

Research on the Classification Evaluation Mechanism of Teachers in Local Colleges and Universities Based on the Reform of Professional Title Evaluation

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Abstract: The classification evaluation is one of the important contents of the classification management system of college teachers. Taking the reform of teacher title evaluation and recruitment as the starting point, it can play a leading role and deepen the reform of teacher evaluation and assessment in the new era with points and aspects. Measures such as actively promoting the construction of information technology, conducting the evaluation and recruitment of professional titles in different levels, vigorously strengthening the construction of teachers' ethics and style, refining the assessment of all aspects of education and teaching, establishing a "representative results" scientific research evaluation mechanism, and improving the teacher evaluation system oriented by the student growth are conducive to effectively improving the classification evaluation level of teachers in local colleges and universities.

Keywords: College and university teachers; Classification evaluation; Professional title review

Educational evaluation is related to the direction of education development. What kind of evaluation baton there is, there is what kind of guidance for running a school. Taking the reform of teacher title evaluation and recruitment as the starting point and deepening the reform of teacher evaluation in the new era with different points and aspects is an important means to formulate a differentiated and refined teacher post management standard system and maximize the efficiency of human resources utilization in colleges and universities. It is of great significance to improve the overall education quality of colleges and universities, promote the professional development of teachers and meet the diversified academic and professional goals.

1. Current situation and existing problems of teacher evaluation in local colleges and universities

The degree of informationization of teacher evaluation in some colleges and universities is insufficient, and the work efficiency is not high. There is still a certain degree of emphasis on scientific research over teaching, teaching over educating people, etc. The investigation of teachers' ideological and political quality are not detailed enough, the teacher honor system needs to be further improved, the typical demonstration and leading role of outstanding teachers is not fully played, and the sense of teachers' award and commendation ceremony is insufficient. Participation in teaching and research activities, compilation of teaching materials and cases, guidance of students' graduation design, employment, innovation and entrepreneurship, social practice, association activities, competitions and exhibitions have not been fully included in teachers' workload in the recruitment and evaluation of professional titles. There is no scientific classification and evaluation of teachers according to the characteristics of different disciplines and different posts; The representative achievement evaluation and peer expert review mechanism is not perfect; individual evaluation and team evaluation failed to achieve a good combination; The evaluation system is still defective, the evaluation orientation is dissimilated, and the evaluation has a serious tendency of administration.

2. Reformulating the teacher evaluation system in the new era: Insights from the

comprehensive reform of professional title evaluation

The connotation of teacher evaluation is multifaceted, encompassing aspects such as performance assessment, professional title evaluation and appointment, recognition and reward. Starting with the reform of professional title evaluation and appointment, it can serve as a catalyst to coordinate and promote various forms of teacher evaluation including ongoing assessment, annual appraisal, probationary period review, performance measurement, title review, post-employment evaluations as well as commendation and rewards. This will lead to the continuous improvement in the standards for evaluating teachers based on their ethics, abilities, performance and contributions.

2.1 Reinforce the promotion of information technology infrastructure development

Quantitative assessment is a crucial aspect of teacher evaluation, involving extensive data on teachers' teaching workload and scientific research achievements. However, if the data is scattered across various sources, it can hinder efficient development of teacher evaluation by making statistics, summary and verification of information inconvenient. To address this issue, universities should leverage intelligent and information-based tools such as big data to promote systematic sharing of data among all business sectors including scientific research, personnel management, teaching performance evaluation and professional title declaration/review. By collecting and integrating diverse types of data related to teachers' work into a comprehensive database for teacher evaluation information, accurate support for teacher evaluation can be provided.

2.2 Refine the classification and hierarchical approach for conducting evaluations of professional titles

Formulate and implement measures for the classification and management of teachers' positions, and establish scientifically sound criteria for evaluating and appointing professional titles based on the specific characteristics of teachers in different job categories, such as teaching-oriented, teaching-research-oriented, and research-oriented. This will effectively enhance the motivating and guiding role of professional title evaluation and appointment. Additionally, when participating in title evaluation and recruitment processes, teachers should be assessed according to their respective post categories to achieve a two-way linkage between title evaluation and classification management. Furthermore, it is crucial to enforce the "three single policy" for evaluating and appointing professional titles among ideological and political teachers by implementing separate criteria, indicators, evaluations specifically designed for full-time counselors as well as ideological and political theory teachers.

