

湖南城市学院青年教师导师制实施办法(修订)

Appendix D-4: "Implementation Measures for the Mentor System for Young Teachers at Hunan City University (Revised)"

Implementation Measures for the Mentor System for Young Teachers at Hunan City University (Revised)

Xiangcheng Hospital Document No. 86 [2022]

Chapter One General Principles

The first article is to implement the "14th Five-Year Plan for Undergraduate Teaching and Talent Cultivation" of Hunan University of Cities, fully leverage the role of key teachers in "transmitting, helping, and bringing along" to promote the healthy growth of young teachers, comprehensively improve the ideological and moral quality and teaching and research level of the teaching staff, ensure the steady improvement of talent cultivation quality, and formulate these regulations in conjunction with the actual situation of the school.

Article 2 The mentoring system refers to a period during which experienced and outstanding core teachers with good ethics and rich teaching experience guide and cultivate the mentees in terms of ethics, teaching and research reform, and scientific research. This helps the mentees master the rules and methods of higher education and become qualified higher education teachers. The mentoring period generally lasts for 2 years.

Chapter Two Training Object

Article 3 Full-time teachers who have been in the school for less than four years and have not participated in the mentoring system (including other staff members who teach courses). Those who worked as full-time teachers at undergraduate universities before joining the school and hold a lecturer or higher professional technical position may not participate in the mentoring system training stipulated in this regulation.

Article 4 Each college, based on actual circumstances, believes that other teachers need to improve their teaching level and teaching effectiveness.

Chapter Three Selection of Mentors

Article 5 Mentors should possess a high level of ideological and political quality, good teacher ethics and style, hold a professional technical position of associate senior or above, have a high academic level, strong research ability, rich teaching experience, good teaching effectiveness, and be able to fulfill the responsibilities stipulated in these regulations.

Article 6 The mentor system adopts a principle of mutual selection, with mentors recommended by each college, clearly defining their training targets, and appointed after review by the Academic Affairs Office and Human Resources Office, and approval by the responsible school leaders.

Article 7 In principle, the term of a mentor generally does not exceed 2 years; each mentor can guide 1 teacher at the same time, and the total number of mentees does not exceed 2.

Chapter Four Responsibilities of the Mentor

Article 8 Is responsible for the ideological and political work of the trainees, regularly engaging in heart-to-heart talks with them, helping them establish correct

values, form good teacher ethics and style, guiding them to love the education 事业, abide by the professional ethics of university teachers, and be dedicated to their work.

Article 9 Develop a training plan for the trainees, clarifying the training content, training measures, and expected goals, guiding the trainees to undertake teaching tasks, and designating relevant courses and professional knowledge related to this course for further study. Guide the trainees to master at least one course's cutting-edge knowledge, and based on the basic requirements of course teaching, prepare teaching materials, organize teaching content, familiarize themselves with teaching processes, master teaching methods, implement educational objectives through the course, and carry out teaching work.

Article 10 Lead and guide the trainees in teaching, scientific research, and graduate training, helping them master the frontiers of the discipline, write teaching and research papers, and improve their teaching research and scientific research capabilities.

Chapter Five Task of the Cultivation Object

Article 11 Consciously and actively accept guidance from mentors. Participate seriously in various educational and teaching training, continuously improve basic educational and teaching abilities and qualities, cultivate good teacher ethics and style, a rigorous academic spirit, a practical work style, and a spirit of dedication to the job. Regularly report to mentors on thoughts and politics, teaching research, and professional development.

Article 12 Master the knowledge structure and content system of the courses taught, prepare teaching materials and organize teaching content according to basic teaching requirements, be familiar with the course system related to the major, and basically possess the ability to manage teaching materials and the classroom.

Article 13 Attend the teaching of the mentor as an observer, completing the full teaching of at least one course and keeping a record of the class. Master teaching methods and the art of lecturing, become proficient in lesson preparation, teaching design, classroom teaching, and other teaching processes, and be able to use modern educational technology to conduct teaching.

Article 14 Assist the instructor in completing the entire process of a course as a teaching assistant, write a teaching plan for no less than 16 class hours, and complete engineering practice or social practice tasks.

Article 15 Actively participate in the teaching research and scientific research work of the mentor to improve teaching research and scientific research capabilities. During the guidance period, at least one paper on teaching research and reform and one paper on scientific research should be publicly published.

Chapter Six Test Verification

Article 16 The mentor system assessment combines process assessment and acceptance assessment, divided into two stages: mid-term assessment and final assessment, with specific assessment indicators as per the attachment. One year after the training implementation, the college organizes a mid-term assessment and reports the results to the academic affairs office. For mentors who do not perform their duties effectively, measures such as notification or cancellation of guidance qualifications may be taken depending on the situation; for trainees who do not participate effectively, measures such as notification and criticism, extension of the training period, or cancellation of course teaching qualifications may be taken depending on the situation. Upon completion of the training period, the academic affairs office and the human resources office organize experts to conduct a final assessment of the mentors and trainees, with assessment conclusions categorized into three levels: excellent (comprehensive assessment score ≥ 85 points and not exceeding 15% of the number of assessors for that year), qualified ($60 \leq$ comprehensive assessment score < 85 points), and unqualified (comprehensive assessment score < 60 points) three levels.

