

The Management of The Lecturers' Evaluation System in The Colleges and Universities in China: Periods, Changes, Opportunities and Challenges

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ABSTRACT

Since the founding of the People's Republic of China 70 years ago, the Lecturers' Evaluation System in universities in China has undergone different periods of development, including initial formation, stagnation, recovery and adjustment, standardization and construction, development and deepening, and reform of classified evaluation. Each period presents different characteristics, and there are a series of changes in the subjects, methods, standards and application of evaluation results. Colleges and universities (mainly public institutions) have actively adapted and carried out a series of changes. Colleges and university lecturers should take the opportunities and challenges brought by the reform of Lecturers' Evaluation System, positively change their roles as educators, researchers, social service providers and cultural disseminators; actively adjust their behaviours, actively assume the organizational citizenship behaviour; improve their academic titles, and promote the level of teaching and research. From the practice and experience of the Lecturers' Evaluation System in 40 universities piloted by the Ministry of Education, the reform of the faculty members' evaluation system has played a positive role in guiding, demonstrating and accumulating valuable experience in promoting colleges and universities in China.

INTRODUCTION

Lecturers' evaluation in colleges and universities refers to the process of analysing and evaluating the work of the lecturers in the human resources department of colleges and universities, including determination of assessment content and methods, design of assessment index system, determination of assessment time and cycle, supervision of assessment process, the control, feedback and application of assessment results (Wang Danhui, 2010). It is the basis of personnel management in the selection, appointment, salary, reward and punishment on universities' the lecturers (Chen Shaoyuan, 2016).

Faculty members, particularly lecturers, are one of the most important resources for the survival and development of a university. In relation to that, a reasonable evaluation system is conducive to the professional development of lecturers, universities and even the national education system (Liu Zhongming, Wu Xiaowei & Tang Zejing, 2015). Therefore, selection and further optimization of the lecturers' evaluation system has always been a lasting topic in the educational circles.

Since the founding of the People's Republic of China 70 years ago, the lecturers' evaluation system in the universities in China has undergone different periods of development; including initial formation, stagnation, recovery and adjustment, standardization and construction, development and deepening, and reform of classified evaluation. Each period presents different characteristics, with a series of changes in the subjects, methods, standards and application of evaluation results. Over the years, colleges and universities (public institutions) in China have actively adapted and carried out a series of changes which include the following aspects: changes of evaluation subjects from government-led to the gradual

decentralization of universities, changes of methods from qualitative assessment to quantitative assessment and then to multi-level assessment, changes of standards from performance-oriented to ethics-oriented, changes of application of evaluation results from final rewards and punishments to all-round development of faculty members.

What opportunities and challenges will the reform of the lecturers' evaluation system in the colleges and universities bring to the lecturers? Firstly, the four major functions of universities require the lecturers to be good educators, researchers, social service providers and cultural disseminators. The reform of the lecturers' evaluation system leads the lecturers to actively adapt and act in the aspects of their ethics, teaching, research, social service and professional development. Both of these have the same requirement for the lectures, and it brings new opportunities and challenges for the lecturers to actively change their social roles. Secondly, the reform of the lecturers' evaluation system in the colleges and universities requires the lecturers to actively adjust their own behaviors, especially the lecturers' organizational citizenship behaviors to face new opportunities and challenges in both dynamic mechanism and pressure mechanism. Finally, the reform of the lecturers' evaluation system in colleges and universities also brings opportunities and challenges to the lecturers in their academic titles, teaching and research level.

From the practice and experience of the faculty members' evaluation system in 40 universities piloted by the Ministry of Education, the reform of the faculty members' evaluation system has played a positive role in guiding, demonstrating and accumulating valuable experience in promoting in other colleges and universities in China.

Different Periods of the Lecturers' Evaluation System in Colleges and Universities in China

Preliminary Formation Period (1949 – 1965)

After the founding of the People's Republic of China in 1949, most of the lecturers in colleges and universities have been treated qualitatively as "old intellectuals", and the policy of unity, education and transformation was adopted to them. (Huang Taiyan, & Cheng Sihui, 2008). In February 1960, the State Council promulgated "Interim Provisions on the Names of Faculty members' Titles, their Determination and Methods of their Promotion in Colleges and Universities", where the requirements for the relevant qualification of assistants, lecturers, associate professors and professors can be regarded as the corresponding criteria for evaluating them in Colleges and universities.

