

Original Paper

"Iceberg Theory" Perspective on the Study of Construction of the Discipline Inspection and Supervision Team in Higher Education Institutions

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Abstract

"The construction of a powerful educational nation takes higher education institutions as its important front, with higher education as the leader." In the new era, China is steadily advancing towards the strategic goal of building a powerful educational nation, with higher education entering a period of widespread global recognition. On this new journey, discipline inspection and supervision must earnestly shoulder the important responsibility of maintaining the Party's discipline within the education system, ensuring the construction of a powerful educational nation through high-quality supervision work in higher education institutions. This article, from the perspective of the "Iceberg Theory," analyzes what is visible on the "iceberg" - the work of supervision in higher education institutions - to clarify the construction strategy of the less known "what the team of discipline inspection and supervision cadres in higher education institutions should be" beneath the "iceberg." It looks at education from a broader perspective, integrates supervision into education, and proposes targeted countermeasures and suggestions. Finally, by presenting "what the team of discipline inspection and supervision cadres in higher education institutions should be" beneath the "iceberg," it continuously promotes the high-level development of discipline inspection and supervision work in higher education institutions in the new journey and the new era, resolutely safeguarding the position of cultivating successors.

Keywords

Higher education, Iceberg theory, Discipline inspection and supervision, Cadre team, Team building

1. Introduction

Although a series of measures, including the reform of the dispatched supervision system and educational rectification, have significantly enhanced the effectiveness of disciplinary inspection commissions in higher education institutions, and it is predictable that China's higher education will achieve qualitative leaps in the foreseeable future. However, an "ecosystem of strictness" has not yet been fully established within universities. The reform of the dispatched supervision system has enabled disciplinary inspection and supervision agencies in universities to exercise their oversight functions with relative independence. However, compared to fully dispatched institutions, the problem of "insiders" being reluctant to supervise each other persists within disciplinary inspection teams in higher education institutions. The issue of universities as "acquaintance societies" remains a prominent contradiction, and the existence of such phenomena makes it difficult to promptly identify and rectify certain misconducts and corruption problems. Although practices such as "profiteering from education" and "breaches of professional ethics" have been explicitly prohibited, they have not been completely eradicated. With evolving times, many new forms of corruption and hidden corruption issues have also emerged in higher education institutions. Therefore, to safeguard universities as crucial bastions for nurturing successors and builders of socialism, there is an urgent need to establish a pure, reliable, and loyal team of disciplinary inspection officials. Such a team must not only possess firm political stance and high sense of responsibility but also solid professional knowledge, good professional ethics, and strong psychological qualities. Only in this way can a "culture of strictness" be fostered within universities, thoroughly eradicating various misconducts and corruption problems, and ensuring the healthy development of higher education.

2. Overview of the Iceberg Theory and Team Building

2.1 The Connotation and Extension of the Iceberg Theory

In 1895, Breuer and Freud jointly published *Studies on Hysteria*, in which Freud introduced the Iceberg Theory. (Figure 1) He proposed that an individual's personality is like an iceberg at sea—only the conscious part is visible above the water. The attributes of the visible portion above the surface include knowledge, skills, and experience, while the submerged, invisible part exists in the unconscious state. To a certain extent, this hidden part plays a decisive role in shaping an individual's behavior and thoughts, encompassing emotions, character, beliefs, moral values, self-image, behavioral patterns, aggressive tendencies, interpersonal relationships, and more. The small exposed portion of the iceberg can be easily observed and measured, whereas the larger submerged portion is difficult to effectively measure or observe. Nevertheless, it serves a dominant role and exerts a profound influence on the whole.

Building on this, McClelland developed the Competency Iceberg Model in 1973, dividing individual competencies into two types: the "lower part of the iceberg" and the "upper part of the iceberg." As part of the Satir Family Therapy theory, the Iceberg Theory is essentially a metaphor, representing the idea

that an individual's "self" is like an iceberg—only a small superficial part (i.e., behavior) is observable, while the deeper, more substantial inner world remains hidden, much like an iceberg. It primarily consists of seven major layers.

