

Exploration and Reflection on the Joint Construction Model of Teacher-Student Party Branches in Universities

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Abstract

The joint construction of teacher-student party branches in universities is an important innovative measure for party building and ideological and political education in the new era of higher education. It is becoming an important vehicle for implementing the fundamental task of cultivating virtue and nurturing talents. The aim is to build a comprehensive and all-round education system through close contact and cooperation between party branches, the optimization of organizational resources, and in-depth interaction between teachers and student party members, thereby enhancing the organizational strength, cohesion, and combat effectiveness of grassroots party organizations.

Keywords

Universities; Teacher-Student Party Branches; Joint Construction.

1. Introduction

The grassroots party branches in universities are the foundation of all work and combat effectiveness of the Party in the field of higher education. For a long time, university party branches have generally been set up according to identity categories, with separate operations for faculty and student party branches. This has led to increasingly prominent issues such as uneven resource allocation, insufficient work coordination, and weak educational synergy. The report of the 20th National Congress of the Communist Party of China emphasized the need to "persist in the clear orientation of strengthening grassroots work and build grassroots party organizations into strong fortresses for effectively realizing the Party's leadership." Against this backdrop, breaking down identity barriers and exploring new models of joint construction between teacher-student party branches to achieve joint organization building, resource sharing, and complementary advantages has become an urgent demand for innovation in university party building in the new era.

2. The Value of Joint Construction of Teacher-Student Party Branches in Universities

2.1. Theoretical Significance

Collaborative Education Theory: Collaborative education theory provides the theoretical support for the joint construction model. Its core idea is that the complementary strengths between educational entities can produce an effect greater than the sum of their parts ($1+1>2$). Although teacher and student party branches belong to different systems, they share the same fundamental goal. Through joint construction, the "division of labor" can be broken down, and party building can be deeply integrated with business work to achieve the fundamental goal of cultivating virtue and nurturing talents.

"Three-All" Education Theory: The concept of "all-staff, whole-process, and all-round" education calls for the participation of all university staff in the educational process. The joint construction of teacher-student party branches combines the political and academic strengths of teachers with the vitality and innovation of students, making it an effective vehicle for implementing the "Three-All" education philosophy.

Organizational Behavior Theory: The two-factor theory in organizational behavior also explains the effectiveness of the joint construction mechanism. Through interaction and cooperation between different organizations, resource sharing and complementary advantages can be achieved, thereby enhancing overall efficiency.

Learning Organization Theory: Peter Senge's "learning organization" emphasizes the common learning and growth of organizational members. Joint construction provides a cross-generational and cross-role learning platform for teacher and student party members, which helps build learning-oriented, service-oriented, and innovation-driven party branches.

2.2. Practical Significance

Strengthening Political Leadership and Consolidating Ideological Foundations: The exemplary role of teacher party members can effectively convey the Party's innovative theories and the spirit of academic dedication to students, helping them take the first step in life correctly.

Promoting Mutual Growth in Teaching and Learning and Enhancing Educational Quality: The joint construction model deeply integrates party building with teaching, research, and social practice. Teachers guide student growth, and student feedback promotes teacher reflection, creating a virtuous cycle.

Integrating Advantageous Resources and Breaking Development Bottlenecks: It effectively alleviates the resource shortages of student party branches in terms of faculty, funding, and experience, while revitalizing the rich resources of teacher party branches, especially those of retired faculty.

Stimulating Organizational Vitality and Cultivating New Era Talents: Through jointly organized theme-based, diverse, and content-rich party day activities, the attractiveness and cohesion of party organizations are enhanced, providing a broad stage for student party members to grow through practice.

3. Typical Practice Models and Case Analysis

In practice, the joint construction of teacher-student party branches in universities has formed several effective models:

3.1. "1+1" Precise Pairing Model

This is the most basic and widespread model, where one teacher party branch pairs with a corresponding student party branch (such as those with the same or similar majors). For example, the School of Earth Sciences at China University of Geosciences (Wuhan) has integrated teacher, graduate, and undergraduate party members into the same party branch, forming a vertically integrated "teacher-research-undergraduate" party branch. Focusing on the spirit of "geological dedication to the country," the branch conducts temporary party branch activities for field internships, where members "eat, live, study, and work together," closely integrating party building with professional practice and achieving deep integration of ideological guidance and professional training.

3.2. "1+N" Radiating and Leading Model

In this model, a "model" teacher party branch with a demonstrative effect pairs with multiple student party branches to exert a radiating and leading influence. For example, the Chemistry Department Teacher Party Branch at Hebei Agricultural University, as a national model for

party building, has conducted joint construction with several student party branches. By establishing a three-tiered joint construction system of "organizational linkage, resource linkage, and mechanism linkage," it has created a five-dimensional education system of "joint theoretical study, joint academic research, joint practice, joint competition promotion, and joint career guidance," empowering student growth in all aspects.

