

Study of School-Running Orientations and  
Development Strategies for Local Undergraduate Colleges and Universities



# 地方本科高校办学定位与 发展战略研究

曹旭华 孙泽生 王楠 南仲信 著



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## 内容提要

20 世纪 90 年代以来,地方本科高校在中国高等教育结构中的重要性迅速上升,已成为普通本科高等教育的生力军。但从教育资源的配置看,中央直属(部委直属)高校与地方所属高校差别极其明显。地方本科院校在很长时期内主要是作为前一类型的补充而存在,办学资源短缺、学科单一,居于先天劣势。但同时,地方本科高校纷纷提出要发展成为研究型大学或者教学研究型大学,千军万马过独木桥,存在着办学定位不明确、不科学的问题。其所培养的人才科学创新教育不够、专业技术教育不精、实践应用教育薄弱、人文素质教育缺乏,没有与中央直属院校形成差异化竞争,形成一定的特色和比较优势;作为地方高校,又不能完全满足地方经济发展对人才的需求。因而,地方本科高校的办学定位与发展战略需要进行重大调整和重新构架。这是本书研究所要解决的主要问题。

本书包括上下两篇共 9 章。其中,上篇为地方本科高校办学定位的理论和案例研究。该篇首先从办学定位的内涵和外延出发,利用公共物品理论和竞争优势理论,分析了地方高校应用型人才培养与区域经济社会发展的互动关系,提出了应用型人才培养所需具备的基础能力和条件。同时,选取德国、美国、中国香港特别行政区及内地的应用型高校为研究对象展开国际、国内的比较分析和案例研究,并总结归纳其主要经验及对我们的启示。此外,还选择长三

角区域三所地方高校为案例,讨论其办学定位之形成条件和定位依据,从实证角度探究了地方高校办学定位与区域地方经济的共生关系。

下篇为地方应用型本科高校发展战略的理论及战略举措研究。首先,该篇讨论了应用型本科高校办学定位及发展战略思路,以及可资利用的主要发展战略类型。随后,还分别从学科建设深化、专业结构优化、人才培养模式改革、学科专业一体化建设、国际化办学以及创业创新教育六个方面全面地探讨了地方应用型本科高校促进应用型人才培养,服务于区域和地方经济社会发展的重大战略举措,并提出了较全面的改革思路和政策建议。

本书的主要结论和观点如下:

第一,地方本科高校办学定位的选择和确定是此类高校寻求发展、获得差异化竞争优势的先决条件。地方高校应主动适应区域产业结构和经济结构特征,为区域和地方经济社会文化发展提供区域公共物品,并借此从区域经济中获得公共物品融资支持,因而其所提供的公共物品——无论是知识还是人才培养都有必要与区域经济发展相协调,这是公共物品理论在大学教育中的必然反映。

第二,应用型大学虽不具备创造基础知识的能力或创造成本高昂,但其在共性技术研发中的定位能力可形成相应的比较优势,这一比较优势还主要来源于应用型大学与区域经济发展和区域内融资的紧密联系。因此,地方本科高校应主要定位于应用型大学,其人才培养取向是区域经济发展所必需的具有国际化背景、全球视野的创新型、应用型人才或“专才”,其主要目标是运用知识和系统地传承知识,构建研究型人才与普罗大众间的知识通道,进行“集成创新”,直接作用于区域经济发展。

第三,地方本科高校办学定位的选择原则主要有三:其一,主动满足地方经济结构调整和产业升级的需要,在人才培养目标及人才培养的数量、类型、层次以及综合素质等方面满足地方经济社会发展的需求。其二,应主动寻找、挖掘和弘扬地方特色,以乡土积

淀、乡土文化、乡土学术作为其办学定位选择和办学特色形成的重要支柱。其三，应继续发展传统学科和专业，力争办出特色、办出优势，并以之为基础从外延和内涵两方面发展新的相关学科和专业，进而形成持续的差异化特色，并由此优化其办学定位。

第四，无论是德国应用型大学、美国的应用型本科高等院校还是中国香港特别行政区的应用型大学，都以其明确的定位树立了鲜明的应用型人才培养模式，丰富了本国或者本地区高等教育人才培养的结构，满足了社会、企业以及学生在人才教育方面的需要。他们在专业建设、课程设置与教学活动方面都以实际需要为出发点，准确把握市场方向，既灵活又主动。在注重能力培养的同时，引导学生的创新意识与能力，使得他们能够积极应对职业发展的挑战。通过校企合作、工学结合形成了产学研结合的长效机制，既保障了人才培养模式的贯彻执行，也稳定了教学质量。

