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Development of Higher Vocational Education Administration in China

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ABSTRACT

The objectives of this research were:1) To study the current situation of higher vocational education administration in China.2) To propose development guideline of higher vocational education administration in China.3)To evaluate the development guideline of higher vocational education administration in China. The sample group of this research were 330 teachers of 10 outstanding universities in China. The Interview group was 10 key informants in China. Research instruments include: 1) questionnaire. 2) structured interview and 3) evaluation forms Data analysis by using percentage, mean, standard deviation and content analysis.

The results found that: 1. the current situation of higher vocational education administration in China in seven aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was skill , followed by systems, and Structure was the lowest mean. 2. The guidelines of higher vocational education administration in China included seven aspects, with a total of 70 measures: 1) 10 measures to Structure, 2) 10 measures to strategy, 3) 10 measures to systems, 4) 10 measures to skill, 5) 10 measures to style, 6) 10 measures to staff and 7) 10 measures to shared value. 3. The suitability and feasibility of guidelines for guideline of higher vocational education administration in China in seven aspects were at the highest level...

Keywords Higher vocational education administration, China

1. INTRODUCTION:

Since 2012, China's working-age population has declined by approximately 4–6 million people per year, reducing the nation's demographic dividend and forcing a transition toward a skills-based economy (National Bureau of Statistics of China, 2021). To address this challenge, the State Council and Ministry of Education (MOE) have issued multiple policy initiatives, including the National Vocational Education Reform Implementation Plan (2019), the revised Vocational Education Law (2022), and the "1+X Certificate" system. Collectively, these reforms position vocational education as a strategic pillar for national development and industrial upgrading.

Higher vocational education institutions (HVEIs) in China play a central role in cultivating technical and engineering talent. However, administrative inefficiencies, fragmented systems, and inconsistent standards across provinces impede optimization (Chalos & Cherian, 2015). Consequently, there is a need for a unified quantitative framework to evaluate and guide administrative reform.

The McKinsey 7S model—comprising Structure, Strategy, Systems, Skills, Style, Staff, and Shared Values—offers a systemic lens through which to assess organizational effectiveness (Waterman, Peters, & Phillips, 1980). By integrating this framework into educational administration, it becomes possible to model the interdependencies of institutional components mathematically, enabling evidence-based management and continuous improvement.

The triple constraints of a shrinking demographic dividend, industrial chain upgrades, and external technological containment make the rapid expansion of higher vocational education in China not a stopgap measure but a vital reality. With the working-age population declining by 4 to 6 million annually and unit output at only 30% of the OECD average, the traditional factor input model has reached a bottleneck. The 14th Five-Year Plan's target of strategic, advanced manufacturing clusters accounting for over 17% of GDP,

coupled with the Ministry of Industry and Information Technology's forecast of a shortage of 30 million field engineers, means that highly skilled labor has become an indispensable "fourth factor" in production. The Sino-US trade friction and chip supply disruptions have elevated "skills security" to a national security priority, driving an 18.7% annual fiscal growth rate. Related legislation has been intensively upgraded, incorporating vocational bachelor's degrees into regulations. The Central Leading Group for Deepening Reform also formally mentioned "skills security" for the first time. National institutional infrastructure now serves to mitigate population decline and safeguard industry security. Provincial governments are leveraging initiatives such as "industry chain leader + vocational city," "enclave park," and "skilled talent green card" to leverage vocational education for investment attraction. Industry has invested 46 billion RMB in R&D through tax credits and "unveiling the list and appointing leaders" initiatives, embedding corporate standards into curriculum and sharing patents with universities. Universities are operating 32 vocational colleges under the framework of industrial cluster governance, dual-school integration, digital twin factories, and blockchain skills passports, all of which offer market-based salary premiums. The resulting four-tiered governance matrix of state, province, industry, and university, with its vertical integration and horizontal integration, provides a replicable Chinese model for managing the skills ecosystem in the era of global supply chain restructuring.

