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Performance Evaluation of Lecturers in Applied Universities in Shaanxi Province: Systematic Literature Review

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Abstract: This study addresses the development of lecturers' performance evaluation system specifically designed for applied universities. It analyzes the existing lecturer's performance evaluation system in applied universities in Shaanxi Province and highlights several problems based on facts. The current lecturer performance evaluation system in applied universities is very similar to the system used in research universities, and it is found not suitable for the special requirements of applied universities. The indicators used in the performance evaluation system suffer from problems such as excessive quantification, imperfection, rigidity, and dogmas that lack scientific rigor in practical application. Through the literature, the study found that there are not many researches on applied universities. However, the existing research lacks the following three parts. First, there is a lack of performance evaluation policies for applied university lecturers. Second, the performance evaluation indicators are not in line with the talent training goal of applied university. Third, as a feature of application-oriented undergraduate social service research is also very few. Based on this, the main objective of this study is to develop a performance evaluation system for applied university lecturers, taking into account the educational objectives and characteristics of applied university. In this study, semi-structured interviews are used to collect data from research participants to understand the existing performance evaluation system of applied university lecturers from different perspectives and how they think it can be improved. Then form an applied university lecturer performance evaluation system.

Keywords: Performance Evaluation; Applied University; Performance Evaluation System; Applied University of Shaanxi Province.

1. Introduction

In October 2015, the Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance jointly issued the "Guiding Opinions on Guiding Some Local Research Universities to Transform into Applied Universities." This document provided specific guidance for local research universities to transition to an applied approach (Jin,2020). The publication of the document officially began the transformation process for these institutions.

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There are some problems in the current applied university performance evaluation. Therefore, the study will analyze the existing performance evaluation system based on the concept of applied university lecturers, find out its shortcomings, and build a performance evaluation system more suitable for applied university based on interviews with staffs of applied universities.

2. Background

The performance evaluation system of lecturers in the USA has undergone continuous development and improvement since its initial establishment, eventually leading to the standardization of the system (Rodriguez, Swain & Springer, 2020). The development of lecturers performance evaluation in American universities can be divided into three stages. The first stage, spanning the 1920s to the 1950s, primarily focused on evaluating lecturers' teaching methods comprehensively. In the second stage, from the 1950s to the 1960s, the evaluation shifted towards assessing lecturers' personal qualities, such as their values, collaboration skills, dedication, and professionalism. In the 1960s and subsequent stages, the emphasis further shifted towards evaluating lecturers' overall teaching behavior, encompassing scientific research, education and teaching, and social service (Gálvez & Milla, 2018).

Since the 1980s, the British government has expanded the scope of external evaluation to include scientific research, personnel training, and social service activities (Finster & Milanowski, 2018). This led to the implementation of the Research Excellence Framework in 2014, which primarily evaluates research quality, followed by the introduction of the Teaching Excellence Framework in 2016, designed to assess teaching quality in universities. In 2020, the Knowledge Exchange Framework project was launched to evaluate the excellence of social service activities in universities. Together, these three frameworks, Research Excellence Framework, Teaching Excellence Framework, and Knowledge Exchange Framework, form a comprehensive external evaluation system known as the "Excellence Framework System," which covers the three core functions of universities. A notable characteristic of this system is the coordination of diverse interests (Cuevas et al, 2018).

In China, the lecturer performance evaluation system began in the 1980s. In order to continuously strengthen the level of infrastructure construction and lecturer construction in universities, the state began to implement the appointment system of lecturers in universities, and gradually carried out the reform of personnel system. As an important link in the rating system of lecturers, performance evaluation plays an important role in the construction and management of lecturers. Since 2000, the post appointment system of university lecturers has been transitioning from grade evaluation to post appointment. The performance evaluation system of lecturers in China is constantly learning from that of the United States. The evaluation subject composed of leaders, peers and students evaluates lecturers' teaching, scientific research and social services by scoring. Although there have been many attempts to reform the appointment system of lecturers in Chinese universities before, it can be said that no convincing effect has been achieved so far, and the appointment system of lecturers in the true sense has not been realized. The reason is that the current performance evaluation system of university lecturers needs to be further improved and strengthened. The table 1shows the difference among USA, UK and China.

