

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

ECONOMICS AND MANAGEMENT FACULTY

Public management and administration Department

QUALIFICATION WORK

Education Degree - Master

**on: Development strategy to optimize the administrative management of
Chinese private colleges and universities**

Completed: student of

073 «Management» (EP «Administrative Management»)

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Master of Administrative management

Sumy - 2024

SUMY NATIONAL AGRARIAN UNIVERSITY

Faculty
Department

Economics and Management
Public management and administration

Education degree

«Master»

Field of Study

073 «Management» (EP «Administrative Management»)

Approved:

Head of
Department

«_____» _____ 20 ____ y.

TASK

on qualification work for student

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1. Theme of Qualification work: Development strategy to optimize the administrative management of Chinese private colleges and universities

Supervisor _ Olena Slavkova , Dr., Professor _____

approved by the university from _____

2. Deadline for student completed project (work)

_____,
September,
_____2024

3. Background to the project (work):

educational methodical manuals, monographs, textbooks on the subject of research, scientific publications, economic and financial statements for the period of 2021-2023

4. Contents of settlement and explanatory notes (the list of issues to develop):

- consider theoretical foundations of strategic planning for optimization of administrative management;
- to form research Content and Methods;
- to investigate activity characteristics of Y University;
- conduct analysis of financial indicators of Y University 2021-2023 y.;
- find shortcomings in the Administrative Management Planning Strategy of Y University;
- to investigate global trends in strategic management in private universities and colleges;
- develop a promising model of strategic management based on the formation of competitive advantages;
- to develop a methodical approach to comprehensive assessment of the quality of strategic management of a higher educational institution.

5. Date of assignment:

CALENDAR PLAN

№	Title the stages of the degree project (work)	Date of performance project stages	Note
1	Definition and approval of the thesis, preparation of the plan - schedule of work	August 2023 p.	done
2	Selection and analysis of literary sources, the preparation of the first theoretical chapter	October - November 2023 p.	done
3	Preparation and presentation of draft of the first chapter of the thesis	January – February 2024 p.	done
4	Collection and processing of factual material, synthesis analysis of application issues in the enterprise	March – May 2024 p.	done
5	Making the theoretical part of the thesis, summarizing the analytical part	June 2024 p.	done
6	Design options improve the research problem	25-31 July 2024 p.	done
7	Completion of the project part of the thesis, design chapters	до 09 August 2024 p.	done
8	Previous work and its defense review	01-09 August 2024 p.	done
9	Checking the authenticity of the thesis	23 August 2024 p.	done
10	Deadline for student completed the thesis	05 September 2024 p.	done
11	Defense of the thesis	11 September 2024 p.	done

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Checking the authenticity conducted.

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ABSTRACT

LIANG HENGZHI. Development strategy to optimize the administrative management of Chinese private colleges and universities

Master's thesis in the specialty 073 «Management», EP «Administrative Management» SNAU, Sumy-2024 - Manuscript.

This article takes private undergraduate universities as the research object, analyzes the existing problems based on the current administrative management status of private undergraduate universities, studies the causes of the problems, and proposes improvement measures. This article is divided into three parts, with specific content as follows: The first part, "Theoretical foundations of strategic planning for optimization of administrative management". Introduce the background, purpose, and significance of studying the administrative management reform of private undergraduate universities, sort out relevant research results at home and abroad, and summarize them. Based on the definition of core concepts such as "private universities" and "administrative management" studied in this article, seek theoretical basis for promoting the administrative management reform of private universities, and combine public management theory, administrative organization theory, governance theory, and other theories with the actual reform of local university administrative management systems.

The second part, "Analysis of Y University's activities and planning strategy of Y University's administrative management". Clarify the research content and methods of this article, analyze the characteristics of Y University's educational activities, including school overview, management structure, faculty team, student training, etc; And investigated and analyzed the financial situation of Y University in the past three years, and analyzed the shortcomings of Y University's administrative management planning strategies.

The third part, "Development of a methodical approach to comprehensive assessment of the quality of strategic management of a higher educational institution". Analyzed the global trends in strategic management of private universities and colleges, with a focus on the management models of private universities in the United States, Germany, and Japan. Suggestions for adjusting the strategic management model were provided from three aspects: diversification of administrative entities, participation of academic power in administrative decision-making, and improvement of relevant laws and regulations; Finally, ten improvement measures are proposed to optimize and enhance the administrative management of private universities, including clarifying the responsibilities of administrative positions in universities, promoting the transformation of the hierarchical system of university management to a flat one, improving the system of openness in school affairs, and increasing the participation of professors in school governance.

Keyword: private university; administrative management; Optimization strategy

АНОТАЦІЯ

ЛЯН ХЕНЖІ. Стратегія розвитку для оптимізації адміністративного управління китайськими приватними коледжами та університетами

Кваліфікаційна робота за спеціальністю 073 «Менеджмент», ОП «Адміністративний менеджмент» СНАУ, Суми-2024 - Рукопис.

У роботі об'єктом дослідження є приватні університети та аналіз існуючих проблем на основі поточного стану адміністративного управління, досліджуються причини проблем та пропонуються заходи щодо їх удосконалення. Кваліфікаційна робота складається з трьох частин. В першій частині «Теоретичні основи стратегічного планування для оптимізації адміністративного менеджменту» проведений теоретичний аналіз проблеми з метою та значенням вивчення реформи адміністративного менеджменту приватних університетів, було розглянуто відповідні результати досліджень в країні та за кордоном та узагальнено їх. На основі визначення основних понять, таких як «приватні університети» та «адміністративне управління», які вивчаються в цій роботі, здійснено пошук теоретичних основ для просування реформи адміністративного управління приватними університетами на основі теорії державного управління, теорії адміністративної організації, теорії управління та інших з фактичною реформою систем адміністративного управління місцевими університетами.

В другій частині роботи уточнено зміст та методи дослідження, проаналізовано характеристики освітньої діяльності Університету, включаючи огляд університету, структуру управління, колективів факультетів, студентів що навчаються, тощо; Ми дослідили та проаналізували фінансову ситуацію Університету за останні три роки, а також проаналізував недоліки стратегій планування адміністративного управління Університету.

Третя частина присвячена аналізу світових тенденцій стратегічного управління приватними університетами та коледжами з акцентом на моделі управління приватними університетами в США, Німеччини та Японії. Пропозиції щодо коригування моделі стратегічного управління були надані з трьох аспектів: диверсифікація адміністративних органів, участь академічної влади в прийнятті адміністративних рішень і вдосконалення відповідних законів і нормативних актів; і запропоновано десять заходів щодо вдосконалення для оптимізації та покращення адміністративного управління приватних університетів, включаючи уточнення обов'язків адміністративних посад в університетах, сприяння трансформації ієрархічної системи управління університетом до горизонтальної, покращення системи відкритості в академічних справах та збільшення участі професорів в управлінні університетом.

Ключові слова: приватний університет; адміністративний менеджмент; стратегія оптимізації

CONTENT

INTRODUCTION	7
CHAPTER 1. Theoretical foundations of strategic planning for optimization of administrative management	11
CHAPTER 2. ANALYSIS OF Y UNIVERSITY'S ACTIVITIES AND PLANNING STRATEGY OF Y UNIVERSITY'S ADMINISTRATIVE MANAGEMENT	25
2.1 Activity characteristics and analysis of financial indicators of Y University 2021-2023 y.	25
2.2 Shortcomings in the Administrative Management Planning Strategy of Y University	40
CHAPTER 3 MAKING A STRATEGY FOR OPTIMIZING THE ADMINISTRATIVE MANAGEMENT OF CHINESE PRIVATE COLLEGES AND UNIVERSITIES	47
3.1 Global trends in strategic management in private universities and colleges	47
3.2 A promising model of strategic management based on the formation of competitive advantages	51
3.3 Development of a methodical approach to comprehensive assessment of the quality of strategic management of a higher educational institution	54
CONCLUSIONS	74
REFERENCES	75

INTRODUCTION

Actuality of theme. Since China resumed the college entrance examination in 1978, universities have undergone more than 40 years of development and achieved tremendous success

It has cultivated a large number of talents for the development and prosperity of the country. Among them, private universities, as an important component of China's higher education industry, are an important force in the diversified development of higher education, and have made outstanding contributions to improving public education resources and meeting diverse needs. In recent years, the rapid development of the economy has accelerated the process of popularizing higher education in China, and the quality of private universities has increasingly received widespread attention from all walks of life. At the same time, the development of the economy has put forward new requirements for the construction of modern private universities. At present, influenced by China's economic and political system, the administrative management system of private universities in China is a president responsibility system under the leadership of the board of directors. There are problems in the administrative management of private universities, such as the expansion of administrative organizational structures, overlapping functions, poor administrative operation mechanisms, conflicts between academic and administrative powers, and inadequate supervision mechanisms.

With the rapid development of the Chinese economy and the continuous deepening of education reform, private higher education, as an important component of the education system, is facing unprecedented opportunities and challenges for development. As an important base for cultivating high-quality talents and promoting social progress, the administrative management level of private universities directly affects the teaching quality, research ability, and social reputation of the school. Therefore, how to formulate and implement scientific and effective administrative management optimization strategies to enhance the core competitiveness of private universities has become a major issue that urgently needs to be studied.

This paper mainly includes the following aspects: firstly, the theoretical basis for optimizing administrative management strategies, including the research purpose, background, significance, and current research status at home and abroad, fully drawing on advanced management theories and practical experiences of private universities at home and abroad; The second is to focus on Y University as the main research object, understand the characteristics of educational activities and administrative management planning strategies of Chinese private universities, and conduct in-depth analysis of the current status and problems of administrative management in Chinese private universities; The third is to propose targeted administrative management optimization strategies and explore specific ways and safeguard measures for implementing these strategies.

This study **aims** to propose a scientific and effective administrative management optimization strategy, providing strong support for the sustainable development of private universities. At the same time, this study can provide scientific basis for the government to formulate relevant policies and regulations, and promote the healthy development of private education. In addition, this study can provide useful references and inspirations for other types of higher education institutions, promoting the optimization and improvement of the entire higher education system.

There are **tasks** for qualification work:

- consider theoretical foundations of strategic planning for optimization of administrative management;
- to form research Content and Methods;
- to investigate activity characteristics of Y University;
- conduct analysis of financial indicators of Y University 2021-2023 y.;
- find shortcomings in the Administrative Management Planning Strategy of Y University;
- to investigate global trends in strategic management in private universities and colleges;
- develop a promising model of strategic management based on the formation of

competitive advantages;

- to develop a methodical approach to comprehensive assessment of the quality of strategic management of a higher educational institution.

The object of the study is the management of making of a strategy to optimize the administrative management of Chinese private colleges and universities

The **subject** of the study is the strategy to optimize the administrative management of Chinese private colleges and universities

This study will take Y University as the main practical goal and use various research methods such as literature analysis, case study, interview, and questionnaire survey to conduct investigation and research. By collecting and analyzing relevant literature, we aim to understand the current research status and development trends of administrative management in private universities both domestically and internationally; Through case studies, deeply analyze the administrative management practices and experiences of typical private universities; Through interviews and questionnaire surveys, collect opinions and suggestions from management personnel and teachers of private universities on administrative management optimization strategies, providing a basis for formulating specific optimization strategies.

The practical significance. Practical significance. The practical significance of this research lies in the development of methods and practices related to the making of a strategy to optimize the administrative management of Chinese private colleges and universities, which can be used by the staff of private educational institutions and institutions of other forms of ownership.

The information base of the research is scientific works and leading foreign experts on the chosen subject, data from official reports of the enterprise, available statistical information.

The significance of this research is to deeply study the significance of the making of a strategy to optimize the administrative management of Chinese private colleges and universities

List of publication:

- Liang Hengzhi Theoretical foundations of strategic planning for optimization

of administrative management. Стратегічні пріоритети розвитку бухгалтерського обліку, аудиту та оподаткування в умовах глобалізації : матеріали II Міжнародної науковопрактичної конференції (м. Суми, 16 листопада 2023 р.) / за ред. проф. Назаренка О.В. Суми: СНАУ, 2023. С.261-263.

- Liang Hengzhi Global trends in strategic management in private universities and colleges. *Матеріали науково-практичної конференції викладачів, аспірантів та студентів Сумського НАУ* (14-16 травня 2024 р.). Суми, 2024. С. 476.
- Liang Hengzhi Development strategy for optimizing the administrative management of chinese private universities. *Нотатки сучасної науки: електронний мультидисциплінарний науковий часопис*. № 17. Харків: СГ НТМ «Новий курс», 2024. С.26.

Thesis consists of an introduction, three chapters, list of references that includes 42 publications, applications, 5 tables, 3 figures. Full volume of 72 pages, of which the main text - 60 p.

CHAPTER 1

THEORETICAL FOUNDATIONS OF STRATEGIC PLANNING FOR OPTIMIZATION OF ADMINISTRATIVE MANAGEMENT

“Outline of China's National Medium - and Long Term Education Reform and Development Plan (2010-2020” states that : “Private education is an important growth point for the development of education and a significant force in promoting educational reform” [2]. According to the list of national higher education institutions released by the Chinese Ministry of Education in 2023, there are 412 private undergraduate institutions, accounting for 32% of the total number of undergraduate universities. Data shows that private undergraduate universities play an important role in China's undergraduate education and higher education. However, in exploring the development process of private universities, most universities focus on how to build a strong faculty team and pay less attention to the quality of administrative management work. Most private undergraduate universities have imperfect administrative management and operation mechanisms, with bloated administrative organizational structures, overlapping functions, poor administrative operation mechanisms, conflicts between academic and administrative powers, and inadequate supervision mechanisms, which hinder the further development and improvement of the overall education cause of private undergraduate universities.

