



Jiujiang University

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Measures for the Evaluation of Teachers' Teaching Quality of Jiujiang University (Revised)

The evaluation of teachers' teaching quality constitutes an important component of the teaching quality assurance system. Teachers serve as organizers and facilitators of classroom teaching activities. The quality of teachers' teaching directly determines teaching effectiveness and affects the quality of talent cultivation.

To comprehensively improve education and teaching quality, better motivate teachers, guide them to devote themselves to student development, and attach importance to, research into and engagement in teaching, we shall gradually refine the monitoring-and-evaluation system for teaching quality so as to ensure steady improvement of teaching quality. In light of the implementation of the *Measures for the Evaluation of Teachers' Teaching Quality of Jiujiang University* (JJU [2017] No.147), this revised document is formulated in combination with the university's realities.

I. Evaluation Principles

1. Objectivity and Impartiality: Evaluate teachers' actual teaching performance truthfully and accurately, and guarantee the effective achievement of course teaching objectives through teaching-quality evaluation.

2. Diagnosis and Improvement: Help teachers identify strengths and weaknesses in teaching, encourage them to optimize teaching methods, enhance teaching competencies, voluntarily reform teaching content, approaches and tools, develop diverse teaching styles, and raise teaching quality.

3. Guidance and Incentive: Provide data support for the construction of the teaching staff and serve as reference for teachers' professional-title appointment, commendation and rewards.



4. Standardization and Scientificalness: Establish and improve a scientific evaluation system for teaching quality, optimize teaching-evaluation mechanisms, and promote standardization, institutionalization and scientificalness of teaching work at our university.

II. Evaluation Subjects

The evaluation of teachers' teaching quality is conducted once per academic year. Subjects include all full-time and part-time teachers undertaking teaching tasks in the semester, covering theoretical classroom teaching as well as experimental and practical training teaching.

A teacher shall not be ranked in the evaluation unless at least one of their courses in this semester has a class hour volume of no less than 16 class hours.

III. Evaluation Content

The evaluation emphasizes full-process dynamic monitoring of teaching activities. The indicator system consists of peer evaluation within teaching units and student evaluation.

1. Peer evaluation covers teachers' teaching competencies and academic proficiency, including basic teaching skills, teaching preparation, teaching tools, teaching art and teaching characteristics. Specific indicators involve teaching attitude, teaching philosophy, teaching content, teaching methods, teaching expression and teaching effectiveness (see Appendix 1 for details).

2. Student evaluation focuses on teaching philosophy, teaching methods, teaching effectiveness and teaching management, implemented via online evaluation at the end of each semester.

3. Quality evaluation shall be carried out for all teaching activities specified in talent training programmes, including classroom teaching, experiments, practical training, field observation, internships and other practical courses.

IV. Implementation of Evaluation

1. The university establishes a Leading Group for the Evaluation of Teachers' Teaching Quality. Its main responsibilities include macro-leadership over the university-wide evaluation work, formulation of general guidelines and specific schemes, coordination among



functional departments, and review of evaluation results. An office under the Leading Group is located in the Division of Teaching Quality Monitoring and Evaluation.

2. Each secondary college shall set up a Working Group for Teachers' Teaching Quality Evaluation led by its Party and administrative principals. Responsibilities include organizing publicity and implementation of evaluation within the college, and accepting guidance and inspection from the university-level Leading Group.

Composition of the working group within each teaching unit:

Group leaders: Dean and Party Secretary

Deputy group leaders: Vice-dean in charge of teaching and Deputy Party Secretary

Members: College-level teaching supervisors and directors of each teaching-research office. Specific members are determined by each teaching unit.

3. The Division of Teaching Quality Monitoring and Evaluation organizes and implements the university-wide evaluation, deploying, guiding, inspecting and supervising evaluation work across the university.

V. Evaluation Procedures

1. The final evaluation result (Y) is weighted from two parts: evaluation by the teaching unit (X_1) and student evaluation (X_2). Following the student-centred philosophy, the weight of teaching-unit evaluation accounts for 30 % and student evaluation 70 %. The comprehensive score is calculated as: $Y = 0.30 \times X_1 + 0.70 \times X_2$.

2. Evaluation by each teaching unit is conducted once per semester by its internal teaching-quality-evaluation working group for all teachers (including part-time teachers) of the unit.

