

Research on the Evaluation System of Professional Titles of Teachers In Higher Vocational Colleges

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Abstract

Professional titles evaluation of teachers in higher vocational college has been in use of college teachers' professional titles evaluation policy, is not conducive to fully mobilize the enthusiasm and creativity of teachers in higher vocational colleges, which restricts the title assessment of higher vocational teachers guiding role. This paper attempts to combine with the features of higher vocational education, teachers team construction requirements and starting from the cultivation of talents in Higher Vocational College, analyzes the existing problems of Higher Vocational Teachers Professional Title Evaluation, made some beneficial exploration on the reform of professional title evaluation system of teachers in higher vocational colleges, and puts forward rational countermeasures and suggestions.

Keywords

Higher Vocational Teachers, Professional Title Evaluation.

1. Introduction

As an important part of the personnel system in colleges and universities, the professional title evaluation is directly related to the vital interests of teachers. After years of development, the evaluation system of teachers' titles in colleges and universities in our country has formed a set of mature evaluation system. However, for a long time, the evaluation of professional titles of teachers in higher vocational colleges has been followed by the evaluation of professional titles of teachers in colleges and universities. This paper tries to combine the characteristics of higher vocational education, do some research and exploration of higher vocational college teachers' professional title evaluation system and evaluation mechanism, in order to highlight the characteristics of higher vocational education, innovation and breakthrough in the reform of higher vocational colleges teachers professional title evaluation system and evaluation mechanism.

2. Current situation of teachers' professional titles evaluation

There are 38 Professional Evaluation Series in our country, which is based on the different nature and characteristics of different industries. Among them, the title of the teacher is classified according to the level and type into 6 different evaluation series, and there are different evaluation criteria and methods. The title is not only a title, but also directly linked to wages, to promote the construction of teachers, arouse teachers' enthusiasm and creativity has a direct function as a baton. The reform of professional title in our country has been carried out for 20 years, and the evaluation and appointment of teachers in the past 20 years has effectively promoted the construction of teachers in Colleges and universities.

In the late 1990s, higher education appeared to meet the needs of the society, in order to cultivate the production, construction, management, service needs of the first line of high skilled personnel as the

goal of higher vocational education. Higher vocational education is a part of higher education, which belongs to the field of occupation technology education, and higher education in all aspects of the target, teaching mode, service orientation, training the quality of students are essentially different. It is unscientific and unreasonable to evaluate the professional titles of teachers in higher vocational colleges.

3. Problems existing in the evaluation of professional titles in Higher Vocational Colleges

3.1 Apply the general college Title Evaluation Policy

Higher vocational colleges in our country mostly from the national key secondary school upgraded, due to historical reasons and the actual situation of occupation education, in the title of the assessment, the state does not have a separate set of vocational college teachers professional title evaluation system, evaluation mechanism of college teachers but a reference Title Review "across the board, a ruler.". As the teaching in Higher Vocational Education and higher vocational education reflects the characteristics of the connotation of higher vocational teachers, have different requirements and college teachers, the teachers in Higher Vocational Colleges and universities professional evaluation in the same platform, no doubt, is not conducive to higher vocational college "double quality" teachers' growth and development.

3.2 Lack of targeted assessment methods

Title Evaluation includes two parts: hardware and software evaluation. The hardware examination is easy to quantify, such as foreign language titles, academic certificates, qualification certificates, scientific research workload, teaching workload, etc.. These hardware indicators easy to operate. But, just check the hardware is not enough, we should also check the software, such as professional skills and performance quality, especially in Higher Vocational Colleges for teachers with professional practice experience, scientific research promotion and application etc.. Higher vocational colleges should emphasize the job evaluation on the application of practical ability evaluation, and higher vocational teachers professional title evaluation software is too simplified precisely in the assessment, the lack of qualitative and quantitative evaluation on the practical operation and application.

3.3 Lack of normative practice evaluation system

The usual procedures for the evaluation of professional titles are: personal declaration, Department recommendation, departmental audit, discipline group evaluation, and evaluation of the professional committee. The declaration, recommendation, democratic evaluation and other links, the school is often a mere formality, go through the field. Higher vocational college teachers to declare more than senior titles need to be submitted to peer review of scientific research papers, because the evaluation criteria are not uniform, the results will inevitably be uneven. At the same time, it is not conducive to the development of higher vocational colleges to train high skilled talents with the lack of practical application of evaluation criteria and standards.

3.4 Pay more attention to scientific research theory than practical skills

At present, higher vocational colleges use the title of ordinary colleges and universities evaluation standard, only in the teaching and research performance appropriate to relax the requirements, all teachers fugaoyishang Title declaration and accreditation standards and universities alike, too much emphasis on the quantitative assessment of research papers, and the construction of teachers in Higher Vocational Colleges to practice, contrary to heavy ability, actually cannot be objective reflect the teachers' double quality teachers' ability.

In this way, higher vocational college teachers' professional title evaluation has gradually formed a serious scientific research and technical skills, emphasizing the theory and practice, emphasizing the performance of teaching.

