A Comparative Study on the Role Positioning of Student Affairs Administrators in Chinese and American Colleges and Universities from the Perspective of Historical Logic

Qiang Ai
School of Marxism, Northwestern Polytechnical University, China.

How to cite this paper: Qiang Ai. (2022) A Comparative Study on the Role Positioning of Student Affairs Administrators in Chinese and American Colleges and Universities from the Perspective of Historical Logic. Journal of Humanities, Arts and Social Science, 6(3), 454-461. DOI: 10.26855/jhass.2022.09.026

Received: September 18, 2022
Accepted: October 8, 2022
Published: October 19, 2022

Abstract
Student affairs administrators in Chinese and American colleges and universities all play the roles of administrators, educators and service providers to varying degrees, but the connotations of their roles are quite different. Looking back at the development process of the role positioning of student affairs administrators in Chinese and American colleges and universities, it can be found that there is a profound historical logic behind the differences. This also suggests that we should put more emphasis on the political education responsibilities of counselors in the role-playing of counselor education; in the role-playing management, adhere to the student-centered approach and integrate management into services; The level of professionalism of the counselor. Innovation is the soul of an organization and a country's development, and it is also an important issue that modern schools must face. If the school wants to develop, it needs management innovation. Only by continuously developing and innovating can the school develop better. School management innovation means that under the guidance of innovative ideas, school leaders creatively adopt new measures to expand, update and optimize the combination of management elements to form a new management pattern and generate new management effects, so as to better cultivate innovative talents. Activity. Our current school management model has many drawbacks, so boldly adopting new management methods and introducing the latest enterprise management model into education management to explore new school management models are of great significance to the development of our school management.

Keywords
College Student Affairs Management, Historical Logic, Role Orientation

With the connotative development of higher education, it has become the consensus of the reform and development of colleges and universities to comprehensively improve the comprehensive level of running schools and the quality of personnel training. As an important part of higher education, the management of student affairs in colleges and universities plays an indispensable role in the construction of colleges and universities and the cultivation of talents (Wang Huying, 2017). After more than 60 years of exploration and development, the role connotation of college counselors in China has been continuously enriched and deepened have the dual identities of teachers and administrators, and become the main bearer and implementer of student affairs management. However, in the specific work of counselors, there are richer practical content than the policy regulations of the role, which makes them
confused and puzzled about the content of their own role positioning. In comparison, the United States, as the most developed capitalist country in the world, has formed mature and effective experience and practices in student affairs management in its colleges and universities, and has reached a high level of professionalism, which is worthy of comparison and reference. Corresponding reference.

1. The role of student affairs administrators in Chinese and American colleges and universities

The management of student affairs in American colleges and universities has gradually achieved specialization, standardization and institutionalization, and has become an important part of the daily affairs of colleges and universities. Student Affairs (Student Affairs) is a unique formulation in the field of higher education in the United States, and our country generally calls it student work. Generally speaking, the two have common content, namely education, management and service for students' study, life and other aspects. Practitioners play the roles of educators, managers and service providers at the same time. There are obvious differences.

1.1 The "outside" of the educational role is the same and the "inside" is different

On the one hand, education has the function of imparting and producing knowledge, and on the other hand, it also undertakes the tasks of transmitting social value norms and shaping individual moral qualities. Judging from the essential attributes of student affairs administrators, their social roles have a strong role in model education. Student affairs administrators in Chinese and American colleges and universities are regarded as educators in colleges and universities, and they shoulder important educating responsibilities. Both of them need to abide by the corresponding educational norms, pay attention to strengthening their own teachers' morality, and show their noble conduct through words and deeds, so as to have a positive impact on students. However, under the commonalities of educational roles, there are more differences in the connotations of the roles of educators between the two.

The role of educators in colleges and universities in my country is mainly reflected in the first classroom and the second classroom. In the first classroom, they undertake the teaching task and carry out ideological and political education for students through courses such as situation education to help students establish a correct outlook on life, and values; in the second classroom, college counselors organize and build various platforms, organize colorful activities, and let students participate in them, so as to achieve the purpose of educating and cultivating students, and play an important role in "cultivating people" (Zhao Yuying & Zhang Dianbing, 2012). Effect. In addition, in terms of specific work responsibilities, counselors also shoulder the heavy responsibility of party and league organization construction. It is necessary to use party classes, league classes, knowledge competitions and other forms to let students understand the party and the country's line, principles and policies, and enhance their sense of social responsibility and responsibility. The most important thing is that counselors can participate in academic ranks such as lecturers, associate professors, and professors through "double promotion" on the basis of improving their practical and theoretical abilities.

