

FINAL REPORT OF THE EXTERNAL JOINT INTERNATIONAL ACCREDITATION

University: Heilongjiang University

Program: Russian

Date of Site Visit: 11-14 Nov. 2019

External Review Panel (Signature):

Ning Qi

Xu Hong

Wang Jiaying

Aleksandr Kovalenko

Olga Suleimanova

Yao Peisheng

Feng Fazhan

Expert Group Site Visit Report

I. Major Profile

Heilongjiang University is a unique, high-level local comprehensive university jointly established by the Ministry of Education of China and the Heilongjiang Province People's Government. The university was jointly established by the State Administration of Science, Technology and Industry for National Defense, PRC and Heilongjiang Province. It was initially known as the Russian Team of the third Branch of the Chinese People's Anti-Japanese Military and Political University (Kangda), which was established in 1941. There are 10 first-level disciplines with the authority of granting doctor's degrees, 35 first-level disciplines with the authority of granting master's degrees, 2 national key disciplines (including cultivated), 7 centers for post-doctoral studies and 3 post-doctoral research centers. The university has a strong faculty team. Among the team, 5 members have won the "National Teaching Master Awards" and more than 200 members won various national, provincial and ministerial honorary titles. Through more than 70 years of development, the university has now become a comprehensive research and teaching oriented university jointly established by the ministry and the province with a comprehensive range of

disciplines, diversified talent training forms, excellent education and teaching quality and strong strength in late development.

The Russian Programme was initially known as the Russian Team of the third Branch of the Chinese People's Anti-Japanese Military and Political University, which was established in 1941. This programme was renamed as the Department of Russian, Yan' an Foreign Language School in 1944 and then as the Department of Russian, Heilongjiang University in 1958. In 1981, this programme was evaluated as a provincial key discipline and obtained the authority to grant the Master' s Degree in the Specialty of Russian Language and Literature, becoming the first Russian Programme with the degree granting authority in the province. In 1987, this programme obtained the authority of granting doctor' s degrees. In 1999, the Center for Post-doctoral Studies of Foreign Languages and Literatures, with Russian as focus, was established. This programme was approved as a national characteristic programme in 2007, a provincial key programme in 2011 and a national comprehensive reform pilot programme in 2013. This programme has developed into the one with the most profound traditions, the most distinguished teaching and research strength and the most complete discipline structures in China. Overall, the number of teacher, structure and teacher-student ratio and other basic conditions of the Russian Programme can meet its teaching and research needs.

II. Site Visit and Overall Impression

(Make a brief description of experts' site visit and evaluate the overall conditions of the program using five degrees)

The expert group, with a total of seven professors, visited the university. Among them, there were five Chinese experts (including two industry experts) and two Russian experts. Additionally, there were two coordinators accompanying the group. Professor Ningqi, dean of the School of Foreign Languages of Peking University, was the chair of the expert group. Before visiting Heilongjiang University, the expert group had received the Self-evaluation Report from the university and reviewed

relevant materials in advance. Experts in the group had also submitted the review opinions and the plans about visiting the university before site-visit.

During the site-visit, the expert group held 9 working meetings; observed 14 lessons; reviewed 72 graduation theses and 271 copies of test papers and course assessment materials involving 14 curriculums; interviewed with 93 students, 42 teachers, 5 programme heads, school leaders and officers, 10 university leaders and heads of functional departments, 1 employer representative and 1 alumni representative; made an on-site visit to the teaching facilities such as United Nations Training Center, University History Museum, Simultaneous Interpretation Laboratory, laboratory of phonetic teaching, classrooms of Russian Programme and Data Center of the School of Russian; visited the exhibition of the teaching achievements of Russian Programme, the employer Foreign Affairs Office of the Government of Heilongjiang Province, and the internship base Heilongjiang Province Convention and Exhibition Bureau, etc.

