2024 Sustainability Report
國立中正大學永續報告書

National Chung Cheng University
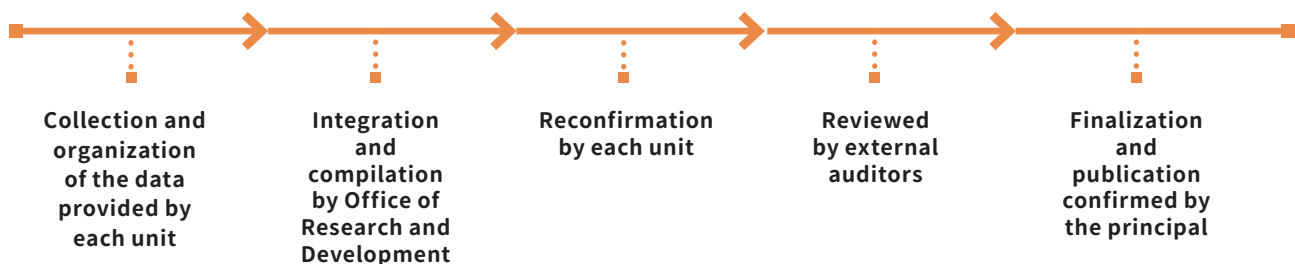
About This Report

Since 2018, National Chung Cheng University has been regularly publishing its Social Responsibility and Sustainability Report annually, with a total of seven reports published to date. According to the United Nations Sustainable Development Goals, the reports focus on economic, social, and environmental issues that significantly impact the university's sustainable development. Through these reports, the university discloses its sustainable governance, talent development, SDGs integration, sustainable campus initiatives, and social co-prosperity and impact, providing a reference for all stakeholders. These reports also serve as a self-assessment management tool for the university, assisting in the development of more resilient governance strategies. Furthermore, the reports establish diverse communication channels to engage with stakeholders, attracting more outstanding talent and resources to strengthen the sustainable operations of the university.

Compilation Guidelines

This report primarily follows the Core option of the Global Reporting Initiative (GRI) Standards, published by the Global Reporting Initiative, as its main disclosure framework. Additionally, it utilizes the educational sector metrics issued by the Sustainability Accounting Standards Board (SASB) as a secondary framework for compiling the report content.

Scope, Period, and Verification of the Report

The scope of this report covers National Chung Cheng University, with the data disclosure period from January 1, 2024, to December 31, 2024. To ensure the completeness of project and activity information, some data includes performance from before and after this period (including academic year data). The university's various units have provided relevant business content, objectives, performance indicators, results, and future directions within this period. The publication process is illustrated in the following diagram.

Collection and organization of the data provided by each unit	Integration and compilation by Office of Research and Development	Reconfirmation by each unit	Reviewed by external auditors	Finalization and publication confirmed by the principal

This report is currently reviewed externally by the external auditors and volunteer commissioners only, and the independent third-party audit will be planned and conducted in the following years.

Contact Information
You are welcomed to contact us through the approach below if you have any suggestion and question about the report.
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Message from the Principal

Our school has been publishing sustainability reports since 2018, and it is now in its eighth year. Through systematic disclosure and review, it presents the school's efforts and performance in the three major aspects of environment, society, and governance, and also witnesses our process and achievements in actively promoting the United Nations Sustainable Development Goals (SDGs). Looking back on the past year, our school's achievements in promoting sustainable development are remarkable. In 2023, the school will officially launch a school-wide carbon inventory and pass the SGS ISO 14064-1:2018 greenhouse gas inventory verification in November 2024. We will continue to plan and promote energy management and other operations to move towards the goal of campus carbon neutrality. In addition to actively cultivating seed teachers for carbon inventory and developing a forward-looking talent and technology training base for the green and low-carbon manufacturing industry, we are also committed to solving global sustainable energy issues and integrating carbon reduction and sustainable concepts into curriculum and life practices. In addition, in 2024, our school received a subsidy of approximately NT$100 million from Taiwan power Company's "University Energy Saving and Power Resilience Promotion Project" to build a campus microgrid and energy storage system, which not only enhances energy management efficiency, but also becomes a national higher education sustainable energy conservation demonstration site. It is estimated that it will save more than NT$6 million in electricity bills each year, and provide electricity for on-campus neighbors in emergencies, practicing the university's local resilience and social responsibility.

In terms of social impact, our school's USR project team continues to delve into Chiayi, Yunlin and indigenous tribes to promote age-friendliness, preservation of indigenous culture, sustainability of the bamboo industry, social innovation and net zero action, and integrates 12 teams through the USR-Hub platform to expand cross-domain collaboration. In 2025, our school's two USR projects, "Using Bamboo to Create a Green Economy - Resilient Industries Shine Internationally" and "Minxiong Studies. Learning from Minxiong", won the "Foresight" USR University Social Responsibility Award, demonstrating our school's strong strength in industry co-creation, welfare symbiosis and sustainable courses. In addition, in September 2024, the USR International Team went to Chiang Mai, Thailand to participate in the World Bamboo Day event, deepening sustainable cooperation with the South Asia Bamboo Foundation and ASEAN universities, and demonstrating the results of Zhongzheng's sustainable influence extending to the international level.

In terms of international competitiveness, four subjects, namely "Classics and Ancient History", "Sociology", "Law", and "Computer Science and Information Systems", are included in the QS World University Subject Rankings, proving that the teaching and research strength of our university has been highly recognized internationally. Among them, Classics and Ancient History performed brilliantly, not only ranking 31st in the world, but also ranking second among all universities in Taiwan. Four SDGs projects of "THE World University Impact Rankings" were ranked among the top 300 in the world, and UI's water resources project received full marks in the World Green Energy University Assessment, demonstrating its strength in both teaching and research and sustainability. In addition, through the promotion of the EMI bilingual program, the School of Engineering, Management, and Education have all achieved remarkable results. The proportion of EMI courses in the School of Engineering has reached 37%, and an all-English international bachelor's degree program will be launched in the 114th academic year to cultivate cross-domain professional talents with international vision and sustainable development.

Sustainable development is an endless road of responsibility. In the future, National Chung Cheng University will continue to strengthen the implementation of strategies and goals such as innovative research and teaching, net zero carbon emissions, cross-domain integration, social influence, and international exchanges, deepen cross-domain integration, implement university social responsibility, promote data governance and sustainable governance innovation, and build a resilient and forward-looking sustainable university.

We would like to thank all the faculty, students, staff, alumni and all sectors of society for their long-term support and recognition, which has enabled NCCU to move forward steadily in its pursuit of excellence and practice of sustainability. We look forward to working together with more partners at home and abroad in the future to fulfill our responsibilities as university citizens through education, research and practice to protect our home planet and promote regional and global sustainable development.

President of National Chung Cheng University
Respectfully acknowledged by Shaw-Jenq Tsai

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01 From Professional Evaluation to Practical Engagement: Diversified Actions to Expand Higher Education's Sustainable Impact

Representatives of our school attended the award ceremony and displayed the award-winning sustainability report

Focusing on Reporting and Engagement: Witnessing the Tangible Practices of Sustainability in Higher Education

Awarded the 2024 Taiwan Sustainability Report Silver Award – A Recognition of CCU's Sustainability Commitment

CCU remains dedicated to campus sustainability and was once again honored in 2024 with the Silver Award in the University Category of the Taiwan Sustainability Report Award, hosted by the Taiwan Institute for Sustainable Energy. This recognition highlights the university's outstanding performance in advancing the SDGs and ensuring transparency in sustainability reporting. The award affirms CCU's efforts in sustainability governance, education, campus operations, academic research, and social engagement.

The CCU Sustainability Report encompasses governance, environmental, and social dimensions, detailing concrete actions in energy conservation, resource recycling, plastic reduction, green procurement, sustainability curricula, student and faculty participation, and USR achievements. It further elaborates on the university's community engagement efforts and strategies for integrating SDGs into teaching. Through interdepartmental collaboration, database construction, and continuous improvement, the quality of reporting and the institutionalization of sustainability values have steadily advanced.

Active Participation in the CommonWealth ESG Symbiosis Circle – A Platform for Learning and Multisector Collaboration

Participated in Taoyuan Sustainable Development Delegation

Since joining the CommonWealth Magazine ESG Symbiosis Circle in 2023, CCU has actively engaged in 2024 by promoting knowledge exchange and ESG cooperation among academia, industry, and government.

Representatives attended the founding conference alongside other stakeholders to witness the launch of Taiwan's first integrated ESG platform. Faculty members also joined a site visit to Taoyuan, learning firsthand about local practices in energy transition, green building, and sustainable transportation, exploring future academia-industry collaboration opportunities.

At the 'Academia-Industry Co-Creation Accelerator,' CCU teams showcased their innovation and research potential, matching with industry partners on sustainability technology and social innovation needs. CCU also joined the 'Cross-disciplinary Sustainability Learning Organization,' forming alliances with other universities to promote knowledge sharing, resource integration, and collaborative action.

Faculty are encouraged to attend ESG forums and workshops, enhancing their vision and capabilities while transforming insights into course designs and institutional practices—further embedding a campus-wide sustainability culture.

Participate in the ESG Community "Industry-Academic Co-creation Accelerator" matchmaking event

Participated in the founding conference of the Yuanjian ESG Community and took a group photo with the participants

Participation in Net-Zero Taiwan – Showcasing Innovative Renewable Energy Storage Technologies

Participated in the Taiwan International Net Zero Sustainability Exhibition

To support Taiwan's 2050 net-zero goal, CCU actively advances renewable energy R&D. At Net-Zero Taiwan, CCU research teams exhibited technologies integrating efficient energy storage and renewable generation. Highlights included key components for hydrogen production via water electrolysis and fuel cells—customized membrane electrode assemblies, critical parts, and stacks—as well as a magnetic flywheel system featuring vacuum-sealed magnetic bearings to minimize friction and energy loss.
These exhibits reflect CCU's technological strengths and its commitment to sustainable development. The university not only pioneers energy innovation but also prioritizes cultivating talent for the green transition. Through industry partnerships, students engage directly with real-world energy challenges, bridging theory and practice, and contributing to broader societal sustainability goals.

Advancing Together in Sustainability

From report writing and campus governance to research, outreach, and international engagement, CCU continued in 2024 to demonstrate its commitment to sustainable development. For the second consecutive year, CCU received the Silver Award for its sustainability report, affirming its excellence in SDG integration and transparent information disclosure.

The report details the university's performance across governance, environmental, and social spheres, emphasizing cross-unit collaboration, institutionalization, and stakeholder dialogue as pillars of a sustainable governance culture.

By participating in the CommonWealth ESG Symbiosis Circle, CCU strengthens interdisciplinary learning and practical engagement. Forums, co-creation programs, and site visits have brought diverse perspectives from academia, industry, and local government to inform curriculum and institutional innovation. CCU's involvement in the USR and ESG promotion alliance has further expanded its sustainability network.

Internationally, CCU joined the Net-Zero Taiwan exhibition, presenting breakthrough technologies in hydrogen production, fuel cells, and energy storage. These efforts demonstrate strong ties between research innovation and industrial application. The university continues to build a green knowledge and practice platform by aligning R&D with education.

The university is also implementing a campus carbon inventory and launching its net-zero transformation blueprint. Digital tools now support energy management and carbon reduction monitoring. Cross-disciplinary sustainability courses are being introduced to empower students in environmental action and social advocacy.

Looking forward, CCU will strengthen strategic partnerships with local communities, nonprofits, and enterprises, cultivating sustainable development hubs that are locally grounded and globally connected. CCU aims to be a more responsible and impactful green university—where sustainability is not just a vision, but an everyday practice.

"Let sustainability be not just a vision, but a part of everyday practice."

02 Local Engagement and Green Procurement in Practice: Collaborating to Create a New Paradigm for Sustainable and Healthy Events

Practicing Sustainable Principles through Responsible Procurement: Connecting Local Partners to Co-Create a Green and Healthy Lifestyle.

Our university actively promotes a sustainable supply chain by implementing green procurement, strengthening local partnerships, and advancing the concept of sustainable consumption. We are committed to building a value chain that upholds social responsibility and environmental friendliness.

In April 2025, the university partnered with the Chiayi County Government to host the inaugural "CCU Picnic Day & Smart Travel Chiayi" event on campus along Phoenix Avenue. The event drew nearly 300 faculty, students, and local residents, showcasing a dynamic integration of health, education, and sustainability.

This event was the result of interdisciplinary collaboration, incorporating three core values: health promotion, local engagement, and environmental sustainability. The walking route was thoughtfully designed to include iconic scenes from popular TV dramas and campus landmarks, allowing participants to enjoy both natural and cultural landscapes while promoting community health and strengthening ties between the university and the local area.

In terms of implementation, the Office of Sustainable Development adopted principles of green procurement and responsible consumption. In collaboration with Carrefour, the university provided "Sustainable Meal Boxes" as a concrete step toward achieving SDG 12: Responsible Consumption and Production. The meal boxes featured carefully selected ingredients from Carrefour's "Start from i" product line, including:

• Cage-free eggs, which are more humane and environmentally friendly, supporting animal welfare;
• Additive-free bread, free from artificial flavors, colors, and preservatives, reducing potential risks to human health and the environment;
• Anchor butter with transparent production and sourcing processes, supporting sustainable dairy practices.

These procurement choices not only enhanced participants' awareness of conscious consumption but also reflected the university's commitment to food safety, local sourcing, and environmental sustainability.

Participants were also encouraged to bring their own picnic supplies and manage their own waste, as no disposable plastic bags or temporary trash bins were provided on-site. This promoted self-discipline in cleanliness and recycling, embodying the spirit of zero-waste action.

Every responsible choice is a step toward a more sustainable future.

03 Smart and Resilient Microgrid: Creating a New Paradigm for Campus Energy GovernanceParadigm for Campus Energy Governance

From stable power supply and energy-saving emission reduction to disaster resilience, a green energy field that integrates teaching, research, and community well-being.

Upgrading Campus Power: Smart Grids Usher in a New Era of Energy Governance

In response to climate change, extreme weather events, and the high dependence of higher education institutions on stable power supply, National Chung Cheng University (CCU) has actively engaged in energy governance. In 2024, the university received a subsidy of NT$100 million from Taipower under the 'University Energy Saving and Power Resilience Promotion Program.' The project integrates a 301 kWp solar photovoltaic system, a 3.84 MWh battery storage system, a 500 kW diesel generator, and a power conversion system (PCS) to comprehensively enhance the resilience and efficiency of campus power supply. It stands as one of the most extensive and in-depth microgrid demonstration projects among Taiwan's universities.

Resilience Boost: Uninterrupted Power During Critical Moments to Safeguard Teaching, Research, and Safety

The campus microgrid system improves power quality and stability, reducing risks of equipment damage or outages. It features an 'island operation' mode, allowing it to operate independently during power interruptions, supplying electricity to key areas—such as the Science Building II, the water treatment plant, and student dormitories—for over 8 hours. This ensures uninterrupted operation of important research equipment and maintains student safety.

Moreover, the university plans to integrate the microgrid into local disaster support strategies, enabling it to serve as a backup power source for emergency shelters or disaster response centers in rural communities—fulfilling its mission as a community support hub.
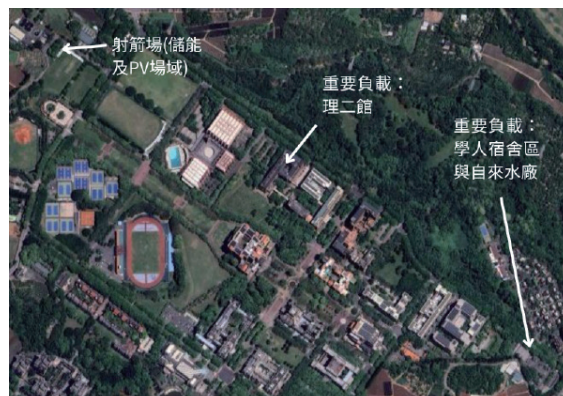
Three-Pronged Energy Saving Strategy: Annual Electricity Savings of NT$6 Million

❶ Optimized contract capacity: Reducing contracted demand by 1,000 kW saves about NT$2.2 million annually.

❷ Time-of-use scheduling: Charging during off-peak hours (midnight–8:00 AM) and discharging during peak hours (4:00–10:00 PM) yields about NT$2.2 million in savings.

❸ Solar generation: Installed above the archery range and adjacent areas, the solar system provides shade, improves accessibility, and generates clean energy, cutting about NT$1.6 million in electricity costs.

Together, these strategies yield an estimated NT$6 million in annual savings, enhancing financial sustainability while improving energy governance.

Teaching × Practice:
A Collaborative Learning Field for Energy Curriculum and Student Research

The project also supports curriculum and teaching. Led by the Department of Electrical Engineering and the College of Engineering, it includes a microgrid teaching module. Students analyze real-time operational data, study power usage curves, simulate dispatch, and conduct research projects. This follows a three-stage model—simulation, application, and verification—empowering students with both theoretical knowledge and hands-on experience.

A multifunctional teaching and demonstration room with an 85-inch touchscreen linked to the energy management system will be built. It will serve for presentations, visual simulations, and visitor reception—bridging theory and practice in a real-world learning environment.

Local Engagement and Educational Demonstration:
Building a Green Energy Participation Platform

As a flagship sustainable energy demonstration in southern Taiwan, the CCU microgrid welcomes guided visits from schools and civic groups. The space is designed for interactivity and visualization, aligned with national energy education goals. The multifunctional exhibition room offers an integrated view of renewable energy, grid dispatching, and energy management practices—promoting public understanding of green energy and sustainable campuses.

This is not merely an internal energy management system.
It is a manifestation of sustainable action built on co-learning, co-preparation, and co-existence between the university and its surrounding communities.

04 Forward-looking Manufacturing × Green Transformation: Building a Talent and Technology Base for Low-Carbon Sustainable Manufacturing

Foxconn vs National Chung Cheng University

Group photo of Foxconn students and All teachers of the Department of Mechanical Engineeringstudents and teachers

Linking talents, technologies and industries to realize the sustainable vision of green manufacturing in South Central

The Green and Low-Carbon Manufacturing Industry Talent and Technology Cultivation Base Project (hereinafter referred to as the Base Project) is a large-scale project subsidized by the Ministry of Education.First, combine the strengths of the five universities to cultivate green and low-carbon manufacturing talents and accelerate the net-zero transformation. With "green products", "green components","Green and Low-carbon Manufacturing" and "AI Low-carbon Energy Saving" are the four main themes. Green and low-carbon credit courses are offered, and teachers are also teaching

Group photo of Foxconn students and teachers

The course connects the industry and a total of 165 students will take the course in 2025. Partner schools of the base project include 「Wu-Feng University of Science and Technology」、「Chin-Yi University of Science 」 and 「Technology,Huwei University of Science and Technology」、「Hsiu-Ping University of Science and Technology」 etc, industry, government and academia work together to cultivate green-collar talents.

In addition, this project has also attracted a well-known high-quality enterprise, Hon Hai IPEBG Business Group, to entrust National Chung Cheng University to conduct corporate in-house training courses. At August 5 to August 15, 2024. The main content of the activity focuses on green machine tool technology and applications, strengthens students' understanding of green machine tools, and introduces various environmentally friendly machine tool technologies and applications. The course focuses on researching and developing processing and manufacturing solutions that reduce energy consumption and emissions, efficiently utilize resources, and reduce environmental impact. The institute also provides customized advanced training courses for nine employees of Hon Hai Group's IPEBG business group, demonstrating the center's high-quality teaching and research capabilities.

This project not only strengthens the cultivation and implementation of green manufacturing talents, but also establishes a cross-domain green transformation platform with demonstration capabilities through on-campus and off-campus field integration, equipment upgrades, and industry-university cooperation models. Through continuous efforts, our School of Engineering will become a key fulcrum for the southern region to move towards net-zero manufacturing, linking industrial upgrading with regional sustainability for a better future.

Let "green manufacturing" no longer just be an industry slogan,
but a low-carbon revolution being implemented on campus

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1.1 Get to know CCU

1.2 Sustainable Finance

01 Get to Know CCU

02 School Administration

03 Talent Cultivation and Development

04 Campus Sustainability

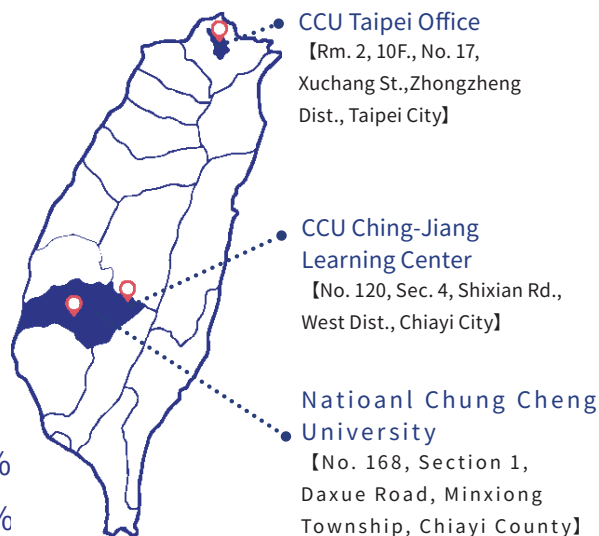05 Social Co-prosperity and Influence

06 Appendix

1.1 Get to Know CCU

National Chung Cheng University was founded in 1986 as the first national institution of higher education in the Yunlin, Chiayi, and Tainan regions. Since its establishment, it has been responsible for promoting the development of higher education in central and southern Taiwan, as well as advancing regional culture and technology. The campus is located in Minxiong Township, Chiayi County, covering 132 hectares. The environment is serene and elegant, with a strong academic atmosphere. CCU is composed of seven colleges: Humanities, Science, Social Sciences, Management, Engineering, Law, and Education, offering a comprehensive and diverse range of programs in the fields of humanities, social sciences, science, engineering, law, and management. It provides students with opportunities for cross-disciplinary learning and professional development. Over the years, CCU has continuously developed its unique academic disciplines, actively engaging in forward-looking technology and social care fields. The university focuses on core themes such as artificial intelligence, precision manufacturing, chip design, smart healthcare, digital governance, and aging societies, gradually establishing interdisciplinary research and teaching integration platforms. The university hosts several key research teams, including the Advanced Manufacturing System Research Center (AIM-HI), Smart City Command and Control Center, Green Low Carbon Manufacturing Talent and Technology Training Base, and Unmanned Aerial Vehicle (UAV) Research, connecting domestic and international industry, government, academia, and research resources. It promotes diverse academic applications and industry-academia collaboration, and actively participates in national major technology development programs to enhance academic research capabilities and expand industry application value. In response to globalization trends and the need for international talent development, CCU has strengthened cooperation with international academic institutions year by year. To date, it has established partnerships with over 150 universities in 25 countries, covering student exchange programs, dual degree programs, multinational research projects, and overseas research centers. In recent years, it has also actively promoted EMI bilingual courses and international degree programs. The College of Engineering, College of Management, and College of Education successfully received recognition as "Benchmark Colleges" by the Ministry of Education in 2024, becoming an important model for bilingual education and significantly enhancing the university's participation and competitiveness in the global academic network.

- 7 Colleges
- 30 Departments
- 48 Master's Program
- 31 Ph.D. Program
- 18 In-Service Master's Program
- 18 University-level research centers
- Full-time teachers 529
- College students 6,619 人
- Graduate students 4,934 人
- Bachelor's degree graduation rate 81.98%
- On-time bachelor's degree graduation rate 71.86%
- Sister schools 264

- **Locations**

CCU Taipei Office
【Rm. 2, 10F., No. 17, Xuchang St.,Zhongzheng Dist., Taipei City】

CCU Ching-Jiang Learning Center
【No. 120, Sec. 4, Shixian Rd., West Dist., Chiayi City】

Natioanl Chung Cheng University
【No. 168, Section 1, Daxue Road, Minxiong Township, Chiayi County】

Note1：Bachelor's degree graduation rate: The number of graduates divided by the number of students in grade 4 or above within the prescribed period of study.

Note2：On-time bachelor's degree graduation rate: The number of graduates who completed their studies within four years divided by the incoming new students.

As the higher education environment continues to evolve, CCU remains committed to following the latest development blueprint, focusing on international alignment, smart technology applications, interdisciplinary teaching and research integration, and the construction of bilingual learning environments. The university strengthens its functions in teaching, research, administration, and social services. Through a well-established governance mechanism and resilient organizational planning, it actively builds a sustainable, forward-looking, and open university governance system, aiming to cultivate outstanding professionals who are both practically skilled and internationally competitive with a strong sense of social responsibility. Adhering to the development philosophy of "emphasizing both humanities and technology, interdisciplinary integration, international cooperation, and diverse characteristics," CCU will continue to strengthen its academic research capacity, deepen local connections, expand international cooperation networks, and move towards the goal of becoming a world-class university that is internationally renowned and rooted in the local community. This will contribute to the sustainable momentum of Taiwan's higher education environment and regional social development.

1.2 Sustainable Finance

1.2.1 Financial Condition

2024 Annual revenue, expenditure, costs, and deficiency   Unit: NTD

TOTAL REVENUE

- Non-Business Income 7.84%
- Teaching Income 42.79%
- Other Business Income 48.53%
- Royalty Revenues 0.84%
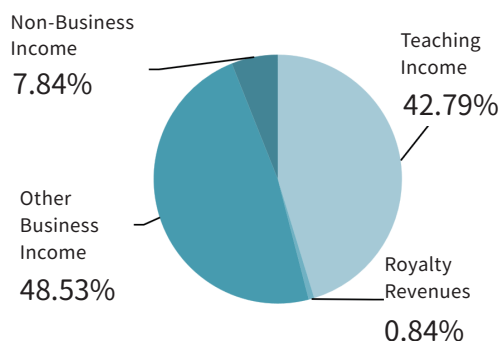
Note 1:
Teaching Income includes tuition and fees revenue, tuition and fees waivers, revenue from industry-academia collaborations, and revenue from continuing education.

Note 2:
Business Income includes subsidies for school teaching and research, other subsidy revenue, and miscellaneous business revenue.

TOTAL EXPENDITURE, COSTS, AND DEFICIENCY

- Other Business Non-Business Expenditure 0.40%
- Management and General Affairs Expenditure 15.59%
- Other business cost 6.10%
- Expenditure 2.97%
- Teaching Expenditure 74.94%
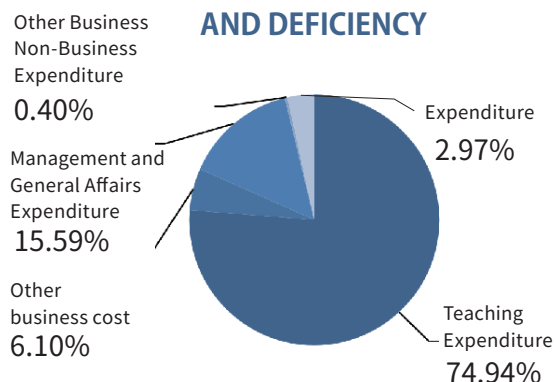
Note 3:
Teaching Expenditure include costs for teaching, research, and counseling, costs for industry-academia collaborations, and costs for continuing education.

Note 4:
Other business costs include students' government subsidies and awards.

Balance Sheet

December 31st, 2024

Unit: NTD

Subject	Final Accounts	Subject	Final Accounts
Asset	8,055,807,876	Liability	1,579,376,657
Current Asset	1,855,646,201	Current Liability	1,392,884,177
Bank Deposit	495,297,028	Amount Payable	172,659,688
Current Financial Asset	1,179,612,179	Advance	1,220,224,489
Account Receivable	72,766,909	Other Liabilities	186,492,480
Advance	90,673,056	Total Net Worth	6,476,431,219
Short-term Loans	17,297,029	Funds	4,670,695,147
Investment and Reserve	2,334,705,127	Capital and Special Reserve	1,633,010,462
Non-current Financial Asset	2,221,840,543	Other General Gains or Losses	172,725,610
Reserve	112,864,584	Unrealized Revaluation Increment	904,630
Property, plant and equipment	3,743,374,230	Unrealized gains (losses) from financial assets measured at fair value through other comprehensive income	171,820,980
Land	4,089,030		
Land Improvement	21,293,622		
Building and Structures	1,574,655,355		
Machinery and Equipment	511,398,343		
Transportation Equipment	32,066,111		
Miscellaneous Equipment	1,595,406,830		
Buying Fixed Assets	4,464,939		
Intangible Assets	47,418,364		
Other Assets	74,663,954		
Total	8,055,807,876	Total	8,055,807,876

Financial Information Section

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● Capital expenditures on improving teaching and research facilities over the past three years (2022~2024)

2022   **2023**   **2024**

219,808,259   **208,357,438**   **238,436,963**
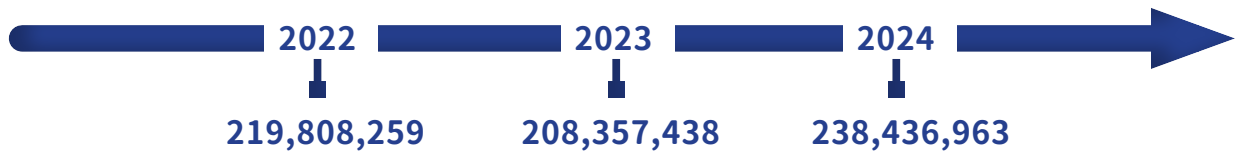
● Scholarship provided by our school over the past three years (2022~2024)

Year	Scholarship	Education Tuition Benefits for the Survivors of Military and Civil Servants	Scholarship for Disadvantaged Students	Emergency Relief Fund	Others (expenditure for learning/labor-based teaching assistants, etc.)	Total
2022	91,671,321	536,546	6,216,311	449,250	220,379,705	319,253,133
2023	102,857,116	622,200	7,577,420	212,000	206,032,607	317,301,343
2024	111,380,207	543,750	10,048,708	120,000	217,334,093	339,426,758

1.2.2 Sustainable Investment

Our university primarily deposits its funds in both public and private financial institutions. To enhance the operational efficiency of the university's endowment fund, we have established the Endowment Fund Investment Management Group and the Endowment Fund Investment Working Group. The Working Group is responsible for proposing investment portfolio allocations and budget plans, which are submitted to the Investment Management Group for review and approval. Upon authorization, the Working Group implements the investment plan and regularly reports investment performance to the Investment Management Group, which in turn reports to the Endowment Fund Management Committee.

In addition to prioritizing investment performance, our university is equally committed to upholding the values of Environmental, Social, and Corporate Governance (ESG). To this end, we have established the Endowment Fund Sustainable Responsible Investment Principles, reflecting our dedication to integrating environmental sustainability into the broader framework of university social responsibility.

We maintained a conservative and prudent approach to investment operations and the selection of investment instruments. Funds were invested in stable-yield stocks and financial products such as Exchange Traded Funds (ETFs), with investments made in batches in accordance with market conditions. Our investment strategy focused on risk diversification over time through incremental investments. Regular assessments of investment performance were conducted, and timely reports were submitted to review and adjust investment strategies as necessary.

As for investment performance in 2024, the return on investment (ROI) for Taiwan equities reached 39.34%, while the ROI for U.S. equities was 37.05%. In comparison, the annualized return (excluding dividends) for the Taiwan Stock Exchange Weighted Index was 28.47%, and for the NASDAQ Index was28.6%. Our investment returns outperformed the market in both the Taiwan and U.S. stock markets.

投資項目	總成本	總損益金額	本年度股息收入	總報酬率
台股	291,425,079	114,634,690	8,426,748	39.34%
美股	104,243,882	38,624,119	275,511	37.05%

02

2-1 CCU Sustainable Development Goals and Blueprint

2-2 Organizational Governance and Operations

2-3 Internal Control Mechanism and Audit

2-4 Academic Ethics and Integrity Criterion

2-5 Communication with Stakeholders

2-6 Major Issues Analysis

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2.1 CCU Sustainable Development Goals and Blueprint

2.1.1 School Vision

Sustainability's Importance and Significance to CCU

education environment, sustainable development has become one of the core values for university development. Chung Cheng University (CCU) continues to strive for excellence in academics, social responsibility, and environmental protection, and has deeply integrated sustainability into the operation and academic development of the university. The university takes the mission of practicing sustainable development, exploring science, society, and culture comprehensively, and is committed to creating a campus environment that supports the development of future generations.

The core meaning of sustainable development lies in balancing the current needs with future sustainable development. As an academic institution, we understand that to establish a globally competitive university, we must balance environmental protection, social responsibility, and economic development. We hope to use this as a foundation to drive the implementation of global sustainable development goals and make positive contributions to both local and global societies.

Institutional Vision and Mission

New Vision   To recreate the glory of CCU and establish a century-long foundation.

New Mission   "Talent at the core," cultivating future leaders with creativity, execution, and leadership skills, promoting sustainable development, and becoming a leader in global sustainable development.

CCU will actively play a role in higher education in line with the Global Sustainable Development Goals (SDGs) and continuously innovate in academic research, social service, and talent cultivation, guiding both academia and industry toward future development.

Institutional Development Focus and Key Strategic Directions

Under the guidance of the medium-term institutional development plan, CCU will dedicate itself to achieving six core development directions, promoting the comprehensive development of the university in areas such as internationalization, smart technology, and social responsibility, and creating a sustainable campus to become a globally influential leading university.

InternationalIntegration:

Actively expand international collaborations, strengthen partnerships with top global academic institutions, and promote academic exchanges and degree recognition. By promoting bilingual education, international students, and foreign faculty, the university enhances its internationalization.
Develop cross-national research collaborations to combine CCU's academic resources with advanced international research, promoting academic innovation and breakthroughs.

Future Medical School/ Department:

Focus on smart healthcare and digital health to establish leadership in the field of future medicine, while enhancing academic cooperation with international medical fields and cultivating medical professionals with a global perspective. Actively conduct innovative research in medical science, exploring ways to address current global public health challenges, and applying related technologies in practice.

Net-Zero Carbon Emissions:

Establish and implement concrete carbon-neutral strategies to gradually achieve the campus's net-zero carbon emissions goals. Promote green building design, optimize energy use, and reduce waste emissions, laying a solid foundation for a sustainable future. Strengthen the use of renewable energy, upgrade energy systems to be more intelligent, maximize campus energy efficiency, and implement carbon emission reductions across all academic and administrative activities.

Smart Technology:

Strengthen research and development in frontier areas such as artificial intelligence, big data, and smart cities, and cultivate technological talents with leadership and innovation capabilities. Explore how smart technology drives social and economic development, and contribute to future smart city construction. Actively invest in digital transformation and smart manufacturing, promoting applied research in relevant technologies, making technology the core force driving the university's sustainable development.

Information Security:

Ensure the security of the university's information systems, establish a comprehensive information security management system, and protect the data and privacy of students, faculty, and partners. With the increasing prevalence of digital learning and smart management, information security will become an essential pillar supporting the university's development. Strengthen information security technology research and development, cultivate high-level information security talents, and provide innovative information security solutions to society.

Social Impact:

Actively engage in social innovation and public welfare, promoting sustainable social development, and collaborating with governments, enterprises, and non-profit organizations to implement social fairness, green development, and corporate social responsibility.

Encourage students to actively participate in community service and volunteer activities, nurturing their sense of social responsibility and leadership, and encouraging them to play a role in solving social problems and promoting social change.

CCU will uphold the development philosophy of "balancing humanities and technology, interdisciplinary integration, international cooperation, and diverse characteristics," continuously promoting sustainable development goals. The university is committed to becoming an internationally renowned, locally rooted, and outstanding university. We hope to fully leverage our academic strengths in the future development process, build international cooperation platforms, and work towards becoming a leading higher education institution that leads global sustainable development. Through these measures, CCU will contribute to the stable and sustained development of both local and global societies, providing endless possibilities for cultivating future leaders with global perspectives and a strong sense of social responsibility.

Sustainability's Importance and Significance to CCU

Committed to practicing sustainable development, balancing current needs with future growth, promoting environmental protection, social responsibility, and economic development, and achieving global goals.

New Vision To recreate the glory of CCU and establish a century-long foundation.

New Mission Promoting sustainable development with 'talent at the core'.

Key Directions for Institutional Development

International Integration
Actively expand international collaboration
Promote academic innovation and breakthroughs

Future Medical School/Department
Focusing on smart healthcare and digital health, actively conducting innovative research in medical science.

Information Security
Enhance cybersecurity technology research and development, and systematized management.

Net-Zero Carbon Emissions
Achieve carbon neutrality and promote a green campus.

Smart Technology
Committed to applied research in relevant technologies, aiming to become the core force driving the university's sustainable development.

Social Impact
Promote the implementation of social equity, green development, and corporate social responsibility.

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01 Get to
Know CCU

02 School
Administration

03 Talent Cultivation
and Development

04 Campus
Sustainability

05 Social Co-prosperity
and Influence

06 Appendix

2.1.2 SWOT Analysis

To align with the national social development needs and the rapid changes in the higher education system, a SWOT analysis is conducted to comprehensively understand our university's competitive advantages, external resources and opportunities, organizational weaknesses, and external environmental threats. This will allow us to inventory and plan forward-looking development strategies to enhance the sustainable management and vision of excellence for our university.

