

Exploration on the Construction of Academic Management Team in Newly Built Applied Undergraduate Universities

Qun Shi¹, Jia-Qing Song¹, Jing Lei²

Office of Educational Administration, Taishan University, Tai'an 271000, China¹

School of Mathematics and Statistics, Taishan University, Tai'an 271000, China²

application-oriented undergraduate universities.

Abstract—To build an application-oriented undergraduate university, a high-quality and stable academic management team is essential. This article investigates the current situation of the construction of academic management teams in several representative newly-built applied undergraduate universities in Shandong Province, points out the common problems in the current academic management team of universities, and analyzes the reasons for the problems in the current academic management team of applied undergraduate universities from both the school level and the academic management personnel themselves. On this basis, relevant countermeasures are proposed from three aspects: a correct understanding of the importance of building an academic management team, and the construction of an effective assessment and evaluation mechanism and incentive mechanism for academic management personnel.

Index Terms—Academic administration, applied University, motivation, team

I. INTRODUCTION

With the gradual formation of a new trend in the international higher education community that generally values practical teaching and strengthens the cultivation of applied talents, China has also clearly proposed to promote the construction of applied universities. To build an application-oriented undergraduate university, teaching work is the core of all work, and "academic management work is the core of teaching work in universities, and it is the hub that connects the normal operation of the entire educational institution of universities". To ensure the normal operation of teaching work in universities, it is essential to build a stable and high-quality academic management team.

In 2021, Shandong Province announced the list of the first batch of application-oriented undergraduate universities and selected 20 universities to support the construction of application-oriented undergraduate universities in Shandong Province. This article investigates several representative newly-built application-oriented undergraduate universities in Shandong Province to understand the current situation of the academic management team, analyze the reasons, and explore relevant countermeasures. It aims to solve the practical problems in the operation of academic management and provide strong support for the construction of

II. THE CURRENT SITUATION OF THE ACADEMIC MANAGEMENT TEAM IN APPLIED UNDERGRADUATE UNIVERSITIES

Most application-oriented undergraduate universities are upgraded from specialized colleges with good educational foundations. However, the improvement of the school's educational level does not necessarily mean a natural enhancement of the level of education. Compared with the development trend of higher education in China, the teaching staff, especially the academic management team, of these universities are relatively weak overall, mainly manifested in the following aspects:

(1) The structure of the academic management team is not reasonable enough

The academic affairs management team refers to the teaching management personnel at the school and college (department, department) levels, including the school's principal in charge of teaching, the management personnel of the academic affairs office, the dean (director) in charge of teaching in the college (department, department), and the teaching secretary. Through research, it has been found that there have been some unreasonable aspects in the structure of the academic management team in newly established application-oriented undergraduate colleges. From the perspective of personnel composition, the head of academic affairs is mainly composed of senior talents, while department level positions include transferred teachers, social examination personnel, doctoral family members, and temporary seconded personnel from other positions; From the perspective of job structure, the division of educational management positions is vague, with unclear division of labor, multiple positions for one person, heavy tasks, and low work efficiency; From the perspective of age structure, the age of academic management personnel is "two heads old, small in the middle", and there are relatively few academic management personnel in the middle age; From the perspective of professional title structure, there are more intermediate and below professional titles, and fewer academic staff with deputy senior or above professional titles. At the same time, the educational level and professional knowledge of academic staff do not match, and most of them



lack corresponding theoretical knowledge, which is not suitable for the level of professional construction required by universities. These unreasonable structural compositions result in relatively weak overall business capabilities of the academic management team.

(2) The staff of the academic management team is not stable enough

The unstable scale and high mobility of the academic management team are common problems in current academic management in universities. Usually, the academic management work is trivial and heavy, coupled with many factors such as insufficient attention from some university leaders to academic management personnel and a lack of motivation, resulting in a high turnover rate of academic management personnel and a common phenomenon of job transfers. Frequent replacement of academic management personnel inevitably leads to inadequate work coordination, affecting the continuity and quality of academic management work. On the one hand, academic administration management is a work that involves a wide range of aspects, is highly systematic, has multiple threads, and is highly responsible. Familiarizing academic management personnel with work processes is not a day's work, and it takes at least six months to a year to become a business expert. Frequent replacement of academic management personnel, especially during the process where the original personnel have left but the new replacement personnel have not yet arrived, can easily lead to the phenomenon of "youth and yellow neglect" in academic management work, which has a great negative impact on teaching work in universities. On the other hand, the frequent replacement of educational administration personnel will also affect the mood and work enthusiasm of other educational administration personnel, resulting in floating hearts of the educational administration team, lax discipline and "Domino effect", which is extremely detrimental to the construction of the educational administration team in colleges and universities.

