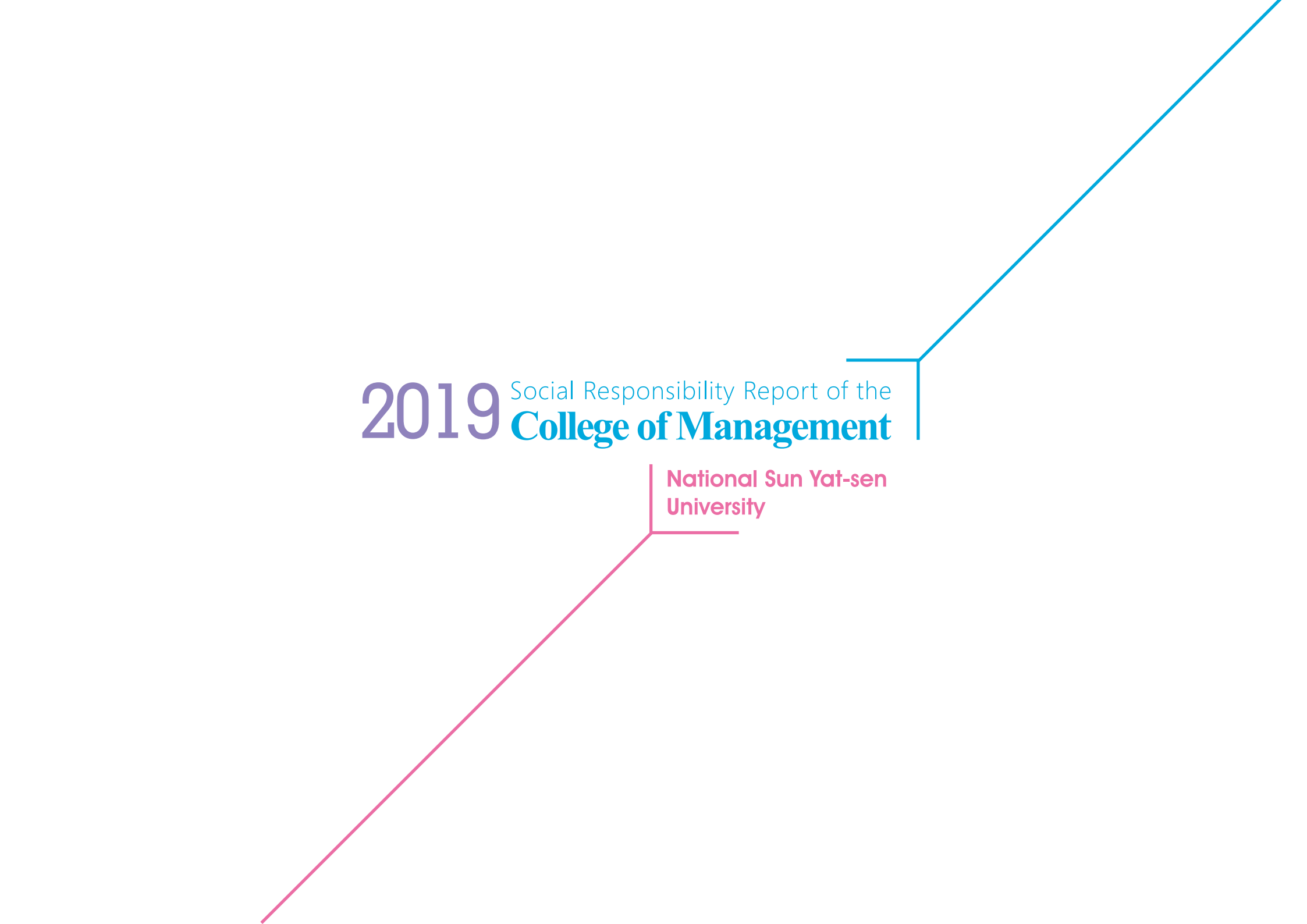


Social Responsibility Report of the
College of Management

— 2019

National
Sun Yat-sen
University



2019 Social Responsibility Report of the **College of Management**

**National Sun Yat-sen
University**



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1. About this CSR Report

1.1 Foreword by the Dean

1.2 Message from the Editor

13th Dean San-Yih Hwang

Ethics, Responsibility, and Sustainability (ERS) has turned into a global trend in business management education in recent years. The College of Management at National Sun Yat-sen University, which is a major center of business management education in Taiwan, places utmost emphasis on ERS. We strive to make significant contributions to an across-the-board, permanent increase of human well-being through all-round consideration of factors pertaining to society, the economy, and the environment in our educational efforts and actions. The 2019 Social Responsibility Report of the College of Management, which is the second consecutive annual report released by the College, aims to review our efforts and achievements in this field. We also invite the public to give us advice after reading this report.

Over the past year, the College took numerous ERS related actions, such as encouraging students and faculty members to share the College's resources with local communities and secondary and primary schools, so that relevant needs could be met and value co-created. Other actions included upgrading the work and study environments for faculty, staff, and students; saving of water, electricity, and paper; and redesigning the courses on ethics and corporate social responsibility (CSR). This publication describes in a detailed manner the aforementioned actions which are implemented in stages. This year we will continue to further our ERS actions. We have already started enhancing our ethics course contents and listed them as mandatory for all students. In addition, we will fully support digital learning to provide students with a more convenient and eco-friending



learning mode, and will endeavor to deepen our CSR connection with enterprises. The results of these continued actions will be made public in subsequent quarterly e-Newsletters and annual reports.

We sincerely hope that these efforts by the College will help build a better society.

The 13th Dean

A handwritten signature in black ink, reading "San-Yih Hwang". The signature is written in a cursive, flowing style.

Professor San-Pui Lam (Chief Editor)

Corporations can generate a significant impact on societies and the environment with their due to the immense financial capabilities and resources. For instance, recent statistics showed that 71 of the top 100 economies in the world were corporations (only 29 of them were countries). Based on these observations, NSYSU College of Management views the promotion of Corporate Social Responsibility (CSR) as its sacred mission and is firmly committed to fulfilling its own social responsibility. The Social Responsibility Reports, which the NSYSU College of Management started to release in 2019, present an annual review and summary of tasks and accomplishments of the College in this field.

In addition to the publication of its first Social Responsibility Report, the College has attained several major achievements in social responsibility related action in 2019. Firstly, it established the Office of Responsibility and Sustainability Actions (ORSA), a dedicated unit that assists the College in the promotion of environmental sustainability and social responsibility related matters. This Office has also taken up the responsibility of compiling and editing the Social Responsibility Reports (including the annual report and the quarterly publication issued

three times a year). Secondly, we have expanded the membership of our editing team to enable department/institute and student representatives to jointly participate in the compilation and editing of reports. The goal of these measures is to ensure a more comprehensive and in-depth review of social responsibility tasks and facilitate coordination between individual units in the implementation of these tasks.

Thirdly, we have, in line with the recommendations of our Ethics Action Advisory Committee, incorporated the UN's 17 Sustainable Development Goals (SDGs) as a key reference for the planning and promotion of sustainability and social responsibility tasks. This report indicates the corresponding SDGs when describing relevant tasks of each department and institute. Finally, the College has decided to make it compulsory for every student admitted in 2020 or later to complete at least one credit of course focused on ethics and social responsibility. This decision is to ensure that all students will be familiar with and capable to act on ethical and CSR issues.

The aforementioned actions and other topics covered in this report represent our efforts and



accomplishments in ERS over the past year. However, due to the multifaceted nature of sustainability and social responsibility tasks, there is always room for improvement. We therefore invite our readers to offer suggestions and advice. The college is firmly determined to continue its efforts in the fulfillment of its social responsibility and breeding of a corporate culture that places high value on social responsibility.

Chief Editor

A handwritten signature in black ink, reading "San Pui Lam". The signature is fluid and cursive, with the first name "San" and last name "Lam" clearly distinguishable.

2.

Overview of the College of Management

2.1 Organizational Structure

2.2 Internationalization

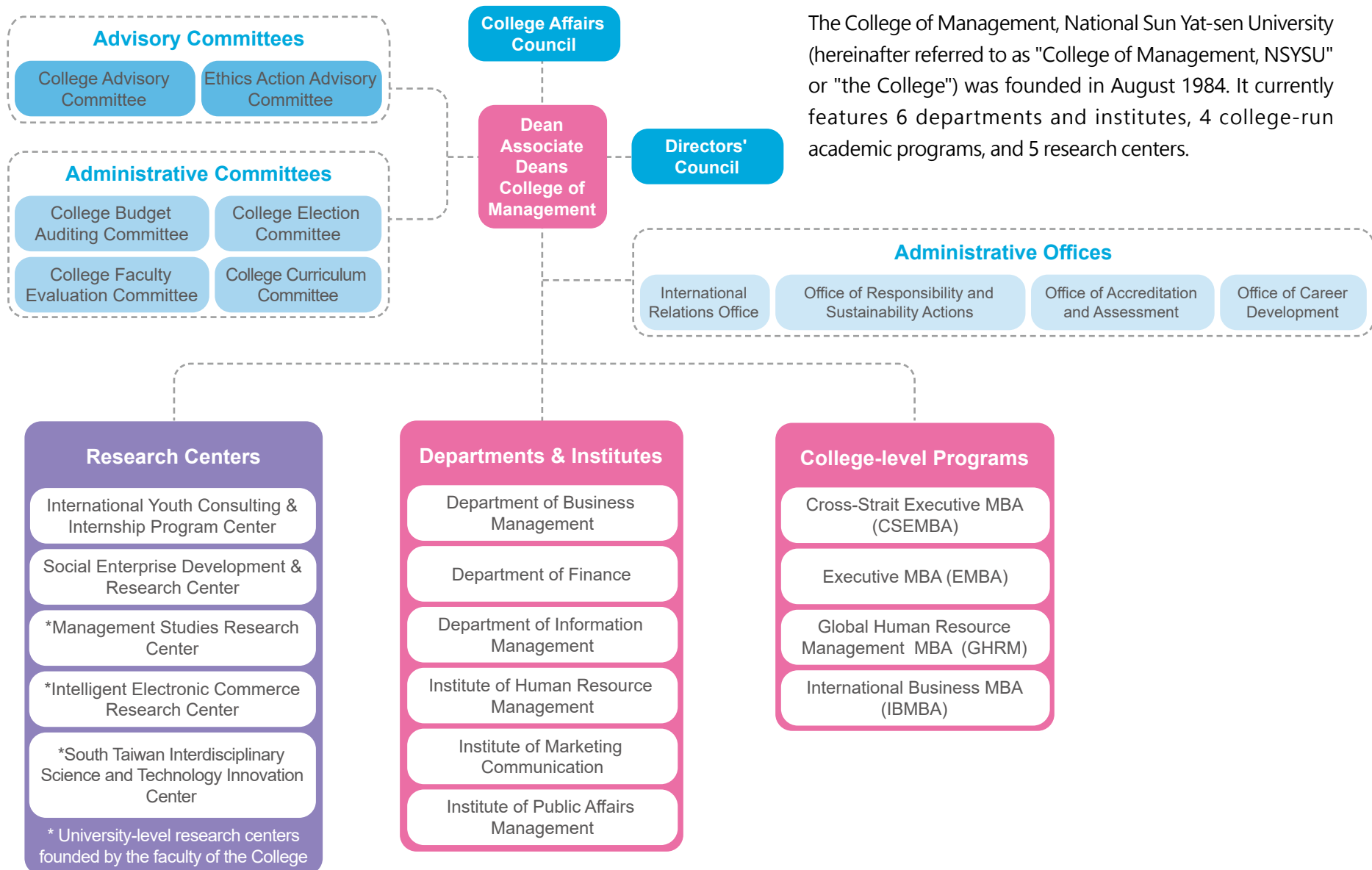
2.3 Vision

2.4 Major New Measures

Overview of the College of Management

| 2.1 Organizational Structure

2



The College of Management, National Sun Yat-sen University (hereinafter referred to as "College of Management, NSYSU" or "the College") was founded in August 1984. It currently features 6 departments and institutes, 4 college-run academic programs, and 5 research centers.

The College is firmly committed to building a superior learning and research environment with international characteristics to facilitate the provision of high-quality education, boost the international competitiveness of its students, and foster outstanding research. The international visibility of the College is increased, and its international academic status is consolidated through acquisition of international accreditation and participation in international ranking.

(1) International accreditation: In 2005, the College became the first national management college in Taiwan to be honored by the Association to Advance Collegiate Schools of Business (AACSB International) with its accreditation. The College was reaccredited by AACSB International in 2010, 2015, and 2020. This clearly indicates that constant improvements of the College in education and research are in sync with international standards.

(2) International rankings: The College has become a candidate for the Financial Times Global EMBA ranking since 2007, and has made it to the top 100 universities in eleven annual rankings (ranked 88th in 2019). It is the only management college in Taiwan that was included in the list for six consecutive years. In the Financial Times Global Masters in Management (MiM) ranking, the College climbed from 100th to 98th position, an improvement by two ranks compared to 2018. In the Eduniversal ranking of the 1000 Best Business Schools worldwide, the College of Management, NSYSU, was promoted from the 3 Palmes to the 4 Palmes League in 2019 (only 200 business schools worldwide were honored with a 4 Palmes rating) as among "Excellent Business Schools with Reinforcing International Influence." A total of seven departments, institutes and program of the College appeared on the 2019 Best Masters & MBAs Ranking list compiled by Eduniversal. The EMBA program was featured on the list for the first time.