Table 1. Performance Evaluation System of lecturer among USA, UK and China

	USA	UK	China
Subjects	Leaders; Peers; Students	Leaders; Peers; Students	Leaders; Peers; Students
Objects	Teaching quality; Scientific research; Social service	Teaching quality and student outcomes; Scientific research; Social service;	Teaching quality; Scientific research; Social service
Methods	Peer review is a widely accepted and frequently used method of evaluating	TEF; REF; KEF	Scoring System

Research universities design their courses according to the needs of specialized research and emphasize a comprehensive knowledge system, basic knowledge sources, innovative knowledge methods, approaches, and rules (Chu, 2020). They aim to promote the application of basic knowledge in innovative professional contexts and emphasize the development of research skills and innovative knowledge (Ding et al,2023).

Applied universities emphasize collaboration with business, public agencies, disciplines, and industry in applied research (Han, 2018). The close relationship between production, science and research is particularly strong in these institutions. In recent years, China has provided significant policy support for the development of applied universities, which has led to a remarkable improvement in their size and influence. They have become important institutions for training highly qualified professionals in various fields (Huang, 2021).

Several scholars have conducted analyzes and comparisons, considering factors such as educational focus, workforce training goals, teacher training requirements, and teaching methods to distinguish applied universities from prestigious comprehensive and research universities (Luo & Guo,2020). Obviously, applied universities and research universities are different in many ways. The table 2 shows the differences between research universities and applied universities.

Table 2. The Differences between Research Universities and Applied Universities

category / distinction	Research universities	Applied universities
Educational Objectives	High-level personnel training and scientific and technological research and development	It is a higher education oriented to the needs of social talents and oriented to the advanced applied talents in production, construction, management, and service.
Teaching Mode	Give priority to scientific research and teaching	Practical operation first
Service Area	No limitation	Local
Teaching Stuff	Scientific research ability	Scientific research and practical ability

Applied universities play a critical role in local economic development and are an important component of higher education in our country (Wu, 2022). These institutions have a primary mission to serve the local economy and focus on training applied professionals at the undergraduate levels (Yang et al,2022). They are actively engaged in technical services, competency-based reforms, and innovations that are locally based, draw on local resources, and serve the local community (Lin, 2017).

3. Broader Concepts

3.1. Research University

Research universities have strong basic research and knowledge innovation capabilities, playing a crucial role in the knowledge innovation and dissemination system, and are an important component of the national innovation system (Ding et al, 2023). They play an important role in the national innovation system by cultivating innovative talents, with the important task of cultivating innovative talents (Wang, 2020).

3.2. Applied University

For the purposes of the study, applied universities refer to those institutions that prioritize undergraduate education, emphasize on application, and focus on applied research and workforce training. Applied universities have the following characteristics. First, applied universities aim to contribute to local social and economic development (Han, 2018). Second, the selection of disciplines is closely aligned with the orientation and goals of the university and is based on the needs of regional social and economic development (Zhou, 2018).Third, applied universities attach great importance to the training of practical skills of students and give special emphasis to the development of practical skills in teaching objectives, methods and systems, as well as in the establishment of teaching facilities (Huang, 2021). While both research universities and applied universities emphasize the integration of industry and academia, research universities focus primarily on basic research and development, while applied universities prioritize technology development and service-oriented endeavors (Yang, 2022).

3.3. Performance Evaluation

The performance evaluation system is one of the tools that organizations can improve their position on market by using it (Dizaji, Mazdeh & Makui,2018). The continuous and targeted activities of universities in the field of research and technology requires understanding of the status of universities, and the existence of a performance evaluation system will be of great help in achieving this goal (Nazari-Shirkouh et al., 2020) .