In terms of evaluation methods, in July 1955, the Ministry of Higher Education promulgated the '*Trial Methods of Teaching Workload and Workday of Lecturers in Colleges and Universities*', where it is stated that the evaluation indicators of lecturers are clearly and concretely quantified, and the quantitative results link with wages and salaries. However, the workload of lecturers regulated is too large. For example, the required hours of professors and associate professors are 480 – 530 at a low level and 530 – 580 hours at a high level; the required hours of lecturers are 520 – 570 at a low level and 570 – 620 hours at a high level; the required hours of assistants are 540 – 590 at a low level and 590 – 640 hours at a high level. It objectively increases the burden of faculty members and makes them neglect their ideological and political education and learning (Huang Taiyan & Cheng Sihui, 2008). This situation was criticized by the relevant departments of the central government. In December 1964, the Publicity Department of CPC Central Committee forwarded the '*Inspection Report on Several Issues about the Methods of Faculty Members' Workload in Colleges and universities*' from the Ministry of

Higher Education, which indicates that the quantitative evaluation of lecturers in colleges and universities was negated.

In this period, there was no special standard and clear assessment method for lecturers, as all forms of assessment was mainly from the perception of leaders. The criteria are ideological and political performance, teaching level and professional ability, and the assessment content is mainly teaching (Wang Guangyan, 2009).

Stagnation Period (1966 – 1977)

During the 10-year Cultural Revolution, China's education was stagnated, where the development of higher education was stroke unprecedentedly, and the evaluation of faculty members was basically stagnated (Xue Jitao, 2014).

Period of Recovery and Adjustment (1978 – 1984)

After the end of the Cultural Revolution, along with the rectification of higher education and the restoration of teaching order, college and university lecturers entered a period of "promoting development by assessment" (Wang Limei & He Xijun, 2013).

In November 1979, the Ministry of Education promulgated the '*Provisional Provisions on the Duties and Assessment of Faculty Members in Colleges and Universities*', which provided guidelines for the assessment of teachers in colleges and universities. In this period, the evaluation of lecturers is only an accreditation evaluation in the aspect of the purpose of evaluation, which is to test whether the workload of lecturers can meet the standard and then to determine their salaries and bonuses by the workload.

In terms of the content of evaluation, the evaluation criteria and methods of lecturers changed from "politics first" during

the Cultural Revolution to professional competence (Tian Yiju, 2010). In 1981 and 1982, the Ministry of Education respectively issued '*Notice on the Trial Implementation of the Workload System for Faculty Members in Colleges and Universities*' and '*Opinions on the Current Implementation of (Interim Provisions on the Names of Faculty members' Titles, their Determination and Methods of their Promotion in Colleges and Universities) issued by the State Council*'. The documents stipulated that the annual routine assessment should be carried out, with qualitative evaluation as the main method, starting to be linked with salary and promotion. At the same time, many colleges and universities begin to adopt some quantitative evaluation methods according to the relevant regulations and the quantitative evaluation part is mainly linked with teaching hours, and the class hour allowance. It shows that the evaluation methods of faculty members in colleges and universities in China have started the transition from qualitative assessment to quantitative assessment.

Period of Standardization and Construction (1985 – 1998)

It is marked by the promulgation of the '*Decision of the Central Committee of the Communist Party of China on the Reform of the Educational System*' in 1985 and the evaluation of lecturers in colleges and universities has undergone a development stage from the formation of the system to the gradual improvement and standardization.

Firstly, the evaluation system of lecturers is combined with their appointment system. In 1986, the Ministry of Education issued '*Opinions on Deepening the Reform of Academic Titles in Colleges and Universities and Perfecting the System of Appointment of Faculty Members' Titles*', which marked the beginning of the reform of the system of appointment in colleges and universities. Some documents were issued, including '*Teachers' Law of the People's Republic of China*' in 1993, '*Provisional Regulations on*

the Evaluation of Staff in Public Institutions' in 1995, '*Education Law of the People's Republic of China*' in 1995, '*Higher Education Law of the People's Republic of China*' in 1998, '*Opinions on the Implementation of Deepening the Reform of Personnel System in Colleges and Universities*' in 2000, and the '*Opinions on the Trial Implementation of the Employment System in Public Institutions*' in 2002.

