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Research on the Improvement of Professional Quality for University Academic Affairs Staff in the Context of Educational Digital Transformation

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Abstract

With the deepening advancement of the educational digital transformation, academic affairs personnel must quickly integrate into the digital teaching environment, actively explore and practice new management models, and maintain an attitude of continuous learning. university academic affairs staff are confronted with challenges in mastering and applying new technologies, handling data and ensuring information security, adapting to changes in work processes and communication methods, and coping with the pressure of training and self-improvement. To enhance the efficiency and quality of teaching management for academic affairs personnel, measures that can be taken include intensifying training and theoretical understanding to improve comprehensive competence; engaging in practical exercises and cross-boundary collaboration to broaden competency boundaries; honing professional skills and communication abilities to build efficient teams; and fostering psychological quality and constructing incentive mechanisms to stimulate work enthusiasm.

Keywords

Educational Digital Transformation; University Academic Affairs Staff; Professional Quality Improvement.

1. Introduction

With the rapid development of information technology, the digital transformation of education has become a crucial direction in the reform of higher education. Against this backdrop, the enhancement of the professional competence of university academic affairs staff , who serve as a vital force in teaching management, is particularly important.

Diverse perspectives have emerged in the field of academic affairs management within domestic universities, with several scholars proposing forward-thinking insights. Zhou Hongwei advocated learning from government service models, emphasizing human-oriented management to motivate administrative staff by enhancing service rather than control through management[1]. Jiang Zhidong regards academic affairs management as the engine of university education and teaching, underscoring its bridging role and pointing out that since both the subject and object of academic affairs management are people-oriented, the concept of humanistic management is essential[2]. Cheng Fengna proposed that public management concepts significantly impact the improvement of university management levels and quality, achieving the maximization of public interest through the rational use of public power[3]. Gao Zongli further emphasized that university management needs innovate ideas and optimized strategies, with academic affairs management necessarily serving the public interest and safeguarding the rights of teachers and students[4].

Scholars have also paid considerable attention to the quality and responsibility of management personnel. Rao Peng pointed out that university administrators must consider the influence of

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the new public service theory on the construction of talent teams, balance internal interest demands, and ensure the transformation of management processes towards service attributes[5]. Collaborative cooperation and communication are also key topics in university academic affairs management. Dong Huanhuan found that academic affairs positions play a synergistic role in building a comprehensive, all-process, and all-round educational system[6]. Nie Yanghao pointed out that in the face of complex collaborative processes, university academic affairs management needs to strengthen cooperation among different functional departments, improve the quality of information exchange, and ensure the accuracy of data processing[7].

Furthermore, informatization construction is a significant direction for university academic affairs management. Wang Yuzhen et al. believe that accelerating the process of informatization management and improving relevant systems can ensure the accuracy of system data, optimize processes, and effectively address the challenges brought by the expansion of university scale and the complexity of public management[8].

This paper will start from the characteristics of digital education, analyze the challenges faced by university academic affairs staff in the digital transformation, and propose corresponding strategies for enhancing their professional competence.

2. Characteristics of Educational Digital Transformation and its Requirements for Academic Affairs Personnel

The wave of educational digital transformation is sweeping across the global education sector with an unstoppable momentum. This transformation is not merely a technological innovation but also a profound revolution in educational philosophy, teaching models, and management methods. Information technology, as a powerful support for this change, has not only achieved the comprehensive digitalization of teaching resources but has also promoted the networking of the teaching process and the intellectualization of teaching management, opening up broad prospects for the future development of higher education.

In this context, university academic affairs staff , as a key link in educational activities, face unprecedented challenges and opportunities in their competency structure. They must rapidly adapt to this new educational environment and continuously improve themselves to meet the new demands brought by digital transformation.