In universities, performance evaluation serves as a crucial aspect of personnel management, offering a comprehensive understanding of lecturers' actual performance (Amaranti, 2017). The evaluation results often form the basis for personnel decisions, such as lecturer's title evaluations, job appointments, salary determinations, and rewards or disciplinary actions. These evaluations directly influence the income level and job satisfaction of faculty and staff in higher education institutions (Yang, 2017). An effective lecturers' performance evaluation system can unleash the potential of faculty, guide their work direction, contribute to the achievement of the university's strategic objectives, and promote its rapid development. Conversely, any issues within the performance evaluation system not only hinder the personal growth and professional satisfaction of teachers but also have negative repercussions on various aspects of university operations, ultimately affecting society.

3.4. Teaching Quality

Performance evaluation of lecturers is intended to helping lecturers in improving their teaching, and later, it has been used to make important decisions on staff hiring and dismissal, promotions and salary determination. In any case, it will have to be considered whether evaluation is used as a way to better influence learning or as a way to rate, reward, or punishment performance (Stroebe, 2016). The performance evaluation of lecturers results require to be used as a means to reflect on teaching quality, and, therefore, to improve it (Amaranti, 2017).

In a general sense, teaching quality encompasses the attainment of talent training objectives through classroom instruction (Lohman, 2021). It also entails meeting external teaching requirements, which involve satisfying students, parents, and society. More specifically, teaching quality involves the organization, planning, implementation, and evaluation of teaching activities aimed at realizing teaching objectives (Ma & Feng, 2019). It is measured by assessing whether the feedback received leads to changes in student behavior that result in the desired outcomes, namely, "what students learn" (Shen, 2020). Teaching is considered the cornerstone of academic institutions, and its fundamental purpose in university settings is to facilitate the growth and development of students. The primary criterion for evaluating teaching quality in universities is the level of students' development (Zhang, 2014). Moreover, it is crucial to recognize that teaching cannot be evaluated solely based on a single dimension of "quality" (Mengel, Sauermann & Zolitz, 2018). Without a comprehensive understanding of the teaching environment, teachers' style and approach, the characteristics and diversity of students, as well as the long-term effects of teaching, the actual teaching experience may differ significantly from what learners' report (MSc BA, 1996). In a broad sense, teaching quality encompasses all activities and elements that have an impact on students' development. In a narrower sense, it specifically refers to the influence of teaching activities and processes on promoting students' physical and mental growth (Liu, 2012). To some extent, the quality of teaching reflects diverse perspectives held by individuals and society. It may arise from social processes or from teachers actively interpreting, comprehending, and adapting to the demands and expectations imposed on them by their working conditions (Hargreaves A, 1988).

3.5. Scientific Research

Scientific research involves the exploration and application of knowledge within a specific field or discipline, serving as a process of knowledge creation (Wang, Li & Chen, 2022). It requires individuals to possess innovative thinking and engage in critical reflection. Through the utilization of professional theoretical knowledge and scientific research methods, researchers delve into cutting-edge global issues (Qi &Li, 2009). Universities, as key institutions for knowledge creation and transmission, naturally assume the important mission of scientific research (Liu et al, 2021). Therefore, scientific research, alongside teaching and social service, constitutes one of the three major responsibilities of a university. The significance of scientific research for the overall development of a university is evident (Cao, 2018).

4. Gaps in Literature

This study aims to address three research gaps. These research gaps highlight that the current policy in performance evaluation of applied university is unreasonable, the indicators are incomplete, neglecting the importance of social services.

Between the of applied university and research university, China National Knowledge Infrastructure (CNKI), as the authoritative knowledge network platform in China, published a total of 131 articles on research related to the performance evaluation of university lecturers. Among them, only 33 articles are related to the performance evaluation of applied university lecturers. From this, it can be seen that there is relatively little research on the performance evaluation of lecturers in research applied universities, and most of them focus on the performance evaluation of lecturers in research universities.

4.1. The Evaluation Policy is Unreasonable

The first research gap, the evaluation policy on lecturers' performance and the training objective of applied university is unmatched. Applied university es and research universities have different training objectives, as a result the training objective is also different (Almzary, 2020).

