

Evaluation System of Scientific Research Performance for Teachers of Humanities in American Colleges and Universities and Its Enlightenment*

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Abstract—The United States is the first country in the world to establish a scientific research performance evaluation system for the teachers of humanities, experiencing the whole process from the exploration period to the practice period. Its evaluation subjects are extremely pluralistic, the evaluation standards are different in disciplines, the evaluation indexes are both scientific and objective, and the evaluation methods are professional. Combined with the problems existing in the evaluation of scientific research performance of humanities teachers in colleges and universities in China, and the successful experience of that in American universities, it is proposed that, in the process of constructing the evaluation system of scientific research performance of university teachers in China, it is necessary to highlight the independent evaluation status, strengthen the flexible evaluation criteria, build a detailed index system and a perfect evaluation method.

Keywords—America; colleges and universities; humanities; teacher scientific research performance evaluation system; enlightenment

I. INTRODUCTION

America has the world's top universities in music, drama, art, history, philosophy and other fields, which is one of the most developed countries in the world in the field of humanities education. The forms of humanities education in American universities are mainly divided into two categories: one is carried out in the humanities research institutes or departments affiliated to comprehensive universities; the other is carried out in professional schools especially set up. These two categories of colleges and universities are highly specialized with their own characteristics, which can provide good research soil for teachers and provide teachers with opportunities for scientific research and creation. The high-quality humanities education in America depends on the high-quality teachers, while the construction of teachers is based on a scientific and rational evaluation system of teacher scientific research performance. This paper mainly discusses the history and characteristics of the scientific research performance evaluation system of humanities teachers in American universities, and its reference significance for the reform of the

scientific research performance evaluation system of humanities teachers in Chinese universities.

II. SORTING ACADEMIC HISTORY OF STUDY ON SCIENTIFIC RESEARCH PERFORMANCE EVALUATION SYSTEM OF THE TEACHERS OF HUMANITIES IN AMERICAN UNIVERSITIES

The vigorous development of scientific research performance evaluation of humanities teachers in America has provided a positive value orientation for American society and made important contributions to American politics and economy. As early as the middle of the 20th century, Ralph W. Tyler, an American psychologist, first proposed a goal-oriented teacher evaluation concept, the famous "Taylor Model" thought [1] in his book *Basic Principles of Curriculum and Instruction*. Under the guidance of this thought, the evaluation of humanities teachers at this time measures the scientific research level of teachers mainly by whether they can achieve the goals set by the school. In the following 15 years, the scientific research performance evaluation of humanities teachers in American universities has entered a steady development stage. Until 1964, in the context of the US-Soviet hegemony, the academic leaders led by Barnaby Keeney, the 12th President of Brown University and the first president of the National Endowment for the Humanities, formally put forward to the federal government the urgent need of funding American humanities, so as to conduct comprehensive research in the humanities, help the American people restore their values of confidence and endeavour, and consolidate America's strategic advantage in the world. A year later, President Lyndon Johnson signed National Foundation on the Arts and the Humanities Act, and formally established Council of National Humanities College. Four years later, the National Endowment for the Humanities was founded, which marks the first time for the United States to officially fund the college humanities research. In the following decade or so, the U.S. Department of Education has enacted more than 70 laws relevant to teacher performance evaluation. Some colleges and universities have begun to establish a scientific and standardized performance evaluation system to carry out a comprehensive evaluation of humanities teachers. Unlike the previous emphasis on teaching performance evaluation, the

