



Appendix D - 5 Implementation Measures for the Mentorship System of Young Teachers in Hunan City University (Revised)



Implementation Measures for the Mentorship System for Young Teachers in Hunan City University

Chapter I General Provisions

Article 1 In order to implement the "14th Five-Year Plan for Undergraduate Teaching and Talent Cultivation at Hunan City University", to fully leverage the role of core teachers in imparting knowledge, assisting, and leading, to promote the healthy growth of young teachers, to comprehensively improve the ideological and moral qualities and teaching and research levels of the faculty, and to ensure the steady improvement of talent cultivation quality, this regulation is specially formulated in accordance with the actual conditions of the university.

Article 2: The mentor system refers to the guidance and cultivation of trainees by backbone teachers with good professional ethics, rich teaching experience, and outstanding research achievements over a certain period of time, focusing on professional ethics, teaching and research reforms, and scientific research, helping trainees grasp the laws and methods of higher education and become qualified college teachers. The mentor system typically lasts for 2 years.

Chapter II Training Objectives

Article 3: Full-time teachers (including other staff members in course teaching positions) who have been employed for less than four years and have not participated in the mentorship program. Those who were full-time teachers at undergraduate institutions and held lecturer or higher professional technical positions before joining the institution may be



exempt from participating in the mentorship program as stipulated in this regulation.

Article 4 Each college shall, according to the actual situation, consider other teachers who need to improve the teaching level and teaching effect.

Chapter 3 Selection of mentors

Article 5 A mentor shall have high political and ideological qualities, good teacher ethics and conduct, possess a professional technical post of associate senior level or above, have high academic level, strong research ability, rich teaching experience, good teaching effect, and be able to perform the duties stipulated in these Regulations.

Article 6 The mentor system shall adopt the principle of mutual selection. The mentors shall be recommended by each college, and their training targets shall be specified. They shall be reviewed by the Academic Affairs Office and the Personnel Office, and appointed after being approved by the principal school leaders.

Article 7 In principle, the term of a mentor shall not exceed 2 years; each mentor shall guide one teacher at the same time, and the total number of mentors shall not exceed 2.

Chapter IV Duties of the Mentor

Article 8 Responsible for the ideological and political work of the training objects, regularly carry out heart-to-heart talks with the training objects, help the training objects establish correct outlook on life, form good teacher ethics and conduct, guide the training objects to love the education cause, abide by the professional ethics norms of college teachers, and love their jobs.



Article 9: Develop a training program for the trainees, clarify the training content, training measures, and expected goals, guide the trainees to undertake teaching tasks, designate courses and professional knowledge related to this course for further study. Guide the trainees to master at least one courses cutting-edge knowledge, and according to the basic requirements of course instruction, compile teaching materials, organize teaching content, familiarize themselves with teaching processes, master teaching methods, implement curriculum-based education, and carry out teaching activities.

Article 10 Lead the trainees to carry out teaching, scientific research and graduate training and other work, help the trainees to master the frontiers of their disciplines, write teaching and scientific research papers, and improve their teaching research and scientific research capabilities.

Chapter V Objectives of Training

Article 11 Consciously and actively accept guidance from mentors. Diligently participate in various educational and teaching training programs to continuously improve basic teaching and educational capabilities and qualities, cultivate good teacher ethics and conduct, a rigorous academic spirit, a pragmatic work style, and a dedication to ones profession. Regularly report to the mentor on ideological and political work, teaching and research, and professional development.

Article 12 Master the knowledge structure and content system of the courses taught, make teaching materials and organize teaching contents according to the basic requirements of teaching, be familiar with the course system related to the major, and basically have the ability to control the teaching material and classroom.



Article 13 The tutor shall listen to the teaching of at least one course in its entirety and keep a record of the listening. He/she shall master the teaching methods and art of teaching, be proficient in all teaching links such as lesson preparation, teaching design and classroom teaching, and be able to use modern educational technology to carry out teaching.

Article 14 Assist the tutor to complete the whole process of teaching a course as a teaching assistant, write a teaching plan for a teaching course of no less than 16 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 the teaching research and scientific research ability. During the period of receiving guidance, at least one paper on teaching and research reform and one paper on scientific research should be published publicly.

Chapter VI Assessment

Article 16 The mentor system evaluation is conducted through a combination of process evaluation and acceptance evaluation, divided into two stages: mid-term evaluation and final evaluation. Specific evaluation criteria are listed in the appendix. One year after the start of the program, the college organizes a mid-term evaluation and reports the results to the Academic Affairs Office. For mentors who fail to fulfill their duties, measures such as public notification or revocation of mentoring qualifications will be taken based on the situation; for trainees who participate inadequately, measures such as public criticism, extended training periods, or revocation of course teaching qualifications will be taken based on the situation. Upon completion of the training period, the



Academic Affairs Office and the Personnel Office organize experts to conduct a final evaluation of mentors and trainees. The evaluation conclusions are categorized into three levels: excellent (comprehensive evaluation score ≥ 85 points and not exceeding 15% of the total number of evaluators in the year), qualified (60 points \leq comprehensive evaluation score < 85 points), and unqualified (comprehensive evaluation score < 60 points).