At present, private undergraduate universities generally have the problem of "emphasizing teaching, emphasizing performance, and neglecting administration". In fact, administrative management is an important factor that restricts the improvement of the management level of private undergraduate universities. Scientific management is the most critical factor for the sustainable development of private undergraduate universities, and administrative management plays an important role in the development of the school. Improving administrative management efficiency has a profound impact on promoting the development and competitiveness of private undergraduate universities. The current national policies for private undergraduate

universities are different from those for public undergraduate universities. In order to achieve their educational goals and promote high-quality development, private undergraduate universities need to improve their administrative management strategies and establish scientific and effective administrative management mechanisms.

Administrative management is not only a fundamental task in universities, but also an important component of university management. Administrative management not only plays an important role in the normal operation of universities, but also plays a crucial role in education and teaching. The level of administrative management is an important indicator of the overall level of a university. In the current context of higher education reform in China, the administrative management of private universities plays an important role in ensuring, coordinating, and advising in university reform. Improving the administrative management level and work efficiency of Chinese private universities, optimizing the administrative management system of private universities, is of great significance for deepening the reform of private universities.

With the development of the times, the traditional management methods of higher education institutions can no longer meet the requirements of the times and the needs of higher education reform. Marxist thought tells us that when the relations of production cannot adapt to the development of productive forces, we must transform and optimize them. But how to carry out reforms and optimize the existing administrative management system of Chinese private universities? This is an important question, and its answer is directly related to the reform of the administrative management system of private universities in China, as well as the overall reform of higher education. So, I have chosen this question for my research.

In his study "Research on Deepening the Reform of the Administrative Management System in Colleges and Universities", Shi Wanbing reviewed the process and situation of the reform of the administrative management system in colleges and universities at home and abroad, analyzed the driving forces and obstacles of the deepening reform of the administrative management system in

Chinese colleges and universities, and explored the countermeasures for deepening the reform of the administrative management system in Chinese colleges and universities from three aspects: reform goals, reform paths, and main contents of the reform.[2]

Hu Guanzhong pointed out in "Research on the Professionalization of Administrative Management Personnel in Chinese Universities" that to promote the professionalization of the administrative management team in Chinese universities, it is necessary to improve the application mechanism for administrative management personnel, establish a reasonable talent evaluation system, and establish a reasonable salary management system.[3]

In the article "Analysis of Problems and Countermeasures in University Administrative Management", Chen Chen pointed out the problems that exist in university administrative management. This includes issues such as the generalization of administrative management rights in universities, poor performance of administrative management functions, and an excessive number of administrative management institutions in universities. He also proposed to change this administrative management concept, establish a balance mechanism, and assess administrative personnel based on his own strategies to improve the overall efficiency of administrative management.[4]

Wang Yang and Zhang Jige, in their article "A Preliminary Discussion on the Current Reform of University Administrative Management," first analyzed the reasons for the low efficiency of administrative management in Chinese universities, and proposed measures to improve the efficiency and overall management level of university administrative work. He believes that the administrative management of major universities must be able to adapt to the continuous development of society and the advancement of technology in the high-tech era, and must constantly innovate. We need to start from the following aspects to improve the overall quality of administrative management cadres, innovate the concept of administrative management, improve the mechanism of administrative management, and make the administrative management of various universities more scientific. By doing so,

various universities can maximize their efficiency in administrative management.[5]

Li Kaican proposed in "A Brief Discussion on the Construction of University Administrative Management Teams" that the construction of university administrative management teams is one of the key links in university work. In today's rapidly developing higher education, the administrative management and team building of various universities have become bottlenecks restricting their development. Efforts to strengthen team building are of great significance for improving the level of administrative management in Chinese universities and doing a good job in university administrative management.[6]

Zhang Yuemei proposed in "A Brief Analysis of the Service oriented Management of University Administration" that administrative personnel in universities should form the concept of service oriented management in their work and establish an administrative management system centered on the service oriented management of university administration.[7]

Liu Yingheng proposed in "Analysis of Introducing the Concept of Quality Management System in University Administrative Management" [8] that the quality management system is a relatively mature management system. Introducing the concept of quality management into university administrative management plays a significant role in improving the concept of university administrative management, enhancing the efficiency of university administrative management, and ensuring the normal operation of universities. It is a new direction for the reform of university administrative management.

Li Xin and Wang Jing pointed out in their article "Problems and Solutions in Administrative Management of Private Universities" that the importance of administrative management work for application-oriented private undergraduate colleges is self-evident. With the deepening of education and teaching reform in application-oriented private undergraduate colleges, administrative management work must also keep pace with the times, move from traditional models to connotative development, reform and innovate administrative management systems and systems, refer to the administrative management methods of first-class

universities at home and abroad, actively develop administrative management paradigms that are in line with the individual characteristics of application-oriented private undergraduate colleges, better promote the high-quality, high-level, and effective development of application-oriented private undergraduate colleges, and actively contribute to the creation of a modern application-oriented higher education system with unique application characteristics, Chinese style, and world-class standards.[9]

At present, regarding the research status in China, the author mainly focuses on presenting the insights of several top scholars in China. They conducted a detailed analysis and summary of the many problems that have emerged in the current administrative management of universities, and based on this, proposed a series of targeted improvement strategies. However, the author will also conduct in-depth field research to explore and analyze the specific problems that actually exist in the administrative management of universities. Based on this, a series of innovative reform attempts and exploration paths will be proposed.

Compared to China, developed Western countries started their research in the field of administrative management of higher education institutions earlier, and their theoretical system and practical experience are more mature. In the fields of higher education management, education policy analysis, and educational economics, scholars from developed countries have achieved fruitful results, providing valuable references for optimizing the administrative management of private universities. The survey on the current research status of foreign universities mainly adopts methods such as literature analysis and comparative research, aiming to grasp the trends of foreign university governance, and to organize the theoretical achievements and practical experience of foreign university governance research. By studying the common and individual issues of university governance, seeking similarities and differences, deepening the understanding of the inherent laws of university governance, clarifying the boundaries of rights and responsibilities between universities, governments, society, and other parties, and building a positive interactive relationship.

From a theoretical perspective, compared to the traditional "hard governance" that emphasizes the establishment of university governance institutions and rule making, scholars have proposed the concept of "soft governance", emphasizing the importance of valuing the cultural background and humanistic environment of internal governance in universities.

Fullan summarized the complex implications of change in his book "The Power of Change: A Perspective on Educational Reform", mainly discussing the complexity of reform, the necessity of top-down and bottom-up strategies for reform, and the impact of maintaining connections with a broader environment on the success of reform[10]. Cohen and Hill believe that a necessary condition for large-scale reform is that policy makers fully understand the impact of reform attempts[11]. Regarding the decentralization of government power, Bryk A. Sersow et al. believe that decentralization requires principles and corresponding changes to make them advocates for schools rather than controlling them from a high position. They also believe that the government must establish the following four functions outside of schools: formulating policies to support decentralization, valuing local capacity building, fulfilling local capacity building, and encouraging reform and innovation[12]. In response to the reform of the higher education management system, the article "New Changes in the Administrative Management System of Norwegian Universities" co authored by Dimmen, Asmund, and Svein discusses the gradual withdrawal of government power over higher education in some decentralized Western countries. This is because decentralized governments see the drawbacks of long-term decentralization, making it difficult to achieve national goals in higher education, most notably in the United States and the United Kingdom. Norwegian education has also been affected by this change [13].

Professor Robert J. Walbeek of the University of Pennsylvania published a paper in the American Educational Research Journal, stating that "continuous and necessary reform is the power of high education development" and that "weakening administrative management and emphasizing academic research is the future trend" [14].

Professor Paul Smith from the University of Bath in the UK published a column in the Review of Educational Research, stating that "universities should be places where freedom lies, and school management should be more about providing services rather than just maintaining order, and public administration comes to keep everything functioning well, and to serve people.

In the daily management of universities, it is necessary to rely on the overall coordination ability of administrative power. Therefore, even in Western countries, the administrative power of universities is increasingly expanding. Therefore, research on university administrative management focuses on the separation and balance of power, suppressing the impulse of administrative power expansion, increasing the proportion of academic power, and achieving "co governance". Robert Vobik emphasized that the driving force for the development of higher education comes from reform, which should reduce administrative management and strengthen academic status. Robert Birnbaum believes that university governance is about balancing the board of directors, administrative agencies, and academic power. David Hollinger believes that universities should separate academia and administration, each with its own responsibilities, to achieve "shared governance"[15]. Dennis defines "shared governance" as the consensus and responsibility formed among the board of directors, administrative system, and faculty and students regarding school management affairs[16]. Minor's research suggests that the optimal approach is for the principal, administrative staff, and teachers to jointly govern the school.

Foreign scholars attach great importance to the research on stakeholder participation in school governance, reflecting the concept of "people-oriented". Leon Trakman believes that governance models are all created and executed by people, with a focus on managing people. Therefore, the quality of governance models depends entirely on the subjects and objects who apply them[17]. Clive Dimmock believes that university management primarily involves coordinating the relationship between the school and external organizations[18]. Michael Shatdock proposed a solution to the conflict between management culture and academic culture:

establishing inclusive and cooperative mechanisms between administrative and academic groups, each drawing on their strengths, and jointly achieving university governance[19]. A noteworthy feature is that foreign scholars have begun to pay attention to the impact of the external environment of universities on university governance, namely the influence of the country's political, economic, and social systems on the structure and operation of university governance, and to maintain a balance between universities, government, and society. Some scholars believe that the government must fulfill its functions of formulating policies, delegating power, and advocating for reform and innovation[20]. However, some scholars have expressed different opinions on this. Michael Stevenson believes that university governance mainly relies on its own strength, rather than external intervention[21]. Some scholars believe that the essence of higher education lies in autonomy.

In terms of research on the governance system and operation of universities, Michael Shattock, after comparing universities in the United States, the United Kingdom, and Japan, believes that the allocation of power in universities is determined by three factors: national system, traditional inertia, and exchange and learning[22]. After conducting empirical research on the relationship between teacher participation in school decision-making and university performance, Borwn concluded that the more teachers participate in managing academic affairs, the more beneficial it is for the development of the school, while the more they participate in managing administrative affairs, the more unfavorable it is for the development of the school [23]. Beverly believes that specialized personnel are needed to manage educational affairs in areas such as financial accounting and improving operational efficiency [24].

Based on the above literature, we can clearly see that Western countries started their research in the field of university administrative management earlier. At the same time, the management philosophy of universities in Western countries is in line with traditional Western thinking and political systems, with "freedom and equality" as the core values, emphasizing academic freedom, and advocating professor led governance, giving teachers a higher status and corresponding autonomy. The

research results from abroad have provided us with valuable insights. At the theoretical level, we can refer to and analyze its research methods, directions, and perspectives; At the practical level, they have explored the possible problems and solutions in university governance and accumulated valuable experience. These experiences indicate that effective governance of universities can be achieved by establishing a scientifically reasonable system from the outside to the inside and strictly enforcing it.

Externally, it is necessary to clarify the relationship between universities and the government, as well as between the market and society. Internally, the allocation of rights and responsibilities and coordination of relationships among stakeholders in the operation and management process should be properly handled [25].

When learning and drawing on the experience of university governance reform in developed Western countries, we must avoid a misconception: blind imitation. Every country chooses its path for university governance reform based on its unique political, economic environment, and historical background. There are significant differences in the external environment and internal structure between domestic universities, especially local universities, and Western universities. Therefore, for the research results and practical experience of Western university governance, we should further deepen our understanding of the laws of higher education, explore a path to promote the high-quality development of local universities in China, and promote its application in the reform practice of domestic universities, based on absorption, reference, and even criticism, combined with the profound foundation of Chinese civilization and the actual national conditions of our country, so as to root universities in the land of China.

Private University. Higher education institutions are a collective term for undergraduate colleges, specialized colleges, and vocational colleges, abbreviated as universities. Higher education institutions are mainly divided into regular higher education institutions, vocational higher education institutions, and adult higher education institutions. China defines private higher education institutions as social organizations or individuals that do not belong to the state and do not use state funds

to establish institutions that recruit students from the society. The difference between private and public institutions mainly lies in their educational organization and funding.

Administrative Management. Administrative management refers to the management activities of state administrative organs that enjoy state rights in accordance with the law, in managing state affairs, social public affairs, and their own internal affairs [26]. University administrative management refers to the management of internal administrative affairs carried out by schools to complete tasks such as teaching, scientific research, social services, cultural inheritance, and achieve expected goals. Its main functions are twofold: firstly, to achieve rational and effective allocation of resources, that is, to invest, allocate, and regulate human, financial, and material resources in accordance with the school's development plan. Secondly, to maintain the normal operation of the entire school system, that is, to inspect, feedback and coordinate the work status and progress of teaching, research, management, service, logistics support and other aspects, handle the relationship between the school and the outside world, and ensure that all school work is carried out according to the predetermined plan[27].

