Research on the Collaborative Education Mechanism between Grassroots Party Building and Ideological and Political Education in Universities

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Abstract: In the context of China's higher education reform, integrating grassroots Party building with ideological and political education (IPE) has become a critical approach to cultivating socialist builders and successors. This study explores the theoretical basis, current challenges, and practical paths for collaborative education between these two domains. By analyzing their complementary roles—Party building providing organizational leadership and IPE offering value guidance—the paper proposes a mechanism framework emphasizing goal alignment, resource integration, platform synergy, and evaluation optimization. Case studies from Chinese universities demonstrate that effective collaboration can enhance educational effectiveness, strengthen students' ideological identity, and advance the modernization of university governance. The findings provide theoretical support and practical references for promoting high-quality development in university ideological and political work.

Keywords: grassroots party building, ideological and political education, collaborative education, university governance, socialist core values

1. Introduction

1.1 Research Background

Since the 18th National Congress of the Communist Party of China (CPC), the CPC Central Committee has attached great importance to ideological and political work in universities, emphasizing the need to "adhere to the Party's leadership over education" and "cultivate socialist builders and successors with comprehensive development." Grassroots Party organizations, as the "frontline combat fortresses" of the Party in universities, play a pivotal role in implementing Party policies and guiding student growth. Meanwhile, ideological and political education serves as the core mission of universities to transmit mainstream values and foster moral integrity [1]. However, in practice, there exists a disconnect between grassroots Party building and IPE: Party building activities often focus on administrative tasks, while IPE tends to be confined to classroom teaching, leading to fragmented efforts and reduced effectiveness. Addressing this gap requires exploring a collaborative education mechanism that unites the strengths of both domains.

1.2 Research Significance

Theoretically, this study enriches the research on the integration of Party building and IPE by clarifying their synergistic logic and constructing a systematic mechanism framework. Practically, it provides actionable strategies for

universities to optimize resource allocation, enhance educational synergy, and achieve the fundamental task of "fostering virtue through education [2]." Moreover, it contributes to the modernization of university governance by strengthening the Party's leadership in ideological work.

1.3 Literature Review

Existing studies have explored the relationship between Party building and IPE from various perspectives. Some scholars emphasize the leadership role of Party organizations in IPE [3-4], while others focus on the content integration of Party history learning and curriculum ideology. However, few studies systematically analyze the mechanism of their collaboration, particularly at the grassroots level [5]. This research fills this gap by examining how grassroots Party branches and IPE departments can coordinate goals, share resources, and evaluate outcomes to achieve mutual reinforcement.

2. Theoretical Basis for Collaborative Education

2.1 Complementary Roles of Grassroots Party Building and IPE

Grassroots Party building and IPE share the common goal of "educating people for the Party and the country," but they differ in functions and approaches. Party building focuses on organizational construction, including Party member development, ideological education for Party members, and disciplinary supervision. It provides a strong organizational guarantee for IPE by ensuring its correct political direction. In contrast, IPE centers on value, aiming to instill socialist core values, national spirit, and collectivism in all students through courses, activities, and cultural. It broadens the coverage of Party building by extending ideological influence beyond Party members to the entire student body. Their complementarity lies in: (1) Party building providing organizational leadership, and IPE providing value content; (2) Party building focusing on elite cultivation (Party members), and IPE emphasizing mass education (all students); (3) Party building relying on institutional constraints, and IPE leveraging cultural.

2.2 Synergistic Logic of Collaborative Education

The synergy between grassroots Party building and IPE is rooted in Marxist theory of "the unity of knowledge and action" and the CPC's educational philosophy. From a systemic perspective, both are subsystems of university ideological work, and their collaboration conforms to the principle of "holistic optimization." Specifically, their synergy manifests in three aspects: (1) Goal consistency: Both aim to cultivate students with firm ideals, moral integrity, and a sense of social responsibility; (2) Resource complementarity: Party building has rich organizational resources (e.g., Party branches, student Party members), while IPE has professional educational resources (e.g., curriculum, faculty); (3) Function coordination: Party building strengthens political identity through organizational life, while IPE deepens theoretical understanding through systematic teaching, jointly promoting students' all-round development.

