

Determinants and Policy Optimization of Faculty Mobility in Higher Vocational Colleges: A Collaborative Innovation and Human Capital Perspective

Yanzhi Li

Hebei Tourism Vocational College, Hebei 067000, China

Abstract: *Drawing on collaborative innovation theory, human capital property rights theory, and informal institutional frameworks, this study analyzes the determinants of faculty mobility in higher vocational colleges. It proposes a systematic policy package encompassing legal regulation, economic compensation, staffing optimization, adjunct faculty talent pooling, and humanistic environment improvement, to facilitate orderly, rational, and sustainable teacher flow, thereby reinforcing the quality foundation of vocational education.*

Keywords: Higher vocational colleges, Faculty mobility, Collaborative innovation, Human capital property rights, Informal institutions, Talent flow.

1. Introduction

In 2019, the state put forward the development orientation that vocational education and general higher education are "of different types and equally important", marking that vocational education has been placed at the same important position as general higher education at the national level. At the same time, it was proposed to carry out the pilot work of vocational education at the undergraduate level. At present, some pilot colleges and universities have shared their achievements, with remarkable results, and vocational education has completely entered a new stage of reform and development. The rapid development of vocational education not only benefits from a favorable external environment, but also depends on the school's excellent internal conditions. As the most dynamic and creative human resources in the school - teachers play an irreplaceable role in the high-quality development of vocational education. Building a teaching staff with proficient business capabilities, a reasonable structure of academic titles, and strong comprehensive qualities is the driving force for the leapfrog development of higher vocational colleges. However, the sources of teachers in higher vocational colleges are relatively single. Therefore, it is urgent to introduce teachers with high academic qualifications, high professional titles, and the latest professional skills. A reasonable flow of college teachers has become one of the ways to develop vocational education.

First of all, during the "14th Five-Year Plan" period, China's vocational education has ushered in an important opportunity to improve quality, enhance value-added capabilities, and upgrade to new segments. In the context of collaborative innovation, the mobility of teachers in vocational colleges conforms to the requirements of the new situation of vocational education development.

Secondly, vocational colleges need to introduce highly educated talents such as master's and doctoral students in related majors, enrich the professional talent pool, and at the same time introduce high-level and skilled professionals and other professional and technical leaders to enhance the

practical teaching ability of vocational colleges, further enrich the "dual teacher" teaching force of vocational colleges, and adapt to the transformation and development of vocational colleges.

Once again, the mobility and outflow of vocational college teachers meet the needs of their own career development. The mobility of teachers can enhance communication among teachers, propose new ideas, and further improve their knowledge structure and comprehensive quality, thereby enhancing their core competencies. This is conducive to the personal development needs of vocational college teachers and also meets the demand for cultivating high-tech skilled talents.

2. Characterization of Teacher Turnover in Vocational Colleges

2.1 The Disorderly State of Teacher Turnover Caused by a Large Number of Externally Hired Teachers

The teaching staff in higher vocational colleges is generally weak, and a large number of external teachers need to be introduced to fill the manpower shortage. These external teachers are usually hired temporarily to provide some short-term teaching services and are rarely retained later. This phenomenon will have an adverse impact on the stability of the teaching staff, and teacher mobility will become more disorderly. In addition, the management methods of higher vocational colleges may also lead to disorderly teacher mobility. The management systems of some higher vocational colleges are not Healthy, lacking effective incentive mechanisms and development space, resulting in unstable employment for teachers, and it is difficult for teachers to obtain Professional title promotion and stable salary treatment

2.2 Teachers in Private Higher Vocational Colleges Tend to Flow to Public Higher Vocational Colleges

In recent years, with the gradual rise of higher vocational

education and the increasing demand for high-skilled talents in the job market, private higher vocational colleges have gradually become popular educational institutions, attracting many excellent teachers who are interested in engaging in higher vocational education. However, due to the imperfect salary and promotion mechanisms in private higher vocational colleges, the phenomenon of teachers flowing to public higher vocational colleges has gradually become prominent.

2.3 Frequent Mobility of Teachers with High Academic Qualifications and High Professional Titles

The career development space in higher vocational schools is relatively limited. In most higher vocational schools, the career development path for teachers is relatively short. Some teachers with high academic qualifications and high professional titles may lack the space and opportunities for career advancement, and are unable to achieve their career development goals. This can lead to two types of flows: within the province and outside the province. Teachers with high academic qualifications, such as those with a doctorate degree, are more likely to move frequently compared to teachers with high professional titles. Doctoral degree teachers are key technical talents for carrying out important scientific research in higher vocational schools and are important human resources for the construction of double-high higher vocational schools. Due to career development needs, in general, teachers with high academic qualifications will not renew their contracts after the expiration of their employment periods and will move to undergraduate institutions. Senior teachers with professional titles, as the leaders of their specialties, often also move due to career development, salary and benefits, and other reasons.

