**Official Document of Kunming University**

KYJ [2020] No. 12

# Official Notice on Issuing the *Comprehensive Credit System Reform Plan of Kunming University*

All units of the University:

The *Comprehensive Credit System Reform Plan of Kunming University* has been reviewed and approved at the 18th President's Office Meeting held on December 27, 2019, and voted through at the 6th Session of the 2nd Faculty and Staff Congress convened on December 31, 2019. It is hereby issued for implementation. All schools and functional departments shall organize faculty and staff to conduct in-depth studies, gain full understanding and thorough comprehension of the contents, work arrangements and reform tasks specified in the Plan, earnestly advance its execution, and ensure the accomplishment of all objectives.

Kunming University (Seal)
10 April 2020

# Comprehensive Credit System Reform Plan of Kunming University

To thoroughly implement the guiding principles of the 19th National Congress of the Communist Party of China, fully deliver the outcomes of the National Education Conference and the National Conference on Undergraduate Education in the New Era, deepen reforms of undergraduate education and teaching, and comprehensively elevate the talent cultivation quality and school-running standards of Kunming University, this Plan is formulated in compliance with the *Opinions of the Ministry of Education on Accelerating the Development of High-Level Undergraduate Education and Fully Enhancing Undergraduate Talent Cultivation Capacity* (JG [2018] No. 2) and the *Action Plan of the General Office of the People's Government of Yunnan Province for Coordinated Development of First-Class Universities and First-Class Disciplines* (YZBF [2018] No. 8). Aligned with the University's development strategies of transformation, connotation development and targeted breakthroughs, the Plan aims to cultivate high-quality application-oriented talents.

## I. Guiding Ideology

Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the Plan thoroughly enforces the spirit of the National Education Conference, fulfills the fundamental task of fostering virtue through education, adheres to connotative development and the enhancement of talent cultivation quality, and fully implements the requirements of the National Conference on Undergraduate Education in the New Era by upholding the primacy of undergraduate education and advancing the Four Returns. Centered on the credit system reform as a breakthrough point, the comprehensive reform of the University is oriented toward meeting national and Yunnan's development demands, featuring distinctive strengths and differentiated development with steady progress. Student-centered in essence, it deepens reforms of the talent cultivation model and refines the University's internal governance system, so as to cultivate high-quality application-oriented talents with sound moral character, solid theoretical foundation, robust professional competence, comprehensive literacy, quick on-the-job adaptability, sustainable development potential and innovative capacity who are able to satisfy the demands of regional socioeconomic growth and industrial sectors. The reform shall further advance the University's application-oriented transformation and connotative development, and lift its overall standards in talent cultivation and institutional operation.

## II. Reform Objectives

### (I) Overarching Objective

Through the implementation of comprehensive credit system reform, educational and teaching philosophies shall be further transformed and unified. A sound operational mechanism and guarantee system compatible with the credit system for application-oriented undergraduate education shall be gradually established and refined, so as to motivate faculty to devote themselves to teaching and guiding students, inspire undergraduates to engage in diligent study and autonomous learning, and advance all-round student development. The University shall forge an innovative

development pathway marked by distinct disciplinary and professional characteristics, markedly improved quality of application-oriented talent cultivation, and optimized internal governance structure.

**(II) Specific Objectives**

Centered on curriculum quality, the connotative development of academic majors shall be reinforced. By 2023, the University's curricula and majors shall demonstrate distinctive features and reach categorized benchmark standards, with strides toward first-class status.

**Curriculum Development:** The Curriculum Center shall be founded. Taking the Double 10,000 Program as the guiding framework, standardized curriculum construction shall be prioritized alongside complete mechanisms for curriculum access, evaluation and withdrawal. Targeted benchmarking shall be carried out against core indicators including standardized curriculum components, textbook difficulty grading, teaching process assessment, separation of teaching and assessment, and examination paper quality. 15% of all core courses across majors shall attain national first-class standards with breakthroughs in internationally first-class curricula; 50% of all offered courses shall meet national average standards, and 30% shall reach provincial advanced standards.

