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Official Notice on Issuing the *Measures for the Evaluation of Undergraduate Teaching Quality of Kunming University (Trial)*

All units of the University:

The *Measures for the Evaluation of Undergraduate Teaching Quality of Kunming University (Trial)* has been reviewed and approved at the 13th President's Office Meeting held on April 24, 2024. It is hereby issued for full compliance and implementation

Kunming University (Seal)
April 30, 2024



Measures for the Evaluation of Undergraduate Teaching Quality of Kunming University (Trial)

The evaluation of teachers' teaching quality is a core component of teaching quality monitoring and assessment, as well as a vital tool to boost teaching quality. To thoroughly implement the guiding spirit of the *Overall Plan for Deepening the Reform of Educational Evaluation in the New Era* issued by the CPC Central Committee and the State Council, establish a more scientific and sound evaluation system for teachers' teaching, further guide teachers to devote themselves to teaching, conduct teaching research and carry out teaching reform, effectively improve teachers' teaching proficiency and talent cultivation capability, these Measures are formulated in light of the actual operation of the University.

Chapter I General Provisions

Article 1 The evaluation of teachers' teaching quality refers to a comprehensive assessment covering the whole process of teachers' instructional activities.

Article 2 All teachers undertaking teaching tasks specified in the talent cultivation programs for full-time undergraduates shall be subject to evaluation.

Article 3 Evaluators consist of students, peer teachers, experts, teaching supervisors, administrative leaders, etc.

Article 4 The implementation of teaching quality evaluation shall achieve the following objectives:

(I) Optimize institutional mechanisms for education and teaching, fulfill the fundamental task of fostering virtue through education, adhere to a scientific orientation for educational evaluation, strengthen process evaluation, optimize outcome evaluation, explore value-added evaluation, improve comprehensive evaluation, and build a quality assurance mechanism and quality culture featuring the closed-loop model of "evaluation - feedback - improvement".

(II) By reinforcing the evaluation of classroom teaching, further develop and refine incentive and restraint mechanisms for teaching quality assessment, consolidate the central position of teaching work, facilitate teachers' professional growth, and comprehensively elevate the quality of talent cultivation.

(III) Provide fundamental basis for faculty promotion and professional title appointment through strengthened classroom teaching evaluation. Meanwhile, major problems impairing teaching quality in instructional practice shall be identified and resolved in a timely manner.

Chapter II Evaluation Principles

Article 5 To ensure the effective implementation of teachers' teaching quality evaluation, the following principles shall be observed:

(I) Objectivity and Impartiality: The evaluation process shall conform to educational and teaching laws, formulate scientific evaluation indicator systems matching quality standards, adopt appropriate evaluation methods, objectively and fairly reflect the actual teaching status, and assess teachers' teaching quality and

effects based on objective facts.

(II) Scientificity: The evaluation of teachers' teaching quality shall be conducted in a rigorous, earnest and scientific manner. Evaluation indicators shall comply with standardized requirements for teaching activities and undergo periodic revisions to adapt to the trends and requirements of educational reform and development.

(III) Diversity: A multi-dimensional evaluation system shall be established that integrates internal and external evaluation, student and teacher evaluation, university and school evaluation, self and peer evaluation, qualitative and quantitative assessment, as well as process and summative evaluation.

(IV) Continuous Improvement: Guided by the concept of continuous improvement, full attention shall be paid to the diagnostic and guiding functions of evaluation. Evaluation results shall be fully utilized to provide feedback and guidance for teachers, motivate teachers to pursue teaching reform, explore effective approaches conducive to talent cultivation, steadily improve teaching quality and standards, and cultivate a positive teaching and learning ethos.

Chapter III Evaluation Modes

Article 6 Questionnaires shall be adopted for teachers' teaching quality evaluation, with differentiated questionnaires used for different evaluator groups and course types respectively.

Article 7 Teachers' teaching quality evaluation comprises three parts: student evaluation, peer evaluation and teaching management evaluation. It focuses on classroom teaching (including practical teaching), covers both in-class and out-of-class teaching, emphasizes standardized teaching procedures, and realizes full-process evaluation.

Article 8 Student Evaluation

Student evaluation refers to students' overall assessment of teachers' courses based on their learning experience, knowledge acquisition and satisfaction.

(I) Student evaluation mainly includes three modules: course evaluation, teaching evaluation and learning evaluation.

1. Course Evaluation: Students assess the courses delivered by teachers, covering the clarity of course objectives, forward-looking nature of course design, academic challenge of course content, course-based ideological and political education, and effectiveness of teaching resources.

2. Teaching Evaluation: Students assess teachers' teaching attitude, instructional organization and pedagogical methods, including teachers' professional ethics, explanation of course content, tutoring and Q&A session, assignment feedback, information-based teaching and other dimensions.

3. Learning Evaluation: Students conduct self-assessment of their learning outcomes after completing the course, covering classroom participation, knowledge mastery, competency training, literacy improvement and other aspects.

(II) Student evaluation shall be organized twice each semester, including mid-semester process evaluation and end-semester summative evaluation.

