

Research on the Implementation Pathways for University Labor Unions to Empower the Growth and Success of Young Faculty from the Perspective of Collaborative Governance: a Case Study of Jiangsu University

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Abstract: Young faculty members constitute the core human capital supporting disciplinary iteration, scientific and technological innovation, and talent cultivation in universities, and the quality of their growth directly determines the level of connotative development of higher education institutions. As an important mass organization within universities, the labor union undertakes multiple functions including development support, rights protection, and organizational care for young faculty. Taking collaborative governance theory as the analytical framework and adopting literature research, questionnaire survey, semi-structured interviews, and case analysis, this study conducts an empirical investigation of the young faculty group at Jiangsu University. The findings show that young faculty at the sampled university generally possess a high degree of professional identity; however, constrained by factors such as research assessment pressure and limited resource availability, the group displays discipline-heterogeneous development dilemmas, forming composite demands in the dimensions of career development, capability building, rights protection, and life support. At the present stage, the service model of university labor unions still faces practical constraints including cognitive deviation regarding collaborative governance, institutional obstacles to cross-departmental collaboration, fragmented resource integration, and insufficient supply of incentive and constraint systems. Benchmarking typical practices of university labor unions serving young talent at home and abroad, a multi-actor collaborative service system should be built along four dimensions-reconstruction of actor rights and responsibilities, iteration of service

provision, reengineering of operating mechanisms, and optimization of support systems-so as to promote the transformation of university labor unions from transactional activity organizers into hub-type resource governance platforms, thereby providing theoretical reference and practical insight for peer universities seeking to improve their young faculty development support systems.

Keywords: University Labor Union; Young Faculty; Collaborative Governance; Talent Empowerment; Service Provision

1. Introduction

Against the backdrop of high-quality development in higher education, building a young faculty team has become a core issue in university talent strategies. Young faculty members play the dual role of main force in research innovation and vital force in teaching practice, and their development status bears on a university's disciplinary competitiveness and long-term institutional strength. The Opinions on Strengthening and Improving Trade Union Work in the New Era explicitly proposes strengthening the talent service functions of university labor unions and building a multi-participant support pattern for young talent [1]; the Jiangsu Provincial Education Trade Union has likewise emphasized that university labor unions need to accommodate the differentiated development demands of young teachers and promote the structural transformation of service models. Existing studies mostly focus on single-dimensional work such as the organization of union activities and rights protection, while theoretical analysis of how labor unions can move beyond the limitations of a single actor and achieve the empowerment of young faculty through multi-actor collaboration remains to be deepened [3-5].

Jiangsu University, as a key comprehensive university directly under Jiangsu Province, has a disciplinary layout with prominent strengths in engineering and the coexistence of multiple intersecting disciplines. Survey data show that the university has 965 young faculty members under the age of 35, accounting for 23.5% of the total faculty and staff; this group displays structural contradictions in research project approval, teaching capacity building, and subsistence security, placing higher demands on the precision and systematicness of labor union services. The university labor union has carried out various forms of care services, but the traditional service paradigm is dominated by one-way output from the union, making it difficult to respond to the composite and stratified development needs of young faculty.

Collaborative governance theory emphasizes that multiple actors interact and bargain on the basis of shared goals, breaking organizational boundaries through the division of rights and responsibilities, resource exchange, and institutional regulation to improve the effectiveness of public service provision [6], which provides a suitable analytical tool for interpreting the service dilemmas of university labor unions. Within the university field, the labor union, the human resources department, the research management department, the teaching management department, the logistics support department, and the various colleges belong to different organizational units with differing organizational goals and resource endowments, objectively giving rise to departmental barriers and information silos. How to reorganize and couple the resource elements dispersed among different actors and dissolve the fragmented service dilemma is a practical proposition that university labor unions must urgently address in empowering young faculty. Accordingly, this paper takes Jiangsu University as a case to analyze the internal contradictions between the development constraints of young faculty and labor union services, and to explore implementation pathways for university labor unions to empower young faculty within a collaborative governance framework.

