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Research on teacher's performance of local undergraduate universities

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ABSTRACT

The reconstruction of local universities refers to the local undergraduate universities abandons actively various obstacles and rules of the school development and redesigns overall the school values and mode of thinking and management system and operating mechanism in order to promote the school connotation development based on the implementation of comprehensive education reform. Performance management system as a basic system of university personnel system should be designed and reformed scientifically. The principle of design and reform is establishing performance management system of encouraging advanced persons and no protecting the backward persons through building academic atmosphere and environment of respecting knowledge and talent and work and innovative in order to mobilize fully teachers resources enthusiasm and creativity and to guide and encourage teachers to devote themselves to teaching and scientific research and to do overall a good job in teaching and to realize finally the local undergraduate universities reengineering goal.

KEYWORDS

Local undergraduate universities and college; Teacher's performance; Process reengineering; Reconstruction; Reform.



Local undergraduate colleges and universities are the ordinary undergraduate course colleges and universities, belonging to the provinces, autonomous regions and municipalities, mainly supported by local financial and under the central government, provide service and foster the talent for local (industry). Since the enrollment expansion of colleges and universities, there are 1055 local undergraduate colleges and universities, not belonging to "211" in China, bear the mission of cultivating application-type personnel needed for national economic and social development. Due to the short history of development, there are serious shortage of teaching resources in these colleges and universities which characterized by: lower overall quality of the teachers, practical ability shortage; limited academic rationality; serious administrative tendency; Insufficient development drive; concept of applied talents training did not reach consensus, the education level of university-industry collaboration is low, schools haven't sufficient capacity to serve local economic and social development, of the match degree is not high between Disciplines and professional structure and local economic and social development, the new professional development ability is limited. Facing all kinds of difficulties in the development of local undergraduate colleges and universities, the party central committee has made a strategic decision of "deepening comprehensive reform in education field" and the ministry of education established "the guidance of transformation development of the local undergraduate universities ". Local undergraduate colleges and universities should take this opportunity to take the initiative to meet the needs of national economic and social development, set up the education development concept for applied talents training, adhere to the connotative development with the stable scale, optimized structure, distinctive characteristics, improved quality.

PROPOSAL OF THE RECONSTRUCTION OF THE LOCAL UNDERGRADUATE UNIVERSITIES

Connotative development of the local undergraduate universities must solve three problems which generally exist in higher education of China: Education value loss, loss of creativity education, education energy attenuation. Root causes of these problems comes from the serious defects of university governance system, namely, the administrative tendency tends to be serious in the management of colleges and universities, and school-running autonomy is not strong and energy is not enough. The difficulty to solve the dilemma in the connotation of the local undergraduate universities lies in the implementation of the comprehensive reform spirit in education fields, reform and improvement of school management structure, strengthen the school running autonomy and vitality, try to achieve the vision of reconstruction of the local undergraduate universities.

Reengineering idea is Organization and management philosophy with a long history of organization and management philosophy. In the end of the 19th century, Fayol put forward management reengineering and thought that reengineering is " an activity that makes the best use of all the available resources so as to achieve specific goals with resource optimization"^[1]. In the 1950 s, Europe, the United States, Japan and other enterprises put forward to reengineering business process of "rethink, redesign" according to the changes of customers' demand and market competition environment. In 1993, Hammer and Champy put forward reengineering theory and thought that reengineering is "in order to obtain significant improvement on the key indicators of performance measure, fundamentally rethink and thoroughly improve business processes. Performance measure should include product, service, quality, customer satisfaction, cost and efficiency"^[2]. Drawing lessons from reengineering theory of enterprise organization, the reconstruction of the local undergraduate universities is in order to promote the connotation development of the school. School leaders should think about their own school-running history systematically and deeply. On the basis of that, they will take the initiative to abandon the various determined rules and practice hindering the development of school, seek for the purpose of education, the direction of employment, the center on the learners and redesign the school values, thinking mode, management system and operation mechanism, etc in all directions. At present, many local colleges and universities in China in are carrying out all kinds of education and teaching reform experiment. To be honest, the results are less than expected because the reason lies in the reform experiment didn't really reach the deep-seated problems such as values, thinking mode, management system, and operational mechanism and so on. Reconstruction of the local undergraduate universities need school administrators to inject new values and way of thinking, and thorough reform the school education systems which are too conservative and closed. Wittgenstein said: "To grasp difficulty in depth is difficult, because if they are caught it on the surface, difficulties will remain intact and have no change. It must be uprooted and allow us to think about these things in a new way"^[3], "David and Osborne put forward ten principles that must follow in <abandoning the bureaucrat>". There is no real reform without new DNA ; the game has multiple levels and change it as much as possible. If you want people to give up, you have to give them rewards; Attaches great importance to the performance and accept the consequences. Dare to directly face with the special interest groups; Protect entrepreneurship: Don't let anyone hit adventurer; Build trust, once a deal; Invest to change; make the transition of the humane management; Reconstruct a face full of human feelings; Stick to it"^[4]. These provide the theoretical guidance to reconstruction of the local undergraduate universities.

