2024 永續報告書
Sustainability Report

致理科技大學
Chihlee University of Technology

About This Report 4

Chapter 0 About This Report - Words from the CLUT President 5

Chapter 0 About This Report - Annual Highlights 7

Chapter 1-1 Sustainable University - University Affairs Data 10

Chapter 1-2 Sustainable University – Educational Philosophy and Vision 11

Chapter 1-3 Sustainable University - Organizational Structure 13

Chapter 1-4 Sustainable University - Sustainable Vision and Action 14

Chapter 2-1 Governance and Operations – Institutional Governance and Evaluation 15

Chapter 2-2 Governance and Operations - Risk Management and Internal Control System 17

Chapter 2-3 Governance and Operations - Talent Recruitment and Retention 20

Chapter 2-4 Governance and Operations - Academic Ethics 25

Chapter 2-5 Governance and Operations - Financial Sustainability 26

Chapter 2-6 Governance and Operations - Supplier Management 29

Chapter 2-7 Governance and Operations - Stakeholder Consultation 30

Chapter 2-8 Governance and Operations - Identifying Significant Issues 34

Chapter 3-1 Talent Cultivation and Development - Teaching Quality and Innovative Teaching 35

Chapter 3-2 Talent Cultivation and Development - Learning Outcomes 39

Chapter 3-3 Talent Cultivation and Development - Student Counseling 47

Chapter 3-4 Talent Cultivation and Development - Career Counseling and Graduate Performance 57

Chapter 3-5 Talent Cultivation and Development - Quality and Quantity of Academic Research 61

Chapter 3-6 Talent Cultivation and Development - Quality Education 67

Chapter 4-1 Campus Sustainability and Resilience - University Environmental Organization 82

Chapter 4-2 Campus Sustainability and Resilience - Campus Environment and Ecology 84

Chapter 4-3 Campus Sustainability and Resilience – Energy and Resource Management 86

Chapter 4-4 Campus Sustainability and Resilience – Campus Sustainability Management 92

Chapter 4-5 Campus Sustainability and Resilience - Net Zero Emissions Response and Action 99

Chapter 5-1 Community Engagement and Inclusion - Community Development and Friendly Care 103

Chapter 5-2 Community Engagement and Inclusion - University Social Responsibility 107

Chapter 5-3 Community Engagement and Inclusion – Alumni Relations and Interaction 118

Chapter 5-4 Community Engagement and Inclusion – Social Inclusion 120

Appendix-External Assurance Report 123

Appendix-GRI Standards Comparison Table 125

Appendix-STARS Index Comparison Table 130

Appendix-SASB-Education Standards Comparison Table 133

Appendix-SDGs Project Comparison Table 135

Appendix-Comparison Table of Medium and Long-Term University Development Plans 137

About This Report

Chihlee University of Technology published its first sustainability report in 2022, highlighting the University's achievements in sustainable development, operational effectiveness, and contributions to society. The report serves as a self-assessment tool for monitoring our sustainability progress and as a communication channel to build mutual trust and shared prosperity with stakeholders. The previous reporting period covered from August 1, 2022, to July 31, 2023 (Academic Year 2022-2023).

Reporting Guidelines

This report adopts the Global Reporting Initiative (GRI) Standards as its disclosure framework, and also references the Sustainability Accounting Standards Board (SASB) guidelines and the Sustainability Tracking, Assessment & Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). To enhance the linkage between our medium to long-term university development plans and this report, we have added a corresponding mapping table in the appendix. Additionally, chapters corresponding to these standards are provided in the appendix for quick reference.

Reporting Period

The primary data disclosed in this report covers the period from August 1, 2023, to July 31, 2024 (Academic Year 2023-2024). Some data also includes information from the previous three academic years. Any discrepancies in data scope will be explicitly noted within the report. When annual data is presented, it represents the period from January 1 to December 31 of that calendar year.

Reporting Boundaries and Scope

This report primarily focuses on the University's main campus in Banqiao and the second campus in Tamsui. It covers the dimensions of University Governance, Talent Cultivation, Environmental Sustainability, and Social Engagement.

Report Management

This report was compiled and edited by the Division of Institutional Research and Sustainability. Content accuracy and completeness were reviewed by heads of each primary administrative unit and further reviewed by the University's SDGs Sustainability Promotion Committee. Financial, occupational safety, environmental, energy, personal data, and information security data were verified by an independent third-party entity. Detailed verification information is provided in the appendix.

Contact Information

For any suggestions or inquiries regarding this report, please contact the Division of Institutional Research and Sustainability.

Address: No.313, Sec. 1, Wenhua Rd., Banqiao Dist., New Taipei City, Taiwan
Telephone: (02)2257-6167 ext.1117
Email: ir202@mail.chihlee.edu.tw

Chapter 0 About This Report- Words from the CLUT President

" Sustainability is not just a mindset—it's a habit cultivated through conscious choices and a practice embedded in everyday life."

