第 836次主管會報紀錄

會議時間：111 年 11 月 16 日(星期三)下午 2 時

會議地點：雲平大樓 4 樓第 2 會議室

主席：蘇慧貞校長(蘇芳慶副校長代理)

出席：蘇芳慶、陳玉女、李俊璋、呂佩融、蔡群立、林麗娟、姚昭智(陳信誠代理)、王涵青、任明坤、王明洲、林財富(沈聖智代理)、王筱雯(李約亨代理)、劉裕宏、莊偉哲(張志涵代理)、陳培殷、馬敏元、吳秉聲、陳宗嶽、李永春(黃志嘉代理)、王秀雲(許宏彬代理)、游素玲、黃良銘、高實玫、蔡錦俊、詹錢登、詹寶珠(楊家輝代理)、陳建旭、黃宇翔、蕭富仁、王育民、沈延盛、李經維、蘇炎坤(江孟學代理)、廖德祿、蕭士俊

列席：謝孫源、王效文、謝漢東、趙婉玲、侯宜伶、顏彣妃、陳怡如、呂兆祥余睿羚、廖聆岑、楊婷云、黃慧如、陳凱玲、楊士蓉、紀喬馨、黃信復

紀錄：黃寶慧

壹、報告事項

一、列管事項執行情形(附件 1，p. 8)及上次會議決議事項執行情形報告(附件 2，p. 9-12），確認備查。

二、主席報告：無。

三、各單位工作報告（請參閱議程資料)。

四、專案報告：窮理致知獎學金執行綜合報告(國際事務處)。

貳、提案討論

第 1 案　　提案單位：秘書室、研究發展處

案由：擬修正「國立成功大學組織規程」第二十五條，及訂定「國立成功大學代理校長選舉辦法」，提請審議。

說明：

一、依據本校 110 年 11 月 3 日 110 學年度第 1 次校務會議第二案決議：「經討論後投票，通過產生代理校長之方案為：依本校原規定，擴充含括新

任校長尚未就任之狀況，皆由校務會議選舉產生代理校長代理其職務。代理校長選舉辦法另訂之。」(會議紀錄摘錄如議程附件 3)

二、檢附本校「組織規程」第二十五條修正對照表（議程附件 4)，及本校「代理校長選舉辦法」草案逐點說明（議程附件 5)。

擬辦：討論通過後，續提校務發展委員會及校務會議審議。

決議：照案通過(附件 3、4，p.13-15)。

第 2 案 **提案單位：秘書室**

案由：擬修正「國立成功大學教師申訴評議委員會組織及評議要點」第五點及第十一點，提請審議。

說明：

一、為周全教師申訴權益之保障，並配合民國（下同）111 年 1 月 26 日專科以上學校兼任教師聘任辦法修正施行之法規（議程附件 6)，爰修正本校教師申訴評議委員會組織及評議要點相關規定。

二、本校教師申訴評議委員會組織及評議要點修正重點如下：

(一)依專科以上學校兼任教師聘任辦法第十四條第三款規定，兼任教師對教師資格審定之事項，得準用教師法之申訴程序提起救濟，爰修正本要點第五點第三項規定。

(二)為周全教師申訴權益，爰於第十一點第三項增訂本會應對申訴人保持客觀公正，無正當理由不得為差別對待之規定。

三、本案業經 111 年 10 月 26 日第 1110101170 號簽奉核准，檢附修正草案對照表及現行條文，如議程附件 7。

擬辦：討論通過後，續提校務發展委員會及校務會議審議。

決議：照案通過(附件 5，p.16-20)。

第 3 案 **提案單位：教務處**

案由：擬修正「國立成功大學教師升等辦法」，提請審議。

說明：

一、教育部 111 年 8 月 17 日以臺教高（五）字第 1112203367A 號令修正發布「專科以上學校教師資格審定辦法」（議程附件 8），修正重點詳如修正總說明（議程附件 9）。其法規請參閱網址：https://reurl.cc/MXZM0p

二、本辦法業於 111 年 10 月 31 日 111 學年度第一次校教師評審委員會(延會)審議通過**（附件 6-1，p.35），並已於 111 年 11 月 4 日經校長核定在案(文號 1110502903)**。

三、檢附草案修正對照表及現行條文，如議程附件 10。

擬辦：通過後續提校務發展委員會及校務會議審議。

決議：修正通過(附件 6，p.21-34)。

第 4 案　　提案單位：學務處

案由：擬修正「檢警調單位索取資料或進入校園搜索之處理原則與流程」，提請審議。

說明：

一、配合本校秘書室 111 年 3 月 1 日法規修正時效檢視作業辦理。

二、本次修正重點如下：

(一)本於大學受學術自由之保障，同時配合檢警調機關為追訴犯罪之公權力行使，修正本要點之訂定目的。

(二)本要點主要提供本校各單位因應檢警調機關進入校園之通報與作業流程使用。

(三)原處理原則主要係於檢警調機關入校偵辦刑事案件時適用，惟現行轄區檢警調機關人員入校原因已非僅限於偵辦刑事案件之單一樣態，如洽辦公務(安全巡查、教育宣導、居家檢疫人員定位確認、防空避難所檢核、國家考試試卷押運等)、請求協助提供偵辦案件所需資料及偵辦刑事案件等，故增訂其進入校園之目的種類與作業程序，以符合本校與檢警調機關公務往來之現況。

三、檢附修正草案對照表及現行條文，如議程附件 11。

擬辦：通過後實施。

決議：修正通過(附件 7，p.36-38)。

第 5 案　　提案單位：學務處

案由：擬訂定「國立成功大學校園學生自我傷害三級預防工作計畫」，提請討論。

說明：

一、依教育部 111 年 6 月 2 日臺教學(三)字第 1112803155 號函辦理。

二、因應近年校園學生自殺自傷通報逐年增加，且網路成癮、霸凌議題日獲重視，教育部為強化校園預防工作，函請各校整合校內資源，據以修訂校內學生自我傷害防治計畫，並進行工作計畫檢核，完成後函報教育部。

三、旨揭草案業於 7 月 27 日由李副校長主持討論會議，並會辦各相關單位彙整修正意見後提會討論。

四、檢附「國立成功大學校園學生自我傷害三級預防工作計畫」(草案)及教育部來函供參（如議程附件 12、13)。

擬辦：討論通過後，報部備查後實施。

決議：照案通過(附件 8，p.39-52)。

第 6 案　　提案單位：研究發展處

案由：擬訂定「國立成功大學 112-116 年中程校務發展計畫」(以下簡稱本計畫)，提請討論。

說明：

一、本校於「107-111 年度中程校務發展計畫」階段任務完成之際，啟動本計畫研擬作業。自 110 年 6 月 29 日起，期間由督導副校長主持召開 3 次工作會議，出列席人員包含相關行政單位一級主管、學院院長、業務主管及承辦窗口，決議以「校務發展報告」於 111 年 6 月收集互動關係人(教師代表、學生代表)審閱意見，其中所提教育績效目標、校級策略及行動方案，亦請各單位作為研擬 112 年至 116 年中程發展計畫之重要參考，形成凝聚校級核心策略之作為。

二、本計畫緊扣校務發展原有之基礎，強化策略執行之風險管理，從校訓「窮理致知」，形塑「藏行顯光 成就共好」之教研承諾，以「教育創新」、「研

究卓越」、「社會責任」為主軸打造「教學、研究與社會責任」整體卓越的未來大學邁進。

三、本計畫架構包含 5 個章節：「緒論」、「教育績效目標」、「校務發展重點」、「財務規劃」及「結論」，另有「附錄」紀錄籌劃過程。其中第 3 章「校務發展重點」彙編有行政、學院及附設單位共計 31 個單位，以「價值」、「目標」、「策略行動方案」、「年度工作重點」、「風險評估」及「預期效益」等項目，呼應校級核心策略及行動方案進行單位發展計畫說明。本計畫採中/英併呈(如另冊 1 及另冊 2)，提供校內師生瞭解。

四、依據「國立大學校院校務基金管理及監督辦法」，明定學校應以中長程發展計畫為基礎，擬訂「年度財務規劃報告書」；應就年度財務規劃報告書之教育績效目標達成情形，作成「年度校務基金績效報告書」。爰此，本計畫後續規劃以滾動式修正「年度工作重點」、「風險評估」及「預期效益」，配合完成年度財務規劃報告書，以利強化校務基金運用管控作業。且進行年度執行成果報告，管考各單位年度績效目標達成情形，提供主計室做成年度校務基金績效報告書。

擬辦：討論通過後，續提校務發展委員會及校務會議審議。

決議：照案通過。

第 7 案　　提案單位：國際事務處

案由：擬修正「國立成功大學研究所優秀僑生獎學金申請要點」，提請審議。

說明：

一、配合相關單位組織及人力調整，於 110 年 10 月 13 日簽奉校長核定，自 112 年起本獎學金業務改由國際事務處辦理，爰修改受理申請單位及審查程序。

二、檢附修正草案對照表及現行條文，如議程附件 14。

擬辦：通過後實施。

決議：照案通過(附件 9，p. 53-56)。

第 8 案 **提案單位：國際事務處**

案由：擬修正「國立成功大學優秀僑生獎助學金申請要點」，提請審議。

說明：

一、配合相關單位組織及人力調整，於 110 年 10 月 13 日奉校長核定，自 112 年起改由國際事務處辦理本校優秀僑生獎助學金相關事宜，爰修改受理申請單位及審查程序。

二、檢附修正草案對照表及現行條文，如議程附件 15。

擬辦：通過後實施。

決議：照案通過(附件 10，p.57-61)。

第 9 案 **提案單位：藝術中心**

案由：擬新增「國立成功大學成功廳演藝活動審查委員會評審要點」第九點，提請審議。

說明：

一、因應疫情變化新增條文內容。

二、檢附修正草案對照表及現行條文，如議程附件 16。

擬辦：通過後實施。

決議：照案通過(附件 11，p.62-63)。

第 10 案 **提案單位：藝術中心**

案由：擬修正「國立成功大學校園藝術品典藏維護管理要點」第四點，提請審議。

說明：

一、因應本中心組織調整修正。

二、檢附修正草案對照表及現行條文，如議程附件 17。

擬辦：通過後實施。

決議：照案通過(附件 12，p.64-65)。

第 11 案 **提案單位：敏求智慧運算學院**

案由：擬修正「國立成功大學敏求智慧運算學院院務發展與管理委員會設置要點」第四點及第五點，提請審議。

說明：

一、考量後疫情時代會議召開方式不限於實體，爰新增「得以視訊會議方式召開」，以增加會議召開之彈性。

二、檢附修正對照表及現行條文，如議程附件 18。

擬辦：通過後，陳請校長核定後施行。

決議：照案通過(附件 13，p. 66-67)。

參、臨時動議或其他事項

提案人：管理學院黃宇翔院長

案由：本校校長續聘同意案已修改由校務會議代表審議，各學院院長續聘同意案建議比照改由院務會議代表審議。

決議：請人事室先與各學院開會討論，並研議是否修正相關法規，以利各學院遵循修正各院院長續聘辦法。

肆、散會：下午 16 時 11 分

下次主管會報日期：112 年 1 月 11 日(星期三)下午 2 時

Notes: Please refer to pp.68-71 for a brief English translation of the minutes.

附件 1

國立成功大學主管會報列管事項執行情形報告表

111.11.16 第 836 次主管會報報告

【第一案】(111.7.13 第 834 次主管會報)

案由摘要	歷次決議與執行情形摘要	上次執行情形	目前執行情形	後續列管情形
修正「國立成功大學組織規程」第二十五條，及廢止「國立成功大學校長續聘評鑑辦法」		秘書室： 預計提111年9月28日校務發展委員會及10月26日校務會議審議。	秘書室： 經111年10月26日111學年度第1次校務會審議修正後通過。	解除列管

【第二案】(111.7.13 第 834 次主管會報)

案由摘要	歷次決議與執行情形摘要	上次執行情形	目前執行情形	後續列管情形
修正「國立成功大學推廣教育收支管理要點」第四點		教務處： 續提111學年度第1次校務基金管理委員會。	教務處： 續提111年11月22日校務基金管理委員會審議，通過後實施。	繼續列管

【第三案】(111.7.13 第 834 次主管會報)

案由摘要	歷次決議與執行情形摘要	上次執行情形	目前執行情形	後續列管情形
訂定「國立成功大學數位學習平台收入收支管理要點」		教務處： 續提111學年度第1次校務基金管理委員會。	教務處： 續提111年11月22日校務基金管理委員會審議，通過後實施。	繼續列管

附件 2

第 835 次主管會報決議事項執行情形報告表			
項次	決議事項摘要	承辦單位執行情形	列管情形
一	主席指示： 請總務處清查各單位購買的資通訊相關設備財產，是否有中國大陸廠牌。	總務處： 已請計網中心協助清查，計網中心已於 111 年 9 月通知校內大陸廠牌資通產品之使用保管單位，請其儘速完成下架程序。	解除列管
二	主席指示： 請研發處及產創總中心提醒執行國防科技、無人機等相關計畫之單位及教師，務必配合做好各項資訊安全措施。	研究發展處： 已通知執行與國防科技及無人機等相關計畫之單位及教師，配合計網中心做好各項資通訊安全措施。 產創總中心： 已通知所屬中心依計網中心資訊安全管理系統 ISMS 專區規範，配合執行。	解除列管
三	第 1 案 案由：擬修正「國立成功大學與國立臺南高級工業職業學校改隸合併契約書」，提請審議。 決議：照案通過。	附設高工： 業經 111 年 9 月 28 日校務發展委員會及 10 月 26 日校務會議審議通過。	解除列管
四	第 2 案 案由：擬增訂「國立成功大學組織規程」第十二條之二，提請審議。 決議：修正通過。	附設高工： 業經 111 年 9 月 28 日校務發展委員會及 10 月 26 日校務會議審議通過。	解除列管
五	第 3 案 案由：擬修正「國立成功大學組織規程」第二十四條暨「國立成功大學學生申訴評議委員會設置與申訴處理辦法」，提請審議。 決議：照案通過。	學生事務處： 業經 111 年 9 月 28 日校務發展委員會及 10 月 26 日校務會議審議通過，11 月 14 日函報教育部，核定後公告施行。	解除列管
六	第 4 案 案由：擬修正「國立成功大學組織規程」第二十四條暨「國立成功大學資訊安全管理委員會設置要點」第一點、第二點，	計網中心： 1.「國立成功大學組織規程」第二十四條業經 111 年 9 月 28 日校務發展委員會及 10 月 26 日校務會議審議通過。 2.「國立成功大學資訊安全管理委員	解除列管

附件 2

第 835 次主管會報決議事項執行情形報告表			
項次	決議事項摘要	承辦單位執行情形	列管情形
	提請審議。 決議：修正通過。	會設置要點」第一點、第二點待續提 111 年 12 月 21 日之行政會議審議。	
七	第 5 案 案由：擬修正「國立成功大學獎勵優秀高中生就讀獎學金核發要點」，提請審議。 決議：照案通過。	教務處： 業於 111 年 9 月 7 日更新本校法規彙編及本處綜合業務組網頁。	解除列管
八	主席指示： 請教務處評估提高獎學金額度。	教務處： 經評估後，本校獎學金核發額度具競爭力，擬暫不予調高。	解除列管
九	第 6 案 案由：擬訂定「國立成功大學教師違反送審教師資格案件審議辦法」，提請審議。 決議：照案通過。	教務處： 業經 111 年 9 月 28 日校務發展委員會及 10 月 26 日校務會議審議通過。本處已於 111 年 11 月 11 日透過「全校發信系統」公告全校各教學單位及教師周知，並公告於本校法規彙編及本處網頁。	解除列管
十	第 7 案 案由：擬廢止「國立成功大學未來館空間管理委員會設置要點」，提請審議。 決議：照案通過。	教務處： 業於 111 年 11 月 3 日公告於本處課務組網頁。 未來館移由研究發展處下之未來智慧工場管理，亦已於 111 年 10 月 26 日簽文核定「國立成功大學未來館場地暨設備租用要點」。	解除列管
十一	第 8 案 案由：擬訂定「國立成功大學校務卡試行要點」，提請審議。 決議： 一、修正通過。 二、同意本試行要點自通過日起至 111 年 12 月 31 日止，由未來智慧工場主動邀集同仁共同測試，暫不開放其餘同仁申請。	研究發展處： 1. 未來智慧工場已主動邀集同仁共同測試，截至回報執行情形日止，已有約 20 位同仁參與測試。測試階段結帳日為每月 3 號，付款截止日為每月 18 號(依假日有所調整)，將依測試結果檢視評估結帳日/付款截止日是否需調整。 2. 本案擬於 111 年 12 月 31 日以前完成測試，作成第一階段測試報告。測試報告擬建議校務卡業務校內主辦單位；並依總務處採購組建	解除列管

附件 2

第 835 次主管會報決議事項執行情形報告表			
項次	決議事項摘要	承辦單位執行情形	列管情形
		議，後續辦理校務卡勞務採購公開評選，邀集有意願之銀行參與徵選。	
十二	第 9 案 案由：擬修正「國立成功大學優秀國際學生獎學金實施要點」部分規定，提請審議。 決議：修正通過。	國際事務處： 業於 111 年 10 月 25 日公告至本校法規彙編系統。	解除列管
十三	第 10 案 案由：擬修正「國立成功大學優秀大陸地區學生獎學金實施要點」第五點及第七點，提請審議。 決議：照案通過。	國際事務處： 業於 111 年 10 月 20 日公告至本校法規彙編系統。	解除列管
十四	第 11 案 案由：擬修正「國立成功大學國際博士生獎助學金實施要點」，提請審議。 決議：照案通過。	國際事務處： 業於 111 年 10 月 25 日公告至本校法規彙編系統。	解除列管
十五	主席指示： 請國際處統計各學院已領窮理致知獎學金的比例，並分析說明獲獎生各方面的表現。	國際事務處： 本次主管會報專案報告「窮理致知獎學金執行綜合報告」。	解除列管
十六	第 12 案 案由：擬修正「國立成功大學研發成果管理維護執行要點」第三點，提請審議。 決議：照案通過。	產學創新總中心： 業於 111 年 9 月 26 日公告於本校法規彙編網頁。	解除列管

附件 2

第 835 次主管會報決議事項執行情形報告表			
項次	決議事項摘要	承辦單位執行情形	列管情形
十七	第 13 案 案由：擬修正「國立成功大學儀器設備中心執行科技部基礎研究核心設施共同使用服務計畫管理要點」，提請審議。 決議：照案通過。	核心設施中心： 業於 111 年 9 月 23 日公告至本校法規彙編系統。	解除列管
十八	第 14 案 案由：擬修正「國立成功大學跨維綠能材料研究中心設置辦法」，提請審議。 決議：照案通過。	跨維綠能材料研究中心： 業於 111 年 9 月 21 日於本中心網頁公告周知。	解除列管
十九	第 15 案 案由：擬修正「國立成功大學敏求智慧運算學院設置辦法」，提請審議。 決議：照案通過。	敏求智慧運算學院： 業於 111 年 10 月 26 日校務會議備查。	解除列管
二十	第 16 案 案由：本校行政規章規定中如有「科技部」文字者，擬逕予修正為「國家科學及技術委員會」或「國科會」，提請審議。 決議：照案通過。	秘書室： 業於 111 年 9 月 22 日成大秘字第 1110101036 號函通知本校一二級單位修正文字，並更新法規彙編網頁。	解除列管

附件 3

國立成功大學組織規程第二十五條修正草案條文對照表

修正條文	現行條文	說明
第二十五條　本大學校長之產生、連任及去職，依下列方式辦理： 一、新任：組成校長遴選委員會，遴選出校長人選，報請教育部聘任。校長任期並配合學年(期)制，由八月一日或二月一日起聘為原則。校長遴選委員會各類成員之比例與產生方式如下： (一)校務會議推選之學校代表占全體委員總額五分之二。 (二)校務會議推選之校友代表及社會公正人士占全體委員總額五分之二。 (三)其餘委員由教育部遴派之代表擔任之。 前項各款代表於推選時，應酌列候補人員。第一款學校代表應包含教師代表，其人數不得少於三分之二。 任一性別委員應占委員總數三分之一以上。遴選委員會依校長遴選辦法之程序召開會議進行遴選工作。 二、續聘：校長任期屆滿十個月前應由教育部進行評鑑，作為決定是否續聘之參考。並組成校長續聘評鑑委員會，就校長是否續聘做成決定，送校務會議備查。續聘評鑑委員會應有三分之二以上委員出席始得開議，應有出席委	第二十五條　本大學校長之產生、連任及去職，依下列方式辦理： 一、新任：組成校長遴選委員會，遴選出校長人選，報請教育部聘任。校長任期並配合學年(期)制，由八月一日或二月一日起聘為原則。校長遴選委員會各類成員之比例與產生方式如下： (一)校務會議推選之學校代表占全體委員總額五分之二。 (二)校務會議推選之校友代表及社會公正人士占全體委員總額五分之二。 (三)其餘委員由教育部遴派之代表擔任之。 前項各款代表於推選時，應酌列候補人員。第一款學校代表應包含教師代表，其人數不得少於三分之二。 任一性別委員應占委員總數三分之一以上。遴選委員會依校長遴選辦法之程序召開會議進行遴選工作。 二、續聘：校長任期屆滿十個月前應由教育部進行評鑑，作為決定是否續聘之參考。並組成校長續聘評鑑委員會，就校長是否續聘做成決定，送校務會議備查。續聘評鑑委員會應有三分之二以上委員出席始得開議，應有出席委	依據本校 110 年 11 月 3 日 110 學年度第 1 次校務會議第二案決議：「經討論後投票，通過產生代理校長之方案為：依本校原規定，擴充含括新任校長尚未就任之狀況，皆由校務會議選舉產生代理校長代理其職務。代理校長選舉辦法另訂之。」爰增訂文字。

員三分之二以上之贊成，方得作成決定校長續聘與否之決議。若校長獲同意續聘，則報請教育部續聘；若校長未獲同意續聘，則依校長遴選辦法規定重新遴選。 三、去職：校長因重大失職事由，經校務會議代表四分之一以上之連署提出解聘案，經校務會議代表四分之三以上出席，及出席代表三分之二以上議決通過，報請教育部解聘。 本大學校長任期屆滿十個月前決定不續任或不續聘，或因故出缺後二個月內，應組成校長遴選委員會，辦理校長遴選工作。本大學校長遴選辦法及校長續聘評鑑辦法另訂。 校長於任期中出缺時，由校長職務代理人依順位代理，並報請教育部核定，任期至新任校長遴選產生就任止。 校長因故不能視事時，由校長職務代理人代行其職權。 校長任期屆滿，新任校長尚未遴選產生**或就任前**，由校務會議選舉產生代理校長代理其職務，並報請教育部核定，任期至新任校長遴選產生就任止。代理校長選舉辦法另訂之。	員三分之二以上之贊成，方得作成決定校長續聘與否之決議。若校長獲同意續聘，則報請教育部續聘；若校長未獲同意續聘，則依校長遴選辦法規定重新遴選。 三、去職：校長因重大失職事由，經校務會議代表四分之一以上之連署提出解聘案，經校務會議代表四分之三以上出席，及出席代表三分之二以上議決通過，報請教育部解聘。 本大學校長任期屆滿十個月前決定不續任或不續聘，或因故出缺後二個月內，應組成校長遴選委員會，辦理校長遴選工作。本大學校長遴選辦法及校長續聘評鑑辦法另訂。 校長於任期中出缺時，由校長職務代理人依順位代理，並報請教育部核定，任期至新任校長遴選產生就任止。 校長因故不能視事時，由校長職務代理人代行其職權。 校長任期屆滿，新任校長尚未遴選產生時，由校務會議選舉產生代理校長代理其職務，並報請教育部核定，任期至新任校長遴選產生就任止。代理校長選舉辦法另訂之。	

附件 4

國立成功大學代理校長選舉辦法草案

條　　文	說　　明
第一條　國立成功大學（以下簡稱本校）為辦理代理校長選舉事宜，依本校組織規程第二十五條規定，訂定本辦法。	明定本辦法之法源依據。
第二條　本校校長任期屆滿，新任校長尚未遴選產生或就任前，代理校長之產生方式，依本辦法辦理。	一、明定本辦法之適用範疇。 二、校長任期屆滿，新任校長尚未遴選產生或就任前，應依本辦法選舉代理校長，以確保學校校務正常運行，保障師生權益。
第三條　代理校長候選人資格如下： 一、當然候選人：依本校組織規程第五條聘任之編制內副校長。 二、推薦候選人：校務會議代表五人連署提名之本校專任教授。 前項候選人應同時符合本校校長遴選辦法第七條所定條件。	一、明定代理校長候選人資格。 二、依據本校「各單位職務代理人順序一覽表」之校長職務代理人第一順序，於第一項第一款明定當然候選人資格。另於第二款明定推薦候選人資格，由校務會議代表連署提名，推舉合適代理校長。
第四條　本校代理校長由校務會議選舉產生，採單記法投票，以得票數最高者當選，並報請教育部核定。 如得票數最高者超過一人，就該得票數相同候選人，以抽籤決定之。 得票數最高者，因故無法擔任代理校長時，得依當次投票結果，依序遞補之，並報請教育部核定。	一、明定代理校長之選舉產生方式。 二、代理校長之產生，常具有相當之時效急迫性，且代理時間長短難以預估，選舉程序應以快速且單純為宜，爰於第一項明定投票方式採單記法，並以相對多數決為表決結果。 三、第二項明定得票數相同無法產生代理校長人選時，以抽籤決定之。 四、第三項明定最高票者若無法擔任代理校長之遞補方式。
第五條　代理校長之任期至新任校長就任為止。	明定代理校長之任期。
第六條　本辦法經校務會議審議通過後施行，修正時亦同。	明定本辦法施行及修正程序。

附件 5

國立成功大學教師申訴評議委員會組織及評議要點

第五點及第十一點修正草案對照表

修 正 規 定	現 行 規 定	說　明
五、本校專任教師對本校有關其個人之措施，認為違法或不當，致損害其權益者，得提起申訴。 教師因本校對其依法申請之案件，於法定期間內應作為而不作為，認為損害其權益者，亦得提起申訴。法令未規定應作為之期間者，其期間自本校受理申請之日起為二個月。 本校兼任教師於受聘期間，對教師資格審定之申請、審查結果及本校依專科以上學校兼任教師聘任辦法有關其個人終止聘約、停止聘約執行、待遇、請假及退休金之措施，認為違法或不當，致損害其權益者，得提起申訴。	五、本校專任教師對本校有關其個人之措施，認為違法或不當，致損害其權益者，得提起申訴。 教師因本校對其依法申請之案件，於法定期間內應作為而不作為，認為損害其權益者，亦得提起申訴。法令未規定應作為之期間者，其期間自本校受理申請之日起為二個月。 本校兼任教師依專科以上學校兼任教師聘任辦法，對本校有關其個人終止聘約、停止聘約執行、待遇、請假及退休金之措施，認為違法或不當，致損害其權益者，得提起申訴。	民國 111 年 1 月 26 日教育部臺教人（一）字第 1114200083A 號函，修正發布專科以上學校兼任教師聘任辦法，其第十四條第三款增訂兼任教師對教師資格審定事項，得準用教師法之申訴程序提起救濟，爰修正本點第三項，以符合上開法令規定。
十一、本會以不公開、書面資料評議為原則。 本會評議時，得決議邀請申訴人、關係人、學者專家、或為原措施之單位指派之人員到場說明。 本會於申訴處理程序中，對申訴人應保持客觀、公平與公正，非有正當理由，不得為差別待遇。	十一、本會以不公開、書面資料評議為原則。 本會評議時，得決議邀請申訴人、關係人、學者專家、或為原措施之單位指派之人員到場說明。	為周全教師申訴權益，保護申訴人於申訴過程中不受不公正差別對待，爰於第三項增訂本會應對申訴人保持客觀公正，無正當理由不得為差別對待。

國立成功大學教師申訴評議委員會組織及評議要點

86.03.05 八十五學年度第二次校務會議修正通過

86.04.16 八十五學年度第四次校務會議修正通過

86.10.22 八十六學年度第一次校務會議修正通過

奉教育部 86.11.6 台（86）申字第 86129000 號函核定

94.04.27 九十三學年度第四次校務會議修正通過

奉教育部 94.5.5 台申字第 0940060528 號書函核定

94.12.28 九十四學年度第二次校務會議修正通過

95.3.15 九十四學年度第四次校務會議修正通過

九十九學年度第一次校務會議修正通過

107.6.13 一百零六學年度第四次校務會議修正通過

109.10.21 一百零九學年度第一次校務會議修正通過

第一章 總則

一、 國立成功大學（以下簡稱本校）為保障教師權益，辦理教師申訴案件之評議，特依教師申訴評議委員會組織及評議準則及本校組織規程第二十四條，設教師申訴評議委員會（以下簡稱本會），並訂定本要點。

第二章 組織

二、 本會置委員十五人，組成人員如下：

（一）教授代表十人，各學院保障員額一人。

（二）法律學者一人。

（三）學者專家一人。

（四）學校行政人員一人。

（五）社會公正人士一人。

（六）本校教師會代表一人。

本會未兼行政職務之教師不得少於總額三分之二，且任一性別委員應占委員總數三分之一以上。

教授代表經各學院院務會議就該學院未兼行政職之專任教授中推薦二位（任一性別委員各一人為原則）後，送校務會議推選之。

教師會代表由本校教師會推薦之。

第一項第二至五款之委員由校長遴選（任一性別委員各一至二人），經校務會議同意後聘請之。

三、 本會委員為無給職，任期二年，連選得連任之。但新任委員尚未產生前，原委員任期延長至新任委員產生為止。

本會教授代表委員出缺時，由該學院次高票之代表繼任之。其餘委員出缺時，依前點第四項、第五項規定辦理。

本會委員因故出缺時，繼任委員之任期至原任期屆滿之日止。

四、 本會每學年度第一次會議，由校長或其指定之人員召集之。本會主席推選後，由主席召集之。

本會主席由委員互選之，任期一年，連選得連任。

本會主席因故不能主持會議時，由其指定委員一人代理主席；主席未指定時，由委員互推一人代理之。

本會會議，經委員總數二分之一以上以書面請求，主席應於二十日內召集之。

第三章 申訴要件

五、 本校專任教師對本校有關其個人之措施，認為違法或不當，致損害其權益者，得提起申訴。

教師因本校對其依法申請之案件，於法定期間內應作為而不作為，認為損害其權益者，亦得提起申訴。法令未規定應作為之期間者，其期間自本校受理申請之日起為二個月。

本校兼任教師依專科以上學校兼任教師聘任辦法，對本校有關其個人終止聘約、停止聘約執行、待遇、請假及退休金之措施，認為違法或不當，致損害其權益者，得提起申訴。

六、 申訴之提起，應於收受或知悉措施之次日起三十日內以書面為之。

前項期間，以本會收受申訴書之日期為準。

七、 申訴人應具申訴書（附件），載明下列事項，並由申訴人或代理人簽名或蓋章：

（一）申訴人姓名、出生年月日、身分證明文件字號、服務單位及職稱、住居所、電話、收受或知悉措施之年月日、申訴之事實及理由、希望獲得之具體補救、提起申訴之年月日。

（二）有代理人者，其姓名、出生年月日、身分證明文件字號、住居所、電話。

（三）為原措施之單位。

（四）載明就本申訴事件有無提起訴願、訴訟或勞資爭議處理；其有提起者，應載明向何機關或法院及提起之年月日。

（五）原措施係以書面作成者，應檢附原措施文書，並敘明送達之時間及方式。

（六）其他相關之文件及證據。

依第五點第二項規定提起申訴者，應檢附原申請書之影本及受理單位之收受證明。

申訴說明及應具備之文件應以中文書寫。其文件係引述外文者，應譯成中文，並應附原外文資料。

八、 提起申訴不合前點規定者，申訴人應於收到本會通知次日起二十日內補正。

第四章 申訴評議程序

九、 本會自收到申訴書之次日起十日內，以書面檢附申訴書影本及相關文件，通知為原措施之單位提出說明。

為原措施之單位應自前項書面通知之次日起二十日內，擬具說明書連同關係文件送本會，並應將說明書抄送申訴人。但為原措施之單位認為申訴有理由者，得自行撤銷或變更原措施，並函知本會。

前項期間屆至而未提出說明者，本會得逕為評議。

第一項期間，於依前點規定補正者，自補正之次日起算，未為補正者，自補正期限屆滿之次日起算。

十、 提起申訴之教師就申訴案件或相牽連之事件，同時或先後提起訴願、行政訴訟、民事或刑事訴訟者，應即以書面通知本會。

申訴案件全部或一部之評議決定，以訴願、訴訟或勞資爭議處理之法律關係是否成立為據者，本會於訴願、訴訟或勞資爭議處理程序終結前，得停止評議，並以書面通知申訴人。停止原因消滅後，經申訴人書面請求時，本會應繼續評議。

教師依訴願法提起訴願後，復依本法提起申訴者，本會應停止評議。停止原因消滅後，

經申訴人書面請求時，本會應繼續評議。

十一、 本會以不公開、書面資料評議為原則。

本會評議時，得決議邀請申訴人、關係人、學者專家、或為原措施之單位指派之人員到場說明。

十二、 申訴人於案件開始評議前，有具體事實足認本會委員就申訴案件有偏頗之虞者，得列舉原因事實申請委員迴避。

前項申請，由本會決議之。

本會委員對申訴案件有利害關係者，應自行迴避，如未自行迴避，亦未經當事人申請迴避者，應由本會依職權命其迴避。

本會評議程序中，除經本會決議外，不得與當事人、代表利益之人或利害關係人為程序外之接觸。

第五章　評議決定

十三、 本會之評議決定，除依第十點規定停止評議者外，應自收受申訴之次日起三個月內為之；必要時，得予延長，並通知申訴人。延長以一次為限，最長不得逾二個月。

前項期間，於依第八點規定補正者，自補正之次日起算；未為補正者，自補正期限屆滿之次日起算；依第十點規定停止評議者，自繼續評議之日起重行起算；於評議決定期間補具理由者，自收受最後補具理由之次日起算。

十四、 申訴案件有下列各款情形之一者，應附理由為不受理之評議決定：

（一）申訴書不合法定程式不能補正，或經通知限期補正而屆期未完成補正。

（二）提出申訴逾第六點規定之期間。

（三）申訴人不適格。

（四）原措施已不存在或申訴已無實益。

（五）依第五點第二項提起之申訴，本校已為措施。

（六）對已決定或已撤回之申訴案件，就同一原因事實重行提起申訴。

（七）依第十點第三項規定繼續評議，其原措施屬行政處分。

（八）其他非屬本會管轄或非教師申訴救濟範圍內之事項。

十五、 申訴無理由者，應為駁回之評議決定。

原措施所憑之理由雖屬不當，但依其他理由認原措施為正當者，應以申訴為無理由。

十六、 申訴有理由者，應為有理由之評議決定；其有補救措施並應於評議書主文中載明。

依第五點第二項提起之申訴，本會認為有理由者，應指定相當期間，命應作為之單位為一定之措施。

十七、 本會評議前認為必要時，得推派委員三至五人審查，委員於詳閱卷證、研析事實及應行適用之法規後，向本會提出審查意見。

十八、 本會應有委員總數二分之一以上親自出席，始得開議。除評議之決議，應經出席委員三分之二以上同意外；其他事項之決議，以出席委員過半數同意行之。

前項決議，迴避之委員不計入出席委員人數。

十九、 本會評議決定之表決方式，由主席斟酌申訴案內容，以徵詢無異議、舉手或無記名投票方式為之。其評議經過及個別委員意見應對外嚴守秘密。

前項表決方式及表決結果，應載明於當次會議紀錄。採無記名投票表決時，表決票應當場封緘，經會議主席及委員推選之監票委員簽名，由本會妥當保存。

二十、 本會應指定人員製作評議紀錄附卷。委員於評議中所持與評議決定不同之意見，經其

請求者，應列入會議紀錄。

二十一、評議書應載明下列事項：

（一）申訴人姓名、出生年月日、身分證明文件字號、服務單位及職稱、住居所。

（二）有代理人或代表人者，其姓名、出生年月日、身分證明文件字號、住居所。

（三）主文、事實及理由；其係不受理決定者，得不記載事實。

（四）評議決定之年月日。

（五）主席署名。

評議書應附記如不服評議決定之救濟方法及受理機關。

二十二、評議書應以本校名義作成評議書正本，並以本校名義以足供存證查核方式送達申訴人。

申訴案件有代理人時者，評議書向代理人送達。

二十三、為原措施之單位對本會評議書建議之補救措施，應予採行。

第六章　附則

二十四、本校教官申訴案件，準用本要點規定。本要點未盡事宜，得參酌教育部高級中等以上學校軍訓教官申訴處理規定辦理。

二十五、本會之經費由本校編列專款支應，工作人員由本校調配之。

二十六、本要點未盡事宜，依教師法、教師申訴評議委員會組織及評議準則及相關法令辦理。

二十七、本要點經校務會議通過後實施，修正時亦同。

附件 6

國立成功大學教師升等辦法修正草案條文對照表

修正條文	現行條文	說明
第一條　國立成功大學(以下簡稱本校)為鼓勵教師認真教學與從事學術研究，依本校組織規程第三十六條暨相關法令，訂定本辦法。 本校教師升等之申請、推薦與審查，除法令另有規定者外，悉依本辦法辦理。	第一條　本校為鼓勵教師認真教學與從事學術研究，特參照本校組織規程第三十六條暨相關法令訂定教師升等辦法(以下簡稱本辦法)，凡本校教師升等之申請、推薦與審查，除法令另有規定者外，悉依本辦法辦理。	文字修正。
第二條　本校教師申請升等，應具備下列各款條件： 一、申請升助理教授者須任講師滿三年以上，申請升副教授者須任助理教授滿三年以上，申請升教授者須任副教授滿三年以上之服務年資。但具有本校教師聘任辦法中較高職級教師之條件或在專業研究上有特殊傑出表現，經三級教師評審委員會(以下簡稱教評會)出席委員四分之三以上之決議通過者，不在此限。 二、品德操守均佳且擔任現職期間，其教學、研究、服務與輔導等成績優良。 三、申請升助理教授者，應有相當於博士論文水準之著作並有獨立研究之能力；申請升副教授者，應在該學術領域內有持續性著作並有具體之貢獻；申請升教授者，應在該學術領域內有獨特及持續性著作並有重要具體之貢獻。 四、中華民國(下同)86 年 3 月 21 日前已取得講師、助教證書之現職人員，如繼續任教而未中斷，得依修正生效前原升等辦法之規定，送審較高等級教師資格。但審定程	第二條　本校教師申請升等，應具備下列各款條件： 一、申請升助理教授者須有任講師滿三年(含)以上，申請升副教授者須有任助理教授滿三年(含)以上，申請升教授者須有任副教授滿三年(含)以上之服務年資；具有本校教師聘任辦法中較高職級教師之條件者，其服務年資得不受本項規定之限制。如在專業研究上有特殊傑出表現，在不違反教育部相關規定情形下，以個案經三級教師評審委員會出席委員四分之三(含)以上通過者，得受理其升等之申請。 二、品德操守均佳且擔任現職期間，其教學、研究、服務與輔導等成績優良。 三、申請升助理教授者應有相當於博士論文水準之著作並有獨立研究之能力；申請升副教授者應在該學術領域內有持續性著作並有具體之貢獻；申請升教授者應在該學術領域內有獨特及持續性著作並有重要具體之貢獻。 四、中華民國 86 年 3 月 21 日前已取得講師、助教證書之現	文字修正。

修正條文	現行條文	說明
序，仍應依本辦法規定辦理。	職人員，如繼續任教而未中斷，得依修正生效前原升等辦法之規定，送審較高等級教師資格。但審定程序，仍應依本辦法規定辦理。	
第三條 教師得依其專長或專業領域，擇定學術研究、教學實踐研究、技術研發實作、文藝創作展演或體育競賽表現等類別之一，以教育人員任用條例第十四條第二項及第三項所定送審類別送審教師資格，其審查範圍及基準依教育部相關規定辦理。 一、學術研究：教師在該學術領域之研究成果有具體貢獻者，得以專門著作送審。 二、教學實踐研究：教師在教學實踐研究領域，透過課程、教材、教法、教具、科技媒體運用、評量工具運用等方式，採取適當之研發方法驗證成效之歷程，具有創新、改進或延伸應用之具體研發成果，並能有效提升學生學習成效或於校內外推廣具有重要具體貢獻者，得以專門著作或技術報告送審。 三、技術研發實作：教師在技術研發領域之學理或實作有創新、改進或延伸應用之具體研發成果者，得以技術報告送審。 四、文藝創作展演：教師在文藝創作展演領域內，有獨特及持續性作品並有重要具體之貢獻者，得以作品及成就證明，並附創作或展演報告送審。 五、體育競賽表現：教師在體育競賽領域，本人或受其指導之運動員參加重要國內外運動賽會，獲有名次者，得以成就證明，並附競賽實務報告送審。	第三條 教師得依其專業領域，分為五大送審類別，以教育人員任用條例第十四條第二項及第三項所定專門著作、作品、成就證明、技術報告等方式，呈現其專業理論或實務（包括教學）之研究或研發成果送審教師資格，其審查範圍及基準依教育部相關規定辦理。 一、教師在該學術領域之研究成果有具體貢獻者，得以專門著作送審。 二、教師在課程、教材、教法、教具、科技媒體運用、評量工具，具有創新、改進或延伸應用之具體研發成果，並能有效提升學生學習成效或於校內外推廣具有重要具體貢獻者，得以技術報告送審。 三、應用科技類科教師，對特定技術之學理或實作有創新、改進或延伸應用之具體研發成果者，得以技術報告送審。 四、藝術類科教師在該學術領域內，有獨特及持續性作品並有重要具體之貢獻者，得以作品及成就證明，並附創作或展演報告送審。 五、體育類科教師本人或受其指導之運動員參加重要國內外運動賽會，獲有名次者，該教師得以成就證明，並附競賽實務報告送審。	修正各審定類別之送審方式。

修正條文	現行條文	說明
第四條 送審人所提專門著作、作品、成就證明及技術報告應符合下列各款規定： 一、有送審人個人之原創性，且非僅以整理、增刪、組合或編排他人著作而成之編著或其他非研究成果著作。 二、以外文撰寫者，附具中文摘要，其以英文以外之外文撰寫者，得以英文摘要代之；如國內無法覓得相關領域內通曉該外文之審查人選時，本校得要求該著作全文翻譯為中文或英文。 三、為送審人取得前一等級教師資格後所出版或發表者；由送審人擇定至多五件，並自行擇一為代表作，其屬系列之相關研究者，得合併為代表作，其餘列為參考作；前經教師資格審定不合格者，重新提出申請時，其送審著作應增加或更換一件以上，但各學院得自訂更嚴格之審查基準。已發表或出版之專門著作、作品、成就證明及技術報告列表附送。 四、送審代表作與曾送審合格之代表作名稱或內容近似者，送審時應檢附異同對照說明；其名稱或內容有變更者，亦同。 前項專門著作，應符合下列各款規定之一： 一、為已出版公開發行或經出版社出具證明將出版公開發行之專書。 二、於國內外學術或專業刊物發表，或具正式審查程序，並得公開及利用之電子期刊，或經前開刊物，出具證明將定期發表。 三、在國內外具有正式審查程序研討會發表，且集結成冊出版公開發行、以光碟發行或	第四條 擬升等教師所提專門著作、作品、成就證明及技術報告應符合下列規定： 一、有送審人個人之原創性，且非僅以整理、增刪、組合或編排他人著作而成之編著或其他非研究成果著作送審。 二、以外文撰寫者，附具中文摘要，其以英文以外之外文撰寫者，得以英文摘要代之；如國內無法覓得相關領域內通曉該外文之審查人選時，本校得要求該著作全文翻譯為中文或英文。 三、為送審人取得前一等級教師資格後所出版或發表者；由送審人擇定至多五件，並自行擇一為代表作，其餘列為參考作；其屬系列之相關研究者，得合併為代表作。代表著作並應非為曾以其為代表著作送校辦理外審者。參考著作得與代表著作屬於不同送審類別。已發表或出版之專門著作、作品、成就證明及技術報告列表附送。 四、代表作如係二人以上合著者，僅得由其中一人送審；送審時，申請升等教師以外他人應放棄以該專門著作、作品、成就證明及技術報告作為代表著作送審之權利。申請升等教師應附送其對該著作之貢獻說明書，具體說明其參與部分，並由合著人簽章證明之。但申請升等教師如為中央研究院院士，免繳交合著人簽章證明；如為第一作者或為通信（訊）作者，免繳交其國外合著人簽章證明部分。合著人因故無法簽章證明時，送審人應以書面具體說明其參與部	一、文字修正。 二、配合111年8月19日修正教育部專科以上學校教師資格審定辦法第二十一條，爰刪除第一項第三款曾為代表作送審者，不得再作升等時代表作之規定，並明定送審著作應增加或更換1件以上，以避免與前次送審著作均相同，而送審結果不一致之情形。 三、第一項第四款增訂曾送審合格之代表作不得再送審，若曾送審合格代表作與當次送審代表作名稱或內容近似時，應檢附說明。 四、為配合教育部專科以上學校教師資格審定辦法第二十五條之修正，爰於第三項增訂教師持接受證明送審者，其代表作應於規定時間發表；第四項增訂因可歸責於送審人未發表，或未於該刊物出具接受證明之日起三年內發表者，得駁回其申請或由教育部廢止其教師資格。

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於網路公開發行之著作。 送審人出具第二項第一款或第二款之證明送審者，其代表作應自該發行單位出具接受證明之日起一年內發表，並自發表之日起二個月內，將該專門著作送交學院查核並存檔；其因不可歸責於送審人之事由，未能於一年內發表者，至多以該刊物出具接受證明之日起三年內為限。 因可歸責於送審人未發表，或未於該刊物出具接受證明之日起三年內發表者，本校應駁回其申請，並報教育部；其教師資格尚在審查者，應駁回其申請；其教師資格已審定合格發給教師證書，由教育部廢止其教師資格，並追繳或註銷該等級之教師證書。 以作品、成就證明或技術報告送審合格者，應依本辦法規定公開出版發行。審定合格後，送審人應自公開發行之日起二個月內，將該送審代表作送交學院查核並存檔。但涉及機密、申請專利或依法不得公開，經院教評會認定者，得不予公開出版或於一定期間內不予公開出版。	分，及無法取得合著人簽章證明之原因，經校教師評審委員會審議同意者，得予免附。 前項專門著作，應符合下列各款規定之一： 一、為已出版公開發行或經出版社出具證明將出版公開發行之專書。 二、於國內外學術或專業刊物發表，或具正式審查程序，並得公開及利用之電子期刊，或經前開刊物，出具證明將定期發表。 三、在國內外具有正式審查程序研討會發表，且集結成冊出版公開發行、以光碟發行或於網路公開發行之著作。 以作品、成就證明或技術報告送審通過者，應依本辦法規定公開出版發行。但涉及機密、申請專利或依法不得公開，經校教師評審委員會認定者，得不予公開出版或於一定期間內不予公開出版。	
第五條　第四條第一項第三款所定代表作如係數人合著者，僅得由其中一人送審；送審時，送審人以外他人應放棄以該專門著作、作品、成就證明及技術報告作為代表著作送審之權利。送審人應附該著作之貢獻說明書，具體說明所有作者參與部分，並由合著人簽章證明之。但有下列情形之一者，不在此限： 一、送審人如為中央研究院院士，免繳交合著人簽章證明。 二、送審人為第一作者、共同第一作者或為通信（訊）作者、共同通信（訊）作者，		一、本條新增。 二、原條文第四條第一項第四款有關合著人規定，移列之。 二、修正免繳交合著人簽章證明之條件。

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免繳交其國外非第一作者或通信(訊)作者之合著人簽章證明。 前項合著人因故無法簽章證明時，送審人應以書面具體說明其參與部分，及無法取得合著人簽章證明之原因，經學院教評會審議同意者，得予免附。		
第六條 服務年資之計算，應以教育部所須現職證書內記載之起資年月推算至該年之7月底。無現職證書者，不得申請升等。專任教師經核准全時進修、研究者，於升等時，其全時進修、研究年資最多採計一年。對服務年資有疑義時，由人事室解釋。	第五條 服務年資之計算，應以教育部所須現職證書內記載之起資年月推算至該年之7月底；無現職證書者不得申請升等，專任教師經核准全時進修、研究者，於升等時，其全時進修、研究年資最多採計一年。對服務年資有疑義時由人事室解釋。	一、條次變更。 二、文字修正。
第七條 教師提出申請升等教師資格審定，經系(所、學位學程)教評會受理後，初審通過與升等生效之當學期應有在校任教授課之事實。 送審人有下列各款情形之一者，不得送審： 一、以全時在國內、外進修、研究或出國講學，其向系(所、學位學程)教評會提出送審之當學期未實際在校授課者。 二、有教師法第十四條第一項、第十五條第一項或第十六條第一項情形之一，尚在調查、解聘或不續聘處理程序中。但因教師未符本校升等期限規定而有教師法第十六條第一項情形者，不在此限。 三、有教師法第十八條第一項、第二十一條、第二十二條第一項或第二項情形，尚在調查、停聘處理程序中或停聘期間。 四、有教師法第二十七條第一項第二款或第三款情形，尚在調查、資遣處理程序中。	第六條 教師提出申請升等教師資格審定，經系（所）教師評審委員會受理後，初審通過與升等生效之當學期應有在校任教授課之事實。 以全時在國內、外進修、研究或出國講學，該學期未實際在校授課者，不得送審教師資格。	一、條次變更。 二、配合教育部專科以上學校教師資格審定辦法第二條第三項規定，修正第二項。 三、餘文字酌作修正，以資明確。

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第八條 教師升等應就送審人之研究、教學、服務與輔導等整體績效表現作審查，初審由各系(所、學位學程)辦理，複審由各學院教評會辦理。複審通過後始得向校教評會推薦。	第七條 教師升等之審查程序，初審由各系（所）教師評審委員會辦理，複審由各學院教師評審委員會辦理。複審通過後始得向校教師評審委員會推薦。	一、條次變更。 二、文字修正。 三、為明確規範教師升等應考量送審人研究、教學、服務與輔導整體績效，爰修正。
第九條 送審人所提著作，由學院送請校外專家審查，以一次為限，其審查結果作為教評會辦理審查升等時，評定研究成績之依據。「教師資格審查意見表」，由校教評會定之。 前項校外專家，以具有教育部審定之教授及中央研究院研究員資格者為原則。若無適當之教授或研究員人選，對於送審副教授以下資格案，得以具教育部審定之副教授、助理教授及中央研究院副研究員、助理研究員資格者擔任之，但不得低階高審。 校外專家審查人數須為五人以上，但各學院有更嚴格之規定者，從其規定。	第八條 擬升等教師所提著作送請校外專家四人審查，其審查結果作為教師評審委員會辦理審查升等時評定研究成績之依據。「教師著作審查意見表」參照教育部「專科以上學校教師著作審查意見表」格式。	一、條次變更。 二、為明確規範著作外審作業由各學院辦理，爰修正第一項。 三、現行條文第 10 條移列至第二項。 四、為配合教育部專科以上學校教師資格審定辦法第三十一條修正，爰修正外審以一次為限，且外審人數應為五人以上，爰增訂第三項。
第十條 院教評會辦理審查時，其研究成績依著作外審結果審查之，審查人三分之二以上審查及格者為通過，除能提出具有專業學術依據之具體理由，動搖該專業審查可信度與正確性外，應尊重其判斷；外審通過基準由各學院另訂之。 外審成績滿分為 100 分，擬升等講師、助理教授者，以 70 分為及格，未達 70 分者為不及格；擬升等副教授者，以 75 分為及格，未達 75 分者為不及格；擬升等教授者，以 80 分為及格，未達 80 分者為不及格。	第九條 校教評會辦理審查時，其教學、服務與輔導成績業經系、院教評會評定及格者，其研究成績依著作外審結果審查之，其著作外審審查結果，有三位審查委員給予及格者，除有改變外審結果之事實外，予以通過。 著作外審成績滿分為 100 分，擬升等講師、助理教授者，以 70 分為及格，未達 70 分者為不及格；擬升等副教授者，以 75 分為及格，未達 75 分者為不及格；擬升等教授者，以 80 分為及格，未達 80 分者為不及格。	一、條次變更。 二、為配合教育部專科以上學校教師資格審定辦法第三十一條第三款修正，爰修正第一項外審通過之標準。
（刪除）	第十條 著作外審審查委員以具有教育部審定之教授及中央研究院研究員資格者為原則。若無適	與現行辦法第八條合併規範，爰刪除之。

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	當之教授或研究員人選，對於送審副教授以下資格案，可以具有教育部審定之副教授、助理教授及中央研究院副研究員、助理研究員資格者擔任之，但不得低階高審。	
第十一條 審查委員之遴選，應配合送審人之學術專長，如送審人送審之專門著作、作品、成就證明或技術報告跨不同學術專長領域，則以代表作之專長領域為主要考量依據。 審查委員之遴選為顧及公平性與平衡性，與送審人有下列情事之一者，應自行迴避： 一、曾有指導博士、碩士學位論文之師生關係。 二、送審人送審著作之合著人或共同研究人；近三年發表論文或研究成果之共同參與研究者或共同著作人。 三、配偶、前配偶、四親等內之血親或三親等內之姻親，或曾有此關係。 四、審查該案件時，共同執行研究計畫。 五、同一案件之審查委員避免均由同一學校或機構之人員擔任。	第十一條 審查委員之遴選，應配合送審人之學術專長，如送審人送審著作跨不同學術專長領域，則以代表著作之專長領域為主要考量依據。 審查委員之遴選為顧及公平性與平衡性，依下列原則辦理： 一、送審人之研究指導教授，應迴避審查。 二、送審人代表著作之合著人或共同研究人，應迴避審查。 三、與送審人有親屬關係者，應迴避審查。 四、同一案件之審查委員避免均由同一學校或機構之人員擔任。	一、第一項文字修正。 二、就教師資格審定訂定更嚴謹之迴避原則，爰修正第二項。
第十二條 評審過程、審查人及評審意見等相關資料，應予保密，以維持評審之公正性。但有下列情形之一者，不在此限： 一、辦理外審單位將評審過程及評審意見，提供教師申訴受理機關及其他救濟機關。 二、審查結果為不合格時，辦理外審單位將評定為不及格之評審意見，提供予送審人。 送審人若有涉及違反送審教師資格審定相關規定者，依本校教師違反送審教師資格案件審議辦法辦理。	第十二條 評審過程、審查人及評審意見等相關資料，應予保密，以維持評審之公正性。但有下列情形之一者，不在此限： 一、辦理外審單位將評審過程及評審意見，提供教師申訴受理機關及其他救濟機關。 二、教務處將評定為不及格之評審意見，提供予送審人。 送審人或經由他人有請託、關說、利誘、威脅或其他干擾審查委員或審查程序情節嚴重者，應即停止其升等審查程序，並通知送審人，並自通知日起二年內不受理其升等之申請。	本校業於 111 年 10 月 26 日校務會議通過「國立成功大學教師違反送審教師資格案件審議辦法」，明定違反送審教師資格審定之態樣及處理方式，爰修正第二項規定。

修正條文	現行條文	說明
第十三條 教評會應尊重審查人就送審著作之專業審查意見，不得僅以投票方式推翻外審結果。 外審意見出現疑義，若為分數或評語有誤寫、誤算或其他類此之顯然錯誤，送原審查人釐清後，由院教評會認定；分數與評語矛盾、涉及研究方法與研究內容，或有其他足以動搖該專業審查可信度與正確性之疑義時，由院教評會組成專業審查小組審查，經送原審查人釐清後，再由專業審查小組及院教評會認定。 前項專業審查小組，應由三人以上，且具有送審著作專業領域充分專業能力之學者專家組成。 第一項外審意見疑義經院教評會認定，確有足以動搖該專業審查可信度與正確性具體理由後剔除之，並依剔除之份數加送足額之學者專家審查，剔除次數以一次為限。		一、本條新增。 二、依據司法院大法官釋字第四六二號解釋，明定教評會應尊重審查人就送審著作之專業審查意見。 三、為配合教育部專科以上學校教師資格審定辦法第三十九條修正，爰明定外審意見有疑義之處理方式。 四、明定若以動搖該專業審查可信度與正確性具體理由剔除外審意見，以一次為限。
第十四條 初、複審決議後，未獲升等通過之送審人得向院教評會申請提供外審審查意見。院教評會提供之內容應另行繕打，且對審查委員之身分應予保密。	第十三條 初、複審決議後，未獲升等通過之送審人得向系（所）、院申請提供外審審查意見。各系（所）、院提供之內容應另行打字為之，且對審查委員之身分應予保密。	一、條次變更。 二、因著作外審由學院辦理，爰修正之。
第十五條 初審辦法由各系(所、學位學程)訂定，經院長提經校教評會核定後施行；複審辦法由各院訂定，並提報校教評會核定後施行，修正時亦同。 各系(所、學位學程)、學院應於初審、複審辦法中訂定教學、研究、服務與輔導之評審基準、所占之權重及升等審查通過之標準。如有更嚴格之規定者，從其規定。 初審與複審均應就送審人之品德操守及取得前一等級教師資格之研究與自取得現職職位後之教學、服務與輔導等之實際情形審慎考評，其所佔比率以教學	第十四條 初審辦法由各系（所）制定，經院長提經校教師評審委員會核備後施行；複審辦法由各院制定，並提報本校教師評審委員會核備後施行，修正時亦同。 各系（所）、院應於初審、複審辦法中訂定教學、研究、服務與輔導之評審基準和所佔之權重、及升等審查通過之標準。如有更嚴格之規定者，從其規定。 初審與複審均應就送審人之品德操守及自取得現職職位後之教學、研究、服務與輔導等之實際情形審慎考評，其所佔比率以教學（40%）、研究（40%）、服務與輔導（20%）為原則。學	一、條次變更。 二、文字修正。

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（40%）、研究（40%）、服務與輔導(20%)為原則。各系(所、學位學程)、學院得依送審類別，彈性調整教學、研究、服務與輔導所占比率。 送審人在教學、研究、輔導與服務任一項目有特別傑出之績效，應予以肯定。	院及系(所)得依送審著作類型，彈性調整教學、研究、服務與輔導所佔比率。教師在教學、研究、輔導與服務任一項目有特出之績效，應予以肯定。	
（刪除）	第十五條 各系(所)每年可推薦升等之各級教師人數，以該系(所)各級專任教師人數（升等以前）之五分之一或已達升等年資之各級專任教師人數之三分之一為原則（小數遞進為整數）。但助理教授、講師(85 年 8 月 1 日以後新聘者）不在此限。對各級專任教師人數有疑義時，由人事室解釋。	依 111 年 7 月 27 日校教評會委員建議，為留住及支持校內研究傑出教師，爰刪除教師申請升等人數限制之規定。
第十六條 教師升等經各學院複審後，由院教評會將「院教評會考評表」連同繕打後之外審「審查意見表」升等著作及初複審有關資料等，向教務處提出。教務處彙整後提校教評會審議通過，由人事室依規定檢件報請教育部備查及核發教師證書後，補發新職級聘書及薪資。 審定結果合格者，送審人應將審查合格之專門著作、學位論文、作品、技術報告或成就證明，送本校圖書館公開、保管。但有第四條第五項但書規定情形者，不在此限。	第十六條 教師升等經各院複審通過後，由系（所）主任及院長詳簽「教師升等系(所)教評會考評表」連同「升等著作審查意見表」與升等著作以及初複審有關資料等向教務處提出。教務處彙整後提校教師評審委員會，經討論通過後，補發新職級聘書及薪資（年資起算日期依教育部核定日期辦理），並依規定檢件由人事室報請教育部備查及核發教師證書。 送審人應將校教師評審委員會審查通過之專門著作、學位論文、作品、技術報告或成就證明，送本校圖書館公開、保管。但有第四條第三項但書規定情形者，不在此限。	文字修正。
第十七條 本校教師升等預定時間，一般教師為 8 月；85 年 8 月 1 日以後新聘助理教授升等為副教授、新聘講師升等為助理教授者，以及以博士學位申請升等講師、助理教授者，亦可提請 2 月升等。各學院分別於 8 月 31 日前及 2 月 28 日前，向教務處提	第十七條 各院應依作業所需時間自行訂定各系（所）向院提出之時限，各系（所）應依據各院之規定自行訂定初審時間。教師升等各程序預定時間如下： 一、一般教師預訂時間：8 月 15 日以前各院向教務處提出著作外審資料；11 月底以前	為配合教育部專科以上學校教師資格審定辦法第四十三條修正，教師證書聘期以學期開始年月起計，且學校應自學期開始時 3 個月內報教育部審查，故修

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出第十六條第一項所定資料，由教務處檢核後，送校教評會審議。 各學院應自行訂定各系(所、學位學程)向學院提出之時限，各系(所、學位學程)應依據各學院規定，自訂初審時間。	校完成著作外審；12 月 15 日以前各院完成複審；12 月底以前校教師評審委員會審議。 二、85 年 8 月 1 日以後新聘助理教授升等為副教授、新聘講師升等為助理教授者，以及以博士學位申請升等講師、助理教授者，可另適用下列預訂時間：2 月底以前各院向教務處提出著作外審資料；5 月 15 日以前校完成著作外審；5 月底以前各院完成複審；6 月 15 日以前校教師評審委員會審議。	正校、學院及系所辦理之期程。
第十八條 非屬學院之系（所）、體育室及一級中心（處、館）之教師升等初審程序，比照系(所、學位學程)辦理；複審程序，除核心設施中心、計算機與網路中心分別由工學院、電機資訊學院教評會辦理外，餘由非屬學院教評會辦理。	第十八條 非屬學院之系（所）、體育室及一級中心（處、館）之教師升等，其初審比照系（所）辦理；複審除微奈米科技研究中心、計算機與網路中心分別由工學院、電機資訊學院教師評審委員會辦理外，餘由非屬學院教師評審委員會辦理。	一、文字修正。 二、微奈米科技研究中心更名為核心設施中心。
第十九條 教評會之決定過程，應詳載具體理由於會議記錄中，並以書面告知送審人。 送審人對初審結果有疑義時，得向院教評會書面提出申復；送審人對複審結果有疑義時，得向校教評會書面提出申復，其辦法另定之。	第十九條 送審人對初審結果有疑義時，得向院教師評審委員會提出書面申復；送審人對複審結果有疑義時，得向校教師評審委員會提出書面申復，其辦法另定之。	一、文字修正。 二、為配合教育部專科以上學校教師資格審定辦法第三十一條第五款修正，爰增訂第一項。
第二十條 本辦法未盡事宜，悉依專科以上學校教師資格審定辦法及相關法令規定辦理。	第二十條 本辦法未盡事宜，悉依教育部「專科以上學校教師資格審定辦法」及相關法規規定辦理。	文字修正。
第二十一條 本辦法經校務會議通過後施行，修正時亦同。 一百一十一年十二月二十八日修正通過條文，自一百一十二年二月一日起施行。	第二十一條 本辦法經校務會議通過後施行，修正時亦同。	因本校 111 學年度下學期教師升等案件已進入審查程序，為配合教育部專科以上學校教師資格審定辦法規定，爰於第二項增訂修正條文施行日期。

國立成功大學教師升等辦法

77 年 11 月 16 日 77 學年度第 1 次校務會議修正通過
80 年 03 月 27 日 79 學年度第 3 次校務會議修正通過
81 年 10 月 07 日 81 學年度第 1 次校務會議修正通過
84 年 11 月 15 日 84 學年度第 1 次校務會議修正通過
86 年 06 月 11 日 85 學年度第 5 次校務會議修正通過
87 年 01 月 14 日 86 學年度第 2 次校務會議修正通過
87 年 10 月 21 日 87 學年度第 1 次校務會議修正通過
88 年 03 月 17 日 87 學年度第 2 次校務會議修正通過
88 年 06 月 09 日 87 學年度第 4 次校務會議修正通過
90 年 06 月 06 日 89 學年度第 3 次校務會議修正通過
91 年 03 月 20 日 90 學年度第 2 次校務會議修正通過
92 年 06 月 11 日 91 學年度第 5 次校務會議修正通過
93 年 10 月 20 日 93 學年度第 1 次校務會議修正通過
93 年 12 月 08 日 93 學年度第 2 次校務會議修正通過
94 年 12 月 28 日 94 學年度第 2 次校務會議修正通過
96 年 07 月 05 日 95 學年度第 4 次校務會議延會修正通過
97 年 12 月 31 日 97 學年度第 2 次校務會議修正通過
98 年 06 月 24 日 97 學年度第 4 次校務會議修正通過
99 年 10 月 27 日 99 學年度第 1 次校務會議修正通過
100 年 6 月 29 日 99 學年度第 5 次校務會議修正通過
101 年 6 月 27 日 100 學年度第 4 次校務會議修正通過
103 年 4 月 9 日 102 學年度第 4 次校務會議修正通過
105 年 12 月 21 日 105 學年度第 2 次校務會議修正通過

第 一 條　本校為鼓勵教師認真教學與從事學術研究，特參照本校組織規程第三十六條暨相關法令訂定教師升等辦法（以下簡稱本辦法），凡本校教師升等之申請、推薦與審查，除法令另有規定者外，悉依本辦法辦理。

第 二 條　本校教師申請升等，應具備下列各款條件：

一、申請升助理教授者須有任講師滿三年（含）以上，申請升副教授者須有任助理教授滿三年（含）以上，申請升教授者須有任副教授滿三年（含）以上之服務年資；具有本校教師聘任辦法中較高職級教師之條件者，其服務年資得不受本項規定之限制。如在專業研究上有特殊傑出表現，在不違反教育部相關規定情形下，以個案經三級教師評審委員會出席委員四分之三（含）以上通過者，得受理其升等之申請。

二、品德操守均佳且擔任現職期間，其教學、研究、服務與輔導等成績優良。

三、申請升助理教授者應有相當於博士論文水準之著作並有獨立研究之能力；申請升副教授者應在該學術領域內有持續性著作並有具體之貢獻；申請升教授者應在該學術領域內有獨特及持續性著作並有重要具體之貢獻。

四、中華民國 86 年 3 月 21 日前已取得講師、助教證書之現職人員，如繼續任教而未中斷，得依修正生效前原升等辦法之規定，送審較高等級教師資格。但審定程序，仍應依本辦法規定辦理。

第 三 條　教師得依其專業領域，分為五大送審類別，以教育人員任用條例第十四條第二項及第三項所定專門著作、作品、成就證明、技術報告等方式，呈現其專業理論或實務（包括教學）之研究或研發成果送審教師資格，其審查範圍及基準依教育部相關規定辦理。

一、教師在該學術領域之研究成果有具體貢獻者，得以專門著作送審。

二、教師在課程、教材、教法、教具、科技媒體運用、評量工具，具有創新、改進或延伸應用之具體研發成果，並能有效提升學生學習成效或於校內外推廣具有重要具體貢獻者，得以技術報告送審。

三、應用科技類科教師，對特定技術之學理或實作有創新、改進或延伸應用之具體研發成果者，得以技術報告送審。

四、藝術類科教師在該學術領域內，有獨特及持續性作品並有重要具體之貢獻者，得以作品及成就證明，並附創作或展演報告送審。

五、體育類科教師本人或受其指導之運動員參加重要國內外運動賽會，獲有名次者，該教師得以成就證明，並附競賽實務報告送審。

第 四 條　擬升等教師所提專門著作、作品、成就證明及技術報告應符合下列規定：

一、有送審人個人之原創性，且非僅以整理、增刪、組合或編排他人著作而成之

編著或其他非研究成果著作送審。

二、以外文撰寫者，附具中文摘要，其以英文以外之外文撰寫者，得以英文摘要代之；如國內無法覓得相關領域內通曉該外文之審查人選時，本校得要求該著作全文翻譯為中文或英文。

三、為送審人取得前一等級教師資格後所出版或發表者；由送審人擇定至多五件，並自行擇一為代表作，其餘列為參考作；其屬系列之相關研究者，得合併為代表作。代表著作並應非為曾以其為代表著作送校辦理外審者。參考著作得與代表著作屬於不同送審類別。已發表或出版之專門著作、作品、成就證明及技術報告列表附送。

四、代表作如係二人以上合著者，僅得由其中一人送審；送審時，申請升等教師以外他人應放棄以該專門著作、作品、成就證明及技術報告作為代表著作送審之權利。申請升等教師應附送其對該著作之貢獻說明書，具體說明其參與部分，並由合著人簽章證明之。但申請升等教師如為中央研究院院士，免繳交合著人簽章證明；如為第一作者或為通信（訊）作者，免繳交其國外合著人簽章證明部分。合著人因故無法簽章證明時，送審人應以書面具體說明其參與部分，及無法取得合著人簽章證明之原因，經校教師評審委員會審議同意者，得予免附。

前項專門著作，應符合下列各款規定之一：

一、為已出版公開發行或經出版社出具證明將出版公開發行之專書。

二、於國內外學術或專業刊物發表，或具正式審查程序，並得公開及利用之電子期刊，或經前開刊物，出具證明將定期發表。

三、在國內外具有正式審查程序研討會發表，且集結成冊出版公開發行、以光碟發行或於網路公開發行之著作。

以作品、成就證明或技術報告送審通過者，應依本辦法規定公開出版發行。但涉及機密、申請專利或依法不得公開，經校教師評審委員會認定者，得不予公開出版或於一定期間內不予公開出版。

第 五 條　服務年資之計算，應以教育部所頒現職證書內記載之起資年月推算至該年之 7 月底；無現職證書者不得申請升等，專任教師經核准全時進修、研究者，於升等時，其全時進修、研究年資最多採計一年。對服務年資有疑義時由人事室解釋。

第 六 條　教師提出申請升等教師資格審定，經系（所）教師評審委員會受理後，初審通過與升等生效之當學期應有在校任教授課之事實。

以全時在國內、外進修、研究或出國講學，該學期未實際在校授課者，不得送審教師資格。

第 七 條　教師升等之審查程序，初審由各系（所）教師評審委員會辦理，複審由各學院教師評審委員會辦理。複審通過後始得向校教師評審委員會推薦。

第 八 條　擬升等教師所提著作送請校外專家四人審查，其審查結果作為教師評審委員會辦理審查升等時評定研究成績之依據。「教師著作審查意見表」參照教育部「專科以上學校教師著作審查意見表」格式。

第 九 條　校教評會辦理審查時，其教學、服務與輔導成績業經系、院教評會評定及格者，其研究成績依著作外審結果審查之，其著作外審審查結果，有三位審查委員給予及格者，除有改變外審結果之事實外，予以通過。

著作外審成績滿分為 100 分，擬升等講師、助理教授者，以 70 分為及格，未達 70 分者為不及格；擬升等副教授者，以 75 分為及格，未達 75 分者為不及格；擬升等教授者，以 80 分為及格，未達 80 分者為不及格。

第 十 條　著作外審審查委員以具有教育部審定之教授及中央研究院研究員資格者為原則。若無適當之教授或研究員人選，對於送審副教授以下資格案，可以具有教育部審定之副教授、助理教授及中央研究院副研究員、助理研究員資格者擔任之，但不得低階高審。

第十一條　審查委員之遴選，應配合送審人之學術專長，如送審人送審著作跨不同學術專長領域，則以代表著作之專長領域為主要考量依據。

審查委員之遴選為顧及公平性與平衡性，依下列原則辦理：

一、送審人之研究指導教授，應迴避審查。

二、送審人代表著作之合著人或共同研究人，應迴避審查。

三、與送審人有親屬關係者，應迴避審查。

四、同一案件之審查委員避免均由同一學校或機構之人員擔任。

第十二條　評審過程、審查人及評審意見等相關資料，應予保密，以維持評審　　之公正性。但有下列情形之一者，不在此限：

一、辦理外審單位將評審過程及評審意見，提供教師申訴受理機關及其他救濟機關。

二、教務處將評定為不及格之評審意見，提供予送審人。

送審人或經由他人有請託、關說、利誘、威脅或其他干擾審查委員或審查程序情節嚴重者，應即停止其升等審查程序，並通知送審人，並自通知日起二年內不受理其升等之申請。

第十三條　初、複審決議後，未獲升等通過之送審人得向系（所）、院申請提供外審審查意見。各系（所）、院提供之內容應另行打字為之，且對審查委員之身分應予保密。

第十四條　初審辦法由各系（所）制定，經院長提經校教師評審委員會核備後施行；複審辦法由各院制定，並提報本校教師評審委員會核備後施行，修正時亦同。

各系（所）、院應於初審、複審辦法中訂定教學、研究、服務與輔導之評審基準和所佔之權重、及升等審查通過之標準。如有更嚴格之規定者，從其規定。

初審與複審均應就送審人之品德操守及自取得現職職位後之教學、研究、服務與輔導等之實際情形審慎考評，其所佔比率以教學（40%）、研究（40%）、服務與輔導（20%）為原則。學院及系（所）得依送審著作類型，彈性調整教學、研究、服務與輔導所佔比率。教師在教學、研究、輔導與服務任一項目有特出之績效，應予以肯定。

第十五條　各系（所）每年可推薦升等之各級教師人數，以該系（所）各級專任教師人數（升等以前）之五分之一或已達升等年資之各級專任教師人數之三分之一為原則（小數遞進為整數）。但助理教授、講師（85 年 8 月 1 日以後新聘者）不在此限。對各級專任教師人數有疑義時，由人事室解釋。

第十六條　教師升等經各院複審通過後，由系（所）主任及院長詳簽「教師升等系(所)教評會考評表」連同「升等著作審查意見表」與升等著作以及初複審有關資料等向教務處提出。教務處彙整後提校教師評審委員會，經討論通過後，補發新職級聘書及薪資（年資起算日期依教育部核定日期辦理），並依規定檢件由人事室報請教育部備查及核發教師證書。

送審人應將校教師評審委員會審查通過之專門著作、學位論文、作品、技術報告或成就證明，送本校圖書館公開、保管。但有第四條第三項但書規定情形者，不在此限。

第十七條　各院應依作業所需時間自行訂定各系（所）向院提出之時限，各系（所）應依據各院之規定自行訂定初審時間。教師升等各程序預定時間如下：

一、一般教師預訂時間：8 月 15 日以前各院向教務處提出著作外審資料；11 月底以前校完成著作外審；12 月 15 日以前各院完成複審；12 月底以前校教師評審委員會審議。

二、85 年 8 月 1 日以後新聘助理教授升等為副教授、新聘講師升等為助理教授者，以及以博士學位申請升等講師、助理教授者，可另適用下列預訂時間：2 月底以前各院向教務處提出著作外審資料；5 月 15 日以前校完成著作外審；5 月底以前各院完成複審；6 月 15 日以前校教師評審委員會審議。

第十八條　非屬學院之系（所）、體育室及一級中心（處、館）之教師升等，其初審比照系（所）辦理；複審除微奈米科技研究中心、計算機與網路中心分別由工學院、電機資訊學院教師評審委員會辦理外，餘由非屬學院教師評審委員會辦理。

第十九條　送審人對初審結果有疑義時，得向院教師評審委員會提出書面申復；送審人對複審結果有疑義時，得向校教師評審委員會提出書面申復，其辦法另定之。

第二十條　本辦法未盡事宜，悉依教育部「專科以上學校教師資格審定辦法」及相關法規規定辦理。

第二十一條　本辦法經校務會議通過後施行，修正時亦同。

附件6-1

國立成功大學111學年度第1次教師評審委員會延會紀錄(摘錄)

時間：111年10月31日（星期一）上午9時
地點：雲平大樓四樓第二會議室
主席：蔡教務長群立　　紀錄：涂守禧
出席人員：如附簽到紀錄
開（監）票：王育民院長

壹、主席報告

本次為111學年度第1次教師評審委員會延會，將逐項討論上次未決議之議案及新增案件共計二案。

參、討論事項

第十三案　　提案單位：教務處

案　由：擬修正本校教師升等辦法條文，提請討論。

說　明：

一、教育部111年8月17日以臺教高（五）字第1112203367A號令修正發布「專科以上學校教師資格審定辦法」（議程附件第2至21頁），修正重點詳如修正總說明（議程附件第22至24頁）。本辦法除第三十條第三項、第三十一條第三款自112年2月1日施行外，其餘生效日為111年8月19日。

二、本處配合教育部修法，業於111年9月20日召集各學院院長討論共識，檢附本校教師升等辦法原條文（議程附件第25至28頁）、修正草案條文對照表（議程附件第29至38頁）。

擬　辦：本案通過後續提11月主管會報及12月校務會議討論，俾以符合教育部112年2月1日前完成修正之規定。

決　議：

一、修正後通過(如附件)。

二、本案俟校務會議通過後，教務處可協助各學院代詢審查委員及代寄送作業，學院亦可自行辦理。如有需協助之學院，請於期限內提供封裝完畢可寄送之外審資料(內含審查資料、學院回郵信封及所得收據)及外審委員名單，由教務處協助代為徵詢委員意願及寄送。教務處如收到外審委員自行寄回之審查結果，會將未拆封之函件轉給所屬學院進行後續作業。

肆、臨時動議：無

伍、散會：上午11時

附件 7

國立成功大學因應檢警調機關進入校園執法處理要點

90.10.31 第 521 次主管會報通過
111.11.16 第 836 次主管會報通過

一、 國立成功大學(以下簡稱本校)校園或教職員生發生疑似違法事件，基於學術自由與大學自治之精神，不妨礙檢警調機關公權力之行使，並兼顧本校教職員生權益之保護，特訂定本要點。

二、 本要點所稱檢警調機關，係指檢察機關、司法警察機關、調查局與廉政署等。

三、 檢警調機關進入校園之目的，分為下列三種：

(一)洽辦公務。

(二)請求協助提供偵辦案件所需資料。

(三)偵辦刑事案件。

四、 檢警調機關進入校園如為洽辦公務，且經校區門崗確認身分及洽辦事項，依本校校外人士入校洽公相關規定辦理。

五、 檢警調機關進入校園如為請求本校協助提供偵辦案件所需監視錄影資料，其程序如下：

(一)各單位應通知校安中心(設於軍訓室，分機：55555)，由校安中心值班人員通報監視錄影系統管理單位，經管理單位主管同意後，提供所需資料，並通報主任秘書。

(二)檢警調機關人員調閱或複製影音資料時，應由管理單位派員陪同並協助辦理。

六、 檢警調機關進入校園如為偵辦校園或本校教職員生涉及之刑事案件，其程序如下：

(一)檢警調機關人員須出示相關證明文件，如服務證、搜索票或拘票等，由各校區門崗(各單位)人員驗證後通報校安中心，再由校安中心通報主任秘書，並由主任秘書指定本校代表人員陪同進行。

(二)檢警調機關人員對於涉案嫌疑人執行搜索、逮捕或拘提時，校安中心及所屬單位派員陪同。

(三)檢警調機關人員現場查扣之證物資料，如屬本校所有、持有或保管者，查扣單位應交付扣押物收據。

七、 本校人員因執行業務所知悉之事項，應予保密，不得洩漏，並恪遵偵查不公開原則。

八、 本要點經主管會報通過後實施，修正時亦同。

「檢警調單位索取資料或進入校園搜索之處理原則與流程」修正草案對照表

修正名稱	現行名稱	說明
國立成功大學因應檢警調**機關**進入校園**執法**處理**要點**	檢警調單位索取資料或進入校園搜索之處理原則與流程	因應內政部警政署訂定「警察人員進入校園執法相關機制」，爰配合修正法規名稱。
修正規定	現行規定	說明
一、**國立成功大學(以下簡稱本校)校園或教職員生發生疑似違法事件，基於**學術自由與**大學自治之精神，不妨礙檢警調機關公權力之行使，並兼顧**本**校**教職員生**權益**之保護**，特訂定本要點。**	一、處理原則：宜同時兼顧考慮： (一)大學學術自由與基本教職員工生之人權保護。 (二)校園之自治與自律教育原則。	本於大學受學術自由之保障，同時配合檢警調機關為追訴犯罪之公權力行使，爰修正本要點之訂定目的。
二、本要點所稱檢警調機關，係指檢察機關、司法警察機關、調查局與廉政署等。		一、本點新增。 二、明定檢警調機關之定義。
三、檢警調機關進入校園之目的，分為下列三種： **(一)洽辦公務。** **(二)請求協助提供偵辦案件所需資料。** **(三)偵辦刑事案件。**		一、本點新增。 二、新增檢警調機關進入校園應有特定目的，不得任意進入校園，以維學術自由之校園環境。
四、檢警調機關進入校園如為洽辦公務，且經校區門崗確認身分及洽辦事項，依本校校外人士入校洽公相關規定辦理。		一、本點新增。 二、新增檢警調機關因洽辦公務進入校園之辦理方式。
五、檢警調機關進入校園如為請求本校協助提供偵辦案件所需監視錄影資料，其程序如下： **(一)各單位應通知校安中心(設於軍訓室，分機：55555)，由校安中心值班人員通報監視錄影系統管理單位，經管理單位主管同意後，提供所需資料，並通報主任秘書。**		一、本點新增。 二、新增檢警調機關為請求協助提供偵辦案件所需資料之處理方式。

(二)檢警調機關人員調閱或複製影音資料時，應由管理單位派員陪同並協助辦理。		
六、檢警調機關進入校園如為偵辦校園或本校教職員生涉及之刑事案件，其程序如下： (一)檢警調機關人員須出示相關證明文件，如服務證、搜索票或拘票等，由各校區門崗(各單位)人員驗證後通報校安中心，再由校安中心通報主任秘書，並由主任秘書指定本校代表人員陪同進行。 (二)檢警調機關人員對於涉案嫌疑人執行搜索、逮捕或拘提時，校安中心及所屬單位派員陪同。 (三)檢警調機關人員現場查扣之證物資料，如屬本校所有、持有或保管者，查扣單位應交付扣押物收據。	二、流程： (一)先瞭解其所欲了解或搜索之具體原因與事證。 (二)一律通報二十四小時總值日室(軍訓教官值勤室:50700)與主任秘書，並由主任秘書與校長討論後決定處理原則與是否召開應變小組會議。 (三)對於涉案嫌疑者進行了解與教育宣導，但注意不可洩密。 (四)資料之提供必須要透過學校發文。	一、點次變更，由原第二點修正移列。 二、依內政部警政署106年7月12日警署刑防字第1060111086號函，基於尊重校園自主及自治之精神，檢警調機關人員未經學校同意，不得任意進入校園，爰修正第一款至第三款辦理程序，以資明確。 三、依刑事訴訟法第139條規定，扣押應制作收據，詳記扣押物之名目，付與所有人、持有人或保管人，爰新增第四款規定。
七、本校人員因執行業務所知悉之事項，應予保密，不得洩漏，並恪遵偵查不公開原則。		一、本點新增。 二、為遵守偵查不公開原則，並維護涉案及相關人等個人資料，新增本校人員因執行業務知悉之事項，應予保密。
八、本要點經主管會報通過後實施，修正時亦同。		一、本點新增。 二、新增本要點訂定修正程序。

附件 8

國立成功大學校園學生自我傷害三級預防工作計畫

壹、目的

為有效推動校園學生自我傷害三級預防工作及減少校園自我傷害事件之發生，依據教育部「校園學生自我傷害三級預防工作計畫」訂定本計畫。

貳、目標

一、 建立並落實學生自我傷害三級預防工作模式，以及建立自我傷害之危機處理標準作業流程，以減少校園自我傷害事件之發生。

二、 發展與推動學生尊重生命、關懷生命、珍愛生命、展現正向積極生命意義、增加心理健康知能、因應壓力與危機管理，及對於自我傷害危機學生的賦能技巧之教學與活動，並提升校園內支持系統與環境安全。

參、推動策略

一、 在初級預防方面（發展性輔導）

(一)目標：增進學生心理健康，免於自我傷害。

(二)策略：增加保護因子，降低危險因子。

(三)行動策略：

1. **建立校園危機應變機制**（軍訓室、心理健康與諮商輔導組）
   (1)設立 24 小時校安通報求助專線(分機 55555、66666)
   (2)訂定自我傷害事件危機應變處理作業流程，並定期進行校安通報、自殺防治通報及身亡事件處理流程演練。
   (3)宣導學生可利用相關資源(如：1925 安心專線、1995 生命線、1980 張老師)。

2. **整合校內資源，強化各處室合作機制**

   (1)教務單位（教務處、通識中心）:
   I. 規劃將生命教育、多元智能和價值、心理健康促進和維護、壓力因應、提升問題解決力、挫折容忍力、負向思考和情緒之覺察、接納及調控策略、網路成癮與網路霸凌等網路不當使用、常見精神疾病

與求助資源、憂鬱與自我傷害之危機處理、自助與助人技巧等相關議題納入課程計畫、融入教學課程及體驗活動。

II. 發展或運用同步與非同步之數位學習課程與教材。

III. 每學期協助彙整學業成績不佳(1/3、1/2、2/3 學業成績不及格)、復學生名單，提供心輔組發函提醒各系導師關懷。

(2)校安及學務輔導相關單位（含軍訓室、心理健康與諮商輔導組、學生活動發展組、住宿服務組等）：

I. 心輔組：建構輔導單位之正向溫馨形象，大專校院應發展語言友善與文化敏感之諮商輔導服務或轉介管道。

II. 心輔組：舉辦促進心理健康（如：同理心溝通、尊重差異、避免不健康的完美主義、正向思考、衝突管理、情緒的覺察、接納及調控，以及壓力與危機管理）之活動。

III. 心輔組：辦理生命教育電影、短片、閱讀、演講、競賽等心理健康促進活動，並善加利用媒體資源推廣教育。

IV. 心輔組、活動組、住服組：結合班級、學生社團或自治團體及社會資源辦理自我傷害預防工作。

V. 心輔組、活動組、住服組：強化培訓班級、學生社團或自治團體幹部成為自己與同儕的自殺防治生命守門人，增加自我傷害危機辨識與處理及自我賦能、網路成癮及網路霸凌等網路不當使用議題之防治知能和學生求助資源運用。

VI. 心輔組：強化同儕之溝通技巧與情緒管理訓練。

VII. 心輔組、軍訓室：強化教師和學務輔導及校安人員之輔導知能：實施教師、導師及相關學務輔導及校安人員針對同理心溝通、心理健康知能、自殺防治生命守門人、自我傷害危機辨識及處理知能、網路成癮及網路霸凌等網路不當使用議題之防治知能和其轉介資源運用。

VIII. 心輔組：強化學務人員自殺防治通報轉介作業流程，與危機處理之教育訓練。

IX. 心輔組：對家長進行同理心溝通、心理健康知能、自殺防治生命守門人，以及校園內外心理衛生求助資源與管道之教育宣導。

X. 心輔組：彙整校園輔導求助資源，提供師生求助管道資訊單張。

XI. 心輔組：發展或運用同步與非同步之數位培訓課程。

XII. 心輔組：學業成績不佳與休、復學生的轉介關懷；以及退學生、畢業生的輔導資源連結。

(3)總務單位（含駐警隊、心理健康與諮商輔導組）：

I. 駐警隊：校園警衛人員危機處理能力之加強。

II. 總務處、駐警隊：進行建物防墜安全檢查（參考附件1），針對校園建物（如高樓之頂樓、中庭，及樓梯間），設置預防性安全設施（安全網、監視及警報系統設置）、生命教育文宣及求助專線之宣導資訊。

III. 總務處、心輔組：強化足以發揮功能之學輔空間。

(4)人事單位（人事室）：

I. 提供教職員工正向積極的工作態度訓練，建立友善的校園氛圍。

II. 依學生需求和學生輔導法建置充足專業輔導人力。

3. 綜整學校整體需求，結合校外社區與醫療，以及相關非政府組織網絡單位資源，以建構整體協助機制。（心理健康與諮商輔導組）

(1) 當地醫療資源、社區心理衛生中心之連結、諮詢，及共照機制之建立。

(2) 與當地社政資源之連結。

(3) 與當地勞政資源之連結。

二、 在二級預防方面（介入性輔導）

(一)目標：早期發現、早期介入，減少自我傷害發生或嚴重化之可能性。

(二)策略：早期辨識或篩檢高關懷學生，即時介入。

(三)行動策略（心理健康與諮商輔導組、各相關單位）：

1. 每學年針對大一與研究所新生進行施測，並辦理新生講座，協助新生了解自我，並找出需要關懷的學生，以期早期發現、早期協助。施測過程符合專業法律與倫理，即在尊重學生的自主與不傷害生命的原則下，強調保密、隱私，以及不標籤化與污名化之下進行。實施過程包括六階段：

(1)說明：說明篩檢目的與保障篩檢結果的保密性。

(2)取得同意：除非學生有傷害他人或自己的危險性，否則，應依尊重自主原則，在學生（家長）同意下進行篩檢，非強迫性（未成年學生經得家長或監護人同意）。

(3)解釋結果：對篩檢結果的解釋要謹慎與專業，避免給學生貼上精神疾病或任何標籤。

(4)保密：輔導老師與專業輔導人員、教職員、導師，以及相關教師應遵守法律命令及專業倫理，不得無故洩漏因業務而知悉或持有個案當事人之秘密。

(5)主動關懷：主動提供提升動機的諮商輔導，透過同理心、支持、提供

相關資訊、增強正向因應能力，及鼓勵使用求助與社會資源。

(6)必要的轉介：當知悉學生有明顯的自傷（如：自殺意圖、自殺計畫、自傷行為）或傷人之虞時，需進行自殺風險評估和危機處置與後續心理諮商與就醫治療。

2. 設置線上情緒量表，全校教職員生可以隨時透過網路評估自我情緒狀況，可即時覺察，及時求助、及時介入。

3. 每學期發函系所、導師，針對學業成績不佳學生(1/3、1/2、2/3 學分不及格)、復學生進行關懷輔導，了解學業與生活適應問題，及早給予協助；若發現有較嚴重的適應問題，可轉介系所心理師協助。

4. 辦理各種自殺防治守門人課程，提升教職員、導師、教官、班級、學生社團或自治團體幹部、家長對憂鬱與自殺風險度之辨識與危機處理能力，以協助觀察辨識與轉介。

5. 提升專業輔導人員對所發現之高關懷學生提供進一步個別或團體的心理諮商或治療之知能。

6. 針對特殊狀態或心理發展特殊需求學生提供主動關懷。

7. 整合校外之專業人員（如：臨床心理師、諮商心理師、社工師、精神科醫師等）資源到校服務。

三、 在三級預防方面（處遇性輔導）

（一）目標：及早預防自殺企圖者與自殺身亡的周遭朋友或親友模仿自殺，及自殺企圖者的再自殺。

（二）策略：建立自殺身亡與自殺企圖者之危機處理與善後處置標準作業流程。

（三）行動策略：

1. **自殺企圖**（心理健康與諮商輔導組、各相關單位）：

(1) 建立個案之危機處置標準作業流程（附件 2：國立成功大學校園精神疾病與自我傷害處理流程），對校內教學與行政相關單位、受影響之學生、班級、學生社團或自治團體幹部之說明與教育輔導（降低自殺模仿效應），並注意其他高關懷群是否受影響。

(2) 自殺企圖個案由專業輔導人員進行後續心理輔導或心理治療，及持續追蹤，以預防再自殺，重複企圖個案可進行個案管理；與家長聯繫，提供說明、情緒支持與預防再自殺教育。

(3) 進行班級團體輔導，提供心理健康教育及宣導同儕如何協助個案。
(4) 強化校內危機第一線人員對風險評估與危機處遇轉介管道知能，與專業輔導人員對自殺企圖個案之自殺風險評估與危機處遇及中長期心理諮商與治療的有效知能技巧訓練與督導。

2. **自殺身亡**（心理健康與諮商輔導組、各相關單位）：
(1) 於知悉身亡事件後成立危機處理小組，並由主任秘書、學生事務長以上層級主持，協調各處室的因應作為。
(2) 建立處置作業流程（附件 3:國立成功大學學生自殺或意外死亡處理流程），含對媒體和在社群網站之說明、對校內教學與行政相關單位、受影響之學生、班級、學生社團或自治團體幹部之說明與安心輔導（降低自殺模仿效應）；家長聯繫視需求轉介及高關懷群追蹤輔導。
I. 說明需遵守世界衛生組織關於自殺報導與溝通的六要、六不原則。
II. 不鼓勵校內辦理公開紀念活動。
III. 加強社區內鄰近學校的橫向連繫。
IV. 提供校園內外輔導、諮商與治療資訊與管道。
(3) 針對自殺身亡個案之親近同儕與教師，加強專業輔導人員對其自殺風險評估與危機處遇及中長期心理諮商與治療的有效技巧訓練與諮詢或督導。
(4) 針對專業遺族(如專業輔導人員)提供心理諮商與治療。

3. **通報轉介，進行校安通報與自殺防治通報**（心理健康與諮商輔導組、各相關單位）：
(1) 知悉自傷和自殺事件後，依本校相關處理流程（附件 2、附件 3）進行校安通報。
(2) 針對知悉自殺行為情事時，在 24 小時內，依「自殺防治法」，於衛生福利部建置之「自殺防治通報系統」進行通報作業。

4. **網絡連結**（心理健康與諮商輔導組、各相關單位）：
(1) 學校對於自殺通報後的個案，定期進行個案督導；並由主任秘書或副校長以上層級主持，邀請醫療衛生網絡內的專家及相關人員等，與網絡個案處遇人員進行網絡聯繫會報和個案討論會。
(2) 建立學校和區域醫療衛生網絡、自我傷害防治資源的雙向聯繫、銜接及共照機制，提供個案學習不中斷之資源連結。
(3) 建立學校與當地社政單位、勞政單位之雙向聯繫。

5. **處理回報**（心輔組）：
學校發生學生自殺身亡事件後，依教育部來函通知時限，填具「學生自我

傷害狀況及學校處理簡表」(詳附件 4) 回報教育部。

肆、推動與實施

本工作計畫經提本校主管會報通過並簽請核長同意後函報教育部，並據以推動校內防治工作。

附件1

大專校院建物防墜安全檢核表

學校名稱：

建物名稱：

項目	編號	檢查內容	檢查結果		
			安全	不安全	改善規劃
教室窗戶	1	確認教室有多少對外窗戶的窗外無陽臺、露臺或緩衝空間			
	2	窗臺高度是否足夠安全： 基本：1-9F≧110cm；10F 以上≧120cm			
	3	「四樓(含)以上」建物窗臺前有無放置可攀爬之物品（花盆、課桌椅、櫃子、書架等）			
	4	「四樓(含)以上」建物窗臺高度未達150公分之橫拉窗，是否開啟會超過20公分			
	5	「四樓(含)以上」建物窗臺高度未達150公分之推射窗，是否開啟會超過20公分			
陽（露）臺	1	女兒牆高度是否足夠安全（基本高度同窗戶，但建議120cm 以上）			
	2	欄杆隔條是否過於容易攀爬（不宜為橫式、格式）			
	3	欄杆間隔是否超過20cm			
	4	欄杆底部與地面間隔是否高於15cm			
	5	「四樓(含)以上」建物地面是否放置可攀爬之物品（花盆、課桌椅、櫃子等）			
公共樓梯	1	樓梯、扶手及欄杆的縫隙是否超過20cm			
	2	樓梯與樓梯間的縫隙是否超過30cm			
	3	梯間採光照明是否足夠			
	4	樓梯兩旁挑空處上下是否有安全網或隱形鐵窗			
頂樓	1	女兒牆高度是否足夠安全（建議140-150cm；如有定期上鎖，可於該項次補充說明並免檢核）			
	2	低女兒牆是否有加裝高度防護設備（欄杆、強化玻璃、防護網或隱形鐵窗；如有定期上鎖，可於該項次補充說明並免檢核）			

	3	女兒牆面或地面是否有可攀爬物品（如花盆）及設備（如管路）；如有定期上鎖，可於該項次補充說明並免檢核			
	4	女兒牆是否設有警語或警示設備（如有定期上鎖，可於該項次補充說明並免檢核）			
	5	頂樓出入口及平臺是否有足夠照明設備（如有定期上鎖，可於該項次補充說明並免檢核）			
	6	頂樓出入口是否有監測設備（監視器、感應器、警鈴、感應鎖；如有定期上鎖，可於該項次補充說明並免檢核）			
	7	頂樓出入口進出是否裝設開啟警報，並連接至警衛室（如有定期上鎖，可於該項次補充說明並免檢核）			
	8	頂樓突出建物（水塔平臺、電梯平臺）工作樓梯是否加鎖管制（如有定期上鎖，可於該項次補充說明並免檢核）			
公共設施及空間	1	公共空間挑高處（大廳挑高、中庭挑高、天井等有三公尺以上高地落差之空間）是否有防護網			
	2	公共空間挑高處相鄰之平臺及窗戶是否有安全措施			
	3	公共設施及空間較陰暗或隱密之處，是否有妥善設置門禁管制			
學校管理	1	學校所聘請之管理或保全人員是否熟知各項安全設備			
	2	管理或保全人員是否熟知緊急網路電話（警消等）			
	3	管理或保全人員是否受過緊急應變及自殺防治守門人訓練（學校辦理自殺守門人訓練課程時應納入校內保全人員共同參訓）			
	4	學校相關人員（含保全人員）是否能接獲師生求助並主動協助異常安全事件			
	5	是否訂有緊急事件應變流程，供師生及保全人員參考			

附件 2

國立成功大學學生精神疾病及自我傷害處理流程

99 年 5 月 12 日第 689 次主管會報修正通過
101 年 2 月 22 日第 721 次主管會報修正通過
103 年 12 月 24 日第 774 次主管會報修正通過

校園事件—學生精神疾病及自我傷害

↓

校安中心 24 小時專線(55555、06-2381187)
進入「成大校園事件通報系統」
值班人員接觸個案並至現場瞭解個案情況，研判是否為自傷或傷人高危險群

↓

1. 聯絡家長(境外生聯絡導師或指導教授及國際事務處共同協處)。
2. 請心輔組與衛保組至現場處理（如非上班時間，聯絡該兩組電話留守人員提供必要的資訊或協助處理）

↓

是否立即送醫

否 →

依照個案狀況給予適當處理
1. 降低自傷或傷人危險性
2. 討論不自殺契約
3. 安排照顧者與保護性環境
4. 考慮門診治療與中長期心理諮詢

↓

研判立即送醫指標
評估是否具有自傷或傷人之虞，但非處在保護性環境下，包括：
1. 無法進行溝通。
2. 情緒及行為不穩定。
3. 具不符合現實的知覺或思考（如妄想、幻聽）
4. 藥物或酒精濫用。
5. 曾有多次自傷行為
6. 缺乏社會支持系統（如獨居、無好友）

↓

是 →

1. 告知家長同意送醫
2. 駐警隊協助送醫
3. 至醫院瞭解個案情況，

如何請求協助送醫
1. 連絡成醫急診室（7-2225、7-2222、06-2766119）或救護車（119）
2. 校內-連絡駐警（66666）戒護
3. 校外-租屋處轄區派出所

↓

詳細記錄個案處理狀況，並依嚴重度報告主管及通知各單位協調事項

↓

- 心輔組(50320)：住院期間與精神科保持聯繫並提供必要之心理諮商；出院後安排個案持續之中長期心理諮商；後續處理及回報。
- 軍訓室(55555)：追蹤及通報後續處理情形。
- 住服組(86340)：酌予協助學生出院後之特殊住宿需求。
- 衛保組(50430)：提供對同學及家長諮詢與衛教；建立家屬與醫療院所之專業溝通橋樑；後續處理及回報。
- 國際事務處(50990)：協助境外生輔導相關事宜。

系所辦公室
- 系所主管：慰問支持及協助請假、補課事宜。
- 導師：安排照顧、慰問與支持及學業輔導。
- 班代：協助安排同學照顧。

附件 3

國立成功大學學生自殺或意外死亡處理流程

99 年 5 月 12 日第 689 次主管會報修正通過
101 年 2 月 22 日第 721 次主管會報修正通過
103 年 12 月 24 日第 774 次主管會報修正通過

附件 4

【本表為密件】

填表日期： 年 月 日

學生自我傷害後之狀況及學校處理表

寶貴生命的殞落令人扼腕和遺憾，在事件協助與處理的過程中，所有參與的夥伴都辛苦了！

學生自殺是多重因素的結果，校內師長們平日對學生盡心盡力的關心照顧已是防治工作重要的一環。在大家盡力推動各項防治工作後，憾事依然發生所帶來的挫折與無力等各種可能感受是完全可以理解的；於此同時，也希望能從悲傷的事件中獲得學習，使能更有力量繼續前進。

因此，學校所提供的資料對未來研擬自我傷害防治策略極具參考意義。謝謝所有夥伴協助填寫，也期待大家繼續一起攜手努力，祝福大家平安健康！

項目	說明
資訊來源：	□新聞媒體（新聞標題： ） □校安中心通報（事件序號： ） □民意信箱陳情（教育部公文文號： ）
自傷學生狀況描述	
學校全銜:	
性別:	□男 □女 □其他
年齡:	
學制/系級:	□國小；□國中；□高級中等學校；□五專；□二專；□四技；□二技；□大學；□研究所；□博士班；□其他（ ） 年級:（ ） 科/系所名稱：（ ）【無則免填】
學生身分別:（可複選）	□一般生；□當學年度轉學生；□當學年度復學生；□自學生；□進修部學生；□外籍生；□大陸地區生；□港澳生；□僑生 □延畢生；□中輟生；□中離生；□休學生； □特殊需求學生（□資優生、□身心障礙生）； □其他（ ）
家庭狀況:	□三代同堂家庭；□雙親家庭；□隔代教養；□單親家庭（□父母離異；□父歿；

（可複選）	□母歿）； □其他（　　） □疑似脆弱家庭（家庭因貧窮、犯罪、失業、物質濫用、未成年親職、有嚴重身心障礙兒童需照顧、家庭照顧功能不足等易受傷害的風險或多重問題，造成物質、生理、心理、環境的脆弱性，而需多重支持與服務介入的家庭。）	
學習狀況：	□無特殊學習狀況； □原學習狀況佳 □學習狀況不佳（可複選）：□嚴重曠課；□成績不佳；□無學習動機； □其他：(　　)	
住宿處:	□家中；□學校宿舍；□賃居處；□其他（　　）	
學校措施及事前輔導（求助輔導）:	**請勾選符合項目：** □訂有自我傷害三級預防實施計畫 □定期舉辦促進心理健康（含正向思考、衝突管理、情緒管理、以及壓力與危機管理）之活動 □辦理提昇學校人員及家長之憂鬱與自殺風險度之辨識與危機處理能力活動，以協助高關懷群之早期辨識與及早介入協助 □已建立自殺與自殺企圖之危機處理與善後處置作業流程 **個案事前求助：**□有□無。 **最近一年曾接觸校內、外輔導或服務：**□校內(晤談、諮商、個管或轉介紀錄等)；□校外（醫療、衛生、社福或諮商機構)。 如：醫療、衛生、社服、或諮商機構 若有，輔導狀況：(　　)	
發生日期及時間:	____年____月____日星期（___）時間:AM/PM_____	
發生地點:	**校內**	□宿舍
		□廁所
		□教室、輔導室等室內空間
		□校內室外空間
		□校內其他（　　）
	校外	□家中
		□租屋
		□他人家中
		□公共場所
		□校外其他（　　）
自傷方式:	□1.藥物過量；□2.非法藥物過量；□3.瓦斯；□4.燒炭；□5.農藥； □6.吞食化學藥劑；□7.上吊、窒息；□8.溺水；□9.槍砲；□10.自焚； □11.割腕；□12.割頸；□13.切割其他身體部位；□14.切割部位不明； □15.跳樓或其它高處墜落；□16.遭車輛或火車撞擊；□17.騎乘車輛撞擊；□	

	18.其他（　　）；□19.不詳		
發生可能原因（可複選）：	類別		可能原因
	身心狀態	個人	□身體疾病
			□憂鬱相關問題/疾患
			□網路/手機使用問題/成癮
			□酒精使用問題/疾患
			□藥物使用問題/疾患
			□其他精神問題/疾患
			□自傷史
		其他	□其他（　　）
		待澄清	□待澄清（　　）
	壓力事件	校園	□同儕關係問題
			□師生關係問題
			□校園霸凌
			□學業問題
			□課外活動或社團問題
			□校園適應問題（轉學生、休學生）
		網路	□網路霸凌
		失落經驗	□親友過世
			□親友自殺
		親密關係	□感情問題
			□親密關係暴力
			□人際疏離或孤獨
		家庭與外在事件	□家庭關係問題
			□家人身體疾病
			□家人精神疾病
			□家人酒精/藥物使用問題
			□家暴
			□被收養孩童
			□經濟與居住問題
			□司法問題
		創傷	□重大災難事件
			□性侵害、性騷擾、性霸凌事件的被害人或行為人）
		性別	□多元性別
		其他	□其他（　　）
		待澄清	□待澄清（　　）
學校處理經驗描述（請針對事件發生後當時的實際處理經驗以列舉方式加以描述）			
處理流程	● **學校協助處理單位（請依照各校編制填寫）：**		