**Major Development:** Adhering to the principles of cultivating competitive strengths, forming unique characteristics and serving industrial development, major structures shall be optimized through targeted benchmarking against five evaluation indicators for comprehensive major assessment: curricula, faculty, textbooks, assessment and graduate employment. The total number of undergraduate majors shall be capped at 55, with 2-3 national first-class undergraduate majors, 10-15 provincial first-class undergraduate majors and 15 university-level first-class undergraduate majors to be established. As a provincial demonstration institution for application-oriented education, over 50% of the University's majors shall rank among the leading majors in Yunnan Province.

**III. Reform Contents and Measures**

**(I) Credit Administration**

**1. Optimized Credit Allocation**

Rooted in the enhancement of talent cultivation capacity, the reform shall stimulate students' endogenous motivation for autonomous learning via rational graduation credit thresholds. Graduation credit benchmarks: Humanities and social science majors shall require 150-160 graduation credits; science, engineering, agriculture, medical, arts and sports majors shall require 157-170 graduation credits; five-year majors (excluding clinical medicine) shall require no more than 200 graduation credits in principle. In response to personalized talent cultivation demands, the proportion of elective credits shall be no less than 30% of total credits, with credit distribution across academic years and semesters reasonably scheduled to reserve space for individualized learning.

Credit conversion criteria: 16-18 class hours of theoretical courses equal 1 credit; 8 experimental hours equal 0.5 credit; one week (16 hours) of course design and other practical teaching sessions equal 0.5 credit; one week (16 hours) of graduation

(educational) internship or graduation thesis (design) equals 0.5 credit.

**2. Optimized Curriculum System**

In accordance with the *National Standards for Undergraduate Major Teaching Quality of General Higher Education Institutions* and major accreditation criteria, an outcome-oriented curriculum framework shall be constructed, encompassing four categories: general education (compulsory and elective courses), disciplinary foundation education (compulsory and elective courses), major education (compulsory and advanced elective courses), and practical education. Prerequisite and postrequisite relationships between courses and minimum credit requirements for compulsory and elective courses within each category shall be clearly defined. All schools shall deliver relatively unified first-year curricula, with university-wide general education courses delivered centrally.

(1) Curriculum Modules and Graduation Credit & Hour Requirements for General Undergraduate Majors

| Curriculum System | Curriculum Category | Curriculum Module | Credits for Humanities & Social Sciences | | Credits for Science, Engineering, Agriculture, Medicine, Arts & Sports | |
|---|---|---|---|---|---|---|
| | | | Credit | Hour | Credit | Hour |
| Theoretical Teaching | General Education | General Compulsory Courses | 42 | / | 40 | / |
| | | General Elective Courses | 10 | / | 10 | / |
| | Disciplinary Foundation | Disciplinary Compulsory Courses | 10-15 | / | 15-20 | / |
| | | Disciplinary Elective Courses | 10 | / | 10 | / |
| | Major Education | Major Compulsory Courses | 20 | / | 20 | / |
| | | Advanced Elective Courses | 35 | / | 35 | / |
| Practical Teaching | Professional Educational Practice | | 23-28 | / | 25-33 | / |
| Graduation Requirements | | Theoretical Teaching | 127-132 | 2032-2112 | 132-137 | 2112-2192 |
| | | Practical Teaching | 23-28 | / | 25-33 | / |
| | | Total | 150-160 | / | 157-170 | / |

Note: Five-year majors may adopt moderately higher credit thresholds, capped at 200 total graduation credits (clinical medicine may receive further adjustment).

(2) Curriculum Modules and Graduation Credit & Hour Requirements for Teacher Education Undergraduate Majors

| Curriculum System | Curriculum Category | Curriculum Module | Credits for Humanities & Social Sciences | | Credits for Science, Engineering, Agriculture, Medicine, Arts & Sports | |
|---|---|---|---|---|---|---|
| | | | Credit | Hour | Credit | Hour |
| Theoretical Teaching | General Education | General Compulsory Courses | 42 | / | 42 | / |
| | | General Elective Courses | 10 | / | 10 | / |
| | Disciplinary Foundation | Disciplinary Compulsory Courses | 10-15 | / | 10-15 | / |
| | | Disciplinary Elective Courses | 10 | / | 10 | / |
| | Major Education | Teacher Education Compulsory Courses | 15 | / | 15 | / |
| | | Major Compulsory Courses | 20 | | 20 | |
| | | Advanced Elective Courses | 25 | / | 25 | / |
| Practical Teaching | Professional Educational Practice | | 15-20 | / | 20-25 | / |
| Graduation Requirements | | Theoretical Teaching | 132-137 | 2112-2192 | 137-142 | 2192-2272 |
| | | Practical Teaching | 18-23 | / | 20-28 | / |
| | | Total | 150-160 | / | 157-170 | / |

