

MANAGEMENT IN THE HIGHER EDUCATION SYSTEM: US EXPERIENCE

УПРАВЛІННЯ В СИСТЕМІ ВИЩОЇ ОСВІТИ: ДОСВІД США

The article proposes the main features of management in the US system of higher education, describes the positive features of the American experience and justifies the directions of their implementation in Ukrainian higher education institutions (HEI). The modern organization of the educational process at US high school provides an opportunity to conclude that the modernization of known forms and methods of education is an important and effective means of improving the quality of education and testifies to the desire of American HEIs to meet the time requirements. The experience of the best US HEIs suggests that the effectiveness of training increases with the use of such organization of training, the content of which is superimposed on the context of student's future professional activities and is presented in a game form. In modern conditions, a graduate of HEI must have certain qualities of an individual, in particular, be able to: adapt to life situations; independently acquire knowledge; think critically; process large volumes of information; be sociable; independently work on the development of its cultural level. The process of modern person training should be continuous and that's why there was a need for distance learning on the basis of modern information technology in the United States of America. The ability of US higher education system to meet the requirements of the time, the needs of the economy and the wider population can be a good example for imitation in the context of reforming domestic higher education.

Key words: higher education management, teaching effectiveness, organization of educational process, higher education institution, US education.

В статті розглянуті основні риси управління в системі вищої освіти США, охарактеризовано позитивні особливості американського досвіду та обґрунтовано напрями їх імплементації у закладах вищої освіти України. Сучасна організація навчального процесу у вищій школі США надає можливість зробити висновки, що модернізація відомих форм і методів навчання є важливим та ефективним засобом підвищення якості освіти і свідчить про прагнення американських ЗВО відповідати вимогам часу. Досвід американських учених у розробці, виборі та застосуванні форм організації і методів активного навчання може бути корисним для української вищої школи, особливо стосовно організації самостійної роботи студентів, проведення міждисциплінарних семінарів. Досвід найкращих ЗВО США свідчить, що ефективність навчання підвищується за умов використання такої організації навчання, зміст якої накладається на контекст майбутньої професійної діяльності студентів та подається в ігровій формі. У сучасних умовах випускник ЗВО повинен мати певні якості особистості, а саме: уміти адаптуватися до життєвих ситуацій, що постійно змінюються; самостійно здобувати знання; критично мислити; бути комунікабельним; бути опрацьовувати великі обсяги інформації; бути комунікабельним; самостійно працювати над розвитком свого культурного рівня. Вирішення завдань освіти вимагає комплексних зусиль не лише вищої школи, але й всього суспільства. Процес навчання сучасної людини повинен стати безперервним. Саме тому в США виникла необхідність у дистанційному навчанні на основі сучасних інформаційних технологій. Таким чином, американська вища професійна школа формує свій освітній простір, вирішуючи такі ж питання, що й усі країни Європи: проектування необхідної кількості ЗВО у країні та спеціалістів з вищою освітою; можливості забезпечення загальною вищою освітою взагалі; виокремлення головного завдання вищої школи та його правильного й вчасного оновлення та ін. США характеризується ефективною вищою освітою. Здатність системи вищої освіти США відповідати вимогам часу, задовольняти потреби економіки та широких верст населення може бути гарним прикладом для наслідування у контексті реформування вітчизняної вищої освіти.

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особенности американского опыта и обоснованы направления их имплементации в учреждениях высшего образования (УВО) Украины. Современная организация учебного процесса в высшей школе США позволяет сделать выводы, что модернизация известных форм и методов обучения является важным и эффективным средством повышения качества образования и свидетельствует о стремлении американских УВО отвечать требованиям времени. Опыт лучших УВО США свидетельствует, что эффективность обучения повышается при использовании такой организации обучения, содержание которой накладывается на контекст будущей профессиональной деятельности студентов и подается в игровой форме. В современных условиях выпускник УВО должен обладать определенными личными качествами, а именно: уметь адаптироваться к жизненным ситуациям; самостоятельно приобретать знания; критически мыслить; уметь обрабатывать большие объемы информации; быть коммуникабельным; самостоятельно работать над развитием своего культурного уровня. Процесс обучения современно человека должен стать непрерывным, поэтому в США возникла необходимость в дистанционном обучении на основе современных информационных технологий. Способность системы высшего образования США соответствовать требованиям времени, удовлетворять потребности экономики и широких слоев населения может быть хорошим примером для подражания в контексте реформирования отечественного образования.

Ключевые слова: управление высшим образованием, эффективность обучения, организация учебного процесса, учреждение высшего образования, образование США.

Ключові слова: управління вищою освітою, ефективність навчання, організація навчального процесу, заклад вищої освіти, освіта США.