The guiding principle of the performance evaluation system in existing policies is to build research universities and cultivate academic talents (Shen, 2020). The performance evaluation system of lecturers constructed based on this guiding ideology is difficult to guide the construction of applied universities (Wu, 2022).

At present, the performance evaluation of university lecturers only focuses on the results of performance evaluation, with little consideration given to future development strategies (Shi & Tian, 2020). There is a phenomenon in applied universities that only focus on quantity and not on quality during the assessment process, and there is insufficient attention to the quality of lecturers' daily work (Wei ,2022).

At present, there is a lack of joint participation among teachers in the development of evaluation systems for applied universities in Shaanxi Province. The process of setting performance goals in the vast majority of universities is a "top-down" unilateral management decision, and majority of lecturers are intentionally or unintentionally excluded from the process of setting performance goals, and are also in a passive position in various evaluations (Xiao & Chen, 2022). Therefore, the results obtained from the determination of such goals are difficult to gain the self recognition or even resistance of the lecturers (Yang et al., 2022).

4.2. The Evaluation Indicators is Incomplete

The second research gap is about the outdated evaluation indicators. The rigorous review on literature unpacks that the performance evaluation indicators for applied universities are incomplete (Shen,2020). Unreasonable evaluation indicators and simple quantitative management. Weighing the research level of lecturers based on the amount of funding, project sources, and number of works obtained by the lecturer, leads to an excessive emphasis on quantity while neglecting quality in their evaluation (Feng & Shen, 2021). The insufficient participation of instructors in the process of formulating the system has led to their lack of understanding and acceptance of the performance evaluation system, which has dampened their enthusiasm for work and is not conducive to their development (Zhou & Xie, 2018).

At present, there is a serious deviation in the assessment and evaluation of lecturers in applied undergraduate colleges. It can be simply summarized as only valuing scientific research work and its achievements, without emphasizing classroom teaching and intermediate processes (Shi & Tian, 2020). When evaluating the performance of lecturers, the outcome of scientific research is the core standards, and teaching quality and specific processes only account for a small or even insignificant part of them (Yang, 2022). From the current performance evaluation indicators, in most applied universities, the amount of scientific research achievements achieved by teachers directly determines their future development direction (Lv, 2019). As an applied university, valuing scientific research achievements and neglecting teaching quality makes it difficult to establish scientific and comprehensive assessment and evaluation standards. The lack of proper handling of the relationship between teaching quality and scientific research in a lack of comprehensiveness in scientific evaluation (Feng & Shen, 2021).

4.3. Neglecting the Importance of Social Service

The third gap is about the social service. Currently, there is insufficient research on social service. In existing literature, it has been found that the indicators of social services are relatively vague (Yang, 2022). At present, the evaluation of lecturer service to society is mainly focuses on three aspects: subject construction (such as serving as the head of subject construction, guiding young teachers, and building teaching bases), academic part-time work (such as being the leader or member of academic teams at all levels, being invited to give academic reports, organizing academic conferences, attending academic conferences, and serving as the editorial board of professional journals), and party and government work (such as part-time serving as party and government leaders at all levels) (Shi & Tian, 2020).

5. Methodology

5.1. Research Design

Research Design is a set of methods and procedures for collecting and analyzing data. Research design is the key and first step of every research, because it is the research program designed according to the research topic and determines the specific process for the subsequent research work.

The debate on the nature of truth long engaged by scholars from both the qualitative and quantitative research paradigms has helped established the two methods as distinct choices of what one needs to inquire and not a contest of which is better of more credible (Corbin & Morse, 2003). The qualitative method is typically used on purposed in research. It is used specifically to unravel a complex phenomenon or one with little information about (Budur, Faraj & Karim, 2019). The qualitative research is definitely not the approach to take if you are looking for quick results and easy answer (Poth & Searle,2021). It involves enthusiasm and the determination to dig deep to understand a situation or process and often need a longer time and further inquiry to better understand a situation through observation, interviews and further follow up sessions (Wolf et al, 2020). Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imagining of our research participants, the ways that social processes, institutions, discourses or relationships work and the significance of the meanings that they generate (Erdem,2020).

