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Research on Service Capacity Improvement of Financial Staff in Colleges and Universities

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Abstract
With the continuous development of higher education informatization and the deepening of university internal governance reform, the positioning of university financial departments has changed significantly. Modern university finance is no longer limited to traditional accounting, bookkeeping and fund supervision, but has evolved into a comprehensive functional department that supports teaching, scientific research and campus management. Financial staff are the key subjects of financial service delivery, and their service awareness, professional ability, communication level and work efficiency directly affect the financial experience of teachers and students and the overall operational efficiency of the university.
In recent years, as the number of scientific research projects, educational funds and daily reimbursement businesses continues to increase, teachers and students have put forward higher requirements for financial service efficiency, standardization, transparency and humanization. However, many colleges and universities still have common problems in financial services, such as weak active service awareness, rigid working modes, insufficient professional updating ability, cumbersome service procedures and imperfect service evaluation mechanisms. These problems lead to repeated material revision, long business processing cycles and low user satisfaction, which restrict the high-quality development of university financial management.
Based on the current situation of university financial services, this paper summarizes the main problems existing in the service work of financial staff, analyzes the deep-rooted reasons affecting service quality, and puts forward systematic improvement strategies from updating service concepts, strengthening professional training, optimizing service processes, promoting digital service transformation, improving evaluation incentive mechanisms and building a positive service culture. This study aims to provide practical references for universities to improve financial staff service capacity, optimize financial service level and build a service-oriented financial management system.
Keywords*: University Financial Staff; Service Capacity; Service Quality; Financial Service Optimization; Higher Education Governance*

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I. Introduction

In the new era of high-quality development of higher education, all administrative departments of universities are transforming from management-oriented to service-oriented. As an important window of university administrative services, the financial department undertakes core work such as fund reimbursement, scientific research fund allocation, student fee management and special fund supervision. The quality of financial service is not only related to the vital interests of every teacher and student, but also directly reflects the modern governance level of the university.

Different from enterprise financial work, university financial services have strong public welfare, standardization and policy attributes. Financial staff need to strictly abide by national fiscal policies and university management systems while providing convenient services. This dual requirement of "compliance supervision" and "quality service" puts forward higher comprehensive standards for financial staff.

At present, with the popularization of online reimbursement platforms and digital financial systems, the working mode of university finance has changed from offline manual handling to online intelligent processing. However, the service awareness and comprehensive ability of many financial staff have not been upgraded synchronously. Some staff still retain the traditional working thinking of focusing on supervision rather than service, resulting in rigid service attitude, insufficient policy explanation and low problem-solving efficiency. In addition, the continuous update of national financial policies and the continuous expansion of university business types make the original professional knowledge of staff unable to meet the new work requirements, resulting in frequent errors in business processing and poor user experience.

Therefore, studying the improvement path of financial staff's service capacity is of great practical significance for standardizing university financial operation, improving teacher and student satisfaction, promoting the transformation of financial management mode, and supporting the sustainable development of

university teaching and scientific research. On the basis of sorting out the current service problems, this paper analyzes the influencing factors of service quality and proposes targeted improvement measures, so as to provide effective ideas for the construction of service-oriented university financial teams.

II. The Connotation and Importance of Financial Staff Service Capacity

2.1 Basic Connotation of Financial Service Capacity

The service capacity of university financial staff refers to the comprehensive ability shown by financial personnel in the process of serving teachers, students and functional departments, which includes four core dimensions.

The first is **service awareness**. It means that financial staff take user demand as the starting point, establish active service consciousness, abandon passive working attitude, and take the initiative to guide, explain and solve problems in daily business processing.

The second is **professional service ability**. It refers to the proficiency of financial staff in policy mastery, business operation, bill audit and fund management. Staff need to accurately grasp the latest national fiscal policies and university financial systems to ensure standardized and accurate business handling.

The third is **communication and coordination ability**. Financial work involves strong professionalism. Staff need to use simple and clear language to explain complex financial rules, patiently answer consulting questions, and coordinate cross-departmental business problems to reduce communication barriers.

The fourth is **efficient problem-solving ability**. It requires staff to quickly judge abnormal problems in business processing, provide reasonable modification suggestions, track pending issues, and ensure that all financial businesses are completed efficiently and accurately.

2.2 Importance of Improving Financial Service Capacity

Firstly, improving service capacity helps improve teachers and students' satisfaction. Financial reimbursement and fund settlement are the most frequent administrative businesses in universities. High-quality financial services can effectively reduce the time cost of teachers and students in handling financial affairs, avoid repeated submission and repeated revision of materials, and enhance the sense of gain of campus public services.

Secondly, it helps standardize university financial management. In the process of improving service capacity, financial staff will continuously update professional knowledge, standardize operation procedures, and improve the accuracy of business judgment. This can effectively reduce operational errors, standardize fund use behavior, and reduce financial management risks.

