

A Research on the Assessment and Evaluation Mechanism of Ideological and Political Course Teachers in Colleges and Universities

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Abstract. In ideological and political education in colleges and universities, ideological and political theory courses are the main channel of ideological and political education, and the key to running ideological and political theory courses lies in teachers. The establishment and improvement of the assessment and evaluation mechanism of ideological and political course teachers will effectively improve the curriculum effect of ideological and political theory courses. However, while the construction of the assessment and evaluation mechanism for ideological and political teachers in colleges and universities in China has achieved certain results, there are still some unsolved problems, such as the lack of an assessment and assessment that matches the characteristics of ideological and political teachers. Standards and ideological and political course teacher assessment and evaluation mechanisms have guiding deviations. This article uses fairness theory and expected valence theory to analyze and explore the reasons for problems in the assessment and evaluation mechanism of ideological and political teachers in colleges, and put forward constructive suggestions on how to establish and improve the assessment and evaluation mechanism of ideological and political teachers in colleges.

Since the 18th National Congress of the Communist Party of China, the Party Central Committee has attached great importance to the construction of an assessment and evaluation mechanism for teachers of ideological and political theory courses in colleges and universities. This content has been mentioned in many documents and speeches. In September 2019, the Ministry of Education formulated a work plan based on the implementation of the "New Era College Ideological and Political Theory Course Creation Action" Reform the evaluation mechanism for teachers of ideological and political courses. In January 2021, the Ministry of Education and other six departments issued the "Guiding Opinions on Strengthening the Reform of University Teachers in the New Era" to provide

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clear guidance on deepening the reform of the evaluation system for university teachers. The assessment and evaluation of teachers of ideological and political theory courses in colleges and universities is the main measure to assess and promote the performance of teachers, to encourage teachers of ideological and political courses, and to improve the quality of education. However, while the construction of the assessment and evaluation mechanism for ideological and political teachers in colleges and universities in my country has achieved certain results, there are still some unsolved problems that affect the enthusiasm, initiative and creativity of ideological and political teachers in colleges and universities. It is very necessary to improve colleges and universities' ideological and political course teacher assessment and evaluation mechanism.

1 Problems in the assessment and evaluation mechanism for teachers of ideological and political courses in colleges and universities

1.1 No assessment and evaluation standard which matches the characteristics of the ideological and political teacher's position

Whether the evaluation mechanism is sound or not has a very important impact on the enthusiasm of ideological and political teachers in colleges and universities. The current evaluation and evaluation mechanism for ideological and political teachers in most colleges and universities has the problem of not formulating evaluation and evaluation standards that match the characteristics of ideological and political teachers. Many scholars in academia have discussed this issue. For example, Zou Liyu pointed out that Teachers of ideological and political courses have complied with uniform standards and requirements, but have not considered the particularity of their work. The result is not conducive to mobilizing their proactive work. Xu Dongbo pointed out that some universities lack a scientific and reasonable ideological and political teacher teaching and academic evaluation mechanism.[1] Although the country has issued guiding principles for the assessment and evaluation of ideological and political teachers, due to the different actual conditions of each school and the wide range of assessment standards, it is difficult to formulate a unified standard for the assessment and evaluation of ideological and political teachers. The assessment mechanism of ideological and political course teachers is similar to that of other professional teachers, and even uses the same standard, which does not match the nature and characteristics of the special course of ideological and political courses. According to the survey, taking the Inner Mongolia Autonomous Region as an example, among the 1,034 full-time ideological and political teachers in colleges and universities in the region, the average teaching workload is 308 hours, and 494 are above the average, accounting for 47.78%. Among the 301 part-time ideological and political teachers, the average teaching workload is 130 hours, and 116 are above the average, accounting for 38.54%. It can be seen that the teaching workload of college ideological and political teachers is relatively large, and the teaching tasks are relatively heavy. At the same time, teachers will have less energy to devote to scientific research, so there will be no time to do scientific research. This has led to their "losses" in the assessment and evaluation.

