

Discussion on Methods and Paths of Teaching Affairs Management Team Construction in Colleges and Universities under the Digital Background

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Abstract: At present, we have already entered the digital age. While digital technologies such as big data and artificial intelligence bring convenience to various fields of people's lives, they also provide new opportunities for the reform of higher education. Against this background, the construction of teaching affairs management teams is also facing new challenges. How to use the advantages of digitalization to empower the construction of teaching affairs management teams has become an urgent issue for colleges and universities to consider. Based on this, this paper not only analyzes the value and significance of digital empowerment in the construction of teaching affairs management teams in colleges and universities, but also discusses the methods and paths of constructing such teams under the digital background, which is for reference only for relevant personnel.

Keywords: Digitalization; College and university teaching affairs management; Team construction; Methods and paths

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1. Introduction

In higher education, teaching affairs management, as a core link of educational management, is directly related to the quality of education and teaching, as well as talent cultivation in colleges and universities. With the advent of the digital age, the teaching affairs management in colleges and universities is also ushering in new changes. On the one hand, digital technology has brought new impetus to the optimization of all links and processes of educational management. On the other hand, digitalization has promoted the improvement and development of the overall quality and literacy of the teaching affairs management team^[1]. However, we can also see that there are problems such as insufficient digital literacy of personnel and imperfect guarantee mechanisms in the current process of digital reform of teaching affairs management in colleges and universities, which also affects the quality of running schools. In this regard, it is necessary for colleges and universities to base themselves

on the new background of the times, actively explore the methods and paths for the construction of teaching affairs management teams in the digital age, so as to comprehensively improve the level of teaching affairs management and truly enable digitalization to empower the innovation and development of higher education^[2].

2. The value and significance of digital empowerment in the construction of teaching affairs management teams in colleges and universities

2.1. Improving the efficiency of teaching affairs management and addressing the pain points of traditional management

In reality, the traditional teaching affairs management model in colleges and universities mainly relies on human resources. This often leads to problems such as poor communication and low work efficiency in practical work, which directly affects the improvement of educational quality and management level in colleges and universities. In the digital age, however, schools can rely on digital technology to reshape the teaching affairs management system and processes. For example, big data technology can be used to automatically collect and process educational information, which significantly enhances the accuracy and effectiveness of teaching affairs management^[3]. Moreover, from the perspective of management resources, the application of digital technology has changed the previous “information island” situation in teaching affairs management and promoted the timely update of information and data related to educational management. Relevant personnel can quickly obtain various teaching data through digital technology and make corresponding management decisions based on this data^[4]. In addition, they can use digital technology to reduce repetitive work processes and free up human resources, thereby overcoming problems such as low efficiency in traditional educational management.

2.2. Optimizing the quality of educational services and meeting the core needs of teachers and students

For the teaching affairs management of colleges and universities, its core goal is to ensure the quality of educational services. However, under the traditional teaching affairs management model, problems such as oversimplified and over-standardized services are prominent, making it difficult to meet the personalized and diversified needs of teachers and students. This also affects the actual quality of educational management^[5]. With the support of digital technology, teaching affairs management can more accurately grasp the actual needs of teachers and students, and then provide them with diversified and personalized services. At the same time, in terms of service content, the application of digital technology has promoted the reform of educational resources, educational methods, and management processes. Relevant personnel can use digital technology and systems to achieve efficient and accurate office work, which can also effectively reduce the practical costs in services^[6]. In addition, digital technology endows teaching affairs management with more precise service objectives. On the one hand, this can promote the effective integration of education and teaching with students' needs in professional learning, hobbies, and career planning, further facilitating students' learning and growth. On the other hand, it can also provide teachers with personalized educational innovation services, enabling them to obtain accurate data and information, thereby effectively advancing the process of teaching reform and helping to elevate the quality of higher education and teaching to a higher level.

2.3. Promoting the innovation of management models and adapting to the development trend of colleges and universities

Currently, the development process of higher education is accelerating, and colleges and universities are facing

practical challenges such as the innovation of teaching models and the upgrading of management systems. The traditional teaching affairs management model is obviously unable to match the new trend of reform ^[7]. The application of digital technology can provide new directions and paths for teaching affairs management. Relevant personnel can obtain comprehensive and accurate educational information based on digital technology, explore the potential issues in educational innovation and educational management behind the information, and then promote the modernization reform and innovation of the teaching affairs management model. At the same time, the application of digital technology has also promoted information sharing between the teaching affairs management department and other departments. It breaks down the barriers between teaching, management, scientific research, and other fields under the traditional model, forming a new integrated pattern of teaching affairs management, thus effectively improving the quality of educational management in colleges and universities. In addition, in the application of digital technology, the teaching affairs management model can also obtain continuous innovation momentum. Colleges and universities can innovate educational management policies and models based on big data analysis, ensuring that educational management always aligns with the development of colleges and universities, thereby laying a solid foundation for the modernization reform and development of higher education.

