

教學品質推動委員會設置辦法
Regulations for Teaching Quality Promotion
Committees

制定部門：教務處

Established by: Office of Academic Affairs

中華民國 113 年 8 月 30 日 修訂

Amended on August 30, 2024

修訂記錄：Revision History:

111.11.01 教務會議制訂

Established by the Academic Council Meeting on 2022.11.01

112.07.18 教務會議修訂

Amended by the Academic Council Meeting on 2023.07.18

113.08.30 教務會議修訂

Amended by the Academic Council Meeting on 2024.08.30

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明志科技大學
教學品質推動委員會設置辦法

Ming Chi University of Technology

Regulations for Teaching Quality Promotion Committees

111.11.01 教務會議制訂

113.08.30 教務會議修訂

Established by the Academic Council Meeting on 2022.11.01

Amended by the Academic Council Meeting on 2024.08.30

第一條 辦法目的

為確保學生學習權益、提升學生學習成就感與促進教學活動品質，訂定「教學品質推動委員會設置辦法」（以下簡稱本辦法）。

Article 1 Purpose

The Regulations for Teaching Quality Promotion Committees (below, the “Regulations”) are formulated to ensure students’ rights in learning; to enhance students’ sense of achievement acquired from learning; and to improve the quality of teaching activities.

第二條 委員會組成

Article 2 Committee Composition

- 一、校級教學品質推動委員會：置主任委員1人，由校長擔任，當然委員由副校長、教務長、校務研究中心主任、學院院長、系主任、學位學程主任、專班主任、通識教育中心主任及各組召集人、教學資源中心主任、教務處各組組長、進推處處長及教務組組長、前一學年度優良教師及學生代表四位共同組成；學生代表由學生會推派不同系在學學生擔任。

University-level Teaching Quality Promotion Committee: The committee is chaired by the president; the vice president, provost, Institutional Research Center director, different colleges’ deans, different departments’ chairs, degree program directors, special program directors, General Education Center director, as well as

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convenors of the different teams, director of the Teaching and Learning Resource Center, heads of the Office of Academic Affairs' divisions, head of the Office of Continuing and Extension Education, head of the Office of Continuing and Extension Education's Academic Affairs Division, the previous academic year's outstanding teachers, and four student representatives shall serve as ex-officio committee members. The student representatives shall be current students from different departments, as recommended by the Student Association.

二、院、系級教學品質推動委員會：由各單位自訂之。

College-level and Department-level Teaching Quality Promotion Committees: To be determined by the individual entities.

第三條 召開會議

Article 3 Committee Meeting

校級與院級教學品質推動委員會每學期應召開期初會議，系級教學品質推動委員會每學期應召開2次會議，期初會議應於學期第6週前召開，期中會議於學期第12週召開為原則，亦得因應教師教學品質或學生學習成效突發事件召開臨時會議。各期會議之議題如下：

Each university-level and college-level teaching quality promotion committee must hold a beginning-of-semester meeting each semester. Department-level teaching quality promotion committees must hold two meetings per semester. In principle, the beginning-of-semester meeting must be called before the 6th week of the semester, while the mid-semester meeting must be called in the 12th week of the semester. *Ad hoc* meetings can also be held in response to unexpected events related to instructors' teaching quality or students' learning effectiveness issues. Matters for discussion at the different meeting times are as follows:

- 一、期初會議：前一學期學業成績2/3以上學分數不及格學生（註冊組提供）之導師輔導情形（含影響學習因素分析與輔導）、前一學期教學評量75分以下之課程（課務組提供）的說明與教師教學品質改善方案（授課教師）、

前一學期不及格率40%以上之課程（註冊組提供）的說明與學生學習成效改善方案（授課教師）、前一學期（年）榮譽學程學生學習成效的檢討、前一學期（年）休、退學與就學穩定度的檢討、未符合教師教學守則者的改善方案等。

Beginning-of-Semester Meeting: Mentorship and guidance for students who failed more than two-thirds of their credits in the previous semester (as provided by the Registration Office), including analysis of factors affecting their learning and the counseling provided. Explanation of courses that received a teaching evaluation score below 75 in the previous semester (as provided by the Academic Affairs Office), along with the teaching quality improvement plans proposed by the instructors. Explanation of courses with a failure rate exceeding 40% in the previous semester (as provided by the Registration Office), along with the improvement plans for enhancing student learning outcomes proposed by the instructors. Review of the learning outcomes of students in the Honors Program from the previous semester (or academic year). Review of student retention and dropout rates, as well as the stability of student enrollment from the previous semester (or academic year). Improvement plans for those who did not adhere to the teaching guidelines for faculty.

- 二、期中會議：當學期期中成績欠佳學生（註冊組提供）之導師輔導情形（影響學習因素分析與輔導、輔導晤談紀錄）、審議與執行學生反應各科目教學建議事項、未符合教師教學守則者的改善方案等。

Mid-Semester Meeting: Mentorship and guidance for students with poor midterm performance (as provided by the Registration Office), including an analysis of factors affecting their learning, counseling, and records of counseling sessions. Review and implementation of students' feedback and teaching suggestions for various subjects. Improvement plans for those who did not adhere

to the teaching guidelines for faculty.

第四條 教學守則

Article 4 Rules for Teaching

- 一、授課前應訂定課程大綱、教學進度及成績評定原則，並指定適度的閱讀材料、作業或報告以提升教學及學習效果，並於學期第一週向修課學生完整說明。

Before a course is delivered, a course outline (syllabus), teaching progress form, and grading principles must all be formulated. In addition, appropriate reading materials, assignments, or reports must be assigned to enhance teaching and learning effectiveness. All of this must be completely explained to students taking the course within the first week of the semester.

