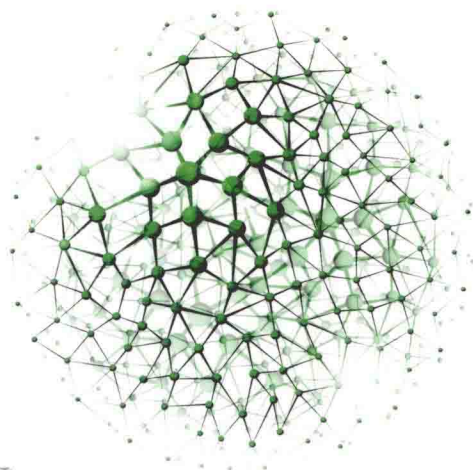


厦门大学中外合作办学研究中心
中外合作办学质量工程系列丛书

中外合作办学与 国际化人才培养

*Chinese-Foreign Cooperation in Running Schools and
the Training of Talents with International Views*

主 编 林金辉
副主编 鄢 晓 薛卫洋



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总序

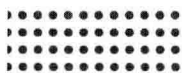
——深化中外合作办学领域改革应重点推进质量工程建设



深化中外合作办学领域改革应该重点推进质量工程建设。建设质量工程,是中外合作办学高水平示范性发展新阶段的主旋律和重要政策导向,是中外合作办学未来长远发展的客观需求。实践已经证明,不注重质量,不提高质量,中外合作办学难以生存和发展,更谈不上“以开放促改革”——以中外合作办学促进教育改革和发展,谈不上以中外合作办学促进高等学校学科建设和管理体制机制创新,谈不上通过中外合作办学培养国际化人才服务于国家和地方经济社会发展。

国家教育行政部门高度重视中外合作办学质量问题。为了贯彻落实党的十八届三中全会精神,深化教育领域综合改革,继续扩大教育对外开放,巩固发展高等学校中外合作办学成果,提升办学质量和水平,解决个别地方和单位存在的办学目的不端正、片面逐利倾向、办学整体质量不高等问题,教育部于2013年12月18日印发了《教育部关于进一步加强高等学校中外合作办学质量保障工作的意见》[教外办学[2013]91号]。这个政策性文件对当前及今后一个时期中外合作办学质量建设有着重要的指导意义。关键在于,如何贯彻落实这个《意见》,唱响中外合作办学质量工程建设的主旋律。

教育部副部长郝平先生在为厦门大学中外合作办学研究中心出版的《中外合作办学质量工程系列丛书》第一部著作——陈大立先生的专著《中外合作办学法律问题研究》所作的序言中指出:“十八届三中全会对教



育改革做出了战略部署,新一届政府全面推进各领域的改革,简政放权,明确了合作办学管理体制的发展方向。在高等教育领域,国家鼓励在新兴、紧缺、薄弱专业开展中外合作办学,列入‘985’、‘211’工程的高等学校应从国家建设高水平大学的目标出发,开展高质量、高层次的合作办学。希望通过继续深化改革,中外合作办学能够实现结构更加优化、布局更加合理,质量评估和认证体系趋于完善,质量监管和信息公开平台基本建成,对高等教育改革发展的促进作用更加明显,对国家和地方经济社会发展的贡献度进一步提升。”

中外合作办学改革和发展已进入深水区。要在“深水攻坚”中获胜,不能沿着单兵作战、局部改革、“头痛医头,脚痛医脚”的老路,而应把质量建设提到综合改革的高度来认识,并加以推进。中外合作办学质量,涉及人们的教育观念、理念和国际化视野,涉及相关法律、法规和中外合作办学政策,涉及中外合作办学的人才培养目标、人才培养模式,尤其是它的专业设置、课程体系、教学内容、教学方法和教学运行机制,涉及中外合作办学的师资建设,涉及中外合作办学的国内布局调整、合作国家(地区)布局调整和学科专业调整,涉及中外合作办学治理体系、内部治理结构和治理能力,涉及中外合作办学机构、项目本身的内外部一系列环境因素……质量建设是一个复杂的系统工程。建设这样一个工程,需要顶层设计,需要理论研究,需要理论指导下的扎实工作。

《国家中长期教育改革和发展规划纲要(2010—2020年)》颁布实施以来,中外合作办学理论研究逐步得到重视。国家教育行政部门、许多地方教育行政部门、高等学校和其他教育机构以及中外合作办学者逐步认识到:中外合作办学的可持续发展需要以理论研究和观念变革为先导;中外合作办学的决策及其实施需要强有力的理论支撑和专业支持;广大学生、家长以及关心中外合作办学的有识之士,对中外合作办学存在许多疑问和困惑,需要专业人员答疑解惑;一些媒体工作者对中外合作办学存在的认识误区,社会舆论存在的许多偏差,需要理论工作者进行系统深入的研究,主动掌握中外合作办学话语权,形成主流话语体系,以此加以纠正和引导。在教育行政管理部门以及各方面的大力支持和积极推动下,全



