Establishment and Exploration of Functional Party Groups in Science and Technology Institutes under the Academy System: A Case Study of Runze College of Ningxia University

Yue ZHOU *

Runze College of Ningxia University, Yinchuan 750021, China

Abstract　The education and management of college student Party members is the focus of student Party building work in colleges and universities. In the context of students' second classroom being conducted in the academy, the management of student Party members should enhance their Party spirit cultivation through improving their self-management and self-monitoring. After the comprehensive reform of Ningxia University, Runze College targeted the characteristics of agricultural majors and set up functional Party groups to enable student Party members to play a pioneering and exemplary role in the second classroom. Runze College relies on the academy system and breaks through the traditional one-way management mode led by Party branch teachers in the second classroom of college students. It leverages the role of functional Party groups in off campus science and technology academies, and integrates Party building work into daily teaching and research and solving agricultural production technology problems for local villagers, achieving the goal of promoting and integrating Party building and business work, and improving each other.

Key words　Academy system; Science and technology academy; Functional Party group; Establishment and exploration

DOI　10.19547/j.issn2152-3940.2024.05.005

"The fundamental guarantee for running a socialist university with Chinese characteristics well is strengthening the Party's leadership over universities and enhancing and improving the Party building in universities" [1]. China has entered a new era of socialism, with increasingly diverse social ideologies and prominent new characteristics among college students. The ideological and political education of college students and the management of party member education also need continuous innovation. Moral education and talent cultivation are the fundamental tasks of universities. "Party organizations in universities should provide excellent service by focusing on moral education and talent cultivation and promoting the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor skills. They should combine ideological and political education with solving practical problems, and build a platform for the growth and development of teachers and students. Platforms such as off campus teaching internship bases and science and technology colleges play an important role in cultivating the professional qualities of college students. However, these off campus Party building activities have been neglected due to various reasons. The life of Party organizations of teacher and student Party members, Party building training objects, and active Party applicants who intern at science and technology colleges is often in a state of indulgence, resulting in these Party members being detached from the Party organizations

during the internship period, especially in the investigation and identification of probationary Party members and Party building training objects, which is almost blank" [2]. Strengthening the Party building work among college students, absorbing outstanding college students into Party organizations, promoting their healthy growth, and serving and promoting social development through the social radiation of college student Party members, is a manifestation of talent cultivation in universities [3]. Based on the academy system, a functional Party group is established in the science and technology academy, and a model of independent education and management for college student Party members is established to assist the academy Party committee and affiliated Party branches in managing and serving off campus second classroom for college students.

1　Overview of the establishment of student Party branches in the academy

At present, there are three modes of setting up student Party branches in the academies of Ningxia University: first, setting up Party branches according to the students' departments; second, setting up Party branches according to grade levels; third, setting up Party branches according to majors. The above three modes of setting up Party branches have their own advantages and disadvantages in actual operation. In practical work, the Party building work and the teaching, research, internship and training work of departments and classes are often disconnected from each other, failing to achieve the goal of leading and promoting teaching, research and training work through Party building work. It should absorb the favorable factors and overcome the unfavorable factors,

and establish a non organizational functional Party group for students and teachers participating in internships and research projects in the science and technology academy, facilitating the organizational life of Party members, and ensuring that the investigation and training of probationary Party members and trainees will not be disconnected due to temporary departure from the original branch. This is an extension of effective management of Party members in the original branch. In response to the fact that most of the Party members, the recipients of Party building training, and active Party applicants are members of the science and technology academy, establishing a Party group in the science and technology academy is not only beneficial for extending Party building activities in the academy, but also helps students solve problems and difficulties encountered in their studies and work. At the same time, it also helps students master professional practical skills and improve their theoretical level of business.

2   Architecture and positioning of the functional Party group in the science and technology academy

The positioning and structure of the functional Party group should match with the professional functional settings, be conducive to the development of teaching, research, internships, and practical training, facilitate the strengthening of professional skills and business communication and cooperation between teachers and students, cultivate students' abilities in scientific research, production practice, and problem-solving, and overall promote and optimize the role of science and technology academies in serving "agriculture, rural areas, farmers", and talent cultivation systems.

2. 1   Type of functional Party groups in science and technology academies   The establishment of functional Party groups should be combined with enhancing the professional functions of the Party groups and improving the timeliness and convenience of their work. The agricultural science major is taken as the object. Ningxia University has set up 22 science and technology academies in the whole autonomous region according to the internship location and research professional direction, including Ningxia Yanchi Forage Science and Technology Academy. In these academies, 22 functional Party groups have also been established. At present, there are 22 science and technology academies in Ningxia University, accounting for 55% of the total science and technology academies in the autonomous region.

2. 2   Structure of functional Party groups in science and technology academies   The structure of functional Party groups should consider the functionality, seasonality, and work collaboration in the agricultural science major. The differential combination of personnel's professional knowledge structure, work experience, and proficiency in professional skills should be also considered. The organizational structure should be sound. The Party group leader should be appointed by a Party member teacher, the executive deputy team leader should be a graduate student or a senior undergraduate Party member, and the members include all Party member teachers, graduate and undergraduate Party members, Party building trainees, and active Party applicants from the science and technology academy.

