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**ЖОГОРКУ ОКУУ ЖАЙЛАРЫНДАГЫ ИЛИМИЙ АТАК СИСТЕМАСЫН
РЕФОРМАЛООНУН КӨЙГӨЙЛӨРҮ ЖАНА ЧЕЧИМДЕРИ БОЮНЧА
ИЗИЛДӨӨ**

**ИССЛЕДОВАНИЕ ПРОБЛЕМ И МЕР ПО РЕФОРМИРОВАНИЮ
СИСТЕМЫ ЗВАНИЙ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ**

**RESEARCH ON THE CHALLENGES AND STRATEGIES OF THE
UNIVERSITY PROFESSIONAL TITLE SYSTEM REFORM**

Кыскача мүнөздөмө: Билим берүү баалоо билим берүүнүн өнүгүү багыты үчүн абдан маанилүү болуп, билим берүүнү реформалоонун ачкычы жана баштапкы этабы болуп калды. Кытайда билим берүү баалоо сандык баалоо, категорияланган баалоо, сапатка көңүл буруу жана ар түрдүү баалоо системасын түзүүгө чейин өнүгүп, олуттуу жыйынтыктарга жетишти. Илимий атактар системасы, жогорку окуу жайларындагы билим берүү баалоонун негизги бөлүгү катары, жогорку сапаттагы билим берүүнү өнүктүрүү үчүн негизги реформа аймагы болуп саналат. Жогорку окуу жайларындагы наамдарды баалоо укуктарынын децентрализацияланышы менен, Илимий атактар системасын реформалоо маанилүү фазасына кирди. Бул макалада учурдагы наамдар системасынын абалы жана көйгөйлөрү талданып, жогорку окуу жайларындагы Илимий атактар системасын реформалоо боюнча конструктивдүү сунуштар берилет.

Аннотация: Образовательная оценка имеет большое значение для направления развития образования и стала ключевым моментом и прорывом в образовательной реформе. В Китае образовательная оценка эволюционировала от количественных и категорированных оценок до акцента на качестве и установления диверсифицированной системы оценок, достигнув значительных результатов. Система званий, как основная составляющая образовательной оценки в высших учебных заведениях, является ключевой областью реформ для достижения высококачественного развития образования. С децентрализацией полномочий по проверке званий в высших учебных заведениях, реформа системы званий вошла в критическую фазу. В этой статье анализируется текущий статус и проблемы системы званий, с целью предоставления конструктивных мер и предложений для реформы системы званий в высших учебных заведениях. Educational evaluation, which determines the direction of educational development, has

become a critical point and breakthrough in educational reform. After experiencing the transition from quantitative evaluation, categorized evaluation and quality-centered model to the establishment of a diversified evaluation system, China's educational evaluation has achieved significant results. As a core component of educational evaluation in universities, the professional title system has become a key area for reform to achieve high-quality educational development in universities. With the decentralization of evaluation of professional title in universities, the reform of the title system has entered a critical phase. This paper analyzes the current status and dilemmas of the professional title system work, aiming to propose constructive strategies for the reform of the professional title system in universities.

Негизги сөздөр: жогорку окуу жайлар; билим берүү баалоо; илимий атактар системасын реформалоо; жогорку сапаттагы билим берүүнү өнүктүрүү.

Ключевые слова: высшие учебные заведения; образовательная оценка; реформа системы званий; высококачественное развитие образования.
: universities; educational evaluation; professional title system reform; high-quality educational development.

The value orientation of educational evaluation determines the overall direction of the development of the education sector. It can mirror, to a certain extent, the education level of a country, region, or school, and measure the quality of talent cultivation, scientific research, social service, and cultural inheritance. Therefore, countries around the world attach great importance to educational evaluation thus resulting in the establishment of various educational evaluation systems and quality assurance systems to carry out different educational evaluation tasks. In China, educational evaluation has been implemented for over three decades, forming a relatively complete evaluation system and yielded notable outcomes. However, due to various factors, there are still many issues that need to be addressed. Improving and fully leveraging the function of university educational evaluation to promote the sustainable and sound development of university education

activities and their functions is a key focus of current and future theoretical research and policy practice of educational evaluation in universities [1].

