School of Mechanical and Electrical Engineering Student Affairs Office

Operating Duty

I. Ideological and theoretical education and value guidance. Guide students to deeply study Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era; carry out in-depth publicity and education campaigns on socialism with Chinese characteristics and the Chinese Dream, as well as education on the Core Socialist Values; help students continuously strengthen their confidence in the path, theory, system, and culture of socialism with Chinese characteristics, and firmly establish a correct worldview, outlook on life, and set of values; understand the ideological and behavioral characteristics as well as the political and ideological status of students, and provide targeted assistance to help them address specific issues in areas such as ideological understanding, value orientation, academic life, career choices, and social interactions.

II. Development of Party organizations, Youth League organizations, and classes: Conducting the selection, cultivation, and motivation of student leaders; carrying out the cultivation and education of student candidates for Party membership; implementing the development, education, management, and service work for student Party members; and providing guidance on the establishment of student Party branches and class Youth League organizations.

III. Academic Culture Development: Familiarize oneself with the general overview of students' academic majors, stimulate their interest in learning, guide them in developing good study habits, and help them master effective learning methods; provide guidance for students to engage in extracurricular scientific and academic practice activities, thereby fostering a strong academic atmosphere.

IV. Daily Student Affairs Management: Conducting orientation programs for new students, graduation ceremonies, and related administrative and service activities; organizing military training for students; organizing the selection process for various scholarships and grants; providing guidance to students on applying for student loans; organizing work-study programs for students and providing support to students in financial need; offering life guidance to students to foster harmonious campus relationships.

Support each other and help one another.

V. Mental Health Education and Counseling Services: Assist the school's mental health education department in conducting mental health education programs; perform preliminary screening and provide counseling for students' psychological issues; organize public awareness campaigns on mental health knowledge; and foster a rational, calm, optimistic, and positive mental attitude among students.

VI. Online Ideological and Political Education: Utilize new media and emerging technologies to promote the highly integrated application of the traditional strengths of ideological and political work with information technology; establish key platforms for online ideological and political education and actively disseminate advanced culture; strengthen online literacy education for students, proactively cultivate exemplary online citizens on campus, guide students in creating online cultural works, promote mainstream values, and spread positive energy; innovate working approaches by enhancing online interaction and communication with students, and leveraging online new media to provide students with ideological guidance, academic support, life counseling, and psychological counseling services.

VII. Response to Campus Crisis Incidents: Organize and conduct basic safety education; participate in the formulation and implementation of crisis response plans for the university and its colleges; handle initial responses to campus crisis incidents to stabilize the situation and control the escalation of events; promptly gather information regarding the crisis incident and report it according to established procedures; and participate in the post-crisis response efforts as well as the subsequent summary, research, and analysis process.

VIII. Career Planning and Employment/Entrepreneurship Guidance: To provide students with scientific career planning, employment guidance, and related services; to help students develop a correct perspective on employment; and to guide students in achieving their professional goals at grassroots levels, in western regions, or in areas where the nation needs them most.

IX. Theoretical and Practical Research: Strive to study the fundamental theories of ideological and political education as well as knowledge from related disciplines; participate in academic exchange activities within relevant fields; and engage in research projects or initiatives on ideological and political education both within and outside the university.

School of Mechanical and Electrical Engineering Student Affairs Team

Position Statement

I.Deputy Secretary of the Party Committee

1. Actively strengthen professional ethics development and strictly comply with all relevant documents and regulations concerning teacher ethics and professional conduct at the school.

2. To publicize and implement the Party's lines, principles, and policies; to carry out the decisions and arrangements of higher-level authorities and the work requirements of the Party organization at this level;

3. Fulfill the requirement of "one post, dual responsibilities," solidly conduct basic party affairs work, earnestly perform the duties of a discipline inspection committee member, and strengthen disciplinary supervision;

4. Effectively carry out daily student education and management work by regularly conducting field visits to classrooms and dormitories to investigate and study the situation, thereby gaining a thorough understanding of students' ideological trends as well as their academic and personal lives; based on these findings, implement student ideological and political education initiatives, and focus on fostering a positive class atmosphere and academic ethos;

5. Strengthen guidance for youth league and student affairs work, assist the Youth League Committee and the Student Union in resolving operational challenges, and support the principal Party and administrative leaders in providing effective student employment services;

6. Assist the Party Committee Secretary of the college in overseeing the ideological work and united front work within the unit;

7. Complete other work tasks assigned by the school's relevant administrative departments and this unit.

II. Secretary of the Youth League Committee

1. Promote and implement the directives and resolutions ofthe Party and the Communist Youth League organizations; fully leverage the exemplary role of Youth League members; actively strive for excellence; and unite and lead Youth League members and fellow students in participating in the development of the college.

Contribute to the development of the college;

2. Provide development and cultivation support for students wishing to join the Communist Youth League; diligently carry out all fundamental Youth League administrative tasks, including membership recruitment, registration, transfer of membership status, collection of Youth League dues, management of Youth League organizational archives, and operations on the Smart Youth League Construction Platform;

3. Strengthen the organizational life of the Youth League, implement the "Three Meetings, Two Systems, and One Lesson" system, understand and grasp the thoughts and demands of Youth League members and fellow students, and show concern for their studies and daily lives;

4. Assist the College Party Committee in advancing the work of leveraging Party building to strengthen Youth League building; provide Youth League members with education on the basic principles of the Communist Party; and recommend outstanding Youth League members as candidates for Party membership;

5. Responsible for the daily operations of the College Youth League Committee; determining the work approach, formulating work plans, clarifying work responsibilities, implementing work objectives, and completing all tasks assigned by the College Party Committee and the University Youth League Committee;

6. Oversee the development of student organizations within the college—including the Student Union, student clubs, and the Youth Volunteer Association; manage the selection and cultivation of student leaders; guide student organizations in organizing diverse, wholesome, and high-quality campus cultural activities; ensure the orderly and effective operation of student organizations and their leadership; and fully leverage the role of these organizations;

7. Complete other tasks assigned by the College Party Committee and the University Youth League Committee;

8. Actively strengthen professional ethics development and strictly comply with all relevant documents and regulations concerning teacher ethics and professional conduct at the school.

III. Counselor

1. Ideological and theoretical education and value guidance: guiding students to cultivate theoretical confidence, institutional confidence, and cultural confidence, and to firmly establish a correct worldview, outlook on life, and set of values; understanding the ideological and behavioral characteristics as well as the political and ideological status of students, and providing targeted assistance to them.