Target setting. The diversity of concepts and practical ways of the reforms implementing in the education field in foreign countries is explained by various organizational structures of the higher education systems, the normative and legal foundations of their functioning and traditions. The emergence of new successful models of higher education institu-

tions, examples of positive update of the education system are often not widely implemented because of the lack of a thorough analysis of successful experience, which calls for its study and generalization. The efficiency of the economy and the first position in the world rankings of universities (in the ranking of the best universities in the world, only the first twelve

included eight US universities) [1, pp. 252-253] encourage studying the organization of the education system in the United States. In this country, there is a peculiar cult of higher education based on an understanding of the correlation between the level of education and living prosperity.

It is also worth to note that Ukraine's integration into the world educational space involves the study of foreign experience and the introduction of the most valuable achievements in the domestic educational system. This issue is especially relevant today when transformational processes are taking place in the higher education system. In this regard, the American experience is particularly useful as the US higher education system has undergone significant institutional transformations over the past decades that are worthy of attention. In our opinion, certain new elements and approaches to the management of the US higher education system should be used in the educational space of Ukraine.

Actual scientific researches and issues analysis. The numerous works of domestic scientists (M. V. Bratko [1], M. I. Dudka [2], V. H. Kremen [3], the collective of authors O. V. Malikhin, I. H. Pavlenko, O. A. Lavrentieva, H. I. Matukova, O. Ya. Stoika, O. V. Tarasova, A. I. Shapran, R. Sharan [8]), and foreign (A. Delbanco [9], J. J. Duderstadt [10], J. I. Klein, C. Rice and J. Levy [11], J. Ma and S. Baum [12], R. Renner], V. Smith [14], M. Spellings [15]) scientists are devoted to analysis of the US educational system, but there remains a wide range of questions that worth exploring and criticizing. The results of studying the functioning and management peculiarities of US education field can be a valuable source for the development of scientific bases of transformation processes in the Ukrainian education field.

The purpose of the article is to review the main features of management of US higher education system, to describe the positive features of the American experience, and to justify their implementation in Ukrainian higher education institutions (HEI).

Presentation of the main research material with full justification of the received scientific results. For analysis of US higher education management system, we will focus primarily on the level of centralization of such management, the specifics of funding for HEI and students, the content of curricula, the current trends in changing the approaches to the organization of educational institutions and a number of other important features of the American education system concerning the content and forms of educational process.

In the Ukrainian system of higher education, evening and correspondence forms of education are considered to be traditional, external and distance learning forms are less popular. At the same time, the distance education is characterized by low cost and, in the meantime, affordability and comfort of

the educational environment, the professional orientation of the contents of educational subjects on the one hand and their general value on the other is the most popular form of study in the United States. Among other forms of education, which are spread in the United States (experience-based learning, cooperative education, etc.), a form of "university without walls" should be singled out separately. Training in accordance with the analysed form is based on the principle of student participation in the development of their own curriculum and the use of various learning tools, forms, and methods both in and out of the HEI [5, p. 280].

Analysing the differences in the content of higher education curricula in Ukraine and the US, it should be noted that the domestic standard for the students' training of different specialties involves four cycles of disciplines in the curriculum of preparation for a bachelor's degree:

- 1) humanitarian and socio-economic training;
- 2) natural sciences (fundamental training);
- 3) professional and practical (professional-oriented) training;
- 4) selective teaching disciplines.

At the same time, the number of academic disciplines, their list, and distribution by semesters are fixed.

In American universities, academic disciplines are mostly grouped into four blocks, similar to those currently adopted in Ukraine, but the decisive difference in the training of US universities is to enable students to independently develop their curriculum and attend training courses of their own choosing [5, pp. 280-281; 10; 13-14]. To this end, HEI offers annual special catalogues with a list of training programs for the preparation of bachelors, masters, and doctors of sciences in different specialties, which contain the names of academic disciplines (and a brief description of their content), as well as the list of disciplines required for a diploma of a certain educational level [8].

A lot of attention is paid to the use of modern teaching methods: role-playing games, social-psychological trainings, methods of brainstorming and others. Professors and university teachers must be engaged in research in addition to improving pedagogical skills. At the same time, students are actively involved in such work. In addition to independent work, students can take part in summer schools, where he earns a certain number of credit units. More than 20% of courses are selective, part optional. Selective courses are counted, optional ones are not counted as unit credits.

The peculiarity of higher professional education in the United States is close cooperation with graduates. The American Council of Former Students actively collaborates on a countrywide scale; in each HEI, there is a department for work with former graduates,

publishing magazines for advertising their graduates, and assists in obtaining more prestigious work.

The main principles of higher education in the United States include: the principle of commercialization, the principle of practice, which generally suggest that “a graduate is a source of HEI income,” “all proposed have to be implemented.”