In the field of management, the Iceberg Theory views all employee competencies as an iceberg. The portion visible to the public typically accounts for 12.5%, while the submerged portion constitutes 87.5%. To cultivate professional competencies, greater emphasis must be placed on these three implicit layers, as they comprise 87.5% of employee competencies and significantly influence the 12.5% of explicit competencies. The exposed 12.5% above the water includes employees' knowledge, skills, qualifications, and behaviors—these are their explicit competencies, which can be demonstrated through various professional and academic certificates or validated via specialized examinations. In contrast, the submerged 87.5% comprises occupational attitudes, awareness, and ethics—these are the implicit competencies. Together, the implicit and explicit competencies form the complete set of professional qualities that employees need to possess.



Figure 1. Iceberg Theory Model

2.2 The Iceberg Theory and the Construction of Disciplinary Inspection and Supervision Cadres in Universities

Disciplinary inspection and supervision work can be likened to a massive iceberg floating on the water. The behavioral expressions or responses visible to the outside world constitute only a small portion above the surface—approximately one-eighth—while the remaining seven-eighths lies hidden beneath the water. The vast submerged mass represents the long-suppressed and often overlooked "inner aspects." The explicit factors above the iceberg correspond to the outcomes and practical effectiveness of the disciplinary inspection and supervision team's work, while the implicit factors beneath the

surface encompass the overall coordination, division of labor, and collaboration within the cadre team. The performance and efficacy of the disciplinary inspection and supervision team are ultimately determined by these underlying implicit factors. If team construction focuses solely on the visible explicit factors, the effectiveness of disciplinary inspection and supervision efforts may fall short of expectations. Only by continuously discerning and excavating the implicit factors that define team development can we better forge a disciplined, capable, and courageous inspection team that dares to struggle and assumes responsibility.

This study integrates the characteristics and patterns of disciplinary inspection and supervision work to explore the application of the "Iceberg Theory" in building a team of disciplinary inspection and supervision cadres in universities. It creatively employs the perspective of the "Iceberg Theory," widely used in psychology, to analyze how to construct such a team in higher education institutions. By dissecting both the "above the iceberg" and "below the iceberg" aspects of university disciplinary inspection work, it proposes that the visible, explicit "above the iceberg" work primarily involves three areas: supervision, discipline enforcement, and accountability. This includes political oversight, daily supervision, special inspections, handling letters and cases, disciplinary decisions, and other actions and achievements. The hidden, implicit "below the iceberg" work is explored and strengthened through five dimensions: role positioning, professional competence, coordination and integration, cultural advocacy, and psychological resilience. By systematically reviewing university disciplinary inspection and supervision work, this study conducts targeted in-depth analysis. It scientifically and rationally utilizes the "Iceberg Theory," starting from the "above the iceberg" work to delve deeply into the "below the iceberg" strategies for building a disciplinary inspection cadre team in universities. This approach aims to break the public's inherent perceptions and biases regarding disciplinary inspection and supervision work, address the challenges of oversight in an "acquaintance society," better implement the comprehensive strategy of strict party governance, and ensure the high-quality development of higher education institutions.



Figure 2. "Iceberg Theory" Model for Building Disciplinary Inspection and Supervision Cadres in Universities

2.3 The Significance of the "Iceberg Theory" Model for Building Disciplinary Inspection and Supervision Cadres in Universities

Disciplinary inspection and supervision organs play a crucial role in advancing the comprehensive and strict governance of the Party. As key institutions responsible for national supervision and intra-Party oversight, they bear significant responsibilities in enforcing strict Party discipline and promoting Party construction. However, the ability of these organs to effectively exercise their authority and fully realize their functions—such as facilitating improvement, implementing oversight, and providing guarantees—directly depends on the quality and competence of their cadres. Building a high-caliber disciplinary inspection and supervision team is of great significance for deepening the comprehensive and strict governance of the Party. The key to forging such a team lies in establishing a scientific and systematic theoretical model to guide and support its development, thereby further enhancing the quality, case-handling capabilities, and credibility of disciplinary inspection and supervision cadres in universities.