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attention begun to be paid on scientific research performance evaluation has gradually. In 1980, the Rockefeller Committee on Humanities convened a national conference, in which one of the conference reports entitled "Humanities in American Life" introduced the current situation of American humanities in detail, and suggested that the government should strengthen the construction of humanities in the next ten years, promote the formal cooperation between universities and cultural institutions, and call on private enterprises to become the main force for funding humanities research [2]. With the popularization of higher education in America, a new crisis of declining quality of education began to emerge. In 1983, National Commission on Excellence in Education published a report *A Nation At Risk*, which emphasizes that teachers play an important role in higher education and the improvement of teachers' level is directly related to the improvement of higher education level. Later, Linda Darling Hammond put forward four basic objectives of performance evaluation of university teachers, including teachers' professional development, school personnel decision, development orientation and school status judgment [3]. So far, American colleges and universities have gradually established an effective humanities teacher performance evaluation system. In 1990, Ernest L. Boyer, the former chairman of Carnegie Foundation for the Advancement of Teaching proposed that the work of teaching has four functions: scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching [4]. Among them, scholarship of discovery and scholarship of integration are closely related to teachers' scientific research work. In 2003, Raoul A. Arreola, an American scholar, on the basis of the original point of Boyer, integrated the diversity and uniqueness of the humanities, and called artistic creation and traditional scientific research as "Research and Creative Activities" in the first time. He identifies both of them as creative mind [5], and they are of milestone significance to the development of humanities performance evaluation. In 2009, the Obama Administration launched the *Race To The Top Education Program*, which encouraged all states to establish a new teacher performance evaluation system, the most famous of which is the IMPACT evaluation system of public universities in Washington, D.C. In the system, the teachers are classified according to the professionalism of scientific research achievements. The system provides rich economic rewards for outstanding teachers, and give attentive guidance for poor teachers in professional development [6]. Thus the scientific research performance evaluation for American humanities teachers began a new stage.

III. MAIN FEATURES OF SCIENTIFIC RESEARCH PERFORMANCE EVALUATION SYSTEM FOR AMERICAN HUMANITIES TEACHERS

After unremitting efforts for hundreds of years by American colleges, it has formed a unique evaluation system of scientific research performance of humanities teachers, which is meticulous in the evaluation of teachers and has distinct characteristics. In summary, it mainly includes the following four points:

A. *Its Evaluation Subjects Are Extremely Pluralistic*

Unlike the evaluation of teacher scientific research performance in China, American universities emphasize that the subjects of evaluation should be chosen from multiple dimensions, so as to ensure the fair and reasonable evaluation results and gradually form the diversified evaluation subjects of the trinity of teachers, peers and leaders. Each kind of evaluation subject has its own emphasis in its evaluation process: the teacher himself is not only the person to be evaluated, but also the participant, who has the autonomy in the evaluation process and can even choose the experts he/she identifies with. The peers and colleagues will evaluate scientific research achievements from a professional perspective. Their comments are more authoritative and representative, they reflect on themselves while evaluating others, which can improve the depth of academic exchanges. The evaluation of deans is more based on the standpoint of colleges, departments and schools, taking teachers' scientific research achievements and academic contributions as the primary objectives of evaluation. There are various kinds of evaluation subjects with different interest demands. But they will uphold the principles of mutual respect, mutual benefit and reciprocity, and avoid the state of "Oligarchic Monopoly", so as to ensure the fairness and rationality of the evaluation.

B. *The Evaluation Standards Are Different in Disciplines*

In view of unique natures of disciplines, the scientific research performance evaluation of humanities teachers in American universities has different emphases, and the selection of evaluation criteria should be flexible. In some majors such as art, music and theatrical performances, great importance is attached to teachers' ability of application and innovation, and teachers are encouraged to actively participate in artistic practice activities. In addition, the relevant departments and colleges of the above majors will also employ outstanding artists for part-time work in order to meet the needs of scientific research. When evaluating teachers' artistic creation achievements, the evaluation should be conducted from the aspects of originality, richness and depth of performance of the works, and the teachers' creativity in outstanding performance, command and directing should be given due recognition [7]. All these make the performance evaluation criteria of humanities teachers more humanistic and inclusive than other majors.

C. *The Evaluation Indexes Are Both Scientific and Objective*

The evaluation indexes of scientific research performance of humanities teachers in American universities are comprehensive and detailed, with different emphasis mainly from the academic research and scientific research projects. Considering the particularities of arts, music and theatre performances, they shall cover as much as possible the indexes reflecting the scientific research level of teachers in all disciplines, evaluating the comprehensive quality and professional level of humanities teachers without prejudice. It should be specially mentioned that the major evaluation indexes of art, music and theatre performance are different from those of other humanities majors in the following aspects: The artistic creation achievements of art teachers are usually

displayed in exhibitions. So the evaluation indexes should be set up in terms of the originality and expressiveness of the works, such as the level of the exhibition participated, and the situation of his/her achievements being collected by museums and galleries. The artistic creation achievements of music and drama teachers are usually embodied in the performance and command, so the evaluation indexes should be screened from the artistic vision and social influence of performance.

