

Guidelines for Classroom Teaching Behavior at Hunan City University

Xiangcheng Institute Teaching Document [2024] No. 23

Classroom teaching is an important part of school teaching activities, directly affecting the school's teaching level and the quality of talent cultivation. In order to comprehensively standardize classroom teaching management, stabilize teaching order, and promote the construction of teaching style, these regulations are specially formulated.

1. Pre-class Requirements

1. The teaching staff must invest sufficient effort before class to familiarize themselves with and master the content of the lessons taught, fully explore and utilize the ideological and political education resources contained in various courses, integrate cutting-edge academic developments, the latest research findings, and practical experiences into classroom teaching, determine teaching methods and techniques, scientifically design teaching activities, and timely update lesson plans, courseware, etc.; when using multimedia equipment, audio devices, and conducting laboratory classes, there should be contingency plans for power outages, water supply interruptions, and equipment failures.

2. The teacher must bring the necessary teaching materials such as courseware, textbooks, lesson plans, and auxiliary teaching equipment into the classroom in advance, debug multimedia devices or audio equipment, and make necessary preparations before the class.

3. The teacher should require students to bring their textbooks, class notebooks, and relevant stationery into the classroom in advance, and to sit in order in the front and middle rows, without being late, leaving early, or skipping class.

Teachers should encourage students not to bring mobile phones and other electronic devices into the classroom, generally requiring students with phones to put them away before the class bell rings, except for actual teaching needs.

5. The teacher checks the students' attendance before class, announces the number of students who did not attend, and requires the class attendance personnel to provide a list of absent students, which is recorded in the "Class Learning Attendance Log."

6. The teacher should dress appropriately and require students to dress neatly, prohibiting the wearing of slippers, tank tops, or going barefoot, as well as bringing breakfast, snacks, etc. into the classroom.

7. Teachers are not allowed to suspend classes, be absent, change classes, or ask someone to substitute for them without authorization. In case of special circumstances that require suspending classes, changing classes, or asking someone to substitute, relevant procedures must be followed in advance according to the school's regulations.

II. Requirements during the class

1. After the class bell rings, the teacher should organize the students to quickly enter a learning state (it is recommended to follow classroom etiquette: the teacher speaks, the monitor calls to stand up, and the teacher speaks to sit down).

2. Teachers should scientifically organize classroom teaching, maintain normal classroom order, and must not leave class early, leave the classroom at will, engage in activities unrelated to classroom teaching, or arbitrarily change lectures to self-study, doing homework, watching videos, etc. They must not ridicule or mock students, nor verbally abuse or physically punish students in any form. Appropriate classroom management measures should be taken to promptly stop students from using mobile phones, sleeping, or talking during class.

3. The teaching staff should present themselves with a correct, natural, and friendly demeanor, serve as a model for others, be strict with themselves, behave appropriately, use standard language to display teaching content, teach in Mandarin or the designated foreign

language, explain language accurately and concisely, demonstrate operations according to standards, create a good classroom learning atmosphere, guide students to better integrate into classroom learning, and consciously accept teaching supervision and peer observations.

4. Advocate for heuristic teaching and case-based teaching that combines engineering applications, increase classroom interaction with students, create vivid and interesting teaching scenarios to stimulate students' initiative and creativity in learning, and avoid the phenomenon of "spoon-feeding"; promote reform in teaching methods, innovate teaching approaches, provide appropriate guidance on students' learning methods, cultivate good study habits in students, and especially remind and guide students to take good class notes.

5. According to the teaching content and the actual situation of the students, appropriately select teaching methods, reasonably use teaching multimedia, advocate for information-based teaching, and suggest combining traditional teaching methods with new teaching models. The multimedia courseware content of the teaching staff should be logical and guiding, and the courseware must be combined with the selected teaching materials to ensure correctness, clarity, and coherence; it should include appropriate board writing, highlighting key and difficult knowledge in the course content.

In any classroom teaching activity, it is necessary to strictly adhere to the principles of "no forbidden areas in academic research, discipline in classroom instruction, and rules for public speech." It is strictly prohibited to undermine the authority of the Party Central Committee, violate the Party's guidelines and policies, express grievances, vent personal anger, or present erroneous viewpoints in the classroom. It is also forbidden to disseminate statements that contradict Party discipline, national laws, and public morals, as well as to spread religious knowledge, false information, or harmful information unrelated to the teaching content in the classroom.

7. Due to force majeure, when implementing online teaching mode, teachers should earnestly assume the main responsibility for online teaching, strictly abide by the regulations on network and information security management, conduct teaching activities in accordance with the law, effectively supervise the course content, discussion content, and students' learning process, and strengthen the management of students' learning process through assigning homework, conducting tests, holding discussions, and interactive communication.

3. After-class requirements

1. The teacher must fill out the "Class Attendance Log" after class and sign it.

Teachers should assign an appropriate amount of homework or thought questions and review them in a timely manner, encouraging students to develop the habit of studying after class and self-directed learning.

Teachers should actively provide guidance and answer questions, guiding students to establish a correct worldview, outlook on life, and values, helping students to plan their academic and career paths, and striving to achieve education for all and throughout the entire process.

4. After class, teachers should carefully summarize their teaching, further optimize teaching plans, courseware, and other teaching documents, pay attention to various forms of feedback on teaching effectiveness and quality, actively improve teaching work, and enhance teaching standards.

Hunan City University Academic Affairs Office Hunan City University Teaching Quality Monitoring and Evaluation Office

2024Year9Month5Day

Management Measures for Class Attendance at Hunan City University

Xiangcheng Institute Teaching Document [2024] No. 24

In order to gain a deeper understanding of classroom teaching situations, standardize course teaching management, strengthen guidance and supervision of teaching work, promote teaching reform and research, improve teaching methods and approaches, and continuously enhance the quality of talent cultivation, this method is specially formulated.

The first article: Requirements for the main body of the class and class hours

In order to gain a deeper understanding of classroom teaching situations, strengthen quality management of the teaching process, especially in classroom teaching, further improve the school's teaching quality monitoring and assurance system, reinforce the central position of teaching work, promptly address existing issues in teaching and teaching management, create a positive atmosphere throughout the school that cares about, values, and supports teaching, and ensure the steady improvement of the school's teaching quality, this method is specially formulated.

