

An analysis on collaborative governance system of educational quality for professional degree postgraduates

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Abstract: The quality of education is the core competitiveness of colleges and universities. Professional degree graduate education is an important component of China's degree and graduate education, and plays a decisive role in the training of high-level professional personnel. In today's economic globalization, along with the rapid spread of governance concept in the field of higher education, the discussion on the quality governance of professional degree graduate education has been widely concerned by the industry. By introducing the concept of collaborative governance, this paper studies and discusses the problems existing in the development process of professional degree postgraduates, and gives corresponding measures.

Key words: professional degree doctoral students; Education quality; Collaborative governance

From the practical point of view, limited by the path dependence of traditional governance and the lack of proper theoretical guidance, the "resultant effect" of graduate education quality governance is not fully played, and the quality of talent training needs to be further improved. Therefore, in-depth analysis of the collaborative governance of the education quality of professional degree postgraduates, balance and take into account the demands of various stakeholders to the greatest extent, build a standardized, collaborative and good governance system, promote the deep coupling and collaborative co-governance of various governance elements, and promote the modernization of professional degree postgraduates' education governance system and governance capacity. It is of great significance to greatly improve the training quality of professional degree postgraduates.

1. Connotation and characteristics of collaborative governance

1.1 Connotation of collaborative governance theory

Herman Haken, the founder of synergy theory, believes that "synergy" is the interaction and cooperation between system elements or subsystems, and the process of realizing the transition of the system to a more efficient quality state by forming a new common operation structure within the system. John Donohue, a scholar of Harvard University, pointed out in his book on Collaborative Governance that "collaborative governance is a cross-departmental consortium formed by public institutions, private institutions and civil society organizations through certain collaborative ways in order to more effectively meet the needs of contemporary society." Scholar Lisa Blomgren Bingha further pointed out from the perspective of administrative law: (1) From the perspective of collaborative subjects, the federal government, state and local government agencies, the public, various types of non-governmental organizations and commercial organizations are all likely to become actors of collaborative partners; (2) From the perspective of collaborative object, collaborative governance covers all the work of federal agencies in the policy process, as well as all the actions related to policy development, implementation and implementation of the government as an executive agency; (3) From the perspective of extension, the path of collaborative governance is the way, method and process based on consultation and consensus, such as citizen participation, dialogue, dispute resolution and communication; (4) From the perspective of communication methods, collaborative governance includes both direct face-to-face communication and communication through network media.

1.2 Characteristics of collaborative governance theory

As a research paradigm of emerging cross-theory, collaborative governance is the core characteristic of governance. It is a problem-solving oriented practice in which stakeholders participate and share responsibilities. The essence of collaborative governance is that it contains the viewpoints of decentralization, multiple connection and network governance. It breaks the hierarchical restriction pattern of primary and secondary, central and non-central, and emphasizes the participation and coordination of multiple subjects. By establishing a relationship model of sharing resources, sharing responsibilities, common development, good and mutual benefit, different stakeholders can reach consensus and promote decision-making. And work together to achieve common values and goals. About its main characteristics, it mainly has four kinds of characteristics, such as public interest, multiple subjectivity, collaborative interaction and dynamic adaptability.

2. Fit logic of collaborative governance of education quality for professional degree postgraduates

The prerequisite for the application of the theory of collaborative governance is that the governance object has the characteristics of subject diversification, synergy and overall benefit maximization in the governance process, while the quality governance of professional degree postgraduate education has the characteristics of obvious public interest, subject diversity and synergy in the generation process, and there is an inherent attribute fit between the two.

Professional degree postgraduate education is a typical social public product, which inevitably needs the deep involvement of multiple subjects to jointly participate in the quality assurance of professional degree postgraduate education. The quality governance system of professional degree postgraduate education is essentially an open system that "maintains a complex relationship with the external environment", which determines that the quality governance process requires in-depth cooperation and mutual support between the school

and the industry, so as to effectively promote the organic coordination of internal and external quality governance elements. The original intention of the establishment of professional degrees is to face the main battlefield of economic construction. The comprehensive quality and ability structure of professional degree postgraduates should be highly matched with the employment needs of the industry, otherwise it is difficult to meet the career expectations of the industry enterprises for high-level applied talents.

3. Construction of collaborative governance system for education quality of professional degree postgraduates

The essence of collaborative governance is multi-center, democratic participation, consultation and interaction, and whether it can produce a good synergy effect, the key lies in whether the internal and external elements of the entire quality governance system can form a more scientific and reasonable combination and connection mode, so as to further enhance the sequence change ability of the quality governance system, and promote it to generate a new quality of internal and external coordination and organic integration. To achieve the proper and coupling between the goal of professional degree postgraduate talent training and quality assurance.