国中外合作办学研究呈现出蓬勃发展的趋势,理论研究“用不上,不够用”的局面得到了改变;中外合作办学基础理论研究不断加强,基础性、前沿性、战略性问题的研究初步形成了系列成果,具有标志性和示范性;一些具有科学性和可行性的应用研究成果为教育决策和中外合作办学机构、项目的可持续发展提供了重要参考和指导。

厦门大学中外合作办学研究中心成立于2010年3月19日(原称厦门大学—香港大学中外合作办学研究中心,2013年1月28日经批准更名),是我国第一家以中外合作办学为研究对象的专门研究机构。2013年3月15日,教育部中外合作办学理论研究基地、政策咨询平台和中心——教育部中外合作办学发展研究中心正式落户厦门大学中外合作办学研究中心。2013年12月8日,厦门大学成立厦门大学中外合作办学研究中心国际顾问委员会。中国高等教育学会会长,中国农业大学原党委书记,教育部思政司、学生司原司长瞿振元出任中心国际顾委会主席;中国高等教育学会顾问、厦门大学原副校长潘懋元出任名誉主席;教育部留学服务原中心主任白章德,福建省教育厅常务副厅长黄红武,海南省教育厅副厅长袁陵南,人民日报政文部副主任袁新文,上海纽约大学校长俞立中,香港大学校长资深顾问、原副校长程介明,加拿大多伦多大学安大略教育研究院教授、加拿大驻中国大使馆原文化参赞 Ruth Hayhoe,香港大学教育学院副院长、中国教育研究中心主任 Gerard A. Postiglione 等17位在国际上享有盛誉的教育行政部门、高等学校管理者和中外合作办学机构、项目负责人担任委员。^①

中心在厦门大学 and 教育部国际合作与交流司的直接领导下开展工作。中心秉承“学术为本,咨政育人,服务社会”的宗旨,依托厦门大学教育学一级学科,以及高等教育学、教育经济与管理、教育史、比较教育学多个博士点、博士后流动站和国家重点学科点,进行中外合作办学基础理论研究;培养教育学科和管理学科博士点中外合作办学研究方向博士生和研究生,以及博士后研究人员和高级访问学者;配合教育部中外合作办学

^① 详见厦门大学中外合作办学研究中心网站:<http://cfcrs.xmu.edu.cn>

工作进行相关政策调研,提供决策咨询报告,为国家和地方中外合作办学的相关政策制定提供理论支撑和专业支持;承担国家和地方教育行政部门委托项目,以及委托的中外合作办学管理干部培训工作;承担高等学校、其他教育机构及中外合作办学机构、项目的委托课题;承担中国高等教育学会中外合作办学研究分会(筹)的秘书处工作;承担全国中外合作办学年会的发起、牵头和主办工作;等等。与此同时,中心成员还承担了国家和部省级一系列重大、重点课题。教育部于2013年9月5日举行了有史以来第一次以中外合作办学为专题的教育部新闻发布会。这次教育部新闻发布会的文件指出:“以教育部中外合作办学理论研究基地和政策咨询平台——厦门大学中外合作办学研究中心为代表的中外合作办学研究在咨政育人、服务社会方面发挥了重要作用。”^①

我们有理由认为,中外合作办学研究春天的到来,是由于全国中外合作办学理论工作者对国家教育对外开放和提升国际化水平客观需求的主动适应,是由于国家教育行政部门和中外合作办学者审时度势、科学判断和强力支持。与此同时,面对中外合作办学高水平示范性发展的新实践和国家教育高水平对外开放的新要求,理论研究还有许多与之不相适应的地方。面对中外合作办学的“深水攻坚”,面对综合改革需要重点推进的质量工程建设的艰巨任务,中外合作办学科学研究应有更多的责任担当。

在本系列丛书推出之前,厦门大学中外合作办学研究中心已正式出版了一系列学术著作,包括《高等教育中外合作办学研究》、《中外合作办学教育学》、《中外合作办学:政策、管理与质量保障》(上、下册)、《中外合作办学与高水平大学建设》、《中国教育与社会(中外合作办学专辑)》、《传统与变革》,等等。