THE OPTIMIZATION OF TEACHER RESOURCE ALLOCATION AND MOTIVATION OF WORK VIGOR IS THE CORE OF RECONSTRUCTION OF THE LOCAL UNDERGRADUATE UNIVERSITIES

Local undergraduate colleges and universities are designed based on the principle of bureaucracy. Due to it has clear division of labor responsibility and develops the teaching according to its specialty, and characteristics of standardization of teaching assessment, hierarchical management and mass production which run counter to the cultivation of the talents in the information age, school education system is going into the trouble and the brink of collapse. The quality of education present

seriously decline. "Prolonged period of crisis shows that the effect of the traditional education mode has played out.... if we believe the education reform, then, we should reengineer school"^[5]. The school after reengineering is learning school said by holy: "people get the results they really desired through the continuous development of their own ability; Develop new development thinking; Everyone's desire is no longer restricted; People constantly explore how to conduct common learning"^[6]. Students study in school and obtain the basic ability as workers, citizens, family members, and consumers in a complex and rapidly changing society. They become productive workers, responsible citizens, problem solvers, self-directed life-long learners and the people who are creative, physical and mental health.

As organizational behavior and process, reconstruction of the local undergraduate universities must take an opportunity of "deepening comprehensive reform of education field, quickening modernization of education management capability", reform and improve the multiple governance structure of school on the basis of education and good governance. Reconstruction of the local undergraduate universities both emphasize the school change of participatory governance, and teachers' restructuring movement which can increase the rights and improve abilities. And all of these should for the purpose of fully releasing the enthusiasm of teachers' work and ensure school change in a culture environment of democracy, open, responsibility. Reconstruction of the local undergraduate universities must optimize allocation of teacher resources, especially geared to the needs of modernization, the world and the future, brought new power, charged with new responsibilities and set up new performance evaluation mechanism.

Reconstruction of the local undergraduate universities must adhere to the management philosophy of "people-oriented". Teacher resources are the first resource of the sustainable development of the school. Optimizing allocation of teacher resources and activating the work should pay attention to quality and culture construction of school, so as to create a comfortable atmosphere for the development of teachers and students; sticking to the university spirit, advocating scientific spirit and humanistic spirit, and build cultural and educational environment; daring to break through the old system mechanism barriers, establish a scientific and effective incentive and constraint mechanism of human resources, and strengthen the introduction and training of innovative talents. Educator CAI yuanpei during the period of the republic of China reengineered Peking University with the principle of "freedom of thought, compatible and package", transformed the "as government" management system of Peking University into professor managing system: professor as the main body, council and administrative meetings, academic affairs meeting, and general office as the basic institutions, Legislative, administrative and academic affairs, the affairs division. Since then, the decaying Peking University became "the vanguard of new and improved campaigns" which were often said by Lu Hsun and revealed the achievements of education innovation. In the 1980s, Education reformer Liu Dao Yu implemented teaching system reform such as the reforms of credit system, transfer system, tutorial system in Wuhan university, and he became successful model in running university. Of course, reengineering plan of the local undergraduate universities should not only focus on short-term, available utilitarian behavior, an adjustment, supplement or adding some new content. Real change is the redesign of the school management system and operational mechanism with new values and way of thinking in all directions. It gives all the teachers with a new sense of honor, sense of mission and sense of responsibility, and guides them to make new change and innovation unceasingly.

