

The application research of the performance appraisal model of the teacher in independent college based on the detailed management

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Abstract. With the gradual popularization of china's higher education , In recent years, The competition between various colleges and universities is becoming more and more fierce, the quality and brand become a magic weapon to win. there is a widespread quantification fuzzy problem in independent college in China in the teaching management process. Implementation of the “Detailed management” to evaluate the performance of teacher is the key in the scientific management of the independent college This article analyzed the existing problems of the teachers' performance evaluation, on this basis, discussed how to implement detailed management in the teaching and research section, and put forward the management measures.

1. Introduction

Lean production, LP, refers to a new kind of mode of production which make maximum economic benefits for the enterprise by using of a variety of modern management methods and means, effective configuration and the rational use of enterprise resources, based on social needs and giving full play to the role of the people [1].

LP is a kind of culture idea, this management idea pays attention to the necessity of the labor refinement of the social division and the service quality to modern company management, strive to minimize the enterprise the management cost to achieve the purpose of scientific, refinement, personalized, so as to seek the benefit maximization of enterprises [2]. LP is also important in the school management, it has great significance for examination and assessment of the teachers and enhancing the teaching quality management.

2. The management of teaching and research section is the key of teaching management in colleges and universities

2.1 The management of the teaching and research section should be about the teaching process to carry out the fine monitoring

Management gurus coontz said: Management is to design and maintain a good environment, make the person to efficiently complete the goal in the group[3].

The management of school teaching process is the activities to establish the corresponding method, by planning, execution, inspection and summary measures such as to achieve the teaching goal. the teaching quality monitoring around the teaching process is a monitoring of the process and

the situation of teaching according to the requirement of the course, so as to guarantee the quality of curriculum implementation. it find the teaching materials and data of reflecting the quality of teaching, the problems existing in the teaching, analysis the reasons of the problems, propose the suggestion to correct problems, promote the improvement of teaching quality, promote the improvement of students' learning and teachers' professional development. the management control of the teaching and research section is also controlled roughly including setting standards, measuring actual performance and correct the deviation, the three stages constitute a complete set of management control process by orderly combination.

2.2 The fine management of teaching and research section can be fair appraisal teacher's performance

All kinds of assessment of university teachers generally include: the content of the professional ethics, work attitude and work performance.

Look from the examination methods, there are three ways: The first is based on the design method of job analysis, it set up performance appraisal target that the job must be task and some measurable tasks; The second kind of performance appraisal method is combined with the goal decomposition of management in the school, it promote the reach of the target by target decomposition to each department and every teacher, every teacher to complete their tasks; The third method is carried out to design the performance appraisal in accordance with the process. This design method Is based on the role of the teacher in the process, need to assume responsibility, and the relationship between the colleagues. but the most common is the first.

Performance management is the management process which promote the teachers achieve good performance, the management methods which encourage teachers to successfully reach the goal, through the system, scientific methods and principles to evaluate teachers' work behavior and work results and work ability[4]. The performance evaluation in science and fair or not is directly related to whether to improve the teachers' job performance, improve teachers' ability to work to achieve organizational goals, and at the same time can improve the teachers' degree of satisfaction and a sense of achievement. teaching and research section is the grass-roots organization of teaching work and teaching management in the independent college, It has an important role in daily teaching work, the fair teachers' evaluation performance is only by fine management of teaching and research section.

3. The analysis of existing management problems in the independent college

The independent college refers to running a common colleges and universities which can awarded bachelor's degree without state financial funds through cooperation with social organizations or individuals[5]. according to the requirements of the ministry of education, they have been most turned into as independent ordinary undergraduate course colleges and universities, the teachers' performance appraisal evaluation of the independent college also generally exist the following problems:

3.1 Management and examination precision is poor, lack of operability

Teachers in the independent college is given priority to with teaching, their assessment is generally from the teaching in academic year, in addition to the scientific research and students extracurricular activities task. on the annual appraisal, it is by student online appraisal , supervision

appraisal, departments evaluation for teaching quality, the evaluation results associated with the teacher's treatment. It requires every teachers fill in a table seted by the school uniform in accordance with character, attitude, ability and technology to examine the four aspects, after department assessment level is determined: good, qualified and the unqualified. this method is simple, the maneuverability is strong, but because of missing records and the lack of scientific performance appraisal standards in the daily management, performance evaluation is difficult to eliminate the negative influence of subjective factors, lead to the low credible evaluation, lead to performance evaluation become a mere formality.

