

Hunan Institute of Engineering's Faculty Development During the 14th Five-Year Plan Period

The 14th Five-Year Plan period marks a critical phase for accelerating China's strategic deployment of educational modernization, deepening comprehensive reforms in higher education, and achieving the high-quality development of the sector. For the university, this period also marks a decisive stage to advance its institutional reforms, implementing the "Double First-Class" initiative, and fulfilling its strategic goal of becoming a high-level applied university. Standing at this pivotal historical juncture of continuity and innovation, the university has formulated this faculty development plan with the specific aim of strengthening the institution through talent cultivation.

I. Summary of Achievements in Construction and Development During the 13th Five-Year Plan Period

(1) Major Achievements and Experiences

a. Talent Recruitment

Through strategic adjustments to its recruitment policies, increased investment in faculty development, and optimized recruitment procedures, the university achieved significant growth in its academic staff. The number of full-time faculty members increased from 763 to 1,083 — a net gain of 320, representing a 41.9% increase. The proportion of full-time faculty holding a master's degrees or above rose from 581 to 927, accounting for 85.6% of the total. Additionally, the university successfully recruited six renowned scholars through flexible employment mechanisms, including one academician.

b. Faculty Development

The university has established a comprehensive faculty development platform, implementing a range of systematic initiatives such as pre-service training, a mentoring system characterized by the principles of "passing on knowledge, assisting growth, and leading by example," and structured development programs for mid-career faculty. These programs include academic exchanges, advanced studies, industry-based engineering training, and ongoing professional development. During the 13th Five-Year Plan period, the university achieved notable accomplishments in this area: one faculty member was awarded the title of Furong Distinguished Teacher

of Hunan Province; one was recognized as a Hunan Provincial Outstanding Teacher; three were selected for the second-tier and another three for the third-tier of Hunan Province's New Century 121 Talent Project; twenty faculty members were designated as Hunan Provincial Young Academic Leaders; twelve were recognized as the university's Top 100 Academic Leaders. Additionally, over 280 mid-career faculty members were sent for domestic or international academic exchanges, advanced studies, degree programs, or industry-based engineering training. A further 389 person-times participated in continuing education programs organized by the university.

c. Optimization of Faculty Composition

The university made continuous progress in optimizing faculty composition through strengthened talent recruitment and professional development initiatives:

i) Growth in Senior Faculty Ranks

During the 13th Five-Year Plan period, the number of faculty members holding senior professional titles increased from 350 to 403, representing a net gain of 53 individuals (a 15.1% increase). Faculty with senior titles now account for 37.2% of the total full-time faculty.

ii) Significant Increase in Doctoral Degree Holders

By adopting a dual strategy of external recruitment and internal cultivation, the university consistently enhanced the academic qualifications of its faculty. The number of full-time faculty members holding doctoral degrees grew from 133 to 284 — an increase of 151 individuals, or 113.5%. The proportion of doctoral degree holders among the full-time faculty rose from 17.4% to 26.2%.

iii) Enhanced Diversity of Academic Backgrounds

Through strategic initiatives such as targeted recruitment and academic exchange programs with leading domestic and international institutions, the university significantly improved the diversity of academic backgrounds. Currently, 37.7% of the faculty obtained their highest degrees from institutions outside Hunan Province, and the proportion of faculty with overseas study or research experience has shown steady annual growth.

iv) Emergence of High-Caliber Talent

Over the same period, the university successfully cultivated 25 high-level talents at the provincial or ministerial level, including:

- 1 expert receiving the State Council Special Allowance

3 experts receiving the Provincial Government Special Allowance
 1 scholar selected for the Hunan Provincial “Hundred Talents Program”
 1 scholar included in the Hunan Provincial “Hundred Talents Project”
 3 young scholars supported by the Hunan Provincial High-Level Talent Program
 (Young Talents Category)
 1 recipient of the Hunan Provincial Excellent Youth Science Foundation
 1 recipient of the Hunan Provincial Excellent Youth Science Foundation
 1 faculty member awarded the title of Hunan Furong Distinguished Teacher
 2 participants in the Hunan Provincial Talent Aggregation Program
 1 expert appointed to the First Batch of Hunan Provincial Theoretical Learning
 Service System Experts

In addition, 39 high-level talents at the municipal level were newly recognized.

d. Institutional Mechanisms

During the 13th Five-Year Plan period, the university established the Party Committee Teacher Affairs Department, the Faculty Development Center, and the Talent Office, and set up two dedicated leadership groups: one for the Development of Teacher Ethics and Professional Conduct, and another for Talent Development.