3.3. "N+N" Group Joint Construction Model

Multiple teacher party branches and multiple student party branches form a party building community based on common projects, platforms, or goals and engage in group joint construction. For example, the Party Committee of Beijing Institute of Graphic Communication has broken down barriers between the university and external entities, forming an "N+N" group joint construction pattern involving multiple parties such as the General Administration, enterprises, and communities. The Student Party Branch of the School of Journalism and Publishing has jointly built with the Haidian District Construction Commission and community party organizations, conducting public welfare services such as "bringing law to construction sites" and "community drama," transforming professional knowledge into practical social service capabilities.

3.4. "Functional" Joint Party Branch Model

Based on the needs of teaching and scientific research tasks, the original party branch boundaries are broken down, and functional joint party branches are established according to major projects, research teams, internship bases, etc., to achieve full coverage of the Party's organization and work. For example, the Undergraduate Party Branch of the School of Information and Electrical Engineering at Shandong Jianzhu University has jointly built with the Internet of Things Engineering Faculty Party Branch and the university's functional department party branch. Through joint activities such as academic writing lectures and "mobile classrooms" in enterprises, party building activities are integrated into professional learning and career development, creating a positive mechanism for collaborative education.

4. Achievements and Experiences of Joint Construction of Teacher-Student Party Branches in Universities

4.1. Main Achievements

Significantly Enhanced Political Function: During the joint construction process of party branches, teacher party members fully exerted their political leadership role, integrating party nature education into every aspect of student party members' lives and studies. While strengthening and exercising their own advanced nature and purity, they also gradually enhanced the party consciousness of student party members. Through mutual encouragement and learning, the political function of party organizations was significantly strengthened.

Effectively Activated Organizational Vitality: Teacher and student party members broke through the limitations of their original party branch organizational structures and jointly explored diverse theoretical study activities. They continuously innovated the content and forms of organizational life, making it more colorful. The combination of the vitality of student party branches and the experience of teacher party branches helped improve the quality of party branch organizational life and activate its vitality.

More Pronounced Educational Achievements: Student party branches are the front line of ideological and political work among university students and should fully leverage their educational functions. During the joint construction process, teachers integrated the knowledge of ideological and political theory courses into the theoretical study and practical activities of student party branches. By communicating with student party members, they

understood students' ideological conditions, strengthened their ideal belief education, and promoted the formation of a synergy between university party building and ideological and political education, thereby enhancing the educational function.

More Harmonious Teacher-Student Relationships: Joint construction activities provided more opportunities for communication between teacher and student party members. This allowed teacher party members to continuously identify issues, gain new ideas, and listen to students' feedback and suggestions during interactions, thereby enhancing mutual understanding, bridging the gap, and building a more harmonious teacher-student relationship.

4.2. Experience Summary

Adherence to Party Building Leadership: The joint construction of teacher-student branches was included in the annual key tasks of party building, with specific implementation opinions formulated to clarify the overall requirements of "joint organization building, resource sharing, joint activity organization, and joint development promotion." Focusing on the study and implementation of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, teacher party members led and guided learning, while student party members engaged in in-depth study and practice. This connected the theoretical teaching of the "first classroom" with the red-themed research of the "second classroom."

Focus on Mechanism Innovation: A joint construction work contact group was established, implementing a dual secretary responsibility system. The faculty party branch secretary focused on directional guidance and resource support, while the student party branch secretary focused on demand research and activity organization. By fully leveraging their respective strengths, the outcomes of party building were transformed into developmental achievements, ultimately realizing the "three enhancements": significant improvement in students' ideological and political qualities, significant enhancement of teachers' ability to cultivate virtue and nurture talents, and significant boost in the combat effectiveness of grassroots party organizations.

Emphasis on Practical Effectiveness Assessment: The joint construction situation was included in the annual work assessment of party branch secretaries and the annual assessment of party branches. At the end of each semester, a "Joint Construction Evaluation Meeting" was held to quantify scores based on the four-dimensional indicators of "planning—implementation—effectiveness—

feedback." The results served as important references for the star rating of party branches and the assessment of party secretaries' performance in party building.

Highlighting Brand Construction: Combining practical realities, a matrix of distinctive brands was established. For example, the service-oriented brand "Party Member Proxy" implemented the "Five-Step Work Method" (immediate handling, online handling, nearby handling, one-time handling, proxy handling). The innovative brand "Party Building + Blockchain" established a party member points certification system. The cultural brand "Family Tradition Party Building" launched a "Party Member Family Letters" collection campaign.

5. Prominent Issues and Coping Strategies in the Joint Construction of Teacher-Student Party Branches in Universities

5.1. Prominent Issues

Perception Bias: Weak collaborative awareness and insufficient intrinsic motivation. Some teacher and student party members did not fully understand the significance of joint construction, regarding it as a "task" or "activity" assigned by higher authorities rather than an intrinsic need for their own development. Teachers may lack enthusiasm due to heavy teaching

and research pressures, while students may have a dependency mindset, leading to a "one-sided enthusiasm" in joint construction efforts.

