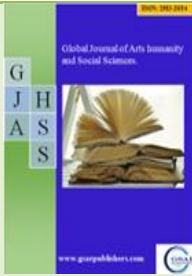




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Research on Collaborative Education Paths for Safe Campuses in Universities from the Perspective of the Holistic National Security Outlook

By

Chan He

Security Department of the CPC Committee, Southwest Petroleum University, Chengdu, Sichuan 610500, China



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Corresponding author
Chan He

Abstract

The Holistic National Security Outlook serves as the fundamental guideline for national security work in the new era and provides core guidance for integrating national security education into safe campus development and talent cultivation. As the forefront of ideology and the main site for talent cultivation, universities bear the dual missions of fostering young people's national security literacy and building a campus security defense line. Currently, universities face prominent deficiencies in national security education and safe campus development, such as scattered educational entities, incomplete collaborative mechanisms and monotonous practical carriers, and insufficient digital empowerment. Based on the practical sample of the university-local co-construction of a national security education base at Southwest Petroleum University, this paper uses the Holistic National Security Outlook and the theory of collaborative governance as the analytical framework, sorts out the collaborative governance practice model of university-local collaboration, all-staff participation, and resource sharing, analyzes the existing pain points of collaborative education, and constructs an integrated collaborative education path from five dimensions: organizational mechanism, curriculum system, practical platform, digital governance, and evaluation system. The research shows that by strengthening the organizational collaborative system through Party building leadership, unifying classroom teaching and practical education channels, deepening the co-construction and sharing of university-local resources, upgrading the digitalization of security governance scenarios, and improving the evaluation mechanism for the entire process of education, it is possible to promote the deep integration of national security education into the entire process of safe campus construction, realizing mutual empowerment between virtue cultivation and campus security governance, and providing practical references for all universities to coordinate national security education and build higher-level safe campuses.

Keywords: Holistic National Security Outlook; Safe Campus; Collaborative Education; National Security Education; University-Local Collaborative Governance

INTRODUCTION

Since the 18th National Congress of the Communist Party of China, the Party Central Committee has creatively proposed the Holistic National Security Outlook. At the 20th National Congress of the Communist Party of China, it was clearly required to promote the modernization of the national security system and capabilities, and to incorporate national security education for all citizens into the key tasks of educational development. In the context of globalization and networking, universities have become

key fields where cyber infiltration, ideological confrontation, and technological security risks converge. Campus safety no longer remains confined to traditional security areas such as fire protection and public security; it extends to various fields covered by the Holistic National Security Outlook, including politics, the internet, culture, technology, and energy. The fragmented model of "single management by security departments and one-way teaching in ideological education classes" is no longer suitable for the needs of safety education in the new era.



The construction of a safe campus is a fundamental project for universities to implement the principle of fostering virtue and cultivating talents and maintain campus stability. National security education is the ideological core of safe campus construction. The two are highly coupled in terms of educational goals, governance subjects, and work fields, and naturally possess the foundation for collaborative integration. The theory of collaborative governance advocates the linkage of multiple entities and the shared governance of resource integration, providing theoretical support for solving the fragmentation problem of safety education in universities. In recent years, many domestic universities have explored integration models such as jointly building national security education bases with local security, public security, and internet information departments. However, they generally face common problems such as incomplete collaborative long-term mechanisms, insufficient alignment of educational content with students' needs, and low integration levels of practical educational resources.

Southwest Petroleum University, based on its distinctive characteristics as an energy-focused university, jointly established a university-level national security education base with local security, public security, and internet information departments in 2021. It connected multiple work lines such as ideological education, campus security, university-local collaboration, and student practice, and constructed an integrated collaborative education system for national security education and safe campus. This formed a replicable practical sample. Based on this, this article takes the practical case of this university as the starting point to explain the internal logic of collaborative safety education under the guidance of the Holistic National Security Outlook, summarize the existing practical results, analyze the existing bottlenecks of collaborative education, and systematically propose optimized paths for long-term collaborative education, helping universities achieve the deep integration of safety education and campus governance.