PROMOTING PERFORMANCE MANAGEMENT REFORM IS THE KEY TO OPTIMIZE ALLOCATION OF TEACHER RESOURCES AND AROUSE THE VIGOR OF THEIR WORK

Reconstruction of the local undergraduate universities needs the redesign of the school management system and operational mechanism. As management system for optimization of teacher resource allocation, performance management should be designed and changed scientifically. The basic principle of reform and design is to establish performance management system of advanced incentive through creating an academic atmosphere and environment of respecting knowledge, respecting talent, respecting for labor and innovation, fully mobilize the enthusiasm and creativity of teachers resources, guide and encourage teachers in teaching and research with great concentration and do a good job of teaching.

Performance management is a kind of management activities based on enterprise strategy, in order to improve employee's performance and the potential of development team and individuals including performance plans, performance implementation, and performance appraisal and performance feedback four links. Performance management of the local undergraduate universities is based on school organizational goals, specifically develop a corresponding plan performance of teachers' behavior, result, attitude and quality under a certain principle, and form a complete teacher performance management circulation system through the process of performance communication, performance appraisal, and performance feedback and performance improvement. The purpose is to develop the potential of teachers, promote the development of teachers so as to enhance the school strength. In the National Outline for Medium and Long-Term Education Reform and Development (2010-2020), it stated that: "To strive to create qualified and professional teachers with noble ethics, skilled business, reasonable structure and vigor ". To achieve the above goals, the local undergraduate colleges and universities must be in accordance with the spirit in personnel management regulations of public institutions of the state council and several opinions about the reform of personnel distribution system of institutions of higher learning of the ministry of education, combine the performance management with human resource management (planning, recruitment, allocation and motivation), abolish cadres tenure, conduct employment contract system of human relations, establish a mechanism of employing featuring contract employment, fair competition and incentive constraints, rights and interests safeguard, gradually achieve the objectives of the reform that personnel can do all kinds of job and accept different salary and further enliven the employment system.

To establish on-demand positioned, open recruitment, competition, survival of the fittest, contract management, strict reform of the personnel system, local undergraduate colleges and universities must be based on the performance management. The National Outline for Medium and Long-Term Education Reform and Development (2010-2020) pointed out : "To improve the objectives and performance management mechanism of school... With the improvement of the state institution classification reform, we should explore management system and supporting policies accord with the characteristics of school, overcome the administration tendency and cancel the existence of administrative levels and management mode ". To promote performance management, local undergraduate colleges and universities should let school administrators clear the basic goals and principles of performance management.

The goal of performance management

In the 1980 s, Dahlin and Hammond put forward four basic goals of performance management at colleges and universities, namely, the development of teachers' career, personnel decisions schools development, promotion of school status^[7].

Development of teachers' career

Teachers in university have strong thirst for knowledge and accomplishment, their labor is a kind of mental work with very strong creativity. Performance management for higher education teacher should adhere to the concept of "people-oriented", promote teachers' professional development as the first goal. Helping teachers see their achievement and shortage in the process of professional development, find the direction and potential of professional development through performance evaluation, information communication and feedback mechanisms. In order to better promote themselves the sense of responsibility in such aspects as teaching, research and service and fully realize their life values.

To optimize the personnel decisions

Performance management is the precondition of implementing the system reform of personnel management by colleges and universities and objective basis for the school's personnel decisions. The core of the reconstruction of the local undergraduate universities is to optimize allocation of teacher resources. All teacher resources of colleges and universities use, training, adjustment, pay, promotion and reward and punishment should be based on the performance evaluation, According to the performance, higher occupation can be given to less qualified employee and the lower occupation can also be given to high-qualified employee in the next employment period, so as to activate and strengthen teacher's responsibility and behavior, give play to guidance function of performance evaluation for teachers, and then establish a perfect competition, incentive and elimination mechanism.