Effectively address specific issues pertaining to ideological understanding, value orientation, academic life, career choices, and social relationships;

2. Development of Party organizations, Youth League organizations, and class-level units: conducting the selection, training, and motivation of student leaders; carrying out the cultivation and education of student candidates for Party membership; and providing guidance on the establishment of student Party branches and class Youth League organizations;

3. Promoting a positive academic atmosphere: Familiarize students with the fundamental aspects of their respective majors, stimulate their interest in learning, guide them in developing good study habits, and help them master effective learning methods; provide guidance for students to engage in extracurricular scientific, technological, and academic practice activities, thereby fostering a strong learning environment;

4. Management of students' daily affairs; conducting orientation programs for new students, graduation ceremonies, and related administrative and service activities; organizing military training for students; organizing the selection process for various scholarships and grants; providing guidance to students on applying for student loans; organizing work-study programs for students and providing support to students in financial need; offering life guidance to students to foster harmonious relationships and mutual assistance among them;

5. Mental Health Education and Counseling Services: Assist the school's mental health education department in conducting mental health education initiatives; perform preliminary screening and counseling for students' psychological issues; organize public awareness campaigns on mental health knowledge; and foster a healthy mindset among students characterized by rationality, emotional stability, optimism, and positive outlook;

6. Online Ideological and Political Education: Leveraging new media and new technologies to promote the highly integrated application of the traditional strengths of ideological and political work with information technology; establishing online platforms for ideological and political education to actively disseminate advanced culture; enhancing students' digital literacy education, proactively cultivating responsible online citizens on campus, guiding students to create online cultural works, promoting mainstream values, and spreading positive energy; innovating work approaches by strengthening online interaction and communication with students and utilizing these tools effectively.

Online new media provides students with ideological guidance, academic support, life counseling, and psychological counseling;

7. Response to campus crisis incidents: Organize and conduct basic safety education; participate in the formulation and implementation of crisis response plans for the university or college; handle initial responses to campus crisis incidents to stabilize the situation and control its progression; promptly gather information regarding the crisis incident and report it according to established procedures; and participate in the post-crisis response efforts as well as the subsequent summary, research, and analysis process;

8. Career Planning and Employment/Entrepreneurship Guidance: Providing students with scientific career planning, employment guidance, and related services to help them develop a correct perspective on employment and guide them to contribute their talents and achieve success in grassroots communities, western regions, or wherever the nation needs them most;

9. Theoretical and practical research: Strive to study the fundamental theories of ideological and political education as well as knowledge from related disciplines; participate in academic exchange activities within relevant fields; and engage in research projects or initiatives on ideological and political education both within and outside the university;

10. Actively strengthen professional ethics development and strictly comply with all relevant documents and regulations concerning teacher ethics and professional conduct at the school.

IV. Academic Mentor

1. To fulfill the mission of fostering virtue and nurturing talents; to adhere to the educational philosophies of "student-centeredness" and "teaching students according to their aptitude"; to guide students in establishing a correct worldview, outlook on life, and set of values; to help students develop a proper self-awareness and understanding of others and society; and to cultivate sound moral character and foster an awareness of compliance with laws and regulations;

2. Assist students in developing their academic plans; introduce students to the characteristics, current trends, and societal demands associated with each discipline and major; align this information with the program's educational objectives to guide and support students in adopting a proper attitude toward their studies and establishing a stable professional commitment. This process shall be conducted in accordance with the relevant university regulations and the college's policies.

The professional curriculum plan requires that, based on students' strengths, personalities, and aspirations, instructors guide students in selecting their career development goals, formulate medium-to long-term study plans, and assist students in successfully completing their academic programs within the prescribed duration;

3. We provide comprehensive academic guidance to students to ensure their successful completion of their studies. Based on the academic plans and current learning status of each student, we guide them in familiarizing themselves with the university's policies and regulations pertaining to the credit-based system reform; furthermore, tailored guidance is provided across various aspects—including course selection, exemption from courses, minor programs, pursuit of a second degree, professional practicum, internship, graduation thesis (or design project), professional practice, and academic examinations—based on the individual needs and learning progress of each student. Simultaneously, we monitor students' academic performance in a timely manner, assist them in overcoming any difficulties encountered during their studies, and ensure their smooth graduation;

4. Actively guide students in participating in research projects, innovation and entrepreneurship initiatives, academic competitions, science and technology activities, etc., and consciously cultivate their interest in scientific research, their research skills, and their innovative capabilities; guide students in selecting topics and initiating extracurricular research projects, organize discussion sessions on research topics, and, based on actual circumstances and where conditions permit, arrange for students to participate in research projects or teaching reform projects, or to undertake supporting work;

5. Actively strengthen professional ethics development and strictly comply with all relevant documents and regulations concerning teacher ethics and professional conduct at the school.

V. Responsibilities of the Class Teacher Position

1. Responsible for the daily ideological and political education of the class. In accordance with the unified arrangements of the university and the respective college, this role involves organizing and conducting themed class meetings and other thematic educational activities; patiently and meticulously carrying out ideological and political education for students, including education on ideals and beliefs, civility and courtesy, compliance with laws and regulations, honesty and trustworthiness, and labor values; guiding students to actively participate in collective activities at the university, within the class, and through student clubs; fostering a mindset of serving the people; and helping them develop positive values.

moral trait;

2. Thoroughly carry out class building and daily administrative work. This includes: conducting the selection of class and Youth League student cadres; organizing orientation sessions for new students; implementing military training; promoting the development of student clubs; establishing files for students from economically disadvantaged families; and managing the accommodation arrangements for students residing off-campus; conducting comprehensive student quality assessments; evaluating and awarding various outstanding student honors, scholarships, and grants; administering work-study programs; processing tuition fee reductions and waivers; and handling student loan matters; assisting in the procedures for student exemptions from courses, grade reductions, leave of absence, resumption of studies, transfers, and withdrawals; providing educational guidance to students who have violated disciplinary rules—specifically, participating in investigations into such violations and submitting recommendations for disciplinary action to the relevant departments in accordance with applicable regulations; providing ideological education, employment guidance, and recommendation services for graduates—by accurately reflecting the students' performance during their time at the university and responsibly recommending graduates to employers; and collecting and organizing individual evaluations of students during their academic tenure along with related documentation, then submitting this material to the college in compliance with archival management requirements to ensure the smooth progress of graduate-related procedures;

3. Assist the College Party Committee in the selection, cultivation, and evaluation of candidates for Party membership; assist the College Youth League Committee in selecting student leaders, and provide guidance and support to class and Youth League branches in carrying out their duties; focus on cultivating students' abilities in self-education, self-management, self-service, and self-supervision; adhere to a class meeting system held at least twice per month to commend outstanding individuals, encourage underperforming students, and summarize class activities; guide students in fostering a positive class atmosphere and actively organize and encourage participation in the initiative to establish "Exemplary Academic Class" and "Civilized Dormitory" or "Distinctive Dormitory";

4. Familiarize yourself with and master students' basic information, including their family background, moral character, special talents, and health status; show care and concern for students; engage in regular heart-to-heart conversations with them; understand and monitor their academic progress and living conditions; stay fully informed about their ideological state; and implement targeted individualized education measures. Ensure effective daily safety education and management for students, conducting these activities on a regular basis.