2. Research Design and Analytical Framework

2.1 Research Subjects

The research subjects of this study are divided into two sets of actors. The first is the group of young faculty as action targets, covering in-service young faculty under 35 years of age at Jiangsu University across science, engineering, agriculture and medicine as well as humanities and social sciences, at different professional title levels and of different genders, so as to capture the differentiated demands within the group. The second comprises the participants in collaborative governance, including administrators and operational staff from functional departments such as the university labor union, the Human Resources Office, the Talent Office, the Academic Affairs Office, the Science and Technology Office, the Social Sciences Office, the Graduate School, the Logistics Group, the Youth League Committee, and the Women's Federation, so as to examine the practical obstacles to cross-departmental collaborative operation.

2.2 Research Methods

(1) Literature research method: national and local trade union policy texts were systematically reviewed, and academic achievements at home and abroad on the development of young university teachers, university labor union governance, and the application of collaborative governance in higher education were collected, so as to clarify the core connotations of collaborative governance and construct the analytical framework of this study [6].

(2) Questionnaire survey method: a structured questionnaire was developed to collect quantitative data on the demographic characteristics of young faculty, development constraints, service demands, and perceptions of labor union services, objectively presenting the overall characteristics of the group and the distribution of its demands.

(3) Semi-structured interview method: an interview outline was designed around collaboration obstacles, service pain points, and directions for improvement, and qualitative materials were obtained through one-to-one in-depth interviews and focus group interviews so as to uncover the deeper institutional logic that questionnaire data cannot reveal.

(4) Case analysis method: Southeast University and Nanjing Tech University in China, as well as the University of California system in the United States and the Technical University of Munich in

Germany, were selected as reference cases to distill the internal logic of collaborative labor union services under different institutional environments, providing a reference for the construction of the pathways proposed in this study.

2.3 Analytical Framework

Collaborative governance is not a simple aggregation of multiple actors, but a systemic coupling of four dimensions-subject, content, mechanism, and safeguard-around the public goal of young faculty growth and success [6]: the subject dimension clarifies the role positioning and responsibility boundaries of multiple actors; the content dimension responds to the stratified and classified practical demands of young faculty so as to achieve precise provision; the mechanism dimension establishes operating rules for demand matching, resource sharing, communication and linkage, and incentives and constraints; and the safeguard dimension consolidates the operational foundation of the system in terms of institutions, funding, personnel, and digitalization. The four dimensions are mutually nested and together constitute a complete analytical framework for the collaborative empowerment of young faculty by university labor unions.

3. Characteristics, Development Constraints, and Internal Demands of Young Faculty at Jiangsu University

3.1 Basic Characteristics of the Young Faculty Group

In the survey sample, there were 965 young faculty members under 35 years of age, including 541 men and 424 women; 570 were full-time teachers, of whom 442 were in science, engineering, agriculture and medicine and 128 in humanities and social sciences. In terms of value perception, 85% of young faculty possess a high degree of professional identity, taking teaching and research innovation as their career anchor and pursuing the symbiotic progress of personal development and institutional development. At the same time, however, 60% of respondents displayed varying degrees of career anxiety, with the sources of pressure concentrated on research output assessment and institutional competition for professional title promotion.

Group pressure shows significant disciplinary heterogeneity: for young engineering faculty, the

contradiction is more evident in intense competition for research projects and insufficient availability of hardware resources such as large-scale experimental platforms; young faculty in humanities and social sciences are constrained by overloaded teaching tasks, high thresholds for research project approval, and a lack of high-level academic exchange channels. In the domain of daily life, newly recruited young faculty have a strong demand for transitional housing resources, some individuals experience mental health risks such as insomnia and emotional anxiety, and work-family conflict has become a practical dilemma that cannot be ignored for this group.

3.2 Multidimensional Development Constraints on the Growth and Success of Young Faculty

First, career development constraints: the dual restriction of evaluation orientation and resource endowment. Competition in the field of professional title promotion is intense; papers and vertical research projects carry a high weight in the evaluation system, while outputs such as teaching performance and social practice have not yet been fully reflected. Newly recruited young faculty generally face insufficient start-up research resources and restricted access to experimental platforms, and the initial gap in research endowment further amplifies the development divide [3].

