

# *Evaluation System Construction of University Teachers' Professional Ethics*

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**Abstract**—Through the analysis of the domestic status of university teachers' professional ethics evaluation in current years, it is not difficult to find that the importance of construction of teachers' professional ethics in colleges and universities, however, there is not a systematically constructed professional ethics evaluation system in our country at present stage and less attention to ethics evaluation system is paid from the macroscopic level, instead, the perspective of current research mainly focuses on the indicators of evaluation, which is the most important cause leading to the deficiency in teachers' professional ethics construction. Therefore, it is necessary to conduct further research to construct the evaluation system of university teachers' professional ethics. This paper begins with the change of standard and regulation on university teachers' professional ethics since the reform and opening up, on basis of which the professional characteristics of teachers in colleges and universities are analyzed, and the current problems and the reasons of ethics evaluation system in our country are further discussed. At last, this paper puts forward to suggestions and countermeasures in order to set up a scientific evaluation system for the university teachers' professional ethics.

**Keywords**—university teachers; professional ethics; evaluation system

## I. INTRODUCTION

In December 2011, the ministry of education and the union joint mandate of the national committee of Beijing issued a Higher School Teachers' Professional Ethics. The file points out that under the condition of market economy, there are still some problems to be solved in colleges and universities teachers. Some teachers' sense of responsibility is weak and consciousness of teaching is faint; some teachers have a less rigorous attitude of scholarship and impetuous style of study and seek quick success and instant benefits; some teachers are not strict with teaching, have an ill-formed statements and actions and fail to be a model of virtue for others; and some teachers even have bad ethics and academic misconduct, which has seriously damaged teachers' professional reputation. The existence of these problems, although it is not mainstream, must be attached to great importance and solved by concrete measures. The cause of the above mentioned problems are diversified. For one thing, the society and teachers have a vague definition to teachers professional ethics; For another, the lack of

management in institutions of higher learning and the influence of negative social atmosphere are also potential causes. The promulgation of Higher School Teachers' Professional Ethics reflects the high necessity to improve teachers' professional ethics on the one hand, on the other hand, it puts forward the basic requirements to higher school teachers, which provides a possibility to further researching evaluation system construction on teachers' professional ethics.

## II. CURRENT SITUATION OF EVALUATION SYSTEM CONSTRUCTION ON UNIVERSITY TEACHERS' PROFESSIONAL ETHICS

### A. *The Development of Teachers' Professional Ethics Evaluation*

Evaluation of teachers' professional ethics is namely teacher's ethics evaluation, which refers to the comment, measurement and judgment on teachers' professional conduct on the basis of certain moral principles and ethics. The college teachers should be evaluated mainly based on the social requirements for higher school teachers' professional ethics. Under the guidance of ethical principles and norms formulated by teacher's law, higher education law and education departments clear the basic code of ethics for teachers in colleges and universities. Since the reform and opening up, the teachers' ethics evaluation system, connotation and evaluation standard are also constantly changing with the progress of the society and the development of times. The following is a simple combing of the development of teachers' ethics evaluation.

In April 1978, the national education conference was held, in which the education purpose taking class struggle of cultural revolution as the guiding principle was neglected and abandoned and the realization of the modernization is established as the main goal of education. In 1979, The Interim Provisions of Higher School Teachers' Responsibilities and Assessment were issued by the ministry of education and prescribed the appraisal content as three aspects, including political performance, professional level and work performance<sup>[1]</sup>. In 1986, proposed regulations of colleges and universities teachers' position were promulgated, which clearly regulated the basic exemplary function, qualifications, appointment and

appointed content of colleges and universities teachers' position and can be regarded as a preliminary and sound system on teachers' position in our country, being a milestone in the history of the development of teacher evaluation in our country.