The issuance of these documents made the basic principles and spirit of faculty members' appointment increasingly clear and have also become the direct basis for many colleges and universities to implement the reform of the appointment system. The key to promoting the appointment system of faculty members is to further improve their assessment system and make it scientific, institutionalized and regular, taking the performance as the main basis for their appointment and promotion (Tian Jing, Sheng Yunlong, Yang Changqing & Xu Shaoli, 2006). The employment of lecturers and their assessment have become the normal work of the teaching group construction.

Secondly, more attention was paid to the evaluation of research achievements, besides the evaluation of teaching quality in terms of the evaluation content. Thirdly, the evaluation mode changed significantly, wherein lecturers' teaching, research and social services are assessed quantitatively based on their quality, and the results are linked with allowances.

Development and Deepening Period (2000 - 2016)

In 2000, '*Opinions on the Implementation of Deepening the Reform of Personnel System in Colleges and Universities*' was issued jointly by the Organization Department of CPC Central Committee, the Ministry of Personnel and the Ministry of Education stipulates that the evaluation system should be further improved, and post-employment management should be strengthened. During this period, colleges

and universities generally have implemented the employment evaluation of lecturers from personal management to workplace management. In colleges and universities, post-setting management has been put into practice, with strengthening the position management and emphasizing the post-employment assessment. According to the positions' nature, responsibilities, tasks and conditions, the posts in public institutions have been divided into three types: management, professional and technical, and work-related skills positions. Positions are set up according to needs, employment according to posts, assessment during the period of employment. After appraisals, if the employees are not qualified for his/her own work or if the conditions provided by the employees have changed significantly, both the employment contract and the employment relationship can be terminated by means of dismissal or resignation (as stated by the Organization Department of CPC Central Committee, the Ministry of Personnel and the Ministry of Education).

The evaluation content paid more attention to research evaluation, which includes not only the evaluation of research projects, but also the evaluation of research results, such as research projects, papers, works, patents, awards and academic influence, and assessment measures are more detailed (Feng Min, 2013). The evaluation method is close to the complete quantitative assessment, main quantitative indicators are quantity of papers, amount of research funds and research award level (Ma Bailian, 2010). The evaluation indicators are more detailed and quantified. On the basis of traditional qualitative methods, quantitative methods, qualitative evaluation, ranking methods, scoring tables, goal management, the critical event method are adopted (Li Ming, 2014).

Period of Classification and Evaluation Reform (2016 – 2018)

With the introduction of the above-mentioned systems, colleges and universities have carried out a series of reform of personnel system and distribution system for faculty members in colleges and universities, and strength has gradually been enhanced (Yu Danbo & Liu Ping, 2007). However, in the process of implementation, more problems were identified, such as not strict selection and employment of lecturers, low operability of evaluation of lecturers' morality, lack of overall design of assessment, lack of attention to lecturers' education and teaching ability, more emphasis on quantity than on quality, anxious to achieve quick success and get instant benefits about evaluation, imperfect scientific application of assessment results, which need to be further improved (as stated by the Ministry of Education).

So, it is necessary to reform and innovate the current evaluation mechanism of lecturers in colleges and universities, form a set of evaluation policy system to meet the needs of development of modern universities, and truly solve various problems in the process of their evaluation. The questions we should ask is how can it be changed or improved? And what are the general requirements of reform of the evaluation system?

In 2016, the president Xi Jinping on the Teachers' Day encouraged teachers to be the guides for students to temper their character, learn knowledge, innovate their thinking and devote themselves to their motherland. Generally, educators should be good people with ideals, beliefs, moral sentiments, sturdy knowledge, benevolence and the satisfaction of the Party and the people (Xi Jinping, 2014).

In August 2016, the Ministry of Education issued '*Guiding Opinions on Deepening Reform of Lecturers' Evaluation System in Colleges and Universities*', which has given direction to

reform of the Evaluation System in colleges and universities from the perspective of the comprehensive reform of education and teaching and has become an important basis for the future evaluation of faculty members in colleges and universities in China. Since 2016, the Central Committee of the Communist Party of China, the State Council, the Ministry

of Education and the Ministry of Human and Social Affairs have issued guiding documents on the teachers' evaluation system, which put forward new requirements for improving the evaluation system, enhancing the evaluation criteria and innovating the evaluation mechanism (see Table 1).