In October 2020, the Central Committee of the Communist Party of China and the State Council issued the “Overall Plan for Deepening Educational Evaluation Reform in the New Era” (hereinafter referred to as the "Overall Plan"), which proposed the short-term and long-term goals of educational evaluation reform, providing a reference guide for studying the overall direction and implementation path of educational evaluation reform in the new era [2]. The professional title system is a crucial part of deepening the reform of education evaluation in universities. Its aim is to stimulate the vitality of university teachers in teaching, scientific research, and innovation and entrepreneurship, while also promoting the professional development of teachers. Ultimately, this will fundamentally drive the connotative development of higher education and accelerate the modernization of education.

1. The Evolution and Contemporary Requirements of China's Educational Evaluation

System

The establishment of China's educational evaluation system began in the 1980s and has been

continuously improved over the past few decades. In the 1980s, an accountability-oriented supervision and evaluation system was established; from the 1990s, the exploration and implementation of quality education evaluation and classified evaluation systems began. Since then, attention has shifted from running school according to law and regulations to giving the equal weight to the improvement of educational quality; starting in 2007, an educational quality monitoring system was established, beginning to focus on macro monitoring and comparison of educational quality on international scale; from 2010, comprehensive evaluation started to be focal point; from 2012, efforts to strengthen the exploration of literacy-oriented evaluation were intensified, and around 2020, it developed into an all-rounded, whole process, all-staff, and full- education-stage educational evaluation, showing a unprecedented comprehensive evaluation standards, in terms of evaluation requirements, evaluation tasks, and evaluation methods [3].

The "Overall Plan" serves as the first guideline document on China's educational evaluation system since the founding of the People's Republic of China in 1949. It clarifies the overall framework for the reform of the higher education evaluation system, proposing specific requirements for talent evaluation mechanisms, evaluation standards, and professional title evaluation methods, with a particular emphasis on the construction of a quality-oriented teacher evaluation system in universities [4]. The reform of the professional title system, as a key aspect of the reform in the evaluation of higher education, serves as the "baton" to motivate and enhance the proactivity and enthusiasm of teachers. It has a comprehensive and fundamental impact on promoting teaching reforms, improving educational quality, adhering to the correct scientific research orientation, facilitating the transformation of scientific research results, and carrying out innovation, entrepreneurship, and social services in higher education during the new era.

2. Current Status of the Professional Title System Reform in Universities

Since President Xi Jinping emphasized the need to address the “five-only”¹ issues in the education sector at the National Education Conference, the reform of the professional title system has gained significant attention and has developed rapidly. Following the introduction of the “Overall Plan,” various universities have made attempts in aspects such as the professional titlesystem, thus obtaining valuable experience and achieving certain progress.

(1) Highlighting the dominant role of universities.

Under the guidance of documents such as the "Opinions on Deepening the Reform of Streamlining Administration, Delegating Powers, and Improving Regulation and Services in the Field of Higher Education”, various provinces have proactively follow the instructions from the central government. As a result, the authority for professional title evaluations of university teachers has devolved to the universities themselves completely, allowing them to independently organize evaluations and appoint positions based on these evaluations. This marks the complete transition of the professional title evaluation for university teachers to the stage of independent evaluation by the institutions, reflecting the government's significant step in university

governance reform. It also underscores the dominant role of universities in personnel management, granting them greater autonomy in the evaluation and utilization of talent.

(2). Initial implementation of classified evaluation

The previous practice of one for all evaluation standard has been significantly improved. Most universities have gradually implemented categorized evaluations in their professional title policies, and the effect of directing and differentiating have begun to emerge. For instance, different evaluation standards are adopted considering the differences among disciplines such as natural sciences, humanities and social sciences, and arts and physical education when carrying on the professional title evaluation. Different evaluation criteria are set for various types of work and positions, establishing multiple evaluation conditions such as teaching-oriented, teaching and research-oriented, and research application-oriented. Specific conditions, standards, and indicators have been established for teachers of ideological and political theory courses and full-time instructors, with separate evaluations conducted. This has broadened the development pathways for ideological and political course teachers and full-time instructors.