The "Iceberg Theory" model provides strategic transformational guidance for the management of disciplinary inspection and supervision organs. It promotes a shift from singular focus on work behavior management to comprehensive team construction, thereby advancing the professionalization and specialization of the disciplinary inspection and supervision workforce, and continuously optimizing its institutional mechanisms. The application of this model covers almost all steps and key links in team management and construction, serving as an important benchmark and management standard for both the institutions as a whole and individual cadres. The findings of this study are applicable to all university disciplinary inspection and supervision organs, offering a solid foundation and theoretical support for team building, education and training, and related management efforts.

3. Common Challenges in Building Disciplinary Inspection and Supervision Cadres in Universities and Analysis of Their Causes

The primary duties of disciplinary inspection commissions are "supervision, discipline enforcement, and accountability," with "discipline enforcement" as the core and "accountability" as the key. "Supervision" serves as the fundamental prerequisite for disciplinary inspection and supervision work, and these three elements are interconnected, interactive, and form an integral whole. Accurately grasping and understanding the requirements and concepts of "supervision, discipline enforcement, and accountability" holds significant practical and theoretical importance for deeply advancing the comprehensive and strict governance of the Party, strengthening efforts to uphold political integrity, discipline, and combat corruption, and promoting the integrated advancement of the "dare not, cannot, and do not want to corrupt" mechanism.

3.1 Supervision on the "Tip of the Iceberg": Frequent Ambiguity in Delineation of Responsibilities

First, there exists a deviation in external understanding of disciplinary inspection work in universities. Following the "Three Transformations" (i.e., transforming functions, methods, and work styles),

specific to functional transformation, there is a requirement to fully standardize the coordinating and deliberative bodies in which university discipline inspection commissions participate, refocusing on their primary responsibilities and core duties. The reform of the discipline inspection and supervision system also clarified that the role of the commission is to exercise supervision over supervision itself. However, in practice, a significant number of people still believe that all supervisory matters should be directed to the discipline inspection commission, that disciplinary inspection and supervision work should encompass everything, and they adhere to the notion of "take any issue to the commission." In recent years, with notable achievements in the fight against corruption, the number of letters and visits received directly by university discipline inspection commissions has increased significantly, but so has the number of those falling outside the commission's scope of acceptance. Petitioners generally believe that "all reported issues can be managed and resolved by the discipline inspection commission," but they often struggle to understand the "designated handling" process led by the commission, perceiving it as evasion of responsibility and inaction. Furthermore, some grassroots departments fail to clearly understand the power and functions of the discipline inspection commission. A few departments even redirect letters and complaints intended for their own departments to the commission, thereby creating a passive situation for the commission's work. This unfavorable dynamic, where coordination is equated with taking the lead, taking the lead is equated with primary management, primary management is equated with responsibility, and supervision is equated with gatekeeping, leads to the proliferation of tasks and a gradual distancing from primary responsibilities and core functions.

Second, institutional mechanisms still require further improvement. On the one hand, university discipline inspection commissions are not only required to supervise the party committee at the same level but are also subject to assessment by the same-level party committee. Moreover, they lack sufficient autonomy in terms of budget funding and personnel allocation, making it difficult to possess both authority and independence. This constrains the commission's exercise of power, and the situation of "daring not to supervise" has long persisted. On the other hand, the institutional setup is not fully sound, and unified management is insufficient. Due to the limited capacity of disciplinary inspection and supervision personnel in universities, the internal organizational structure of university discipline inspection commissions is generally inadequate. Not all universities have strictly separated their internal agencies, leading to more or less overlapping job responsibilities during work processes.