为了进一步推进中外合作办学科学繁荣和中外合作办学教育学学科建设,形成更具系统性、学术性、标志性和示范性的中外合作办学科学研

^① 详见新闻发布会的印发文件《教育规划纲要实施三年来中外合作办学发展情况》,教育部网站:<http://www.moe.gov.cn>



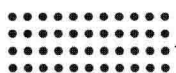
究精品,咨政育人,以理论创新和学科建设服务于国家教育对外开放和教育国际化水平提升,为中外合作办学高水平示范性发展提供更加强有力的理论支撑和专业支持,厦门大学中外合作办学研究中心在多方面的支持、指导和帮助下,推出了这套《中外合作办学质量工程系列丛书》。厦门大学出版社是国家一级出版社、全国百佳图书出版单位,与我们有长期良好的合作基础,丛书的出版也得到该社的大力支持。丛书除出版每年的全国中外合作办学年会论文集之外,还面向海内外中外合作办学理论工作者和实际工作者,面向教育行政部门、高等学校及其他教育机构、中外合作办学机构项目的管理者和教师,面向教授和学生(主要是博士生和硕士生)征稿。编辑委员会每年从应征著作中确定若干部学术精品进入丛书书目。丛书拟连续出版若干年。

我们衷心希望,本丛书能够成为国家和地方教育行政部门、高等学校和其他教育机构、中外合作办学机构项目的资料库,成为决策部门的智库,成为所有关注、关心中外合作办学事业的有识之士的图书馆。

限于水平,本丛书必有疏漏,恳请批评指正!

厦门大学中外合作办学研究中心

2014年3月19日



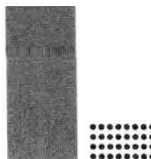
Preface

—Establishment of Quality Assurance System Should be the Focus of Reforms in Chinese-Foreign Co-operation in Running Schools



To establish a quality assurance system should be the focus of all-round reforms in Chinese-Foreign cooperation in running schools. It is not only an important guideline at the new developing stage but also an objective requirement of the long-term development. It has been approved that Chinese-Foreign cooperation in education would not exist or develop healthily if its quality was not improved. Without enhancing quality, we would not manage to “promote reforms by opening up”, we would not manage to promote principle development and management system innovation, and we would not manage to train more talents with international views to work for national and local development.

The national education departments attach great importance to quality of Chinese-Foreign cooperation in running schools. In order to implement guidelines illustrated in the Third Plenary Session of eighteenth Central Committee, to deepen reforms in education, to enhance opening up in education, to strengthen achievements in cooperation in education, to promote its quality and level and to deal with the problems like poor quality and profit-driven motivation, *China's Ministry of Education issued MOE's Opinions on How to Promote Quality Assurance in Chinese-Foreign Cooperation in Higher Education* on December 18th of 2013.



This policy-based document will be an important guideline for Chinese-Foreign cooperation in education for now and the near future. And the key is how to implement it in the reality with an aim to improve the quality.

Xiamen University's Research Center for Chinese-Foreign Cooperation in Running Schools will publish a series of books on *Quality Assurance of Chinese-Foreign Cooperation in Running Schools*. The first book is *Research on Legal Issues in Chinese-Foreign Cooperation in Running Schools*, which is written by Mr. Chen Dali. Mr. Hao Ping, deputy director of MOE of China, wrote the preface for it, pointing out, "On the Third Plenary Session of eighteenth Central Committee, Chinese government made a strategy on education reforms, clarifying the direction of management system in Chinese-Foreign cooperation in running schools. The government will push the reforms and the universities will be in charge of it. In higher education, China encourages cooperation in majors that are new, rare and weak. Key Universities listed in '985' and '211' projects are supposed to develop high-quality cooperative programs with an aim to establish high-level universities. Through the deepening of reforms in Chinese-Foreign cooperation in running schools, we will hopefully do a better job in its structure optimization, reasonable layout, evaluation and accreditation systems as well as establishment of a quality supervision and information platform so that it will make more contributions to national and local economic and social development."

The quality assurance development of Chinese-Foreign cooperation in education has entered a critical stage. If we want to win this game, instead of focusing on partial reforming which was the old way, we should launch all-round reforms. It will cover various areas, like educational concept and ideas, international horizon, related laws and regulations, government policies, talent-training goals, training patterns that especially include majors, curriculum, teaching methods and operating systems and so on, layout adjustment, internal and external management systems, and

faculty development, etc. It is a complicated project that takes a lot of work, including top-level design, theoretical study and practical efforts.

Since the *Outline of the National Plan for Medium and Long-Term Education Reform and Development* (2010—2020) was issued and implemented, researches on Chinese-Foreign cooperation in running schools has been attached more importance. Administrators from national and local education departments as well as from universities and cooperative institutes and programs have gradually realized that; its sustainable development depends on changes in researches and mindset; its policy-making requires strong theory support; questions and doubts that students and parents might have on Chinese-Foreign cooperation in education need to be answered by professionals; misunderstandings on it should be changed; scholars and researchers are supposed to have the say and lead the media and the society to the right way. With strong support from different areas, researches on Chinese-Foreign cooperation in running schools have been developing rapidly. We have achieved a lot of accomplishments on some basic, frontier and strategic projects. Those scientific, demonstrative and feasible research results have provided important reference and guide for policy-makers and cooperative institutes and programs.

