



Comparison on International
Higher Education Administration

国际高等教育管理比较

(英文版)

张喜梅 曾 凯 编著

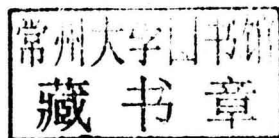


高等教育出版社



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内容简介

本书是东北大学教材建设立项项目成果,也是全国高等学校教学研究会“21世纪中外高等教育人才培养模式理论与实践的研究”成果。

本书系统地编译了美国、英国、法国、德国、俄罗斯、日本高等教育管理的宝贵经验,读者从中可以对当代世界高等教育管理的特点和教学改革的大趋势略见一斑。本书的特点是:编译的资料较丰富,详细介绍了当代国际高等教育的管理模式,可为我国高校的教学改革提供借鉴,同时,对于我国加快办好更多的一流大学、赶超世界水平,具有较强的实用价值。

本书适用于高等学校教育学(尤其是高等教育学、比较教育学)、教育管理、公共管理、行政管理等各专业的本科生及研究生使用,也可供高等学校教师、科研和管理人员参考和使用。

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作者简介



张喜梅 女 东北大学教授,世界工程教育学会和美国工程教育学会会员。主要从事教学和高等教育比较研究。1983-1984年以访问学者身份在北京大学图书馆学系、情报学系学习;1985-1986年以高级访问学者身份在美国阿巴拉契大学教育学系学习;自1992年以来曾赴美国、英国、法国、日本等10多个国家及中国香港、中国台湾等地区出席学术研讨会及讲学活动。“九五”、“十五”期间承担国家教育部攻关

项目20余项。国外刊物及国际学术会议发表文章20余篇,国内刊物发表文章80余篇;出版专著8部;获国家、省级、学校等优秀科研成果奖20余项。为全校本科生、研究生开设了大量的双语课程,为培养具有国际竞争力的人才,做出了积极的努力和贡献。

曾凯 女 东北大学外国语学院副教授 多年来一直从事英语教学和应用语言学的研究。发表学术论文20余篇。主编和参加编写有关英语学习方面的教学参考书10余部。1999-2000年,作为国家公派访问学者赴英国伦敦大学国王学院英语语言中心学习进修和交流。教学效果一直优秀,多次获得东北大学教学成果奖。

序 言

21 世纪是一个高度知识化、高度信息化的世纪，也是全球竞争日趋激烈、国际合作日趋紧密的世纪。我们正面临着新世纪的挑战，世界各国，尤其是经济发达国家的一些有识之士已把目光投向 21 世纪的教育。

我们正在推进的高等教育改革和“985”工程，是一项极其复杂，涉及到高等学校各个方面的艰巨任务。面对教育改革中出现的新情况、新问题，我们难免会有很多的不适应，比如知识缺乏更新，对高等学校的管理缺乏经验。这就要求我们，尤其是从事高等教育管理的同志，不仅要学习马克思主义教育理论和教育思想，坚定社会主义办学方向，熟悉教育的政策法规和高等教育管理的知识，同时也要学习国际高等教育管理的有益经验，在高等教育改革中不断提高管理水平。

世界各国正在迎接信息化社会的到来和新技术革命的挑战。为了促进经济和社会的发展，各个国家在大力推进教育改革的同时，特别注意培养适应国际社会发展需要的优秀人才。了解与借鉴发达国家教育管理的宝贵经验，展望未来世界教育改革的发展趋势，对于进一步提高我们的教育管理水平，具有重要的意义和实际的参考价值。

21 世纪的人才应该善于独立思考、勇于实践、敢于创新、会学习、会做事、善做人，能够解决实际问题，并能不断更新知识和创造知识。这就要求我国的高等教育培养出更多的“面向现代化、面向世界、面向未来”，具有国际竞争力的人才，以适应 21 世纪国际社会的需要。而国际化社会通用人才的最基本要求就是具有较强的专业外语水平。

我们提倡在教学中直接使用国际原版教材，也鼓励由国内教师直接编写双语教材，以适应专业教学中的本土化要求。由张喜梅教授和曾凯编著的英文教材，正是适应了当今高等学校进行双语教学的需要。

