



JME

Journal of Measurement and Evaluation

JME, Vol. 1, No. 1, 2026, pp.1-20.

Print ISSN: 3135-4661; Online ISSN: 3135-467X

Journal homepage: <https://www.jmeacta.com>

DOI: <https://doi.org/10.64058/JME.26.1.01>



Issues and Approaches to Constructing a Chinese-characteristic Philosophy and Social Science Evaluation System within the Perspective of All-round Academic Evaluation

Jiyuan Ye, Jiarui Ran

Abstract: Grounded in the current status of philosophy and social science research in China and evaluation practices at home and abroad, this article discusses the significance of constructing an evaluation system for Chinese-characteristics philosophy and social science within the perspective of all-round academic evaluation. It elaborates on key aspects such as the positioning of evaluation needs, theoretical framework, system construction, empirical analysis, meta-evaluation and promotion, and the design of a data service platform, providing corresponding implementation approaches. Furthermore, it analyzes key issues, major challenges, and innovative aspects in the construction of the evaluation system.

Keywords: All-round academic evaluation system; Chinese characteristics; Philosophy and social science; Evaluation system; National Social Science Fund Major Project

Author Biographies: **Jiyuan Ye** serves as a Distinguished Professor at the School of Information Management, Nanjing University, Nanjing 210023, Jiangsu, China. **Jiarui Ran (translator)**, Ph.D., currently at Chengdu University of Traditional Chinese Medicine. Her research interests include science & technology evaluation and innovation policy. E-mail: ranjr_818@126.com.

Received: 05 Dec 2025 / Revised: 31 Dec 2025 / Accepted: 14 Jan 2026 / Published online: 30 Apr 2026 / Print published: 30 May 2026.

This article is an English translation of the following Chinese article: Ye, J. (2025). Issues and Approaches to Constructing a Chinese-characteristic Philosophy and Social Science Evaluation System within the Perspective of All-round Academic Evaluation. *Library Work and Study*, (1), 5–15. <https://doi.org/10.16384/j.cnki.lwas.2025.01.006>

1. Introduction

Philosophy and the social sciences are just as important as the natural sciences in promoting the development and progress of human civilization; they are like the two wings of a bird or the two wheels of a cart, and neither can be dispensed with. If a country lags behind in science and technology, it may collapse under external attack; if it lags behind in philosophy and the social sciences and lacks humanistic spirit, it may collapse from within even without being attacked. Since 2016, the Party and the state have explicitly called for “the construction of an academic evaluation system with its own distinctive characteristics” (Central Committee of the Communist Party of China, 2017). However, a systematic theory of an evaluation system with Chinese characteristics has not yet been established. The absence of such theoretical research has further led to problems such as simplification and absolutization in the evaluation practice of philosophy and the social sciences in China. Therefore, while maintaining the local characteristics, independence, and innovativeness of Chinese scholarship and advancing academic internationalization, it is particularly crucial to construct an academic evaluation mechanism suited to the development of Chinese scholarship (Ye & Yuan, 2022; Research Center for the Evaluation of Humanities and Social Sciences Achievements, Renmin University of China, 2020). The “all-round academic evaluation” system (hereinafter referred to as “all-round evaluation”) proposed by the author in 2010 (Ye, 2010; Ye, 2021a) embodies Chinese characteristics in terms of orientation, national character, and autonomy, and has been tested in academic evaluation practice. It may be regarded as an early exploration of an evaluation system with Chinese characteristics. Therefore, based on the new requirements of philosophy and social science research with Chinese characteristics, exploring how to build an evaluation system with Chinese characteristics from the perspective of all-round evaluation is of great significance for establishing an autonomous Chinese knowledge system of evaluation and enriching academic evaluation theory. It also carries major academic value for the construction of the academic system, disciplinary system, discourse system, and textbook system of philosophy and the social sciences with Chinese characteristics, as well as for enriching Marxist axiology, epistemology, praxeology, and evaluation theory.

At the same time, establishing a scientific and rational evaluation system for philosophy and the social sciences with Chinese characteristics can guide academic evaluation onto a proper path that is orderly, fair, and rational; eliminate such maladies in academia as “bad money driving out good” and “fourth- and fifth-rate work replacing first- and second-rate work”; promote the rational allocation of research resources; foster a fair and healthy academic ecology; advance research integrity; and rectify academic ethos. In this way, it can fully stimulate the enthusiasm and creativity of researchers, produce more high-level research achievements, promote the flourishing of philosophy and the social sciences, carry forward Chinese civilization, nourish the national spirit, cultivate cultural confidence, enhance new quality productive forces and the level of social civilization, and accelerate the building of an innovative country and the realization of Chinese modernization.

2. Review of Relevant Research at Home and Abroad

In terms of research themes, studies on the evaluation of philosophy and the social sciences in China have focused mainly on three aspects: evaluation theory, evaluation practice, and the construction of an evaluation system with Chinese characteristics. First, evaluation theory. In addition to the “all-round evaluation” proposed by the author, Lu Hongru and others (2020) advanced an academic evaluation theory from the perspective of complexity theory; Liu Dachun (2009) proposed establishing a philosophy and social science research evaluation concept that both aligns with international standards and reflects Chinese characteristics while remaining practically feasible; the Research Center for the Evaluation of Academic Achievements in Humanities and Social Sciences at Renmin University of China proposed the “composite evaluation concept” for assessing paper quality (Research Center for the Evaluation of Humanities and Social Sciences Achievements, Renmin University of China, 2020) ; and the *Work Plan for the Fifth Round of Discipline Evaluation* issued by the Ministry of Education proposed an “integrated evaluation method” (Ministry of Education of the People’s Republic of China, 2020). Overall, however, theoretical research on the evaluation of philosophy and the social sciences in China still suffers from insufficient systematicity, specialization, and distinctive characteristics. Further in-depth inquiry is therefore needed into academic evaluation theory, including philosophical reflection on the essence of academic evaluation, the foundational significance of axiology, evaluation theory, and praxeology for academic evaluation, and how theoretical findings can be transformed into evaluation policies and rules and then applied to evaluation practice. Second, evaluation practice. Since 1991, China has carried out various academic evaluation practices based on the Guide to Chinese Core Journals (Peking University), the AMI indicator system (Chinese Academy of Social Sciences), and CSSCI (Nanjing University) (hereinafter collectively referred to as the “three major core systems”). These practices have to some extent promoted the standardization of academic journals and the development of quantitative and objective evaluation, but they have also produced tendencies toward evaluation alienation, prompting scholarly reflection. For example, Qiu Junping and others (2021) pointed out that China’s research evaluation system suffers from problems such as the supremacy of SCI/SSCI, the overgeneralization of quantitative assessment, and the formalization of peer review, and argued that evaluation practice should be guided by evaluation theory and that management evaluation should be distinguished from academic evaluation. Zhu Jian (2019) contended that defects in the theory, data, and algorithms of the “three major core systems” have led academic evaluation into difficulty and harmed academic research. The author believes that the root cause of SCI/SSCI supremacy lies in a lack of in-depth understanding of the nature of citation and the essence of academic evaluation, and therefore advocates a return to “peer review,” while emphasizing the need to overcome its limitations (Ye, 2020). The Chinese Academy of Social Sciences (Research Group on the Construction of the “Three Major Systems” of the Bureau of Scientific Research Management, Chinese Academy of Social Sciences, Cui, Wang, Sun, & Huang, 2022) has attempted to construct an evaluation index system for the “three major systems” with Chinese characteristics, but this has not yet been put into practice.

