

# 113 學年度第 1 學期「校長與學生有約」活動會議紀錄

## The Minutes of Meeting with the President (113-1 Semester)

活動時間：113 年11月 27日（星期三）下午6時30分

活動地點：雲平樓一樓F12教室

主 席：詹富智校長

出席人員：本校學生(詳如簽到單)

列席主管：陳全木副校長、李長晏主任秘書、張玉芳教務長、楊靜瑩學務長、蔡岡廷總務長、宋振銘研發長、周濟眾國際長、周均育主任、許秀鳳主任(張瑋珊組長代)、宋慧筠館長、黃憲鐘主任、詹永寬主任、林明德主任、吳政憲院長、廖炳雄專門委員、王春香組長、郭蕙貞組長、簡英智組長、江信宏組長、涂宏明副學務長、林秀芬秘書、童鈺棠主任(葉容真代)、劉國宗主任、陳秀年組長、賴堆興組長、林振祥主任

壹、主席致詞：(略)

貳、活動前書面提問回應(PRE-MEETING WRITTEN SUGGESTIONS AND RESPONSES)：

|   | 建議與回應 Suggestions and Responses   |
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| 問題1<br>Q1   | <p><b>【文創學程同學】</b><br/>詢問進修學士班的學生證跟學位證書可否不記載「進修」字樣，用學號區別就好。</p>   |
| 會 前<br>書 面 回 應<br>Pre-meeting<br>W r i t t e n<br>R e s p o n s e | <p><b>【教務處(註冊組)】</b></p> <p>1.有關學生證：為利於辨識學生身分，本校學生證統一印製資訊為：姓名、學院、系所名稱、班別、學號。</p> <p>2.有關學位證書之登載資訊包含如下：</p> <p>(1)<u>系所名稱</u>：經查文創學程依教育部核定名稱為「數位人文與文創產業進修學士學位學程」，系所名稱含「進修」字樣，依教育部110年8月31日臺教高(四)字第1100116699號函之規定：「院、系、所、學位學程名稱，應以核定結果為準，不得自行新增、調整」。</p> <p>(2)<u>學位名稱(含註記)等資訊</u>：</p> <p>甲.依教育部「學位授予法」及本校「學則」第65條規定辦理。</p> <p>乙.本校於111年11月10日第84次教務會議第五案決議：「統一修正本校學位證書上各學制班別名稱與本校<u>組織規程</u>所列教學單位(院、系、所、學位學程)之學制班別名稱一致」。</p> <p>丙.因應前述決議適用本校各院系所之所有學制班別，故於111年11月23日興教字第1110200860號書函公告校內各學院、系、所、學位學程：「為確保學生自入學起、在學期間至畢業等各階段之各項教務證明文件(包含<u>成績單</u>、<u>在學證明</u>、<u>學位證書</u>等)之所屬教學單位(含學制班別)名稱一致性，自111學年度第一學期起實施，亦即適用於本決議事項公告後之入學新生(即112學年度後之入學新生)」。</p> <p><b>【Office of Academic affairs(Registration Division)】</b></p> <p><b>I. Regarding Student ID Cards:</b><br/>To facilitate the identification of student status, the information uniformly printed on the university's student ID card includes:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• College</li> </ul> |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <ul style="list-style-type: none"> <li>• Department or Program Name</li> <li>• Class</li> <li>• Student ID Number</li> </ul> <p><b>II. Regarding Degree Certificates:</b><br/>The details included on degree certificates are as follows:</p> <p>(1)Department or Program Name:<br/>According to the Ministry of Education’s approval, the official name of the Cultural and Creative Studies Program is “Continuing Bachelor Program in Digital Humanities and Creative Industries.” The program name includes the term “Continuing Education.” In accordance with the Ministry of Education’s regulation (Document No. 1100116699 issued on Aug. 31, 2021): “The names of colleges, departments, graduate institutes and degree programs must comply with the approved names and shall not be independently added or modified.”</p> <p>(2)Degree Name (Including Annotations) and Related Information:</p> <ol style="list-style-type: none"> <li>1.The issuance of degree certificates complies with the Ministry of Education’s Degree Conferral Act and Article 65 of the NCHU Student Study Regulation.</li> <li>2.At the 84th Academic Affairs Meeting on Nov. 10, 2022, the university resolved to standardize the names of all academic system divisions listed on degree certificates to align with the names of teaching units (colleges, departments, graduate institutes and degree programs) as specified in the university’s organizational regulations.</li> <li>3.Following the above resolution, the university issued a formal notice (Document No. 1110200860) on Nov. 23, 2022, to all colleges, departments and degree programs, stating:<br/>“To ensure consistency in the names of teaching units (including academic system divisions) across all academic documents issued throughout a student’s academic journey — from enrollment to graduation — including transcripts, enrollment certificates and degree certificates, the resolution will be implemented starting from the first semester of academic year 2022. This also applies to new students admitted after the resolution was announced (i.e., students admitted from academic year 2023 onward).”</li> </ol> |
| 問題2<br>Q2   | <p><b>【法律系同學】</b><br/>宿舍販賣機吃錢的退費制度不合理，要求改善但服務中心和住輔組皆不理睬。</p>  |
| 會 前<br>書 面 回 應<br>Pre-meeting<br>W r i t t e n<br>R e s p o n s e | <p><b>【學務處（住輔組）】</b></p> <ol style="list-style-type: none"> <li>1.學生因販賣機吃錢曾至宿舍反應要求由服務中心退費，然因本校招商單位已將販賣機改為多元支付方式，其退費僅能請學生依販賣機上所登載退費方式辦理。</li> <li>2.住宿輔導組於9月18日收到同學寄信反應由服務中心先退費，再由服務中心與廠商處理後續。住輔組於9月19日連繫本校販賣機管理單位有關學生訴求，並於9月20日將連繫情形回覆同學。</li> <li>3.有關同學希望販賣機吃錢由宿舍服務中心退費，經資產組考量，由宿舍服務中心退費易發生糾紛，惟本處住輔組仍請其研議改善措施，目前該組已請廠商改善宿舍販賣機易吃錢的情況，且規範廠商接獲消費者通知販賣機故障或未能提供商品，需於24小時內派員修復及處理退款。上開處理情形亦於10月4日再度回覆申訴同學。</li> </ol> <p><b>【Office of Student Affairs (Student Housing Service Division)】</b></p> <ol style="list-style-type: none"> <li>1.A student reported an issue to the dormitory service center, stating that a vending machine had taken their money and requesting a refund. However, due to the university's procurement department transitioning vending machines to a multipayment system, refunds are now handled through the procedures outlined on the vending machine itself.</li> <li>2. On September 18, the Student Housing Service Division received an email from a student suggesting that the service center issue a refund first and then coordinate with the vendor</li> </ol>  |

## 建議與回應 Suggestions and Responses

for further resolution. On September 19, the division contacted the university's vending machine management unit regarding the student's request and, on September 20, responded to the student with details of the communication.

- 3.Regarding the student's request for refunds to be handled directly by the dormitory service center in cases of vending machine malfunctions, the Asset Division of Property Management reviewed the matter and concluded that processing refunds through the service center could lead to disputes. Nonetheless, the Student Housing Service Division has urged the Asset Division to explore potential improvement measures. Currently, the Asset Division of Property Management has instructed the vendor to address recurring issues with dormitory vending machines and adhere to guidelines requiring repairs or refund processing within 24 hours of receiving consumer complaints about malfunctioning machines or undelivered products. These measures were reiterated to the student on October 4.

### 【總務處（資產組）】

依本校與販賣機廠商所訂契約，如遇機器故障或商品有瑕疵，廠商接到本校通知或消費者反應後，應儘速於24小時內派員前來修復及處理，故若消費者有遇到機台異常之狀況，請立即依機台上所張貼顯示之客服專線、客服LINE的QR-code跟廠商客服聯繫，讓廠商儘速辦理修復及處理後續事宜；本校與廠商執行履約，係以本校師生服務滿意為主，包含食品、物品、異常故障及退款處理等部分，並以符合契約及合理作業規範為前提；若有遇到廠商不處理之情事，也請向相關行政單位告知。

經洽詢多所國立大學（台中教育、勤益科技、台灣體育運動、台中科技、清華、陽明交大、中正、成功等），合約大多未明定廠商處理時效，僅有勤益科大與本校雷同，且各國立大學皆表示，機台上會有廠商聯絡電話或QR-code可供消費者反應；另洽詢各大學主要廠商黑松、統一速邁及金雨表示，辦理退款作業除須向消費者取得各項資訊外，亦需公司內部作業流程及郵寄退款、匯款或刷退等時程，惟仍會儘速辦理退款。

另洽詢本校販賣機廠商表示，可經本校場地使用單位同意，於該單位留置零用金，辦理還款事宜（僅限採用現金交易者；信用卡及悠遊卡等非現金交易因涉查證及刷退等作業無法以零用金退款），若住輔組宿舍服務中心有就近處理之需求，可向廠商申請留置零用金。

### 【Office of General Affairs (Property Operation Management Division)】

According to the contract between our school and the vending machine supplier, in the event of machine malfunctions or defective products, the supplier must dispatch personnel to repair and resolve the issue within 24 hours of being notified by the school or receiving feedback from consumers. Therefore, if consumers encounter any machine abnormalities, please contact the supplier's customer service promptly through the customer service hotline or the LINE QR code displayed on the machine. This will allow the supplier to handle repairs and subsequent issues as quickly as possible. The school's agreement with the supplier prioritizes the satisfaction of faculty, staff, and students, covering areas such as food, items, machine malfunctions, and refund processing, all based on the principles of contractual compliance and reasonable operational standards. If the supplier fails to take action, please report the situation to the relevant administrative unit.

After consulting several national universities (e.g., National Taichung University of Education, National Chin-Yi University of Technology, National Taiwan University of Sport, National Taichung University of Science and Technology, National Tsing Hua University, National Yang Ming Chiao Tung University, National Chung Cheng University, and National Cheng Kung University), it was found that most contracts do not specify a response time for suppliers. Only National Chin-Yi University of Technology has terms

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|   | <p>similar to ours. These universities also confirmed that contact numbers or QR codes for suppliers are provided on the vending machines for consumer feedback. Additionally, major suppliers such as Hey Song, UNI-PRESIDENT VENDER CORP, and GOLD RAIN ENTERPRISES CORP indicated that refund processing requires collecting consumer information, completing internal company procedures, and handling the refund through mail, remittance, or card refunding. Nevertheless, they strive to process refunds as quickly as possible.</p> <p>The vending machine supplier for our school stated that, with the approval of the facility management unit, petty cash can be kept on-site to facilitate refunds (only for cash transactions; refunds for non-cash transactions such as credit cards and EasyCard are not feasible due to verification and card refund procedures). If the Dormitory Service Center of the Student Housing Service Division requires nearby refund processing, it may apply to the supplier for petty cash allocation.</p>  |
| <p>問題3-1<br/>Q3-1</p>   | <p><b>【食生系博班同學】</b></p> <p>雲平樓整修過程施工業者進入各社團辦公室後，部分社團器材盤點有遺失，校方無作為，僅要求社團賠償。</p> <p>經查，部分社團於112年雲平樓整修時，留有部分編列為財產之器材於社團辦公室，如長摺疊桌、音響、摺疊推車等，因其體積龐大，且非高價電子產品，學生基於信任而留於社辦，惟施工結束後，社團學生進入社團辦公室，發現擺設有被移動以外，有社團之器材遺失，服務性社團社長回報，有長桌、推車等物遺失，然課外組前期未表示意見，中期表示要求社團以社費賠償，後期無下文。為釐清財產處理情況，避免延宕至後期盤點時責任更難釐清，故於本次活動中提出。</p> <p>此外，羅浮童軍社於今年度表示有一空氣清淨機遺失，僅留有外箱。課外組表示若遺失則亦以社團經費自行賠償，實情為自112學年度社長交接時，其即未在社團財產清單中，直至113學年度社長接任時方接到通知，社團財產清單應有該項器材，111學年度之社長亦自行休退學而聯絡不上。此部分建議酌情討論，前任社團主要幹部失蹤之時，如何處理後續財產交接不齊之事宜？</p>   |
| <p>會 前<br/>書 面 回 應<br/>Pre-meetning<br/>W r i t t e n<br/>R e s p o n s e</p> | <p><b>【學務處（課外組）】</b></p> <p>感謝您提出的意見，本組於112年度雲平樓整建工程進行前有辦理工程說明會，並在社團群組進行宣導社辦內請勿放置私人物品、貴重物品及社團財產，施工期間另外有安排共用社辦及可上鎖鐵櫃可暫放社團物品，或社團若有需要也能向課外組反應協助，施工期間如有遺失須自行負責，當時也在社團群組中加強宣導。</p> <p>未來會加強宣導社團交接時須確實完成學校公物及社團財產清點並交接，此次為妥善處理此問題，課外組會再與現任社長提解決方案處理。</p> <p><b>【Office of Student Affairs (Extracurricular Activities Division)】</b></p> <p>Thank you for your feedback. Before the renovation project of Yunping Building in 2023, our team held a briefing and conducted awareness campaigns in the club's group chat, emphasizing that personal belongings, valuables, and club property should not be stored in the club office. During the construction period, we arranged shared office space and locked metal cabinets for temporarily storing club items. Additionally, if clubs had any specific needs, they were encouraged to contact the Extracurricular Activities Division for assistance. Any loss of items during the construction period would be the responsibility of the club, and this message was reinforced in the club's group chat at that time.</p> <p>In the future, we will strengthen the promotion of proper handover procedures to ensure that school property and club assets are accurately inventoried and transferred. To resolve this issue, the Extracurricular Activities Division will work with the current club leader to discuss solutions.</p> |

|  | <b>建議與回應 Suggestions and Responses</b>   |
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| 問題3-2<br>Q3-2  | <p><b>【食生系博班同學】</b></p> <p>校內已婚學生若有特殊情況，申請學雜費減免時受到刁難，校內規定未考量已婚學生之權益。</p> <p>本事件本人有親自協助處理繳交文件及與生輔組協調，然未果。</p> <p>該位女學生於民國111年與本校校友結婚，112年入學興大進修部，惟該生因受到配偶之家庭暴力行為而與其分居並持有法院核發之通常保護令，同時正由法扶基金會協助進行離婚訴訟。依教育部相關減免規定，已婚學生之收入應與配偶合計；然而，離婚訴訟曠日廢時，該生於申請身心障礙學生學雜費減免或教育部弱勢助學金時，生輔組承辦人於112學年度上下學期皆告知：僅有未婚學生於申請學雜費減免時可填寫切結書申請不計離婚雙親其中一方或監護人之所得，已婚學生不適用該切結書，即便該生佐附保護令及法院開庭通知、訴狀等資料，只要在婚姻關係消滅前，皆須於所得計算時計入配偶。</p> <p>若以此狀況來說，只要學生於大學畢業前提早結婚且配偶具有較高財力，即便受到家庭暴力等因素而失去婚姻關係之實，亦仍受到婚姻之束縛，何況該生本身已為弱勢學生，加上受到家庭暴力對待，但校內卻無相關協助制度，學生亦未被告知相關救助途徑之申請管道，建請討論相關此類特殊案例之處理方式。</p>  |
| 會 前<br>書 面 回 應<br>Pre-meeting<br>Written<br>Response | <p><b>【學務處(生輔組、健諮中心)】</b></p> <ol style="list-style-type: none"> <li>本校生活輔導組辦理學雜費減免及弱勢助學金等各項助學措施，皆依教育部頒布法規施行，且為確保學生享有完整權益，校內並未另設規定，增列門檻或條件。惟「身心障礙學生及身心障礙人士子女就學費用減免辦法」及「大專校院弱勢學生助學計畫」有關經濟條件合計人口規定，僅有「學生未婚者」因父母離婚、遺棄或其他特殊因素，得具明理由及相關文件資料，經學校審查認定後，該父母或法定監護人免予合計。「已婚學生」非屬得因特殊因素，申請所得合計人口免予合計之情形，故承辦單位仍需依規定辦理，無法例外。</li> <li>另有關於對本案規定之意見反應，曾電詢教育部，其表示民眾若對現行辦法有建議，皆可循教育部民意信箱等管道反應。</li> <li>另依「身心障礙學生及身心障礙人士子女就學費用減免辦法」規定，如已領取政府提供有關就學費用之補助或減免，及其他與減免就學費用性質相當之給付者，不得重複申請；轉學（系）、休學、退學或開除學籍，其後重讀、復學或再行入學所就讀之相當學期、年級已減免者，不得重複減免。</li> <li>據上所述，教育部規定身心障礙學生學雜費減免或弱勢助學金應擇一申請，且相當學期、年級僅能申請一次就學費用補助，不得重複。</li> <li>本校為協助經文不利學生，亦提供各項獎助學金，如「特殊教育學生獎助學金」...等，建議同學可參考各項獎助學金規定，把握機會提出申請，若有相關疑問，也歡迎洽詢生輔組。</li> <li>健康及諮商中心資源教室服務對象為持有「鑑輔會核發之有效特殊教育鑑定證明的學生」。</li> <li>資源教室提供生活適應、社會適應、課業協助、心理支持、轉銜輔導等相關支持性服務，並連結相關資源，作為同學、家長、師長與其他校務單位間的溝通橋樑，增加學生的校園適應。若學生有特教需求但未具特教身分，請聯繫資源教室協助後續鑑定程序。</li> </ol> <p><b>【Office of Student Affairs(Student Life Division、Health and Counseling Center)】</b></p> <ol style="list-style-type: none"> <li>The Student Life Division of our university handles tuition and fee reductions, as well as disadvantaged student financial aid, according to the regulations issued by the Ministry of Education. To ensure that students enjoy their full rights, the university has not implemented any additional regulations, thresholds, or conditions.</li> </ol> |

|                   | <b>建議與回應 Suggestions and Responses</b>   |
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|                   | <p>However, the "Regulations for the Reduction of Tuition and Fees for Students with Disabilities and Children of Persons with Disabilities" and the "Disadvantaged Student Financial Aid Program for Higher Education Institutions" include provisions regarding the combined family income. Under these regulations, only unmarried students who face exceptional circumstances-such as parents' divorce, abandonment, or other special situations-may submit justification and relevant documentation for review. If approved, those parents or legal guardians will be exempt from combining their income for the purpose of fee reduction. Married students are not eligible for this exception, even under special circumstances, and thus the office must follow the regulations as stated, without exception.</p> <p>Regarding feedback on this case, we contacted the Ministry of Education by phone, and they advised that individuals who have suggestions regarding the current regulations may submit their comments via the Ministry's public opinion channels, such as the Ministry's public feedback mailbox.</p> <p>2. According to the "Regulations for the Reduction of Tuition and Fees for Students with Disabilities and Children of Persons with Disabilities," if a student has already received government funding or a tuition reduction for educational expenses, or other similar forms of assistance, they are not eligible to apply for the same reduction again. In cases where a student transfers departments, takes a leave of absence, withdraws, or is expelled, and later re-enrolls or resumes their studies, they are not eligible for a repeat reduction in tuition for the same academic semester or year in which the original reduction was applied.</p> <p>As mentioned above, the Ministry of Education stipulates that students with disabilities may only apply for one form of financial assistance-either the tuition reduction for students with disabilities or the disadvantaged student aid-and they may only receive financial aid for a given academic semester or year once. Repeated applications for the same educational expenses are not allowed.</p> <p>3. In order to assist students facing financial difficulties, our university also provides various scholarships and financial aid, such as the "Special Education Student Scholarship and Financial Aid." We recommend that students refer to the specific regulations for each scholarship or financial aid program and seize the opportunity to apply. If you have any related questions, please feel free to contact the Student Life Division.</p> <p>4. Health and Counseling Center Resource Classroom major service objects are students of National Chung Hsing University holding special education identification certificates approved and issued by Committee Responsible for Identification and Placement of Gifted and Disabled Students for educational stage above senior secondary education.</p> <p>5. Resource Classroom provide supportive services such as life adaptation, social adaptation, schoolwork assistance, psychological support, and transfer counseling. Resource Classroom integrates relative welfare resources of special education students, serves as communication bridge between students, parents, teachers and other school affairs units to strengthen adaptability of students on the campus. If students have special education needs, but do not have special education status, please contact the Resource Classroom to assist in the follow-up identification process.</p> |
| <p>問題4<br/>Q4</p> | <p><b>【獸醫系同學】</b><br/>蚊子太多，基本上全校每個角落都蚊子很多，尤其是興大郵局公車站牌那裡、圓廳那裡，等個公車要被咬超多個包，可能是樹葉都沒有在清掃雜草很多。</p>  |

