

# CYCU Enforcement Rules Regulations on Faculty Evaluation of the School of Design

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Revised by the 113-1-4 University Faculty Review Committee on December 27, 2024.

Article 1 These enforcement rules are established in accordance with Article 4 of the Chung Yuan Christian University Regulation on Faculty Evaluation.

Article 2 Full-time faculty members of the School of Design (hereafter referred to as "the School") are subject to evaluations in teaching, research, and service (including consultation). These requirements are not applicable to visiting or project-based faculty.

Article 3 The evaluation for faculty members in the School is divided into teaching, research, and service (including consultation), with a total score of 100 points. A score of 70 points is required to pass. Faculty members who do not pass must undergo counseling.

The proportions for evaluation criteria are: teaching 30%–55%, research 30%–55%, and service (including consultation) 15%–40%. Faculty members may choose distribution ratios within these ranges to ensure a total score of 100%.

For those primarily engaged in administrative tasks, as specified under Article 15 of the Chung Yuan Christian University Regulation on Faculty Evaluation, the proportions are: teaching 10%–30%, research 10%–30%, and service (including consultation) 60%–80%, totaling 100%.

The scoring sheet for faculty evaluation at the School is outlined in Appendix 1. The evaluation criteria and standards for each category are determined by the University Faculty Review Committee.

Article 4 The scoring for the teaching evaluation comprises a basic component worth 50 points and a development component worth 50 points (with 35 points allocated for quantitative criteria and 15 points for qualitative criteria), yielding a total of 100 points. If the basic component score is below 40 points, no additional points may

be awarded from the development component.

The evaluation criteria and standards for teaching are outlined in the "Chung Yuan Christian University Faculty Evaluation - Teaching Assessment Criteria and Standards," as approved by the University Faculty Review Committee and detailed in Appendix 2.

Article 5 The baseline score for the research evaluation is set at 50 points, with a development component worth an additional 50 points (comprising 35 points for quantitative criteria and 15 points for qualitative criteria), yielding a total of 100 points.

The evaluation criteria and standards for research are outlined in the "Chung Yuan Christian University Faculty Evaluation - Research Assessment Criteria and Standards," as approved by the University Faculty Review Committee and presented in Appendix 3.

Article 6 The service evaluation (including counseling) consists of a basic component worth 50 points and a development component worth 50 points (with 35 points for quantitative criteria and 15 points for qualitative criteria), yielding a total of 100 points.

The evaluation criteria and standards for service (including consultation) are established in the "Chung Yuan Christian University Faculty Evaluation - Service (Including Consultation) Assessment Criteria and Standards," approved by the University Faculty Review Committee and provided in Appendix 4.

Article 7 Faculty members who achieve a performance score below 75 points in their evaluations shall receive support from the School to assist in their improvement.

Article 8 Any matters not explicitly addressed in these rules shall be resolved by the School Affairs Meeting in accordance with the relevant regulations of the University.

These rules shall take effect following their approval by the School Affairs Meeting and subsequent ratification by the University Faculty Review Committee.

## Scoring Sheet for Faculty Evaluation at the School of Design,

### Chung Yuan Christian University

#### I. Teaching Evaluation Criteria

Basic component: 50 points; Development component: 50 points (35 points for quantitative criteria and 15 points for qualitative criteria). If the basic component score is below 40 points, no additional points may be awarded from the development component, with a total maximum score of 100 points.

\* Data is based on information from the last three academic years.

<b>Basic Component (50 points)</b>						
Faculty members must meet the following basic component to receive 50 points. Scoring criteria are as follows:						
Indicators	Components	Scoring Criteria	Self-Assessment Score		Departmental Preliminary Review	Review Score
			Deductions	Points Earned		
Teaching Obligation Hours	1. Each faculty member must teach the required hours as per university regulations (deducting reduced hours).	Failure to meet the required hours will result in a deduction of 2 points per hour under the requirement of the academic year.				
Curriculum Planning Ability	2. Course syllabi must be posted online each semester and evaluated as complete by the Departmental Curriculum Committee.	Failure to post a syllabus online will result in a deduction of 2 points per course; failure to be rated as complete will result in a deduction of 2 per course.				
Student Consultation Hours	3. Faculty must schedule at least 3 hours per week for student consultation during the semester.	Failure to establish or adhere to this schedule will result in a deduction of 2 points per semester.				

Student Evaluation of Teaching	4. Each course's teaching evaluation score must be above 3.5 each semester.	If a course ranks in the bottom 10% of the School and has a score below 3.5, 2 points will be deducted per course.				
Continuous Improvement of Teaching Effectiveness	5. Faculty whose teaching evaluation scores for any course fall below 3.5 in a semester must review feedback regarding teaching evaluations, innovative teaching methods, materials development, classroom management, etc., and submit a report with recommendations for improving their teaching methods and content.	Failure to submit this report will result in a deduction of 4 points per semester.				
Faculty members who do not comply with departmental or university teaching policies or relevant regulations may have additional penalties imposed by the evaluation committee, with deductions up to a maximum of 10 points from the basic component score.		With deductions up to a maximum of 10 points from the basic component score				
<b>Subtotal for Basic Components (50 points)</b>						

**Development Component: (1) Quantitative Items (35 points)**

Scores exceeding 35 points are capped at 35 points. Scoring criteria are as follows:

**Common Section**

Indicators	Components	Scoring Criteria	Self-Assessment Score	Departmental Preliminary Review	Review Score
1. High Teaching Quality	1-1 Teaching Evaluation	For programs in the top 75% to 45% of the School (including required and elective courses), 0.5 points will be awarded per course; for programs in the top 45% to 15%, 1 point will be awarded per course; for programs in the top 15%, 1.5 points will be awarded per course.			
	1-2 Course Syllabus	Courses rated as excellent by the Departmental Curriculum Committee each semester will earn 1 point per course. If the teaching materials are posted online (i-learning platform) and evaluated as A grade, an additional 1 point will be awarded per course.			
	1-3 Certification for English Professional Courses	Courses certified as excellent by the assessment will earn 2 points; those rated as good will receive 1 point; those rated as satisfactory will earn 0.5 points.  Total for 1-1, 1-2, and 1-3: A maximum of 20 points may be awarded.			

2. Course Management and Interaction	Courses must include interactions with students using the i-learning platform each semester.	If the effectiveness of use is rated in the top 20% of courses, an additional 1 point will be awarded per course.			
3. Teaching Awards and Honors	3-1 Awarded Excellent Teacher at University Level within the Past Three Years	10 points for each instance			
	3-2 Awarded Outstanding Teacher at University Level	20 points for each instance			
	3-3 Awarded Teaching Honors by External Credible Organizations, acknowledged by the School Faculty Review Committee, will receive corresponding points.	Up to 20 points can be awarded.			
4. Contribution to Teaching Resources	4-1 Government-Led Educational Improvement Programs, such as the Ministry of Education's Science and Technology Education Improvement Program or the Higher Education Deepening Program	The principal investigator (including executive directors) will earn 15 points; co-investigators will earn 8 points; serving as a consultant for the Higher Education Deepening Program will earn 2 points.			
	4-2 Various Teaching Resources and Material Production Subsidies from the University	Completion rated as excellent will earn 3 points per component.			

5. Professional Growth of Faculty	Participation in the "National University Faculty Teaching Professional Certification Program" and passing certification at each stage	2 points will be awarded each semester.			
6. Participation in Policy Courses	6-1 Executing the University's interdisciplinary programs and employment programs as a host	10 points will be awarded per academic year.			
	6-2 Supporting the University's policy-driven special teaching, such as professional courses taught in English, service-learning courses, internship courses, summer courses, creativity, innovation and entrepreneurship courses, professional ethics courses, and specialty courses (Note: professional courses taught in English that are part of the Department of Applied Linguistics and Language Studies are not included.)	2 points will be awarded per semester for each class.			
	6-3 Offering asynchronous and distance learning and MOOCs courses	5 points per subject per semester			

	6-4 Obtaining certification from the Ministry of Education for distance learning courses and offering such courses	10 points per subject per semester  Total points for 6-1 to 6-4: A maximum of 15 points can be awarded.			
7. Innovation and Development of Teaching Materials	Publishing and compiling textbooks, packaged teaching materials, or teaching software	15 points per book/package for those completed individually; 5 points for those revised or co-authored.			
8. Teaching Innovation	8-1 Curriculum Innovation: Offering innovative courses such as problem-based learning or project-based learning (PBL), micro, and deep-bowl courses	5 points per subject per semester			
	8-2 Methodological Innovation: Utilizing innovative teaching methods such as flipped classrooms, digital technology, and activity-facilitated learning (AFL)	5 points per subject per semester  Total points for 8-1 and 8-2: A maximum of 15 points can be awarded.			



**Departmental Section**

1.Departmental Teaching and Participation	1-1 Planning or executing departmental exhibitions, graduation exhibitions, and other types of design teaching outcome exhibitions, student design competitions, or design teaching or competition workshops:	The scoring criteria are as follows: 10 points for international participation, 7 points for cross-strait activities, 5 points for inter-university collaboration, and 3 points for activities within the university; participation in international or cross-strait activities earns an additional 2 points each time, and inter-university activities earn 1 point each time.			
	1-2 Responsible for planning and executing departmental "Off-Campus Teaching (Field Teaching)	For domestic activities lasting 3 days or more, 3 points per instance; for international activities of 4 to 7 days, 5 points per instance; for activities lasting 8 days or more, 7 points per instance; and for those lasting 30 days or more, 10 points per instance.			
	1-3 Invited to evaluate design teaching off-campus	1 point per instance.			
	1-4 Each faculty member must offer at least one independent course at the undergraduate level each academic year, scheduling classes for at least 3 days per week each semester.	Failure to meet this requirement will result in a deduction of 2 points per academic year. However, full-time faculty who have special circumstances approved by the School will be exempt from this penalty.			

	1-5 Guiding student projects or thesis work	<p>Guiding graduate students' theses, technical reports, or creative reports earns 2 points for each graduating student, up to a maximum of 10 points. Guiding student project research or theses that win awards will earn 3 points per instance. Guiding award-winning student theses will earn 5 points per instance. (Note: Points cannot be counted against items 12 and 14 in the research and development component.)</p> <p>Total for 1-1 to 1-5: A maximum of 15 points can be awarded.</p>			
2.Course Management and Interaction	Other outcomes related to innovative methods of Course Management and Interaction	Reviewed by the School Faculty Review Committee, which will assign appropriate scoring			
3.Contribution to Teaching Resources	Other outcomes related to securing external resources	Reviewed by the School Faculty Review Committee, which will assign appropriate scoring			
4.Participation in Policy Courses	Other outcomes related to participation in policy-driven courses at the University	Reviewed by the School Faculty Review Committee, which will assign appropriate scoring			
5.Innovation and Development of Teaching Materials	Other outcomes related to innovations in teaching materials	Reviewed by the School Faculty Review Committee, which will assign appropriate scoring			
<b>Subtotal for Development Component: (1) <u>Quantitative Items (35 points)</u></b>					

**Development Component: (2) Qualitative Items (15 points)**

Other teaching-related matters, both within and outside the University, that have concrete evidence can be enumerated by the faculty members for evaluation by the Faculty Evaluation Committee.