2.4 Affected by Traditional Cultural Concepts, Higher Vocational Teachers Move to Their Hometowns

Affected by traditional cultural concepts and family factors, teachers working in other places will choose to terminate their contract relationships and return to their hometowns by taking the local teacher recruitment examination again or changing to other jobs. Especially for teachers who are deeply influenced by traditional culture, they have a strong desire to return to their hometowns after working in other places for a period of time. Some regions have introduced "return home plans" and "nest return plans", making the willingness of higher vocational teachers to move to their hometowns even stronger. Returning to work in their hometowns may also bring better treatment and development opportunities.

3. Reasons for the Emergence of Teachers' Mobility Problems in Higher Vocational Schools

3.1 Human Capital Property Rights Theory and Informal Institutions

3.1.1 Human capital property rights theory

The human capital property rights theory refers to the property rights that an individual has when holding specific human capital, that is, the ownership and use rights of human capital. Human capital refers to one or more skills, knowledge,

experience, and abilities possessed by an individual. It is an investment and increases in value as an individual accumulates work experience and progresses in their career development. This theory believes that the separation of ownership and use rights, that is, the ownership of human capital does not belong to the individual but to the employer or other institutions, is an important reason for the unfair distribution in modern society. If both the ownership and use rights of human capital are held by the individual, then the individual can better utilize their human capital and better achieve their career development and generate income.

3.1.2 Informal institutions

Informal institutions refer to a series of informal norms, rules, habits, and practices that form an informal social norm and code of conduct, restricting people's behaviors in life and work. Different from formal institutions, informal institutions are not stipulated and enforced by national laws and institutions, but are gradually formed based on group interactions, consensus, and habits.

3.2 Analysis of the Reasons for the Emergence of Teachers' Mobility Problems in Higher Vocational Schools

3.2.1 The chaos of human capital ownership has led to the one-way upward flow of teachers

On the one hand, there is indeed a connection between the upward flow of teachers and the ownership of human capital. Currently, in the personnel system of domestic higher education, schools have the personnel rights of teachers, while teachers lack control over their own career development. At the same time, there are also significant uncertainties in the school's policies regarding teacher appointment, promotion, etc., which will cause teachers to have difficulty determining their career plans during their tenure and unable to truly achieve career development that matches their abilities and experience. On the other hand, the problem of the one-way upward flow of higher vocational college teachers is also related to the imperfect mechanism of teacher career development. In the current education system, the promotion of teachers' ranks is closely related to factors such as academic achievements and teaching quality. However, this method cannot fully reflect the true abilities and values of teachers. For example, aspects such as teachers' management abilities and technical levels should also receive more attention. In addition, in higher vocational colleges, the basic salaries of some teachers are relatively low and there is not enough economic security, which has led to their tendency to develop towards the management level.

3.2.2 The lack of the right to human capital income has caused serious out-of-job losses of teachers

Human capital has become a very important resource. However, in the field of higher vocational education, the lack of the right to human capital income has become one of the main reasons for the serious loss of teachers' careers. First of all, due to the lack of specific career development plans for higher vocational college teachers, lack of sufficient promotion opportunities and certain salary increase spaces,

teachers decide to look for other career development opportunities. These opportunities often better reflect personal abilities and values, making teachers feel more fulfilled and belonging, and thus transferring part of the human capital; secondly, due to the relatively low salary treatment of higher vocational college teachers, it is difficult to meet their basic living needs and even more difficult to provide other career development opportunities. In a sense, it can be said that the right to income of the human capital of higher vocational college teachers is missing here, thus affecting their career development.

3.2.3 The fallacy of the residual claim right of human capital leads to frequent teacher mobility

The fallacy of the residual claim right of human capital means that employers believe that hiring highly educated employees will bring more benefits, so they will actively claim the capital surplus of highly educated employees. However, in reality, a high degree does not necessarily mean higher productivity and innovation ability, so this fallacy is very misleading. In the case of higher vocational colleges, since teachers generally have a high degree, they are also affected by this fallacy, that is, employers will think that hiring teachers with a higher degree will be more valuable. However, in reality, the work experience, practical experience and professional skills of these teachers may not be sufficient to meet the actual needs of employers. Therefore, these teachers often have difficulty obtaining stable career development and better treatment. This is also one of the reasons for the frequent mobility of teachers in higher vocational colleges.