Mechanism Deficiency: Inadequate operational support and lack of long-term effectiveness. First, the system was not robust, lacking a comprehensive top-level design. The objectives, content, and assessment of joint construction were not clearly defined, resulting in arbitrary work practices. Second, the assessment and incentive mechanisms were weak. The outcomes of joint construction were not effectively integrated into the evaluation systems of party branches and individual party members, lacking scientific incentives and constraints to mobilize participation. Third, resource support was challenging. There was insufficient funding and activity space, especially for student party branches, where resource shortages remained a significant issue.

Content Generalization: Insufficient in-depth integration and weak practical effectiveness. Some joint construction activities were formalistic and superficial, carried out merely for the sake of joint construction. The content of these activities was not closely linked to the core tasks of teaching, research, and talent cultivation. They failed to fully leverage the academic leadership of teacher party branches and the innovative vitality of students, significantly reducing the effectiveness of education.

Evaluation Absence: Unclear evaluation criteria and weak guiding role. There was a lack of a scientific and quantifiable evaluation system for assessing the outcomes of joint construction between teacher-student party branches. Current evaluations mostly focused on superficial indicators such as the number of activities and participants, failing to effectively measure the deeper impacts of joint construction on enhancing students' ideological and political qualities, improving teachers' professional ethics, and promoting academic development.

5.2. Coping Strategies

To address the above issues, efforts should be made from multiple aspects, including top-level design, mechanism support, content innovation, and evaluation guidance, to promote the in-depth development of joint construction.

First, Strengthen Top-Level Design and Build Consensus: University party committees should regard joint construction of teacher-student party branches as an important means to implement the fundamental task of cultivating virtue and nurturing talents, incorporating it into the overall plan and annual key tasks of party building in universities. By holding special promotion meetings, conducting experience exchanges, and selecting advanced models, a positive atmosphere of "everyone participating and everyone taking responsibility" can be created to unify ideological understanding.

Second, Improve Long-Term Mechanisms and Solidify Operational Support: Refine the institutional framework by formulating the "Implementation Measures for Joint Construction of Teacher-Student Party Branches," clarifying the objectives, principles, organizational forms, activity content, responsibilities, and evaluation criteria to ensure that work is conducted in an orderly manner. Enhance resource support by establishing special funds to ensure the smooth conduct of joint construction activities and opening up resources such as laboratories and meeting rooms of faculty party branches to achieve resource sharing within the university. Optimize assessment and incentives by integrating the outcomes of joint construction into the star rating of party branches, democratic evaluation of party members, and excellence awards. Outstanding teacher-student party branches and individual party members should be commended and rewarded, with their achievements reflected in title evaluation and excellence awards to stimulate intrinsic motivation.

Third, Innovate Content and Form to Enhance Educational Effectiveness: Adhere to the principle of integrating party building with business operations, and innovate the content and carriers of joint construction activities. Integrate party building with teaching and research by

jointly conducting activities such as "curriculum ideological and political education" discussions, scientific research team attacks, and academic ethics education around academic frontiers and national major needs, embedding party building into the entire process of teaching and research. Combine party building with practical education by relying on red education bases, rural revitalization frontlines, and leading enterprises to jointly carry out social practice, volunteer services, and national conditions surveys, guiding student party members to be educated, develop capabilities, and make contributions through practice. Integrate online and offline approaches by fully utilizing online platforms such as "Study Strong Country" and smart party building platforms to create interactive learning spaces that enhance the attractiveness and coverage of joint construction activities.

Fourth, Establish an Evaluation System to Strengthen Scientific Guidance: Develop a multi-dimensional, full-process, and quantifiable evaluation system for assessing the outcomes of joint construction between teacher-student party branches. In terms of evaluation indicators, focus on core dimensions such as "enhancing organizational strength, ideological leadership, educational effectiveness, teacher-student satisfaction, and innovative features" to set scientific and rational evaluation criteria. Involve multiple evaluation subjects, including higher-level party organizations, both parties in joint construction, and service recipients (such as students and community members), to ensure comprehensive and objective evaluation. Utilize evaluation results as important references for improving work, resource allocation, and excellence awards, forming a virtuous cycle of "evaluation-driven construction, evaluation-driven improvement, and evaluation-driven excellence."

6. Conclusion

Joint construction of teacher-student party branches in universities is an important outcome of innovation in the concepts, practices, and systems of university party building in the new era. It effectively addresses the challenges of resource dispersion and insufficient synergy in traditional party building models, providing a powerful tool for building a comprehensive ideological and political education framework and implementing the fundamental task of cultivating virtue and nurturing talents. Looking ahead, with the continuous extension of comprehensive and strict party governance to the grassroots level, the joint construction model of teacher-student party branches in universities will continue to innovate and develop, showing the following trends: The connotation of joint construction will become richer, expanding from single political study to multi-dimensional areas such as ideological guidance, professional development, and social practice.

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