3. Student evaluation is implemented via the university academic affairs system for online end-of-semester evaluation. For courses and practical components not suitable for online evaluation, paper-based student questionnaires may be adopted. Each secondary college organizes students to evaluate all course teachers as arranged by the Division of Teaching Quality Monitoring and Evaluation. Teachers are ranked in descending order



according to evaluation scores. Students who fail to complete evaluation cannot view their academic results. Where two or more teachers deliver the same course, separate evaluations shall be performed for each teacher. Upon completion of student evaluation, scores are fed back to secondary colleges by the Division of Teaching Quality Monitoring and Evaluation.

4. Evaluation by the teaching unit is organized by each secondary college. College administrators, college-level supervisors and peer teachers from teaching-research offices assess the undergraduate teaching quality of all teachers in the semester. (1) **Classroom-teaching performance evaluation:** Conducted through class observation and review for all course teachers on a 100-point scale. (2) **Evaluation on compliance with teaching-document requirements:** Teaching-research offices inspect compliance with university teaching-document regulations covering all links of teaching processes, focusing on syllabi, teaching plans, teaching dossiers, mid-term examinations, examination-paper archives, assignment marking, experiments and practical training. Each secondary college sets its own detailed indicator system adapted to its majors and courses. (3) The working group of each secondary college conducts comprehensive evaluation for all teachers in the semester. The teaching-unit score for each teacher is computed as: 70 % from classroom-teaching performance plus 30 % from compliance of teaching documents.

5. Each secondary-college working group aggregates the teaching-unit evaluation and student evaluation to obtain each teacher's semester evaluation score. Annual comprehensive evaluation scores are calculated by averaging scores of the two semesters in each academic year. Teachers are ranked according to annual comprehensive scores.

6. One-vote rejection rule for teaching evaluation: A teacher's teaching quality shall be rated *Unqualified* if any one of the following occurs: (1) Sanctioned by university authorities for problems related to teachers' ethics and conduct. (2) Serious violation of teaching discipline, including unauthorized class suspension, class rescheduling or absence from classes. (3) Incurring teaching accidents of general or higher severity.

A teacher shall not be rated *Excellent* if any one of the following occurs; the rating shall be *Unqualified* if two or more of the following occur: (1) Delivering classes without syllabi or teaching dossiers; teaching content deviating from syllabi; lack of experimental-training reports or records for practical courses. (2) Sloppy PPT presentation inconsistent with teaching syllabi. (3) Perfunctory supervision of bachelor's theses / graduation projects, with



outputs failing to comply with the *Working Regulations for Undergraduate Graduation Theses (Projects) of Jiujiang University*. (4) Verified complaints from university-level teaching supervisors or teaching informants reporting careless teaching, incomprehensible lectures or poor teaching quality. (5) Actual teaching hours falling short of requirements specified in talent- training programmes.

VI. Feedback of Evaluation Results

1. Quantitative evaluation adopts a 100-point scale. Qualitative ratings are assigned based on weighted comprehensive scores:

Excellent: Comprehensive score ≥ 90 points and ranking within the top 10 % among teachers of the teaching unit.

Good: $80 \leq \text{comprehensive score} < 90$; or score ≥ 90 but ranking outside the top 10 %.

Qualified: $60 \leq \text{comprehensive score} < 80$.

Unqualified: comprehensive score < 60 .

2. Publication of results. Upon completion of evaluation, each teaching unit feeds back results to each participating teacher, compiles statistics and makes results public.

3. Each secondary college shall finish evaluation within the required timeframe, preserve raw evaluation data, and produce three copies of final results signed by the principal administrative person-in-charge and sealed with the official stamp: one submitted to the Division of Teaching Quality Monitoring and Evaluation for filing, one to the Academic Affairs Office, and one retained by the college itself.

4. Evaluation results without objections after public notice shall be announced within appropriate scope.

VII. Evaluation Administration

1. A reconsideration mechanism for teaching- quality evaluation is established. Teachers disagreeing with evaluation results may submit a reconsideration application to the



secondary- college working group. The teaching unit shall conduct re- examination and give a well- grounded reply after investigation.

2. Teaching units with special course characteristics or special evaluation requirements may formulate alternative evaluation methods compatible with the fundamental principles of this document. Such alternative methods shall take effect upon approval by the Division of Teaching Quality Monitoring and Evaluation after being adopted by more than two-thirds of teachers within the teaching unit.