Third, the role positioning of internal disciplinary inspection committee members and part-time disciplinary inspectors within universities needs further clarification. The means for university discipline inspection commissions to supervise grassroots party committees are part-time disciplinary inspectors, disciplinary inspection committee members of secondary party committees, and university discipline inspection commission members. However, at this stage, these mechanisms have not significantly played their intended role. The selection and appointment of disciplinary inspection committee members within secondary-level party organizations in universities are not standardized; they are mostly part-time positions, and their roles are not fully utilized. Those who concurrently hold

positions as disciplinary inspection cadres are often the principal or deputy leaders of the corresponding secondary units. They are usually preoccupied with various tasks in their own colleges or departments, often lacking sufficient time to devote to disciplinary inspection work. Part-time disciplinary inspection committee members have their primary duties within their units, frequently encountering the phenomenon of simultaneously acting as both "referee" and "player," making genuine supervision impossible in practice. Due to limited professional competence and practical experience, the unique characteristics of each secondary party organization, unclear supervision methods, lack of uniform work standards, weak consciousness for actively participating in university disciplinary inspection work, and insufficient work capabilities, supervision efforts cannot be effectively carried out.

3.2 Enforcement of Discipline on the "Tip of the Iceberg": Professional Competence Needs Improvement

The current disciplinary inspection and supervision teams in universities face a series of issues, including an imbalanced gender ratio, shortage of personnel allocation, unreasonable age echelon, and a scarcity of professionals with disciplinary backgrounds related to case handling. Disciplinary inspection and supervision cadres often lack formal training in the field, failing to gain an in-depth understanding of relevant professional knowledge such as finance, economics, and law. Young cadres generally lack case-handling experience, and few are truly capable of effective execution.

First, the overall capacity for supervision and discipline enforcement needs further enhancement. The means of supervision employed by university disciplinary inspection and supervision bodies are relatively traditional and lack diversity, with a certain tendency toward over-emphasis on procedural formality. There is insufficient continuity in pre-event, during-event, and post-event supervision. In particular, there is a relative lack of ability to independently identify problem clues and comprehensively discern issues related to those clues. They have not fully exercised their role in same-level supervision, and there is a need to expand and consolidate the effectiveness of oversight.

Second, the ability to integrate and apply disciplinary and legal standards needs further strengthening. In practice, the organic unity of "supervision, law enforcement, and disposition" and "supervision, discipline enforcement, and accountability" is essential. Currently, the team of disciplinary inspection and supervision cadres in universities is composed of individuals with diverse professional backgrounds. However, their understanding of political-ideological principles and legal regulations related to disciplinary inspection work is not yet sufficiently deep or specialized.

Finally, the composition of cadres in university disciplinary inspection and supervision institutions, while increasingly diverse, requires structural optimization. Some comrades lack sufficient experience, relevant professional knowledge, and practical expertise in applying investigative methods or handling measures pertaining to party discipline and administrative affairs. There is a need to enhance ideological and political education and strengthen comprehensive strategic planning for using cases to drive institutional improvement.

3.3 Accountability on the "Tip of the Iceberg": Challenges in a "Close-Knit Community"

The "close-knit community" represents a long-standing supervisory dilemma in universities and remains a central issue that disciplinary inspection cadres cannot avoid. It is not difficult to observe the pervasive presence of "alumni relationships" and "teacher-student relationships" within higher education institutions. Many universities feature residential compounds for staff families, and unlike the fast-paced lifestyle of first-tier cities, prefecture-level cities often foster a more relaxed rhythm of life. Faculty members typically enjoy ample leisure time, influenced by a "culture of comfort" and adapted to a "slow-paced lifestyle." Frequent interactions among colleagues strengthen deep personal bonds, creating a tightly woven and robust relationship network. Thus, universities become a veritable "close-knit community."

Due to the inherent nature of disciplinary inspection work, cadres in this field often face situations that may strain interpersonal relationships, leading to a generally negative impression among faculty and staff. Many perceive disciplinary inspection cadres as "lacking human touch," and this perception affects the fair and objective evaluation of their annual performance assessments. Consequently, it undermines their confidence and enthusiasm in pioneering and executing their duties.

