

Reconstruction and Practice of a Four-Dimensional Collaborative Governance System for Applied Tourism Undergraduate Universities from the Perspective of Digital Cultural Tourism

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Abstract: *The industrial restructuring and digital technological iteration of contemporary digital cultural tourism have triggered transformative reforms in the teaching quality governance paradigm of applied tourism undergraduate institutions. Current teaching supervision systems for tourism disciplines in domestic higher education are plagued by inherent structural drawbacks, including insufficient industrial pertinence of supervision teams, lagging institutional supporting systems, rigid supervisory operational mechanisms, and inadequate endogenous empowerment of quality culture. These systematic bottlenecks severely hinder the high-standard cultivation of interdisciplinary, digitally empowered cultural tourism professionals that adaptive to industrial upgrading. Grounded in the top-level policy deployment of modern educational supervision reform and the practical industrial iteration context of digital cultural tourism, this study constructs a systematic four-dimensional collaborative governance framework covering team capacity empowerment, institutional foundation consolidation, supervision model innovation, and cultural value cultivation, which effectively aligns with the core developmental logic of applied digital cultural tourism talent cultivation. Based on the localized practical reform experience of Chongqing University of Education, this paper refines feasible, replicable implementation pathways for four-dimensional collaborative teaching supervision. The research conclusions and findings provide solid theoretical support and practical paradigms for homologous peer-applied undergraduate universities to optimize teaching quality governance mechanisms, deepen the industry-education integrated talent cultivation system, and comprehensively elevate the cultivation quality of digital cultural tourism-oriented interdisciplinary talents.*

Keywords: *Digital Cultural Tourism; Applied Tourism Undergraduate University; Teaching Supervision; Quality Governance; Talent Cultivation*

1. Introduction

In 2020, the General Offices of the CPC Central Committee and the State Council issued the *Opinions on Deepening the Reform of the Education Supervision System and Mechanism in the New Era*^[3], which formally established a systematic, full-coverage, and multi-dimensional institutional framework for modern educational supervision and governance. The educational supervision reform in the new era is a systematic and tiered governance initiative characterized by cross-level coordination and holistic interconnection. It requires universities to effectively translate macro national policy guidelines into internal driving forces for connotative talent cultivation and high-quality educational governance^[1]. Fueled by comprehensive digital transformation and technological empowerment, the cultural and tourism industry has witnessed profound systemic restructuring in business models, consumption scenarios, and vocational competency evaluation standards. This paradigm shift raises unprecedented requirements for tourism professionals in terms of digital literacy, interdisciplinary integration capabilities, and innovative practical problem-solving skills.

As core carriers for talent incubation and key platforms serving the cultural and tourism industry, applied tourism-oriented undergraduate colleges are obligated to break the institutional constraints of the traditional administration-centric quality supervision model. The establishment of a standardized four-dimensional collaborative governance system can effectively address the long-standing structural dilemmas restricting talent quality governance. It further advances in-depth connotative teaching reform, consolidates the core competitive strengths of applied undergraduate education, and precisely

aligns talent cultivation with the high-quality development needs of the digitally empowered cultural and tourism industry.

2. Predicaments

Against the backdrop of the booming digital transformation of the cultural tourism industry, applied tourism-oriented undergraduate universities have generally rolled out preliminary digital teaching reform practices in response to industrial and policy requirements. Nevertheless, the prevailing teaching supervision mode still hinges on rigid administrative regulation and formulaic procedural inspection. It remains devoid of a sound modern governance system featuring coordinated team collaboration, standardized institutional norms, innovative operational mechanisms, and mature quality cultivation culture. A host of prominent structural bottlenecks, including the insufficient industrial adaptability of supervision teams, imperfect institutional guarantee systems, rigid supervision operation mechanisms, and inadequate accumulation of educational quality culture, jointly hinder the high-quality, sustainable development of talent cultivation for the digital cultural tourism sector.