|   | <b>建議與回應 Suggestions and Responses</b>   |
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| <p>會前<br/>書面回應<br/>Pre-meeting<br/>Written<br/>Response</p> | <p><b>【獸醫學院】</b><br/>配合事務組定期進行校園內的雜草清除，並加強巡視周遭環境移除積水容器防止病媒蚊滋生。</p> <p><b>【College of Veterinary Medicine】</b><br/>The College of Veterinary Medicine coordinates with the Business Engagement Division to regularly remove weeds, improve environmental inspections, and eliminate standing water containers to prevent disease-carrying mosquitoes from breeding.</p> <p><b>【總務處（事務組）】</b><br/>外勤班定期清掃、修剪校園各公共區域，移除廢棄物及積水容器，並備有機治劑（蚊必滅：防治子子）供各系所單位領取使用。10月份二個颱風吹襲後，已全力清掃儘速恢復校容，另排定11月完成重點區域環境孳清，未來總務處將針對重點區域加強清掃。</p> <p><b>【Office of General Affairs (Business Engagement Division)】</b><br/>The outdoor maintenance team regularly cleans and trims public areas across the campus, removes waste and water containers, and provides mosquito control agents (Mosquito Beater: for larva prevention) for use by various departments. Following the two typhoons in October, efforts were focused on swiftly restoring the campus environment. Additionally, a targeted environmental cleanup of key areas is scheduled to be completed in November. Moving forward, the General Affairs Office will enhance cleaning efforts in critical zones.</p> <p><b>【環安中心】</b><br/>自接獲獸醫系同學透過113年度第1學期「校長與學生有約」反應後，於113年10月30日、11月4日抽查興大郵局站西側校內區域（舊永豐銀行木棧道及周圍環境、廉政署校內據點及周圍環境）與圓廳及其周圍環境，抽查結果未查獲陽性孳生源；查獲數處積水容器及廢棄物堆置等缺失，抽查結果皆已發文（興環安字第1130500249、11130500253號校內書函）通知相關單位立即進行改善，並於113年11月5日已全數改善完成。</p> <p><b>【Occupational Safety and Health and Environmental Protection Center】</b><br/>Since receiving feedback from Department of Veterinary Medicine students during the "2024-1 Meeting with the President", random inspections of positive sources of mosquito breeding had been conducted on October 30 and November 4, 2024. The inspection areas include the campus area west of the Xingda Post Office bus stop (the old Bank SinoPac boardwalk and its surroundings, the campus site of The Agency Against Corruption and its surroundings) as well as the student restaurant and its surrounding environment. The inspections found no positive sources of mosquito breeding. However, several issues were identified, such as water-accumulating containers and piles of waste. The inspection results were formally reported (Xinghuan'an Zi No.1130500249, No.11130500253 Official documents) to notify the relevant units to make immediate improvements, and all identified issues were fully resolved as of November 5, 2024.</p> |
| <p>問題5<br/>Q5</p>   | <p><b>【獸醫系同學】</b><br/>系館廁所很髒。第一張是法學院的廁所第二張是獸醫系館二樓的廁所，我覺得兩個系館的廁所差太多。</p> <div style="display: flex; justify-content: space-around;">   </div>   |

| <b>建議與回應 Suggestions and Responses</b>                      |   |
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| <p>會前<br/>書面回應<br/>Pre-meeting<br/>Written<br/>Response</p> | <p><b>【獸醫學院】</b><br/>本院業已完成動物疾病診斷中心學生活動區域一至三樓男女廁及獸醫館一、二樓女廁整修，未來將優先整修獸醫館一、二樓男廁。另，目前定期與清潔廠商配合，每週進行1次公共空間廁所環境清掃，亦將請清潔廠商加強廁所整體環境整潔。</p> <p><b>【College of Veterinary Medicine】</b><br/>The College of Veterinary Medicine has completed the renovations of the men's and women's restrooms on the 1st to 3rd floors of the student activity area in the Animal Disease Diagnosis Center, as well as the women's restrooms on the 1st and 2nd floors of the Veterinary Medicine Building. The renovation of the men's restrooms on the 1st and 2nd floors of the Veterinary Medicine Building will be prioritized in the future. In addition, CVM coordinates with cleaning contractors to conduct weekly cleaning of the public restrooms in common areas and will instruct the contractors to improve the overall cleanliness of the restrooms.</p>  |
| <p>問題6<br/>Q6</p>   | <p><b>【企管系博班同學】</b><br/>游泳池可以免費嗎？</p>   |
| <p>會前<br/>書面回應<br/>Pre-meeting<br/>Written<br/>Response</p> | <p><b>【體育室】</b><br/>本校游泳池係委外經營，僅提供體育正課教學使用，其餘時間需依照業者規定收費。</p> <p><b>【Office of physical education and sports】</b><br/>The swimming pool at our school is managed by an external operator and is only available for use during physical education classes. At other times, fees are charged in accordance with the operator's regulations.</p>   |
| <p>問題7<br/>Q7</p>   | <p><b>【企管系同學】</b><br/>請問校長未來能有更多去其他大學系統進行輔系或雙主修的機會嗎？</p>  |
| <p>會前<br/>書面回應<br/>Pre-meeting<br/>Written<br/>Response</p> | <p><b>【秘書室】</b><br/>由本校號召成立的「臺灣國立大學系統」，現有14個國立大學成員，包含：中興大學、聯合大學、台灣體育運動大學、勤益科技大學、台中教育大學、彰化師範大學、暨南國際大學、雲林科技大學、虎尾科技大學、嘉義大學、高雄大學、金門大學、東華大學與臺北市立大學。112學年度起臺灣國立大學系統成員校學生已可跨校修讀輔系或雙主修，相關申請規定，歡迎上網查詢：<a href="https://nust.edu.tw/course.php">https://nust.edu.tw/course.php</a></p> <p>由本校與成功大學、中山大學、中正大學共組的「臺灣綜合大學系統」亦訂有跨校修讀輔系或雙主修辦法。</p> <p>如有跨校修讀輔系或雙主修相關問題，歡迎同學洽教務處查詢。</p> <p><b>【Secretariat office】</b><br/>“National University System of Taiwan,” initiated by our university, currently comprises 14 national university members, including: National Chung Hsing University, National United University, National Taiwan University of Sport, National Chin-Yi University of Technology, National Taichung University of Education, National Changhua University of Education, National Chi Nan University, National Yunlin University of Science and Technology, National Formosa University, National Chiayi University, National University of Kaohsiung, National Quemoy University, National Dong Hwa University, and University of Taipei. Starting from the 112 academic year, students from member universities of the Taiwan National University System can enroll in minor or double major programs across institutions. For detailed application regulations, please visit: <a href="https://nust.edu.tw/course.php">https://nust.edu.tw/course.php</a></p> |



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|   | <p>Additionally, the "Taiwan Comprehensive University System," jointly established by our university, National Cheng Kung University, National Sun Yat-sen University, and National Chung Cheng University, has also set guidelines for inter-university enrollment in minor or double major programs.</p> <p>For any questions regarding inter-university enrollment in minor or double major programs, students are welcome to contact the Office of Academic Affairs.</p> <p><b>【教務處（註冊組）】</b><br/>為促進國內校際合作，共享教學資源與提供學生多元學習機會，本校於臺灣綜合大學系統、臺灣國立大學系統均簽訂跨校輔系及跨校雙主修合作協議書，學生可依本校「跨校雙主修及輔系修讀辦法」提出申請，符合審查標準後，可跨校輔系及雙主修。</p> <p><b>【Office of Academic affairs(Registration Division)】</b><br/>To promote inter-university collaboration, share teaching resources and provide students with diverse learning opportunities, NCHU has signed inter-university agreements on minors and double majors with both the Taiwan Comprehensive University System (TCUS) and the National University System of Taiwan (NUST). Students may apply for cross-university minors and double majors by the National Chung Hsing University Intercollegiate Double Major and Minor Study Application Guideline. Students can enroll in cross-university minor and double major programs after meeting the review standards.</p> |
| <p>問題8-1<br/>Q8-1</p>   | <p><b>【國農企學程同學】</b><br/>是否增設校園內販賣機？<br/>建議學校能針對尖峰時刻人流特別多的地方設立販賣機，特別是以下幾個地點(可能需要再經過實際調查再更正)。圓廳1F、社館大樓1F、萬年樓1F、圖書館(1F 或 B1)、興大實習商店等，還有，販賣機的商品希望能追加販賣食物(例如零食，杯麵等項目)。</p>   |
| <p>會 前<br/>書 面 回 應<br/>Pre-meetning<br/>W r i t t e n<br/>R e s p o n s e</p> | <p><b>【總務處（資產組）】</b><br/>本處今年已積極與廠商協調增設販賣機，目前已於興大二村增設7台、惠蓀堂增設1台自動販賣機。<br/>有關所建議食品販賣機之地點，經查如圓廳1F、社管大樓1F及實習商店附近，目前已設有便利商店(7-11、萊爾富及全家)提供相關食品；另圖書館多為禁止飲食之區域，今年已因應圖書館需求，於1樓郵局提款機旁設置1台販賣機；萬年樓1F等其他地點，本處將持續請廠商進行設置之評估。</p> <p><b>【Office of General Affairs (Property Operation Management Division)】</b><br/>Office of General Affairs has actively coordinated with vendors this year to increase the number of vending machines. Currently, seven vending machines have been added in XinDa Second Village, and one vending machine has been installed at Hui-sun Auditorium.<br/>Regarding the suggested locations for food vending machines, we have found that areas such as the Cafeteria 1F, Social Science and Management Building 1F, and near the NCHU MART already have convenience stores (7-Eleven, Hi-Life, and FamilyMart) providing related food items. Additionally, as most areas in the library prohibit eating and drinking, one vending machine was installed next to the ATM on the first floor earlier this year to meet the library's needs. For other locations, such as Wan-Nien Hall 1F, Office of General Affairs will continue to request vendors to assess the feasibility of installation.</p>  |

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| 問題8-2<br>Q8-2                                    | <p><b>【國農企學程同學】</b></p> <p>校內可否於路面不平或有護欄的地方增設簡易照明路燈？確保夜間校內用路人安全。</p> <p>特別是有增設護欄(防汽機車進入校園)的出口，晚上容易視線不良看不到，像是舊男宿跟操場的銜接處、實習商店外(新男宿)的入口、社館大樓後的停車場入口等。有些騎自行車的學生晚上會沒注意到踏板跟護欄的高度差，未減速而擦撞護欄摔車受傷，校園側門入口架設護欄的本意是要防止未經允許的車輛進入校園，但入口處(特別在新舊男宿的兩個出口)尖峰時刻騎自行車的學生特多，同學一不留神可能會被護欄拌到摔車。因此，希望那些地方晚上能架設簡易照明路燈或放個提醒告示，讓騎單車的學生留意一下，避免摔車受傷。</p>  |
| 會前<br>書面回應<br>Pre-meeting<br>Written<br>Response | <p><b>【總務處（營繕組）】</b></p> <p>本處不定期進行夜間巡檢路燈照明，就校園偏僻區域評估增設照明，有關同學建議區將會同大樓管委會就上述出入口會勘，評估設置護欄處倘有照度不足之區域，將評估規劃以增設照明或警示告示，以維用路人安全。</p> <p><b>【Office of General Affairs (Construction and Maintenance Division)】</b></p> <ol style="list-style-type: none"> <li>1.This office conducts nighttime inspections of streetlights periodically and evaluates the addition of lighting in remote areas of the campus.</li> <li>2.Suggestions from students regarding specific locations will be reviewed in collaboration with the building management committee.</li> <li>3.For entrances and exits under consideration, if areas with insufficient lighting are identified, the feasibility of installing additional lighting or warning signs will be assessed and planned to ensure pedestrian safety.</li> </ol>          |
| 問題9-1<br>Q9-1                                    | <p><b>【創經學程同學】</b></p> <p>有關進修部學生機車通行校區時常超速及夜間用路環境昏暗，有道安疑慮，校方是否考慮禁止或停止發行進修部學生摩托車進入校園。</p>   |
| 會前<br>書面回應<br>Pre-meeting<br>Written<br>Response | <p><b>【總務處（事務組）】</b></p> <ol style="list-style-type: none"> <li>1.中興西路已於10月份完成路面鋪設，近期將裝設減速墊來防止汽機車超速行為，若一旦有違反規定的行為，我們可以把他的車牌變成黑名單，停止這輛車的入校申請資格。</li> <li>2.本處將依未來校務發展，規劃114年度進修部機車入校管制事宜，減少道安問題。</li> </ol> <p><b>【Office of General Affairs (Business Engagement Division)】</b></p> <ol style="list-style-type: none"> <li>1. Chung-Hsing West Road completed its resurfacing in October. Speed bumps will soon be installed to prevent speeding by vehicles. If any violations occur, the vehicle's license plate can be blacklisted, prohibiting the vehicle from applying for campus entry in the future.</li> <li>2. In line with future university development, we plan to implement motorcycle access regulations for the Continuing Education Division in 2025 to reduce traffic safety issues.</li> </ol> |
| 問題9-2<br>Q9-2                                    | <p><b>【創經學程同學】</b></p> <p>校園道路安全超速比例不低，校方是否有應對及罰則措施？（供參台大本校區亦設有雷達測速）。</p>   |
| 會前<br>書面回應<br>Pre-meeting<br>Written<br>Response | <p><b>【總務處（事務組）】</b></p> <ol style="list-style-type: none"> <li>1. 駐警隊已於校內多處重要路口，設置禁鳴喇叭及限速25公里標誌，如本隊發現或經人舉發，有車速過快違規車輛，本隊會及時前往處理，並貼單、拍照，若屬重大違規者，將依管理辦法鎖車罰款。</li> <li>2. 如是校外人士開車入校，目前車輛進出學校是採車牌辨識，如發現或有同學舉報，我們就會去注意，並調閱影像，一旦確認有違反規定的行為，駐警隊將依車輛</li> </ol>  |

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|  | <p>管理辦法，把違規車輛列入黑名單，該車即不得進入校區。</p> <p>3. 學校於校區內多處重要路口設置跳動路面，以提醒並降低車速，後續會視需求再評估增設。</p> <p><b>【Office of General Affairs (Business Engagement Division)】</b></p> <p>1.The Campus Security has installed no-horn and 25 km/h speed limit signs at several key intersections on campus. If speeding violations are observed by the team or reported by others, the team will promptly address the issue by issuing a ticket and taking photos. In cases of serious violations, vehicles will be immobilized, and fines will be imposed in accordance with management regulations.</p> <p>2.For non-campus personnel driving into the school, vehicle entry and exit are managed via license plate recognition. If violations are observed or reported by students, Campus Security will review footage and investigate. Once confirmed, the offending vehicle will be blacklisted under the vehicle management regulations and will be denied campus entry.</p> <p>3.The school has installed speed bumps at several key intersections on campus to serve as reminders and reduce vehicle speeds. Further installations will be assessed based on future needs.</p>   |
| 問題10<br>Q10  | <p><b>【資管系同學】</b><br/>校長請問您認為什麼是大學生最需要培養的能力？ 謝謝！</p>   |
| 會 前<br>書 面 回 應<br>Pre-meetning<br>W r i t t e n<br>R e s p o n s e | <p><b>【秘書室】</b></p> <p>1. 資訊素養：AI時代來臨，同學需要對於網路資訊有辨識的能力，同時對資料科學、大數據及人工智慧有入門的了解，才能有效整合資訊科技與專業領域知識。因此，學校從108學年度起就在通識畢業條件納入資訊素養必修1學分，同時全校大一必修「大學國文」也轉型為強調資訊辨識、內容生成、邏輯推論及敘事寫作的訓練，讓各學院學生都能善用新工具，達到知識推導創新。</p> <p>2. 全球思維：四海一家的時代，未來同學們的競爭對象與合作夥伴，可能來自世界各地，建議同學們在求學期間即保持對國際社會脈動的敏感度，學習從全球觀點出發，此將有助於同學們未來的職涯發展。</p> <p>3. 友善關懷：心存善念，關懷自己也關懷他人，面對內外壓力，自我覺察並找到調節的方法，學校自今年開始也增設心理健康假，同學如遇情緒或心理困難時，可善用相關諮商資源，也希望同學們對於需要幫助的人，能適時給予協助與關懷。</p> <p><b>【Secretariat office】</b></p> <p>1.<b>Information Literacy:</b> As the AI era unfolds, students need the ability to discern online information while also gaining foundational knowledge of data science, big data, and artificial intelligence. This skillset enables effective integration of information technology with professional expertise. Starting from the 108 academic year, the university has included a mandatory 1-credit information literacy course as part of its general education graduation requirements. Additionally, the mandatory "College Chinese" course for first-year students has been revamped to emphasize skills such as information discernment, content creation, logical reasoning, and narrative writing. This ensures that students from all colleges can effectively utilize new tools to drive knowledge innovation.</p> <p>2.<b>Global Mindset:</b> In an interconnected world, future competitors and collaborators may come from across the globe. Students are encouraged to stay attuned to international trends during their academic journey and cultivate a global perspective. This approach will significantly benefit their future career development.</p> <p>3.<b>Empathy and Care:</b> Foster kindness, care for yourself and others, and develop self-</p> |