第五，国内案例研究表明，地方本科高校向多学科综合性大学的转变，办学层次和规模的适度提升符合高等教育的规律。然而，地方本科高校的办学定位则要与其生存发展的社会经济、政治和文化等外部环境相一致，在办学传统与历史积淀基础上凝练办学特色、科学定位，这既符合办学的比较优势原则，也符合此类高校的实际情况以及所处区域经济社会发展的需要。

第六，在激烈的竞争面前，地方本科高校应遵循高等教育规律，明确自己的办学定位，合理制定发展战略。首先，要在对自身核心竞争力和比较优势有清晰认知的基础上，注重创建和保持学校的特色和品牌，努力走一条适合自身发展的道路。其次，要立足地方发展需要，处理好学校发展和社会发展的关系，积极加强学术交流和产学研合作，提高学校的社会贡献力和知名度。最后，要以制定战略为契机，注重内涵发展，推动学科建设，提高核心竞争力，力促地方本科高校实现跨越发展。

第七，地方本科高校的学科建设应坚持“人无我有，人有我特”的原则，以应用型为学科建设依归，避免与其他学校成熟的学科直接竞争。为此，地方本科高校学科建设深化的实现路径是：其一，

应当依托区域文化、区域经济特色形成地方本科高校的特色学科；其二，学科建设还要以区域经济发展需求为导向，积极推进与企业合作项目，建立产学研基地；其三，致力于交叉学科的建设，这是形成学科特色、提升学科水平、增强学科竞争力的必要手段。

第八，地方本科高校专业结构优化的思路是：其一，专业建设应以学科为依托，充分挖掘现有学科的潜力，建设新专业与特色专业；其二，应依托市场，根据人才市场需求的变化，调整专业课程、专业方向，增强专业人才培养的社会适应性；其三，应依托区域经济发展，立足本地，作出正确的前瞻分析和把握，开拓为地方经济和社会发展服务的空间。

第九，单纯强调学科建设或者专业建设，都存在明显的局限性。地方本科高校有必要推行学科专业一体化发展战略。亦即，学科建设应以专业建设为基础，以学科建设带动和引领专业建设，学科建设成果融入和服务于专业建设。

第十，地方本科院校的根本任务是培养高层次应用型人才，地方本科高校的发展战略转型首先表现在其人才培养模式的改革与转型上。地方本科高校之应用型人才培养模式改革应把握以下三点：首先，以培养本科应用型专门人才为根本任务，以培养技术应用能力为主线，设计学生的知识、能力、素质结构和培养方案。其次，以“应用”为主旨和特征，构建课程和教学内容体系，实践教学中要强调培养学生的技术应用能力和综合职业能力。最后，人才培养模式需要不断的改革，要与时俱进、动态适应内外部环境变化，适时引导环境变化。

第十一，要实现既定的办学定位和发展战略，地方本科高校必须克服其在学科专业建设中面临的人才、资源等要素瓶颈，其要素获得方向不应仅仅着眼于国内和区域内，还应该充分利用自身特定的区位优势和历史积淀，积极开展国际交流和国际化办学。

第十二，要实现地方本科高校的办学定位，使其培养的毕业生主动适应区域经济社会发展的需要，需要不断增强和提升学生的创业创新意识和能力。鉴于地方本科高校自身的资源约束，其在实施



创业创新教育的过程中首先需要与所处区域及其产业、企业建立密切联系，推行校企合作工程，努力搭建创业创新教育的平台。还应通过建构合理、完善的教学模式和课程体系，促使创业教育与就业教育一体化。

# Abstract

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Since 1990s, local undergraduate colleges and universities have played an important role in Chinese Higher Education system. However, as viewed from the allocation of education resources, there are distinct differences between the colleges and universities directly under ministries and the local colleges and universities. For a long time, local colleges and universities exist as the complements of the colleges and universities directly under ministries, so they have disadvantage in educational resources and discipline construction. At the same time, many local undergraduate colleges and universities, who propose to become research universities or teaching and research universities, have the problem on unclear and unscientific orientation for school-running. Thus, the graduates from these local colleges and universities have disadvantage in scientific innovation education, professional technology education, practical application education and humanistic quality education. Comparing with the colleges and universities directly under ministries, the local colleges and universities do not have comparative advantages; from the other side, they cannot satisfy the demand for talents from local economy development. Therefore, this book suggests that the school-running orientation and development strategy of local undergraduate colleges and universities need to be resettled.

