

# The Status Quo and Improvement of Human Resources Management in Colleges and Universities under Performance Evaluation

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**Abstract:** In recent years, China's education sector has attached great importance to the training of talents. In order to further promote the advancement, universality, and efficiency of talent training, higher requirements have been put forward for the construction of teachers in various universities. The construction of college faculty is an important part of human resources management in colleges and universities. Through scientific and standardized management of college teachers, not only can the work enthusiasm of teachers and staff be improved, but also the orderly development of the overall teaching work of colleges and universities can be promoted. At present, in the human resources management of colleges and universities, performance appraisal is an important way to judge teachers, which is directly related to the vital interests of teachers and staff and career development planning. This article focuses on the analysis of the status quo of human resources management in ordinary colleges and universities, hoping to find the shortcomings in the current human resources management, so as to find a better performance evaluation method and build a more scientific college human resources management system.

**Keywords:** University Management; Performance Evaluation; Human Resources; Work Status; Improvement Strategies

"Performance assessment management" refers to the process by which managers and employees formulate plans, assign tasks, complete tasks, and evaluate tasks for a common goal. The purpose of implementing performance appraisal is mainly to optimize the collective work process, improve the collective work efficiency, and stimulate the enthusiasm of the individuals in the organization. With the continuous deepening of college education reform, the concept of performance appraisal management began to enter the campus, becoming an important way of human resources management in colleges. There is a core element of performance appraisal management, that is, appraisal objectives. Only with appraisal objectives can performance be judged around the objectives in a well-founded manner. Compared with the traditional college teaching system, in the new period, the actual development of teaching work, teaching work content, teaching work method, teaching work concept and other aspects have been greatly adjusted, which requires teachers' self-management cannot be stubborn and requires continuous learning and innovation. Some colleges only require teachers to innovate, but do not regard innovation as an important measurement for performance evaluation. If teachers who innovate and those who do not innovate have the same evaluation scores, it will seriously hurt teachers' enthusiasm for teaching innovation.

## 1. The current situation of human resources management in colleges and universities under current performance appraisal

### 1.1 The assessment target emphasizes "quantity"

Some colleges and universities have no detailed rules when formulating performance evaluation goals. The evaluation goals are abstract and unified. Even if the work content of each faculty member is different, the evaluation goals are similar, which causes the evaluation goals to become useless. There is not much practical significance. At this stage, college teachers and staff are mainly

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divided into three categories: the first is teaching faculty; the second is scientific researchers; the third is service faculty. For different types of teachers and staff, due to the different nature and the different content of the work, the assessment objectives should also be different. However, in reality, some schools are accustomed to using the same performance targets to evaluate different types of teachers and staff. In the evaluation process, they generally pay more attention to the "amount" of teaching hours, ignoring those teachers whose teaching and research quality is high or are service-oriented. For example, when the school conducts some academic conferences and large-scale activities, the front-line teaching staff often get the opportunity to present their achievements, and they are easily praised by the leaders. It is easy for those who are service- or research-oriented to be ignored and there is not enough opportunity to show themselves. In the long run, this kind of faculty and staff will feel that their work is "behind the scenes" and lack the enthusiasm to continue to work. In fact, as the root of talent cultivation, all faculty members in colleges and universities have unique values and can make contributions to the school. In many cases, it is because there are research-oriented and service-oriented faculty and staff that silently provide a series of teaching support for front-line faculty and staff, so that the overall operation of the university can be carried out in an orderly manner.

## **1.2 Lack of communication during the assessment process**

The implementation of performance appraisal management in colleges and universities is to better promote the development of the work of faculty and staff, not to increase the difficulty of work for faculty and staff. Therefore, the human resources management department of colleges and universities should maintain good communication with the faculty and staff when formulating the relevant performance appraisal content, to avoid the phenomenon that the faculty and staff are unclear and not implemented. In some colleges and universities, in the process of human resource management, the content of performance assessment is not clear to the faculty and staff themselves. After the problem occurs, the faculty and staff will know which aspects of the assessment requirements have been violated. Under normal circumstances, there are two reasons for the failure to implement the performance appraisal in colleges and universities: first, the staff responsible for human resources management does not follow up the work in time, and when the teaching staff has problems in the performance appraisal process, they have not actively communicated with teaching staff nor remind them to improve, but only give them direct punishment when the problem is serious. Most teachers and staff cannot accept psychologically. When schools formulate relevant rules of human resource management, faculty members are not notified about the performance evaluation standards in the form of a formal "document notice". So that it can not fully attract the attention of the faculty staff, leading to the lag in the transmission of information. In this case, some teachers may not know the assessment content, so naturally they will not attract attention to this work.

## **2. Strategies for improving human resources management in colleges and universities under performance evaluation**

### **2.1 Pay attention to both the quantity and quality of work**

In order to further strengthen the human resources management of colleges and universities, in the process of establishing performance evaluation goals, we must fully consider the common interests of all faculty and staff and pay attention to both the number of jobs and the quality of work, and determine the assessment objectives of the combination of the quantity and quality of jobs. Specifically, on the one hand, the school should accredit the hard work of the front-line faculty and staff, and praise and reward teachers who have done a good job in teaching and students' recognition. On the other hand, credits should also be given to those scientific research and service teachers through listening to work reports and other forms to comprehensively assess their work performance, and give them due praise and rewards. Some schools think that the assessment work of scientific research and service-oriented faculty and staff is difficult to carry out. In fact, in many cases, they are only limited by traditional teaching thinking. For example, for research faculty and staff, their work content can also be shown through multimedia, live broadcast classes, academic exchange summit forums, etc., to be displayed to students and society. Sometimes the school just lacks the opportunity to understand their contributions. When the charm of scientific research is integrated into campus life through reasonable publicity, it can become an academic atmosphere in colleges and universities and stimulate more students' interest in scientific research.

### **2.2 Improve the communication link of performance management**

The reason why the performance appraisal has a great influence on the work enthusiasm of the teaching staff is mainly that the performance appraisal is directly related to the salary and treatment of the teaching staff. As the human resources management department of colleges and universities, the staff must take implementing the performance evaluation process seriously. The performance evaluation should be fair, just and open, and be timely and efficient. Employee communication is necessary to let them

know what is wrong with them and make corrections in a targeted manner, to not make performance assessment become a tool for punishing teachers. In order to further improve the communication link of performance management, the staff of the human resources department should innovate the communication mechanism. For example, the traditional model of information transmission in colleges and universities is to send notices and publish documents, through broadcast stations, school bulletin boards, newspapers and other places. Such communication methods are not efficient on the one hand, and the communication is not timely. On the other hand, it is easy to be ignored by students. If the school can use information technology and equipment to communicate through the WeChat group, QQ group, mailbox, public account, etc., it may receive better results.

### 3. Conclusion

Performance appraisal management is carried out around the actual work of teachers. The content and methods of teachers' work can only be kept constant for a short period of time, and it is impossible to be unchanged at every stage of educational development. From this perspective, the assessment objectives of performance appraisal management should keep pace with the times and be continuously adjusted in accordance with the actual situation of the school. The education work has a strong personal charm. The same courses can be designed and planned by different teachers, and the teaching effect may be very different. The teachers whose courses are popular in the school design basically the course in a personal and creative way. In the future, there may be many changes in the indicators of teacher performance assessment, but the focus on teachers' pioneering ability and innovation ability should become the core so that those teachers who have a real learning spirit, enthusiasm for teaching, and creative talents can contribute greater value and achievements.

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