The prestige of the University in the United States depends on the extent to which its graduates will be arranged in the country's labour market. US education was called “entrepreneurial” as it reflects the entrepreneurial character of American society. Thus, American students spend about twice less time studying than students in Europe or Japan, that is, they use less time for academic classes, but have the opportunity to work practically by acquiring certain skills [3, p. 181-184].

At the same time, researchers say that there is a tendency in the American high school to increase the volume of general theoretical, economic, general scientific disciplines. For example, in higher economic colleges, 75% of the total study time is devoted to the study of general theoretical and economic disciplines and in comparison with European countries, this percentage is 65% of the program volume of certified specialist [4, p. 225].

Prestigious higher education in the United States has always provided students with access to numerous resources, both in terms of public funding and close collaboration with business, leading international companies and research institutions from around the world. In particular, the practice of obtaining orders from leading international and state institutions for research and joint project work has long been widespread in American universities. All students are actively involved in this process, which makes education in the USA professionally oriented and provides the application of knowledge gained by the students in practice from the first months of training.

The high competitiveness of the US higher education system is due to an effective management system, in particular, its orientation towards market needs and expectations of employers. Despite providing the student with all the necessary conditions for effective training and gaining new knowledge in the field, American universities teach the skills needed to find a job and successfully build a career.

An obligatory structural subdivision of any US HEI is a job placement department whose staff hold lectures, seminars and provide advice on the processing of application documents, interviews and probation periods in commercial companies and government agencies [16]. It should be noted that in this aspect, higher education systems of the United States and Ukraine are very similar (the majority of Ukrainian HEIs also have their own employment departments in the structure) but the analysed activity often have the formal nature in Ukrainian universities.

Consequently, one of the essential features of US higher education is significant commercialization, close ties with large corporations, small firms, some of which are founded by institutions of higher education. This cooperation has become an impetus for the birth of another education phenomenon in the USA in the 70 years of the twentieth century – the corporate university [1, p. 256].

One of the most significant features of American education is the development of strategic decisions based on research and objective information about its status. Reports about the state of education – “A Nation at Risk, The Imperative for Educational Reform” (1983) [17], “A Test of Leadership: Charting the Future of US Higher Education” (2006) [15] have become the basis for educational reforms.

The USA high school actively implement the latest educational technologies, use modern technical means and innovative ways of obtaining information. Almost all teachers use different communication channels with students:

- e-mail;
- messengers;
- social networks;
- their own web pages, which contain detailed

information about the teacher and the training courses, various educational materials to help students.

Many HEIs in the United States have diverse centres that help students get their education and build their own careers. It may be:

- Language Centre, whose purpose is to assist in acquiring various skills related to the writing of written work – reports, presentations, speeches;
- Career Development Centre, where students are assisted in finding employment, facilitating meetings with potential employers, etc.

Students' free choice of subjects in American universities results in the absence of academic groups. And so very often students enrolled in the same course have a different level of training. That's why teachers face a difficult task to develop their courses so that on the one hand it was clear to everyone and on the other – that it was not boring for the advanced students [7, p. 56-62; 9; 12].

Among the priority areas for improving the education quality we can distinguish the following:

- 1) the development of academic standards for students;
- 2) raising the requirements for the knowledge level of schools gradutors, especially in the field of exact sciences;
- 3) wide use of various test programs;
- 4) application in the educational process of the latest information technologies;
- 5) the launch of new quality assessment programs [6].

The essential differences between the system of higher education management in the United States and Ukraine are related to the degree of universities autonomy and, consequently, vary in degree of control by state institutions of different levels, approaches to the accreditation process (voluntary in US and mandatory in Ukraine), character and intensity of the interaction of HEIs with labour market (high in the USA and low in Ukraine), sources of financing, orientation of management systems, quality criteria of education, approaches and degree of formation of the internal quality education system, the degree of information openness on HEI activity [1, p. 265].

The objective need to ensure the high quality of the preparation and development of students' abilities for creative activity caused significant changes in American high school didactics. As most American specialists point out, modern students vary considerably from their life experiences, learning goals, views on education and prospects for the future, but they are all united by distrust of traditional learning forms [6]. In order to solve this problem (at least partially), a significant part of American HEIs includes in curricula different courses for developing skills in creativity, which should be encouraged for domestic higher education institutions.

The most important source of professional and general education is formal education – higher and secondary. Statistics show that about 70% of Americans have higher and incomplete higher education – one of the highest rates in the world. The value of formal education, especially higher, is extremely high in some professional groups. Thus, more than 75% of the higher education professionals received education at universities and colleges. Another important source of vocational education in the United States is training at workplaces. It was passed by about 30% of Americans. Such training is particularly important for so-called “blue collar” – employees of all spheres of the economy, as well as for trade workers, administrative and support staff. The next important source of training is the training centres of private companies, especially large corporations. They are estimated to have trained more than 10% of Americans [6].