Chihlee University of Technology (CLUT), founded in 1965, is located in Banqiao, New Taipei City. Over the past 60 years, CLUT has evolved from a junior college to a technical college and presently a university of technology. It has cultivated more than 90,000 alumni worldwide and are well-respected by global employers. The university has long committed to nurturing exceptional professionals in the field of business management. This commitment is echoed in the lyrics of the University song: "Learn new chapters in science, study business theories, and promote economic growth. Be honest and diligent, uphold our University motto, seek knowledge and reason, and pursue our ideals." This strongly reflects the University's academic philosophy and unwavering mission to serve society. In alignment with the evolving needs of national economic and trade development, the University has steadfastly embraced its role as a pillar of societal advancement. Whether by nurturing the next generation of talents or driving innovation in local industries, we are deeply committed to fulfilling our academic responsibilities and create lasting and positive impact for the greater good.

In 2015, the United Nations launched the “2030 Sustainable Development Goals (SDGs)”, identifying the most pressing challenges that faces humanity and calls for collective global action. The 17 goals including poverty eradication, climate change mitigation, and gender equality serve as a roadmap for achieving a more sustainable and equitable future for all. Staying true to its founding principles, the university embraces this responsibility and continues to advance and deepen its commitment to sustainable development. In 2022, we established the SDGs Sustainable Promotion Committee and the University Affairs Sustainability Development Office, a dedicated unit for sustainability initiatives. By integrating internal and external resources, we actively align our efforts with the SDGs across all aspects of the university, including research, teaching, service, environment, and administration, thereby fulfilling our commitment to societal responsibility.

In research, we actively encourage faculty to align their academic pursuits with the University's unique strengths and press on sustainability challenges, foster research directions that not only reflect their interests but also generate meaningful impact across industry and business communities.

In teaching, we remain committed to supporting faculty with robust resources and encourage integration of sustainability concepts across curricula. By offering interdisciplinary courses and micro-courses, we aim to cultivate students' sustainability awareness and competencies, empower them to contribute meaningfully to society and business world upon graduation.

As part of our commitment to societal responsibility, we mobilize our entire University community, including faculty, staff, and students, to engage in community service initiatives that promote sustainable knowledge and improve the well-being of local residents.

With regard to the environment, we strive to create a low-carbon and eco-friendly campus by promoting sustainable living practices, hosting diverse SDG-driven activities on energy conservation, carbon reduction, and a strong sense of green-concept in environmental responsibility and sustainable lifestyles amongst our faculty, staff, and students.
On the administrative level, CLUT adopts a sustainability-oriented approach to resource allocation and actively engages with external organizations to foster collaboration across industry, government, academia, and research sectors. Together, we promote shared action on key environmental challenges and advance sustainable development goals.

Sustainability is not only a mindset, but also a habit and a practical skill. At CLUT, we are committed to sustaining ongoing progress—advancing daily toward a stronger and more sustainable future.

President, Dr. Ju-Long Chen

Chapter 0 About This Report- Annual Highlights

Institutional Performance

- Achieved full enrollment across all academic programs in the 2023 academic year.
- Over the past five years (2020 – 2024), the average university enrollment rate exceeded 95%.
- In the 2024 academic year, the enrollment rate reached 99.50%.
- Ranked No. 1 among all private technological and vocational institutions nationwide.
- Ranked No. 1 among all private universities (excluding religious institutions) nationwide.
- For ten consecutive years (2016 – 2025), ranked No. 1 in the "Most Favored University by Enterprises" survey conducted by 1111 Job Bank for private universities of technology.
- For every cohort, over 92% of graduates are employed within one year after graduation; for 2022 graduates, this rate was 92.13%.
- In 2024, faculty applied for 24 patents.
- In 2024, 192 industry-academia collaboration projects received NT$114,092,797 in funding.
- Recognized for 15 consecutive years as an "Outstanding University" in the Higher Education Sprout Project and the Teaching Excellence Project.
- Awarded the “Outstanding Performance in Comprehensive Student Assistance Mechanism” under the Higher Education Sprout Project by the Ministry of Education (only 5 institutions nationwide received this honor).
- Named the "Model School for Life Education" by the Ministry of Education (the only private university in Taiwan to receive this honor).
- For 14 consecutive years (2011 – 2024), awarded “Outstanding School for Moral Education Promotion” by the Ministry of Education.
- Twice recognized as a “Model Triple Goodness Campus.”
- Awarded the first “Triple Goodness Lighthouse School.”
- Winner of the "Excellence Award for Smart Energy Saving Enterprise Selection" by New Taipei City Government.
- Silver Award recipient in the "Energy Conservation Benchmark Award" by the Ministry of Economic Affairs.
- Recognized with the "Outstanding Green Procurement Performance Award" by the Environmental Protection Bureau of New Taipei City.