The administrative management of universities differs from that of the government, mainly reflected in the unique characteristics of university administrative management. Firstly, administrative management and academic management in universities complement each other. Administrative management mainly includes organizational, personnel, infrastructure, logistics and other affairs, while academic management mainly includes discipline construction, teaching activities, scientific research, teacher training.[28] Secondly, most administrative personnel in universities hold both administrative and professional technical positions. In addition to completing daily administrative work, they also take the initiative to undertake teaching tasks, strive to improve their academic qualifications, and actively engage in academic research. Third, the main objects of administrative management in colleges and universities are teachers and students. The group of college students has its particularity. When carrying out work, we should take college students as a

foothold, and fully consider the age and psychological characteristics of students.

New Public Management Theory. The new public management advocates the introduction of private sector management methods in public management departments to improve the management efficiency of the public sector; Introducing competition mechanisms in public management to improve service quality and level; Establish a customer-oriented administrative culture and improve administrative performance; Pay attention to the separation of government policies and management functions; Advocate for the government to implement extensive authorization and decentralization of power for management. Has the following main characteristics.

1) The functions of the government under the traditional public mode have been redefined and the relationship between the government and society has been adjusted: the government is no longer a superior manager, but a provider of social services.

2) The transformation of public administration from an internal orientation to an external orientation has been achieved. The core of new public management has shifted from emphasizing institutions, processes, and procedures to focusing on results and efficiency, with a particular emphasis on strategic management, performance evaluation, and public responsibility.

3) Emphasize fairness and efficiency, and balance public and private interests. In the new public administration, strict "performance goal control" is implemented, which means setting specific goals for organizations and individuals, and measuring and evaluating the achievement of goals based on performance indicators, resulting in the three main changes of economy, efficiency, and effectiveness[29].

4) The management entities are divided into two categories: government departments and non-governmental organizations (non-profit organizations). The new public management theory holds that the government should widely apply successful management methods, means, and competition mechanisms of the private sector to eliminate the monopoly of public service supply. The production and provision of services can be fully accomplished by the private sector or social institutions through forms such as contract contracting, subsidies, vouchers, franchising, etc[30].

5) Pay attention to human resource management. The new public management emphasizes increasing flexibility in recruitment, tenure, salary and other personnel management work, such as replacing the permanent system with a short-term contract system and implementing a salary system based on performance rather than fixed positions.

Analysis of the applicability of new public management in the field of university management. Education believes that education is the activity of cultivating and socializing individuals[31]. Education has two functions: on the one hand, it promotes social development and maintains social existence; On the other hand, meeting individual spiritual and psychological needs. In order for universities to achieve significant development in a market economy, they must continuously improve their organizational structure, operational mechanisms, operational efficiency, and cultivate talents suitable for social development needs. These are all in line with the core values of new public management - the pursuit of performance. Therefore, the new public management theory can be used to explore the problems existing in the internal administrative management of Chinese universities.

Administrative organization theory. From the perspective of management, administration is the sum of activities carried out to lead, organize, motivate, and control many people in order to achieve a specific goal, and to complete or implement policies announced by a power organ[32].

The representative figure of administrative organization theory is Weber, who proposed the bureaucratic (hierarchical) administrative organization theory, which mainly includes:

1. subdividing organizational activities into different people;
2. Give each position clear rights and obligations;
3. Provide training according to job requirements;
4. Managers have clear salary and promotion opportunities;
5. Managers strictly adhere to rules and discipline;
6. Management is guided by rationality, without personal emotional goals.

Bureaucratic system plays an important role in organizational management. Its

organizational approach pursues rationality and efficiency. Organizations utilize the authority of their hierarchical system, the standardization of administrative bureaucracy, and the specialization of functions to effectively complete large-scale complex tasks. Administrative management shifts from empirical management to scientific management[33].

Universities are organizations that integrate educational, academic, service-oriented, and comprehensive aspects. They not only need to coordinate their relationships with the government, but also handle the relationships between internal departments, and serve the vast student population. Therefore, the administrative management affairs of universities are complex and varied, and it is necessary to apply administrative organization theory to analyze the administrative management work of Chinese universities.

Governance theory. J. N. Rosenau believes that governance is an activity supported by common goals, and the main body of these activities is not necessarily the government, nor does it rely on state coercion to ensure the achievement of goals. Its operating mechanism is also diverse, including government mechanisms, as well as non-governmental mechanisms such as market mechanisms and social mechanisms. In the collection of discussions on university governance in the 21st century, the Higher Education Research Association proposed a relatively concise definition of university governance: university governance is the structure and process in which internal and external stakeholders jointly participate in major decision-making on university affairs. The governance of universities includes external governance and internal governance. External governance mainly deals with the relationship between universities, governments, and society; Internal governance is the process of managing the relationships between school administrators, teachers, and students.

Under the governance theory, universities, as policy implementers, should play a greater role as governance entities in dealing with their relationship with the government, achieve autonomous management and education, streamline complex administrative management positions, focus on teaching work, and provide better

teaching services for students. At the same time, accepting government supervision, conscientiously implementing development policies, serving students, and coordinating the relationship between the government, society, and universities.[34]

CHAPTER 2

ANALYSIS OF Y UNIVERSITY'S ACTIVITIES AND PLANNING STRATEGY OF Y UNIVERSITY'S ADMINISTRATIVE MANAGEMENT

2.1 Activity characteristics and analysis of financial indicators of Y University 2021-2023 y.

This study mainly includes the following aspects: firstly, optimizing the theoretical basis of administrative management strategy, including the research purpose, background, significance, and current research status at home and abroad, fully drawing on advanced management theories and practical experience of private universities at home and abroad; The second is to focus on Y University as the main research object, understand the characteristics of educational activities and administrative management planning strategies of Chinese private universities, and conduct in-depth analysis of the current status and problems of administrative management in Chinese private universities; The third is to propose targeted administrative management optimization strategies and explore specific ways and safeguard measures for implementing these strategies.

This study will use various research methods such as literature analysis, case study, and interview..

The literature analysis method is the fundamental approach of this article, mainly through libraries, official websites of relevant government departments, China Knowledge Network journals, papers and other online resources, comprehensively reviewing domestic and foreign literature on higher education and university administrative management, and organizing and analyzing them to explore the common problems that exist.

The case study method is to analyze real-life cases, explore the problems in the administrative management of private universities in China, and the reasons for these problems, providing a practical basis for proposing corresponding solutions.

The interview method is an important research method in this article. This study will select members of the core management team and administrative personnel of Y University for interviews to gain a deeper understanding of the administrative management situation of Y University, compare it with the administrative management situation of other private universities, analyze the shortcomings in the current management of Chinese universities, and try to propose corresponding countermeasures and suggestions.

By collecting and analyzing relevant literature, we aim to understand the current research status and development trends of administrative management in private universities both domestically and internationally; Through case studies, deeply analyze the administrative management practices and experiences of typical private universities; Through interviews and questionnaire surveys, collect opinions and suggestions from management personnel and teachers of private universities on administrative management optimization strategies, providing a basis for formulating specific optimization strategies.

Y University is a full-time undergraduate institution established with investment from China's top 500 enterprises and approval from the Chinese Ministry of Education. The school was founded in 1988 and was approved by the Ministry of Education as a full-time undergraduate institution in 2005. In 2015, it passed the Ministry of Education's undergraduate teaching qualification assessment. In 2017, it was designated by the Shandong Provincial People's Government as a master's degree awarding and cultivation construction unit. With the approval of the Shandong Provincial Department of Education, it began to jointly train master's students with public universities in 2019. The school is an applied undergraduate institution with a focus on engineering, and coordinated development of multiple disciplines including engineering, management, economics, art, literature, medicine, and science. It currently has 12 secondary colleges, including 69 departments and centers, with over 30000 students enrolled.

The school is located in the emerging coastal city of Longkou, Yantai, and currently has two campuses in Donghai and Nanshan. The Donghai Campus faces the

sea and is located within the Donghai Tourist Resort, while the Nanshan Campus is adjacent to the national 5A level tourist scenic area. The school covers an area of 3028 acres and has a building area of 823800 square meters. The school has a beautiful environment and pleasant scenery, with a campus green coverage rate of over 50%. The school is equipped with modern teaching and cultural facilities, with a total value of 135 million yuan for experimental instruments and equipment. The library covers an area of 38000 square meters and has over 2.1 million paper books and 1.9 million electronic books. There are 17 cross fusion experimental and training centers for new materials, high-end energy and chemical engineering, including 225 experimental (training) rooms.

The current management structure of Y private universities is mainly led by the board of directors, with the president directly responsible to the board of directors. Simply put, the board of directors has the highest decision-making power and is the highest institution on campus, mainly responsible for making judgments and planning decisions for the school's future strategic deployment and other aspects. The daily work of the school is mainly managed by leaders at all levels within the school, such as party committee departments, administrative departments, teaching units, etc.

The party committee department is mainly responsible for the party building work within the school, with a total of eight departments under its jurisdiction, each performing its own duties. From the policies related to national party building to the ideological construction of teachers and students, they are all the responsibility of the party committee departments.

The administrative department is mainly responsible for the administrative work on campus and is also the executor of decisions. It is mainly composed of the principal and various administrative departments, such as the Academic Affairs Office, Personnel Office, Student Affairs Office, Library, etc., totaling 20 departments.

The teaching unit is mainly responsible for the teaching work and daily management of students. Like public schools, it is managed uniformly by colleges. According to the current situation of A private university, a total of 12 colleges are

currently established.

At present, the main leaders of the school are 1 principal, 1 party secretary, 2 executive vice principals, 3 vice principals, and 1 deputy party secretary. The main responsibilities of the several school leaders are as follows:

1. Principal: In charge of the overall work of the school. Focus on the management of Donghai Campus, responsible for quality monitoring and evaluation, personnel, and financial work. Supervising departments: Quality Monitoring and Evaluation Department, Human Resources Department, Finance Department

2. Party Secretary: Responsible for overseeing the overall work of the school's Party committee. Responsible for organizing, united front work, and the construction of the Marxist Academy. Supervising departments: Party Committee Organization Department, Party Committee United Front Work Department

3. Executive Vice President 1: In charge of discipline construction and development planning, scientific research, and master's program construction. Supervising departments: Development Planning and Discipline Construction Department, Research Department

4. Executive Vice President 2: In charge of undergraduate education, continuing education, physical education teaching, and library and information work. Supervisory Office: Academic Affairs Office, Continuing Education College, Physical Education Teaching Department, Library

5. Vice President 1: Responsible for the deep integration of education and enterprises, cooperation and development, industrialization, international exchanges, and innovation and entrepreneurship. Supervising departments: Cooperative Development Department, Innovation and Entrepreneurship College, International Exchange and Cooperation Department

6. Vice President 2: In charge of the Party and Government Office, key work supervision, rule of law, and archives work, assisting the President in personnel and assessment work. Supervisory Office: Party and Government Office, Audit and Supervision Department

7. Vice Principal 3: In charge of student affairs, logistics management, security,

resource coordination, internal supervision, and disciplinary inspection, assisting the principal in financial work. Supervisory Office: Student Affairs Office, Logistics Management Office

8. Deputy Secretary of the Party Committee: In charge of propaganda, ideology, culture, trade unions, and ideological and political education for faculty and staff. Supervisory departments: Party Committee Propaganda Department, Trade Union Office, Party Committee Teacher Work Department.

School philosophy: Party building leading, moral education, school enterprise integration, collaborative education.

Educational objective: To build an applied university with distinctive characteristics, first-class in the province, and certain influence in China.

Type of Education: Construct an applied undergraduate university with a focus on engineering, and coordinated development of multiple disciplines including engineering, management, economics, art, literature, medicine, and science.

Educational level: Mainly focusing on undergraduate education, moderately offering vocational education, and actively developing graduate education.

Talent cultivation specifications (objectives): To serve the needs of economic and social development, cultivate high-quality applied talents with firm ideals and beliefs, excellent moral qualities, solid theoretical knowledge, strong practical abilities, innovative and entrepreneurial potential, and comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills. Service orientation: Based in Shandong, facing the whole country, and serving society.

Characteristics: The school adheres to the fundamental task of cultivating morality and talents, based on the joint construction of undergraduate majors and relying on the core industry of Nanshan Holdings, forming six school enterprise integration characteristics, including the integration of disciplinary and professional layout with industry demand, the integration of teacher team construction and technical backbone training, the integration of professional teaching process and industrial production process, the integration of professional teaching content and job professional standards, the integration of applied scientific research and industrial

technology research and development, and the integration of experimental training platform and industrial production equipment.

The university has been successively awarded the honorary titles of "Shandong Advanced Collective in College Teaching Management", "National exemplary organization in Vocational Education", "The First Batch of Employment oriented Universities in China", "National exemplary organization in Private Schools", "National Demonstration Research Base for the Construction of Private Colleges", "exemplary organization in Shandong Province in School Enterprise Cooperation", "Advanced College in China in School Enterprise Cooperation", "Shandong University Pioneer Grassroots Party Organization in Science and Education for Shandong", "Top 100 Private Education in China", "Shandong Green School", "Smart University Innovation Practice Award", "China Industry University Research Cooperation Promotion Award and Innovation Achievement Excellence Award", "Shandong Province Industry Education Integration Demonstration Unit (Base)", and Shandong Province Network Literacy Education Base ".

