

Research on the Innovation of Daily Management Education Model for Cross-Regional Postgraduates in Universities

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Abstract. As universities increasingly expand their off-site campuses, managing postgraduates and delivering ideological education have become more complex. Common issues include disconnected management chains, scattered educational resources, and a fading sense of student identity. Addressing these governance gaps, this study reviews current practices and introduces a "Drive-Linkage-Activation" collaborative model, centered on Party building. Specifically, the model uses the "Party Building Drive" to secure political leadership and centralize governance. It also employs "Collaborative Linkage" to unite management staff, supervisors, and student leaders, thereby bridging functional and geographical divides. Furthermore, via "Multi-dimensional Activation," the model targets five key areas—ideology, research, practice, culture, and logistics—to trigger students' internal motivation through precise empowerment. Ultimately, this approach enhances both governance efficiency and talent cultivation quality at off-site campuses, offering a practical reference for modernizing postgraduate management in the new era.

Keywords: Party building leadership; postgraduate training; ideological and political education.

1. Introduction

As socialism with Chinese characteristics enters a new era, comprehensively promoting the construction of a strong country and national rejuvenation through Chinese modernization has become a historical mission that higher education must shoulder^[1]. General Secretary Xi Jinping emphasized at the National Education Conference that "the powerful country in education we want to build is a socialist powerful country in education with Chinese characteristics," which requires colleges and universities to possess strong leading power in ideological and political education and competitiveness in talent training. In this context, off-site education has evolved from the branch campus model to the university-local government cooperation model, effectively meeting local demands for high-quality educational resources and forming a favorable pattern of "resource complementarity and mutual benefit."

However, as off-site education scales up, the challenges facing postgraduate management and ideological education have become more acute^[2]. Its inherent structural contradictions have become increasingly prominent. First, physical separation inevitably stretches the chain of command, leading to execution lags and "institutional suspension," where routine matters like student evaluations or Party and League membership transfers frequently encounter cumbersome procedures and undefined responsibilities. Second, the spatial division of supervisors, management teams, and lab equipment causes a de facto "fragmentation of resources," making it difficult to sustain consistent face-to-face mentorship and cohesive cross-departmental synergy. Finally, isolated from the rich cultural heritage of the main campus, postgraduates often develop an "outsider" mentality or a "psychological island" effect, which severely diminishes their cultural identity and enthusiasm for collective activities. These issues not only undermine the quality of talent cultivation but also hinder the long-term sustainability of the off-site model.

Domestic academia has extensively explored this subject. Early explorations by Zhang Hong and Li Guangyu examined the operational models and educational quality of off-site programs^{[3][4]}. Meanwhile, Duan Kefeng and his team outlined the critical elements necessary to ensure training

standards^[5]. Shifting the focus to student experience, Zuo Teng analyzed the current state of students' sense of belonging and its underlying causes^[6]. From a governance angle, Que Mingkun tracked the transition towards a "symbiotic relationship" between universities and host cities^[7].

Despite the recognized value of ideological education, a gap exists in systematic frameworks that utilize Party building as an institutional strength for off-site management. Drawing on recent practices, this study introduces the "Drive-Linkage-Activation" model to resolve these specific pain points. The goal is to offer a practical blueprint for improving cultivation quality and modernizing university governance.

2. Model of the "Drive-Linkage-Activation" Collaborative Education

Aiming at the practical problems such as discreteness, lag, and fragmentation in the management and education of off-site postgraduates, the original relatively isolated and passively responsive management mechanism is difficult to cope with the complex educational environment. Facing the complex demands of off-site postgraduates in ideological guidance, academic research, and local life, we adhere to problem orientation, take political leadership as the core traction of governance, and have explored and formed the "Drive-Linkage-Activation" collaborative education model in practice. This model takes Party building as the guide, teams as the support, and actions as the grip, aiming to create a long-term educational pattern featuring cross-regional, multi-subject, and deep integration. Its overall framework is shown in Fig. 1.