The Research Center for the Evaluation of Academic Achievements in Humanities and Social Sciences at Renmin University of China (Book and Newspaper Information Center, Renmin University of China, n.d.) has also attempted to evaluate original concepts and iconic concepts in the humanities and social sciences. In short, there has been relatively little practice specifically targeting academic evaluation with Chinese characteristics, and systematic practical exploration is urgently needed. Third, the construction of an evaluation system with Chinese characteristics. Since 2016, China has actively promoted the construction of such a system. Existing studies have mainly analyzed the problems and approaches involved, but most remain general discussions and few adopt specific research methods to conduct systematic research. For instance, Wang Weiguang (2017) proposed four key elements of academic evaluation: political orientation, lofty goals, concrete measures, and being both politically sound and professionally competent. Jing Linbo (2017) argued that scientific and transparent evaluation rules should be formulated and national evaluation standards established through drafting and declaration procedures. Yin Zhongyong (2020) identified problems at the levels of concepts, criteria, and implementation in the current field of academic evaluation and proposed a series of recommendations. During 2021–2022, the author, based on “all-round evaluation,” proposed methods, pathways, and frameworks for constructing an academic evaluation system for philosophy and the social sciences with Chinese characteristics (Ye & Yuan, 2022; Liu, 2009; Ye, 2021b), producing a positive impact and offering ideas for the building of such a system.

Foreign scholars, publishers, and administrators have also conducted extensive discussions on academic evaluation, emphasizing the importance of recognizing the diversity of the missions of research activities, selecting and applying evaluation indicators appropriately, and comprehensively considering differences in society, economy, culture, and environment, as well as regional, disciplinary, and individual variations, so as to protect localized research. In terms of research themes, foreign studies focus mainly on three aspects: evaluation theory, evaluation methods and practice, and the social effects of evaluation. First, evaluation theory. Research on academic evaluation abroad began relatively early. In 1665, the British journal *Philosophical Transactions* formally adopted the peer review system at its inception. In 1949, G. K. Zipf (1949) proposed Zipf’s law, revealing the discrete distribution pattern of word frequency in articles, and later further pointed out that this law could be used to predict disciplinary hotspots. With the development of disciplinary specialization, academic evaluation has had to be refined down to disciplinary classification; for example, S. Bastow and others (2014) pointed out that because of differences in organizational and cognitive characteristics, the humanities and social sciences and the natural sciences require different evaluation criteria. Second, evaluation methods and practice. Peer review and bibliometric methods are the major evaluation methods. With regard to peer review, D. Li and others (2015) found that excellent peer review results are closely related to the production of high-level scientific research outcomes. G. Derrick (2018) pointed out that peer review dominated by administrative committees is not conducive to the effective functioning of peer review in its true sense. With regard to bibliometric methods, D. W. Aksnes (2019) argued that citation

indicators can serve as important tools for measuring the academic impact of research results, but they are not sufficient on their own to assess the quality and innovativeness of academic achievements. In addition, new evaluation methods have also attracted attention. E. Giménez-Toledo (2015) pointed out that there are six developmental priorities in the evaluation of philosophy and the social sciences in the new era: using complete research output data, making extensive use of qualitative evaluation, involving open access in academic evaluation, introducing altmetric indicators, adopting responsible metrics, and emphasizing the social impact of research. Third, the social effects of evaluation. Foreign scholars have carried out a series of studies on policy, management, and social behavioral effects. For example, L. Lanzillo (2018) argued that the social impact evaluation system in philosophy and the social sciences originates from the ideas of technology transfer and knowledge transfer assessment, and that the concept of “transfer” is highly important across various evaluation standards. In practice, the United Kingdom’s Research Excellence Framework mainly examines the concrete impact of philosophy and social science research results on the economic, social, and cultural fields when evaluating their influence (Higher Education Funding Council for England, 2019). The Netherlands’ Strategy Evaluation Protocol, by contrast, takes social relevance as the primary indicator for evaluating the social impact of philosophy and the social sciences, and its evaluation cycle covers six years before and after the assessment (Association of Universities in the Netherlands, 2021).

Overall, current domestic and international research on the evaluation of philosophy and the social sciences still has the following problems. First, Chinese characteristics have not been sufficiently highlighted. There are both commonalities and major differences between Chinese and Western research in philosophy and the social sciences, and there is now an urgent need to provide a clear definition and theoretical explanation of an evaluation system with Chinese characteristics. Emphasizing Chinese characteristics means emphasizing the autonomy and originality of Chinese scholarship. In the field of philosophy and the social sciences, it is necessary to outline an ideal model of academic evaluation that accords with China’s actual developmental needs, thereby creating conditions for formulating operable evaluation criteria, indicators, methods, and implementation measures for different evaluation purposes. Second, conceptual definitions remain unclear. Current studies often fail to define basic concepts clearly. Terms such as system, mechanism, and institution are used interchangeably; similarly, terms such as humanities, social sciences, and philosophy and the social sciences are often conflated. In fact, many concepts are not only frequently mixed in academic research, but are also commonly confused in scientific research management departments and various media outlets, such as evaluation and assessment, factual judgment and value judgment, instrumental rationality and value rationality, evaluation and critique, evaluation criteria and evaluation indicators, evaluation criteria and evaluation systems, indicator systems and evaluation systems, citations and references, innovation and creation, originality and disruptive innovation, and so on. It is therefore urgent to clarify and establish the relevant core concepts and conceptual system. Third, existing evaluation methods are not sufficiently scientific. At present, the academic community has reached a broad consensus on the advantages and

disadvantages of academic evaluation methods dominated by qualitative peer review and quantitative bibliometrics. However, with regard to the particularities of philosophy and the social sciences, taking scholar evaluation as an example, the evaluation process requires not only an analysis of the stock of stage-based research achievements, but also the establishment of a long-term evaluation mechanism oriented toward the scholar's entire research process, diverse outputs, and whole academic career. This cannot be achieved by the mere separate application of peer review or bibliometric methods. In addition to their inherent defects, current evaluation methods are also affected by management and technology and have not adopted effective measures tailored to the characteristics of philosophy and the social sciences, thereby increasing the risk of cognitive limitations and biased evaluation conclusions in this field.

