Official Document of Kunming University

KYJ [2024] No. 33

Official Notice on Issuing the Measures for the Construction and Administration of Undergrassroots Teaching Organizations of Kunming University

All Secondary Schools of the University:

The *Measures for the Construction and Administration of Undergrassroots Teaching Organizations of Kunming University* has been reviewed and approved at the 18th President's Office Meeting held on May 29, 2024. The document is hereby issued to all units for full compliance and implementation.



Kunming University
June 19, 2024

Measures for the Construction and Administration of Undergrassroots Teaching Organizations of Kunming University

To thoroughly implement the spirit of the *Opinions of the Ministry of Education on Deepening Undergraduate Education and Teaching Reform to Comprehensively Improve Talent Cultivation Quality*, further standardize and strengthen the construction of undergraduate grassroots teaching organizations of our university, stimulate internal vitality of grassroots teaching units, give full play to their pivotal role in talent cultivation and improvement of teaching quality, and achieve construction goals featuring full coverage, rational structure, complete functions and efficient operation, these Measures are formulated in light of the actual conditions of the University.

I. Construction Objectives

Undergraduate grassroots teaching organizations constitute the core basic components of higher education institutions. Their core responsibilities include implementing undergraduate teaching plans, facilitating teachers' professional growth, conducting teaching research and innovation, organizing collective teaching activities, and providing academic guidance to students. The construction of grassroots teaching organizations aims to optimize their construction and management mechanisms, strengthen their functional capacity, invigorate daily teaching operations, orderly advance teaching delivery, teaching research and teaching reform, and promote connotative development of undergraduate education as well as the continuous improvement of talent cultivation quality.

II. Construction Principles

(1) Full Coverage Principle. All undergraduate majors and faculty shall be fully covered by grassroots teaching organizations. Every teacher shall be encouraged and guided to participate in all types of teaching activities organized by grassroots units, including daily teaching administration, teaching research and the full cycle of teaching reform initiatives.

(2) Effectiveness Principle. Grassroots teaching organizations shall be constructed with the objectives of promoting major development, curriculum development, textbook compilation and efficient integration of teaching resources, so as to avoid resource fragmentation, duplicated investment and ineffective construction work.

(3) Flexibility Principle. Grassroots teaching organizations are flexible collaborative communities of teaching staff. Their structural forms and operation modes shall be flexibly formulated based on practical demands, giving full play to the initiative and creativity of faculty members.

(4) Characteristic Development Principle. The naming and organizational forms of grassroots teaching organizations may be adjusted in accordance with the actual conditions of the University and individual teaching units, with due consideration given to effective connection and integration with existing teaching and research offices and teaching teams.

III. Types of Grassroots Teaching Organizations

Secondary Schools may independently establish various types and quantities of grassroots teaching organizations based on talent cultivation objectives. The main categories are listed below (not exhaustive):

(1) **Academic Departments.**

Responsible for formulating major construction plans and major quality standards, organizing comprehensive major reform initiatives, drafting and revising talent cultivation programmes, and defining curriculum systems and quality benchmarks for respective majors; implementing ideological and political requirements for faculty and conducting faculty ethics development work including ethics education, assessment and supervision; strengthening major faculty team building; organizing teaching research and reform activities; arranging and coordinating all teaching tasks under the approved teaching plans.

(2) General Education Teaching Divisions (Centers).

Undertake teaching delivery of General Education Compulsory Course clusters, define course quality and assessment criteria, and implement unified teaching plans; lead the development of general education teaching resources, advance updates to course content and curriculum-based ideological and political reform; strengthen classroom management to elevate teaching quality; hold regular teaching seminars for experience exchange; organize faculty training to improve overall teaching capacity; carry out teaching research and reform projects.

(3) Major Teaching & Research Offices / Virtual Teaching & Research Offices.

