

On the Approaches to Enhance the Educational Role of University Office Management in the New Era

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Abstract: The connotative development of higher education in the new era has placed new demands on university administrative work. As the central hub of university operations, the effectiveness of the university office management's educational function directly impacts the success of the "Three All-Round Education" reform. Based on its framework, this article explores the educational logic of university office management, analyzes the key challenges in fulfilling its educational role, and proposes targeted optimization strategies. This study also aims to provide insights for enhancing the effectiveness of management-based education in universities.

Keywords: university office, management-based education, Three All-Round Education

1. Introduction

Universities serve as the primary front for talent cultivation. The report of the 19th National Congress of the Communist Party of China emphasized that the essence of achieving connotative and leapfrog development in higher education lies in establishing a more advanced and comprehensive talent cultivation system. Management-based education constitutes a crucial component of this system, aiming to cultivate a new generation capable of shouldering the mission of national rejuvenation. As the core administrative department in universities, the university office not only performs general office functions but also bears significant mission of fostering virtue through education, demonstrating distinct educational attributes [1]. Currently, common issues such as insufficient educational awareness, imperfect educational mechanisms, and limited educational effectiveness persist in university offices, which to some extent constrain the full realization of their management-based educational function and hinder the overall improvement of educational quality in university administration.

2. The Educational Logic Embedded in University Office Work

Functioning as the central hub of a university's internal management system, university office plays an indispensable role in advancing the implementation of the "Three All-Round Education" concept, particularly in management-based education. Its key responsibilities include serving as a strategic advisor, coordinating resources, facilitating communication, and supervising implementation.

2.1 Playing a pivotal role in advancing and refining the educational system as a strategic advisor and assistant

Responsible for drafting documents and revising regulations, it organizes in-depth research on key issues to provide reliable data and sound recommendations for university decision-making. By establishing management systems and improving operational mechanisms, it ensures the orderly execution of teaching and student administration, thereby standardizing and systematizing educational practices [2].

2.2 Enhancing the effectiveness of education through its supervisory and oversight functions

Focusing on long-term development plans, annual priorities, resolutions of the Party Committee and President's Office, implementation of higher-level directives, and faculty or student complaints, the university office strengthens process tracking via reminder notices and follow-up letters. Through monthly, quarterly, and annual reports, it establishes a dynamic monitoring mechanism to ensure the full execution of decisions, fostering a well-structured, collaborative, and service-oriented operational framework.

2.3 Optimizing the educational environment by facilitating communication and coordination

It manages the dissemination and implementation of directives from higher authorities, translating the requirements of moral education into actionable tasks for colleges and departments through meetings such as Joint Leadership Meeting of Party and Administration and mid-level officials meeting. Additionally, it engages with educational authorities, peer

institutions, and industry partners to promote cross-domain integration of resources proactively—such as faculty sharing, interdisciplinary courses, and joint training bases—via collaborative research, exchange visits, and cooperative projects.

3. Practical Dilemmas and Challenges in the Implementation of the Educational Function in University Office Management

To promote the intrinsic development of the educational role of university offices and further enhance the quality and effectiveness of education, it is essential to adopt a problem-oriented approach and strengthen awareness of existing issues. A comprehensive examination of the current challenges is imperative.

3.1 Weak Awareness of Educational Responsibilities

Some administrative staff in university offices lack a deep understanding of the concept of "management-based education," leading to a tendency to prioritize administrative tasks over educational goals. This phenomenon stems from two main factors: 1) Heavy Workload and Time Constraints – University office work is often complex and fragmented, involving not only routine tasks such as document processing, meeting coordination, and logistical support, but also numerous ad hoc assignments. The overwhelming workload and tight deadlines leave staff with little time or energy to engage in educational initiatives, causing them to neglect or even detach from their role in fostering student development. 2) Diverse Staff Composition and Uneven Competency – University offices employ a mix of personnel, including departmental specialists, mailroom staff, drivers, and other support workers. The varying levels of expertise and knowledge structures among employees result in an overall lack of educational competence, making it difficult to integrate management and education effectively.

3.2 Inadequate Educational Mechanisms

Currently, the educational function of university management remains in the exploratory stage, often plagued by insufficient coordination and systematic institutional development. Key mechanisms—such as responsibility allocation, supervision, performance evaluation, incentives, and support systems—are yet to be fully established and refined. As the lead department for internal evaluations, the university office has not yet maximized its role in optimizing the assessment framework for management-based education. Traditional evaluation systems, which primarily focus on "evaluation on the Party-building, administrative performance, and satisfaction surveys," still dominate, while "educational outcomes" have not been effectively integrated into the criteria.

Furthermore, university office faces shortcomings in strengthening interdepartmental collaboration, standardizing complaint-handling procedures, and addressing urgent concerns of faculty and students—particularly in safeguarding student rights. These gaps further constrain the office's ability to fulfill its educational role effectively.

