

Regulations for the Implementation of Teaching Performance

Improvement Project at I-Shou University

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

Amendments to Articles 2-9 promulgated with the consent from the President dated on 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 from the President dated on 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 from the President dated on January 4, 2021

- 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 competencies 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 on teaching and counseling, will bring a wealth of experience to mentees, and show 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 that consists of both former and incumbent mentors to provide faculty members with consulting services on teaching skills, mock teaching interviews, and so on.

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

Article 3

The supportive measures provided under the Project include:

1. Individual consulting: A faculty member in need of consultation chooses one mentor from the mentor team, and then receives individual consulting from the mentor via face-to-face, telephone, or email interviews.
2. Group learning: The Center organizes a wide variety of teaching-centered seminars, workshops, and teaching demonstrations.
3. Microteaching: A faculty member in need of consultation chooses two mentors from the mentor team to form a peer mentoring team. The two mentors will make comments and suggestions on the faculty member's teaching demonstration.
4. Peer observation: The Center forwards information about courses and class sessions thereof that may be available for peer observation to faculty members in need of peer observation, and then makes a proper match between faculty members being observed and faculty members in need of peer observation. Peer observation will begin after the approval from faculty members being observed has been obtained.

Article 4

Mentees under 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 to gain at least 60 points for basic performance on teaching under the faculty evaluation in the previous academic year;
3. having been recommended by an academic unit to participate in the Project; or
4. showing a great interest in participating in microteaching.

Article 5 The Center establishes the Teaching Performance Improvement Committee (hereinafter referred to as "the Committee") to deliberate and decide matters relating to the Project.

The Committee consists of the Dean and the Deputy Dean of Academic Affairs as well as incumbent mentors. Committee members shall meet at least once every 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 6 For mentees who satisfy one of the requirements mentioned in Subparagraphs 1-3 in Article 4, the Committee will decide which type of consultation and how many times each mentee shall take after taking their individual situations into consideration.

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

Article 7 Individual Consulting:

1. A mentee in need of individual consulting shall complete and submit the Application Form for Participation in Teaching Performance Improvement Project to the Center by a given deadline. After the application is granted, the mentee can directly contact his/her mentor for consultation.
2. After each consulting session, the mentor shall fill out a consulting record sheet, including the consulting content, the mentee's strengths and weaknesses, and possible improvement measures. These record sheets shall be submitted to the Center at the end of every month or the semester for future reference.
3. After the consultation is completely done, the mentee and the mentor shall fill out a feedback form on individual consulting, respectively, and then submit the form to the Center for future reference.

Article 8 Group Learning:

1. Every semester, the Center makes public the date, time, and venue of each teaching-centered seminar, workshop, and teaching demonstration that is scheduled to be held.
2. Faculty members may sign up for seminars, workshops, and teaching demonstrations they are interested in. The duration in which a faculty member participates in a seminar, workshop, or teaching demonstration will be calculated based on the time he/she arrives and leaves, respectively, and additional points

to the faculty evaluation will be awarded in accordance with the Principles for Scoring Criteria for Participation in Teaching Development Activities.

Article 9 Microteaching:

1. A mentee in need of microteaching chooses two mentors from the mentor team to form a peer mentoring team, and then completes and submits the Application Form for Participation in Teaching Performance Improvement Project to the Center by a given deadline.
2. Before microteaching begins, the mentee shall provide the mentors with a lesson plan for microteaching on a course he/she teaches.
3. The mentee gives a teaching demonstration, and the mentors may watch the demonstration live or via videoconferencing, or watch the videotaped demonstration. The mentors then make suggestions and comments on the mentee's classroom instruction and teaching skills as well as offer possible improvement measures.
4. The mentors shall fill out a feedback form for the teaching demonstration individually and a form for suggestions about the teaching demonstration jointly in order to provide the mentee with suggestions and possible improvement measures.

Article 10 The implementation of peer observation shall be subject to the Guidelines on the Implementation of Peer Observation at I-Shou University

Article 11 Mentors and administrative personnel involved in the Project shall keep all information confidential. No information shall be provided or disclosed to a third party unless prior consent has been obtained from the mentee concerned.

Article 12 To maintain the quality of consultation on teaching competencies, each mentor is responsible for up to two cases (including both individual consulting and microteaching) every semester. Mentors offering consultation and assistance are entitled to consultation fees.

Article 13 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 the event of any disputes or misunderstanding as to the interpretation of the language or terms of the Regulations, the Chinese language version shall prevail.