Chihlee Honors

- 1st Place, Group Category, 2024 National Bilingual Creative Short Film Competition (official contest name verified)
- 1st Place, 2024 National Accounting Practice Competition (advisor: Prof. Gao Liping)
- 2024 iF Design Award, Germany (2 projects advised by Prof. Chen Shih-Lun)
- Outstanding Youth Award, 2024 National Outstanding College Student Competition (hosted by the China Youth Corps)
- Multiple championships and awards at the Asian Robot Sports Competition (official contest name: Asia Robot Sports Competition)
- 2nd Place and multiple winners at the 33rd Times Young Creative Awards (official contest name: Times Young Creative Awards)
- Gold, Purple, and Popularity Awards at the Campus ESG Short Film Competition
- Outstanding Award, 1st Ministry of Education Humanities and Social Sustainability Innovation Competition
- Best Short Film Director and Best Short Film at the Cambodia Asia Film Festival
- 2nd and 3rd Place, PowerPoint category, MOS National Competition; 3rd Place at the World Championship (official contest: Microsoft Office Specialist World Championship)
- Champion and 3rd Place at the German Wine and Hospitality Service Competition (official: International Rhein Cup German Wine and Service Competition)
- Gold, Silver, Bronze, and Merit Awards at the International Wine Sommelier Service Competition
- Gold, Silver, and Bronze at the Asian Smart Robot Competition
- 3 Silver Medals at the 17th International Warsaw Invention Show, Poland
- Gold Medal at the WICO World Invention Creativity Olympic, Korea
- Gold Medal at the 2024 SIIF Seoul International Invention Fair, Korea
- Gold and Special Award at the 10th Japan Midsummer Design and Invention Expo
- 3 nominations for the Golden Pin Design Award (Digital Image Category), 1 nomination for Best Design (official: Golden Pin Design Award)
- 3rd Place at the National Emerging Technology Smart Robot Competition
- Bronze Medal, 13th GCSI International Academic Competition
- Official selection, Paris International Film Festival
- Best Director Award, Asia Microfilm Competition
- Best Student Director Award, Vesuvius International Film Festival, Italy

- 2 Gold, 2 Silver, 3 Bronze at the 7th International Youth Creative Aesthetics Competition
- Multiple 1st, 2nd, 3rd, 4th Place and Merit Awards at the Asia Robot Sports Competition (Longhua)
- 2 Gold and 2 Silver Medals at the Tokyo International Innovation Exhibition (official: Tokyo International Exhibition of Inventions)
- 3rd Place and Merit Award at the Win the PRIDE Data Analysis Competition (only private university winner nationwide)
- Excellence Award at the LGBTQ+ International Film Festival, USA
- 2 Silver and 1 Bronze Medal at the World Cup Computer Skills Competition
- 4 Gold, 5 Silver, and 4 Bronze Medals at the Malaysia MTE International Invention Expo (official: Malaysia Technology Expo)
- Multiple Championships at the Asia Robot Sports Competition (Longhua, Hongguang venues)
- 1st Place, Concept Group, Ministry of Economic Affairs 5G Pioneer Innovation Application Competition
- Silver Medal at the 50th National Skills Competition & 46th WorldSkills Taiwan Team Selection
- Red Dot Award (8 works in the Brand & Communication Design category)
- One Show Interactive Silver Award, USA (official: The One Show)
- 11 awards at the iF International Design Award (official: iF Design Award)
- Gold, Merit, and Special Awards at the Malaysia ITEX International Invention Exhibition
- 3 Gold, 2 Silver Medals and Special Prize at the Moscow Archimedes International Invention Show

Chapter 1-1 Sustainable University- University Affairs Data

Campus Area (Square Meters)

Overall	60,257
Banqiao Headquarters	43,021
Tamsui Second Campus	7,236
New Taipei City Sports Center (leased)	10,000

Average Area Used by Students

Average campus area per student: 7.465 m²

Average building area per student: 11.4728 m²

Number of Student Dormitories: 2 buildings

Number of Faculty and Staff Note1

Full-time	263 people
Part-time	339 people
Staff	97 people
Contract Staff	40 people
Instructors	3 people
Technicians, workers	22 people

Total Number of Students in the University: 10,513 Note 1

Day division: 7,844

Continuing education division: 2,669

(Both numbers include students with extended study periods.)

Student-Teacher Ratio

Daytime Student-Teacher Ratio	21.32
Student-Teacher ratio	25.01

Ratio of Male to Female Students

Male	3,614 people	34.38%
Female	6,899 people	65.62%

Graduates' Destination Note 2

Further studies	10.89%
Employment	71.14%
Military	0.24%
Study Abroad	0.98%
Unemployed / Other Note 3	6.07%
Unreachable	10.68%
Workplace participation rate Note 4	92.13%

Note 1 : Statistics on the number of faculty and staff and the total number of students in the University are based on the data from the University affairs basic database in the second semester of the 2024 academic year .
Note 2 : The graduate destinations are the statistical data of the graduates in the 2023 academic year.
Note 3 : Unemployed / other includes temporarily unemployed, working, studying, vacationing and housekeeping.
Note 4 : The formula for calculating the employment rate = employment / (total number of people - further education - military service - studying abroad - cannot be contacted).

