

# Research on the Incentive Suggestions for the Performance Assessment of University Teachers

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**Abstract:** In the context of developing new quality productivity, universities should give full play to the role of comprehensive performance appraisal incentives, and lead performance appraisal through positive incentives to guide teachers to grasp key tasks and promote the high-quality development of university education. However, there are still some outstanding problems in the current performance appraisal incentive work of college teachers, such as incomplete coverage of performance appraisal incentive objects, imbalance between performance appraisal teaching and scientific research incentives, weak performance appraisal results incentive feedback, performance appraisal incentives ignoring teaching career development, etc. Therefore, this paper takes the performance appraisal incentive of university teachers as the main content of research, combines with their work problems, puts forward some feasible suggestions to help university teachers improve their teaching and scientific research ability, and mold the high-quality image of moral cultivation and soul cultivation.

**Keywords:** Colleges and universities, Teachers, Performance appraisal, Incentive.

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## 1. Introduction

To realize Chinese-style modernization, we must speed up the development of new productive forces and provide a strong material foundation for the great rejuvenation of the Chinese nation. The key to developing new productive forces is to smooth the virtuous circle of education, science and technology, and talent. Colleges and universities, as the first productive force of science and technology, the first resource of talents and the first motive force of innovation, teachers are the first promoters of cultivating top innovative talents. We must improve teachers' teaching and scientific research capabilities in combination with the new changes in industry needs in order to cultivate new types of workers needed for social and economic development. Performance appraisal is of great significance in stimulating teachers' enthusiasm for work and improving teaching and scientific research level. Therefore, colleges and universities should deeply interpret the requirements of developing new quality productivity, based on the problems of performance appraisal and incentive work of college teachers, reform the performance appraisal and incentive of college teachers, really stimulate the motivation of teachers' teaching improvement, and help the improvement of talent cultivation quality in colleges and universities.

## 2. The Necessity of Performance Appraisal Incentive for College Teachers

Teachers are human resources guarantee for high quality development of colleges and universities. Under the background of developing new quality productivity, higher requirements are put forward for talent training in colleges and universities. Traditional performance appraisal and incentive methods are still adopted, which obviously cannot stimulate teachers' enthusiasm for teaching promotion and meet the requirements of teaching reform under the new situation. Therefore, it is necessary for colleges and universities to carry out performance appraisal incentives,

stimulate teachers' enthusiasm for teaching promotion, and promote teachers to truly realize professional development.

First, colleges and universities can help teachers clearly understand their own work tasks at each stage and provide clear guidance for their work by setting up clear performance appraisal standards and detailed performance appraisal index systems. At the same time, colleges and universities can encourage teachers to invest more energy in learning and promotion through performance appraisal, and encourage teachers to have more motivation to continuously improve themselves through rewards and punishments, so as to adapt to the teaching requirements of the new period.

Second, through performance appraisal incentives, colleges and universities can objectively evaluate teachers' comprehensive performance in teaching, scientific research, academic service and other aspects, and clarify their own advantages and disadvantages, so as to improve and upgrade their own teaching ability. On the other hand, through performance appraisal incentive, colleges and universities can stimulate teachers' enthusiasm and enthusiasm, promote their professional growth and development, improve teaching quality and scientific research level, provide better teaching service for students, and promote the improvement of talent cultivation quality in colleges and universities.

Thirdly, colleges and universities use scientific and objective performance appraisal methods to evaluate teachers' work performance and ability fairly and impartially through performance appraisal incentives, which can avoid the negative influence of subjective factors and human factors on teachers' evaluation, give teachers fair and just incentives and rewards, effectively enhance teachers' trust and identity in school human resources management, and help to gather teachers' team and promote high-quality development of colleges and universities.

### **3. On the Performance Appraisal and Incentive of College Teachers**

#### **3.1. Incomplete Coverage of Performance Appraisal Incentive Objects**

Based on the practical analysis of performance appraisal incentive work in colleges and universities, it is found that most colleges and universities pay more attention to individual incentive and ignore team incentive. However, many teaching and scientific research work is realized through group cooperation, which shows that the current performance appraisal incentive objects in colleges and universities are incomplete. On the one hand, individual teachers do not participate in performance appraisal incentives. For the purpose of cost and resource allocation, some colleges and universities will carry out strong performance appraisal incentives for teachers in specific posts to encourage more teachers to participate in special fields, while other teachers will be marginalized or ignored. On the other hand, pay attention to the individual teacher incentive neglects the team performance appraisal incentive. Generally speaking, some projects with high incentive amount are controlled by a few people, and their performance appraisal attaches importance to individual teacher incentive and neglects team performance appraisal incentive, which leads to some teachers' failure to obtain corresponding return although they pay a lot of energy, and it is difficult to form good performance incentive effect. The coverage of performance appraisal incentive objects in colleges and universities is not wide enough, which will seriously affect the stability and development motivation of teachers. Therefore, colleges and universities need to expand performance appraisal incentive objects according to actual conditions to ensure the comprehensiveness of performance appraisal incentive in colleges and universities.

