

Chapter 4

The Counselor System Under the Perspective of Chinese University Governance

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ABSTRACT

The university counselor system, an essential part of the development of college students, is the mainstay of quality-oriented education and modern management. This chapter focuses on the Chinese university counselor system and the relationship between the system and university governance. The chapter probes into the features and dilemmas of modern Chinese university governance, discusses the content and historical development of the Chinese university counselor system, and proposes ideas on how to learn from the advantages of similar systems in European countries and the USA from a comparative perspective. This chapter analyzes the effect of the Chinese counselor system on the university governance system from the perspective of Chinese university governance, including the positive effect of the system on university stakeholders' governance and modern university governance. Then, the chapter discusses suggested improvements for the university counselor system, and puts forward some suggestions, including moral education, role definition, and professionalization.

INTRODUCTION

The deepening reforms in China have ushered in new opportunities and challenges for the universities. The education model has currently evolved from product-like training education to human-oriented elite education.

The Chinese university counselor system is an ideological and political education system that suits its national conditions and that is typical of universities with socialist characteristics. Established early at the start of the People's Republic of China, the Chinese university counselor system has been operating in China for 57 years. The majority of the counselors work with a realistic and innovative style. They have accumulated many successful experiences in various aspects, such as the moral education, service and management of students, and have played an important role in cultivating qualified socialist builders and successors.

This article focuses on the Chinese university counselor system and the relationship between the counselor system and university governance. The article probes into the features and dilemmas of the modern Chinese university governance, discusses its content and the historical development, and talks about how to learn from the advantages of the similar systems in European countries and the USA. In addition, this article also analyzes the effects of the Chinese counselor system on the university governance system from the perspective of university governance, including the positive effect of the system on university stakeholders' governance and modern university governance. Finally, the article discusses future improvements for the university counselor system, and puts forward some suggestions, including moral education, role definition and professionalization.

BACKGROUND

The concept of "governance" originated from research into corporate problems. Subsequently, it was gradually applied to the research of governance on various non-profit organizations, such as governments and schools (Fu & Zhao, 2009). Researchers in European countries and the USA studied university governance earlier than China. The foundation for the study of university governance is John Corson's publication in 1960, *Governance of College and Universities: Modernizing Structure and Processes* (Zheng, 2011). The study of university governance in China is still in its infancy, and the research of governance theories comes mainly from the foreign works or experiences of university governance. Based on the connotation of university governance, Gan (2007) analyzed the model of modern university governance, believing that there are three major international models in the structure of contemporary university governance: the relational governance model, based on the supervision of the insider; the administrative type of governance, based on national supervision, and the compound governance model based on intermediary institutions (which are usually on behalf of the government). Chinese universities have transformed their governance model from government control into government supervision, reflecting the mutual adaptation of the relations between Chinese universities and the government. This has not only reduced the burden of the government, but has also accelerated the development of colleges and universities (Jiang et al., 2005). Overall, Chinese research on the governance model is still in its infancy. Further research is needed to reveal how the governance theory can truly integrate into the practice of university management. The present research requires an in-depth and meticulous analysis with regard to the potential value and significance of university governance.

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