Chapter 1-2 Sustainable University – Educational Philosophy and Vision

A Model University for Cultivating Knowledgeable, Ethical, Diligent, and Outstanding Business Professionals

Since its founding over 60 years ago, Chihlee University of Technology has adhered to the principles of knowledge, reason, integrity, and diligence. Our vision is to become a model university dedicated to cultivating knowledgeable, ethical, diligent, and outstanding business professionals. Our university is positioned as “a business university committed to innovative integration, technological application, character development, and fulfilling employment.” We aim to nurture high-quality talents needed by industry. In response to changing industry demands, we continuously upgrade teaching facilities and equipment, actively recruit outstanding talent, and, with a forward-looking approach, integrate “business, technology, and innovation” to foster professionals with both academic and humanistic qualities, moving towards professional governance and sustainable excellence.

For the 2024–2026 academic years, the University focuses on six major areas for institutional development:

1. Enhancing innovative teaching
2. Future-oriented and adaptive employment
3. Value-creating industry-academia linkage
4. Comprehensive international engagement
5. Smart and resilient campus
6. Professional university governance

There are 24 corresponding strategies, with SDGs integrated into key areas: “curriculum and teaching,” “industry-academia collaboration and research,” “fulfilling social responsibility,” “promoting public good in higher education,” “institutional research and sustainability strategy,” “international cooperation and exchange,” “improving faculty and staff well-being,” and “sustainable campus development.” Through these, our students are prepared to become essential drivers of Taiwan’s economic development, industrial innovation, and global sustainability.

Chihlee University of Technology Vision, Educational Goals, Positioning, and Strategic Development

Vision

To cultivate knowledgeable, honest, diligent, and outstanding business professionals, setting a model for the development of business talents.

Educational Goals

Chihlee University of Technology is committed to promoting sustainable technical and vocational education. The university aims to nurture innovative business service professionals, developing business talents who possess a global perspective and a strong sense of social responsibility.

Positioning

Strive to become a benchmark university of science and technology with innovative development and high-quality business education

1. Strives to improve research and administrative effectiveness, strengthen its brand, and promote both sustainable development and institutional competitiveness.
2. Developing multilingual and internationally minded talents, strengthening international cooperation and exchange programs, and broadening students' global perspectives.
3. Implements value-added initiatives by deepening partnerships with industry and expanding education in innovation and entrepreneurship.
4. Emphasizes deepening employability mechanisms, strengthening industry-focused talent cultivation, and closely aligning student abilities with employment outcomes.
5. Focuses on promoting creative teaching methods, improving teacher professionalism, and strengthening collaboration between the university and industry.
6. Promotes the adoption of smart service systems, focuses on creating a safe, sustainable, and friendly campus environment, and continually enhances digital learning and smart campus management.

Mid-to-Long Term Development Goals Framework

Refined Innovative Teaching

- Enhance teaching competence to promote innovative learning
- Strengthen program accreditation to elevate teaching quality
- Establish cross-disciplinary micro-credit programs to cultivate talents with multiple competencies
- Develop practical and value-added professional talents

Forward-looking Employability

- Enrich career development resources to strengthen employability
- Implement industry-academia co-teaching to cultivate workplace-ready students
- Build a professional internship platform to deepen industry experience
- Cultivate cross-disciplinary and internationally competitive talents

Value-added Industry-Academia Linkage

- Strengthen industry-academia platforms to promote collaborative innovation
- Encourage faculty-student teams to participate in industry-academia projects
- Advance university social responsibility (USR) and local engagement
- Build long-term cooperative partnerships between academia and industry

Enhanced International Connectivity

- Diversify international exchange to foster global perspectives
- Expand dual-degree programs and overseas internships
- Strengthen international certifications to elevate competitiveness
- Deepen collaboration with international institutions

Smart-Friendly Campus

- Promote smart and digital learning to enhance teaching effectiveness
- Strengthen campus safety and risk management
- Advance smart campus facilities to optimize the learning environment
- Implement energy conservation and carbon reduction to promote sustainable development

Professional University Governance

- Refine governance mechanisms to ensure sustainable development
- Strengthen internal controls to enhance operational efficiency
- Promote fiscal discipline and financial transparency
- Improve administrative services to optimize performance

Chapter 1-3 Sustainable University- Organizational Structure

President

- Vice President
  - University Affairs Council
  - Administrative Council

Administrative Units

- Office of Secretary
- Personnel Office
- Accounting Office
- Division of Academic Affairs
- Division of Admission Service
- Division of Student Affairs
- Division of Research and Development
- Office of General Affairs
- Division of Career Development & Alumni Relations
- Department of Continuing Education
- Division of Library and Information Affairs
- Division of International and Cross-Strait Affairs
- Division of Extension Education
- Division of Teaching and Learning Development
- Division of Institutional Research and Sustainable Development
- Military Training Office
- Environmental Safety and Health Office