The educational role of American student affairs administrators is more reflected in school positioning, role division and so on. American colleges and universities generally tend to regard education as a system composed of multiple subjects, and the student affairs administrator is a member of the education system, and the specific work content is "non-academic student affairs". Student affairs administrators are considered to be "educational educators of student development" and "facilitators of student learning", and their roles are positioned to promote student learning and improve comprehensive literacy. In other words, American student affairs administrators are positioned as literacy educators other than intellectual training, and form a synergy with knowledge education to help students develop in an all-round way.

1.2 The difference between the virtual "name" and the "real" of the management role

The work of student affairs administrators in Chinese and American colleges and universities shoulders the task of maintaining the normal order of the school and promoting the all-round development of students. There are many management affairs in the specific work, and it is necessary to plan, organize, lead and control activities, and conduct corresponding measures for students. Management and guidance. On the other hand, there are many differences in the content of managerial roles, responsibilities, and practice methods of student affairs managers in Chinese and American colleges and universities.

The uniqueness of the role of college counselor managers in our country lies in the dual attributes of their identity. They belong to the management team, and their organizational structure has obvious government administrative
colors. There are both business guidance from vertical functional departments and horizontal colleges. Specific guidance, dual leadership of student affairs by the Student Work Department and the College. In addition, there is a characteristic of "the integration of the party and the government" in the student work management structure in our country. The counselor must be a party member and undertake both business and political tasks. The party and government management cadres have become one of the main channels for their career advancement. On the other hand, in the specific work content, the counselor is responsible for the construction of class style of study, the management of students' behavioral norms, the daily management of students' work, and the management of students' basic information. In addition, there is a corresponding management system in the work of counselors, and a corresponding team of student cadres has been formed. They play corresponding roles in student organizations such as party and youth league branches, student unions, and class committees to help counselors complete management tasks.

Compared with the "secondary management organization", "hierarchical management, and combination of strips and blocks", American colleges and universities generally adopt the form of "primary management structure". The management affairs undertaken by the student affairs administrators have the characteristics of "specialization", and each person is directly responsible for the work content of the corresponding module. Some scholars believe that the basic content of student affairs management in the United States mainly includes study assistance, community management, student Activities and student dormitory management and other four aspects, in the process of management activities to allow students to actively participate in student work organization structure, emphasizing students' self-education and self-management (Qiao Xuebin, 2013). At the same time, the management attributes of American student affairs administrators are also reflected in the linking, deployment, and management of resources, establishing good relationships with students' parents and communities, forming a community of education, and jointly paying attention to students' growth.

1.3 The "shape" of the service role seems to be different from the "god"

Both Chinese and American student affairs administrators undertake a lot of service work, and there are many similarities or even similarities in terms of service content and goals. By providing students with professional services in learning, life, psychology and other aspects, they actively communicate with full-time teachers, logistics and administrative staff, and are committed to improving students' learning, living and educational conditions, and providing students with good learning and life. Ensure. There are obvious differences between Chinese and American universities in terms of service provision methods and the basic qualities of service providers.

College counselors in my country mainly provide services such as study, living, financial aid, and employment, such as psychological counseling and guidance, assessment of scholarships and grants, student loans, work-study programs, and employment guidance. In 2017, the Ministry of Education promulgated the revised "Regulations on the Construction of Counselor Teams in Ordinary Colleges and Universities", which further clearly stated that counselors should strive to become "close friends" and "life mentors" of students. In the process of development, attention should be paid to the affinity and equality of the way, rather than the condescending asymmetric mode; the coordination and balance of tangible material services and intangible spiritual services, rather than favoring one over the other. When these services are provided, one or a small number of counselors are often responsible, that is, one counselor is often responsible for providing multiple services to students at the same time, except for individual matters such as psychological counseling, corresponding qualification certificates are required. Most service matters must be arranged according to the division of labor of the college. Of course, most of the implementation of these services requires further reporting of information to the school's student affairs department, and finally the relevant responsible departments of the school will integrate and summarize the information and complete it in a unified manner.