**3. Reinforced Application-Oriented Training Features**

The practical teaching curriculum system shall be optimized with expanded practical teaching proportions to meet minimum hour thresholds: no less than 25% for humanities and social science majors, no less than 30% for science, engineering, agriculture, medical, arts and sports majors, and no less than 40% for featured application-oriented majors.

Practical teaching encompasses professional practical training (course experiments, course design, internships, skill training, graduation thesis/design, etc.), second classroom education, and institutional activities including orientation education, graduation education, career guidance, public welfare labor and social practice. A total of 3-4 weeks of concentrated practical training shall be arranged each semester to strengthen students' professional practical capabilities. Students must acquire a minimum of 2 credits via innovation and entrepreneurship practice and 2 credits via second classroom education activities. Under the credit system reform, talent cultivation programs shall comply with the *Measures for the Recognition and Administration of Innovation and Entrepreneurship Credits of Kunming University*, which allow such credits to offset general elective and practical credits and be recorded on official student transcripts.

**4. Standardized Credit Measurement and GPA System**

Student academic performance shall be evaluated based on credit points and weighted GPA, which shall serve as core criteria for degree conferral, scholarship assessment, minor program enrollment, postgraduate recommendation and other selection procedures. The conversion between course scores and grade points is specified as follows:

Grade Points for 100-point Courses

| Examination Scores | Grade | Grade Point |
|---|---|---|
| 90-100 | A | 4.0 |
| 85-89 | B+ | 3.5 |
| 80-84 | B | 3.0 |
| 75-79 | C+ | 2.5 |
| 70-74 | C | 2.0 |
| 65-69 | D+ | 1.5 |
| 60-64 | D | 1.0 |
| Course Retake | Per actual scores of retaken courses | Per actual scores of retaken courses |
| Below 60 | F | 0 |

Grade Points for Five-level Courses

| Evaluation Grades | Corresponding 100-point Scores | Grade Point |
|---|---|---|
| Excellent | 90-100 | 4.0 |
| Good | 80-89 | 3.3 |
| Medium | 70-79 | 2.3 |
| Pass | 60-69 | 1.3 |
| Course Retake | Per actual scores of retaken courses | Per actual scores of retaken courses |
| Fail | Below 60 | 0 |

Calculation formulas:

Credit Grade Point = Course Credit × Course Grade Point

Cumulative GPA = ∑ (Course Grade Point × Course Credit) / ∑ Course Credit

**(II) Teaching Administration**

**1. Optimized Major Structure**

(1) Existing majors shall be restructured by disciplinary category with a dynamic major adjustment mechanism established.

(2) Key undergraduate major cultivation programs shall be rolled out with increased funding to build clusters of distinctive application-oriented majors.

The Major Construction Committee of the University shall exercise full functional authority. Starting with school restructuring, a complete dynamic major adjustment mechanism featuring major access, early warning and withdrawal shall be implemented, driven by major streamlining and informed by major construction standards, enrollment scale and graduate employment quality.

**2. Teaching Administration Framework Centered on Four Institutional**

**Autonomies**

(1) Flexible Academic Duration

Four-year undergraduate programs shall adopt a flexible study period of 3-8 years; five-year undergraduate programs shall adopt a flexible study period of 4-9 years. Students may suspend studies for overseas exchange or entrepreneurship, with graduation eligibility determined by total credits accumulated within the flexible duration window.

(2) Major Streamlining and Major Transfer System

Within the study period, eligible students shall be granted maximum autonomy to select alternative majors subject to resource availability.

Innovative elite training: With university endorsement, some schools may establish innovative talent training classes for newly enrolled students within two weeks of registration. Student elimination and supplementary recruitment shall be conducted at the end of Year 1 and the first semester of Year 2; students ranking in the bottom 5% of class GPA shall be removed from the classes, with an equal number of outstanding applicants admitted as replacements.