The first article states that the attendees of the lecture include school leaders, leaders from functional departments such as the Academic Affairs Office, Teaching Quality Monitoring and Evaluation Office, Human Resources Office, Student Affairs Office, Science and Technology Office, Admissions and Employment Office, and the School Youth League Committee; members of the school teaching supervision team; teaching supervisors from secondary colleges, program leaders, department (office) heads, and teachers from secondary colleges; secretaries of the Youth League Committee and counselors from secondary colleges, as well as class teachers.

The scope of the class includes lectures, experiments, internships, and other teaching activities.

Article 3: Attendees should pay attention to the following aspects:

(1) Teacher's lecture situation: including teaching attitude, teaching content, teaching methods and means, teaching discipline, lecturing ability, teaching effectiveness, student management, etc.;

(2) Student attendance situation: including whether there are instances of tardiness, leaving early, and absence, classroom order, learning atmosphere, whether students are listening attentively or completing experiments, etc.;

(3) Other situations: including the use of teaching materials, course arrangements, teaching progress, classroom (laboratory, internship site) environmental conditions, experimental equipment, internship facilities, and other factors affecting teaching.

Participants in the class should carefully and truthfully fill out the class observation record form while attending the class. After the class, they should exchange opinions with the teaching staff and students as much as possible, and promptly report any issues related to teaching style, learning atmosphere, teaching management, and environmental facilities to the relevant departments.

The vice president in charge of teaching and evaluation, leaders of the academic affairs office, teaching quality monitoring and evaluation office, and leaders in charge of teaching and student work from various teaching units, teaching supervisors from secondary colleges, program leaders, and department (office) heads shall each attend no less than 8 classes per semester; the school

teaching supervisors shall attend an average of no less than 4 classes per week; other attendees shall each attend no less than 4 classes per semester.

Article 4 The way school leaders and functional department leaders attend classes is mainly through attending classes randomly and spontaneously. When necessary for work, special class observation activities such as focused observation, joint observation, and centralized observation can be organized.

Each teaching unit should formulate its own class observation plan at the beginning of the semester based on the needs of the teaching quality evaluation work and organize personnel to conduct class observations according to the plan

At the end of each semester, the attendance records of the teaching staff from each teaching unit are collected and stored by the respective unit, while the attendance records of the school leaders and leaders of various functional departments are collected and stored by the Teaching Quality Monitoring and Evaluation Office. Each teaching unit should conduct statistical analysis of the attendance situation, write a summary of the attendance, and promptly submit it to the Teaching Quality Monitoring and Evaluation Office. The Teaching Quality Monitoring and Evaluation Office is responsible for summarizing the attendance situation across the school and reporting to the vice president in charge.

Article 5: The evaluations and opinions in the class observation records of leading cadres, teachers, and teaching supervisors are important content for assessing the teaching quality of teachers and can serve as an important basis for evaluating teaching quality, annual assessments, awards, recognition, title evaluation, promotion, and other related work

The evaluations and opinions in the class observation records of the secretary of the student union, counselors, and homeroom teachers in the secondary college can serve as a reference for the construction of student academic style, evaluation, and awards in the secondary college.

Article 6 This method shall be implemented from the date of its announcement, and the Academic Affairs Office and the Teaching Quality Monitoring and Evaluation Office shall be responsible for its interpretation, while the original relevant systems shall be abolished on their own.

Hunan City University Academic Affairs Office Hunan City University Teaching Quality Monitoring and Evaluation Office

September 5, 2024

Work Regulations of the Teaching Guidance Special Committee of Hunan City University

Xiangcheng Hospital Document No. 55 [2022]

Chapter One General Principles

Article 1 In order to further implement the Party's educational policy, strengthen the reform of school teaching and professional development, improve teaching quality and management levels, and standardize the work of the Teaching Guidance Special Committee, this regulation is specially formulated based on the "Higher Education Law of the People's Republic of China," the "Charter of the Teaching Guidance Committee of Higher Education Institutions of the Ministry of Education," and the "Charter of the Academic Committee of Hunan City University," in conjunction with the actual work of the school.

Article 2 The Teaching Guidance Special Committee is a subordinate organization of the school's Academic Committee. It is an expert organization that conducts research, guidance, review, and consultation on the school's education and teaching work under the unified leadership of the school.

Article 3 The Teaching Guidance Special Committee performs its duties in accordance with regulations, conducts its work independently, exercises power fairly and justly, and ensures the healthy and sustainable development of the school's educational and teaching work.

Chapter Two: Organizational Structure

Article 4 The Teaching Guidance Special Committee has 1 director and 2 deputy directors,

The principal is served by the vice president in charge of teaching work.

Article 5 The Teaching Guidance Special Committee shall have 15 to 19 members (odd number), with a term of 3 years for each session. If a member is unable to perform their duties due to going abroad, transferring from the school, or other reasons, or if there are adjustments in the school's organization, their department should promptly propose a replacement candidate, which will be submitted to the Executive Committee of the Academic Committee for approval. If the chairperson or secretary general changes positions, their role in the committee will be automatically replaced.

The Teaching Guidance Special Committee has an office, with one secretary-general, who is concurrently held by the director of the academic affairs office, handling the daily affairs of the Teaching Guidance Special Committee.

Article 6 Members of the Teaching Guidance Special Committee should meet the following conditions:

(1) Firm political stance, compliance with laws and regulations, and high ideological quality can fully implement the Party's educational policies and deeply understand and grasp the relevant policies of higher education;

(2) Familiar with the laws of education and teaching and talent cultivation work, possessing rich teaching experience or outstanding achievements in

teaching management;

(3) Care about the construction and development of the school, with strong deliberation and decision-making abilities;

(4) Hold a professorial title or have a doctoral degree/associate professorial title;

(5) Able to perform duties normally, in good health, and working full-time on the job.

Chapter Three: Job Responsibilities

Article 7 Main responsibilities of the Teaching Guidance Special Committee:

According to the needs of the country and society for talent, respecting the laws of higher education and the growth of talent, and based on the school's educational positioning, conduct research on talent cultivation and educational theory and practice

(2) Research and review the development plan for school education and teaching

(3) Research and review the construction projects of teaching conditions, such as teaching management systems,

Professional development and teaching plans, curriculum construction, teaching evaluation, textbook development, laboratory construction, practical teaching base construction, Sino-foreign cooperative education, and the construction of teaching style and academic atmosphere, etc.;

(4) Review the training programs for professional talents, evaluation standards for talent cultivation quality, and assessment methods;

(5) Plan, review, and organize the acceptance of teaching quality engineering projects, and review and recommend provincial-level and above teaching quality engineering projects;

(6) Review and organize the acceptance of university-level teaching reform and research projects, and review and recommend provincial-level and above teaching reform and research projects;

(7) Review the university-level excellent teaching achievement awards and recommend for provincial and above teaching achievement awards;

(8) According to the request of the director of the Academic Committee, review major matters related to other teaching management, teaching development, and teaching reform.