There are two parts with 9 chapters in this book. The first part is about the study of theories and cases of school-running orientation in local undergraduate colleges and universities. Firstly, starting from the connotation and denotation of school-running orientation and using public goods theory and competitive advantage theory, we analyze the dynamic relationship between the training of application-oriented talents by local colleges and universities and the development of regional economy, and point

out the fundamental conditions for the training of application-oriented talents. We also compare the application-oriented colleges and universities in Germany, USA and Hong Kong with the ones in China to generalize their experience and the inspiration for our school-running. Besides, in this part, we discuss the formation conditions and foundations of school-running orientation for three local colleges and universities in Yangtze River Delta region. Finally, we empirically examine the symbiotic relationship between the school-running orientation for local colleges and universities and regional or local economy.

The second part of this book mainly investigates the theory of the development strategies for local application-oriented undergraduate colleges and universities. Firstly, we discuss the school-running orientation and different development strategies for application-oriented undergraduate colleges and universities. Secondly, we comprehensively study the strategies and policy suggestions for local application-oriented undergraduate colleges and universities to promote the training of application-oriented talents to serve the development of regional or local economy from the aspects including the intensifying of discipline construction, the optimization of majors structure, the reform of talents training mode, the integration of disciplines with majors, the mode of internationalization school-running, the education of entrepreneurship and innovation.

The main conclusions of this book are as follows.

1) The appropriate selection of the school-running orientation for local undergraduate colleges and universities is a prerequisite for these higher education institutes to develop and get competitive differentiation advantages. Local colleges and universities should actively adapt to the regional industrial structure and economic structure, supply public goods to regional or local economy and social culture development, and conversely local colleges and universities can get financial support for public goods from regional economy. Therefore, the public goods, including knowledge and talents training, supplied by local colleges and universities should be coordinated with the development of regional economy. And this is the inevitable reflection of the theory of public goods in the higher education.

2) Although the application-oriented universities do not have the ability to create basic knowledge or have high costs to create it, they have a comparative advantage in the ability to research and develop generic technology. This comparative ad-

vantage is gained from the close relationship between application-oriented universities and the development of regional economy, and the relationship between application-oriented universities and financing within the region. Therefore, the school-running orientation for local undergraduate colleges and universities should focus on application; the goal of talents training is internationalization, innovation-oriented, application-oriented and professional; the main objective is knowledge application and inheritance to construct the knowledge channel between research-oriented talents and the public, to integrated innovation and to benefit the development of regional economy.

3) The principles of choosing the school-running orientation for local undergraduate colleges and universities are: (a) actively meeting the demand from the adjustment of local economy structure and industrial upgrade, especially in that the goal of talents training, the quantity, types, levels and quality of talents should meet the demand of the development of local economy and society; (b) actively searching, excavating and promoting the local characteristics and making them benefit the school-running; (c) keeping on developing conventional disciplines and majors and exploiting the related disciplines and majors to form sustainable differentiate characteristics and further to optimize the school-running orientation.

4) Regardless of the application-oriented colleges and universities from Germany, USA or Hong Kong, they all have clear position and clear talents training mode, and they enrich the structure of local talents training with higher education and meet the demand of talents education from society, enterprises and students. In the application-oriented colleges and universities in Germany, USA and Hong Kong, the starting points of major construction, curriculum design and teaching activities are the actual needs, so these colleges and universities can follow the market direction accurately, flexibly and actively. While these colleges and universities focus on students' capability-building, they guide the students' awareness and ability of innovation to enable them to actively respond to the challenges of career development. Through the cooperation with enterprises and combining study with work, these colleges and universities gain a long-term mechanism to ensure the implementation of talents training mode and to stabilize the quality of teaching.

5) The study of domestic cases indicates that the transforming from local undergraduate universities to comprehensive universities and the promotion of school-running level and scale are in accordance with the rule of higher education. However, to

meet the school-running principle of comparative advantages and the demand from the development of local economy and society, it is more important that the school-running orientation for local undergraduate universities should be in accordance with the economy, politics, culture and other external environment of the corresponding society, and the convention and history of school-running should be consistent with the characteristics and orientation of school-running.

6) With the intense competition, local undergraduate colleges and universities should follow the law of higher education, make the school-running orientation clear and define the development strategies reasonably. First of all, local colleges and universities should clearly realize their own core competence and comparative advantages, focus on construct and keep their own characteristics and brand, and try to follow a best suitable way for their own development. Second, the local colleges and universities should meet the demand from local development, deal with the relationship between their own development and the society development, actively reinforce the cooperation of academic communication with Industry-Academia-Research, and promote their own popularity and social contribution. Finally, the local colleges and universities should make the strategy-planning as an opportunity, pay attention to the internal development, push discipline construction and promote core competence to make a great leap forward.

