

Research on Strategies for Improving the Competence of University Teaching Management Teams in the New Era

Han Wang*

Wuhan College of Arts and Sciences, Wuhan, Hubei, China

**Author to whom correspondence should be addressed.*

Copyright: © 2026 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: The high-quality development of higher education in the New Era has put forward new requirements for university teaching management in terms of professionalism, digitalization, refinement, and scientization. As the maintainers of teaching order, promoters of teaching reform, and guarantors of education services, the comprehensive competence of teaching management teams directly determines the quality of talent cultivation and the level of teaching governance. Based on the educational background of the New Era, this paper expounds the important value of improving the competence of teaching management teams, and constructs systematic improvement strategies from the aspects of political literacy, professional competence, digital governance, service awareness, and institutional guarantee, providing references for building high-quality, professional, and innovative teaching management teams.

Keywords: New era; Universities; Teaching management team; Competence improvement; Teaching governance; High-quality development

Online publication: June 30, 2026

1. Introduction

The core proposition of China's higher education development in the New Era has shifted from "scale expansion" to "quality improvement," and from "extensional development" to "connotative construction." With the in-depth implementation of the education digitalization strategy, a series of reforms have been comprehensively promoted, including online-offline blended teaching, credit system reform, modular teaching, process assessment, industry-education integration, professional accreditation, first-class course construction, and revitalization of grassroots teaching organizations. As a result, the work content, operation mode, service approach, and technical means of university teaching management have undergone profound changes^[1].

Teaching management is the "central nervous system" of talent cultivation in universities, running through the entire process of talent training program formulation, curriculum construction, classroom teaching, practical training, student status management, examination and assessment, quality monitoring, and graduation

verification^[2]. Teaching administrators are not only the implementers of teaching policies and maintainers of teaching order, but also the organizers of teaching reform, providers of teaching services, and responders to the needs of teachers and students. A high-quality, professional, and innovative teaching management team is a fundamental and strategic support for ensuring the orderly operation of teaching activities, improving the efficiency of teaching management, stimulating the vitality of teaching reform, and enhancing the quality of talent cultivation.

However, in the actual process of running schools, some universities do not pay enough attention to the construction of teaching management teams, showing tendencies such as “valuing teaching over management,” “valuing teachers over administration,” and “valuing use over cultivation.” This has led to problems such as low professionalism, insufficient digital competence, weak service awareness, lack of innovation ability, and low professional identity among some teaching administrators, making it difficult to adapt to the practical needs of high-quality development of higher education in the New Era^[3]. Based on this, this paper conducts research on the value and strategies for improving the competence of university teaching management teams in the New Era.

2. The value of improving the competence of university teaching management teams in the new era

2.1. The internal foundation for ensuring high-quality development of higher education

High-quality development is the theme of higher education in the New Era, and standardized, scientific, and refined teaching management is the prerequisite for high-quality talent cultivation. Teaching management directly determines the efficiency of teaching operation, the quality of curriculum implementation, the effect of practical teaching, the efficiency of teaching resource allocation, and the level of teaching quality monitoring^[4].

Improving the competence of teaching management teams can ensure the strict implementation of talent training programs, the orderly development of curriculum teaching, the standardized and controllable teaching process, and the scientific and fair teaching evaluation, laying a solid foundation for the high-quality development of higher education from the institutional, procedural, and implementation levels. Without efficient and stable teaching management, teaching reform will be difficult to implement, classroom quality will be difficult to guarantee, and the quality of talent cultivation will become a source without water. Therefore, strengthening the construction of teaching management teams' competence is an inherent requirement for ensuring university teaching order, consolidating the foundation of school running, and achieving connotative high-quality development.

2.2. The key driving force for promoting educational and teaching reform and innovation

At present, university teaching reform has entered a deep-water zone: the construction of new engineering, new liberal arts, new medical sciences, and new agricultural sciences is accelerating; the OBE (Outcome-Based Education) concept has taken root; reforms such as credit system, flexible academic system, major transfer, minor majors, and micro-majors are continuously deepening; and new teaching models such as online-offline blended teaching, virtual simulation experiments, project-based learning, and inquiry-based learning are fully popularized^[5].

Whether teaching reform can be implemented and achieve results largely depends on the execution, coordination, innovation, and service capabilities of the teaching management team. Only when teaching

administrators possess reform awareness, learning ability, overall planning ability, and implementation ability can they effectively promote the optimization of training programs, the reconstruction of curriculum systems, the innovation of teaching methods, and the reform of quality evaluation, truly transforming advanced educational concepts into specific teaching behaviors. Therefore, improving the competence of teaching management teams is the key driving force in stimulating the vitality of teaching reform and promoting educational and teaching innovation.