Conduct thorough safety inspections in student dormitories to promptly identify potential safety hazards and take proactive measures to mitigate them; upon the occurrence of any student safety incident, promptly arrive at the scene to assist in handling the situation and report to the leadership of the respective college; provide parents with irregular updates regarding their children's academic progress and behavior on campus; and, as needed, promptly contact and communicate with parents regarding the circumstances of students who require special attention, striving to secure their understanding and cooperation regarding the school's educational and management efforts;

5. Collaborate with the Academic Affairs Office to conduct teaching inspections, monitor student attendance, inspect student attendance at classes at least once per week, promptly address any identified issues, and ensure the smooth conduct of classroom instruction; guide students in fostering a positive academic atmosphere and help them develop good exam conduct and discipline; provide guidance on course selection, extracurricular reading, and applications for postgraduate studies;

6. Assist counselors in carrying out student ideological and political education work; understand and monitor the ideological and political situation of students; and provide timely education and guidance regarding hot-button and focal issues that concern students. Conduct regular heart-to-heart conversations with students; each year, you must hold at least one conversation with every student in the class under your responsibility, providing targeted assistance to help students resolve specific issues pertaining to their academic pursuits, career choices, social relationships, and healthy lifestyle;

7. Act as a bridge and link between the university and the college in contacting students, and complete any other tasks assigned by the university or the college. Carefully fill out the Head Teacher's Work Log, prepare work plans, summary reports, reflections, records of major events, and documentation regarding the resolution of issues; at the end of each semester, submit the "Head Teacher's Work Log" to the College Student Affairs Leading Group for filing, which shall serve as an important basis for the annual evaluation of head teacher performance;

8. Actively strengthen professional ethics development and strictly comply with all relevant documents and regulations concerning teacher ethics and professional conduct at the school.

Electromechanical Engineering College: Implementation Measures for Counselor Management

Chapter 1: General Provisions

Article 1: These Measures are formulated in order to strengthen the development of the counselor team at our college and to standardize the work of counselors, in accordance with the relevant regulations of the university and based on the actual conditions of the college.

Article 2: Counselors are full-time student affairs staff members responsible for conducting ideological and political education, managing student affairs, providing services, and promoting the healthy growth, personal development, and well-rounded development of students. Counselors shall strive to become life mentors and trusted confidants for students in their journey toward healthy growth.

Article 3: The development of the counselor team is a crucial component of both the teaching staff and the administrative staff; the college has implemented measures to promote the professionalization and career-oriented development of the counselor team.

Article 4: The work of counselors shall be under the unified leadership of the University Party Committee, organized and implemented by the Student Affairs Department (Office), and specifically executed by the respective colleges.

The college has established a Student Affairs Office to provide specific guidance for counselors and homeroom teachers in their work; the Director of the Office shall be concurrently served by the Deputy Secretary of the Party Committee responsible for student affairs; the Deputy Directors shall be concurrently served by the Secretary of the College's Youth League Committee; and the members of the Office shall consist of counselors and homeroom teachers.

Chapter 2: Responsibilities and Requirements

Article 5: The duties of counselors are as follows:

(1) Implement the Party's education policy, help students establish a correct worldview, outlook on life, and values, and affirm their commitment to following the Chinese characteristics under the leadership of the Communist Party ofChina.

The socialist path, the common ideal of realizing the great rejuvenation of the Chinese nation, and the firm belief in this goal aim to cultivate students into qualified builders and reliable successors for the cause of socialism with Chinese characteristics.

(2) Guide students in cultivating excellent moral qualities such as benevolence and fairness, integrity and compliance with the law, respect for teachers and adherence to ethical principles, as well as a pursuit of truth and pragmatism, enabling them to become well-rounded citizens with sound personalities who can fully develop themselves and meet the needs of society.

(3) Actively collaborate with faculty members, Party and administrative officials, as well as logistical support staff to jointly carry out ideological and political education for students; organize a variety of educational activities; and promote the implementation of comprehensive educational initiatives encompassing teaching-based education, management-based education, service-based education, research-based education, environment-based education, practice-based education, and student self-education.

(4) Understand and monitor the ideological and political situation of students; provide timely education and guidance addressing hot-button and focal issues of concern to students; resolve conflicts and disputes; participate in handling emergencies; and safeguard campus safety and stability.

(5) Adopting the student as the central subject and the class as the fundamental unit, leverage the organizational strength of the class collective in the ideological and political education of college students, strengthen the cultivation of academic ethos and class atmosphere, and enrich the campus cultural life of students.

(6) Guide the establishment of student Party branches, Youth League branches, class committees, and student associations; effectively carry out the training of student leaders; stimulate students' enthusiasm and initiative; and guide students toward self-education, self-management, self-service, and healthy personal development. Full-time counselors may concurrently serve as Secretaries of Student Party Branches, Secretaries of College Youth League Committees, or other relevant positions.

(7) Organize students to actively participate in major collective activities organized by the school and the college.

This involves guiding students to participate in social practice and extracurricular activities, thereby fostering and enhancing their innovative spirit and practical abilities.

(8) Provide effective mental health education and psychological counseling services for students; guide students in developing healthy study, work, and lifestyle habits; and promptly implement early warning and intervention measures when students encounter issues regarding their studies, mental health, or daily behavior.

(9) Effectively implement financial aid programs for students from economically disadvantaged backgrounds; organize work-study opportunities for students; and actively assist financially disadvantaged students in completing their studies and achieving healthy personal development.

(10) Actively carry out employment guidance and service initiatives by providing students with efficient and high-quality employment guidance and information services, helping students develop a correct perspective on employment, and enhancing their employability and entrepreneurial capabilities.

(11) Conduct scientific evaluations of students; guide students in participating in excellence recognition activities; participate in investigations and handling procedures regarding students who have violated school rules; and provide follow-up educational support for such students.

(12) To fulfill other duties prescribed by relevant regulations, as well as to complete any other tasks assigned by the college leadership.

Article 6: The job requirements for counselors are as follows:

(1) Adhere to the principles governing students' ideological and political education as well as the patterns of talent development; emphasize investigation and research; promptly analyze changes in students and their environment; adjust work approaches and methods; utilize various new platforms for educational outreach—particularly modern scientific technologies and digital tools such as the internet; strive to broaden the channels through which work is conducted; remain closely aligned with reality, daily life, and the needs of students; thereby enhancing the relevance and effectiveness of the work, as well as its appeal and sense of engagement.

Dyeing capacity.

(2) Collaborate with homeroom teachers to advance holistic education and promote the healthy growth and well-rounded development of students. Specifically, homeroom teachers and academic mentors focus on students 'moral education, academic guidance, and professional skill development; whereas counselors focus on students' ideological and political education, comprehensive quality cultivation, as well as administrative management and support services.

(3) At the beginning of each semester, the grade-level work plan shall be formulated; at the end of each semester, a work summary shall be prepared.

(4) Participate in relevant student work meetings and activities organized by the university and the college, as required.

(5) Show care for students by conducting thorough visits to dormitories and classrooms, organizing and facilitating student activities, and utilizing various communication channels—including online platforms, telephone calls, and face-to-face meetings—to gain a comprehensive and timely understanding of students 'thoughts, academic progress, daily life, and psychological well-being, thereby supporting their healthy growth. At least one working meeting shall be held monthly among class representatives and Youth League branch members within each grade to convey decisions and opinions from the school and college, gather information on student conditions, and discuss relevant matters; all work-related activities shall be recorded in the counselor's diary.

(6) Full-time grade counselors shall visit student dormitories at least twice per semester; conduct at least two heart-to-heart conversations with students under their supervision each semester; hold at least two heart-to-heart conversations with key students under their supervision monthly; organize at least one class meeting for the classes under their supervision each month; and conduct at least one heart-to-heart conversation with student representatives or student members of the classes under their supervision each semester, thereby gaining a comprehensive understanding of the overall situation of students within their respective grade.

