

# Opportunities and Breakthroughs of Double Track Promotion of College Counselors

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## Abstract

College counselors can be both full-time teachers in colleges and universities and management cadres. Although this dual line promotion policy has brought some development opportunities to the counselors in the future implementation process, there are always good and bad things. Under this policy, the counselors will inevitably face many challenges and difficulties. In order to ensure the further improvement and development of the counselor team, the government, colleges and universities and other competent departments must take corresponding measures to solve them, so as to promote the sound development of the counselor group.

**Keywords:** college counselors, double line promotion, opportunity, dilemma

## 1. Introduction

As a bridge between students and schools, college counselors play the role of organizers, implementers and guides in the ideological and political education and daily life management of college students. They have the mission responsibility of guiding students to establish a correct three outlook and promoting students to constantly pursue higher goals. Therefore, counselors have a self-evident important position in colleges and universities, and the Party and the country have gradually realized that they began to increase the training of college counselors by issuing various policy documents guiding double line promotion, giving college counselors more opportunities and platforms for development, and

effectively providing a better environment for the professionalization and professional development of college counselors.

## 2. Connotation and Development Course of the Double Line Promotion Policy

### 2.1 Double Line Promotion Policy

College counselors have dual identities, including full-time teachers in teaching posts and student workers in management posts (Editorial Department of the Journal, 2012) also have two promotion paths. However, no matter what kind of promotion path, college counselors can choose according to their own interests and specialties, future career planning and other aspects, and make constant efforts in one direction, so as to

achieve their own career expectations and sense of achievement brought by the position. The policy of double line promotion can not only broaden the path of college counselors' career development, but also bring more benefits to the college counselors' group. However, it also has a negative impact on the counselors to a certain extent, making this group into an awkward and difficult situation.

## *2.2 Policy Development History*

At the beginning of the founding of the People's Republic of China, China has issued policy documents related to college counselors. In June 2006, the Ministry of Education, in the form of issuing the Regulations on the Construction of College Counselors, explicitly confirmed for the first time that college counselors are both full-time teachers and management cadres in colleges and universities, with dual identities of teachers and cadres. Then, in 2013, guidance documents such as Opinions on Further Strengthening and Improving the Ideological and Political Education of College Students and Training Plan for College Counselors (2013–2017) were issued, which clearly pointed out that college counselors are both teachers and management cadres and emphasized and affirmed that college counselors have these two roles at the same time. In 2017, the Ministry of Education further strengthened the dual line promotion policy for college counselors by revising the Regulations on the Construction of Counselors in Ordinary Colleges and Universities, clearly pointing out that college counselors can choose two series of job grades and titles when promoting their careers (Chen Xiaohua, 2014).

## **3. The Policy of Double Line Promotion Brings Certain Development Opportunities to College Counselors**

The state strongly advocates the policy of double line promotion for counselors because it can bring opportunities for the development of counselors, which can play a positive role in the healthy development of colleges and universities.

### *3.1 To a Certain Extent, the Professional Ability Requirements of College Counselors Should Be Clarified*

College counselors have the dual identity of teachers and management cadres. No matter what kind of identity they have, they have specific

professional development requirements, such as the teaching ability of teachers and the overall organization ability of management cadres. They must all have certain ideological and political quality and knowledge level, which are indispensable. After college counselors have chosen their own career development path, they can judge which promotion path their personal situation and preferences are suitable for, so as to improve their targeted ability, so that they can move forward to the target position and continue to get professional training and development. This will not only save the time for counselors to explore the direction of improving their ability, but also enable them to know themselves more clearly and make them work towards the future direction they want to go.

### *3.2 To a Certain Extent, Unblock the Career Promotion Path of College Counselors*

Before the promulgation of the double line promotion policy, due to the lack of policy guidance and control, the promotion path of college counselors is very ambiguous, and the counselor group has been in a no-go state. Because of the promulgation of the double line promotion policy, the counselors can effectively develop to the position of management cadres or to the direction of full-time teachers. These two paths have obtained policy support and policy basis, it also provides a more beneficial policy guarantee, so as to guarantee the smooth mobility and promotion of counselors. This guaranteed policy can not only build a broader platform for the career development of college counselors, but also help to build a more attractive career vision, better stimulate their professional interest and enthusiasm, so as to strengthen the stability and cohesion of college counselors to a certain extent.

### *3.3 To a Certain Extent, Increase the Selection of Professional Titles of College Counselors*

The double line promotion policy, to a certain extent, makes the future career development direction of college counselors clear, effectively increases the selection range of professional title evaluation and recruitment directions. After establishing the direction of professional title evaluation and recruitment, counselors can better obtain the prospect of career development, which can effectively promote their more active and

dynamic access to professional responsibility recognition, career planning and self-motivation, encourage them to be more motivated to do a good job.