Second, capability building constraints: homogenized training provision and insufficient practical platforms. Existing teacher development training tends to focus on the interpretation of policy texts, and induction training content is generic, lacking customized support oriented to individual development stages. Young faculty have limited opportunities to participate in high-level academic exchanges, and interdisciplinary cooperation lacks a regularized interface; young engineering faculty lack channels for deep industry-university-research integration, while young faculty in humanities and social sciences face a shortage of platforms for social practice and field research.

Third, rights protection constraints: the democratic participation mechanism needs to be activated, and there are gaps in welfare provision. Young faculty have limited participation in the agenda-setting of university teaching and research systems, and the channels for realizing democratic management rights still need to be

expanded; the supply of on-campus transitional housing for newly introduced faculty is insufficient, and there is a structural gap in subsistence welfare protection.

Fourth, life support constraints: the construction of a stress relief system lags behind, and the dilemma of work-family balance is prominent. High-intensity research and teaching tasks squeeze family life space and blur the boundary between work and family; the scale of specialized services such as psychological intervention and stress management for young faculty is limited and difficult to match the group's mental health needs [5].

3.3 Stratified Internal Demands of Young Faculty

The quantitative survey results reveal that young faculty have formed a multi-level demand structure. At the career development level, 75% of respondents proposed optimizing the evaluation system and increasing the evaluation weight of teaching outcomes and social practice outcomes; 65% of young engineering faculty expect institutionalized channels for industry-university-research cooperation to be expanded. At the capability building level, 82% of young faculty desire customized capability training in research writing, project applications, and teaching design; 70% of respondents expect a regularized academic mentorship mechanism; and 65% hope to build an interdisciplinary academic exchange community.

In the dimension of rights protection, 60% of young faculty expect institutionalized channels for expressing demands and a regularized communication mechanism between the labor union and functional departments; 55% hope to substantively participate in the revision of university rules and regulations. In the dimension of life support, 65% of young faculty call for optimizing the supply of housing security, and 50% of respondents hope for systematic mental health promotion services. It is particularly noteworthy that 83% of young faculty expect the labor union to play a hub role in coordinating resources dispersed across various university departments to achieve integrated service provision, and 65% propose that the labor union should link outward to industry and social organization resources to expand external development space, reflecting strong practical expectations for a collaborative service model.

4. Practical Constraints on University Labor Union Services for Young Faculty from the Perspective of Collaborative Governance

The Jiangsu University labor union has completed the construction of a basic service system, and routine work such as rights care and cultural and sports activities operates in an orderly manner. However, measured against the operating logic of collaborative governance, the service system still has multiple constraints that restrict the release of talent empowerment effects [3].

4.1 Cognitive Deviation in Collaborative Governance and Path Dependence in Organizational Role Positioning

Labor union organizations still exhibit strong traditional path dependence, positioning themselves as activity organizers and transactional service providers, with insufficient cognition of the "hub-type platform" role and weak awareness of proactively using collaborative governance logic to integrate multiple actors [4]. In organizational practice, they are accustomed to working independently as a single actor and lack top-level design thinking for building a cross-departmental service community. Internally, proactive linkage with core business departments such as human resources, research, and teaching is insufficient; externally, the motivation to link with industry and social organizations to obtain external resources is insufficient, and the service system shows a certain degree of closure, making it difficult to effectively absorb external resources to empower young talent development.

4.2 Institutional Obstacles to Cross-Departmental Collaboration and Insufficient Endogenous Motivation for Collective Action

The labor union and functional departments such as the Human Resources Office, the Talent Office, the Science and Technology Office, and the Logistics Group have not yet formed an institutionalized collaborative operating framework, lacking top-level institutions that clearly define collaborative goals, responsibility boundaries, and deliberation procedures. Various young faculty development service resources are dispersed across different functional departments, and some service contents overlap, causing internal resource dissipation. Because collaborative work has not yet been incorporated

into the core functions of departments, some functional actors regard collaborative tasks as additional work; the endogenous incentive for collective action is insufficient, collaborative behavior relies more on personal connections than institutional regulation, and collaboration stability is poor.