2.1. Academic Affairs Personnel Must Quickly Integrate into the Digital Teaching Environment

This is the first step for academic affairs personnel to address the challenges of transformation. The construction of a digital teaching environment relies on the support of various advanced digital teaching platforms and teaching management systems. Academic affairs personnel need to deeply understand and master the use of these tools, such as online course platforms, intelligent course scheduling systems, and electronic grade books. These tools can significantly enhance work efficiency and make tasks such as course scheduling, grade management, and student status management more convenient and efficient. Through digital teaching platforms, teachers can easily upload teaching resources, assign homework, and issue notifications, while students can access course materials, participate in online discussions, and submit assignments anytime and anywhere. Intelligent course scheduling systems can automatically optimize course arrangements based on teachers' teaching plans and students' learning needs, ensuring the rational allocation and effective utilization of resources. The electronic grade book can record students' academic performance in real time, facilitating statistical analysis by academic affairs personnel.

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However, merely mastering the usage of these tools is far from sufficient. Academic affairs personnel also need to possess certain digital skills, which are key to addressing the challenges of digital transformation. Digital skills include not only basic computer operation abilities but also knowledge of network technology and data analysis skills. In a digital teaching environment, academic affairs personnel need to process large amounts of data and information from various sources, such as students' learning records, teachers' teaching feedback, and the usage of teaching resources, etc. By mastering certain network technology knowledge, academic affairs personnel can better manage and maintain the stable operation of digital teaching platforms and teaching management systems. Data analysis skills, on the other hand, can help them delve into the value behind these data and information, identify potential issues and trends, and provide strong support for teaching-related decision-making.

2.2. Academic Affairs Personnel Need to Actively Explore and Practice New Management Models

In addition to integrating into the digital teaching environment and enhancing digital skills, academic affairs personnel also need to actively explore and practice new management models. The digital transformation of education provides unprecedented opportunities for the innovation of academic affairs management models. New management models such as online course selection, online examinations, and online evaluation have emerged, leveraging the flexibility and convenience brought by digital technology to improve management efficiency and quality. Online course selection systems can provide personalized course options based on students' interests and needs, facilitating their course planning. Online examination systems enable remote testing and automated grading, reducing manual intervention and errors. Online evaluation systems can collect feedback from students and teachers in real time, providing robust support for teaching improvements. These innovative practices not only enhance management efficiency and quality but also provide a better service experience for teachers and students.

In the process of digital transformation, strengthening data application is another area that academic affairs personnel need to focus on. Data is one of the core resources of digital transformation. By deeply mining and analyzing data, academic affairs personnel can obtain valuable information and insights. These insights can help them better understand students' learning dynamics, teachers' teaching performance, and the usage of teaching resources. By analyzing students' learning data, academic affairs personnel can identify learning patterns and interests, providing personalized learning suggestions and resource recommendations. By analyzing teachers' teaching data, they can evaluate teaching effectiveness and quality, offering targeted training and support. By analyzing the usage data of teaching resources, they can understand the allocation and utilization of resources, providing strong support for optimizing resource allocation and improving teaching methods.

2.3. Academic Affairs Personnel Need to Maintain an Attitude of Continuous Learning

Finally, in the face of the new challenges and opportunities brought by the digital transformation of education, academic affairs personnel need to maintain an attitude of continuous learning. Digital transformation is an evolving process, with new technologies and concepts constantly emerging. Academic affairs personnel need to continuously update their knowledge and skills to adapt to the ever-changing educational environment and technological developments. By participating in training, reading professional literature, and engaging in academic exchanges, academic affairs personnel can continuously enhance their professional competence and comprehensive abilities. At the same time, they need to actively communicate and collaborate with peers and experts to jointly explore new paths and methods for digital transformation. Through continuous learning and collaborative exchanges, academic affairs

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personnel can broaden their horizons and perspectives, contributing more wisdom and strength to the development of education.

The digital transformation of education has put forward new requirements for the competency structure of university academic affairs staff . They need to quickly integrate into the digital teaching environment, enhance their digital skills, explore and practice new management models, strengthen data application, and maintain an attitude of continuous learning. This will enable them to adapt to the new requirements brought by digital transformation and contribute their efforts to the future development of higher education.