Strenghths	Weaknesses
• Complete infrastructure with a vast campus. • A strong foundation in humanities and social sciences, coupled with the advantages of science and technology. • A well-established digital learning environment with several innovative teaching models. • Regional advantages that allow for the development and reapplication of middle-aged and senior human resources in the Yunlin-Chiayi area. • Located at the regional center of Taiwan's western technology innovation corridor, offering many opportunities for industry-academia collaboration. • High-quality student body: Entrance exam scores are consistently within the top 25% nationwide. • Strong motivation for interdisciplinary learning, with a rich academic atmosphere. • Significant results from the "Jiaxing" support mechanism for helping underprivileged students. • Reasonable teaching workload for faculty, with an active focus on developing diverse and innovative interactive courses. • Several faculty members selected as top global scientists, with research outcomes having international impact.	• Facing a wave of retirements and teacher talent loss, the issue of faculty succession needs urgent attention. • The university's location is relatively remote, which reduces the willingness of outstanding students to enroll. • There is a significant academic gap among students, and teachers face challenges in classroom teaching and student counseling. • Opportunities for international exchange need to be improved.
Opportunities	Threats
• The new generation of cloud technology helps break regional limitations, attracting excellent faculty and students. • Taiwan's aging society and the increasing focus on long-term care policies create opportunities to develop healthcare and senior care services in rural areas of the Yunlin-Chiayi region. • New technologies and sustainability issues generate a demand for talent. • The internationalization of higher education provides opportunities to develop international collaborations. • The government is actively promoting innovation, entrepreneurship, and flexible talent recruitment subsidy policies. • University social responsibility is widely valued, which can enhance the university's existing social engagement initiatives. • Relaxed academic requirements, increased elective credit hours; adjusted mechanisms for interdisciplinary learning to improve students' diverse learning and interdisciplinary abilities. • Collaboration with enterprises and career counseling to enhance students' workplace adaptability and employability.	• The declining birthrate has led to a shortage of student enrollment, which is gradually becoming a concern. • The aging teacher workforce, with some faculty members leaving for top universities, has slowed down research momentum. • The rapid changes in international higher education, with countries competing for funding to attract talent, are impacting the development of domestic higher education. • The post-pandemic era presents challenges and transformations for internationalization, teaching models, and learning methods. • The demand for student counseling and guidance has increased year by year, putting more pressure on counseling resources.

2024 Risk Identification and Analysis

Aspect	Risk Item	Control Policy	Corresponding Section
Governance	Talent Retention/Recruitment	The university's measures to attract and retain talent include the formation of teams within each college based on their areas of expertise to strengthen cohesion and research capacity, supplemented by flexible salary rewards, academic research grants, and a relaxed mechanism for extending the service of outstanding retiring faculty. Additionally, the university continuously reviews the current talent recruitment, reward, and related procedures through various internal meetings to ensure timely adjustments.	4-1-2
	Declining birth rate faces insufficient student enrollment	The university's recruitment strategy includes expanding enrollment slots, diversifying selection mechanisms, and prioritizing under-represented groups. It offers scholarships for economically disadvantaged students and encourages faculty-driven recruitment. For graduate admissions, it increases exam quotas, promotes early entry, and adjusts allocations to meet market demand. The school also strengthens outreach to high schools.	4-1-3
	Interdisciplinary Talent Cultivation	● Encourage the formation of "Teaching Practice Research Project Community" based on colleges (centers). ● Establish a "micro-credit management system" and encourage each teaching unit to set up micro-credit learning activities. ● Provide rich and diverse innovation and entrepreneurship courses, teaching materials and teacher training. We will continue to promote the establishment of incubators in the college and recruit students to form innovative and entrepreneurial themed teams.	3-1
	University Development	To understand and grasp the current state of the university's development and potential issues, the Office of Institutional Research (IR) consolidates important indicators of university development. This includes summarizing core issues of concern to the university, exploring student characteristics, learning behaviors, and potential challenges in areas such as enrollment status, diverse learning opportunities, financial assistance, counseling, and international exchange. For faculty, the focus is on teaching, research, and industry-academia collaboration.	CH2
Social	University Social Responsibility	In addition to inventorying the university's past social practice achievements and analyzing the development characteristics and needs of the Changhua, Yunlin, and Chiayi regions, we are also actively aligning with sustainable development goals. By integrating administrative, teaching, and research efforts under the theme of "Connecting Local, Connecting International, Connecting Future," we aim to achieve our vision of local development.	5-1
	Human Resources	For current employees, we provide a quality work environment, equal employment opportunities, and protection of relevant rights and benefits.	4-1-1 4-1-2
Environment	Personal Data and Information Security	● The university has implemented an information security management system to effectively manage risks to national information and communication security products. ● Strengthen awareness and training on information security among university personnel. ● Ensure the management capacity of information systems.	4-3-2
	Sustainable Development	● A Sustainability Office and a Research Center for Artificial Intelligence and Sustainable Development have been established as part of our sustainability initiatives. ● A carbon inventory has been conducted for the organization, leading to the planning of measures for carbon reduction/removal and energy management. ● Additional courses on environmental ecology and energy education, as well as sustainable development, have been launched, and relevant teaching demonstration facilities have been established.	Sustainable Highlights 3-1 4-2

2.2 Organizational Governance and Operations

2.2.1 Sustainable University Governance

School Leadership

The university is governed by the regulations outlined in the "Organizational Regulations of National Chung Cheng University," which appoints one president to oversee academic affairs and represent the university externally. The president's term is four years and can be renewed for two additional terms. The selection process for the president follows the guidelines specified in the "Organization and Operation Guidelines for the President's Selection Committee of National Chung Cheng University." Candidates for the presidency must meet the qualifications stipulated in the Educational Personnel Employment Act and relevant laws and regulations. They should uphold the founding principles of the university, demonstrate a commitment to its educational philosophy, possess outstanding administrative abilities, academic achievements, and reputation, respect academic freedom, exhibit the ability to seek and utilize relevant resources effectively, conduct fair decision-making that transcends political, religious, partisan, and profit-oriented interests.

> The fifth president of the university, Dr. Fong, Zhang-Hua, served until January 31, 2024. Ten months before the end of his term, the President's Selection Committee was convened to handle the selection of the next president. Professor Shaw-Jeng Tsai was selected through this process and officially assumed the position of the seventh president on February 1, 2024, following approval from the Ministry of Education.
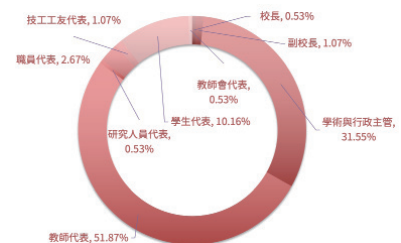
School Governance Mechanism

School Affairs Meeting

The highest decision-making body for school affairs, deliberating on significant matters concerning the institution. It is composed of one president (0.53%), two vice presidents (1.07%), 56 academic and administrative executives (31.55%), 97 teacher representatives (51.87%), one research personnel representative (0.53%), five staff representatives (2.67%), two technician and maintenance worker representatives (1.07%), 19 student representatives (10.16%), and one representative from Teachers' Association of CCU (0.53%). In the 113 academic year, 4 CCU Affairs Meetings were convened in total, each with an attendance rate of over 70%.

🔗 【School Meeting Rules】

技工工友代表, 1.07%
職員代表, 2.67%
研究人員代表, 0.53%
教師代表, 51.87%
校長, 0.53%
副校長, 1.07%
教師會代表, 0.53%
學生代表, 10.16%
學術與行政主管, 31.55%

Administrative Meeting

The Administrative Meeting reviews and promotes important work matters across the entire university. It is composed of the president, vice presidents, dean of academic affairs, dean of student affairs, dean of general affairs, dean of research and development department, dean of international affairs, deans of each college, other supervisors, and the director of students' association. In the 113 academic year, 6 administrative meetings were held, each with an attendance rate of over 80%.

🔗 【Rules of the Executive Council】

School Development Meeting

The School Development Meeting is responsible for drafting the medium and long-term development plans of the university, establishing or modifying academic units, and planning campus-wide developments and major constructions.
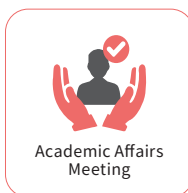
Academic Affairs Meeting

Discussion on important academic matters and relevant regulations.

College Affairs Meeting

Discussion on matters related to teaching, research, outreach, and other college affairs.

Research and Development Meeting

Discussion on important research matters and relevant regulations.

Student Affairs Meeting

Discussion on matters related to teaching, research, outreach, and other college affairs.

Sustainable Governance

1. Green University Promotion Committee

In 2009 (the 98th year of the Republic of China), our university was selected by the Ministry of Education as a Green University Demonstration School. In response, the "Green University Promotion Committee" was established, chaired by the university president. Current committee members include the vice president, deans of academic affairs, student affairs, general affairs, and research and development, as well as the director of the Environmental Health and Safety Center, the chair of the Department of Earth and Environmental Sciences, student representatives, community representatives, and external scholars and experts. The committee adopts a cross-departmental and interdisciplinary collaboration model to jointly promote sustainable development across the campus.
In its first meeting of 2022, the committee resolved to rename itself the "Green University and Sustainable Development Promotion Committee." Regular meetings are held to formulate strategies and provide policy recommendations on core issues such as energy conservation and carbon reduction, environmental protection, resource recycling, green procurement, and paperless operations. In recent years, the committee has also actively advocated for integrating sustainability concepts into teaching and research, promoting collaboration between administrative and academic units, with the goal of building a green campus rooted in social responsibility and environmental awareness.

2. Office of Sustainability Development

To coordinate and advance sustainability efforts both on and off campus, and to take concrete actions in support of the United Nations Sustainable Development Goals (SDGs), as well as in alignment with the "Taiwan Sustainable Development Goals" set forth by the Executive Yuan's National Council for Sustainable Development, the university established the Office of Sustainability Development on February 2, 2023.
The main responsibilities of the Office include:

• Coordinating with administrative and academic units to plan and implement the university's sustainability action plans.
• Leading campus-wide carbon inventory initiatives, compiling greenhouse gas inventory reports and sustainability reports.
• Developing the university's medium- and long-term carbon reduction roadmap, formulating sustainability-related regulations, and implementing measures for carbon reduction, waste reduction, green energy development, energy management, and resource circularity.
  • Promoting environmental education focused on ecological conservation and resource recycling.
  • Supporting external organizations and institutions in advancing social sustainability efforts, thereby fulfilling the university's social impact and university social responsibility (USR).

In July 2024, the Office completed the university's first comprehensive greenhouse gas inventory, which was verified in November 2024 by SGS Taiwan Ltd. The Office held its official inauguration ceremony on December 18, 2024, marking a significant milestone in the university's sustainability journey. Looking ahead, the Office will further strengthen energy management practices, continually improve energy efficiency, reduce carbon emissions, and regularly publish sustainability-related reports to share the university's achievements and experiences with the broader community.

Unveiling Ceremony of the Office of Sustainable Development

2.2.2Committees

In order to promote the school affairs, councils and committees are set up to be in charge of the resolution in economic, environmental, and social aspects according to their business nature. To protect the interests of interested parties, the committee has expressly set forth the rules and regulations regarding the selection of committee members, their terms of office, the conditions for meetings, and the resolution procedures. Also, the operation of these committees and the deliberation of cases involving interested parties (teachers, staff, etc.) comply with the laws and regulations.

No.	Committee Name	Convener/Host	Responsibility	Influence Aspect
1	School Affairs Proposal and Regulation Examination Committee	Secretary-General	Ensure the compliance of proposal procedures for campus meetings, review and suggest revisions to regulations and rules governing the delivery of proposals for campus meeting deliberation, formulation, amendment, and various important regulations for organizational regulations.	Governance
2	Endowment Fund Management Committee	Principal	a. Review of the annual budget draft, annual financial planning, and annual investment planning for campus funds, as well as performance assessments of fund income and expenditure and their utilization. b. Review of the management regulations for self-generated income and expenditure of campus funds. c. Review of other matters related to the budget, income and expenditure, custody, and utilization of campus funds.	Governance/ Society/ Economy
3	Endowment Fund Investment Council	Appointed Pundits	Handling investment-related affairs, formulating annual investment plans, and implementing various investment evaluations and decisions. Regularly report investment performance to the Campus Fund Management Committee.	Governance
4	School Affairs Research Promotion Committee	Principal	Enhancing professional management capabilities and performance in campus affairs, providing relevant research reports, consultations, and recommendations for campus decision-making purposes.	Governance/ Society/ Environment/ Economy
5	Internal Control Committee	Vice Principal	a. Review and strengthen existing internal control operations, and conduct internal control education and training. b. Integrate and review the internal control operations of individual business units.. c. Refer to common operational examples of internal control systems es-tablished by various responsible authorities, and assess the risks and importance of in-dividual business units to formulate appropriate internal control systems.	Governance
6	School Affairs Consultant Council	Principal	Provide recommendations on various issues related to campus development, enrollment strategies, student concerns, faculty diversity promotion, aging issues, and more.	Governance/ Society/ Environment/ Economy
7	School Affairs Vision Council	Principal	The main objective is to facilitate in-depth discussions among participants on important matters concerning the school, exchange opinions, and seek consensus.	Governance/ Society/ Environment/ Economy
8	Admission Committee	Principal	Responsible for handling enrollment-related affairs. Ensure that the enrollment process is fair, transparent, and compliant with laws and regulations, and attract and admit suitable students.	Governance/ Society/ Economy
9	Curriculum Committee	Dean of Academic Affairs	Responsible for planning new courses, reviewing course structures and content planning, conducting regular reviews of course attributes, and deliberating on other matters related to courses.	Governance/ Society/ Economy
10	Student Organizations Evaluation Council	Director of Extracurricular Affairs	Handle student group evaluations, regular assessments, evaluation appeals, supervision of initial reviews and usage of club funds, elections and training of club evaluation committee members, and related regulatory amendments.	Governance/ Society
11	Student Disciplinary Committee	Dean of Student Affairs	Deliberate on student disciplinary incidents and related procedures at our school.	Governance

12	Faculty Evaluation Committee	Principal of Academic Affairs	Review matters related to the appointment, promotion, suspension, dismissal, non-renewal, academic research, determination of dismissal reasons, and other matters that require review or evaluation of our school's faculty according to legal regulations. Five meetings are scheduled for the academic year 113, and based on actual needs, two additional ad hoc meetings have been added.	Governance/ Society/ Economy
13	Personnel Selection Committee	Principal Appointee	Review personnel selection, promotion, and other personnel examination-related matters concerning our school's civil servants. A total of four meetings were held from the academic year 113 to 2025 May 1.	Governance
14	Personnel Performance Evaluation Committee	Principal Appointee	In accordance with the principles of fairness, objectivity, and accountability, we conduct objective assessments of our school staff's performance and administer appropriate rewards and penalties. This is aimed at fostering teamwork and enhancing work efficiency. A total of five meetings were held from the academic year 113 to 2025 May 1.	Governance
15	Student Appeal Review Committee	Director of counseling center	Responsible for handling student, student council, and other related student self-governing organization appeal cases.	Governance/ Society
16	Teacher Appeal Review Committee	Elected by Committee Members	Responsible for handling faculty appeal cases.	Governance
17	Staff and Workers Appeal Review Committee	Elected by Committee Members	Responsible for handling staff appeal cases.	Governance
18	Full-Time Sports Coach Evaluation Committee	Vice Principal	Responsible for the selection, performance assessment, termination, non-renewal, and suspension of full-time sports coaches, among other related matters.	Governance
19	Full-Time Sports Performance Evaluation Committee	Appoint a Vice-President (Appointed by the Principal)	Responsible for conducting performance evaluations of full-time sports coaches.	Governance
20	Technicians and Workers Appeals Review Committee	Committee Member Selection	Responsible for handling appeals from technicians and workers.	Governance
21	Intellectual Property Examination Committee	Principal or the Principal Appointee	Handling matters related to patents, copyrights, trademarks, integrated circuit layout designs, trade secrets, plant variety rights, gene transformation, or other intellectual property rights and their derivative interests concerning the research results of faculty, staff, and students at our university.	Governance/ Society/ Economy
22	Gender Equality Education Committee	Principal	Promoting gender equality-related education on campus and handling gender-related complaints, including complaints regarding sexual assault and sexual harassment cases.	Society
23	Green University Promotion Committee	Principal	Developing the university's environmental policies and goals, coordinating and promoting efforts and actions in environmental protection, resource conservation, and sustainable development, and monitoring and evaluating the effectiveness and progress.	Governance/ Society/ Environment/
24	Health Committee	Vice Principal	Develop and promote the university's health policies and guidelines, monitor and manage disease prevention and control measures on campus, supervise campus safety and environmental health management, etc.	Governance/ Environment
25	Traffic Safety Education Committee	Dean of Student Affairs	Enhance traffic safety education at our university, improve traffic ethics, promote traffic order, and ensure traffic safety.	Society/ Environment

2.2.3 School Affairs Research

Our university has integrated the concept of data governance into institutional operations, adopting a data-driven approach to professional management with a focus on sustainable organizational development. This approach has been reflected in various practices, including the advancement of QS subject rankings, institutional evaluations, and the provision of institutional research (IR) data requested by individual colleges and departments to support admissions strategies and assessment processes.　To further align institutional research with the university's strategic development needs, a resolution was passed at the Administrative Council meeting in March 2025 to formally merge the former Office of Institutional Research and the Office for the Higher Education Sprout Project into the newly established Office of University Strategy and Development (OUSD). The Vice President, appointed by the President, serves concurrently as the Director of OUSD. Depending on operational requirements, the Center may also include a Deputy Director, Executive Secretary, and personnel responsible for research, information management, and administration. OUSD is responsible for formulating the university's medium- and long-term development directions, including academic planning, internationalization strategies, industry-academia collaboration and outreach, admissions policy, and the design and enhancement of mechanisms for assessing student learning outcomes. In addition, OUSD leads the implementation, oversight, and results integration of the Higher Education Sprout Project and other cross-unit university initiatives. It also plays a central role in shaping and advancing the university's institutional research agenda, while proactively planning the university's engagement with local public affairs—reinforcing our commitment to social responsibility and sustainable development.
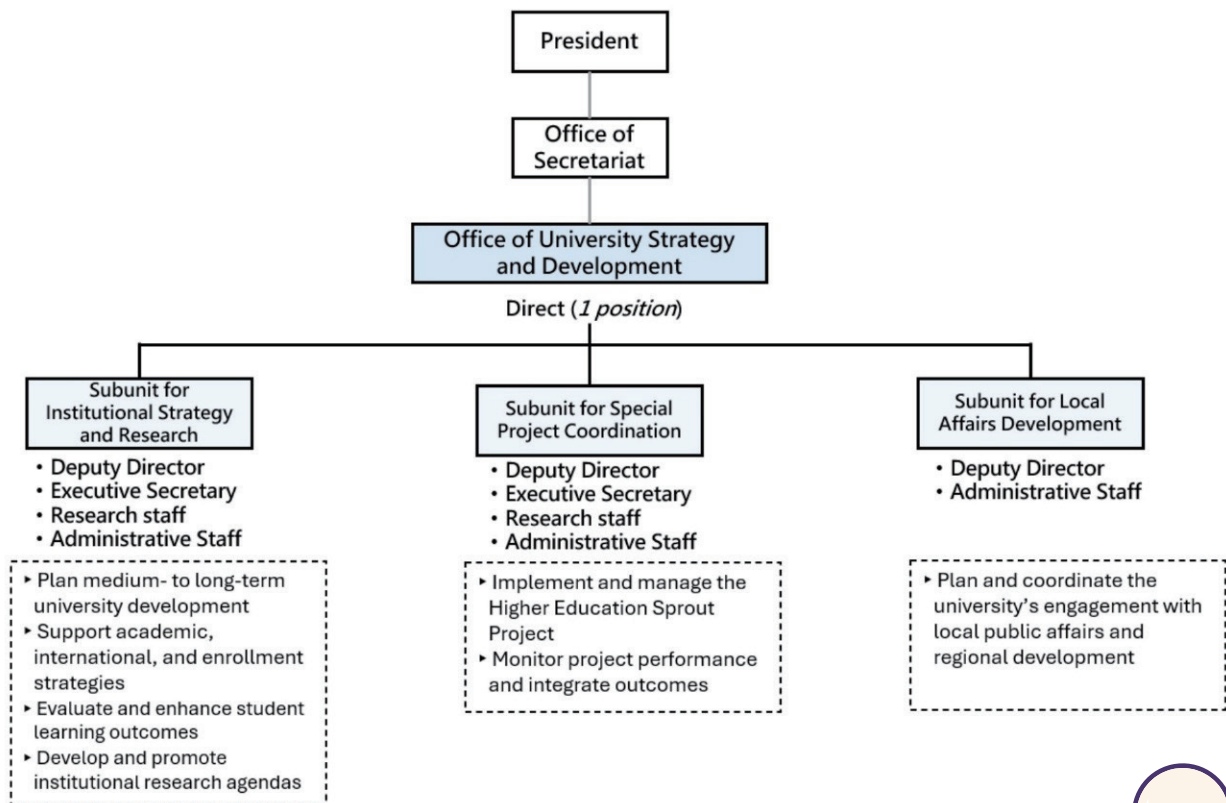
2.3 Internal Control Mechanism and Audit

Implement self-regulation and accountability mechanisms, continuously conduct self-assessments of the internal control system and promote risk escalation mechanisms. Establish an internal control system centered on risk management, and assist each unit in reviewing the implementation status of internal controls through internal audit mechanisms. Provide timely improvement recommendations to reasonably ensu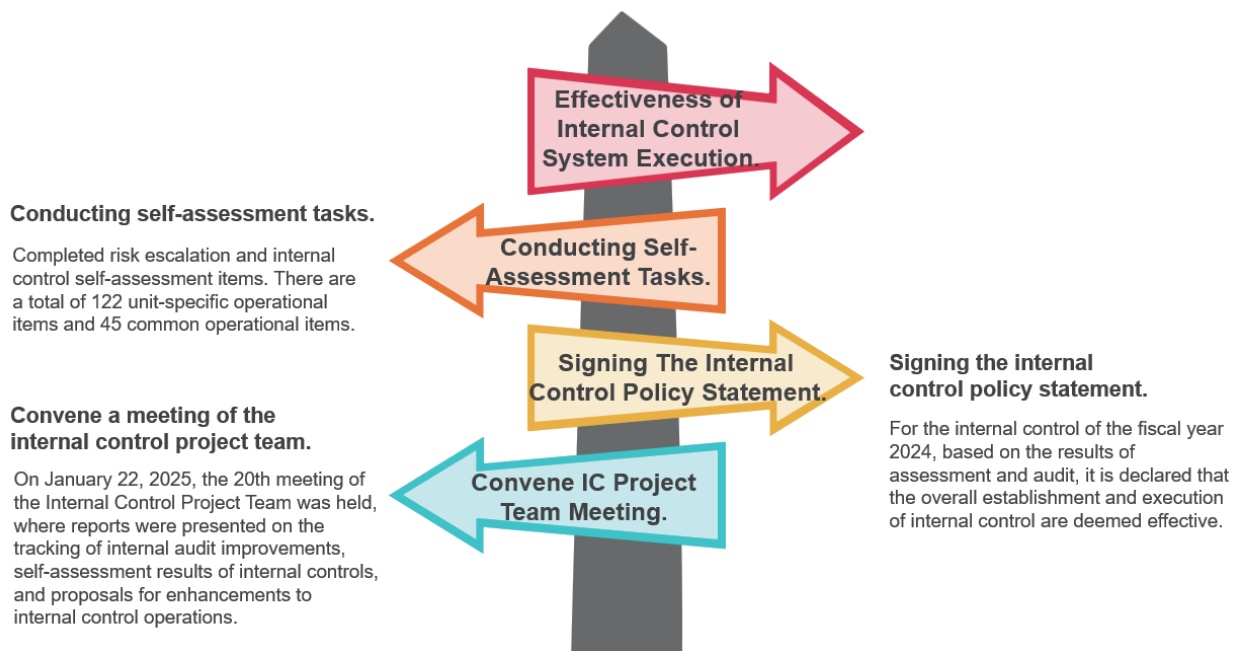re the effective and continuous operation of the internal control system. This, in turn, aims to facilitate the achievement of four objectives: enhancing administrative efficiency, ensuring compliance with legal regulations, safeguarding asset security, and providing reliable information, thereby strengthening the sustainable operation and development of school affairs.

Ensure the continuous effectiveness of the internal control system.

Sign the internal control policy statement.

- In accordance with the "Operational Guidelines for Signing Government Internal Control Policy Statements." assess the overall effectiveness of internal controls to ensure the continuous operation of the internal control system.

Enhance internal control operations and tracking mechanisms.

Convene a meeting of the internal control project team.

- Review and strengthen existing internal control mechanisms.
- Supervise and monitor the implementation of improvements based on audit recommendations.
- Supervise the coordination of internal control education and training.

Sign The Internal Control Statement.

Control Self-Assessment.

Executing Internal Audits.

Convene IC Project Team Meeting.

Enhancing administrative efficiency. Compliance with legal regulations. Safeguarding asset security. Providing reliable information.

Establishing a risk-centric internal control system.

Control Self-Assessment.

- Conduct internal control self-assessment tasks for each department.
- Implement risk escalation and enhance control mechanisms.

Strengthen the risk-oriented audit mechanism.

Executing Internal Audits.

- Based on the risk assessment results, draft an audit plan.
- Execute internal control effectiveness assessments.
- Compile annual reports and submit to the school board meeting.
- Track improvement progress and report to the internal control project team.

for Government Internal Control Supervision Operations," each unit shall conduct internal control self-checks, perform risk assessments, and update or enhance control mechanisms. Additionally, internal control task force meetings shall be convened, and internal control system declaration statements shall be signed to ensure the continued effective operation of the internal control system.

Effectiveness of Internal Control System Execution.

Conducting Self-Assessment Tasks.

Conducting self-assessment tasks.

Completed risk escalation and internal control self-assessment items. There are a total of 122 unit-specific operational items and 45 common operational items.

Convene a meeting of the internal control project team.

On January 22, 2025, the 20th meeting of the Internal Control Project Team was held, where reports were presented on the tracking of internal audit improvements, self-assessment results of internal controls, and proposals for enhancements to internal control operations.

Signing The Internal Control Policy Statement.

Signing the internal control policy statement.

For the internal control of the fiscal year 2024, based on the results of assessment and audit, it is declared that the overall establishment and execution of internal control are deemed effective.

Convene IC Project Team Meeting.

or high-risk operations to verify the effectiveness and reasonableness of critical control points. In 2024, internal audits were conducted on 14 audited units and 13 operational items, resulting in 21 audit findings and recommendations. The internal audit performance for the 2024 fiscal year is summarized as follows.

Strengthen the mechanism for safeguarding rights and interests.

• 『Salary Management』
Strengthen the verification mechanisms to ensure the accuracy and completeness of salary registration data. Promote regulations related to the payment of salaries for part-time assistants to safeguard the rights and interests of contract personnel in receiving their wages.

Enhance the efficiency of fund utilization.

• 『Project Management』
Conduct regular reviews of project funding compliance to ensure the appropriateness of fund utilization.

• 『Promotional Education Management』
Strengthen the evaluation of the implementation and effectiveness of various promotional education programs to enhance overall cost savings and revenue generation.

Enhance the operational review mechanism.	Strengthen the mechanism for safeguarding rights and interests.	Enhance the risk management mechanism.	Enhance the efficiency of fund utilization.	Strengthen regulatory compliance procedures.

Enhance the operational review mechanism.

• 『Environmental Safety Management』
Enhance the effectiveness of the deployment of emergency response equipment in laboratories (such as safety goggles, protective clothing, and emergency shower stations).

• 『Promotional Education Management』
Strengthen the supervision mechanisms for collection accounts and the inventory management system for goods in and out.

• 『Accounting Management』
Enhance the verification mechanisms for unclosed receipts, unclosed projects after expiration, and the termination of fundraising initiatives.

Enhance the risk management mechanism.

• 『Cost Savings and Revenue Enhancement Effectiveness Evaluation』
Conduct regular evaluations of the effectiveness of cost savings and revenue enhancement initiatives, providing financial alerts and improvement suggestions to strengthen financial risk identification and develop strategies for improving financial performance.

• 『Financial Planning Report Execution Outcome Evaluation』
Conduct regular assessments of performance goal achievement. For those not meeting the expected performance indicators, perform root cause analysis and propose corrective mechanisms. Based on the findings, revise key indicator settings to ensure the achievement of business performance targets.

Strengthen regulatory compliance procedures.

• 『Procurement Management』
Enhance the review mechanism for the consistency of procurement conditions and contract specifications, pay attention to the timing of vendor rejection inquiries, and the procedure for reporting contract price amendments and changes.

• 『Document Management』
Enhance the inspection of confidential documents and the emergency drills for warehouse operations.

• 『Fundraising Management』
Strengthen the announcement procedures for in-kind donations, advertising contributions, and pre-issued receipts.

School Information Disclosure Area_ Implementation of internal control and internal audit

2.4 Academic Ethics and Integrity Standards

To build up academic integrity and research honest mechanism, the school, set up the following regulations: National Chung Cheng University Academic Integrity; Research Honesty Management, and Self-Discipline Specification; National Chung Cheng University Academic Integrity; Research Honesty Office Establishment Regulations; National Chung Cheng University Teachers and Participating Researcher Academic Integrity Education Operating Regulations; and National Chung Cheng University Researcher Academic Integrity and Research Honesty Case Management Processing Regulations; to reach the goals of Improving the knowledge of researcher academic integrity and research honesty, deepening academic integrity education and objectively, fairly processing cases of academic integrity and research honesty violation.

In 2024, the Office of Academic Ethics and Research Integrity received 1 reported cases, which were handled in accordance with the procedures stipulated in the Guidelines for academic ethics and research integrity cases of researchers, and informed confidentially the informant, the reported person and the affiliated units of the validation results.

In order to enhance the academic ethics knowledge and improve the quality of research, the Office of Academic Ethics and Research Integrity regularly holds at least two lectures on academic research ethics every year, inviting experts and scholars in various academic fields to give lectures, so as to enhance the awareness and literacy of the academic ethics.
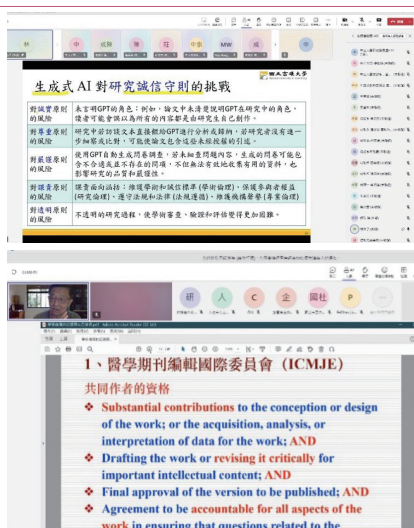
Lecture time	topic
113/05/21	Non-Negotiable Boundaries and Ambiguous Zones in Academic Ethics
113/11/27	The Intersection of Human Wisdom (Academic Integrity) and Artificial Intelligence (Generative AI)

Academic Ethics Office

2.5 Communication with Stakeholders

Stakeholders	Concerned Issues	Significance and Importance to the School	Communication Passages	Communication Frequency	Response Content
Students	Teaching quality/resources Learning outcomes Campus environment safety and hygiene Career planning and future employment	The core community of the school, driving continuous innovation in teaching and research.	Meetings of the School/Administrative Council (regularly convened) Mentorship sessions Annual meeting with the President Teaching evaluation (once per semester) School / Unit websites Office of Student Affairs Office of Academic Affairs	At all levels of meetings, the inclusion of student representatives, either as attendees or participants, aims to enhance channels for students to directly express their opinions and engage in school decision-making processes. Simultaneously, establishing diverse communication channels is essential to facilitate effective communication.	Creating a high-quality learning environment to enhance teaching effectiveness, while also fostering a stronger sense of value and pride among students towards the institution.
Faculty	School governance Personal rights Career development and training Teaching and research environment	The foundation of the school's operations, supporting its distinctive development.	Meetings of the School/Administration/Department (Division) Affairs (Regularly Scheduled) Committee for Faculty, Staff, Technicians, and Workers' Appeals and Evaluations Outstanding Faculty and Staff Application (Once a Year) Final Grade Tracking and Midterm Feedback (Once per Semester) Communication via Phone or Email with Various Units School / Unit websites	Establishing robust horizontal and vertical communication channels enables individuals to understand their rights and gradually implement school governance policies in alignment with them.	Achieving the governing philosophy and goals of Chung Cheng University, while promoting the university to attract more outstanding individuals who identify with Chung Cheng University's values to join the Chung Cheng family.
Parents	Teaching quality/resources Learning outcomes Campus environment safety and hygiene Career planning and future employment	Building a communication bridge between the school and families, linking them together.	Student Transcript (Issued Once per Semester) Midterm Warning System (Issued Once per Semester) Parent Notification Letter (Issued Once per Semester) School / Unit websites Communication via Phone or Email with Various Units	Providing parents with an understanding of their children's learning environment also offers them a channel to acquaint themselves with and communicate with the school authorities.	Enhancing identification, trust, and support.
Alumnus	School operation Research achievements Interdisciplinary exchange and cooperation Continuing education opportunities School reputation	Leveraging the alumni network to accumulate significant social resources for the school.	School / Unit websites CCU Magazine (Published 4 times per year) Annual/Sustainability Report (Published once per year) Alumni Association Mailbox Graduate Destination Survey (Annually) Homecoming for Alumni (Annually)	Revealing and disclosing relevant school information publicly allows alumni from all walks of life to stay informed about the recent developments of the school. Regularly inviting participation in alumni events and accepting donations contribute to the operation of school affairs.	CCU alumni are flourishing in various fields, upholding the reputation of the alma mater and actively supporting the ongoing development of the school.
Sister Schools	Domestic/international exchange and cooperation School operation	Key hub for international exchanges.	Communication via Email with Various Units Education Fair Site Visit Online Webinar	Marketing CCU to align with international standards.	姊妹校關係的深化、師生跨國交流機會的擴大，提聲中正國際能見度及形象。
Enterprises	Employment and counseling Industry-academia/technology transfer cooperation	Assisting the school in aligning education with society and extending the practical implementation of research outcomes.	School / Unit websites CCU Magazine (Published 4 times per year) Annual/Sustainability Report (Published once per year) Graduate Destination Survey (Annually) Job Fair Office of Research and Development Career Development Center	Encouraging industry-academia cooperation projects to assist in the matchmaking of corporate needs with internal research and development achievements, jointly nurturing talents required by the industry.	Deepening sister school relationships, expanding opportunities for international exchanges between faculty and students, and raising Chung Cheng University's international visibility and image."
Organizations and Competent Authorities	School operations Teaching quality/resources Social responsibility and sustainable development	Guidance and supervision of institutional development	USR Advisory Committee (once a year) Annual Performance Report (once a year) Annual Financial Statements (once a year) Matching school groups with town meetings interested in promoting local revitalization. General Affairs Office Energy Management Committee (once a year) School / Unit websites	Adhering to regulations in the implementation of various policies by supervisory units.	Approving teacher qualifications and advocating for school funding and support.
Local Communities	Campus facilities and environment Social responsibility and sustainable development Community development and interaction	Local connections and talent cultivation	USR Advisory Committee (once a year) CCU News, Voice of CCU Service-Learning Seminars Green University Promotion Meeting (once per semester) University Social Responsibility Implementation Plan	Utilizing diverse channels to engage the community, promote resource sharing, mutual benefits, and foster collaboration, ultimately enhancing the shared quality environment.	Fulfilling the school's social responsibilities to enhance its influence.
Supplier	Supplier management Green procurement	Enhancing the quality and friendly working environment of the school and campus	School / Unit websites Tender Information	Aligning with the policies of the supervisory authority, advocating for them, and ensuring compliance, while collaborating with reputable vendors to maintain a high-quality reputation.	Promoting sustainable development and creating an environmentally friendly campus.