Career development and status improvement of colleges and universities

Career development and status improvement of college mainly reflects in four major functions: personnel training, scientific research, cultural heritage and social service, and the realization of the four major functions depends on the optimization and the rational use of teacher resources in colleges and universities. Performance management is an effective way to optimize the teacher resources and arouse the vigor of their work as well as an important way to increase the efficiency of the management of colleges and universities. College administrators establish effective incentive, competition, development and constraint mechanism through the performance management, fully arouse the work enthusiasm of teachers, promote the professional development of teachers, improve teachers' work efficiency and performance, so as to promote the realization of the overall goals of colleges and universities and enhance the school's overall performance and efficiency in school management.

The basic principles of performance management

The principle of scientific

Performance management promotes the colleges and universities to establish a scientific performance evaluation system. Now the formalism of the performance evaluation in many colleges and universities is serious. They take the simple way to conduct performance appraisal with one-sided emphasis on the principles of democracy mass approval instead of putting the performance principle in the first place. So it will lead to such serious problems which discourage teachers' enthusiasm as vulgar interpersonal relations, not dare to take responsibility and innovation. The scientific principles of performance management means formulating performance targets scientifically and rationally in employment period (such as three years) according to different teaching jobs by colleges and universities formulation. At the end of employment period, aims achieved of the performance goals are tested and this is the fundamental basis for personnel decisions. Of course, performance goal setting needs college administrators to analyze and think about teachers' duty carefully and set performance targets reasonably according to the principle of democratic centralism. the international current popular of the SMART goal setting principles can be a guide: the target must be specific; Goals must be measurable; Goals must be achievable; The target must have relevance with other targets; Goal must have a clear deadline.

The principle of fairness

Any kind of reform of education of a school must have a moral responsibility to pursue democracy and social justice. Requirements of impartiality principle in performance management of colleges and universities: first, in view of the performance appraisal for university teachers, teaching should be paying equal attention to the research and attach great importance to the education effect and learning outcome of the students. At present, the content of performance evaluation

for college teachers should include six aspects: the teacher's ethics, teaching, scientific research, discipline construction, social service and personnel training; Second, the teachers' performance evaluation must be open and fair, increase transparency and avoid black box operation by all means which lead to evaluation exists in name only. The deviation, generated by subjective awareness, interpersonal relationship and personal likes and dislikes in the process of performance evaluation, should be avoided whenever possible. Thus evaluation can not only get complete, true and reliable evaluation information comprehensively and objectively, also make the evaluation objects participate with positive and serious attitude and correctly treat the evaluation results; Third, teachers' performance evaluation must be the fundamental basis of salary payment, promotion and rewards and punishments, and give the real play to the incentive, competition, development and constraints of performance management.

The responsibility principle

The responsibility principle of university teachers' performance management: first, the performance management should be responsible for teacher development. Teacher is the first resource of deciding the level of a university. There will be a good university, if it has good teachers. Promoting the professional development of teachers should be taken as the fundamental aim of the performance management for teacher. College is a place to foster talents as well as the organizations and public institutions in which scholars gathered. The formulation of teaching, scientific research and other rules must meet the needs of material and spiritual culture of teachers and students. Institutional culture in university -- "humanistic care" should be reflected in the process of teachers' performance management. The criteria of assessment is not only a teacher's quality and quantity of teaching, scientific research and service, but also include the mental level and academic level of teachers, academic responsibility, social responsibility and the national responsibility; Second, the performance management should be responsible for school development. Colleges and universities are the main body of higher education implemented by nation which shoulders the important mission and sacred duty of talents cultivation, scientific research, cultural heritage and social services. As the concept of colleges and universities responsibility and the emergence of higher education accountability system were proposed, colleges and universities should be out of the "ivory tower", continuously strengthen the consciousness of responsibility, fulfill the duty positively, try to improve the quality of talent training and meet the needs for the development of society and citizens. Performance management should be responsible for school development is that the performance management need to give play to the positive energy through optimizing allocation of teachers resources to stimulate their work vitality, realize the objectives of college development so as to constantly improve the education quality and teaching efficiency of colleges and universities and promote the positive and sound development of colleges and universities.

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