The school has jointly implemented the "Talent Strong School" strategy with well-known enterprises, invited renowned academicians and experts to serve as development consultants, appointed doctoral and master's supervisors from universities as subject leaders, and created a high-level teaching team led by experts and professors, with master's and doctoral students as the backbone. There are currently more than 2000 full-time and part-time teachers. The school vigorously carries out activities such as enterprise experts going to the podium and university teachers going to the workshop, establishing a teaching team that is familiar with the laws of enterprise production and higher education, as well as has a high theoretical level and practical ability. The "Integration of Industry and Education Textile Engineering Professional Teacher Team" of the College of Textile and Clothing has been successfully approved as the third batch of "Shandong Province University Huang Danian style Teacher Team" by the Shandong Provincial Department of Education.

The school currently has over 1300 full-time teachers, with 79.2% of them

holding a master's or doctoral degree; 32.5% of teachers hold senior professional titles; 51% of dual qualified teachers have work or practical experience in enterprises. We have 12 high-level talents, including national model teachers, outstanding teachers in the entire army, outstanding teachers in Shandong Province, and recipients of the National Science and Technology Progress Award; Previously served as a member of the Teaching Guidance Committee for Higher Education Institutions under the Ministry of Education, with 4 members; The school currently has 7 research institutes, 15 applied scientific research teams, 1 talent team from advantageous disciplines in Shandong Province, 4 "Double Hundred Plan" talents (teams) in Yantai City, 53 teaching teams jointly formed by majors and enterprises, and 9 teacher training bases jointly established with enterprises such as Shandong Nanshan Aluminum Industry.

The school adheres to the development of connotation, characteristics, and high quality, highlights the central position of talent cultivation, and aims to improve the quality of applied talent cultivation. It comprehensively promotes the "three pronged education" and adheres to the "five pronged education". Advocate for case-based teaching in all courses, and promote project-based, case-based, and process oriented teaching models in all professional courses, strengthening process oriented and applied ability assessments.

The school focuses on the development of the "Ten Major" industries and implements the construction path, mode, and practical education and teaching reform of applied universities; Promote the OBE teaching philosophy and shift the teaching mode towards a student-centered approach; The "three element system" education model has been promoted throughout the school, achieving full coverage of ideological and political courses, and forming a closed-loop management mechanism of process monitoring, quality evaluation, and continuous improvement.

The school currently has 59 undergraduate majors, forming 15 major clusters, all of which are applied majors jointly built by schools and enterprises; There are 7 provincial-level characteristic majors, 6 first-class undergraduate majors, and 17 school level first-class majors. 7 courses have been recognized as first-class

undergraduate courses in Shandong Province; More than 30 exemplary courses on ideological and political education have been cultivated, with 6 projects approved at or above the provincial level and 7 awards in ideological and political education competitions at or above the provincial level; Five National Excellent Textbook Awards.

The school relies on the advantageous industries of Nanshan Holdings, closely focusing on the development needs of regional industries such as big data, artificial intelligence, Internet of Things, robotics, smart logistics, chemical industry, non-ferrous metals, textile new materials, and health, and jointly builds and shares scientific and technological innovation platforms such as the "National Aluminum Alloy Pressure Processing Engineering Technology Research Center", "Academician Workstation", and "Postdoctoral Workstation" with Nanshan Holdings. We have one Shandong Engineering Research Center, one Shandong Collaborative Innovation Center for Higher Education Institutions, one Shandong Collaborative Innovation Center for Applied Technology in Higher Vocational Colleges, one Shandong Collaborative Innovation Center for Functional Textiles, two Shandong Engineering Research Centers, two Shandong Youth Innovation Team Development Plans, two Shandong 13th Five Year Plan research and innovation platforms, two Shandong Social Science Popularization Education Bases, two Yantai Engineering Laboratories, and one provincial-level Industrial College.

The school focuses on applied scientific research, focuses on the technological innovation needs of key industries, and collaborates with enterprises to implement key core technology breakthroughs in key industries. Undertook 56 provincial and ministerial level scientific research projects, including the Key R&D Program of the Ministry of Science and Technology, the National Natural Science Foundation, the National Social Science Fund, the Humanities and Social Science Research Planning Fund of the Ministry of Education, the Key R&D Program of Shandong Province, and the Social Science Planning and Research Project of Shandong Province. Undertaking 188 high-level applied basic research and applied technology research projects; Authorized 88 national invention patents, with a technology transfer and

transformation rate of 36.78%. Among them, the invention patents jointly applied for by schools and enterprises won the first prize of the 4th Shandong Provincial Patent Award; Published 44 academic monographs and 130 textbooks; 43 scientific research awards at or above the department level.

The school has two youth innovation teams from higher education institutions in Shandong Province, including high-performance aviation aluminum alloy materials for civilian use and high-performance aluminum alloy materials for automotive lightweighting. They closely focus on the urgent demand for high-end aluminum alloy products and domestically produced high-performance aluminum alloy profiles for large aircraft, and carry out research on common technologies and related theoretical mechanisms of high-end aluminum alloy products.

The school has a Science and Technology Research Institute, which consists of seven research institutes. The research institute aims to develop and industrialize key technologies, mainly engaged in technology research and development innovation, technology achievement transformation, and technology enterprise incubation. It aims to create three major platforms: an application science and technology innovation and achievement transformation platform, a master's authorized unit condition construction support platform, and a Nanshan Holdings technology innovation resource sharing platform. Focusing on 9 first level disciplines such as Chemical Engineering and Technology, and 5 major categories such as Materials and Chemical Engineering, Electronic Information, etc. for applying for master's degree, aiming at the modern industrial field, focusing on the transfer and transformation of innovative achievements in the school's advantageous and characteristic disciplines, as well as the research and development of key core technologies for enterprise industries. Relying on the sharing of scientific and technological resources in Nanshan, we will focus on the construction of school enterprise integration, achieve the common use of internal resources, jointly build applied scientific research teams, jointly construct scientific and technological innovation platforms, jointly apply for major scientific research projects, and jointly enjoy scientific and technological achievements, striving to build a high-level research institution in the region.

The school has jointly established 13 modern industry colleges with industry enterprises, covering 45 undergraduate majors (85%). In 2022, "Nanshan Aluminum Industry College" was awarded the first batch of "Shandong Province Modern Industry College". The "Shandong Nanshan Science and Technology Research Institute" jointly established by the government, schools, and enterprises includes six branches: Chemical Industry Research Institute, Nonferrous Metal Industry Research Institute, Textile New Materials Industry Research Institute, New South Chemical Research Institute, Health Industry Research Institute, and Y University Research Institute. Its business areas cover 83% of scientific majors.

The school focuses on 9 first level disciplines, 5 master's degree categories, and 9 professional groups to meet the development needs of the "Top Ten" industries and regions, forming a key construction layout of "959". Incorporate job professional standards, engineering and management cases into textbooks and classrooms, jointly build nearly 70 textbooks, and achieve the integration of teaching content with job professional standards; There are 270 internship and training bases, and 28 majors have jointly established "three element system classes" for school enterprise cooperation; 30% of the 31 professional practical teaching hours are completed on the front line of the industry, achieving the integration of the teaching process with the industry production process.

There are 17 platforms jointly established by the school, universities, industries, and enterprises, including industrial collaborative innovation centers, high-quality collaborative innovation centers, collaborative innovation centers, and provincial engineering research centers. The national key research and development plan "Industrial Application of Aluminum Sheet for Automotive Lightweight" jointly completed has achieved economic benefits of 567 million yuan; The heat treatment method for natural aging stability of aluminum alloy and aluminum alloy sheet has been approved for the first prize of the provincial patent. Jointly initiate the establishment of the "Yellow River Valley Textile and Clothing School Enterprise Technology Innovation Alliance" with relevant universities, enterprises, and associations in 9 provinces and regions along the Yellow River.

The school actively encourages and supports students to participate in various science and technology competitions, and has organized participation in 115 events including the National College Student Intelligent Automobile Competition, the 12th National College Student Market Research and Analysis Competition of the "Zhengda Cup", the 11th National College Student Metallographic Skills Competition, the National 3D Digital Innovation Design Competition, the 13th "Blue Bridge Cup" National Software and Information Technology Professional Talent Competition, the 19th Shandong Province College Student Mechanical and Electrical Product Innovation Design Competition, and the 13th "Challenge Cup" Shandong Province College Student Entrepreneurship Plan Competition. In 2022, a total of 1112 awards at or above the provincial level were won. Among them, there are 25 national first prizes, 66 national second prizes, 97 national third prizes, and 41 national excellent awards; There are 11 provincial-level special awards, 126 provincial-level first prizes, 253 provincial-level second prizes, 432 provincial-level third prizes, and 61 provincial-level excellent awards.

The school has established an Innovation and Entrepreneurship College, which has built a provincial-level university student entrepreneurship incubation demonstration platform and a first-class maker space in the city, and has been awarded the title of a typical experience university in innovation and entrepreneurship in the province. In 2022, a total of 66 national and provincial innovation and entrepreneurship training programs were approved, and 82 innovation and entrepreneurship competitions were won, including 31 national and 51 provincial awards; Won one first prize in the Shandong Science and Technology Innovation Competition.

The school actively supports students to further their education. In 2023, 368 undergraduate students were admitted to graduate schools, and 66 of them were admitted to domestic Double First Class universities. The admission rate for undergraduate programs is 38.8%, and the pass rate for the English CET-4 is 30%.

The school has established the School of Chinese Studies and Foreign Languages, which includes institutions such as Confucius Academy, Confucian

Culture Research Institute, Humanistic Quality Education Research Center, and Chinese International Education Department. It researches and practices humanistic quality education featuring excellent traditional Chinese culture, advanced socialist culture, and revolutionary culture, and integrates humanistic quality education into the entire process of talent cultivation. The "Integration and Cultivation Project of Traditional Culture and Socialist Core Values" has been successfully selected as one of the first batch of party building characteristic construction projects in private schools across the country. The school has established more than 100 student clubs such as symphony orchestra, orchestra, and Nanchu choir, as well as 17 volunteer service groups such as party member volunteer service teams and youth volunteer associations. It has organized a series of social practice activities such as "Science Popularization on Campus", "Respect for the Elderly and Warmth", "Free Diagnosis and Medicine Delivery", "Building Beautiful Villages Together", and "Three Down to the Countryside". The school's Party member volunteer service team was awarded the title of Advanced Model and Best Volunteer Service Project for Learning from Lei Feng in Yantai City.

The school is accelerating its pace of opening up to the outside world, expanding channels for communication and cooperation, broadening its international educational landscape, and actively engaging in talent cultivation, academic, technological, and cultural exchanges with foreign countries. We have collaborated with over ten foreign universities, including the University of Melbourne, University of Tokyo, University of Hong Kong, University of Sarawak in Malaysia, University of North Sumatra, Tan Koo University, Busan International Studies University, Daegu University, Chungbuk University, Kobe International University, and Ufa National University of Petroleum Technology, to offer programs such as study tours, exchange programs, undergraduate and graduate programs, and joint training. Each discipline actively integrates international high-quality educational resources, optimizes talent training models, collaborates with Australia on online course construction, conducts professional joint teaching with South Korea, implements international cooperative research projects with Russia, and holds bilateral academic

exchange meetings with South Korea and Japan respectively. In 2022, it was approved for the Shandong Province International Cooperation and Exchange Project "Viewing the Current Situation of the Asian Community from a Global Perspective" and the Yantai City Education and Technology Cooperation and Exchange Project "China Japan South Korea International Academic Exchange Project"; Approved as the "Y University China Japan Korea International Digital Health, Culture, and Tourism Innovation Center" for Yantai International Cooperation Research and Innovation Platform in 2023; In 2023, establish overseas talent introduction workstations for South Korea and Malaysia respectively, actively exploring the closed-loop path of "talent cultivation overseas talent introduction".

The school condenses the spirit of the university, clarifies the educational philosophy, adheres to the school motto, focuses on teaching style, promotes work style, shapes learning style, and cultivates school culture, forming the spiritual culture of the school; Strengthen the construction of the university system, actively explore the establishment of a modern university system that meets the requirements of the times and school development, and strive to build a democratic, scientific, and harmonious institutional culture; Through the participation of all staff, various colorful cultural activities are carried out to form the behavioral culture of the school; Strengthen the construction of campus infrastructure environment, build a campus natural and cultural environment with beautiful environment, complete facilities, complete functions, and outstanding characteristics, and form a material culture that drives and promotes the comprehensive quality improvement of all teachers and students; Through the construction of innovative and distinctive campus cultural brand activities, we aim to win more high-level provincial awards for outstanding achievements in campus cultural construction, and strive to make the school an important base and radiation source for the development of advanced socialist culture with Chinese characteristics, and a driving force for campus cultural construction in private universities across the country.