Academic Units

- College of Business Management
  - Institute of Business Intelligence and Innovation
  - Master Program , Department of Business Administration and Service Industry Management
  - Department of Leisure and Recreation Management
  - Department of Finance
  - Department of Accounting Information
  - Department of Marketing and Logistics Management
- College of Innovation and Design
  - Department of Information Management
  - Department of Commerce Technology and Management
  - Department of Multimedia Design
- College of International Business and Foreign Language
  - Department of Applied English
  - Department of Applied Japanese
  - Master Program , Department of International Trade
- College of General Education

Committees and Task Forces

- Curriculum Committee
- Facaulty Review Committee
- Research and Development Committee
- Student Affairs Committee
- General Education Committee
- Gender Equality Education Committee
- Environmental Safety and Health Committee
- Budget Review Committee
- Academic Affairs Committee
- Admission Committee
- Scholarship Committee
- Student Counseling Committee
- Faculty Evaluation Committee
- Campus Security Committee
- Internship Review Committee
- Sustainable Development Goals (SDGs) Promotion Committee
- Faculty Professional Development Committee
- Internal Control Task Force
- Risk Management Task Force
- Internal Audit Task Force

Chapter 1-4 Sustainable University- Sustainable Vision and Action

Chihlee University of Technology is guided by the 17 United Nations Sustainable Development Goals (SDGs), integrating both internal and external resources to enhance university, professional, and sustainability responsibilities, including the application of artificial intelligence (AI). These efforts echo the University's educational objectives and development priorities, aiming to cultivate talents that meet societal needs—not only possessing sustainability and AI awareness, but also able to implement these values in diverse social contexts.

Short-term Goals	We actively promote sustainability and AI-related activities, aligning with university development plans and the Higher Education Sprout Project. Faculty are encouraged to pursue ongoing professional growth and research innovation, engage in international, community, industry, and government collaborations, and integrate the concept of the "Chihlee Community" into sustainability thinking to drive local revitalization. We also share AI-related knowledge and resources with society, fostering deeper university-community and university-industry linkages and promoting local sustainable development.
Mid-term Goals	Through governance, environmental, social, and economic aspects, the University focuses on net-zero emissions, green finance, smart innovation, and AI. Leveraging education and research innovation, we foster sustainable development, build expertise in green finance and AI, encourage interdisciplinary cooperation, and nurture talent—establishing best practices for implementation and social impact, and clarifying the University's role in pursuing sustainable management.
Long-term Goals	Our commitment is to "quality education for the sustainable development of the environment, society, and economy, and the application of AI"—cultivating sustainability talent in various fields, continuously making outstanding contributions to sustainability in Taiwan and worldwide. We believe that, guided by the ideals of sustainability and AI, universities must play an active role—not only starting from their own governance and practices, but also by integrating economic, social, environmental, and AI perspectives into education, linking communities and partners to co-create a harmonious and sustainable future, and becoming a leader and practitioner of sustainable and AI-driven technological and vocational education.

Chapter 2-1 Governance and Operations – Institutional Governance and Evaluation

Chihlee University of Technology’s organizational structure is established in accordance with the University Act, with the University Affairs Meeting as the highest policy-making body responsible for major decisions.

Self-assessment is divided into institutional and department/program levels:

- **Institutional self-assessment:** Conducted in five-year cycles. An external evaluation is held at the end of each cycle.
- **Department/program evaluation:** Departments and programs must participate in professional evaluations by domestic or international accreditation bodies recognized by the Ministry of Education, or implement their own quality assurance mechanisms according to those standards.

The internal self-evaluation for the 109th academic year, the external self-evaluation for the 110th academic year, and the evaluation results reports for the University and all colleges for the 111th academic year were all passed; there was no evaluation for the 112th academic year.

University Affairs Council

The University Affairs Council is composed of the President, Vice Presidents for Research & Administration and Academic Affairs, academic leaders (including deans, division heads, and department chairs), heads of first-level administrative units, full-time faculty representatives, research personnel representatives, administrative staff representatives, maintenance staff representatives, and student representatives. The number of faculty representatives must not be less than half of the total attendees, and at least two-thirds of the faculty representatives must hold the rank of associate professor or higher. In the 2023 academic year (Academic Year 112), the Council had 94 attendees, including 34 senior administrators (the President, Vice Presidents, and heads of academic and administrative units), 47 faculty representatives, 2 administrative staff representatives, 1 maintenance staff representative, and 10 student representatives.

The Matters Discussed at the University Affairs Meeting are as Follows:

1. University development plan and budget.
2. Organizational rules and important regulations.
3. Establishment, change and closure of colleges, departments, divisions of general education, degree programs and affiliated institutions.
4. Academic affairs, student affairs, general affairs, research and other important matters within the University.
5. Review of various self-evaluation methods related to teaching, research, service, counseling, University administration, and student involvement.
6. Matters resolved by the committee or special task force established by the University affairs meeting.
7. Meeting proposals and matters suggested by the president.

