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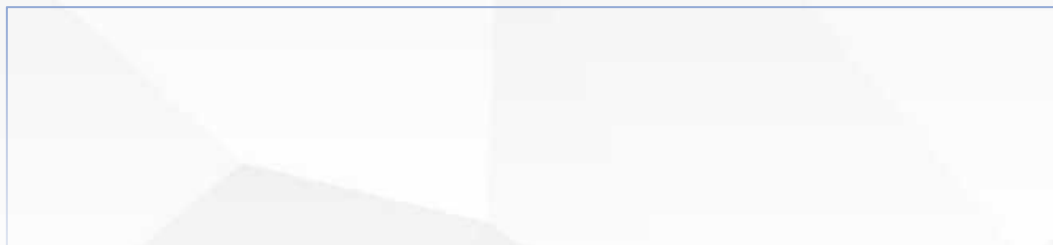




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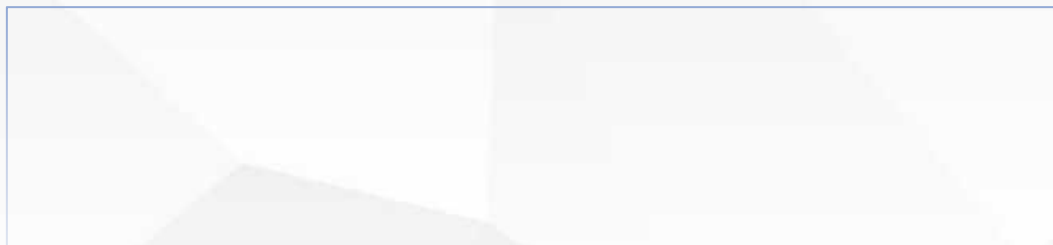
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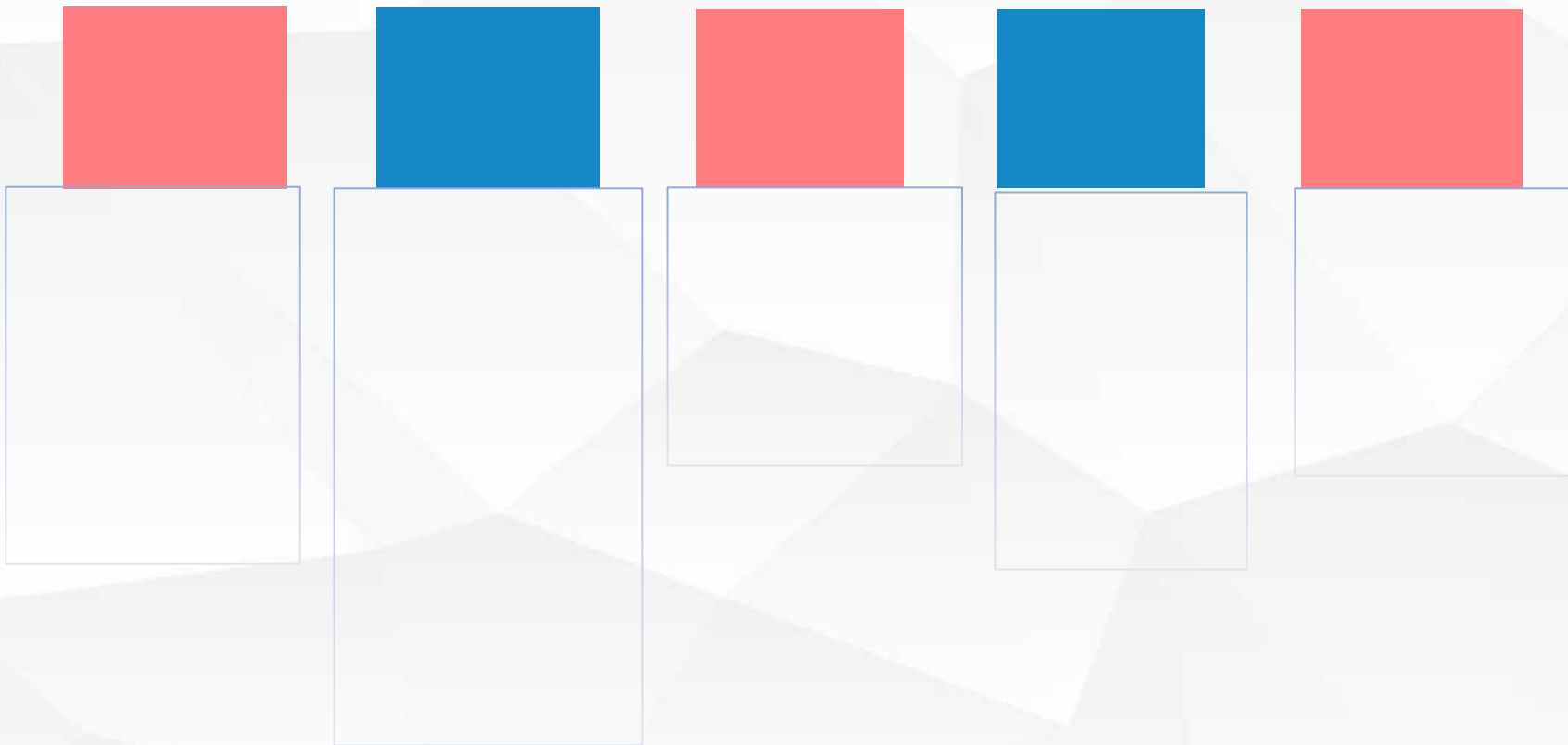




