

National Sun Yat-Sen University

Regulations for Follow-up of the Teaching Survey and Improvement of the Teaching Quality

Approved at the 5th administrative meeting during the 2nd semester of the 2008 academic year, April 15, 2009

Modified and approved at the 4th administrative meeting during the 1st semester of the 2009 academic year, October 14, 2009

Modified and approved at the 8th administrative meeting during the 1st semester of the 2010 academic year, December 22, 2010

Modified and approved at the 8th administrative meeting during the 1st semester of the 2011 academic year, December 28, 2011

Modified and approved at the 10th administrative meeting during the 1st semester of the 2013 academic year, January 8, 2014

Modified and approved at the 8th administrative meeting during the 2nd semester of the 2017 academic year, June 20, 2018

Modified and approved at the 8th administrative meeting during the 2nd semester of the 2018 academic year, May 29, 2019

Modified and approved at the 9th administrative meeting during the 1st semester of the 2019 academic year, December 25, 2019

Modified and approved at the 8th administrative meeting during the 2nd semester of the 2021 academic year, May 25, 2022

- Article 1 The “Regulations for Follow-up of the Teaching Survey and Improvement of Teaching Quality” (hereinafter referred to as the “Regulations”) is established to implement the follow-up of the teaching survey and improvement of the teaching quality.
- Article 2 The Regulations are implemented once a year for courses given in the last semester.
- Article 3 Courses that meet one of the following requirements need to be improved according to the Regulations:
1. The teaching survey shows a satisfaction score of less than 4.2 points (seven-point scale); or
 2. The teaching survey shows a satisfaction score of less than 4.9 points (seven-point scale) and the teacher of the course has had more than 10 questionnaires of the Survey on the Satisfaction of the Graduates with the Department/Institute and Teacher returned within each year with a satisfaction score of less than 4.9 points (seven-point scale).
- Article 4 The Office of Academic Affairs may provide suggestions for the Faculty Evaluation Committee of the department/institute for the part-time teacher who needs to improve his/her teaching quality and not renew the employment agreement with the teacher.
- Article 5 For a full-time teacher and professor of practice (hereinafter referred to as full-time teacher) who needs to improve his/her teaching quality, the supervisor of the college (colleges of Siwan, Semiconductor and Advanced Technology Research, Banking and Finance are included) to which the teacher concerned belongs shall, after receiving the notification from the Office of Academic Affairs, convene with the supervisor of the department/institute/group to which the teacher concerned belongs, the mentor, and senior teacher of the university (a total of 5 to 7 members) to form a teaching improvement team. Depending on the actual situation, the teaching improvement team may assist the teacher with improvement of the teaching quality by interviewing students and teachers or viewing the actual teaching practice. The teaching improvement team shall make a teaching improvement plan in the current semester and submit a teaching

improvement report before the end of the next semester, which will be approved by the supervisor of the college (center) and forwarded to the Office of Academic Affairs for reference.

The teaching improvement plan includes the following items:

1. Teaching improvement items;
2. Assessment of the resources needed for the teaching improvement action;
3. Teaching improvement variants;
4. Expectable improvement results.

The teaching improvement report includes the following items:

1. Teaching improvement records;
2. Actual achievement of the teaching improvement;
3. Evaluation of overall improvement and suggestions.

Article 6 For a full-time teacher who needs to improve his/her teaching quality, the college (center) or department/institute/group to which the teacher concerned belongs may provide the following teaching resources according to the suggestion of the teaching improvement team to assist the teacher with improvement of the teaching quality.

1. Coordinating to change the subject of the course;
2. Providing teaching aids, materials and other resources;
3. Designating a mentor to improve the teaching methods;
4. Adjusting the teaching load of the teacher;
5. Assigning an assistant for assistance with teaching;
6. Providing the opportunity for visiting and learning from outstanding teachers to improve the teaching achievements with the help of the micro-teaching lab mechanism;
7. Carrying out teaching survey during the teaching improvement period; and
8. Providing other resources helpful for the improvement of the teaching quality.