Scores exceeding 15 points are capped at 15 points. Scoring criteria are as follows:

<b>Subtotal for Development Component: (2) <u>Qualitative Items (15 points)</u></b>	Self-Assessment Score	Departmental Preliminary Review	Review Score

Components		Self-Assessment Score	Review Score
<b>Basic Component</b>	Subtotal (Maximum 50 points)	points	points
<b>Development Component</b>	(1) Quantitative Items Subtotal (Maximum 35 points)	points	points
	(2) Qualitative Items Subtotal (Maximum 15 points)	points	points
<b>Total Score for Teaching Evaluation</b>		<b>points</b>	<b>points</b>
<b>Teaching Self-selection Ratio</b>		%	
<b>Score for Teaching Evaluation (Total Score × Self-selection Ratio) =</b>		<b>points</b>	<b>points</b>

**Teacher's Signature: \_\_\_\_\_**

## II. Research Evaluation Criteria

Basic Components: 50 points; Development Components: 50 points (Quantitative Components: 35 points and Qualitative Components: 15 points), with a total of 100 points.

\* Data is based on information from the last three academic years.

\* Papers and patents are categorized by publication year, while projects are categorized by the starting academic year.

### Basic Components (50 points)

A faculty member who fulfills any one of the following criteria from 1-4 in the past three years receives a basic score of 40 points; fulfilling two or more criteria results in a basic score of 50 points. The outcomes provided by the evaluated faculty member are determined by the School-level teacher review committee:

Components	Tick if applicable	Self-Assessment Score	Departmental Preliminary Review	Review Score
1. Published an academic or creative work once, in accordance with the university's guidelines for research or creative achievement reward.				
2. Served as a co-principal investigator or higher in two external grant projects (must be applied through Chung Yuan Christian University) or applied for one research project from the National Science and Technology Council.				
3. Attended two academic seminars or one international academic conference, and been invited to lecture, serve as a moderator, commentator, or present a paper.				
4. Criteria set by the School based on academic-specified components (only one can be counted). 4-1. Personal creative portfolio or public exhibition 4-2. Practical design portfolio 4-3. Publication of articles or special studies related to design or creativity 4-4. Publication of specialized books related to design				
<b>Subtotal for Basic Components (50 points)</b>				

**Development Components: (1) Quantitative Components (35 points)**

Scores exceeding 35 points are capped at 35 points. Scoring criteria are as follows:

Indicators	Components	Scoring Criteria	Self-Assessment Score	Departmental Preliminary Review	Review Score
1. Research Awards and Honors	1-1 Selected for flexible salary based on university research criteria.	Each occurrence adds 20 points			
	1-2 Selected for outstanding research at the university.	Each occurrence adds 30 points			
	1-3 Selected for a national award.	Each occurrence adds 35 points			
2. Journal Publication	Published papers in peer-reviewed academic journals or conference proceedings according to Article 4 of the university's research output reward guidelines.	First-tier rewards: 20 points per paper; second-tier rewards: 16 points per paper; third-tier rewards: 13 points per paper; other journals: 10 points per paper, conference papers: 8 points per paper  This section is capped at 30 points.			
3. Creative Work Publication	3-1 According to Article 4 of the university's creative outcome reward guidelines.	First-tier rewards: 20 points per occurrence; second-tier rewards per occurrence: 16 points; third-tier rewards: 13 points per occurrence; fourth-tier rewards: 10 points per occurrence			

	3-2 Other public exhibitions	Other public exhibitions, 8 points per occurrence; if deemed special in nature and scale, up to 15 points, pending school-level teacher review committee review Cumulative points for 3-1 and 3-2 capped at 30			
4.Design and Planning Practices	4-1 Completion of practical design or planning works	8 points per occurrence			
	4-2 Those deemed special in nature	up to 16 points per occurrence			
	Pending school-level teacher review committee's recognition, with a cap of 20 points				
5.Research Project Execution	5-1 Lead National Science and Technology Council research or Ministry of Education teaching research projects.	12 points per project			
	5-2 Lead other research projects, cooperative education, or industry-academia collaboration projects.	Projects over 1 million TWD: 10 points each; under 1 million TWD, up to 8 points each, assessed at the average across departments			
	5-3 Serve as a co-principal investigator (sub-investigator) in projects. Half-points awarded based on above criteria.	Half-points awarded based on above criteria  Cumulative points for 5-1 to 5-3 capped at 20			