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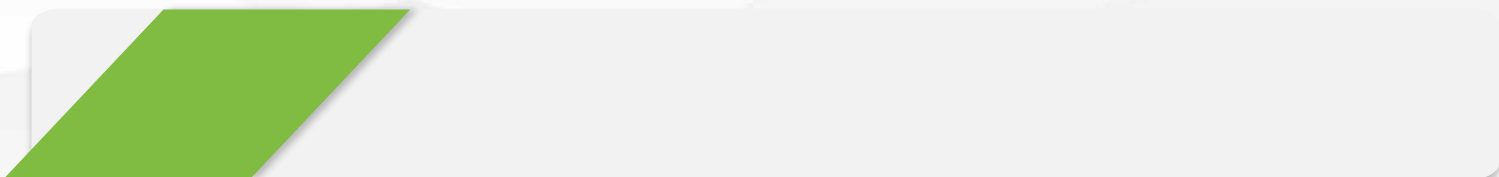
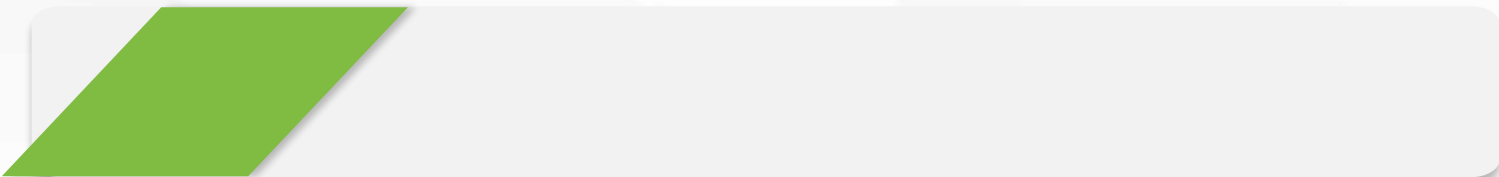
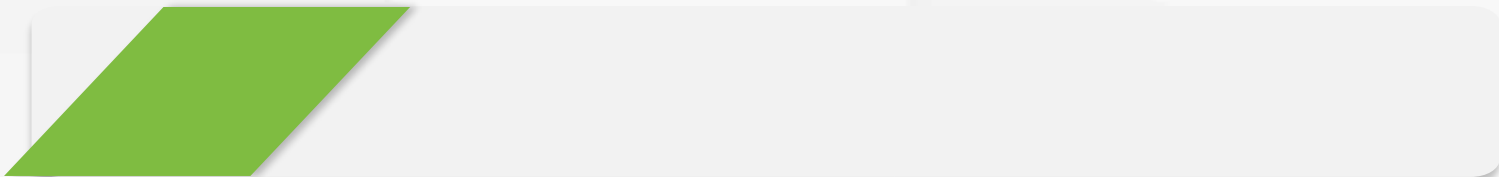




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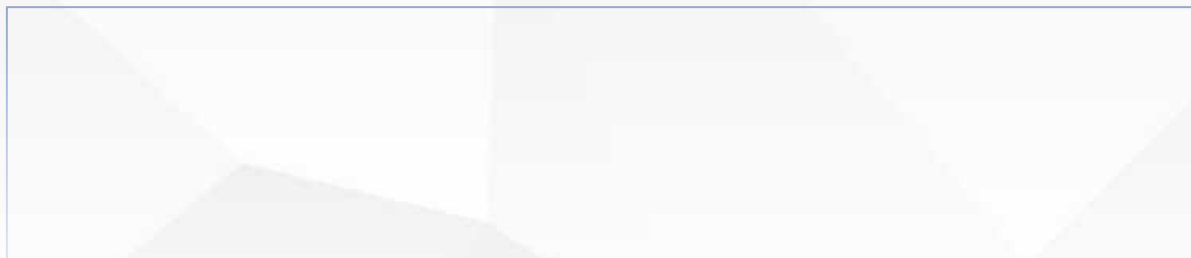