我相信《国际高等教育管理比较》一书的出版，不仅能给高等教育管理的改革以启迪，也能给今后的双语教学课程以参考。同时，由于汇集了世界高等教育办学的成功经验，本书也可为高等学校各专业的教育管理与教学改革提供可借鉴的资料。

姜茂发

2005 年 7 月 28 日

前 言

21 世纪将是世界各国在科技、经济、综合国力以及人才等方面竞争更加激烈的世纪，但归根结底，这些竞争还是教育的竞争，培养人才的竞争。因此，21 世纪将是世界高等教育发生巨大变化的世纪。

20 世纪 90 年代以来，各发达国家的教育管理改革虽各显其能，各具特色，但有一个明显共同点，即都以应对 21 世纪科学技术的挑战和培养所需人才为己任。要提高人才培养的素质，关键在于高等教育的管理改革，特别要注重培养适应国际化的需要，具有国际视野、国际竞争力的人才，同时要采用先进的人才培养方法模式。这对于提高整体的民族科学文化素质，在国际竞争中处于主动地位具有至关重要的意义。

教育部 2001 年 8 月 28 日印发《关于加强高等学校本科教学工作提高教学质量的若干意见》的通知明确提出，要把提高人才培养质量放在突出地位，大力推进素质教育，培养学生的创新精神和实践能力，适应国际社会的人才需求，并在日益激烈的竞争中取胜。为了贯彻教育部对教学改革的一系列要求，培养国际化人才，各学校近年来逐步推行实施双语教学的人才培养战略。通过双语教学，使高校学生尽快熟悉掌握专业英语，提高适应经济全球化及参与国际竞争的能力。

近几年来，我在为东北大学本科生及研究生教育经济与管理等专业开设的《中外高等教育比较》、《教育管理学》、《比较教育学》、《教育科学研究方法》、《科技文献信息检索》等课程中开展了双语教学。通过教学的实践使我进一步理解了开展双语教学对深化教学改革、提高大学生文化素质和培养具有国际竞争力人才的重要意义。

《国际高等教育管理比较》(英文版)，是东北大学教材建设项目成果，以及全国高等学校教学研究会“21 世纪中外高等教育人才培养模式理论与实践的研究”成果。

全书共分 8 章，每章后面都有比较与借鉴的分析。同时收录了 5 篇当代东西方国家高等教育管理改革及其高等工程教育改革与实践英文文选。

全书由张喜梅编写和翻译，由曾凯审译和校对。

本书的出版吸纳了近年来的国际高等教育比较研究的科研成果，参考了当今最新的比较教育学、高等教育学、高等教育管理学、管理学等方面的科研成果。

本书得以出版，感谢高等教育出版社领导给予的积极支持；感谢东北大学大学教务处领导的大力帮助。

书中疏漏不妥之处尚恐难免，谨请同行专家与读者批评赐教。

张喜梅

2005 年 7 月 18 日于东北大学

Preface

The 21st century is a highly educated and informationized century. It is also a century of increasing global competition and close international cooperation. We are now faced with challenges of the new century, people of vision in some countries, especially those in economically developed countries, have tuned their attention to the education in the 21st century.

The undergoing higher education reform and Project "985" are tough and complicated tasks facing universities of higher education in China. Faced with a world of new situation and new problems in the reform, we may inevitably feel that it is a bit difficult to adapt ourselves to them. For instance, the knowledge upgrading is not sufficient enough and we are short of experience in administration in higher institutions. So it appears quite necessary for those who are engaged in administration of higher education to study Marxist educational theories and ideas to adhere to the socialist university running principles steadfastly. They are required to familiarize themselves with educational policies and rules and knowledge in educational administration. They are also required to equip themselves with knowledge in socialist marketing economics and in modern science. Besides, they must learn from the experience of international higher education administration to improve their administrative ability in higher education reform.

Each country all over the world today gives first priority to cultivating excellent talent who can adapt themselves to the development of the society while carrying out educational reforms in order to meet the coming of a highly informationized society and the challenge of new technology and in order to promote the economical and social development. When we look ahead into the developing trend of future educational reform in the world, it is of great referential and practical value to study and explore the precious experience of developed countries in education administration, and refer to and compare our own practice in this field so as to improve our educational administration level.