The following quote from a Corbin and Strauss (2008) perhaps sums up best the alignment between my personal beliefs as a researcher, and my reasons for adopting a qualitative approach to this study: “There are many reasons for choosing to do qualitative research, but perhaps the most important is the desire to step beyond the known and enter into the world of participants, to see the world from their perspective and in doing so make discoveries that will contribute to the development of empirical knowledge”.

5.2. Research Strategy

In addition to deciding between a quantitative or qualitative approach to the study, one must also decide upon the most appropriate strategy of inquiry. The study uses a qualitative

method to determine the content of lecturers performance evaluation system. Choosing qualitative methods is not because quantitative methods are not good enough but because researcher inteends to seek in-depth understanding of participants' views in their natural setting. This explains why researcher chooses semi-structured interviews as the major means in collecting data.

From education to anthropology to management science, researchers, students, and practitioners are conducting qualitative studies (Moin, 2022). It is not surprising, then, that different disciplines and fields ask different questions and have evolved somewhat different strategies. Qualitative Research design includes content analysis, basic interpretative, grounded theory, phenomenological research, ethnography, narrative analysis, critical and the Case Study (Cohen, L., Manion, L., & Morrison, K.,2007). These types of qualitative research do have some attributes in common that result in their falling under the umbrella concept of "qualitative" (Deng, 2021). However, they each have a somewhat different focus, resulting in variations in how the research question might be asked, sample selection, data collection and analysis, and write-up.

Content analysis is a method of analysing written, verbal or visual communication messages (Vassiliki et al., 2024). It was first used as a method for analysing hymns, newspaper and magazine articles, advertisements and political speeches in the 19th century (Emerson & Li, 2023). Today, content analysis has a long history of use in communication, journalism, sociology, psychology and business, and during the last few decades its use has shown steady growth (Farhad, Enayat & Shahla, 2023). Content analysis is a method that may be used with either qualitative or quantitative data; furthermore, it may be used in an inductive or deductive way. Which of these is used is determined by the purpose of the study. If there is not enough former knowledge about the phenomenon or if this knowledge is fragmented, the inductive approach is recommended (Emerson & Li, 2023)). The categories are derived from the data in inductive content analysis. Deductive content analysis is used when the structure of analysis is operationalized on the basis of previous knowledge and the purpose of the study is theory testing (Vassiliki et al., 2024). An approach based on inductive data moves from the specific to the general, so that particular instances are observed and then combined into a larger whole or general statement (Farhad, Enayat & Shahla, 2023). A deductive approach is based on an earlier theory or model and therefore it moves from the general to the specific (Vassiliki et al., 2024). These approaches have similar preparation phases.

Data are collected through interviews, observations, or document analysis. These data are inductively analyzed to identify the recurring patterns or common themes that cut across the data. A rich, descriptive account of the findings is presented and discussed, using references to the literature that framed the study in the first place (Erdem,2020).

Taking into account the interpretive nature of the study and its aims, which focus specifically on process and context, content analysis is deemed most appropriate.

5.3. Data Collection Method

Interviews range from highly structured, where specific questions and the order in which they are asked are determined ahead of time, to unstructured, where one has topics areas to explore but neither the questions nor the order are predetermined (Deng,2021). Most interviews fall somewhere in between. The semi-structured interview contains a mix of more and less structured questions (Erdem,2020). Usually, specific information is desired from all the participants; this forms the highly structured section of the interview. The largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time (Tomanovic,2020).

5.3.1. Selecting the Research Participants

The size of the sample is not an important issue and overbearingly focused on as in quantitative research because the depth and quality of information obtained, its richness in unearthing clearer views of a particular situation or process is considered more prominent than the numbers (Rahmanian, 2021). It is not as if potential participants cannot be randomly sampled in qualitative research but rather random sampling is not the modal sampling technique in such type of research as some aspects are potentially more important in the sampling process than random selection (Baboucarr & Soaib, 2014). Hence focus is rather on the sample that gives the best and the most-depth information that the researcher seeks and since careful selection of where information is the best gotten often yields more information relevant to unearthing the questions that are asked in qualitative research, purposive sampling and the relevant number(s) involved are much more revered (Erden,2020).