- 二、依課表時間及地點實體授課，儘量避免調課。因故必須請假時，應配合學生同意之時間至本校系統辦理補(調)課。

The course must be delivered in person by following the time and location indicated in the course timetable. Avoid changing class arrangements. If an instructor needs to take leave for cause, they must complete procedures for class make-up (or change) in MCUT's system, in accordance with the time agreed by students.

- 三、成績評定原則如於學期中有所變動，應取得所有修課同學同意。

If the grading principles are to be changed during the semester, consent must be obtained from all students taking the course.

- 四、重要考試、作業、報告或其他教學活動，應提前告知學生有關日期並說明規範。

For major examinations, assignments, reports, and other teaching activities, students must be informed of relevant dates in advance, and rules/regulations must be clearly explained.

- 五、 以適性揚才的理念與創新教學的方法提升學生學習成就感，以公正態度及適當標準評估學生學習成效。
Enhance students' sense of achievement acquired from learning based on the "Nurture by Nature" concept and innovative teaching methods; evaluate students' learning effectiveness in a fair manner based on appropriate criteria.
- 六、 重視師生間雙向溝通，避免言行失當損害學生學習權益。
Put emphasis on two-way teacher-student communication; avoid inappropriate words and deeds that may affect students' rights in learning.
- 七、 配合學校規定之作業方式及時程，繳送學生學期成績。
Submit students' semester grades in accordance with the operation methods and schedules set by MCUT.
- 八、 重視教學評鑑之結果，適時改進教材及教學方法。
Pay attention to the results of teaching evaluations, and improve teaching materials and teaching methods in a timely manner.

第五條 改善方案

Article 5 Improvement Plans

- 一、 前一學期教學評量75分以下之課程說明與教師教學品質改善方案：

Explanation of Courses with a Teaching Evaluation Score Below 75 in the Previous Semester and Teaching Quality Improvement Plans:

單一課程教學評量分數未達75分者，由各院或中心發函提醒授課教師。

For courses where the teaching evaluation score falls below 75, the respective college or center will issue a formal reminder to the instructor.

- 二、 教學評量學年平均未達80分之教師教學品質改善方案：

Teaching Quality Improvement Plan for Instructors with
an Annual Average Teaching Evaluation Score Below 80:

- (一) 專任教師學年教學評量分數未達80分者，應填寫說明表(表號：A231210103)，並由系院主管協助輔導，並參加教學資源中心舉辦之教學研習及創新教學計劃；未達75分者，次學年度不得超授鐘點。

Full-time academic staff with an annual teaching evaluation score below 80 marks shall fill in the Reasons for Low Instructional Assessment Performance (Form: A231210103) for the college supervisor to help verify or provide guidance, such as attending the teaching training offered by the Teaching and Learning Resource Center is required. Academic staff with a teaching evaluation score below 75 marks shall not teach extra hours in the next academic year.

- (二) 兼任教師學年教學評量分數未達80分者，應填寫說明表(表號：A231210103)，並調整授課；未達75分者，建議調降授課時數；未達70分者，得不予續聘。

Part-time academic staff with an annual teaching evaluation score below 80 marks shall fill in the Reasons for Low Instructional Assessment Performance (Form: A231210103) for the college supervisor to help verify or provide guidance, such as attending the teaching training offered by the Teaching and Learning Resource Center is required. For those teachers whose teaching evaluation scores fall below 70, it is recommended to adjust their teaching hours or consider not renewing their contract.

- 三、 前一學期不及格率40%以上之課程的說明與學生學習成效改善方案：

Explanation of Courses with a Failure Rate Above 40% in
the Previous Semester and Student Learning Outcome
Improvement Plans:

系級委員會得視受輔導教師實際狀況採取以下改善方案，以協助教師提升教學品質：

Department-level committees may adopt improvement plans listed below, depending on the actual situations faced by instructors who need assistance in improving teaching quality:

(一)指派教學優良教師輔導其教學。

Assign teachers with excellent teaching skills to provide teaching guidance.

(二)輔導教師參與或申請創新教學計劃。

Assist the instructors in participating in or applying for innovative teaching programs.

(三)協調變更授課科目。

Coordinate changes in subjects to be taught.

(四)調整教師教學負擔，但須符合本校教師授課鐘點核計辦法之時數規定。

Adjust instructors' teaching loads; however, MCUT's regulations on faculty member teaching hours must still be complied with.

(五)其他有助提升教學品質之方案。

Other plans that can help improve teaching quality.

第六條 實施與修訂

本辦法經教務會議通過，陳校長核定後公布實施，修訂時亦同。

Article 6 Implementation and Amendment

These Regulations shall be promulgated and implemented after

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the passage of the Academic Council Meeting and the approval of the president. The same shall apply to the amendments hereto.

明志科技大學教師教學評量成績欠佳說明表

年 月 日

學 年 度			院 別		
系(所)別			姓 名		
評 量 成 績	上學期		下學期		
	任教科目	評量 成績	任教科目	評量 成績	
	總平均				
教學情況 及 改善說明					
院長		主任		教師	

一式一聯：教師←系／中心主任←院長←系／中心（存）

表號：A231210103

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MCUT Reasons for Low Instructional Assessment Performance of Academic Staff

Date:

Academic Year		College			
Department (Institute)		Name			
Evaluation Score	Semester I		Semester II		
	Offered Course	Evaluation Score	Offered Course	Evaluation Score	
	Average				
Status of Teaching and Improvement					
Dean		Chair		Academic Staff	

One copy: Academic Staff → Department/Center Chair → College Dean → Department/Center (retention)

Form: A231120103

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