(3) The comprehensive quality of the academic management team is not high

The comprehensive nature of academic management work plays a coordinating and communicating role throughout the entire teaching management process in universities, which puts forward higher requirements for the comprehensive quality of academic management personnel. However, throughout the newly established applied undergraduate university academic management team, although there have been significant improvements compared to before, the overall quality is still lacking. One is that ideological and political qualities need to be improved. The majority of the academic management team are party members, with a firm political stance and overall good ideological and political qualities. The mainstream is healthy, positive, and upward. But to keep up with the times in ideology, it is necessary to strengthen the study of political theory and arm oneself with advanced political theories. Academic management

personnel in universities undertake a large amount of daily and professional work, with almost no dedicated time to learn political theory knowledge. Even if they are forced to study political tasks, they are still superficial and superficial, unable to truly penetrate their minds and hearts, resulting in a low level of personal political theory. Secondly, the quality of professional abilities needs to be strengthened. Most of the personnel in the academic management team of application-oriented undergraduate universities graduated from non education management majors, with overall low professionalism and adherence to regulations in their work. Of course, there are also academic administrators who have been working for many years and have accumulated experience in practice, but only have mastered basic skills, lacking systematic knowledge of higher education management and key skills to proficiently apply modern new technologies, resulting in low work efficiency.

(4) The service awareness of the academic management team is not strong

With the continuous development of education, competition among various universities is fierce, which motivates universities to continuously optimize talent cultivation and service levels. This puts forward higher requirements for current university work and academic management. The core of academic management is service, serving teaching and serving teachers and students. Through research, it was found that the service awareness of the academic management team in newly established application-oriented undergraduate universities is not strong, and some academic management personnel have a weak service awareness. Firstly, there are more basic services and fewer high-level services. The current focus of academic management work is still on basic tasks such as course scheduling, exams, score statistics, student status management, textbook selection, and laboratory management. However, in the new era, academic management focuses more on the implementation of teaching plans, curriculum reform, educational research, and promotion of teaching achievements to ensure the quality of talent cultivation services. This is also a service content that is lacking for the academic management personnel of newly established applied undergraduate universities. The second is to provide more services to superiors and less services to teachers and students. With the annual expansion of the scale of universities, the number of teachers and students has increased sharply. At present, the staffing of the academic management team is mainly composed of one academic management personnel responsible for 800-1000 students, which is significantly different from the proportion of teachers and students served. In this situation, academic management personnel can only serve the leaders first, with the purpose of completing the instructions issued by superiors. It is impossible to fully meet the demands of the majority of teachers and students, which naturally cannot improve the service satisfaction of teachers and students.

III. ANALYSIS OF THE REASONS FOR THE PROBLEMS IN THE ACADEMIC MANAGEMENT TEAM OF APPLIED UNDERGRADUATE UNIVERSITIES

The reasons for the above-mentioned problems in the construction of educational management teams in newly established application-oriented undergraduate universities are multifaceted. The analysis is now conducted from both the school and the academic management personnel themselves.

(1) School aspect

i. Insufficient understanding of the importance of building an academic management team

At present, there is a widespread phenomenon of emphasizing teaching and neglecting management in Chinese universities. Especially for newly established application-oriented undergraduate universities, in order to improve the school's reputation, the main focus is often placed on the construction and cultivation of teaching staff, as well as the construction of school infrastructure. It is easy to overlook the construction of academic management teams. At the same time, in the concept of most university leaders, academic staff are engaged in auxiliary, subordinate, and service-oriented positions, and any teacher can do so. This puts academic management personnel in an awkward position of "speaking time is important, using time is important, and cannot be remembered in ordinary times". Under the guidance of this concept, the selection and employment of academic staff are patchwork, with varying qualities and high mobility. The importance of academic management work has also been ignored.

ii. Lack of skill training for academic management personnel

At present, there is a common problem in newly established application-oriented undergraduate universities that prioritize usage over training for academic management personnel. They believe that academic management is a transactional and repetitive task, with simple content and weak professionalism, and there is no need for pre job training and specialized improvement. Under the guidance of this concept, academic management personnel rarely have the opportunity to go out for training and learning. As for the opportunities for frontline teachers to participate in meetings, lectures, academic visits, and other activities to enhance their overall quality, academic staff are even less likely to participate. With the rapid development of higher education in China, the lack of training and improvement for academic management personnel inevitably leads to low professional level, outdated work concepts and methods, and seriously affects the quality and efficiency of academic management work.