Article 8 According to the meeting agenda, the chairperson may invite relevant personnel to attend the meeting. Attendees have the right to observe and to make statements, but do not have voting rights; their opinions are for reference during the committee's decision-making.

Chapter Four: Rules of Procedure

Article 9 Members of the Teaching Guidance Special Committee must attend meetings and related activities on time and actively provide opinions and suggestions.

Article 10 The Teaching Guidance Special Committee shall hold at least two plenary meetings each semester, and the chairperson may propose to convene a committee meeting. The meeting shall be chaired by the chairperson, and in special circumstances, the chairperson may delegate the vice-chairperson to preside.

Article 11 When the Teaching Guidance Special Committee needs to make a resolution, at least two-thirds (inclusive) of the members must be present. After sufficient deliberation and discussion, the attending members will vote,

and the number of votes in favor must exceed two-thirds of the members present (inclusive), for the resolution to be valid.

According to the nature of the matters to be voted on, voting can be conducted in the form of secret ballot, real-name ballot, or show of hands.

Article 12 The Teaching Guidance Special Committee implements a system of avoidance. When deliberating or evaluating matters related to the committee member and their spouse or direct relatives, the relevant committee member must recuse themselves.

Chapter Five Supplementary Provisions

Article 13 Each secondary college shall establish a teaching guidance subcommittee, which shall be guided by the school's teaching guidance special committee. Its organizational structure, work responsibilities, and rules of procedure shall be implemented in accordance with the working regulations of the school's teaching guidance special committee.

Article 15 The funds required for the work of the Teaching Guidance Special Committee shall be included in the annual teaching budget of the Academic Affairs Office.

Article 16 This constitution shall come into effect from the date of its publication and shall be interpreted by the Office of the Teaching Guidance Committee.

Measures for Calculating and Managing Teaching Workload at Hunan City University

Xiangcheng Hospital Document No. 12 [2017]

TeachingWorkvolume is an important basis for the school to conduct annual work assessments of teachers and for the second-levelcollegesto determine staffing, verify staffing, and distribute performance salaries. In order to fully motivate the majority of teachers and continuously improve teaching quality, making the teaching workload more scientific and reasonable, this method is specially formulated in conjunction with the actual situation of our school.

1. Teaching Workload calculation scope and work content

1. Theoretical Teaching:Includes lesson preparation, lecturing, assisting, exercise classes, training classes, classroom discussions, extracurricular tutoring, answering questions, grading assignments, and reviewing exams, among other teaching activities.

2. Practical teaching:

(1) Experimental teaching: including preparation for experiments, debugging and simple maintenance of instruments and equipment, lesson preparation, lecturing, guidance, grading lab reports, assessments, etc.

(2) Internship (practical training) and other teaching: including preparation for the internship, supervision, teaching during the internship, guidance, management, grading internship reports, assessment, defense, etc.

(3) Design (thesis): including the selection of the topic for the design (thesis), design (thesis) task book, preparation, guidance, attendance, review of the design, evaluation of the thesis, defense, summary, etc.

3. Others:Including guidance for various subject competitions and open experiments outside of the teaching plan.

2. Requirements for Teaching Work

Various teaching activities are arranged by the secondary colleges and the academic affairs office according to the training program and teaching conditions.

Teachers and teaching assistants should fulfill the responsibilities stipulated for their respective professional technical positions and related teaching management work.

Teachers should carefully and thoroughly correct assignments, and the amount of homework should meet the course requirements.

4. Theoretical classes are conducted based on the principle of combining classes: according to teaching requirements, balancing efficiency and quality, classes are determined based on teaching groups, divisions, or combined classes. According to the type of course: in principle, basic courses, professional foundational courses, and professional courses (excluding specialized physical education, specialized art, specialized music, and specialized foreign language courses, etc.) are combined with 2 or more natural classes; ideological and political theory courses, psychological education courses are combined with 3 or more natural classes or reasonably opened with more than 100 students; courses on current situations and policies, military theory courses, innovation, entrepreneurship, and employment guidance courses are combined with 5 or more natural classes or reasonably opened with more than 200 students; public elective courses with fewer than 50 students are generally suspended.

ThreeTeachingWorkloadCalculation

1. Theoretical teaching

(1) Teaching workload = Planned class hours $\times (K_1 + K_2)$

When $N \leq M$, $K_1 = 1.0$.

When $M < N \leq 90$, $K_1 = 1.0 + (N - M) \times 0.015$.

When $N > 90$, $K_1 = 1.6 + (N - 90) \times 0.005$.

In the formula: K_1 is the adjustment coefficient for the number of people, K_2 is the increase coefficient, N is the number of students in the class, M is the standard class size, $M=50$, except for public physical education classes where $M=40$, professional physical education classes where $M=25$, and professional art classes, professional music classes, and professional foreign language classes where $M=35$ are calculated.

(2) Public courses such as drawing, mechanics, and mathematics, $K_2=0.1$, the assignments for these courses should be graded once a week; engineering surveying, $K_2=0.2$, complete the experimental guidance as required in the course; architectural design, $K_2=0.6$, the design guidance in class requires the arrangement of tutoring teachers; bilingual teaching, IELTS teaching, $K_2=0.2$.

(3) All guidance classes included in the course schedule (guidance for drawing practice, guidance for art practice, guidance for in-class design, computer guidance, calligraphy guidance, etc.) are calculated according to "theoretical teaching" for teaching workload.

(4) The workload for ideological and political theory courses, as well as practical work in courses like current situation and policy, equals the practical plan hours $\times K_1 \times 0.5$.

(5) The public physical education plan for the sophomore year has 50% of the classes conducted in a large club format, with the workload = planned class hours $\times [1.0 + (N - 80) \times 0.015]$, N and classes are not allowed to open if there are fewer than 80 people.

(6) Core compulsory examination courses for music majors (vocal, piano, instrumental performance courses, etc.) class hours = planned class hours \times number of students $\times 0.8$.

2. Practical Teaching

(1) Experimental Teaching

Teaching workload = $K \times$ planned class hours

K is the workload coefficient. Each standard class is completed in 1 batch, 2 batches, 3 batches, and above, taking $K=1.0, 1.6, 2.0$ respectively. In principle, experimental batches not included in the experimental schedule will not be recognized, with no more than 4 class hours in half a day and no more than 3 class hours in the evening.

