

## EDUCATIONAL POLICY AND ADMINISTRATION INNOVATION IN CHINA UNIVERSITY

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### Abstract

This thesis focuses on the innovation of education policy and management in Chinese universities. In the beginning, we analyse the current education policy system, showing its effectiveness, but also pointing out the shortcomings in the relevance of the policy, the supervision of its implementation and the speed of updating. It also discusses the necessity of management innovation, and makes it clear that it is the key to adapting to the development of the society, improving the quality of education, and assisting the development of universities themselves. We then put forward innovative strategies from the management system, resource allocation, teaching management, faculty management and other dimensions, including improving the governance structure, optimising the power allocation, expanding funding sources, promoting personalised teaching, strengthening practical teaching, innovating talent introduction mechanism, and strengthening the support for faculty development. The aim is to promote the high-quality and sustainable development of Chinese university education, enhance its competitiveness in the field of international higher education, and deliver high-quality talents that meet the needs of the times for national construction through all-round policy optimisation and management innovation.

**Keywords:** University education policy; management innovation; quality of education

### Introduction

In the wave of globalisation and knowledge economy, university education occupies a pivotal position. It is not only a core component of the national innovation system, shouldering the important responsibility of knowledge transmission and innovation, but also a key position for the cultivation of high-quality talents. Through the continuous delivery of various types of professionals, university education has strongly promoted scientific and technological innovation, injected a strong impetus for social progress, and become an important engine to enhance the comprehensive competitiveness of the country. Nowadays, China's rapid economic and social transformation, the industrial structure continues to optimise and upgrade, the demand for professionals is becoming more and more diversified and high-end. At the same time, the rapid development of information technology, such as the Internet, artificial intelligence and other emerging technologies in the field of education, extensive penetration, completely revolutionised the traditional education and teaching mode and talent training path. (Aimin Shi & Yuxuan Zheng, 2024)

Under this complex background, the current policy system and management mode of Chinese university education have encountered serious challenges. In order to comply with the trend of the times and achieve high quality in university education, it is urgent to optimise education policies and promote management innovation. An in-depth study of China's university education policy and management innovation is of great practical value for improving the quality of China's higher education, cultivating innovative talents that meet the needs of the times, and enhancing the influence of China's higher education in the international arena. (Feng Hu., 2024)

## **Current status of research at home and abroad**

### **Status of domestic research**

Domestic research on university education policy and management innovation will make significant progress between 2020 and 2025. In terms of education policy research, discussions on major national education policies continue to deepen. With regard to the ‘double first-class’ construction policy, Wang Zhanjun and other scholars pointed out in 2023 that the implementation of the policy should fully take into account the differences in the foundations of different regions and colleges and universities, and optimise the mechanism of resource allocation, so as to promote the balanced development of education. In the research on policy implementation, some scholars found that local colleges and universities have problems such as understanding bias and insufficient supporting resources in the implementation of the policy, suggesting that the training on policy interpretation should be strengthened and local policies should be coordinated. (Huiling Xie, 2024)

Research results on management innovation are fruitful. In terms of management system innovation, building a modern university system has become the core issue. Scholars such as Bie Dunrong emphasised the need to further clarify the relationship between the leadership of the party committee, the responsibility of the president, the governance of professors, and democratic management, to balance academic and administrative powers, and to enhance the effectiveness of university governance. Resource allocation innovation research focuses on the diversification of funding and rationality of distribution. Scholars point out that universities should strengthen in-depth cooperation with enterprises, such as building industrial colleges and joint R&D centres, to expand funding sources; at the same time, they should establish a performance-based resource allocation system to improve the efficiency of resource utilization. (Na Zhang, 2024)

Teaching management innovation keeps pace with the times. With the in-depth development of education informatisation, the construction of online open courses and the application of intelligent teaching platforms have become the focus of research. Scholars call for the use of big data and artificial intelligence technology to achieve precise management of the teaching process and improve teaching quality. In terms of faculty management innovation, the mechanism of talent introduction and cultivation has been continuously improved. Some scholars proposed to formulate a flexible policy for the introduction of overseas talents, while building a tiered and categorised teacher training system to promote the professional growth of teachers. (Qiangbin Cheng & Huizhen Zhu, 2025)