Individualized development: Guided by the principles of unrestricted transfer-out, eligibility-based transfer-in, and no minimum cohort size thresholds for individual majors, students shall normally complete studies in their admitted major. Students with interest and aptitude in other disciplines may apply for major transfer twice annually after completing one full academic year via the academic affairs administration platform, with assessment and admission administered by respective schools.

(3) Autonomous Course Selection System

Regulations on credit-based course selection shall be formulated to guide students in selecting courses aligned with cultivation schemes and personal interests, and arranging study schedules independently. Students may choose instructors for compulsory courses and select both courses and instructors for elective courses. Students shall complete compulsory courses prior to elective courses and follow the prescribed prerequisite sequence of all courses strictly. Those who have not obtained credits for prerequisite courses shall not be permitted to enroll in subsequent courses. Credit load limits: Maximum 30 credits per semester for regular students; maximum 38 credits per semester for students pursuing minor programs. Minimum 15 credits per semester (exempted if remaining required credits fall below 15).

(4) Major-Minor Dual Degree System

Students with satisfactory academic standing in their primary major may pursue a minor program in another discipline. Students meeting all minor graduation criteria shall receive a corresponding minor completion certificate. Minor programs shall comprise no fewer than 30 credits. Students failing to complete minor graduation requirements shall be issued a certificate of study completion, governed by the *Regulations on Undergraduate Minor Programs of Kunming University*.

A two-week summer vacation mini-semester shall be offered to resolve capacity constraints for popular courses, retake requirements, and scheduling conflicts arising from dual-major or minor program enrollment.

(5) Credit Mutual Recognition System

Credits and grades obtained from courses completed at domestic and overseas institutions with formal credit recognition agreements, or domestic and overseas higher education institutions (first-tier undergraduate admission institutions), or onine learning platforms such as MOOC may be converted into equivalent credits and grades. Students shall submit written applications for off-campus credit recognition, reviewed by their affiliated school and ratified by the Academic Affairs Office.

(6) Course Exemption and Retake System

Eligible students may apply for exemptions from primary major courses; overlapping course requirements between major and minor may qualify for mutual exemption. Students studying overseas may apply for credit substitution for unattainable required courses. Failed compulsory courses must be retaken; students with failed elective courses may either retake the course or substitute it with another elective course. Full credit-based tuition fees shall apply for all retaken courses.

(7) Student Learning Assessment Mechanism

Formative assessment shall be prioritized within an evaluation framework centered on comprehensive literacy and competency cultivation. Examination administration shall be standardized, with formative assessment criteria tailored to each course's disciplinary characteristics to ensure assessment content and methodologies align with competency development objectives and stimulate autonomous learning.

Separation of teaching and examination shall be piloted for general education courses and gradually expanded to ensure the reliability and validity of course assessments and credit awarding.

Make-up examinations and pre-graduation comprehensive remedial examinations shall be abolished entirely.

(8) Academic Early Warning and Withdrawal Mechanism

Schools shall issue academic early warnings to students encountering learning difficulties, implementing targeted support measures to facilitate on-time graduation. Students who fail to complete degree requirements within the flexible academic duration despite intervention shall be subject to the academic withdrawal procedure.

(9) Undergraduate Academic Advisor System

A team of undergraduate academic advisors shall be established, with professional course teachers as the core members. The team shall also include full-time faculty with relevant disciplinary backgrounds who have served at the University for no less than one year, administrative leaders, counselors, as well as internal (from other functional departments) and external part-time instructors who have passed the undergraduate academic advisor training organized by schools. Academic advisors are mainly responsible for major development planning, major streaming, course selection guidance, graduation thesis supervision, career field recommendation and further study referral. In principle, the student-advisor ratio shall not exceed 25:1. The University shall allocate special funds for the development of the undergraduate academic advisor system. The assessment results of academic advisors' work shall serve as an important criteria for the distribution of faculty

performance pay and the evaluation and selection of outstanding faculty and awards.

(10) Improved Teaching Assistant System

Each course shall be assigned one or multiple teaching assistants, recruited from newly hired faculty or postgraduate students. Structured training shall be provided to enable assistants to support instructors in teaching delivery.

