

# 高雄醫學大學教師倫理守則

## Code of Ethics for Teachers

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### 前言 Preface

為協助本校教師達成培育人才、研究學術、提昇文化、及服務社會之目標，特制定本守則。本倫理守則謹條列教師於治學處事時應有之基本態度與做法，希望本校教師能藉此相互勉勵，以期達到教育之目的與社會之期許。

凡本校專任教師（以下簡稱教師）均適用本守則，有關一般法令無法涵蓋且涉及大學教師專業自律之倫理道德規範，悉依本守則之規定處理。

This code of ethics is established to assist the faculty in achieving the goals of nurturing talent, advancing academic research, enhancing culture, and serving society. The code outlines the fundamental attitudes and practices teachers should adhere to in their academic and professional conduct. It is hoped that our university faculty can mutually inspire each other to achieve the objectives of education and societal expectations.

All full-time faculty members of our university (hereinafter referred to as teachers) are subject to this code. In cases where general laws are insufficient and involve ethical and moral standards related to the professional discipline of university teachers, they shall be handled in accordance with the provisions of this code.

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### 第一章 基本信念 Chapter One: Basic Beliefs

大學以探索真理、傳播知識、培育人才、服務社會為目的。身為大學教師，在教學、研究及為人處世方面，應秉持下列信念：

- 一、知識真理：以追求知識及真理為職志。
- 二、自由自律：秉持良知以治學授業，致力維護學術自由。
- 三、公正客觀：秉持公正客觀態度，促進學術與教育充分發展。
- 四、誠信正直：誠信正直以治學處世，樹立開誠磊落之風氣。
- 五、和諧純淨：維護校園和諧純淨，創造美好之大學環境。

六、互敬合作：自尊互敬、包容合作，促進大學之協調、融合及發展。

七、敬業精進：精益求精，以追求卓越為榮。

八、篤實服務：熱誠篤實，以知識服務人群，以道德美化社會。

The university aims to explore truth, disseminate knowledge, nurture talent, and serve society. As university teachers, in the aspects of teaching, research, and interpersonal conduct, we should uphold the following beliefs:

1. Pursuit of Knowledge and Truth: Dedicate ourselves to the pursuit of knowledge and truth.
  2. Freedom and Self-discipline: Uphold conscience in teaching and research, and strive to maintain academic freedom.
  3. Justice and Objectivity: Maintain a just and objective attitude, promoting the full development of academia and education.
  4. Integrity and Honesty: Conduct teaching and interpersonal relationships with integrity and honesty, fostering a culture of openness.
  5. Harmony and Purity: Preserve a harmonious and pure campus environment, creating a positive university atmosphere.
  6. Mutual Respect and Cooperation: Foster mutual respect, inclusiveness, and collaboration, promoting coordination, integration, and development within the university.
  7. Professional Dedication: Strive for excellence in pursuit of professional dedication.
  8. Diligent Service: Serve with enthusiasm and sincerity, using knowledge to benefit society and contributing to ethical enhancement.
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## 第二章 教學倫理 Chapter Two: Teaching Ethics

教學係大學教師的首要工作之一，教師應秉持學術自由的基本精神，發揮「傳道、授業、解惑」之功能，達成傳授知識及培養學生獨立思考能力的目標。在此範疇中，教師應不斷自我充實，熱心傳授學生專業知識、啟發學生學習與思考。

一、教師應秉持至誠從事教學工作（熱誠原則）

1. 應盡力執行學校所賦予的教學責任。
2. 應充份準備授課內容。
3. 應遵守授課時間，並儘量避免調課。
4. 應關心學生的學習興趣與成果。
5. 鼓勵學生雙向溝通，並提供學生適當的課外諮商時間。

二、教師應不斷地要求自我與充實自我（充實原則）

1. 應參與研究活動，拓展學術新知。

2. 應不斷吸收相關領域之知識。
3. 適度參與相關領域之專業活動。
4. 應重視教學評鑑之結果，並適時改進教材及教學方法。

### 三、教師應秉持專業精神從事教學（專業原則）

1. 授課之內容應與課程相符。
2. 授課前應明示課程綱要、教學進度及成績評定原則。
3. 應指定適度的閱讀材料、習題或報告以協助學生學習。
4. 應於所編著教材註明引用資料之來源。
5. 對學生之要求與考核應與課程相關。
6. 應以公正態度評估學生學習成果。
7. 對於課程之爭議性論點應予適度解說。
8. 應尊重學生學術自由之立場，並避免刻意影響學生的自主意識。

Teaching is one of the primary responsibilities of university faculty. Teachers should uphold the spirit of academic freedom, fulfill the functions of "imparting knowledge, teaching, and elucidation," and achieve the goals of imparting knowledge and cultivating independent thinking skills in students. In this realm, teachers should continually enhance themselves and enthusiastically impart professional knowledge to students, inspiring learning and critical thinking.