Article 17 Upon completion of the training period, if the trainee's assessment is qualified or excellent and the mentor's assessment is competent, the school will provide the mentor with the corresponding allowance. Mentors who are irresponsible or assessed as incompetent will have their mentoring qualifications revoked.

Article 18 Upon completion of the training period, those who are assessed as excellent will be rewarded with 30 teaching hours by the school; those who do not pass the assessment will be considered basically competent in the annual position assessment, and their main teaching responsibilities will be suspended. They must continue to participate in a one-year mentorship program until they pass the assessment. Teachers who do not participate in the mentorship program or remain unqualified after three years will be transferred from their full-time teaching positions and lose their qualifications to teach courses. The assessment results of the trainees will be one of the bases for professional title evaluation, awards, promotions, and study abroad opportunities.

Chapter Seven Appendix Regulations

Article 19 This method is organized and implemented by the Academic Affairs Office and the Human Resources Office, which are also responsible for its interpretation.

Article 20 This method shall take effect from the date of its publication, and the original relevant methods shall be abolished simultaneously.

Attachment

Assessment Index System for the Mentor System of Hunan City University

Assessment content		Assessment indicators	Evaluation content and standards	Score
Mentor Assessment Materials(10 points)	1	Training plan	Based on a detailed understanding of the business situation of the trainees, formulate a training plan for the trainees, with clear objectives and specific content, including both an overall plan and phased plans, which are highly operable.	2
	2	Training guidance	Each semester, the guidance and training targets should have no less than 2 classroom teaching sessions, along with evaluation materials.	2
	3		Each semester, check the training subjects' teaching, research and reform, project applications, thesis writing, and assignment grading at least once, with detailed records.	2
	4	Heart-to-heart talk	Have heart-to-heart talks with the training subjects every semester, and keep detailed records.	2
	5	Training Summary	At the end of the training, submit a written summary report on the training situation.	2
Training Object Assessment Materials(20 points)	6	Attend class	Complete listening to one course of the mentor and have a record of the lecture.	5
	7	Teaching materials	Create complete teaching materials for one course, including syllabus, exam outline, lesson plans, PPT slides, teaching calendar, exam papers, etc.	10
	8	Open class	Each semester, the department (office) holds 2 public teaching report classes (with at least 5 participants from the department (office) for each session), and the evaluation materials are complete.	3
	9	Project declaration	Host one teaching project and one research project.	2
Teaching Assessment(30 points)	10	Teaching Ability (At the end of the assessment period, the college organizes the training subjects to attend classes and scores them in the academic affairs	Teaching Attitude (Quality of Lesson Plans, Teacher's Appearance and Demeanor)	4
			Teaching Content (Information Volume, Proficiency, Accuracy, Key Points and Difficulties)	5
			Teaching Methods (Suitability, Innovation)	4

		office. There will be no fewer than 3 judges from the college, along with 2 to 4 experts from relevant departments such as the academic affairs office, the teaching quality monitoring and evaluation center, and the human resources department.		
			Basic Teaching Skills (Classroom Organization, Language Expression and Logic, Teaching Methods)	5
			Teaching Effect (Classroom Engagement, Student Satisfaction)	6
			Teaching and Educating (Curriculum Ideology, Innovation and Entrepreneurship)	6
Student Evaluation (20 points)	11	Comprehensive evaluation of students	Select the average score of student evaluations for one course taught during the training period. Scores of 90 and above count for 20 points, scores of 85 and above count for 15 points, scores of 80 and above count for 10 points, and scores of 70 and above count for 10 minutes, 5 points for 60 minutes and above.	20
Cultivation Effect (20 points)	12	Achievements and performance	The training subjects hosting national and provincial projects are scored 20 and 10 points respectively; publishing papers in core journals is scored 10 points; participation in national and provincial projects is scored 3 and 2 points respectively; winning awards in national and provincial teaching competitions is scored 3 and 2 points respectively; guiding students to win awards in national and provincial teaching competitions is scored 20 and 10 points respectively (projects in the competition ranking). Other situations refer to additional points.	20

Note: 1. Teaching accidents, issues of teacher ethics and conduct, failure in course teaching assessments, failure to complete the publication tasks for teaching and research papers, and behaviors deemed non-compliant or illegal by the school are directly classified as unsatisfactory.

2. Directly recognized as excellent for winning the first prize or above in school-level teaching competitions (presenter) and for initiating provincial-level or above courses (host).

3. Items 2, 3, 4, and 8 need to be recorded by the mentor and the trainee simultaneously in the mentor system record book printed by the school.