

The Theory and Path of Constructing an Integrated Management Model for One-Stop Student Communities

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Abstract: The construction of the "one-stop" integrated management model for student communities emphasizes bringing the educational resources and strength of universities directly to student communities, providing the warmest care to accompany students' healthy growth. By strengthening the "student-centered" philosophy of university governance, the aim is to improve the quality of working for, caring for, and serving students, thereby achieving comprehensive management and services within student communities.

Keywords: University; One-stop Student Community; All-round Education.

1. Introduction

In 2020, "Opinions of the Ministry of Education and Eight Other Departments on Accelerating the Construction of the Ideological and Political Work System in Universities" proposed the construction of "one-stop" student communities. Relying on student living areas like residential colleges and dormitories, the reform of student organizational forms, management models, and service mechanisms is explored, while promoting the entry of party organizations, management departments, service units, and other entities into the communities to carry out their work. This aims to deploy university leadership, management, service, and ideological strengths into frontline education management and service for students. Recent years have seen universities increasingly focusing on personalized student development and comprehensive growth, gradually advancing the construction of "one-stop" student communities.

During construction, the Ministry of Education has guided various universities in strengthening the "student-centered" philosophy, aiming to achieve the goals of serving, caring for, and centering around students through the "one-stop" integrated management model. Currently, universities across the country are actively advancing the "one-stop" community construction work, while continuing to explore and innovate in practice. In the future, with the ongoing development of information technology and the evolving needs of students, the construction of one-stop student communities will see greater progress in aspects like intelligence and personalization.

2. Background and Necessity of Constructing the One-Stop Integrated Management Model for Student Communities

2.1. Community and Student Community

The concept of a community originates from the German sociologist Ferdinand Tönnies' book "Community and Society" (1887), where he detailed the basic characteristics and formation process of communities. Tönnies argued that a community consists of people with shared beliefs, values,

traditions, and behaviors, where members have a strong sense of identity and belonging. In communities, people interact, communicate, and collaborate to meet their needs and achieve their goals. The study of communities has since evolved into an important branch of sociology. Early community studies focused on the formation and development processes, as well as social relationships and cultural characteristics. With the growth of sociology, the scope expanded to include aspects like community resources, power, management, and development. In Chinese sociological research, the concept of "community" is also widely used. Chinese scholars define a community as a group of people sharing cultural, social, and economic characteristics, emphasizing the importance of communities in social management, social development, and sustainable development.

The concept of the "student community" has developed alongside the modern education system. In modern educational philosophy, a "student community" integrates students' learning and living environments to create a comprehensive and diverse educational setting. As higher education has developed and reformed, the "student community" concept has gained traction in China. In recent years, Chinese universities have actively explored the construction of "student communities." Through renovations and new constructions, the addition of student activity facilities, and the enhancement of student services, they aim to create an integrated "student community" that combines learning, living, and entertainment.

Student Community and University Development

The construction of student communities is closely related to university development and talent cultivation. The construction of student communities is an important part of university development. Student communities not only provide living and learning spaces but are also integral to campus culture. By building quality student communities, universities can enhance students' sense of belonging, improve their satisfaction with their institution, and contribute to the overall image and reputation of the university.

Student communities also play a positive role in talent cultivation. In a well-functioning community, students can better integrate into groups, cultivate teamwork and social skills, and access more opportunities for practice and growth.

Additionally, communities offer various learning resources and living experiences, helping students broaden their horizons and enhance their overall abilities to adapt to societal needs.

University development and talent cultivation have posed new requirements and challenges for student community construction. With the reform and development of higher education, universities must continuously update their educational concepts and management models to meet the needs of talent cultivation in the new era. Simultaneously, as society evolves, student community construction must also be continuously updated and improved to meet students' changing needs and lifestyles.

The construction of student communities, university development, and talent cultivation are mutually promoting and influencing. Only by strengthening student community construction can better support and guarantees be provided for university development and talent cultivation. By adapting to the needs of societal development, student community construction and university advancement can be effectively propelled forward.

