

The Banner of Colleges and Universities in China

A Literature Review on Guiding Ideology of Colleges and Universities in China since the Expansion of College Enrollments

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Abstract—With the implementation of expansion of college enrollments since 1999, China's higher education is being popularized in the new century. In the process of popularization of higher education, China's ministry of education implemented undergraduate teaching evaluation since 2004 in order to ensure the educational quality of colleges and universities. The guiding ideology of colleges and universities, as a critical index of the system of evaluation scheme, is becoming a hot topic of academic research. In this article, the author will research in brief on the guiding ideology of colleges and universities from many angles.

Keywords—guiding ideology; educational quality

I. INTRODUCTION

Sukhomlinskii, a great educator of the former Soviet Union, believed that the most important thing in the school is the leadership of educational thought. The function of the guiding ideology of colleges and universities was so clear that there are few researches on it. The researchers only expressed in vivid language that the guiding ideology of colleges and universities just like the living soul, main switch, or lifeline of colleges and universities (Li and Yu 2001).some researcher expressed it as the software of a computer which control the operation of the university (Wang 2003). Another researcher believed it as banner, general principle, or strength-basis of university development and the key to implement a scientific outlook on development and construct harmonious campus. (Gao and Zhong.2009).

II. DEFINITION

Although the function of guiding ideology of colleges and universities didn't cause academic controversy, the definition of guiding ideology which we even cannot find in the authoritative education reference books is so many different things to different people. The relative literatures are classified as.

A. Regarding Guiding ideology as action platform or policy.

In this classification some scholars' views are similar. For example, the guiding ideology of university development is

the global action platform or fundamental policy of one university in a certain period according to social development and growth of talents (Tang and Jang etc.2000). The guiding ideology is the cognition on what talents are and how to cultivate and fundamental policy and basis which all teaching activities follow (Lin.2001).the guiding ideology of university development is the policy of university construction and development which summarizes the school mission, orientation, cultivation objectives of education, focus of work and development strategy according to national education thought and policy in one period (Lin 2002).Yuan Dezhong, the office director of Chifeng university, believes the guiding ideology of university development is an ideological system of school idea, orientation and objective, the top design on what modern university is and how to construct, the fundamental policy on what talents are and how to cultivate(Yuan 2007).

B. the guiding ideology of colleges and universities is belong to view or thinking

Lan Baochun, former principal of Huanggang Teachers' College, believes the guiding ideology of colleges and universities, in short, is people's general ideas and viewpoints about running-school. The important thing is to cultivate talents, in practical terms, it need answer three questions that why cultivate talents and what talents is and how to cultivate talents (Lan 1988). Other researchers believe that the guiding ideology of colleges and universities is the Views and Values that the policy-making body of university establishes the talents' quality standards and their guarantee measures based on national education policy, education law and talent cultivation objectives. What' more, they regard the guiding ideology for founding universities as education values which is philosophical foundation, university orientation which is main content and talents cultivate objectives which is form of expression from macroscopic to microcosmic angles. (Xu and Hu 2002). Professor Zhang Yue, secretary of Huaiyin Institute of Technology, wrote that the guiding ideology of colleges and universities is the university operators' rational thinking including why operate university, what university is and how to operate (Zhang 2005).

Besides, some scholars view the guiding ideology of

colleges and universities as school-running thought, ideas, policy, principles, orientation and so on with the social development and abiding by the education law (Li and Yu 2001).

III. FEATURES

Scholars come to different views on features of the guiding ideology for running universities from different definitions. Some researcher considers it is objectivity and subjectivity in choosing and establishing the guiding ideology. That is, there being identify and variety to different universities and stability and flexibility to one university (Xu 2010). Another researcher thinks the guiding ideology of colleges and universities in any time must be social and keep pace with the times. He explained that any university must meet the social need and cultivate talents to service the all walks of life; otherwise, it will lose the basis for existing (Yang 2001). Besides, other researchers deem the features of the guiding ideology for running universities also include philosophy, guidance, development and practicality (Li 2001 and Guo 2007).

IV. CONTENT

Guiding ideology of colleges and universities exactly what is included? Most scholars basically come to an agreement that school orientation, education objectives and school-running thought are the main content of guiding ideology of colleges and universities, but what is puzzling is how to deal with the relation among the guiding ideology for running universities, school-running thought and idea. Now the dispute is as follows.