### **Current status of foreign research**

Since 2020, foreign research in the field of university education policy and management has continued to deepen, and new theoretical and practical results have emerged continuously. At the level of education policy, many scholars focus on how to adapt policies to rapidly changing social needs and education trends. In 2023, the Australian government released the Final Report of the Australian Universities Agreement, which plans to significantly increase the tertiary education rate of the labour force, triggering the discussion of policies to increase participation in tertiary education in the academic community. Scholars have pointed out that policy making should not only focus on the increase of enrolment rate, but also ensure the quality and fairness of education, and safeguard the right to education of students from different classes through financial subsidies and scholarship policies. (Huiling Xie, 2024)

In the category of management innovation, foreign universities are actively exploring new paths to cope with the complex and changing environment. The application of strategic management in university management has become more and more extensive, for example, the

research of British scholar David Collingridge in 2024 shows that universities can significantly improve their comprehensive competitiveness through precise strategic planning, clarifying their own positioning in the global education market and integrating internal and external resources. In terms of resource allocation innovation, the diversified financing model of foreign universities has been continuously improved. Take Harvard University as an example, in recent years, it has further expanded its social donation channels by optimising its alumni network and carrying out global public welfare activities, while strengthening the management of income from the transformation of scientific research results to ensure the stable growth of funds. (Jingsheng Yang, 2025)

Teaching management innovation remains a hot spot in foreign research. The Finnish education system continues to implement personalised teaching and interdisciplinary project-based learning, and the 2022 study shows that students' innovative thinking and practical ability have been significantly improved under this mode of teaching. Online education and blended teaching are developing rapidly, and foreign universities are using advanced technology to create immersive learning environments and improve teaching effects. In terms of faculty management, foreign universities have strengthened talent competition and incentive mechanism. Stanford University and other universities have attracted top talents through global talent recruitment programmes, while improving the academic evaluation system to motivate teachers to carry out cutting-edge research and innovative teaching practices. (Junchen Liu, 2024)

## **Analysis of the current situation of China's university education policy**

### **Overview of the existing policy system**

At present, China has constructed a relatively complete policy system for university education. At the macroscopic level, the state has clarified the nature, mission, management system and other basic frameworks of university education through the enactment of a series of laws and regulations, such as the Law of the People's Republic of China on Higher Education, which provides a solid legal guarantee for the orderly development of university education. At the meso level, the Ministry of Education and related departments have issued numerous policy documents involving discipline construction, faculty building, talent cultivation, scientific research management and other aspects. For example, the 'Double First Class' construction policy aims to promote a number of high-level universities and disciplines to enter the world's first-class ranks or the forefront, so as to enhance the comprehensive strength and international influence of China's higher education; and special policies such as the Programme for the Cultivation of Engineer Excellence are dedicated to the cultivation of high-quality and applied talents in specific fields. At the micro level, local governments have also formulated a series of policies to support the development of local universities in the light of the local actual situation, including financial investment and preferential policies for the introduction of talents. (Na Zhang, 2024)

### **Effectiveness of Policy Implementation**

With the promotion of existing policies, Chinese university education has achieved remarkable results. In terms of talent cultivation, universities have channelled a large number of high-quality professionals to the society, and the graduates play an important role in various fields, providing strong talent support for the country's economic construction and social development. For example, the number of graduates in science and technology has continued to grow in recent years, meeting the demand for professional and technical talents for the development of the country's emerging industries. In terms of scientific research and

innovation, universities have undertaken a large number of state-level scientific research projects and achieved numerous breakthroughs in basic and applied research. The research results of universities represented by Tsinghua University and Peking University in some cutting-edge scientific fields have reached the international advanced level, enhancing China's right to speak in the field of global scientific research. In terms of social services, universities have actively participated in social and economic development by cooperating with enterprises in technological research and development, and providing decision-making consultancy for local governments, which has promoted the transformation and application of scientific and technological achievements and the upgrading of local industries. (Jingsheng Yang, 2025)