The university was also granted full-level evaluation authority for professional titles in both the university teaching and experimental technology series. To support these developments, a comprehensive system of policies and management regulations was introduced to enhance faculty development and ensure institutional support. These efforts collectively contributed to a more robust and well-structured faculty development mechanism (see table below).

Key Policies and Regulations Issued During the 13th Five-Year Plan Period

No.	Title of Policy/Regulation
1	Regulations of the Faculty Building Committee of Hunan Institute of Engineering
2	Flexible Employment and Management Mechanisms for High-Level Talents of Hunan Institute of Engineering
3	Negative List System for Faculty Ethics and Conduct of Hunan Institute of Engineering

4	Opinions on Strengthening and Improving the Development of Faculty Ethics and Conduct at Hunan Institute of Engineering
5	Evaluation Plan for Professional Titles in the University Teacher Series and Experimental Technology Series (Revised)
6	Provisional Regulations on Doctoral Studies for Teachers at Hunan Institute of Engineering
7	Implementation Measures for Teacher Qualification Certification at Hunan Institute of Engineering (Trial)
8	Management Measures for Continuing Education of Faculty and Staff at Hunan Institute of Engineering
9	Personnel File Management Measures of Hunan Institute of Engineering (Trial)
10	Selection Method for the “Thirty Years of Teaching Experience” Dedication Award at Hunan Institute of Engineering

(2) Main Problems and Deficiencies

a. Insufficient Faculty Numbers

Despite notable progress, the university continues to face a significant shortfall in full-time faculty, especially in key areas such as senior professional titles and doctoral degree holders. The number of provincial-level academic leaders, young academic backbone faculty, and high-level leading talents remains below the targets set during the 13th Five-Year Plan period.

Moreover, with approximately 160 technical professionals expected to retire within the next five years, ensuring a sustainable and timely replenishment of faculty members remains a critical challenge for the university’s continued development.

b. Suboptimal Faculty Quality

The university currently lacks disciplinary leaders with significant academic influence, distinguished teachers, and high-level, highly skilled talents. In addition, the number of faculty members who have received provincial-level research awards, possess industry or enterprise work experience, or qualify as “dual-qualified” faculty — those with both academic credentials and practical professional skills — remains insufficient. These shortcomings present substantial challenges in fulfilling the university’s objectives for applied talent cultivation and meeting the requirements of a

practice-oriented education system.

c. Imbalanced Faculty Structure

The faculty structure remains imbalanced in several key aspects. These include uneven development across disciplines and academic programs, an irrational age and title distribution, and limited diversity in academic backgrounds. Gaps and deficiencies persist in the faculty's competency structure, particularly in the number and proportion of full-time faculty assigned to key disciplines. There is also a shortage of faculty members with senior professional titles and advanced academic qualifications, as well as a low proportion of faculty who have obtained their highest degrees from renowned universities abroad or outside the province.

II. Guiding Principle and Development Strategy

(1) Guiding Principle

The university will fully implement the spirit of the 19th National Congress of the Communist Party of China, with Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as its guiding ideology. It will uphold the Party's overall leadership in talent development, comprehensively carry out the Party's education policy, adhere to the socialist orientation in running the university, and remain committed to the fundamental task of fostering virtue through education. In accordance with the laws of education and the inherent principles of faculty development, the university will continue to strengthen the construction of teacher ethics and professional conduct, and strive to cultivate a high-quality, ethically sound, and professionally competent faculty team.

(2) Development Strategy

In alignment with the university's development objectives and its distinctive approaches to talent cultivation, program building, and disciplinary advancement, the faculty development strategy will focus on the following key priorities: giving top priority to the development of teacher ethics and professional conduct; deepening systemic reforms in faculty management and development mechanisms; integrating talent recruitment with talent cultivation to ensure sustainable development; achieving a balance between quantitative expansion and qualitative improvement; promoting effective synergy between disciplinary expertise and applied teaching competencies.