**3. Reformed Public Physical Education: Sport Club Model**

A sport club teaching model shall be implemented to deliver personalized, diversified and regularly scheduled physical education, fulfilling the national mandatory physical education requirements. Sport clubs including basketball, football, volleyball, table tennis, badminton, tennis, swimming, yoga and martial arts shall be established to accommodate individualized student development and specialized skill cultivation, advancing the institutional objectives of lifelong physical education and career-long fitness awareness.

**4. Strengthened Practical Teaching**

A distinctive tiered practical teaching system shall be holistically designed driven by innovation and entrepreneurship education and integration of industry and education, with categorized practical teaching standards and process-oriented assessment frameworks formulated. Industry-university-research collaborative practical training models shall be deepened, integrating on-campus experimental centers, the School of Innovation and Entrepreneurship, and off-campus practical training bases into a unified platform to provide students with an open environment for independent learning and innovative and entrepreneurial practice, fostering innovative thinking and practical operational capabilities.

**(III) Curriculum Administration**

**1. Establishment of the Curriculum Center**

The Curriculum Center shall be established to undertake full-time course evaluation functions, which shall be a newly founded division-level institution.

**2. Core Functions of the Curriculum Center**

The Curriculum Center shall establish a long-term quality governance mechanism covering course and faculty access, evaluation and withdrawal. It shall organize expert panels to conduct review and ratification for course and instructor entry/exit, and carry out quality grading assessments for courses and instructors to guarantee high-quality course and instructor provision under the credit system framework. Schools remain the primary bodies for course development, tasked with curriculum construction and faculty training under their respective disciplinary jurisdictions.

**3. Core Mandates of the Curriculum Center**

(1) Establish access mechanisms for curricula and instructors

Categorized access standards for courses shall be formulated. Each course shall undergo comprehensive evaluation against alignment with talent cultivation objectives, content structure, textbook selection, faculty capacity and assessment methodologies based on official syllabi. Uniform entry standards for newly launched courses and first-time instructors shall be developed, with expert panels conducting comprehensive access reviews.

(2) Conduct quality grading evaluations for courses and instructors

Curricula shall be benchmarked against international, national and provincial first-class standards. The Center shall organize internal academic experts and external industry specialists to evaluate and certify curriculum quality tiers and conduct grading assessments for course instructors. Schools shall conduct full-coverage internal evaluations of all courses and complete preliminary reviews for courses and instructors applying for university-level assessment. Courses and instructors shall receive tiered designations based on evaluation outcomes, linked to sustained curriculum development, faculty appointment and performance remuneration.

(3) Establish curriculum withdrawal mechanism

Efforts shall be directed toward developing high-quality "golden courses" and eliminating low-quality "shallow courses". Courses receiving substandard overall evaluation scores with outdated knowledge frameworks that fail to support students' competency development shall be phased out, enhancing the capacity of course offerings to underpin talent cultivation objectives.

**(IV) Faculty Administration**

**1. Establishment of the Faculty Center**

The Faculty Center shall be set up by integrating resources from the Faculty Affairs Department and the Human Resources Division. As an independent auxiliary teaching administrative body, it shall be at the deputy division level.

**2. Core Functions of the Faculty Center**

The Center shall oversee faculty post establishment, appointment and adjustment, salary and performance allocation, and comprehensive evaluation of faculty teaching and research performance.

**3. Core Mandates of the Faculty Center**

(1) Rationalized faculty post configuration and optimization

Combining the demands of major development and the outcomes of major evaluations, the Faculty Center shall assign higher weightings to senior post allocations for first-class, key and distinctive majors. It shall establish a dynamic adjustment mechanism for faculty post setup that aligns with the dynamic adjustment of academic majors. Job responsibilities shall be clearly defined to fully reflect disparities in workload and difficulty across different faculty ranks. A standardized, scientific, dynamically adjustable faculty post system with clear objectives and well-defined duties shall be constructed to shift faculty administration from identity-based management to post-based management.

