

GDMEPC: A Case Study in Vocational Teacher Title Reform

SU Xiaofeng

Guangdong Mechanical and Electrical Polytechnic College, Guangzhou, China

In response to the implementation of regulatory reforms and the “breaking the five onlys” evaluation reform, higher vocational colleges have begun to revamp their professional title evaluation systems. However, certain higher vocational colleges still face challenges such as an undue emphasis on research at the cost of teaching, too much emphasis on teaching and not enough emphasis on nurturing students, insufficient consideration of education and teaching performance, uniform evaluation standards, and irregular management of professional title evaluation. Guangdong Mechanical and Electrical Polytechnic College (GDMEPC) has proactively adapted to the reform requirements, upholding high-quality vocational education development as its fundamental objective. With the evaluation criteria of professional ethics, ability, performance, and contribution, the college has developed a professional title evaluation reform model that emphasizes “threshold scores to promote performance, representative achievements to reflect expertise, and differentiated evaluations to stimulate development”. This model is characterized by its timeliness, showcases the distinct qualities of higher vocational education, and reflects the level of GDMEPC. It has effectively addressed challenges and problems in the professional title evaluation process and promoted the high-quality development of higher vocational colleges.

Keywords: high-quality development, higher vocational colleges, professional title evaluation reform

Motivated by the national imperative to enhance vocational education quality, higher vocational colleges (HVCs) in China have embarked on a continuous process of streamlining administration, delegating power, and improving services (RDS) reforms (Ministry of Education, Central Committee for Comprehensively Deepening Reforms, National Development and Reform Commission, Ministry of Finance, Ministry of Human Resources and Social Security, 2017). Educational authorities have decentralized the authority for professional title evaluations to HVCs, prompting various HVCs across the country to actively engage in teacher title evaluation reforms. Recognizing the need to address imbalances such as overemphasis on research over teaching and a focus on teaching over student development, the Central Committee of the Communist Party of China and the State Council issued the “General Plan for Deepening the Reform of Education Evaluation in the New Era” (referred to as the “General Plan”) in 2020 (The Communist Party of China Central Committee and the State Council, 2020). This plan emphasizes the importance of ethical conduct and professional integrity as the primary criteria for teacher evaluation, prioritizing these aspects in teacher qualification registration, performance assessment, title evaluation, and awards and incentives. Moreover, the plan underscores the significance of educational and teaching achievements as a fundamental requirement for evaluating teachers. It also advocates for improvements in research evaluation in universities, with a focus on quality, academic contributions, societal contributions, and

SU Xiaofeng, Master degree, Senior Economist in Human Resource Management, Human Resources Department, Guangdong Mechanical and Electrical Polytechnic College, Guangzhou 510515, Guangdong, China.

support for talent development. Furthermore, the plan promotes differentiated evaluation based on discipline and position characteristics and encourages the assessment of representative achievements. The “General Plan” serves as a guiding document for the reform of teacher title evaluations in HVCs in the new era.

In response to the national drive for high-quality vocational education, GDMEPC, as part of the 2022 Educational Science Planning Project of Guangdong Province (Comprehensive Educational Reform Special Project), a comprehensive survey of 36 HVCs was conducted in Guangdong Province. This study included nine national “Double High-levels Plan”¹ construction colleges, 16 provincial “Double High-levels Plan” construction colleges, and 11 non-“Double High-levels Plan” colleges. The selected colleges are representative of HVCs in Guangdong Province and provide valuable insights into their overall status and characteristics. The survey revealed that certain HVCs continue to face significant challenges that require immediate attention during the implementation of teacher title evaluation reforms.

Current Issues in Teacher Title Evaluation in Some Higher Vocational Colleges in Guangdong

The Persistence of the “Five-Only” Phenomenon

Despite the government’s emphasis on overcoming the tendency of “only papers, only titles, only degrees, only awards, only projects” (Ministry of Human Resources and Social Security, Ministry of Education, 2020), the “Five-Only” phenomenon still persists in some higher vocational colleges in Guangdong. Project research revealed that, even after the “RDS” reform, certain HVCs continued to prioritize research over teaching, emphasize intellectual education over moral education, and neglect the characteristics of vocational education. Additionally, some colleges placed more importance on teaching than student development and emphasized scores over quality.