Thirdly, it helps optimize the university's business environment. Excellent financial services can provide stable and efficient fund guarantee for scientific research project development, discipline construction and talent introduction, create a good operational atmosphere for school-running development, and enhance the overall competitiveness of the university.

Finally, it helps promote the transformation and upgrading of university finance. The improvement of staff service capacity promotes the transformation of financial work from single accounting statistics to comprehensive service and strategic management, laying a human resource foundation for the digital, refined and modern development of university financial management.

III. Current Problems of Financial Staff Service Work in Universities

3.1 Weak Active Service Awareness and Rigid Working Thinking

A large number of university financial staff are deeply influenced by traditional management concepts. They regard financial supervision and compliance audit as the core work and ignore the service attribute of financial work. In daily work, most staff only complete business handling according to fixed processes and system requirements, lacking active communication and initiative guidance. When teachers and students submit non-standard materials, some staff simply return the materials without detailed explanation of error reasons and modification standards, resulting in repeated submission and low work efficiency. In addition, some staff have a rigid service attitude, lack patience in answering questions, and cannot take the initiative to understand the actual difficulties of users, which leads to poor service experience.

3.2 Insufficient Professional Ability and Outdated Knowledge Reserve

Financial policies and systems are updated frequently in recent years, including scientific research fund management rules, reimbursement standard adjustments, electronic bill management and online audit systems. However, many financial staff lack systematic learning channels and active learning awareness. Their professional knowledge reserve is aging, and they cannot keep up with the latest policy changes. Some staff cannot accurately interpret new financial policies, resulting in inconsistent service standards and wrong business guidance. At the same time, many middle-aged staff are not proficient in digital financial platforms, online reimbursement systems and intelligent audit tools, which cannot adapt to the requirements of modern financial intelligent service, resulting in low online service efficiency.

3.3 Single Service Mode and Cumbersome Business Process

Although most universities have realized online financial business processing, the overall service mode is still relatively single. The financial department mainly relies on passive window handling and online system acceptance, lacking active pre-service publicity, policy training and one-stop guidance services. Most teachers and students lack systematic understanding of reimbursement standards, bill specifications and fund expenditure scope before handling business, resulting in a large number of unqualified materials.

In addition, some business processes are too cumbersome, with redundant approval links and long audit cycles. Cross-departmental financial businesses lack efficient docking mechanisms, resulting in low overall business processing efficiency and seriously affecting service experience.

3.4 Insufficient Communication Ability and Low Problem-Solving Efficiency

University financial work has strong professionalism and policy specificity, while most teachers and students lack professional financial knowledge, which puts forward high requirements for staff's communication and explanation ability. In actual work, some financial staff cannot convert professional financial terms into simple and easy-to-understand language. Their explanation content is too rigid and professional, making users unable to accurately understand modification requirements and policy standards.

At the same time, the financial department lacks a unified problem sorting and feedback mechanism. For common problems and frequently asked questions, there is no standardized public answer library. Staff answer questions randomly, resulting in repeated consultation and inconsistent explanation standards. Many difficult problems cannot be solved in a targeted manner, resulting in low problem-solving efficiency.

3.5 Imperfect Service Evaluation and Incentive Mechanism

At present, the performance assessment system of most university financial departments focuses more on business quantity, error rate and daily attendance, and ignores service attitude, user satisfaction and service innovation. There is no quantitative evaluation standard for service quality, resulting in the inability to objectively evaluate staff's service performance.

In terms of incentive constraints, there is no corresponding reward mechanism for staff with excellent service quality, and no effective punishment measures for staff with poor service attitude and passive work. The lack of assessment and incentive mechanisms leads to insufficient internal motivation of staff to actively improve service quality, and it is difficult to form a positive service atmosphere in the financial team.

IV. Analysis of Influencing Factors of Financial Staff Service Capacity

4.1 Conceptual Factor: Solidified Traditional Financial Management Thinking

For a long time, university financial work is positioned as administrative supervision and risk prevention work. School managers and financial staff pay more attention to fund safety and compliance management, and regard service improvement as secondary work. This fixed management concept makes financial staff form a conservative working mode, lack service innovation awareness and user-oriented thinking, and cannot actively optimize service content and service modes according to user needs.

4.2 Team Factor: Unbalanced Comprehensive Quality of Financial Personnel

The age structure and ability structure of university financial teams are uneven. Young staff are skilled in digital system operation but lack sufficient experience in policy interpretation and complex business processing. Middle-aged and elderly staff have solid traditional accounting experience but lag behind in digital operation ability and innovative service awareness. In addition, the daily business volume of financial posts is heavy, and staff have little spare time for professional learning and skill improvement, resulting in slow ability upgrading and difficult overall improvement of team service level.

