

Optimization of undergraduate teaching management mechanism in universities from the perspective of fine governance

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Abstract

With the continuous advancement of high-quality transformation in Chinese higher education, refined, standardized and digitalized teaching governance has become a core guarantee for improving undergraduate talent training quality[1]. As a key functional department undertaking daily teaching operation and quality supervision, university academic affairs offices face increasingly complex management scenarios amid the continuous expansion of university scale and diversified teaching reform demands. Aiming at the practical working scenarios of university teaching administration, this study sorts out prominent deficiencies in current teaching operation links, including imperfect information docking mechanisms, non-uniform standardized management processes, single-dimensional academic early warning modes, and insufficient cross-department collaborative efficiency[2]. Combining front-line administrative working experience, this paper proposes targeted improvement strategies covering digital platform upgrading, whole-process standardized management construction, multi-dimensional student academic early warning optimization, and inter-departmental collaborative mechanism innovation. The research results indicate that refined governance reform can effectively reduce operational management risks, improve the overall service efficiency of academic affairs work, stabilize undergraduate teaching order, and significantly enhance the satisfaction level of teachers and students. This study provides practical and operable optimization references for teaching management innovation and quality improvement in ordinary universities[3-5].

Keywords: Higher education; Undergraduate teaching management; Fine governance; Educational informatization; Academic early warning; Quality management

1. Introduction

Under the strategic background of high-quality development of higher education, undergraduate teaching quality has always been the core index to measure the school-running level of colleges and universities[6]. Teaching management, as the basic supporting work of undergraduate talent training, runs through the whole process of curriculum arrangement, teaching implementation, examination management, student status maintenance and graduation thesis supervision[7]. The academic affairs office, as the core executive department of university teaching management, bears the important responsibility of standardizing teaching order, optimizing teaching services and guaranteeing teaching quality[8].

In recent years, with the continuous expansion of undergraduate enrollment scale, the continuous emergence of new majors and the gradual deepening of teaching reform such as online and offline mixed teaching, the traditional empirical and manual management mode can no longer adapt to the current refined teaching governance requirements[9]. Many

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universities still have common practical problems in daily teaching administration, such as fragmented data systems, repeated manual work, inconsistent implementation standards of key teaching links, lagging student learning risk early warning, and unsmooth cross-department business coordination. These problems not only increase the daily operation pressure of administrative staff, but also restrict the continuous improvement of undergraduate teaching quality and teaching service level[10].

Based on the actual front-line work of university academic affairs management, this paper analyzes the current bottlenecks of undergraduate teaching management, explores feasible optimization paths under the concept of fine governance, and aims to provide empirical reference for standardizing teaching operation procedures, reducing management risks and promoting the modernization of university teaching management[11].

2. Current Bottlenecks of Undergraduate Teaching Management in Universities

2.1. Fragmented Informatization Construction and Low Data Utilization Efficiency

Most universities have built basic teaching management information systems to realize online processing of partial teaching businesses. However, most systems are relatively independent, with inconsistent data caliber and insufficient data interconnection functions. The information of student status, course arrangement, academic performance, examination arrangement and thesis management cannot be fully shared and synchronously updated. In daily work, a large number of manual sorting, secondary statistics and repeated entry work are still required, which not only reduces the efficiency of teaching management, but also easily causes human errors such as data omission and statistical deviation, affecting the accuracy of teaching management data[12].

2.2. Incomplete Standardized System of Key Teaching Links

Key teaching links such as curriculum scheduling, final examination organization, score verification and entry, and undergraduate thesis process supervision are directly related to teaching fairness and talent training quality. At present, some universities lack unified and detailed standardized operation guidelines for these core links. Individual business work relies too much on the personal working experience of administrative staff, and the operation standards and process rhythm are not unified. The lack of whole-process standardized constraint mechanism leads to potential hidden dangers in teaching operation and quality supervision.[13]

2.3. Single Dimension of Academic Early Warning and Unclosed Management Loop

Most universities carry out student academic risk early warning mainly based on final examination scores, which belongs to post-event passive early warning mode. This single evaluation dimension ignores the comprehensive learning state of students in the whole semester, including classroom attendance, daily homework completion, usual performance and learning attitude. The early warning screening is not accurate enough, and there is no targeted graded intervention and follow-up tracking mechanism for early warning students. The whole early warning work lacks effective closed-loop management from screening, notification, intervention to feedback, resulting in poor practical effect of academic early warning[14].