3. Current Situation and Challenges in Constructing the One-Stop Integrated Management Model for Student Communities

In recent years, the one-stop integrated management model for student communities has received wide attention and promotion across China. Many universities are actively advancing this model to provide more convenient and efficient student services, encompassing learning, living, and entertainment aspects such as libraries, dormitories, cafeterias, and sports halls. Online and offline services are also offered, such as course selection and venue reservation. Although the construction of the "one-stop" integrated management model for student communities has achieved some progress, it still faces numerous difficulties and challenges. In many universities, the construction primarily focuses on design and form, rather than substance. To further advance this model, continuous attention to and resolution of practical issues is needed. Currently, some universities still have shortcomings in terms of service quality and efficiency, mainly in the following aspects.

3.1. Hardware Facilities and Management

Due to space limitations, student communities may not provide sufficient facilities to meet all student needs. For instance, students may require more study areas, leisure spaces, or sports facilities, but limited space may restrict the availability of these amenities.

To ensure the smooth operation of the "one-stop" integrated management model for student communities, a highly qualified staff team is required. However, some universities currently face a shortage of talent and lack adequate training for this purpose. In some cases, universities have simply stationed counselors in dormitories to address this issue, but the outcomes have not been satisfactory and have even led to additional problems.

3.2. Lack of Student Engagement in the Community

Some students focus more on their own studies and personal life, neglecting the responsibility and opportunities

to participate in community activities and services. Due to limited social skills, they may find it difficult to communicate and collaborate with others, making it challenging to integrate into community life. They may lack interest in community activities and services or harbor doubts about community values and philosophies. Furthermore, time and energy constraints, due to heavy academic pressure or personal matters, can prevent them from participating in community activities. Some students may also lack effective avenues for engagement, not knowing how to get involved or lacking access to relevant information and resources.

3.3. Lack of Effectiveness in Community Building

The core purpose of constructing a "one-stop" student community is to better serve students and enhance their overall development. However, in practice, some universities focus excessively on building physical infrastructure and completing administrative tasks while neglecting the construction of a nurturing environment, which leads to a lack of cultural depth and atmosphere, preventing the community from fully realizing its intended function.

The construction of "one-stop" student communities requires the integration of resources from both inside and outside the university, including teachers, counselors, administrative staff, enterprises, and social organizations. However, in practice, there are often issues of resource waste and duplication. In their rush to achieve results, some universities launch projects hastily, leading to subsequent problems and even abandonment mid-way. To meet students' changing needs, student community construction requires continuous innovation and improvement. However, some universities lack an innovative mindset during construction, simply copying the experiences and models of others, resulting in a lack of vibrancy and attractiveness.

The construction of "one-stop" student communities also requires long-term investment and continuous maintenance. However, in practice, some universities focus more on construction than on maintenance. Some projects, though initiated with enthusiasm, gradually lose their original value and significance due to insufficient management and upkeep over time.

4. Construction Path for the One-Stop Integrated Management Model for Student Communities

4.1. Student-Centric Approach to Meeting Student Needs

Student communities should be reasonably planned to make full use of existing spaces and facilities. Through surveys and assessments, adequate preliminary research must be conducted to ensure student needs are met. At the same time, future development needs should be considered, reserving some space and facilities for growth. Key aspects include:

4.1.1. Improving Efficiency.

Maximize the use of current spaces and facilities by enhancing management and utilization efficiency. For instance, employ smart management tools to improve the efficiency of personnel flow and security management.

4.1.2. Resource Sharing.

Collaborate with other institutions or organizations to share

venues, networks, and facilities, thereby making the most of existing resources.

4.1.3. Innovative Development.

Address space limitations through innovative approaches. This can include leveraging shared economy models to provide more services using social resources or utilizing new building technologies to construct more efficient, flexible buildings that meet student needs.

4.1.4. Enhancing Participation Awareness.

Schools can enhance publicity and education to increase awareness among students about the importance of community participation. More opportunities and platforms can also be provided to encourage student involvement.