Deliver teaching for designated course clusters, formulate course quality and assessment standards and implement teaching plans; develop course resources including syllabi, textbooks and supplementary teaching materials, and standardize textbook administration and classroom management; advance curriculum updates and curriculum ideological and political construction; optimize classroom instruction and teaching reform; hold regular teaching seminars and organize faculty training to upgrade teaching proficiency.

(4) Experimental Teaching Centers.

Established based on experimental teaching faculty and laboratory facilities, with core missions of delivering undergraduate experimental courses and conducting experimental teaching research.

(5) Course Teams.

Formed by teachers delivering identical or closely related course modules. Focus on improving course quality; core work includes drafting and revising syllabi, classroom teaching reform, curriculum resource development, textbook compilation, faculty training and teaching seminars.

(6) Teaching Teams.

Established for specific courses or teaching research projects under the principles of openness, flexibility, necessity and efficiency. Each team shall define hierarchical staffing structure, task allocation and member composition based on practical project demands.

(7) Interdisciplinary Teaching Organizations.

These teams are set up in units of innovative teaching research and practice groups, and interdisciplinary, cross-school and cross-programme development is encouraged. Core missions include developing interdisciplinary curriculum frameworks, characteristic teaching resources, innovative teaching models and interdisciplinary faculty teams.

IV. Core Responsibilities

(1) Faculty Ethics Development. Organize faculty to study the Party’s education policies and General Secretary Xi Jinping’s important statements on education, urge all teachers to abide by professional codes and teaching disciplines, cultivate positive teaching ethos, and strengthen teachers’ sense of responsibility, mission and honor to become "Four Good Teachers".

(2) Delivery of Teaching Tasks. Implement all teaching arrangements specified in talent cultivation programmes, standardize classroom teaching and rigorous teaching administration to improve instructional outcomes. Provide guidance, inspection and supervision for all teaching links including lesson preparation, classroom teaching, experiments, internships, course design and graduation theses (projects); conduct teaching quality analysis, evaluation and continuous improvement.

(3) Major Construction. Conduct research on the development trends and talent demands of relevant disciplines and industries, participate in drafting and implementing major construction plans, promote integration between majors and industries, optimize teaching resources, and play a key role in major evaluation, professional accreditation, and construction of first-class undergraduate majors.

(4) Curriculum Development. Revise and optimize curriculum systems in tandem with undergraduate talent programme revisions; formulate curriculum development plans and syllabi, and develop core courses, school-enterprise co-built courses and first-class golden courses. Organize collective lesson preparation, integrate cutting-edge disciplinary research and industrial developments into course content, and fully embed ideological and political elements into instructional design. Promote deep integration of modern information technology and education through developing textbooks, courseware, examination banks and supplementary teaching materials.

(5) Teaching Research and Reform. Organize faculty to conduct research and practice on talent cultivation models, curriculum systems, teaching content, pedagogical methods and teaching quality evaluation; promote the application and popularization of teaching achievements. Hold at least one teaching seminar each month, organize mutual class observation, teaching demonstrations and teaching competitions, and conduct peer evaluation. Support faculty to apply for and deliver all levels of teaching research projects, and encourage participation in academic conferences and teaching contests.

(6) Practical Teaching Enhancement. Formulate scientific practical teaching plans, standardize practical teaching links and develop practical teaching platforms. Supervise experimental courses, in-class experiments, internships, course design and graduation theses (project); plan and construct experimental venues. Promote innovation and entrepreneurship education, guide students to participate in discipline competitions, and assist in building off-campus practice bases to improve the industry-university collaborative education mechanism.

(7) Faculty Teaching Development. Arrange prescribed annual contact hour workload for every faculty member; build tiered teaching teams and implement mentor systems for new and young teachers to provide professional support. Organize diverse training activities to upgrade teaching capabilities and foster collaborative team culture.

(8) Comprehensive Teaching Evaluation. Carry out multi-dimensional teaching evaluation involving experts, peer teachers, students and employers; establish an assessment system combining formative and summative evaluation. Organize teachers to conduct curriculum objective achievement analysis and teaching reflection based on examination results and student feedback; hold student forums and distribute questionnaires to graduates and employers to implement targeted teaching improvements.