2.3 Reinforce the construction of teachers' ethics and moral values with great vigor

We will enhance the assessment methods for teachers' ethics, strengthen the six major systems of education encompassing publicity, evaluation, supervision, rewards and punishments, and foster a collaborative endeavor towards the development of teachers' ethics. The "one vote veto" system for addressing moral failures among teachers will be strictly enforced. Emphasizing the ethical performance and ideological-political requirements of teachers as primary evaluation criteria in their annual assessments, employment evaluations, performance appraisals, title (position) assessments, post-employment considerations and recognition/reward processes. We will bolster monitoring mechanisms to ensure adherence to ethical conduct by educators. The implementation of main responsibilities pertaining to teachers' ethics within secondary-level units will be reinforced while adhering strictly to reporting systems for violations of teacher's ethics. In accordance with legal regulations, severe penalties shall be imposed on any breaches of teacher's ethics with due attention given to negative education initiatives aimed at publicizing exemplary cases involving such violations thereby enhancing warning signals and deterrent effects. We shall refine the honor system for educators by intensifying selection procedures that recognize outstanding exemplars through positive incentives. Various categories of teachers and educators who exhibit noble ethical standards shall be identified commended and rewarded accordingly while guiding them towards becoming "four good" role models thus cultivating a cohort widely acknowledged by both students and fellow instructors.

2.4 Refine the assessment of all aspects of education and teaching

The evaluation and recruitment of professional titles will incorporate education and teaching activities such as teaching public basic courses, mentoring young teachers, serving as professional tutors, guiding student association activities, and supervising graduation papers. Emphasis will be placed on the assessment process for teaching quality, with the implementation of an expert evaluation appointment system. Considering teaching efficiency as a crucial criterion for evaluating and appointing professional titles. Implement an expert evaluation and appointment system for teachers applying for senior titles with a focus on teaching. Applicants should submit their course schedule six months in advance, and the school will organize internal external peer experts to attend lectures and produce expert evaluation results. Pay attention to the contribution of education and teaching performance, and incorporate the contribution of education and teaching into the basic assessment conditions of teaching-oriented teachers' professional title evaluation.

2.5 Reformulate the mechanism for evaluating scientific research as “Establishing a framework for assessing representative outcomes”

In the process of professional title evaluation and recruitment, it is crucial to establish an evaluation method that focuses on “representative achievements” and actual contributions. Moreover, innovative and impactful academic accomplishments should be considered as a significant criterion for evaluating teachers’ scientific research work. Additionally, exploring a peer expert review system is essential. The academic value and social contribution of representative achievements should be incorporated as one of the key aspects in the evaluation and defense process while ensuring a scientifically sound and reasonable classification assessment. We should conduct scientific and rational classification and evaluation of different disciplines, research institutions and research teams. Teachers engaged in basic research will be evaluated for their academic contributions, theoretical level and academic influence. For teachers engaged in applied research, the evaluation primarily focuses on examining the economic and social benefits as well as practical contributions. A holistic assessment of research teams is emphasized, with a focus on solving significant research problems and fostering cooperation mechanisms. Attention is given to both individual and team evaluations, particularly emphasizing collective achievements within secondary colleges and research teams. Conversely, full-time scientific researchers are evaluated individually. Additionally, we will establish a rational evaluation cycle for scientific research. The evaluation cycles for various provincial or ministerial-level scientific institutions shall adhere to those by the approving unit. Annual assessments of college and university-level research platforms will be conducted through a combination of reporting assessments and rolling periodic assessments. Scientific research teams will undergo evaluations every five years to guide the enhancement of their service innovation capabilities-oriented approaches that encourage original innovation while addressing major national and local needs. Furthermore, we aim at guide teachers in actively serving the national innovation-driven development strategy as well as local economic and social progress by strengthening the assessment and evaluation processes related to scientific research platforms’ contributions towards local economic growth.

2.6 Improved student-growth-oriented teacher evaluation system

A minimum of one year’s experience as a classroom teacher, counselor, professional mentor, academic mentor, mental health guide, or in other positions related to student education management will be a prerequisite for teachers applying for senior titles.

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