Article 7 For a full-time teacher who needs to improve his/her teaching quality should participate in Microteaching, collaborative learning, classroom observation...etc. at least twice during the nearest academic year.

For a full-time teacher who needs to improve his/her teaching quality again during three academic years needs to meet face to face with the vice president of office of academic affairs and keeps interview records, the others will follow accordingly.

Article 8 If the evaluation questionnaire for the instructor's teaching is abnormal for the part of "teaching lecture in person," "be punctual for the course," and "abnormal qualitative opinion" twice during two academic years, the office of Academic Affairs should notify the chair of the department to understand and assist the teacher improve instruction. Dean of the office of Academic Affairs could also meet face to face with the teacher if necessary:

1. The proportion is higher than 10 percentages for the part of "The instructor missed three lectures" and "The instructor missed four or more lectures." (only one valid copy is excluded).
2. The proportion is higher than 10 percentages for the part of "The instructor was often late" and "The instructor was mostly late." (only one valid copy is excluded).

3. The same qualitative opinion appears three times or the proportion of abnormal opinion in general higher than 30 percentages.

Article 9 Courses that fulfill the requirements of article 3 and are requested to make refinements may be exempted from the procedures in article 4 and 5 under the following two conditions. The Office of Academic Affairs will file a report to the department office for reference after a hearing with the teacher.

1. Less the 10 questionnaires of teaching survey are retrieved, and the recalculated satisfaction score reach 4.9 when the questionnaire with the lowest satisfaction score is omitted. Or when there is only one questionnaire.
2. Teachers whose average satisfaction scores of the previous 6 semesters (that semester not included) is above 5.6, and has not opened any course that requires improvement.

Article 10 As for the result that is not so marked, the vice president of office of academic affairs shall invites five to seven committee members to carry out teaching improvement measures under school level by grouping task force.

Article 11 For a full-time teacher who meet the requirement of the followings, the Office of Academic Affairs shall provide at least one to two reports with directions on how to improve the teacher's performance and make a submission to the department/institute, college, University Evaluation Committee, the Teacher Assessment Committee of the college as a reference for the employment agreement, renewal, upgrade, teacher evaluation, sabbatical leave, salary increase, secondment, teaching within the school:

1. Courses lasting for longer then three semesters taught by teachers teaching full-time for less then three years are subject of follow-up.
2. Courses meet the requirement of article 5 again after finishing teaching improvement procedure.
3. Courses meet the requirement of article 10.

Article 12 The Regulations are approved at the administrative meeting of the university and implemented after approved by the president. The same procedure is applicable to the amendment of the Regulations.

中英文版本如有牴觸或不相符之處，應以中文版本為準。

The regulations in English are translated from the original Chinese. In the event of any discrepancies between the two versions, the Chinese version prevails.

國立中山大學教學意見調查追蹤改善精進教學實施要點

98.04.15	97學年度第二學期第5次行政會議通過
98.10.14	98學年度第一學期第4次行政會議修正通過
99.12.22	99學年度第一學期第8次行政會議修正通過
100.12.28	100學年度第一學期第8次行政會議修正通過
103.01.08	102學年度第一學期第10次行政會議修正通過
107.06.20	106學年度第二學期第8次行政會議修正通過
108.05.29	107學年度第二學期第8次行政會議修正通過
108.12.25	108學年度第一學期第9次行政會議修正通過
111.05.25	110學年度第二學期第8次行政會議修正通過

一、為落實教學意見調查持續改善精進教學機制，特訂定「國立中山大學教學意見調查追蹤改善精進教學實施要點」(以下簡稱本要點)。

二、本要點每學期實施一次，係針對前一學期所開設之課程。

三、本要點所訂之需改善精進課程需符合下列任一條件：

(一) 教學意見調查滿意度在 4.2 分以下 (七分量表)。

(二) 教學意見調查滿意度在 4.9 分以下 (七分量表)，且該課程授課教師兩年內每年「畢業生對系所與任課教師滿意度問卷」回收卷數達 10 份以上，其對教師滿意度在 4.9 分以下 (七分量表)。