Objectives

1. To study the current situation of higher vocational education administration in China.

2. To propose development guideline of higher vocational education administration in China.

3. To evaluate the development guideline of higher vocational education administration in China.

Scope of the Research

1. Scope of Content

1.1 Concept of Educational Administration

1.2 McKinsey 7S Framework

2. Scope of Population

1. To study the current situation of higher vocational education administration in China. The population comprised 1,650 instructors from ten outstanding Chinese higher vocational universities. Based on Krejcie and Morgan's (1970) sampling table, a sample of 330 faculty members was selected through stratified random sampling.

2. To propose development guideline of higher vocational education administration in China. The key informants in this research included 20 academic administrators of Guangxi higher vocational colleges. The qualifications of the key informants are as follows: 1)) Middle-level leaders and above academic administrators of Guangxi higher vocational colleges with more than 8 years of working experience, 2) Rich experience in academic management and leadership, 3) Have a doctorate degree, or have a senior title, have a deeper understanding of academic quality management and research.

3. To evaluate the development guideline of higher vocational education administration in China. The experts included 11 high-level experts in Guangxi higher vocational colleges. The experts' qualifications are as follows: 1) academic administrators of Guangxi higher vocational colleges for more than 6 years, 2) From different vocational colleges, 3) Have a master's degree or above, or have a senior title, have in-depth understanding and research on academic quality management.

Research Framework

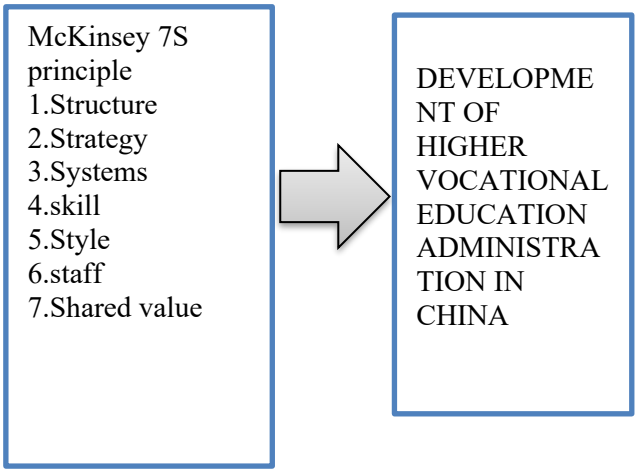

Figure 1 Research Framework

Research Methodology

Phase 1: To study the current situation of higher vocational education administration in China.

Phase 2: To propose development guideline of higher vocational education administration in China.

Phase 3: To evaluate the development guideline of higher vocational education administration in China.

This research is mixed methods research. The research method is divided into 3 steps as follows

Phase 1: To study the current situation of higher vocational education administration in China**.**

The Population / Sample Group

The population of this phase was 1650 teachers from top 10 outstanding universities in China.

The Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group of this phase was 330 teachers from top 10 outstanding universities in China. By using stratified random sampling and simple random sampling

Research Instruments

A questionnaire was the instrument to collect the data for objective one, to study the current situation of higher vocational education administration in China was a questionnaire. The questionnaire was designed based on confirm the current situation in seven aspects: 1) structure, 2) Strategy, 3) Systems, 4) skill, 5) Style, 6) staff and 7)

Shared value. The questionnaire has a reliability value of 0.895.

Data Collection Method

The researcher requested **a** requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, to collect the data from 330 teachers in 10 outstanding universities in China. A total of 330 questionnaires.

Data Analysis

The current situation of development for higher vocational education administration in China in seven following aspects: 1) structure, 2) Strategy, 3) Systems, 4) skill, 5) Style, 6) staff and 7) Shared value. The data was analyzed by Mean and standard deviation.

Phase 2: To propose development guideline of higher vocational education administration in China.

The key informants

The key informants selected by purposive sampling, the key informants in this research included 10 outstanding universities in China. The qualifications of interviewees are as follows: 1) at least 10 years of work experience in higher vocational education administration in China,, 2) dean or vice dean of faculty of education administration, 3) graduated with master's degree or above.