iii. Imperfect incentive mechanism for academic management personnel

Universities and departments do not have a specialized assessment and evaluation system and promotion mechanism for academic management personnel. They participate in scientific research and quantification of teaching and research results, just like frontline teachers in terms of job evaluation and promotion. In fact, academic management work is trivial

and heavy, and academic staff not only need to complete routine teaching management work, but also face various inspections, assessments, and rectifications from the school's superiors. Their work performance is highly covert, and their content cannot be quantified. They are subject to many limitations in terms of salary, title evaluation, and job promotion, and face more difficulties than frontline teachers. The imperfect incentive mechanism for academic staff in schools often leads to two consequences. One is that academic staff develop laziness and fatigue thoughts, lack work enthusiasm and innovation, perfunctory work, and muddle along. The second reason is that academic staff with a strong sense of initiative will try to switch jobs, transfer jobs, pursue further education, and take the doctoral entrance exam, resulting in serious personnel turnover.

(2) Regarding academic management personnel

i. Busy with work affairs, giving up on one's own learning and improvement

It is understood that some academic management personnel have gradually given up self-learning and improvement due to their busy work affairs. Mainly manifested in insufficient learning and understanding of political theory and national education policies, as well as lack of learning and participation in business skills and modern application technologies. The immaturity in theory and the lack of proficiency in business have led to the passivity and laziness of academic management personnel in their work. One is that the current situation of university reform and development is not clear, and when providing services to school leaders, frontline teachers, and students, valuable opinions and suggestions cannot be provided. For example, currently, the country is promoting ideological and political work in courses, and some educational management departments have only a partial understanding of ideological and political work in courses, resulting in inability to closely cooperate with secondary colleges and functional departments in course design, textbook development, and teaching research. Secondly, the level of information management is not strong. Academic management personnel do not actively learn scientific management knowledge and business skills, their level of informatization is low, and they cannot even proficiently apply office management software, which will inevitably affect the overall improvement of work efficiency and school teaching quality.

ii. Not being respected and understood can lead to feelings of inferiority and loss

Colleges and universities are like a small society. The internal value orientation of the school's administrative hierarchy and priority to the development of teachers has divided the teachers into three or six or nine grades. The educational administration management personnel are independent of each other and can only survive in the "cracks". On the one hand, the overall status of academic management personnel is low and not respected. The job responsibilities of academic staff are complex, and there is generally no clear occupational admission threshold. Some positions even include family members, and social recognition is generally not high. In the eyes of school leaders



and teachers, academic affairs work does not have much "golden content", equivalent to "miscellaneous teachers". On the other hand, academic management has a significant responsibility and is not understood and recognized. On the surface, the management of academic affairs may seem trivial and repetitive, but in reality, the responsibility of academic affairs is high, the requirements are high, and the timeliness is strong. If done well, it is a "small matter", but if not done well, it is a "teaching accident". Academic staff have a myriad of tasks every day, and working overtime is the norm. It can be said that they face tremendous pressure both physically and mentally. Even so, they are often criticized by department leaders for "not being meticulous enough" in their work, and criticized by teachers for "not being patient enough" in their service. Hard work without the respect and recognition it deserves can easily cause psychological imbalance among academic staff, leading to negative attitudes.

IV. COUNTERMEASURES FOR THE CONSTRUCTION OF TEACHING MANAGEMENT TEAMS IN APPLIED UNDERGRADUATE UNIVERSITIES

Building a high-quality and high-level academic management team is an important part of the management work of newly established application-oriented undergraduate universities. In response to the current situation and reasons of the academic management team, the following corresponding countermeasures are proposed.

(1) Putting People First and Realizing the Importance of Building a Teaching Management Team Correctly

Academic affairs management, as an important part of university management, plays a leading role. In recent years, application-oriented undergraduate universities have gradually realized the importance of building academic management teams. The problem lies in the fact that many universities attach great importance to the management of teaching work, neglecting the people engaged in management work; attach importance to institutional construction, neglecting human development. Asking for clear water from the canal is like this, in order to have a source of fresh water. Correcting cognitive biases from the ideological source, emphasizing the "construction of people's hearts" of the academic management team, and taking effective measures like focusing on the construction of the teaching staff are the source of water for strengthening the construction of the academic management team in universities. [10] examined the development and refinement of possible mathematical models for the intellectual system of career guidance. Mathematical modeling of knowledge expression in the career guidance system, Combined method of eliminating uncertainties, Chris-Naylor method in the expert information system of career guidance, Shortliff and Buchanan model in the expert information system of career guidance and DempsterSchafer in the expert information system of career guidance method has been studied. The algorithms of the above methods have been developed. [11] discussed that according to the observations in this paper, an existing mathematical model of banking capital dynamics should be tweaked. First-order ordinary differential equations with a