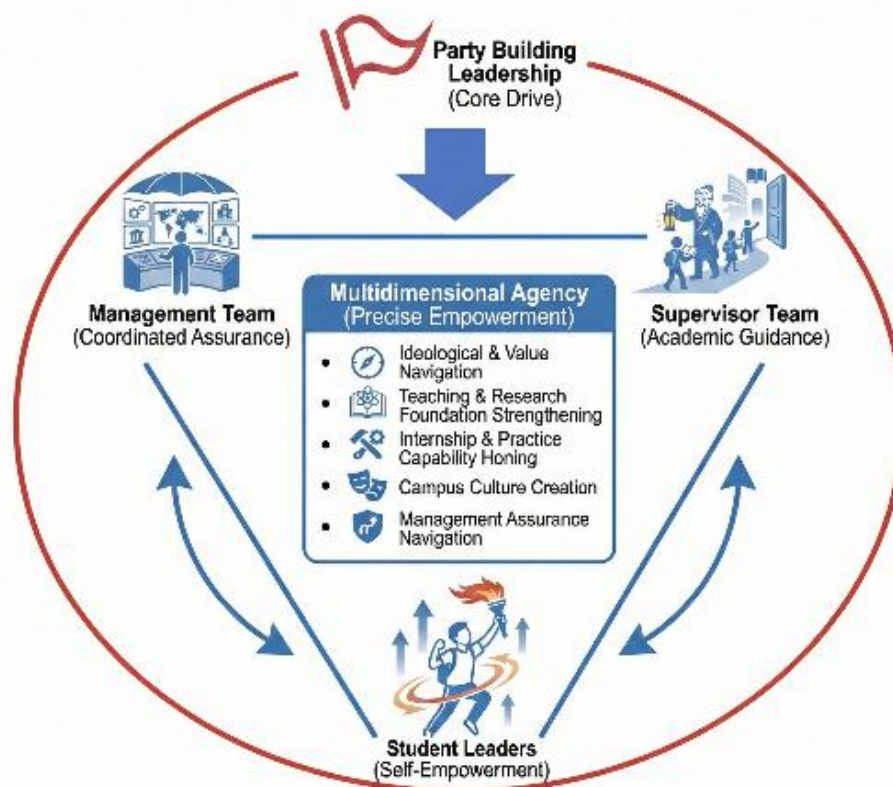


Fig. 1. The "Drive-Linkage-Activation" collaborative education model

2.1 Party Building Drive: Constructing a "Vertically Connected" Political Leadership Mechanism

"Party Building Drive" is the logical starting point and fundamental guarantee of the entire governance model. It aims to establish a systematic thinking of "Party Building +", transforming the political advantages of the Party into governance efficiency for off-site education, and realizing whole-process and all-round political leadership.

2.1.1 Optimize Organizational Setup and Solidify Core Responsibilities

Given the expansive management radius and dispersed personnel inherent in off-site education, a robust grassroots structure is essential. To transcend traditional geographical barriers, Party branches are established vertically, grounded in academic disciplines. This creates a direct management chain linking the "Off-site Campus Party Committee" to the "College Teacher-Student Party Branch." Clarifying these organizational affiliations ensures that every off-site Party member falls under structured management. Consequently, ideological work and daily operations can be deployed, advanced, and assessed in tandem. This structure empowers Party organizations to effectively fulfill their core leadership mandate: "charting the course, overseeing the big picture, and guaranteeing implementation" within the off-site context.

2.1.2 Strengthen Political Guidance and Build a Firm Foundation of Faith

Adhere to the guidance of the Party's innovative theories, fully tap into the unique educational resources of the location, and integrate serving national major strategies and regional economic and social development into the organizational life of the branch. Guide students to actively integrate their personal growth into the overall development of the country, making socialism with Chinese characteristics the brightest background color of off-site talent cultivation, ensuring that talent cultivation always moves forward in the correct political direction, and building a solid ideological foundation for off-site education.

2.2 Collaborative Linkage: Building a "Three-Party Convergence" Collaborative Education Team

"Collaborative Linkage" is the organizational support for the effective operation of the model. It aims to break departmental barriers and geographical isolation, condensing the joint educational force involving management services, supervisor guidance, and student autonomy.

2.2.1 Strengthen the Management Team and Exert Coordination and Guarantee Functions

The management core is composed of administrative cadres of the off-site campus, full-time and part-time counselors, and the leadership team of the student's affiliated college. As the organizers of policy execution and daily management, the management team relies on the four-level grid management system of "Park - Building - Floor - Dormitory" to be responsible for the overall planning of management work, resource scheduling, and emergency handling. This ensures that management forces reach the basic living units of students directly and maintains the stable operation of the off-site campus.

2.2.2 Implement Supervisor Responsibilities and Exert the Function of Guidance and Education

Strengthen the supervisor's responsibility for fostering virtue through education (Li De Shu Ren). Aiming at the training characteristics of professional degree postgraduates, build a dual-track responsibility system of "On-campus Academic Supervisor + Off-campus Industry Mentor." On-campus supervisors, as the first person responsible for postgraduate training, are responsible for ideological guidance and academic instruction. At the same time, relying on the industrial advantages of the location, industry experts with rich practical experience are hired as off-campus practice mentors, responsible for professional training and vocational literacy education. Through the deep interaction of "dual mentor" forces, promote the close combination of teaching and educating, theory and practice, playing a key role in guiding growth.

