

Research on the Construction of a "One-stop" Comprehensive Management Model for Student Communities in Colleges and Universities

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ABSTRACT

The construction of the "one-stop" comprehensive management model for student communities is a new exploration of the path of comprehensive education in colleges and universities, and an important innovation to accelerate the construction of ideological and political work in colleges and universities under the new situation. At present, in the process of the actual construction of the "one-stop" student community, colleges and universities mainly face difficulties such as insufficient overall coordination, inadequate team building, limited student participation, and inadequate facilities. In view of these problems, colleges and universities should adhere to the unified leadership of the Communist Party of China, enrich the teaching team, encourage students to participate in community governance, and improve the construction of student community infrastructure. This will promote ideological and political work to be done on a daily and personal level and bridge the "last mile" of college education.

KEYWORDS

University; "one-stop" student community; education management

1 Introduction

Education is essential to the country and the Party. The fundamental task of colleges and universities is to foster virtue through education. In recent years, with the implementation of reforms such as the "credit system" and "large-category training" in colleges and universities, the traditional method of class management has faced growing challenges.

As a result, the student community has emerged as the main and stable platform for student communication and interaction, serving as a significant educational space beyond the classroom. In 2023, the Ministry of Education in China organized a meeting with the aim of promoting the establishment of a comprehensive management model for student communities in colleges and universities.

The meeting emphasized the need to expedite the implementation of this model in order to enhance the overall management of student communities in higher education institutions.

In this context, the construction of a "one-stop" student community comprehensive management mode in colleges and universities has become an important way to realize the reform of student management mode under the socialist university governance system with Chinese characteristics.

It is of great significance to thoroughly investigate the construction method of the "one-stop" student community comprehensive management mode under the goal of university governance modernization to promote the conformal and high-quality development of universities.

2 The connotation and function of the "one-stop" comprehensive management model for student communities in colleges and universities

2.1 Definition of the connotation of the "one-stop" comprehensive management model of student community in colleges and universities

The term "community" was initially introduced by the German sociologist Ferdinand Tönnies and is considered one of the core concepts in the field of sociology. In the 1930s, this concept was introduced to China via the United States. Xiaotong Fei and other scholars interpret the term "community" in English as referring to a group of individuals residing together in a specific location. The Opinions on Promoting the Construction of Urban Communities in China, issued by the Ministry of Civil Affairs in 2000, officially defined the concept of community for the first time, pointing out that "community refers to a social life community composed of people gathered within a certain range". With the continuous advancement of the socialization reform of college logistics, the management of student dormitories and the management of urban communities are increasingly interconnected. The student community has become the most fundamental learning and living unit for college students. In this context, the term "student community" has gradually been introduced into the discourse system of ideological and political work in universities since 2004. In 2019, the Ministry of Education of China formally proposed the concept of a "one-stop" student community, positioning it as a comprehensive management model for whole-person education, whole-process education, and all-round education based on the student community. This opened a new chapter in the construction and development of college student communities. Therefore, this paper defines the concept and connotation of the "one-stop" student community comprehensive management mode in colleges and universities as follows: a new system of student life park management service education built on the "one-stop" concept and mode.

2.2 Functional innovation of the "one-stop" student community integrated management mode in colleges and universities

First of all, the "one-stop" comprehensive management mode of the student community takes modern information technology as a tool to solve the problem of fragmentation in the main structure, management level, and system design of college student community governance under the background of bureaucracy. This is achieved by rethinking and designing the workflow of student community management service, and promoting the transformation of various community work to a dynamic and integrated direction.

Secondly, the "one-stop" comprehensive management mode of the student community is guided by the needs of students, led by the ideological and political work team, and gathers Party and government cadres, master and doctoral tutors, and many other forces. It creates a composite community education team with a professional and professional combination, reasonable structure, division of labor, and cooperation. In the process of solving puzzles for students' thoughts, solving doubts in study, resolving worries in spirits, quenching thirst in culture, and decompressing psychologically, a joint force is formed.

Thirdly, promoting the focus of educational resources on the community, realizing the sharing and utilization of these resources, brings together the advantages of ideological and political education both inside and outside the classroom, on and off campus, explicit and implicit. It provides professional, precise, and shared growth and talent services for community students. This is also an important innovation of the "one-stop" comprehensive management model of the student community.

Finally, the "one-stop" student community comprehensive management mode transforms the

campus living space of college students into a complex field integrating ideological and political work, academic guidance, daily management, life services, teacher-student exchanges, cultural and sports activities, and daily practice. This is not only a continuous improvement of the material environment but also a comprehensive enhancement of the community's educational function.

3 The education dilemma faced by the "one-stop" student community comprehensive management model

3.1 Insufficient overall planning and coordination

In the process of constructing the "one-stop" student community comprehensive management model, party building guidance is the key to the student community fulfilling its role in education. However, in terms of actual operation, the "one-stop" student community often relies on the existing student party branch and some functional party branches based on the community. It carries out organization and education work through the construction of the party branch. This work often focuses on party and league activities, cultural construction, and so on, while ignoring the participation of professional education, the support of ideological and political forces, and the guidance of exemplary forces. Additionally, the unique education and teaching model of the university leads to the existence of multiple leaders in the management of the student community to a certain extent. However, the lack of coordination among the student work department, logistics service department, and education and teaching department fails to break down barriers, form a consensus on education, and complement each other. This results in insufficient joint efforts in student community education.