Number and Ratio of Representatives at the University Affairs Meeting:

Representatives of the University council meeting	Head of Administrative and Academic Units	Teacher Representative	Staff Representative	Worker Representative	Student Representative
Number of people	34	47	2	1	10
ratio	36.17％	50％	2.13％	1.06%	10.64%

Gender Number and Ratio of University Affairs Meetings:

gender	male	female
Number of people	43	51
ratio	45.74％	54.26％

University Development Advisory Committee

In order to bring into play the collective wisdom and promote the sustainable and sound development of University affairs, our University has established a University Affairs Development Advisory Committee, with the president as the chairman, and invited representatives from the industry, government, academia, alumni associations and other representatives to discuss University affairs development guidelines and major University affairs reforms, as well as review the relevant contents of each University affairs development plan. In addition, it also proposes forward-looking and feasible development plans for major planning matters and medium- and long-term University affairs development matters of our University for reference by various units of our University in decision-making or business execution.

Operation of Each Committee

According to Article 46 of the University’s Organizational Regulations, relevant committees and task forces are established as needed to support the development of university affairs. Each committee and task force operates in accordance with its designated purpose. As of Academic Year 2023, Chihlee University of Technology has established a total of 29 committees and task forces.

Chapter 2-2 Governance and Operations- Risk Management and Internal Control System

Internal Control

Internal control is a process in which the University management and all faculty and staff participate in University management to achieve operational efficiency, reliable reporting, compliance with relevant laws and regulations, and effectively promote the spirit of the internal control system and provide a reasonable assurance process. The characteristics are as follows: ： Internal control is a process that involves the collaborative participation of the University's management and all faculty and staff in institutional operations. It aims to effectively promote the spirit of the internal control system to achieve objectives such as operational efficiency, reliable reporting, and compliance with relevant laws and regulations, thereby providing a reasonable assurance process. Its key characteristics are as follows:

1. ablishing a Real-Time Internal Control Revision Mechanism to Enhance University Governance Performance

To strengthen internal control for both preventing fraud and promoting efficiency, each unit is encouraged to review and update outdated control procedures and workflows in line with the nature of their operations. Every year, at least ten internal control procedures are streamlined, added, or revised as needed, thereby establishing a real-time internal control revision mechanism. In accordance with Ministry of Education regulations, interdepartmental communication is further enhanced to make these measures more specific, clear, and practical, ultimately aiming to improve the overall efficiency and effectiveness of university governance.

2. ablishing an Internal Control Review Mechanism for Greater Objectivity and Thoroughness

In addition to the preliminary review by the existing Internal Control Promotion Task Force, starting from the second semester of the 2020 academic year, an “Internal Control Procedure Revision Review Committee” was established to provide a secondary review and ensure greater objectivity and thoroughness. The committee consists of the Vice President (serving as convener, appointed by the President), Chief Secretary, Dean of Academic Affairs, Dean of Student Affairs, Dean of General Affairs, Dean of Research and Development, Chief Accountant, Director of Library and Information Services, and the Director of Continuing Education. The committee holds regular meetings once each semester, with additional meetings convened as necessary. Relevant personnel may be invited to attend as needed. After the committee reviews and approves proposed amendments, the revisions are submitted to the President for approval and implementation. At the end of each semester, all approved revisions are compiled and processed for any necessary legal formalities.

3. tinuous Improvement Based on Expert and Internal Audit Recommendations to Enhance Administrative Efficiency

Each year, the university undertakes continuous improvements based on the audit reports issued by certified public accountants and the recommendations provided by the internal audit team regarding internal control practices. Faculty and staff are required to understand the internal control system, and annual internal audits are conducted regularly to ensure its effective implementation. These efforts aim to reduce the likelihood of operational errors, improve administrative efficiency, and maximize the effectiveness of internal controls.

4. ducting Training Programs to Establish Proper Internal Control Awareness Among Staff

Internal control is a management process designed to reasonably ensure operational effectiveness and efficiency, reliability of reporting, and compliance with applicable laws and regulations—thereby helping to achieve the goals set by the Ministry of Education and the university. However, most staff members are generally unfamiliar with the concept of internal control. To address this, the university conducts regular annual training and workshops on internal control. These sessions translate routine business processes into visual formats such as flowcharts, procedures, control points, and related forms, enabling faculty and staff to gain a deeper understanding of their day-to-day workflows. This practical approach not only aligns with actual operations but also safeguards university assets and contributes to the effectiveness of its educational mission.

Internal Audit Mechanism

In order to assess operational effectiveness and efficiency, provide timely recommendations for improvement, and ensure the continuous and effective implementation of the internal control system, Chihlee University of Technology has established its “Internal Audit Implementation Guidelines” in accordance with the Ministry of Education’s “Regulations for the Implementation of Internal Control Systems by School Legal Persons and Affiliated Private Schools” and the University’s own “Internal Control System Implementation Guidelines.” These serve as the basis for carrying out internal audits.

The University has established an Audit Task Force under the Office of the President. Members of the task force are selected by the President and consist of 7 to 11 individuals from within the University who are known for their integrity, loyalty, and substantial academic and professional experience. The task force includes one convener and one executive secretary.