Xiamen University's Research Center of Chinese-Foreign Cooperation in Running Schools (originally called Xiamen University-The University of Hong Kong Joint Research Center of Chinese-Foreign Cooperation in Running Schools), the first institute in China that focuses on research of Chinese-Foreign cooperation in running schools, was set up on March 19th, 2010. On March 15th of 2013, MOE's Research Base for Chinese-Foreign Cooperation in Running Schools, an important platform for theory study and policy consultancy was officially settled down in Xiamen University's Research Center of Chinese-Foreign Cooperation in Running Schools. On December 8th of 2013, its International Advisory Board was established. Qu Zhenyuan, president of Chinese Association of



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Higher Education, is the chairman of the Board; Pan Maoyuan, advisor to Chinese Association of Higher Education, is the honorary chairman of the Board. There are 17 board members who are from education departments, universities and cooperative institutes and programs, including: Bai Zhangde, former director of Chinese Service Center for Scholarly Exchange; Huang Hongwu, deputy director of Education Department of Fujian Province; Yuan Lingnan, deputy director of Education Department of Hainan Province; Yuan Xinwen, deputy director of Political and Cultural Department of People Daily; Yu Lizhong, president of New York University Shanghai; Kaiming Cheng, senior advisor to the vice-chancellor at the University of Hong Kong; Ruth Hayhoe, professor of OISE in University of Toronto; Gerard A. Postiglione, vice dean of education institute of Hong Kong University.

The center is operating under the leadership of Xiamen University and the Institute of Education International as well as Cooperation and Exchanges Department of the MOE. By focusing on academic researches, it aims at providing consultation to the government as well as serving the people and the society. It integrates the strength of the Education Institute of Xiamen University's several PH.D doctorate programs (in areas of Higher Education, Education History, Education Economy and Management and Comparative Education) and post-doctoral programs. It operates in a flexible and open-minded way with international views. It undertakes research projects of national-level, ministerial-level and provincial-level as well as cooperative institutions and programs; it provides consulting service to national, provincial and municipal education administration department of higher education, universities, cooperative institutions and programs; it provides post-graduate, doctorate and post-doctorate programs in Chinese-Foreign cooperation in running schools; it organizes an annual conference every year; it serves the society. On September 5th of 2013, the Information Office of Ministry of Education held a press conference with a theme on Chinese-Foreign cooperation in running



schools. It points out: "Xiamen University's Research Center of Chinese-Foreign Cooperation in Running Schools, as MOE's Research Base and an important platform for theory study and policy consultancy, plays an important role in providing consultation to the government as well as serving the people and the society."

We are convinced that the spring of research on Chinese-Foreign cooperation in running schools is coming. It is because education administrators and scholars positively adjust to the deepening of opening up in education and try to meet the demand of internationalization. But of course, there are still some challenges we might encounter, especially at a new stage that high quality matters. Therefore, our researchers have to take more responsibilities to push the all-round reforms and improve its quality.

Before this series, the center has published a series of books, including: *Research on Chinese-Foreign Cooperation in Running Schools in Higher Education*, *Discipline of Chinese-Foreign Cooperation in Running Schools*, *Chinese-Foreign Cooperation in Running Schools: Policy, Management and Quality Assurance*, *Chinese-Foreign Cooperation in Running Schools and Development of High-level Universities*, *China's Education and Society (on Chinese-Foreign Cooperation in Running Schools)*, *Tradition and Changes* and so on. Based on the practice of educational reform and development in China, the center stands at the frontier of world higher education research. It actively gets involved in national overall plan and development strategy of Chinese-Foreign cooperation in running schools, strengthening international exchanges and cooperation. It promotes Chinese-Foreign cooperation in running schools by putting the theories into practice, providing sound policy consulting service and training a large group of innovative talents with high quality in the practice of running cooperative schools, thus making its own contributions to sustainable development of this course.

With support from various areas, Xiamen University's Research



Preface

Center of Chinese-Foreign Cooperation in Running Schools co-works with Xiamen University Press to publish a series of books on Quality Assurance System of Chinese-Foreign Cooperation in Education. Apart from publishing annual conference proceedings, we would also like to collect articles written by scholars, teachers, students and education administrators who are interested in this field. The editing team will choose from them and thus publish several books. We plan to do this for a couple of years.

We sincerely hope that these books will become a database for national and local education departments, universities and other education institutes as well as cooperative institutes and programs. We sincerely hope these books will become a think tank for policy makers. We sincerely hope these books will become a library for all of those who pay close attention to the cause of Chinese-Foreign cooperation in running schools.

These books are far from perfect. Any comments and suggestions are welcomed. Thank you!

Xiamen University's Research Center
for Chinese-Foreign Cooperation in Running Schools
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