

# NATIONAL TAIWAN UNIVERSITY

## Guidelines for Liberal Education Self-Evaluation

January 25, 2011    Discussed and passed by the General Education Committee at its 100<sup>th</sup> meeting  
February 15, 2011    Amended and passed by the 2,657<sup>th</sup> Administrative Meeting  
November 19, 2013    Discussed and passed by the 2,787<sup>th</sup> Administrative Meeting

Article 1    The National Taiwan University (NTU or “the University”) *Guidelines for Liberal Education Self-Evaluation* (“the Guidelines”) are formulated to enhance the quality and standards of liberal education at the University and to establish a quality assurance system.

Article 2    The scope of the University’s liberal education self-evaluation shall primarily include undergraduate courses at the University, including liberal education courses and general core courses (but excluding physical education, military training, and service learning courses) and may also include other aspects of the general learning environment on campus and courses insofar as they align with the University’s liberal education beliefs and goals.

Article 3    The University’s liberal education self-evaluation shall be conducted once every five years. The procedures for the liberal education self-evaluation shall be subject to the University’s *Regulations for Academic Unit Evaluations*.

Article 4    The University’s Liberal Education Self-Evaluation Committee (“the Committee”) shall be composed of the Director and Associate Director of the Center for General Education (“the Center”); the Division Director of Liberal Education; the Division Director of General Education; the Deans of the College of Liberal Arts, College of Science, College of Social Sciences, and College of Life Science; the Chairs of the Department of Chinese Literature, Department of Foreign Languages and Literatures, and Department of Japanese Language and Literature; and other members. The Director of the Center shall serve as convener. The Committee shall be responsible for coordinating and overseeing self-evaluation tasks, compiling self-evaluation data sheets, and based on the evaluation results, implementing and keeping track of improvements.

The Committee may invite faculty members, students, alumni, employers of NTU graduates, and other stakeholders to participate in or offer their opinions on matters related to the evaluation work.

Article 5    The University’s liberal education self-evaluation shall encompass the following seven evaluation items: goals and vision, organization and system, teaching and administrative resources, curriculum planning, teaching quality, instructor qualifications, and the self-evaluation framework. The detailed indices for each evaluation item are as follows:

1.    Goals and vision

1) The goals and standout features of the University’s liberal education development are clearly delineated.

2) The University’s liberal education goals are informed by a sound theoretical basis.

- 3) The University's liberal education goals are congruent with the overall developmental trends and goals of the University.
- 4) The goals and features of the University's liberal education are clearly communicated with NTU faculty members and students through a variety of means.
2. Organization and system
  - 1) The various powers and duties related to the promotion of liberal education have been appropriately delegated under the administrative hierarchy of the University, as described in its *Organizational Charter*.
  - 2) The University's administrative system offers sufficient support for liberal education development.
3. Teaching and administrative resources
  - 1) A sufficient number of administrative personnel are in place.
  - 2) Sufficient funding has been set aside for liberal education purposes.
  - 3) Quality library resources and teaching equipment are available.
  - 4) A reasonable amount of teaching and office facilities have been allocated.
  - 5) The faculty posts, funds, and venues allocated to liberal education are in fact used for that purpose.
4. Curriculum planning
  - 1) The curriculum planning system is comprehensive and complete and operates effectively.
  - 2) The curriculum review system is comprehensive and complete and operates effectively.
  - 3) Courses exemplify the University's liberal education goals and features.
  - 4) Courses are planned in accordance with appropriate design principles.
  - 5) Liberal education courses are adequately informed by the opinions and feedback provided by faculty members and students.
  - 6) The requirements for and restrictions on students' enrollment in liberal education courses are appropriate.
  - 7) Courses are assigned to the appropriate liberal education discipline.
  - 8) The liberal education course selection system meets students' needs.
  - 9) The number of liberal education courses meets students' needs.
  - 10) Liberal education courses are scheduled and distributed appropriately based on each department's course schedule
  - 11) Courses are actually conducted according to plan.
  - 12) Rather than relying on existing faculty members' passive acquiescence in opening courses in line with the University's curriculum plans, competent faculty members are actively encouraged or invited to offer liberal education courses.
5. Teaching quality
  - 1) A comprehensive syllabus for each course is announced on the Internet prior to course selection.

- 2) Course syllabi offer a reference bibliography as well as information on course objectives, weekly progress, teaching methodology, assigned readings, and grading methods.
  - 3) Courses are scheduled appropriately and assigned to the proper classrooms.
  - 4) Reasonable grading methods are adopted. The difference between student's liberal education course performance and other course grades is within reason.
  - 5) Teaching evaluation surveys are conducted, and students are reasonably satisfied with the performance of liberal education instructors.
  - 6) Liberal education credits make up a reasonable portion of a student's graduation credits.
  - 7) Each course is taken by an appropriate number of students.
  - 8) Regulations for the appointment of teaching assistants are reasonable.
  - 9) Funding for teaching assistants is reasonable.
  - 10) The system for training teaching assistants is effective.
  - 11) Campaigns and measures to improve teaching standards are of adequate quality.
  - 12) The overall learning environment on campus supports liberal education to a reasonable extent.
6. Instructor qualifications
- 1) The number of faculty members actually offering liberal education courses is sufficient to address the University's needs for liberal education.
  - 2) Liberal education courses are offered by faculty members with the corresponding academic expertise.
  - 3) Liberal education courses are offered by faculty members with exceptional teaching and academic abilities.
  - 4) Measures implemented to motivate faculty members prove to be positive and effective.
  - 5) Faculty members with an interdisciplinary background are invited to offer interdisciplinary courses or lead inter-university collaboration projects in accordance with each discipline's and program's needs, as delineated in the theoretical framework.
7. Self-evaluation framework
- 1) The self-evaluation framework is comprehensive and inclusive of the following:
    - a) three core elements—system, teaching, and curriculum;
    - b) students' learning outcomes and feedback on courses and instructors, as derived from the teaching evaluation surveys;
    - c) and substantial participation of external experts and scholars.
  - 2) The self-evaluation regulations formulated by the University can be effectively implemented.

- 3) A self-improving mechanism is fostered, under which the University's liberal education is refined based on the self-evaluation results.
- 4) Self-evaluation is conducted on a regular basis at reasonable intervals.

Article 6 The Guidelines shall be passed by the General Education Committee and the Administrative Meeting and then implemented on the date of promulgation.