

# Research on the innovation mechanism of university branch party school under the new situation

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**Abstract:** The branch-party schools of colleges and universities are the derivatives of the expansion of college enrollment and students of faculties and departments reaching a certain scale under the new situation, which is extremely important for the full implementation of the fundamental requirements of strict party governance, improving the cohesion and centripetal force of grass-roots party organizations, and cultivating socialist successors. Four major mechanisms—strict organization and operation mechanism, standardized assessment and management mechanism, three-dimensional practical education mechanism, and advanced long-term teaching mechanism—are further proposed to strengthen the standardized construction of branch party schools based on the current state of research on the mechanical construction of university branch party schools.

## 1. Introduction

According to the National Plan for the Education and Training of Party Members 2019–2023, it is essential to fortify political convictions, make Xi Jinping's Thoughts on Socialism with Chinese Characteristics for a New Era the primary political task, establish a long-term education mechanism, innovate ways of educating and training Party members, enhance organizational leadership and fundamental protections, and develop high-quality reserve talents for the future. The need for college students to receive party education is currently growing urgently due to the expansion of colleges and universities and the new situation, particularly the creation of college party organizations about the socialist direction of colleges and universities, which is at the forefront of ideological construction. Following the fundamental tenet that "Party school is surnamed Party," strictly governing the Party, bolstering Party education, cultivating and putting into practice socialist core values, and cultivating builders and trustworthy successors for the cause of socialism with Chinese characteristics, it is of great practical significance to actively investigate the novel and standardized construction of the working mechanism of university branch party schools<sup>1</sup>.

## 2. The current situation of the system construction of branch party schools in colleges and universities.

While researching the novel procedures of university

branch party schools in the context of the modern environment, the party school industry has achieved significant strides toward standardizing branch party schools. However, at this time, there are issues with the development and construction of university branch-party schools, including a weak institutional structure for branch-party schools, a weak system for managing education, the construction of unprofessional teacher teams, and a dearth of innovation in one specific area of instruction. Branch party school growth is severely hampered by these issues, which require additional attention.

### 2.1 The institutional setup is not sound and the management model needs to be improved.

Under the new circumstances, the college and university branch party schools are an extension and expansion of the college and university party schools and play a significant role in advancing the party-building efforts of these institutions. The branch party school, however, is connected to the school-level party school, and due to the administrative constraints of the university, it typically lacks a full-time staff. The head of the office of the branch party school is generally appointed by the organization officer of the second-level party organization, and other staff members are appointed by the secretary of the college branch committee or student political counselor, and the compositor. In general, the head and vice head of the branch party school are appointed by the head and vice secretary of the second-level party organization, respectively, or according to the work needs. However, during the actual implementation process, the work of

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branch party schools' faculties and departments is under the unified leadership and deployment of the higher level, creating a two-level management system. To some extent, this will affect the initiative and enthusiasm of the work of branch party schools, and it may also lead to insufficient investment, which could result in a lack of planning, coordination, and standardization of the work. As a consequence, management lacks consistency, thoroughness, and systematization.

## **2.2 Ineffective institution-building and faculty-building.**

Party education in branch party schools is a crucial safeguard for enhancing regulations and effectiveness, covering the fundamentals of training ideology, educational objectives, instructional strategies, administration of the classroom, teacher recruitment and selection, etc. With the class serving as the teaching unit, each staff branch party school creates a teaching organization form.

From a large-scale perspective, because colleges and universities have access to an abundance of teaching resources, sub-party schools typically have a mix of full- and part-time instructors rather than a full-time teaching staff. The part-time nature of the teacher team is dictated by the amateur nature of university sub-party schools, and occasionally it is essential to bring in mobile instructors from outside the university, such as experts and researchers working on party-building theory research. The institutional advantages of teacher attachment and a tried-and-true incentive structure are absent from the teaching activities conducted by university party schools, at least from a microscopic perspective. This shows itself through First off, the education management system lacks institutional safeguards and is reliant on internal part-time and external hiring, which tends to conjure up images of "strange jobs" in the minds of teachers and is unable to secure a core of loyal employees. The management system that corresponds to the educational system is also not strong and ideal. Although the graded management of university party schools has been gradually established with the improvement of the mechanism, the rigidity of the party-building work mode of university branch party schools, which adheres to tradition in teaching and emphasizes theory over practice, easily results from the lack of innovative management concepts and significantly reduces the effectiveness of teaching.