In addition to teachers and administrative roles, American student affairs administrators also play psychological, vocational, learning and accommodation service roles. There are four types of study counselors, career counselors, psychological counselors, and life counselors in colleges and universities. Student affairs management staff believe that their work mainly includes student study consultation, admission education, social interaction, career orientation, health exercise, policy consultation and so on. There are also scholars who have paid attention to the importance that American colleges and universities attach to the internationalization of students, such as the study abroad of domestic students and the reception of international students, which has brought about the internationalization trend of student affairs management. International student services such as education have also become its basic
work content. At the level of service provision, American student affairs administrators are divided into different service departments according to different service contents, and service providers are required to have professional knowledge and ability to provide relevant services in order to provide professional services for students.

2. Historical logical analysis of the role positioning of student affairs administrators in Chinese and American colleges and universities

From the historical point of view, the difference between the two has a profound historical logic through the fact of the role positioning of student affairs administrators in Chinese and American colleges and universities. Concepts are different.

2.1 The historical context of the role positioning of student affairs administrators in Chinese universities

In different historical periods, counselors have different roles, but on the whole, they are closely related to the evolution of the counselor system. Zhou Liangshu and others divided the construction of the counselor system into seven stages: initial establishment, basic formation, tortuous development, recovery and adjustment, new exploration, the beginning of professionalization, and full development of professionalization. From the perspective of the combination of role positioning of college counselors, the role positioning of college counselors has gone through four stages. First, the founding of New China in 1976. In 1951, the "Report on the Adjustment Plan of National Engineering Colleges" proposed for the first time the trial implementation of the political counselor system and set up special personnel to serve as political counselors. In 1953, Tsinghua University took the lead in implementing the "two shoulders" work system for counselors. Students with excellent political and professional qualities were selected from senior grades to serve as political counselors. They were mainly responsible for ideological and political education of students, and undertaking study, teaching and research tasks. It can be seen that during this period, the main roles of counselors were positioned as educators and managers, highlighting their political attributes. Second, reform and opening up to 2004. During this period, on the basis of the restoration of the college counselor system, the moral education function of counselors was further strengthened, and a two-level student work organization structure was further established. Counselors gradually became independent, and their roles as managers and educators were further strengthened, the role of the server began to take shape. Third, 2004-2012. With the issuance of the "Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students" (Zhongfa [2004] No. 16), the counselor team started the professionalization construction, the professional name was standardized as counselor, and its role positioning began More attention should be paid to the service to students, emphasizing the integration and cooperation of management, education and service, and promoting the all-round development of students (Zhang Qinwen, 2010). Fourth, since the 18th National Congress of the Communist Party of China, marked by the "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation" (Zhongfa [2016] No. 31), college counselors have played an important role in ideological and political education, management, and service. The role is further highlighted, and the student-centered educational concept has gradually penetrated into the whole process of school personnel training.

2.2 The historical context of the role positioning of student affairs administrators in American colleges and universities

The changing role of student affairs administrators in the United States has undergone a long period of development, but it is generally consistent with the development of the school. First, from the colonial period to the 19th century - "alternative parenting", during this period the role of student affairs administrators in the United States began to appear, and it mainly played a management role. The school-running model of American higher education mainly imitates the "boarding model" of universities such as Oxford University and Cambridge University in the United Kingdom, which attaches great importance to the intellectual development of students, advocates controlling students' behavior, and imposes strict requirements and punishments on students. Second, from the end of the 19th century to World War II - "student personnel work". The promulgation of bills such as the Morrell Act, the Smith-Hughes Act, and the Declaration on Student Personnel Work (1937) marked the guidance and intervention of government power in education, and also promoted the establishment of the management status of student affairs. Managers gradually began to be classified in detail. Third, after World War II to the end of the 1960s - "Student Services". In the context of the popularization of higher education, the concept of "students and consumers first"
has begun to permeate colleges and universities. In addition to the legislative support of the government, social organizations such as the American Education Council, the American University Professors Association, and the National Student Association have gradually played an important role. The Joint Declaration on Student Rights and Freedoms and the Declaration on Student Personnel Work were issued, and the concept of "student service" was put forward and the theme of "promoting development through service" was established. Therefore, during this period, student affairs administrators have gradually tended to the role of service providers, and began to move towards mature professionalism. Fourth, 1970s to present - "Student Development (Learning)". During this period, the driving force of professional associations became more and more powerful, and the educational concepts such as SLI, LR, ASHE, etc. with the goal of all-round development of students gradually matured. and other associations began to regularly publish standardized documents such as the "Higher Education Standards Promotion Association Standards and Guidelines" (CAS Standards), "American Colleges and Universities Personnel Code of Conduct", "Student Affairs Application Manual" and other standardized documents to promote the professionalization of student affairs administrators develop.