3. The university establishes archives for teachers' teaching-quality evaluation. Evaluation results serve as important evidence for teacher assessment, various course- construction assessments, selection of university-level distinguished teachers and teaching experts, as well as professional- title appointment.

4. Application of evaluation results (1) For teachers with comprehensive score ≤ 80 points and ranking within the bottom 10 %, university- level teaching supervisors shall follow up and inspect improvements in their teaching. Teachers with low rankings shall be prioritized for class observation and supervision by university- and college- level supervisors. Their home teaching units shall assist them in formulating and implementing improvement plans. (2) Teachers receiving *Unqualified* rating twice consecutively shall be suspended from teaching and transferred away from teaching posts. External teachers with *Unqualified* evaluation shall have their employment contracts terminated and shall not be re- engaged.

5. Teachers' classroom- teaching evaluation results constitute an important reference for professional- title promotion, merit- selection, selection of models for teachers' ethics and other annual teaching- award assessments.

VIII. Supplementary Provisions

These Measures shall take effect as of the date of promulgation. The Division of Teaching Quality Monitoring and Evaluation is responsible for interpretation. The original *Measures for the Evaluation of Teachers' Teaching Quality of Jiujiang University* (JJU [2017] No.147) is repealed simultaneously.

Appendices:

1. Classroom Teaching Quality Evaluation Indicators for Teachers
2. Student Online Teaching Evaluation Indicators



Classroom Teaching Quality Evaluation Indicators for Teachers

Teacher's Name: _____

Professional Title: _____

Teaching Department: _____

Indicators	Quality Standard
Teaching Preparation (10 points)	1. Teaching is thoroughly prepared, and instructional materials are complete. 2. The teacher serves as a moral exemplar, demonstrates a dignified and composed teaching manner, and maintains neat and appropriate attire.
Teaching Philosophy (10 points)	1. Upholds the principle of fostering virtue through education, explores moral-education elements, and emphasizes both teaching and educating students. 2. Based on outcome-oriented education, reflects a student-centered approach and serves the course objectives.
Teaching Management (15 points)	1. Maintains strict classroom discipline, starts and ends class on time, and does not leave the classroom during class. 2. Pays attention to classroom management; students do not engage in mobile phone use, sleeping, or other disruptive behaviors, and classroom order is well maintained.
Teaching Content (20 points)	1. Implements the syllabus, demonstrates mastery of the content, presents clear viewpoints, and highlights key and difficult points. 2. Integrates professional values and organically incorporates course-based ideological and political education, ways of thinking, and value concepts in line with the characteristics of the course. 3. Incorporates advances at the forefront of the discipline, updates content in a timely manner, and integrates theory with practice.
Teaching Methods (25 points)	1. Skillfully uses modern educational technology and various teaching tools appropriately. 2. Emphasizes teacher-student interaction and inspires students to think, innovate, and engage in inquiry-based learning. 3. Attaches importance to cultivating students' abilities to identify, analyze, and solve problems.
Teaching Effectiveness (20 points)	1. Maintains harmonious teacher-student relationships and an active classroom atmosphere, enabling effective interaction. 2. Teaching is logically rigorous, appropriately detailed and concise, linguistically precise, and fluently delivered. 3. Balances the cultivation of knowledge, ability, and quality, and achieves the course teaching objectives.

**Student Online Teaching Evaluation Indicators****Teacher's Name:** _____ **Professional Title:** _____**Teaching Department:** _____

Indicators	Description
Teaching Philosophy (20 points)	Promotes moral education and all-round student development, integrates relevant educational elements, follows an outcome-based approach, reflects student-centered teaching, and serves the course objectives.
Teaching Content (30 points)	Content is substantial and accurate, key and difficult points are highlighted, ideological and political elements are incorporated, content is updated in time, and theory is connected with practice.
Teaching Methods (20 points)	Uses diverse teaching methods, emphasizes teacher-student interaction, inspires students to think, innovate, and engage in inquiry-based learning, and develops their ability to identify, analyze, and solve problems.
Teaching Effectiveness (20 points)	Teaching is effective, the class is engaging and appealing, student participation is high, teacher-student interaction is positive, and the expected objectives for knowledge, ability, and character development are achieved.
Teaching Management (10 points)	Teaching management is rigorous, with strict attendance checks, orderly classroom discipline, and conscientious assignment arrangement and grading.