Internship (practical training)

Teaching workload = $K_1 \times K_2 \times$ planned weeks $\times N \times 0.35$ standard hours/person \cdot week

N is the number of intern students.

K_1 is the guiding nature coefficient, including educational internships, outdoor sketching in art, measurement internships, metalworking internships, and professional recognition internships (with guidance from leading teachers), $K_1=1.0$, while other concentrated internships, $K_1=0.8$, and dispersed internships (including school-enterprise cooperation training), $K_1=0.5$.

K_2 is the grouping coefficient, applicable only to educational internships and outdoor sketching in art, $K_2 =$ the number of students in the class/15 (rounded); the quota for each group is 15 people, and if there are fewer than 15, it is calculated as 15; for other concentrated internships, $K_2=2$, for decentralized internships, $K_2=1.0$. If grouping is not done according to this principle, the secondary college must report to the Academic Affairs Office for approval in advance.

Internship defense workload (calculated separately) = N (number of internship defenses) $\times 0.15$.

(3) Music Major Skills Practice Course

Teaching workload = $2 \times$ planned weeks $\times N/5$, N is the number of students

(4) Course Design (Thesis)

Teaching workload = $K \times \text{planned weeks} \times N \times 0.6$ standard hours/person·week

K is the guiding nature coefficient. Centralized guidance (included in the course schedule and has a relatively centralized location), $K=1.0$; decentralized guidance (not included in the course schedule and has no relatively centralized location), $K=0.8$.

N is the actual number of students guided by teachers. Each standard class should have more than one guiding teacher, and the weekly guidance should not be less than 12 class hours per week. The guidance time must be scheduled in advance in the timetable, distributed evenly and reasonably, and strictly followed according to the timetable. Each guiding teacher should not guide more than 25 students at the same time.

(5) Graduation design (thesis), graduation design (thesis) defense

Teaching workload = $K \times \text{planned weeks} \times (M_1 + M_2) \times 1.0$ standard hours/person·week

K is the guiding nature coefficient, concentrated design (thesis) or experiment $K=1.0$, other $K=0.8$.

M_1 The standard number of students for guidance: among them, the standard number of students for graduation (design) thesis in humanities and social sciences is 10, while the standard number for engineering and art graduation design students is 8. M_2 is the number of students counted repeatedly, $M_2 = (M - M_1) \times 0.8$, where M is the actual number of students guided by the instructor. If the number of students is below the standard number, $M_2=0$.

Graduation Design (Thesis) Defense workload (calculated separately) = Number of defenders $\times 0.6$.

3. Calculation of other workloads

(1) University student subject competitions organized by the education administrative department (only basic skill competitions are recognized for music and sports majors), competitions organized by international authoritative organizations (limited to industry or academic organizations that are open to all global members), and competitions organized by national non-governmental departments (i.e., various associations, societies, and other civil institutions or enterprises) require each project to submit training plans and work schedules to the academic affairs office before the competition. Each project is calculated based on a standard of 50 to 150 class hours, and the workload of the guiding teachers is recognized and approved by the academic affairs office.

(2) The workload for open experimental teaching = planned experimental class hours $\times 1.2$. Relevant departments must submit the list of fully open experimental projects and teachers for the next semester to the academic affairs office for review at the end of the semester.

The workload for course retake teaching is implemented according to relevant documents.

(4) In principle, other workloads not listed in these measures will not be recognized.

4. Management of Teaching Workload

1. Each secondary college can formulate specific workload allocation methods based on the actual situation of the college, under the premise that the total workload remains unchanged, and submit them to the school's academic affairs office and human resources office for approval and filing. The calculation and review of teaching workload are the responsibility of each secondary college. Except for the workload calculated according to the method in "Article 3", other workloads are declared and calculated using project management methods, with the responsible department reporting to the academic affairs office for review, approved by the vice president in charge of teaching, and verified by the human resources office. The workload obtained by relevant teaching staff is included in the assessment scope of teaching workload.

2. Each secondary college must report the teaching workload of each teacher in their college for the semester to the Academic Affairs Office within three working days after the end of each semester's holiday, as a basis for evaluating teachers' teaching performance.

V. Supplementary Provisions

1.If there are any previous documents that conflict with these measures, these measures shall prevail.

This method has been implemented since 2017 and is interpreted by the Academic Affairs Office.

Undergraduate Education and Teaching at Hunan City University

Implementation Measures for Quality Evaluation and Continuous Improvement (Trial)

Xiangcheng Hospital Evaluation and Issuance [2020] No. 18

Chapter One General Principle

Article 1 In order to further implement General Secretary Xi Jinping's important discourse on education and the spirit of the National Education Conference, continuously deepen the reform of undergraduate education, establish an output-oriented evaluation and continuous improvement mechanism for undergraduate teaching quality, improve the quality assurance system for undergraduate education and teaching, and enhance the quality of talent cultivation, this method is specially formulated based on the documents such as the Central Committee of the Communist Party of China and the State Council's "Overall Plan for Deepening the Reform of Education Evaluation in the New Era," "National Standards for Teaching Quality of Undergraduate Programs in General Higher Education," "Ministry of Education's Opinions on Deepening the Reform of Undergraduate Education and Teaching to Improve the Quality of Talent Cultivation" (Jiao Gao [2019] No. 6), "Engineering Education Professional Accreditation Standards," "Professional Accreditation Standards for Normal Universities," and in combination with the actual situation of the school.

Article 2 Adhere to the educational philosophy of "student-centered, outcome-oriented, and continuous improvement," emphasizing a focus on students, guided by student learning outcomes, while establishing effective teaching quality evaluation and continuous improvement mechanisms.

Article 3 The evaluation of the quality of undergraduate education and teaching in schools follows the principles of comprehensiveness and diversity.

(1) Principle of Full Process: The evaluation of the curriculum should run through the entire teaching process, including important process evaluations such as initial evaluation, mid-term evaluation, and final evaluation, as well as random real-time evaluations; the evaluation of teachers should cover the entire teaching career, emphasizing the evaluation of young teachers as well as that of professors and associate professors; the evaluation of students should extend throughout the quality demonstration process, focusing on overall evaluation during their time in school and paying attention to the achievement of training goals about five years after graduation.

(2) Principle of Diversity: Fully leverage the advantages and characteristics of different evaluation entities in the evaluation work, creating a quality evaluation system that primarily channels student evaluations, effectively integrating other internal evaluations and external third-party evaluations.