4.3 Multiple Barriers to Resource Integration and Prominent Resource Fragmentation

Within the university, resources such as research equipment, teaching platforms, and expert think tanks are managed by different departments, lacking a unified resource scheduling and sharing carrier, and the phenomenon of information silos is pronounced. Outside the university, a stable interest linkage mechanism has not yet been established between the labor union and enterprises or research institutes, and the introduction of external resources is sporadic and difficult to transform into continuous service provision. At the same time, the professional capability structure of the labor union's own working team has shortcomings, with limited support capacity in professional fields such as research guidance, teaching development, and psychological intervention, further restricting the realization of precise empowerment.

4.4 Insufficient Supply of Supporting Systems and Absence of Incentive and Constraint Mechanisms

At the university level, there is a lack of specialized institutions that provide normative arrangements for the division of rights and responsibilities, resource flow, and collaborative processes among participating actors. Collaborative results have not yet been embedded in the performance assessment systems of departments and their heads, and a positive recognition and incentive mechanism for collaborative services is missing; at the same time, corresponding accountability and constraint arrangements are lacking, so collaborative behavior depends heavily on individual subjective willingness, causing collaborative practices to be mostly project-based, campaign-style short-term actions that are difficult to institutionalize and normalize.

5. Practical Lessons from Labor Union Collaborative Services for Young Talent at Home and Abroad

5.1 Practical Experience of Domestic Universities

Southeast University, led by its university labor union, established a Collaborative Service Center for Young Faculty Growth, making the departments of human resources, research, academic affairs, and logistics permanent member units and thereby achieving multi-departmental organizational embedding. Its "Young Scholars Forum" moves beyond the scope of pure academic exchange, coupling the forum platform with talent assessment and research project incubation functions; a one-to-one research mentoring mechanism has been established, forming a long-term academic inheritance system. The lesson of this case is that university labor unions should complete the role transformation from activity implementer to collaborative hub platform, institutionalize collaborative work through process reengineering, and transform mature service projects into standardized service products so as to enhance the replicability of the model.

Nanjing Tech University, leveraging its engineering strengths, extended its collaborative boundary outward, linking local leading enterprises and research institutes to build an industry-university-research cooperation platform for young teachers, opening experimental and pilot-scale hardware facilities, and establishing a database of industry mentors; it also promotes university-enterprise co-construction of a young innovation fund and incorporates industry-university-research practice experience into the reference dimensions of professional title evaluation. This practice shows that the collaborative construction of university labor unions should anchor to the university's disciplinary endowments to build a community of interests, mobilize the willingness of off-campus actors to participate through co-construction and sharing, and simultaneously link with the reform of on-campus evaluation systems to form a positive incentive loop at the institutional level.

5.2 Practical Experience of Overseas Universities

The University of California system adopts a contractual and alliance-based collaborative model: through legally binding collective agreements, the labor union consolidates the university's obligation to invest resources in young teacher development; it forms a young

teacher development alliance jointly participated in by colleges, libraries, and foundations, providing young teachers with an integrated support package covering start-up research funding, teaching load reduction, legal aid, housing subsidies, and psychological support. The value of this model lies in clarifying the rights and responsibilities of multiple parties through contractual institutions, building an integrated support system for career development and life security, and fully activating social actors such as foundations to broaden funding sources.

The Technical University of Munich, relying on the German Education and Science Workers' Union, transplanted the dual system concept into the field of university talent cultivation, promoting the participation of young engineering faculty in university-enterprise joint appointments and guest research projects at enterprises and thereby opening the talent flow channel between academia and industry; the government introduced supporting tax incentives for enterprises to reduce the cost of enterprise participation in talent support. This model suggests that domestic universities can attempt to build a "revolving door" mechanism for two-way talent flow, use external policy instruments to reduce the transaction costs of collaboration, and strengthen the practice orientation of talent services.

6. Optimization Pathways for University Labor Unions to Empower Young Faculty from the Perspective of Collaborative Governance

Based on the analytical framework of collaborative governance, combined with the actual context of Jiangsu University and drawing on practical experience at home and abroad, it is necessary to build a collaborative empowerment system with multiple actors, precise provision, complete mechanisms, and solid safeguards, promoting the transformation of the labor union from transactional services to hub-type governance.

