

Research and Practice on the Development Path of University Administrative Staff Teams

Guangjie Shi *

China University of Petroleum (Beijing), Changping District, Beijing, 102249, China

*Corresponding author:sgj16313@cup.edu.cn

Abstract: *With the deepening of China's higher education system reform, particularly driven by the "Double First-Class" initiative, the construction of university administrative staff teams faces new challenges and opportunities. This paper, based on the developmental needs of universities, explores the current status, issues, and optimization paths for the development of administrative staff teams in universities. The study finds that problems such as unclear job responsibilities, career development bottlenecks, and inadequate incentive mechanisms severely restrict the effective development of management teams. Therefore, this paper proposes strategies such as clarifying job responsibilities, enhancing the professional abilities of management staff, constructing diversified career development paths, and optimizing incentive mechanisms, aiming to provide theoretical support and practical guidance for the development of university administrative teams. Through a systematic study of job analysis, competency requirements, and career development paths, this paper provides feasible solutions for advancing university management reform and improving management effectiveness.*

Keywords: *University administrative positions, academic staff teams, job responsibilities, career development, incentive mechanisms, Double First-Class initiative*

Introduction

The development of university administrative staff teams is crucial to enhancing university governance and management capabilities. With the rapid growth of higher education, particularly the implementation of the "Double First-Class" strategy, traditional models of administrative team development have increasingly revealed issues such as unclear job responsibilities and inadequate promotion mechanisms. In response to this situation, this paper aims to explore optimization paths for the development of university administrative staff teams. Through measures such as clarifying job responsibilities, optimizing career development pathways, and establishing sound incentive mechanisms, the paper seeks to promote the efficient development of administrative staff teams, providing robust human resource support for the "Double First-Class" initiative. This research not only holds significant theoretical value but also offers a scientific basis for practical operations, especially in the context of the ongoing deepening of university management reforms, where there is a pressing need for practical solutions.

1. The Background and Necessity of the Development of University Administrative Staff Teams

1.1 Driving Forces and Key Mechanisms for the Development of University Administrative Staff Teams

The development of university administrative staff teams is crucial to advancing higher education modernization and optimizing management systems. As universities expand in size and diversify in functions, administrative roles are gradually shifting from traditional administrative support to more strategic and professional management tasks. This transformation requires administrative personnel to not only possess administrative management skills but also have cross-domain coordination, systematic thinking, and efficient decision-making abilities to improve overall operational efficiency. The change in administrative duties drives development, as tasks once focused on routine administration and logistical support now encompass more strategic responsibilities, such as resource allocation, institutional innovation, and research support, requiring a comprehensive perspective for precise decision-making and effective resource integration.

The professionalization and high-quality development of administrative roles are central mechanisms for this evolution. With the rapid growth of higher education and the advancement of digitalization, the academic qualifications and professional backgrounds of administrative personnel have become important standards for evaluating their capabilities. University administrative roles now demand higher academic literacy and specialized skills, particularly in areas such as information technology, big data, and data management. Therefore, improving the professional capabilities of administrative staff has become a key task in team development. Additionally, a well-established career development path and incentive mechanisms are essential for the stability and sustained growth of administrative teams. A scientifically structured promotion system and incentive measures can stimulate staff motivation and creativity, offering clear career planning and diverse training opportunities, which help enhance professional identity and loyalty, promoting long-term team development^[1].

1.2 The Importance of University Development Needs and Administrative Roles

As higher education rapidly develops and the "Double First-Class" initiative is implemented, universities face increased demands regarding their social service functions and international competitiveness, which sets higher standards for administrative management. University administrative staff serve as the core link between education, teaching, research, and logistical support, making their role increasingly significant.

In practice, university administrative staff are tasked with substantial routine work, including educational management, teaching support, research coordination, and resource allocation, which directly influence the quality of education, research output, and campus governance. Meanwhile, the administrative workforce in universities is becoming younger and more highly educated. The new generation of administrators not only demands more professional and systematic approaches to administrative work but also has higher expectations regarding career development paths, promotion mechanisms, and personal growth opportunities.