Article 4 The continuous improvement of undergraduate education and teaching in schools follows the principles of relevance and development.

(1) Principle of Targeted Approach: Any obvious issues that arise during the quality monitoring and evaluation process must have specific improvement goals and plans proposed, and these should be closely monitored and evaluated in the subsequent teaching process to form a closed loop.

(2) Developmental principle: Continuous improvement of work should be oriented towards the development of teachers' teaching abilities, the enhancement of teaching levels, and the improvement of teaching quality, with the fundamental goal of achieving the joint development of teachers and students.

Chapter Two: Organizational System

Article 5 The evaluation of teaching quality and the work of continuous improvement shall be organized and implemented by the Teaching Quality Monitoring and Evaluation Center, the Academic Affairs Office, the Student Affairs Department, the Admissions and Employment Office, the Human Resources Department, and other functional departments under the guidance of the school leaders in charge of teaching work, as well as by each college and major. Each functional department and each college and major should fulfill their responsibilities, maintain their "section of the canal," and cultivate their "responsibility field," ensuring the implementation of educational and teaching responsibilities.

Article 6 The school establishes a teaching quality evaluation and continuous improvement system composed of a teacher course teaching assessment system, an online evaluation system for classroom teaching, regulations for teaching supervision, classroom observation management measures, and guiding opinions for tracking graduates.

Article 7 Each college shall formulate corresponding implementation rules for evaluation and continuous improvement based on the school's evaluation and continuous improvement implementation measures, combined with the characteristics of their disciplines and majors, and shall organize and carry out evaluation and continuous improvement work in a timely manner to establish a stable and effective working mechanism. Fully utilize the guidance and supervision functions of the college teaching committee and teaching supervision group.

Chapter Three Main Evaluation Content

Article 8 Situation of teacher ethics and style. This mainly includes teachers' ideals and beliefs, professional ethics, code of conduct, adherence to rules and regulations, sense of social responsibility, care for students, and ideological education in the curriculum, implementing the fundamental task of fostering virtue and nurturing talent.

Article 9 Professional and curriculum development. This mainly includes the training objectives of the program, graduation requirements, the rationality of the curriculum system, the effectiveness of graduation requirements in supporting training objectives, the curriculum system in supporting graduation requirements, the effectiveness of course teaching in supporting course objectives, and the evaluation of the achievement of training objectives, graduation requirements, and course objectives.

Article 10 Educational and teaching standards. Mainly includes the formulation of teaching outlines, teaching design, teaching implementation, teaching methods, teaching research, and teacher-student interaction.

Article 11 Student learning conditions. This mainly includes students' moral cultivation, value orientation, learning attitude, learning effectiveness, academic performance, examination conduct and discipline, as well as the academic atmosphere, class atmosphere, and dormitory atmosphere, etc.

Article 12 Teaching operation and effectiveness. This mainly includes the effectiveness of the teaching quality assurance system, the adequacy of teaching resources, and the satisfaction of students and employers in society.

Article 13 Other matters related to teaching quality and talent cultivation.

Chapter Four Main Evaluation Measures

Article 14 Every year, regular online evaluations of teachers by students are conducted, guiding students to independently and objectively evaluate the classroom teaching quality of the teachers for the current semester from aspects such as teacher ethics, teaching content, teaching methods, and teaching effectiveness.

Article 15 Establish a graduate employment information database, conduct various forms of follow-up surveys on the employment quality of graduates, timely understand the opinions and suggestions of employers, and regularly publish annual reports on the employment quality of graduates.

Article 16 Improve and perfect the two-level teaching supervision organization of the school and the college, supervise, inspect, and evaluate the teaching operation, teaching reform, teaching style, learning style, and student learning outcomes throughout the school, and regularly compile and publish teaching supervision work briefings.

Article 17 The school's party and government leaders, leaders of relevant functional departments, and leaders of the college's party and government should conduct quality research and evaluation work in the front line of education and teaching, effectively strengthening the supervision and management of education and teaching work, and ensuring the central position of education and teaching work.

Article 18 Based on student evaluations, peer evaluations, and supervisory evaluation data, the school organizes teacher course teaching assessments every academic year, conducting a comprehensive evaluation of the teaching faculty in terms of teaching effectiveness, teaching level, teaching reform, and daily teaching standards.

Article 19 Establish a mechanism for information collection in the evaluation of educational quality. The Teaching Quality Monitoring and Evaluation Center and the Academic Affairs Office are responsible for collecting and organizing information from various aspects of learning, teaching, and management, and promptly providing feedback to relevant colleges and functional departments while checking and rectifying the situation.

Chapter Five Continuous Improvement

Article 20 Establish a continuous improvement system for teaching quality composed of courses, majors, colleges, and schools.

(1) Each college should actively fulfill its 主体 role in continuous improvement, according to the relevant provisions of the evaluation system, using evaluation results to organize various majors, teachers, and relevant personnel to timely improve aspects related to teacher ethics, talent training programs, theoretical teaching, practical teaching, faculty development, curriculum development, textbook development, educational practice, graduation design (thesis), and academic atmosphere construction, and to track and evaluate the situation of continuous improvement.

Teachers should timely improve aspects such as teaching content, teaching methods, assessment content and methods, course syllabus, and course teaching plan based on the teacher's course evaluation feedback, student evaluation results, etc., and conduct self-evaluation of the improvements, with the self-evaluation results reviewed by the teacher's department.

(3) Each college should gradually improve and strengthen the evaluation of teaching management and continuous improvement work, track and re-evaluate the rectification process and effects of each link in teaching management, form a closed loop, and ensure the effective operation of the teaching quality assurance system, with teaching resources effectively supporting the achievement of graduation requirements.

(4) The Teaching Quality Monitoring and Evaluation Center establishes a filing system for teaching evaluation and improvement information, supervises and inspects the continuous improvement of prominent issues; collaborates with relevant functional departments to ensure the quality supervision of talent cultivation in various colleges and majors, conducts annual monitoring and analysis of basic teaching status data, publishes the annual quality report of undergraduate teaching, identifies problems in undergraduate education and teaching, and proposes measures for continuous improvement, providing decision-making basis for the school to formulate educational and teaching plans, reform and innovate educational and teaching work, and allocate educational and teaching resources.

Article 21 The Human Resources Department, Academic Affairs Office, Teaching Quality Monitoring and Evaluation Center, and relevant colleges must take the issues of teacher ethics and conduct reflected in educational evaluations seriously, handle them promptly according to the school's relevant regulations, investigate the causes of the problems, and develop improvement measures.