2019 Eduniversal Best Masters & MBAs Ranking	Ranking in the Far East region	Ranking in Taiwan
Health Management	9	Sole listed department/institute in Taiwan
Information Systems Management	15	5
Finance	23	4
Human Resources Management	6	Sole listed department/institute in Taiwan
Marketing	9	Sole listed department/institute in Taiwan
Public Administration/Management	19	2
Executive MBA	28	4

The College has made a long-term commitment to cooperation and exchanges with business schools worldwide to enable students to pursue their studies in an internationalized environment. By December 2019, a total of 75 internationally renowned business schools had signed partner school, dual-degree program agreements or MOUs on cooperation and exchanges with the College. These schools span 26 countries in the Americas, Europe, Asia, and Oceania. In the Academic Year 2018-2019, the College had a total of 172 incoming and 210 outgoing exchange students. Twelve foreign students enrolled in dual-degree programs offered by the College, while 25 students of the College went abroad to earn a dual degree. In addition, the College offers over 50 courses delivered in English on an annual basis to provide NSYSU students with more opportunities for internationalized management education, and thereby broaden their international outlook and enable them to gain diversified cultural experiences.

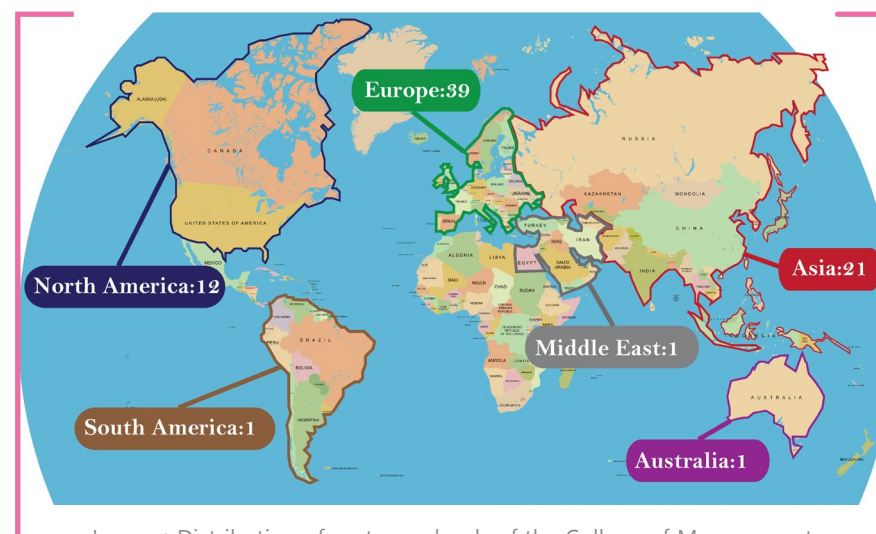


Image : Distribution of partner schools of the College of Management, (Updated in February 2020)

Cooperating Universities/ NSYSU Departments/Institutes	Country	Departments/institutes with dual-degree offerings								
		Department of Business Management (BBA)	Department of Business Management (MBA)	Department of Information Management (MBA)	Department of Finance (MBA)	Institute of HR Management (MBA)	Institute of Marketing Communication (MBA)	Institute of Public Affairs Management (MBA)	IBMBA	GHRM
UC Riverside, USA	USA		V	V	V	V	V	V	V	V
Florida International University, USA	USA								V	
University of Victoria, Canada	Canada	V								
ESSCA Business School, France	France		V	V	V	V	V	V	V	V
Burgundy Business School, France	France		V						V	
KEDGE Business School, France	France								V	
Johannes Kepler Universität Linz, Austria	Austria		V (ACT)	V					V (ACT)	V (ACT)
Nottingham Trent University, UK	UK									V
The State University of New York, South Korea	South Korea		V	V	V	V	V	V	V	V
University of Brawijaiya, Indonesia	Indonesia								V	
BINUS University	Indonesia								V	



Since its inception in 1984, the College has been firmly committed to staying in sync with the times through continued advances in research and education and constant adjustments of its vision based on consensus of all chairs in the face of progress and competition from business schools worldwide. In the wake of the rapid development of Asian universities, we aim to "become one of Asia's leading management colleges exemplified by outstanding research, learning, innovation, and social engagement." To realize this vision, we are dedicated to cultivating top management talent with a global outlook and promoting sustainable development and fulfillment of social responsibility by academic circles, enterprises, and stakeholders.

In addition to the training of management talent, we will continue to show concern for social issues and maximize our influence through the promotion of CSR-related education, research, and actions with the ultimate goal of becoming a benchmark college in the advocacy of USR (University Social Responsibility) and CSR linkage. To realize this goal, we will continue to pursue USR Projects sponsored by the Ministry of Education, offer interdisciplinary mini-programs or integrated programs related to social responsibility and sustainability, and provide active guidance to enterprises in the establishment of CSR systems. In addition, we created an Office of Responsibility and Sustainability Actions (ORSA) in 2019 to facilitate the promotion of sustainability and social responsibility related policies and actions of the College.

- As of September 2019, the College fully implements paperless meetings.
- Since December 2019, all departments, institutes, and programs of the College have adopted 3-4 Sustainable Development Goals (SDGs) set by the United Nations as a focus in their education work, research, and services. Two of the four adopted SDGs (Goal 4 Quality Education and Goal 17 Partnerships for the Goals) are implemented by all departments and institutes. The remaining one to two goals are independently selected by individual departments, institutes, and programs. Each academic unit develops plans for a period of at least one year and takes actions to achieve its goals.
- As of September 2020 (Academic Year 2020-2021), ethics-related courses will be compulsory for every student enrolled in the departments, institutes, and academic programs of the College. All freshmen must complete at least one credit of ethics and social responsibility related courses prior to graduation.



3. Governance & Ethics

3.1 Governance Policy

3.2 Committee Structure and Operations

3.3 Grievance Mechanism

3.4 Internal Control Mechanism

3.5 Code of Ethics

- Educational and development strategies of the College must be ratified by departmental and college councils. The university has formulated strict procedural requirements for issues involving the rights and obligations of faculty members, curriculum design, and additions/adjustments of academic programs offered by departments/institutes to ensure adequate discussion of such issues. Nevertheless, departments/institutes and the College have a high level of autonomy in strategy formulation and service development.
- The Dean and department/institute chairs are selected according to the NSYSU Guidelines Governing Selection, Reappointment and Dismissal of Academic Administrators. Functional units must be established in accordance with the needs of the College and its operations. Relevant units must implement and promote the strategies ratified in departmental and College councils.

Two college level councils, four administrative committees, and two advisory committees have been established according to the regulations set forth in the organizational charter of the College of Management. Meetings are convened on a regular basis to facilitate the promotion of college affairs.

Name	Functions
College Affairs Council	Deliberation and resolution of major College affairs
Directors' Council	Discussion of major administrative matters of the College
College Advisory Committee	Provision of recommendations for the College's development and improvement in academic research and education
Ethics Action Advisory Committee	Provision of recommendations in ethics, social responsibility, and environmental sustainability related education initiatives and policies
College Faculty Evaluation Committee	Determination of faculty-related matters including appointment, employment periods, promotion, termination, dismissal, non-renewal, extended service, temporary transfer, overseas lectures or research, advanced studies, sabbatical leaves, salary increments for seniority, and severance reasons
College Curriculum Committee	Review of new courses and guidelines for curricula offered by departments and institutes; integration and coordination of similar courses offered by different departments and institutes to prevent redundancy and waste of resources; review of inter-departmental courses in the College
Election Committee	Deliberation and formulation of guidelines for College-wide elections; supervision of the implementation of all matters related to College-wide elections
Budget Auditing Committee	Examination of budget execution and budget discipline for all divisions of the College; provision of recommendations on budgetary matters

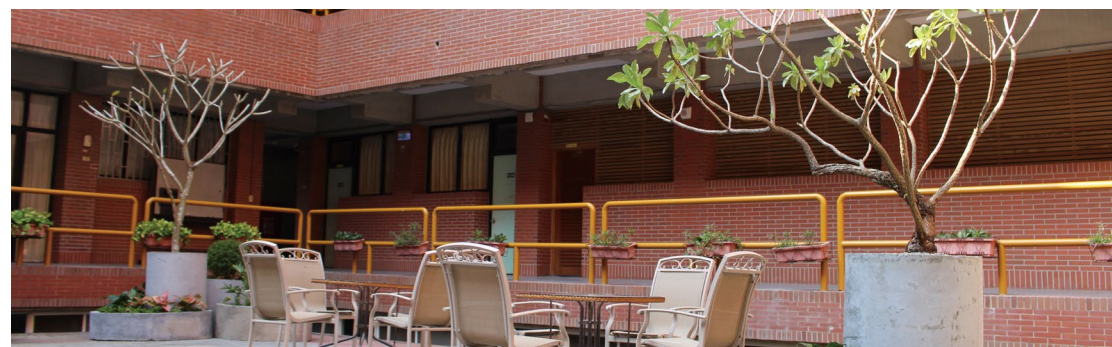
The creation of a friendly and safe learning and work environment is one of the key responsibilities of the university and the College. This university has formulated guidelines, established committees, and defined appropriate procedures in accordance with laws (e.g., Gender Equality Act) to safeguard the rights and interests of students, faculty, and staff members. Relevant measures and various communication and grievance channels have also been adopted. Faculty members, students, and employees of the College of Management can file grievances via the mechanisms the university has created for this purpose.

Where students disagree with a penalty, measure, or resolution, they may file grievances with the relevant committee or file a lawsuit in accordance with the law. In addition to the aforementioned channels, students of the College may also voice their opinions to the offices and chairs of their department/ institute or to their mentors during gatherings and counseling sessions.

Faculty members may file grievances with the Faculty Grievance Committee if they believe that the university has impaired their rights or interests. All faculty and staff members (including part-time assistants) of the College may file grievances with the Office of Personnel Services.

When faculty members, employees, or students are victims of sexual harassment, they may file a grievance with the Sexual Harassment Prevention and Grievance Committee. Grievances may be filed via the dedicated hotline or by submitting a filled-out investigation request form to the NSYSU Gender Equity Education Committee for follow-up investigations and handling.

The College of Management has dedicated personnel in charge of accounting, faculty-related personnel affairs, academic affairs and curricula, media and advertising, general affairs, and IT services in accordance with university organizational principles. It thereby intends to provide faculty members and students with a high-quality teaching and learning environment and administrative services. An internal control mechanism has been established for the utilization of funds. General affairs and accounting personnel have been designated for procurement and reimbursement. A mechanism requiring advance budget requisition prior to reimbursement is in place to ensure proper implementation of internal accounting control. Since 1997, a College Budget Auditing Committee has been in place to execute proper external supervision. The committee convenes at least once per semester and has two functions: 1) examining budget execution results for all divisions and services of the College; 2) providing recommendations based on the examination outcome. This mechanism not only gives faculty representatives a clear understanding of how funds are used by the various divisions of the College, but also ensures effective supervision to prevent budget violations.



Incorporation of Ethics into Curricula

As of September 2020 (Academic Year 2020-2021), the College will implement a new regulation requiring all freshmen to complete at least one credit of ethics and social responsibility related courses prior to graduation. The main goal is to increase the awareness, concern, and judgment ability of students with regard to ethical and social responsibility related issues. The course contents encompass four modules: Ethical theories and principles, business ethics and social responsibility, work ethics, and academic (or research) ethics.

Research Ethics Education Online Program as a Graduation Requirement for Graduate Students and Thesis Originality Check System

As of the 2015-2016 academic year, graduate students of the College are required to complete the Academic Ethics Online Course and pass a post-course test to be eligible to apply for their thesis/dissertation defense. Prior to the submission of his or her thesis/dissertation, each graduate student is required to upload it to the Turnitin originality checking detection platform to ensure its originality. In the past five years, both the mean and median of thesis/dissertation similarity ranged between 11% and 12%. This indicates that thesis plagiarism is uncommon in the College.

Ethics Action Advisory Committee

To enhance its Ethics, Responsibility, and Sustainability (ERS) education and services, the College enlists on- and off-campus experts to form an Ethics Action Advisory Committee. The committee consists of 3-5 members with the Director of the Office of Responsibility and Sustainability Actions (ORSA) serving as convener. Off-campus members include experts in

labor rights and interests, consumer rights and interests, environmental protection, and social care. Committee meetings are convened at least once per semester to discuss ERS planning, implementation results in each semester, and service promotion and execution in departments, institutes, and academic programs, as well as to give follow-up recommendations.

The 3rd Ethics Action Advisory Committee was convened in May 2019. The committee members lauded the efforts of the College in the compilation and publication of the 2018 Social Responsibility Report and in CSR. They recommended that the College inculcate in its students the importance of minimizing negative environmental and social impacts and maximizing positive impacts of their activities and decision-making processes. They further suggested the College should consider how to influence the management science circle, management professionals, and the companies of its EMBA alumni. Following this suggestion, we will provide at least one credit of ethics and social responsibility course, requiring students to complete it prior to graduation.

The committee also recommended that the College incorporate the 17 Sustainable Development Goals (SDGs) set by the UN as a key reference for its ERS policy planning efforts. Following this recommendation, all departments, institutes, and programs of this College have adopted four SDGs as a key focus in their education work, research, and services.