Furthermore, disciplinary inspection cadres in universities encounter various obstacles, including alienation from faculty, limited mobility across different departments, and persistent high-pressure conditions. These factors deter many from pursuing careers in disciplinary inspection, with some even holding deep misconceptions that the role is solely focused on "fault-finding." Such challenges hinder the professional growth and development of disciplinary inspection cadres in multiple ways.

The complexities of the "close-knit community" pose even greater challenges for disciplinary inspection cadres in the new era, correspondingly raising the demands placed upon them.

4. Practical Pathways to Strengthen the Development of Disciplinary Inspection and Supervision Cadres in Universities: The "Beneath the Iceberg" Perspective

4.1 Clarifying Roles and Responsibilities

Firstly, the functional positioning of the commission as "supervision of supervision" must be clearly defined. It should be emphasized that the discipline inspection commission does not manage all matters but rather oversees relevant functional departments to ensure they first exercise effective self-supervision. The commission then conducts supervision over the self-supervision efforts of these functional departments, thereby strengthening the leading role of disciplinary inspection and supervision bodies. The focus should be on fulfilling their own primary responsibilities, while returning non-core duties to the respective responsible departments. The relationship between supervisory and supervised entities—specifically between the accredited disciplinary inspection and supervision bodies in universities, the university party committee, functional departments, and secondary units—should be reinforced. The coordination between disciplinary inspection and supervision work and other administrative, research, and teaching activities should be clarified to promote collaborative

cooperation and ensure all parties fulfill their respective duties. This will enable university disciplinary inspection and supervision bodies to better fulfill their roles in promoting improvement, ensuring execution, and providing supervisory support.

Secondly, it is essential to refine the working model to align with the characteristics and inherent logic of disciplinary inspection and supervision work in higher education institutions. The relationship between building a strong team of disciplinary inspection cadres and enhancing governance effectiveness in universities should be emphasized. By leveraging the advantages of being "accredited" and the authority of being "dispatched," the Office of the Supervisory Commissioner and the accredited disciplinary inspection group stationed in universities should be further supported to fully assert their authority and ensure that accredited supervision acts as an effective "monitoring probe." Through improved institutional design, efforts should be made to retain existing disciplinary inspection and supervision cadres, attract high-level talents familiar with the various aspects of university operations, and facilitate exchange channels between administrative and technical positions, functional departments and secondary colleges, as well as within and outside the university. This will integrate supervisory efforts, enable holistic integration and full-cycle management of various elements within universities, and leverage the critical roles of organizational management, discipline enforcement, ideological education, and conduct correction in university disciplinary inspection and supervision work, ensuring that supervision neither oversteps nor neglects its duties.

Finally, the roles of university discipline inspection commission members, disciplinary inspection committee members of secondary-level party organizations, and part-time disciplinary inspection and supervision personnel should be fully utilized. Efforts should focus on strengthening the organizational structure of "commission members – disciplinary inspection cadres – disciplinary inspection committee members of secondary-level party organizations and part-time disciplinary inspection and supervision personnel," establishing and refining the supervisory work system of secondary-level discipline inspection commissions. Based on local and institutional realities, secondary-level discipline inspection commissions should be assisted in establishing practical and rigorous working systems. Continuous efforts should be made to attract high-quality talents and eliminate the "mismatch" in cadre allocation.

4.2 Enhancing Professional Competence

First, arm the team with theoretical knowledge ideologically. Action is guided by thought; to fundamentally enhance the overall effectiveness of the disciplinary inspection and supervision team in universities, it is essential to strengthen political stance, continuously deepen ideological understanding, adhere to innovation and reform, and define the political line. On one hand, efforts should be made from a political perspective, particularly based on a deep understanding of the significance of the "Two Establishments," to translate them into conscious action and ideological commitment for the "Two Safeguards." Remain steadfast in the original mission, clarify job responsibilities, enhance the sense of honor and mission in their posts, and pursue high-level development of the disciplinary inspection cadre team. On the other hand, emphasis should be placed on theoretical study. Equip the mind with the

Party's innovative theories, fundamentally strengthen cadres' understanding of the nature of disciplinary inspection and supervision work, develop discipline and law-based thinking and awareness, improve proficiency in discipline and law, fully grasp the characteristics of the university disciplinary inspection body as a "dedicated supervisor" and "political organ," ensure clear responsibilities and direction, and guarantee the political robustness of the cadre team.