In 1999, the ministry of education issued Opinions about Strengthening the Construction of Colleges and Universities Teachers in the New Period, which pointed out to actively explore and develop scientific, effective and feasible teacher evaluation methods and index system in order to make the teacher appraisal work institutionalized, standardized and scientific. In 2002, the personnel department of the state council issued Opinions about Personnel Recruitment System in Public Institutions, which further clarified the personnel employment system of colleges and universities and put forward with a complete set of evaluation system on basis of the recruitment system. In 2005 the ministry of education issued Opinions on Further Strengthening and Improving Construction of Teachers' Ethics, which proposed to build system of ethics appraisal and take ethics performance as an important basis of teachers' annual appraisal, position employment, training, assessment and reward and so on. In 2011, the ministry of education issued Higher School Teachers' Professional Ethics and proposed to improve and perfect the ethics review and establish the ethics evaluation archives.<sup>[2]</sup>

#### *B. Existing Problems of Ethics Evaluation System at Present Stage*

##### *1) Focus on the social evaluation*

For a long time, the university teachers' professional ethics evaluation mainly adopts the method of social evaluation and ignores self-assessment from individual perspective. At the same time, in social evaluation, the assessment organized by school plays a dominant role. Social public opinion and traditional custom have a limited influence on teachers' evaluation. In this evaluation mode, teachers' passive acceptance and objective indoctrination of the professional ethics make teachers form a inimical emotion on professional ethics evaluation. What's worse, the one-sided professional ethics evaluation system also affect the realization ethical evaluation goal.

##### *2) Lack of systemic evaluation system*

Universities, according to Law of Teachers and Higher Education Law and other laws and regulations, take the scattered requirements in the claim to the ethics as ethical evaluation standard of the school. These requirements, mainly focusing on teaching and relationship adjustment between teachers and students, hardly refer to the teachers' academic ethics.

##### *3) Inaccurate evaluation content*

Teacher evaluation puts emphasis on teaching and scientific research achievement evaluation and lacks of evaluation content about "ethics". The theoretical description and relatively fuzzy concept also make evaluation of teachers' ethics become subjective. For example, descriptions "stick to the four cardinal principles, fully implement the party's education policy" and

"consciously abide by the school laws and regulations" are vague and meaningless. In addition, the current evaluation of teachers' ethics mainly reflects the teachers' ethics objective behavior and puts too much emphasis on teaching work and scientific research work, which cannot evaluate the teachers' internal performance of teachers' professional ethics.

#### *4) Inflexible Evaluation Methods and Results*

Quantitative indicators of teachers' ethics evaluation content are less, so the evaluation of teachers' ethics mainly adopts the method of qualitative evaluation. Practical education activities of teachers usually go against the specific ethics. The single evaluation method is also a problem, which can be seen from some university teachers assessment methods—just relying on "one ticket veto" in the process of ethics evaluation and becoming a mere formality.

### III. CAUSE ANALYSIS OF THE PROBLEMS IN ETHICS EVALUATION SYSTEM

#### *A. On Ideological Level*

Influenced by negative factors of market economy, teacher's ethics is ignored in the actual work environment. From the macro environment perspective, the social atmosphere to be anxious to achieve quick success and get instant benefits lays the breeding ground for the individual material hedonism. From micro environment perspective, internal working environment at school has a low requirements of ethics, instead, more attention is paid to the teaching scientific research ability in colleges and universities, which neglects of teachers' ethics education and evaluation. From the teachers' personal perspective, teachers lack the pursuit of noble moral goals and use law as the lowest standard of morality.<sup>[3]</sup>

#### *B. On Institution Level*

The current system lacks of clear standard to regulate and evaluate teacher ethics in colleges and universities, which is another important cause of the ethics problems. First, the defects of the system of ethics education. Ethics education in colleges and universities mostly stays on the propaganda without real and effective measures. Second, the defects of the system of faculty performance. Teachers' performance appraisal system design attaches great importance to the teaching work and scientific research achievements but despises the teachers' professional ethics.

#### *C. On Operational Level*

On the one hand, the evaluation system lacks of operability. The existing ethics standard or system is general and fuzzy relatively. As a result, ethics evaluation becomes "surface" project. On the other hand, subject reliability to evaluate is not clear enough. Ethics evaluation involves all aspects of teaching, scientific research and social practice, but the organization of personnel evaluation department in colleges and universities involves education, science and

technology, graduate student management, student work and other functional departments.

#### IV. CONSTRUCTION OF EVALUATION SYSTEM AND SCIENTIFIC OPERATION

Higher school teachers' professional ethics evaluation system is on the premise improvement of professional ethics system, which must be based on a scientific and reasonable evaluation system. If it doesn't adapt to the social and economic development and conform to the law of higher education and growth regularity condition of students, university teachers' professional ethics evaluation will lose the most important social basis.