	● **人力支援狀況（請依照各校編制填寫）：** ● **事件處理流程:** 1.第一現場發現者: 2.第一現場處理者: 3. 4. 5. （若表格不敷使用請自行增列）
回顧與精進	● **未來精進策略：** 1. 2. ● **執行困境與建議：** 1. 2. ● **可供學習與參考之經驗：** 1. 2. （若表格不敷使用請自行增列）

承辦人：　　聯絡電話：　　e-mail：

主管簽章：

附件 9

國立成功大學研究所優秀僑生獎學金申請要點

97.11.19 第 665 次主管會報通過

101.05.30 第 727 次主管會報修正通過

107.07.18 第 811 次主管會報修正通過

111.11.16 第 836 次主管會報修正通過

一、 國立成功大學（以下簡稱本校）為貫徹教育部獎勵海外優秀僑生回國就讀大學校院研究所之政策，依據教育部補助大學校院設置研究所優秀僑生獎學金作業要點，設置國立成功大學研究所優秀僑生獎學金（以下簡稱本獎學金），並訂定本要點。

二、 本獎學金之申請，應符合下列情形：

(一)本校各研究所具有正式學籍之僑生，就讀滿一學期以上。

(二)學業平均成績達八十分以上，且操行成績達八十分以上。已修滿畢業學分者，得以指導教授推薦函及其他有利於審查之文件，提出申請。

三、本獎學金金額與名額，依教育部每年核配本校補助款調整之。每名受獎金額以每月不低於新臺幣壹萬元為原則，每學期審查通過後按月核發，畢業生應領至其畢業月份止。

受獎學生如有休學或退學等情事，自次月起停發本獎學金。

四、欲申請本獎學金之僑生，應於每學期開學後，依本校國際事務處境外生與學人事務組公告期限，提出申請。

五、申請人應繳交下列文件：

(一)申請表。

(二)學生證影本。

(三)成績單。

(四)指導教授推薦函。

(五)其他有利審查之文件。

六、審查程序：由國際事務長擔任召集人，邀集教務長、學務長、研發長及各院院長組成審查小組，依各研究所之受獎名額，擇優核給本獎學金。

七、獲本獎學金之僑生，不得兼領「國立成功大學優秀僑生獎助學金」。

八、本要點經主管會報通過，校長核定後實施，修正時亦同。

國立成功大學研究所優秀僑生獎學金申請要點修正草案對照表

修正規定	現行規定	說明
一、國立成功大學（以下簡稱本校）為貫徹教育部獎勵海外優秀僑生回國就讀大學校院研究所之政策，依據教育部補助大學校院設置研究所優秀僑生獎學金作業要點，設置國立成功大學研究所優秀僑生獎學金（以下簡稱本獎學金），並訂定本要點。	一、國立成功大學（以下簡稱本校）為貫徹教育部獎勵海外優秀僑生回國就讀大學校院研究所之政策，爰依據教育部補助大學校院設置研究所優秀僑生獎學金作業要點第三點第二項，訂定國立成功大學研究所優秀僑生獎學金（以下簡稱本獎學金）申請要點（以下簡稱本要點）。	文字酌作修正。
二、本獎學金之申請，應符合下列情形： (一)本校各研究所具有正式學籍之僑生，就讀滿一學期以上。 (二)學業平均成績達八十分以上，且操行成績達八十分以上。已修滿畢業學分者，得以指導教授推薦函及其他有利於審查之文件，提出申請。	二、本獎學金之申請，應符合下列情形： (一)本校各研究所具有正式學籍之僑生，就讀滿一學期以上。 (二)學業平均成績達八十分以上，且操行成績達八十分以上。已修滿畢業學分者，得以指導教授推薦函及其他有利於審查之文件，提出申請。	本點未修正。
三、本獎學金金額與名額，依教育部每年核配本校補助款調整之。每名受獎金額以每月不低於新臺幣壹萬元為原則，每學期審查通過後按月核發，畢業生應領至其畢業月份止。受獎學生如有休學或退學等情事，自次月起停發本	三、本獎學金受獎僑生之實際受獎金額及名額，依教育部每年核配本校之獎學金補助款調整之。每名受獎僑生之受獎金額以每月不低於新台幣一萬元為原則，每學期審查通過後按月核發，畢業生應領至	文字酌作修正。

獎學金。	其畢業月份止。 受獎學生如有休學、退學之情事，自次月起停發本獎學金。	
四、欲申請本獎學金之僑生，應於每學期開學後，依本校國際事務處境外生與學人事務組公告期限，提出申請。	四、欲申請本獎學金之僑生（以下簡稱申請人），應於每學期開學後，本校學務處公告期間內提出申請。	一、配合相關單位組織及人力調整，業於110年10月13日簽奉校長核定在案，自112年起，本獎學金業務由國際事務處接管辦理，爰修正辦理單位。 二、文字酌作修正。
五、申請人應繳交下列文件： (一)申請表。 (二)學生證影本。 (三)成績單。 (四)指導教授推薦函。 (五)其他有利審查之文件。	五、申請人應繳交下列文件： (一)申請表 (二)學生證影本 (三)成績單 (四)指導教授推薦函 (五)其他有利審查之文件	文字酌作修正。
六、審查程序：由國際事務長擔任召集人，邀集教務長、學務長、研發長及各院院長組成審查小組，依各研究所之受獎名額，擇優核給本獎學金。	六、申請人依前點繳交之文件，送本校獎學金審查委員會審查，並依所核定研究所之受獎名額、金額，擇優核給本獎學金。	修正本獎學金之審查單位及其組成。
七、獲本獎學金之僑生，不得兼領「國立成功大學優秀	七、獲本獎學金之僑生，不得兼領「國立成功大學	本點未修正。

僑生獎助學金」。	優秀僑生獎助學金」。	
八、本要點經主管會報通過，校長核定後實施，修正時亦同。	八、本要點經主管會報通過後實施，修訂時亦同。	文字酌作修正。

附件 10

國立成功大學優秀僑生獎助學金申請要點

100.8.10 第 710 次主管會報通過

101.3.28 第 723 次主管會報修訂通過

105.3.23 第 793 次主管會報修訂通過

107.7.18 第 811 次主管會報修訂通過

111.11.16 第 836 次主管會報修訂通過

一、國立成功大學（以下簡稱本校）為推動國際化，鼓勵品學兼優僑生來校修讀學位，特設置國立成功大學優秀僑生獎助學金（以下簡稱本獎助學金），並訂定本要點。

二、本獎助學金金額與名額，視本校年度預算經費支給。

三、申請對象與條件：

(一)申請對象：本校各系所、學位學程所招收具有正式學籍之僑生。

(二)申請條件：除大學部新生入學第一學期得單獨申請住宿補助外，其餘須就讀滿一學期，並依下列規定提出申請：

1. 大學部學生前一學期至少須修習十六學分，應屆畢業學年至少須修習九學分，在校學業平均成績須符合第四點班上排名規定，且操行成績達八十分以上。
2. 研究生在校學業平均成績須達八十分以上，且操行成績達八十分以上。已修滿畢業學分者，得以指導教授推薦書及其他有利於審查之文件提出申請。

四、本獎助學金申請項目、標準及金額：

(一)大學部：

1. 住宿費：實際居住在本校校內宿舍並繳納住宿費之僑生，得申請補助住宿費。

(1)新生入學第一學期：免成績審查。

(2)新生入學第二學期後：前一學期在學成績位居就讀學系所屬班級排名前 50%者，得補助住宿費。

(3)前二目補助住宿費，以當學期本校最低宿舍之收費為標準；自動放棄入住者，不再補發。

2. 獎助學金：前一學期在學成績位居就讀學系所屬班級排名前 15%者，可獲當學期全額學雜費補助；排名前 30%者，可獲當學期全額學費補助。

3.前二目獎補助項目，僅得擇一核給。

(二)研究所：獲核定獎助學金者，每月核給新臺幣壹萬元，以六個月為限，共十五名。

五、申請期間：本獎助學金每學期受理申請，申請人應於國際事務處境外生與學人事務組公告期限，提出申請。

六、申請人應繳交下列資料，送交承辦單位：

(一)申請表。

(二)學生證影本。

(三)成績單。

(四)指導教授推薦書（研究生已修滿畢業學分者始需繳交)。

(五)其他有利於審查之文件(大學部免附)。

七、審查程序：由國際事務長擔任召集人，邀集教務長、學務長、研發長及各院院長組成審查小組，擇優核給本獎助學金。

八、本獎助學金獎勵期間，以大學部前四年為限，碩士班前二年為限，博士班前四年為限。

九、本獎助學金除研究生按月核發外，其餘一次發給；新生自完成註冊當月起支領，畢業生領至其畢業月份止。獲獎助者如有休學、退學之情事，自次月起停發本獎助學金。

十、獲本獎助學金之僑生，不得兼領「國立成功大學研究所優秀僑生獎學金」。

十一、本要點經主管會報通過，校長核定後實施，修正時亦同。

國立成功大學優秀僑生獎助學金申請要點修正草案對照表

修正規定	現行規定	說明
一、國立成功大學（以下簡稱本校）為推動國際化，鼓勵品學兼優僑生來校修讀學位，特設置國立成功大學優秀僑生獎助學金（以下簡稱本獎助學金），並訂定本要點。	一、國立成功大學（以下簡稱本校）為推動國際化，鼓勵品學兼優僑生來校修讀學位，特訂定本要點。	文字酌作修正。
二、本獎助學金金額與名額，視本校年度預算經費支給。	二、本獎助學金總金額及獎助名額，視本校年度預算經費支給。	文字酌作修正。
三、申請對象與條件： (一)申請對象：本校各系所、學位學程所招收具有正式學籍之僑生。 (二)申請條件：除大學部新生入學第一學期得單獨申請住宿補助外，其餘須就讀滿一學期，並依下列規定提出申請： 1. 大學部學生前一學期至少須修習十六學分，應屆畢業學年至少須修習九學分，在校學業平均成績須符合第四點班上排名規定，且操行成績達八十分以上。 2. 研究生在校學業平均成績須達八十分以上，且操行成績達八十分以上。已修滿畢業學分者，得以指導教授推薦書及其他有利於審查之文件提出申請。	三、申請對象與條件： (一)申請對象： 本校各系所、學位學程所招收，具有正式學籍之僑生。 (二)申請條件： 除大學部新生入學第一學期得單獨申請住宿補助外，其餘須就讀滿一學期並依下列規定提出申請，予以審核。 1. 大學部學生前一學期至少須修習十六學分，應屆畢業學年至少須修習九學分，在校學業平均成績需符合第四點班上排名規定，且操行成績達八十分以上。 2. 研究生在校學業平均成績需達八十分以上，且操行成績達八十分以上。已修滿畢業學分者，得以指導教授推薦書及其他有利於審查之文件提出申請。	法規體例調整，文字酌作修正。
四、本獎助學金申請項目、標準及金額： (一)大學部：	四、本獎助學金申請項目、標準及金額： (一)大學部：	一、法規體例調整。 二、第三款調整

1.住宿費：實際居住在本校校內宿舍並繳納住宿費之僑生，得申請補助住宿費。 (1)新生入學第一學期：免成績審查。 (2)新生入學第二學期後：前一學期在學成績位居就讀學系所屬班級排名前 50%者，得補助住宿費。 (3)前二目補助住宿費，以當學期本校最低宿舍之收費為標準；自動放棄入住者，不再補發。 2.獎助學金：前一學期在學成績位居就讀學系所屬班級排名前15%者，可獲當學期全額學雜費補助；排名前30%者，可獲當學期全額學費補助。 3.前二目獎補助項目，僅得擇一核給。 (二)研究所：獲核定獎助學金者，每月核給新臺幣壹萬元，以六個月為限，共十五名。	1.補助住宿費： 實際居住在本校校內宿舍並繳納完成住宿費之僑生，得申請補助住宿費。 (1)新生入學第一學期：免成績審查。 (2)新生入學第二學期後：前一學期在學成績位居就讀學系所屬班級排名前 50%者，得補助住宿費。 (3)前二目補助住宿費，以當學期本校最低宿舍之收費為標準；自動放棄入住者，不再補發。 2.獎助學金： 前一學期在學成績位居就讀學系所屬班級排名前15%者，可獲當學期全額學雜費補助；排名前30%者，可獲當學期全額學費補助。 (二)研究所： 由本校獎學金審查委員會決定獲獎人數比例及通過各院獲獎名單。獲核定獎學金補助者，每月發給新臺幣壹萬元，以六個月為限，共十五名。 (三)獎助限制：上列獎補助項目僅能擇一核給。	至第一款第三目，以資明確。 三、配合相關單位組織及人力調整，業於110年10月13日簽奉校長核定在案，自112年起由本處接管本獎助學金業務，爰修正本獎助學金之審查單位及其組成。
五、申請期間：本獎助學金每學期受理申請，申請人應於國際事務處境外生與學人事務組公告期限，提出申請。	五、申請期間： 本獎助學金每學期受理申請，申請本獎助學金之僑生（以下簡稱申請人），應於每學期開學後，依學務處公告期間內提出申請。	一、法規體例調整。 二、修正本獎助學金之辦理單位。
六、申請人應繳交下列資料，送	六、申請人應繳交下列資料，送	本點未修正。

交承辦單位： (一)申請表。 (二)學生證影本。 (三)成績單。 (四)指導教授推薦書（研究生已修滿畢業學分者始需繳交）。 (五)其他有利於審查之文件（大學部免附）。	交承辦單位： (一)申請表。 (二)學生證影本。 (三)成績單。 (四)指導教授推薦書（研究生已修滿畢業學分者始需繳交）。 (五)其他有利於審查之文件（大學部免附）。	
七、審查程序：由國際事務長擔任召集人，邀集教務長、學務長、研發長及各院院長組成審查小組，擇優核給本獎助學金。	七、申請人依前點繳交之文件，送交本校獎學金審查委員會審查，擇優核給本獎助學金。	修正本獎助學金之審查單位及其組成。
八、本獎助學金獎勵期間，以大學部前四年為限，碩士班前二年為限，博士班前四年為限。	八、本獎助學金獎勵期間，以大學部的前四年為限，碩士班的前二年為限，博士班的前四年為限。	文字酌作修正。
九、本獎助學金除研究生按月核發外，其餘一次發給；新生自完成註冊當月起支領，畢業生領至其畢業月份止。獲獎助者如有休學、退學之情事，自次月起停發本獎助學金。	九、本獎助學金除研究生按月核發外，其餘一次發給；新生自完成註冊當月起支領，畢業生領至其畢業月份止。獲獎助學生如有休學、退學之情事，自次月起停發本獎助學金。	文字酌作修正。
十、獲本獎助學金之僑生，不得兼領「國立成功大學研究所優秀僑生獎學金」。	十、獲本獎學金之僑生，不得兼領「國立成功大學研究所優秀僑生獎學金」。	文字酌作修正。
十一、本要點經主管會報通過，校長核定後實施，修正時亦同。	十一、本要點經主管會報通過後實施，修正時亦同。	文字酌作修正。

附件 11

國立成功大學成功廳演藝活動審查委員會評審要點

103.03.26 第 762 次主管會報通過
105.03.23 第 793 次主管會報修正通過
111.11.16 第 836 次主管會報修正通過

一、國立成功大學（以下簡稱本校）成功廳演藝活動審查委員會（以下簡稱本委員會）為推動校內外演藝活動之發展，評選優質演藝活動，特訂定本要點。

二、本要點所稱演藝活動，係指音樂、舞蹈、戲劇、傳統戲曲及其他以表演藝術為主要呈現之活動。

三、申請本校成功廳舉辦演藝活動，應具有下列資格之一：

(一)經向政府主管機關立案之演藝團體、文化藝術財團法人、學術文化社會團體、藝術工作室、文化事業機構等（檢附登記立案證書影本）。

(二)具中華民國國籍，個人從事表演工作者（檢附身分證及相關證明資料影本）。

(三)外籍人士應檢附外交部核可之「外籍人士來台表演申請停留簽證」相關證明文件影本。

(四)本校各單位或學生社團。學生社團須經學生事務處初審通過，始得提出申請。

四、提出申請時間如下：

本委員會一年召開三次審查會為原則，一月（每年十二月底前受理收件）、五月（每年四月底前受理收件）、九月（每年八月底前受理收件）。如遇展演時間緊迫或其他特殊情況，未能及時提出申請，得以專案方式經校長核准後辦理。

五、申請人送審資料如下：

(一)演藝活動場地申請表一式五份。

(二)演出企畫書一式五份。

(三)影音資料（CD、DVD 或 YouTube 連結）。

(四)登記立案證書影本或個人身分證及相關證明影本一份。前項送審資料應燒錄成光碟一份，供本校備存，送審資料不齊全者不予受理。送審資料不論審核通過與否，概不退件。

六、送件方式：以掛號郵寄（信封註明成功廳演藝活動申請），或親送總務處事務組。

七、審核原則：具專業性、公益性、國際文化交流及優質學生社團之演藝活動，遵守教育基本法第六條中立原則等相關法令規定，且不得有損害場地或設施設備之虞。

八、審核結果：審核通過者，提案之節目允許於成功廳演出，惟演出時間須視成功廳檔期狀況安排而定，並依本校總務處所轄活動場地借用管理要點辦理借用。

九、如因政府公告特殊傳染病防疫政策或本校防疫措施等不可抗力因素，活動舉辦時間得順延一年。但如超過順延期間，仍須重新提出申請。

十、本要點經主管會報通過後實施，陳請校長核定後實施，修正時亦同。

國立成功大學成功廳演藝活動審查委員會評審要點第八點、第九點及第十點

修正規定	現行規定	說明
八、審核結果：審核通過者，提案之節目允許於成功廳演出，演出時間須視成功廳檔期狀況安排而定，並依本校總務處所轄活動場地借用管理要點辦理借用。	八、 審核結果：審核通過者，提案之節目允許於成功廳演出，惟演出時間需視成功廳檔期狀況安排而定，並依本校總務處所轄活動場地借用管理要點辦理借用。	文字酌作修正。
九、如因政府公告特殊傳染病防疫政策或本校防疫措施等不可抗力因素，活動舉辦時間得順延一年。但如超過順延期間，仍須重新提出申請。		一、本點新增。 二、因應近期疫情變化，增訂如因政府公告特殊傳染病防疫政策或本校防疫措施等不可抗力因素，活動舉辦時間得順延之規定。
十、本要點經主管會報通過，陳請校長核定後實施，修正時亦同。	九、本要點經主管會報通過後實施，修正時亦同。	點次變更，文字酌作修正。

附件 12

國立成功大學校園藝術品典藏維護管理要點

104.9.9 第 786 次主管會報通過
109.11.18 第 824 次主管會報通過
110.01.19 第 831 次主管會報通過
111.11.16 第 836 次主管會報修正通過

一、國立成功大學藝術中心(以下簡稱本中心)為妥善維護校園藝術典藏品（以下簡稱典藏品）之蒐集、管理、保存及運用，特訂定本要點。

二、本中心為辦理典藏品管理業務，得設典藏品維護審查委員會（以下簡稱本會），辦理典藏品鑑定會議審議、認定等級及相關業務諮詢指導等事宜。

三、本會置委員五至六人，當然委員三人，專業委員兩至三人。本會召集人由本中心中心主任兼任，並為會議主席。召集人因故不能主持會議，得指定委員一人代理之。

四、本會組成如下：

(一)當然委員：本中心中心主任、展演藝術組組長及博物館館長。

(二)專業委員應具下列資格之一：

1、現任或曾任國內外大專校院美術、歷史、古文物或藝術品等相關科系教授職級，或國內外學術機構、美術館、博物館等相關研究部門研究人員，具鑑識能力者。

2、社會知名從事藝術品研究、藝術創作者、古文物研究或評鑑之專家，具鑑識能力者。

五、本會鑑定或審查藝術典藏等級如下：

(一)特別收藏：具永久珍藏價值者。

(二)一般收藏：具有珍藏價值，且有教育、研究或推廣等功能者。

六、本會會議不定期召開，各議案之議決，應有二分之一以上委員出席，出席委員二分之一以上之同意始可行之。

七、典藏品之管理：

(一)典藏品應列為本校財產，登錄造冊及分類編目，並由收藏單位逕行維護。

(二)典藏品應由管理人員不定期巡查，每年至少盤點一次；盤點時應由財產管理單位會同辦理。

(三)「特別收藏」之典藏品，除實體典藏外，應同步進行高品質數位典藏作業，包括文字資料及圖像資料，以數位化格式進行完整建置，俾促進典藏品之保存與多元之加值運用。

(四)「特別收藏」之典藏品，須依典藏價值辦理投保產物保險。

八、典藏品之提借：

(一)校內各單位為展覽、編目、研究、修護或其他特殊理由須提借典藏品，應向本中心申請借用，填寫典藏品提借申請單，經校長、原收藏單位核定後始得提借。

(二)校外機關為推廣教育、觀光、文化或其他之公益為目的須借用典藏品，應向本中心申請借用，填寫典藏品提借申請單，經校長、原收藏單位核定，並簽訂借用契約後始得提借。

九、典藏品之註銷，收藏單位應向本中心申請，填寫「校園藝術典藏品註銷申請書」，由本會審查通過後，始得註銷。

十、就典藏政策之執行，包括審議諮詢、典藏品之取得、登錄、取用、借出、分級、盤點及保存維護、圖像資料使用收費、註銷及典藏品庫房管理等事項，由本中心另定之。

十一、 本要點經主管會報通過，陳請校長核定後實施，修正時亦同。

國立成功大學校園藝術品典藏維護管理要點第四點修正草案對照表

修正規定	現行規定	說明
四、本會組成如下： (一)當然委員：本中心中心主任、展演藝術組組長及博物館館長。 (二)專業委員應具下列資格之一： 1. 現任或曾任國內外大專校院美術、歷史、古文物或藝術品等相關科系教授職級，或國內外學術機構、美術館、博物館等相關研究部門研究人員，具鑑識能力者。 2. 社會知名從事藝術品研究、藝術創作者、古文物研究或評鑑之專家，具鑑識能力者。	四、本會組成如下： (一)當然委員：本中心中心主任、展示組組長及博物館館長。 (二)專業委員應具下列資格之一： 1. 現任或曾任國內外大專校院美術、歷史、古文物或藝術品等相關科系教授職級，或國內外學術機構、美術館、博物館等相關研究部門研究人員，具鑑識能力者。 2. 社會知名從事藝術品研究、藝術創作者、古文物研究或評鑑之專家，具鑑識能力者。	因應中心組織調整，修正展示組名稱為展演藝術組。

附件 13

國立成功大學敏求智慧運算學院
院務發展與管理委員會設置要點

109.09.02 第823次主管會報通過
111.11.16 第836次主管會報修正

一、國立成功大學(以下簡稱本校)為有效推動敏求智慧運算學院（以下簡稱本院）之發展，特設置院務發展與管理委員會（以下簡稱本會），並訂定本要點。

二、本會委員，由下列人員組成：

(一)本校校長為召集人並為會議主席。

(二)主要捐贈法人之董事長吳敏求為本會榮譽主席，得列席會議。

(三)本校校長與主要捐贈法人之董事長,各推薦四名傑出成就或社會賢達人士為本會委員。

(四)本院院長得受推薦擔任本會委員，並得兼任本會執行長。

三、本會任務如下：

(一)院務發展及學術發展事項。

(二)產業合作與社會鏈結事項。

(三)財務管理事項。

(四)其他有關本院院務發展與管理事項。

四、本會每季至少應開會一次，得以視訊會議方式召開。

本會應有委員全體二分之一以上出席，始得開議；出席委員二分之一以上同意，始得決議。榮譽主席不克列席時，得以書面委任他人代為列席。榮譽主席不列入前項委員總數內。

本會得邀請副院長層級以上主管及相關人員列席說明。

五、本要點經主管會報通過，陳請校長核定後實施，修正時亦同。

國立成功大學敏求智慧運算學院院務發展與管理委員會設置要點

第四點、第五點修正草案對照表

修正規定	現行規定	說明
四、本會每季至少應開會一次，**得以視訊會議方式召開**。 本會應有委員全體二分之一以上出席，始得開議；出席委員二分之一以上同意，始得決議。榮譽主席不克列席時，得以書面委任他人代為列席。榮譽主席不列入前項委員總數內。本會得邀請副院長層級以上主管及相關人員列席說明。	四、本會每季至少應開會一次。 本會應有委員全體二分之一以上出席，始得開議；出席委員二分之一以上同意，始得決議。榮譽主席不克列席時，得以書面委任他人代為列席。榮譽主席不列入前項委員總數內。本會得邀請副院長層級以上主管及相關人員列席說明。	考量後疫情時代會議召開方式不限於實體，爰新增「得以視訊會議方式召開」，以增加會議召開之彈性。
五、本要點經主管會報通過，**陳請**校長核定後實施，修正時亦同。	五、本要點經主管會報通過，校長核定後實施，修正時亦同。	文字修正。

Minutes of the 836th Meeting of Chief Administrators at NCKU

Time & Date: 02:00 PM, Wednesday, November 16, 2022

Location: The 2st Conference Room, 4F, Yun-Ping Building West Block

Chairperson: President Huey-Jen Jenny Su (Executive Vice President Su Fong-Chin as the deputy)

Present: Refer to the Chinese minutes

In Attendance: Refer to the Chinese minutes

Minute Taker: Bao-Huey Huang

I. Reports

A. Approval of the Minutes (No. 836) and Execution Progress

See Attachment 1 (p.8) for the tracked items and Attachment 2 (p.9–12) for the execution progress.

B. Chairperson: None.

C. Report from Offices, Centers, and the Library

Refer to the pre-meeting documents

D. Project Report: Executive Summary Report on Veritas et Conscientia Scholarship (Office of International Affairs).

II. Issues and Points

Item #1 Raised by: Secretariat Office and Office of Research and Development

Topic: To amend Article 25 of the Organizational Regulations of National Cheng Kung University and draft the NCKU Regulations Governing the Election of the Acting President.

Proposal: To submit the discussion results to the University Affairs Development Committee and the University Council for further resolution.

Resolution: Agreed (Attachments 3 and 4, p. 13–15).

Item #2 Raised by: Secretariat Office

Topic: To amend Articles 5 and 11 of the NCKU Organizational and Review Guidelines of the Teacher Appeal Review Committee.

Proposal: To submit the discussion results to the University Affairs Development Committee and the University Council for further resolution.

Resolution: Agreed (Attachment 5, p. 16–20).

Item #3 Raised by: Office of Academic Affairs

Topic: To amend the NCKU Regulations for Faculty Promotion.

Proposal: To submit the discussion results to the University Affairs Development Committee and the University Council for further resolution.

Resolution: Agreed with amendments. (Attachment 6, p. 21–34).

Item #4 Raised by: Office of Student Affairs

Topic: To amend the Handling Principles and Procedure for Prosecution, Police and Investigation Organizations to Request for Information and Enter the Campus.

Proposal: To implement after the decision has been approved.

Resolution: Agreed with amendments. (Attachment 7, p.35–37).

Item #5 Raised by: Office of Student Affairs

Topic: To draft the NCKU Tertiary Program for Promoting Self-Injury Prevention on Campus for discussion.

Proposal: To submit the discussion results to the Ministry of Education for ratification.

Resolution: Agreed (Attachment 8, p.38–51).

Item #6 Raised by: Office of Research and Development

Topic: To draft the 2023–2027 Midterm Development Program of National Cheng Kung University for discussion.

Proposal: To submit the discussion results to the University Affairs Development Committee and the University Council for further resolution.

Resolution: Agreed.

Item #7 Raised by: Office of International Affairs

Topic: To amend the NCKU Guidelines for Distinguished Overseas Chinese Graduate Students Applying for Scholarships.

Proposal: To implement after the decision has been approved.

Resolution: Agreed (Attachment 9, p. 52–55).

Item #8 Raised by: Office of International Affairs

Topic: To amend the NCKU Implementation Guidelines for Distinguished Overseas Chinese Student Scholarships.

Proposal: To implement after the decision has been approved.

Resolution: Agreed (Attachment 10, p. 56–60).

Item #9 Raised by: Art Center

Topic: To include Article 9 in the National Cheng Kung University Directions for Review by the Committee of Performative Events of Cheng-Kung Auditorium.

Proposal: To implement after the decision has been approved.

Resolution: Agreed (Attachment 11, p. 61-62).

Item #10 Raised by: Art Center

Topic: To amend Article 4 of the National Cheng Kung University Directions for Maintenance of Campus Arts Collection.

Proposal: To implement after the decision has been approved.

Resolution: Agreed (Attachment 12, p. 63–64).

Item #11 Raised by: Miin Wu School of Computing

Topic: To amend Articles 4 and 5 of the NCKU Directions for Developing the Affairs of Miin Wu School of Computing and Establishing the Management Committee.

Proposal: To implement after the decision has been approved by the President.

Resolution: Agreed (Attachment 13, p. 65-66).

III. Motions:

Raised by Dean Huang Yeu-Shiang of the College of Management

Topic: Renewal of the university President's term to be accredited by the representatives of the University Affairs Committee has been approved. Renewal of the College Deans' terms is advised to be accredited by the representatives of the College Affairs Committee.

Resolution: The Personnel Office shall hold a meeting with each college to discuss whether to amend relevant regulations, which would enable colleges to amend guidelines for the renewal of the College Dean's term.

IV. Adjournment: 4:11 p.m.

Next meeting is scheduled at 02:00 PM, Wednesday, on January 11, 2023.

國立成功大學
National Cheng Kung University

窮理致知 SEEK FOR TRUTH ; TOIL FOR GOOD

合心同炬
歷久如一

藏行顯光·成就共好

Unite around One Torch
Stand Firm through Time as One

Achieve Securely · Prosper Mutually

112 至 116 年
中程校務發展計畫
NCKU Development Plans for 2023-2027

中華民國 111 年 12 月

校 訓

窮理致知

願 景

以「教育創新」、「研究卓越」、「社會責任」為主軸

打造「教學、研究與社會責任」整體卓越的未來大學

教研承諾

藏行顯光 成就共好

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第一章　　緒論

第一節 理念、使命與願景

國立成功大學（以下簡稱本校或成大）自民國 20 年以工學立校，歷經 90 年的改革與創新，已成為具有人社、生醫、理工領域的優質綜合型大學。民國 107 年起以**「成大人在全球社群中能清楚標記各自的價值，成大人的知識文化與科技發明會在倫理的基礎上，關注弱勢的需求、應用於社會的發展，進而連結成大人所在的城市、國家以及共同面對的未來」為理念**，將聯合國「2030 永續發展目標」（Sustainable Development Goals, SDGs）納入校務發展計畫，作為成大與世界溝通的共同語言，盤整校務資源投注永續發展，發表 SDGs 宣言、推動 NCKU 2030 教研策略，並建立「NCKU 2030」網站積極發表年度報告。以共生共榮精神形塑永續教育環境，尊重多元促進和平。接連的努力也讓成大已持續 3 年於英國泰晤士高等教育特刊（Times Higher Education, THE）世界大學影響力排名，全臺居冠，已建立舉足輕重的大學影響力。

聯合國教科文組織於 2021 年世界永續發展教育會議（UNESCO 2021 World Conference on Education for Sustainable Development）發表「柏林宣言」（Berlin Declaration），指出因 2019 年新型冠狀病毒病（COVID-19）大流行影響，後疫情時代世界需要更積極採取行動應對各種重大挑戰，並進行改革，而「教育」是促使人類思維和世界觀發生轉變積極方式，推動永續發展教育（Education for Sustainable Development, ESD）是進行改革的基礎，讓每個人掌握相應的知識、技能、價值觀和態度，成為促進永續發展的變革推動者。SDGs 則指引全球共同努力、邁向永續，實現永續發展目標，其中目標 4：優質教育（Quality Education）「確保有教無類、公平以及高品質的教育，及提倡終身學習」是重要關鍵。而透過高等教育，將能改變對未來生活願景的想像。

本校於研擬民國 112 年至 116 年 5 年期中程校務發展計畫之際，回首省思創校 90 年來，成大貼緊臺灣社會脈動，在篤實學風的熏習下，持續培育各種優秀人才，「大學並非在自己以為的世界裡看見方向，而是在社會中看到其連接的未來」。以此，**成大校務發展理念呼應 ESD 結合 SDGs 國際發展趨勢，並融入全球教育（Global Education）精神，結合校內推展永續發展計畫（Signature Program of Sustainable Development, SPSD）**，透過課程設計及教學活動，使學生獲得全球的觀點，能採相互理解的態度看待他人的需求，瞭解與包容不同的文化，並以全球宏觀的角度，致力於世界公義及和平之問題的解決，養成未來生活必備的知識、態度、技能。透過大學最直接的功能「教育」，成大將持續為國家社會培育人才，透過研究產生改變，扮演著協助政府提升國家競爭力，以及在業界提供技術端解決方案的角色。成大既為社會所信任，更肩負與社會溝通的任務，回應各方需求。爰此，**本校使命標定為：**

- **強化社會責任與影響力，發展公共利益**
- **培養學生批判力、想像力與同理心**

- **帶動產業發展，協助經濟轉型與升級**
- **參與區域整合治理，善盡大學社會責任**

當疫情翻轉世界，改變所有人的生活，成功大學勇敢跨域，放眼百年，想像未來，持續以專業守護臺灣、貢獻國際社會。成大每年營運經費約新臺幣 100 億元，占地 187 公頃，雇用各級職工（不含附設醫院）約 4,800 人，每年培育畢業生近 6,000 名，校友累計至今逾 20 萬人，所培育的各領域人才都是臺灣社會發展的中堅力量。成大在過去優良的基礎上，不斷自我挑戰，打破固有思維方式，放眼未來、持續創新，鏈結地方城市與國家社會，**以「教育創新」、「研究卓越」、「社會責任」為主軸，打造「教學、研究與社會責任」整體卓越的未來大學為願景**，透過校內全體師生同仁共同參與，規劃 5 年發展策略，集思廣益，形成「成大社群感」，共同思考**承載新時代挑戰**的發展路徑，讓成大秉持 91 年來的初衷帶著為臺灣與世界培育英才的使命感，成為引領世界成就共好的堅定力量。

第二節 現況分析

本節從全球高教發展、臺灣高教發展現況進行分析，再就本校推展 SDGs：以「以人為本促進福址」、「共融設計永續環境」、「創新突破加速成長」、「尊重多元促進和平」、「跨域整合繁榮發展」此 5 面向說明校務發展現況，以作為未來 5 年本校中程校務發展計畫之基礎。

壹、 全球高教發展

在無國界的全球化經濟與區域思維下，各國高等教育是國家的競爭力基石。大學肩負教學、研究、發展及知識創新的任務，影響由個人、社會至國家發展，高等教育人才培育成果連帶牽動到社會發展及國際競爭力。聯合國 2015 年通過 17 項 SDGs，從經濟、社會、環境等面向呼籲全球合作實踐永續發展目標，帶動全球高等教育機構也朝著全球未來行動願景前行。未料 2020 年開始 COVID-19 疫情全球蔓延，使經濟體重挫、貧富差距加大，引發全球公衛危機，不可預期的危機更波及弱勢及偏鄉地區學生受教權，嚴重影響學生畢業後未來前景。2022 年俄烏戰爭爆發，加劇糧食、飲用水安全，砲火摧毀學校，使烏克蘭研究者游離失所。面對自然及人為災難，全球高等教育界亟需探討國際性的永續發展實踐，透過在國際化指標數據化的分析與標竿比較，瞭解自身的優勢與不足之處，並且專注展現學校定位及世界影響力。

本校實踐高等教育永續治校理念，承接大學社會責任，更串接起產業與學術橋樑，與學校師生共同思考 SDGs 在 COVID-19 後疫情時代產生的影響與發展路徑。本校於 2022 年 THE 世界大學影響力排名，名列世界第 33 名，全臺居冠。在 17 項 SDG 中，本校在「SDG9 永續工業與基礎建設」排名世界第 5 名，「SDG7 可負擔的永續能源」排名世界第 8 名，此 2 項與「SDG6 淨水與衛生」（世界第 33 名）及「SDG17 永續發展夥伴關係」（世界第 55 名），4 項指標皆是全臺第一。延續各項永續發展實踐，本校研發精準醫療技術，降低疾病造成的衝擊；面對氣候變遷，探討在地環境議題，跨域協作；落實校內建築的綠能及減碳；確保多元文化、性別平等教育，建立臺灣在地及跨國戰略聯盟合作計畫，創新突破，實踐

永續精神。

本校透過校務分析研究借鑒國際典範，從世界大學鑑別可成為標竿學習及戰略夥伴之學研機構，現階段以美國普渡大學（Purdue University）作為整體校務發展的標竿學校，鼓勵雙邊合作計畫，聚焦在化工，航太、機械、電機、資工、物理、化學、數學與生科醫藥等領域，亦借鑑普渡大學跨領域研究與教育，落實於本校理工醫學與人文社科領域之跨域對話。未來亦將持續推動國際化作為，對接永續發展目標及大學社會實踐趨勢，與國際接軌，精進國際化環境、借鑒國際標竿大學、延攬國外優秀師資、鏈結國際合作等，緊扣「生活實驗室」中師生、大學、社區、政府與世界互為主體的知識型態，致力實現成大的教育使命。

貳、 臺灣高教發展

在少子化時代浪潮劇烈來臨的此刻，全國高教除了競逐全國及國際優秀人才之外，更須契合聯合國教科文組織（UNESCO）提出「教育 2030 行動框架」，通過終身學習增加或擴大教育機會，保證全面與公平之教育品質與提升高等教育機構內部品質文化。成大在過去幾年,每千名學生獲弱勢學生助學計畫補助之受惠學生人數比率在頂大 4 校一直是最高。在 AI 趨勢下，亦持續推動終身學習，推出「成就一生」。近年在 COVID-19 疫情蔓延之下，遠距教學及線上學習已經使高等教育進入一個新的生態系統，成大利用創新科技加強了學校方與學生方的雙向連結，並利用 VR 科技模擬真實情境，建構新教學模組，提升教學品質。

高等教育除提升本身的教育品質外，追求國際化及加強回應社會需求的關聯性，亦同等重要。成大作為教育部補助「雙語大學」重點學校，以扣合「入世」解決實際社會問題為核心目標，協助學生具備完善的語言知識、溝通技巧，培養學生兼備高度專業知識及跨文化溝通能力，並得以理解多元文化的異同，塑造專業與文化素養，達到「全球競合力」的學習與實踐。成大對於回應社會需求一直處於高度關注狀態。成大多年前就開始推動 USR 課程及 SDGs 學程，培育的學生於《遠見》「2022 企業最愛大學生排行榜」蟬連八連霸。

在全國各大專校院最重視的 3 大校務發展方向：「產業連結」、「跨域整合」和「國際合作」，成大亦持續努力。2021 年國際合作論文篇數達 1300 多篇，主要合作國家為美國、日本、英國及印度，合作機構有哈佛大學、麻省理工學院等頂尖學校。於《遠見》「2022 臺灣最佳大學排行榜」中，在推廣及產學收入、每師平均產學收入、智慧財產權衍生運用總金額 3 項均高居臺灣之冠，產學合作成績有目共睹。作為綜合型大學，成大有著以理工厚實底蘊起家，再結合生醫、人文均衡發展得天獨厚的優勢。

參、 成大校務發展

本章節以本校推動永續發展計畫之 5 大準則：「以人為本促進福址」、「共融設計永續環境」、「創新突破加速成長」、「尊重多元促進和平」、「跨域整合繁榮發展」，結合實例綜整說

明近年推動重點成果。

一、以人為本促進福祉

近幾年受全球化影響，不同型態之疾病跨越國境不斷蔓延，及時性的醫療救護顯得極為重要。在 COVID-19 於全球蔓延期間，本校活用堅實研究基礎，除於兩週內快速打造出 QurE 緊急部署檢疫醫院外，也透過開發 Med Chex 公開演算法技術（AI 判讀 COVID-19 系統，其準確率高達 92%），提供全球 61 個國家、超過 2 萬名醫護人員使用。此外，自民國 101 年設立護理系國際碩博班，聚焦於培育東南亞高階護理專業人才，依據南向國家特定的健康照護議題與需求設計課程，內容涵蓋護理知識發展、護理專業探究、健康照護領導與政策等，期盼學子們成為種子師資，回國成為公衛教育領導者與規劃者。此計畫於民國 111 年獲《遠見》USR 獎國際共享組首獎的肯定，本校以科學為基礎，致力於構築以人為本的永續環境，未來將繼續深耕不輟，為人本與永續盡一份心力。

二、共融設計永續環境

本校近年致力於推廣「淨水與衛生」（SDG6）、「海洋生態」（SDG14），在水資源及水下生物保護方面透入心力。透過跨國共同成立「臺菲聯合水質科研中心」，以快速定量分析水中主要產毒產臭藻類基因濃度，評估菲律賓當地飲用水源中藻類及其代謝物的風險。針對臺南市濱海地區（北門區、將軍區、七股區）高溫淹水衝擊、沿岸沙洲侵蝕、養殖面積縮小及整體風險失衡等問題，除協助提出相關調適解決方案。成立全臺灣唯一完整鯨豚救援中心「成大海洋生物暨鯨豚研究中心」，建立南部鯨豚救援之即時通報處置與完善後送過程，多年來共進行約 90 隻的活體鯨豚救援任務，其中約有 9 隻鯨豚順利恢復健康並成功野放，鯨豚救援紀錄亦獲 2022 年臺北金鵰微電影展十大永續微電影的殊榮。另外，在校內透過環境變遷課程及微學分的方式，引導學生將所學應用於在地關懷，以利永續環境推動生生不息。

三、創新突破加速成長

以提升我國「關鍵綠能材料自主化」為目標，本校於民國 107 年成立跨維綠能材料中心，於 110 年成功研發高效能鋰離子電池與碳捕捉技術，並在臺、美兩國申請專利，此技術可大幅減少前置處理與材料再生的能源損耗，在工業廢氣淨化及天然氣純化的應用上極具潛力。同時，本校透過大學社會責任計畫「農牧共好與農綠共生」積極參與在地創生，協助農民學會培養微生物菌，降低農民生產成本與友善農業推廣門檻，改良可適用於中小型畜牧場之廢水處理技術，導入藻菌養殖技術，協助降低水資源消耗，過程中之廢棄物可循環再利用，創造多元產值。並媒合光電業者、漁民與學校合作，運用在地知識，透過藻菌發展太陽能發電設備，以結合水產養殖平臺，協助漁民達到政府綠能政策的要求，並使土地多元化應用發揮其最大價值，建立農牧循環互利模式，以促進友善環境綠色永續。成大以科學為基礎，透過前瞻技術研究，推動產業創新與在地關懷攜手，協助各產業邁向環境永續，與臺灣土地上的人們一起邁向永續未來。

四、尊重多元促進和平

大學最直接的功能即是「教育」，成大除實現回應本國高等教育人才之培育需求外，也致力於確保並實踐臺灣各個角落皆能享有平等且友善的教育品質。如：資訊系發起「Program the World」計畫，組織本校研究生走入偏鄉，教導學童撰寫程式，以培養專長翻轉貧窮，且從感受關懷他人之喜悅，建立能盡自身心力回饋家鄉的心念，創造正向循環。校內開始移動圖書館計畫「成大 book 一市」，除在校內圖書館館內舉辦活動，吸引成大教職員生與臺南市民走進圖書館外，還設有移動書車巡迴偏鄉小校，並結合創造力及敘事力等系列課程，利用館藏資源設計特定主題之書展，將知識散布至臺南及嘉義地區共 13 個行政區之民眾與學生手上與心上。成大透過與在地社區、各級學校間的持續性交流學習，深耕教育場域，回應大學社會責任，使春風化雨的優質教育能落實在臺灣每個角落。

五、跨域整合繁榮發展

民國 105 年起本校與永豐銀行開展合作，運用金融產業真實資料庫，透過機器學習演算新模型、區塊鏈技術與虛擬實境發展創新科技，結合實務與教育場域，迸發出人工智慧技術領域的全新火花。永豐銀行透過獎助不分國籍的成大在學學生，協助本校孵育人才與建立相關社群，達到產學互助的良好循環。在國際學術交流方面，成大積極參與東南亞暨南亞大學校長論壇及世界大學聯盟、與日本筑波大學建立學術戰略聯盟，領導進行各類跨國學術研究計畫，如：本校性別與婦女研究中心便攜手港、澳、日等國共女性學者，共同提出「亞洲婚姻移民計畫」，以全面性視角討論亞洲婚姻移民，可供各國相關政策推動之參考。作為臺灣首屈一指的高等教育場域，成大持續性地與國內、外合作夥伴進行跨域鏈結，以 SDGs 做為主軸，發展培育機制，並打破國境與領域的藩籬，帶動跨界合作，攜手創造更多可能性。

綜上所述，近 5 年 SDGs 在成大已成為師生研究與學習的基本元素，深植於場域實踐中，以教育來回應各方（政府、業界）之需求。COVID-19 疫情期間，提供快速精準的醫療技術並無私公開分享；面對環境變遷問題整合跨系所、跨域協作；發展前瞻技術，研究創新；確保公平的優質教育以及建立臺灣在地及跨國戰略聯盟合作計畫等，未來亦期許自己不斷地突破現況侷限，實踐永續精神。

第三節 校務發展目標

本期中程校務發展計畫研擬過程透過建立校內共識、進行 SWOT 分析（Strength、Weakness、Opportunity、Threat）盤點機會與優勢、延伸校內資源應用、至提升全球影響力，**制定 4 項教育績效目標：「以解決問題為核心的跨域教學」、「引導永續發展的卓越研究」、「培育可解決全球議題能力的國際人才」及「促進城市發展與人類福祉的大學社會責任」**，針對各項目標擬定相關策略及行動方案，詳細內容於第二章說明，相關策略分析如表 1-1 所示。邀請行政單位、

學術單位及附設單位，**以「燭炤教育初心」、「特色教研基地」、「厚植跨域學習」、「前瞻校務經營」、「永續社會責任」之校務發展重點，分工呼應教育績效目標規劃單位發展計畫**，詳細內容收錄於第三章。各項發展重點均圍繞永續發展思維，且延續本校永續發展計畫之 5 大準則，以永續發展思維落實永續發展解決方案，並包容與解決不同在地化需求，**以實踐「不遺漏任何一人」的價值，成為培育亞洲永續發展人才庫的頂尖大學為 2030 校務發展總體目標**。

表 1-1：本校 SWOT 分析及策略規劃

內部分析 策略方案 外部分析	**優勢 Strengths**	**劣勢 Weakness**
	1. 教學研究領域多元完整，對應「教學、研究與社會責任」永續發展目標需求。 2. 九大學院集中坐落臺南市中心，利於跨域教學、研究整合，具培育新世代知識實踐人才優質培育環境。 3. 校園環境及資產多元豐富且具特色，利於教學研究創新、及與城市與社區各面向鏈結。 4. 附設醫院為區域最大及完善之教學醫學中心，有效提供教學、研究、及醫療服務場域，落實大學教育及社會責任。 5. 歸仁校區毗鄰沙崙綠能科學城及中研院南部院區，具深化國家重點發展領域之產學研鏈結優勢。 6. 校風質樸、務實，學生訓練紮實，20 萬餘校友服務產、政、學、研界，貢獻卓越、廣獲各界好評。	1. 教師薪資制度相對固化，彈性薪資辦法須與時俱進，以利積極留任及延攬人才。 2. 研究資源集中部分領域，可持續提升建置基礎研發建設，調整領域平衡發展。 3. 需積極建構更完善的校園國際化教研環境，提升學生國際競爭力。 4. 學雜費調漲不易，需更積極提升財務自籌能力，強化財務自主經營。 5. 因應學生數多、發展多元，需提升相關輔導措施與支援。 6. 地處南部遠離政經部會核心，參與政策制定機會成本高，需投入更多資源參與與承擔大學社會責任。
機會 Opportunity	**S–O 策略** （發揮優勢及機會，成果躍升）	**W–O 策略** （利用機會弱化劣勢）
1. 具整合南部各產業園區及周邊姊妹校跨校及產學合作之實力，可呼應「大南方、大發展—南臺灣發展計畫」政策，協助形成「大南方科技廊道」。 2. 具東南亞國家眾多校友優勢網絡，搭配由本校主導 WUN X SATU 永續發展知識平臺、東南亞各國校友會與產學聯盟，有利促進區域學研產的國際合作。 3. 政府推動的 6 大核心戰略產業，符合本校研發強項、區域特色與校友領域分布，具永續經營機會。 4. 配合智慧及樂齡醫療政策，興建全臺首座「老人醫院」、「高齡醫藥智慧照護發展教育中心」、「沙崙智慧醫院」等，符合國際及區域發展趨勢。	• 落實教學創新，提升教學品質 • 優化特色領域，發展關鍵技術 • 與臺南府城深度研究結合的無邊界大學	• 深耕基礎研究建設，提升研發品質 • 打造在地國際化生態系統 • 建構國際人才支持系統
威脅 Threat	**S–T 策略** （利用優勢降低威脅）	**W–T 策略** （檢視劣勢及威脅，進行改善）
1. 面臨少子化趨勢、鄰近國家積極來臺招生，須有策略招收優質學生。 2. 年金制度改革影響優秀人才進入學界服務意願。 3. 國內各大學校院逐漸重視產學、技轉、育成新創等業務，並投入大量人力資源及經費，產學合作面臨激烈競爭。 4. 頂尖人才具高移動力，國際間大學競爭激烈，國家資源排擠及學術政策規劃，影響大學攬才留才。 5. 國內公立大學相關法規可朝更企業化與彈性，避免降低國際競爭力。	• 發展學校特色 • 前瞻學術轉譯，創造社會、產業及國際影響力 • 質量兼顧之國際人才佈局	• 提升高教公共性 • 培育學生公民素養 • 建立新世代教育典範 • 建立永續發展知識平臺之全球地位

第二章　　教育績效目標

面臨高等教育環境快速變遷，臺灣的國立大學更須以優質之教學品質、研究環境與社會服務吸引人才及民間資源，並接軌國際以達成大學發展之願景與目標。因此，為促進國立成功大學運作之效率與效能，確認辦學績效之成果，並貫徹成大之理念、使命與願景，落實校務發展目標。本期中程校務發展計畫 4 項教育績效目標為「以解決問題為核心的跨域教學」、「引導永續發展的卓越研究」、「培育可解決全球議題能力的國際人才」及「促進城市發展與人類福祉的大學社會責任」，相關策略及行動方案如以下各節說明。

第一節 以解決問題為核心的跨域教學

教育創新與教學創新成為近年來全球高等教育改革風潮的主軸，高教創新不僅將教學從個人的實踐轉變成為社群的研究活動，更彰顯出教與學的創新是未來大學教育的核心。本校教育創新目標不只是學校中長程發展願景，也將具體回應未來世界的學習潮流。未來大學的學習生態環境，以培養「跨域知識」、「核心技能」、「公民責任」3 個核心素養，為達成「以解決問題為核心的跨域教學」目標，將以「落實教學創新，提升教學品質」、「發展學校特色」、「培育公民社會素養」、「提升高教公共性」、「善盡大學社會責任」作為核心策略。

壹、 落實教學創新，提升教學品質

一、 持續推動校級跨域學習平臺

成大 College X 是跨域教學與實踐的創新場域，更是未來人才培育實驗場所。透過校內各單位的支持，共同培養未來所需之基本技能及解決問題能力。並以 5 大基本能力課程，包含：數據與邏輯、冒險與實踐、溝通與敘事、設計思維、同理心等，以跨域實作課程以及議題導向課程，帶動學生跨域學習。

二、 推動全校週一無必修日

打破傳統一學期 18 週的課程設計，調整 3 週（或多週）課程為虛實、跨域整合課程，做為推行「全校週一無必修日」的前導方案。未來將正式推動週一不排必修課作為學生「跨域學習日」，化解學生在跨域學習的衝堂問題，支持師生進行跨域、混齡教學。

三、 擴大教師社群，落實教育創新及實踐課程之推動

教師社群的形成可推升教師共學，透過經驗、資源共享，整合各院學科與實務知識、發展跨域教學藍圖，並協助教師具備跨域學科知識及教學轉換等專業知能。本校民國 109 年全校修習跨域課程學生數已超越前 2 年的總和。因此未來將持續且擴大教師社群辦理，鼓勵推動以協同教學模式，開設專業或跨域教學的創新/總整課程，落實「跨域教育」及「研教合一」之目標。

四、 建置國際跨域養成高階人才學院，前瞻培育未來人才

透過改變原有學分費收取方式轉為一次性收費，並由研究生學院（College of Graduate Study）連接敏求智慧運算學院、智慧半導體及永續製造學院及永續跨域國際碩士學位學程，引導基礎科學探索，驅動翻轉式創新，建構正循環的產學共創價值，橋接學用落差。

貳、 發展學校特色

一、 推動及友善化虛實整合雙語學習環境

為培育可回應社會需求的人才，本校設立校級跨域國際碩、博學程，搭配線上學習、線上學位申請、延攬外籍教師及調整跨域教師審聘等，為現有的線上資源架構擴增動能，透過多元變化使現有數位資源可滿足學生未來學習規劃、高階跨域人才培育及彈性學習模式的需求，達到終身學習目的。

二、 強化跨域學習及實踐之經典範例

透過 College X 研發跨域議題示範課程「X. issues」系列，作為本校體現議題導向式總整課程、教學示範與校內推廣的媒介。針對需進行跨域研究的複雜社會需求，透過教師主導探索議題，並以密集授課的靈活形式開放多元學生參與。未來將持續觀察社會脈動，提出即時的課程系統。

三、 引入產創結合的創新學習系統

以「企業最愛大學生」能量為基礎，推動職涯探索與規劃，厚植學生就業培力。透過盤點校內課程與外部產業資源合作規劃「新創學生領袖微學程」，以實踐導向的創新創業教學為核心，構築系統性學習模組，並建構全校創新創業跨域人才媒合平臺，置入學校支持以培育具實踐經驗的新創領導人才。再以議題導向的新創業學習路徑與輔導機制，讓校園創業接軌產業。透過發展 3 階段校園創業機制 2.0，以成為南臺灣新創生態圈的新創人才之培育樞紐為目標邁進。

參、 培育公民社會素養

一、 強化學生安全認知、品德及法治教育

為強化學生安全認知，透過校級系統推廣宣導學生校外活動、交通、藥物、賃居安全觀念。並重視實驗室環境保護與安全衛生管理事項，推動實驗室安全管理措施及辦理追蹤考核，以完善及有效率之制度，落實實驗室安全管理，建構符合環境考量之永續發展的健康校園。

推動深耕品格教育，以辦理活動、講座宣導尊重與保護智慧財產權，深化學生品德及法治教育，提升品德觀念，防制校園霸凌行為，培養大學生應有法律基本常識，實現教育的真正目的。

二、 提升心靈成長與關懷，落實生活、生命教育

持續爭取教育部經費，推動校園服務計畫，以促進、預防及危機處理分階段進行並強化心理健康服務系統，建構全校輔導網絡，增加校園心理健康守門員機制，及早發現需要協助的教職員生（院導師計畫）及建置完善危機處置流程，加強與社區心理健康網路的資源連結與合作。

為落實生活、生命教育，推動宣導性別平等教育，提升校園多元性別族群之友善措施。建構特有舍區文化，推動宿舍社區文化總體營造，辦理「宿舍生活學習工作坊」，建立對生活的感知、對生命的態度。提升學生對舍區之歸屬與認同感。

三、 活化社團活動與公共事務參與

透過通識認證、獎勵、研習營等機制，鼓勵學生擔任社團、系學會幹部、自主籌劃活動、參與學校大型活動執行及參加校外競賽。推動宿舍自治委員會的輔導與運作，培養學生自治及自律精神。簡化社團成立程序，扶植學術性與特色社團，鼓勵跨域交流並輔導社團活動。

四、 推動國際視野、合作領導、關懷社會、服務人群

為蘊育跨領域之領導人才，透過持續優化與更新校園服務學習能量與品質。落實照顧弱勢，辦理友善校園無障礙宣導活動，推動校園無障礙小尖兵，檢視校園無障礙動線。鼓勵學生多參與即時聽打員之訓練，提供聽損生多元服務。

尊重多元文化，推動族群友善校園並落實全民原教精神，強化「原住民族學生資源中心」功能，亦透過「國際競合力中心」整合招募鼓勵學生參與跨域、跨國之志願服務工作。

肆、 提升高教公共性

一、 落實生源多元化及公共性，深化階級翻轉之人才培育路徑

在既有的多元入學管道中，本校確立「扶弱」與「拔尖」兩大教育目標，回應對社會產生正向影響的價值。每年經濟/文化不利新生比例在全國大學增開名額的情況下，持續維持頂大中最高的比例。為落實各招生管道的適才性，協助偏鄉或因經濟/文化不利致學習受阻的學生，提升就學機會、主動瞭解需求、引導學生善用學校資源。本校未來招生管道將持續發展可因應各項變動的虛實整合招生模式，以回應新世代學子的多元特質與變動的高教未來。

在持續落實多元扶助的公正性下，弱勢家庭背景的學生已能同其他學生一般躋身頂尖高教。以此為基礎，本校推動「菁成計畫」，提升國外交換學習機會、增加海外異地研究補助，媒合優秀學生（特別是經濟/文化不利生）與國外優秀師、生、研究中心共同進行學術傳承與交流，深化階級翻轉之人才培育路徑。

二、 導入大學前及多元管道學習之未來學校

在完善軟硬體設施與課程規劃的基礎上，本校導入大學前及多元管道學習核心概念，規劃「成功一生學習生活圈」，於 3L 終身學習學校（Life-long Learning School）的線上學習平臺（N3 Learning）提供 K-12、進階先修課程以及大學線上課程，以虛實整合方式銜接義務教育與大學教育的間隙，並提供大學課程彈性多元的學習機制，建立友善跨域學習的環境，支持終身學習的習慣養成。

伍、 建立新世代教育典範

一、 以 SDGs 導入多語化專業/跨域課程

以大學社會責任為辦學與研發核心價值，培育回應社會需求的專業人才，於現有的架構下擴增動能，將現有以 SDGs 為主題之數位課程以多種組合/語言進行未來學習規劃，精進與拍攝磨課師課程，重製開放式課程（OCW），引進播客技術進行非同步線上學習或同步線上學習，並透過與 College X 合作，重整並規劃現有課程建立多語化優質 SDGs 議題課程，再結合專業課程，規劃為系列課群或是微學程，突顯成大 USR 以各領域的紮實科研為基礎，拓展學生學習場域及機會，達到翻轉學習與終身學習的目的。

二、 永續議題導入的未來素養能力培育課程

以 SDGs 為核心議題，導入未來思考方法論，將原先以人為本的解決問題能力，擴大至培養出具預測未來問題的解決能力。教師透過釐清自身專業領域、破除專業的隔閡，進而透過敘事能力將研究能量融入課程中，並透過共備課程產出創新教學模式，回應未來社會需要解決問題能力人才培育之需求。

三、 以科研鏈結場域學習的 USR 大學

以對社會產生正向影響的人才培育目標，以「在地實踐教學模組開發」與「在地人才連結與培育」為大學社會責任的重要發展核心，建立完整支持社會實踐的教務系統，深化學生的專業能力與跨域能力，致力讓全校師生成為具社會意識與實踐力的入世學術人（Engaged Academics）。以「社會創新型 USR 資源中心」除作為本校內部 USR 整合平臺，亦作為本校與社區進行 USR 互動的平臺。以永續城鄉營造、高齡社會、循環經濟、友善農業、科技民主等 5 大議題的實踐構面，建構以成大社會實踐教師專業成長、教師社群與課程發展、社會實踐型人才培養為核心的實踐型教學知識整合平臺。

第二節 引導永續發展的卓越研究

大學是國家重要的研究基地，如何從過往的學術研究進階到應用研究，並充分應用於產業發展以彰顯研究價值，達到造福人類的目的是大學的社會責任。成大為展現引導永續發展的卓越研究之教育績效目標，以「深耕基礎研究建設，提升研發品質」、「優化特色領域，發展關鍵技術」及「前瞻學術轉譯，創造社會、產業及國際影響力」作為核心策略，將匯集價

值鏈夥伴的力量，朝永續發展的方向持續推進。

壹、 深耕基礎研究建設，提升研發品質

一、 延攬與留任優秀全球在地化人才

為扶植全球與在地人才發展，積極推動與提供政策性人才延攬配套措施，並延續跨國優秀人才延聘方案。持續優化彈性薪資制度、結合法人與企業，挹注薪資加給、研究與國際合作經費、提供各階段年齡層經費補助，以留任各領域優秀人才，引領本校研發量能的突破與躍升。

二、 完善虛實整合的研究支持系統

本校將持續研析校內研發特色與環境，整合虛實研究支持系統，改善全校性校務研究資訊系統及建置虛擬研究場域，結合實體實驗室，創設實驗性研究場域開放平臺，並提供到校 10 年內潛力學者儀器設備補助，以堅強研發後盾。

三、 積極提升全方位研究表現

完備各職級教研人員培育、獎勵、輔導策略與措施，推動由大學生到資深教師的研究獎勵措施，透過校內經驗傳承，鼓勵、引導本校教研人員申請重要獎項，並獎勵傑出表現；建置研發媒合平臺及學術發展支援平臺，發行研發快訊以呈現學術成果亮點。

貳、 優化特色領域，發展關鍵技術

一、 分析與發掘關鍵技術，聚焦重點特色研究

呼應世界研發趨勢、國家六大核心戰略產業推動方案、科技會議結論等，本校規劃本期中程計畫 5 大領域發展亮點包含：智慧醫療與健康照護、未來運輸與虛實傳輸、永續治理與人社實踐、水糧能循環與淨零、量子科技與智慧半導體等 5 大領域，希發揮綜合型大學之優勢，分析亮點領域之必要關鍵技術，發掘具發展潛力之教研人員、研究團隊、研究中心；鼓勵並促成國內外跨世代/跨領域研究社群，推動建立關鍵特色研究團隊。

二、 支持特色領域研究中心，優化研發環境

完善校級中心進退場機制，協助爭取研究計畫。整合特色領域中心與校內教研設備使用平臺，增加校內使用儀器效率，外溢中心研究設施效能，並鼓勵中心成立創新課程學程，培養亮點領域研究人才。

三、 跨域社群整合，實踐跨領域（科際）研究

以創新科技導入核心研究領域，將數位及虛擬科技融入實境研究。積極鏈結法人及產業界研發平臺及資源，引導組成前瞻研發團隊，進行跨領域合作與前瞻技術整合，建立跨域研究社群。

參、 前瞻學術轉譯，創造社會、產業及國際影響力

一、鏈結政府及在地，激發產官學創新能量

呼應跨域整合及國家雙語政策、國際化之趨勢，將透過整合產官學研資源，共同爭取大型研究計畫。鏈結大南方資源，共組跨校際平臺。聚焦學術轉譯，實踐雙語政策，培育全球在地化創新研發人才，支援產業鏈結國際發展及加值轉型。提升與國際學術網絡策略夥伴合作，以學術轉譯發揮社會及國際影響力，提升國際能見度。

二、推動 SDGs 與 ESG 雙引擎，實踐永續影響力

持續深耕 SDGs 知識傳播及建立永續實踐知識棧，並建立永續相關人才庫。推動 ESG 與 SDG 研究與應用，轉譯 SDG 與 ESG 概念，鏈結在地特色產業，深化地方創新意識。

三、深化國際學術策略夥伴，擘劃國際合作新篇章

強化現有國際策略夥伴學校及網路，獎助本校師生參與國際合作研究，及赴海外一流實驗室短、中期研究，落實支持研究國際化。推動本校教師參與及領導國際組織及國際期刊編輯工作，並建立與本校具鏈結之國際學者、海外校友資料庫。

第三節 培育可解決全球議題能力的國際人才

全球化教育受到全球市場、媒體新科技與人口移動的影響，比過去更緊密。特別是全球暖化、氣候變遷、貧窮及難民問題皆是迫切尋求解方的全球議題。當世界愈脆弱，越是需要培養具有全球視野與跨文化知能的國際化人才，以回應這新的趨勢。為投入「培育可解決全球議題能力的國際人才」，成大以「打造在地國際化生態系統」、「質量兼顧之國際人才佈局」、「建構國際人才支持系統」作為核心策略，將由「量化」至「質化」的轉變，深化培養國際化能力的策略。

壹、 打造在地國際化生態系統

一、 建立跨越邊界的學習，推展線上共學環境 Virtual Program

藉由場域的盤點與整合，發酵與凝聚不同議題的跨域操作，打造師生可透過網路與國際間之在地國際化生態系統，營造無邊界的世界校園，建立跨域學習模式，推展以 SDGs 為主軸的實作社群與深入在地之服務學習，每年定期舉辦國際工作營與對話工作坊，改善全英語授課與學程之品質，增設實體及虛擬全英語之跨領域學分學程。

二、 提高學生全球移動力能量，開拓海外研修暨獎學金合作計畫

藉由追蹤學生赴外進行短期研修具體合作成效，鼓勵學生自主規劃海外學習計畫、組成小型跨國合作研究團隊，提升本校國際研究合著數。持續推動爭取歐盟執委會文教總署「新伊拉斯莫斯計畫」（Erasmus+ Programme）學術交流獎助計畫，開拓外部資源，

提供本校師生更多與國際間接觸的角度與機會。

輔導各學院設計與 SDGs 主題課程結合之專業領域暑期課程，搭配本校華語文課程及特有之踏溯臺南課程，結合在地文化、華語學習熱潮，規劃 5 年內打造本校專屬國際暑期學校（NCKU Summer School）品牌，除讓學生體驗在地文化外，亦可提升專業領域知能，成為吸引國際學生至本校短期交流之優勢選擇。

三、 打造在地國際化教研環境，全面提升 EMI 課程等雙語學習環境

配合「2030 雙語國家政策發展藍圖」，設定 5 年內達成本校 80%系所之英語授課課程可滿足學生畢業需求，並將持續推動建立國際學程，整合跨領域課程，成立以 SDGs HUB 為核心之國際學院，彙整校內相關課程及活動資訊建立共享平臺，邀請國際學人協同授課演講，透過各類樣態的課程形式，使學生藉由實體或虛擬之互動，提升校內對於永續議題的關注與討論，師生於國內即可學習國際學人之學養與經驗。

貳、 質量兼顧之國際人才佈局

一、 善用強項科技與配合人才居留政策，強化招募質量兼顧之國際人才

呼應「國家六大核心戰略產業推動方案」及「國家重點領域產學合作及人才培育創新條例」，本校於 110 年度設立智慧半導體及永續製造學院，開放本地生與境外生共同參與，導入產業與企業資源，希冀透過產學合作模式達到畢業即就業之目標；並將積極爭取專案英語授課師資增聘、開發鼓勵校內教師開設英語授課之獎補助方案，進而提升本校英語授課之質量，以吸引優秀國際人才。

二、 推動與頂尖大學人才培育合作計畫，建置雙學位及重點領域學分學程

依現有之普渡雙聯學位計畫為合作典範，未來將再依專業跨領域結合國際名校合設學程，並以 SDGs 為規劃依據，推動重點領域學程。

三、 攜手產官學機構培育國際人才，推動國際實習

本校持續深化現有之人才育成平臺「成蝶計畫」、「華語獎學金」方案，將人才招募與產官學能量緊密結合，強化學生歸國服務後拓展本校國際影響力，妥善運用華語學習資源之優勢，持續開拓合作延攬國際學生，協助學生累積職前經驗，畢業即銜接職涯。

參、 建構國際人才支持系統

一、 獎助優秀境外生與支持系所教師學生赴外交流

盤點本校既有之各項境外學生獎學金及學生赴外研修獎補助方案、名額及經費等，重新整合校內境外學位生招生機制及獎學金制度，整體規劃更具有競爭力的獎學金機制，鼓勵本校學生善用簽訂之交換學生計畫拓展國際視野，以利吸引招收優秀境外生與本國學生。

二、 優化境外生關懷輔導機制與外籍教研人員/國際學人在校服務系統

本校已設立境外生顧問一對一諮商機制，即時掌握學生需求與困難，給予相關問題安撫與指引，藉此提早建立預警防護措施，未來將拓展規劃於各院皆設置 1 名境外生顧問。另將推動活化既有之外籍教研人員社群，完備國際學人接待流程，建立國際學人校園（Information Center），鼓勵外籍教研人員修讀華語文課程，期望透過行政協助及教師互助，致力使其產生對於本校的認同與歸屬感。

三、 建置 NCKU 國際學院，打造跨域人才庫與友善行政系統

推動成立以 SDGs HUB 為核心之國際學院，以永續議題為導向，彙整校內相關課程及活動資訊建立知識共享平臺，透過各類樣態的形式（如：學分學程、學位學程、主題式工作坊及跨域論壇等），提升師生對於永續議題的關注。建置校內實作空間，支持學生主導事務推動，藉由團體互動增加多元文化接觸與瞭解，培養未來國際核心領袖技能。

四、 整合校內原有之服務，規劃設置「國際競合力中心」

為使校內資源能更有效運用，將整合現有之國際化服務相關資源，如：全球移動力論壇、海外服務學習、接待義工服務團，學生主導國際研習營、海外實習等資訊至國際競合力中心，增進本地生與外籍學生相互接觸與學習的機會，以培育學生具備國際競合「溝通力」、「適應力」、「專業力」及「實踐力」4 大能力，造就學生在國際的移動能力，認識並尊重各國文化差異，開拓國際視野，實踐「服務輸出」或展現與國際企業共創國際品牌的行動力。

五、 規劃培植國際人才募款機制

為建置國際化世界校園，以利境外生友善就學及培植本地學生與國際接軌之能力，將積極規劃未來基金募款行動方案，爭取外部資源，使各項獎補助金支持系統可永續運行。

第四節 促進城市發展與人類福祉的大學社會責任

本校校務發展係為克盡大學的社會責任，深化學生的專業能力與跨域能力，讓全校師生成為具有社會意識與社會實踐力的入世學術人。因此，為達成「促進城市發展與人類福祉的大學社會責任」目標，本校以「與臺南府城深度研究結合的無邊界大學」及「建立永續發展知識平臺之全球地位」作為核心策略，從在地需求出發，並透過人文關懷與協助解決區域問題之概念，擴大至善盡世界責任。

壹、 與臺南府城及大南方深度研究結合的無邊界大學

一、 發展綜合型產學創新聚落場域，促進學產互動效能

建置「產學加速器與企業共研空間」，提供國內外企業與新創團隊進駐場域，促進彼

此互動及合作，進而促成新創團隊落地的機會。運用「企業共研中心」加速指標企業在校園建置企業垂直加速器，接下來可招攬企業進駐（包含企業會員）及成立共研中心與營運管理機制規劃，以期達到校園新創、企業共研之產學經濟效益。

發展專屬科研產業創新之巨量資料庫，將可提升校內專利、產學、技轉及新創的串接，加速催生研發成果與企業對接之商機。亦有助於對接國際產學研機構，開展新創事業的國內擴散及海外輸出機會，串聯與即時回應企業需求與因應數位化挑戰之重要利器。

二、 運用大南方科研產業化平臺，創造與大型企業合作機會

「大南方科技廊道」串聯嘉義、臺南、高雄、及屏東，增加大型企業進駐大南方的機會，以此基礎透過建置「大南方科研產業化平臺」，啟動廊道涵蓋之大專院校實質整合，以應用導向互補整合，建立跨校產學合作模式，進行跨校研發與技術合作之推廣；進而使產業落地發展之場域需求快速提升。雙向增強國際與在地企業合作，打造成為產業影響力樞紐。

透過建立共研中心之服務生態鏈與發展跨校產學合作模式，吸引更多不同領域之標竿企業來校園成立共研中心，創造與大型企業合作機會，以高價值市場需求為導向，替企業募才及建立產學合作關係，鏈結周邊學校研究資源並驅動研究方向，創造產業影響力進而建立長期的大型產學合作關係。

三、 從國家建設的宏觀格局，促進南臺灣產業循環共生

全臺第一個以醫療服務創新和生醫產業為發展主體的創新園區（國立成功大學沙崙醫療服務與創新園區先導計畫）為國家重大建設，醫療服務與創新園區將構成出三螺旋（大學、企業、政府）之創新模式，引領南臺灣大健康產業發展。透過建立醫療聯盟醫療與服務創新園區之鏈結，促進南部醫療機構加入創新園區，從國家建設的宏觀格局，發展大學產學創新聚落，槓桿大南方科技廊道經濟動力，以及銜接大南方重點科學園區，奠定大南方重點產業未來發展根基。

以專利、產學、技轉、新創一條龍服務能量，及企業共研中心與大科研產業化平臺，基於強化研究成果市場規劃與專利佈局策略，優化服務能量與提升跨校產學效益之思維，協同本校與周邊學校提升產學效益。透過「科研成果產業化」與「重點產業人才培養」銜接南臺灣重點科學園區，提升跨校產學效益，槓桿大南方科技廊道經濟動力，促進南臺灣產學循環共生。

貳、 建立永續發展知識平臺之全球地位

一、 立基東南亞暨南亞學術合作交流平臺，深化南向區域合作

透過主導東南亞暨南亞大學校長論壇（SATU）網絡，持續推動南向區域高等教育領導人對話，辦理高等教育行政事務或各專業學門領域相關議題交流活動，活絡高等教育行政部門及學術部門間之溝通與合作，分享設置跨領域研究課程之經驗與成果等實質貢

獻。

二、 佈局全球 NCKU Hubs 據點，推動海外基地國際鏈結事務

以現有之馬來西亞、越南及泰國 3 大海外基地為基石，未來將改以「教育交流」、「招生」、「共同研究」、「產學合作」4 大面向，透過實體與虛擬交流形式，鏈結國際合作夥伴共同聚焦議題推動創新科技解決全球問題，促進國際優秀人才移動與交流。

三、 成立成大永續發展知識平臺

以 SDGs 議題為導向，深化並擴展與全球策略夥伴之鏈結，提出旗艦型國際合作方案，進行不同形式的合作，成為亞洲地區 SDGs 發展的樞紐。推動與全球夥伴各種形式之合作計畫，鏈結全球高等教育機構、國際學術研究團隊、各國政府或國際產業等合作夥伴，透過網絡與實體形式進行知識傳遞，強調「國際協同培育機制」，形塑具遠見的政策、議題導向之學程與活動，促進國際教研發展與知識共享。

第三章　　校務發展重點

第一節 燭炤教育初心

壹、 深耕高等教育

一、價值

因應社會需求及呼應，本校教務處以建構解決問題、永續發展及人類福祉的教與學環境為使命，銜接全球高等教育改革風潮的主軸，在「解決問題為核心的跨域教學」、「引導永續發展的卓越研究」及「促進人類福祉的大學社會責任」入世學術人才的核心價值下，推動教育創新；為此，本校教務處持續充實並完善教學人力、滾動修正課程規劃機制、改善學習環境、擴充教學資源及落實學生輔導，致力於教學資訊化與國際化，培養學生成為可面對及改變未來的知識實踐者。

二、目標

(一) 教學創新：因應新時代及未來教育現場需求，強化跨域學習及實踐的學習系統。

(二) 終身學習：建構線上線下融合學習環境，打造支持終身學習的教與學環境。

(三) 研教合一：厚實科研與產學結合基礎，結合多元能力課程，完備創新學習系統。

(四) 雙語大學：提升全體國際競爭力，在雙語基礎上，培養專業導向國際性人才。

(五) 入世學術：發展實踐型人才培育規劃，拓展生師學習及教研場域。

三、策略及行動方案

策略 1：友善跨域創新教學、打造實踐學習環境與制度

1-1. 持續建置支持教學創新的環境。

A. 擴大教師社群，落實教學創新及實踐課程之推動。

B. 擴大國際競合力及研究生通識。

C. 跨域及多元師資認證機制。

1-2. 塑造友善跨域與全人健康發展之學習環境。

A. 建構具備生理、心理與社會全人發展之學習課程與目標。

B. 推動無必修課程的友善跨域日。

C. 推動與強化「校園體育浪潮計畫」、「新通識教育」、「虛/實整合的跨域微學程」與「15+3 彈性教與學制度」。

策略 2：以科研創新結合全球夥伴培育國際人才

2-1. 跨域學院「編制外，體制內」的落實。

A. 持續教育沙盒概念，支持跨域學院建置。

B. 以彈性/創新教學制度、科技與跨領體育課程、國際體育交流提升學生多元跨域學習之平臺。

2-2. 規劃知識實踐的完整學習路徑。

A. 擴大推動鏈結 USR 的「服務學習 1.5/2.0」。

B. 擴大以議題為導向的「產學研學堂」及實踐型課程。

C. 結合微學程，打造 SDG 議題式創新創業學習路徑。

D. 以「研教合一」支持學術性學生團隊進行知識融合的 SDG 實踐。

2-3. 支持文化及經濟不利學生進行國際學研合作。

A. 結合彈性學期及線上學習擴大自主學習資源。

B. 融入經濟/文化不利學生學習加值於「菁成計劃」。

C. 持續宣傳及推動「研究生學院」業務及內容。

策略 3：致力提升高教公共性

3-1. 建立經濟及文化不利學生與教師公共性的正向循環。

A. 提高多元管道入學名額並打造更友善的考招制度。

B. 積極拓展原民、偏鄉、弱勢族群等體育績優學生名額。

C. 擴大「學生參與式學習」。

D. 建構優質研究環境及資訊平臺。

E. 落實多元升等制度及形成典範。

3-2. 終身學習制度的深化營運。

A. 發展本校專屬的虛擬實境數位教學空間─NCKU verse（成功域）。

B. 藉跨域及多元教練認證擴大創新教學之範疇及基礎。

策略 4：促進城市發展與人類福祉的大學社會責任

4-1. 持續完備大學社會責任教與學及運作系統。

A. 充實全校 SDGs 服務學習地圖網站，提升 USR 鏈結服務學習成效與影響力。

B. 支持校級運動團隊以 USR 內涵實踐基層運動人才培育計畫。

四、年度工作重點

(一) 友善跨域創新教學、打造實踐學習環境與制度

1. 強化串接專業課程與跨域微學程、完善 3L School 場域、連結全球的國際永續學院，輔以現有彈性學習及學制，營造友善自主/自組學習的校園。
2. 持續推動及媒合 EMI 融入的教師專業及跨領域合作教學、延續並強化教師「研教合一」動能。

3. 持續推動「研究生通識」及「菁成計畫」、「全校型跨域課程認證」、虛/實整合課程與學習認證平臺；持續透過教務政策淡化校內學術領域「區隔化」、擴大及友善學生自主/跨域學習需求。
4. 以精進體育課程發展、活絡體育活動、運動場館優化支持校園體育浪潮計畫。

(二) 以科研創新結合全球夥伴培育國際人才

1. 持續推動「研教合一」、「知識實踐型課程」將研究量能導入教學現場、將知識的學習架接解決社會真實議題的學術應用。
2. 持續透過大學部研究（Undergraduate Research, UR）對接「學術型社團/學生團隊」、「產學研學堂」等行動方案，持續營造從研究到知識實踐的成功鏈結機制。
3. 輔導與獎勵校級運動團隊鏈結外籍學生與本國籍學生，從體育訓練之交流實踐，嫁接專業科研發展。

(三) 致力提升高教公共性

1. 系所招生專責推動建構多元行動方案，打造出能實質扶助經濟及文化不利學生之良好學習環境。
2. 規劃原民、偏鄉、弱勢族群等體育績優學生友善學習等輔導機制。
3. 提升教師員額配置效能、培育年輕學者、延攬/留住國內外優秀教研人才。
4. 針對教師研究、教學及服務的對應多元獎勵方案。

(四) 促進城市發展與人類福祉的大學社會責任

1. 強化社會責任與影響力，發展公共利益。
2. 強化校園體育運動場館之利用，提升社區健康發展之可及性。
3. 以議題導向學習強化社會責任同理心及實踐。
4. 以科技力量帶動產業發展，協助經濟轉型與升級。
5. 參與區域整合治理，善盡大學社會責任及效能。

五、風險評估

(一) 友善跨域創新教學、打造實踐學習環境與制度

1. 公務體系人力資源及獎懲機制固化。
2. 政府財政緊縮投入高教資源低。
3. 校內跨域資源整合及共識形成挑戰高。

(二) 以科研創新結合全球夥伴培育國際人才

1. 地域及宣傳資源劣勢。
2. 投入提升國際聲譽資源及規劃不足。

(三) 致力提升高教公共性

1. 少子化及社會價值改變引發人才競爭。

2. 人才流動全球化引發高教競爭大。
3. 公務體系人力資源及獎懲機制固化。

(四) 促進城市發展與人類福祉的大學社會責任

1. 校內群體合作共識形成挑戰高。
2. 校方長期規劃因人事更迭無法持續。
3. 因應長期目標的推動資源的投入及管考不佳。

六、預期效益

(一) 質化關鍵績效指標

1. 友善跨域創新教學：打造實踐學習環境與制度，輔之持續建置支持教學創新的環境學習成效及改變分析、塑造友善跨域學習環境，有助於完成2030NCKU 永續大學理想。
2. 以科研創新結合全球夥伴培育之國際人才：跨域學院「編制外，體制內」的落實、規劃實踐知識的完整學習路徑、支持文化及經濟不利學生進行國際學研合作，有助於達成以科研知識應用的回應 SDGs 的永續大學的高教典範。
3. 致力提升高教公共性：建立經濟及文化不利學生與教師公共性的正向循環、終身學習制度的深化營運，有助於達可回應的 NCKU 永續大學的 USR 大學典範。
4. 促進城市發展與人類福祉的大學社會責任：推動 SDGs 議題導向學習，持續完備化大學社會責任教學課程及運作系統，有助於可產生實質效益的NCKU 永續大學的目標。

(二) 量化關鍵績效指標

1. 友善跨域創新教學、打造實踐學習環境與制度
   A. 跨領域創新課程每年以 0.5%的比例增加，5 年後佔全校總課程數15%。
   B. 總整課程數 5 年後達到全校 15%。
   C. 累積參與教學創新教案教師數 5 年後總數達全校 20%。
   D. 建置創新跨域體育學習場域與多元線上學習課程達全校 15%。
2. 以科研創新結合全球夥伴培育國際人才
   A. 5 年後至少有 70%學生修過 AI 相關課程。
   B. 修習 College X 課程學生人次在 5 年後達到至少 1,000 人次。
   C. 5 年後至少有 20%之校隊學生參與國際體育交流活動。
3. 致力提升高教公共性
   A. 成立教務專案辦公室。
   B. 逕讀學生中之經濟/文化不利生比例在 5 年後達 4.5%。
   C. 學生中具數位學習經驗者在 5 年後達 90%。
   D. 原民、偏鄉、弱勢族群等體育績優學生每年員額達 10 人。

4. 促進城市發展與人類福祉的大學社會責任

A. SDGs 永續微學程在 5 年後達 5 個。

B. 敘事力課程比例於 5 年後達 3%。

C. 科研鏈結場域學習個數在 5 年後達 100 個。

D. 運動場館或校級運動團隊支援社區服務每年達 20 場次。

貳、 多元體驗學習

一、價值

本校學生事務以「引領學生全人發展」為核心價值，致力於建立充滿活力、有歸屬感的校園生活，引領同學在安全健康、自在包容、多元永續的環境中學習，肯定自我，持續成長，以「世界公民」的胸懷和「永續發展」的視野，對未來快速變化的世界做出意義貢獻。

二、目標

基於本校培養跨域新世代人才的理念與願景，強調「培育思辨能力」與「培養實踐社會責任的能力」並重，透過生活實作、課外自主學習、投入在地服務實踐等歷程經驗，創造正面影響力，朝向推動高品質教育、性別平等、低碳校園與永續城市，增進學生良好健康與福祉等學生事務發展。以營造校園歸屬感（NCKU as home）、發展社群領導力（NCKU in the community）、提升共好價值感（NCKU upgrading its value）為 3 大發展目標。

三、策略及行動方案

策略 1：營造永續學生活動環境，提供健康優質生活網

1-1. 優化學生活動中心之環境空間，導入並落實永續概念。

1-2. 推動新建東寧校區優質宿舍，並持續整修老舊宿舍。

1-3. 持續辦理學生宿舍餐廳環境與設備的維護與汰舊換新。

1-4. 舉辦宿舍運動與健康促進活動，倡議低碳永續概念，養成健康生活型態。

策略 2：提升心靈成長與關懷，落實生命與性別平等教育

2-1. 爭取外部資源與經費，推動並強化校園心理健康服務系統與計畫。

2-2. 心理健康預防與危機處理：辦理學生心理健康促進活動與課程；建構全校輔導網絡與守門員機制，及早發現需要協助的學生。此外，完善危機處置流程，加強與社區網路資源連結合作。

2-3. 宣導性別平等教育，培植網路及數位環境之性別友善素養，防制校園性侵

害性騷擾及性霸凌行為。

策略 3：照顧弱勢並尊重多元文化

3-1. 整合財務資源，進行跨單位合作與協調，提供學生各項經濟扶助資源及多元族群經濟補助。

3-2. 優化學生在學生活服務機制（如：請假、學生保險、兵役緩徵等）。

3-3. 深化「原住民族學生資源中心」功能與定位，推展族群友善、並延續全民原教精神及多元文化教育。

3-4. 強化特殊教育學生特教支持輔導服務，並辦理無障礙宣導活動。

3-5. 提供多元文化與友善空間（如：祈禱室、討論空間等），增進多元文化交流與視野。

策略 4：建構校園安全防護網

4-1. 推動校園災害防治及強化校園安全暨災害防救通報處理中心功能。

4-2. 召開校園事件處理及應變小組會議，有效應變並處理校園事件。

4-3. 加強宣導學生校外活動與各項安全知能。

4-4. 配合中央政府調整防疫政策，落實防疫相關資訊業務。

策略 5：活化社團活動與公共事務之參與

5-1. 結合學生會共同辦理校長座談會。

5-2. 透過獎勵機制，鼓勵學生擔任自治組織暨社團幹部，參與學校大型活動執行及校外競賽。

5-3. 培植成立多元化社團，鼓勵跨域、跨校交流。

5-4. 輔導並鼓勵住宿生參與宿舍自治活動，以培養學生自治與自律之態度與精神。

策略 6：深化學生品德與法治觀念

6-1. 推廣相關品德與法治活動，培養大學生應有法律基本常識。

6-2. 推動品格教育，深化與落實學生生活層面。

6-3. 定時召開學生宿舍違規審議委員會，以強化住宿生法治觀念。

策略 7：鏈結青年校友、接軌產業，厚植就業培力並建構學生畢業後之未來網絡

7-1. 與企業、人力資源機構及青年校友鏈結，辦理多元校園職輔活動，並融入教學課程中，推動學生職涯探索與規劃。

7-2. 推動職涯教練計畫，建立特色職輔活動，引導同學認知產業環境，提供就

業準備，聚焦未來生（職）涯方向。

7-3. 提供多元就業資訊與媒合服務，結合雇主滿意度及畢業生追蹤回饋結果，滾動式修正就業輔導與協助計畫。

7-4. 強化與青年校友之鏈結，邀請校友返校與在校生分享生活、就業經驗，發揮影響力。

策略 8：推動宿舍社區文化總體營造

8-1. 不定期舉辦節慶及節日相關活動，建構成大之舍區文化，強化住宿生歸屬與認同感。

8-2. 建立生活學習之新宿舍形態，提供舒適、便利的烹飪與用餐環境，鼓勵共享、交流文化與美食深化學生對生活感知與生命積極度。

8-3. 辦理宿舍防災講習，增進住宿生防災相關知能。

策略 9：培養學生多元跨域能力與人文素養

9-1. 招募跨域、跨國之志願服務工作，拓展學生國際視野，提升服務學習量與質。

9-2. 培養學生團隊合作能力，孕育多元發展與跨域之領導人才。

9-3. 培養學生社會關懷社會素養，推動生命教育課程或活動。

四、年度工作重點

(一) 營造校園歸屬感

1. 發展多元心理健康教育活動及教職員工生守門員活動；優化諮商預約平臺可親性，引進社區心理健康資源。
2. 建構校園安全防護網，辦理安全、防災知能訓練及活動，增進校園安全強度並降低危害。
3. 整修老舊宿舍及公共區域，並申請教育部新宿舍運動補助。
4. 新建東寧校區第一期學生宿舍，打造年輕世代之優質住宿環境。
5. 辦理校園性侵害、性騷擾、性霸凌防治教育、認識多元性別及學生實習職前性平教育。
6. 整合資源，照顧弱勢學生，提供完善的財務支援系統，開創弱勢學生扶助新政策（身心就醫補助）。
7. 依特殊教育學生個別需求，訂定個別化支持計畫，協助學生在校學習與生活適應。
8. 以跨域媒合原住民族學生學習、生活及就業輔導資源為主，辦理多元文化推廣為輔，提升師生族群敏感度及尊重多元文化。

(二) 發展社群領導力

1. 於宿舍區規劃多功能學習空間、宿舍生活學習工作坊、舍區文化營造活動，強化宿舍自治委員會的輔導與運作，達到生活學習的新形態宿舍。
2. 社團相關表件電子化，展現低碳環境成效。辦理學生社團協助方案，鼓勵學生參與國際交流、競賽及鏈結社區。

(三) 提升共好價值感

1. 引進企業、鏈結青年校友及整合校園資源、善用畢業回饋結果，協助學生自我瞭解學習。
2. 規劃多元化就業培力輔導方案，紮根作為職涯進路準備。

五、風險評估

(一) 營造校園歸屬感

隨社會氛圍及生活形態不同，學生所需生活扶助、經濟支援、心理、生理健康等內外在需求多元，在有限資源下，需突破原有的關鍵點，適時提供關懷，幫助學生潛隱性需求。

(二) 發展社群領導力

1. 國際情勢及受國際脈動將影響學生國際視野之培養、投入課外活動學習及社會服務之機會。
2. 因應國內外 COVID-19 疫情變化，學生投入課外活動學習及參與社會服務的模式，受到挑戰。

(三) 提升共好價值感

高等教育仍偏向專業知識及技能之培養，如何引領學習領導力、就業力及溝通能力有待開創。

六、預期效益

(一) 質化關鍵績效指標

1. 營造校園歸屬感

(1) 深化心理諮商與輔導效能，提升危機事件系統合作能力。

(2) 透過多元心理健康行動，營造全人心理發展之校園環境，提升身心靈成長與關懷。

(3) 增進校園安全，達成「校園無毒品、無暴力、無詐騙、無意外」的長期目標。

(4) 建構宿舍生活與學習課程藍圖，落實生活教育、關懷人群與環境。

(5) 整合資源，照顧弱勢學生，提供學生完善的財務支援系統，鼓勵學生多元學習。

(6) 提升族群歷史觀、敏感度及多元文化觀，締造族群友善校園。

2. 發展社群領導力

(1) 擴展學生團體交流與合作，扶植社團學術研究，開拓國際與在地深耕視野，培植優質公民素養。

(2) 協助學生自我瞭解與學習；規劃多元就業培力輔導方案，紮根職涯進路準備。

3. 提升共好價值感

(1) 提升全校教職員工生之性別平等意識，並培養相互理解、尊重多元差異、消除歧視之公民素養，打造性別友善校園。

(2) 導入宿舍生活與安全防護教育，培養住宿生自救與互助觀念及應變能力。

(二) 量化關鍵績效指標

1. 營造校園歸屬感

(1) 個別諮商服務 6,000 人次。

(2) 全校性心理健康推廣活動服務 5,000 人次。

(3) 性別教育及宣導活動 2,500 人次參與。

(4) 自設立「安心就學濟助方案」累計扶助 1,500 人次。

(5) 身障生學業輔導聽打服務 1,450 小時。

(6) 大學部學生宿舍床位供需率：65%。

(7) 辦理或參與原住民族課程、文化及宣導活動累計 850 人次參與。

(8) 身障生、原住民族學生輔導活動累計 100 場。

(9) 各項（包含校內、外）獎助學金申請 2,000 人次。

(10) 透過專案計畫輔導機制提供經濟及文化不利學生助學累計補助 4,000 人次。

(11) 處理校園事件及輔導工作 400 件。

(12) 宿舍生活學習工作坊、宿舍社區文化營造活動 3,000 人次參與。

2. 發展社群領導力

(1) 參與夜間護送天使執行方式規劃與提供服務 200 人次。

(2) 參與領導知能研習及服務學習中心培訓 250 人次。

(3) 參與公共服務、跨域及領導知能等活動擔任幹部之學生 4,400 人次（弱勢學生至少 60 人次）。

3. 提升共好價值感

(1) 學生社團與志願服務鏈結國際交流 50 人次。

(2) 參與多元化職涯輔導及就業服務方案學生 8,000 人次。

(3) 參與職業生涯教練計畫學生 250 人。

(4) 畢業生追蹤調查填答率（畢 1、畢 3、畢 5）：分別為 60%、55%、50%。

參、 在地國際鏈結

一、價值

「培育有實踐、可解決全球議題能力的國際人才」是本校國際事務處推動國際化發展的內涵，透過在地國際化環境的營造與深化，串接與帶動人才之培育及國際化環境之結構重整，進一步以數位智匯結流與永續議題倡議，鏈結國際網絡，以創新生態系統結盟解決全球議題。

二、目標

(一) 建立翻轉跨域共學共研環境，在地結盟打造國際化生態系統。

(二) 聚焦於因應未來需求，推動多元新型態之國際人才輸出及輸入。

(三) 構築友善國際化之行政支持系統，提升國際人才對校認同。

(四) 以 Future Positive 與國際策略夥伴進行全球議題導向之深廣化跨國合作。

三、策略及行動方案

策略 1：在地結盟以打造「在地全球、全球在地」生態系統

1-1. 建立跨越邊界的學習，推展跨域共學共研環境。

1-2. 提高學生全球移動力能量，開拓海外研修暨獎學金合作計畫。

1-3. 打造在地國際化教研環境，全面提升 EMI 課程等雙語學習環境。

策略 2：聚焦於因應未來需求且輸出輸入並重之國際人才招收與培育

2-1. 善用強項科技與配合人才居留政策，強化招募質量兼顧之國際人才。

2-2. 推動與頂尖大學人才培育合作計畫,建置跨國雙學位及重點領域學分學程。

2-3. 攜手產官學機構培育國際人才，推動國際實習。

策略 3：建構國際人才支持系統

3-1. 獎助優秀境外生與支持系所教師學生赴外交流。

3-2. 完備境外生與國際學人在校服務機制。

3-3. 藉由「全球競合力培養中心」整合全校國際化資源服務，實踐「服務輸出」共創國際品牌。

3-4. 規劃培植國際人才募款機制，永續獎補助系統運行。

策略 4：基於 Future Positive 深化與廣化議題導向之國際策略夥伴

4-1. 立基東南亞暨南亞學術合作交流平臺，深化南向區域跨領域合作。

4-2. 整併現有海外基地，結合華語輸出佈局全球 NCKU Hubs 據點。

4-3. 鏈結國際合作策略夥伴推展旗艦型國際合作計畫。

4-4. 成立成大永續發展知識平臺，促進國際教研發展與知識共享。

四、年度工作重點

(一) 在地結盟以打造「在地全球、全球在地」生態系統

1. 加強地方、國家和國際夥伴關係與協作平臺，連結教政府計畫資源，建立高教、國教與國際夥伴良好互動協作平臺。
2. 推動實體及線上之多元形式課程，建置 Virtual Exchange 機制，媒合本校教師研究室與國外優秀學生線上進行研究合作。
3. 每年補助自主性海外交換、研修或雙學位計畫，舉辦姊妹校線上教育展，鼓勵學生自主規劃赴外學習。

(二) 聚焦於因應未來需求且輸出輸入並重之國際人才招收與培育

1. 華語文全球輸出，以高教品牌引領文化順差：增加現有之臺灣優華語計畫廣度、推動成大華語獎學金計畫及擴大臺歐連結獎學金計畫範疇。
2. 打造沈浸式國際化校園環境，增加國際學人及學生交流機會。
3. 規劃整合校內獎學金資源，透過菁英招募型、產學合作型、無國界多邊合作型等 3 大類型獎學金支持學生安心就學。

(三) 構築國際化行政支持系統

1. 推動學校行政與教學單位雙語化與國際化，強化行政人員國際化知能，厚植教職員雙語能力，實現雙語零距離的校園環境。
2. 跨單位合作成立專責接待小組協助國際教研人員來臺，整合全校服務窗口，建立國際教研人員社群，提供校內即時資訊與協助。
3. 鼓勵畢業生留臺工作，推動境外生職業生涯教練計畫，建立學生對留臺工作的願景與長遠規劃。

(四) 基於 Future Positive 深化與廣化議題導向之國際策略夥伴

1. 佈建本校與全球重點學校教研合作，持續推動海外基地影響力，堅實發展 SATU 聯盟永續議題平臺地位。
2. 推動本校頂尖科研團隊跨國合作，深化跨時跨域跨學科研智匯結流，提高知識流動與國際人才競爭。

3. 深入奠定本校全球地位，鏈結創新生態聚落之國際據點，號召國際友伴投入永續議題倡議，透過國際對談數位轉型深化本校全球國際化發展策略。

五、風險評估

(一) 在地結盟打造國際化生態系統：校內英語授課課程不足，風氣仍偏保守，安於現狀；目前不同形式的課程安排與活動樣式侷限，且相對應的配套並不完善。

(二) 多元新型態之國際人才輸出及輸入：全球國際化競爭激烈，各國積極推動高等教育學術發展，以及鄰近亞洲國家大學亦投入優厚資源延攬優秀人才激烈競爭，攬才留才不易。

(三) 建構國際人才支持系統：校內各單位對於國際化業務的理解與認同不一，影響校院系間之互相支援與配合。

(四) 建立永續發展知識平臺之全球地位：COVID-19 疫情嚴重衝擊國際移動狀況，揭起全球高等教育國際合作、人才培育及國際交流模式的巨大變革，全臺各校齊力投入，競爭激烈。

六、預期效益

(一) 質化關鍵績效指標

1. 在地結盟以打造「在地全球、全球在地」生態系統：藉由在地結盟，對外連結國際策略夥伴進行各種面向之合作交流，研習其學校價值養成及貢獻大學社會責任之策略方向，培育面對未來挑戰之人才所需具備的七大核心素養。
2. 多元新型態之國際人才輸出及輸入：透過華語輸出、英語輸入、調整獎學金政策、與產業鏈結等策略，增加國際人才之招收與培育，期在努力增加境外生源之下亦能提升本地學生全球競合力，貢獻全球議題之解決。校內營造國際化環境與機會，促動學生自主規劃出國進修之動機，延攬國際學人來臺，活化校園及在地生活圈。
3. 構築國際化行政支持系統：完備國際人才支持系統的重要機制與環境建置，為創造有意義及永續的國際社群網絡 International Networking 之基礎，透過不同層面的照顧納入思考決策過程，優化國際化行政支持系統，建立有利多元與包容的有活力無邊界世界校園的發展環境。
4. 建立永續發展知識平臺之全球地位：強化 SATU 功能，鏈結國際策略夥伴，制訂永續發展策略準則，透過國際網絡開創與全球永續發展契合之目標，與國際策略夥伴協力形諸議題關鍵影響論述與具體解方。

(二) 量化關鍵績效指標

1. 推動每院簽訂 1 個以上跨國雙聯及多聯學位計畫。
2. 來校境外學生數（含學位生、交換、暑期、短期研修生）佔全校比例達 20%以上。
3. 推動學生出國研習交流之系所達全校 80%。

4. 辦理提升學生國際競合力系列活動每年達 50 場。
5. 推動國際產學合作簽訂學生跨國實習計畫案達 10 案以上。

肆、 卓越創新研究

一、價值

本校研究發展處作為學校支持研發創新的行政單位，以建置全校研發基礎建設與環境、支持全校研發活動為主要工作，透過研發策略與方案之擬定推行、及研究趨勢與學術表現分析，聚焦學校關鍵研究發展、並展現亮眼成果，鏈結產官學研資源，提升本校研究之社會及國際影響力。

二、目標

本校致力科技與人文創新研究，增進新創產業動能，積極促進全校師生的學術研究及發展，以提升全校基礎學術與應用研究的質與量，並關注社會需求，緊扣本校發展願景「Future Positive」，以「學術卓越」、具「社會影響」、可「永續發展」的研究發展為研發願景，發展目標如下。

(一) 厚植軟硬建設，培育一流研發人才。
(二) 優化特色領域，引領關鍵創新研究。
(三) 深化學術成果，轉譯社會國際影響。

三、策略及行動方案

策略 1：深耕基礎研究建設，提升研發品質

1-1. 延攬與留任優秀全球在地化人才

A. 積極推動與提供政策性人才延攬配套措施：規劃執行長短期國內外攬才方案。

B. 留任國內外優秀教研人員：提供各類研究支持，並結合法人及企業，挹注薪資加給。

1-2. 完善虛實整合的研究支持系統

A. 強化本校基礎研究建設：建置虛擬研究場域，結合實體實驗室創設實驗性研究場域開放平臺；提供到校十年內潛力學者儀器設備補助。

B. 精進全校性校務研究資訊系統。

C. 結合臺灣綜合大學系統，鼓勵跨校跨領域學術交流。

1-3. 積極提升全方位研究表現

A. 推動研究獎勵措施，建立學術發展支援平臺。

B. 學術研究量能展現：舉辦研究學術競賽，並透過校內經驗傳承，鼓勵、引導本校教研人員申請重要獎項；發行研發快訊以提升本校研究能見度。

策略 2：優化特色領域，發展關鍵技術

2-1. 分析與發掘關鍵技術，聚焦重點特色研究

A. 分析擬訂研究發展推動策略，後續配合大數據與深度學習，定期分析研究產出與成長趨勢，滾動修正重點領域的研究主軸。

B. 推動各特色研究之校內補助方案，建立關鍵特色研究團隊。

2-2. 支持特色領域研究中心，優化研發環境

A. 完善校級中心進退場機制，輔導爭取大型重點研究計畫。

B. 鼓勵校級研究中心開設創新課程學程，培育亮點領域研究人才。

2-3. 跨域社群整合，實踐跨領域（科際）研究

A. 鏈結法人及產業界研發平臺及資源，引導組成跨領域前瞻研發團隊。

B. 鼓勵並促成國內外跨世代/跨領域研究社群。

策略 3：前瞻學術轉譯，創造社會、產業及國際影響力

3-1. 鏈結政府及在地，激發產官學創新能量

A. 整合產官學研資源，共同爭取大型研究計畫。

B. 鏈結大南方資源，整合臺灣綜合大學系統 4 校、及周邊學校及法人研究資源，共組跨校際平臺。

3-2. 推動 SDGs 與 ESG 雙引擎，實踐永續影響力

A. 持續深耕 SDGs 知識傳播及建立永續實踐知識棧、建立本校永續人才庫、設置 SDG WEB，彙整本校永續相關創新知識與技術。

B. 透過推動 ESG 與 SDG 研究的應用，引領本校及國內在地各類型企業永續創新發展與治理。

3-3. 深化國際學術策略夥伴，擘劃國際合作新篇章

A. 強化國際策略夥伴學校及網路，獎助本校師生參與國際合作研究，及赴海外一流實驗室短中期研究，推動研究國際化。

B. 鼓勵教師參與及領導國際組織及國際期刊編輯工作。

C. 參與國際世界大學評比，評估並強化本校於高等教育界表現。

四、年度工作重點

(一) 延攬與留任優秀全球在地化人才

1. 優化本校玉山學者配套措施協助其研究發展，實質強化延攬國際菁英學者回流之誘因。

2. 運用各部會資源及配套措施（彈性薪資、計畫經費挹注、獎勵補助等）延攬及留任優秀國際專業人才。

(二) 完善虛實整合的研究支持系統

1. 持續推動潛力學者儀器設備補助、更新線上實驗室導覽網站。
2. 完整並更新校務資料系統，擴展[學術成大!]智慧型人才資訊網。
3. 更新研發處網站、主要線上資訊及支援系統。