四、需改善精進課程之兼任教師，由教務處提供系所教評會建議不予續聘。

五、需改善精進課程之專任教師、約聘教師與專業技術人員 (以下統稱專任教師) 所屬學院、西灣學院、半導體及重點科技研究學院及國際金融研究學院 (以下統稱學院)；主管應於接獲教務處通知後，邀集該教師系所 (教育中心) 主管以及本校資深教師等五至七人組成教學精進小組。

教學精進小組得視實際情況，採學生訪談、教師訪談、實際教學觀摩等方式協助教師改善教學。教學精進小組應於當學期提出教學改善精進計畫，並於次一學期結束前提出教學改善精進報告，經學院主管核定後送教務處存查。

教學改善精進計畫應包括以下各項：

(一) 教學改善精進項目。

(二) 教學改善精進所需資源評估。

(三) 教學改善精進方案。

(四) 預期改善成效。

教學改善精進報告應包括以下各項：

(一) 教學改善精進紀錄。

(二) 實際達成之成效。

(三) 整體改善成效評估及建議。

六、需改善精進課程之專任教師所屬學院、系所（教育中心）得依教學精進小組建議提供以下教學資源，以協助教師提升教學品質。

- （一）協調變更授課科目。
- （二）提供教具與教材資源。
- （三）指派教學領航教師改善其教學。
- （四）調整教師教學負擔。
- （五）提供教學助理協助教學。
- （六）提供教學優良教師課堂教學觀摩機會，輔以微型教學機制以提升教學成效。
- （七）進行教學改善精進期間之教學意見調查。
- （八）其他有助改善教學品質之資源。

七、需改善精進之專任教師應於一學年內參與教務處承辦之微型教學、共學群教師社群活動、教學觀課或跨領域教師教學知能相關研習/工作坊至少二場。

專任教師三學年內再次達需改善精進課程條件者，應由教務長於當學期進行晤談並留存紀錄。

八、教師之教學意見調查問卷於親自授課、準時出席授課題項及質性意見在二學年內有二次異常者，教務處應通知教師所屬單位主管進行瞭解及協助教師改善，必要時教務長得進行晤談。異常情形如下：

- （一）【有3次未親自授課】及【有4次以上未親自授課】占該題項回收份數之比重達10%以上。（若僅有1份不計）
- （二）【經常遲到早退】及【幾乎都遲到早退】占該題項回收份數之比重達10%以上。（若僅有1份不計）
- （三）相關質性意見同一事件異常狀況達3筆意見或整體異常意見筆數達三成以上。

九、符合本要點第三點需改善精進課程有下列情形之一者，免依第四、五點程序辦理，逕由教務處通知教師說明後副知系所備查：

- （一）教學意見調查回收份數在10份以下，刪除最低分問卷一份後有效問卷為0份或重計算其滿意度達4.9分。
- （二）教師前六學期（不含當學期）課程之教學滿意度平均達5.6分以上，且無符合追蹤改善精進之課程。

十、本要點規範之改善精進機制倘因故未能依限執行，或顯未符成效時，教務長得視需要邀集五至七位委員組成校級教學精進小組，進行校級改善精進措施。

十一、需改善精進課程之專任(含專案約聘)教師有以下情形之一者，教務處應提供該教師最近一至二次之教學改善精進報告及第八點規範活動之參加紀錄，送系所、院、校教評會或院教師評鑑委員會作為續聘、升等、教師評鑑、休假研究、年資加薪、借調、校外兼課等之教學績效審議依據：

- （一）近三學年內所授課程有三個學期以上被列為追蹤之課程。
- （二）完成第五點改善精進程序結束後同一課程仍再次達需改善精進課程條件。
- （三）符合第十點進入校級改善精進程序。

十二、本要點經行政會議通過，陳請校長核定後實施，修正時亦同。