### **Existing Problems**

Despite certain achievements, there are still some problems in the current Chinese university education policy. In the process of formulating some policies, the differences between different regions and types of universities are not sufficiently taken into account, resulting in a policy that is more universal than targeted. Some universities in economically underdeveloped regions have difficulties in achieving the goals set by the policy due to limited resources in the implementation of the policy related to the construction of 'double first-class', which to a certain extent affects the development enthusiasm of these universities. The implementation and supervision mechanism of the policy needs to be improved. In the actual implementation process, there are some policies that are not in place. For example, some policies on the reform of the title appraisal system for university teachers have not been implemented in strict accordance with the requirements of the policies in some universities, resulting in problems such as inconsistent appraisal standards and non-transparent appraisal processes, which have affected the career development of teachers and their motivation in teaching and research. In addition, the updating speed of the policy is relatively lagging behind the actual needs of educational development. With the rapid development of information technology, new education modes such as online education and hybrid teaching are constantly emerging, but the relevant policies are lagging behind in regulating and guiding the development of these new education modes, making it difficult to give full play to the role of policies in supporting educational innovation. (Yuwen Wang, 2025)

## **Innovative Strategies for University Education Management**

### **Innovation in management system**

Establishing a sound modern university system and improving the governance structure of universities is the core of management system innovation. Universities should clarify the boundaries of the responsibilities of party leadership, presidential responsibility, professorial governance and democratic management, and form a governance mechanism of mutual coordination and mutual constraints. They should strengthen the construction of school boards or councils, absorb representatives from all sectors of society to participate in school management decisions, and enhance the connection and interaction between schools and society. For example, some colleges and universities have introduced eminent persons from the business and education sectors to their boards of directors, providing valuable advice and resource support for school development. At the same time, give full play to the leading role of the academic committee in academic affairs, guarantee the effective exercise of academic power, and improve the scientific and impartiality of academic decision-making. (Yu Ren, 2024)

Reasonably adjust the power configuration within the university to achieve a balance between administrative power and academic power. On the one hand, appropriate devolution

of administrative power, give more autonomy to the second-level colleges, so that they can make more flexible decisions in teaching, scientific research, personnel and other aspects according to their own disciplinary characteristics and development needs. For example, some colleges and universities have implemented the target management responsibility system for second-level colleges, clarified the tasks and goals of second-level colleges, and given them the corresponding right to allocate resources and management authority, which has stimulated the vitality of second-level colleges in running schools. On the other hand, it strengthens the supervision and constraints on administrative power, establishes a sound power supervision mechanism, prevents administrative power from interfering excessively in academic affairs, and safeguards academic freedom and academic innovation environment. (Wei Duan, 2025)

### **Innovation in Resource Allocation**

Broadening the channels of funding sources and diversifying funding is an important way to solve the problem of shortage of funds for the development of colleges and universities. In addition to relying on government financial allocations, colleges and universities should actively seek social donations, enterprise funding, and research project funding. Strengthen the cooperation with enterprises, and attract the investment of enterprise funds through the joint construction of laboratories and the development of industry-university-research co-operation projects. For example, Tsinghua University cooperated with Tencent to establish an artificial intelligence laboratory, and Tencent provided substantial financial support for the laboratory, which promoted scientific research and innovation in related fields. At the same time, colleges and universities are encouraged to carry out social service activities, obtain income through technology transfer, education and training, and enhance their economic strength. In addition, they can explore the use of financial instruments, such as issuing education bonds, to raise development funds. (Yuwen Wang, 2025)

Establish a scientific and reasonable resource allocation mechanism to improve the efficiency of resource utilisation. In the process of resource allocation, it should be guided by the university's development strategy and disciplinary construction planning, and priority should be given to guaranteeing the resource needs of key disciplines, advantageous majors and major research projects. A performance-oriented resource allocation method is adopted to allocate resources according to the teaching and scientific research achievements of each college and discipline, the quality of talent training and other performance indicators, so as to motivate each unit to improve its work performance. For example, some colleges and universities have established a teaching and research performance evaluation system to allocate funds and resources to colleges based on evaluation results, which has achieved good results. At the same time, the supervision and evaluation of resource use have been strengthened to detect and correct resource wastage in a timely manner and ensure the reasonable and effective use of resources. (Shujie Wu, 2024)