In practice, these HVCs continue to employ evaluation practices inherited from the past government-led approach, prioritizing research over teaching, teaching over student development, and intellectual education over moral education. Some HVCs continue to use research papers as the core indicator for teacher title promotion, placing research projects above teaching, ignoring teachers’ core responsibilities, and neglecting the real needs of vocational colleges for development and talent cultivation.

Neglect of Educational and Teaching Achievements

The “Guiding Opinions” clearly emphasize the need to:

highlight educational and teaching abilities and achievements, considering the conscientious fulfillment of educational and teaching responsibilities as the basic requirement for teacher evaluation. It also calls for an increased emphasis on teaching performance and teaching research in the evaluation process. (Ministry of Human Resources and Social Security, Ministry of Education, 2020)

The distinctive characteristics of higher vocational colleges, including their primary focus on teaching and talent development, make it essential to consider achievements that reflect the practical skills and professional teaching abilities of teachers.

¹ Double High-levels Plan is a translation of 双高计划, which is a Chinese acronym for a national initiative to build a batch of high-level vocational schools and majors with Chinese characteristics and world standards. The plan aims to create a high ground for training and innovation of technical skills, and to lead vocational education to serve national strategies, integrate into regional development, and promote industrial upgrading.

However, some higher vocational colleges in the teacher title evaluation process still overlook performance items that could demonstrate the distinct qualities of higher vocational education, neglecting teachers' educational and teaching achievements. They tend to prioritize research paper-based projects and awards as representative achievements, thus ignoring the practical contributions of teachers in education and teaching work. The research found that nearly 50% of schools did not prioritize educational and teaching achievements before the "RDS" reform.

This has led teachers to focus most of their efforts on research, lacking enthusiasm for professional development, curriculum development, and talent cultivation work, which directly affects the quality of talent cultivation and, consequently, increases difficulties in student employment, contributing to social instability.

Uniformity of Title Evaluation Standards

Title evaluation in higher vocational colleges was initially guided by the educational authorities, starting with a focus on morality and evolving to prioritize both moral and intellectual qualities, and eventually emphasizing research and teaching. These unified standards allowed the government to manage teacher title evaluations effectively while maintaining fairness and impartiality.

However, as the authority for title evaluations was decentralized to higher vocational colleges, these HVCs could have developed diversified evaluation criteria based on their individual characteristics. Unfortunately, due to differences in governance capabilities, the progress of personnel system reforms, and the limited capacity for independent evaluations, some colleges simply adopted their sister colleges' evaluation methods or used a single set of criteria for all teachers. This approach neglects the differences in abilities and achievements among various types of teachers, hindering their differentiated growth and development.

The research found that nearly 69.44% of schools had uniform evaluation standards before the "RDS" reform. The consensus among higher vocational colleges is that using a single set of criteria to evaluate all teachers is no longer feasible. Uniform evaluation standards have gradually become inadequate in addressing the differences among teachers in different types of higher vocational colleges. Ensuring substantial fairness in title evaluations has become challenging.

Limited Impact of Title Evaluation Orientation

Title evaluation plays a pivotal role in guiding the activities of higher vocational colleges. What the school evaluates, teachers tend to focus on. After the decentralization of title evaluation authority to higher vocational colleges, these HVCs had an opportunity to integrate the requirements of school-enterprise cooperation, the integration of production and education, the fusion of science and education, and talent development into their title evaluation reforms. This could have motivated teachers to actively participate in these initiatives and engage in classroom and talent development reforms.

However, some higher vocational colleges lacked systematic thinking and top-level design. They overlooked the need to promote high-quality vocational education development and engaged in title evaluation reforms without integrating these broader goals. The research found that before the "RDS" reform, nearly 50% of schools neglected the importance of educational and teaching achievements. As a result, many teachers focused their efforts on research, lacking enthusiasm for initiatives related to professional development, curriculum development, and talent cultivation. This directly impacted the quality of talent cultivation and contributed to difficulties in student employment, increasing social instability factors.