2.2.3 Gather Key Forces and Exert Pioneer and Model Functions

Cultivate excellent student Party members, class committee members, and postgraduate student union members to play their role as bridges and links. Guide key forces to assist in daily affairs reminders, psychological dynamic observation, and safety knowledge publicity. As micro-units deep within the student group, student leaders promote the implementation of "self-education, self-management, and self-service" through typical demonstration and mutual assistance and

motivation. While improving the level of management refinement, this also enhances the autonomy vitality and collective sense of belonging of the student group.

2.3 Multi-dimensional Activation: Building an "All-round" Precision Empowerment Education System

"Multi-dimensional Activation" serves as the operational engine of this model, systematically integrating Party building, daily administration, talent cultivation, and employment management. As illustrated in Fig. 2, this framework permeates the "School-Park-Institute" three-tier management mechanism to ensure comprehensive educational coverage.



Fig. 2. Framework of daily management education content for remote graduate students

Rather than treating these administrative functions in isolation, the system delivers precise student empowerment across five core domains: First, it anchors ideological value navigation by leveraging local historical resources and conducting normalized theme Party days. Second, it fortifies teaching and research by optimizing curriculum structures, enforcing rigorous academic standards, and hosting high-level forums to mirror the academic intensity of the main campus. Third, it drives internship and practical empowerment through robust school-enterprise collaborations, enabling students to hone their skills by tackling real-world engineering challenges. Fourth, it cultivates a vibrant campus culture that inherits the main campus's legacy while assimilating local elements to enrich students' social engagement. Finally, it guarantees refined management and career navigation by establishing "one-student, one-file" employment ledgers, streamlining cross-campus liaison protocols, and ensuring resilient safety and emergency response mechanisms.

3. Reflections and Implications on the Innovation of Daily Management Model for Off-Site Postgraduates

The construction of the "Drive-Linkage-Activation" collaborative education model is not only a management practice to cope with the practical pressure of off-site education but also a systematic summary of the governance laws of postgraduate education. Through the operation of this model, useful reflections can be provided for the high-quality development of off-site campuses in colleges and universities from three dimensions: governance logic, management function, and institutional construction.

3.1 Strengthen System Integration: Realizing the Transformation from Local Governance to Whole-Chain Collaboration

Managing off-site campuses is complex, involving diverse stakeholders such as the main campus, local governments, and enterprises. To resolve resource fragmentation, the "Drive-Linkage-Activation" model offers high systemic integration. It sets a clear political direction through vertical Party building, dismantles departmental silos via collaborative linkage, and ensures precise resource allocation through multi-dimensional empowerment. This shift transforms off-site management from reactive administrative control into a comprehensive system of educational governance.

3.2 Consolidate Management Functions: Exerting the Basic Supporting Role of Daily Management in Talent Cultivation

Daily management in off-site campuses goes beyond administrative routine; it is crucial for protecting postgraduates' research and mental well-being. Refined management practices actively bridge the physical gap between mentors and students, stabilizing the educational environment against external shifts. Through routine liaisons and grid-based service networks, abstract goals like "fostering virtue through education" are translated into practical operations. This robust support system not only maintains campus stability but also lays the groundwork for enhancing students' core competitiveness.

3.3 Improve Long-term Mechanisms: Promoting the Standardization of Governance System and Governance Capabilities in Off-site Campuses

Shifting from project-based to institution-driven management is essential for the long-term success of off-site campuses. The "Drive-Linkage-Activation" model offers a scalable governance framework that prioritizes standardized protocols and clear responsibility delineations. By integrating IT solutions to boost efficiency and implementing dynamic assessment loops for stakeholder balance, universities can turn spatial distances into opportunities for governance excellence and innovative talent cultivation.

4. Summary

Off-site education is a strategic imperative for China's higher education to serve national goals and optimize resources. Addressing the complex governance challenges of cross-regional operations, this paper constructs the "Drive-Linkage-Activation" collaborative model to provide a systematic solution for off-site postgraduate programs.

Specifically, the "Party Building Drive" secures political direction to overcome the weakened guidance in off-site management. "Collaborative Linkage" integrates multi-party forces to resolve functional isolation and resource fragmentation. Furthermore, "Multi-dimensional Activation" uses precise empowerment to stimulate students' internal vitality and sense of belonging. Empirical practice demonstrates that this framework transforms organizational advantages into tangible governance efficiency, directly resolving core challenges like suspended management chains.

Ultimately, this model fosters a deep integration of daily management and ideological education. By establishing a sustainable framework for stakeholder coordination, it offers a vital theoretical reference and a practical blueprint for modernizing governance systems in off-site higher education.

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