

Guidelines for the Implementation of the Feedback and Support System for Teaching at National Taipei University of Education

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- 一、 In order to assist teachers in understanding students' feedback on their teaching and use it to improve the quality of instruction and enhance students' learning outcomes, these guidelines are established.
- 二、 At the end of each semester, a student-centered questionnaire survey will be conducted for all courses in the undergraduate, master's, doctoral, and executive master's programs, excluding service-learning courses and approved project-based courses.
For courses with collaborative teaching, students will only provide feedback on the teaching performance of the primary instructor, or alternative arrangements may be made based on special approvals.
Collaborative teaching hours below 0.5 hours (excluding) will be excluded from the implementation scope.
- 三、 The following thresholds should be met for the valid number of questionnaire responses from each program type in order to include the results in the statistical analysis for points five and six:
For doctoral courses: 2 or more questionnaire responses
For master's courses: 4 or more questionnaire responses
For undergraduate courses: 10 or more questionnaire responses
For executive master's program courses: 7 or more questionnaire responses.

- 四、 The student-centered questionnaire for learning outcomes will be conducted online through a web-based platform. The Office of Academic Affairs will be responsible for the statistical analysis and data interpretation. Students will be required to complete all the student-centered questionnaires for the current semester before being eligible to enroll in courses for the following semester.
- 五、 The statistical results of the student-centered questionnaires will serve as reference for course instructors and department heads to understand teaching effectiveness and make improvements. Course instructors, department heads, program directors, deans, the Director of Teaching Development Center, the Director of Teacher Education Office, the Director of General Education Center, the Dean of Academic Affairs, the Director of Continuing Education and Extension, Vice Presidents, and the President have the authority to access the aforementioned results. The overall statistical analysis results may be referenced by the President, Vice Presidents, the Dean of Academic Affairs, the Director of Continuing Education and Extension, and deans of each college. Appointing units and colleges may utilize the questionnaire statistical results as part of teacher evaluations and promotion considerations.

Personnel involved in handling questionnaire statistical data are responsible for maintaining confidentiality due to the nature of their duties.

- 六、 If the average score of the student-centered questionnaire statistical results is below 3.0, a Final Teaching Evaluation Support Team will be formed, consisting of the Vice Presidents, the Dean of Academic Affairs, the Director of Teaching Development Center, the Director of Continuing Education and Extension, the dean of the respective college, and the course instructor's immediate supervisor. The team will review the investigation results to ensure their accuracy.
- 七、 For instructors whose average score in the student-centered questionnaire statistical review is below 3.0, the following counseling mechanisms will be implemented:
- (一) Full-time instructors who have an average score below 3.0 in at least 2 subjects for two consecutive years should submit an improvement plan by a designated date. The plan should be reviewed and approved by their immediate supervisor and submitted to the Teaching Development Center for record. The Final Teaching Evaluation Support Team will then discuss and recommend the following counseling actions:
- a. Coordinate with the department to change the assigned subjects.
 - b. Arrange for experienced instructors to assist in teaching.
 - c. Invite excellent instructors for classroom observation.
 - d. Assist the department in conducting teaching process-oriented questionnaire

surveys.

e. Provide suggestions for other practices that can improve teaching quality.

(二) For part-time instructors and industry experts whose average score in the student-centered questionnaire is below 3.0 in at least 1 subject, the matter should be reported to the teaching evaluation committee of their affiliated unit for teaching improvement and counseling. Their reappointment should be approved by the relevant teaching evaluation committees at different levels.

(三) During the counseling period mentioned in the first provision, the instructed teachers should not exceed the assigned teaching hours, receive additional overtime pay, or teach outside the university.

(四) The effectiveness of the counseling for the instructed teachers mentioned in the first provision will be discussed by the Final Teaching Evaluation Support Team based on the following criteria:

- a. The teaching improvement plan proposed by the instructor.
- b. Supporting documents related to the counseling process.
- c. Results of the end-of-term student-centered questionnaire.
- d. Explanation of teaching improvement.

The effectiveness of the counseling for the instructed teachers can be considered by the department, college, and university-level teacher evaluation committees based on the decision of the Final Teaching Evaluation Support Team.

(五) When hiring new instructors, each unit should verify whether the candidate has served as a part-time instructor or industry expert at the university. The results of the student-centered questionnaire during their time as part-time instructors at the university should be taken into consideration in the hiring process.

八、 The guidelines shall be implemented after being reviewed and approved by the administrative meeting.