## **2.3 The teaching form is single and the teaching mode and content lack innovation.**

In addition, the university sub-party schools lack independent school-running experience, the design of the teaching content lacks relevance and creativity, and the teaching concept is outdated and backward according to the pertinent documents of the education authorities. Several branch party schools still prioritize theory above social interaction and practical experience at this time<sup>2</sup>. As a result, the contemporary branch party school's training

program is comparatively simple, the content is less grounded in reality, and the empty theory is disassociated from the real world. The basic knowledge of the Party is taken as the main content of the quality training for joining the Party through special reports, lectures, symposiums, discussions, scheduling of watching videos, online party school, and other training forms, but due to the restrictions of course funding, staffing, security issues, and other factors, the Party courses are based on single indoctrination teaching, lack of practical teaching links, and do not give students full play.

On the other hand, even though the majority of students have strong ideological and political literacy, there are still some students who have immoral reasons for joining the Party or who do not have clear objectives for doing so. These students often attempt to make personal gains and profit from them, treating the study of Party classes as a chore that they must complete without much enthusiasm or initiative. The ability to reject students with excessive utilitarian tendencies during the management and teaching processes is crucial to the development of dependable successors to the socialist cause.

## **3. Creating a new mechanism for building the work system of university branch party schools.**

The branch party school has the unique quality of being a "school inside a school" of the university. The only way the party school will be able to give its students the best education possible is by making clear the unique nature of the school and its working position, as well as the current state of the branch party school's development of the party building work, "three positions," and "one melting pot," the main channel, and the main position of the school<sup>1</sup>. Think carefully about the main issues facing branch party schools in the new era and boost their system development to raise the overall standard of university party school building.

### **3.1 Sound rules and regulations, improve organizational operation mechanisms.**

First and first, the branch party school should operate under tight organizational and operational guidelines. This is the fundamental tenet of the development of the branch party school in the new period<sup>3</sup>. Establish and enhance the dual-layer educational model that combines the party school of the university and the branch party school of the college (department), specify the primary duty of the college party committee for education and the first duty of the party committee secretary, bolster the college party committee's leadership in the branch party school's work, and incorporate the branch party school's construction work<sup>4</sup>. Establish and enhance the branch party school committee system, with the secretary of the college's party committee or a full-time deputy party secretary serving as the president of the party school and being fully responsible for its operations; the full-time college

organizer serving as the director of the branch party school committee and being in charge of developing the branch party school's work plan, implementing various training tasks, and developing curricula. Implement the democratic centralism principle, hold regular meetings of the branch party school committee, implement higher party organizations' requirements for the training of party members, and establish and improve the branch party school's work system. From the start of the school year to the conclusion, training to assessment, comprehensive assessment to the system of rewards and punishments, activists to student party members, etc., there should be a set of guidelines that all parties must follow. A solid organizational guarantee will be offered for the new era of branch-party school work with the "small but full" branch-party school organizational system's ultimate creation.

Second, we increase management performance through instruction, management, and supervision while maximizing the management efficacy of the branch-party school management bodies. Effective assurances for successfully managing party schools include the adoption of rules and regulations and careful monitoring of the teaching staff. Based on the state of the school's operations at the moment, party schools should build and enhance various management methods. To ensure that the sub-party schools have guidelines to follow, clear and detailed specifications for teaching management and student management are made from teaching plans, teacher appointments, student recruitment, teaching requirements, learning attendance, training summary, final examinations, assessment, and evaluation, among other things. Sub-party schools should adopt quantitative and qualitative scientific analysis indicators for teaching and student management while putting strict school management and scientific management principles into practice. They should also avoid pursuing political achievements mindlessly, combining current teaching issues, and applying the assessment process to the management process. Take note of the key points of Party spirit education for student Party organizations, create a "competition" education system using the method of promotion by classes, Party branches, and teachers, choose the core group of student Party members, and highlight the role of Party members as pioneers. Additionally, it's important to improve the oversight and discipline inspection responsibilities of organizational and management organs, end indiscriminate behavior, cultivate a culture of courage in accepting supervision, and fully preserve the party's advanced nature and purity. Only by organically integrating and supplementing the education, management, and supervision of Party members can the management organization's management efficiency be continually improved. To further strengthen the guidance, assistance, and management of sub-party schools, it is also necessary to continuously revise the charters of sub-party schools, such as the "Management Methods of Sub-Party Schools in Colleges and Universities" and the "Code of Conduct for Students of Training Courses on Basic Party Knowledge in Sub-Party Schools."

### **3.2 Strengthen the construction of teachers and standardize the assessment and management mechanism.**

Initially, we expand the sources of teachers and improve the talent flow system. Appoint "three highs and one strong"—strong political education, high theoretical level, high motivation, and strong subject-teaching ability—to strengthen the combination of full-time and part-time instructors, senior instructors and younger instructors, theoretical instructors and practical instructors, school experts, and social celebrities. To increase the scope and adaptability of the branch party school's teaching staff, the teachers are eminent and common personalities, experts, scholars, etc.

