

**Appendix D-4 Regulations of Measures of Shanghai
University of Engineering Science for the Recognition of
Qualifications of Faculty Members**



**Appendix D-4 : Regulations of Measures of Shanghai
University of Engineering Science for the Recognition of
Qualifications of Faculty Members etc.**



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Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members

HU GONG CHENG JIAO [2015] No. 116

These Measures are hereby formulated according to the actual situation of the University, with a view to strengthening the management of the qualifications of faculty members of the University, training high-quality faculty members, and ensuring good classroom teaching effectiveness.

I. Teaching Qualification

i. The teaching qualification refers to the qualification of faculty members to undertake the teaching tasks of the University. All faculty members who have started to engage in teaching management, who have recently transferred from other posts in the University to teaching posts engaged in teaching management, and who are transferred from non-educational sectors to the University to engage in teaching management must hold the Teacher Qualification Certificate issued by the Ministry of Education, and must also participate in the pre-job training organized by the University. The basic qualification for teaching undergraduate courses can be awarded only after obtaining the certificate of completion. Faculty members without a teacher qualification certificate shall apply for and obtain a teacher qualification certificate within one year after obtaining the basic teaching qualification, otherwise the basic teaching qualification will be automatically cancelled.

ii Those who have obtained the basic teaching qualification can undertake teaching tasks such as course experiment guidance, course design guidance, team practice, course tutoring and Q&A. Those who have the basic teaching qualification and hold the professional title of lecturer or above, or a master's or doctoral degree can independently undertake the guidance of graduation projects.

II. Application for and Recognition of the Course Teaching Qualification

i The faculty members who apply for the course teaching qualification must have the professional title of lecturer or a master's degree or above. In principle, young faculty members who hope to teach a course for the first time shall first engage in a round of tutoring, Q&A and experiment guidance, and listen to the lectures of the course concerned or a similar course before applying for the qualification of teaching the course concerned.

ii The recognition of the course teaching qualification shall be organized by the secondary schools and colleges (teaching divisions/centers). The Professor Committee of the secondary schools and colleges (teaching divisions/centers) and key faculty members teaching relevant courses shall establish an expert panel for class visiting to evaluate the applicant's trial lecture to determine whether the applicant is qualified to teach the course concerned.

iii The trial lecture shall consist of two parts: designated part and optional part. The designated part shall be determined by the expert panel and shall be completed within 1 class hour. The optional part shall be proposed by the applicant. The basic content, key points and difficulties of the course concerned shall be involved, and the optional part shall be completed within 1 class hour. The expert panel shall discuss and comment on the effects of the trial lecture and give evaluations accordingly.

iv The secondary schools and colleges (teaching divisions/centers) shall conduct a comprehensive review of the applicant's qualifications and the evaluations of the trial lecture before giving a recognition. The results of the recognition shall be divided into: qualified for teaching courses, basically qualified for teaching courses, and unqualified for teaching courses. For faculty members who have obtained the qualification for teaching courses, the deans (directors) of the secondary schools and colleges (teaching divisions/centers) shall sign on the recognition document and submit



it to the Dean's Office for the record.

v Faculty members who have been identified as "qualified for teaching courses" can independently undertake the task of teaching the course concerned. Faculty members who have been identified as "basically qualified teaching courses" need to further improve their teaching ability. The secondary schools and colleges (teaching divisions/centers) and the departments (teaching and research sections) shall assign course mentors for them. Under the guidance and help of course mentors, they can undertake the task of teaching the course concerned.

vi Before starting to teach a course, faculty members must understand the basic requirements, syllabus and teaching plan of the course, read through designated textbooks which are officially published and 1~2 selected reference books, and use them as a basis for lesson preparation. Before starting to teach a course, faculty members shall submit a complete teaching plan and lesson plan, prepare more than 2/3 of lecture notes, and complete more than 1/2 of exercises.

III. Inspection and Management of Faculty Members Qualified for Teaching Courses

i Faculty members who have the qualification for teaching courses shall accept the inspection of classroom teaching quality organized by the University and the secondary schools and colleges (teaching divisions/centers). Faculty members with defective teaching quality shall be ordered to take corrective actions, and faculty members with poor teaching quality shall be disqualified from teaching.

ii In order to strengthen the training of young faculty members, the secondary schools and colleges (teaching divisions/centers) shall assign a mentor with the professional title of associate professor and above for each new young faculty member. The mentors shall guide them to formulate teaching plans and annual learning plans, prepare lessons, give lessons, master teaching methods, and improve the quality of teaching.

IV. The Dean's Office shall be responsible for the interpretation of these Measures.



Regulations of Shanghai University of Engineering Science on Faculty Teaching

HU GONG CHENG JIAO [2015] No. 113

These Regulations are hereby formulated in accordance with the Education Law of the People's Republic of China, the Teachers Law of the People's Republic of China and the Higher Education Law of the People's Republic of China, with a view to meeting the needs of higher education reform and development, promoting the growth of the faculty, improving the professionalism of the faculty, enhancing the sense of responsibility of the faculty, stipulating all teaching management norms, urging the faculty to earnestly impart knowledge and educate students, and making teaching and its management gradually scientific, institutionalized and standardized.

I. Basic Requirements for Faculty Members

i. It is required to adhere to the Four Cardinal Principles, support the CPC's lines, guidelines, and policies and love education. It is required to have a high moral character, professional dedication and a high sense of responsibility, and do not do things that are contrary to professional ethics.

ii. Faculty members shall be strict with themselves, abide by the law, and love the University and students. It is required to impart knowledge and educate students and be paragons of virtue and learning. It is required to be highly responsible for the University and students, fully care about and strictly demand students, and promote and help students to develop in moral, intellectual, physical, and aesthetic aspects.

iii. It is required to earnestly study and research the theory of education science, strive to master the laws of education and teaching, and actively participate in teaching research and reform. It is required to continue to summarize teaching experience, improve teaching methods, and improve teaching quality. It is required to comprehensively promote quality-oriented education and strive to cultivate students' practical and innovative abilities.

iv. It is required to actively undertake teaching tasks and perform duties seriously. It is required to master the theoretical knowledge and professional skills of the discipline systematically; learn and master modern scientific knowledge; focus on practice and be creative; actively study the latest research results related to the discipline, continuously improve academic and teaching levels, and reform the content of the course.

v. It is required to abide by the rules and regulations established by the University and perform duties as required.

II. Teaching Qualification

i. The stipulations of the Teachers Law of the People's Republic of China and the Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members shall be met.

ii. The main lecturer shall have the professional title of lecturer or above or a master's degree or above.

III. Normative requirements in the teaching process

i. Lesson preparation. 1. The textbooks and reference books shall be selected according to the requirements of the syllabus, and the lesson plan and lecture notes shall be carefully written. The teaching shall be carefully designed, the content shall be selected and arranged scientifically and rationally, and the connection between the course and the prerequisite and follow-up courses shall be handled correctly. The key points and difficulties of each chapter shall be made clear according to the characteristics of the course and the status of the students. It is necessary to pay



close attention to the frontier issues of the discipline, and strive to achieve an organic combination of the content of the course in basic, scientific, advanced and systematic aspects. 2. Before starting to teach a course, the teaching plan and the lesson plan shall be carefully prepared according to the syllabus, and the hours for lectures, experiments, practice and discussions shall be reasonably allocated, and specific arrangements for the course progress and various teaching procedures shall be made to ensure the quality of teaching. 3. If there are 2 or more faculty members offer the same course in the same semester (same course code), they shall prepare the lessons and stipulate the same basic requirements for teaching collectively. They shall also brainstorm, learn from each other's strengths, and jointly carry out teaching research to improve the quality of teaching. 4. It is necessary to fully understand the studies of students, organize the content of the course scientifically according to teaching requirements, choose appropriate teaching methods, and teach students in accordance with their aptitude. 5. It is necessary to draw up exercises, reflection questions or discussion questions that will help students master the knowledge they have learned, and prepare them for self-study.

ii. Classroom teaching. 1. Classroom teaching is the main way for students to acquire knowledge. Faculty members shall take every class seriously with a high sense of responsibility and full energy, strictly require students to abide by classroom discipline, and properly organize classroom teaching. Faculty members shall pay attention to their appearance and dress neatly before entering the class. It is required to speak Mandarin and write standardized characters in class. 2. Faculty members shall comprehensively and systematically introduce the knowledge, practical skills and learning methods of the discipline, and elaborate on the latest theory related to the discipline. The explanation shall be lively and key points and difficulties shall be highlighted. It is necessary to use flexible teaching methods to stimulate students' innovative thinking and spirit and enable students to achieve mastery through a comprehensive study. Faculty members shall ensure that their expression is clear and fluent, their writing on the blackboard is clear and standardized, and their class periods are appropriately allocated. 3. On the premise of meeting the basic requirements of teaching, faculty members can introduce different academic viewpoints according to their needs, but they must not deviate from the requirements of the syllabus. It is required to guide students to correctly absorb the latest achievements of this discipline, expand their horizons, and cultivate their independent thinking ability, the ability to distinguish right from wrong, and the ability to solve problems. 4. Faculty members must strictly enforce classroom discipline, pay attention to maintaining classroom order, and check attendance for students in accordance with regulations. Any problems shall be dealt with in time; serious ones shall be reported to the secondary schools and colleges to which the students belong. 5. Faculty members shall use modern teaching methods to assist in teaching according to the characteristics of the course, so as to increase the amount of information in class and improve the quality of teaching.

iii. Classroom discussions. 1. Faculty members shall organize classroom discussions according to the characteristics, content and requirements of the course and include them in the teaching plan. Faculty members shall be fully prepared before discussions and ask students to be prepared to speak. 2. In classroom discussions, students shall be allowed to express different opinions so as to clearly state their views and stimulate their interest in learning. It is necessary to guide students to correctly understand and digest the basic content and to encourage them to put forward innovative ideas. 3. Faculty members shall strengthen the guidance and inspiration for students, focus on the topic, and summarize after the discussion.

iv. Tutoring and Q&A. 1. Tutoring and Q&A shall generally be conducted in the classroom



at a specified time. 2. Tutoring and Q&A can be conducted collectively or one-on-one. It is required to give full play to the advantages of tutoring and Q&A in the classroom and online. 3. In tutoring and Q&A, faculty members shall not only enthusiastically help students with poor foundations, but also pay attention to cultivating outstanding students. It is required to inspire students' thinking, expand their mind, and stimulate their initiative and enthusiasm for learning.

v. Assignments. 1. Faculty members shall give assignments according to the requirements of the syllabus. The content, quantity, completion date, and problem-solving requirements of assignments shall be clearly specified in accordance with unified standards. 2. Generally, all assignments of students shall be corrected. For some basic courses with a large amount of assignments, part of the assignments can be corrected only after approval by the departments (teaching and research sections), but not less than one-third each time. 3. Faculty members must properly register correction of assignments and carefully correct assignments in terms of quality and quantity. The answers to assignments must be published in a timely manner. It is required to return the assignments that do not meet the requirements and are plagiarized to the students concerned, who shall be asked to redo the assignments. For assignments with errors, faculty members shall clearly point out the problems. 4. Faculty members shall lay emphasis on the feedback and guidance based on assignments. The problems in assignments must be specifically recorded and included in the lesson plan.