#### **4. The Double Line Promotion Policy Has Brought Some Difficulties to the Counselor Group**

At present, college counselors do have certain development opportunities under the double line promotion policy, but the double line promotion of counselor titles and ranks still faces many challenges, often making counselors in a difficult situation, such as the flat state of college counselors, the understanding and implementation of policies in some colleges and universities are not yet in place, and the actual operation of policies is not ideal. In terms of counselor talent training, it has not yet played a very good role in encouraging and ensuring college counselors, and their sense of job ownership has been weakened (Yang Zhiyong, 2020).

##### *4.1 Make the College Counselor Group Present a Flat State*

The double line promotion policy defines two promotion paths for college counselors, full-time teachers and management cadres. However, these two promotion paths are not as simple as the policy describes. The promotion of full-time teachers is generally up to the lecturer level, the promotion of management cadres is generally up to the regular section level, and most of them are only promoted to the deputy section level. Thus, there are section + lecturer type counselors. And it accounts for a large proportion in the current college counselor team, which has led to the flattening of the counselor team (Zhang Jianli, 2012). In terms of on-the-job promotion, college counselors spend most of their time on ideological and political education and daily life management of students, as well as dealing with various student emergencies, which leads to their lack of time and energy for academic research work, not to mention fighting for the promotion index of the rank with teachers specializing in scientific research. In terms of professional title evaluation and employment, there are few administrative posts in colleges and universities, fewer posts with staffing, and less demand for new talents for

administrative posts with staffing, which leads to the difficulty of counselors in the promotion path of administrative management. Therefore, counselors are at a disadvantage compared with other teachers or administrative personnel in terms of both on-the-job promotion and professional title evaluation, which creates a career development gap for counselors, and finally makes them fall into the dilemma of “two sides do not touch the shore” for promotion and development.

##### *4.2 Make the Internal Role of College Counselors More Tense*

College counselors have the dual identity of teachers and management cadres, to a certain extent, they bring more opportunities for their career development. Different role orientations have different ability requirements. Full time teachers are located in the teaching field, while management cadres are located in the management field. Therefore, college counselors often cannot distinguish who I should be in different scenarios, that is, they cannot accurately carry out role practice, which will make college counselors confused about the choice of promotion development direction. It causes the confusion of counselors' awareness of their own role identity and internal role tension. This will lead to the situation that the counselors cannot solve the corresponding problems well, reduce the efficiency of problem solving, and reduce the self-professional identity of the counselors.

##### *4.3 Make Counselors Misunderstand that Double Line Promotion Is a Kind of Guarantee Type Inclusive Policy*

The double line promotion policy is not a random promotion policy without assessment, examination and recruitment. It has corresponding promotion conditions and restrictions. However, some colleges and universities have misunderstood the double line promotion policy. They just think that college counselors can be promoted smoothly after reaching a certain number of years of service. The one size fits all promotion management method has not strictly distinguished and assessed promoters. This will lead to the situation that the promotion threshold of college counselors is constantly lowered. The level of counselors is

uneven, which will weaken their enthusiasm in work to a certain extent. It will make them have the idea that as long as they meet the requirements of on duty time, they don't need to work hard, thus causing the decline of counselors' working ability and level. Misreading in ideas will inevitably lead to mispractice in practice. Consciousness guides practice, so we must change the wrong idea that the double line promotion policy is a kind of guaranteed inclusive policy for arbitrary promotion (Chen Xiangming & Wang Fuwei, 2021).

#### *4.4 It Weakens the Sense of Belonging of College Counselors*

The policy of double line promotion enables counselors to have a dual identity. They can be promoted to management posts at all levels as well as professional teachers. However, regardless of the promotion path, the position of counselors is only a transitional role. Few people regard this job as a lifelong career, so the number of people who have been engaged in college counselors for a long time is relatively low. This explains the reasons for the strong professional mobility of college counselors. Under the condition of strong occupational mobility, the sense of professional belonging of college counselors is easily weakened, which reduces the enthusiasm of counselors to a certain extent. Therefore, there is no way to create a good working atmosphere and environment for counselors. To some extent, it has reduced the cohesion of the college counselor group (Wang Yunfei, 2017).