2.3. The core support for improving the quality of education and service level in universities

The essence of teaching management is service-oriented education, management-oriented education, and environment-oriented education. Teaching administrators have direct daily contact with teachers and students, responsible for high-frequency service matters such as course selection, scheduling, examinations, grades, student status, graduation, internships, and certificates. Their work attitude, service efficiency, and communication ability directly affect the experience of teachers and students and the educational atmosphere ^[6].

The New Era emphasizes the educational concept of “student-centered and teacher-oriented,” requiring teaching management to shift from “control-oriented” to “service-oriented” and from “passive response” to “active service.” A teaching management team with strong competence, excellent work style, and good service can simplify work processes, improve work efficiency, respond to the demands of teachers and students promptly, resolve teaching conflicts, create a harmonious, orderly, and warm educational environment, and significantly enhance the satisfaction and sense of gain of teachers and students. Therefore, improving the competence of teaching management teams is the core support for implementing the fundamental task of fostering virtue through education and improving the quality of education.

3. Strategies for improving the competence of university teaching management teams in the new era

3.1. Strengthen political guidance and enhance political literacy and ideological consciousness

Political literacy is the primary requirement for teaching administrators. First, strengthen the theoretical study. Organize teaching administrators to in-depth study Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the important discourse on education, and relevant national education policies, firmly establishing the correct political direction and educational values. Second, integrate Party building with business ^[7]. Promote the deep integration of Party building work and teaching management, give full play to the vanguard and exemplary role of Party members among teaching administrators, and lead the team to perform their duties with high standards. Third, strengthen ideological and political construction. Guide teaching administrators to firmly establish the awareness of “fostering virtue through education,” integrate ideological and political elements into the whole process of teaching management, and ensure that teaching management work always adheres to the correct political direction.

3.2. Focus on professional training and improve professional business competence

Professional competence is the core of teaching management. First, build a systematic training system. Formulate a hierarchical and classified training plan covering basic business, professional skills, and advanced

management, and carry out regular training on teaching management norms, curriculum construction, quality monitoring, and reform policies. Second, strengthen practical exercise. Encourage teaching administrators to participate in grassroots teaching organizations, teaching research activities, and teaching reform projects, and improve their practical ability to solve problems in teaching management^[8]. Third, promote professional certification and title evaluation. Encourage teaching administrators to obtain relevant professional qualifications and participate in professional title evaluation in the field of education management, enhancing their professional identity and competence.

3.3. Accelerate digital empowerment and improve digital governance capability

Digital capability is an essential skill for teaching administrators in the New Era. First, strengthen digital literacy training. Carry out targeted training on educational information technology, big data applications, intelligent management systems, and online teaching platforms to improve the ability of teaching administrators to use digital tools. Second, promote the application of digital management systems. Promote the construction and application of intelligent teaching management platforms, realize the digitalization and intelligence of work, such as course scheduling, student status management, and quality monitoring, and improve work efficiency. Third, innovate digital service models. Use digital means to provide teachers and students with convenient services such as online consultation, one-stop handling, and data query, promoting the transformation of teaching management to digital governance.

3.4. Cultivate service awareness and improve service and communication ability

Service awareness is the basic quality of teaching administrators. First, establish a service-oriented concept. Guide teaching administrators to firmly establish the concept of “serving teachers and students,” change from “management” to “service,” and take meeting the needs of teachers and students as the starting point and foothold of work. Second, improve communication and coordination skills^[9]. Strengthen training on communication art, conflict resolution, and cross-departmental coordination, and improve the ability to communicate effectively with teachers, students, and various departments. Third, optimize service processes. Simplify work procedures, reduce unnecessary links, promote one-stop service and online handling, and improve service efficiency and teacher-student satisfaction.

3.5. Stimulate innovation vitality and enhance reform and innovation ability

Innovation ability is the key to adapting to teaching reform. First, update management concepts. Guide teaching administrators to keep pace with the times, learn advanced teaching management concepts and models at home and abroad, and enhance awareness of reform and innovation. Second, encourage management innovation. Support teaching administrators to optimize processes, improve methods, and summarize experience based on actual work, forming replicable and promotable teaching management innovation cases. Third, strengthen cross-departmental collaboration. Establish a collaboration mechanism among academic affairs offices, colleges, teaching and research offices, student affairs, informatization, and logistics departments, improving the ability of overall planning, joint promotion, and efficient implementation.