2.6　鑑別重大性議題

2024 鑑別性重大議題揭露與邊界分析

Aspect			Major Issues	Meaning to CCU	In the organization			Outside organization			Management Policy and Implementation Results
					Students	Parents	Alumnus	Enterprises	Government	Local Communities	
University governance	School administration		Sustainable Development (SDGs)	The university is committed to nurturing talent, promoting research innovation, assuming social responsibility, fostering cooperation and advocacy, and jointly promoting the sustainable development of society, the environment, and the economy.	☆	☆	★	★	★	★	Sustainable Highlights 2-1
			School Affairs governance and research	By leveraging big data analysis, enhancing the governance framework of the university, and ensuring that governance considers the interests of relevant stakeholders, the school aims to strengthen its academic performance across all aspects. This will help to reinforce the school's reputation and influence.	★	☆	☆	★	☆	☆	CH2
	Talent cultivation and development		Teaching quality and effectiveness	Enhancing the school's reputation, promoting academic research, improving student learning outcomes, and strengthening the school's competitiveness will contribute to the school's development and achievements.	★	★	☆	★	☆	☆	3-1
			Diverse enrollment and counseling	Promoting diversity within the school, unlocking student potential, fostering a sense of social responsibility, and enhancing teaching quality to create more favorable conditions for the development and growth of both the school and its students.	★	★	☆	☆	☆	☆	4-1-3
			Academic research outcomes and industry-academia collaboration.	Enhancing academic reputation and teaching quality, promoting technological innovation, talent development, and industry-academia cooperation, developing school characteristics, and expanding the school's influence.	★	☆	☆	★	☆	☆	CH3
			International networking	Assisting the school in aligning with international education standards, cultivating international talents, promoting international exchanges and cooperation, and enhancing the international visibility and influence of the school through international promotion efforts.	★	★	☆	★	☆	☆	3-4
Environment Sustainability	Sustainable School		Happy campus	Consolidating and nurturing the campus's human capital as a crucial asset, strengthening professional expertise, providing high-quality and efficient administrative support for teaching and research, and continuously optimizing the school's friendly work environment.	★	☆	☆	☆	☆	★	4-1
			Eco-friendly campus	Supporting low-carbon transition by utilizing the university's research and development capabilities to provide technological improvements and innovations, and	★	★	☆	☆	☆	★	4-2
			Safety campus	Creating a safe and friendly campus environment for the safety and health of teachers, students, and stakeholders.	★	★	☆	☆	☆	☆	4-3
Social Responsibility	Social co-prosperity and influence		University social responsibility	Actively promoting the practice of social responsibility, assisting in regional development and governance, and leveraging its own expertise, knowledge, and technology to help uplift local communities. The university aims to play a leading role in the region.	★	☆	☆	☆	★	★	5-1
			Community development and local care	Strengthening communication between the school and various sectors of society, connecting with local culture, and accumulating collaborative capacity.	☆	☆	★	☆	☆	★	5-2
Symbol Explanation: ★ Direct Impact; ☆ Indirect Impact											

2024 Explanation of Major Issues and Management Policies

Aspect	Major Issues	Objective/ Action Taken	Short-term goals	Medium to long-term goals	Management Policy and Implementation Results
School administration	Sustainable Development (SDGs)	Establishing sustainable campus operations, securing resources, and fostering a sense of pride within the university community.	Taiwan Corporate Sustainability Awards (TCSA) for three consecutive years, including 2024. ◆ Participated in the ESG Co-prosperity Circle organized by Global Views Monthly, collaborating with partners from industry, government, academia, and research to co-develop sustainable campus initiatives. ◆ The Office of Sustainability promoted concrete initiatives such as carbon inventory, energy conservation and carbon reduction, low-carbon transportation on campus, and green campus infrastructure. ◆ Administrative and academic units implemented courses, activities, and research projects aligned with the United Nations Sustainable Development Goals (SDGs).	evaluations such as TCSA, and enhance transparency in external disclosure and the university's sustainability reputation. ◆ Expand participation in domestic and international sustainability alliances (e.g., ESG Co-prosperity Circle), deepening collaboration and dialogue with stakeholders from industry, government, academia, and research sectors. ◆ Complete the foundational setup for campus-wide carbon inventory, and promote indicator-based energy conservation and carbon reduction management to strengthen green campus governance. ◆ Encourage all departments to continue offering SDG-aligned courses and practical programs, aiming to increase	and disclosure system. ◆ Position the university as a model for sustainable development among institutions in southern Taiwan, by promoting a cross-unit SDG governance platform and aligning it with university-level policy support. ◆ Cultivate interdisciplinary student communities and seed faculty members with sustainability literacy, and establish mechanisms to institutionalize and embed sustainability education across academic programs. ◆ Promote low-carbon transportation, green buildings, and ecological campus resource management, as part of the long-term vision toward becoming a carbon-neutral university.	
	School Affairs governance and research		◆ Developed and operated a university administrative information system platform, providing data support for decision-making in teaching, research, and admissions, and supporting the university's medium- to long-term development planning and sustainability assessment needs. ◆ The President, along with administrative and academic leaders, conducts regular campus visits and dialogue sessions to understand the operations and needs of various units.	◆ Continue optimizing the functions of the university administrative information system, expanding data indicators across teaching, research, and admissions to strengthen evidence-based decision-making. ◆ Complete the development of data visualization tools for institutional research, enhancing the efficiency of data inquiry, analysis, and application across all units. ◆ Establish a routine dialogue mechanism between administrative and academic units to ensure smooth two-way communication in university governance and operations.	◆ Establish a data-driven decision-making system with predictive and strategic analysis capabilities, to support the formulation of the university's medium- to long-term development blueprint. ◆ Foster a governance culture characterized by transparency, flexibility, and high stakeholder participation, and strengthen institutional mechanisms for inclusive campus planning and decision-making. ◆ Enhance institutional research functions and professional capacity building, and develop standardized data governance practices and	
University governance	Teaching quality and effectiveness	Striving for teaching excellence, encouraging interdisciplinary research, and fostering industry-academia collaboration to further integrate theory with practical application. Building on this foundation to expand internationally.	◆ Promoted thematic innovative teaching, with the number of subsidized projects increasing from 11 in Academic Year 110 to 25 in Academic Year 113. ◆ Provided subsidies for faculty to establish teaching communities, with a total of 47 communities supported between Academic Years 110 and 113. ◆ Encouraged colleges and centers to form Teaching Practice Research Communities; teachers whose proposals were previously unsuccessful received funding for pilot projects to improve their success rate in the following year. ◆ Developed a Microcredit Course Management System to encourage academic units to offer diverse microcredit learning activities; in the first semester of Academic Year 113-1, 1,250 microcredit courses were offered, with 1,583 student enrollments. ◆ Offered diverse innovation and entrepreneurship courses, teaching materials, and faculty training; in 2024, 25 courses were funded, with total enrollment reaching 3,777 students. ◆ In 2024, continued to promote the establishment of incubators within colleges, supporting the formation of 33 student innovation and	◆ Expand funding for thematic innovative teaching projects, increasing the number and disciplinary diversity of funded initiatives year by year. ◆ Strengthen the establishment of faculty communities and teaching practice research groups, enhancing cross-college resource sharing and pedagogical exchange. ◆ Encourage academic units to offer diverse microcredit courses, promoting interdisciplinary and flexible learning participation among students. ◆ Continue expanding the innovation and entrepreneurship course modules, with comprehensive support in teaching materials, faculty development, and interdisciplinary team-building.	◆ Establish a student learning outcomes-oriented curriculum design and assessment system, institutionalizing mechanisms for continuous enhancement of teaching quality. ◆ Develop exemplary models of innovative teaching and faculty development communities, fostering a culture of teaching excellence across the university. ◆ Enhance the integration of microcredit learning with academic transcripts and student portfolios, promoting meaningful alignment between learning and future career applications. ◆ Cultivate student teams with innovation and entrepreneurship capabilities, leveraging industry-academic resources to develop distinctive, hands-on learning environments.	
	Diverse enrollment and counseling		◆ In 2014, the number of economically and culturally disadvantaged students accounted for 9.99% of the total number of students in our school. ◆ Actively expanded special admission channels, with a total of 585 applicants in Academic Year 114. ◆ Allocated a budget of NT$108 million in 2024 to support students through eight categories of financial aid, including work-study grants, tuition waivers, presidential scholarships, scholarships for disadvantaged students, living stipends, scholarships for students with special education needs, free dormitory accommodation for low-income students, and emergency grants—benefiting a total of 5,483 students.	◆ Maintain a stable quota for admission of economically and culturally disadvantaged students, and improve the selection and assistance mechanism. ◆ Enhance marketing and counseling strategies for special admissions, increasing applicant numbers and improving the effectiveness of diverse admission pathways. ◆ Expand the scope of financial support, continuing to offer eight major types of aid to ensure students can study with stability and peace of mind. ◆ Establish a student support tracking system for disadvantaged groups, enabling precise needs assessment and timely assistance.	◆ Establish a systematic support platform for disadvantaged students, integrating resources across admissions, financial aid, academic counseling, and career development. ◆ Strengthen diverse admission and learning portfolio evaluation systems, enhancing fairness in admissions and aligning with the principle of placing students in appropriate learning pathways. ◆ Develop socially responsible admissions strategies, deepening the university's commitment to educational equity and inclusive access. ◆ Continuously improve support for economically disadvantaged students in campus adjustment and transition, aiming to enhance their overall academic	
	Talent cultivation and development / Academic research outcomes and industry-academia collaboration.		◆ Starting in 2024, the university introduced new incentives including the Bauhinia Scholar Award, recognizing outstanding mid-career faculty and researchers. To encourage faculty to apply for NSTC (National Science and Technology Council) grants, a preliminary funding mechanism was established, which includes additional research funding for new faculty and mentoring support from senior faculty to improve proposal success rates. ◆ Faculty were encouraged to conduct interdisciplinary academic research, with an annual allocation of NT$6.9 million in matching funds to support industry–university collaboration projects. In 2024, the university secured NT$647,899,559 in total industry-academic project funding. ◆ In the first semester of Academic Year 113-1, a total of 230 faculty members received performance-based flexible salary awards. Among them, those at the rank of associate professor or below accounted for 40% of award recipients. ◆ As of 2024, the university had supported the establishment of eight	◆ Actively incentivize research by mid-career and early-career faculty, continuously enhancing the Bauhinia Scholar Award and the NSTC preliminary grant system to increase proposal success rates. ◆ Allocate over NT$6 million annually in matching funds to support faculty in conducting interdisciplinary R&D and industry-academic collaboration projects. ◆ Broaden the scope of flexible salary incentives, maintaining the proportion of awardees at the rank of associate professor or below at 40% or higher, to encourage active research engagement among younger faculty. ◆ Provide steady guidance to faculty teams in launching startups, enhancing campus entrepreneurial momentum and increasing the commercialization rate of research outcomes.	◆ Develop internationally competitive research teams, and cultivate young researchers with strong interdisciplinary integration capabilities. ◆ Actively expand the types and scale of industry-academia collaborations, continuously increasing total annual funding and enhancing corporate engagement. ◆ Establish a university-level innovation and incubation system to support stable startup development and capital acquisition, thereby strengthening the translational impact of research outcomes. ◆ Develop a performance evaluation system that integrates research incentives with teaching and industry impact, fostering an academic culture that balances scholarly excellence with practical relevance.	
	International networking		◆ As of Academic Year 112, the university had established partnerships with 252 sister schools across 37 countries, reflecting a steady annual growth rate of approximately 8%. ◆ The university implemented the "Guidelines for Admission of Foreign Students to National Chung Cheng University", encouraging international students to pursue degree programs. In Academic Year 112, the number of international degree-seeking students increased significantly to 324, representing 39 different countries. ◆ Through active participation in the MOE's Program for Elite Foreign Youth Internships in Taiwan and the NSTC Pilot Program for International High-Level Talent Internships, the university attracted 155 international students in Academic Year 112, significantly enhancing global visibility and research capacity. ◆ The number of EMI (English as a Medium of Instruction) courses has steadily increased, reaching 390 courses in Academic Year 112, ranking 3rd nationwide in the MOE English Proficiency Elite Award. Additionally, three colleges were selected as "Benchmark Bilingual Colleges" under the MOE's Bilingual Education Program. ◆ Courses in the Applied English Language Program integrated academic English skill development, bridging professional domain knowledge across colleges with EMI course requirements. In 2024, a total of 321 graduates completed the program and received	◆ Continue increasing the number of sister schools and their geographic diversity, maintaining an annual growth rate of approximately 8%, while deepening the quality and effectiveness of international collaboration. ◆ Expand the enrollment of international degree-seeking students, and diversify their countries of origin by strengthening international recruitment policies and on-campus support systems. ◆ Actively participate in international talent programs organized by the Ministry of Education and the NSTC, continuously recruiting outstanding overseas students and interns. ◆ Continue increasing the number of English as a Medium of Instruction (EMI) courses, enhancing students' English proficiency and maintaining top rankings in national English proficiency competitions and recognition as benchmark bilingual colleges. ◆ Refine the curriculum content of the Applied English Language Program, encouraging students to earn program certificates and improve their academic English proficiency and interdisciplinary application skills.	◆ Develop distinctive international colleges or program structures, positioning the university as a representative English-friendly campus in Asia. ◆ Establish a comprehensive academic and student life support system for international students, enhancing their study experience and academic achievement. ◆ Strengthen strategic alliances with sister universities, advancing joint degree programs, collaborative international research, and regional talent mobility platforms. ◆ Build a long-term EMI and English-language curriculum faculty development mechanism, progressively increasing English-taught professional courses to create a bilingual learning environment.	

Aspect			Major Issues	Objective/ Action Taken	Short-term goals	Medium to long-term goals	Management Policy and Implementation Results
Environment Sustainability	Sustainable School	Happy campus	Adhering to the concept of sustainable management, emphasizing talent cultivation, improving mechanisms to unite the cohesive force of Chung Cheng University. Creating a sustainable and high-quality campus environment, and dedicating efforts to environmental conservation and campus safety enhancement.	◆ Actively promoted a diversified promotion mechanism, integrating multiple promotion pathways with innovative teaching practices to cultivate high-quality, interdisciplinary talent. ◆ Implemented a comprehensive reward system for faculty teaching and research, as well as a performance-based recognition mechanism for administrative staff. In 2024, the Bauhinia Scholar Award was newly introduced for faculty, while for staff, the evaluation mechanism was optimized by decoupling performance appraisal from year-end bonuses, increasing the proportion of "outstanding" employees to 20%, each receiving an NT$5,000 incentive. ◆ The Health and Wellness Division organized 22 health promotion activities, with a total of 6,423 participants and a satisfaction rate exceeding 94.5%. ◆ Continued to implement four major occupational safety and health programs: "Prevention of ergonomic hazards", "Prevention of diseases caused by excessive workloads", "Prevention of workplace violence", and "Protection of maternity in the workplace"; alongside annual health	◆ Continue promoting a diverse faculty promotion system, encouraging integration of innovative teaching, research, and practical achievements to support faculty career development through multiple pathways. ◆ Strengthen faculty reward programs and staff recognition mechanisms, enhancing visibility and impact of outstanding performance to improve overall campus morale. ◆ Organize over 20 health promotion activities annually, maintaining more than 6,000 participants per year and a satisfaction rate of over 90%. ◆ Continue implementing the four major occupational safety protection programs and regular health check-up policies, ensuring proactive health management and the creation of a friendly workplace environment.	◆ Establish a flexible and equitable evaluation and development system for faculty and staff, fostering a career support culture that balances human-centered care with performance orientation. ◆ Build a holistic health support system, integrating physical and mental wellness promotion, counseling services, and long-term health data tracking mechanisms. ◆ Position the university as a model of a health-friendly workplace in southern Taiwan, promoting an integrated policy framework for healthy campuses and secure workplaces. ◆ Enhance gender inclusiveness and workplace diversity mechanisms, and establish cross-departmental collaboration platforms to address diverse workplace needs and challenges.	4-1
		Eco-friendly campus		◆ Received a NT$100 million subsidy from Taiwan Power Company under the "University Energy Conservation and Power Resilience Implementation Program". ◆ Actively implemented green procurement policies, prioritizing products with environmental protection labels, including energy- and water-saving appliances. In 2024, the green procurement ratio reached 97.94%. ◆ Continued to replace outdated equipment with approximately 2,665 LED energy-saving light fixtures and 415 high-efficiency split-type air conditioners. Compared to the 2015 baseline year, electricity consumption in 2024 achieved a 13.9% reduction. ◆ Received funding from the Water Resources Agency of the Ministry of Economic Affairs in 2024 to complete the rainwater harvesting system project for the College of Science (Department of Chemistry and Biochemistry), enabling annual reuse of 2,285 metric tons of water for toilet flushing. ◆ Promoted low-carbon transportation by encouraging faculty, staff, and students to use electric scooters and bicycles, and established three	◆ Effectively implement the Taiwan Power Company's energy conservation and power resilience subsidy program, completing the installation and optimization of energy-saving systems to enhance campus power resilience. ◆ Continuously increase the green procurement rate, consistently maintaining the proportion of environmentally certified product purchases at 95% or higher, in alignment with sustainable governance principles. ◆ Expand the benefits of energy-efficient equipment upgrades, maintaining an annual electricity savings rate of over 13% and advancing strategic electricity conservation management. ◆ Promote modular designs for rainwater harvesting systems, with plans to expand implementation across additional colleges and buildings to increase the proportion of non-potable water use. ◆ Strengthen low-carbon transportation infrastructure on campus, maintaining three YouBike rental stations	◆ Develop a smart energy management platform that integrates electricity monitoring, energy efficiency data, and carbon footprint metrics, achieving digital governance of campus energy systems. ◆ Establish a campus green circular system, incorporating rainwater harvesting, renewable energy utilization, and food waste treatment, as part of the university's roadmap toward carbon neutrality. ◆ Incorporate sustainable procurement into institutional performance evaluation frameworks, and establish routine procurement tracking and feedback mechanisms. ◆ Develop a campus green mobility action plan, creating a walking- and bike-friendly infrastructure across campus to promote a low-carbon commuting culture.	4-2
		Safety campus		◆ Upgraded educational infrastructure and campus facilities, and formulated the Campus Safety Protection Network Integration Plan, alongside the annual Campus Disaster Prevention and Response Plan, to foster a safe and friendly learning environment. ◆ Fully implemented an Information Security Management System (ISMS) across the university, achieving 100% internal audit coverage. Successfully passed the 2024 (113th academic year) ISO/IEC 27001 recertification audit by SGS, and was ranked third nationwide by the Ministry of Education for information security performance. Additionally, the university offered an ISO/IEC 27001:2022 Lead Auditor Certification Program, with 19 faculty, staff, and students obtaining certification. ◆ Strengthened data center infrastructure security and continued to expand campus wireless network access points, enhancing digital resilience and network reliability. ◆ Offered internationally recognized cybersecurity training, including Certified Ethical Hacker (CEH) programs, and signed cybersecurity alliance MOUs with partner universities in India, Vietnam, and other New Southbound countries. The Advanced Manufacturing Center also established an IEC 62443-certified smart manufacturing line on campus, serving as a demonstration field for industrial control	◆ Continuously update campus facilities and training programs in accordance with the Campus Safety Protection Network Integration Plan and the Campus Disaster Prevention and Response Plan, to enhance overall emergency preparedness and response capabilities. ◆ Consistently implement the information security management system, maintaining 100% internal audit coverage and ensuring continued certification under ISO 27001. ◆ Continue strengthening data center infrastructure protection and expanding wireless network coverage across campus, improving both digital security and user accessibility. ◆ Train at least 20 cybersecurity professionals annually with international certifications (e.g., Lead Auditor, CEH), advancing localized implementation of cybersecurity education.	◆ Develop an intelligent campus safety monitoring and early warning system, integrating physical security, cybersecurity, and disaster response resources. ◆ Establish the university as a model institution for cybersecurity excellence recognized by the Ministry of Education, maintaining a top-tier ranking in national evaluations. ◆ Build a comprehensive campus cybersecurity talent cultivation framework, incorporating international curricula and bilingual training modules to expand cross-border cybersecurity collaboration. ◆ Utilize the Advanced Manufacturing Center as a demonstration site to deepen the application of IEC 62443 industrial control system cybersecurity standards, and promote best practices for smart campus cybersecurity.	4-3
Social Responsibility	Social co-prosperity and influence	University social responsibility	Striving for the well-being and balance of individuals and society, deeply rooted in the local community, committed to caring for the locality, and fulfilling social responsibilities. Through international collaboration, aiming to become a top-tier university connected globally.	◆ Cultivated a cohort of Sustainable USR Ambassadors, including 12 Deep Engagement Ambassadors, 15 Seed Ambassadors, and 2 Budding Ambassadors, to promote long-term social impact through student involvement. ◆ USR funding has increased annually, with a total allocation of NT$6,000,000 in 2024 (Academic Year 113) to support diverse community-based initiatives. ◆ Since 2024, the university has hosted annual "Local Dialogue and Consensus-Building Forums" to identify local challenges, promote dialogue, and facilitate issue-driven resource matching and collaborative action. ◆ Two USR projects received the Global Views Monthly University Social Responsibility (USR) Award, recognizing the university's outstanding community engagement and sustainability efforts. ◆ In 2024, the university won recognition at World Benchmarks Day and led an	◆ Expand the number of USR ambassadors and deepen the tiered training system, continuing to develop mechanisms and practice fields for Budding, Seed, and Deep Engagement ambassadors. ◆ Sustain annual resource investment in USR projects at over NT$6 million, supporting the growth of diverse community-based initiatives. ◆ Institutionalize the organization of "Local Dialogue and Consensus Forums", enhancing platforms for dialogue and resource matching between faculty, students, and local communities. ◆ Enhance the visibility and performance of USR teams, with continued participation in national competitions such as the Global Views Monthly USR University Social Responsibility Award.	◆ Establish an integrated "USR Education × Practice × Evaluation" platform, connecting general education courses, student communities, and outcome tracking systems for impact assessment. ◆ Build long-term, co-created partnerships with local communities, and develop issue-driven strategic alliances for sustainable development. ◆ Strengthen international USR engagement capacity, expanding cross-border actions and collaborative projects to cultivate students with sustainability literacy and a global perspective. ◆ Position the university as a national benchmark institution for USR, continuously accumulating innovative, socially impactful cases and policy recommendations.	5-1
		Community development and local care		◆ Offered a total of 35 non-credit continuing education courses, generating a revenue of NT$6,031,609. ◆ Collaborated with the Yunlin-Chiayi-Tainan Regional Branch of the Ministry of Labor Workforce Development Agency to deliver four vocational training programs in areas such as AI robotics, financial technology, UAV piloting, and sports instruction, with a total project budget of NT$8,142,037. ◆ Assisted six local businesses, including Chiayi Christian Hospital Childcare Center, with internal training programs, and partnered with 20 external companies, such as Yushin Technology Co., Ltd., to offer customized training sessions. The programs generated a total income of NT$536,369, with an overall enterprise satisfaction rate of 94.16%. ◆ Leveraged library resources and arts and cultural events to enrich the knowledge, research capacity, and humanistic literacy of faculty and students, while also promoting local cultural connections and social concern. ◆ The Chung Cheng University Alumni Association provided a platform for alumni, supporters, and the university community to foster	◆ Consistently offer over 30 non-credit continuing education courses annually, maintaining revenue above NT$6 million, and expanding opportunities for lifelong learning participation. ◆ Strengthen integration with the Ministry of Labor and regional resources, offering at least four localized vocational training programs per year to enhance local human capital. ◆ Deepen collaborations with local enterprises, continuously providing training services to over 20 organizations annually, with customer satisfaction rates maintained above 90%. ◆ Expand community access to library and arts center resources, hosting cultural events and public lectures with steadily increasing annual participation. ◆ Proactively activate the functions of the "Friends of CCU" alumni association platform, enhancing support from alumni and external stakeholders for local services and talent return initiatives.	◆ Position the university as a regional hub for local talent cultivation and cultural promotion in the Yunlin–Chiayi–Tainan area, integrating university social responsibility with regional revitalization policies. ◆ Establish institutionalized university–community collaboration mechanisms, strengthening long-term partnership networks with local industries, social welfare organizations, and cultural groups. ◆ Promote the concept of a knowledge-sharing university, enhancing open access to library, arts, and digital resources, while deepening community engagement. ◆ Strengthen connections between alumni and local communities, and establish a CCU Alumni Local Engagement Program to expand social impact and community participation.	5-2

03

01 Get to Know CCU

02 School Administration

03 Talent Cultivation and Development

04 Campus Sustainability

05 Social Co-prosperity and Influence

06 Appendix

3.1 CCU Exceptional Teaching

3.1.1 Sustainable education

Sustainable education emphasizes lifelong learning, helping individuals remain competitive in a rapidly changing society and work environment, and adapt to technological changes and market demands.

Individual

Society

High-quality education and skills training enhance overall educational standards, promote social inclusion and equity, reduce poverty and inequality, and strengthen innovation capacity and economic vitality.

Sustainable Education

Raising awareness and a sense of responsibility regarding environmental issues encourages sustainable lifestyles and production methods, protects ecosystems, and achieves harmonious coexistence between humans and nature.

Environmental protection

Economic development

Developing professionals with innovation and problem-solving skills supports research and technological innovation, promotes the development of new industries and business models, and creates more job opportunities.

In the context of globalization, possessing a strong education system and talent pool provides a competitive advantage in international competition, attracting international investment and cooperation. Therefore, Chung Cheng University, in collaboration with various sectors, is actively promoting the development of sustainable education to cultivate high-quality talents capable of adapting to future challenges and achieving sustainable development. Each college and the General Education Center of our university continuously offer courses related to sustainability, guiding students to delve deeper into sustainable development issues. Using a keyword search method, we have preliminarily inventoried sustainability-related courses offered by our university in the past three years (as shown in the figure).

Year	College									
	Humanities	Sciences	Social Sciences	Engineering	Management	Law	Education	Military training	Bachelor Program in Interdisciplinary Studies	Total
2022	4	27	53	14	88	49	22	3		260
2023	3	29	54	15	98	46	24	4	4	277
2024	9	26	55	22	111	45	20	3	9	300

Furthermore, The Center for General Education at National Chung Cheng University has actively integrated sustainability concepts into its course design. In 2024, a total of 454 general education courses were offered, covering the two key dimensions of sustainability: environmental and social. These courses span diverse themes and are closely connected to both local life and global challenges, reflecting the university's commitment to social responsibility in higher education.

Each course is aligned with at least one or more SDG targets, including sustainable cities, responsible consumption and production, climate action, quality education, gender equality, and good health and well-being. With a strong focus on interdisciplinary thinking and context-based learning, the curriculum fosters students' awareness of and engagement with sustainability issues. According to course statistics, approximately 53.3% of courses address social dimensions (e.g., quality education, gender equality, sustainable cities), while 45.3% focus on environmental issues (e.g., climate change, water resources, biodiversity). The remaining courses correspond to economic or cross-sector goals.
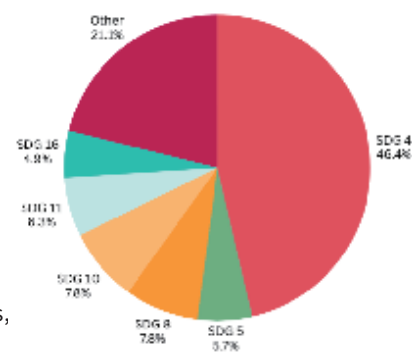
Among the SDGs, SDG 4: Quality Education is the most prominent, accounting for 46% of the total. Other significant goals include SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities), and SDG 16 (Peace, Justice, and Strong Institutions). These figures demonstrate that the university's general education program has effectively responded to a wide range of sustainability indicators, nurturing civic literacy and fulfilling the core values of university social responsibility.

The Center for General Education also places strong emphasis on experiential and practice-based courses. Through action-oriented learning, students are guided to engage with real-world sustainability challenges in local communities, natural environments, and cultural heritage. Courses such as environmental design, local revitalization, sustainable tourism, cultural preservation, and food and agriculture education offer students valuable opportunities for interdisciplinary integration and applied participation, cultivating globally-minded and locally-engaged sustainable citizens.

3.1.2 Theme-Based Innovative Teaching

In the 2024 academic year, the university subsidized 24 innovative teaching projects, covering a wide range of themes including the development of teaching materials and instructional methods, the design of new types of courses, the integration of generative AI into teaching, pedagogical problem-solving, and industry-academia collaboration. Through focused resource investment and the implementation of distinctive teaching practices, these initiatives were effectively aligned with the Ministry of Education's Teaching Practice Research Projects, thereby enhancing the university's application and approval rates and showcasing its strength in innovative pedagogy.

2024 Academic Year Innovative Teaching Project		
Project	**Project Director**	**Department**
敘事視覺化與職涯實踐	Chen, Wen-Chun	Department of Foreign Languages and Literature
VR-mediated Cultural Awareness-raising 用虛擬實境提升的文化覺察力	Chen, Wen-Chun	Department of Foreign Languages and Literature
生成式 AI 應用融入問題導向的大眾文學創作與計畫書寫作教學	Su, Heng-I	Department of Chinese Literature
AI 詩神煉成術	Chang , Jih-Chun	Department of Chinese Literature
如何書寫表演藝術——戲劇評論的路徑與技巧	Yu, Fu-Kai	Department of Chinese Literature
打造 AI 影像敘事人才計畫	Chang , Jih-Chun	Department of Chinese Literature
印尼語實作與共學	Der-Hwa Victoria Rau	Department of Institute of Linguistics
菲律賓語創新自主學習	Der-Hwa Victoria Rau	Department of Institute of Linguistics
以生成式 AI 工具協助理解熱力學概念	Lin, Chiun-Chin	Department of Chemistry and Biochemistry
ＳＤＴ理論在產業發展與工作課程中的專題實證	Lee, Yu-I	Department of Labor Relations
心理學專題研究	Li, Jay-Shake Hsu, Kung-Yu Chen, Hsin-Chin	Department of Psychology
「高齡健康促進專題」課程發展計畫	Chen, Hsin-Chin	Department of Psychology
推動多元共融的社會倡議－社會政策與社會工作的跨領域雙向實踐	Wang, Shu Yung	Department of Social Welfare
生成式 AI 作為專屬助教：以《社會不均》一課為例	Juan, Hsiao-Mei	Department of Social Welfare
政治學英文名著選讀：權力分立與政治	Tsai, Jung-hsiang	Department of Graduate Institute of Political Science
「音樂、影像與展演」創新教學計畫	Jian, Miao-ju	Department of Communication
透過生成式 AI 協助學生提升自主學習能力	Chang, Han-cheng	Department of Computer Science and Information

掌握生成式 AI 背後技術，無須擔心被取代 (I)	Lu, Pei-Yi	Department of Computer Science and Information Engineering
掌握生成式 AI 背後技術，無須擔心被取代 (II)	Lu, Pei-Yi	Department of Computer Science and Information Engineering
綠色工具機直流變頻馬達應用實務之韌體式儀器開發	Hong, Boe-Shong	Department of Mechanical Engineering
利用反思寫作與多元教學方法提升學生吸收能力	Gong, Tian-Jyun	Department of Business Administration
大一之自我超越經驗探究	Chien, Mei Hua	Department of Criminology
閱心心悅：正向情緒經驗	Chien, Mei Hua	Department of Criminology
用故事教瑜珈：感受瑜珈豐富的文化與哲學內涵	Chien, Mei Hua	Department of Athletic Sports

3.1.3 Establishing Theme-Based Faculty Communities

In the 2024 academic year, a total of nine faculty teaching communities received subsidies, encompassing categories such as "Integrated Curriculum Development," "Project-Based Competition Courses," "Practice-Oriented Courses," "Micro-Credit Course Development," and "Teaching Practice Research." The operation of these communities has fostered collaboration and peer learning among instructors, advanced the implementation of innovative teaching strategies, and cultivated students' self-directed learning abilities. These communities also encourage faculty members to apply for Teaching Practice Research Projects.

2024 Academic Year Faculty Communities		
Project	Project Director	Department
生醫倫理競賽課程發展社群	Chun-Yiing, Yu	Department of Biomedical Sciences
正義的突圍 --- 社會福利倡議實作	Shu-Yung Wang	Department of Social Welfare
淨零轉型下的社會福利專題	Miaw-Chwen Lee	Department of Social Welfare
電機相關總整課程之研究	Wu, Yuankang	Department of Electrical Engineering
工學院教學實踐計畫教師社群	Ming-Hung Wang	Department of Computer Science and Information Engineering
在地實踐專業教師社群	Long-Chuan Lu	Department of Business Administration
淨零排放及 ESG 永續社群	Leng-Chia Hung	Department of Law
運動科學團隊輔助基層選手計畫社群	Chun-Ju Liao	Department of Athletic Sports
中國古典文獻融入社會實踐教師社群發展計畫（一）	LI,YING-JIN	Center for General Education

3.1.4 Promoting Teaching Practice Research Projects

The university has actively promoted Teaching Practice Research Projects through a variety of initiatives. One key effort is the organization of project result-sharing conferences, which showcase the outcomes and impact of subsidized teaching research projects. These events not only highlight faculty innovation and practical teaching research capacity but also encourage broader participation among faculty members.

To further support this effort, the university provides subsidies for the formation of Teaching Practice Research Communities. These communities operate as platforms where members can gain a deeper understanding of the project's core objectives, receive guidance on proposal writing, application procedures, and implementation strategies, and participate in thematic seminars to strengthen their practical research capabilities.

In order to increase the number and success rate of project applications, the university has also established a "Trial Teaching Practice Research Project" subsidy program. This initiative provides financial support for faculty whose proposals were not approved, allowing them to revise their proposals based on feedback from the Ministry of Education, conduct pilot studies within their courses, and collect preliminary data to enhance the quality and depth of future submissions.

Additionally, the university organizes proposal briefings and best-practice sharing sessions, inviting successful project leaders

Statistics Chart of Teaching Practice Research Project Applications, Funded Cases, and Approval Rates from 2018 to 2025

Year	申請件數	通過件數	通過率
107	36	18	50%
108	29	14	48%
109	29	12	41%
110	35	19	54%
111	27	17	62%
112	28	18	64%
113	39	20	51%
114	53		
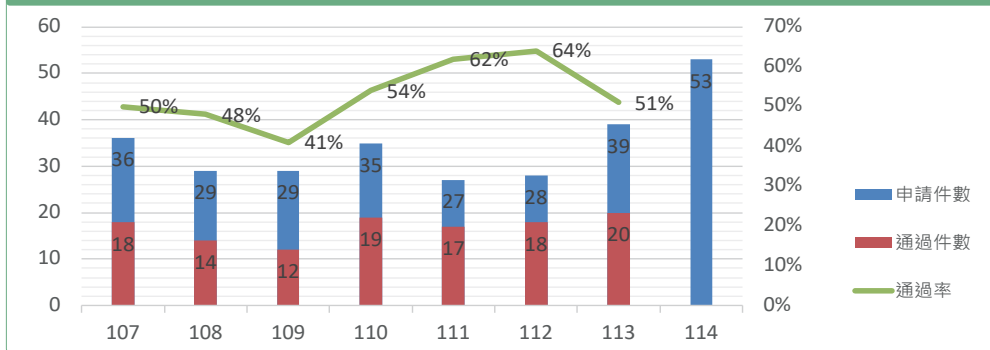
to share their experiences in writing and executing their projects. A mentoring system has also been implemented, wherein experienced and outstanding faculty members provide one-on-one consultation and guidance to those whose proposals were previously rejected, helping to improve proposal quality and increase approval rates.

These initiatives are aligned with the university's diversified faculty promotion system, which supports educators with teaching expertise in pursuing teaching-focused research. This institutional alignment encourages the integration of classroom innovation with professional development, fostering specialization and a structurally supportive environment for faculty advancement.

Teaching Practice Research Projects in 2025

Discipline Cluster	Department	Project Director	Project
University Social Responsibility (USR)	Graduate Institute of Taiwan Literature and Innovation	Chiang, Pao-Chai	嘉義書寫與文化創意 - 融入閱讀、敘事與環境倫理的場域教學實踐與研究
	Department of Computer Science and Information Engineering	Yang, Chih-Ying	結合電腦輔助與問題導向之機器人學教學
Engineering	Department of Computer Science and Information Engineering	Su, Yu-Sheng	新興社群網路學習教具融入遠距教學 巨量資料運算導論課程探討學生的學習成效
	Department of Mechanical Engineering	Chang, Guo-En	可視化電腦輔助工程結合問題導向教 學法應用於光電元件設計之教學實踐 研究
	Department of Communications Engineering	Tang, Ching-Wen	主動學習對電科技導論學習的影響分析
	Department of Communications Engineering	Lee, Chang-Ming	在軟體程式課程中應用深度學習以協 助題目設計和成效評估
Social Sciences (including Law and Politics)	Department of Law	Lu, Ying-Chieh	刑事法在憲法訴訟中的光與影
	Department of Social	Wang, Shu- Yung Brenda	把街頭帶進教室、把學生帶上街頭－從協同教學與合作學習開始
	WelfareDepartment of Law	Hsieh, Kuo-Hsing	應用角色扮演法於人權法教學之行動研究
	Department of Social Welfare	Weng, Kang-Jung	親愛的，這才是人生啊 - 看見生命歷程的多樣性與多向性
Business and administration	Bachelor Program in Interdisciplinary Studies	Chen, Chun-Yi	結合數位課程、翻轉教室、遊戲化學習與虛擬人工智慧助教之自主學習模式 - 以「電腦繪圖與設計」課程為實踐
Education	Department of Foreign Languages Literature	Chen, Gina Wen-Chun	敘事視覺化與願景實踐：透過數位出版進行自我探索
	Centre for Teacher Education	Chen, Hsin-Jen	案例融入師資修習「教育法規」科目之教學實踐研究

Education	Center for Language Studies	Lee, Chia-Chia	職向未來：英文團體面試技巧訓練
	Centre for Teacher Education	Lien, Chi-Shun	透過影片摘要與自我解釋促進教育統計的概念理解
	Department of Labor Relations	Huang, Wen-Rou	如何提高學生上課的內在學習動機及學習成效 - 以成人學習理論、資訊訊息理論及自我決定理論為基礎
General Studies (including Physical Education)	Graduate Institute of Taiwan Literature and Innovation	Tung, Hsin-Chih	導入原住民族知識體系進行臺灣原住民族的社會與人文課程之教學實踐研究
Mathematics and Science	Department of Chemistry and Biochemistry	Lin, Chiun-Chin	以程式語言進行電腦模擬進階化學動力學
	Department of Chemistry and Biochemistry	Yu, Shu-Chun Joyce	AI 素養融入 EMI 教學 - 校級先導型全英語普通化學課程
Health Care	Department of Psychology	Weng, Chia-Ying	舒壓儀輔助壓力管理課程之發展與效果評估

3.1.5 Promote Interdisciplinary Learning

The university has fostered an environment conducive to interdisciplinary learning by implementing flexible adjustments to departmental graduation requirements, organizing the Chung Cheng Lecture Series and the Purple Magnolia Forum, establishing the Bachelor's Degree Program without Division in Purple Magnolia, and founding the Office of Sustainable Development. In the 2024 academic year, a total of 1,258 student enrollments participated in interdisciplinary learning, including 223 enrollments in minor programs, 381 in double majors, and 654 in cross-disciplinary credit programs (including teacher education programs).