(3). Noticeable progress in breaking the “Five-Only” practices

Most universities have altered the previous adverse inclination of quantity-first and other “five-only” practices. For example, requirements for paper publication based on SCI, CSSCI, and other related indicators have been eliminated, as well as using honorary titles as criteria for evaluation. The focus has shifted from rigid, quantitative metrics such as the number of papers, project levels, awards, and funding, to more multi-dimensional and diversified evaluation criteria that combine quantitative and qualitative measures. Achievements in teaching, social service, applied innovation, and artistic creation are now valued equally alongside papers and projects. Representative outcomes such as books, textbooks, teaching projects, teaching awards, artistic creations, application developments, and research awards are given the equal weight. The system of recognizing representative works and peer review is highly anticipated within universities.

(4). Returning to the core mission of teaching and education.

The importance of teaching and education is being strengthened, and the prior purpose of educational and teaching is gradually returning. Factors such as professors lecturing undergraduate courses, workload evaluations for teaching, feedback from teaching supervision, and academic contribution of the courses are gradually being incorporated into the basic criteria for professional title evaluations, serving as a multidimensional approach to assessing teaching effectiveness. There is an increased emphasis on evaluating teachers' teaching abilities, innovative teaching methods, and effectiveness in student guidance, while reducing excessive reliance on purely academic research achievements. Encouraging teachers to participate in student practical guidance activities

and enhancing the construction of professional ethics and teaching style are all approaches that align more closely with the essence of teaching and education.

3. Challenges in the Professional Title System Reform in Universities

(1) After breaking the “five-only” practice, what comes next?

After conducting specialized inspections nationwide to counter the “five-only”

phenomenon, positive results have been achieved in reversing the unreasonable orientation of education evaluation. However, the deeply rooted issue of utilitarianism in evaluation persists, and the phenomenon of scientific research deviating from academic principles remains prevalent. Nevertheless, great efforts have been made to shift the focus from weighing more on research rather than teaching, an effective method for quantifying teaching achievements hasn't be proposed yet. For instance, teaching evaluations primarily revolve around indicators such as teaching workload, student evaluations, quantity of teaching materials, and number of students guided, resulting in vague evaluations of teaching inputs and actual student development outcomes. There is a lack of qualitative and quantitative evaluation standards, leading to a subjective evaluation. Similarly, a reasonable way to reflect their true academic impact, social contributions, and knowledge innovation through their scientific research achievements have not been found yet. In that case, the establishment of a new criteria is currently the most pressing issue in the evaluation of professional titles.

(2) After implementing categorized evaluations, how to manifest differentiation?

While some universities have implemented categorized evaluations, the phenomenon of homogenization and insufficient differentiation in the specific criteria set remains prevalent. There is a lack of diversity in the evaluation criteria across different schools, which fails to reflect the distinct educational positioning and disciplinary characteristics. For instance, evaluation criteria continue to be primarily based on publications, projects, and awards, with insufficient consideration on individual's actual situation, hindering the development of individual talents. Moreover, the differentiation in accordance with the different stages of talent development is not clear, making it challenging to provide teachers with timely feedback for improvement based on evaluation results and thus hindering the achievement of the goal of promoting talent development. How to scientifically and reasonably establish categorized and hierarchical evaluation standards has become the key to enabling the professional title evaluation to play a guiding role.

(3) After implementing process evaluation, how to ensure fairness?

Process evaluation, as opposed to outcome evaluation, emphasizes the continuous observation, analysis, and feedback on individual behavior, performance, and development throughout the process. A rational evaluation approach gradually shifts from outcome evaluation to process evaluation. However, reducing prescriptive, rigid indicators and increasing more flexible indicators can increase the difficulty of evaluation. This requires adjustments and reforms to the organization and management of universities and places higher demands on the academic competence and ethics of reviewers.