Research Instruments

The instrument to collect the data for objective two, to formulate the model for development of higher vocational education administration in China was **a** structured interview, The structured interview was designed based on 7s model of the current situation of higher vocational education administration in seven following aspects: 1) structure, 2) Strategy, 3) Systems, 4) skill, 5) Style, 6) staff and 7) Shared value.

Data Collection Method

The researcher requested **a** requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, to interview high-level administrators from 10 outstanding universities in China. The researcher interviews the high-level administrator**s** individually through an online platform or face-to-face depending on the interviewee's convenience.

Data Analysis

The structured interview about the guidelines for development of higher vocational education administration in China was analyzed by content analysis.

Phase 3: To evaluate the development guideline of higher vocational education administration in China

The experts

The experts for evaluating the suitability and feasibility of the guidelines were 20 experts from10 outstanding universities in China. The qualifications of the experts are as follows: 1) at least 15 years of work experience in high-level administrator, 2) received the certificate in the higher vocational education administration field, 3) graduated with doctor's degree or above.

Research Instruments

The instrument to collect the data for objective three, to evaluate the development guideline of higher vocational education administration in China. The evaluation form designed based on development of higher vocational education administration in China in seven following aspects: 1) structure, 2) Strategy, 3) Systems, 4) skill, 5) Style, 6) staff and 7) Shared value.

Data Collection Method

The researcher requested **a** requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University, to invite the expert to evaluate the suitability and feasibility of the guidelines. The researcher distributed the evaluation form to high-level administrators. A total of 20 evaluation form**s**.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of the development of higher vocational education administration in China is analyzed by Mean and standard deviation.

Research Findings

1. The analysis result**s** about the current situation of higher vocational education administration in China

Table 1 The average value and standard deviation of the current situation of the higher vocational education administration in China in seven aspects

	The higher vocational education administration in China.	$\overline{X}$	S.D.	**level**	**Order**
1	Structure	4.31	0.69	high	1
2	Strategy	4.36	0.64	high	2
3	Systems	4.48	0.66	high	3
4	skill	4.58	0.61	high	6
5	Style	4.55	0.60	high	5
6	staff	4.62	0.52	high	7
7	Shared value	4.54	0.69	high	4
Total		**4.49**	**0.63**	**high**	

According to Table 1, the data showed that the current situation of the higher vocational education administration in China. Severn aspects were at high level ($\overline{X}$ = 4.49). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was skill ($\overline{X}$ = 4.58), followed by systems

($\overline{X}$ = 4.55), and Structure was the lowest level ($\overline{X}$ = 4.31)..

1.1 The current situation of the higher vocational education administration in China in structure was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follow: the highest level was decentralizing budgeting and hiring powers, followed by Establish joint boards with enterprises, and optimize department roles for efficiency was the lowest level.

1.2 The current situation of the higher vocational education administration in China in strategy was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was building innovation and entrepreneurship ecosystems, followed by dynamically adjust programs for market needs, and developing niche specialized disciplinary clusters was the lowest level.

1.3 The current situation of the current situation of the higher vocational education administration in China in systems was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was adopting performance-based budgeting systems, followed by digitalizing administrative approval workflows, and formalizing industry-academia cooperation mechanisms.

1.4 The current situation of the higher vocational education administration in China. in skill was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follow: the highest level was train administrators in data analysis, followed by mandate annual industry teacher certifications, and offer digital micro-credential certification systems was the lowest level.

1.5 The current situation of the higher vocational education administration in China in Style was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was foster agile and adaptive leadership, followed by reward team-based achievements primarily, and practice servant leadership model was the lowest level .

1.6 The current situation of the higher vocational education administration in China in staff was at high level. Considering the results of this research, aspects that ranged from the highest to lowest level were as follows: the highest level was recruiting industry experts and PhDs, followed by creating mentorship programs for teachers, and establish dual-career ladder systems was the lowest level.

1.7 The current situation of the higher vocational education administration in China in shared value was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was prioritizing student-centered policy design, followed by celebrating craftsman spirit publicly, and values Embed moral education in curricula was the lowest level.

2. The guidelines of higher vocational education administration in China have seven aspects, with a total of 70 measures: 1) 10 measures to Structure, 2) 10 measures to strategy, 3) 10 measures to systems, 4) 10 measures to skill, 5) 10 measures to style, 6) 10 measures to staff and 7) 10 measures to shared value.