3.1.6 Student Innovation and Entrepreneurship

Our university consistently upholds ESG principles as our core mission, committed to nurturing young entrepreneurs with a sense of responsibility, innovative capabilities, and cross-disciplinary collaboration skills. By integrating sustainability concepts into curriculum activities and startup mentoring, we enhance students' awareness of environmental and social issues, guiding them to identify challenges, develop solutions, and ultimately formulate entrepreneurial ideas with social impact. To date, we have successfully fostered 39 startup teams aligned with the United Nations Sustainable Development Goals (SDGs), which have participated in numerous on- and off-campus entrepreneurship competitions, demonstrating their sustainable innovation capabilities.

Furthermore, the university offers innovation and entrepreneurship courses, cultivates professional instructors, implements entrepreneurship education programs supported by the Ministry of Education, and provides hands-on learning and validation platforms through specialized lab spaces and diverse activities. Additionally, we have established a one-stop mentoring system and a dual-mentor model, while forming an innovation and entrepreneurship alliance that brings together industry, government, academia, and research institutions to comprehensively support students throughout their entrepreneurial journey. These initiatives not only strengthen our innovation and entrepreneurship education framework but also align with the aspirations of the younger generation and the global trend toward sustainable development.

Outstanding Team of 2024

Rivulet Outdoor

Taiwan's natural environment is utterly captivating—worthy of curiosity, exploration, and ultimately, deep devotion. That's why we're pioneering a new outdoor movement, empowering people to explore nature safely and responsibly. Specializing in mountaineering, our core offering is innovative, education-driven hiking experiences designed to equip adventurers with essential skills.

Through structured courses and trained guide teams, Rivulet Outdoor has established a comprehensive outdoor learning platform. We advocate Leave No Trace (LNT) principles to minimize ecological impact while significantly reducing wilderness accidents.

With reverence for the mountains as our foundation, we deliver exceptional and safe wilderness education, actively advancing environmental sustainability.

At Rivulet Outdoor, we hold this truth: Only through profound understanding of nature can we truly become its guardians.

蚓密菇俠

We are " 蚓密菇俠 ", an innovative team committed to environmental sustainability and the realization of a circular economy. By applying biotechnology, we focus on soil enhancement and give new value to organic waste that would otherwise be incinerated. Using earthworms and microorganisms—nature's powerful decomposers—we process common organic waste such as livestock manure, vegetable scraps, mushroom sawdust, coffee grounds, and soy milk residue, transforming them into nutrient-rich vermicompost that contains 16 essential elements for plant growth. We have developed efficient earthworm breeding techniques, providing them with an optimal living environment that ensures stable quality and robust size. Additionally, we utilize vertical space integration to improve breeding efficiency. Through this circular system, we not only address waste management challenges but also achieve green resource regeneration. Our work opens new possibilities for sustainable agriculture and demonstrates our commitment and potential in environmental innovation and eco-friendly practices.

Stay George

Stay George reimagines the college experience by blending bar culture with creative arts, offering students a weekly sanctuary for relaxation and self-discovery—a gentle transition into adulthood.

We partner with campus music clubs to provide professional performance stages and bespoke non-alcoholic beverages, addressing the lack of dedicated artistic spaces while allowing audiences to enjoy campus talent in a laid-back setting. Going beyond entertainment, we source indigenous agricultural products and weave tribal cultural motifs into our drink designs and spatial aesthetics. This approach not only boosts local economies but also safeguards the living heritage of Taiwan's indigenous communities. Through hyperlocal sourcing and cultural storytelling, Stay George pioneers a model of sustainable consumption and intercultural dialogue, creating a third space where social responsibility and creative community thrive.

花花毛毛泡泡

" 花花毛毛泡泡 " harnesses AI-generated technology to bridge the past and present of Dalin Wanguo Theater, resurrecting its golden-era cultural essence through cutting-edge digital immersion.

By integrating AI-rendered visuals, spatial audio, and generative narratives, we craft a time-defying retro experience where visitors interact with history. Our exhibition is structured across three thematic zones:

「Contemporary Innovation」: AI reimaginations of classic performances
「Exploratory Journey」: Multi-sensory interactive installations
「Historical Retrospective」: Archival storytelling with augmented layers

This tech-powered cultural revival achieves dual impact:
1. Preservation – Digitally safeguarding intangible heritage
2. Revitalization – Boosting local tourism through experiential storytelling
3. Community Co-creation – Crowdsourced memory banks sustain ongoing narrative evolution
Aligned with SDG 11 (Sustainable Cities) and SDG 8 (Decent Work/Economic Growth), our project demonstrates how AI can be a curator of collective memory—transforming cultural assets into living, participatory ecosystems that generate enduring value.

Award Records	
Startup Team	Award Records
Rivulet Outdoor	-2024 Phase 1 of the U-START Indigenous Program – Awarded NT$550,000 -2024 Phase 2 of the U-START Indigenous Program – Awarded NT$450,000
蚓密菇俠	-2023 Ministry of Education U-START Innovation and Entrepreneurship Program (Phase 1) – Awarded NT$500,000
	-2023 Innovation Qianlima Entrepreneurship Competition – Awarded NT$20,000
	-2023 Ministry of Education U-START Innovation and Entrepreneurship Program (Phase 2) – Awarded NT$550,000
	-2023 National Chung Cheng University Innovation and Entrepreneurship Competition (Social Youth Category) – Awarded NT$10,000
	-14th College Student Rural Revitalization Competition – Awarded NT$120,000
	-14th College Student Rural Revitalization Competition – International Migration Award – Awarded NT$40,000
Stay George	-2023 Ministry of Education U-START Indigenous Program (Phase 1) – Awarded NT$500,000 -2023 Ministry of Education U-START Indigenous Program (Phase 2) – Awarded NT$800,000
花花毛毛泡泡	-CulTech +1 Cultural Technology Co-Creation Proposal Competition – Brilliant Excellence Award – Awarded NT$200,000

3.2 Teachers and Students Research Achievements

活動競賽
Competitions and Activities

1 2024-09-19
CCU Innovation Counseling Team Recognized with Two Awards for "Proud of Earthworms" Project

2 2024-12-04
A Student from CCU's Department of Foreign Languages Wins First Place in the 2024 Future Leaders English Self-Marketing Challenge

3 2024-01-03 University-Wide Virtual Investment Competition Engages 300+ Students to Promote Responsible Financial Management

4 2024-08-10 Chiayi County Drone Competition Debuts: CCU Mechanical Engineering Team Wins Honorable Mention in Their First Appearance

5 2024-11-13 At the CulTech+1 Cultural Tech Co-Creation Competition, the CCU Innovation Counseling Team Secures NT$210,000 in Awards

6 2024-11-20 CCU Students Kuo-Wei Tseng (Department of Electrical Engineering), Hsien-Hui Huang and Li-Chi Chang (Department of Foreign Languages) Win First Place in National Interdisciplinary English Presentation Competition

7 2024-12-09 "2024 Aspiration to the World" Exhibition: CCU Showcases Northern Thailand Service Project and Wins Award of Excellence

研發成果
Research and Development Achievements

1 2024-05-21

CCU Leads in Drone R&D, Successfully Produces Two New Models Within One Year

2 2024-08-30

Taiwan's First Paralympic Taekwondo Medal! CCU Sports and Leisure Student Hsiang-Wen Hsiao Wins Bronze in Paris

3 2024-05-10 World's Fastest! CCU Develops Biosensor for Sepsis Detection in Just 8 Minutes

4 2024-08-13 CCU–Feng Chia Joint Team Wins Top Prize at the Chyng Cheong & Syntec Smart Robotics Industry-Academia Training Camp

5 2024-10-11 New Findings in Sports Science: CCU Study Warns That Vitamin D Deficiency May Increase Hidden Cardiovascular Risks

6 2024-02-05 CCU University and National Cheng Kung University jointly uncover the mechanism of pancreatic cancer cell progression and immune privilege

7 2024-02-27 Drone technology applications are diversified. CCU and the industry jointly hold a presentation on the results.

8 2024-04-12 The latest research from National CCU Hospital and National Taiwan University Hospital Yunlin Branch: Heart disease may lead to cognitive decline in the brain

獲獎事蹟
Award-winning deeds

1 2024-03-20

The first "Pei Li English Proficiency Test Elite Award" CCU ranked third in the country in terms of the number of award-winning students

2 2024-11-27

Developing green building materials with self-cleaning function, CCU Environmental System won the National Science Council's 2024 Future Technology Award

3 2024-03-20 Transformation and innovation of teaching field Chen Wenjun and Wu Yongqian won the Outstanding Award of Teaching Practice Research Project of the Ministry of Education

4 2024-03-29 National Outstanding Youth Professor Zhang Guoen of the Department of Mechanical Engineering of CCU was awarded the Youth Medal of the National Salvation Corps

5 2024-06-24 Continuously improving teaching and strengthening students' independent learning, five teachers from CCU were awarded the Excellent Teaching Award

6 2024-06-24 Three teachers from CCU University were awarded as excellent tutors for being strong support for students

7 2024-07-04 CCU ranked third in humanities and social sciences in the Farsighted Taiwan Best University Rankings, with the greatest improvement in overall competitiveness

8 2024-10-04 "Empowerment" to prepare for the exam, CCU students win the "Elite Award"

9 2024-10-21 2024 Taiwan Innovation Technology Expo, the CCU Innovation Team won the silver medal

學術合作
Academic Cooperation

1 2024-06-25
CCU and Burapha University of Thailand sign MOU to deepen international academic exchanges and cooperation

2 2024-09-04
CCU and SRM University of India jointly promote the international visibility of AI and smart healthcare

3 2024-04-24 — Reaching new heights, capturing new horizons - CCU and Formosa Plastics jointly create carbon fiber drone technology upgrade

4 2024-06-14 — Towards a new realm of international foresight and wisdom, CCU and Kasetsart University of Thailand signed a dual degree agreement

5 2024-08-05 — The National CCU Advanced Technology Center and National Cheng Kung University work together to create a new blueprint for cross-school semiconductor collaboration

6 2024-09-06 — President Shao-cheng Tsai of CCU leads a delegation to visit India to expand new international cooperation patterns

7 2024-09-13 — Industry-university cooperation upgraded again: AI Smart Sustainability College and CCU Innovation Foundation jointly cultivate AI innovative talents

8 2024-09-18 — CCU promotes USR internationalization and joins hands with Thailand to expand cooperation in bamboo technology and sustainable development

9 2024-10-07 — Sharing bilingual resources, CCU Bilingual Center and Zhongshan signed an MOU

10 2024-10-26 — CKS signs a memorandum of cooperation with the Taipei University Law School Alumni Association to jointly promote exchanges between the law profession and alumni

11 2024-11-13 — Melodious bamboo music, CCU and Yunlin Gukeng signed a memorandum of cooperation to create sustainable development

12 2024-11-14 — Injecting local AI and VR talents,CCU signed an MOU with Chiayi Cultural and Technological Innovation Base

13 2024-11-20 — CCU and Indian Institute of Technology, Gandhinagar signed an inter-school cooperation agreement to jointly promote the development of international education and scientific research

14 2024-11-27 — Deepening academic exchanges between Taiwan and Japan: Adult Education Department and Japanese universities jointly create a new era of senior citizen universities

15 2024-11-28 — Academic cooperation and resource sharing: Department of Earth and Environmental Sciences signs MOU with Kanazawa University, Japan

16 2024-12-03 — Starting a new era of AI innovation and global talent cultivation, CCU and India's Amity University signed an MOU

17 2024-12-12 — CCU University and Tzu Chi jointly create a new model for talent cultivation, academic research and medical services

3.3 Quality and Quantity of the Academic Research

3.3.1 Industry-Academia Cooperation

Year	Year 2022		Year 2023		Year 2024	
	Quantity (Unit: pcs)	Amount (Unit:thousands)	Quantity (Unit: pcs)	Amount (Unit:thousands)	Quantity (Unit: pcs)	Amount (Unit:thousands)
Total amount	675	797,483	681	851,867	673	852,458
National Science and Technology Council(NSTC)	373	470,882	351	416,819	380	475,939
Government (non-NSTC)	143	200,135	153	304,109	142	258,260
Non-Governmental & Others	159	126,466	177	130,940	151	118,258

(Translation: Data Source: Annual Research Project Quantity and Amount from the School's Administrative Automation Project System.)

Interweaving Academic Action and SDGs: Demonstrating CCU's Diverse Practices in Sustainability Research

CCU actively responds to the United Nations Sustainable Development Goals (SDGs) through academic research and practical initiatives, thereby deeply embodying the university's social responsibility and sustainable impact. The heatmap below vividly illustrates the strength and distribution of connections between research projects across various colleges and the SDGs for the academic year 2024 (ROC year 113). The horizontal axis represents the 17 SDGs, while the vertical axis lists the university's colleges. The darker the color, the greater the level of research engagement in the corresponding SDG domain.

As shown in the chart, the College of Engineering demonstrates high engagement in SDG 9: Industry, Innovation, and Infrastructure, highlighting the university's strength in technological R&D and industrial innovation. The College of Science is closely aligned with SDG 3: Good Health and Well-being, reflecting strong research capabilities in biomedical and health-related fields. Additionally, SDG 4: Quality Education shows widespread engagement, with the College of Education, the General Education Center, and the College of Social Sciences all actively involved—showcasing rich outcomes in interdisciplinary teaching practices and educational innovation.

Heatmap of SDGs across Colleges (Ordered SDG1–17)
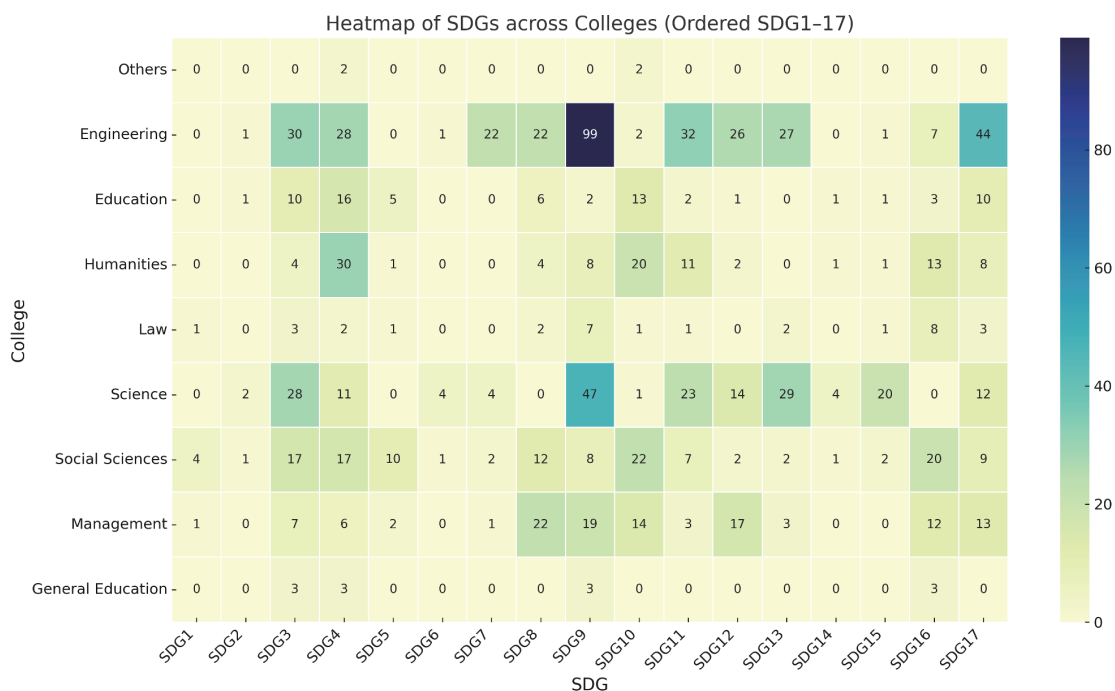
This heatmap not only reflects CCU's commitment to global sustainability issues across academic fields but also demonstrates concrete actions that integrate academic research with SDG objectives, providing a clear roadmap for advancing sustainability in higher education

3.3.2 Research and Development Capacity

Since 2019, the number of academic publications has been increasing year by year, and according to the Scopus database, the number of published papers in 2024 hit a new high in five years. In addition, in order to promote and encourage our teachers and students to focus their professional and technical research on sustainable development and other related academic and knowledge application research and development, so as to accelerate the transmission of sustainable knowledge, establish sustainable models, encourage excellent research and strengthen the effectiveness of sustainable transformation. According to statistics from the Scival database, our school's sustainable development-related papers from 2021 to 2024 have the highest research output in "SDG3 Good Health and Well-being", "SDG7 Affordable and Clean Energy", and "SDG9 Industrialization, Innovation and Infrastructure"; and the Field Weighted Citation Impact Index (FWCI) is most outstanding in "SDG16 Institutional Justice and Peace", "SDG13 Climate Action", and "SDG6 Clean Water and Sanitation".

2022-2024 Number of papers published

2022 年	2023 年	2024 年
591	666	775
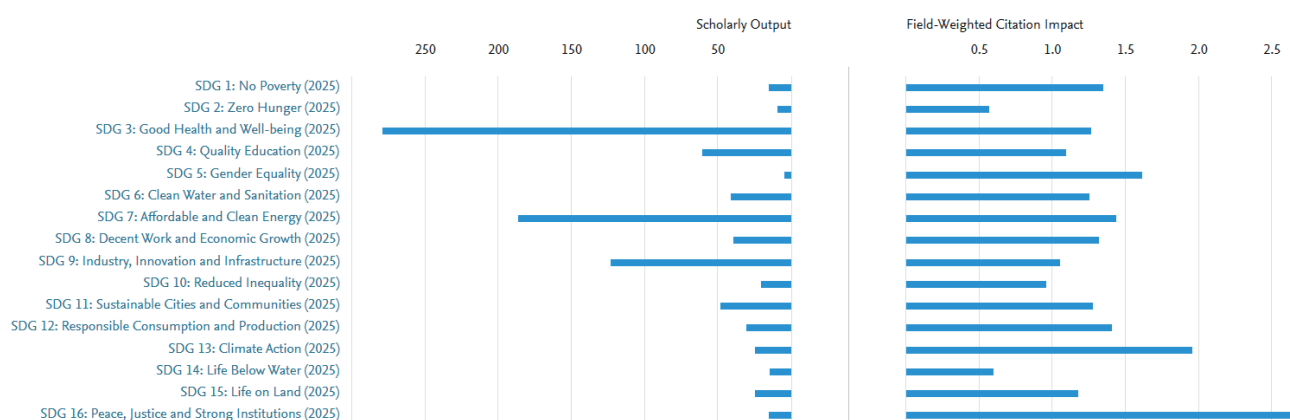
3-3-3 Technology Promotion and Derivative Startups

To realize the value of research and development outcomes, National Chung Cheng University integrates research achievements, patent applications, industry-academic collaboration, technology transfer, and commercialization into a seamless process. By adopting an intellectual property information management system, they enhance patent management efficiency. Through patent integration and technical exploration, they promote closer cooperation between academia and industry. Furthermore, they actively visit and explore nearby industrial parks, guiding teachers and students to understand current industrial developments. These strengthens link between academia and the industrial sector, enabling the strategic patent layout of research outcomes and ensuring their application in industry.

Up to 2024, CCU owns a total of 8 spin-off startups with a paid-in capital of NT$ 273 million . Furthermore, there was a sum of TWD $7.02 million invested in the stocks as technological shareholders and one new startup company were established. We will continue to provide effective guidance mechanism for commercialization of R&D results.

Statistical table of the number of patent applications and approvals from 2022 to 2024

Number of patents	Country	2022	2023	2024
Number of applications	TW	42	23	25
	US	10	21	12
	DE	0	1	0
	JP	3	4	3
	Total	55	49	40
Number of approvals	國別	2022	2023	2024
	TW	36	28	25
	US	10	15	5
	JP	4	0	6
	Total	50	43	36

2022-2024 Number of patent applications
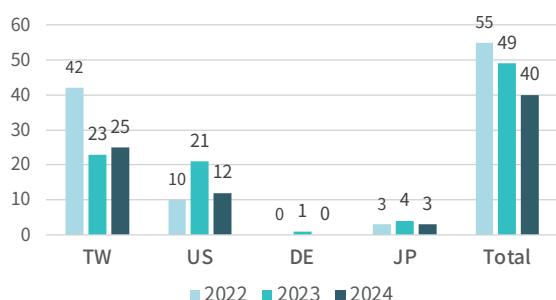
2022-2024 Number of patent approvals
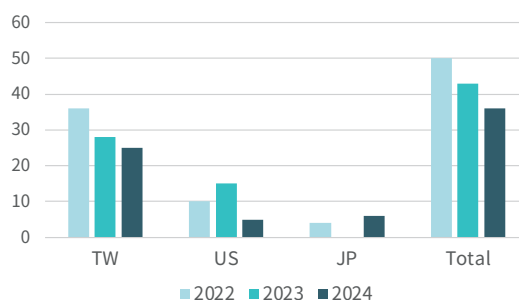
Numbers of General Technology Transfer and Amount of Money from 2022 to 2024(technology share included)

Year	2022	2023	2024
Number	5	6	6
Amount	2,415,000	13,817,619	10,958,096

Numbers of Technology Transfer in Advance and Amount of Money from 2022 to 2024

Year	2022	2023	2024
Number	8	5	8
Amount	1,353,474	486,650	1,405,988

🔗 CCU Patent

3.4 International exchanges

1. International Research Cooperation Project

Through the model of industry-provided questions and academia-driven solutions, the National Science Council encourages domestic enterprises to form alliances with academic and research institutions to collectively invest in forward-looking technological research and development, aiming to narrow the gap between academia and industry and strengthen key patent deployment.

Building upon this foundation, Chung Cheng University collaborates with multidisciplinary teams with outstanding academic research potential to promote the integration and construction of interdisciplinary research centers and interactive platforms for research communities. Additionally, the university implements university-level integrated research projects to enhance its research and development capabilities. Furthermore, the university actively integrates internal research teams and collaborates with industry, research institutions, and universities to promote interdisciplinary cooperation and international exchanges, expanding international cooperation for research projects. Herein are the details of the university's transnational research cooperation projects executed in the fiscal year 2024.

Serial Number	PI	Title of Project	Excute Date	Due Date	Approved Budget
1	Wing Yan Michael Chan	Triple inhibition of HDACs, the initiation factor of translation eIF4A and prohibitins against urothelial carcinoma	111/01/01	113/12/31	1,320,000
2	Chun-Ping Jen	Combining the effects of exposure to cold atmospheric plasma jet and nanoparticles to increase the efficiency of plasma anticancer therapy	111/01/01	113/12/31	1,677,000
3	Yong-Song Chen	Surface modification of porous electrodes for energy storage systems	111/01/01	113/12/31	1,122,000
4		Membrane Electrode Assembly Performance Testing and Validation	113/12/01	114/06/30	60,000
5	Pao-Ann Hsiung	Taiwan-India Joint Research Center on Artificial Intelligence(3/3)	112/09/01	113/11/30	3,000,000
6	Yuan-Hsi Lee	2024 Taiwan-Philippine VOTE project- Basin Evolution and Arc Magmatism (BEAM) in northern Luzon(1/3)	113/01/01	113/12/31	1,425,000
7	Strong Wen	與中央大學共同執行-「臺法(FR)國合計畫-活動構造與褶皺逆衝帶的變形機制:以西南臺灣為例(Active-SW)」	113/01/01	113/12/31	172,500
8	Hsiang-Chen Wang	台-孟加拉國際產學合作-自動化智能紡織品測試系統開發	112/01/01	115/12/31	900,000
9	Wen-Chien Lee	台-馬來西亞國際合作研究：不含抗生素生長促進劑的飼料添加劑之有機雞飼養測試配方	111/05/10	114/05/09	150,000
10	Her-Terng Yau	台-波蘭國際合作研究：Microgrid Design	112/12/01	114/06/30	90,000
11	Yuan- Yao Li	與臺北科技大學共同執行-臺德(DE)國合計畫－利用氨作為氫載體之綠氫運輸物流(1/3)	113/10/01	114/09/30	1,917,600
12	Chung-Yu Tsai	DUAL-POWER TRANSMISSION SYSTEM DEVELOPMET	113/10/01	114/06/30	250,000
	合計				12,084,100

2. International exchange between schools

The number of CCU's partner universities has steadily increased year by year, now totaling 264 institutions across 38 countries on five continents, including newly established partnerships with countries such as Ghana and Norway. Collaboration agreements with these institutions are tailored to the needs of both parties. Among them, 143 universities have signed student exchange agreements, 262 have signed academic research agreements, and 12 have signed dual degree program agreements. In 2024, our university participated in five university-level in-person education fairs or educator conferences held in countries including Malaysia, Indonesia, Thailand, the Philippines, and France. We also took part in the "Sailing to the Blue Ocean" Online Education Fair and the 2024 Taiwan Higher Education Online Expo organized by the Taiwan Education Center. Through these events, we aim to promote our academic programs, learning environment, and application procedures to attract more international students to study at our university.

In 2024, there were 410 international students who pursued degrees at our university, including 194 foreign students, 206 overseas Chinese students, and 10 Mainland Students. They came from diverse countries, including Japan, Vietnam, India, Indonesia, Thailand, Malaysia, the Philippines, Pakistan, and Belize. As for non-degree students, there were 167 exchange students and 163 interns participating in the Taiwan Experience Education Program (TEEP) and the International Internship Pilot Program (IIPP), totaling 330 students. Their countries of origin included Japan, South Korea, Vietnam, Indonesia, Malaysia, Thailand, the Philippines, China, India, Iran, Pakistan, Russia, Germany, Czech Republic, Denmark, France, Spain, Ethiopia, and Rwanda.

Through the Learning Partner Program, international and exchange students receive support in adapting to daily life and building social connections, helping them integrate more smoothly into the campus environment. With the assistance of their learning Partners, international students gain practical help in language practice, cultural exchange, administrative procedures, and everyday living, while also promoting mutual learning and cross-cultural understanding between local and international students. Learning Partners are the first friends of international students, accompanying them in getting familiar with the campus, exploring local culture, and expanding their social networks. This helps ease their adjustment process and enhances their overall learning and living experience in Taiwan.

To align with global standards, we utilized not only original language textbooks but also encouraged instructors to teach courses entirely in English. Currently, we provide 7 English-taught degree programs, including the International Master/Doctoral Program in Educational Leadership and Management Development, E-Learning Master Program of Education and School Leadership, Ph.D. Program in Sciences, Technology, Environment and Mathematics (STEM), the Ph.D. Program in Cognitive Science, International Master's Program in Global Finance, The Master of Science in Advanced Manufacturing Systems, and Doctor program in Ambient Intelligence and Smart Systems. The establishment of these programs aims to increase opportunities for discussions and social interactions between our local students and international students, thereby enhancing their international perspectives.

Following the global normalization of international academic mobility in the post-pandemic era, we proactively facilitated student participation in overseas study and exchange programs. To ensure effective preparation, we provided students with comprehensive guidance covering application procedures, pre-departure arrangements, and travel health and safety protocols. In addition, we promoted short-term summer and winter programs offered by partner institutions through official channels, thereby expanding student engagement in international academic activities. In 2024, a total of 63 students participated in semester or year-long exchange programs, 13 students attended short-term courses at partner universities during academic breaks, and 39 students took part in international conferences or other academic exchange activities. These efforts contribute to enhancing students' global competence, promoting cross-cultural understanding, and supporting the realization of SDG 4.7 (Education for Sustainable Development and Global Citizenship) and SDG 17.16 (Global Partnerships for Sustainable Development).

3. Teachers actively engaged in international exchanges

Through applying for subsidies from the National Science and Technology Council (NSTC), we assisted teachers to receive financial support for participating in academic conferences abroad or conducting short-term academic research at renowned institutions in Europe and the United States. This funding effectively enhanced the quality of academic research and increases the international visibility of our university. Additionally, by inviting international experts in science and technology to visit our campus and organizing international academic conferences, we further enhanced the academic competitiveness of our faculty members.

The numbers of subsidies granted by NSTC for international exchanges to our university's faculty members from 2022 to 2024:

Programs	2022	2023	2024
Attending International Academic Conferences	2	8	16
Inviting International Experts for Short-term Visits	2	12	7
Conducting Short-term Research Abroad	0	3	1
Hosting International Academic Conferences	6	4	4

4. Deeper and More Diverse Internationalization

In 2024, the Office of International Affairs continues to promote a deeper and more diverse approach to internationalization. This semester, in collaboration with the Office of Academic Affairs, the Chinese Language Center, the Library and Arts Center, and other departments, a total of 12 events were held. These activities helped international students gain a thorough understanding of academic support, cultural experiences, and career opportunities for staying and working in Taiwan.
The activities included:

- EMI Teaching Workshops (in collaboration with the Office of Academic Affairs)
- Dragon Boat Festival Cultural Experience (in collaboration with the Chinese Language Center)
- Pressed Flower and Bamboo Weaving Workshops (with the Library and Arts Center)
- Christmas Tea Party and Taiwanese Tea Culture Demonstration
  Information Sessions on:
  How Foreign Scholars Can Work in Taiwan
  Employment Point System for Overseas Chinese and Hong Kong/Macao Students
- Internship Matchmaking Session for International and Overseas Chinese Students
- Lecture: The Relationship Between Board Gender Diversity and Corporate ESG Involvement

Through these activities, students were able to enhance their language proficiency and intercultural understanding while building meaningful connections in a multicultural environment. Career-focused sessions and internship matchmaking events provided valuable insights into Taiwan's job market and employment procedures, strengthening students' competitiveness for the future. The Office of International Affairs remains dedicated to fostering a welcoming and inclusive international campus that supports international students in their academic, cultural, and professional development.

International Affairs Office FB

EMI course workshop co-organized by the Office of Academic Affairs, focusing on intelligent precision learning and digital teaching.

EMI course workshop co-organized by the Office of Academic Affairs – Teaching Assistant Certification Training Course.
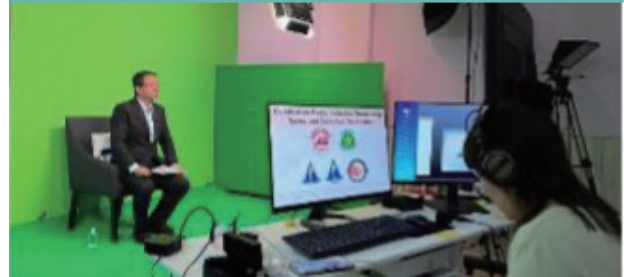
Dragon Boat Festival cultural event co-organized with the Chinese Language Center.

Bamboo Weaving Activity at the Library Arts and Culture Center.

Pressed Flower Workshop at the Library Arts and Culture Center.

Pressed Flower Workshop at the Library Arts and Culture Center.

Corporate Internship – Joint briefing session for matching international and overseas Chinese students with internship opportunities.

Board Gender – The relationship between board gender diversity and corporate ESG engagement.
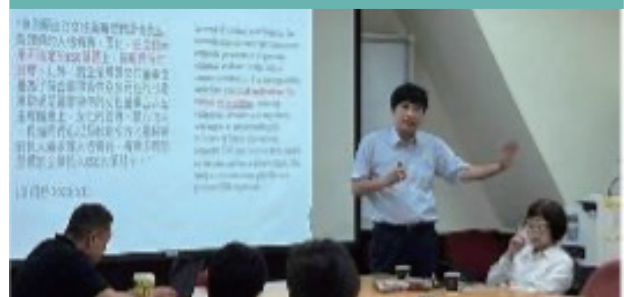
3.5 Service Learning and Community Participation

3.5.1 Service Learning

Assistant Professor Kuang-Chu Li of the Center for General Education offers the course "Service Learning: International Volunteering", which integrates classroom knowledge, hands-on workshops, community engagement, and international internships. In the summer of 2024, he established the CCU International Volunteer Club, collaborating across units with the Extension Education & e-Learning Center. The initiative received strong support from various organizations, including the Youth Development Administration of the Ministry of Education, the Overseas Community Affairs Council, and the

ASUS Foundation. Professor Li led students and a team of senior volunteers to seven Mandarin-language schools in Chiang Rai, Thailand, to provide educational services and promote cultural exchange.

The course included language instruction, glove puppetry, and a micro-credit course on forestry railways, enhancing students' practical skills. It also promoted remote learning to support the sustainable development of digital education in northern Thailand.

More than 150 students participated in language instruction, while 220 students took part in cultural activities such as glove puppet crafting and making lanterns of mythical creatures, showcasing the richness of Taiwanese culture. The volunteer team also donated 15 refurbished laptops and 2 projectors provided by the ASUS Foundation to improve local teaching resources. Additionally, they worked with 50 teachers from local Chinese-language schools to explore the development of digital learning.

The CCU International Volunteer Club participated in the Ministry of Education's "Aspire to the World—2024 Youth Overseas Volunteer Exhibition and Outstanding Team Exchange Event", winning the award for "Needs Assessment and Corresponding Program". They presented their accomplishments in curriculum development for Chinese-language schools in northern Thailand and in optimizing digital learning environments, garnering significant attention. Upholding the values of sharing, co-learning, mutual prosperity, and co-creation, the team is committed to cultivating globally minded talents with interdisciplinary collaboration skills, deepening the application of digital learning, and advancing sustainable development.

Assistant Professor Hsieh Ning-Hui of the Center for General Education offers the course "Service Learning: Current Health Issues and Service Learning ", which guides students in understanding the World Health Organization's recommendations on public health, introduces key infectious and non-infectious diseases both globally and in Taiwan, and discusses major health policy initiatives.

In terms of service, the course collaborates with the Department of Community Medicine at Dalin Tzu Chi Hospital to assist with community health screenings and influenza vaccinations. As Chiayi County has the highest aging population in Taiwan, students were encouraged to engage with local communities to better understand available health resources and current service conditions. By integrating their academic knowledge with community needs, students worked together to safeguard local residents' health and contribute to the United Nations Sustainable Development Goal 3: Good Health and Well-being.

3.5.2 Club Participation

The core values of the Division of Extracurricular Activities are leadership, teamwork, and good character. We aim to enhance students' positive attitudes and leadership abilities in public affairs; foster cooperation, communication, and generosity in teamwork; cultivate modesty, enthusiasm, volunteerism, and tolerance; create a favorable leisure environment; and increase students' artistic and musical accomplishments.