Internal audits are conducted according to an annual audit plan developed prior to the start of each academic year based on risk assessment results. The plan is reviewed and approved in a meeting, then implemented upon the President’s approval. Audit operations are divided into four phases each academic year. At the start of each phase, the Audit Task Force meets to set the audit schedule and coordinate task assignments. Auditors then conduct audits of internal control operations in each unit, which includes collecting and analyzing supporting documents for audit items and preparing the “Internal Audit Report,” “Internal Audit Working Papers,” and “Audit Data Source Description Forms.” If any deficiencies in the implementation of internal controls are found, they are specified in the audit report along with an “Internal Audit Deficiency Improvement Form,” for the unit to detail its improvement plan and expected completion date. Follow-up audits are conducted before the end of the academic year to track the implementation of improvements.

Upon confirmation by the respective unit heads, completed “Internal Audit Reports” are submitted to the President for approval. Copies of approved reports are provided to the Supervisors for review and are also published in the University’s Public Information Section.

Internal audit operation execution and improvement

1. Since Academic Year 2011, Chihlee University of Technology has implemented internal audits by establishing an Internal Audit Task Force. Members are selected by the President and include faculty with relevant expertise and dedicated administrative staff. The Internal Audit Task Force reports directly to the Office of the President and currently consists of eight members.
2. The Internal Audit Task Force convenes five meetings per academic year. The meetings are held to discuss and approve the annual audit plan based on internal control risk assessments, coordinate the allocation of audit tasks and progress for each phase, and facilitate the exchange of audit experiences.

3. The University’s annual audit plan is reviewed and approved by the Internal Audit Task Force and then submitted to the President for final approval and implementation. The plan is formulated based on the risk assessment of various internal control operations. Items classified as “high” or “medium” risk are audited at least once a year, with financial and general affairs being audited twice each academic year, and cash and bank deposits being reviewed four times a year. Items classified as “low” risk are audited once every two years, in order to enhance audit efficiency and effectiveness.

4. To improve auditors’ familiarity with audit operations, training workshops are held annually for new internal auditors. In addition, auditors are assigned to attend external training courses on auditing as needed, to further strengthen their professional skills.

Results of Internal Audits in the Past Three Academic Years

Academic Year	Number of Audit Reports	Audit Results	Complete Missing Improvements
110	288 copies	7 missing items found	7 items
111	290 copies	2 missing items found	2 items
112	300 copies	0 items were found missing	0 items

Chapter 2-3 Governance and Operations- Talent Recruitment and Retention

Recruitment

The University uses the following procedures to recruit, review, and qualify new teachers:

In accordance with the university's medium-term human resources development plan and in line with total headcount control regulations, the Personnel Office consolidates the faculty recruitment needs submitted by each college (or division) after internal approval through respective meetings. Upon the President's approval, the university proceeds with the public recruitment process.

After the application deadline, the Personnel Office submits a request for the President's approval to form a Faculty Recruitment Review Committee, composed of relevant supervisors and personnel. The committee conducts teaching demonstrations, interviews, and Q&A sessions to select a preliminary list of candidates who meet the required qualifications.

The preliminary candidate list is reviewed and approved by the Departmental and College Faculty Review Committees (hereinafter referred to as "Faculty Review Committees"), which evaluate applicants based on their academic and professional background, area of expertise, research achievements, character, and suitability for the courses to be taught. Upon approval, the relevant documents are submitted to the Personnel Office for consolidation and forwarded to the University Faculty Review Committee for further review. Once approved, the final recommendation is submitted to the President for confirmation, and official appointment letters are issued.

According to Article 38 of the "People with Disabilities Rights Protection Act," private schools, organizations, and private enterprises with a total of 67 or more employees must hire people with disabilities at a ratio of 1%, with at least one employee. In addition, pursuant to Article 12 of the "Indigenous Peoples Employment Rights Protection Act," any contractor awarded a government procurement project with more than 100 employees in Taiwan is required to hire indigenous people at a ratio of not less than 1% during the contract period. Chihlee University of Technology complies with all relevant regulations regarding the employment of indigenous peoples and persons with disabilities.

Employee Compensation

The Board of Directors strongly supports the development and operations of the University, even in the face of declining birth rates. All faculty and staff compensation is handled in accordance with relevant regulations, and all are paid at least the minimum wage.

1. Faculty and Staff Salaries Benchmark Public Universities:

In 2024, salaries are paid according to the standards for public schools, with basic salary, professional allowance, and managerial allowance each increased by 4%. The research allowance is increased by 4% for lecturers and by 15% for assistant professors and above.

2. Managerial Allowances Exceed Public University Standards:

To encourage outstanding faculty to serve as academic or administrative managers, managerial allowances are set between 1.3 and 2.0 times the standard for public schools, depending on the position.

Performance Appraisal

In Academic Year 2023, a total of 247 faculty members were evaluated. Two faculty members were conditionally approved or not approved. Those with conditional approval or who did not pass the appraisal are required to receive follow-up counseling from the Office of Academic Affairs and must report improvement outcomes every six months.