"predator-pray" structure make up the model, and the indicators are competitive. Numerical realisations of the model are required to account for three distinct sets of initial parameter values.

i. Raise the entry threshold for academic management personnel. According to the norms and the real needs of academic management work, considering the correlation between the educational background of the employed person and the academic management work, we will select personnel with higher education and professional literacy to do academic management work.

ii. Reasonably allocate the number, structure, and skills of academic staff. Adhere to the principle of "assigning personnel according to their positions", arrange personnel according to the requirements of the set positions, adapt personnel to job responsibilities, and achieve lean personnel, moderate scale, and reasonable structure.

iii. Strengthen the theoretical learning and professional training of academic management personnel. Develop a learning plan in stages to ensure learning effectiveness, truly enhance the theoretical literacy and information technology application ability of academic management personnel, and serve teaching work with advanced concepts and skills; Create opportunities, strengthen learning and exchange between brother departments, allow and support academic management personnel to participate in business inspections and seminars, and achieve mutual learning and improvement.

(2) Standardize management and establish an effective assessment and evaluation mechanism for academic management personnel

Most academic management personnel belong to the category of "shoulder to shoulder" cadres, who shoulder to shoulder academic management and professional learning. The two different job responsibilities, coupled with existing quantitative performance evaluation rules, often make the focus of academic staff's work constantly swing between business management and academic research. A scientific and reasonable management and evaluation mechanism is an inherent requirement for improving the management and training of academic management personnel in universities. Only by establishing an effective assessment and evaluation mechanism for academic management personnel can we subjectively mobilize their enthusiasm for learning and work, and urge them to strengthen their learning, self growth, and self-improvement.

i. Establish a scientific and reasonable assessment system at the school level. The assessment system is the primary link in scientific management. By establishing regulations and establishing systems, improving and improving work discipline and performance assessment methods, implementing quantitative management of target responsibility, and constructing an assessment model that combines daily assessment and annual assessment, the assessment will be dispersed in the daily work of academic management personnel, changing the current situation of emphasizing the year over the daily work and emphasizing the results over the process, and promoting academic management personnel to realize that universities' assessment



and evaluation are closely related to their daily work, and to transform assessment into work style, Promote development through assessment, in order to avoid the situation of "job burnout" to the greatest extent possible.

ii. Academic management personnel shall establish an evaluation system mainly based on self-evaluation, with the participation of department leaders, colleagues, teachers, and students. The combination of self-evaluation and others' evaluation helps academic administrators discover and narrow their cognitive blind spots, forming an objective, complete, and clear understanding of themselves, and is an important way to promote personal growth and improvement. Academic staff analyze and reflect on their management behavior through self-evaluation, continuously improving their academic management level; Through the joint participation of department leaders and a large number of teachers and students in the evaluation, information is obtained through various channels, and self understanding and self-awareness are gained from others' evaluations. It should be pointed out that whether it is self-evaluation or self-evaluation, the evaluation of academic management personnel is no longer simply about determining who is excellent or qualified, but rather analyzing their achievements and shortcomings in their work together with teachers and students, proposing improvement plans, and promoting the growth and development of academic management personnel.

(3) Practical measures to establish a reasonable incentive mechanism for academic management personnel

With the continuous expansion of the scale of universities and the deepening of personnel system reform, "building an incentive mechanism that is suitable for the labor intensity of academic management personnel is a necessary condition to improve their work performance and promote the professional development of the entire team. Based on the current situation of newly established application-oriented undergraduate universities, the following incentive measures are proposed:

i. Create a relaxed and comfortable working environment for academic management personnel. The current educational management personnel implement a "sit in class system", located in small compartments. During the day, teachers and students come and go, personnel are noisy, and phone calls are constantly ringing, making it impossible for educational management personnel to work with peace of mind. Faced with tedious and responsible management affairs, especially the archiving of some academic documents, schools should create a quiet and undisturbed work environment for them, which also requires a certain level of security and confidentiality.