(7) Continuously monitor students who are facing difficulties in their thinking, studies, daily life, mental health, or work, and provide them with at least one session of in-depth counseling per semester.

(8) On the basis of fully promoting democracy and extensively soliciting student opinions, student awards and honors evaluations, organizational development, and financial assistance for students in need shall be conducted in accordance with the principles of fairness, transparency, and impartiality.

(9) Effectively manage matters concerning special student groups; when students encounter various accidents, emergencies, or other urgent situations, personnel shall promptly arrive at the scene to handle the situation or assist the relevant authorities in handling such incidents.

(10) Actively promote theoretical research on student affairs; each academic year, at least one student affairs-related paper or research report shall be written to enhance the scientific approach to student affairs work.

Chapter 3: Staffing and Recruitment

Article 7: Counselors shall be appointed under a contractual system, with a standard appointment term of four years. Should adjustments to the counselor positions be required during the appointment term, the college shall make such adjustments in a timely manner; no vacant counselor positions shall exist.

Article 8: The college shall establish full-time counselor positions with a faculty-to-student ratio for undergraduate students not lower than 1:200; these full-time counselors shall cover all class groups.

Article 9: To serve as a counselor, one shall meet the following conditions:

(1) A member of the Communist Party of China with a firm political stance.

(2) Demonstrate a strong passion for student affairs; be fair and upright, adhere to principles, lead by example, and serve as a role model for students.

(3) Be familiar with the principles governing higher education; possess strong humanistic literacy and a high level of theoretical knowledge; and master the professional knowledge and skills essential for engaging in student ideological and political work.

(4) Newly recruited counselors shall, in principle, hold a master's degree or higher from a full-time regular higher education institution; those assigned as full-time counselors through reallocation from the university's faculty and staff members

In principle, candidates should hold a bachelor's degree or higher.

(5) Physical and mental health.

Article 10: The selection and appointment of full-time counselors shall be conducted under the unified leadership of the University Party Committee, utilizing a combination of organizational recommendations and open recruitment. The Organization Department of the University Party Committee, the Human Resources Office, the Student Affairs Office (Department), the colleges involved, and other relevant units shall be specifically responsible for the selection and appointment process in accordance with the qualification requirements for counselors and the relevant procedures for written examinations, interviews, and other assessment methods.

Article 11: The college may select a certain number of outstanding undergraduate students from higher-year undergraduates to serve as Undergraduate Counselor Assistants.

Chapter 4: Cultivation and Development

Article 12: The college encourages and prioritizes support for counselors in applying for and being appointed to professional and technical positions; counselors may apply for and be appointed according to the requirements for Assistant Teaching Staff, Lecturer, Associate Professor, or Professor; the proportion of such appointments shall be gradually increased.

Article 13: The training of counselors shall be incorporated into the faculty training plans of universities and colleges, as well as their overseas development programs, and counselors shall enjoy the same treatment as full-time faculty members. Colleges shall strengthen pre-service training, ongoing training, and key personnel training for counselors; provide counselors with specialized guidance and training in areas such as ideological and political education, psychology, and student affairs management; and prioritize the selection of outstanding counselors to participate in domestic and international exchanges, study tours, advanced studies, and further academic pursuits.

Article 14: The college encourages and supports counselors to pursue relevant professional degrees while in their positions, and to conduct research integrating their professional practice with disciplinary developments; counselors who meet the eligibility criteria may be transitioned into full-time faculty members in the respective disciplines.

Article 15: Counselors may be assigned to teach courses such as Ideological and Moral Cultivation and Legal Foundations, and other related subjects.

Involves teaching responsibilities for courses such as Social Trends and Policy Education, Socialist Core Values, Mental Health Education, Career Guidance, and Labor Education.

Article 16: In accordance with the specific characteristics of the counselors 'roles, the College shall provide the necessary safeguards and conveniences for counselors, including in areas such as performance-based incentives and office facilities. The College shall issue a full-time counselor's allowance to each counselor on a monthly basis based on the assessment results.

Article 17: The college regards the counselor team as a key source for the cultivation and selection of reserve cadres and, based on operational needs, shall prioritize recommending candidates for management positions within the university.

Chapter 5: Management and Performance Evaluation

Article 18: The College attaches great importance to the management of counselors and actively cooperates with the Student Affairs Department (Office) in effectively carrying out the management of counselors.

Article 19: If students have any grievances regarding their academic counselors, they may report such matters to the college or the Student Affairs Office (Department). Upon receiving the report, the college or the Student Affairs Office (Department) shall conduct a thorough investigation, respond to the student within 3 working days, and carry out appropriate ideological counseling for both the student and the counselor.

Article 20: A counselor shall be dismissed if any of the following circumstances applies:

(1) In matters concerning political principles, political stance, and political direction, one must not maintain consistency with the Central Committee of the Party.

(2) Failure to perform duties.

(3) During the employment period, if the employee fails the performance evaluation for two consecutive years.

(4) Other circumstances under which dismissal may be warranted.

Article 21: The assessment of counselors shall be organized and implemented by the Student Affairs Department (Office). The assessment results shall be relevant to the appointment and evaluation of counselors' positions, awards and penalties, as well as promotions.

Linkage. The specific assessment methods shall be implemented in accordance with the " Assessment Measures for Counselors of the School of Mechanical and Electrical Engineering (Trial)". The commendation and rewards for outstanding counselors shall be incorporated into the commendation and reward system for faculty members and educational staff.

Article 22: Counselors whose assessment results are rated as "basically qualified" or "unqualified" shall undergo a warning conversation conducted by the college, with a specified time limit for improvement.

If a counselor has any objections to the assessment results, they may file an appeal with the Student Affairs Work Leading Group; the Student Affairs Work Leading Group shall conduct an investigation within 10 working days and provide the counselor with the findings of said investigation.

Chapter VI: Supplementary Provisions

Article 23: The Interpretation of these Measures shall be the responsibility of the Party Committee of the School of Mechanical and Electrical Engineering.

Article 24: These Measures shall come into force as of the date of their issuance.

Management Measures for Class Advisors of the School of Mechanical and Electrical Engineering

Chapter 1: General Provisions

Article 1: In order to further strengthen the development of the undergraduate class advisor team at our college, support students in their healthy growth and personal development, and leverage the educational role of full-time faculty members, these Measures are hereby formulated in accordance with the relevant regulations of the university and based on the actual conditions of the college.

Article 2: The Class Teacher is a faculty member appointed by our college from among the full-time teaching staff, who assists students in their healthy growth and development, cares for their ideological, academic, and daily lives, and provides students with moral education, academic guidance, and capacity-building support.

Article 3: The College encourages full-time faculty members to serve as class advisors, providing them with the necessary convenience and creating favorable conditions for their work.

Article 4: The work of class teachers shall be under the unified leadership of the school; the Student Affairs Department (Office) shall organize its implementation; and the college shall be specifically responsible for its execution.

