

Construction Management of Student Affairs Center Guided by the Student-Based Idea Taking the Business School of Beijing Institute of Technology Zhuhai Institute as an Example

Zhi Liu^{1,*} Yunji Cai¹

¹ *Business School of Beijing Institute of Technology, Zhuhai, Zhuhai, Guangdong 519088, China*

^{*} *Corresponding author. Email: 4545045@qq.com*

ABSTRACT

As an important part of the management of colleges and universities, the construction and management of student affairs center is closely related to the talent training of business schools, which can reflect the spirit and appearance of business schools. In recent years, with the continuous development of higher education, the student affairs management system of business schools has been fully developed. From the perspective of student-based education idea, there are many problems in the construction and management of student affairs center in business schools, such as slow renewal of concept, complex organizational structure and single management content. This study introduces the construction management of the student affairs center in business school and connotation of the student-based idea, explores the student-based idea under the principle of the construction and management of business school student affairs center, and puts forward the student-based idea guided by the effective strategy of the construction and management of business school student affairs center, provide reference for business school students affairs center construction management.

Keywords: *Student-based idea, Student affairs center of the business school, Construction management, Practice strategy.*

1. INTRODUCTION

The management construction of the student affairs center is the top priority of the business school, which is closely related to students' daily learning and future development, and plays an extremely important role in the construction of the business school. As the object of business school education, students are at the center of all work in the business school. Therefore, the construction and management of the student affairs center must be student-centered and follow the concept of student-centered education [1]. As an important guiding ideology of modern education, student-based idea attaches great importance to student development and value realization, and emphasizes that student development is the center of business school work [2]. At present, there are a series of problems in the construction and management of student affairs center, which affect not only the quality of student

affairs management, but also the development of students themselves. Therefore, it has important practical significance and application value to explore the construction and management of student affairs center of business school under the guidance of the student-based idea.

2. OVERVIEW OF CONSTRUCTION MANAGEMENT OF STUDENT AFFAIRS CENTER AND STUDENT-BASED IDEA

2.1 *Connotation of Construction Management of the Student Affairs Center*

Student affairs management is to describe the unit responsible for the extracurricular education of students on campus or related organizational structure. At present, there are a lot of researches on

the concept of student affairs management in China and abroad. Some scholars regard it as the management of students' non-academic activities or extra-curricular activities. On this basis, some scholars conducted further research and improved and supplemented it. They argue that in addition to the management of students' non-academic activities, student affairs management also includes the influence on students' education, so as to provide standardized guidance for students, enrich students' campus life, and help students improve their comprehensive quality and realize their personal value [3]. At present, the academic circles are more detailed in student affairs management, mainly including the organization and guidance of non-academic activities and extra-curricular activities. College student affair center is a high-efficient work platform integrating the service of affairs management, consulting services, and work exchange and quality development. With the service tenet of "convenience, professionalism, efficiency and sharing", the center provides all-round services for students' study, life and development. The services provided in the hall of the students affairs center mainly cover 38 items in 12 categories, including routine services, recruitment information, quality improvement, scholarship and grants information, employment consultation, school status services, study support, community-oriented services, activity, safety, finance and service [4], operating in a mechanism of "Mutual Assistance Service for Students, round-the-clock service and centralized time management". At present, the student affairs office has been stationed in the university student affairs center to provide students with convenient services such as student education management, assistance for poor students, rights and interests protection, etc. The management of the Student Affairs Center has played an important role in strengthening the education and management of special students, improving the pertinence and scientific level of the ideological and political education for college students, and practically maintaining the safety and stability of the school.

2.2 The Connotation of Student-based Idea

The so-called student-based idea mainly refers to the concept of student-centered education. It means that in the management of student affairs, relative staff should start from the perspective of students and provide a platform for students to develop and improve, so that students can obtain active and comprehensive opportunities for