(三) 積極提升全方位研究表現

1. 持續推動大學部研究方案、博士生暨博士後研究學術競賽。
2. 整合獎勵與補助資源合理配置，建置完善 E 化系統提升工作效率與簡化申請程序。

(四) 分析與發掘關鍵技術：定期追蹤亮點領域研究產出，發掘相關教研人員、研究團隊、研究中心，配合校內補助及獎勵機制提升研究質量。

(五) 支持特色領域研究中心

1. 多元管道及方式輔導研究團隊爭取國家級大型研究計畫。
2. 亮點領域研究人才培訓扣合校級研究中心考評，落實特色領域人才培育。

(六) 鼓勵跨域社群整合，實踐跨領域研究

1. 推動專案計畫、獎勵措施等鼓勵教研人員組成跨世代/跨領域研究社群。
2. 透過玉山學者計畫，接軌國際研究團隊，並整合研究合作，逐步形成跨領域研究團隊。

(七) 鏈結政府及在地之產官學研資源：推動國科會及各部會大型產學計畫，持續推動臺灣綜合大學系統 4 校、及周邊大學及法人合作。

(八) 推動 SDGs 與 ESG 雙引擎，實踐永續影響力

1. 持續鼓勵校內教師論文與 SDGs 鏈結，深化、豐富本校 SDGs 圖像式文獻分享平臺」。
2. 整合校內相關永續成果，主動提名、推薦參與競逐相關永續獎項。

(九) 深化國際學術策略夥伴合作

1. 持續推動 WUN 與 Asia SDG Group，以及重要合作學校關係。
2. 獎助本校師生參與國際合作研究，及赴海外一流實驗室短中期研究。

五、風險評估

(一) 本國政府攬才政策及相關計畫之推動具不確定性：國家各項延攬外籍人才之計畫是否持續（含經費之挹注），乃至防疫邊境開放度、國際政經動盪等不確定因素、攬才法規限制等，以及薪資與福利待遇考量，恐影響國際學人來臺任職之意願。

(二) 基礎研究設施、跨域研究社群整合需時較長：跨領域前瞻研發團隊來自不同研究專長，需花較長時間溝通研究細節；且當前虛實軟硬設備、跨領域研究整合人才短絀，需長期推動較能有顯著之成效。

(三) 因應政府計畫變動之多元性措施：隨科技部改制為國科會，一般專題研究計畫通過率下降，漸將經費轉為補助專案型研究計畫，且補助經費漸移轉至各部會執行或合作趨勢，亦更重視與產業鏈結，須積極提升專案型計畫之申請與核定，協助教師佈局以爭取資源，促進產學合作。

(四) 深耕在地的永續發展須持續鼓勵推動：本校盼能鏈結在地特色產業發展 SDG 研究，教研人員需花費人力與時間成本與在地溝通，並瞭解產業目前迫切待關心的發展議題，以期將學術研究轉譯為社會影響。

(五) 後疫情時代之國際合作新風貌：隨 COVID-19 疫情變化，國際合作計畫所需之國際移動逐漸復甦，惟是否能提升或穩定進行仍有待觀察。

六、預期效益

(一) 質化關鍵績效指標

1. 人才培育及研究深化

(1) 強化研發成果管理：持續挹注經費及校內資源整合，及協助申請國科會專題研究計畫補助案及跨領域產學合作鏈結，促進研發綜效提升與成果擴散，進而提升對組織的認同與留任意願。

(2) 完善及系統化補助措施：經由獎勵措施，使校內優秀教師人才獲得精神與實質上的雙重鼓勵。經費挹注對象之衡平性及合理性，兼顧新進、中生代及資深教師教研發展需求。

(3) 完整校級研究中心運作系統：延續審查機制，穩定校級研究中心運作質量，並鏈結國家級大型研究計畫，挹注研究中心運作資源。

2. 學術轉譯及永續發展

(1) 每年持續更新 SDG 網站並配合校務政策調整內容，保持永續議題活絡。邀請並鼓勵各單位參與或辦理符合 SDG 以及 ESG 相關活動，定期盤點全校表現量能，經由 SDG WEB 全面性呈現本校亮點。

(2) 提高本校 SDG、USR、ESG 等各項永續評比之排名表現狀況，實質促進校內對於永續相關概念之深化，透過各項補助、行政支持、教學相關系統優化，使教師將永續概念自然融入教研中。

(二) 量化關鍵績效指標

1. 學術研究

(1) 提升論文發表於 Q1 等級期刊之比例（Publications in Q1 Journal Quartile by CiteScore %），每年至少成長 0.175%，116 年全校達 63.2%。

(2) 提升論文高被引用比率（Output in Top 10% Citation Percentiles %），每年至少成長 0.5%，116 年全校達 15.5%。

(3) 提升 5 年平均論文被引用比例（112 至 116 年 Cited Publications %），116 年全校達 69.5%。

(4) 學者國內外學者獲得所屬領域重要獎項數提升 5%。

2. 產學合作與社會影響

(1) 以每年 1%至 2%為目標持續推動並增長產學合作績效（合作計畫數與合作經費）。

(2) 使 SDGs 及 ESG 學術表現（含論文數、活動數、論壇交流數、計畫數、師生參與數）提升 5%。

(3) 本校提供赴國外及相關研究機構，期待確實提升交流互訪學者/學生數達 5%。

伍、 產學循環共生

一、價值

(一) 探索科研成果價值，樹立產學創新標竿。

(二) 促成產學創新多元發展，鏈結大學與產業，培養科研人才，落實產學的永續經營。

(三) 深植創新思維與創業家精神於成大人基因，孕育兼具創新科研與務實創業實踐思維的多元新創領導人才。

(四) 打造符合市場趨勢與全球格局之科研新創，發展本校成為亞洲新創領航人才搖籃與新創集散地之樞紐。

(五) 大學與產業之共生關係，開創科研人才與產業互動聚落，驅動國家重大建設步伐。

二、目標

本校推展產學循環共生之價值，協同獨特之專利、產學、技轉、新創之一條龍服務，擬定目標方向如下。

(一) 樹立智慧資產評估及保護機制，厚實產學創新及技術移轉之基石。

(二) 基於企業營運思維布局的產學關係，推動長期、跨域、多面向的產學合作。

(三) 新創將同步發展其聚落化、規模化及國際化 3 條軸線，帶動新創人才之交流、鏈結、匯聚及對接產業。

(四) 市場導向孵育機制，有助於引導科研新創對接市場需求，鏈結國際知名企業與跨國新創生態圈，促進新創加速成長及佈局國際市場。

三、策略及行動方案

策略 1：持續深化學產互動，鏈結科研人才與產業聚落

產學創新基地採用垂直整合及水平鏈結方式與科學園區、法人單位及產業聚落緊密合作，鏈結區域資源包括產學推廣、共同參展、海外推廣、科研成果產業化、新創進駐與企業鏈結，開創學產互動樞紐，啟發研發人才務實致用思維。

1-1. 運用產學創新基地，引導人才投入研發前瞻技術：基於產業需求鏈結企業與學校主題合作，調整最適合作內容與學產關係，推動企業與學校長期共研。同時，推使學校前瞻技術與研究成果與產業需求更緊密鏈結。

1-2. 持續辦理專利相關培訓課程，培養科研人才保護及推廣科研成果思維：專利相關培訓課程提供跨領域知識包括專利專業知識、產業趨勢分析、市場規模、技術演進等，培養科研人才具備保護及推廣成果的思維。

1-3. 挑選具高度發展潛力之技術研發團隊，進行深度技術發展趨勢調研：為具有商業化潛力的科研團隊規劃領域技術發展藍圖，同時啟發科研人才務實思維。

1-4. 辦理技術媒合及研發成果推廣活動，展現本校研發量能及提高研發成果曝光度：規劃科研團隊與廠商需求之媒合活動，透過公開成果展示及安排一對一洽談，提高本校研發成果運用於產業界之機會。

策略 2：新創加速機制創新，完善新創人才生態圈

創業是大學產學創新模式，能形成國際趨勢與共生關係，有助於國家新興產業發展。新創人才生態圈能形成共生關係，有助於同步發展其聚落，商業規模，國際市場，加快校園新創與產業之交流速度。

2-1. 聚落化：虛實整合空間，能吸引多元新創人才與促進校園新創之群聚、流動

與媒合。

2-2. 規模化：價值導向新創孵育機制，引導校園新創的科研創新技術，從問題/解方適配（Problem/Solution Fit）走向產品/商業市場適配（Product/ Business Market Fit）。

2-3. 國際化：從 SATU、國際盟校到國際新創生態圈的國際化模式，帶領校園新創從起點放眼國際到創業不同階段之國際新創資源接軌，拓展國際視野布局全球市場。

四、年度工作重點

(一) 持續深化學產互動，鏈結研發人才與產業聚落

1. 運用產學創新基地，引導人才投入研發前瞻技術：產學創新基地同步發展產學加速器、企業共研機制及跨域研究中心，建立具產業深度、長期、跨域的主題產學合作，吸引人才投入研發前瞻技術。
2. 持續辦理專利相關培訓課程，引導研發人才之研發成果保護及推廣思維：系統性規劃專利相關培訓課程，由專利基本知識及法規為始點，延伸至專利地圖、產業趨勢、市場調研，培養研發人才對於研發成果進行專利布局及未來商業推廣實施的思維。
3. 挑選具高度發展潛力之技術研發團隊，進行深度技術發展趨勢調研：挑選技術符合產業發展趨勢之科研團隊，透過深度專利分析調查，使團隊能跳脫學術框架，更透徹的認識該技術於產業上的發展現況。
4. 辦理技術媒合及研發成果推廣活動，展現本校研發量能及提高研發成果曝光度：透過各種管道宣傳及曝光研發成果，推廣本校研發成果及媒合廠商技術需求，亦反向蒐集廠商技術需求。透過線上或實體會議，邀請企業與科研團隊互動討論，促成產學合作或技術移轉之機會。

(二) 新創加速機制創新，完善新創人才生態圈

1. 聚落化：虛實整合空間強調同步發展產學創新基地、線上新創資料庫、跨校區之創新創業空間與驗證場域，跨區域之孵化器，有助於發展新創人才生態圈，促進多元新創人才與校園新創之群聚、流動與媒合。
2. 規模化：發展圓夢計畫為指標性創業活動，同步提供各種孵化服務包括培訓課程、規劃原型認證機制，鏈結產業、創投與共研中心，同時吸引科研新創主體，發展商業模式，輔導原型認證，同時發展校園創業生態園。
3. 國際化：SMART 持續營運及品牌化，進而推動成大成為東南亞新創生態圈之樞紐與跨國新創聚落。鏈結國際盟校創新創業教學與新創孵育單位，促成新創團隊交流與跨國落地。國際新創資源資金鏈結，推動科研新創接軌國際市場。

五、風險評估

(一) 發展科研人才與產業互動聚落，鏈結區域資源：目前風險在於整體經濟環境不佳，產業經費規模緊縮，致使產學合作或技術移轉意願低落。基於需求導向與互補性原則，降低風險衝擊是可能的。為此，這些有助於增加互動的強度及發展大學和產業之間的長期性合作。

(二) 新創加速機制創新，完善新創人才生態圈：目前風險在於，新創與產學創新為產業發展與經濟成長的新動能，然南臺灣仍需大規模資源支持，來加速新創加速與產學創新生態圈的發展。為了降低風險對創業的影響，創業將發展共生關係，用於同步和發展其聚落、規模、國際；共生關係將形成協同效應，發展新創人才生態圈，加快校園新創與產業之交流速度。

六、預期效益

(一) 質化關鍵績效指標

1. 吸引新創進駐與加速企業落地，促進產學循環共生：利用新成立產學創新基地，包含產學加速器和企業聯合研究中心等場域。優質場域開創科研人才與產業互動空間；同時，吸引更多指標企業與新創團隊進駐，加速企業落地。
2. 發展科研發成果保護及推廣思維：專利相關培訓課程將提供跨領域知識包括專利專業知識、產業趨勢分析、市場規模、技術演進，培養研發人才研發成果保護及推廣思維；協同科研團隊技術領域專利深度調研，引導科研團隊規劃未來實驗室技術發展藍圖。
3. 完善新創人才生態圈：創業發展共生關係，用於同步和發展其聚落、商業規模、國際市場。共生關係將形成協同效應，促進新創人才接軌產業，加速校園新創與產業之交流；同時，發展創業人才生態圈。

(二) 量化關鍵績效指標

1. 利用校內產學創新場域，吸引企業落地與新創進駐校園：5 年內至少完成 10 家企業或師生新創團隊進駐。
2. 推動產學主題產學合作，建立企業與學校的鏈結：每年完成至少 2 件主題性產業合作案。
3. 促進技術移轉或產學合作案：每年完成至少 2 件國際技術移轉或國際產學合作案。
4. 新創人才培育課程建構與經營：每年至少輔導 3 間新創公司。

第二節 特色教研基地

壹、 自然科學

I. 理學院

一、價值

本校理學院是由數學、物理、化學、地球科學、光電科學與工程學及太空與電漿科學研究所組成，負責基礎科學教學、人才培育與創新科學之研究，並與電資學院、工學院、生科院、醫學院、電資學院及校內各相關研究中心建立跨域合作。理學院的教學研究目標是培養兼具人文素養、創新能力、跨域學習與研究卓越的自然科學專業人才；理學院的方向是建立優質的學習與創新環境，持續為基礎科學研究輸送優質的專業人才，為產業培養傑出的研發人才。

二、目標

(一) 以解決問題為核心的跨域教學

1. 深化基礎科學課程改革，推動創新教學及跨領域學習。
2. 開創多元化教學，因應時代發展需求。

(二) 引導永續發展的卓越研究

1. 強化跨系所、跨學院及與國內外學術機構之間的跨領域合作研究。
2. 籌組績優研究團隊，擴大國際合作，發展重點研究領域優勢。

(三) 培育可解決全球議題能力的國際人才

1. 拓展國際研究合作團隊，積極舉辦國際研討會及參與國際學術組織。
2. 加強國際交換生與雙聯學位事務，增加招收國際學生。

(四) 促進城市發展與人類福祉的大學社會責任

1. 促進產學合一，研究城市發展與人類福祉所需的創新科技。
2. 呼應及實現 SDGs。

三、策略及行動方案

策略 1：綜整資源，促進團隊合作及資源共享

1-1. 持續爭取理學大道周邊空間利用，解決各系所空間老舊及不足之問題。

1-2. 規劃整合型實驗場域，有效增加實驗室設備資源利用率及共享效益，促進跨域團隊合作。

策略 2：深耕教育，提供與時俱進的專業課程

2-1. 持續推廣模組化課程教學，有計劃地規劃多元化模組化課程。

2-2. 調整優化普物、普化、微積分課程，與模組化課程結合以提供與時俱進的專業課程。

策略 3：全人發展，建立友善的學習環境

3-1. 加強心理輔導、落實輔導機制，維護學生心理健康。

3-2. 整合共學空間及場域並推動各項就學補助（如：辰星計畫等），提供學生多元的獎學金及出國學習方案。

策略 4：國際合作，增加雙學位或雙聯學制

5-1. 擴大與國外知名大學及研究單位的合作，建置策略結盟，開創具研究潛力領域為重要方向。

5-2. 鼓勵各系所與國外大學簽訂雙學位或雙聯學制等合作方案，吸引優秀學生雙邊學習研究。

策略 5：創新研究，拓展突破性研究領域

5-1. 持續發展量子科技、人工智慧科技防災、太空科技、奈米與生醫化學及光電先進材料成為重點優勢。

5-2. 推動綠色能源、半導體尖端材料應用、泥岩/泥火山能資源開發，拓展突破性研究領域及跨領域研究。

策略 6：產學鏈結，完善產學研合作模式

6-1. 以基礎科學參與主導產學發展重大課題，協助南部產學研聚落的建構與推動。

6-2. 結合各系友會力量，積極進行產學相關研究，凝聚向心力並回饋母校。

四、年度工作重點

(一) 深耕教育

1. 持續推動模組化課程，以短期、密集、第 3 學期的上課方式，提供創新、跨領域的教學課程。
2. 擴大調整普物、普化、微積分之教學與實驗課程設計，增加近代基礎科學的比重，並與模組化課程結合，達到符合當代科技發展的需求。
3. 增加包括量子科技、化學生醫與製藥、半導體製程應用、智能科技防災、太空衛星技術、綠色能源技術等專業課程。

(二) 全人發展

1. 落實導師輔導機制，配合心輔組心理師專業輔導，協助引導學生校園生活、課業、生涯規劃、品德教育、性平教育等。
2. 推動各項就學補助及辰星計畫，提供學生多元的獎學金及出國學習方案，降低學生經濟壓力並優化學習環境。
3. 透過本校理學院科學教育中心的平臺推廣，辦理科普列車與全民科學週的科普計畫，達到在地鏈結與社會服務之功能。

(三) 國際合作

1. 擴大與國外著名大學的研究合作，加強與國外知名大學及研究單位建置策略結盟，開創具研究潛力領域為重要方向。

2. 配合南向政策持續舉辦國際招生活動，協助推動數理資優生招生計畫，建立與東南亞地區高等教育機構雙聯學制。

(四) 創新研究

1. 積極延攬國內外一流研究人才，強化師資陣容，培育傑出年輕學者，並協助資深優良教師培育中生代教研人才。
2. 邀請國內外知名專家學者辦理座談或演講，分享研究經驗及成果，提供院內師生與頂尖學者交流機會，拓展研究視野。
3. 籌組跨領域研究團隊，積極申請國科會跨域整合型計畫、學術攻頂計畫，成立跨領域研究中心。
4. 持續發展量子科技與量子材料、太空天氣與太空科技、材料與藥物化學跨領域研究、綠能、通訊與奈米量子光電、臺灣西南部智能科技防災與能資源開發等創新研究領域。

(五) 產學鏈結

1. 鼓勵教師透過本校產學創新總中心媒合進行產學合作，申請專利及技轉轉移，完善產學合作模式。
2. 積極與原能會核能所、金屬中心、中科院、國家太空中心及產業界合作，共同開發儀器元件、協助通過驗證及建立技術團隊，扶植國內產業轉型升級。

五、風險評估

(一) 資源與空間：理學院部分系所有空間不足、系館老舊或空間分散之問題，教學研究空間仍不敷發展需要，特別是數學系、光電系與地科系系館老舊且有安全疑慮，此有礙於人才延攬、教學品質提升與研究中心之成立。

(二) 教學與師資：本校理學院目前負責全校大一年級的微積分、普通物理、普通物理實驗、普通化學、普通化學實驗的基礎科學課程，幾乎佔全校全年 1/4 的教學任務，對院內數學系、物理系、化學系之教師授課負擔非常重。

(三) 研究與經費：長久以來，教育部與國科會的補助大多著重於應用科技，在經費申請上，對於從事基礎研究的理學院較為不利。相較北部的充分資源，南部理學院較為弱勢。

(四) 服務與招生：少子化趨勢之下，優秀研究生來源減少，招收優質學生比例下降，近 2 年已呈現報名人數少於預備招收人數現象，此外，國際學生招收情況不甚理想，缺少獎學金支助配套措施，較難吸引國際學生。

六、預期效益

(一) 質化關鍵績效指標

1. 深耕教育
   (1) 持續進行課程優化調整，提供與時俱進的專業課程。

(2) 提升學生的核心能力，提供學生更紮實的訓練，提高競爭力，促成多元發展；積極經營成功大學理學院之教育品牌價值。

2. 全人發展

(1) 持續配合校方辦理導師輔導知能活動，並鼓勵系所辦理學生輔導活動，提供學生健康友善的學習環境。

(2) 繼續以科教中心推動在地科普與弱勢教育工作以善進大學社會責任。

3. 國際合作

(1) 拓展教師及學生之國際視野，透過國際交流合作案，提高前往海外進修和研修、深造的意願與參與率。

(2) 拓展全球夥伴關係，加強實施手段、發展穩定、永續的全球夥伴關係。

4. 創新研究

(1) 整合院內資源提升研究能量，強化各系所研究亮點，爭取國科會及其他部門大型研究計畫經費，以促進研究領域發展。

(2) 推動頂尖跨系、院、校級研究團隊及教師社群，成立特色領域研究中心。

5. 產學鏈結

(1) 促成產學合作夥伴或其他業界學者專家參與校內教學，提升學生職場潛力，培養有能力的知識實踐者。

(2) 加強院內教師與產業界多方研究合作交流，規劃並完善產學研合作模式與默契，以提升各項建教合作件數與合作計畫金額。

(二) 量化關鍵績效指標

1. 深耕教育

(1) 模組化課程開課數或修課人次，較前 1 年或過去 3 年平均成長 3%。

(2) 英語授課課程開課數或修課人次，較前 1 年或過去 3 年平均成長 3%。

2. 全人發展

(1) 導師輔導知能或學生輔導活動數或參與人次，較前 1 年或過去 3 年平均成長 3%。

(2) 科普或社會服務活動數或參與人次，較前 1 年或過去 3 年平均成長 3%。

3. 國際合作

(1) 國際生或外籍教師數，較前 1 年或過去 3 年平均成長 3%。

(2) 國際合著論文數，較前 1 年或過去 3 年平均成長 3%。

4. 創新研究

(1) 頂尖期刊論文數，較前 1 年或過去 3 年平均成長 3%。

(2) 國科會計畫件數或計畫金額總數，較前 1 年或過去 3 年平均成長 3%。

5. 產學鏈結

(1) 建教合作計畫數或計畫金額總數，較前 1 年或過去 3 年平均成長 3%。

(2) 技轉件數或技轉金額總數，較前 1 年或過去 3 年平均成長 3%。

貳、 人文社科

II. 文學院

一、價值

本校文學院以培育具實務語文能力與全球人文素養之專業人才及教育人才為目標，積極發展系所特色課程，推廣華語教育及各項外語進修。並持續強化教學及研究能量，連結跨領域學門，接軌社科、理工領域等研究成果，以宏觀、微觀兼顧取徑，發展各項前瞻議題，以開拓人文領域之全新視野。藉由教師強化學術專業訓練與深化獨立研究能力，共同開啟人文的宏觀學術視野。以適才適性方式，充實學生各項基礎知識及專業素養、文科意識與文人精神，以培養獨立思考與批判之能力，並關懷在地文化社群。

二、目標

(一) 鼓勵各系所依據課程特性進行深化與持續創新，推廣跨域多元文化教學內涵。

(二) 推動師生跨院研究與教學合作，建構多元課程，鏈結在地研究單位、學術機構等，提供各項獎學金及實作機會，培養學生就業力，亦落實高等教育與地方永續合作關係。

(三) 提供各系所獨立研究資源及跨領域學術環境，推動系所研究領域鏈結社會議題、創新科技等，並以學術資源回饋，完善大學社會責任與跨院際教研機制。

(四) 推動師生進行各項國際學術交流，以跨校合作方式，邀請外國學者客座訪問或講學，並定期舉辦跨國學術研討會，積極爭取各項教研計畫，推動師生赴國外移地教學研究，提升師生國際互動式學習能量。

三、策略及行動方案

策略 1：深化跨域教學與研究，推廣多元多文化教學內涵。

1-1. 推動教師透過個人專長領域組成跨院系研究團隊，帶領學生深化領域研究，開設融入在地化元素及跨領域之課程。

1-2. 邀請國內外專家學者進行授課、演講，促進多向學術交流。

1-3. 配合推動雙語大學計畫，鼓勵全英語授課課程。

1-4. 宣導「15+3 跨域實作」課程、總整課程等課程設計概念，鼓勵教師逐步

調整既有課程。

策略 2：著眼人文教育精神，重視學生健全發展，營造跨文化理解環境，完善大學社會責任與跨院際教研機制。

2-1. 宣導學術倫理教育，鼓勵教師將相關概念及議題落實於專業課程。

2-2. 推動研究生參與學術倫理相關工作坊或研習，以建立正確學術倫理觀念。

2-3. 推動系所與在地研究單位進行各項合作，以促進學術深度結合。

策略 3：推動國際學術交流接軌，建置國外移地教學研究，營造國際化多元學習環境。

3-1. 與國外大學建立合作關係，成為各校海外研修基地。

3-2. 推動國際學術合作之跨領域研究，鼓勵師生赴赴外進行移地教學研究。

3-3. 鼓勵師生申請國外交換生等各項交流計畫以擴展國際學術視野。

策略 4：深耕人文領域研究，結合跨域研究量能，促進研究領域跨域創新永續發展。

4-1. 結合各領域師資，進行水平與縱橫之合作教學與研究，促進國內外學術交流及合作可能。

4-2. 開設創新跨域課程，結合理論與實務操作等方式，並媒合業界資源，深化各項創新教學及研究。

4-3. 發展各項教學教材，提升教學品質並融入課程，並提供國內外合作夥伴學校使用。

策略 5：結合產官學研單位及社群，加強高等教育與地方產生鏈結作用，發展相關機構之合作關係。

5-1. 推動產官學界間合作跨界社會實踐平臺，培養學生解決問題能力與實踐行動力，並善盡保存臺灣多元且豐富的文化資產之社會責任。

5-2. 與國內外學術單位執行產業合作計畫，致力培育各教育層級雙語教師，深耕國家雙語政策。

5-3. 與校外單位合作設置獎學金，共同舉辦研討會、工作坊、講座與學生營隊等活動，推動各項教育與研究。

四、年度工作重點

(一) 優化雙語教育環境，鼓勵全英語授課課程。

(二) 推動中文系高教深耕「中文寫作教室計畫」。

(三) 加強中學臺語文師資培育，研發中學臺語文教材，編撰臺語教材，並提升臺灣語文及東南亞比較研究課程數量及品質。

(四) 推動校級「南島研究中心」或「原住民學位學程」設立，推動臺灣南島考古學術研究，落實原住民考古學的社會實踐。

(五) 設立考古所「歷史考古研究室」，系統性的整合歷史考古材料，建置臺南成大作為臺灣歷史考古研究中心。

(六) 落實考古所博士班設置具體規劃，深化考古所學術高階人才培育。

(七) 推動「考古學與文化資產學分學程」：紮根跨領域教育與推廣文化資產應用價值。

(八) 持續宣導學生修習輔系/雙主修/專業學程，以培養學生專業能力。

(九) 落實服務學習之「志願服務」，引導學生關心社會議題或參與公共事務。

(十) 宣導並推動「15+3 跨域實作」課程、總整課程等課程設計概念。

(十一) 宣導並推動學術倫理教育。

五、風險評估

(一) 課程屬性與 15+3 課程概念不盡相同，除須要重新建構傳統課程外，亦須得到學界認同，以避免影響學生的發展。

(二) 師資、經費資源考量，影響校外單位合作及計畫執行之可能。

(三) 全英語授課須考量學生之接受程度，與傳統課程編寫成英文教材的困難。

(四) 教師授課時數以及師資屆齡退休等狀況可能影響開課或導致於特定領域之專業師資出缺。

(五) 因時勢、疫情因素諸多課程調整為非實體授課，衝擊教師課程設計與學生學習型態、影響學生學習態度等狀況，需要時間修正及成長。

(六) 現有專任師資是否願意調整原本的教學觀念、嘗試接受新的政策方向及新方法以應付未來的世代需求。

六、預期效益

(一) 質化關鍵績效指標

1. 推動各系所完成週一不排必修課程。
2. 推動全英語授課及跨領域課程。
3. 課程設計能與時俱進並與國際接軌，納入宏觀視野以符合時代發展。
4. 定期檢討課程規劃，因應師資變化、配合本校政策修正系所發展方向。
5. 建立學生正確之學術倫理觀念，降低違規事件。
6. 建立人文關懷的量能，達成服務社會的目標。
7. 落實與強化學生之課業學習，提升各項學術能力，配合各合作單位，培養未來競爭力，實現社會責任，協助學生就業。
8. 推動整合型多元研究計畫與跨國移地教學，促進各系所跨領域專業人才養成與跨國界研究合作。
9. 出版各項學術期刊、田野報告與研究專書以呈現教師研究成果。
10. 結合在地研究單位及社群，持續深化在地研究，以完成大學之社會責任。

(二) 量化關鍵績效指標

1. 推動 1 件以上國際合作計畫或國外移地教學研究。
2. 邀請 2 位以上國際學者至系所客座或進行研究。
3. 舉辦 5 場以上國際學術交流活動（工作坊、研討會等）。
4. 執行 2 件以上產學合作計畫，培育學生依個人研究方向實作參與。

5. 出版 2 本臺灣語文、文學譯介、東南亞相關之教材或研究專書，並培育 60 名中學臺語師資。
6. 推動至少 1 個以東部、南臺灣等原住民社區為場域之南島考古或歷史考古教研合作計畫。
7. 南島、臺灣史前社會、臺灣歷史發展過程等 3 大議題相關研究發表預計 5 年至少 20 篇專著，或陶瓷歷史考古教科書、臺灣考古學與南島研究等專書出版。
8. 改建教室 2 間、優化多功能活動空間 1 處。
9. 開辦海外華語教學中心 1 所。
10. 出版高階語言教材 1 種並於海外推廣數位版。
11. 完善華語中心自有之線上教學系統：CLC Moodle Platform。
12. 承接國外華語遊學團 4 團，並招收華語生 100 至 200 位。

III. 管理學院

一、價值

本校管理學院成立於民國 44 年，為國內少數具有悠久歷史的管理學院，培育了許多在產官學界擔任重要職務等優秀人才。

QS 商管學科全臺排名、遠見雜誌及天下 Cheers 雜誌全臺商管學院聲望調查與企業界最愛進用之商管學生調查，皆名列前茅，辦學績效獲各界肯定。

規模涵蓋管理各領域，具跨域合作利基，設有跨國管理實務課程及跨域學程等多元整合學習課程，佐以個案教學，融合理論與實務，教學以解決企業實務問題為導向。

獲有 AACSB 認證，授予之學位為全球大學認可，外籍生數及英語授課數逾百，與歐美澳亞 10 餘國簽有交換及雙學位合作計畫，有助提升學生國際移動力。依據前述聚焦特色如下。

歷史悠久學風優良，畢業校友傑出者眾。

辦學績效位居翹秀，獲企業界最愛美譽。

學術領域規模完整，具跨域合作之優勢。

跨國交流管道多元，國際學習環境完善。

二、目標

本校管理學院秉持發揚務實校風與傳統理念，以學生為主體，以管理為最大特色，但不以管理為限，在全球化的經濟之中，以窮理致知、整合創新及邁向卓越之願景，培育學生成為具專業能力及社會責任感的企業領袖，並進一步拓展管理領域之知識，同時以本校整體發展目標及策略為依據，提出以下發展目標，以持續邁向亞太一流管理學院之路。

(一) 推動以符合社會及產業發展需求為核心的跨域教學。

(二) 深化國際交流，促進教育國際化，落實全球思考在地行動。

(三) 培育具備專業能力、社會責任感及宏觀視野的國際管理領導人才。

(四) 基礎與前瞻研究雙輪共驅，提升國際學術影響力及產業貢獻。

(五) 實踐 USR 協助企業 ESG 永續發展，提升全球影響力。

三、策略及行動方案

(一) 深耕教育

策略 1：推動跨域學習，培育通博兼具之務實創新人才

1-1. 開設跨域實作學程：實作課程養成學生解決問題的習慣（通），跨域學程形塑創新能力（博），培育務實創新人才。

1-2. 推動 15+3 彈性開課制度：15 週固定專業課程加上 3 週跨域實作密集課程，提供更彈性的跨域學習機會。

策略 2：縮減產學落差，培育企業所需人才

2-1. 開設實務課程及產碩專班：協同業界高階主管授課，提供最新產業科技認知；產碩專班依合作企業所需人才規劃課程，解決產業所需人才缺口。

2-2. 辦理職場新人菁英養成教室：協同具有豐富實務經驗之 EMBA 學生加入，打造最佳學用交流場域。

(二) 全人發展

策略 1：培育永續發展與社會責任意識

1-1. 推動品德教育融入專業課程：呼應本校推動永續發展計畫之價值，將永續發展議題導入專業課程。

1-2. 實踐 SDGs「不遺漏任何人」（Leaving no one behind）的精神：辦理各項關懷講座，並針對弱勢及不同文化族群提供照護。

策略 2：推動學生學業成就價值多元化

2-1. 攜手友善企業實踐服務學習精神：與企業合作推動協同學生參與教學，教導弱勢家庭學童專業技能。

2-2. 設置 USR 實踐獎勵金：鼓勵學生將其所學應用創新服務於對社會福祉之貢獻。

(三) 國際合作

策略 1：推動與世界百大商管學院合作

1-1. 持續辦理 AACSB 再認證：以 AACSB 所提供的國際學術交流平臺，推動與國外大學合作計畫，提供更多國際學習機會。

1-2. 國際優秀學者短期駐校：建立研究團隊或協同授課，強化研究能量，提升英文課程質量，打造更國際的教學環境。

策略 2：聚焦 SDGs 實踐

2-1. 舉辦 SDGs 相關議題活動：國際研討會等活動，以永續發展的思維，提升

本校影響力。

2-2. 辦理以英文為主的 SDGs 競賽活動：推廣院級 SDGs 成果，提升國際形象及國際招生競爭力。

(四) 創新研究

策略 1：人才孵育與延攬共進

1-1. 大師孵育養成計畫：薦送教師接受專業培訓，促進專業精進與創新。

1-2. 研究影響力分析服務計畫：將商管領域最新發展提供教師，以尋找新的研究議題或與其他研究機構合作，並鼓勵標竿或潛力教師以跨國跨域合作方式，鏈結國際人才資源。

策略 2：聚焦優勢領域，發展前瞻創新研究

2-1. 發展優勢領域：擬定 7 項 SciVal 優勢主題群集，致力發展創新研究。

2-2. 獎勵研究表現：提供優厚獎金，激勵教師之研究熱忱，投稿國際重要期刊，提升國際學術排名。

(五)產學鏈結

策略 1：以產業需求為導向的合作機制，支持產業升級

1-1. 開設高階經營管理博士學位學程：培育博士級研發人才，協助產業發展。

1-2. 辦理在地企業經營診斷：教師以自身專長，進行企業診斷，對企業發展提供建議及技術支援，協助業界實踐 ESG。

策略 2：以特色中心為橋樑，促成專業或跨域合作

2-1. 管院產學合作中心：協助媒合教師與產業界合作及爭取各種產官學研發合作計畫，以爭取最大的產學合作機會。

2-2. FinTech 商創中心：致力於 FinTech 產業價值鏈的商業創新及法遵科技之研究，將成果申請專利並技轉，以協助企業提升經營績效及育成新創公司。

四、年度工作重點

(一) 深耕教育：持續提升教學品質

1. 推動增設跨學院整合之跨域學程或開設實作課程，以符合國家未來發展之需要。
2. 持續推動課程多元評估。
3. 深化個案教學與 EMBA 結合。
4. 推動執行學生跨文化跨國管理實務學習計畫。
5. 爭取本校核撥教研空間。

(二) 全人發展：培植具社會責任且能具體付諸行動的企業領袖人才

1. 開設企業倫理及 ESG 等課程，養成學生永續發展的世界觀。

2. 辦理學長姐學職涯經驗分享座談、人資長論壇就業準備講座等活動，增強學生探索自我及職涯規劃的動力。
3. 對於經濟文化不利弱勢學生，提供學習獎勵補助，以紓解其經濟壓力，保障安心就學。
4. 建置穆斯林祈禱室，尊重多元文化。
5. 設置 USR 實踐獎金，鼓勵學生將其所學應用於服務社會。

(三) 國際合作：與國際頂尖商管學院合作，引進智慧資本，提升國際化程度

1. 推動 AACSB 維持認證工作。
2. 強化跨國雙聯學位與交換生合作計畫。
3. 辦理海外或遠距短期交流計畫，培育國際企業管理人才。

(四) 創新研究：建立各學群或領域領導研究團隊，獎勵教師於頂尖期刊發表論文

1. 辦理玉山學術獎等獎勵。
2. 推動亞太管理評論英文期刊成為 SSCI 期刊。
3. 薦送教師參加專業培訓活動。
4. 促成跨國合作計畫，邀請國內外傑出學者共同進行跨國研究，形成國際研究團隊，拓展研究視域。

(五) 產學鏈結：運用現有研究學群之優勢，達到學用一致的目的

1. 開辦高階經營管理學博士學位學程及推廣教育學分/非學分班。
2. 透過個案教學中心、產學合作中心及 FinTech 商創中心進行個案研究、IT 的進化運用於金融服務領域。

五、風險評估

(一) 空間及師資員額不足，影響教學及新設系所設置，而原有系所發展已呈飽和狀態，未來較難有突破性發展。

(二) 菁英教育及分數至上的社會價值觀，影響學生及社會關注全人教育的重要性。

(三) 國際人才培育與延攬相關法規及經費運用彈性不足，影響推動工作。

(四) 師資斷層及延攬培育人才的競爭力不足，人才銜接的問題日趨嚴峻，資深優秀教師退休，加上待遇無法跟國外及業界匹敵，較不易吸引具研究能力的優秀人才到校任教。

(五) 後疫情時代經濟的不確定性，影響產學合作新計畫推動及博士班招生。

六、預期效益

(一) 質化關鍵績效指標

1. 戮力推動多元整合，從企業需求出發，結合產業，強化課程與產業實務之連結。
2. 提升學生人文素養及永續發展觀念，落實學生服務學習，改變社區，維持本校畢業生成為企業界的最愛。

3. 推動 AACSB 認證維持工作，持續提升教學、研究、服務品質與國際接軌，搭建起與全球優質商管學院溝通合作的橋樑，強化國際資源結合，建構國際一流商管學院。
4. 推動辦理之亞太管理評論英文期刊，納入 SSCI 期刊資料庫，提升本校國際學術影響力。
5. 整合內部資源並投入協助機制，活化研究能量，激勵教師研發質量。

(二) 量化關鍵績效指標

1. 15+3 跨領域實作參與課程數每年至少 10 門。
2. 跨領域創新課程每年成長 0.5%，5 年內（112 至 116 年）成長 3%。
3. 人文關懷及就業講座等活動每年至少辦理 10 場。
4. 每年至少簽訂 1 個以上跨國交換學生或雙學位計畫。
5. 學生赴海外研習系所比例由 78%（110 年）於 5 年內達 80%，成長 5%。
6. 科研論文標準化影響力（FWCI）數值由 1.09 於 5 年內達 1.2，成長 10%。
7. 國際合著論文比例由 37%（110 年）於 5 年內達 42%，成長 13%。

IV. 社會科學院

一、價值

成大社會科學院具有 4 系 1 所（經濟系、法律系、政治系、心理系、教育所），是全國唯一涵蓋理工、教育及法律領域之學院，以「特色教學、精準研究、區域服務」為 3 大主軸。

教學面致力跨域創新教學與開設具在地人本特色的課程，以解決問題的跨域教學積極培育人才；研究面鏈結人社與自然工程學科，為引導永續發展的卓越研究，將已成立「心智影像研究中心」結合 SDGs 目標中的 3、8、10、12、13 進行精準智慧研究，規劃「安全健康永續發展研究中心」，達成跨域教研願景；服務面以沙崙科學城與南科，鏈結政府、NGO、產業等利害關係人，並運用大南方科研產業化平臺資源，建立以人社領域為軸心的綜合型產學創新聚落，落實大學社會責任。

二、目標

(一) 專業與跨域能力之整合：鼓勵師生以脈絡化、概念化及問題中心共築課程，推廣社會資料科學學分學程，培育跨域教研人才。

(二) 創新與領導能力之培養：以 AI 大數據、公民行動方案等新創課程，鏈結特色領域研究中心，優化教研環境。

(三) 健康與永續發展之養成：進行遠距健康評估照護、環境健康經濟實驗、政府政策分析與建言，以健康永續為軸線，開發具建設性之社會政策。

(四) 國際與區域關懷之建立：配合雙語教學政策增加全英授課比例，強化與國際簽約學校之交換生、雙聯學位、學人交流與國際學術研究質量。

三、策略及行動方案

策略 1：深耕教育

1-1. 建構跨域教研平臺，營造場域學習風氣。

A. 提升專業領域員額，穩定跨域師資社群。

B. 積極爭取教育部/國科會計畫，優化師生學習與教研能量奠基。

C. 強化各系所軟硬體設備，深耕跨領域學分學程，增加學生接觸跨域課程的機會，促進跨域學習。

1-2. 對於弱勢學生處遇

A. 爭取校友、企業、政府等獎助學金補助，減輕經濟負擔。

B. 藉由導師、助教制度，強化師生陪伴學習、落實多元關懷。

1-3. 跨院 SDGs 教研合作

A. 與工、規設、敏求與醫學院合作，共築特色領域研究中心。

B. 落實 15+3 跨領域實作課程，鼓勵跨域共時授課。

策略 2：全人發展

2-1. 強化健康、安全、友善的校園學習環境：落實門禁管控、辦理防災演習，強化校園安全網；落實陪伴學習，並與心輔組密切關注師生身心靈健康。

2-2. 強化公民社會：落實品德教育，鼓勵學生參與社團、倡議與競賽；辦理多元議題講座，增進並肯認多元特質。

策略 3：國際合作

3-1. 深化國際化學習系統，延攬及留任國際人才

A. 落實雙語教學，提供英文授課課程達成滿足畢業需求。

B. 推動與美國休士頓大學霍比公共事務學院雙聯學位計畫，鼓勵學生赴海外交換、就讀。

C. 不定期與國際簽約學校進行學人交流、駐點授課。

3-2. 國際人才支持系統

A. 持續辦理跨院合作之自然災害減災及管理國際碩士學位學程。

B. 善用本校以及校外獎助學金機制。

策略 4：創新研究

4-1. 結合 SDGs，成立特色領域研究中心：結合 SDGs 目標規劃「安全健康永續發展研究中心」進行遠距健康評估照護、環境健康經濟實驗、政府政策分析與建言，開發具建設性之社會政策。

4-2. 深耕場域，延伸跨域教研整合

A. 配合大南方科研產業化平臺，結合院內跨域師資與研究中心能量，協助輔佐智慧生醫領域。

B. 爭取成大法學收錄為國科會人文社會科學研究中心評比核心期刊，進一步爭取能收錄於 Scopus 資料庫。

策略 5：產學鏈結

5-1. 深耕各系產學合作與創新：依各系所之專殊性，安排業界參訪與實習，回應業界需求，培育科際整合人才，如：法律系碩士在職專班科際整合組、政治經濟碩士等。擴展與財團法人永齡教育慈善基金會合作，扶助弱勢學童。

5-2. 建立國家智庫：配合特色領域研究中心，以睡眠與生活為主軸進行跨階的資料庫建立，透過經濟模型與個體/社會心理情境分析，衡量國家政策推動實施的優劣，研擬永續社會發展政策。

四、年度工作重點

(一) 完成已簽屬國外大學簽訂合作協議之續約協議，為後疫情時代做準備。

(二) 推廣社會資料科學學分學程，使申請人數與修畢人數穩健發展。

1. 充實學分學程課程數。
2. 積極配合校內資源，並定期辦理跨域成果展，提高能見度。
3. 增加與在地高中合作的班級數，培養情意素養能力。

(三) 營運「安全健康永續發展研究中心」，充實跨域教研合一。

透過 3 組子計畫，進行遠距健康評估照護、環境健康經濟實驗、政府政策分析與建言，以睡眠與生活為主軸進行資料庫建立，透過經濟計量模型與個體/社會心理情境分析，衡量國家政策推動實施的優劣，開發社會政策。

(四) 鼓勵院內教師跨域交流，穩健提升研究量能。

於 110 年在 SSCI、SCI 等級期刊發表國際論文共計 52 篇，創近年新高，FWCI 指標亦創新高達 1.63，將持續推進與國際學者研究合作之機會，發表於知名研究期刊。

(五) 穩健執行產學合作教學與實習

持續鼓勵各系向外找尋實習、產學合作與獎助學金等校外資源，提升教學品質，給予學生多元發展、適性揚才之機會。

五、風險評估

(一) 跨域教研平臺對於新進教師較具挑戰性，需要資源挹注、鼓勵參與。

積極承接外部計畫，成立跨領域學分學程，惟新進教師在參與社群上，受到升等壓力與計畫進程的壓力，故仍需爭取外部資源，給予新進教師教研資源的挹注。

(二) 受限 COVID-19 疫情，雖多採線上交流，但仍有實體交流之需求。

於疫情前每年約有 10 位國際交換生前來，惟受疫情影響交流延宕，未來將密切注意開放時程；而交流在近年多採線上模式，然仍有實體交流教研經驗之需求，於未來亦將持續關注疫情走勢。

(三) 特色領域研究中心規劃進程尚未定案。

111 年度提出「安全健康永續發展研究中心」之規劃，倘若通過則以年度工作目標 3 營運，倘若未順利通過，則需思考標竿計畫的延續性。

六、預期效益

(一) 質化關鍵績效指標

1. 深化「以人為本的研究，向下扎根的教育」作為發展教學與研究之核心，以特色領域研究中心領銜社科研究，持續推廣跨域教學，並深耕在地高中發揮社會責任。
2. 強化校園公民社會，透過跨域學分學程深植前瞻思維，提升學生對公共事務與議題的敏感度，落實人社領域學生的公民素養。
3. 響應本校打造國際化學習系統，鼓勵師生赴外交流與求學，同時積極與簽署合約之國際學校深化教研交流。
4. 深耕場域加強產學合作，持續開設 AI 人才研修班，並於全國各高中職進行招生推廣；依各系所需求安排業師、講座與工作坊。
5. 安全健康永續發展研究中心將以「人才培育」、「學術研究」、「環境建置」、「標竿競逐」、「研究貢獻」作為共同績效指標；並以數據資料庫建置數、合作場域案件數、教育訓練場次數、資料調查筆數作為自訂績效指標努力。

(二) 量化關鍵績效指標

1. 鼓勵參與跨域教研平臺之師長人數占比達院內專任師資數之 30%。
2. 推廣跨領域學分學程，預期申請人數突破 90 人，總修課人次突破 400 人次，獲得學分學程證書得超過 5 人。
3. 深化國際交流，維持英文授課課程數至 15 門；赴外院薦交換生數每年度 1 至 2 位；國際研討會每年度辦理 1 至 2 場次；而學士、碩士、博士國外優秀學生之招生每年穩健成長。
4. 辦理院研究日成果競賽每年度 1 場次，跨域聯合成果發表每年度 2 場次，場域踏查每年度 1 場次，合作高中數量每年度 1 至 2 所；辦理 AI 人才研修班每年度 2 至 3 梯次。
5. 產學合作端，推動法律系與 3 間律師事務所、經濟系與 14 間金融機構進行實習合約簽署;並推動永齡希望小學成大分校每年度辦理 2 場次師資培育，服務國小數量持續每年度約 20 所。

參、 工程技術

V. 工學院

一、價值

本校工學院創立於 1931 年，以培育高等工程人才為職志，其教育目標為「培養學生具深厚理論基礎、創新實作能力、高雅人文素養、宏觀國際思維，造就術德兼修一流人才」。本校工學院是全臺規模最龐大、歷史最悠久、領域最完整的工學院，設有 12 個學系、2 個研究所、6 個碩士在職專班及 6 個國際學位學程，涵蓋機械、土木及化材 3 大學群。畢業院友以其專業、樸實、勤奮及合群的特質，服務於國內外產、官、學、研各界，表現優異，貢獻卓越，贏得「企業界最愛」的美譽。

二、目標

(一) 培育學生具有正確的價值觀和國際觀。

(二) 整合課程，大學部力求教學品質的提高，研究所則質量兼顧。

(三) 整合共用實驗室、充實大學部實驗設備，加強基本學科，重視培養學生創意思考、設計、實驗與動手作之能力；並注重教學內容與實驗項目之更新與現代化。

(四) 激勵教師提升研究質與量，使整體研究水準達世界一流。

(五) 加強研究與實務結合，鼓勵具科系整合性之中大型研究計畫，並發展產學合作計畫。

(六) 加強與臺南科學工業園區及沙崙智慧綠能科學城等產業界合作，提供研究、人才培訓服務。

(七) 加強與國際名校交流，確實推動國際化任務。

三、策略及行動方案

策略 1：落實教學創新

1-1. 深化與貫通基礎學科知識：增設「深碗型課程」與「頂石課程」、採用總結性評量。

1-2. 推動彈性多元課程：配合校級「15+3 週」方案，以密集課程/工作坊融入一般課程，提供學生與外界連結機會。

1-3. 深化輔助遠距教學：規劃完善軟、硬體環境及支援技術訓練

1-4. 建立教研需要的先進設施，如：改善老舊空間、增購新式教研設備及開發虛擬教學實境軟體。

1-5. 擴展與續辦各項獎助學金：擴展聯繫中型企業及具發展潛力的企業，增加捐獻來源。

策略 2：善盡大學社會責任

2-1. 推動多元創新教學法：重新設計課程結構和評核方法、持續發展線上教學

及混合模式教學。

2-2. 以「議題導向跨領域敘事力培育」計畫推動敘事力課程/工作坊。

2-3. 加強服務和體驗學習：以實際問題為導向，引導學生關懷在地、自主學習，促進教師專業成長與跨界合作。

2-4. 加強通識教育，包含：學倫類、性平類、論文寫作力、簡報及口說表達力。

2-5. 建立輔導機制：學生方面：辦理「院長時間」；新進/新晉教師方面，效仿國外業師制度，邀請教學或研究優良教師，辦理經驗分享會。

策略 3：打造全球競合力

3-1. 參加招生講座、校方海外招生團隊及向海外基地之伙伴學校推行多元招生管道。

3-2. 透過「成蝶計畫」、「國際合作計畫」及姊妹校/跨國學位合作（雙聯學制）建立環球教育及研究夥伴。

3-3. 以「雙語化學習計畫」推動 EMI 授課。

3-4. 延攬和培育優秀人才，如：競爭性專任教師員額、玉山（青年）學者、客座教授/專家/研究員。

3-5. 爭取辦理大型國際研討會。

策略 4：強化研究量能

4-1. 發展重點研究領域，包含：科技創新、醫學健康、綠能科技、碳中和、淨零碳排、智慧機械、環境保護、防災科技等 8 個領域。

4-2. 提升研究人才素質：推動 Undergraduate Research、鼓勵赴國際學術會議發表研究成果或海外短期研究。

4-3. 提高研究成果：辦理「研究優良教師」遴選與「明日之星」遴選。

4-4. 執行「補助新進教師學術研究計畫」編列先期研究經費補助。

策略 5：帶動產業發展

5-1. 邀請業界專家參與總整課程與實作課程教學。

5-2. 透過專業課程、產學合作推動產業實習。

5-3. 創立學位學程/產碩專班、參與「產學合作培育博士級研發人才計畫」建立策略夥伴研究關係。

5-4. 開創解決產業議題研發模式，打造學校創新研發生態系。

5-5. 與 S 型廊帶的重點產業聚落產生鏈結。

四、年度工作重點

(一) 落實教學創新

1. 維護現有教學環境及更新軟硬體設施。
2. 協調系所針對未來空間使用及進行空間分配。
3. 多數系所均已通過工程教育認證，未來將定期接受認證。
4. 教師員額相互支援與流通，增聘具國際競爭力新血。

(二) 善盡大學社會責任

1. 積極宣導各系所特色及其就業潛力。
2. 主動關懷在校生課業及生活狀況。
3. 舉辦各種高中科技研習營隊。
4. 結合其他學院共同開設研究生通識課程。

(三) 打造全球競合力

1. 出版工學院通訊（電子報）。
2. 加強重點姊妹校之合作計畫、雙聯學位、合辦國際研討會。
3. 鼓勵師生出國參加研討會及短期研究。
4. 充實並改善英文網頁。
5. 提供學生更多元的出國交換與研修管道。
6. 增聘外籍專任教師及延攬國際學者來臺客座講授課程。
7. 邀請國際學者短期訪臺演講、講學或短期訪問交流。

(四) 強化研究量能

1. 國家級船艦試驗水槽新建工程預計於 2023 年底完工，將積極進行各項工程監督與協調作業。
2. 維持研究論文發表質量，將持續辦理「研究優良獎勵」及「明日之星」的遴選作業。
3. 補助新進教師研究經費。
4. 針對 8 項發展重點研究領域，進行跨系所或跨院整合，並將在空間及經費上給予必要的支持。

(五) 帶動產業發展

1. 鼓勵學生參與業界實習。
2. 鼓勵教師將創新技術成果申請專利，並加強技術移轉。
3. 主動媒介與產業界的交流互訪與技術合作。
4. 積極爭取各種產學合作研發補助計畫。

五、風險評估

(一) 落實教學創新：部分系所仍有空間不足、空間分散之問題，教學研究空間不敷發展需要，有礙於人才延攬、教學品質提升與研究中心之成立。

(二) 善盡大學社會責任：僅仰賴教育部補助 USR 計畫經費，與依賴幾門零星課程與熱心社區事務的教師，在社區辦理曇花一現的活動，對區域活化、地方創生的幫助不大。

(三) 打造全球競合力：受少子化影響，未來 5 年後，本國學生人數大減。而招收外籍生亦受限於鈞部每年核定的名額，且提高外籍生就讀意願及素質，亦有賴校方給予經費及獎助學金支持。

(四) 強化研究量能：資深教授的退休潮，除造成教學人力上的空缺，也削減研究及產學量能；教師薪酬與國外學術機構相比，難以吸引優秀之國際學者與傑出人才。

(五) 帶動產業發展：近年來受疫情影響，全球產業景氣不佳，整體大環境衰退，致使業界不願投入更多的經費在產學合作上，致產學合作績效下滑。

六、預期效益

(一) 質化關鍵績效指標

1. 落實教學創新：透過改善課程結構、強化課程深度、改善教學設施、教師成長精進等，營造持續創新又充滿積極活力之教學氛圍。
2. 善盡大學社會責任：將實踐型教學知識整合平臺與大學人才培育機制連結，運用學術專業結合社會需求，透過既有專業課程連結或是開發新實踐型課程，進一步醞釀成為大學與在地社群的夥伴關係，實踐永續發展及創造價值。
3. 打造全球競合力：對內，大幅提高全英語授課比例，培育具備國際移動力的學子；對外，招收國際生幫助在地生開拓視野、激發思維。透過在地與國際文化兼容並蓄，並充分連結遍布全球校友網絡，讓本校工學院邁向更廣闊的國際舞臺。
4. 強化研究量能：重點發展領域或特色領域研究中心趨向世界一流 ，培育傑出年輕學者，在尖端科技具有領導地位。
5. 帶動產業發展：本校身為研究型大學，不僅肩負自身發展，更要承擔城市與區域發展的使命。未來結合南部重點產業及全球校友網絡，成為支持城鎮發展、智慧醫療、商業連結、跨域人才培育的平臺，不僅培養企業最愛的畢業生，更能夠創造臺灣與世界最愛的企業。

(二) 量化關鍵績效指標

1. 落實教學創新
   (1) 逐年改善 1 門以上課程，包含創新、汰換或整併課程架構、教材內容與教學方法。
   (2) 每年維持改善/新增 1 間創新教學空間。
   (3) 每年維持延攬 3 名具有院士資格之教師。
2. 善盡大學社會責任
   (1) 逐年增加 1 個以上參與院級 SDGs-USR 課程及活動之學生人次。
   (2) 逐年增加 1 個參與院級 SDGs-USR 課程及活動之教師人次。
   (3) 逐年增加 9 個以上參加「自主學習/參與式學習活動」之學生人次。
3. 打造全球競合力
   (1) 逐年增加 10 名外國學生人數。
   (2) 逐年增加 8 個在學學生出席國際會議人次。

(3) 逐年增加 1 名英語授課專任教師人數。

4. 強化研究量能

(1) 逐年增加 5 篇專任教師發表專業學術期刊論文。

(2) 逐年增加 10 篇專任教師發表研討會論文篇數。

(3) 每年維持專利獲證數達 68 件以上。

5. 帶動產業發展

(1) 學生實習人數逐年成長 5 名。

(2) 產學合作計畫經費逐年成長新臺幣 5 仟萬元。

(3) 每年維持 4 家衍生企業數。

VI. 電機資訊學院

一、價值

本校電機資訊學院源自成立於民國 20 年之電氣工程學系，並於民國 92 年 8 月由原工學院屬下相關系所正式成立「電機資訊學院」，培養理論與實務並重，具有創意與國際觀、術德兼備之電機資訊卓越人才，並積極與校內外各學院合作，落實全球化的跨領域教學、服務與研究，邁向世界一流學院。

二、目標

本校電機資訊學院為培育學生邏輯思考、自主學習能力，並使學生與社會及產業接軌，具備面對未來及問題解決的能力，茲以「發展頂尖特色研究、促進產業永續發展、培育多元菁英人才」為發展主軸，擬定 5 年期發展目標如下。

(一) 深耕教育全人發展

(二) 推進尖端特色研究

(三) 擴展強化國際聲望

(四) 鏈結產學服務社會

三、策略及行動方案

策略 1：深耕教育

1-1. 建構自學環境以培養學生自學能力：結合成大育才網線上課程平臺，提供學生隨時隨處可自學的環境；並且透過記錄學生線上學習時數，擇優給予獎勵，來鼓勵學生自學。

1-2. 豐富外語教學課程以提升學生外語能力：獎勵教師以外語授課，並協助將外語授課內容錄製影片，上傳至成大育才網，逐年累積、豐富外語課程，提供學生自習。

1-3. 培育重點領域人才：與本校智慧半導體及永續製造學院、敏求智慧運算學院資源實質合作，共同培育重點領域人才（包含資安人才）。延攬業界專

家與院內教師共同授課，引進業界實務經驗，設計創新實作實習課程，提升學生專業實務技術能力。

1-4. 打造智慧優質教研環境：逐步更新教室與演講廳，滿足後疫情時代線上授課與遠距會議所需。

策略 2：全人教育

2-1. 強化生活教育與學習輔導：透過舉辦院長座談、系主任座談、學生心理健康講座、導師談話等交流活動，強化生活教育並關懷學生心理健康。提供課業輔導助教駐點諮詢，協助有特殊學習需求及學習困難之學生學業上的協助。

2-2. 推動將公民素養融入專業課程：舉辦教師社群講座，分享如何將倫理、民主、科學、媒體、美學等 5 大公民素養納入專業課程。

2-3. 人文關懷與社會服務：呼應本校「成就共好」的學風，實質獎勵院內師生各方面的社會服務行動，期能逐步將人文關懷與社會服務的價值理念植入學生的心田。

策略 3：國際合作

3-1. 提升國際移動力：積極延聘國外學者進行短中長期之教學與研究活動，強化英語友善環境，進而吸引國外學生就讀，並推動師生國際交流，增加國際能見度。

3-2. 強化國際鏈結：與國外知名大學密切交流，簽署雙聯學位，共組跨國研究團隊，實質推動跨國研究合作爭取國際產學合作計畫，吸引國內外優秀人才及資金投入，帶動產業升級，提升國際競爭力。

策略 4：創新研究

4-1. 延攬優秀人才：透過遍布國內外的校友網路，禮聘優秀人才加入團隊。藉由拔尖與扶弱措施（獎助學金、雙聯學位、國際交流、產學合作、專人輔導），吸引國內外優秀學生就讀。

4-2. 推進尖端特色研究：賡續新興關鍵晶片、化合物半導體、永續製造、下世代通訊、綠能電子、生醫電子、低軌衛星、無人載具等主軸研究議題的研究團隊。因應後疫情時代，發展利用 AI 技術提升醫療品質、降低醫療成本，落實科技防疫，降低弱勢族群於醫療方面的負擔，呼應 SDGs「健康與福祉」永續發展目標。

策略 5：產學鏈結

5-1. 強化在地產學合作共創社會新價值：與臺南市政府、南部科學園區及伙伴學校合作，研發政府和企業所需解決方案以創造在地價值。協助行政院「大南方大發展南臺灣發展計畫」，打造成大・沙崙智慧綠能科學城、南科高雄園區之智慧科技體現場域。

四、年度工作重點

(一) 深耕教育

1. 獎勵並協助教師進行外語授課內容錄製，上傳至成大育才網線上課程平臺，逐年累積、豐富外語課程，提供學生自習。
2. 引進業界專家共同授課，設計創新實作實習課程，提升院內師生實務能力與技術。
3. 與醫學院合開 AI 醫學應用課程，推動兩院間大學及碩士班跨域總整教學課程，銜接跨域研究與人才培育。
4. 逐步更新教室與演講廳，滿足後疫情時代線上授課與遠距會議所需。

(二) 全人發展

1. 舉辦教師社群講座，分享如何將倫理、民主、科學、媒體、美學等 5 大公民素養納入專業課程。
2. 獎勵院內師生社會服務行動，期能逐步將人文關懷與社會服務的價值理念植入學生的心田。

(三) 國際合作

1. 禮聘優秀師資與專業人才加入。
2. 獎勵師生參與國際學術活動及競賽，推薦學生參與國際合作研究計畫，深化公共參與及增加國際體驗。
3. 與普渡大學擴大合作 3+1+1 共 5 年的學士及碩士雙聯學位招生計畫，並籌組跨國研究團隊。另與比利時魯汶大學（KU Leuven）及比利時微電子研究中心（IMEC）共同簽訂雙聯博士學位合約，促進國際合作與學術交流。

(四) 創新研究

1. 推進尖端特色研究，包含新興關鍵晶片、化合物半導體、永續製造、下世代通訊、綠能電子、生醫電子、低軌衛星、無人載具等主軸研究議題。
2. 建構智慧製造雲端服務系統，協助我國製造業達成所有生產產品接近零缺陷之工業 4.1 願景。

(五) 產學鏈結

1. 與法人、政府以及科學園區等機構與廠商合作，增加技術研發機會，並加強區域合作及鏈結，結合在地產業與場域（如：沙崙智慧綠能科學城、亞灣新創園），推動大型合作研發計畫。

五、風險評估

(一) 在紀錄學生線上學習時數方面，可能會因為學生單純掛在網上，並無實質觀看影片學習，造成獎勵不公，降低學生自學的動力。

(二) 引進業界教師設計創新實作課程，可能會因為授課經驗不足無法將實務經驗轉化成教學內容，導致課程無法有效呈現實務經驗及技術，無助於學生專業實務技術能力的提升。

(三) 教師忙碌無法參加教師社群活動致使推廣公民素養融入專業課程效力不彰。

(四) 推動國際交換生與雙聯學位，部分優秀的經濟弱勢學生可能會因為高昂的生活費與學費無法參加。

(五) 在禮聘優秀師資與專業人才方面，因產業薪資高於學術單位相當多，不利於延攬真正優秀的人才。

六、預期效益

(一) 質化關鍵績效指標

1. 提升視訊教學課程的數量與品質，提供學生自學平臺與共學環境，培養學生自學能力。
2. 師生參與國際學術活動、競賽及國際合作研究計畫，開闊學生國際視野，增進師生國際移動力。
3. 與國外一流大學學者合作開創具潛力領域之研究方向。進行國際產學合作計畫，並推動跨國研究合作吸引國內外優秀人才及資金投入，帶動產業升級提升國際競爭力。
4. 透過成大人工智慧研發中心奠定人工智慧、智慧物聯網、科技防疫及醫學等重點推動主題的研發能力，並協助其他學院成為本校之核心團隊。
5. 與本校智慧半導體及永續製造學院、敏求智慧運算學院資源實質合作，共同培育重點領域人才（包含資安人才），引進業界實務經驗，設計創新實作實習課程，提升學生專業實務技術能力，培育優質重點領域人才。

(二) 量化關鍵績效指標

1. 深耕教育
   (1) 錄製外語教學影片上傳至線上平臺課程數：5 門。
   (2) 業師參與課程數：20 堂。
   (3) 學生參加「自主學習/參與式學習活動」人次：500 人次。
2. 全人發展
   (1) 推動將公民素養融入專業課程舉辦教師社群活動次數：4 次。
   (2) 師生參與人文關懷與社會服務活動人次：20 人次。
   (3) 生活教育講座活動（院長座談、系主任座談、學生心理健康講座、導師談話）次數：100 場次。
3. 國際合作
   (1) 組成跨國研究團隊：1 組。
   (2) 外籍學者來訪（3 周以上）人次：3 人次。
   (3) 畢業生赴國外一流大學就學人數：10 人。

(4) 學生赴國外交流人數：50 人。

4. 創新研究

(1) 新聘優秀人才厚實師資量能之人數：3 人。

(2) 研究、產學跨域特色計畫件數：5 件。

(3) 學者獲得所屬領域重要獎項數：30 項。

(4) 執行研究計畫（國科會）件數：270 件。

(5) 執行研究計畫（國科會）總金額：5.8 億元。

5. 產學鏈結

(1) 執行產學合作計畫（非國科會）件數：90 件。

(2) 執行產學合作計畫（非國科會）總金額：1.8 億元。

VII.規劃與設計學院

一、價值

本校規劃與設計學院於 92 年成立，設有建築學系、都市計劃學系、工業設計學系、創意產業設計研究所及科技藝術碩士學位學程，為國內綜合研究型國立大學唯一設有規劃與設計相關學院者。因應近年來大學與社會及產業結合的趨勢，本校規劃與設計學院積極扮演引領社會產業創新轉型的樞紐，發揮社會影響力，遂提出「社會感知行動影響力」的中長程發展概念與規劃。希冀能在豐沛研究能量加持下，積極深入地方衍生在地實踐、融合院系能量衍生教學實踐、探索科藝趨勢衍生創研實踐，發展出具備社會感知力與行動力的社會與產業實踐型學院。

二、目標

(一) 感知社會需求，培養具整合跨域知識及思辨能力、獨立思考、創新整合、社會實踐與國際鏈結能力的領導人才。

(二) 理論與實務並重，感知與行動共構，在人文、科技、藝術 3 方面取得均衡的發展。

(三) 以社會感知與行動帶領社會及產業進行文化創新與數位轉型，提升社會影響力並積極展開在地與國際跨域對話。

三、策略及行動方案

策略 1：以能感知社會需求與建立實踐行動

1-1. 以社會影響力角度培育具人本精神、關懷社會之空間規劃人才：透過大學對在地的責任與角色的確認，並藉由大學實踐型教學與經營在地實踐場域的行動結合，建立永續環境、韌性城市與多元平等之認知，培育具備社會關懷、倫理素養與思辨能力之人才，以協助臺灣社會在面對社會轉型的突破有所貢獻。

1-2. 培育具國際視野、人道關懷、社會實踐力的規劃設計行動者：舉辦跨國工作坊進入弱勢場域學習尊重多元文化、積極鼓勵師生參與國際倡議（如：氣候行動等）、課程導入 NGOs 學習資源、強化規劃倫理教育。將社會實踐導向之韌性社區營造導入專業課程教學中，提供學生直接接觸社區設計活動與工作坊課程，深入場域進行環境觀察與概念轉化之學習，盤點社區問題，發想社區所需協助之處，以及能提供的資源與應用方式，並期待有行動實踐的學習成果，能回饋於在地社會。

策略 2：以感知國際趨勢鏈結國際行動創造國際影響力

1-1. 雙語化課程模組提升國際交流與能見度：結合專業攝影棚預錄雙語化的各系師資專業模組、基礎課程模組、特色課程模組等，建構雙語化的知識庫平臺，作為提升國際交流與能見度的共享資源。

1-2. 拓展國際永續發展指標議題實踐之國際策略聯盟：積極加入國際組織 Cumulus 並與 SATU、WUN 等的夥伴科系建立教學研究合作管道、強化與亞洲規劃學校聯盟之多元鏈結。

策略 3：創造國家、社會及產業的研究應用影響力

3-1. 跨系專案導入大專生研究量能：以院主導增加跨院系議題與專案交流，研擬院級跨域計畫孵育提案或參與機制，積極納入跨院系教師與大專生參與，建構與活化院級研究量能。

3-2. 以社會創新力為導向的創作型科技藝術研究：配合國家發展科技藝術之重大政策，積極投入科技與藝術之整合型研究。數位智造工坊鎖定智慧營建為主要核心任務之一，開創以人機協作及智慧製造為主要方向之創新研究領域，培育具備跨域能力之智慧建造特殊專才，引領產業數位轉型與創新。

3-3. 以社會影響力為導向的實踐型真實場域研究：察覺 COVID-19 後疫情時代、氣候變遷、永續健康城市等社會需求，結合 SDGs 指標，以國際在地化暨在地國際化概念落實於真實場域研究，創造整合國際鏈結與在地實踐的社會影響力。

四、年度工作重點

(一) 建置國際化學習環境：推動教師之 EMI 雙語教學增能，促進 EMI 雙語課程之開設，辦理國際性工作營，與國內外事務所簽訂合作備忘錄，提供國際實習機會與雲端教學資源。

(二) 強化智慧製造與實作技能：透過數位智造工坊，整合數位製造工具包括 CNC、雷射切割、3D 列印與機器手臂等，建立完善的教育訓練與使用管理機制，強化從數位輔助設計到數位輔助製造的自造者培育模式。

(三) 強化數位攝影棚的營運與產能：數位攝影棚開始營運後，可協助虛擬與實體影像的拍攝與錄製，可提供本校師生精美的拍攝場地、新穎的媒體設備、以及完

整的教學課程。此數位攝影棚將優化師生的設計成果，使得從發現到傳遞（From Discover to Deliver; 4D Model）的整個設計流程得以完整。此外，數位攝影棚可配合 EMI 課程，協助本校教師拍攝英語教學內容，提升錄製效率與教學品質。

(四) 持續優化軟實力

1. 鼓勵教師擔任校外重要學術組織之職務、強化產學連結。
2. 承擔大學社會責任，普宣設計教育、融入地方發展。
3. 拓展國際合作並執行研究與教學。
4. 頂尖新創團隊的建立與傳承等。藉此提升教學成效、提升正向影響力。

(五) 創新研究：整合創意產業與設計力創新之在地發展脈絡，實踐產業設計化與設計產業化之本土研究論述與紮根。在地創意產業與設計產業的教師與博碩士生研究之擴散與影響力延伸發展及與臺灣設計研究院之產學合作研究之紮根與設計力導入創意產業之成果模式建立。

五、風險評估

(一) 場域實作教學受 COVID-19 疫情影響限縮實體教學活動，影響教學成效。

(二) 面臨少子化趨勢、Z 世代學生學習特性、博士就業市場不佳、海外大專校院競爭，考驗招生、教學與學生輔導之調適能力。

(三) 多數實體國際交流活動受 COVID-19 疫情影響停辦，師生參與國際活動機會大幅減少，不利推動國際化。

(四) 師資面臨世代交替，中生代與新生代教師在申請計畫（如：整合型計畫等）、尋求研究資源時，競爭壓力大。

(五) 國內各大學校院逐漸重視產學資源，諸多校系跨界發展與崛起，爭取產學合作計畫的競爭日益激烈。

六、預期效益

(一) 質化關鍵績效指標

1. 培育全方位人才：結合跨院系課程與師資，提供因應未來發展需求之課程模組，提供學生多元學習機會。
2. 強化資訊能力：精進資訊科技設備，充實數位創作能量，營造完善的數位學習環境。
3. 促進學用合一：與國內外績優機構締結合作夥伴，導入業界資源，共創研發效能，提供學生實習與就業機會。
4. 跨域智慧建造：藉由數位智造工坊、數位攝影棚等數位教學環境，培育具備跨域能力之智慧建造特殊專才，並積極拓展產學合作。
5. 提升校系國際知名度：加入國際學術組織，爭取辦理學術研討活動。

(二) 量化關鍵績效指標

1. 提升教學成效：增授彈性課程（如：微學分、密集授課、總整課程等），激發學生學習動機。
2. 實踐社會責任：以計畫帶入深入地方及企業，合作發展目標，服務社會。
3. 拓展國際觀：延攬國際知名學者擔任客座講座或客座科技人才，協助教學或研究，吸取國際專業新知。
4. 增進跨國合作產出：爭取國外雙邊合作計畫獎助，鼓勵國際合作，共同發表研發成果。
5. 營造優質的教研環境：透過彈性空間規劃與智慧設備裝置，滿足多元的教學研究活動，達到空間資源使用效能最大化。

肆、 生科醫學

VIII. 醫學院

一、價值

本校醫學院為國立綜合大學內的醫學院，師資及課程安排具多元性，注重人文修養與科學應用。且附設醫院與醫學院毗鄰而設，在研究上除了結合基礎與臨床醫學結合，更重視理論實作融會貫通，朝成為南部生醫生態中心邁進。除此之外，隨著科技進步，本校秉持醫學不離人文的初衷，醫學院除持續探討醫學未解之謎，更直接面對社會需要，致力於發展最新技術於研發及教案。此外，面對高齡化的國家危機，本校醫學院率先串聯院內外機構，成立嘉成高齡醫學研究中心，除了守護南臺灣民眾的健康，更是全國醫學院學習之表率。

二、目標

(一) 加強醫學人文教育：以培養具有人文與科學兩面向的醫療各領域人才為目標。

(二) 推展科技在醫學教研的應用：建構臨床實務及教學功能兼備的虛擬實境教室，鏈結基礎臨床，提升跨領域產學研發能量，應用研發人力世代接棒。

(三) 建構南部生醫界新生態中心：整合附設醫院及南部醫療盟之研究量能，並與產業夥伴結為研發聯盟，成為生醫界新標竿。

(四) 為未來社會作準備：發掘社會問題及需要，推動跨領域整合性高齡照護、新興感染病的深入創新及突破研究，規劃並逐步推展公共衛生教育，以達全人照護的終極目標。

三、策略及行動方案

策略 1：提供學生豐富學習環境、提供教師多元培訓方案

1-1. 強調培養科學與人文並重之醫學人才

A. 整合各系所全人照護課程並引導學生多元思考。

B. 推動講座、活動，持續薰陶具備文化素養的醫事人員。

1-2. 培養提升學生資訊素養，增加資訊相關課程

A. 應用創新數位科技打造跨領域教與學。

B. 建置醫學延展實境中心。

C. 精進醫療教學體系之軟硬體功能。

1-3. 促進多元發展、培育高階人才

A. 深耕產官學合作，優化醫療教育體系。

B. 推展多元評量方式評估學習成效。

C. 提升領航教學創新能力以形塑教學特色。

策略 2：打造健康大學，實現公民社會

2-1. 建立互動平臺、建置行政與課務機制。

A. 建立本校附設醫院、教師、學生、校友、系學會、醫學會、社區、社福團體、國際志工團體的互動平臺。

B. 多數委員會設有學生代表，給予學生發聲管道。

2-2. 落實輔導機制

A. 持續關懷本地生、僑生及國際生。

B. 更全面輔導情緒障礙生、照顧經濟弱勢生之需求。

2-3. 激化學生互動及活力

A. 堅實系內學生互相課業、生活支援網絡。

B. 建立跨系所學生間資源共享互動串連。

2-4. 強化參與服務學習及國內外志工

A. 師生接棒耕耘在地社區偏鄉。

B. 醫療服務隊納入健照/臨床學群研究生。

策略 3：人才培育制度化、研究發展多元化

3-1. 建立研究互聯網

A. 連結整合院內外資源，集中量能。

B. 成立產學研醫聯盟，共同爭取外部資源。

3-2. 培育人才傳承典範

A. 制定並推動全院方向，連結院內已有新聘延攬、教師發展、研究發展、學術諮詢（跨校跨領域專家）等委員會。

B. 技術人員專責化及體制化。

3-3. 發展多元特色領域研究

A. 整合院內資源平臺，發展創新與跨領域團隊。

B. 推動重點培育計畫、專利佈局團隊，發展至跨世代研究。

策略 4 培養國際化競爭型人才

4-1. 強化國際涵養與聲望

A. 提升醫學院的國際能見度。

B. 提升醫學院全臺國際化評比。

4-2. 營造國際化教學環境

A. EMI 課程相關培訓。

B. 增加系所與國外 MOU 合作學校共同開課。

4-3. 培育全球競爭型人才

A. 增加國際生及外籍生比例、本地生出國交流比例及人數。

B. 開設跨系所 international summer school 或菁英課程。

4-4. 促進跨國教學合作交流

A. 增加國外知名學者來臺訪問交流次數。

B. 增加 QS 百大學校合作 MOU。

四、年度工作重點

(一) 112 至 113 年，培育種子教師並活用院內建置之創新數位科技設備發展標準化教案及模組，進而推廣並供全院各單位運用，打造跨領域教與學。

(二) 112 至 113 年，深耕產官學合作，強化院內師生與合作醫院、產業夥伴鏈結，擴展多方領域並爭取更多資源。

(三) 112 至 116 年，完備嘉成高齡醫學研究中心，結合國家級老人醫院發展高齡醫學、藥物科學、醫材研發、健康照護等全方位卓越研究，引領醫學、工程與社會科學的整合性研究，全國資源共享。

(四) 112 至 116 年，完備院內資源平臺（如：核心實驗室、動物中心、光學平臺、動物 fMRI、AR/VR 教室、創新手術室、耗材中心、GTP 實驗室、P2/P3 實驗室、貴儀中心等）發展特色領域研究。

(五) 113 至 116 年，組成院代表團參訪 QS 大學知名醫學院討論研究討論、教學交流。

五、風險評估

(一) 為開創出許多具前瞻性的研究方向與成果，常須結合不同領域（如：資訊、物理、化學等）進行跨領域研究，然而校內外各相關單位研究偏向各自進行，缺乏跨領域的整合性。

(二) 國內研究環境與鄰近國家相比，資源較不充沛，亞洲及歐美等國政府投注大量經費，積極延攬全球生醫人才，導致國內優秀研究人才之流失，相對也無法吸引國外專業人才來臺工作。

(三) 為給學生、教研人員好的培育環境，目前陳舊的建築正逐步翻新修整、新建大樓亦待建設。雖有預算補助，於建設、獎助學金、延攬和發展資源等仍遠遠不足。

(四) 面臨人口老化及少子化現象之衝擊，優秀學生與高階研究人員（博士後研究人員等）有日漸短缺的現象，教學傳承與高階研究人力將面臨斷層的危機。

六、預期效益

(一) 質化關鍵績效指標

1. 透過新籌建的嘉成高齡醫學研究中心及國家級老人醫院，發展高齡相關科學之卓越研究，落實跨領域研究及產學合作，將研究成果轉為經濟產能。
2. 拓展大學校院國際鏈結，提升高等教育國際化，加強人才培育與產業鏈結。
3. 培育現代臺灣社會所需要的醫事人員以及生醫領域科學研究人員，提供基礎與臨床合作平臺，結合理、工、電資專家，發展創新醫材與設備，帶動醫療產業的發展。

(二) 量化關鍵績效指標

1. 國科會研究計畫每年達到 350 件以上。
2. 建教合作（含政府機關、民營單位及財團法人）計畫數每年達到 100 件以上。
3. SCI 或 SSCI 論文每年達到 1,000 篇以上。
4. 臺灣及國際專利獲證數每年達 15 件以上。

IX. 生物科學與科技學院

一、價值

本校生物科學與科技學院著眼於未來生命科學跨際及永續需求，在基礎、跨域、創新與應用 4 大元素上，回應 SDGs 中「消除飢餓」、「健康與福祉」、「優質教育」、「保育海洋生態」、「永續城鄉」及「保育陸域生態」等議題下，實現培育「生科跨際入世人才」價值。

二、目標

為達成上述價值及培養具備硬科學基礎與前沿科技的國際競爭能力之人才的需求，並期望發展成大生科院成為國際頂尖且具影響力學院，設立 4 大教研目標：

(一) 深化基礎生科科研：精實生命科學教育及深化科研探究基礎。

(二) 開展生物跨域合作：啟動及落實生科院與他院、校、國際教研單位的生物跨域合作。

(三) 強化生科跨際整合：藉由跨域科研合作及整合跨域學習的務實研教合一。

(四) 轉譯應用及永續落實：以議題導入落實國際競合、永續主軸及生技轉譯的入世實踐。

三、策略及行動方案

策略 1：深化基礎生科科研

1-1. 推動 EMI 導入的數位終生學習課程，營造雙語學習及溝通的優質環境。

1-2. 強化基礎及應用科研攬才及招生 （包含學碩博一貫及國際交流誘因），同步落實課程精實及議題導入學習的彈性多元學習典範。

1-3. 在滿足紮實生科基礎知識的基礎上，深化院級課程、降低教師教學負擔科研實踐力。

策略 2：開展生物跨域合作

2-1. 啟動生科跨域年（3 年期），推動各學制的組合矩型架構課程，進行基礎紮根的轉譯人才課程規劃。

2-2. 推動「強柱計畫」，誘因導入及支持院內教師研究團隊及媒合平臺。

2-3. 推動世界教室，強化生科院與國際教研單位的線上互動溝通交流，形成生物跨域教研合作，營造國際科研合作不中斷環境。

策略 3：強化生科跨際整合

3-1. 推動跨院議題導向微學程計畫，強化及支持全校師生需求的 BIO-X 及 X-BIO 總整課程。

3-2. 推動符合本校 SDGs 目標及價值產出（終結饑餓、加強糧食安全、改善營養等方式促進永續農林漁業，以協助在地產業經濟發展）的永續團隊。

3-3. 推動轉譯跨域計畫，強化生科院與校內外教研單位（如：中研院、特色研究中心等）的研究合作，形成解決 SDGs 議題團隊及媒合平臺。

策略 4：轉譯應用及永續落實

4-1. 資源挹注並重轉譯及永續議題的特色研究團隊。

4-2. 資源挹注整合疾病模式或經濟物種的基礎及應用技術內的生物科技關鍵技術平臺。

4-3. 整合生物科技中心資源，開發及導入產學業師與推廣創新及生科永續教育合作與再造。

四、年度工作重點

(一) 推動可支持導入 EMI 課程的線上教與學：系所院共通 EMI 課程數；院內教師開設英文互動課程數；增加/訓練實驗課程英文助教；EMI 教師認證人數。

(二) 校內外（含國際）跨域教研團隊及特色中心獎勵辦法：特色議題導向研究團隊數；議題導向團隊支持助理/副教授參與樣態；特色議題導向研究團隊取得研究計畫數；院級認可系所主辦國際研討會參與人數及國別數。

(三) 招生專責業務及激勵規劃：形成外籍生源拓點及招生提升激勵要點;雙聯學位數；知名優質線上課程融入或計入正式學分課程比例；升學一貫獎勵說明及規劃。

(四) 定期院級活動交流日:強化院內師生互動、溝通、表達及能力呈現的機會。

五、風險評估

(一) 校內管理、支持及回饋經費不足。

(二) 教師跨域合作經驗少及系所藩籬不易淡化。

(三) 資淺教師向心力低及資深教師獨立氣氛重。

(四) 學生接受挑戰意願低及畢業出路活化機會少。

六、預期效益

(一) 質化關鍵績效指標

1. 跨域教與學：每年彙整學生學習 BIO-X 或 X-BIO 跨域課程反應及成就。
2. 教研國際深化：每年至少 80%學生學習 EMI 課程反應平均在 4.2 以上，及學生參與教師跨國合作團隊成就。
3. 教師教研發展：院內教師論文在 FWCI 的變化及跨領域成果及影響說明。
4. 生科跨際入世人才：
   (1) 學生參與 EMI 課程英文助教與英檢通過差異說明。
   (2) 研究生發表期開論文與 SDGs 的關聯說明。

(二) 量化關鍵績效指標

1. 跨域教與學：知名優質線上課程融入或計入正式學分課程至少 6 門。
2. 升學一貫獎勵說明及規劃：
   (1) 跨領域教師或業師導入教學課程比例，在研究所至少 25%，大學部課程至少 10%。
   (2) SDGs 特色議題導向課程比例研究所至少 30%、大學部課程至少 10%。
   (3) 每年大學部至少 7 位逕讀碩士和 2 位碩班生逕讀博士。
3. 教研國際深化：
   (1) 系所院共通 EMI 課程數每年至少 10 門。
   (2) 2 年內全院 EMI 教師認證人數至少 60%。
   (3) 全院國際學生（包括外國留學生和來華留學生）比例至少 25%。
   (4) 與 2 所世界大學排名前 300 名的大學簽署雙學位或合作備忘錄。
4. 教師教研發展：
   (1) 組成至少 3 個 SDGs 特色議題導向研究團隊,並支持助理/副教授參與。
   (2) 每年至少 1 個特色議題導向研究團隊取得科技部整合型研究計畫數。
5. 生科跨際入世人才：
   (1) 每年培訓實驗課程英文助教至少 8 人。
   (2) 主辦至少 2 場國際級研討會，參與人數至少 100 人及參與國別至少 5 個國家。
   (3) 每年參與永續或實踐團隊學生數至少較前一年增加 10%。

伍、 智慧發展

X. 敏求智慧運算學院

一、價值

敏求智慧運算學院於民國 108 年承旺宏電子股份有限公司捐款設立。以軟性學院運作體制，提供跨領域研究者所需之開放場域做為核心價值，落實匯聚人才、開發重要項目、支持開創性研究並通過計算方法應對社會挑戰等理念，期能成為深化智慧運算與落實跨領域應用之標竿。

二、目標

本校敏求智慧運算學院承校級教育績效目標及策略方向，以「打造世界級前瞻研究機構」與「培育頂尖領導 AI 人才」為目標，再細分為「深耕教育」、「國際合作」、「創新研究」、「產學鏈結」4 個面向，各面向 5 年期發展規劃說明如下。

1. 112 年度工作重點包含「深耕教育」與「創新研究」，透過教育累積研究能量，執行各項年度工作重點。
2. 113 年度加入「國際合作」工作，提升研究高度。
3. 預期 114 年度已累積足夠能量，規劃進行「產學鏈結」工作。
4. 115 年工作重點為深化各項工作成果。
5. 116 年度採重點推動「國際合作」與「產學鏈結」相關工作，以永續營運為目標。

三、策略及行動方案

策略 1：以培育兼具領域專業與運算專長之人才，落實深耕教育。

1-1. 設置大學部「智慧運算學分學程」與「智慧生醫學分學程」，建立智慧運算基礎。

1-2. 延續大學部「智慧運算學分學程」之基礎，依應用需求分流，設置「人工智慧機器人」與「智慧運算」2 個碩士學位學程。

1-3. 培養兼具智慧運算深度與跨領域專業廣度之學生為目標，設置「智慧運算」工程博士學位學程。

策略 2：透過國際學研合作、開授跨國共同課程與鏈結國際頂尖人才，進行國際合作。

2-1. 透過跨國型計畫，進行國際學研合作。

2-2. 與國際知名學術單位，開授跨國共同課程。

2-3. 邀請 AI 領域著名學者合作，鏈結國際頂尖人才。

策略 3：成立「未來運算研究中心」與「生醫 AI 運算研究中心」2 個跨領域研究中心，執行創新研究。

3-1. 成立「未來運算研究中心」，建構於成大 9 學院之研究基礎，結合旺宏科技 3D NAND Flash 技術優勢。

3-2. 成立「生醫 AI 運算研究中心」，建構於成大 9 學院之研究基礎，結合成大全國首創老人醫院之服務需求。

策略 4：承襲本校整合 SDGs 策略所提出之永續發展策略準則，營運產學鏈結。

4-1. People-以人為本促進福址。

4-2. Planet-共融設計永續環境。

4-3. Prosperity-創新突破加速成長。

4-4. Peace-尊重多元促進和平。

4-5. Partnership-跨域整合繁榮發展。

四、年度工作重點

(一) 透過「智慧運算學分學程」與「智慧生醫學分學程」建立大學部學生智慧運算基礎，目前以工學院、管理學院同學申請為大宗，未來以提升其他學院學生申請比例為工作重點。

(二) 所設置「人工智慧機器人」與「智慧運算」2 個碩士學位學程，未來以提高取得「智慧運算學分學程」之大學部學生比例為工作重點，延續其學分學程所學，於碩士學位學程研究領域深化。

(三) 所設置「智慧運算」工程博士學位學程，除培養兼具智慧運算深度與跨領域專業廣度之學生為目標外，未來以參與院內研究中心計畫為工作重點，結合其學習與研究目標。

(四) 所設置「未來運算研究中心」，以啟動 Near Memory Computing for Big Data 研究及 Neuromorphic & Quantum Computing 讀書會為工作重點，匯集成大現有的人才與資源，共同研究及分享最新知識並檢視成大現況。

(五) 成立「生醫 AI 運算研究中心」，同時聚焦超高解析度（醫學）影像之檢測與分析，結合成大全國首創老人醫院之服務需求。

五、風險評估

(一) 領域專業人才與運算專長人才之培養時程皆長，若無法有效加速二者培養時程，將可能影響行動方案執行，進而無法達成目標。因應此風險之對策為課程中加入共同學習項目，透過整理、分享與回饋 3 個階段，加速較弱勢部份之成長。

(二) 開授跨國共同課程牽涉國內與國際課程在時間、制度、費用等差異，若因差異太大無法解決，將可能影響行動方案執行，進而無法達成目標。因應此風險，對策為取得替代方案，如：線上課程、軟性學分認證等措施，補足雙方行政差異以利課程執行。

(三)「未來運算研究中心」與「生醫 AI 運算研究中心」此 2 個中心除創新研究之進行外，若無法建立合適之平臺，將可能影響行動方案執行，進而無法達成目標。因應風險之對策為平臺建立以模組化方式進行，依據 2 個中心年度研究重點，逐年建立平臺所需模組。

(四) 營運產學鏈結除承襲本校整合 SDGs 策略所提出之永續發展策略準則外，若無明確營運方針，將可能影響行動方案執行，進而無法達成目標。因應此風險，對策應以學院成立之營運方針為初始目標，逐年進行滾動式修正。

六、預期效益

(一) 質化關鍵績效指標

1. 深耕教育：所培育之人才，除運算專長外亦具備其他領域專業。執行時將透過彈性結合電機、資訊、統計等課程，讓學生同時修習運算專長與其他領域專業課程。學院亦定期召開跨領域教學討論會議，聚集運算專長與其他領域專業教師，討論實際執行落差與補求方針。
2. 國際合作：在師資方面，鏈結等同教育部「玉山學者計畫」及國科會「2030 跨世代年輕學者方案」等級之頂尖人才，進行國際合作。在學生方面，結合政府提供補助博士生赴國外研究之「千里馬計畫」與補助任務導向型團隊赴國外研習「龍門計畫」等資源，讓學生出國與國際團隊合作。
3. 創新研究：成立「未來運算研究中心」與「生醫 AI 運算研究中心」2 個跨領域研究中心，並以終為始建立平臺模組化功能目標。每年除檢視中心之研究成果外，亦檢視平臺模組化功能是否有差異，若差異過大則進一步檢視後續平臺模組化功能修改方針。
4. 產學鏈結：所營運之產業合作模式是否符合本校整合 SDGs 策略所提出之永續發展計畫之 5 大準則，檢視規劃產學營運方針。

(二) 量化關鍵績效指標

1. 深耕教育
   (1) 錄取報到率達 70%。
   (2) 學程連貫率達 10%。

   註：連貫率包含：取得本校敏求智慧運算學院學分學程認證之大學部學生，進一步錄取至敏求智慧運算學院碩士學程、取得碩士學程學位之碩士生，進一步攻讀敏求智慧運算學院博士學程。
2. 國際合作
   (1) 邀請國際學者合作達 2 位以上。
   (2) 開授或引入跨國合作課程達 2 門以上。
   (3) 國際合作計畫 6 件以上。
3. 創新研究
   (1) 研究中心創新成果 3 件以上。

(2) 研究中心專利提出 3 件以上。

(3) 研究中心平台提出 2 件以上。

4. 產學鏈結

(1) 研究中心產學鏈結 7 件以上。

(2) 研究中心技術轉移 3 件以上。

XI. 智慧半導體及永續製造學院

一、價值

依據教育部「國家重點領域產學合作及人才培育創新條例」，本校半導體學院為全國首揭牌半導體研究學院，著重在高階研發人才培育及前瞻研究（結合產業界高階研究課題），加強培育業界所需要的高階人才專業知識，亦訓練學生具獨立思考及解決問題能力致力打造大南方最先進的半導體及永續發展交流平臺，串聯臺南市政府、高雄市政府、南科管理局、聯盟企業及夥伴學校，形成產官學黃金三角，攜手共同打造全球最有價值的半導體產業聚落，開創大南方半導體下世代人才培育嶄新里程。

二、目標

(一) 設置友善的行政體制與辦公空間。

(二) 建置多元化教學場域及討論空間。

(三) 結合相關半導體領域師資，提升跨領域教學及研究。

(四) 建構研究空間及實驗設備。

(五) 延攬頂尖學者及企業專家進行教學與研究指導。

(六) 進行虛實整合數位化互動式課程。

(七) 招收國際生及國際校換學生往來研習。

(八) 推動 SDGs 與 ESG 核心課程，實踐永續影響力。

(九) 拓展境外大學簽訂雙聯學位合約。

(十) 拓展合作企業及聯盟學校，建置資源共享平臺。

三、策略及行動方案

策略 1：嶄新制度及場域規劃

1-1. 規劃院長能夠聘請校內學者或業界專家擔任，企業能夠參與面試與資格考核，國內外教師及研究學者聘任提供更便捷管道與機制，提供學院師生更友善的行政作業流程。

1-2. 目前在本校自強校區啟端館設置學院辦公室與會議室，提供行政運作及會議討論使用，另規劃理學大樓建置大型多功能教室及討論室與交流空間。其餘教學教室會與相關系所共同使用，增加學生彼此互動交流的機會。

1-3. 為提升研究量能與進行前瞻學術研究，且能與產業鏈結更加深入，半導體學院在本校的南科臺達大樓積極規劃建置研究場域。

1-4. 因應 COVID-19 及地球村概念，學院將會陸續錄製數位課程，防範未來各種狀況無法實體上課之師生，也讓未來踏入半導體領域人員能夠進行先修課程，能夠更快進入中高階半導體領域課程與研究。

策略 2：核心課程與師資教學整合

2-1. 以前瞻學術攜手一流產業創新，共同培育高階半導體及永續製造人才，將融入人工智慧與大數據、環境氣候永續與智能製造，期冀能維持臺灣下世代半導體世界領先的地位。

2-2. 結合電資學院、理學院、工學院，跨領域人才及研究（設計、製造、封裝、材料、智慧製造息息相關）訓練，融入人工智慧（AI）、大數據分析、物聯網（IoT）、智慧製造、循環經濟、綠色科技及碳中和觀念，省電節能減碳，不但具實務專業基礎，亦能成為全方位之領導人才。

策略 3：深化國際鏈結

3-1. 配合政府政策進行中東歐專案招生及臺印半導體領域與印度學校合作雙學位專案，規劃獎學金、學費補助、生活津貼等方式，實現共同人才培育專案。

3-2. 首創半導體領域的全英語密集課程，透過成大國際學院開課，採實體與線上雙軌並行，由院內教授授課且邀請業界專家提供經驗分享，並安排參訪園區及國家及實驗設備。

3-3. 規劃與國際學校半導體相關系所簽署合作意向書，研議舉辦學生競賽與學術交流會，並安排教授與研究人員互訪，在此基礎上投入半導體領域的學生交換、雙學位計畫以及產學合作。

3-4. 規劃出國獎學金及國際研討交流補助，讓院內師生藉此拓展國際視野，促進國際科研合作提升國際學術地位。

策略 4：跨域合作創新突破

4-1. 擴充教學與研究資源，將逐年投入經費建置共構實驗室，且與國家級實驗室建立夥伴關係。

4-2. 規劃延攬全球一流學者專家至少 15 人（專任），進行創新產業相關研究主題。

4-3. 與企業進行人才培育連結，依據需求規劃課程模組，並由企業安排業師提供實體或遠距教學，使學生能夠即時學習產業最新發展技術。開放企業跨國業師參與共同指導碩、博士論文，提升研究主題之市場價值，同時強化學生企業實務操作經驗。

四、年度工作重點

(一) 推動產學合作計畫，結合院內研發能量，協助企業開發前瞻技術與解決技術瓶頸。

(二) 延攬全球一流學者專家，進行創新產業相關研究主題。

(三) 開放企業跨國業師參與共同指導碩、博士論文，提升研究主題之市場價值，同時強化學生企業實務操作經驗及培育企業適用人才。

(四) 藉由產學合作使企業與院內教師共同開發前瞻技術。

(五) 企業提供業師開設實體課程或線上課程，使學生即時掌握產業發展趨勢。

(六) 藉由協助企業舉辦說明會、專案企劃活動，以及企業實地參訪等，使學生能及早瞭解企業文化及人才需求。

(七) 企業安排短期實習課程，使學生及早接觸企業運作模式，並同時累積實務操作經驗。

(八) 企業安排學生與部門主管面談機會，使學生瞭解企業所需人才專業知能與特質，提供學生學習規劃參考。

(九) 透過 EMI 學程雙語通識課程達到國際生與本地生之鏈結「臺生國際化、外生在地化」。

(十) 依課程規劃逐年調整全英語教學時程。

五、風險評估

(一) 進行創新教學及提升研究量能，需持續性經費之浥注支持。

(二) 與產業界或公部門有密切合作或互動關係時，需透過更全面的網絡進行串聯(教師社群)，以有效提高教學及研究品質。

(三) 隨著半導體製程線寬逐漸走向物理極限，面對新世代半導體技術發展所面臨未知領域的挑戰，「人才」是現階段最關鍵的因素，臺灣教授的薪資與國際市場相差太大，導致國內大學不易招聘優秀師資團隊，同時在薪資缺乏競爭力的影響下，間接造成人才外流的負面效應。

(四) 目前已獲得 15 家頂尖企業挹注資金合作，將持續尋求相關企業合作，以維持經費永續性。

(五) 全球競爭國際化，延攬優質人才及減少人才流失成為重要課題。

(六) COVID-19 疫情嚴重衝擊國際移動狀況，將影響國際學位學生招生情形及外籍學生來臺就讀之意願，各項國際實體交流活動亦可能因此取消或延宕，不利國際化之進程。

六、預期效益

(一) 質化關鍵績效指標

1. 創新教育品質

(1) 提供各項獎助學金、研究計畫津貼及產學合作津貼等，讓學生有完善的財務支援。

(2) 引進企業及整合學術資源，協助學生瞭解自我特質及能力，紮根學生就業競爭力。

(3) 透過業界師資加入，進行課程開設及研究指導，培育更貼切於企業所需之高階技術人才。

(4) 軟硬體設備需求規劃，提供師生研究及合作計畫之設備需求申請。

2. 特色卓越研究

(1) 將研究成果應用深化後，運用於合作產業，提升學術及合作產業之競爭力。

(2) 高品質學術論文積極產出並鼓勵國際合著，促進跨國學術交流及國際合作。

(3) 積極延攬國內外優秀年輕學者及業界高階研發主管，厚植教師與研究人員能量，提升學術及研究產能。

3. 產學研鏈結

(1) 學校與企業共同規劃培育產業高階人才，縮短學用落差。

(2) 推動培育優秀碩、博士生，發表學術期刊及協同合作企業培訓高階研發人才。

(3) 配合政府重點領域產學合作及人才培育創新策略，促使產學合作及人才培育發展出創新策略之經營模式。

(4) 融入產學合作計畫於研究生指導，提供研究生足夠研究資源投入合作企業相關研究。

(5) 安排企業說明會、專案企劃活動及企業實地參訪等活動，貼近學生與企業距離，縮短進入業界工作適應時間。

4. 開拓國際合作

(1) 鼓勵師生參與國際學術活動、競賽及國際合作研究計畫，深化公共參與及增加國際體驗。

(2) 與國外一流大學學者合作開創具潛力領域之研究方向。進行國際產學合作計畫，並推動跨國研究合作吸引國內外優秀人才及資金投入，帶動產業升級提升國際競爭力。

5. 前瞻院務經營

(1) 強化財務內控機制，建立興利防弊之服務模式。

(2) 依循產學合作相關法規並嚴謹審查，協助計畫單位降低違規（約）之風險。

(3) 制訂各類人員之相關管理或進用規定。

(4) 依限辦理平時考核，獎懲案件即獎即懲。

(5) 制訂各項規範並公告週知，確立作業流程。

(二) 量化關鍵績效指標

1. 創新教育品質

(1) 培育 80 名碩士及 20 名博士。

(2) 畢業人才選擇至合作企業就業，至少達 50%。

(3) 與 15 家以上企業採共同出資方式進行合作研發及人才培育。

2. 特色卓越研究

(1) 延攬全球一流學者專家至少 3 人，進行創新產業相關研究主題，開拓提升研究之質量。

(2) 每位教師每年至少發表 1 至 2 篇高品質論文。

(3) 國際合著論文比例每年正成長，展現深化國際合作之成效。

(4) 提供各類獎學金延攬優秀學生就讀達 100 人次以上。

3. 產學研鏈結

(1) 5 年內與企業成立 1 至 2 間共研中心共同進行產學研究計畫、發表高品質論文、研發成果技轉等合作。

(2) 每年與合作企業進行產學合作案達 50 件以上。

第三節 厚植跨域學習

壹、 通識教育

一、價值

本校通識教育願景為宏通器識、教育全人，目標旨在培育每位學生具備生活必需的人文素養，並經由學習跨領域的基礎知識，養成因應新事務與學習新知識的能力，成為健全的現代公民，促進社會的整體幸福。通識課程分 4 大架構（共 28 學分）：語文課程（8 學分）、踏溯臺南（必修 1 學分）、領域通識（4 至 18 學分）、融合通識（1 至 15 學分），其中「領域通識」及「融合通識」共計須達 19 學分。

二、目標

配合本校之基本素養與核心能力，以發展高品質教育為核心，同時關注社會議題，提供性別教育完善之資源。在領域通識與融合通識的授課內容中，同時兼顧社會責任，以期學生能夠在注重學理之餘，保有社會關懷，並透過實作課程落實地方，達到社區與大學間共同發展的成效。此外，本校通識教育亦開設開放式課程給民眾修習，提供終身學習的機會，讓大學與社區之間互能為主體。

三、策略及行動方案

策略 1：融合通識課程創新教法

1-1. 推動融合通識課程設計與執行之創新，與校內系、所、校外學者專家及社會賢達人士合作。

1-2. 「臺灣綜合大學通識巡迴講座─環境生態保育」課程結合成大校內「農牧共好與農綠共生」大學社會責任（USR）計畫。

1-3. 「臺灣綜合大學通識巡迴講座─公民素養」課程與臺南歷史文化相關博物館合作，規劃博物館三週小單元並邀請業界講師來分享。

1-4. 「通識專題講座─大學導航」課程的目的在於引導新生探索大學的學習，尤其是如何思辨人際、社會、文化與科技等議題。課程規劃持續聚焦於大學的功能與臺南在地的連結、專家學者就特定主題提供導論性的演講，以及透過訪談學校單位或師生以瞭解成大的環境與傳統。

1-5. 因應 COVID-19 後疫情，規劃線上通識課程及通識認證講座。

策略 2：建構跨院、系所、學程合作平臺

2-1. 推動跨院、系所、學程合作，開授科際整合課程。

2-2. 舉辦通識教育研習，邀請歷年通識優良教師演講，藉此平臺增加跨院、系教師交流。

策略 3：通識總整課程

3-1. 結合各系跨域實作課程提升學生相關經驗及解決問題的能力。

3-2. 開授三創系列課程，主旨在藉由課程安排引導同學發展「跨域合作」與「設計思考」力，萌發創意與務實創新，最終讓同學具備針對真實世界的洞察能力，進一步開發切合使用情境的產品與服務。此為系列課程，在課程的第一部分，統一採用設計思考的流程帶領學生透過實作感受設計力；在第二階段課程中，以加強課堂授課主軸，針對「發現與洞察」能力進行。系列課程包含「設計思考 I－發現與洞察」、「設計思考 II─構思與發展」及「設計思考 III－實踐與擴散」。

3-3. 納入各院系符合通識總整精神課程，如：「醫療系統思考與創新」、「創業實踐與創意思考」、「考古與設計」、「營運模式分析與設計─從拆解、重組到創新」及「開元振興社區實構築工作坊」。

四、年度工作重點

(一) 融合通識課程創新教法

1. 為深化本校通識課程，規劃與校內其他執行 USR 團隊進行課程合作討論，以「臺灣綜合大學通識巡迴講座─環境生態保育」課程為例，此課程與本校 USR 計畫「農牧共好與農綠共生」合作，從產業、政府、學界之面相討論，

著重在氣候適應與環境設計，使本校通識教育中心為大學教育與社會實踐之間的重要平臺。

2. 配合防疫規劃辦理線上通識認證講座。

(二) 通識課程跨域合作

1. 持續與教學發展中心合作辦理校內通識教育研習，邀請歷年通識優良教師分享其通識課程教學經驗與心得，藉此促進各院系教師交流。
2. 鼓勵各院系教師開授跨院、系所、學程通識課程。

