

Logical Start and Technology Path of Two-level Management in Local Colleges

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Abstract: The two-level management of local colleges refers to dividing the administrative management and teaching management of colleges into two levels as school-level and college-level to achieve the decentralization of power and improve the efficiency of school running. With the rapid development of higher education, the number of local colleges is increasing and the scale is expanding continuously, the mode of traditional administration can no longer meet the needs of school development. Therefore, how to effectively implement the two-level management of local colleges has become an important topic in the current field of colleges management. This paper will discuss the implementation process of two-level management of local colleges from two aspects of logical start point and technology path and put forward relevant advice.

Keywords: local colleges; two-level management; logical start point; technology path

1. Introduction

Under the traditional management idea, the first-level management is regarded as the main form, but now it has been abandoned due to such defects as its too small application scale and too simple school-running content. In contrast, the secondary management mode of local undergraduate colleges pays more attention to the appropriate devolution of overall power in order to ensure more flexibility in school-running management and avoids the problems of unclear responsibility division and redundant management levels, which deserves more attention. In August 2018, the Ministry of Public Security announced the full implementation of traffic management of public security “devolution, control and observation”, this concept was quickly recognized by the public and soon was introduced into the field of education, under this background, the secondary management of local undergraduate colleges has a greater possibility to optimize^[1].

As an important part of higher education of local colleges, the mode of management in the local colleges has a crucial impact on the development of schools and the quality of education. However, due to the regional differences and different school sizes, there are also some differences in the management of local colleges. Currently, the main mode of management of local colleges in China is two-level management mode, that is, the management composed of school-level leaders and middle-level administrators and basic teaching units. However, there are some problems in the practical application of this management mode, such as the information asymmetry between management and teaching units, too much power of management and etc. Therefore, how to optimize the two-level management mode of local colleges, improve management efficiency and education quality have become an urgent problems to be solved.

2. The Key Concept

The two-level management system of colleges refers to the organizational form of implementing the two-level management of colleges within institutions of higher education. Under this system, the decision-making and execution power of schools are divided into two levels, that is, school-level management and college-level management. This management system aims to improve the management efficiency of schools and promote the coordinated development of subject construction

and personnel cultivation. In order to better understand this management system, the following aspects can be further understood. School-level management: The management at the school level is mainly responsible for the overall planning, strategic formulation, major decisions and foreign cooperation of the schools and etc.; College management are usually composed of a leading team of the school, they need to give a comprehensive consideration to the development direction, strategic goals and resource allocation of the school in order to ensure the long-term development of the school. College-level management: The administrators at the college level are mainly responsible for the specific affairs as teaching, scientific research, personnel, finance, etc. within the college. College-level administrators are usually composed of department principals as dean, vice-dean and etc., they need to pay attention to such aspects as the college's teaching reform, scientific research projects, and teaching staff building and etc. to improve the educational quality and academic standards of the college. Coordination and interaction of two-level management: Under the two-level management system, it is necessary to establish an effective communication mechanism between school-level management and college-level management to achieve information sharing and resource integration^[2]. Meanwhile, administrators at all levels also need to strengthen collaboration, form joint efforts and jointly promote the development of schools. Balance of power and responsibility: The two-level management system of colleges requires administrators at all levels to clarify the boundaries of their powers and responsibilities to avoid excessive concentration or dispersion of power. Through reasonable distribution of powers and division of responsibilities, it is possible to ensure that administrators at all levels may better perform their duties and improve work efficiency.

3. Current Status of Two-level Management in Local Colleges

3.1 “Power Distribution” is incomplete.