Article 5: The College attaches great importance to the work of class advisors; the implementation of this work will serve as one of the key criteria for the school's annual performance evaluation of the Party Committee Secretary of the College, the Dean, and the Deputy Party Committee Secretary responsible for student affairs.

Chapter 2: Appointment

Article 6: The class teacher shall be appointed under a contractual appointment system, with the college selecting such individuals from among full-time faculty members or on-duty staff who are formally employed within the institution.

Each administrative class shall be assigned one homeroom teacher; the term of appointment for such teachers is generally one academic session (two or four years). If adjustments are required during the appointment period, the college shall promptly make such adjustments.

No vacancies shall exist for any position.

The appointment of class advisors shall be the responsibility of the College Party Committee; upon recommendation by a Party organization or application by the faculty member themselves, and after undergoing preliminary review by the College Party Committee, the appointment shall be deliberated and finalized by the Joint Meeting of the Party Committee and the Administrative Committee of the College, and then submitted to the Student Affairs Department (Office) and the Human Resources Department for record-keeping purposes.

Article 7: To serve as a class teacher, one must meet the following conditions:

(1) Possesses a firm political stance, high political awareness, and a strong grasp of policy theory.

(2) Possesses excellent professional ethics, is fair and upright, serves as a role model for fellow educators, and is dedicated to selfless service.

(3) Possess strong professional competence and be able to guide students' growth and development.

(4) Possesses strong organizational, coordination, and communication skills, enabling them to effectively perform the duties of a homeroom teacher.

(5) Physical and mental health.

Article 8: The college may appoint outstanding undergraduate students with both academic excellence and moral integrity as class advisor assistants to assist class advisors in carrying out their duties.

Chapter 3: Responsibilities and Requirements

Article 9: Duties of the Class Teacher

(1) Implement the Party's educational policies and guidelines; foster moral integrity and cultivate well-rounded individuals; uphold and guide the correct political direction; guide and assist students in establishing a correct worldview, outlook on life, and set of values; nurture in students a sense of social responsibility to serve the nation and the people; and strive to cultivate students into citizens with excellent moral character, sound personality, and comprehensive development.

(2) At the beginning of each semester, develop a class work plan; at the end of each semester, conduct a comprehensive review of the work performed.

Responsibilities: Attend relevant student work meetings and activities organized by the university and the college as required.

(3) Provide guidance to students on learning, scientific research, internships, practical training, and social practice; guide students in developing a correct attitude toward learning and effective learning methods; and foster a positive academic atmosphere.

(4) Help students develop a correct understanding of themselves, others, the environment, and society, while cultivating and enhancing their innovative spirit, learning abilities, practical skills, and social adaptability.

(5) Other duties that shall be undertaken in accordance with relevant regulations.

Article 10: Work Requirements for Class Teachers

(1) Respect students' dignity, safeguard their privacy, implement differentiated instruction, and provide personalized guidance and support to students; strengthen education, guidance, and assistance provided to students regarding school adaptation, mental health, academic early warning systems, internships, practical training, as well as employment and entrepreneurship.

(II) Establish a regular or ad-hoc communication mechanism with students through methods such as visiting student dormitories, holding class meetings, using telephone calls, online channels, or other approaches that are popular among students. Conduct at least one visit to student dormitories per week; hold at least one class committee meeting per month; and hold at least one class meeting per month; specifically, for first-year class advisors, at least two class meetings shall be held per month; conduct at least one classroom observation session per semester; participate in at least two class collective activities per semester; provide assistance and guidance to students who have failed exams, those under academic warning, those facing learning difficulties, or those experiencing psychological issues at least twice; promptly identify and resolve any issues concerning students' thoughts, studies, or daily life; and maintain comprehensive oversight of student status.

Thoughts, learning, and daily life dynamics.

(3) At least once per semester, maintain contact with student parents to report on the student's academic progress and daily life at school, and solicit parental assistance in supporting the student's daily education and supervision efforts.

(4) Collaborate with counselors through clear division of responsibilities to jointly advance holistic education and foster the healthy growth and well-rounded development of students. Specifically, homeroom teachers focus on students ' moral education, academic guidance, and professional skill development; whereas counselors focus on students' ideological and political education, comprehensive quality cultivation, as well as administrative management and student services.

(5) Homeroom teachers and counselors should strengthen their collaboration in matters such as student award evaluations, recognition of outstanding students, organizational development, and financial assistance for students in need; they should facilitate timely information sharing and jointly explore new approaches and methods for teaching and educating students through means such as daily communication, joint student affairs meetings, and student affairs discussion forums.

(6) The class teacher shall submit a summary report of the previous academic year to the college within two weeks after the start of each academic year.

Chapter 4: Performance Evaluation and Reappointment, Termination of Employment, and Resignation

Article 11: The College shall hold at least one regular student affairs meeting per month, attended by all head teachers and counselors, to discuss work matters, resolve issues, share experiences, and stay informed about the work status of head teachers and counselors.

Article 12: Where students have any concerns regarding the work of their class teacher, they may report such matters to the college; the college shall take these concerns seriously, promptly ascertain the details of the matter, strengthen communication with both the class teacher and the students, and ensure the ideological stability of both faculty and students.

Article 13: Principles for the Assessment of Class Teachers

The evaluation of counselors and homeroom teachers adopts a comprehensive "Five-Integration" approach, which integrates routine evaluations with year-end evaluations, self-assessments with organizational assessments, leadership evaluations with student evaluations, and qualitative assessments with quantitative assessments.

The assessment process shall be integrated with other evaluation mechanisms, and the assessment results shall be linked to continued employment and allowance benefits.

Article 14: Content and Scoring Criteria for the Evaluation of Class Teachers

(1) Personal Political Ideology and Moral Integrity (15 points; 5 points will be deducted for each item that fails to meet the requirements)

1. Possesses strong political acumen and a broad perspective on the overall situation.

2. Possesses strong career ambition and a sense of responsibility; is dedicated to their profession; demonstrates a spirit of selfless dedication; maintains strict self-discipline; and serves as an exemplary role model for students.

3. Adhere to a student-centered approach; be willing to serve as a trusted confidant to students; respect and understand students; maintain an upright professional conduct; and ensure fairness in all matters handled.

4. Capable of completing all tasks assigned by the college in a timely and accurate manner without any shirking or avoidance; able to promptly assist counselors in submitting various documents related to student education and management, as well as work plans and summaries, in accordance with specified requirements.

(II) Student Education and Management (75 points)

1. Implementation of ideological and political education for students (20 points; 5 points will be deducted for each item that fails to meet the requirements).

(1) Timely monitor students' ideological trends, closely track hot-button and challenging issues among students, and promptly report any negative ideological tendencies observed among them;

(2) Assist counselors in diligently organizing political study sessions, themed class meetings, Youth League Day activities, etc., and maintain records of these activities;

(3) Actively guide and encourage students to participate in sports, arts, science and technology, dormitory evaluation activities, as well as various social practice activities that promote both physical and mental health, thereby fostering in students a sense of self-education, self-management, self-service, and self-improvement;

(4) Show concern for the growth of students in the class; organize and implement mental health education activities within the class in a timely manner as required; provide constant care, assistance, guidance, and counseling to students who face challenges in their studies, psychological well-being, or daily life; and promptly report any adverse psychological issues among the class members to the counselor and the Deputy Secretary of the Party Committee responsible for student affairs.