Table 1 Summary table of the Guiding Opinions on the Faculty Members' Evaluation System Issued by Chinese Government Departments

Year	Name of Documents	Content	Authority
2016	On Deepening the Reform of the Professional Title System	To improve the system of professional titles; To promote the standard of professional title evaluation ; to innovate the standard of professional title evaluation	The Central Committee of CPC and the State Council
2016	On Deepening the Reform of Talents Development System and Mechanism (by the Central Committee of CPC)	To innovate talent evaluation mechanism; to highlight morality, ability and performance evaluation; to improve talents evaluation method; to reform the professional title system and professional qualification system.	The Central Committee of CPC
2016	Guiding Opinions on Deepening Reform of faculty members' Evaluation System in Colleges and Universities	To strengthen the morality evaluation; to highlight the teaching performance; to improve the research evaluation orientation; to highlight social service evaluation	The Ministry of Education
2017	Suggestions on Reform of Deepening Streaming Administration and Delegating Power, Combination of Delegating Power and Strengthening Regulation, Optimization Service the High Education Area	To improve the evaluation mechanism of faculty members' professional titles in colleges and universities; to improve the methods of evaluation of faculty members' professional titles; to establish the evaluation method based on "representative achievements" and practical contributions.	The Ministry of Education
2017	Interim Measures for the Supervision of Evaluation of Faculty Members' Professional Titles in Colleges and Universities	The appraisal right of lecturers' professional titles shall be transferred directly to the universities	The Ministry of education and the Ministry of Human Resources and Social Security
2018	Suggestions on Comprehensively Deepening Reform of Faculty Members' Team in New Era	To deepen reform of the personnel system of faculty members in colleges and universities. To promote reform of the employment system of faculty members' positions in colleges and universities. To further promote reform of evaluation system of faculty members in colleges and universities.	The Central Committee of CPC and the State Council

The Changes in the Reform of the Lecturers' Evaluation System by the Colleges and Universities in China

Throughout the 70 years of development, colleges and universities have undergone a series of changes in the evaluation

subjects, evaluation methods, evaluation standards, and evaluation results of Faculty Members' evaluation system. The colleges and universities have actively adapted to the characteristics of these changes and carried out a series of changes, specifically in the following aspects.

The Subject Change of China Lecturers' Evaluation System in the Colleges and Universities – Transformation from Government Dominance to University Delegating Powers to Lower Levels Gradually

In China, higher education has always taken the responsibility of the country's economic construction and social development. At the beginning of the founding of new China, faculty members' evaluation system in the colleges and universities in China was greatly affected by political influence and strong government dominance (Tian Yiju, 2010).

In order to meet the demand for talents in the country's economic and social development, an enrolment system that appropriately expanded the scale of school-running was implemented in the early stage of reform and primaries. Later, the State has promoted the reform of the higher education system and management system unceasingly, adjusted the enrolment policy, and expanded the enrolment scale so it can better adapt to the needs of the national economic construction and social development. The government dominance in the assessment of college lecturers has played a positive role in promoting the normal operation of the university's teaching order and improving the quality of talent cultivation.

However, with the development of higher education and the deepening of personnel system reform, government strong dominance in the evaluation of college teachers has become less suitable for the construction of college teachers, and the negative effects have also appeared, which has hindered the implementation of autonomy carrying on universities to a certain extent.

In 2016, lecturers' evaluation system reform clearly proposed to evaluate different types and levels of teachers. The issue now has shifted to the question of authority; i.e. who will be responsible in classifying and assessing

teachers? The government cannot evaluate on behalf of it. It should also be fully decentralized. In order to reflect the fairness and justice of the assessment, colleges and universities should be the subject of evaluation involving teachers, colleagues and students, including self-evaluation and other's evaluation.

The Change of Evaluation Methods – From Qualitative Assessment to Quantitative Assessment and then to Multi-level Assessment

After the founding of new China, the evaluation methods for teachers were mainly based on qualitative examinations exclude quantitative evaluation. In 1976, after the end of the "Cultural Revolution", higher education began to bring order out of chaos, and the evaluation methods of teachers were based on quantitative evaluation combined with qualitative evaluation (Yiju Tian, 2010). However, quantitative assessment also has serious impacts. While effectively stimulating professional and technical personnel to improve the level of scientific research, it also leads to the tendency to pay too much attention to the quantity. The consequence is do not attach importance to education, teaching and quality but attach importance to quantity. In the evaluation system, more and more teachers are required more articles, more talent plans, and more awards. But at the same time, there are fewer valuable achievements, fewer innovations, fewer masters, and fewer awards for true ability (Shengzhu Zheng & Yuxuan Liu, 2018).

