

The Crisis of Professional Ethics in Colleges and Universities and the Prevention Mechanism in the Whole Process

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Abstract. The occurrence of the crisis of teachers' ethics and style in Colleges and universities has seriously damaged the reputation of the teachers in Colleges and universities. This article summarizes the cases of teachers' violation of teachers' ethics and style in Colleges and universities that have been publicly exposed on the Internet and reported on the website of the Ministry of education in the past ten years, makes a statistical analysis of the misconduct of teachers in Colleges and universities, displays various manifestations of the crisis of teachers' ethics and style from multiple dimensions, and reveals the disaster areas where the crisis of teachers' ethics and style broke out, This paper analyzes the loopholes in the prevention mechanism of the crisis of teachers' morality and style, and finally puts forward the idea of implementing the whole process and early warning evaluation mechanism.

Keywords: colleges and universities; professional ethics; statistical analysis; the whole process; early warning evaluation

1. Introduction

Teachers are the main body of education, teaching and scientific research activities in any university, which determines that the construction of teachers must be the basic link in the construction of colleges and universities. In January 2022, the Ministry of Education, the Ministry of Finance and the National Development and Reform Commission jointly issued a number of opinions on deepening the construction of "Double First-Class"[1]. The opinions focused on the supply of talents and proposed the question of who to train. The talents to be trained in colleges and universities should not only have a solid theoretical foundation, innovative thinking ability, but also have noble moral sentiments and ideal personality conduct.

In 2018, China clearly put forward that "professional ethics should be the first standard to evaluate the quality of teachers"[2]. In fact, as early as 2011, the Ministry of Education issued the Code of Professional Ethics for College Teachers; in 2014, the Opinions on Establishing and Improving the Long-term Mechanism for the Construction of Professional Ethics in Colleges and Universities; in 2018, the Ten Guidelines for the Professional Behavior of College and University Teachers in the New Era and the Guiding Opinions on the Handling of Misconduct in Professional Ethics of College and University Teachers were issued. The Ministry of Education and seven other ministries and commissions jointly issued the Notice on Strengthening and Improving the Construction of Professional Ethics in the New Era in 2019[3].

In the face of such clear policy red lines and high pressure punishment, why can't we put an end to such immoral words and deeds of college teachers? This requires education authorities, college administrators and academia to carry out more detailed analysis and more in-depth thinking to find out the shortcomings and gaps in the management of colleges and universities.

2. Statistical Analysis and Problem Manifestation of Professional Ethics Crisis

2.1 Data - based Indicator Setting and Statistics

In the 9 years from the beginning of 2013 to May 2022, combined with searchable typical cases of professional ethics violations exposed online and reported on the website of the Ministry of

Education, a total of 93 cases of violations of the Ten Codes of Professional Conduct for College Teachers in the New Era were not completely summarized.

The 93 cases were categorised according to the different characteristics of the language and behaviour that violated professional ethics and the specific scope of business in which they occurred, and were broadly grouped into 11 indicators of speech and behaviour, namely classroom speech, teaching work, research and scholarship, student training and management, recruitment and admission, teacher-student relations, misuse of position, online speech, bad information, family ethics and part-time social work.

Further, depending on the time and space in which they occur, the 11 indicators are divided into 7 internal and 4 external misconduct indicators. Based on the categorisation and division of these indicators above, the following statistical analysis and discussion of the available data is carried out in two dimensions, temporal and spatial, respectively. Based on the timing of data acquisition, the time span for which statistical analysis can be clearly known and reasonably inferred is collated and summarised below, roughly starting from 2013 to May 2022, a total of nine years. The panel data for the temporal dimension of the frequency of misconduct in words and actions of university teachers and the spatial dimension of the scope of operations are then summarised according to 11 indicators to obtain the data, as shown in Figure 1.