Second, refine professional expertise. Guided by policy incentives and ideological education, effectively transform the standard of "high caliber and specialization" for cadres into the intrinsic motivation for developing the disciplinary inspection team in universities. Engage in deep study and comprehension, continuously enhance the rule-of-law mindset and awareness. Further study and thoroughly understand the basic principles and spirit of regulatory documents such as the "Regulations" and the "Supervisory Officials Law," deeply comprehend their requirements for rule-of-law thinking and methods, and practically improve evidence and rule-of-law awareness in work. In particular, promote the initiative of the university disciplinary inspection team to benchmark against the standards for cadres in the new era. Actively utilize the multidimensional educational resources unique to the university and locality, including Party school training, exchange and temporary postings within and outside the institution, professional project training, and practical exercises. Encourage cadres to strengthen systematic study and research, expand the depth and breadth of political theory learning and professional knowledge in disciplinary inspection and supervision, engage in repeated study, in-depth research, and frequent reflection, learn by doing and do by learning, explore diverse carriers and forms for cultivating cadre quality, refine distinctive features, and genuinely solidify the cultivation of the disciplinary inspection cadre team.

Furthermore, full attention should be paid to enhancing the capabilities of disciplinary inspection committee members of secondary-level party organizations and part-time supervisory personnel. On one hand, establish and improve the performance models for part-time supervisors, disciplinary inspection committee members, and commission members, integrating systems such as "duty liaison," "work reporting," "soliciting opinions," "participating in supervision and inspection," and "learning and training" into a coherent framework. Meanwhile, involve part-time supervisory personnel in case handling to "train through practice" and enhance their professional competence. On the other hand, strengthen the organizational coordination for the performance of part-time supervisors, disciplinary inspection committee members, and commission members, leverage the leading role of the full committee of the university discipline inspection commission, reinforce the concept of full university support for their functional execution, and ensure effective organization and coordination of their routine work.

Third, improve comprehensive quality. Beyond refining professional expertise, disciplinary inspection and supervision cadres in universities should strive to broaden their horizons, keep pace with the times, and acquire knowledge in various fields such as economics, finance, politics, society, and law. Understand the operational and integrity risks associated with different positions and departments in

universities, thereby enhancing discipline enforcement capabilities and professional proficiency. Develop embedded abilities to identify corruption risks in their work, fulfilling the objective of "learning from past mistakes to prevent future ones, and curing the sickness to save the patient." Based on existing conditions within the university, allow disciplinary inspection personnel to undergo embedded rotational training and job rotations in various departments prone to integrity risks, thereby strengthening overall professional competence. Only with corresponding professional knowledge and abilities can they avoid the predicament of being unprofessional in discipline enforcement, supervision, and accountability work.

4.3 Strengthening Coordination and Integration

The university's discipline inspection commission (Office of the Supervisory Commissioner) operates under the leadership of the university party committee and the superior discipline inspection commission (supervisory commission). Since the implementation of the accredited supervision system, significant changes have occurred in disciplinary inspection and supervision work in universities. Accredited supervision has leveraged the informational advantages of being "accredited" and the authority of being "dispatched," effectively addressing long-standing difficulties such as inadequate same-level supervision and distant oversight from higher authorities.

From a vertical integration perspective, achieving normalized and institutionalized supervisory functions requires universities to establish specific supervisory bodies that interface with higher-level supervisory organs. This allows national supervision to be genuinely integrated into relevant university affairs and ensures that such external supervision can operate effectively within the university's internal environment.