#### 1. Teachers should wholeheartedly engage in teaching (Principle of Enthusiasm):

- Make every effort to fulfill teaching responsibilities assigned by the university.
- Adequately prepare course content.
- Adhere to class schedules and avoid unnecessary rescheduling.
- Show concern for students' learning interests and outcomes.
- Encourage two-way communication with students and provide appropriate extracurricular counseling time.

#### 2. Teachers should continuously demand self-improvement (Principle of Self-enrichment):

- Participate in research activities to expand academic knowledge.
- Continuously absorb knowledge in relevant fields.
- Moderately engage in professional activities in relevant fields.
- Value the results of teaching evaluations and timely improve course materials and teaching methods.

#### 3. Teachers should uphold professional standards in teaching (Principle of Professionalism):

- Align course content with the curriculum.
- Clearly outline the course syllabus, teaching progress, and grading principles before teaching.
- Designate appropriate reading materials, exercises, or reports to assist student learning.
- Indicate the sources of referenced materials in compiled teaching materials.
- Align student requirements and assessments with the course.
- Evaluate student learning outcomes with a fair attitude.
- Provide appropriate explanations for controversial points in the curriculum.

- Respect students' academic freedom and avoid deliberately influencing their autonomy.

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### 第三章 學術倫理 Chapter Three: Academic Ethics

研究與教學同為大學教師的首要任務，大學應保障教師充分的學術自由，以追求卓越之學術成就。教師應本著高度的職業道德與正直的人格，從事及指導研究工作，以探求新知、發表成果及提昇學術水準為己任。

#### 一、教師應秉持追求卓越的精神從事研究工作（敬業原則）

1. 應持續吸收新知，致力研究工作以提升學術水準。
2. 應致力發表研究成果。
3. 研究工作應本於誠信與良知，不受制於任何外在壓力或誘惑。
4. 應從事與專業領域相關之研究為主。

#### 二、教師應秉持嚴謹的態度處理研究資料與結果（嚴謹原則）

1. 不得捏造、竄改研究資料，或不當引用他人資料。
2. 應妥善紀錄並保存相關資料，並適時提供相關人士檢驗或查考。
3. 身為主要研究者必須負責資料的管理，並且規畫成果發表之有關事宜。
4. 必須週密思考並分析所有研究結果，包括與事前預期不符的發現。

#### 三、教師應秉持誠信的態度發表著作（誠信原則）

1. 不得抄襲、剽竊。
2. 實際參與研究者方得列名為作者。
3. 研究成果發表時應適當註明經費來源，及協助研究之人員與單位。
4. 身為作者必須為所發表之成果負責，必須適當回應對所發表成果的正式查詢。
5. 研究成果首次公開以在學術性刊物、研討會或專利公報為宜。
6. 不應刻意分割研究成果以造成多次發表而破壞完整性。
7. 研究成果不得刻意在學術性期刊重複發表。
8. 研究著作引用他人的著作或資料，必須確實註明來源。
9. 避免因主觀立場影響研究結論。

#### 四、教師應秉持公正態度參與或接受學術審查（公正原則）

1. 身為審查人不得因主觀立場或學術主張之差異而影響評審結果。
2. 審查人不得藉審查身份來影響當事人之學術主張或自主意識。
3. 學術成果接受審查時，當事人應尊重審查單位之程序。

Research and teaching are the primary duties of university faculty, and the university should ensure teachers enjoy full academic freedom to pursue excellence in academic achievements. Teachers

should engage in and guide research activities with a high level of professional ethics and integrity, aiming to explore new knowledge, publish results, and enhance academic standards.