2. Providing academic guidance to students (20 points)

This process shall refer to the new detailed rules for the comprehensive student evaluation of the college; for this class, individual or group bonus or penalty points will be awarded based on specific circumstances.

3. Behavioral guidance for students (15 points; 4 points will be deducted for each item that fails to meet the requirements).

(1) Regularly conduct education on laws, regulations, and school rules and discipline for students, ensuring that students consciously abide by social ethics and the behavioral code for university students;

(2) Actively strengthen class development to foster a positive class atmosphere and academic ethos;

(3) The school is able to promptly correct and investigate student disciplinary violations; students demonstrate a strong awareness of civilized conduct and personal development, exhibit high levels of civility, and possess good behavioral habits;

(4) Can maintain regular communication with students' parents.

4. Effective Student Management (20 points; 4 points will be deducted for each item that fails to meet the requirements)

(1) Capable of effectively selecting, appointing, and cultivating student leaders;

(2) Organize and implement comprehensive student evaluations, award and scholarship assessments, identification of financially disadvantaged students, application processes for student loans, distribution of financial aid subsidies, and work-study programs;

(3) Can frequently visit classrooms to promptly identify, address, and resolve conflicts.

Reported incidents; assisted in the investigation and handling of events; no major liability accidents occurred;

（4） Capable of thoroughly addressing various issues raised by students within the dormitories, and the dormitory improvement initiative has been highly effective;

（5） Complete other tasks assigned by the school and the college.

(3) Attendance: 10 points (5 points deducted for each item that fails to meet the requirements)

1. Attend all training sessions, political study activities, and regular work meetings organized by the university or department on time;

2. Attend class teacher meetings on time, etc.

(4) Points-added items for performance appraisal

1. Full attendance at the class teacher's regular meeting will earn 1 additional point;

2. Students who have received awards will be awarded 4 additional points for national-level awards, 2 additional points for provincial or ministerial-level awards, and 1 additional point for university-level awards;

3. The homeroom teacher will receive 7 additional points for national-level awards in student education and management, 5 additional points for provincial or ministerial-level awards, and 3 additional points for school-level awards;

4. For each academic year, for the number of "Civilized Dormitory" awards awarded within a college: the top-ranked college will receive 3 points, the second-ranked college will receive 2 points, and the third-ranked college will receive 1 point; for dormitories that receive the university's "Civilized Dormitory" award, the top-ranked college will receive 4 points, the second-ranked college will receive 3 points, and the third-ranked college will receive 2 points (this item is cumulative);

5. For each academic year, the college will award 3 additional points to the department ranking first in late-night self-study attendance rate, 2 additional points to the second-ranked department, and 1 additional point to the third-ranked department;

6. The efforts to foster a positive academic atmosphere have yielded remarkable results: classes achieving the top rank in the overall comprehensive evaluation within their grade receive an additional 2 points; those ranking second receive 1 point; those with the lowest make-up exam rate across the entire college receive 1 point; and so on.

The lowest score across the entire hospital will receive an additional 1 point; the lowest red/yellow alert rate across the entire hospital will receive an additional 1 point; and those ranking first and second in foreign language proficiency pass rates will receive 2 points and 1 point, respectively;

7. For each graduate student admitted from among undergraduate fresh graduates, 0.5 points shall be added.

(5) Points deduction items for performance appraisal

1. In cases where negligence in educational management or work errors result in minor injuries among students in the supervised class, 10 points shall be deducted;

2. For cases involving underreporting, failure to report, false reporting, or delayed reporting of student disciplinary violations or safety incidents—where serious consequences arise—10 points shall be deducted; where general consequences arise, 5 points shall be deducted; and where no harmful consequences have occurred, 2 points shall be deducted;

3. For each student in the class who receives a disciplinary action: a public reprimand shall result in a deduction of 2 points; an official warning shall result in a deduction of 2 points; a serious warning shall result in a deduction of 3 points; a record of misconduct shall result in a deduction of 4 points; being placed under probation at the university shall result in a deduction of 5 points; and expulsion from the university shall result in a deduction of 6 points; for the year, if the number of students absent from class reaches or exceeds 10 times but is less than 5 individuals, 2 points shall be deducted; if it ranges from 5 to 10 individuals, 4 points shall be deducted; if it ranges from 10 to 15 individuals, 6 points shall be deducted; if it ranges from 15 to 20 individuals, 10 points shall be deducted; and if it exceeds 20 individuals, 15 points shall be deducted (with a maximum total deduction limit of 20 points).

4. The student dormitory received 1 negative review during routine inspections, resulting in a deduction of 1 point; this deduction is applied cumulatively.

Article 15: Assessment, grading, and implementation of class teachers:

(1) The evaluation of class advisors shall be conducted once per academic year. The college shall conduct this evaluation through various methods, including distributing questionnaires to students, implementing peer evaluations among class advisors, assigning scores by counselors, conducting individual interviews, holding student symposiums, soliciting opinions from both the college's counselors and relevant departments, reviewing the Class Advisor Evaluation Forms, and reviewing the Class Advisor Work Summaries. The evaluation forms shall be submitted to the Student Affairs Department (Office) and the Human Resources Department for review and archiving.

(2) The total assessment score is 100 points, comprising: student evaluation (50 points) and the homeroom teacher's self-assessment (50 points).

The evaluation score consists of: 10 points from peer evaluations among homeroom teachers, 10 points from evaluations by grade-level counselors, 15 points from evaluations by the college's Deputy Party Committee Secretary responsible for student affairs, and 15 points from evaluations by the college's Vice Dean overseeing student affairs. The assessment results are categorized as: Excellent (90 points or above), Pass (70−89 points), Basically Pass (60−69 points), and Fail (59 points or below).

(3) The assessment shall be organized and implemented by each college in accordance with the notice issued by the Student Affairs Department (Office). The detailed assessment guidelines shall be formulated by each college and submitted to the Student Affairs Department (Office) for record-keeping.

(4) The assessment results shall generally be publicly displayed for 5 working days. Any party who has objections to the assessment results may apply for reconsideration with the College and the Student Affairs Office; the College and the Student Affairs Office shall issue a reconsideration decision within 3 working days.

(5) Those whose assessment results are "Pass" or above may continue to be employed; for those with an "Unqualified" assessment result, the College Party Committee shall issue criticism and educational guidance, require them to implement rectifications within a specified time limit, and may proceed to terminate their employment contract. Due emphasis is placed on the application of assessment results: the college shall reduce the position allowance of the concerned individual based on the assessment results; class advisors rated as "Excellent" shall be awarded certificates by the university and the college in recognition and reward.

Article 16: During the evaluation academic year, individuals who meet any of the following conditions may be given priority or directly awarded the "Excellent" rating under equal circumstances.

(1) The class or group under your supervision has received national-level recognition;

(2) Among the students under their supervision, more than 5 have received commendations at or above the provincial level;

(3) Those who have made outstanding contributions to maintaining campus stability and have been commended by the university.

Article 17: During the assessment year, an individual who meets any of the following conditions may

Directly classified as unqualified.

