

Research on the Incentive and Evaluation Guarantee Mechanism for Undergraduate Education

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Abstract: In the new era of higher education reform and development, the teaching quality of undergraduate education has become a hot topic of social concern. This paper starts with the teaching incentive and evaluation guarantee mechanism, and takes the teaching work in the undergraduate stage of universities as the specific research object, analyzing the existing problems in the incentive and evaluation guarantee mechanism for current undergraduate teaching. It is found that there are problems in the evaluation indicators, evaluation subjects, evaluation methods, and application of results. The paper proposes a series of optimization measures to address these issues, aiming to promote a perfect incentive and evaluation mechanism for undergraduate teaching, thereby safeguarding the rights and interests of teachers and improving teaching quality.

Keywords: Undergraduate Universities; Teaching Incentives; Evaluation Guarantee

1. Introduction

With the gradual deepening of higher education reform in our country, higher education has entered a period of rapid development. Correspondingly, universities have begun to experience shortages of teaching staff, insufficient hardware, and a focus on scientific research, resulting in a decline in teaching quality. To improve the teaching quality of undergraduate universities, in addition to increasing investment from the government, society, and schools, enhancing the incentive level for university teachers is one of the important means. The establishment of incentive and guarantee mechanisms for undergraduate teaching is of great significance in stimulating the creativity of teachers, improving the level and efficiency of education. Therefore, studying teaching incentive and evaluation guarantee mechanisms can provide conditions and

guarantees for the improvement of teaching quality in undergraduate universities through various measures.

2. The Problems of the Current Incentive and Evaluation Guarantee Mechanism for College Teaching

2.1. Fuzzy Teaching Evaluation Indicators

The most prominent issue in the current teaching incentive and evaluation guarantee mechanism in undergraduate universities is the relatively vague teaching evaluation indicators, which have obvious bias and generalization. This affects the effectiveness and scientificity of teaching evaluation and incentive mechanisms. Specifically, the teaching evaluation indicators focus on the commonalities between the curriculum and teaching activities, neglecting the theoretical and practical differences brought about by the nature of the curriculum, the differences in teaching methods of teachers, and the differences in student quality, interest preferences, professional needs, etc., resulting in inaccurate assessment and evaluation results. [1] Secondly, there is an imbalance between teaching and research indicators in teacher assessment and incentive mechanisms. Universities focus more on assessing quantitative indicators such as teacher workload and research achievements, but lack assessment indicators for teaching quality and research in teaching work; Moreover, there is a significant gap in the existing incentive mechanisms for scientific research and teaching, resulting in teachers having low enthusiasm for teaching work after completing basic workloads. This hinders the further improvement of undergraduate teaching quality. Finally, the evaluation indicators of teaching evaluation and incentive systems often only focus on teaching results, without designing corresponding indicators for pre class, post class, and practical activities, and lacking detailed reference indicators for issues related to teacher

professional ethics. This leads to a lack of scientific and comprehensive assessment of teachers and teaching quality.

2.2. Limitations of Teaching Quality Evaluation Subject

The audience of teaching activities is students, and the object of evaluation is teachers. Therefore, teaching evaluation should fully consider the opinions and feelings of students and teachers. However, in the current incentive and evaluation mechanism for teaching in universities, it is mainly based on the perspective of teaching managers; The evaluation subject mainly focuses on academic management personnel such as school leaders and teaching supervision groups. This does not truly reflect the status that students and teachers should have as evaluators. At the same time, in the process of teaching evaluation, it is limited by the practice and energy of the evaluation subject; due to the large number of majors and disciplines in universities, as well as the large amount of knowledge, it is impossible to have a comprehensive understanding of the evaluation object. The evaluation of teaching quality can only be based on superficial aspects such as teaching attitude, blackboard writing, and multimedia courseware production. This makes it difficult to evaluate and guide the level of professional expertise and the ability to impart professional skills. [2]

2.3. Result-Oriented Evaluation Method

From the current implementation of undergraduate teaching incentive and evaluation guarantee mechanisms, it can be seen that they focus more on outcome evaluation and lack process evaluation and incentive evaluation. Specifically, on the one hand, the evaluation of teaching quality is often carried out in the form of exams, using the pass rate of students as the evaluation standard for teacher teaching quality, lacking evaluation of teaching process, teaching preparation, teaching attitude, and other aspects; On the other hand, universities have a one-sided understanding of teaching incentive mechanisms, failing to recognize that teaching incentives are a complete system. Instead, they simply equate teaching assessment with teaching incentives, thus ignoring other functions of teaching incentives.

2.4. Insufficient Application of Teaching

Evaluation Results

In the implementation process of undergraduate teaching incentive and evaluation guarantee mechanisms, there are shortcomings in the application of teaching evaluation results. Firstly, universities lack in-depth exploration of teaching evaluation results, often only treating them as standards for teacher assessment, ignoring the deep thinking and behavioral data of teachers in teaching activities, as well as the problems reflected in them. Teachers have not been able to fully tap into their role in promoting the improvement of teaching quality, nor have they been able to fully utilize the motivating effect of teaching evaluation on teachers to enhance and improve their teaching; Secondly, there is a lack of openness and detailed display of teaching evaluation results, which are directly presented in the form of teacher performance evaluation. This is not conducive to teachers and students having an objective understanding of the results; Finally, the transformation and utilization of teaching evaluation results are insufficient, making it difficult to effectively translate evaluation results into specific teaching experiences for teachers to refer to. It is also difficult to fully utilize teaching evaluation results to promote experience exchange and competition among teachers, and to promote the improvement of teaching level.