3. Overall Framework and Main Content

3.1. Overall Framework

The overall framework of this project is shown in Figure 1.

Under the guidance of Marxist value theory, this project centers on the theme of “research on the construction of an evaluation system for philosophy and the social sciences with Chinese characteristics from the perspective of all-round academic evaluation” and carries out research through six subprojects: (1) needs analysis and positioning of an evaluation system for philosophy and the social sciences with Chinese characteristics; (2) the theoretical framework of such an evaluation system from the perspective of all-round academic evaluation; (3) the construction of such an evaluation system from the perspective of all-round academic evaluation; (4) empirical analysis of the evaluation system for philosophy and the social sciences with Chinese characteristics; (5) meta-evaluation and the promotion and application of the evaluation system for philosophy and the social sciences with Chinese characteristics; and (6) the construction of a data service platform for the evaluation system for philosophy and the social sciences with Chinese characteristics.

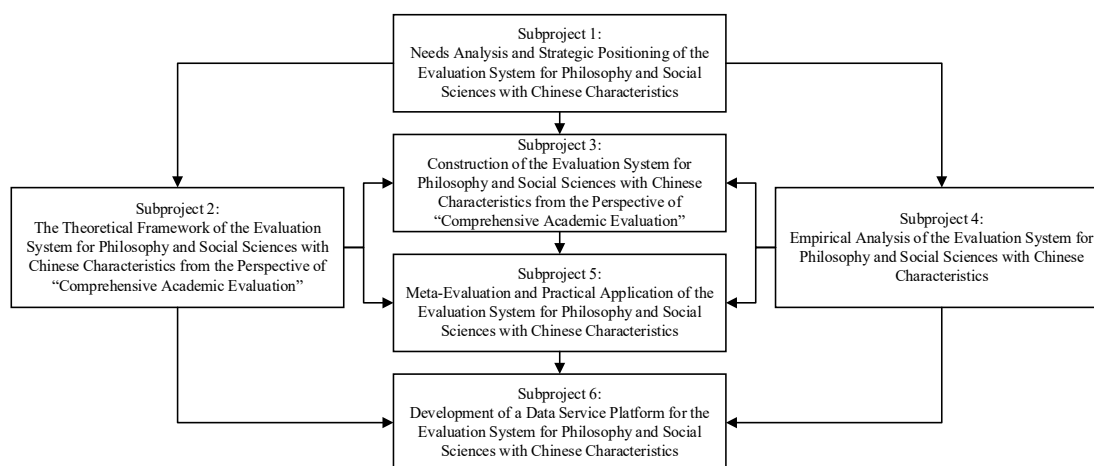


Figure 1. Overall Framework of the Study

The division of these six subprojects follows the basic scientific research logic of “discovering problems — analyzing problems — solving problems,” while also taking into account national overall requirements, the internal logic of the general project, and the current state of theoretical research and practice in the field. Among them, Subproject 1, “needs analysis and positioning of an evaluation system for philosophy and the social sciences with Chinese characteristics,” serves as the foundation for the other five subprojects. Only by clarifying the main existing problems, the value and instrumental needs of the evaluation system, and the target positioning of an evaluation system for philosophy and the social sciences with Chinese characteristics can subsequent research be carried out. Subproject 2, “the theoretical framework of an evaluation system for philosophy and the social sciences with Chinese characteristics from the perspective of all-round academic evaluation,” constitutes the theoretical part of the project. By clarifying basic concepts and their logical relationships and by analyzing and revising classical theories, it provides a macro-level theoretical framework, discourse system, and methodological guidance for the subsequent four subprojects, and removes cognitive barriers between theories and between theory and practice. Subproject 3, “the construction of an evaluation system for philosophy and the social sciences with Chinese characteristics from the perspective of all-round academic evaluation,” is the core of the project. On the basis of fully accumulating the research achievements of the first two subprojects, it explores in depth the degree of compatibility between all-round evaluation and the evaluation system for philosophy and the social sciences with Chinese characteristics, and, through analysis and reflection on all-round evaluation, constructs a more reasonable evaluation system that embodies Chinese characteristics, thereby providing a basis and support for subsequent research and practice. Subproject 4, “empirical analysis of the evaluation system for philosophy and the social sciences with Chinese characteristics,” is the empirical study corresponding to Subproject 3. By selecting suitable objects for demonstrative verification, it seeks to demonstrate the rationality, explanatory power, and predictive capacity of Subproject 3, while continuously revising and improving the overall evaluation system. Subproject 5, “meta-evaluation and the promotion and application of the evaluation system for philosophy and the social sciences with Chinese characteristics,” further optimizes the theoretical part of the evaluation system by evaluating the effects of Subprojects 3 and 4, while also advancing evaluation practice and designing mechanisms and action plans for the transformation, dissemination, and application of the system’s achievements. Subproject 6, “the construction of a data service platform for the evaluation system for philosophy and the social sciences with Chinese characteristics,” serves as the culmination of the entire project. On the basis of extensive prior theoretical research, it uses new technologies to develop a data service platform that integrates the concepts, methods, data, and technologies of the evaluation system, thereby putting the system into practice and promoting the intelligent development of evaluation activities. In short, the six subprojects complement one another and jointly accomplish the research task of “constructing an evaluation system for philosophy and the social sciences with Chinese characteristics from the perspective of all-round academic evaluation.”

3.2. Main Content

The core issue embedded in the study of constructing an evaluation system for philosophy and the social sciences with Chinese characteristics is how to guide and establish China's autonomous knowledge system. The main objects of research are philosophy and the social sciences with Chinese characteristics, academic evaluation, and academic evaluation systems. The main content of this project includes six aspects.

First, needs analysis and positioning of the evaluation system for philosophy and the social sciences with Chinese characteristics. Attention to reality is the key to academic evaluation and also the distinctive feature of an evaluation system for philosophy and the social sciences with Chinese characteristics. The construction of a scientific and rational evaluation system of this kind must be clearly positioned in accordance with the requirements of historical development and present needs. First, through a systematic review of the history of research and practice in the academic evaluation of philosophy and the social sciences both at home and abroad, it is necessary to summarize experience and lessons, identify major problems, and predict the future direction of academic evaluation. Second, through a comprehensive investigation of the practical needs of the development of philosophy and the social sciences with Chinese characteristics and their academic evaluation, the characteristics of the times should be grasped. Finally, by linking the past, the present, and the future, the needs and positioning of the evaluation system for philosophy and the social sciences with Chinese characteristics can be determined.