When it comes to sample size as earlier alluded to, the sample size is considered less important in as much the depth and richness of the research is covered by one or the very few sample size characteristic of the qualitative genre (Rahmanian, 2021). As for the determination of the number of interviewees, "the 'sufficient number' is the result of the interaction of different interview processes, and it is different for each study and each researcher." (Erden,2020). Therefore, the number of interviewees should be set according to the purpose of the interview and the information acquired in the interview. The number of interviewees does not depend on "the number", but on "how many different situations are found in the end, and the more differences between them, the better. When no new information appears, the investigation will be terminated" (Rahmanian, 2021). Some scholars define this principle as the "information saturation principle" in qualitative investigation. In the study, the researcher does not confirm the specific number of interviewees, and the interview will continue until no new content appears in the interview.

In this study, researchers will select lecturers, students, leaders, and other interviewees from several eligible applied universities. In addition, interviewees will also be selected from the education department, the human resources department of the employing unit.

5.3.2. The Choice of Interviews as the Primary Data Collection Strategy

There are three major sources of data for a qualitative research study--interviews, observations, and documents. The data collection strategy used is determined by the question of the study and by determining which source(s) of data will yield the best information with support from another. Often there is a primary method of collecting data with support from another (Corbin and Morse, 2003). Sometimes only one method is used.

Interviewing is the most common, but not only method of data collection (Deng,2021). Interviews range from highly

structured, where specific questions and the order in which they are asked are determined ahead of time, to unstructured, where one has topic areas to explore but neither the question nor the order are predetermined.

The study is mainly collecting data through semi-structured interview and supplemented by secondary data. The semi-structured interview is an exploratory interview used most often in the social sciences for qualitative research purposes or to gather clinical data. While it generally follows a guide or protocol that is devised prior to the interview and is focused on a core topic to provide a general structure, the semi-structured interview also allows for discovery, with space to follow topical trajectories as the conversation unfolds (Magaldi and Berler, 2020). During the data collection process, the research content is carefully aligned with the six key elements of the performance evaluation system for lecturers in applied universities in Shaanxi Province. These elements encompass the evaluation subject, evaluation object, evaluation purpose, evaluation standard, evaluation method, and evaluation indicators. Based on these elements, the study further categorizes and refines the outlines to suit the specific identities of the interviewees and the desired information. This meticulous approach establishes a robust foundation for subsequent research endeavors.

5.3.3. Developing the Interview Guide

With my own background as a lecturer in an applied university, the researcher applies very conscious of not wanting to impose too rigidly any preconceived frameworks on the data collection or analysis. The semi-structured interview consisted of three sets of questions. The first set contains three broad questions, aim to break the ice, and interviewees can freely tell their stories in the subsequent interviews.

a)May I ask what your current job is?

b)What is your educational background?

c)Do you know about the performance evaluation in applied universities?

The second and third sets of questions will more structured. These questions serve as backup prompt which can be used to advance the interview if the participants have any difficulty articulating their experience. They will also aid in probing deeper or responding to interviewee comments where required. The fourth set of questions will more open-ended, depending on what the interviewee wants to add themselves.

As data collection and analysis progress, the interview protocol will adapted to incorporate emergent concepts and themes, although every interview will start with the same three easy questions. Emergent themes will be introduced into the conversation only once participants tell their story. This aims to ensure that the emergent concepts are not introduced too early in the conversation and that there is not unnecessary leading of the participants.

5.3.4. Interview Process and Protocol

In endorsing unstructured and semi-structured interviewing techniques, Corbin and Morse (2003) are also careful to point out the potential risks associated with their use. The researcher is very conscious of the associated risks. Accordingly, and following the guidelines provided by Corbin and Morse (2003), several steps will be taken prior to, during, and after each interview in order to mitigate any psychological risk associated with participation. These will discuss below.