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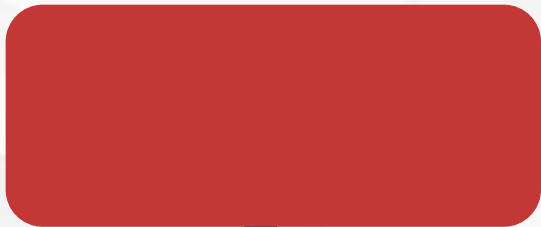
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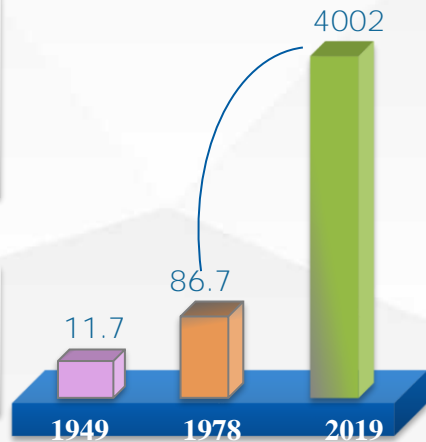
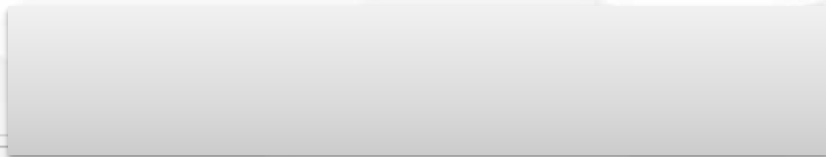
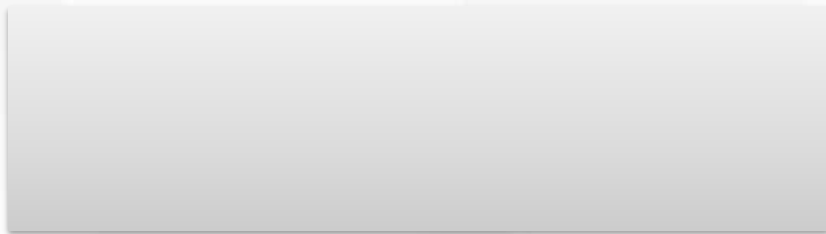
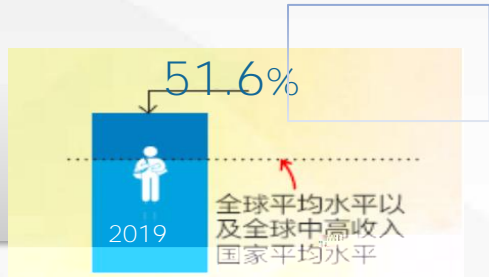






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2. 高位推进一流专业建设

3. 全面推动一流课程建设





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四个回归：

- 1. 回归常识：教育回归常识，是教育
- 2. 回归本分：教育回归本分，是教育的事有人
- 3. 回归初心：育人工作回归初心，是教育为人才
- 4. 回归梦想：教育梦是回归梦，是教育



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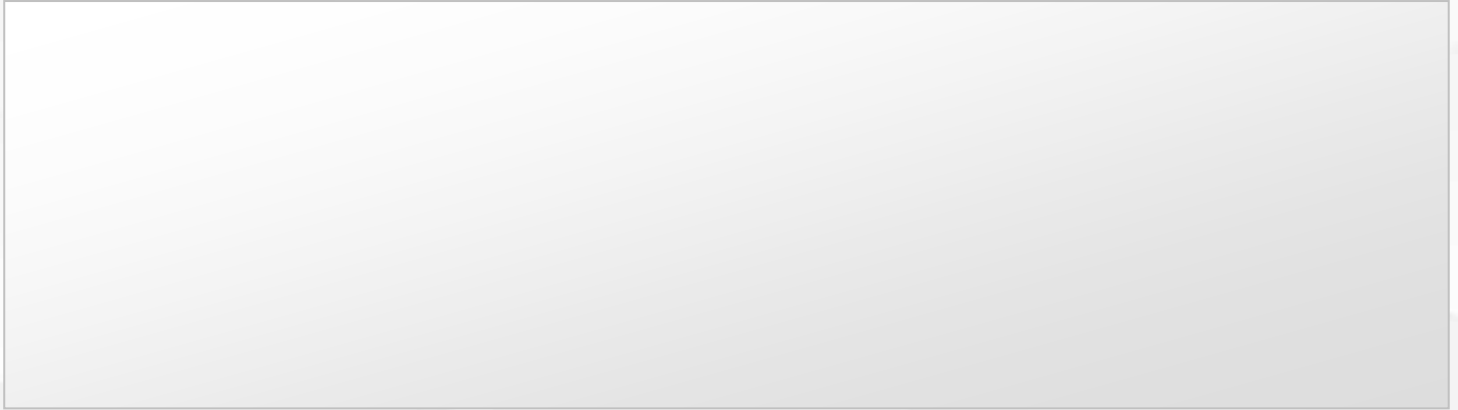


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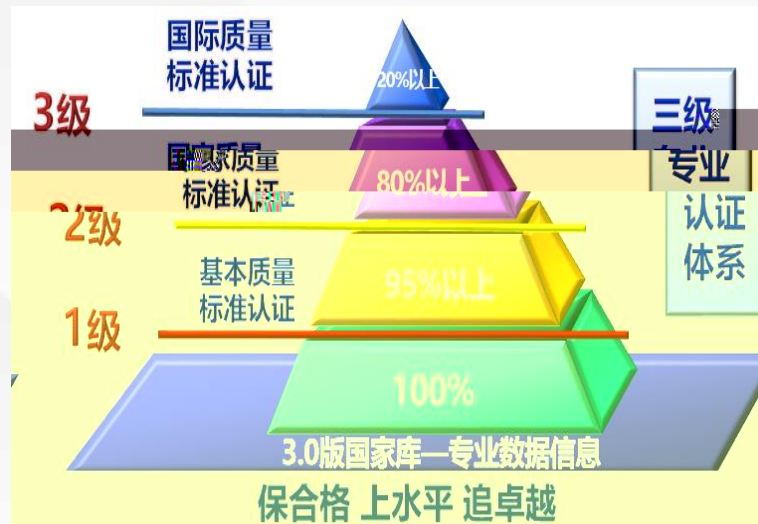