Heilongjiang University fully implements the CCP's education policies, practices the outlook of scientific development, follows the laws of education, adheres to China' working guidelines of "priority development, people-oriented education, reform and innovation, promotion of fairness and quality improvement", insists on the principles of moral education first and strengthening moral education, and always regards firm political orientation, good codes of ethics, excellent professional achievements and multi-dimensional social service capabilities as the core contents of talent training. The professional management team of the Russian Programme is dedicated, joins hands with each other and has a good working style. Teachers are dedicated to and responsible for classroom teaching. And students love the university and have a good style of learning. Additionally, teaching orders are well arranged.

The educational purposes of the Russian Programme are based on the general principles of "quality-oriented, diversified training, classification excellence"; the orientation of the programme is in line with social needs and generally consistent with

the mission and objectives of the university. The training objectives can closely combine the needs of education reform and development as well as social and economic development in Northeast China, especially Heilongjiang Province, insist on the principles of student-centered and outcome-based, and adhere to continuous improvements, reflecting the characteristics and talent training orientation of the programme. There is a mechanism for evaluating the training objectives regularly, which can be revised in time according to the evaluation results. In terms of content and orientation, the training objectives match the graduation requirements, and the graduation requirements in turn support the achievement of the training objectives from different perspectives.

The university enjoys advanced curriculum system design concepts, generally reasonable curriculum setting and high student satisfaction, forming a reasonable matrix of support together with the graduation requirements. The key courses of the Russian Programme are taught by the teachers with senior professional titles, thus providing a guarantee for realizing the training objectives of "solid foundation". The training plan, syllabus and course outline are closely associated with output orientation and implement the graduation requirements for this programme. In terms of classroom teaching management and quality control, the university has established a complete system and implemented the system well.

There are 33 teachers in the Russian Programme and the number is sufficient. Among them, the teachers with senior professional titles account for 63.63% and those with doctor's degrees or above 84.85%. The age structure and learning origin structure of the faculty team are reasonable. Programme teachers have high teaching ability and academic level. A series of systems and measures have been formulated in the university and the school to encourage teachers to devote themselves to undergraduate teaching. High scores are shown in teachers' self-evaluation, students' evaluation, peer evaluation, and supervisors' evaluation. Teachers have great passion in teaching, and their teaching concepts and methods are advanced and their teaching level is worthy of recognition.

The university and the school have introduced relevant systems and measures to guarantee the input of programme teaching expenses. The fiscal fund per student in practical teaching links such as student experiments, internships, graduation thesis (design) can basically meet the needs of programme teaching. There are sufficient basic teaching facilities such as teaching laboratories, experimental facilities and libraries. Paper books and electronic resources can meet the needs of both teachers and students.

Both the university and the school have established complete teaching quality assurance systems, which operate well and can form a closed quality loop of evaluation-feedback-improvement. The quality criteria for all teaching links of the Russian Programme are specific, clear and reasonable. In terms of internal quality assurance monitoring, a complete regular quality monitoring system as well as a teaching quality evaluation and feedback mechanism have been established for this programme. One round of undergraduate teaching assessment on the school (department) is conducted every four academic years and one round of undergraduate teaching assessment on teachers is conducted every two years. Based on the analysis results of internal quality monitoring and external evaluation information, the Russian Programme has undergone continuous improvements.

The Russian Programme attracts excellent students through various means, such as social practice, online media publicity, scholarship and subsidy system as well as establishment of student source bases, with a high first-choice admission rate. In order to meet the diversified needs of students, the university, the school and departments offer a variety of elective and minor courses for students to study. Also, the school implements the academic tutor system, in which students are guided to formulate their learning plans and development goals according to their academic foundation, personality, interest and hobbies. An academic guidance and service system that is in line with the talent training plan has been built in the Russian Programme. The students of this programme have basically met the graduation requirements in terms of knowledge, skills and accomplishments. Students at school are quite satisfied with

this programme, curriculums, teachers and practical teaching. The first employment rate of the students who graduated in 2018 reached 100% and the employment quality of these students were satisfactory. Employers were quite satisfied with graduates' comprehensive quality, professional level and working skills.