Once individuals agree to participate, researcher will personally contact and clarify their participation and will arrange for an appropriate time and place for an interview. In order to minimize the impact of any perceived differences between researcher and the participants, the interview will be conducted in a neutral environment chosen by the participants. Before the interview, consent to recording the interview content will also be sought.

In the pre-interview stage, the researcher will reiterate the purpose of the research and interview to the participants. The researcher will explain the various aspects of confidentiality to the participants and how to maintain confidentiality throughout the entire process, and then the researcher will ask them to sign a consent form, as shown in Appendix B. All interviews will be recorded using a recording pen. Participants will be informed that they can stop the interview at any point if they feel uncomfortable, and that they have the right to refuse to answer any particular question. Participants will also informed that they are free to withdraw from the study at any time without penalty, which may mean complete withdrawal from the study or withdrawal of certain statements made during the interview at the end of the interview or after review of the interview records. Before the interview begins, the researcher will provide brief guidance to the participants, explaining that they should consider the interview, not in a formal sense, but as a semi-structured interview and an opportunity for them to share their stories. This sets the tone for the arrival of the interview and further helps establish trust and reciprocal relationships with participants.

Once the procedures are completed, the interview will begin. Each interview may last for 60 to 90 minutes. However, for some people who are not very familiar with researchers, the process of establishing trust and rapport may takes longer, and in some cases, it may take a considerable amount of time from initial contact to conducting interviews. After the interview concludes with the last question, participants will be asked about their motivation to agree to participate in the study and whether they believe participation is meaningful or helpful to them. This usually ensures that participants leave the interview environment with a positive attitude and are willing to participate in any subsequent interviews or member checks.

5.3.5. Interview Transcription, Verification and Data Storage

After the interview, the researchers will immediately transcribe the interview data for further analysis. In addition, memo will be taken during each interview to record observations, thoughts, and aspects for further inquiry. These annotations will be included throughout the entire data set. In order to verify the accuracy of the transcript and to provide participants with the opportunity to edit, correct, add or delete any statements, the transcript will be returned to the participants via email upon request. Participants will be required to respond to any changes within seven days.

The confidentiality guarantee will provide to all participants requires strict data storage procedures. For confidentiality purposes, all participants' identification information will be stored in a separate database. This database will contain actual names, contact information, and other demographic data such as age, gender. The participant database such as voice recordings and interview transcription will be stored in a password protected file. All files related to the study will be backed up to an external hard drive and on cloud-base storage to reduce the risk of data loss.

6. Ethical Concern

Ethical issues mainly concern the principle of voluntarism, respect for personal privacy and confidentiality. The researcher will explain the purpose and theme of the research to the interviewees before the interview, and respect their willingness to accept the interview. Solemnly promise to the interviewees that the interview data is for research purposes only, and the privacy information related to the school and the individual is protected.

7. Conclusion

The systematic literature review conducted in this study aims to analyze selected articles to identify common themes, research methodologies, and key findings regarding perceptions of the performance evaluation of lectures in Shaanxi applied universities. The analysis of these articles provides valuable insights into the multidimensional aspects of performance evaluation.

Through the review, the study seeks to uncover how these perceptions impact lecturers from teaching quality, scientific research and social service.

The discussion of the review findings will not only summarize the identified common themes and key findings but also critically evaluate the existing literature. This evaluation may involve identifying any gaps or limitations in the current research on performance evaluation of lecturers in Shaanxi applied universities. These gaps may highlight areas where further research is needed to enhance our understanding of the subject.

Moreover, the discussion may provide insights into potential areas for future research. It may suggest new approaches, theoretical frameworks, or methodological advancements that can contribute to a more comprehensive understanding the performance evaluation of lecturers in Shaanxi applied universities. By highlighting these avenues, the study aims to encourage further exploration and scholarly inquiry in this important research area.

Overall, the results and discussion section of this study will present a synthesis of the findings from the systematic literature review, offering a comprehensive analysis of perceptions of performance evaluation of lecturers in Shaanxi applied universities.

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