sustainable development. In this process, teachers should play a leading role and attach great importance to the social function of education. Adhering to the student-based idea is the power support of student affairs management, which requires full respect and attention to students, effectively protect the rights and interests of students, and promote the all-round development of students. The core concept of "student-centered education" theory is to respect students highly and rely on students in an all-round way, changing the previous teaching mainly depending on teachers' teaching to the teaching mainly relying on students' learning [5]. The teachers should reduce their prominence and they should reflect their role and value mainly in mobilizing students' inner enthusiasm to the greatest extent and organizing students to study independently. This is not only a change in educational methods, but also a profound change in educational concepts. In his "Great Didactic of Comenius", Comenius expressed his educational ideal in this way: "to find an educational method, so that teachers can teach less, but students can learn more; So that the school may be less noisy, unpleasant, and make less unprofitable toil, but be more free and happy, and witness solid progress." However, the realization of the student-based idea cannot be achieved overnight; it requires a comprehensive and objective understanding of students, true respect of their principal position, the improvement in the student affairs management system of business school, the student's growth environment and learning environment, understanding, trust and equal treatment to every student and respect of students' personality and independent personality. Under the student-based idea, college students have equal status with faculty members, having their own rights and obligations, must be responsible for their own behavior, and pay attention to equal communication with students.

3. THE PRINCIPLES OF THE CONSTRUCTION AND MANAGEMENT OF THE STUDENT AFFAIRS CENTER OF THE BUSINESS SCHOOL UNDER THE STUDENT-BASED IDEA

3.1 The Humanized Principle

Humanism emphasizes putting people first, pays high attention to people's potential, and focuses on the development and formation of

people's personality. Under the concept of student-centered education management, a series of new changes have taken place in China's educational management ideas. In the management of various matters, it is highlighted that the school should truly take students as the main object of management, give attention to their main body status, understand the characteristics of the student's thought and life and meet the demand of students learning and life as far as possible, so as to practice humanized management combined with the actual situation of students, taking the respect for students as the premise of all management work [6]. Therefore, in class management, dormitory management, safety guidance and other aspects, attention should be paid to the comprehensive development of students, respect of students' personality, and providing them with a variety of services.

3.2 The Principle of a Scientific View of Students

As each student has his or her own distinctive personality and characters, and there are distinct differences between individuals, students are independent individuals. Therefore, it is necessary to emphasize the play of subjective initiative in study and life to promote the all-round development of individuals. As developing persons, students are still different adults to some degree. In order to seek the development of students, it is necessary to adhere to the scientific view of students, respect the principal position of students, combine the actual situation and development differences of students, and carry out various student affairs management work from the perspective of students.

3.3 Principles of Institutional and Organizational Guarantee

The management of student affairs needs to be supported by scientific and objective theories and advanced ideas, and requires improvement of various systems and construction of corresponding institutional guarantees. Therefore, in the process of student affairs management, it is necessary to follow the principle of institutional and organizational guarantee, and actively carry out institutional construction and institutional construction. In addition, the school also needs to improve the student affairs management organization, cut surplus structural levels and cumbersome departments, improve the effectiveness of the cooperation between the internal institutions of the school, and then ensure

the work of the student affairs management organization to be carried out smoothly.

4. CONSTRUCTION AND MANAGEMENT STRATEGY OF BUSINESS SCHOOL STUDENT AFFAIRS CENTER UNDER THE GUIDANCE OF STUDENT-BASED IDEA

More than 80% of business school management is about students, and their main goal is to train qualified builders and successors of socialist undertakings in line with national requirements and cultivate talents with innovative spirit and innovative ability. In the construction and management of the student affairs center of the business school, all functional departments must give full play to their respective roles and jointly devote themselves to the student affairs management to provide diversified one-stop services for students.

4.1 Setting up Student Affairs Administration

The student affairs management organization constructed in the study adopts the structure of "integration of departments and regions at different levels" and "line & functional structure". ("Figure 1") At the same time, the university student affairs center is also added on this basis to provide students with relevant services such as affairs methods and information consultation. The "line & functional structure" mainly refers to the two-level organization of university-college. The college docks its work with the university. The student affairs office, the general branch of the college and the teaching department set at the college level are jointly responsible for the management of student affairs. At the same time, a full-time director of the student work office is set to be in charge of the work related to student work, responsible for the general Party branch of the college and the student work (department) office at the same time. In addition, part of the work in the teaching department also needs to be oriented to students, such as the management of student status affairs, and providing relevant services such as examination consultation [7]. Functional type mainly refers to the corresponding functional departments of the school. Each department is independent of each other and yet interrelated, with a clear division of labor and cooperation. Each

department performs its own duties to provide support for the smooth progress of student affairs management, thus forming a complete management chain. Within the scope of their own functions,

each department may make suggestions on the management of student affairs and provide operational guidance.