Teachers in university should not only love and be loyal to higher education, but also stick to the general ethics principle of higher education.<sup>[4]</sup> So, the teachers' ethics standard system should include teaching, scientific research and social service. Based on the three aspects of content, evaluation of university teachers' ethics should be refined as primary, secondary and tertiary indicators.

Due to the teacher's ethics evaluation standard system cannot be unalterable, this paper only from the perspective of the primary index discusses the main specification indexes which should be included in ethics evaluation. The following is a list indicators of ethics evaluation system.

TABLE I. PRIMARY INDICATORS OF ETHICS EVALUATION SYSTEM

Title	Indicator	primary indicators
Evaluation system of teachers' professional ethics in universities	Professional ethics in teaching activities	cherish posts and devote wholeheartedly to work
		Heart tied to students
		Impart knowledge and educate students
	Ethics in scientific research	Aspire after truth
		Bring forth new ideas and keep forging ahead
		Unite and cooperate
	Ethics in social services	Realize social responsibility
		Present with all respect
		be a model of virtue for students

In addition, to establish a reasonable evaluation system can play a role when a scientific operation mechanism is built. If there's not a good operation mechanism as the guarantee, evaluation system may be on the shelf. In addition, to set up scientific evaluation system, a complete set of corresponding operation mechanism should be formulated so as to ensure the effective implementation evaluation work. To further strengthen the construction of ethics of teachers in our school and promote teachers' professional ethics appraisal and evaluation work, our school establishes a teachers' professional moral evaluation system as follows.<sup>[5]</sup>

Contents and methods: Quantitative evaluation teachers' ideology, morality and behavior from three aspects: teachers and students, teachers and teachers, students and teachers, is

referred to in the implementation of the evaluation of teacher's ethics. In every school year, each office carries on an examination and assessment of the professional ethics of on-the-job teachers to form the evaluation of teacher career ethics archives.

Evaluation of the professional ethics of on-the-job teachers is combined with the quantitative rating of the evaluation form and quantitative scoring of questionnaire, self-evaluation and peer evaluation, quantitative analysis and qualitative analysis. Teacher's professional moral evaluation period is one school year, which is completed at the end of the first semester or second semester in principle.

Operating procedure:

1. Improve the publicity and education of evaluation. Organize teachers to learn the content of professional ethics evaluation scheme and clear the meaning, purpose, method and procedure of the evaluation of teacher career ethics, making teachers regulate their personal behaviors in accordance with the terms of the evaluation norms.

2. Set up the unit leadership group and evaluation team, construct the evaluation rules of teachers and declare the city bureau of education for the record.

3. Construct and improve the matching rules and regulations, including political learning, democratic assessment, lesson preparation, lecture attendance, homework review, and check on work attendance for the implementation of specific decomposition.

4. Make sure the preparatory work for many kinds of forms and questionnaires and personnel division of labor needed in evaluation.

5. Teachers should firstly do a self-evaluation in terms of the assessment norms and report on their teaching activities in the appropriate range. On this basis, evaluation of students, peer teachers and school is carried through according to relevant provisions.

Organization and management: the evaluation of teachers' career ethics is undertaken by the school leadership group. School is responsible for organizing the implementation and personnel division of labor needed in evaluation. Evaluation team's duty is done in accordance with the detailed rules for the implementation of specific operations, and team members should have a high political and professional quality. Assessment team, based on the just, fair and open principles, evaluate teachers' professional ethics. If there are practices of favoritism and falsification in the process of evaluation, leading group to recall the teacher's membership.

#### V. CONCLUSION

To establish a scientific and reasonable evaluation system of university teachers' professional ethics is the most important way to solve the problem of the current teachers' ethics, and is also an important measure to promote the development of teachers' personal development and school.

Ethics, as a product of history, has the characteristics of times. Construction of university teachers' ethics evaluation system must be in line with the principle of inheritance development, absorbing excellent education theory at home and abroad for reference and reflecting the development of higher education. In particular, with the rapid development of science and technology today, facing the internationalization of higher education and reform of higher education, higher education is undergoing profound changes, and presents a new challenge for university teacher's ethics construction, therefore, ethics evaluation system should also keep pace with times. Only in this way can the evaluation targets be achieved.

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