[4. Stakeholder Care, Development, & Communication]

4.1 Internal Stakeholders

4.1.1 Students

- Composition and Distribution

- Grants and Scholarships

- Mentor System

- Practical Learning and International Exchanges

4.1.2 Faculty and Staff Members

- Structure and Composition

- University Benefits and Resources

- College Benefits and Resources

4.2 Communication with Stakeholders

As of the first semester of the Academic Year 2019-2020, the College has 2,533 students (219 of them are foreign students and Chinese students from Mainland China or other overseas areas), 91 faculty members, and 63 staff members. In the following sections, we will describe the care and development (training) systems and communication channels we have in place for these internal stakeholders.

| 4.1.1 Students |

The distribution of students in the various divisions of the College of Management, scholarships and grants provided by the College, and the mentorship system to show concern for the students are reported below:

Composition and Distribution

The student body of the College of Management is composed of local students, overseas Chinese students from Hong Kong and Macao, students from Mainland China, and foreign students from all over the world. The table below shows the number of enrolled students in the first semester of the Academic Year 2019-2020 (Numbers of foreign and overseas Chinese students are shown in parentheses):

	Undergraduate	MBA	Part-time MBA	PhD
Department of Business Management	372 (30)	220 (5)		91 (11)
Department of Information Management	205 (15)	112 (4)	76	23 (6)
Department of Finance	213 (12)	86 (5)	60	20 (5)
Institute of Public Affairs Management		47	83	20 (1)
Institute of Human Resource Management		82 (9)	80	41 (9)
Institute of Marketing Communication		67 (10)	57	
MBA in Health Care Management		46		
MBA in Industrial Technology Graduate Program in Finance Innovation		24		
Master of Business Administration Program in International Business (IBMBA)		130 (61)		
Global Human Resource Management English MBA Program (GHRM)		60 (36)		
Part-time Online MBA in Electronic Commerce and Business Analytics			59	
Part-time MBA in Asia Pacific Human Resource Management			66	
EMBA (incl. CSEMBA)			236	
Total	790	874	717	195

Grants and Scholarships

Grants and scholarships offered by the College of Management

The College and its departments and institutes offer scholarships for students from financially challenged backgrounds, students with outstanding academic performance, or students who wish to engage in international academic exchanges :

Grants and Scholarships	Purpose	Annual Quota
Academic Heritage & Dream Realization International Exchange Scholarship	Encouragement of undergraduate and graduate students of the College to engage in international exchanges, broaden their international outlook, and boost international academic exchanges and learning	Depends on actual number of applications
Chinese Management Association – Kaohsiung Branch Management Studies Scholarship	Encouragement of academic research in management and training of top management professionals	2
College of Management Grants and Scholarships for Elite Doctoral Students	Encouragement of outstanding students with academic potential to enroll in one of our PhD programs in line with the university's Guidelines Governing Grants and Scholarships for Elite Doctoral Students	Depends on actual number of applications
Sun Yat-sen Management Education Foundation Scholarship	Encouragement of students with outstanding academic achievements to enroll in the College of Management, NSYSU	10
College of Management Academic Heritage Grant	This grant enables students from financially challenged families to successfully complete their academic studies pursuant to the Management Regulations for Self-raised Revenues of the National Sun Yat-sen University Fund.	16
Yuyu Chin Lu Education Foundation Grant	Assistance for students who are dedicated to their studies despite being financially challenged or facing family emergencies and adversity with the goal of making valuable contributions to the cultivation of talent and showing gratitude and concern for society	5
Mr. Jin-Fu Zhong Memorial Scholarship	Assistance for students who are dedicated to their studies despite being financially challenged or facing family emergencies with the goal of making valuable contributions to the cultivation of talent and showing gratitude and concern for society	2
English proficiency tests	This program aims to reward students with outstanding TOEFL or IELTS scores.	Unlimited
College of Management Charity Fund	Funded entirely by donations from College faculty members, this fund assists students facing adversity due to family emergencies and enables them to continue their studies in a steady and worry-free manner despite adversity.	Unlimited
Internship insurance	Provision of student insurance to internship participants; certain internship units also offer salaries, meal and accommodation allowances.	Unlimited

Grants and Scholarships offered by Departments/Institutes/Programs

Department/Institute	Scholarship	Number of beneficiaries
Department of Business Management	1. "Bright Future" Scholarship 2. Mr. Jun-Cheng Wu Memorial Scholarship 3. Grant Guidelines for Students Participating in Academic Exchanges at Overseas Universities	Totally 65 beneficiaries from 2014 till now
Department of Information Management	1. Faculty Appreciation Scholarship 2. Grants and Scholarships for Students from Mainland China 3. Mr. Xuan-Tang Liang Memorial Scholarship	Totally 28 beneficiaries from 2014 till now
Department of Finance	1. Alumni Association Grants 2. Student Emergency Relief Measures 3. Scholarship Guidelines for Outstanding Graduate Students from Mainland China 4. "Zi-Cheng and Duo-Mei" grants and scholarships 5. Incentive Guidelines to Encourage Students to Participate in Finance Competition 6. Guidelines Governing Applications for Research Grants by PhD Students 7. Professor Chien-Chiang Lee Scholarship Guidelines	Totally 74 beneficiaries from 2014 till now
Institute of Public Affairs Management	International Exchange Scholarships	3 beneficiaries from 2012 till now
Institute of Human Resource Management	1. Grant and Scholarship Guidelines of the Institute of Human Resource Management 2. Grants/scholarships awarded in line with the NSYSU Grant/Scholarship Guidelines for Elite Doctoral Students 3. Grants/scholarships awarded in line with the NSYSU Scholarship Guidelines for "Overseas Stars" 4. Grants/scholarships awarded in line with the NSYSU Grant/Scholarship Guidelines for Elite Doctoral Students from Foreign Countries	9 beneficiaries per academic year in 2018-2019
IBMBA	National Sun Yat-sen University Scholarships for Foreign Students provided in coordination with the Office of International Affairs	Totally 24 foreign student beneficiaries from 2017 till now
GHRM MBA		

Over 500 students have benefited from grants and scholarships offered by the College and its departments and institutes since 2014. The goal is to create a climate conducive to dedicated learning and offer substantial assistance and encouragement.

Mentor System

A mentor is appointed for every class of undergraduate and graduate freshmen in each department/institute. These mentors constantly monitor the physical and mental status and learning conditions of students and provide timely support and guidance accordingly. Periodic student-faculty gatherings are held to give every faculty member an opportunity to show concern for each student. If students are unable to attend such gatherings, they can make appointments with mentors for one-on-one counseling. Mentors provide assistance, support, and recommendations when students face life choices or academic difficulties.



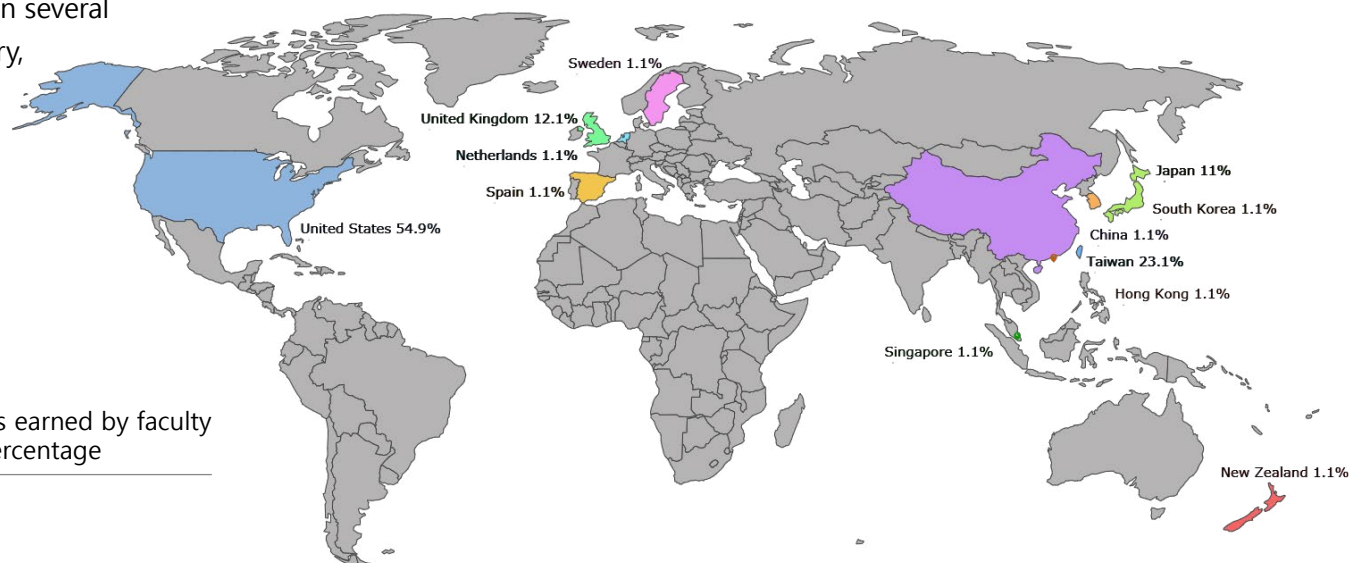
Practical Learning and International Exchanges

In addition to the provision of management theories and expertise, the College is also firmly committed to enabling students to accumulate practical experiences and thereby bringing them in sync with workplace needs. Relevant efforts encompass active cooperation with enterprises (priority is given to alumni-founded companies or enterprises alumni serve in) in the provision of internship opportunities or the adoption of special programs that allow students to gain an in-depth understanding of corporate operation models. For instance, the Institute of Human Resource Management requires its students to complete company internships and research projects during summer vacations prior to graduation. Students enrolled in the Institute of Public Affairs Management, on the other hand, must complete internships in rural or urban communities as a graduation requirement. Finally, the Global Human Resource Management MBA requires its students to spend one semester completing on-site corporate diagnosis in the context of a human resource management project coupled with group work in a classroom setting.

In addition to the accumulation of practical experiences, the College strongly encourages its students to pursue studies abroad and thereby improve their international outlook and global competitiveness. Students are eligible to apply for dual-degree programs or exchange programs lasting one semester or one academic year to broaden their horizons and earn international degrees. The College therefore aims to expand its network of partner schools to the whole world. It currently has 72 partner colleges spread out over the Americas, Europe, Asia, and Oceania. Dual-degree program agreements have been signed with 11 renowned business schools worldwide.

In addition to exchange and dual-degree programs, students have the option to apply for short-term overseas study programs lasting 7-14 days. College faculty members offer short-term overseas academic courses and corporate visits and internships. In the context of this course offering, students have visited enterprises in Thailand, Japan, Korea, and China. As for the funding of these programs, the College partially subsidizes airplane tickets, visa fees, and insurance premiums. In addition, the College's partner schools provide discounts or free admission to programs for the College's students during winter and summer vacations. For instance, the College offered a three-week program centered around the theme of European Culture, Business and Entrepreneurship at Arnhem Business School (ABS), a partner school in the Netherlands, during the summer vacation in 2019. This gave local students a chance to interact and engage with 24 students from 13 countries worldwide. In addition to attending classes, students also had a chance to visit local enterprises and thereby gain a better understanding of innovative business models adopted by these companies. They also made stops in several local cities to explore Dutch culture, history, and economy as well as the historical vestiges of urban reconstruction after WW2.

Map: Distribution of highest degrees earned by faculty members in different countries by percentage



| 4.1.2 Faculty and Staff Members |

Structure and Composition

Faculty Structure:

As of the first semester of the Academic Year 2019-2020, the 91-member faculty of the College is comprised of 81 full-time (35 professors, 23 associate professors, 23 assistant professors) and 10 contract-based faculty members. All faculty members are PhD degree holders (76.9% have overseas degrees). Eleven foreign instructors hail from the UK, the Netherlands, Korea, France, Singapore, Hong Kong, Malaysia, Sweden, and Austria.

Country	USA	Taiwan	UK	China	Japan	Spain
Number	50	21	11	1	1	1
Percentage	54.9%	23.1%	12.1%	1.1%	1.1%	1.1%
Hong Kong	New Zealand	Netherlands	Singapore	Sweden	Korea	Total
1	1	1	1	1	1	91
1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	100%

Administrative Team:

The administrative staff consists of 63 administrative and research assistants employed by the departments/institutes/programs/research centers of the College.

Years of service	0-5 years	5-10 years	10-15 years
Number	34	6	9
Percentage	54%	9.5%	14.3%
15-20 years	20-25 years	Over 25 years	Total
5	7	2	63
7.9%	11.1%	3.2%	100%

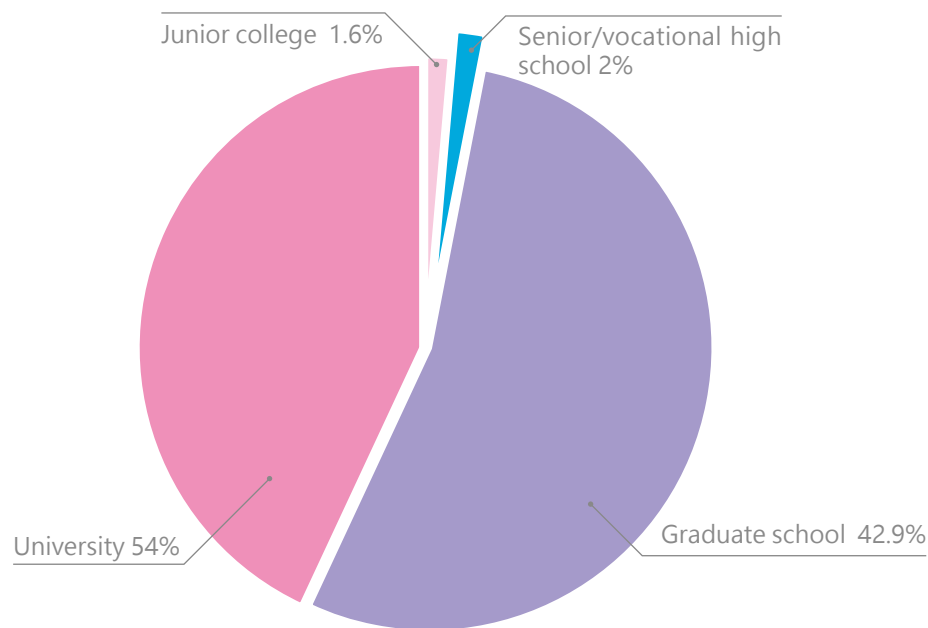


Chart : Educational background of the College's administrative personnel

University Benefits and Resources

National Sun Yat-sen University offers various physical and mental activities and subsidies to care for its employees and give them a chance to change their mood state, release their stress, and engage in interactions outside working hours:

Physical Fitness

• Free Annual Health Check-up

Free annual health check-ups are provided to faculty and staff members and research assistants, regardless of whether they are hired on a contract or tenure-track basis, to maintain their mental and physical health.