6. Research Books and Patents	<p>6-1 Publishing specialized academic books.</p> <p>6-2 Re-publication or partial publication of books.</p> <p>6-3 Acquiring patents</p>	<p>Adds 15 points per book</p> <p>Adds 5 points</p> <p>Adds 15 points per patent</p>			
7. Exhibition and Conference Planning	Involved in planning, executing, or participating in large-scale professional field research-related activities, exhibitions, or conferences.	<p>Planning or execution:</p> <p>International adds 10 points, cross-strait adds 7 points, inter-university adds 5 points, intra-university adds 3 points.</p> <p>Participation in international or cross-strait activities: Each adds 2 points, inter-university adds 1 point each.</p> <p>This section is capped at 20 points</p>			
8. Awards in Design	Recognition for research and design awards either within or outside the institution	To be verified by the school-level teacher review committee, capped at 15 points.			
9. External Professional Review	9-1 Participation in external degree thesis reviews	Adds 2 points per review, up to a maximum of 10 points			
	9-2 Serving as a judge in domestic or international professional design competitions	International competitions add 10 points, domestic competitions add 5 points			

10. Professional Design Publications	<p>10-1 Publication in professional journals or newspaper forums</p> <p>10-2 Space design (architecture, landscape, interior) works published in domestic professional magazines</p> <p>10-3 Published in international professional magazines</p>	<p>Adds 2 points per publication</p> <p>Adds 5 points per publication</p> <p>Adds 10 points per publication</p> <p>This section is capped at 15 points.</p>			
11. Professional Lectures	Internal (cross-departmental) and external professional lectures	Adds 2 points per lecture, up to a maximum of 10 points. (Note: Cannot be double-counted with service development section item 1.)			
12. Guidance on Research and Creative Projects	Guiding graduate students on theses, technical reports, or creative reports	Adds 2 points per graduate, up to a maximum of 10 points. (Note: Cannot be double-counted with teaching development section items 1-5.)			
13. Undergraduate Project Guidance Awards	Guiding undergraduate students in project research (excluding graduation design or production), including approved National Science and Technology Council undergraduate projects or other domestic and international awards	Adds 2 points per project, up to a maximum of 10 points.			



14. Project and Thesis Guidance Awards	14-1 Guiding students in winning awards for project research or theses	Adds 3 points per item			
	14-2 Guiding students in winning awards for degree theses	Adds 5 points per item. (Note: Cannot be double-counted with teaching development section items 1-5.) This section is capped at 10 points.			
15. Competition Guidance Awards	Guiding students in winning commendations or higher in design competitions	International awards add 10 points, national awards (including cross-strait) add 5 points, external adds 3 points, internal adds 2 points, up to a maximum of 10 points.			
<b>Development Components: (1) <u>Quantitative Components (35 points) Subtotal</u></b>					

**Development Components: (2) Qualitative Components (15 points)**

Faculty members should list other research-related activities both within and outside the university, providing concrete evidence for evaluation by the faculty review committee.

Scores exceeding 15 points are capped at 15 points.

<b>Subtotal for Development Components: (2)  <u>Qualitative Components (15 points)</u></b>	Self-Assessment Score	Departmental Preliminary Review	Review Score

Components		Self-Assessment Score	Review Score
<b>Basic Components</b>	Subtotal (maximum 50 points)	points	points
<b>Development Components</b>	(1) Quantitative Components Subtotal (maximum 35 p	points	points
	(2) Qualitative Components Subtotal (maximum 15	points	points
<b>Total Score for Research Evaluation Components</b>		points	points
<b>Research Self-selection Ratio</b>		%	
<b>Research Evaluation Component Score (Total Score × Self-selection Ratio) =</b>		points	points

**Teacher's Signature: \_\_\_\_\_**

### III. Service (Including Consultation) Evaluation Components

Basic Components: 50 points; Development Components: 50 points (Quantitative Components: 35 points and Qualitative Components: 15 points), with a total of 100 points.

#### Basic Components (50 points)

Faculty members who meet one of the following criteria within the past three years will receive a basic score of 50 points:

Components	Tick if applicable	Self-Assessment Score	Departmental Preliminary Review	Review Score
1. Served as a mentor for more than four semesters and attended at least one mentor meeting per semester (including those who follow university leave procedures) with an online mentor evaluation response rate of at least 40% and evaluation results within the top 80% of the entire university.				
2. Served as a career mentor for more than two academic years with all career mentor evaluations rated as passing (70 points or above).				
3. Provided care and guidance to students and participated in more than four mentoring skills workshops (including mentor meetings and career mentor meetings).				
4. Coached various sports teams in the athletic department and participated in national competitions more than twice.				
5. Guided students in projects and participated in national or international competitions more than twice.				
Faculty members who do not participate in key service and mentoring tasks, meetings, and activities at the department, school, or university level may have deductions made to their basic score by the faculty review committee, with a maximum deduction of 30 points.				
<b>Subtotal for Basic Components (50 points)</b>				

**Components: (1) Quantitative Components (35 points)**

Scores exceeding 35 points are capped at 35 points. Scoring criteria are as follows:

**Common Section**

Components	Scoring Criteria	Self-Assessment Score	Departmental Preliminary Review	Review Score
1. Awarded Excellent Mentor	Being recognized as an Excellent Mentor at the department level adds 5 points. Being recognized as an Excellent Mentor at the school level adds an additional 5 points. Being recognized as an Excellent Mentor at the university level adds another 10 points.			
2. Serving as a Freshman Mentor and successfully completing the "First Mile Care Program" with a care rate of 100% for the "Freshman Immediate Record" within the required timeframe (excluding international students)	Adds 5 points.			
3. Completing the online mentoring interaction record, achieving a response rate of over 60% in online evaluations, and scoring in the top 50% of the school	Adds 4 points per semester, up to a maximum of 10 points.			
4. Excellent evaluation as a career mentor Guiding students and completing online meeting records	Adds 3 points per academic year. Adds 2 points for more than eight records per semester			
5. Serving as a guidance teacher for student groups, program coordinator, counselor, club mentor, volunteer counselor, or sports team leader	Adds 1 point per role each semester.			

