

should focus on the number and level of published papers, the capabilities of undertaking the state longitudinal research project and the contribution to the discipline.

b) Scientific research: these staff need to assume a small amount of teaching tasks, but should emphasize the number and level of published articles and the ability to undertaking national major scientific research projects and enterprises vertically project.

c) Engineering: this category needs not to focus on the article publishing and longitudinal projects, but these teachers need to emphasize the abilities of achievement transformation and significant engineering development and application.

d) Teaching: the requirements of article publication and vertical project are not key-point. The evaluation should focus on the quantity, quality, and teaching achievements (such as teaching-reform articles, textbooks and monographs and award-winning results).

e) Teaching and research auxiliary: there are no student-fostering and teaching requirements. However, the emphasis should be on the auxiliary role of teaching and research. Taking the laboratory personnel as an example, the appraisal should emphasize their contribution on the analysis test of scientific research project, and the ability to develop instruments and updating testing methods.

C. Building an independent team evaluation system

Research universities undertake huge teaching and research tasks and face high quality requirements, so they need to form an innovative team to respond to the teaching and research requirements. Different categories of personnel have to work together, divide labor, learn from each other, integrate resources, and concert efforts.

Research universities encourage teachers to form voluntary teaching or scientific research team in accordance with the discipline development needs. The determination of the number and level of team position setting should be based on the proportion of job structure and the performance and contribution on a team basis. The team assessment is neither aimed at the assessment of the individual, nor a series of assessment. Therefore the evaluation index system should be more comprehensive, systematic and objective. The evaluation of team performance is necessary to have “hard indicators” describing the actual outputs and “soft indicators” describing the team spirit and culture. The “hard” and “soft” indicators should combine together and be given the corresponding weights according to the characteristics of the subject development. For the establishment of the set of comprehensive scientific evaluation system, quantitative methods should be dominant, and qualitative methods supplemented.

D. The combination of quantitative and qualitative evaluation indicators

Scientific and moderate quantitative criteria are necessary. In Britain and United States, the quantity and quality of published papers and research projects are also important indicators. It is just avoided that the overweight quantitative indicators exert enormous pressure to teachers. But on the basis of quantitative evaluation, the importance is put on the qualitative appraisal such as innovative personnel training, team building, discipline construction and professional ethics. Especially, some academic leaders should not be required to meet specific quantitative indicators, but to focus on their discipline leadership and human resource construction. Within a certain range, universities can refer to the lifetime professor system in United States. For the teachers who have worked for a certain number of years and have made significant contributions, universities should protect them and give them some free time and space to do innovative research and leading the subject direction.

5. Conclusion

Scientific and rational job performance evaluation system for the teachers is an important guarantee for the sustainable development of research universities. Research universities are main duty-bearers for the cultivation of innovative talents in China, thus the teacher evaluation should pay more attention to sustainable development and mobilize their enthusiasm to carry out innovative research and develop innovative talents. In research universities, teachers’ individual differences, the target stages of the subject development and disciplinary building urgently require constructing teacher job performance evaluation system according to category differences, in order to adapt to the different development needs of teachers, scientifically evaluate each teacher’s objective contribution and to promote the comprehensive development of research universities.

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