3.2.4 Informal institutions such as cultural customs affect the flow of teachers to their hometowns

On the one hand, the mobility of higher vocational teachers is closely related to educational and career development opportunities. In some areas, educational and career development opportunities are relatively scarce, and the limited career choices of higher vocational teachers may also prompt them to choose to return to their hometowns to work. On the other hand, the mobility of higher vocational teachers is also closely related to living environment and family factors. Many people believe that returning to their hometowns can enjoy the support and care of their families, and at the same time can obtain a more familiar and safe living environment. Working in their hometowns can maximize the sense of stability of teachers and improve the happiness index of their work and life. Therefore, from the perspective of flowing to their hometowns, the mobility of higher vocational teachers is not caused by a single factor, but is affected by a variety of complex factors and motivations.

4. Research on Strategies for Improving the Mobility Mechanism of Vocational College Teachers

4.1 Establish and Improve Relevant Laws and Regulations to Regulate the Teacher Mobility Market

The standardization of the higher vocational college teacher mobility market involves various factors such as the career development of teachers, the selection of the best candidates

by employers, and the construction of the school's teaching staff. To effectively address the challenges brought by teacher mobility, it is necessary to establish and improve relevant laws and regulations to regulate the teacher market. First, conduct vocational qualification certification for college teachers. The vocational qualification certification of college teachers is a judgment and evaluation of teachers' abilities, professional qualities, academic styles, etc. While ensuring teachers' professional abilities and professional qualities, it can also regulate teachers' professional behaviors and professional ethics, which is the basis for establishing a standardized market. Second, establish a teacher title evaluation mechanism. The teacher title evaluation mechanism should be fair, just, and transparent. The evaluation criteria should be clear, the evaluation process should be open and fair, and the evaluation results should be used as an important reference for teacher recruitment and evaluation. The titles and ranks of teachers should be standardized, and at the same time, schools' excessive reliance on titles and ranks when hiring higher vocational college teachers should be restricted. In addition, a reasonable teacher mobility mechanism needs to be established according to the needs of the school. Under the regulation of this mechanism, the school can hire teachers at different levels and with different titles according to its actual needs to achieve the balance and optimization of the teaching staff echelon.

4.2 Define the Human Capital Attributes of Teachers as "economic man" and Establish a Compensation Mechanism

Higher vocational college teachers not only possess professional skills such as teaching and research but also have certain economic quality attributes such as human capital property rights. For higher vocational college teachers, economic benefits, career development, career planning, and market competitiveness are all very important. Therefore, to solve the economic benefit problems of higher vocational college teachers, a sound compensation mechanism needs to be established.

4.2.1 Establish a rights and interests protection mechanism

Teachers' own knowledge level, work experience, and skills can bring great value to employers, but also bring market competition risks. To protect teachers' rights and interests such as salary, housing, and welfare, it is necessary to establish a rights and interests protection mechanism. While ensuring that teachers can obtain fair treatment in the market, it is also conducive to higher vocational colleges attracting, retaining, and cultivating excellent teachers.

4.2.2 Establish a professional certification system

Establishing a professional certification system for teachers can enable teachers to improve their professional skills and competitiveness and enhance their market value through means such as examinations, training, and title evaluation. In this way, teachers can improve their economic benefits through market competition and obtain better career development opportunities.

4.2.3 Establish a professional assessment system and an

information platform for higher vocational college teachers

Higher vocational college teachers should establish a set of scientific, objective and fair professional assessment systems. In this way, teachers can formulate their career plans and strategies based on their own development and market competition, and at the same time improve their competitiveness and market value in the market. Establishing an information platform for higher vocational college teachers helps teachers communicate and learn in aspects such as teaching research, career planning, market competition and industry information. Such a platform can provide teachers with more extensive, targeted and timely information, encourage teachers to improve their teaching abilities and update their skills, and enhance their competitiveness and market value in the market.

4.3 Improve the Staffing System to Ensure the Rationality of Teacher Mobility

The imperfection of the staffing system for vocational college teachers has become a bottleneck restricting the construction of the teaching staff and the improvement of teaching quality, and it is also one of the important reasons why the rationality of the mobility of vocational college teachers is difficult to guarantee. To solve this problem, the following countermeasures need to be taken in improving the staffing system.

4.3.1 Balance the allocation of teaching staff

The mobility of vocational college teachers is often restricted by the school's staffing system. Therefore, by establishing a standard for balanced allocation of teaching staff, the problem that the number of staff cannot keep up with the speed of teacher mobility can be solved, and at the same time it is conducive to improving the career development path and promotion opportunities of teachers, and ensuring the rationality of teacher mobility.