Highlights of the outstanding performance of the student clubs in 2024 are as follows:

> **2024 Nationwide Tertiary Student Club Exemplary Activities Challenge**

Award-winning club	Award
2019 Film Club	Masterpiece Award

> **National Student Competition of Music in 2024**

Award-winning club	Award
CCU Capbaseball Club	Excellent
CCU Orchestra Club	Excellent
CCU Wuyueh A Capella Club	Best
CCU Bridge Club	Best
Ya Cat Troup	First Prize

> **2024 Changyun Jia University College Alliance**

Award-winning projects		Award
Contestant club	Category	
CCU Orchestra Club	Symphonic Winds Ensemble	Best
	String Ensemble	Best
	String Quartet	Best
Dongli Traditional Musical Club	Chinese Music	Excellent
	Chinese Chamber Orchestra	Excellent
Percussion Club	Percussion Music Ensemble	Best

Percussion Club

CCU Orchestra Club

Student Social Practice

The sustainability club list for the year 2024 is as follows:

Club Name	Mission and Target Audience	Main Service Model
Public Affairs Study Society	Our mission is to enhance academic exchange on public issues, unite individuals interested in current affairs, provide a platform for faculty and students to discuss public affairs, and focus on the three main pillars of public affairs, social innovation, and issue deliberation. We aim to encourage students to pay attention to public affairs both in society and on campus, and to put them into practice.	Organizing lectures, film appreciation, and other related activities.
Fuzhi Youth Society	Promoting environmental awareness, fostering a culture of gratitude, and creating a joyful learning atmosphere on campus.	Organizing vegetarian activities, Teacher's Day greeting card distribution, and Mother's Day card distribution activities.
National Chung Cheng University International Economics and Business Management Student Association	The mission of the association is to create opportunities for youth, businesses, schools, local communities, and the global community to interact through activities. Through mutual exchange and learning, we aim to cultivate National Chung Cheng University students with qualities such as the ability to inspire others, self-awareness and reflection, global citizenship awareness, and problem-solving orientation.	Organizing seminars, holiday camps, and other related activities.
CCU FirstAid Club	Our mission is to serve the public and promote first aid education. With the ethos of 'taking from society, giving back to society,' we aim to contribute to the community by sharing our knowledge of first aid.	Focusing on promoting activities within the campus and training first aid instructors.
Zero Studio Club	Our aim is 'Near the mountains, boundless, with zero defects.' Through service projects, we transcend the geographical barriers across Taiwan, bridging the gap with remote areas lacking access to information. We not only provide them with new knowledge but also extend our care, making remote regions feel close to us, without boundaries or distance	The club operates with service projects as its main direction.
Babe Dogs Club	The Precious Life Society is dedicated to humane management of stray cats and dogs on campus. Through the TNR (Trap-Neuter-Return) and TNA (Trap-Neuter-Adopt) models, we aim to prevent their offspring from enduring the suffering of being homeless.	Assisting in organizing spaying and neutering events for stray cats and dogs.
Chong De Volunteer Club	The Chungde Youth Volunteer Society" is a volunteer organization established with the support of the Chungde Cultural and Educational Foundation.	The work and activities engaged in are diverse, covering multiple aspects including environmental protection, public welfare, culture, and spiritual cultivation.
Homeyaya Club	The Tribal Work Team" collaborates long-term with the Tsou indigenous tribes in Alishan (currently working with Leyeh, Tashan, and Xinmei), serving as volunteers in various capacities within the tribes. Recently, they have expanded their weekend tutoring to the community of Zhulu in Fanlu Township, gaining further insight into the challenges faced by urban indigenous populations.	1.Providing tutoring for children in Zhulu community on weekdays and weekends. 2.Volunteering with the Tashan Community Development Association during winter vacation. 3.Organizing summer camps for Alishan Elementary School during summer vacation. 4.Promoting indigenous knowledge and issues on campus.

Club Name	Mission and Target Audience	Main Service Model
4Q Volunteer Club	The primary focus includes introducing and applying volunteerism attitudes, as well as offering additional experiential courses to enrich members' knowledge and experiences across various fields.	1.Accompanying children in primary and secondary school to learn multiple intelligences, enhance their wisdom, and establish positive life views and values; boosting children's self-energy and cultivation to become individuals with integrity, grace, capability, and confidence. 2.Through engaging in community service in primary and secondary schools, igniting the motivation and sense of social responsibility for self-learning and growth among university students; enriching their knowledge and abilities for enriching their own lives; and spreading positive values to influence the surrounding environment, thereby gathering and becoming a force for positive and goodness in the world. 3.Cultivating talents in campus education and curriculum planning.
The Mountaineering Club	Our organization is dedicated to promoting sports and recreational activities, including hiking, camping, wilderness survival, river tracing, rock climbing, and outdoor travel. Through these activities, we aim to strengthen physical fitness and enhance overall well-being. We are also committed to the appreciation, conservation, and protection of the natural environment, fostering environmental awareness. Furthermore, we strive to cultivate a spirit of teamwork and mutual support through group participation in these endeavors.	1.To organize outdoor activities such as mountain climbing, camping, wilderness survival, river tracing, rock climbing, and hiking, providing opportunities and venues for faculty and students who are passionate about mountaineering to experience outdoor life. 2.To research and promote knowledge related to mountaineering, ensuring the safety of all activities. 3.To provide training for members, implement mountain accident prevention measures, and establish various safety protocols for participants in outdoor activities. 4.4.To assist individuals and organizations in organizing mountain and wilderness activities.
The Guitar Club	If you love music, the Guitar Club welcomes you to join	In addition to regular performances, we collaborate annually with the Animal Protection Society to organize charity concerts, donating proceeds to animal shelters.
The Zither Music Club	In the early days of the club's establishment, senior students studying at Chung Cheng University, driven by their passion for the Guzheng (Chinese zither), decided to establish the Guzheng Club.	In addition to regular performances, the club holds an unplugged music concert every year during the holidays, contributing to environmental conservation efforts by saving energy.
The Orchestral Society	Our mission is to foster a vibrant musical atmosphere throughout the school and enhance the music culture in the Yunlin-Chiayi region.	In addition to regular performances, the club holds an unplugged music concert every year during the holidays, contributing to environmental conservation efforts by saving energy.

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04

01 Get to Know CCU

02 School Administration

03 Talent Cultivation and Development

04 Campus Sustainability

05 Social Co-prosperity and Influence

06 Appendix

4.1 Happiness Campus

4.1.1 Faculty Demographics

Faculty

In order to align with the overall global trends and various academic research directions for the advancement of education, during the recruitment of teachers, the current social and industrial dynamics, as well as future development directions, are carefully considered. Relevant and suitable faculty members in various professional fields are cautiously appointed based on these considerations. Following the same principle, when teachers retire or leave the institution, new teachers are recruited to ensure the continuity of generational succession among the faculty. This approach aims to maintain the relevance of teaching and research at our institution within the context of societal developments. As of May 1st, year 113, the number of faculty members is 547.

Faculty Manpower Analysis

1. Faculty Structure

Rank	Number	Percentage
Professor/ Project Professor	265	48.36%
Professorial-level technical personnel	0	0.00%
Associate Professor/ Project Associate Professor	155	28.28%
Associate Professorial-level technical personnel	1	0.18%
Assistant Professor/ Project Assistant Professor	102	18.61%
Lecturer/ Project Lecturer	5	0.91%
Project Researcher	1	0.18%
Assistant Researcher/ Projecy Assistant Researcher	15	2.74%
Others	4	0.73%
Total	548	100%

2. Gender Ratio of Faculty Members

Gender	Number	Percentage
Male	387	70.74%
Female	160	29.25%

3. Personnel Changes

Personnel Changes	Number
New Hires	33
Retirement	16
Resignation	7
Leave without Pay	3

Note: In the 113th academic year, there were 3 staff members on leave without pay: 3 were seconded to other organizations.

Staff/ Temporary Staff

Staff Manpower Analysis

The staffing is reasonably allocated to comply with the regulations of the Examination Yuan's "Guidelines for the Allocation of Positions for Various Titles and Official Ranks in Government Agencies". This ensures the effectiveness of teaching and research by faculty members and supports the operational needs of various administrative units and departments within the institution. As of December 31, year 113, there are 134 staff members.

1. Gender and Education Statistics

Gender \ Education	Technical College (2-Year Program)	Junior College (2-Year Program)	Junior College (5-Year Program)	Bachelor	Master	Docter	Total
Female	2	0	2	52	42	0	98
Male	0	0	1	14	20	1	36
Total	2	0	3	66	62	1	134

2. Gender and Age Distribution

Gender \ Age	21-30 years old	31-40 years old	41-50 years old	51-60 years old	60 years old and above	Total
Female	8	14	22	43	11	98
Male	4	8	13	8	3	36
Total	12	22	35	51	14	134

3. Personnel Changes

Personnel Changes	Number
New Hires	8
Retirement	3
Resignation	3
Leave without Pay	4

Note: In the 113th academic year, there were a total of 4 staff members on leave without pay: 3 were on parental leave and 1 were on family care leave.

Project staff manpower analysis

In order to ensure the smooth development of school administrative business，Formulate implementation measures and other relevant regulations for National Chung Cheng University project staff. In order to use administrative manpower to assist in the promotion of school affairs, as of December 31, 284 temporary staff.

1. Staff Manpower Analysis

Education gender	Second skill	Second degree	Four skills	high school	Higher vocational education	Five specialties	Bachelor	master	phd	total
Female	4	13	1	1	5	5	115	53	0	197
Male	1	8	1	3	4	2	35	31	2	87
Total	5	21	2	4	9	7	150	84	2	284

2. Gender and Age Distribution

Age Gender	21-30 years old	31-40 years old	41-50 years old	51-60 years old	60 years old and above	Total
Female	26	51	76	38	6	197
Male	7	22	25	23	10	87
Total	33	73	101	61	16	284

3. Personnel Changes

Personnel Changes	Number
New Hires	33
Retirement	5
Resignation	28
Leave without Pay	7

Note: In the 113th academic year, there were a total of 4 staff members on leave without pay: 3 were on parental leave and 1 were on family care leave.

Employees with disabilities and Indigenous employees

To ensure diversity and responsiveness in the provision of institutional services and the operation of business processes, while also fulfilling the social responsibility of safeguarding the employment rights of vulnerable groups, we adhere to the regulations of the Indigenous Peoples Employment Rights Act, the Operational Guidelines for Employing Indigenous Peoples, and the Disability Rights Protection Act, among others, to appropriately employ individuals from these identified demographics.

	Employees with disabilities		Indigenous employees	
	Required number of hires	Actual number of hires	Required number of hires	Actual number of hires
2022	70	71	0	12
2023	67	81	0	12
2024	64	67	0	12

Students

	Bachelor's Program	Master's Program	Doctoral Program	In-Service Master's Degree Program
Male	3552	1701	346	621
Female	3067	1207	212	847
Total	6619	2908	558	1468
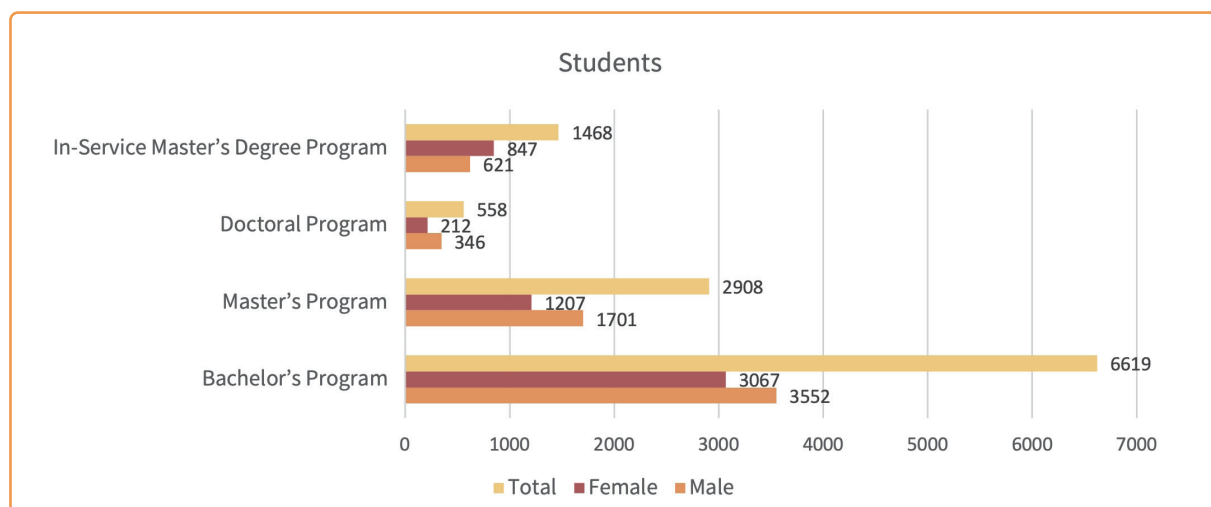
	Special Education (including the mentally/ physically disabled)	Aborigines	Overseas Chinese (including Hong Kong and Macau)	Chinese Students	Foreign Students
Bachelor's Program	63	107	172	0	23
Master's Program	22	10	26	1	77
Doctoral Program	5	5	8	9	83
In-Service Master's Degree Program	0	19	0	0	11
Total	90	141	206	10	194
Percentage	0.78%	1.22%	1.78%	0.09%	1.68%

4.1.2 Welfare, Rights, and Career Development of Faculty

Teacher Training

1. Teaching Support System

Item	Content
Support Community	Communities were formed focusing on integrated curriculum development, competition-based project courses, practice-oriented courses, micro-credit course design, and teaching practice research. These communities aim to foster innovation in teaching, promote student autonomy in learning, and encourage faculty to apply for teaching practice research projects to enhance instructional quality.
Innovative Teaching Methods	The university continues to advance theme-based innovative teaching projects in areas such as curriculum and assessment tool development, new course design, generative AI integration in instruction, pedagogical problem-solving, and university-industry collaboration. Resources are strategically allocated to projects with distinctive features.
Teaching Practice Research Projects	Faculty are encouraged to establish teaching practice research communities at the college or center level. Experienced faculty members lead these communities by sharing project conceptualization, proposal writing, and implementation experiences. To support teachers whose proposals were not approved, the university offers pilot project funding to allow them to revise based on MOE feedback and test their plans in actual courses. This builds foundational data and strengthens future submissions. A mentoring system also connects these teachers with outstanding project leaders for personalized guidance. All efforts are aligned with the university's diversified promotion system, encouraging teaching-focused faculty to engage in classroom-based research.
Teaching Assistant Training	A competency framework for teaching assistants has been established alongside digital certification courses, helping students acquire relevant credentials and supporting faculty in enhancing teaching effectiveness.
Multiple Promotion System	To improve faculty understanding and participation in diverse promotion tracks, the university organizes experience-sharing sessions with successfully promoted faculty, both from within and outside the institution.

2. Multiple upgrades

Since August 1st, 107th year, our school has been implementing a diversified promotion system for teachers, breaking away from the previous practice where teachers could only be promoted through "academic research." We have introduced four additional pathways for promotion, namely "industry-academia applied research," "teaching practice research," "artistic achievements," and "sports achievements," bringing the total to five promotion pathways.

3. Teaching Excellence Award

To recognize and reward outstanding teaching performance, the university established the Regulations for the Teaching Excellence Award, which honors full-time faculty who have served for at least three years. The award is presented annually to no more than five recipients, each receiving a medal and NT$80,000. To improve the evaluation process, student interviews have been included since 2015, and e-voting with video conferencing has been adopted since 2019 to enhance efficiency and transparency. Beginning in 2022, applicants are invited to propose strategies to improve teaching and learning outcomes at CCU as part of their application. These recommendations are reviewed by the Office of Academic Affairs and may inform institutional teaching development initiatives, allowing the applicants' pedagogical insights to benefit the broader campus community.

> Best Teachers of 2024 Academic Year

Department	Name	Title	Department	Name	Title
Institute of Linguistics	Victoria Rau	professor	Department of Physics	Pi-Hui Tuan	Associate Professor
Department of Computer Science and Information Engineering	Ming-Hung Wang	Associate Professor	Department of Mechanical Engineering	Chih-Ying Yang	Associate Professor
Department of Accounting and Information Technology	Hsien-Lian Chiu	Assistant Professor			

4. Teacher Research Awards, Flexible Salary Incentives

Facilitation of Teacher Research Development Awards

To elevate the standards of academic research and encourage teachers to strive for excellence, CCU continues to conduct various outstanding teacher selections and reward researchers with special compensation. Actively recruiting talent and integrating reward systems to enhance teachers' academic research capabilities and promote diverse academic research.

Academic Research Award

Each year, outstanding teachers are nominated by each college and department and submitted to the CCU Faculty Evaluation Committee for the selection of "CCU Outstanding Research Professor," "Outstanding Research Professor," and "The Young Scholar Awards" recipients.

Department	Name	Title	Award Title
Biomedical Sciences	Shaw-Jenq Tsai	Professor	Chair Professor
Philosophy	Shiu-Hua Tzu	Professor	Outstanding Research Professor
Earth and Environmental sciences	Jian-Yi Chen	Professor	Outstanding Research Professor
Electrical Engineering	Chia-Chan Chang	Professor	Outstanding Research Professor
Chemistry and Biochemistry	Chun-Chin Lin	Associate Professor	The Young Scholar Awards
Mechanical Engineering	Ping-Huan Kuo	Associate Professor	The Young Scholar Awards
Economics	Pu-Man OuYang	Associate Professor	The Young Scholar Awards
Psychology	Ken Fujiwara	Associate Professor	The Young Scholar Awards
Computer Science and Information Engineering	Ming-Hung Wang	Associate Professor	The Young Scholar Awards

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Academic Excellence Award

Aims to recognize outstanding achievements by our faculty in academic research, industry-academia collaboration, technology transfer, and scholarly publications. Through this public award ceremony, we honor their professional contributions and encourage all faculty members to continue striving for excellence, collectively advancing National Chung Cheng University toward greater distinction.

Bauhinia Scholar Award

The 2024 Bauhinia Scholar Award was rigorously evaluated, with one winner chosen from the Humanities and Social Sciences field and one from the Science and Engineering field. The awardees were officially announced on February 21, 2025, and the first installment of the prize money was issued on April 15, 2025.

I Humanities and Social Sciences：Professor Tsu-Hua Tsu, Department of Philosophy

Professor Tsu-Hua Tsu's research focuses on moral philosophy, particularly rational decision-making in ethics. He is best known for proposing the innovative theory of embeddedness thesis, which explores how moral reasons function in context-sensitive ways. His work has been published in the top-tier AHCI journal The Philosophical Quarterly in the UK. He has further extended the embeddedness thesis to fields such as aesthetics, medical ethics, AI ethics, and neuroethics. His research has yielded significant forward-looking results and has been published in numerous Q1 international journals.

He is the recipient of several prestigious awards, including the CCU Distinguished Research Award, the Young Scholar Award, the Wu Ta-You Memorial Award from the National Science and Technology Council (NSTC), the NSTC Excellent Young Scholar Program, and the Young Scholar Research Award from Taipei Medical University. In teaching, his courses on Free Will and Special Topics in Ethics have been recognized respectively as an Excellent Course at National Chung Cheng University and an Outstanding Course at Taipei Medical University.

II Science and Engineering：Professor Yuan-Yao Lee, Department of Chemical Engineering

Professor Yuan-Yao Lee's recent research focuses on the development and application of nanocarbon materials and electrochemical catalysts, particularly for metal-air batteries, metal-ion batteries, and fuel cells. His most notable breakthroughs have been in lithium-chlorine (Li-Cl2), sodium-chlorine (Na-Cl2), and metal-air batteries.

Over the past five years, he has published 52 papers in SCI-indexed international journals, 43 of which appeared in top 25% (Q1) journals, including 4 review articles. His high-impact publications include papers in Nature (Impact Factor: 50.5, 1 paper), Advanced Materials (IF: 27.4, 3 papers), Advanced Functional Materials (IF: 18.5, 1 paper), and Nano Energy (IF: 16.8, 1 paper), among others.

Faculty Research Grants

I Academic Research Subsidy for New Faculty and Researchers

The "Guidelines for Academic Research Grants for New Faculty and Researchers at National Chung Cheng University"

were newly established in 2024 (ROC Year 113). These guidelines are intended to support newly appointed faculty members and researchers in developing individual research proposals or in collaborating with full-time faculty and researchers within the University to submit integrated research projects to the National Science and Technology Council (NSTC). Recipients of this subsidy are required to submit at least one individual or integrated research proposal to the NSTC within the same year of receiving the subsidy. Since the implementation of the guidelines, a total of 16 faculty members have been supported through May 2025, resulting in 16 subsidized research projects.

Ⅱ Preliminary Subsidy Program to Encourage Faculty Applications for NSTC Research Grants

The " Guidelines for Preliminary Grants Encouraging Faculty to Apply for NSTC Funding at National Chung Cheng University" were newly established in 2024 (ROC Year 113). These guidelines are designed to encourage faculty members who have either never applied for a project funded by the National Science and Technology Council (NSTC) or whose proposals were not approved in the previous year, to actively pursue research funding opportunities.

Under this initiative, each eligible faculty member is supported during the proposal development process by a senior professor in a related field who is currently serving as a principal investigator of an NSTC-funded project. The senior professor acts as a consultant, providing guidance to enhance the quality and completeness of the proposal. This process includes a preliminary review, the submission of written feedback, and a face-to-face discussion between the applicant and the consultant to further refine the proposal.

The aim is to improve the overall quality of applications and increase their success rate in securing NSTC funding. Since the implementation of the guidelines, a total of 22 cases have been supported as of May 2025.

Staff Training and Development

1. Staff Training and Development Planning

The university is a cradle for talent cultivation, with faculty members dedicated to teaching and nurturing outstanding individuals, while staff members form the foundation of administrative services. In other words, staff members are important assets in the university's human resources and play a crucial role in the higher education system. Their job expertise needs to be continuously learned and improved in order to assist faculty members in the administrative services required in the teaching environment. To foster a diverse learning environment, colleagues are encouraged to utilize fast and convenient digital learning resources for self-development. This aims to enhance their professional knowledge related to their duties, improve service quality, and increase administrative efficiency. CCU has formulated the "National Chung Cheng University Staff Domestic Training Guidelines"; "Implementation Plan for Promoting Administrative Staff Training and Improving English Proficiency". By integrating domestic training, entity training, digital learning, and English proficiency, we aim to establish a learning organization framework.

2. Staff Performance Rewards

In order to boost work morale, the "Key Points for Selection and Recognition of National Chung Cheng University Teachers and Researchers Who Are Part-time in Administrative Work", "Key Points for Selection and Recognition of Outstanding National Chung Cheng University Staff" and "Implementation Measures for National Chung Cheng University Project Project Staff" were formulated. To recommend and select various types of outstanding personnel. The outstanding personnel of 2023 was awarding at 522nd Administrative Meeting on march 18,2024, the list of award winner is as follows:

Award	Faculty Excellent Administrative Performance	Staff with Excellent Performance	Temporary Staff with Excellent Performance
Award-winner	★Director of Media Relations Center of Office of the secretariat Cheng-Hsun Ho ★Division Director of Extracurricular Activities Section of Office of Student Affairs Shu-Hui Hsiao ★Department Chair of Department of Earth and Environmental Sciences Tai-Sheng Liu ★Department Chair of Department of Psychology Ting-Yu Chiang ★Department Chair of Athletic Sports Shu-Fang Li	★Officer of Office of Academic Affairs Fang-Chang Chang ★Specialist of Office of Secretariat Yi-Liang Shen ★Senior Technician of Office of Information Technology Ya-Fang Hsueh ★Technical Specialist of College of Engineering Ke-Ting Lai	★Temporary Staff of Office of Academic Affairs Li-Min Huang ★Temporary Staff of Office of InformationTechnology Kun-Yu Chang ★Temporary Staff of　Office of Research and Development Chia-Hua Kuo ★Temporary Staff of The Institute of Strategic and International Affairs Pei-Hsin Hsiao ★Temporary Staff of Department and Graduate Institute of Political Science Ying-Hsun Chen ★Temporary Staff of Department of Adult and Continuing Education Yu-Tae Shih ★Temporary Staff of Department of Biomedical Sciences Hui-Ching Hsu

3. Employee Care and Support Measures

Health checkup subsidy

In order to implement general health examinations for public servants and safeguard the physical and mental health of public servants, the central government has formulated key points for the implementation of general health examinations for public servants. According to the provisions of this key point, when personnel undergo general health examinations, each agency may verify the grant of public leave and relevant expense subsidies based on the attached certification documents. In 2024, a total of 76 faculty and staff applied for health examination subsidies.

Creating a friendly workplace

In order to create a friendly parenting environment in the workplace of our school, the original campus leased "Private Zhenshanmei Kindergarten in Chiayi County" was transformed into a "non-profit kindergarten for children of employees of National Chung Cheng University (entrusted to Nanhua University)" in the 2011 academic year, with priority given to faculty, staff and students of the school (Grand) children attend day care. In the 2024academic year, the non-profit kindergarten for the children of National Chung Cheng University employees (entrusted to the Nanhua University Foundation) has 95 children in its care, 20 of whom are the children of the school's faculty and staff (4 in the upper class, 4 in the middle class, 6 in the small class, and 6 in the kindergarten class), accounting for about 21.05 %.

Mental Health Promotion

To advocate for appropriate leisure activities for faculty and staff, promote physical and mental well-being, foster team spirit, and boost morale, a variety of courses, cultural/artistic events, and recreational activities are organized to provide stress relief channels for faculty and staff. Additionally, the university has established the "Guidelines for Faculty and Staff Club Activities" to encourage faculty and staff to participate in clubs, fostering emotional connections and cultivating team spirit.

Faculty and Staff Clubs				
Softball Club	Table Tennis Club	Basketball Club	Tennis Club	Croquet Club
Golf Club	Badminton Club	Bowling Club	Swimming Club	Aerobics Club
Yoga Club	Rock Climbing Club	Chinese Painting Club	Calligraphy Club	Karaoke Club
CCU Buddhist Fellowship Club	Erhu Study Club	Bioenergetic Medical Qigong Study Club	Tai Chi Club	Weight Training Club

4.1.3 Diversified Recruitment and Counseling

Diversified admission and talent selection mechanism

To implement the talent cultivation policy and consider the suitability of candidates for different departments, our university continues to provide diverse admission channels and selection mechanisms, allowing students to pursue autonomous learning in environments that match their interests. At the same time, in fulfilling our university's social responsibility, we safeguard the educational rights of economically and culturally disadvantaged students and promote social mobility. We continuously increase the number of reserved admission slots to enhance their opportunities for enrollment.
Taking special selection as an example, the number of applicants increased from 256 in the 2020 academic year to 585 in the2025 academic year.

Applicants for Special Selection and Admission

2020 Academic year	2021 Academic year	2022 Academic year	2023 Academic year	2024 Academic year	2025 Academic year
256	378	671	531	521	585

In addition, the financial assistance services provided by our school for economically disadvantaged students applying for admission, including waivers of registration fees, subsidies for transportation and accommodation, and other exam-related services, have benefited a total of 1,546 students from the 107th to the 113th academic year, with a cumulative subsidy amounting to NT$922,411. This demonstrates that the exam support services offered by our school have effectively alleviated the financial burden on students.

Announcement on measures to support the disadvantaged in enrolment

Multi-faceted counseling

1. Study guidance：Dual Tutoring Measures

Early Warning Counseling

In the 2023 academic year, the completion rate for early warning subject reporting by course instructors reached 91.57%, and the return rate of completed early warning counseling record forms by homeroom teachers was 90.23%. These two figures have consistently remained above 90% in recent years. Since the 2016 academic year, the effectiveness rate of subject improvement following early warnings has remained above 50%, indicating that the implementation of the student early warning counseling system—thanks to the cooperation and support of all relevant departments—has developed into a regular and comprehensive early warning counseling network.

After-School Tutoring

To support the early warning counseling initiative, after-school tutoring courses have been provided by various departments starting from the second semester of the 2017 academic year. By the first semester of the 2024 academic year, a total of 269 courses have been offered over 14 semesters, with 341 teaching assistants recruited to support them. Participation included 26,426 instances by general students and 2,367 instances by "Jiaxing"（嘉星）students (counting started from the second semester of the 2018 academic year), totaling 28,793 instances of tutoring. On average, each semester has seen about 20 courses offered, 25 teaching assistants involved, and 2,057 student participations. These structured learning support measures have maintained a school retention rate of over 70%, effectively reducing learning gaps.

Statistical Table of Education Stability For the Academic Years 109-112

|	Number of Students Enrolled	Number of On-time Graduation Students	The Stability of Education Rate
Academic Years 109 (student ID starting with 406)	1623	1183	72.89%
Academic Years 110 (student ID starting with 407)	1581	1193	75.46%
Academic Years 111 (student ID starting with 408)	1589	1126	70.86%
Academic Years 112 (student ID starting with 409)	1597	1148	71.88%

Life Counseling for Students

In 2024, total of 1,389 students were exempted from tuition and miscellaneous fees, 234 students Applied Bursary Program for Disadvantaged Students and 2,795 students Applied Student loans. Support programs such as "Student Living Grant", "Free Accommodation for Low-income Households", "Emergency Relief Fund" and priority on-campus accommodation for students with special difficulties, as well as the "President's Award" Freshman Scholarship and Outstanding Student Scholarship for a total of 737 students.

According to the counseling mechanism of the " Higher Education Sprout Project", 62 students with financially disadvantaged students were provided with "Life Counseling Bursary" ($1,272,000) for Jiaxing students, and sought resources from enterprises and outside the school to expand the provision of help to students in terms of finance, schooling, and life counseling. This year, the TSMC Cultural and Educational Foundation donated the "Jiaxing Program Freshman Scholarship" to help disadvantaged students develop their strengths. The person in charge of off-campus leasing provides Jinyu Emergency Relief Fund to subsidize the living needs of disadvantaged students due to financial difficulties during their studies.

Diversified Admissions and Counseling-Counseling

The Counseling Center of the CCU focuses on three-level counseling, including developmental counseling, intervention counseling, and treatment counseling, as description below follows:

Developmental Counseling
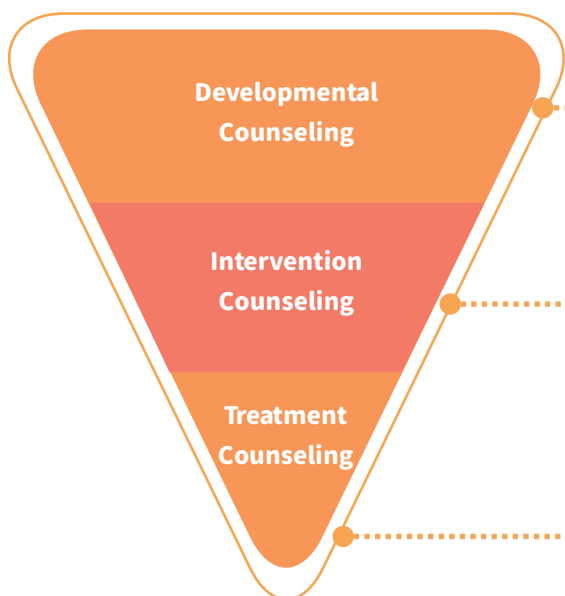
Analyzing the issues mentioned by students in the counseling session to organize developmental activities to meet students' needs, such as group counseling and lectures on topics such as career, academics, and emotions. In 2024, a total of 118 activities were held, with a total participation of 2696 people, achieving the effectiveness of precise student counseling.

Intervention Counseling

If faculty and students have issues troubling them, they can seek assistance through the center's counseling resources. After the initial consultation, suitable counseling teachers are assigned for one-on-one consultations, dealing with cases individually. In the 112th academic year, the total number of intervention counseling reached 8347, indicating a pressing demand for counseling resources among faculty and students.

Treatment Counseling

In addition to referring to external resources (social welfare, health administration, hospitals, clinics, etc.), the center also hires local psychiatrists to provide counseling, evaluation, referral services, and enhance knowledge in mental health for students in need of assistance with their physical and mental well-being on campus. In 2024, the number of students that sought counseling reached 45.

Career Counseling for Students

In 2024, the number of people participating in one-on-one career counseling services across the school increased significantly, reaching 310 individuals, which is 369% of the number in 2019. This shows that National Chung Cheng University is proud of the country's independent career exploration culture. While the service does not distinguish between service targets, special attention and encouragement are extended to Jiaxing students. It aims to help Jiaxing students with financial difficulties make good use of counseling resources, make career plans in advance, and solve employment-related problems. In addition, in 2024, one-on-one counseling techniques and expertise were further integrated into classroom teaching, and there were four sessions of Generation Z career development guide courses titled "Lying flat? Anxious? Be yourself?" were be held. These sessions were taught by our own NCDA CDA international career development counselors. A total of 295 students have participated in the course. Students in need can further make an appointment for individual consultation to deepen the learning effect.

Career Development Center

The total number of participants in NCDA career counseling and guidance over the years

01 Get to
Know CCU

02 School
Administration

03 Talent Cultivation
and Development

04 Campus
Sustainability

05 Social Co-prosperity
and Influence

06 Appendix
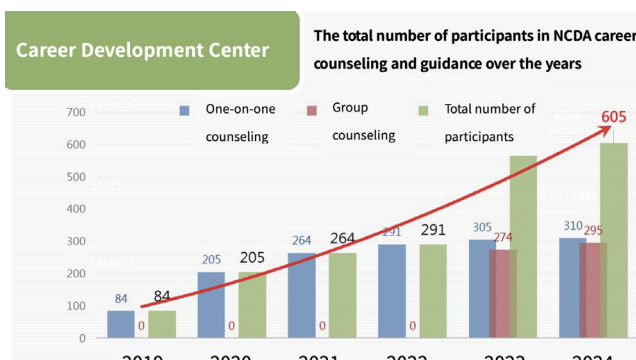
I Encourage departments to invite successful alumni back to campus to share their personal career experiences and valuable insights. Additionally, departments are urged to actively lead students to professional enterprises or government agencies for workplace experiences and observations, aiming to gain a deeper understanding of corporate culture. In 2024, each department applied for and conducted a total of 8 company visits and 24 alumni career sharing sessions. Over 90% of the students self-reported positive benefits in terms of employability after participating in these activities.

II In 2024, industry leaders and professionals were invited to campus to deliver speeches. A total of 18 international lectures and workshops were held throughout the year, with over 1050 participants.

III In order to enhance students' awareness of self-enhancement and employability skills during their academic studies, the Career Development Center subsidized students for obtaining professional certifications in 2024. A total of 66 certifications were subsidized for general and Jiaxing students.

IV In March 2024, a job fair and multiple "Company Information Sessions" were organized. A total of 32 sessions were held, with over 2500 students participating. After the sessions, resumes were submitted, and some companies conducted direct interviews, providing students with opportunities for close interaction with employers. The satisfaction rate among participants exceeded 85%.

Employer satisfaction survey

In 2024, the Career Development Center conduct a survey on the work performance of Chung Cheng University alumni in various aspects of the company. The comprehensive results showed that the dimensions in which alumni performed best were, in descending order, "Willingness to Continuously Learn and Adaptability," and "expression and communication skills" with an average score of 4.44; and then "Work Attitude, Time Management, Responsibility, and Discipline," with an average score of 4.43. Areas for improvement included "Leadership" with a score of 4.21, "International Perspective and Foreign Language Abilities" with a score of 4.31, and the "Independent research ability" with a score of 4.31. Please refer to the figure below for the scores of each dimension and their standard deviations.

Satisfaction of companies hiring CCU graduates in various dimensions
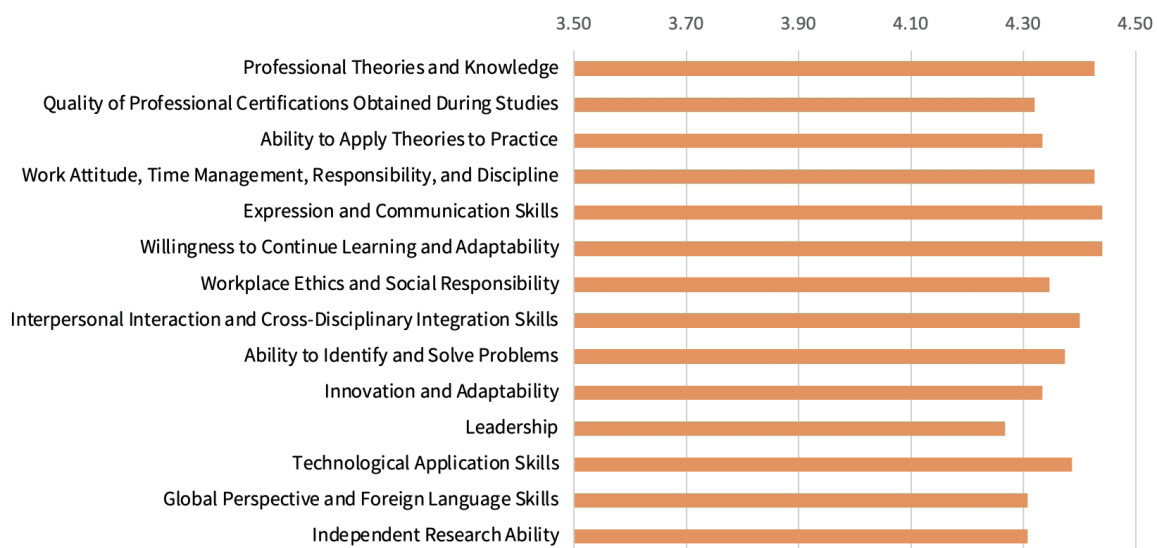
Average Satisfaction Scores for Various Aspects of Employer Hiring of
CCU Alumni(N = 75)

Study guidance：Dual Tutoring Measures

In order to understand the current status of students entering the workforce after graduation, our university conducts annual Graduate Career Pathway Surveys in cooperation with the Ministry of Education. The survey targets graduates one year, three years, and five years after graduation.

For the 2024 survey, we focused on tracking the career outcomes of students who graduated of the academic year 111. The survey questionnaire covered four aspects:"Employment Destination," "Employment Conditions," "Learning Feedback," and "Others."

A total of 1,732 individuals responded to the survey, resulting in an overall response rate of 63.7% (calculated as: number of responses / total number of graduates in that academic year). Among the respondents, approximately 46.3% reported having full-time employment, while 24.7% of students chose to pursue further studies.

The current main destinations for graduates (excluding leave of absence without pay and maternity leave) are as follows.