Second, the theoretical framework of the evaluation system for philosophy and the social sciences with Chinese characteristics. The construction of such an evaluation system cannot be separated from the guidance of scientific theory. Therefore, it is first necessary to clarify the basic concepts and the relationships among them, such as the connotations and extensions of concepts including Chinese characteristics, philosophy and the social sciences, and academic evaluation systems, as well as the relationship between philosophy and the social sciences and the humanities and social sciences. Second, under the guidance of Marxist theory, it is necessary to rethink classical ideas, theories, and cases concerning academic evaluation and the development of philosophy and the social sciences in China and abroad, in ancient and modern times, so as to form theorems and propositions for academic evaluation with Chinese characteristics. Finally, a theoretical framework for the evaluation system of philosophy and the social sciences with Chinese characteristics should be constructed.

Third, the construction of the evaluation system for philosophy and the social sciences with Chinese characteristics. This stage is crucial for carrying out evaluation practice in philosophy and the social sciences and for promoting the flourishing development of China's philosophy and the social sciences. The construction of the evaluation system must be closely integrated with the current developmental realities of philosophy and the social sciences in China and adhere to the principles of inheritance, national character, subjectivity, and originality. On the basis of fully considering the characteristics of philosophy and the social sciences, it should look to the world and draw on the outstanding achievements of international evaluation in philosophy and the social sciences. On this basis, the constituent elements of all-round evaluation and the

relationships among them should be reconsidered, and an evaluation system for philosophy and the social sciences with Chinese characteristics that possesses both theoretical soundness and practical applicability should be developed.

Fourth, empirical analysis of the evaluation system for philosophy and the social sciences with Chinese characteristics. The evaluation system for philosophy and the social sciences with Chinese characteristics must not remain mere armchair speculation, but should be practically feasible and achieve deep interaction between theory and practice. After the construction of the evaluation system is completed, suitable evaluation objects should be selected for empirical research in order to verify the rationality, explanatory power, and predictive value of the system. At the same time, lessons should be drawn from demonstrative verification so as to further design mechanisms and pathways for the promotion and application of the evaluation system.

Fifth, meta-evaluation and the promotion and application of the evaluation system for philosophy and the social sciences with Chinese characteristics. Meta-evaluation is “evaluation of evaluation.” Both the constructed evaluation system for philosophy and the social sciences with Chinese characteristics and the effects and social influence of the demonstrative evaluation practices carried out under it need to be evaluated once again. By reviewing relevant domestic and international theories and practical achievements in meta-evaluation and designing scientific and rational meta-evaluation standards and methods to evaluate both the theory and practice of the evaluation system for philosophy and the social sciences with Chinese characteristics, it becomes possible not only to identify deficiencies in the evaluation system in a timely manner, but also to further promote the development of meta-evaluation theory and practice.

Sixth, the construction of a data service platform for a demonstrative evaluation system of philosophy and the social sciences with Chinese characteristics. A major feature of the evaluation system for philosophy and the social sciences with Chinese characteristics is its commitment to keeping pace with the times. With the rapid development of information technology, the evaluation of philosophy and the social sciences is bound to develop in a digitalized and intelligent direction. By collecting, storing, organizing, processing, and sharing data resources for the evaluation of philosophy and the social sciences, the project team seeks to build a data service platform for a demonstrative evaluation system of philosophy and the social sciences with Chinese characteristics, and to explore convenient and usable modes of access to and services for evaluation resources in philosophy and the social sciences for researchers, evaluation subjects, and others, thereby establishing a demonstrative pathway that can closely integrate concepts, technology, resources, services, and evaluation.

4. Research Ideas and Methods

4.1. Research Ideas

This project follows the overall research approach of “discovering problems — analyzing problems — solving problems,” and, from the perspective of all-round academic evaluation, explores the construction of an

evaluation system for philosophy and the social sciences that accords with China's national conditions.

First, discovering problems: sorting out the history and current situation of the evaluation of philosophy and the social sciences. From spontaneous academic evaluation practices within the academic community to formal academic evaluation dominated by peer review systems and bibliometric methods, the academic evaluation of philosophy and the social sciences has undergone a long period of development. In this process, various evaluation subjects have continuously become involved, qualitative and quantitative evaluation methods have been developed and applied, and research and practice in academic evaluation have accordingly continued to evolve. At the same time, academic evaluation has gradually given rise to problems such as pursuing short-term benefits and relying solely on quantitative indicators, while the characteristics of philosophy and the social sciences have been weakened in academic evaluation, leaving a series of urgent issues to be resolved. Against this background, this project must, first, review the history of research and practice in academic evaluation and in the academic evaluation of philosophy and the social sciences both at home and abroad, so as to uncover the problems existing in the evaluation of philosophy and the social sciences from a historical-development perspective; and second, investigate the current state of the evaluation of philosophy and the social sciences, especially the current state of local Chinese evaluation in this field, so as to identify the real problems in such evaluation from the perspective of scientific development requirements.

Second, analyzing problems: examining the problems in the evaluation of philosophy and the social sciences and their causes. A series of problems in China's evaluation practice of philosophy and the social sciences have deep-rooted historical, social, political, economic, and cultural causes, and thus require in-depth analysis from different research perspectives and through multiple research methods. Only by clarifying the origins and development of problems and analyzing their deep-seated causes can they be addressed in a targeted manner and their occurrence prevented. Therefore, on the basis of the problems identified in the earlier stage, this project will decompose the overall problems in China's academic evaluation of philosophy and the social sciences, distinguish among various types of issues such as general, special, serious, and potential ones, and focus on the key problems in China's evaluation of philosophy and the social sciences. Through multiple research methods, it will conduct comprehensive and profound reflection and research on each problem so as to determine its nature, causes, and impacts, thereby providing a comprehensive and scientific basis for problem solving.

Third, solving problems: constructing an evaluation system for philosophy and the social sciences with Chinese characteristics. Building an evaluation system with indigenous innovativeness and Chinese characteristics is the only viable path to solving the problems facing the development of academic evaluation in China's philosophy and the social sciences. On the basis of discovering and analyzing problems, this project will first construct a theoretical system for evaluation with Chinese characteristics. Supported by this theoretical system, it will begin with the existing all-round evaluation framework and adjust and optimize it according to the requirements of the new era and the needs of social development, thereby forming the

theoretical basis for an evaluation system for philosophy and the social sciences with Chinese characteristics. Second, on the basis of the optimized all-round evaluation framework, and in combination with China’s excellent indigenous academic traditions, it will further absorb the reasonable core of the latest foreign evaluation concepts from the perspective of the “three establishments” (establishing virtue, establishing speech, and establishing merit), abstract and summarize evaluation experience, and set about constructing an evaluation system for philosophy and the social sciences with Chinese characteristics, while also conducting practical studies such as empirical analysis and promotion and application of the newly constructed system. The specific research approach is shown in Figure 2.