2. 3   Responsibilities of the functional Party groups in science and technology academies   It should focus on teaching, scientific research, internship and practical training, daily management and service of "agriculture, rural areas and farmers" of science and technology academies, and the functional areas built by innovative practical training activity platform to grasp Party affairs work. It should carry out Party organization activities around the "central work", and timely convey and implement the Party's policies and guidelines. First, it is responsible for the management and assessment of all teachers, graduate and undergraduate Party members, Party building trainees, and active Party applicants in the science and technology academy. According to the annual Party building work requirements of the Party committee in Ningxia University, it should timely convey and learn the latest theoretical principles and policies of the Party, regularly carry out "three meetings and one lesson" and Party spirit analysis meetings of Party member in combination with the actual situation of the science and technology academies. The Party group should conduct written evaluation on the monthly and quarterly performance of the probationary Party members, Party building training objects, and active Party members under its jurisdiction. After the practical training is completed, the functional Party group of the science and technology academy will conduct an overall performance appraisal of all the students who have been inspected during the internship period, and then report to the Party branch of the academy for review and filing, providing written appraisal materials during the internship and practical training period. Second, it puts forward its own thoughts and suggestions on the relevant "agriculture, rural areas and farmers" issues in the location of the science and technology academy. Party group members should regularly visit farmers' fields to check the growth of local crops, pest control, and the living conditions of farmers, learn seasonal experience in field management from farmers, and experience the real situation of farmers' lives. It should provide agricultural technology guidance to surrounding farmers and fulfill the social responsibility of the science and technology academy. The science and technology academy should form a joint assistance partnership with the local rural government, and Party members should play a leading role in actively discussing solutions to the technical bottlenecks encountered by farmers in agricultural production. A telephone appointment and WeChat video contact system should be implemented. When nearby farmers encounter difficult problems in field production, they only need one phone call or video call. The teachers and students of the academy can go to the field to take photos and archive them, and provide on-site technical guidance or remote consultation services. If the problem cannot be solved on the spot, they can return to the science and technology academy to discuss and solve it together. It should truly solve the problems that farmers think and hope for in practice, and implement research work into

agricultural industry construction. The science and technology academy focuses on conducting scientific research by graduate residences and undergraduate senior graduation internships, while also taking into account the implementation of innovation and entrepreneurship projects for college students. It features zero distance, zero threshold, zero time difference, and zero cost services for farmers and village collective production organizations. Combining scientific research with practical production is the integration of talent cultivation, technology application, social services, and technological innovation. The science and technology academy should combine the teaching and research of teachers and students with rural revitalization. This technology service model truly solves the "last mile" problem of science and technology entering villages and households. Third, it establishes a good incentive, care and assistance mechanism within the Party group. It should provide practical care for difficult and backward student Party members in terms of ideology, learning, life, career planning, and mental health education. It should enhance the sense of belonging, honor, and responsibility of Party members, and stimulate their intrinsic motivation to serve the masses. Especially for student Party members, Party building trainees, and active Party applicants from disadvantaged families who participate in practical training and scientific research at the science and technology academy, it will effectively help them solve various difficulties encountered in their work at the science and technology academy, and strive to relieve the worries of difficult teachers and students who come to the science and technology academy for practical training. Fourth, it provides rational opinions and suggestions on the problems existing in daily teaching internships and scientific research management of science and technology academies, and promotes the healthy and sustainable development of science and technology academies. Fifth, it regularly holds professional training meetings to discuss the difficulties encountered in teaching, research, and internship training, and analyze various factors that constrain teaching, research, and internship training, and provides improvement suggestions and recommendations to the college and academy. The collection and archiving of scientific research and various materials in the academy should be continuously carried out, and the central work of teaching, scientific research, and practical training should organically integrate with Party building work. Sixth, it improves the services of science and technology academies by building activity platforms. In the process of serving "agriculture, rural areas, and farmers", the functional Party group should promote the professional ability improvement of Party members and active Party applicants. It should implement the "dual training and dual leadership" project, which aims to cultivate Party members and active Party applicants in the science and technology academy into professional experts, cultivate active Party applicants and Party building trainees into Party members, and implement a model of graduate Party members leading senior undergraduate Party members, and senior undergraduate Party members leading junior Party members and active Party applicants.