3.3 Limited Educational Impact

As a central administrative and coordinating body, the university office primarily focuses on document processing, meeting coordination, and logistical support. This results in minimal daily interaction with students, a lack of in-depth educational platforms, and insufficient visibility in fostering student development.

On one hand, unlike academic offices, departments on student affairs, or party-organization units, university office has only sporadic contact with students—mostly through services like stamping documents or responding to formal petitions. On the other hand, in shaping an education-oriented environment, university office mainly serves as a conduit for notifications. Its website and official social media accounts highlight little educational achievements or share few best practices, rendering its role less tangible in the broader educational mission.

Additionally, while the office establishes connections with other departments, follow-up collaborations often lack depth. Resource utilization remains suboptimal, and the development and sustainability of cooperative platforms require further strengthening [3].

4. Approaches to Realize the Educational Function of University Office Management

4.1 Strengthening Educational Orientation and Building Consensus

Philosophy guides practice. University office staff must fully recognize that the concept of management-based education does not exist in isolation, but rather deeply integrates and resonates with the institution's overarching goals in talent cultivation, teaching and learning, and disciplinary development—all serving the fundamental mission of fostering virtue through education.

On one hand, offices should actively organize thematic learning sessions to help all staff thoroughly understand the rich connotations and profound significance of "management-based education." Through case studies and theoretical discussions, this educational consensus can be truly internalized. On the other hand, staff should be encouraged to proactively identify educational elements in their daily tasks, communication, and coordination work. By infusing service awareness, responsibility, and standardization into document processing, meeting organization, and administrative affairs — and by establishing reflection and summarization mechanisms — office administrators can discover educational opportunities in subtle details, transforming management-based education from passive implementation to proactive practice.

4.2 Enhancing Team Building to Improve Educational Capacity

Given the current disparities in educational awareness and professional competence among office staff, team development must be strengthened through training and selective recruitment.

For training and development, systematic programs should be designed to incorporate core content such as educational theory, ideological and political education methods, and communication skills. Inviting experts in education to deliver specialized lectures and share cutting-edge concepts and successful case studies can help establish a platform for office staff to learn and exchange ideas.

During recruitment, educational awareness and capability should be key evaluation criteria, with preference given to candidates who have an educational background and are passionate about student development. Additionally, special research projects on management-based education should be established to encourage staff to conduct studies on related practices. This "research-driven learning and teaching" approach will continuously elevate professional competence and theoretical research capabilities, providing stronger theoretical support and innovative momentum for management-based education.

4.3 Refining Educational Mechanism to Ensure Effective Implementation

Establishing a robust educational mechanism is pivotal to enhancing the efficacy of management-based education. First, it is essential to optimize the on-campus evaluation indicator system. University offices should collaborate with multiple departments to develop a scientific and reasonable evaluation framework that incorporates "educational outcomes" as a key criterion. This framework should encompass quantifiable dimensions such as student satisfaction and participation in educational activities, while linking assessment results to performance evaluations and professional advancement to create an incentive-driven system that fosters intrinsic motivation for management-based education.

Second, the coordination and coordination mechanism must be strengthened. Offices should establish regular joint meetings with the department of teaching affairs, department of student affairs, and organizations of the Party and Youth league, to address challenges in educational practices through systematic consultation and resource sharing. This will enable the integration of educational resources and maximize their effectiveness.

Third, a sound rights protection mechanism should be developed. On one hand, standardized procedures for handling complaints and suggestions must be implemented to improve efficiency in addressing concerns, ensuring timely responses to faculty and student feedback. On the other hand, mechanisms for student participation in decision-making should be refined, such as institutionalizing the inclusion of student representatives in major decision-making meetings like university Party committee sessions and president's office meetings. This will safeguard students' right to know and participate, making management-based education more empathetic and impactful.

4.4 Innovating Educational Platforms to Enhance Effectiveness

To tangibly improve the outcomes of management-based education, university offices must actively explore diverse educational platforms. First, practical platforms should be established. By creating work-study positions, students can gain hands-on experience in administrative tasks, cultivating a sense of responsibility and comprehensive skills. Regular office open-days, featuring scenario-based experiences and interactive exchanges, can deepen students' understanding of management work and build a bridge of mutual trust and communication.

Second, new media should be leveraged effectively. Capitalizing on the strengths of digital platforms, the university office should enhance their official websites and WeChat public accounts by launching dedicated columns on management-based education. These columns can share educational stories and good practices through multimedia formats like texts, images, and videos, boosting the appeal and reach of educational content.

Third, collaborative networks should be expanded. By deepening strategic partnerships with educational authorities, peer universities, and enterprises, universities can co-establish internship and training bases or launch joint educational programs. This will pool diverse resources to provide students with ample practical opportunities, creating a dynamic model of collaborative education both on and off campus.

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