• Sports Competitions

Annual badminton, table tennis, and tennis "Rookie Cup" competitions are organized on a rotating basis. All tenured and contract employees, full-time faculty members, part-time assistants, retired personnel, and family members are eligible to participate. These competitions are organized to provide opportunities for relaxation and interactions between faculty and staff members and thereby improve their physical fitness and overall physical wellness.

• Wednesday Exercises

Every Wednesday afternoon, faculty and staff members have an opportunity to engage in different types of exercise such as badminton, tennis, and sailing, a NSYSU specialty course.

Recreation & Leisure

• Official Teatime

The "CoTeaTime" activity every Wednesday afternoon gives NSYSU

faculty and staff members an opportunity to enjoy a free snack and beverage set and engage in social interactions in a leisurely atmosphere at designated stores on campus.

Self-development

• Competency Workshops

Administrative units of the university organize various workshops for NSYSU faculty and staff members on a regular basis. Workshop topics include IT (e.g., Windows operations and word processing), document systems, gender equality, and mental and physical health. The goal lies in self-development and enhancement of work-related skills.

Care Services

• Emergency Relief

The university has formulated emergency relief guidelines for faculty and staff members (including contract employees) facing unforeseen emergency or hardship. All faculty and staff members who need emergency relief due to injury, disease, or other misfortunes are entitled to emergency reliefs.

• Employee Assistance Program (EAP)

This program aims to create a healthy, warm, and caring workplace through the utilization of available administrative measures and resources and the adoption of diversified assistive measures. The ultimate goal is to strengthen their identification and emotional attachment to the university and thereby enhance their work performance and competitiveness:



Work Assistance

- Organization of orientation training for new employees
- Competency workshops to strengthen on-the-job training
- Counseling and grievance mechanism for work right issues

Life Assistance

- Lecture series on insurance and financial management
- Legal counseling services
- Organization of other activities to meet relevant needs

Health Assistance

- Mental health counseling and guidance
- Health promotion through exercise and health-care counseling
- Environmental Protection and Safety Center
- Exercise courses and health related lectures

In addition to the aforementioned benefits, an additional promotion channel for contract administrative personnel has been in place since 2019. The university has amended relevant guidelines governing contract administrative personnel who are eligible for promotion by recommendation of HR supervisors upon successful completion of promotion-related training courses based on multiple dimensions. These dimensions include past performance appraisals, job rotation experiences, performance in related training courses, project reports, curriculum evaluations, language skills, and oral exams. As of 2019, the university offers special training programs for mid- and top-level administrative personnel employed on a contract basis. A total of 11 administrative staff members of the offices, departments, and institutes of the College successfully completed these programs.

College Benefits and Resources

In addition to benefits provided by the university for all faculty and staff members, the College of Management has adopted relevant measures in the life, incentive, and training dimensions for its employees:

Life Dimension

- We take many initiatives to make new faculty members acquainted with the organization, functioning, and people in the College. Each new faculty member is assigned with a senior teacher as mentor, and we organize numerous activities to help new faculty members make friends with their mentors. For instance, we recently organized a settle-in program for mentors to familiarize our new faculty members with the administrative matters, promotion regulations, environment, and course offerings of the College and University, as well as living environment in Kaohsiung.

- In 2018, the College also organized a fun trip for faculty members to explore the Kaohsiung Harbor by yacht with their families. In 2019, a visit to Greenmax Tourism Factory was scheduled to give our employees, their spouses and children a chance to mill and turn grain into flour with their own hands. This also gave employees a chance to interact and get to know each other, thereby increasing the affection between participants.
- The College's Caring Fund: This fund relies on donations from faculty members of the College of Management. In addition to the provision of emergency relief for students, this fund also provided relief aid or consolation payments (NT\$ 145,000 in total) to 12 faculty and staff members of the College for emergencies, diseases, or injuries over the past decade.

Incentive Dimension

- The College provides research related subsidies for its faculty such as research equipment subsidies for newly hired faculty members, subsidies for the organization of international academic conferences, and subsidies for the formation of research teams composed of a minimum of two full-time faculty members. In recent years, the College has started subsidizing article editing fees to encourage its faculty to publish articles in top academic journals. Faculty members can receive further incentives after their articles are published in top journals.
- Moreover, the College has set up various awards to encourage faculty to enhance the quality of their research and teaching. These include the Sun Yat-sen Chair Professorship, Sun Yat-sen Young Scholar Award, Sun Yat-sen Emeritus Chair Professorship, Sun Yat-sen Distinguished Scholar Award, Sun Yat-sen Junior Management Scholar Award, Sun Yat-sen Management Academia Award, and Outstanding Teaching Award.

Training Dimension

- The academic research centers, departments, and institutes of the College of Management frequently organize lectures, workshops, and academic conferences on management science to give outstanding scholars an opportunity to share their experiences and engage in exchanges. For examples, there are workshops on statistical analysis, big data and AI commercial application, and writing of grant proposals. Each department and institute organizes lectures in its respective field.
- In addition to internal training programs, the College also provides external training by sending faculty members to seminars held at Harvard University and Babson College and thereby enhance their abilities in case-based teaching or innovative entrepreneurship. To facilitate international accreditation, the College also selects faculty members and administrative personnel to participate in workshops and conferences organized by AACSB (Association to Advance Collegiate Schools of Business) and EFMD (European Foundation for Management Development).

The table below shows communication channels and frequencies for internal and external stakeholders (students, faculty members, staff members, alumni, and parents) of the College:

Stakeholders	Communication Method	Communication Frequency
Students	Mentoring sessions	From time to time
	Department/institute mailboxes	Any time
	College e-Newsletter	Bi-weekly
Faculty members	Department/Institute Affairs Councils	1-2 times per month
	Academic Administrators Council	1-2 times per month
	Department/institute mailboxes	Any time
Staff members	Labor-Management Conferences	From time to time
	Workshops	From time to time
Alumni	Alumni reunions	From time to time
	College e-Newsletter	Twice per month
	Department/institute mailboxes	Any time
	Alumni Association mailbox	Any time
Parents	Mentor system	Any time
	NSYSU Parent-Teacher Conference for freshmen	1-2 times per Academic Year
Enterprises and internship units	Internship Presentations	1-2 times per Academic Year
	Department/institute mailboxes	Any time

5. Efforts in the Implementation of SDGs

5.1 Office of Responsibility and Sustainability Actions (ORSA)

5.2 Efforts of the College and its Departments in the Implementation of SDGs

5.3 Experiences in Ethics Education

Efforts in the Implementation of SDGs

| 5.1 Office of Responsibility and Sustainability Actions (ORSA)

5

In line with the rising emphasis on business ethics, social responsibility, and sustainable development in business management education, the College no longer solely focuses on the cultivation of management talent. It also takes on the responsibility of educating its students on the importance of fulfilling their social responsibility. The College therefore established the Office of Responsibility and Sustainability Actions (ORSA) in April 2019. Professor San-Pui Lam from the Institute of Public Affairs Management currently serves as its director. Every year ORSA releases an annual College Social Responsibility Report and three quarterly e-Newsletters to report achievements in sustainability and social responsibility by different levels of the College. ORSA also assists the College in the promotion of sustainable management and social responsibility related research, education, and events such as exchange lectures on CSR.

So far ORSA has already released 1 annual College Social Responsibility

Report (2018) and 3 quarterly e-Newsletters in 2019. These gave faculty members an opportunity to share their experiences in teaching ethics courses in recent years. These publications also report CSR related achievements of individual departments and institutes and the College's water and power consumption. In May 2019, ORSA invited the Deputy CEO of Foundation for Yunus Social Business Taiwan to the College to give a talk on social enterprise. ORSA will continue to invite experts or industry lecturers to share their knowledge in ethics, sustainable development, and social responsibility.

In addition, each department, institute, and program of the College has adopted four SDGs as a key focus in education, research, and services. As of 2020, relevant actions are planned with regard to the adopted goals. The table below shows which SDGs have been adopted by each department/institute:

SDGs Selected by Departments/Institutes/Programs

Department/Institute	Adopted Goal (I)		Adopted Goal (II)	
Department of Business Management	Goal 8	Decent Work and Economic Growth	Goal 12	Responsible Consumption and Production
Department of Information Management	Goal 3	Good Health and Well-being	Goal 9	Industry, Innovation, and Infrastructure
Department of Finance	Goal 1	No Poverty		
Institute of Public Affairs Management	Goal 11	Sustainable Cities and Communities		
Institute of HR Management	Goal 8	Decent Work and Economic Growth		
Institute of Marketing Communication	Goal 5	Gender Equality	Goal 8	Decent Work and Economic Growth
IBMBA	Goal 8	Decent Work and Economic Growth		
GHRM	Goal 16	Peace, Justice, and Strong Institutions		
EMBA	Goal 1	No Poverty	Goal 8	Decent Work and Economic Growth

Note: In addition to the goals listed in the table, all institutes/departments/programs have adopted two common goals (Goal 4 – Quality Education and Goal 17 – Partnerships for the Goals)

Efforts in the Implementation of SDGs

5

| 5.2 Efforts of the College and its Departments in the Implementation of SDGs

As of 2019, the quarterly e-Newsletter reports achievements of individual departments and institutes in social responsibility. This includes silent contributions in charity, community care, development of local characteristics, and social responsibility in their professional fields.

Comparison Chart of UN SDGs and CSR Achievements of Departments/Institutes

	Goal 1	Goal 4	Goal 5	Goal 8	Goal 12	Goal 14	Goal 17
College of Management – Gender-neutral restrooms			V				
International Programs – International culture education and visits to sustainable enterprises					V		
Department of Information Management – Organization of the Robot Program Design Experience Camp for senior high school students to train future talent		V					
Department of Information Management – Promotion of Taiwanese street food ratings through industry-academia collaboration to boost local economic development				V	V		V
Institute of Human Resource Management – Donation to Bethany Home as a joint initiative by alumni	V						V
Institute of Human Resource Management – Grants and scholarships for graduates of Shin Kuang Primary School to help school children soar.	V						V
Institute of Human Resource Management –Be A Giver – An Assistance-Oriented Social Movement				V			
Department of Finance – The department spearheads the sharing of educational experiences in the context of the implementation of multiple elective courses in senior high schools		V					V
Department of Finance – Social Enterprise Development & Research Center promotes "Hand-in-Hand" activity series to cultivate CSR "seeds" and build forward-looking cities in CSR		V			V		V
Institute of Public Affairs Management – Promotion of the first "Time Bank" to turn the university into a driving force of innovation in communities							V
Institute of Public Affairs Management – Achievements in the activation of farming communities through the optimal use of university resources for the promotion of a circular economy				V	V		
Institute of Marketing Communication – Media literacy to reveal the essence of media		V					
Institute of Marketing Communication – Promotion of ethics education in elementary school through integration of theory and practice		V					
Department of Business Management – Fulfillment of social responsibility starts from youth						V	
Department of Business Management – Student entrepreneurs donate their income from sand sculpture creativity to give back to society						V	
Sharing of experiences in ethics education – "Perception is more important than Right or Wrong" – Prof. Jack Chih-Yuan Wang discusses ethics education		V					
Sharing of experiences in ethics education – Professor An-Shou Cheng from the Institute of Marketing Communication: The core concept of ethics education lies in a clear understanding of personal motives and respect for the opinions of others		V					
Sharing of experiences in ethics education – Decision-making is a key aspect of business management – Prof. H. Jason Huang: Fulfillment of social responsibility requires Unity of Knowledge and Action		V					

Note: Goal 1 - No Poverty; Goal 4 - Quality Education; Goal 5 - Gender Equality; Goal 8 - Decent Work and Economic Growth; Goal 12 - Responsible Consumption and Production; Goal 14 - Life Below Water; Goal 17 - Partnerships for the Goals

College of Management – Gender-neutral Restrooms



According to the Building Technical Regulations revised by the Ministry of the Interior, the ratio of male to female restrooms in public areas shall be 1:3 at least. Starting in 2016, the College increased the ratio of male to female restrooms from 1:1 to 1:2 and converted seven restrooms into gender-neutral restrooms. This is not only an effort to catch up with the legal amendment, but also an initiative to make our restrooms more gender-friendly and their usage more efficient.

International Programs – International Culture Education and Visits to Sustainable Enterprises



The College offers two international programs taught in English: International Business MBA (IBMBA) and Global Human Resource Management (GHRM). In addition to the cultivation of outstanding talent in international management, these two programs have also made steady progress in social responsibility. In 2019, they collaborated with students of the ACT Global Business Management Program to introduce students



Students of Jhongsiao Elementary School enthusiastically raise their hands to ask questions.