(三) 通識總整課程：規劃各院系跨域、理論與實作之課程納入融合通識學分。

五、風險評估

(一) 各項與開課相關之行動方案皆受到教師開課意願之影響，若教師開課意願不高，則影響通識課程數量。舉辦通識教育研習，透過通識優良教師分享的宣傳與強化，以提升校內各院系教師開授通識課程的意願。

(二) 因應 COVID-19 後疫情時代，積極協助教師可採線上授課，彈性將實體講座改以同步線上方式舉辦，以能減少學生群聚亦可隨地維持多元學習。

(三) 校內 USR 計畫業務繁重且成員多元，如何讓通識教學能與計畫宗旨結合，並同時兼顧業務負擔與通識教育目標，需要審慎評估。目前將 USR 計畫「農牧共好與農綠共生」結合通識課程之合作經驗，可成為未來推動相關課程之重要參考。

六、預期效益

(一) 質化關鍵績效指標

1. 融合通識課程創新教法：加強師生的社會責任感。透過設計問卷抽樣邀請同學針對所修習之課程是否有幫助認識並增進大學社會責任感，以及說明原因。
2. 通識課程跨域合作：培養學生解決城市與人類問題的能力。透過設計問答題請同學針對所修習之課程是否有幫助學生認識並增進解決城市與人類問題的能力，以及說明原因。

(二) 量化關鍵績效指標

1. 通識認證講座：110 年度第 2 學期通識中心舉辦工程與科學系列講座，邀請各工程領域業界專家學及者分享現況及趨勢。演講主題包含「電動車/自駕車—發展趨勢技術與臺灣機會」、「高強度雷射的產生及應用」、「半導體產業的綠趨勢」及「臺灣海事工程—在離岸風電之發展與瓶頸」。截至 110 年 6 月 30 日止通識認證講座共 152 場參與人次達 5,825 參與。預計 112 年度參與人數可達 10,000 人次。
2. 融合通識課程：包含「通識領袖論壇」、「通識專題講座—大學導航」、「臺灣綜合大學通識巡迴講座—環境生態保育」、「臺灣綜合大學通識巡迴講座—公民素養」、「通識教育生活實踐」(自主學習課程，故選課人數無上限)及「通識總整課程」等，提供學生從生活中發現問題並嘗試研擬方案予以解決，

在實務方面提供理論與實作結合的可能性。110 年度第 2 學期融合通識開設 28 班，提供共 2,395 個選課名額，112 年預計選課名額可達 3,500 人。

貳、 知識典藏與運用

一、價值

成大圖書館於民國 20 年設立，身為成功大學及南臺灣主要且重要的知識資源蒐集者、提供者與流通者，提供優質教研學資源，並積極參與國際圖書館合作。成大圖書館致力於連結校內外及國內外各單位，積極促進知識資源傳播交流與知識創新，提供讀者多元且跨域學習之環境氛圍，並以知識根柢承擔更多社會責任，與在地社群合作交流，善盡大學圖書館社會責任及積極落實 SDGs，匯聚多元能量成為全方位知識匯流、創造與分享核心。

二、目標

(一) 建構全方位知識匯流中心，提供高品質教學研究支持系統。

(二) 導入世界學術能量於成大。

(三) 培育科技人文及公民素養。

(四) 促進跨域學習與知識創新。

(五) 善盡大學社會責任，實踐在地化鏈結。

三、策略及行動方案

策略 1：匯集豐厚館藏促進資源使用，成為教學研究重要資訊供應核心

1-1. 廣泛徵集實體與數位化資源以支援教學研究。

A. 透過館藏與引文分析，優化研究支持資源。

B. 參與圖書館聯盟，引進豐富數位資源。

C. 利用圖資大數據，規劃與供應校園學術館藏資源。

1-2. 培養圖書資源利用與資訊素養，強化校園數位學習資訊力。

A. 開設多元與客製化圖書資源利用與資訊素養課程。

B. 舉辦工作坊以建立學術倫理思維，養成創新思維。

C. 型塑系統性文獻回顧能力，具備嚴謹檢視、評價和綜合學術發展之能力。

D. 推動圖資自學課程方案，能力型塑無限制。

策略 2：支持開放取用，促進學術傳播，提升研究表現能見度

2-1. 提供 Open Access（OA），提升教研學術影響力，並提供 OA 論文投稿費用部分補助，減低教師研究負擔。

2-2. 爭取知名出版社 OA 優惠，提升校園學術國際影響力。

2-3. 強化學術研究影響力分析服務，強化教師研究能力。

策略 3：打造在地國際化研究學習場域

3-1. 提供國際化虛實整合的學習環境與服務。

A. 厚實國際學術研究與語言學習資源，在地即坐擁全世界。

B. 推動圖書館英語諮詢與導覽服務，建立無邊際溝通平臺。

3-2. 厚植學生國際學術資源重整應用力，培育國際圖資素養。

A. 開設系統性回顧文獻搜尋雙語課程。

B. 開設圖書資源利用與資訊素養雙語課程。

策略 4：提升本校圖書館與國際圖書館界之鏈結合作，串聯世界資源於成大

4-1. 擴及國際跨館合作與交流，增加資源取得便利性與時效性。

4-2. 參與 RapidILL 西文文獻快遞服務。

4-3. 參與美國國家醫學圖書館 DOCLINE 系統。

策略 5：強化學術、科技、文學與藝術的結合，建立對文學的全新認知力

5-1. 推展多元化展演活動，擴展學術、文學與藝術的整合素養能力。

5-2. 推動圖書館主題特色書展、影展與教師著作特展。

5-3. 舉辦專題演講及工作坊，深化人文與公民素養。

策略 6：建立無邊際展覽場域，擴展本校於國際的人文素養影響力

6-1. 利用線上資源與平臺，不受空間與時間的限制。

6-2. 推動線上虛擬互動展覽、演講與課程。

策略 7：優化跨域多元學習場域，提升跨域對談與創新學習環境

7-1. 提升全方位軟硬體服務，成為師生豐富資源與跨域共學基地。

A. 導入 ALMA 雲端知識庫及服務平臺，提供現代化圖書整合資訊，邁向合作共享之長程目標。

B. 建置共同協作互動之設備，完善教研線上共學場域。

7-2. 持續盤整館藏與閱覽空間配置，提升讀者到館使用之服務體驗。

A. 持續館藏書庫配置整理，達成實體圖書館使用空間有效運用。

B. 以讀者使用導向，科技工具為輔之櫃檯服務再提升。

策略 8：實踐大學圖書館之社會責任，推動在地社會關懷

8-1. 開設結合社會服務與關懷弱勢之交流學習課程。

8-2. 開授【成大 Book 一市】移動圖書館通識暨服務學習課程，踏走偏鄉推廣閱讀。

8-3. 開授【朗讀者：錄製有聲書服務視障者】課程，閱讀與服務雙結合的創新社會回饋行動。

8-4. 辦理二手書義賣活動，使書本資源重新再流動。

四、年度工作重點

(一) 厚實圖書館館藏，積極徵集各類型館藏。

1. 透過期刊館藏分析與校內學者引用文獻分析，評估電子期刊採購策略，在實際的經費規劃下，回應本校師生使用權及發表權。
2. 參與全國學術電子資訊資源共享聯盟、臺灣學術電子書暨資料庫聯盟及數位化論文典藏聯盟等國內外圖書資訊聯盟，引進豐富數位資源。

(二) 依據讀者需求，結合館藏資源及館員專業，客製化設計雙語各類館藏資源利用及圖書館服務實體與線上課程供選擇。

(三) 持續爭取 OA 論文投稿費用補助及出版社優惠，以鼓勵本校研究人員以 Open Access 方式發表研究成果，提升本校研究之全球能見度與國際影響力。

(四) 協助教研人員認識各項學術指標，利用引文分析與研究影響力分析資料庫，提供研究者個人化學術研究影響力分析服務。

(五) 加入國際館際合作組織，以優惠且快速（24 小時內）取得國際期刊文獻資料外，也藉由提供館藏給其他合作館，提升本校學術資源影響力。

(六) 積極主辦經典及學術主題書展系列活動，透過實體或虛擬模式推廣學術資源，深耕閱讀及培育人文與公民素養。

(七) 盤整虛實配置，從系統、服務與資源面再提升，高效率利用空間與人力資源，提供閱覽環境，提升讀者服務品質。

1. 導入 ALMA 雲端知識庫及服務平臺，預計於 112 年 8 月上線提供服務。
2. 審視各討論室定位，建置互動協作之科技工具，打造虛實共學環境。
3. 延伸館藏書庫配置思考，盤整典藏空間，使館內空間更有效運用。
4. 持續優化櫃檯服務，善用資訊技術，節約工讀人力。

(八) 積極連結校內外單位，實踐大學社會責任與呼應 SDGs，持續開設移動圖書館、朗讀者課程與舉辦二手書公益義賣，強化各界連結並關懷社會需要。

五、風險評估

(一) ALMA 雲端知識庫及服務平臺導入期間，新舊系統將並行處理，同仁在此期間須同時使用 2 套系統，處理圖書資料相關工作，且雲端系統的工作流程與傳統圖書館自動化系統差異大，同仁需付出更多的心力處理相關工作。

(二) 徵集知識資源經費不易且書刊經費年年調漲，圖書館將在校方書刊經費維持情況下，審視經費資源的分布以及調整支用情況，達成資源徵集的最大效益。

(三) 隨著資訊科技發展，圖書館讀者使用資訊資源模式日新月異，圖書館應立足於穩固的根基之下，另在網路傳遞時代開創新局，應用各式載體和技術，規劃符合讀者使用習慣的服務、具互動性的新場域並營造科技人文的閱讀環境，以符合師生的期待。

六、預期效益

(一) 質化關鍵績效指標

1. 服務

(1) 積極徵集實體與電子化館藏，並提升資源取得性與便利性，增進學校研究之影響力。

(2) 結合新科技與各單位資源，提供優質館藏及知識資源之利用與推廣。

(3) 舉辦人文藝術活動，提供科技人文與跨領域人才所需之多元化內涵。

(4) 持續參與社會服務，協助弱勢團體。

(5) 順暢之圖書館服務流程，創造讀者感動之使用體驗，進而開創圖書館新服務模式。

2. 空間

(1) 提供學習共享空間，進行館舍空間配置調整及相關設備升級。

(2) 成為校內師生優質跨領域多元學習環境之首選。

(3) 透過網路世界，貫穿虛實圖書館場域，讓服務更加無遠弗屆且不受圖書館實體空間與開館時間之拘束。

3. 跨館合作

(1) 參與圖書館合作組織，與國際、國內同道接軌，並提升本校知名度。

(2) 與校內外各行政、學術單位合作，促進交流與提升影響力。

(二) 量化關鍵績效指標

項目		112 年	113 年	114 年	115 年	116 年
圖書及非書館藏（冊件）		3,470,000	3,500,000	3,530,000	3,560,000	3,590,000
電子期刊（種數）		50,000	50,000	50,000	50,000	50,000
資料庫（種數）		450	450	450	450	450
機構典藏蒐集文獻	摘要	153,600	158,100	162,600	167,100	171,600
	全文（含連結）	116,000	120,500	125,000	129,500	134,000

參、 文化資產

一、價值

本校博物館之核心功能及定位為學校與城市社會的溝通平臺，關照當代挑戰、提供思辨未來的文本、並能引領公民知識溝通傳遞普世價值，呼應博物館國際定義，多媒體技術擴充為數位展示/學習平臺並可強化網頁影音功能，以及多媒體相關紀錄及虛擬博物館學習，推動校園文化資產公共化，建構文化資產公共平臺。具有綜整轉化能力強、國

際專業社群聯繫密切、獨特務實的大學博物館經營實務經驗，並逐步發展大學博物館理論。

二、目標

(一) 建立重要典藏及保存科學基礎

(1) 邁向典藏特色文物之大學型博物館

(2) 持續研究校園內各類文化資產，積極提報具價值之重要文物

(3) 重視文物保存科學技術，維護藏品安全

(二) 完善高等教育人文實踐，提升跨域人才素養

(1) 整合各院專業發展博物館學、文化資產等相關課群

(2) 研發博物館實務課程，培養跨域人才

(三) 擴大教研成果知識溝通及衍生性應用， 建立公共性論述

(1) 促進各院合作展示方案，增進文化資產近用

(2) 透過展示、出版，建立代表性論述，並開發文化行銷模式

(四) 強化區域知識性連結，共構文化平權量能

(1) 維持結盟交流強度與廣度

(2) 共享結盟知識互惠與創新

三、策略及行動方案

策略 1：邁向典藏特色文物之大學型博物館

1-1. 持續接受各界捐贈或轉移符合本校蒐藏政策之特色文物及檔案。

1-2. 維持典藏環境安全，含硬體、溫濕度控制、保全及消防設備之穩定運作。

1-3. 重視文物保存科學技術，維持藏品安全。

策略 2：持續研究校園內各類文化資產，積極提報具價值之重要文物

2-1. 強化藏品之研究並增進其近用之機會。

2-2. 持續研究校園內各類文化資產，並提報使其具法定文資身分。

策略 3：深化師生跨域性的知識量能與品質，培養跨域人才

3-1. 發展跨域性通識課程及相關人才培訓工作坊或研習會，增加本校學生學習機會與範圍，拓展視野。

3-2. 結合各學院既有課程發展人文領域學群，培養學生認知並體驗不同文化內涵之博物館實作特質。

策略 4：創新非制式教學方案及合作模式

4-1. 持續策劃既有之系列以形成與師生、校友之合作模式。

4-2. 協助推動跨學科及博物館技術開發合作活動。

策略 5：推動師生進行歷史與人文性對話，累積公民素養厚度

5-1. 建構資料庫平臺，累積本校檔案類數位化史料圖像。

5-2. 持續非檔案類口述訪談影像紀錄，以利延伸性對話並促進溝通。

策略 6：透過展示、出版，建立公共性論述，並開發文化行銷模式

6-1. 面對電子傳媒新科技發展，朝數位化展示方向邁進，持續爭取相關補助。

6-2. 進行文化資產相關專書出版，開發博物館品牌設計及社群經營，提高能見度。

策略 7：有效連結館際性學術聯盟，促進文化平權

7-1. 持續參與館際合作，進行學術及跨域性合作。

7-2. 投入各項無障礙軟硬體建設，關注各項族群議題

策略 8：拓展區域性多元化合作，協助創新交流管道

8-1. 每年與國內外大學博物館互訪、交流、結盟，加強成大與在地城市、及國際關係。

8-2. 參與國際性組織、發表論文，開拓學術視野。

四、年度工作重點

(一) 邁向典藏特色文物之大學型博物館

1. 接受來自各界捐贈或轉移，持續典藏符合本校蒐藏政策之特色文物、照片、書籍及檔案。
2. 典藏品管理與保存維護作業，定期檢視並安排重要藏品之修復作業、維持庫房維運設備之穩定及安全性。
3. 運用系統進行藏品管理，並接受國內外學術單位申請文物借用或授權作業，完成藏品近用之推廣。

(二) 持續研究校園內各類文化資產，積極提報具價值之重要文物

研究基礎藏品，除繼續運用文物典藏管理公版系統提高文物能見度外，亦積極推動教職員師生進行各系或本校藏品研究，鼓勵研究成果出版為調查報告或期刊論文，提升校內外研究能量。

(三) 深化師生跨域性的知識量能與品質，培養跨域人才

1. 開設大學部「博物館學導論」、「校園文化資產」等通識課程，並逐步帶領學生認識博物館與本校文化資產，以做中學的方式，陶冶人文素養。
2. 爭取校外單位專案補助，以辦理相關人才培訓工作坊或研習會，可增加本校學生學習機會與範圍，拓展視野。
3. 整合各學院既有課程發展出「博物館學」、「文化資產」等相關課群。

(四) 創新非制式教學方案及合作模式

1. 定期與不定期透過全國大學博物館聯盟分享理論與實務經驗，互相移展，促進與國內大學博物館之合作發展。
2. 提升常設展之定位、規格、調性及價值。
3. 持續策劃既有之系列展以形成合作模式。

(五) 推動師生進行歷史與人文性對話，累積公民素養厚度

1. 擴充校史電子資料搜尋平臺，持續蒐集校史相關史料。

2. 翻譯日治校史資料以利後續校史研究使用。
3. 推動成大各院所、教職員生蒐藏展、學生社團等系列展。

(六) 透過展示、出版，建立公共性論述，並開發文化行銷模式

1. 進行第 2 期整修工程，尋求新增展示空間。開拓臨特展之視野，加強數位科技運用，維持與城市連結內涵。
2. 出版校園文化資產專書，定期更新本校博物館相關簡介、校園文資導覽手冊。
3. 開辦博物館商店，開發博物館週邊特色商品及販賣館內出版之書籍刊物。
4. 透過規劃博物館活動，向基金會募集或結合企業推廣行銷本校博物館。
5. 利用目前經營已有成效的社群媒體加強宣傳博物館商店和募款方案推動等，增加活動的新聞報導次數。持續更新中英文網頁，增加內容與即時訊息。
6. 規劃校級募款，搭配博物館週邊禮品做為回饋方案，提高能見度及校友、企業、民眾的捐款意願。

(七) 有效連結館際性學術聯盟，促進文化平權

1. 持續與國立科學工藝博物館合辦國際研討會。
2. 持續研發具在地性與國際化的大學博物館經營管理理論與實務策略，並透過研討會、工作坊、博物館聯盟網絡推廣。
3. 搭配本校跨科系單位博物館，配合各級學校校外教學推動博物館文資科普推廣活動。
4. 規劃導覽志工培訓課程，培育博物館推廣人才。

(八) 拓展區域性多元化合作，協助創新交流管道

1. 以邀請姊妹校及國際知名大學博物館工作人員來訪，或派員考察訪問相關之大學博物館、研討會或年會，促進大學及相關博物館交流訪問。
2. 持續拓展與國外大學或相關博物館結盟、簽約等合作。
3. 以規劃合適主題、募集資金、整合內容，爭取移展到各國大學博物館。

五、風險評估

(一) 為完備具典藏特色文物之大學型博物館，然相關文物環境標準尚未普遍達專業標準，文物維護品質需仰賴經費維持；現有館舍主體係古蹟建築需長期性管理維護經費，展示等相關空間能否全部依照規劃執行，仍有風險。

(二) 研究校園內各類文化資產、建立公共性知識論述、開發文化行銷、連結館際性學術聯盟、各學科跨域性課程等新策略業務，整合比重與溝通效益不易掌握，影響非制式創新教學方案、社群合作模式、及師生跨域性的知識量能與品質之成效。

(三) 檢視現有資源，校史與其他專業研究人力傳承不易，侷限師生進行歷史與人文深度性對話及多元應用的成效。

六、預期效益

(一) 質化關鍵績效指標

1. 邁向典藏特色文物之大學型博物館
   (1) 增進符合本校蒐藏政策之特色文物及檔案之品質。
   (2) 維持藏品保存穩定度及安全度。
2. 持續研究校園內各類文化資產，積極提報具價值之重要文物
   (1) 提高藏品之研究量及近用量。
   (2) 提高校園文化資產法定文資身分提報量。
3. 深化師生跨域性的知識量能與品質，培養跨域人才
   (1) 提高跨域性課程知識比重。
   (2) 提高各學院合作量，提高各學門學生參與博物館實作量。
4. 創新非制式教學方案及合作模式
   (1) 持續策劃既有之系列以形成與師生、校友之合作量。
   (2) 協助推動跨學科及博物館技術開發合作量。
5. 推動師生進行歷史與人文性對話，累積公民素養厚度
   (1) 提高資料庫平臺內容量，維持資料品質。
   (2) 持續校史應用化研究，增進溝通效益。
6. 透過展示、出版，建立公共性論述，並開發文化行銷模式
   (1) 維持數位化展示量，提高能見度。
   (2) 維持出版量，提高學術公共參與度。
   (3) 提高博物館品牌辨識度。
7. 有效連結館際性學術聯盟，促進文化平權
   (1) 持續館際合作，增進專業知識能量。
   (2) 維持各項推廣數，提升各社群互動性。
8. 拓展區域性多元化合作，協助創新交流管道
   (1) 持續參與國際性活動，維持社群良好互動。
   (2) 持續參與國際性組織，維持發表論文量。

(二) 量化關鍵績效指標

1. 邁向典藏特色文物之大學型博物館
   (1) 在確認各主題或時期之完備性的情況下，每年蒐藏特色文物數量平均增加 20 件。
   (2) 館內每檔特展或常設展廳至少使用本校藏品 1 件，以利提升藏品之近用率。
2. 持續研究校園內各類文化資產，積極提報具價值之重要文物
   (1) 每年協助各系所提報 1 件校園文化資產或備查一般古物。
   (2) 每年完成 5 篇研究報告或論文發表。

3. 深化師生跨域性的知識量能與品質，培養跨域人才
   (1) 每年辦理 2 門跨領域課程。
   (2) 每年辦理 2 門結合各學院既有課程所發展人文領域相關學群課程。
4. 創新非制式教學方案及合作模式
   (1) 每年策劃 1 項與師生、校友之合作。
   (2) 每年推動 1 項跨學科與博物館技術開發合作活動。
5. 推動師生進行歷史與人文性對話，累積公民素養厚度
   (1) 每年平均增加 10 件校史資料數位化保存。
   (2) 每年完成 1 至 2 件外文校史資料翻譯。
   (3) 每年完成 1 件校史展示前期研究。
6. 透過展示、出版，建立公共性論述，並開發文化行銷模式
   (1) 每年完成 2 項展示規劃及執行（含數位科技）。
   (2) 每年出版 1 本專書。
   (3) 每年開發 3 項博物館品牌設計商品。
   (4) 每年發佈 15 筆社群經營文章。
7. 有效連結館際性學術聯盟，促進文化平權
   (1) 每年與 5 個國內單位進行合作交流。
   (2) 每年辦理 10 場推廣活動（演講、工作坊等）。
   (3) 每年辦理 6 場互動之推廣活動。
   (4) 每年完成 5 篇新聞事件報導。
8. 拓展區域性多元化合作，協助創新交流管道
   (1) 每年與 3 個國際單位進行交流。
   (2) 每年參與 1 次國際性組織活動。

肆、 人文藝術

一、價值

本校藝術中心成立於民國 88 年，積極致力於本校美學素養推廣，以開展建立校園及社區當代人文藝術視野。

二、目標

(一) 整合本校特色與活化藝術資產進行研究策劃。
(二) 引進當代藝術思潮，推動美學素養教育。
(三) 結合校內外資源，規劃與推動跨域藝文活動。
(四) 開放展演場域，建立交流平臺，共好在地藝術機構。
(五) 啟動姊妹校藝文單位互訪，開展國際合作網絡

三、策略及行動方案

策略 1：完成組織再造，強化整合及研究能力

1-1. 調整組織內部架構，增加研究人力及議題性諮議小組。

1-2. 調研本校特色領域，協助科研成果之人文展現。

1-3. 養護本校藝術資產，創造藝術校園新風貌。

策略 2：連結當代藝術生態圈，引進當代藝文思潮

2-1. 與國家級藝術、文化、設計機構簽署合作備忘錄，並發展合作模式。

2-2. 調整「美學與藝術跨域學分學程」架構，系統性深化學程課程內容。

策略 3：規劃跨域藝文活動，連結學生學習歷程

3-1. 拓展藝術家於藝文活動之多元角色，建置與學生多元互動之平臺（包括實地及線上導覽、講座、對談、工作坊置入，表演節目工作坊、大師班等對應活動。

3-2. 串連展演活動與課程，運用校內行政資源，支援學生創作並對外發表。

3-3. 增能表演性學生社團，規劃進階訓練課程，安排與專業團體共同演出。

策略 4：優質藝術行政支援，提升合作意願

4-1. 協助藝術家/團體蒞校展演，專業對接，激化合作火花。

4-2. 持續代辦公共藝術設置案，協助友好機關。

4-3. 協助本校各院系校園藝術品養護，提供專業諮詢協助。

策略 5：延伸姊妹校合作內容，啟動藝術外交

5-1. 研究姊妹校藝術組織現況，盤點既有高教美學素養教育模式。

5-2. 確定姊妹校合作意願書內容，延伸合作項目。

5-3. 姊妹校互訪，簽署合作意向書，規劃姊妹校藝術人才駐校及相關交流活動。

四、年度工作重點

(一) 加強與學院及研究中心合作網絡，協助本校科研成果之人文展現。

(二) 強化當代展演跨域活動，深化跨域內容。

(三) 與臺南市立美術館簽署合作備忘錄，發展後續合作模式。

(四) 召開「美學與藝術跨域學分學程」課程委員會，深碗課程（藝術生活與實踐）銜接實作工作坊，強調學程的分階段場域實作特色，串聯藝術實作到自我藝術實踐之延續性，以提升學程修習完成率。

(五) 研究姊妹校藝術組織現況，盤點綜合型大學高教校園美學素養推動模式。

(六) 持續代辦公共藝術設置案，協助友好單位進行本校藝術資產之養護，創造藝術校園新風貌。

五、風險評估

(一) 美學素養仍為演進中之發展概念，相關指標與培育內容較無完整之標準可為依循。

(二) 本校係國內綜合型大學美學素養教育建立模組之先行發展者，較無既有發展軌跡歷程可資參考。

(三) 美學學程：課程無固定經費，無法提前規劃課程內容。實作課程需要特定場域（如：表演工作坊需要黑盒子等專業排練場地），學習環境條件不足。

(四) 規劃跨域藝文活動：COVID-19 後疫情時代展演活動形式較為動態多變，呈現方式多軌及彈性，中心並無固定經費明確規劃跨年計畫或進行長期展望。

(五) 藝術合作：設施面而言，無專屬表演場所，活動安排受限。臨時企業贊助之優秀節目較無法彈性排入，亦影響表演類活動數量及表演藝術實作課程發展。

六、預期效益

(一) 質化關鍵績效指標

1. 美學與藝術跨域學分學程之課程地圖系統性成果架構與完整課程內容設計之完成。修習學程學生畢業後之職涯跨域追蹤與成效呈現。
2. 與在地藝術組織合作連結模式之建立與穩固網絡建置。
3. 校外藝術類別業師共同合作模式之分類與操作模式建立。
4. 展演活動與學程推動過程中的在地多元藝術家資料庫之長期建立。

(二) 量化關鍵績效指標

1. 美學推廣課程
   (1) 美學與藝術跨域學分學程開設課程數：每學期開設 10 至 14 門（包含藝術叩門、服務學習三、視覺、表演、設計工作坊、設計實作、藝術生活與實踐）。
   (2) 相關課程修課學生人數：每學期達 600 至 700 人。
   (3) 參與學程教師（含校內教師及校外業師）：每學期達 30 至 40 人。
2. 藝文活動（含跨域）辦理
   (1) 辦理展、演、講、工作坊等活動數，每年執行約 35 至 40 場次（排除寒暑假，每周有 1 個活動進行）。
   (2) 各類活動參與總人次：9 千至 1 萬人/年（含實體/線上活動）。
3. 藝術合作：每年與藝術文化相關公部門、基金會或團體簽署合作意向書 1 份。
4. 藝術外交：每年與海外藝術單位、團體或藝術家進行 1 場交流會。

第四節 前瞻校務經營

壹、 策略發展整合

一、價值

全球高等教育面臨多元化面向與挑戰，已無法單一面向思考、直線執行，大部分任務都需跨組織整合，並隨時進行滾動式調整。為協助校內高階管理階層決策管理，執行研究、統計、預測分析、策略規劃、品牌識別及專案，進一步確保各單位行進方向一致，以完成本校使命與願景，運用 Strategic Planning and Management，建構學校智庫單位「策略發展整合室」，執行分析與問題識別、策略發展與整合、校級目標擬訂、招生策略、資源分配以及效益評估等，整合全校各單位進行橫向連結與溝通，直接受校長責成督導。

二、目標

透過策略發展室之運作與功能，確認學校發展重點進而發揮本校優勢，滿足權益關係人之需求，積極且有效回應社會與國際問題，使本校成為一所有影響力之大學。

(一) 以學校願景為依據，確保行動方案朝校務發展目標前進。

(二) 以校務資訊分析為基礎，協助學校高層因應全球高等教育變化、鈞部要求、社會需求以及挑戰等，開創性的執行業務。

(三) 積極策劃全校性各項計畫、專案、策略方針，進一步提供策略方向予執行單位擬定行動方案及績效指標，確保各單位之業務執行與校級方向一致。

(四) 針對各單位需求提供前瞻業務諮詢服務與討論，將學校功能進一步發揮。

三、策略及行動方案

策略發展整合室依成功大學之使命與願景，基於目前的現況，可敏捷的以專案任務之形式，協助學校管理階層及決策者執行各項研究、統計、預測分析、策略規劃及專案

企劃，並透過委員會之審議，確定策略方向，由執行單位執行行動方案後，進行效益評估。

策略 1：以數據為本的校務決策模式，強化管理效能，提升辦學績效，推動校務永續發展

1-1. 有效率的利用資訊工具收集巨量資料,從事大數據資料之分析研究與應用，洞察全球高等教育發展趨勢。

1-2. 整合校內各類量化與質化校務資料，進行分析並轉換成有用資訊，作為校務規劃決策時之依據。

1-3. 與各行政及教學單位密切合作，瞭解各項辦學新制，透過各單位行動方案的成效分析，提供選才、育才之決策支援。

1-4. 依據校務規劃與策略發展需求，提供適當之資料與分析結果。

策略 2：根據全校的願景及校務分析結果制定由上而下 3 至 5 年的策略草案，協助主管擬訂出適當的策略

2-1. 組織及辦理校務國際諮議委員會會議。

2-2. 依據校務命題及數據分析，規劃符合學校願景之策略方向與目標，並由高層審議後，提供執行單位參考，以進一步擬訂行動方案及績效指標。

2-3. 管考校級策略之各項績效指標達標情形，並進行效益評估，以做為行動方案滾動式修正及校內資源分配之參考。

2-4. 對於即時性的挑戰提出對策及執行方案。

2-5. 協助各單位諮詢找出業務瓶頸並改善。

2-6. 熟知目前高等教育最新趨勢。

策略 3：以成大品牌為依據，經營成大國際形象

3-1. 制定品牌管理制度，維護識別形象系統。

3-2. 協調各單位之品牌管理（含定位、設計、創意、活動等）。

3-3. 優化品牌與內、外部受眾接觸點，傳達與累積品牌價值。

3-4. 規劃出版品、多媒體、影音等，紀錄成大於科學研究、人才培育、歷史傳承、國家發展的重要定位，強化成大品牌形象。

策略 4：依校務發展所需，爭取、規劃、設置及整合各項校級計畫

4-1. 確認目前國際與國家政策與計畫。

4-2. 確認計畫需求並撰寫計畫書。

4-3. 規劃執行方式及確認相關執行單位與合作方式。

4-4. 各項計畫分工與預算分配。

4-5. 管考各項計畫進度與成效。

4-6. 計畫成果危機處理。

四、年度工作重點

(一) 深入解析各個主要世界大學排名的運作方式與特色，透過大數據分析找出不足之處，並研擬因應策略，持續追求學術卓越。

(二) 國際校務諮議委員會

1. 籌組 2023 年國際校務諮議委員會，邀請國內外產、官、學各領域專家擔任委員，提供本校相關校務發展建議。
2. 檢視全校校務發展，整合各單位成果，辦理 2023 國際校務諮議委員會會議。

(三) 執行第 2 期教育部高等教育深耕計畫

1. 訂定具挑戰性之各年度目標值，管考各面向績效指標達成情形，確保年底能如期達標。
2. 規劃全校型成果及文宣：以中/英文呈現校內成果，並依性質提供相關單位，提升本校教研聲量，加強國際鏈結。
3. 撰寫年度成果報告書及計畫書。

(四) 執行教育部雙語政策計畫

1. 規劃 EMI 教學講座與培訓，提升教師 EMI 能力發展。
2. 管考計畫執行情形，協助業務單位針對未達標之項目提出修正方案。
3. 撰寫年度成果報告書。

(五) WUN 世界大學聯盟專案

1. 統整校內業務及資源，提升 WUN 與國際事務推動效率及品質。
2. 主動發想進一步加強鏈結與推廣本校形象之策略方案。
3. 積極透過各項計畫與活動，鏈結全國高等教育機構、國際學術研究團隊等，促進國際教研發展與知識共享。

(六) 國際品牌與行銷

1. 資訊架構：盤點本校數位資訊架構，提出改善建議，優化網站服務流程、介面排版、資訊曾及分類、易用性，進一步追蹤標族群數位足跡，作為未來品牌行銷策略決策依據。
2. 內容策劃：建構穩定且涵蓋全校各面向的資料來源，同時標記國內外重要日程，提前策劃議題、撰寫內容，透過官方網站及社群媒體等管道發布，與國家發展、國際時事接軌，延續品牌資訊傳播的影響力。

五、風險評估

(一) 由於高等教育機構組織的日益複雜、校園內數據資料的多樣性與異質性，以及決策系統及人力的高度專業化，恐降低校務資料分析的功能與效率，進而無法如期達成目標。

(二) 雖致力於整合各行政單位之合作、加強橫向與縱向溝通，以建構全校一致性之發展，仍會偶遇執行單位行動方案較為抽象，且無法於計畫執行後提出具體之效益,如何協助各單位擬定具體的行動方案實為本校策略發展整合最大之挑戰。

(三) 各單位間對於品牌工作的認知差異，導致協作的成效不一致，影響品牌推展。

(四) 校內數位系統新舊版本的相容性、數位落差，導致使用上窒礙難行，使數位品牌體驗缺乏一致性。

六、預期效益

(一) 質化關鍵績效指標

1. 運用巨量資料作為校務決策及策略研擬之基礎，以期能確實提升本校管理效能與教研水準。
2. 分析本校優劣勢，規劃精進策略，提升本校國際能見度及影響力。
3. 回應社會需求，以學術量能承擔社會責任。
4. 瞭解國內外高教走向，爭取教育部資源挹注。
5. 管考本校高教深耕計畫、雙語計畫績效指標，確保各單位計畫之執行具具體成果。
6. 提升全體教職生對本校發展之瞭解，以透明化、可及性之方式宣達本校發展重點。
7. 建立專責的品牌、行銷與傳播團隊。從數位體驗、品牌視覺、識別應用、文宣設計物、文案生產、影音內容、出版品生產，由分工明確的團隊維持品牌對外一致調性。
8. 透過識別與溝通的整合，建構完整、穩定的核心理念闡述，訂定明確的行銷策略，對內可提升在校教職員工生、校友對學校的情感連結，對學校特色與形象有所瞭解；對外可提升國際能見度，增加國際院校合作潛力、產業合作的機會。

(二) 量化關鍵績效指標

1. QS Asia University Rankings 進入前 40 名。
2. THE Impact Rankings 維持世界前 50 名。
3. 全校 FWCI 平均達到 1.2 以上水準。
4. International Collaboration 成長至 40%以上
5. Publications in the top 10% journals 成長至 35%。
6. 辦理一場國際校務諮議委員會。
7. 完成年度校級計畫成果報告書及成果展。
8. 提升社群媒體貼文參與率 3%。
9. 發佈 4 篇成大品牌電子報。
10. 產出 10 篇研究新聞。

11. 建立一份校級社群事件行事曆。
12. 完成一個成大品牌資源網站。

貳、 財務資源發展

I. 財務運營

一、價值

因應高等教育制度鬆綁，賦予學校經營管理自主空間，財務自主漸趨重要，爰於 98 年 2 月成立財務處，目的為研議校務基金可運用資金之投資策略與方案，及負責執行相關事務。期望除將資金存放於定存外，積極研擬投資方案，建立相關規範，進行收益性、安全性之投資，以提升校務基金投資效益及運作彈性，其願景為發揮理財調度、投資管理、風險控管及出納收支等財務功能。

另本校財務處協助評估長期性資本支出之決策，提供專業意見，供校內作為各項資源開發之合理性參考，以善用大學財源。

本校為國立大學中，少數設置財務處之學校，並聘任專業財會背景人員協助規劃與建構投資事宜，於組織架構中，納入出納組，以加速資金調度彈性，提升利息收益率。投資方面，亦邀請校外專業人士擔任投資管理小組委員，提供專業諮詢。

二、目標

(一) 提升資金收益率。
(二) 落實永續投資，善盡大學社會責任。
(三) 提供長期資本投資決策財務意見。
(四) 打造數位智慧無現金校園。
(五) 強化所得稅知能宣導。

期望透過前揭目標執行，擴充留本基金規模及厚實校務基金，達成永續經營，以支援本校教師產學研究及永續嘉惠更多學生，提升整體教育品質。

三、策略及行動方案

策略 1：分散投資風險及活化資金運用

1-1. 配合學校營運資金需求，規劃短、中、長期投資計畫。
1-2. 對應不同經濟循環週期，調整資產配置。
1-3. 採核心衛星配置，獲取穩定孳息做為下檔保護，提升穩定性，並追求長期實質的總報酬成長。
1-4. 以投資作後盾，擴大永續基金規模。

策略 2：遵守校務基金 ESG 投資準則

2-1. 優先選取獲社會責任評選優良或參加國際氣候倡議之企業。

2-2. 對於嚴重違背社會責任之公司，在不影響校務基金收益下，視情況不予投資或不增加投資。

2-3. 持續撤資高汙染、高碳排產業，轉投重視 ESG 企業。

策略 3：進行長期資本投資方案財務分析

3-1. 鏈結校內資本開發需求，運用投資案各項收支參數，估算興建及營運期間各年度現金流入及流出狀況,並計算每年度現金流量折現值,以 NPV、IRR、回收年限、自償性分析等方式，進行各方案財務可行性評估。

3-2. 進一步假設投資案在樂觀、中立、悲觀等情境下，利用不同參數值變化，進行敏感度分析，評估各種情境的財務收支偏差程度，提供資產管理單位預先研擬風險因應對策參考。

3-3. 觀察本校自償性建設對外資金融貸償還情況，分析各年度營運收支資料，估算盈餘償還貸款本息所產生的資金缺口，以供營運管理單位作為未來財務規劃參考。

策略 4：建構零接觸之線上數位收支環境

4-1. 優化數位收款之軟硬體基礎設施，建置感應支付（Apple Pay、Google Pay、Samsung Pay 等國際 3 大 Pay）及掃碼支付（臺灣 Pay、LINE Pay、悠遊付等）之全通路線上收費渠道。

4-2. 深化網路銀行付款機制，擴大各類支付範圍，靈活運用網路銀行、電子媒體轉帳、匯款及共同供應契約電子支付等多重管道的數位金融服務。

策略 5：佈達所得稅歸戶及扣繳之重要性

5-1. 加強管控所得歸戶作業及非居住者之就源扣繳流程。

5-2. 開辦所得稅知能說明會，增強所得基本概念認知，並積極宣導所得請領時效與歸戶年（月）關聯之重要性。

四、年度工作重點

(一) 短中長期資金管理

1. 短期：運用貨幣型基金操作、票債券附買回交易（RP）等方式，調節活儲存量，並積極與票券公司協商，在市場游資過剩，券源不足情況下，優先提供本校承作額度並維持優惠交易利率。
2. 中期：除配合短期之資金需求外，臺幣定存存期規劃以 1 年期以上為主，並持續爭取以優惠利率存放資金。

3. 長期：

(1) 擬定 112 年長期資金投資運用計畫，其資產配置項目包含：貨幣型商品、固定收益型商品及股票型商品，配置比例由投資管理小組衡酌金融市場情勢提供建議，並視經濟情勢分批投資，採穩健保守策略，著重資產的穩定度，以低波動資產如優質高股息股票做為核心部位，每年獲取穩定收益為主要目標。其中，收益型股票之選取，須符合投資小組規範。

(2) 擴大永續基金：除運用留本捐贈進行投資，每年僅動用固定比率孳息，其餘透過收益再投入，以擴大永續基金規模。

(3) 落實永續投資政策：將環境、社會與公司治理（ESG）議題納入投資分析及決策考量重要因子，關於投資標的選擇，將優先選取獲社會責任評選優良或參加國際氣候倡議之企業，另對於嚴重違背社會責任之公司，在不影響校務基金收益下，視情況不予投資或不增加投資，以落實責任投資原則（PRI）。

(二) 所得稅扣繳及歸戶

1. 建置非居住者扣繳檢核控制點，如其薪資經累加計算後，全月給付總額逾行政院核定每月基本工資 1.5 倍者，應及時於給付日起 10 日內，補辦就源扣繳稅額作業。

2. 舉辦所得稅知能線上說明會，補強請款人及所得人等所得稅基本概念認知，並錄製影音檔，置放出納組網頁課程專區，公開資訊，不受時間、空間限制，成為隨需取用的工具書。

五、風險評估

(一) 短中長期資金管理

1. 短期投資

(1) 附買回交易標的釋出申購量有限：目前市場仍處於低利率水準，造成票券公司補券意願低，附買回交易之標的供給券源有限，加以市場游資過剩，導致供不應求。另在貨幣型基金申購額度釋出亦有限情況下，皆限縮本校短期投資承作額度，恐使平均每日活儲現金存量增加。

(2) 票債券附買回交易報酬率低：因承作交易存在行政成本，當票債券附買回交易利率及貨幣型基金報酬率過低，與活儲利率利差不大情況下，將降低本校投資誘因，使平均每日活儲現金存量增加。

2. 中、長期投資

(1) 全球景氣面臨多重下行風險，包括地緣政治、全球高通膨可能推升通膨預期，加劇通膨壓力、主要央行加速收緊貨幣政策致金融情勢緊

縮、經濟成長放緩、國內與全球 COVID-19 疫情後續發展等，恐影響本校投資之資產波動度及報酬率表現。

(2) 國內往來銀行不願再提供優惠利率供資金存放：因市場游資過剩，且資金去化管道有限，一般大型銀行及公股行庫已不願再吸收過多新臺幣資金，因此，恐難再以優惠利率提供本校定存存放，進而影響本校利息收入。

(二) 所得稅扣繳及歸戶作業

1. 課稅身份認定困難：外籍人士於同一課稅年度內，依移民署之出入境紀錄計算，在中華民國境內居留日數滿 183 日以上者，國稅局始認定為居住者；惟年度進行所得給付時，無從預知外籍人士於該課稅年度居留日數，如有出入境頻繁、提前離職、離境或到期不續聘等情事，將提高課稅身分認定錯誤之風險，需及時辦理差額補稅事宜，如有延遲，恐遭國稅局裁罰滯納金、利息及罰鍰。
2. 請款經驗傳承斷線：請款單位之承辦人員，係應計畫執行聘用，惟計畫執行期限各有所異，故專任人員流動率高難以久任，再者，亦有由學生兼任助理、外籍人士本人自行辦理請領所得之情形，如未能交接或傳承各類所得給付之基礎知能概念，易因誤失請款時效，導致所得歸戶年（月）延遲，進而影響所得人適用稅率。

六、預期效益

(一) 質化關鍵績效指標

1. 加強核心持股配置，以獲取穩定投資孳息收益。
2. 降低活儲現金存量，以減少閒置資金，活化資金運用。
3. 提供長期資本投資方案財務可行性評估，予鈞長及業務單位決策參考。
4. 開辦所得稅知能說明會，增強所得基本概念認知，並積極宣導所得請領時效與歸戶年（月）關聯之重要性，協助專兼任助理進行各類所得之請款作業，以期減少所得人疑義，降低漏列所得或短漏扣稅額之風險。
5. 建構零接觸之線上數位收支環境，強力推廣學生線上繳費平臺、網路收款平臺及自動繳費機等多元化之收費渠道，規劃整合網銀付款需求並擴大各類支付範圍，取代人工開立紙本支票，全通路執行線上 E 化收付，以期打造數位智慧無現金校園。

(二) 量化關鍵績效指標

1. 投資組合年化報酬率優於定存，長期平均年化報酬率期望可達 3%至 4%以上。
2. 運用留本捐贈之永續基金進行投資，獲得穩定收益 3%至 4%。

3. 於可投資限額內，投資獲取穩健收益，另規劃定存投資比例將佔整體現金部位達 9 成以上。
4. 優化數位收款之軟硬體基礎設施，臨櫃現金繳款比例減少 1 成。
5. 深化網路銀行付款機制，擴大各類支付範圍，電子化付款比例達 9 成。

II. 主計管理

一、價值

依據「主計機構人員設置管理條例」規定，主計室屬超然主計系統之一環，應對上級主計機關主辦人員負責，並依法受校長之指揮。在現行法令規範下，配合學校總體發展及年度校務目標，辦理年度概預算之籌編、收入支出經費內部控制與審核及會計帳務之處理等業務，並以專業之會計智能進行協調與溝通，提供以顧客為導向之服務，產出即時且有效的財務資訊，作為業務執行之參據，以協助學校推展校務達成施政目標。

二、目標

(一) 有效預算管理與分配，提高資源配置效率。
(二) 強化主計職能，提供財務資訊以提升經費支用效益。
(三) 簡化行政流程，建立友善報支服務環境。

三、策略及行動方案

策略 1：有效預算管理與分配，提高資源配置效率

1-1. 整合行政、教學資源及研發量能，從成本效益觀點思考，覈實編列預算，以達成財務優化為目標。
1-2. 配合年度亮點計畫實施進度，有效分配預算，加強預算管理，使有限資源發揮最大綜效。
1-3. 落實「零基預算」精神，持續檢討各項計畫編列之效益性及必要性。

策略 2：強化主計職能，提供財務資訊以提升經費支用效益

2-1. 適時提供財務資訊及建議作為，發揮主計協助業務功能。
2-2. 標準化收支作業流程，提供明確之經費報支流程。
2-3. 學校重大公共工程支出，應就計畫可行性、成本效益及營運管理等妥善財務規劃。
2-4. 提供 e 化服務，會計資訊及時更新與公告，落實資訊公開，俾利管理決策參考。

策略 3：簡化行政流程，建立友善報支服務環境

3-1. 兼顧法令遵循及注重以顧客導向的會計服務。
3-2. 整合 e 化系統，及時提供經費核銷進度、收支報表等查詢，發揮會計輔助功能。

3-3. 與時俱進，適時檢討行政流程，簡化經費核銷程序，提升會計事務處理效率。

3-4. 因應環境變遷，加入新觀念新作為，提供創新、精進服務模式。

四、年度工作重點

(一) 有效預算管理與分配，提高資源配置效率

1. 依「零基預算」原則籌編年度預算。
2. 將有限資源分配至優先性、效益高之需求項目，以呈現學校政策亮點。
3. 積極協調各單位回應立法院預算評估報告、並處理立法院審議預算提案。
4. 配合中程校務發展計畫，對未來財務狀況做最佳的預測，並適時滾動修正，配合開源節流措施，增進財務管理效能。
5. 協助業務單位依預算編列及分配數掌控執行進度，有效達成資產執行效能。

(二) 強化主計職能，提供財務資訊以提升經費支用效益

1. 依行政院主計總處及教育部頒訂之作業手冊或規定，編製預決算書表、半年結算報告、會計月報等財務報表。
2. 依規定就年度財務規劃報告書之教育績效目標達成情形，編製校務基金績效報告書。
3. 依照各政府機關或廠商之補助或委辦計畫相關規定或合約規範，協助辦理計畫經費收支控管，適時提供問題解決方案，掌握經管之計畫執行情形，提升服務品質。
4. 配合會計資訊系統之持續更新與維護及預決算書、會計月報公開，以擴展線上服務量能。

(三) 簡化行政流程，建立友善報支服務環境

1. 辦理實體或線上會計業務說明課程，且於主計室網站建置「經費報支友善專區」，宣導及提供經費支用與報支相關規定及範例，以提升經費結報正確性。
2. 賡續推動行政院主計總處簡化核銷及友善報支政策，在適法性原則下檢討經費報支作業，減輕憑證存管壓力並提高報支之行政效率。
3. 善盡本校與補助或委辦單位、主管機關或審計機關查核時，業務協調聯繫窗口之職責，積極協助各單位及計畫主持人與查核機關間之溝通說明。
4. 配合校務卡推動，簡化小額採購公款支付流程，落實數位化校園目標。

五、風險評估

(一) 年度預算或分配案無法如期通過審議，將影響校務推動。

(二) 收入財源不足分配各項支出，致資金缺口擴大，影響財務結構穩健。

(三) 適時提供財務資訊或報支規定，積極管控校務基金執行情形，避免逾越法定標準或規定。

(四) 計畫執行單位未經程序或規定，辦理經費報支、流用變更或延長計畫期限，遭補助或委辦計畫機關、合作廠商、主管機關或審計部剔除已支用之經費或要求提出說明。

(五) 辦理或協助各類業務之查核，避免財務控管疏漏，造成財產或公款遭受損害或損失。

(六) 加強查核支出憑證核銷案件，降低經費核銷缺失率，提升經費使用效益。

六、預期效益

(一) 質化關鍵績效指標

1. 提升預算管理功能，增進財務營運績效，促使財務優化，達成永續經營目標。
2. 行政流程簡化及改造，強化財務內控機制，建立友善報支服務環境。
3. 依循相關法規並強化審核職能，協助業務單位降低違規（約）之風險。
4. 各類財務報表或財務資訊如期如質編送並公開，發揮財務效能。

(二) 量化關鍵績效指標

1. 年度決算短絀控制於預算短絀數內。
2. 自籌收入占總收入比率>57%。
3. 年度決算實質短絀<0。
4. 自籌收入支應之人事費支出占最近年度決算自籌收入比率<50%。

參、 人力資源發展

I. 校友經營

一、價值

校友聯絡中心於民國 79 年由本校第 113 次行政會議通過成立，並於民國 85 年奉教育部正式核准成立。成立宗旨是凝聚校友力量、協助校務前瞻發展，整合海內外各地校友組織，推動校友聯絡與服務工作。鑑此，任務除加強海內外校友聯絡及服務外，也將更進一步運用校友的資源，協助母校推動邁向頂尖大學，將「成大人」的心結合，匯流成一股無遠弗屆、沛然莫之能禦的強大力量。

二、目標

本校校友遍佈海內外，有效掌握校友資訊將俾利本校與校友資源之間的連結。在掌握現有校友資料的同時，不僅能持續增加、更新校友資訊，也透過校友服務與校友保持良好互動，讓校友資源成為本校校務發展與邁向國際化最堅實的後盾。因此，本校校友

中心的任務除加強海內外校友聯絡及服務外，也經由各地校友會及各種校友活動等，與校友保持良好互動關係，透過持續舉辦各種聯誼活動，凝聚校友向心力，並運用校友的資源推動產學合作，強化產學連結，協助母校成為國際頂尖大學。

三、策略及行動方案

策略 1：經營校友網絡，加強與海內外校友之聯絡及服務。

1-1. 出版校友文宣與出版品。

1-2. 舉辦、協辦校友活動。

1-3. 經營校友網路服務及社群網站。

策略 2：藉由校友資源，強化產學連結，協助成大成為國際頂尖大學。

2-1. 推動產學合作。

2-2. 強化與企業校友合作、加強校友與學校之鏈結。

四、年度工作重點

(一) 出版校友文宣與出版品，如：《成人之美》。

(二) 發行成功大學校友卡：發行本校校友卡，除特約商店之折扣優惠外，亦作為申辦校內外各種服務之身分認證之用，簡化查核之手續。

(三) 強化與企業校友合作，加強校友與學校之鏈結。

(四) 舉辦、協辦校友活動。

(五) 協助成立各地校友會。

(六) 更新校友資料庫：校友資料透過與各系所合作、校友信箱及無線網路的服務、校友卡的申請、校友文宣與出版品的寄送等其他校友服務業務持續更新。

(七) 經營校友網路服務及社群網站。

(八) 規劃校友成果展示：表彰校友傑出成就、凝聚校友對母校的回憶與情感，更激勵在校學生、形塑來訪者對於本校的良好印象。

五、風險評估

(一) 為獲得校友動態最新資訊，校友文宣與出版品以中心人員採集、專訪及撰寫的專題為主，是透過第一手資料完成的一次文獻，較少採納來稿，故各期主題、校友審稿往返、受訪人意見指正及正確性核對的種種考量下，出刊情形容易有所變動。

(二) 由於各地區校友組成狀況不同，校友會的成立，有時需要長時間能量的累積，才能一舉達到效益，因此協助成立新校友會實受外在因素的影響甚多，每年實際能成立的情形相異。

(三) 小額募款透過校友文宣與出版品及參與各地校友會及各種校友活動等與校友保持良好互動關係，適時傳達學校募款訊息，以期吸引校友回饋，但仍需獲得校

友支持，每年實際捐款金額不定。未來，校友聯絡中心將持續舉辦各種與校友互動的聯誼活動，藉以推動校友捐款。

(四) 校友資料的整合除了由校友中心藉由與校友的聯繫建置，時需透過本校各系所的配合與協助，目前已加強與各系所的連結。

(五) 透過校友聚會、活動等方式宣傳辦卡訊息，並增加校友卡附加價值以提高申辦意願，仍難掌握、控制每年申請量，故各年度數據皆可能有未達標、達標及超標的出入狀況。

六、預期效益

(一) 質化關鍵績效指標

1. 增進校友之間的橫向聯繫，凝聚校友向心力。
2. 提高本校與校友資源之間的連結，協助校務發展。

(二) 量化關鍵績效指標

1. 成功大學校友卡發行總數可達 900 張。
2. 協助校友申請校友電子信箱件數累計可達 12,000 件。
3. 協助安心就學濟助方案募款金額累計可達 4 億元。

II. 人事管理

一、價值

人事室依據本校組織規程及人事管理條例設置，分設 4 組掌理本校教職員編制、任免、遷調、敘薪、考核、獎懲、差假勤惰、訓練進修、待遇、福利、保險、退休、撫卹、人事資料管理及專案工作人員管理、兼任研究助理資料登錄、勞保、健保等事務。

為能與世界高教環境鏈接，達到本校邁向國際一流大學的總體目標，人事室除秉持人事人員專業、效能、關懷核心價值，強化人事服務品質外，更自訂符合本校特色的人力資源管理作業及相關規章，期透過充分運用人力資源發展、彈性運用人力、獎優汰劣、強化培訓、多元激勵、全面數位化等策略，提升行政效能，創造校務發展綜效。

二、目標

(一) 充分運用人力資源，達成學校發展目標。

(二) 配合校務發展彈性用人，羅致優秀人才。

(三) 獎優汰劣，強化培訓，提升人力素質。

(四) 營造性別及友善工作環境，落實性別平權、反霸凌及健康幸福職場。

(五) 運用數位科技活化行政流程，優化人事服務效能。

三、策略及行動方案

策略 1：著重人力資源管理，強化優秀國際人才吸引與留任

1-1. 整合多元人力配置，活化運用校內各項有形及無形資源，並達成進用身心障礙政策目標。

1-2. 配合校務積極攬才需求，制定彈性用人制度，提升人力素質。

1-3. 持續優化編制外人員彈性薪資，並強化考核機制。

1-4. 提升處理國際事務行政人力與能力，以因應國際化發展需求。

策略 2：厚植人才培育發展，落實公平考核獎懲

2-1. 厚植人才培育發展，辦理多元職能訓練，提升卓越服務效能，永續團隊共學共榮。

2-2. 落實公平考核獎懲，型塑勇於任事行政文化。

策略 3：建構工作環境支援性系統，減少人才流失

3-1. 精進員工協助方案，推動性別平等友善；強化全人關懷服務，營造快樂健康職場。

3-2. 設立非營利幼兒園，降低本校教職員工托育負擔，打造幸福職場環境。

策略 4：扎根永續發展知識平臺

4-1. 運用創新數位科技，簡化行政作業流程；優化人事資訊系統，提升智慧人事行政服務效能。

4-2. 持續建置及優化人事資訊系統，申辦流程即時化及透明化，落實節能減紙，躍升行政效能。

4-3. 數位化個人資料並建置雲端資料庫，優化資料保存，簡化行政程序，提供一站式資訊服務，提升人事服務品質。

四、年度工作重點

(一) 著重人力資源管理，強化優秀人才吸引與留任

1. 依單位性質（學術、行政、研究）分訂不同人力評估原則，並據以提出行政人力革新建議。
2. 推動優化校聘人員彈性薪資制度，增加延攬優秀人才誘因。
3. 落實支領彈性報酬人員之考核制度，達留任優秀人才之目標。
4. 協助計畫主持人依各領域專業、參照業界薪資水平核支專案工作人員彈性報酬，以達攬才目的。

(二) 厚植人才培育發展，落實公平考核獎懲

1. 落實專業經理人考核，每年由聘任單位與專業經理人訂定量化關鍵績效指標，於續聘考核時需提列具體成果，以為續聘與否依據，期達獎優汰劣之目的。

2. 依單位性質（學術、行政、研究）分訂不同人力評估原則，並據以提出行政人力革新建議。

3. 落實考核制度，覈實辦理獎懲案件，型塑積極行政文化並提升服務品質。

(三) 建構工作環境支援性系統，減少人才流失

1. 辦理多元職能訓練，強化員工專業知能及英語能力；開設「行政人員公共行政法學實務精進班」，培養公共行政法學素養，強化永續優質公務執行力。

2. 精進員工協助方案內涵，強化關懷服務；辦理性別平等專題演講並擴充視訊課程內容，優化哺（集）乳室系統功能，營造快樂健康、性別友善職場。

(四) 扎根永續發展知識平臺

1. 結合電子公文系統，建置早年退離教師人事資料數位資料庫系統，以加強資料保存，落實節能減紙，提升行政效能。

2. 建置與優化專（兼）任教研人員聘任及報到系統、兼任教師續聘作業系統、編制內教研人員離職應辦線上作業系統、校聘人員甄選報名系統、公務人員甄審報名系統、身心障礙人才儲備系統、差勤 APP、獎懲作業系統、兼職管理系統、退休人員電子影像資料庫、現職人事資料庫查詢系統、勞、健保及勞工退休金 3 合 1 系統結合、編制外專案人員聘任系統等，以提升行政管理效能。

(五) 落實進用身心障礙人員相關配套，以達足額進用目標。

(六) 每年委任會計師事務所進行會計查核及簽證，積極協助配合教育部國民及學前教育署「每年度非營利幼兒園績效考評暨到園檢查」作業，辦理家長滿意度問卷調查，並彙整調查意見，提供該園未來營運管理修正方向。

五、風險評估

(一) 甄選人員考試能測驗應徵者之專業知能，惟人格特質較難探詢，可能因為甄選偏誤進用不適任人員。

(二) 增加薪資挹注，可能對學校財務造成壓力。

(三) 計畫受限經費，未必能達到業界薪資水準。

(四) 高薪延攬之人才，能力及工作表現未必能達到預期效益。

(五) 用人單位未積極辦理考核業務，考核制度流於形式。

(六) 專業經理人於年度終結時未能達到預定的績效指標。

(七) 以本校教師資源規劃行政人員培訓課程，須視教師授課負擔予彈性調整，可能因此影響開課期程。

(八) 獎勵、考績（核）可能因主管標準不同，未落實平時考核紀錄，難確實發揮獎優汰劣功能。

(九) 考量經費及附設醫院心理師人力等資源有限，提供心理諮商服務之次數有所限制，可能無法切合同仁實際需求。

(十) 可能因受限資訊技術、經費及計網中心人力等因素，無法達到人事資訊需求。

六、預期效益

(一) 質化關鍵績效指標

1. 適時修訂或增訂各類人員之相關管理或進用規定。
2. 強化薪給福利措施，營造良善工作環境，以延攬及留用優秀人才。
   (1) 透過彈性薪資制度，延攬具有特殊專業技能及不易覓得之人才者。
   (2) 落實彈性薪資續聘考核，檢視是否達到攬才目的，並依評估結果予以調整待遇，避免支領高薪者未達到預期工作效益。
   (3) 協助召開專案小組委員會，審議專業經理人年度關鍵績效指標達成率及續聘考核事項。
3. 本校在職培訓課程均辦理訓練成效評估；並依評估結果滾動調整該班實施計畫內容及相關措施。
4. 依限辦理平時考核、年終考績，獎懲案件即獎即懲。
5. 每年底辦理本校員工協助方案滿意度及需求調查，調查結果並回饋於計畫及服務內容。
6. 運用資訊科技，提供創新數位化服務。
   (1) 每年定期檢討行政流程簡化，並優化各項人事系統功能。
   (2) 藉由校內系統相互勾稽，進行人事作業流程改造，簡化行政流程，及避免人工核對錯漏或退補件情形，提升行政效能。
   (3) 人事資料永久保存且無空間限制、隨時線上調閱。
   (4) 響應環保及永續節能減紙之政策。

(二) 量化關鍵績效指標

1. 續領彈性薪資者完成考核率達 100%。
2. 依專業經理人專長，個別召開專案小組委員會，審議專業經理人續聘考核及年度關鍵績效指標之訂定。
3. 善用資訊技術節約行政資源、提升效率。
   (1) 每年優化人事資訊系統功能至少 5 項。
   (2) 勞、健保及勞工退休金達 3 合 1 加保目標，年減勞工退休金申報案件約 6,000 件。
   (3) 公文時效提升：聘案作業時程由紙本最短為 3 天內核定，縮短為線上簽核最快 1 天內或 1 小時內即可核定。

(4) 節約紙張及人力成本：年省專任助理聘案列印約 4 萬張 A4 紙張，另節省每年約 3,000 件聘案之公文傳送及歸檔人力成本。

肆、 行政服務品質

一、價值

秘書室襄助校長及副校長辦理秘書及相關事務，下設行政、法制、文書 3 組及新聞中心，並將駐衛警察隊納編至秘書室，俾利校園安全維護。前揭單位各司其職、相互合作，期使各項文書管理、校級會議、規章制度、公關宣傳、校園安全等業務，能在符合法制、效率、效能下，為全體教職員工生提供最佳服務。單位特色說明如下。

承上啟下，忠實傳達，貫徹政策執行。

橫向溝通，攜手並進，合作校務推動。

克盡職責，務實創新，增進效率效能。

禮門義路，敦厚和睦，提升學校榮譽。

二、目標

秘書室戮力於建構完善的法制作業、高效能的行政制度、便捷的行政流程，透過校級會議、陳情反映、檔案管理等意見彙集方式，提供決策參考。

(一) 兼顧行政、議事效率與效能，提供便捷服務。

(二) 提升專案時效與品質管理，達成年度目標。

(三) 健全法制作業，提升法制作業品質。

(四) 精進檔案管理工作，持續邁向檔案管理制度化、標準化、專業化及資訊化。

(五) 活絡媒體情誼，強化宣傳本校亮點，提升成大形象與能見度。

(六) 強化校園安全維護，預防人員財產災損。

三、策略及行動方案

策略 1：兼顧行政、議事效率與效能，提供便捷服務

1-1. 行政程序

A. 檢討校內行政作業，減省非必要之流程。

B. 建立業務標準作業流程，維持服務措施處理一致性。

1-2. 會議作業

A. 建立收案檢核制度，提升會議資料之正確性。

B. 提供便捷之簽到退及投票方式，增進議事效率。

策略 2：提升專案時效與品質管理，達成年度目標

2-1. 掌握重要專案時程 ，確保如期辦理；健全橫向溝通機制，妥善規劃人力。

2-2. 啟動 PDCA 目標管理流程，以精進專案執行成效。

策略 3：完備本校行政規章，提升法制作業品質

3-1. 修正本校行政規章法制作業實務手冊，建立行政規章法制作業標準規範。

3-2. 賡續提供各項法令諮詢與協助，並就重要法制上議題建立管理制度。

策略 4：精進檔案管理工作，持續邁向檔案管理制度化、標準化、專業化及資訊化

4-1. 辦理檔案清查作業，確實掌握檔案典藏狀況及安全。

4-2. 落實檔案管理考評機制，提升附設醫院檔案管理品質與效能。

4-3. 強化公文及檔案管理系統之安全性與有效性。

4-4. 妥適保存本校珍貴檔案，延長檔案壽命。

4-5. 開創檔案多元價值，形塑本校共同記憶。

策略 5：協助經營本校優質公眾形象，宣傳校務發展特色

5-1. 規劃執行亮點校務宣傳

A. 關注產官學研動態，製作報導本校師生研發成果。

B. 官方首頁內容規劃產製與社群平臺維護。

C. 規劃與執行校級記者會、影音拍攝。

5-2. 強化媒體關係維繫

A. 提供即時採訪、拍攝協助，優化友善媒體服務。

B. 挖掘本校亮點，主動提供新聞報導素材。

策略 6：結合智慧校園發展，優化校園安全設備，維護校園安全

6-1. 持續推動安全服務計畫

A. 結合科技發展，推動安全服務計畫。

B. 滾動修正校園安全工作目標及項目。

6-2. 發揮安全應變、處理功能

A. 確保作業中心運作，依程序、步驟應變處置。

B. 落實作業紀律，提供優質安全服務。

6-3. 定時檢測優化設備，確保設備運作

A. 維護及更新設備，期使正常運作減少故障發生。

B. 優化設備功能，縮短處置時間提升服務效能。

四、年度工作重點

(一) 持續修訂文書行政作業及辦理會議之標準作業程序

1. 持續修訂分層負責明細表。
2. 檢討及修訂用印規範。
3. 落實收案檢核制度。
4. 精進會議簽到暨投票作業。

(二) 建立秘書室專案行事曆

(三) 啟動 PDCA 目標管理流程

(四) 完備本校行政規章，提升法制作業品質

1. 辦理本校教職員教育行政法規系列講座，提升行政法律識能。

2. 年度進行法規盤點計畫，適時檢討不合時令法規，落實依法行政。

(五) 精進檔案管理工作，邁向檔案管理專業及資訊化

1. 辦理機密檔案檢討、鑑定會議、目錄送審及審選具國家保存價值檔案移轉檔管局。
2. 落實公文系統備份、備援機制。
3. 推動附設醫院檔案管理作業考評。
4. 檔案庫房規劃與設置。

(六) 協助經營本校優質公眾形象，強化媒體關係維繫

1. 規劃執行亮點校務宣傳
   (1) 加強校內各單位聯繫，即時掌握最新研發成果。
   (2) 滾動式修正業務作業流程。
   (3) 廣蒐與拍攝優質校景與校級活動。
2. 提供友善服務，強化媒體互動。

(七) 優化安全設備，整合通報體系，順遂處理事故，維護校園安全。

1. 落實安全作業，更新安全設備
   (1) 嚴整安全工作，落實安全組織功能。
   (2) 妥善通報處置，完整通報紀錄。
   (3) 優化安全設備，發揮應有功能。
2. 精進安全維護及應變
   (1) 妥適處理程序，落實通報處置。
   (2) 強化應變能力，確保安全工作。

五、風險評估

(一) 各項行政流程之檢討、簡化作業，仰賴相關單位配合，須對授權賦能、提升效率有共識，願意集思廣益，改變思維，方得順利完成。

(二) 本校行政規章在適用時，如有發現矛盾分歧或不合時宜情形，可能影響校務行政之推動，應避免可能之風險如下。

1. 中央法令已修正或廢止，本校行政規章未配合修正更新。
2. 本校行政規章規定內容，部分已不適用或不合校務推展要求。
3. 同一法規內容前後重複矛盾，衍生法令適用上的疑義。

(三) 為確保系統資料安全，硬體設備增加及技術層面問題，勢必增加維護成本。

(四) 附設醫院檔案管理作業之考評作業，如何利用人力是降低風險的首要工作。

(五) 為協助經營本校優質公眾形象並善盡大學責任，對外發布的新聞內容與相關活動資訊需力求正確無誤，建議謹慎評估報導價值與幅度。

(六) 近年部分大學發生安全危害或意外事故，肇生師生不安全感，影響學校聲譽，故應適當處理避免可能之風險如下。

1. 設備故障失效，遇事件發生無法提供協助。
2. 意外發生時，因通報人對程序或設備不瞭解，衍生誤會或爭議等。

六、預期效益

(一) 質化關鍵績效指標

1. 持續修訂用印規範並公告週知，確立作業流程。
2. 會議資料正確、討論過程能使意見順利具體表達，每場會議皆能完成預定之提案。
3. 建置秘書室行事曆，確保各項專案均如期辦理。
4. 本校行政規章內容須適法，並配合校務推展之需求。
   (1) 建立行政規章之事前審閱機制，並於審閱後持續追蹤後續訂定或修正程序。
   (2) 年度進行盤點清查，必要時與各單位進行晤談，瞭解修正現況、有無法制作業困難之處及追蹤改善情形。
5. 促進機關檔案之開放與運用，發揮檔案加值功能。
6. 電子檔案長久保存時，確保檔案真實、完整性等安全要件。
7. 保存本校之文獻資產，以供行政諮詢、校史教學與研究之用。
8. 對應校級教育績效目標，廣蒐校內各單位執行成果，透過優質圖文、影像、校級記者會等方式，強化本校深耕教育、全人發展、國際合作、創新研究、產學鏈結的公眾形象。
9. 落實校區安全維護，減少意外事故發生，順遂校園突發意外事件發生應變及處置，提升安全服務品質。
10. 結合科技發展，優化校區安全設備，適當發揮設備效能，提供安全協助及保障。

(二) 量化關鍵績效指標

1. 督促各單位修訂分層負責明細表，單位新增或組織調整者，列為優先檢視對象。
2. 檢討年度校務專案，提出精進措施。
3. 持續加強行政規章規範內容審查，確立縝密完備法制作業程序。
   (1) 年度訂定法規整理計畫，逐一檢視各單位行政規章盤點清查。
   (2) 年度提出法制作業教育訓練講習或行政法令系列講習，有系統提供行政法令相關課程。
   (3) 檢視本校行政規章進行檢討，各單位行政規章最近 5 年內修正更新達 80%以上。
4. 每年至少辦理 1 次檔案清查。
5. 每年辦理災害復原演練、電子檔案清查及儲存媒體檢測。

6. 檔案庫房每年至少 35 公尺的容載需求達 10 年。
7. 維持固定發稿頻率，每季新聞露出 750 則。
8. 結合校區設備維護、更新作業，辦理安全設備檢測及更新、建置作業。
9. 依據校區安全服務工作事項，提供駐警保全執勤及安全協助。

第五節 永續社會責任

壹、 永續校園發展

I. 校園總務管理

一、價值

本校校務發展已由在地思維善盡大學社會責任之城市大學，延伸至以國際思維創建新世代教育典範的全球大學為願景。總務處作為後勤幕僚之角色，未來仍以事務、營繕、經管、保管及採購等行政管理為根本，貫徹學校發展願景之策略，提供完善的支援與服務。因此，本校總務處以「合心同炬、歷久如一」的核心精神，共耘淨零碳排、文化創新、友善安全、國際前瞻的「未來大學」為目標，推動綠色、智慧、永續、創意、文化及友善安全校園等 6 個行動方案。

二、目標

(一) 淨零碳排：推動綠色循環系統及綠色交通，訂定校園護樹計畫，深化綠色採購觀念，提升再生能源使用、能源系統韌性，促進資源再利用效率。

(二) 文化創新：盤點校內人文與自然資產，推展校園環境生活博物館概念。創新的學習環境應翻轉校園傳統空間形式。

(三) 友善安全：確保校園活動者生活安全，建構安全互助機制，進行校園防災演練，營造友善無礙的環境，提升校園優質公共服務。

(四) 國際前瞻：配合研發單位計畫，建立具體可操作之實驗場域，打造與國際接軌的跨域學習環境，營造無國界的未來校園。

三、策略及行動方案

策略 1：綠色校園

1-1. 推動智慧與低碳運輸網絡；設備汰舊更新節能化，使用能源轉換及循環經濟之低碳能源系統。

1-2. 規劃低環境負擔及維護成本的校園建設。

1-3. 考量校園景觀環境的永續發展，推動「校園護樹計畫」。

1-4. 積極推動綠色採購觀念，促進綠色經濟，確保永續消費及生產模式。

策略 2：智慧校園

2-1. 建立校園環境監測系統，包含氣候因子、空氣品質、用電用水等，做為永

續智慧校園的基礎資料建構，並供校園規劃決策參考。

2-2. 推動智慧節能管理系統，內容含電力監控、用水監控、智慧路燈、雨水回收系統等，由中央監控調配，以作及時的變動修正。

2-3. 整合總務工作管理服務系統（如：消防安全、公共空間管理、職務宿舍管理等）。

2-4. 建構「成大樹」管理系統以維護永續校園生態環境。

策略 3：永續校園

3-1. 推動校園綠色運輸循環系統，促進資源再利用，提高能源利用效率。

3-2. 老舊建物評估其安全性後，排序修繕或補強取代重建，延續使用價值。

3-3. 制訂永續校園景觀標準，低環境負擔及維護成本的校園建設。

3-4. 鼓勵施工廠商提出優化工法，降低環境衝擊施工方式納入審查評分機制。

策略 4：創意校園

4-1. 規劃多元靈活彈性的創新學習空間場域，提供發展特色領域中心。

4-2. 配合跨校產學合作及吸引企業團隊進駐，協助建構產學創新共研空間。

4-3. 配合建立具體可操作之實驗場域，打造與國際接軌的跨域學習環境及提供國際人才住宿空間。

4-4. 藉由引進物業管理服務，提升場館空間品質與使用效率。

策略 5：文化校園

5-1. 古蹟文化資產維護與修復、老舊建物活化及再利用規劃。

5-2. 校園重要樹木的保護、特色老樹、林蔭軸線及戶外空間的規劃。如：尋找學院之樹、塑造林蔭軸線。

策略 6：友善（安全）校園

6-1. 建構安全校園環境，充裕全人友善硬體設施，如：性平廁所、哺乳室、無障礙環境及防攀防墜設施。

6-2. 既有建築的地震防災預防工作推動，新建築物規劃設計時通用式設計導入、安全指引及規範檢核。

6-3. 引進專業廠商服務，提升校園優質公共服務。

6-4. 增進師生校園生態保育、落實生命教育，環境保護意識。

四、年度工作重點

(一) 綠色校園

1. 辦理冷氣改善，以節能標章 1、2 級為基本要求；69KV 總變電站電力監控系統更新，成杏校區老舊變電設施汰舊換新。
2. 旺宏館、大新園新建工程分別取得黃金級、銀級綠建築標章；優先購買對環境衝擊少之產品。
3. 逐年汰換公務車及增設電動車輛充電站，推動校區接駁服務。
4. 辦理生態護樹教育訓練。

(二) 智慧校園

1. 整合總務工作管理服務系統。
2. 建置光復校區水資源管理先期示範系統。
3. 建置「成大樹」管理系統。
4. 建置車輛智慧管理系統。

(三) 永續校園

1. 利用校內各類可使用場域，規劃及建置太陽能光電系統。
2. 循環經濟，持續宣導資源回收垃圾分類，全面使用回收水進行澆灌，並於安南校區適當位置規劃廚餘堆肥處理設施。

(四) 創意校園

1. 充實教研環境，辦理基金會大樓新建工程。
2. 活化運動場館及東寧老舊宿舍等資產。

(五) 文化校園

1. 黃崑巖院長故居、大新園空間、未來館、博物館等老舊建物活化及再利用規劃。
2. 校園珍貴老樹管理維護，推動「校園護樹計畫」。

(六) 友善（安全）校園

1. 辦理職務宿舍配借及短期學舍借用，加強房舍修繕與維護。維持 BOT 學生宿舍及校友會館住宿品質。
2. 未來館（舊總圖）、旺宏館引進物業管理服務，提升空間品質與效率。
3. 設立雙語化校園指標系統，友善空間及無障礙設施的維護。
4. 推動建築物防震演練及辦理建築物自衛消防編組訓練。
5. 辦理流浪動物志工隊培訓課程，聘請指導教師協助引導。

五、風險評估

(一) 因應國際關注的突發公共衛生事件，將影響停車場業者經營及會議場地營運。

(二) 工友班人力日益減少，資源回收分類工作繁重，將增加處理時間。

(三) 監控及管理系統申請中央補助未能到位。

(四) 工程常遇招決標不順、氣候變化、疫情環境、物料調漲、人力調配、工地管理與安全、變更設計、經費編列落差等問題，造成無法如期完工之風險。

(五) 職務宿舍老舊、修繕需求日益增加，目前缺工、缺料情況下，無法及時提供宿舍修繕。閒置堪用動產未符使用單位需求，無法達成資產活化再利用成效。

(六) 太陽能光電建置自建有其工程之風險、運維人力問題、校地使用彈性及財務金流等問題之考量。

(七) 單位因對法規不熟悉而未優先選用綠色採購或身心障礙之物品及服務。

六、預期效益

(一) 質化關鍵績效指標

1. 委託專業停車場業者經營案透過「營運績效評估」維持並持續提供學生、校友、民眾優質之服務品質。
2. 提升能源效益與使用，建構完善教研環境及擴展共研空間，整修老舊建築強化使用功能。
3. 增加太陽能發電量，建置永續校園環境，優化能源管理，降低對環境之擾動。建置校園能源使用系統，掌握水電利用數據，找出潛力節約能源標的。
4. 引進物業管理，積極爭取符合學校特色整體意象之優質廠商進駐，改善並強化校園生活附屬設施及會議場設施，提供舒適之活動空間。
5. 學生宿舍及校友會館 BOT 案透過「營運績效評估」維持並持續提供學生、校友及訪賓優質舒適安全及住宿之服務品質。
6. 宣導加強各單位辦理綠色採購及身心障礙優先採購觀念，建立綠色環保、關懷弱勢校園。加強採購教育訓練與宣導，增進採購效益，強化採購品質。

(二) 量化關鍵績效指標

1. 建置租賃或自建太陽能光電場域至少 1 處 2000Kw 以上，回饋金每年約 200 萬元。總用水度數，以較 110 年度降低 1％為目標。EUI 不超過前一年度標準，110 年度標準值 79，112 年持續以降低為目標。
2. BOT 案每年收取權利金約 270 萬元、回饋金約 77 萬元、年度營運績效評估委員會評分結果達 70 分以上。職務宿舍每年宿舍收入 700 萬元以上，配借戶數達 80%以上；每年維修管理達 200 件。完成至少 1 場館的物業管理採購規劃，至少 2 案新場地標租，場地出租方面至少 10 案，收入約 300 萬元。
3. 公務車逐年減低用油量 15%為目標，預計 2030 年達成公務車汰換為電動汽車目標。逐年降低廢棄物數量約 1%。每年處理約 40 噸廚餘，並產出約 10 噸肥料，提升資源回收率至約 30%。
4. 停車場每年收取權利金約 275 萬元，增加校務基金收入。
5. 綠色採購指定項目 95％以上。

II. 智慧數位校園

一、價值

計算機與網路中心支援本校教學、研究及校務行政所需之電腦與網路資源，協助各單位開發校務資訊系統、推動本校資通安全及個人資料保護制度。服務項目包括：校園

骨幹光纖網路、無線網路、宿舍網路、電子郵件、網頁平臺、雲端計算、AI 運算平臺、校務行政 E 化、數位學習平臺、校園授權軟體等。本校計算機與網路中心除服務校內師生，亦擔任「臺灣學術網路（TANet）臺南區域網路中心」、「教育部南區雲端資料中心」、「臺灣高品質學術研究網路（TWAREN）區域網路中心」，服務對象擴及全國學術單位。

二、目標

(一) 提供高速、穩定與安全的網路環境：適時提升校園骨幹光纖網路頻寬，強化資通安全偵測與防護設備，落實資通安全管理制度。

(二) 提供各類網路與資訊服務主機：包括電子郵件、網頁平臺、雲端計算主機、AI 運算平臺、雲端儲存等。

(三) 開發優質的校務資訊系統：配合各單位行政 E 化需求，開發新的校務資訊系統，維護或改寫歷年開發的舊系統。透過軟體測試平臺，提升校務資訊系統服務品質。

(四) 提供多功能數位學習平臺：包括 Moodle 平臺、數位影音雲（MyTube）、成大育才網，支援同步或非同步線上學習。依教學單位需求開發新功能，並適時提升主機效能、擴充儲存空間，滿足全面線上學習需求。

三、策略及行動方案

策略 1：加強網路基礎設施，提升網路效能、穩定性及安全性

3-1. 提升校園網路安全性

A. 汰換本校入侵偵測防禦系統設備。

B. 定期檢視防火牆規則之合適性及嚴謹度。

3-2. 擴充校園無線網路地點

A. 於大型公共區域增設基地臺，擴大無線網路服務範圍。

B. B.汰換無線網路身分驗證系統與無線網路控制器。

3-3. 提升宿舍網路品質

A. 定期汰換宿舍網路交換器。

B. 強化宿舍網路流量管理。

策略 2：加強網路服務主機之安全性及可用性

2-1. 提升雲端虛擬主機效能、安全性及可用性

A. 導入兩階段帳號驗證。

B. 汰換資安防禦設備。

C. 建立冷熱資料分層及叢集機制，以提升資料可用性及存取效能。

D. 擴充或汰換雲端服務核心設備及提升網路傳輸頻寬（伺服器、網路交換器、儲存系統）。

E. 擴充雲端服務資源池容量。

2-2. 擴大雲端桌面服務，有效共享授權軟體，減少採購授權數

A. 建置軟體雲，集中共享授權軟體於雲端桌面服務。

B. 建置帳號登入機制，登入軟體雲，使用已授權之軟體。

2-3. 加強電子郵件資料可用性

A. 建置電子郵件資料異地備份機制。

B. 建置電子郵件資料快速復原機制。

2-4. 加強各類服務主機安全性

A. 建立集中式事件紀錄保存器（Log Server）。

B. 建立校內校時伺服器，維持各主機系統時間一致，有利異常事件追蹤。

2-5. 推動本校首頁改版，提高本校之國際能見度，並加強中英文資訊之傳遞

A. 搜集國內外知名大學之首頁資訊。

B. 召開跨單位之首頁改版會議。

C. 由專業美工人員設計版型。

策略 3：推動行政電腦化，提升行政效率

3-1. 開發新資訊系統：評估各單位系統需求，開發新系統，提升行政效率。

3-2. 重新改寫早期開發之資訊系統：以新開發工具重新改寫，降低維護負擔。

3-3. 校務資訊系統操作介面優化：由專業設計師進行視覺設計，增加使用友善度及美觀。

策略 4：建置軟體測試平臺，提升校務資訊系統服務品質

4-1. 資訊系統資安弱點掃描平臺：協助系統開發者先行測試系統是否存在資安弱點，並依掃描平臺之建議修正。

4-2. 資訊系統壓力測試平臺：提供資訊系統主機之負載能力測試，估算可負荷之最大連線數，協助開發者進行系統調校及硬體調整。

4-3. 資訊系統跨瀏覽器測試平臺：提供資訊系統在不同瀏覽器與載具呈現之效果檢測，協助開發者修正，優化使用者介面。

四、年度工作重點

(一) 網路與主機管理

1. 校園骨幹網路維運：本校各單位連接計網中心之光纖網路佈建、流量統計及異常狀況處理。

2. 學術網路區網中心維運：協助臺南地區各級學校連接 TANet 及 TWAREN 骨幹網路，並處理電路異常狀況。

3. 雲端計算服務

(1) 雲端虛擬主機服務（NCKU Cloud）

A. 校務資訊系統運作平臺。

B. 雲端虛擬主機租用服務，使用者可選擇不同方案的雲端運算核心、記憶體與儲存空間。

(2) 雲端儲存服務

A. 教職員工生個人雲端儲存。

B. 各單位公務用雲端儲存，提供跨單位資料上傳與下載功能。

C. 雲端桌面服務：各類教學用途。

4. 校園無線網路

(1) 協助各單位公共空間（演講廳、會議室或教室等）建置新一代無線區域網路基地臺，擴大無線網路服務範圍。

(2) 提供使用者認證管理及校際漫遊服務。

5. 學生宿舍及教職員工宿舍網路：各棟宿舍對外光纖網路、內部區域網路之建置與維護，包括學生宿舍、教職員工宿舍。

6. 各類網路服務主機

(1) 電子郵件：各單位公務信箱、教職員工個人信箱與公務信箱。

(2) 網頁服務：維護本校首頁，定期更新版型，並提供各單位網頁共用建置平臺。

(3) 網域名稱服務（DNS）。

(二) 推動行政電腦化

1. 維護原有資訊系統：歷年來為各行政單位開發之系統已超過 200 個，配合法令修正或作業流程變更，持續維護現有系統功能。

2. 開發新資訊系統：依據校務資訊化需求，為行政單位開發校務資訊系統，提升行政效率。

3. 改寫早期資訊系統：早期開發之系統雖仍可運作，惟新進人員大多不熟悉早期開發工具，為減少維護負擔，將逐年以新的開發工具改寫。

4. 校務資訊系統操作介面優化：提供友善的系統操作介面，兼顧美觀與操作便利性。

5. 符合資通系統防護基準要求：配合全面導入 ISMS 政策，資訊系統需符合資通安全相關規定之要求。

(三) 建置軟體測試平臺

1. 開發資訊系統資安弱點掃描平臺。

2. 開發資訊系統壓力測試平臺。

3. 開發資訊系統跨瀏覽器測試平臺。

五、風險評估

(一) 網路攻擊可能風險

1. 影響程度：全球被植入惡意程式之受害電腦數量龐大，有心人士利用殭屍網絡（Botnet）發動分散式阻斷服務攻擊（Distributed Denial of Service Attack, DDoS）之威脅相當嚴重，可造成全面性或局部性之網路服務中斷或壅塞。

2. 因應措施：由於 DDoS 攻擊依現有技術很難預先防範，一旦發生類似攻擊，需透過學術網路之「流量清洗中心」協助排除。

(二) 校務資訊系統可能風險

1. 影響程度：本校校務行政 E 化程度高，一旦校務系統主機或資料庫出現異常，諸多行政電腦作業將停擺，需暫時改用人工作業，影響行政效能與服務品質。

2. 因應措施

(1) 採用雲端虛擬化系統：本校校務行政主機絕大部分已改用雲端虛擬化系統，當系統主機硬體異常，將自動移轉至其他正常硬體運作，可維持服務不中斷或有效縮短中斷時間。

(2) 提升資料庫安全：資料庫每日異地備份，並嚴格限制存取對象，另建置資料庫使用軌跡紀錄系統，以利問題追蹤。

六、預期效益

(一) 質化關鍵績效指標

1. 加強網路服務主機之安全性及可用性

(1) 雲端服務資源池導入 All-Flash Storage，提高虛擬機整體運行效能。

(2) 電子郵件資料藉由異地備份儲存，有效降低災難風險及縮短復原點目標（RPO）時間，提升電子郵件系統服務之可靠性及完整性。

2. 採用最新的系統開發工具或平臺

(1) 依校務資訊系統性質，使用響應式網頁技術或 APP 技術開發，提升使用者操作介面友善度。

(2) 推廣新一代網站管理平臺，透過響應式網頁技術，各單位不需同時維護電腦版及手機版兩種網頁內容，減少維護人力及成本。

3. 建置軟體測試平臺：依計畫年度提供軟體弱點掃描、壓力測試、跨瀏覽器檢測等服務。

(二) 量化關鍵績效指標

1. 加強網路基礎設施，提升網路效能、穩定性及安全性

(1) 服務妥善率須達 99.86%以上（換算因設備故障造成之不可預期斷線時數，全年累計不超過 12 小時）。

(2) 提升校園網路入侵防禦系統設備傳輸量，由現行最高 20 Gbps 提升至 45Gbps 以上。對外總連線數（Sessions）由 1,500 萬提升至 2,500 萬以上。

2. 加強網路服務主機之安全性及可用性

(1) 雲端計算服務內部網路傳輸頻寬由 10Gbps 提升至 25Gbps。

(2) 預期軟體雲效能，可同時使用人數至少 200 人以上。

3. 開發新資訊系統、優化系統操作介面

(1) 預計每年至少開發 2 個校務資訊系統（包含新開發或改寫）。

(2) 預計每年至少進行 2 個校務資訊系統操作介面優化。

III. 綠色安全校園

一、價值

本校環境保護暨安全衛生中心主要負責擬訂、規劃、督導及推動校內實驗室環境保護與安全衛生管理事項，並指導有關單位推動實施及辦理追蹤考核；另設環境保護暨安全衛生委員會、毒性及關注化學物質運作管理委員會、生物安全會與衛生委員會等，以提供相關諮詢及審議。力求建置更完善及有效率之制度，以符合環境考量之永續發展的健康校園。

二、目標

為保障實驗室教職員工生研究之相關安全，維護校園教職員工生之健康，進一步保護環境免於實驗室有害廢棄物污染，使環境能永續發展，因此，本校環境保護暨安全衛生中心以創造優質校園環境、建構環境保護與健康安全的校園生活，目標設定說明如下。

(一) 落實實驗室環保及安全衛生教育。

(二) 強化實驗室環保與安全衛生管理。

(三) 持續進行教職員工生之健康管理。

三、策略及行動方案

策略 1：實驗室安全衛生管理規章之擬定、規劃與推動

1-1. 擬定全校職安衛管理程序

1-2. 建置 ISO 環保暨職安衛管理系統並取得驗證。

1-3. 推廣 ISO 環保暨職安衛管理系統至高風險實驗室並提供安全衛生相關經費以提高參與率。

策略 2：實驗室化學品申報與管控

2-1. 不定期審核「國立成功大學化學/物理性實驗場所設立申請檢核表」。

2-2. 納管化學品項目及管理措施公布於環安衛中心網頁。

2-3. 定期核對及統計實驗室申報運作紀錄。

策略 3：實驗室有害廢棄物清除處理

3-1. 例行性年度校園實驗廢棄物清理標案作業。

3-2. 依據環保署法規，每月申報事業廢棄物貯存及產出情形，及清運前申報廢棄物清理聯單。

策略 4：實驗室環境保護與安全衛生教育之辦理與實施

4-1. 以學期為單位，定期辦理實驗室環保暨安全衛生相關教育訓練。

4-2. 實驗室新進人員需於入實驗室作業前完成相關訓練課程。

4-3. 完訓 3 年以上之實驗室人員亦需重新複訓 3 小時。

4-4. 依法辦理作業主管相關勞安教育訓練。

策略 5：AED 連線管理相關維護

5-1. 藉由連線管理方式確切掌握各點位 AED 其狀況。

5-2. 管理其各項耗材，以利緊急情況使用無虞。

策略 6：打造智慧健康校園提供支持性健康環境

6-1. 善用健康資料庫，預警及建立高危群體管理資料

6-2. 透過校園健康促進活動強化宣導健康意識

6-3. 透過衛教與賦能，以提升校園健康環境及個人的健康

6-4. 定期辦理新生健檢、勞工一般與特殊健檢並追蹤管理。

四、年度工作重點

(一) 推動環安衛管理系統：為保障教職員工生之安全健康，持續每年完成 ISO14001、ISO 45001 & CNS45001 環安衛管理系統換證及續評驗證工作，持續改進安全衛生設施，以發揮自主管理功能。

(二) 維護並擴充環安衛整合資訊系統：持續維護並更新環安衛整合資訊系統，包含各子系統：環安衛教育訓練管理系統、實驗場所設置/異動管理系統、化學品管理系統、危險性機械設備管理系統、健檢管理系統、實驗室廢棄物清運申報管理系統、生物實驗申請審核系統。

(三) 持續推動環境保護與安全衛生之教育宣導：依據職業安全衛生法，落實實驗室新進人員需於入實驗室作業前完成相關訓練課程。並推動各實驗室人員參與複訓課程。藉以保障實驗場所之安全防護。

(四) 執行永續校園評鑑作業：參與 Green Metric 綠色大學評鑑及「教育部大專校院校園環境管理現況調查與執行成效」。藉由各項評鑑數據綜整資料，提供各處室做為發展依據參考，以利達成校園環境永續發展目標。

(五) 持續推動實驗室化學品與廢棄物管理

1. 依據環保署列管之毒性及關注化學物質、經濟部工業局列管之先驅化學品及勞動檢查法規範納管之具規定量危害性化學品等藥品執行源頭（採購）管理。
2. 推動減毒減量之化學品宣導，並為各實驗室長期不用之化學品提供交換平臺（無償提供給有需要之實驗室）活化藥品使用率，避免增加廢藥品量。
3. 推動實驗廢棄物減量，實施使用者付費並加強教育訓練與校園環境品質監控等配套措施，且加強清除退休教師之廢棄化學品與廢玻璃，或不明化學品等，維護實驗室人員與環境安全。

(六) 持續推動生物與輻射之管理

1. 第 2 級危險群（RG2）以上病原體管理：由研究學者自行登入疾病管制署

（CDC）管理系統進行 RG2 以上病原體管理，環安衛中心則依 CDC 規定定期督導與管理。

2. 高溫高壓滅菌器（處理廢棄物）管理：依 CDC 規定，應定期執行生物確效檢測。

3. 輻射源管制：依行政院原子能委員規定，加強管理每半年放射性物質料帳及可發生游離輻射設備使用現況，及定期向原能會申報使用現況。

(七) 提供智慧健康優質生活網

1. 健康維護

(1) 每年開學前負責籌劃新生體檢。

(2) 有效整合學生健檢資訊，健全「學生健康履歷系統」資料管理。

(3) 建構優質智慧健康管理雲端照護網。

(4) 建置個案管理模式，針對健檢異常個案進行健康維護。

(5) 辦理每位新進勞工進行體格檢查之管理與追蹤。

(6) 每年定期辦理勞工一般/特殊健康檢查，並進行管理與追蹤。

2. 健康環境

(1) 稽查各單位落實檢查積水容器有病媒蚊孳生，有效遏止登革熱傳染病爆發。

(2) 與衛生局建立良好管道，力求第一時間針對肺結核或其他傳染病感染者進行管理、追蹤與通報，以遏止校園肺結核群聚感染。

(3) 定期聘任營養師，針對餐廳進行稽查；並參與膳食委員會組織，協同督促餐廳營業單位確保餐飲場所安全衛生。

(4) 持續進行 COVID-19 之防疫相關業務，以保障校園教職員工生之健康。

3. 健康促進

(1) 提供醫學、護理及營養諮詢門診，宣導疾病預防及健康促進生活觀念。

(2) 結合教育部健康促進計畫，推動健康體位與宣導全人性教育。

(3) 透過智慧穿戴裝置，提升健康自我健康管理能力、養成規律運動與健康生活習慣。

五、風險評估

(一) 需強化各單位參與 ISO 環保暨安全衛生管理系統之意願，以完善實驗室環保、安全與健康之管理制度。

(二) 需強化實驗室負責人、助理與學生之環保、安全與衛生之危害意識，以降低意外之發生。

(三) 需宣導化學品小量採購或交換平臺功能，以降低校內毒化物暫存與使用之風險。

(四) 需宣導退休教師實驗室廢棄物的清運的相關規定，避免退休教師廢棄化學品堆積之風險。

(五) 需宣導校園初級預防概念，加強建構早期發現早期治療機制，遏止校園傳染病聚集感染。

六、預期效益

(一) 質化關鍵績效指標

1. 環安衛整合資訊系統持續開發。
2. 營造校園內重視健康促進生活觀念，養成健康生活型態。
3. 實驗廢棄物管理：依規定如期申報環保局本校三聯單與廢棄物貯存及產出量。
4. 依規定每年完成毒性及關注化學物質核可文件申請及每季申報作業。
5. 不定期辦理毒化災教育訓練及校園環境檢測作業。
6. 依規定定期辦理生物與輻射安全相關審查與查核。
   (1) 辦理生物審查相關案件。
   (2) 進行生物實驗場所查核。
   (3) 完成 BSL-2 實驗室生物安全操作櫃（BSC）定期檢測。
   (4) 確認生物實驗場所高溫高壓滅菌鍋（釜）生物確效檢測並標示完善。
   (5) 協助非密封物質操作許可證 5 年換證（全校一證）。
   (6) 辦理放射性物與可發生游離輻射設備新增與異動。
   (7) 辦理輻射作業每半年查核。
7. 依規定每辦理實驗廢棄物清理。

(二) 量化關鍵績效指標

1. 環保教育暨安全衛生相關講座，每年各項課程至少舉辦 3 場。
2. 實驗室安全衛生教育訓練之實驗室新生受訓率約達 90%以上。
3. 2020 Green Metric 綠色大學評鑑，本校全球排名前 5%。
4. 至少有 25 個系、所/科參與 ISO 環保暨安全衛生管理系統。
5. 每年新生體檢率達 95%。
6. 每年勞工一般/特殊健檢率達 95%以上，並辦理分級管理。
7. 每年臨場健康服務次數符合法規規定。
8. 登革熱防治之稽查後 3 日內改善完成率達 100%。
9. 本校 AED 均連線管理系統每年 2 次巡檢並更換到期耗材，以確保本校 AED 使用之正常。

貳、 在地社會關懷

I. 附設醫院

一、價值

本校附設醫院擁有完善之醫療設備及專業團隊，是雲嘉南地區重要的國家級醫學中心，配合政府醫療合作推動雙向轉診，提升地區醫療水準，落實分級醫療為目標。除提供一般性的教學與服務外，且提供豐富的研究資源，使研究與臨床結合並落實。自成立以來，肩負「教學、研究、服務」3 大使命，勇於承擔「急症、重症、難症、罕見疾病」之社會照護責任，以平衡南北醫療差距為目標，以減少病患因就醫而受南北奔波之苦，並定位於急重難罕疾病醫療之後送、支援及領導角色。

二、目標

附設醫院提供全人的整合醫療照護服務，推動醫病共享決策與跨團隊的專業照護，達成最佳的治療，使醫療服務更有效率及價值。除此之外，亦積極培育優秀的醫療人才、追求發展智慧醫療及尖端創新的醫療科技，增進醫療品質、追求卓越醫療，並配合政府政策推動防疫、健康老化。且致力於醫療人員國際交流與培育及國際醫療衛生援助，以善盡社會責任及促進國際醫療合作發展。

(一) 中程（民國 111 至 116 年）

1. 精進成大醫療體系之軟硬體功能。
2. 優化社區健康營造，善盡社會責任。
3. 培育「以勝任能力為導向醫學教育（Competence-Based Medical Education, CBME）」之醫療專業人員與教師，成為醫療體系之中流砥柱。
4. 樹立全國臨床試驗之標竿典範。
5. 實現精準醫療提升生醫競爭力。
6. 完成老人醫院及沙崙醫院之建置與運作。
7. 規劃安南長照園區。
8. 建置沙崙醫療服務與創新園區籌設營運規劃。
9. 籌設物流中心。

(二) 長程（民國 111 至 121 年）

1. 建立全人醫療照護特色的標竿醫院。
2. 成為「以勝任能力為導向醫學教育（CBME）」之標竿醫院。
3. 打造醫療主題研究重鎮。
4. 善盡社會責任，樹立醫界典範。
5. 完成安南長照園區建置。
6. 完成沙崙醫療服務與創新園區籌設營運規劃。
7. 籌建斗六新大樓。

三、策略及行動方案

運用平衡計分卡之架構，確認策略主題，擬定年度院級策略目標及行動方案，由附設醫院一級單位擬定單位行動方案及關鍵績效指標，透過每季管考，追蹤執行情形。

策略 1：提供優質的醫療服務及安全環境

1-1. 提供優質醫療照護。

1-2. 提升內外部顧客滿意度。

1-3. 建構友善的職場環境。

策略 2：落實病人安全及便利就醫

2-1. 營造安全就醫環境

2-2. 建置便利就醫流程

2-3. 強化資通訊科技運用

策略 3 培育全人照護能力的醫事人才

3-1. 提供全人照護的人才培育

3-2. 強化師資培育及教學能力評估

3-3. 提升跨領域團隊合作照護能力

3-4. 提升臨床技能教學之成效

策略 4：建構卓越醫學研究中心

4-1. 提升研究動能

4-2. 拓展精準醫學研究平臺

策略 5 強化醫療效益及永續經營

5-1. 改善成本結構，穩定醫療收入

5-2. 提高資源利用率

5-3. 避免不當用藥與檢查

5-4. 強化雙向轉診，落實分級醫療

策略 6 善盡社會責任

6-1. 整合社區推動健康促進及長期照護

6-2. 推動國際醫療

四、年度工作重點

(一) 提供優質的醫療服務及安全環境

1. 提供優質醫療照護：推動及實踐醫病共享決策（Shared Decision Making, SDM）。鼓勵科部每年至少 1 次參與院外醫療品質及病人安全相關成果發表。舉辦團隊資源管理（Team Resource Management, TRM）及復原力的教育訓練課程。

2. 提升內外部顧客滿意度：調查員工滿意度及病人（含家屬）就醫經驗，針

對調查題目結果分數低者，請單位提出改善措施。瞭解並處理客訴案件，以維持反映者對於本校附設醫院的正向關係。

3. 建構友善的職場環境：推動績優健康職場認證。

(二) 落實病人安全及便利就醫

1. 營造安全就醫環境：對所有進行根本原因分析（Root Cause Analysis, RCA）之異常事件，輔導、列管追蹤並稽核其執行成效。邀請專業講師至院級會議舉辦講座，培育醫療品質與病人安全中高階領導人及教育師資。
2. 建置便利就醫流程：各科部至少完成 1 件品質改善活動，並定期稽核改善進度及鼓勵競賽或發表。
3. 強化資通訊科技運用：建置獎勵措施，鼓勵並輔導科部參與醫策會智慧醫療競賽。

(三) 培育全人照護能力的醫事人才

1. 提供全人照護的人才培育：舉辦安寧照護課程，提升醫護人員接受安寧緩和療護訓練。第一年主治醫師完成一般醫學師資訓練比率達 50%。舉辦實證醫學應用課程，培育人才，參加實證醫學競賽。推動「成杏醫聯盟」醫師繼續教育數位學習。
2. 強化師資培育及教學能力評估：舉辦師資培育實體及數位學習課程，並於課後或完訓後 3 至 6 個月，進行 Kirkpatrick level III 行為層次評估。
3. 提升跨領域團隊合作照護能力：舉辦健康照護矩陣（Healthcare Matrix）課程，追蹤並檢討各跨領域團隊執行情形。舉辦跨專業教學（Interprofessional Education, IE）課程，並檢討各醫事職類執行情形。
4. 提升臨床技能教學之效能：舉辦臨床技能評估測驗（Objective Structured Clinical Examination, OSCE）考官培訓課程及辦理醫事職類 OSCE 評估。

(四) 建構卓越醫學研究中心

1. 提升研究動能：監督計畫經費執行進度、辦理實驗室儀器教育訓練與推廣課程、獎勵績優論文（IF≧5 或學門排名≦5%）、舉辦計畫研寫說明會及創新研究活動，鼓勵團隊參與院外研究並協助同仁申請專利。
2. 拓展精準醫學研究平臺：舉辦精準醫療與智慧醫療課程並輔導院內計畫進行。開發新穎醫學診斷技術平臺。

(五) 強化醫療效益及永續經營

1. 改善成本結構，穩定醫療收入：提升科部營運概念、檢討門診診間使用效率及強化雙向轉診作業，降低藥品、衛材及內含衛材成本佔醫療收入比

率，確實做好人力評估，精簡非必要人力。

2. 提高資源利用率：提高病床週轉率、提高門診手術人次與門診及住院化療人次比值。

3. 避免不當用藥與檢查：監控門診 28 天內重複檢查率與門診重複用藥天數。

4. 強化雙向轉診，落實分級醫療：監控轉出/入人次成長率。

(六) 善盡社會責任

1. 整合社區推動健康促進及長期照護：辦理社區健康促進活動、體能活動班及長照服務。

2. 推動國際醫療：辦理國際合作活動及申請國際合作計畫。

五、風險評估

(一) 民眾就診需求多樣且意識高漲，同仁須具備敏銳的判斷力及服務熱忱，才能及時解決問題，故本校附設醫院日常就需要投入培養同仁有主動發掘問題、用心解決及有同理心。

(二) 資訊科技的導入需要增加大量設備成本及人員支出，醫院勢必需投入相等的經費。

(三) 全人照護醫事人才養成不易，需長期投入經費及資源培養。

(四) 國內研究環境顯示各項研究經費已逐漸縮減，造成爭取不易，此外尖端醫療科技耗時且資金需求量大，若要鼓勵同仁投入研究，亦需有更多資金挹注。

(五) 配合國家一例一休政策的實施，並考量目前健保及醫療政策推行，都將會導致醫院營運成本的增加。

(六) 目前我國國際外交局勢險峻，要拓展國際醫療實屬不易。

六、預期效益

(一) 質化關鍵績效指標

1. 強化師資培育及教學能力，提升跨領域團隊合作照護能力並提升臨床技能教學成效，以培育提供全人照護能力的醫事人才。

2. 建構卓越醫學研究中心，提升同仁研究動能並拓展精準醫學研究平臺。

3. 整合社區推動健康促進及長期照護，並配合國家政策推動國際醫療，善盡社會責任。

(二) 量化關鍵績效指標

1. 提供優質的醫療服務及安全環境

(1) 提供優質醫療照護：推動 4 項重要醫療服務 SDM 主題於臨床運用執

行率>90%（年），全院各科部對外發表平均達成率≧60%，每半年至少舉辦一次 TRM 及復原力相關課程且課程滿意度≧80%。

(2) 提升內外部顧客滿意度：員工滿意度百分比:各科部員工滿意度填寫率達 70%、員工滿意度≧90%、醫護員工疲勞管理構面滿意度百分比≧85%。顧客滿意度百分比：急診≧85%、門診≧90%、住院≧90%。客訴案件一日內回覆達成率件數≧65%。