1. Teachers should pursue excellence in research (Principle of Professionalism):
  - Continuously acquire new knowledge and dedicate efforts to research to enhance academic standards.
  - Strive to publish research results.
  - Conduct research with integrity and conscience, free from external pressures or temptations.
  - Primarily engage in research related to their professional field.
2. Teachers should maintain a rigorous attitude towards handling research data and results (Principle of Rigor):
  - Must not falsify or manipulate research data or improperly cite others' data.
  - Record and store relevant data properly, providing timely access for examination or reference by relevant parties.
  - The principal researcher must be responsible for data management and plan matters related to the publication of results.
  - Thoughtfully analyze all research results, including unexpected findings that differ from initial expectations.
3. Teachers should publish works with integrity (Principle of Integrity):
  - Must not plagiarize or engage in plagiarism.
  - Only those who have actively participated in the research may be listed as authors.
  - When publishing research results, appropriately disclose funding sources and the personnel and units assisting in the research.
  - Authors must be accountable for the published results and respond appropriately to formal inquiries about the results.
  - Research results should be initially disclosed in academic journals, conferences, or patent bulletins.
  - Avoid deliberately splitting research results to publish multiple times, compromising integrity.
  - Do not intentionally duplicate the publication of research results in academic journals.
4. Teachers should participate in or accept academic reviews with a fair attitude (Principle of Fairness):
  - As reviewers, do not let subjective positions or differences in academic views influence review results.
  - Reviewers must not use their reviewing role to influence the academic views or autonomy of the parties involved.
  - When academic results undergo review, the parties involved should respect the procedures of the reviewing body.

大學之功能不僅是知識的追求與傳授，亦須重視人格與生活態度的養成。所以教師除了教學與研究外，應當透過校園生活的互動，建立互敬與互助的人際關係，並致力維持一個和諧純淨的校園。因此無論課堂活動、校園生活，教師都應期許自己扮演主導的角色，來達成大學之目的。

#### 一、教師應致力維持教職員生之和諧關係（和諧原則）

1. 應適度斟酌本身之處世接物，期許成為校園之示範。
2. 與同仁相處謹守相互尊重的基本原則。
3. 應尊重學生之獨立人格、職工之專業職權與功能。
4. 應適度維護學生之隱私。
5. 關心並盡己所能協助解決學生及同仁困難。
6. 適度參與校園活動，並與學生及職工維持適當互動與交流。
7. 避免對同仁做出不當之人身評價或破壞同仁之人際關係。
8. 避免對同仁或學生有騷擾、不當之差別待遇等情事。
9. 得合理爭取教學研究所須之工作條件及依法維護本身應有權益。
10. 必要時得以適當方式維護師道尊嚴。

#### 二、教師應致力與同仁整合而成就教育與學術榮譽（合作原則）

1. 應適度參與行政工作。
2. 應尊重同仁之學術與思想自由。
3. 對同仁教育與學術成果之各種評估應力求客觀。
4. 與同仁之間盡量維持交流以達成互惠或團隊合作。

#### 三、教師應致力維護校園之純淨（純淨原則）

1. 應盡己之力或協助校方排除不當之政治、經濟等因素干預校園。
2. 避免以偏頗方式影響學生之宗教、政治觀點及自主意識。
3. 避免利用學生、行政人員以及公有資源圖利私人。
4. 避免接受任何異常之饋贈。

#### 四、教師應重視校園生活的教育效果並以身作則（身教原則）

1. 應斟酌與學生相處之方式，以期達成身教之效果。
2. 應尊重學生為獨立人格之個體，使習於自尊與互敬之相處之道。
3. 應尊重學生之合理權益，使習於權利義務之相對觀念。
4. 多以溝通方式啟發學生知所自律、獨立思考。

The university's function is not only the pursuit and dissemination of knowledge but also the fostering of the development of personality and attitudes towards life. Therefore, in addition to teaching and research, teachers should, through interactions in campus life, establish relationships based on mutual respect and assistance, striving to maintain a harmonious and pure campus.

Whether in classroom activities or campus life, teachers are expected to play a leading role in achieving the university's goals.