ii. Create multi-channel career development paths for academic management personnel. The work of academic staff involves the widest range, with the heaviest tasks and the most practical work. However, compared to frontline teachers and full-time counselors, the career prospects of academic management personnel are the most bleak, with narrow career development and promotion channels. The school leadership should fully understand the sense of professional crisis in the

academic management team. Firstly, it is necessary to promote outstanding academic management personnel with strong career aspirations, professional skills, and management abilities to higher-level management positions. The second is to establish a specialized professional title evaluation system for academic management personnel. Referring to the evaluation criteria for professional titles of ideological and political theory course teachers and full-time counselors, a specialized professional title evaluation system for academic management personnel will be established. For outstanding work, even if they cannot be promoted to middle-level leadership positions, they can still be promoted to senior professional title positions, thereby enjoying the same level of treatment. The third is to provide some preferential policies within the school for those who have average abilities but work tirelessly and dedicate their lives to academic management positions, such as establishing an honor system and salary system based on their professional years and professional levels, so that academic management personnel are willing and proficient in their profession, and strengthen their willingness to serve in academic management positions for a long time.

iii. Create a respected and trusted work atmosphere for academic management personnel. Whether it's job promotion or title promotion, it cannot continue to inspire people for a long time. The truly effective motivation is the intrinsic motivation for a person. Motivation from the bottom of one's heart is something that needs to be done continuously and frequently, as academic management personnel may face tedious and repetitive work, bottlenecks, and fluctuations in mood. Therefore, school administrators should pay more attention to internal motivation. One is to respect the individual differences of academic management personnel, engage in teaching and research writing with good writing skills, and proficiently operate office software in academic system operations, so that each academic staff member can learn and apply. The second is Active listening and honest communication. In the face of difficult problems in academic affairs, we cannot simply "oppress people with officials", but rather give academic staff the opportunity to speak up and be able to speak up, and pull in the distance between them. The third is appropriate verbal encouragement. Excessive work can lead to excessive expectations. Academic management personnel undertake a large amount of service work, making it easy for school leaders and teachers and students to complain and criticize due to high expectations. Therefore, being tolerant and often giving appropriate verbal encouragement to academic staff can enhance their confidence, thereby rewarding more work performance and service quality.

REFERENCES

- [1] S. Yang, "On the construction of harmonious interpersonal relationships among academic management personnel in universities," *Journal of Jilin Radio and Television University*, 03, 2011
- [2] X. Li, "On the problems and countermeasures of the academic affairs management team in universities," *Cangsang*, 06, 2013



- [3] R. Zhang, F. Kong, "Some understandings on the educational administration of colleges and universities in the new era," *Journal of Beijing City University*, 04, 2012
- [4] Q. Xu, "Analysis of hierarchical management of academic affairs in universities based on talent cultivation goals," *Wireless Internet Technology*, 15, 2019
- [5] L. Wang, "Reflections on strengthening the construction of teaching management teams in universities," *China Electric Power Education*, 25, 2011
- [6] W. Lu, "On the management and training of academic management personnel in universities," *Science and Technology Information*, 33, 2014
- [7] Y. Jiang, "Reflections on strengthening the construction of academic management teams in universities," *New Education Era*, 24, 2016
- [8] B. Yan, "An analysis of the development issues and the possibility of job mobility faced by academic administrators in Chinese universities," *Journal of Jiangxi University of Education*, 03, 2013
- [9] W. Liu, "Reflections on strengthening the construction of academic management teams in universities," *Journal of Changchun Institute of Education*, 03, 2022
- [10] Christo Ananth, A.R. Akhatov, D.R. Mardonov, F.M. Nazarov, T. AnanthKumar, "Possible Models and Algorithms for the Intellectual System of Professional Direction", *International Journal of Early Childhood Special Education*, Volume 14, Issue 05, 2022, pp. 4133-4145
- [11] Christo Ananth, N. Arabov, D. Nasimov, H. Khuzhayorov, T. AnanthKumar, "Modelling of Commercial Banks Capitals Competition Dynamics", *International Journal of Early Childhood Special Education*, Volume 14, Issue 05, 2022, pp. 4124-4132

Qun Shi received the Master of Laws from Liaocheng University of Scientific Socialism and International History of Communism in 2008. She is an associate professor at Taishan University. Her research interest includes university teaching management. Email: shiqun999@163.com.

Jia-Qing Song received the Bachelor from Shanghai University of International Business and Economics in 1991. He is an experimenter at Taishan University. His research interests include educational administration, teaching management. Email: jiaqing_song@126.com.

Jing Lei (corresponding author) received the B.S., M.S., and Ph.D. degrees from Ocean University of China, in 2003, 2007, and 2010, respectively. She is a professor at Taishan University. Her research interests include educational administration, teaching management. Email: elizabethia@126.com.