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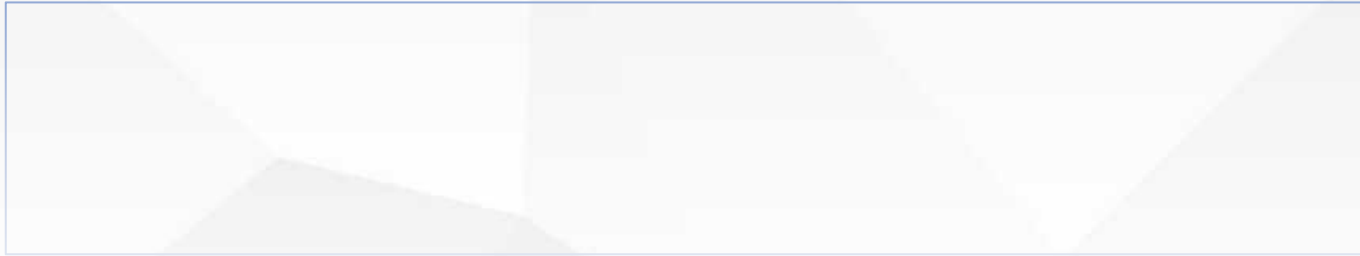




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为当前和今后一段时期内指导本科教育教学评估改革发展、推进中国特色世界水平本科教育评估制度体系建设指明了方向。为我们在新时代新变局新坐标上思考和谋划本科教育评估分类改革、助力本科教育高质量发展提供根本遵循。

为我们提出了深化新时代本科教育教学评估改革提出了时代命题——分类评估。深化评估分类改革，是遵循高等教育办学规律、实现本科教育高质量发展的必然要求，是顺应国际高等教育评估发展趋势、构建中国特色世界水平本科教育质量保障体系的内在需求。





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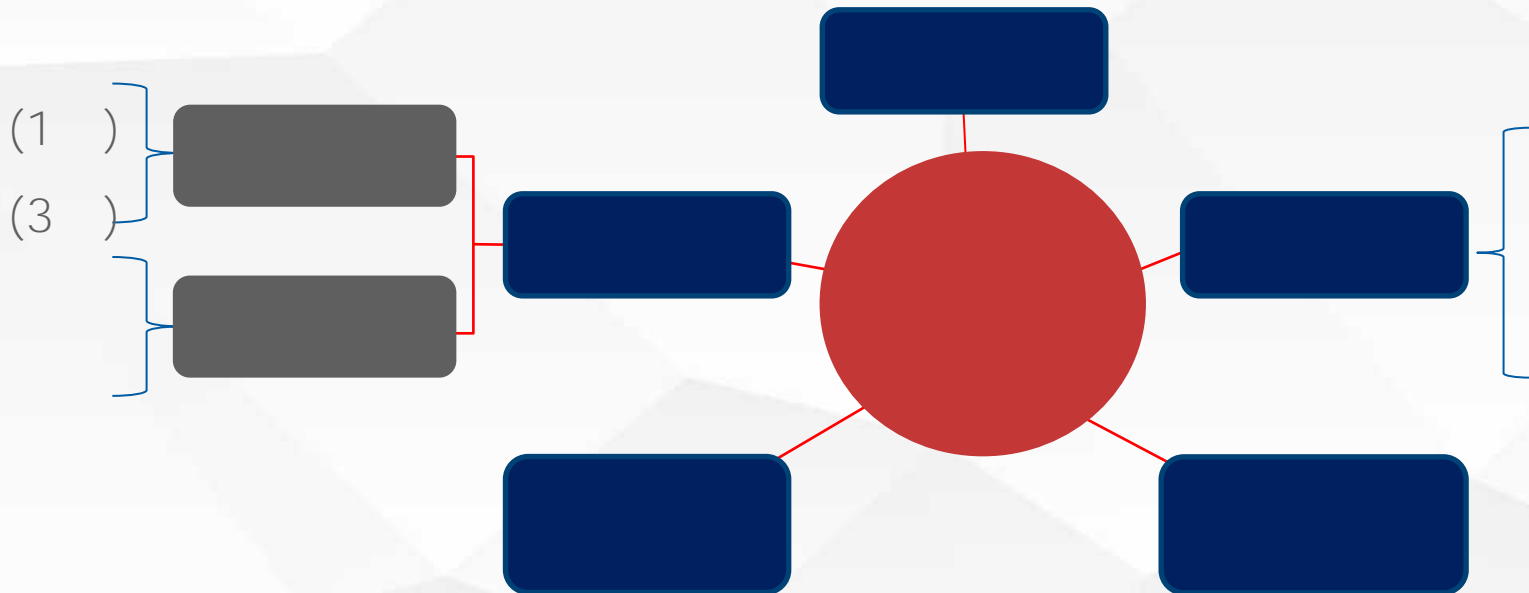
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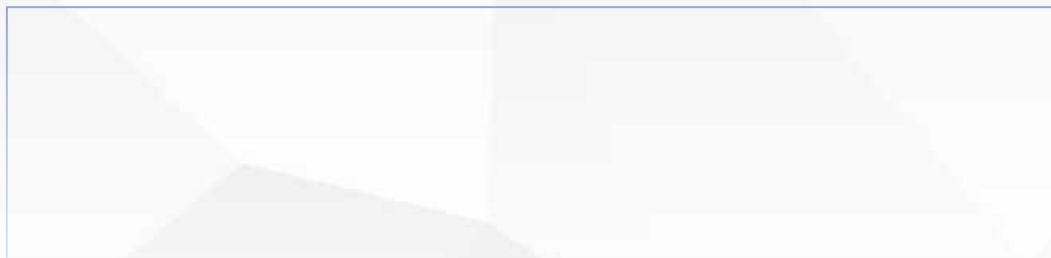