3. Current Challenges in Collaborative Education

Despite progress in integrating Party building and IPE, several challenges persist at the grassroots level:

3.1 Fragmented Goals and Disconnected Content

Some grassroots Party branches view their primary task as completing routine administrative work (e.g., Party dues collection, meeting organization), neglecting their educational function. Meanwhile, IPE courses often focus on theoretical without linking to real-life Party building practices, resulting in a disconnect between "what is taught" and "what is practiced." For example, a survey of 10 universities found that 60% of Party branch activities were limited to "reading documents and watching videos," while 45% of IPE teachers rarely invited Party members to share practical experiences in class [6].

3.2 Isolated Resources and Underutilized Platforms

Party building and IPE operate in separate systems, with limited resource sharing. Party building platforms (e.g., "Red Study Groups," themed Party days) are mainly used by Party members, while IPE platforms (e.g., general education courses, campus culture festivals) target all students. Cross-platform utilization is rare: only 30% of universities have integrated Party building themes into IPE extracurricular activities, and even fewer have incorporated IPE elements into Party member training programs.

3.3 Weak Evaluation Mechanisms and Unclear Responsibilities

There is a lack of unified evaluation standards for collaborative education. Party building performance is often assessed based on administrative indicators (e.g., number of Party members developed), while IPE effectiveness is measured by student test scores or course evaluations. This leads to "double-track assessment" where neither side takes responsibility for collaborative outcomes. Additionally, unclear division of labor between Party committees, student affairs offices, and academic departments hinders coordinated action.

4. Framework for Collaborative Education Mechanism

To address the above challenges, a systematic collaborative education mechanism should be constructed, centered on "goal alignment, resource integration, platform synergy, and evaluation optimization", as shown in Figure 1.
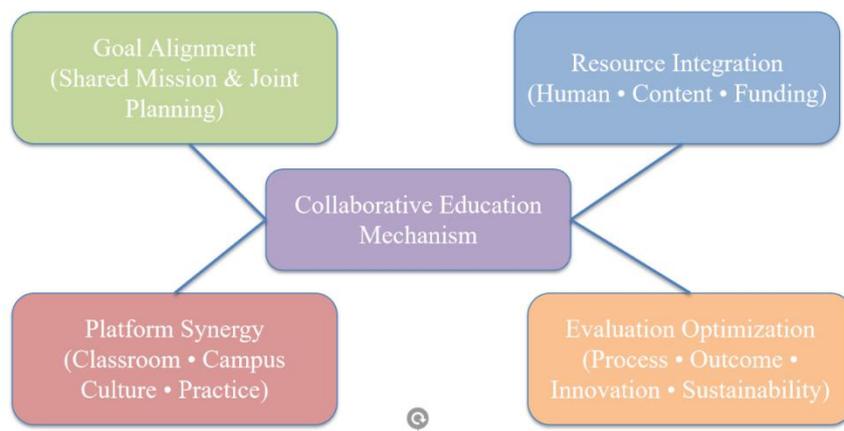

Figure 1 Research logic and framework

4.1 Goal Alignment: Establishing a Shared Educational Mission

The first step is to align the goals of grassroots Party building and IPE around the fundamental task of "fostering virtue through education." This requires: (1) Formulating a joint action plan by the university Party committee, specifying annual objectives such as "integrating Party history learning into IPE curricula" or "developing 10 collaborative brand activities"; (2) Conducting regular seminars involving Party branch secretaries, IPE faculty, and student representatives to ensure goals reflect actual needs; (3) Incorporating collaborative goals into the university's development plan and departmental performance assessments.

4.2 Resource Integration: Sharing Organizational and Educational Resources

Resource integration involves breaking down barriers between Party building and IPE systems to achieve mutual benefit. Key measures include: (1) Human resources: Training Party members (especially student Party members) to serve as "IPE assistants" who help organize lectures, debates, and social practice activities; inviting IPE teachers to participate in Party branch activities as advisors to enhance theoretical depth. (2) Content resources: Developing a shared "collaborative education resource library" that includes Party history cases, red culture materials, and IPE teaching modules. For example, Zhejiang University has compiled a series of "Party Building + IPE" micro-courses combining Party history stories with moral education themes. (3) Financial resources: Allocating special funds for collaborative projects, such as supporting cross-departmental research on ideological education innovation.