Employment stat	Overall	%	Bachelor's program	%	Master's professional program	%	Master's/ Ph.D. program	%
Full-time	802	46.3	164	20.1	407	60.7	231	93.9
Part-time	33	1.9	18	2.2	13	1.9	2	0.8
Homemaker	6	0.3	1	0.1	4	0.6	1	0.4
Currently not employed	891	51.4	632	77.5	247	36.8	12	4.9
Further studies/Continuing education	429	48.1	404	63.9	23	9.3	2	16.7
Military service/Waiting for military service	169	19.0	133	21.0	36	14.6	0	0.0
Preparing for exams	79	8.9	23	3.6	56	22.7	0	0.0
Job hunting	170	19.1	52	8.2	117	47.4	1	8.3
Others	44	4.9	20	3.2	15	6.1	9	75.0
Total	1,732	100	815	100	671	100	246	100

4.1.4 Grievance mechanisms

Teacher Complaints

In accordance with Article 43 of the Teachers Act, the Ministry of Education's "Organization and Evaluation Guidelines for the Teacher Complaint Review Committee" and the school's organizational regulations, the school has formulated the "National Chung Cheng University Teacher Complaint Review Committee Organization and Review Points" and established the Teacher Complaint Review Committee accordingly. , there are 13 members, all of whom are unpaid, with a term of 2 years, and can be re-elected once. Teacher representatives who do not hold administrative positions, representatives of regional teacher organizations, and scholars and experts are elected by each college of the school and the General Education and Common Education Committee. It is composed of legal professional representatives, social justice individuals selected by the principal, and school representatives; it protects the rights and interests of teachers and provides specific relief channels. In the 113 academic year, 4 complaints from teachers were reviewed in accordance with regulations.

Staff Grievance

In accordance with the provisions of the Civil Service Protection Act and the University's organizational regulations, the university has formulated the "Organization and Review Points of the National Chung Cheng University Staff Grievance Review Committee" and accordingly established the University's Staff Grievance Review Committee with 9 members, all of whom are unpaid and have a term of office 1 year, renewable. The committee members shall be composed of 4 staff representatives from different units elected by the school staff, 3 relevant administrative supervisors hired by the principal, and 2 academic and expert representatives. Depending on the nature of the appeal case, additional relevant personnel may be hired for each case. Two experts from inside and outside the school serve as committee members; they protect the rights and interests of employees and provide specific relief channels. No employee complaint cases this year.

Furthermore, To safeguard the rights and interests of technical staff and laborers, promote campus harmony and unity, and enhance support for teaching and administrative functions, the University has formulated the Guidelines for the Establishment of the Technical Staff and Laborers' Grievance Review Committee at National Chung Cheng University in accordance with the Civil Service Protection Act and Article 35 of the University's Organizational Regulations. Accordingly, the University has established the Technical Staff and Laborers' Grievance Review Committee. If technical staff or laborers believe that a decision made by the University concerning their personal rights is unlawful or inappropriate and thereby damages their interests, they may file a grievance in accordance with the aforementioned Guidelines. In order to continuously protect the rights and interests of technical staff and laborers, promote campus harmony and unity, and strengthen support for teaching and administrative functions, the University re-elects the members of the Technical Staff and Laborers' Grievance Review Committee annually to ensure the fair handling of matters concerning personal rights.

Student Appeal Regulations

To safeguard students' rights, promote campus harmony, and fulfill educational functions, CCU has established the Student Appeals Review Committee (hereinafter the Committee) by the law. The committee is responsible for handling appeals from students, the Student Association, and other relevant autonomous student organizations. The Counseling Center of CCU is responsible for accepting appeal applications and convening committee meetings. If students, Student Association, or other autonomous student organizations believe that actions taken by the school regarding their educational rights, such as disciplinary actions during the academic term, personal life, learning, rewards, or punishments, are illegal or unfair and damage their rights and interests, or if they disagree with disciplinary measures or other decisions made by the school, they may file an appeal with the Committee if they remain unsatisfied with results of other appeal procedures.

During the 113th academic year, a total of five appeal cases were received. The resolution process heavily relied on the willingness of relevant parties to further communicate and coordinate. Through peaceful negotiations, the issues perceived by the appellants as violations of their rights were addressed, leading to the restoration of their rights and the satisfactory closure of the cases.

4.2 Green CCU

4.2.1 Climate Strategy

Greenhouse gas management

In alignment with the United Nations' 17 Sustainable Development Goals (SDGs) and in response to the net-zero carbon emissions target, our university has voluntarily initiated a greenhouse gas (GHG) inventory project based on ISO 14064-1:2018 since 2023. In 2024, we completed our first university-wide GHG inventory and finalized the GHG Report, with 2023 designated as the base year. This inventory effort was led by the Office of Sustainability Development, which coordinated among various university departments to facilitate effective cross-unit communication and collaboration, thereby enhancing the university's overall capacity for action and implementation.

The scope of the inventory included fugitive emissions from university departments, fuel and energy use, laboratory gas cylinders, waste disposal and recycling, electricity consumption, and energy usage data from vendors operating on leased campus premises (corresponding to Categories 1, 2, 4, and 5).

To ensure the objectivity and credibility of the inventory results, SGS Taiwan Ltd. was invited to conduct an independent third-party verification. In November 2024, the university successfully passed the SGS verification under ISO 14064-1:2018. This verified report will serve as a foundation for planning future carbon reduction measures.

Through this GHG inventory, the university has identified electricity consumption as a major source of emissions. Moving forward, we will develop targeted energy-saving and carbon-reduction strategies to gradually decrease GHG emissions each year, thereby fulfilling our responsibilities as a socially responsible and sustainable university.

Greenhouse gas emissions by category

Item/Category	Category 1 Direct Emissions	Category 2 Energy Indirect Emissions	Category 4 Upstream Indirect Emissions (Materials/Services)	Category 5 Downstream Indirect Emissions	Total
Emission Amount (metric tons CO_2e/year)	1,351.8938	13,074.3492	2,837.8385	562.9819	17,827.0634
Gas Type Proportion (%)	7.58%	73.34%	15.92%	3.16%	100.00

Climate change management and response(TCFD)

Climate-related risks	Potential financial impacts	Adaptation and mitigation measures
Extreme weather events such as heavy rainfall and other climate anomalies	Classrooms, student dormitories, and campus buildings or facilities may incur damage due to climate-related disasters, leading to increased repair or replacement costs.	1. Strengthen flood and typhoon preparedness by clearing drainage pathways and inspecting the watertightness of building doors and windows, as well as ensuring downspouts are not blocked. 2. Carry out building waterproofing and leak repair projects to prevent further damage.
	Work and school may be suspended due to heavy rain and flooding, resulting in personnel cost losses.	To ensure the safety of all faculty, staff, and students, work and classes will be suspended in the event of natural disasters that disrupt transportation or water and electricity supply, posing a risk to commuting and safety. This will follow orders issued by central or local authorities. If necessary, to facilitate remote work, all faculty, staff, and students can securely connect to the campus network through an SSL VPN server using off-campus internet, allowing them to complete basic administrative tasks.
	Documents or electronic data may be damaged due to flooding.	1. Promote electronic documents to reduce paper usage and mitigate subsequent preservation issues. 1. Scan and archive paper documents to reduce the risk of damage.
	Drought and Water Shortage Occurrences Are Increasing	1. Establish and update water resource monitoring systems to improve the efficiency of leak repair and reduce water loss. 2. Replace old bathroom fixtures with water-saving faucets and toilets during restroom renovation projects to conserve water. 3. In response to water conservation alerts, reduce non-essential water use such as plant irrigation and fountain operations. 4. Install rainwater harvesting systems based on building foundation designs, using collected rainwater for toilet flushing to reduce tap water consumption.
The average annual temperature is rising year by year.	Increased Air Conditioning Electricity Costs	1. Promote regular maintenance and cleaning of air conditioning units to reduce electricity consumption. 2. For small air conditioning units, use high-efficiency models with energy-saving labels and install timed temperature control panels. 3. For central air conditioning systems, replace outdated models with high-efficiency units to meet usage demands, and install monitoring systems

In recent years, the impact of climate change on the Taiwan region has become increasingly apparent due to the risks it poses. Extreme weather events have shown a rising trend in both frequency and intensity. For example, intense rainfall within a short period can lead to devastating floods in low-lying areas, while droughts result in water scarcity in some regions. However, behind these climate change-induced risks, there are also opportunities. They include promoting the development of disaster prevention industries and fostering the growth of related sectors and talents involved in post-disaster recovery. For our university, climate change risks primarily affect the administrative and educational environment. For instance,during typhoons or heavy rainfall, the safety of faculty and students may be compromised, campus buildings may suffer from flooding and damage, physical or electronic documents may be destroyed by water, and water usage may be restricted during periods of drought, requiring prolonged air conditioning to cope with high temperatures. These risks have financial implications for our university, including increased costs for repairs, maintenance, insurance, as well as additional expenses for recruiting disaster prevention personnel.

4.2.2 Energy Resource Management

The University received a subsidy of NT$100 million from Taipower for the "University Energy Conservation and Electricity Toughness Promotion Project." To enhance power supply stability and reduce electricity costs, the University plans to install solar panels (301 kWp), energy storage systems (3.84 MWh), diesel generators (500 kW), and a power conversion system (PCS).
The selection of the turnkey contractor has been completed, and the project is scheduled for completion and commencement of operations in 2025.
In accordance with the Executive Yuan's "Electricity Consumption Efficiency Management Program for Government Agencies and Schools," the University will replace approximately 2,665 LED light fixtures and 415 energy-efficient split-type air conditioners. These measures are expected to result in a 13.9% reduction in electricity consumption in 2024 compared to the 2015 baseline year.
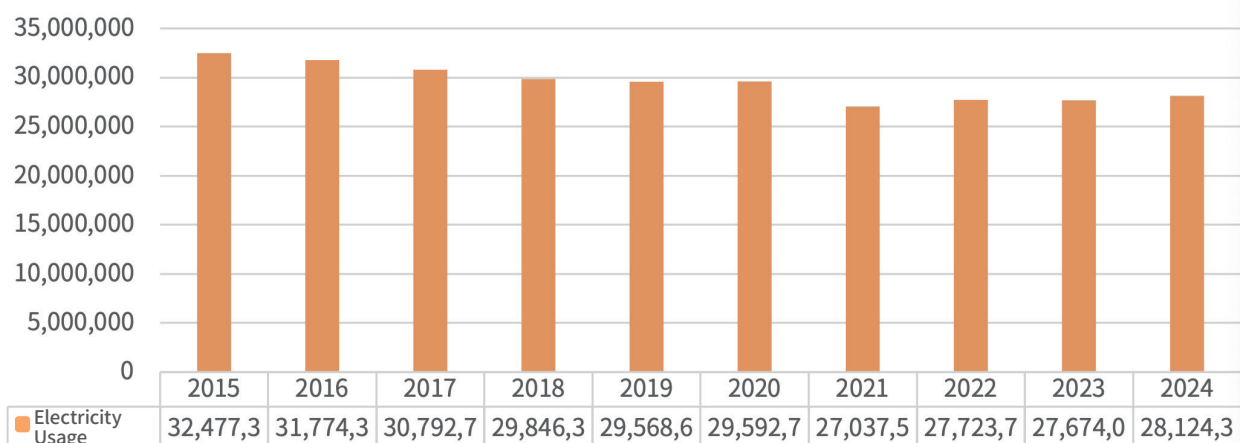
Year	External Electricity Consumption (in kWh)	Electricity Carbon Emission Factor (kg CO_2e per kWh)	Electricity Carbon Emissions (metric tons of CO_2e)	EUI (kWh/m^2*year)	Electricity Saved (in kWh)	Electricity Savings Ratio (%)	Gasoline Consumption (liters)	Diesel Consumption (liters)	CO_2 Emissions from Fuel (kg)	Fuel Saved (liters)
2024	28,124,304	0.474	13,331	60.5	450,264	1.63	6,435	18,963	63,981	-864
2023	27,674,040	0.495	13,699	58.6	49,748	-0.18	6,740	17,794	61,624	1,820
2022	27,723,788	0.509	14,111	58.7	-686,244	-2.48	6,769	19,585	66,356	-129
2021	27,037,544	0.509	13,762	57.3	2,555,232	9.45	7,673	18,552	65,711	2,897
2020	29,592,776	0.502	14,856	62.7	-24,088	-0.08	9,213	19,909	72,731	3,119

*EUI（Energy Use Intensity）, which refers to the annual energy consumption per square meter, is calculated by dividing the annual energy usage obtained from the electricity bill by the building's floor area.

*Carbon Emissions (in kilograms) = Electricity (in kWh) * Electricity Carbon Emission Factor (kg CO_2e per kWh).

*CO_2 Emission Calculation: Gasoline Consumption (L) * 2.2631 = (kg), Diesel Consumption (L) * 2.6060 = (kg)

Annual Electricity Consumption (kWh)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Electricity Usage	32,477,3	31,774,3	30,792,7	29,846,3	29,568,6	29,592,7	27,037,5	27,723,7	27,674,0	28,124,3

The University's Innovation Building has been awarded the Green Building Label, evaluated across six indicators: greening, water retention, daily energy saving, carbon dioxide reduction, water resource efficiency, and waste treatment improvement.

1. Paperless promotion

National Chung Cheng University has long been committed to implementing paperless policies in alignment with the government's "Four Savings Program," particularly in advocating for reduced paper consumption. The university continues to advance various digitalization initiatives to uphold environmental sustainability and improve administrative efficiency. All internal meetings have adopted fully digital formats, with agendas and documents presented via projection instead of printed materials, effectively minimizing paper waste. On the administrative side, the university has actively promoted the use of electronic official document systems, gradually phasing out paper-based procedures. In 2024, the percentage of online approvals via the e-document platform exceeded 80.53%, significantly enhancing processing speed and administrative transparency. Additionally, attendance and leave management systems have been fully digitized, enabling faculty and staff to submit applications for leave, overtime, and business trips directly online, thereby streamlining processes and further reducing paper usage.

In teaching and student services, the university also actively promotes paperless practices. Graduates can apply for electronic transcripts through the academic affairs system, receiving digitally signed PDF documents that can be used for job applications or further studies without the need for printing, thus achieving the goal of document digitization. Instructors are also encouraged to adopt digital teaching approaches, utilizing online platforms, cloud-based teaching materials, and digital assessment tools to gradually replace printed textbooks and written examinations, thereby expanding the scope of paperless implementation.

To reinforce the infrastructure and effectiveness of paperless practices, the university has focused on the integration of information systems and the enhancement of users' digital literacy. In recent years, the university has continued to optimize its administrative platforms, integrating academic, personnel, general affairs, e-documents, and reimbursement systems into a single portal to simplify operations and boost overall efficiency. Meanwhile, the Office of Information Technology and the Center for Teaching and Learning Development regularly organize cybersecurity seminars and workshops on digital tools, covering topics such as cloud collaboration, instructional platform usage, and cybersecurity awareness. These efforts help faculty and staff become more proficient with digital systems, increasing adoption and operational efficiency. Moving forward, the university will continue to deepen its digital transformation, broaden paperless applications, and work toward building a green and sustainable campus.

2. Sustainable Supply Chain

Green Procurement Performance: The University prioritizes the procurement of environmentally friendly products, including those certified with the Environmental Protection Label, and the Energy and Water Conservation Labels. Since 2020, the green procurement rate has consistently reached 95% of the Environmental Protection Administration's performance goal.

Year	Total Procurement Amount (NT$)	Specified Item Green Procurement Amount (NT$)	Percentage of Specified Item Green Procurement
2020	29,043,961	27,884,624	96.01%
2021	31,694,717	30,391,418	95.89%
2022	36,637,145	35,083,288	95.76%
2023	28,885,821	28,160,248	97.49%
2024	37,413,955	36,643,293	97.94%

Social Procurement and Inclusivity: To support the rights and employment of persons with physical and mental disabilities, the University prioritizes purchasing goods and services from welfare organizations and sheltered workshops. The procurement rate has continually met the mandated 5% threshold.

Year	Amount(NT$)	Ratio
2020	2,480,224	6.42
2021	2,137,883	5.53
2022	2,233,201	5.15
2023	2,628,703	5.29
2024	2,501,992	5.07

3. Green Transportation

- Campus Bicycle Infrastructure: In partnership with the Chiayi County Government, the University has established three public bicycle rental stations on campus, each equipped with 30 docking poles, to encourage low-carbon commuting.

- Bicycle Parking Facilities: A total of 5,804 bicycle parking spaces were available on campus by 2024. These are sufficient to meet the daily needs of students and faculty and are under ongoing evaluation for future expansion.

- Public Transportation and Ride-Sharing: The University operates National Highway Bus 7005 and Highway Buses 106, 7306, and 7309. Additionally, the University cooperates with the Chiayi District Supervisory Office to implement a ride-sharing program.

- Shuttle Services and Carbon Emission Reduction: There are 45 scheduled weekly trips for internal transportation and high-speed rail feeder services. Students and faculty are encouraged to use

- carpooling or public transportation to reduce carbon emissions. Vehicle Replacement and Low-Emission Initiatives: The University will gradually replace vehicles that have reached the end of their service life. In line with the "Guidelines for Purchasing and Leasing Official Vehicles for Central Government Schools,"priority is given to acquiring electric or low-emission vehicles.

4. Reduce the Use of Single-Use Tableware

Waste Reduction and Green Catering Policy
To promote environmental sustainability, the University has included a ban on single-use tableware in its catering service contracts and adheres to the following government regulations:

- No disposable tableware of any material is provided for internal use.

- Plastic shopping bags are not distributed free of charge.

- Plastic disposable cups are not provided.

- Plastic single-use straws are not distributed for internal use.

- In accordance with the Ministry of Education's waste reduction guidelines, meetings and events organized by first-level administrative units must use reusable utensils and containers, or non-plastic-packaged food options (e.g., lunchboxes, fruit boxes, rice rolls, sandwiches). Drinking water is supplied via fountains, dispensers, or water containers, and participants are encouraged to bring reusable cups.

5. Water Resources Management

In 2024, with support from the Department of Water Resources, Ministry of Economic Affairs, the University completed the "Rainwater Storage System Project" at the Faculty of Science, Department of Chemistry and Biology. The system recycles rainwater for toilet flushing, resulting in an estimated annual water savings equivalent to 2,285 kWh.
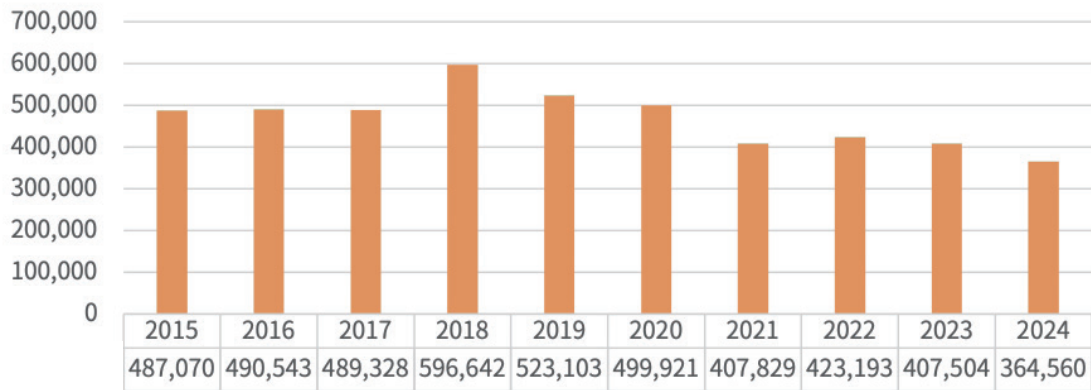
- **Indoor LED lighting replacement**

- **Department of Chemistry and Biology, College of Science, Rainwater Retention System Engineering**

6. Campus Wastewater Treatment

Annual Water Consumption

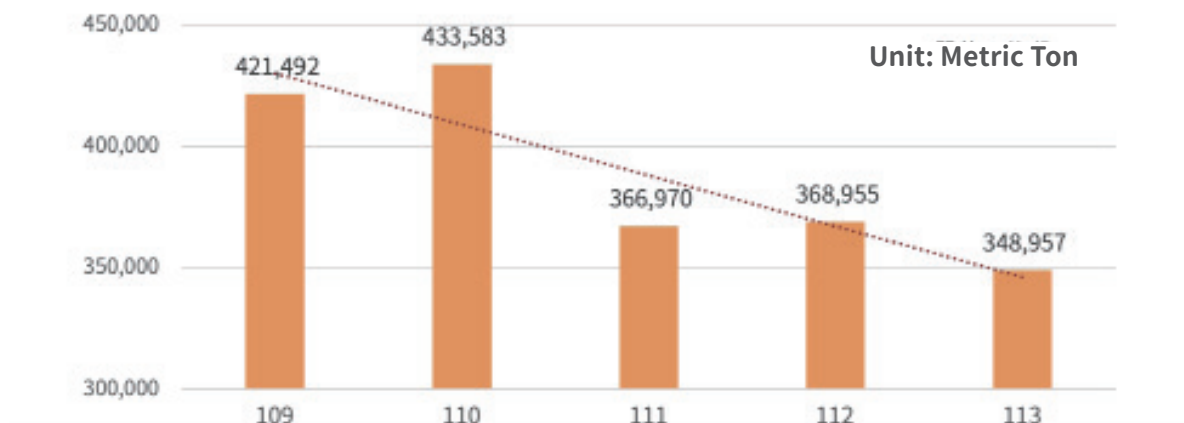|	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	487,070	490,543	489,328	596,642	523,103	499,921	407,829	423,193	407,504	364,560

In compliance with the Water Pollution Control Act, our university collects both laboratory wastewater and domestic sewage, and treats them on-site at a self-constructed wastewater treatment plant. The plant operates under an approved Water Pollution Control Plan and a surface water discharge permit granted by the Environmental Protection Bureau.

The wastewater treatment facility is equipped with a bar screen to remove large debris. The plant utilizes the activated sludge process to remove pollutants from both domestic sewage and laboratory wastewater. Treatment units include a bar screen, grit and debris removal system, lift station, oxidation ditch, sedimentation tank, sludge tank, sludge dewatering machine, and sand filtration tank. The treated effluent is continuously discharged into Serenity Lake on campus.

In 2024 (Year 113 of the Republic of China calendar), the treatment plant processed a total of 349,957 metric tons of domestic sewage. Water quality testing is conducted twice annually, with results submitted to and approved by the Environmental Protection Bureau. Since 2020 (Year 109), all effluent quality tests have met discharge standards, with pollutant concentrations significantly lower than the regulatory limits. The continuous discharge of treated water into Serenity Lake, which supports a rich ecosystem, serves as a positive indicator of the effluent's quality.

Unit: Metric Ton

109	110	111	112	113
421,492	433,583	366,970	368,955	348,957

Water quality of sewage treatment plant discharge water from 2010 to 2014

Release water SS (mg/L)

Emission standards

	109上半年	109下半年	110上半年	110下半年	111上半年	111下半年	112上半年	112下半年	113上半年	113下半年
SS	9.2	6.7	6.1	7	11	6.6	20.7	13.2	15.8	12

Release water BOD (mg/L)

Emission standards

	109上半年	109下半年	110上半年	110下半年	111上半年	111下半年	112上半年	112下半年	113上半年	113下半年
BOD	3.2	2	1.4	2.9	1.8	4	4.8	3.8	4.8	2.9

Release water COD (mg/L)

Emission standards

	109上半年	109下半年	110上半年	110下半年	111上半年	111下半年	112上半年	112下半年	113上半年	113下半年
COD	26.4	24.9	20.6	28.6	32.6	28.1	38.2	34.7	42.6	37.1

79

7. Waste management

Campus Municipal Waste Management

In accordance with the Waste Disposal Act, our university has developed a "Waste Management Plan," which has been approved by the Environmental Protection Administration (EPA) of the Executive Yuan and the Chiayi County Environmental Protection Bureau. General municipal waste is collected and transported by licensed contractors to the Lu-Tsao Incineration Plant operated by the Chiayi County Government for incineration. Recyclable materials are handled by the Minsyong Township Cleaning Team in Chiayi County.

Since 2020 (Year 109 of the Republic of China calendar), the volume of general waste generated on campus has steadily decreased. In 2024 (Year 113), the university disposed of a total of 394.77 metric tons of general waste—46.05 metric tons less than the previous year, marking a 10.4% reduction. A total of 68.03 metric tons of recyclables were collected, accounting for 14.7% of total waste, representing a 1.8% increase from the previous year. These figures reflect the university's strong commitment to waste reduction and sustainable resource utilization, with the goal of creating a healthy, safe, and comfortable campus environment.

Laboratory Waste Management

Our university has independently established a Laboratory and Chemical Management System to oversee campus-wide laboratory safety, the use of toxic and hazardous chemicals, and related matters. Hazardous substances such as laboratory wastewater, waste materials, and biomedical waste are managed in accordance with the Waste Disposal Act, the Toxic and Concerned Chemical Substances Control Act, and the regulations of the Environmental Protection Administration (EPA), Executive Yuan. These wastes are removed and treated by licensed waste disposal contractors based on an approved waste management plan.

Through the self-established Laboratory and Chemical Management System, the university effectively manages the use of toxic and concerned chemical substances in laboratories across the campus. Wastewater, laboratory waste, and biomedical waste generated in the process are properly handled by certified waste disposal contractors and verified through the EPA's Industrial Waste Reporting System. In 2024, a total of 9.055 metric tons of wastewater were processed by National Cheng Kung University, along with 1.121 metric tons of waste glass, silica gel, expired chemicals, and certain plastic waste.

Statistics of general household waste and recyclables from 2019 to 2014

Unit: Metric Ton
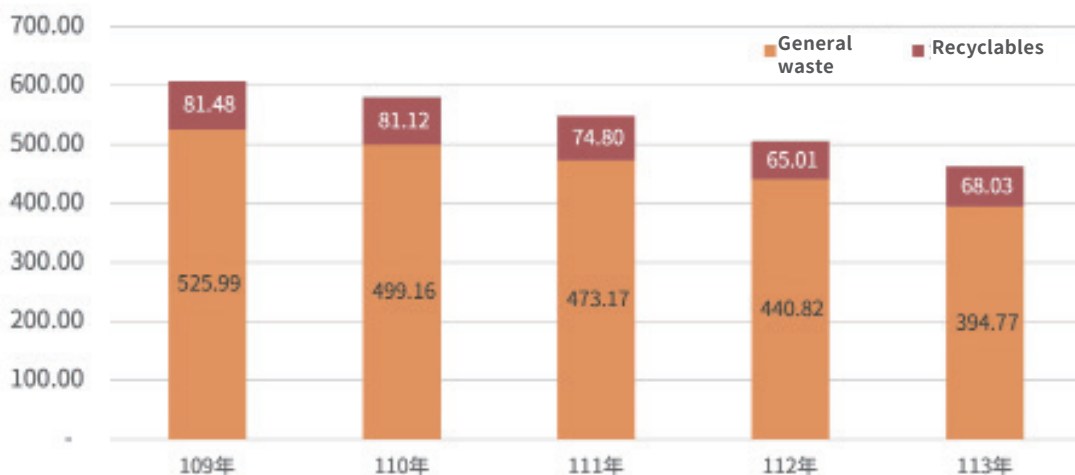
Laboratory and Chemical Management System

Laboratory waste removal

8. Air Quality Monitoring System

國立中正大學空氣品質即時資訊

台北標準時間（GMT+8）　2025/4/30 星期三 上午10:03:25

測點位置	地環系頂樓（戶外）	活動中心（小吃街）	共同教室大樓（106 教室）	普化實驗室（203）
CO$_2$ (ppm)	411.0	482.0	---	---
PM$_{2.5}$ (μg/m^3)	3.1	3.6	---	---
PM$_{10}$ (μg/m^3)	32.0	4.1	---	---
CO (ppm)		0.1		
O$_3$ (ppb)	34.0			
VOC (ppm)			---	---
溫度 (°C)	---	26.0	---	---
濕度 (RH%)	---	73.6	---	---

Our university is located in Minsyong Township, Chiayi County. The nearest air quality monitoring stations managed by the Ministry of Environment—located in Xingang, Chiayi, and Douliou—are all more than 14 kilometers away and cannot accurately represent the current air quality conditions on campus. To ensure that faculty, staff, and students can access real-time information on campus air quality and take immediate measures in the event of deterioration, the university established the "National Chung Cheng University Real-Time Air Quality Information Network" in 2018. This platform serves as a reference for outdoor activities.

4.2.3 Campus Ecological Construction

To enhance campus greening and beautification, the University held a joint tree-planting activity with Chiayi University on March 26, 2025. A magenta windbell tree, donated by Chiayi University, was planted by President Shaw-Jenq Tsai, Secretary General Lee Ren-Miau, senior administrators, and Chiayi University President Han Chien Lin.

This initiative exemplifies the University's commitment to environmental responsibility, carbon reduction, and green space expansion, while supporting the United Nations Sustainable Development Goals (SDGs).

The tree-planting event also embodies the shared educational mission encapsulated in the adage: "Ten years to grow trees, a hundred years to educate people."

Our school president Shaw-Jenq Tsai and Chiayi University president Han Chien Lin planted trees together

Natural CCU Ecosystem

The Center for General Education of National Chung Cheng University is committed to building the "Natural CCU Ecosystem," aiming to create a comprehensive campus ecological documentation and promotion platform. Through the establishment of a dedicated ecological webpage and the compilation of a bilingual (Chinese-English) Natural CCU Ecological Guide, the project not only showcases the rich and diverse flora and fauna on campus but also aspires to raise awareness of environmental conservation and promote the concept of sustainable development.

The construction of the "Natural CCU Ecosystem" integrates various activities and resources both within and outside the campus. Through well-designed courses, students not only learn about natural ecology but also develop keen observation skills and a strong sense of environmental protection through field observations and recordings. Furthermore, photography competitions and exhibitions of faculty and student works encourage participants to capture the beauty of nature, providing valuable image data that serve as key resources for the ecological guide and dedicated webpage.

National Chung Cheng University's campus is rich in natural resources, with diverse ecological habitats scattered across academic areas, dormitory zones, and green parks. Faculty and students engage in long-term documentation and observation within these regions, gradually building a detailed ecological database. This includes the blooming periods of plants, the activity ranges of animals, and the seasonal changes of local ecosystems. These records not only support academic research but also serve as crucial references for future ecological conservation and management efforts.

To increase awareness of these ecological records, The Center for General Education has specifically created a

bilingual Natural CCU Ecological Guide and organized the collected data on a dedicated ecological webpage. Through exquisite photography and detailed descriptions, readers can intuitively explore the natural ecosystem on campus. Whether it's the insects and birds commonly seen around the grounds or the rare plants hidden within the woods, all can be found in the guide. The bilingual design enhances international accessibility, allowing visitors from around the world to appreciate the ecological beauty of National Chung Cheng University through the online platform.

Moving forward, The Center for General Education will continue to enrich the content, strengthening both promotion and public awareness. By documenting and showcasing the natural beauty of the campus, the center hopes to inspire more people to value environmental protection, ultimately achieving the goal of sustainable development for the campus ecosystem.

4.3 Safe Campus

4.3.1 Campus crisis management

Prevention is better than cure, taking precautions before it happens, being prepared for danger in times of peace, and being prepared for any eventuality are the vigilance and concepts that people must have in a comfortable environment. Compared with society, campus has a comfortable environment and simple personnel composition, so it is easy for people to forget the existence of crises. However, campus security incidents have occurred frequently over the years. How to deal with campus crisis incidents depends on having a sense of crisis, making plans in advance, making good use of organizations, and doing a good job of crisis management education. Only in this way can we remain calm when a crisis comes, activate the crisis management team in a timely manner, formulate effective countermeasures, give full play to team spirit, actively face and deal with it, turn crises into opportunities, and minimize damage. In view of this, how to effectively improve and create a safe and friendly environment and build a crisis management mechanism has become the most important issue in our school.

Effectively enhance and create a safe and friendly environment

We create a safe and friendly environment through education and hardware and software facility testing, including student safety education, student safety notifications, anti-fraud and drug abuse prevention propaganda, campus safety map network, regular campus environment inspections, campus space safety questionnaires, etc. We proactively discover and understand the dangerous factors on campus, and remind teachers and students to pay attention to safety in a timely manner. We also effectively improve and create a safe and friendly environment through measures such as adding and improving road traffic signs, increasing the number of buses to pick up teachers and students between campus and the station, coordinating with the county to increase bus services, adding surveillance system facilities, installing emergency bells in toilets, and signing a campus safety support agreement with the police.I

n order to effectively improve and create a safe and friendly environment, our school has planned to implement 9 items, including student safety education, student safety notification, campus environment safety self-inspection, anti-fraud publicity, drug abuse prevention and treatment publicity, traffic safety publicity, campus space safety questionnaire survey, and campus life questionnaire survey. The sub-items are as shown in the table below.

Enhanced Safety Measures				
Project	Practice	Time	Target	Result
Safety Education for Students	Lecture	The first half of Septembers	Freshmen	8 lectures with 1,600 participants
Student Safety Report	Make report	When the campus is not safe enough	Faculties	209 cases made so far
Campus Surrounding Checking	Checking	The first month of each academic year	Facilities	Twice an academic year
Anti-fraud Education	Cooperate with police	Once a week	Faculties	52 times a year
Anti-drugs Education	1. Education group Lecture	Twice a semester	1. High schools in southern Taiwan Students of CCU	1. 14 lectures per year 2.Times provided by department
Road Safety Education	1. Road Safety 2. Lecture	Twice a semester	Faculties	1. 4 lectures per year 2.Times provided by department
Campus Safety Survey	Questionnaire Survey	Novembers	Faculties	To find safety problems together
Campus Life Survey	Questionnaire Survey	Aprils and Octobers	Students of CCU	To know bully events
Campus Safety Map	Make a revised map mark	January and June	All faculty and students	Remind faculty and staff of business risks

🟧 Student safety education promotion

🟧 The Dean of Students chairs the Student Safety Planning Meeting

🟧 Campus safety maintenance work meeting held

🟧 Student Safety Bulletin No. 209 - Traffic Safety Promotion

■ **Campus environmental safety and Beidou Joint Institute for cooperative research**

■ **AED defibrillator emergency testing at 11 locations across the school**

🔗 Preventing drug abuse among students website   🔗 Traffic safety promotion website   🔗 Fraud prevention promotion website

Establishing a crisis management mechanism

Establishing a campus crisis management mechanism,Refers to a planned, continuous and dynamic process,In addition, according to the incubation period, outbreak period, sequelae and resolution period, For potential or current crises,A series of response measures taken before, during and after the incident；To build a campus crisis management mechanism, Responding to the urgency, threat and uncertainty of the crisis,continuously correct and adjust through information feedback,to effectively prevent, handle and resolve crises,eliminate campus security incidents before they become a crisis.

1.Compilation of a campus disaster prevention planand rescue drills

Based on the disaster potential assessment results of the "National Disaster Potential Information Management System for Schools at All Levels", the "Campus Disaster Prevention and Mitigation Plan" for that year was revised and posted on the school website for download and use; in 2020, based on the disaster potential assessment results of the "National Disaster Potential Information Management System for Schools at All Levels", our school's earthquake potential is high, man-made disasters are medium, flooding and slope disasters are low, and radiation and tsunamis are no potential areas. Therefore, the plan is compiled mainly based on earthquakes, man-made disasters, flooding and slope disasters, and after completion, it will be posted on the website for download and use.

2. Disaster prevention and rescue drills

In conjunction with the National Disaster Prevention Day, a disaster prevention and relief drill will be conducted. An exercise coordination meeting is scheduled to be held on August 14, 2015, and a live-fire drill will be implemented on September 19 of the same year.

3.Formulate a campus safety network integration plan

The campus safety network includes personal safety, campus environment safety, and the mental safety of teachers and students, covering a wide range. In order to effectively integrate the campus safety resources of our school, we make overall plans and considerations on the construction of campus safety and the issues that should be promoted and reformed. According to the safety priorities of each stage, we will effectively coordinate the allocation of resources to improve the overall safety of our school campus.

4. Response Mechanism for School Security Issues

In order to ensure that people on campus pay attention to safety when engaging in various activities and using various facilities, and to reduce or lower the occurrence of accidents, various operating process designs are incorporated, including incident reporting and handling process establishment (such as attachments), regular safety promotion, accident handling records, convening decision-making team meetings, inspecting and improving the environment around the campus, and compiling statistical analysis and comparison of accidents. Based on the results of risk assessment, the campus safety situation is expected to be improved. In order to enable teachers and students to respond to emergency and dangerous incidents in a timely manner, the "Procedures for Handling Various Campus Dangerous Incidents" was established on June 3, 2019 and posted on the school website. For details, please refer to [🔗 **School Security Incident Reporting and Handling Procedures**].

🔗 Campus Disaster Prevention Plan website

🔗 Campus Safety Network Integration Plan website

🔗 Handling of various campus security incidents website

4.3.2 Network Resources and Information Security

1. The entire university promotes the implementation of information security management systems, and the core information and communication systems have passed ISO 27001 certification.

The university has introduced an information security management system, established a cross-departmental information security committee (Figure 1), and enhanced employees' information security awareness through training. The university has taken inventory of assets and information and communication systems, carried out risk assessments, implemented protective measures for potential risks, and conducted internal audits throughout the whole university. The performance of the information security management system is reported to the management review meeting to ensure the effectiveness of information security management in each unit.