3.2 Appraisal evaluation scale also has a problem

Teachers' annual appraisal is in every school year, teachers' work assessment of three aspects is from the student, the supervision evaluation, manager performance evaluation. each assessment: Student weight 30%, supervision appraisal weight is 40%, division evaluation weight is 30%. assessment grade is from the above three weighted. annual appraisal score points are at three levels: excellent, qualified and unqualified, with outstanding accounts for 10%, unqualified accounted for 10%, assessment grade 10% in behind is as unqualified.

Look from the assessment indicators, student evaluation of teaching involves the students' quality, easy and interesting of teaching content, vivid teaching style or not, whether to evaluate teacher correctly, if you can accept the teacher's teaching way and a lot of complex factors such as appearance, personality characteristics. Supervision evaluation also involves the professional, teaching style preferences and acceptance of the appraisal object, he resulting difference with other supervision, teaching the accidental factors and so on. Department evaluation depends on the degree of the standardization of the daily management, information in record and archive of management and control, etc. look from the weighting, The division evaluation weights for the proportion of 30% , it is smaller. teaching and research section as a basic management unit, its most voice on teachers' performance should be taken seriously, its weight should also join.

3.3 The assessment results of analysis was not enough

Usually management is the use of an inspection result for praise or punishment. Actually, the final purpose of the assessment is to encourage teachers to better implement responsibility of the position, but schools are not a serious analysis of the results of examination without using the results of the performance appraisal to help teachers to improve their work better[6]. What's more, it is less desirable that the results of examination is directly as the basis of compulsory in some of the independent college.

4. The application of the teacher performance appraisal model based on the teaching and research section

Teachers' performance is closely related to work behavior, work attitude, ability quality and psychological quality, performance is the internal cause and the basis of performance change. therefore, in the true sense of performance management is a win-win situation which the managers and employees continue to communication, to improve the performance. by raising the staff's job performance and job satisfaction, and ultimately achieve the goal of improve the work efficiency[7]. here in my college as an example to explore fine management applications of teacher performance appraisal model based on the teaching and research section.

4.1 To establish the closed-loop control system of teaching and research section of fine management

In cybernetics, the closed loop by the "chain" usually refers to output by feedback to the input, the so-called closed-loop control. output feedback to the input and the output side control again, this is the purpose of the closed loop control, the purpose is through feedback[8].

The closed-loop control system of the teaching and research section base on the fine management is shown in the figure below:

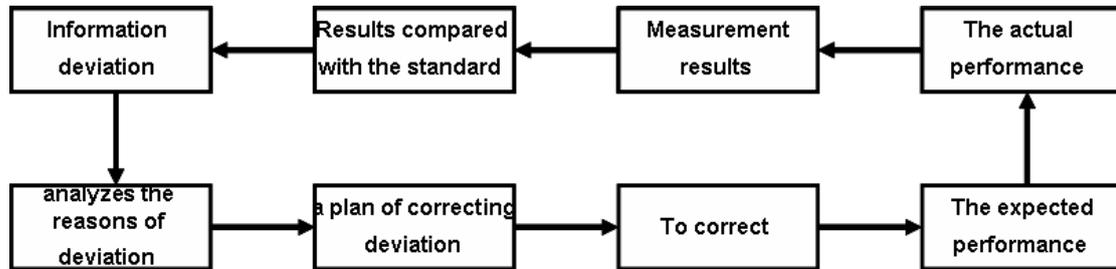


Fig. 1The closed-loop control system of the teaching and research section

According to the control system, to design the control process and set up the fine management performance measurement model. based on teacher performance analysis of teachers' teaching in the teaching and research section .

4.2 The teacher performance appraisal model of teaching based on fine management in the teaching and research section

Teacher's performance results are affected by many factors, teacher's behavior of effecting the performance is not static that should be change with the teachers' ability, attitude, curriculum, class and students' characteristics and the change of environment. So I think the teacher's performance is the quality of teaching, curriculum, class and function of interaction between students, the teacher performance appraisal model, it can use the following formula to express:

$$\text{Performance} = f(\text{the teaching quality; course; Classes and students; environment})$$

$$P = f(Q, C, CS, E)$$

The formula tells us, the teacher performance, depends on the interaction between the environment, the quality of teaching, curriculum, class, and students. In these elements, the interaction in the quality of teaching, curriculum, class and students is the most important, is directly related to the teacher's performance results. In the existing appraisal system in our school, student weight 30%, supervision appraisal weight was 40%, total weight is 70%, arguably the two directly determines the performance of the teachers. both supervision or student online evaluation of teachers in class, the result is not accurate in different degree. so monthly performance calculation should combine the control results of the director of teaching and research section and the supervision.