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|   | <p>awareness to handle internal and external pressures effectively. Starting this year, the university has introduced mental health leave. Students facing emotional or psychological challenges are encouraged to utilize available counseling resources. Moreover, the university hopes students will extend timely assistance and care to those in need.</p>  |
| <p>問題11-1<br/>Q11-1</p>   | <p><b>【亞洲中國學程碩二同學】</b><br/>I would like the university to update the information on the English Wikipedia to be up-to-date and consistent with the current situation of the university, to ensure that international students have accurate and sufficient information to make an informed decision about choosing to study here. The information is too limited (can be written in the same way as the Chinese version).</p>  |
| <p>會 前<br/>書 面 回 應<br/>Pre-meetning<br/>W r i t t e n<br/>R e s p o n s e</p> | <p><b>【Office of Research and Development】</b><br/>Thank you very much for your suggestion. Since October this year, the university has been actively working on updating the information on both the Chinese and English versions of Wikipedia. You can view the revision history through the links below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chinese Version</a></li> <li>• <a href="#">English Version</a></li> </ul> <p>However, as Wikipedia is an open platform where anyone worldwide can register and freely edit content, its content policies state that editors (including organizations like the university) should avoid editing entries related to their own institutions. If there is a potential conflict of interest that might affect the neutrality of the edits, editors are required to disclose the conflict of interest and submit proposed changes in the draft area for review by other Wikipedians. Currently, the university is communicating and coordinating with Wikipedia to refine the draft content, aiming to accurately and comprehensively present the university’s basic information. We appreciate your understanding.</p> <p>For reference, here are Wikipedia’s content policies:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chinese Version</a></li> <li>• <a href="#">English Version</a></li> </ul> <p>Regarding admissions and university information, we recommend referring to our official website:</p> <ol style="list-style-type: none"> <li>1. Office of International Affairs: <a href="https://oia.nchu.edu.tw">https://oia.nchu.edu.tw</a></li> <li>2. Admissions Page: <a href="https://iss.nchu.edu.tw/target">https://iss.nchu.edu.tw/target</a></li> <li>3. “Ask NCHU” Platform: <a href="https://iss.nchu.edu.tw/asknchu-en">https://iss.nchu.edu.tw/asknchu-en</a></li> </ol> <p><b>【研發處】</b><br/>非常感謝您的建議，校方自今年十月便積極處理中、英文版維基百科資訊更新作業，修訂歷史詳見下方連結：</p> <ul style="list-style-type: none"> <li>• <a href="#">中文版</a></li> <li>• <a href="#">英文版</a></li> </ul> <p>然而，因維基百科是個開放全球任何人註冊、自由編輯的平台，且根據維基百科的內容方針，編輯者(校方)應避免編輯與自己所在組織相關的條目，如有利益衝突而可能影響編輯的中立性，即應申報利益衝突，並於草稿區提交修改以給其他維基人審批。目前校方尚在與維基溝通協調草稿區內容，盼能正確且更完整地呈現學校基本資訊，敬請諒解。</p> |

| <b>建議與回應 Suggestions and Responses</b>  |  |
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|   | <p>維基百科的內容方針：</p> <ul style="list-style-type: none"> <li>• <a href="#">中文版</a></li> <li>• <a href="#">英文版</a></li> </ul> <p>關於入學申請及本校資訊建議您優先參考本校官網：</p> <ol style="list-style-type: none"> <li>1. 國際事務處官網：<a href="https://oia.nchu.edu.tw/">https://oia.nchu.edu.tw/</a></li> <li>2. 招生專頁：<a href="https://iss.nchu.edu.tw/target/">https://iss.nchu.edu.tw/target/</a></li> <li>3. 「Ask NCHU」平台：<a href="https://iss.nchu.edu.tw/asknchu-en/">https://iss.nchu.edu.tw/asknchu-en/</a></li> </ol>   |
| 問題11-2<br>Q11-2   | <p><b>【亞洲中國學程碩二同學】</b></p> <p>This university has a long history, but in the current world university rankings, NCHU is not ranked very high. The university aims to improve its status (top ten) among world-class institutions. On the other hand, Asia University, located in Taichung City, is ranked 6th in the country according to the US News rankings. However, NCHU is ranked in the top 10 in terms of government budget support, but the overall ranking does not reflect this strength. Therefore, I would like the president to have a proactive and serious plan to rank from various agencies at home and abroad, QS rankings, and US News rankings.</p>   |
| 會 前<br>書 面 回 應<br>P r e - m e e t n i n g<br>W r i t t e n<br>R e s p o n s e | <p><b>【Office of Research and Development】</b></p> <p>The president has prioritized improving both national and international rankings as a key objective for school governance, with the following four strategic initiatives and regular assessment of their effectiveness:</p> <ol style="list-style-type: none"> <li>1. Establishing a network of key international academic collaborations.</li> <li>2. Strengthening publicity and social engagement to enhance the university's reputation.</li> <li>3. Increasing the average citation rate per faculty member and fostering international collaborative publications.</li> <li>4. Recruiting promising international scholars and increasing the populations of foreign faculty members and students.</li> </ol> <p><b>Specific measures include:</b></p> <ol style="list-style-type: none"> <li>1. Enhancing international collaboration in key areas: Using research evaluation tools such as SciVal, InCites, and QS Analytics to track and analyze the university's research competitiveness compared to benchmark institutions, identifying strengths, weaknesses, and benefits of international collaboration. This data will support academic departments in refining strategies, forming scholarship and grant policies, attracting and retaining talent, and making informed decisions about international partnerships.</li> <li>2. Comprehensive marketing of the university's brand to boost social impact: Actively engaging with media, issuing press releases to expand media coverage, establishing an English news webpage to increase international visibility, utilizing Facebook and social media to share updates promptly, and creating promotional materials, newsletters, and videos to enhance exposure.</li> <li>3. Providing an internationalized campus environment: Hiring international faculty, enhancing overseas recruitment, expanding international admissions, offering more English-taught courses, master's and doctoral international programs, dual-degree options, and special programs, along with scholarships, conditional priority admissions, internships, and employment opportunities for international students. Additionally, the university will strengthen international student support services and improve the English website.</li> </ol> |

|   | <b>建議與回應 Suggestions and Responses</b>   |
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|   | <p>With a growing number of universities appearing in global rankings each year, <i>National Chung Hsing University continues to improve its global percentile ranking</i>. The university will steadily and precisely invest resources to implement its strategy for enhancing its global ranking.</p> <p><b>【研發處】</b><br/>           校長將提升國、內外排名列為治校重點目標，制定有以下四個方針策略，並定期管考執行成效：</p> <ol style="list-style-type: none"> <li>1. 建構國際重點學術合作網絡。</li> <li>2. 加強宣傳及社會參與，提升興大聲望。</li> <li>3. 提升師均被引用率及國際合作論文。</li> <li>4. 積極延攬具競爭力國際師資、提升國際師生人數。</li> </ol> <p><b>具體執行措施包括：</b></p> <ol style="list-style-type: none"> <li>1. 強化優勢領域國際合作：運用 SciVal、InCites、QS Analytics 研究評估分析系統，從排名評比指標、研究指標追蹤分析本校與標竿學校的研究競爭力，揭露優勢與弱點指標項目／學科領域、國際合作效益等，提供校院系所參考精進，並作為本校訂定各類獎補助辦法、攬才留才、國際合作之決策參考依據。</li> <li>2. 全方位行銷興大品牌、提升社會影響力：積極與媒體互動，主動發布新聞稿，擴大新聞傳播效益；建置英文新聞網頁，提升國際能見度；善用臉書、社群媒體，即時分享學校動態；製作本校簡介文宣、興大簡訊及影片，增加曝光度。</li> <li>3. 提供國際化校園：禮聘國際教師、加強境外招生、擴大錄取國際生，並配合國際生修課需求，增加全英課程開課數／碩博班國際學程／雙聯學程／新型專班、提供國際生獎學金、條件式優先入學、實習與就業機會等誘因、提升國際生輔導、優化全校英文網頁。</li> </ol> <p>每年入榜世界大學排名的校數不斷成長，中興大學在多項排名的全球百分等級持續進步，將穩定、精準投入相關資源，落實執行提升大學排名策略。</p> |
| 問題11-3<br>Q11-3   | <p><b>【亞洲中國學程碩二同學】</b><br/>           How does the university plan to improve the area in front of the general teaching building? Currently, there is only a fence and it is not well used (in the middle between the College of Management and the General Education Building).</p>   |
| 會 前<br>書 面 回 應<br>Pre-meeting<br>W r i t t e n<br>R e s p o n s e | <p><b>【Office of General Affairs ( Business Engagement Division 、Office of Campus Security) 】</b></p> <ol style="list-style-type: none"> <li>1.The site is currently designated for the construction of the new School History Museum. This project is still in the planning phase. Updates on the progress will be announced on the school's website.</li> <li>2.The Teaching Complex Building serves as the primary location for student classes. Given that most students commute by bicycle, repurposing the front plaza would significantly reduce available bicycle parking. Therefore, prioritizing student transportation parking is essential. Aside from designated parking for persons with disabilities, the remaining parking areas will remain unchanged.</li> <li>3. The plaza of the Teaching Complex Building already includes 25 car parking spaces (on the left and right sides), 30 single-sided bicycle racks, and 13 double-sided bicycle racks (each side accommodating 12 bicycles), with a total capacity for 672 bicycles. Motorcycle parking spaces are not planned.</li> </ol>           |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <p style="text-align: center;"><b>【總務處（事務組、駐警隊）】</b></p> <ol style="list-style-type: none"> <li>1. 該場地目前為校史館新建工程預定地，該工程目前尚在規劃階段，後續之進度，會於學校網頁公告執行情形。</li> <li>2. 綜合教學大樓是學生上課的主要場所，鑑於大多數學生以腳踏車通勤，增設汽機車停車將減少可用的腳踏車停車空間；因此，優先考慮學生通勤停車需求至關重要，除了為身心障礙者提供指定停車位外，其餘停車區域暫保持不變。</li> <li>3. 綜合教學大樓廣場已有左右側汽車車位共25格、單面腳踏車架30座、雙面腳踏車車架13座(一面可停放腳踏車12台)，共可停放腳踏車672台，未規劃機車停車位。</li> </ol>  |
| 問題11-4<br>Q11-4   | <p style="text-align: center;"><b>【亞洲中國學程碩二同學】</b></p> <p>NCHU has a long-standing reputation in law and business administration. I would like the Faculty of Law and Business Administration (國立中興大學法商學院) to regain its original reputation. I urge the President to actively promote and support these groups to restore the former glory of this college.</p>  |
| 會 前<br>書 面 回 應<br>P r e - m e e t n i n g<br>W r i t t e n<br>R e s p o n s e | <p style="text-align: center;"><b>【College of Law and Politics】</b></p> <p>Thank you very much for your suggestions. The College of Law and Politics is actively advancing its international development efforts, aiming to enhance the college's reputation and influence:</p> <p><b>International Development</b></p> <p>We have established partnerships with renowned international institutions such as the University of Texas at Dallas, Thammasat University in Thailand, Jagiellonian University, and the University of Warsaw in Poland. These collaborations promote student exchange programs, joint academic activities, and the signing of MOUs. At the same time, the college is expanding its recruitment of international students and designing fully English-taught courses to boost global visibility. Additionally, we are working with Hitotsubashi University in Japan and Saarland University in Germany to focus on research collaborations in the fields of net-zero emissions and artificial intelligence, further developing the professional strengths of the college.</p> <p><b>Academic Activities</b></p> <p>The departments within the College of Law and Politics organize over 100 academic conferences and lectures annually, both domestic and international. Through university-supported initiatives, we invite more than 20 international scholars each year, fostering academic diversity and cross-border exchanges.</p> <p><b>Resource Support</b></p> <p>We will continue to strengthen our promotional strategies and actively seek more resources both within and beyond the university to showcase the distinctive features and strengths of the college.</p> <p>Building upon its historical achievements, the College of Law and Politics will continue to innovate and strive to make a greater impact on the international stage!</p> <p style="text-align: center;"><b>【法政學院】</b></p> <p>非常感謝您的建議，法政學院正積極推動國際化發展，致力於提升學院的聲譽與影響力：</p> <p><b>國際化發展</b></p> <p>我們已與美國德州大學達拉斯分校、泰國法政大學、波蘭雅蓋隆大學與華沙大學等國際知名學府建立合作關係，推動交換學生計畫、聯合學術活動及MOU簽署。同時，學院正在擴大國際學生招募與全英語課程設計，以提升國際知名度。此外，我們正與日本一橋大學、德國薩爾大學合作，聚焦於淨零排放與人工智慧領域的研究合</p> |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <p>作，發展法政學院的專業特色。</p> <p><b>學術活動</b><br/>法政學院各系所每年舉辦共計超過100場國內外學術會議與演講活動，並透過校內計畫補助，每年邀請超過20位國際學者來訪，促進學術多元與跨國交流。</p> <p><b>資源支援</b><br/>我們將持續強化宣傳策略，積極爭取校內外更多資源，展現學院特色與實力。<br/>法政學院將在傳承歷史榮耀的基礎上，持續精進創新，努力在國際舞臺上展現更多影響力！</p> <p><b>【Office of Research and Development】</b><br/>The president places great emphasis on the development of each college. The Research and Development Office provides various subsidies to the faculty members and students of the College of Law and Politics and the College of Management, including facilities, startup funds, research project matching funds, and paper publication fees, etc. The R&amp;D office also offers funding for academic activities and international exchanges, all aim at enhancing the performance and reputation of these two the colleges. In 2023, a total of 81 individuals received subsidies, amounting to NT\$4,972,670.</p> <p>In addition, the university implements the Higher Education Sprout Project, focusing on innovative teaching improvement, social responsibilities, industry-academia collaboration, and key international research domains. During the 2023-2024 academic years, a total of NT\$22.68 million was allocated to the College of Management and the College of Law and Politics. Moreover, nearly one million NT dollars was allocated to support the seed USR (University Social Responsibility) projects in law and business-related field for team integration.</p> <p><b>【研發處】</b><br/>校長非常重視各學院的發展，研發處提供法政學院及管理學院多項補助，例如設備、新進教師教學及研究經費、研究計畫配合款、學術論文刊登費等；並提供法政學院及管理學院辦理學術活動與國際交流經費，以提升法政學院及管理學院教研績效與聲望。112年度共計獎補助81人次，總金額4,972,670元。</p> <p>此外，本校執行高等教育深耕計畫，於教學創新精進、善盡社會責任、產學合作連結及國際重點領域面向，112-113年補助上述兩學院共計2,268萬元。另有近百萬元預算投入推動法商相關領域大學社會責任種子計畫，做為團隊整合用途。</p> |
| <p>問題12<br/>Q12</p>   | <p><b>【法律系同學】</b><br/>謝謝校長把文院往社館的路修好了，之前坑坑巴巴的真的很難騎車，現在路平整多了，騎車就比較安全。</p>  |
| <p>會前<br/>書面回應<br/>Pre-meeting<br/>Written<br/>Response</p> | <p><b>【秘書室】</b><br/>謝謝同學的意見回饋。「友善環境、幸福校園」是我上任後很重要的治校理念之一，目前學校已完成校內5成道路、12處路段、合計2萬5千平方公尺的路面全新鋪設。同學所提的中興西路是由興大EMBA校友會18位校友共同捐贈，而大學南一路及西一門路段則是由超EMBA二班5位校友捐贈，加上去年郭晉宏校友所率先捐贈椰林大道，與學校跟教育部爭取的975萬元，1年內學校與校友們同心推動校園道路友善計畫。未來主要幹道也將持續募款鋪設，希望提供師生及民眾更優質的行走環境。</p> <p><b>【Secretariat office】</b><br/>Thank you for your feedback. Creating a “Friendly Environment and Well-being Campus” has been one of my core principles since taking office. The university has completed the</p>   |



|             | 建議與回應 Suggestions and Responses  |
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|             | <p>repaving of 50% of the campus roads, covering 12 sections and a total of 25,000 square meters.</p> <p>The resurfacing of Chung Hsing West Road was generously funded by 18 alumni from the NCHU EMBA Alumni Association. Additionally, the renovation of Da Xue South 1st Road and Entrance W1 road was made possible by donations from five alumni of the NCHU Top Elite School Class 2. Last year, alumnus Chin-hung Kuo took the lead by funding the renovation of Ye Lin Road. Together with the NT\$9.75 million secured from the Ministry of Education, the university and its alumni have worked hand in hand over the past year to implement the Campus Road Friendly Initiative.</p> <p>Looking ahead, we will continue fundraising to improve the main thoroughfares, aiming to provide faculty, students, and visitors with an enhanced walking environment.</p> |
| 問題13<br>Q13 | <p><b>【台文學士學程同學】</b><br/>課程相關事宜已由業管單位逕覆同學。</p> <p>Regarding the suggestions regarding the course-related matters, the responsible units have directly responded to the student directly.</p>   |

### 參、現場意見交流 (suggestions and responses in the meeting) :

|                                 | 建議與回應 Suggestions and Responses  |
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| 問題1-1<br>Q1-1                   | <p><b>【歷史系同學】</b><br/>學校西側一門腳踏車入校動線改善，是否可以將摩斯漢堡那一側的欄杆放寬或直接撤掉？讓腳踏車可以從那邊進入學校。</p>  |
| 現場回應<br>Response in the meeting | <p><b>【總務長】</b><br/>西側一門入校這一側沒有腳踏車路權指示牌，出校門那一側有路權指示，因此，大家習慣進出都走那一側。總務處會增設腳踏車路權指示牌導引入校及出校方向，並調整欄杆寬度為腳踏車可以通行的寬度。</p> <p><b>【Vice President for General Affairs】</b><br/>On the 1st West Gate side of the school, there is no bicycle right-of-way sign, while the exit side does have such signage. As a result, people tend to use the exit side for both entering and leaving. The General Affairs Office will install bicycle right-of-way signs to guide the directions for entering and exiting the school and adjust the width of the barriers to accommodate bicycle passage.</p> |
| 會後補充說明<br>Post-meeting note     | <p><b>【總務處（事務組）】</b><br/>改善西側門導引腳踏車入校路權指示牌及調整欄杆寬度，將於寒假期間施工完成。</p> <p><b>【Office of General Affairs (Business Engagement Division)】</b><br/>Improve the bicycle guidance signage for entering the campus via the west gate and adjust the width of the barriers. The work is scheduled to be completed during the winter vacation.</p>  |
| 問題1-2<br>Q1-2                   | <p><b>【歷史系同學】</b><br/>學生會在上次的校務會議有發現，學校要調漲延畢生的雜費，想請教調漲的原因是什麼？我們有參考其他學校的做法，比如你修多少學分，就繳幾%，可能50%或60%，但學校好像是齊頭式全部都調漲，想請教這樣做法的緣由？</p>   |
| 現場回應<br>Response in the meeting | <p><b>【校長】</b><br/>這個問題我們可以請大家一起來思考，全國各校對於延畢生收費有不同的規定，如台大延畢生的雜費是全收。學校不會因為是延畢生的身分就限制相關設備的使用權利，所以希望大家集思廣益，討論出一個合宜的收費方式。</p>  |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <p><b>【President】</b><br/>Regarding this issue, I hope everyone can think about it together. Other universities' regulations about miscellaneous fees for delayed graduate students to pay are varied. For delayed graduate students of National Taiwan University, the miscellaneous fees are fully charged. The students won't be restricted to access to the relevant facilities because they delay their graduation. Therefore, we need to discuss and come up with a suitable charging plan.</p> <p><b>【教務長】</b><br/>教務處收集各大學延畢生雜費的收費狀況，各種樣態都有，例如臺大，延畢生的雜費是全額繳納，大概有 3 所學校是同樣做法。另也有學校是採等比例的收費。因學校的學習資源是共享的，較難細究學生修一學分就只使用十分之一的資源。校長考量如果採臺大的作法，延畢生雜費全額繳納，同學的壓力會比較大，所以才有上次會議的建議版本：5 個學分以上繳納全額，5 個學分以下繳納 50%。</p> <p><b>【Vice President for Academic Affairs】</b><br/>The Office of Academic Affairs has collected data on miscellaneous fees for delayed graduate students across various universities. The results show a wide range of practices. For instance, National Taiwan University requires delayed graduate students to pay the full miscellaneous fees, and approximately three other institutions have adopted a similar policy. However, some universities employ a proportional fee structure. Given that university resources are shared, it is difficult to precisely determine the extent to which a student who takes one credit utilizes only one-tenth of these resources. The president has considered that if NTU's policy of requiring full miscellaneous fees from delayed graduate students is adopted, students may face significant financial pressure. Therefore, an alternative proposal was suggested at the previous meeting: students taking five or more credits would pay the full miscellaneous fees, while those taking fewer than five credits would pay 50%.</p> |
| <p>會後補充說明<br/>Post-meeting note</p>     | <p><b>【教務處】</b><br/>教務處將邀集學雜費調整審議及決策小組學生代表，針對各項收費方案(含學生會建議依所修學分數比例收取雜費)進行說明，待學生代表了解各項方案後，提請後續會議進行討論。</p> <p><b>【Office of Academic affairs】</b><br/>The Office of Academic Affairs will convene student representatives from the Tuition Fees Adjustment Review and Decision-Making Committee to explain various fee plans, including the student government proposal to charge different fees based on the number of credits taken. After the student representatives comprehensively understand all plans, the matter will be referred to a subsequent meeting for further discussion.</p>  |
| <p>問題2<br/>Q2</p>                       | <p><b>【國農企學程同學】</b><br/>我代替我們社團的同學詢問，這次學校撥給藝術性社團的預算有減少，從之前的1萬元，砍到變成2,500元，我們想了解一下詳細情況，原因是什麼呢?若能夠把明細給社團社長知道情況也行。</p>   |
| <p>現場回應<br/>Response in the meeting</p> | <p><b>【校長】</b><br/>社團有特殊狀況可以進一步找課外組組長或學務處溝通反應，一起來解決目前面對的問題。</p> <p><b>【President】</b><br/>For further understanding the current problems that the club meet now, please discuss with the chief for Extracurricular Activities or Dean for Student Affairs and solve it together.</p>  |

## 建議與回應 Suggestions and Responses

### 【學務長】

這問題當學生會同學反應時，我有利用與學生會會長及議長的討論會中稍加說明，實際上社團的經費以年度來看，今年整年度課外組補助社團的經費約略較去年減少了大約2仟多，並不是從1萬多砍到變成2仟多。

### 【Vice President for Student Affairs】

When the issue was raised by members of the Student Government, I've briefly explained it with the President and Speaker of the Student Government during a meeting. Basically, the club's budget is calculated on an annual basis. The total annual funds for clubs provided by the Extracurricular Activities Division have decreased by about NT\$2,000 compared to last year, instead of cutting from over NT 10,000 to NT 2,000.