1. Core concepts and theoretical basis

1.1 The core connotation and educational value of the Holistic National Security Outlook

The Holistic National Security Outlook adheres to the people's security as the primary goal, political security as the foundation, and economic security as the basis. It integrates traditional and non-traditional security, incorporates multiple fields such as network, technology, culture, ecology, and energy into a unified governance system, and breaks through the narrow understanding of traditional campus security. For universities, their educational value is manifested in three dimensions: first, value guidance, clearly defining the responsibility and mission of young people to safeguard national security; second, boundary expansion, promoting the upgrade of a safe campus from security prevention to all-round national security governance; third, system reshaping, forcing universities to integrate multiple entities such as ideological and political education, security, student affairs, and local functional departments to build a collaborative education

model involving all staff, throughout the process, and in all aspects.

1.2 The Collaborative Governance Theory is suitable for the educational scenario of a safe campus in universities.

The core of the collaborative governance theory is that multiple entities break down administrative barriers and achieve maximum governance efficiency through information sharing, resource sharing, and joint actions. The collaborative education for a safe campus in universities involves multiple entities such as the Party Committee, ideological and political teachers, security department, student affairs department, colleges and academic departments, student associations, local national security agencies, public security authorities, and communities. If a single department operates independently, it is prone to educational gaps, resource waste, and governance blind spots. The collaborative governance theory provides a theoretical tool for establishing a "school-wide coordination+university-local linkage" collaborative framework, and realizes the integrated promotion of safety education, risk prevention, and practical cultivation.

1.3 Construction of the Collaborative Education and Analysis Framework

This article constructs a four-dimensional analytical framework of "organizational guarantee-platform carrier-education implementation-governance effectiveness": based on the organizational system with unified leadership by the Party committee as the foundation, multiple levels of educational practice platforms as the medium, classroom teaching, campus governance, and university-local practical activities as the implementation paths, and with the improvement of teachers' and students' safety literacy, reduction of campus risks, and formation of distinctive educational brands as the standards for effectiveness assessment, it systematically explains the operational logic of collaborative education for a safe campus under the guidance of the Holistic National Security Outlook.

2. The internal logic of collaborative education for a safe campus in higher education under the Holistic National Security Outlook

2.1 Target Consistency: Integration of Moral Education and Talent Cultivation with Campus Safety and Stability

National security education aims to cultivate young people of the new era with a sense of national security, while the construction of a safe campus seeks to create a safe and stable environment for education. The ultimate goals of both are to serve the fundamental task of cultivating virtue and fostering talents in universities. Implementing the Holistic National Security Outlook requires the construction of a safe campus to break away from the passive mindset of "post-event handling", and to carry out pre-education to prevent ideological, cyber fraud, and confidential information leakage risks at their source, so as to lay a solid foundation for safety governance through ideological education.

2.2 Domain Interconnection: The Entire Process of Campus Governance Is Embedded with National Security Education for Students

The "Safe Campus" covers all scenarios including classroom teaching, dormitory management, network management, emergency drills, club activities, and off-campus practice. It is a natural carrier for conducting national security education. Daily peace-building work such as online fraud prevention, laboratory safety, foreign exchange management, and campus public opinion control respectively correspond to sectors of the Holistic National Security Outlook such as cybersecurity, technological security, and cultural security, achieving the same deployment and implementation of security education and daily campus governance.

2.3 Mainstream symbiosis: Collaborative and complementary interaction among various entities both within and outside the school

The internal leadership bodies of the school, including the Party committee, ideological and political departments, security departments, academic departments, and student organizations, form an internal education and cultivation chain. Local national security agencies, public security departments, cyber information departments, and emergency management departments provide professional instructors, practical bases, and case resources. The main body within the school is familiar with the characteristics of the student population, while the functional departments outside the school possess professional safety governance capabilities. The collaboration between these two entities can make up for the shortcomings of a single entity's resources, enhancing the professionalism and practicality of safety education.