In a word, in terms of fitness for educational purposes, responsiveness to public demands, supportability of faculty and educational resources, effectiveness of quality assurance system as well as satisfaction of students and employers, the Russian Programme of Heilongjiang University generally meets requirements and has achieved remarkable results.

According to the certification requirement of "continuous improvements", there remain some areas to be further improved and some problems are prominent in this programme. First, the educational purposes should be further studied, especially in terms of "forward-looking, leading" purpose. In the context of the new era and faced with the new situation, it is necessary to reconsider and demonstrate the issue of training Russian talents and further define the educational purposes according to its own characteristics. Second, the characteristics of the Programme should be further developed and refined; the curriculum system should be further optimized so as to support the graduation requirements more effectively. Third, the faculty team building should be further enhanced. In particular, the talent team building and teachers' research achievements appear weak. Fourth, the "international vision" and "composite characteristics" of students have not been well reflected in the curriculum system and training process. Fifth, students' research capabilities and practical training should be further strengthened. Especially, there are still some shortcomings in the building of internship bases and the input of students' internship expenditure.

III. Compliance of the External Review Outcomes with Standards

STANDARD 1. Educational Objectives

1.1 Orientations of educational objectives: consistent with mission of the institution,

meet the needs of the society, contribute to the national and regional development strategies, embody the international vision, and reflect the features of being forward-looking and leading.

1.2 Clear, measurable and attainable educational objectives which can reflect the expectation of graduates, the features and strengths of the program.

1.3 A mechanism that evaluates educational objectives regularly and amends based on the evaluation results timely.

1. Achievements:

The educational purposes are clear, explicitly and specifically expressed, measurable and achievable. There are not only comprehensive statements regarding “all-round education” but also specific requirements for Russian talents in terms of knowledge, abilities and accomplishments. Thus the purposes are generally in line with the aim and orientation of the university, social and economic development needs and the demands for high-quality practical oriented and composite Russian talents in the development of China and Heilongjiang. The system of revising the educational purposes once every three years has been built. Each year, the educational purposes are evaluated and adjusted slightly through peer evaluation, students’ evaluation and employers’ feedback, forming a closed loop of quality assurance that features evaluation, feedback and improvement.

2. Challenges and deficits:

The severe challenges posed to the Russian Programme in the new era have not been fully reflected in the educational purposes, which are basically based on the traditional orientation of this Programme. So, the orientation of “internationalization” and “excellence” seems to be abstract. Although there is a regular evaluation mechanism, the aspects covered by the content, method and feedback of evaluation are neither broad nor scientific enough.

3. Recommendations:

(1) The challenges and opportunities brought by the new era to the training of Russian professionals, especially the changes in the needs for Russian professionals brought by national important strategies such as the “Belt and Road” Initiative of the State, “Chinese Culture Going Global” , should be carefully studied.

(2) The ideas should be further clarified. The points at which the traditional professional Russian knowledge and ability training objectives integrate the new requirements for the Russian Programme in the new era should be found. And the achievable educational purposes that conform to the requirements of the era should be designed.

(3) It is necessary to further improve and regulate the evaluation mechanism, design the evaluation methods in a scientific way, expand the coverage of evaluation, reasonably apply the evaluation results and modify the educational purposes.

(4) It is necessary to bring the geographical advantages of the university near the borderline between China and Russia, increase the efforts of innovation on the training modes of Russian professionals, and gradually pursue innovation while inheriting excellent traditions, thus forming distinctive school-based characteristics.

STANDARD 2. Graduate Outcomes

2.1 Possession of the humanity, the scientific spirit, the professionalism and the sense of social responsibility. Understand the nation, the society, and the people. Practice of core socialist values.

