

# Analysis of the Elements of the Evaluation System of Teachers' Professional Ethics in Higher Education

Duo Xu

School of Jilin Jianzhu University, Changchun 130118, China

## Abstract

As an important component of the teaching force, the establishment of a scientific and perfect evaluation system for higher education teachers has become an important measure for building a high-quality teaching force. The evaluation indexes of higher education teachers include many aspects, but in China, the evaluation system that takes teachers' ethics as the first evaluation criterion has been established, and how to effectively highlight the first criterion of teachers' ethics in practice has become a difficulty in the evaluation and management of higher education teachers' professional ethics. Different evaluation methods are set up based on different evaluation subjects, each professional ethics component of higher education teachers is subdivided, a complete evaluation system is constructed, and an attempt is made to make an effective distinction between the definition of teachers' professional ethics and personal ethics, so as to provide help for the professional development of higher education teachers and the construction of university teaching force.

## Keywords

Higher education teachers, teachers' professional ethics, evaluation system, evaluation elements.

## 1. Introduction

In China, a professional ethics evaluation system for teachers is being constructed with "teacher ethics" as the first evaluation standard. The reform of teacher evaluation in higher education has shifted from performance evaluation to professional ethics evaluation. However, due to the great influence of the tradition of performance evaluation on colleges and universities and teachers, this top-down reform of teacher evaluation faces many difficulties, especially the effective implementation of the evaluation of teachers' professional ethics, which poses a challenge to the management and evaluation departments of colleges and universities.

Teachers' professional ethics include several core elements, such as academic standards, teaching standards, teacher-student relationship and psychological quality, etc. These evaluation elements are closely related to teachers' teaching and research activities, and it is helpful to evaluate whether teachers carry out relevant activities in accordance with the professional standards while evaluating the quantitative standards of teachers' teaching and research achievements, which will help to guide the development of teachers' careers. No matter how great the quantitative assessment achievements are in teaching and research activities, the result of violating the professional ethics of teachers is that all the achievements will be invalid, which is the "one-vote veto" for teacher ethics advocated by the state and the government in the current evaluation reform. From the viewpoint of teachers' professional development, the change in the orientation of teachers' evaluation can provide more constraints and assistance for teachers' development, and provide a high-quality teacher base for the sustainable development of higher education.

## 2. The Subject and Method of Teachers' Professional Ethics Evaluation

The diversification of the main body of the evaluation of teachers' professional ethics in higher education is both the direction of the reform of the evaluation of teachers in colleges and universities and also determined by the actual service of higher education. Under the traditional management mode, teachers' performance evaluation is mainly given by the management department. In terms of scientific research achievements, although universities have scientific research management departments to evaluate and recognize teachers' scientific research achievements, the main body of scientific research performance evaluation, which takes scientific research projects, funds in the account and thesis publication as the main assessment indexes, is actually transferred from universities to the subject approval units and thesis publication organizations. In the evaluation of scientific research performance, universities cannot directly decide the amount of teachers' scientific research results, and the evaluation standard is also defined with the administrative level of the subject approval organization. The evaluation of thesis publication is more involved by the Other institutional organizations, whether the journal is a core journal, whether the thesis is reprinted or not, these indicators related to the evaluation of the influence of the thesis are controlled by the other institutional organizations other than the journal, so the evaluation of teachers' scientific research achievements is fundamentally realized by the pluralistic main body. Teachers' academic standards, from the perspective of quantitative assessment of performance results, is also supervised by multiple subjects, but the use of these supervision results, the university management is difficult to participate directly, and in most cases, the university is not aware of the implementation of academic standards in the scientific research process.