(III) The Teaching Quality Monitoring and Evaluation Center shall organize student evaluation activities, while specific implementation work shall be undertaken

by each school.

Each school shall deliver pre-evaluation briefings to ensure every student fully understands the significance and content of teaching quality evaluation. Students shall conduct comprehensive, fair, impartial and objective evaluation of teachers' teaching and key teaching processes out of responsibility to the University, teachers and themselves.

Article 9 Peer Evaluation

Peer evaluation enables mutual assessment and academic exchange among teachers, deepens their understanding of the University's development positioning, school-running philosophy and talent cultivation objectives, strengthens quality awareness, and points out clear directions for teaching improvement.

(I) Peer evaluation highlights teachers' professionalism and instructional competence, covering teaching philosophy, teaching attitude, teaching content, teaching methods and teaching outcomes.

1. Teaching Philosophy: It mainly examines whether the student-centered educational philosophy is reflected in fulfilling the fundamental task of fostering virtue through education, whether the teaching fits disciplinary characteristics and course requirements, and whether efforts are made to advance teaching reform and enhance talent cultivation capacity.

2. Teaching Attitude: It evaluates teachers' professional ethics, pre-class preparation and devotion to teaching.

3. Teaching Content: It assesses course objectives, comprehensiveness and forward-looking nature of content, teaching materials, course assignments and course-based ideological and political education.

4. Teaching Methods: It covers verbal expression, teaching progress, instructional tools, application of heuristic teaching, process assessment, etc.

5. Teaching Outcomes: It evaluates classroom atmosphere and students' learning gains.

(II) Peer evaluation shall be incorporated into teaching and research activities. In accordance with the *Measures for Teaching and Research Office Management of Kunming University*, at least one peer evaluation shall be carried out each semester. Teaching and research office (department) of schools shall organize teachers to evaluate each instructor's teaching quality through class observation, open classes, review of teaching documents, seminars and evaluation meetings. Each teacher shall observe and assess no fewer than two colleagues each semester, with no less than one class hour per observation.

Article 10 Teaching Management Evaluation

Teaching management evaluation focuses on teachers' professional ethics, standardization of teaching and teaching devotion, with evaluators including teaching supervisors and administrative leaders.

(I) Undergraduate teaching supervision panels/groups shall be set up at both university and school levels. Supervisors conduct on-site class observation to assess teaching quality, collect students' feedback on teaching, and guide teachers to improve their teaching performance.

(II) Teaching management evaluation is mainly implemented through unannounced class visits and inspections, covering teaching attitude, teaching content, teaching methods and teaching outcomes.

1. Teaching Attitude: It evaluates punctuality and compliance with regulations, appearance and demeanor, pre-class preparation, classroom management and other aspects.

2. Teaching Content: It assesses course objectives, course content, teaching materials and course-based ideological and political education.

3. Teaching Methods: It covers teachers' verbal expression, teaching progress, instructional tools and application of heuristic teaching.

4. Teaching Outcomes: It evaluates teaching order, classroom atmosphere and students' learning gains.

(III) Class observation and evaluation conducted by teaching supervisors and administrative leaders shall, in principle, be completed before the end of the evaluated course.

1. Class observation and evaluation by university-level teaching supervisors and administrative leaders shall be uniformly organized by the Teaching Quality Monitoring and Evaluation Center in accordance with the *Measures for the Administration of Undergraduate Teaching Supervision of Kunming University* and the *Regulations on Class Observation and Teaching Evaluation by Administrative Leaders of Kunming University*, with priority given to outstanding courses and teachers, as well as teachers with unsatisfactory evaluation results from the previous evaluation.

2. Class observation and evaluation by school-level teaching supervision groups shall be arranged independently by each school in accordance with its detailed implementation rules for teaching supervision, ensuring full coverage of all teachers offering courses in the school every academic year.

Article 11 All evaluation subjects shall complete the online evaluation via the Quality Management Platform of Kunming University (Teaching Evaluation System).

Chapter IV Calculation of Evaluation Results and Grade Determination

Article 12 Teachers' teaching quality evaluation shall be conducted once every academic year, with results calculated on a 100-point scale. The weightings of student evaluation, peer evaluation and teaching management evaluation are 40%, 20% and 40% respectively.

Article 13 For student evaluation results, only evaluations with a participation rate exceeding 50% shall be valid. After removing the top 5% and bottom 5% scores, the average score shall be adopted. Average scores from peer evaluation and teaching management evaluation shall be incorporated into the comprehensive evaluation calculation.

Article 14 Evaluation results are divided into five grades: Excellent, Good, Qualified, Marginally Qualified and Unqualified. Schools shall determine evaluation grades for teachers based on the ranking results generated by the evaluation system, with specific criteria as follows:

(I) Excellent: Teachers ranking in the top 30% of the comprehensive evaluation

of the academic year.

(II) Good: Teachers ranking between 30% (exclusive) and 70% (inclusive) of the comprehensive evaluation of the academic year.