III. Development Objectives and Key Indicators

(1) Development Objectives

During the 14th Five-Year Plan period, the university will implement the “Talent-Strengthening University ‘5321’ Initiative” to comprehensively enhance faculty development in alignment with disciplinary and programmatic needs as well as educational administration requirements. This initiative focuses on the cultivation, recruitment, deployment, evaluation, and incentivization of talent, aiming to fully activate the potential of faculty members across all categories. It seeks to introduce and nurture a group of leading talents who embody both moral integrity and professional excellence, along with highly educated scholars with strong academic achievements. At the same time, the university will dispatch a cohort of dedicated and dynamic faculty members to pursue academic visits or postdoctoral research at renowned domestic and international universities and research institutions. The ultimate goal is to build a faculty team that is: sufficient in size, rationally structured, academically distinguished, and strongly aligned with application-oriented education objectives.

(2) Key Indicators

a. Faculty Expansion

Taking into account expected retirements and resignations, the total number of full-time faculty reached approximately 1,250 by the end of 2022. By 2025, this figure is projected to increase to around 1,350, requiring an annual net increase of approximately 60 full-time faculty members.

b. Talent Introduction and Cultivation

During the 14th Five-Year Plan period, approximately 250 full-time faculty members with doctoral degrees—including both newly recruited and internally trained doctoral graduates—will be added, with an average of 50 new doctoral-level faculty per year. By 2025, the total number of full-time faculty holding doctoral degrees is expected to reach around 500.

c. Structural Optimization

The university aims to add: more than 30 provincial-level young academic backbone teachers (including candidates under cultivation), over 20 provincial-level high-level talents, and approximately 10 high-level leading talents.

IV. Main Tasks and Implementation Measures

(1) Main Tasks

a. Enhancing Teacher Ethics and Professional Conduct Development

Upholding “fostering virtue through education” as the university’s fundamental mission, priority will be given to strengthening faculty members’ ideological and political awareness as well as their professional ethics.

Key actions include:

Upholding the principle of cultivating professional ethics for all faculty, in all aspects, and throughout the entire teaching and administrative process;

Exploring the characteristics and evolving patterns of contemporary teacher ethics to establish institutionalized mechanisms for ethics evaluation and supervision;

Strictly enforcing the “one-vote veto” system in teacher ethics evaluations;

Integrating teacher ethics performance into the annual evaluation and assessment criteria.

These measures aim to foster a culture of self-driven professional development, and promote a morally exemplary, ethically sound faculty team.

b. Strengthening High-level Talent Recruitment

The university will enhance its high-level talent recruitment system by adopting a two-tier management model, in which the university provides strategic leadership while academic departments serve as the operational core. Recruitment will integrate full-time employment with flexible engagement mechanisms to attract doctoral degree holders and disciplinary academic leaders.

Efforts will be made to improve policy support and expand global recruitment channels, particularly for candidates with overseas study backgrounds, industry experience, and research excellence. In addition, the university will develop multi-dimensional career development pathways and build comprehensive support systems to ensure that talent is not only attracted, but also retained and effectively utilized.

c. Enhancing Faculty Quality and Competency Development

The university will fully leverage the functions of the Teacher Development Center to strengthen the management of continuing education and establish service platforms that support faculty growth and advancement.

Key initiatives include:

Modernizing the faculty mentoring system, built on the principles of “passing on

knowledge, assisting growth, and leading by example”;

Implementing structured, tiered, and targeted teaching competency development programs;

Prioritizing professional development for mid-career faculty through qualified teacher cultivation programs;

Delivering specialized training for ideological-political theory instructors, student counselors, and experimental technicians, while advancing the cultivation of mid-career faculty as academic leaders;

Encouraging and supporting faculty participation in overseas study programs, academic exchanges, and advanced research initiatives;

Improving faculty members’ academic qualifications, disciplinary expertise, and professional capabilities;

Cultivating a cohort of distinguished teachers with strong comprehensive competencies in both education and research.

d. Deepening Human Resource System Reform

The university will explore and establish human resource management models and operational mechanisms that align with the institution’s strategic development needs. Key areas of focus include:

Strengthening post-based responsibilities and contract-based employment systems;

Reforming the performance-based salary distribution system to better reflect contributions and results;

Enhancing tiered assessment mechanisms for academic and professional ranks;

Reinforcing contract-period evaluations to support merit-based promotion and exit mechanisms.