3. Methods and paths for the construction of teaching affairs management teams in colleges and universities under the digital background

3.1. Clarifying competence standards and constructing a digital competence framework

Clear competence standards are an important prerequisite for the construction of teaching affairs management teams in colleges and universities in the new era. Against this background, colleges and universities should clarify digital competence standards and build a corresponding competence framework system for the construction of teaching affairs management teams under the digital context. Specifically, it is necessary to create a three-dimensional integrated digital competence framework based on specific teaching affairs management processes and post settings ^[8]. At the basic dimension, focus should be placed on the basic digital application capabilities of teaching affairs management personnel. This includes the use of digital software in daily office work, the collection and entry of data and information, etc. Such a design ensures the steady progress of teaching affairs management work in the digital age. At the professional dimension, emphasis should be laid on the professional digital capabilities of teaching affairs management personnel. For example, teaching management personnel are required to have good data analysis and modeling capabilities; academic management personnel need to possess strong digital system operation and data storage application capabilities; teaching staff should have proficient digital educational software operation capabilities. These requirements effectively promote the advancement of teaching affairs management work ^[9]. At the advanced dimension, it is necessary to meet the innovation capability needs in the digital age. Relevant personnel are required not only to have good digital technology operation and application capabilities, but also to innovatively use digital technology to solve practical problems based on their own work. On this basis, greater attention should be paid to cultivating the literacy of teaching affairs management personnel, such as information security awareness and digital ethics awareness. This guides them to properly respond to the challenges of teaching affairs management in the digital age and comprehensively improve the overall level of the teaching affairs management team.

3.2. Optimizing the selection mechanism and consolidating the digital foundation of the team

Talent selection is a key link in the construction of teaching affairs management teams in colleges and universities. Faced with the current background of digital reform, colleges and universities should also optimize

the selection mechanism of teaching affairs management teams, and select and introduce talents with strong digital practical potential and capabilities to ensure that personnel competence and standards meet requirements. In the personnel recruitment process, the traditional “education-oriented” model should be changed, and greater focus should be placed on talents’ digital operation and application capabilities^[10]. For example, clearly require relevant personnel to have good data tool application capabilities, data query and analysis capabilities, as well as corresponding experience in information-based and digital teaching affairs management. On this basis, the assessment model should also be reformed. For instance, practical operations and case analysis of digital teaching affairs management can be introduced to examine talents’ practical capabilities in digital teaching affairs management, thereby ensuring that relevant personnel meet the standards for digital operation capabilities and literacy. In the internal selection and adjustment process, the evaluation mechanism should be improved. Regular evaluations of teaching affairs management personnel’s digital operation capabilities and innovation capabilities should be conducted. Then, qualified talents are assigned to relevant positions or tasks in digital teaching affairs management, which improves the accuracy and effectiveness of teaching affairs management^[11]. Attention should be paid to the age structure of the teaching affairs management team. Appropriately increase the introduction of young talents, leverage their advantage of sensitivity to digital technology, inject more vitality into the teaching affairs management team, and promote the improvement of the overall talent quality of the team.

3.3. Improving the training system and enhancing the team’s digital literacy

A scientific and comprehensive training system is an effective way to promote the construction of teaching affairs management teams in colleges and universities. In this regard, in the digital age, colleges and universities should actively advance the reform of the teaching affairs management training system to lay the foundation for improving the overall digital literacy of the team. In terms of training content, modules such as digital software application, system operation, and information organization and analysis should be actively introduced to quickly enhance the digital application capabilities of teaching affairs management personnel^[12]. On this basis, “differentiated training” should be carried out according to the actual digital competence of talents. For example, for personnel with insufficient digital application capabilities, training on digital system operation and digital office work should be focused on, enabling them to gradually adapt to the new changes in teaching affairs management in the digital age. For personnel with a certain digital foundation, training on teaching affairs management related to big data and artificial intelligence can be conducted to promote the upgrading and advancement of their digital teaching affairs management capabilities. In terms of training models, the traditional single centralized training model should be changed. A hybrid and three-dimensional model combining “online + offline” and “theory + practice” should be adopted to promote the training of personnel’s digital capabilities and continuously improve their digital literacy. For instance, while conducting offline centralized training, online teaching can be actively carried out, allowing relevant personnel to learn and improve regardless of time and location^[13]. Additionally, teaching affairs management personnel can be organized to form digital teaching and research groups. These groups can conduct discussions, analyses, and experience exchanges on practical issues in the process of digital reform of teaching affairs management, thereby promoting the development of their overall digital capabilities and literacy. Furthermore, a sound training feedback mechanism should be established. The effectiveness of personnel training should be evaluated through various methods such as theoretical assessments, practical operations, and result tracking. Then, targeted training and guidance should be provided based on the identified problems, so as to drive the development of the overall digital application

capabilities and digital literacy of the teaching affairs management team.