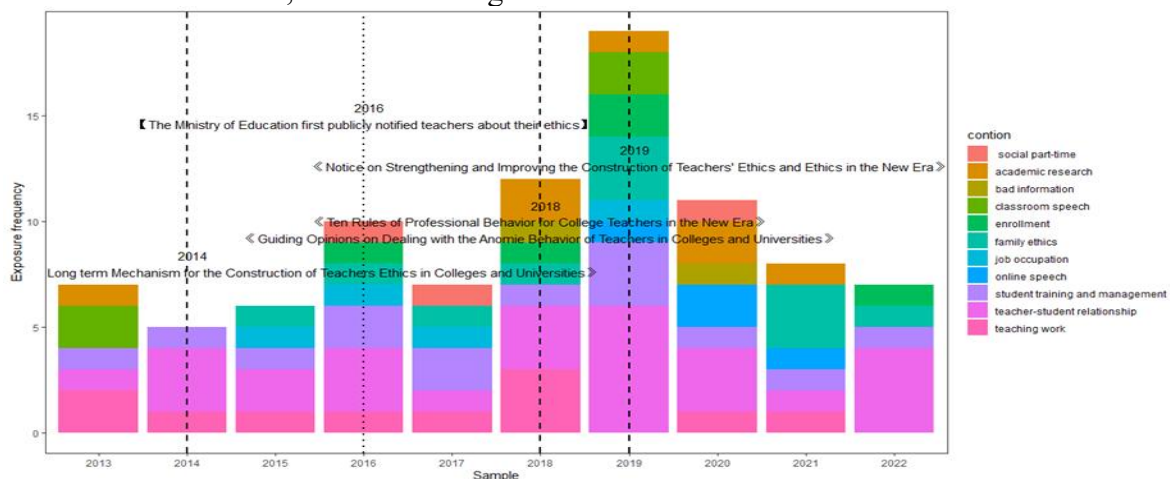


Fig. 1 Temporal and Spatial Distribution of Frequency of College Teachers' Misconduct

It is easy to see from Table 1 and Figure 1 that, as it evolves over time, there are several characteristics of the occurrence of breaches of basic HE teaching ethics requirements by HE teachers from 2013 to 2022, as follows.

(1) The frequency of ethical crises in general shows a trend of "high and lows". The frequency of professional ethics crises has been decreasing, especially since 2019, when seven ministries and commissions, including the Ministry of Education, jointly issued the Circular on Strengthening and Improving Professional Ethics in the New Era, reflecting the deterrent effect of the policy of "seven ministries and commissions jointly issued". This is another indication of the difficulty of building professional ethics among university teachers.

(2) The frequency of professional ethics crises is characterized by a "phase" and a "time lag" in policy. It is evident from Figure 1 that prior to 2016, the overall number of professional ethics crises exposed was less than the number of exposures in 2016 and all subsequent years. This reflects the 'social demonstration effect' of the Ministry of Education's public exposure of ethical issues, which encourages victims of ethical issues to report them publicly. The chart above also shows the 'time lag' characteristic of the policy.

2.2 Analysis of business areas where incidents of professional ethics crisis occurred

The following summarises the relevant data according to the different business areas in which the incidents occurred, forming the statistical frequency table in Table 1.

Table 1. Distribution of misconduct business scope of college teachers

Spatial indicators	Serial number	Indicators of speech and behaviour	Frequency	Percentage
Misbehaviour in School	1	Classroom talk	4	4.30%
	2	Teaching Activities	12	12.90%
	3	Researching Academic	7	7.53%
	4	Student Training and Management	15	16.13%
	5	Admissions	5	5.38%
	6	Teacher-Student Relationship	27	29.03%
	7	Job Occupation	4	4.30%
Misbehaviour outside School	8	Online Remarks	4	4.30%
	9	Adverse Information	2	2.15%
	10	Family Ethics	11	11.83%
	11	Social part-time work	3	3.23%
Total	/	/	93	100%

In order to explore the characteristics and distribution of professional ethical crises in universities more visually, a three-dimensional pie chart is given below.

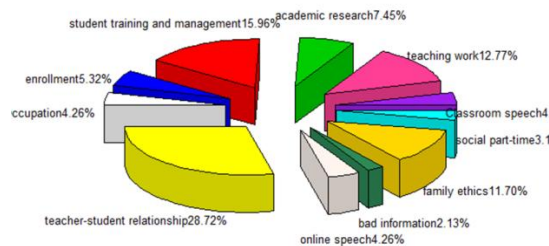
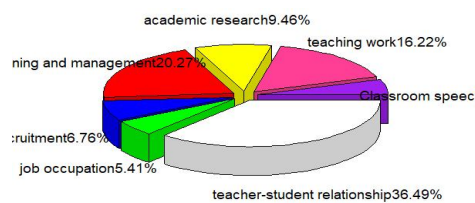


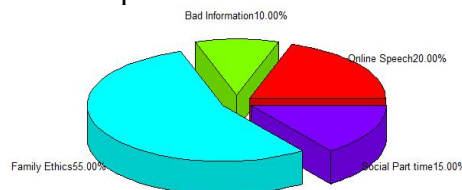
Fig. 2 Business Scope Distribution of College Teachers' Misconduct

From the statistical analysis in Figure 2, it is easy to see that the top four in the range of business spaces in which ethical issues arise in universities are: 28.72% for teacher-student relations, 15.96% for student training and management, 12.77% for teaching activities and 11.70% for family ethics.

In order to examine more clearly the spatial extent of the occurrence of verbal misconduct, the data was further split into two ranges, on-campus and off-campus, as shown in Figure 3.