Insufficient Information Technology Support for Evaluation Work

In the past, when teacher title evaluations in higher vocational colleges were conducted by provincial educational authorities, there was typically a well-established application and evaluation system in place, making it convenient for teachers to apply and for experts to conduct evaluations. However, after the decentralization of title evaluation authority to higher vocational colleges, the level of information technology infrastructure varied among these HVCs. Approximately 22.22% of colleges used self-developed title evaluation systems, 25% utilized third-party systems, and 52.78% did not use any system for evaluations. More than half of the HVCs did not use an evaluation system, making the application, performance verification, and evaluation processes complex and burdensome for both applicants and staff. This situation posed substantial challenges and significantly affected the overall quality and efficiency of title evaluation work.

Analysis of the Current Issues in Teacher Title Evaluation Reform in Some Higher Vocational Colleges in Guangdong

Inadequate Governance Capabilities and Governance Levels in Some Higher Vocational Colleges

Prior to the “RDS” reform, teacher title evaluations in higher vocational colleges were primarily organized and conducted by higher-level education authorities, with colleges only responsible for tasks such as qualification review, document review, and recommendations (Ministry of Education, 2010). However, following the reform, higher vocational colleges are now required to organize and conduct their own evaluations, including tasks such as formulating evaluation plans, establishing evaluation committees, and performing independent evaluations. Some higher vocational colleges have long relied on government-conducted title evaluations and have a limited understanding of title evaluation policies and practices. They also lack the necessary emphasis and governing systems and capabilities to undertake independent evaluations. These shortcomings are manifested in the following aspects.

Lack of top-level design. To fully utilize the role of teacher title evaluations as a “guiding baton”, schools need to enhance top-level design at the institutional level. This involves analyzing the stage of development and the overall quality of the teaching staff, aligning important tasks for the school’s high-quality development with personnel system reforms, and incorporating characteristics specific to vocational education, such as classroom teaching, practical teaching, dual-qualified teachers, school-enterprise cooperation, integration of production and education, fusion of science and education, training and development, and international exchange, into teacher title evaluation reforms. This will fully leverage the guiding function of teacher title evaluations to encourage teachers to actively participate in various school initiatives.

Lack of supporting systems. Many problems observed in the teacher title evaluation reforms, such as neglecting educational and teaching achievements, the “Five-Only” phenomenon, and the uniformity of evaluation standards, are significantly related to the absence of comprehensive supporting systems. In some schools, quality assessment of classroom teaching is often superficial, and there is no system-based approach for how the evaluation results are used in teacher title evaluations. This has resulted in teachers not prioritizing classroom teaching. While schools may want to emphasize this aspect, the guiding function of teacher title evaluations is insufficient to drive this focus, making it appear powerless. Therefore, schools need to consider teacher title evaluation reforms comprehensively and establish various performance recognition and utilization supporting systems to provide a solid institutional foundation.

Lack of human resource support. Teacher title evaluation reforms are a systematic process that requires professional support at every stage, from designing the evaluation system to conducting the evaluations. Some human resources personnel in higher vocational colleges lack the necessary qualities and capabilities to complete the high-standard work required for designing evaluation systems or conducting independent evaluations. The research found that nearly 30% of colleges resort to collaborative evaluations or outsourced evaluations, indicating this issue. Higher vocational colleges urgently need to build a high-quality, professional team of personnel for teacher title evaluations.

Lack of technological support. The lack of development in human resources management information technology is another significant reason for the slow progress of teacher title evaluation reforms in some higher vocational colleges. These colleges have a wide range of performance categories for teachers, resulting in a substantial amount of information. Without adequate information technology support, the workload for teachers in submitting applications is excessively burdensome, and the workload for related administrative departments in the school is equally heavy. Additionally, the evaluation process remains primitive, with experts manually assessing submitted paper documents, leading to inefficiencies and dissatisfaction from multiple parties. It is necessary to improve and enhance the level of information management in teacher title evaluations.

