

Analysis of the Resilience Building Path of a “One-stop” Student Community in Higher Education

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Abstract: With the further optimization of the ideological and political work system in higher education, the “one-stop” student community, as one of the main arenas for ideological and political education, plays a significant role in students’ growth and development. Faced with various challenges in the new era, such as major epidemics, online public opinion, and the mental health of students, exploring the path of resilience building in student communities aims to enhance their resilience and improve students’ behavioral abilities and ideological levels.

Keywords: “One-stop” student community; Resilience building

In April 2020, the Ministry of Education of the People’s Republic of China and eight other departments issued the “Opinions on Accelerating the Construction of the Ideological and Political Work System in Higher Education,” proposing the promotion of “one-stop” student community construction in universities. The aim is to create a comprehensive educational and living space for students, integrating ideological education, teacher-student communication, cultural activities, and life services^[1].

1. Background Analysis

Resilience theory refers to the ability of a system to not only recover to its initial state after being subjected to strong disturbances but also dynamically adjust and adapt to the external environment. Originally derived from concepts in physics, resilience theory has gradually been applied to research in various fields, including “engineering resilience,” “ecological resilience,” and “evolutionary resilience”^[2]. The resilience of student communities in higher education mainly manifests in terms of organizational resilience, spatial resilience, governance resilience, cultural resilience, and digital resilience^[3]. As a typical basic community model, in the presence of major challenges such as significant epidemics, online public opinion, and the mental health of students in the new era, exploring the path of resilience building in student communities can further enhance their resilience and improve students’ behavioral abilities and ideological levels.

2. Analysis of Challenges in Building Resilient Student Communities”

2.1 Unclear Organizational Planning

The “one-stop” student community in universities is a multi-functional community primarily focused on cultivating and serving students. The improvement of student community resilience needs to start with top-level design and strengthen the community’s ability to respond to risks. Currently, in the planning and layout of “one-stop” student community construction in various domestic universities, there are issues such as insufficient space, unclear functional zoning, and imperfect management systems and mechanisms, lacking an effective risk prevention and emergency response mechanism. The student community is a relatively independent part within the university, and its resilience building requires collaborative efforts of multiple departments within the university to work closely with the community grassroots to form an organic whole. In the current stage of resilience building for “one-stop” student communities, the use of traditional college management models without adaptation has led to a disconnect or ineffective communication between the university’s functional departments and student communities in practical work. Moreover, there is a lack of specialized teams and organizational implementation capabilities specifically dedicated to the resilience building of student communities, which hinders the strengthening of their own capacity to respond to risks.

2.2 Unclear Student Agency

With the continuous changes in the social landscape, resilience building in student communities also requires constant innovation and progress. In the national “one-stop” student community development plan, it is proposed to empower leadership, education, management, and service capacities to the students. However, the role of students as the primary stakeholders in the community is often not adequately recognized. Community development still tends to be teacher-centric for the sake of school management, with students primarily assuming the role of being managed rather than being involved in management. On one hand, this restricts the practical activities and communication of students within the community, greatly limiting their subjective initiative. On the other hand, it fails to truly enable students to engage in self-education, self-management, and self-growth within the community. The insufficient participation of the student body in the management and governance of student communities results in inadequate response speed during crisis situations, making it difficult to effectively enhance their level of resilience.

2.3 Low Level of Digitization

Most schools have a low level of digitization, making it challenging for student communities with multiple departments and functions to operate efficiently. There is also an issue of inadequate data management, including deficiencies in data collection, integration, and analysis. Without effective data management and analysis mechanisms, student data cannot be fully utilized for personalized services and decision support. Moreover, many online systems in student communities may have interface designs and user experiences that are not user-friendly and convenient, leading to a lack of enthusiasm among students for utilizing digital applications. Issues such as complex operations, cluttered interfaces, and delayed feedback mechanisms affect student engagement and satisfaction levels.

3. Analysis of Paths to Enhance Resilience Building in Student Communities

3.1 Coordinated and Collaborative Management Mechanisms

Schools can establish cross-departmental collaboration teams composed of representatives from different departments, responsible for the planning, implementation, and supervision of student community development. This team should include representatives from the Academic Affairs Office, Student Affairs Office, Information Technology Department, Library, Dormitory Management, and other relevant departments to ensure close cooperation and communication among departments. By establishing regular meetings and communication mechanisms, departments can exchange information, share resources, and coordinate actions. Examples of such mechanisms include routine joint meetings, workgroup meetings, or online collaboration platforms to facilitate effective cooperation and information sharing among departments.

For projects and activities involving multiple departments, establish a cross-departmental project management mechanism. Clearly define the responsibilities and participating departments for each project, and develop project plans, schedules, and task assignments. Through effective project management, ensure coordination and collaboration among departments, improving project execution efficiency and quality. Promote resource sharing and integration among departments, avoiding duplication of efforts and resource waste. For example, the library can provide learning resource support, the IT department can provide technical support, and the Student Affairs Office can provide support for social activities. By integrating and sharing resources, more comprehensive and efficient services can be provided. Encourage departments to explore innovative management and service models in student community development. Establish a culture that encourages innovation and supports departments in trying out new ideas and experimental projects. Strengthen learning and collaboration among departments by sharing experiences and best practices.

3.2 Strengthening Student Engagement in Community Development

Firstly, it is important to ensure that the “one-stop” student community provides attractive and practical features and services that meet the needs and expectations of students. For example, providing convenient course management tools, a repository of learning resources, online discussion and communication platforms, etc., to help students better manage their studies, access learning resources, and interact and collaborate with fellow students. Promote and emphasize the important role and influence of students in the development of the “one-stop” student community. Explain that their participation can directly impact the quality and level of services in the community, making them aware that they are the primary beneficiaries and drivers of the community. Furthermore, establish a student representative system where student representatives participate in the decision-making process of the “one-stop” student community. Student representatives can provide suggestions, reflect student needs through regular meetings, opinion surveys, or dedicated student feedback channels, and participate in discussions on decision-making and planning. This can increase students’ sense of participation and identification, and enhance their willingness to contribute to community development. Promptly respond

to issues and feedback raised by students in the “one-stop” student community and provide solutions. Establish a dedicated customer service team or student support center to ensure that student issues are resolved quickly and provide appropriate feedback and attention. Continuously promote and publicize the advantages and benefits of the “one-stop” student community through campus broadcasts, posters, social media, etc., showcasing the opportunities and value of participating in community development. Regularly organize promotional activities to increase student awareness and willingness to engage in the community.

3.3 Enhancing the Level of Community Digitalization

Establish a robust information system architecture that includes functional modules for student information management, course management, activity management, etc. Ensure the scalability and flexibility of the system to meet the needs of future digital applications. Integrate advanced technologies such as artificial intelligence, big data analytics, machine learning, etc., to introduce intelligent applications and provide personalized services.

Establish sound data management mechanisms to collect, integrate, and analyze data from the student community. Utilize data analysis and mining techniques to obtain valuable insights and information for optimizing student services, decision-making, and resource allocation. Emphasize user experience and design interfaces and functions that are simple and user-friendly. Ensure that students can easily use the intelligent student community and enjoy convenient and efficient services. Additionally, prioritize the security and privacy protection of student data by implementing necessary security measures to maintain data confidentiality and integrity. Comply with relevant laws and regulations to protect students’ privacy rights and interests. Encourage innovation and collaboration among students, faculty, staff, and technical teams. Establish innovation funds or projects to support the research, development, and promotion of intelligent technology and applications. Establish partnerships with technology companies, innovation teams, etc., to jointly promote the digitalization of student communities.

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