<p>6. Guiding or leading students in service activities with concrete results, or leading the entire class in general education activities, or promoting student internships with concrete results</p>	<p>Adds 1 point per activity each semester Adds 5 points for Winner of the Holistic Care Award</p>			
<p>7. Serving as chairperson, executive secretary, or member of various school-level committees</p>	<p>Adds 1 point per position each academic year</p>			
<p>8. Planning or organizing large-scale events or seminars</p>	<p>Adds 2 points for each internal event. Adds 5 points for each inter-institutional event. Adds 10 points for each international event. (Note: Cannot overlap with scoring in item 7 of the research development components.) This section is capped at 10 points.</p>			
<p>9. Collaborating with the Admissions Center for recruitment activities or serving as a committee member for entrance examinations at the department level</p>	<p>Adds 1 point per activity each academic year, up to a maximum of 6 points.</p>			
<p>10. Guiding or participating in various competitions and winning awards</p>	<p>Adds 1 point for each internal competition. Adds 4 points for each inter-institutional competition. Adds 10 points for each international competition. (Note: Cannot overlap with scoring in item 15 of the research development components.)</p>			

**Departmental Section**

<p>1. Invited to serve as a professional reviewer or speaker</p>	<p>International reviewers add 10 points per instance, national reviewers add 5 points per instance, and local or inter-institutional reviewers add 2 points per instance, with a maximum of 15 points.</p> <p>International professional lectures add 5 points per instance, external professional lectures add 2 points per instance, and internal professional lectures add 1 point per instance, capped at 10 points. (Note: Cannot overlap with scoring in item 11 of the research development components.)</p>			
<p>2. Student Interaction and Crisis Management</p>	<p>Meeting with students and completing online mentoring interaction records or counseling notes: adds 2 points for more than 2 records per semester; adds an additional 2 points for more than 5 records per semester.</p> <p>Assisting with student crisis cases with concrete results adds 5 points per case.</p>			
<p>3. Participating in internal and external seminars, recruitment promotional activities, or media interviews</p>	<p>For internal and external seminars (including workshops by the Teaching Development Center), each session adds 1 point, up to a maximum of 6 points.</p> <p>Participation in external promotion or recruitment marketing activities with concrete evidence adds 2 points each time.</p> <p>Media interviews by professional outlets may be awarded additional points, subject to recognition by the departmental evaluation committee, up to a maximum of 10 points.</p>			

<p>4. Promoting Education and Alumni Services</p>	<p>Offering continuing education courses adds 2 points per course per term.  Participating in alumni services, career counseling, or recommendations with concrete evidence adds 1 point per alumnus.  Donations or contributions reaching a total of 100,000 TWD (inclusive) adds 5 points; reaching 50,000 TWD (inclusive) adds 3 points.  Fundraising with concrete achievements, as described, is scored at half the points, capped at 5 points.</p>			
<p>5. Departmental Administrative Service</p>	<p>Serving as the chairperson or member of departmental committees adds 1 point per role per semester, up to a maximum of 3 points.  Assisting in departmental administrative tasks with diligence and responsibility may earn up to 5 points per semester, upon recommendation from the department chair, with a total maximum of 15 points.</p>			
<p><b>Subtotal for Development Components:  (1) Quantitative Components (35 points)</b></p>				

**Components: (2) Qualitative Components (15 points)**

Faculty members should list specific facts related to other internal and external service activities (including consultation) for evaluation by the faculty review committee. The total score exceeding 15 points will be capped at 15 points.

(Examples: Supporting and executing various Ministry of Education policies, serving as committee members or directors of government agencies, public welfare organizations, or academic organizations. Planning and managing teaching facilities, dedicated classrooms, laboratories, and venues, or other related internal and external mentoring and service activities with concrete outcomes.)

<b>Subtotal for Development Components: (2) <u>Qualitative Components (15 points)</u></b>	<b>Self-Assessment Score</b>	<b>Departmental Preliminary Review</b>	<b>Review Score</b>

Components		Self-Assessment Score	Review Score
<b>Basic Components</b>	Subtotal (maximum 50 points)	points	points
<b>Development Components</b>	(1) Quantitative Components Subtotal (Maximum 35 points)	points	points
	(2) Qualitative Components Subtotal (maximum 15 points)	points	points
<b>Total Score for Service (Including Consultation) Evaluation Components</b>		points	points
<b>Service (Including Consultation) Self-Selection Ratio</b>		%	
<b>Service (Including Consultation) Evaluation Component Score (Total Score × Self-Selection Ratio) =</b>		points	points

**Teacher's Signature:** \_\_\_\_\_



## **Chung Yuan Christian University Teacher Evaluation - Teaching Assessments and Standards**

Approved by the University Faculty Review Committee on April 27, 2012  
 Revised by the 102-1-1 Faculty Review Committee on September 16, 2013  
 Revised by the 103-1-2 Faculty Review Committee on October 24, 2014  
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 Revised by the 105-2-3 Faculty Review Committee on April 28, 2017  
 Revised by the 106-2-5 Faculty Review Committee on June 22, 2018  
 Revised by the 111-1-3 Faculty Review Committee on November 25, 2022