Talent of the 21st century should be those who can think independently, who dare to practice and to create, who know how to study, how to do things and how to solve practical problems, as well as those who can constantly upgrade their knowledge and create knowledge and who can understand international formality and knowledge. In order to meet the need of the international society in the 21st century, higher education in our country is required to cultivate more internationally competitive talent who will face the modernization, the world and the future. The

basic requirement for international versatile talent of the society is the competence in a foreign language.

It is advocated that original edition textbooks are used in our teaching, but teachers are also encouraged to compile bilingual textbooks themselves so that they can teach specialty courses in a foreign language. This English textbook compiled by Zhang Ximei and Zeng Kai meets the need of bilingual teaching in higher institution of higher education.

I believe the publication of this textbook, *Comparison on International Higher Education Administration*, will give some enlightenment to our reform on administration of higher education, but also provide reference for bilingual teaching in the future. Meanwhile, it will offer some referential information for education administration and teaching reform in universities because it pools successful experience in school running in higher education from all over the world.

Jiang Maofa
July 28, 2005

Foreword

21st century is a century filled with more severe competition in science, economics, comprehensive national strength and talent between countries all over the world. After all, it is a century of educational competition and talent competition. So 21st century will be a century of an epoch-making change in higher education of the world.

Since 1990s, many advanced countries have formed their own merits and characteristics in their educational administration reform, but they have one thing in common—facing challenges of scientific technology and cultivation of talent needed in the 21st centuries. To increase the quality in talent cultivation, the key point lies in administration reform in higher education with the focus particularly on cultivating internationally competent talent with vision who will meet the need of internationalization. So it is extremely important to adopt the advanced cultivation modes, to implement talent cultivation strategies of bilingual teaching, and more importantly to increase the quality of a nation in science and culture, which will put it in an advantageous position in the international competition.

It is pointed out clearly in a notice issued by Ministry of Education in August 28, 2001, “Suggestions on strengthening undergraduate education and improving teaching quality in institutions of higher learning”, that cultivation of talent should be given the first priority to promote vigorously quality education and to cultivate students’ creative spirits and practical application ability. So students will be able to adapt themselves to the need of the international world for talent and become competent in this increasingly competitive world. In response to the call for teaching reform of Ministry of Education and cultivate internationalized talent, we should equip our students with a good command of specialized English as soon as possible. First of all, students should be in line with the international world in foreign languages so that they will improve their adaptability to the economical globalization and their competence in the international competition. Bilingual teaching has already been put on the agenda of our university

In recent years, I have already given bilingual lectures for both undergraduates and graduates in Comparative Education in China and Foreign Countries, Educational Administration, Comparative Education Science, Research Methods in Educational Science, Scientific Information Retrieval and so on.

Our teaching practice teaches us that bilingual teaching is necessary

1. to cultivate internationally competitive talents;

2. to deepen our teaching reform;
3. to strengthen the education of students' cultural quality;
4. to keep in line with the international world.

Comparison on International Higher Education Administration (In English) is an achievement of Textbook Construction Project of NEU. It is also an Achievement of "Research on Theory and Practice of Talents Cultivation in China and Foreign Countries in 21st Century" supported by National Teaching Association of Higher Education.

The book is divided into 8 chapters with analysis on comparison and inspirations at the end of each. It also presents five modern English selective articles on reforms of higher education in Eastern and Western countries and educational reform and their practice of higher engineering.

This book is compiled and translated by Zhang Ximei and modified and edited by Zeng Kai.

This book has absorbed achievements in Comparative Studies in international higher education in recent years and referred to latest achievements in Education, Higher Education, Higher Education Administration and Management.

Here we would like to acknowledge leaders of Higher Education Press for the support of the publication of this book. We are also very grateful to the leaders of Administration Affair Office in NEU for their great help.

Any comments, suggestions and criticism are welcomed from colleagues and experts as the information provided may not be sufficient enough.

Zhang Ximei

July 18, 2005, Northeastern University

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Chapter 1 Comparison and Reference

1.1 Formation of Comparative Higher Education Discipline

The formation of this research field on comparative higher education depends on social practice. It belongs to the practice in higher education development. Only when higher education develops to a considerable degree, when it itself is in great need of learning and drawing lessons from the experience of higher education in foreign countries and what's more when its exterior has the condition for extensive international exchanges, does comparative higher education come into practice. Such opportunity mostly appeared in 1960's to 1970's after World War II, and developed extensively later on.