The importance of administrative roles is not only reflected in their support for internal operations but also in their capacity to enhance overall governance through institutional building, resource optimization, and process improvement. As such, creating a highly skilled administrative team with strong professional identity and sustained development motivation has become an urgent need for universities to achieve comprehensive development^[2].

1.3 The Necessity and Practical Significance of the Research

The study of the development path and practice of university administrative staff teams is not only of significant theoretical value but also holds far-reaching practical significance. From a theoretical perspective, higher education is undergoing a profound reform and transformation period, making the goal of modernizing higher education and ensuring high-quality development increasingly urgent. In this context, improving the management system of universities has become an important task in educational reform. As a core element in achieving this goal, optimizing the development of administrative staff teams directly impacts the improvement of management effectiveness and the assurance of educational quality. Therefore, conducting systematic research on the roles, competencies, promotion mechanisms, and incentive models of administrative staff can not only provide theoretical support for refining university management systems but also offer practical guidance for optimizing organizational structures and enhancing work efficiency.

From a practical standpoint, university administrative staff teams face numerous challenges in the new era. First, there remains some ambiguity in defining administrative roles, with overlapping responsibilities and unclear duties in some positions, leading to inefficiencies. Second, the career development channels for administrative personnel are narrow, and promotion mechanisms are underdeveloped, lacking effective career planning and training systems, which restricts personal development and job loyalty. Additionally, the assessment and incentive mechanisms for administrative roles are not fully established, with delays in rewards and recognition, hindering staff motivation and creativity. These issues not only affect the stability and cohesion of administrative teams but also limit the sustainable development of universities^[3].

Therefore, in-depth research into the development of university administrative staff teams and the proposal of targeted solutions can help clarify job responsibilities, optimize career development paths, and enhance staff motivation and professional commitment. This research will provide scientific

decision-making foundations for human resource management across universities, establish comprehensive assessment systems, incentive frameworks, and promotion channels, and further stimulate the enthusiasm and innovation of administrative staff, improving the overall quality and efficiency of the administrative team.

Furthermore, the study of the development of administrative staff teams in universities has profound significance in advancing the professionalization and modernization of management. By establishing systematic training and development mechanisms, administrative staff's professional capabilities can be enhanced, fully utilizing the human capital of highly educated, specialized personnel to achieve optimal human resource allocation in universities. This approach will not only improve management efficiency but also provide robust talent support and institutional backing for the "Double First-Class" initiative, driving universities' management systems towards higher levels of professionalism. Thus, this research holds both theoretical academic contributions and practical solutions for ensuring sustainable development in universities during the new era.

2. Analysis of the Problems in the Development of University Administrative Staff Teams

2.1 Undefined Job Roles and Responsibilities

In many universities, the definition of administrative staff roles and the division of responsibilities lack systematization and clarity, leading to confusion, overlapping tasks, and even shirking of duties. This ambiguity is particularly evident in job assignments, where the duties of administrative staff often overlap with teaching, research, and administrative affairs. Without unified standards or clear boundaries, it becomes difficult to establish a standardized job system. For example, multiple departments may be involved in the same task, resulting in fragmented management or duplicated efforts, which not only increases communication and coordination costs but also hinders the efficient progression of work^[4].

This lack of clear job definitions not only restricts the professional development of administrative staff but also weakens their role in university governance, making it difficult for the university management system to meet the refined management requirements of the "Double First-Class" initiative. Therefore, clarifying job responsibilities and establishing a clear job system has become an urgent need for university management reform.

2.2 Career Development Bottlenecks and Narrow Promotion Channels

Career development bottlenecks are one of the main issues in the development of university administrative staff teams. Due to the inadequacy of the current promotion system, the career development paths for administrative staff are generally narrow, with limited promotion opportunities. The traditional academic title promotion system in universities mainly focuses on teaching and research achievements, while administrative staff, who lack teaching or research tasks, often face disadvantages in title evaluations, thus limiting their career advancement. At the same time, the internal promotion mechanism for administrative roles is not sufficiently developed; the job structure tends to become rigid, making it difficult for high-performing staff to receive appropriate rewards or promotion opportunities. Conversely, underperforming staff have no reasonable opportunity for job adjustment, and there is a lack of a dynamic management system that allows for upward and downward mobility.