Article 17 Upon completion of the training period, the training object shall be assessed as qualified or excellent, and the mentor shall be assessed as competent. The university shall pay the corresponding allowance to the mentor. The mentor who is irresponsible or fails the assessment shall be disqualified from guiding.

Article 18 Upon completion of the training period, for those who receive an excellent evaluation, the school will award 30 class hours of workload; for those who fail the evaluation, their position assessment in the current year will be deemed as basically competent, and they will simultaneously cease their course teaching responsibilities, and must continue to participate in a one-year mentorship program until they pass the evaluation. Teachers who do not participate in the mentorship program or remain unqualified after three years of participation will be reassigned from their full-time teaching positions, have their course teaching qualifications revoked, etc. The evaluation results of the trainees will serve as one of the criteria for title evaluation, merit promotion, and study tours.

Chapter VII Supplementary Provisions

Article 19 The teaching Affairs Office and the personnel Affairs Office shall organize and implement this Measures and be responsible for



its interpretation.

Article 20 These Measures shall come into force as of the date of promulgation, and the original relevant measures shall be repealed at the same time.



appendix

Mentorship evaluation index system of Hunan City College

content of examination		indicators for performance check	Evaluation content and criteria	value
Mentor evaluation materials (10 points)	1	training plan	On the basis of a detailed understanding of the business situation of the training object, the training plan of the training object is formulated. The plan has clear objectives and specific content. It has both an overall plan and a phased plan, which is highly operable.	2
	2	Cultivation guidance	Each semester, the classroom teaching of the training objects should be guided no less than 2 times, and there should be teaching and evaluation materials.	2
	3		Each semester, the research and teaching reform, project application, thesis writing, homework correction and other aspects of the training objects shall be checked no less than once, and detailed records shall be kept.	2
	4		Heart-to-heart talks	Talk with the training object every semester and keep a detailed record.
	5	Cultivation summary	At the end of the training, submit a written summary report on the training situation.	2
foster target examination material (20 points)	6	attend a lecture	Listen to one course of the tutor completely and have a listening record.	5
	7	teaching material	Make complete teaching materials for one course, including syllabus, examination outline, lesson plan, PPT courseware, teaching calendar, test paper and so on.	10
	8	open class	Each semester, two teaching reports will be given to the department (room) (no less than 5 participants from each department (room) will participate in each class), and the evaluation materials are complete.	3
	9	project application	I have presided over the application of 1 teaching and	2



content of examination	indicators for performance check	Evaluation content and criteria	value
		research project.	
Teaching assessment (30 points)	10 Teaching ability (At the end of the assessment period, the college organizes the training objects to concentrate on classes and score, and reports to the teaching office. The college judges shall be no less than 3, and the teaching office, the quality monitoring and evaluation center, the personnel office and other relevant department experts shall be 2~4.)	Teaching attitude (lesson plan quality, teachers appearance)	4
		Teaching content (information, proficiency, accuracy, key points and difficulties)	5
		Teaching methods (suitability, innovation)	4
		Basic teaching skills (classroom organization, language expression and logic, teaching methods)	5
		Teaching effect (classroom infection, student sense of gain)	6
		Teaching and educating (course ideology and politics, innovation and entrepreneurship)	6
Student evaluation of	11 Student synthesis appraise	The average online teaching evaluation score for students who select 1 course during their training period is counted as follows: 20 points for scores of 90 or above, 15 points for scores of 85 or above, 10	20



content of examination		indicators for performance check	Evaluation content and criteria	value
teaching (20 points)			points for scores of 80 or above, 10 points for scores of 70 or above, and 5 points for scores of 60 or above.	
Cultivation effect (20 points)	12	Achievements	The cultivation targets for hosting national and provincial projects are counted as 20 and 10 points respectively; publishing papers in core journals is counted as 10 points; participating in national and provincial projects is counted as 3 and 2 points respectively; winning awards in national and provincial teaching competitions is counted as 3 and 2 points respectively; guiding students to win awards in national and provincial teaching competitions is counted as 20 and 10 points respectively (for projects listed in the competition rankings). Other situations are referred to for bonus points.	20

pour:

1. Teaching accidents, problems of teacher ethics and conduct, failure to pass the course teaching assessment, failure to complete the publication of teaching and research papers, and other illegal behaviors identified by the school shall be directly identified as unqualified.

2. Those who win the first prize or above of school-level teaching competition (speaker) and those who have been approved for provincial-level or above courses (host) will be directly recognized as excellent.

3. Items 2, 3, 4 and 8 shall be recorded simultaneously by the supervisor and the trainee in the mentorship record book printed by the school.



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