Overall the Global Competency (GC) project has always had as its mission to create systematic means to dramatically expand and intensify international experiences for NCKU community members. However, these designed approaches must not disrupt ongoing operations of the University and do not overly tax University resources. The project team has welcomed the challenge of the project mission; this has meant being inventive developing different approaches to address the mixed global competency needs of the diverse NCKU community. Throughout the three year period of this project, the team has experimented with several innovative programs assessing which effectively maximize “international experience” and are pragmatic with regards to NCKU infrastructure and operations. The following summarizes the specific efforts and corresponding results from Paul Saunders’ contributions to this GC project.

Summary of Specific Efforts for 2014:
- training courses to enhance professional writing skills
  - Manuscript Pipeline, academic writing courses, professional communication workshop, TA training workshop
- Experience practice to enhance intercultural interaction
  - ethics & human rights GE course

Summary of Specific Efforts for 2015:
Dr. Saunders (along with Dr. ML Tsai) continued refining the development of the 4 Manuscript Pipeline courses offered through the Department of Physiology. Dr. Saunders maintained his other established Manuscript Pipeline-like courses in other departments. 11 courses were offered to a total of 48 different graduate students (some of these students participated in more than one of the courses). Dr. Saunders co-taught with two new faculty, further spreading the Global Competency Project pedagogical model, in the departments of Public Health (Dr. Carol Strong) and Allied Health Sciences (Dr. Connie Lin). Dr. Saunders, with Dr. Tsai & Dr. Terence Tsai, also taught 49 local and international undergraduate students the course ‘Ethics & Human Rights’ through the department of General Education.

Dr. Saunders, with Dr. Tsai, delivered the first ever TA training workshop (held just prior to the Fall
Term 2015) that specifically addressed issues about TA duties in a course with English-medium instruction (EMI)– such as managing a class to facilitate discussion, ethical issues regarding academic dishonesty, and evaluating with feedback student English writing assignments and presentations. This workshop was well attended with 111 local Taiwanese and 10 International TA’s receiving certificates of participation in this full day workshop.

Dr. Saunders, with Mr. Paris, transcribed audio recordings of actual EMI courses from the Colleges of Engineering as well as Planning & Design (17 classes in Total) from April to July 2015. This material has been used for research analyzing pedagogical issues that our NCKU EMI instructors could address to improve their courses. Dr. Saunders working with Dr. Tsai wrote a chapter in an EMI book to design EMI-embedded program and help local teachers motivate students learning in EMI classrooms.

Summary of Specific Efforts for 2016:

For the full term academic courses offered by GCC Team members, Dr. Saunders has once again offered the 4 Manuscript Pipeline courses through the Department of Physiology along with 11 additional courses for graduate students based on the Manuscript Pipeline courses – this includes 3 new offerings, 2 courses, co-taught with Dr. Liu Tsunglin in the Institute of Bioinformatics & Biosignal Transduction with the second course involving Drs. Grace Lo & Ben-Kuen Chen, and 1 new course for the Department of Allied Health Sciences that involves another co-teacher, Dr. Chang Ling-Hui. The courses with Dr. Liu involve the first expansion of Dr. Saunders from teaching these courses in the Medical College to now include course offerings for the College of Bioscience & Biotechnology. Dr Saunders, with Dr. Tsai, taught the undergraduate course ‘Ethics & Human Rights’ through the department of General Education. Dr. Saunders also maintains his supportive role as a PBL tutor for the Medical School’s course Pathophysiology.

Dr. Saunders, with Dr Tsai, offered TA training workshop. Dr. Saunders also offered two new workshops (one for emails, the other about website content) in the summer addressing practical English writing issues for administrative staff.

二、研究或教學或科技研發與管理成效評估（由計畫主持人或單位主管填寫）

Please evaluate the performance of research, teaching or science and technology R&D and management Work: (To be completed by Project Investigator or Head of Department/Center)

(1) 是否達到延攬預期目標?

Has the expected goal of recruitment been achieved?

Providing innovative programs, materials and courses has been achieved; the difficulty has been the inability to implement these various university wide. Dr. Saunders has worked with several faculty in providing courses taught in English and promoting specific department related content and globalized skills development. His efforts in developing co-teaching skills and helping students develop academic skills have met the goal. It is unknown if faculty are independently willing to continue these courses.

(2) 研究或教學或科技研發與管理的方法、專業知識及進度如何?

What are the methods, professional knowledge, and progress of the research, teaching, or R&D and management work?

In addition to what is summarized in the section above, specific innovative pedagogical material was created for the purposes of students being more actively engaged in producing work in classroom setting, this was done for several of the courses taught. Collaborative efforts, primarily with Dr. ML Tsai, produced sharing of education gains presented at international conferences held here at NCKU and 2 publications.

(3) 受延攬人之研究或教學或科技研發與管理成果對該計畫（或貴單位）助益如何？

How have the research, teaching, or R&D and management results of the employed person given benefit to the project (or your unit)?

By performing all the tasks summarized in the section above Dr. Saunders has provided a simple yet powerful framework that allows numerous undergraduate students, graduate students, faculty and administrative staff gain a greater appreciation of what is involved to communicate professionally in a globalized setting. This is fundamental to the goals of the GC project of promoting awareness and
development of global competency-based skills. These ideas are available for others in the NCKU community to continue to utilize, even after the project’s conclusion, so promotion of the project’s global competency-based ideas persist.

(4) 受延揽人於补助期间对贵单位或国内相关学术科技领域助益如何？

How has the employed person, during his or her term of employment, benefited your unit or the relevant domestic academic field?

As summarized above Dr. Saunders has contributed to the two following publications (one is peer reviewed):


M-L Tsai, PR Saunders. Vertical Integration of EMI Courses in a Medical Curriculum. In English as a Medium of Instruction: Case studies from multiple disciplines, edited by Wenli Tsou and Shih-Mei Kao and published by Springer (under editorial review).

In addition, Dr. Saunders has been a very contributive participant at the two international conferences focused on teaching English for Academic Purposes and English Mediated Instruction hosted at NCKU in 2014 & 2016 respectively.

(5) 具體工作績效或研究或教學或科技研發與管理成果：

Please describe the specific work performance, or the results of research, teaching, or R&D and management work:

The best available demonstration in the exceptional quality in Dr. Saunders’ work and contributions to this project are to identify the challenges of university internationalization, offer the solutions to overcome the challenges, and publish papers to share how to solve the problems. Moreover, strong positive feedback provided by most of the undergraduate students, along with the international and local graduate students in the clinical as well as basic medical sciences in student evaluations of courses and instructors, along with the informal praises by faculty that have co-taught with him as well as fellow workmates stating how helpful Dr. Saunders is and how appreciative they are of his work and what they have learned from him. These feedbacks show a positive effect of his solutions to the challenges.

(6) 是否續聘受聘人？Will you continue hiring the employed person? □ 續聘 Yes □ 不續聘 No

Project is Concluded

※ 此報告表篇幅以三～四頁為原則。This report form should be limited to 3-4 pages in principle.
※ 此表格可上延攬優秀人才成果報告繳交說明網頁下載。This report form can be downloaded in [http://scholar.lib.ncku.edu.tw/explain/](http://scholar.lib.ncku.edu.tw/explain/)