Teaching activities is the main work of teachers, higher education teachers to carry out teaching activities, results performance can not be purely based on students' test scores and promotion rates, etc. as the assessment standard. The main body of higher education teachers' teaching achievement performance assessment is even more diversified, on the one hand, it is the carrying out of education and teaching research, from the subject project, thesis publication and achievement evaluation, etc. are carried out by education management departments and other institutional institutions outside the university, the evaluation right of education and teaching project project is directly responsible for by the education management organization of the project, the publication of teaching and research thesis is the same as the evaluation of thesis in the previous scientific research achievement, the Journals and other institutional evaluation organizations play a joint role, and they also monitor and regulate teachers' professional ethics at the same time. On the other hand, it is the development of educational activities, as the training object of the students, evaluation of teachers' teaching activities, itself in the evaluation of teaching performance, the management of colleges and universities, the teaching management department, the teaching management organization of the college, the evaluation of colleagues, etc. all have a direct impact on the teaching activities of teachers. And teachers' professional code of ethics, are under the supervision of various evaluation subjects, teachers' educational and teaching activities to comply with the professional code of ethics, for teachers in higher education, is the basic professional norms that must be adhered to.

The assessment and evaluation of higher education teachers is itself a process of participation by multiple subjects, and the evaluation of teachers' professional ethics, as an important part of the assessment and evaluation of higher education teachers, how to effectively mobilize multiple subjects and actively share the evaluation results as a reference basis for the diversified evaluation of teachers' professional ethics is a difficult point in the construction of the current evaluation system of teachers' professional ethics. On the one hand, the evaluation system of teachers' professional ethics should be highlighted and strengthened in the original teacher evaluation system, and it is not another stove, forming an antagonistic relationship with

the original teacher evaluation system; on the other hand, the norms of teachers' professional ethics are embodied in all aspects of the original teacher evaluation system, and the professional ethics are closely related to the professional activities of teachers, and it is lack of feasibility to talk about the evaluation of teachers' professional ethics purely apart from the professional activities of teachers. On the other hand, professional ethics are closely related to teachers' professional activities.

### 3. Core Indicators of Teachers' Professional Ethics Evaluation System

The evaluation of teachers' professional ethics in higher education is realized by the participation of multiple subjects, but how to apply the evaluation results centrally in the management work has become a difficult problem for teachers' management departments. Functional departments of higher education institutions have brought problems to teachers' evaluation. Research management departments, teaching management departments, teachers' personnel management departments and career development management departments belong to the same level of organization, and there is no affiliation between the management departments, but each management department holds the management and evaluation of a certain aspect of the teachers' professional activities, which brings the result of tearing or overlapping of the evaluation results of the teachers.

Teachers' professional ethics evaluation must be based on teachers' professional activities, so the core indicators of professional ethics evaluation must also be defined based on teachers' professional activities. The professional activities of teachers in higher education are closely related to the functional orientation of colleges and universities, the social functions of scientific research, talent cultivation and social service, and the professional activities of teachers are also mainly scientific research work, teaching work and social service work. In scientific research work, observing academic norms, carrying out scientific research under the constraints of national laws and regulations, and guiding students to observe scientific research norms and research ethics are the professional ethics that higher education teachers must abide by. In terms of education and teaching work, abiding by teaching norms, maintaining good teacher-student relationships, and setting good role models for students in their professional learning and growth are the professional ethics that teachers must abide by in their education and teaching activities. Teachers are not only school educators, but also a part of society, teachers' behavior not only influences students, but also has a certain role in guiding the social atmosphere, college teachers to maintain a good mental outlook, set up a good ideological character, integrity and self-discipline, is also a higher education teachers must abide by the professional ethics.

Teachers' mental health is also related to teachers' career development, affecting teachers' professional ethics. From the practical point of view of higher education teacher management, an excellent college teacher has good moral character and psychological quality at the same time, and the psychological quality of teachers has an important influence on the development of their moral character. In such a rapid development of society, the pressure of life is increasing, the psychological pressure of teachers not only from the work, all kinds of affairs in life may directly affect the psychological condition of teachers, once the psychological state of teachers change, their moral behavior may be affected. Therefore, the evaluation of teachers' professional ethics must include the assessment of psychological health as a core indicator, and for teachers' professional development, teachers with a good state of psychological health are also able to cope with all kinds of challenges and difficulties more easily.