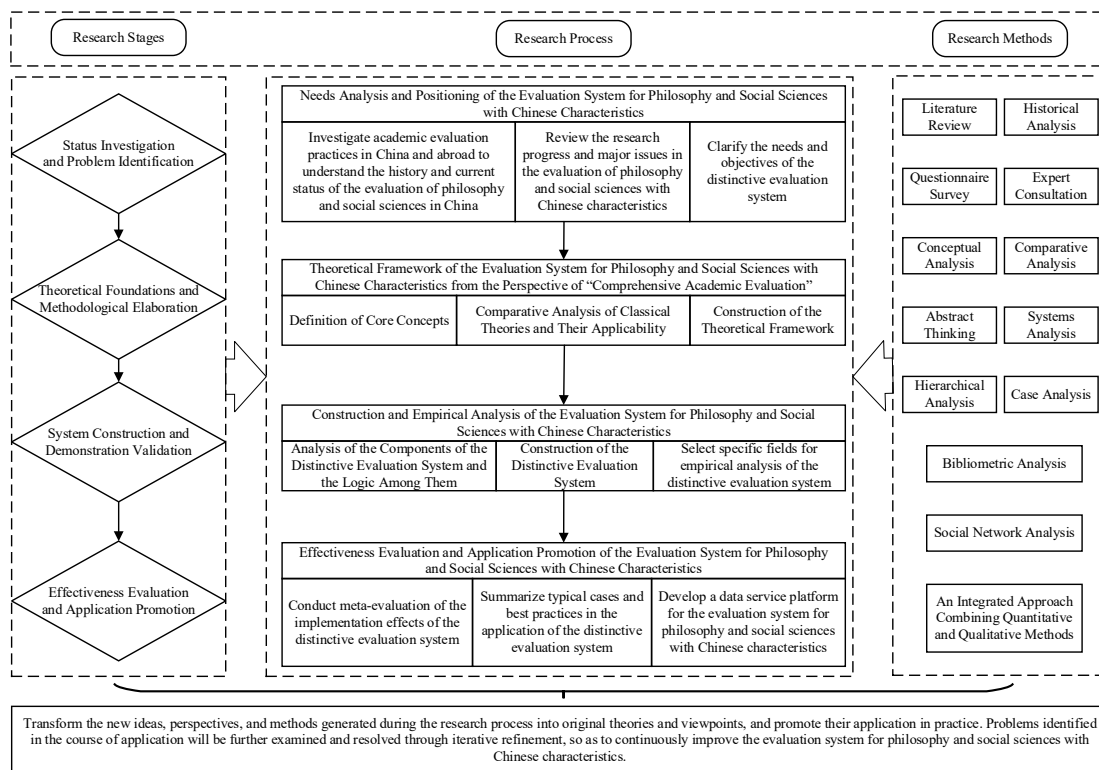


Figure 2. Research Framework of the Project

4.2. Research Methods

This project adopts a variety of research methods, specifically as follows. (1) Literature research. Relevant literature on academic evaluation and the evaluation of philosophy and the social sciences at home and abroad will be collected, from which important research achievements in academic evaluation theory and methods will be summarized, the environment and background of China’s evaluation of philosophy and the social sciences will be analyzed, and new characteristics of the era, advantageous factors, and developmental obstacles will be identified. By reading foreign-language literature, the project will summarize the practical experience and mature theories of evaluation in other countries and absorb their reasonable elements for China’s use. (2) Historical research. By reading historical materials and sorting out and analyzing the historical development of evaluation in philosophy and the social sciences at home and abroad, the project will seek causal clues from the relationships among various documents and events, and infer the historical necessity

and rationality of constructing an evaluation system for philosophy and the social sciences with Chinese characteristics. (3) Conceptual analysis. Core concepts and their relationships will be distinguished and analyzed, including what is meant by academic system, academic evaluation, evaluation system, and academic standards; the relationships between academic systems and disciplinary systems, textbook systems, discourse systems, and so forth; the distinctions between philosophy and the social sciences and other sciences; the relationship between evaluation indicators and evaluation methods; and how to understand “Chinese characteristics,” among other issues. (4) Questionnaire survey. At the stage of needs analysis, questionnaire surveys will be used to investigate the needs of various evaluation subjects and objects, with a focus on the priorities, difficulties, and pain points of academic evaluation against the background of the rapid development and application of technologies such as big data, artificial intelligence, and the metaverse. Through such surveys, the project will clarify the current state of theoretical and practical development in the evaluation of philosophy and the social sciences in China and determine the goals and positioning for constructing an evaluation system with Chinese characteristics. (5) Expert consultation. At the stage of academic evaluation investigation, relevant experts in the field will be identified according to research needs, an expert pool will be established, and preliminary work such as top-level design, overall planning, and multi-party demonstration for academic evaluation investigation will be carried out, so as to clarify survey objectives, methods, and procedures and, through collective efforts, ensure the smooth and efficient conduct of the investigation as far as possible and guarantee the authenticity and reliability of the survey data. At the stage of needs analysis and repositioning through reconstruction, experts will be interviewed and consulted by telephone, E-mail, instant messaging tools, and face-to-face interviews, and materials and viewpoints will be supplemented and revised in light of expert opinions and suggestions. (6) Comparative analysis. This project will simultaneously conduct both horizontal and vertical comparisons. Horizontally, it will compare evaluation systems for philosophy and the social sciences at home and abroad as well as those across different countries, environments, disciplines, and professional fields, in order to identify differences, judge relative merits, and analyze key nodes for integration and cooperation. Vertically, it will compare and analyze the advantages and disadvantages of evaluation systems for philosophy and the social sciences across different periods, grasp their historical trajectories and development trends, and provide support for the new construction of an evaluation system with Chinese characteristics. Through comparative analysis, the process and pathway for constructing such an evaluation system will be gradually demonstrated. (7) Abstract thinking. By using concepts, judgments, reasoning, and other forms of thought to extract the essence and underlying patterns of the research object from observable phenomena, the project will develop a proper understanding of the theoretical framework of an evaluation system for philosophy and the social sciences with Chinese characteristics. It will focus on examining the originality and frontier-breaking nature of concepts and theories, highlighting the innovative quality, academic contribution, historical and cultural influence, and social utility of landmark academic achievements. (8) Systems analysis. The evaluation system for philosophy and the social sciences with Chinese characteristics will be regarded as an organic system, with attention paid to the organic connections

