

Innovative Paths and Practical Exploration of University Education Management in the New Era

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Education management serves as a core link in the operation and governance of universities, which directly determines the quality of talent cultivation, the level of disciplinary development, and the overall development pattern of universities. Starting from the connotation and epochal characteristics of university education management in the New Era, this paper analyzes the prominent problems existing in the current university education management, and puts forward innovative development paths in combination with the development laws and practical exploration of higher education. This study is intended to provide a reference for improving the scientific and modernized level of university education management.

Keywords: universities, education management, connotative development, innovative paths

Introduction

As the top of the national education system, higher education is an important position for cultivating high-level innovative talents, driving scientific and technological progress, and serving national strategies. As the “central nervous system” of university operation, education management undertakes the vital responsibilities of coordinating educational resources, optimizing school-running processes and ensuring the orderly implementation of educational and teaching activities, and its development level is directly related to the realization of the high-quality development of higher education. At present, China’s higher education has shifted from the stage of “scale expansion” to “connotation enhancement” and from pursuing “extensive comprehensiveness” to “intensive excellence”. Meanwhile, it is facing new situations such as digital transformation, in-depth integration of industry and education, and the further advancement of educational internationalization. The traditional administrative-dominated and experience-based education management model can no longer adapt to the development needs of higher education in the New Era. Some universities are plagued by rigid management mechanisms, low efficiency of resource allocation, insufficient emphasis on the principal status of teachers and students, and a low level of digital management, which have restricted the release of university school-running vitality and the improvement of talent cultivation quality. An in-depth study of the epochal characteristics of university education management in the New Era, an analysis of its existing problems, and an exploration of innovative education management paths that conform to the laws of higher education and the actual development of universities are not only the inherent demand for universities to enhance their governance capacity, but also an inevitable choice to promote the modernization of China’s higher education system and serve the national innovation-driven development

strategy. Based on the background of the development of higher education in the New Era and combined with the practice of university education management, this paper systematically discusses its innovative paths, aiming to provide practical references for the reform of university education management.

Connotation and Epochal Characteristics of University Education Management in the New Era

Core Connotation of University Education Management in the New Era

University education management in the New Era is not merely the traditional administrative management of routine affairs, but a systematic endeavor that takes the all-round development of human beings as the core and the improvement of educational and teaching quality as the goal. It coordinates various elements including teaching, scientific research, faculty, students and resources in universities, and realizes the optimal allocation of educational resources, the efficient operation of school-running processes, and the continuous improvement of education governance capacity through scientific planning, organization, coordination, control, and evaluation. Its core connotation is reflected in three aspects: First, all work of education management is carried out around talent cultivation, organically integrating value guidance, capacity building and knowledge imparting; second, it highlights the principal status of teachers and students, breaks the one-way management model dominated by administration, and constructs a governance pattern featuring the participation of teachers and students and multi-stakeholder co-governance; third, it focuses on connotative development, takes quality and characteristics as the orientation, and promotes the transformation of management from an “extensive model” to a “refined model” and from an “experience-based model” to a “scientific model”.

Epochal Characteristics of University Education Management in the New Era

First, the rapid development of digital technology and the advancement of the national educational digital transformation strategy have propelled university education management into a new stage of digital transformation. The in-depth integration of big data, artificial intelligence, cloud computing, blockchain, and other technologies with education management has broken the temporal and spatial constraints of traditional management, enabled the real-time collection, analysis, and application of management data, and provided solid technical support for the scientificization of educational decision-making, the high efficiency of management processes, and the precision of services for teachers and students.

Second, the modernization of education governance system and governance capacity is an important goal for the development of higher education in the New Era, which requires the transformation of university education management from a traditional “administrative management” model to a modern “governance” model. It is essential to construct a multi-stakeholder governance pattern involving the government, universities, society, teachers and students, improve the modern university system, implement the independent school-running power of universities, and realize the legalization, democratization, and scientificization of university management.

Third, with the rapid development of the social economy, societal demands for higher education have presented diversified characteristics. Universities are required to cultivate not only basic and research-oriented talents, but also a large number of application-oriented and skilled talents adapted to industrial development. At the same time, students’ demands for personalized development have become increasingly prominent, which requires university education management to break the rigid unified and standardized model and provide personalized and diversified educational services.

Fourth, the development of higher education is no longer a “solitary endeavor” of individual universities, but a systematic project deeply integrated with society, industry, and scientific research institutions. University education management in the New Era needs to strengthen the awareness of coordination, vigorously promote the integration of industry and education, the integration of science and education and university-local cooperation, realize the co-construction and sharing of educational resources, and enhance the ability of universities to serve the development of the social economy.