### 【學務處（課外組組長）】

每個社團的補助依屬性會有不一樣的狀況。各社團會繳交企劃書，我們會一視同仁，原則上，所有社團補助金額是一樣的。但如果社團有一些特殊需求，再加上我們有時候會補助社團一些設備，可能同學把補助設備的經費也算到社團的補助經費，造成補助經費減少的誤解。

今年因為雲平樓整修需要額外拉一些電線，再加上物價上漲，下半年社團一般活動補助2仟5百元，另社團技藝指導老師授課鐘點費，大概每半年4仟多。所以，每個社團年度的補助經費還是有1萬元以上。

如果，社團在辦理活動時，真的有缺經費，可以告知課外組，我們會想辦法幫忙。

### 【Office of Student Affairs (Division Chief for Extracurricular Activities Division)】

Each club may face different circumstances depending on the club's property regarding funding. Clubs are required to submit a project proposal, and we generally treat all clubs equally. In principle, the funding allocated to each club is the same. However, if a club has specific needs—particularly for equipment purchases—this can sometimes cause misunderstandings. Students may mistakenly include equipment-related funding in the club's overall funding, leading to the perception of a reduction in their activity budget.

This year, due to the renovations at Yunping Building, additional expenses were incurred, such as the installation of new electrical wiring, coupled with rising costs. As a result, the general activity funding for clubs in the second half of the year has been set at 2,500 NT dollars. Additionally, the hourly fees for club skills training instructors amount to over 4,000 NT dollars every six months. Therefore, the total annual funding for each club still exceeds 10,000 NT dollars.

If any club encounters a funding shortage while organizing an event, they should promptly notify the extracurricular office. We will do our best to assist in finding a solution.

問題3-1  
Q3-1

### 【台文學士學程同學】

追問社團經費（問題2）上、下年度狀況，剛才長官回應，因為上學期經費撥比較多，有跟學生會及學生會長講過。我是學生會新聞部部長，我想說，預算有問題，是不是應該要由公關室或其他的單位去告知學生這件事情，而不是期待學生會可以轉達。

剛剛同學提到藝術性社團補助經費被刪減這麼多，但業管單位回答經費被挪去做修繕用途，我覺得學生應該要第一時間可以知道這些事，而不是期待學生會去幫忙做回應。我們也有收到很多其他學校詢問這些事情，可是我們需要校方正式的回應，我們才能夠正式的去引用。

### 補充提問：

1. 針對剛剛組長回應的部分，我在想，規劃的預算是不是回到那個經費本身，比如

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|   | <p>說總務處應該要有一筆費用專門提供場地修繕使用，這樣才不會擠壓到社團經費。我知道場地很重要，剛才校長也提倡資訊應該要公開透明。社團相關資訊是不是也可以公開，像學校這學期有人權或是其它類型的補助經費，是不是可以讓社團知道，這樣藝術性社團，他們或許找到類似的資源去得到一些協助，學校的社團也可以蓬勃發展。</p> <p>2. 我這學期也成立一個新的預備性社團，但是我比較難去取得這些資訊。所以，請問組長除了私下洽詢課外組，是不是可以將這些訊息公佈於官網，讓資訊公開透明。</p>   |
| <p>現場回應<br/>Response in the meeting</p> | <p><b>【校長】</b><br/>學生會願意協助學校轉達相關訊息，這很重要，可以讓學校與學生之間的溝通更順利。學校很重視學生會，同學的意見常會向學生會反應，學生會的幹部或者是會長，隨時都可以跟校內有關單位或是校長室聯絡。同學發現問題，讓我們知道，我們會請相關單位盡快處理。不管是個別案件或是通案，都可以反映，我們希望能有一個非常暢通的溝通管道，提供學生最佳的學習環境。我們也希望盡可能的讓資訊公開，校內需要溝通協調的事情都有固定的會議在進行討論，同學們對於學校的建議或是希望能改善的部分可以提供給我們，我們一起努力讓學校更好。</p> <p>社團如果有特殊的情況，可以找課外組組長或學務長協助。如果，大家還是覺得還需要溝通，也可以將問題反應到校長室，我們會邀請相關單位來一起討論，解決同學的問題。</p> <p>學校相關資訊除了公告在官網，也可以寄到各社團或社長信箱，資訊公開同學會比較容易取得相關資料並加以運用。</p> <p><b>【President】</b><br/>It is critical that the student government is willing to assist us with conveying explanations, because it can make communication between the University and students smoother. The University has been attaching great importance to the student government, as students often share their opinions with the student government. The officers or president of the student government can contact the relevant divisions of the School or the Office of President at any time. If students notice any problem, let us know, and we will ask the relevant divisions to address them promptly. Any issue can be reported whether it is an individual case or a general issue. We aim to establish an efficient communication channel and provide students with the best learning environment. We also hope to make information as transparent as possible, issues that require communication and coordination within the School are discussed in regular meetings. Students are welcome to provide us with suggestions for the School or something they hope to be improved. Let's work together and make the School better.</p> <p>If the club encounters special circumstances, students can ask the Division Chief of Extracurricular Activities Division or the Vice President for Students Affairs for assistance. If students still feel that further communication is necessary, they can report the issue to the Office of President as well. We will invite the relevant divisions to join the discussion and work together to resolve the students' issues.</p> <p>In addition to being posted on the official website, relevant information of the School can be sent to the email addresses of each club or their president as well. It will be easier for students to access relevant information and utilize it by making the information public.</p> <p><b>【學務處（課外組組長）】</b><br/>社團補助沒有規定每年一定要補助多少金額，通常經費一定優先使用於場地維護。因為社團沒有場地的話，是不能辦活動的。今年因為社辦剛搬遷回雲平樓，所以我</p> |

|                       | <b>建議與回應 Suggestions and Responses</b>  |
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|                       | <p>們會多花一些費用在整體場地的維修，剩下的錢才分配給社團。上半年每個社團的補助經費大概都將近6仟元。後來因為冷氣工程、物價上漲及維修費用，所以，下半年每個社團大概只能補助2仟5百元。</p> <p>我們也有跟社團說明，如果社團真的因為經費不足，無法辦活動，可以先向課外組社團承辦人反應或是來跟我說。例如，我們有「人權」相關的經費，只要搭配一些固定的項目，還是可以有一些補助。在此，提醒各社團社長，社團遇到困難，一定要反應給課外組知道，經過溝通後，我們會儘量協助社團找資源跟經費。</p> <p>剛才新聞部部長講的沒錯，我們還有一些經費，現在跟大家宣導，目前我們經費較多的是服務性活動，這學期課外組跟教務處合辦「跨域興學習」社團社會實踐的活動，目前大概有13個社團申請「跨域興學習」社團社會實踐的活動，只要社團的課程跟服務性相關，原則上都可以向課外組申請社團經費補助。</p> <p>這些資訊我們有公開公佈。不過，今年「跨域興學習」社團社會實踐的活動未納入預備性社團。但預備性社團如果找不到經費辦活動，可以配合「人權」項目使用該經費辦活動。</p> <p><b>【Office of Student Affairs (Division Chief for Extracurricular Activities Division)】</b></p> <p>There are no specific regulations regarding the annual allocation of funding to clubs. Typically, priority is given to venue maintenance, as clubs cannot hold events without a suitable space. This year, due to the recent relocation of the office back to Yunping Building, a significant portion of the funds has been spent on overall venue repairs, leaving the remaining budget to be distributed among the clubs. In the first half of the year, each club received approximately 6,000 NT dollars. However, due to the air conditioning project, rising costs, and additional repairs have limited the funding for each club to about 2,500 NT dollars in the second half of the year.</p> <p>We have also informed clubs that if they are unable to hold events due to insufficient funding, they should first report this to the extracurricular office or approach me directly. For instance, we have a "Human Rights" related fund that can provide supplementary support, provided it aligns with certain fixed criteria. I would like to remind all club presidents that if their clubs face financial difficulties, they must communicate with the extracurricular office. We will do our best to assist in identifying additional resources and funding after discussion.</p> <p>Regarding the news department head's earlier point, they are correct: we still have some funds available, particularly for service-related activities. This semester, the extracurricular office, in collaboration with the Academic Affairs Office, is co-organizing a "Cross-Disciplinary Learning" social practice initiative. To date, around 13 clubs have applied for this program. As long as the proposed club activities are related to service, funding can generally be obtained through the extracurricular office.</p> <p>This information has been publicly shared. However, it is important to note that preparatory clubs are not included in this year's "Cross-Disciplinary Learning" social practice program. If preparatory clubs encounter difficulties securing funding for their events, they may consider applying for support through the "Human Rights" fund.</p> |
| <p>問題3-2<br/>Q3-2</p> | <p><b>【台文學士學程同學】</b></p> <p>想請問是否可以設置校務建言系統？</p> <p>像剛剛校長也很願意跟學生去討論或是回email，那我們直接建立一個系統，讓學生用匿名的方式反應問題，然後可以不用再聚集這麼多長官來到這邊，花費這些時間，以專職且更多元、全面去做這件事情。</p>   |

| <b>建議與回應 Suggestions and Responses</b>          |  |
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|   | <p><b>補充說明：</b><br/>建議將校務建言系統設在「興大入口」，同學登入「興大入口」系統後就可以看到校務建言系統，是否可行？</p>   |
| <p>現場回應<br/>Response in the meeting</p>         | <p><b>【校長】</b><br/>我們同學提問的內容可能會涉及到校內的各單位相關業務，請秘書室研議設置於「興大入口」。</p> <p><b>【President】</b><br/>Since students' questions may involve the relevant affairs of different divisions. I will have the Office of Secretariat discuss the possibility of setting this up at the " NCHU Single Sign-On System".</p>  |
| <p>會後<br/>補充說明<br/>Post-meeting<br/>n o t e</p> | <p><b>【秘書室】</b><br/>秘書室研議建置意見反應系統於「興大入口」，提供師生反應校務意見管道。</p> <p><b>【Secretariat office】</b><br/>The Secretariat Office is considering the establishment of a feedback system on the " NCHU Single Sign-On System " to provide a channel for students and faculty to express their opinions on university affairs.</p> <p><b>【計資中心】</b><br/>將依秘書室需求配合開發。</p> <p><b>【Computer and Information Network Center】</b><br/>Development will be aligned with the requirements of the Secretariat Office.</p>   |
| <p>問題4<br/>Q4</p>                               | <p><b>【機械系碩班同學】</b><br/><b>*本提問與現場意見交流(問題9-1)相關</b><br/>大樓實驗室(536室)內部的網站，晚上10點之後網路無法使用(出去參加研討會要遠端連實驗室電腦，但無法使用)。</p>  |
| <p>現場回應<br/>Response in the meeting</p>         | <p><b>【校長】</b><br/>全校的無線網路分成二個部分，第一個部分是公共區域(每棟大樓的大廳、行政大樓的公共空間：例如大型會議室)，由計資中心負責，第二個部分就是系所的內部空間，由各系所負責。公共區域的網路，計資中心會去盤並分批更新。各大樓原則上是由系所或管委會處理，本案請計資中心協助處理。</p> <p><b>【President】</b><br/>The campus wireless network is divided into two sections. The first part is the public area, including the lobby of each building and the public spaces in the Administration Building, such as conference rooms, which is managed by the Computer and Information Network Center. The second section is the internal space of each department, which is managed by the respective departments themselves. The Computer and Information Network Center will investigate the network in public areas and update it in batches. In principle, each building is managed by the departments or the management committee. For this case, the School will have the Computer and Information Network Center assist in handling it.</p> <p><b>【計資中心主任】</b><br/>假如網路有問題，通常是整天都有問題，不會只有晚上某個時刻有問題。我們學校的無線網路基地台已經將近900台，計資中心負責的基地台大概是150台，其餘基地台都是各大樓自己要負責更新，很多大樓的基地台設備已經十幾年沒更新，像機械系的基地台也是很舊，計資中心有建議機械系主任配合這次計劃更新基地台設備。<br/>各大樓內部網路由各系所負責，同學可以向系所反應，計資中心也會去瞭解狀況，提供建議。</p> |

|   | <b>建議與回應 Suggestions and Responses</b>   |
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|   | <p>如果同學發現無線網路有問題的話，不論在什麼地方，請同學跟計資中心反應，告知我們確切的地點，計資中心就會派同仁到那個地方去測一下，看到到底是哪裡有問題，如果是計資中心的問題，我們會去改善；如果不是計資中心的問題，我們會去通知相關單位有這個問題。</p> <p><b>【Chief Director for Computer and Information Network Center】</b></p> <p>If network issues arise, they typically persist throughout the day rather than occurring only at specific times in the evening. Our school currently operates nearly 900 wireless access points, about 150 of which are managed by the Computer and Information Center. The remaining access points are maintained and upgraded by individual buildings. Many of these access points have not been updated in over a decade. For example, the access points in the Department of Mechanical Engineering are quite outdated. The Computer and Information Network Center has suggested that the department head take advantage of this project to upgrade their access point equipment.</p> <p>The internal network within each building is managed by the respective departments. Students are encouraged to report any issues to their department. The Computer and Information Center will also investigate and provide recommendations as necessary.</p> <p>If students experience wireless network issues, regardless of the location, please report the problem to the Computer and Information Network Center with the specific location details. The CNIC will dispatch staff to the location to assess and identify the issue. If the issue falls within the responsibility of the Computer and Information Network Center, we will address it. Otherwise, we will notify the relevant department or unit to resolve the problem.</p> |
| <p>會 後<br/>補 充 說 明<br/>Post-meeting<br/>n o t e</p> | <p><b>【機械系】</b></p> <p>主旨：有關536室網路使用異常情形調查與處理說明。<br/>         依據：113學年度第1學期「校長與學生有約」會議記錄。<br/>         說明：</p> <p>一、本系針對學生反應536室實驗室網路使用異常問題，業經本系與計算機中心共同調查。</p> <p>二、調查結果發現：</p> <p>（一）系統網路流量管控機制(上傳5G/下載10 G)導致晚間10點後網路流量超出頻寬限制。</p> <p>（二）校園網路流量管控影響遠端連線及研究作業執行。</p> <p>三、處理情形：</p> <p>（一）已協助學生申請網路流量調整。</p> <p>（二）提醒使用者遵守學校網路使用政策。</p> <p>四、建議：</p> <p>（一）使用者應合理使用網路資源。</p> <p>（二）遇網路異常，請即時通報相關單位。</p> <p>辦法：持續監控並改善網路使用環境，確保教學研究順利進行。</p> <p><b>【Department of Mechanical Engineering】</b></p> <p>The network issue during evening hours in Room 536 of the National Chung Applied Technology Building has been investigated. We verified that the connectivity problem originated from NCHU student network usage limits (5 Gega upload/10 Gega download). We have informed the student of the specific reasons. We will assist in increasing the network usage limit as the student needs for research, and reminded the student to follow the university's network policies.</p>  |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <p><b>【計資中心】</b><br/>據判斷同學反應現象應屬單位內部網路問題，已請全校網路業務負責同仁去電機械系網管理同仁，以進行了解並將提供必要改善協助。</p> <p><b>【Computer and Information Network Center】</b><br/>Based on the assessment, the issue reported by the students seems to be related to the department's internal network. The staff responsible for campus-wide network operations have been asked to contact the network management personnel of the Department of Mechanical Engineering to investigate the issue and provide the necessary assistance for improvements.</p>   |
| <p>問題5<br/>Q5</p>                           | <p><b>【園藝系碩班同學】</b><br/>感謝學校今年將國光路及忠明南路停車場路口優化，讓同學免除被開單的風險。但那個車道在進入地下道旁邊的車道時，路況凹凸不平，下雨天會積水，想請問學校是否有改善計劃？</p> <p><b>補充說明：</b><br/>學校新鋪的那一條道路的幅度可不可以再優化？因為，是機車使用的雙向車道，所以，路比較小，但它的彎又有點過大，可否請營繕組評估改善？<br/>另建議將忠明南路國光路出口車道視線優化。雖然學校在路口有設置反射鏡，但其實看不到來車，出校門時右邊那個白色的大柱子會影響視線，建議改善。</p>  |
| <p>現場回應<br/>Response in<br/>the meeting</p> | <p><b>【校長】</b><br/>從上任後努力改善校內坑坑巴巴的道路，盡可能爭取外部的資源與經費來改善校園環境，我們陸續完成多處校園道路路面全新鋪設，目前路況較差的尚有農環後方及實習商店後方道路需改善，未來也將持續募款翻新校內道路。同學反應的路段，請營繕組估算車道路況改善，大概需要多少經費？我們會列為下一波優先處理的道路。</p> <p>去年同學反應忠明南路地下道道路坑坑巴巴，騎腳踏車、機車很危險，學校就聯繫市府，道路狀況得以改善。忠明南路停車場的狀況也是同學反應，學校聯繫市府溝通後改善。同學如發現有需要改善的地方，不管大事小事，請反應給學校，我們會逐一處理。</p> <p>白色的大柱子若無功能且影響行車視線，也請總務處管制改善。</p> <p><b>【President】</b><br/>Since taking office, I have devoted significant effort to improving the rough and uneven roads on campus, working to secure external resources and funding as much as possible in order to improve the campus environment. We have gradually completed the resurfacing of multiple campus roads. Currently, the roads that are still in poor condition include those behind the Agricultural and Environmental Science Building and behind the NCHU Mart. The University will continue to raise funds to renovate these roads. Regarding the sections reported by students, the University will have the Construction and Maintenance Division estimate the funding of road improvements. We will prioritize these roads for the next round of renovations.</p> <p>Last year, students pointed out that Zhongming South Road underpass was full of potholes, making it dangerous for riding bicycles and motorcycles. The School reached out to the city government, and the road condition was subsequently improved. The situation of the parking lot on Zhongming South Road was also reported by students, and it was improved after the University I communicated with the city government. If students notice anything that needs improvement, no matter how big or small, please report them to the School, and we will take care of them one by one.</p> <p>If the large white columns do not have functional purpose and obstruct the drivers' vision,</p> |