### **I. Teacher Evaluation Framework**

- (I) Basic Components: 50 points; Development Components: 50 points. If the Basic Components do not reach 40 points, no extra points will be added to the Development Components.
- (II) Basic Components for Teacher Evaluation: Teachers should provide high-quality teaching. Each semester, they should complete the planning, execution, review, and improvement cycle following the PDCA management spirit. The Basic Components for Teacher Evaluation include:
  - Teachers must complete the required teaching hours.
  - Teachers should have the ability to plan curriculum.
  - Teachers should set times for academic consultations with students.
  - Teachers' classes should achieve basic recognition from students.
  - Teachers should continuously review and improve teaching effectiveness.
- (III) Development Components for Teacher Evaluation: Teachers should pursue the mission of teaching excellence, including establishing personal teaching characteristics, embracing innovative teaching, accepting challenges set by the school or the Ministry of Education, and participating in college/school and departmental efforts to enhance teaching quality or enact relevant teaching policies. Development Components for Teacher Evaluation include:
  - Personal teaching characteristics and innovations
  - Achieving school-wide indicators such as excellent teaching quality, course management interaction, teaching awards, contribution to teaching resources, professional growth, participation in policy courses, innovative teaching material development, and teaching innovation
  - Participation in teaching development projects set by the college/school or department.

### **II. Basic Components: 50 Points**

Components	Indicators	Scoring Criteria
Basic Components	Teaching Obligation Hours	Each teacher must teach according to the required hours set by the school (after accounting for reduced teaching hours). (For each hour not met annually, 2 points should be deducted.)

	Curriculum Planning Ability	Course syllabi must be published online and evaluated by the department curriculum committee each semester. (Absence of a syllabus online results in a deduction of 2 points per course; deemed incomplete by the committee results in a deduction of 2 points per course.)
	Student Consultation Hours	During the teaching period each semester, teachers must schedule at least 3 hours per week for student consultations. (Failure to set or execute this schedule results in a deduction of 2 points per semester.)
	Student Evaluation of Teaching	The teaching evaluation score for each course per semester should exceed 3.5. (Courses scoring in the bottom 10% of the college/school and below 3.5 result in a deduction of 2 points per course.)
	Continuous Improvement of Teaching Effectiveness	Teachers with a teaching evaluation score below 3.5 for any course in a semester must review feedback, innovate teaching methods, develop teaching materials, and manage classroom interactions, before submitting a report with suggestions for improvement. (Failure to submit the report results in a deduction of 4 points per semester.)
	Teachers not complying with the department or school teaching policies or regulations may be subject to deductions determined by the teaching evaluation committee, up to a maximum deduction of 10 points from the basic score.	

### III. Development Components: 50 Points

#### (A) Quantitative Components: 35 Points

Components	Indicators	Scoring Criteria
Common Section	Excellent Teaching Quality	Teaching evaluation scores ranking in the top 75% to 45% within the college/school (for required and elective courses) add 0.5 points per course; top 45% to 15% add 1 point per course; top 15% add 1.5 points per course. Course syllabi rated excellent by the department curriculum committee add 1 point per course. Teaching materials evaluated as grade A on the i-learning platform adds 1 point per course. For English professional course evaluation, superior rating adds 2 points; good rating adds 1 point; acceptable rating adds 0.5 points. This section can add a maximum of 20 points.
	Interactive Course Management	Using the i-learning platform for student interaction, courses evaluated within the top 20% for effectiveness add an additional 1 point per course.

Components	Indicators	Scoring Criteria
	Teaching Awards	Receiving an Outstanding Teacher Award at the university level within three years adds 10 points per occurrence; receiving a Special Outstanding Teacher Award adds 20 points. Awards from external accredited institutions, as determined by the college/school's teacher review committee, may add up to 20 points.
	Contribution to Teaching Resources	Leading government educational improvement projects, such as the Ministry of Education's Technology Education Improvement Plan or the Higher Education Sprout Project, adds 15 points for principal investigators (including executives), 8 points for co-principal investigators or sub-investigators (including subproject or project leaders), and 2 points for consultants. Completion of internal teaching resource and material grants rated excellent adds 3 points per project.
	Professional Development for Teachers	Participation in the "National University Faculty Teaching Professional Certification Program" and passing each stage certification adds 2 points per semester.
	Participation in Policy Courses	Executing interdisciplinary or employment programs at the university as a leader adds 10 points per academic year. Supporting special teaching initiatives (such as English-taught professional courses, service-learning courses, internships, summer courses, innovation courses, and courses on professional ethics and distinctive content, excluding cross-departmental English-taught courses) adds 2 points per class per semester. Asynchronous and distance learning courses or Massive Open Online Courses (MOOCs) offerings add 5 points per course per semester; Ministry of Education certified distance learning courses in session add 10 points per course per semester. This section can add a maximum of 15 points.
	Innovative Teaching Materials	Publishing, authoring, or translating textbooks or course packages and educational software, individually completed, adds 15 points per book/package; revised editions or partial contributions add 5 points.
	Teaching Innovation	Course Innovation: Courses offering problem-based or project-based learning (PBL), or innovative formats like mini or deep-bowl courses, add 5 points per course per semester. Method Innovation: Using innovative teaching methods