#### **3.2. Imbalance between Teaching and Scientific Research Incentives in Performance Appraisal**

In the process of performance appraisal, teachers always pursue the win-win goal of teaching and scientific research, but it is difficult to grasp the incentive balance between the two, and it is easy to appear unbalanced problems. On the one hand, performance appraisal incentives focus on scientific research performance. In order to improve teachers' enthusiasm for teaching innovation, colleges and universities often incline performance appraisal incentives to scientific research projects. Although teachers are encouraged to actively invest in scientific research to a certain extent, they often lead to excessive investment in scientific research and neglect teaching work, which makes the teaching quality of colleges and universities unable to be fully guaranteed, which deviates from the incentive objectives of performance appraisal of college teachers. On the other hand, the performance appraisal index setting is insufficient to quantify the scientific research index. College teaching performance appraisal can be evaluated fairly and impartially by many ways, such as lecture, student evaluation and teaching supervision. However, the cycle of college scientific research projects is long, the output of achievements is difficult, the quality and quantity of scientific research achievements are often difficult to quantify, and the difficulty and influence of scientific research projects are not easy to be measured by

specific data. Teachers' performance appraisal is difficult to motivate, which affects college teachers' enthusiasm for teaching promotion and scientific research motivation.

#### **3.3. Performance Appraisal Results Incentive Feedback Is Weak**

In the process of performance appraisal and incentive, the weak incentive feedback of performance appraisal results is a common problem. The incentive of performance appraisal results is not clear and fair enough, and there is no effective communication of performance appraisal, which leads to the unclear feeling of performance appraisal incentive and the serious lack of enthusiasm and motivation for work. On the one hand, performance appraisal results incentive unreasonable. Some college teachers' performance appraisal incentives focus too much on quantitative indicators rather than quality indicators, resulting in utilitarian behavior. Under this background, some college teachers' performance appraisal incentives are subjective and opaque, which often makes teachers feel pressure and unfair and lack enthusiasm for active struggle. On the other hand, there is a lack of effective performance appraisal communication. In the actual process of performance appraisal and motivation, the lack of effective communication results in teachers' inadequate understanding of the results of performance appraisal and affects the effectiveness of performance appraisal and motivation. Moreover, the explanation and feedback of the incentive results of college teachers' performance appraisal are not timely and detailed enough to make teachers fully understand their strengths and weaknesses and effectively guide teachers to improve their work performance.

#### **3.4. Performance Appraisal Encourages Neglect of Teaching Career Development**

In the process of performance appraisal, teachers' professional development is not paid enough attention to, and teachers' long-term career planning and development needs are ignored, which makes teachers lack the motivation to continuously improve their teaching. On the one hand, performance appraisal incentives ignore the differentiated needs of different groups. For teachers of different subject areas, different age groups and different titles, the same set of performance appraisal incentive standards are often adopted, ignoring the individual differences of teachers, resulting in reduced incentive effect. Moreover, the incentive methods of performance appraisal in some colleges and universities are too rigid, lack of flexibility and individuation, resulting in their incentive measures cannot play a targeted role, even a mere formality. On the other hand, performance appraisal incentives ignore teachers' long-term career development and growth. Teachers' performance appraisal encourages them to pursue short-term goals too much, pay too much attention to immediate achievements and interests, and pay insufficient attention to teachers' future career planning and development path, which makes teachers lack planning for future career development and motivation for continuous ability improvement.

## **4. Suggestions on Performance Appraisal of College Teachers**

### **4.1. Expand Performance Appraisal Incentive Objects**

In view of the incomplete coverage of incentive objects for college teachers' performance appraisal, colleges and universities should deeply interpret the requirements of developing new quality productivity for talent cultivation under the background of Chinese modernization, further expand incentive objects for performance appraisal, stimulate the enthusiasm and creativity of college teachers, and improve the quality of talent cultivation in colleges and universities. First, performance appraisal incentives cover all teachers. The incentive objects of performance appraisal in colleges and universities should not be limited to teachers of single discipline or specific posts, but should be combined with the consideration of the demand of new quality productivity for diversified talents, so as to ensure that all teachers can be treated fairly in performance appraisal incentives and enhance teachers' belief in performance appraisal incentives. Therefore, colleges and universities should set up personalized performance appraisal incentive system according to the characteristics of different posts and diversified work contents to ensure that performance appraisal indicators can fully reflect the work performance of all college teachers. Second, performance appraisal incentives attach importance to team assessment indicators. The importance of team work cannot be ignored in the performance appraisal incentive of university teachers. We can set specific, measurable and achievable team performance appraisal goals, set up team rewards, commend excellent team cooperation and other incentive methods to promote cooperation and collaboration among teachers' team members, stimulate the creativity and innovation ability of the whole teacher team, and improve the quality and efficiency of scientific research achievements.