(2) Refined faculty appointment and post adjustment mechanisms

The Faculty Center shall establish a faculty appointment system consisting of permanent tenure, probationary tenure and fixed-term contracts. The policy of grandfather clauses for existing staff and new rules for newly recruited personnel shall be implemented. Current faculty with institutional establishment shall be covered under the permanent tenure track. New recruits shall be subject to classified appointment: recruited doctoral holders and high-level talents shall be directly granted permanent tenure; non-doctoral new faculty shall be placed on the probationary tenure track; outstanding external instructors hired on a temporary or short-term basis shall

be offered fixed-term contracts.

Active exploration shall be carried out to advance the reform of categorized faculty appointment and refine the administrative measures for faculty employment. The mechanism for faculty post adjustment shall be optimized to facilitate rational mobility of faculty resources. Administrative rules governing faculty entry, post transfer and exit shall be formulated, and a dynamic adjustment mechanism covering faculty recruitment, dismissal, promotion, demotion, retention and transfer shall be established on the basis of faculty post assessment results, so as to realize a personnel system featuring fluid faculty entry and exit, adjustable academic ranks, and flexible post retention and transfer.

(3) Deepened performance distribution reform with two-tier university-school allocation frameworks

On the basis of the existing remuneration distribution system, the reform of performance-based distribution shall be further deepened. A comprehensive performance system shall be established and refined, which sets workload benchmarks and quality performance criteria corresponding to annual teaching and research tasks for faculty in different post categories. A human resource compensation system shall be developed embodying the principles of "more pay for more work, higher remuneration for outstanding performance, transfer upon failure to gain promotion, and exit upon failure to gain promotion". At the university level, a reward-based performance fund allocation method closely integrated with major construction and major evaluation shall be formulated. The total amount of reward-based performance funds allocated by the University to each school is linked not only to quantitative indicators such as the number of majors, total class hours and student enrollment scale, but also directly tied to the level of major construction, outcomes of major evaluations and curriculum assessments. Different allocation standards shall be adopted for majors and courses of different tiers. At the school level, allocation rules closely linked to the effectiveness and quality of faculty teaching work shall be formulated and improved to prioritize weight for teaching quality. Combined with basic workloads and excess workloads corresponding to various types and ranks of faculty posts, especially the assessment results of faculty teaching quality, a dual performance distribution system covering quantitative performance and quality performance shall be implemented based on the faculty assessment system, so as to realize the remuneration mechanism of more pay for more work, higher rewards for better performance and extra benefits for high-quality courses.

(4) Improved comprehensive faculty evaluation and incentive frameworks

Reforms to faculty teaching and research assessment systems shall be advanced to stimulate institutional commitment to teaching innovation and pedagogical research. Teaching performance shall constitute a primary criteria for post assessment, title promotion, award recognition and performance remuneration. Teaching workload and outstanding pedagogical achievement shall be prioritized for equivalent applicants in professional title evaluation.

A long-term mechanism for teacher ethics construction shall be implemented with a negative list for ethical violations and a zero-tolerance veto clause for

misconduct. Faculty ideological and political education shall be integrated into new faculty orientation, teaching delivery, title appraisal, awards and performance assessment.

The Distinguished Contribution Award of Kunming University shall be instituted, with outstanding teaching and administrative personnel recognized biennially to encourage faculty engagement in undergraduate education management and service.

**(V) Student Administration**

**1. Establishment of the Student Center**

The Student Center shall be established by integrating and coordinating student management and service functions of multiple departments, including the Student Affairs Office, Youth League Committee of the University, Academic Affairs Office, Admissions and Employment Office, Psychological Counseling Center, Finance Office, Logistics Department and Security Department. The Student Center shall be a physical entity at the deputy division level.

**2. Core Functions of the Student Center**

Centered on student demands, the Student Center shall streamline service workflows to deliver comprehensive one-stop integrated services covering academic planning, academic development, early warning, career design, employment and entrepreneurship guidance, consultation, administrative affairs, psychological counseling and information exchange via professional, approachable service teams and a supportive environment.