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|  | the School will have the Office of General Affairs take charge of improvement.   |
| 會後補充說明<br>Post-meeting note            | <p><b>【總務處(營繕組、事務組)】</b></p> <ol style="list-style-type: none"> <li>1. 忠明南路地下道道路(男生宿舍區北側)已聯繫市政府協助本校改善路面，會勘後預計12月底前改善完成，同學所述白色大柱子將現場會勘以確定其功能性後，再評估後續處理方式。</li> <li>2. 有關忠明南路地下道上方停車場道路，校長已爭取到教育部補助經費，預計114年辦理工程招標以改善道路坑洞。</li> <li>3. 東側三門機車出入口二側白色門柱，預計在寒假期間拆除，改善視線問題。</li> </ol> <p><b>【 Office of General Affairs(Construction and Maintenance Division、Business Engagement Division)】</b></p> <ol style="list-style-type: none"> <li>1.The road surface of the Zhongming South Road underpass (north side of the male dormitory area) has been coordinated with the city government to assist our school in improving it. After a site inspection, the improvement is expected to be completed by the end of December. The white pillars mentioned by students will be inspected on-site to determine their functionality before evaluating follow-up handling methods.</li> <li>2.Regarding the road of the parking lot above the Zhongming South Road underpass, the President has successfully pushed for funding from the Ministry of Education. It is planned to conduct engineering bidding in 2025 to address the potholes in the road.</li> <li>3.The white gateposts on both sides of the motorcycle entrance and exit at the 3rd East Gate are scheduled to be removed during the winter vacation to improve visibility.</li> </ol> |
| 問題6-1<br>Q6-1                          | <p><b>【應經系同學】</b></p> <p>校門口外面的中興大學(興大路)公車站晚上視線不佳，特別是校門對面的公車站，希望可以增加照明。</p>  |
| 現場回應<br>Response in the meeting        | <p><b>【校長】</b></p> <p>請總務處聯繫市府看看能不能夠來加裝照明設備，或是可不可以由學校來裝設照明設備？</p> <p><b>【President】</b></p> <p>The School will have the Office of General Affairs contact the city government to see if they can install lighting equipment, or if it would be possible for the School to install the lighting instead.</p>  |
| 會後補充說明<br>Post-meeting note            | <p><b>【總務處(營繕組)】</b></p> <p>將函洽臺中市政府會勘後評估加裝照明設備。</p> <p><b>【Office of General Affairs(Construction and Maintenance Division)】</b></p> <p>A formal letter will be sent to the Taichung City Government to conduct a site inspection and evaluate the installation of additional lighting equipment.</p>   |
| 問題6-2<br>Q6-2                          | <p><b>【應經系同學】</b></p> <p>女宿各公共空間可否增設微波爐?因為目前只有誠軒廚房有，其它棟別都只有電鍋，使用上較不方便。</p>   |
| 現場回應<br>Response in the meeting        | <p><b>【校長】</b></p> <p>請住輔組評估是否可行，安全優先。在安全的前提下，看看是否可以每棟都有微波爐，方便同學使用。</p> <p><b>【President】</b></p> <p>The School will have the Student Housing Service Division assess the feasibility, with safety being the top priority. If safety can be ensured, consider whether it would be possible to provide a microwave in each building for the convenience of students.</p>  |

|                                 | 建議與回應 Suggestions and Responses   |
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|                                 | <p><b>【學務處(住輔組長)】</b><br/>宿舍寢室內是禁止使用高功率電器的。誠軒是因為有公共廚房，如果同學有需要微波爐的話，住輔組評估用電量是否能負荷，若用電量沒問題，公共廚房(區域)可以增設微波爐。</p> <p><b>【Office of Student Affairs (Division Chief for Student Housing Service Division)】</b><br/>The use of high-powered appliances is strictly prohibited in dormitory rooms. Cheng Xuan Dormitory is equipped with a public kitchen. If students require access to a microwave, the Student Housing Service Division will evaluate the power load capacity. If the power load permits, additional microwaves may be installed in the public kitchen (area).</p>  |
| 會後補充說明<br>Post-meeting note     | <p><b>【學務處(住輔組長)】</b><br/>預計明年初於樸軒一樓裝設微波爐。</p> <p><b>【Office of Student Affairs (Division Chief for Student Housing Service Division)】</b><br/>The installation of a microwave on the first floor of the Pu Xuan Dormitory is planned for early next year.</p>  |
| 問題7-1<br>Q7-1                   | <p><b>【外文系同學】</b><br/>希望學校增設YouBike站點(校內2站可再增加，學校附近也希望增設站點)，站點太少，同學通勤會比較不方便，像台大、成大至少都有4個站點。</p>   |
| 現場回應<br>Response in the meeting | <p><b>【總務長】</b><br/>校園內YouBike站點目前已經有2站，應該很充足了。學校附近增設YouBike站點事宜需市府同意後，廠商才能增設，學校會再跟YouBike廠商聯繫。</p> <p><b>【Vice President for General Affairs】</b><br/>There are already two YouBike stations on campus, which should be sufficient. The addition of YouBike stations near the school requires approval from the city government before the vendor can proceed. The school will contact the YouBike vendor again.</p>   |
| 問題7-2<br>Q7-2                   | <p><b>【外文系同學】</b><br/>針對一貫道入校辦理活動，遊覽車入校噪音及造成的交通問題(興大路嚴重堵塞)，想請問校方審核入校辦理活動團體之標準為何?請詳細說明。</p>  |
| 現場回應<br>Response in the meeting | <p><b>【校長】</b><br/>校門口興大路的腹地很小，週末辦活動時車多，請總務處協助管制，保持交通暢通。</p> <p><b>【President】</b><br/>The area around the main entrance on Xingda Road is quite small, and traffic tends to be heavy when there are events during the weekend. The School will have the Office of General Affairs assist with traffic controls to ensure smooth traffic flow.</p> <p><b>【總務長】</b><br/>依學校場地租借辦法，基本上沒有違反善良風俗，而且是合法的團體，學校是可以出借場地的。以宗教自由的角度來看，一貫道是合法的宗教團體。</p> <p>校內大型活動的交通管制，總務處都有預先實施校內停車管制方式公告。像這種大型活動總務處的管制作為，校內的部份，確保校內交通是安全的；校外的部分，我們會向警察局報備。</p> <p><b>【Vice President for General Affairs】</b><br/>According to the school's venue rental regulations, as long as the activity does not violate public decency and is organized by a legal group, the school can rent out its facilities. From the perspective of religious freedom, I-Kuan Tao is a legally recognized religious organization.</p> |

|   | <b>建議與回應 Suggestions and Responses</b>   |
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|   | <p>For large-scale events on campus, the General Affairs Office implements and announces parking control measures in advance. For events of this scale, the office ensures campus traffic safety within the premises. As for external traffic management, the school will report the event to the police department.</p>   |
| <p>會 後<br/>補 充 說 明<br/>Post-meeting<br/>n o t e</p> | <p><b>【總務處（事務組）】</b></p> <ol style="list-style-type: none"> <li>1. 遊覽車進入校區都是要申請的，未經申請核可均不得入校。</li> <li>2. 如校內場地外借舉辦大型活動時，除載有幼童及行動不便老人、身心障礙者可入校上、下車外，需立即駛離校區，其他的遊覽車均不得開進校區。</li> <li>3. 每場大型活動的交通秩序維持，都有請第三分局交通組的義交人員協助交管，維持校內停車秩序順暢。</li> <li>4. 對於在興大路違停之遊覽車，學校將提供大型活動的日期及時間向警方報備。</li> </ol> <p><b>【Office of General Affairs (Business Engagement Division)】</b></p> <ol style="list-style-type: none"> <li>1. Tour buses entering the campus must apply for approval in advance; entry is prohibited without prior application and approval.</li> <li>2. During large-scale events held on campus through venue rental, tour buses are only allowed to enter for drop-off and pick-up of young children, elderly individuals with limited mobility, or persons with disabilities. They must leave the campus immediately after. Other tour buses are not permitted to enter the campus.</li> <li>3. Traffic order during each large-scale event is managed with the assistance of volunteer traffic officers from the 3rd Precinct, Police Bureau, ensuring smooth parking order within the campus.</li> <li>4. For tour buses illegally parked on Xingda Road, the school will report the dates and times of large-scale events to the police.</li> </ol> |
| <p>問題8-1<br/>Q8-1</p>                               | <p><b>【法律系同學】</b></p> <p>「大學國文」必修之必要性？我收到很多同學反應大學國文有很多五花八門的作業、考試，造成同學的困擾。我也知道學校希望提昇同學在修習專業領域之餘，也能提昇大家的文學素養。但是每個同學修課教授擅長的領域都不一樣，所以想請問「大學國文」存在的有效性？</p> <p>可否在「通識課程」開設多元課程，例如：「批判思考」。把必修的「大學國文」併入「通識人文」領域？如果校長推跨領域學習的話，是不是「大一英文、體育、資訊素養」這一類的通識必修課程都可以做一些轉型？學生在意的是，這些必修課程是被綁死的，是不是可以改成學生自由選？把它併入「通識課程」，希望校長可以考慮通識必修存在的必要性？</p> <p><b>補充提問：</b></p> <p>請問轉型，主要的內容是轉成什麼樣子，像院長您剛剛說的「溝通與表達」嗎？肯定是跟原本的國文有一點差別，那具體來講有哪些差別？</p> <p><b>*歷史系同學補充提問：</b></p> <p>Dcard上面看到，聽說「大學國文」好像要轉型，想問一下有沒有這件事？</p>  |
| <p>現 場 回 應<br/>Response in<br/>the meeting</p>      | <p><b>【校長】</b></p> <p>課程的調整影響大，我們會搜集台、成、清、交、中山、中央、台師大及政大這幾所學校的做法，後續再提到相關會議討論，謝謝同學們的意見。</p> <p><b>【President】</b></p> <p>The adjustment of courses has a significant impact, we will gather information on the practices of universities such as National Taiwan University, National Cheng Kung University, National Tsing Hua University, National Yang Ming Chiao Tung University, National Sun Yat-sen University, National Central University, National Taiwan Normal University, and National Cheng Chi University. After that, we will bring them up in the</p>  |

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|   | <p>related meetings for discussion. Thank you for your feedback.</p> <p><b>【文學院院長】</b><br/> 「通識」本來就包含體育、國文、英文，還有自然人文、社會、微通、跨域、核心素養，都在「通識課程」28學分裡面。「大一英文」這學期已經通過要轉型了；「大一國文」學校可能參照其他大學開設「溝通與表達」之類的課程。政大校長的全國通識改革方向，我們學校也有跟上。就像我們背書一樣，它以後會反芻。如果，你把這些溝通表達抽離，我覺得可能會短多長空。</p> <p>依照校長的慣例，要先盤點各大學做法，然後送到校務協調會討論決議。</p> <p>因為「大一國文」主要是中文系老師負責開課，具體有哪些差別，會後請教專業系所再書面回覆。</p> <p><b>【Dean for College of Liberal Arts】</b><br/> General education inherently encompasses physical education, Chinese, English, natural sciences, humanities, social sciences, interdisciplinary integration, and core competencies, all within the 28 credits of general education courses. The transformation of "Freshman English" has already been approved this semester, while for "Freshman Chinese," the school may consider offering courses like "Communication and Expression" based on practices at other universities. Our university aligns with the nationwide general education reform initiative proposed by the NCCU president. This process is akin to memorization—it becomes internalized and understood over time. However, removing key elements like communication and expression may yield short-term benefits but lead to long-term setbacks.</p> <p>Following the president's usual practice, the first step involves reviewing the approaches adopted by various universities, followed by submitting the findings to the University Affairs Coordination Meeting for discussion and resolution.</p> <p>As "Freshman Chinese" courses are primarily taught by faculty from the Department of Chinese Literature, any specific differences will be clarified in consultation with the relevant academic departments, and a written response will be provided thereafter.</p> |
| <p>會 後<br/> 補充說明<br/> Post-meeting<br/> n o t e</p> | <p><b>【教務處(通識中心)】</b><br/> 配合中文系課程轉型規劃辦理，提供學生更豐富敘事與表達素養。</p> <p><b>【Office of Academic affairs (General Education Center)】</b><br/> To align with curriculum transformation in the Department of Chinese Literature, we are focusing on developing students' narrative and expressive competencies.</p> <p><b>【文學院(中文系)】</b><br/> 中文系已於113年11月5日第306次系務會議通過大學國文革新案，重點在於人文精神的培養和敘事能力的建立。為使課程目標更為清楚，上學期更名「敘事表達：語文素養」、下學期則作「敘事表達：語文應用」，並於11月19日已提交通識中心課程委員會討論。改革詳細內容，請參考已提交之課綱(如附件)。</p> <p><b>【College of Liberal Arts(Department of Chinese Literature)】</b><br/> The Department of Chinese Literature has approved the reform plan for the "College Chinese" course at the 306th Department Affairs Meeting on Nov. 5, 2024. The focus is on cultivating humanistic spirit and developing narrative skills. To clarify the course objectives, the first semester has been renamed "Narrative Expression: Chinese Literacy", while the second semester is now "Narrative Expression: Chinese Application." The proposal was submitted to the General Education Center Curriculum Committee for discussion on Nov. 19, 2024. For detailed information about the reform, please refer to the</p>   |

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|  | submitted syllabus.( (Please refer to the attachment ))   |
| 問題8-2<br>Q8-2                          | <p><b>【法律系同學】</b><br/>我是幫長虹吉它社詢問，長虹吉他社跟另外一個音樂性社團（弦樂社）的社辦在隔壁。所以，他們有時候在團練的時候，聲音會互相干擾，有沒有可能把他們社團的社辦跟非音樂性社團的社辦調換？</p>   |
| 現場回應<br>Response in the meeting        | <p><b>【學務處(課外組組長)】</b><br/>剛才長虹吉它社同學剛好在外面說要申請，我剛才已經有告知同學，長虹吉它社跟弦樂社在廂房時就是在同一間，過去二十幾年都是公用社辦。我有跟他們建議，他們二個社團可以討論將團練時間區隔開，例如，一個社團團練週一、三、五，另一個團練週二、四、六，細節他們可以自己再討論，同學表示他們之前沒想到這個做法。我已經請負責同仁約二個社的社長討論協調練習時間。</p> <p>音樂性社團社辦若跟非音樂性社團放在一起，也有可能互相干擾。若他們真的需要更多時間練習，如果晚上雲平樓的教室是空的，他們也可以憑學生證去借用。</p> <p><b>【Office of Student Affairs (Division Chief for Extracurricular Activities Division)】</b><br/>Just now, the students from the LongRed Guitar Club happened to be outside. I have already informed them that the LongRed Guitar Club and the String Club share the same room when practicing in the Xiang Fang. For over 20 years, they have been using the same club office. I suggested to the clubs that they could discuss separating their practice times—for example, one club could practice on Mondays, Wednesdays, and Fridays, while the other could practice on Tuesdays, Thursdays, and Saturdays. They can further discuss the details among themselves. The students mentioned that they hadn't thought of this approach before. I have already asked the responsible staff member to arrange a discussion between the presidents of the two clubs to coordinate their practice schedules.</p> <p>If music-oriented clubs share the office with non-music-related clubs, it might lead to mutual interference. If the clubs really need more practice time, they could also borrow classrooms in Yun Ping Building in the evenings if they are available, using their student ID cards.</p> |
| 問題8-3<br>Q8-3                          | <p><b>【法律系同學】</b><br/>雲平樓可能24小時開放嗎？</p> <p><b>歷史系同學補充提問：</b><br/>24小時開放的問題，原本是我要提的。如果考量安全性問題，我們也知道工讀生比較辛苦一點，是不是可以不用工讀生，同學自己用門禁卡進出。</p>  |
| 現場回應<br>Response in the meeting        | <p><b>【校長】</b><br/>同學如有特別需要，可以個別向課外組申請，個案處理。全校1萬6仟多位學生，加上1仟多位教職員工，基於安全性考量暫不開放。但會列入紀錄，會後研議。</p> <p><b>【President】</b><br/>If students have specific needs, they can apply individually to the Extracurricular Activities Division, and the application will be addressed on a case-by-case basis. The School has a total of over 16,000 students and more than 1,000 faculty and staff members. For safety reasons, Yun Ping Building will not be made available for 24 hours this time. However, it will be recorded and discussed after the meeting.</p> <p><b>【學務處(課外組組長)】</b><br/>目前我們盤點全國100多間大學，聽說只有政大有開24小時。24小時開放首先要考量的是安全性。雲平樓要24小時開放，我們勢必需要有配套措施，最基本的會需要工作人員及工讀生去管理。但我們也需考量工讀生的安全。</p>   |