Reforming the system of higher education in the United States is in constant interconnection with the reform of all other parts of education. For example, at the beginning of the 21st century, the United States pays a lot of money to school system reform: the authorities completely change the secondary education standards in the country, orienting the students not on the tests points, but on the success and readiness to enter college, university, and professional career development [7, p. 55].

The report of an independent target group led by J. Klein, C. Rice, J. Levy, “U.S. Education Reform and National Security” [11] states that the nation can finally make the necessary changes in its school system to

protect national security in the coming decades. This requires:

- Public recognition that productivity of education is inadequate to the requirements of time and its essential reform is required;
- Leadership, increasing the number of motivated, quality leaders involved in reforms at all levels of education – from class to university and national leaders in Washington that are capable of managing these changes;
- Successful models of education that provide reforming educational processes and approaches to teaching and learning in hundreds of schools across the country and will help students to raise standards and expectations.

Conclusions. The modern organization of the educational process at US high school provides an opportunity to conclude that the modernization of known forms and methods of education is an important and effective means of improving the quality of education and testifies to the desire of American HEI to meet the time requirements. The experience of American scholars in the development, selection, and application of organizational forms and methods of active learning may be useful for Ukrainian higher education, especially with regard to the organization of independent students work, conducting interdisciplinary seminars. The experience of the best US HEIs suggests that the effectiveness of training increases with the use of such organization of training, the content of which is superimposed on the context of student's future professional activities and is presented in a game form [2].

In modern conditions, a graduate of an NGO must have certain qualities of personality, in particular, be able to:

- 1) adapt to life situations;
- 2) independently acquire knowledge;
- 3) think critically;
- 4) process large volumes of information;
- 5) be sociable;
- 6) independently work on the development of its cultural level.

Solving the problems of education requires complex efforts not only of higher education but of society as a whole. The process of modern person training should be continuous and that's why there was a need for distance learning on the basis of modern information technology in the United States.

Thus, the American Higher Professional School forms its educational space, solving the same issues as all European countries:

- designing the required number of HEI in the country and specialists with higher education;
- the possibility of providing general higher education in general;
- the separation of the high school main task and its correct and timely updating etc.

The United States is characterized by effective higher education. The ability of US higher education system to meet the requirements of the time, to meet the needs of the economy and the wider population can be a good example for imitation in the context of reforming domestic higher education.

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The purpose of the article is to review the main features of management of US higher education system, to describe the positive features of the American experience, and to justify their implementation in Ukrainian higher education institutions (HEI).

Methodology. The following methods, methodological techniques and tools were used in the process of research: making managerial decisions, analysis and synthesis, a system approach.

Results. The modern organization of the educational process at US high school provides an opportunity to conclude that the modernization of known forms and methods of education is an important and effective means of improving the quality of education and testifies to the desire of American HEIs to meet the time requirements. The experience of American scholars in the development, selection, and application of organizational forms and methods of active learning may be useful for Ukrainian higher education, especially with regard to the organization of independent students work, conducting interdisciplinary seminars. The experience of the best US HEIs suggests that the effectiveness of training increases with the use of such organization of training, the content of which is superimposed on the context of student's future professional activities and is presented in a game form.

In modern conditions, a graduate of HEI must have certain qualities of personality, in particular, be able to: adapt to life situations; independently acquire knowledge; think critically; process large volumes of information; be sociable; independently work on the development of its cultural level.

Solving the problems of education requires complex efforts not only of higher education but of society as a whole. The process of modern person training should be continuous and that's why there was a need for distance learning on the basis of modern information technology in the United States.

Practical implications. The American Higher Professional School forms its educational space, solving the same issues as all European countries: designing the required number of HEIs in the country and specialists with higher education; the possibility of providing general higher education in general; the separation of the high school main task, and its correct and timely updating etc.

The objective need to ensure the high quality of the preparation and development of students' abilities for creative activity caused significant changes in American high school didactics. As most American specialists point out, modern students vary considerably from their life experiences, learning goals, views on education and prospects for the future, but they are all united by distrust of traditional learning forms. In order to solve this problem (at least partially) a significant part of American HEIs include in curricula different courses for developing skills in creativity, which should be encouraged for domestic higher education institutions.

The United States is characterized by effective higher education. The ability of US higher education system to meet the requirements of the time, to meet the needs of the economy and the wider population can be a good example for imitation in the context of reforming domestic higher education.

Value/originality. In our work, we considered an issue of management of the US higher education system. The positive features of the American experience are described and their implementation in Ukrainian higher education institutions is justified. The following elements of the American higher education system are recommended for implementation in Ukraine:

- including in curricula different courses for developing skills in creativity;
- increasing the universities' autonomy;
- increase in the number of courses for free students choice;
- establishment of closer mutually beneficial contacts with university graduates;
- use of such organization of training, the content of which is superimposed on the context of student's future professional activities;
- development, selection, and application of organizational forms and methods of active learning.