Field trip to AgriGaia Biotech Inc.

of an elementary school near NSYSU to delicacies and cultures of different countries. Students from Canada, France, Germany, Austria, Albania, Uruguay, Russia, China, and Mexico participated in this activity. Through these international students' introduction and playful shows, over 150 elementary school students learned a lot about the cultures of these countries.

Professor Ryan Brading, instructor of the course "Sustainable Development of International Enterprises," arranged a visit to the AgriGaia Biotech Inc. plant in Kaohsiung for his local and foreign students. AgriGaia is a social enterprise that uses biomimicry farming technologies to produce vegetables and Chinese herbal medicines. It aims to entice young people to pursue careers in the local area through the utilization of greenhouse and non-toxic cultivation technologies. AgriGaia not only provides healthy, non-toxic, and organic vegetables but also opportunities for local farmers to gain a better understanding of cultivation methods for various plants. It also provides training for students from the Philippines to increase their expertise in non-toxic farming methods. Through interaction and exchange between students and industry leaders, Professor Brading strives to provide students with a clear understanding of how enterprises can place equal emphasis on profitability and safeguarding of farmer

rights and interests, protection of food quality for consumers, and contributions to sustainability of society and humanity.

In 2019, Professor Brading organized a visit to Green Hotel in Taichung for students taking his "Organizational Politics" course. The architectural design, AC system, and interior decorations of this green hotel are based on eco-friendly principles. These include the installation of a solar water heating system, LED lighting devices, a central atrium (that save



Hospitality students from all over the world visit Green Hotel.

energy savings by reducing the use of air conditioning and artificial lighting), a plant wall with greening effects, and non-use of disposable items. This visit gave students a clear understanding of how enterprises can incorporate sustainability into their business operations.

Department of Information Management – Organization of the Robot Program Design Experience Camp for senior high school students to train future talent



A large number of high school students do not explore their own interests and course contents of departments at various universities until they face entrance examinations or university choices. The Department of Information Management therefore organized a Robot Program Design Experience Camp to give senior high school students who have an interest in information management an opportunity to gain a better understanding of study items. This camp also fulfill the university's social

responsibility by conveying expertise in the professional field to the general public. This two-day camp used a hot topic to attract 70 senior high school students from all over the country and give them a basic understanding of computational thinking principles and program design through simple programming practices. This event also gave them a chance to explore their own interests and develop skills and professional competence helpful for their future careers.

In the camp, teachers from the Department of Information Management used simple teaching methods and a compiler with a graphical interface to give the students a better understanding of relevant course contents and basic program logic. If students encountered problems, the instructors and assistants guided them in the identification of problems and search for solutions. The Department strives to arouse the passion of senior high school students for programming and their ambition to someday become a professional in this field.



Department of Information Management – Promotion of Taiwanese street food ratings through industry-academia collaboration to boost local economic development



The term "service science" refers to a needs-oriented approach that aims to incorporate rigorous scientific methods and professionalism across different fields into service industry operations to develop service processes that are tailored to the needs of customers and thereby enhance service efficiency. Professor San-Yih Hwang and Professor Jack Shih-Chieh Hsu of the Department of Information Management attempted to uncover the historical origin, cultural aspects, and main ingredients of traditional street food. They picked steamed stuffed buns and bamboo-tube sticky rice as the main targets and create a database with their professional expertise and experience in service science. Their goal was to help consumers find their favorite vendors and motivate the owners to improve their food and thereby boost local economic development.

Professor Hwang points out that human-centered thinking and co-creation of value are core concepts of service science. Realizing that signature street food in Taiwan exhibits significant variations in the way it is eaten and what ingredients are added due to different historical origins and regional characteristics, the two professors singled out steamed stuffed buns and bamboo-tube sticky rice for further analysis. They collected background information (e.g., origins, main and additional ingredients, preparation techniques, and food-related festivals) through analysis of the academic literature, media coverage, the Internet, and books. They then used (a) in-depth interviews with local elders, culinary experts, and food makers and (b)

content analysis of consumer comments to infer the required features of these food. Based on their findings, the professors developed an inventory framework and scoring charts.

For instance, scoring items for steamed stuffed buns included appearance, taste, smell, texture, shop environment, cooking utensils, variety, preparation process, service quality, shop location, popularity, and price-performance ratio. All main items are further divided into subitems and scoring rubrics have been formulated for each item and subitem. Finally, trained interviewers were dispatched to the actual vendor locations to taste and score the snacks, and a database of vendors and scoring results was created. One of the scoring items is shown as an example in the table below:

Main item	Subitem	Scoring rubrics
Texture	Soft crust of the bun	3 points: Pleasantly chewy 2 points: Ordinary texture without being mushy 1 point: Mushy texture (possibly caused by excessive moisture)

Professor Hwang's research team applied concepts of service science to local street food in Taiwan with an emphasis on the culture, history, and preparation techniques of steamed stuffed buns and bamboo-tube sticky rice. The team aimed to direct the attention of academic research and industry-academia collaboration to these two common snacks. In addition to rating the snacks, the team also rated the vendors. Vendors who want to know what attributes consumers care about can consult the rating results. This could help them improve their service and food quality.

Institute of Human Resource Management – Donation to Bethany Home as a joint initiative by alumni



Mr. Ping-Chang Sun and Ms. Wen-Hsiu Su, who formerly served as chairperson and vice-chairperson of the Institute of Human Resource Management Alumni Association, put forth a proposal to incorporate charity into leisure activities with Bethany Home, a residential rehabilitation and care facility for people with intellectual disabilities. This initiative was enthusiastically supported by alumni and resulted in a donation of NT\$23,000 in the name of the Institute of Human Resource Management Alumni Association. The goal of this activity was to spread love to every corner of society.



Institute of Human Resource Management – Grants and scholarships for graduates of Shin Kuang Primary School to help school children soar



The Institute of Human Resource Management Alumni Association also spares no effort to show concern for the future pillars of society. After the alumni reunion in 2018, the association decided to donate part of the remaining funds in the name of the association to give back to society. Every student enrolled in the part-time MBA programs of the institute (10 classes) contributed NT\$ 1,000 to support outstanding sixth graders of Shin Kuang Primary School from financially challenged backgrounds. In December 2019, participants of the year-end alumni reunion dinner of the class of 1999 donated NT\$ 18,500 for charity activities. Ten thousand of this amount was donated to ten outstanding graduates of Shin Kuang Primary School from financially challenged backgrounds in the School Year 2020-2021 (NT\$ 1,000 per student). These small rewards carry the blessings of the "uncles" and "aunties" of the institute and aim to encourage diligent students from families facing financial hardship.

Institute of Human Resource Management – Be A Giver – An Assistance-Oriented Social Movement



Ms. Miriam Chen, who is enrolled in the part-time MBA program of the Institute of Human Resource Management, serves as recruitment administrator in the software industry. She found that a large number of job applicants are unable to accurately present their career background and achievements on a resume and therefore fail to be invited to an interview. She considered this a misfortune for both sides. As chance

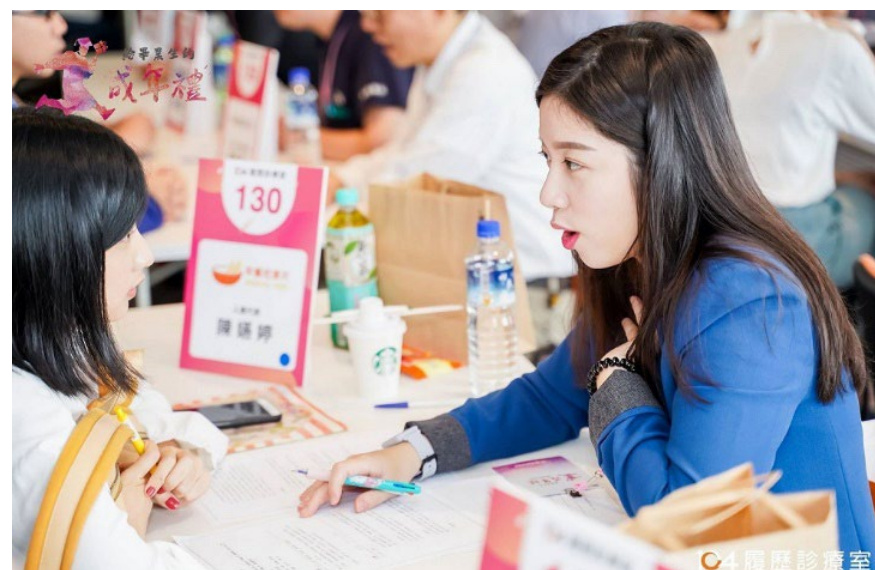
would have it, she came across an activity titled "Be A Giver – An Assistance-Oriented Social Movement" organized by an online job bank. This activity inspired her to use the professional knowledge she had acquired at the institute and her accumulated experience in the industry to help more job seekers get an interview opportunity and find a suitable job. In fulfillment of her calling to make valuable contributions to the common good, Miriam became a "Giver" volunteer to provide job seekers with tips for successful resumes.

Over the past 18 months, Miriam has taken pleasure in conducting "resume health checks" for job seekers in her free time. She points out that she "always hoped someone could clarify which job was right for her in the past" and that it gave her "a sense of achievement to be able to help others now." During these "health checks," she not only revises resumes but also guides job seekers in determining their wishes through discussions. She also gives advice on which jobs they should apply for and what the duties and responsibilities of these jobs are. Such advice minimizes job seekers' errors due to lack of experience or misconceptions of work contents. Miriam states that her "source of motivation for providing constant assistance to job seekers lies comes from their willingness to share their job dreams and that my efforts are also recognized by companies."

At the same time, she believes that "a sense of being trusted" is the most rewarding aspect of her serving as a HR specialist or "Giver." She shares the following example that left a deep impression on her: "Job seeker A grew slightly dissatisfied with his duties and responsibilities after joining a company for six months and started to consider a career change. He submitted to me a resume to an online job placement platform. I spent a mere 20% of the time revising the resume and the remaining 80% helping him clarify difficulties he faces at work. I also encouraged him from my

perspective as a HR specialist to actively communicate with his supervisor." As it turned out three months later, he stayed at his original job. This was because after talking to his supervisor he was able to understand the company correctly and thereby clarify his role in the company. "As he told me this, I was a little surprised since he was willing to take action based on my advice although we barely knew each other. I considered this an acknowledgment of my professional expertise and a token of trust on his part."

Miriam firmly believes that everyone can act as a mentor for others. We should always reach out to help each other when we are capable to do so. In all her efforts including her academic studies at the Institute of Human Resource Management and her service as a HR specialist and "Giver" volunteer, she never lost sight of her original calling and continues to embrace a philosophy of matching the right people to the right positions and implementing the KSA (Knowledge, Skill, and Attitude) of talent management. In addition to the fulfillment of this calling in enterprises, she strives to give job-seeking talent a better understanding of the KSA of different enterprises and jobs. Even more importantly, she is willing to share her experience and knowledge for the benefit of society.



Department of Finance – The department spearheads the sharing of educational experiences in the context of the implementation of multiple elective courses in senior high schools



In 2019, the new 12-year Basic Education Curriculum Guidelines were officially adopted. In line with the new standards and regulations, senior high schools are required to offer elective courses which give students an opportunity to explore their own interests. These courses can also be included in academic portfolios submitted for written reviews in the context of future university applications. However, the provision of sufficient teaching resources for diversified course offering suited to the needs of students represents a significant challenge for the schools. In response to this predicament, Chun-Hua Tang, an associate professor of the Department of Finance, used his expertise to help many senior high schools in the development of relevant elective courses.

Tang points out that senior high school teachers lack expertise in financial management and it may therefore be advisable for some schools to seek external support by enlisting university faculty members to serve as instructors for relevant courses. However, numerous objective conditions must be considered to ensure the feasibility of such plans. For instance, long commuting times tend to hamper the hiring of university instructors by schools in remote areas or there may be a significant gap between



Curriculum discussion meeting at National Taitung Girls' Senior High School on April 8, 2019

contents of courses planned by internal instructors and educational directions of university departments. Against this backdrop, Professor Tang personally visited many senior high schools to gain a better understanding of their educational approaches and demand. He also developed a lesson plan for an elective course in financial management taught by senior high school teachers.

The plan included the importance of wealth management, interest rate, deposit, and exchange rate tips, key terms related to stocks, major international stock indexes, ROI and risks associated with stock investments, use of data in financial statements for the selection of stocks, dividends and deposit stocks, exchange-traded funds, and dollar-cost averaging investment strategies. The goal is to make it easy for senior high school teachers to learn basic finance. Since the beginning of this year, Tang has visited nine senior high schools in middle and southern Taiwan. Several schools have partially or fully adopted his lesson plan. Students could thus not only learn some basics of finance management, but also be able to assess whether they wish to pursue careers in this field.

The Department of Finance relies on its professional expertise in finance to provide educational resources for diversified elective courses offered at senior high schools with the ultimate goal of enhancing the teaching quality and bridging the urban-rural gap which results in unequal opportunities in education. In the future, the College of Management will continue to share educational experiences in professional fields with senior high schools by relying on its faculty in business and information management.



Curriculum discussion meeting at Pei Men Senior High School on September 25, 2019



Department of Finance – Social Enterprise Development & Research Center promotes "Hand-in-Hand" activity series to cultivate CSR "seeds" and build forward-looking cities in CSR

Yih Jeng, associate professor of the Department of Finance, concurrently serves as the director of the Social Enterprise Development & Research Center in the College. He has made a long-term commitment to assisting enterprises in fulfilling their social responsibility and formulating strategic CSR plans, integrating the resources of industry, government, and academia in Kaohsiung. He also takes inventories of strengths of enterprises and resources they need, with the ultimate goal of enhancing business performance, creating social value, and maximizing social impacts of enterprises. In 2019, he organized a "Hand-in-Hand" activity series to better the public's understanding of the true meaning of CSR through fun interactions such as creative design, hands-on activities, and temporary markets. He hoped these activities could turn Kaohsiung into a leading city in CSR in Taiwan.