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|   | <p>我們盤點過，90%的社團活動都在晚上10點前就結束了，只有一些社團，希望能開放到10點半，基於學生安全考量下暫不開放24小時。</p> <p><b>【Office of Student Affairs (Division Chief for Extracurricular Activities Division)】</b><br/>           Currently, we have surveyed over 100 universities nationwide and heard that only National Chengchi University offers 24-hour access. The first consideration for 24-hour operation is safety. If Yunping Building is to be open 24 hours, we will definitely need supporting measures, the most basic of which would require staff and Part-time workers for management. However, we must also take the safety of part-time workers into account.</p> <p>We have assessed that 90% of club activities end before 10 PM, and only a few clubs wish to extend their hours until 10:30 PM. For student safety reasons, we will not be opening 24 hours at this time.</p>   |
| <p>會 後<br/>補 充 說 明<br/>Post-meeting<br/>n o t e</p> | <p><b>【校長】</b><br/>           本校圖書館自106年第2學期起於期末考期間(約10天)，實施自習室24小時開放，以因應同學考試期間夜讀的需求，並提供以下措施保障同學夜讀安全：<br/>           1.請校內駐警隊執勤人員加強巡視，每次開放前行文駐警隊提醒。<br/>           2.自習室提供2支緊急電話，遇緊急狀況可通報駐警隊處理。<br/>           3.提供緊急口哨，夜間進出校園可隨身攜帶。</p> <p>惟安全性考量下，目前暫無於其他場域進行24小時開放的規劃。未來將會蒐集各校資料後再進行綜合評估。</p> <p><b>【President】</b><br/>           Since the second semester of the academic year 2017, the Library has implemented 24-hour access to the study room during final exam periods (approximately 10 days) in response to students' needs for late-night study. To ensure the safety of students studying overnight on campus, the following measures are in place:<br/>           1.The Campus Security team is notified in advance and the frequency of patrols has increased during the aforementioned 24-hour open period.<br/>           2.Two emergency phones are provided in the study room, allowing students to contact the Campus Security team in case of any emergencies.<br/>           3.Emergency whistles are available for students to carry with them at night.</p> <p>However, due to safety concerns, there are currently no plans to extend 24-hour access to other areas of the campus. We will continue to gather information from other universities and conduct a comprehensive evaluation for future consideration.</p> <p><b>【圖書館】</b><br/>           關於同學希望自習室24小時全天開放，圖書館就目前服務情況、期末考24小時開放使用分析及全天24小時開放支出成本，說明如下：<br/>           1.目前提供的服務：<br/>           圖書館為提供同學自習的需求，於地下一樓設有自習室160席位，平時每日開放至晚間12時，考試期間特延長開放總館1-3樓至晚上12時，期末考期間自習室更24小時全天開放，考量同學夜間安全，期間特別協請總務處駐警隊夜間加強支援巡邏。<br/>           2.自習室期末考24小時開放使用分析：<br/>           自習室自106學年度第二學期至今，已實施12次期末考期間約10天24小時全天開放，經分析使用情形發現整體夜讀期間各時段使用人次均約20人左右，有些時段使用人次為個位數，而於零晨時段其使用成效不如預期。<br/>           3.自習室全天24小時開放支出成本試算：</p> |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <p>自習室全天提供24小時開放，必須增加保全人力，以確保同學安全。其他所需支出項目，包括：水電、空調、燈光、清潔等，粗估計算每月需支出約12萬元，一年需增加支出經費約150萬元。</p> <p>學生安全是優先考量的重點，並考量其他因素，例如：期末考期間自習室24小時開放夜間使用率不高及額外經費支出，圖書館暫不提供自習室24小時全天開放。未來將考量學生需求，蒐集各大學圖書館作法，進行綜合評估後續服務調整參考依據。</p> <p><b>【Library】</b><br/>In response to students' request of 24-hour access to the study room, the Library lists the current service provisions, the usage of 24-hour access during final exams, and additional cost estimation, as below:</p> <ol style="list-style-type: none"> <li>1. <b>Current Service Provisions:</b><br/>The Library currently provides 160 seats in the study room in the basement, which is open daily until midnight. During mid-term and final exam periods, the Library extends the opening hours of the main library (Floors 1-3) until midnight. The study room offers 24-hour access during final exams. To ensure students' safety overnight, the Campus Security team increases the frequency of security patrols during this period.</li> <li>2. <b>Usage Analysis of 24-Hour Access During Final Exams:</b><br/>Since the second semester of the academic year 2017, the Library has implemented 24-hour access to the study room for approximately 10 days during final exam periods, a total of 12 times so far. Analysis of usage patterns shows an average of about 20 users per time slot (2 hours as a slot) during the night, with less than 10 users for some time slots. The usage during late-night hours has been lower than expected.</li> <li>3. <b>Cost Estimation for Year-Round 24-Hour Access:</b><br/>To ensure students' safety, the offer of year-round 24-hour study room access must come with security staff. Other costs include electricity, air conditioning, lighting), and cleaning. An estimated cost suggests NT\$120,000 per month, totaling an additional annual expenditure of about NT\$1.5 million.</li> </ol> <p>Students' safety is our priority. Considering other factors, such as the relatively low usage during the current 24-hour access periods and the additional estimated costs, the Library currently doesn't provide 24-hour access year-round. Moving forward, we will take students' needs into consideration, gather relevant information from other university library practices, and conduct an evaluation to inform future service provisions.</p> |
| <p>問題9-1<br/>Q9-1</p>                       | <p><b>【食生系博班同學】</b><br/><b>*本提問與現場意見交流(問題4)相關</b><br/>校內網路於寒暑假期間反而更差，是否有根本上的問題無法解決？</p> <p><b>補充說明：</b><br/>我的位置在5樓(503)，但有時候是3、4、5樓一起斷；甚至是1到5樓一起斷，通常如果斷網，都是有線的跟無線WiFi全斷。</p>   |
| <p>現場回應<br/>Response in<br/>the meeting</p> | <p><b>【校長】</b><br/>同學如果發現網路不好的時候，隨時可以向計資中心反應，計資中心會去瞭解是屬於公共區域或各系所的內部空間，會很快的去處理。假設同學是在自己系所教室有網路不好的情況，建議先向系所辦公室或是主管反應。</p> <p>如果同學的問題一直都沒有被改善，也可以向我們反應，計資中心會派同仁去瞭解狀況，會去跟系所主管說，我們也會在校務協調會時跟院長說，請院長協助解決同學的問題。</p>  |

|   | <b>建議與回應 Suggestions and Responses</b>   |
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|   | <p style="text-align: center;"><b>【President】</b></p> <p>If students experience poor internet connection, please report it to the Computer and Information Network Center. They will investigate whether the issue is in a public area or within a department's internal space, and deal with it instantly. If students are experiencing poor internet connection in their own department's classroom, we suggest they first report the issue to their department office or the supervisor.</p> <p>If students' issue in the department remains unresolved, please let us know. The Computer and Information Network Center will send staff to investigate the situation and communicate with the supervisor of the department. We will also bring it up in the relevant meeting and ask the Dean to assist to resolve it.</p> <p style="text-align: center;"><b>【計資中心主任】</b></p> <p>請問同學在食生大樓的位置？</p> <p>各大樓內部網路由各系所負責，同學可以向系所反應，計資中心也會去瞭解狀況，提供建議。如果同學發現無線網路有問題的話，不論在什麼地方，請同學跟計資中心反應，告知我們確切的地點，計資中心就會派同仁到那個地方去測一下，看到到底是哪裡有問題，如果是計資中心的問題，我們會去改善；如果不是計資中心的問題，我們會去通知相關單位反應有這個問題。</p> <p>至於有線網路，計資中心會將光纖拉到各大樓，大樓再將光纖分到各樓層。所以，大樓外面的光纖是計資中心負責，但各大樓的光纖由各大樓負責。所以，剛剛同學提到3、4、5樓的問題，應該是你那一棟大樓的管理問題。如果大樓不知道怎麼處理的話，計資中心會提供處理的意見。</p> <p style="text-align: center;"><b>【Chief Director for Computer and Information Network Center】</b></p> <p>May I ask where you are located in the Food and Life Sciences Building?</p> <p>The internal network within each building is managed by the respective departments. Students can report any issues to their department, and the Computer and Information Network Center will also investigate the situation and provide recommendations. If students encounter issues with the wireless network, regardless of the location, please report them to the Computer and Information Network Center and provide the exact location. The center will dispatch staff to that location to test and identify the issue. If the problem falls under the responsibility of the Computer and Information Network Center, we will address it; if not, we will notify the relevant department to handle the issue.</p> <p>As for the wired network, the CINC is responsible for connecting fiber optic cables to each building, while the buildings are responsible for distributing the fiber to individual floors. Thus, the external fiber infrastructure is managed by the Computer and Information Center, but the fiber within each building is the responsibility of the respective building. Regarding the issues on the 3rd, 4th, and 5th floors mentioned earlier, it is likely a management issue within your building. If the building management is unsure how to address the problem, the Computer and Information Center will provide guidance and recommendations.</p> |
| <p>會 後<br/>補 充 說 明<br/>Post-meeting<br/>n o t e</p> | <p style="text-align: center;"><b>【食生系】</b></p> <p>1. 食生系網路管理說明：<br/> (1) 本系【實體網路線】採『實名制』登記，教職員(含研究生)須自行至系網(如下圖)填寫申請表<a href="https://forms.gle/SbwHfRemEXgfSRG58">https://forms.gle/SbwHfRemEXgfSRG58</a>(網路google問卷)，並由系上配發一組IP，及聯繫網路工程師(校外)設定IP綁定網卡(MAC)，設定完成後將發信件給申請者，通知如何自行設定啟用實體網路線步驟。</p>   |



## 建議與回應 Suggestions and Responses

### 重要公告 News

- ▲113學年度第1學期【食生與食安講座】邀請講者名單
- ▲113學年度第1學期碩士在職專班課程時間表
- ▲食生系研究生離校注意事項
- ▲食品及畜產品安全檢測中心—服務項目一覽表
- ▲實體網路IP申請表
- ▲假期實習課程滿意調查表
- ▲畢業生離校問卷調查
- ▲網站意見回饋系統

- (2)本系實驗室硬體設備(無線WIFI機)，由各實驗室自行添購，同樣的流程，如上(1)說明完成申請步驟。
- (3)因學校一個IP限制流量為5G，使用超過5G系統將會自動斷網。故已建議本系各實驗室在學研究生(碩士及博士)使用實體網路線，其他人員(學士班、助理等)使用WIFI共享網路，若實驗室集體使用WIFI將會很容易超過5G流量，而且速度會變慢。
- (4)本系整理學生網路問題，大致共通項目整理如下：(a)交換器(Switch)插頭沒插或是壞掉、(b)交換器(Switch)線被老鼠咬斷、(c)研究生提供的網卡(MAC)不對、(d)實體網路線的頭壞掉等。

### 2. 本系回覆503室博士班同學疑問：

- (1)經系上查詢503實驗室已向系上申請實體網路線及無線WIFI機的IP，本系皆已設定完成，但須提一點『503實驗室申請者姓名全數填寫公共電腦』，不是研究生姓名，故無法判別這位提問同學『是否有申請實體網路線或是使用實驗室無線WIFI機』，兩者差別在於，若該生使用實驗室無線WIFI機，實驗室人多使用時就會產生速度變慢的問題，反之使用實體網路線較不會有這問題。
- (2)該生提到「3、4、5樓一起斷」，這部分本系網路分東、西兩側邊各有一台『網路主幹路由集線器』，當遇到其中一側若集體斷網(503室屬於西側邊)，代表網路集線器故障或是有其他問題，可立即連繫系上處理，但因本系網路工程師是校外廠商，需要一些等候時間，畢竟系上經費有限，無法和廠商簽屬長期固定合約，採網路有狀況實支實付的方式處理。
- (3)另外，該生提到「1到5樓一起斷，通常如果斷網，都是有線的跟無線WIFI全斷」，這部分全系一起斷網，較大機率是計資中心維修網路全校斷網或是全校斷電，這時依舊要請各實驗室耐心等待前線人員的維修，相信專業人員會盡力搶救。

3. 總結，目前本系大樓的網路都沒問題，本系於「校長與學生有約」這活動之前，各實驗室若有反映網路有問題，都已完成解決，活動後至今系上尚未接獲研究生網路問題，懇請提問學生，往後遇網路相關問題，先至系上反應，系上會盡力針對問題提供服務。

### 【Department of Food Science and Biotechnology】

#### 1. Food and Health Department Network Management Instructions:

- (1)This department's [physical online line] adopts a "real-name" registration system. Faculty and staff (including graduate students) must go to the department website (as shown below) to fill out the application form <https://forms.gle/SbwHfRemEXgfSRG58> (online Google questionnaire), and the department will allocate a set of IP, and contact the network engineer (off-campus) to set the IP binding network card (MAC). After the setting is completed, a letter will be sent to the applicant to inform the applicant how to set up and activate the physical network line.

## 建議與回應 Suggestions and Responses



- (2)The laboratory hardware equipment (wireless WIFI machine) of this department is purchased by each laboratory. The same process is as described in (1) above to complete the application steps.
- (3)Because the school's IP limits traffic to 5G, the system will automatically disconnect if the system uses more than 5G. Therefore, it has been recommended that graduate students (masters and doctoral students) in each laboratory of the department use physical network lines, and other staff (bachelor classes, assistants, etc.) use WIFI shared network. If the laboratory uses WiFi collectively, it will easily exceed the 5G traffic, and The speed will be slower.
- (4)This department sorts out student network problems. The common items are summarized as follows: (a) The switch plug is not plugged in or is broken, (b) the switch cord is chewed by a mouse, (c) The network card (MAC) provided by the graduate student is incorrect, (d) the head of the physical network cable is broken, etc.

### 2. The department responds to questions from doctoral students in Room 503:

- (1)After checking with the department, 503 Laboratory has applied for the physical network line and the IP of the wireless WIFI machine from the department. The settings have been completed, but one thing must be mentioned: "The name of the 503 laboratory applicant must be filled in in full on the public computer". It is not the name of the graduate student, so it is impossible to determine whether the student who asked the question "has applied for a physical network line or used a laboratory wireless WIFI machine." The difference between the two is that if the student uses the laboratory wireless WIFI machine, it will be used when there are many people in the laboratory. There will be a problem of slowing down. On the contrary, using a physical network line will not have this problem.
- (2)The student mentioned that "the 3rd, 4th, and 5th floors were all disconnected at the same time." This part of the department's network is divided into the east and west sides. There is a "network backbone routing hub" on each side. When encountering one side, if a group If the network is disconnected (Room 503 is on the west side), it means that the network hub is faulty or there are other problems. You can contact the department immediately to deal with it. However, because the network engineer of this department is an off-campus manufacturer, it will take some waiting time. After all, the department has funds. Limited, it is impossible to sign a long-term fixed contract with the manufacturer, and it will be handled by actual payment according to network conditions.
- (3)In addition, the student mentioned that "the 1st to 5th floors are all disconnected together. Usually if the Internet is disconnected, both the wired and wireless WiFi are completely disconnected." This part is all disconnected at the same time. The higher probability is the accounting center. If the maintenance network is disconnected or the entire school is powered off, all laboratories must still wait patiently for frontline personnel to repair. I believe the professionals will try their best to rescue.

3.In summary, there is currently no problem with the network in the department building. Before the "Principal's Appointment with Students" event, all laboratories in the department reported network problems, which have been resolved. After the event, the department has not yet received any calls. For postgraduate network problems, students

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|  | <p>are kindly requested to ask questions. If you encounter network-related problems in the future, please contact the department first. The department will try its best to provide services to solve the problem.</p> <p><b>【計資中心】</b><br/>據判斷同學反應現象應屬單位內部網路問題，已請全校網路業務負責同仁聯繫食生大樓內部網管同仁，以進行了解並將提供必要改善協助。</p> <p><b>【Computer and Information Network Center】</b><br/>Based on the assessment, the issue reported by the students seems to be related to the department's internal network. The staff responsible for campus-wide network operations have been asked to contact the network management personnel of the Department of Food and Science Building to investigate the issue and provide the necessary assistance for improvements.</p>  |
| <p>問題9-2<br/>Q9-2</p>                            | <p><b>【食生系博班同學】</b><br/>同學遇到問題會向系所反應，最常遇到的，不是問題有沒有解決，而是系所單位本身會踢皮球這個問題。有時候到各行政單位處理事務時，各特定窗口承辦人態度差，且經常有不了了之的辦事風格，而學生無法像教學評鑑定期反應，有無處理機制或不適任淘汰的制度？</p>   |
| <p>現場回應<br/>Response in<br/>the meeting</p>      | <p><b>【校長】</b><br/>同學反映問題時，可以寫信寄給行政同仁，副本給主任；如果系上沒有回信，隔幾天再提醒。如果還是沒有處理，就寫信寄給主任，副本給院長，院長就會交辦主任處理。若仍然沒有解決，就寄給主任，副本給院長及校長，相信問題應該很快就會解決的。</p> <p>尤其社團跟行政同仁反應問題，若一次、二次都沒有處理，就去跟他的主管反應，若主管沒處理就向學務長反應，再來就反應給校長，希望能很快的解決大家的問題。</p> <p><b>【President】</b><br/>When students report an issue, they can email the administrative staff and put the Director on copy. If there is no reply from the department, remind them a few days later. If the issue is still unresolved, send an email to the Director and copy the Dean, and the Dean will instruct the Director to handle it. If the problem remains unaddressed, send an email to the Director, and put the Dean and the President on copy, I believe the problem will be addressed promptly.</p> <p>Especially when student clubs report issues to the administrative staff, if the issue is not addressed after reporting once or twice, they should report it to the supervisor. If the supervisor does not deal with it, then report it to the Vice President for Student Affairs, and if still unresolved, report it to the President. The School hopes to resolve everyone's issues as soon as possible.</p> |
| <p>會 後<br/>補充說明<br/>Post-meeting<br/>n o t e</p> | <p><b>【秘書室】</b><br/>同學您好：<br/>感謝您的提問。若同學在校遇有行政單位不合宜或消極應對之處理，建議您可向師長、系所或行政單位尋求協助或依情況適時向單位主管反應，以利反應實情及妥善處理問題。如您經反應後仍無法解決難題，可投書至校長信箱，秘書室將請業務單位進行瞭解與回應。</p> <p>同時，秘書室將研議建置意見反應系統於「興大入口」，提供師生反應校務意見管道。</p>  |

|   | <b>建議與回應 Suggestions and Responses</b>  |
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|   | <p>學校定期辦理行政單位服務滿意度評量，全校教職員工生皆可於該評量實施時提供寶貴意見，以利提升服務品質與行政效能。</p> <p><b>【Secretariat office】</b><br/>Thank you for your inquiry. If students encounter inappropriate or passive responses from administrative units on campus, it is recommended that you seek assistance from teachers, departments, or administrative units, or, depending on the situation, report the issue to the relevant supervisor to ensure that the matter is addressed appropriately. If the issue remains unresolved after reporting, you may submit a letter to the President's mailbox. The Secretariat Office will request the relevant department to investigate and provide a response.</p> <p>At the same time, the Secretariat Office is considering the establishment of a feedback system on the " NCHU Single Sign-On System " to provide a channel for students and faculty to express their opinions on university affairs.</p> <p>The university regularly conducts satisfaction surveys on administrative services, and all faculty, staff, and students are encouraged to provide valuable feedback during the survey period to help improve service quality and administrative efficiency.</p> |
| <p>問題10-1<br/>Q10-1</p>                         | <p><b>【農藝系同學】</b><br/>宿舍網路費事宜，沒有使用網路，卻要繳300元，沒用可以不收嗎？</p> <p><b>補充說明：</b><br/>室內的網路可以接WiFi機，但是就是在這個轉傳的過程，最後裝置是收不到網路的，但我不確定是網路孔出現問題，還是我自己的WiFi機出現問題，但是後面就沒時間處理，後來我也沒有再使用宿舍的網路。我主要是想要反應能不能讓學生去選擇要不要繳300元網路費。</p> <p>我有跟網管反應，網管也有來處理，但之後就是不了了之。</p>  |
| <p>現場回應<br/>Response in<br/>the meeting</p>     | <p><b>【校長】</b><br/>我們盤一下主要的大學的相關做法再來討論。我們比較期待解決問題，改善網路，希望提供同學更好的服務。</p> <p><b>【President】</b><br/>Let's take a look at the relevant practices of major universities before we start the discussion. We prefer to solve problems and improve the network, with the goal of providing better service for the students.</p> <p><b>【學務處(住輔組組長)】</b><br/>宿舍網路費是住宿費的一部份，我們提供有線及無線網路。無線網路，我們是建置在公共區域。同學講的寢室內網路故障問題，可向服務中心報修確認問題原因及通報修繕。</p> <p><b>【Office of Student Affairs (Division Chief for Student Housing Service Division)】</b><br/>The dormitory internet fee is included as part of the accommodation fee. We provide both wired and wireless internet. The wireless network is available in public areas. For issues with the in-room internet connection, students can report the problem to the service center to identify the cause and request repairs.</p>   |
| <p>會後<br/>補充說明<br/>Post-meeting<br/>n o t e</p> | <p><b>【學務處(住輔組)】</b><br/>經調查台大、清大、陽交大、成大、政大、中山、中正等學校，各校每學期網路收費介於200元~1,000元範圍，無退費規定，本項費用是專款專用於建置及更新宿舍網路設備。</p>  |