Article 22 For teachers with prominent issues in teaching quality in educational evaluations, the relevant colleges and majors should assist teachers in formulating improvement plans to enhance their educational and teaching abilities, and track and evaluate the implementation effects. For teachers with long-standing serious teaching quality issues, the college and major should establish a deadline for corrective measures. For teachers who still show no significant improvement after the corrections, the school will handle them according to the relevant regulations.

Article 23 For prominent issues related to students' academic conduct reflected in educational evaluations, the Student Affairs Office, Academic Affairs Office, relevant colleges, and majors shall jointly formulate and implement a plan for improving academic conduct, and track and evaluate the effectiveness of the improvements.

Article 24 For the management and logistical support service issues reflected in the evaluation of education and teaching, the Teaching Quality Monitoring and Evaluation Center should promptly feedback relevant information to the corresponding functional departments, which are responsible for formulating and implementing improvement plans, and for tracking and evaluating the effectiveness of the improvements.

Article 25 The Teaching Quality Monitoring and Evaluation Center, Academic Affairs Office, Student Affairs Department, Admissions and Employment Office, and Human Resources Department shall establish and improve the mechanism for evaluating and continuously improving educational and teaching quality. They must promptly verify, address, and respond to the feedback on teaching information, and incorporate improvements in subsequent work. The improvement process and its effects must be tracked and recorded.

Chapter Six AppendixRule

This method shall be implemented from the date of publication and shall be interpreted by the Teaching Quality Monitoring and Evaluation Center.

Implementation Regulations for the Student Teaching Information Officer System at Hunan City University

Xiangcheng Hospital Evaluation and Issuance [2018] No. 14

Article 1 In order to ensure smooth channels for feedback on teaching work, to timely understand the operation status of teaching and learning, to improve the teaching quality monitoring system, and to fully leverage the role of students in participating in teaching management, self-management, and self-learning, these regulations are hereby formulated.

Article 2 The student teaching information officer is mainly responsible for collecting and providing feedback on teaching information from the front line of education (including teaching operations, teaching reforms, classroom teaching, curriculum design, teaching style construction, academic style construction, etc.), and offering valuable opinions and suggestions for our school's teaching work.

Article 3 Student Teaching Information Officers adopt a two-level management model at the university and college (department) levels. University-level student information officers are appointed by the school and are specifically managed on a daily basis by the Teaching Quality Monitoring and Evaluation Center; college (department) level student teaching information officers are appointed by the college (department) and are managed daily by each college (department).

Article 4 Student teaching information officers should, in principle, only be selected from full-time students in the dropout class. There is one school-level student teaching information officer for each college (department), who is generally held by the study minister of each college (department); for college (department) level student teaching information officers, there is one for each administrative class, who is generally held by the class study committee member.

Article 5 Conditions for the selection of student teaching information officers:

1 Good moral character, strong sense of responsibility, active participation in teaching management, integrity in conduct, seriousness in work, rigor, and courage to expose problems.

2 Has a correct learning attitude, excellent grades, and good study methods and habits.

3 Has strong organizational and coordination skills, a strong spirit of teamwork, is good at connecting with teachers and classmates, and can represent classmates to reflect opinions.

4 Has strong observational skills, comprehensive analytical ability, information processing ability, and good written expression skills.

Article 6 Responsibilities of Student Teaching Information Officers:

(1) Main responsibilities of school-level student teaching information officers

1 Collect and summarize the opinions and suggestions of students in this college (department) regarding teachers' teaching attitudes, teaching skills, and other aspects during the teaching

process.

2Collect and summarize the opinions and suggestions of students in this college (department) regarding the school's teaching management.

3Collect and promptly reflect students' opinions and suggestions on other aspects of the teaching process to the school.

4Timely report to the school regarding the situation related to students' academic atmosphere.

5Assist this hospital (department) in conducting surveys and questionnaires related to teaching.

6Collect and summarize teaching information from each class every two weeks, fill out the "Teaching Information Feedback Form" and submit it to the Teaching Quality Monitoring and Evaluation Center.

(2) Main tasks of student teaching information officers at the college (department) level

1Collect and summarize the opinions and suggestions from classmates regarding the teacher's teaching attitude, teaching skills, and other aspects during the teaching process (including: whether the teacher is late, absent, or leaves early; whether the teacher speaks Mandarin, whether the course content is substantial, whether the board writing is standard; whether the teacher can stimulate students' interest in learning and make the classroom lively; students' attendance, etc.).

2Collect and summarize the opinions and suggestions of classmates regarding the various levels of teaching management in the school.

3Collect and promptly reflect students' opinions and suggestions on other aspects of the teaching process to the college (department).

4Timely report to the college (department) regarding the situation related to students' academic conduct.

5Assist the department in conducting surveys and investigations related to teaching in the respective class.

6Fill out the "Teaching Information Feedback Form" every two weeks and submit it to the college (department) academic affairs office.

Article 7 Each college (department) is responsible for organizing and archiving the "Teaching Information Feedback Form" for college (department) level student teaching information officers; the Teaching Quality Monitoring and Evaluation Center is responsible for organizing and archiving the "Teaching Information Feedback Form" for university level student teaching information officers, and will promptly feedback the organized opinions to the relevant departments.

Article 8 The teaching information officer is the representative of the vital interests of the broad student body. During the performance of their duties, no department or individual may obstruct or interfere. The school will protect the rights and interests of the teaching information officer and will seriously deal with individuals or departments that intentionally harm the reputation of the teaching information officer or cause personal injury, holding them accountable for their actions.

Article 9 Each semester the Teaching Quality Monitoring and Evaluation Center grants the title of "Excellent Information Officer" to student information officers who genuinely fulfill their work responsibilities and perform outstandingly, and provides certain rewards.

Article 10 Students serving as teaching information officers may obtain corresponding scores according to the relevant regulations of the school's

comprehensive quality assessment for students.

Article 11 Information officers who violate relevant regulations or are incompetent during their term shall be replaced.

Article 12 This method shall be implemented from the date of publication, and the right of interpretation belongs to the Teaching Quality Monitoring and Evaluation Center.

Measures for the Identification and Handling of Teaching Accidents and Teaching Negligence at Hunan City University

Xiangcheng Institute Document [2023] No. 25

In order to maintain normal teaching order, standardize teaching management, and uphold teaching discipline, this method is formulated in accordance with the relevant provisions of the "Education Law of the People's Republic of China," "Teacher Law of the People's Republic of China," "Higher Education Law of the People's Republic of China," and other laws and regulations, combined with the actual situation of the school.