D. The Evaluation Methods Are Professional

American universities attach great importance to peer experts' evaluation to the performance evaluation of humanities teachers. The evaluation of peer experts is also one of the most important methods of humanities evaluation. There are two ways of peer evaluation in related departments and colleges of humanities: one is peer evaluation in schools, and the generated evaluation reports will be used as one of the bases of teacher performance evaluation; the other is the evaluation by experts outside the school, whose opinions will serve as an important reference for the evaluation of teachers. Such methods are particularly necessary for interdisciplinary research. For example, in the process of evaluation of the industrial design major in the colleges of art and design, it needs experts in not only aesthetics but also engineering and economics. This kind of subject evaluation is the most complex, which requires the establishment of a special interdisciplinary evaluation committee in the school. And the relevant professional colleagues are invited to evaluate the teachers, so as to comprehensively analyze the contributions and shortcomings of teachers participating in scientific research.

IV. ENLIGHTENMENT OF EVALUATION SYSTEM OF SCIENTIFIC RESEARCH PERFORMANCE OF TEACHERS OF HUMANITIES IN AMERICAN COLLEGES AND UNIVERSITIES FOR CHINA

In recent years, with the gradual popularization of the merit pay system in public institutions throughout the country, the transformation of evaluation system of teachers' scientific research performance of humanities in colleges and universities has become an important measure to promote the development of disciplines and mobilize the enthusiasm of scientific research. Based on the experience of evaluation system of teachers' scientific research performance of humanities in American colleges and universities, the reform of humanities teachers' scientific research performance evaluation system in China's colleges should start from the following four aspects.

A. Highlighting the Independent Evaluation Status

Today, the subjects of evaluation of scientific research performance of humanities teachers in China are mainly divided into three levels: First, the national evaluation subjects. The evaluation of scientific research performance of humanities teachers in China began at the "Outstanding Achievement Award for Humanities and Social Sciences Research in Chinese Universities" established by the Ministry of Education in 1995, which is awarded every three years. Second, it is the provincial and ministerial evaluation subjects.

The award system for humanities achievements have generally established in all provinces and cities throughout the country. For example, Liaoning Province has held the evaluation activities of "Philosophy and Social Sciences Achievement Award" six times. Third, the evaluation subjects at the research unit level. Many universities have formulated the evaluation methods of humanities according to their own conditions. For example, Tongji University has formulated "Incentive Measures for Scientific Research Achievements of Humanities and Social Sciences of Tongji University (Trial) 2014"[8]. At present, the evaluation of scientific research performance of humanities teachers in China is greatly influenced by the school management system. Although teachers are willing to participate in the democratic management of schools, they are only regarded as the evaluation subjects. In the final analysis, it is because there is no relevant policy to support it. In this regard, the universities should clarify the relationship between teachers and management departments. Teachers should be given full autonomy and be able to express their opinions in time, integrating into the whole evaluation process and having a two-way communication the management departments, which can achieve a value expectation better for the actual characteristics of teachers. Colleges are obliged to help teachers improve their personal development goals and plans, making the development of colleges more consistent with their own goals and promoting the common development of teachers and universities.

B. Strengthening the Flexible Evaluation Criteria

The evaluation criteria is the footstone of the evaluation of scientific research performance of humanities teachers, the effective criteria of the whole evaluation process and the necessary prerequisite for the evaluation subject to make judgments, which needs to have a certain objectivity. At present, most colleges and universities in China, especially comprehensive ones, include the evaluation of art teachers into the evaluation of humanities teachers. The evaluation indexes are mainly the projects and papers, which ignores the characteristics of art teachers' practical skills. The teachers' scientific research level is mainly measured through the number of vertical and the accounting expenses of horizontal projects as the main criteria. It is obviously unrealistic to evaluate the professional level of art teachers according to the evaluation criteria for general liberal arts [9]. It is for this reason that the diversity of disciplines and the uniqueness of scientific research achievements should be fully taken into account in the formulation of evaluation criteria by colleges. According to the characteristics of schools, they shall formulate the evaluation criteria of different disciplines and levels and list the detailed evaluation rules, striving to break through the barriers as soon as possible.