3.1 Macro level: Form a quality co-governance ecology with “appropriate rights and responsibilities”.

Constrained by the planned economy system and government omnipotence, the government-led single-center system monopolizes governance affairs in various fields, and the market and social organizations have been in a marginal position or hidden state in the governance of public affairs for a long time. The imbalance of governance structure directly restricts the performance of governance. On the one hand, it is necessary to optimize the positioning of quality governance and the division of powers and responsibilities among subjects, and realize the transformation from traditional management to collaborative governance. To ensure that “organizers”, “breeders” and “employers” are consistent in the quality governance goals of professional degree postgraduate education, and at the same time, they can have a clear division of labor, each has its own focus, and promote each other, thus forming a new pattern of collaborative governance of professional degree postgraduate education quality. On the other hand, social organizations should be fully empowered to effectively play the role of “external evaluators”. The external evaluation should be transformed from the government’s exclusive management to the social and government’s cooperative governance.

3.2 Intermediate-level: Establish an internal and external integrated quality management operating mechanism

External governance and internal governance, both internal and external integration, coordination and unity, to promote each other, to fully demonstrate the internal focus, external promote internal, internal and external development of professional degree postgraduate education quality governance synergies.

On the one hand, it is necessary to build an internal force operation mechanism. It is necessary to strengthen the subject consciousness, strive to fully introduce the core value pursuit and quality management concept of professional degree education into the whole process of talent training, form an “endogenous quality culture” that inspires all employees, and guide all employees to constantly improve and improve the quality of professional degree postgraduate education. On the other hand, it is necessary to establish a boost mechanism for promoting internal and external development. Guide social education evaluation institutions or organizations to carry out standardized education quality evaluation activities, and provide society and employers with scientific, objective and fair certification of the quality of professional degree postgraduate education.

4. Establish a “four-in-one” quality joint control system

Total Quality Management (TQM) theory emphasizes that effective quality control is not a one-way process, but a circular closed loop. In view of this, the micro level should take the quality of talent training as the fundamental, quality control as the core, and continuous improvement as the goal, through the establishment of “decision - implementation - control - improvement” four-body quality control system, and effectively improve the quality assurance effect of professional degree postgraduate education.

4.1 Decision-making system of quality governance

The decision-making system is the leader of the whole quality joint control system, aiming at scientifically formulating quality standards and corresponding resource allocation schemes. Through the establishment of academic and administrative coordination and co-drive quality governance decision-making system, so as to form a decision-making force, the government, society, market and school requirements for talent training and reform momentum effectively conducted, to achieve “precise policy”.

4.2 Implementation system of quality governance

The implementation system mainly carries out and executes the education quality target system of professional degree postgraduates (including talent training target, course teaching target, degree standard, etc.). The training unit should break down the specific quality standards from the target system, clarify the division of rights and responsibilities and mutual relations of the responsible subjects in each link such as the reform of training mode, the formulation of training program, the construction of curriculum system, and the practical teaching organization, fully mobilize the subjective consciousness and willingness of each faculty member to participate, and follow the pre-established quality standards and working procedures. Conscientiously implement the training program for professional degree postgraduates to ensure that all teaching practice activities can be effectively organized and carried out.

4.3 Control system of quality management

The control system is to supervise and control all kinds of education and teaching activities or processes in an active intervention way, so as to ensure that these activities and processes are carried out in accordance with the pre-set norms and requirements, so as to achieve

the expected quality objectives. The control system should follow the main line of “teaching input -- teaching process -- teaching output”, and focus on the key links such as teaching plan review, classroom teaching, practical teaching, grade assessment, thesis proposal, mid-term assessment, graduation defense, etc., through the introduction of results-oriented training mode, Invite industry experts to participate in personnel training, implement teaching supervision system, adopt comprehensive evaluation method, establish thesis blind mechanism and other ways, so as to effectively ensure that the training quality of professional degree postgraduates can reach the expected goal or exceed the expected goal.

4.4 Improvement system of education quality management

The improvement system is mainly to analyze, evaluate and diagnose the teaching operation and education quality through educational measurement, data statistics, teaching evaluation and other methods, and take targeted improvement measures to eliminate quality deviations. The education quality improvement takes the management departments at all levels of the training unit as the implementation subject, and teachers and postgraduates as the implementation subject. In view of the feedback of the deviation information, the existing problems are solved jointly. At the same time, in order to ensure the continuous improvement of education quality, comprehensive support should be given from multiple dimensions such as rules and regulations, operating mechanism and resource supply to ensure that the continuous improvement of education quality can be effectively implemented.

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