Y University was approved to be upgraded from a junior college to an undergraduate institution in 2005. It is located in Yantai, Shandong Province, China

and is a private higher education institution approved by the Chinese Ministry of Education to provide undergraduate and diploma courses. In 2023, there will be over 29000 students enrolled. At present, the tuition fees charged by the school range from RMB 8200 to RMB 20800 (depending on the major).

Table 2.1: Income Statement for 2021-2023 y.

	2021 RMB/Thousand Yuan	2022 RMB/Thousand Yuan	2023 RMB/Thousand Yuan
Income	301,120	324,535	356,497
Gross profit	130,182	142,777	129,983
Profit before tax	107,208	107,877	102,029
Net profit after tax	107,208	107,877	102,029

Source: own research

In the past three years, Y University's revenue was approximately RMB 301.1 million, RMB 324.5 million, and RMB 356.5 million, respectively. Its total profit and comprehensive income for the year were approximately RMB 107.2 million, RMB 107.9 million, and RMB 102.0 million, respectively.

Table 2.2: 2021-2023 Balance Sheet

	2021 RMB/Thousand Yuan	2022 RMB/Thousand Yuan	2023 RMB/Thousand Yuan
total assets	968,999	1,081,143	1,062,194
Total liabilities	(548,394)	(552,661)	(431,683)
Net assets	420,605	528,482	630,511

Source: own research

The main suppliers of Y University are daily consumer goods suppliers and booksellers.

Table 2.3 - Cash Flow Statement for 2021-2023 y

	2021 RMB/Thousand Yuan	2022 RMB/Thousand Yuan	2023 RMB/Thousand Yuan
Net cash income from operating activities	159,193	165,390	187,059
Net cash used in investment activities	(171,591)	(141,273)	(2,165)
Increase in net cash and cash equivalents from financing activities (decrease)	6,483	(27,128)	(139,484)
Net amount	(5,915)	(3,011)	45,410
Cash and cash equivalents at the beginning of the year	9,439	3,524	513
Year end cash and cash equivalents	3,524	513	45,923

Source: own research

During the track record period, Y University purchased RMB 5.12 million and RMB 47 million from the five major suppliers, respectively 9 million yuan and 54 Chinese yuan 8 million yuan, accounting for approximately 62% of Y University's total procurement during the same period 1%, 60.2%, and 50 8%. During the track record period, Y University purchased approximately RMB 2.66 million and RMB 25 from the largest supplier, respectively 5 million yuan and 56 Chinese yuan 1 million yuan, accounting for approximately 32.3%, 32.0%, and 24.2% of the total procurement amount of the target college during the same period.

Table 2.4: - Financial Ratio Analysis Table for 2021-2023y

	2021 y	2022 y	2023 y
Net profit margin	35.6%	33.2%	28.6%
Capital return rate	25.5%	20.4%	16.2%
Return on total assets	11.1%	10.0%	9.6%
Interest coverage ratio	38.1	9.6	20.1

Source: own research

A summary of the target college's financial information for the years ended December 31, 2021, 2022, and 2023 is given in Tables 2.1 - 2.4.

2.2. Shortcomings in the Administrative Management Planning Strategy of Y University

Based on comprehensive literature research, analysis of the current situation in universities, and analysis of questionnaire survey data, it is found that the overall administrative management efficiency of Y University is not high and needs to be further strengthened and improved. The low efficiency of administrative management in universities is mainly constrained by several factors, such as the lack of unity between the board of directors and the school leadership's educational philosophy; The management concept is not advanced or scientific enough; Insufficient use of modern administrative management methods; The responsibilities and functions of administrative management institutions are unclear, and the administrative effectiveness is not significant; Some administrative personnel have weak sense of responsibility and low quality; The performance evaluation mechanism is not perfect, and the evaluation effect is not good; Inadequate and untimely administrative supervision.

The following are the main problems in the administrative management of Y University:

There are issues with the top-level design. This has led to inconsistencies in the educational philosophy between the board of directors and the school leadership team. This inconsistent concept is particularly evident in multiple aspects, including key areas such as school scale, profitability, research investment, team building, and discipline development. Due to this deviation in ideology, administrative management often experiences frequent changes and lacks a unified, clear, and long-term work approach. This unstable and inconsistent management approach has had a negative impact on the effectiveness of administrative management work. Firstly, frequent policy changes make it difficult for faculty and students to adapt, resulting in low work efficiency. Secondly, the lack of clear long-term planning hinders the rational allocation and full utilization of various resources in the school, which affects the overall development of the school. In addition, the instability of administrative management may also lead to low morale among faculty and staff, thereby affecting the teaching quality and research level of the school.

The management concept is relatively outdated. Mainly manifested in weak academic power, weakened academic atmosphere, strong bureaucratic atmosphere, obvious administrative hierarchy, and frequent occurrence of officialdom phenomena. When conducting a questionnaire survey on the faculty and staff of Y University, only about 10% of them believed that the school's administrative management concept was advanced and scientific. Based on the results of the comprehensive interview, it can be understood that many problems in university management and development are led by the administrative department. Administrative institutions control teaching and research resources, manage teaching affairs, and formulate the development direction of the school, seriously restricting the free development of academia. For example, when the administrative department carries out personnel appointments and removals, it acts according to "administrative and political logic" rather than "academic and talent training logic". In personnel appointments and removals, there may be insufficient consideration and inability to carry out work according to specific situations; The administrative department holds the approval power of resources and determines the allocation method and proportion of resources.

However, administrative personnel may not truly understand the specific situation of each secondary college, making it difficult to comprehensively consider the characteristics of each college's development. Basically, resources are allocated according to the size of the college's influence, which can cause waste of resources to a certain extent. Due to the administrative department leading the management and development of the school, the academic committee of the university has relatively weakened its power and failed to play its core role in teaching design, academic research and development, and disciplinary development.

The functions and responsibilities of administrative management institutions lack optimization. The organizational structure design of universities has a strong political color, mainly established according to the bureaucratic administrative organization model. The structure is relatively rigid, outdated, and lacks flexibility and creativity, making it difficult to meet the needs of current education reform [35]. Y University's administrative departments include the President's Office, Discipline Construction and Development Planning Department, Personnel Department, Academic Affairs Department, Research Department, Student Affairs Department, Finance Department, Audit Department, Enrollment and Employment Department, Infrastructure Department, Logistics Department, etc; In terms of the establishment of party committee departments, there are party committee offices, discipline inspection commission offices, organization departments, propaganda departments, youth league committees, trade unions, etc. The department settings are relatively comprehensive and can operate comprehensively, but there are still some overlapping and vacant functions. Some departments jointly manage a task, and some work contents are similar, with overlapping job responsibilities, resulting in unclear responsibilities; Some responsibilities are not properly divided and not clearly assigned to the corresponding departments, resulting in vacant functions.

The human resources department mostly divides the responsibilities of various positions based on past experience, without implementing reasonable human resource planning, resulting in some positions being very busy, with multiple responsibilities and overlapping functions during work; Some positions are excessively vacant and

can only be left vacant, which cannot make reasonable use of human resources. Overlapping and vacant functions can lead to unclear responsibilities, multiple leaders, and lack of leadership, which directly affects the development of administrative management work and reduces administrative efficiency.

The lack of systematic education has led to low quality among some administrative personnel. Lack of vocational identity education, unclear job recognition, and need to strengthen sense of responsibility. Some administrative personnel have not had a clear understanding of their own positions and lack a sense of identity towards administrative management positions. Administrative management personnel have a cognitive bias towards their own positions and a weak sense of work responsibility, which leads to a lack of seriousness and rigor in their work, and an inability to strive for excellence. In addition, administrative work is tedious and complex, and most of it is daily management work, which can easily cause administrative personnel to feel tired, lose interest in work, and have low efficiency. Lack of professional ethics education, poor teacher ethics and style, weak service awareness, weak education on professional ethics and teacher ethics for administrative personnel in universities, and failure to improve the professional quality of administrative management personnel. Some administrative personnel have poor teacher ethics and style, have not established a good service awareness, and consider themselves as managers. Therefore, they lack humanistic care when carrying out work, cannot put teachers and students first, and are careless in their work. When encountering problems from teachers and students, they are arrogant and ignore them, procrastinate and do not solve problems in a timely manner. In addition, due to the lack of effective supervision and accountability in universities, inadequate assessment of professional ethics and teacher conduct, and excessive emphasis on personal relationships by university managers, they have failed to effectively warn administrative personnel with poor professional ethics and conduct, weak service awareness, and poor service attitude, and have condoned their behavior. Lack of career planning education, unclear career planning, need to strengthen work skills, schools lack systematic career planning training and guidance for administrative

personnel, administrative personnel have unclear career planning goals, and schools have not provided good guidance, resulting in unclear goals and directions for administrative personnel, who do not know how to work hard. Not interested in studying administrative management work, nor committed to improving work skills, but treating administrative work with a perfunctory attitude. The training system for administrative management personnel in universities is not perfect, and there is a lack of systematic and complete training for specific administrative work, which has also led to a failure to improve the work ability of administrative management personnel.

The conflict between administrative power and academic power in universities. In China, the power of universities is mainly divided into administrative power and academic power. Due to the dominant position of enterprise management in the allocation of educational resources in private universities, almost all of the administrative and academic power of universities comes from the authorization of the board of directors, with only a portion of academic power coming from authoritative experts and scholars. The conflict between administrative power and academic power is very serious in the process of exercising power. In the principal responsibility system under the leadership of the board of directors, the management team is at the top of the school's power, holding the decision-making and management power of the school. As a senior manager, one must not only determine the goals of the organization, but also monitor the achievement of these goals, and be responsible for the results of organizational behavior. Therefore, in organizational structures that adopt a hierarchical system, teachers and staff at the bottom of the power line rarely and hardly enjoy the power granted by the organization. Although in order to ensure the effective operation of administrative and academic powers and safeguard the interests of teachers and students, the government has also granted teachers and students the right to participate and supervise. But their main way of participating in university management is through democratic participation in the evaluation and supervision of universities. The students at the bottom are the objects of control for the entire power organization and are unable to participate in its management. They, who should have been the objects and core interests of

educational institutions, have become passive recipients of regulations, organizational goals, and power operations. In the process of exercising power, it is necessary to respect the opinions of the majority, democratic decision-making, democratic management, and democratic supervision. However, in practical operation, democratic procedures will inevitably have a constraining effect on the operation of administrative power and academic power, leading to conflicts between them.

The internal supervision mechanism of universities is not sound. The inadequate supervision mechanism leads to delayed and inadequate administrative supervision work. The administrative supervision work in universities includes inspection and rectification, accountability and integrity, disciplinary review, assessment and inspection of administrative management personnel, verification of administrative management activities, internal audit of universities, and many other aspects. It mainly constrains administrative rights through administrative supervision, regulates the behavior of administrative management personnel, and reviews illegal and disciplinary behaviors that occur. Administrative supervision can standardize the operation of rights, prevent and control risks, and play a good role in supervising, promoting, and safeguarding the administrative management work of universities, which helps to achieve the administrative management goals of universities.

At present, most universities have supervisory agencies, but administrative supervision lacks standardized guidance documents, the work system is not sound, the work methods are not perfect, the supervisory personnel are insufficient, the supervisory force is relatively weak, and the administrative efficiency supervision and inspection mechanism are not sound. The main means of administrative supervision in universities are to search for information, conduct on-site supervision, and conduct visits and inquiries. Universities may modify or supplement materials during the supervision process, make samples during on-site supervision, and not tell the truth during visits and inquiries, resulting in distorted supervision results. The work of efficiency supervision is not perfect, with dereliction of duty and misconduct, low work efficiency, low administrative efficiency, and limitations in supervision methods, which can lead to inadequate supervision and fail to achieve true

supervision results. In terms of supervision forms, the law enforcement supervision, anti-corruption supervision, efficiency supervision, preventive supervision and other work in universities are not well carried out, and a systematic, comprehensive and complete supervision mechanism has not been formed. The purpose, content, subject, procedure and other aspects of supervision are not very clear, and standardized supervision methods and processes have not yet been formed, resulting in the lag and absence of supervision work.

CHAPTER 3

MAKING A STRATEGY FOR OPTIMIZING THE ADMINISTRATIVE MANAGEMENT OF CHINESE PRIVATE COLLEGES AND UNIVERSITIES

3.1. Global trends in strategic management in private universities and colleges

As a globally recognized powerhouse in higher education, the United States, although not with a long history, has built a unique higher education system and top-notch university system through centuries of development, drawing on the institutional model of the United Kingdom.

During the British colonial period, American universities followed the British system, mainly managed jointly by the church and local governments. After the end of the Civil War, numerous public research universities emerged, and university boards of directors and academic review committees were established within the universities, with academic governance mainly held by professors. After World War II, the United States introduced a series of education laws that reshaped the internal governance structure of universities, establishing a common governance model in which the board of directors, president, and teachers jointly participate in decision-making and management of universities, known as the current governance system.

Currently, public universities in the United States generally implement a president responsibility system under the leadership of the board of directors. As the highest authority, the board of directors derives its power from state constitutions and laws, and is responsible for selecting university presidents, approving university development strategies and plans, overseeing university development and maintaining its autonomy, while retaining ultimate decision-making power. The principal is appointed by the board of directors, responsible to the board of directors, executes its decisions, selects vice principals, and manages all administrative affairs of the school. The faculty review council is also an important component of university management in the United States, with decisive power over the governance

of academic affairs. In general, the core feature of the internal management system of American universities is co governance, which effectively coordinates and balances the relationship between various stakeholders within the university.