4.3 Platform Synergy: Creating Integrated Practice Bases

Platform synergy aims to expand the reach of both Party building and IPE by creating shared practice bases. Three types of platforms can be developed: (1) Classroom platforms: Integrating Party building content into IPE courses (e.g., adding a module on "The Role of the CPC in National Development") and incorporating IPE elements into Party member training (e.g., requiring Party members to complete IPE elective courses). (2) Campus cultural platforms: Organizing joint activities such as "Red Storytelling Competitions," "Socialist Core Values Theme Weeks," and "Volunteer Service Projects Led by Party Members." For instance, Tsinghua University's "Red Pioneer" program pairs Party members with freshmen to guide their ideological growth through mentorship and community service [7]. (3) Social practice platforms: Sending joint

teams of Party members and IPE students to revolutionary old areas, poverty-stricken regions, or enterprises to conduct research and publicize Party theories. These practices not only deepen students' understanding of Party policies but also enhance their sense of social responsibility.

4.4 Evaluation Optimization: Building a Comprehensive Assessment System

A scientific evaluation system is crucial to ensure the sustainability of collaborative education. The evaluation should include four dimensions: (1) Process evaluation: Assessing whether collaborative activities are carried out regularly (e.g., frequency of joint meetings, participation rates). (2) Outcome evaluation: Measuring changes in students' ideological awareness (e.g., through surveys on Party recognition, national pride) and behavioral performance (e.g., participation in volunteer services, compliance with discipline). (3) Innovation evaluation: Encouraging creative forms of collaboration, such as developing new teaching methods or organizing unique cultural events. (4) Sustainability evaluation: Examining whether collaborative mechanisms can be maintained long-term, including factors like funding stability and personnel continuity. Evaluation results should be linked to departmental performance rewards and individual promotions to incentivize active participation.

5. Case Studies: Successful Practices in Chinese Universities

Several Chinese universities have explored effective models of collaborative education, providing valuable insights.

5.1 Fudan University: "Three Integrations" Model

Fudan University proposed the "Three Integrations" model, namely "integration of Party building and IPE curriculum, integration of Party building and campus culture, and integration of Party building and social practice." In terms of curriculum integration, it established a "Joint Teaching Group" composed of Party branch secretaries and IPE professors to develop interdisciplinary courses such as "Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era." In terms of cultural integration, it organized the "Fudan Red Culture Festival," which included exhibitions, dramas, and forums co-hosted by Party branches and student associations. In terms of practice integration, it launched the "Red Footprints" project, sending teams of Party members and IPE students to interview old Party members and document their stories. This model increased student participation in ideological activities by 40% and improved their identification with socialist core values by 35%.

5.2 Wuhan University: "Grid-based" Collaborative Mechanism

Wuhan University implemented a "grid-based" management system, dividing the campus into "ideological education grids" led by Party branch secretaries and supported by IPE counselors. Each grid is responsible for a specific group of students (e.g., by major, grade, or dormitory), and regular "grid meetings" are held to discuss students' ideological dynamics and design targeted educational activities. For example, in the "Engineering Grid," Party members organized "Technology Innovation and National Needs" seminars, linking professional learning with patriotic education. This mechanism enhanced the precision of ideological work, reducing student ideological confusion incidents by 25% [8].

5.3 Sun Yat-sen University: "Digital Collaboration" Platform

Sun Yat-sen University developed a digital platform called "Red Cloud," which integrates Party building resources (e.g., Party history databases, online training courses) and IPE resources (e.g., teaching videos, case libraries). Students can access the platform to participate in online learning, submit ideological reports, and interact with Party members and teachers. The platform also uses big data to analyze students' learning behaviors and ideological trends, providing real-time feedback for educational improvement. Since its launch, the platform has attracted over 100,000 student visits, with 80% of users reporting improved understanding of Party theories.

6. Conclusion and Prospects

Collaborative education between grassroots Party building and ideological and political education is an inevitable requirement for adapting to the new situation of university ideological work [9]. By aligning goals, integrating resources, synergizing platforms, and optimizing evaluation, universities can form a powerful to enhance the effectiveness of ideological and political education. The case studies demonstrate that such collaboration not only strengthens students' ideological identity and moral cultivation but also promotes the vitality of grassroots Party organizations [10].

Future research can further explore: (1) How to adapt the collaborative mechanism to different types of universities (e.g., comprehensive, technical, agricultural); (2) The application of emerging technologies (e.g., artificial intelligence, virtual reality) in collaborative education; (3) Long-term tracking of the impact of collaborative education on students' career development and social contribution. With continuous innovation and practice, the collaborative education mechanism will play an increasingly important role in cultivating socialist builders and successors with lofty ideals, firm beliefs, and practical abilities.

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