2.1 Unbalanced Supervision Team Structure and Inadequate Industrial Adaptability

First, industrial supervisors lack in-depth and normalized participation in teaching governance. Characterized by prominent practicality, market orientation, and industrial iteration, tourism disciplines require continuous docking with industrial frontiers for high-quality talent cultivation. The in-depth participation of industrial frontline experts serves as the core prerequisite for effective industry-education integrated governance. However, most universities lack standardized access mechanisms and in-depth participation pathways for industrial supervisors, with limited recruitment scale and single participation modes. Campus supervision teams are predominantly composed of internal administrative managers and full-time academic faculty, whose supervision focus is confined to routine classroom procedural inspection, while neglecting the dynamic iteration of digital cultural tourism industrial scenarios and post competency demands, thereby failing to construct a synergized industry-university-research supervision governance ecosystem.

Second, supervisors' professional knowledge systems suffer from structural aging and iterative lag. The existing supervision cohort, mainly consisting of discipline leaders, core teaching researchers, and retired faculty members, cannot dynamically update their knowledge reserves and competency frameworks to match the emerging formats and technological innovations of digital cultural tourism. Even supervisors with tourism academic backgrounds lack systematic capabilities to evaluate digital curriculum design logic and industrial cutting-edge content, while non-professional supervisors often produce one-sided assessment conclusions and ineffective instructional guidance, severely undermining the professionalism, accuracy, and instructional value of teaching supervision.

2.2 Rigid Supervision Operation Mechanisms and Deficient Whole-Process Governance Adaptability

First, multi-scenario teaching supervision suffers from systematic blind spots and fragmented governance. Applied tourism undergraduate universities extensively adopt diversified schooling modes including industrial college cooperation, Sino-foreign joint education, and targeted talent training, with a large number of external industry tutors and foreign teachers participating in practical teaching. Restricted by manpower allocation constraints, schedule coordination barriers, and imperfect institutional mechanisms, these diversified off-campus and cross-border teaching scenarios are excluded from standardized full-coverage supervision systems, resulting in fragmented supervision and incomplete closed-loop quality governance.

Second, supervision governance prioritizes rigid control over developmental empowerment. The dominant logic of current university teaching supervision is problem-oriented inspection and procedural record-keeping, with insufficient attention devoted to core teaching links such as personalized curriculum design, digital teaching innovation, and students' competency value-added development. Multi-layered and inefficient feedback channels break the complete governance loop of "inspection-feedback-rectification-upgrade", substantially weakening the procedural empowerment and developmental guidance function of teaching supervision in talent cultivation.

2.3 Lagging Supervision Evaluation System and Deviation from Applied Talent Cultivation Orientation

First, evaluation criteria are decoupled from practical industrial demands. The cultivation of high-quality applied digital cultural tourism talents relies on the deep integration of curriculum content, industrial posts, and practical scenarios. Nonetheless, most universities adopt universal liberal arts evaluation frameworks, which overemphasize classroom order standardization and procedural compliance, while ignoring core applied evaluation indicators such as teachers' industrial practical literacy, digital teaching competency, and industrial frontier knowledge integration, leading to persistent structural disconnection between talent cultivation outputs and industrial market demands.

Second, evaluation paradigms lag behind innovative teaching reform practices. Guided by the Outcome-Based Education (OBE) concept, most teachers have carried out in-depth digital curriculum transformation and integrative theory-practice teaching reforms via intelligent teaching platforms, forming diversified innovative classroom modes adaptive to digital cultural tourism talent cultivation. However, the existing supervision system still adheres to homogenized summative evaluation, neglecting process-based teaching innovation outcomes and students' incremental competency growth, which inhibits teachers' endogenous motivation for teaching reform and restricts the iterative upgrading of talent cultivation quality.

3. Construction Paths

As a core institutional pillar of universities' internal teaching quality assurance systems, teaching supervision undertakes the essential functions of standardizing teaching operations, facilitating teaching innovation, and underpinning the quality of talent cultivation. Against the prominent structural shortcomings of tourism teaching supervision in the era of digital cultural tourism, this study focuses on the core goal of cultivating high-quality interdisciplinary talents. It constructs a scientific and industry-adaptive four-dimensional collaborative governance system covering team capacity empowerment, institutional foundation consolidation, supervision model innovation, and cultural value cultivation, thereby achieving systematic optimization of university teaching quality governance in the field of digital cultural tourism.