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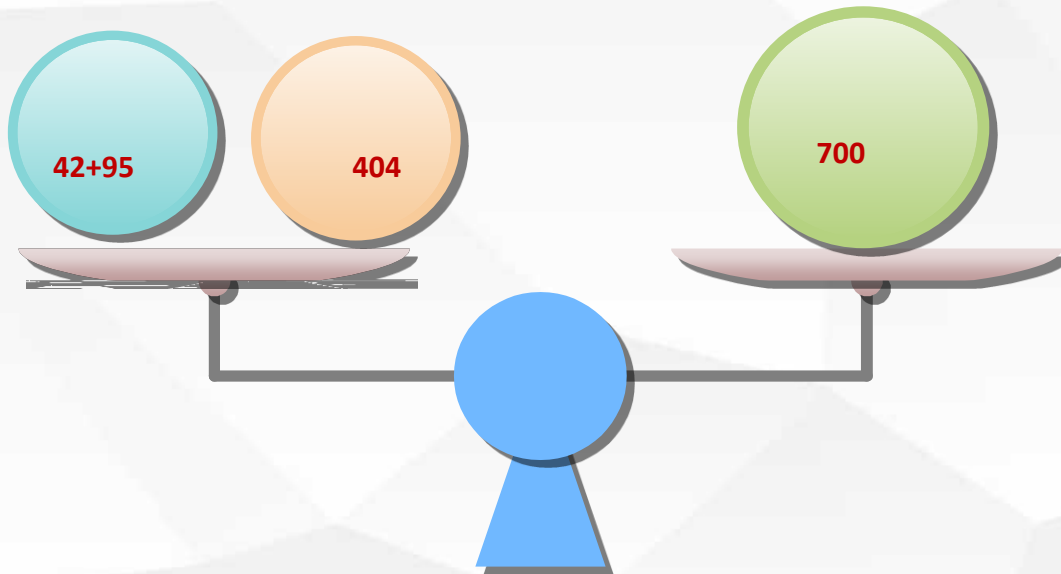
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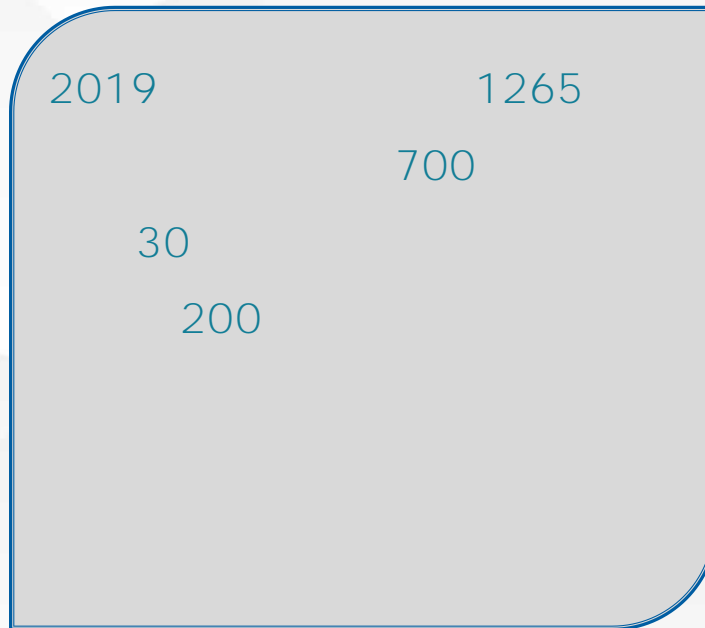
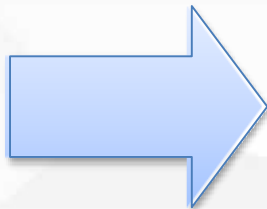
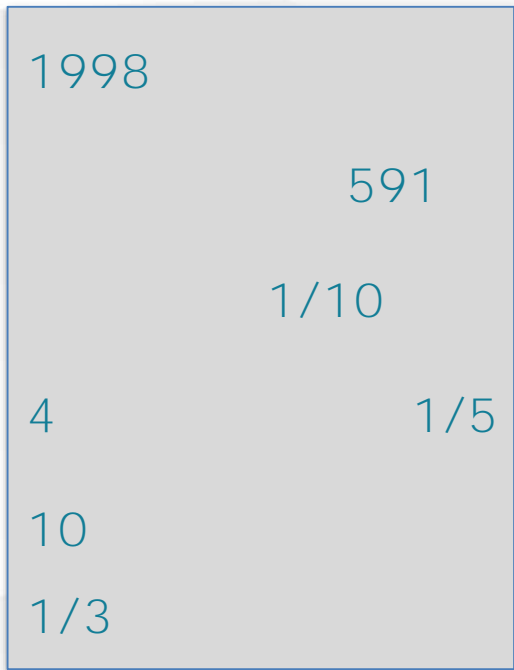
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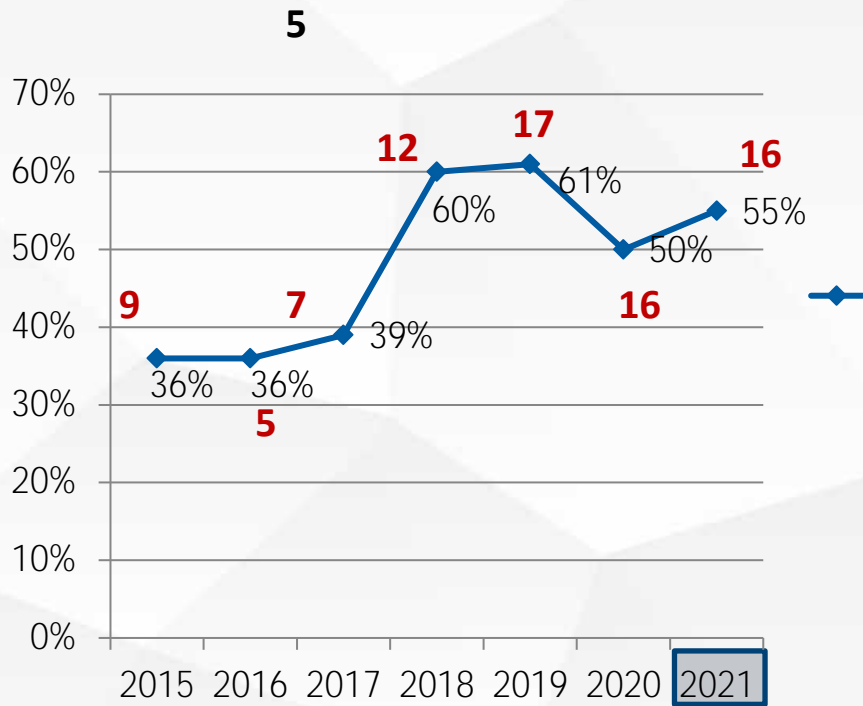