2.3 The historical logic of the role positioning of student affairs administrators in Chinese and American universities

The reasons for the formation of the roles of student affairs administrators in Chinese and American universities are different. The emergence of student work in my country is later than that in the United States. It is mainly based on political needs and highlights its ideological and political education function. As a party management cadre under the unified leadership of the school party committee, it is responsible for improving students' political literacy and maintaining school security and stability. Since the reform and opening up, the role of counselors has gradually changed from a single political education role to a comprehensive role integrating management, education and service. Backbone strength. The emergence of student affairs administrators in the United States stems from the actual needs of school student management. In the period of "replacement of parents", how to scientifically and effectively manage a large number of students in accommodation has become a major problem. In this context, student affairs administrators are born in response to needs, play the role of replacing students' parents, and effectively manage students' study and life, so that they can abide by relevant disciplines and learn and grow smoothly. In the process of development, the quality of talent training by schools and society has been continuously improved, and student affairs administrators are required to continuously strengthen the service level for students' learning and living needs.(Zhu Ningbo & Shi Renmin,2014) Therefore, services such as helping students study, promoting students' all-round development, and improving students' abilities have become student affairs management. The main responsibilities of the personnel.

The main driving forces for the change of the role of student affairs administrators in China and the United States are different. Undoubtedly, the transformation of the role of counselors in my country mainly comes from social and political needs, which has also become the basic driving force for the formation and transformation of the role of counselors. However, this does not mean that social politics is the only driving force for the role of counselors to change. Since the reform and opening up, the economy and society have developed rapidly, colleges and universities are increasingly connected with society and the market, and the management of campus affairs has become socialized. These factors continue to promote counseling. Adjustment and transformation of roles. At the same time, with the continuous advancement of the reform of the internal governance structure of colleges and universities, college counselor associations and counselor training bases have been established to further strengthen or transform the role of counselors (Ge Linlin & Zhong Junsheng, 2016). To sum up, the main driving force for the change of the role of counselors in my country comes from social and political needs, and is also affected by the society, the market, and the universities themselves. Similarly, the role of student affairs administrators in the United States is also affected by social politics, such as the “Morell Act” and “Smith-Hughes Act” promulgated by the US government. Targeted regulations such as the Ethical Standards for Student Affairs Personnel in Colleges and Universities and the Code of Conduct for Student Affairs Personnel in American Colleges and Universities have basically formed a complete basic education law. On this basis, the change in the role of student affairs administrators in the United States comes more from the needs of school personnel training and the guidance of professional associations. Professional associations constantly update talent training standards and concepts according to the needs of economic and social development for talents, and guide student affairs management. Personnel roles are constantly changing. At the same time, the school also conducts targeted training and use of student affairs managers based on
its own school-running characteristics. Therefore, the driving force for the change of its role orientation comes from the needs of economic and social development. It is directly promoted by professional associations, the government is leading the overall direction, and schools are flexibly adjusted and applied according to the actual situation.

The deep concepts of the role positioning of student affairs administrators in China and the United States are different. In addition to visible economic, political, social and other factors, hidden cultural factors also have an important impact on the role of Chinese and American student affairs administrators. Some scholars believe that "cultural values", "cultural psychology", Differences in "cultural thinking" have an important impact on the differences in student affairs management between China and the United States. In my country, the role of counselors is not only politically considered in ensuring the party's leadership in the socialist party culture, but also related to the idea of teachers and Taoism in traditional culture, such as "respecting teachers and valuing education", "one day is a teacher and a lifelong father" and other ideas. In addition, the content of traditional Confucian education for thousands of years has been integrated with morality, knowledge and political education, so the role of counselors must be comprehensive and diverse. During the development of American student affairs management, it has been influenced by many values, among which pragmatism runs through cultural traditions. In addition, under the influence of the concept of contract theory and student consumers first, how to solve the actual needs of students to grow and become talents and provide high-quality learning and living resources has become the biggest responsibility of student affairs administrators, and it has also prompted them to gradually shift to the role of service providers. Under the influence of inherent cultural traditions, the basic concepts of rationalism, new humanitarians, existentialism and other theories play a guiding role in the specific practice of student affairs management, which makes student affairs management show distinctive features of specialization and science. In comparison, student work in my country as a whole highlights values such as unity, stability, harmony, morality, and obligation, while student affairs management in the United States requires more concepts such as individuality, change, contract, and service.