4.3 System Factor: Lack of Special Service Management System

Most universities have perfect financial business management systems, but lack special standardized systems for service behavior, service standards and service processes. There are no clear institutional requirements for staff's service attitude, communication norms, business time limit and problem feedback mechanism. The lack of institutional constraints leads to great randomness in daily service work, and service quality cannot be guaranteed.

4.4 Technical Factor: Insufficient Integration of Digital System and Service Scenarios

Many university digital financial platforms simply realize the online migration of traditional businesses, lacking humanized design and intelligent guidance functions. The system operation interface is complicated, the prompt information is incomplete, and there is no automatic error reminder and modification guidance function. Users

are prone to operation errors and material errors, which increases the workload of financial staff and reduces service efficiency.

V. Strategies for Improving the Service Capacity of University Financial Staff

5.1 Update Service Concepts and Establish User-Oriented Service Awareness

Universities should guide financial staff to completely change the traditional working thinking of "emphasizing supervision and ignoring service", and establish a user-oriented modern financial service concept. Financial departments should clarify that service optimization and risk prevention are equally important core work goals. Staff should take the initiative to connect with the actual needs of teachers and students in daily work, take the initiative to explain policies, guide business handling, and patiently solve practical problems. At the same time, strengthen the publicity of service concepts within the team, advocate enthusiastic, standardized and efficient service attitudes, and create a good service atmosphere.

5.2 Strengthen Professional Training and Build a Learning Financial Team

Universities should establish a long-term normalized training mechanism for financial staff. First, carry out regular policy training, timely organize staff to learn the latest national fiscal policies, university financial management systems and scientific research fund management rules, and ensure that all staff master the latest professional standards. Second, carry out digital skill training, focus on online reimbursement system, intelligent audit platform and electronic bill management operation training, and improve staff's intelligent service ability. Third, carry out communication skill and service etiquette training, standardize staff's service words and behavior norms, and improve professional service literacy.

5.3 Optimize Financial Service Processes and Enrich Service Modes

Financial departments should comprehensively sort out existing business processes, simplify redundant approval links, shorten audit time limits, and improve business processing efficiency. For high-frequency businesses such as daily reimbursement and fee settlement, optimize online processing procedures to realize one-stop online handling. For complex cross-departmental businesses, establish special docking mechanisms to reduce communication costs.

At the same time, enrich service modes, carry out pre-service policy publicity and offline special guidance activities, compile financial business guidance manuals and common problem Q&A documents, and help teachers and students standardize business handling. Set up online consulting channels to realize real-time response of financial questions and improve service convenience.

5.4 Promote Digital Transformation to Empower Efficient Financial Services

Universities should further optimize the functional design of intelligent financial platforms, add intelligent error reminder, automatic material inspection and one-click modification guidance functions, reduce material error rate and repeated submission. Build a unified financial data service center, realize data sharing between finance, teaching and scientific research systems, reduce repeated filling and redundant audit links. Use big data technology to analyze user service feedback and business pain points, continuously optimize service processes and system functions, and realize intelligent, convenient and efficient financial services.

5.5 Improve Service Evaluation and Incentive Restraint Mechanisms

Establish a scientific and quantitative financial service quality evaluation system, set multi-dimensional evaluation indicators including service attitude, processing efficiency, error rate, user satisfaction and problem-solving effect, and realize regular assessment of staff service performance. Link service evaluation results with staff's annual performance assessment, salary distribution and professional title evaluation. Give material and spiritual rewards to staff with excellent service performance, and carry out supervision and rectification for staff with poor service quality and passive work. Through positive incentives and negative constraints, fully mobilize the initiative and enthusiasm of staff to improve service quality.

5.6 Build a Positive Financial Service Culture

The financial department should take service improvement as an important part of team culture construction, regularly carry out service quality evaluation, excellent staff selection and service experience exchange activities. Encourage staff to summarize service problems, innovate service methods and share excellent service experience. Create a working atmosphere of active service, standardized service and efficient service, and realize the continuous improvement of the overall service level of the financial team.

VI. Conclusion

Financial service is an important part of university public service and internal governance. The service capacity of financial staff directly determines the level of university financial management and teacher-student satisfaction. At present, university financial service work is faced with many problems such as backward service concepts, insufficient professional ability, single service mode and imperfect evaluation mechanism, which restrict the high-quality development of university financial services.

To solve these problems, universities must start from concept renewal, ability training, process optimization, digital empowerment, system improvement and cultural construction. By establishing user-oriented service awareness, building a professional learning team, optimizing business service processes, promoting digital intelligent transformation, and improving assessment incentive mechanisms, universities can comprehensively improve the comprehensive service capacity of financial staff.

In the future, university financial work should always adhere to the service-oriented development concept, continuously balance standardized supervision and high-quality service, continuously optimize the financial service system, and provide solid and efficient financial support for the high-quality development of university teaching, scientific research and various school-running undertakings.

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