4.1.5. Fostering Social Skills.

Schools can offer social skills training courses or activities to help students improve their social abilities, enabling them to better integrate into community life.

4.1.6. Promoting Cultural Identity.

Schools can strengthen community culture construction by promoting community values and philosophies, enhancing students' identification with and understanding of community culture.

4.1.7. Providing Time and Energy Support.

Schools can offer flexible time and scheduling arrangements, helping students balance academics and personal affairs while also providing support to facilitate their participation in community development.

4.1.8. Establishing Effective Participation Channels.

Schools can establish effective channels that allow students to easily participate in community activities. This can be achieved through online platforms or offline organizations that provide information and resource support.

In conclusion, promoting student integration into the "one-stop" community construction requires efforts and support from various parties. Schools, teachers, student organizations, and students themselves should all actively participate in this process, working together to advance community development.

4.2. Subtle Guidance Through Ideology

The construction of the "one-stop" student community can provide students with rich resources for party-building education, guiding them to establish correct ideological concepts. This can be done by holding various lectures and seminars to help students understand party policies and establish the correct political views. The community can also establish party and league organizations to provide organizational support for students. Additionally, organizing activities like party member development and group activities can help strengthen students' organizational discipline.

Practical training platforms, such as practice bases and volunteer teams, can also be established to encourage students to participate in practical activities, cultivating their abilities and social responsibilities. In the "one-stop" community, exemplary party members can be selected to serve as student leaders, playing a leading role. Moreover, recognizing outstanding party members and individuals through awards can motivate students. In terms of ideological guidance, the community's invisible strengths should be utilized to subtly influence students through a multidimensional "Party-building+" approach:

1) University educators should understand the importance of ideological guidance, recognizing their mission and

responsibilities. In the "one-stop" community, emphasis should be placed on cultivating students' ideological qualities and political awareness through diverse activities to help them form the right worldview, outlook on life, and values.

2) A positive, healthy, and orderly community culture should be fostered. Cultural activities, competitions, and exhibitions should be held to improve students' cultural literacy and aesthetic appreciation, nurturing their spirit of innovation and practical skills, and creating a strong academic and school ethos.

3) Starting from students' actual needs, understanding their thoughts, concerns and requirements, the community should provide targeted services and support. For example, consulting and support services can be established to address academic difficulties, mental health issues, and employment or entrepreneurship challenges, helping students solve practical problems.

4) The role of students as the primary agents should be fully utilized, encouraging their participation in community construction and management. Through student self-governance organizations and clubs, students' enthusiasm and creativity can be stimulated, cultivating their ability to manage, educate, and serve themselves.

5) Strengthen ties with families and society to form a collaborative education system between families, schools, and communities. Through close cooperation with families and the broader society, ideological guidance can be enhanced to jointly promote students' healthy growth.

The construction of a "one-stop" student community plays an important role in guiding university students ideologically. Only by emphasizing mission awareness, fostering a positive community culture, addressing students' actual needs, leveraging students' roles, and strengthening relationships with families and society can ideological guidance be more effectively carried out, contributing to the cultivation of well-rounded builders and successors of socialism.

4.3. Long-Term Focus and Showcasing University Characteristics

A "one-stop" student community can combine its management and services with the unique features of the university. Schools can formulate community plans and activities according to their history, culture, and traditions, creating a student community that reflects the university's distinctive qualities. Schools can also collaborate with local communities and other organizations to provide richer, more diverse activities and services, enhancing the university's distinctive features and brand image. Through fostering students' self-management abilities, promoting their individualized development, and showcasing school characteristics, a "one-stop" student community can achieve effective student management and make the school's unique features evident. These measures not only improve the management and teaching quality of the university but also provide more comprehensive and personalized education and services for students, better meeting their needs and supporting their development. Only by continuously improving and perfecting the construction model of the one-stop student community can the goal of enhancing students' overall development be truly achieved.

Conflicts of Interest

The authors declare that they have no conflict of interest.

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