6.1 Reconstructing the Multi-Actor Collaborative System and Clarifying Actor Responsibilities and Role Division

First, the functional positioning of each actor should be clarified, the collaborative hub status of the university labor union should be established, and the union should be endowed

with functions of overall planning, resource integration, cross-actor coordination, and process supervision. Formal institutional texts should clarify the responsibility boundaries of multiple actors: the human resources department focuses on the implementation of the professional title system and career planning guidance; the science and technology, social sciences, industry-university-research cooperation, and graduate school units undertake functions of research project support and interdisciplinary cooperation linkage; the academic affairs office is responsible for building the teaching capability development system; the logistics group undertakes housing and living support functions; and each college, based on the frontline field, completes the identification of young faculty needs and the delivery of services.

Second, the internal and external two-way collaborative network should be expanded. Internally, departmental barriers should be removed; externally, industry leaders and research institutes corresponding to advantageous disciplines should be connected to build industry-university-research collaborative carriers, and local trade unions, education authorities, and professional social organizations should be linked to introduce social public service resources so as to make up for the shortcomings of on-campus resources.

Third, an institutionalized collaborative deliberation carrier should be established. A university-level "Leading Group for Collaborative Services for Young Faculty Growth and Success" should be set up, led by university leaders, with the chairman of the university labor union serving as executive group leader and the heads of functional departments and colleges as standing members. A monthly collaborative consultation system should be established, and a collaborative work ledger management system should be implemented, clarifying task subjects, responsibility division, and time nodes for collaborative matters so as to dissolve the uncertainty brought by informal coordination.

6.2 Iterating the Collaborative Service Content System to Achieve Demand-Based Differentiated Provision

First, core demands for career development should be addressed. The labor union should collaborate with the human resources department

to build a full-chain support system for professional title development, providing development coaching on policy interpretation, application material refinement, and mock defenses; it should work with research management departments to build research innovation incubation carriers, providing project application guidance, interdisciplinary research team matching, and research achievement transformation linkage; and it should join with the academic affairs office to systematically improve young teachers' teaching practice capabilities through teaching competitions, master teacher workshops, and similar carriers.

Second, stratified and classified capability cultivation provision should be improved. A modular, menu-based, online-offline integrated training system should be built, covering diverse topics such as research methods, teaching techniques, academic ethics, and mental health. The dual-track pairing mechanism of academic mentors and career development mentors should be improved, and a tracking and evaluation mechanism for the assistance process should be established to prevent the mentorship system from becoming a mere formality; channels of support for academic exchange should be expanded to create conditions for young faculty to participate in high-level academic conferences, industry exchanges, and visiting programs.

Third, rights protection and democratic participation mechanisms should be improved. On-campus legal resources should be linked to build regularized legal consultation and rights remedy channels; an online-offline integrated demand expression and transmission mechanism should be established, and the closed-loop handling process for demands should be improved; the participation weight of young faculty representatives in university system revision and major decisions should be guaranteed, substantively implementing democratic management rights.

Fourth, life-dimension support services should be optimized. Collaboration with logistics should relieve the housing difficulties of young faculty through multiple paths, coordinating on-campus transitional housing, local affordable housing resources, and rental information matching services; health management, psychological intervention, and community building should be systematically carried out to dissolve the negative effects of work-family conflict and create a supportive organizational

culture.

6.3 Reengineering the Collaborative Operation Mechanism System to Achieve Sustainable Operation

First, a dynamic demand identification and matching mechanism should be built. The demands of young faculty should be continuously collected through questionnaire surveys, in-depth interviews, and thematic discussions, and a demand list for young faculty should be dynamically updated; each collaborative actor should be encouraged to sort out a list of service resources that it can provide externally, with the labor union serving as an intermediary for supply-demand matching, promoting a shift in service logic from the traditional supply orientation to a demand orientation.