Chapter One Identification of Teaching Accidents and Teaching Negligence

Article 1 Teaching accidents or teaching negligence refer to actions or events that affect the order, process, and quality of teaching due to the direct or indirect responsibility of teachers, teaching assistants, teaching management personnel, and staff from various departments serving education.

Article 2 Depending on the circumstances and severity of the consequences of the incident, it shall be classified as either a teaching accident or teaching negligence.

Article 3 According to the "List of Teaching Accident Identifications of Hunan City University" (see attachment), identify level one, level two, and level three teaching accidents.

Article 4 The person responsible for teaching accidents or teaching negligence refers to the direct responsible party that causes the teaching accident or negligence (which can be an individual, multiple individuals, or a department).

Chapter Two: Procedures for the Identification of Teaching Accidents and Teaching Negligence

Article 5 The committee for determining teaching accidents shall classify the teaching incident as a teaching negligence or a corresponding level of teaching accident based on the circumstances of the teaching event and the severity of the consequences caused.

Article 6 The departments responsible for investigating teaching incidents include the Academic Affairs Office, Graduate School, Teaching Quality Monitoring and Evaluation Center, and secondary colleges.

Article 7 Specific Procedures

After the teaching incident occurs, the investigating department shall notify the department of the person responsible for the teaching incident within one working day.

After the department of the person responsible for the teaching incident receives the notification, it is responsible for investigating and verifying the teaching incident and providing investigation evidence, and must deliver the investigation results to the department handling the case within 3 working days.

(3) The investigating department verifies the teaching incident, writes a report (including the time, place, direct responsible person, process, and consequences of the teaching incident), and delivers the report and investigation results to the Academic Affairs Office within 3 working days from the date the investigation results are delivered. The report must clearly identify the person responsible for the incident.

Within 3 working days from the date the report is received, the Academic Affairs Office shall organize a meeting of the school's Teaching Accident Determination Committee (with the office set at the Academic Affairs Office) to identify the teaching incident and issue a preliminary processing notice.

(5) If the person responsible for the teaching incident, the informant, the knowledgeable person, or the investigator believes that the pre-processing results are inconsistent with the facts or improperly handled, they may submit a written appeal or request for reconsideration to the Teaching Incident Arbitration Committee (office set up at the school union) within 3 working days from the date the pre-processing notice is issued. If the deadline is exceeded, it will be regarded as no objection, and the Academic Affairs Office will directly issue a formal processing notice.

(6) The Teaching Accident Arbitration Committee shall convene an arbitration meeting within 3 working days from the date of receiving a written complaint or request for reconsideration. If half or more of the actual members present vote in favor, the teaching event can be recognized as a teaching accident or teaching negligence.

The Teaching Accident Arbitration Committee will deliver the arbitration results to the Academic Affairs Office.

The Academic Affairs Office issues a formal processing notice.

Article 8 The records of teaching accidents shall be made in triplicate, with copies stored by the Academic Affairs Office, the Human Resources Office, and the department of the person responsible for the teaching incident.

Article 9 If a responsible person has three teaching errors in the same year, they will be treated as a Level 3 teaching accident once; if a teaching accident occurs again in the same year, the new teaching accident will be classified as a higher-level accident.

Chapter 3 Handling Teaching Accidents and Teaching Negligence

Article 10 Depending on the severity of the teaching negligence, the Academic Affairs Office or the department of the person responsible for the teaching negligence will have a discussion with the responsible person and issue a criticism within the department, or issue a criticism to the entire school and report it to the Human Resources Department.

Article 11 In cases of teaching accidents involving issues of teacher ethics and conduct, or if the same individual accumulates two or more (including) Level 1 teaching accidents within the same year (including equivalent accumulations), the school shall impose disciplinary actions in accordance with regulations and laws.

Article 12 If any of the following circumstances apply, a lighter penalty, reduction, or exemption from punishment may be granted:

- (1) First-time violation and the circumstances are significantly minor or minor;
- (2) Acknowledging the violation and making a sincere written reflection;
- (3) Consciously correct non-standard behaviors;
- (4) Take timely and effective measures to prevent adverse consequences from occurring or to mitigate adverse consequences.

Article 13 If any of the following circumstances occur, a heavier penalty should be imposed:

- (1) Violations that result in serious consequences;
- (2) Evading, resisting, and obstructing investigations;
- (3) Retaliation against the complainant, witnesses, and relevant personnel;
- (4) Those who have been punished for violations or have received administrative penalties from judicial administrative authorities.

Chapter Four Supplementary Provisions

Article 14 This method applies to all teaching activities and teaching management in the school. The Academic Affairs Office is responsible for undergraduate teaching, while the Graduate School is responsible for graduate teaching.

Article 15 Matters not covered by these measures shall be handled by the Teaching Accident Determination Committee in accordance with these measures.

Article 16 If there is a violation of laws and regulations related to teaching, it will be handled in accordance with relevant provisions.

Article 17This method shall be implemented from the date of its publication, and the original "Regulations on the Identification and Handling of Teaching Accidents and Teaching Negligence of Hunan City University" (Xiangchengyuan Fa [2017] No. 110) shall be simultaneously abolished.

Article 18This method is interpreted by the Academic Affairs Office.

Attachment: Overview of Teaching Accident Recognition at Hunan City University

Attachment:

Overview of Teaching Accident Identification at Hunan
City University

Seri al numb er	TeachingEvent	Responsi bilitySu bject	Acciden tLevel
1	Making inappropriate remarks during teaching that provoke strong reactions from students, resulting in varying degrees of negative impact	Direct responsibl e person	3/2/level 1
2	Published in teachingstatements that violate teacher ethics or have low standards, which do not align with the fundamental purpose of educating and nurturing students, causing varying degrees of negative impact	Direct responsibl e person	3/2/level 1
3	Behaviors that do not conform to the professional ethics of teachers occur in teaching, causing varying degrees of negative impact	Direct responsibl e person	3/2/level 1
4	Without the consent of the respective college and the academic affairs office, changing classes, canceling classes, or asking someone to substitute for a class without permission can cause varying degrees of negative impact	Direct responsibl e person	3/2/level 1
5	Teaching accident occurred during the substitute class	Direct responsibl e person	3/2/level 1
6	Leaving the teaching position without the consent of the college or academic affairs office, or arbitrarily changing in-class activities to extracurricular activities, causing varying degrees of negative impact	Direct responsibl e person	3/2/level 1
7	Not implementing the teaching plan and organizing teaching arbitrarily has a negative impact of varying degrees on the teaching order	Direct responsibl e person	3/2/level 1
8	Late to class or leaving class early (except for force majeure or accidents) within 5 minutes (including)	Direct responsibl e person	Third level
	Missing more than 5 minutes or being absent from class can cause varying degrees of negative impact		3/2/level 1
9	If a teacher encounters special circumstances (force majeure or unexpected accidents) that result in being late or missing class, and has not informed the college or academic affairs office in advance	Direct responsibl e person	Third level