between the whole and the parts, and between the internal and external environments of the system. By comprehensively and deeply analyzing the various constituent elements of the system and the relationships among them, the project will then construct, from the perspective of the overall system, an evaluation system with Chinese characteristics that is comprehensive in elements, clearly hierarchical, and internally and externally linked. (9) Case analysis. Typical cases of evaluation in philosophy and the social sciences at home and abroad will be analyzed. Supported by empirical facts, the theoretical elements involved in the cases will be examined, abstracted, and categorized, and on this basis the existing theories, methods, assessment effects, problems, and causes in China's evaluation of philosophy and the social sciences will be analyzed. At the same time, after the construction of the evaluation system for philosophy and the social sciences with Chinese characteristics is completed, representative cases will be selected for empirical analysis so as to verify the rationality of the newly constructed system. (10) Analytic hierarchy process. As a multi-criteria decision-analysis method, the analytic hierarchy process is especially suitable for solving complex decision-making problems involving multiple objectives and alternatives. This project will apply this method in the construction of the evaluation system for philosophy and the social sciences with Chinese characteristics and in the study of building a meta-evaluation framework. By constructing a hierarchical structural model and establishing judgment matrices, and in combination with expert consultation, it will support the establishment of the evaluation system and the meta-evaluation framework. (11) Bibliometrics. Bibliometrics uses quantitative methods such as mathematics and statistics, together with network information technology, to study the distribution, structure, and quantity of documentary information. This project will apply this method in multiple stages, including needs analysis, system construction, empirical analysis, and the construction of meta-evaluation standards within the evaluation system. Through specific analyses of citation forms and content, it will assist work such as needs analysis in the evaluation of philosophy and the social sciences, the selection of evaluation indicators, and the verification of the effects of the evaluation system. (12) Social network analysis. Social network analysis focuses on the relationships among actors, between actors and their social networks, and among social networks, revealing the complex patterns hidden behind social relations and helping researchers understand the mechanisms underlying the formation and evolution of social structures. In constructing an evaluation system for philosophy and the social sciences with Chinese characteristics, it is necessary to consider the demands of various stakeholders, and within the system itself there are also different evaluation subjects and objects. Therefore, this project will use this method to analyze the relationships among stakeholders in academic evaluation and provide a basis for system construction. (13) An integrated approach combining quantitative and qualitative methods. This method aims to achieve a more comprehensive and precise analysis and handling of complex problems by integrating resources and elements from different aspects and giving full play to the strengths of each part. In the course of this project, this method will be used to make full use of the advantages of data analysis, computer processing, and other technologies, realize the organic unity of macro and micro, whole and part, and ultimately form a comprehensive approach to problem solving.

5. Key Issues, Major Difficulties, and Innovations

5.1. Key Issues

First, how to establish the theoretical framework of an evaluation system for philosophy and the social sciences with Chinese characteristics. The proposition of “constructing philosophy and the social sciences with Chinese characteristics” requires the building of a new academic evaluation system that accords with reality, so as to guide Chinese philosophy and the social sciences toward consensus on shared academic ideals and value orientations, improve academic research mechanisms, regulate researchers’ conduct, and create a favorable research environment and academic atmosphere. The inherent attributes of research in philosophy and the social sciences — such as historical background, national characteristics, local features, and cultural differences — make its academic evaluation a highly challenging task. First, philosophy and the social sciences, as a form of value judgment, involve people’s values and worldviews and are also constrained by political, economic, social, historical, and cultural contexts. Second, the research results of philosophy and the social sciences are usually difficult to repeatedly verify through experimental means in the way natural science research can be, and this is also a major difference between Chinese and Western research in philosophy and the social sciences. Therefore, determining the theoretical framework of philosophy and the social sciences with Chinese characteristics faces two challenges: one is how to establish objective, fair, and unified evaluation standards; the other is how to maintain the localization and autonomy of Chinese scholarship in the context of academic internationalization.

Second, how to construct an evaluation system for philosophy and the social sciences with Chinese characteristics from the perspective of all-round academic evaluation. This key issue mainly includes two aspects: first, the degree of compatibility between all-round evaluation and the evaluation system for philosophy and the social sciences with Chinese characteristics; and second, how to embody both Chinese characteristics and the characteristics of philosophy and the social sciences. Although all-round evaluation is consistent with the requirements of an evaluation system for philosophy and the social sciences with Chinese characteristics in terms of orientation, national character, and originality, further research is still needed on how well it fits, under more specific evaluation frameworks, indicators, methods, and ideal visions, with the evaluation of philosophy and the social sciences with Chinese characteristics, and what its strengths and weaknesses are. At the same time, constructing such an evaluation system from the perspective of all-round academic evaluation requires emphasizing the value orientation of assessment and highlighting the guiding status of Marxist theory. In evaluating philosophy and the social sciences, it is necessary to remain closely integrated with Chinese realities, be committed to solving the problems China faces, tell China’s stories well, and spread China’s voice, so as to highlight Chinese characteristics, Chinese style, and Chinese ethos. In addition, special attention should be paid to the Chinese characteristics of the evaluation system and the individual features of philosophy and the social sciences, such as distinctive evaluation indicators and methods, so that a Chinese approach can ultimately be formed in Chinese practice and the cultural creativity and innovative vitality of the whole nation can be stimulated.

Third, how to build a demonstrative data service platform for the evaluation system of philosophy and the social sciences with Chinese characteristics. Building such a data service platform is an inevitable step in response to the requirements of professional development in the age of digital intelligence. The construction of the platform is conducive not only to horizontal communication in academic evaluation but also to the long-term preservation of evaluation data. The key issues it faces involve both data acquisition and data processing. First, how to obtain evaluation data for the evaluation system of philosophy and the social sciences with Chinese characteristics. Members of the project team need to build on the existing research foundation, refine and organize data, fully exercise their initiative, collect data from multiple channels such as journal articles, research reports, books, newspapers, and data platforms, obtain the latest firsthand data through field research at universities and research institutions, and establish close links with important scholars in various disciplines so as to grasp dynamic research information. Second, how to process multi-source heterogeneous evaluation data. Members of the project team need to clean the data according to unified standards to obtain valuable standardized data, and then carry out work such as resource-based construction, co-construction and sharing of resources, and diversified academic evaluation, so as to ensure that both the quantity and quality of evaluation data meet the requirements of academic evaluation.

Fourth, how to verify and promote the application of the evaluation system for philosophy and the social sciences with Chinese characteristics. The implementation effect of such an evaluation system needs to be demonstrated through scientific evaluation, while the new achievements generated in the process of constructing the distinctive evaluation system — such as innovative viewpoints, innovative theories, and innovative methods — need to be transformed and promoted for application. Therefore, effective transformation and promotion mechanisms, realization pathways, and specific plans all require detailed design and planning.