(III) Qualified: Teachers ranking below 70% (exclusive) in the comprehensive evaluation of the academic year (excluding those identified as Marginally Qualified or Unqualified under the provisions below).

(IV) Marginally Qualified shall be assigned to teachers meeting any of the following conditions:

1. The comprehensive evaluation score of the academic year is no less than 60 points and less than 70 points;

2. General teaching incident occurred during the academic year.

(V) Unqualified shall be assigned to teachers meeting any of the following conditions:

1. Spreading remarks violating the Party's principles and policies or national laws and regulations during lectures;

2. The comprehensive evaluation score of the academic year is below 60 points (exclusive);

3. Serious teaching incident occurred during the academic year.

Article 15 Teachers falling under any of the following circumstances shall not be rated Excellent in the annual teaching quality evaluation and shall not be nominated for the university-level Outstanding Teacher Award:

(I) Failing to complete the basic undergraduate teaching workload required for the academic year;

(II) Receiving a failing grade in class observation evaluation conducted by university teaching supervisors or administrative leaders.

Article 16 For teachers meeting any of the following conditions, the calculated results from the evaluation system shall serve only as reference data, excluding them from ranking and annual comprehensive grade determination:

(I) Having served at the University for less than two years (four semesters);

(II) Having transferred to a teaching post for less than two years (four semesters).

Article 17 Teachers with evaluation results preliminarily determined as Marginally Qualified or Unqualified may submit a re-evaluation application to their school if they hold objections. The School shall organize review and re-evaluation to issue the final grade determination.

Article 18 Teachers who disagree with their annual comprehensive teaching quality evaluation results may submit a re-evaluation application to the Teaching Quality Monitoring and Evaluation Center within 15 working days upon receiving the results. The University shall arrange re-evaluation in accordance with relevant provisions, and the re-evaluation result shall serve as the final comprehensive teaching quality evaluation result of the academic year.

Chapter V Application of Evaluation Results

Article 19 The comprehensive evaluation results of teachers' teaching quality are an important reflection of teachers' talent cultivation capability and the effectiveness of the University's education and teaching reform, and constitute a key basis for

faculty professional title evaluation and appointment, promotion of professional posts, and selection for various awards and honors. Schools shall incorporate evaluation results into performance assessment and remuneration distribution to fully implement the incentive principle of higher pay for superior teaching performance.

Article 20 Teachers whose comprehensive teaching evaluation ranks within the top 15% of their school and receive positive feedback from teaching supervisors shall be commended by the University and their affiliated departments, and their teaching practice shall be organized for observation and learning by other faculty members. If their evaluated courses have not been recognized as university-level first-class courses or course-based ideological and political demonstration courses, such courses shall be prioritized for participation in the selection of the above two categories. For courses already designated as university-level first-class courses or course-based ideological and political demonstration courses, the evaluation results shall serve as core indicators for acceptance assessment.

Article 21 Teachers rated Marginally Qualified or Unqualified in the comprehensive teaching quality evaluation shall receive targeted tutoring and assistance from their school. The school shall conduct in-depth cause analysis based on all feedback information and teaching supervisors' observation records, and formulate targeted improvement measures.

1. Teachers rated Marginally Qualified due to comprehensive scores shall be suspended from independent teaching tasks for one semester and assigned to act as teaching assistants to outstanding teachers for one semester to improve their instructional competence. If they still receive a rating of Marginally Qualified or lower in the next round of comprehensive teaching quality evaluation after resuming teaching, their independent teaching tasks shall be suspended and post transfer procedures shall be initiated.

2. Teachers rated Unqualified shall be suspended from independent teaching tasks for one academic year, with one-on-one support measures formulated to enhance their professional literacy and teaching capability. If they still receive a rating of Marginally Qualified or lower in the next round of comprehensive teaching quality evaluation after resuming teaching, their independent teaching tasks shall be suspended and post transfer procedures shall be initiated.

Chapter VI Evaluation Organization

Article 22 The University shall establish a Leading Group for Comprehensive Evaluation of Teachers' Teaching Quality, which shall be responsible for developing the university-wide teacher teaching quality evaluation system, formulating these Measures, and guiding schools and all evaluator groups to carry out teaching evaluation work.

Article 23 Each school shall take charge of the specific implementation of comprehensive teachers' teaching quality evaluation within its jurisdiction, formulate its own implementation rules for teaching quality evaluation, and conduct grade determination for evaluation results.

Article 24 Schools shall verify and maintain data of courses, teachers, students and course selection in the academic affairs system and evaluation system to ensure

accurate source data for evaluation. Upon completion of evaluation, results shall be fed back to corresponding teachers in accordance with prescribed procedures and filed with the Teaching Quality Monitoring and Evaluation Center of the University.

Article 25 The annual comprehensive evaluation of teachers' teaching quality shall be conducted every September to October.

Chapter VII Supplementary Provisions

Article 26 These Measures shall come into force on the date of issuance, and the Teaching Quality Monitoring and Evaluation Center of Kunming University shall be responsible for their interpretation.