These reforms are designed to build a dynamic, performance-driven HR ecosystem that promotes faculty development while sustaining the university’s institutional vitality and competitiveness.

e. Cultivating a High-Quality Team of Dual-Qualified Faculty

The university will provide strategic guidance and strengthen standardized management to systematically enhance faculty members’ practical industry skills, technological innovation capabilities, and engineering development proficiency.

Key initiatives include:

Prioritizing the recruitment of professionals with industry or enterprise

experience;

Strengthening the appointment and management of corporate mentors;

Promoting the systematic integration of industry and engineering experience into the professional development of full-time faculty;

Continuously improving the quality of dual-qualified faculty cultivation and enhancing their capacity to serve regional and local development needs.

f. Enhancing Faculty Global Engagement

The university will intensify its efforts to promote internationalization and strengthen the global engagement of its faculty team. Key measures include:

Expanding international recruitment efforts to attract outstanding global talent;

Broadening the scope, depth, and effectiveness of international academic exchanges and cooperation;

Establishing international collaboration platforms to accelerate the development of global competencies among faculty;

Increasing the recruitment of foreign experts, both on a part-time and full-time basis, for teaching and research roles;

Raising the proportion of mid-career faculty members with overseas study or research experience;

Cultivating a cohort of academically accomplished professionals with strong international competitiveness.

(2) Implementation Measures

a. Organizational Safeguards

The university will reinforce the leadership of the Party Committee in talent development, ensuring its central role in guiding and advancing faculty development initiatives.

Key measures include:

Fully activating the Talent Work Leading Group to carry out strategic planning, organizational coordination, and policy decision-making;

Establishing cross-departmental communication mechanisms led by the Talent Office, supported by regular coordination meetings to enhance efficiency and responsiveness;

Effectively leveraging college- and department-level joint Party-administration conferences to promote coordinated and collaborative faculty development.

These measures aim to ensure the systematic implementation of faculty

development strategies across all organizational levels.

b. Institutional Safeguards

The university will adopt a tiered management system with clearly defined responsibilities to ensure effective faculty development implementation.

Key measures include:

Requiring colleges and departments to formulate tailored faculty development plans aligned with university-level strategic objectives, and assume primary responsibility for execution;

Refining performance accountability and incentive mechanisms, with relevant indicators incorporated into the overall evaluation of organizational units;

Linking evaluation results to performance-based recognition and resource allocation to encourage effective implementation.

This two-tier governance structure fosters a performance-driven accountability system that aligns strategic institutional goals with operational practices at the college and departmental levels.

c. Information Safeguards

The university will implement a comprehensive human resources management information system that integrates multiple operational sub-modules and supports cross-departmental collaboration. As a long-term and large-scale digital infrastructure initiative, this system will require coordinated efforts in the following areas:

Strengthening top-level design for the construction of talent information systems;

Developing interconnected, efficient, and secure HR information platforms;

Establishing robust mechanisms for HR data sharing across administrative units;

Progressively achieving full digitalization of all talent management functions.

These measures aim to build a modern, data-driven faculty management system that enhances efficiency, accuracy, and strategic decision-making capacity.

d. Financial Safeguards

The university will secure multi-channel funding sources to ensure sufficient and sustainable resource allocation for faculty development.

Key financial strategies include:

Implementing rational planning, allocation, and utilization of faculty development budgets;

Establishing dedicated funding lines for teacher cultivation, talent recruitment, and professional development;

Ensuring the effective and timely implementation of talent development programs;

Creating incentive mechanisms to promote faculty excellence, innovation, and long-term engagement.

These financial safeguards will provide robust and sustainable resource support for achieving the university's strategic objectives in faculty development.