3.1 Team Capacity Empowerment: Consolidate the Core Talent Foundation of Supervision Governance

The national *Regulations on Education Supervision* explicitly clarifies that the construction of professional supervision teams is a fundamental guarantee for standardized and effective educational quality governance^[4]. The structural rationality, professional literacy, and industrial cognitive level of supervision teams directly determine the accuracy, depth, and practical effectiveness of digital cultural tourism teaching supervision. Guided by the core logic of industry-education integration, application-oriented tourism undergraduate universities should build a multi-level and compound supervision echelon consisting of full-time on-campus supervisors and part-time industry experts. By optimizing the selection, appointment and assessment mechanisms for supervisors, establishing special supervision working groups composed of interdisciplinary teachers, digital technology professionals and senior industry practitioners, and building normalized mechanisms for industry research and teaching communication, universities can continuously enhance supervisors' digital evaluation competency and industry-oriented teaching guidance ability. This solidifies the core talent support for the implementation of the four-dimensional collaborative governance system.

3.2 Institutional Foundation Consolidation: Optimize Standardized Operational Safeguard System

A sound, systematic institutional framework serves as a rigid institutional guarantee for breaking through governance bottlenecks, standardizing operational procedures, and improving the efficiency of teaching quality supervision. In view of the fragmented institutional mechanisms and insufficient industry docking in traditional tourism teaching supervision, universities need to optimize top-level institutional design and establish a standardized digital supervision operation system with clear power and responsibility division and streamlined operational processes. It is critical to clarify the hierarchical supervision authority at the university and college levels, improve the multi-stakeholder collaborative evaluation mechanism, and construct a big data-driven evaluation model that integrates quantitative assessment and qualitative comprehensive judgment. Such systematic institutional construction

provides standardized operational support for team capacity improvement, supervision model innovation and quality culture cultivation, and builds a solid institutional foundation for the four-dimensional collaborative governance of teaching quality.

3.3 Supervision Model Innovation: Activate Developmental Empowerment of Talent Cultivation Governance

Supervision model innovation is a core intermediate link that connects institutional norms with practical talent cultivation outcomes. Teaching supervision in application-oriented universities needs to realize a fundamental transformation from passive, transactional inspection-based governance to proactive, research-oriented and empowerment-driven developmental governance. By deeply integrating the innovative development of the digital cultural tourism industry with classroom teaching reform, universities can construct an innovative supervision model characterized by multi-subject collaboration, scenario embedding and digital intelligence empowerment. This innovative model can fully stimulate the synergistic linkage effect of all governance dimensions, drive the iterative optimization of curriculum systems and discipline construction, and ultimately promote the comprehensive quality improvement of digital cultural tourism talent cultivation.

3.4 Cultural Value Cultivation: Gather Endogenous Momentum for Sustained Quality Governance

Quality culture constitutes the internal core and ultimate value destination of modern higher education quality governance, representing the shared quality consensus and autonomous regulatory norms of all talent cultivation stakeholders^[2]. It promotes the fundamental transformation of quality governance from rigid institutional constraints to flexible cultural endogenous empowerment. In response to the “five-self” quality culture construction requirements (self-awareness, self-reflection, self-discipline, self-inspection, self-correction) proposed by the new round of undergraduate teaching audit and evaluation, universities should cultivate distinctive digital cultural tourism-oriented quality culture. Through the synergistic development of supervision teams, institutional systems, and operational models, a soft-hard integrated governance ecosystem can be constructed, forming a full-staff, full-process, full-scenario quality governance community and providing sustainable endogenous driving force for the continuous improvement of talent cultivation quality.

4. Practical Exploration

Adhering to the schooling orientation of application-oriented undergraduate education and responding to the high-quality development needs of the digital cultural tourism industry, Chongqing University of Education has comprehensively advanced systematic reforms in teaching quality governance based on the aforementioned four-dimensional collaborative governance framework. The university has formed localized, operable, and replicable supervision reform paths targeting high-quality digital cultural tourism talent cultivation, which provides practical paradigms for peer universities’ teaching quality governance optimization.