From a horizontal coordination perspective, it is essential to adopt a team-building concept that "considers the front line of work as the main arena for cadre cultivation and training," strongly relying on the university's interconnected case-handling system involving "office-group-local" collaboration and the joint system for promoting clean governance. This will improve the professional competence enhancement system for disciplinary inspection and supervision cadres in universities.

First, effectively utilize the "training-through-practice" mechanism. Align with the fundamental characteristics of disciplinary inspection and supervision work in universities, operate under the leadership of the university party committee and with the support of the local discipline inspection commission and supervisory committee, leverage the advantages of strong external support and efficient internal coordination, and improve the comprehensive training system for all personnel and the practical rotational training for disciplinary inspection cadres.

Second, integrate regional resources. On one hand, it is recommended to incorporate the development of mechanisms for enhancing the quality of disciplinary inspection cadres into the talent governance framework of universities for promotion and planning. Leverage the advantages of university scientific research resources and talent to ensure that mechanisms for talent cultivation and the construction of base platforms can provide effective support and facilitate collaborative participation. On the other

hand, at the regional level, it is advised to establish, under the scientific leadership of local party committees, characteristic collaboration mechanisms that can effectively support the construction of disciplinary inspection cadre teams. Coordinate the needs for building disciplinary inspection cadre teams across universities, enterprises, public institutions, party and government organs, and research institutes within the region. Integrate resources for cultivating cadre quality mechanisms and construction achievements to form a regional “disciplinary inspection alliance.” Strengthen the objective foundation of the cultivation mechanism through regular consultations, joint case handling, and other forms.

Third, optimize organizational support. Given that universities face cumbersome procedures when applying for official vehicles, resulting in a lack of dedicated vehicles for case handling, disciplinary inspection and supervision cadres often resort to using private vehicles for official purposes when performing tasks within the city. It is recommended to collaborate with the university party committee or district discipline inspection commission to share transportation resources. Additionally, although the internal disciplinary inspection network system and confidential computers have achieved full coverage across all universities, a common issue is that each university typically has only one shared confidential computer, while staff at the district discipline inspection commission are almost each equipped with one. Therefore, universities urgently need to enhance their information resource support to ensure the confidentiality of work is substantially strengthened and operational efficiency is effectively improved.

4.4 Promoting Integrity Culture

Strengthening the development of an integrity culture in the new era is an essential requirement for maintaining the Party’s purity and advanced nature, adhering to the principle of exercising full and strict governance over the Party, and continuously advancing the Party’s self-revolution. It also serves as a foundational project for effectively promoting the strategic goal of ensuring that officials “do not dare, cannot, and do not want to be corrupt.” Enhancing the quality and effectiveness of the discipline inspection commission’s supervision, enforcement, and accountability work relies heavily on extensive efforts to promote integrity culture. Only by persisting in cultural guidance, deepening the ideological foundation, and continually building a distinctive integrity culture within the university can the construction of such a culture be planned and advanced alongside other key tasks. This will facilitate the creation of a campus integrity environment that honors integrity and celebrates transparency, fostering an educational atmosphere characterized by clean practices and moral integrity.

First, it is essential to maintain the correct orientation in promoting integrity culture. Efforts should balance “integrity awareness education” with “Party spirit education,” and combine “cultural education” with “Party conduct education,” striving to excel in anti-corruption education, Party conduct education, and Party spirit education.

Second, there should be active exploration of new channels for building integrity culture. In advancing the development of an integrity culture, universities must continuously innovate and explore new

platforms. By effectively utilizing various channels such as media campaigns, campus environment development, classroom teaching, and cultural activities, the depth and breadth of integrity culture initiatives can be significantly expanded. In innovating the promotion and implementation of integrity culture education, it is crucial to adhere to the basic principle of staying close to faculty, students, daily life, and reality. Through organizing widely participatory and multi-level integrity cultural activities, the connotations of integrity culture and advanced ideologies can be continuously highlighted, thereby enhancing the effectiveness of integrity culture education.