7) The principle for local undergraduate colleges and universities to develop is "Exploring new markets, strengthening competitive advantages". That is to say, local colleges and universities should focus on the construction of application-oriented disciplines and then they can have comparative advantages in the competition with other universities. Thus, the steps for local colleges and universities to deepen the disciplines construction are: (a) forming distinguishing disciplines based on regional culture and regional economy characteristics; (b) making the demand from regional economy development as the guide to discipline construction, actively promoting the cooperation with enterprises and establishing Industry-Academia-Research stations; (c) committing to the construction of cross-disciplines, this is the necessary means to form discipline characteristics, promote discipline levels and enhance discipline competence.

8) The methods for local undergraduate colleges and universities to optimize their majors structure are: (a) majors construction should base on disciplines and

fully explore the potentials of current disciplines to build new or characteristic majors; (b) majors construction should base on markets, that is to say, the adjustments of curriculum and direction of majors should be consistence with the changes of the demand in talent market, to enhance the social adaption of professional talents training; (c) majors construction should base on the development of regional economy to get accurate forecast analysis to serve for local economy and social development.

9) There is obvious limitation in simply emphasizing disciplines construction or majors construction, so it is necessary for local undergraduate colleges and universities to choose the strategy of integrating disciplines with majors. That is, the foundation for disciplines construction is majors construction, disciplines construction can guide majors construction, and the results of disciplines construction can serve for majors construction.

10) The essential task for local undergraduate colleges and universities is to train high level application-oriented talents, so the transformation of the development strategy of local colleges and universities is represented initially as the transformation of the mode of talents training. There are three aspects that local colleges and universities should grasp: (a) the essential task is to train professional application-oriented undergraduates, so the local colleges and universities should start from training students' ability to apply technologies to design students' training plan and structure of knowledge, ability and quality; (b) the feature of curriculum and teaching contents is "application", so the local colleges and universities should emphasize on training the students' abilities of technology application and integration; (c) the mode of talents training needs to reform constantly to adjust to the changes of internal and external environment over time.

11) To realize the school-running orientation and development strategies, local undergraduate colleges and universities should overcome the difficulties, such as the factors bottleneck of talents and resources, in the construction of disciplines and majors. To overcome this bottleneck, the local colleges and universities could utilize their own characteristic advantages to develop international communication and cooperation.

12) To realize the school-running orientation for local undergraduate colleges and universities, and to make their graduates meet the demand from the development of regional economy, it is necessary to constantly enhance and promote the students'

awareness and abilities of entrepreneurship and innovation. Because of the limited resources, it is more important for local colleges and universities to build close relationships or cooperation with local industries and enterprises. It is also important to integrate innovation education with employment education through constructing appropriate and complete teaching mode and curriculum system.

# 目 录

*Contents*

## 导论 1

- 1. 问题的提出 2
- 2. 本书的研究方法和篇章结构 9

## 上 篇

### 地方本科高校办学定位研究 13

#### 第 1 章► 地方本科高校办学定位的理论分析 15

- 1.1 文献述评 16
- 1.2 区域经济发展对人才需求和地方高校办学定位的影响 21
- 1.3 地方本科高校的办学定位选择依据 26
- 1.4 小结 31

#### 第 2 章► 德国应用型本科高校的人才培养 32

- 2.1 德国应用型高校的发展 33
- 2.2 德国应用科技大学的办学模式与特色 41
- 2.3 德国应用科技大学的作用及其发展趋势 47
- 2.4 德国应用科技大学案例研究 50
- 2.5 小结 55
- 附录：若干德国应用型科技大学的课程设置 56



第3章►美国应用型本科高校的人才培养	63
3.1 美国应用型高等教育的发展	64
3.2 美国应用型本科高等教育的模式与特征	68
3.3 美国应用型本科高等教育的作用及其局限	75
3.4 美国俄亥俄州立大学本科教育案例研究	78
3.5 小结	81
第4章►香港特别行政区应用型本科高校的人才培养	82
4.1 香港特别行政区应用型高等教育的发展	83
4.2 香港特别行政区应用型高等教育的发展模式与特色	87
4.3 香港特别行政区应用型高等教育案例研究	91
4.4 小结	96
附录：香港特别行政区若干大学的专业和课程设置	97
第5章►国内地方本科高校办学定位的案例研究	101
5.1 办学特色建设的案例研究Ⅰ：浙江科技学院	102
5.2 办学定位研究的案例Ⅱ：南京工程学院	109
5.3 办学定位案例研究Ⅲ：绍兴文理学院	114
5.4 小结	118

## 下 篇

### 地方本科高校发展战略研究 121

第6章►地方本科高校发展战略理论分析	123
6.1 文献述评	124
6.2 地方本科高校发展战略的内容与类型	127
6.3 地方本科高校发展战略选择的依据与原则	131
6.4 案例研究：浙江科技学院的发展战略选择	134
6.5 小结	138