Prominent Problems in Current University Education Management

Rigid Management Mechanisms and Insufficient Operational Efficiency and School-Running Vitality

First, the management system is imperfect. The management systems of some universities are not updated in a timely manner, which are incompatible with the development requirements of higher education in the New Era and the actual situation of the universities, with the problems of fragmented and overlapping systems lacking systematicness and operability. Second, the management process is cumbersome with a serious administrative tendency. A single educational and teaching work often needs to go through the approval of multiple departments with numerous links and low efficiency, which restricts the smooth development of teaching and scientific research work. Third, the incentive and evaluation mechanism is unscientific. In faculty evaluation, student evaluation, and teaching evaluation, the problems of “valuing quantity over quality” and “focusing on results over processes” still exist. The evaluation indicators are overly single and standardized, failing to fully reflect the differences between different disciplines and students, and it is difficult to effectively stimulate the enthusiasm and creativity of teachers and students. Fourth, the multi-stakeholder co-governance mechanism has not yet been formed. The channels for teachers and students to participate in school management are not smooth and their right to speak is insufficient, and the level of democratization of school management needs to be further improved.

Lagging Construction of Management Teams and Insufficient Professional Competence and Literacy

The education management team is the main body for the implementation of university education management work, and its professional competence and literacy directly determine the quality of management work. At present, some universities do not attach enough importance to the construction of education management teams, with the following prominent problems: First, the team structure is unreasonable, lacking professional and compound management talents with systematic professional knowledge and practical experience in education management. Second, the training and development mechanism is imperfect. Universities often tilt training resources to teaching and research positions, and invest insufficiently in professional training, further study and on-the-job training for management personnel, resulting in their professional competence being difficult to adapt to the development needs of education management in the New Era. Third, the career development channel is not smooth. The promotion space of management positions is limited, and there is a gap in salary and benefits between management positions and teaching and research positions, making it difficult to attract and retain excellent management talents, and the stability and enthusiasm of the team are insufficient.

Slow Digital Transformation and Inadequate Integration of Technology and Management

Although most universities have carried out the construction of digital campuses, the digital transformation of education management is still in the initial stage, with the prominent problems of “valuing construction over application” and “emphasizing hardware over software”. First, the construction of digital management platforms

is imperfect. The information systems of various departments are relatively independent, resulting in serious data silos, which makes it difficult to realize data sharing and integration, and cannot provide comprehensive and accurate data analysis support for educational decision-making. Second, the application level of digital technology is shallow, mostly staying in the online transformation of transactional work such as online registration, online approval, and score inquiry. It fails to make full use of big data, artificial intelligence and other advanced technologies to carry out precise teaching management, personalized student services, and scientific resource allocation. Third, the digital literacy of management personnel is insufficient. Some management personnel lack the ability of digital technology application and data thinking, and it is difficult for them to effectively use digital tools to carry out management work, which restricts the in-depth advancement of digital management.

Unreasonable Resource Allocation and Restricted Educational Equity and Quality Improvement

First, the allocation of educational resources is unbalanced between universities and among various faculties within a university. Some universities tilt a large number of high-quality resources such as excellent faculty, research funds, and teaching venues to key disciplines and advantageous faculties, while the resource investment in ordinary faculties and emerging disciplines is insufficient, leading to the unbalanced development of disciplines. Second, the resource allocation method is extensive, lacking scientific demand research and benefit evaluation mechanisms, and some resources are idle and wasted, resulting in low resource utilization efficiency. Third, in terms of student cultivation, resource allocation fails to fully take into account the personalized development needs of students. The rigid unified training model is difficult to meet the diverse development needs of different students, which restricts the improvement of educational equity and teaching quality.

Innovative Paths of University Education Management in the New Era

Strengthen Team Building and Cultivate a Professional and Compound Management Team

Building a high-quality and professional education management team is the key to improving the level of university education management, which requires comprehensive strengthening of team construction in terms of talent introduction, training, career development, and incentives. First, optimize the team structure and improve the talent introduction mechanism; focus on introducing compound talents with professional backgrounds such as education management, public management and pedagogy, who have both teaching and research experience and management practice ability; meanwhile, pay attention to optimizing the age, educational background, and professional structure of the team to form a reasonable echelon pattern with the combination of old, middle-aged and young talents. Second, improve the training and development mechanism and increase investment in the training of management personnel; construct a systematic and normalized training system, and carry out training in professional knowledge of education management, digital technology application, policies and regulations; at the same time, organize management personnel to exchange and study in excellent universities at home and abroad and take on-the-job training to improve their professional competence and comprehensive literacy. Third, smooth the career development channel and improve the promotion system for management positions; establish a management staff rank system, break the promotion barrier between management positions and teaching and research positions, and realize the equity of career development between management personnel and teaching and research personnel; optimize the salary and benefit system and improve the salary and benefits of management personnel to stimulate the work enthusiasm and stability of the team.