(4) After being appointed with the professional title, how to ensure a sustained professional development?

The professional title is often seen as a significant milestone in a teacher's career, serving as recognition of their professional competence and teaching achievements. It is directly linked to salary and social status, providing clear motivation for teachers. However, once teachers have obtained the corresponding salary benefits after being appointed, this motivation may diminish. They may lose the drive to pursue higher goals, and professional title evaluations may become only

a stage goal in their careers, failing to effectively promote sustained professional

development. Without other forms of ongoing incentives, teachers may lose the motivation to further their development. This situation significantly affects the high-quality development of the school's teaching staff.

4. Strategies for Addressing Challenges in the Reform of the University Professional Title System

(1) Emphasizing teacher ethics and professional conduct as the top one standard

The ideological and professional conducts of teachers are crucial determinants of both the ideological and political work within universities and the sound development of students. Therefore, universities should prioritize ideological and moral qualities as the foremost requirements and primary standards in professional title evaluations. It is essential to adhere to a combination of high standards and bottom-line requirements, underline the ethical boundaries for teachers and try to avoid the macroscopic and no specific evaluation criteria in ethical evaluations. Therefore, it is necessary to establish clear, specific, and operational objectives, standards, content, subjects, and methods for evaluating ethics and professionalism to ensure visible and tangible evaluations of ethical conduct. For instance, establishing a three-tier system for ethical reviews, comprising party (here refers to Communist Party of China) branches, party committees, and the party committee's teacher affairs department, can help identify outstanding teachers with noble ethics, charismatic personalities, and scholarly demeanor. This approach ensures the practical implementation of the goal of moral education in university education evaluations.

(2) Prioritizing education and teaching as the core responsibilities

Universities shall emphasize the principle of education-oriented and teaching-centered, thus fostering an educational concept where "class teaching is the top one task, students come first, and teachers are the foundation". All teachers must undertake educational and teaching responsibilities and bear the significant duty of caring for students' sound development. The central task of talent cultivation must be implemented, with a focus on evaluating educational and teaching achievements. Guiding teachers to implement the Party's educational policies, adhere to teaching discipline, improve teaching methods, inspire student thinking, and guide cooperative and research-oriented learning. Encouraging teachers to enhance their engagement in teaching research, conduct innovative teaching practices, and explore evaluation methods that combine long-term and short-term effects of teacher development. Treating teaching quality equally with research level and social service performance. Equating teaching achievement awards, teaching competition awards, and guiding students to subject competition awards with research conditions. Emphasizing significant achievements in teaching work. Increasing the weight of teaching performance and teaching research in evaluations, mobilizing teachers' initiative and enthusiasm in teaching work, resetting the core position of teaching in teacher evaluations, stimulating teachers' dedication to education and fostering enthusiasm, and truly establishing the central position of teaching in universities.

(3) Concentrating on categorization and classification to highlight individuality

Universities should construct a diversified evaluation system that caters to the diverse characteristics of talent development, enabling teachers to perform well in

different fields and positions. This system should reflect the professional characteristics of the university and the developmental directions of the teachers, optimizing the structure of disciplines and the teaching staff. For different types and levels of teachers, scientific and reasonable classification evaluation standards should be established according to various academic fields such as philosophy and social sciences, natural sciences, arts, and sports, as well as different research types like basic research and applied research. This ensures that all teachers have ample development opportunities and multiple development goals, allowing various outstanding professionals to receive recognition of their professional titles and corresponding treatment in universities.

The conditions for professional title evaluations are established according to the development patterns of most teachers, therefore, they may be less applicable to the few with outstanding achievements but can't meet all the requirements. To address this, a "green channel" evaluation system can be established, focusing on qualitative evaluations and breaking down quantitative barriers. This approach respects the individualized and diverse characteristics of talent, blending individuality with commonality, and adopting flexible evaluation standards. Under the premise of maintaining strict quality and procedural standards, more flexible evaluation criteria should be formulated to ensure smooth career development pathways for talent, ultimately achieving the goal of utilizing diverse talents in various ways.