2.4. Insufficient Cross-department Collaborative Operation Capacity

University teaching management is a systematic project, which requires the joint cooperation of academic affairs department, teaching colleges, student affairs department, information center and other functional departments. In the actual operation process, due to the unclear division of collaborative responsibilities, lack of regular communication and docking mechanism, and inconsistent business processing rhythm, problems such as disjointed business connection and delayed information transmission often occur. The low efficiency of cross-department collaboration restricts the overall improvement of teaching management level and teaching service quality[15].

3. Optimization Strategies of Undergraduate Teaching Management Based on Fine Governance

3.1. Build an Integrated Digital Teaching Management Platform

Aiming at the problems of scattered data and low sharing efficiency in current teaching information systems, universities should promote the integrated upgrading of teaching management platforms. Unified data standards and interface specifications should be formulated to realize real-time interconnection and synchronous update of multi-dimensional data such as student status information, course resources, teaching arrangement, academic performance and thesis progress. Optimize the one-stop online business processing function, reduce redundant manual operation

links, realize intelligent statistics and automatic verification of teaching data, so as to improve the informatization level and data accuracy of teaching management[16].

3.2. Improve the Whole-process Standardized Management System

Focusing on the core risk points of teaching operation, formulate systematic and detailed standardized operation manuals for key links including course arrangement, examination organization, score management and thesis defense. Clarify the operation process, time node, responsible subject and audit standards of each business link, change the traditional experience-dependent management mode, and realize standardized and procedural operation of daily teaching work. Strengthen the implementation supervision of rules and regulations, ensure the unified implementation of various teaching management standards, and eliminate operational risks caused by non-standard processes[17].

3.3. Construct a Multi-dimensional Closed-loop Academic Early Warning Mechanism

Break the single score-based early warning mode, and build a multi-dimensional academic evaluation and early warning system covering daily attendance, classroom performance, homework completion, usual grades and final examination results. Set scientific early warning threshold according to different majors and training characteristics, realize whole-process dynamic monitoring of students' learning status. Establish a graded intervention mechanism for early warning students, arrange special personnel to track and guide, and form a complete closed-loop management system of "dynamic monitoring-precise early warning-targeted intervention-effect feedback", so as to effectively help students with learning difficulties improve their academic performance[18].

3.4. Optimize the Cross-department Collaborative Governance Mechanism

Establish a regular joint meeting system for teaching management, smooth the daily communication and docking channels between functional departments and teaching colleges. Clarify the collaborative responsibilities and business division of each department, optimize the cross-department business processing process, and realize effective docking of teaching arrangement, student management, information service and other work. Promote information resource sharing and business linkage cooperation, solve the problem of disjointed departmental work, and comprehensively improve the collaborative operation efficiency of university teaching management[19-20].

4. Research Results and Practical Significance

Through the implementation of digital platform upgrading, standardized process construction, multi-dimensional early warning optimization and collaborative mechanism improvement, the refined level of university undergraduate teaching management has been significantly improved. The problems of repeated manual work and data errors in daily academic affairs work have been effectively solved, the overall work efficiency of teaching management has been greatly improved, and the standardization and rigor of teaching operation have been significantly enhanced. The optimized academic early warning and student intervention mechanism can accurately identify students with learning risks, effectively reduce the occurrence of academic failure problems. The smooth cross-department collaborative operation further stabilizes the undergraduate teaching order and significantly improves the teaching service experience of teachers and students.

The optimization strategy proposed in this study is summarized from front-line academic affairs management practice, which has strong operability and practical applicability. It can provide effective practical reference for ordinary universities to carry out teaching management reform, standardize teaching operation and improve talent training quality[21].

5. Conclusion

In the era of high-quality development of higher education, refined, standardized and digitalized governance has become the inevitable development direction of university undergraduate teaching management. As the core department of teaching operation and management, the academic affairs office should keep pace with the reform development trend, continuously optimize the management mode, improve the information construction level, standardize the whole-process management system, and perfect the multi-dimensional collaborative governance mechanism. Through continuous innovation of management methods and service modes, it can effectively guarantee the stability and high-quality development of undergraduate teaching, and provide solid basic support for improving the level of university talent training. This study focuses on practical working problems and puts forward targeted optimization paths, which can provide useful reference for the teaching management innovation of similar colleges and universities.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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