Urgent Need for Guidance and Support From Educational Authorities for Higher Vocational Colleges

Following the “RDS” reform, not all higher vocational colleges have developed the necessary maturity to conduct independent evaluations. Due to various reasons, some colleges have not initiated independent title evaluations or have opted to conduct evaluations through alliances. The primary challenges faced by higher vocational colleges in conducting self-initiated title evaluations include the lag in establishing evaluation information systems and the inadequate development of evaluation expert teams and personnel. Although provincial educational authorities provide guidance and supervision for the title evaluation work of higher vocational colleges, there is still room for improvement in terms of guidance and support in system development and team construction.

For instance, establishing a shared expert pool by utilizing available resources in the hands of higher-level educational authorities could help resolve the issue of building expert teams. Furthermore, organizing specialized training and seminars related to title evaluations could assist higher vocational colleges in gradually building their teams of dedicated personnel and enhancing their ability to conduct independent evaluations.

Exploring Teacher Title Evaluation Reform Practices in Higher Vocational Colleges in Guangdong

In response to the issues, GDMEPC has proactively aligned with the reform requirements to deepen teacher title evaluation reform. With the guiding criteria of “professional ethics, competency, achievements, and contributions”, the college has innovated evaluation methods, improved evaluation standards, enhanced results evaluation, strengthened process evaluation, and established comprehensive evaluation. These measures aim to significantly increase the scientific, professional, and objective aspects of teacher title evaluation. By fully harnessing the directing function of teacher title evaluations, the college has explored a reform practice model that focuses on “threshold scores to promote achievements, representative results reflecting competence, and classification-based evaluation to encourage development.” This model possesses contemporary features, highlights characteristics of higher vocational education, and reflects the professional level in the mechanical and

electrical fields. It effectively promotes teachers in adhering to their educational mission, deepening professional teaching, focusing on talent development, and dedicating themselves to the intrinsic value of scientific research, rather than external elements such as papers, research projects.

Threshold Scores to Promote Achievements: Addressing the Issue of Low Teacher Motivation

To effectively eliminate the persistent issue of the “Five-Only” phenomenon, the reform practice model discards relatively single evaluation standards such as solely considering research papers or research projects. Instead, it conducts comprehensive assessments from multiple dimensions, including professional ethics, educational teaching, research, and social service. The objective is to steer teacher evaluations away from an unscientific and unreasonable orientation and encourage teachers to actively participate in all aspects of talent development, ensuring that the fundamental task of nurturing students’ moral and intellectual growth is fully realized.

GDMEPC divides teacher title evaluation performance outcomes into three major categories: “ethical conduct”, “educational teaching”, and “research and social service”. These categories are quantitatively scored, with a total of 200 points, including 30 points for “ethical conduct”, 85 points for “educational teaching”, and 85 points for “research and social service”. Each series and level of application has a specific threshold score. For instance, the threshold score for senior teachers in the teaching research series is 100 points, while it is 80 points for associate senior teachers.

To reach the threshold score, applicants need to demonstrate comprehensive development in aspects such as professional ethics, educational teaching, research, and social service, aligning with the requirements of modern vocational education for teachers. By setting threshold scores, teachers are encouraged to actively participate in various aspects of school development, including professional development, curriculum design, practical training base establishment, guiding student innovation and entrepreneurship, school-enterprise cooperation, and social service, thus showcasing the essence of vocational education.

Representative Results Reflecting Competence: Addressing the Issue of Solely Evaluating Papers and Projects

Accurately assessing teachers’ professional and technical competencies is crucial for effective teacher title evaluations. While research papers, research projects, and research funding are essential aspects of a teacher’s research capability, relying solely on these elements for evaluations is unscientific and incomplete.

GDMEPC continuously enhances teacher title evaluations by adhering to a quality-oriented approach, implementing a system for evaluating representative results, and focusing on assessing teachers’ academic contributions, social contributions, and their support for talent development. This holistic approach ensures a comprehensive and scientific evaluation of teachers’ professional and technical competencies.

When applying for mid-level titles, teachers are required to submit a minimum of three representative results. For associate senior titles, they need to submit a minimum of six representative results, and for senior titles, they should submit a minimum of 10 representative results. The introduction of a representative result evaluation system emphasizes technical innovation, invention patents, outcome commercialization, technology dissemination, standardization, decision consulting, public service, and other achievements that reflect the characteristics of vocational education.