4. Suggestions on the reform of professional title evaluation in higher vocational colleges

4.1 Formulating higher vocational teachers' professional title evaluation policy

Higher vocational education is different from general higher education, different teachers' knowledge structure, ability structure and the way of teaching and teachers in colleges and universities, the practicability and pertinence is stronger than the ordinary colleges and universities. Both the title assessment policy should also be different. Identification and management of our country qualifications in colleges and universities engaged in the theory of teachers' professional titles teaching has a more mature approach, in the title of the declaration, review, and other aspects of the employment form a reasonable management mode. The emerging field of higher vocational education belongs to higher education, the particularity of teachers has not been reflected in the evaluation of professional titles in the series, higher vocational teachers' professional titles evaluation criteria without corresponding independent, restricting the construction and development of teachers in higher vocational colleges. Aiming at the lack of teachers in higher vocational colleges in the national title series title appraisal policy, individual provinces according to the characteristics of higher vocational colleges and the development, has attempted to reform the existing vocational college teachers professional title appraisal policy, a separate set of title appraisal system of teachers in higher vocational colleges. But after all, the higher vocational college teacher evaluation policy is only for individual provinces, and in the trial stage, the vast majority of the province's higher vocational college teachers' professional titles are still used in the evaluation of college teachers. In view of this, the competent department of education administration personnel, the state should be in the absence of our higher vocational colleges reasonable professional title evaluation system and scientific evaluation system of teachers' professional titles of the reality of the situation, combined with the actual development of higher vocational education and higher vocational colleges, vocational colleges teachers title evaluation policy from the aspects of the implementation of a separate, evaluation system and the standard of evaluation, evaluation, evaluation mechanism condition, job title and management means of the implementation of the reform. Based on summarizing the current title appraisal policy, and enrich the various evaluation factors, improve the evaluation index system, the scientific development of Vocational College Teachers' professional titles evaluation unified policies and guidance, will be the focus of the titles placed to highlight the characteristics of higher vocational education, and strive to review policy oriented, with strong pertinence and practicability in order to achieve higher vocational teachers, evaluation more scientific, comprehensive and reasonable.

4.2 Formulate targeted quantitative assessment methods

According to the characteristics of higher vocational college teachers should possess application ability, technology ability, we should establish a set is different from the experimental teaching staff in Colleges and universities, teaching theory series, and is different from technical school internship positions assessment refinement, vocational teachers title series of quantitative assessment indicators to guide teachers series. Adhere to the combination of qualitative and quantitative assessment, so that the evaluation index refinement, quantitative assessment 3. Starting from the characteristics of the index system of Higher Vocational Education tailored, reflected in all aspects of teaching, practice and training, reward. To the hardware aspects of the refinement of various types of indicators, the development of a detailed quantitative assessment rules and grading assessment methods. The software requirements for detailed indicators, from two aspects of qualitative and quantitative, qualitative assessment, combined with quantitative assessment, which objectively and

comprehensively reflect the applicant's work ability and performance level. On this basis, according to the degree of difficulty of each index, specific provisions on the score, initial weights and ratings given, and supporting the development of standard for evaluation, according to the refined and index score of the index score and the weighted total score for the applicant. According to the total score ranking, determine the promotion of professional titles.

4.3 Constructing the evaluation system of teaching practice

Higher vocational colleges should combine the particularity of higher vocational education, strict professional title reporting process, standardize the evaluation system. From the declaration, recommended to the department audit, evaluation, publicity and other subject groups, each link must be in accordance with the procedures and requirements, standardized operation, escalation, and personnel from the provincial department in charge of education, the higher vocational colleges recommended materials itemized appraisal. Before the review, the provincial education and personnel administrative departments should be set up the corresponding evaluation committee of the title of teachers. Among them, the senior review committee must be made by the provincial administrative department of education according to a certain proportion of randomly selected from the expert database of candidates, submitted to the provincial administrative departments of personnel, by the provincial administrative department of personnel according to the declaration of professional, number of establishing high level committee accordingly, and according to the characteristics and requirements of disciplines consisting of a number of professional evaluation group to carry out review. The implementation of centralized academic evaluation and site operation evaluation combined, on the one hand, the academic level of higher vocational teachers from participating materials submitted to the corresponding review committee, a unified assessment by experts, in order to ensure the vocational teachers as educators should have higher education level of knowledge; on the other hand, coping skills of higher vocational teachers adopted on-site the field operation assessment, organization of industry experts, fully reflect the true level of practical skills of higher vocational teachers. On this basis, establish and improve the supervision and restraint mechanism. Before the establishment of the judges before the public library system, the jury commitment system, the jury assessment system, adhere to the jury system of random draw and review review system. Under the supervision of the society and the broad masses of teachers, we should enhance the transparency of the title assessment and ensure the objectivity and impartiality of the evaluation work.

5. Conclusion

It is unscientific and unreasonable to evaluate the professional titles of teachers in higher vocational colleges. Vocational college teachers' professional titles evaluation must according to the particularity of higher vocational education, the formulation and implementation of professional and technical titles in accordance with the rules of higher vocational education evaluation system, constructing the system of higher vocational teachers title evaluation is scientific and reasonable, fully mobilize the enthusiasm and initiative of teachers work, play the guiding role of incentive and title appraisal policy, to promote sustainable development higher vocational education.

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