Figure 3.1 – Strategic HR Vision. Trends 2024
Source: [1]

The University of Berlin is renowned as a leader in the history of higher education in Germany, adhering to the Humboldt spirit and emphasizing the unity of research and teaching as well as academic freedom. The management model of German universities is regarded as an ideal model for universities in this century, attracting admiration and imitation from many countries such as Sweden, the United States, and Japan.

In Germany, professors enjoy a high social status as lifelong national civil servants who are protected by law and cannot be dismissed arbitrarily. Professors are officially appointed by the state and not only have administrative management power in universities, but also hold academic decision-making power. They are able to participate in the daily management of universities and decide on the establishment of disciplines. Even after retirement, professors still retain the power related to teaching.

However, the threshold for becoming a candidate professor is extremely high.

Since the 1990s, influenced by new public management concepts, the German government has carried out market-oriented reforms of the university management system to cope with economic recession, the popularization of higher education, resource scarcity, and challenges to traditional management models. The reform measures cover changes in university fees, educational system, personnel management, and salary system. Due to the difficulty of applying for professorial positions in Germany, a large number of talented and promising young teachers have left overseas and stayed there. Therefore, in recent years, Germany has actively implemented reforms in personnel and salary systems.

In terms of personnel reform, Germany has launched the "Young Professor Seat" system, providing young professors with regular national civil servant or staff status. The reform of the salary system is performance oriented, mainly adjusting the salary structure of professors, dividing it into fixed salary and variable salary, and making clear provisions for the work performance of the variable part, including personal contributions in scientific research, teaching, continuing education, and cultivating academic reserves. It mainly manifests as personal performance, and the scope of assessment includes teaching evaluation, research evaluation, patents, self funding, undertaking continuing education obligations, tutoring graduation theses and doctoral theses.[36]

Before World War II, the internal governance of Japanese public universities went through three main stages. Firstly, during the time at the University of Tokyo. The University of Tokyo, founded in 1877, although nominally a unified university, actually lacks a unified management system. Next is the period of the Imperial University Order. The Imperial University Order issued during this period provided a legal framework for the governance structure of universities, establishing not only the highest decision-making body of the Imperial University - the University Council, but also the Professors' Council, which marked the enhancement of professors' awareness of academic freedom. Finally, it is the era of the "University Order". The university president is elected by all professors, establishing a governance structure

of professor autonomy.

After the end of World War II, Japan carried out extensive and far-reaching reforms in higher education. From the early post-war period until the 1990s, the core of internal governance in universities remained the autonomy of the faculty association. However, the most widely influential and far-reaching reform began with the corporatization reform of national universities in the mid to late 1990s. The Japanese Diet passed the Independent Administrative Corporation Act in July 1997, and the final report on the "New Image of National University Corporations" released on March 26, 2002 provided a legal basis for the reform. In July 2003, the Japanese Diet reviewed and officially passed the National University Corporation Act. Since April 1, 2004, the reform of the National University Corporation Law has been officially implemented nationwide. The law explicitly grants independent legal personality to national universities, leading to significant changes in the management system, with the most notable being the expansion of the president's authority and the enhancement of university management power. Specifically reflected in two aspects: macroscopically, the management power has been transferred from the Ministry of Education, Culture, Sports, Science and Technology to corporate autonomy. In terms of internal governance, the president is responsible under the legal entity organization, and the legal entity organization (council) is the highest authority of the university. The Council is composed of the President and the Board of Directors. The Council discusses or decides on important matters of the university, including development goals, annual plans, budget preparation, execution of final accounts, as well as the establishment and dissolution of important internal institutions of the university.[37]The corporatization reform has expanded the power of school level leaders and weakened the power of the faculty association. However, professors still participate extensively in various decision-making bodies and have a significant say in academic and administrative affairs.

3.2 A promising model of strategic management based on the formation of competitive advantages

The United States is a country with a separation of powers, and the Organic Act of the Department of Education passed by the US Congress emphasizes that "the authority and responsibility for education are reserved to states, school districts, and other agencies as prescribed. The management power of universities in the United States is mainly held by states and school districts. State governments have absolute management power over universities, but at the same time allow the existence of social intermediary organizations to participate in university management through consultation and supervision. Public universities implement a president responsibility system under the leadership of the board of directors, while emphasizing the joint governance of higher education, giving universities sufficient autonomy. In American universities, professors have a lot of academic power and freedom. Professors can intervene in the management of universities through organizations such as professor associations, and sometimes even participate in university management decisions. In American universities, research and other funding are generally the responsibility of individual professors, and the academic freedom and power of professors are guaranteed through the tenure system. Professors have a prominent position and role in universities[38]

Through in-depth analysis of the reform of the administrative management system in American universities, we can see that the co governance model has injected new vitality into the development of American universities, promoted their rapid growth, and cultivated a large number of professional talents. In contrast, Chinese universities are still dominated by administrative power, which makes it difficult to effectively implement academic and democratic power. Therefore, drawing on the reform experience of American universities, we first need to adjust the power structure within Chinese universities, especially the relationship between the party and government and the president. By means of legislation and the formulation of university charters, clarify the responsibilities and powers of the Party

committee and the president to promote coordination and cooperation between both parties. Secondly, it is necessary to balance the administrative power, academic power, and democratic power within universities. Administrative personnel should regard service teaching as the core of their work to ensure service quality. Academic personnel should make full use of academic freedom, strengthen scientific research activities, and enhance their academic level. Democratic members should actively participate in supervision and management to promote the efficient and orderly operation of universities. Ultimately, establish a university management mechanism that involves the participation of the Party committee, president, administrative staff, teachers, and students.

The strategic management model is a comprehensive method that involves a detailed process of analyzing external and internal factors, engaging key stakeholders, and ensuring continuous improvement (figure 3.2).

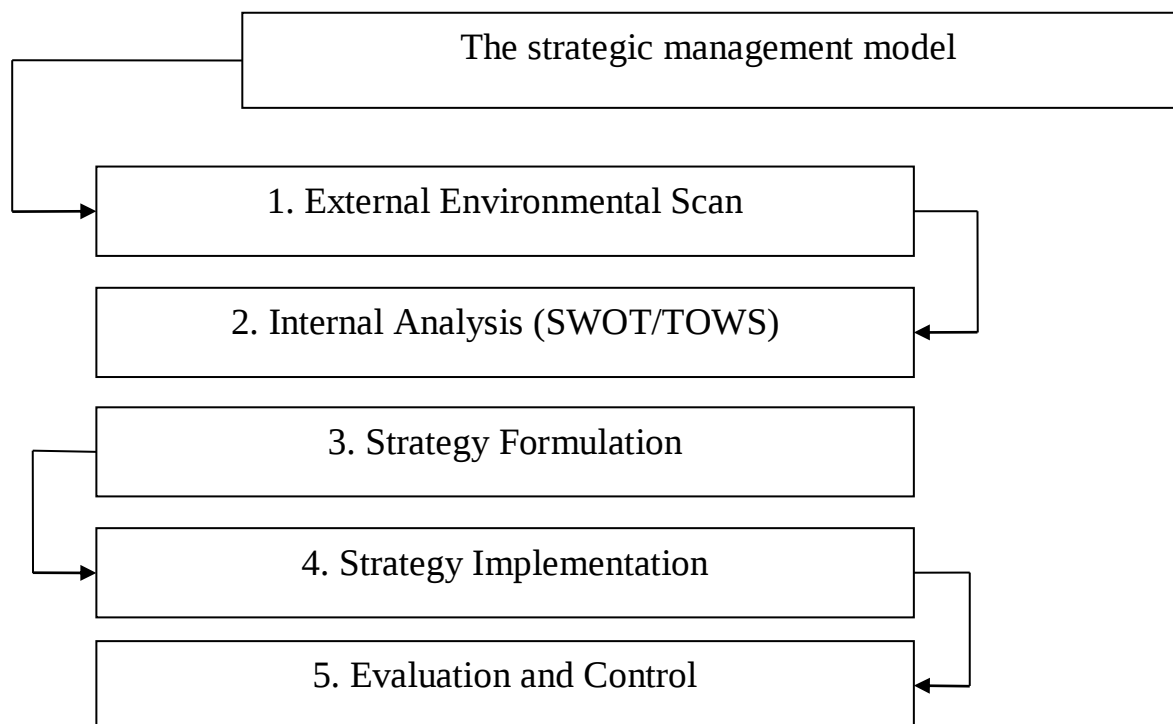


Figure 3.2 – The strategic management model
Source: own research

Academic freedom in Germany has a long history in the development of higher education. As a federal state, Germany implements the integration of science and

education, ensuring academic freedom. Professors are granted great autonomy, as they can participate in the school's management decisions, and the school can also independently decide on the appointment of professors and the enrollment of students, enjoying extensive freedom in teaching and research work. Students also enjoy academic freedom and are able to plan their own learning paths based on their individual professional needs.

Germany has also made adjustments to its personnel and compensation system through performance evaluation reforms to incentivize academic freedom. The market-oriented reform of higher education has adjusted the traditional system of professorial governance and lifelong professorship, decentralized the power of professors, and injected new vitality into higher education institutions.

It can be seen that academic freedom is an important driving force for the development of universities. Our higher education institutions also need to clarify the core position of academic power. It is necessary to establish the academic essence of universities, enhance the academic freedom space of professors, and implement relaxed admission policies and strict achievement review for the establishment of scientific research projects, ensuring academic freedom while safeguarding the scientificity of scientific research achievements. In addition, the role of professors in the administrative management of universities should be fully utilized, especially in the fields of discipline construction, scientific research activities, personnel policies, teaching, and enrollment, to maximize the enthusiasm and creativity of university teachers and make them a key force in promoting the development of higher education in China.

After examining the process of reform in Japanese national universities, we can clearly see that reform and the promulgation of laws are complementary. In 2004, Japan promulgated the National University Corporation Law, which officially established the legal status of national universities. By legalizing universities, Japan has changed their subordinate relationship with the government, granting universities more legal rights and thus stimulating their intrinsic vitality. In view of this, China can learn from Japan's experience and further improve and strengthen the framework

of the Higher Education Law. Legalizing policies is an effective way to regulate the relationship between the government and universities. Through legislation, the government can deepen policies within universities, thereby influencing and even determining the development path of universities. Meanwhile, universities can obtain financial support from the government by complying with the law. Due to the fact that educational laws are based on national policy practices and mature experiences, they provide stable guarantees for the healthy development of universities. In addition, although Articles 43 and 53 of China's Higher Education Law stipulate the principle of safeguarding the legitimate rights and interests of faculty and students, they do not clearly define the specific rights and interests of teachers and students, which is not conducive to the development of the common governance structure of Chinese universities. Therefore, strengthening the construction of the legal system is particularly urgent in China. Only with the protection of the law can rights be exercised effectively.

3.3. Development of a methodical approach to comprehensive assessment of the quality of strategic management of a higher educational institution

Through extensive investigation and detailed analysis, the author has summarized ten measures to improve the administrative management efficiency of private universities, as shown in the attached table 3.1.

Below, the author will provide a detailed analysis and explanation of these ten measures :

Clarify the responsibilities of administrative positions in universities

For a long time, higher education institutions in China have been influenced by the political system, with administrative management models similar to those of the government, resulting in excessive departmental hierarchy and unclear division of responsibilities and powers, which seriously affects administrative efficiency. According to the theory of administrative organization, the establishment of administrative organizational structures should follow the principles of corresponding

responsibilities and powers, division of labor and cooperation, and simplification and efficiency. At present, Chinese universities generally implement the system of principal responsibility under the leadership of the Party committee. The internal management of universities usually adopts a two-level management model of school and college. This administrative hierarchical management model has led to the waste of educational resources and an increase in personnel costs. At the same time, the multi-level structure has also caused information asymmetry, leading to misunderstandings and conflicts.

Table 3.1 - Summary Table of Improvement Measures

Serial number	Improvement measures
1	Clarify the responsibilities of administrative positions in universities
2	Promote the transformation of the hierarchical management system in universities towards flatness
3	Establish a sound system for publicizing school affairs
4	Increase the participation of professors in school governance
5	Improve the academic committee system
6	Establish a mechanism for balancing academic and administrative power
7	Cultivating Democratic Consciousness among College Teachers and Students
8	Fully leverage the democratic supervision role of university teachers and students
9	Improve relevant laws and strengthen the construction of university charters
10	Improving the Execution Power of Administrative Management in Higher Education Institutions

Source: own research

The administrative work of universities involves multiple power and interest groups. In order to protect their own rights and interests, various interest groups often compete for profits and pass the buck to each other when there is no profit. Therefore, in order to improve the efficiency of administrative services, it is necessary to clarify the job responsibilities of each administrative entity, formulate corresponding systems, and eliminate perfunctory behavior. In addition, a work accountability system should be implemented to hold administrative personnel accountable for

procrastination and abuse of power, in order to change the negative work atmosphere and ensure the unity of responsibility and authority. The purpose of implementing the accountability system is to establish a sense of responsibility among administrative personnel, clarify that administrative personnel are not just managers, but provide high-quality services for teachers and students, and make them understand that irresponsible work attitudes will have consequences. Through the work accountability system, staff can be urged to improve their work style and enhance service efficiency.