This approach effectively eliminates the one-dimensional focus on research papers and research projects and assesses the scientific, innovative, economic, and social impact of various achievements, preventing a simplistic quantitative approach.

Key features of the representative results approach.

Holistic assessment of competencies. By evaluating a broader range of achievements, the representative results approach provides a more comprehensive assessment of teachers' overall competence.

Recognition of diverse contributions. The emphasis on technical innovation, invention patents, outcome commercialization, technology dissemination, and public service acknowledges the diverse contributions made by teachers in vocational education.

Quality-oriented evaluation. The focus on scientific, innovative, economic, and social impact ensures that evaluations are based on the quality and significance of achievements rather than mere quantity.

Outcomes of the representative results approach.

Reduced emphasis on paper quantity. Teachers are less focused on publishing a large number of papers and instead prioritize the quality and impact of their research.

Increased focus on practical applications. Teachers are motivated to conduct research that addresses industry needs and contributes to technological advancements.

Enhanced recognition of diverse contributions. Teachers are recognized for their contributions beyond traditional research, including technical innovation, technology transfer, and public service.

The implementation of a representative results evaluation system at GDMEPC has effectively addressed the issue of solely evaluating papers and projects, leading to a more comprehensive and meaningful assessment of teachers' professional and technical competencies. This model serves as a valuable example for other higher vocational colleges seeking to enhance their teacher evaluation processes and promote a culture of innovation and impact in vocational education.

Classification-Based Evaluation: Promoting Development and Addressing the Issue of Single Evaluation Standards

The reform of teacher title evaluations primarily focuses on "reform" and faces challenges in "establishing" a new evaluation mechanism. To achieve innovative evaluation methods, it is crucial to consider the professional characteristics and development patterns of teachers in higher vocational colleges. One of the most vital aspects is the implementation of classification-based evaluations, avoiding a one-size-fits-all approach.

GDMEPC categorizes teachers based on job types, professional categories, and research types, facilitating targeted assessments of different categories of teachers' competencies, achievements, and contributions. In accordance with the job responsibilities and work characteristics of teachers in various categories, teachers within the same discipline or professional field are divided into those primarily focused on teaching, those with an equal emphasis on teaching and research, and those primarily focused on research and social service. Separate evaluation criteria are established for student management and ideological and political education.

Key features of classification-based evaluation.

Targeted assessment of competencies. By categorizing teachers based on their job types and professional responsibilities, the classification-based approach ensures that evaluation criteria are aligned with the specific competencies required for each category.

Recognition of diverse contributions. The evaluation criteria consider a broader range of contributions, including teaching effectiveness, research achievements, and social service involvement, acknowledging the diverse roles of teachers in vocational education.

Distinctive development opportunities. By tailoring evaluation criteria to different teacher categories, the classification-based approach encourages teachers to focus on their strengths and pursue distinctive development pathways, promoting overall professional growth.

Outcomes of classification-based evaluation.

Enhanced teaching focus. Teachers primarily focused on teaching are encouraged to prioritize pedagogical innovation and student learning outcomes.

Balanced teaching and research. Teachers with an equal emphasis on teaching and research are motivated to excel in both areas, contributing to a balance between academic rigor and practical application.

Strengthened research and social engagement. Teachers primarily focused on research and social service are driven to conduct impactful research and engage in meaningful community initiatives.

Overall professional growth. The classification-based approach fosters a culture of continuous learning and professional development among all teachers, regardless of their primary role.

The implementation of a classification-based evaluation system at GDMEPC has effectively addressed the issue of single evaluation standards, leading to a more differentiated and equitable assessment of teachers' contributions. This model serves as a valuable example for other higher vocational colleges seeking to enhance their teacher evaluation processes and promote a culture of diversity, innovation, and excellence in vocational education.

Systematic Top-Level Design for Unleashing the Full Potential of Guidance

The reform of teacher title evaluations at GDMEPC adheres to the principle of “push and pull”, encouraging the active participation of all employees in school-enterprise cooperation and industry-education integration. Making it mandatory for teachers to lead “excellent school-enterprise cooperation projects” is a prerequisite for applying for senior teacher titles. This establishes that undertaking school-enterprise cooperation is the responsibility of every teacher.