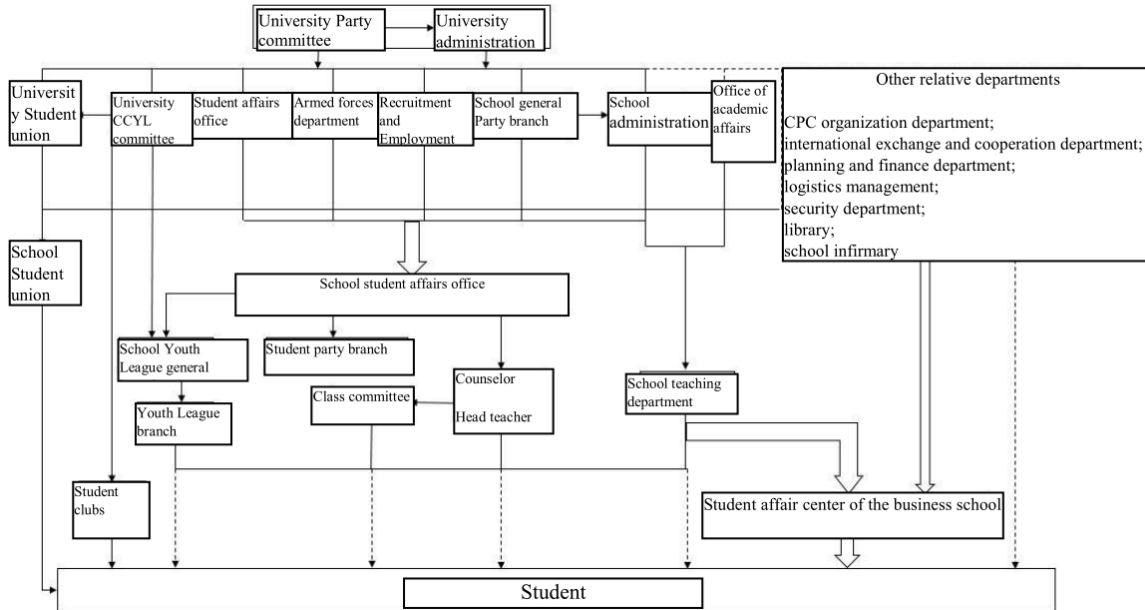


Figure 1 The student affairs management model in the business school.

4.2 Adhering to Student-based Management of Student Affairs

In the past, business schools in China mostly adopted the "society-oriented" value in business management, paid great attention to the students' ability to adapt to the society, and emphasized that corresponding adjustments should be made to the content and mode of management according to the social development trend. Although this model can improve the adaptability and sensitivity of business schools to the changes of social environment, it fails to pay attention to the development of students' personality. The student affairs management constructed in this study reflects the respect for the personality development of college students, encourages students to give full play to their subjective initiative and creativity, and reflects the subject position of students. In addition, the school has enriched the management content based on the students' development needs and the actual development of the school. Students' development guidance, career guidance and entrepreneurship education are added, and campus cultural activities are enriched, club activities and activities about scientific and technological innovations are organized regularly for students' participation. As an effective supplement to the student affairs

management channel, the establishment of the student affairs center is undoubtedly the best embodiment of the student-based idea. Students' affairs in school can be handled through the one-stop platform, so that students do not need to rush about in various departments and be respected in handling all kinds of affairs. In addition, students can also collect their own suggestions to the relevant departments, so that the school can understand the ideas of students, so as to make corresponding improvements to the management of affairs, and also provide students with an opportunity to participate in the construction and development of the school.

4.3 Enhancing the Professionalization of Student Affairs Management

The student affairs management is administered by student affair staff, who not only pay attention to students' ideological and political education, but also needs to successfully complete the student affairs management. In the past, the professional background of student affairs management staff is relatively complex. Some had a major related to student affairs management, yet some were from science and engineering or other social disciplines, lacking in professionalism. However, under the

guidance of student-oriented concept, it is necessary to pay attention to the promotion of professional management of student affairs. Routine trainings and special trainings are organized regularly and professional training opportunities should be provided for student affairs management personnel, so that they can participate in academic seminars, strengthen professional knowledge learning, improve the professional quality of counselors, and exercise their practical working ability. Counselors are encouraged to participate in basic skill training, master the strategies of psychological crisis prevention and intervention for college students, and participate in TTT training of career planning, so as to promote the professionalism of student affairs management. In addition, the college should also adopt the method of "integration of departments and regions at different levels". On the one hand, counsellors should manage students well, and on the other hand, they should give in-depth guidance around a certain aspect of work.