Promote the transformation of the hierarchical management system in universities towards flatness

Institutional reform is a key area for the Chinese government to implement reforms, and the theory of flatness plays an important theoretical guiding role in government institutional reform. Similarly, this theory also has a certain enlightening effect on the reform of university administrative organizational structure. The hierarchical organizational structure has long been the main form of administrative organizational structure in Chinese universities. In the process of realizing the performance of university organizations, the hierarchical system has shown its positive side. From a technical perspective, bureaucracy is an efficient organizational form, but when it becomes the only institutional model for university management, it shows some limitations. There is an inevitable contradiction or even conflict between this technology oriented institutional model and the organizational attributes and requirements of universities, which has led to the serious hindrance of the administrative and bureaucratic nature of Chinese universities to the efficiency of education.

In response to the various drawbacks of the hierarchical system, it is necessary to carry out a flat structural adjustment of the administrative organizational structure of universities based on their pursuit of the goal of improving educational efficiency. The theory of flatness was actually developed on the basis of criticizing the bureaucratic system, emphasizing the expansion of management scope, implementation of decentralized management, reduction of intermediate management

levels, and promotion of effective information flow. Drawing on this theory to implement the reform of university administrative organizational structure can help modern university organizations better adapt to environmental changes, fully leverage organizational effectiveness, and improve educational efficiency.

Firstly, establish an organizational structure where vertical administrative organizations intersect with horizontal academic organizations, both independently and collaboratively. With the continuous expansion of the organizational scale of modern universities, their organizational activities include both procedural and non procedural aspects. Procedural organizational activities have the characteristics of regularity and rigidity, which are in line with the hierarchical structure. Therefore, setting up administrative organizations to manage procedural organizational activities using administrative power can improve the management efficiency of such activities. Meanwhile, due to the academic nature of university organizations, academic freedom and autonomy are the core of universities. However, what is suitable for the characteristics of academic organizations is a flexible, loose, and united organizational structure, which is clearly not met by a mechanized hierarchical structure. Therefore, one of the ways to optimize the performance of university organizations at present is to classify them according to the characteristics of organizational activities, construct a cross cutting organizational structure model of administrative and academic organizations, and form a situation where the two are independent and collaborative with each other.

Secondly, reduce management levels, increase management scope, and gradually transfer administrative power to the grassroots level. The organizational structure of a university consists of business systems, disciplinary organizations, and communication platforms. At the highest management level of the school, there are two committees, namely the Affairs Management Committee and the Academic Management Committee, which are independent of each other, mutually restrictive, and jointly serve the highest goal of the school's organizational development. The management mode of the transaction management system basically follows the hierarchical structure of linear functional management, but the management hierarchy

has been reduced. Compared with the current management hierarchy, several levels have been reduced, and the management scope has correspondingly widened. The management mode of the academic management system adopts a business unit system that is compatible with a flat organizational structure. It is a matrix structure composed of vertical academic management functional departments and horizontal team organizations that intersect. Each academic management functional department and team organization is directly led by the Academic Management Committee and is responsible to it. The management scope of the Academic Management Committee is wide, with fewer management levels. Any academic management functional department or team organization can directly communicate with the Academic Management Committee.

Therefore, in the process of optimizing the performance of university organizations, we cannot completely reject the hierarchical organizational structure. Instead, we should use its positive functions to eliminate the negative impact of the hierarchical organizational structure through flat innovation, improve administrative efficiency, and form a development situation of academic freedom and autonomy. Only in this way can the performance of university organizations be truly optimized.

Establish a sound system for publicizing school affairs

Promoting transparency in school affairs is a key measure for governing schools according to law and strengthening internal management, as well as an objective requirement for implementing democratic management and supervision. In addition, it helps to enhance the transparency and openness of school work, encouraging teachers and students to actively participate in school management and supervision. The implementation of the school affairs disclosure system should follow the principles of "acting in accordance with the law, seeking truth from facts, highlighting key points, and promoting reform and development". It should timely publicize the school's development plan, education and teaching reform opinions, arrangements and implementation of major activities of the party, government and trade unions, employment and evaluation of faculty and staff, sensitive issues such as school financial income and expenditure, academic awards and loans, cadre

appointment and removal, and material procurement, to ensure that teachers and students can understand matters closely related to their own interests and reduce internal suspicion and false rumors.

In order to promote the openness of school affairs, various forms such as faculty meetings, school bulletin boards, campus broadcasts, newspapers, etc. can be used. At the same time, the accessibility of information will be further improved by means of electronic school affairs, such as school internal forum, official account, online news release, etc. In the process of implementing school affairs transparency, the office phone numbers, email addresses, and complaint channels of school leaders should also be made public to ensure that teachers and students can truly achieve democratic management and supervision. In addition, establish a reception day for school leaders to specifically receive visits from teachers and students, communicate and exchange ideas on difficulties and problems encountered, and jointly seek solutions.

Increase the participation of professors in school governance

The administrative organization of higher education institutions aims to cultivate talents, and the realization of this mission cannot be separated from the backbone of academic research - professors. Professors occupy a central position in the academic field and play a crucial role in the development of universities. Therefore, it is particularly crucial to enhance the participation of Chinese professors in school governance and achieve a professor led management model. The scope of professorial governance is not limited to academic affairs management, but should also be expanded to include participation in administrative affairs. As experts in the field of disciplines, professors have indisputable authority over the development trends and needs of the discipline. Only when professors participate in administrative management can they formulate systems that are more in line with the development of universities in terms of discipline planning, scientific research activities, personnel policies, enrollment strategies, and other aspects.

To ensure that professors at the core of academia can truly exert their academic influence, we should learn from the successful experiences of Western countries such

as Germany. Firstly, we must change our mindset, eliminate misunderstandings, and use scientific knowledge to guide the practice of teaching and managing schools in China. 'Professor governance' does not mean breaking away from or weakening the leadership of the Party. While implementing the principal responsibility system under the leadership of the Party committee in universities, the Party's leadership style should also be adjusted accordingly to create a favorable environment for professors to govern the school. Secondly, improving the personal qualities of professors is crucial. University professors are not only the center of academic life, but also key members of academic management. Professors should actively play their role, utilizing their in-depth research and insights on academic issues, as well as their individual and collective authority, to exercise autonomy and discourse power, make decisions on academic affairs, and fully demonstrate their abilities as subject experts. At the same time, while actively playing a role, professors should also reduce their negative impact. Some professors do not focus on professional research but instead engage in commercial activities, which is a huge waste of resources for the country and society, and has become an obstacle to limiting professors' participation in school governance. Therefore, in the process of increasing the participation of professors in school governance, it is necessary to properly handle the relationship between the power and obligations of professors. Finally, it is essential to improve the laws and regulations governing the governance of universities by professors. Given the lack of a clear legal definition of "professorial governance" in China, which has led to its awkward situation, it is suggested that the country improve relevant laws and give universities the legal power to implement "professorial governance" in legal form, providing a solid legal foundation for "professorial governance" and ensuring its legal status is protected.

Improve the academic committee system

The construction of the academic committee system is one of the key measures to promote the comprehensive reform of universities, which has a profound impact on building a modern university system and enhancing the effectiveness of university governance. This system is crucial for maintaining the academic autonomy of

universities and ensuring the core position of academic activities. However, in China, academic committees are not formed spontaneously by universities, but are established within the framework of national policies and regulations. Its characteristics are mainly reflected in three aspects: firstly, the legitimacy of the academic committee needs to be confirmed by national laws; Secondly, the operation mechanism of academic committees is strictly regulated by national laws and relevant policies; Thirdly, the role of academic committees mainly relies on the promotion of internal management system reform in universities. In view of this, it is urgent to improve the academic committee system to enhance the participation of academic power in university management. It must be clarified that the foundation for improving the academic committee system is to build a university governance structure centered on academia, and academic power is a key part of the university's power structure. The academic committee can effectively safeguard the academic freedom of the university by exercising its academic power. Improving the academic committee system can be approached from the following aspects:

Firstly, regarding the composition and election of committee members. Academic committee members should highlight their academic attributes, limit the proportion of administrative leaders in the committee, and appoint full-time professors as members. The selection of committee members should follow democratic principles, be conducted from bottom to top, and have clear regulations on election standards, procedures, term of office, etc. At the same time, personnel mobility and diversity should be ensured to prevent the rigidity and abuse of academic power.

Secondly, regarding the internal governance structure of the academic committee. The academic committee is mainly composed of professors, academic committees of various colleges, and school level academic committees. A mutual supervision, guidance, and coordination relationship should be established among these three, rather than a simple leadership and subordinate relationship. Therefore, coordinating the relationship between these three is crucial.

Thirdly, regarding the responsibilities and powers of the academic committee.

The Academic Committee Regulations provide specific provisions on the powers of deliberation, decision-making, evaluation, consultation, and investigation and adjudication. However, when these regulations are combined with the actual operation of academic power in universities, they still appear insufficiently clear. Therefore, it is possible to consider implementing a list management model to clarify the boundaries of the academic committee's powers.

Finally, regarding legal protection. By revising the Higher Education Law to establish the legal status of academic committees, a university governance structure that promotes academic prosperity and maintains academic freedom can be constructed.

Establish a mechanism for balancing academic and administrative power

The power structure of universities mainly consists of administrative power and academic power. Given that the fundamental purpose of universities is to cultivate the talents needed by the country, their essential attribute is undoubtedly academic. Therefore, theoretically speaking, the governance mechanism within universities should be centered around academic power, while administrative power should serve as an auxiliary force to support academic power and promote academic development. However, in practical operation, the governance of Chinese universities is often dominated by party and government power, leading to administrative power surpassing academic power and the phenomenon of professors competing for leadership positions. To correct this situation, it is necessary to standardize the exercise of administrative power and improve academic governance mechanisms. We need to establish a clear division of labor, mutual coordination, and checks and balances management mechanism to ensure that academic and administrative powers perform their respective duties.

Firstly, it is necessary to clearly define the scope of academic and administrative powers, and regulate the operation of their respective powers within the framework of the university constitution. Secondly, as the leader of the university, the president should play a crucial role. Usually, the principal not only has profound expertise in the academic field, but also serves as the highest administrative head of

the school. Therefore, the principal is able to strategically plan academic development from a global perspective, while effectively managing administrative affairs.

As an organization with a large number of people and a complex structure, universities need a reasonable administrative system to ensure their orderly and efficient operation. The efficient operation of various components within universities relies on the rational allocation of administrative power in terms of human resources, finance, and material resources. At the same time, the interaction between universities and society also requires the promotion of administrative power. Therefore, in the operation of power in universities, the moderate intersection of academic power and administrative power can establish a communication bridge between management and experts and scholars, thereby enhancing the scientificity of academic decision-making, ensuring the full exercise of academic power, and more effectively implementing school decisions.

In summary, universities should establish a balanced operating mechanism between academic and administrative powers, which not only conforms to the inherent laws of academic development in universities, but also ensures the orderly operation of universities themselves, adapts to changes in the external environment, and helps promote the realization of China's goal of building "Double First Class" universities.

Cultivating Democratic Consciousness among College Teachers and Students

Different social classes and groups constitute the main body of governance in the theory of co governance. From this perspective, democracy is particularly important because it gives legitimacy to the governing body. Within Chinese universities, conflicts of various powers are mainly reflected in the opposition between administrative power and academic power. The implementation of democratic procedures can effectively resolve the contradiction between administrative power and academic power. The supervisory role of democratic procedures on administrative and academic power is significant, as it helps to

facilitate the orderly operation of university power institutions and enhance the efficiency of university administrative management.

However, in reality, the democratic participation power in Chinese universities does not seem to be strong. In order to fully leverage the role of democratic participation rights, it is necessary to stimulate the enthusiasm of teachers and students to actively participate in university management. An excellent team of teachers can bring good social reputation to universities, attract outstanding students, and produce high-level research results. By studying top universities in China, we can find that the establishment of first-class disciplines often relies on the contributions of outstanding scholars. Given that the essential nature of universities is academic, administrative management should take teaching work as its own responsibility, strive to cultivate outstanding teachers, provide high-quality services, and create a better working environment for teachers. As the core force of academic research in universities, teachers' participation in school management can enhance the quality and level of school management. However, in reality, the willingness and motivation of teachers to participate in school management often depend on personal wishes. Some teachers, although having their own opinions and suggestions on university management, may believe that management work is unrelated to themselves. Therefore, universities need to enhance teachers' sense of identity and responsibility towards school management through educational guidance and communication, and improve their awareness of participating in management. Universities should also cultivate teachers' democratic consciousness, including equality consciousness, public consciousness, and participation consciousness. In addition, teachers should regard themselves as the masters of the school, closely integrate their personal interests with the interests of the school, actively express their opinions, and truly participate in school management.

As the largest group in universities, students' participation in university management can significantly enhance the effectiveness of democratic participation. In the process of management, universities should ensure the interests of students and guide them to participate in management, fully leveraging their active role.