Key features of the guidance mechanism.

Mandatory participation in school-enterprise cooperation. Requiring teachers to lead school-enterprise cooperation projects emphasizes the importance of industry engagement and ensures that all teachers contribute to this crucial aspect of vocational education.

Integration of school-enterprise cooperation performance into evaluation thresholds. Incorporating key performance indicators in school-enterprise cooperation into the threshold score for teacher title evaluations incentivizes teachers to actively participate and achieve tangible outcomes.

Recognition of school-enterprise cooperation achievements. Recognizing recognizable results from school-enterprise cooperation as criteria for teacher title evaluation performance highlights the value of industry collaboration and motivates teachers to pursue impactful projects.

Outcomes of the guidance mechanism.

Increased teacher participation in school-enterprise cooperation. The mandatory participation requirement and performance-based incentives have led to a significant increase in the number of teachers engaged in school-enterprise cooperation projects.

Enhanced industry-education integration. The focus on school-enterprise cooperation has strengthened the college's connections with industry partners, resulting in more opportunities for student internships, apprenticeships, and research collaborations.

Improved student outcomes. The integration of industry-driven projects and expertise into the curriculum has enhanced the practical skills, problem-solving abilities, and employment prospects of graduates.

Recognition and dissemination of the guidance mechanism.

National model for vocational education. The “Teacher Title Evaluation Reform Support Mechanism for School-Enterprise Cooperation” has become a model for nationwide vocational education peers.

Widespread recognition and adoption. More than 549 national sister colleges’ leaders have visited the school to learn about the development of the industry-education integration mechanism.

The systematic top-level design for unleashing the full potential of guidance implemented at GDMEPC demonstrates the effectiveness of a well-structured approach to promoting school-enterprise cooperation and industry-education integration in vocational education. This model serves as a valuable example for other higher vocational colleges seeking to enhance their teacher evaluation processes, foster stronger industry partnerships, and prepare students for success in the workforce.

Support From System Building for Addressing Challenges in Teacher Application and Management

In the wake of the “RDS” reform, GDMEPC proactively planned and integrated a teacher title evaluation module into the human resources management system. This system automatically integrates information from various sources, including academic affairs and research. It seamlessly feeds information related to teachers’ classroom teaching quality assessments, teaching workload, team achievements, talent development achievements, research achievements, and social service achievements into the teacher title evaluation module. This automation significantly simplifies administrative procedures, eases the teacher application process, streamlines departmental reviews, and facilitates expert evaluations. Consequently, the system ensures that “information travels more while teachers travel less”, thereby comprehensively enhancing the school’s management level and service quality in teacher title evaluations.

Furthermore, the school took the lead in establishing a resource pool of evaluation experts in collaboration with over 30 vocational colleges in the province. This pool encompasses experts across all majors in the four evaluation series delegated to schools. The extensive expert resources have largely met the evaluation requirements of various majors, providing a solid foundation and support for high-quality autonomous teacher title evaluations.

Key features of the system building approach.

Automated information integration. The integrated system automatically collects and consolidates relevant information from various sources, reducing the administrative burden on both teachers and staff.

Streamlined application and review processes. The automation of information flow facilitates a more efficient and streamlined application process for teachers and review process for departments.

Enhanced expert pool access. The establishment of a shared expert pool provides the college with access to a wider range of qualified evaluators, addressing the challenge of building and maintaining individual expert teams.

Outcomes of the system building approach.

Reduced administrative burden. The automated system has significantly reduced the time and effort required for administrative tasks related to teacher title evaluations, freeing up staff to focus on more strategic initiatives.

Improved application efficiency. Teachers can now submit applications more easily and efficiently, reducing the time and effort required on their part.

Enhanced review effectiveness. Departmental review committees can access and review relevant information more readily, enabling more informed and timely decisions.

Access to high-quality evaluations. The expert pool ensures that teacher title evaluations are conducted by qualified and experienced individuals, maintaining the integrity and credibility of the process.