3.6. Improve assessment, incentive and career development mechanisms to stimulate internal motivation

Empower teaching management teams from the institutional level, so that those who work hard have a

stage and those who achieve results are rewarded. First, improve the assessment and evaluation mechanism. Establish an assessment system with work performance, service quality, standard implementation, reform effectiveness, and teacher-student satisfaction as the core, implement quantitative assessment, openness and transparency, and reward the good and punish the bad ^[10]. Second, improve the incentive and guarantee mechanism. Tilt performance distribution, commendation and evaluation, professional title promotion, and post appointment to the frontline of teaching management, so that excellent teaching administrators have status, treatment, and dignity. Third, unblock career development channels. Establish career development paths for teaching management in terms of job ranks, professional levels, and career growth, providing teaching administrators with opportunities for learning, improvement, job rotation, and promotion, enhancing their professional sense of belonging and willingness to engage in teaching management for a long time.

3.7. Strengthen team culture construction and build a high-quality teaching management iron army

Focus on the construction of team cohesion, centripetal force, and combat effectiveness, creating a working atmosphere of unity, cooperation, positivity, and mutual progress. First, build communication platforms. Regularly hold teaching management meetings, experience sharing sessions, and problem review meetings to promote information exchange, experience sharing, and ability complementarity. Second, promote team spirit. Advocate division of labor and cooperation, mutual support, and close coordination, forming a working force of “thinking in one place and exerting strength in one place.” Third, strengthen humanistic care. Pay attention to the work pressure and mental health of teaching administrators, give understanding, support, and respect, and enhance team cohesion and sense of belonging.

4. Conclusion

University teaching management teams in the New Era are a key force for ensuring teaching order, promoting teaching reform, improving the quality of education, and advancing the digital transformation of education. Strengthening the improvement of teaching management teams’ competence is an inherent requirement for the high-quality development of higher education, a practical need for deepening educational and teaching reform, a necessary path for improving the modernization of university governance capacity, and an important guarantee for implementing the fundamental task of fostering virtue through education and running education satisfactory to the people.

Facing the New Era, new missions, and new requirements, universities must attach great importance to the construction of teaching management teams, adhere to the simultaneous development of political guidance, professional empowerment, digital empowerment, institutional empowerment, and cultural empowerment, and make systematic efforts from six dimensions: ideological and political literacy, professional business competence, digital governance capability, service and communication ability, reform and innovation ability, and career development motivation. We should build a long-term mechanism of normalized training, standardized operation, refined service, digital support, institutionalized incentives, and humanized care, and comprehensively improve the comprehensive quality and performance ability of teaching management teams.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Deng D, Zhou F, 2025, Value, Dilemma and Countermeasures for Improving Digital Literacy of Administrative Staff in Local Universities. *Industrial & Science Tribune*, 24(22): 262–264.
- [2] Wang Z, Xu H, 2025, Research on the Application of Demand Theory in Developmental Evaluation and Incentive of University Teaching Management Teams. *Teacher*, (25): 117–120.
- [3] Zhang Y, Zhu Y, Wang F, 2025, Research and Practice on the Path of Integrating Party Building with Business to Improve the Quality of Education and Teaching. *University*, (20): 23–26.
- [4] Yu L, Yu H, 2025, Current Situation and Promotion Strategies of University Teaching Secretary Team Construction in the New Era. *Talent*, (19): 121–124.
- [5] Jiang J, Wang H, Wang H, et al., 2025, Research on the Path of Integrating Ideological and Political Elements into Secondary Teaching Management in Universities in the Digital-Intelligent Era. *Modern Business & Industry*, (12): 226–229.
- [6] Chen Z, Yang X, 2025, Analysis and Countermeasures of University Teaching Management Mode Based on the Concept of New Engineering Construction. *Education and Teaching Forum*, (12): 12–15.
- [7] Chen C, 2023, Research on the Construction of Teaching Management Teams in Private Universities, thesis, Fujian Agriculture and Forestry University.
- [8] Tang Y, 2022, A Brief Analysis on the Standardized Construction and Competence Improvement of University Teaching Secretary Teams. *China Standardization*, (02): 182–184.
- [9] Chen Y, 2020, Analysis of University Teaching Management in the Network Era. *Science & Technology Information*, 18(35): 140–142.
- [10] Shi Y, 2020, Research on Improving the Competence of University Teaching Management Teams in Blended Learning Environment. *University*, (27): 94–95.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.