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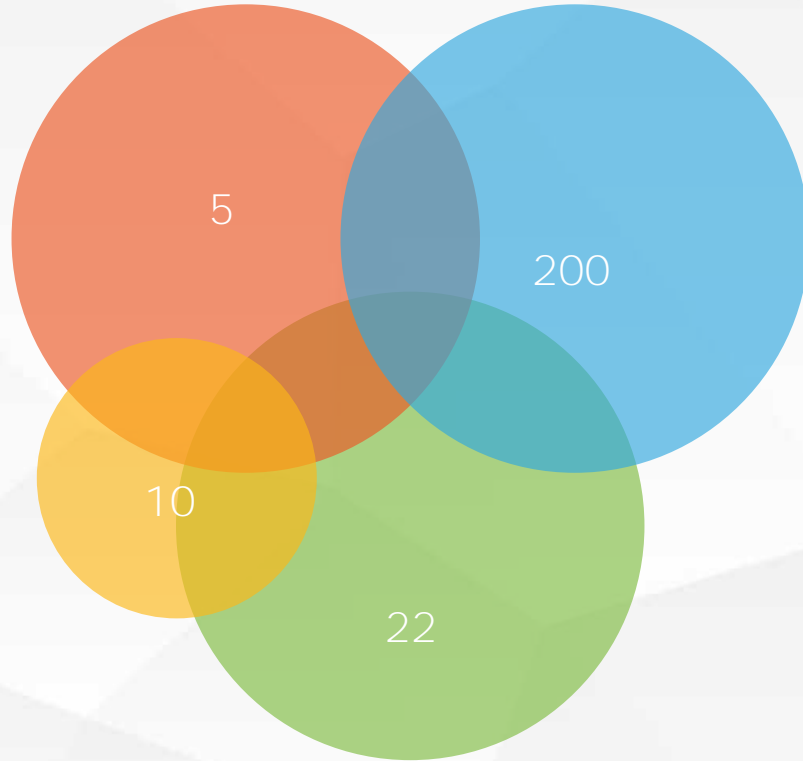