4.1 Construct School-Enterprise Mixed Supervision Teams to Empower Governance Talent Support

In accordance with the industry-education integration policy requirements for applied undergraduate talent cultivation, the university has established a two-tier university-college school-enterprise mixed supervision echelon, and set up joint supervision working groups comprised of senior cultural tourism industry experts and on-campus professional teaching researchers. Targeted at the disciplinary cultivation characteristics of digital cultural tourism, the university has formulated differentiated hierarchical teaching evaluation standards to improve the pertinence and professionalism of supervision assessment. For three consecutive years, the university has invited senior professional specialists from leading cultural tourism enterprises including Marriott International and Tuniu to conduct full-coverage curriculum supervision and teaching effect evaluation. This practical initiative effectively compensates for the inherent deficiencies of traditional teaching supervision, such as insufficient industrial perspective and inadequate practical teaching judgment capability, and further consolidates the professional talent foundation for the implementation of the four-dimensional collaborative governance system.

4.2 Iterate Scenario-Based Supervision Institutions to Standardize Governance Operational Mechanisms

Centering on the practical teaching characteristics of digital cultural tourism majors and the developmental needs of internationalized schooling, the university dynamically iterates and improves the teaching supervision institutional system in line with industry development and higher education quality governance norms. It innovatively constructs the evaluation paradigm of “Two Evaluations, One Test” and the full-coverage supervision mechanism of “Three Classrooms”. Benchmarking against the *UNWTO.TedQual* international higher education quality accreditation standards, the university refines the whole-chain standardized operational specifications for full-process teaching supervision. This institutional optimization delivers systematic and standardized institutional guarantees for the normalized operation of team empowerment, supervision model innovation and quality culture cultivation, and further consolidates the standardized operational foundation of four-dimensional collaborative governance.

4.3 Build Intelligent Digital Supervision Platform to Release Governance Empowerment Effect

Responding to the national strategic deployment of digital and intelligent transformation of higher education governance, the university develops a specialized intelligent teaching supervision and management platform. The platform realizes personalized teaching portrait construction for all faculty members, and establishes a differentiated evaluation system coupled with positive incentive mechanisms. This innovative digital closed-loop quality improvement paradigm fundamentally addresses the long-standing dilemma of traditional supervision governance, which overemphasizes rigid normative inspection while neglecting developmental teaching empowerment. It achieves organic synergistic linkage among team construction, institutional optimization and cultural cultivation dimensions, fully activates the comprehensive governance efficiency of the four-dimensional collaborative system, and supports the dynamic iterative optimization of whole-process undergraduate teaching quality.

4.4 Cultivate Characteristic Quality Culture to Accumulate Endogenous Governance Momentum

Strictly benchmarking the quality construction standards and the “five-self” (self-awareness, self-reflection, self-discipline, self-inspection, self-correction) quality culture construction requirements specified in the new round of national undergraduate teaching audit and evaluation[2], the university further consolidates teachers’ primary responsibility for teaching quality. It regularly carries out industrial quality culture lectures and thematic teaching quality improvement activities, and constructs a progressive student competency training and evaluation system tailored to digital cultural tourism majors. The university’s distinctive digital cultural tourism-oriented quality culture drives the comprehensive upgrading of supervision teams, institutional systems and operational models, fosters a long-term virtuous cycle of continuous teaching quality improvement, and realizes sustainable endogenous empowerment for the four-dimensional collaborative governance of talent cultivation quality.

5. Conclusions

Under the dual strategic background of in-depth education supervision system reform and iterative upgrading of the digital cultural tourism industry, traditional tourism teaching supervision suffers from structural deficiencies in team construction, institutional systems, operational models, and quality cultural endowment, which can no longer adapt to the high-standard cultivation demands of interdisciplinary digital cultural tourism talents. Centering on practical industrial demands and higher education reform guidelines, this study constructs a four-dimensional collaborative governance system integrating team capacity empowerment, institutional foundation consolidation, model innovation, and cultural value cultivation, forming a modern quality governance pattern featuring dimensional synergistic linkage, closed-loop empowerment, and collaborative continuous improvement. Verified by the empirical practice of applied undergraduate universities, the reform paths of school-enterprise collaborative linkage, digital intelligence empowerment, and international standard docking successfully transform teaching supervision from traditional administrative procedural control to connotative research-oriented developmental governance. The constructed governance system highly fits the core logic of applied digital cultural tourism talent cultivation, and can provide reliable

theoretical support and practical paradigms for peer applied undergraduate universities to deepen teaching quality reform, optimize talent governance systems, and advance in-depth industry-education integration.

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