(1) Spreading remarks among teachers and students that oppose the Four Cardinal Principles or undermine the stability of the campus and society, thereby causing a detrimental impact;

(2) Refusing to accept work assignments, or failing to rectify such behavior after being given education;

(3) Having repeatedly failed to complete work tasks assigned by the organization on time, thereby causing adverse effects;

(4) Where serious disciplinary violations by students occur due to negligence in educational management, resulting in a detrimental impact;

(5) Cases where student casualties have occurred due to negligence in educational management;

(6) In the event of an emergency, where personnel fail to arrive at the scene in a timely manner or fail to handle the situation properly under normal circumstances;

(7) Where, due to improper reasons, a conflict arises with students, resulting in a negative impact;

(8) Engaging in fraudulent practices in matters such as the recruitment of student Party members, evaluation for excellence, awarding of honors, and student financial aid, thereby causing a detrimental impact;

(9) Concealing or failing to report student disciplinary violations, or intentionally shielding or condoning such violations by students, thereby causing a detrimental impact.

Article 18: Upon expiration of the term of office for the class teacher, those who pass the performance evaluation and meet the required criteria may be reappointed upon their own application, recommendation by students, or decision by the college.

Article 19: A class teacher shall be dismissed if any of the following circumstances apply:

(1) Failure to perform duties.

(2) The annual performance evaluation grade is "Unqualified".

(3) During the appointment period, if students of this class request a change of homeroom teacher, the Student Affairs Office shall__

The Department (Division) and College shall conduct an investigation to confirm whether replacement is necessary.

(4) Other circumstances under which dismissal may be warranted.

Article 20: Where a class teacher requests to resign under any of the following circumstances, the teacher shall notify the college in advance of the situation, and the college shall grant permission;

(1) Transfer from the school.

(2) During the appointment period, traveling abroad or conducting academic visits for more than one semester.

(3) Transfer of full-time faculty members.

(4) Due to health reasons, they are not suitable to continue serving in their position.

(5) Other circumstances under which resignation is required.

Chapter 5: Incentives, Safeguards, Rewards, and Penalties

Article 21: The college shall actively create favorable conditions for homeroom teachers to carry out their duties, including granting them priority in assigning office space and providing them with convenient access to query the academic progress of the students under their supervision through the Academic Affairs System.

Article 22: Pursuant to the Implementation Measures for Performance-Based Distribution of Benefits at the College, the College shall allocate a fixed annual workload of 80 work units per homeroom teacher; the class size shall be calculated as 40 students; for each additional student, the workload for each teacher shall be increased by 0.4 work units. Upon application by the homeroom teacher and approval by the College, the College shall provide a certain amount of activity funding.

Article 23: For each academic year, the college shall commend and reward class advisors based on their assessment results; class advisors rated as "Excellent" shall be awarded a certificate and a cash prize of RMB 500. The evaluation and awarding of outstanding class advisors shall be organized by the College's Assessment Leading Group, with awards issued once per academic year.

Article 24: When evaluating and appointing professional titles, under equal conditions, those who have been rated as "Excellent" in previous assessments shall be given preference.

Class advisors with outstanding qualifications will be given priority.

Article 25: Training for class teachers shall be incorporated into the overall faculty training plan of the university or college; the college shall arrange for class teachers to participate in domestic and international training programs and study tours in a planned, organized, and supported manner.

Article 26: Where a homeroom teacher causes disorder within the class during their tenure due to negligence in their duties or for other reasons, or where they are deemed unsuitable to continue serving as a homeroom teacher due to issues regarding their ideological and moral character, they shall be disqualified from all honors and awards for that year, and shall not serve as a homeroom teacher for two years thereafter.

Chapter VII: Supplementary Provisions

Article 27: The Interpretation of these Measures shall be the responsibility of the Party Committee of the School of Mechanical and Electrical Engineering.

Article 28: These Measures shall come into force as of the date of their issuance.

Division of Responsibilities and Establishment of a Management System for Counselors in the School of Mechanical and Electrical Engineering

Post	Surname and personal name	Special Projects	Horizontal division of labor	Vertical division of labor
Position 1	You Xingming			
Position 2	Yang Jiankun	1. Oversees all aspects of the Youth League Branch's work, and is responsible for the development and management of the Student Union, student clubs, and the student leadership team; 2. Responsible for fostering the advanced nature of Youth League members and conducting internal recommendation of outstanding members; 3. Responsible for organizing and conducting student cultural and sports activities; 4. Responsible for the organization, guidance, support, and management of the Student Academic Science and Technology Festival, three categories of innovation and entrepreneurship competitions (Chuang Qingchun, Challenge Cup, and Internet+), as well as mathematical modeling competitions and mathematics competitions; 5. Responsible for the organization and management of university student youth volunteers and social practice activities; 6. Responsible for the development and management of students' extracurricular activities; 7. Responsible for the website development and management of the college; 8. Complete other tasks assigned by the leader in charge.		
Position 3	Liu Jie	1. The responsibilities for graduate employment guidance, support, employment statistics, and ensuring the safe and orderly departure of graduates from campus shall be assigned to the counselors for the graduating class; 2. The teaching responsibilities for labor education courses and socialist core values courses shall be assigned to the counselors for the freshman class.	1. Responsible for the "Today's Campus" management work for students in this grade; 2. Responsible for the daily management of students in this grade level, as well as ideological and political education; 3. Responsible for the education, management, training, and evaluation of the student leadership team within this grade level; 4. Responsible for tracking the employment outcomes of graduates in this grade, conducting surveys on their employment status, and performing follow-up visits with their employers; 5. Responsible for the military training and national defense education programs for new students in this grade; 6. Effectively fulfill the duties of homeroom teacher for the classes under your supervision.	1. Responsible for student file management; 2. Responsible for the assessment and management of counselors and homeroom teachers; 3. Responsible for attendance tracking and record-keeping for regular meetings of counselors and homeroom teachers; 4. Responsible for the comprehensive student quality assessment, evaluation of scholarships at all levels, selection of outstanding graduates and outstanding class collectives, as well as other various awarding and recommendation processes; 5. Responsible for handling tasks such as issuing student train ticket discount cards; 6. Responsible for student COVID-19 prevention and control education; 7. Complete other tasks assigned by the leader in charge.