Deepen Technological Empowerment and Promote the Digital Transformation of Education Management

Digital technology is an important support for promoting the modernization of university education management. It is necessary to further promote the in-depth integration of digital technology and education management to realize the digitalization, intellectualization, and precision of education management. First, construct an integrated digital management platform, break the data silos of various departments, integrate various management data including teaching, scientific research, students, faculty, finance, and assets, and build a unified and interconnected digital management platform to realize the sharing, integration, and real-time update of data, providing comprehensive and accurate data analysis support for educational decision-making. Second, promote the in-depth application of digital technology, and make full use of big data, artificial intelligence, cloud computing, and other technologies to carry out precise teaching management, personalized student services, and scientific resource allocation: for example, formulate personalized training programs and learning guidance for students through big data analysis of their learning behavior and academic performance; use artificial intelligence technology to realize the intelligent evaluation of teaching quality and the intelligent approval of administrative affairs to improve management efficiency. Third, improve the digital literacy of management personnel, incorporate digital technology application ability into the training system of management personnel, and carry out special training in big data analysis, artificial intelligence application and other aspects to cultivate their data thinking and digital technology application ability, promoting the transformation of management personnel from the “traditional type” to the “digital type”.

Optimize Resource Allocation and Promote Educational Equity and Quality Improvement

Reasonable resource allocation is the foundation for the orderly development of educational and teaching activities in universities. It is necessary to optimize the allocation method of educational resources with the orientation of fairness and efficiency. First, realize the balanced allocation of resources, coordinate the educational resources between universities and among various faculties within a university, and increase resource investment in ordinary faculties, emerging disciplines and disadvantaged disciplines to promote the balanced development of disciplines. Second, realize the refined allocation of resources, establish a scientific mechanism for demand research and benefit evaluation of resource allocation, and allocate resources according to the actual needs of education and teaching, scientific research innovation, and student cultivation to avoid resource idleness and waste. Third, realize the personalized allocation of resources, take full account of the personalized development needs of students, and increase resource investment in personalized cultivation, practical teaching, innovation and entrepreneurship education; build a variety of teaching platforms, practical bases, and innovation and entrepreneurship centers to provide students with personalized educational resources and services, promoting their all-round development and personalized growth.

Foster Cultural Support and Create a Harmonious Atmosphere for Education Management

Campus culture is the spiritual core of universities, and a good campus culture can provide a strong spiritual support and cultural atmosphere for education management work. First, cultivate the campus spiritual culture with fostering virtue through education as the core, integrate the core socialist values, university spirit, school motto, and school ethos into campus culture construction, and create a campus atmosphere of advocating morality and good deeds, diligent study, and earnest practice, seeking truth and innovation, guiding teachers and students to establish a correct world outlook, outlook on life and values. Second, construct a people-oriented campus

institutional culture, integrate humanistic care into the formulation and implementation of management systems, pay attention to the humanization and inclusiveness of the systems, and make the management systems not only have rigid constraints but also full of humanistic warmth. Third, create a harmonious and interactive campus behavioral culture, strengthen communication and exchange between management personnel and teachers and students, and among teachers and students themselves, eliminate contradictions and estrangements in management, construct a harmonious teacher-student relationship and cadre-mass relationship, and create a campus atmosphere of solidarity, cooperation, mutual help, and mutual support. Fourth, build a beautiful and pleasant campus material culture, optimize the layout of the campus environment, improve the campus infrastructure, build campus landscapes with profound cultural connotations, make the campus a beautiful home for teachers and students to study, live, and grow, and create a good material and cultural environment for the development of education management work.

Conclusion

The New Era has brought new opportunities for the development of China's higher education and also put forward new challenges to university education management. As a core link in the operation and governance of universities, the reform and innovation of education management is a key measure to promote the high-quality development of higher education and realize the modernization of education governance system and governance capacity. At present, China's university education management is faced with problems such as slow digital transformation, which need to be solved through innovative paths. The innovation of university education management is a systematic project that cannot be achieved overnight, and it requires the joint efforts of multiple subjects such as universities and society. Universities should combine their own school-running orientation, disciplinary characteristics, and actual development, promote the reform of education management in light of local conditions, have the courage to explore and practice boldly, and continuously improve the scientific and modernized level of education management. It is essential to fully release the school-running vitality, improve the quality of talent cultivation and the ability of school operation and governance, so as to provide a solid talent support and intellectual guarantee for accelerating the construction of an educational power.

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