This situation not only affects the job satisfaction of administrative staff but also risks the loss of talented personnel. Moreover, as the administrative staff team becomes younger and more highly educated, these members have higher expectations for career development. The lack of clear promotion channels may undermine their work enthusiasm and innovation drive.

2.3 Insufficient Incentive Mechanisms and Deficiencies in the Evaluation System

The current evaluation and incentive system for university administrative staff also has notable shortcomings. First, many universities still assess administrative staff based on simple task completion rates or workload, lacking scientific, comprehensive, and systematic approaches. This one-dimensional evaluation method fails to accurately reflect the work performance and actual contributions of staff, often encouraging a focus on formal achievements while overlooking innovation and effectiveness in management.

Second, the incentive mechanisms are poorly designed and fail to effectively stimulate staff enthusiasm. High performers are often not sufficiently rewarded or recognized, while underperformers are not subjected to appropriate adjustments or elimination, leading to limited motivational effects and hindering the overall competitiveness of the team. Particularly under the "Double First-Class" initiative, universities need a highly professional and efficient administrative team. However, the flaws in the incentive system restrict the initiative and enthusiasm of administrative staff, which impedes the achievement of high-quality management services^[5].

Therefore, establishing a scientific and comprehensive evaluation system, combined with performance management and incentive measures, to fully mobilize the motivation and creativity of administrative staff, is one of the key issues that universities must address.

3. Optimizing the Development Path for University Administrative Staff Teams

3.1 Clarification of Job Responsibilities and Enhancement of Skill Requirements

3.1.1 Clarifying Job Responsibilities and Standardized Management

The unclear job responsibilities of university administrative staff are a common issue in current management systems, directly affecting the efficiency of staff and the coordination of the overall university operations. To effectively optimize the work performance of the administrative team, it is essential to clearly define the specific duties and job requirements of each administrative position. This process should involve scientific job analysis and needs assessment, aligned with the university's strategic development goals, to accurately determine the core functions and work objectives of each administrative position. Clear job responsibilities help avoid overlap and waste of management resources, and prevent interdepartmental buck-passing or vacancies in roles. Therefore, universities should establish a systematic and standardized job responsibility framework, closely linked to the institution's strategic goals, to provide a scientific basis for recruitment, training, evaluation, and promotion of administrative staff. Standardized management should also include designing appropriate workflows and operational standards based on job characteristics, ensuring that staff have clear directions and specific operational guidelines when fulfilling their duties, thereby improving management efficiency and facilitating smooth and efficient university operations. This approach not only enhances the work motivation and performance of administrative staff but also lays a solid foundation for the long-term development of the university management system.

3.1.2 Skill Requirements and Professional Development

As university educational management becomes increasingly complex, traditional administrative skills no longer meet the needs of university development. Therefore, enhancing the professional skills of administrative staff is a priority. Universities should set specific skill requirements for different administrative positions, especially in areas such as information technology, strategic management, and cross-cultural communication, ensuring that these skills align with the job responsibilities. Additionally, through regular training and continuing education, administrative staff should be supported in continuously updating their knowledge and improving their practical skills to adapt to the rapidly changing educational environment and management demands.

3.2 Building Diverse Career Development Paths

3.2.1 Establishing a Multi-Track Promotion System

To stimulate the enthusiasm of administrative staff and promote their career development, universities should establish a multi-track promotion system that provides space for advancement not only in administrative positions but also through the dual-track system of academic title assessment and professional skills development. Through both position promotion and academic title advancement channels, administrative staff can improve both administrative functions and professional development. For example, universities can create a series of educational management titles and establish a tiered title evaluation system to provide a clearer career development path for staff. Furthermore, specialized positions can be created to break the limitations of traditional position promotion, allowing staff to develop at a higher level within their professional field^[6].

3.2.2 Horizontal Mobility and Cross-Departmental Development

Career development for administrative staff should not be limited to vertical promotion but should

also emphasize horizontal mobility. Through job rotation and cross-departmental communication, staff can gain more work experience and skill improvements, enhancing their overall capabilities and adaptability. Universities can encourage staff mobility between positions through internal exchange mechanisms and job rotation systems, providing opportunities for cross-departmental and cross-disciplinary development. Additionally, offering domestic and international learning exchange opportunities helps broaden the staff's perspectives and improve their management abilities.