3. Revelation

Through the realistic comparison and historical investigation of the roles of student affairs administrators in Chinese and American colleges and universities, it can be seen that there is a profound logic behind the two roles in education, management and service. Its role orientation and role connotation of student affairs administrators are worthy of our consideration and reference. In the process of specific practice, the connotation of political education should be more prominent in the educational role of counselors, and the correct direction of counselor team building should be adhered to; In the counselor service role-playing, the service level is more emphasized and their professional ability is improved.

3.1 Strengthening the connotation of political education in the role of education

From the perspective of the educational role connotation and practice of Chinese and American student affairs administrators, education is not only the transmission of knowledge and culture, but also the training of non-intellectual elements such as values, moral norms, and political beliefs. The educational roles of student affairs administrators in Chinese and American universities are all guided and limited by government power, which reflects the state's control over the direction of talent training. This fact also effectively counters the false claim that politics and education are completely separated. The school party committee plays a leading role in the development of the school's career, and the governance model presents the distinctive features of "the integration of the government and the school" and "the integration of the party and the government" Under the "big ideological and political" pattern, the "political, ideological, professional, and innovative" characteristics of the role of counselors prominent. The management of student affairs is directly led by the school party committee, and its basic responsibility is to conduct daily activities for students. Ideological and political education. College counselors in our country, as an important guarantee for the leadership of the party in colleges and universities, are the backbone of carrying out the daily ideological and political education of college students. Compared with the knowledge education of full-time teachers, counselors are more ideological and political education in the first and second classrooms, so that students can more deeply understand and grasp Marxist theory, strengthen their beliefs, and aspire to become the cause of building socialism with Chinese characteristics (Li Jianwei, 2017). Newcomer of the era. At the same time, counselors should also highlight the function of moral education. Ideological and political education itself contains rich moral education content. In the process of educational role-playing, counselors should focus on edu-
cating students on socialist core values, and through practical methods students understand, remember and practice mainstream values, and consciously resist the erosion of wrong values.

3.2 Change the management method and integrate management into service

Compared with the way of playing the role of student affairs administrators in the United States, the management of students by Chinese counselors shows more administrative orders, emphasizing the collective standard, which has a certain gap with the national education theme of promoting the all-round development of students. Education is a special educational activity for cultivating people. What kind of people to train and how to train people are the first questions to be answered by education. As an important part of university education, student affairs management in colleges and universities must adhere to the student-centered and student-oriented management concept in order to achieve management and education. Therefore, colleges and universities in our country should learn from the concept of "student-oriented" in the management of student affairs in the United States. In the process of management role-playing, counselors should insist on taking students as the center and integrating management into service. When carrying out the management of student affairs, we must be comprehensive and meticulous, we must deeply understand students, listen to their voices, and pay attention to their actual needs. When cultivating and educating students, we must adhere to the concept of "taking students as the foundation", to create opportunities for students to actively participate in the development and management of student affairs, so that students can exercise and improve their self-education and self-management skills. Fully respect the individuality and subjective initiative of students, and mobilize all forces to provide professional consultation and services for students. So that the management of student affairs is in line with the overall development of students.

3.3 Improve the professional service level of counselors

"The improvement of professional development ability is the core of the professional development of the counselor team, and it is the purpose of the continuous development of the counselor's" education and consulting work, campus crisis response, career planning and employment and entrepreneurship guidance are closely related to students. Whether counselors can provide students with professional and high-level services in these fields reflects their professional abilities. In the process of American student affairs administrators playing a service role, they pay attention to the "specialization" of service content, that is, each person is only responsible for a certain job or a piece of work, and directly provides corresponding services to the students of the whole school. In the current work of counselors, they undertake a lot of service work in their specific work, often "a thousand lines above and a needle below", which makes counselors often regarded as "handymen" without professional skills. In addition, a considerable part of the work of the counselor is simple data statistics, summarization, situation inspection and other matters, which makes it impossible to reflect or improve the service level. Therefore, regarding the connotation of the service role of counselors, we must proceed from policy regulations, theoretical discussions, practical improvement and other aspects, scientifically plan the training, selection, assessment, training, use, and development of counselors, and reasonably define their service roles (Wang Xianfang, Ren Yicai, & Qi Zhenhua, 2019). The specific connotation of the company can free it from a large number of transactional work, and focus on a certain field precisely, so as to continuously improve its professional service level.

References


Wang Xianfang, Ren Yicai, Qi Zhenhua. The theoretical logic and realistic path of the professional development of college counselors in the new era [J]. Ideological Education Research, 2019(04):135.


