

Regulations for the Implementation of Teaching Performance Improvement Project at I-Shou University

Adopted on December 12, 2008, at the second meeting of the University Academic Council in the first semester of the academic year 2008

Adopted on May 28, 2010, at the second meeting of the University Academic Council in the second semester of the academic year 2009

Adopted on July 23, 2010, at the eleventh meeting of the University Administration Council in the second semester of the academic year 2009

Promulgated with the consent of the President dated July 30, 2010

Amendments to the Regulations promulgated with the consent of the President dated December 19, 2013

Amendments to Articles 2-9 promulgated with the consent of the President dated May 24, 2017

Amendments to Articles 3, 5, and 10-13 adopted by the University Administration Council on November 21, 2018, and promulgated with the consent of the President dated November 23, 2018

Amendments to Articles 1, 2, 4, 6, and 11 adopted by the University Administration Council on December 16, 2020, and promulgated with the consent of the President dated January 4, 2021

Amendments to the Regulations adopted by the University Administration Council on December 24, 2025, and promulgated with the consent of the President dated January 7, 2026

Article 1 The Regulations for the Implementation of Teaching Performance Improvement Project at I-Shou University (hereinafter referred to as “the Regulations”) are made by I-Shou University (hereinafter referred to as “the University”) with the aim of improving its faculty members’ teaching competence and promoting a peer tutoring mechanism.

Article 2 To bring the Teaching Performance Improvement Project (hereinafter referred to as “the

Project”) into full play, every academic year, the Center for Teaching and Learning Development of the Office of Academic Affairs (hereinafter referred to as “the Center”) invites experienced faculty members to serve as mentors. Before a new academic year begins, the Dean of Academic Affairs recommends several faculty members who have performed well in teaching and counseling, will bring a wealth of experience to peer faculty members, and demonstrate a deep devotion to service to the President for selection and appointment. After being ratified by the President, the list of mentors will be announced by the Center.

The Center will organize a team comprising both former and current mentors. Based on the requirements of faculty members or resolutions adopted by the Teaching Performance Improvement Committee (hereinafter referred to as “the Committee”), mentors shall provide individual consultations, group workshops, classroom observations, diagnosis of teaching issues, and other forms of mentoring assistance conducive to enhancing teaching quality.

The implementation details of the aforementioned mentoring assistance shall be announced separately by the Center.

If a mentor has failed the faculty evaluation in the previous academic year or the final teaching survey in the previous semester, they shall be removed from the register of mentors. If a mentor resigns from the University or retires, they will be exempted from being listed on the register of mentors.

Article 3 Participants in the Project are full-time faculty members of the University who meet one of the following requirements:

1. Having failed the final teaching survey in the previous semester;
 2. Having failed “Teaching” in the faculty evaluation in the previous academic year;
- or
3. Having been recommended by an academic unit to participate in the Project.

Article 4 The Center establishes the Teaching Performance Improvement Committee to deliberate and decide matters related to the Project.

The Committee consists of the Dean of Academic Affairs, the Deputy Dean of Academic Affairs, and incumbent mentors. The Committee shall meet at least once each semester. The Dean of Academic Affairs serves as the chairperson and convener, and the Director of the Center serves as the executive secretary. The Committee may invite persons it thinks necessary to attend committee meetings as participants without the power to vote.

Article 5 For faculty members who satisfy one of the requirements specified in Article 3, the Committee will decide which type of consultation and how many times each faculty

member shall take after taking their individual situations into consideration.

If a faculty member has been notified by the Committee to participate in the Project, but does not take part in any activity as designated by the Committee, the Center will report to the University-level Faculty Evaluation Committee, and the faculty member will lose points for certain sub-items of the faculty evaluation.

Article 6 Mentors and administrative personnel involved in the Project shall keep all information confidential. No information shall be provided or disclosed to a third party without prior approval of participating faculty members.

Article 7 To maintain the quality of consultation on teaching competence, each mentor is responsible for up to two cases (including both individual consulting and diagnosis of teaching issues) each semester. Mentors offering consultation and assistance are entitled to consultation fees.

Article 8 The Regulations become effective on the third day of promulgation after being adopted by the University Administration Council and ratified by the President.

Note: In case of any disputes or misunderstandings regarding the interpretation of the language or terms of the Regulations, the Chinese language version shall prevail.