2.1 Structure consisted of 10 measures: 1) establish a multi-level management framework with clear responsibilities and authority distribution, 2) develop flexible departmental structures that adapt to evolving industry demands efficiently,3) implement a flat organizational design to enhance communication and decision-making speed,4) create cross-functional teams to foster collaboration between academic and administrative units, 5) define clear reporting lines to avoid ambiguity and ensure accountability at all levels, 6) integrate industry partners into the governance structure for real-world relevance alignment, 7) optimize resource allocation mechanisms to support strategic priorities effectively, 8) build scalable frameworks that accommodate future expansion and specialization needs, 9) strengthen intermediate-level management to bridge top leadership and frontline execution, 10) regularly review and adjust structures to maintain alignment with institutional goals.

2.2 Strategy consisted of 10 measures: 1) formulate long-term visions aligned with national economic and social development goals, 2) develop dynamic strategic plans that respond swiftly to market changes and opportunities,3) prioritize differentiation strategies to create unique institutional competitive edge and value,4) foster innovation-driven strategies to enhance educational quality and relevance continuously, 5) implement focused strategies that target high-demand sectors and emerging industries, 6) promote internationalization strategies to broaden global perspectives and cooperation, 7) adopt data-informed decision-making processes to guide strategic adjustments accurately, 8) enhance stakeholder engagement strategies to ensure alignment and support widely, 9) leverage digital transformation strategies to modernize operations and service delivery, 10) evaluate strategic outcomes regularly to ensure objectives are met successfully.

2.3 Systems consisted of 10 measures: 1) establish robust performance management systems to monitor and evaluate progress effectively, 2) implement integrated information systems to streamline data flow and enhance accessibility,3) develop quality assurance systems that maintain high educational standards consistently, 4) create efficient student service systems to support holistic development and satisfaction, 5) install feedback mechanisms to capture insights from students, staff, and employers regularly, 6) build financial management systems that ensure transparency and sustainability over time, 7) design curriculum development systems that are responsive to industry trends promptly, 8) adopt project management systems to facilitate efficient execution of initiatives successfully, 9) strength risk management systems to identify, assess, and mitigate potential threats proactively, 10) regular system audits and updates to maintain efficiency and relevance continually.

2.4 Skill consisted of 10 measures: 1) cultivate digital literacy across all administrative and academic functions comprehensively, 2) enhance leadership skills among managers to drive change and inspire teams effectively,3) develop data analysis capabilities to support evidence-based decision-making processes accurately, 4) foster communication skills to improve coordination and stakeholder engagement significantly, 5) promote adaptive learning skills to keep pace with technological and industrial changes, 6) strengthen project management skills to ensure timely and within-budget delivery consistently, 7) encourage innovation skills to solve problems and create new opportunities creatively, 8) build intercultural competencies to operate successfully in global contexts confidently, 9) upgrade pedagogical skills for educators to enhance teaching effectiveness and student outcomes, 10) provide continuous professional development opportunities to sustain skill relevance perpetually.

2.5 Style consisted of 10 measures: 1) adopt collaborative leadership styles to encourage teamwork and shared ownership widely, 2) practice transparent decision-making to build trust and commitment among stakeholders, 3) embrace adaptive management approaches to navigate uncertainties and changes flexibly, 4) promote servant leadership principles to prioritize support for staff and students alike, 5) encourage participatory styles that involve employees in planning and implementation processes, 6) model inclusive behaviors to respect diverse perspectives and foster belonging genuinely, 7) demonstrate results-oriented focus to maintain momentum and achieve objectives efficiently, 8) balance autonomy with accountability to empower teams while ensuring responsibility clearly, 9) foster a culture of continuous improvement through constructive feedback and learning, 10) lead by example to embody institutional values and expectations consistently every day.