C. Building a Detailed Index System

The experience of performance evaluation of humanities teachers in American universities shows that the construction of a detailed index system is the basis of teacher performance evaluation. However, there is still a lack of professionalism and comprehensiveness in the evaluation index system of scientific research performance of humanities teachers in China's colleges and universities. Especially in art disciplines,

there is neither relevant indexes of artistic creation nor relevant methods of quantitative evaluation. For the evaluation index setting, the creative research of the above disciplines should be included in the evaluation indexes as scientific research. For example, when Beijing Film Academy is evaluating teachers' scientific research performance, it is proposed that the quality of music, dance, drama, graphics, novels, movies and works of art, the levels of participated exhibitions or shows, and the influence in the industry should be selected as the evaluation indexes of artistic creation[10]. The natures and characteristics of humanities are different, and the academic researches of different disciplines have their own characteristics. Therefore, if the achievements of humanities research at the same level are closely integrated with the disciplines of its college and department, its weight of evaluation index should be properly increased when the evaluation indexes are formulated by the college and department [11].

D. Establishing a Perfect Evaluation Method

There are many problems in the evaluation methods of scientific research performance of humanities teachers in colleges and universities in China, which are embodied in two aspects: First, it is difficult to quantify the achievements of artistic creation. The creative achievements of art teachers are various, compared with the number of academic papers, the quality of published journals, the awards, and the number of scientific research projects, the level of scientific research projects and the amount of scientific research funds of other humanities majors. And it is also difficult to reach a consensus on the establishment of evaluation criterion, and it is not easy to conduct quantitative evaluation even within the same discipline. Secondly, it is difficult to qualitative artistic creation activities. Because there are many disciplines, and teachers' artistic creation activities are independent, pure, changeable and innovative, it is necessary for the management department to set up a special evaluation group and make a comprehensive evaluation based on external opinions. Based on this, in the future evaluation of scientific research performance of humanities teachers in colleges, third-party institutions should be used for evaluation and the professionals in the field of humanities should be invited to participate in the evaluation. The third-party evaluation institutions have the right to quantify scientific research results according to scientific and statistical methods without external influence. At the same time, they have the power to sort and classify various academic institutions, and provide all academic colleagues and the public with the most objective and scientific data for reference. [12]In the United States, the third-party educational evaluation institutions must publicize their decision-making procedures and accreditation criteria to teachers and relevant personnel, invite the representatives of teachers to participate in certification activities, set up the relevant hotlines and websites, listen to teachers' opinions, report improper behaviors, and take the initiative to accept social and media supervision. In a word, it is necessary to make a comprehensive analysis of the interests of all parties, and match the evaluation method [13] that has an original style according to different types of stakeholders.

V. CONCLUSION

In conclusion, the evaluation of scientific research performance of humanities teachers in university covers a wide range, and the system is consisted of the evaluation subjects, evaluation objects, evaluation purpose, evaluation criteria, evaluation system and evaluation methods. The core is peer experts in the evaluation subjects, the main point is the evaluation of teachers and scientific research achievements in the evaluation object. The purpose of evaluation is to be a "leader", the evaluation criteria are the focus, and the evaluation system is the guarantee and the evaluation method is the means. This paper explores the evaluation system, draws on the mature management experience of American universities, and looks at the evaluation of research performance of humanities teachers in China's universities from a firm view, of which the purpose is to highlight the main status of teachers, emphasize the characteristics of evaluation criteria, refine the evaluation index system and establish a new evaluation method. While improving the credibility of evaluation, it is necessary to mobilize the subjective initiative of humanities teachers to participate in evaluation, so as to ensure the smooth progress of evaluation. "No sweat, no sweet". It is a hard task to establish and improve the evaluation system of research performance for humanities teachers in colleges and universities. It is believed that, through the cooperation of experts, scholars, academic institutions and social audiences, China will make breakthroughs in this field and reach the international advanced level.

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