3.4. Building practical platforms and promoting the transformation of digital capabilities

In the digital age, the construction of teaching affairs management teams in colleges and universities cannot do without the support of practical platforms. In this regard, colleges and universities should accelerate the construction of digital practical platforms to promote the improvement of the digital capabilities and literacy of teaching affairs management personnel. First, a practical platform can be built relying on the school's digital education system. This platform provides a practice space for teaching affairs management personnel to apply digital software and operate digital systems, allowing them to enhance their digital application capabilities through practice ^[14]. Second, digital management innovation projects can be established to create a “digital application and innovation” platform for teaching affairs management personnel. This platform guides them to innovatively apply digital technology based on their own job responsibilities, such as carrying out digital teaching affairs coordination management and digital teaching quality inspection. Through this, they can give full play to their subjective initiative in project research and practice, explore the innovative application of digital technology in teaching affairs management, and cultivate their innovative thinking and practical capabilities. Moreover, based on the current background of artificial intelligence development, an “AI +” digital practical platform should be actively built, enabling teaching affairs management personnel to conduct free practice and training based on AI technology. For example, an AI technology platform can be used to build a teaching affairs management practice space, allowing personnel to carry out personalized and intelligent digital practice according to their own job tasks. On this basis, the intelligent analysis and push functions of AI technology can be used to assess their digital capabilities, provide accurate guidance and personalized resource services, and effectively cultivate their digital capabilities and literacy, thereby enhancing the overall digital application capabilities of the teaching affairs management team.

3.5. Improving the guarantee mechanism and stimulating the motivation for team construction

The high-quality construction of teaching affairs management teams in colleges and universities cannot be separated from a sound guarantee mechanism. In this regard, in the digital age, colleges and universities should also optimize and improve the teaching affairs management guarantee mechanism to stimulate the development motivation of personnel. In terms of the incentive mechanism, colleges and universities can link the digital effectiveness of teaching affairs management with the personal work performance of personnel. They can set digital assessment indicators such as digital tool application capabilities and the completion of digital projects, and connect digital capabilities and literacy with their performance-based salaries and bonus payments. This further stimulates their awareness of digital practice and independent learning ^[15]. On this basis, awards such as “Model of Digital Teaching Affairs Management” can also be designed to recognize personnel who have made outstanding contributions in the digital reform of teaching affairs management. For example, our university is exploring and practicing the selection of excellent teaching affairs staff every year or every other year, with supporting bonuses and certificate incentives. At the same time, these staff are given priority when selecting university-level excellent employees, which has improved the work enthusiasm and self-improvement motivation of teaching affairs management personnel to a certain extent. In terms of the support mechanism, colleges and universities should increase investment in digital construction, provide teaching affairs management personnel with necessary digital software, hardware, and equipment, and ensure their digital

practice and application. At the same time, efforts should be made to further strengthen the construction of data resources, improve the collection, integration and sharing mechanism of teaching affairs management data, and provide sufficient data support for management personnel to carry out data analysis and application. In terms of system construction, colleges and universities should accelerate the introduction of systems such as digital management and usage standards for teaching affairs management, and clarify the processes and standards for the digital reform of teaching affairs management work. On this basis, the communication mechanism between the teaching affairs management department and other departments should be improved, and the information sharing between teaching affairs management and teachers and other subjects should be strengthened. This helps to promptly identify and solve the needs of teachers and students, as well as practical problems in the digital reform of teaching affairs management, thereby laying a solid institutional guarantee for the construction of teaching affairs management teams.

4. Conclusion

In conclusion, in the new era, higher education has also ushered in the wave of digital reform. Against this background, the construction of teaching affairs management teams in colleges and universities also urgently needs innovation and reform. Colleges and universities should base themselves on the current situation of educational digital reform, and grasp the role of digital technology in promoting the construction of teaching affairs management teams. On this basis, they should actively explore the methods and paths for the construction of teaching affairs management teams, and continuously improve the digital capabilities, digital literacy, and comprehensive quality of teaching affairs management personnel. This will better ensure the efficiency and quality of teaching affairs management work, and provide strong support for the improvement of the quality of education, teaching, and talent cultivation in colleges and universities.

Disclosure statement

The author declares no conflict of interest.

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