1.2 A guidance deviation in the assessment and evaluation mechanism of ideological and political teachers

The assessment and evaluation mechanism for teachers of ideological and political courses in colleges and universities has a certain guiding role. The current assessment and evaluation mechanism has tended to overemphasize scientific research, underestimate teaching, and underestimate education. It appears as "Teaching a thousand times is worse than publishing a "Core paper" phenomenon. The ideological and political course shoulders the arduous task of establishing morality. Unlike other courses, it has obvious practical requirements, and classroom teaching should be the top priority. A sample survey of 53 colleges and universities, of which 49 have formulated ideological and political theory courses and teaching quality monitoring and management systems, accounting for 92.45%, and 4 have not developed, accounting for 7.55%. Most colleges and universities have set up ideological and political theory courses and teaching quality monitoring and management systems. It provides a system guarantee for improving the teaching quality of ideological and political theory courses, but some colleges and universities have not formulated relevant systems. Besides, Professor Feng Xiujun pointed out that traditional education evaluation has a large inertia, and there is a phenomenon of "considering one and losing the other" between teaching and scientific research. Because scientific research results are relatively easy to quantify, teaching Quality and effectiveness are not easy to evaluate and other reasons. In actual work, teachers who invest more time and energy in scientific research tend to have more "dominant" advantages; teachers who invest a lot in teaching are more "lost" because of "low visibility" and "low return rate".[2] The assessment and evaluation mechanism emphasizes scientific research and neglects teaching. Therefore, it appears that the main energy of ideological and political teachers is on scientific research, and the energy invested in teaching is only Relatively few, it deviates from the ultimate goal orientation of the ideological and political course.

2 Analysis of the reasons for the problems in the assessment and evaluation mechanism of college ideological and political teachers

2.1 Conflicts with fairness theory

The fairness theory believes that people tend to compare their own contributions with their rewards, and at the same time compare their own gains and losses with others. If the gains and losses are roughly the same as those of others, it is considered fair, and vice versa. In the process of motivating ideological and political teachers, we should make them feel fair as much as possible. The main reason why college teachers of ideological and political courses feel unfair is the vertical comparison with teachers of other subjects. The ideological and political course is a key course to implement the fundamental task of "cultivating morality". Teachers of the ideological and political course shoulder great responsibilities and missions. At the same time, it also means that they are under greater teaching pressure than other teachers of public courses. However, However, the current assessment and evaluation mechanisms for ideological and political teachers in most colleges and universities have not formulated assessment and evaluation standards that match their job characteristics, and most of them are implementing standards that emphasize research and ignore teaching. Facing the same or even heavier teaching pressure and scientific research pressure compared with other subjects, the treatment of ideological and political teachers is not as good as others, which will inevitably lead to unfairness and

arouse dissatisfaction of ideological and political teachers, thereby affecting their enthusiasm, Initiative and creative play. Therefore, according to the analysis of fairness theory, there is no evaluation standard that matches the characteristics of the ideological and political course teachers' posts, and the sense of fairness of the ideological and political course teachers in colleges and universities is not satisfied, which leads to the imperfect evaluation and evaluation mechanism of the ideological and political course teachers in colleges and universities.