1. Teachers should strive to maintain harmonious relationships among faculty, staff, and students

(Principle of Harmony):

- Exercise discretion in interpersonal interactions and strive to be an exemplar on campus.
- Interact with colleagues based on the fundamental principle of mutual respect.
- Respect the independent personalities of students and the professional authority and functions of staff.
- Moderately safeguard the privacy of students.
- Care for and assist students and colleagues in resolving difficulties to the best of one's ability.
- Participate moderately in campus activities and maintain appropriate interactions and communication with students and staff.
- Avoid making inappropriate personal evaluations or damaging interpersonal relationships with colleagues.
- Avoid harassment or unfair treatment of colleagues or students.

2. Teachers should collaborate with colleagues to achieve educational and academic honors

(Principle of Cooperation):

- Moderately participate in administrative work.
- Respect colleagues' academic and intellectual freedom.
- Strive for objectivity in various evaluations of colleagues' educational and academic achievements.
- Maintain communication with colleagues to achieve mutual benefit or teamwork.

3. Teachers should strive to maintain the purity of the campus (Principle of Purity):

- Exert efforts or assist the university in eliminating inappropriate political, economic, and other interferences in campus affairs.

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## 第五章 社會倫理 Chapter 5: Social Ethics

教師除教育與學術之基本職責外，還應致力促進大學以知識服務人群，並導引社會風氣之功能。教師雖應享有相當之個人自由，然而由於教師個人與大學之社會形象有明顯重疊，故在與社會互動時更應恪守適當原則，以維護本校之形象，並進而樹立高醫人之風格。

一、教師參與社會各界活動應以服務為基本目的（服務原則）

1. 在教學與研究之餘，應積極關懷並參與社會公益事務。
2. 參與外界活動應以本身專業領域相關者為主，並致力藉知識服務社會、促進知識之傳佈。
3. 參與外界活動時，應致力促進本校與社會之溝通與交流。
4. 與外界互動時，宜以社會正義、社會公益及本校需要為優先考慮。
5. 教師研究所獲創新知技，宜盡量移轉相關業界，俾益產業之快速發展。

## 二、教師與社會各界之互動應維持適當分際（自律原則）

1. 與外界互動時，應斟酌言論行為以為社會示範。
2. 教師有對外界發表個人言論之自由，但應避免濫用本校聲譽或形成本校代言人之誤解。
3. 教師有參與外界活動之自由，但應避免因此怠忽對本校應盡之責任。
4. 與外界互動時，應避免對本校形象或發展造成不利影響。
5. 與外界互動時，應避免利用本校之形象或資源以圖利私人。
6. 參與推廣教育或建教合作時，應避免經營不當之私人利益。
7. 在校外之各種兼職應報校核備。

In addition to the fundamental responsibilities of education and academia, teachers should also dedicate themselves to promoting universities as knowledge-serving entities and guiding the functions of societal norms. While teachers are entitled to a certain degree of personal freedom, the overlap between an individual teacher's image and that of the university requires adherence to appropriate principles during interactions with society. This is essential for maintaining the university's reputation and establishing a distinguished demeanor for its members.

### I. The Principle of Service in Teacher's Engagement with Society

1. Besides teaching and research, teachers should actively engage in and contribute to social welfare activities.
2. Participation in external activities should primarily involve one's relevant professional field, aiming to serve society through the dissemination of knowledge.
3. During external engagements, efforts should be made to enhance communication and exchange between the university and society.
4. Interactions with the external environment should prioritize social justice, public welfare, and the needs of the university.
5. Teachers should strive to transfer innovative knowledge and skills acquired through research to related industries, benefiting the rapid development of the sector.

### II. Maintaining Appropriate Boundaries in Teacher's Interaction with Society

1. Consideration should be given to speech and behavior as a social demonstration during interactions with the external environment.
2. While teachers have the freedom to express personal opinions, they should avoid misusing the university's reputation or being misunderstood as university spokespersons.
3. Freedom to participate in external activities should not lead to neglecting responsibilities owed to the university.
4. Caution should be exercised to prevent adverse effects on the university's image or development during interactions with the external environment.
5. Teachers should refrain from exploiting the university's image or resources for personal gain during interactions with the external environment.
6. When involved in educational promotion or collaborative ventures, teachers should avoid improper business practices for personal benefit.
7. All external part-time engagements should be reported and approved by the university.



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## 第六章 附則 Chapter 6: Supplementary Provisions

本守則經行政會議通過後自公佈日起實行，修正時亦同。

This code of conduct shall take effect from the date of publication upon approval by the Administrative Meeting. Any amendments shall also follow the same procedure.