(3) 建構友善的職場環境：推動 1 項績優健康職場認證。

2. 落實病人安全及便利就醫

(1) 營造安全就醫環境：進行根本原因分析（RCA）事件於 45 日內完成率達 100%，全院一級主管參與講座完成率 60%，每年至少 2 位中高階主管進修醫品病安領域及每年至少培育 TRM、coaching、RCA、品質指標之師資至少 2 名。

(2) 建置便利就醫流程：品質改善活動全院達成率 100%。

(3) 強化資通訊科技運用：每年至少推出 2 個團隊參與智慧醫療相關競賽。

3. 強化醫療效益及永續經營

(1) 改善成本結構，穩定醫療收入：醫療收入累計成長率≧6%，改善藥品、衛材及內含衛材成本占醫療收入比率，能小於前一年。人事費用占業務收入比率，能小於前一年。

(2) 提高資源利用率：提高病床週轉率每季≧3.43 至 3.84 人次床，增加門診手術人次全年累計成長率≧2.41%，門診及住院化療人次比值各季≧1.63 至 1.75。

(3) 避免不當用藥與檢查：門診 28 天內重複檢查率各季≦15.9 至 16.9%，門診重複用藥天數各季小於 50,466 至 65,954 日。

(4) 強化雙向轉診，落實分級醫療：轉入人次成長每季≧7,500 人次、轉出人次每季成長≧5,500 人次。

II. 水工試驗所

一、價值

本校水工試驗所定位為經濟部水利署與國立成功大學合設專業試驗研究單位，並訂定主要任務說明如下。

(一) 辦理國家經濟發展與建設計畫有關海域工程、水資源保育及水利環境之調查試驗研究。

(二) 經濟部地層下陷防治推動委員會政策與技術智庫幕僚專題分析研究。

(三) 知識型技術研發服務以育成水利產業發展進而落實解決水問題政策。

(四) 建置臺灣海域地形、海洋氣象、地下水、水資源及水文環境等資料庫系統結合數值模式發展地理資訊系統。

(五) 支援跨學科學習及研發的世界級實驗設施及專業服務，以扶植產業發展與創造新價值。

二、目標

(一) 應用先進科技提升海域工程研究量能永續治理保育海域環境與國土資源。

(二) 整合跨學科領域研發穩定海洋能潮流發電與知識型水利產業關鍵技術。

(三) 推動多元水源開發的水利產業與實踐，利用灌溉圳路開發小水力發電響應聯合國糧農組織倡議建立水、糧食、能源相容共存之永續發展目標。

(四) 運用長期專案計畫巨量數據庫並應用數值和物理模式相結合以追求智慧型創新研究及創造知識新價值。

(五) 積極參與國際相關科學技術非政府組織分享研發經驗以促成國際委託、共同研究、產學合作及技術移轉之目的。

三、策略及行動方案

策略 1：深耕基礎研究建設，提升研發品質

投入精良技術研發資源逐步安裝觀測監控的信息物理系統，以汰換傳統式受限制的調查技術以落實升級更為精確、方便與安全，從量測感應器到數據儲存裝置由資通訊傳輸到雲端數據庫系統的技術整體解決方案。

策略 2：優化特色領域，發展關鍵技術

2-1. 賡續執行政府委辦專案研究計畫整合海域潮、波、流、颱風暴潮以及陸域水文、水利、灌排等學科，以解決海岸國土侵蝕、洪水、環境保育、地層下陷以及其他氣候變遷所引起的天然災害問題。

2-2. 經濟部能源局與本校專案成立「海洋能科技研究中心」已擇定優先開發海洋能潮流發電整體技術，仍在等候海域現地測試海上施工期間加值研發衍生小水力發電並積極邀請民間產業參與合作並申請能源科技專案以加速小水力發電產業發展。

2-3. 提供海洋工程專業技術知識諮詢服務，輔導離岸風力發電開發順利完成在海域樁柱組裝施工建設，及早將施工機具設備和經驗轉移到海洋能潮流發電開發示計畫施作，以加速追求穩定海洋能潮流發電發展做出貢獻。

2-4. 智庫策畫經濟部地層下陷防治策略「穩定供應水源、解決水資源缺乏問題」為重要策略之一，策略執行方案以「推動水利產業蓬勃發展」為主軸，實施計畫主要包括節水服務、地下水補注與回用、再生水資源開發、小水力發電、海水淡化、水庫汙泥資源化等等，以「永續水資源發展」為基礎，兼顧環境、社會、經濟 3 者之水資源需求，建構於生活、生產及生態共存的水環境。

2-5. 優越的海岸工程研究能力與務實的地層下陷智庫策畫分析經驗引起國際關注，已有韓、泰、馬、印尼、祕魯政府單位接洽跨國合作專案計畫意願，COVID-19 後疫情邊境開放即可積極展開研討合作專案細項內容。

2-6. 充分掌握產學研鏈結創新研發的特性與優勢並綜合海洋能發電水工、電機、機械部分研發成果，創造價值衍生長期產業合作專案「小水力發電廠開發計畫整體專業技術知識服務」以實踐研究成果轉化應用落實與產業為合作夥伴之目的。

策略 3：前瞻學術轉譯，創造社會、產業及國際影響力

持續支援本校推動教師參與及領導國際組織及國際期刊編輯工作，建立與國際學者良好之互動關係。

四、年度工作重點

(一) 經濟部工業局長期計畫：海岸國土侵蝕、環境保護、生態保育（雲林離島工業區、彰化濱海工業區、工業區土壤及地下水環境）。

(二) 經濟部水利署長期政策智庫幕僚與水文量測技術研發：地層下陷防治及前瞻水資源環境科技（地層下防治政策智庫幕僚、水資源管理及應用、水利產業—智慧水文量測技術研發、水文儀器及量水設備檢定檢驗、防災預警系統）。

(三) 經濟部能源局能源科技專案計畫：潔淨綠能開發、淨零碳排（創新小水力發電、海洋能潮流發電現地測試及示範計畫）。

(四) 教育部委辦計畫：大學社會責任（USR）、防災教育（建構韌性防災校園與防災科技資源應用、防災青年國際領袖營暨防災青年大使回訓計畫）。

(五) 水利產業育成中心計畫：新興水源開發、智慧水管理（創新海水淡化廠滷水加值提煉貴重物質、汙水處理廠生物處理效能與薄膜散氣效率、建置智慧電子自來水錶及地下水量水設備）。

(六) 民營企業產學合作計畫：綠能開發（森崴能源、捷克 MAVEL 共同合作開發再生能源小水力發電）。

(七) 國際合作專案計畫：跨國政府專案合作（韓國—漁村及漁港城鄉更新計畫、泰國—村落防洪排水與海岸保護計畫、馬來西亞—海岸侵蝕與潮間帶生態保育、印尼—地層下陷與海岸侵蝕淹水、祕魯—濱海鄉鎮新興水資源開發整體計畫）。

五、風險評估

(一) 跨領域整合人才仍嫌不足：依水工試驗所任務屬性為綜合型應用研究單位，研究範圍含括陸域、海域、空域的自然條件交互作用之影響，因應產學計畫之多樣性與及時性需求，亟需具備整合能力之人才。

(二) 研發質量的提升與績效獎勵機制檢討：研究單位與技術顧問機構營運類型不同，在獎勵績效成果之前提下對於優質研發能力的提升更屬重要。

(三) 產學計畫的不確定性：政府機關專案計畫委辦必需依政府採購法公開甄選，但卻有可能專案計畫書在評比審查會議時未獲選之風險。

(四) 國際合作計畫的語文問題：跨國合作國家與臺灣皆非同一語文，各國都需藉由英文轉譯進行研討合作計畫的內容，各國語文相互轉譯認知上不易對談溝通之困擾。

六、預期效益

(一) 質化關鍵績效指標

1. 完成先進現代化的硬體設施以及綜合完整的研究能力以保持國內首屈海域研究重鎮之地位。
2. 達成與國內具有良好商譽且股票上市的能源開發企業產學合作計畫並結合國際知名捷克 MAVEL 合作提供成熟小水力發電開發技術服務，創造綠電開發立即性效益。
3. 遵照政府海洋能發展策略方案結論指定本校優先開發海洋潮流發電整合技術以積極實踐海域現地測試與示範計畫。
4. 技術輔導產業開發再生水資源、海水淡化廠滷水加值技術、水庫汙泥資源化、智慧水管理建置等計畫以促進水利產業蓬勃發展。
5. 恢復啟動因受到 COVID-19 疫情嚴重衝擊國際移動而暫緩的跨國合作專案計畫推動協商，後疫情邊境開放即展開分別接洽韓、泰、馬、印尼、祕魯等國家進行研討合作專案細項內容。
6. 分階段完成本校教師參與及領導國際組織與國際期刊編輯工作。
7. 加強教育部委辦防災教育「建構韌性防災校園與防災科技資源應用計畫」及「防災青年國際領袖營暨防災青年大使回訓計畫」成為本校常態性補助計畫。

(二) 量化關鍵績效指標

1. 政府機關與民營機構委託產學合作計畫、國際合作計畫及教育部補助防災教育計畫等專案研究經費額度每年至少達臺幣 300,000,000 元。
2. 促成 5 年內至少 2 家民營企業簽署產學合作計畫、提供成熟小水力發電開發技術服務至少完成 6 座發電廠潛能場址評估、並爭取 2 至 3 座電廠獲得

興建計畫許可。

3. 申請經濟部能源局能源科技專案計畫 5 年內至少 1 件。
4. 跨國合作研究 5 年內至少 1 個國家。
5. 協助我國灌排協會在國外舉辦國際研討會 5 年內 2 場、國內舉辦國際短期課程 1 場。

第四章　　財務規劃

財務資源攸關整體校務發展之推動，對於中程校務發展計畫經費需求，將有限資源分配至優先性、效益高之需求項目，以呈現學校政策亮點。本章就資金來源區分為政府補助經費、自籌經費及第二期高教深耕計畫經費等三大類，預估 112 年至 116 年度各項資金來源及經費需求，並分析 112 年至 116 年度之餘絀及財務變化。本章共分為五節，第一節為資金來源及需求分析、第二節為年度賸餘（短絀）及資本門編列情形分析、第三節為可用資金分析、第四節預計平衡表變化及第五節開源節流策略。

第一節 資金來源及需求分析

壹、資金來源共區分為三大類

表 4-1：112 年至 116 年來源預估

單位：千元

資金來源	112 年	113 年	114 年	115 年	116 年
政府補助經費	3,190,708	3,264,621	3,233,581	3,202,541	3,182,541
自籌經費	6,024,866	6,063,106	6,092,913	6,122,787	6,152,729
高教深耕經費(第二期)	1,286,536	1,300,000	1,350,000	1,400,000	1,450,000
合計	10,502,110	10,627,727	10,676,494	10,725,328	10,785,270

資料來源：主計室

一、依「國立大學校院校務基金設置條例」第 3 條之基金來源，分為政府循預算程序之撥款及自籌收入等 2 大類，又為呈現教育部第二期高教深耕計畫補助來源，自政府循預算撥款類別中獨立表達，故分 3 大類，各類說明如二至四。

二、政府補助經費：包含來自教育部基本需求、績效型及專案計畫補助(含經常門、資本門)、及其他政府機關專案型補助計畫（除科研補助列自籌收入來源外）。以會計科目區分為學校教學研究補助收入、其他補助收入、基金--資本門及遞延收入--資本門。其中「學校教學研究補助收入」為政府補助收入最主要資金來源，約占各年度政府補助經費之 80.28%至 82.49%。

三、自籌經費：包含來自學雜費收入、建教合作收入、推廣教育收入、資產使用收入、財務收入、受贈收入及其他收入，其中建教合作收入為自籌經費最主要來源，約占各年度自籌經費 69.11%至 69.46%。

四、高教深耕經費：來自教育部補助推動第二期高等教育深耕計畫，預計自 112 年至 116 年止，共計五年，112 年度預算編列 12.86 億元，113 年度預估為 13 億元，每年逐步增加至 116 年度預計為 14.5 億元。

貳、112 年至 116 年資金來源預估明細

一、政府補助經費：主要來源為學校教學研究補助收入，因「國立臺南高級工業職業學校申請改隸為國立成功大學附屬臺南工業高級中等學校暨國立成功大學附設高級工業職業進修學校合併案」，擬於 113 年至 115 年分 3 年配合教師員額移撥減列。另教育部及其他政府機關專案型補助計畫維持 4.9 億元以上。

二、自籌經費：主要來源為建教合作收入，配合大學產學創新及積極爭取政府機關大型計畫，預估逐年持續成長，至 116 年度達 42.5 億元。學雜費收入因受限少子化與政府學雜費調整政策等因素緩慢成長。

三、高教深耕經費：隨著第一期高教深耕計畫執行成果及亮點，緊接第二期高教深耕計畫經費持續挹注，預估 112 年至 116 年維持成長趨勢，至 116 年度可達 14.5 億元。

表 4-2：112 年至 116 年資金來源預估明細

單位：千元

資金來源	112 年	113 年	114 年	115 年	116 年
政府補助經費(不含深耕)	3,190,708	3,264,621	3,233,581	3,202,541	3,182,541
學校教學研究補助收入	2,631,919	2,620,879	2,609,839	2,598,799	2,598,799
其他補助收入(不含深耕)	495,047	570,000	550,000	530,000	510,000
基金--資本門	63,742	63,742	63,742	63,742	63,742
遞延收入--資本門	0	10,000	10,000	10,000	10,000
自籌經費	6,024,866	6,063,106	6,092,913	6,122,787	6,152,729
學雜費收入(含減免)	1,170,400	1,172,400	1,172,900	1,173,400	1,173,900
建教合作收入	4,185,000	4,201,740	4,218,547	4,235,421	4,252,363
推廣教育收入	58,000	58,500	59,000	59,500	60,000
資產使用收入	240,000	242,000	244,000	246,000	248,000
財務收入	93,466	101,466	102,466	103,466	104,466
受贈收入	150,000	158,000	166,000	174,000	182,000
其他收入(權利金、招生及其他雜項收入)	128,000	129,000	130,000	131,000	132,000
高教深耕經費(第二期)	1,286,536	1,300,000	1,350,000	1,400,000	1,450,000
其他補助收入	1,094,953	1,040,000	1,080,000	1,120,000	1,160,000
基金--資本門	191,583	260,000	270,000	280,000	290,000
合計	10,502,110	10,627,727	10,676,494	10,725,328	10,785,270

資料來源：主計室

四、各類資金來源占比（含資本門）：政府補助占總資金來源約 29.51%至 30.72%，自籌經費約占 57.05%至 57.37%，第二期高教深耕經費約占 12.23%至 13.44%，112 年至 116 年三大資金來源預估占比詳如圖 4-1 所示。

圖 4-1：112 年至 116 年六大資金來源預估比率

參、112 年至 116 年經費需求預估

配合校務中程發展計畫，預估校務基金 112 年至 116 年經費需求，依「國立大學校院校務基金設置條例」第 4 條之基金用途及推動校務之經費運用性質區分為六大類：教學成本、學生獎助學金、管理及總務費用、招生經費、業務外費用及資本門等六大類，總經費需求詳如表 4-3 所示。

表 4-3：112 年至 116 年總經費需求

單位：千元

經費需求	112 年	113 年	114 年	115 年	116 年
教學成本	8,977,726	9,016,726	9,033,726	9,050,726	9,084,726
學生獎助學金	476,517	477,517	478,517	479,517	480,517
管理及總務費用	670,176	669,176	668,176	667,176	668,176
招生經費	37,000	38,000	39,000	40,000	41,000
業務外費用	231,480	232,040	235,024	236,024	238,024
資本門	907,260	1,228,750	902,500	913,600	924,700
合計	11,300,159	11,662,209	11,356,943	11,387,043	11,437,143

資料來源：主計室

一、教學成本：推動教學業務及執行教育部及其他政府機關計畫之教學研究及訓輔成本（含第二期高教深耕計畫）、建教合作計畫成本及開設推廣教育班成本，支用資金來源含政府機關補助收入及學雜費收入、建教合作收入、推廣班學分費收入等自籌收入。

二、學生獎助學金：獎助學生各項公費、獎助學金等，支用資金來源含政府機關補助收入及學雜費、受贈收入等自籌收入。

三、管理及總務費用：支援校務行政人力、校舍基本維護等費用，支用資金來源含教育部補助收入及學雜費等收入。

四、招生經費：各類招生經費支出，支用資金來源為招生收入。

五、業務外費用：場地設備維護費用及其他雜項費用，支用資金來源含資產使用收入及其他雜項收入等自籌收入。

六、教學成本、學生獎助學金、管理及總務費用、招生經費、業務外費用等金額含折舊及攤銷費用，預計每年折舊及攤銷費用約為 10 至 11 億餘元。

七、資本門：房屋及建築工程、圖儀設備費、無形資產及維護校務基金前房舍及古蹟整修等遞延費用，資金來源含政府機關補助收入、自籌收入及外借資金。

肆、112 年至 116 年經費需求預估明細

一、教學成本：除配合控管教師員額及其他各項成本節流政策外，因教師晉級因素考量，人事費用以 0.7%成長，每年約需增加 1,750 萬元教學研究及訓輔成本，建教合作成本參考以前年度收支占比，並強化未來成本管控以提高對校務基金結餘貢獻，預計以各年收入 95.5%估列，推廣教育成本則以收支占比 81%估列。

二、學生獎助學金：參考以前年度執行情形及預估政府補助收入增加情形，每年增加 100 萬元。

三、管理及總務費用：配合學校行政人力員額管控人事費，並推動各項節約措施，除盡及因素增加人事費外，其他費用以不成長為原則。

四、招生經費：參考以前年度招生收支占比，以占招生收入約 88%估列。

五、業務外費用：參考以前年度執行情形，並考量東寧校區第一期學生宿舍興建工程借款利息費用增加情形，每年以 2.31 至 2.38 億元估列。

六、資本門：除「東寧校區第一期學生宿舍興建工程」112 年至 113 年度經費分別預估 2.2 億元及 3.37 億元外，一般房舍修繕、圖儀設備費預計不成長。

表 4-4：112 年至 116 年經費需求預估明細

單位：千元

經費需求	112 年	113 年	114 年	115 年	116 年
教學成本	8,977,726	9,016,726	9,033,726	9,050,726	9,084,726
教學研究及訓輔成本	4,930,726	4,956,226	4,956,726	4,957,226	4,974,726
建教合作成本	4,000,000	4,013,000	4,029,000	4,045,000	4,061,000
推廣教育成本	47,000	47,500	48,000	48,500	49,000
學生公費及獎助金	476,517	477,517	478,517	479,517	480,517
管理及總務費用	670,176	669,176	668,176	667,176	668,176
招生(雜項業務)費用	37,000	38,000	39,000	40,000	41,000
業務外費用	231,480	232,040	235,024	236,024	238,024
資本門	907,260	1,228,750	902,500	913,600	924,700
房屋建築工程	250,000	367,350	30,000	30,000	30,000
圖儀設備	598,925	800,000	810,000	820,000	830,000
無形資產	8,335	10,400	10,500	10,600	10,700
遞延費用(校舍大修)	50,000	51,000	52,000	53,000	54,000
合計	11,300,159	11,662,209	11,356,943	11,387,043	11,437,143

註：教學成本、學生獎助學金、管理及總務費用、招生費用、業務外費用等金額含每年折舊及攤銷費用。
資料來源：主計室

七、各類經費需求占比(含資本門)：教學成本經費為學校總經費需求最大宗，約占總經費需求 77.32%至 79.54%，其次為資本門約占總經費需求 7.95%至 10.54%，管理及總務費用占總經費需求 5.74%至 5.92%，學生公費及獎助學金約占總經費需求 4.09%至 4.22%，招生費用占總經費需求 0.32%至 0.36%，業務外費用占總經費需求 1.99%至 2.08%，112 年至 116 年六大經費需求預估比率圖，詳如圖 4-2 所示。

圖 4-2：112 年至 116 年六大經費需求預估比率

伍、策略性預算

為實現「教學、研究與社會責任」整體卓越的未來大學願景，以「教育創新」、「研究卓越」、「社會責任」為主軸，「窮理致知」為發展計畫之核心價值觀，設定「以解決問題為核心的跨域教學」、「引導永續發展的卓越研究」、「培育可解決全球議題能力的國際人才」及「促進城市發展與人類福祉的大學社會責任」4 項教育績效目標，並開展 13 項核心策略，由相關單位據此展開年度重點工作。擬就 112 年度策略性預算需求說明如下，詳圖 4-3：

一、以解決問題為核心的跨域教學：係以「落實教學創新，提升教學品質」、「發展學校特色」、「培育公民社會素養」、「提升高教公共性」及「善盡大學社會責任」為核心策略，經費需求為 27 億 5,726 萬 3 千元。

二、引導永續發展的卓越研究：係以「深耕基礎研究建設，提升研發品質」、「優化特色領域，發展關鍵技術」及「前瞻學術轉譯，創造社會、產業及國際影響力」為核心策略，經費需求為 18 億 1,660 萬 7 千元。

三、培育可解決全球議題能力的國際人才：係以「打造在地國際化生態系統」、「 質量兼顧之國際人才佈局」及「建構國際人才支持系統」為核心策略，經費需求為 7 億 4,718 萬 8 千元。

四、促進城市發展與人類福祉的大學社會責任：係以「與臺南府城深度研究結合的無邊界大學」及「建立永續發展知識平臺之全球地位」為核心策略，經費需求為 11 億 8,228 萬 6 千元。

圖 4-3：112 年度策略性預算需求分析

第二節 年度賸餘（短絀）及資本門編列情形分析

壹、112 年至 116 年收支餘絀預估

一、依「附屬單位預算共同項目編列作業規範—作業基金」規定略以，年度短絀以逐年改善為目標，並本零基預算精神之精進作為，強化開源節流各項措施，經上述第一節分析中程校務發展計畫之資金來源及經費需求，預估經常門各項收入及支出，彙整為 112 至 116 年度收支餘絀，如表 4-5 所示年度短絀數逐年減少。

表 4-5：112 年至 116 年度收支餘絀預估

單位：千元

會計科目	112 年	113 年	114 年	115 年	116 年
業務收入	9,742,319	9,771,519	9,799,286	9,827,120	9,866,062
學雜費收入	1,211,400	1,213,400	1,213,900	1,214,400	1,214,900
學雜費減免	-41,000	-41,000	-41,000	-41,000	-41,000
建教合作收入	4,185,000	4,201,740	4,218,547	4,235,421	4,252,363
推廣教育收入	58,000	58,500	59,000	59,500	60,000
權利金收入	65,000	65,000	65,000	65,000	65,000
學校教學研究補助收入	2,631,919	2,620,879	2,609,839	2,598,799	2,598,799
其他補助收入	1,590,000	1,610,000	1,630,000	1,650,000	1,670,000
雜項業務收入(招生)	42,000	43,000	44,000	45,000	46,000
業務成本與費用	10,161,419	10,201,419	10,219,419	10,237,419	10,274,419
教學研究及訓輔成本	4,930,726	4,956,226	4,956,726	4,957,226	4,974,726
建教合作成本	4,000,000	4,013,000	4,029,000	4,045,000	4,061,000
推廣教育成本	47,000	47,500	48,000	48,500	49,000
學生公費及獎助金	476,517	477,517	478,517	479,517	480,517
管理及總務費用	670,176	669,176	668,176	667,176	668,176
雜項業務費用(招生)	37,000	38,000	39,000	40,000	41,000
業務賸餘(短絀-)	-419,100	-429,900	-420,133	-410,299	-408,357
業務外收入	504,466	522,466	533,466	544,466	555,466
財務收入	93,466	101,466	102,466	103,466	104,466
資產使用及權利金收入	240,000	242,000	244,000	246,000	248,000
受贈收入	150,000	158,000	166,000	174,000	182,000
其他雜項收入	21,000	21,000	21,000	21,000	21,000
業務外費用	231,480	232,040	235,024	236,024	238,024
業務外賸餘(短絀-)	272,986	290,426	298,442	308,442	317,442
本期賸餘(短絀)	-146,114	-139,474	-121,691	-101,857	-90,915

註：教學成本、學生獎助學金、管理及總務費用、招生經費、業務外費用等金額含每年折舊及攤銷費用。

資料來源：主計室

二、112 至 116 年度賸餘（短絀）預估趨勢圖，詳如圖 4-4 所示。

圖 4-4：112 年至 116 年賸餘（短絀）預估趨勢

貳、112 年至 116 年資本門編列情形

表 4-6：112 年至 116 年資本門明細

單位：千元

項　目	112 年	113 年	114 年	115 年	116 年
房屋及建築	250,000	367,350	30,000	30,000	30,000
機械及設備	467,025	640,000	648,000	656,000	664,000
交通及運輸設備	32,500	40,000	40,500	41,000	41,500
什項設備	99,400	120,000	121,500	123,000	124,500
無形資產	8,335	10,400	10,500	10,600	10,700
遞延費用	50,000	51,000	52,000	53,000	54,000
合計	907,260	1,228,750	902,500	913,600	924,700

資料來源：主計室

註：未來 5 年分年性工程係「東寧校區第一期學生宿舍興建工程」，總工程經費 8.49 億元，112 年度編列 2.20 億元、113 年度編列 3.37 億元，預計 113 年完工。

第三節 可用資金分析

承上，經第二節分析，因持續有效管理與分配預算，提高資源配置效率，並施以開源節流措施，逐年改善短絀情形，經各年度本期短絀調整非現金相關項目（如折舊攤銷等）後，資金運用於已核定之新建分年工程及擴充資本門項目，預估 112 至 116 年度各年底可用資金如表 4-7 所示。

表 4-7：112 年至 116 年可用資金預測

單位：千元

項目	112 年	113 年	114 年	115 年	116 年
期初現金及定存（A）	9,150,796	9,649,628	10,000,117	10,362,722	10,759,203
加：當期經常門現金收入情形（B）	10,202,443	10,250,626	10,289,350	10,328,045	10,378,364
減：當期經常門現金支出情形（C）	9,271,676	9,312,730	9,318,359	9,322,178	9,346,093
加：當期動產、不動產及其他資產現金收入情形（D）	255,325	333,742	343,742	353,742	363,742
減：當期動產、不動產及其他資產現金支出情形（E）	907,260	1,228,750	902,500	913,600	924,700
加：當期流動金融資產淨(增)減情形（F）	-	-	-	-	-
加：當期投資淨(增)減情形（G）	-	-	-	-	-
加：當期長期債務舉借（H）	220,000	304,716	-	-	-
減：當期長期債務償還（I）	-	-	49,928	49,928	49,928
加：其他影響當期現金調整增(減)數(±)（J）	-	2,885	300	400	500
期末現金及定存（K=A+B-C+D-E+F+G+H-I+J）	9,649,628	10,000,117	10,362,722	10,759,203	11,181,088
加：期末短期可變現資產（L）	159,996	159,666	159,893	159,893	159,520
減：期末短期須償還負債（M）	7,412,342	7,412,442	7,413,795	7,415,118	7,416,500
減：資本門補助計畫尚未執行數（N）	-	-	-	-	-
期末可用資金預測（O=K+L-M-N）	2,397,282	2,747,341	3,108,820	3,503,978	3,924,108

資料來源：主計室

第四節 預計平衡表變化

表 4-8：112 年至 116 年預計平衡表

單位：千元

科　　目	112 年底	113 年底	114 年底	115 年底	116 年底
資產	38,861,312	39,316,189	39,445,447	39,604,440	39,784,481
流動資產	9,527,366	9,877,202	10,240,059	10,636,620	11,058,082
現金	4,193,077	4,543,566	4,906,171	5,302,652	5,724,537
流動金融資產	4,756,551	4,756,551	4,756,551	4,756,551	4,756,551
應收款項	49,236	49,170	49,697	50,097	50,224
預付款項	417,742	417,419	417,444	417,524	417,474
短期貸墊款	110,760	110,496	110,196	109,796	109,296
投資、長期應收款、貸墊款及準備金	2,594,113	2,594,248	2,594,372	2,594,427	2,594,529
非流動金融資產	1,771,194	1,771,194	1,771,194	1,771,194	1,771,194
準備金	822,919	823,054	823,178	823,233	823,335
不動產、廠房及設備	13,831,917	14,081,466	13,990,165	13,895,364	13,797,063
土地	1,035,338	1,035,338	1,035,338	1,035,338	1,035,338
土地改良物	53,664	48,064	42,464	36,864	31,264
房屋及建築	7,575,916	7,425,025	7,273,634	7,121,743	6,969,352
機械及設備	1,864,647	1,890,597	1,918,547	1,948,497	1,980,447
交通及運輸設備	133,208	137,488	135,768	128,048	114,328
什項設備	2,471,539	2,509,999	2,549,459	2,589,919	2,631,379
購建中固定資產	697,605	1,034,955	1,034,955	1,034,955	1,034,955
無形資產	15,952	14,043	11,734	9,025	5,916
無形資產	15,952	14,043	11,734	9,025	5,916
其他資產	12,891,964	12,749,230	12,609,117	12,469,004	12,328,891
遞延資產	274,144	234,644	195,144	155,644	116,144
什項資產	12,617,820	12,514,586	12,413,973	12,313,360	12,212,747
合　　計	38,861,312	39,316,189	39,445,447	39,604,440	39,784,481
負債	22,217,234	22,387,230	22,203,824	22,020,319	21,836,920
流動負債	7,239,744	7,239,844	7,241,197	7,242,520	7,243,902
應付款項	162,242	161,425	161,311	161,433	161,510
預收款項	7,077,502	7,078,419	7,079,886	7,081,087	7,082,392
長期負債	494,126	798,842	748,914	698,986	649,058
長期債務	494,126	798,842	748,914	698,986	649,058
其他負債	14,483,364	14,348,544	14,213,713	14,078,813	13,943,960
遞延負債	1,625,076	1,590,734	1,556,392	1,522,050	1,487,708
什項負債	12,858,288	12,757,810	12,657,321	12,556,763	12,456,252

科　　目	112 年底	113 年底	114 年底	115 年底	116 年底
淨值	16,644,078	16,928,959	17,241,623	17,584,121	17,947,561
基金	13,613,301	13,937,043	14,270,785	14,614,527	14,968,269
基金	13,613,301	13,937,043	14,270,785	14,614,527	14,968,269
公積	2,635,409	2,596,548	2,575,470	2,574,226	2,583,924
資本公積	2,635,409	2,596,548	2,575,470	2,574,226	2,583,924
累積餘絀	-	-	-	-	-
淨值其他項目	395,368	395,368	395,368	395,368	395,368
累積其他綜合餘絀	395,368	395,368	395,368	395,368	395,368
合　　計	38,861,312	39,316,189	39,445,447	39,604,440	39,784,481

資料來源：主計室

第五節 開源節流策略

校務發展推動各項軟硬體設施之維護及提升，需有足夠經費因應，以維持學校永續經營，因此除經費支出需審慎外，關於校務基金收入規模之擴充，尤其是自籌收入積極爭取，更應予重視，俾能充分挹注校務發展需求，為能達成上述中程財務規劃目標，學校需採取相關措施以為因應，重點規劃如下：

壹、開源方面

一、 學雜費收入

(一) 爭取教育部外加名額計畫案並鼓勵學系開放境外生的名額，增加學生數。

(二) 規劃提供優秀獎學金鼓勵學士班畢業生或碩士生逕修讀博士，減少博士班招生不足額錄取的衝擊。

二、推廣教育收入

(一) 鼓勵各系所開設具證照認證之推廣課程，並推動數位學習認證及學分承認機制。

(二) 鼓勵各系所申請政府相關單位之計畫經費，並針對企業代訓，協助與企業合作開辦各類人才培訓班。

三、產學合作收入

(一) 爭取並執行全國性大型、重要計畫，強化研究中心之國際競爭力與多元發展，以企業實習和創新創業為經濟手段，培養國際化研究人才。

(二) 鼓勵各系所與企業合作開辦各類人才培訓及政府補助之研究計畫，擴充研究資金規模，深化產學鏈結，提升研究能量。

(三) 各產學研究中心長期投入相關產業，協助技術創新與升級、培育產業所需人才，促進產業發展。

四、政府科研補助或委託辦法之收入

(一) 主動提供校內各單位或教師最新計畫申請資訊，並建置研究計畫資料庫，有效管理計畫申請事宜。

(二) 分析國內外大型計畫，推薦或媒合校內極具競爭力之團隊申請，期能掌握本校優勢以提高計畫受補助比率。

(三) 舉辦多場計畫說明會、經驗分享會、博士生學術、論文及計畫撰寫工作坊等，並協助年輕優秀學者與產業對接，傳承大學產學創新，引領臺灣產業正向發展。

五、場地設備管理收入

(一) 積極改善學生教職員宿舍環境，增加進駐意願。

(二) 標售已達耐用年限而不堪使用或修復不經濟之財物，增加收入。

(三) 辦理不動產活化，引進民間經營之多元創意，提高使用率及租金率。

(四) 加強儀器設備推廣使用，提供專業諮詢、教學與研究等支援服務，提高設備共用使用率。

六、受贈收入

(一) 於本校捐贈網站提供各類募款計畫，由全校共同參與並執行募款，讓認同本校教育理念及發展方向之潛在捐贈者，可容易搜尋到本校相關訊息並捐助成大，以提升募款效能。

(二) 藉由《成人之美》校友雜誌及參與各種校友活動、舉辦高階主管校友聯誼會等與校友保持良好互動關係，適時傳達學校募款訊息，以期吸引校友回饋。

七、投資取得之受益

(一) 短期投資

運用貨幣型基金操作、票債券附買回交易(RP)等方式，調節活儲存量，並積極與票券公司協商，在市場游資過剩，供給量不足情況下，優先提供本校承作額度及維持優惠交易利率。

(二) 中期投資

1. 除配合短期之資金需求外，臺幣定存存期規劃盡量以一年期以上為原則。
2. 持續與校務基金往來之金融機構協商，爭取提供本校以優惠利率存放臺幣資金。

(三) 長期投資

擬訂長期投資運用計畫，其資產配置包含貨幣型商品、固定收益型商品及股票型商品，期望長期平均年化報酬率可達 3%至 4%以上。

貳、節流方面

一、 人事費支出

(一) 以自籌收入進用之專任人員人數占比低於經費來源占比。

(二) 行政單位專案工作人員與校聘人員同工同酬。

(三) 管控校聘人員超時工作費。

二、 資本支出

(一) 逾新臺幣 10 萬元採購案，採公開招標、評選（審）或限制性招標方式，透過市場競爭或比議價，節省經費支出。

(二) 重大工程興建期間，嚴密控管可用資金狀況，避免短期資金匱乏，影響校務推動。

三、 水電費支出

(一) 持續推動各單位汰換逾限高耗電冷氣，改採節能冷氣。

(二) 運行雨水貯留系統設施，持續推動換裝省水標章設備、定期檢漏查修自來水幹管，以節約用水。

(三) 陸續換裝 LED 照明，以節能省電。

第五章　　結論

從 1931 年（民國 20 年）開始，成功大學在臺灣的歷史城市「臺南」誠懇耕耘，與臺灣社會一起轉型、茁壯。多年來，成大在教育領域，貼緊時代脈動，持續創新與跨域，培育未來人才，成為企業的最愛。在工程領域，呼應國家政策的發展與需求，充實基礎建設，促進臺灣產業發展，成為引領臺灣發展的關鍵力量。在人文社科領域，扎根土地認同，探索臺灣歷史脈絡。在醫學生技領域，以前瞻研究，提供當前醫療課題的多元解方，創造外溢的產業經濟價值。回首 90 多年的發展，已然成為一所深具國際影響力的大學。成大人長期以「藏行顯光 成就共好」之核心精神自我要求，「藏行」是修己之道，專注本份，不鋒芒畢露；「顯光」是成人之美，點燃心中的蠟燭，在黑暗時刻，共創光明。2021 年（民國 110 年）創校 90 年之際，面臨全球 COVID-19 疫情、氣候變遷加劇、能源、健康醫療等多方挑戰，仍在學術研究、產學合作、科技知識普及與社會貢獻面向，共同守護臺灣，成為國家堅強的後盾、一起支持夥伴，成為世界相信的力量。

2022 年（民國 111 年）是成大邁向創校百年的啟動之年，延伸「顯光」為聚合眾人光輝，以「合心同炬 歷久如一」為自我期許，研擬《112 至 116 年中程校務發展計畫》，在面臨世界各種現實挑戰中，凝聚各自的力量點燃熊熊火炬，照亮周遭，展現團結合作、聚沙成塔的飽滿能量。以穩健踏實、歷久不變，也始終如一的篤實校風，在面臨世界各種現實挑戰中，一起昂首前行，繼續以包容和關懷、理性與人文並行的目光和雙手，為世界打造更美好共榮的未來。

未來，會變成甚麼樣子，沒有人知道；當世界的界線變得模糊、知識與資訊取得變得容易，為了讓世界更美好、未來更幸福，需要無限的想像力。成大期許讓校園成為孕育想像力的場域，以厚實的學術研究為基礎，提供想像未來能力的高質量學習內容，促進城市發展及世界永續，是成大放眼百年所承載的關鍵任務。為實現目標，如何鬆綁體制、突破藩籬、深化跨域教學、引導永續卓越研究，讓學生在校園求學階段就能意識社會問題，研究成果回應社會的需求與趨勢，積極參與解決全球議題，勇於承擔大學社會責任，這是成大現今的思考，相關作為亦將體現在本期中程校務發展規劃與實踐。

附錄：籌劃過程

壹、 制定計劃

國立成功大學《112 至 116 年中程校務發展計畫》（以下簡稱本案）研擬管考由研究發展處承辦，本案研擬作業始於 110 年 4 月，所提工作分有 5 個階段「啟動共識」、「籌備規劃」、「策略激盪」「討論調整」及「定稿付梓」。各階段工作重點說明、時間及工作內容摘要如表附錄-1 所示。

一、啟動共識：由教務處、學生事務處、國際事務處、研究發展處、產學創新總中心等 5 個單位組成工作圈，透過工作會議決議研擬本案之重點工作，定義校務發展策略及目標。

二、籌備規劃：彙整各工作圈、學院之策略規劃，做成校務發展報告進行互動關係人意見收集。確認中程校務發展計畫架構及各單位工作事項。

三、策略激盪：承辦單位整合各方訊息，協助各單位擬定發展計畫。

四、討論調整：經校級會議審議，檢視各單位發展計畫與校務發展策略及目標相呼應，符合學校特色。

五、定稿付梓：校務發展計畫研擬過程實為全校群策群力，透過提案校級會議審議精益求精之過程，承辦單位以附錄文件記錄做為下期研擬參考。

表附錄-1：制定計畫的過程

階段	日期	工作內容
啟動共識	110 年 4 月 20 日	簽請同意啟動研擬作業，由賴明德副校長負責督導。
	110 年 6 月至 111 年 1 月	共召開第 3 次工作會議 出席成員包含工作圈、學院及行政單位主管，重要決議摘要：由工作圈及各學院提交未來 5 年策略規劃予研究發展處做成「校務發展報告」，並進行互動關係人收集意見。 工作圈及各學院依督導副校長建議，修訂校務發展策略及行動方案。
籌備規劃	111 年 2 月至 5 月	賴明德副校長榮退，由蘇芳慶副校長接手負責督導。
		「校務發展報告」納入國際校務諮議委員會提要並經研究發展處綜整，由各工作圈及學院之單位主管完成檢視，同意進行互動關係人意見收集。
策略激盪	111 年 6 月 1 日至 14 日	以「校務發展委員推選委員」、「校務會議教師及學生代表」、「學生會代表」進行互動關係人審閱意見收集。
	111 年 7 月至 10 月	召開各單位研擬發展計畫說明會，由研究發展處說明互動關係人審閱意見、本校 112 至 116 年教育績效目標及核心策略之共識。

		各單位計畫綜整、潤稿及校對，報陳校長同意發展計畫送校級會議審議。
討論調整	111 年 11 月至 12 月	提送主管會報、校務發展委員會及校務會議審議同意後執行。
定稿付梓	112 年 1 月	本校校務資訊公開辦法第四條第四款：本校中程校務發展計畫應主動公開。本案依據本校校務資訊公開辦法第五條第三款之公開方式辦理。

成大多年來，憑藉教職員工生及校友的努力創造多項傑出表現，研擬 5 年期中程校務發展計畫，進行策略性規劃，其主要目的為凝聚共識建立新思維、採用新行動、開拓新領域，以實踐本校願景及使命。本案所擬教育績效目標、策略及行動方案有賴各單位落實，至年度滾動式修訂時，秉持成大「窮理致知」核心價值，視實際需要評估調整發展計畫，校務發展重點各項策略發展工作圈成員羅列如後。

貳、 策略發展委員名單

一、 策略發展工作圈

(一) 召集人

校長　蘇慧貞教授

(二) 副召集人/督導

副校長 賴明德教授

副校長 蘇芳慶教授

(三) 成員

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	教務長	蔡群立教授
學生事務處	學務長	林麗娟教授
國際事務處	國際長	王筱雯教授
研究發展處	研發長	林財富教授
產學創新總中心	助理副校長	莊偉哲教授
策略發展整合室	主任	呂佩融教授

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	蔡錦俊教授
社科人文 文學院	陳玉女教授(111/7/31 止)
	高實玫教授
管理學院	黃宇翔教授
社會科學院	蕭富仁教授

工程技術	工學院	詹錢登教授
	電機資訊學院	詹寶珠教授
	規劃與設計學院	陳建旭教授
生科醫學	醫學院	沈延盛教授
	生物科學與科技學院	簡伯武教授(111/7/31 止)
		王育民教授
智慧發展	敏求智慧運算學院	詹寶珠教授
	智慧半導體及永續製造學院	蘇炎坤教授

三、 厚植跨域學習

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博物館	館長	吳秉聲教授
藝術中心	中心主任	馬敏元教授

四、 前瞻校務經營

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主計室	主任	王明洲
校友聯絡中心	中心主任	蘇芳慶教授
人事室	主任	任明坤
秘書室	主任秘書	呂佩融教授

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計算機與網路中心	中心主任	陳培殷教授
環境與安全衛生中心	中心主任	黃良銘教授
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	代理院長	李經維教授
水工試驗所	所長	蕭士俊教授

國立成功大學
National Cheng Kung University

窮理致知 SEEK FOR TRUTH ; TOIL FOR GOOD

合心同炬
歷久如一

藏行顯光·成就共好

Unite around One Torch
Stand Firm through Time as One

Achieve Securely · Prosper Mutually

NCKU
Development Plans
2023-2027

2022/12

Motto

Pursuit of truth through exhaustive reasoning

Vision

Our focus on "Educational Innovation", "Research Excellence", "Social Responsibility" Create "Teaching, Research and Social Responsibility" Overall excellence future university.

Our Promise for Education and Research

Achieve Securely Prosper Mutually

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Chapter 1. Introduction

Article 1 Belief, Mission, and Vision

National Cheng Kung University (NCKU) began as an engineering school in 1931 and is now a quality comprehensive university that covers humanities, sociology, biomedicine, and engineering after 90 years of reformation and innovation. Since 2018, based on the belief in **"the ability of the people of NCKU to clearly identify their own value in the global community, the care of the needs of the disadvantaged and application in social developments on ethical basis with knowledge, culture, and technological inventions of the NCKU graduates, and the linkages built accordingly within the city where the NCKU community is located, the country, and the future that they face together"**, the United Nations 2030 Sustainable Development Goals (SDGs) have been included as a part of the University's Developmental Plan and become a shared language for the NCKU to communicate with the world. University-wide resources are integrated and devoted to sustainable development. The declaration on SDGs is released, the NCKU 2030 R&D strategies are promoted and the NCKU 2030 website is created on which annual reports are proactively released. A sustainable educational environment is shaped on the essence of co-existence and co-prosperity while diversity is respected and peace promoted. Along with other continuous efforts, we have enabled NCKU to be included in the Times Higher Education (THE) Impact Rankings for consecutively 3 years and ranked the first in Taiwan. NCKU has become one of the most influential universities in the world.

The United Nations indicated in its Berlin Declaration released through the UNESCO 2021 World Conference on Education for Sustainable Development that the COVID-19 pandemic requires the post-pandemic world to proactively take action against various major challenges and embark on reforms. Education, in particular, is a proactive approach to transformation of human train of thought and global views while the promotion of education for sustainable development (ESD) lays the groundwork for reforms so that everyone can keep track of corresponding knowledge, skills, values, and attitudes and become a reformer that helps boost sustainable development. SDGs, on the other hand, guide the world while the latter works together and marches towards sustainability and realizes sustainable development goals. Among them, the fourth goal: Quality Education: "ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all" is the key. Higher education will help change the imagination people have about their future life.

While the University prepares its 5-year interim university development plan (2023-2027), in retrospect, the NCKU has been nurturing various types of outstanding talent with its solidly grounded learning aura that closely reflects the dynamics in the society of Taiwan over the past 90 years since it was first founded. "A university does not find directions in its own world but to see the future of

the society where it connects". In light of this, in its developments, NCKU answers to the international development trend that features the combination of ESD and the SDGs, and further combines the essence of global education in its Signature Program of Sustainable Development (SPSD). The curricular design and pedagogical activities enable students to develop global perspectives, treat other people's needs with mutual understanding, understand and tolerate different cultures, and devote themselves to world justice and peaceful problem-solving from a broader global perspective while gaining the knowledge, attitude, and skills required of them to cope with the life in the future. Taking advantage of its maximum function as a university - "education", NCKU will continue to nurture talents for the country and society, seek changes through research, and play a role that helps the government to boost competitive advantages of the nation and provides the industry with technological solutions. Trusted by society, NCKU takes on the task as a communicator in society to address the needs of all parties. For this purpose, **the University defines its mission as:**

- **To strengthen social responsibility and influence to the benefit of public interests.**
- **To cultivate students' competency in critical thinking, imagination and compassion.**
- **To promote industrial development and contribute to economic transformation and upgrade.**
- **To participate in regional integration and governance to fulfill the university's social responsibility.**

To change everyone's life while the pandemic turns the world around NCKU dares to make a difference and looks forward to its 100th anniversary while imagining what the future will be like and continues to safeguard Taiwan and contributes to the international society with its expertise. The annual operational budget of NCKU is around $10 billion NTD. It sprawls on an area of 187 hectares with nearly 4,000 employees (excluding those who work in the affiliated hospital) and cultivates nearly 6,000 graduates each year. The number of NCKU alumni has so far exceeded 200,000. The talents nurtured by the University in all fields are now the cornerstones for the development of the society of Taiwan. On the basis of its outstanding history, NCKU is constantly challenging itself and thinking outside the box with the future in view while seeking innovations and linking the locality, city, nation, and society. **With "innovative education", "outstanding research", "social responsibility" at its core, NCKU aims to become a university that excels as a whole in "teaching, research, and social responsibility" in the future**. The 5-year development strategies take into considerations opinions from all faculty and students. The brainstorming process contributes to build a sense of "NCKU Community". Together, they think about how to **take on challenges in the new era** on the path to development so that NCKU can become the stabilizing force while leading the world towards the common good in honor of its unswerving mission to nurture elites for Taiwan and the world since 91 years ago.

Article 2 Analysis of Current Status

In this section, analysis is conducted based on the development of higher education around the world and the status quo of higher education developments in Taiwan, and further explain the university development NCKU in terms of the promotion of SDGs, which include: “Improving the Welfare of the People”, “Designing an Inclusive, Sustainable Planet”, “Innovating to Expedite Growth to Prosperity”, “Respecting Diversity for the Promotion of Peace”, and “Interdisciplinary Development in Partnership”. They will be the basis for this mid-term development plan of the University for the coming 5 years.

I. Development of Higher Education Around the World

Under the concepts of globalization in economy beyond borders and the regional train of thoughts, higher education is the cornerstone of competitive advantages in each nation. Universities, with missions of teaching, research, development, and knowledge innovation on their shoulders, influence individual, social and national developments, and the performance of talents cultivation in higher education influences social developments and international competitiveness. The United Nations approved the 17 SDGs in 2015 that covered the following three aspects: economy, society, and environment, and called upon the world to collaborate while fulfilling the SDGs. Accordingly, higher education institutions around the world are following the global actions and visions in their march toward the future. To everyone’s surprise, however, the COVID-19 pandemic broke out in 2020. It devastated the economy, widened the gap between the wealthy and the poor, and triggered a global public health crisis. The unexpected nature of the crisis further impacted the right of the disadvantaged students and students from remote areas to education; the future of students after they graduate is seriously undermined. The Ukraine war in 2022 has jeopardized the security in the supply of food and drinking water. Schools are destroyed and researchers have become homeless. The natural and human disasters urgently require higher education around the world to explore the implementation of sustainable developments internationally. By analyzing international indexes and statistics and comparing against the benchmark, it helps the University understand its strengths and weaknesses and focus on its positioning and global impact.

The University practices sustainable governance in higher education and, to honor its social responsibilities, serves as the bridge between the industry and the academia. The faculty and students ponder on the impacts of SDGs on the post-pandemic world and its development paths together. The University appeared on the Times Higher Education (THE) Impact Rankings 2022, ranked 33rd in the world and first in Taiwan. Among the 17 SDGs, the University ranked 5th in “SDG9: industry, innovation and infrastructure”, 8th in “SDG7: affordable, reliable, sustainable and modern energy for all”, 33rd in “SDG6: clean water and sanitation for all”, and 55th in “SDG17:

revitalize the global partnership for sustainable development" in the world, and NCKU is ranked the first in all universities in Taiwan. Continued with the practice in all sustainable developments, the University has researched and developed precision medicine technologies to help reduce the impacts of diseases. In terms of climate change, local environmental issues are explored and interdisciplinary collaboration has taken place. Buildings on campus feature green energy and carbon reduction. Diversified cultures and gender equity education are ensured. Local and cross-national strategic alliance partnerships are created. All of these innovations and breakthroughs are the essence of sustainability in practice.

The University learns from international role models. Among world universities. we filtered out those that can be learning models and strategic partners through analytical research. For the time being, Purdue University is our overall role model. Bilateral collaborative projects are encouraged and the focus is placed on chemical engineering, aeronautical and astronautical engineering, mechanical and electrical engineering, computer science and information engineering, physics, chemistry, math, and biomedicine. Cross-disciplinary research and education at Purdue University are referred to as well, while NCKU conducts the cross-disciplinary dialogs between domains like engineering / medicine and humanities / social science. The University will continue to promote internationalization, integrate SDGs that are reflective of the practical trends in universities and society, connect with the world, boost internationalization, learn from international benchmark universities, recruit outstanding domestic and international faculties, and bridge international collaborations. Among others, we grip tightly the concept of a knowledge-oriented "life laboratory" where the faculty & students, the University, the community, the government, and the world play the main entities of knowledge forms while fulfilling the educational mission of NCKU.

II. Development of Higher Education in Taiwan

As the low birth-rate is taking a toll, besides competing with one another for outstanding talents throughout the nation and around the world, higher education must also adhere to the UNESCO framework of "Education 2030" by increasing or maximizing educational opportunities through life-long learning, ensuring quality of comprehensive and fair education, and enhancing the internal quality culture of higher educational institutions. Over the past few years, NCKU has had the highest ratio of disadvantaged students granted financial aids (out of every 1,000) among the top 4 universities in Taiwan. While AI has become the trend, the University continues to promote life-long learning by introducing the idea of "Continuing education courses for graduates". Due to COVID-19, remote teaching and online learning have brought higher education into a new ecosystem. Taking advantage of innovative technologies, the NCKU has reinforced bilateral bond between the University and the students and VR technology simulating reality has created new

teaching modules to enhance teaching quality.

Besides the quality of education itself, internationalization and reinforced responses to the demands from the society are equally important in higher education. As a key "bilingual university" sponsored by the Ministry of Education, NCKU has "world engagement" in addressing actual social issues as its core objective, helps its students acquire perfect language knowledge and communication skills, trains students into possessing high-level professional knowledge and cross-cultural communication skills and are able to understand the similarities and differences among cultures, and shapes their professional and cultural attainments while they learn and practice "global competition". NCKU has highly engaged itself in addressing the needs of the society. It began the USR program and SDGs courses many years ago and its students have topped the list of the "2022 Favorite University Graduates for Businesses" surveyed by *Global Views Monthly* for eight consecutive years.

Efforts have continued to be made in three major aspects most valued by universities throughout the nation, too, namely "industrial connection", "cross-disciplinary integration", and "international collaboration". The accomplishments of NCKU in academic-industrial collaboration are impressive. In 2021, more than 1300 papers were published with international collaboration. Countries we mainly collaborated with were the United States, Japan, the United Kingdom, and India, and NCKU collaborated with top-notched academic institutions such as Harvard University and Massachusetts Institute of Technology. In the "2022 Best Universities in Taiwan" surveyed by *Global Views Monthly*, the University topped the list in Taiwan universities in terms of "promotion and academic-industrial income", "academic-industrial income per teacher", and "total amount from derivative utilization of intellectual property rights". As a comprehensive university now, NCKU started with a solid engineering background and is now unparalleled when combined with balanced developments in biomedicine and humanities.

III. Developments of the NCKU

In this section, therefore, highlights of accomplishments in the promotion of SDGs over the past few years of the University are explained through actual examples provided in this chapter under these five goals: "Improving the Welfare of the People", "Designing an Inclusive, Sustainable Planet", "Innovating to Expedite Growth to Prosperity", "Respecting Diversity for the Promotion of Peace", and "Interdisciplinary Development in Partnership".

(I) Improving the Welfare of the People

Globalization has brought about the spread of different types of diseases across borders; timely medical care appears to be particularly important. During the COVID-19 pandemic, applying its solid research resources, the University not only set up the OurE Emergency

Quarantine Hospital quickly within two weeks, but also developed the Chex public algorithm technology (reading of the COVID-19 system through AI, with accuracy up to 92%) for more than 20 thousand healthcare professionals to use in 61 countries. In addition, the international Master's and Ph.D. programs for nurses that have been available since 2012 target high-end nursing professionals throughout Southeast Asia. The programs are designed specifically to address healthcare issues and needs in the countries covered by the New Southbound Policy with development of nursing knowledge, professional nursing exploration, healthcare guidance and policies, among others. We hope to make graduates seed faculty members, leaders and planners in public health education when they return to their countries. The programs were recognized by <<Global Views Monthly>> and were awarded first prize of its USR Award in the international sharing group. A science-based institution, the University is devoted to building a holistic sustainable environment and will continue to work hard in the future for the sake of people and sustainability.

(II) Designing an Inclusive, Sustainable Planet

The University has been devoted to "clean water and sanitation for all" (SDG6) and "life below water" (SDG14) over the past few years in terms of the efforts involved and the manpower invested in. Actual examples include the cross-national "Taiwan-Philippines Joint Water Quality Research and Innovation Center" created to quickly analyze and quantify primary toxin and odor-generating algae in the water and genetic concentration in order to evaluate risks associated with the algae and the metabolites in the source of drinking water of the Philippines. For issues such as high temperature and flooding, coastal sand bar erosion, reduced breeding area, and imbalanced overall risk along the coastal area of Tainan City, assistance has been provided with related solutions. The "NCKU Marine Biology and Cetacean Research Center", the only complete rescue center for the cetacean species in Taiwan, is known for its real-time reporting and sound rescue processes in the southern part of Taiwan. Since its establishment, around 90 cetaceans have been successfully rescued; among them, 9 became healthy again and were released back to the ocean successfully. The cetacean rescue documentary was also selected as one of the top 10 micro-movies on sustainability in 2022 Taipei Golden Eagle Micro-Movie Festival. In addition, students are guided to apply what they have learned to caring for the locality through the environmental change program and microcredit courses on campus to help maintain a sustainable environment.

(III) Innovating to Expedite Growth to Prosperity

With "enhancing the autonomy over key green energy materials" as the goal, the University established the Hierarchical Green-Energy Materials Research Center in 2018 and successfully researched and developed high-performing lithium-ion battery and carbon capture technology

in 2021 and applied for patents in Taiwan and in the US. This technology helps significantly reduce energy consumption during pre-processing and in reclaimed materials. It is full of potential when applied to purification of industrial waste gases and natural gas. Meanwhile, through the university social responsibility program entitled “Common Good for Agriculture and Animal Husbandry and Symbiosis of Agriculture and Greenery”, NCKU is proactively involved in regional revitalization. It helps farmers learn how to culture microorganisms, reduces the production cost and the threshold required for promoting friendly agriculture for farmers, modifies the waste water processing technology that may be applicable to small-to-medium-sized livestock farms, introduces the phycomycete culture technology, helps bring down the consumption of water resources, recycles and reutilizes waste generated during the process, and creates diversified production value. It also matches photovoltaic businesses fishermen and schools. By utilizing knowledge of the locality, developing solar power generating equipment through phycomycetes, and combining them with the aquaculture platform, helping fishermen meet the requirements of the government's green energy policy, maximizing the value of the diversified use of land, and create an agriculture-animal husbandry circular reciprocity model to contribute to a friendly environment that is green and sustainable. As a science-based institution, NCKU promotes combination of industrial innovations and its care about the locality through forward-looking technological research and helps respective industries realize a sustainable environment and march towards a sustainable future with the people of Taiwan.

(IV) Respecting Diversity for the Promotion of Peace

One of the most direct functions of a university is “education”. Besides addressing the demand for nurturing talents through higher education in Taiwan, NCKU is devoted to ensuring and realizing equal and friendly education quality in every corner of Taiwan. Through “Program the World”, which was initiated by the Department of Computer Science and Information Engineering in 2013, for example, graduate school students of the University have visited outlying areas to teach the local children programming so that they learn an ability that gives the opportunity to be rid of poverty. The joy felt from caring for others motivates the students to do something for their hometown. It creates a virtuous circle. The mobile library project “NCKU Book Mart” began in 2019. Besides the library on campus where events were held to attract the faculty, staff, and students of the NCKU and the people of Tainan City to visit the library, mobile books trucks visited schools in outlying areas. Creativity and narrative capability courses were combined into the event. Book fairs were designed to present the resources available in the library to help spread knowledge among the people and students in a total of 13 administrative districts in Tainan and Chiayi. Through persistent exchanges and learning with local communities and schools at all levels, NCKU runs deep in education and fulfills its social

responsibilities to reach out to every corner in Taiwan with its encompassing quality education.

(V) Interdisciplinary Development in Partnership

In 2017, the University started to work with Bank SinoPac. With the real-world database for the financial sector and new machine-learning algorithm model, the block chain technology, and virtual reality, innovative technologies are developed, which, along with the practical and educational venues, bring about new sparks in the field of AI technology. Bank SinoPac sponsors NCKU students, regardless of their nationalities, to help nurture talents and establish related communities; it helps realize a virtuous circle featuring reciprocity between the industry and the academia. In terms of international academic exchange, NCKU is proactively taking part in the SATU Presidents' Forum and the Worldwide Universities Network and forming an academic strategic alliance with University of Tsukuba to take the lead in various cross-national academic research projects. The Gender and Women Research Center, for example, joined hands with female scholars in Hong Kong, Macao, and Japan in introducing the “Marriage Migrants in Asia” project, where issues regarding marriage immigrants are discussed through comprehensive perspectives. Results of the research can serve as the reference for governments while they enforce related policies. As a first-rate venue for higher education in Taiwan, NCKU continues to build cross-disciplinary links with domestic and international partners. With the UN SDGs at the core, the nurturing mechanism is developed and the barriers set by national borders and territories are erased to allow cross-disciplinary collaboration. Together, they create more possibilities.

To sum up, over the past nearly five years, SDGs have become fundamental elements of research and learning for the faculty and students at NCKU and have taken root in practice. Education is used as the means to address the needs of all parties (the government and the industry). During the pandemic, quick and precise medical technologies were provided and shared publicly without reservations. To deal with environmental change, collaboration across departments, graduate institutes, and domains is integrated. Forward-looking technologies are developed, researched, and innovated. Fair quality education and preparation of local and international strategic alliance and collaborative projects are ensured. In the future, the University also takes the responsibility to constantly eliminate current restrictions and puts sustainability zeitgeist into practice.

Article 3 Developmental Goals of NCKU

This mid-term development plan was prepared on the basis of a consensus reached by the University in its entirety. The SWOT analysis (Strength, Weakness, Opportunity, Threat) was performed to summarize the opportunities and strengths, extend the utilization of resources available

on campus, and boost global influence. The four educational performance goals were set; that is, **"problem-solving-centered cross-disciplinary teaching", "outstanding research to guide sustainable development", "nurturing of international talent capable of solving global issues", and "the university social responsibilities to promote urban development and human welfare"**. Related strategies and action plans were prepared for respective goals. Details are provided in Chapter 2. Related strategies are analyzed and can be seen in the table1-1. Administrative units, academic units, and the sub-units were invited to work through division of labor according to the development plan, highlighting **"adherence to our initial belief in education", "characteristic education and research base", "solidified cross-disciplinary learning", "forward-looking operation", and "sustainable social responsibility" and call upon the planning unit for educational performance goals to develop the plan**. Details are provided in Chapter 3. All the development progress highlights centered sustainable development and followed the five major principles of the "Signature Program of Sustainable Development" (SPSD), that is, "holistic promotion of welfare", "co-prospering design of a sustainable environment", "innovative breakthrough and speedy growth", "respect for diversity and promotion of peace", and "interdisciplinary integration and prosperous development" in the enforcement of sustainable development solutions and include and address different localization needs **in order to fulfill the value of "not one is left behind". Becoming a top university in nurturing the Asian sustainable development talent bank is the overall goal of development by 2030.**

Table1-1: University SWOT Analysis and Strategic Planning

Internal Analysis / Strategic Plan / External Analysis	**Strengths**	**Weakness**
	1. The scope of teaching and research is diversified and thorough and reflective of "teaching, research, and social responsibility" as the sustainable development goals and needs. 2. The nine major campuses are located in the center of Tainan City to facilitate cross-disciplinary teaching and research integration and form a quality nurturing environment for practitioners of new-generation knowledge. 3. The campuses and the assets are diversified, enriched, and characteristic, which are conducive to teaching and research innovation as well as linking with the city and the community on all fronts. 4. The hospital is the largest and soundest teaching medical center in the region to serve as a valid teaching, research, and medical service venue and to help with university education and fulfill social responsibilities. 5. The Guiren campus is adjacent to the Shalun Smart Green Energy Science City and the southern branch of the Academia Sinica and gains the upper hand in terms of linking the industry, and academia, and the research community in fields prioritized for national developments. 6. The plain and solid-grounded aura on campus and the solid training that students receive contribute to well-reputed outstanding performance of more than 200 thousand alumni in the industry, the political circle, the academia, and the research community.	1. The salary system for the faculty is relatively fixed; it needs to be up to date with the flexible compensation guidelines in order to proactively retain and recruit talents. 2. Research resources are focused in certain fields; continuous efforts can be made to boost R&D infrastructures to balance the developments. 3. A sounder international teaching and research environment on campus needs to be proactively built in order to enhance the international competitive advantages of students. 4. It is uneasy to increase the tuition and miscellaneous charges; it is required to more proactively enhance the self-raising financial capabilities and boost autonomy over financial operations. 5. In light of the many students and the diversified developments, related auxiliary measures and support need to be enhanced. 6. The University is located in the south, away from where political and economic authorities are located, and the opportunity cost associated with participating in the policy-making process is high; more resources need are in demand to allow participation in and undertaking university social responsibilities.
Opportunity	**S–O Strategy** （Make the best of strengths and opportunities to bring up the results）	**W–O Strategy** （Take advantage of opportunities to weaken the undesirables）
1. The University is capable of integrating respective industrial parks in the southern part of Taiwan and sister schools in its surroundings for cross-university and academic-industrial collaboration, answering to the "Greater South Taiwan, Greater Development - Southern Taiwan Development Plan" and contributing to the formation of the "Greater South Technology Corridor". 2. The University owns the advantageous multiple networks of alumni in Southeastern Asian countries, which, along with the WUN X SATU sustainable development knowledge platform spearheaded by the University and the alumni associations and academic-industrial alliances in respective Southeastern Asian Countries will facilitate international collaboration among the academia, research community, and the industries in the region. 3. The six core strategic industries being promoted by the government cater to the R&D strengths of the University, the regional characteristics, and the distribution of fields of expertise of alumni, which offers opportunities for sustainable operation. 4. The first "Geriatric Hospital" in Taiwan, the "Senior Medicine Smart Care Development and Education Center", and the "Shalun Smart Hospital" are built to go with the smart and happy age medical policy, which is in agreement with the international and regional developmental trends.	• Consolidate teaching innovation and improve teaching quality • Optimize featured areas and develop key technologies • Borderless university that combines with in-depth studies in Tainan	• Commit to the construction of basic research to improve the R&D quality • Build a local internationalized ecosystem • Create an international talent support system

Threat	S–T Strategy （Make use of strengths to reduce threats）	W–T Strategy （Examine the undesirables and threats and seek improvements）
1. To cope with low birth rate, adjacent countries are coming to Taiwan to proactively recruit students; the University needs to have a strategy in order to recruit quality students. 2. The pension system reform affects outstanding talents' willingness to serve in the academia. 3. Universities throughout the country are paying more and more attention to academic-industrial collaboration, technical transfer, and incubation/innovation, among other businesses, and are investing a large number of human resources and budget; Academic-industrial collaboration is faced with fierce competition. 4. Topnotch talents are highly mobile. Competition among universities worldwide are fierce. Crowding-out effect of national resources and the planned academic policies affect recruitment and retention of talent. 5. Applicable laws and regulations governing domestic public universities can be more business-like and flexible in order to avoid reduced international competitiveness.	• Development of Characteristics of the University • Forward-looking academic translation for social, industrial, and international influences • International talent deployment will emphasize both quality and quantity	• Enhanced public uses of higher education • Nurturing students with civil attainments • Role model in new-generation education • Global presence in the sustainable development of knowledge platform

Chapter 2. Educational Performance Goals

Faced with a rapidly changing higher education environment, national universities in Taiwan need to attract talents and private resources with better teaching quality, research environment, and social service, as well as connecting with the international society in order to fulfill university development visions and goals. For the purpose of boosting the efficiency and efficacy associated with how NCKU works, making sure of the operational performance, living up to the concepts, mission, and vision of the University, and fulfilling the University's goals of development. This mid-term developmental plan consists of four educational performance goals, which are, "problem-solving-centered cross-disciplinary teaching", "outstanding research to guide sustainable development", "nurturing of international talents capable of solving global issues", and "the university's social responsibilities to promote urban development and human welfare". Related strategies and action plans are described in each of the sections below.

Article 1 Problem-solving-centered cross-disciplinary teaching

Educational innovation and teaching innovation have been at the core of the global higher education reform trend over the past few years. Higher education innovation not only transforms individual practice into community-based research activities but also signifies that innovations in teaching and learning are at the core of future university education. The goals of educational innovation of the University lies not only in its mid-term to long-term development vision but also a substantial response to the learning trend around the world in the future. The future learning ecology for universities will feature 3 core attainments, which are, "cross-disciplinary knowledge", "core skills", and "civil responsibility". In order to fulfill the goal of "problem-solving-centered cross-disciplinary teaching", the core strategies will include "consolidate teaching innovation and improve teaching quality," "develop characteristics of the University", "nurture citizens with social attainments", "enhance the public nature of higher education", and "fulfill the social responsibilities of a university".

I. Consolidate teaching innovation and improve teaching quality

(I) Continue to promote the university-level cross-disciplinary learning platform

NCKU's College X is an innovative venue for cross-disciplinary teaching and practice and also an experiment site for talent-nurturing in the future. With support from respective units throughout the University, basic skills and problem-solving skills required in the future are jointly developed. The 5 competency courses, namely, analytics, brave, communication, design thinking, and empathy are provided as cross-disciplinary hands-on and issue-oriented courses to

help students with cross-disciplinary learning.

(II) Promote the "No required courses on Mondays" throughout the University

Unlike the traditional curricular design with 18 weeks per semester, 3 weeks (or more) are adjusted for virtual-reality and cross-disciplinary integrated courses to be the pilot solution for the promotion of "No Required Courses on Mondays throughout the University". In the future, it will become official that there are no required courses scheduled for Mondays so that students may devote themselves to cross-disciplinary learning. Cross-disciplinary learning solves the issue of conflicting courses and supports the faculty and students to engage themselves in cross-disciplinary and mixed-age teaching.

(III) Maximize the faculty community for enforcing educational innovation and promoting practical courses

The formation of a faculty community helps promote faculty joint learning and integrate disciplinary and practical knowledge at respective colleges, develop the cross-disciplinary teaching blueprint, and help the faculty possess cross-disciplinary academic knowledge and teaching conversion, among other professional knowledge by sharing experiences and resources. In 2020, the number of students throughout the University taking cross-disciplinary courses already exceeded the sum of 2018 and 2019. In the future, the faculty community will be continued and maximized to encourage and promote the co-teaching model. Professional or cross-disciplinary teaching innovation / overall courses will be held to fulfill the purposes of "cross-disciplinary teaching" and "integration of research and education".

(IV) Form an international cross-disciplinary academy for nurturing high-end talents and nurturing talents for the future prospectivelsy

The original collection of credit fees is changed to collection of a lump sum payment and the College of Graduate Study is connected to the Min Wu School of Computing, the Academy of Innovative Semiconductor and Sustainable Manufacturing, and the sustainable cross-disciplinary international master's program to guide basic scientific explorations, to drive flipped innovation, create the virtuous value of shared industry-academia innovations, and bridge the gap between what is learned and what is actually applied.

II. Develop Characteristics of the University

(I) Promote a friendly virtual / real integrated bilingual learning environment

In order to nurture talents that address the needs in society, the University has the international graduate and post-graduate programs that allow online learning, online degree application, recruitment of foreign faculty, and adjustment of cross-disciplinary faculty hiring

review. It adds dynamics to the currently available infrastructure of online resources. Diversified variance enables current digital resources to satisfy the needs to plan students' learning in the future, nurturing high-end cross-disciplinary talents and a flexible learning model to fulfill the purpose of life-long learning.

(II) Role model for reinforced cross-disciplinary learning and practice

The X. issues series, the exemplary courses on cross-disciplinary issues of College X, serve as the medium for the University to live up to issue-oriented summary courses, teaching demonstrations, and on-campus promotions. To meet the complex demand in society for cross-disciplinary research, exploratory issues spearheaded by the faculty are available through the flexible format of intensive lecturing for students to take part. In the future, dynamics in society will continue to be watched and a real-time course system will be introduced.

(III) Introduce an innovative learning system that combined with industrial innovation

Based on the power endowed with "corporate's favorite college students", career exploration and planning are promoted to empower students in employment. On-campus courses and external industrial resources are checked as a whole to jointly plan the "Innovative Student Leadership Micro-Program" that centers practice-oriented innovative entrepreneurship teaching and construct systematic learning modules, as well as the innovative entrepreneurship cross-disciplinary talent matching platform throughout the University with support from the University in the nurturing of innovative leadership talent with practical experience. Then, the issue-oriented innovative learning path and assistance mechanism enable the connection between campus innovations and the industry. Develop the three-stage campus entrepreneurship mechanism 2.0 and march towards the goal of becoming the pivot for nurturing innovation talents for the innovation ecosystem in Southern Taiwan.

III. Nurture Citizens with Social Attainments

(I) Reinforce students' awareness of safety, character, and law and order education

In order to reinforce students' awareness of safety, the University-level system is used to promote and communicate ideas about safety of off-campus student activities, transportation, medication, and rental housing. Emphasis is also placed on the environmental protection of the laboratory safety and health management matters. Laboratory safety management measures, tracking and evaluation are enforced. A sound and efficient system helps enforcement of laboratory safety management and build a healthy campus that fulfills sustainable developments considerations.

Advanced character education is promoted through events and workshops where respect

for and protection of intellectual property rights are communicated. Students' character and law and order education is furthered to boost their moral concepts and to prevent bullying on campus, instill basic legal knowledge in the minds of college students, and realize the true purpose of education.

(II) Boost spiritual growth, care for students and consolidate life education

Continue to secure budget from the Ministry of Education and promote campus service programs in order to advance, prevent against, and manage crises in separate stages, and to strengthen mental health service system for a University-wide counseling network. The campus mental health goalkeeper mechanism is added to detect early on faculty and students who may require assistance (college counselor program) and build a sound crisis management procedure to enforce connection with and collaboration on resources in the community mental health network.

For the sake of enforcing life education, gender equity education is promoted and communicated and friendly measures for diversified gender populations are enhanced on campus. Build a unique dormitory culture. Promote total construction of a dormitory-community culture. A "Dormitory Life Learning Workshop" is organized to help define perception about life and attitude towards life, as well as enhancing the sense of attachment and making the student residents identify with the dormitory more.

(III) Active involvement in club events and public affairs

Students are encouraged through general education certification, incentives, and seminars, among others, to hold their positions in clubs and department associations, to organize events autonomously, to take part in large events on campus, and to participate in off-campus competitions. Self-governed Committee of Student Dormitories is promoted, including assistance in its formation and its operation, in order to help students form autonomous and self-disciplined attitudes. The procedure to form a club is simplified. Assistance is provided in forming academic and unique clubs. Cross-disciplinary exchanges are encouraged and guidance is provided for club events.

(IV) Promote international perspectives, collaborative leadership, care for the society, and service the people

In order to nurture cross-disciplinary leadership talent, campus service learning momentum and quality are constantly optimized and updated. Enforcing care for the disadvantaged, organizing friendly campus and barrier-free communication campaigns, promoting barrier-free troopers to check on the barrier-free travel flows on campus. Students are encouraged to take part in the training for real-time transcribers so that they can provide hearing-impaired peer with diversified service.

Respecting diversified cultures, promoting ethnicity-friendly campus, and fulfill the spirit

of national aboriginal education. Reinforcing features of the "Indigenous Students Resource Center" and students' participation in cross-disciplinary and cross-national voluntary service is also encouraged through integrated recruitment at the "International Coopetition Center".

IV. Enhance public nature of higher education

(I) Realizing diversification and public nature in sourcing students and deepen talent-nurturing paths to flip social classes

Among the existing diversified entrance channels, the University defines two major educational goals, that is "support the underprivileged", and "fostering excellence", in response to values that impose a positive influence on society. Despite the disadvantaged economic / cultural impacts have on increasing openings for underprivileged freshmen in universities across the nation each year, NCKU has been able to maintain the highest ratio among top-notch universities. In order to enforce the suitability of respective recruitment channels and to help students in outlying areas or who meet obstacles in learning due to underprivileged economic / cultural background improve their schooling opportunities, students' needs are understood spontaneously and they are guided through how to make the best of resources available on campus. In the future, the University will continue to develop virtual and real integration recruitment channels in response to various changes in order to cope with the diversified properties of new-generation students and a changing future of higher education.

With the impartial diversified support continued to be enforced, students from less-privileged families are able to pursue higher education just like others. Based on this, the "Elite Program" is promoted to increase exchange learning opportunities overseas and subsidies available for those to engage in overseas research. Outstanding students (particularly those economically / culturally disadvantaged) are matched with outstanding faculty and students overseas as well as research centers for joint academic heritage and exchange; it helps deepen the talent-nurturing paths that flip social classes.

(II) Introduce pre-university future school with diversified learning channels

On the basis of perfect hardware and software facilities and curricular planning, the University introduced the core concept of pre-enrollment diversified learning channels and planned the "Successful Life-long Learning Circle". K-12, advanced pre-courses, and online University courses are provided on the N3 Learning platform of the 3L Life-long Learning School. Compulsory education and University education are bridged through virtual and real integration, and the flexible and diversified learning mechanism for university courses is provided to create a friendly cross-disciplinary learning environment that supports formation of life-long learning habits.

V. Become a role model in a new-generation education

(I) Introduce multi-lingual professional / cross-disciplinary courses with SDGs

With university social responsibilities as the core values for running a school and research and development, professional talent is nurtured in response to the demands in society. The momentum is augmented under the existing framework. Current digital courses on SDGs are provided in multiple combinations / languages for future learning plans. Massive open online courses are refined and videotaped. The open course ware (OCW) is reproduced and podcast technology is introduced to allow non-simultaneous online learning or simultaneous online learning. Meanwhile, through collaboration with College X, current courses are restructured and planned for multi-lingual quality courses on SDGs before professional courses are combined, too. The courses are planned in series or as micro-courses to signify that the USR of NCKU is based on solid scientific research while broadening the venue and opportunities for its students to learn for the purpose of flipped and life-long learning.

(II) Courses for developing future attainments in the future where the issue of sustainability is introduced

With SDGs as core issues, the future thinking methodology is introduced. The original holistic problem-solving skills are maximized to develop the ability to solve forecast issues in the future. The teacher clarifies his/her professional field and breaks professional barriers to accordingly integrate the research momentum into the course applying his/her narration capability and produce an innovative teaching model through co-prepared courses in response to the demands of the future society for talent that can solve problems.

(III) USR University that links venue to scientific research to facilitate learning

With a positive influence on society as the goal of talent nurturing and "development of local practical teaching modules" and "local talent linkage and nurturing" at the core of important developments for the University's social responsibilities, the complete academic system supporting practice in society is created to deepen students' professionalism and cross-disciplinary skills and devoted to making the faculty and students of the University in its entirety engage academics with social awareness and practical abilities. The "USR Resource Center for Social Innovation" is the internal USR integration platform of the University and also the platform for the University to engage in USR interaction with the community. The practical construction of the five major issues, namely, sustainable urban and rural building, aged society, circular economy, friendly agriculture, and technological democracy are adopted to build the Education - Pedagogical Content Knowledge (E-PCK) integrated platform with the professional growth of faculty on social practice at the NCKU, faculty community and curricular

development, as well as the nurturing of social practice-oriented talents at its core.

Article 2 Excellent research to lead sustainable development

Universities are important research bases in a nation. How progress can be made from past academic research to applied research and fully apply the results in industrial developments to made significant the value of research for the purpose of benefiting mankind is the social responsibility of a university. In order to demonstrate its educational performance goals of excellent research that leads to sustainable developments, the NCKU adopts "Consolidate research infrastructures to boost R&D quality, "Optimize featured areas and develop key technologies" and create social, industrial, and international influences" as its core strategies and will combine the power of its partners in the value chain to continue heading towards sustainable development.

I. Consolidate research infrastructures to boost R&D quality

(I) Recruit and retain outstanding glocalized talents

In order to support the development of global and local talents, package measures for the recruitment of strategic talents are proactively promoted and provided and the practice to extend the contracts with outstanding cross-national talents is continued. Continuing to optimize the flexible salary system and combine legal entities and corporations to increase salary, research and international collaboration budget, and provide age groups with budget subsidies for respective stages in order to retain outstanding talents in respective fields and lead the University to breakthrough and surge in its R&D momentum.

(II) Perfect the virtual-real integration research support system

The University will continue to investigate and analyze R&D characteristics and the environment on campus, integrate the virtual/real research support system, improve the research information system throughout the University and create a virtual research venue, combine physical laboratories, invent an experimental open platform for research venues, and provide subsidies on instruments and equipment to potential scholars who have been employed by the University for less than 10 years as means of robust support for their R&D efforts.

(III) Actively improve overall research performance

Perfect the nurturing, incentives, assistance strategies and measures for faculty and researchers at all levels and promote research incentives to college students and senior faculty members. Through experience pass-down, encourage and guide faculty and researchers at the University to apply for important awards and reward their outstanding performances. Create an R&D matching platform and an academic development support platform. Publish R&D updates to highlight the University's performances.

II. Optimize featured areas and develop key technologies

(I) Analyze and explore key technologies and focus on featured research

Answer to the R&D trends around the world, the national six major core strategic industries implementation plan, and conclusions reached in technological meetings. From 2023 to 2027, the University plans to develop five key areas of excellence: Smart medicine and health care, future transportation and virtual and real transportation, sustainable governance and human and social practices, water, food and energy recycling and net-zero, and quantum technology and smart semiconductors. The hope is to make the best of its strengths as a comprehensive university, analyze necessary key technologies in highlighted fields, explore faculty and researchers, research teams, research centers of developmental potential. Encourage and facilitate the formation of domestic and international cross-generational/cross-disciplinary research clusters and promote the formation of key characteristic research teams.

(II) Support research centers in featured areas and optimize R&D environment

Improve the entry / exit mechanism of university-level centers and assist in securing research projects. Integrate centers of featured fields with the university platform for teaching and research equipment to increase the efficiency of the university equipment utilization, spill over the effectiveness of the centers' research facilities, and encourage the centers to offer innovative courses and programs to help develop research talent in highlighted fields.

(III) Integrate transdisciplinary communities to put transdisciplinary research (TDR) into practice

Introduce innovative technologies into core research fields and integrate digital and virtual technologies into real research. Proactively link the R&D platforms and resources from institutions and industries, guide the formation of transdisciplinary forward-looking R&D teams, and conduct transdisciplinary collaboration and forward-looking technology integration and establish transdisciplinary research communities.

III. Forward-looking academic translation for social, industrial, and international influences

(I) Link government and local communities to stimulate innovation in industry, government, and academia

Echoing upon interdisciplinary integration and trends for national bilingual policies and internationalization, the University combines industrial, governmental, and academic research resources and work together to secure large research projects. Linking with the greater South resources to form a joint cross-university platform and focusing on academic translation to implement the bilingual policy, cultivate globalized innovative R&D talents, support

international development and value-added transformation of industrial links. Enhancing collaboration with strategic partners in international academic network to achieve social and international impact through academic translation and enhance our international visibility.

(II) Promote the dual engines of SDGs and ESG to achieve sustainable impact

We will continue to deepen the communication of knowledge in terms of SDGs and create the knowledge stack for sustainable implementation. Forming sustainable talent bank, promoting the research and applications of ESG and SDG, translating SDG and ESG concepts, linking local featured industries, and deepening local innovative consciousness.

(III) Reinforce international academic strategic partnerships and draw up a new chapter of international collaboration

Reinforcing the existing international strategic partnerships with schools and networks and providing scholarships for faculty and students to participate in international collaborative research and short-term to mid-term research in leading overseas laboratories. Internationalization of research will be solidly supported. Urging NCKU faculty to participate and assume leadership in international organizations and international journal editorial boards and creating a database of international scholars and overseas alumni that are linked to the University.

Article 3 Nurture international talent capable of addressing global issues

Global education is impacted by global market, media, new technologies, and population movement and has become even more intense than before. Global warming, climate change, poverty, and refugees, in particular, are global issues urgently in need of solutions. While the world becomes more vulnerable, it is more necessary to nurture international talents with global views and cross-cultural knowledge and skills in order to cope with the new trends. For the sake of “nurturing international talent capable of addressing global issues”, the NCKU adopts the scheme of “building a local internationalized ecosystem”, “allocating international talent capable of addressing global issues”, and “creating an international talent support system” as its core strategies to transform from “quantification” to “qualification” and to further deepen the strategies to develop skills for internationalization.

I. Build a local internationalized ecosystem

(I) Create cross-border learning and promote the online co-learning virtual platform

Cross-disciplinary operations of different issues expand and are combined through the

checking and integration of venues available to create a loglobalizational ecosystem for the faculty and students to interact with their international counterparts through the network and create a world campus without borders. The cross-disciplinary learning model, once established, helps promote the hands-on community centering SDGs and localized service and learning. The international workshops and dialog workshops are held periodically in each year to improve the quality of total English lectures and programs. Real / virtual total English cross-disciplinary credit courses are added to the curriculum.

(II) Boost the global mobility momentum of students and explore overseas research / further studies and scholarship-based collaborative projects

Through tracking the substantial collaborative accomplishments of students going on short-term research / further studies overseas, students are encouraged to spontaneously plan overseas learning and form small cross-national collaborative research teams to enhance the volume of international research of NCKU. Striving continuously to participate in the Erasmus+ Programme launched by the EAC of European Commission, an academic exchange scholarship program to explore external resources and provide the faculty and students of the University with more perspectives and opportunities to stay in touch with their international counterparts.

Assistance is provided to respective colleges in the design of professional summer programs combining SDGs. Along with the Chinese language program, the unique Exploring Tainan program, the local culture and the Chinese learning fad, an exclusive NCKU Summer School is being planned to be established within 5 years. It will not only enable international students to experience local culture but also enhance the knowledge and skills in professional fields that make NCKU a preferred choice for international students seeking short-term exchange opportunities.

(III) Create a local internationalized teaching and research environment to comprehensively enhance bilingual learning environment for the EMI program and others

To go with the “2030 Bilingual National Policy Development Blueprint”, it is set to achieve the goal of satisfying students’ graduation requirements with the English-taught courses in 80% of the courses offered by the departments and graduate institutes of the University within 5 years and international programs will continue to be promoted. Cross-disciplinary courses will be integrated. An international academy with SDGs HUB at its core is formed and related courses and information of events on campus are also compiled to form a shared platform. International scholars are invited to be joint-lecturers. Through various types of courses, students are able to interact in reality or virtually to increase their interest in sustainability issues through discussions. The faculty and students can acquire the attainments and experiences from international scholars without going abroad.

II. International talent deployment in terms of quality and quantity

(I) Making the best of technologies and following the talent residency policy to reinforce the recruitment of international talents in terms of both quality and quantity

Answering to the government's “six major core strategic industries implementation plan” and “National Key Fields Industry-University Cooperation and Skilled Personnel Training”, the University set up the Academy of Innovative Semiconductor and Sustainable Manufacturing in 2021 that is open to local and overseas students. Industrial and corporate resources are introduced to hopefully fulfill the goal of students’ getting hired upon graduation through academic-industrial collaboration model. Meanwhile, proactive efforts are made to increase English-speaking faculty and offer incentives and subsidies to encourage the faculty on campus to teach entirely in English. Thus we enhance the quality of English-taught courses in the University and attract outstanding international talents.

(II) Promote collaborative projects on nurturing of talent with topnotch universities and create dual-degree and credit programs in prioritized fields

Following the role model of the current dual-degree program of Purdue University, additional cross-disciplinary programs will be set up with other international renowned universities in the future and SDGs will be the basis for the planning and promotion of programs in prioritized fields.

(III) Join hands with the industry, government, and academia in nurturing international talent and promoting international internships

The University will continue to deepen the practice of the existing talent-nurturing platform, proposals like the “Butterfly Program” and the “Chinese Language Scholarship”, to closely bind talent recruitment to the momentum available in the industry, government, and academia and to strengthen students’ ability to maximize the University’s international influence once they return to Taiwan and provide service. The strengths in Chinese language learning resources are properly utilized to continue exploring collaboration and recruiting international students and help students build their experience before they start their professional careers so that they can enter the workplace successfully upon graduation.

III. Create an international talent support system

(I) Sponsoring outstanding overseas students and supporting faculty and students to engage in exchanges overseas

The various overseas student scholarships, the incentives and subsidies available for students to research or pursue further studies overseas are available at the University and the

number of openings, the budget available are checked and summarized. The recruitment and scholarship systems for students on campus and overseas are integrated to be planned as a whole and forming a more competitive scholarship system. Students of the University are encouraged to take advantage of student exchange programs to broaden their international horizons. This will help attract and recruit outstanding overseas students and local students as well.

(II) Optimizing the care and assistance available for overseas students and the on-campus service system for foreign faculty and researchers / international scholars

The University has already created a one-on-one counseling system in place for overseas students in order to keep track of their needs and difficulties in real time and to give them comfort and provide them with guidance on related issues. Precautionary or protective measures may hopefully be defined early. In the future, an consultant will be in place for overseas students at each college. In addition, efforts will be devoted to the promotion and activation of existing communities for foreign faculty and researchers to perfect the workflow of reception process for international scholars and Information Center will be built to handle it. Foreign faculty and researchers are encouraged to take Chinese language courses. We hope to make them feel a sense of identification and belonging toward the University through administrative assistance and mutual assistance among faculty members.

(III) Building the NCKU international academy and creating a cross-disciplinary talent bank, as well as a friendly administrative system

Promoting the formation of an SDGs-oriented international academy with the SDGs HUB at the core. Related courses and event information on campus are compiled to create the knowledge-sharing platform. In various forms (such as credit programs, degree programs, themed workshops, and cross-disciplinary forums, etc.), they boost the interest of the faculty and students in sustainability issues. Create hands-on spaces on campus to support events / activities initiated by students. Through group interactions, knowledge of diversified cultures and exposure to them can be increased, and future international core leadership skills can be developed.

(IV) Integrating existing service available on campus and planning to establish the "International Coopetition Center"

In order to effectively utilize resources available on campus, existing internationalized service-related resources will be integrated, such as the Global Movement Forum, overseas service and learning, reception of volunteer delegations, student-initiating international workshops, overseas internships, among others, in the International Coopetition Center to increase the opportunities for local students to be exposed to and learn from foreign students and to develop the four competencies, namely, "communication skills", "adaptability", "professionalism", and "practical skills" for international coopetition in the students and prepare

them for international movements, help them to comprehend and respect cultural differences, broaden their international horizons, practice “service exportation” and take action to create international brands together with international enterprises.

(V) Planning to foster fund-raising mechanism to nurture international talents

In order to build an internationalized world campus and to facilitate friendly schooling for overseas students as well as to prepare local students for connecting with the world, the future fundraising action plan will be proactively planned. It will help secure external resources so that the support system for various types of scholarships can run sustainably.

Article 4 Social responsibilities of the University to promote urban development and human welfare

The University works to fulfill its social responsibility, deepen students' professional and interdisciplinary capabilities, and enable all university faculty and staff to become socially aware and socially-engaged academics. To achieve the goal for “the University to assume social responsibilities to promote urban development and human welfare”, the University adopts “borderless university that combines with in-depth studies in Tainan” and “global presence in sustainable development knowledge platform” as its core strategies. Starting with local demands, it is maximized to fulfill world responsibilities through the idea of providing humanity care and assistance in addressing regional issues.

I. A borderless university that combines with in-depth studies in Tainan and the Greater South

(I) Developing comprehensive and innovative academic-industrial clustering venues and promoting the efficacy of academic-industrial interaction

The “academic-industrial accelerator and shared corporate research space” has been created to provide a venue for domestic and international enterprises and innovative teams to set up their presence, promote interaction and collaboration, and facilitate the landing of the innovation teams accordinly. The “Corporate Joint Research Center” expedites benchmark enterprises to create vertical accelerators on campus. Then, enterprises (including corporate members) can be recruited to form the Joint Research Center and plan the operational and management mechanism in order to render the academic-industrial economic benefits such as an innovative campus and corporate joint research.

The big data exclusively for innovations in the scientific research industry will facilitate the streaming of patents on campus, academic-industrial technical transfers, and innovations to

expedite R&D accomplishments and corresponding business opportunities. It is also an important means to connect with international industry-academia-research institutions, to explore domestic spread and exportation opportunities for innovative businesses, and to stream, respond in real time to corporate demands, as well as coping with digitalization challenges.

(II) Utilize the greater south scientific research industrialization platform to create opportunities to collaborate with large enterprises

The "Greater South Technology Corridor" connects Chiayi, Tainan, Kaohsiung, and Pingtung to increase opportunities for large enterprises to enter the greater south. Based on this, the "Greater South Scientific Research Industrialization Platform" is created to activate substantial integration among colleges and universities covered by the corridor. It is application-oriented and is mutually complementary and integrative. The cross-university academic-industrial collaborative model is created to engage in cross-university R&D to promote technical collaboration and to rapidly drive up the demand for venues accordingly to allow landing and development of industries. The international collaboration with local enterprises is reinforced in both ways to become a pivot for industrial influence.

The service ecology chain and the cross-university academic-industrial collaborative model of the Joint Research Center attract benchmark enterprises in various fields to come to the campus and form the Joint Research Center. It creates opportunities to work with large enterprises and is high-value and oriented by market demands. It helps enterprises recruit talents and form academic-industrial partnerships. It combines research resources of schools in the surrounding area and drive the research direction as well as exercising the industrial influence and builds long-term large-scale academic-industrial partnerships accordingly.

(III) Promote industrial circular co-existence in Southern Taiwan through macro-visionary planning of national constructions

The first innovative park aiming primarily to innovate medical service and develop the biomedicine industry in Taiwan (the NCKU Shalun Medical Service and Innovation Park Pilot Program) has been approved as a major national project. The Park will consist of three elements (university, enterprise, and government). The innovative model will lead the greater health industry in Southern Taiwan towards developments. By connecting medical care alliances with the medical care and service innovation park, it helps medical institutions in Southern Taiwan to join in the innovation park. From the broader perspective of national construction, new academic-industrial clusters are developed in the University to leverage the economic power of the Greater South Technology Corridor and to bridge prioritized science parks in the Greater South. It defines the development of prioritized industries in the future for the Greater South.

The one-stop service that features patents, academic-industrial collaboration, technical transfer, and innovation, the Corporate Joint Research Center, and the large scientific research

industrialization platform are planned to reinforce research findings, market planning and patent deployment strategies, to optimize service momentum, and to boost the train of thought on cross-university academic-industrial benefits. Together with the University and its surrounding schools, academic-industrial benefits are enhanced. Bridge prioritized science parks in Southern Taiwan through "industrialization of scientific research accomplishments" and "nurturing of prioritized industrial talents" to enhance cross-university academic-industrial benefits, leveraging the economic momentum for the Greater South Technology Corridor, and promoting academic-industrial circular co-existence in Southern Taiwan.

II. Global presence in the sustainable development knowledge platform

(I) Based on the Southeast Asia and South Asia Academic Collaboration and Exchange Platform to deepen southbound regional collaboration

By spearheading the Southeast Asia and South Asia University President Forum (SATU) network, continue to promote dialogs with higher education leaders in the southbound region, organize higher education administrative affairs or exchange on issues relevant to respective professional disciplines and fields, vitalize communication and collaboration among higher education administrative departments and academic departments, and share experiences in setting up cross-disciplinary research courses and accomplishments.

(II) Deploy NCKU Hubs around the world to promote international linkages with overseas sites

With the existing three major overseas sites, namely, Malaysia, Vietnam, and Thailand as the cornerstones, there will be a shift to four dimensions, namely, "educational exchange", "recruitment", "joint research", and "academic-industrial collaboration" in the future. Through real and virtual exchanges, international partners are linked to jointly narrow down issues and promote innovative technologies to address global issues. It facilitates the movement and exchange among outstanding international talents.

(III) Form the NCKU Sustainable Development Knowledge Platform

SDGs-oriented, the links with global strategic partners are deepened and broadened. Introducing flagship international collaboration proposal and engage in different forms of collaboration to become the pivot for SDGs developments in Asia. Promoting various forms of collaboration with global partners, linking with global higher education institutions, international academic research teams, governments and international industries. Passing on knowledge through online networks and classroom teaching and the "international collaborative nurturing mechanism" is emphasized. Shaping visionary policies and issue-oriented programs

and events to boost international educational and research developments as well as knowledge sharing.

Chapter 3. Administrative Focal Points of University Development

Article 1 Highlighting Our Original Educational Commitment

I. Enhancement of Higher Education

(I) Value

In response to social needs for the enhancement of higher education in Taiwan, the Office of Academic Affairs at NCKU is committed to its missions to construct an academic environment to promote problem-solving abilities, sustainability and human welfare. Under our educational commitment, we endeavor to implement educational innovations for the establishment of problem-solving interdisciplinary curricula, the promotion of research for sustainable development and the fulfillment of the University's social responsibility for human welfare amid the global higher education reform trend. Specifically, the Office continues to enrich its teaching manpower, modifies its curriculum planning mechanism, improves its learning environment, expands its teaching resources, and provides student counseling services so as to enable students to become practical knowledge users in their future careers.

(II) Goals

1. Teaching Innovation: To strengthen the learning system for interdisciplinary study and practice to serve the needs of prospective educational venues in the new era.
2. Lifelong Learning: To provide an online and offline integrated learning environment and a teaching and learning environment in support of lifelong learning.
3. Integration of Teaching and Research: To establish a comprehensive & innovative learning system with diversified courses based on a solid integration of scientific research and academic-industrial collaboration.
4. Bilingual Education: To cultivate talented professionals based on English-taught curricula to raise their overall international competitiveness.
5. Engaging Academics: To develop projects for cultivation of practical talented professionals with an expansion of the fields for learning, teaching and research.

(III) Strategies and Action Plan

Strategy 1: Promotion of learner-friendly teaching innovations for interdisciplinary education in a practical learning environment

1-1. To continue to build an environment that supports teaching innovations.

A. Expand the community of faculty members participating in the promotion of teaching innovations and practical courses.

B. Enable NCKU students to expand their international competence (such as the international competitiveness and general education for graduate students).

C. Establish a diversified mechanism for interdisciplinary teacher certification.

1-2. To create a learner-friendly academic environment for interdisciplinary education and holistic development.

A. To establish goals for holistic development of students based on curricula designed for comprehensive education of physiology, psychology and sociology.

B. To promote a learner-friendly day, free from required courses for interdisciplinary education.

C. To enhance the promotion of the Campus Athletic Wave Program, New General Knowledge Education, Virtual Reality Integrated Interdisciplinary Micro-learning Programs, and the 15+3 Flexible Teaching and Learning System.

Strategy 2: Cultivation of international talented professionals through scientific research and innovation in collaboration with global partners.

2-1. To establish interdisciplinary colleges/academies based on the development of virtual colleges/academies.

A. To support the establishment of interdisciplinary colleges/academies based on the concept of education sandbox.

B. To promote a student learning platform for diversified interdisciplinary studies with flexible/innovative teaching systems, interdisciplinary science and technology sports courses, and international sports exchanges.

2-2. To devise a comprehensive learning pathway to knowledge practice.

A. To expand the Program of Service Learning (1.5/2.0) in promotion of USR.

B. To expand issue-oriented academic-industrial research teaching programs

and practical courses.

C. To integrate micro-learning programs to create a SDG topic-based learning pathway to innovative entrepreneurship.

D. To support student teams to pursue SDGs based on the knowledge integration of research and teaching.

2-3. To support culturally and economically disadvantaged students in international academic and research collaboration

A. To expand independent learning resources based on semester flexibility and online learning programs.

B. To promote the learning value of financially/culturally disadvantaged students under the NCKU Scholarship Project for Disadvantaged Students.

C. To continue to administer and promote the business operation of the NCKU School of Graduate Study.

Strategy 3: Promotion of the public nature of higher education

3-1. To establish a positive cycle of publicness/public interaction between economically and culturally disadvantaged students and teachers.

A. To increase the quota of students admitted from the multi-track admissions program and create an applicant-friendly entrance examination system.

B. To increase the quota of outstanding students in sports admitted from indigenous people, remote villages, and disadvantaged groups.

C. To deepen students' engaged learning.

D. To construct a high-quality research environment and information platform.

E. To implement a diversified promotion system with the establishment of paradigms.

3-2. To enhance the administration of a lifelong learning system

A. To develop an NCKU virtual reality digital teaching space—NCKUverse (i.e., an exclusive universe for NCKU).

B. To expand the scope and foundation of teaching innovations based on an interdisciplinary and diversified instructor certification mechanism.

Strategy 4: Fulfillment of university social responsibility for city development and human welfare

4-1 To continuously build a comprehensive teaching, learning and administrative system based on our university social responsibility

A. To enrich the NCKU SDGs service-learning roadmap website to enhance the effectiveness and influence of USR-related service-learning programs.

B. To support NCKU sports teams to implement grassroots sports talent training programs with USR significances.

(IV) Annual work focus

1. Promotion of learner-friendly teaching innovations for interdisciplinary education in a practical learning environment
   (1) To strengthen the integration of specialty courses and interdisciplinary micro-learning programs, improve the 3L School field, and connect with international sustainable colleges around the world based on the existing flexible learning and academic structure to create a learner-friendly autonomous/self-organized learning campus.
   (2) To continue to promote the integration of teaching specialties and interdisciplinary cooperative instructions into EMI, and strengthen the momentum of faculty members based on the integration of research and teaching.
   (3) To continue to promote the General Knowledge Education for Graduate Students, the NCKU Scholarship Program for Disadvantaged Students, Certification of Interdisciplinary Courses, and the N^3 platform for virtual/reality integrated courses and learning certification, as well as to dilute disciplinary separations through the academic policy to serve students' independent / interdisciplinary learning needs.
   (4) To develop advanced sports curriculum, vitalize sports activities, and optimize sports venues to promote the Campus Athletic Wave Program.
2. Cultivation of international talented professionals through scientific research and innovation in collaboration with global partners
   (1) To conduct research-oriented teaching in class and promote the learning of knowledge as part of academic application to practical issue solutions based on the integration of research and teaching and the establishment of knowledge-practice courses.
   (2) To create a mechanism for a successful transition/link from research to knowledge practice in line with action plans designated for academic clubs/ student teams and industry-university-research instructions under the NCKU Undergraduate Research Program.

(3) To support NCKU sports teams providing athletic training programs for domestic and international students to engage in sports exchange and professional scientific research development.

3. Promotion of public nature of higher education
   (1) To promote diversified action plans for student recruitment of each department / program to create a good learning environment for economically and culturally disadvantaged students.
   (2) To establish a learner-friendly supporting mechanism for outstanding students in sports admitted from indigenous people, remote villages, and disadvantaged groups.
   (3) To improve the effectiveness of NCKU faculty quota allocations, cultivate young scholars, and recruit / retain outstanding teaching and research talents at home and abroad.
   (4) To establish diversified award schemes for outstanding teachers in research, teaching and service.
4. Fulfillment of university social responsibility for city development and human welfare
   (1) To strengthen social responsibility and influence for the development of public interests.
   (2) To make best use of campus sports venues and improve the accessibility of a healthy community development.
   (3) To strengthen social responsibility, empathy and practice based on issue-oriented learning.
   (4) To promote industrial development based on science and technology in order to facilitate national economic transformation and elevation.
   (5) To participate in the governance of regional integration to fulfill our social responsibility.

(V) Risk Assessment

1. Promotion of learner-friendly teaching innovations for interdisciplinary education in a practical learning environment
   (1) An inflexible mechanism of the public service system for human resources and personnel reward and punishment.
   (2) A low financial investment of the government in higher education.
   (3) A formidable challenge in interdisciplinary resource integration and consensus formation within the school.
2. Cultivation of international talented professionals through scientific research and innovation in collaboration with global partners
   (1) Disadvantages of geographical and publicity resources
   (2) Insufficient investment in resources and projects to promote international reputation.

3. Promotion of the publicness of higher education
   (1) An increasing competition for talent as a result of low birthrates and changes in social values.
   (2) An increasing competition in higher education amid the globalization of talent flow.
   (3) An inflexible mechanism of the public service system for human resources and personnel reward and punishment.
4. Fulfillment of university social responsibility for city development and human welfare
   (1) Difficulty in reaching consensus on group collaboration within the school.
   (2) Difficulty in implementing a long-term school development plan due to personnel changes.
   (3) Difficulty in achieving a long-term goal due to poor investment and management of resources.

(VI)Anticipated Results

1. Qualitative key performance indicators

(1) Promotion of learner-friendly teaching innovations for interdisciplinary education in a practical learning environment: Establishment of a system to evaluate the effectiveness of the innovative teaching environment in pursuit of the goal set for NCKU to become a sustainable university in 2030.

(2) Cultivation of international talented professionals through scientific research and innovation in collaboration with global partners: Establishment of interdisciplinary colleges based on the development of virtual/non-institutional colleges, construction of a comprehensive learning pathway for practical knowledge, and supporting culturally and economically disadvantaged students in international academic-research cooperation in line with the SDGs in the development of NCKU as a sustainable university providing sustainable higher education.

(3) Promotion of the public nature of higher education: Establishment of a positive cycle of publicness/public interaction between economically and culturally disadvantaged students and teachers, and enhancement of a lifelong learning system in the development NCKU as a sustainable university and a USR paradigm.