| <b>建議與回應 Suggestions and Responses</b> |  |
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|  | <p><b>【Office of Student Affairs (Student Housing Service Division)】</b><br/>Based on the findings, universities such as National Taiwan University, National Tsing Hua University, National Yang Ming Chiao Tung University, National Cheng Kung University, National Chengchi University, National Sun Yat-sen University, and National Chung Cheng University impose dormitory internet fees ranging from NT\$200 to NT\$1,000 per semester. These fees are non-refundable and are dedicated solely to the development and enhancement of dormitory internet infrastructure.</p>  |
| 問題10-2<br>Q10-2                        | <p><b>【農藝系同學】</b><br/>女宿前方人行道腳踏車規範，有宣導腳踏車要牽行，也有告示牌提醒，但還是有很多人遵守還是照騎。想反應，那條路蠻寬的，有沒有可能規劃一條腳踏車道？</p>   |
| 現場回應<br>Response in<br>the meeting     | <p><b>【校長】</b><br/>請我們的同仁加強宣導，也希望同學遵守法規的規定。</p> <p><b>【President】</b><br/>We will ask our colleagues to put more effort into promotion, hoping that students will adhere to the regulations as well.</p> <p><b>【總務長】</b><br/>用路行為要靠交通安全教育宣導。同學講得很好，希望同學進出宿舍腳踏車是用牽的，某種程度也是在告訴同學，有一個空間轉換的安全性的問題。<br/>上次臺北市市長在人行道騎腳踏車被罰800元，用路人本來就要為他的用路行為負責，就像學校東三門之前常因摩托車騎到人行道遭民眾檢舉，所以同學還是要有守法的觀念。</p> <p><b>【Vice President for General Affairs】</b><br/>Promoting proper road behavior relies on traffic safety education and advocacy. A student made an excellent point—encouraging students to walk their bicycles when entering or leaving the dormitory highlights the importance of a safe transition in shared spaces.<br/>Recently, the mayor of Taipei was fined NT\$800 for riding a bicycle on the sidewalk, underscoring the responsibility of all road users for their actions. Similarly, at the school's East Third Gate, motorcycles were frequently reported by the public for being ridden on the sidewalk. Therefore, students must maintain a strong sense of legal compliance when using shared roadways.</p> <p><b>【學務長】</b><br/>女生宿舍前方的人行道是不能夠騎腳踏車的，一定要用牽的，這是交通法規規定的，提醒同學要遵守交通法規。因有些同學沒有遵守，學校也安排了交通服務隊的同學來協助宣導，我們希望同學要遵守交通法規。<br/>針對興大路女宿大門自行車動線，去年住輔組、學安室及總務處資產組研擬增設紅綠燈及自行車穿越標線或於人行道劃設自行車道之作法，提案請市政府交通局工程科評估可行性，市府經過現地會勘後已針對窒礙部分進行回覆，不合法規設置規範。</p> <p><b>【Vice President for Student Affairs】</b><br/>The sidewalk in front of the female dormitory is not allowed for cycling; students must walk their bicycles. This is in accordance with traffic regulations, and we remind students to follow these rules. Since some students have not been following them, we have arranged for the traffic service team to assist in traffic safety promotion as well. We hope students follow traffic regulations.</p> <p>Regarding the bicycle traffic flow at the entrance of the female dormitory on Xing-Da</p> |

| <b>建議與回應 Suggestions and Responses</b>    |   |
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|   | Road, last year, Student Housing Service Division, Student Safety Division, and Property Operation Management Division from Office of General Affairs proposed the idea of adding traffic lights and bicycle crossing lines or marking a bicycle lane on the sidewalk. The proposal was submitted to the Engineering Section of Transportation Bureau of City Government for feasibility assessment. After conducting an on-site investigation, they have replied that there are certain obstacles that make this proposal does not meet the legal requirements for such installations. |
| 會 後<br>補 充 說 明<br>Post-meeting<br>n o t e | <p><b>【總務處（事務組）】</b><br/>           女宿前人行步道違停機踏車，台中市政府交通局停管處已回應在二個月內，於兩側豎立禁停標誌。</p> <p><b>【Office of General Affairs (Business Engagement Division)】</b><br/>           Motorcycles and scooters illegally parked on the pedestrian walkway in front of the female dormitory will soon be addressed. The Taichung City Government Transportation Bureau's Parking Management Office has responded that no-parking signs will be installed on both sides within two months.</p>  |

肆、散會：晚上八時三十分。

國立中興大學 通識課程 教學大綱  
Syllabus of NCHU General Education Course

|                               |   |                  |            |                    |           |
|-------------------------------|---|------------------|------------|--------------------|-----------|
| 課程名稱<br>course name           | (中)敘事表達：語文素養  |                  |            |                    |           |
|                               | (Eng.) Narrative Expression: Language Literacy  |                  |            |                    |           |
| 開課系所班級<br>dept. & grade       | 通識教育中心<br>General Education Center  | 學分<br>credits    | 2          | 規劃教師<br>instructor | 中文系教師     |
| 課程屬性<br>course type           | 必修<br>required  | 授課語言<br>language | 中文 Chinese | 開課學期<br>semester   | 上<br>fall |
| 課程分類<br>course classification | 109 學年度前入學新生適用<br>enrolled in or before academic year 2020  |                  |            |                    |           |
|                               | 110 學年度起入學新生適用<br>enrolled in or after academic year 2021   |                  |            |                    |           |
| 課程簡述<br>course description    | <p>以現代教育對語文學習的實踐性需求為出發點，透過精練的教材，聚焦敘事表達的核心素養，旨在提升學生的批判性思維、創意思考及溝通能力。課程選文模式是系統化地結合 ESG（環境、社會與治理）及 SDGs（聯合國可持續發展目標），讓學生在學習語文的同時，深化其對全球議題的認識，進而增強社會責任感與全球化視野。此外，課程引入生成式 AI 技術應用，鼓勵學生利用先進工具進行資料整理與分析，培養學生在新媒體環境中的資訊素養與批判能力，以適應數位時代的多元挑戰。</p> <p>Starting from the practical needs of modern education in language learning, this program employs concise teaching materials to focus on the core competencies of narrative expression. It aims to enhance students' critical thinking, creative problem-solving, and communication skills. The course adopts a systematic approach to text selection, integrating ESG (Environmental, Social, and Governance) principles and SDGs (United Nations Sustainable Development Goals) to deepen students' understanding of global issues while fostering social responsibility and a global perspective. Additionally, the curriculum incorporates generative AI technology, encouraging students to utilize advanced tools for data organization and analysis. This approach nurtures students' information literacy and critical skills in the new media environment, preparing them to tackle the diverse challenges of the digital age.</p> |                  |            |                    |           |
| 教學目標<br>course objectives     | <ol style="list-style-type: none"> <li>1. 提升語文表達能力：強化學生的敘事表達技巧，使其能夠清晰、流暢地傳達個人觀點與想法，建立穩固的語文素養基礎。</li> <li>2. 培養批判性思維與創意思考：透過多元議題的探討，激發學生的批判性思維與創意思考，讓其能夠有效分析資訊並形成獨立見解。</li> <li>3. 深化全球議題與社會責任意識：課程結合 SDGs 與 ESG 相關議題，幫助學生在語文學習過程中認識環境、社會和經濟的可持續發展重要性，增強其全球化視野與社會責任感。</li> <li>4. 應用生成式 AI 技術：引導學生使用生成式 AI 輔助工具，培養其在數位資訊時代的閱讀、整理、分析能力，增進其在新媒體環境中的資訊素養與辨識能力。</li> <li>5. 強化心理韌性與應變能力：透過敘事表達的實踐訓練，讓學生在面對複雜議題或挑戰時，具備冷靜應對與解決問題的心理韌性，為未來學習與職涯發展奠定正向基礎。</li> </ol>   |                  |            |                    |           |

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|---|--|----------------------|---|---------------------------|-----------------|
|   | <p>1.Enhancing Language Expression Skills: Strengthen students' narrative expression techniques, enabling them to convey personal viewpoints and ideas clearly and fluently, building a solid foundation in language literacy.</p> <p>2.Fostering Critical Thinking and Creative Problem-Solving: Encourage critical thinking and creative problem-solving through the exploration of diverse topics, helping students analyze information effectively and form independent perspectives.</p> <p>3.Deepening Awareness of Global Issues and Social Responsibility: Integrate SDGs and ESG-related topics into the curriculum, enabling students to understand the importance of sustainable development in environmental, social, and economic contexts while enhancing their global perspective and sense of social responsibility.</p> <p>4.Applying Generative AI Technology: Guide students in utilizing generative AI tools to develop their abilities in reading, organizing, and analyzing digital information, thereby improving their information literacy and critical discernment in the new media environment.</p> <p>5.Strengthening Psychological Resilience and Adaptability: Through practical training in narrative expression, equip students with the psychological resilience to calmly address complex issues or challenges, laying a positive foundation for future learning and career development.</p> |                      |   |                           |                 |
| 先修課程<br>prerequisites   | 無 None   |                      |   |                           |                 |
| 六項核心能力配比 (加總為 100%)<br>The 6 core learning outcomes add up to 100%  |  |                      |   |                           |                 |
| 人文素養  | 科學素養   | 溝通能力                 | 創新能力  | 國際視野                      | 社會關懷            |
| 50%   | 0%   | 10%                  | 0%  | 0%                        | 40%             |
| Humanities Literacy   | Scientific Literacy  | Communication Skills | Innovative Ability  | International Perspective | Social Concerns |
| 教學方法 teaching methods   |  |                      | 學習評量方式 evaluation   |                           |                 |
| <p>1.引導式討論法 (Socratic Seminar)</p> <p>2.合作學習法 (Cooperative Learning)</p> <p>3.問題導向學習法 (Problem-Based Learning, PBL)</p> <p>4.引導寫作法 (Guided Writing)</p> |  |                      | <p>1.形成性評量 40% (Formative Assessment)</p> <p>2.同儕評估 10% (Peer Assessment)</p> <p>3.綜合性評量 50% (Summative Assessment)</p> |                           |                 |
| 授課內容 (單元名稱與內容、習作/考試進度)<br>course contents and homework/tests schedule   |  |                      |   |                           |                 |
| 週次  | 授課內容   |                      |   |                           |                 |
| 第 1 週   | 課程與作業說明  |                      |   |                           |                 |
| 第 2 週   | 楊秋忠〈我的求學及研究的足跡〉，藉由回顧楊忠秋院士的求學歷程與研究軌跡，反思自己的成長歷程，期望同學自我覺察並認識及定位自己。  |                      |   |                           |                 |
| 第 3 週   | 楊秋忠〈我的求學及研究的足跡〉，藉由回顧楊忠秋院士的求學歷程與研究軌跡，反思自己的成長歷程，期望同學自我覺察並認識及定位自己。  |                      |   |                           |                 |
| 第 4 週   | 柯裕棻〈行路難〉，深刻思索負笈到他鄉求學會遇到何種困境，進而實踐自己理想。  |                      |   |                           |                 |
| 第 5 週   | 跨領域講堂  |                      |   |                           |                 |
| 第 6 週   | 柯裕棻〈行路難〉，深刻思索負笈到他鄉求學會遇到何種困境，進而實踐自己理想。  |                      |   |                           |                 |
| 第 7 週   | 李復言〈杜子春〉，探討杜子春在世俗誘惑下的自我迷失與掙扎，最終回歸自我本真的過程，期望同學在快速的社會變遷中找到自我定位。  |                      |   |                           |                 |



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| 第 8 週  | 李復言〈杜子春〉，探討杜子春在世俗誘惑下的自我迷失與掙扎，最終回歸自我本真的過程，期望同學在快速的社會變遷中找到自我定位。  |
| 第 9 週  | 閱讀心得撰寫   |
| 第 10 週 | 蔡佳珊〈「龍貓教授」王升陽與森林秘密世界！白千層舒緩殺菌土肉桂抗氧化，寶藏挖不完〉，本校王升陽教授著眼樹木乃至森林生態的功能與貢獻，克服過於偏頗功利主義與道德至上的觀點，以科學精神務實中論森林為人所用的對策，展現出「善待」的智慧。            |
| 第 11 週 | 主題：善待在地的環境：蔡佳珊〈「龍貓教授」王升陽與森林秘密世界！白千層舒緩殺菌土肉桂抗氧化，寶藏挖不完〉，本校王升陽教授著眼樹木乃至森林生態的功能與貢獻，克服過於偏頗功利主義與道德至上的觀點，以科學精神務實中論森林為人所用的對策，展現出「善待」的智慧。 |
| 第 12 週 | 主題：善待在地的環境：蔡佳珊〈「龍貓教授」王升陽與森林秘密世界！白千層舒緩殺菌土肉桂抗氧化，寶藏挖不完〉，本校王升陽教授著眼樹木乃至森林生態的功能與貢獻，克服過於偏頗功利主義與道德至上的觀點，以科學精神務實中論森林為人所用的對策，展現出「善待」的智慧。 |
| 第 13 週 | 廖鴻基〈帶你回花蓮—偽虎鯨〉，台灣四面環海，有豐富且壯麗的海洋景色及資源，而身為台灣島民卻對此自然環境，不僅陌生亦缺乏關懷，藉由文章描述出沒在台灣東部外海的魚族，及其面臨人類破壞生態的生命困境，亦有為海洋請命之意。                    |
| 第 14 週 | 廖鴻基〈帶你回花蓮—偽虎鯨〉，台灣四面環海，有豐富且壯麗的海洋景色及資源，而身為台灣島民卻對此自然環境，不僅陌生亦缺乏關懷，藉由文章描述出沒在台灣東部外海的魚族，及其面臨人類破壞生態的生命困境，亦有為海洋請命之意。                    |
| 第 15 週 | 廖美珍〈掌葉蘋婆〉，藉由描寫大自然的美好與植物的生命力，傳達對環境的深厚情感與尊重，提醒人們珍惜與善待環境，以維護生態的和諧與永續。   |
| 第 16 週 | 廖美珍〈掌葉蘋婆〉，藉由描寫大自然的美好與植物的生命力，傳達對環境的深厚情感與尊重，提醒人們珍惜與善待環境，以維護生態的和諧與永續。   |

**教科書與參考書目（書名、作者、書局/代理商…）**

**textbooks & other references (title, author, publisher...)**

1. 岸見一郎、古賀史健，《被討厭的勇氣》究竟出版，2014 年。
2. 侯文詠，《我的天才夢》皇冠文化出版有限公司，2002 年。
3. 夏曼·藍波安，《冷海情深》印刻文學生活雜誌出版有限公司，2009 年。
4. 夏曼·藍波安《大海之眼》印刻文學生活雜誌出版有限公司，2008 年。
5. 夏曼·藍波安《沒有信箱的男人》印刻文學生活雜誌出版有限公司，2011 年。
6. 歐陽立中，《故事學：學校沒教，你也要會的表達力》天下雜誌出版有限公司，2018 年。
7. 許芳宜/林蔭庭，《不怕我和世界不一樣》天下雜誌出版有限公司，2017 年。
8. 張鴻玉，《活出無限可能的自己：自我的認識、療癒與提升》方智出版社股份有限公司，2019 年。
9. 吳明益等，《黑潮島航：一群海人的藍色曠野巡禮》遠足文化事業股份有限公司，2017 年。
10. 廖鴻基，《23.97 的海洋哲思課》遠足文化事業股份有限公司，2018 年。
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12. 周慕姿，《過度努力：每個「過度」，都是傷的證明》時報文化出版企業股份有限公司，2019 年。
13. 林子鈞，《與其麻木前進，不如勇敢迷失》時報文化出版企業股份有限公司，2020 年。

14. 藍偉瑩,《未來世界我改變》天下雜誌出版有限公司,2020年。
15. 稻盛和夫,《稻盛和夫的哲學:人為什麼活著》天下雜誌出版有限公司,2010年。
16. 詹姆斯·克利爾,《原子習慣:細微改變帶來巨大成就的實證法則》方智出版社股份有限公司,2019年。
17. 阿澄,《憂鬱的邊界:一個萊烏人類學家的行與思》八旗文化,2018年。
18. 小野,《有些事,這些年我才懂:小野的人生思考》時報文化出版企業股份有限公司,2019年。

課程教材(教師個人網址請列在本校內之網址)

teaching aids & teacher's website

第六版《中興國文》

課程輔導時間

office hours

另行公告

※本課程如符合下列主題項目,請勾選(可複選):

Please select based on the actual course content and can choose multiple options.

|  |  |
|--|--|
| <input type="checkbox"/> 氣候變遷<br>Climate Change                                | <input type="checkbox"/> 淨零排放<br>Net Zero Emissions  |
| <input checked="" type="checkbox"/> 永續發展<br>Sustainable Development            | <input checked="" type="checkbox"/> 永續環境(USR)<br>Sustainable Environment (USR)                   |
| <input checked="" type="checkbox"/> 在地關懷(USR)<br>Local Care (USR)              | <input type="checkbox"/> 產業鏈結與經濟永續(USR)<br>Industrial Linkages and Economic Sustainability (USR) |
| <input type="checkbox"/> 健康促進(USR)<br>Health Promotion (USR)                   | <input type="checkbox"/> 食品安全(USR)<br>Food Safety (USR)  |
| <input checked="" type="checkbox"/> 文化永續(USR)<br>Cultural Sustainability (USR) | <input type="checkbox"/> 其他社會實踐(USR)<br>Other Social Practices (USR)                             |
| <input checked="" type="checkbox"/> 情緒管理<br>Emotional Management               | <input type="checkbox"/> 性別平等<br>Gender Equality   |
| <input checked="" type="checkbox"/> 人文關懷<br>Humanistic Care                    | <input type="checkbox"/> 生命教育<br>Life Education  |
| <input type="checkbox"/> 資訊安全<br>Information Security                          | <input checked="" type="checkbox"/> 資訊科技<br>Information Technology                               |
| <input checked="" type="checkbox"/> 資訊判讀<br>Information Literacy               | <input checked="" type="checkbox"/> 媒體識讀<br>Media Literacy                                       |
| <input type="checkbox"/> 臺灣文學<br>Taiwanese Literature                          | <input type="checkbox"/> 智慧財產<br>Intellectual Property   |
| <input type="checkbox"/> 實作<br>Implementation                                  | <input type="checkbox"/> 行動導向<br>Action-oriented   |

|  |  |
|--|--|
| <input type="checkbox"/> 跨域<br>Interdisciplinary         | <input type="checkbox"/> 走讀台中山水遊學<br>Study Tour of Taichung's Landscape        |
| <input type="checkbox"/> 空間綠化設計<br>Space Greening Design | <input type="checkbox"/> 生活環境創意美學<br>Creative Aesthetics of Living Environment |

※UCAN (課程內容有符合者，才需勾選) 【可複選】

UCAN (Check only if the course content is relevant) [Multiple selections allowed]

|  |   |
|--|---|
| <input type="checkbox"/> 創新<br>Innovation                              | <input type="checkbox"/> 持續學習<br>Continuous Learning                  |
| <input type="checkbox"/> 問題解決<br>Problem Solving                       | <input type="checkbox"/> 團隊合作<br>Teamwork                             |
| <input type="checkbox"/> 人際互動<br>Interpersonal Interaction             | <input type="checkbox"/> 溝通表達<br>Communication Skills                 |
| <input type="checkbox"/> 工作責任及紀律<br>Work Responsibility and Discipline | <input type="checkbox"/> 資訊科技應用<br>Information Technology Application |

※STEAM (課程內容有符合者，才需勾選) 【可複選】

STEAM (Check only if the course content is relevant) [Multiple selections allowed]

|   |   |
|---|---|
| <input type="checkbox"/> 科學 Science     | <input type="checkbox"/> 科技 Technology  |
| <input type="checkbox"/> 工程 Engineering | <input type="checkbox"/> 數學 Mathematics |
| <input type="checkbox"/> 藝術 Arts        |   |

※聯合國全球永續發展目標 (授課教師可依實際課程內容勾選，可複選)

Sustainable Development Goals, SDGs (Teachers may select based on the actual course content and can choose multiple options.)

|   |   |
|---|---|
| <input type="checkbox"/> 1. 消除貧窮              | <input type="checkbox"/> 1. No Poverty                              |
| <input type="checkbox"/> 2. 消除飢餓              | <input type="checkbox"/> 2. Zero Hunger                             |
| <input type="checkbox"/> 3. 健康與福祉             | <input type="checkbox"/> 3. Good Health and Well-Being              |
| <input type="checkbox"/> 4. 教育品質              | <input type="checkbox"/> 4. Quality Education                       |
| <input type="checkbox"/> 5. 性別平等              | <input type="checkbox"/> 5. Gender Equality                         |
| <input type="checkbox"/> 6. 淨水與衛生             | <input type="checkbox"/> 6. Clean Water and Sanitation              |
| <input checked="" type="checkbox"/> 7. 可負擔能源  | <input type="checkbox"/> 7. Affordable and Clean Energy             |
| <input type="checkbox"/> 8. 就業與經濟成長           | <input type="checkbox"/> 8. Decent Work and Economic Growth         |
| <input type="checkbox"/> 9. 工業、創新基礎建設         | <input type="checkbox"/> 9. Industry, Innovation and Infrastructure |
| <input checked="" type="checkbox"/> 10. 減少不平等 | <input type="checkbox"/> 10. Reduced Inequalities                   |
| <input checked="" type="checkbox"/> 11. 永續城市  | <input type="checkbox"/> 11. Sustainable Cities and Communities     |

|  |   |
|--|---|
| <input type="checkbox"/> 12. 責任消費與生產         | <input type="checkbox"/> 12. Responsible Consumption    |
| <input type="checkbox"/> 13. 氣候行動            | <input type="checkbox"/> 13. Climate Action             |
| <input checked="" type="checkbox"/> 14. 海洋生態 | <input type="checkbox"/> 14. Life Below Water           |
| <input checked="" type="checkbox"/> 15. 陸地生態 | <input type="checkbox"/> 15. Life on Land               |
| <input type="checkbox"/> 16. 和平與正義制度         | <input type="checkbox"/> 16. Peace and Justice          |
| <input type="checkbox"/> 17. 全球夥伴            | <input type="checkbox"/> 17. Partnerships for the Goals |

請填寫與課程最相關之上列已勾選 SDGs 目標序號：15(無勾選者則免填)

Please fill in the selected SDG goal most relevant to the course: 15 (If no goals have been selected, please leave blank.)