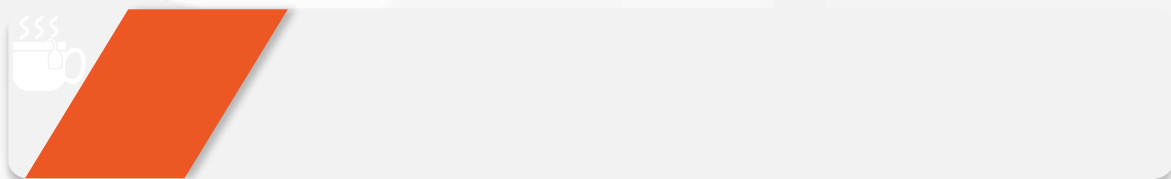
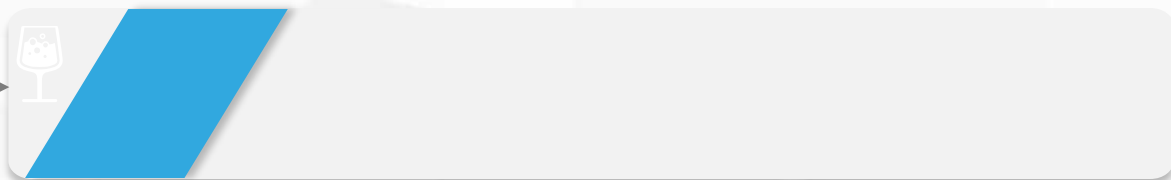
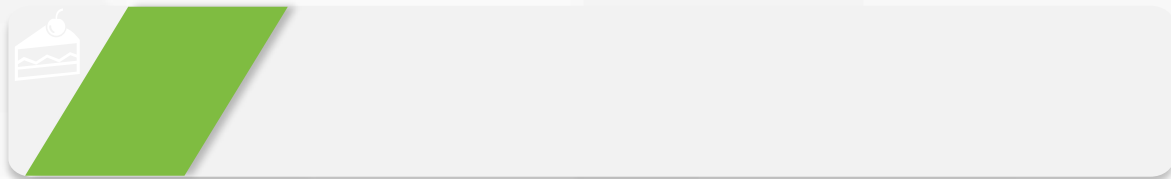
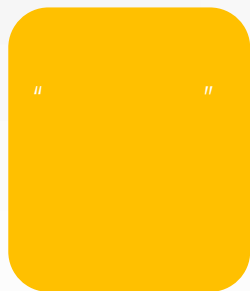
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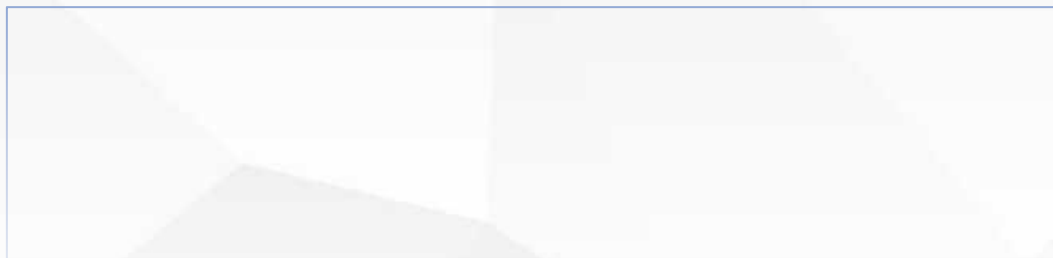




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- ▶ 办学定位向 “**应用型**” 转变
- ▶ 专业结构向 “**需求导向**” 转变
- ▶ 培养方案向 “**产出导向**” 转变
- ▶ 师资队伍向 “**双师型**” 转变
- ▶ 实践教学面向 **产业链** 发展



2.

2019 28

2019	2016	3175	31%
2019	2016	88479	10%
2019	2016	3.45	11%
2019	2016	118	18%
2019	2016	15	28%
2019	2016	64	40%

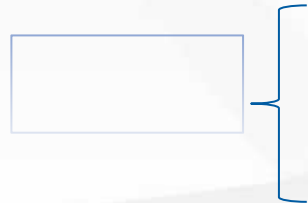
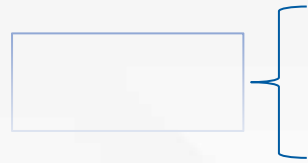


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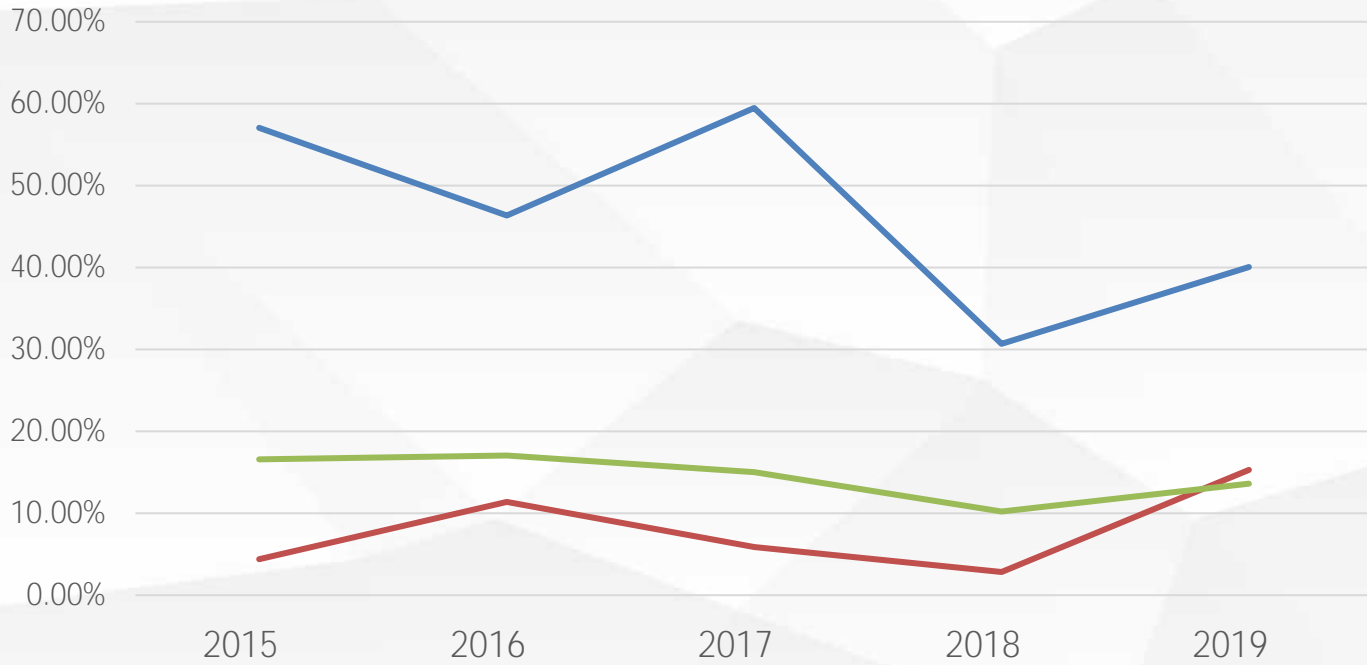
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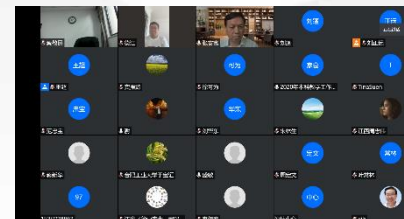
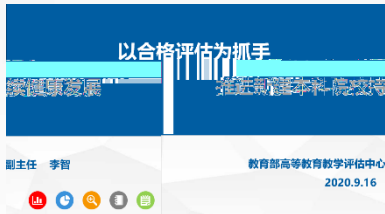
自律和他律相结合