IV. Teaching Discipline

i. Faculty members shall obey the work arrangements of the University and the secondary schools and colleges (teaching divisions/centers), undertake teaching tasks, and complete the required teaching management.

ii. Faculty members must not transfer classes, suspend classes or ask others to take over classes at will. If adjustment is required due to special circumstances, an application shall be made to the secondary schools and colleges (teaching divisions/centers) in advance. After the director of the secondary schools and colleges (teaching divisions/centers) gives an opinion and signs the application, the application shall be sent to the Dean's Office for approval, and then the educational administration staff shall notify the relevant personnel.

iii. Faculty members must organize teaching strictly in accordance with the requirements of the syllabus and the teaching plan of the course. It is not allowed to increase or decrease the class periods and change the content of the course.

iv. Faculty members shall abide by the University's regulations and policies concerning teaching management during the teaching process.

V. The Dean's Office shall be responsible for the interpretation of these Regulations.

VI. These Regulations shall come into effect as of September 1, 2015. The original Regulations of Shanghai University of Engineering Science on Faculty Teaching (HU GONG CHENG JIAO [2004] No. 97) shall be repealed simultaneously.



**Job Responsibilities of the Educational Administration Staff of Shanghai
University of Engineering Science**
HU GONG CHENG JIAO [2019] No. 219

These regulations are formulated in line with the actual situation of the University to strengthen the educational administration staff of the University, define their job responsibilities, enhance their sense of responsibility for their work, and effectively improve teaching management.

I. Eligibility for the post of the educational administration staff

i. Love the country, be loyal to the educational cause of the people, faithfully implement the country's educational policies, love the University, and consciously safeguard the honor and reputation of the University.

ii. Be dedicated to the job, respect faculty members and care for students, be willing to contribute, and have the thinking of serving teaching wholeheartedly.

iii. Have a bachelor's degree or above, and be physically and mentally healthy.

iv. Love the job, have a strong sense of responsibility, treat work seriously, stick to principles, and truthfully reflect various problems in the teaching work of the secondary schools and colleges (teaching divisions/centers).

v. Understand the basic characteristics and laws of teaching and teaching management, be familiar with teaching management, student management, student status management, and other relevant regulations, and have a certain organization and coordination ability.

vi. Have proficient skills in computer operation, and the ability to use the teaching management information system to complete educational administration.

II. Job responsibilities of the educational administration staff

i. Student status management

1. Be responsible for the registration and the reporting of student registration statistics, keep track of the number of students, fill out and issue student ID cards, and assist in issuing various student status notices and materials.

2. Assist in handling the reporting, registration, and notification of student status related matters such as the retention of admission qualifications, suspension of schooling, retention of student status, resumption of schooling, and change of programs.

3. Be responsible for the review of the basic qualifications for the change of programs.

4. Pre-examine students' graduation qualifications and degree qualifications, prepare a roll, and report the review results of the secondary schools and colleges to the Dean's Office.

5. Collate and assist in filing student status materials.

ii. Course management

1. Assist in the organization and summary of course plans.

2. Assist each department (office) in making course arrangements.

3. Assist in organizing students to choose courses, communicate relevant notices, and carry out teacher-student consultations on course choosing.

4. Assist mentors in the early warning for students' academic performance, and track students facing academic progress crises.

5. Assist faculty members in handling the formalities for class adjustment and suspension.

6. Assist with teaching workload statistics.

iii. Assessment management



1. Arrange for invigilators and notify relevant faculty members and students of the assessment arrangements.

2. Assist students in handling assessment postponement formalities.

3. Assist the Dean's Office with the registration, information collection, and certificate issuance for national and municipal exams such as the National College English Test Band 4 & Band 6, and the Shanghai College Computer Rank Examination.

4. Assist in arranging exam inspections.

iv. Assessment results management

1. Supervise the faculty members of the secondary schools and colleges (teaching divisions/centers) in recording the assessment results on time.

2. Maintain assessment results strictly according to the regulations on assessment results management.

3. Provide and print student transcripts.

4. Assist in collating and filing teaching materials such as assessment results and test papers.

v. Other teaching management

1. Maintain a normal teaching order, learn the actual situation of faculty members and students in class, and deal with unexpected problems in the teaching process in time.

2. Assist with the selection and solicitation of textbooks.

3. Assist in carrying out two-level teaching quality assurance, evaluation, and certification of the secondary schools and colleges (teaching divisions/centers).

4. Provide students with consultations on teaching-related work, and gather information on students who register in the secondary schools and colleges.

5. Assist faculty members in dealing with teaching-related matters according to the relevant regulations of the University.

6. Be responsible for the collection, filling, statistical handling, and collation of various teaching reports, data, and materials.

7. Actively collaborate with the Dean's Office on other teaching management work of the secondary schools and colleges (teaching divisions/centers).

III. The Dean's Office shall be responsible for the interpretation of these job responsibilities.

IV. These regulations shall come into force as of the date of issuance. The original Job Responsibilities of the Educational Administration Staff of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2004] No. 95) shall be repealed simultaneously.



Articles of Association of Teaching Steering Committee of Shanghai University of Engineering Science

HU GONG CHENG JIAO [2019] No. 241

Chapter I General Provisions

Article 1 The Teaching Steering Committee of Shanghai University of Engineering Science (hereinafter referred to as the “Teaching Steering Committee of the University”) is established and these Articles of Association are formulated to ensure the quality of undergraduate training, strengthen the University’s unified guidance for routine teaching, and improve the education and teaching reform of undergraduates.

Article 2 The Teaching Steering Committee of the University aims to ensure the leading role of faculty members in university education training, collect students’ opinions and suggestions, supervise the administrative functions in school education and teaching, form a joint force, and work together for the educational business of Shanghai University of Engineering Science.

Article 3 The Teaching Steering Committee of the University shall plan and design the University’s undergraduate education and teaching system and talent training programs according to the University’s authorization; guide and review the reports and plans related to personnel training submitted by the relevant functional departments of the secondary schools and colleges (divisions and centers), and supervise the implementation.

Chapter II Organization

Article 4 According to the distribution of disciplines of Shanghai University of Engineering Science and the program setup of the secondary schools and colleges (divisions and centers), the Teaching Steering Committee of the University is composed of faculty members and teaching administrators with good ideological and political qualities, excellent academic capacity, rich experience in teaching or teaching management, decent work style and good health. In principle, the number of members of the Teaching Steering Committee shall not exceed 35. In principle, the members of the Ministry of Education and Shanghai Municipal Education Commission shall be members of the Teaching Steering Committee of the University. On the basis of soliciting opinions from all aspects, the members of the Teaching Steering Committee of the University shall be recommended by the Professor Committee, reported to the President’s Office Meeting for approval, and appointed by the President.

Article 5 The Teaching Steering Committee of the University includes one director, several deputy directors, and one secretary general. The director shall be undertaken the President, and the deputy directors and secretary general shall be elected by all members nominated by the chairman. As required, a number of discipline platform teaching guidance subcommittees shall be set up to undertake the planning and design of talent training programs within the discipline platform, as well as the guidance and review of various teaching-related reports and programs. The director of the teaching guidance subcommittee shall be nominated by the director of the Teaching Steering Committee of the University, and decided by the Teaching Steering Committee of the University.

Article 6 The Professor Committee can undertake the relevant teaching planning, guidance, deliberation, supervision and other functions of the secondary schools and colleges (divisions and centers), formulate the training plan and curriculum system of the secondary schools and colleges (divisions and centers), identify the teaching qualifications of faculty members of the Program, and supervise the quality of teaching and training of the secondary schools and colleges (divisions and



centers). The Professor Committee of the secondary schools and colleges (divisions and centers) shall accept the guidance of the Teaching Steering Committee of the University in terms of teaching planning, guidance, review and supervision, and implement the resolutions of the Teaching Steering Committee of the University.

Article 7 The Teaching Steering Committee of the University sets up the Secretariat, which is affiliated to the Dean's Office, and is responsible for organizing the routine work of the Teaching Steering Committee of the University and reporting the work to the University.

Article 8 The tenure system is implemented for the members of the Teaching Steering Committee of the University and discipline platform teaching guidance subcommittees. The member can be appointed for a tenure of four years and may be re-appointed for no more than two tenures. In order to maintain the stability and continuity, in general, the proportion of the members to be replaced in each tenure shall not exceed 2/3.

If a member is involved in the situation of "retirement (including re-employment)", or that "the personal relationship is not in the department", the original the secondary schools and colleges (divisions and centers) shall submit the replacement application for the member's successor to the Secretariat of the Teaching Steering Committee of the University, which will be discussed at the meeting of the Teaching Steering Committee of the University, and determined at the President's Office Meeting. Then the successor will be appointment by the President.

If the member voluntarily applies for resignation during his/her tenure, or is unable to perform his/her duties due to physical conditions, age or post changes, or is unable or unsuitable to serve as a member due to other reasons, the Teaching Steering Committee of the University may dismiss him/her or agree to his/her resignation through discussion and decision.

Chapter III Responsibility

Article 9 The Teaching Steering Committee of the University shall, in accordance with the provisions of the general rules, be responsible for the consultation, planning and review the long-term and overall planning of the University's talent cultivation and teaching:

1. Entrusted by the University, the Teaching Steering Committee shall provide consultation on major issues such as the University's concepts and goals on talent cultivation, teaching policies and planning, quality control of teaching and related policies;
2. Entrusted by the University, the Teaching Steering Committee shall organize a special working group to make specific plans for the macro planning of the University's teaching system and the reform of the talent cultivation model;
3. The Teaching Steering Committee shall review major issues such as the training plan, curriculum system and curriculum structure of each discipline, program adjustments and other education and teaching reforms;
4. The Teaching Steering Committee shall review the University's teaching regulations on employment of teacher posts and application of professional title of teacher posts;
5. The Teaching Steering Committee shall review other policies and regulations that have a substantial impact on the teaching of the University.

Article 10 The Teaching Steering Committee shall guide and review the plans and policies on routine teaching of the University, and supervise the guidance and review work;

1. The Teaching Steering Committee shall guide and review the relevant plans for the enrollment and training of the Teaching Steering Committee of the Shanghai University of Engineering Science and adjustments of secondary schools and colleges (divisions and centers) and major plans related to



curriculum development and teaching laboratory construction;

3. The Teaching Steering Committee shall guide and review the plans for the University's main teaching points, assessment requirements and the use of teaching funds each year;

4. The Teaching Steering Committee shall guide and review specific plans and reports provided by the discipline platform teaching guidance subcommittee and the Secretariat;

5. The Teaching Steering Committee shall determine the responsibilities of the discipline platform teaching guidance subcommittee, and guide and coordinate the Professor Committee of each secondary school or college (division/center) in teaching planning, guidance, review and supervision;

6. The Teaching Steering Committee shall be responsible for other education and teaching matters entrusted by the President;

7. The Teaching Steering Committee shall rule on major teaching liability accidents, teaching assessment and disputes in appraisal and evaluation of teaching quality.

Chapter IV Working System

Article 11 In principle, the Teaching Steering Committee of the University and the discipline platform teaching guidance subcommittee shall convene one or two plenary sessions every academic year, and may temporarily convene special meetings attended by all or some of the members if necessary.