### **5. Solutions to the Difficult Situation of Double Line Promotion of College Counselors**

From the above analysis, it can be seen that there are difficulties in the implementation of the double line promotion of college counselors, and there are many complex reasons for the inadequate implementation of the double line promotion policy. However, the root cause is that the policy support platform for the construction of the counselor team is not systematic, and the lack of supporting assessment mechanism, clear professional identity, corresponding post rank system, and guaranteed welfare benefits for counselors, which results in the failure to effectively achieve the original intention of promoting the sustainable development of

counselors through the double line promotion policy. Therefore, we must break through the difficulty of double line promotion of counselors and get corresponding effective solutions.

#### *5.1 Improve the System Assessment Mechanism and Try to Create a Competitive Atmosphere in Which the Superior and the Inferior Survive*

The implementation of the policy of double line promotion has made it easier for a large number of counselors to reach the level of section level + lecturer, but then they will be in an awkward situation of unable to go up for a long time. The lower rank and title promotion threshold and the higher requirements for later promotion make the counselor group mostly in the type of section level + lecturer, which leads to the situation of flattening. If we want to effectively solve this situation, colleges and universities must improve the supporting counselor evaluation mechanism, rely on performance management and performance evaluation, so as to do a good job in the admission and screening of counselor promotion. Through performance management and performance appraisal, we can carry out targeted quantitative evaluation on each instructor and can clearly understand the actual situation of each instructor. In addition, it is necessary to implement the elimination system for counselors who fail to pass the performance appraisal. Unqualified supervisors need to be retrained and ensure that the eliminated counselors can improve their work level in the new round of vocational training. Such an atmosphere can encourage counselors to work better and improve themselves more purposefully (Yang Yageng, 2014).

#### *5.2 Clarify the Subject Consciousness and Strengthen the Self Role Identification of Counselors*

College counselors are people who work in colleges and universities, while colleges and universities are places where students can grow up and become talents. Whether they are engaged in the teaching of ideological and political education as full-time teachers or in the management of college students as student management cadres, college counselors' education aims at educating people in the final analysis. Therefore, when there is a certain conflict between the roles of teachers and management cadres, we should make an effective choice based on whether

to promote the improvement of college students' ideological and moral quality and whether to promote the better growth and development of college students, so as to clarify what role we should play. Only by clarifying the role of the main body and strengthening the recognition of the role of the counselor, can we better understand ourselves, improve our ability level more pertinently, and better choose the path suitable for our future career development direction.

### 5.3 Implement Separate Evaluation and Employment and Establish Post Rank System

College counselors are a special group with a dual identity, which is different from full-time teachers and management cadres who only do one of them well. As the name implies, the index system of assessment and evaluation of college counselors should be significantly different from full-time teachers and management cadres. Therefore, colleges and universities should establish a job evaluation and employment system specifically for college counselors. Here, the implementation of the separate list of professional title evaluation and recruitment does not mean lowering the conditions for professional title evaluation and recruitment or lowering the threshold for position promotion, but needs to adjust the evaluation and recruitment conditions that are consistent with the job responsibilities of college counselors according to the actual work of counselors, which is more conducive to the accurate implementation of the dual identity of college counselors. Moreover, it is also very necessary to establish the post rank system of college counselors. There are not many administrative posts in colleges and universities, and the demand for talents in administrative posts is even less, which makes it difficult for some college counselors who have a vision of promoting administrative posts to realize their wishes. Therefore, colleges and universities can solve this problem by establishing a counselor post rank system. In the interior of the counselors, the management posts of counselors at different levels, such as section member level, deputy section level, chief section level, deputy department level and chief department level, are established to rank the counselors separately. These management posts are not different from other administrative posts in the school and enjoy the same administrative treatment. Through this approach, we can not

only alleviate the shortage of administrative posts and the current situation of fierce competition, ensure the welfare level of counselors, enhance the enthusiasm and initiative of counselors' group work, but also help colleges and universities to retain experienced and outstanding counselors, encourage them to take counselors as a career for life, and then cultivate "expert" college counselors.

### 5.4 Guarantee Post Allowance and Welfare Benefits, and Enhance the Professional Identity of Counselors

As a disadvantaged group in both teaching and administrative positions, college counselors have their own particularities in terms of working hours and work content. Therefore, relevant functional departments need to establish post subsidy programs that are beneficial to college counselors, effectively create good working conditions and environment for college counselors and provide security for their post subsidies and welfare benefits, meet their basic life needs and enhance their sense of professional satisfaction, so as to strengthen the professional identity of the counselor group (Li Jing, 2020). Only with a sense of professional identity, can the counselor group work more actively, improve the enthusiasm and efficiency of work, thus maintaining the stability of the counselor group, and help promote the development of the counselor group towards a more professional and professional direction.

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