The "satisfaction project" for science and technology academies should be implemented, striving to achieve government and farmers' satisfaction with science and technology academies, teachers and students' satisfaction with science and technology academies, and schools' satisfaction with science and technology academies. Through a team of experts, undergraduate interns, and graduate students stationed at the science and technology academy, with farmers to "eat, live, and work together", the "last mile" of technology transfer, technology services, and technology promotion is connected, and problems such as insufficient professional knowledge, lack of information and resources, and inadequate service support for farmers are solved, thereby providing direct guidance for promoting agriculture and enriching farmers through science and technology. In addition, new paths that organically integrate talent cultivation with rural development are explored. Not only does it allow young college students to work hard at the grassroots level, grow their talents through practical work, and write papers on the vast land, but it is also conducive to cultivating local farmers and farm owners into skilled and capable "soil experts", "field talents", and "agricultural makers", achieving an organic combination of talent transfusion and hematopoiesis, and making the momentum of rural revitalization stronger. At the same time, this is also an effective way to "strengthen and improve agricultural education in agricultural universities, allow students to enter rural areas, farmers, and agriculture, understand local customs and traditions, learn local culture, and enhance students' agricultural literacy and professional practical abilities". Seventh, measures to ensure funding. Colleges and academies should establish a stable funding guarantee mechanism in accordance with relevant Party building funding requirements in the *Implementation Measures for the Implementation of the Work Regulations on Grassroots Organizations in Ordinary Higher Education Institutions by the Ningxia Hui Autonomous Region Committee of the Communist Party of China*. The funding guarantee for the functional Party group is allocated by the department, college, and academy according to the number of internship students, in order to ensure the normal and continuous development of this work.

3   Conclusion

The functional Party group of the science and technology academy should make efforts to highlight learning-oriented, service-oriented, practical, and innovative Party organizations; establish effectiveness in ensuring direction, service center, problem-solving, enhancing effectiveness, and strengthening supervision; provide genuine support in teaching, research, and practical training for teachers, students, and staff; provide practical solutions to the practical difficulties faced by rural farmers in agricultural production and daily life; meet the production technology needs of teachers, students, and farmers, improve the level of service guarantee, create a favorable environment for teachers and students to carry out teaching, research, internship, and practical training, and stimulate their confidence and enthusiasm for teaching, re-

search, practical training, innovation, and entrepreneurship. It should truly build the functional Party group of the science and technology academy into an effective carrier for serving and rooting in "agriculture, rural areas, and farmers", cultivating students' integration of knowledge and action, strengthening students' experience of farming and reading culture, and enhancing students' patriotism and love for the people. Teaching and research, internship and practical training, innovation and entrepreneurship, cultivation and education should integrate with the actual agricultural production, effectively enhancing the professional knowledge level and on-site analysis and problem-solving ability of college students, and forming a collaborative effort of "one integration and two highs".

References

[1] XI JP. Adhere to the guidance of the ideology of cultivating virtue and nurturing people, strengthen and improve the Party building work in colleges and universities[EB/OL]. 2014 - 12 - 29. http://www.moe.gov.en/jyb-xuf/s6052/moe._832/201412/t20141229_182511.html.

[2] ZHOU Y. Research on the mode of setting up Party branches in teaching internship bases[J]. Ningxia Education, 2015(2): 13 - 14.

[3] Ministry of Education. Regulations on student management in ordinary higher education institutions[EB/OL]. 2017. http://www.moe.gov.cn/srcsite/A02/s5911./moe_621./201702/t20170216_296385.html.

science and technology industry, and staff need to explore for a long time to become proficient in the operation of highly sophisticated, high-tech monitoring equipment. It is ensured that the relevant technical strength is abundant, and long-term secondment and other situations should be prevented. Besides, collective learning, work summary and experience sharing are carried out every month to cultivate all-round monitoring talents. Regular business training is carried out, and young cadres are regularly selected and sent to the Yunnan Research Academy of Eco-environmental Sciences and other departments to study, and strengthen the training of backbone forces. Technical backbone are sent to the monitoring stations with strong monitoring strength to study. At the same time, it is needed to create conditions for systematic learning in instrument sales units. Online and offline business training are organized 9 times from 2022 to 2023, and the number of trainees reaches 76, so as to improve the level of monitoring business and better serve the ecological environment management.

5.2 Learning advanced benchmarks and innovating the development model of "station + school + enterprise" Grassroots ecological environment monitoring stations abandon the "old methods and experience", rely on the traditional development model, and carry forward the learning model of "going out of the house".

Meanwhile, they should cooperate with schools and enterprises to build teaching practice demonstration bases or research practice bases, and jointly carry out technical exchanges, subject research, *etc.* with the advantages of universities and enterprises, improve the level of scientific and technological research and development, innovate and develop new models, and better provide technical support for environmental management.

References

[1] SUN JL, HUANG RQ. Ecological environmental technology innovation to help build a beautiful China[N]. Guangming Daily, 2022.

[2] Ministry of Ecology and Environment. Implementation opinions on accelerating the establishment of modern ecological environment monitoring system. 2024.

[3] WU BC. Environmental monitoring management (2nd edition)[M]. Beijing: China Environmental Science Press, 1997.

[4] Ministry of Ecology and Environment of the People's Republic of China. 14th five-year plan for ecological environment monitoring, 2022.

[5] Ecological Environment Monitoring Station of Yanshan Branch of Ecological Environment Bureau of Wenshan Prefecture. Brochure of Ecological Environment Monitoring Station of Yanshan Branch of Ecological Environment Bureau of Wenshan Prefecture, 2022

[6] Chinese Society of Environmental Sciences. Proceedings of annual meeting of science and technology of Chinese Society of Environmental Sciences in 2021. 2021.

Acknowledgement