3. Challenges Faced by University Academic Affairs Staff and Academic Secretaries in the Digital Transformation

In the process of educational digital transformation, university academic affairs staff and academic secretaries encounter numerous challenges. On one hand, they need to continuously update their knowledge systems and learn new information technologies and teaching management concepts. On the other hand, they must proactively address new issues and challenges brought by digital education, such as data security and privacy protection. These challenges are specifically reflected in the following aspects:

3.1. Challenges in Mastering and Applying Technology

Digital transformation is often accompanied by the application of advanced technologies, such as academic management systems and online office platforms. The emergence of these tools is aimed at improving the efficiency and quality of teaching management. However, for some academic secretaries, these new technologies may become an insurmountable barrier. Lacking relevant technical backgrounds, some may find it challenging to learn and use these new technologies. The complexity and diversity of academic management systems, as the core tools of teaching management, require academic secretaries to invest considerable time and effort to familiarize themselves with and master them. Although online office platforms improve collaboration efficiency, they also demand certain computer and network operation skills from academic secretaries. These technological challenges not only increase the workload of academic secretaries but may also affect their work efficiency and accuracy.

3.2. Challenges in Data Processing and Information Security

Digital transformation enables the electronic storage and processing of vast amounts of teaching data, undoubtedly improving work efficiency. However, issues of data security and privacy protection have become increasingly prominent. As the primary managers of teaching data, academic secretaries bear the heavy responsibility of ensuring data accuracy and integrity. However, during the process of digital transformation, risks of data leakage, tampering, or misuse also increase. academic secretaries must strictly comply with relevant data protection regulations to ensure the legal and compliant use of data. Additionally, they need to master certain data security technologies, such as data encryption, backup, and recovery, to prevent data loss or damage. These challenges in data processing and information security require academic secretaries to possess a high sense of responsibility and professional skills.

3.3. Challenges in Work Processes and Communication Methods

Digital transformation has not only changed the way academic secretaries work but has also profoundly impacted their communication methods with colleagues, students, and external partners. Traditional communication methods, such as face-to-face meetings and paper-based document transfers, are gradually being replaced by digital communication tools like online meetings, emails, and instant messaging platforms. This shift requires academic secretaries to adapt to new working methods and enhance their online communication and collaboration

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skills. However, for some academic secretaries, this change in communication methods may present difficulties and challenges. They may need to spend more time and effort to familiarize themselves with and master the skills of online communication and collaboration to ensure smooth work progress. At the same time, online communication and collaboration may bring about some new problems, such as misunderstandings or poor communication , which demand higher communication skills and coordination abilities of academic secretaries.

3.4. Challenges in Training and Self-Improvement Pressure

To meet the demands of digital transformation, academic secretaries need to continuously learn new knowledge and skills for self-improvement. However, due to heavy daily workloads, they may face time constraints and difficulties in arranging training and study sessions. In the process of digital transformation, new technologies, concepts, and methods emerge incessantly, requiring academic secretaries to maintain a constant state of learning to keep pace with the times. Yet, the burden of and time pressures may leave them unable to allocate sufficient time for training and learning. This pressure from training and self-improvement poses greater challenges and difficulties for academic secretaries during the digital transformation. They need to find efficient learning methods to squeeze out time from their busy work for self-enhancement and skill development.

In summary, university academic secretaries need to continuously enhance their technical capabilities and professional competence during the digital transformation to adapt to the new working environment and requirements. Meanwhile, universities should provide necessary support and training to help academic secretaries successfully cope with the challenges brought by digital transformation.

4. Strategies for Enhancing the Professional Competence of University Academic Affairs Staff and Academic Secretaries

Enhancing the professional competence of university academic affairs staff and academic secretaries is of paramount importance for ensuring teaching quality, optimizing teaching management processes, promoting educational innovation, strengthening service awareness, and advancing the overall development of the university. Therefore, universities should attach great importance to the team building of academic affairs personnel and academic secretaries. Specifically, the following approaches can be adopted to improve their professional competence and capability levels.