The system building approach implemented at GDMEPC demonstrates the effectiveness of leveraging technology to enhance the efficiency, effectiveness, and quality of teacher title evaluations. This model serves as a valuable example for other higher vocational colleges seeking to optimize their evaluation processes and ensure that their teacher title evaluations are conducted in a transparent, fair, and rigorous manner.

General Discussion and Conclusion

General Secretary Xi Jinping has emphasized the crucial role of effectively utilizing the “baton” of talent evaluation to provide a broader platform for individuals to showcase their abilities and talents. In alignment with this directive, GDMEPC has diligently utilized the delegated evaluation authority to foster moral character and nurture talents, adhering to professional ethics, competencies, achievements, and contributions as the guiding criteria for teacher title evaluations. By implementing innovative strategies such as threshold scores, representative results evaluations, and classification-based evaluations, the college has fully leveraged the guiding function of teacher title evaluations, establishing a scientific, standardized, and competitive evaluation mechanism. This approach has resulted in a model for teacher title evaluation reform in higher vocational colleges, known as the “Mechanical and Electrical Paradigm”.

The implementation of the reform has effectively stimulated teachers’ internal motivation and innovation, unleashing their proactiveness and enthusiasm in participating in school education, talent development, and social service. Teachers’ sense of achievement and accomplishment has consistently grown, contributing to the school’s leapfrog development. The school’s recognition as a National High-Quality Higher Vocational College and a National “Double High-levels Plan” Project Construction Unit serves as a testament to the success of its teacher title evaluation reform.

Key Contributions of the Mechanical and Electrical Paradigm

Emphasis on comprehensive competencies. The focus on professional ethics, competencies, achievements, and contributions ensures that teacher evaluations are based on a holistic assessment of their professional development.

Promotion of diverse contributions. The recognition of representative results and the implementation of classification-based evaluations encourage teachers to contribute beyond traditional research metrics, emphasizing practical applications, industry engagement, and social service.

Enhancement of teacher motivation. The threshold score approach and the emphasis on representative results motivate teachers to actively participate in various aspects of school development, leading to increased innovation and a stronger sense of accomplishment.

Implications for Teacher Title Evaluation Reform in Higher Vocational Colleges

Adopting a comprehensive evaluation approach. Higher vocational colleges should move away from a singular focus on research output and adopt a comprehensive evaluation approach that considers various aspects

of teacher performance, including teaching effectiveness, research achievements, industry engagement, and social contributions.

Promoting diverse contributions. Evaluation criteria should be designed to recognize and reward a broader range of contributions, including technical innovation, invention patents, outcome commercialization, technology dissemination, standardization, decision consulting, public service, and other achievements that reflect the characteristics of vocational education.

Enhancing teacher motivation. Evaluation mechanisms should be designed to motivate teachers to actively participate in various aspects of school development, fostering a culture of innovation, engagement, and continuous professional growth.

The GDMEPC provides a valuable example for other higher vocational colleges seeking to enhance their teacher title evaluation processes and promote a culture of excellence in vocational education. By adopting a comprehensive, competency-based approach that recognizes diverse contributions and motivates teacher engagement, higher vocational colleges can effectively promote high-quality teaching, talent development, and scientific research, contributing to the overall success of vocational education in China.

References

- Ministry of Education, Central Committee for Comprehensively Deepening Reforms, National Development and Reform Commission, Ministry of Finance, Ministry of Human Resources and Social Security. (2017). Opinions on deepening the reform of delegating powers, combining regulation with service, and improving services in the field of higher education (教政法[2017]7号).
- Ministry of Education. (2010). Provisional regulations on the position of teachers in higher education [EB/OL]. Retrieved from http://www.moe.edu.cn/s78/A04/s7051/t7051_180698.html.2010-01-29
- Ministry of Human Resources and Social Security, Ministry of Education. (2020). Guidance on deepening the reform of the teacher title system in higher education (人社部发[2020]100号).
- The Communist Party of China Central Committee and the State Council. (2020). Overall plan for deepening education evaluation reform in the new era [EB/OL]. Retrieved from http://www.gov.cn/zhengce/2020-10/13/content_5551032.htm.2020-10-13