Components	Indicators	Scoring Criteria
		such as flipped classrooms, digital technology, or activity facilitated learning (AFL) adds 5 points per course per semester. This section can add a maximum of 15 points.
Departmental Section	Departmental Teaching Participation	Teaching evaluation activities that enhance the quality of education or enact teaching policies within the college/school must demonstrate concrete outcomes, be systematically planned and continuous, and be supported by evidence or records of activities. These are determined by the faculty review committee of the college/school, with a maximum of 15 points awarded.
	Course Management and Interaction	The effectiveness of innovative methods used for course interaction will be assessed by the faculty review committee of the college/school, and appropriate scores will be assigned.
	Contribution to Teaching Resources	The effectiveness of acquiring external resources for teaching purposes will be evaluated by the faculty review committee of the college/school, which will assign a suitable score.
	Participation in Policy Courses	The impact of involvement in courses aligned with school policy initiatives will be assessed by the faculty review committee of the college/school, with an appropriate score given.
	Innovation in Teaching Materials	The effectiveness of innovations in teaching materials will be evaluated by the faculty review committee of the college/school, with a corresponding score awarded.

**(B) Qualitative Components: 15 Points**

**Teachers should list specific facts related to other internal or external teaching activities for evaluation by the faculty review committee.**

## Chung Yuan Christian University Teacher Evaluation - Research

### Assessments and Standards

Approved by the University Faculty Review Committee on September 12, 2012

#### I. Basic Components: 50 points

Teachers meeting one of the following criteria in the past three years will receive a basic score of 40 points; those meeting two or more will receive 50 points:

1. Publish various academic or creative works once, in accordance with the university's guidelines for research or creative achievement reward.
2. Serve as a co-principal investigator or above in two externally-funded projects or one National Science Council research project.
3. Attend two academic seminars or one international academic conference, and be invited to give a speech, serve as a moderator, commentator, or present a paper.
4. Each college/school may establish its own specific items based on the characteristics of its academic disciplines (only one such item may be counted).
5. The submitted outcomes by the evaluated teacher are to be recognized by the college/school-level teacher review committee.

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#### II. Development Components: 50 points (Customized by each college/school)

Approved by the School of Design Affairs Meeting on December 21, 2022.

Development components are divided into quantitative and qualitative components. The scores of quantitative components are customized by each school, with a total maximum of 35 points; qualitative components are explained by the teacher, with a total maximum of 15 points.

##### (A) Quantitative Components: 35 points

Components	Scoring Criteria
Research Awards and Honors	Selected for the university's flexible research salary program adds 20 points per occurrence. Selected as an outstanding researcher at the university adds 30 points per occurrence. Receiving a national award adds 35 points per occurrence.
Journal Publication	Publishing in peer-reviewed academic journals or conference proceedings is categorized according to Article 4 of the university's research outcome reward guidelines. First-category rewards add 20 points per paper, second-category 16 points, third-category 13 points. Other journals add 10 points per paper, and conference papers add 8 points per paper, with a maximum of 30 points for this category.
Creative Work Publication	The categories follow Article 4 of the university's creative outcome reward guidelines. First-category rewards add 20 points per occurrence, second-category 16 points, third-category 13 points, and fourth-category 10 points. Other public exhibitions add 8 points each; being deemed special in nature and scale adds up to 15 points, subject to college-level

Components	Scoring Criteria
	teacher review committee approval, with a maximum of 30 points.
Design and Planning Practices	Completion of practical design or planning projects adds 8 points each; special projects in terms of nature and scale may receive up to 16 points each, both subject to school-level evaluation committee approval, with a maximum of 20 points.
Research Project Execution	Leading a National Science and Technology Council research project or Ministry of Education teaching practice project adds 12 points per project. Other research projects, industry-education, or academic cooperation projects over 1 million TWD add 10 points each; below 1 million TWD add up to 8 points each, averaged by each department. Serving as a co-principal investigator (sub-investigator) adds half the points as mentioned, with a maximum of 20 points.
Research Books and Patents	Publishing scholarly books in a specialized field adds 15 points per book; reprints or partial publications add 5 points. Obtaining a patent adds 15 points per patent.
Exhibition and Conference Planning	Planning, executing, or participating in large-scale professional research-related activities, exhibitions, or conferences adds 10 points for international, 7 points for cross-strait, 5 points for inter-university, and 3 points for intra-university planning or execution; participation in international or cross-strait activities adds 2 points each, participation in inter-university activities adds 1 point each, with a maximum of 20 points.
Design Awards and Honors	Receiving research and design awards from internal or external sources add up to 15 points, subject to approval by the school-level committee.
External Professional Review	Participation in external thesis reviews adds 2 points each, up to a maximum of 10 points. Serving as a judge in international professional design competitions adds 10 points each, serving as a judge in domestic competitions add 5 points each.
Professional Design Publications	Articles published in professional magazines or newspaper forums, add 2 points each. Design works published in domestic professional magazines, add 5 points per article, design works published in international magazines, add 10 points, with a maximum of 15 points.
Professional Lectures	Internal (cross-department) or external professional lectures add 2 points each, up to a maximum of 10 points. (Note: Cannot overlap with Item 1, School Section of the Service Development Project.)
Guidance on Research and Creative Projects	Supervising graduate theses, technical reports, or creative reports adds 2 points per graduate, up to a maximum of 10 points. (Note: Cannot overlap with Item 5-5, School Section of the Teaching Development Project.)
Undergraduate Project	Guiding undergraduate research projects (excluding graduation design or production), including projects approved by the National Science and