4.1. Strengthening Training and Theoretical Deepening to Enhance Comprehensive Competence

In the tide of digital transformation,as key executors of teaching management, academic secretaries' information literacy and proficiency in teaching management theories directly impact the efficiency and quality of teaching management. Therefore, enhancing information literacy training becomes a primary task. By regularly organizing information technology training sessions and offering information literacy courses, the application skills of academic affairs personnel and academic secretaries in information technology can be effectively improved. This enables them to proficiently master digital tools such as academic management systems and office software, thereby performing their work more smoothly. Simultaneously, deepening the study of teaching management theory is equally indispensable. Encouraging academic affairs personnel and academic secretaries to learn advanced teaching management concepts and methods can not only enhance their teaching management proficiency but also provide theoretical support for innovation in teaching management. The combination of such training and theoretical study aims to comprehensively enhance the overall competence of academic secretaries, laying a solid foundation for efficient teaching management.

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4.2. Practical Training and Cross-boundary Collaboration to Broaden Competency Boundaries

Integrating theory with practice is key to enhancing the capabilities of academic secretaries. By participating in practical teaching management projects and conducting teaching management research, academic secretaries can deepen their understanding of theory in practice and enhance their ability to solve practical problems at the same time. Such practical training not only helps academic secretaries accumulate valuable experience but also stimulates their innovative thinking. Furthermore, establishing mechanisms for cross-boundary collaboration and strengthening cooperation and exchange with other departments and industries can broaden the horizons and perspectives of academic secretaries. This enables them to examine teaching management issues from a broader perspective and propose more forward-thinking and innovative solutions. This dual training in practice and collaboration will significantly expand the competency boundaries of academic secretaries, allowing them to handle work with greater ease in the complex and ever-changing teaching management environment.

4.3. Professional Skills and Communication and Collaboration to Build Efficient Teams

In the context of digital transformation, academic secretaries need to possess strong information technology capabilities as well as communication and collaboration skills. On one hand, offering information technology courses or workshops that teach secretaries how to effectively use digital tools such as academic management systems and office software can significantly improve work efficiency and reduce delays caused by technical obstacles. On the other hand, as a vital bridge between the college and teachers and students, the communication and collaboration skills of academic secretaries directly affect the smoothness of teaching management. Therefore, organizing team-building activities or communication skills training to help academic secretaries enhance their interpersonal skills and strengthen their sense of teamwork is crucial for building an efficient teaching management team. This dual enhancement of professional skills and communication and collaboration will enable academic secretaries to play a greater role in the team and jointly drive the continuous improvement of teaching management.

4.4. Psychological Quality Cultivation and Incentive Mechanism Construction to Stimulate Work Enthusiasm

The work of academic secretaries is heavy and trivial, and prolonged high-pressure conditions can easily lead to irritability and boredom. Therefore, strengthening the cultivation of psychological quality becomes an important measure to safeguard their physical and mental health of academic secretaries and stimulate their work enthusiasm. Through psychological counseling, team-building activities, and other means, academic secretaries can be helped to alleviate work pressure, adjust their mindset, and maintain a positive and optimistic work state. At the same time, establishing incentive mechanisms is also key to stimulating their work motivation. Providing promotion opportunities, bonuses, or other welfare benefits allows academic secretaries to feel the value and achievement in their work, thereby engaging more fully in teaching management tasks. This dual construction of psychological quality cultivation and incentive mechanisms not only helps improve the job satisfaction and loyalty of academic secretaries but also provides a continuous source of motivation for the continuous improvement of teaching management.

In summary, enhancing the professional competence of university academic secretaries requires multifaceted efforts and support. By strengthening professional training, improving information technology capabilities, enhancing communication and collaboration skills, fostering innovation awareness, reinforcing psychological quality cultivation, and establishing

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incentive mechanisms, the professional competence and work performance of academic secretaries can be effectively enhanced, providing strong support for the teaching management work of universities.

5. Conclusion

The digital transformation of education has brought unprecedented development opportunities for university academic affairs staff and academic secretaries. By strengthening information literacy training, deepening the study of teaching management theory, enhancing the cultivation of practical capabilities, and establishing cross-boundary collaboration mechanisms, their professional competence can be effectively improved. This will enable them to better adapt to the development needs of digital education and provide robust support for the teaching management work of universities.

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