

NATIONAL TAIWAN UNIVERSITY
Office of Academic Affairs
Enforcement Rules Governing Scholarship for Teaching
Assistantship

March 06, 2018 Passed by the 2,986th Administrative Meeting
July 10, 2018 Passed by the 3,003rd Administrative Meeting

Article 1 The National Taiwan University (“the University”) Enforcement Rules Governing Scholarship for Teaching Assistantship (“the Rules”) are formulated in accordance with Article 8 of the *Regulations Governing Scholarship for Teaching Assistantship*.

Article 2 Teaching assistants may be classified into the following five categories based on the needs of course instructors or teaching activities required by teaching units:

1. Discussion classes (Type A): Type A teaching assistants are responsible for leading discussion groups under the guidance of the course instructor. Their duties may include preparing teaching materials, sitting in on lectures, leading group discussion, correcting and grading assignments and providing feedback, designing and maintaining the course website, and other discussion-related tasks.
2. Lab/practicum courses, which may be further divided into the following two types:
 - 1) Lab courses (Type B1): Type B1 teaching assistants are responsible for leading laboratory experiments under the guidance of the course instructor. Their duties may include preparing teaching materials and the necessary chemicals for experiments, demonstrating experimental procedures, sitting in on lectures, assisting students in conducting experiments, maintain safety in laboratories, leading experiment-related discussion, correcting and grading lab reports and providing feedback, designing and maintaining the course website, and other lab-related tasks.
 - 2) Practicum courses (Type B2): Type B2 teaching assistants are responsible for leading practice sessions and practicum activities in or outside of the University under the guidance of the course instructor. Their duties may include preparing teaching materials, sitting in on lectures, prepare for course practice questions and explaining them, guiding students in practicing the use of statistical software, assisting students with extracurricular practicum activities, leading practice sessions or practicum-related group discussion, correcting and grading assignments and providing feedback, designing and maintaining the course website, and other practicum-related tasks.
3. General courses (Type C): Type C teaching assistants are responsible for classroom management in large (lecture) classes under the guidance of the course instructor. Their duties may include preparing teaching materials, sitting in on lectures, correcting and grading assignments and providing

feedback, designing and maintaining the course website, providing online tutoring, engaging in classroom management, offering two hours of weekly course counseling service, and other course-related tasks.

4. Language courses (Type D): Type D teaching assistants are responsible for leading language learning activities in a language course under the guidance of the course instructor. Their duties may include preparing teaching materials; sitting in on lectures; leading speaking practice sessions; correcting and grading assignments (not including compositions) and providing feedback, learning consultation, designing and maintaining the course website, and other tasks related to the language course.
5. Physical education courses (Type E): Type E teaching assistants are responsible for assisting students in performing sports-related techniques and making demonstrations in physical education courses under the guidance of the course instructor. Their duties may include preparing teaching materials, demonstrating moves and techniques, correcting and grading assignments and providing feedback, designing and maintaining the course website, providing counseling and consultation on technique, and other tasks related to the physical education course.

Course instructors and teaching units may adjust the responsibilities set out for each type of teaching assistant based on the actual needs of the course by outlining them clearly in the labor contract. However, course instructors shall not require teaching assistants to perform tasks that are beyond the scope of the course or give lectures in place of the course instructor.

Article 3 The five types of teaching assistant, as described in Article 2, shall be assigned to the appropriate courses in accordance with the principles set forth below. Each course may be assigned only one type of teaching assistant.

1. Discussion classes (Type A): A course with at least 40 registered students may be assigned Type A teaching assistants. In principle, one teaching assistant may be assigned for every 20–25 students registered.
2. Lab/practicum courses (Types B1 and B2): The number of Type B1/B2 teaching assistants assigned to each course shall be based on the nature of the lab/practicum course. In principle, one teaching assistant may be assigned for every 8–50 students. The actual number of teaching assistants required shall be reviewed on a case-by-case basis by each review unit.
3. General courses (Type C): A course with at least 80 registered students may be assigned Type C teaching assistants. In principle, one teaching assistant may be assigned for every 80 students.
4. Language courses (Type D): A course with at least 30 registered students may be assigned type D teaching assistants. In principle, one teaching assistant may be assigned for every 30 students registered.
5. Physical education courses (Type E): A course with at least 40 registered students may be assigned one teaching assistant.

The competent review authority may increase or decrease the number of teaching assistants assigned to course instructors based on their needs and past teaching outcomes.