4.4 Flattening the Management of Student Affairs

In the past, student affairs management mostly adopted a linear structure, and there were many organizational levels. So information were transmitted between many links including the university, college, counselors and class leaders, resulting in a delayed response to students' needs and information distortion. In addition, the various departments were scattered and the operating cost of the organization was high. Based on the above problems, this study simplifies the platform of the students' affairs management in the business school. The simplified information chain mainly includes two links: functional departments and students. Such a simplification allows students and functional departments to communicate directly, which shortens the intermediate link on the one hand and promotes the corresponding speed of information transmission on the other hand. The affairs center can organize symposiums and thematic questionnaires, etc., to collect all kinds of information, provide reference for relevant departments and leaders to make decisions, and ensure the authenticity of information.

4.5 Ensuring the All-staff Engagement in Student Affairs Management

In recent years, with growing numbers of students in the business school, extracurricular

affairs of students have been increasing. In addition to psychological counseling for students, financial aid for poor students and employment management and other business management, it's necessary to deepen various businesses, offer college students' career planning and support their innovation and entrepreneurship practice, and providing students with development counseling and learning counseling. Besides, the functional departments related to the student-related affairs can be expanded. It is necessary to adhere to the student affairs management as the main body, open the service window of the student affairs center, provide diversified services, realize the student affairs management, and build a pattern of all-staff education.

5. CONCLUSION

In the new period, China's colleges and universities have made a series of progress in student affairs management. In view of the existing problems of student affairs management in business schools, it is necessary to actively change the ideas and strengthen the expansion of functions. The student-based idea should be upheld to construct a perfect student affairs management organization, simplify the management of student affairs, realize the transformation from single function to multiple functions, and provide diversified and accurate services for students. This will contribute to cultivating talents in the new era, promoting students' all-round development and realizing their personal value.

AUTHORS' CONTRIBUTIONS

Zhi Liu wrote the manuscript, and Yunji Cai contributed to revising and editing.

REFERENCES

- [1] Yang Conglin, Jiang Yanchuan, Xiao Qian. Innovation Research on Networked Construction Mechanism of College Student Affairs Management [J]. Journal of Chongqing University (Social Science Edition), 2017, 23(5): 123-130. (in Chinese)
- [2] Li Xiaotang, Xu Hongxing. Construction and Practice of Information Platform for Student Management and Quality Cultivation Under the Concept of "Three-all Education" [J]. Chinese Vocational and Technical Education, 2017, 35(3): 53-57. (in Chinese)

- [3] Eggert S, Nitsch A, Boone W J, et al. Supporting Students' Learning and Socioscientific Reasoning About Climate Change — the Effect of Computer-Based Concept Mapping Scaffolds [J]. *Research in Science Education*, 2016, 47(1): 1-23. (in Chinese)
- [4] Chen Fan. Learning Outcomes Assessment in Canada Canadian Business School Students': Concept and Implementation Path Based on the Experiences of 6 HEIs in Ontario [J]. *Studies in Foreign Education*, 2016, 16 (4): 49-58. (in Chinese)
- [5] Zhu Haiyan, Wang Qi. Research on the Construction of Teaching Quality Assurance System of Business School Based on the "Student-centered" Concept [J]. *Educational Review*, 2016, 15(3): 51-54. (in Chinese)
- [6] Chen Zhichao, Chen Ruifeng. Divided Classroom: Practical Exploration of "Student-centered" Teaching Concept Applied to Ideological and Political Courses of Business School [J]. *Leading Journal of Ideological & Theoretical Education*, 2017, 23(11): 113-116. (in Chinese)
- [7] Li Xuemei, Zhang Li, Liang Zheng. Exploring a New Model of Party Building Work for Business School Students at the Grassroots Level in the New Era — Taking "Heart-Devoting Party Building Culture of Students" as an Example [J]. *Journal of University of Electronic Science and Technology of China (Social Sciences Edition)*, 2017, 19(3): 101-103. (in Chinese)