CSR Innovative Design, which was one of the activities of the "Hand-in-Hand" series, aimed to take an inventory of the needs of eight enterprises which wanted to develop CSR. Another purpose was to select young CSR



ambassadors from college and university students who were interested in workplace exploration and social issues and formulation of feasible CSR-related creative design proposals in workshops. This activity not only gave young college students a chance to voice their opinions on social issues but also provided enterprises with a stage for the adoption of CSR to achieve a synthesis of CSR and education.

The CSR Hands-On Activity, on the other hand, aimed to present to the public the CSR activities that the young CSR ambassadors had designed for enterprises. Participating elementary and junior high school students received guidance in the identification of issues and active reflections to train their ability to concentrate and resolve issues through hands-on experience activities. The purpose of the activity was to give participants a better understanding of how enterprises actively promote CSR and thereby achieve the goal of innovative experimental education and development of multiple potentials.

In addition to the training of ambassadors, Professor Jeng also enlisted different types of social enterprises, NPOs, and businesses that value sustainability concepts in southern Taiwan for the joint organization of a market for the common good. He hopes that this market could not only serve as a chance to promote eco-friendly goods of the participating enterprises, but also give the public a better understanding of the brand stories and business philosophies behind these goods.



The "Hand-in-Hand" activity series which was centered around the theme of "CSR Innovative Design and Hands-on Experiences" integrated enterprise needs, innovative proposals of university and college students, and participatory learning of elementary and junior high school students. It not only provided local enterprises in Kaohsiung with strategic branding and operation models for the creation of social value but also raised the awareness of CSR among Kaohsiung residents and sowed the seeds of CSR in all industries.



Institute of Public Affairs Management – Promotion of the first "Time Bank" in southern Taiwan to turn the university into a driving force of innovation in communities



Universities can fulfill their social responsibility through local engagement and extension of their influence to every corner of society. In 2018, the Institute of Public Affairs Management assisted the Luzhongmiao Community in the promotion of the first "Time Bank," which allows individuals to "save" public service times and earn "time coupons" that represent a time currency. These coupons can be redeemed for services or

products provided by others in accordance with personal needs. This voluntary service which is based on mutual assistance and benefit has turned into an innovative model for community governance.

The community time bank concept is a solution to the problem of gradually weakening interpersonal relationships and declining trust and social capital, which is reflected in the UN SDGs. Community residents lay the foundation for sustainable development through the trading of services and mutual assistance. Collaboration between community members can be converted into product and services with "cash value." Unidirectional service provision is transformed into bidirectional interactions, which increases the social capital in communities and facilitates the formation of a network of mutual assistance and service interactions.

Between 2018 and 2019, students and faculty members of the Institute of Public Affairs Management used the Luzhongmiao Community in the Qianzhen District, Kaohsiung City, as an experimental site. Community residents were provided with a clear understanding of the time bank concept and feasible plans through training and promotion efforts including information meetings, educational courses, and empowerment workshops under the support and guidance of



Students of the Institute of Public Affairs Management assist communities in the planning of time banks.



Community residents shop and buy products at a time bank store.



Official inauguration of the Luzhongmiao Community Time Bank at the end of 2018

professors, community leaders, and NSYSU students who had a chance to apply their acquired knowledge. During this process, a consensus was formed on the creation of the first "Community Time Bank" in Kaohsiung. This community governance model, which centered around service transactions, encourages public participation through the infusion of community resources, service inventories, and promotional activities. It is hoped that by building up reciprocity, spirit of mutual assistance, trust and cohesion among residents, a new voluntary service model could be developed.

Luzhongmiao Community also established a physical "Time Store" on Christmas Eve of 2018 in coordination with the Christmas Market. This store features products donated by the community, fresh vegetables and

service exchanges available for purchase, and was enthusiastically received by community members. Ms. Yue-Er Wang, Executive Director of the Luzhongmiao Community Development Association, points out that the time store will also hire seniors to assist in management tasks in exchange for time coupons as an incentive. The goal is to encourage seniors to leave their homes and engage in labor and entertainment activities.

The aforementioned Community Time Bank Guidance Program incorporates the core spirit of social responsibility in harmony with the educational goals of NSYSU institutes and departments. Integrated programs and micro-programs such as "NPOs and Social Innovation", "Placemaking and Regional Governance," and "Non-Profit Enterprises" are offered to provide students with diversified skills. These include the compilation of social responsibility reports, explanation of placemaking development directions and related events, exchanges through lectures by experts in different fields, field instruction and case studies. These programs provide students with an in-depth understanding of local issues, arouse their learning interest, and allow them to accumulate practical experiences and enhance their workplace competency.



Time coupon samples and usage instructions

Institute of Public Affairs Management – Achievements in the activation of farming communities by using university resources to promote circular economies

Numerous local communities are firmly committed to the promotion of tourism and value-added agriculture. However, they often face bottlenecks in transition processes. A rapidly rising number of local universities invest academic resources in community development and service innovation through provision of new ideas and organization of activities. Teams of students and faculty members of the Institute of Public Affairs Management assist communities in the review of current issues through planned guidance activities and propose feasible development strategies after discussions with local residents.

For instance, in the Internship in Agro-communities course designed by the institute, students organize citizen participation workshops and environmental courses to empower themselves and the community residents. Student teams led by faculty members are dispatched to local farming communities to engage in practical work and build rapport with local citizens by using existing community development efforts, third-sector management expertise, and information events with integrated local characteristics. Participating students gain a good understanding of farming community development needs through field interviews and event participation. They also take inventories of local resources and help local residents develop community improvement plans. The achievements of this internship course over the past two years are as below.



2018 Presentation of achievements in Dalin Community

In 2018, the Institute of Public Affairs Management organized a "Tranquil Summer – Youth Enlightenment Experience Camp Program" in co-operation with the Dalin Community in Kaohsiung. A team comprised of students from different fields surveyed the farming community and engaged in discussions and brainstorming to assist in the promotion of lemon products. They also created a community documentary to record iron forging techniques which have been passed down from generation to generation as well as the Kuwa (ritual shrine) culture and surnames of plains aborigines.

The goal lies in the preservation of community culture and traditions. In addition, the Institute organizes Vision Workshops to design feasible, innovative initiatives for the promotion of community products, cultural preservation, and tour itineraries. These workshops aim to achieve a synthesis of traditional industries in farming communities and youth creativity and to develop economic activities in line with local needs. Such outcomes could prevent over-similarity among farm-



Community elders provided guided tours of local humanistic history to students.



Residents and college students participated in a "Vision Workshop" which aimed to inspire their creativity for the joint development of innovative initiatives for community industries.

discussions on the needs of the community with a focus on the collection of community memories and refinement of existing processed agricultural products. A "Community Memory Journal" (humanistic and industrial history of the community written for easy reading) and a "Lemon Essential Oil Cleaning Mousse" (with redesigned packaging and marketing strategy) were created based on field surveys and discussions with local residents and professional designers. These two

ing communities as they all try to transform their business models.

In 2019, the Institute continued its Dalin Community Development Program and added a cooperation project with Nansheng Community, Kaohsiung to demonstrate its firm commitment to strengthening the unique characteristics of local agricultural products and the perpetuation of local humanistic history. The goal lies in the realization of placemaking spirit through the activation of community industries and cultural preservation coupled with an intensification of social engagement and increased contributions by universities.

As for the Dalin Community, Associate Professor Chin-Chang Tsai of the Institute conducted further

products deeply impressed the community residents and generated substantial benefits for the community.

Another team led by Assistant Professor Cheng-Hsun Hsieh proceeded to Nansheng Community to assist in the conversion of waste wood of lychee trees into creative products. Hand-made tableware made of local lychee wood generated popularity and business opportunities for the community. A team of experts was invited to provide expertise and important reminders related to product design and woodworking techniques. The goal was to assist the community in the redesign of handicraft products made of lychee wood and DIY hands-on experience activity processes, which is conducive to sustainable operations and realization of local revitalization in the future.



Joint presentation of achievements in the development of creative products made of lychee wood by students and faculty members of the Institute of Public Affairs Management and Nansheng Community residents in 2019.

The Institute believes that the joint efforts by local communities and the institute in the promotion of circular economy concepts with innovative directions for local industries fully match the three key dimensions – economic growth, social progress, and environmental protection – embraced by the UN in its SDGs. A simultaneous emphasis on the promotion of local cultural tourism and the adoption of concepts pertaining to sustainable production and coexistence with nature facilitates a balance between traditional agriculture and ecological sustainability. The Institute hopes to promote these concepts to consumers to ensure the fulfillment of environmental responsibility in production and consumption processes.

In the future, the Institute will keep using its resources in education and research to solve local issues. It will continue to establish links with local communities, take inventories of local resources, match enterprises with communities, and promote multilateral interactions, and boost community industries. The goal is to integrate industries of various communities in southern Taiwan, and maximize synergy effects in the highlighting of unique features of transition processes. The ultimate goal is to present the multiple facets of agro-communities to the general public and raise public concern of local issues.



In 2019, the Institute of Public Affairs Management assisted Dalin Community in the production of a Community Memory Journal and a Lemon Essential Oil Cleaning Mousse.

Institute of Marketing Communication – Media literacy to reveal the true nature of media



Group photo of attendants of the lecture "Combating the Sense of National Doom" in the Media Literacy Lecture Series

In this information age, we are exposed to tons of messages and information every day. How can we determine the value and veracity of all these? How can we make sense of the chaotic media landscape? In recent years, Taiwan citizens have gradually become more aware of the importance of media literacy, but they still only have a superficial understanding of the concept. Based on these observations, the Institute of Marketing Communication organized a Media Literacy Lecture Series in cooperation with Si Wan College (the virtual college responsible for general education in NSYSU). Numerous scholars and lecturers were invited to build up students' media literacy through campus lectures, interactions, and exchanges. This lecture series was centered around three themes: "Combating the Sense of National Doom," "What Can We Do About our Awful Media – Discussion of Media Literacy and Supervision,"

and "Sick of Fake News? But What do You Really Know?" They attracted students and professors from all colleges and institutes.

Ms. Juan-Fen Zhang, who has observed social movements and human rights issues over a long time, was invited for the first lecture on "Sense of National Doom." She described a collective anxiety also known as "Sense of National Doom" prevalent in Taiwan in the face of internal and external pressures and political uncertainties. She provided an in-depth analysis of the current situation between Taiwan and China and relevant factors in the dimensions of industry, politics, economy, national defense, cross-strait relations, culture, and media. Ms. Zhang pointed out that the future is not predetermined and that we should refrain from being paranoid or overly anxious or suspicious before we figure out the truth. People who cherish democracy in Taiwan still have significant leverage on Taiwan's future and launch counterattacks against China's attempts to influence Taiwan. She also stated that "freedom is not a gift from heaven and if we don't protect it, we will lose it." She stressed the fact that the "Sense of National Doom" is not a partisan belief but rather a democratic consciousness. She also expressed the hope that all Taiwanese will actively consider where Taiwan's opportunities lie and what its values are. Finally, she argued that we need to identify our democratic awareness and foundation of our existence and be willing to fight for it.

The second lecture on the subtle relationship between media and audiences was delivered by Professor Ping-Hung Chen from the Graduate Institute of Mass Communication at National Taiwan Normal University. He pointed out that media are no longer solely considered money-making tools but are used increasingly as instruments in the quest for power. Generally speaking, media are engaged in a quest for power in politics, economy, and ideology. The media are therefore indirectly swayed

and controlled by covert manipulations of newspaper and magazine circulations and click rates of Internet contents. Professor Chen stated that theoretically speaking media can be improved through three different approaches: self-discipline, law, and external discipline. Self-discipline is no longer a viable option and external discipline through NGOs has generally been dismissed as utopia. Government legislation and regulation, on the other hand, tends to raise deep apprehensions. The government should therefore not be authorized in a rash manner to interfere with media operations unless supported by public opinion. He concluded with the following appeal: "The only way to help the public respond to awful media rationally and smartly is to promote media literacy education, so that they could understand the role of media in a democratic society and construct their own news facts."

The third lecture was about chaotic media landscape, which is clearly shown by the flood of fake news in recent years. Ms. Jing-Wen Zou, chief editor of Liberty Times was therefore invited to give a lecture on the topic "Sick of Fake News? But What do You Really Know?" In an age characterized by easy access to information, "quality" is significantly more important than "quantity." Ms. Zou pointed out that China has been an expert in manufacturing false information since the Communist Revolution 100 years ago. She cites the example of fabricated news about an alleged plan to attack Taiwan spread by Chinese intelligence units and reported



Professor Ping-Hung Chen discusses the operations of the media.



Group photo of the lecture "Sick of Fake News? But What do You Really Know?" From left to right: Dr. Stephen Dun-Hou Tsai, Dean of Si-Wan College; Dr. Ying-Yao Cheng, NSYSU President; Ms. Jing-Wen Zou, Liberty Times chief editor; Dr. I-Yu Huang, NSYSU Vice President; and Dr. Ping Shaw, Director of the Institute of Marketing Communication (source: Liberty Times)

by Taiwanese media outlets. Despite the fact that this report was later revealed as fake news, it had already sparked panic among local citizens as a result of unverified reporting by the media. Ms. Zou also pointed out that media channel transformations represent a double-edged sword. The advantage of self-produced content lies in decentralization and greater diversity, while weak controls, decreasing quality, and diverging opinions are significant shortcomings. She further stressed

that the careless spreading of any kind of false information which is misleading or taken out of context can cause a butterfly effect and generate a profound impact on individuals or social groups. In the face of fake news, we must constantly reflect on how to distinguish true from false information in a clear and impartial manner.