3.2 Insufficient team building

The formation and training of student community counsellors play a crucial role in the management of college students' community education. They serve as the primary force responsible for carrying out this management and are essential for achieving the goal of student community education. At present, the staff of the "one-stop" student community mainly includes two groups. One is the community counsellor who lives in the student community, mainly responsible for the ideological and political education of students within the community and the construction of community culture. The other is the logistics management and support personnel, mainly responsible for the property management and security management of the student dormitory park and other basic affairs. The logistics management and security personnel in colleges and universities are constrained by the nature of their work and their ability to work in education, resulting in limited effectiveness in education. Faced with the large number of students and the complex composition of the student community, a single education team of counsellors is not enough.

3.3 Lack of student engagement

"One-stop" student community introduces the concept of "community". The original hope is that students living here can play a role of ownership as residents in the community, considering it as their own living and learning home. However, students' participation in building and managing "one-stop" student communities is not high at present. This is because students have been in the role of being managed for a long time, and the limitation of identity makes them less involved in community construction and the formulation of management mechanisms. At the same time, due

to the long-running credit system model in colleges and universities, education and teaching are often separated from daily life. As a result, most students only pay attention to personal affairs and personal interests in the community and are indifferent to the content of community education management. In addition, the community education and activities within some colleges and universities are mere formalities, failing to focus on students' interests and perspectives, leading to their indifference towards community education and activities.

3.4 Infrastructure is inadequate

Compared with the needs of students, the current "one-stop" student community facilities construction is slightly insufficient. The conventional educational management model of the school is unable to effectively expand its functions to the community in a timely manner. This limitation is primarily due to technical issues, site constraints, and other factors. Especially in recent years, with the expansion of college enrollment, the public physical space and supporting hardware and software facilities in student communities are increasingly struggling to meet the needs of students' learning, teacher-student exchanges, life services, and activities. In addition, in the process of constructing the "one-stop" student community comprehensive management model in colleges and universities, offline education is still the main means, and the key factor of network information technology has not received due attention. Informatization and intelligent big data have not fully played their due role in solving students' concerns and improving the timeliness and foresight of the "one-stop" student community comprehensive management model to solve students' problems.

4 Optimization measures for the "one-stop" student community comprehensive management mode

4.1 Adhere to the guidance of party building and gather the strength of community education

The school party committee should attach great importance to the "one-stop" student community construction work, coordinating and solving problems such as mechanism construction, resource allocation, and fund guarantee in a timely manner. They should form a work pattern with the unified leadership of the party committee, relevant units taking their respective responsibilities, and all staff cooperating. Define the student work department or other departments as the lead unit, strengthen overall coordination, organization, and promotion, management, and supervision, and ensure the integration and coordination of multi-party forces and resources in the student community. At the same time, break the boundaries of grades, majors, teachers, and students, flexibly set up Party branches in student communities, and actively build with other party branches; innovate ways to realize the functions of student community party and league organizations, and strengthen the role of party and league organizations, as well as the party members and Communist Youth League members.

4.2 Promote the team's settling in and build a management system for education

Under the premise of matching and strengthening full-time community counsellors, academic mentors, growth mentors, peer mentors, alumni mentors, and other mentors are hired to clarify the duties and division of labour of mentors, so as to achieve full coverage of student education activities. Select excellent full-time teachers with significant work experience to serve as academic mentors in the student community, guiding students' academic development, scientific research

training, skills training, project practice, and career planning. Party and government League cadres, ideological and political theory teachers, and outstanding young teachers are employed as part-time counselors in the student community. Advanced groups such as national honorary title winners are invited to enter the community to carry out educational activities. In this way, all kinds of educational teams can display their strengths, complement their functions, and unite their forces.

4.3 Guide students to participate in and create a good self-governing community culture

The goal of the "one-stop" student community education management mode is to cultivate students' ability to self-educate, self-manage, and self-serve. Community management should set up a student community work committee or student building management committee under the guidance of counselors. This will help to strengthen the functions of community student organizations, returning the rights and functions of management, education, and service to the students. At the same time, under the guidance of the student community counselor, the "Community Building Convention" is jointly formulated to establish rules and regulations for the civilization construction of the student community, guiding the students to care about and solve the interpersonal relationship conflicts around them, community public affairs, and creating a harmonious community atmosphere, so as to truly realize the good autonomy of the student community.

4.4 Consolidate the conditions and create a good public physical space

Creating a public physical space with complete functions and advanced equipment, fully meeting the needs of students for reading, discussion, consultation, display, fitness, leisure, etc., and improving the hardware and software construction of student communities. Building the "information, fine, personalized, systematic" work concept, establishing a rapid response and emergency response mechanism, creating psychological counseling, financial assistance management, daily life, study guidance, student affairs, employment, and entrepreneurship services covering a number of businesses, equipped with automatic printing terminals, and firmly promoting the reform of allowing students to "run at most once", effectively improving students' happiness and sense of gain.

5 Conclusion

The "one-stop" comprehensive management mode of the student community transforms the traditional "peripheral" function of the student community into the "front position" of ideological guidance, development guidance, and life security. This model not only helps to improve the "big thinking and politics" education work system but also helps to create an "only enter a door, only run once" and "student-centered" beautiful community, forming a new education ecology of "value common education, cultural sharing, growth, and win-win".

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