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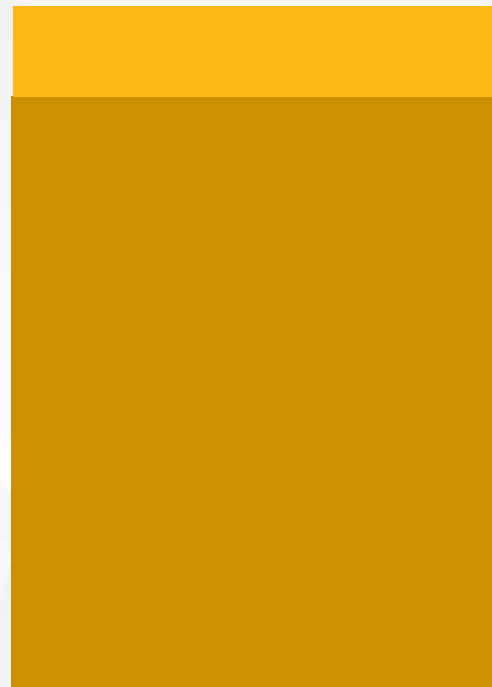
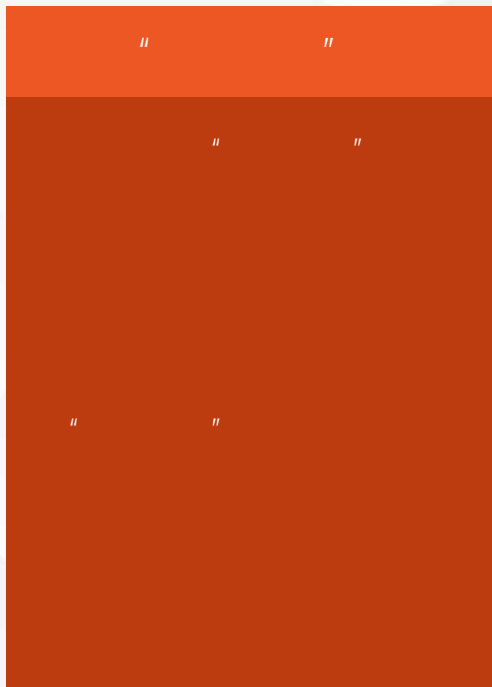


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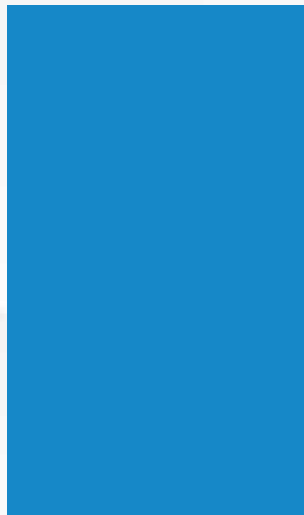
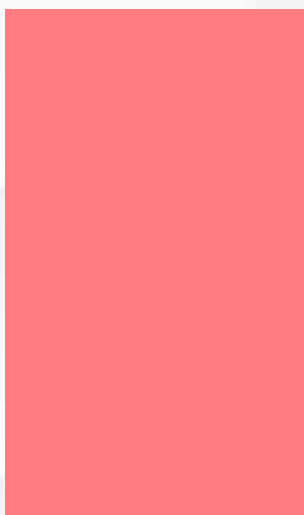




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1.1 学校建设
1.2 队伍建设
1.3 人才培养模式

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2.1 数量与结构
2.2 教育教学水平
2.3 经费投入

3.

3.1 教学基本设施
3.2 经费投入

4.

4.1 专业建设
4.2 课程与教学
4.3 实践教学

5.

5.1 教学管理队伍
5.2 质量保障

6.

6.1 学风建设
6.2 指导与服务

7.

7.1 德育
7.2 专业知识和能力
7.3 体质健康
7.4 国内外评价
7.5 就业



教育部办公厅文件

教督厅〔2020〕1号

教育部办公厅关于印发《普通高等学校本科
教学工作合格评估指标和基本要求
(研究型高校适用,试行)》的通知

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领导不迎送专家

不安排各种形式的宴请

不安排接见

不组织文艺汇演

**不召开汇报大会
(包括 开、闭幕式)**

不送礼物

不超规格安排食宿

不对迎建材料弄虚作假

不打乱正常教学秩序

迎任继市前不邀请专家组成员



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