In the post-truth era, media literacy is a basic competency for all citizens. Gullible audiences are easily manipulated by mass media without being aware of it. The goal of this Media Literacy Lecture Series was to help audiences avoid falling into the trap of fake news and increase their competence through a two-pronged approach of media literacy enhancement and self-awareness.

(The above report about the Institute of Marketing Communication was originally in Chinese and written by Yun-Han Yeh, a student of the Institute)

Institute of Marketing Communication – Promotion of ethics education in elementary school through integration of theory and practice



Ethics is closely connected and intertwined with our daily lives. Professor An-Shou Cheng from the Institute of Marketing Communication points out that ethics represents a kind of knowledge that enables people to engage in critical thinking and make choices in pursuit of better lives. Ethical thinking also facilitates the analysis and reflection on daily life issues ranging from daily problems and troubles to ethical dilemmas and public issues affecting society and the nation. The goal of the "Information Literacy and Ethics" course offered by the Institute of Marketing Communication lies in the cultivation of ethical awareness and the imparting of knowledge that enables students to solve problems and engage in reflections and critical thinking, which ultimately helps them make better judgments.



Students discussed case simulations in the classroom.

In his course, Professor Cheng places utmost emphasis on interaction and participation. He encourages students to actively express their personal views and stresses that "critical thinking is the core of literacy and ethics." He hopes to sharpen his students' acuity

to people, events, and matters and cultivate their ability to detect, analyze, and solve problems during the learning process of his weekly course. In his course, he employs a unique synthesis of case-studies and inquiry-based learning. Course activities include case simulations



Interaction among students of the "Information Literacy and Ethics" course and students of the Longhua Elementary School.

and small-group discussions. Students are encouraged to design their own ethical scenarios and identify unsettled problems before presenting their opinions in class.

Case simulations involve a wide range of issues including non-competition clauses affecting career choices, legal and management controversies faced in the improvement of voting systems, and tradeoffs between professional ethics in the news industry and click rates. Professor Cheng uses guidance approaches to enable students to identify stakeholders in each case before further questioning them on their individual tasks and decisions and the ethical connotations behind these cases. Professor Cheng stresses that there are no optimal or single solutions to these dilemmas. All answers are acceptable provided that students are able to present clear ideas, demonstrate their ability to communicate and express themselves, and explain their reasoning in a reasonable manner. The expansion of the dimensions of the thought process can help students better understand and tolerate different values, which is the core objective of this course.

In 2019, Professor Cheng used the subsidy given by the College to this

course to provide his students an opportunity to help students in Longhua Elementary School, Kaohsiung. His students planned a course series to boost Longhua students' information literacy. The series covered cyberbullying, online shopping, internet privacy, phishing websites, and online copyrights. The Monopoly board game were converted into a fun quiz close to daily life. This gave the children a chance to learn in a playful manner and develop their ability to comprehend and ask questions. In addition to internet safety awareness, the ability to distinguish true from false information is extremely important. This course series thus also aimed to teach the children how to interpret information accurately and use the Internet smartly.

In this age of information explosion, ethical awareness is a basic competency that a good digital citizen should possess. Professor Cheng therefore also highlighted in his class the ethical issues on the Internet and in real life that are caused by emerging technologies. For instance, he used a report on facial recognition as material and asked students to state their opinions on the balance between technological progress and privacy protection.

(The above report about the Institute of Marketing Communication was originally in Chinese and written by Yun-Han Yeh, a student of the Institute)



Professor Cheng's students convey information literacy concepts to elementary school students.

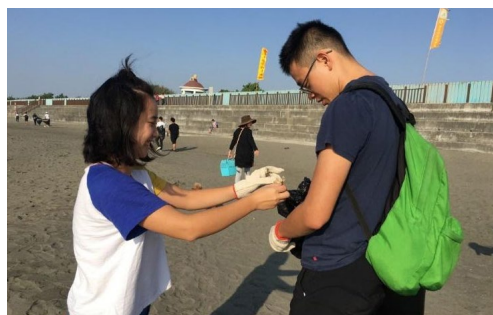


Department of Business Management – Fulfillment of social responsibility starts from youth

Yu-Hsiang Wang, Nian-Xuan Tsai, Yi-Shin Liu, and Ssu-Hsuan Chen, who are seniors in the Department of Business Management, organized a graduation exhibition titled "Youth Countdown" under the guidance of Professor Ping-Yi Chao. This exhibition portrayed the dreams of 22 NSYSU students and used photos to present tales of youth prior to graduation such as trips abroad to exchange experiences of personal growth or the search for like-minded students for the joint maintenance of the campus environment and founding of clubs. For instance, Judy Tsai demonstrates social responsibility related actions in her daily life, which clearly indicates that social responsibility is not confined to any agencies or forms. All people can take such actions if they have enough commitment.

Ms. Tsai who double majors in Business Management and Foreign Languages & Literature often spontaneously cleans Sizih Bay Beach with her friends. This zeal is not related to their coursework but originates from a deep love for the ocean. Based on a firm belief in her ability to maintain a clean beach in their own NSYSU campus, she and a couple of friends cleans the beach whenever they have free time. Ms. Tsai is convinced that the practice of social responsibility can be as simple as turning beach cleaning into a routine.

(The above report about the Department of Business Management was originally in Chinese and written by Chih-Lin Tsai, a student of the department)



Ms. Judy Tsai's daily beach cleaning routine



Department of Business Management – Student entrepreneurs donate their income from sand sculpture creativity to give back to society

Compassion aroused in innovative entrepreneurs – A group of students of Department of Business Management donated all income from entrepreneurship to underprivileged groups. The course titled "Seminar in Emerging Industries and Entrepreneurship" offered by Assistant Professor Jack Chih-Yuan Wang at the Department of Business Management put theory into practice by providing each group of students attending the course with a venture fund of NT\$ 1,000. This fund gave them a chance to implement their innovative ideas in daily lives. Professor Wang points out that the fund was to give students a chance to learn how to use limited resources wisely and an opportunity to apply their acquired knowledge to real entrepreneurship projects. Two of the groups generously donated their profits to Kuroshio Ocean Education Foundation and a stray animal organization, turning their creativity and effort into reciprocation to society.

Take from and give back to the ocean – Preserve memories of Sizih Bay in a bottle

The members of the "Houhai Rensheng" group (Chun-Hsiang Wang, Jun-Xian Huang, Yun-Han Lai, Chia-Yu Lee, Yu-Ting Hung, and Yun Chen) came up with several options such as postcards, ornaments, and *sand in a bottle* in the product concept development process. They finally selected *sand in a bottle* as the most viable option, after considering feasibility, production costs, and consumer intentions. The group further decided to focus on NSYSU students and faculty members, alumni, and Sizih Bay residents as their targeted consumers (Sizih Bay is the bay nearby which

NSYSU is situated). Mr. Chun-Hsiang Wang points out that the design concept for *sand in the bottle* originated in a desire to seal up memories of their lives in Sizih Bay. Customized mini images in the bottles represent traces of human encounters, which are the most beautiful memories in life. The group also designed collector, friendship, and lovers token sets for different customer groups.

The product was sold on online platform and physical booths. Over a period of 20 days, the team earned a total of NT\$ 5,000. However, instead of spending their profits on food and entertainment, they donated all their proceeds to NGOs. Ms. Chia-Yu Lee explains that "The group name was inspired by our most beloved Siwan ocean, while the products embody our most cherished memories of Sizih Bay. We therefore decided to make a contribution to preserving this ocean through a donation to Kuroshio Ocean Education Foundation. We all can turn the practice of social responsibility into a daily routine if we are committed enough." This action shows the students' awareness and commitment to fulfillment of social responsibility.

Sand is blown away by the wind but memories stay – Let's create a better environment for all

Coincidentally, the concept of "Mx. Sand" (name of the *sand in the bottle* project group) was also centered around the sand of Sizih Bay. The group manufactured accessories such as pendants and earrings that visitors can wear on the go. Ms. Chu-Hsuan Lin points out that looking back on tidbits of their campus life, the team felt that students resemble tiny grains of sand that hail from different areas and encounter each other at Sizih Bay. She firmly believes that "these intriguing destinies and memories should not only be stored in our brains but rather given a material form." Ms. Lin and other students (Mr. Yong-Jun Liu, Ms. Ting-Hsuan Kuo, Ms. Yu-Hsi Liao, and Ms. Yung-Chun Chuang) formed this group because they shared the same ideal.

"Mx. Sand" put a lot of time and effort into marketing their products. They designed an exclusive logo, created a slogan, and ran a fan page to convey their concepts.



Group photo of the "Houhai Rensheng" team; from left to right: Chun-Hsiang Wang, Yun-Han Lai, Yun Chen, Yu-Ting Hung, Chia-Yu Lee, and Jun-Xian Huang



A member of the "Haihou Rensheng" team interacts with students at the team's booth.

Perception is more important than Right or Wrong Dr. Jack Chih-Yuan Wang's talk on ethics education



When talking about ethics courses, most people intuitively think that it is all about teaching people how to make judgments of right and wrong. As a matter of fact, the essence of such courses is to cultivate students' ethical awareness and their moral analysis and decision-making abilities. Dr. Jack Chih-Yuan Wang, Assistant Professor at the Department of Business Management, points out that the course titled "Ethics, Leadership, and Decision" offered by the College of Management gives students a chance to bring up ethical issues that they personally detected through sharing of different cases. They also get an opportunity to conduct analysis on multiple dimensions identified through discussions and provide feedback on ethical incidents. He acknowledges that "I'm aware that

They also wore their products in public which attracted a lot of attention. Even people from other cities and counties were attracted and willing to pay shipping charges to buy their products. All earnings of the team, which amounted to a total of NT\$ 12,000, were donated to a stray animal organization to improve the living environment of the poor animals.

The experiences of these two teams clearly shows how students apply their creativity to real entrepreneurship projects. What is even more remarkable is that they were willing to devote their remaining energy to contributions to society. Despite the fact that the students only ran a very small business, they still chose to donate all their earnings to charity funds and organizations to spread their love in support of a magnificent cause. Maybe our existence is insignificant in this vast universe, but we can achieve something great and light up the whole world if we show enough commitment.

(The above reports about the Department of Business Management was originally in Chinese and written by Ms. Chih-Lin Tsai, a student of the department)

Earring designs of the Mx. Sand team
Interactions with the public at the Mx. Sand booth



people respond differently to specific situations, but I sincerely hope that everyone acts in accordance with his or her conscience."

Professor Wang has adopted experiential learning as his teaching approach for this course. Students engage in discussions and analysis of different material including cases, movies, and scenarios and form opinions on different levels through brainstorming activities. Ethical incidents are omnipresent in daily life. However, since his students lack or have very limited work experience, Professor Wang familiarizes them with key concepts and principles of business ethics to facilitate their understanding of the different scenarios. He also shares his methods for dealing with classroom situations in which students are unable to grasp the core of the teaching materials:

- Acting as a facilitator: Through leading questions or extension of student statements, students are guided to the main discussion theme and the discussions are redirected to the original lesson design.
- Preserving flexibility: Sometimes the discussions in the classroom go off on a tangent and the new topic is also worth examining. Professor Wang is willing to abandon the original subject and explore the new issue if required based on a firm belief in the importance of enabling students to gain new insights from every classroom session. Every meaningful subject can be further examined in his course.
- Active intervention: If students are not very well-prepared for his classes and don't have a clear understanding of the scenarios, he directly initiates the case analysis to ensure stable learning results in each session.

At the end of the course, students are required to shoot a video based on a selected ethical issue related to business management. They present their analysis sequence and behavior decisions based on the knowledge acquired in the course. In this process, Professor Wang observes the students to determine whether they possess ethical awareness.

In view of the growing emphasis on ethical issues in business management education, Professor Wang offers the following three suggestions to first-time instructors of ethics courses: "Try to think outside the box", "relax and enjoy your interactions and intellectual sparring with your students", and "try to dip into knowledge outside your professional field", and try to provide students with more information to facilitate their discussions. Professor Wang highly recommends that the College provides a unified platform which allows instructors of ethics courses to share materials (e.g., cases presented in class, relevant literature and videos). This would enable instructors to exchange different resources and teaching methods for the same issues. He also argues that the organization of ethics related competitions and activities would motivate students to participate and expose themselves to ethical issues, and thereby gain a better understanding of the importance of ethical awareness and develop analysis and decision-making abilities.

Assistant Professor An-Shou Cheng from the Institute of Marketing Communication: The core concept of ethics education lies in a clear understanding of personal motives and respect for the opinions of others



Assistant Professor An-Shou Cheng from the Institute of Marketing Communication explains the meaning of ethics as follows: Ethics is the relationship between people and between people and things (information). He aims to give students a better understanding of themselves and the relationship between people, events, and matters and enable them to judge themselves and respect the opinions of others in his course titled "Information Literacy and Ethics." Professor Cheng points out that he will ask open-ended questions in the first week of the course (such as "What is happiness?") and have students write 3-5 answers on the whiteboard. Upon a whole-class discussion, the answers will be categorized, and students will receive guidance in differentiating their own opinions. This will be followed by an introduction of various ethics related theories by the professor to give students a better understanding of which theory is closest to their own thought processes (e.g., Utilitarianism, Teleology, or Consequentialism).