(a)The business scope distribution of misconduct in school



(b)The business scope distribution of misconduct outside school

Fig. 3 Business scope distribution of misconduct of university teacher

As can be easily seen from the graph above, the high areas of incidence of misconduct in speech and behaviour of university teachers within the school were 36.49% for teacher-student relationships and 20.27% for student discipline, followed by 16.22% for teaching activities and 9.46% for research and scholarship. Off-campus, the areas associated with the occurrence of misconduct by university teachers were family ethics 55% and online discourse 20%.

2.3 Pinpointing the areas most affected by incidents of professional ethics crisis

Through the above statistical analysis, we can have a more precise understanding of the professional ethics problems in universities. The statistical analysis reveals that the hardest hit areas in terms of the occurrence of professional ethics crises are distributed in the following three categories.

The first category, inappropriate teacher-student relationships. This category is the hardest hit by incidents leading to a crisis of professional ethics. The most egregious form of inappropriate relationships between teachers and students is the indecent assault and sexual harassment of students by teachers. The teacher-student relationship is not only a relationship of friendship and collegiality in the broad sense, but also a relationship of education and education, management and management. It is this specificity that leads to a natural inequality in the teacher-student relationship, and it is precisely this inequality that often leads to phenomena that are contrary to justice and professional ethics[4].

The second category, misconduct in word and deed in the training and management of students. This category is also a major category of problems that is much criticised by students. Some teachers do not reflect the quality and behaviour of an educator in the process of teaching and training students, treating students with indifference and even discriminating against them, causing psychological harm to students. In the areas of examinations and admissions, there have been major irregularities and incidents of responsibility on the part of individual teachers.

The third category, words and actions that occur in teaching activities that are contrary to the professional ethics of teachers. Among the typical cases of professional ethics violations on campus that have been published, this category is the third ranked problem of teachers' misconduct in word and deed. It manifests itself specifically as, firstly, perfunctory classroom teaching activities, lack of seriousness in lesson preparation, reading from a book, perfunctory guidance of essays, irresponsible guidance of experiments and practice, etc., leading to intellectual errors in lectures, failure to meet requirements for guidance of essays, etc.; secondly, publishing wrong comments unrelated to the curriculum, promoting wrong views of history, misleading students, etc.

By revealing that these three types of professional ethical crises occur in the hardest hit areas, it reflects that some university teachers lack a sense of professional sanctity and see the work they do as merely a profession and a means of making a living. Lack of sense of responsibility towards students. The phenomenon that some university teachers and students have a lack of ethics and morality and a weakened identification with mainstream ideology[5].

3. Grid-based multi-subject whole process evaluation model

There should be diversity in the evaluation subjects[6]. Most universities usually choose an evaluation team formed by multiple subjects such as school leaders, teaching supervisors, faculty administrators, experts in related fields, colleagues in the faculty, and students taught by them[7,8]. Based on the whole-process evaluation idea proposed above, the evaluation subjects are selected according to the evaluation contents of different evaluation stages using a grid of multiple subjects with vertical and horizontal crossover as shown in Table 2 below.

Table 2. Multiple Evaluation Subject and Whole Process Evaluation

Evaluation Subject	Evaluation Process		
	Teacher Selection	Pre-induction Training	On-the-job Assessment (dynamic)
School leaders	√	√	
Personnel department	√	√	
Party propaganda		√	
Teaching supervision			√
College management	√		√
College colleagues			√
Students taught			√
Psychological experts	√		√
The teacher being assessed	√	√	√

The teacher selection stage is mainly undertaken by the personnel department, with the school leadership and the administrators of the faculty to which the candidate is recruited participating in the conversation and inviting relevant psychologists to conduct a mental health test[9]. Through this stage of the evaluation, it is possible to keep a good eye on the entrance and to turn away, as far as possible, candidates with obvious professional ethical problems.

The pre-service training stage is mainly conducted by the personnel department in conjunction with the propaganda department in terms of ideology, politics and ideology, and national education policies[10]. The school leader in charge will take the lead in conducting relevant centralised training and assessment on professional ethics, and seriously propose the red line bottom line as a code of conduct for university teachers.

The in-service assessment phase involves the full participation of teaching supervisors, faculty management, colleagues in the faculty, students taught, and psychologists to assess the teacher from multiple perspectives and give a comprehensive evaluation. The in-service assessment phase requires a regular, process-based, dynamic evaluation[11].

Practice has proved that the existing annual summary type of evaluation model is very unsuitable for the evaluation of professional ethics, and this evaluation mechanism is not effective in solving the sudden exposure of professional ethics crisis events, because professional ethics belongs more to the individual behaviour pattern throughout the daily education and teaching work, and the evaluation of professional ethics should not aim at discovering crisis events, but at preventing the occurrence of crisis events[12]. Therefore, the evaluation of professional ethics should adopt a multi-subject, dynamic early warning type of whole process evaluation mechanism.

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