International distance learning courses shall be exempt from the

aforementioned limits and may be assigned 1 general teaching assistant if at least 15 students are taking the course. Technical assistants in charge of video recording assigned and funded by the Center for Teaching and Learning Development (CTLD) under the Office of Academic Affairs shall not be considered teaching assistants as described herein.

Each teaching unit may apply for teaching assistants on course instructors' behalf. Prior to the beginning of each semester, the number of teaching assistants and the relevant scholarship budget for the semester shall be published on each teaching unit's website after approval by the University, along with the University's *Regulations Governing Scholarship for Teaching Assistantship* and these enforcement rules.

Article 4 Group discussion in courses with Type A teaching assistants shall be processed in accordance with the following provisions:

1. To help students develop a deeper understanding of the contents of lectures and assigned reading materials, courses with Type A teaching assistants shall, in principle, include group discussion for at least one course unit per week (except for the first week of the semester and the mid-term and final examination weeks). Type A teaching assistants shall set the appropriate topics and lead the weekly discussion under the guidance of the course instructor, stimulating students' critical thinking and motivation for self-exploration through group exchanges, sharing, and debates.
2. Group discussion sessions shall be scheduled outside of normal lecture hours. Additional credits may be issued for the discussion sessions. The exact number of credits available shall be negotiated with course instructor and the course offering department, graduate institute, or degree program.
3. Group discussion may take place where the normal lectures are held by separating students into groups, or at a vacant small classroom or other spaces within the University suitable for discussion. Course instructors may contact the Office of Academic Affairs' Curriculum Division to check for available classrooms and make reservations for regular use.

Article 5 A teaching assistant who is assigned to a Type A course for the first time shall, during the initial semester, attend a discussion class training session led by a teaching assistant consultant at the CTLD. The training session shall include classroom observation and pre- and post-observation consulting (or other means of consulting), after which two teaching assistant training hours may be issued to both the teaching assistant consultant and the teaching assistant. After receiving the initial report from the teaching assistant consultant, a teaching assistant may voluntarily schedule further consulting sessions for in-depth individual consulting. Teaching assistants serving as speakers at training events organized by the CTLD may have this service counted towards their teaching assistant training hours for the semester.

Article 6 The assessment and evaluation methods for courses with teaching assistants and the assistants themselves are as follows:

1. A dedicated webpage for each course shall be created on CEIBA within the first three weeks of the semester. Alternatively, course instructors may upload their personal teaching webpages to CEIBA. Course information

and other relevant materials, such as written reports, digital teaching aids, assignments, activity records, and other contents suitable for display on the Internet, shall be uploaded to the course webpages. The Office of Academic Affairs shall periodically review and evaluate the design and maintenance of the webpages for each course.

2. Course instructors shall submit a course report at the end of the semester, which may be presented in a variety of formats but shall demonstrate the effectiveness of teaching improvement and overall learning outcomes.
3. Teaching assistants shall submit an end-of-semester teaching assistant report and attach proof of teaching assistant training hours for the semester.
4. The Office of Academic Affairs shall include additional questions in the mid-term and final course surveys for courses with teaching assistants, the results of which shall serve as a reference for both course instructors and teaching assistants, as well as an important source for the Office of Academic Affairs to use in evaluating each teaching assistant's performance and selecting excellent teaching assistants at the end of each semester.
5. After the conclusion of each semester, the Office of Academic Affairs shall review the implementation outcomes of each course with teaching assistants based on the final reports, end-of-semester TA evaluation survey, course webpage operation, classroom observation, and teaching evaluation. The results of the review may serve as a reference for future decisions involving course subsidies.

Article 7 A teaching assistant receiving an evaluation score of less than 3.5 shall, within 1 week of receiving the notification, submit proof of relevant training records to the Office of Academic Affairs Teaching Assistant Qualification Review Committee ("the Committee") for review. If the Committee determines that the teaching assistant may retain their assistantship status, the assistant must complete one hour of individual counseling by start of class next semester. If, however, the Committee decides to suspend the teaching assistantship, then the assistant shall be barred from serving as a teaching assistant in any Office of Academic Affairs-funded courses during the suspension period. A suspended teaching assistant may apply to resume their status after the suspension period expires by submitting the following documents to the Committee for review:

1. Proof of hours of training received during the suspension period as required by the Committee
2. Training reports or other written documents which will aid in the review.

The directives for establishing the Committee in the preceding paragraph shall be formulated separately by the Office of Academic Affairs and then implemented upon promulgation.

Article 8 The Rules shall be passed by the Administrative Meeting of the University and then implemented on the date of promulgation.