3. Optimization Path of Teaching Incentive and Evaluation Guarantee Mechanism in Undergraduate Universities

3.1. To Clarify Teaching Incentives and Evaluation Indicators

Undergraduate universities should establish a sound mechanism for teaching incentives and rating guarantees, further improve teaching incentives and evaluation indicators, in order to make fair, scientific, and objective evaluations of teachers' teaching and research work. Firstly, universities should establish teacher profiles based on the educational level, teaching quality, scientific research achievements, and other aspects of teachers, as a basis for comprehensive teacher evaluation, and reduce differences in the evaluation system. Secondly, it is necessary to refine and quantify the assessment and evaluation indicators, covering all aspects of teaching activities, clarifying specific evaluation standards, and conducting classified assessments for various types of teachers, highlighting the

pertinence and professionalism of teaching incentive language evaluation. Finally, it is necessary to balance the proportion of teaching and research in the evaluation and incentive system. While valuing scientific research evaluation, it is also necessary to set more evaluation indicators related to teaching and reflect them in incentive mechanisms, in order to improve the level of importance that teachers attach to teaching work. This can stimulate teachers' enthusiasm for teaching research and innovation, and fully leverage the role of teaching evaluation and incentive mechanisms.

3.2. Collaborative and Diverse Teaching Evaluation Subjects

The optimization of undergraduate teaching incentive and evaluation guarantee mechanisms requires the participation of more evaluation subjects in the evaluation process, fully leveraging the collaborative role of multiple subjects. Firstly, we should attach importance to the main role of students and teachers. A certain number of representative groups of students and teachers can be selected to participate in the formulation of teaching evaluation standards and plans. On the basis of fully respecting the opinions of students and teachers, an evaluation plan that is in line with the nature of the curriculum, teaching objectives, and student learning characteristics can be formed. Simultaneously, it encourages teachers and students to fully participate in the teaching evaluation process, enabling them to evaluate teaching activities from a unique perspective. Secondly, it is necessary to establish an evaluation group led by teaching supervisors based on disciplines and majors, so that experts and teachers in the field can conduct professional evaluations of the curriculum and teachers, in order to enhance the professionalism and depth of teaching evaluation. Finally, third-party evaluation agencies can be introduced to evaluate the teaching quality of teachers. This can reduce the interference of internal teaching management departments on teaching evaluation results, and help universities to have a more comprehensive and objective understanding of the teaching work of teachers. This can also free the academic management department from the work of teaching evaluation and motivation, allowing it to return to the role of the teaching auxiliary department and focus on student management work.

3.3. To Adopt Diverse Teaching Evaluation Methods

In the practice process of undergraduate teaching incentive and evaluation guarantee mechanisms, diversified teaching evaluation methods should be adopted to fully leverage the role of teaching evaluation and incentive mechanisms. On the one hand, it is necessary to strengthen process evaluation. Universities should attach importance to the evaluation of the preparation and implementation process of teaching activities, and conduct in-depth course teaching through forms such as student assignments, random lectures, and spot checks of teaching documents. By comparing teaching evaluation indicators, the entire process of course teaching should be evaluated. The evaluation results should also be used as the basis for implementing incentive measures to enhance the attention and investment of teachers in teaching; On the other hand, it is important to highlight motivational evaluations. Universities should strengthen their understanding of teaching incentive mechanisms, link the assessment and evaluation results of teaching research and innovation with the personal performance, professional title evaluation, and excellence evaluation of teachers, and provide institutional guarantees for the development of teaching evaluation by improving the teacher appointment system, salary system, reward system, etc., urging teachers to focus on teaching activities. This can promote the improvement of their teaching level and the standardization of teaching behavior, thereby promoting the high-quality development of undergraduate teaching. [3]

3.4. To Strengthen the Transformation and Application of Evaluation Results

In order to fully leverage the role of teaching evaluation and incentive mechanisms, universities must strengthen their emphasis on the results of teaching evaluation and promote their application and transformation. Specifically, firstly, the academic affairs departments of universities should fully recognize the importance of teaching quality evaluation results, attach importance to using information technology to build a complete teaching evaluation analysis and feedback system, and conduct in-depth analysis and mining of various data indicators obtained in the teaching

evaluation process to fully feedback the problems existing in the teaching process. Secondly, the results of teaching evaluation should be made public so that teachers can improve their teaching plans based on this, thereby providing a basis for students to choose courses and improve their learning methods. At the same time, on the basis of mutual understanding of teaching outcomes between teachers and students, a platform for teacher-student communication can be established, and courses can be reviewed in the form of exchange meetings, seminars, etc., in order to reach a consensus between teaching and learning. [4] This can help teaching activities to be carried out with higher quality and efficiency. Finally, it is necessary to conduct a horizontal comparison of the teaching evaluation results, promote the promotion and exchange of excellent teaching experiences through organizing teaching observation, experience sharing and other activities, and promote teachers to reflect and improve themselves. In addition, colleges should promote the functional transformation of teaching evaluation results in teacher title evaluation, award and excellence evaluation, fully leverage the role of teaching results in incentive mechanisms, and ensure that the efforts and benefits of teachers in teaching activities are positively correlated.

4. Conclusion

In short, as a fundamental stage in the higher education system, the teaching quality of undergraduate universities affects the quality of talent cultivation. The teaching incentive and evaluation guarantee mechanism is an important means to ensure teaching quality and promote teaching reform. Although there are still some

problems in the current incentive and evaluation mechanisms for undergraduate education, which have affected their effectiveness and functionality. However, it is believed that through the optimization measures of universities in various aspects such as evaluation indicators, evaluation subjects, methods, and application of results, it can promote the improvement of teaching incentive and evaluation guarantee mechanisms. This can also play its due value on the basis of improving the quality of undergraduate teaching and teacher abilities, thereby improving the quality of talent cultivation.

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