3. Analysis of the Collaborative Education Practice Case of a Safe Campus at Southwest Petroleum University

3.1 Practical measures: Establish a four-dimensional collaborative operation system

- (1) Collaborative and coordinated organizational guarantee system

The school's Party committee has carried out overall planning and design, incorporating national security education and the construction of a safe campus into the school's development plan and the assessment of ideological and political work. A collaborative working team composed of the Party Committee's Publicity Department, the Security Department, the Institute of Marxism, the Student Affairs Department, and local national security departments has been established. A monthly consultation, resource sharing, and joint publicity mechanism has been established to break down the barriers among various school departments and form an integrated organizational leadership structure for the school and the local area.

- (2) Matrix of multi-level collaborative education platforms
Based on the joint construction of the national security education base by the school and the local area, a "static exhibition display+real scene experience+special lectures" offline platform

has been created; an online publicity platform has been built using campus new media and an online knowledge question bank; regular thematic platforms have been established based on the National Security Education Day (April 15), new student orientation education, and confidential education before graduation, forming an integrated educational carrier system that combines online and offline elements and combines theory with practice.

- (3) Comprehensive coverage collaborative education implementation system

Promote national security education into textbooks, classrooms, and class meetings, and offer national security-themed elective courses; conduct knowledge competitions, scenario simulations, and safety emergency drills through the co-curriculum, clubs, and volunteer services; integrate the unique national security requirements of the energy industry (oil & gas energy security, overseas project confidentiality) into professional teaching to achieve coordinated coverage of all teachers and students in general education and professional safety education.

- (4) Integrated mechanism for safety governance and education

Integrate the Holistic National Security Outlook into the daily management of a safe campus, and simultaneously promote cybersecurity publicity, anti-fraud education, laboratory safety, management of overseas personnel, and risk prevention and control of public opinion. Build a "education warning-risk investigation-emergency response-review and education" closed-loop governance model to achieve coordinated advancement of safety education and risk governance.

3.2 The practical outcomes of collaborative education

First, the coverage of education has continued to expand. The awareness of the Holistic National Security Outlook among all teachers and students has significantly increased, and their awareness of actively preventing leaks, cyber fraud, and ideological risks has also strengthened. Second, the collaborative education between the university and the local area has demonstrated remarkable effectiveness. Local professional forces have been invited to teach on campus and conduct joint drills on a regular basis, thereby filling the gaps in professional teaching staff and practical venues within the university. Third, the level of campus safety governance has steadily improved. The incidence of campus network risks, confidential hazards and security violations has continued to decline. Fourth, an energy industry university-specific brand for national security education has been formed. The joint base established by the university and the local area has the potential to serve as a regional demonstration model.

3.3 The current prominent problems in collaborative education

- (1) The collaborative mechanism is not well-established:
University-local cooperation mostly focuses on short-term thematic activities, while there is a lack of regular resource sharing, joint teaching, and personnel rotation systems. The collaboration has a feature of being episodic and fragmented.

(2) The integration degree of curriculum collaboration is insufficient: National security education is disconnected from ideological and political courses, professional courses, and daily safety education in the campus. The content is homogeneous, and there are few customized teaching contents that are tailored to young students and the characteristics of the industry.

(3) The resource integration for practical education is insufficient: The utilization rates of bases, training facilities, and off-campus practical venues are uneven, and there is a lack of immersive and situational practical teaching supplies.

(4) The digital collaborative empowerment is weak: The application of digital technologies such as big data, virtual simulation, and AI is superficial. A unified and secure data platform for education is not established, and risk early warning and online education have not been linked.