4.3.2 Establish a fair and just professional title evaluation mechanism

Establishing a fair and just professional title evaluation mechanism can stimulate teachers' subjective initiative and innovative spirit, and enhance their professionalism and competitiveness. In this way, teachers can evaluate their corresponding professional titles and positions based on their teaching and research achievements, achieve further development in their teaching careers, and also make the mobility of teachers more reasonable.

4.3.3 Establish a flexible employment system

The flexibility of the employment system for vocational college teachers determines the rationality of teacher mobility. By establishing a relatively flexible employment system and encouraging the transfer, introduction and rotation of teachers, a two-way selection between teachers and schools can be achieved to solve the problem of teacher mobility.

4.4 Establish and Improve a Talent Reserve Database for Part-time Teachers

In the recruitment process, a wide range of candidates are solicited through various means such as public recruitment and internal recommendation. Based on a comprehensive assessment of the candidates' education, experience, and capabilities, they are included in the talent reserve pool after being selected on the basis of merit. Through school-enterprise cooperation, higher vocational colleges can obtain more professional talent resources, and the recruitment and management of external teachers can be more precise and efficient. Higher vocational colleges can establish a service platform for external teachers to provide services such as career planning, sharing of teaching resources, and information communication. Through the service platform, higher vocational colleges can better coordinate the teaching work of external teachers, improve teaching effects and teaching quality. At the same time, information and feedback from external teachers can also be collected through the platform to provide them with more professional consulting and guidance services, thereby enhancing the competitiveness of teachers in the talent reserve pool.

4.5 Optimize the School's Humanistic Environment to Promote the Reasonable Flow of Teachers

Higher vocational colleges can strengthen the construction of campus culture and create a strong educational atmosphere. By holding cultural activities, lectures, commemorative days and other forms, the sense of identity of teachers and students towards campus culture can be enhanced. At the same time, organizations such as alumni associations and volunteer associations are established to provide effective support and assistance for the construction and development of campus culture, thus creating a good humanistic environment for teachers in higher vocational colleges.

5. Conclusion

The development and transformation of the economy rely on the support of talents, and the cultivation of talents depends on an excellent teaching staff. Starting from the perspective of innovative collaboration, this research combines the theory of human capital property rights and informal institutions, analyzes relevant issues regarding the flow of teachers in higher vocational colleges, and proposes relevant strategies for the teacher flow mechanism in higher vocational colleges from the perspective of innovative collaboration, attracting a group of outstanding talents to join the ranks of higher vocational teachers and further boosting the reform and development of vocational education.

References

- [1] Lu Ju. Exploration of the Reasonable Flow Mechanism of Young Teachers in Higher Vocational Colleges from the Perspective of Game Theory [J]. Guangxi Education, 2015 (43): 97-98.
- [2] Shao Kai, Zhao Meifa. Research on the Two-way Flow Mechanism of Teachers in Higher Vocational Colleges and Enterprise Technical Personnel from the Perspective of Industry-Education Integration [J]. Journal of Qingdao Technical College, 2021, 34(05): 20-23.

- [3] Yu Hui. The Dilemma and Way Out of the Teacher Flow System in Higher Vocational Colleges [J]. Education and Vocation, 2017 (17): 84-88.
- [4] Li Hua, Yang Hao, etc. Construction of the Two-way Flow Model between Teachers in Higher Vocational Colleges and Enterprise Talents - Taking the Applied Electronic Technology Major as an Example [J]. Human Resource Development, 2022 (20): 30-32.
- [5] Wang Yongzhao, Cheng Yang. Research on the Governance of the Flow of Part-time Teachers in Higher Vocational Colleges from the Perspective of Push-Pull Theory [J]. Education and Vocation, 2022 (22): 73-78.
- [6] Li Hongyan. Analysis of the Current Situation and Influence of the Mobility of Teachers in Private Higher Vocational Colleges [J]. Human Resource Management, 2013 (06): 206 - 207.
- [7] Li Hongyan. Analysis of the Internal Reasons Affecting the Mobility of Teachers in Private Higher Vocational Colleges [J]. Journal of Hubei Radio & Television University, 2013, 33(11): 25 - 26.
- [8] Liu Ming, Liu Xiaohui. Research on the Reasons and Countermeasures for the Mobility of Teachers in Higher Vocational Colleges [J]. The Road to Success, 2018 (10): 11 - 12.
- [9] Yang Yongguang. Research on the Professional Development of Teachers in Higher Vocational Colleges Based on the Teacher Mobility Center [J]. Vocational Education Research, 2016 (06): 47 - 50.
- [10] He Weihong. On the Mobility of Professional Teachers in Higher Vocational Colleges [J]. Economist, 2007 (06): 147 - 148.