Article 12 The meeting of the Teaching Steering Committee of the University shall be presided over by the director or the deputy director entrusted by the director, and more than 2/3 (including 2/3) of the members shall attend the meeting. The Teaching Steering Committee of the University shall make decisions in accordance with the principle that the minority is subordinate to the majority. When it is necessary to make resolutions on the University's teaching planning, major teaching reform, teaching dispute rulings, etc., a secret ballot must be held, and the resolution must be agreed by more than 2/3 (excluding 2/3) of the members present at the meeting in order to be effective.

Article 13 With regard to the content involved in the duties of the Teaching Steering Committee of the University, generally the Teaching Steering Committee of the University shall entrust the discipline platform teaching guidance subcommittee, the Secretariat and the Professor Committee of the secondary school or college (division/center) to organize and conduct relevant teaching planning, guidance, deliberation, supervision, etc.

Article 14 When discussing major teaching issues, the Teaching Steering Committee of the University may invite relevant experts, scholars and heads of functional departments to attend the meeting and participate in the discussion.

Article 15 If the matters considered or evaluated by the Teaching Steering Committee of the University are related to the member or his/her relatives, the member shall withdraw.

Article 16 The committee members shall keep confidential the contents determined at the meeting of the Teaching Steering Committee of the University, and implement and maintain the results of deliberation or evaluation adopted by the Teaching Steering Committee of the University.

Chapter V Supplementary Provisions

Article 17 The University allocates the work funds to the Teaching Steering Committee according to the annual budget.

Article 18 These Articles of Association are approved by the President's Office Meeting.

Article 19 The Teaching Steering Committee of the University shall be responsible for the interpretation of these Articles of Association.

Article 20 These Articles of Association shall come into force as of November 1, 2019, and the

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original Articles of Association of Teaching Steering Committee of Shanghai University of Engineering Science (HU GONG CHENG JIAO [2015] No. 53) shall be repealed simultaneously.



Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents

HU GONG CHENG JIAO [2019] No. 253

These Regulations are formulated to ensure the scientific, standardization and seriousness of teaching management, maintain normal teaching order, regularize teaching management, create excellent academic and teaching environment, improve comprehensive teaching quality, and strengthen the work responsibilities of teaching and management staff of various levels and categories, prevent and reduce the occurrence of various mistakes in the teaching process, and ensure that accidents can be dealt promptly, seriously and properly.

All accidents that affect the normal teaching order, teaching process and teaching quality due to the direct or indirect responsibility of faculty members, teaching assistants, teaching management personnel (department), and staff of the departments serving teaching shall be teaching accidents.

The accidents are divided into major teaching accidents (level 1), large teaching accidents (level 2) and general teaching accidents (level 3) based on the circumstances and consequences.

I. Anyone of the following circumstances shall be deemed as a major teaching accident (level 1)

1. The faculty and staff disseminate statements that violate the Four Cardinal Principles or illegal opinions, promote superstition or spread obscene content in teaching, experimentation, internship, tutoring, mentoring, assessment and other teaching process links or teaching management activities;

2. The faculty and staff violate the basic purpose of imparting knowledge and educating people by inciting students' unstable emotions, which directly affect the normal progress of teaching activities, or result in negative influence among students;

3. No responsible lecturer is arranged for the course, resulting in no one to undertake the teaching task;

4. The course or experiment is suspended due to absenteeism of the faculty and staff, or practical links, or the faculty and staff are absent from invigilation;

5. The faculty and staff leak the questions before the examination.

6. There are serious errors in the examination questions, making the examination unable to be implemented or invalid.

7. Due to reasons for invigilation, examination papers (printing, binding, distribution or delivery), examination room organization, etc., the examination papers are not delivered to the examination room after the opening of the examination, and the examination is delayed for 30 minutes or more;

8. In the course of the examination, the invigilators fail to perform their duties in accordance with regulations and allow students to cheat, resulting in serious disorder in the examination room.

9. The faculty and staff change the student's scores without following the procedures;

10. Degree certificates or graduation certificates are incorrectly issued to those who are not qualified due to lax review;

11. Students are seriously injured (resulting in disability) or heavy property losses (\geq RMB 10,000) occur in teaching, practice or experimental activities due to faculty and staff's mistakes in guidance or absence from their posts without authorization.

12. The relevant schools and colleges (divisions/centers) fail to report and deal with various teaching accidents in time (within one week), conceal serious teaching accidents and the truth of



teaching accidents, and shelter the person responsible for the accident, thus causing serious impact;

II. Anyone of the following circumstances shall be deemed as a large teaching accident (level 2)

1. The faculty and staff arbitrarily change the training plan without reporting for approval in accordance with the Regulations on the Management of Quality Evaluation and Continuous Improvement of Training Plans;

2. Failure to arrange courses as planned for two consecutive years, thus affecting the normal implementation of the training plan;

3. The faculty and staff insult or impose corporal punishments on students;

4. There is no correct and timely guidance for students' course selection, restudy, suspension, resumption and other matters, thus affecting students' academic performance.

5. Failure to properly notify the teaching schedule of holidays or school-wide activities, causing disorder in teaching; or failure to give timely notice, resulting in partial failure in implementation;

6. Unauthorized occupation of classrooms or other teaching facilities, resulting in conflicts in teaching activities.

7. The class or invigilation is more than 15 minutes late, or the class is more than 15 minutes ahead of schedule not due to force majeure.

8. Without special circumstances, the faculty and staff leave the classroom or examination room for more than 15 minutes without authorization during class and invigilation;

9. The faculty members have no lesson plan;

10. Without the consent of the school or college (division/center), the faculty and staff abandon the entire chapter specified in the syllabus, which affects the integrity of teaching, or have a difference of more than 2 weeks between the teaching schedule and the teaching plan;

11. In case that the leakage of examination questions is known, the party concerned and the responsible person do not take any remedial measures;

12. The faculty and staff change the time and place of the examination without filing with the Dean's Office;

13. The examination is delayed by more than 10 minutes due to reasons for invigilation, examination papers (printing, binding, distribution or delivery), examination room organization, etc.;

14. The invigilator who finds that students cheat in the examination room does not correct or stop such behavior in time, and deliberately conceal the violation or cheating in the examination room;

15. The weight of the examination questions is severely insufficient, so that the examination ends ahead of schedule, and the actual examination time is less than 1/3 of the time indicated in the examination paper;

16. The examination paper is missed in the examination room or is lost after the assessment, and the number of recovered examination papers does not match the number of candidates;

17. The examination papers, graduation projects (thesis) or grades and other teaching documents are lost due to improper storage;

18. The faculty and staff do not grade the papers according to the scoring criteria, raise or lower students' assessment scores without authorization, or give scores to students who do not take part in the assessment;

19. Failure to guide students' graduation projects (thesis) as required, or being irresponsible for their work, resulting in students not being able to complete the prescribed tasks on time, poor quality of graduation project (thesis) or academic misconduct, and causing adverse effects;

20. The faculty and staff fail to conduct strict review, and provide forged record of formal



schooling, school roll transcripts and other certificates.

21. During classroom teaching, experiments, internships and other practical activities, faculty members give wrong guidance or leave their posts without authorization, resulting in public and private property losses of more than RMB 5,000 during the teaching process, or students must be hospitalized for injuries;

III. Anyone of the following circumstances shall be deemed as a general teaching accident (level 3)

1. The faculty and staff fail to book textbooks in time, resulting in a lack of textbooks a week after the start of the class, which affects the normal learning and teaching order of students;

2. In the absence of special circumstances, the faculty and staff arbitrarily change the faculty members specified in the teaching task book without the approval from the Dean's Office, or arbitrarily hire someone to take over classes, replace the invigilation and conduct other teaching activities without authorization;

3. In the absence of special circumstances, the faculty and staff arbitrarily change the class time or place without the approval from the Dean's Office;

4. Due to improper notification, the students are left waiting or no students appear in class for more than 15 minutes and such problem fails to be solved;

5. Faculty members are late for class or leave the classroom 5-15 minutes ahead of time not due to force majeure;

6. Without the approval of the school or college (division/center), faculty members do not bring any prepared teaching materials into the classroom, or fail to complete the preparation work for experiments, curriculum design, internship and other practical procedures as required;

7. Except for special circumstances, faculty members use mobile phones and other communication tools to answer, make calls or send or receive information, surf the Internet, chat, listen to earphones, read books, correct homework and other activities not related to on-the-spot teaching during the teaching procedures such as class, invigilation, guiding experiments, practice, etc.;

8. In the absence of special circumstances, faculty members do not attend the scheduled Q&A guidance for the students;

9. The homework (or experiment, practice report, course design, etc.) is not assigned or corrected according to the teaching plan, the proportion of the homework (or experiment report) corrected is less than 1/3, or more than 10% of the student's homework (or experiment, practice report, course design, etc.) is lost.

10. In the spot check of the examination papers, the error rate of the test questions (or reference answers) is higher than 10% (calculated in proportion to the score) and has not been corrected in time;

11. Invigilators fail to clean up the examination room before the examination;

12. Invigilators extend the examination time by more than 10 minutes without authorization;

13. After the curriculum-based assessment, the faculty and staff fail to submit the scores within the specified time for no special reasons, and it is still not solved after advance warning, which affects other subsequent teaching arrangements such as make-up examination and course selection;

14. There is no teaching quality analysis for the course after the examination;

15. The students' results or examination papers are delivered by students or their parents;

16. There are batches of errors in the scores and they are not corrected in time in accordance with the procedure. Through the spot check, the number of scores with errors is greater than 10% of the



number of students in the teaching class;

17. The obvious errors in the curriculum design and graduation project (thesis) are not pointed out (the instructor and the reviewer are the responsible persons), the grading is obviously wrong, and the comments are obviously inappropriate;

18. The faculty and staff are not serious in review, and fail to issue degree certificates or graduation certificates;

19. During the teaching activities, faculty members give wrong guidance or leave their posts without permission, resulting in public and private property losses of more than RMB 3,000 during the teaching process, or students must be hospitalized for injuries;

20. During the class period, the bell does not ring on time in the teaching area, and the bell or broadcast is out of control, affecting the normal progress of teaching activities.

IV. After a suspected teaching accident occurs, the school or college (division/center) to which the responsible person belongs shall be responsible for investigating and verifying the incident process, filling in the Verification Form of Shanghai University of Engineering Science for Teaching Accident according to the principle of one list for one accident, and report the verification results to the Dean's Office within 5 working days.

After the accident level is determined, the responsible person shall be dealt with accordingly.

V. The teaching accident will directly affect the year-end assessment, post evaluation, post promotion and the selection of excellent employee of the responsible person. The department to which the responsible person belongs shall implement in accordance with the following provisions:

The person responsible for the general teaching accidents (level 3) shall be criticized by the school or college (division/center) to which he/she belongs and ordered to improve within a time limit; the year-end assessment of the current year shall not be rated as "excellent".

The person responsible for the large teaching accidents (level 2) shall be notified and criticized by the Dean's Office within the scope of the University; the year-end assessment of the current year shall not be rated as "excellent" or "competent", and the qualification to apply for a higher professional title shall be cancelled for one time.

The person responsible for the major teaching accidents (level 1) shall be notified and criticized within the scope of the University; the year-end assessment of the current year shall not be rated as "disqualified", the responsible person will be prohibited to apply for a higher level of professional and technical post within 3 years. If the circumstance is serious, the University will give corresponding administrative sanctions.