# 國立中興大學 通識課程 教學大綱

## Syllabus of NCHU General Education Course

|                               |   |                  |               |                    |             |
|-------------------------------|---|------------------|---------------|--------------------|-------------|
| 課程名稱<br>course name           | (中)敘事表達：語文應用  |                  |               |                    |             |
|                               | (Eng.) Narrative Expression: Language Application   |                  |               |                    |             |
| 開課系所班級<br>dept. & grade       | 通識教育中心<br>General Education Center  | 學分<br>credits    | 2             | 規劃教師<br>instructor | 中文系教師       |
| 課程屬性<br>course type           | 必修<br>required  | 授課語言<br>language | 中文<br>Chinese | 開課學期<br>semester   | 下<br>spring |
| 課程分類<br>course classification | 109 學年度前入學新生適用<br>enrolled in or before academic year 2020  |                  |               |                    |             |
|                               | 110 學年度起入學新生適用<br>enrolled in or after academic year 2021   |                  |               |                    |             |
| 課程簡述<br>course description    | 課程則著重於語文能力的實際應用與情境運用，進一步強化學生在多元社會議題上的敘事與表達技能。學生將在課堂上透過具體的案例分析，學習以系統化的表達技巧清晰地傳達觀點，並在面對複雜或不確定的問題時，培養冷靜分析與正向解決的心理韌性。此課程特別重視跨領域的問題解決能力，幫助學生在語文學習中實踐自身的應對能力，為未來職場環境的挑戰做好準備。  |                  |               |                    |             |
|                               | The course focuses on the practical application and contextual use of language skills, further enhancing students' narrative and expressive abilities in addressing diverse social issues. Through case studies and analysis, students will learn to convey their viewpoints clearly using systematic expression techniques and develop psychological resilience for calm analysis and positive problem-solving when faced with complex or uncertain situations. This course places particular emphasis on interdisciplinary problem-solving skills, empowering students to apply their language learning to real-world challenges and equipping them to tackle future workplace demands effectively. |                  |               |                    |             |
| 教學目標<br>course objectives     | <ol style="list-style-type: none"> <li>1. 強化語文應用與情境表達能力：學生在實際情境中運用語文能力，使其能夠根據不同場合和對象，清晰地傳達想法與立場，提升溝通效能。</li> <li>2. 培養問題解決與應變能力：透過具體案例分析與跨領域議題的討論，提升學生面對多變社會議題的分析、解決與應變能力。</li> <li>3. 深化社會責任與多元觀點理解：在語文應用過程中，讓學生思考社會責任，理解多元觀點的價值，從而增強其對不同社會文化與價值觀的包容性和理解力。</li> <li>4. 應用生成式 AI 技術：引導學生使用生成式 AI 進行高效的資訊搜尋、整理與分析，提升其在資訊繁雜的環境中篩選、辨識有效訊息的能力。</li> <li>5. 培養自信心與心理韌性：透過敘事表達與語文應用的實踐，強化學生在應對不確定性或挑戰時的心理素質，培養其以積極態度面對未來職涯發展的自信心和韌性。</li> </ol>   |                  |               |                    |             |

|   |   |                      |   |                           |                 |  |
|---|---|----------------------|---|---------------------------|-----------------|--|
|   | <p>1.Enhancing Language Application and Contextual Expression Skills: Enable students to apply their language abilities in real-life contexts, allowing them to clearly convey ideas and positions according to different occasions and audiences, thereby improving communication effectiveness.</p> <p>2.Developing Problem-Solving and Adaptability Skills: Through concrete case studies and discussions on interdisciplinary topics, strengthen students' analytical, problem-solving, and adaptive skills in addressing dynamic societal issues.</p> <p>3.Deepening Social Responsibility and Understanding of Diverse Perspectives: Encourage students to reflect on social responsibility and appreciate the value of diverse perspectives during language application, fostering greater inclusivity and understanding of different social cultures and values.</p> <p>4.Applying Generative AI Technology: Guide students in using generative AI tools for efficient information retrieval, organization, and analysis, enhancing their ability to filter and identify relevant information in complex data environments.</p> <p>5.Building Confidence and Psychological Resilience: Through the practice of narrative expression and language application, strengthen students' psychological resilience in facing uncertainty or challenges, cultivating confidence and a positive mindset for future career development.</p> |                      |   |                           |                 |  |
| 先修課程<br>prerequisites   | 無 None  |                      |   |                           |                 |  |
| 六項核心能力配比 (加總為 100%)<br>The 6 core learning outcomes add up to 100%  |   |                      |   |                           |                 |  |
| 人文素養  | 科學素養  | 溝通能力                 | 創新能力  | 國際視野                      | 社會關懷            |  |
| 50%   | 0%  | 10%                  | 0%  | 0%                        | 40%             |  |
| Humanities Literacy   | Scientific Literacy   | Communication Skills | Innovative Ability  | International Perspective | Social Concerns |  |
| 教學方法 teaching methods   |   |                      | 學習評量方式 evaluation   |                           |                 |  |
| <p>1.引導式討論法 (Socratic Seminar)</p> <p>2.合作學習法 (Cooperative Learning)</p> <p>3.問題導向學習法 (Problem-Based Learning, PBL)</p> <p>4.引導寫作法 (Guided Writing)</p> |   |                      | <p>1.形成性評量 40% (Formative Assessment)</p> <p>2.同儕評估 10% (Peer Assessment)</p> <p>3.綜合性評量 50% (Summative Assessment)</p> |                           |                 |  |
| 授課內容 (單元名稱與內容、習作/考試進度)<br>course contents and homework/tests schedule   |   |                      |   |                           |                 |  |
| 週次  | 授課內容  |                      |   |                           |                 |  |
| 第 1 週   | 課程簡介與活動說明   |                      |   |                           |                 |  |
| 第 2 週   | 吳聲海〈淺山、自然、食蛇龜〉，本校吳聲海教授詳細介紹有關食蛇龜的生活棲息與生殖繁衍等動科知識，觸發我們思考人類文明與衍生的環境開發對動物生存權的破壞之議題。  |                      |   |                           |                 |  |
| 第 3 週   | 吳聲海〈淺山、自然、食蛇龜〉，本校吳聲海教授詳細介紹有關食蛇龜的生活棲息與生殖繁衍等動科知識，觸發我們思考人類文明與衍生的環境開發對動物生存權的破壞之議題。  |                      |   |                           |                 |  |
| 第 4 週   | 邵廣昭〈海鮮吃得對—有助於海洋保育〉，全球海洋亦面臨生物滅絕和資源枯竭的危機，包括台灣在內倚賴海洋生活的人民，更需要立即改變原來的行為和立場，善待海洋。  |                      |   |                           |                 |  |

|        |  |
|--------|--|
| 第 5 週  | 邵廣昭〈海鮮吃得對—有助於海洋保育〉，全球海洋亦面臨生物滅絕和資源枯竭的危機，包括台灣在內倚賴海洋生活的人民，更需要立即改變原來的行為和立場，善待海洋。                 |
| 第 6 週  | 跨領域講堂  |
| 第 7 週  | 劉克襄〈石虎剛剛離開〉，透過石虎生存空間的縮減，呼喚人們關注生態保護與多樣生命的重要性，強調尊重自然、維護生物多樣性，讓萬物共生。                            |
| 第 8 週  | 劉克襄〈石虎剛剛離開〉，透過石虎生存空間的縮減，呼喚人們關注生態保護與多樣生命的重要性，強調尊重自然、維護生物多樣性，讓萬物共生。                            |
| 第 9 週  | 閱讀心得撰寫   |
| 第 10 週 | 黃宗潔〈動物咖啡廳的療癒假象：寵物是家人，還是可取代的物品？〉，寵物是城市空間中常見的伴侶動物，由牠們的處境思考人、動物、環境之間的關係，開展動物議題思辨。               |
| 第 11 週 | 黃宗慧〈保護動物，迪士尼有責？節選上篇《動物方程式》〉，透過《動物方程式》呼籲尊重多樣生命，提醒人們關注動物權益，反思人類的環境責任。                          |
| 第 12 週 | 《漢樂府詩選》，從樂府中選讀三篇，〈公無渡河〉陳講老人面臨的生活困境；〈孤兒行〉記錄的家庭暴力；〈戰城南〉控訴的戰爭殘酷，促使同學關懷社會當中各種議題。                 |
| 第 13 週 | 蔣渭水〈臨床講義〉心懷仁民，故為「台灣」這名病患進行診斷，發現她患有二百年的長期慢性中毒症，是世界文化時期的低能兒，急需治療，否則病入膏肓，隨時死亡，藉此觸發同學關注臺灣社會各種議題。 |
| 第 14 週 | 黃俊儒〈人工智慧與數位時代下的媒體與資訊素養〉，強調在人工智慧與數位化浪潮中，培養資訊素養的重要性，引導學生批判性地解讀資訊，提升媒體使用的素養與責任。                 |
| 第 15 週 | 黃俊儒〈人工智慧與數位時代下的媒體與資訊素養〉，強調在人工智慧與數位化浪潮中，培養資訊素養的重要性，引導學生批判性地解讀資訊，提升媒體使用的素養與責任。                 |
| 第 16 週 | 簡嬪〈婆銀歲月〉探討生老病死，連結現今社會「長期照護」議題，由死亡回顧人存在的價值及意義。  |

**教科書與參考書目 (書名、作者、書局/代理商…)**

**textbooks & other references (title, author, publisher…)**

1. 田向健一，《動物醫生的熱血日記：貓咪、倉鼠到蜥蜴，66 個最新奇動人的生命故事》商周文化，2017 年。
2. 黃宗慧，《以動物為鏡：12 堂人與動物關係的生命思辨課》聯經出版公司，2018 年。
3. 黃宗潔，《牠鄉何處？城市、動物與文學》北京大學出版社，2022 年。
4. 本庄萌，《世界的浪浪在找家：流浪動物考察與關懷手記》八旗文化，2019 年。
5. 白心儀，《我在動物孤兒院，看見愛：犀牛、樹懶、棕熊、亞洲象、台灣黑熊、石虎，愛的庇護所紀實》時報文化，2020 年。
6. 吳明益，《苦雨之地》夏日出版社，2019 年。
7. 阿潑，《日常的中斷：人類學家眼中的災後報告書》八旗文化，2018 年。
8. 王維菁、林玉鵬、王俐容主編，《AI 時代的數位傳播與素養教育》五南圖書出版公司，2020 年。
9. 「科學新聞解剖室」作者群，《假新聞判讀三部曲：新時代判讀力 X 新生活判讀力 X 新媒體判讀力》天下文化，2019 年。
10. 郝慧川，《懂得藏起厭惡，也能掏出真心：30 堂晚不掉的社會課》時報文化，2018 年。

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| 11. 邁可·桑德爾,《成功的反思:混亂世局中,我們必須重新學習的一堂課》天下文化,2020年。           |
| 12. 彼得·里森,《海盜船上的經濟學家:為何四百年前的海盜能建立最好的經濟制度?》商周出版,2018年。      |
| 13. 史坦利·萊斯,《像科學家一樣思考》遠流出版公司,2019年。                         |
| 14. 瑪里亞娜·馬祖卡托,《打造創業型國家》八旗文化,2018年。                         |
| 15. 連加恩,《愛呆西非連加恩:攝氏45度下的小醫生手記》時報文化,2017年。                  |
| 課程教材(教師個人網址請列在本校內之網址)<br>teaching aids & teacher's website |
| 第六版《中興國文》  |
| 課程輔導時間<br>office hours                                     |
| 另行公告   |

※本課程如符合下列主題項目,請勾選(可複選):

Please select based on the actual course content and can choose multiple options.

|  |  |
|--|--|
| <input type="checkbox"/> 氣候變遷<br>Climate Change                                | <input type="checkbox"/> 淨零排放<br>Net Zero Emissions  |
| <input checked="" type="checkbox"/> 永續發展<br>Sustainable Development            | <input checked="" type="checkbox"/> 永續環境(USR)<br>Sustainable Environment (USR)                   |
| <input checked="" type="checkbox"/> 在地關懷(USR)<br>Local Care (USR)              | <input type="checkbox"/> 產業鏈結與經濟永續(USR)<br>Industrial Linkages and Economic Sustainability (USR) |
| <input type="checkbox"/> 健康促進(USR)<br>Health Promotion (USR)                   | <input type="checkbox"/> 食品安全(USR)<br>Food Safety (USR)  |
| <input checked="" type="checkbox"/> 文化永續(USR)<br>Cultural Sustainability (USR) | <input type="checkbox"/> 其他社會實踐(USR)<br>Other Social Practices (USR)                             |
| <input checked="" type="checkbox"/> 情緒管理<br>Emotional Management               | <input type="checkbox"/> 性別平等<br>Gender Equality   |
| <input checked="" type="checkbox"/> 人文關懷<br>Humanistic Care                    | <input type="checkbox"/> 生命教育<br>Life Education  |
| <input type="checkbox"/> 資訊安全<br>Information Security                          | <input type="checkbox"/> 資訊科技<br>Information Technology  |
| <input checked="" type="checkbox"/> 資訊判讀<br>Information Literacy               | <input checked="" type="checkbox"/> 媒體識讀<br>Media Literacy                                       |
| <input type="checkbox"/> 臺灣文學<br>Taiwanese Literature                          | <input type="checkbox"/> 智慧財產<br>Intellectual Property   |
| <input type="checkbox"/> 實作<br>Implementation                                  | <input type="checkbox"/> 行動導向<br>Action-oriented   |



|  |  |
|--|--|
| <input type="checkbox"/> 跨域<br>Interdisciplinary         | <input type="checkbox"/> 走讀台中山水遊學<br>Study Tour of Taichung's Landscape        |
| <input type="checkbox"/> 空間綠化設計<br>Space Greening Design | <input type="checkbox"/> 生活環境創意美學<br>Creative Aesthetics of Living Environment |

※UCAN (課程內容有符合者，才需勾選) 【可複選】

UCAN (Check only if the course content is relevant) [Multiple selections allowed]

|  |   |
|--|---|
| <input type="checkbox"/> 創新<br>Innovation                              | <input type="checkbox"/> 持續學習<br>Continuous Learning                  |
| <input type="checkbox"/> 問題解決<br>Problem Solving                       | <input type="checkbox"/> 團隊合作<br>Teamwork                             |
| <input type="checkbox"/> 人際互動<br>Interpersonal Interaction             | <input type="checkbox"/> 溝通表達<br>Communication Skills                 |
| <input type="checkbox"/> 工作責任及紀律<br>Work Responsibility and Discipline | <input type="checkbox"/> 資訊科技應用<br>Information Technology Application |

※STEAM (課程內容有符合者，才需勾選) 【可複選】

STEAM (Check only if the course content is relevant) [Multiple selections allowed]

|   |   |
|---|---|
| <input type="checkbox"/> 科學 Science     | <input type="checkbox"/> 科技 Technology  |
| <input type="checkbox"/> 工程 Engineering | <input type="checkbox"/> 數學 Mathematics |
| <input type="checkbox"/> 藝術 Arts        |   |

※聯合國全球永續發展目標 (授課教師可依實際課程內容勾選，可複選)

Sustainable Development Goals, SDGs (Teachers may select based on the actual course content and can choose multiple options.)

|   |   |
|---|---|
| <input type="checkbox"/> 1. 消除貧窮              | <input type="checkbox"/> 1. No Poverty                              |
| <input type="checkbox"/> 2. 消除飢餓              | <input type="checkbox"/> 2. Zero Hunger                             |
| <input type="checkbox"/> 3. 健康與福祉             | <input type="checkbox"/> 3. Good Health and Well-Being              |
| <input type="checkbox"/> 4. 教育品質              | <input type="checkbox"/> 4. Quality Education                       |
| <input type="checkbox"/> 5. 性別平等              | <input type="checkbox"/> 5. Gender Equality                         |
| <input type="checkbox"/> 6. 淨水與衛生             | <input type="checkbox"/> 6. Clean Water and Sanitation              |
| <input checked="" type="checkbox"/> 7. 可負擔能源  | <input type="checkbox"/> 7. Affordable and Clean Energy             |
| <input type="checkbox"/> 8. 就業與經濟成長           | <input type="checkbox"/> 8. Decent Work and Economic Growth         |
| <input type="checkbox"/> 9. 工業、創新基礎建設         | <input type="checkbox"/> 9. Industry, Innovation and Infrastructure |
| <input checked="" type="checkbox"/> 10. 減少不平等 | <input type="checkbox"/> 10. Reduced Inequalities                   |
| <input checked="" type="checkbox"/> 11. 永續城市  | <input type="checkbox"/> 11. Sustainable Cities and Communities     |

|  |   |
|--|---|
| <input type="checkbox"/> 12. 責任消費與生產   | <input type="checkbox"/> 12. Responsible Consumption    |
| <input type="checkbox"/> 13. 氣候行動  | <input type="checkbox"/> 13. Climate Action             |
| <input checked="" type="checkbox"/> 14. 海洋生態   | <input type="checkbox"/> 14. Life Below Water           |
| <input checked="" type="checkbox"/> 15. 陸地生態   | <input type="checkbox"/> 15. Life on Land               |
| <input type="checkbox"/> 16. 和平與正義制度   | <input type="checkbox"/> 16. Peace and Justice          |
| <input type="checkbox"/> 17. 全球夥伴  | <input type="checkbox"/> 17. Partnerships for the Goals |
| <p>請填寫與課程最相關之上列已勾選 SDGs 目標序號：15 (無勾選者則免填)<br/> Please fill in the selected SDG goal most relevant to the course: <u>15</u> (If no goals have been selected, please leave blank.)</p> |   |