In the current educational system, as local educational institutions, local colleges undertake important task of cultivating local talents. In order to better play their roles, some local colleges have adopted a two-level management system, that is, management at two levels: school level and department level. However, there are some problems with this type of management in practice, particularly with the incomplete phenomenon of power distribution. Firstly, the incomplete phenomenon of power distribution is reflected in the power allocation. In the two-level management system of some local colleges, the power is mainly concentrated on school-level management, while the department-level management has relatively little power. As a result, the school-level management is too concentrated in the decision-making process, and it is easy to ignore the opinions and needs of the department-level management. This phenomenon not only affects the normal operation of departmental management, but may also leads to an imbalance of power within the school, which is not conducive to the formation of a good governance structure. Secondly, the incomplete phenomenon of power distribution is also reflected in the exercise of power. In the two-level management system of some local colleges, school-level management's supervision of department-level management is often too strict, which limits the space for department-level management to work independently. This may cause departmental management to lack innovative spirit and initiative in their work, making it difficult to give full play to their professional strengths and characteristics. Meanwhile, excessive supervision may also cause departmental management to rely too much on instructions from school-level management in the face of actual problems, weakening their ability to think and solve problems independently. Furthermore, the incomplete phenomenon of power distribution is also reflected in insufficient power regulation. In the two-level management system of some local colleges, there is no effective communication and coordination mechanism between school-level management and department-level management, which may cause conflicts and contradictions between the two sides in the process of exercising their powers. This situation not only affects the stability and development of schools, but may also lead to a waste of educational resources and a decline in the quality of talent training.

3.2 “Management” is not clear

The goal setting is not sufficiently specific: the goals of two-level management of local colleges are often too broad with no specific criteria and requirements. This causes difficulties for the administrators and the administrated to specify respective responsibilities and tasks in the actual execution process, thereby affecting the improvement of the management effect. Object decomposition is not in place: In the system of two-level management of local colleges, the decomposition of objects is critical. However, sometimes the process of object decomposition is not clear which results in poor division of

responsibilities between the various levels, making management efforts difficult to perform. Meanwhile, the unreasonable target decomposition may also lead to uneven resource allocation, affecting the overall management effect. Lack of supervision for target implementation: The lack of supervision mechanisms is an important reason for target implementation for two-level management in local colleges. The lack of an effective supervision mechanism can easily lead to deviations in the execution of administrators and administrated, thereby affecting the fulfillment of the management target. Target examination evaluation is imperfect: There are often problems in the targeted examination evaluation system for two-level management of local colleges. Such as ambiguity in the examination criteria and opacity in the evaluation process, which may result in distortions in the results of the examination evaluation, affecting the achievement of the management goals. Communication coordination is not smooth: The two-level management of local colleges involves multiple departments and levels of collaboration, and the importance of communication coordination is self-evident. However, in the practical work, problems as poor communication channels and untimely information transfer, it is easy to disjoint work between departments and affect the implementation of management target.

4. Logical Start Point for Two-level Management in Local Colleges

4.1 Management level is suitable with the span

The administrative span of management level should be well-matched. The higher the management level, the number of administrators is relatively smaller, but the responsibilities and powers undertaken are correspondingly greater. Thus, in determining management tiers, the responsibilities and work content of the various tiers are fully considered to ensure that each tier has sufficient resources and support to fulfill its responsibilities. Meanwhile, an excessive increase in the management level is to be avoided so as not to cause the problem of excessive management levels and inefficient decision making. Secondly, the management level of management span should be adjusted appropriately. As school size scales up and business complicates, existing management tiers may not fully meet the actual needs. In this situation, a graceful increase in management tiers may be considered to better share the workload of various level administrators^[3]. However, increasing management tiers also requires careful consideration to avoid problems as excessive tiers leading to cumbersome decision making processes, poor information transfer and etc. At whichever level, a highly qualified administrator is required to be responsible for specific management efforts. Communication and collaboration at all levels should be strengthened. Administrators at different levels need to maintain good communication and collaboration relationships to jointly formulate work plans, solve problems and promote the smooth progress of work. By holding regular work meetings and establishing effective communication channels to promote information exchange and resource sharing between different levels, and improve the work efficiency and quality.

4.2 Moderate Power Centralization and Decentralization

In the two-level management system of local colleges, the moderate use of power centralization and decentralization is very important. First of all, power centralization can ensure that the decision-making and management of local colleges are more efficient. By centralizing power, higher-level departments can better unify planning, coordinate resources, guide and supervise lower-level departments. This helps to avoid problems as poor information transmission and lagging decision-making, and improves the overall operational efficiency. For example, higher authorities can develop a unified teaching plan, curriculum and quality standards to ensure that the teaching work of local colleges conforms to the national educational policies and requirements. Secondly, power decentralization can stimulate the vitality and creativity of local colleges. By giving subordinate departments certain independent decision-making and management power, the advantages and characteristics of each level may be fully played. Subordinate departments can formulate educational development strategies and measures suitable for their own regions according to their own actual conditions. This will help local colleges to better adapt to the needs of local society and cultivate talents that are more in line with market demand. For example, local colleges can set up some special specialties or educational programs according to local economic characteristics and social needs to meet the requirements of local economic development. However, power centralization and decentralization also need to be applied moderately. Excessive power centralization may increase the risk of abuse of power and wrong decision-making, while excessive decentralization may lead to chaotic management and unclear responsibilities. Therefore, in the two-level management of local colleges, it is necessary to balance the relationship