2.6 Staff consisted of 10 measures: 1) recruit diverse talents with relevant expertise and strong alignment to institutional values, 2) offer competitive compensation packages to attract and retain high-performing professionals, 3) provide clear career pathways and development opportunities to motivate staff growth, 4) implement mentor-ship programs to facilitate knowledge transfer and support new employees, 5) encourage work-life balance to maintain high morale and reduce burnout effectively, 6) recognize and reward contributions to reinforce positive behaviors and outcomes regularly, 7) foster a supportive environment where staff feel valued, heard, and empowered daily, 8) invest in continuous training to keep skills updated with industry and educational advancements, 9) build strong teams through trust, mutual respect, and shared goals collaboration, 10) conduct regular performance reviews to provide feedback and align individual organizational objectives.

2.7 Shared value consisted of 10 measures: 1) define and communicate core values that guide behavior and decision-making universally, 2) instill a student-first philosophy to ensure all actions prioritize learner success ultimately, 3) promote integrity and ethics as non-negotiable principles in all operations consistently, 4) encourage innovation and excellence as fundamental drivers of institutional advancement, 5) foster inclusivity and respect for diversity in every aspect of institutional life actively, 6) cultivate social responsibility and commitment to sustainable development practices broadly, 7) build a sense of shared purpose and collective responsibility towards common goals, 8) emphasize collaboration over competition to strengthen internal and external partnerships, 9) celebrate achievements and milestones to reinforce pride and belonging community-wide, 10) live the values daily through actions, policies, and communications to ensure authenticity.

3. Evaluate the suitability and feasibility of guideline of higher vocational education administration in China, shown in Table 2

Table 2 Mean and standard deviation of the evaluation of the suitability and feasibility of guideline of higher vocational education administration in China in seven aspects

	Guidelines	**Suitability**			**Feasibility**		
		$\overline{X}$	**S.D**	**Level**	$\overline{X}$	**S.D**	**Level**
1	Structure	4.31	0.65	high	4.35	0.80	high
2	Strategy	4.33	0.72	high	4.72	0.83	high
3	Systems	4.32	0.62	high	4.50	0.72	high
4	skill	4.56	0.64	high	4.75	0.89	high
5	Style	4.49	0.74	high	4.41	0.69	high
6	staff	4.52	0.58	high	4.58	0.74	high
7	Shared value	4.47	0.63	high	4.62	0.53	high
Total		**4.47**	**0.67**	**high**	**4.53**	**0.71**	**high**

According to Table **2**, the suitability of guidelines for development of higher vocational education administration in China was at high level ($\overline{X}$ = 4.47). Considering the results of each aspect from highest to the lowest mean was as follows: the highest level was skill ($\overline{X}$ = 4.56), followed by staff(= 4.52), and structure was the lowest level ($\overline{X}$ = 4.31).

The feasibility guidelines for development of higher vocational education administration in China were at high level ($\overline{X}$ = 4.53). Considering the results of each aspect from highest to the lowest means was as follows: the highest level was skill ($\overline{X}$ = 4.75), followed by strategy ($\overline{X}$ = 4.72), and structure was the lowest level ($\overline{X}$ = 4.35).

2. DISCUSSION

1. The current situation of the higher vocational education administration in China in seven aspects was at high level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: the highest level was skill, followed by systems, and structure was the lowest level. This may be due to the following: China's higher vocational colleges are "well-equipped and have a comprehensive management system." Compared to similarly-income countries, their "hardware and monitoring systems are already superior," providing the material prerequisites for skills training (The World Bank, 1985); higher vocational colleges prioritize employment enhancement as their core policy. Faced with the dual pressures of a persistent shortage of skilled workers and high graduate employment rates, colleges have a strong incentive to invest resources in practical skills training(Baker, 2018); "administrative and management responsibilities for vocational education are dispersed across multiple ministries and their subordinate agencies," resulting in limited horizontal collaboration, "underutilized facilities and personnel, duplication of instruction, and lengthy approval processes," directly lowering the Structure score(World Bank, 1985); departmental barriers make it difficult for schools to replicate real-world work scenarios, hindering horizontal sharing of school-enterprise resources. This structural fragmentation ultimately manifests as the "three slows" of slow decision-making, slow adjustments, and weak coordination (AVETRA, 2001).