**3. Core Mandates of the Student Center**

(1) Integrated offline and digital one-stop service platforms

Targeting efficient and convenient one-stop services, a physical offline management and service platform of the Student Center integrating three categories and three levels into an integrated one-stop service hub shall be built. Meanwhile, an online service platform supported by modern information technology shall be developed to realize seamless connection between the campus network and mobile APPs, so as to deliver all-round services to students. Three Categories: Centered on the missions of student education through teaching, administration and service, a student management and service model featuring compatibility, connectivity and complementarity among the three education approaches shall be constructed to provide integrated three-in-one services for students. Three Levels: Academic advisors, counselors and class teachers shall cooperate closely. Under the guidance of the Student Work Steering Committee of the University and the specific leadership of the Student Work Leading Group of each school, a university-school two-tier online and offline service platform for student coordination and management shall be established. The first inquiry responsibility system shall be enforced to deliver one-stop student services.

(2) Comprehensive all-staff education mechanism

Built upon the academic advisor system, a unified student management framework integrating academic advisors, class teachers, counselors and administrative leaders shall be established, merging the leader-student contact program and dormitory liaison system with the academic advisor scheme to embody

the institutional philosophy of treating the campus as home and students as young charges.

The incentive mechanism for student management and services shall be innovated, and a recognition, incentive and support mechanism compatible with the credit system shall be established.

The evaluation mechanism for student management and services shall be innovated. Oriented toward the goal of all-staff, whole-process and all-round education, quantitative evaluation of the overall effectiveness of student affairs of the University shall be implemented.

(3) Expanded residential college management pilot program

Drawing on operational experience from the residential college model implemented within the School of Humanities, the pilot shall be expanded campus-wide to establish platforms for student self-governance, self-education, self-service and extracurricular self-expression.

**IV. Safeguard Measures**

**(I) Organizational Safeguards**

The Leading Group for Comprehensive Credit System Reform shall be constituted:

| | |
|---|---|
| Group Leaders: | Chen Yongming (Party Secretary)<br>Li Sumei (Deputy Party Secretary, President) |
| Executive Group Leader: | Li Sumei (Deputy Party Secretary, President) |
| Deputy Group Leaders: | Guo Hua (Member of the Party Committee, Vice President)<br>Dong Jianhua (Member of the Party Committee, Vice President)<br>Ma Yinhai (Vice President)<br>Shen Fan (Member of the Party Committee, Vice President)<br>Wang Fan (Member of the Party Committee, Vice President) |
| Group Members: | Principal administrative officials of the Party Committee General Office, President's Office, Organization Department, Student Affairs Office, Youth League Committee of the University, Development and Planning Office, Human Resources Office, Academic Affairs Office, Teaching Quality Monitoring and Evaluation Center, Finance and Planning Office, Admissions and Employment Office, Assets and Laboratory Management Office, Information Center, and all schools |
| Office Director: | Wang Fan (Member of the Party Committee, Vice President) |
| Office Staff: | Personnel from the Academic Affairs Office, Human Resources Office, Student Affairs Office and Teaching Quality Monitoring and Evaluation Center |

**(II) Financial Safeguards**

Special dedicated funding shall be allocated for credit system reform to prioritize investment in teaching construction. A long-term mechanism for annual incremental growth of teaching funds shall be established, with increased investment in major development, curriculum construction, practical training platform development and

teaching reform initiatives, and priority funding reserved for the construction of comprehensive credit system management platform and other credit system reform projects.

**(III) Information Technology Safeguards**

The top-level design of information construction for credit system reform shall be well formulated. Taking the credit system as the starting point and focusing on three key dimensions of administration, service and learning, the digitalization and networking of teaching resources shall be fully advanced. An integrated and intelligent modular information support platform centered on credit-based teaching administration, intelligent services for teachers and students, and digital learning shall be established. Seamless data interconnection of information covering admissions, career services, finance, human resources, student affairs and academic affairs shall be realized to better accommodate the requirements of credit system reform.

**(IV) Auxiliary Safeguards**

The credit system reform shall introduce heightened variability and instability in student accommodation, class attendance and daily schedules, imposing new demands on campus dormitory capacity, classroom utilization, library and laboratory opening hours, and catering services. Comprehensive logistical support shall be strengthened to satisfy the operational requirements of credit system reform.

**V. Supplementary Provisions**

This Plan shall take effect upon official issuance. The *Implementation Plan for Comprehensive Reform of Undergraduate Credit System of Kunming University* (KYJ [2019] No. 22) shall be simultaneously repealed.