The reform of the evaluation system adheres to the combination of classification guidance and hierarchical assessment. According to the different types of colleges or universities, different types of job responsibilities and work characteristics, different stages of the career, it is necessary to set up evaluation contents and methods to improve teacher classification managements and evaluation methods.

In China, among 2,914 colleges and universities, it is roughly divided into general colleges and adult colleges and universities. There are various types of undergraduate and specialist, public and private, comprehensive and professional colleges and universities from different perspectives. The differences in types means differences in the strategic positioning. Therefore, the requirements for teacher performance appraisal are inevitably different. The weights expressed in education, teaching, scientific research, social services and cultural inheritance are inevitably different. In theory, the implementation plan for teacher evaluation and evaluation in each university should be unique.

The Change of Evaluation Standards – From the Change of Scientific Research Achievements to the Change of All-round Evaluation Based on Teachers’ Morals

After the reform and opening up, the state’s assessment of teachers returned to the track of the overall assessment method with equal emphasis on political standards and business standards. The assessment method of this period mainly relies on the daily performance of teachers in teaching and scientific research, and measures and evaluates a teacher as a whole, thus integrating an assessment result for a certain teacher. (Yiju Tian, 2010). As the management of teachers in colleges and universities shifts from experience management to refined management, more attention is paid to examining a teacher from the performance of one aspect. Under the guidance of the assessment policy which demonstrate quantitative assessment function, the assessment of teachers will inevitably become an assessment of scientific research results because of significant measurability of scientific research results. University teachers overvalue scientific research, be keen on publishing papers, undertake subject study and awards. to a certain extent, it hinders the normal development of teaching work.

In 2016, the reform of lecturers’ evaluation system puts the teacher’s moral examination at the primary position of the teacher’s assessment. The direction of the evaluation is based on the teacher’s morality, teaching as the basis, scientific research as the foundation, and development as the basic requirement. It is certainly worth to hire moral teachers strictly, change the phenomenon of paying less attention to teachers’ education and teaching effectively, strengthen classroom teaching discipline assessment, adjust and improve orientation of scientific research evaluation, evaluate the social service work of teachers comprehensively, and incorporate the professional development of teachers into the evaluation system (Ministry of Education, 2016).

The Change of Evaluation Effect – From Final Reward and Punishment to the All-round Development of Teachers/Lecturers

The early lecturers’ evaluation system was mainly a kind of final evaluation based on rewards and punishments. It attached importance to the final results of teachers’ work, neglected reviewing the teachers’ work process, and failed to promote teachers’ professional development effectively (Taiyan Huang & Sihui Cheng, 2008).

In 2016, the reform of Faculty Members’ evaluation system, on the one hand, paid more attention to the scientific and individualization of the assessment plan and implementation rules, and incorporated the professional development of teachers into the evaluation system. On the other hand, it is necessary to strengthen the process, results and final feedback of the implementation of the evaluation system. It should establish a hierarchical management system for schools and institutions for teacher evaluation in colleges and universities. The teacher’s rights shall be maintained, and the results of the assessment shall be notified to the teacher himself.

It is necessary to communication and feedback timely with teachers. The management should analyze the advantages and disadvantages reflected in assessment scientifically, formulate teacher training programs according to the difference between teachers' existing performance and career development goals and factors affecting teachers' career development, guide and help in order to promote the sustainable development of all faculty (Ministry of Education, 2016).

The results of the evaluation are not temporary. The evaluation results should be used as the important basis for the evaluation of academic title (position), performance distribution, evaluation priority, continual cultivation. In this way, it can play a part in comprehensive functions of appraisal, guidance, motivation and education. The results of the assessment should be combined with other factors to establish a linkage mechanism between teacher evaluation policy and college evaluation, undergraduate teaching evaluation and subject evaluation.

Opportunities and Challenges Brought by the Reform of Lecturers' Evaluation System to Lecturers in the Colleges and Universities

Evaluation assessment is an important basis for the promotion, employment, reward and punishment of lecturers in colleges and universities, as well as an important guarantee for the development of academic staff and universities.