VI. The Dean's Office shall be responsible for the interpretation of these Regulations.

VII. These Regulations shall come into force as of November 11, 2019, and the original Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents (HU GONG CHENG JIAO [2015] No. 93) shall be repealed simultaneously.



Document of Shanghai University of Engineering Science

HU GONG CHENG ZHI [2023] No. 1

Notice on the Issuance of Revised Regulations of Shanghai University of Engineering Science on Education and Teaching Supervision

All organizations,

The revised Regulations of Shanghai University of Engineering Science on Education and Teaching Supervision was approved by the President's Office Meeting. It is hereby issued to you for implementation.

It is hereby notified.

Annex: Regulations of Shanghai University of Engineering Science on Education and Teaching Supervision

Shanghai University of Engineering Science
January 3, 2023



Regulations of Shanghai University of Engineering Science on Education and Teaching Supervision

HU GONG CHENG JIAO [2023] No. 1

These Regulations are formulated to implement the Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the guiding principles of the 20th National Congress, foster virtue through education, improve the quality of talent training and the quality assurance system of education and teaching, promote the educational reform, improve the quality of education, teaching and operation, and make the supervision of the education and teaching scientific, standardized and institutionalized.

Chapter I Positioning of Education and Teaching Supervision

Article 1 Positioning of Education and Teaching Supervision

As an important part of the University's quality assurance of education and teaching, education and teaching supervision is carried out under the direct leadership of the President and the vice principal in charge of education and teaching. The daily work is in charge of the Quality Management Office (Faculty and Teaching Development Center). The Quality Management Office (Faculty Teaching Development Center) shall be responsible for the formulation of policies and regulations on education and teaching supervision, the development of the supervision team, and coordination with the University in education and teaching supervision.

Article 2 Guiding principles of education and teaching supervision

The guiding principles of education and teaching supervision aim to understand and implement the educational policies of the Party and the State, and to promote the management and development through supervision. The University shall focus on education and teaching and adhere to the working principles of seeking truth from facts and being objective and impartial. The personnel in charge of supervising education and teaching shall respect the law on education, keep pace with the times, foster virtue through education, and improve the quality of training.

Article 3 Contents of education and teaching supervision

The purpose of teaching and learning supervision is to understand and supervise faculty members' teaching, students' study, teaching management and teaching guarantee, and to promote the scientific management of education and teaching. The experts in education and teaching supervision (hereinafter referred to as "Supervision Experts") consist of full-time Supervision Experts and part-time Supervision Experts (of whom full-time Supervision Experts are composed of retirees while part-time Supervision Experts are composed of in-service faculty members of the University), and they are mainly responsible for the inspection, evaluation and investigation of various teaching and activities of the University, and timely providing feedback, suggestions and guidance to the departments concerned of the University and relevant faculty members, so as to promote the development of good teaching, academic and learning environment, improve the stability of teaching order and teaching quality.

Chapter II Appointment of Supervision Experts

Article 4 Appointment requirements for Supervision Experts

(1) The candidate shall support the leadership of the Party, be familiar with the relevant educational policies and regulations relating to the country's higher education, have a high level of ideological awareness and policy, and have good ideological and political qualities.

(2) In principle, the candidate shall have the sub-senior title and above, have rich experience in



education and teaching and teaching management, focus on meticulous scholarship, and be enthusiastic about teaching research and reform.

(3) The candidate shall be familiar with the education and teaching of the University, be willing to contribute, adhere to the principles, be fair and decent, seek truth from facts, have a strong sense of responsibility, and have high prestige among faculty members.

(4) The candidate shall have sufficient time to work, good in health, rich experience in teaching and teaching management, and excellent team spirit, and be able to cooperate with relevant functional departments and secondary schools and colleges for teaching supervision. The candidate for full-time Supervision Expert shall be a retiree under the age of 70, and the candidate for part-time Supervision Expert shall be a current faculty member over the age of 50 with more than 15 years of teaching experience.

Article 5 Appointment flow for Supervision Experts

(1) Recommendation. The Quality Management Office (Faculty Teaching Development Center) or the secondary school or college shall recommend the candidate of the full-time (part-time) Supervision Expert and obtain the consent from the candidate.

(2) Appointment. The Quality Management Office (Faculty and Teaching Development Center) shall organize the appointment, and report to the vice principal in charge for approval based on the result of the recommendation and upon the approval by the Dean's Office and the Graduate Office. The full-time Supervision Expert shall sign an employment agreement, which shall be submitted to the Office of Human Resources for filing.

(3) Employment period. The term of employment of Supervision Experts shall be determined based on the term of appointment. The term of appointment shall be three years and the employment period of all Supervision Experts shall terminate upon the expiration of such term.

(4) Termination of employment period. The employment period shall be automatically terminated and be reported to the Office of Human Resources for filing if the full-time Supervision Expert is unable to perform his or her duties due to health conditions, or the Supervision Expert is over 70 years old, or the nonperformance is more than 6 months within one year. The employment period shall be automatically terminated and be reported to the Office of Human Resources for the record if the part-time Supervision Expert is unable to perform his or her duties due to health conditions, or the Supervision Expert retires during the employment period, or the nonperformance is more than 6 months within one year.

(5) Structure of the Supervision Team. The Education and Teaching Supervision Team shall include a team leader, who shall be appointed directly by the vice principal in charge. A number of deputy team leaders shall be appointed and nominated by the team leader as needed. The Education and Teaching Supervision Team shall consist of the Education and Teaching Supervision Team for Undergraduate (Junior College) Students and the Education and Teaching Supervision Team for Graduate Students.

Chapter III Duties and Requirements

Article 6 Contents and tasks of education and teaching supervision

i Supervision of teaching

1. Education and Teaching Supervision Team for Undergraduate (Junior College) Students

(1) The Team shall participate in the routine inspection of the talent training for undergraduate (junior college) students and check the implementation of the talent training plan for undergraduate (junior college) students.

(2) The Team shall be responsible for supervising the quality of classroom teaching and teaching and learning practices, paying attention to the achievement of course teaching objectives, and



providing timely evaluation and guidance on faculty members' education and teaching. In general, each Supervision Expert shall participate in class visiting for around 40 class hours per semester.

(3) The Team shall support the key education and teaching activities of the University for undergraduate (junior college) students and inspect teaching materials and practical teaching materials every semester.

(4) The Team shall participate in the defense of graduation project (thesis) and innovation and entrepreneurship projects, and provide opinions.

2. Education and Teaching Supervision Team for Graduate Students

(1) The Team shall randomly visit and guide the classroom teaching for graduate students. Each Supervision Expert shall generally participate in class visiting for around 10-20 class hours per semester, evaluate the teaching order, teaching style, content of the course, teaching methods, teaching effectiveness, etc., and timely provide feedback.

(2) The Team shall inspect the teaching documents, course teaching materials and practical teaching materials, give timely feedback on the inspection, be responsible for the quality control of the progress and final acceptance of various teaching resources development projects for graduate students, and supervise the evaluation and acceptance of various academic activities for graduate students and put forward opinions.

(3) The Team shall inspect the enrollment process for graduate students, ensure the integrity of the enrollment process, and ensure the impartiality, fairness and standardization of the selection.

(4) The Team shall be responsible for supervising and guiding the proposal and content of the dissertations of each training organization to ensure the quality of the proposal. The Team shall also supervise and guide the implementation of the mid-term review and forms of the dissertations of each training organization, regulate the procedures, and monitor the organization and procedures of the pre-defense and defense of the dissertations of each training organization.

ii Supervision of teaching management

1. Supervision Experts shall put forward suggestions on the University's teaching management, teaching construction, professional planning, discipline construction, practice teaching, teaching evaluation, etc., so as to provide reference for scientific decision on the quality of education and teaching for undergraduate (junior college) students and graduate students.

2. Supervision Experts shall strengthen the communication with the leaders and faculty members of the Dean's Office, the Graduate Office and secondary schools and colleges (teaching divisions/centers), listen to the opinions and suggestions from faculty members and students on all aspects of teaching, and timely provide feedback on the abnormal situations found in the class visiting, so as to provide reference for the decision-making by the teaching management organization.

3. Supervision Experts shall guide the University to formulate training plans for young faculty members, participate in the selection of various teaching projects such as the University's excellent lecture faculty members and teaching competitions for young faculty members, etc. so as to provide advice for faculty members' teaching ability.

iii Supervision of studying

1. Supervision Experts shall assist the University and secondary schools and colleges in supervising the academic and learning environment, and dynamically monitor the students' attendance, classroom discipline, study, etc.

2. Supervision Experts shall timely provide feedback the problems reflected by the students in the academic, learning and examination environment, and suggest approaches and methods to solve these problems, so as to promote the high-quality development of the University's education



and teaching.

3. Supervision Experts shall make suggestions to the University to create a good academic and learning environment in terms of mental outlook, attitude, methods and measures, so as to help the University to create an ideal academic, learning, examination and teaching environment.

iv Supervision of research

1. Regarding the education and teaching supervision, Supervision Experts shall constantly strengthen the research on the development of the education and teaching for undergraduate (junior college) students and graduate students under new circumstances, make an in-depth study on the universal and prominent problems existing in the education and teaching for undergraduate (junior college) students and graduate students, put forward improvement plans, make special study of the outstanding problems in the teaching of young faculty members, and explore approaches and methods to improve the teaching ability of young faculty members.

2. Supervision Experts shall timely provide feedback on the dynamic education and teaching for undergraduate (junior college) students and graduate students, analyze the teaching quality, improve the education and teaching of the University, deepen the education and teaching reform, and prepare teaching quality reports, and provide suggestions for improving the overall teaching quality.

3. Supervision Experts shall participate in teaching training, symposiums, workshops and other related teaching activities organized by the University and secondary schools and colleges (teaching divisions/centers) to provide targeted consulting services for faculty members.

Article 7 Work contents and tasks of leader and deputy leaders of the Supervision Team

(1) The leader and deputy leaders of the Supervision Team shall organize at least 2 exchange meetings for supervision per semester. Supervision Experts shall attend the meeting as much as possible, share the situation found during the supervision, and analyze and propose solutions in time. The leader and deputy leaders shall collect the outstanding problems found by Supervision Experts during the supervision, promptly notify the University's leadership and the departments concerned, and submit a written report.

(2) The leader and deputy leaders shall formulate an annual work plan based on the University's teaching needs to determine the key tasks of the year.

(3) The leader and deputy leaders shall organize and coordinate the members to complete various tasks relating to the supervision of teaching, management, learning and research.

Article 8 Assessment of Supervision Experts

The assessment includes the workload assessment and the quality assessment of Supervision Experts. The workload for each Supervision Expert shall be 60 class hours per semester. Every half-day inspection, communication and other tasks shall be converted into 4 class hours. The quality assessment of supervision includes the assessment on the quality and the standardization of work records by Supervision Experts. If Supervision Experts fail to pass the assessment for various reasons, they shall no longer be employed as the Supervision Expert later.

Chapter IV Miscellaneous

Article 9 The allowance for full-time Supervision Experts shall be calculated monthly and paid in installments. If full-time Supervision Experts are unable to perform the prescribed task for various reasons, the allowance shall be deducted according to the actual situation.

Article 10 The University will provide work subsidies to part-time Supervision Experts based on their actual workload in each academic year. The specific work agreed upon shall be the same as that of full-time Supervision Experts, and shall be included in the assessment of the teaching workload of these full-time Supervision Experts' secondary school or college.