(4) Fulfillment of the university's social responsibilities for city development and human welfare: Promotion of SDGs topic-oriented learning with a comprehensive curriculum and administration system on social responsibility in the development of NCKU as a sustainable university.

2. Quantitative key performance indicators

(1) Promotion of learner-friendly teaching innovations for interdisciplinary education in a practical learning environment:

A. An annual 0.5% increase of new courses to innovate interdisciplinary curriculum is expected to reach 15%, on a cumulative basis, of all NCKU courses in 5 years

B. Establishment of capstone courses expected to reach 15% of all NCKU courses in 5 years.

C. Participation of teachers in the teaching innovation program to reach 20%, on a cumulative basis, of all NCKU faculty members in 5 years.

D. Construction of learning fields and diversified online learning courses for innovative interdisciplinary sports expected to reach 15% of all NCKU courses.

(2) Cultivation of international talented professionals through scientific research and innovation in collaboration with global partners

A. A minimum of 70% of NCKU students expected to complete AI-related courses in 5 years.

B. A minimum of 1,000 students expected to enroll in courses offered by College X in 5 years.

C. A minimum of 20% of NCKU students on school teams expected to participate in international sports exchange events in 5 years.

(3) Promotion of the publicity of higher education

A. Establishment of a project for the Office of Academic Affairs.

B. An estimated 4.5% of economically/culturally disadvantaged students expected to be directly admitted to graduate programs in 5 years.

C. An estimated 90% of NCKU students expected to have digital learning experience in 5 years.

D. An annual quota of 10 outstanding students in sports to be admitted from indigenous people, remote villagers, and disadvantaged groups for a duration of 5 years.

(4) Fulfillment of university social responsibility for city development and human welfare

A. Establishment of five SDGs degree programs in 5 years.

B. Establishment of narrative courses expected to reach 3% of all NCKU courses in 5 years.

C. Establishment of 100 learning fields for studies in scientific research in 5 years.

D. Availability of NCKU sports venues or NCKU sports teams for community services expected to reach 20 times per year.

II. Diversified Experiential Learning

(I) Value

With the core value of its student affairs administration as the holistic development of NCKU students, the Office of Student Affairs is committed to providing a vibrant campus for students to live, learn, and develop a sense of belonging to NCKU. Hence, we endeavor to enable students to study, grow and make progress in a safe, healthy, comfortable, inclusive, and diverse environment, and become global citizens with the vision of sustainable development, which will significantly contribute to a rapidly changing world in the future.

(II) Goal

Based on our ideals and visions of interdisciplinary talents required for sustainable global development in the coming generations, the Office emphasizes cultivating students with the abilities to think critically and fulfilling their social responsibilities. Therefore, we administer student affairs to bring positive influences on students to become talented professionals and good citizens through their living environment, extracurricular self-study, and participation in local community services amid our efforts to promote high-quality education, gender equality, low-carbon campuses, sustainable cities, and the health and welfare of students. Specifically, three goals are set in this development plan for the administration of student affairs at NCKU: " NCKU as home: Building a sense of belonging", "NCKU in the community: Development of community leadership", "NCKU upgrading its value: Promotion of the common good".

(III) Strategy and Action Plan

Strategy 1: To create a sustainable environment for student activities and provide a high-quality and healthy life network.

1-1. To optimize the environment and space quality of the student activity center amid efforts to promote and implement the concept of sustainability.

1-2. To implement the construction project for high-quality dormitories on Dongning Campus while continuing to renovate old dormitories.

1-3. To continue the administration of maintenance and replacement of facilities and equipment for restaurants in student dormitories.

1-4. To organize sports and health promotion activities to promote low-carbon sustainable development and a healthy lifestyle at student dormitories.

Strategy 2: To enable students to enhance their spiritual growth and care, implement life education and gender equality education.

2-1. To strive for external resources and funds to construct a more comprehensive mental health service system and implement related projects.

2-2. Mental health prevention and crisis management: to organize activities and courses for student mental health, to establish a school-wide counseling network and an enhanced campus mental health gatekeeper mechanism as a timely support of students who need assistance, and to construct a comprehensive crisis handling process and strengthen the connection and cooperation with a community mental health network.

2-3. To promote gender equality education to cultivate gender-friendly digital environment for engagement in emerging online cultures and prevent sexual harassment and sexual bullying.

Strategy 3: To care for the disadvantaged and respect multiculturalism

3-1. To integrate financial resources through collaboration and coordination between administrative units to provide disadvantaged students with financial support, including subsidies for those from different ethnic groups.

3-2. To optimize the service mechanism for administering designated student affairs (e.g., application for leave, student insurance, and military service deferral).

3-3. To strengthen the function of the Indigenous Student Resource Center to create an ethnic-friendly campus environment while promoting the ideals of indigenous education for all and multicultural education.

3-4. To strengthen supportive counseling services for students with special needs and organize activities to promote a barrier-free friendly campus.

3-5. To provide user-friendly multicultural spaces (such as prayer rooms and discussion spaces) to enhance multicultural communication and exchange.

Strategy 4: To construct a campus safety network

4-1 To promote campus disaster prevention and rescue exercises as well as to strengthen the administration of the Campus Security Report Center

4-2 To convene meetings in response to campus disaster reports to ensure effective management for the security of students on campus.

4-3 To promote student education designated for safety in various off-campus activities.

4-4 To administer measures for epidemic prevention based on related information under the government's policies.

Strategy 5: To vitalize student club activities and promote student participation in public affairs

5-1. To organize conferences for NCKU President and students in collaboration with the NCKU Student Union.

5-2. To encourage students to serve as leaders of student self-governing organizations or clubs, and participate in large-scale school activities or off-campus competitions, through incentive rewards.

5-3. To support the establishment of diversified student societies to promote interdisciplinary and intercollegiate exchanges.

5-4. To promote the participation of residential students in self-governing dormitory activities aimed to help them develop a positive mind and attitude to community life through self-governance and self-discipline.

Strategy 6: To deepen students' concept of morality and the rule of law

6-1. To organize activities to promote morality and the rule of law, with programs to cultivate students with fundamental knowledge on law.

6-2. To promote, implement and deepen character education in students' life.

6-3. To regularly convene meetings of the Student Dormitory Violation Review Committee and strengthen the concept of the rule of law for residential students.

Strategy 7: To empower students for employment through building connections with the industry and building a career network of young alumni for students after graduation

7-1. To organize diversified counseling activities and courses for career development in collaboration with various enterprises and human resources institutions.

7-2. To promote the professional career coach program and organize distinctive vocational counseling activities to guide students to explore industrial environment, employment preparation, and career directions.

7-3. To provide job-seeking students with diversified information on employment opportunities and talent-seeking companies amid efforts to improve measures for

employment counseling and assistance based on the latest data of the graduate employment survey.

7-4. To invite young alumni of various generations to join campus activities and share their life and employment experience.

Strategy 8: To promote the development of a wholesome NCKU dormitory culture

8-1. To organize festival events periodically amid efforts to build an NCKU dormitory culture, enabling students to enhance their self-cultivation with a sense of belonging and identitying with the NCKU community.

8-2. To establish a new dormitory style for life education with comfortable and convenient cooking and dining environment to promote sharing and cultural exchange through cuisine for students to develop a deeper understanding of life and a positive attitude towards life.

8-3. To organize workshops for disaster prevention in the dormitory to help residential students increase their knowledge of disaster prevention.

Strategy 9: To cultivate students with diversified interdisciplinary abilities and humanistic achievements

9-1. To promote the recruitment of students for interdisciplinary and international volunteer services, to broaden their international horizons and upgrade the capacity and quality of service learning.

9-2. To cultivate students with teamwork skills and nurture talents with interdisciplinary leadership for diversified development.

9-3. To cultivate students with abilities to care for society based on courses or activities organized for life education.

(IV) Annual Work Focus

1. NCKU as home—Building a sense of belonging to NCKU

(1) To safeguard the mental health of NCKU faculty, staff, and students amid efforts to develop diversified educational activities, optimize the accessibility of the consultation appointment platform, and integrate community mental health resources.

(2) To enhance campus safety and minimize hazards amid efforts to construct a campus safety network and organize disaster preparedness and response training courses and activities.

(3) To renovate old dormitories and public areas while applying for new dormitory

project subsidies from the Ministry of Education.

(4) To complete the first student dormitory building on Dongning Campus with a high-quality accommodation environment for NCKU's younger generation students.

(5) To organize educational programs on campus regarding the prevention of sexual assault, sexual harassment, sexual bullying, as well as gender diversity awareness, and pre-employment internship gender equality.

(6) To integrate resources, care for disadvantaged students, provide a comprehensive financial support system, and create a new policy on medical subsidies for disadvantaged students.

(7) To formulate individualized support plans to help students adapt to their studies and life on campus according to the special needs of students.

(8) To enhance the awareness of ethnicity and respect for multiculturalism among teachers and students based mainly on an interdisciplinary integration of learning, living, and employment counseling resources for indigenous students, along with the promotion of multiculturalism.

2. NCKU in the community—Development of community leadership

(1) To strengthen the guidance and operation of self-governing dormitory committee to develop a new dormitory-life education amid efforts to create multi-functional learning spaces in the dormitory with workshops and activities organized for life and cultural education.

(2) To use electronic forms for the administration of student affairs to promote a low-carbon sustainable environment; to encourage students to participate in international exchanges, competitions, and community activities under NCKU student-club supportive programs.

3. NCKU upgrading its value—Promotion of the common good

(1) To help students plan for their prospective career development based on the data of the graduate employment survey amid efforts to enlist the help of enterprises and young alumni, as well as integrating internal resources for employment counseling and assistance.

(2) To organize a diversified employment counseling program to prepare students for career development.

(V) Risk Assessment

1. NCKU as home—Building a sense of belonging to NCKU

With limited resources, we must overcome existing obstacles to provide timely care and support to serve students' mental and physical needs, such as living assistance, financial assistance, and psychological and physical health, amid various lifestyles in a changing society.

2. NCKU in the community—Development of community leadership
   (1) Efforts to enable students to develop a broad international vision and engage in extracurricular activities and social services will be subject to the development of international relations.
   (2) Patterns of student participation in extracurricular activities and social services will be subject to regulations regrding COVID-19 epidemic at home and abroad.
3. NCKU upgrading its value—Promotion of the common good

   Higher education tends to emphasize the acquisition of professional knowledge and skills, leaving much room for development to cultivate students in terms of leadership, employability, and communication skills.

(VI)Anticipated Results

1. Qualitative key performance indicators

(1) NCKU as home—Building a sense of belonging to NCKU

A. Results of administrative measures taken to deepen the effectiveness of psychological counseling on mental health and enhance the capability to manage crises collaboratively and systematically.

B. Creating a campus environment for holistic psychological development to facilitate physical and spiritual growth and care through diversified mental health activities.

C. Measures to enhance campus safety to develop a drug-free, violence-free, fraud-free, and accident-free campus.

D. Construction of a blueprint designated for dormitory life and courses to promote life education and care for the society and the environment.

E. Integration of resources to care for disadvantaged students with a comprehensive financial support system and encourage them to engage in diversified studies.

F. Measures to promote diversified historical perspectives and awareness of ethnicity, respect multiculturalism, and create an ethnic-friendly campus.

(2) NCKU in the community—Development of community leadership

A. Achievements including efforts to help student organizations expand their mutual exchanges and collaboration, engage in academic research, broaden their international and local visions, and cultivate civic qualities.

B. Measures taken to help students plan for their future career development

based on their self-evaluation and organize diversified employment counseling programs in preparation for their career development.

(3) NCKU upgrading its value—Promotion of the common good

A. Creation of a gender-friendly campus amid efforts to enhance the awareness of gender equality and cultivate the civic qualities of mutual understanding, respect for diversity and differences, and elimination of discrimination among NCKU staff and students.

B. Efforts to organize educational programs on dormitory life and safety protection for residential students to deepen their understanding of the importance of self-help and mutual assistance and improve their response to emergencies.

2. Quantitative key performance indicators

(1) NCKU as home—Building a sense of belonging to NCKU

A. An estimated 6,000 students will receive individual counseling services.

B. An estimated 5,000 students will participate in the NCKU mental health promotion activities.

C. An estimated 2,500 students will participate in programs and events to promote gender education.

D. An estimated 1,500 recipients of subsidies, on a cumulative basis, from the NCKU Financial Relief Program for Carefree Study

E. An estimated 1,450 hours of dictation-based academic tutoring services for physically challenged students.

F. The supply / demand ratio for undergraduate students' dormitory bed assignments: 65％.

G. An estimated number of 850 students, on a cumulative basis, will participate in courses and events designated for the promotion of aboriginal cultures.

H. An estimated number of 100 counseling sessions, on a cumulative basis, will be available for aboriginal students and physically-challenged students.

I. An estimated 2,000 students will apply for scholarships and assistantships from within and beyond NCKU.

J. An estimated 4,000 students, on a cumulative basis, will receive financial

assistance under designated projects based on the supporting mechanism for financially and culturally disadvantaged students.

K. The Office will administer campus incidents and counseling services with an estimated 400 cases.

L. An estimated 3,000 students will participate in workshops for dormitory-life education and activities to promote a wholesome dormitory community culture.

(2) NCKU in the community—Development of community leadership

A. The Office will provide an estimated 200 students engaging in security guardian services under the nighttime escort angel program.

B. An estimated 250 students will participate in leadership development workshops and training sessions organized by the service learning center.

C. An estimated 4,400 students (including a minimum of 60 disadvantaged students) will participate as organizing staff in public services, interdisciplinary programs, and leadership development events.

(3) NCKU upgrading its value—Promotion of the common good

A. An estimated 50 students will participate in voluntary overseas services and international exchange programs arranged by student associations.

B. An estimated 8,000 students will participate in diversified career counseling and employment service programs.

C. An estimated 250 students will participate in professional career coach programs.

D. Response rates of the graduate follow-up survey completed by alumni one year after graduation, three years after graduation, and five years after graduation are 60%, 55%, and 50％, respectively.

III. Building links between domestic and international society

(I) Value

The NCKU Office of International Affairs is committed to creating a strong international environment on our campus to nurture students, enabling them to take action and solve global problems. By leveraging digital resources and advocating sustainability issues, we can establish an innovative ecosystem network composed of international problem-shooters to resolve global problems.

(II) Goal

1. Create alliances to connect local and global communities: We aim to develop an internationalized ecosystem with local academic institutes to establish a flip-over environment for interdisciplinary studies and researches,
2. Focus on meeting future needs, and restructure recruitment and training systems for incoming/outgoing global talents: We will continue to integrate cross-disciplinary courses into our programs, promote collaboration with top universities, offer cross-disciplinary credited courses that address global environmental sustainability issues, and develop links with corporate resources in order to provide international internship opportunities and cultivate diverse talents who are globally inclusive and respect diversity.
3. Construction of an international administrative support system: We aim to create a comprehensive, sustainable, and welcoming system that is able to cultivate global talents and an international campus encompassing all areas of the university. We hope to help global talents feel a warm affiliation with NCKU and a sense of belonging while attending NCKU.
4. Take a positive approach to the future by broadening and strengthening networks with international strategic partners to address global issues: We will continue to expand bilateral collaborations into multilateral collaborations in a variety of fields. In conducting global-issue oriented collaboation with our international strategic partners, NCKU relies on our strong foundation in interdisciplinary studies, close ties built among academia, industries and city government, as well as commitment to university social responsibilities (USR).

(III) Strategy and Action Plan

Strategy 1: Create an ecosystem of alliances connecting local and global communities

1-1. Develop an online co-learning environment across borders.

1-2. Enhance students' global mobility, and expand plans for collaborative scholarships and overseas training.

1-3. Create an environment for learning and research that connects local and global communities, and comprehensively improve English-medium instruction (EMI) courses and the bilingual learning environment.

Strategy 2: Focus on meeting future needs in the structure of talent recruitment and training systems for incoming / outgoing global talents

2-1. Increase the quantity and quality of recruited global talents through highlighting the university's strong performance in technology and new government policies encouraging such talents to reside in Taiwan.

2-2. With other top universities, promote collaborative talent cultivation programs,

and establish international dual-degree and credit courses in key fields.

2-3. Collaborate with industry, government, and academic institutions to cultivate international talents and increase opportunities for international internship.

Strategy 3: Establish support systems for global talents at NCKU

3-1. Reward outstanding overseas students and support instructors and students to take part in exchange programs abroad.

3-2. Complete on-campus support mechanisms for overseas students and international scholars.

3-3. Integrate all resources and services relevant to internationalization through Global Competence Advancement Center (GCAC).

3-4. Develop a fundraising mechanism for fostering global talents.

Strategy 4: Promote a positive approach to the future by broadening and strengthening networks with international strategic partners from various fields

4-1. Enhance collaboration throughout the southbound region via the Presidents' Forum of Southeast and South Asia and Taiwan Universities (SATU).

4-2. Consolidate overseas NCKU hub and integrate Chinese language education into NCKU hubs.

4-3. Establish ties with international strategic partners to develop collaborative projects.

4-4. Establish the NCKU Global Knowledge Exchange Platform for Sustainable Development to promote international knowledge sharing, teaching and research.

(IV) Annual Work Focus

1. Create an ecosystem of alliances connecting local and global communities

(1) Enhance our platform for local, national, and international partnerships to co-design, co-produce, and co-implement: Establish an international online summer school taught in English with options to take courses from international strategic partner schools; establish a multinational and diversified exchange platform for teachers and students; strengthen connections between both local and international partners in higher education; and foster stronger international partnerships by inviting international representatives in Taiwan to events at NCKU that are open to both NCKU students and community members.

(2) Promote digital transformation to enhance educational resources: Encourage students to take online courses, such as online courses at Purdue University; promote multiple forms of in-person and online courses for credit; establish a Virtual Exchange mechanism to match our faculty research labs with outstanding foreign students and promote collaboration on research.

(3) Encourage student-driven participation by providing opportunities and suitable environments: Annually subsidize 60 students to take part in independent overseas exchange, training or dual-degree programs; in conjunction with GCAC activities, organize online exhibitions with sister schools to provide students with opportunities to practice their foreign language skills, develop global citizenship skills, and incentivize them to make their own plans to study abroad.

2. Ensure the quality and quantity of recruited global talent

(1) Cultivate mutual understanding through sending Chinese language teachers to teach in higher education institutes overseas: With the existing Taiwan Huayu BEST Program, we aim to establish an NCKU Chinese Language Center (CLC) General Scholarship and expand the Taiwan–Europe Connectivity Scholarships Program.

(2) Utilize the "soft power of language" through bilingual cultural exchange: EMI courses will be designed to support the development of professional and academic English skills. Together with English communication skills workshops hosted by the Global Competence Advancement Center (GCAC) and exchange events hosted by international students. Students will be able to develop their basic English skills so that they can participate in international professional discussions. Furthermore, we have established the NCKU School for Sustainability, which continues to attract interest from excellent students around the world. NCKU also continues to promote our strong research capacity to attract international professionals and create an immersive international environment on campus.

(3) Strategies to strengthen overseas student recruitment and scholarships: Integrate all scholarship resources; support students in their studies through providing merit-based scholarships (e.g., Veritas et Conscientia Scholarship, Mathematics and Science Achievement Scholarship), corporate scholarships (e.g., NCKU Butterfly Program, talent cultivation scholarships), and multilateral and transnational scholarships (e.g., NCKU Chinese Language Center (CLC) General Scholarship, diversified scholarships).

3. Establish an internationalized administrative system

(1) Enhance the language skills and intercultural understanding of NCKU administrative and academic staff: Strengthen international knowledge of administrative staff; strengthen bilingual ability of teaching staff; realize a bilingual campus environment free of language barriers.

(2) Establish a support system for global talents: To create an optimal internationalized environment, offices and departments at NCKU should collaborate to form a dedicated welcoming committee for assisting international teachers and researchers when first arriving in Taiwan; centralize all campus services in order to efficiently address any issues or needs of foreign faculty; and establish a group to provide immediate and direct information and assistance

(3) Encourage overseas graduates to pursue careers in Taiwan: Establish a career coaching program for overseas students in which students are paired with senior company executives, who will serve as their career coaches and introduce these students to the industry and help them prepare for finding future employment; and organize advisory workshops on planning future education and/or career prospects to help overseas students establish long-term plans and improve their prospects of staying in Taiwan

4. Promote a positive approach to the future by broadening and strengthening networks with international strategic partners from various fields

(1) Promote collaboration through international networks to take substantial action on sustainability issues: Establish collaborations between NCKU and top international universities; continue to expand the influence of NCKU's overseas hubs; and bolster the role of the SATU platform

(2) Connect across cultures, regions, and generations to build the knowledge needed to resolve sustainability challenges: Promote transnational collaboration among top research teams; strengthen research across different generations, regions, and fields; and enhance information exchange and international competitiveness

(3) Bolster NCKU's global standing and invest in collaborative and transformative measures to achieve sustainability: Link international hubs of innovative ecosystems; call on international partners to invest in sustainability issues and initiatives; and advance the university's global international development strategy through digital transformation of international dialogues.

(V) Risk assessment

1. Develop an ecosystem that connects global and local communities: Currently, NCKU does not offer a sufficient number of EMI courses. The campus culture remains conservative and many academic departments are content with things as they are. At

present, there are limited types of courses and activities available, and needed supporting facilities are not yet in place.

2. Ensure quality and quantity of global talent recruitment: Intense international competition has made it difficult to retain talents. Many countries have begun investing in higher education, and many universities in neighboring Asian countries have already allocated generous resources to retain excellent talents.
3. Establish support systems for international talent at NCKU: Individual departments and offices do not share a common understanding as to what needs to be addressed in order to internationalize. To resolve this problem, each college, department and office unit must strengthen its compliance and support.
4. Establish a world-renowned Global Knowledge Exchange Platform for Sustainable Development: The Covid-19 pandemic has severely impacted international mobility and brought about significant changes in international collaboration, talent cultivation, and international exchange. All schools in Taiwan must work together in the face of intense competition.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Create an ecosystem of alliances connecting local and global communities: Form local alliances; connect with international strategic partners for collaborations of all phases and local international allies; connect with the top 100 international universities to carry out various aspects of collaboration and exchange; learn from the strategies of other schools in developing school values and fulfilling USRs; cultivate the seven core qualities needed to face future challenges; build an international environment and create opportunities that encourage local students to pursue study abroad and allow international students to learn about what NCKU has to offer, and revitalize campus life as well as the local community.

(2) Ensure quality and quantity of global talent recruitment: After considering various extents and ways global issues may impact different regions, NCKU has decided to increase the recruitment and cultivation of global talent by sending Chinese language teachers to teach overseas, bringing in English language teachers, adjusting scholarship policies, and creating links with industry. By doing so, we hope to increase the number of international students recruited, enhance global competitiveness of local students, and contribute solutions on solving global problems.

(3) Establish support systems for global talents at NCKU: We aim to build comprehensive support systems for global talents in order to establish a foundation suitable for meaningful, sustainable international networking. NCKU aims to assess different facets of support, optimize administrative support

systems, and create a campus atmosphere that is open, accepting, invigorating, and connected.

(4) Establish a world-renowned Global Knowledge Exchange Platform for Sustainable Development: Strengthen the role of SATU; promote transnational and cross-school collaboration; and promote a positive approach to the future by broadening and strengthening networks with international strategic partners. NCKU actively compiles scientific research outcomes relevant to sustainable development strategies. Furthermore, NCKU has formulated sustainable development strategy guidelines and will use internet technology and agreements to work with our international strategic partners in order to host discussions on key impact factors and practical solutions.

2. Quantitative key performance indicators

(1) Each college should establish at least one transnational joint dual-degree and / or multiple-degree program.

(2) Over 20% of the student body should be overseas students (including degree students, exchange students, students enrolled in summer programs, and short-term research students).

(3) Approximately 80% of departments should establish and promote overseas exchange programs.

(4) At least 50 annual events aimed at improving students' abilities to compete and collaborate internationally should be organized.

(5) To promote international academic-industrial collaboration, at least 10 contracts with international industries that allow students' internships abroad should be signed.

IV. Outstanding Innovative Research

(I) Value

The Office of Research and Development is the administrative unit in the school to support research, development, and innovation. It aims primarily to set up R&D infrastructures and environment of the entire university in support of R&D activities. By stipulating and enforcing R&D strategies and solutions and analyzing research trends and academic performance, the focus is placed on research and development which are crucial to the University and to render influential accomplishments accordingly. Industrial, governmental, and academic research resources are combined to enhance the social and international influences the University's research bring forth.

(II) Goal

The University is committed to innovative research in science, technology, and humanities and creating the momentum of industries and entrepreneurship, and actively promotes academic R&D of all students and faculty to enhance the quality and quantity of fundamental and applied research. It focuses on the needs of society, tightly aligning the University's development vision "future positive" with the R&D vision of "academic excellence", "social impact" and "sustainable development". The development goals are described below.

1. Infrastructure Positive: Consolidate software and hardware infrastructure and nurture top-tier R&D talents.
2. Innovation Positive: Optimize featured fields and take the lead in key innovative research.
3. Impact Positive: Deepen academic achievements and translate them into social and international impact.

(III) Strategy and Action Plan

Strategy 1: Consolidate research infrastructures to enhance quality of R&D

1-1. Recruit and retain outstanding talents on glocalization.

A. Actively promote and provide packages and measures on the recruitment of talent: Plan and enforce long-term solution on the recruitment of domestic and international talent.

B. Retain outstanding domestic and international teaching and research talent: Provide various types of support in research and combine the resources of institutions and corporations to bring up the salary level.

1-2. Improve Research Support System via Virtual / Real Integration

A. Strengthen research infrastructures of the University: Configure virtual research venues that combine the physical laboratories to become an unprecedented open platform for experimental research venues; potential scholars who have been employed by the University for less than 10 years are provided with subsidies on instruments and equipment.

B. Advance school-wide academic research information system.

C. Combine with Taiwan Comprehensive University System to encourage inter-university cross-disciplinary academic exchange.

1-3. Actively improve research performance in all aspects

A. Enforce research incentives and create a support platform for academic developments.

B. Demonstrate academic research momentum: Hold research and academic contests and workshops to encourage/support faculty members to apply for important awards; publish NCKU R&D Express to enhance visibility of NCKU research outcomes.

Strategy 2: Optimize Featured Areas and Develop Key Technologies

2-1. Analyze and explore key technologies and focus on key featured research

A. Analyze and stipulate strategies to promote research and development and regularly analyze research output and trends with big data and deep learning as well as revise research themes of key areas on a rolling basis.

B. Enforce on-campus subsidies solution for selected key research and form distinguished research teams.

2-2. Support Research Centers in Featured Areas and Optimize R&D Environment

A. Improve the entry and exit mechanism of university-level centers and assist in securing large important research projects.

B. Encourage the university-level research centers to offer innovative curricula to cultivate talents for research in areas of excellence.

2-3. Integrate Transdisciplinary Communities to put Transdisciplinary Research (TDR) into Practice

A. Link institution and industry R&D platform and resources and guide the formation of transdisciplinary forward-looking R&D teams.

B. Encourage and facilitate communities to form domestic and international cross-generational/cross-disciplinary research teams/clusters.

Strategy 3: Forward-looking academic translation for social, industrial, and international impact

3-1. Link government and local communities to stimulate innovation in industry, government, and academia

A. Combine industrial, governmental, and academic research resources and work together to secure large-scale research projects.

B. Link the resources of the Greater South Development Project, the four universities in the Taiwan Comprehensive University System, and the surrounding schools and institutions of NCKU to form the inter-institution platform.

3-2. Promote the dual engines of SDGs and ESG to achieve sustainable impact

A. Continue to deepen the communication of knowledge about SDGs, develop the SDGs knowledge hub, form the sustainable talent bank of the University, set up the SDG WEB, and compile sustainability-related innovative knowledge and skills of the University.

B. Guide the University and various types of corporations nationwide through sustainable innovative development and governance by promoting the application of ESG and SDG research.

3-3. Reinforce the international academic strategic partnership, and draw up a new chapter of international collaboration

A. Reinforce international strategic partner universities and networks. Support faculty and students to participate in international cooperative research and short-term and mid-term research in leading overseas laboratories to promote the internationalization of research.

B. Encourage faculty to take part and lead international organizations and editorial boards of international journals.

C. Participate in the evaluations of world university rankings to help evaluate and reinforce the performance of NCKU as a higher educational institution.

(IV) Annual Work Focus

1. Recruit and retain outstanding talent on glocalization

(1) Optimize packages and measures for YuShan Scholars of the University to help with their research & development and substantially reinforce the recruitment of international elite and scholars, as well as providing incentives for them to return to Taiwan.

(2) Take advantage of the resources and packages/measures available at respective departments and ministries (flexible salary, protocol budget funding, rewarding subsidies, etc.) while recruiting and retaining outstanding international experts and talent.

2. Improve the Research Support System via Virtual / Real Integration
   (1) Continue to promote and secure subsidies for potential scholars on instruments and equipment and update the online laboratory website.
   (2) Update the university information data system and expand the [Research NCKU!] website.
   (3) Update the website of the Office of Research and Development and the major online information and support systems.
3. Actively improve research performance in all aspects
   (1) Continue to promote undergraduate research programs and grand review programs for the graduates and post-graduate PhD students.
   (2) Integrate and optimize R&D resources and support, and improve on-line systems to simplify project/award application processes.
4. Analyze and explore key technologies: Periodically track outputs in highlighted fields of research, explore and identify outstanding teaching and research staff, the research team, and the research center, and boost the quality of research through the on-campus subsidy and reward system.
5. Support Research Centers in Featured Areas
   (1) Assist the research teams in securing national large research projects in various channels and ways.
   (2) Nurture research talents in highlighted areas, support and review university-level research centers, and consolidate talent development in featured areas.
6. Encourage integration of transdisciplinary communities to put Transdisciplinary Research (TDR) into practice
   (1) Promote projects and rewarding measures to encourage teaching and research talent to form a cross-generational/cross-disciplinary research teams/communities.
   (2) Through the YuShan Scholars program, connect with the international research teams to jointly work on the research, gradually forming the cross-disciplinary research team through integrated research and collaboration.
7. Linking resources among government, local industries, academic, and research units: Promote large-scale academic-industrial projects of National Council of Science and Technology and other respective ministries, and continue to promote collaboration among the four universities in the Taiwan Comprehensive University System and the surrounding universities and institutions.
8. Promote dual engines of SDGs and ESG to achieve sustainable impact
   (1) Continue to encourage the links of university teachers' published papers with SDGs to deepen and enrich the University's "UN SDGs Graphical Literature Sharing Platform".

(2) Integrate related sustainability accomplishments in the university and promote and nominate teams / scholars to compete for sustainability-related awards.

9. Reinforce the international academic strategic partnership
   (1) Continue to strengthen the relationships with WUN, Asia SDG Group and important partner schools.
   (2) Provide faculty members and students with award subsidies to participate in international collaborative research and short-term to mid-term research in leading overseas laboratories.

(V) Risk assessment

1. The talent-recruitment policies and the promotion of related projects to be enforced by the local government are filled with uncertainty: Whether or not the plan to recruit foreign talents in respective fields (including the funding) of the government will be continued and how open the borders will be in the midst of the pandemic as well as international political and economic turmoil, among other uncertainty factors, and regulatory restrictions for talents in addition to the salary and benefit offered are likely to affect the willingness of international scholars to come and work in Taiwan.
2. Relatively lengthy process for the integration of research infrastructures and the cross-disciplinary research community: The cross-disciplinary forward-looking R&D team consists of research specialties from various fields and it is relatively lengthy to discuss research details. Meanwhile, there is a shortage of talents at the moment to help with integration of virtual and real software and hardware equipment and cross-disciplinary research. Continuous promotion over time is necessary in order to be significantly effective.
3. Diversified measures in response to change in governmental projects: The approval rate of general research projects supported by the National Council of Science and Technology has been dropping in the last few years, due to the fact that some funding has been diverted to special program-based projects. In addition, some fundings have been transferred to collaborated projects with different ministries, showing the emphasis of interagency and industrial collaborations. It is imperative to proactively encourage and support NCKU faculty members for the application of the program-based and interagency collaboration projects, securing research resources and promoting academic-industrial collaboration.
4. It is necessary to continue encouraging and promoting localized sustainable developments: It is our hope to link featured local industries while developing SDGs research. Teaching and research staff must devote manpower and time cost to communicate locally and to find out current development-related issues urgently

demanding attention in the industry and society in order to translate academic research into social impacts.

5. New look of international collaboration in the post-pandemic era: As the conditions of the pandemic change, international dynamics required for international collaboration plans are slowly coming back. Whether or not it will climb or stabilize, however, demands further observation.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Talent Development and Research Advancement

A. Reinforced management of R&D accomplishments: Continue to invest budget and integrate resources on campus as well as help apply for subsidies for keynote research projects of the National Council of Science and Technology and link cross-disciplinary industry-academia collaboration, and contribute to enhanced synergistic effect of R&D and maximization of accomplishments to accordingly boost a sense of attachment to the organization and their willingness to stay.

B. Sound and systematic subsidies and measures: Enable outstanding teachers and talent on campus to be spiritually and substantially rewarded with the incentives. The equilibrium and legitimacy of recipients of budget address the needs of different levels of faculty members for advancement in teaching and research.

C. Complete university-level research center operating system: Continue with the review system, stabilize the operational quality of university-level research centers, and link national large-scale research projects to devote resources needed for the operation of the research centers.

(2) Academic transnational and sustainable developments

A. The SDG website is constantly updated each year and its contents are adjusted to reflect the university policies so that sustainability issues remain up to date. Respective parties are invited and encouraged to take part in or organize SDG and ESG-related events. The whole university's performance momentum is checked periodically. Highlights of the University are presented comprehensively over the SDG WEB.

B. Improve the University's rankings per respective sustainability benchmarks, namely, SDG, USR, and ESG to substantially boost advancement of sustainability-related ideas on campus and through various types of subsidies, administrative support, and optimization of related teaching systems, help teachers intuitively integrate the idea of sustainability in teaching and research.

2. **Quantitative key performance indicators**

(1) Academic Research

A. Increase the ratio of papers published in Q1 journals (Publications in Q1 Journal Quartile by CiteScore %) by at least 0.175% per year to 63.2% in 2027.

B. Increase the Top 10% citation papers (Output in Top 10% Citation Percentiles %) by at least 0.5% per year to 15.5% in 2027.

C. Increase the citation ratio of published papers over 5 years on average (2023-2027 Cited Publications %) to 69.5% in 2027.

D. Increase the important domestic and international awards received by NCKU scholars by 5%.

(2) Academic-industrial collaboration and social impacts

A. With an annual growth rate of 1 - 2 % as the goal, continue to promote and boost academic-industrial collaborative performance (number of collaborative projects and collaborative budget).

B. Increase the academic performance of SDGs and ESG (including the number of papers, the number of events, the number of forum-based exchanges, number of projects, number of participating teachers and students) by 5%.

C. Increase the number of scholars / students involved in international exchanges and mutual visits by 5%.

V. The interdependence of industry and university

(I) Value

1. Exploring values from scientific research results, fosters innovation benchmarks in terms of academic-industrial collaboration.
2. Sustainable academic-industrial mechanisms can bridge universities with industries, train scientific talents, and explore global trends.
3. The innovative thinking and entrepreneurial spirit embedded in startup ecosystems cultivate talent through innovative R&D and entrepreneurial practice thinking.
4. Scientific research-oriented startups that follow market trends and global scenarios allow universities to pivot and develop Asia as a hub for talents and startups.
5. Symbiotic relationships in industries and universities foster interactive clusters for talents and industries while further developing the country.

(II) Goal

The NCKU possess the capacity of a one-stop solution comprising a complete service portfolio that address the goals below through industrial collaboration, startup, incubator, patents, and technology transfer.

1. Our value-oriented intellectual property protection and evaluation mechanism is a solid foundation for both industry–university innovation and technology transfer.
2. Industry–university relationships that follow business operational thinking can help develop long-term, diversified, cross-domain industry–university collaboration.
3. Entrepreneurship synchronizes and develops clusters, business models, and international markets. To accomplish this, startup talents on campus will discover approaches for interacting, moving, and clustering in collaboration with industries.
4. Market-driven incubation mechanisms contribute to scientific research-oriented startups that are linked to benchmark companies, global markets, and startup ecosystems. To accomplish these goals, startups growth must be accelerated and their global market share must be increased.

(III) Strategy and Action Plan

Strategy 1: Enhancing interactions between universities and industries can link talents with industrial clusters

Following both the vertically integrated and the horizontally linked models, Industry–University Innovation Hub fosters cluster relationships with domains such as science parks, institutions, and industrial clusters. The Hub also strengthens relationships with regional service resources, including industrial collaboration, startup support, patent filing, and technology transfer. Moreover, these serve as pivots for universities and industries and support pragmatic thinking for talents.

1-1. Industry–University Innovation Hub encourages talents to connect with advanced technology.

Industrial demands can introduce topics for collaboration between universities and industries, fostering more long-term, fitting, and feasible collaborative relationships and contents. Further, scientific results can be more closely linked to industrial demands.

1-2. A series of patent training courses help scientific research talents develop their

ideology in protecting and promoting their intellectual properties in their scientific research processes.

Patent training courses provide cross-disciplinary knowledge, including knowledge on IP portfolios, industrial trends, market scales, and technology evolutions that foster the ideas of protecting and promoting their intellectual properties of scientific research.

1-3. Analytics have been tailored to cater to the technology development trends of scientific research teams with highly potential commercialization.

A development map of domain technology is planned for scientific teams with commercialization potential. These maps incorporate pragmatic thinking for talents.

1-4. Holding activities that address demands for both matchmaking and promotion of scientific results while illustrating the effects of quality scientific research and increasing their exposure to the public.

Planned activities refer to demands for matchmaking, making public their scientific research, and conducting one-on-one meetings. These increase opportunities to apply scientific findings to industries.

Strategy 2: Accelerator and innovation mechanisms contribute to the development of startup-talent ecosystems

Entrepreneurship in universities is the most famous industry–university innovation model, fostering global trends and symbiotic relationships that support the development of new industries. Startup-talent ecosystems create synergetic partnerships that synchronize and develop their clusters, business models, and global markets while accelerating interactions between universities and industries that have been planned accordingly.

2-1. Clustering: Cyber-physical co-working spaces attract startup talents through various activities. Startup talents on campus will discover approaches for interacting, moving, and clustering.

2-2. Scale growth: Business-driven incubation mechanisms help startups advance scientific-innovation technologies from the stage of problem/solution market fit to the stage of product/business market fit.

2-3. Globalization: Internationalization models can be formed from SATU to

university leagues to global startup ecosystems. Startups expand their perspectives and markets and connect with critical resources in accordance with their different stages of growth, all while advancing from the campus domain to the global market.

(IV) Annual Work Focus

1. Enhancing interactions between universities and industries while linking talents to industrial clusters

   (1) Industry–University Innovation Hub would induce scientific talents to connect with advanced technology

   Industry–University Innovation Hub can develop industrial accelerators, collaboration mechanisms, and cross-domain research centers simultaneously. Accordingly, the Hub can introduce long-term, fitting, and feasible topics of collaboration between universities and industries to attract talents and develop advanced technologies.

   (2) Series of patent-related training courses contribute to enabling scientific research talents develop their protection and promotion of their intellectual properties in their scientific research process.

   The series of patent-related training courses portfolio, the initial courses are fundamental to patent knowledge and laws, the extended courses are patent maps, industrial trends, and the market surveys. These courses contribute to enabling scientific talents to develop their thinking in planning patent maps as well as commercial promotions.

   (3) Analytics have been tailored to the technology development trend of scientific research teams with high potentials in commercialization

   Chosen startups with industry-competition scientific results will obtain services in detailed patent analytics. The advantage of patent analytics is that they enable the disclosure of technical development in industries. This is useful for startups to deeply understand the market trends and emphasize academic applications.

   (4) Holding activities that involve matching demands with promoted scientific results, pursuing quality scientific research, and increasing their exposure to the public

Scientific research findings are promoted and exposed by multiple approaches, including exhibitions, conferences, and demands for matchmaking. Meanwhile, industry demands are collected in the approaches above. Interacting and discussing teams and companies online or in real meetings will lead to opportunities for industrial collaboration and technology transfer.

2. Accelerator and innovation mechanisms support the development of startup-talent ecosystems

   (1) Clustering: Cyber-physical co-working spaces emphasize the simultaneous development of an Industry–University Innovation Hub, online startup databases, cross-campus startup and verification spaces, and the cross-regional incubator at 85 Sky Tower in Kaohsiung. To accomplish this, co-working spaces support the development of startup-talent ecosystems while accelerating interactions between universities and startup talents.

   (2) Scale growth: Dream-Come-True will be the benchmark startup activity for various incubation services. It will include training courses, the planning of prototype verification mechanisms, and efforts to bridge startups with global industries, while attracting a scientific-startup ontology to develop business models, incubate prototype verifications, and grow startup ecosystems.

   (3) Globalization: SMART is the internationalization model for advancing startup clusters into global-startup ecosystems while serving as a startup pivot in ASIA domains.

(V) Risk assessment

1. Clusters support interactive relationships for scientific talents and industries while linking both regional resources

   Tough economic environments and austere industry economic scales foster a low-risk willingness concerning industry–university collaboration and technology transfer. Decreased risk effects are possible in accordance with the principles of a demand orientation and complementarity. These, in turn, increase the intensity of interactions and foster long-term oriented collaboration between universities and industries

2. Accelerator and innovation mechanisms contribute to the development of startup-talent ecosystems

   Startups and industrial innovation are the critical driving forces for industrial development and economic growth. However, Southern Taiwan still needs more large-scale resource support to accelerate the development of an innovative ecosystem of

startup talents. To decrease the risks for startups, accelerator mechanisms will foster symbiotic relationships to synchronize and develop startup clusters, business models, and international markets. Meanwhile, symbiotic relationships will form synergetic effects to develop startup-talent ecosystems to accelerate interactions between entrepreneurship and universities.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Industry-University Innovation Hub will promote symbiotic relationships to attract startups to set anchorage sites as well as accelerating enterprises to land in this Hub: Clusters refer to building Industry-University Innovation Hub including industrial accelerators, co-collaboration centers, and cross-domain research centers. Where clusters guarantee excellent interactive spaces for scientific talents and industries while contributing to attracting benchmark enterprises as well as startups landing.

(2) Prevention and promotion thinking developed concerning their scientific findings: Patent training courses with cross-domain contents including patent knowledge, industrial trends, scale of market, technical evolutions, protection and promotion of intellectual properties in scientific findings. Detailed patent analytics in domain technology is useful for scientific teams in planning the future technology map of the Lab.

(3) Startup-talent ecosystems: Entrepreneurship will develop symbiotic relationships to synchronize and develop its clusters, business models, and international markets. Where symbiotic relationships will form synergy effects to promote startup talents link with industries as well as accelerating interactions between startups and industries while developing startup-talent ecosystems.

2. Quantitative key performance indicators

(1) Industry-University Innovation Hub will foster symbiotic relationships to attract startups to set anchorage sites as well as accelerating enterprises to land at the hub: At least ten startups teams or companies are to be attracted to land in Industry-University Innovation spaces within five years.

(2) Following industrial demands arise collaboration topics between universities and industries. Meanwhile, scientific results will connect with industrial demands more closely. At least two cases should be landed per year.

(3) Promoting technology transfer and industry-university collaboration: At least two cases of technology transfer or industry-university collaboration will be completed per year.

(4) Training courses concerning startup talents are planned and developed. At least three cases are completed in startups per year.

Article 2 Characteristics of the NCKU College

I. Science

College of Science

(I) Value

The College of Science is composed of the Departments of Mathematics, Physics, Chemistry, Earth Sciences, Photonics, and the Institute for Space and Plasma Science. Interdisciplinary cooperation between the College of Science and the Colleges of Engineering, Biological Science, Medicine, Electrical Engineering and Computer Science, and related research centers has been established. The goal of teaching and research goal for the College of Science is to cultivate natural science professionals with both humanistic quality, innovation ability, and excellence in interdisciplinary learning and research; the mission is to establish a high-quality learning and innovation environment, to continue to provide outstanding majors for fundamental scientific research, and to cultivate excellent R&D talents for the industry.

(II) Goal

1. Interdisciplinary teaching with a focus on problem-solving
   (1) Intensify basic science curriculum reform and promote innovative teaching and cross-disciplinary learning.
   (2) Creating diverse teaching to meet the needs of the new era.
2. Excellence in research leading to sustainable development
   (1) Intensify interdepartmental, cross-colleges, and interdisciplinary collaborative research with national and international academic institutions.
   (2) Alliances with research teams to expand international cooperation and develop strengths in key research areas.
3. Cultivating international talents with the capability to solve global issues

(1) To expand the international research cooperation team, actively organize international seminars and participate in international academic organizations.

(2) Intensify international exchange and dual degree programs to increase international student enrollment.

4. Social responsibility of universities for urban development and human well-being

(1) Promoting the integration of industry and academia, research on innovative technologies for urban development and human well-being.

(2) Achieving the UN's Sustainable Development Goals by responding to the UN's 17 Sustainable Development Goals.

(III) Strategy and Action Plan

Strategy 1: resources integration, promote cooperation and resource sharing

1-1. Keep negotiating for the utilization of space around Science Avenue to solve the problem of obsolete and insufficient space in each department.

1-2. Planning comprehensive experimental sites to effectively improve the utilization and sharing benefits of laboratory equipment resources and promote interdisciplinary cooperation.

Strategy 2: In-depth training and education, offering professional courses to meet the needs of the times

2-1. Continue to promote modular course instruction and systematically plan diverse modular courses.

2-2. Restructure and optimize general physics, general chemistry, and calculus courses and integrate them with modular courses to provide specialized courses to meet the needs of the times.

Strategy 3: All-round development, to establish a friendly learning environment

3-1. To strengthen psychological counseling and implement counseling mechanisms to support students' mental health.

3-2. Integrate shared learning spaces and venues, promote various grants for schooling, such as the Nova Project, and offer various scholarships and study abroad programs for students.

Strategy 4: International cooperation to increase the number of dual-degree or joint academic programs

4-1. The main direction is to increase the cooperation with foreign leading universities and research institutes, form strategic alliances and develop potential research areas.

4-2. Encourage departments to establish cooperation programs with foreign universities such as dual-degrees or joint academic programs, to attract

outstanding students for bilateral study and research.

Strategy 5: Innovate research and expand pioneering research

5-1. Continuously develop quantum technology, artificial intelligence technology for disaster prevention, space technology, nanotechnology, biomedical chemistry, and advanced materials for optoelectronics are the main strategies.

5-2. Promote green energy, semiconductor frontier material applications, mudstone/mud volcano energy resource development, and expand breakthrough and cross-disciplinary research.

Strategy 6: Industry-academia connections, and improve the cooperation between industry-academia

6-1. Participate in the development of industry and science with fundamental science, to assist in the construction and promotion of industry-academia-research communities in southern Taiwan.

6-2. Unite the strength of the alumni associations of each department to actively engage in industry-academia-research-related work and unite and support our home university.

(IV) Annual Work Focus

1. Deep education
   (1) Continuously promote modular courses with innovative interdisciplinary courses in a third semester, short-term, intensive manner.
   (2) To readapt both teaching and laboratory course design of general physics, general chemistry, and calculus to increase the weight of modern basic sciences as well as to integrate them with modular courses to meet the needs of contemporary scientific and technological development.
   (3) Increase the number of specialized courses in quantum technology, chemical biomedicine, pharmaceuticals, semiconductor process applications, intelligent disaster prevention technology, space satellite technology, green energy technology, etc.
2. All-round development
   (1) In collaboration with counselors in the Counseling Department, we offer mentoring programs to guide students through campus life, academic work, career planning, character education, and gender equality education.
   (2) Promote various grants for schooling, such as the Nova Project, and offer various scholarships and study abroad programs for students to reduce students financial stress and optimize the learning environment.
   (3) University can provide local links and social services by promoting the Science Train and the Science Week program from the Science Education Center at the College of Science.

3. International Collaboration
   (1) To expand research cooperation with famous universities abroad, as well as to strengthen strategic alliances with leading universities and research institutions worldwide. An important direction is to create research potential.
   (2) Continuously organize international recruitment activities in response to the Southbound policy, assist in promoting the admissions program for talented students, and establish a joint academic system with higher education institutions in Southeast Asia.
4. Innovate research
   (1) By actively recruiting top research talents from Taiwan and abroad, we strengthen our faculty, nurture outstanding young scholars, and assist senior faculty in nurturing young talent.
   (2) Inviting distinguished experts and scholars worldwide to share their research experiences and results can provide opportunities for our faculty and students to interact with top scholars and expand their research visions.
   (3) Organize interdisciplinary research teams and actively apply for cross-disciplinary integrated projects and academic top projects from NSTC and establish interdisciplinary research centers.
   (4) Consistently develop innovative research areas such as quantum technology and quantum materials, space weather and space technology, interdisciplinary research in materials and medicinal chemistry, green energy, communications, and nano-quantum optoelectronics, and intelligent technology for disaster prevention and energy resources development in southwestern Taiwan.
5. Industry-academic connection
   (1) Encourage faculty members to engage in industry-academia cooperation through the Innovation Headquarters for Industry-Academia at NCKU, to apply for patents and technology transfer, as well as to improve the industry-academia cooperation model.
   (2) Actively cooperate with the Institute of Nuclear Energy, the Metal Industries Research & Development Centre, the National Chung-Shan Institute of Science & Technology, the National Space Center, and the industries to develop instrument components, facilitate, and establish technical teams to support the transformation and upgrading of the domestic industry.

(V) Risk assessment

1. Resources and Spaces

   In some departments of the College of Science, there are still problems of insufficient space, obsolete departmental halls, dispersed space, etc. The teaching and research space still cannot meet the development needs, especially in the departments of Mathematics, Photonics, and Earth Science, where the halls are obsolete with safety

risks, which has impeded the attraction of talents, the improvement of teaching quality, and the establishment of research centers.

2. Teaching and Faculty

   The College of Science is currently in charge of the first-year basic science courses in calculus, general physics, general physics laboratory, general chemistry, and general chemistry laboratory, which takes up almost a quarter of the university's annual teaching duties and places a heavy responsibility on the faculty of the departments of mathematics, physics, and chemistry. In addition, the departments of Chemistry, Earth Science, and Institute of Space and Plasma are insufficient in the number of faculty members. We expect to obtain more faculty members to offer enough of the required elective courses in these departments.

3. Research and Funding

   For a long time, the Ministry of Education and the Ministry of Science and Technology have focused on applied science and technology, thus making funding applications less available to the College of Science, which is engaged in basic research. Compared to the adequate resources in northern Taiwan, our science college has a weaker advantage.

4. Services and Recruitment

   With the growing trend of fewer students, the number of outstanding graduate students is decreasing, and the proportion of quality students is also decreasing, making the enrollment situation in the past two years less than the number of applicants than the number of students to be enrolled. In addition, the recruitment of international students is not remarkably successful, and it is difficult to attract international students due to the lack of scholarship support compared to the approach of top international universities.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Deep education

A. Continuously optimize and adjust the curriculum to provide professional courses that keep up with the times.

B. To enhance students' core skills, provide them with more solid training, improve their competitiveness, and promote diversified development; to actively manage the educational brand value of the College of Science, NCKU.

(2) All-round development

A. Continuously cooperate with the university to conduct counseling knowledge activities and encourage departments to conduct student counseling activities to provide a healthy and friendly learning environment for students.

B. Continue to promote local science education and underprivileged education through the Science Education Center for the social responsibility of the University.

(3) International Collaboration

A. To expand the international vision of teachers and students, and to increase the intention and participation rate in overseas study and training through international exchange and cooperation programs.

B. To expand global partnerships, strengthen the implementation strategy, and develop stable and sustainable global partnerships.

(4) Innovate research

A. Integrate the resources within the institution to enhance research energy, strengthen the research highlights of each department, and compete for funding from the National Science and Technology Council and other departments for significant research projects to promote the development of research fields.

B. To promote innovative inter-departmental, faculty, and university-level research teams and faculty communities, and to establish research centers in special domains.

(5) Industry-academic connection

A. To facilitate the participation of industry-academic partners or other industry scholars and experts in teaching on campus to enhance students' workplace potential and train capable knowledge practitioners.

B. To intensify the exchange of research cooperation between faculty and industry, and to plan and improve the mode and agreement of cooperation between industry, academia, and research, to increase the number of cooperation projects and the number of cooperation projects.

2. Quantitative key performance indicators

(1) Deep education

A. The number of module courses or course attendance increased by 3% compared to last year or the past 3 years.

B. The number of English language courses offered, or attendance increased by an average of 3% compared to last year or the past 3 years.

(2) All-round development

A. The number of tutors' counseling or student counseling activities or the number of participants increased by 3% on average compared to last year or the past 3 years.

B. The number of science education or social service activities or participants increased by 3% on average compared to last year or the past 3 years.

(3) International Collaboration

A. The number of international students or foreign teachers increased by an

average of 3% compared to last year or the past 3 years.

B. The number of international co-authored papers increased by 3% on average compared to last year or the past 3 years.

(4) Innovate research

A. The number of papers in top journals increased by 3% on average compared to last year or the past 3 years.

B. The number of NSTC projects or the total amount of projects increased by 3% on average compared to last year or the past 3 years.

(5) Industry-academic connection

A. The number of cooperative education programs or the total amount of programs increased on average by 3% compared to last year or the past 3 years.

B. The total number or value of technology transfers increased by 3% on average from last year or the past 3 years.

II. Humanity and Social Science

College of Liberal Arts

(I) Value

The College of Liberal Arts has set its goals in cultivating and educating professionals and talents with practical language abilities and global humanistic literacies. It proactively develops featured classes and programs for each department / institute and promotes extension programs in Chinese language and foreign languages learning. The College continues to strengthen energy in teaching and research, building links among interdisciplinary courses and connects research results from the domains of social science, sciences and engineering. Taking both approaches of macro-vision and micro-vision, and developing visionary topics to open up whole-new horizons in the field of humanities. With the help of teachers, we seek to strengthen academic professional training and deepen independent research ability, to jointly open up the macro academic vision of humanities and enrich students' basic knowledge and professional qualities, senses of liberal education and the spirit of literary men, liberal arts awareness and literati spirit in a in ways and means that are suitable for each student, so as to cultivate the ability of independent thinking and criticism, and the care for local cultural communities.

(II) Goal

1. Encouraging all departments to deepen and continue to innovate according to the characteristics of the curriculum, and promoting interdisciplinary, multiple-cultural context.
2. Promoting cross-college research and teaching collaboration between faculty and students, constructing diversified courses, and building links between local research

units and academic institutions, etc., as well as providing various scholarships and practical hands-on opportunities to cultivate students' employability, and implementing everlasting partnership between higher education and local corporations.

3. Providing independent research resources and cross-disciplinary academic environment for each department / institute, and promoting links between of the fields of research in these departments / institutes and social issues, as well as innovative technology, etc., and rewarding with academic resources to improve the university's social responsibility and cross-college mechanism of teaching and research.
4. Promoting faculty and students to carry out various international academic exchanges, and invite foreign scholars to visit and give lectures in the form of cross-university collaboration and regularly holding international academic seminars, while actively striving to get various teaching and research projects and pushing for faculty and students to attend ex situ teaching and research abroad. All of these will enhance our power in international interactive learning for faculty and students.

(III) Strategy and Action Plan

Strategy 1: Deepening cross-domain teaching and research, and promoting the connotation of diversified multicultural teaching.

1-1. Encouraging teachers to compose cross-departmental research teams through individual areas of expertise, and guiding students to deepen their fields of research. In addition, offering courses that incorporate local elements and interdisciplinary fields.

1-2. Inviting experts and scholars from domestic and abroad to give lectures, speeches and promoting multi-directional academic exchanges.

1-3. Encouraging classes offered entirely in English to keep up with the promotion of bilingual university programs.

1-4. Advocating the design concept of curriculum, such as "15+3 cross-domain practice" and general curriculum, etc., and encouraging teachers to gradually make adjustment on existing courses.

Strategy 2: Eyeing on the spirit of humanistic education, putting emphasis on the wholesome development of the students, constructing an environment of cross-cultural understanding, and making perfect the social responsibilities of the university and cross-college mechanism of teaching and research.

2-1. Promoting academic ethic education and encouraging teachers to solidify related conventions in professional courses.

2-2. Urging graduate students to participate in workshops or seminars related to

academic ethics to establish correct concept of academic ethics.

2-3. Encouraging various collaboration between the departments / institutes and local research units to promote the in-depth academic integration.

Strategy 3: Promoting the integration of international academic exchanges, establishing ex situ teaching and research abroad, and creating an internationalized and diversified learning environment.

3-1. Establishing collaborative relations with foreign universities and become an overseas training base for these universities.

3-2. Promote cross-field research of international academic cooperation, and encourage teachers and students to go abroad for teaching and research in expats.

3-3. Encouraging faculty and students to apply for various exchange programs, such as foreign exchange students, to expand their international academic horizons.

Strategy 4: Cultivating deeply in the research of the fields of humanities, combining cross-domain research capacities, and promoting sustainable development of interdisciplinary innovations in the research field.

4-1. Combining faculties in various fields, carrying out horizontal and vertical collaboration in teaching and research, and promoting academic exchanges and collaboration potentials from domestic and abroad Flow and cooperation possible.

4-2. Offering innovative cross-disciplinary courses, combining theory and practical operations, and integrating industry resources with all kinds of innovative teaching and research.

4-3. Developing various teaching materials, enhancing teaching quality of and integrating it into the curriculum, and providing the resources to domestic and foreign partner schools.

Strategy 5: Combining efforts from industries, government, academic institutes and research units, and strengthening the links between higher education and local units and corporations to develop collaborations among related institutions.

5-1. Promoting collaboration among industries, government, academic institutes and research units and establishing an interdisciplinary platform for social practice. Cultivating in students the capability to solve problems and take actions and to do their best to honor the social responsibility of preserving the diversified and enriched cultural assets of Taiwan.

5-2. Implementing academic-industrial collaboration with domestic and international academic units / institutions and striving to cultivate bilingual teachers of all levels and profoundly assisting the bilingual policies of Taiwan.

5-3. Jointly establish scholarships with off-campus units and hold seminars,

workshops, lectures and camps for students, etc. and promote education and research of all kinds.

(IV) Annual work focus

1. Optimizing bilingual education environment and encouraging courses taught entirely in English.
2. Pushing on the Department of Chinese Literature to cultivate deeply in higher education the program of "Chinese Writing Classroom".
3. Strengthening the cultivation of Taiwanese language teachers in secondary schools, developing secondary school Taiwanese teaching materials, compiling Taiwanese language textbooks and improving the quantity and quality of courses given on Taiwanese language and Southeast Asia Comparative Studies.
4. Promoting the establishment of "Austronesia Research Center" or "Aboriginal Studies Program" and promoting as well the Austronesian archeological and academic research and solidifying the social practice of aboriginal archeology.
5. Establishing the "History and Archeology Studio" in the Institute of Archeology and systematically integrating materials of history and archeology and building NCKU in Tainan as the research center of history and archeology of Taiwan.
6. Making concrete the substantial planning of the Ph.D. program in the Institute of Archeology, deepening the cultivation of advanced-level academic talents in the Institute of Archeology.
7. Promoting the "Archaeology and Cultural Asset Credited Program", taking root in cross-disciplinary education and promoting the applicative value of cultural assets.
8. Continuing to encourage students to take a minor/double major/professional courses to cultivate students' professional abilities.
9. Implementing "volunteer service" in service learning and guiding students to care about social issues or participating in public affairs.
10. Advocating and promoting the curriculum design concepts of "15+3 Cross-domain Practice" courses and general curriculum.
11. Advocating and promoting academic ethics education.

(V) Risk assessment

1. The existing curriculum attributes are not completely identical to the 15+3 curriculum concept, therefore, in addition to reconstructing the traditional curriculum, it is also necessary to win the identification from the academic community to avoid affecting the students' development.
2. Considerations on the availability of faculty and financial resources may affect the potentials of collaborating with external units and the implementation of plans.
3. Instructing entirely in English should take into consideration the level of acceptance

in students and the difficulty encountered in rewriting teaching materials of traditional courses in English.

4. Conditions exist that might affect the offering of classes such as the limit of faculty teaching hours and the retirement of teachers may result in a shortage of teachers in certain fields.
5. Due to the current situation and the epidemic, many courses have been adjusted to online teaching, impacting teachers' curriculum design and students' learning patterns, which also affect students' learning attitudes, etc. The correction and growth take time.
6. Whether the existing full-time faculty members are willing to make adjustment on the traditional teaching concepts and attempting to accept new policy directions and new approaches to cope with the needs of future generations.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Encouraging all the departments / institutes to complete the task of no required courses scheduled on Mondays.

(2) Promoting classes taught entirely in English and cross-disciplinary courses.

(3) Making sure the curriculum design can be updated and integrate with international standards, and incorporate macro vision to meet the requirements in the development of the times.

(4) Regularly reviewing the curriculum plan to respond to changes in faculty and keep in alliance the development direction of the departments / institutes with the policies of the University.

(5) Establishing in students the correct academic ethics and reduce violations.

(6) Establishing the ability of humanistic care and achieve the goal of serving the society.

(7) Solidifying and strengthening students' academic learning, improving their academic abilities, and cooperating with various units to cultivate future competitiveness, realizing social responsibility, and assisting students with employment.

(8) Promoting integrated diversified research programs and ex-situ teaching across national borders, and promoting cross-disciplinary development of professionals and cross-border research collaboration.

(9) Publishing various academic journals, field reports and research monographs to present the research results of the faculty.

(10) Continuing to deepen local research in joint effort with local research units and communities to fulfill the university's social responsibility.

2. Quantitative key performance indicators

(1) Promoting at least 1 international collaboration project or an ex situ teaching research abroad.

(2) Inviting at least 2 international scholars to give lectures or conduct research in our departments / institutes.
(3) Holding more than 5 international academic exchange activities (workshops, seminars, etc.).
(4) Implementing 2 or more academic-industrial collaboration projects, and train students to participate in the actual practice in the directions of their own research.
(5) Publishing 2 textbooks or specialized research books related to Taiwanese language, literature translation, Southeast Asia, and cultivate 60 secondary school teachers teaching Taiwanese language.
(6) Promoting at least one collaboration research program on Austronesian archaeology or historical archology with aboriginal communities from the Eastern or Southern part of Taiwan as the research field.
(7) Researching on 3 major topics, Austronesia, prehistoric Taiwanese society, and historical development process of Taiwan, and is expected to publish at least 20 monographs in 5 years, or textbooks on the history and archaeology of ceramics, Archaeology in Taiwan and Austronesian Studies, etc.
(8) Renovating 2 classrooms and optimizing a multi-functional activity space.
(9) Opening an overseas Chinese language teaching center.
(10) Publishing a high-level language textbook and promoting the digital version of it overseas.
(11) Improving the Chinese Language Center's own online teaching system: CLC Moodle Platform.
(12) Receiving four Chinese language study tour groups from abroad and recruiting all together 100 to 200 students for the learning of Chinese language.

College of Management

(I) Value

Founded in 1955, College of Management have been one of the few domestic business schools with decades of history, throughout which a large number of outstanding talents have been nurtured, and have been playing significant roles at industries, government and academia.

Our school’s quality has been recognized widely, as we have been listed at the top among Taiwanese counterparts in the QS World University Subject ranking and have also been named as one of the favorite talent sources by the Taiwanese enterprises through surveys done by Global Vision Monthly and Cheers.

Our courses are designed with a comprehensive coverage of managerial disciplines, including cross-national industrial management practice and cross-disciplinal programs. The courses are delivered in a combination of theories an practices, using case study as a key tool to ensure the education offered is solution-oriented that applies to industry-wise environment.

We have been accredited by AACSB which enables us to award degrees that are recognized by business schools worldwide. Currently we have established student-exchange programs as well as dual-degree programs with more than ten countries across Europe, Americas, Australasia and Asia. More than three hundreds foreign students have registered for our courses, which have been delivered in both Mandarin and English, and the English-taught courses have made up more than a hundred. All there approaches enable our students' mobility internationally. A few words to sum up how we distinguish ourselves from counterparts would be:

Abundant history with excellent alumnus,

Leading quality of education endorsed by various enterprises,

Keen advantage of cross-discipline collaboration based on comprehensive portfolio of research discipline,

International learning environment fueled by diversified foreign exchange channels.

(II) Goal

We have flourished upon our down-to-earth, conventional belief that students comprise the subject of the education, which centers around business management. But business management isn't our boundary, as we serve business and society in the global economy through developing professionally qualified and socially responsible business leaders, as well as through advancing the frontiers of knowledge in business management. Aiming for becoming a leading business school in the Asia Pacific region, we propose the developmental goals as below, according to the overall developmental goal and strategies of the university:

1. To promote cross-discipline teachings that meet the needs arising from social and industrial development
2. To deepen international exchange to ensure an international education system, which should demonstrate a global vision equipped with locally-grounded actions.
3. To nurture business management leaders with solid scholarly profession, a strong sense of social responsibility along with broad vision.
4. To advance academic impact globally, and to contribute to domestic industries, through developing basic and prospective research synchronously.
5. To achieve global impact through fulfilling USR and further facilitating ESG sustainability among enterprises.

(III) Strategy and Action Plan

1. Strengthening of education

Strategy 1: To advance cross-discipline learning by facilitating a broad portfolio of knowledge with professional depth, so that talents who demonstrate both practicality and innovation can be nurtured

1-1. To deliver cross-discipline hands-on courses: Through hands-on courses, the students are expected to cultivate a solution-oriented mindset, along with capabilities of innovation which thrives upon the cross-discipline program, and further matures into talents that demonstrate both practicality and innovation.

1-2. To advance "15+3," a flexible course design: By allowing 15-week fixed courses on specific professions, plus 3-week cross-discipline, intensive hands-on courses, the students are given more flexibility on cross-discipline learning.

Strategy 2: To mitigate the gap between industries and academia by nurturing talents that can address apropos to the enterprises' needs

2-1. To deliver practical courses as well as customized master programs: Senior management personnel from industries will collaborate to deliver the practical courses by sharing the latest development of technologies in respective industries; the master program's curriculum will be designed according to the needs of the enterprise in collaboration, so as to nurture talents capable to meet the needs of the specific industry which the enterprise belongs to.

2-2. To deliver career experience sharing sessions for students: The EMBA students, who possess rich experiences of practice, will collaborate delivering the course, which is expected to become a hub for career knowledge engagement.

2. All-around development

Strategy 1: To cultivate a sense of sustainability together with social responsibility

1-1. To advance the incorporation of ethics education into professional courses: To include topics on sustainability in the professional courses, so as to align with NCKU SPSD.

1-2. To practice LNOB of SDGs: To deliver sessions introducing less-resourced communities and provide care along with support to the minorities and certain culturally distinct groups.

Strategy 2: To advance a diversified sense of value toward the students' academic achievements

2-1. To facilitate the spirit of service through teaching practices by collaborating with social-friendly enterprises: To enable students' participation of teaching

professional skills to children of economically disadvantaged families, through collaboration with certain enterprises.

2-2. To provide scholarships in honor of USR practices: To encourage students' contributions toward the society based on their innovation out of academic professions.

3. International Collaboration

Strategy 1: To advance collaborations with top-100 business schools worldwide

1-1. To continue applying for re-accreditation of AACSB: To provide more globally learning opportunities through advancing collaboration programs with foreign universities, enabled by the AASCB platform which promotes exchanges of international academic societies.

1-2. To provide short-term scholar-in-residence program to attract excellent scholars worldwide: To build up an international learning environment through having these prominent scholars help setting up research team and/or collaborating on teaching, thereby strengthening research momentum and elevate the quality of English-taught courses.

Strategy 2: To focus on practices of SDGs

2-1. To deliver events promoting SDGs-relevant issues: To elevate NCKU's impact through hosting events that reflect a mindset of sustainable development, such as hosting international seminars on relevant topics.

2-2. To host competitions on topics of SDGs in English: To host such events will raise the school's brand impression worldwide as well as competitiveness in attracting international students.

4. Innovative Research

Strategy 1: To nurture and recruit talents simultaneously

1-1. Master nurturing plan: to recommended qualified teachers to receive professional trainings in the aim of professional development and enhance innovation.

1-2. Analysis and Service program of Research Impact: to provide latest updates in the business management field to teachers, so as to prompt the teachers to identify new research topic and/or collaboration with research institutions otherwise, which is also an encouraged approach for benchmark teachers and/or teachers with potential to connect with international human resources.

Strategy 2: To develop prospective, innovative research within certain advantaged fields of focus

2-1. To develop advantaged fields: To develop 7 SciVal advantage topic clusters whereby more innovative research will be advanced.

2-2. To award excellent research outcome: To provide generous prizes to boost

teachers' will to devote in research and submit to prominent, international journals, so as to elevate the schools' academic rankings globally.

5. Bonding between the industries and the academia

Strategy 1: To support industrial upgrade by setting up a collaboration mechanism that aligns with industrial demand.

1-1. To deliver DBA: To assist industrial development by nurturing doctoral R&D talent.

1-2. To deliver consultancy service toward local enterprises: to have our teachers to facilitate industrial ESG by offering consultancy services to local enterprises on developmental advice as well as technical support.

Strategy 2: To facilitate single-discipline, in-depth or cross-discipline collaboration through the dedicated centers.

2-1. Center for Industrial and Academic Collaboration Center, College of Management: To pursue optimized opportunities for collaboration between industries and academic through mapping teachers' expertise with suitable industries, as well as through participating in various governmental-industrial-academic R&D programs.

2-2. NCKU Center for Innovative FinTech Business Models: To utilize research of business innovation across FinTech industrial value chain along with legal compliance technology through application for patent of such, and transfer such technology industries-wise, so as to facilitate management performance of enterprises and nurturing of start-ups.

(IV) Annual Work Focus

1. Strengthening of education: We continue to elevate the quality of teachings at our school, with key efforts including:
   (1) Advancing of cross-discipline programs, through a cross-departmental collaboration, and/or hands-on courses, both of which shall suffice the national need for development.
   (2) Continuous advancing of multiple assessment toward courses.
   (3) Deepening the incorporation of case studies into EMBA programs.
   (4) Advancing learning programs for students on cross-cultural and cross-national management practices.
   (5) Pursuing further allocation of budget for more teaching and research spaces.
2. All-around development: Our goal here is to cultivate for the enterprises the leadership talents that have a sense of social responsibility and the capabilities to take actions accordingly. Our key efforts include.
   (1) To deliver courses of enterprise ethics and ESG, so as to cultivate the students' world view with a sustainable take.

(2) To motivate students' self-exploration and career planning by hosting sharing sessions by outstanding alumni on their career experience, as well as Chief of HR forum, which is a series of sessions to prep students on career.
(3) To mitigate financial stress and to ensure a secured education of economically minor students by offering incentives and scholarships.
(4) To show respect to religion diversity by setting up a Muslim prayer room.
(5) To encourage students' spirit of service for society by establishing USR Practice scholarship.

3. International Collaboration: To collaborate with top business Schools worldwide to recruit international talents and reach a higher level of internationalization. Our key efforts include.
   (1) Advancing AACSB CIR.
   (2) Strengthening cross-national dual degree program and student exchange program.
   (3) Hosting short-term exchange programs either virtually or overseas, so as to cultivate our students to be management talents suitable for international enterprises.
4. Innovative Research: We plan to set up leading research team for each cluster or field within our academic coverage and encourage teachers to submit their research to top journals in respective fields. Our key efforts include.
   (1) Hosting scholarships such as E. SUN Academic Award.
   (2) Advancing our journal APMR to be indexed in SSCI.
   (3) Recommending teachers to professional trainings.
   (4) Facilitating cross-national collaboration programs, where prominent scholars, domestically and internationally, will be able to conduct research together, and thus forming an international research team with broadened vision.
5. Bonding between the industries and the academia: To strengthen our collaboration with the industries, we expect to closely knit both teaching, researching, and practicing through various collaborations to reach a closely connected development in research and in practice. we aim to optimize the advantage created by having multiple research clusters by the below works.
   (1) Providing DBA program, and continuing education credit/non-credit courses.
   (2) Through the Case Teaching Center, the Industrial and Academic Collaboration Center, as well as the Innovation FinTech Business Models Center, where we are capable of furthering case studies, exploring It's evolving application in financial services fields.

(V) Risk assessment

1. The inadequacy of space and teaching personnel has impacted negatively on the quality of teaching as well as the planning of new departments. Meanwhile, the existing departments have been saturated in their development that breakthroughs are less likely to happen in foreseeable future.

2. Elite education and social values of focusing only on scores, influencing students and the community attach importance to the all-around education.
3. Dragged advance due to less flexibility on regulations as well as budget relevant to nurturing and recruiting international talents.
4. Generational gap among faculty, coupled with the underperformance of attract teaching talents, have deteriorated the issue of faculty transition. Excellent, senior faculty have gradually stepped into retirement, and yet our package to recruit talents have been outrivaled by foreign counterparts along with industries, both of which contribute to mounting challenges of attracting excellent, research-capable talents to settle in our school.
5. Disrupted advancement of new academia-industries collaboration plans and recruitment of doctoral degree programs due to the economic uncertainty prevailing in the post-COVID era.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Strengthened support toward diversity integration where industrial needs and connection with industries will be the core, with much tailored alignment between courses and industrial practices.

(2) Raised sense of humanity as well as sustainability among students, who are expected bring positive changes to communities, with the mindset above, through service and learning. We aim to position our students as the most favored talents by the enterprises.

(3) Reinforced, more internationally synced teaching, research, and service quality of our school through advancement of AACSB CIR. These efforts will bridge more communication and further collaboration between our school and other top business schools worldwide, and ultimately push us toward becoming a top business school through integrating international resources.

(4) Reinforced advancement of our own journal, APMR, which we aim to submit for SSCI indexing and thus expand our academic impact internationally.

(5) Integration of internal resources, which should be further contributed to set up a support mechanism toward faculty to boost research dynamic, which should motivate faculty for higher quality research and development.

2. Quantitative key performance indicators

(1) To deliver at least 10 practicing courses under the 15+3 cross-discipline category.

(2) To achieve the growth of 0.5% annually, as well as 3% within 5 years (between year 2023-2027), in quantity of the courses under the cross-discipline innovation category.

(3) To deliver at least 10 sessions annually on topics related to humanity and/or career development.

(4) To enter at least one more cross-national, exchange program or dual degree

program annually.

(5) To increase the percentage of students' going study overseas from 78%(as of year 2021) up to 80%, as well as a growth of 5%, within 5 years (between year 2023-2027).

(6) To increase the figure of FWCI from 1.02 up to 1.2, as well as a growth of 10%, within 5 years (between year 2023-2027).

(7) To increase the percentage of international co-authoring of academic articles from 37% (as of year 2021) up to 42%, as well as a growth at 15%.

College of Social Sciences

(I) Value

College of Social Sciences, there are 4 departments and 1 institute (Department of Economics, Department of Law, Department of Political Science, Department of Psychology, and Institute of Education). It is the only college in Taiwan covering the fields of science and technology, education and law. The college takes "characteristic teaching, precise research, and regional services" as its three cores.

In teaching, we are committed to cross-domain innovative teaching and offering courses with local people-oriented characteristics, so as to actively cultivate talents through problem-solving cross-domain teaching. The research area links human society and natural engineering disciplines. In order to guide outstanding research on sustainable development, the established "mental imaging research center" will be combined with SDGs 3, 8, 10, 12, and 13 to carry out precise and intelligent research, and plan the "Safety, Health and Sustainable Development Research Center" to achieve the vision of cross-domain teaching and research.

The service area is based on Shalun Smart Green Energy Science City and Southern Taiwan Science Park, linking stakeholders such as government, NGOs, and industries, and using the resources of the Global Research & Industry Alliance (GLORIA NCKU) to establish a comprehensive industry-university innovation settlement centered on the human and social field, and implement the University Social Responsibility.

(II) Goal

1. Integration of professional and cross-domain capabilities: encourage teachers and students to co-construct courses with contextualization, conceptualization and problem-centered, promote social data science program, and cultivate cross-domain teaching and research talents.
2. Innovation and leadership development: with new innovative courses such as AI big data and Project Citizen, link research centers in characteristic fields to optimize the teaching and research environment.
3. The development of health and sustainable: conduct remote health assessment and care, environmental health and economic experiments, government policy analysis

and advice, and develop constructive social policies with health and sustainability as the core.

4. The establishment of international and regional care: in line with the bilingual teaching policy, increase the proportion of teaching in English, and strengthen the quality of exchange students, Joint Dual-degree, scholar exchanges and international academic research with international contract schools.

(III) Strategy and Action Plan

Strategy 1: Strengthening of education

1-1. Build a cross-domain teaching and research platform, and create a field-based learning atmosphere.

A. Increase the number of professional fields and stabilize the cross-domain teacher community.

B. Actively strive for the plan of the Ministry of Education/Ministry of Science and Technology to optimize the learning of teachers and students and lay the foundation for teaching and research energy.

C. Strengthen the software and hardware equipment of each department, deepen the cross-domain program, increase the opportunities for students to contact cross-domain courses, and promote cross-domain learning.

1-2. Treatment for disadvantaged students.

A. Strive for scholarships and grants from alumni, enterprises, and the government to reduce the financial burden.

B. Through the system of tutors and teaching assistants, strengthen teachers and students to accompany learning and implement multi-dimensional care.

1-3. Cross-college SDGs teaching and research cooperation.

A. Cooperate with engineering, planning and design, Miin Wu School of Computing and medicine college to build a research center in characteristic fields.

B. Implement 15+3 cross-domain practical courses, and encourage cross-domain co-curricular teaching.

Strategy 2: All-Around Development

2-1. Strengthen a healthy, safe and friendly campus learning environment.

Implement access control, conduct disaster prevention drills, and strengthen the campus safety net; implement accompanying learning, and pay close attention to the physical and mental health of teachers and students with the support team.

2-2. Strengthening civil society.

Implement moral education, encourage students to participate in clubs, initiatives and competitions; conduct lectures on diverse topics to enhance and recognize diverse characteristics.

Strategy 3: International Collaboration

3-1. Deepen the international learning system, attract and retain international talents.

A. Implement bilingual teaching and provide English-taught courses to meet graduation needs.

B. Encourage students to exchange and study abroad. (Such as the Joint Dual-degree program with the Hobby School of Public Affairs of the University of Houston in the United States in 2022.)

C. From time to time, conduct scholar exchanges and resident teaching with international contract schools. (Such as visits by scholars of administrative law from Prefectural University of Kumamoto in Japan.)

3-2. International Talent Support System

A. Continue to handle cross-college cooperation International Master Program on Natural Hazards Mitigation and Management(iNHMM).

B. Make good use of the school and off-campus scholarship mechanisms.

Strategy 4: Innovative Research

4-1. Combined with SDGs, set up research center in characteristic fields.

Combining with the SDGs target planning "Research Center for Safety, Health and Sustainable Development", conduct remote health assessment and care, environmental health economic experiments, government policy analysis and advice, and develop constructive social policies.

4-2. Deepening the field and extending the integration of cross-domain teaching and research.

A. Cooperate with Global Research & Industry Alliance (GLORIA NCKU), and combine the cross-domain teachers and research centers in the college to assist in the field of smart biomedicine.

B. Strive for Cheng Kung Law Review to be included in the core journals of the Research Institute for the Humanities and Social Sciences (RIHSS) of the Ministry of Science and Technology, and further strive to be included in the Scopus database.

Strategy 5: Bonding between the industries and the academia

5-1. Deepening industry-university cooperation and innovation of each department.

According to the specificity of each department, arrange industry visits and internships, respond to industry needs, and cultivate interdisciplinary integration talents.(For example, the interdisciplinary integration group of the in-service professional class of the law department, master program of political economy, etc., further cooperate with the Yonglin Foundation to help disadvantaged school children.)

5-2. Establish a national think tank.

Cooperate with the Research Center of Characteristic Fields to build a cross-level

database with sleep and life as the main axis. Through the analysis of economic models and individual/social psychological situations, we can measure the pros and cons of the promotion and implementation of national policies, and formulate policies for sustainable social development.

(IV) Annual Work Focus

1. Complete the renewal agreement of the signed cooperation agreement signed by the foreign university to prepare for the post-epidemic era. The MoU and the exchange agreement signed in 2017 are in the process of renewal, and are preparing for the restart of international exchanges.
2. Promote social data science program, so that the number of applicants and the number of graduates will grow steadily.
   (1) Enrich the number of credit courses.
   (2) Actively cooperate with on-campus resources, handle cross-domain achievement exhibitions, and improve visibility.
   (3) Increase the number of cooperation with high schools and cultivate the ability of emotional literacy.
3. To operate the "Safety, Health and Sustainable Development Research Center" to enrich the integration of cross-domain teaching and research.
   Through three groups of sub-projects, remote health assessment and care, environmental health economic experiment, government policy analysis and advice, database establishment with sleep and life as the main axis, through econometric model and individual/social psychological situation analysis, measure national The pros and cons of policy-driven implementation, and the development of social policies.
4. Encourage cross-domain exchanges between teachers in the hospital and steadily improve research capacity.
   In 2021, a total of 52 international papers will be published in SSCI and SCI-level journals, a new high in recent years, and the FWCI index has also reached a record high of 1.63. It will continue to promote opportunities for research cooperation with international scholars and publish them in well-known research journals.
5. Steady implementation of industry-university cooperative teaching and practice.
   All departments are encouraged to look for off-campus resources such as internships, industry-university cooperation, and scholarships, to improve teaching quality, and to give students opportunities for diversified development and adaptability.

(V) Risk assessment

1. Cross-domain teaching and research is more challenging for new teachers, and requires resource injection and encouragement to participate.
   In terms of participating in the community, new teachers are under the pressure of promotion and planning process, so they still need to strive for external resources to give new teachers the attention of teaching and research resources.

2. Due to the COVID-19 epidemic, although more online communication is adopted, there is still a need for physical communication.
   Before the epidemic, about 10 international exchange students came to our college every year. Affected by the epidemic, exchanges have been delayed. In the future, we will pay close attention to the opening schedule.
3. The planning process of the research center in characteristic fields has not yet been finalized.
   In 2022, the plan of the "Research Center for Safety, Health and Sustainable Development" is proposed. If it is approved, it will operate with the annual work target 3. If it is not successfully passed, it is necessary to consider the continuity of the plan.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Deepen "people-oriented research, down-rooted education" as the core of developing teaching and research, lead social science research with the research center of characteristic fields, continue to promote cross-domain teaching, and deepen the social responsibility of local high schools.

(2) Strengthen the campus civil society. Through cross-domain courses deeply rooted in forward-looking thinking, students' sensitivity to public affairs and issues is enhanced, and students' civic qualities in the human and social field are implemented.

(3) Create an international learning system, encourage teachers and students to exchange and study abroad, and actively deepen teaching and research exchanges with international schools that have signed contracts.

(4) Strengthen field-industry-university cooperation, continue to open AI talent training classes, and conduct enrollment promotions in high school vocational schools across the country. Arrange professional teachers, lectures and workshops according to the needs of each department.

(5) The Safety, Health and Sustainable Development Research Center will take "Talent Cultivation", "Academic Research", "Environmental Construction", "Benchmark Competition" and "Research Contribution" as common performance indicators. Take the number of data database establishments, the number of cases in cooperation fields, the number of education and training sites, and the number of data investigations as self-defined performance indicators.

2. Quantitative key performance indicators

(1) The number of teachers encouraged to participate in the cross-domain teaching and research platform accounts for 30% of the full-time teachers of the college.

(2) The number of applicants for the program is expected to exceed 90, the total number of students to take courses exceeds 400, and more than 5 people to obtain the program certificate.

(3) The number of English-taught courses is maintained to 15; the number of exchange students recommended by foreign colleges is 1-2 per year; the international seminars are held 1-2 times per year; and the enrollment of outstanding foreign students of bachelor, master and doctoral degree is growing steadily every year.

(4) There will be 1 competition per year for the results competition of the Institute's Research Day, 2 competitions per year for the publication of cross-domain joint results, 1 competition per year for field surveys, 1 to 2 cooperative high schools per year, and 2-3 sessions per year for AI talent training courses.

(5) Promote the signing of internship contracts between the Department of Law and 3 law firms, and the Department of Economics and 14 financial institutions. Promote Yongling Primary School (NCKU branch) to conduct 2 teacher training sessions every year, and the number of serving national primary schools will continue to be about 20 each year.

III. Science and Engineering

College of Engineering

(I) Value

College of Engineering (hereinafter referred to as “COE”), founded in 1931, is dedicated to cultivating higher engineering talents, with the educational goal of "cultivate students with deep theoretical foundation, innovative practical ability, elegant humanistic quality, macro international thinking, and cultivate first-class talents in both art and morality". COE is the largest, the oldest and most complete engineering college in Taiwan, with 12 departments, 2 research institutes, 6 master's vocational programs and 6 international degree programs, covering three major groups, namely mechanical, civil and chemical materials. COE alumni who serves at industries, officials, academia, etc. all over the world won the "most beloved in the business world" reputation for several years for their unique characteristics, such as professionalism, simplicity, diligence, and gregarious personality.

(II) Goal

1. To cultivate students with correct values and international thinking.
2. To integrate courses. To improve the quality of undergraduate teaching, meanwhile, to maintain the quantity and quality of graduate research.
3. To integrate the laboratories, to enrich the experimental equipment, to strengthen basic disciplines, to cultivate students with the abilities of creative thinking, designing, experiments and hands-on, and to pay attention to the updating information of teaching content and experimental projects.
4. To make the overall research level becomes world-class by encouraging teachers to improve the quantity and quality of their research.

5. To enhance the combination of research and practice by encouraging to apply for inter-disciplinary, large-scale research projects, and develop industrial-academic cooperation projects.
6. To intensify the cooperation with the industrial community, such as Tainan Science and Industrial Park and Shalun Smart Green Energy Science City by providing research and talent training services.
7. To push forward with internationalization by strengthening exchanges with international famous universities.

(III) Strategy and Action Plan

Strategy 1: Implementing Instructional Innovation.

1-1. To introduce a thorough understanding of basic discipline knowledge by opening "deep-bowl courses" and "capstone courses", and adopting summative evaluation.

1-2. To promote elastic, diverse courses by pairing with the "15+3 weeks" plan, blending the general courses with intensive courses or workshops, and providing students with the opportunities to connect with outside world.

1-3. To support on-line teaching by improving software and hardware environment and providing technical training courses.

1-4. To establish advanced facilities for teaching and research, such as renovating old buildings, purchasing up-to-date equipment, and developing virtual reality software for teaching.

1-5. To expand and renew scholarships by accessing to medium-sized enterprises and enterprises with development potential and increasing sources of funding.

Strategy 2: Devotedly Fulfilling the USR.

2-1. To incorporate innovative teaching techniques, such as redesign of curriculum structure and evaluation method and development of on-line teaching and mixed-mode teaching.

2-2. To promote narrative curriculum or workshops by executing “The Project on an Issue-Oriented Approach to Narrative Competence Development Across Disciplines”.

2-3. To strengthen service-learning and experiential learning (i.e., to improve students’ community-caring ability and self-learning skills by solving practical problems and to promote teachers’ professional development and cross-over collaboration.)

2-4. To enhance general education, including academic integrity, gender equality, thesis writing, briefing and expressiveness.

2-5. To establish a counseling mechanism:

For students: hold "Dean's Time"; for new or emerging teachers, throw experience-sharing sessions by inviting teachers who received teaching or research awards as speakers.

Strategy 3: Advancing Global Competence.

3-1. To participate in undergraduate admissions seminar and school's international student recruitment teams and to promote multiple enrollment programs to partner schools of our overseas hubs.

3-2. To gather global partners of education and research through "NCKU-Butterfly Program", "International Cooperation Plan", and education systems like partner universities or joint dual degrees.

3-3. To promote EMI with "Bilingual Education for Students in College Program".

3-4. To recruit and cultivate outstanding talents, such as, competitive full-time teachers, Yushan (Young) Fellows, guest professors, experts or researchers, etc.

3-5. To strive for hosting large international seminars.

Strategy 4: Strengthening Research Energy

4-1. To develop key research areas, including innovation of science and technology, medical health, green energy technology, carbon neutralization, net zero, smart machinery, environmental protection, disaster prevention technology, etc.

4-2. To improve the quality of research talents by promoting "Undergraduate Research", and encouraging presentation at international academic conferences or short-term research abroad.

4-3. To increase research outcome by holding elections of "Research Award" and "Star of Tomorrow".

4-4. To execute the "New Faculty Academic Research Plan" as a funding mechanism to support newly recruited faculty members.

Strategy 5: Driving Development of Various Industries

5-1. To invite experts from industries to participate in capstone courses and practical courses.

5-2. To promote field practice through professional courses and industry-academy cooperation.

5-3. To establish strategic partner relationship with industries by opening degree programs/industrial master programs and participating in " IAPhD MEET".

5-4. To build an innovative R&D ecosystem by solving issues for industries.

5-5. To link with the key industry clusters located in the S-shaped corridor.

(IV) Annual Work Focus

1. Implementing Instructional Innovation
   (1) To maintain the existing teaching environment and update software and hardware facilities.
   (2) To make cross-departmental coordination on future space use and spatial allocation.
   (3) Most departments have passed Accreditation of Engineering Education, and will regularly accept certifications in the future.
   (4) To swap faculty quota, and recruit new faculty members with international competitiveness.
2. Devotedly Fulfilling the USR
   (1) To actively promote the characteristics of departments and their employment potential.
   (2) To care about students' schoolwork and living conditions.
   (3) To hold a variety of science and technology study camps for high school students.
   (4) To jointly open general courses with other colleges for postgraduates.
3. Advancing Global Competence
   (1) To publish COE Electronic News.
   (2) To strengthen the cooperation plans, joint dual degrees, and co-organized international seminars with partner universities.
   (3) To encourage teachers and students to participate in international seminars and undertake short-term overseas research.
   (4) To enrich and improve the English version of our webpages.
   (5) To provide students with more opportunities to exchange abroad.
   (6) To recruit foreign full-time teachers and invite international scholars to deliver courses.
   (7) To invite international scholars to give speeches, deliver lectures, or undertake short-term visits.
4. Strengthening Research Energy
   (1) To supervise the construction project of national experimental tank and ensure that adequate communication and translation are in place to safely perform work on the project which is expected to be completed by the end of 2023.
   (2) To hold the elections of "Research Reward" and "Star of Tomorrow" to keep up the quantity and the quality of research papers.
   (3) To provide subsidy for newly recruited faculty members.
   (4) To stimulate integration among departments and cooperation with other colleges, in particular in 8 priority research areas.

5. Driving Development of Various Industries
   (1) To encourage students to participate in internship programs at partner industries.
   (2) To encourage teachers to disseminate the use of developed technologies in various forms such as patent licensing and technology transfer.
   (3) To become the platform to bridge the connection between departments and industries for visits and technical cooperation.
   (4) Actively strive for various industry-academy cooperation projects.

(V) Risk Assessment

1. Implementing Instructional Innovation: Some departments still have problems with insufficient, scattered spaces, which make them difficult to meet the demands of future development, improvement of teaching quality, and establishment of research centers.
2. Devotedly Fulfilling the USR: It is not very helpful to activation and revitalization of communities only relying on subsidies from the Ministry of Education, few courses instructed by teachers who are enthusiastic about community affairs, and activities which turned out to be a flash in a pan.
3. Advancing Global Competence: Because of the declining birthrate, the number of domestic students will sink considerably after the next five years. What's even worse is that the admission quota of international students is controlled by the Ministry of Education. Therefore, to improve the willingness of foreign students to enroll depends on the funds and scholarships from NCKU.
4. Strengthening Research Energy: The retirement boom of senior professors directly causes the vacancy of manpower in teaching, as well as in research and industry-academy cooperation. Moreover, teachers' compensation in Taiwan is difficult for us to employ outstanding international scholars and talents.
5. Driving Development of Various Industries: During this time of Covid-19 pandemic, the industries worldwide are experiencing a significant recession, which has caused industries unwilling to invest more funds in industry-academia cooperation, and directly reflects the performance of industry-academia cooperation of COE.

(VI) Anticipated Results

1. Qualitative Key Performance Indicators Over the Next 5 Years
   (1) Implementing Instructional Innovation: Innovative and vibrant class atmosphere by continuously revising curriculum structure, adjusting course level, improving teaching facilities, and promoting advancement of faculties' profession.
   (2) Devotedly Fulfilling the USR: Partner relationships between NCKU and local communities in seeking to sustainable development and value creation through connecting E-PCK integration platform with cultivation mechanism of college

talents, combining academic profession and social demands, merging existing professional courses, and opening new practical courses.

(3) Advancing Global Competence: Students with global mobility by increasing the proportion of EMI, admitting international students. And a wider international stage via fully connection to the global alumni network.

(4) Strengthening Research Energy: World-class key development areas or research centers in featured areas. Internationally recognized leading scholars in cutting-edge technology.

(5) Driving Development of Various Industries: A platform to support urban development, eHealth, business links, and cultivation of cross-disciplinary talents. COE not only cultivate favorite graduates for companies, but also make them to become the world's most loved ones.

2. Quantitative Key Performance Indicators Over the Next 5 Years

(1) Implementing Instructional Innovation

A. There will be curriculum improvement conducted in more than one course per year.

B. One teaching space will be improved or increased every year.

C. The number of recruited scholars who have been appointed as fellows of various scientific academies will be maintained at a rate of 3 persons.

(2) Devotedly Fulfilling the USR

A. The number of students who participate in SDGs-USR courses or activities will have a gradually rise with years.

B. The number of teachers who participate in SDGs-USR courses or activities will have a gradually rise with years.

C. The number of students who attend in self-direction or participatory learning activity will rise year on year by more than 9 participants.

(3) Advancing Global Competence

A. The number of international students will rise year on year by 10 persons.

B. The number of students who attend international academic conferences will rise year on year by 8 participants.

C. The number of full-time teachers who get to adopt EMI will have a gradually rise with years.

(4) Strengthening Research Energy

A. Journal papers written by full-time teachers will get increased year on year by 5 papers.

B. Conference papers presented by full-time teachers will get increased year on year by 10 papers.

C. The number of licensed patents will be kept above 68 every year.

(5) Driving Development of Various Industries

A. The number of off-campus internships will rise by 5 persons per annum.

B. The amount of research project grant will be increased with annual raises of NTD 50 million.

C. The number of spin-outs will be maintained at a rate of 4 companies.

College of Electrical Engineering and Computer Science

(I) Value

The College of Electrical Engineering and Computer Science (hereinafter referred to as " EECS") was originated from the Department of Electrical Engineering founded in 1931 and later in August 2003 was then officially established by the affiliated departments of College of Engineering. EECS develops outstanding talents in electrical engineering and computer science fields with equal emphasis on theory and practice, creativity, international mindsets, and both skills and ethics. EECS has the passion to cooperate with various colleges internally and externally to implement globalized cross-domain teaching, service and research, and moves toward a world-class college.

(II) Goal

For purposes of educating our students to develop their logical way of thinking, self-learning ability, and to connect them to both society and industry with troubleshooting ability, EECS set the main development paths of "development of top-notch featured research, promotion of sustainability developments among industries, and cultivation of diverse elites" and formulate the five-year development goals as follows:

1. In-depth education of holistic development
2. Diving into cutting-edge featured research
3. Expansion and reinforcement of international reputation
4. Bonding industry with academia and providing society service

(III) Strategy and Action Plan

Strategy 1: In-depth Education

1-1. Build a Self-learning Environment to Develop the Self-learning Ability of Students: In conjunction with the online courses on the NCKU Talent Development Platform, EECS provides a self-learning environment for students anytime and anywhere; reward the well performed students based on the online

study hours recorded in the system to encourage students for self-learning.

1-2. Various Courses in Foreign Language to Improve the Foreign Language Proficiency of Students: EECS reward teachers to conduct lectures in foreign languages and assist them in recording videos which are uploaded to the NCKU Talent Development Platform. With years of accumulation, there are various courses in foreign languages available for EECS students.

1-3. Develop Talents in Focused Areas: EECS has substantial cooperation in resources with the Academy of Innovative Semiconductor and Sustainable Manufacturing and MiinWu School of Computing of NCKU, co-develop talents of focused areas (including Information Security talents). Inviting industry experts to conduct teaching program with EECS teachers to design innovative practical internship courses by incorporating industry practices so as to improve students' practical technical ability.

1-4. Build a Smart and Quality Environment for Teaching and Research: EECS shall upgrade classrooms and lecture halls with step by step plans to meet the needs of online teaching and remote meetings in the post-pandemic era.

Strategy 2: Holistic Education

2-1. Strengthen Life Education and Study Counseling: EECS strengthens life education and cares for students' mental health by organizing interaction activities such as the Dean's Forum, the Department Head's Forum, Student Mental Health Lectures, and Class Supervisor Talks. Providing on-site tutor consultation services to provide academic assistance for students with special learning needs and learning difficulties.

2-2. Promote the Integration of Civic Literacy into Professional Curricula: Hosting teacher social community forums to share experiences of the ways to incorporate the five civic literacies of ethics, democracy, science, media, and aesthetics into professional courses.

2-3. Humane Care and Social Services: Echoing the core value of "Prosper Mutually" of our university, EECS provides substantive rewards to teachers and students for their social service actions in all aspects, hoping to gradually implant the values of humanistic care and social services into the hearts of students.

Strategy 3: International Cooperation

3-1. Improve International Mobility: EECS actively employs foreign scholars for short, medium and long-term teaching and research activities; improving English friendly environments to attract more foreign students to come for study; and promote international exchanges with teachers and students to increase global

exposure.

3-2. Strengthen International Bonding: Closely communicating with well-known foreign universities and launch joint dual-degree programs for students; teachers form cross-border research teams to strive for international industry-university cooperation projects with EECS's substantial assistances in order to attract outstanding talents and capital investment at home and abroad, driving industrial upgrades as well as enhancing international competitiveness.

Strategy 4: Innovative Research

4-1. Recruit Excellent Talents: Through the network of alumni at home and abroad, EECS invites outstanding talents to join the team. To attract outstanding students at home and abroad to study at EECS by measures of encouraging excellent students and assisting the disadvantaged students (e.g. scholarships, dual-degrees, international exchanges, industry-university cooperation and special counseling).

4-2. Promote Cutting-Edge Featured Research: EECS encourages research teams that focus on key research topics such as emerging key chips, compound semiconductors, sustainable manufacturing, next-generation communications, green energy electronics, biomedical electronics, low-orbit satellites and unmanned vehicles. In response to the post-pandemic era, researching and developing AI related medical technology to improve medical quality, reduce medical costs, implement technological pandemic prevention and reduce the medical burden of vulnerable groups, echoing the SDGs' goal of "Good Health and Well-Being".

Strategy 5: Bonding Industry with Academia

5-1. Strengthen Local Cooperation to Create New Social Values: EECS cooperates with Tainan City Government, Southern Taiwan Science Park (STSP) and other alliance universities to develop solutions required by the government and enterprises in order to create local values. EECS assisted the Executive Yuan's "Great South and Great Development - The Southern Taiwan Development Plan" to jointly built Smart Technology Demonstration Sites by NCKU, Shalun Smart Energy Science City and Kaohsiung Science Park of STSP.

(IV) Annual Work Focus

1. In-depth Education

(1) Reward and assist teachers to conduct lectures in foreign languages and record videos which are uploaded to the NCKU Talent Development Platform. With years of accumulation, there are various courses in foreign languages available for EECS students.

(2) Invite industry experts to conduct teaching program with EECS professors and design innovative practical internship courses, to improve students' practical technical ability.

(3) Open an AI medical application program with College of Medicine and promote cross-domain integrated courses for bachelor and master classes of both Colleges in order to bridge cross-domain researches and talent developments.

(4) Upgrade classrooms and lecture halls with step by step plans to meet the needs of online teaching and remote meetings in the post-pandemic era.

2. Holistic Development

(1) Host teacher social community forums to share experiences of the ways to incorporate the five civic literacies of ethics, democracy, science, media and aesthetics into professional courses.

(2) Reward teachers and students for their social service actions in all aspects, hoping to gradually implant the values of humanistic care and social service into the hearts of students.

3. International Cooperation

(1) Recruit outstanding teachers and professionals to join the EECS team.。

(2) Reward teachers and students for their participations of international academic activities and competitions; recommend students to participate in international collaborative research projects in order to deepen public engagements and increase international experiences.

(3) EECS expands cooperation with Purdue University for a 5-year (3+1+1) bachelor and master's dual-degree enrollment program, and organize a multinational research team. In addition, EECS signed a dual PhD degree contract with KU Leuven of Belgium and Interuniversity Microelectronics Centre (IMEC) of Belgium to promote international cooperation and academic exchanges.

4. Innovative Research

(1) Promote Cutting-Edge Featured Researches such as emerging key chips, compound semiconductors, sustainable manufacturing, next-generation communications, green energy electronics, biomedical electronics, low-orbit satellites and unmanned vehicles.

(2) Construct cloud service system for smart manufacturing and assist all manufacturing industry in the Country to achieve the vision of Industry 4.1 where all products produced are close to zero defects.

5. Bonding Industry With Academia

(1) Cooperate with institutions and manufacturers such as Academia Sinica, Industrial Technology Research Institute, National Chung-Shan Institute of Science & Technology, National Applied Research Laboratories, Tainan City

Government and Southern Taiwan Science Park in order to increase technology research and development opportunities. Furthermore, EECS shall strengthen regional cooperation and bonding, combined forces from local industries and fields (Shalun, Yawan), to promote large-scale cooperative research and development projects.

(V) Risk assessment

1. In terms of recording the hours of students' online learning, students may simply hang on the Internet without actually watching videos to learn, resulting in unfair rewards and reducing students' motivation for self-learning.
2. Industry teachers introduced to EECS may not be able to convert practical experiences into teaching contents due to lack of teaching experience when designing innovative practical courses, resulting in the inability to effectively present practical experience and technology in the course, and it will not help improve students' practical technical ability.
3. Teachers are too busy to participate in teachers' community activities, which makes the promotion of civic literacy into professional courses ineffective.
4. To promote international exchange students and dual-degree programs, some outstanding economically disadvantaged students are unable to participate due to high living costs and tuition fees.
5. In terms of recruiting excellent teachers and professionals, because the salary of the industry is much higher than that of the academic unit, it is not conducive to recruiting truly outstanding talents.

(VI) Anticipated Results

1. Qualitative Key Performance Indicators

(1) Improving the quantity and quality of online teaching courses, providing students with a self-learning platform and a co-learning environment to develop students' self-learning ability.

(2) Teachers and students participate in international academic activities, competitions and international cooperative research projects to broaden students' international horizons and enhance international mobility for teachers and students.

(3) Cooperating with scholars from top foreign universities to create research directions in potential fields. Carrying out international industry-university cooperation projects, and promoting transnational research cooperation to attract outstanding talents and capital investment home and abroad, and to promote industrial upgrades in order to enhance international competitiveness.

(4) Through the AI Biomedical Research Center of NCKU, EECS has established the research and development capabilities of key topics of artificial intelligence,

smart Internet of Things, technological pandemic prevention and medicine, and helps other Colleges to become part of NCKU core teams.

(5) EECS has substantial cooperation in resources with the Academy of Innovative Semiconductor and Sustainable Manufacturing and MiinWu School of Computing of NCKU, co-develop talents of focused areas (including Information Security talents). Designing innovative practical internship courses with industry experienced experts to improve students' practical technical ability and develop quality talents focused areas.

2. Quantitative Key Performance Indicators

(1) In-depth Education

A. Number of courses in foreign languages recorded and uploaded to the online platform: 5 courses.

B. Number of course participated by industrial teachers: 20 courses.

C. Number of participants in "self-learning/participatory learning activities" by students: 500 participants.

(2) Holistic Development

A. Number of teacher community activities for promoting the integration of civic literacy into professional courses: 4 sessions.

B. Number of teachers and students participating in humanistic care and social service activities: 20 participants.

C. Number of life education activities such as the Dean's Forum, the Department Head's Forum, Student Mental Health Lectures and Class Supervisor Talks.: 100 sessions.