Our university passed the SGS company's ISO 27001 certification in 2022 (Figure 2). The scope includes the development and maintenance of Student Academic Record Entry System, Single Sign-On system, Mass Email Personal Information Auditing System, campus network and green server room management, covering relevant personnel in the Office of Information Technology and Office of Academic Affairs. In 2024, the same scope continued to pass the SGS company's annual review to ensure the effectiveness of information security management.

🟧 Organization
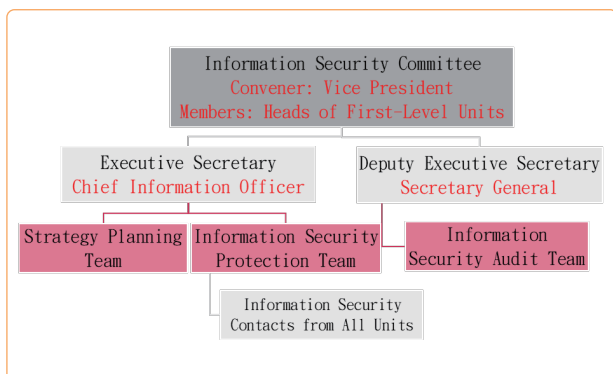
🟧 ISO 27001 certificate

2.The entire university promotes the personal data management systems, and guides key units to pass the third-party certification of the education system.

The university has introduced a personal data management system, according to the Personal Data Protection Act to regulate the collection, processing, use, and deletion of personal data. The university has taken comprehensive inventory of personal data and minimized personal data collection. The business processes of each unit are clarified and the inventory of personal data is taken to clearly protect the target. Through the internal audit of the whole university, the performances of all units are examined.

Based on the sensitivity and amount of personal data possessed by each unit, key units are selected each year to adopt the certification of the personal data management system of the education system by the Information Security Certification Body (the units that have passed in the past three years are shown in Table 1, and the 2024 certificate is shown in Figure 3). The certification rate among administrative units has reached 100%. In the academic units, the College of Science, the College of Social Sciences, and their affiliated departments have successfully obtained certification. The university plans to expand the implementation to all remaining colleges in the future.

🟧 List of units that passed the ISCB certification of PIMS from 2021 to 2024

Year	units	amount
2021	Center for General Education、Personnel Office、Accounting Office、Counseling Center、Office of International Affairs、Ching Jiang Learning Center、Division of Industry-Academic Collaboration、Big Data Research Center、Institute of Linguistics、Graduate Institute of Education	10
2022	Ching Jiang Learning Center、Library、Department and Graduate Institute of Political Science、Division of Student Safety、Campus Security、Physical Education Center、Center for Teacher Education、Advanced Institute of Manufacturing with High-tech Innovations	8
2023	Center for Teaching and Learning Development、Division of Student Life、Division of Extra-curricular Activities、Career Development Center、General Services Division、Cashier Division、Property Management Division、Construction and Maintenance Division、Division of Academic Development、Division of Planning and Service、Center of Technology Promotion、Environmental Hygiene and Safety Center	12
2024	Division of General Affairs、College of Science、Department of Mathematics、Department of Earth and Environmental Sciences、Department of Physics、Department of Chemistry and Biochemistry、Department of Biomedical Sciences、College of Social Sciences、Department of Social Welfare、Department of Psychology、Department of Labor Relations、Department of Communication、Institute of Strategic and International Affairs	13

3.Information security risk management and cyber security incident response mechanism

Actively deploying information security protection equipment to strengthen technical control, the whole university introduces information security management and personal data management systems to reduce human risks. The number of cyber security incidents was 265 in 2016, and it has been reduced to 12 in 2024, a decrease of 95.4% (Figure 4). No personal data breach incidents occurred in 2024.

🟧 The number of cyber security incidents

資安事件通報件數
Number of cyber security incidents
-95.4%
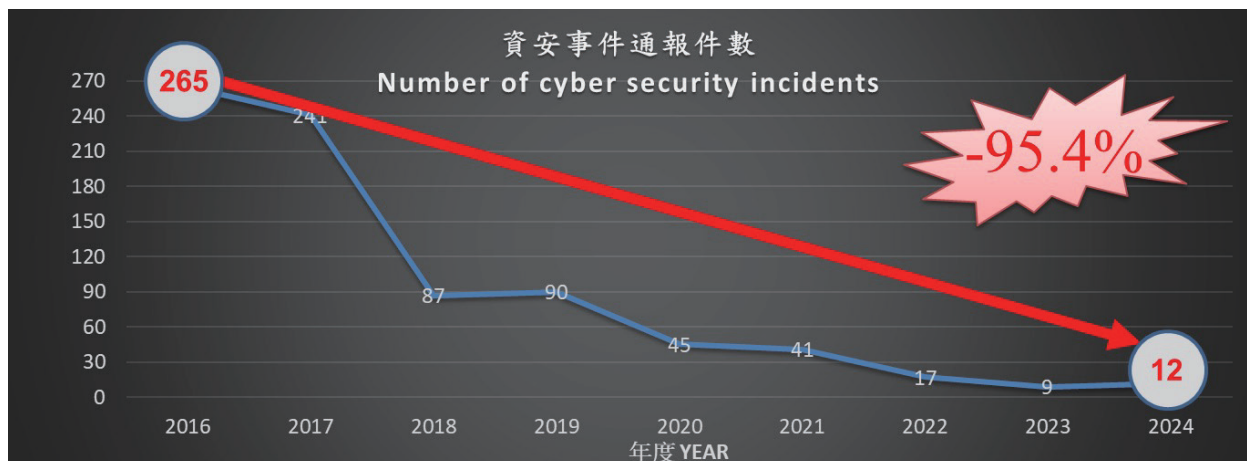
4.3.3 Gender Equality

The Gender Equality Education Act was officially legislated on June 4th, 2014, establishing a formal legal basis for the implementation of gender equality education on campuses. Subsequently, in response to the Me Too movement simmering in 2023, substantial amendments were made to the Gender Equality Education Act and its subsidiary laws on August 16th of the same year. Following the amended content, our university also revised the "National Chung Cheng University Guidelines for Establishing Gender Equality Education Committee," "National Chung Cheng University Gender Equality Education Implementation Regulations, "and "National Chung Cheng University Campus Gender Incident Prevention Regulations" with the aim of enhancing gender equality awareness on campus and ensuring that staff and students comply with the law.

The Gender Equality Education Committee of our university is chaired by the President and consists of a total of 21 members, including representatives from faculty, staff, students, and experts, with 11 female members and 10 male members, ensuring that females constitute the majority. Its primary tasks include promoting gender equality-related education on campus and handling gender-related complaints (including complaints of sexual assault and harassment). Through the collective efforts of the committee, we hope to enhance gender equality consciousness on campus and truly achieve a new realm of education characterized by respect and equality between genders.

Furthermore, various units on campus are divided into education and research groups, friendly environment groups, prevention and control groups, and promotion and counseling groups according to their mission requirements concerning gender incidents. The Chief Secretary is responsible for coordinating the execution of the committee's tasks and integrating relevant resources from various resources of the university to formulate gender equality education implementation plans, implement and review their implementation results, and investigate and handle gender-related cases.

Office of the Secretariat — Implement gender equality education initiatives on campus.

Counseling Center — Plan gender equality activities for faculty, staff, and students.

Office of General Affairs — Establish a gender-equitable and safe campus environment.

Office of Student Affairs — Establish a mechanism for preventing and addressing gender-related incidents on campus and integrate relevant resources.

Office of Academic Affairs — Develop gender equality education curriculum.

Gender equality-related cases

The establishment and utilization of gender-friendly restrooms help cultivate a friendly recognition of diverse genders among students and faculty, making the campus a place filled with a gender-friendly atmosphere and breaking down gender binaries. Adjustments to the height of the door bottoms are made annually to prevent peeping, emergency assistance bells are installed, and accessible facilities are updated to ensure user privacy. Additionally, a breastfeeding room is set up in the Health Center of the Activity Center to create a family-friendly and lovely space for parents and children.

Gender Equality Education Committee

Statistics Table of Campus Gender Incident Investigation and Handling Cases (2022–2024)

year \ Classification	2022	2023	2024
Sexual Harassment	5	11	2
Sexual Assault	1	1	2
Sexual bullying	0	1	0
Total	6	13	4

4.3.4 Campus Health Promotion

1.Health Promotion Activities

The school organized various after-school exercise programs, sex education (including HIV prevention), smoking cessation workshops, infectious disease prevention, oral health seminars, and mental health courses. In 2024, a total of 46 sessions were held, with 8,931 participants. These initiatives were designed to encourage faculty, staff, and students to prioritize their physical and mental well-being, promote healthier lifestyles, and support the overall health of the school community.

2.First Aid Training

To enhance the emergency response skills of faculty, staff, and students, the school conducted first aid training sessions aimed at improving their ability to handle urgent situations effectively. In 2024, 4 campus first aid courses were offered, with 139 participants. Through CPR and AED training, as well as hands-on exercises like the Heimlich maneuver, participants gained valuable crisis management skills to ensure the health and safety of students.

3.Blood Donation Drives

Since 1998, the school has partnered with the local blood donation center to hold regular blood drives, encouraging faculty, staff, and students to engage in social responsibility through active participation. The school has consistently been recognized with the "Outstanding Blood Donation School Award" by the Ministry of Education for several years. In 2024, the school hosted 5 blood donation events, with 1,131 donors contributing a total of 1,347 units of blood. The strong participation from faculty and students has brought warmth and positivity to the campus community.


🔗 CCU Health FB

🔗 CCU Health IG

4. Occupational safety and health

The "Occupational Safety and Health Act" is a law in Taiwan aimed at protecting the safety and physical/mental well-being of workers, preventing occupational diseases and workplace hazards, and setting minimum standards for safe working environments that employers must provide.

In compliance with the Occupational Safety and Health Administration of the Ministry of Labor and the Department of Information and Technology Education of the Ministry of Education, our university continues to promote various occupational safety and health measures to reduce workplace accidents on campus.

In recent years, there has been a rise in occupational accidents related to contracted operations in general campus workplaces. To address this, our university has implemented a series of occupational safety and health measures for general workplaces and established the "National Chung Cheng University Guidelines for Occupational Safety and Health Implementation." These guidelines serve as the basis for managing occupational safety and health, reporting workplace accidents, and overseeing contractor operations in general campus settings.

Workplace injury notification

Safety Training

National Chung Cheng University Guidelines for Occupational Safety and Health

Contractor Safety Manageme

Other Safety and Health
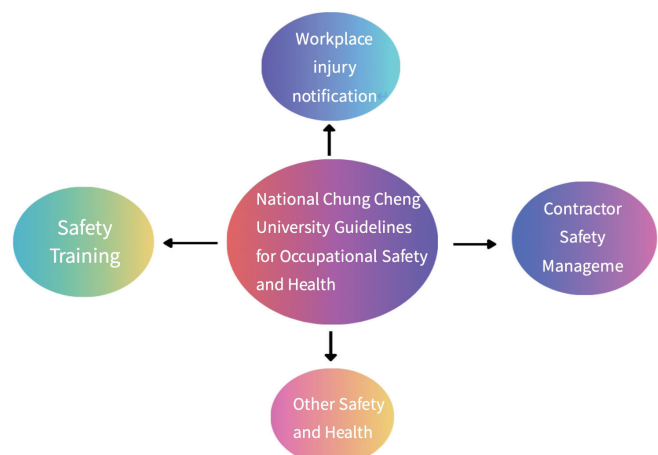
To maintain campus and workplace safety and health, our university continues to strengthen safety and health management measures:

(1)Education and Training: Regular general occupational safety and health training sessions are conducted to enhance hazard identification and prevention capabilities, ensuring operational safety.

(2)Reporting Mechanism: A clear occupational incident reporting system has been established to promptly address accidents, implement corrective actions, and reduce the risk of recurrence.

(3)Contractor Management: Contractors are strictly required to complete hazard communication before commencing work, coordinate safety protocols, and comply with standard operating procedures to ensure a safe working environment.

(4)Other Occupational Safety and Health Matters: Compliance with additional occupational safety and health requirements mandated by central or local authorities. Through systematic management, occupational hazards on campus are effectively reduced.

Promote the maternity protection program for all school workers in the workplace

Promote the protection of maternal health of female workers of childbearing age on campus (including female faculty, staff, and students who are pregnant or have given birth for less than 1 year), ensure the work safety and physical and mental health of female workers, and implement the concept of preventing occupational hazards in daily campus life. Maternal health protection measures for female workers engaged in work that may pose a risk to maternal health, including hazard assessment and control, physician interview guidance, risk classification management, job suitability arrangements, and other related measures.The scope of the project implementation is the on-campus workplace: classrooms, offices, laboratories and internship sites set up by various departments on campus are the main working environments.

Occupational safety and health personnel and labor service medical personnel shall work together with laboratory personnel to conduct a hazard assessment of the workplace environment and operations and provide hazard information. A graded management measure is adopted. Workers of childbearing age, pregnant women, workers who have not given birth for less than 1 year, and breastfeeding women, if they are second- or third-level managers, should be provided with interview guidance, work suitability arrangements, and other relevant measures by a physician.

In addition, the school also provides breastfeeding rooms and childcare facilities to help employees balance work and family care responsibilities and create a friendly workplace environment.
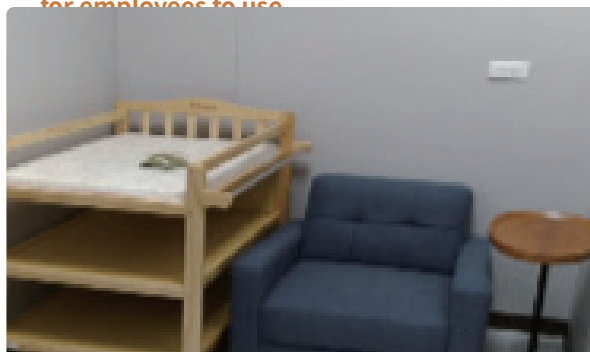
Interview and guidance by occupational doctors for pregnant women

Interview with female occupational doctors of childbearing age in the laboratory to assess the working environment

Set up a breastfeeding room for employees to use

Measures for childcare facilities on campus

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05

5-1. University Social Responsibility

5-2 Community Development and Local Care

01 Get to Know CCU

02 School Administration

03 Talent Cultivation and Development

04 Campus Sustainability

05 Social Co-prosperity and Influence

06 Appendix

5.1 University Social Responsibility

National Chung Cheng University has developed a blueprint for implementing University Social Responsibility (USR), focusing on three main pillars: "Local Humanistic Care" , "Industry Advancement Linkages" , and "International Cooperation Linkages" . These three areas are closely aligned with the university's development strategy and aim to promote the Sustainable Development Goals (SDGs) through organizational structure and resource integration, thereby realizing social impact.

Local Humanistic Care
Emphasizes regional social welfare, cultural development, urban-rural integration, and educational issues, promoting the creation of happy and thriving communities.

Industry Advancement Linkages
Focuses on emerging agriculture (bamboo industry), cultural and creative tourism, and the transformation and upgrading of industrial zones to strengthen local economic development and technological innovation.

International Cooperation Linkages
Expands international partnerships, deepens academic exchange and cross-border USR initiatives, and enhances the university's global influence.

To ensure the steady promotion of the USR project, we base it on the university's "key institutional development priorities", which cover six major areas: internationalization, future medicine, net-zero carbon emissions, smart technology, information security, and social impact. Building on this foundation, we further construct a complete USR ecosystem. Through strategies such as "Happy Community Development", "SDGs for Sustainable Development", and "Local USR Engagement", we strengthen partnerships between the university and local communities, enterprises, and government, and actively incorporate the Sustainable Development Goals (SDGs) to realize university social responsibility through concrete actions.

| Students	Faculty	Organization	Curriculum
We enhance their professional skills and problem-solving abilities to promote local employment opportunities.	We strengthen faculty collaboration, deepen teaching practice, and diversify promotion mechanisms.	We promote international integration and collaborate with local governments to deepen field engagement.	We strengthen industry-academia linkages, develop specialized USR courses, and promote the mentoring mechanism with industry professionals.

TThrough these strategies and foundational developments, we will continue to exert social impact through our USR project and move steadily toward the goal of sustainable development.
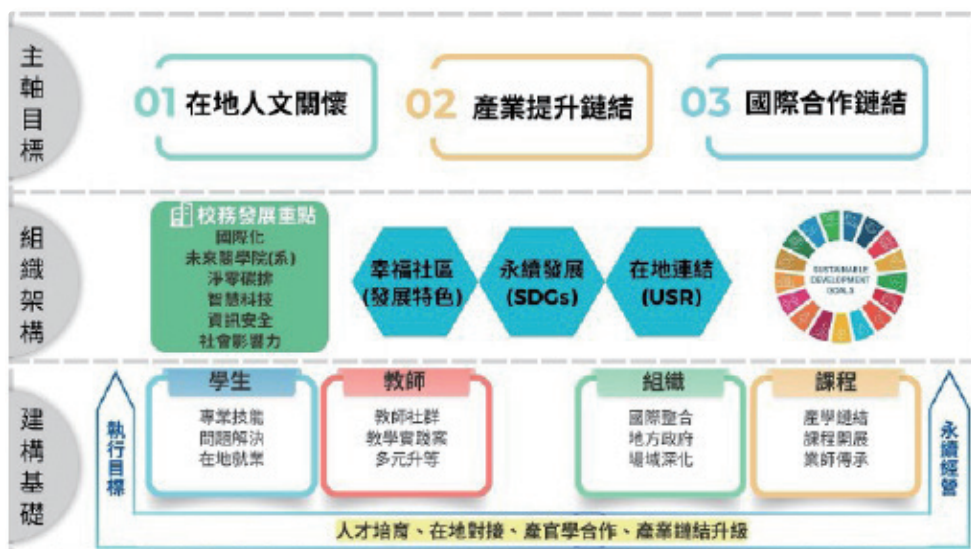
CCU Social Responsibility

Social Sustainability Ambassadors – Sustainable Talent Training

To deepen students'understanding and practice of University Social Responsibility (USR), we organized the USR Ambassador Training Program, guiding students who are interested in the core ideas and values of USR—our USR student team, the "USR Ambassadors"—on an immersive learning journey to the Local Revitalization Incubation Village in Zhongxing New Village, Nantou. Through visits to revitalization enterprises, exploration of the Business Testing Center for Revitalization, and hands-on participation in the tech-culture fusion reality puzzle game "Amber Blossom City", students gained in-depth insights into how local revitalization links social needs, economic development, and innovation-driven entrepreneurship. This journey further encouraged them to reflect on their own roles and responsibilities in social innovation.

Diverse Field Experiences: From Innovation and Entrepreneurship to Culture and Technology

Local Revitalization Incubation Village: Space Activation × Youth Entrepreneurship

At the Business Testing Center, the Ambassadors observed how local entrepreneurs develop business models. From cultural-creative products to specialty foods, each product is an extension of a local story, embodying how entrepreneurs use their creations to connect with communities and realize a symbiotic development of economy and culture.

#### Business Testing Center for Revitalization: Local Branding × Entrepreneurial Practice

The Incubation Village revitalizes idle spaces to create a base for youth entrepreneurship, connecting diverse resources to drive social innovation. The USR Ambassadors visited the "Art Regeneration Lab", witnessing how the integration of environmental sustainability and art can transform waste into artwork. Through community co-creation, they observed how local vitality is sparked, demonstrating the social impact of local revitalization.

"Amber Blossom City" Reality Puzzle Game: Technology × Cultural Heritage

This reality puzzle game uses VR technology and interactive gameplay to guide the Ambassadors through the historical buildings of Zhongxing New Village, allowing them to explore local stories beyond traditional guided tours. This experience demonstrated how technology can inject new energy into local revitalization. The immersive experience helped students understand that local revitalization is not just about transforming spaces—it's about using innovative technologies and interactive learning to engage new generations, fostering deeper understanding and emotional connection with communities.

USR Ambassadors' Takeaways: From Observation to Practice

Through this training, the USR Ambassadors not only witnessed how local revitalization integrates art, environmental protection, technology, and commerce, but also redefined the meaning of "USR" through firsthand experience, reflection, and interaction. They came to a deeper realization that the university is not only a temple of knowledge, but also a driver of social change—and that as USR Ambassadors, they are a key force in this transformation.
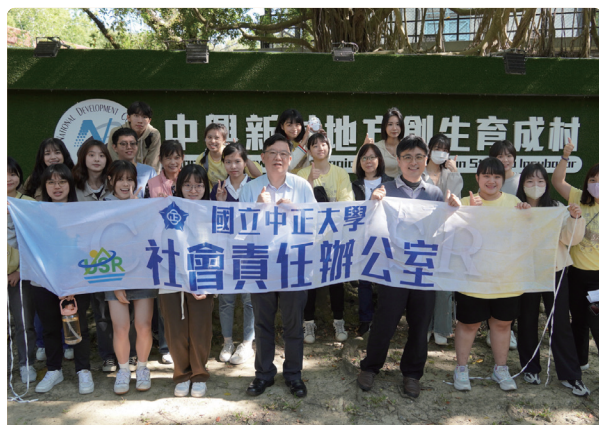
USR

An Interdisciplinary and Collaborative Project to Create Happy Ageing and Elderly Rights in Practice

This project is carried out by an interdisciplinary team at CCU. It is grounded in eight years of experience with the Elderly Human Rights Clinic and is based on the concept of "social prescribing," integrating the spirit of USR. We aim to establish a practical platform that combines legal systems, human rights, and community care. By integrating expertise in law, psychology, and social work, we address the diverse needs of the elderly and their caregivers in protecting their rights. Our actions are driven by three major aspects: talent cultivation, local linkage, and social education.

1 One project highlight is promoting professional legal consultation within communities to assist the elderly in understanding legal issues such as inheritance, medical care, and self-determination. Through regularly stationed legal services and lectures, we are building a support system of "accessible resources, reduced litigation risks," effectively enhancing legal awareness and reducing legal risks.

2 Another highlight involves combining human rights education with innovative media by developing an educational board game on elderly human rights. Through role-playing and scenario-based gameplay, the elderly can learn human rights concepts in a relaxed and interactive environment, boosting their self-protection awareness and sense of dignity, while also enhancing connection and mutual understanding within the community.

We have also developed an interdisciplinary Elderly Human Rights credit program and faculty community to deepen teacher-student engagement with the community and better understand aging-related issues. Our long-term goal is to build a replicable social prescribing promotion model that balances elderly-friendly development with rights protection to realize a locally grounded vision of well-being.

USR Hub — Intergenerational Collaboration for Rural Community Well-being Program

This project is implemented in Shitou and Tengliaozi Communities in Zhongpu Township, Chiayi County. It combines the spirit of USR with local needs, guiding students into rural areas through participatory learning to experience fieldwork life and understand structural issues such as aging populations and labor loss. Through curriculum design and local practices, we promote intergenerational co-learning and mutual benefit across generations, strengthening intergenerational exchanges and community support to build a sustainable and inclusive rural life circle.

1 **"Intergenerational Co-creation for Sustainable Rural Development" initiative.**

Students participated in traditional handicrafts, agricultural tasks, and cultural explorations. Through community interviews and field surveys, they gained a deeper understanding of the challenges facing rural communities and proposed viable solutions. Students not only enhanced their awareness of local issues but also developed a sense of identity with rural culture and the value of labor through shared experiences with the elderly.

2 **"Health Promotion and Elderly Well-being Enhancement" initiative.**

We organized multiple health promotion workshops tailored to older adults, covering topics such as physical fitness, dietary education, and vision care. Throughout the planning and implementation process, students learned how to design age-appropriate activities and build relationships with older adults, thus enhancing health literacy and strengthening trust and bonds between generations.

Through the integration of learning and practice, students developed social engagement and problem-solving skills in rural contexts. The project also promotes the sharing of university resources with the community, responding to local needs and realizing the core values of USR. This initiative exemplifies the university-community co-creation model, enhancing the university's social impact at the local level.

USR Hub — Enjoying Life in Chiayi – Ageless Adventurers

This project is centered on "lifelong learning" and "community collaboration and mutual support," dedicated to promoting intergenerational inclusion through local actions and innovative curriculum design. Through interdisciplinary courses and practical field experiences, we facilitate co-learning and co-creation across generations, implementing the concept of "a society friendly to all generations" where youth and elders interact, co-create, and care for each other on the same land. The project responds to the challenges of an aging society and cultivates regional talent equipped with both professional skills and social care awareness.

1 **"Plum Industry Cultural Decoding System."**

Partnering with local plum farmers, we developed a "Five-Sense Heritage Teaching Module" that deconstructs traditional plum-pickling techniques into 23 digitizable steps, transforming them into an AR-based interactive lesson plan. Young students engaged with tools like "olfactory maps," "tactile teaching boxes," and a bilingual recipe generation system to document and learn from the experiences of elderly farmers, effectively addressing the gap in skill inheritance and showcasing the innovative integration of cultural sustainability and technology.

2 **"Intergenerational Digital Co-learning Mechanism,"**

which established a youth-elder skill exchange platform with courses such as "Mobile Photography × Storytelling" and "LINE Stickers × Proverbs Teaching." Elders used voice commands to operate 3D printing for mold making, realizing digital equity and knowledge exchange, while youth deepened their understanding of local culture and enhanced their social engagement through teaching.

In addition, we created the "Mobile Intergenerational Symbiotic Capsule," utilizing a range of design and tech tools such as an emotional spectrum sensing wall, voiceprint collectors, and co-working heatmaps to improve cross-generational collaboration. We also developed a patent-pending "Adjustable Communal Dining Table." These innovations have been integrated into a "Social Design Module Box" for reference by other institutions, promoting USR innovation models. Through hands-on courses, digital co-learning, and field-based design, this project has successfully realized intergenerational inclusion and local innovation, demonstrating USR's concrete contributions to social impact and creative solutions.

USR Hub — Glimmers in the Shadows:
External Inspection Report Reading and Death Row Inmate Communication Project

This project focuses on prison human rights advocacy and system oversight, aligning with the spirit of USR through two core initiatives: the "Death Row Inmate Correspondence Program" and the "Prison Inspection Report Reading Program." By engaging students, faculty, and civil society, we are building a platform where academia and civic society can jointly participate in judicial reform, nurturing awareness and action around human rights for marginalized groups.

1 In the Death Row Inmate Correspondence Program, faculty and students correspond one-on-one or one-to-many with 29 death row inmates across Taiwan, building stable relationships and psychological support networks. Through these exchanges, participants gained a deeper understanding of the psychological pressure and real-life conditions faced by inmates awaiting uncertain execution outcomes, fostering reflection on the nature of punishment and the goals of rehabilitation. During this year's correspondence, we even witnessed several inmates move from despair to actively seeking legal remedies under participants' encouragement, demonstrating the project's real-life impact.

2 The Prison Inspection Report Reading Program, involves weekly online reading groups where participants from diverse backgrounds—law, psychology, social work—read and discuss over a hundred inspection reports. Guided by experts and practitioners, participants not only developed a comprehensive understanding of prison conditions, medical services, and labor systems, but also proposed concrete policy suggestions, contributing to transparency and progress in prison reform.

By integrating interdisciplinary knowledge and practical experience, this project strengthens students' engagement with the justice system and promotes prison reform through dual-track correspondence and reading sessions. We plan to expand our efforts through more on-site inspections and international collaborations, further deepening public dialogue and action to protect the rights of incarcerated individuals.

USR Hub — Listen to You:
The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project

This project focuses on migrant worker issues in the Chiayi region and integrates the spirit of USR by promoting multicultural co-prosperity through cross-disciplinary curriculum design and local actions. Chiayi County has one of the highest proportions of elderly population in Taiwan and relies heavily on Southeast Asian migrant workers to support its long-term care and agricultural industries. However, migrant workers face numerous challenges related to language, culture, and daily life, and are often overlooked or misunderstood by society. Therefore, this project aims to promote social understanding, connection, and practical services under the theme of "Friendly Migrant Workers, Cultural Co-prosperity."

The project is centered on the general education course "(Between Discrimination and Neglect: Multicultural Observation and Human Rights Exploration of Migrant Workers)" offered by the General Education Center at National Chung Cheng University. Students start by learning about key issues and then enter the community to conduct cultural observations, human rights interviews, and workshop design with and for migrant workers. Through collaboration with government departments, NGOs, and local groups, the project links public resources to build a network of support for migrant workers. Combining learning and action, students not only explore the historical context and policy changes regarding migrant

workers but also design practical service initiatives, such as rights advocacy, cultural exchange activities, and multilingual information design. These efforts go beyond awareness and become a force for local practice, further strengthening the cultural inclusiveness of civil society. A cross-disciplinary team—including expertise in law, sociology, languages, and international affairs—forms a diverse participation structure that expands public dialogue on migrant issues.

Through continuous course enrichment and community networking, the project gradually overturns stereotypes about migrant workers in the Minxiong area, encouraging students and local residents to co-imagine possibilities for coexistence and mutual prosperity, embodying the USR values of human-centeredness and diversity.

USR Hub — Cross-School, Cross-Age, and Cross-Domain: Reimagining Elderly Health Promotion in the Community

Initiated by CCU, this project integrates the spirit of USR with the concept of health promotion, striving to establish an innovative collaboration model across universities, generations, and disciplines. By integrating expertise from medicine, nursing, psychology, social work, and communication, and combining student participation with community resources, the project comprehensively addresses the diverse needs for health promotion and social participation among the elderly in an aging society, fulfilling the public and sustainable mission of higher education.

1 Targeting community seniors, the project designs activities that encompass health education, psychological counseling, physical fitness, and cultural engagement to promote their physical and mental well-being as well as social connection. A cross-generational co-learning model is introduced, where students act as course designers and activity facilitators. Through hands-on involvement, youth deepen their understanding of aging issues, strengthening their sense of social responsibility and communication skills.

2 This year, the project team initiated the "(Centenarian Street Dance Crew)", in which communication students from Chung Cheng University led members of the Chiayi City Happy Senior Development Association in learning street dance. After two months of training, they performed a flash mob at Chiayi Airport. Elderly participants wore hip-hop attire, exuding confidence and energy, breaking age barriers to acquire new skills while using dance culture to connect with younger generations, showcasing a moving achievement of cross-generational integration. The activity not only enhanced the health and social participation of elderly participants but also provided students with practical experience in teaching, documentation, and event planning, embodying the USR course's emphasis on "learning by doing." Communication faculty and students used creativity and action as a bridge, allowing the elderly to showcase diverse identities and raising public awareness of their potential and contributions.

This project successfully created a collaborative model of co-learning and co-creation between the university and community, demonstrating the tangible impacts of USR in promoting intergenerational integration, cultural exchange, and health advancement.

USR Hub — Sustainable Development of Adult Education in Response to an Aging Society

Focusing on the challenges of an aging society and rural development, this project leverages National Chung Cheng University's academic strengths in adult education to promote intergenerational co-living, integration, and local industry innovation. Given that Chiayi and Yunlin have the highest proportions of elderly populations in Taiwan, the project is rooted in USR values, connecting local governments, private industries, and academia. Adult education is positioned at the core to realize sustainable development goals in an aging society.

The project comprises two subprojects: the "(Intergenerational Happiness Industry Chain Achievement Exhibition)" and the "(Sustainable Life and Agri-food Education Course Promotion)." It focuses on talent cultivation and community revitalization targeting retired manpower, elders with dementia, and rural labor forces. The initiative began with the inauguration of the "(Sustainable Talent Development and Entrepreneurial Incubation Lab for an Aging Society)," which outlines three key directions: development of retired manpower, community-based social enterprises, and low-carbon sustainable actions, forming a platform for innovative services in aging society.

1 In terms of industry-academia collaboration, the project partnered with industry expert Zhang You, Chair of Nonti Academy, to assist retirees in transforming through entrepreneurship. For instance, retired military instructor Chen Zhengxian launched a coffee business ("Wild Bamboo Enterprise"), while retired civil servant Chen Ziyuan developed a senior-friendly fruit production and marketing system based on health and nutrition needs—showcasing diverse entrepreneurial outcomes among seniors.

2 Another highlight is the "(Mustard Happiness)" initiative at the Xingang Dementia Center, which combines local agricultural products and elder skills. Seniors engage in mustard pickle processing, rice ball making, and sales, reconnecting with society and attracting youth to return home and join in marketing and design work. This model merges human, spatial, and industrial resources to create a dignified and valuable labor participation environment for the elderly.

USR Hub — Local Cultural Research Center

Centered on "local connection" and "talent cultivation," this project is rooted in the unique context of Minxiong's urban periphery development, addressing challenges of cultural preservation and environmental conservation amidst public infrastructure expansion. Faculty and students from National Chung Cheng University, seeing themselves as "members of the local community," collaborate with local organizations, farmers, businesses, religious institutions, educational institutions, and public sectors to document, act, and protect local culture, striving toward cultural sustainability and community co-prosperity.

1 Key initiatives include the course "(Minxiong Studies: Learning from and About Minxiong)," where students and assistants work with residents on local surveys and writing projects, gradually building a cultural memory and historical narrative centered on local people.

2 The team also produces a podcast, "(My Friends in Minxiong)," which records the stories of "extraordinary ordinary people" from various professions, showcasing the region's rich cultural landscape.

3 The photo exhibition "(Fierce Wind, Radiant Shadows: Temple Street Cultural Corridor)," jointly organized for Chung Cheng University's 35th anniversary and Minxiong Township. In collaboration with the Minxiong Township Office, historical photos of the university's early days and surrounding areas were displayed in a "Cultural Corridor" set up in the town center, emphasizing the university's deep historical ties to the local community. The event was co-launched by new university president Tsai Shao-Cheng and Minxiong Township Mayor Lin Yuling, underscoring the story of local support behind the university's founding and the ongoing partnership in co-learning and co-flourishing.

Through additional community activities, such as old photo collections and collaboration with the Mango Festival, the project effectively links local communities with university resources, embodying the spirit of "university localization." Future efforts will continue to explore historical memory, promote cultural activities, and bridge generations to deepen local identity and cultural sustainability, creating a shared cultural path toward the future for Minxiong and Chung Cheng University.

USR Hub — Bamboo Science and Technology Life Laboratory – Creating New Talents Locally

This is the third phase of Chung Cheng University's USR Bamboo Industry Initiative, building upon the foundation of the previous "(Bamboo Glow – Black Gold Project)" and "(Bamboo Glow – Green Gold Project)." The project deepens the integration of technology into the bamboo industry, expands international connections, and promotes a sustainable green economy. Centered on the themes of "(Bamboo Replacing Plastic)" and "Green Economy," the project continues to foster industrial innovation and transformation through academia-industry cooperation, intercollegiate collaboration, and community interaction. Inspired by the motto "(Making Friends through Bamboo)," it aims to broaden global dialogue and advance toward sustainable industries and carbon credit development.


1 **Establishment of a Bamboo Charcoal Production and Living Lab**：The team collaborated with the Xikou Tianshe Bamboo Weaving Development Association to set up a bamboo charcoal factory-lab, installing a self-developed small-scale bamboo charcoal kiln and supporting equipment, capable of processing 40 kg of waste bamboo daily. The resulting bamboo charcoal and by-products (e.g., bamboo vinegar) are applicable in odor control for animal husbandry and agricultural use, achieving waste reduction and sustainable resource utilization. The lab also serves as a key site for CSR training and international internship exchange.

2 The creation of a **"Bamboo Tech Axis"** Based on the accumulated industrial network, the project cultivates cross-disciplinary and international talent, promotes global industry alliances, and builds a bamboo industry ecosystem. It invited professors from the National Institute of Design in India to engage in bamboo material design exchanges and guided international exchange students into internships at the bamboo charcoal lab, expanding global influence in bamboo technology R&D and application.

By effectively integrating local resources with international perspectives, the project strengthens the local industry and promotes environmental sustainability, industrial innovation, and international talent development under the USR framework—positioning Taiwan's bamboo industry on a competitive global stage.

USR Hub-Learning Together in "Chiayi" – Intergenerational Navigation Program for Scholarly Collaboration

This project centers on intergenerational learning, academic exchange, and talent cultivation. By integrating educational resources from both high schools and universities, it emphasizes the USR spirit of "talent development" and "local engagement." Through thematic research and hands-on exploratory courses, CCU guides students to develop critical thinking and practical abilities across disciplines, while inviting both domestic and international scholars to participate in teaching—promoting dual-track development of localized learning and global perspectives.
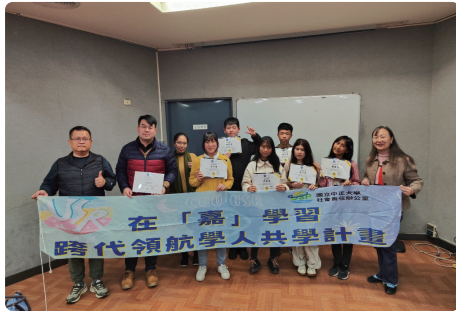
1 The course design balances field-based practice with academic inquiry. In the second semester of the 2023 academic year, five scholars from various countries and disciplines—including social sciences, humanities, and technology—were involved in teaching. In the following semester, the program expanded to include experts in biomedical sciences, mechanical engineering, and information management, thereby enhancing students' interdisciplinary competence and problem-solving skills. Each class requires students to present their outcomes, fostering their abilities in planning, communication, and teamwork.

