiecheng

September 1, 2004

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