Professor Cheng points out that "the only way to determine whether students have a full grasp of ethical concepts is through observations of actual conduct." He uses case discussions and simulated scenarios to gain a clear understanding of learning outcomes in the classroom. He assigns different ethics-related scenarios to each group. The roles in each case have clearly defined characteristics. Students are required to identify opinions and behaviors for the roles in each case and apply theories they have learned in class to explain their thought processes. These student discourses serve as a key reference for the instructor in the assessment of whether students have an accurate understanding of these theories and whether they are able to use these theories to support their own choices and conduct. Professor Cheng reaffirms that the course focuses on giving students a clear understanding of the reasons behind their choices.

In this course, Professor Cheng also places special emphasis on an in-depth analysis of news and media ethics. Students are required to follow the news and describe their observations regarding identified cases of media ethics violations. For instance, why is the same incident covered differently in media outlets A and B? Students then determine the applicability of different theories to explain the approaches and points of view of different media outlets.

Professor Cheng strives to teach his students how to think from different perspectives and examine issues from different levels of analysis with the goal of developing their ability to think critically. He also frequently reminds his students to refrain from spreading unconfirmed news reports in our age of information explosion and rampant fake news. He points out that "articles with inflammatory or emotive headlines or biased contents are usually not objective." He encourages everyone to analyze the veracity of news reports and thereby hone their ability to make accurate judgments.

As for support provided by the College of Management for ethics course instructors, Professor Cheng cites incentives and subsidies for achievements in the implementation of ethics, social responsibility, and sustainable development as a concrete example of support and source of motivation for instructors like himself to promote ethics literacy courses outside the classroom. He recalls that "last semester he had an opportunity to visit two elementary school classes in the morning before his courses and give the children in these classes a better understanding of media literacy through activities designed by graduate students. These activities drew enthusiastic responses from all participants." He sincerely hopes that the university will continue to support such activities in the future to enable children to form media ethics concepts from a very early age. Finally, he expressed the hope that Taiwan will develop more cases with local characteristics since the majority of ethnics-related cases currently available online are set in foreign countries and are therefore not sufficiently related to our daily lives due to the different cultural backgrounds. Locally developed cases would arouse the interest and resonate with a greater number of people.

Decision-making is a key aspect of business management –Professor H. Jason Huang: Fulfillment of social responsibility requires unity of knowledge and action



Professor H. Jason Huang, who serves as an adjunct faculty member of the College of Management has been teaching ethics related courses for a long time. He firmly believes that putting acquired knowledge into practice is more important than the teaching of ethical theories and judgment skills in the classroom. More specifically, he argues that students of the College of Management should help enterprises increase their moral sensitivity and analyze the rights and interests of stakeholders to enable them to make decisions that conform to ethical norms with minimal negative impacts and thereby earn the respect of society. In other words, the unity of knowledge (ethics) and action (decisions) is the key learning objective of business ethics courses.

Professor Huang points out that the foundation of enterprises and maintenance of their reputation is not easy. Every major decision therefore requires rational consideration and analysis of positive, negative, and long-term impacts on stakeholders. When the overall positive impacts outweigh the negatives, it is a successful decision. Professor Huang is also convinced that classroom teaching methods are not appropriate for decision-making processes. He uses case studies to facilitate the learning process without forcing his values on his students or instilling dogmas into them. For instance, Professor Huang emphasizes his value neutrality in his international program courses which are filled with foreign students since he understands that each person's ethical belief system is formed by the culture, laws, and moral norms of his/her living area. In addition, he also asks students to share their personal experiences. In this process, he plays the role of a facilitator who reminds his students of neglected factors and thought processes in a timely manner. He constantly reminds his students that they must consider their social responsibility in all their decisions and strives to transform them into ethical leaders who automatically consider ethical standards in their decisions.

As of the Academic Year 2020/2021 ethical courses are listed as mandatory in the College of Management. Professor Huang believes that this is the right direction since students will become aware of the importance of this subject and raise their ethical sensitivity. The incorporation of such concepts into the general education foundation of management science (commonly referred to as the five aspects of management: production management, marketing management, HR management, R&D management, and financial management) is more important than the mere teaching of theories. Through the study of

actual decision-making issues, students are guided to incorporate ethical management concepts into their business decisions.

Societies and universities place increasing emphasis on ethics and social responsibility. Professor Huang encourages his students to participate in ethics case study competitions to learn how to apply ethics and social responsibility concepts in their decision-making and analysis processes when facing problems. He further recommends that the College organize its own ethics competitions to build a climate of ethical awareness and thereby enable the College graduates to make the right decisions regardless of their role at the workplace by placing equal emphasis on the pursuit of profits and the safeguarding of the interests of stakeholders and society.

[6. Sustainability Actions]

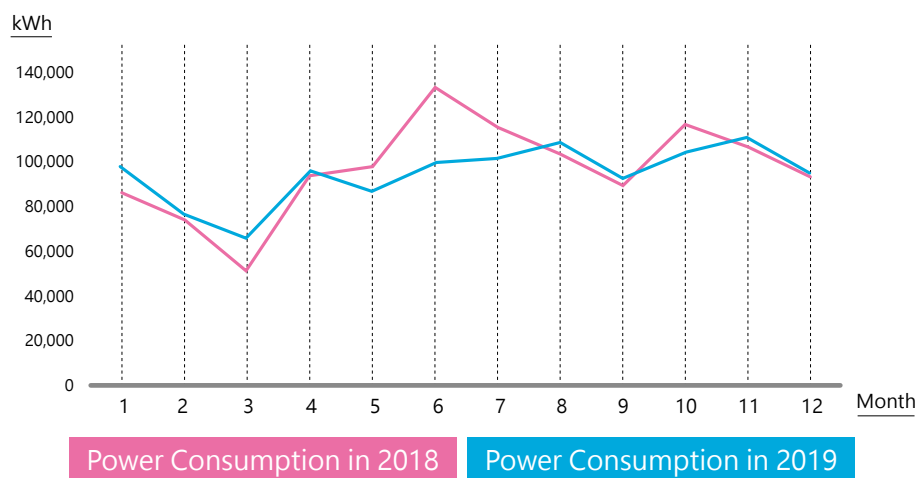
6.1 Sustainability Management

6.2 Sustainability Education

Power consumption of the College in 2018 and 2019

Unit : kWh

	January	February	March	April	May	June	July	August	September	October	November	December	Total
Power consumption in 2018	86,376	73,459	50,966	94,219	97,412	134,143	115,554	103,769	89,735	117,018	107,084	94,285	1,164,018
Power consumption in 2019	87,029	70,207	59,532	90,926	78,926	95,591	96,035	101,385	82,682	98,709	103,981	85,734	1,050,737
Monthly power consumption difference	653	-3,252	8,566	-3,292	-18,486	-38,552	-19,519	-2,383	-7,054	-18,308	-3,103	-8,551	-113,281



Power consumption efficiency management is a basic task in the College's pursuit of sustainability. The College adopts various measures to achieve effective power conservation, including:

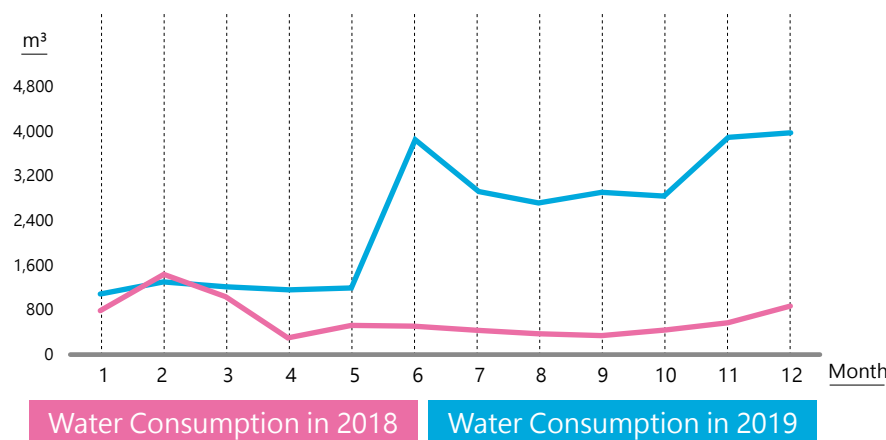
1. Replacement of traditional lighting with energy-saving LED tubes;
2. Replacement of all AC units which are more than ten years old—a measure in line with university policies;
3. Installation of solar panels on roofs of the College to generate power and shield roofs from direct sunshine and thereby reduce heat absorption;
4. Elevator floor access control

As of April 2018, traditional lighting tubes are successively replaced with LED tubes which are more durable and energy-efficient. Summers in southern Taiwan are unbearably hot starting in May or June and hardly tolerable without air conditioning. The replacement of AC units which are more than ten years old—a measure in line with university policies — has therefore generated significant power savings during the summer peak months. Compared to the same period of the previous year, average power savings amounted to more than 28,000 kWh in May and June 2019. In addition to these hardware equipment updates, the College also installed solar panels on the roofs of its buildings in line with university policies. This power generation initiative not only helps activate idle roof spaces but also shields them from sunlight and heat, and thereby reduces expenditures associated with air-conditioning use. Total power generation from mid-September 2019 when the solar panels were put into operation until December 2019 reached 68,389 Watt. Finally, the College has elevator floor access controls since September 2018. The elevators only serve the first and fourth floors. The second and third floors can only be accessed with a special magnetic access tag. This access control system not only helps save electricity but also encourages faculty members and students to exercise by taking the stairs. This initiative is therefore both eco-friendly and health promoting.

Water consumption of the College in 2018 and 2019

Unit: m³

	January	February	March	April	May	June	July	August	September	October	November	December	Total
Water consumption in 2018	700	1,280	1,005	382	680	642	473	436	386	516	555	810	7,867
Water consumption in 2019	931	1,232	1,167	1,107	1,269	3,712	3,136	2,912	3,168	3,089	3,900	3,941	29,564
Monthly water consumption difference	230	-48	162	724	589	3,070	2,663	2,476	2,782	2,573	3,345	3,131	21,698



Water consumption increased significantly compared to the previous year mainly due to the more accurate measurement of water consumption after replacement of water meters. When the College became aware of the increased water usage, it also detected a leakage on an underground pipeline. Due to the fact that the College of Management was constructed 35 years ago and all pipelines were placed underground at that time, pipelines had gradually become leaky due to factors involving time, earthquakes, and aging, which in turn caused a gradual loss of water resources. Over the past year, general affairs personnel of the university and the College of Management have actively cooperated with Taiwan Water Corporation in the detection of leaks and implementation of required improvements. Upon completion of improvement projects for part of the pipelines in July 2019, uncertainty still existed regarding actual conditions or presence of leaks in certain areas. The College has

therefore initiated the planning process for a pipeline project which is expected to replace all underground pipes with exposed piping. This will greatly facilitate future maintenance and replacement operations and is expected to effectively prevent leakage. The updated water meters allow a more accurate measurement of water usage, which explains the increase in meter reading compared to the same period of the previous year. Fortunately, this increase also allowed the College to aware of the hidden leaks in the pipeline and fix them.

Paperless meetings

In September 2019, the College adopted a paperless meeting policy in line with the goals of environmental protection, energy conservation, and carbon reduction. As of October 2019, this policy is officially implemented in the College's offices. Written meeting documents are converted to digital format and meeting documents are now reviewed with tablets to reduce paper use. Compared to the same period of the previous year, paper consumption of the College offices has been decreased by 6,022 sheets. We sincerely hope to achieve even more significant results in paper reduction, environmental protection, and carbon reduction in 2020.

	October	November	December	Total
2018	5,917	10,565	4,472	20,954
2019	5,021	8,421	1,490	14,932
Paper consumption differences	-896	-2,144	-2,982	-6,022

Unit: sheet

Sustainability Actions

6.2 Sustainability Education: CSR and Sustainability Courses

6

The College offers mandatory and elective courses on ethics and sustainability (environmental sustainability and/or sustainability management) every semester. In ethics courses, students will not only learn ethical theories, but also explore ethical issues happens in our society, such as network communication, social networks, fake news, etc. Ethical issues that corporate leaders/ managers face are also raised during the class. Courses that focusing on environmental sustainability issues, professors will touch on economic development and sustainability issues, urban environmental management, corporate development issues, etc. A total of 34 courses on ethical issues and 16 courses on sustainability issues were attended by a total of 987 and 284 students, respectively, within the last three years (between the Academic Years 2016-2017 and 2018-2019). We expect that through these courses students will gain awareness and able to think more critically about the related issues, and we can cultivate more sustainability managers.

Ethics courses

Academic Year	Number of courses	Number of students
2016-2017	12	346
2017-2018	12	347
2018-2019	10	294
Total	34	987

Sustainability courses

Academic Year	Number of courses	Number of students
2016-2017	6	159
2017-2018	4	43
2018-2019	6	82
Total	16	284

In the past, graduate students of the College were only required to successfully complete an online course on academic research ethics on the Academic Research Ethics Education platform before they could apply for their final oral examination. The goal is to give students a clear understanding of the importance of academic ethics and thereby prevent thesis plagiarism. However, academic research ethics is only one aspect of ethics. Ethics also encompasses other dimensions such as corporate social responsibility and work ethics. The College therefore started to offer mandatory courses on “Ethics and Social Responsibility” in the Academic Year 2020-2021 to further students understanding and awareness of ethics and CSR. All students of the College will have to pass this course. The goal of this course is to provide students with a clear grasp of different aspects that may have to be considered when making a decision. Relevant considerations are not limited to profit or personal convenience, but also include potential damage to the society, environment, and to the image of the university/company/enterprise.





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