(4) Highlighting the value of scientific achievements based on quality-oriented policy Establishing a basic guideline for university professional title evaluation based on the requirement of high-quality performance and achievements. It is essential to learn from the drawbacks of the old evaluation methods, shift away from a focus on quantity over quality in research evaluation, thus encouraging dedicated research and long-term accumulation, and curbing short-term, profit-driven behaviors. Innovative and prominent academic achievements should be used as important criteria for evaluating teachers' research work. Taking the characteristics of different disciplines into consideration, universities shall allow various high-level forms of achievements as representative outcomes. It is also necessary to strengthen the qualitative evaluation of achievements from three dimensions: quality, contribution, and impact, highlighting recognition within the academic community. Additionally, the evaluation mechanism shall be improved to ensure fairness and justice. By establishing a system of responsibility and credibility for evaluation experts, a positive environment can be fostered, preventing under table dealing in professional title evaluations, and forming a standardized, efficient, and fair system of peer academic review.

(5) Focusing on management after appointment, stressing evaluation assessment mechanism Professional title evaluation, job appointment, and performance appraisal all together form a systematic personnel management system. When designing teacher evaluations at the top level, there needs to be a coherent design to avoid fragmentation and isolation. Professional title evaluation is periodic, whereas job appointment spans the entire career of a teacher. Focusing heavily on evaluation while neglecting appointment can lead to short-termism. Universities should independently set up professional technical positions based on their educational goals and staffing needs, determine the structure and ratio of positions, and carry out professional title evaluations in conjunction with job vacancies.

Those who obtain professional titles should be appointed to corresponding positions, using differentiated evaluation standards and cycles to achieve a dynamic management mechanism, effectively linking title evaluation and job appointment.

By setting differentiated tenure tasks, the concepts of process evaluation and developmental evaluation can be emphasized. Exploring a scientific evaluation method that combines short-term and long-term evaluations encourages long-term faculty to produce significant research outcomes. Development should be combined with rewards and penalties, with timely feedback on evaluation results. When necessary, appropriate assistance and guidance shall be provided for teachers. If evaluations are not met, universities shall ensure the implementation of “promotion and demotion” career progression policy choosing to reassign relevant teachers to other positions. Continuous

performance incentives for different types and positions should be employed to sustain teachers' innovative vitality.

By adopting differentiated evaluation standards, varying evaluation cycles, and diverse applications of evaluation results, teachers are granted ample autonomy, allowing for clear self-positioning and defined professional development directions, thereby enhancing self-recognition and a sense of accomplishment. On the other hand, universities can better strengthen the high-quality development of their faculty, balance resource allocation across various academic fields, reduce talent loss, and increase their competitiveness in attracting and retaining talent. This approach ensures an effective linkage between professional title evaluation and employment systems, genuinely providing a sense of achievement and fulfillment for those who contribute.

5. Conclusion and Future Prospects

The implementation of the “Overall Plan” holds significant importance for comprehensively implementing the Party's education policies, improving the system and mechanisms for fostering virtue and talent, and eliminating the stubborn issues related to “Five Only.” It guides the entire Party and society to establish a scientific perspective on education development, talent growth, and personnel hiring ^[6].

Universities must align with the development trends in educational evaluation and national reform policies, promoting the improvement of the professional title evaluation system. They should effectively utilize the professional title evaluation as a “baton,” fully leveraging its incentives and guiding functions. Through the implementation of the aforementioned strategies, an effective mechanism is formed to promote the mutual development of teachers and schools, effectively mobilizing the enthusiasm and creativity of university teachers. This initiative aims to overcome the challenges in university professional title system reform, establishing an evaluation system centered on talent cultivation, guided by morality, competence, and performance. It fosters an environment conducive to teachers' dedication to teaching, research, and innovation, promoting a scientific, standardized, competitive, and competence-based professional title system for university teachers, ultimately achieving high-quality educational development.

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