Second, universities should strengthen the development of teachers' morality, cultivate lofty ideological and political beliefs, and ensure the advanced nature of the teaching team to effectively raise the level of teachers, with subject leaders serving as the main body, for teachers with a solid theoretical foundation, strong teaching ability, and active and enthusiastic teaching work. These staff can establish a "teaching and research department of party school" to improve communication and administration while also better ensuring the party school's teaching standards.

Last but not least, examine the creation of a scientific and efficient talent reward system, a democratic and open selection and hiring process, and support the reform of the organization and personnel system of party schools. Using modern information to the fullest requires creating a system for evaluating the titles of teachers' party branches and ways for evaluating their work, as well as selecting instructors for high-quality courses. To increase motivation, those who perform well are rewarded materially, and those who struggle receive organizational training or ideological instruction to raise the teaching standards of party school teachers.

### **3.3 Enriching organizational content and practicing three-dimensional practical education mechanism.**

The practical element is emphasized in terms of training materials and instructional techniques. To widen the scope of the training, party schools in colleges and universities should, on the one hand, emphasize the integration of theory and practice while educating students on the fundamentals of the party and its rules and policies. On the other hand, different teaching strategies can be combined to enhance the impact of party school instruction. A group of exceptional comrades from the counselors can be chosen as practical instructors for party school students, and a combination of theoretical teachers and practical instructors can be employed to teach. The students can realize the virtuous cycle of theory-practice - learning theory again - practice again by combining professional knowledge, flexible use of teaching methods like lectures, seminars, simulations, interaction, observation, and experience, and activities like visits, inspections, social

investigations, social service, and public welfare labor. This enables them to perceive, enhance, and practice socialist core values in thematic education and practical application.

Applying modern information technology tools widely in the field of training and education channels, promoting the incorporation of party member education information platform construction, changing the conventional didactic-based teaching mode through network multimedia technology, and acting as the national party website alliance. Utilize platforms for education such as "Communist Party Member" and "Learning Power" to achieve the organic integration of explicit and covert education, one-way indoctrination, and two-way interaction, to achieve communication between students and teachers, between students, across geography, time, and space, and to enhance the contagiousness of party school education<sup>5</sup>.

### **3.4 Multi-dimensional assessment and construction of advanced long-term teaching mechanism.**

Three factors can be used to evaluate the design of the training and management system for student party members. To begin with, from a macro perspective, the education and training index system requirements, primarily analyze whether the teaching content reflects the political theory, the basic lines, and policies of the Party, etc., grasp the training links such as student selection, teaching content control, teaching management, learning process, training assessment, learning results, etc., to improve the quality of the development of student party members.

Second, from a middle-ground viewpoint, regarding the execution of the educational and training process, the development of long-term teaching methods, and strong institutional support. The implementation of the education and training process, the development of long-term teaching mechanisms, and solid institutional support are the second set of considerations from the micro level. Several learning systems, including the "Party Construction Work System of Basic Party Organizations," "Party Member Learning System," "Party Branch Learning System," "Party Member Education and Training System," "Three Meetings and One Class System," and other party member learning systems, have been improved by the university as part of the process of strengthening the party construction. This has increased the system's binding power.

Finally, it centers around the trainees' ideas and behavioral motivations on a microscopic level. This includes a variety of indicators, such as a willingness to learn, a desire to join the party, the development of party spirit, and a role that involves interacting with and helping the general public. Academic success is not allowed to be the only requirement for party member development, and comprehensive quality is taken into consideration as an essential inspection content for the development of student party members. We stress raising one mature one and

meticulously following the party's membership requirements. We should rigorously abide by the procedures and strict control for each step of the acceptance, education, inspection, public announcement, and transfer of members of the preparatory group. The party organizations at each faculty level should regularly report to the university's Party Committee on the work of developing student party members, establish a system of routine analysis, guidance, and inspection of that work, and quickly identify, study, and resolve any nascent or persistent issues with that work. Maintaining close contact with the populace while serving in a role of service to them helps to strengthen their sense of duty to the public. Make the masses participate in the selection, development, management, and evaluation of party members, gradually and orderly increase the general public's orderly participation in these processes, and effectively ensure that the views of the masses are reflected. Important issues involving private interests should collect public opinion and people's wisdom, and seek the opinions of teachers and students in various ways.

The objective requirements of the growth of college education are met by branch party schools in colleges and universities, and they play a significant role in encouraging student party-building work. Thus, to effectively advance the scientific caliber of branch party school work, we must grasp the key relationships and concentrate on them, keep up with the times, develop boldly, and use innovation, modernity, and inheritance as our starting points. We should also actively explore new avenues for university party-building work.

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