#### 4. Difficulties in Defining Teachers' Professional Ethics Evaluation and Teachers' Private Morality

Higher education teachers as a "person in society", his behavior not only needs professional moral constraints, but also includes social morality and personal virtue and other aspects, to a certain extent, these moral constraints are overlapping, so the teacher's professional morality and personal virtue there is a difficult to define the problem. For example, for a teacher, social morality constrains him to be honest and dedicated, etc. In a general sense, not only do teachers need the qualities of honesty and dedication, but every citizen in the society should take honesty and dedication as the basic ethical norms. For teachers, honesty and dedication have special provisions in their professional activities. Honesty in scientific research means that they should abide by academic ethics and refrain from counterfeiting and plagiarism, which is a realistic embodiment of social public morality specifically applied to teachers' scientific research work. Dedication for every teacher, do a good job in every experiment, teach every class seriously, educate every student is a reflection of the dedication of the teacher's professional ethics. Relatively speaking, teachers' professional ethics is a concrete embodiment of social morality, so there is not much conflict between the evaluation of teachers' professional ethics and the evaluation of social morality, and professional ethics makes social morality more vivid, which also better reflects the professional value of teachers.

How to determine the boundaries between teachers' professional ethics and their personal private virtues has become a difficulty in evaluating teachers' professional ethics. It is mainly caused by two aspects of the problem, the first is that teachers' professional ethics and personal private virtues are concentrated in one person's behavior, and teachers, as the subjects of professional and personal behavior, make professional ethics and personal private virtues difficult to define in the definition. For example, in the handling of teacher-student relationship, students give gifts to teachers based on the emotion or private friendship between teachers and students, under the constraints of teachers' professional ethics, such behavior violates the norms of professional ethics, but from the point of view of teachers' and students' private emotions, students give gifts to teachers to express their respect or gratitude for the emotional exchanges of teachers and students, are all part of normal interpersonal communication, and the teachers, with the Teachers to professional moral norms to restrain themselves, do not accept the students' heart, but appears to be unsympathetic, resulting in teacher-student relationship between the gap and comb far. How to grasp the boundary between teachers' professional ethics and personal ethics is not only a problem for the management of teachers' professional ethics evaluation, but also very challenging for the teachers themselves.

The line between a teacher's professional and personal behavior determines the line between a teacher's professional ethics and his or her personal ethics. Can teachers' working hours be used as a boundary between teachers' professional and personal ethics? This question must be analyzed dialectically. If working hours and workplace are used as the boundary between teachers' professional ethics and personal private virtues, is it not a violation of the code of professional ethics for teachers to accept bribes from students to achieve their own personal goals during their non-working hours and non-workplace, which is obviously unreasonable. In addition, in the working time and workplace, the teacher because of professional convenience occupied the student's research results, but the teacher to the normal conduct of the work as a reason, so the results of the right to encroachment is not considered a violation of professional ethics, but become a personal private moral constraints? Obviously, for the teacher's professional moral constraints and personal private moral constraints can not be torn apart, whether from the point of view of the working time, workplace and work object, the teacher's professional moral constraints and personal private moral constraints between the boundaries of the need to analyze and discern in practice. However, this brings more grey space to the

evaluation of professional ethics, uncertainty and unqualifiable behavioral activities, so that the evaluation system of professional ethics of teachers in higher education still needs to be continuously improved.

## 5. Conclusion

The evaluation of professional ethics of higher education teachers is directly related to the school's talent cultivation orientation, whether it is professional training, or academic research, the teacher's guidance to the students is not only reflected in the professional and technical, but also more importantly, to cultivate students' good moral character, which is a more important training task than professional skills. The current evaluation system of higher education teachers, under the guidance of the state and the government, has begun to strengthen the status of professional ethics evaluation in the evaluation of teachers from the top down, but this process still requires a long period of construction, unlike the evaluation of teaching, scientific research and other performance evaluation, professional ethics evaluation is difficult to carry out in the way of quantitative assessment. Based on the reality of the diversified subjects of professional ethics evaluation of higher education teachers, we should design different evaluation methods and approaches to evaluate teachers' professional ethics in an all-round way, and make effective distinction between teachers' professional ethics and personal ethics, so as to establish a scientific and perfect system of evaluation of professional ethics of higher education teachers.

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