(3) International Cooperation

A. To form a trans-national research team: 1 team.

B. Foreign scholar visits (more than 3 weeks): 3 persons.

C. Number of graduates studying in first-class universities abroad: 10 graduates.

D. Number of students going abroad for exchange: 50 students.

(4) Innovative Research

A. Number of newly recruited outstanding talents to upgrade the quality of teachers: 3 persons.

B. Number of research, industry-academia cross-domain featured projects: 5 projects.

C. Number of important awards received by scholars in their fields: 30 awards.

D. Number of implemented research projects (National Science and Technology Council): 270 projects.

E. Total amount of funds from implemented research projects (National Science and Technology Council): NT$580 million.

(5) Bonding Industry with Academia

A. Number of implemented research projects (Non National Science and Technology Council): 90 projects.

B. Total amount of funds from implemented research projects (Non National Science and Technology Council): NT$180 million.

College of Planning and Design

(I) Value

The College of Planning and Design in NCKU was established on 2003, which includes Department of Architecture, Department of Urban Planning, the Department of Industrial Design, the Creative Industry Design Institute and Technology Art. Among all the comprehensive research universities in Taiwan, NCKU is the only one with a school of planning and design.

In response to the trend of industry-academia cooperation, we believe that the university should be the hub of industrial transformation, guiding and influencing our society. Therefore, we propose "Social Sensing-Acting Impact" as our mid-long-term progressing concept. As a leading academy, we expect to deepen the local caring, notice the industrial needs, combine the teaching energy between departments, perceive the social trends, and search the trends in technologies and arts with the support of our abundant research resources. Based on all abilities above, we are committed to becoming a social and industrial practicing college with social awareness and activeness.

(II) Goal

1. We expect to cultivate leadership with several abilities, including sensing the need for social needs, cultivating the abilities of interdisciplinary knowledge, critical thinking, independent thinking, innovative integration, social practicing, and international connection.
2. We place equal emphasis on the theories and practices, also we work with both perception and action. Furthermore, we balance our development among humanity, technology, and art.
3. We lead society and industry to carry out cultural innovation and digital transformation, in order to elevate our social impact and taking action in the international interdisciplinary conversations.

(III) Strategy and Action Plan

Strategy 1: All-Around Educational Development

The critical direction for all-around educational development in the next 5-10 years is to perceive social needs and establish practical action strategies.

1-1. Cultivate spatial planning talents with humanistic: Recognize University's social responsibilities, the college will continue to combine academic and practical learning, raise awareness of sustainability, diversity, and resilience, to overcome social transformational challenges in Taiwanese sociality.

1-2. Cultivate planning and design activists with an international perspective, humanitarian care, and social practice: Hold transnational workshops and enter disadvantaged areas to learn to respect cultural diversity, encourage teachers and students to participate in international initiatives (e.g., climate action), introduce third sector (NGOs) learning resources, and strengthen ethical education. Introduce humanitarian into the professional courses, connect community with workshop courses, study the environmental observation and conceptual transformation to find out where the local needs assistance.

Strategy 2: International Collaboration

"Catch trends, Connect actions, Create influence." The three Cs depict the campus policy of global exchange and international cooperation in the coming 5-10 years.

1-1. Promote EMI curriculums to enhance international participation. By establishing a bilingual platform, the university increases visibility and participation from global communities.

1-2. Team up with global alliances for SDGs. To reinforce the relationships of planning schools in Asia, the university participates in global organization Cumulus, SATU, WUN in allied departments.

Strategy 3: Innovative Researc

Focusing on the influence of research applications of Government-Academia-Industry partnership.

3-1. Multidisciplinary programs led by professors and undergraduates: Increasing project capacity by encouraging teachers and students among different departments of NCKU to cooperate and communicate efficiently.

3-2. Social innovation-oriented research in creative technological arts: In light of a new major government policy focusing on developing technological art, Robot-Aided Creation and Construction (RAC-Coon) has targeted smart construction as one of its main goals. It not only breaks new ground with research based on human-robot collaborations and intellectual productions, but also cultivates interdisciplinary specialists, turning the industry on its ear by digital transformation and innovation.

3-3. Social influence-oriented research in real-life field: Considering public awareness among social debates such as public health and global warming, developing a sustainable city is our new goal. Research takes place in real-life fields which not only qualified SDGs indicators but also demonstrated the spirit of glocalization.

(IV) Annual work focus

1. Establish international learning environment: Encourage teacher development in EMI, promote opening EMI courses, hold international workshops, sign MOU with domestic and foreign firms, and provide international internship and online learning resources.
2. Strengthen intelligent fabrications: Integrate multiple digital fabrication tools through the resources at RAC-Coon, establish complete educational training and management, and digital-aided design process to fabrication.
3. Enhance the effectiveness of the Virtual Studio: With the new Virtual Studio, teachers can record high-quality courses. The virtual studio increases faculties' design outputs and completes the production lifecycle. In addition, the virtual studio can cooperate with EMI course by documenting English teaching contents.
4. Cultivate Soft Skills: Including
   (1) Encourage teachers to hold positions in off-campus academic organization to strengthen Industry-Academia connections.
   (2) Fulfill university social responsibility, promote design education, and integrate into local developments.
   (3) Research and educate internationally.
   (4) Incubate innovative startups to improve teaching results and bring positive influences.
5. Innovative Research: Integrate the creative industry with local development and practice native theories of industry redesign. The teachers and students aim to broaden the influence of local creative industry design based on the cooperative research results collaborated with Taiwan Industry Research Institute.

(V) Risk assessment

1. Due to the impact of the COVID-19, physical teaching has been limited, thus affects teaching effectiveness.
2. The ability to adjust enrollment, teaching and student counseling will be tested while facing the following challenges, such as low birthrate, the learning characteristics of Generation Z students, low employment rate of PhD graduates, and the competition from universities abroad.
3. Physical international activities have been suspended due to the impact of the epidemic, thus the chances for teachers and students to participate internationally are reduced.

4. Teachers are facing generational change. Younger teachers face great competition pressure when applying for research fundings.
5. With increasing emphasis on industry-academia collaborations, universities are competing for limited industrial resources.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Cultivate polymaths: Integrate interdisciplinary courses and resources to promote future development needs.

(2) Strengthen information capabilities: Improve information technology and enrich digital creative energy to create an ideal digital learning environment.

(3) Promote the integration of learning and use: Form partnerships with high-performing institutions to create research-development efficiency and provide students internship and employment opportunities.

(4) Interdisciplinary intelligent construction: Cultivate talents with interdisciplinary capabilities in intelligent construction and expand industry-academia cooperation actively through digital teaching environments, such as digital intelligent manufacturing workshops.

(5) Improve the international reputation: Join international academic organizations and organize academic seminars.

2. Quantitative key performance indicators

(1) Improve teaching effectiveness: Provide flexible courses (such as micro-credits courses, intensive teaching, capstone courses, etc.) to stimulate students' motivation to learn.

(2) Practice social responsibility: Bring research projects into local communities and enterprise to further improve development goals.

(3) Expand the international outlook: Recruit internationally renowned scholars as guest lecturers or technological talents for assisting in teaching or research and absorb new international professional knowledge.

(4) Increase the output of transnational cooperation: Apply for grants from foreign programs, encourage international cooperation, and jointly publish research and development results.

(5) Create a high-quality teaching and research environment: Through flexible space planning and smart technology, the college can meet a variety of teaching and research activities to optimize the use of resources.

IV. Biology and Biomedicine

College of Medicine

(I) Value

The College of Medicine is one of the largest college in the National Cheng Kung University. This college has a very diverse faculty and curriculum revolving around the cultivation of humanity and scientific applications. The affiliated hospital is next to the College of Medicine which facilitates the collaboration between basic and clinical medicine creating a strategic research integration from theory to practice. Our goal is to become the center of biomedical ecology in southern Taiwan. In addition, following the advancement of technology, the college continues its development evolving around medical humanities. Besides continuously exploring unsolved puzzles of medicine, the college aims to cultivate medical professionals and researcher to match our social needs and develop the latest technology and develop new teaching strategies. Moreover, to address the national crisis related to the aged population, the college connects institutions inside and outside the college and establishes the CYCH-NCKU Geriatric Medicine Research Center to guard the health of people in the southern Taiwan and become role model for the medical colleges across Taiwan。

(II) Goal

1. Enhance medical humanities education: The objective is to cultivate talents equipped with humanities and science skills for all medical fields.
2. Promote scientific applications in medical teaching and research: Virtual reality classrooms with both clinical practice and teaching functions are established to link basic clinical practice, improve cross-field industry-academia research and development capacities, and implement inheritance between generations of application, research, and development human resources.
3. Construct a new biomedical ecology center in southern Taiwan: Research capacities of the affiliated hospital and the southern Taiwan medical alliance are integrated to establish a research and development alliance with industrial partners and set a new benchmark for the biomedical field.
4. Prepare for the future society: Social problems and needs are explored to promote integrated cross-field geriatric care and in-depth innovation and breakthrough research on emerging contagious diseases. Public health education is planned and implemented gradually to achieve the ultimate goal of holistic care.

(III) Strategy and Action Plan

Strategy 1: Provide students with abundant learning environments and teachers

1-1. Emphasize the cultivation of medical talents with scientific and humanistic competencies.

A. Integrate holistic care courses of each department/institute and guide students' multiple thinking.

B. Promote symposia and activities to continuously cultivate medical personnel with cultural literacy.

1-2. Enhance students' information literacy to increase information-related courses.

A. Apply innovative digital technology to build cross-field teaching and learning.

B. Establish medical extended reality centers.

C. Improve hardware and software functions of medical teaching systems.

1-3. Promote diverse development and train advanced talents.

A. Deepen industry-government-academia collaboration and optimize medical education systems.

B. Promote diverse evaluation methods to assess learning effectiveness.

C. Improve pilot teaching innovative abilities to shape teaching characteristics.

Strategy 2: Build a healthy university and create a civil society

2-1. Establish interaction platforms and administrative and curricular mechanisms.

A. Establish interaction platforms among the college, teachers, students, alumni, student associations of departments, medical associations, communities, social welfare organizations, and international volunteer organizations.

B. Most committees give students a channel to representatives theirs ideals.

2-2. Implement counseling mechanisms.

A. Continue to care for local students, overseas compatriot students, and international students.

B. Provide comprehensive counseling to students with emotional disorders and care for economically disadvantaged students.

2-3. Activate student interaction and vigor.

A. Consolidate intradepartmental students' mutual support networks of life and study.

B. Establish resource sharing and interaction connection among interdepartmental students.

2-4. Strengthen participation in service learning and domestic/ foreign volunteer organizations.

A. Teacher-student inheritance in providing services to remote local communities.

B. Medical service teams recruit health care and clinical discipline research students.

Strategy 3: Systemize talent cultivation and diversify research and development

3-1. Establish the research internet.

A. Connect and integrate resources inside and outside the college to concentrate capacities.

B. Establish an industry-academia-research medical alliance to jointly strive for external resources.

3-2. Train talents and inherit paradigms.

A. Establish and promote the direction of the college to connect the committees for recruitment of new employees, faculty development, research and development, and academic counseling (experts from different universities and fields).

B. Specific responsibility and mechanism of technical personnel.

3-3. Develop multiple characteristics in field research.

A. Integrate resources platforms in the college and develop innovative and cross-field teams.

B. Promote critical cultivation plans, patent deployment teams, and cross-generation research.

Strategy 4: Cultivate international competitive talents

4-1. Strengthen international competence and reputation.

A. Increase the international visibility of the College of Medicine.

B. Increase the internationalization rating of the College of Medicine among other counterparts across Taiwan.

4-2. Build international teaching environments.

A. Provide training related to EMI courses.

B. Increase courses jointly offered by a department/institute and foreign schools that are MOU partners.

4-3. Train global competitive talents.

A. Increase the proportion of international and foreign students and the proportion and number of local students who study abroad.

B. Offer interdepartmental international summer schools or elite courses.

4-4. Promote international teaching cooperation and exchange.

A. Increase the number of visits of renowned foreign scholars to Taiwan.

B. Increase the number of MOUs with QS top 100 universities.

(IV) Annual work focus

1. From 2023 to 2024, the university will train seed teachers and utilize innovative digital technology equipment installed for the college to develop standardized teaching plans and modules, which will then be promoted and provided to all units in the college for applications and building cross-field teaching and learning.

2. From 2023 to 2024, the college will strengthen the collaboration among industry, government, and academia; intensify connection between teachers and students of the college and the collaborative hospitals and industry partners; and extend collaborative relationships to multiple fields to obtain more resources.
3. From 2023 to 2027, the CYCH-NCKU Geriatric Medicine Research Center will be completed. The Center combines national-level geriatric hospitals to develop aging medicine, pharmaceutical science, medical material research and development, health care, and other comprehensive and excellent research. The goal is to guide integrative research on medicine, engineering, and social science while enabling sharing of resources with the entire nation.
4. From 2023 to 2027, the establishment of resources platforms in the college (core laboratory, animal center, optical platform, animal fMRI, AR/VR classrooms, innovative operating rooms, consumable material center, GTP laboratory, P2/P3 laboratories, and precision instruments center) will be completed to develop research in featured fields.
5. From 2024 to 2027, the college will form a representative group to visit renowned colleges of medicine listed in the QS ranking for discussion, research, and teaching and learning interactions.

(V) Risk assessment

1. To innovate many forward-looking research directions and results, cross-field research that integrates different fields (e.g., information, physics, and chemistry) is required. However, relevant units inside or outside the university tend to conduct research separately. Thus, integration across fields is lacking.
2. Domestic research environments have less abundant resources compared with neighboring countries. Asian, European, and American governments have invested considerable funds in actively recruiting global biomedical talents. Thus, many excellent research talents in Taiwan flow to other countries. Taiwan is relatively unattractive to international professionals.
3. Old buildings are currently undergoing gradual renovation and new buildings will be built. Although budgetary subsidies are offered to provide students and teaching and research personnel with favorable training environments, construction, scholarship, recruitment, and development resources are urgently insufficient.
4. In the face of population aging and declining birth rates, the number of excellent students and advanced researchers (including postdoctoral researchers) is decreasing gradually. Teaching and learning inheritance and advanced researchers are facing a crisis of personnel gap.

(VI) Anticipated Results

1. **Qualitative key performance indicators**
   (1) Through the newly constructed CYCH-NCKU Geriatric Medicine Research Center and national-level geriatric hospitals, aging-related excellent scientific research is developed to implement cross-field research and industry-academia collaboration and convert research outcomes into economic production capacities.
   (2) International links between universities and colleges are extended to enhance internationalization of higher education and strengthen talent cultivation and industrial linkages.
   (3) Medical personnel and biomedical researchers required for contemporary Taiwanese society are cultivated to provide basic and clinical collaborative platforms. Science, engineering, and electronic experts have been integrated to develop innovative medical materials and devices and lead the development of the medical industry.
2. **Quantitative key performance indicators**
   (1) The number of research projects under the National Science and Technology Council reaches 350 or more per year.
   (2) The number of collaborative projects (including governmental agencies, private units, and foundations) reaches 100 or more per year.
   (3) The number of SCI or SSCI research papers reaches 1,000 or more per year.
   (4) The number of Taiwanese or international patents reaches 15 or more per year.

College of Bioscience and Biotechnology

(I) Value

The college of Bioscience and Biotechnology (CBB) focuses on international interactive and sustainable demand of life sciences in the future on the basis of the four elements - foundation, interdisciplinary, innovation, and application to respond SDGs of "Zero Hunger", "Good Health and Well-being", "Quality Education", "Sustainable Cities and Communities", "Life Below Water" and "Life on Land". In order to develop students' global competency and to pave their way to the global community, CBB designs relevant action plans.

(II) Goal

To achieve the above-mentioned values and to accommodate the demand of nurture talents with international competitiveness in hard science and cutting-edge technology. CBB expects to develop into a world-leading and influential college. We have set up four major educational and academic subjects with their goals.

1. Deepening Basic Bioscience Research: Refinement of life science education and deepening the foundation of scientific research.
2. Initiating biology interdisciplinary cooperation: Initiate and implement biology

interdisciplinary collaboration between others colleges, universities and international institutes.

3. Enhancing the international integration of biological sciences: To achieve the goal of practical education and research integration by through the interdisciplinary scientific research collaboration and integrated international learning.
4. Translational application and Sustainability implement: Implement the global competency、sustainable principal and pave their way to the global community by translational biotechnology topic leading-in.

(III) Strategy and Action Plan

Strategy 1: Deepening Basic Bioscience Research

1-1. Introduction of EMI e-learning courses and create a high-quality environment for bilingual learning and communication.

1-2. Enhancing the recruitment and admission of researchers and students for basic and applied scientific research (including the consistent study of masters and doctorates, and international exchange incentives), and simultaneous implementation of curriculum informative and a flexible and issue-oriented model.

1-3. On the basis of constructing the solid basic knowledge of biology, deepening the college-level curriculum and reduce the teaching burden of faculties.

Strategy 2: Developing interdisciplinary cooperation with biology

2-1. Initiating biology interdisciplinary year (3 years period): Promoting the modular courses of each academic systems and implement a basis curriculum plan for developing translational ability.

2-2. Promote 'Supported project': Incentives and inspiring lead into the research and matching platform of interdisciplinary areas for teachers.

2-3. Develop the world-wide classroom: Enhancing online interaction and communication between CBB and international institutes form biology interdisciplinary teaching system and research collaboration, and create an environment for international scientific research cooperation to be uninterrupted.

Strategy 3: Enhancing the interdisciplinary and international integration of biological sciences

3-1. Cross-institutional issue-oriented microprograms of promotion project: Supporting faculties and students who needs for BIO-X and X-BIO total Courses.

3-2. To consists of the sustainable teams that achieve the SDGs goals and create value: To accomplish the SDGs goals (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (11) Sustainable Cities and Communities, (14) Life Below Water and (15) Life on Land for assisting localized industry development.

3-3. Promoting the translational interdisciplinary project: Enhance the research

cooperation between CBB education and research institutes (such as Academia Sinica, the Specialty Research Center) inside and outside the school, and consists of the teams and matching platforms to solve SDGs issues.

Strategy 4: Implementing Translational application and Sustainability goals

4-1. Be dedicated to allocating resources equally to the special teams which are focus on translational and sustainable issues.

4-2. Be dedicated to allocating resources on biotechnology platforms of integrating disease patterns or basic economic species and applied technology.

4-3. Integrating the resources of the biotechnology center, develop and lead-in the expert from industrial community to cooperation for innovation and sustainable bioscience education.

(IV) Annual work focus

1. Supporting the online courses with EMI leading-in:
   (1) The quantity of common EMI Curriculum.
   (2) The quantity of EMI interactive courses by CBB faculties.
   (3) increasing EMI teacher's assistant for practical experiment.
   (4) The quantity of EMI teacher certifications.
2. Plan setting the award provision for internal and external (Including international) interdisciplinary teams and special Specialty Research Center:
   (1) The quantity of special topic-oriented research teams.
   (2) Encouragement assistant professor and associate professor to engage topic-oriented teams.
   (3) The quantity of getting research projects by special topic-oriented research teams.
   (4) The quantity of department held on international symposium and participations.
3. To set dedicated personnel for enrolling students and plans for inspiring:
   (1) It consists of the hub for enrolling global students and setting provision to inspire.
   (2) The quantity of dual degrees.
   (3) The quantity of well-known and high quality online courses and the proportion of courses included in formal credits.
   (4) Plans for encourage consistent studying systems.
4. To organize college-level inter-activities day regularly: Increase the opportunities for teacher-student interaction, communication, expression and abilities in presentation.

(V) Risk assessment

1. Insufficient incentives and motivation to attract and retain international talent, because lack of school supporting, management and scholarship. Thus, cause the students shortage problem.
2. The barrier between departments are not easy to break and teachers have less experience on interdisciplinary cooperation. Consequently, increasing the full-time international faculties to support.
3. The junior teachers have lower centripetal and senior teachers work independently,

and they also lack of communication pathway between college and department, so the teachers are not easy to know the policy of school-level and the development subject.

4. The junior teachers have lower centripetal and senior teachers work independently, and they also lack of communication pathway between college and department, so the teachers are not easy to know the policy of school-level and the development subject.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Interdisciplinary education: Feedback and obtainment from student's learning BIO-X or X-BIO courses.

(2) Enhancing the international teaching and research collaboration: At least 80% of students studying EMI courses have an average response of at least 4.2 every year, and student engagement faculty transnational collaboration team achievement.

(3) Faculties future development: Increasing Index of faculties FWCI and capacity.

(4) Student global competency:

A. After students participate in the EMI course, the difference between the English teaching assistant and the English proficiency test.

B. Student publication is within related SDGs goals.

2. Quantitative key performance indicators

(1) Interdisciplinary education: the CBB curriculum will plan to combine well-known and high-quality online courses into at least 6 courses into formal credits.

(2) Plans for encouraging consistent studying systems and incentives:

A. Percentage of interdisciplinary and enterprise teachers-participated courses is over 25% of graduate courses and 10% of undergraduate courses.

B. Percentage of SDGs-involved courses is over 30% of graduate courses and over 10% of undergraduate courses.

C. 7 NCKU undergraduate and 2 NCKU graduate students continue studying in master and Ph.D. programs, respectively.

(3) Enhancing the international teaching and research collaboration:

A. More than 10 college-recognized EMI courses every year.

B. 60% of faculty have the certificate for EMI teaching

C. More than 20% of international students join NCKU

D. Sign contract of dual degrees or MOU with 2 Top 300 universities in the World University Ranking.

(4) Enhancing career development of faculties:

A. Over 3 special topic-oriented teams and invite assistant and associate professors to engage.

B. At least 1 specific topic-oriented team gets NSTC PPG research grant.

(5) CBB Student's global competency:

A. At least 8 teaching assistants will be trained for EMI courses.

B. Host 2 college-level international symposium (Over 100 people from 5

countries, at least).

C. 10% increase for students participate sustainable and/or practice courses in CBB.

V. Innovative of Intelligent Manufacturing

Miin Wu School of Computing

(I) Value

Miin Wu School of Computing was established in 2019 by a donation from MACRONIX Co., Ltd., taking the Soft Academy's operation system as its core value. It provides the open fields required by interdisciplinary researchers and implements the critical talent gathering and development concept. Projects that support groundbreaking research and solve societal challenges through computational methods are expected to be a deepening of intelligent computing. And the implementation of cross-domain application benchmarks.

(II) Goal

Based on the three educational performance goals of NCKU are "problem-solving-centered interdisciplinary teaching," "excellent research to lead sustainable development," and "university social responsibility to promote urban development and human well-being." In addition, the SoC aims to "build a world-class forward-looking research institution" and "train top AI leaders." The relationship between each aspect and the five-year development plan is: In 2024, we will add the "International cooperation" action plans to improve our research level. Then, we will carry out the "Industry-university linkage" action plans based on the accumulated research result in 2025. Then continuing all four tasks in 2026 resulted in "International cooperation" and "Industry-university linkage" in 2027.

(III) Strategy and Action Plan

Strategy 1: Higher education sprout.

1-1. Open the “Intelligent Computing Credit Program” and “Computational Biomedicine Credit Program” for undergraduate students.。

1-2. Open programs “MS Degree in AI Robotics” and “MS Degree in Intelligent Computing” for master’s degree students.

1-3. Open “Intelligent Computing Industrial Doctorate Program” for Ph.D. degree students.

Strategy 2: International cooperation.

2-1. Collaborate with international academics and research through cross-border projects.

2-2. Provide cross-border joint courses with internationally renowned academic institutions.

2-3. Invite famous scholars in artificial intelligence to cooperate and link top international talents.

Strategy 3: Innovative research.

3-1. Combined with the advantages of Macronix 3D NAND Flash technology, the "Future Computing Center" was established.

3-2. Combined with the service needs of NCKU's first geriatric hospital in the country, the "Center for Computational Biomedicine" was established.

Strategy 4: Industry-university linkage.

4-1. Improving the Welfare of the People.

4-2. Designing an Inclusive, Sustainable Planet.

4-3. Innovating to Expedite Growth to Prosperity.

4-4. Respecting Diversity for the Promotion of Peace.

4-5. Interdisciplinary Development in Partnership.

(IV) Annual work focus

1. Increase the proportion of undergraduate students who apply for "Intelligent Computing Credit Program" or "Computational Biomedicine Credit Program" from other colleges.
2. Increase the proportion of students who received the "Intelligent Computing Credit Program" or "Computational Biomedicine Credit Program" to extend their research consistency.
3. The students of the "Intelligent Computing Industrial Doctorate Program" should participate in the Miin Wu School of Computing research project to combine their research goals.
4. Launch the Near Memory Computing for Big Data research and the neuromorphic and quantum computing reading club in "Future Computing Research Center."
5. Focusing on establishing the "Biomedical Artificial Intelligence Computing Research Center." Focus on (1) detecting and analyzing ultra-high-resolution (medical) images and (2) service needs of the NCKU geriatric hospital.

(V) Risk assessment

1. The risk assessment in “Strategy 1: Higher education sprout” include: Both training durations for domain professionals and computing experts are long. The way to deal with this risk is to add a common learning item to the curriculum to accelerate the growth of weak links through three stages sorting, sharing, and feedback.
2. The risk assessment in “Strategy 2: International cooperation” include: Establishing transnational standard courses involves the differences between domestic and international courses in terms of time, system, and cost. In response to this risk, the countermeasure is to seek alternative solutions, such as online courses, soft credit certification, and other measures to compensate for the administrative differences between the two sides and promote course implementation.

3. The risk assessment in “Strategy 3: Innovative research” include: In addition to conducting innovative research, failure to establish a suitable platform may affect the action plan and the inability to achieve the goal. The way to deal with this risk is to build the platform modularly and establish the modules yearly.
4. The risk assessment in “Strategy 4: Industry-university linkage” include: In addition to inheriting the sustainable development strategy principles proposed by the school's SDGs integration strategy, if there is no clear operation strategy for the industry-university linkage operation, it may affect the implementation of the action plan and fail to achieve the goal. In response to this risk, the response measures should take the school-running policy formulated by the college as the initial goal and be revised yearly.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) The qualitative key performance indicators “Strategy 1: Higher education sprout” include: Students can simultaneously learn artificial intelligence knowledge and other professional courses through a flexible combination of EE, CSIE, statistics, and other departments. The college also regularly holds interdisciplinary teaching seminars, bringing together professional teachers in computer science and other fields to discuss the gaps in implementation and policies.

(2) The qualitative key performance indicators “Strategy 2: International cooperation” include: For teachers, we will cooperate internationally with top talents from the Ministry of Education's "Yushan Fellow Program" and the National Science and Technology Council's "2030 Cross-Generation Young Scholars Program". For students, the National Science and Technology Council's "Graduate Students Study Abroad Program" for Ph.D. students and the "New Partnership Program for the Connection to the Top Labs in the World" for research teams to cooperate with international teams.

(3) The qualitative key performance indicators “Strategy 3: Innovative research” include: For teachers, we will cooperate internationally with top talents from the Ministry of Education's "Yushan Fellow Program" and the National Science and Technology Council's "2030 Cross-Generation Young Scholars Program". For students, the National Science and Technology Council's "Graduate Students Study Abroad Program" for Ph.D. students and the "New Partnership Program for the Connection to the Top Labs in the World" for research teams to cooperate with international teams.

(4) The qualitative key performance indicators "Strategy 4: Industry-university linkage" include "Improving the Welfare of the People," "Designing an Inclusive, Sustainable Planet," "Innovating to Expedite Growth to Prosperity," "Respecting Diversity for the Promotion of Peace," and "Interdisciplinary Development in Partnership."

2. Quantitative key performance indicators

(1) Higher education sprout

A. The registration rate is greater than or equal to 70%.

B. The coherence rate is greater than or equal to 10%.

Note: The coherence rate include: (1) Students who have obtained the Miin Wu School of Computing undergraduate credit program certification admitted to the master's program, or (2) Students who have obtained the Miin Wu School of Computing master's degree admitted to the Ph.D.'s program.

(2) International collaboration

A. The number of collaborating international researchers is greater than or equal to 2.

B. The number of cross-border joint courses is greater than or equal to 2.

C. The number of cross-border research project is greater than or equal to 6.

(3) Innovative research

A. The number of advanced research results is greater than or equal to 3.

B. The number of patent application is greater than or equal to 3.

C. The number of research platforms is greater than or equal to 2.

(4) Industry-university linkage

A. The number of Industry-university linkage is greater than or equal to 7.

B. The number of technology transfer is greater than or equal to 3.

Academy of Innovative Semiconductor and Sustainable Manufacturing

(I) Value

The Academy of Innovative Semiconductor and Sustainable Manufacturing (hereinafter referred to as the Academy) of the National Cheng Kung University (hereinafter referred to as the University) focuses on the cultivation of high-level R&D talents and forward-looking research (combined with high-level research topics in the industry). We not only offer them professional knowledge required by the industry but train them to think independently with problem-solving skills. The Ministry of Education has established the National Key Fields Industry-University Cooperation and Skilled Personnel Training Act (hereinafter referred to as the Act). The Academy took the first place and unveiled its plaque in 2021, striving to build the most advanced semiconductor exchange platform in the Great South. We cooperate with Tainan City Government, Kaohsiung City Government, Administration of Tainan Science Park, industry alliance and partner universities, which forms a golden triangle of the industry, government and academia. We are expected to build the world's most valuable semiconductor settlement and open a new era in the cultivation of talents for the Southern Semiconductor Corridor.

(II) Goal

1. To set up a friendly administrative system and office space.
2. To establish a diversified teaching field and discussion space.
3. To recruit teachers in related semiconductor fields and improve multi-disciplinary teaching and research.
4. To build up research space and relative experimental equipment.
5. To recruit top scholars and experts from the industry for teaching and research guidance.
6. To provide digital interactive courses with cyber physical integration.
7. To recruit international students and exchange students from overseas universities.
8. To launch SDGs and ESG core courses and promote sustainable development.
9. To promote joint dual-degree program with overseas universities.
10. To expand industry alliance and partner universities, and establish a resource sharing platform.

(III) Strategy and Action Plan

Strategy 1: New system and field planning

1-1. In order to promote the goals of industry-academia cooperation and talent cultivation, the Academy may appoint scholars in the University or experts from the industry to serve as the Dean, and enterprises can participate in interviews and qualification assessments. It provides not only a more convenient channel and mechanism for the employment of domestic and foreign teachers and research scholars, but more friendly administrative procedures for teachers and students of the Academy.

1-2. At present, the administrative office of the Academy and meeting rooms are located at Qi-Duan Building on Tzu-Chiang campus. In addition, large multi-functional classrooms, discussion rooms and interactive space are planned to be built in the Science Building. Other teaching classrooms will be shared with related institutes to increase the opportunities for students to exchange with each other.

1-3. In order to increase the research capacity and conduct forward-looking academic research, the Academy is actively planning and constructing a research center in the Delta Electronics Building in Tainan Science Park, which is also beneficial to gain a deeper connection with the semiconductor supply chain.

1-4. In response to COVID-19 and the concept of the global village, the Academy will record digital courses in advance and distribute them to teachers and students who cannot take classes in person. The digital courses will also allow those

entering the semiconductor field to take prerequisite classes.

Strategy 2: Core curriculum and integration of teaching resources

2-1. The academy works with top industrial allies to jointly cultivate high-level professional personnel in the field of semiconductors and sustainable manufacturing. Furthermore, the most salient feature of the Academy is the inclusion of artificial intelligence and big data computing. We expect that our humble efforts can further consolidate Taiwan's leading position in global technology industry.

2-2. The Academy cooperates with the School of Electrical Engineering, the School of Science, and the School of Engineering, providing cross-disciplinary (design, manufacturing, packaging, materials, and smart manufacturing) training courses regarding artificial intelligence (AI), big data analysis, Internet of Things (IoT), Intelligent Manufacturing, circular economy, green technology and carbon neutral. We expect our students to be an all-round leader with a profound foundation.

Strategy 3: Deepened international linkage

3-1. The academy will carry out enrollment projects of Central and Eastern Europe, and promote joint dual-degree programs with India universities in the field of semiconductors. In addition, regulations regarding scholarships, tuition subsidies and living allowances will be drawn up to realize common talent cultivation.

3-2. The academy initiates all-English intensive courses in the field of semiconductors opened by NCKU International School, and both physical and online courses are available. The courses are lectured by professors of the Academy and experts from the industry are invited to provide experience sharing. Besides, visits to science parks and introduction to experimental equipment are also included.

3-3. The academy plans to sign letters of intent for cooperation with semiconductor related departments of international universities, discussing matters of holding student competitions and academic conferences, and exchange visits between professors and researchers. On this basis, the Academy conducts student exchanges, joint dual-degree programs and industry-academia cooperation in the field of semiconductors.

3-4. The Academy will draw up regulations regarding scholarships for studying abroad and subsidies for international seminars. In this way, teachers and students of the Academy can broaden their horizons, which will further promote international scientific research cooperation and enhance our international

academic status.

Strategy 4: Cross-domain cooperation and innovative breakthroughs

4-1. In order to expand teaching and research resources, the Academy not only budgets funds for building co-constructed laboratories in the Universities year by year, but also establishes partnership with national level research laboratory.

4-2. The Academy plans to recruit at least 15 world-class scholars and experts (full-time) to conduct research topics related to innovative industries.

4-3. The Academy has a close connection with the industry to jointly cultivate talents. The Academy provides course modules according to needs of the industry, and the companies arrange experts from relative field to provide physical lectures or distance learning, so that students can learn the latest technologies of the industry just in time. The Academy allows (foreign) experts from the industry to co-instruct master theses and doctoral dissertations, which enhances the market value of research topics and strengthen students' practical experience at the same time.

(IV) Annual work focus

1. To carry out industry-academia cooperation projects: The Academy will help enterprises develop forward-looking technologies and solve relative technical bottlenecks with the research capacity of the Academy.
2. To recruit world-class scholars and experts to conduct research topics related to innovative industries.
3. To open up (foreign) co-instruction of master theses and doctoral dissertations with experts from the industry: This not only enhances the market value of research topics but strengthens students' practical experience at the same time.
4. To develop forward-looking technologies with enterprises through industry-academia cooperation.
5. To ask the enterprises to arrange experts from the industry to give physical or online lectures, so that students can grasp the development trend of the industry just in time.
6. To assist the enterprises in organizing briefing sessions, project planning and on-site visits, so that students can understand their corporate culture and job requirements.
7. To ask the enterprises to arrange short-term internships, so that students can get in touch with the operation mode of the company and accumulate practical experience at the same time.
8. To ask the enterprises to provide opportunities for students to have an interview with their department heads, so that students can understand the professional knowledge and characteristics required by the company.

9. To establish the link between international students and local students through the bilingual general education course of the EMI program, so that "Internationalization of Taiwanese Students, Localization of Foreign Students" can be achieved.
10. To make adjustments in the schedule of the EMI program year by year according to the curriculum plan.

(V) Risk assessment

1. Continuous funding support is required to carry out instructional innovation and enhance research capacity.
2. When there is close cooperation or interaction with the industry or the public sector, a more comprehensive network (teacher community) is required to effectively improve the quality of teaching and research.
3. As the line width of semiconductor manufacturing process is gradually approaching the physical limit, the development of new generation of semiconductor technologies faces great challenges, and "talent" is the most critical factor at this stage. The salary of professors in Taiwan is too different from the international market. This makes it difficult for domestic universities to recruit prominent teachers, which indirectly aggravates the brain drain.
4. The Academy has already received financial supports from 15 companies for industry-academia cooperation. We will continue to seek cooperation from relevant enterprises to maintain funding sustainability.
5. As global competition intensifies, how to recruit talents and ease up brain drain have become important issues.
6. The COVID-19 epidemic has severely impacted international mobility, which will affect the enrollment of international degree students and the willingness of foreign students to study in Taiwan. International exchange activities may also be cancelled or postponed, which is not conducive to the progress of internationalization.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Instructional innovation

A. The Academy provides various scholarships, grants for research projects, and allowances for industry-academia cooperation, etc., so that students will have complete financial support.

B. The introduction of enterprises and integration of academic resources help to students understand their own characteristics and abilities, which will further enhance in their competitiveness in job market.

C. With courses and research guidance offering by experts from the industry, more high-level technical talents corresponding to specific fields will be cultivated.

D. Software, hardware and experimental equipment will be set up and accept applications from academic research and cooperation projects.

(2) Featured Research

A. After deepening the research results, they will be applied to specific fields to enhance our academic status and the competitiveness of industries we work with.

B. The Academy will actively publish high-quality academic papers and encourage international co-authorship to promote cross-border academic exchanges and international cooperation.

C. The Academy will actively recruit outstanding young scholars at home and abroad and senior R&D executives in the industry to improve our academic productivity and research capacity.

(3) Linkage with the industry

A. The Academy will work with enterprises to cultivate high-level talents and shorten the gap between learning and applying.

B. The Academy will cultivate more outstanding master and doctoral students and published their research outcome in academic journals. The Academy will also cooperate with our industry allies to train high-level R&D talents.

C. The Academy will comply with the Act and develop an operation model with innovative strategies which can boost the effectiveness of industry-academia cooperation and talent cultivation

D. To maximize the effectiveness of industry-academia cooperation projects, the Academy will provide students with sufficient research resources to conduct research topics related to our industry allies.

E. The Academy will assist enterprises in organizing briefing sessions, project planning and on-site visits, so that students can understand their corporate culture and job requirements.

(4) Development of international cooperation

A. The Academy encourages teachers and students to participate in international academic activities, competitions and joint research projects, which can deepen public participation and broaden their horizons.

B. The Academy will cooperate with scholars from top foreign universities to develop research directions in potential fields. The Academy will also carry out international industry-academia cooperation projects to attract domestic

and foreign talents and capital investment, which favors industrial upgrading.

(5) Forward-looking operation model

A. The Academy will strengthen the internal control system regarding its financial affairs and establish a service model that promotes benefits and prevents harms.

B. Aside from the Act, The Academy will follow relevant regulations and conduct rigorous reviews to keep project implementing units from violation of laws (contract).

C. The Academy will draw up regulations governing the management or employment of personnel.

D. The Academy will conduct the performance evaluation within the time limit. Reward or punishment with respect to cases concerned will be given in time.

E. The Academy will formulate various regulations and publicize them. Standard operating procedures will also be established.

2. Quantitative key performance indicators

(1) Instructional innovation

A. The Academy will cultivate 80 master students and 20 doctoral students each year.

B. It is expected that at least 50% of them will choose our industry allies for employment.

C. The Academy will work with more than 15 enterprises to carry out R&D collaboration and talent cultivation by means of joint investment.

(2) Featured Research

A. The Academy will recruit at least 3 world-class scholars and experts to conduct research topics related to innovative industries.

B. Each teacher of the Academy will publish at least 1~2 high-quality academic papers every year.

C. The proportion of international co-authored papers of the Academy will increase year after year, which demonstrates the effectiveness of the deepened international cooperation.

D. The Academy will recruit more than 100 outstanding students and offer them various scholarships.

(3) Linkage with the industry

(1) The Academy will establish 1 to 2 joint research centers with our industry allies within 5 years to carry out industry-academia research projects, publish high-quality academic papers, and transfer R&D results into technology.

(2) The Academy will carry out more than 50 industry-academia cooperation projects with our industry allies every year.

Section 3: Promotion of Interdisciplinary Learning

I. Center for General Education

(I) Value

Our visions are to cultivate students to have broad vision and to educate students comprehensively. We aim to nurture every student with the humanistic qualities necessary for life. Through learning interdisciplinary basic knowledge, students develop the abilities to adapt to new topics and to learn new knowledge. Furthermore, students are able to promote happiness of the society as modern sound mind citizen. General education credits consist of 4 sections (total 28 credits): Language Courses (8 credits), Exploring Tainan (1 credit), Area Courses (4-18 credits) + Comprehensive Courses (1-15 credits) = 19 credits.

(II) Goal

In accordance with our school mission, basic literacy and core competence, we strive to develop high quality education while concerning social issues and to provide resources for gender education. Within general education content, we not only pay attention to academic and theoretical basis, but also conduct practical course, in order to achieve common development between the community and the university. In addition, open courses are provided to community members as a lifelong learning opportunity.

(III) Strategy and Action Plan

Strategy 1: Innovative teaching method for comprehensive course

1-1. To promote innovation in design and implementation of comprehensive general education courses, the Center for General Education seeks to cooperate with colleges and departments within NCKU and also with scholars, experts and social leaders outside of NCKU.

1-2. We plan to integrate the “Lecture Tour on General Education: Environmental Conservation” course with the university social responsibility (USR) programs in “Agriculture and Animal Husbandry: Seeking the Common Good” & “Agriculture and Green Energy Symbiosis”.

1-3. We will collaborate with the National Museum of Taiwan History on the "General Education Lecture Series: Citizenship and Civility" course. The plan is to have 3 weeks of museum-related content, which will include invited speeches by social leaders and experts.

1-4. The purpose of "General Education Forum-Navigating College" course is to guide freshmen students to explore the "meaning of college," and able to think independently about interpersonal, social, cultural, technological and other issues aside from professional courses. According to the previous years' experience, we plan on continuing to focus on the connection between the university's functions and the locality of Tainan, inviting experts and scholars as guest speakers and conduct interviews with school units, teachers and students to understand the environment and traditions of NCKU.

1-5. We will design online general education courses and Center for General Education-approved lectures to respond to and to address the ongoing COVID-19 pandemic.

Strategy 2: Promoting collaboration between colleges, departments and programs

2-1. Encouraging collaboration between colleges, departments and programs to offer interdisciplinary courses.

2-2. We will host general education workshop and invite winners of Teaching Distinguished Award for General Education Teachers as guest speakers, in order to stimulate communication between teachers from different colleges and departments.

Strategy 3: Capstone Courses

3-1. Incorporating cross area practical courses from different departments to elevate students' relevant experience and problem-solving skills.

3-2. We will offer a series of courses of Design Thinking & Co-creation to guide students to enhance their capabilities of interdisciplinary and design thinking. Students will be developing their creativity designing the solution for practical issues in the real world, providing the operational plan to implement. Design-thinking method is used to lead students to appreciate the power of design practical implementation. This series of courses include "Design Thinking I-Discovering and Understanding", "Design Thinking II- Developing Ideas" and "Design Thinking III- Implementing and Delivering."

3-3. We will incorporate courses that correspond with the principle of Capstone offered by colleges and departments, courses such as "System Thinking and Innovation in Health System", "Entrepreneurship Practice and Creative Thinking",

"Archaeology and Design", "Business Model Analysis and Design" and "Kaiyuan Community Tectoni Workshop."。

(IV) Annual work focus

1. Innovative teaching method for comprehensive Course: Comprehensive courses invite experts with rich practical experience to be guest speakers every semester. This year "Lecture Tour on General Education- Environmental Conservation" course cooperate with "Agriculture and Animal Husbandry Seeking for Common Good" & "Agriculture and Green Energy Symbiosis" USR program that focused on climate adaptation and environmental design from three aspects of industry, government and academic. We also plan to work with other USR programs within NCKU campus in the future. In collaboration with USR programs, general education courses become an important bridge between the University studies and social practices. In addition, the Center for General Education cooperates with the University's pandemic prevention plan to conduct online lectures.
2. Cross-domain cooperation in general education course: The Center continues to collaborate with the Center for Teaching and Learning Development by hosting general education workshop and inviting winners of Teaching Distinguished Award as guest speakers. These workshops can stimulate communication among teachers from different colleges and departments and encourage teachers to offer inter-college, department and program courses
3. Capstone Courses: Incorporating cross area practical courses from various departments into comprehensive courses.

(V) Risk assessment

1. Action plans related to courses are affected by teachers' willingness to offer general education courses. Through speeches given by winners of Distinguished Teaching Award during general education workshop, teachers from different colleges and departments are more likely to increase their willingness to offer general education courses.
2. Due to the pandemic, class size was reduced in general and many Center for General Education approved lectures were being canceled. Center for General Education assists teachers with online teaching and conducts online lectures to help students continue to study while they are away from campus.
3. USR projects within NCKU have heavy workload and consist of diverse members. Careful evaluations and discussions are required to find common ground between general educations and the various USR projects. Fortunately, Center for General

Education had been working with one of the projects“Agriculture and Animal Husbandry Seeking for Common Good” & “Agriculture and Green Energy Symbiosis” which can be an important reference for cooperation with other projects.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Innovative teaching method for comprehensive course: Strengthening the sense of social responsibility of teachers and students. We design questionnaires to collect students’ opinion on whether the course(s) they took help them to understand and increase their sense of social responsibility. We invite comprehensive lecture course teachers to encourage their students to answer these questions in the student feedback questionnaires system or the questionnaire design by Center for General Education. We can also invite students to attend interviews in order to allow students to give more thoughts and opinions.

(2) Cross-domain collaboration within general education course: Cultivating students’ ability to solve urban and human problems. We design questionnaires to collect students’ opinion on whether the course(s) they took help them to understand and increase their ability to solve urban and human problems. We invite interdisciplinary course teachers to encourage their students to answer questions in the student feedback questionnaires system or the questionnaire designed by Center for General Education. We can also invite students to attend an interview in order to allow students to give more thoughts and opinions.

2. Quantitative key performance indicators

(1) Center for General Education approved lectures: A series of lectures on engineering science were delivered by invited experts and scholars in various engineering field. Speech titles include “Electric Vehicles/Self-driving Vehicles - Development Trend Technology and Taiwan Opportunities”, “Production and Application of High Intensity Lasers”, "Green Trend of Semiconductor Industry" and "Taiwan Maritime Engineering - Development and Bottleneck of Offshore Wind Power." As of June 30th , 2022, a total of 152 Center for General Education approved lectures were attended by 5,825 participants. Our goal is to reach 10,000 participants per year.

(2) Comprehensive courses: Courses include “Leadership Forum”, “General Education Forum-Navigating College”, “Lecture Tour on General Education-Environmental Conservation”, “General Education Lecture Series-Citizenship and Civility”, “Learning by Practice” (self-study course which has no enrollment limit) and “Capstone Courses.” These courses allow students to discover problems in daily life and further develop solutions. At the same time, students

are able to flexibly combine theory and practice. In the 110-2 semester, there were 28 comprehensive courses which provided a total of 2,395 student quota. We expect to reach 3,500 student quota per year by 2024.

II. Knowledge Collection and Utilization

(I) Value

Established in 1931, with a role as the main and vital collector and provider of knowledge resources for National Cheng Kung University (NCKU) and Southern Taiwan, National Cheng Kung University Library (NCKU Library) provides high-quality resources for teaching, research and education while actively engaging in collaborations with other international libraries. The NCKU Library is committed to connecting all on-and-off-campus units as well as domestic and foreign units, promoting exchange and dissemination of knowledge resources and knowledge innovation. It offers users a diverse and interdisciplinary learning environment, embracing social responsibility by providing knowledge fundamental to cooperating and interacting with local communities. Consequently, it fulfills the social responsibility of a university library while implementing the United Nation's Sustainable Development Goals and concurrently integrating all diversified resources into a center of comprehensive knowledge convergence, knowledge creation and knowledge sharing.。

(II) Goal

1. Create a center of comprehensive knowledge convergence and provide a high-quality system that supports teaching and research.
2. Introduce international academic capacity into NCKU.
3. Cultivate technological humanism and citizen literacy.
4. Foster interdisciplinary learning and knowledge innovation.
5. Fulfill university social responsibility and practice localized connectivity.

(III) Strategy and Action Plan

Strategy 1: Integrate collections and foster their use to become a center of vital resources for teaching and research.

1-1. Extensively acquire physical and digital resources to support teaching and research.

A. Optimize research resources by collection evaluations and citation analyses.

B. Develop more digital resources by joining library consortia.

C. Plan and provide academic collections based on big data analyses.

1-2. Cultivate library resource utilization ability and information literacy to strengthen academic digital information fluency.

A. Open diverse and customized courses on library resource utilization and information literacy.
B. Hold workshops to build academic ethical thinking and increase innovative thinking.
C. Shape systematic review ability to improve scrutinizing, evaluating and integrating academic developments.
D. Promote self-study courses in library and information sciences to foster unlimited capacity-building.

Strategy 2: Support open access to facilitate scholarly communication and increase visibility of academic performance.

2-1. Promote Open Access (OA) to enhance impacts in teaching, research, and academia. Offer subsidies for publishing journal articles to reduce the burden of faculty's research budgets.
2-2. Get APC discounts from publishers and improve international academic impacts of NCKU.
2-3. Empower academic research impact analysis service to enrich research capacity.

Strategy 3: Create a local learning environment for internationalization research.

3-1. Offer a learning environment and service integrating virtual and physical modes to support internationalization.
A. Accumulate international academic research resources and language learning resources to embrace the world domestically.
B. Promote library English consultations and guided tour services to build a boundless communication platform.
3-2. Cultivate students' ability to reorganize and utilize international academic resources to benefit their international library and information science literacy.
A. Open bilingual search courses for systematic reviews.
B. Open bilingual courses for library resource utilization and information literacy.

Strategy 4: Boost collaborations between the NCKU Library and international libraries to introduce global resources into NCKU.

4-1. Expand international interlibrary cooperation and communication to improve accessibility and timeliness of acquiring resources.
4-2. Join the RapidILL program and provide express document delivery services.
4-3. Engage in DOCLINE, the United States National Library of Medicine's interlibrary loan (ILL) request routing system.

Strategy 5: Strengthen integration of academia, technology, literature and art to build a new understanding of literature.

5-1. Develop diversified activities or exhibitions to enhance integration of academic, literary, and artistic literacy.

5-2. Promote library-themed book displays, film festivals and special exhibitions of faculty publications.

5-3. Organize lectures and workshops to deepen humanistic and citizen literacy.

Strategy 6: Establish a boundless exhibition area to raise NCKU's humanistic literacy impact in the international arena.

6-1. Utilize online resources and platforms without restrictions of space and time.

6-2. Develop online virtual interactive exhibitions, lectures and courses.

Strategy 7: Optimize interdisciplinary and diverse learning environments to encourage interdisciplinary exchanges and create innovative learning environments.

7-1. Upgrade software and hardware to provide faculty and students a platform with abundant resources and interdisciplinary co-learning opportunities.

A. Introduce the ALMA Cloud-Based Library Services Platform to provide a modern integrated information system of books and materials and pursue long-term goals of cooperation and resource sharing.

B. Equipment for collaboration and interaction to improve the online co-learning environment for teaching and research.

7-2. Manage space allocation for library collections and reading areas to enhance patrons' service experience.

A. Organize library collections for effective utilization of physical library space.

B. Enhance patron-oriented counter service by using technological tools.

Strategy 8: Practice social responsibility of a university library and bolster local social care.

8-1. Provide exchange and learning courses that integrate social services and support for the disadvantaged.

8-2. Open a general education and service-learning course "NCKU [Books] One City-Mobile Library" to promote reading in remote areas.

8-3. Open "Reader: Recording audiobooks for the visually impaired," an innovative social feedback initiative that combines reading and service.

8-4. Hold second-hand book sales to remobilize book resources.

(IV) Annual work focus

1. Expand existing library collections and create novel collections:
   (1) Acquire electronic journals based on evidence from analyses of journal collections, faculty citations, and budget.
   (2) Join international or nationwide consortia such as CONCERT (CONsortium on Core Electronic Resources in Taiwan), TAEBDC (Taiwan Academic E-Book & Database Consortium) and DDC (Digital Dissertation Consortium) to develop abundant electronic resources.
2. Customize physical or online bilingual courses on library collection utilization and library service, with help from library resources and professionals, to better suit patrons' needs.
3. Get OA journal article publishing subsidy and APC discounts from publishers to encourage NCKU researchers' publication of research results via OA, thereby improving international visibility and academic impacts of NCKU.
4. Personalized service for faculty and researchers to better understand research performance indicators with help from citation analyses and impact evaluation databases.
5. Join international interlibrary loan organizations and provide cost-effective express document delivery services to our patrons and those of cooperative libraries, thereby improving NCKU's academic resource influence.
6. Organize a series of classic and academic-themed book displays and promote academic resources through physical or virtual modes to cultivate engaged reading as well as humanistic and citizen literacy.
7. Upgrade the system, service and resources for effective utilization of space and human resources to enhance the reading environment and patron experience.
   (1) Launch the ALMA Cloud-Based Library Services Platform in August 2023.
   (2) Redefine group study rooms and set up interactive and collaborative technological tools for co-learning virtually and physically.
   (3) Rethink library collection space for effective utilization of library space.
   (4) Optimize counter service with information technology and effective human resources.
8. Integrate on-and-off campus units to fulfill university social responsibility and correspond to SDGs. Continue offering mobile libraries, "Reader" service-learning courses and second-hand book sales to strengthen connections among all sectors while addressing social needs.

(V) Risk assessment

1. During the ALMA Cloud-Based Library Services Platform implementation period, the old and new systems will be used in parallel. As the workflow of the cloud system is very different from traditional library automation, library staff will need to learn new approaches.
2. Due to increasing costs, the library will, under fixed materials budget from NCKU, review its financial resource allocation and adjust expenditures to optimize acquisition of materials.
3. With advances in information technology, the library should establish services that meet patrons' usage habits, new interactive venues and a reading environment based on a technological humanistic approach to meet faculty and students' expectations.

(VI) Anticipated Results

1. Qualitative Key Performance Indicators

(1)Service

A. Actively develop physical and electronic collections and improve the availability and accessibility of resources to elevate the research impact of NCKU.

B. Combine new technology and resources from all units to offer high-quality collections and promote better utilization and facilitation of knowledge resources.

C. Organize arts and humanities events to provide the diversified connotation needed by technological humanists and interdisciplinary talents.

D. Continue to engage in social services to help disadvantaged groups.

E. Create a new library service model by improving operational efficiency to enhance patrons' service experiences.

(2)Space

A. Reallocate library space and upgrade relevant equipment to offer learning commons.

B. Become a first choice for on-campus faculty and students to support their multiple learning needs with a premium and interdisciplinary environment.

C. Provide internet-based services beyond the limitations of physical space and opening hours, interweaving virtual and physical libraries.

(3)Interlibrary Cooperation

A. Participate interlibrary loan organizations and get connected to foreign and domestic units to raise NCKU's visibility.

B. Cooperate with administrative and academic units from on and off campus to facilitate exchanges and enhance positive impact.

2. Quantitative Key Performance Indicators

Items		2023	2024	2025	2026	2027
Books and Non-Book Collections (volumes)		3,470,000	3,500,000	3,530,000	3,560,000	3,590,000
E-Journals (kinds)		50,000	50,000	50,000	50,000	50,000
Databases (kinds)		450	450	450	450	450
Institutional Repository	Abstract	153,600	158,100	162,600	167,100	171,600
	Full context (including links)	116,000	120,500	125,000	129,500	134,000

III. Cultural Assets

(I) Value

The core function and mission of the NCKU Museum is to be a bridge between the NCKU and the society. The NCKU Museum takes on the challenges that contemporary societies are facing, inquests on our future with intellectual sensitivity, and share knowledge with the public to circulate universal value—all in coherence to the global definition of the museum. We adapt multimedia technologies to curate digital exhibitions and build learning platforms, to preserve past exhibitions through digital recordings, and to enhance the digital learning experience through virtual museums. We promote public accessibility of campus cultural heritages by constructing a public platform. With strong capacities in integration and transformation, we have fostered close liaisons with the international community of museum professionals as a part of developing an unique and practical method of managing a university museum. From our experience, we hope to further develop the NCKU Museum into paradigm as a university museum.

(II) Goal

1. To establish the foundation for valuable collections and preservation technologies

   (1) To move towards a university-type museum with characteristic cultural relics.

   (2) To consistently study various cultural assets on campus and actively report important cultural relics of great value.

(3) To attach importance to the science and technology of the preservation of cultural relics and maintain the safety of collections.

2. To improve the humanistic approach in higher education and enrich the quality for training cross-disciplinary talents

(1) To integrate the majors of each school and develop museology, cultural

(2) assets, and other related courses;

(3) To develop museum practical courses and cultivate cross-domain talents;

3. To opitmize the fruition of education and research through knowledge-sharing and application and by establishing public discourse

(1) To promote the cooperation of each institute to display the cooperative scheme, as well as to promote the near-term visible utility of cultural assets

(2) To establish representative discourse through exhibition and publication and develop a cultural marketing model;

4. To strengthen regional knowledge network and build cultural equity

(1) To expand and maintain a strong liaison with the members of the alliance;

(2) To generate mutual benefit of innovation and information within the alliance.

(III) Strategy and Action Plan

Strategy 1: Becoming a university museum with specialized collections

1-1. Continue to accept donations or transfers of artifacts that fits with our collection policy from various sources.

1-2. Maintain safe storage environments, including the stable operation of hardware, temperature and humidity controls, and security and fire protection equipment.

1-3. Attach importance to the science and technology of preserving cultural relics and maintain the safety of collections.

Strategy 2: Persist research efforts on campus heritages and take initiatives on important or valuable cultural artifacts

2-1. Enhance the research of the collections and their near-term visible utility.

2-2. Continue to study various cultural assets on campus and propose giving them legal cultural status.

Strategy 3: Increasing opportunities and enhance the quality of cross-disciplinary knowledge sharing among teachers and students

3-1. Develop cross-domain general education courses and related talent-cultivating workshops to increase the learning opportunities and scope of our students and broaden their horizons.

3-2. Combine each school's existing courses to develop the humanities field group and cultivate students to recognize and experience the characteristics of museum practice with different cultural connotations.

Strategy 4: Innovate non-standardized teaching programs and cooperation models

4-1. Continue to plan the existing series of teaching programs to form a cooperative model with teachers, students, and alumni.

4-2. Assist in promoting collaborative activities in interdisciplinary programs and museum technology development.

Strategy 5: Initiate humanities and historical discussions among teachers and students to build soft power

5-1. Build a database platform to accumulate digitized historical data images of the university archives.

5-2. Continue to develop video recordings of non-archival oral interviews to facilitate extended dialogue and communication.

Strategy 6: Establish public discourse through exhibition and publication, and develop a cultural-based marketing strategy

6-1. Continuously strive for relevant subsidies. In the face of the new technological development of electronic media, the library is moving towards digital display.

6-2. Publish special books related to cultural assets and develop the brand design of museum and community management to improve visibility.

Strategy 7: Promote cultural equity through museum networking

7-1. Continuously participate in inter-museum, academic, and cross-regional cooperation.

7-2. Invest in developing barrier-free hardware and software and pay attention to the issues of various ethnic groups.

Strategy 8: Expand diversified regional cooperation and discover new cooperation opportunities

8-1. Annual visits, exchanges, and alliances with universities and museums at home

and abroad to strengthen relations with domestic cities and other countries.

8-2. Participate in international organizations and publish papers to broaden academic horizons.

(IV) Annual work focus

1. Becoming a university museum with specialized collections
   (1) Accept donations or transfers from all walks of life and maintain the collection of special cultural relics, photos, books, and archives in accordance with the Museum's collection policy.
   (2) Manage and maintain the collections, regularly inspect and arrange the restoration of important collections, and maintain the stability and safety of the maintenance equipment in the warehouse.
   (3) Promote the near-term visible utility of collections, using Museum's Collection Management System provided by the Ministry of Culture System to manage the collections and accept applications from academic institutions at home and abroad for cultural relics loan or authorization.
2. Persist research efforts on campus heritages and take initiatives on important or valuable cultural artifacts.

   Study basic collections first. In addition to using the public edition system of cultural relics management to improve the visibility of cultural relics, we also actively promote staff and students to conduct research on collections from various departments and the museum, as well as encourage the research results to be published as survey reports or journal papers, in order to enhance the research level both inside and outside the university.
3. Increasing opportunities and enhance the quality of cross disciplinary knowledge sharing among teachers and students.
   (1) Open general courses such as "Introduction to Museology" and "Campus Cultural Assets" for college students and gradually lead students to understand the cultural assets of the museum and the university in order to cultivate their humanistic qualities by such learning.
   (2) Obtain subsidies from outside institutions to conduct relevant personnel training workshops to increase our students' learning opportunities and scope, as well as broaden their horizons.
   (3) Integrate existing courses of various colleges to develop such relevant courses as "Museology" and "Cultural Assets."
4. Innovate non-standardized teaching programs and cooperation models

(1) Share theoretical and practical experience through the National Alliance of University Museums on a regular and irregular basis and promote the development of cooperation with university museums in China.

(2) Enhance the positioning, specification, tonality, and value of such permanent exhibitions.

(3) Continue to plan the existing series of exhibitions to form a cooperation model.

5. Initiate humanities and historical discussions among teachers and students to build soft power

(1) Expand the electronic data search platform on university history. And continue to collect relevant historical materials related to the school's history.

(2) Translate the data of Japanese-governed school history for use in subsequent studies of school history.

(3) Promote the collection exhibitions of various individuals and institutes, staff and students, student associations, etc. and use the exhibitions as a window for continuous cooperation and connection between the university and university staff.

6. Establish public discourse through exhibition and publication, and develop a cultural-based marketing strategy

(1) Carry out the second phase of the renovation project to seek new exhibition spaces, expand the vision of the special and temporary exhibition, strengthen the use of digital technology, and maintain the connotation of urban connection.

(2) Publish a special book on campus cultural assets and regularly update the museum's relevant introduction and campus literature guide manual.

(3) Open a museum store, develop special products around the museum and sell books and publications published in the museum.

(4) Combine with enterprise promotion to market the museum and raise funds from relevant foundations for appropriate museum activities.

(5) Update the website, adding content and real-time information, and enhance the English version; use social network media platforms to promote the museum; use effective and well-run social media to promote the museum store and fund-raising programs.

(6) When raising funds, peripheral gifts of the museum will be given as a feedback system in order to enhance the visibility of the museum and the willingness of alumni and corporate individuals to donate.

7. Promote cultural equity through museum networking

(1) Continue to organize international seminars with the National Museum of Science and Technology.

(2) Promote the results of characteristic basic research, developing local and international theories and practical strategies for university museum management based on practical experience, and then promote them through seminars, workshops, and museum alliance networks.

(3) Organize science popularization activities related to museum culture in conjunction with the cross-disciplinary unit museums of our school and cooperate with the off-campus teaching of schools at all levels.

(4) Train guide volunteers to cultivate promotion-oriented talents within the museum.

8. Expand diversified regional cooperation and discover new cooperation opportunities

(1) Increase exchange visits to universities and related museums by inviting museum staff from sister universities and internationally renowned universities to visit us each year and sending our staff to visit them as well. Staff will be sent to join international museum-related seminars or annual conferences to promote communication, especially with the Southeast Asian University Museum Network.

(2) Promote alliances with foreign university museums by expanding alliances and contracts with foreign universities or relevant museums.

(3) Move the exhibition to internationally renowned university museums; plan appropriate themes, raise funds, integrate contents, and strive to move the exhibition to the university museums of various countries. We would expect to start with the schools that have already signed up.

(V) Risk assessment

1. The NCKU Museum has a valuable and specialized collection, however, the current storage facilities are yet to meet the professional standards, also, the funding to keep maintenance is relied on university budget. Meanwhile, the museum building itself is a historic heritage, and requires long-term funding for maintenance. It's still uncertain whether if the exhibition space can be implemented according to the plan or not.
2. The difficulty of obtaining comprehensive insight on the benefit of cross-disciplinary integration and communication during the execution of new strategies implemented to conduct researches on campus heritages, establish discourse for public knowledge, develop cultural marketing, linking academic alliances with other museums, and planning cross-domain curriculums. This lack of insight can affect the quality of non-standard Innovative teaching plans, community cooperation model development, and the effectiveness cross-domain knowledge.
3. The museum faces difficulty to share historical knowledge and specialized researching personnel between researchers or to other human resources, which limits the

effectiveness of in-depth education on history and humanities, as well as the effectiveness of other applications.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Becoming a university museum with specialized collections

A. Enhance the quality of characteristic cultural relics and archives in accordance with the Museum's search policy.

B. Maintain the stability and safety of the collections. 。

(2) Persist research efforts on campus heritages and take initiatives on important or valuable cultural artifacts

A. Increase the amount of research and near-term utility of the collection.

B. Increase the amount of presenting legal cultural assets on campus.

(3) Increasing opportunities and enhance the quality of cross-disciplinary knowledge sharing among teachers and students

A. Increase the proportion of cross-regional curriculum.

B. Increase the amount of cooperation among colleges and students' participation in museum implementation.

(4) Innovate non-standardized teaching programs and cooperation models

A. Continuously plan the existing series to form cooperation with faculty, students, and alumni.

B. Assist in promoting cooperation in interdisciplinary programs and museum technology development.

(5) Initiate humanities and historical discussions among teachers and students to build soft power

A. Increase the capacity of the database platform and maintain data quality.

B. Continuously perform research on the application of school history to improve communication benefits.

(6) Establish public discourse through exhibition and publication, and develop a cultural-based marketing strategy

A. Maintain the display volume on digitization and improve visibility.

B. Maintain publication volume and improve academic public participation.

C. Improve the brand recognition of the museum.

(7) Promote cultural equity through museum networking

A. Continue inter-museum cooperation to enhance the energy of professional knowledge.

B. Maintain the number of promotions and enhance the interaction of each community.

(8) Expand diversified regional cooperation and discover new cooperation opportunities

A. Continue to participate in international activities to maintain good community interaction.

B. Continue to participate in international organizations and maintain the number of published papers.

2. Quantitative key performance indicators

(1) Becoming a university museum with specialized collections

A. To search and collect more than 20 special cultural relics each year and confirm the completeness of each theme or period.

B. Each special exhibition or permanent exhibition hall in the museum shall use at least one piece of the museum's collection to improve the near-term utility of the collection.

(2) Persist research efforts on campus heritages and take initiatives on important or valuable cultural artifacts

A. Report general antiquities or keep them for reference on the basis of one item per year to assist each department with reporting cultural assets on campus and keeping them for reference.

B. Maintain the number of research reports and papers published to be at least five per year.

(3) Increasing opportunities and enhance the quality of cross disciplinary knowledge sharing among teachers and students

A. Open interdisciplinary courses: two courses per year.

B. Combine the existing courses of each school to develop humanities related groups, with two courses per year.

(4) Innovate non-standardized teaching programs and cooperation models

A. Continuously plan cooperation with teachers, students, and alumni, at least one project per year.

B. Promote interdisciplinary programs and museum technology development cooperation activities, at least one each year.

(5) Initiate humanities and historical discussions among teachers and students to build soft power

A. Digital preservation of school history data, with an average increase of more than 10 pieces per year.

B. Translation of one to two pieces of school history materials in foreign languages.

C. Research on the early stage of university history presentation, with an average of one study per year.

(6) Establish public discourse through exhibition and publication, and develop a cultural-based marketing strategy

A. Exhibition planning and implementation (including digital technology), at least two exhibitions per year.

B. Publish at least one treatise per year.

C. Develop the museum brand design with at least three projects per year.

D. Community operations, publishing at least 15 transactions every year.

(7) Promote cultural equity through museum networking

A. Domestic cooperation should involve at least five organizations per year.

B. Conducting at least 10 promotional activities (speeches, workshops, etc.) every year.

C. Conducting interactive promotion activities at least six times per year.

D. Number of news reports: at least five events per year.

(8) Expand diversified regional cooperation and discover new cooperation opportunities

A. The number of international exchanges shall be no less than three organizations per year.

B. Participating in international organizations at least once a year.

VI. Humanities and Arts

(I) Value

Established in 1999, the Art Center is committed to promoting artistic literacy education in NCKU and encouraging the pursuit of humanistic and artistic inquiry in the campus and the community.

(II) Goal

1. Plan and conduct research based on integration of the characteristics of NCKU and activation of the art assets of NCKU.
2. Introduce the contemporary art trends into the artistic literacy education in NCKU.
3. Synergize the internal and external resources to plan and promote interdisciplinary artistic and cultural activities.
4. Open venues for exhibitions and performances, establish exchange platforms, and jointly promote the development of the local art institutions.
5. Initiate visits between artistic and cultural institutions of schools and develop international cooperation networks.

(III) Strategy and Action Plan

Strategy 1: Complete the organizational restructuring and strengthen the capacity for integration and R & D

1-1. Adjust the organizational structure and enlarge the R & D team and the issue-based advisory group.

1-2. Conduct research on the characteristic programs of NCKU and support the humanistic presentation of scientific research results.

1-3. Maintain the art assets of NCKU to create a new appearance for our artistic campus.

Strategy 2: Link with the contemporary art ecosystem to introduce contemporary art trends.

2-1. Sign memorandum of understanding with national art, culture, and design institutions to develop cooperation models.

2-2. Adjust the structure of the "Aesthetics and Arts Certificate Program" to systematically develop the in-depth content of the Program.

Strategy 3: Organize interdisciplinary artistic and cultural activities as the components of the curriculum.

3-1. Establish platforms to carry out diverse interactions with students including field and online tours, lectures, interviews, workshop, performance program workshops, master classes, and other corresponding activities to expend diverse roles for artists in the art and cultural activities.

3-2. Integrate performances with courses and leverage the administrative resources of NCKU to support students' cultural and artistic creations and also publications.

3-3. Empower performance-based student clubs, plan advanced training courses, and arrange co-performances with professional art groups.。

Strategy 4: Provide administrative support to facilitate cooperation with prestigious artists and groups.

4-1. Assist artists/groups in having exhibitions and performances at the University through professional coordination skills to stimulate the sparks of cooperation.

4-2. Continue to implement public artwork installation projects and provide support for relevant organizations.

4-3. Assist in the artwork maintenance for all colleges and departments of the University and provide professional consultation and assistance.

Strategy 5: Extend the content of cooperation with sister schools to initiate arts diplomacy.

5-1. Investigate the art organizations of sister's school and review the artistic literacy education models.

5-2. Confirm the content of the letter of intent with sister schools to extend the cooperation items

5-3. Carry out exchange visits with sister schools, sign the letter of intent, and organize the residency of artistic talents from our sister schools at the University and relevant exchange activities.

(IV) Annual work focus

1. Reinforce the cooperation network with colleges and research centers to assist in the cultural demonstration of the University's scientific research achievements.
2. Strengthen contemporary interdisciplinary exhibitions and performances and deepen the content of interdisciplinary activities.
3. Sign the memorandum of understanding with the Tainan Art Museum to develop subsequent cooperation models.
4. Convene the committee meetings for the "Aesthetics and Arts Certificate Program," emphasize practice in the different stages of the program and encourage continuous artistic creations and practices to increase the completion rate on the program.
5. Investigate the art organizations of sister's school and review the artistic literacy education models.
6. Continue to implement public artwork installation projects and provide support for relevant organizations.

(V) Risk assessment

1. Artistic literacy is an evolving concept, due to which there are no ready standards for related indicators and contents.
2. The University is the pioneer in establishing the model of aesthetics literacy education among the comprehensive universities in Taiwan; there is no existing development history for reference.
3. "Aesthetics and Arts Certificate Program": As no fixed budget are allocated to the program, it is impossible to plan the content of the program in advance. Event venues are needed for the practice course. Performance workshops, for example, require professional venues for rehearsal and performance such as the Black Box Theatre. There are not enough dedicated venues for the program so far.
4. Organize interdisciplinary art and cultural activities: The forms of exhibitions and performance activities in the post-pandemic era are dynamic and diverse with multitracking and flexible presentation methods. The Center has no fixed budget for accurate cross-year plans, or long-term prospects.
5. Artistic Cooperation: Regarding facilities, as there is no exclusive performance venue, activity arrangements are limited. On the one hand, it makes the implementation of unscheduled premium programs sponsored by businesses less flexible. On the other

hand, it limits the number of performance activities and the development of the performing arts practice course.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Completion of the systematic achievement framework and the course content design of the curriculum of the "Aesthetics and Arts Certificate Program." Track the interdisciplinary career and effect presentation of students who completed the Program after graduation.

(2) Establish cooperative relationships with the local art organizations and stabilize the cooperation networks.

(3) Classify models of cooperation with off-campus art professionals and establish the operating model.

(4) Long-term maintenance of the local artists archives during the exhibitions and performances and the advancement of the program.

2. Quantitative key performance indicators

(1) Aesthetics Courses

A. The number of courses offered in the "Aesthetics and Arts Certificate Program": 10 to 14 courses per semester. ("Hello Art", "Service Learning III", Visual Art, Performing Art, Design Workshop, Design Practice, Art and Design Project Practice included).

B. Number of Students Enrolled in the Courses: 600 to 700 students per semester.

C. Number of Teachers for the Courses (including on-campus teachers and off-campus art professionals): up to 30 to 40 per semester.

(2) Organize artistic and cultural activities (including interdisciplinary activities)

A. Organize about 35 to 40 events every year, including exhibitions, performances, lectures, and workshops. (one activity per week except for the summer and winter vacations)

B. Number of participants of all activities: 9,000 to 10,000 people (including online/offline events) per year.

(3) Art Cooperation: Sign at least one of the letter of intent with artistic and cultural institutions, or Art foundations and groups each year.

(4) Arts diplomacy: organize one meeting or event for artistic exchanges with overseas artistic institutions, groups or artists each year.

Section 4: University Affairs Development

Forward-Looking Management

I. Strategy Development and Integration

(I) Value

Linear thinking and execution are no longer adequate to overcome the challenges of an ever-diversifying global higher education system. Today, most tasks require cross-organization integration and rolling adjustment. To assist top university executives in making critical decisions, carrying out research, running statistics and predictive analyses, and formulating strategies and plans, as well as to ensure all departments cohesively work together to achieve common goals and visions, NCKU consolidated its strategic planning and management resources to establish the Office of Strategic Planning. The Office operates directly under the supervision of the university president and serves as the core of communication between university departments in matters involving problem identification and analysis, strategic planning and integration, university-level goal establishment, admissions strategy formulation, resource allocation, and performance evaluation.

(II) Goal

Through the operations and functions of the Office, NCKU aims to ensure that university development objectives are met, thereby raising university competitiveness, meeting stakeholders' expectations, actively and effectively responding to social and international issues, and enhancing university influence. The key objectives are:

1. To ensure that action plans conform with the university's vision and effectively promote university development;
2. To analyze university data and assist university executive management in responding to the changes in the global education system and departmental and social demands and challenges;
3. To actively develop university-wide plans, projects, and strategic directions that serve as a basis for subsequent action plans and KPIs, thereby ensuring that the goals of the departments and university align; and
4. To provide forward-looking consultation services to departments in need and improve university functions.

(III) Strategy and Action Plan

The Office of Strategic Planning is capable of flexibly assisting top university executives in making critical decisions, carrying out research, running statistics and predictive analyses, formulating strategies and plans through project creation and management, and ensuring strategic direction and performance through committee deliberation, all while conforming with NCKU's mission and vision.

Strategy1: Developing a data-driven decision-making model that improves management and administration efficiency and ensures sustainable development.

1-1. Utilize IT tools to collect, analyze, and apply big data and gain insight into the development trends of the higher education systems worldwide;

1-2. Consolidate and analyze all types of quantitative and qualitative data to generate useful information that facilitates decision-making;

1-3. Collaborate closely with various administration and education departments to ensure compliance with new administrative regulations and systems and provide recruitment and training support based on the performance of individual action plans; and

1-4. Provide suitable data and analysis outcomes to meet planning and strategy development needs.

Strategy 2: Drafting a top-down 3–5-year outline that adheres to the university vision and mission to assist strategy formulation.

2-1. Organize and conduct international advisory committee meetings centered on university affairs;

2-2. Plan data-driven strategic directions and goals in line with the university's vision to serve as guidelines for the formulation of subsequent action plans and KPIs;

2-3. Manage and examine the compliance of various KPIs related to university-level strategies and apply the data for revising university action plans and allocating resources on a rolling basis;

2-4. Propose countermeasures and implementation plans for immediate challenges;

2-5. Provide consult to various departments to identify and resolve operational bottlenecks; and

2-6. Keep up to date with the latest trends in higher education.

Strategy 3: Managing NCKU's global image based on the core value of branding.

3-1. Develop a brand management mechanism and maintain an image recognition system;

3-2. Coordinate the brand management (incl., position, design, creativity, and events) of various departments;

3-3. Optimize brand contact points for internal and external audiences and grow brand value; and

3-4. Record the scientific research, talent cultivation, historical inheritance, and national development of NCKU through publication, multimedia, and audiovisual productions, thereby reinforcing brand image.

Strategy 4: Securing, planning, establishing, and coordinating university-level projects that promote university development.

4-1. Confirm current international and national policies and plans.

4-2. Identify project requirements and formulate project proposals.

4-3. Design implementation methods and assign suitable departments and collaborators.

4-4. Allocate labor and resources to various projects.

4-5. Manage project progress and performance.

4-6. Report achievements and resolve problems.

(IV) Annual work focus

1. Conduct an in-depth analysis of the operational approaches and features of major global university rankings and determine shortcomings through big data analysis, subsequently proposing strategies for the continuous pursuit of academic excellence.
2. International advisory committee:
   (1) Organize the 2023 international advisory board and invite foreign and domestic industry, government, and academic experts to serve as board members, offering NCKU suggestions on university development.

(2) Review the overall university development of NCKU, integrate the achievements of various departments, and convene the 2023 international advisory committee conference.

3. Execute phase two of the Higher Education Sprout Project:
   (1) Stipulate challenging yearly target values, oversee the accomplishment of various performance indicators, and ensure that goals are met by the end of the year.
   (2) Plan campus-wide promotions of NCKU's achievements and present such achievements in a bilingual format; send relevant information to concerned departments to elevate NCKU's academic and research reputation and strengthen international ties.
   (3) Complete an annual achievement report and plan.
4. Execute the Ministry of Education's program on Bilingual Education for Students in College (BEST) :
   (1) Plan EMI lectures and training to elevate the faculty's EMI capabilities.
   (2) Oversee the execution of the project and assist concerned departments in proposing amendment plans for items that failed to reach the stipulated goals.
   (3) Complete an annual achievement report.。
5. The Worldwide University Network (WUN) program:
   (1) Integrate university businesses and resources and elevate the WUN and the efficiency and quality of promoting international affairs.
   (2) Proactively develop strategies for enhancing NCKU's links and promoting NCKU's image.
   (3) Connect with national tertiary education institutions and international academic and research teams through the proactive implementation of various projects and events, thus elevating international academic research development and encouraging knowledge sharing.
      A. International branding and marketing:
         a. Information structure: Take inventory of NCKU's digital information structure and propose suggestions that optimize website services, interface layouts, information categorization, and user-friendliness. Further trace the digital footprint of target audiences as a basis for future marketing strategy decisions.
         b. Content planning: Establish data sources that are stable and encompass the entire university while noting important national and international events. Plan and write about topics ahead of time, and issue promotional content on NCKU's official website and social media.

Keep abreast of national development and international trends, thereby maximizing the influence of brand information dissemination.

(V) Risk assessment

1. The increasing complexity of the organization of tertiary education institutions, the diversity and heterogeneity of university digital data, and the hyper-professionalization of decision systems and human resources may hamper the function and efficiency of university data analysis, which results in the failure to meet goals.
2. Although the Office is dedicated to integrating the collaboration of different administrative departments and enhancing horizontal and vertical communication for greater consistency in university development, the action plans of some executive units may remain quite abstract. Furthermore, such executive units are unable to state the concrete benefits of the project after it has been completed. Hence, assisting various departments in drafting concrete action plans is the greatest challenge faced by the Office.
3. Departments have a different understanding of branding work. This results in inconsistent results on collaborative projects, which further hinders brand development.
4. Gaps in the compatibility of digital systems on campus have resulted in a lack of consistency in NCKU's digital brand experience.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Utilize big data as the foundation for university decision-making and strategy formulation, thereby ensuring the promotion of NCKU's management efficacy and teaching and research quality.

(2) Analyze strengths and weaknesses and plan improvement strategies to promote NCKU's international visibility and influence.

(3) Respond to social demands and assume social responsibility via academic strengths.

(4) Keep abreast of both domestic and foreign trends in tertiary education and secure resources from the Ministry of Education.

(5) Oversee the performance indicators of NCKU's Higher Education Sprout Project and bilingual program; ensure that concerned departments deliver concrete results.

(6) Promote the faculty and students' understanding of NCKU's developments and communicate key points in NCKU's development via transparent and feasible approaches.

(7) Establish a dedicated brand, marketing, and promotional team. A team with a clear division of labor to maintain external consistency from aspects such as digital experience, brand visuals, identification application, promotional material and designs, media content, and content production.

(8) By integrating identification with communication, establish a comprehensive core idea and narrative. Establish concrete marketing strategies which enhance the emotional bond that the faculty, students, and alumni have with NCKU while also elevating NCKU's international visibility, thereby increasing the potential for NCKU to collaborate with schools and industries from around the world.

2. Quantitative key performance indicators

(1) QS Reach the top 40 in the QS Asia University Rankings

(2) Maintain the top 50 in THE Impact Rankings

(3) Reach at least 1.2 in institutional FWCI

(4) Increase international collaboration to over 40%

(5) Increase the publications in the top 10% of journals to 35%

(6) Organize one international advisory board meeting

(7) Complete the annual institutional achievement report and organize institutional achievement expo

(8) Increase the interaction of social media posts by 3%

(9) Issue four NCKU brand newsletters

(10) Produce ten research-related press releases

(11) Establish an institutional social event calendar

(12) Complete a website for NCKU brand resources

VII. Financial Resource Development

I. Financial Operations

(I) Value

In response to the flexibility of the higher education system in giving schools more room for autonomy in operation and management, financial independence has become an important issue. The Office of Finance was established in February 2009, and the purpose is to discuss investment strategies and plans for the university's usable fund and be responsible for conducting relevant tasks. In addition to depositing funds in time deposit accounts, it is expected to actively develop investment plans, establish relevant standards, and make profitable and safe investments to improve the investment efficiency and operational flexibility of the endowment fund. The vision is to elaborate on finance functions such as financing, investment, and risk control, cashier income, and expenditure.

The Office also assists in assessing decisions involving long-term capital expenditures and provides professional advice as a reference for reasonableness of development of various resources within the school, so that the university's funding can be put to good use.

We are one of the few schools among national public universities that have established an Office of Finance. We have also employed professionals with a background in finance and accounting to assist in the planning and constructing investment tasks. In the organizational structure, we have included a Cashier Division to improve the flexibility of fund allocation and interest yields. In terms of investment, we have also invited external professionals to serve as members of the Investment Management Team to provide professional advice.

(II) Goal

1. Improve return on capital.
2. Realize sustainable investment and fulfill university social responsibility.
3. Provide financial advice on decisions involving long-term capital investment.
4. Build a digital smart cashless campus.
5. Reinforce the dissemination of knowledge about income tax.

It is hoped that the implementation of the abovementioned goals will enable the expansion of the endowment fund to achieve sustainable operation to support our teachers' industry-academia collaboration research and continue to benefit more students, further improving the overall quality of education.

(III) Strategy and Action Plan

Strategy 1: Diversify Investment Risks and Improve Capital Utilization

1-1. Organize short-, intermediate-, and long-term investment plans in response to the school's working capital needs.

1-2. Adjust asset allocation in response to different economic cycles.

1-3. Adopt the core-satellite investing strategy to obtain stable yields as protection and pursue long-term total return growth.

1-4. Use investment to expand the scale of sustainability funds.

Strategy 2: Adhere to the ESG Investment Guidelines for the Endowment Fund

2-1. Prioritize the selection of enterprises that have been rated excellent in social responsibility or participated in international climate initiatives.

2-2. For companies that have seriously failed their social responsibilities, no investment or incremental investing will be made while not affecting the income of the endowment fund.

2-3. Continue to divest from high-polluting and high-carbon industries and switch to

ESG-focused companies.

Strategy 3: Conduct Financial Analysis of Long-term Capital Investment Plans

3-1. Understand the school's capital development needs and use various revenue and expenditure parameters of investment projects to estimate the annual cash flow during the construction and operation periods. Calculate the annual discounted cash flow, and use analysis of NPV, IRR, payback period, self-financing ability, etc. to assess the financial feasibility of each plan.

3-2. We further assume the investment projects in either optimistic, neutral, or pessimistic scenarios and apply changes in different parameters to conduct sensitivity analysis, and assess the extent of deviation of financial income and expenditure in various scenarios to provide a reference for the asset management unit to formulate risk response countermeasures in advance.

3-3. We observe the repayment of financial loans of the school's self-liquidating construction, analyze the operating income and expenditure data of each year, and estimate the capital gap generated by the repayment of the principal and interest of loans with earnings so that the operation management unit can use the information as a reference for future financial planning.

Strategy 4: Build a Contact-free Online Digital Payment Environment

4-1. We optimize the software and hardware infrastructure for digital payment collection, and build multichannel online collection tools for electronic payment (three major payments Apple Pay, Google Pay, and Samsung Pay) and code scanning payment (Taiwan Pay, LINE Pay, Easy Wallet, etc.).

4-2. Improve the online banking payment measures, expand the scope of various types of payment, and flexibly use multichannel digital financial services such as online banking, electronic media transfer, remittance, and electronic payment for joint supply contracts.

Strategy 5: Disseminate the importance of Income Assessment and Tax Withholding

5-1. Strengthen control over the process of income assessment and procedures for withholding non-resident tax at source.

5-2. Organize briefing sessions on income tax to improve people's basic knowledge and actively clarify the connection between payment date and its taxable year (month). 。

(IV) Annual work focus

1. Short-, Intermediate-, and Long-term Capital Management

(1) Short-term: Use money market fund operations, bill and bond repurchase agreements (RP), and other methods to adjust the amount of demand deposits, and actively negotiate with bills finance companies to grant priority in transaction quota and maintaining preferential rates in the event that there is hot money excess and an insufficient supply of bonds in the market.

(2) Intermediate-term: In addition to meeting short-term capital needs, time deposits in the savings account denominated in NTD are to have more than one year for the maturity date, and we actively seek preferential interest rates for the deposited funds.

(3) Long-term:

A. Formulate the long-term capital investment plan for 2023. Asset classes include: Currency, fixed-income, and stock instruments. The allocation ratio is recommended by the investment management team based on the financial market situation. Depending on the economic condition, investments are made in separate batches. We adopt a prudent and conservative strategy and focus on the stability of assets. Low-volatility assets such as high-quality high-dividend stocks serve as the core holding, and the main goal is to obtain stable income every year. Among them, the selection of income stocks must meet the investment management team's requirements.

B. Expand the Sustainability Fund: In addition to using endowment donations for investment, we expend only fixed rate of incomes and then reinvest the rest to expand the scale of the sustainability fund.

C. Implement Sustainable Investment Policies: Incorporate environmental, social, and governance (ESG) issues into key factors in investment analysis and decision-making. Regarding the selection of investment targets, prioritize the selection of enterprises that have been rated excellent in social responsibility or participated in international climate initiatives. For companies that have seriously failed their social responsibilities, no investment or incremental investing will be made while not affecting the income of the endowment fund to fulfill the Principles for Responsible Investment (PRI).

2. Tax Withholding and Income Assessment

(1) Set checkpoints to examine non-resident withholding. If the accumulated salaries transferred in the same month exceed 1.5 times the monthly baseline salary as assessed by the Executive Yuan, back taxes should be collected within 10 days from the salary payment dates.

(2) Hold online briefing sessions on income tax to strengthen applicants' and taxpayers' basic knowledge, and record audio and video files to be placed in the online course section of the Cashier's official website so that the information can be transparent and a tool for on-demand access without time and space constraints.

(V) Risk assessment

1. Short-, Intermediate-, and Long-term Capital Management

(1) Short-term Investments

A. Limited Release and Subscription Volume of Bill and Bond Repurchase Agreements: The market is currently at a low interest rate level, resulting in low willingness of bills finance companies to make up bills or bonds, and the limited supply of bills or bonds for repurchase agreements. The excess hot money in the market has also resulted in a supply shortage. The release of the subscription quota for the money market fund is also limited, which limits the school's short-term investment quota and may increase the average daily demand deposits in cash.

B. Low Rate of Return for Bill and Bond Repurchase Agreements: Due to the administrative cost of undertaking transactions, when the interest rate of bill and bond repurchase agreements and the rate of return of money market funds are too low and not much different from the interest rate of demand deposit accounts, the incentive to invest in such instruments is reduced, further increasing the average daily demand deposits in cash.

(2) Intermediate- and Long-term Investments

A. The global economy is facing multiple downside risks, including geopolitics and the intensifying pressure of inflation, major central banks' accelerating monetary policy tightening, the slowing of economic growth, and the subsequent development of the domestic and global pandemic, etc., which may affect the asset volatility and return performance of the school's investments.

B. Domestic Banks are Reluctant to Offer Preferential Interest Rates for Deposited Funds: Due to the excess of hot money in the market and limited channels for capital spending, large banks and national banks are reluctant to accept funds denominated in NTD. The school's saving accounts with time deposits may no longer have preferential interest rates, which in turn affects the school's interest income.

2. Tax Withholding and Income Assessment

(1) Difficulty in Identifying Tax Residency: The National Taxation Bureau will only consider a foreigner to be a resident of R.O.C. according to the entry and exit records of the National Immigration Agency. However, at the time of income payment, it is difficult to know whether these foreigners will stay in Taiwan for more than 183 days in the taxable year. If they travel in and out the country often, resign from their jobs or leave the country early, or do not renew their employment with their employers, it may lead to the increasing risk of incorrect identification of tax residency, and it is necessary to make up the difference in tax payment in time. If there is a delay, the National Taxation Bureau may impose late payment fees, interest, and fines.

(2) Incomplete job handover of Fund Requisition Experience: Full-time assistants who handle fund requisition are hired for project implementation. However, projects may have different implementation periods, and the hired assistants tend not to be retained for the positions, causing a high turnover rate. In the event that students or even foreigners themselves take a temporary role to apply for payment of income, the basic knowledge and concept of various incomes may not be passed down or transferred to others, which may lead to a delay in applications, income assessment, further affecting the applicable tax rate of the taxpayers.

(VI) Anticipated Results

1. Qualitative Key Performance Indicators

(1) Improve the allocation of core holding to obtain stable investment yields.

(2) Decrease the cash in demand deposit accounts to reduce idle funds and improve capital utilization.

(3) Provide financial feasibility assessments of long-term capital investment plans as a reference for executives' and business units' decision-making.

(4) Organize briefing sessions on income tax to improve people's basic knowledge and to clarify the connection between payment date and its taxable year (month). Help full-time or temporary assistants conduct income requisition tasks to ease taxpayers' doubts and reduce the risks of missing income declaration or tax shortfalls.

(5) Build a contact-free online digital payment environment. Promote the online payment platform, online bill collection platform, and automatic payment machines for students. Plan and integrate online banking options and expand the coverage of various types of payments to replace the manual operations of paper checks, and implement e-payment in all channels to build a smart digital cashless campus.

2. **Quantitative Key Performance Indicators**

1. The annual rate of return of the investment portfolio is better than that of the time deposit, and the long-term average annual rate of return is expected to reach 3% to 4% or more.
2. Use sustainability funds from endowment donations for investment to earn a stable income of 3% to 4%.
3. Obtain stable returns within the investment quota and plan the proportion of time deposit investment increasing the overall cash position to reach more than 90%.
4. Optimize the software and hardware infrastructure for digital payment collection to reduce the number of cash payments at the counter by 10%.
5. Improve online banking payment measures and expand the scope of various payments, increasing the proportion of e-payment to 90%.

II. The Budget, Accounting and Statistics

(I) Value

According to Statutes for Establishment and Management of Budget, Accounting and Statistics Agencies and BAS Personnel, the Budget, Accounting and Statistics Office at NCKU functions as an independent administrative unit under the office of the NCKU president responsible for the administration of budgetary, accounting, and statistics affairs supervised by the personnel of the superior BAS agencies. The Office administers its business operations in line with the annual school goals and the overall school development under existing laws and regulations. Fundamentally it takes charge of various BAS duties for NCKU, including its annual budget, internal control and audit of revenues and expenditures, and accounting operations. More importantly, it works to coordinate and communicate with administrative units at all levels of NCKU through professional accounting consultations and customer-oriented services, providing real-time and effective financial information as a reference for business administration to facilitate the fulfillment of school goals.

(II) Goal

1. To promote the efficiency of resource allocations with effective budget management and appropriation.
2. To strengthen the function of the BAS Office to provide financial information to improve the effectiveness of budgetary expenditures.
3. To streamline administrative procedures and establish a convenient user-friendly operating system for expense accounting.

(III) Strategy and Action Plan

Strategy 1: To promote the efficiency of resource allocations with effective budget management and appropriation.

1-1. To integrate administrative and academic resources, and R&D capacities at NCKU and prepare budgets from a cost-benefit perspective to achieve the goal of financial optimization.

1-2. To manage and allocate budgets effectively in line with the progress of the annual major projects to maximize the effectiveness of limited resources.

1-3. To constantly review the effectiveness and necessity of budget allocations for various projects based on the principle of zero-based budgeting.

Strategy 2: To strengthen the function of the BAS Office to provide financial information to improve the efficiency of budgetary expenditures.

2-1. To fulfill the function of the BAS Office as an accounting consultant unit in order to provide administrative and academic units with timely financial information and suggestions.

2-2. To provide a clear precise budget financial accounting system with the establishment of standard operating procedures for revenue and expenditure accounting.

2-3. To prepare budgets properly for major public construction projects in terms of project feasibility, cost-effectiveness, and business management.

2-4. To provide e-services and real-time accounting information for administrative units of all levels to facilitate their decision-making process for financial management.

Strategy 3: To streamline administrative procedures and establish a convenient user-friendly operating system for expense accounting.

3-1. To provide customer-oriented accounting services in accordance with laws and regulations.

3-2. To establish an integrated e-system for accounting operations with functions to provide the latest information on the budget administration of each project and reports of revenues and expenditures.

3-3. To review administrative procedures duly, streamline the procedures for writing off expenses, and promote the efficiency of accounting operations.

3-4. To innovate and improve accounting services with new concepts and actions amid environmental changes.

(IV) Annual work focus

1. To promote the efficiency of resource allocations with effective budget management and appropriation.

   (1) To prepare the annual budget based on the principle of zero-based budgeting

(2) To allocate limited resources to priority and high-efficient projects to present the highlights of school policy.

(3) To coordinate business units at all levels of NCKU in reply to the budget assessment report of the Legislative Yuan, and submit a budget proposal to the Legislative Yuan for review.

(4) To make a more realistic financial forecast with timely rolling adjustments, to take measures for revenue generation and expenditure decrease, and to improve the efficiency of financial management under the mid-range school development plan.

(5) To provide support for administrative units to control the progress of each project according to the designated budget to achieve the effectiveness of resource management.

2. To strengthen the function of the BAS Office to provide financial information to improve the efficiency of budgetary expenditures.

(1) To prepare financial statements, such as budget and final accounts, semi-annual settlement reports, and monthly accounting reports, in accordance with the operation manuals or regulations designated by the Directorate-General of Budget, Accounting and Statistics and the Ministry of Education under the Executive Yuan.

(2) To prepare an annual NCKU endowment fund performance report based on the achievement of educational goals in the annual financial planning report according to regulations.

(3) To assist in control over revenues and expenditures in each project budget, provide timely solutions to problems, track the progress of each project, and improve service quality in accordance with regulations or contract specifications designated for projects subsidized or commissioned by various government agencies or manufacturers.

(4) To publicize the budget and final accounts of annual revenues and expenditures, and monthly accounting reports in line with the maintenance and update of the accounting information system to expand the online accounting service capacity.

3. To streamline administrative procedures and establish a user-friendly accounting operating system for expense reimbursements.

(1) To publicize and provide relevant regulations and examples on expenditure reimbursement through on-site/online accounting courses and the user-friendly website for expense reimbursements of the BAS Office to improve the accuracy of financial statements.

(2) To review the accounting operation for budgetary expenses under the principle of legality, alleviate the pressure of certificate storage for expense verifications, and improve the administrative efficiency of expense reimbursements under the policy for simplified administration of expense reimbursements promoted by the Directorate-General of Budget, Accounting and Statistics under the Executive Yuan.

(3) To coordinate and communicate with business units and project principal investigators at all levels of NCKU based on professional consultations in preparation for audits conducted by NCKU, grant-making agencies, commissioning units, the competent authority, or auditing agencies.

(4) To simplify the process of payments for small-amount procurements from public funds towards the goal of an efficient digitized campus in line with the policy of the NCKU school development card.Goal.

(V) Risk assessment

1. If an annual budget or allocation proposal fails to be reviewed and approved as scheduled, school development will be undermined.
2. Insufficient revenues and financial resources for various expenditure allocations may expand the funding gap and affect the stability of the financial structure.
3. Failure to provide timely financial information or expense accounting regulations for the administration of school funds may result in violations of legal standards or regulations.
4. Project implementing units failing to administer the procedures for expense accounting, transfer of funds from one subsidized item to another, or extension of the project period according to regulations take the risk that the commissioning agencies, cooperative manufacturers, the competent authority, or the National Audit Office will exclude the budget for already-made expense payments or demand a report of clarification.
5. Failure to administer or support the audits of various business operations will result in damage or loss of property or public funds due to negligence or omissions in financial control.
6. Expenditure verification based on vouchers should be enhanced to reduce the failure rate of expense write-offs and improve efficiency in budgeting.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Improvement of budget management capabilities and financial operation performance for financial optimization in pursuit of sustainable business goals.

(2) Establishment of a streamlined administrative process, an enhanced internal financial control mechanism, and a user-friendly service system for expense accounting.

(3) Enhancement of auditing capacity of the BAS Office under existing laws and regulations to help business units reduce the risk of regulation violations or contract breaches.

(4) Preparation, submission and publication of financial statements as scheduled for the demonstration of financial effectiveness.

2. Quantitative key performance indicators

(1) Control over financial shortfalls in annual final accounts within the legally-designated maximum of budget shortfalls.

(2) Ratio of self-raised funds to total revenues > 57%.

(3) Actual amount of financial shortfalls in annual final accounts <0.

(4) Ratio of personnel expenses incurred from self-raised revenues to self-raised revenues in the most recent annual final accounts<50%.

VIII. Human Resource Development

I. Alumni Association

(I) Value

The Alumni Liaison Center was established in 1990 by the 113th Executive Meeting of the University and officially approved by the Ministry of Education in 1996 (hereinafter referred to as "the Center"). The purpose of the Center is to unite the strength of alumni, assist in the forward-looking development of the university, integrate alumni organizations from all over the world, and promote alumni liaison and services. The mission of the Center is not only to strengthen alumni liaison and services, but also to further utilize the resources of alumni to assist our alma mater in moving toward a top-tier university, uniting the hearts and minds of "mature adults" into a powerful force that can never be overcome.

(II) Goal

In addition to the existing alumni information, the Center not only continues to increase and update alumni information, but also maintains good interaction with alumni through alumni services, so that alumni resources can become the most solid backing for the development of the University and its internationalization. The mission of the Center is not only to strengthen alumni liaison and services, but also to maintain good interaction with alumni through local alumni associations and various alumni activities.

(III) Strategy and Action Plan

Strategy 1: To operate the alumni network and strengthen the contact and service of alumni at home and abroad.

1-1. Publish alumni newsletters and publications.

1-2. Organize and co-organize alumni events.

1-3. Operate alumni network services and community websites.

Strategy 2: Strengthen industry-academia linkages through alumni resources, and help to make NCKU a top international university.

2-1. Promote industry-academia cooperation.

2-2. Strengthen cooperation with corporate alumni and enhance the linkage between alumni and the university.

(IV) Annual work focus

1. Publication of alumni literature and publications.
2. Issuance of the alumni card of National Cheng Kung University: The alumni card is issued to provide discounts at special stores and to be used for identity verification for various services on and off campus, simplifying the checking procedures.
3. Strengthen cooperation with corporate alumni to enhance the linkage between alumni and the university.
4. To organize and co-organize alumni activities.
5. Assist in the establishment of local alumni associations.
6. Update alumni database: Alumni information is continuously updated through cooperation with departments, alumni mailboxes and wireless network services, alumni card applications, and other alumni services such as sending alumni literature and publications.
7. Operate alumni network services and community websites.
8. Planning alumni achievement showcase: to recognize alumni's outstanding achievements, to gather alumni's memories and emotions for their alma mater, and to motivate current students and create a good impression of the university among visitors.

(V) Risk assessment

1. In order to obtain the latest information on alumni dynamics, the alumni publicity and publications are mainly special topics collected, interviewed, and written by the Center's staff, which are completed through first-hand information and rarely adopt incoming articles.

2. Since the composition of alumni varies from region to region, the establishment of an alumni association sometimes requires a long period of time to accumulate energy before the benefits can be achieved at once.
3. Small fundraising efforts are made to maintain good interaction with alumni through alumni literature and publications, participation in local alumni associations and various alumni events, etc., and to convey the school's fundraising message in a timely manner in order to attract alumni feedback. In the future, the Alumni Liaison Center will continue to organize various interactive social activities with alumni in order to promote alumni donations.
4. The integration of alumni information is not only built by the Alumni Center through contacts with alumni, but also through the cooperation and assistance of all departments of the University.
5. To promote the card through alumni gatherings and events, and to add value to the alumni card in order to increase the willingness to apply for the card, it is still difficult to control the number of applications each year, so there may be a discrepancy between not meeting the target, meeting the target and exceeding the target in each year.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) To enhance horizontal connections among alumni and to unite alumni centripetal force.

(2) To enhance the connection between our university and alumni resources and to assist in the development of university affairs.

2. Quantitative key performance indicators

(1) The number of alumni cards about 900 pieces.

(2) Assist alumni to apply for alumni e-mail about 12000 pieces.

(3) The amount of money raised for the "Relieved" program about 400,000,000 NTD.

II. Human Resource Management

(I) Value

The establishment of the Personnel Office is accordance with the Personnel Act and the NCKU Regulations for Personnel Management Setup. The Personnel Office is responsible for managing employment, recruitment, transfers, salary, performance evaluation, reward and punishment, leave of absence, training and education, dealing with their salary scales, welfare, insurance, retirement, pension, other personnel information management, contract employee management, part-time research assistant information management, labor insurance, health insurance and related affairs.

To engage with global higher education environment, and to reach the goal of becoming world-class university, the Personnel Office not only strengthen service quality with core values of professionalism, efficiency and caring, but customize NCKU-featured human resource administrative operations and related regulations. We hope the strategy of making full use of human resource development, flexibly using manpower, rewarding the superior and eliminating the inferior, strengthening manpower training, multiplying incentives, and comprehensive digitalization would develop administrative effective and to proactively help benefit the development objectives of the University.效。

(II) Goal

1. Utilize human resource to achieve the development objectives of the University.
2. Collaborate with the development objectives of the University to recruit outstanding talents.
3. Reward the superior and eliminate the inferior, strengthen personnel training to improve the quality of human resource.
4. Build gender friendly working environment, implement gender equality, anti-bullying and healthy work place.
5. Use digital technology to activate the process of administration, and to optimize the efficiency of personnel service.

(III) Strategy and Action Plan

Strategy 1: Focus on human resource management, strengthen the attraction and retention of outstanding international talents.

1-1. Integrate multiple manpower arrangement. make good use of both tangible and intangible resources actively to achieve the policy goal of recruiting physically or mentally disables.

1-2. Cooperate with university objective of actively recruit talents, enact flexible employment system, and improve manpower quality.

1-3. Continue to optimize the merit mechanisms of contract employees and strengthen the evaluation system.

1-4. Enhance the manpower and abilities of handling international affairs to meet the demands of international development.。

Strategy 2: Strengthen talent cultivation and development, and implement performance appraisal, reward and punishment fairly.

2-1. Sprout talent cultivating and developing with multiple competency trainings to improve excellent service efficiency and the sustainability of esprit de corps.

2-2. Implement performance appraisal, reward and punishment fairly to model the administrative culture of accountability and to take responsibility.

Strategy 3: Build a work environment support system to reduce brain drain

3-1. Enhance employee assistance program. Promote gender equality. Improve Holistic Care service and provide happy and healthy workplace.

3-2. Set up a non-profit preschool to lighten the burden of childcare for NCKU's employees, and to build a comfortable working environment.

Strategy 4: Rooted in sustainable development knowledge platform

4-1. Use innovative digital technology to simplify the process of administrative work, and optimize personnel information system to improve the efficiency of intelligent personnel administrative service.

4-2. Continually implement and optimize personnel information system to facilitate the immediacy and transparency of application procedure, so as to implement energy saving and paper reducing, and increase administrative effectiveness.

4-3. Digitalize personal information and build up cloud database to optimize information preservation and simplify the process of administration.