3.2.3 Personalized Career Planning and Development Support

Considering the individualized needs of administrative staff, universities should provide tailored career planning support for each staff member. Through regular career planning and guidance, combined with personal interests and development potential, administrative staff can be assisted in clarifying career goals and provided with the necessary resources based on their developmental needs. For instance, mentoring from senior managers can help younger administrative staff grow quickly, or academic conferences and industry exchanges can enhance their professional knowledge and social networks. By offering personalized career planning, universities can better retain talent and stimulate enthusiasm for work.

3.3 Improving the Incentive Mechanism and Support System

3.3.1 Designing a Diversified Incentive Mechanism

To effectively enhance the work enthusiasm and satisfaction of administrative staff, a scientifically designed incentive mechanism is necessary. First, universities should implement a diversified performance evaluation system to ensure objectivity and fairness in the evaluation process. Methods such as KPI (Key Performance Indicators) and 360-degree assessments can be used to comprehensively evaluate staff performance and abilities. In addition to traditional performance evaluations based on work results, staff should also be assessed on innovation, teamwork, and other aspects, ensuring a more comprehensive and targeted evaluation. Through a scientific performance evaluation system, work outcomes can be directly linked to promotions, rewards, and other incentives, thereby motivating administrative staff and encouraging their creativity.

3.3.2 Aligning Salary Systems with Work Incentives

Optimizing the salary system is a crucial component of the incentive mechanism. Universities should establish a reasonable salary system based on position value, work performance, and individual ability, ensuring that the income of administrative staff is aligned with their job performance. Salary incentives should not only focus on base salary but also include performance bonuses, annual rewards, and other detailed designs. Moreover, given the high qualifications and education level required for administrative positions, universities should align their salaries with market standards to offer competitive compensation packages, attracting and retaining high-level administrative talent.

3.3.3 Long-Term Support and Security for Professional Development

An effective incentive mechanism should also include long-term support measures for the professional development of administrative staff. Universities should establish a comprehensive career development support system, providing staff with ongoing learning and development opportunities. Through continuing education, training courses, and domestic and international academic exchanges, staff can enhance their professional skills and maintain their competitiveness. Additionally, universities can leverage modern information technology to create digital management platforms that simplify daily management processes, reducing the workload of administrative staff and freeing up more time for professional development. Through a comprehensive support system, administrative staff's work and development can complement each other, creating a positive and sustainable cycle.

Conclusion

Through an in-depth analysis of the current state of university administrative staff teams, this paper identifies the main problems and proposes specific optimization paths. In the future, it is essential to further improve job analysis, clarify job responsibilities, and ensure that each position's objectives and functions align with the university's development goals. Additionally, constructing diverse career development paths, breaking the limitations of traditional academic title promotion, and promoting the professional and systematic development of administrative staff are key priorities. Finally, establishing a scientific incentive mechanism and performance management system, with a reasonable salary

system and long-term career development support, will stimulate staff's enthusiasm and creativity. In the future, the development of university administrative staff teams will place greater emphasis on aligning job responsibilities with institutional needs and supporting individual career development, aiming to achieve significant breakthroughs in optimizing management systems and improving management effectiveness.

References

- [1] Wei, Y. "Current Status and Development Strategies of University Academic Management Staff under the 'Double First-Class' Initiative," *Office Affairs*, 2024, (17): 166-168.
- [2] Ma, Y. "Career Development Dilemmas and Countermeasures for University Administrative Staff," *Office Affairs*, 2024, (20): 114-116.
- [3] Liu, X. "Research on the Development Path of University Administrative Talent Teams in the New Era," *Office Affairs*, 2024, (08): 115-117.
- [4] Tan, L. "Investigating Current Issues and Countermeasures in University Staff Performance Evaluation," *Business News*, 2023, (10): 187-190.
- [5] Yao, M., Xu, G., Wang, Z. "Pathways for Classified Management and Development of University Faculty Teams," *University Education*, 2022, (02): 192-195.
- [6] Ren, H. "Career Status and Development Paths of University Education Management Talent Teams," *Talent Resource Development*, 2020, (21): 15-17.