Universities should recognize the status of students as the subject of power and strive to raise their awareness of the rights of students, which is mainly reflected in the free exercise of their own rights and respect for the rights of others. At the same time, in the process of incorporating students into university management, universities should pay attention to creating a harmonious, democratic, and mutually supportive campus environment, which is crucial for students to play their role. Therefore, universities should strengthen publicity work, put the concept of student participation in university management into practice, enhance students' awareness of participation, incorporate students into the school management system, establish rules and regulations for student participation in management, and actively adopt and implement suggestions put forward by students that are beneficial to university management.

Fully leverage the democratic supervision role of university teachers and students

Democratic supervision is mainly divided into two aspects: off campus and on campus. With the development of popularization of higher education and the promotion of social democracy in our country, the democratic consciousness and participation consciousness of the general public continue to improve. The connection between society and universities is becoming increasingly close, and more members of the public are beginning to participate in the quality management of higher education institutions. Within higher education institutions, a democratic evaluation mechanism led by academic power and a scientific comprehensive evaluation system are established. In terms of academic power, the system of "professor governance" is implemented, which is essentially a democratic system. It systematically delegates the power of governance to the professor group, allowing them to play a leading role in the university governance structure and effectively prevent personal dictatorship and dictatorship in university management.[39] Secondly, fully leverage the democratic supervision role of teachers, students, and staff. Improve the system of "faculty representative assembly", so that it can truly reflect the demands of various interest groups within the school, resolve

conflicts caused by interest adjustments in the process of de administration, expand the voice of teachers in university management, and implement the power of faculty to participate in democratic management and supervision of the school; The foundation of teachers' participation in school management is democratic power. Without supervision, there can be no democracy. Therefore, an important guarantee for teachers' participation in school management is a sound supervision mechanism. The supervision mechanism can effectively ensure that teachers exercise their right to participate in school management under the regulations of the system, and prevent teachers from abusing their power for personal gain. At the same time, in the process of formulating the supervision mechanism, schools should also establish relatively independent supervision institutions to ensure the effective operation of the supervision mechanism and help teachers improve their level and efficiency in participating in school management. Establish a system of "student representative assembly" and attach great importance to the participation of student groups in school affairs. The Student Representative Assembly is the highest authority for college students to participate in school governance, and it is an important way for students to participate in democratic procedures through their participation in school governance. Students are consumers of higher education, and one of the main purposes of university management is to serve the vast number of students. Therefore, students' exercise of democratic supervision rights can improve management quality and promote the improvement and development of universities.

Improve relevant laws and strengthen the construction of university charters

The rule of law constitutes a solid foundation for governance, and only a sound legal system can provide a solid guarantee for teachers and students to participate in university management. Therefore, it is necessary to fully incorporate the participation of teachers and students in university management activities into the legal framework. To this end, it is necessary to formulate and improve corresponding laws and regulations to ensure that teachers and students can participate in the management of the university in accordance with the law. At the same time, establish

practical and feasible organizational systems to ensure the effective implementation of the right of teachers and students to participate in management.

China has issued a series of rules and regulations that value students' rights and confirm their dominant position in school management. For example, the "Regulations on Student Management in Ordinary Higher Education Institutions" explicitly require schools to "establish and improve organizational forms for student participation in democratic management, in order to ensure the right of students to participate in school management work. However, the expression 'should' is too broad and lacks specific operational requirements, which makes it difficult for students to truly exercise their right to participate in management. At the same time, there are no corresponding requirements for how students exercise their right to participate in management and within what limits. Therefore, it is urgent to improve and perfect the relevant laws and regulations on student participation in university management. A sound system of rules and regulations for internal management in universities should adhere to the following two principles: first, to ensure the authority and seriousness of the system; second, to be in line with corresponding national and local laws and regulations to avoid contradictions. At the same time, through publicity, on the one hand, it is necessary to guide faculty and students to participate in campus public administration management, and on the other hand, to achieve transparency and openness of personnel and job responsibilities in university administrative management, and to strengthen public opinion supervision[40]. Thoroughly abandoning the management oriented model, managers should fulfill their responsibilities in accordance with rules and regulations, ensuring clear rules to follow, and any violations will be held accountable. In this way, the goals of administrative management in universities will be more clear, the allocation of responsibilities will be more appropriate, the system will be more perfect, and discipline will be stricter. Through these measures, the ability and level of management personnel to manage according to rules and regulations are continuously improved, making the management system more perfect, the management methods more transparent, and the service functions of management further strengthened.

The constitution is a key element for universities to achieve scientific development and rule of law, as well as a core tool to promote the optimization of management structure and the construction of a modern university system. In July 2010, the "Outline of Education Plan" clearly stated that "it is necessary to strengthen the construction of regulations. All types of higher education institutions should formulate regulations in accordance with the law and carry out school management in accordance with the regulations." This directive marked the large-scale "regulation movement" launched by Chinese universities under the guidance of the government. Just as the Constitution is of great importance to the country, the formulation of university charters has undeniable value and far-reaching significance for university management. However, the reality is that universities have completed the formulation of their charters in a short period of time without sufficient scientific research and practical demonstration, and their level and quality are still questionable, making it difficult to achieve the expected effectiveness. During the formulation process, some rules and regulations in the articles of association were mechanically applied to relevant national laws and regulations, which may seem reasonable, but the expression was too abstract and lacked practical operability. Therefore, when carrying out their own functions, various departments of universities still act in accordance with superior administrative instructions.

Before fully clarifying the relationship between universities, government, and society, university charters may become a mere piece of paper under the strong influence of the government. In developed Western education countries, universities usually enjoy a high degree of autonomy in management. The university charter clearly defines the relevant powers, and these charters are approved by parliament through legislative procedures to ensure that universities and governments jointly abide by them. We can learn from successful experiences abroad. Firstly, the internal system of the university is responsible for drafting the charter, which is then submitted to the higher-level administrative department for review by the same level people's congress. Once approved, the university charter will be included in the legislative process. Such a constitution, through the administrative power of the

government, not only determines the specific content of university operation, but also delineates the power boundary between the university and the government, making the university a truly independent legal entity. This helps universities concentrate resources, integrate advantages, and achieve distinctive and differentiated development. The optimized university charter system, combined with the current university legal person system, endows universities with dual identities of public and private legal persons, enabling them to optimize resource allocation and improve educational efficiency in the market economy, while maintaining independence within the framework of public law, free from improper government intervention, and truly realizing the right to govern schools according to law and obtain independent education.

Improving the Execution Power of Administrative Management in Higher Education Institutions

Renowned organizational management expert Barnard believed that "communication is the means of connecting members of an organization to achieve common goals.[41]In the field of administrative management, the root of many problems lies in insufficient information transmission and communication. Information transmission constitutes a key link in management and runs through all levels of management activities. University administrative management relies heavily on information transmission to achieve communication, and effective information flow promotes diverse exchanges between managers and teachers and students, professors and professors, managers and managers, as well as between universities and society. This kind of communication helps to enhance administrative execution and improve the efficiency of administrative management.

Accelerate the information transmission in the administrative management process of universities. The efficiency of administrative management in universities highly depends on the smoothness of information flow, which in turn must rely on efficient management communication. Therefore, in order to enhance the efficiency and execution of administrative management in universities, the key is to optimize administrative communication. Specific measures can be divided into two aspects:

firstly, expanding channels for information communication. At present, communication in university administrative management mainly relies on formal channels such as meetings, documents, notices, and announcements. However, in order to achieve better communication results, in addition to these formal means, we should also make full use of informal communication methods. In some cases, informal interpersonal communication may be more efficient than formal communication. The survey results of psychologists on communication methods show that a combination of oral and written methods is the most effective, followed by oral methods, and written methods are the worst[42]. Therefore, administrative personnel in universities need to conduct in-depth research on the preferred communication methods of teachers and students, in order to make the transmission of management information more rapid and efficient.

2、 Two way communication. This communication method means that both parties can provide multiple feedbacks until both parties are satisfied. It has the accuracy of information transmission and a high acceptance rate. In administrative management, the speaker and the recipient should exchange information with each other, and both parties should reach a consensus on an equal basis to communicate and exchange information. It is not enough for one party to speak while the other listens, which can lead to one party being in a passive state, weaken the enthusiasm of both parties in information transmission, and thus affect the effectiveness of communication.

Compensate for information distortion in the process of information transmission in universities. In the administrative management of universities, the process of information communication and transmission is quite complex, involving a wide variety of types of information. During this process, information distortion often occurs, which may cause administrative work to deviate from established goals, thereby affecting administrative efficiency. To address this issue, it is necessary to standardize the information transmission process and eliminate obstacles in the transmission process.

Firstly, ensuring the smooth flow of information transmission channels is crucial. Information, as a key resource in university management communication, is

closely linked to management activities. Outdated or incomplete information can lead to management decision-making errors. Secondly, ensuring the accuracy and scientificity of information is necessary. Due to the involvement of multiple complex links in information transmission, any mistake in any link may lead to information distortion. Therefore, effective measures must be taken to establish a sound administrative management mechanism in universities to ensure the accuracy and scientificity of information. Finally, standardizing the information transmission process is equally important. Given the diversity of information in terms of content and transmission forms, it is necessary to standardize and integrate information in a reasonable and scientific manner during the transmission process. In this way, the information receiver can accurately and comprehensively obtain information, and further analyze and utilize this information to more effectively achieve the goals of university administrative management.

Promote horizontal cooperation among various departments of universities. Chinese universities generally adopt a hierarchical management model, and administrative management usually follows a top-down instruction transmission approach. Each functional department operates according to its own rules and regulations, exhibiting obvious strip management characteristics. However, there is often a lack of effective communication mechanisms between different administrative departments, between administrative departments and professors, and between administrative departments and teachers and students. In order to ensure the smooth progress of administrative work in universities and improve administrative efficiency, it is necessary to strengthen communication and coordination, promote horizontal cooperation between departments, and adopt a management strategy that combines departments. Administrative departments should follow the principles of high efficiency, initiative, two-way communication, democracy, and a combination of formal and informal communication. This not only requires timely reporting of work progress and feedback information to higher-level departments, but also requires parallel communication to ensure that each department and its staff perform their respective duties and collaborate together on an equal and coordinated basis. In

addition, the faculty representative assembly, faculty representative assembly, and student representative assembly should be encouraged to actively participate in university management, and the administrative department should implement openness in school affairs and actively accept supervision from teachers and students. This can ensure that professors fully exert their academic influence, promote the in-depth development of academic research, and enhance the comprehensive strength of universities. For major matters involving the vital interests of teachers and students, democratic communication should be used to make joint decisions, truly achieving common governance of universities and enhancing administrative execution capabilities.

Through the implementation of the above measures, the expected effects of administrative management in private universities will gradually become apparent. Firstly, the executive power of administrative management in private universities will be significantly improved. The smooth transmission of information and the expansion of communication channels will make management decisions faster and more accurate, thereby improving the efficiency of administrative management. The two-way communication between administrative personnel and teachers and students will promote timely feedback of information, ensuring the scientificity and rationality of decision-making. In addition, the problem of information distortion will be effectively controlled to ensure the accuracy and scientificity of information transmission, thereby avoiding management decision-making errors.

Secondly, the horizontal cooperation between various departments of private universities will be strengthened. Through a management strategy that combines different administrative departments, between administrative departments and professors, and between administrative departments and teachers and students, communication and coordination will be smoother. This will help break the traditional hierarchical management model, promote horizontal cooperation between departments, and form a more flexible and efficient management mechanism. The active participation of professor representative assembly, faculty representative assembly, and student representative assembly will make university management

more democratic and transparent, enhance the sense of belonging and participation of teachers and students, and thus improve the overall management level of private universities.

Ultimately, private universities will achieve distinctive and differentiated development, optimize resource allocation, and improve educational efficiency. The improvement of the university charter system and the enhancement of administrative management execution will make universities truly independent legal entities with the right to govern and operate independently in accordance with the law. This will help universities concentrate resources, integrate advantages, form unique educational characteristics, improve the quality of academic research and talent cultivation, and thus stand out in fierce competition, cultivating more high-quality talents for society.

CONCLUSIONS

Administrative management is a key link in the operation of private universities, bearing fundamental responsibilities. The administrative departments of universities play a crucial role in ensuring the smooth operation of the school and improving the quality of education for college students. With the continuous progress of the social economy, the administrative management of private universities must be fully prepared to cope with the challenges of the times. This requires the administrative department to be targeted and innovative. Therefore, it is necessary to pay attention to updating outdated concepts and accurately defining role positioning; Promote coordination and cooperation among various departments, strengthen communication and exchange; Improve management methods to ensure work efficiency; Enhance the professional competence of administrative personnel. Through these reform measures, the efficiency of administrative management work can be ensured.

At present, there are still many areas for improvement in the administrative management of Chinese universities, and the administrative management of private universities in particular faces many restrictive factors. Through in-depth analysis, this article proposes ways to optimize the administrative management system of private universities. This covers aspects such as management level, team building of management personnel, administrative authority, functions of management departments, and quantification of work efficiency.

The core purpose of this article is to propose corresponding improvement measures for the problems existing in the current administrative management of universities. The second and third chapters elaborate on the current situation and reform strategies, aiming to provide useful references for the administrative management of private universities. It is expected that through these measures, private universities can make progress in administrative management, gradually improve administrative work, enhance the efficiency and overall level of university administrative management, and better serve students and teachers.

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