Opportunities and Challenges brought by the Reform of Faculty Members' Evaluation System to Social Role of Faculty Members in the Colleges and Universities

Academic development fundamentally depends on the behaviour and roles played by lecturers in colleges and universities. The behaviour of lecturers in colleges and universities not only depends on their outer

consciousness, but also on the expectation of the society to the role of them and the role shaping by the evaluation assessment (Chen Jianwen, 2009).

From the four aspects of talent cultivation, scientific research, social service, cultural inheritance and innovation undertaken by a university, we can infer that the social role of the lecturers should be as educators, researchers, social service providers and cultural communicators. The reform of the lecturers' evaluation system comprehensively evaluates a persons' morality and ethics, education and teaching, scientific research, social services, professional development, etc., and requires them to actively assume corresponding roles, which is consistent with the requirements of the functions of colleges and universities on the role of faculty members.

Therefore, the lecturers' evaluation system brings good opportunities to the shaping of the social role of lecturers in colleges and universities. As educators, lecturers should love their work, understand and respect students, and effectively play the role of guidance and demonstration to students. As researchers, they should be committed to explore the unknown world, and should have a high academic level, persistent academic pursuit, profound academic quality, broad academic interest and ability to independently engage in scientific research, so as to produce high-level research findings. As social service providers, faculty members should devote their professional knowledge to serve their colleges, communities, regions, countries and even the whole world (Jia Yongtang, 2012). As cultural communicator, lecturers should also actively disseminate the splendid scientific culture, literature and art, social science and other precious spiritual wealth accumulated by human beings in long-term social practice and pass on the tradition from generation to generation. Among these four roles, educators should be the primary role of faculty members in colleges and universities.

As a higher-learning institution, the university must assume the responsibility of training people, because it is necessary for lecturers to shoulder the responsibility of promoting personality perfection, knowledge development and professional ability enhancement of students. However, due to the requirements of the existing system and the rational choice, lecturers in colleges and universities tend to attach more importance to scientific research and focus on the publication of papers and the application of subjects, which dilutes the role of "educators" and becomes researchers. Low ideological level, dilution of social conscience, neglect of humanistic care and academic rationality, over-consideration of gains and losses, and lack of moral responsibilities are the overall evaluation of faculty members in colleges and universities by society. In academic work, their performance is too impetuous, superficial, lack of depth, they keen on speed-only and quality-free researches and manufacture academic wastes. Lecturers were also found to also present excessive utilitarianism, emphasis on research and neglect of teaching, all behaviour to obtain some kind of interest for the consideration, for example, striving for a topic to earn money, evaluating the professional title to publish papers, getting further development to obtain awards, and expanding resources to compete administrative positions (Ma Luting, 2012).

Opportunities and Challenges brought by the Reform of Faculty Members' Evaluation System to the Organizational Citizenship Behaviour of the Lecturers in the Colleges and Universities

In 1983, Organ and Bateman formally put forward the concept of organizational citizenship behaviour when they studied the relationship between performance and job satisfaction, where it was stated that "citizenship behaviour is the action required by the organization that is not included in the formal job description". It is an extra-role behaviour that is beneficial to the

organization and has nothing to do with the formal requirements of the organization, and also a spontaneous behaviour of the members of the organization (Organ, 1990). Examples of organizational citizenship behaviour include: providing unsolicited assistance to colleagues, tolerating minor inconveniences, maintaining and promoting a positive attitude and assuming additional duties as necessary to facilitate institutional performance (Organ, 1988). In relation to this, the opportunities and challenges that the reform of evaluation system brings to lecturers' organizational citizenship behaviour can be analysed from two aspects.

From the perspective of motivation mechanism, more and more colleges and universities implement the employment system. The employment system adheres to the principle of impartiality and priority for efficiency, which will create a sense of crisis for the existing lecturers, and change their work concept, from passive to active work, from completing the work of their own duties to undertaking the work out of their own scope. Especially for some young educators with high academic qualifications, they can give full play to their advantages under the employment system and realize their own value through hard work. The hierarchical method is to evaluate teaching, scientific research and academic research of faculty members in colleges and universities, not only strengthens their understanding of post competition and post level, but also is conducive to the formulation of their own work objectives and stimulates their positive behaviours.