A. Guiding ideology for running universities is a thinking system which covers everything and nothing

The scholars held this opinion believe that the guiding ideology for running universities includes five parts: school-running idea, mission, orientation, motto and thought (Gao and Zhong 2009).

B. The guiding ideology of colleges and universities and thought are included in school-running idea

On this matter some researcher deems that school-running idea, guiding ideology and thought respectively belongs to macro, middle and micro level. School-running idea is the most abstract and fundamental from which derive the guiding ideology for running universities and school-running thought (Liao 2009).

C. school-running idea is belong to school-running thought

The typical opinion is “the ordinary college undergraduate course teaching level evaluation scheme” developed by Higher Education Evaluation Centre in the Ministry of Education in 2004. The scheme explains that the guiding ideology of colleges and universities mainly include school-running orientation and thought and the latter can be divided into school-running idea and teaching-centered position.

Besides, some researchers classify the guiding ideology of colleges and universities on both a broad and narrow sense. They think the guiding ideology of colleges and universities

covers everything and nothing on narrow sense. And on broad sense the guiding ideology of colleges and universities mainly content education values, school orientation and talent educational objective (Hu, Chen and Wang 2003). Professor Zhang Yuzhen, vice secretary of Henan Institute of Science and Technology, wrote that guiding ideology of colleges and universities can be decomposed from nation, school system and individual school (Zhang 2006).

V. PRINCIPLE, FOUNDATION AND CONDITION

How does the guiding ideology of colleges and universities establish? Scholars put forward many principles, foundation and conditions.

A. Principles

Professor Tang Chengpei et al. believe that people should follow principles: contemporary, uniqueness, simplicity and normalization to set up the guiding ideology of colleges and universities. That is, the guiding ideology of colleges and universities must embody the spirit of the times, suit the university own characteristics and regulate in written language and logic (Tang and Jang etc.2000). Professor Guo Qiuping, office administrator of Henan Institute of Science and Technology, thinks people should insist to “three correspondences” and “doing certain things and refraining from doing other things.” “three correspondences” means the guiding ideology of colleges and universities must fit the need of social development and economic construction, university own characteristics and development potential. The latter means the guiding ideology of colleges and universities should highlight what the universities’ advantages and characteristics are and deal with the relation among the teaching, research and social service (Guo 2007).

B. Foundation

Professor Lin Duoxian, former secretary and principal of Ganna Normal University, believes the basic foundation is the education policy of CCP. People should set the political orientation first in establish the guiding ideology of colleges and universities (Lin 2002). Another scholar believes that people should pay attention to think over the status of domestic colleges and universities, the history and potential of university own except national education policy (Yuan 2009).

C. condition

There are many factors influencing the establishment of the guiding ideology of colleges and universities. Professor Zhang Yuezhen believes the establishment of the guiding ideology of colleges and universities is in fact a process of idea renewal, theory study and administrative innovation. So people should study and innovate in theory and practice little by little to enhance the level and benefits of school-running (Zhang 2006).

VI. PROBLEMS

Finally, the researchers point out the problems of the guiding ideology of colleges and universities in theory and practice. Xu Feng believes today’s guiding ideology of colleges and universities in China not only run away the essence and spirit of university but also lack of independence and core competence which cause the imperfect inside

management system and influence the implement of the guiding ideology (Xu 2010). Professor Tian Yinhua, secretary of Hunan University of Science and Technology, point out the blind spots in building the guiding ideology of colleges and universities. That is, the scale and level of school-running greatly deviated from the reality, the management of colleges and universities tend to shy away from taking real and the education content highlight to teach the scientific knowledge and neglect to cultivate the human spirit(Tian 2004). A third scholar chooses 50 universities evaluated in the first round from 2004 and analyze their evaluation conclusion by using quantitative analysis method. He found that no universities' guiding ideology was denied although there being the similar among the guiding ideology of all kinds of universities, which reflect the evaluation to be a baton without any sense (Zhang 2009).

Summarily, we can find the researches on the guiding ideology of colleges and universities in china are not only short of characteristics and systematic but constructive and instructive. An important reason, we think, is that the leadership body of universities overemphasizes hardware construction of universities and other irrelevant things. As Professor Zhu Qingshi, former principal of University of Science and Technology of China, said that the reason China lacks a world-class university is that its institutions over-emphasized the acquisition and development of first-class facilities at the expense of world-class ideas and culture (Zhu 2007).therefore, to construct a good university doesn't lie in fund but a scientific and effective guiding ideology with a down-to-earth manner in Chinese saying.

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