### **Innovation in Teaching Management**

With the increasingly obvious individual differences of students, promoting personalised teaching has become an important direction of teaching management innovation. Colleges and universities should make full use of information technology to establish student learning files and learning analysis systems, track and analyse students' learning process and learning results, and provide students with personalized learning advice and guidance. For example, some colleges and universities have adopted online learning platforms, where students can choose course contents and learning modes according to their own learning progress and interests, and the system will recommend personalised learning resources for them

based on their learning behaviour data. At the same time, the implementation of flexible study system allows students to independently arrange the study time and study process according to their own situation, so as to meet the diversified learning needs of students. (Wei Duan, 2025)

Practice teaching is an important part of cultivating students' practical ability and innovation ability. Colleges and universities should strengthen the construction of practice teaching bases and establish long-term and stable cooperative relationships with enterprises and scientific research institutions to provide students with more practice opportunities. For example, many engineering colleges and universities have built internship training bases with relevant enterprises, and students participate in the research and development and production of actual projects in the enterprises, which improves their practical operation ability and ability to solve practical problems. Optimise the practical teaching curriculum system, increase the proportion of practical teaching credits, and carry out practical teaching throughout the whole process of talent cultivation. Strengthen the construction of practice teaching faculty, encourage teachers to participate in enterprise practice, and improve teachers' practice teaching ability. At the same time, establish a sound practical teaching assessment and evaluation mechanism to ensure the quality of practical teaching. (Yu Ren, 2024)

### **Innovation of Faculty Management**

Increase the introduction of talents, innovate the mechanism of talent introduction, and attract domestic and foreign excellent talents to teach in colleges and universities. Formulate competitive talent introduction policies, and give favourable conditions in terms of remuneration, scientific research start-up funds and housing guarantee. For example, some colleges and universities have attracted a large number of outstanding talents to join them by providing high-level talents with high annual salaries, sufficient research funds and comfortable housing. Broaden the channels of talent introduction, through the organisation of international academic conferences, participation in talent recruitment fairs, the use of network platforms and other ways to widely publicise the university's talent introduction policy, to attract the attention of outstanding talents. At the same time, pay attention to the quality and structure of the introduced talents, according to the school's discipline development plan and talent demand, targeted introduction of different disciplines, different levels of talents, optimise the structure of the faculty. (Yuting Fan, 2025)

Establish a perfect support system for teachers' development and promote teachers' professional growth and career development. Enhance teacher training and further education, and provide teachers with diversified training opportunities, including domestic and international academic exchanges, professional skills training, and training in teaching methods. For example, many colleges and universities regularly select teachers to visit and study in well-known universities at home and abroad to enhance their academic level and teaching ability. A special fund for teacher development has been set up to support teachers to carry out teaching reform and research innovation projects. Teachers are encouraged to participate in the construction of teaching teams and scientific research teams to improve their comprehensive quality and innovation ability through teamwork. At the same time, it pays attention to the career development needs of teachers, establishes a scientific and reasonable title appraisal system and performance appraisal system, and provides teachers with fair career development opportunities and incentive mechanisms. (Yu Xie & Jing Deng, 2024)

### **Discussion**

Chinese university education policy and management innovation is a systematic and complex project, which is of great significance for improving the quality of China's university

education and cultivating high-quality talents adapted to the needs of social development. By analysing the current situation of university education policy, we realize that the policy has achieved certain results in the process of implementation, but there are also some problems. In order to adapt to the needs of social development, improve the quality of education and promote the development of universities themselves, the management of university education must be innovative in terms of system, resource allocation, teaching management and faculty management. Through the implementation of a series of innovative strategies such as improving the governance structure, optimising the allocation of power, diversifying funding, promoting personalised teaching, strengthening practical teaching, innovating the mechanism of talent introduction and strengthening the support for teachers' development, it is expected to promote the high-quality and sustainable development of China's university education, to occupy a more favourable position in the competition of international higher education, and to make a greater contribution to the country's economic construction and social development. The future of university education in China is expected to be more favourable. In the future, with the continuous development of society and the deepening of education reform, the innovation of university education policy and management still needs to be explored and improved to better meet the new requirements of the times.

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