From the perspective of pressure mechanism, the reform of evaluation system has made some lecturers live under high pressure for a long time, which brought an invisible psychological pressure to them, increased their anxiety, made them lack sense of security and reduced their engagement. Under the influence of interests, some of them are prone to short-sighted behaviours and

only pay attention to immediate interests but neglect their own long-term development. Especially for senior teachers, in general, those people have low educational background and slow knowledge update, and they are at a disadvantage in the process of competition. Under such circumstances, senior teachers will have strong unsafe factors due to competitive pressure, which will lead to a series of professional quality problems. For example, some of them are unwilling to cooperate with others and lack team spirit in the process of competition. Also, some illegal means such as bribery, still exist in competition, which seriously affect the fairness of faculty employment.

Opportunities and Challenges Brought by the Reform of the Lecturers' Evaluation System to the Professional Titles and Teaching Research Level of in the Colleges and Universities

Nowadays, colleges and universities in generally require that the lecturers employed to have doctorate degrees, publish a considerable number of high-level papers and undertake the corresponding topics, that's the only way to have the possibility of getting work and get better treatment in salary, welfare, promotion, promotion and other aspects. Faced with so many temptations and incentives, academic frauds occur frequently.

On the premise of adhering to the socialist orientation of running a school, the reform can only break through the dilemma of selection and employment relying on educational background and thesis subject, and actively explore the method of selection that degree is commensurate with the academic level, so as to play an exemplary role in the formation of a new mechanism of "selecting talents eclectically" in Colleges and universities in China. The reform can strengthen the evaluation of Posts and weaken the requirements of post ranks and professional titles. In addition, according to objectivity and fairness of their scientific research achievements, posts of faculty

members in colleges and universities can be divided into different levels. In this case, the reform of the faculty members' evaluation system plays a positive role in mobilizing their enthusiasm for work and scientific research as well as improving their ability of work and scientific research.

The reform will establish a "representative achievements" evaluation mechanism, it emphatically evaluate the quality, original value and practical contribution to economic and social development of the research results. It will change the practice that unilaterally link papers, patents, projects and funds with the evaluation of scientific and technological talents, and establish and implement an evaluation system conducive to their devoted research and innovation (General Office of CPC Central Committee and the Central Office of the State Council, 2018), which is a rare opportunity for those who can concentrate on research, focus on country's need, actively serve national innovation development strategy and local economic and social development. This is favourable to the long-term development for lecturers in colleges and universities.

At the same time, we should also realize that the reform of lecturers' evaluation system in colleges and universities demands all of them to undertake educational and teaching work. However, the question still remains on how can new teachers who have just enter the employment improve the quality of teaching? How to adapt to the internet teaching model, such as represented by MOOC, flipped class and micro-course? These changing methods of teaching are among the impacting challenges faced by all lecturers. The evaluation method of "representative achievements" is easy to say, but it is hard to do. It requires teachers to concentrate on their work, and not anxious to achieve quick success and instant benefits. It also requires them coordinate short-term scientific research with their knowledge and culture.

CONCLUSION

The evolution of lecturers' evaluation system in the colleges and universities in China is studied and its mechanism and law of the change is clarified, which lays a foundation for putting forward the path choice of the change of lecturers' evaluation system in the colleges and universities in China.

Since the founding of the People's Republic of China, lecturers' evaluation system in the universities in China has undergone different periods of development, including initial formation, stagnation, recovery and adjustment, standardization and construction, development and deepening, and reform of classified evaluation. The historical process of these changes is related to the changing and transforming of China's economic and social environment and the inherent development law of the evaluation system. The relevant documents of the corresponding faculty members' evaluation system in the colleges and universities in China are symbolized in different periods.

Faced with a series of changes in subjects, evaluation method, evaluation criteria and application of evaluation results, colleges and universities should take the initiative to reform and innovate in the aspects of faculty members' ethics construction, system construction, process management, employment management, assessment methods and classification management, so as to provide human capital support for the construction of high-quality lecturers and the realization of the four major functions of colleges and universities.

The reform of lecturers' evaluation system in colleges and universities brings opportunities and challenges to faculty members' self-development and work performance. They should actively act and adjust their organizational citizenship behaviour. Due to the vast nature of the

subject, future research could also focus on analysing the trend of the change of lecturers' evaluation system from the perspective of scenario planning; the internal logic relationship between faculty members' evaluation system in Colleges and universities and their organizational citizenship behaviour; the impact of the changes of lecturers' evaluation system on the organizational culture of colleges and universities.

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