2 Moreover, the program has forged deep collaborations with high schools, with over 100 high school students actively participating. Students work in groups to conduct topic-based research and presentations, bridging university-level coursework with secondary education. This approach boosts students' motivation to learn and helps them explore future academic and career paths, while strengthening the university's supportive role in regional education through collaborative partnerships.

Overall, the project not only reinforces the university's capacity to fulfill its social responsibilities but also enhances Chung Cheng University's societal impact in educational innovation and talent development. It exemplifies the core values of USR: educational equity, resource sharing, and collaborative learning for mutual benefit.

USR Hub-Alishan Tsou Tribe Community Industry Value-Added and Cultural Sustainable Development Plan

The project centers on promoting (indigenous cultural sustainability) and (industrial value-addition), responding to the spirit of SDGs and emphasizing the essence of humanistic values and coexistence with nature. CCU adopts the role of a "participant" rather than a "helper," engaging deeply with the (Alishan Tsou tribes). Starting from cultural understanding, the project conducts respectful and equal dialogue, then applies professional expertise to contribute to tribal industry development, achieving the dual goals of (cultural participation) and (shared industrial prosperity).

In terms of curriculum design, the project fully incorporates (field-based learning), requiring students to propose creative project plans at the end of the course. Through classroom instruction and community visits, students gain an understanding of the local context, and then apply their disciplinary expertise to propose solutions for tribal industries or local revitalization issues. Students from the Department of Social Welfare focus on long-term care and child/youth services; students from the humanities engage from a (cultural creativity) perspective; and students from science and engineering apply technological tools to support local development—demonstrating a diversity of perspectives co-constructing local innovation.

Advanced courses place greater emphasis on (marketing theory) and (project implementation), requiring students to use Tsou tribal industries as case studies, plan marketing strategies, and conduct small-scale market testing. Through hands-on practice, students experience the full process from planning to execution. Even when encountering challenges and setbacks, they develop problem-solving skills and apply professional knowledge through real-world challenges.

The project not only deepens students' understanding and respect for (indigenous cultures) but also fosters the digital marketing and business skills of tribal youth through action-based learning. This injects new generational vitality and sustainable development momentum into the Alishan region. Through the dual interaction of (culture and industry), the project demonstrates the spirit of USR in promoting (collective social well-being) and (local revitalization) with tangible results.

| Project | Team | Number of participants in the project | | Implementation of Social Responsibility | | | | |
| | | | | Accumulated number of participants | | | | |
		Teacher	Staff	Events	Local Community Member	Government Agencies	NPO/ NGO	Teacher/ Student
An Interdisciplinary and Collaborative Project to Create Happy Ageing and Elderly Rights in Practice	Taiwan Legal Information Institute	25	2	86	800	16	40	1040
Youth-Silver Co-creation for the Empowerment of Rural Community Well-being Project	Department of Adult and Continuing Education	2	0	25	523	0	0	365
Enjoying Life in Chiayi - Ageless Adventurers	Sports Research and Development Center	5	3	15	500	20	50	315
Glimmers in the Shadows: External Inspection Report Reading and Death Row Inmate Communication Project	Department of Law	2	1	10+	12	0	10+	18
Listen to You - The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project	Department of Communication	2	2	10	59	0	0	385
Cross-School, Cross-Age, and Cross-Domain:Reimagining Elderly Health Promotion in the Community	Department of Communication	1	0	23	514	8	0	89
Sustainable Development of Adult Education in Response to an Aging Society	Department of Adult and Continuing Education	2	2	3	82	4	0	41
Local Cultural Research Center	Department of Communication	3	3	9	200	6	35	95
Bamboo Science and Technology Life Laboratory - Creating New Talents Locally	Center For E-Manufacturing and E-Commerce	3	2	20	237	16	7	300
Learning Together in "Chiayi" - Intergenerational Navigation Program for Scholarly Collaboration	Department of Biomedical Sciences	8	1	5	0	0	0	136
Alishan Tsou Tribe Community Industry Value-Added and Cultural Sustainable Development Plan	College of Management	5	1	10	43	0	0	435

5.2 社區發展與在地關懷

5.2.1 Lifelong Learning

Extension education

(1) Diversified courses

Covering international languages, sports, marketing, finance, literature and art, music and other fields, a total of 50 study courses have been opened to serve 724 students.

(2) Credit courses for advanced studies

Provide credit courses in the fields of law, business management, asset management, accounting information, senior management and labor relations. A total of 9 classes and 12 courses are offered, serving 198 students; and 14 supplementary courses are open to the public , a total of 14 students took the course.
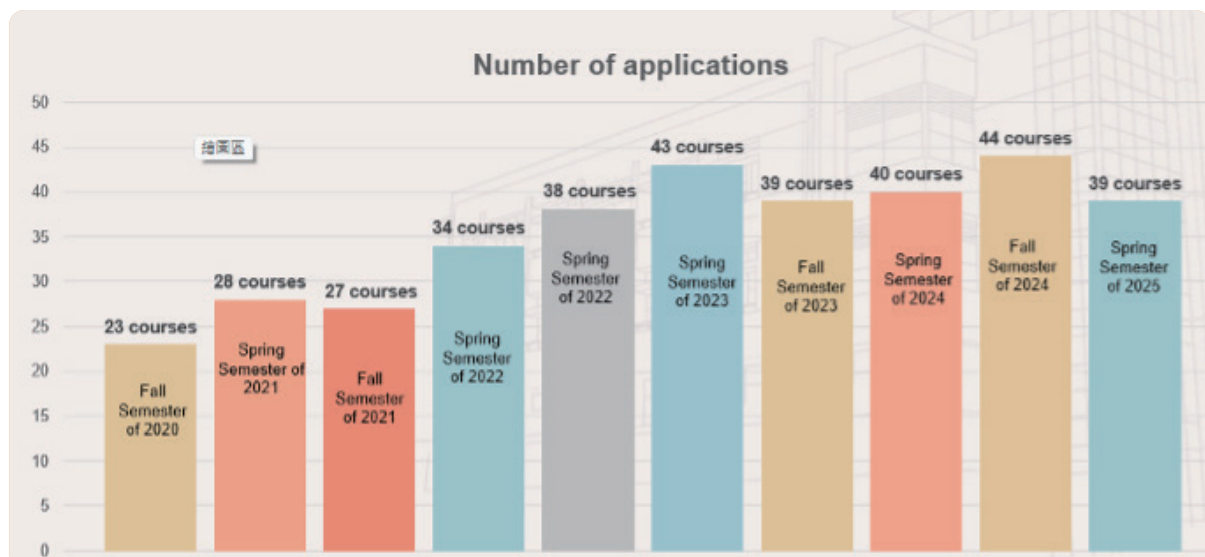
(3) Pre-employment training program

The Ministry of Labor's "Pre-employment training program" is designed to help unemployed people or those changing jobs increase their employment opportunities. By providing various free or subsidized vocational training courses, participants can learn practical skills, improve their competitiveness in the workplace, and then find employment smoothly. A total of 5 classes have been opened, serving 118 community residents.

(4) Project plan

Assisted 13 companies in Yunjia Nan to carry out small enterprise manpower improvement plans, conducted a total of 43 internal and external training courses, and served 17 students; in addition, it also applied for the Industrial Talent Investment Program of the Ministry of Labor to apply for PowerBI big data vision Professional design and analysis practical courses, serving a total of 160 students.

(5) Digital Learning

In order to break through the limitations of time and space and pursue a highly efficient and convenient teaching method, our school has actively encouraged teachers to offer distance learning courses since 2002. Through real-time learning on the Internet, students can freely choose the time and place of class, breaking the standardized learning thinking and regulations to cultivate independent learning ability. The number of courses opened in the 113th academic year is the highest in the past three years.

Number of applications

- 23 courses — Fall Semester of 2020
- 28 courses — Spring Semester of 2021
- 27 courses — Fall Semester of 2021
- 34 courses — Spring Semester of 2022
- 38 courses — Spring Semester of 2022
- 43 courses — Spring Semester of 2023
- 39 courses — Fall Semester of 2023
- 40 courses — Spring Semester of 2024
- 44 courses — Fall Semester of 2024
- 39 courses — Spring Semester of 2025

Extension education class opening statistics

Course category		2022	2023	2024
Credit class	Total number of courses started	29	26	26
	Number of people taking the course	208	201	212
Non-credit class	Total number of courses started	22	40	50
	Number of people taking the course	462	363	724

The Research Lab for Sustainable Talent Development and Entrepreneurial Incubation in an Aging Society

Promoting Lifelong Learning and Sustainable Development in an Aging Society

In response to Taiwan's rapid transition into an aging society, National Chung Cheng University has proactively addressed emerging societal needs. On June 24, 2024, the Center for General Education officially inaugurated the Research Lab for Sustainable Talent Development and Entrepreneurial Incubation in an Aging Society. This research lab is dedicated to promoting lifelong learning and sustainable development for older adults. Centered on adult education, the lab has developed three strategic pillars: sustainable development of retired human resources, incubation of community-based social enterprises, and the promotion of low-carbon sustainable industries—demonstrating the university's commitment to knowledge translation and social innovation.

As an interdisciplinary platform at Chung Cheng University, the Center for General Education draws on its strong foundation in the humanities and social sciences to effectively transform academic achievements into tangible benefits

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for local communities and industries. One exemplary initiative led by the lab is the Platform for the Robust Generation, which assists retirees in exploring new career directions and entrepreneurial opportunities, thereby enabling them to reconstruct the value of their "second life." Several innovative projects have emerged from this platform, including the Mobile Café Project, which not only encourages elder entrepreneurship but also fosters interaction between seniors and community spaces. To address the dietary needs of middle-aged and older adults, the lab also offers guidance on cultivating "Less-Sweet" fruits, combining nutritional awareness with agricultural training.

Further showcasing its creativity, the lab has helped transform dementia care centers into small-scale community industries through the brand "Pickled Mustard for Happiness", which features lightly pickled mustard greens. This initiative embodies a sustainable model that integrates people, spaces, and industries, empowering older adults to actively participate in community life while enhancing the resilience of local care resources.

In terms of curriculum design, the lab has introduced the Tea Heritage Workshop for Intergenerational Learning, comprising two professional courses totaling 50 hours. This workshop fosters intergenerational knowledge exchange and skills transfer. On August 29, 2024, the lab organized the event "Pickled Happiness: Reconnecting the Elderly with Society", which successfully encouraged social engagement and self-fulfillment among older adults. The event received media coverage, drawing public attention to the importance of senior education and innovative practices.

Through the initiatives of this research lab, Chung Cheng University demonstrates a forward-looking vision and concrete actions in promoting lifelong learning for older adults, fostering sustainable community development, and supporting entrepreneurial innovation—offering new possibilities and hope for an aging society.

CYC

Economic Daily News

5.2.2 Library Resources, Arts and Cultural Exhibitions Promotion Activities

Library Collections

Type		Year of 2024
Pysical Collections	Books and Bound Journals	1,09
	Current Periodicals	
	Current Newspapers	
	Microforms	55
	Audio-Visual Materials	3
Electronic Collections	e-Journals	10
	e-Books	53
	Databases	

The SDGs-themed books and audiovisual resources purchased by the library in 2024 are as follows：

SGDs Goals	Books in Chinese (v.)	Books in English(v.)	AV (dics)
SDGs1	5	15	2
SDGs2	3	3	1
SDGs3	178	24	8
SDGs4	184	42	3
SDGs5	70	17	6
SDGs6	3	6	1
SDGs7	8	11	1
SDGs8	102	30	2
SDGs9	13	51	2
SDGs10	14	39	2
SDGs11	10	4	3
SDGs12	23	2	1
SDGs13	32	8	1
SDGs14	17	3	0
SDGs15	19	9	3
SDGs16	37	25	5
SDGs17	33	5	0
Sub total	751	294	41
Total	**1,045 vols.**		**41discs**

Exhibition of Books and Films on the SDGs

(1)Thematic Book Exhibitions 🔗

Exhibition Title	Theme	Exhibition Period	Corresponding SDG
2024 Spring Book Exhibition	Healthy Living	113.03.19-113.04.11	3
2024 Summer Book Exhibition	Wealth Through Rational Thinking	113.05.28-113.06.27	1
2024 Autumn Book Exhibition	The Omniscient Perspective on Love	113.09.05-113.10.15	5
2024 Winter Book Exhibition	Master Communication: Listen, Speak, Practice	113.11.26-113.12.26	17

(2)Thematic Film Screenings 🔗

Exhibition Title	Theme	Exhibition Period	Corresponding SDG
2024 Spring Film Screening	Love in the Moment	113.12.10-114.01.23	5
2024 Summer Film Screening	In the Name of Gender	113.09.19-113.11.19	5
2024 Autumn Film Screening	Beyond the Dream	113.06.25-113.08.27	4
2024 Winter Film Screening	Everything Has a Future	112.03.04-112.05.24	7

Fostering Cultural Inclusion through Diverse Arts Programs

The CCU Library is dedicated to promoting cultural inclusion and sustainability through diverse arts and cultural initiatives. In 2024, the Library organized 41 events－12 exhibitions, 4 performances, 12 lectures, 9 workshops, and 5 guided tours－with a total attendance of 19,144. These events enriched the campus and surrounding Yunlin, Chiayi, and Tainan communities with accessible artistic experiences.

Exhibitions featured a wide range of media, including photography, painting, ceramics, bamboo crafts, calligraphy, and watercolor. Highlights included The Old Photos of Minhsiung, Pressed Flower Art Joint Exhibition, and Bamboo Craft Showcase, reflecting both local identity and creative diversity. Interactive workshops alongside exhibitions deepened public engagement.

In celebration of the university's 35th anniversary, the internationally renowned Tendrum Art Percussion Group performed an outdoor concert, Heroes' Gathering, integrating percussion, dance, and visual storytelling. Preceding the performance, workshops on African drumming and Taiwanese percussion enhanced cultural understanding, attracting over 1,500 participants.

Deepening Local Engagement and Preserving Cultural Heritage

The Library actively fosters local partnerships with artists, cultural centers, township libraries, and foundations to strengthen community ties and promote regional cultural heritage.

Of the 41 events held, 22 focused on local themes. These included the Minhsiung Old Photos Exhibition, bamboo weaving demonstrations in collaboration with Sikou Township Bamboo Association, performances by the Singang Township Sibongie percussion group, and workshops led by local artists in calligraphy, aerial photography, and painting. Such efforts highlight Chiayi's cultural richness and support the continuity of traditional crafts and narratives.

Through sustained collaboration, the Library enhances its social responsibility role in higher education—bridging the university and its community through inclusive, sustainable cultural engagement.

Attendance Statistics for Arts and Cultural Events in 2024

Year 2024	Art Exhibits	Performance	Forums	Workshops	Promotion Activities
Evernts	12	3	12	9	5
Attendance	14,910	3,077	648	336	103

HEROES Outdoor Concert

The Crafting with Bamboo workshops, allowing participants to experience traditional bamboo craft culture.

Seeking Enchanted Field: The Aerial Photography of Lake Bao Jhu by Chi-hau Lee

Exhibitions and Imagination in the Age of AI" – A lecture held in conjunction with Seeking Enchanted Field: The Aerial Photography of Lake Bao Jhu by Chi-hau Lee

Taiwan-Africa Collaborative Fusion Concert

5.2.3 Alumni Interaction

Enhancing Alumni Services, Expanding Domestic and International Alumni Networks and Participation

The university has actively fostered alumni connections through diverse initiatives, aiming to strengthen and expand the bond between CCU and its alumni. In 2024, 2,518 students graduated from the university, bringing the total number of alumni to over 78,625. To celebrate National Chung Cheng University's 35th anniversary, the university organized the "Overseas Alumni Online Celebration for the 35th Anniversary" to encourage greater participation from overseas alumni. Through heartfelt greetings, interactive games, and fundraising promotion, the event— held via Google Meet— enabled CCU alumni worldwide to overcome time zone differences and distance to celebrate this significant moment together.

Activities organized by alumni associations have also become increasingly dynamic. The CCU Alumni Association hosted a ceremony to appoint advisors, broadening external partnerships and fostering enduring connection with alumni and the university. During graduation season, a heartwarming "Welcome Event for New Alumni" was held to recruit the younger generation of graduates into the CCU Alumni Association. Additionally, on the day of the 35th Anniversary celebration, the CCU Alumni Association led a group of alumni from across the country to participate in the anniversary sports parade, expressing their gratitude and best wishes to the university through concrete action. Other alumni associations across various regions, including Taipei, Taichung, Tainan, and Kaohsiung, have also become increasingly active, regularly hosting local networking events. The EMBA Alumni Association has continued to play an important role by actively supporting major on-campus events. These activities reflect the steady growth and cohesion of the CCU alumni network, continuously contributing support and synergy to the university's overall development.

Steady Progress in Anniversary Fundraising Outcomes, Strengthening Educational Resources

As the university celebrated its 35th anniversary in 2024, the CCU Alumni Association, along with the EMBA Alumni Association, local alumni associations, and departmental alumni associations, united to support the university fundraising campaign. They demonstrated unity and collective strength, successfully raising NT$4.58 million. The funds were directed toward sustainable initiatives, including the university's "Hope for Chiayi Fund," faculty recruitment, support for underprivileged students, enhancement of teaching facilities, and overall institutional development, providing steady resources for the university's long-term growth. A portion of the funds will also be allocated to departments to enhance engagement between alumni and their respective academic programs.

Through emotional connection and generous donations, CCU alumni demonstrated their strong sense of loyalty to their alma mater and provided tangible support for the university's sustainable development across multiple dimensions, including teaching, research, and talent cultivation. Their efforts have laid a solid foundation for CCU's next phase of sustainable growth.

5.3 Education Alliance

Since 2011, our university has formed a strategic alliance known as the Taiwan Comprehensive University System (TCUS) in collaboration with other leading universities in southern and central Taiwan, including National Cheng Kung University, National Chung Hsing University, and National Sun Yat-sen University. This system promotes inter-university collaboration in institutional affairs, teaching, research, and pilot projects, thereby enhancing flexibility and autonomy in university governance while fostering positive interactions and dynamic innovation.

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TCUS comprises nine functional working groups, including Information Technology, Library Services, Accounting, International Affairs, Research and Development, General Affairs, Student Affairs, Academic Affairs, and Secretariat. As an active member of the system, our university participates regularly in these working groups, attending meetings and exchange activities. Through experience sharing, system alignment, and collaborative projects, we work toward the standardization and coordinated development of various university functions.

Taiwan Comprehensive University System (TCUS)

Among the initiatives led by the Research and Development working group, the Cross-University Research Program on Sustainable Development stands out as a concrete outcome of resource integration among the four member universities. This program encourages faculty members to conduct cross-campus collaborative research centered on the United Nations Sustainable Development Goals (SDGs), thereby deepening academic inquiry and practical application in sustainability issues. It also highlights the benefits of system integration and the social responsibility of the regional higher education alliance.

System Chairman

Executive Committee

Advisory Committee

Administrative Center

Secretariat

R&D work circle
Academic Affairs Office Work Circle
Student Affairs Office Work Circle
Secretary's Office Work Circle
Accounting Office Work Circle
International Office Work Circle
Information work circle
Library work circle
General Affairs Office Work Circle
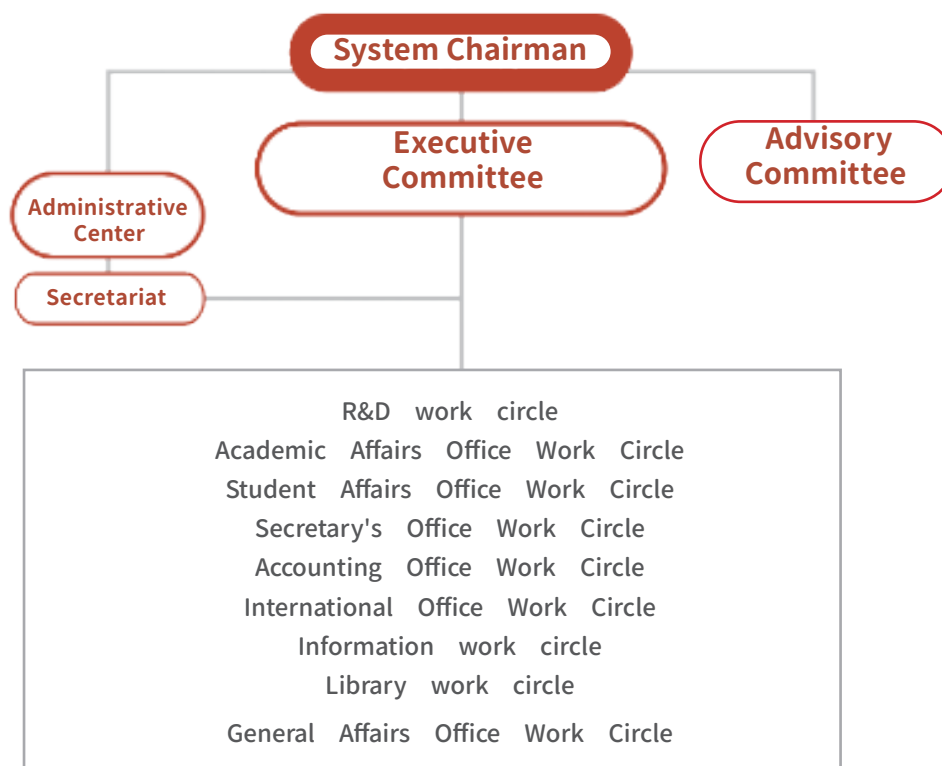
06 Appendix

6-1. GRI Standard Comparison

Related indicators	Disclosure of items and numbers	Disclosure Project	Reveal Chapter
	2-1	Organization details	CH1
	2-2	Entities included in organizational sustainability reporting	CH1
	2-3	Reporting period, frequency and contact person	About This Report
	2-4	Information re-editing	• About This Report • No information restatement in 2024
	2-5	External assurance/assurance	About This Report
	2-6	Activities, value chains and other business relationships	About This Report
	2-7	staff	4-1
	2-8	Non-employee workers	4-1
	2-9	Governance structure and composition	2-2
	2-10	Nomination and selection of the highest governance unit	2-2
	2-11	Chairman of the highest governance body	2-2
GRI 2 General Disclosure 2021	2-12	The role of the highest governance body in overseeing shock management	2-2
	2-13	Head of Shock Management	2-2
	2-14	The role of the highest governance body in sustainability reporting	2-1
	2-15	Conflict of Interest	Our school is a public technical school and has no board of directors, shares, or other vested interests.
	2-16	Communicate key milestones	2-5
	2-17	The collective wisdom of the highest governance unit	2-2
	2-18	Performance evaluation of the highest governance unit	2-2
	2-19	Remuneration Policy	The highest governance unit and management level are all faculty and administrative staff, and their salaries are determined in accordance
	2-20	Salary Decision Process	

Related indicators	Disclosure of items and numbers	Disclosure Project	Reveal Chapter
			with the central government's rule of law policy.
	2-21	Annual total compensation ratio	It involves personal privacy, so it will not be disclosed for the time being.
	2-22	Sustainable Development Strategy Statement	Message from the Principal 2-1
	2-23	Policy commitment	2-1
	2-24	Incorporating policy commitments	2-1
	2-25	Procedures for remediating negative shocks	4-3
	2-26	Mechanisms for seeking advice and raising concerns	2-5
	2-27	Regulatory Compliance	Our school has no major illegal activities
	2-28	Membership of public associations	5-3
	2-29	Stakeholder consultation policy	2-5
	2-30	Group Agreement	Although the school does not have a labor union or a collective agreement, it does have labor-management meetings to promote labor-management consultation and cooperation.
GRI 3	3-1	Process for determining major topics	2-6
Major Themes	3-2	List of major topics	2-6
2021	3-3	Major topic management	2-6

6-1. GRI Standard Comparison

	GRI Guidelines		Disclosure Project	Reveal Chapter
GRI 200Series - Economic Theme	2021 Economic performance	201-4	Financial assistance from the government	1-2
		203-1	Infrastructure investment and development and impact of supporting services	1-2
		205-3	Confirmed incidents of corruption and actions taken	No such event occurred in 2024
GRI 300 Series- Environmental Theme	302 Energy	302-1	Energy consumption within the organization	4-2
		302-4	Reduce energy consumption	4-2
	303 Water and Release water (2018)	303-3	Water intake	4-2
		303-4	Displacement	4-2
		303-5	Water consumption	4-2
	305 Emission	305-1	Direct (Scope 1) greenhouse gas emissions	4-2
		305-2	Energy indirect (Scope 2) greenhouse gas emissions	4-2
		305-3	Other indirect (Scope 3) greenhouse gas emissions	4-2
		305-5	Reduction of greenhouse gas emissions	4-2
	306 Waste (2020)	306-1	Waste generation and waste-related significant impacts	4-2
		306-2	Managing significant waste-related impacts	4-2
		306-3	Waste Generation	4-2
		306-4	Disposal and transfer of waste	4-2
		306-5	Direct disposal of waste	4-2
GRI 400 series- Social Themes	401 Labor-employment relations	401-1	New and former employees	4-1
		401-2	Benefits provided to full-time employees (not including temporary or part-time employees)	4-1
	403 Occupational Safety and Health (2018)	403-1	Occupational Safety and Health Management System	4-3-4
		403-2	Hazard identification, risk assessment and incident investigation	4-3-4
		403-3	Occupational Health Services	4-3-4

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GRI Guidelines		Disclosure Project		Reveal Chapter
	403-4	Participation, consultation and communication of workers related to occupational safety and health		4-3-4
	403-5	Training for workers on occupational safety and health		4-3-4
	403-6	Worker health promotion		4-3-4
	403-9	Occupational Injury		4-3-4
	403-10	Occupational diseases		4-3-4
404 train and ducation	404-1	Average hours of training per employee per year		4-1
	404-2	Staff enhancement and transition assistance program		4-1
405 Employee Diversity and Equal Opportunity	405-1	Diversity of governance units and staff		4-1

6-1. GRI Standard Comparison

Theme	Project Number	Indicators	Reveal Chapter
Information Security	SV-ED-230a.1	Description of the approach to identifying and addressing data security risks	4-3-2
	SV-ED-230a.2	Description of policies and practices regarding the collection, use, and retention of student information	4-3-2
	SV-ED-230a.3	(1) Number of data leaks, (2) Percentage of personal data leaked (3) Number of students affected	4-3-2
Education Quality and Employability	SV-ED-260a.1	Graduation Rate	1-1
	SV-ED-260a.2	On-time completion rate	1-1
	SV-ED-260a.3	Employment Rate	5-1-3
	SV-ED-260a.6	Description of the policy regarding student debt and course loan defaults	Student Affairs Office - Student Loan Guide 🔗
Marketing and Recruitment Practices	SV-ED-270a.1	(1) A description of the policy that ensures that key performance statistics are disclosed to potential students before any fees are charged. and (2) discuss the results	CCU tuition and fees and student aid information 🔗
	SV-ED-270a.2	Total economic losses resulting from legal actions related to advertising, marketing, and mandatory disclosure.	No such incidents occurred in 2024
	SV-ED-270a.3	(1) Teaching and student services expenses and (2) Marketing and recruitment expenses	1-2
	SV-ED-270a.4	Income from: (1) government-funded student aid and (2) private student loans	1-2
Activity Indicators	SV-ED-000.A	Number of students enrolled	4-1
	SV-ED-000.B	Number of admission applications received	4-1
	SV-ED-000.C	Average number of credits per student, percentage online	No relevant information has been counted yet
	SV-ED-000.D	Number of teaching staff and all other staff	4-1

6-2 Sustainable Development Goals(SDGs)

SDGs	Contant title	Project
1 NO POVERTY	3-5-1Service-Learning Courses	Deepening Local Service Learning Collaborations, Caring for Vulnerable Education and Rural Development
	4-1-3Diversified Admissions and Counseling	● Diverse Admission Channels and Talent Selection Mechanisms ● Multi-faceted Counseling Measures - Life Guidance and Support
2 ZERO HUNGER	4-1-3Diversified Admissions and Counseling	Multi-faceted Counseling Measures - Life Guidance and Support
3 GOOD HEALTH AND WELL-BEING	4-1-2Welfare, Rights, and Career Development of Faculty	Health Checkup Subsidy for Faculty and Staff
	4-1-3Diversified Admissions and Counseling	Multi-faceted Counseling Measures - Life and Counseling Guidance
	4-2 Green CCU	● Waste Management ● Campus Environment Real-time Monitoring System
	4-3-4 Campus Health Promotion	Maintaining the Health of Teachers and Students
	5-1 University Social Responsibility	An Interdisciplinary and Collaborative Project to Create Happy Ageing and Elderly Rights in Practice; Enjoying Life in Chiayi - Ageless Adventurers ; Intergenerational Collaboration for Rural Community Well-being Program; Listen to You : The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project
	2-2-2School Affairs Research	Incorporate Data Governance Concepts, Enhance Professional Administrative Mechanisms in Campus Affairs.
	3-1 CCU Exceptional Teaching	CCU Exceptional Teaching
	3-1 CCU Exceptional Teaching	Teacher communities; Innovative Teaching Methods; Curriculum and Teaching Material Development
	3-5-1Service-Learning Courses	Deepening Local Service Learning Collaborations, Caring for Vulnerable Education and Rural Development, and Promoting a Friendly Campus Advocacy Project
	3-5-2Club Participation	Club Participation
	4-1-1 Faculty Demographics	Current Situation of Faculty and Staff; Student Composition
4 QUALITY EDUCATION		Gender, Educational Background, and Age Distribution Statistics of Staff at Our School
	4-1-2Welfare, Rights, and Career Development of Faculty	Diverse Promotion for Teachers, Staff Skill Enhancement, System for Selecting Outstanding Faculty and Staff, Educational Training, Enrollment of Faculty and Staff Children in Our Non-profit Kindergarten for Faculty and Staff Children.
	4-1-3Diversified Admissions and Counseling	Multi-faceted Counseling Measures - Dual Support Measures, Career Counseling
	4-1-4 Complaints Mechanism	Handling of Student Complaint Cases
	5-1 University Social Responsibility	An Interdisciplinary and Collaborative Project to Create Happy Ageing and Elderly Rights in Practice; Enjoying Life in Chiayi - Ageless Adventurers; Learning Together in "Chiayi" - Intergenerational Navigation Program for Scholarly Collaboration ; Sustainable Development of Adult Education in Response to an Aging Society ; Intergenerational Collaboration for Rural Community Well-being Program; Cross-School, Cross-Age, and Cross-Domain: Reimagining Elderly Health Promotion in the Community
	5-2-1 Promotional Education	● Open Digital Courses ● Promotion of Continuing Education Credit Courses
	5-2-2 Promotion of Library Resources and Art Exhibitions	Various types of exhibitions, music, dance, performances, and other artistic and cultural events, arts and culture workshops, thematic film screenings and workshops, as well as lectures and other arts-related activities.
	5-2-3 Alumni Interaction	Enhance Local Connections in Friends of CCU Foundation and Community Interaction
5 GENDER EQUALITY	2-2-1 Committees	Relevant committee operations
	4-1-1 Faculty Demographics	Gender, Educational Background, and Age Distribution Statistics of Staff at Our School
	4-1-2Welfare, Rights, and Career Development of Faculty	● Parental Leave without Pay ● Employee Performance Incentives
	4-1-4 Complaints Mechanism	Faculty/Staff/Student Complaints

SDGs	Contant title	Project
	4-3-3 Gender Equality	Genger equality-related cases
	5-2-2 Promotion of Library Resources and Art Exhibitions	Various types of exhibitions, music, dance, performances, and other artistic and cultural events, arts and culture workshops, thematic film screenings and workshops, as well as lectures and other arts-related activities.
SDG 6	4-2 Green CCU	Low Carbon Campus; Creating a High-Quality Campus Ecosystem; Water Resource Management; Waste Management
SDG 7	3-5-2 Club Participation	Club Participation
	4-2 Green CCU	Low Carbon Campus-Energy Management; Creating a High-Quality Campus Ecosystem; Water Resource Management; Waste Management; Air
SDG 8	4-1-2 Welfare, Rights, and Career Development of Faculty	Full Employment of Indigenous People and Persons with Disabilities
	4-1-3 Diversified Admissions and Counseling	• NCDA Career Development Path Consultation • Corporate Information Sessions; Job Expo • Industry Leaders and Workplace Experts Seminars, Workshops
	5-1 University Social Responsibility	Sustainable Development of Adult Education in Response to an Aging Society; Alishan Tsou Tribe Community Industry Value-Added and Cultural Sustainable Development Plan
SDG 9	5-2-3 Alumni Interaction	Mobilize Alumni Strength to Assist in Campus Development
	3-3 Quality and Quantity of the Academic Research	Patent Application and Technology Transfer Licensing Spawning New Startup Companies
	4-1-1 Faculty Demographics	Educational Personnel and Teaching Staff Resources
	4-1-1 Faculty Demographics	Educational Personnel and Teaching Staff Resources
SDG 10	4-1-2 Welfare, Rights, and Career Development of Faculty	Full Employment of Indigenous People and Persons with Disabilities
	4-1-3 Diversified Admissions and Counseling	• Diverse Admissions Channels and Talent Selection Mechanisms • Multi-faceted Counseling Measures - Life Guidance and Support
	5-1 University Social Responsibility	Glimmers in the Shadows: External Inspection Report Reading and Death Row Inmate Communication Project; Listen to You : The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project
	5-2-2 Promotion of Library Resources and Art Exhibitions	Various types of exhibitions, music, dance, performances, and other artistic and cultural events, arts and culture workshops, thematic film screenings and workshops, as well as lectures and other arts-related activities.
	5-2-3 Alumni Interaction	2024 Campus-Level Fundraising Activities and Fundraising Performance of Various Units
	5-2 Green CCU	Low Carbon Campus; Creating a High-Quality Campus Ecosystem; Water Resource Management; Waste Management; Monitoring Campus Air Quality
	4-3 Safe Campus	Campus Crisis Management: Effectively Enhancing and Creating a Safe and Friendly Environment
SDG 11	5-1 University Social Responsibility	Local Cultural Research Center ; Enjoying Life in Chiayi - Ageless Adventurers; Sustainable Development of Adult Education in Response to an Aging Society; Alishan Tsou Tribe Community Industry Value-Added and Cultural Sustainable Development Plan; Intergenerational Collaboration for Rural Community Well-being Program ; Glimmers in the Shadows: External Inspection Report Reading and Death Row Inmate Communication Project; Cross-School, Cross-Age, and Cross-Domain: Reimagining Elderly Health Promotion in the Community ; Listen to You : The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project
SDG 12	1-2 Financial Condition	Sustainable Investment
	4-2 Green CCU	Low Carbon Campus; Creating a High-Quality Campus Ecosystem; Water Resource Management; Waste Management; Air
	5-1 University Social Responsibility	Bamboo Science and Technology Life Laboratory - Creating New Talents Locally
SDG 13	4-2 Green CCU	• Taking Emergency Measures to Address Climate Change and Its Impacts. • Establishment of Campus Meteorological Stations.
SDG 14	4-2 Green CCU	Water Resource Management
SDG 15	5-2 Green CCU	Creating a High-Quality Campus Ecosystem

SDGs	Contant title	Project
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	2-2 Organization Management and Operation	• Educational Leadership and Meeting Decision-making • Diversity and Representativeness in Meeting Composition. • Operation of Relevant Committees.
	2-3 Internal Control Mechanism and Audit	Internal Control System and Audit Operations for Campus Funds
	2-4 Academic Ethics and Integrity Standards	Academic Ethics and Integrity Standards
	4-1-2Welfare, Rights, and Career Development of Faculty	• Recognition of Outstanding Faculty and Staff. • Full Employment of Indigenous People and Persons with Disabilities. • Faculty and Staff Complaints
	4-1-4 Complaints Mechanism	Faculty/Staff/Student Complaints
	4-3 Safe Campus	Campus Crisis Management: Effectively Enhancing and Creating a Safe and Friendly Environment, Gender Equality.
	5-1 University Social Responsibility	An Interdisciplinary and Collaborative Project to Create Happy Ageing and Elderly Rights in Practice; Glimmers in the Shadows: External Inspection Report Reading and Death Row Inmate Communication Project; Listen to You : The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project
	5-2-2 Promotion of Library Resources and Art Exhibitions	Various types of exhibitions, music, dance, performances, and other artistic and cultural events, arts and culture workshops, thematic film screenings and workshops, as well as lectures and other arts-related activities.
17 PARTNERSHIPS FOR THE GOALS	3-3 Quality and Quantity of the Academic Research	Establishing International Research Connections
	3-4 International Exchange	Multilateral Cooperation: Based on collaborative experiences and resource strategies, encourage and promote effective cooperation among citizens and civil society.
	5-1 University Social Responsibility	Cross-School, Cross-Age, and Cross-Domain: Reimagining Elderly Health Promotion in the Community ; Listen to You : The Jia Yi Migrants' Multicultural Cross-Domain Community Prosperity Project
	5-3 Education Alliance	Taiwan Comprehensive University System