Third, the targeting of education should be strengthened. Based on tailoring approaches to different audiences, methods such as flexible learning, online education, customized warning education Party lectures, on-site immersive visits and study sessions, and integrity talks with members of grassroots leadership teams should be employed. These approaches will effectively open up new prospects for the broadened and routine implementation of warning education, ensuring comprehensive coverage of educational targets and that warning education “never closes.” Strengthen discipline and law education by using cases to illustrate discipline and explain laws, educating individuals through incidents that occur within their own surroundings in the academic sector. This enhances deterrence, consolidates defenses, and builds a highly disciplined and robust disciplinary inspection and supervision corps.

4.5 Psychological Resilience Building

Research indicates that there are statistically significant differences in the scores of university disciplinary inspection cadres across various years of work experience regarding strategies for emotion regulation, social support, and mental health. Operating on the front lines of both the fight against corruption and the educational mission, these cadres face relatively unique target groups and work environments. As such, they must possess a higher level of ideological consciousness and adhere more strictly to disciplinary rules. In the current context, where requirements for combating corruption and promoting integrity and moral character in the Party are increasingly stringent, tasks are growing more demanding, and situations are becoming more complex, cadres are consistently overloaded with work. There is an urgent need for timely and effective mental and physical relaxation and rest.

First, it is essential to foster a harmonious and uplifting work atmosphere. Harmonious interpersonal relationships and a positive work environment help alleviate individual stress while enhancing initiative and creativity. University disciplinary inspection and supervision organs should place greater emphasis on the role of a harmonious atmosphere in motivating their cadres. This includes demonstrating care and concern for each cadre’s work and personal life, staying informed about their thoughts and dynamics, sincerely supporting their personal development, and embodying organizational encouragement and solidarity. Leaders should engage in regular heart-to-heart conversations with their subordinates to understand their mental state, extend condolences and assistance to those facing life difficulties, and provide ongoing support to resolve their problems. Beyond intense work periods, organizing diverse recreational activities—such as music-themed Party lectures, watching red-themed dramas and films, visiting educational bases, and conducting off-site research trips—can create

valuable opportunities for communication and bonding. These activities help each cadre strengthen their professional identity and sense of belonging to the department within a collaborative, harmonious, and friendly environment. By carrying out various positive and healthy activities, a dynamic work atmosphere can be cultivated, thereby creating a conducive environment for entrepreneurship and dedication.

Second, cultivating an optimistic mindset and a strong physique is crucial. The perception of stress is closely linked to an individual's mental attitude; generally, those with an optimistic and cheerful disposition experience lower levels of perceived stress, while those with a gloomy and heavy-hearted mindset tend to experience the opposite. Therefore, university disciplinary inspection and supervision organs should promote and assist grassroots cadres in comprehensively developing an optimistic, cheerful, tranquil, open, sunny, and confident mindset. Maintaining high spirits can effectively reduce occupational stress. Cadres should also be guided to cultivate hobbies such as dancing, singing, playing musical instruments, recitation, and reading. At the same time, as grassroots cadres are often preoccupied with work and seldom participate in physical exercise, efforts should be made—through organizational advocacy and personal initiative—to encourage participation in activities like swimming, hiking, running, and ball games. Making full use of the university trade union platform to actively take part in school sports events, along with maintaining regular exercise, will help build stronger physiques capable of withstanding high-intensity occupational pressures.

Third, securing understanding and support from families is vital. Family always serves as everyone's safe harbor and strongest backbone; only with a stable "home front" can one feel secure in battling on the "front line." Surveys indicate that many grassroots disciplinary inspection and supervision cadres are often occupied with daily work and family responsibilities, leaving little opportunity for personal growth or acquiring new knowledge and skills. Hence, grassroots disciplinary inspection and supervision organs should conduct regular home visits and organize collective heart-to-heart conversations to help families gain deeper insight into the cadres' hardships and challenges. This will foster greater understanding and support for their work, enabling cadres to overtime and handle cases with peace of mind, take more initiative in sharing family responsibilities, and ultimately receive maximum support at the family level for disciplinary inspection and supervision work.

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