Components	Scoring Criteria
Guidance Awards	Technology Council or recognized by Chung Yuan Christian University or other domestic and international awards, adds 2 points each, up to a maximum of 10 points.
Project and Thesis Guidance Awards	Guiding students to win awards for research projects or theses adds 3 points each, with awards for degree theses adding 5 points each, up to a maximum of 10 points. (Note: Cannot overlap with Item 5-5, School Section of the Teaching Development Project.)
Competition Guidance Awards	Guiding students to win commendations or higher in design competitions adds 10 points each for international, 5 points for national (including cross-strait), 3 points for external, and 2 points for internal competitions, up to a maximum of 10 points.

**(B) Qualitative Component: 15 points**

**In case there are specific facts related to other research matters inside and outside the school, the teacher shall list them for the evaluation by the Faculty Review Committee.**

## **Chung Yuan Christian University Teacher Evaluation - Assessments and Standards for Service (Including Consultation)**

Approved by the 100-2-4 University Faculty Review Committee on April 27, 2012  
Revised by the 103-2-2 University Faculty Review Committee on March 20, 2015  
Revised by the 104-2-1 University Faculty Review Committee on April 22, 2016  
Revised by the 108-1-5 University Faculty Review Committee on December 27, 2019  
Revised by the 110-1-1 University Faculty Review Committee on September 10, 2021  
Revised by the 111-1-3 University Faculty Review Committee on November 25, 2022  
Revised by the 111-2-6 University Faculty Review Committee on July 20, 2023

### **I. Basic Principles: Teacher Participation in Student Consultation and Institutional Services**

- (1) **Basic Items:** Linked to student-centered guidance and service. By prioritizing students and fulfilling any basic guidance items and planning responsibilities, a teacher will receive basic points. The basic items include:
  - Serving as a mentor to guide students' learning and growth
  - Caring for students and participating in related guidance training activities
  - Dedication of time to guide students in participating in national competitions
- (2) **Developmental Items:** Specific developmental items are established for student guidance, institutional services, and external services that enhance the school's reputation, encouraging teachers to engage in various service tasks necessary for school development. The developmental items include:
  - Participation in various student consultation and service tasks
  - Involvement in administrative and service work within the institution
  - Engagement in service activities for non-profit organizations
  - Consultation and service items recognized by each college/school

### **II. Basic Items**

Teachers who meet one of the following criteria within the past three years will receive basic points totaling 50 points:

1. Serving as a mentor for four semesters or more and attending at least one mentor meeting per semester (including those on leave following university procedures), with an online mentor evaluation response rate of 40% or higher and evaluation scores ranking within the top 80% of the university.
2. Serving as a career mentor for two years or more, with all career mentor assessments passed (scoring above 70 points).
3. Caring for and guiding students, participating in four or more consultation training activities (including mentor meetings and career mentor meetings).
4. Acting as a coach for sports teams and participating in national competitions at least twice.
5. Supervising student projects and participating in national or international competitions at least twice.

Teachers failing to participate in essential services and consultation activities, meetings, and events relevant to their department or institution may have points deducted by the Faculty Review Committee, with a maximum deduction of 30 points from the basic score.

### **III. Developmental Items**

The developmental items consist of quantitative and qualitative components. Each quantitative item's score is determined by each college/school, with a total maximum score of 35 points; the qualitative items are listed and explained by teachers, with a total maximum score of 15 points.

#### **(1) Quantitative Items**

1. Being selected as an excellent mentor (5 points per instance as a department's



excellent mentor, an additional 5 points for being an excellent mentor at the college/school level, and another 10 points for being selected as an excellent mentor at the university level).

2. Serving as a freshman mentor and achieving a 100% care rate for the “Caring for Freshmen’s First Mile Program” by completing the “Immediate Freshman Record Form” within the stipulated timeframe (not including international students) gains 5 points.
  3. Completing the online mentor-student interaction record, with an online guidance evaluation response rate of 60% or higher and evaluation scores ranking within the top 50% of the college/school (4 points per semester).
  4. Earning a passing score in the career mentor evaluation (3 points per academic year) or guiding students and completing online consultation records (adding 2 points for achieving more than 8 records per semester).
  5. Serving as guidance teachers for faculty-staff-student groups, program leaders, or mentors for clubs, volunteer programs, or sports teams (1 point per item per semester).
  6. Guiding or leading students in service work with specific accomplishments or leading a class to participate in general education activities or promoting student internships with specific achievements (1 point per item per semester, with an additional 5 points for receiving a holistic care award).
  7. Acting as the convener, executive secretary, or member of various school committees (1 point per item per academic year).
  8. Planning or organizing large-scale events or seminars (2 points per item for internal events; 5 points per item for intercollegiate events; 10 points per item for international events).
  9. Collaborating with the admissions center to conduct recruitment activities or serving as an admissions committee member for departments (1 point per item per academic year).
  10. Guiding or participating in various competitions and receiving awards (1 point for each internal competition; 4 points for each intercollegiate competition; 10 points for each international competition).
- (2) Qualitative items are to be listed by teachers for evaluation by the Faculty Review Committee.