Article 11 The University will issue a supervision certificate to Supervision Experts during the



period of appointment, and Supervision Experts shall take the supervision certificate with them when performing the supervision.

Article 12 Each secondary education and teaching organization may refer to these Regulations to establish an Education and Teaching Supervision Team of the secondary schools and colleges (divisions and centers), formulate the corresponding secondary education and teaching supervision system and report to the Quality Management Office (Faculty and Teaching Development Center) for filing to carry out education and teaching supervision of the organization, and strengthen the contact and communication with the university-level Education and Teaching Supervision Team.

Article 13 All organizations and relevant personnel shall cooperate with Supervision Experts in the performance of their duties. In the event of any obstruction or non-cooperation, those with serious circumstances and bad attitude shall be warned.

Article 14 The Quality Management Office (Faculty and Teaching Development Center) shall be responsible for the interpretation of these Regulations. These Regulations shall come into force as of the date of issuance. The original Regulations of Shanghai University of Engineering Science on Teaching Supervision (HU GONG CHENG JIAO [2022] No. 62) shall be repealed simultaneously.



Document of Shanghai University of Engineering Science

HU GONG CHENG JIAO [2020] No. 269

Notice on the Issuance of Revised Regulations of Shanghai University of Engineering Science on Teaching Management

All organizations,

The revised Regulations of Shanghai University of Engineering Science on Teaching Management was approved by the President's Office Meeting. It is hereby issued to you for implementation.

It is hereby notified.

Annex: Regulations of Shanghai University of Engineering Science on Teaching Management

Shanghai University of Engineering Science
December 14, 2020



Regulations of Shanghai University of Engineering Science on Teaching Management

HU GONG CHENG JIAO [2020] No. 269

Chapter I General Provisions

Article 1 These Regulations are hereby formulated to ensure that the University's teaching management become more standardized, institutionalized and scientific, and to effectively improve teaching management and quality.

Article 2 Teaching management shall include the management of training plans, the management of teaching operations, the management of teaching quality, and the management of basic aspects of teaching, such as disciplines, programs, courses, textbooks, practice-based teaching bases, an academic and learning environment, faculty teams, and management policies.

Article 3 The basic tasks of teaching management shall be: adhering to the socialist direction of running schools; fully implementing the CPC's education policy; fostering virtue through education; reasonably allocating teaching resources in accordance with the laws of education and teaching of colleges and universities; realizing the goal of building the University into a first-class, high-level, modern engineering application-oriented university with special characteristic in China; planning, organizing, directing, coordinating and supervising teaching; and ensuring the realization of educational goals and the quality of talent training.

Article 4 Teaching management shall be guided by scientific methodology such as materialist dialectics, lay emphasis on the application of modern management methods, and comprehensively use scientific and reasonable administrative management methods, ideological education methods and essential economic management methods to further modernize teaching management.

Article 5 The support and guarantee system for teaching management shall include library and information systems, logistics service systems, health care systems, network information systems, etc. All departments of the University must focus on cultivating qualified talents needed for the cause of socialism, coordinate and cooperate with each other, and adhere to the principle of "educating students by imparting knowledge, providing services and conducting management".

Article 6 The fundamental task of colleges and universities shall be to train students, teaching shall always be the core task, and teaching management shall be an essential part of management of colleges and universities. The Dean's Office, all secondary schools and colleges (teaching divisions/centers), departments (teaching and research sections/laboratories), and teaching assistant and administrative departments shall be responsible for management. All levels must cooperate and communicate with each other in management to ensure the normal operation of teaching and management.

Article 7 Rules and regulations constitute the basis and criterion for teaching management. Management organizations and individuals at all levels shall carry out teaching and university management in strict accordance with laws and regulations.

Article 8 It is required to rationally dispatch and make full use of existing human, material and financial resources to improve the social and economic benefits of investment in teaching. It is required to ensure that teaching expenditures occupy a reasonable proportion of the total funding of the University and to strengthen the construction of teaching infrastructure in a planned, focused, and step-by-step manner to improve the teaching conditions of the University.

Article 9 Teaching reform is the core of education reform of the University. The faculty and



management personnel shall conduct investigations scientifically and realistically and sum up experience; and devote themselves to the theoretical and practical research of teaching and teaching management, constantly update educational concepts, and deepen the reform of the educational system, content of courses, and teaching methods.

Chapter II Teaching Plan Management

Article 10 The planning and management of program offering shall be strengthened. To this end, program development plans shall be formulated in accordance with the needs of social and educational development, national guidelines and policies, and the requirements for advancing the University's development.

Article 11 The addition and adjustment of programs shall be carried out scientifically according to the program development plan of the University. It is necessary to earnestly study and follow the guiding opinions of the Ministry of Education and the Shanghai Municipal Education Commission on program development. The procedures and regulations issued by central and local education authorities shall be strictly followed in going through the application and approval procedures for programs.

Article 12 The training plan is an important document to ensure teaching quality and talent training specifications; it is the basic basis for organizing the teaching process, arranging teaching tasks, and determining the teaching framework; it is also the primary step in the implementation of talent training. The training plan shall conform to the teaching rules and maintain stability. At the same time, it shall be adjusted and revised in a timely manner in accordance with the latest developments in society, economy, and science and technology. The preparation (revision) of the training plan is a systematic project. All the secondary schools and colleges (teaching divisions/centers) shall demonstrate the training goals of programs based on the demand for people with talent from social, economic, technological and cultural development, and complete the preparation (revision) of the teaching plan within the specified time.

Article 13 The training plan shall be formulated (revised) in a forward-looking way to ensure its adaptability, feasibility and stability. The training plan approved for implementation shall not be modified at will.

Article 14 The Dean's Office shall, under the leadership of the Vice President in charge, conduct a routine inspection on the implementation of the training plan each semester to ascertain whether the category and number of courses offered and the teaching hours, weekly hours, assessment categories and practical teaching procedures of each course are in line with the plan.

Article 15 The syllabus is a guiding document that defines the course content in the form of an outline under the guidance of the training plan, and it is the basic basis for faculty members to carry out teaching. For the courses specified in the training plan, the secondary schools and colleges responsible for course management shall draw up the syllabus on the basis of thorough investigation and research and serious demonstration according to the documents issued by the Ministry of Education, the characteristics of the program and the course as well as the actual situation of the University. The Professor Committee or Teaching Steering Committee of the secondary schools and colleges (teaching divisions/centers) shall examine and approve the syllabus and report it to the Dean's Office so as to become a formal guiding document.

Article 16 Faculty members shall organize teaching and assessment and carry out research activities according to the syllabus. The dean of the department (teaching and research section) shall be responsible for checking faculty members' implementation of the syllabus and correcting their errors in teaching.

Article 17 The teaching plan is the specific implementation plan of each course each semester. It



must be prepared and reported in accordance with the requirements of the University and carefully implemented after approval.

Article 18 The compilation and management of the curriculum schedule is an important guarantee for accomplishing teaching tasks and maintaining teaching order. The curriculum schedule shall be jointly compiled by the Dean's Office and the secondary schools and colleges (teaching divisions/centers) in accordance with the program training plan and the teaching resources of the University. The Dean's Office shall be responsible for the collection and coordination of teaching resources. In principle, the course schedule shall be determined before the 13th week of the previous semester.

Chapter III Teaching Operations Management

Article 19 Teaching operations management is the core and most important part of teaching management, which includes teaching organization and management and teaching administration. Its basic principles shall include the coordination of the University, the strict implementation of teaching norms and policies, the maintenance of good teaching order, and the continuous improvement of teaching quality.

Article 20 Faculty management is an important part of teaching management. All the secondary schools and colleges (teaching divisions/centers) shall properly organize the study and work of faculty members to ensure the normal operation of all teaching procedures.

Article 21 Organization and management of classroom teaching procedures. Classroom teaching is the basic form of teaching. The tasks of the secondary schools and colleges (teaching divisions/centers) shall be:

i Generally, candidates with high academic level, rich teaching experience, good teaching effect, intermediate professional title or master's degree or above shall be selected as the lecturer to ensure the quality of teaching.

The faculty member who is selected to offer a course for the first time must receive strict training (teaching assistants, trial lectures, etc.) for all teaching procedures. In addition, a pre-job training system must be established to ensure that the faculty member offers a course for the first time only after passing the assessment.

ii Faculty members must give and dismiss the class on time. It is not allowed to transfer classes, suspend classes or ask others to take over classes at will. If it is really necessary to transfer or suspend classes due to special circumstances, it is required to fill in the Form of Shanghai University of Engineering Technology for Faculty's Application for Class Transfer (Suspension), obtain the approval of the heads of the secondary schools and colleges (teaching divisions/centers), and submit the application to the Dean's Office for the record. The heads of the secondary schools and colleges (teaching divisions/centers) shall strictly review the application and have the responsibility to criticize and educate the faculty members that violate the regulations. The faculty members who transfer or suspend classes without authorization shall be dealt with in accordance with the Regulations of Shanghai University of Engineering Science on the Identification and Handling of Teaching-Related Accidents.

iii Faculty members shall be organized to study the syllabus carefully and compile or select textbooks and teaching reference books suitable for the syllabus; to compile teaching plans, lesson plans, lecture notes and make multimedia courseware; to establish a system of class visiting and self-examination and self-evaluation of teaching quality and participate in teaching observation and research activities.

iv All the secondary schools and colleges (teaching divisions/centers) shall plan overall teaching and research activities, establish a system for department (teaching and research section) activities,



and inspect and supervise the activities carried out by the department (teaching and research section). It is required to organize faculty members to seriously participate in teaching seminars, study teaching methods, and lay emphasis on the training of students' thinking methods.

v It is required to actively apply modern educational technology to enrich classroom teaching information, enrich classroom teaching methods, and improve teaching efficiency.