2.2 conflicts with the expected valence theory

Expected valence theory believes that the degree to which a person's enthusiasm is mobilized depends on the product of expected value and valence. Expected value is the degree of assurance of reaching the goal based on personal experience; valence is the value of the attainable goal to meet individual needs. In the process of motivating ideological and political teachers, the application of expectation theory has a certain effect in mobilizing teachers' positive performance. However, the current evaluation mechanism does not conform to the expectation theory, which reduces the enthusiasm of ideological and political teachers. There are two reasons for this: First, the personal expectations of ideological and political teachers have not been considered. According to the theory of expected valence, the design of the evaluation and evaluation mechanism for ideological and political teachers should consider whether the results of the evaluation and evaluation meet the expectations of teachers. Ideological and political course teachers have made great efforts in teaching and expect to obtain reasonable teaching evaluation, but the current evaluation does not pay attention to the classroom effect and fails to meet the teachers' expectations. Second, the society's expectations of ideological and political courses have not been considered. The society places high hopes on the ideological and political course and their teachers. The current ideological and political course teacher assessment mechanism biases the direction of the ideological and political course teachers' efforts toward scientific research rather than teaching. However, teaching is the basic link in the implementation of ideological and political courses. Obviously, the current assessment orientation does not match the expectations of the society. Therefore, according to the expected valence theory, there is a deviation in the assessment and evaluation mechanism of ideological and political teachers. It does not take into account the personal expectations of ideological and political teachers and the society's expectations of ideological and political courses, and also the assessment and evaluation mechanism is not sound.

3 Countermeasures and suggestions to improve the assessment and evaluation mechanism of ideological and political teachers in colleges and universities

3.1 Develop an assessment and evaluation mechanism that matches the characteristics of the post of ideological and political teachers

According to the fairness theory, colleges and universities should establish an objective and effective teacher evaluation system as far as possible. This system should follow the principles of consistency, objectivity, fairness and openness. First of all, due to the special nature of ideological and political courses in colleges and universities, specific problems should be analyzed in consideration of their particularities. A series of scientific assessment standards that combine quantitative and qualitative assessments should be tailored

according to the characteristics of the work and scientific research of ideological and political teachers. A quantitative basis for the determination of performance compensation should be provided, so that the evaluation and compensation system should be concrete at the operational level. Secondly, the evaluation of ideological and political teachers must form a long-term mechanism. The focus of the assessment of ideological and political teachers should be different from other courses. It is necessary to combine the actual situation of various universities, break the traditional evaluation model, diversify the evaluation standards, and pursue different incentive effects of vertical and horizontal comparisons. [3] The Royal Dutch Academy of Humanities and Social Sciences mentioned in a 2005 report that humanities and social sciences research relies on long-term accumulation, and most research results have a long life cycle. [4] Most experts said that it is difficult to quantify research results in the humanities and social sciences, and reputation evaluation can better reflect the history of the discipline.

3.2 Correctly play the guiding role of the assessment and evaluation mechanism

First, strengthen the teaching orientation. Geoffrey, the former chief executive of the British Ministry of Humanities and Social Sciences, believes that in the field of humanities and social sciences, it is difficult to use journals as evaluation criteria.[5] We should implement a teacher assessment system that emphasizes both teaching and research, incorporate teaching quality into the assessment system for teachers of ideological and political courses in colleges and universities, strengthen teaching orientation, create "excellent ideological and political courses", and formulate evaluation standards that highlight the quality of classroom teaching and the effectiveness of education. Specific implementation measures strive to realize the common expectations of the country and the individual teachers of ideological and political courses for ideological and political courses. Second, highlight the education orientation. "Creating souls and cultivating people" is an accurate expression of the core connotation of the essence of ideological and political education, and a full manifestation of the ideological essence of ideological and political education. Pay attention to evaluating teachers based on ability, actual performance and contribution, and resolutely reverse the tendency of neglecting teaching and educating people. The ideological and political course is a key course to implement the fundamental task of Lide cultivating people, so the value of the ideological and political class should ultimately be reflected in the implementation of the fundamental task of Lide cultivating people. The assessment and evaluation of ideological and political teachers in colleges and universities should also highlight the education orientation.

In summary, promoting the construction of ideological and political teachers has a long way to go, and the construction of the assessment and evaluation mechanism for ideological and political teachers plays a key role. Combining the application of fairness theory and expected valence theory to improve the assessment and evaluation mechanism of ideological and political teachers in colleges and universities is conducive to strengthening the incentive effect of ideological and political teachers and improving their work enthusiasm, initiative and creativity.

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