Course factor is that many schools have no attention, can be set by coefficient to separate the labor difference of new lesson, In fact this has also a great influence to a teacher's performance, the labor intensity of the professor for teaching a course for a long time and the professor often more than two different courses are difference, this difference is also reflected in teaching effects, proficiency, performance results, etc. that can lead to large differences in supervision appraisal and student appraisal for teaching, To ensure the fairness of the performance evaluation, we should consider this factor.

Many schools have also less attention the factor of the class and students, class and students factors including the size, grade level, classroom management is effective or not, the mainstream learning habits, group personality influence, the matching degree of teacher and students, etc.

Environmental factors relative to the above three factors, it plays a role of indirect influence on teachers' performance. Environmental factors include the working environment and family environment, such as interpersonal relationship, organizational culture, hierarchy, health, family economic condition, life stress, family happiness, and so on.

Above all, a relatively fair teacher performance evaluation model should be followed:

Total score on monthly performance= Teachers & Curriculum performance score \times 0.1+ Teachers & Class \times 0.2+ Teacher's teaching quality performance score \times 0.7

Environmental factors for evaluation of performance analysis are only as reference factors.

Based on the quality of teaching, curriculum, class and students three key factors and their interaction, set of assessment tools in week, see the table below:

Table 1 Performance table of Teachers & Curriculum

Time:	Week:				
	Course number (30%)	Classes for the first time (30%)	Curriculum difficulty level (20%)	Curriculum Native attraction (20%)	summation
Teacher1					
Teacher2					

Note: Course number: 1 = 0, 2 = 60 score, > 3 = 100 score; Classes for the first time: 1 = 100 score, Otherwise 0 score; Curriculum difficulty: 0, 60 score, 100 score; Native attraction: high = 0, general = 60 score, low = 100 score.

Table 2 Performance table of Teachers & Class

Time:	Week:					
	Students scale (25%)	Grade level (25%)	Study habits (15%)	Group personality influence (15%)	The fitness of students and teachers (20%)	summation
Teacher1						
Teacher2						

Note: Students scale: < 30 = 0 score, 30-80 = 60 score, 80-130 = 100 score; Grade level: 1-2 = 60 score, 3 = 90 score, 4 = 100 score; Study habits: good = 0, general = 60 score, poor = 100 score; Group personality influence: weak = 0 score, general = 60 score, strong = 100 score; The fitness of students and teachers: good = 60 score, general = 80 score, poor = 100 score.

Table 3 Performance table of Teacher's teaching

Time:	Week:					
	Class1	Class2	Class3	summation	Average
Teacher1						
Teacher2						

Table 4 Teacher performance on table

Time:	Week:					
	Week1	Week2	Week3	Week4	summation	Average
Teacher1						
Teacher2						

Table5 Monthly teacher performance tracking table

Year:	Month:			
	Week1 goal	Week2 goal	Week3 goal	Week4 goal
Teacher1				
Teacher2				
Week1:Falls deduct 5% of salary of monthly performance; Week2:Falls deduct10% of salary of monthly performance; Week3:Falls deduct 15% of salary of monthly performance; Week4:Falls deduct 20% of salary of monthly performance.				

Note: Teacher performance goals to achieve: ≥ 90 score.

5. conclusion

The above through application research on teachers' performance appraisal model, can draw the following conclusion: First, the model shorten the cycle assessment, the deviation was found and corrected in the shortest possible time in the management process, through strengthening behavior modification, the mode can maintain teachers continue to conform to the organization expectations of performance behavior; Second, the model must be based on a designed comprehensive management system in teaching and research section, and with scientific fine management; third, fixed past ways of evaluation. in the case of our school, assessment of the original model is a weighting of 30% students evaluation and supervision appraisal weight 40%, division of evaluation weight 30%,the annual appraisal grade of teachers are from the above three weighted. the weight of supervisors was 40% in the three, it is unreasonable, it can be revised to: Student weight 20%, the supervision evaluation 30%, teaching and research section weight 30%, division of evaluation weight 20%; to note when using the evaluation model, Sure don't put it into a selection tool, our ultimate goal is not to abandon each team individuals, but to encourage all members to improve performance through this tool.

All in all, through the above measures, in teaching and research section management, we based on the concept of people-oriented, concern and care for teachers, and must carry on the fine management to make no mistake by monitoring, let them get positive and negative incentives and a sense of accomplishment to oneself, a sense of belonging and identity to the organization, It also strengthens the competitive organizational culture in order to keep the organization vitality.

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