Article 22 It is required to earnestly carry out the teaching management of various types of courses.

i Classroom teaching is the most basic form of teaching to impart knowledge to students and cultivate their abilities. Classroom teaching shall meet the requirements of the syllabus and embody the principles of imparting knowledge and educating students, integrating theory with practice, teaching students in accordance with their aptitude, and cultivating their abilities. Efforts shall be made to achieve the unity of science and ideology, and appropriately reflect new achievements in science and technology as well as social sciences. The heads of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall regularly follow up the teaching of each course and understand the feedback and evaluation of students so as to help the faculty members improve teaching.

ii Class discussion is a form of teaching that helps students develop their thinking and cultivate their abilities. Faculty members shall formulate a class discussion plan according to the characteristics of the course and organize class discussions in an orderly manner. It is required to pay attention to determining the theme of the discussion and guide students to correctly understand and master the content of the course.

iii Exercise class is a classroom teaching form that helps students master basic concepts and cultivate their abilities to use knowledge to solve practical problems under the guidance of faculty members. The secondary schools and colleges (teaching divisions/centers) and the departments (teaching and research sections) determine the proportion of class hours between exercise classes and lectures according to the syllabus.

iv Tutoring and answering questions is an auxiliary form of classroom teaching. It is a necessary step to check the teaching effect, answer students' questions, guide students to self-study and improve the teaching effect. A certain number of sessions of tutoring and answering questions shall be arranged for each course. It is required to ensure that the sessions are organized at a specified time and place. The heads of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall supervise and inspect the sessions.

v Experimental courses are an important form of teaching to cultivate students' practical ability. All the secondary schools and colleges (teaching divisions/centers) shall formulate specific measures for laboratory management and laboratory equipment management in accordance with the actual situation of experiment-based teaching, as well as relevant regulations of the University and the competent authorities to provide excellent conditions and environment for experiment-based teaching. The syllabus of experiment-based teaching and the instruction book shall be compiled for each experimental course, and the methods of experiment-based teaching and the quality of teaching for experimental courses shall be continuously improved. It is required to follow the rules of students' knowledge during the teaching of the experimental course. Faculty members shall follow the principle of going from the easy to the difficult and complicated, first instruct students to do confirmatory experiments, and then comprehensive, designing, and exploratory experiments, so that their experimental skills can be fully and systematically cultivated.

vi Organization and management of practice teaching

Practice teaching is an extremely important teaching procedure. It is required to formulate and



conscientiously implement syllabuses and teaching plans for various practice teaching programs and organize strict assessments. Students shall be comprehensively trained to cultivate their innovative spirit and practical ability. Long-term practice bases inside and outside the University shall be established to ensure the completion of internships and practical tasks.

vii The internship is an important practice-based teaching procedure to achieve the training goal. It is an important way for students to consolidate and deepen their theoretical knowledge and cultivate their ability to analyze and solve problems. The secondary schools and colleges (teaching divisions/centers) shall formulate the internship syllabus and plan in accordance with the requirements of the program training plan, which shall specify the objectives and requirements of the internship, and implement the internship syllabus and plan in accordance with the Measures of Shanghai University of Engineering Science for the Management of Internship Teaching.

viii The graduation project (thesis) is not only an important part of the teaching plan of colleges and universities, but also an essential teaching procedure for students to complete independently under the guidance of the faculty members of related disciplines. Students shall be trained strictly in scientific research and engineering technology through the graduation project (thesis), so as to cultivate their innovative spirit and improve their ability of scientific research and engineering design. The work related to the graduation thesis (project) shall be organized by the secondary schools and colleges (teaching divisions/centers) in accordance with the requirements of the Measures of Shanghai University of Engineering Science for the Management of Graduation Projects (Theses).

Article 23 Industry-university cooperation is a characteristic teaching procedure of the University. It is required to incorporate industry-university cooperation into the teaching plan according to the needs and specific requirements, and make clear objectives, requirements, organizational methods and assessment methods.

Article 24 Assessment and achievement management

i The curriculum-based assessment is an important part of teaching. The purpose of the assessment is to check students' learning achievements and the teaching effect of faculty members. By understanding students' mastery of the course content, it is possible to provide a basis for further improving teaching and quality.

ii The secondary schools and colleges (teaching divisions/centers) shall organize the assessment of students' academic achievements in strict accordance with the Regulations of Shanghai University of Engineering Science on Curriculum-Based Assessment Management. It is necessary to conscientiously design exam questions, strictly implement discipline policies, carefully mark papers and analyze the quality of exam questions, so that the assessment truly reflects students' mastery of knowledge and skills.

Faculty members shall actively explore ways of reforming the assessment system and methods to improve the reliability and validity of the assessment.

Article 25 All the secondary schools and colleges (teaching divisions/centers) and the departments (teaching and research sections) shall strengthen teaching management, regularly carry out teaching and research activities, and evaluate the teaching process and situation of faculty members. The departments (teaching and research sections) shall, if necessary, organize collective lesson preparation, classroom observations, and vocational study. The secondary schools and colleges (teaching divisions/centers) shall regularly hold meetings for department (teaching and research section) directors and meetings for faculty members to summarize and exchange teaching experience in a timely manner, and to identify and solve problems in teaching.

Article 26 The Dean's Office shall assist university leaders in holding regular teaching meetings



or symposiums attended by the teaching supervisors of the secondary schools and colleges (teaching divisions/centers) to understand and coordinate to deal with the problems arising in the implementation of the training plan.

Chapter IV Teaching Quality Management

Article 27 Teaching quality is the University's lifeline for development. The teaching management sections and offices at all levels, all managers and faculty members shall improve their quality awareness, establish a correct and scientific view of quality, and adhere to strict quality standards. It is required to strengthen the overall quality management of all teaching procedures to ensure the continuous improvement of the quality of education and teaching in the University.

Article 28 The ultimate goal of teaching management is to ensure and improve the quality of teaching. It is necessary to continuously improve internal factors (faculty members, students, teaching conditions, teaching management, etc.) and external factors (guidelines, policies, systems, etc.) of teaching quality, scientifically evaluate and analyze teaching quality, and establish a smooth information feedback network, so as to create and maintain a good education environment and achieve the best teaching effectiveness.

Article 29 The following aspects shall be focused in teaching quality management:

i The teaching quality of courses shall be regulated according to the standards and requirements of the Teaching Quality Monitoring System of Shanghai University of Engineering Science.

ii The qualifications of faculty members shall be recognized in accordance with the Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members.

iii The system of lecturer responsibility shall be implemented to ensure the quality of faculty members. The leading lecturer of each course shall generally be a faculty member with an intermediate professional title or above.

In principle, the main courses of each program shall be taught by faculty members with senior professional titles. It is necessary to gradually establish a team of faculty members with different professional titles and abilities to ensure the quality of main courses and the basic quality of program teaching.

iv Textbooks are the basis of content of courses. Textbooks shall be compiled, selected, and subscribed in strict accordance with the Measures of Shanghai University of Engineering Science for the Management of Textbook Selection.

v Rigorous teaching management, meticulous scholarship and an excellent teaching, academic and learning environment are essential for comprehensively improving teaching quality and training qualified people with talent.

Faculty members shall establish good professional ethics and a sense of responsibility in imparting knowledge and educating students and be paragons of virtue and learning in accordance with the Faculty Manual of Shanghai University of Engineering Science for Teaching.

It is required to make students to develop a rigorous and serious attitude to learning and strengthen their ideological and political education. Efforts shall be made to help students set their aims of learning and develop a positive attitude of studying diligently, seeking truth and pursuing innovation.

vi To study is the main task of students. Cultural and community activities on campus are significant additions to students' study life. The management of cultural activities on campus shall be strengthened. Generally, cultural activities on campus shall not be allowed to be held during the teaching period. If it is necessary to take up the teaching period to hold cultural activities due to special circumstances, the relevant program must be reviewed by the Dean's Office and approved by the Vice President in charge.



Article 30 Teaching inspections shall be strengthened. The heads of the secondary schools and colleges (teaching divisions/centers) shall always understand the situation of teaching, help faculty members sum up experience, solve the problems they encounter in teaching, and give them guidance to ensure the continuous improvement of teaching quality.

i Before the beginning of each semester, the heads of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall carefully check the preparation for each course, including faculty members, textbooks, syllabuses, class schedules, classrooms, lesson plans, teaching plans, etc., in order to identify and solve problems in time.

ii The University shall conduct regular teaching inspections each semester. The secondary schools and colleges (teaching divisions/centers) shall conduct self-examination first and report the results in writing to the Dean's Office. The Dean's Office shall organize questionnaire surveys, symposiums, lectures, and online teaching evaluations to understand teaching of faculty members and studies of students, and report the results in writing to the Vice President in charge and feed back to the secondary schools and colleges (teaching divisions/centers).

iii Faculty members shall make a summary of teaching at the end of each semester. The main content shall include the completion of teaching tasks, the evaluation of teaching quality and the analysis of studies of students, issues worthy of attention in teaching as well as experience and suggestions.

Article 31 A teaching supervision system shall be established. The University and the secondary schools and colleges (teaching divisions/centers) shall establish a teaching supervision system to employ experts, teaching managers and experienced faculty members to supervise and guide teaching quality.

Article 32 A class visiting system shall be established. The heads of the University, the secondary schools and colleges (teaching divisions/centers), relevant administrative departments (offices) and departments (teaching and research sections) shall visit classes regularly in order to fully understand the teaching of faculty members and the studies of students, put forward suggestions in time, and improve teaching quality. A class visiting system shall also be established within the primary-level units of the departments (teaching and research sections) and between faculty members and feedback shall be made to faculty members in an appropriate way.

Chapter V Academic Status Management

Article 33 Student academic status management is an extremely important part of teaching management. The departments at all levels of the University and the secondary schools and colleges must strictly implement the Regulations of Shanghai University of Engineering Science on Credit Point System-Based Academic Status Management.

Article 34 The main contents of academic status shall be as follows:

- i Academic status archive management;
- ii Curriculum-based assessment management;
- iii Student attendance management;
- iv Academic status change management;
- v Graduate qualification examination

Article 35 The problems related to academic status which are caused by academic reasons shall be resolved cautiously in accordance with the principle of strict education and moderate punishment. It is required to not only strictly manage students, but also warmheartedly guide them in order to stimulate their enthusiasm for learning and improve learning efficiency.

An education-oriented approach shall be adopted to deal with students who have made mistakes.



Students shall be punished according to strict and prudent principles. Both indulgence and hasty decisions shall be avoided.

Article 36 All secondary schools and colleges shall properly manage the academic status of students. The heads of the secondary schools and colleges shall supervise faculty members to implement the academic status management regulations and properly manage the academic status of students.

The educational administration staff of the secondary schools and colleges shall regularly check changes in academic status, promptly put forward solutions, and carefully and strictly review the changes.

The academic status materials shall be archived in time. Student archives must be carefully managed to ensure that the information is accurate and complete.

Chapter VI Management of Basic Aspects of Teaching

Article 37 The basic aspects of teaching mainly include disciplines, programs, courses, textbooks, laboratories, practice-based teaching bases, the academic and learning environment, faculty teams, management policies, etc. They are the most important aspects to ensure teaching quality and occupy the most important position in the development of the University.

Article 38 Program development

The University shall formulate and adjust the program development plan in a timely manner according to the needs of social development. It is necessary to strengthen the development of key and characteristic programs, and gradually develop a batch of famous programs to maintain the overall advantage of the University. Great efforts shall be made to develop application-oriented disciplines and programs urgently needed for local economic development. The University advocates the use of social educational resources to develop new programs through various forms of cooperation.

The University plans to promote the professional accreditation of engineering education in batches. Secondary schools and colleges shall formulate the accreditation plan according to the specific situation of the program, and promote the accreditation in batches. For non-engineering programs and other engineering programs that are not in the list, pilot reforms can be carried out with reference to relevant international accreditation requirements. These programs are encouraged to carry out international accreditation.

Article 39 Curriculum development

Curriculum development is a regular basic task of colleges and universities. Strengthening curriculum development is a basic measure to improve teaching quality, deepen the reform of content of courses and teaching methods, promote the development of programs and disciplines, and train high-caliber talented students with practical ability and innovative spirit.

It is necessary to fully implement the fundamental task of fostering virtue through education, establish a new concept of curriculum development, promote curriculum reform and innovation, and develop a number of university-level, city-level and national first-class courses in a planned way.

During curriculum development, theoretical research must be conducted to define the overall objectives, tasks, guiding ideology and principles; development planning must be worked out for planned, targeted, phased, and hierarchical system development; the reform of content of the courses and the curriculum must be deepened with the development of excellent courses as the center; and it is required to place an emphasis on the development of series of courses and professional platform courses and build a scientific system of professional degree courses.