(5) The comprehensive evaluation system is missing: The existing assessment focuses on the quantity of activities, lacking evaluation indicators covering the learning process, safety behavior, and risk prevention effectiveness throughout the entire collaborative education process.

4. Optimization Paths of Collaborative Education for Safe Campuses in Universities from the Perspective of the Holistic National Security Outlook

4.1 Strengthen the Party building-led diversified, long-term collaborative governance mechanism

First, strengthen the Party Committee's top-level design and overall planning, incorporate national security collaborative education into the Party building responsibility system and the safe campus assessment; second, solidify the university-local collaboration system, sign long-term cooperation agreements with national security, public security, cyberspace affairs and emergency management departments, and establish a regular mechanism covering joint faculty appointments, case sharing and joint drills; third, improve the horizontal collaboration system within the school, connect the work chains of ideological education, security, departments, logistics, and the Youth League Committee, establish cross-departmental joint working groups, and break down departmental barriers.

4.2 Improve the integrated and collaborative curriculum-based education system

Promote the organic integration of the Holistic National Security Outlook into compulsory ideological and political courses, general elective courses, and professional courses. Develop school-specific textbooks that are in line with the characteristics of university education. Establish a collaborative teaching team consisting of ideological and political teachers, local security officials, and industry confidentiality experts. Carry out differentiated security education for new students, graduates, international students, and laboratory students at different levels and in different categories, making the content more targeted and achieving the

interconnection between classroom teaching and the daily publicity and education content for a safe campus.

4.3 Expand the collaborative practice-based educational platform for university-local cooperation

Upgrade the functions of the national security education base, add immersive scenarios such as VR virtual simulation, confidential risk scenario simulation, and anti-fraud immersive experience zones; enrich the collaborative activities of the co-curriculum, jointly carry out national security volunteer services, social research, and security competitions with local departments; open up off-campus practice channels, organize students to visit the national security education exhibition hall, anti-fraud center, and emergency rescue base for on-site teaching, and break through the channel for integrating theory and practice in education.

4.4 Strengthen the application of digital technology to build collaborative intelligent safe campus management

Build a unified digital collaborative education platform, integrating online learning, security risk reporting, campus public opinion monitoring, and emergency notification functions; utilize big data to analyze the shortcomings in teachers and students' security awareness, and precisely push personalized security education content; rely on VR and AI to create an immersive national security virtual classroom, achieving data interoperability between online education and offline campus risk prevention and control, and enhancing the efficiency of collaborative governance through digitalization.

4.5 Establish a comprehensive evaluation system for collaborative education throughout the entire process

Establish multiple evaluation indicators, covering five dimensions: organizational collaborative operation, course teaching effectiveness, practical activity quality, campus safety governance effectiveness, and teachers' and students' national security literacy; introduce multi-dimensional evaluation bases such as internal assessment, evaluation by local functional departments, student satisfaction, and campus safety risk data; incorporate the evaluation results into the annual assessment of departments and functional units, forming a "implementation-evaluation-rectification" closed-loop for collaborative education.

5. Conclusion

The Holistic National Security Outlook provides fundamental value guidance for universities to coordinate national security education and the collaborative education for a safe campus. The construction of a safe campus is an important carrier for national security education, and collaborative governance is the core means to solve the current fragmented problem of national security education. Taking the university-local collaboration practice of Southwest Petroleum University as a reference, universities must adhere to the leadership of the Party building, open up channels for collaboration among multiple entities within and outside the campus, and comprehensively improve the collaborative education system from all aspects such as organizational mechanisms, course

teaching, practical platforms, digital governance, and evaluation systems, to promote the integration of the Holistic National Security Outlook into campus governance and the entire process of talent cultivation. In the future, universities should continuously deepen the collaboration between universities and localities, innovate the safety education model based on the school's unique characteristics, and build a high-level collaborative education system to strengthen the campus security defense line, cultivate young people of the new era with a strong sense of national security responsibility, and contribute to the modernization of the national security system and capabilities.

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