(9) Quality Culture Construction. Adopt the student-centered, output-oriented education philosophy focused on continuous improvement. Embed quality awareness, benchmarks, evaluation and management into all teaching links to form shared values and self-regulatory conduct among faculty and students. Build sustainable, complementary teaching teams and boost core competitiveness; facilitate cross-

disciplinary resource sharing and collaborative teaching to create inclusive, mutually supportive grassroots teaching culture.

V. Establishment and Adjustment Procedures

(1) Establishment Requirements

1. The setup of grassroots teaching organizations shall be problem-oriented and goal-driven, fully considering teaching delivery demands, long-term development planning and balanced distribution of teaching workload.
2. Organizations shall be divided based on major orientations, aligned with the school's teaching reform priorities, rather than simply grouping unrelated courses and teachers.
3. All majors and secondary schools shall set a reasonable number of grassroots teaching organizations for convenient administration.
4. Establishment follows filing and approval procedures. All organizations including academic departments, general education centers, teaching & research offices, experimental teaching centers, course teams and teaching teams shall be autonomously established by each school, submitted to the Academic Affairs Office for review and approved at the President's Office Meeting.

(2) Adjustment of Grassroots Teaching Organizations

1. Any structural adjustment shall be submitted in a written application with clear rationale and revised plan, reviewed and approved by the secondary school, then filed with the Academic Affairs Office.
2. Annual review system is implemented. Units failing annual assessment shall be ordered to rectify within a specified period; those still unqualified upon re-evaluation shall replace their person-in-charge.

(3) The establishment and adjustment of cross-school grassroots teaching organizations shall follow identical procedures under the jurisdiction of the host secondary school of the team leader.

VI. Operation Mechanism

Each grassroots teaching organization shall appoint a person-in-charge with a four-year appointment term. Eligibility criteria for the post are as follows:

1. Hold Associate Professor or above professional title or doctoral degree, with no less than 5 years of teaching experience and full delivery of at least one complete undergraduate core course. Candidates shall be reviewed by the teaching unit's faculty committee and filed with the Academic Affairs Office upon approval.
2. Demonstrate dedication, strong sense of responsibility, sound political standing and faculty ethics, rich teaching experience, high academic standing, outstanding teamwork and organizational management capacity; possess prominent teaching reform achievements (host school-level or above teaching projects or awarded school-level and above teaching achievement prizes).
3. Keep abreast of domestic and international disciplinary trends and education reform developments, and possess capacity to lead curriculum, pedagogy and teaching method reforms.
4. Under the guidance of the secondary school, the person-in-charge shall oversee all daily work of the grassroots organization: draft annual development plans and work summaries aligned with school teaching research tasks; organize faculty ethics development, teaching delivery, major/curriculum resource construction, practical teaching, teaching research and faculty training; implement effective measures to

continuously upgrade teaching quality; complete other assignments issued by the school and secondary school.

VII Assessment and Support Mechanisms

1. The construction status of grassroots teaching organizations constitutes a core component of the University's teaching supervision, education evaluation, comprehensive major assessment and major acceptance inspections, included in the annual Teaching Quality Report and annual performance evaluation indicators for secondary school undergraduate administration.
2. The Academic Affairs Office conducts overall inspections of grassroots teaching construction; each secondary school undertakes annual assessment of its internal organizations. Cross-disciplinary teams are evaluated by the host school, with assessment results filed with the Academic Affairs Office.
3. All grassroots units shall implement standardized management systems including talent cultivation programme review, new course approval and teaching document inspection; improve integrated formative and summative student evaluation mechanisms as required by university documents.
4. Each secondary school shall allocate annual construction and activity funds for grassroots teaching organizations from its teaching budget; joint funding shall be arranged for cross-school organizations. The workload of grassroots organization directors shall be officially recognized in the school's workload accounting system.

VIII. These Measures shall take effect upon promulgation, and the Academic Affairs Office reserves the right of interpretation.