Post	Surname and personal name	Special Projects	Horizontal division of labor	Vertical division of labor
Position 4	Li Xiangde	1. The responsibilities for graduate employment guidance, support, employment statistics, and ensuring the safe and orderly departure of graduates from campus shall be assigned to the counselors for the graduating class; 2. The teaching responsibilities for labor education courses and socialist core values courses shall be assigned to the counselors for the freshman class.	1. Responsible for managing the "Today's Campus" program for students in this grade level; 2. Responsible for the daily management of students in this grade level, as well as ideological and political education; 3. Responsible for the education, management, training, and evaluation of the student leadership team within this grade level; 4. Responsible for tracking the employment outcomes of graduates in this grade, conducting surveys on their employment status, and performing follow-up visits with their employers; 5. Responsible for the military training and national defense education programs for new students in this grade; 6. Effectively fulfill the duties of homeroom teacher for the classes under your supervision.	1. Responsible for managing student dormitories, including serving as Dormitory Club President and conducting dormitory inspections; and overseeing the evaluation and improvement of dormitory facilities; 2. Responsible for mental health education for college students and the management of students with psychological issues; 3. Responsible for managing student activities on the YiBan platform; 4. Responsible for campus stability maintenance and safety education for university students; 5. Responsible for the management of student disciplinary sanctions; 6. Assist the college in its enrollment efforts; 7. Complete other tasks assigned by the leader in charge.
Position 5	Lu Yun	1. The responsibilities for graduate employment guidance, support, employment statistics, and ensuring the safe and orderly departure of graduates from campus shall be assigned to the counselors for the graduating class; 2. The teaching responsibilities for labor education courses and socialist core values courses shall be assigned to the counselors for the freshman class.	1. Responsible for managing the "Today's Campus" program for students in this grade level; 2. Responsible for the daily management of students in this grade level, as well as ideological and political education; 3. Responsible for the education, management, training, and evaluation of the student leadership team within this grade level; 4. Responsible for tracking the employment outcomes of graduates in this grade, conducting surveys on their employment status, and performing follow-up visits with their employers; 5. Responsible for the military training and national defense education programs for new students in this grade; 6. Effectively fulfill the duties of homeroom teacher for the classes under your supervision.	1. Responsible for the collection, organization, and submission of statistical data at all levels and for all types; 2. Responsible for tasks such as compiling statistics on students with outstanding payments, collecting overdue payments, and managing student loan programs; 3. Responsible for identifying students from families with financial difficulties, persons with disabilities, or orphans, as well as managing the corresponding scholarships, grants, loans, work-study programs, and subsidies; 4. Responsible for purchasing student accident insurance, student medical insurance, and handling reimbursement procedures; 5. Responsible for managing work-study programs; 6. Complete other work tasks assigned by management.
Position 6	Mariyn	1. The responsibilities for graduate employment guidance, support, employment statistics, and ensuring the safe and orderly departure of graduates from campus shall be assigned to the counselors for the graduating class; 2. The teaching responsibilities for labor education courses and socialist core values courses shall be assigned to the counselors for the freshman class.	1. Responsible for managing the "Today's Campus" program for students in this grade level; 2. Responsible for the daily management of students in this grade level, as well as ideological and political education; 3. Responsible for the education, management, training, and evaluation of the student leadership team within this grade level; 4. Responsible for tracking the employment outcomes of graduates in this grade, conducting surveys on their employment status, and performing follow-up visits with their employers; 5. Responsible for the military training and national defense education programs for new students in this grade; 6. Effectively fulfill the duties of homeroom teacher for the classes under your supervision.	1. Responsible for the management of college students undergoing military recruitment and those returning to school after discharge from active service; 2. Responsible for student postgraduate entrance examination preparation and legal outreach education; 3. Responsible for career planning education for college students; 4. Responsible for fostering a positive academic atmosphere and implementing academic warning systems; 5. Responsible for managing morning reading sessions, morning exercise activities, and evening self-study sessions; 6. Responsible for freshman orientation programs, flag-raising ceremonies, and other related assembly events; 7. Complete other tasks assigned by the leader in charge.

School of Mechanical and Electrical Engineering Counselor-to-Counselee Heart-to-Heart Conversation System

Article 1: Purpose

To strictly implement the responsibilities of counselors in conducting heart-to-heart conversations, standardize the documentation of counselors' work activities, enhance their professional competence in conducting such conversations, and in light of the specific circumstances of this college, these regulations are hereby formulated.

Article 2: Purpose

Heart-to-heart conversations serve as a vital channel for counselors to collect students' basic information, understand their ideological trends, provide targeted educational guidance, and offer management and support services.

Article 3

Counselors shall, in accordance with their job responsibilities and specific needs, conduct regular or ad-hoc confidential conversations with individual students and maintain proper records of these conversations.

1. Number of sessions: The counselor shall proactively initiate heart-to-heart conversations with students; during each academic year, the counselor shall conduct at least one conversation with each student, ensuring that the total number of such conversations does not fall below 200.

2. Methods: Face-to-face, WeChat, QQ, telephone, email, etc.

3. Record Keeping: Following a heart-to-heart conversation, the "Counselor Heart-to-Heart Conversation Record Form" (see Appendix Table 1) should be completed, or a "Heart-to-Heart Conversation" record should be entered on the Counselor Portal.

Article 4: Content

1. The content of heart-to-heart conversations covers but is not limited to: ideological and political education; academic guidance; enhancement of professional competencies; motivation through exemplary (or progress-oriented) role models; career planning and employment guidance; crisis intervention; assistance for individuals facing difficulties; and disciplinary criticism and educational counseling.

2. Counselors should promptly hold a private conversation with students when encountering the following situations:

（1） When students' thoughts are influenced by negative external factors or when their emotions experience fluctuations;

（2） When students come from economically disadvantaged families or have been affected by natural disasters;

（3） When a student's immediate family member falls ill or passes away;

（4） When students receive rewards or violate school rules and regulations, or when they are subjected to criticism or disciplinary action;

（5） When conflicts arise among students;

（6） When a student's academic performance is poor or their exam results are failing;

（7） When students are unable to properly handle relationships between boys and girls;

（8） When students have psychological concerns or questions;

（9） When students encounter other problems.

Article 5: Principles

1. The principle of seeking truth from facts: not compromising on principled issues, avoiding entanglement in specific matters, and clearly distinguishing right from wrong.

2. The principle of equal communication: treat others with kindness, and remain patient and meticulous.

3. The principle of respecting students: respect the dignity of students; refrain from insulting, discriminating against, or physically punishing students; provide criticisms based on solid evidence; and persuade others through reason.

4. The principle of thorough preparation before engaging in conversation: one must carefully prepare a conversation outline prior to speaking; one should never engage in a discussion without proper preparation.

5. The principle of maintaining records during conversations: take notes during or after the conversation for future reference.

6. The principle of content confidentiality: Any private information addressed during conversations should be kept confidential to avoid imposing psychological pressure on the student.

7. Principles for addressing issues: Conversations should be targeted and focused on achieving tangible results, with the aim of effectively resolving various problems encountered by students through such dialogues.

Article 6: The filing materials shall serve as an important basis for student rewards and disciplinary actions, crisis intervention, research decision-making, incident handling, and other related matters.

Article 7: Work Requirements

1. The college will conduct regular inspections of the counseling sessions held by counselors, while the Student Affairs Office will perform unannounced spot checks;

2. The "Summary Table of Counselor's Heart-to-Heart Conversations for Each Academic Year" (Appendix 2) and the "College-level Summary Table of Counselor's Heart-to-Heart Conversations" (Appendix 3) shall be submitted to the Student Affairs Department for filing upon the conclusion of each academic year; the college-level summary table must be signed by the college's student affairs officer and stamped with the official seal.

Appendix Table 1: Counselor's Heart-to-Heart Conversation Record Form

Appendix Table 2: Summary Table of Counselor-Student Heart-to-Heart Conversations by Academic Year

Appendix Table 3: Summary Table of Counselor's Heart-to-Heart Conversations by College

School of Mechanical and Electrical Engineering

January 2022