2.2 An ability to understand and apply solid foundation, specialized knowledge and necessary research methods. Understand knowledge of the latest development and trends of the program and the relevant fields;

2.3 Critical thinking, innovative spirits and competence. An ability to identify,

analyze, question and evaluate the phenomena and the problems concerning the programs and the relevant fields. An ability to express individual opinions.
2.4 Complex problem solving. An ability to solve the complex the complex problems, to conduct comprehensive analyses and researches in the programs and to propose relevant measures or solutions;
2.5 Modern tool usage. An ability to apply modern IT methods and tools properly in solving practical problems.
2.6 Communication skills. An ability to make effective oral and written communication with the peers and the public.
2.7 Teamwork and cooperation. An ability to get along harmoniously and to work cooperatively with team members. An ability to play contributive roles in team as either a member or a leader;
2.8 International horizons and awareness. Understand international dynamics and care of global issues. An ability to know and respect the differences and diversities of world cultures.
2.9 Lifelong learning. An ability to carry out the self-management and the independent learning. An ability to adapt to the society and to achieve the individual sustainable development by carrying out continuously learning.

1. Achievements:

The graduation requirements can better cover all requirements of the certification criteria, such as ethics, accomplishments, knowledge and abilities related to this programme and related professional, etc. The nine requirements specified in the certification criteria are decomposed in a detailed and effective way and are highly operable, which can better support specific curriculums, effectively match the educational purposes of the programme and the overall school-running orientation of the university. The existing problems are clearly understood by reference to the

graduation requirements and the causes for such problems are analysed in a profound way. The improvement measures are specific and highly targeted and can make up for the current deficiencies to a large extent.

2. Challenges and deficits:

(1) Although graduation requirements proposed by this programme in terms of each index are detailed, the levels of these requirements are not clear enough and there are too many explanatory descriptions, which reduces the clarity of the graduation requirements.

(2) The graduation requirements for this programme could not be clearly distinguished from the programmes of identical type at other universities and fail to highlight the characteristics, strength and unique adaptability of the graduates of this programme.

3. Recommendations:

(1) Graduation requirements may be more explicit and refined so as to facilitate the implementation of all links in talent training.

(2) The graduation requirements should reflect the talent training characteristics of this programme and avoid the trend of homogeneous talent training with the programmes of identical type at other universities.

STANDARD 3. Curriculum

3.1 Consideration of the requirements of national qualification framework descriptors in the study program. Availability of senior staff to core courses and Teaching Assistant to compulsory courses.

3.2 Availability of a documented assurance system providing continuous enhancement of classroom teaching with student development. Graduate outcomes Implementation of program syllabus for learning outcomes. Effectiveness of teaching

procedures for student involvement, with dialogue, critique and discussion.
Implementation of examinations and tests for assessment of learning outcomes.

3.3 A practical-oriented teaching system featuring academe-industry cooperation. Hands-on training with executive departments, research institutions and industrial departments for improvement of practical ability, innovation and entrepreneurship and the ability to solve practical problems with knowledge learned.

3.4 Regular evaluation and corresponding revision of the curriculum. Involvement of employers and graduates during curriculum reviewing and revision.

1. Achievements:

The talent training plan reflects the integration of general education and specialized education, theory teaching and experimental teaching, as well as classroom teaching and extracurricular practice. All teachers assume the core curriculum teaching tasks, and compulsory course teaching assistant system and small-class system for low grades are implemented so as to ensure classroom teaching quality. Preparing term thesis in the late of the junior year, graduation thesis (design) pre-defense system and plagiarism checking mechanism play an active role in training students' basic research abilities. Teachers have made good preparations for teaching, reasonably designed teaching tasks, offered courses at a moderately difficult level, guided and controlled the classroom teaching well, highlighted the training on students' practical abilities, and created a better interactive atmosphere in the classroom.

2. Challenges and deficits:

(1) In the classroom teaching, students have few opportunities to express their own opinions and have a single form of interaction, which would not stimulate students' enthusiasm for learning enough.

(2) The teaching practice bases are relatively limited in number.

(3) The international elements of the curriculum system are not enough. There is a lack of differences between the curriculum setting of this programmes and relevant programmes at other universities. There are not many personalized training plans and insufficient humanistic and general education courses.

(4) There lacks system on constraining students in terms of regular evaluation on curriculum system. There is no system for students to timely evaluate teaching. Thus, it is difficult to get timely evaluation feedback to improve and update the curriculum system.