At that time, comparative higher education research had the following characteristics. First, higher education had got an unprecedented development in developing countries, but it was faced with many problems and it still called for further studies and references from the experience of foreign countries. Second, developing countries were making every effort to get away from the influence of the colonial times and they were finding their own way to independent development in higher education that would suit their own national conditions. Some of them invited foreign experts to attend consultant organizations. Third, international organization encouraged and devoted much to the research. Fourth, higher education was playing a more and more important part in the modern society, involving various aspects. "Elite" education was changed into "public" education, which was increasingly becoming one of the public concerns. Currently, the conditions of higher education comparison are as follows.

Comparative higher education research has become a subject, which attracts more and more attention. It is making itself a research project.

Not only does comparative higher education concern scholars going in for higher education research, but also it concerns decision-makers, government officials and administrative management personnel who have to deal with practical problems and problems in the long run after high school education.

Comparative higher education research in itself is a cross-disciplinary field. It requires multi-disciplinary research. It is also a kind of cross-country and cross-cultural research. It even takes the whole world as its research field. The research activities of comparative higher education in China keep their pace with the

development worldwide as part of the education studies and higher education studies.

Higher education comparison is a branch of higher education studies. The main approach used is comparison. It is an educational science that studies higher education in every country, analyzes the differences and similarities between them and reveals the laws of its development. It has the following features.

- It highlights the role of “comparative approach” in methodology series;
- It emphasizes “modern age”, but that doesn’t mean it separates history;
- It stresses “every country in the world”, which shows that comparative higher education studies the development of higher education in the world as a whole;
- It adopts “higher education” as a whole concept;
- It gives weight to “laws of development”;
- It is used as references to higher education reform in every country.

As a subject under construction, higher education comparison has to bear the task of academic research as well as the task of international communication and cooperation. Its research results can be used interchangeably between countries to contribute to the development of world’s higher education.

1.2 Significance of Comparison and Reference

1.2.1 The need to share common wealth

As early as mid-19th century, Marx and Engels gave a penetrating analysis on the historical condition at that time. “The communication between nations and their dependence on each in many ways have replaced the local and national self-sufficiency and ignorance in the past. It is true of the material production, as well as of the spiritual production. The outcome of the spiritual production of each race makes up public properties.” This is the basic principle of Marxist, which is also what we always insist upon and try to develop.

As early as New Democratic Period in China, we put forth a policy that “China should absorb a world of advanced cultures from foreign countries”, proposing that we should learn the strong points of every race and nation. “Only when we are aware of the backwardness, can we get rid of it; only when we learn from the advanced, can we catch up with them”. In fact, the earlier American higher education has been transplanted from British Academy. After the war, the United States and Soviet Union strived for supremacy, but they learned from each other at the same time. Education in each country results from learning from each other, absorbing all strong points and offsetting the weakness as far as its origin and development are

concerned.

1.2.2 The need to promote reform

It has always been a topic in the history of comparative education development to study foreign educational systems and to absorb their useful experience selectively. First of all, it is the premise of a reform to deepen the understanding of education in a country. Second, it is helpful for policy-making in the educational reform. Finally, it has a predicting function.

1.2.3 The need to develop educational science

The development of theories and the exploration of laws must go through a process of practice-cognition-practice again-cognition again. That is to say, practical experience is summed up and generalized into theories, which will be used to guide the practice and tested in practice.

Kande, an American comparative educationist, says that each country in the world now has some common educational problems, and each country is trying to resolve them as a laboratory. Hence, through the comparative research, we can investigate their causes, background and solutions in order to deduce general theories. It is very important for us to establish our educational perspectives and educational philosophy.

1.2.4 The need for international exchange

The internationalization of education has become a big tendency in the world. The international exchange in Chinese education includes international exchange activities of the governments at all levels and their educational administration departments, Chinese higher education associations, local higher education associations, comparative higher education research institutes, universities and other groups. They are in the form of inspection, visits, conferences, cooperative research, exchanging experts and materials etc, some of which are two-sided and some are organized and financed by UNESCO, World Bank and various foundations.

In addition, our country has successfully held many international symposiums on education and received many educational delegations, officials, non-governmental groups and experts from foreign countries. The general trend is that the world is getting to know China and China is getting to know the world.