2. The guidelines of higher vocational education administration in China. including 7 guidelines, a total of 70 measures: 1) 10 measures to Structure, 2) 10 measures to strategy, 3) 10 measures to systems, 4) 10 measures to skill, 5) 10 measures to style, 6) 10 measures to staff and 7) 10 measures to shared value. The researcher has chosen measures to improve the structure that experts proposed this strategy in response to the current situation. According to the data analysis, the lowest average value in strategy is develop niche specialized disciplinary clusters, which should use implement focused strategies that target high-demand sectors and emerging industries to solve. This is due to a focused strategy targets high-demand and emerging industries, providing clear tracks, resources, and policy support for building irreplaceable specialized discipline clusters. Focus fosters depth: Concentrating faculty, equipment, and research funding on a few cutting-edge areas (such as intelligent manufacturing, hydrogen energy equipment, and digital twins) facilitates the formation of technological strengths within a single location, achieving a "specialized, sophisticated, and innovative" approach. Aligning with market pain points: High-demand and emerging industries often face skill gaps. A focused strategy can quickly transform these industrial and technological challenges into discipline development tasks, forming distinctive clusters aligned along the "demand-curriculum-research-service" line. In tandem with a differentiation strategy: Prioritize differentiation emphasizes unique value, while focusing provides a path to achieve this—first targeting a niche area, then building an inimitable discipline ecosystem through sustained investment and industry-university integration. A comprehensive evaluation and feedback mechanism: In conjunction with the "Evaluate strategic outcomes" strategy, a focused strategy can be regularly tested using specific indicators such as industry contribution, patent conversion rate, and graduate salaries to ensure that the discipline cluster remains at the forefront of high demand.

3. The suitability and feasibility of guidelines for higher vocational education administration in China in seven aspects were at the highest level, The suitability research reveals that this governance paradigm with built-in resilience not only enables institutions to remain robust despite the triple impacts of technological trends, policy trends, and scale expansion, but also fosters a self-evolving "resilient culture" within the organization. First, modular governance and cloud-based subscriptions minimize the cost of trial and error. New colleges or programs can be integrated into the existing platform as virtual colleges first, then implemented as physical units after successful enrollment, curriculum, and faculty data verification, thus avoiding large-scale infrastructure and personnel redundancy. Second, a dual-track faculty pool and a revolving door mechanism synchronize the rate of knowledge update with the half-life of industrial technology: corporate mentors must return to the front lines of industry every three years to refresh their skill, while on-campus researchers accumulate the latest case studies through "corporate research sabbaticals," ensuring that classroom content remains a step ahead of the market. Third, participatory decision-making is further amplified by the data platform. Any faculty member or student can initiate a vote on course revisions through the "Demands and Feedback" dashboard. Once the support rate exceeds a threshold, the teaching committee will be triggered for rapid review, truly achieving "bottom-up innovation filtering." More importantly, "student-centeredness" has evolved from a cultural slogan into quantifiable, observable indicators. Tuition return, starting salary, and three-year career trajectory are now incorporated into the board's performance matrix in real time. If performance falls below a preset benchmark, the system automatically triggers resource reallocation and instructional interventions, forming a closed loop of "results-responsibility-improvement." As a result, institutions are no longer "education factories" that passively respond to external changes, but have evolved into "learning organizations" capable of perception, decision-making, and correction. Their governance, teaching, and resource allocation capabilities can be continuously upgraded without increasing structural costs, providing a replicable and scalable model for the resilient development of Chinese higher vocational education in an uncertain era.