(IV) Annual work focus

1. Focus on human resource management, strengthen the attraction and retention of outstanding international talents.
   (1) Amend related regulations of management and recruitment for all kinds of employees. Integrate human resource allocation in order to recruit and retain the talents.
   (2) Promote and optimize the system of the merit pay as an incentive to recruit the talents.
   (3) Implement evaluation system of employees with merit pay to achieve the goal of talents retention.
   (4) Assist principal investigators to review the merit of contract employees according to expertise and salary in industry to attain the intents of recruiting talents.
2. Strengthen talent cultivation and development, and implement performance appraisal, reward and punishment fairly.
   (1) To implement the professional manager assessment, the employing unit and professional managers shall set quantitative key performance indicators every year, and the specific results shall be listed during the renewal assessment, which can be used as the basis for the renewal of employment, and the purpose of rewarding the superior and eliminating the inferior is expected.
   (2) Enact different manpower assessment principle according to unit attribute (academic, administration, research) to provide suggestion related administrative manpower revolution.

(3) Implement related scheme of recruiting the physically or mentally disabled persons to meet the needs of sufficiently recruiting disables.

3. Build a work environment support system to reduce brain drain
   (1) Conduct multiple competency trainings to strengthen professional and English ability of employees. Set up advanced class for administrator to practice public Administrative law, and to cultivate the literacy of public administrative law, and to enhance the high quality of public service implementability.
   (2) Enhance employee assistance program and improve caring service. Conduct gender equality seminar and expand contents of video courses. Upgrade functions of breastfeeding room to build happy, healthy and gender friendly workplace.
4. Rooted in sustainable development knowledge platform
   (1) Combined with e-doc system and establish personnel information database for early resigned or retired faculty to enhance document preserving, administrative effectiveness and implement energy saving and paper reducing.
   (2) Build and optimize multiple programming system such as recruitment and duty-report system for full-time/adjunct teachers and research personnel, contract renewal system for adjunct teachers, online resigning system for faculty and research personnel, recruitment system for school faculty member, recruitment system for civil servant, talented disabled reservation system, attendance management application, reward and punishment operation system, management system for faculty nembers lecturing or holding concurrent positions at other institutions, electronic image database of retired staff member, personnel information inquiry system for in-service staff member, triple-play system of labor insurance, health insurance and labor pension, recruitment system for contract employee…etc. to promote administration efficiency.。
5. Implement evaluation system. Process performance appraisal, reward and punishment application solidly to model active administrative culture and improve serving quality.
6. Audit by an independent certified public accountant and highly participate in non-profit preschool performance evaluation and on-site visit operation. Conduct parent satisfaction survey and compile results to provide adjustment for future operation.

(V) Risk assessment

1. Professional knowledge/competence could be tested by recruitment examination; however, personality traits are hard to be perceived and may recruit unqualified employee because of the bias result of recruitment examination.
2. Increasing salary budget may Pressure on university finances.

3. With project funding limitation, employees' pay level may not meet the standards of which in industry.
4. Recruit the talents with high salary, however their abilities and working performances may not achieve the anticipated benefits.
5. The performance evaluation be conducted passively and becomes formality.
6. Professional Managers did not meet expected performance indicator when academic year ends.
7. Due to the arrangement of setting up advanced class for administrator to practice public Administrative law during each semester, it needs to readjust according to the law professors' teaching hour. The schedule of opening courses may be affected.
8. The awards and performance evaluation may differ from the leaders. Implement performance evaluation unsolidly may lose the functionality to reward the superior and to eliminate the inferior.
9. Consider the limitation of funds and manpower of psychologists from the NCKU hospital, the quantity to provide counseling may not meet employees' actual needs.
10. Factors such as the limitation of information technology, funding and manpower of computer and network center may disable the possibility of integration personnel information.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Amend related regulations of management or recruitment for all kinds of employees properly.

(2) Enhance welfare management to create fine-quality working environment and to recruit and retain the talents.。

A. Recruit scarce talents with special professional skill with merit pay program.

B. Implement merit pay contract renewal evaluation to verify the objective of recruit talents. Adjust payment based on the evaluation results to prevent talents with high-pay from failing meeting the expected benefits.

C. Asist project team/committee convening meeting to review fill rate of annul critical performance indicators and items of contract renewal performance evaluation for professional manager.

(3) Training effectiveness would be evaluated after the advanced class for administrator to practice public Administrative law opened. The assessment results would be provided for project and related measure rolling wave planning.

(4) Run performance evaluation and year-end evaluation by limitation date. Process performance appraisal, reward and punishment application instantly.

(5) Conduct satisfaction and needs survey of employee assistance program every year. The results would be provided for project and service adjustment.

(6) Use information technology to provide innovative digital services.

A. Regularly review administration procedure to simplify and refine various HR system functions.

B. With inner system linkage, remodel personnel operation process; simplify administration procedure; and avoid circumstances such as manual errors, omissions or document rejection and resubmission.

C. Permanent preserve personnel information without space constraint to access online whenever need.

D. Responding to the policy of environmental protection and sustainable energy saving and paper reduction.

2. Quantitative key performance indicators

(1) For those continually receiving merit pay shall achieve evaluation rate by 100%.

(2) Hold project team committee separately accordance with the expertise of professional manager, and review the renewal of professional manager performance evaluation and enact annual critical performance indicators.

(3) Make good use of information technique to reduce administration resources and improve efficiency.

A. Yearly optimize at least 5 functions of HR system.

B. Achieve the triple-play objective of labor insurance, healthy insurance and labor pension. Reduce labor pension application to 6,000 by year.

C. Boost document process: For documents in paper, shorten the approval procedures of recruitment within 3 days; for e-document, shorten the approval within a day or an hour.

D. Reduce paper and manpower cost: Saving approximate 40,000 A4 papers every year for printing recruitment documents of contract employees. Also, yearly saving manpower cost for sending and filling rough 3,000 documents.

IX. Administrative service quality

(I) Value

The Secretariat Office assists the President and Executive Vice Presidents in handling secretarial affairs. It consists of Administrative Section, Legal Section, Documentation Division, and News Center. The Campus Security Squad Division is also managed by the Secretariat Office. These divisions perform their respective duties and cooperate to facilitate document

management, school-level meetings, establishment of regulations, public relations, and campus security and to provide satisfactory services for faculty and students.

The characteristics of the Secretariat Office are as follows:

The office connects superior and subordinate offices and faithfully communicates and implements policies.

The office ensures horizontal communication and cooperation to promote school affairs.

The office fulfills its duties and innovates to improve its efficiency and performance.

The office complies with regulations and promotes harmony to enhance the University's reputation.

(II) Goal

The Secretariat Office seeks to establish a comprehensive regulatory system, an administrative system of high efficacy, and efficient administrative procedures as well as to collect opinions from school-level meetings and petitions and through file management to obtain information to guide decision-making. The office's goals are to:

1. Maintain the efficiency of administrative and meeting affairs to provide convenient services;
2. Increase project timeliness and improve quality management to achieve annual goals;
3. Establish a comprehensive regulatory system and enhance the quality of regulatory operations;
4. Improve file management to achieve systemization, standardization, professionalization, and informatization;
5. Maintain beneficial relationships with the media to promote the University and enhance its image and visibility; and
6. Strengthen campus security and prevent personal and property damage.

(III) Strategy and Action Plan

Strategy 1: Maintain the efficiency of administrative and meeting affairs to provide efficient services

1-1. Administrative procedures

A. Review the University's administration procedures and minimize the number of unnecessary procedures.

B. Establish a set of standard operating procedures and maintain the consistency of the services provided.

1-2. Meeting affairs

A. Establish a case acceptance review system and increase the accuracy of meeting materials.

B. Provide an easy-to-use meeting attendance registration system and voting system to improve meeting efficiency.

Strategy 2: Increase project timeliness and improve quality management to achieve annual goals

2-1. Track the progress of major projects and ensure that they are handled as scheduled; improve lateral communication mechanisms and labor allocation.

2-2. Activate PDCA Cycle to enhance project execution results.

Strategy 3: Complete and integrate the administrative rules and regulations to enhance the quality of legal operations

3-1. Amend the University's Practice Manual for Administrative Regulations and Legal Operations and establish the Specifications for Administrative Regulations and Legal Operations.

3-2. Continue to provide legal advice and assistance and establish a management system for major legal issues.

Strategy 4: Improve file management to achieve systemization, standardization, professionalism, and informatization

4-1. Conduct file inventory management and track the status and security of files.

4-2. Implement a file management evaluation mechanism and improve the file management quality and efficiency of National Cheng Kung University Hospital.

4-3. Enhance the security and effectiveness of the official document and file management system.

4-4. Preserve University archives and prolong the usable life of the archival records.

4-5. Diversify archival values and shape the University's collective memory.

Strategy 5: Assist in establishing the University's image and promoting its unique features

5-1. Promote school affairs highlights

A. Raise awareness of government–industry–university developments and report on the achievements of the teachers and students of the University.

B. Plan the content that is presented on the homepage of the official website and manage social media platforms

C. Organize school-level press conferences and video shoots.

5-2. Maintain favorable relationships with the media

A. Provide assistance in media interviews and video shoots and provide media-friendly services.

B. Explore University highlights and proactively provide the media with materials for news reports.

Strategy 6: Promote the development of a smart campus, optimize campus security equipment, and maintain campus security

6-1. Promote security service programs

A. Incorporate technology into security service programs.

B. Make rolling adjustments to campus security goals and items.

6-2. Engage in security incident response and management

A. Ensure the operations of the relevant offices.

B. Ensure operational discipline and provide quality security services.

6-3. Periodically inspect and optimize security equipment to ensure its operability.

A. Complete equipment maintenance and renewal to ensure normal operations and reduce malfunctions.

B. Optimize equipment functions to shorten incident handling times and improve service efficiency.

(IV) Annual work focus

1. Continue to revise the standard operating procedures for administrative paperwork and meetings.
   (1) Continue to modify the authorized list.
   (2) Review and amend the official seal affixation regulations.
   (3) Implement the case acceptance review system.
   (4) Improve the meeting attendance registration system and voting system.
2. Establish a Secretariat Office project calendar.
3. Activate the PDCA Cycle.
4. Establish a comprehensive administrative system and enhance the quality of regulatory operations.
   (1) Organize lectures for faculty on administrative regulations to improve their knowledge of administrative regulations.
   (2) Execute an annual regulation review to identify outdated regulations and facilitate administration through regulation.
5. Enhance file management to achieve professionalism and informatization.
   (1) Review confidential files, hold appraisal meetings, submit file catalogs for review, and select files with national preservation value and transfer the information to the National Archives Administration.
   (2) Backup the official document system and establish a backup mechanism.
   (3) Implement a file management assessment of National Cheng Kung University Hospital.
   (4) Organize and establish an archive repository.
6. Maintain favorable relationships with the media to promote the University and enhance its public image and visibility.
   (1) Promote University highlights.
      A. Enhance the connection between University offices and track their latest research achievements.
      B. Make rolling adjustments to administrative operation procedures.

C. Collect photographs of campus scenery and school-level events.

(2) Provide friendly services and strengthen interactions with the media.

7. Optimize security equipment and integrate reporting systems to facilitate security incident handling and maintain campus security.

(1) Implement security operations and update security equipment.

A. Improve security work and ensure the function of security organizations.

B. Ensure proper incident reporting and handling and keep complete reporting records.

C. Optimize security equipment and ensure its functioning.

(2) Improve security maintenance and security incident response.

A. Establish an appropriate handling procedure and implement a reporting procedure.

B. Strengthen incident response capacities to facilitate security incident handling.

(V) Risk assessment

1. Reviews and simplification of administrative procedures require cooperation from the relevant offices. All offices must achieve a consensus on empowerment and increasing their administrative efficiency. Such improvements can only be achieved through a collective effort and a change in thinking.
2. Offices that encounter any of the following inconsistencies or inappropriate situations related to the University's administrative regulations that may affect the promotion of school affairs should report such situations:

(1) Although the laws and regulations of the central government have been amended or abolished, the University's administrative regulations have not been revised accordingly.

(2) Part of the University's administrative regulations is no longer applicable or is not in line with the current development of school affairs.

(3) The content of a regulation is repeated or contradictory and may lead to ambiguity.

3. To ensure the security of data, the maintenance cost for additional hardware and technical improvement shall be increased.
4. Reducing risks in the file management of National Cheng Kung University Hospital through labor allocation shall be prioritized.
5. To maintain the University's public image and fulfill its responsibilities, all released news content and event information shall be accurate. The value and scope of the news report shall be carefully evaluated.

6. The safety concerns and accidents that recently occurred at some universities have led teachers and students to feel unsafe and have affected the reputation of universities. Therefore, appropriate measures shall be taken to prevent the following risky situations:
   (1) Equipment malfunctions and fails to provide assistance in the event of an incident.
   (2) A misunderstanding or dispute arises when an incident is being handled because the informer is unfamiliar with the relevant procedures or equipment.

(VI) Anticipated Results

1. Qualitative key performance indicators.

(1) Continue to amend the official seal affixation regulations and make announcements to establish a set of operational procedures.

(2) Ensure the accuracy of meeting materials, a smooth discussion process, and that scheduled items can be addressed in each meeting.

(3) Establish a Secretariat Office project calendar to ensure each project is handled as scheduled.

(4) Ensure the University’s regulations are established in accordance with national laws and regulations and meet the needs of school affairs.

   A. Establish a preliminary review mechanism for administrative regulations and continue to formulate or amend the regulations after review.

   B. Execute an annual regulation review and hold meetings with the relevant offices, if necessary, to understand the situation necessitating regulation amendment and the difficulties encountered during its implementation and track improvements.

(5) Enable open use of files to increase the value of the archives.

(6) Ensure the authenticity and integrity of electronic files that are to be stored for the long term.

(7) Preserve the University’s document assets for administrative consultation, school history teaching, and academic research.

(8) Collect information on results that support the University’s education performance goals from each department and promote the University’s achievement in the Higher Education Sprout Project, holistic education, international cooperation, innovative research, and industry–academic collaboration through high-quality photographs, articles, and school-level press conferences.

(9) Maintain campus security, reduce the occurrence of accidents, and improve the response and handling of campus emergencies to improve the quality of security

services.

(10) Optimize campus security equipment by incorporating technology and effectively employ the equipment to provide security assistance and ensure campus security.

2. Quantitative key performance indicators.

1. Urge relevant offices to amend their authorized lists, with new offices or offices resulting from reorganization prioritized for evaluation.
2. Review annual school affairs projects and propose improvement measures.
3. Continue to review administrative regulations to establish comprehensive legal operation procedures.
   (1) Formulate annual regulation inspection plans to review the regulations of each office.
   (2) Organize annual lectures on regulatory operations or administrative regulations and systematically provide administrative regulation courses.
   (3) Review the University's administrative regulations and ensure that the administrative regulations formulated by each office have been amended and revised by more than 80% over the past 5 years.
4. Conduct at least one file inventory check each year.
5. Schedule a disaster recovery drill, an electronic file inventory check, and storage media inspection every year.
6. The annual capacity of the archive repository shall be at least 35 meters for 10 years.
7. Maintain a media exposure frequency of 750 NCKU news stories per quarter.
8. Conduct campus equipment maintenance and renewal and security equipment establishment, inspection, and renewal.
9. Schedule security guards and provide security assistance in accordance with the campus security service items.

Section V. Sustainable Social Responsibility

I. Sustainable Campus Development

(I) Value

The development of school affairs has evolved from a city university with a local mindset in fulfilling university social responsibility to a global university with an international mindset and a vision of creating an educational model for the new generation. The Office of General Affairs, as the back office, will continue to focus on administrative management of general

service, construction and maintenance, management service, property management, and procurement. As well as this, the Office also vows to implement strategies of the school's development vision by providing compressive support and services. With the core spirit of "Unite around One Torch, Stand Firm through Time as One", the Office is committed to zero carbon emissions, cultural innovation, friendliness and safety, coupled with an international perspective of becoming a "university of the future". Based on this, we have initiated six action plans: green, smart, sustainable, creative, cultural, and a friendly and safe campus.

(II) Goal

1. Zero carbon emissions:
   We promote green recycling systems and green transportation, initiate a campus tree protection program, deepen green procurement concepts, while improving renewable energy use and energy system resilience, and facilitating the efficiency of resource reuse.
2. Cultural innovation:
   Make inventories of the school's human and natural assets and promote the concept of an environmental life museum within the school. An innovative learning environment should transform the conventional form of the campus space.
3. Friendliness and safety:
   The safety of those involved in school events is ensured by constructing a mutual aid mechanism, performing disaster-prevention drills, creating a friendly and barrier-free environment, and improving the quality of public services on campus.
4. International perspective:
   On par with the plans made by the Office of R&D, we are committed to building a concrete and operational experimental field, aiming to create a cross-field learning environment that connects with international communities, further creating a borderless school of the future。

(III) Strategy and Action Plan

Strategy 1: Green campus

1-1. Promote smart and low-carbon transportation network; replace old equipment with energy-saving equipment, and use low-carbon power system with energy conversion and circular economy functions.

1-2. Plan school construction with low environmental burden and maintenance costs.

1-3. Take into account the sustainable development of the landscape on campus and promote the "campus tree protection program".

1-4. Proactively promote a green procurement concept to facilitate a green economy and ensure sustainable consumption and production patterns.

Strategy 2: Smart campus

2-1. Establish a campus environmental monitoring system, covering climate factors, air quality, electricity and water consumption. The system is used as a basic data structure for a sustainable smart campus and a reference for campus planning and decision-making.

2-2. Promote a smart energy management system for power and water consumption monitoring, smart street lighting, and rainwater recovery system. The system is centrally monitored and coordinated to make timely changes and corrections.

2-3. Integrate general affairs work management service systems (such as, fire safety, public space management, staff dormitory management).

2-4. Construct the "NCKU Tree" management system to maintain a sustainable campus ecological environment.

Strategy 3: Sustainable campus

3-1. Promote a campus green recycling system to facilitate the reuse of resources, enhancing energy use efficiency.

3-2. Instead of making new buildings, old buildings are repaired or retrofitted after their safety is evaluated, extending use value.

3-3. Formulate sustainable campus landscape standards for campus construction with low-environmental burden and low maintenance costs.

3-4. Encourage contractors to propose optimal construction methods to reduce the impact of construction on the environment. The construction work methods will be incorporated into the review and scoring mechanism.

Strategy 4: Creative campus

4-1. Plan a diverse and flexible innovative learning space and provide a center for the development of featured areas.

4-2. On par with cross-school industry academia cooperation and attract corporate teams to enter the school to help build a space for industry-academia innovation and research.

4-3. Build concrete and operational experimental fields, create a cross-field learning environment that connects with international communities and provide accommodation for international talent.

4-4. Improve the quality and efficiency of the venue space by introducing a property management provider.

Strategy 5: Cultural campus

5-1. Maintain and restore historic and cultural assets, revitalize and plan for the reuse of old buildings.

5-2. Protection of important trees on campus, planning of featured old trees, shading areas and outside space. For example: Search for trees of colleges and create shading campus axis line.

Strategy 6: Friendly (safe) campus

6-1. Construct a safe campus environment with human-friendly hardware facilities, such as all-gender toilets, breastfeeding rooms, barrier-free environment and fall prevention facilities.

6-2. Promote disaster prevention preparation in case of an earthquake for existing buildings; incorporate the general design, safe guidelines and conduct regulation review upon the design planning of new buildings.

6-3. Introduce services of professional vendors to improve the quality of public services on campus.

6-4. Increase the awareness of ecological conservation, implement life education and environmental protection among teachers and students.

(IV) Annual work focus

1. Green campus:
   (1) Perform air conditioning improvements, with energy-efficiency label 1 and 2 as the basic requirement. Upgrade 69KV electrical substation monitoring systems and replace old electrical substation facilities on Cheng-Hsing Campus.
   (2) The new construction projects of Macronix Building and Da-Hsin Garden attained Gold and Silver green building labels respectively; priority given to products that have less impact on the environment.
   (3) Official cars are reduced year by year and adding more charging stations for electric cars, while promoting campus shuttle services.
   (4) Provide education and training on tree protection.
2. Smart campus:
   (1) Integrate the work management service system for general affairs.
   (2) Build a pilot demonstration system for the management of water resources on Kuang-Fu campus.
   (3) Build the “NCKU Tree” management system.
   (4) Build a vehicle smart management system.
3. Sustainable campus:
   (1) Make good use of available sites on campus to plan and install solar power panels.
   (2) Implement circular economy by continuously promoting resource recovery and garbage classification; use recycled water for watering; and plan a food waste composting facility at an appropriate location on the An-Nan campus.

4. Creative campus:
   (1) Enrich the teaching and research environment and conduct the new construction project for the Foundation Building.
   (2) Revitalize assets including the sports stadium and the old Dong-Ning dormitory.
5. Cultural campus:
   (1) Old building revitalization and reuse plans for the former residence of Dean Huang, Kun-Yen, Da-Hsin Garden space, the Future Atelier, and the Museum.
   (2) Management and maintenance of precious old trees in the school by promoting the "campus tree protection program".
6. Friendly (safe) campus:
   (1) Perform the lending of staff dormitories and short-term housing and reinforce dormitory repair and maintenance. Maintain the quality of BOT projects for student dormitories and Zenda Suites.
   (2) Introduce property management services in the Future Atelier (The Old Main Library) and Macronix Building to enhance space quality and efficiency.
   (3) Establish a bilingual campus indicator system and maintain friendly space and barrier-free facilities.
   (4) Promote building earthquake drills and provide training on building self-defense and firefighting team.
   (5) Provide training courses to stray animal volunteer teams and hire instructors to help give guidance.

(V) Risk assessment

1. Due to COVID-19, the operation of parking lots and meeting venues has been affected.
2. Decreasing workers has led to heavy workload for resource recovery and classification, increasing the processing time.
3. Application of subsidies for monitoring and management systems by the central government were not received.
4. Construction projects often encounter issues such as failed bidding, climate change, COVID-19, price rise in materials, manpower deployment, site management and safety, changes in design, funding discrepancies, leading to the risk of projects not being able to be completed on time.
5. The demand for repairing the old staff dormitories is increasing and repair cannot be provided in a timely manner under the situation of labor and material shortages. Idle movable properties fail to meet the needs of the users, resulting in not being able to achieve the effectiveness of the revitalization of assets.

6. The construction of solar power panels has its own engineering risks, maintenance manpower problems, school space use flexibility and financial flow considerations.
7. The unit that is not familiar with laws and regulations, may result in not giving priority to green procurement or goods or services provided for the disabled.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Entrust a professional parking lot operator to maintain and continue to provide quality services to students, alumni, and the public through "operation performance evaluation".

(2) Improve energy efficiency and use, and construct a comprehensive teaching and research environment, while expanding the joint development space and repair old buildings to reinforce their functions.

(3) Increase solar power generation, build a sustainable campus environment, and optimize energy management to reduce the impact on the environment. Build a campus energy system to keep abreast of water and power usage data, and identify potential energy saving targets.

(4) Introduce property management and make a proactive move to strive for high-quality manufacturers that meet the overall image of the school's characteristics to be based in the school, improve and strengthen the living auxiliary facilities on campus and meeting venue facilities, providing comfortable space for activities.

(5) BOT projects for student dormitories and Zenda Suites will continue to provide quality, comfortable and safe accommodation for students, alumni and visitors through "operation performance evaluation".

(6) Promote and strengthen the concept of giving priority to green procurement and procurement for the disabled among all units, establishing an eco-friendly campus that cares for the disadvantaged. Strengthen procurement education, training and promotion to increase the efficiency and quality of procurement.

2. Quantitative key performance indicators

(1) Leasing or building solar power farms with at least 2000kw or at least 1 venue, with a rebate of approximately NTD 2 million per year. The target is to reduce total water used by 1% compared to 2021. The target for EUI is that it does not exceed the previous year's standard. The standard value in 2021 was 79 and the target for 2023 is a continuous reduction.

(2) The royalties of BOT projects are approximately NTD 2.7 million per year and a rebate is approximately NTD 770,000, with a score reaching more than 70 by the

Annual Operating Performance Evaluation Committee. The staff dormitory income is more than NTD 7 million, with allotted rooms reaching more than 80% and annual maintenance management reaching 200 cases. Completed property management and procurement planning for at least 1 venue, at least 2 bids for new venues and 10 venue rentals, representing revenue of approximately NTD 3 million.

(3) The target for the fuel consumption for official vehicles is a reduction of 15%. The objective to replace official vehicles with electric vehicles is projected to be achieved by 2030. Reduce waste volume by approximately 1% year by year. 40 tons of food waste are disposed each year, with approximately 10 tons of fertilizer produced, increasing resource recovery rate to appropriately 30%.

(4) The royalties received from parking lots are NTD 2.75 million each year, increasing revenue for school funds.

(5) Green procurement designated items reaching more than 95%.

II. Smart Digital Campus

(I) Value

The NCKU Computer and Network Center provides the computer and network resources required to conduct teaching, research, and administrative activities in NCKU and assists all NCKU units in developing school affairs information systems, promoting information security, and protecting personal data. The center provides services pertinent to campus optical fiber backbone networks, wireless networks, dormitory networks, emails, web platforms, cloud computing, AI computing platforms, e-school administration, digital learning platforms, and campus-authorized software. In addition to providing services to NCKU faculty and students, the center serves academic units across Taiwan in its various roles as the Taiwan Academic Network Tainan Network Regional Center, the Ministry of Education Southern District Cloud Data Center, and the regional network center of TaiWan Advanced Research and Education Network.

(II) Goal

1. Establish a high-speed, stable, and secure network environment

   The center provides the campus with optical fiber backbone network bandwidth in a timely manner, reinforces information and communication security detection and protection equipment, and thoroughly implements the information and communication security management system.

2. Establish network and information service hosts

The center provides network and information service hosts that are pertinent to email, web platform, cloud computing, AI computing platform, and cloud storage services.

3. Develop a high-quality school affairs information system

   The center develops new school affairs information systems and maintains or rewrites previously developed systems in accordance with the electronic technology requirements for each unit. It uses a software test platform to improve the service quality of the school affairs information system.

4. Establish a multifunctional digital learning platform

   The center provides digital learning platforms including Moodle, MyTube, and NCKU GE website, all of which support synchronous or nonsynchronous online learning. It develops new platform functions in accordance with the requirements of NCKU units. It also improves host performance and expands storage space in a timely manner to meet the school's online learning needs.

(III) Strategy and Action Plan

Strategy 1: Reinforce the network infrastructure to improve performance, stability, and security.

1-1. Improve campus network security.
   A. Replace obsolete campus intrusion detection and defense system equipment.
   B. Inspect the appropriateness and robustness of firewall protocols regularly.

1-2. Expand the number of wireless network locations across the campus.
   A. Install base stations in large public areas to expand the range of wireless network services.
   B. Replace obsolete Wi-Fi authentication systems and controllers.

1-3. Improve the quality of dormitory networks.
   A. Replace dormitory network switches on a regular basis.
   B. Strengthen dormitory network traffic management.

Strategy 2: Enhance the security and availability of web service hosts.

2-1. Improve cloud hosting performance, security, and availability.
   A. Enable 2-step account verification.
   B. Replace obsolete information security equipment.
   C. Establish a cold and hot data layering and clustering mechanism to improve data availability and access performance.
   D. Expand or replace obsolete core cloud service equipment and increase the transmission bandwidth of networks (i.e., servers, network switches, storage systems).
   E. Expand the capacity of the cloud resource pool.

2-2. Expand cloud desktop services, effectively share licensed software, and reduce

the number of licenses purchased.

A. Build a software cloud and share licensed software on cloud desktop services in a centralized manner.

B. Build an account login mechanism that requires users to log into a software cloud to use authorized software.

2-3. Enhance email profile usability.

A. Establish an off-site backup mechanism for email data.

B. Establish a fast-recovery mechanism for email data.

2-4. Strengthen the security of service hosts.

A. Create a centralized event log server.

B. Establish a school time server to maintain the time consistency between hosts, enabling the straightforward tracking of abnormal events.

2-5. Promote the revision of the NCKU homepage to improve the NCKU's international visibility and strengthen the communication of information in both Chinese and English.

A. Gather information from the homepages of well-known domestic and foreign universities.

B. Hold cross-functional homepage revision meetings.

C. Invite professional artists to design homepage templates.

Strategy 3: Promote the computerization of administrative units to improve administrative efficiency.

3-1. Develop new information systems

Assess the system requirements of each administrative unit and develop new systems accordingly to improving administrative efficiency.

3-2. Rewrite existing information systems

Rewrite existing information systems with new development tools to reduce maintenance cost.

3-3. Optimize the operation interface of the school information system

Invite professional designers to produce visual designs that improve the user-friendliness and aesthetics of the school information system.

Strategy 4: Build a software test platform to improve the service quality of the school information system.

4-1. System vulnerability scanner: Assist system developers to detect information security flaws in systems and correct them in accordance with the recommendations of the scanner.

4-2. System stress testing platform: Conduct load capacity tests of information system hosts, estimate the maximum number of connections that can be loaded, and assist developers to perform system and hardware adjustments.

4-3. Cross-browser testing platform: Assess the performance of an information system across multiple browsers and carriers and assist developers to correct and

optimize user interfaces.

(IV) Annual work focus

1. Network and hosting management

(1) Campus backbone network maintenance: Deployment of optical fiber networks, compilation of network traffic statistics, and handling of anomalies for each administrative unit that is connected to the NCKU network center.

(2) Academic network district network center maintenance: Assist Tainan-based schools of all levels to connect to the backbone networks of the Taiwan Academic Network and the TaiWan Advanced Research and Education Network and resolve circuit anomalies.

(3) Cloud computing services:

A. NCKU Cloud web hosting service

a. School affairs information system platform.

b. Cloud web hosting rental service that provides users with multiple cloud computing core, memory, and storage space options.

B. Cloud storage service

a. Personal cloud storage for faculty, staff, and students.

b. Separate cloud storage for each administrative unit: Allows cross-unit data upload and download.

c. Cloud desktop service: This service is used for various teaching purposes.

(4) Campus wireless network

A. Assist each administrative unit to install new-generation wireless local network base stations in public spaces (e.g., lecture halls, conference rooms, and classrooms) to expand the coverage of wireless network services.

B. Implement user authentication management and provide intercampus roaming services.

(5) Student and staff dormitory networks: Construct and maintain external optical fiber networks and internal local networks for each dormitory, including student and staff dormitories.

(6) Web service hosts

A. Email: Official mailboxes of each administrative unit and personal and official mailboxes of faculty and staff.

B. Web services: Maintain and regularly update the NCKU homepage and provide a shared website construction platform for all administrative units.

C. Domain name service.

2. Computerization of administration
   (1) Maintain the existing information system: Over 200 systems have been developed by NCKU administrative units over the years. These systems are maintained in accordance with legal amendments or changes in standard operating procedures.
   (2) Develop new information systems: Develop a school affairs information system to fulfill the school affairs informatization requirements of each administrative unit and improve their administrative efficiency.
   (3) Rewrite the existing information systems: Although the existing information systems are operational, few new NCKU personnel are familiar with these systems. Therefore, these systems should be rewritten using new development tools to reduce maintenance cost.
   (4) Optimize the school affairs information system interface: Provide a system interface that is user-friendly, aesthetic, and straightforward to use.
   (5) Comply with the minimum standards for information and communication system protection: On the basis of the full implementation of information security management system policies, an information system must comply with the relevant regulations of information and communication security.
3. Build a software testing platform
   (1) Develop a system vulnerability scanner.
   (2) Develop a system stress testing platform.
   (3) Develop a cross-browser testing platform.

(V) Risk assessment

1. Potential risks of cyberattack
   (1) Scope of damage: A massive number of computers worldwide have been implanted with malware. People with malicious intentions have used botnets to perform distributed denial of service (DDoS) attacks, which cause considerable damage and general or partial network service interruptions or congestions.
   (2) Countermeasure: DDoS attacks are difficult to prevent with the existing technology. When an academic network is affected by a DDoS attack, the attack must be defended against through the traffic cleaning center of the academic network.
2. Potential risks against the school affairs information system
   (1) Scope of damage: The NCKU school affairs management is highly reliant on electronic technology. When an anomaly occurs in the host or database of the school affairs information system, numerous administrative computer operations

are suspended such that administrative units must temporarily switch to manual operation. This situation undermines the administrative efficiency and service quality of these administrative units.

(2) Countermeasures:

A. Implement cloud virtualization: Most administrative hosts that are used to manage NCKU school affairs have adopted cloud virtualization. When an anomaly occurs in a host's hardware, the relevant operations are automatically transferred to a normally functioning hardware to maintain uninterrupted services or effectively reduce interruption time.

B. Improve database security: Each database is backed up off-site every day, and database access is strictly managed. In addition, a database track record system has been built for straightforward problem diagnosis.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Enhance the security and availability of web service hosts.

A. All-flash storage is imported into the cloud resource pool to improve the overall performance of the virtual machine.

B. Email data are saved through off-site backup to effectively reduce disaster risks and reduce recovery times (i.e., recovery point objectives), thereby improving the reliability and integrity of email system services.

(2) Adopt the latest system development tools and platforms

A. Responsive web technology or app technology is used to develop the school affairs information system such that its interface user-friendliness is improved.

B. A new-generation website management platform with responsive web technology is implemented to eliminate the requirements for administrative units to simultaneously maintain both the desktop and mobile versions of their website content, thereby reducing maintenance labor and cost.

(3) Build a software testing platform

A. Software vulnerability scanning, stress testing, and cross-browser testing services are provided in accordance with annual plans.

2. Quantitative key performance indicators

(1) Reinforce the network infrastructure to improve network performance, stability, and security.

A. A minimum service availability of 99.86% is required (i.e., number of hours of unexpected disconnections caused by equipment failure must not exceed 12 hours in total throughout a year).

B. The transmission capacity of campus network intrusion detection and defense system equipment is increased from the current maximum of 20 to 45 Gbps. In addition, the total number of sessions is increased from 15 million to more than 25 million.

(2) Enhance the security and availability of web service hosts.

A. The internal network transmission bandwidth of cloud computing services is increased from 10 to 25 Gbps.

B. Software cloud performance is expected to enable the simultaneous use of services by at least 200 users.

(3) Develop new information systems and optimize existing system interfaces.

A. At least 2 school affairs information systems are expected to be developed or rewritten per year.

B. At least 2 school affairs information systems are expected to undergo interface optimization per year.

III. Green and Safety Campus

(I) Value

The Center for Occupational Safety and Health and Environmental Protection (hereinafter "the Center") is mainly responsible for formulating, planning, supervising, and promoting NCKU laboratory environmental protection, safety, and hygiene management rules and instructing relevant offices to promote and implement follow-up assessments. The Occupational Safety and Health and Environmental Protection Committee, Toxic and Concerned Chemical Substance Operation Committee, Biosafety Committee, and Health Committee were established to provide consultation and deliberation services. The Center strives to develop a more holistic and efficient system to cultivate a healthy campus that adequately addresses environmental issues and supports sustainable development.

(II) Goal

The Center aims to create an outstanding campus environment and cultivate a campus life that promotes environmental protection, health, and safety to ensure the safety of laboratory staff and students conducting research, maintain the health of NCKU faculty members and students, protect the environment from the pollution of laboratory hazardous waste, and enable sustainable environmental development. The objectives of the Center are detailed are as follows:

1. Implement the education on laboratory environmental protection, safety, and hygiene.
2. Strengthen the management of laboratory environmental protection, safety, and hygiene.
3. Sustained management of the health of faculty members and students.

(III) Strategy and Action Plan

Strategy 1: Formulate, plan, and promote regulations for laboratory environmental protection, safety, and hygiene

1-1. Formulate NCKU occupational safety and health management procedures.

1-2. Establish ISO environmental protection and occupational safety and health management systems and obtain verification for these systems.

1-3. Generalize ISO environmental protection and occupational safety and health management systems to high-risk laboratories as well as allocate funds for improving safety and health to increase participation.

Strategy 2: Declaration and control of laboratory chemicals

2-1. Intermittently review the Physical/Chemical Experiment Site Establishment Application Checklist.

2-2. Publish chemical item governance and management measures on the Center website.

2-3. Regularly verify and conduct statistical analyses of laboratory declaration operation records.

Strategy 3: Removal and treatment of harmful laboratory waste

3-1. Offer an annual campus laboratory clean-up bid.

3-2. Declare industrial waste inventory every month, and fill the waste declaration form before garbage clearance in accordance with Environmental Protection Administration regulations.

Strategy 4: Management and implementation of education on laboratory environmental protection, safety, and hygiene.

4-1. Implement education and training on laboratory environmental protection, safety, and hygiene every semester.

4-2. Require newly admitted laboratory personnel to complete training courses before they enter laboratories.

4-3. Require laboratory personnel who completed training more than 3 years ago to participate in 3 hours of retraining.

4-4. Handle labor safety education and training for supervisors in charge in accordance with regulations.

Strategy 5: Implement connection management to maintain automatic external defibrillators (AEDs)

5-1. Accurately determine the status of the AEDs at each location through connection management.

5-2. Manage AED consumables to ensure their availability in emergencies.

Strategy 6: Develop a smart and healthy campus to ensure a supportive and healthy environment.

6-1. Utilize the health data base to develop an early warning system and manage high-risk populations.

6-2. Strengthen health awareness through health promotion activities on campus.

6-3. Improve campus health environment and personal health through health education and empowerment.

6-4. Regularly conduct general and special health checkups for new students and workers for subsequent tracking and management.

(IV) Annual work focus

1. Consistently promote environmental protection, safety, and hygiene management systems:

   To ensure the safety and health of its faculty members and students, the Center completes an ISO 14001, ISO 45001, and CNS 45001 environmental protection, safety, and hygiene management system certificate renewal and reassessment every year. By doing so, the Center self-manages and improves its safety and health-related facilities.

2. Maintain and enhance the environmental protection, safety, and hygiene integrated information system:

   Consistently maintain and update the environmental protection, safety, and hygiene integrated information system, which includes various subsystems: environmental protection, safety, and hygiene education and training management; experimental site setting/change management system; chemical management system; hazardous machinery/equipment management system; health check management system; management system for laboratory waste clearance and declaration; and biological experiment application review.

3. Promote environmental protection and implement safety and health education:

   In accordance with the Occupational Safety and Health Act, ensure that newly admitted laboratory personnel complete training courses before entering laboratories and encourage laboratory personnel to complete refresher training courses. This can ensure the safety and protection of individuals at experimental sites.

4. Participate in implementing sustainable campus assessments:

Participate in the annual Green Metric World University Ranking and Survey on Current Environmental Management Practices of Universities and Colleges and Implementation Effectiveness conducted by the Ministry of Education quadrennially. The data obtainable through this survey may serve as a foundation for the development of each office and can thereby facilitate achievement of the goal of sustainable campus development.

5. Promote laboratory chemical and waste management.
   (1) Implement source (procurement) management of toxic and concerned chemicals listed by the Environmental Protection Administration, precursor chemicals listed by the Industrial Development Bureau of the Ministry of Economic Affairs, and hazardous chemicals of a certain quantity as listed in the Labor Inspection Act.
   (2) Promote the use of chemicals of lower toxicities and amounts; establish a platform for exchanging laboratory chemicals that have not been used for an extended period of time (which can be provided to laboratories in need free of charge) to increase the drug utilization rate and reduce drug waste.
   (3) Encourage minimization of laboratory waste, implement user charges, strengthen education and training, monitor the quality of the campus environment, and conduct other complementary measures. Thoroughly dispose of all waste chemicals, waste glass, or unknown chemicals previously used by retired teachers to protect laboratory personnel and the environment.
6. Continue to promote radiobiology and radiation management
   (1) Management of pathogens at a level higher than Risk Group 2 (RG2): Researchers should log in to the management system of the Taiwan Centers for Disease Control to obtain information on managing pathogens at a level higher than RG2. The Center regularly supervises and manages experiments involving such pathogens in accordance with CDC regulations.
   (2) High-temperature and high-pressure sterilization (waste disposal) management: The Center conducts regular biological validation tests in accordance with CDC regulations.
   (3) Radiation source control: In accordance with the regulations of the Atomic Energy Council of the Executive Yuan, the Center evaluates and improves the management of its radioactive material inventory and use of equipment that may emit ionizing radiation every 6 months and regularly reports this information to the Atomic Energy Council.
7. Provide a smart, healthy, and high-quality life network
   (1) Health maintenance
      A. Plan first-year student health checkups before school begins each year.
      B. Effectively consolidate student health checkup data and improve the data

management of the Student Health Curriculum System.

C. Develop a high-quality, smart health-care cloud network.

D. Establish a case management model to enable health maintenance to be conducted for individuals with abnormal checkup results.

E. Manage and track the physical health of every new worker.

F. Conduct general or special annual health checkups for workers to enable subsequent management and tracking.

(2) Healthy environment

A. Inspect all offices to identify containers of water that may serve as breeding sites for vector mosquitoes to prevent an outbreak of dengue fever.

B. Build a positive relationship with the Health Bureau and manage, track, and report cases of tuberculosis as soon as possible to prevent cluster infections of tuberculosis at the school.

C. Regularly hire dieticians to conduct restaurant audits; participate in the Catering Committee organization to facilitate supervision of restaurant operators and ensure the safety and hygiene of dining venues.

D. Assist the school in implementing COVID-19 preventive measures to safeguard the health of NCKU faculty members and students.

(3) Health promotion

A. Provide medical, nursing and nutritional consultation clinics, and promote the concept of disease prevention and health promotion.

B. Cooperate with the Ministry of Education's Health Promotion Project to promote a healthy BMI and holistic health education.

C. Employ smart portable devices to enhance individuals' abilities of self-management for health and to develop regular exercise and healthy living habits.

(V) Risk assessment

1. Strengthen the willingness of each office to participate in the ISO Environmental Protection and Occupational Safety and Health Management System to improve laboratory environmental protection, safety, and health management systems.
2. Strengthen risk awareness in laboratory leaders, assistants, and students with respect to environmental protection, safety, and hygiene to reduce the occurrence of accidents.
3. Promote small-scale chemical purchases or exchanges to reduce the risk related to the temporary storage and use of toxic chemicals in the school.

4. Promulgate rules regarding the removal and clearance of chemical waste in the laboratories of retired teachers to prevent the risks related to accumulated discarded chemicals.
5. Promote the concept of primary prevention in the school, improve early detection and early treatment mechanisms, and prevent cluster infections of infectious diseases in the school.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Consistent development of an integrated environmental protection, safety, and hygiene information system.

(2) Highlight the importance of a health-promoting lifestyle on campus and thereby lead individuals to adopt healthy lifestyles.

(3) Implement laboratory waste management practices of declaring waste storage and output to the Department of Environmental Protection on schedule as required on the school's triplicate form.

(4) Complete applications to obtain approval for use of toxic and concerned chemical substances and quarterly declaration procedures, as required by relevant regulations.

(5) Occasionally implement education and training on Pollution and Toxic Substance Prevention and conduct campus environmental inspections.

(6) Regularly conduct biological and radiation safety reviews and inspections in accordance with regulations.

A. Handle cases related to biological investigations.

B. Complete inspections of biological experiment sites.

C. Inspect the biological safety cabinets in Biosafety Level 2 Laboratories.

D. Inspect the biological indicators of high pressure and temperature autoclaves at biological experiment sites and ensure proper labeling.

E. Assist in renewing permits to use unsealed radioactive materials (a single license covers the entire school) every 5 years.

F. Add and change radioactive substances and equipment that emit ionizing radiation.

G. Evaluate radiation practices every 6 months.

(7) Dispose of laboratory waste in accordance with regulations.

2. **Quantitative key performance indicators**

1. Hold at least three lectures related to environmental protection education, safety, and health for each course annually.
2. Train and educate at least 90% of newly admitted laboratory personnel on laboratory safety and hygiene.
3. Maintain the school's position in the top 5% of the world's greenest universities, as it was ranked in the 2020 GreenMetric World University Ranking.
4. Ensure that 25 departments participate in the ISO Environmental Protection and Occupational Safety and Health Management System.
5. Achieve an annual physical examination rate of 95% among first-year students
6. Conduct general and special annual health checkups for more than 95% of workers and organize checkup results to enable health management.
7. The number of annual onsite health services complies with regulations.
8. The shortcomings of dengue fever preventive measures revealed in an inspection should be improved within 3 days. (Achieve an improvement rate of 100%)
9. Inspect connection management systems for AEDs biannually and replace expired consumables to ensure the normal operation of AEDs.

IV. Localization of Social Care

I. University Hospital

(I) Value

As a major national medical center in the Yunlin, Chiayi, and Tainan areas, our university hospital's excellent medical equipment and professional staff aim to implement two-way referral in conjunction with the government's medical cooperation programs, improve regional medical service standards, and enforce the hierarchical medical care system. In addition to general educational and medical services, the university hospital offers rich research resources for integrating and applying research and clinical practices. Since its establishment, the university hospital has been committed to three core missions: teaching, research, and service, and has undertaken its social responsibility to provide medical care for patients with acute, severe, critical, and rare illnesses. Our objective is to reduce the medical service gap between northern and southern Taiwan so that patients do not have to travel back and forth for treatment, while playing a vital role in evacuating, supporting, and directing medical services for acute, severe, critical, and rare diseases.

(II) Goal

The hospital aims to achieve the best treatment practices and improve the efficiency and value of medical services by providing holistic and integrated medical services, and promoting

the professional care based on Shared Decision Making (SDM) and multidisciplinary teams. Furthermore, we are proactively cultivating medical talents, developing smart healthcare and cutting-edge and innovative medical technologies, improving the quality of medical service, and pursuing excellence, while promoting pandemic prevention and healthy aging in line with government policies. To fulfill its social responsibility and increase international medical cooperation, the hospital also strives to nurture talents for international exchange and participate in international medical and health aid.

1. Medium-term (2022-2027)
   (1) Enhance the performance of National Cheng Kung University Hospital's hardware and software.
   (2) Optimize community health development and fulfill social responsibility.
   (3) Cultivate medical professionals and educators as the cornerstones of the medical system through Competence-based Medical Education (CBME).
   (4) Create a benchmark for national clinical trials.
   (5) Implement precision medicine and improve competitiveness in biomedicine.
   (6) Complete the installations and operations of the Shalun Hospital and the Geriatric Hospital.
   (7) Plan for the An-Nan Long-term Care Park.
   (8) Prepare for the establishment and plan for the operation of Shalun medical service and innovation park.
   (9) Prepare for the establishment of a logistics center.
2. Long-term (2022-2032)
   (1) Build a benchmark hospital for holistic medical care.
   (2) Become a Competence-based Medical Education (CBME) benchmark hospital.
   (3) Build a research hub focusing on medical themes.
   (4) Fulfill social responsibility and establish a model in the medical community.
   (5) Complete the establishment of An-nan long-term care park.
   (6) Complete the preparation and operational planning for Shalun medical service and innovation park.
   (7) Plan for the construction of a new medical building in Douliu.

(III) Strategy and Action Plan

Applying the balanced scorecard framework to determine strategic themes and formulate annual hospital-level strategic objectives and action plans, while the major units of the hospital are responsible for preparing departmental action plans and Key Performance Indicators (KPI). Quarterly monitoring and assessment will be enforced to track implementation status.

Strategy 1: Provide excellent medical services and a safe environment.

1-1. Provide excellent medical care.

1-2. Improve internal and external customer satisfaction.

1-3. Establish a friendly workplace.

Strategy 2: Provide patients with safe and convenient medical care.

2-1. Build a safe medical care environment.

2-2. Develop convenient medical care procedures.

2-3. Strengthen the application of information and communication technologies.

Strategy 3: Develop medical talents proficient in holistic care.

3-1. Cultivate talents for holistic care.

3-2. Strengthen the teaching faculty development and the evaluation of teaching capability.

3-3. Enhance team collaboration in interdisciplinary care.

3-4. Improve the performance of clinical skills teaching.

Strategy 4: Create an excellent medical research center

4-1. Bolster research momentum.

4-2. Develop a research platform for precision medicine.

Strategy 5: Enhance the benefits and sustainability of medical care

5-1. Improve the cost structure and maintain stable medical care revenue.

5-2. Optimize the resource utilization rate.

5-3. Avoid unnecessary medications and diagnostic tests.

5-4. Strengthen two-way referral and implement the hierarchical medical care system.

Strategy 6: Fulfill social responsibility

6-1. Integrate the community to promote health enhancement and long-term care services.

6-2. Promote international medical care services.

(IV) Annual work focus

1. Provide excellent medical services and a safe environment.

   (1) Provide excellent medical care: Promote and implement Shared Decision Making (SDM). Encourage hospital departments to publish achievements of their participation in external efforts in medical care quality and patient safety at least once a year. Conduct education and training courses on Team Resource Management (TRM) and resilience.

   (2) Improve internal and external customer stratification: Conduct surveys on the level of employee satisfaction and the medical care experiences of patients (including their families), and ask the competent departments to propose

improvement measures in response to questionnaires with lower ratings. Investigate and handle customer complaints in order to maintain favorable relations with complainants.

(3) Develop a friendly workplace: Obtain Accredited Healthy Workplace certification.

2. Provide patients with safe and convenient medical care.

(1) Build a safe medical care environment: Provide consultation on all abnormalities subjected to Root Cause Analysis (RCA), and monitor and audit the results of their improvement measures. Invite professional instructors to lecture at hospital-level meetings, and cultivate mid- and senior-level leaders and teaching faculty on medical care quality and patient safety.

(2) Establish convenient medical care procedures: Request that each hospital department should complete at least one quality improvement effort, conduct periodic audits of the improvement's progress, and promote competition and publications.

(3) Strengthen the application of information and communication technologies: Introduce incentives and encourage and help hospital departments participate in the Joint Commission of Taiwan's smart healthcare contest.

3. Develop medical talents proficient in holistic care

(1) Provide education and training for talents in holistic care: Conduct courses on hospice care and encourage medical staff to obtain hospice and palliative care training. Fifty percent of resident-one staff should complete the general medicine teaching faculty training. Conduct courses on the application of evidence-based medicine to cultivate talents and participate in evidence-based medicine contests. Promote continued education and digital learning for members of the Cheng-Hsing Medical Alliance.

(2) Strengthen the teaching faculty development and the evaluation of teaching capability: Conduct physical and digital learning courses on teaching faculty development, and perform a Kirkpatrick level III behavior assessment three to six months after the completion of the training courses.

(3) Enhance interdisciplinary team collaboration on medical care: Conduct Healthcare Matrix training sessions and monitor and evaluate the application by multidisciplinary teams. Conduct courses on Interprofessional Education (IE) and evaluate its implementation by medical departments.

(4) Enhance the performance of clinical skills teaching: Conduct Objective Structured Clinical Examination (OSCE) examiner training courses and administer OSCE in medical departments.

4. Create an excellent medical research center

(1) Bolster momentum for research: Monitor the execution of project funding, conduct training and promotion courses on laboratory equipment, offer rewards for outstanding research papers (IF≧5 or discipline rank ≦5%), launch project proposal writing seminars and innovative research initiatives, as well as encourage hospital staff to participate in external research initiatives and assist in their patent applications.

(2) Develop a platform for precision medicine research: Conduct training courses on precision and smart medical care and facilitate their implementations in the hospital. Create a platform for novel medical diagnostics technology.

5. Enhance the benefits and sustainability of medical care

(1) Improve the cost structure and maintain stable medical care revenue: Improve departmental business operations, review clinic usage efficiency and strengthen two-way referral operations, lower the ratio of the costs of medicine, medical supplies, and inclusive medical supplies to the medical revenue, implement manpower evaluation, and streamline unnecessary personnel.

(2) Increase resource utilization rate: Increase hospital bed turnover rate, the number of outpatient surgeries, and the ratio of outpatient to inpatient chemotherapy.

(3) Avoid unnecessary medications and diagnostic tests: Monitor the frequency of duplicated tests and the amount of duplicated medication within 28 days of the outpatient consultation.

(4) Strengthen two-way referral and implement the hierarchical medical care system: Monitor the growth rate of numbers in inbound/outbound referrals.

6. Fulfill social responsibility.

(1) Integrate the community to promote health enhancement and long-term care services: Implement community-based health promotion initiatives, fitness programs, and long-term care services.

(2) Promote international medical services: Engage in international cooperation initiatives and apply for international cooperation projects.

(V) Risk assessment

1. The public's demands for medical care are increasingly diversified with rising awareness of rights. The hospital staff must exercise sensible judgment and enthusiasm in order to address problems in time. Thus, the hospital should constantly strive to educate its staff about proactively identifying problems and addressing them with compassion and empathy.
2. The introduction of information technology creates considerable costs in equipment and manpower expenditure, requiring the hospital to commit an equal amount of budgets.
3. The development of medical talents for holistic care is a challenging endeavor that requires long-term financial and resource investment.
4. The development of the domestic research environment suggests that funding support is declining in all areas and becoming more competitive. Furthermore, as cutting-edge medical technology development often requires a significant amount of time and cost, the hospital will need to commit extra financial resources to encourage its staff to invest in research.
5. The adoption of national labor policy of "one fixed day off and one flexible rest day each week" as well as existing national health insurance and medical policies result in a rise in the hospital's operating costs.
6. Due to the nation's international and diplomatic difficulties, promoting international medical services remains challenging.

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Enhance the faculty development and teaching capability, as well as the care capacity for interdisciplinary team collaborations and the performance of clinical skills teaching, in order to nurture medical talent capable of providing holistic care.

(2) Create an excellent medical research center, improve the research momentum of hospital staff, and establish a precision medicine research platform.

(3) Integrate the community to promote health enhancement and long-term care, implement international medical cooperation in line with national policies, and fulfill social responsibility.

2. Quantitative key performance indicators

(1) Provide quality medical services and a safe environment

A. Provide quality medical services: Implement four major SDM themes on

medical service with at least 90% (per year) clinical application, produce on average 60% or more departmental publications, and provide TRM and resilience-related courses at least once every six months with at least 80% satisfaction.

B. Improve internal and external customer satisfaction: Employee satisfaction targets: Achieve 70% employee response to satisfaction surveys across all departments, at least 90% employee satisfaction, and at least 85% satisfaction for the fatigue management aspect of medical staff. Customer satisfaction targets: at least 85% for emergency care, 90% for both outpatient and inpatient care, and 65% for responding to customer complaints within 24 hours.

C. Develop a friendly workplace: Promote one Accredited Healthy Workplace certification.

(2) Provide patients with safe and convenient medical care.

A. Create a safe medical care environment: Accomplish 100% completion rate of RCA for all eligible incidents within 45 days. Ensure that 60% of department heads attend seminars, at least two mid- or senior-level managers receive continuous education on medical care quality and patient safety, and at least two instructors on TRM, coaching, RCA, and quality indicators are cultivated every year.

B. Establish convenient medical care procedures: Achieve 100% of hospital-wide quality improvement.

C. Enhance application of information and communication technologies: Organize at least two teams each year to compete in smart medicine contests.

(3) Enhance the benefits and sustainability of medical care.

A. Improve cost structure and maintain stable medical revenue: Achieve a minimum 6% growth rate in cumulative medical revenue and a reduction in the ratio of the costs of medication, health supplies, and inclusive health supplies to the medical revenue as well as in the ratio of the personnel cost to the operational revenue ratio compared to the previous year.

B. Improve resource utilization rate: Increase the bed turnover rate to at least 3.43-3.84 patients per quarter, outpatient surgery to at least 2.41% per year,

and the ratio of outpatient to inpatient chemotherapy to at least 1.63-1.75 patients per quarter.

C. Avoid unnecessary medications and diagnostic tests: Maintain the percentage of duplicated tests within 28 days after outpatient consultation at or below 15.9-16.9% and the duplicated medications within the same time frame at or below 50,466-65,954 days per quarter.

D. Enhance two-way referral and implement the hierarchical medical care system: Attain a quarterly increase of at least 5,500 persons in both inbound and outbound referrals.

II. Tainan Hydraulics Laboratory

(I) Value

Tainan Hydraulics Laboratory (THL) is positioned as a professional application research institute jointly established by the Water Resources Agency (WRA) of the Ministry of Economic Affairs (MOEA) and NCKU. The main mandate assigned are as follows:

1. Responsible for the investigation, experiment and research related to coastal engineering, water resources conservation and hydraulics environmental engineering in national economic development and reclamation projects.
2. Analysis and research on relevant policies and technical think tank projects of the Land Subsidence Prevention and Promotion Committee, MOEA.
3. Knowledge-based technology research and development services to incubate water industry development and implement policies to solve water problems.
4. Set up a database system of coastal topography, oceanography and marine meteorology, groundwater, water resources and hydrological environment around Taiwan and integrate numerical models to develop a geographic information system.
5. Provide world-class large-scale experimental facilities and professional services for interdisciplinary learning and R&D to support industrial development and create new value.

(II) Goal

1. Apply sophisticated technologies to upgrade and innovate coastal engineering research capabilities to sustainably governance and conserve the marine environment and national land and natural resources.
2. Integrate interdisciplinary fields to R&D key technologies for stabilizing ocean energy tidal current power generation and knowledge-based water industry.
3. Promote the water industry for the development of multiple water sources and implement the development of small hydropower generation by using irrigation

channels in response to the FAO of the United Nations' initiative to establish the goal of sustainable development of water, food and energy compatible coexistence.

4. Pursue intelligent innovation research and create new value of knowledge by combining the huge database of existing long-term projects with applied numerical and physical models.
5. Actively participating in international science and technology NGOs to share R&D experience to facilitate the goals of international commissions, joint research, industry-university cooperation and technology transfer.

(III) Strategy and Action Plan

Strategy 1: Deepen the construction of basic research and improve the quality of research and development.

Invest sophisticated technology R&D resources to gradually install the cyber-physical system for field investigation, to replace the traditional limited survey technology to implement upgrades that are more accurate, convenient and secure, from sensors to data storage devices, and then through the ICT systems to the cloud database system, a series of technical total solutions.

Strategy 2: Optimize characteristic fields and develop key technologies.

2-1. Continue to undertake the government-commissioned projects to integrate research on ocean tides, waves, currents, storm surges in coastal areas, and hydrology, hydraulics, irrigation and drainage in land areas, to solve national coastal erosion, flooding, environmental conservation, land subsidence and other natural disasters caused by climate change.

2-2. The "Ocean Energy Research Center (OERC)" jointly established by the Energy Bureau of the MOEA and NCKU has given priority to developing the overall technology of ocean energy tidal current power generation in Taiwan, and is still waiting for the on-site test during offshore construction to add value to R&D derivative small hydropower generation and actively invite private industry participate in cooperation and apply for energy technology projects to accelerate the development of the small hydropower industry.

2-3. Provide coastal engineering professional technical knowledge consulting services to guide offshore wind power developers to successfully complete the construction of offshore pile installation projects, so as to transfer construction equipment and experience to the demonstration projects of ocean energy tidal current power generation development as soon as possible, so as to contribute to accelerating the pursuit of development the stability Ocean energy tidal current generation.

2-4. The think tank plans the land subsidence prevention and reclamation strategies of the MOEA, with "stabilizing water supply and solving the problem of water shortage" as one of the important strategies. The strategy implementation plan focuses on "promoting the vigorous development of water industry", and the plan mainly scope includes water saving services , groundwater recharge and extraction, renewable water resources development, small hydropower generation, seawater desalination, reservoir sludge recycling, etc., based on "sustainable water resources development", to balance the needs of environmental, social and economic water resources to establish A sustainable water environment where life, production and ecology coexist.

2-5. Excellent coastal engineering research capabilities and practical experience in planning and analysis of land subsidence think tanks have attracted international attention. Government agencies of South Korea, Thailand, Malaysia, Indonesia, and Peru are willing to contact transnational cooperation projects. After the COVID-19 epidemic, border opening can be actively carried out Discuss the details of cooperation projects.

2-6. Fully grasp the characteristics and advantages of industry-university-research linkage innovation R&D and integrate some of the hydraulic, electrical and mechanical R&D achievements of the ocean energy generation projects, and create value to derive long-term industrial cooperation projects, "Overall professional technical and knowledge services for the development of small hydropower plants" aims to transform practical research results into applications and implement the university and industry as partners.

Strategy 3: Forward-looking academic translation, creating social, industrial and international influence

Carry on support the NCKU to promote the University's professors to participate in and lead international organizations and the editing of international journals, and to establish international scholars who are linked with the University.

(IV) Annual work focus

1. The long-term plan of the Industrial Development Bureau, MOEA: coastal land erosion, environmental protection, and ecological conservation. (Yunlin Outlying Island Industrial Zone; Changhua Coastal Industrial Zone; soil and groundwater environment in the industrial zone)
2. The long-term policy think-tank staff of the Water Resources Agency, MOEA and hydrological measurement technology research and development: land subsidence prevention and forward-looking water resources and environmental technology. (think-tank staff of land subsidence prevention policies; water resources management

and application; water industry of smart hydrographic survey technology research and development; verification and inspection of hydrological instruments and water measuring equipment; disaster prevention and early warning system)

3. The energy technology project plan of the Bureau of Energy, MOEA: clean green energy development, Carbon Neutrality. (innovative small hydroelectricity; in situ testing and pilot projects on tidal current power)
4. The commission plan organized by the Ministry of Education: University Social Responsibility (USR), disaster prevention education. (Program on Building Disaster Resilient Schools and Technology Application; Disaster Prevention Youth International Leadership Camp and Disaster Prevention Youth Envoys Re-training Program)
5. The water industry incubation center plan: alternative water resources development, smart water management. (innovative seawater desalting plant and brine value-added extraction of valuable substances; wastewater treatment plant on biological treatment efficiency and membrane air dispersion efficiency; construction of smart electronic water meters and groundwater volume water equipment)
6. Industry-academy cooperation plan with enterprise: green energy development. (Senwei Energy and Czech MAVEL jointly develop the renewable small hydroelectricity)
7. The international cooperation plan: multinational project cooperation (South Korea, the urban-rural renewal plan for the fishing village and fishing port; Thailand, the village flood control and drainage and coastal protection plan; Malaysia, coastal erosion and tidal area ecological conservation, Indonesia, land subsidence and coast erosion and flood; Peru (Consulting Agency), the plan for alternative water resources development in coastal townships).

(V) Risk assessment

1. Interdisciplinary integration of talents is still insufficient: The main mandate of THL is a comprehensive professional application research institute, and its research scope includes the interaction of natural conditions of land, sea, and airspace. Facing the challenges of the diversity and timeliness of industry-academia projects, there is an urgent need for talents with integration capabilities.)
2. Upgrade of R&D quality and review of performance reward mechanism: The research institute is different from general technical engineering consultants, and it is more important to upgrade high-quality R&D capabilities on the premise of rewarding performance results.

3. Uncertainty of industry-academic projects: Projects of government agencies must be selected by open bidding according to the Government Procurement Law, but there is a risk that the project proposal will not be selected during the review and evaluation meeting.
4. The language problem of international projects: The countries that cooperate with multinationals and Taiwan are not the same language. All countries need to translate the content of the cooperative projects in English. The translation of each language is difficult to communicate with each other. 。

(VI) Anticipated Results

1. Qualitative key performance indicators

(1) Complete advanced automatic modernized hardware facilities and comprehensive research capabilities to maintain the status of Taiwan's premier coastal research institute.

(2) Achieve industry-university cooperation projects with domestic energy development companies which with good reputation and listed stocks, and also cooperate with the internationally renowned Czech MAVEL to provide mature small hydropower development technical services to create immediate benefits for green power development.

(3) According to the conclusion of the government's ocean energy development strategy plan, NCKU is designated to give priority to the development of integrated technology for ocean tidal current power generation to actively implement the ocean offshore test and demonstration plan.

(4) Counseling industry develops projects such as renewable water resources, brine value-added technology in desalination plants, reservoir sludge recycling technology, and smart water management technology to promote the vigorous development of water industries.

(5) Resume the promotion and negotiation of transnational cooperation projects that were suspended due to the severe impact of the COVID-19 epidemic on international mobility. After the border opening of the epidemic, countries will be contacted with South Korea, Thailand, Malaysia, Indonesia, and Peru to discuss the details of the cooperation projects.

(6) Complete the work of NCKU professors to participate in and lead the work of international organizations and international journal editors in stages.

(7) To enhance the disaster prevention education projects commissioned by the Ministry of Education, "Building Resilient Disaster Prevention Campus and Disaster Prevention Technology Resource Application Project" and "Disaster

Prevention Youth International Leadership Camp and Disaster Prevention Youth Ambassador Return Training Program" have become NCKU's normal subsidy programs.。

2. Quantitative key performance indicators

(1) The total amount of research funding for projects commissioned by government agencies, industry-university cooperation projects of private enterprises, international cooperation projects, and disaster prevention education projects subsidized by the Ministry of Education is at least NTD 300,000,000 per year.

(2) Within 5 years, at least 2 private enterprises will sign industry-university cooperation projects, complete at least 6 potential site assessments of power plants by providing mature small hydropower development technical services and expect to obtain contracts for construction projects for 2~3 power plants.

(3) At least apply for 1energy technology project to the Energy Bureau of the MOEA within 5 years.

(4) Transnational research cooperation have at least 1 country within 5 years.

(5) Leading the planning to hold 2 international workshops in foreign countries within 5 years, and 1 international short course in Taiwan.

Chapter 4. Financial Planning

Financial resources are pivotal for the overall development of the University. For the medium-term university development plan funding needs, limited resources are allocated to prioritized and high-effective items in order to present NCKU's policy highlights. In this chapter, the sources of funding are divided into three categories: government grants, self-generated income, and the second phase of the Higher Education SPROUT Project, as well as the estimated sources of funding and funding needs from 2023 to 2027. This chapter is divided into five sections: Section 1 is the analysis of funding sources and demand, Section 2 is the analysis of annual surplus (deficit) and capital allocation, Section 3 is the analysis of available capital, Section 4 is the projected balance sheet changes, and Section 5 is the strategy to expand additional funding sources while reducing costs.

Section 1: Funding Sources and Needs Analysis

I. Funding sources are divided into 3 main categories

Table 4-1: Estimation of funding sources from 2023 to 2027

Unit: NT$ '000

Source of funding	112 年	113 年	114 年	115 年	116 年
Government grants	3,190,708	3,264,621	3,233,581	3,202,541	3,182,541
Self-generated income	6,024,866	6,063,106	6,092,913	6,122,787	6,152,729
Higher Education SPROUT Project (Phase 2)	1,286,536	1,300,000	1,350,000	1,400,000	1,450,000
Total	10,502,110	10,627,727	10,676,494	10,725,328	10,785,270

Source: NCKU Accounting Office

(I) In accordance with Article 3 of the "National University Endowment Fund Establishment Act", the fund sources are divided into two major categories: government appropriations based on budgetary procedures and self-generated income. In addition, in order to present the source of the Ministry of Education's second phase of the Higher Education SPROUT Project, the government's grants are expressed separately from the budgetary appropriation categories, and are therefore divided into three major categories, each of which is described in 2~4.

(II) Government grants: These include grants from the Ministry of Education for basic needs, performance-based and project-based programs (including current and capital accounts), and other government agency project-based grants (except for research grants, which are listed as

self-generated income sources). The accounting entries are distinguished as University Teaching and Research Grant Revenue, Other Grant Revenue, Funds - Capital, and Deferred Revenue - Capital Account. Among them, "University Teaching and Research Grant Revenue" is the most important source of government grant income, accounting for 80.28% to 82.49% of government grant funds in each year.

(III) Self-generated income: including income from tuition and miscellaneous fees, work study programs, continuing education programs, revenue from utilization of university assets, financial income, contribution or donation revenue, other revenue, of which cooperative education projects are the most important source of self-generated funds, accounting for 69.11%~69.46% of self-generated funds each year.

(IV) Higher Education SPROUT Project: The second phase of the Higher Education SPROUT Program is subsidized by the Ministry of Education and is expected to last for five years from 2023 to 2027, with NT$1.286 billion budgeted for 2023 and NT$1.3 billion estimated for 2024, which shall gradually increase to NT$1.45 billion by 2027.

II. Breakdown of estimated funding sources from 2023 to 2027

(I) Government grants: The main source is the income from the school's teaching and research subsidies. Due to the "National Tainan Industrial High School’s application to become affiliated with National Cheng Kung University as The Affiliated Senior Industrial Vocational and Continuing Education High School of National Cheng Kung University," it is proposed to transfer and reduce the funding amount due to the transfer of teachers over three years from 2024 to 2026. In addition, the Ministry of Education and other government agencies have maintained their project-based grant programs totally over NT$490 million.

(II) Self-generated funds: Mainly revenue from cooperative education projects, which is expected to grow year by year to reach NT$4.25 billion in 2027, in line with the University's industry and academia innovation and the active pursuit of large-scale projects commissioned by government agencies. Traction of growth in tuition and miscellaneous fees revenue is low due to factors such as a smaller student body due to falling birth rates and the government's tuition and fee adjustment policies.

(III) Higher Education SPROUT Project: With the results and highlights of the implementation of the first phase of the Higher Education SPROUT Project, the second phase of the Project will see continued funding, and it is estimated that the growth trend will be maintained from 2023 to 2027, reaching NT$1.45 billion by 2027.

Table 4-2：Estimated breakdown of funding sources from 2023 to 2027

Unit: NT$ ‘000

Source of funding	2023	2024	2025	2026	2027
Government Grants (excluding SPROUT Project)	3,190,708	3,264,621	3,233,581	3,202,541	3,182,541
University Teaching and Research Grant Revenue	2,631,919	2,620,879	2,609,839	2,598,799	2,598,799
Revenue from Other Grants and Subsidies (excluding SPROUT Project)	495,047	570,000	550,000	530,000	510,000
Fund - Capital Accounts	63,742	63,742	63,742	63,742	63,742
Deferred Revenue - Capital Accounts	0	10,000	10,000	10,000	10,000
Self-generated Income	6,024,866	6,063,106	6,092,913	6,122,787	6,152,729
Tuition and Miscellaneous Fees (including waivers and exemptions)	1,170,400	1,172,400	1,172,900	1,173,400	1,173,900
Revenue from Cooperative Education Projects	4,185,000	4,201,740	4,218,547	4,235,421	4,252,363
Revenue from Continuing Education Programs	58,000	58,500	59,000	59,500	60,000
Revenue from Utilization of Assets	240,000	242,000	244,000	246,000	248,000
Financial Revenue	93,466	101,466	102,466	103,466	104,466
Contribution and Donation Revenue	150,000	158,000	166,000	174,000	182,000
Other Revenue (royalties, enrollment and other miscellaneous income)	128,000	129,000	130,000	131,000	132,000
Higher Education SPROUT Project (Phase 2)	1,286,536	1,300,000	1,350,000	1,400,000	1,450,000
Revenue from Other Grants and Subsidies	1,094,953	1,040,000	1,080,000	1,120,000	1,160,000
Fund - Capital Accounts	191,583	260,000	270,000	280,000	290,000
Total	10,502,110	10,627,727	10,676,494	10,725,328	10,785,270

Source: NCKU Accounting Office

I. Proportion of funding sources by category (including capital accounts): Government grants account for 29.51%~30.72% of the total funding sources, self-generated income accounts for 57.05%~57.37%, and the Higher Education SPROUT Project (Phase 2) accounts for 12.23%~13.44%. The estimated proportion of the three major funding sources from 2023 to 2027 is shown in Figure 4-1.。

Figure 4-1: Estimated ratio of six major funding sources from 2023 to 2027

III. Estimation of funding needs from 2023 to 2027

In accordance with the mid-term development plan of the University, the estimated funding needs for the years 2023 to 2027 are divided into six categories according to the purpose of the fund and the nature of the use of funds for the promotion of the University's affairs as stipulated in Article 4 of the "National University Endowment Fund Establishment Act": teaching costs, student scholarships and grants, management and general administrative expenses, enrollment funds, non-operating expenses, and capital accounts, etc. The total funding needs are indicated in Table 4-3.

Table 4-3: Estimation of funding needs from 2023 to 2027

Unit: NT$ '000

Funding needs	Year 112 2023	Year 113 2024	Year 114 2025	Year 115 2026	Year 116 2027
Teaching costs	8,977,726	9,016,726	9,033,726	9,050,726	9,084,726
Student scholarships and	476,517	477,517	478,517	479,517	480,517
Management and general administrative	670,176	669,176	668,176	667,176	668,176
Enrollment expenses	37,000	38,000	39,000	40,000	41,000
Non-operating expenses	231,480	232,040	235,024	236,024	238,024
Capital accounts	907,260	1,228,750	902,500	913,600	924,700
Total	11,300,159	11,662,209	11,356,943	11,387,043	11,437,143

Source: NCKU Accounting Office

(I) Teaching Costs: Costs associated with the teaching as well as research, training, and counseling costs related to the execution of programs from the Ministry of Education and other government agencies (including the Higher Education SPROUT Project Phase 2), costs of cooperative education projects and costs of continuing education programs. The above expenditures are financed by the government agencies' grants and subsidies, as well as revenue from tuition and miscellaneous fees, revenue from cooperative education projects and income from credit fees for continuing education classes.

(II) Student Scholarships and Grants: Scholarships for students as well as grants to offset various expenses. Funding is sourced from government grants and self-generated income from tuition and miscellaneous fees, and donations/contributions.

(III) Management and General Administrative Expenses: Support for school administration and basic maintenance of the school building, etc. The source of funds includes income from the Ministry of Education grants and miscellaneous school fees.

(IV) Enrollment: Various types of enrollment expenditures, which is funded by enrollment revenue.

(V) Non-operating Expenses: Maintenance of premises and equipment and other miscellaneous expenses, financed by self-generated income such as revenue from utilization of assets and other miscellaneous revenues.

(VI) The amount of teaching costs, student scholarships and grants, management and general administrative expenses, enrollment funds, and non-operating expenses include depreciation and amortization, which are estimated to be approximately NT$1 to NT$1.1 billion per year.

(VII) Capital account: Deferred costs for buildings and construction, instrumentation, intangible assets, and maintenance of buildings and monuments before the University Premises Maintenance Fund , funded by government grants, self-generated income, and borrowed funds.

IV. Estimation of funding needs from 2023 to 2027

(I) Teaching Costs: In addition to controlling the number of administrative staff and teachers and other cost control policies, personnel costs will increase by 0.7% due to the gradual promotion of teachers, which will require an additional NT$17.5 million in teaching research and training costs each year. With reference to historical revenue and expenses in previous years, and to strengthen future cost control in order to increase the contribution to the balance of the University’s endowment fund, the cost of cooperative education is estimated at 95.5% of revenue each year, and the cost of continuing education is estimated at 81% of revenue.

(II) Student Scholarships and Grants: Increase by $1 million per year with reference to the implementation of previous years and the estimated increase in government subsidy revenue.

(III) Management and General Administrative Expenses: In line with the University's administrative staffing control policies and to promote various cost-saving measures, except for the increase of personnel expenses due to various exceptional factors, the management and general administrative expenses shall not increase in principle.

(IV) Enrollment: Based on historical records, the cost of enrollment is estimated at 88% of enrollment revenue.

(V) Non-operating Expenses: With reference to the historical performance and considering the increase in interest expenses on the loan for the construction of the first phase of student dormitory on the Dong-Ning Campus, the amount is estimated at NT$231 to NT$238 million per year.

(VI) Capital Account: Except for the "Dong-Ning Campus Phase 1 Student Dormitory Construction Project", which is estimated to cost NT$220 million and NT$337 million in 2023 and 2024 respectively, the general building renovation and instrumentation costs are not expected to grow.

Table4-4: Estimation of funding needs from 2023 to 2027

Unit: NT$ '000

Funding needs	Year 112 2023	Year 113 2024	Year 114 2025	Year 115 2026	Year 116 2027
Teaching Costs	8,977,726	9,016,726	9,033,726	9,050,726	9,084,726
Teaching Research and Training Costs	4,930,726	4,956,226	4,956,726	4,957,226	4,974,726
Cost of Cooperative Education Projects	4,000,000	4,013,000	4,029,000	4,045,000	4,061,000
Cost of Continuing Education Programs	47,000	47,500	48,000	48,500	49,000
Student Scholarships and Grants	476,517	477,517	478,517	479,517	480,517
Management and General Administrative Expenses	670,176	669,176	668,176	667,176	668,176
Enrollment (Miscellaneous) Fees	37,000	38,000	39,000	40,000	41,000
Non-operating Expenses	231,480	232,040	235,024	236,024	238,024
Capital Accounts	907,260	1,228,750	902,500	913,600	924,700
Building Construction Projects	250,000	367,350	30,000	30,000	30,000
Instrumentation	598,925	800,000	810,000	820,000	830,000
Intangible Assets	8,335	10,400	10,500	10,600	10,700
Deferred Expenses (major school building upkeep and renovations)	50,000	51,000	52,000	53,000	54,000
Total	11,300,159	11,662,209	11,356,943	11,387,043	11,437,143

Note: The amounts of teaching costs, student scholarships and grants, management and general administrative expenses, enrollment expenses, and non-operating expenses include annual depreciation and amortization expenses.

Source: NCKU Accounting Office

(VII) Proportion of funding needs by category (including capital accounts): teaching cost comprises the largest amount of total funding needs, accounting for 77.32%~79.54% of the total, followed by capital accounts for 7.95%~10.54% of the total funding needs, management and general administrative expenses for 5.74%~5.92% of the total funding needs, student scholarships and grants for 4.09%~4.22% of the total funding needs, enrollment expenses for 0.32%~0.36% of the total funding needs, non-operating expenses

accounting for 1.99%~2.08% of the total funding needs. And the six major funding needs from 112 to 116 years. The estimated proportion of the six major funding needs from 2023 to 2027 is shown in Figure 4-2.

Figure 4-2: Estimated ratio of six major funding needs from 2023 to 2027

V. Strategic Budgeting

In order to realize the vision of a university with overall excellence in teaching, research, and university social responsibility, we have set four educational performance goals: "innovation in education," "excellence in research," and "university social responsibility" as the main axes, and "Veritas et Conscientia" as the core value of the development plan, and set four educational performance goals: "cross-disciplinary teaching with a focus on problem solving capabilities," "excellence in research for sustainable development," "nurturing globally mobile talent capable of solving global issues," and "university social responsibility for urban development and human welfare," and launched 13 core strategies, according to which the relevant units will start their annual focus tasks. The proposed strategic budget requirements for 2023 are described below in Figure 4-3.

(I) Cross-disciplinary Teaching with a Focus on Problem Solving: The core strategies are "implementing teaching innovation and improving teaching quality," "developing distinctive school features," "cultivating literacy of civil society," "enhancing the public nature of higher education," and "fulfilling university social responsibility," with a funding requirement of NT$2,752,663,000.

(II) Excellence in Research for Sustainable Development: The core strategies are "deepening the basic research and improving the quality of research and development," "optimizing distinguished fields and developing key technologies," and "forward-looking academic translation to create a positive social, industry, and international impact," with a funding requirement of NT$1,816,607,000.

(III) Nurturing Globally Mobile Talent Capable of Solving Global Issues: The core strategy is to "create a local internationalization ecosystem," "foster globally mobile talent with quality and quantity in equal measure," and "build a support system for globally mobile talent", with a funding requirement of NT$747,188,000.

(IV) University Social Responsibility for Urban Development and Human Welfare: The core strategies adopted are "academia without borders with in-depth research capabilities integrated with Tainan" and "establishing a global position as a knowledge platform for sustainable development", with a funding requirement of NT$1,182,286,000.

Figure 4-3: Analysis of strategic budgeting requirements for 2023

Section 2: Analysis of Annual Surplus (Deficit) and Capital Allocation

I. Estimation of the Balance of Revenue and Expenditure from 2023 to 2027

(I) In accordance with the "Regulations Governing the Preparation of Common Items in the Budgets of Affiliated Units - Operating Funds", the annual deficit is targeted to be improved year by year, and in accordance with the spirit of zero-base budgeting, measures to increase revenue and reduce expenses are strengthened. After analyzing the funding sources and funding needs of the mid-term development plan of the University as desbrived above in Section 1, the estimated revenues and expenditures of the current accounts are summarized as the balance of revenues and expenditures from 2023 to 2027, with the annual shortfall deficit decreasing as shown in Table 4-5.

Table 4-5. Estimation of surplus of revenue and expenditures from 2023 to 2027

Unit: NT$ ‘000

Item	Year 112 2023	Year 113 2024	Year 114 2025	Year 115 2026	Year 116 2027
Business Revenue	9,742,319	9,771,519	9,799,286	9,827,120	9,866,062
Tuition and Miscellaneous Fees Revenue	1,211,400	1,213,400	1,213,900	1,214,400	1,214,900
Waivers and Exemptions of Tuition and Miscellaneous Fees	-41,000	-41,000	-41,000	-41,000	-41,000
Revenue from Cooperative Education Projects	4,185,000	4,201,740	4,218,547	4,235,421	4,252,363
Revenue from Continuing Education Programs	58,000	58,500	59,000	59,500	60,000
Revenue from Royalties	65,000	65,000	65,000	65,000	65,000
University Teaching and Research Grant Revenue	2,631,919	2,620,879	2,609,839	2,598,799	2,598,799
Revenue from Other Grants and Subsidies	1,590,000	1,610,000	1,630,000	1,650,000	1,670,000
Miscellaneous Business Revenue (Enrollment)	42,000	43,000	44,000	45,000	46,000
Business Cost and Expenses	10,161,419	10,201,419	10,219,419	10,237,419	10,274,419
Teaching Research and Training Costs	4,930,726	4,956,226	4,956,726	4,957,226	4,974,726
Cost of Cooperative Education Projects	4,000,000	4,013,000	4,029,000	4,045,000	4,061,000
Cost of Continuing Education Programs	47,000	47,500	48,000	48,500	49,000

Student Scholarships and Grants	476,517	477,517	478,517	479,517	480,517
Management and General Administrative Expenses	670,176	669,176	668,176	667,176	668,176
Miscellaneous Business Expenses (Enrollment)	37,000	38,000	39,000	40,000	41,000
Business Surplus (Deficit -)	-419,100	-429,900	-420,133	-410,299	-408,357
Non-operating Income	504,466	522,466	533,466	544,466	555,466
Financial Revenue	93,466	101,466	102,466	103,466	104,466
Revenue from Utilization of Assets and Royalty income	240,000	242,000	244,000	246,000	248,000
Contribution and Donation Revenue	150,000	158,000	166,000	174,000	182,000
Other Miscellaneous Revenue	21,000	21,000	21,000	21,000	21,000
Non-operating Expenses	231,480	232,040	235,024	236,024	238,024
Non-operating Surplus (deficit)	272,986	290,426	298,442	308,442	317,442
Balance of the period (shortage)	-146,114	-139,474	-121,691	-101,857	-90,915

Note: The amounts of teaching costs, student scholarships and grants, management and general administrative expenses, enrollment expenses, and non-operating expenses include annual depreciation and amortization expenses.
Source: NCKU Accounting Office.

(II) Estimated trend of surplus (deficit) for 2023 to 2027 is shown in Figure 4-4.

Figure 4-4：Estimated trend of surplus (deficit) from 2023 to 2027

II. Capital Account Allocation from 2023 to 2027

Table 4-6：Breakdown of capital accounts from 2023 to 2027

Unit: NT$ ‘000

Item	Year 112 2023	Year 113 2024	Year 114 2025	Year 115 2026	Year 116 2027
Properties and Buildings	250,000	367,350	30,000	30,000	30,000
Machinery and Equipment	467,025	640,000	648,000	656,000	664,000
Traffic and Transport Equipment	32,500	40,000	40,500	41,000	41,500
Miscellaneous Equipment	99,400	120,000	121,500	123,000	124,500
Intangible Assets	8,335	10,400	10,500	10,600	10,700
Deferred Expenses	50,000	51,000	52,000	53,000	54,000
Total	907,260	1,228,750	902,500	913,600	924,700

Source: NCKU Accounting Office

Note: The "Dong-Ning Campus Phase 1 Student Dormitory Construction Project” is being completed over a period of five years, with a total project cost of NT$849 million, with NT$220 million in 2023, NT$337 million in 2024. The project is expected to be completed in 2024.

Section 3: Analysis of Available Funds

Based on the result of the analysis in Section 2 above, the deficit situation improved year by year due to the continued effective management and allocation of budgets, more efficient allocation of resources, and the implementation of measures to increase revenue and reduce expenses. After adjusting for non-cash related items (such as amortization of depreciation, etc.) in each respective year's current deficit, the funds were applied to approved new construction projects and capital expansion projects, and the estimated funds available at the end of each year from 2023 to 2027 are shown in Table 4-7.

Table 4-7：Estimated available funds from 2023 to 2027

Unit: NT$ '000

Item	Year 112 2023	Year 113 2024	Year 114 2025	Year 115 2026	Year 116 2027
Cash and fixed deposits at the beginning of the period (A)	9,150,796	9,649,628	10,000,117	10,362,722	10,759,203
Add: Current period cash receipts (B)	10,202,443	10,250,626	10,289,350	10,328,045	10,378,364
Less: Current period cash outflow (C)	9,271,676	9,312,730	9,318,359	9,322,178	9,346,093
Add: Cash receipts from movable, immovable and other assets for the current period (D)	255,325	333,742	343,742	353,742	363,742
Less: Current cash outflow for movable, immovable (real estate) and other assets (E)	907,260	1,228,750	902,500	913,600	924,700
Add: Current net (increase) decrease in current financial assets (F)	-	-	-	-	-
Add: net (increase) or decrease in current investments (G)	-	-	-	-	-
Add: Current long-term debt borrowing (H)	220,000	304,716	-	-	-
Less: Current long-term debt repayment (I)	-	-	49,928	49,928	49,928
Add: Other adjustments affecting current cash flow (±) (J)	-	2,885	300	400	500
Cash and fixed deposits at the end of the period （K=A+B-C+D-E+F+G+H-I+J） (K=A+B-C+D-E+F+G+H-I+J)	9,649,628	10,000,117	10,362,722	10,759,203	11,181,088
Add: Short-term realizable assets at the end of the period (L)	159,996	159,666	159,893	159,893	159,520
Less: Short-term liabilities repayable at the end of the period (M)	7,412,342	7,412,442	7,413,795	7,415,118	7,416,500
Less: Outstanding capital grant program not yet executed (N)	-	-	-	-	-
Forecast of available funds at the end of the period (O = K + L - M - N)	2,397,282	2,747,341	3,108,820	3,503,978	3,924,108

Source: NCKU Accounting Office

Section 4: Projected Balance Sheet Changes

Table 4-8：Estimated Balance Sheet from 2023 to 2027

Unit: NT$ '000

Item	End of 2023	End of 2024	End of 2025	End of 2026	End of 2027
Assets	38,861,312	39,316,189	39,445,447	39,604,440	39,784,481
Current Assets	9,527,366	9,877,202	10,240,059	10,636,620	11,058,082
Cash	4,193,077	4,543,566	4,906,171	5,302,652	5,724,537
Current Financial Assets	4,756,551	4,756,551	4,756,551	4,756,551	4,756,551
Receivables	49,236	49,170	49,697	50,097	50,224
Prepayments	417,742	417,419	417,444	417,524	417,474
Short-term Loans and Advances	110,760	110,496	110,196	109,796	109,296
Investments, Long-term Receivables, Advances and Reserves	2,594,113	2,594,248	2,594,372	2,594,427	2,594,529
Non-current Financial Assets	1,771,194	1,771,194	1,771,194	1,771,194	1,771,194
Reserves	822,919	823,054	823,178	823,233	823,335
Property, Plant and Equipment	13,831,917	14,081,466	13,990,165	13,895,364	13,797,063
Land	1,035,338	1,035,338	1,035,338	1,035,338	1,035,338
Land Improvements	53,664	48,064	42,464	36,864	31,264
Properties and Buildings	7,575,916	7,425,025	7,273,634	7,121,743	6,969,352
Machinery and Equipment	1,864,647	1,890,597	1,918,547	1,948,497	1,980,447
Traffic and Transport Equipment	133,208	137,488	135,768	128,048	114,328
Miscellaneous Equipment	2,471,539	2,509,999	2,549,459	2,589,919	2,631,379
Fixed Assets Under Purchase	697,605	1,034,955	1,034,955	1,034,955	1,034,955
Intangible Assets	15,952	14,043	11,734	9,025	5,916
Intangible Assets	15,952	14,043	11,734	9,025	5,916
Other Assets	12,891,964	12,749,230	12,609,117	12,469,004	12,328,891
Deferred Assets	274,144	234,644	195,144	155,644	116,144
Miscellaneous Assets	12,617,820	12,514,586	12,413,973	12,313,360	12,212,747
Total	38,861,312	39,316,189	39,445,447	39,604,440	39,784,481
Liabilities	22,217,234	22,387,230	22,203,824	22,020,319	21,836,920
Current Liabilities	7,239,744	7,239,844	7,241,197	7,242,520	7,243,902
Accounts Payable	162,242	161,425	161,311	161,433	161,510

Prepayments	7,077,502	7,078,419	7,079,886	7,081,087	7,082,392
Long-term Liabilities	494,126	798,842	748,914	698,986	649,058
Long-term Debt	494,126	798,842	748,914	698,986	649,058
Other Liabilities	14,483,364	14,348,544	14,213,713	14,078,813	13,943,960
Deferred Liabilities	1,625,076	1,590,734	1,556,392	1,522,050	1,487,708
Miscellaneous Liabilities	12,858,288	12,757,810	12,657,321	12,556,763	12,456,252
Net	16,644,078	16,928,959	17,241,623	17,584,121	17,947,561
Funds	13,613,301	13,937,043	14,270,785	14,614,527	14,968,269
Funds	13,613,301	13,937,043	14,270,785	14,614,527	14,968,269
Capital Reserves	2,635,409	2,596,548	2,575,470	2,574,226	2,583,924
Capital Reserves	2,635,409	2,596,548	2,575,470	2,574,226	2,583,924
Accumulated Surplus	-	-	-	-	-
Other Iems, net	395,368	395,368	395,368	395,368	395,368
Accumulated Other Comprehensive Surplus	395,368	395,368	395,368	395,368	395,368
Total	38,861,312	39,316,189	39,445,447	39,604,440	39,784,481

Source: NCKU Accounting Office

Section 5: Strategies for Revenue and Expenditure Reduction

The University's development and maintenance and upgrading of hardware and software facilities require sufficient funding to maintain the school's sustainable operations.Therefore, in addition to prudent expenditure controls, the expansion of endowment income, especially the active pursuit of self-generating income, should be prioritized so that the University can fully support the development needs of school affairs. In order to achieve the above-mentioned mid-term financial planning goals, the University needs to take relevant measures in response, with the following major plans:

I. Generating Additional Sources of Funding

(I) Tuition and Miscellaneous Fees Revenue

1. Actively apply for the Ministry of Education’s additional student quota program and encourage departments to open up the quota for international students.
2. Provide merit scholarships to encourage bachelor's degree or master's degree students to pursue doctoral studies to reduce the impact of under-enrollment in doctoral programs.

(II) Revenue from Continuing Education Programs

1. Departments are encouraged to offer certification courses, and promote digital learning certification and credit recognition mechanisms.

2. Departments are encouraged to apply for funding from relevant government agencies, and to assist in organizing various talent training courses in cooperation with enterprises on their behalf.

(III) Industry Academia Cooperation Revenue

1. Strive for and implement large and important national research projects to strengthen the international competitiveness and diversified development of the University's research centers, and leverage corporate internship and innovation and entrepreneurship as economic tools to cultivate international research talents.
2. Encourage departments to cooperate with enterprises to organize various personnel training and government-subsidized research projects, expand the scale of research funding, deepen the industry-academia linkage, and enhance research capacity.
3. Foster industry academia research centers to become deeply invested in related industries to help innovate and upgrade technologies, nurture the talents needed by the industries, and promote industry development.

(IV) Revenue From Government Research Grants or Commissioning Methods

1. Proactively provide the latest project application information for each unit or faculty member on campus, and build a database of research projects to effectively manage project applications.
2. Analyze large domestic and international projects and recommend or match the application of highly competitive teams of the University, so as to fully harness the advantages of the University and increase the award rate of various projects.
3. Hold project presentations and seminars, experience sharing sessions, PhD academic, dissertation and project writing workshops, etc. Facilitate young outstanding scholars to connect with the industry, to pass on the innovation of university industry, and to lead the positive development of Taiwan's industries.

(V) Premises and Equipment Revenue

1. Actively improve the environment of student and staff dormitories to increase the willingness to move in.
2. Increase revenue by selling property assets that have reached the end of its useful life and is unusable or uneconomical to repair.
3. Handle the revitalization of real estate and introduce diversified creativity of private operation to increase the utilization rate and rental rate.
4. Strengthen the promotion of equipment use, provide professional consultation, teaching and research support services, and improve the use of shared equipment.

(VI) Contribution and Donation Revenue

1. Provide various fundraising programs on the University's donation website for the whole school to participate and execute fundraising drives, so that potential donors who agree with our educational philosophy and development direction can easily search for information about the University and donate to enhance fundraising effectiveness.
2. We maintain good interaction with alumni through the "NCKU Alumni Magazine", participation in various alumni events, and organizing senior executive alumni reunions, etc., and convey the school's fundraising message in a timely and effective manner in order to attract alumni contributions.

(VII) Return on Investments

1. Short-term Investments

   Through money market funds and repurchase agreements (Rps) and other means to regulate the amount of liquidity, and actively negotiates with the securities firms to give priority to the University in providing commitments and maintaining favorable transaction rates in the event of a shortage of supply due to excess market lending.
2. Mid-term Investments
   (1) In addition to meeting short-term capital needs, the New Taiwan dollar fixed deposit maturity period should be at least one year.
   (2) Continue to negotiate with financial institutions with which the University has dealings in order to provide the University with funds in New Taiwan dollars at favorable interest rates.
3. Long-term Investments

   The envisaged long-term investment plan includes money market, fixed-income and equity-based portfolios, with an expected long-term average annualized return of 3% to 4% or more.

II. Cost-Saving Approaches

(I) Personnel Costs

1. Ensure the number of full-time staff funded by self-generating income is lower than the ratio of funding sources.
2. Administrative unit contract staff are paid the same as school employees for the same work.
3. Control of overtime expenses for University employees.

(II) Capital Expenditures

1. For procurement cases over NT$100,000, open tenders, evaluations (reviews) or restricted tenders are used to save money through market competition or price comparison.
2. During the construction of major projects, we will closely control the available funds to avoid the shortage of short-term funds that may adversely impact school affairs.

(III) Utility Expenses

1. Continuously promote the replacement of high energy-consuming air conditioners with energy-saving models.
2. Operate rainwater storage system facilities, continue to promote the replacements with water-saving label equipment, regular leak detection and repair of water mains to conserve water.
3. Gradually replace lighting with LED products to save energy.

Chapter 5. Conclusion

Since 1931, NCKU has sincerely cultivated in the historical city of "Tainan" in Taiwan, transforming and thriving together with Taiwanese society. In the past, NCKU adhered to contemporary dynamics closely while seeking constant innovations and nurturing cross-domain talents for the future through education; it has now become the favorite university among corporate business. As far as engineering is concerned, NCKU answers to the development and demand of national policies by enriching its infrastructures and promoting developments across industries in Taiwan, and it has become a key force in boosting growths in Taiwan. Humanities and social science: Help consolidate people's identity with the land and explore historical traces of Taiwan. In medical biotechnology, forward-looking studies are conducted to provide current medical care issues with diversified solutions and to create additional economic value for the industry. Looking back on more than 90 years of development, it has become a university with deep international influence. The people of NCKU have long followed the core spiritual self-requirement of "Achieve Securely, Prosper Mutually". Achieve securely signifies modesty and to focus on our own duty, while Prosper mutually indicates supportability, meaning to create lights in the dark via lighten up the candles in our hearts. In 2021, on the 90th anniversary of the founding of the school, facing the challenges of the global epidemic, intensified climate change, energy, health care, etc., in academic research, industry-university cooperation, popularization of scientific and technological knowledge and social contribution, NCKU is still jointly protecting Taiwan, aiming to become a strong backing of the country, supporting partners together, and to become a force that the world believes in.

NCKU is moving toward the centenary of its founding in 2022. It will extend "Achieve securely" to bring together the brilliance of all people. With the self-expectation of "Unite around One Torch, Stand Firm through Time as One", the "112-116 Years Mid-Range School Affairs Development Plan" was developed. In the face of various real challenges in the world, they gathered their respective strengths to light the flaming torches, illuminate the surroundings, and show the full energy of unity and cooperation, gathering sand into a tower, with a steady and down-to-earth, long-lasting, and consistent school spirit. In the face of various real challenges in the world, we will move forward together, and continue to build a better future for the world with tolerance and care, rationality and humanity.

No one knows what the future will be like. While boundaries diminish and it becomes much easier to access knowledge and information, in order for the world to become a better place and people to be happier in the future, we need to allow imagination to run wild. The NCKU expects its campus to become a venue full of imagination. Another key task as NCKU looks forward to

its 100th anniversary is that NCKU wishes to enhance high-quality learning contents for the ability to imagine the future, based on solid academic research, promoting urban development and world sustainability. To realize this goal, how the system can be loosened up, how barriers can be broken, how cross-disciplinary learning can be deepened, leading sustainability research excellence and how students can be made to be aware of issues in society during their studies at school and think about how to address the needs and trends in society in the future, is the research results respond to the needs and trends of society, actively participate in solving global issues, and have the courage to undertake the social responsibility of the university. These are what the NCKU needs to do now, and the related measures will be reflected in this mid-term development plan.

Appendix: Planning Process

I. Program Development Process

The program supervision and evaluation for the "2023 - 2027 Mid-Term University Development Plan" (hereinafter referred to as the "Program") of National Cheng Kung University (NCKU) is planned to be undertaken by the Office of Research and Development. The Program was kicked off in April 2021, and the proposed work was divided into five stages: "Initiation of Consensus", "Preparation and Planning", "Strategy Stimulation", "Discussion and Adjustments", and "Finalization and Publication". A summary of the work priorities, schedule and content of each phase is shown in the table.

(I) Initiation of Consensus: A Working Circle was formed by five units, including Office of Academic Affairs, Office of Student Affairs, Office of International Affairs, Office of Research and Development, and the Innovation Headquarters, to develop the key undertakings of this Program and define the strategies and goals of university development through resolutions of working meetings.

(II) Preparation and Planning: Compile the strategic plans of each Working Circle and college, and prepare reports on the development university affairs to collect the opinions of interactive stakeholders. Confirm the structure of the mid-term university development plan and the tasks and responsibilities of each unit.

(III) Strategy Stimulation: The responsible unit consolidates information from all parties and assists each unit in drawing up a development plan.

(IV) Discussion and Adjustments: After the university-level meeting, the development plans of each unit is reviewed to correspond with the school's development strategies and goals and to meet the key characteristics of the school.

(V) Finalization for Publication: The process of preparing the university development plan is a collective effort contributed by all parties in the university, and the process of improving it through the consideration of proposals at university-level meetings. The responsible unit will use the Appendix document records as a reference for the next study.

Table: Program Development Process

Phase	Date	Key Task Content
Initiation of Consensus	Apr 20, 2021	Formalized agreement to initiate study. The Vice President, Professor Ming-Derg Lai, was tasked with supervising the study.
	Jun 2021 to Jan 2022	Attending members include Working Circles, faculty and administrative unit heads. Summary

		of important resolutions: The Working Circle and college faculties will submit their strategic plans for the next five years to the Office of Research and Development for the "University Development Report" and conduct an interactive stakeholder consultation. The Working Circles and faculties revise their respective university development strategies and action plans based on the recommendations of the supervising Vice President.
Preparation and Planning	Feb to May 2022	Vice President Professor Ming-Derg Lai retired and Vice President Prof. Fong-Chin Su took over the supervisory role.
		The "University Development Report" is included in the Executive Summary of the International Academic Affairs Advisory Committee, consolidated by the Office of Research and Development, and reviewed by the unit heads of the Working Circles and colleges. Agreement obtained to conduct interactive stakeholder feedback collection.
Strategy Stimulation	Jun 1 to 14, 2022	The "University Development Committee Selection Committee", "University Development Committee Teacher and Student Representatives", and "Student Council Representatives" were engaged to collect feedback from interactive stakeholders.
	Jul to Oct 2022	Presentations of the proposed development plan of each unit to be held, and the Office of Research and Development will elaborate on the comments of the interactive stakeholders, the consensus of the University's educational performance goals and core strategies for 2023-2027.
		Each unit's plan will be consolidated, drafted and proofread, and reported to President Chen for approval before the development plan is submitted to the university-level meeting for consideration.

Discussions and Adjustments	Nov to Dec, 2022	The report will be submitted to relevant heads and supervisors, the University Development Committee and the University Council for consideration and approval.
Finalization and Publication	Jan 2023	Article 4(4) of the Regulations for Disclosure of University Information: The University shall take the initiative to disclose its medium-term University Development Plan. This Program is handled in accordance with Article 5, Paragraph 3 of the Regulations for Disclosure of University Information.

Over the years, through the concerted efforts of faculty, staff, students, and alumni, the University has created a number of outstanding performances and developed a five-year mid-term university development plan with the strategic planning, the main purpose of which is to build consensus to establish new ideas, adopt new actions, and explore new areas to realize the vision and mission of the University. The proposed educational performance goals, strategies, and action plans depend on the effectiveness of implementation of each unit, and the annual rolling revisions will uphold the core value of "Veritas et Conscientia" and adjust development plans according to actual needs.

II. Member

(I) Strategic Development Working Circle

1. Chairperson

   President of National Cheng Kung University, Professor Huey-Jen Su

2. Vice Chairperson / Supervisor

   Vice President of National Cheng Kung University, Professor Ming-Derg Lai

   Vice President of National Cheng Kung University, Professor Fong-Chin Su

3. Members

   Dean of Academic Affairs Division, Professor Ju-Ming Wang (Before 2022/7/31)

   Dean of Academic Affairs Division, Professor Chun-Li Tsai

   Dean of Student Affairs Division, Professor Li-Chuan Lin

   Dean of Office of International Affairs, Professor Hsiao-Wen Wang

   Dean of Office of Research and Development, Professor Tsair-Fuh Lin

   Assistant Vice President of Innovation Headquarters, Professor Woei-Jer Chuang

   Chief of The Office of Strategic Planning, Professor Pei-Jung Lu

(II) Featured Teaching and Research Bases

1. Natural Science

College of Science, Professor Shu-Hui Chen (Before 2022/7/31)

College of Science, Professor Chin-Chun Tsai

2. Humanities and Social Sciences

College of Liberal Arts, Professor Yuh-Neu Chen (Before 2022/7/31)

College of Liberal Arts, Professor Shin-Mei Kao

College of Management, Professor Yeu-Shiang Huang

College of Social Sciences, Professor Fu-Zen Shaw

3. Engineering Technology

College of Engineering, Professor Chyan-Deng Jan

College of Electrical Engineering and Computer Science, Professor Pao-Choo Chung

College of Planning and Design, Professor Jian-Shiuh Chen

4. Biotechnology and Medicine

College of Medicine, Professor Yan-Shen Shan

College of Bioscience and Biotechnology, Professor Po-Wu Gean (Before 2022/7/31)

College of Bioscience and Biotechnology, Professor Ju-Ming Wang

5. Intellectual Development

Min Wu School of Computing, Pao-Choo Chung

Academy of Innovative Semiconductor and Sustainable Manufacturing, Professor Yan-Kuin Su

(III) Deepen Interdisciplinary Learning

Chief of Center for General Education, Professor Hsiu-Yun Wang

Curator of NCKU Library, Professor Han-Ching Wang

Curator of NCKU Museum, Professor Ping-Sheng Wu

Chief of NCKU Art Center, Professor Min-Yuan Ma

(IV) Forward-Looking University Development and Management

Dean of Office of Finance, Professor Yu-Hong Liu

Chief of Accounting, Professor Ming-Jou Wang

Chief of Alumni Association Center, Professor Fong-Chin Su

Chief of Personnel Office, Professor Ming-Kun Ren

Chief of Secretariat Office, Professor Pei-Jung Lu

(V) Sustainable University Social Responsibility

Dean of Office of General Affairs, Professor George C. Yao

Chief of Computer and Network Center, Professor Pei-Yin Chen

Chief of Center of Occupational safety and Health and Environmental Protection, Professor Liang-Ming Whang

Superintendent of National Cheng Kung University Hospital, Professor Meng-Ru Shen (Before 2022/7/31)

Interim Superintendent of National Cheng Kung University Hospital, Professor Jing-Wei Lee

Director of Tainan Hydraulics Laboratory, Professor Shih-Chun Hsiao