3. Recommendations:

(1) In terms of classroom teaching, heuristic education should be adopted and interaction links should be designed more so as to train students' ability of active learning in a conscious way.

(2) Teaching bases should be increased and their roles should be truly played.

(3) Curriculum system building, textbook system building for curriculums support, etc. must be in line with international standards, and dynamic development of related programmes should be considered.

(4) The multi-disciplinary resources of the university should be used to enrich the personalized training plan and provide more liberal arts courses.

(5) An effective mechanism should be designed. The enthusiasm, objectivity, effectiveness of teaching evaluation should be improved. The education development should be promoted by means of evaluation so as to facilitate the gradual improvement of the curriculum system.

STANDARD 4. Faculty

4.1 Faculty with sufficient amount and rational structure. Qualification and competent of the teaching staff for undergraduate teaching with good teaching and

researching experiences. Capacity building and development of teaching staff meet the needs of student development.

4.2 Regulations and measures to encourage teachers' commitment to undergraduate teaching, and guarantee sufficient time and effort in classroom teaching and student tutoring. Availability of professors engaging in undergraduate teaching.

4.3 Two level systems for career development and professional advancement for teachers. Participation of the teachers in joint international projects, internships home and abroad, and regular innovative teaching methods and advanced technologies.

4.4 Availability and use of clear, transparent and objective criteria for self-evaluation, student evaluation, peer evaluation, supervision evaluation, and other evaluation activities annually. A system of assets allocation and promotion linked to evaluation results.

4.5 Research activity of the teaching staff including program development, curricula and test books building, teaching method and technology improvement conducted by a teaching monitoring committee; implementation of research results in the academic process.

1. Achievements:

There is a high-level faculty team in this programme, with up to seven foreign teachers. A teacher assessment and evaluation mechanism that highlights both incentives and constraints has been established to guide teachers to devote themselves to teaching. Teachers love their work and have good morals and ethics. The youth teacher mentoring system and teaching and research system have always been implemented. Great achievements have been made in programme building, curriculum building, textbook construction, etc.

2. Challenges and deficits:

(1) The learning origin structure of the faculty team is not diversified enough;

and the incentive and guarantee conditions and measures that facilitate teachers' career development are not complete enough.

(2) Some teachers have not participated in relevant occupational trainings and overseas study, so they have no much international vision.

(3) The knowledge system is not timely updated and the driving force to learn while teaching is not sufficient.

3. Recommendations:

(1) The international learning origin structure for the faculty team should be enriched.

(2) Teachers are encouraged to keep close contacts with the universities and academic fields of the target language countries and regions, increase the awareness of conscious learning and gradually obtain the opportunity of further study abroad and gaining new knowledge.

(3) The occupational training shall be made institutionalized and regular.

(4) Relevant measures should be taken to encourage teachers to actively participate in teaching and education reform, and prepare and publish high-quality teaching and research papers.

STANDARD 5. Teaching and Learning Resources

5.1 Effective use of systems and measures to guarantee adequate and annually increased funds for program teaching. Availability of sufficient funds for student practicum and graduation thesis (design) so as to meeting the needs of teaching.

5.2 Availability of sufficient leading teaching facilities, abundant book resources and up-to-date teaching information technology in accordance with the demands of students' learning and teachers' teaching. Availability of management, maintenance, update and sharing mechanism for convenient use for teachers and students.

Availability and accessibility of research labs open to undergraduates

5.3 Availability of extensive social resources, stable and sufficient practicum and training sites to provide long-lasting and effective support and guarantee students' hands-on practice, innovation and entrepreneurship training.

1. Achievements:

The Russian Programme in the university has the largest Russian books and data center in non-Russian speaking countries. There are sites for practical internship and training such as audio-visual language labs, multi-media classrooms and Simultaneous Interpretation Training Center, which can better satisfy the needs of teaching and students' learning. Practical bases are sufficient in quantity.

2. Challenges and deficits:

(1) The fiscal funds for internship of students are insufficient to provide long-term stable support and guarantee.

(2) The practical internship and training bases inside and outside the university play a limited role.