The feasibility analysis reveals that China's higher vocational education governance reform has reached a window of opportunity: external impetus, internal capacity, and risk control. On the one hand, national digital funding and a surging talent gap create a dual-engine policy and market drive, giving institutions irreplaceable legitimacy in both "financial" and "talent" demands. On the other hand, budget reallocation can leverage cloud ERP, QA systems, and cross-disciplinary teams, demonstrating that the reform is not a "burn of incremental capital" but rather a "transformation of existing resources," significantly reducing financial resistance. More importantly, the reform prioritizes the "people" variable. The institutions' aggressive recruitment of high-end talent and employee engagement have transformed

flat and service-oriented leadership from top-down slogans into "living data" that can be monitored and corrected in real time using RACI matrices and agile PMOs. Combined with tiered digital literacy and a revolving door of industry mentors, technophobia and territorial aversion are being continuously mitigated. Therefore, this approach can not only deliver quick-win results in a short period of time, such as "30% faster decision-making, 15% increase in student satisfaction, and 20% increase in employment in emerging industries", but more importantly, it implants the resilience genes of self-feedback, self-financing, and self-renewal within the organization, thus reserving a replicable "Chinese higher vocational education paradigm" for future responses to shortened technology half-life, sudden changes in policy direction, or fiscal fluctuations.

3. RECOMMENDATIONS

Recommendations in implementation

1. Structure: universities should reshape the roles of departments and colleges around the core concept of "end-to-end process owner": shorten the decision-making radius by reverse engineering the industry value chain; use the RACI chart to refine the role responsibilities of key tasks; and establish a "process optimization fund" to provide rewards, thereby optimizing departmental responsibilities and improving efficiency.

2. Strategy: leveraging a two-dimensional positioning approach based on "regional industry map + university DNA," we will develop distinctive discipline clusters. Through a "business-run college + industry-employed professors" model, we will embed real business practices into the entire training process. Furthermore, we will establish a dynamic evaluation and exit mechanism, creating a virtuous cycle and achieving breakthroughs.

3. Systems: the state should incorporate "industry and enterprise participation in vocational education" into local education laws and regulations, and clarify the responsibilities of different entities; at the same time, establish a special "industry professor" setting and professional title sequence within colleges and universities; attract enterprises to participate in education through financial subsidies and other means, and achieve seamless connection between talent training and industry needs.

4. Skill: led by the Ministry of Education, with participation from vocational schools, leading enterprises, and platform technology companies, and with government subsidies, this initiative aims to establish a nationwide "micro-credential" system for vocational education. This system will serve as a key enabler for promoting the lifelong, digital, and international development of vocational education in China.

5. Style: the Ministry of Education has selected a number of universities participating in the National "Double High-Level Plan" to pilot "servant leadership" reforms; established a "service record" system for leading cadres in vocational colleges; and the National Vocational Education Teacher Teaching Innovation Team will develop relevant courses to make this a necessary skill for university administrators.

6. Staff: the Ministry of Human Resources and Social Security and the Ministry of Education jointly issued the "National Vocational College Dual-Track Promotion Standards." This system simultaneously establishes a dual-level system within institutions: a "teaching and research track" and an "industry skill track." This dual-tier system truly guides China's vocational education "artisan teachers" from the narrow academic path to the expressway of industry-education integration.

7. Shared value: when the Ministry of Education updated the "Vocational Education Professional Teaching Standards," it mandated a "Moral Education Credit" module, accounting for 10% of graduation credits. It also incorporated the four core values of "Integrity, Craftsmanship, Green Development, and Labor" into the training requirements, achieving the simultaneous appreciation of values and skill. This truly transforms "cultivating morality and educating people" from a marginal slogan into a core principle of Chinese vocational education classrooms.

Recommendations for further research

1. In China's higher vocational education research, data silos and a lack of credibility have become major bottlenecks hindering academic progress. This lack of data credibility further exacerbates research risks. This has led vocational education research into a low-level equilibrium trap, characterized by a broken evidence chain and ambiguous policy recommendations.

2. Evaluation metrics that prioritize research papers over technology have distorted research topic selection, leading to a superficial boom in vocational education research and a surge in the number of papers, but failing to answer core questions. This ultimately undermines the actual contribution of higher vocational education research to industrial transformation.

3. The fragmentation of school-enterprise contracts hinders longitudinal tracking, making it difficult for policymakers to judge the actual situation of reforms. It is also likely to affect the continuity of research samples, making it impossible to conduct longitudinal comparisons, causing vocational education research to fall into a low-level cycle, and hindering the accumulation of in-depth data-driven academic results oriented to industry needs..

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