5.2. Major Difficulties

First, what constitutes an evaluation system for philosophy and the social sciences with Chinese characteristics. How to base such a system on the actual development of contemporary Chinese philosophy and the social sciences, adhere to inheritance, national character, and local rootedness, while at the same time learning from international research achievements in philosophy and the social sciences and producing original results, is one of the major key difficulties that this project must solve. The crux of this issue lies in the following. First, philosophy and the social sciences is a concept with rich attributes, and is often used interchangeably with “humanities and social sciences”; moreover, there are theoretical issues concerning disciplinary boundaries and cross-disciplinary integration, such as the connections and distinctions between philosophy and the social sciences and natural sciences, and between social sciences and the humanities or sciences. Therefore, it is vital to clarify such basic core concepts as “Chinese characteristics,” “philosophy and the social sciences,” and “evaluation system.” Second, it is necessary to make clear what an evaluation system for philosophy and the social sciences with Chinese characteristics actually is, including the elements (subsystems) and sub-elements

of which it consists and its theoretical basis. Finally, it is necessary to further clarify the specific connotations of “Chinese characteristics,” especially how to achieve a balance amid the tensions between the localization and autonomy of Chinese scholarship and academic internationalization, so as truly to establish an academic evaluation system for philosophy and the social sciences that accords with the actual development of Chinese local scholarship.

Second, how to construct an evaluation system for philosophy and the social sciences with Chinese characteristics on the basis of all-round evaluation. In other words, how to make full use of the advantages of all-round evaluation, identify its points of convergence with an evaluation system for philosophy and the social sciences with Chinese characteristics, and build a distinctive evaluation system that supports autonomous knowledge innovation and promotes the establishment of an autonomous knowledge system is another major difficulty this project must address. The key to this issue is that, on the one hand, the fit between all-round evaluation and various detailed problems needs to be explored in depth and continuously improved; on the other hand, the theoretical soundness, logic, explanatory power, and predictive value of the distinctive evaluation system to be constructed all need to be verified. It is necessary both to base the work on China’s national conditions, define the research objects, select research methods, and derive step by step a rational pathway for constructing an evaluation system for philosophy and the social sciences with Chinese characteristics, and to verify the scientific rationality of that system through demonstrative cases in specific fields, while revising it in real time on the basis of empirical evidence.

Third, how to realize the guiding role of the evaluation system for philosophy and the social sciences with Chinese characteristics in the development of Chinese philosophy and the social sciences. As a guide for the development of Chinese philosophy and the social sciences, the newly constructed evaluation system should use theory to guide practice and use practice to adjust theory. The key here lies in clarifying how the distinctive evaluation system can guide original research achievements in Chinese philosophy and the social sciences, including achievements in autonomous knowledge innovation, the disciplinary system, and the discourse system, as well as how it can promote the cultivation of innovative talent and ultimately achieve the goal of prospering scholarship and benefiting China and humanity. Therefore, it is necessary to select suitable fields within philosophy and the social sciences for specific demonstration, carry out evaluation from multiple aspects including indicator systems, methods, and institutions, verify the rationality and interpretability of the distinctive evaluation system through typical cases and best practices, and transform and promote the new concepts, new viewpoints, new theories, new methods, and other research achievements generated in the process of constructing the system.

5.3. Innovations

First, knowledge innovation: taking the lead in constructing a knowledge system for the evaluation of philosophy and the social sciences with Chinese characteristics. Clarifying a new concept or proposing a new viewpoint adds bricks and mortar to the edifice of autonomous knowledge in academic evaluation. At present,

neither in China nor abroad has there yet been formed a systematic and up-to-date knowledge system of either “the evaluation of philosophy and the social sciences with Chinese characteristics” or “the evaluation of philosophy and the social sciences.” Many basic concepts are still used interchangeably or incorrectly — for example, academic books, academic monographs, and academic writings are often confused — and some core bodies of knowledge have not been updated in a timely manner with the development of the times, which hinders innovation in evaluation theory, methods, and applications. This project will focus on the knowledge content of the “evaluation system for philosophy and the social sciences with Chinese characteristics,” clarify the knowledge of such core concepts as Chinese characteristics, philosophy and the social sciences, and academic evaluation systems, explicitly propose new viewpoints such as the “dual-nature theory of citation,” the “theory of evaluation-purpose constraint,” and the “mutual verification theory of data, peers, and practice in evaluation,” further verify the applicability in the new era of existing propositions and inferences in academic evaluation, integrate knowledge of the various elements of academic evaluation, and ultimately form a knowledge system for the evaluation of philosophy and the social sciences with Chinese characteristics based on core concepts. In terms of knowledge form, knowledge content, and discourse expression, it seeks to achieve knowledge innovation with Chinese characteristics.

Second, theoretical innovation: taking the lead in constructing an evaluation system for philosophy and the social sciences with Chinese characteristics. Under the guidance of Marxist theory, and starting from the theory of all-round academic evaluation, this project will extensively draw on domestic and international research achievements in the evaluation of philosophy and the social sciences, the latest theories in library and information science, and relevant theories from interdisciplinary and cross-disciplinary studies. Based on China’s evaluation practice in philosophy and the social sciences, and through abstraction and generalization, it will take the lead in constructing a complete, operable, and practically instructive evaluation system for philosophy and the social sciences with Chinese characteristics (Ye & Yuan, 2022; Research Center for the Evaluation of Humanities and Social Sciences Achievements, Renmin University of China, 2020). This distinctive evaluation system will include at least eight major elements, three major dimensions, and a number of principles or laws. It will have strong explanatory power for evaluation practice and good predictive value for the future development of evaluation. The establishment of such a distinctive evaluation system will undoubtedly represent a major theoretical innovation in the field of academic evaluation research in philosophy and the social sciences.

Third, methodological innovation: taking the lead in constructing a diversified methodological system under multiple evaluation purposes. First, under the guidance of Marxist axiology, this project will comprehensively employ theories and methods from multiple disciplines and interdisciplinary fields, including library and information science, philosophy, data science, management science, systems engineering, and computer science; adhere to the combination of qualitative evaluation and quantitative analysis; and actively make use of new technologies such as big data and artificial intelligence to carry out research on

building an evaluation system with Chinese characteristics through diverse methods. Second, through the project's comprehensive and in-depth research, it will construct operable methods for evaluating philosophy and the social sciences, meta-evaluation methods for the evaluation system of philosophy and the social sciences, methods for promoting and applying evaluation in practice, and methods for data services in the evaluation system, thereby forming an innovative methodological system for the evaluation of philosophy and the social sciences with Chinese characteristics.