Article 40 Textbook development



It is required to formulate a practical plan for textbook development. The selection of national excellent textbooks shall be encouraged, and handouts or textbooks shall be compiled according to the reform of content of courses and curriculum development and the syllabus. The quality of textbooks shall be evaluated, and editors of excellent textbooks shall be rewarded.

It is essential to properly carry out reservation and distribution management of textbooks. It is necessary to formulate the principles and standard requirements for textbook reservation, explore more distribution channels, and reform supply methods to facilitate the purchase of textbooks by students and prevent backlog and waste.

Article 41 Construction of practice-based teaching bases

The construction of laboratories must match the development of disciplines and programs and curriculum. It is essential to prevent decentralized allocation, decentralized management, partial use, low-level duplication, and low utilization. Major efforts shall be made on building public and basic laboratories; planning management, technical management, and fixed asset management of laboratories shall be carried out in an appropriate way. It is required to organize annual acceptance, inspection and evaluation on laboratories.

It is required to construct both on-campus and off-campus bases and make a comprehensive plan accordingly.

For on-campus internship bases, it is necessary to break through the old model of perceptual knowledge and simple skill training, so that the industrial and social environment can be simulated for comprehensive quality training. At the same time, it is necessary to improve the conditions of internships and perfect the rules and regulations of practice management. Long-term off-campus internship bases shall be developed. Students shall be required to undertake the tasks of the employer besides practice in accordance with the principle of mutual benefit and reciprocity in order to win support of the employer.

Chapter VII Research in Education and Teaching

Article 42 Education and teaching research is an essential component of scientific research in colleges and universities, and an important part of teaching reform and improving teaching quality.

Education and teaching research is featured by comprehensiveness and applicability. It is required to focus on training high-quality and high-caliber talents, make long-term and short-term plans, and organize project research in a planned, targeted, and focused manner.

Article 43 Education and teaching research shall be closely integrated with teaching reform. In the process of deepening economic development and system reform, it is necessary to place an emphasis on researching new situations and new problems in education and teaching.

It is required to actively reform the talent training model, program development and teaching team development, content of courses, curriculum system and teaching methods. Comparative education research shall be carried out in depth, and various teaching experiments and teaching reform pilots shall be carried out. It is necessary to pay attention to quality-oriented education, cultivate students' innovative spirit and creative ability, attach importance to individualized development, and teach students in accordance with their aptitude. It is required to actively reform the talent training model, content of courses, curriculum system and teaching methods.

Article 44 Project research on teaching and teaching reform. The University sets up research projects on teaching and teaching reform each year. The Dean's Office shall be responsible for organizing project application and management after approval. The University's Teaching Steering Committee or a special expert review panel shall be responsible for project approval. The University provides special funds for approved projects.

Article 45 Teaching observations and discussions. It is required to appropriately choose the type



of lesson and course and organize teaching observations, and on this basis, conduct discussions about class teaching methods, characteristics of the type of lesson, or other issues. Observation discussions can be combined with new courses, experimental courses, and multimedia-assisted courses.

Article 46 Modern educational technologies shall be used to enhance the content of teaching and learning. The University encourages and supports faculty members to apply modern educational technologies, innovate in teaching methods, and develop more learning models.

Chapter VIII Management Departments and Functions

Article 47 The university-level leadership system for teaching shall be improved. The President shall be fully in charge of teaching management. The Vice President in charge of teaching management shall preside over daily work, mobilize various resources of the University to serve teaching through functional departments, and conduct teaching management in a unified manner to achieve the goals in this regard. Under the unified leadership of the University's CPC Committee, the President's Office Meeting shall determine the guidelines, policies, plans, and major reform measures related to teaching and management. It is necessary to establish a teaching work conference system and a system of class visiting, study and research for leaders at all levels so as to improve their capacity in decision-making and management.

Article 48 The Dean's Office is the main functional department for teaching management. Its main responsibility is to implement the University's decisions, assist the Vice President in charge of teaching management in teaching organization and management, and take the initiative to put forward opinions and suggestions in this regard. The Dean's Office shall be a good adviser to the leaders of the University, coordinate with the departments concerned to provide teaching services, supervise and inspect teaching management of the secondary schools and colleges (teaching divisions/centers), and carry out teaching inspections and evaluations. The Dean's Office shall also summarize and promote experience, and strictly implement the teaching rules and regulations formulated by the competent authorities and the University.

The organizational structure of the Dean's Office shall be improved and a competent management team shall be staffed. It is required to make clear responsibilities in organizing teaching reform and development, ensure the stable operation of teaching programs, and continuously improve teaching management.

Article 49 The secondary schools and colleges (teaching divisions/centers) shall be responsible for teaching organization, leadership and management. It is required to organize the departments (teaching and research sections) to formulate their own teaching management plans in accordance with the policies and instructions issued by education authorities and the University, and require faculty, staff and students to implement them accordingly. The secondary schools and colleges (teaching divisions/centers) shall strictly implement the regulations issued by education authorities and the University.

Article 50 Attention shall be paid to the development of primary-level teaching units. The departments (teaching and research sections) are primary-level units of teaching and scientific research based on disciplines, programs or curriculum. Their main functions shall be to complete the courses and other teaching tasks specified in the training plan; to carry out teaching research, scientific research and organize academic activities; to organize faculty training programs and make suggestions for recruitment and adjustment and assign tasks to faculty members; and to strengthen the guidance for the basic development of laboratories and reference rooms. The departments (teaching and research sections) shall place an emphasis on carrying out teaching research and teaching reform, and continuously improve the teaching quality and academic level.



Article 51 The teaching team aims to complete education and teaching tasks in accordance with the requirements of discipline and program training plans, the curriculum system and educational development. It shall be led by a professor (or excellent associate professor), composed of several associate professors, lecturers, teaching assistants, laboratory staff, and administrative staff supporting faculty members.

The basic tasks of the teaching team shall be: (i) teaching courses; (ii) conducting teaching research; (iii) serving as a full-course tutor; (iv) Establishing the system of young instructors serving as teaching assistants; and (v) participating in the mentoring of innovation and entrepreneurship education for university students. The teaching team is administratively subordinate to the secondary schools and colleges (teaching divisions and centers) where the team leader belongs. It must accept the daily management of the department (or teaching and research section) while completing basic tasks.

Article 52 The development of the teaching management team shall be strengthened. Efforts shall be made to establish a stable teaching management team including high-quality full-time personnel and part-time personnel according to the needs of different posts. It is required to arrange on-the-job training and study programs for teaching management personnel in a planned way, so that they can master the basic theories and expertise of teaching management and continuously improve management and service quality to meet the requirements for scientific and modern management.

Chapter IX Teaching Document Management

Article 53 Teaching documents are the basis or records of teaching management and must be properly managed. The secondary schools and colleges (teaching divisions/centers) shall assign a director to be in charge of archives, appoint a part-time specialist to manage archives, and transfer archives to the Archives Office of the University on schedule.

Article 54 The deans (directors) and deputy deans (deputy directors) in charge of teaching management of the secondary schools and colleges (teaching divisions/centers) and the directors of the departments (teaching and research sections) shall have the responsibility to urge faculty members to submit teaching documents as required, and to check the filing of teaching documents.

Article 55 A system for consulting teaching archives shall be established. The management personnel of teaching documents must carefully study the regulations on the management of teaching archives, and be familiar with the basic principles, scope of archiving and specific work.

Article 56 The Dean's Office shall be responsible for the interpretation of these Regulations.

Article 57 These Regulations shall come into effect as of January 1, 2021. The original Regulations of Shanghai University of Engineering Science on Teaching Management (HU GONG CHENG JIAO [2015] No. 94) shall be repealed simultaneously.



Document of Shanghai University of Engineering Science

HU GONG CHENG (2021) No. 13

Notice on the Issuance of Revised Invigilation Instructions of Shanghai University of Engineering Science

All organizations,

The revised Invigilation Instructions of Shanghai University of Engineering Science has been considered and approved by the President's Office Meeting. It is hereby issued to you for implementation.

Annex: Invigilation Instructions of Shanghai University of Engineering Science

Shanghai University of
Engineering Science
November 1, 2021



Invigilation Instructions of Shanghai University of Engineering Science

HU GONG CHENG JIAO [2021] No.13

The Invigilation Instructions of Shanghai University of Engineering Science are hereby formulated to further specify the responsibilities of invigilation, regulate invigilation procedures, maintain the normal order of the examination room, and exercise strict exam disciplines.

I. Invigilators must strictly perform their duties, strictly implement examination rules, carefully supervise and inspect the examination room, and maintain the examination discipline to ensure that the assessment is fair, just and smooth.

II. If the Notice of Invigilation requires examination papers to be collected, invigilators shall collect examination papers at the designated place 20 minutes before the examination begins. Invigilators must enter the examination room 15 minutes before the examination begins.

III. Invigilators must check candidates' valid card on campus (campus card of the undergraduates, student ID card or campus card of the postgraduates) before the examination begins. Candidates who have lost their valid card on campus must enter the examination room with their identification cards (passport or "identity certificate" with photo issued by the public security agency). The assessment with special regulations on documents shall be organized in accordance with such regulations. Those without designated documents or incomplete documents shall not be allowed to participate in the examination and shall be ordered to leave.

If the candidate's ID photo is difficult to identify or there is a suspicion of posting another person's photo, the candidate shall be temporarily detained, and the candidate shall be asked to find a supervisor (head teacher) or counselor to come to the examination room for confirmation before the examination begins. The supervisor (head teacher) or counselor who comes to verify the identity of the candidate must sign the Examination Room Situation Record Form.

IV. Invigilators shall arrange seats in the examination room reasonably. Both the first and last rows must be seated. Two candidates in the same row must be separated by at least 2 spaces. Candidates shall be designated to be seated as required.

V. Invigilators must clean up the scene before the examination begins, and urge candidates to place the following items, which are not allowed to carry without the permission of the examiner, on the podium or other designated locations away from their seats: books, handouts, lecture notes, newspapers and periodicals, materials, brief notes, self-provided draft papers, all kinds of bags (school bags, pencil cases, pencil cases, glasses cases, etc.), and mobile phones, electronic dictionaries, computers and other devices or communication tools with storage, Internet, and transmission functions.

Invigilators must double check the examination room to carefully check whether candidates' desks and chairs have information related to the examination.

VI. Invigilators must read the Examination Rules to candidates 5 minutes before the start of the examination (note that the examination time must not be occupied).

VII. The following shall be written on the blackboard in the examination room:

1. The name of the course; the start and end time of the examination;
2. Hand in books, bags and papers; turn off and hand in mobile phones and other equipment;
3. Put your documents on the corner of the desk for future reference.

VIII. Examination papers, answer sheets(papers)and draft papers shall be distributed 2 minutes before the start of the examination. Candidates shall be required to firstly check the number of pages



and the printing of the front and back of examination papers after receiving examination papers. If finding that some pages are missing or some parts are omitted or reprinted, the candidate must raise hand to report to invigilators in time.

IX. Candidates shall be required to fill in information such as class, name, and student number in the designated place on the examination paper.

X. Candidates shall not be allowed to borrow stationery and calculators without authorization. The above items can only be borrowed after invigilators have checked and cleared relevant information.