3. Recommendations:

(1) The university should increase fiscal expenditure and establish special funds for teaching reform program, curriculum building, textbook construction and internship bases so as to encourage teachers to actively devote themselves to teaching and education reform.

(2) The university should carry out the construction of practical internship and training bases and practically play the roles of relevant practice platforms.

STANDARD 6. Quality Assurance

6.1 Availability and effectiveness of a well-structured teaching quality assurance

system at both levels of schools and university With clearly specified objectives and tasks, complete mechanism, and clearly allocated responsibilities to specific personnel.

6.2 Use of clearly defined quality criteria in all teaching process with regular monitoring. Effectiveness of procedures for self-evaluation and periodic review of a study program.

6.3 Availability of IT technology for collection and comprehensive analysis of relevant quality information. Availability and effectiveness of the analysis result for continuous improvement of study program and support the development of quality culture seeking for excellence.

1. Achievements:

A complete teaching quality assurance system at the university and school level has been established. The quality management system for each teaching link has been improved. The self-evaluation and external evaluation of the programme are conducted on a regular basis, which plays an actively role in guaranteeing and improving teaching quality. Curriculum criteria have been established. There are specific syllabus, teaching objectives, teaching content and curriculum assessment content for each curriculum so as to ensure teaching quality.

2. Challenges and deficits:

The regular monitoring mechanism during the teaching process is incomplete. The supervision on teaching quality and information feedback mechanism are not perfect enough.

3. Recommendations:

It is necessary to strengthen the recognition and understanding of teachers on the regular monitoring mechanism during the teaching process, perfect the information feedback system, make full use of relevant supervision results, and timely

adjust and improve the teaching and education process of teachers.

STANDARD 7. Student Development

7.1 Student development Systematic regulations at the recruiting and selection of excellent applicants. Availability and effectiveness of rules and regulations for teaching administration and student development, which consider needs of diverse groups of students.

7.2 Systematic and effective guidance and service to support students' progression covering mental tutoring, academic instruction, career consultation and entrepreneurship incentive.

7.3 Attainment of the expected graduate outcomes. Satisfaction of formative and summative assessment, including learning experience, learning outcomes, personal development and employment and satisfaction of employers.

1. Achievements:

There is a complete student development service system and supporting team, which highlights guidance on students' employment. The graduation thesis quality monitoring mechanism is optimized and students' graduation process is strictly controlled by means of pre-defense of graduation theses. Graduates have a solid foundation, plain working style and high comprehensive accomplishments. They have a good employment quality and employers are generally satisfied with them.

2. Challenges and deficits:

Systematic and regulated management are required for students' overseas study. There are some problems with international learning, such as insufficiently systematic curriculum, easy content, loose control of students and a lack of political and ideological education, which affects the results of international experience to some extent.

3. Recommendations:

The organic integration of overseas study and talent training should be made organic part of students' growth. The management and arrangement may not be ignored or completely delivered to the universities of further study. The university, programme teachers and Students Affairs Office (League Committee) should maintain a continuous tracking and effective management of students' overseas exchanges so as to enhance coordinated talent training for all members in an all-round way during the whole process.

(VIII) Program characteristics

1. Whether the program has characteristics, if yes, in what aspects

The educational purposes of the Russian Programme conform to the school-running orientation of building a characteristic, high-level and modern university that is jointly established by the ministry and the province, and match the strategic requirements of the state and the needs of the reform and development of foreign language teaching, thus better reflecting the characteristics of the discipline and its leading position in the industry.

The syllabus should be revised based on the OBE concept. All teachers assuming the professional core teaching tasks, teaching assistant system for compulsory courses and small-class system for low grades are implemented so as to ensure classroom teaching quality.

2. What problems the program have in characteristic construction

It is necessary to further enhance production-teaching-research cooperation, strengthen the training of students' international vision and understanding as well as cross-cultural communications. The university should have an open international vision, formulate relevant international strategy and cultivate the students' ability to understand the world rather than Russia only. The top-level design of the university as well as the support and coordination of international resources by the university are required in this respect.