### **4.2. Perfecting System Design and Coordinating Teachers' Teaching and Scientific Research Motivation**

Under the background of the gradual rise of new quality productivity, higher requirements are put forward for college teachers. College teachers should not only have solid scientific research ability and teaching ability, but also have innovative spirit, teamwork ability and continuous learning ability. Facing the new work challenge, colleges and universities also need to combine the new demand, perfect the performance appraisal incentive system design, especially coordinate the teacher teaching and scientific research incentive, and build a high-quality college teacher team. First, establish a reasonable performance appraisal incentive system for college teachers. Colleges and universities should coordinate the proportion of teachers' teaching and scientific research incentives, but meet the new requirements of new quality productivity, bring teaching, scientific research, social service, team cooperation and other indicators into the scope of performance appraisal incentives, form a comprehensive and diversified performance appraisal incentive evaluation system, and encourage college teachers to make breakthroughs and contributions in various fields. Second, scientifically quantify the performance evaluation indicators of scientific research projects. In order to realize the

rationality of the incentive of teaching and scientific research performance evaluation in colleges and universities, colleges and universities should sum up clear, concrete and quantifiable scientific research performance evaluation indicators, including the number of papers, the number of patents, the expected output, academic influence, social value, etc. The evaluation criteria should be scientific and reasonable, considering the number of scientific research achievements, such as the number of papers, the number of patents, etc., to improve the level of scientific research achievements of university teachers. Third, improve performance incentives in key areas. To meet the new requirements of new quality productivity for talent cultivation, college teachers should combine the talent cultivation gap, give key performance incentives to the places where the current college teachers' ability is insufficient, set up special performance incentive mechanism, give extra rewards and honors to teachers' outstanding performance in teaching, scientific research and other fields, and encourage more college teachers to continuously improve their own ability.

### **4.3. Establish Feedback Incentive System for Performance Appraisal Results**

In view of the weak incentive feedback of the current university teachers' performance appraisal results, we should establish a matching performance appraisal results feedback incentive system in combination with the new requirements of the development of new quality productivity, so as to timely and effectively feedback the actual work performance of teachers, and carry out targeted continuous improvement and learning promotion to promote the improvement of university teachers' team ability. First, improve the timeliness of feedback incentives for performance appraisal results. In the process of college teachers' performance incentive, digital management system should be used to establish a fast-response performance appraisal incentive feedback mechanism to ensure that the performance appraisal incentive report can be fed back to each teacher in the shortest time, so that teachers can know their own work performance at any time, and can improve their own work according to big data analysis suggestions. Second, establish orderly teacher post mobility mechanism. Teachers' performance appraisal incentive in colleges and universities can establish an orderly post mobility mechanism for teachers, provide some suggestions on post mobility for some teachers whose performance appraisal is not good, and help teachers adjust their work in time through regular evaluation and feedback, so as to improve the efficiency and achievements of talents cultivation in colleges and universities. Third, establish a two-way communication mechanism. In the process of performance appraisal and incentive for college teachers, a standard two-way communication mechanism should be established, such as setting up a regular conversation system, establishing an open and inclusive communication atmosphere through WeChat video, online conference, telephone communication, offline interview and other ways, so that teachers can provide more beneficial suggestions according to the results of performance appraisal and jointly promote the improvement of incentive level of college performance appraisal.

### **4.4. Paying Attention to Professional Development Incentive of College Teachers**

Teachers' performance appraisal and encouragement

should combine teachers' personal development goals with the overall development goals of colleges and universities, attach importance to teachers' professional development incentives, and help teachers realize professional development and growth. One is to encourage different groups of teachers' differentiated needs. Teachers' performance appraisal incentives should be investigated according to the needs of different groups of teachers, and differentiated incentives should be given. For example, colleges and universities should pay attention to encouraging young teachers to study and grow up, set up promotion channels for young and middle-aged teachers, reward them for excellence and encourage them to carry out teaching reform and academic research, and pay attention to encouraging senior teachers to innovate continuously and share experiences, so as to fully stimulate the creativity of different groups of teachers. Second, incentive design attaches importance to teachers' long-term career development and planning. Teachers' performance appraisal incentive system should be designed according to teachers' professional development needs, fully communicate with teachers, understand teachers' actual professional development needs and expectations, formulate personalized professional development planning scheme, and make adaptive adjustment according to teachers' needs at different stages, so as to protect teachers' growth and build high-quality college teachers according to the new needs of the times.

## 5. Conclusion

All in all, the performance appraisal incentive is an important means to promote the personal growth of university teachers and the overall development of the school. Therefore,

based on the new situation of vigorously developing new quality productivity, colleges and universities must pay attention to the reform of teacher performance appraisal incentive work, first expand the performance appraisal incentive object, secondly perfect the system design to coordinate teacher teaching and scientific research incentive, and establish the performance appraisal result feedback incentive system, finally pay attention to the professional development incentive of college teachers, build a high-quality teacher team, support the talent training work of colleges and universities, and transport high-quality talents for the Chinese modernization cause.

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