10	Teachers do not focus on teaching, are perfunctory in their approach, the quality of teaching is poor, and students have significant feedback, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
11	Without the consent of the college, arranging for teachers to undertake teaching tasks without authorization	Direct responsible person	Third level
12	Teaching was not conducted according to the teaching plan, and the teaching progress and content are seriously inconsistent with the teaching plan: reaching 1/4 (inclusive)	Direct responsible person	Third level
	Affecting the teaching order to varying degrees when reaching above 1/4		3/2/level 1
13	The teacher did not guide the graduation comprehensive training as required, and their attitude was not serious, resulting in low quality of the graduation comprehensive training outcomes, with the Ministry of Education conducting random checks that were unsatisfactory or grade assessment clearly unreasonable, causing varying degrees of negative impact	Direct responsible person	3/2/level 1
14	The teacher did not effectively manage the classroom, resulting in low attendance rates, a significant proportion of students playing on their phones, dozing off, and being noisy	Direct responsible person	Third level
15	Classes were suspended or rescheduled as approved, but make-up classes were not conducted as required: missing one or more make-up classes, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
16	Organize outdoor teaching activities for students according to the teaching plan, and the teacher does not accompany or guide as required, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
17	Students experience varying degrees of negative impact due to the teacher's subjective negligence or abandonment of duty during practical activities.	Direct responsible person	3/2/level 1
18	Unexcused absence from department (teaching and research office) meetings or other teaching seminar activities within one semester: 2 times (inclusive)	Direct responsible person	Third level
	Three times or more, causing varying degrees of negative impact		3/2/level 1
19	Using the teacher's identity to coerce or indirectly coerce students into purchasing related materials, products, or services, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
20	Leaking exam questions before the test has caused varying degrees of negative impact	Direct responsible person	3/2/level 1
21	Failing to submit the exam paper according to the specified time and requirements	Direct responsible person	Third level

22	The topic does not meet the basic requirements of the exam syllabus or the exam questions contain many errors, affecting the normal examination, and even leading to the inability to conduct the exam	Direct responsible person	3/2/level 1
23	Without the consent of the dean of the college, privately asking someone to invigilate	Direct responsible person	3/2/level 1
24	Teaching accident occurred during the substitute examination process	Direct responsible person	3/2/level 1
25	If a teacher encounters special circumstances (such as force majeure or unexpected accidents) that result in being late, leaving early, or missing invigilation, but does not inform the college in a timely manner	Direct responsible person	Third level
26	Late arrival or early departure of 5 minutes (including	Direct responsible person	Third level
	Late for the exam supervision, leaving early by more than 5 minutes, or absence from exam supervision		3/2/level 1
27	During the examination, failing to perform duties seriously according to regulations, or causing disorder in the examination room, or serious student cheating occurs	Direct responsible person	3/2/level 1
28	Organizing or assisting student groups in cheating	Direct responsible person	3/2/level 1
29	Without the consent of the examination organizing department, invigilators swap examination venues with each other	Direct responsible person	3/2/level 1
30	Failing to perform invigilation duties, giving hints or prompts to students during exams, conniving, sheltering, or assisting students in cheating, and concealing violations of discipline and cheating by students, etc	Direct responsible person	3/2/level 1
31	An organization or individual interferes with the normal examination, and the invigilator fails to stop it in time, causing a significant impact on the exam	Direct responsible person	3/2/level 1
32	Not following the examination procedures, not strictly enforcing examination discipline, or causing discrepancies between the number of exam papers collected and the number of students participating in the exam has had a significant impact on students' grades and has negatively affected the school's reputation	Direct responsible person	3/2/level 1
33	Significant errors in reviewing papers, scoring, and recording scores have a considerable impact on students' rights or result in frequent changes to grades	Direct responsible person	3/2/level 1
34	Failure to submit grades within the specified time will affect students' retakes, course selection, graduation, etc. (In special circumstances, a written report must	Direct responsible person	Third level

	be submitted, approved by the college, and submitted to the academic affairs office for approval.)		
35	Failing to archive the exam papers in a timely manner as required	Direct responsible person	Third level
	Lost exam papers have caused varying degrees of negative impact		3/2/level 1
36	Not filed with the Academic Affairs Office, and without the approval of the school leadership, units or individuals arbitrarily notify students of class suspensions	Direct responsible person	Third level
37	Classes were not scheduled according to the teaching plan, resulting in misplacement or omission, affecting normal teaching order	Direct responsible person	Third level
38	Leakage during the printing, transmission, and storage of exam papers: Work error leaks information	Direct responsible person	Third level
	Deliberately leaking information, causing varying degrees of negative impact		3/2/level 1
39	Failure to timely communicate and implement important teaching work and activity arrangements at the school has caused serious impact	Direct responsible person	Third level
40	Delaying reporting or intentionally concealing teaching accidents within the stipulated time	Direct responsible person	Third level
41	Issuing certificates of education, enrollment, and grades that do not match the facts, causing varying degrees of negative impact	Direct responsible person	3/2/level 1
42	The department offering the course did not timely submit the textbook ordering plan or textbooks to the academic affairs office missing orders, resulting in textbooks not being in place within 2 weeks of the course start, affecting normal teaching	Direct responsible person	Third level
43	The selected 教材 does not meet the requirements of the school and higher-level documents, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
44	Failure to prepare the instruments, equipment, and experimental supplies in a timely manner before class affects normal experimental teaching, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
45	Teaching instruments and equipment were not managed according to the document regulations, and were borrowed or misappropriated without authorization, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
46	Without the consent of the Academic Affairs Office, occupying teaching venues without authorization affects normal teaching	Direct responsible person	Third level
47	The procurement, supply, and preparation of teaching materials are not timely, affecting normal teaching	Direct responsible person	Third level

48	The preparation work for major exams such as the college transfer exam and the national college English test (CET-4 and CET-6) is inadequate, affecting the normal examination, resulting in varying degrees of negative impact	Direct responsible person	3/2/level 1
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