Second, resource integration and sharing mechanisms should be improved. An integrated digital platform for collaborative services for young faculty should be built, aggregating on- and off-campus equipment, courses, expert think tanks, and project information so as to break information silos; management norms for platform resource sharing should be issued, clarifying rules for resource access, use, and assessment; and a special fund for young faculty development should be established to coordinate on-campus financial resources and broaden the channels for absorbing social donations.

Third, a flat communication and linkage mechanism should be built. Efficient information flow should be achieved through leading group consultation, the digital collaboration platform, and special working mechanisms; young faculty liaison officers should be appointed in college labor unions to capture genuine frontline demands; and formal strategic cooperation agreements should be signed with off-campus partners so as to consolidate cooperation rights and responsibilities in contractual form and reduce cooperation uncertainty.

Fourth, an institutional mechanism compatible with both incentives and constraints should be improved. The effectiveness of collaborative service performance should be incorporated into the performance assessment of functional departments, colleges, and their heads; institutionalized selection and commendation of advanced actors and individuals in collaborative services should be carried out; and actors that

are absent from collaborative duties or shift responsibility should be urged to rectify, forming an institutional orientation of rewarding excellence and penalizing inferiority and strengthening the institutional binding force of collective action.

6.4 Optimizing the Collaborative Service Support System to Consolidate the Foundation for Long-Term Operation

First, top-level institutional provision should be strengthened. The university should issue special normative documents to establish the overall goals, organizational structure, and operating paradigm of the collaborative empowerment system; supporting systems for human resources, research, teaching, and logistics should be revised simultaneously to build a "1+N" institutional matrix, providing institutional and legal grounds for collaborative practice.

Second, a diversified funding guarantee system should be built. Funds related to collaborative services should be incorporated into the university's annual budget for rigid guarantee, coordinating funding resources from the labor union, human resources, research, and other lines; social financing paths should be expanded, absorbing enterprise and alumni donations to replenish the young faculty development fund and forming a diversified investment pattern.

Third, the construction of a professionalized service team should be advanced. The staffing of labor unions at the university and college levels should be optimized, and regular professional empowerment should be carried out around dimensions such as collaborative governance theory, project operation, and psychological support; an interdisciplinary collaborative service expert pool should be formed, absorbing on-campus disciplinary experts and retired master teachers to provide professional intellectual support for young faculty.

Fourth, the collaborative construction of digital and physical positions should be promoted. The digital service platform should be iteratively upgraded to realize closed-loop online operation of the entire process of demand collection, resource matching, project operation, and effectiveness evaluation; the functions of the offline physical space of the "Young Faculty Home" should be activated to create a physical field for academic exchange and interpersonal interaction, achieving mutual embedding of online and offline positions.

7. Conclusion

The growth and success of young faculty is an important proposition in university talent governance, and a single-department provision model can hardly respond to the composite and discipline-heterogeneous development demands of this group. Collaborative governance theory provides a feasible analytical paradigm for resolving the fragmented service dilemma of university labor unions [6]. The empirical study shows that young faculty at Jiangsu University possess high professional ideals, but constrained by research assessment, resource availability, and the institutional environment, they form multiple practical demands in career development, capability building, rights protection, and life support. At present, the labor union service system is constrained by factors such as cognitive deviation in collaboration, institutional obstacles to cross-departmental collaboration, resource fragmentation, and the absence of incentive and constraint systems, which suppresses the release of service effectiveness.

To effectively empower young faculty, university labor unions need to complete the role transformation from transactional activity organizers to hub-type resource governance platforms. By reconstructing the rights and responsibility system of multiple collaborative actors, iterating precise service provision, reengineering collaborative operating mechanisms, and improving the multi-dimensional support system of institutions, funding, teams, and digitalization, a collaborative empowerment system linking "university labor union-functional departments-colleges-off-campus actors" can be built. This model is grounded in the characteristics of the internal organizational field of universities, accommodates both on-campus institutional constraints and off-campus resource expansion, and provides a referable practical approach for comparable comprehensive universities in China to optimize their young faculty development support systems. In the future, quantitative evaluation of the operational effectiveness of the collaborative service system can be further carried out, and differentiated adaptation paths for the collaborative models of labor unions in different types of universities can be explored.

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