Fourth, application innovation: taking the lead in constructing mechanisms for the transformation, promotion, and application of evaluation achievements in philosophy and the social sciences with Chinese characteristics. Against the backdrop of the rapid development of new technologies such as generative artificial intelligence, big data, blockchain, cloud computing, and the Internet of Things, reconstructing a scientific and rational evaluation system for philosophy and the social sciences with Chinese characteristics will help ensure the orderliness, fairness, and objectivity of academic evaluation, thereby promoting the healthy development of academic research. By continuously improving and optimizing evaluation standards, such a system can advance disciplinary construction, academic development, textbook compilation, and discourse construction in philosophy and the social sciences, motivate researchers to produce high-quality research achievements, and thereby promote the flourishing development of philosophy and the social sciences. The original evaluation theory constructed with a distinctive Chinese discourse has already exerted considerable influence in both academic and professional circles. On this basis, this project seeks to further highlight Chinese characteristics and the particularities of philosophy and the social sciences, comprehensively summarize the latest evaluation practices at home and abroad in recent years, and, through induction and research, abstract a clearer evaluation system for philosophy and the social sciences with Chinese characteristics.

The principal issues to be addressed by this project are how to establish the theoretical framework of an evaluation system for philosophy and the social sciences with Chinese characteristics, how to construct such an evaluation system from the perspective of all-round academic evaluation, how to build a demonstrative data service platform for the system, and how to verify, promote, and apply it. The major key difficulties include defining what an evaluation system for philosophy and the social sciences with Chinese characteristics is, how to construct it on the basis of all-round evaluation, and how to realize its guiding role in the development of Chinese philosophy and the social sciences. In order to solve the above key issues and major difficulties, the project revolves around six aspects — needs positioning, theoretical framework, system construction, empirical analysis, meta-evaluation and promotion/application, and data service platform construction — and employs a combination of quantitative and qualitative research methods. It strives to achieve innovation in the construction of a knowledge system of evaluation concepts and viewpoints, an evaluation system for philosophy and the social sciences with Chinese characteristics, a diversified methodological system of evaluation, and mechanisms for the transformation, promotion, and application of evaluation achievements, thereby contributing to the construction of China's autonomous knowledge system in philosophy and the social sciences.

Funding: This article is one of the research outcomes of the Major Project of the National Social Science Fund of China, “Research on the Construction of an Evaluation System for Philosophy and the Social Sciences with Chinese Characteristics from the Perspective of All-round academic evaluation” (Grant No. 24&ZD323).

Conflict of Interest: The authors declare no conflict of interest.

ORCID

Ran Jiarui^{ID}<https://orcid.org/0000-0002-8219-8297>

References

- Association of Universities in the Netherlands. (2021). Strategy evaluation protocol 2021–2027.
- Aksnes, D. W., Langfeldt, L., & Wouters, P. (2019). Citations, citation indicators, and research quality: An overview of basic concepts and theories. *SAGE Open*, 9(1), 1–17.
- Bastow, S., Dunleavy, P., & Tinkler, J. (2014). *The impact of the social sciences: How academics and their research make a difference*. SAGE.
- Central Committee of the Communist Party of China. (2017). Opinions on accelerating the development of philosophy and the social sciences with Chinese characteristics. DOI: https://www.gov.cn/xinwen/2017-05/16/content_5194467.htm
- Research Group on the Construction of the “Three Major Systems” of the Bureau of Scientific Research Management, Chinese Academy of Social Sciences, et al. (2022). China Social Sciences Press.
- Derrick, G. E. (2018). The evaluators’ eye: Impact assessment and academic peer review. *Minerva*, 56(3), 271–290.
- Giménez-Toledo, E. (2015). *The evaluation of research in social sciences and humanities*. *Revista Española de Documentación Científica*, 38(3), e092, 1–5.
- Higher Education Funding Council for England. (2019). Research excellence framework 2021: Guidance on submissions.
- Jing Linbo. (2017, September 12). “Accelerating the construction of an academic evaluation system for philosophy and social sciences with Chinese characteristics.” *Chinese Social Sciences Today*, p. 1.
- Li, D., & Agha, L. (2015). Big names or big ideas: Do peer-review panels select the best science proposals? *Science*, 348(6233), 434–438.
- Liu Dachun. (2009). *Research on the evaluation system of humanities and social sciences research achievements*. Economic Science Press.
- Lanzillo, L. (2018). The social impact of social sciences and humanities: A literature review. *Social Epistemology*, 32(4), 229–237.
- Lu Hongru, Ruan Xianmin, Cheng Ying, & Chen Ya. (2020). Research on the construction of academic

- evaluation theory from the perspective of complexity. *Journal of Library Science in China*, 46(4), 63–75. DOI: <https://doi.org/10.13530/j.cnki.jlis.2020.04.006>
- Ministry of Education of the People's Republic of China. (2020). Work plan for the fifth round of discipline evaluation. https://www.moe.gov.cn/jyb_xwfb/moe_1946/fj_2020/202011/t20201102_497819.html
- Qiu Junping, Zhang Yuchen, & Zhou Zifan. (2021). Eight major relationships that must be properly handled in the reconstruction of China's research evaluation system in the new era. *Journal of Library Science in China*, 47(1), 47–60. DOI: <https://doi.org/10.13530/j.cnki.jlis.2021004>
- Research Center for the Evaluation of Humanities and Social Sciences Achievements, Renmin University of China. (2020, March 24). Research Center for the Evaluation of Humanities and Social Sciences Achievements, Renmin University of China. <https://zlzx.ruc.edu.cn/2019pjfb/1415.jhtml>
- Book and Newspaper Information Center, Renmin University of China. (n.d.). Explanation of primary literature selection.
- Wang Weiguang. (2017, July 25). "Accelerating the construction of philosophy and social sciences with Chinese characteristics." *People's Daily*, p. 7.
- Ye Jiyuan. (2010). Discussion on several issues in the evaluation of humanities and social sciences research achievements. *Nanjing Journal of Social Sciences*, (7), 98–105.
- Ye Jiyuan. (2020). The crux, roots, and solutions of "SCI supremacy". *Journal of the China Society for Scientific and Technical Information*, 39(8), 787–795.
- Ye Jiyuan. (2021a). *Theory of the "all-round academic evaluation" system*. Social Sciences Academic Press.
- Ye Jiyuan. (2021b). The "all-round academic evaluation" system and the construction and improvement of an academic evaluation system for philosophy and social sciences with Chinese characteristics. *Jiangsu Social Sciences*, (5), 247–258.
- Ye Jiyuan, & Yuan Xilin. (2022). How to construct and improve an academic evaluation system for philosophy and social sciences with Chinese characteristics. *Social Sciences Digest*, (12), 5–7.
- Yin Zhongyong. (2020). Some reflections on constructing an academic evaluation system for philosophy and social sciences with Chinese characteristics. *Social Sciences in Chinese Higher Education Institutions*, (1), 77–84.
- Zhu Jian. (2019). "Three core indicators": What can replace them? — The dilemma of academic evaluation. *Journal of University of Jinan (Social Science Edition)*, 29(2), 5–25.
- Zipf, G. K. (1949). *Human behavior and the principle of least effort*. Addison-Wesley.