XI. Candidates who arrive 20 minutes after the start of the examination shall not be allowed to enter the examination room. Invigilators shall double check candidates' information and fill in the list of absentees on the Examination Room Situation Record Form.

XII. Candidates can hand in their examination papers and leave the venue 30 minutes after the start of the examination.

XIII. Invigilators shall earnestly perform their duties of supervising candidates and always concentrate on invigilation.

Invigilators shall not be allowed to leave the examination room at will, and shall not be allowed to do anything unrelated to invigilation (such as reading books, chatting, and doing other things). Invigilators shall not be allowed to smoke in the examination room, use mobile phones, computers and other communication or Internet tools, and shall not be allowed to sit with their backs to candidates.

XIV. If a candidate reports that examination papers are incorrectly distributed, bound or printed, or the questions are illegible, invigilators must reply in public. Invigilators shall not give any explanations or hints on the meaning of the questions.

XV. Candidates shall not be allowed to leave the examination room at will during the examination. If there are special reasons, candidates must obtain the consent of invigilators, and they can leave the examination room temporarily under the company of invigilators (for examinations that require the submission of examination papers before leaving the venue, the rules concerned shall be implemented).

XVI. Invigilators must strictly enforce the examination discipline and prevent violations in the bud. Invigilators shall promptly warn and stop any attempts to violate disciplines by candidates and shall not turn a blind eye. For evidence-based violations of discipline, relevant candidates shall be ordered to terminate the examination immediately, and the physical evidence, examination papers and answer sheets (papers) shall be collected, and the words "violating discipline" shall be marked on the examination papers, and the candidates shall be sent to the secondary schools and colleges where they study to receive punishment. The details shall be written in the Examination Room Situation Record Form. After the examination is over, the physical evidence and the Examination Room Situation Record Form shall be reported to the Teaching Affairs Section as soon as possible.

XVII. Invigilators shall not extend or shorten the duration of the examination.

XVIII. At the end of the examination, invigilators shall tell candidates to stop writing and not leave their seats. Invigilators shall collect examination papers immediately. Candidates can leave the venue only after examination papers have been collected and counted correctly. Invigilators must sign the examination paper bag.

XIX. Invigilators shall truthfully fill in the Examination Room Situation Record Form and submit it to the Teaching Affairs Section immediately. If a candidate violates discipline, the physical evidence shall be submitted to the Teaching Affairs Section. Examination papers shall be returned to the office where the papers are collected.



XX. The Dean's Office and the Graduate Division shall be responsible for the interpretation of these Instructions. Where there are other regulations for other national or (provincial) municipal examinations, such regulations shall prevail.

XXI. These Instructions shall come into effect as of the date of issuance. The original Invigilation Instructions of Shanghai University of Engineering Science (HUGONG CHENG JIAO [2015] No.110) shall be repealed simultaneously.

President's Office of Shanghai University of
Engineering Science

Issued on November 2, 2021



Measures of Shanghai University of Engineering Science for Awards for Teaching

HU GONG CHENG JIAO [2019] No. 231

Chapter I General Provisions

Article 1 These Measures are formulated to improve the teaching quality of the University, encourage faculty and staff to devote themselves to teaching reform, strive for high-level and high-quality teaching achievements, improve the overall teaching capacity of the University, comprehensively promote the University's intention development, and improve the University's comprehensive competitiveness.

Chapter II Principles of Award

Article 2 The University, according to the principle of guidance, encourages faculty and staff to apply for and participate in teaching achievements that meet the new requirements of the University's intention development.

Article 3 The University, according to the principle of capacity, encourages faculty and staff to apply for and participate in educational achievements that have a high impact in the education sector and among universities.

Article 4 The University, according to the principle of classification, encourages faculty and staff to participate in the selection of teaching achievements at all levels.

Chapter III Categories and Objects of Award

Article 5 Categories of award

The achievements of teaching reform mainly include: (1) Awards for teaching achievements; (2) Awards for excellent textbooks; (3) Awards for excellent courses; (4) Teaching titles.

Article 6 Objects of award

The award objects are registered and enrolled faculty, staff and students who have made achievements and contributions in the teaching reform of the University.

Article 7 Scope of award

The awarded achievements must obtain relevant certificate from the Ministry of Education, the Shanghai Municipal Education Commission and the University's Dean's Office, or be recognized by the University's Dean's Office. Repeated award-winning achievements of teaching reform shall be awarded at the highest level. The university-level signature of all achievements shall be Shanghai University of Engineering Science.

Chapter IV Standards for Award

Article 8 Award standards for teaching reform achievements

- i. Standards of awards for teaching achievements

Table 1: Standards of Awards for Teaching Achievements

Level of award	Standards for awards (Unit: RMB 10,000)
National level	The University's award matches the national award at the proportion of 1:1
Municipal level (Shanghai)	The University's award matches the municipal level award (Shanghai) at the proportion of 1:1



University-level special award	0.8
University-level first prize	0.6
University-level second prize	0.4

ii. Standards of awards for excellent textbooks

Table 2: Standards of Awards for Excellent Textbooks

Level of award	Standards for awards (Unit: RMB 10,000)
Municipal level (Shanghai)	The University's award matches the municipal level award (Shanghai) at the proportion of 1:1
University-level special award	0.2
University-level first prize	0.15
University-level second prize	0.1

iii. Standards of awards for excellent courses

The awards for excellent courses include video open courses, excellent courses and other excellent curriculum awards organized by the Ministry of Education, the Shanghai Municipal Education Commission and the University.

Table 3: Standards of Awards for Excellent Courses

Level of award	Standards for awards (Unit: RMB 10,000)
National level	2
Municipal level (Shanghai)	1
University-level	0.08

iv. Standards for teaching titles

The faculty members who win municipal and national honorary title shall obtain the awards according to the department standards. The University will not provide corresponding awards. 4. The standards of awards for the faculty members who win university-level teaching title shall be RMB 2,000 per person.

Chapter V Procedures of Awards

Article 9 In principle, the rewards for the achievements of teaching reform will be provided in the second quarter of the following year by means of annual rewards and commendations.

Article 10 The Dean's Office shall report to the University's leadership for approval and provide



rewards.

Chapter VI Relevant Regulations

Article 11 Regarding the disputes in the reward process, the University's Teaching Committee shall discuss and propose a proposal, and submit them to the President's Office Meeting for discussion.

Article 12 Regarding matters related to teaching that are not covered by these Measures, the University's Teaching Committee shall discuss and propose proposals based on specific conditions, and submit them to the President's Office Meeting for discussion.

Article 13 The Dean's Office shall be responsible for the interpretation of these Measures.

Article 14 These Measures shall enter into force as of the date of promulgation, and the original Measures of Shanghai University of Engineering Science for Awards for Teaching (HU GONG CHENG JIAO [2014] No. 30) shall be repealed simultaneously.



Measures of Shanghai University of Engineering Science for the Implementation of Course Teaching Quality Evaluation

HU GONG CHENG JIAO [2015] No.100

Teaching is the central part of university education, and quality is the eternal theme of teaching. Course teaching is the most important and basic part of colleges and universities, and it is an important guarantee for creating an excellent teaching, academic and learning environment, and training qualified personnel with comprehensive development of morality, intelligence, and physical fitness. The purpose of course teaching quality evaluation is to objectively, accurately and scientifically evaluate course teaching quality. It is the core of teaching quality management and also the key to continuously improving teaching quality. These Measures are hereby formulated to further improve teaching quality, regulate and improve the teaching quality management system.

I. Purpose of Evaluation

i To continuously improve the classroom teaching inspection and evaluation mechanism to ensure scientific, institutionalized, standardized and regular evaluation.

ii To scientifically evaluate course teaching quality, continuously collect, analyze, and integrate the University's feedback information on teaching and teaching quality to provide teaching managers with a basis for decision-making, thereby further improving the quality of teaching.

iii To gradually establish an effective incentive mechanism to provide a basis for the appraisal on faculty members' posts and professional titles and annual assessment.

iv To strengthen teaching management and supervision, maintain normal teaching order, and create an excellent teaching, academic and learning environment.

v To gradually establish and improve the faculty evaluation information database to promote faculty growth and development.

II. Evaluation Principle

A comprehensive evaluation shall be carried out based on the principles of science, objectivity, openness and fairness.

III. Organizational Management

i The evaluation of course teaching quality shall be led by the Vice President in charge. The Teaching Steering Committee of the University shall be responsible for guidance and supervision.

ii The evaluation of course teaching quality shall be carried out at the university and school/college levels. The Dean's Office shall be responsible for the university-level evaluation of course teaching quality, and the school/college-level quality evaluation shall be organized and implemented by the heads of the secondary schools and colleges.

IV. Breakdown of Inspection and Evaluation

Inspection and evaluation shall be divided into inspection and evaluation by the Teaching Supervision Team, inspection and evaluation by the leaders of the secondary schools and colleges (teaching divisions/centers) and teaching teams, and student evaluation.

V. Steps in Evaluation Implementation

i The teaching quality evaluation shall consist of inspection and evaluation.

The teaching quality inspection shall cover the entire teaching process and all procedures. The teaching quality inspection shall be carried out before the end of each semester.

ii The university-level teaching quality inspection shall be the responsibility of the Teaching Quality Section. University-level teaching quality inspections shall be divided into routine



inspections and key inspections.

Routine inspections: student registration, teaching order at the beginning of a semester, teaching before and after holidays, daily teaching, assessment (test), internship, experiment (practical training), graduation project (thesis), class visiting by the leaders of the University and the secondary schools and colleges (teaching divisions) and the experts of the Teaching Supervision Team.

Key inspections: before the appointment of faculty members for professional titles, teaching competitions and selections, where problems found in routine inspections, and where negative comments made by students or faculty members.

iii The teaching quality inspection of the secondary schools and colleges (teaching divisions/centers) shall be the responsibility of the Office in accordance with the relevant regulations of the University.

iv A summary shall be made after the inspection, and the Teaching Quality Section of the Dean's Office shall prepare a teaching briefing.

v Teaching briefings and inspection summaries shall clearly indicate areas for improvement. Teaching supervisors at all levels shall be responsible for supervising and making improvements.

VI. Feedback on Evaluation Results

Evaluation results shall be fed back to relevant leaders of the University and the secondary schools and colleges (teaching divisions/centers) by the Dean's Office. The secondary schools and colleges (teaching divisions/centers) shall give feedback to each faculty member in an appropriate form. Faculty members can check the opinions of supervisors, leaders, peers and students on teaching on the teaching management system.

VII. Evaluation Results and Rewards and Punishments

i The secondary schools and colleges (teaching divisions/centers) shall formulate supporting measures for the assessment on faculty members and the allocation of class allowances based on these Measures and actual conditions.

ii Faculty members whose teaching quality is assessed as “Bad” must suspend their qualifications for teaching the course concerned.

iii Faculty members whose teaching quality is assessed as “Poor” must take corrective measures within a time limit.

It is required to regain the qualification for teaching the course. For details, refer to the Measures of Shanghai University of Engineering Science for the Recognition of Qualifications of Faculty Members.

VIII. The Dean's Office shall be responsible for the interpretation of these Measures.

VIII. These Measures shall come into effect as of September 1, 2015.

The original Measures for the Implementation of Course Teaching Quality Evaluation (HU GONG CHENG JIAO [2006] No. 76) shall be repealed simultaneously.