between power centralization and decentralization according to the specific conditions. The higher-level departments should strengthen the guidance and support to the lower-level departments, and give them certain autonomy as well, so as to give full play to the role of departments at all levels. Lower-level departments should also actively perform their duties and report work progress and problems to the higher-level departments in time, so that higher-level departments can adjust and improve management measures in time^[4].

5. The Technology Path of Two-level Management in Local Colleges

5.1 Implement target management and clarify rights and responsibilities

It is the key for school administrators to make clear the target management at school level. School administrators are usually responsible for formulating school development strategies, plans and policies, and supervising their implementation. Therefore, they need to keep close contact with higher authorities and understand national and local education policies and development requirements. Meanwhile, school administrators should pay attention to the long-term development goals of schools, such as improving the quality of education, cultivating outstanding talents and promoting scientific research and innovation. Only by defining these goals can we provide clear work directions and tasks for college administrators. Secondly, college administrators play an important role in the implementation of management by objectives. They are directly responsible for the daily management of the colleges, including teaching, scientific research and personnel training. College-level administrators need to formulate specific work plans and measures according to the goals formulated by school-level administrators and the actual situation of the college. Meanwhile, they need to supervise and evaluate the work in the colleges as well to ensure the smooth realization of the goal. On the basis of clear target management, it is also necessary to clarify the relationship between powers and responsibilities at all levels. School administrators should fully consider the opinions and needs of school administrators when making goals and management decisions, and encourage them to participate in the decision-making process. Meanwhile, school administrators should also provide necessary resources and support for college administrators to help them perform their duties better. On the contrary, college administrators should actively report the work progress and problems to school administrators and seek guidance and support in time. Establishing an effective communication mechanism is also one of the keys for the two-level management. Administrators at all levels should hold regular working meetings to exchange work progress and the existing problems. Through timely communication, problems may be found and solved in time, and work efficiency and quality may be improved.

5.2 Change Management Concept

In order to improve management efficiency and quality, administrators need to change management concept. Traditional management concept often overemphasizes rules and hierarchies, while ignoring human factors^[5]. This results in administrators relying too much on rules and regulations in practice, ignoring the understanding and care of people. Therefore, the first task to change management concept is to change from emphasizing rules and regulations to emphasizing human factors. Specifically, this requires administrators to pay more attention to humanization and personalization in the management process. For example, by establishing a more open and transparent communication mechanism, the communication between administrators, teachers and students can be more smoother. By providing more support and help, everyone can make the most of their position. Establishing a positive working environment and encouraging primary teachers to put forward their opinions and suggestions in order to better understand their needs and expectations. Secondly, providing training and development opportunities to help them improve their skills and knowledge, thereby improve their job satisfaction and performance. In addition, administrators should also pay attention to the welfare benefits and working environment of teachers to ensure that they can work in a comfortable and safe environment. Finally, administrators should establish a good relationship with teachers at the grass-roots level and build a foundation of trust and respect in order to better cooperate and work together to achieve the goals of the organization. In addition, changing management concept requires administrators to be more result-oriented. In the past, administrators tended to focus too much on the process and ignore the results. This led the administrators to be too conservative and cautious in performing their tasks and not to be able to effectively drive things forward. Therefore, it is necessary to change this process-oriented management style to focus on both process and result in order to better promote the

development of schools.

6. Conclusion

To sum up, the two-level management of local colleges is an effective management mode, which can effectively mobilize the positivity of colleges and promote the development of schools. However, there are still some problems to be solved in practice. Therefore, the following management principles and advice are put forward: to adhere to the management level and range to adapt; moderate power centralization and decentralization; to implement objective management and clarify powers and responsibilities; administrators change management concept. Only in this way, we can better realize objectives and tasks of the two-level management of local colleges. In the future, local colleges need to continuously explore and improve the mechanism system of two-level management of local colleges to make greater contributions to the development of higher education.

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