Effective Communication

Chihlee University of Technology complies with the Labor Standards Act and related regulations. In 2024, there were no major violations. However, in August 2024, following a labor inspection by the New Taipei City Government, the University was fined NTD20,000 for violating Article 38, Paragraph 4 of the Labor Standards Act. The University took prompt corrective action and, in accordance with regulations, provided the remaining special leave compensation for employees covered by the Labor Standards Act.

Practical Teaching

To promote the implementation of practical teaching by faculty, enhance teaching quality and effectiveness, and encourage teachers to dedicate themselves to education, the university provides various incentives and subsidies through multiple approaches:

- **Incentive Programs:**

The university offers incentive programs to encourage faculty engagement in various aspects of practical teaching. These incentives are awarded to teachers who guide students in off-campus professional skill competitions, develop high-quality digital or innovative teaching materials, organize outstanding faculty learning communities, achieve excellence in teaching, demonstrate outstanding performance in workplace-based practical instruction, or conduct teaching practice research projects approved by the Ministry of Education.

1. **Teaching Excellence:**

Teachers recognized for excellence in teaching receive a reward of NTD20,000 to NTD50,000.

2. **Competitions:**

Teachers guiding students who place in the top three in external professional or skills competitions are awarded NTD 10,000 to NTD 50,000.

3. **Teaching Materials:**

Teachers who develop outstanding digital or creative/innovative teaching materials may receive NTD 10,000 to NTD 30,000.

4. **Faculty Learning Communities:**

Outstanding teacher development communities are selected and awarded NTD 10,000 to NTD 30,000.

5. **Student Internships:**

Teachers excelling in practical workplace teaching are eligible for internship mentorship and career counseling awards of NTD 10,000 to NTD 20,000.

6. **Teaching Practice Research:**

Teachers whose teaching practice research projects are approved by the Ministry of Education, or who are selected for exemplary projects, receive NTD 20,000 to NTD 50,000.

Subsidy Programs:

Subsidies are provided to support faculty in organizing domestic and international seminars or exchange activities related to practical teaching, developing digital or innovative teaching materials, and offering creative teaching courses, thereby strengthening instructional support.

Regulations for Faculty Incentives and Grants for Practical Teaching	Regulations for the Selection and Recognition of Teaching Excellence and Outstanding Faculty	Regulations on Rewards for Faculty Guiding Students in External Professional Competitions

Industry-Academia Collaboration

According to the "Regulations for Incentives and Subsidies for Full-Time Faculty Executing Industry-Academia Collaboration Projects" at Chihlee University of Technology, full-time faculty members who have successfully completed an industry-academia collaboration project and finalized the financial reimbursement within two months after the contract end date are eligible to apply for incentives. The incentive standards are detailed in the table below.

Project Amount (NTD)	Reward Percentage
≥ NTD 50,000, < NTD 100,000	6%
≥ NTD 100,000, < NTD 300,000	8%
≥ NTD 300,000	12%

- Guidelines for the Incentive Award for Outstanding Faculty in Industry-Academia Collaboration, Chihlee University of Technology
  Faculty members who completed an industry-academia collaboration project in the previous year and finalized the financial reimbursement within two months, with a total project amount reaching NTD 1.5 million or more, are awarded an incentive of NTD 50,000 and a certificate of recognition.
- Implementation Guidelines for Faculty Industry-Academia Collaboration Alliances, Chihlee University of Technology
  To enhance teamwork among faculty members, the university rewards the top three faculty communities with the highest total project amount from industry-academia collaboration in each academic year. The awarded incentive amounts are NTD 40,000, NTD 30,000, and NTD 20,000, respectively.
- Guidelines for Research Incentives for Projects Funded by the National Science and Technology Council (NSTC), Chihlee University of Technology

The recipients are university faculty and research staff who have carried out NSTC-funded research projects within one year prior to the start date of a new NSTC grant. The incentive period is from August 1 of the funding year to July 31 of the following year, with a standard duration of 12 months (subject to adjustment based on NSTC funding approval).

Regulations for Incentives and Subsidies for Full-Time Faculty Executing Industry-Academia Collaboration Projects at Chihlee University of Technology	Regulations for Recognizing Excellence in Industry-Academia Collaboration by Chihlee University Faculty	Implementation Guidelines for Faculty Industry-Academia Collaboration Alliances at Chihlee University of Technology	Guidelines for Research Incentives for Projects Funded by the National Science and Technology Council (NSTC) at Chihlee University of Technology

Faculty and Staff Benefits

Project		Content
Physical and mental health maintenance	Health Check	Provide a health check-up for each faculty member once a year
	Health Consultation	Hire special doctors to provide regular on-campus medical services
	Psychological Counseling	We have signed cooperation contracts with Qi Zong Psychological Counseling Center and Lewei Clinic (Psychosomatic and Psychiatric Department) to provide psychological counseling interview services to faculty and staff, and refer counseling resources in a timely manner according to the needs of staff. The number of counseling sessions for faculty and staff will be 3 times in 2022; 3 times in 2023; and 18 times in 2024.
Insurance protection	Public health, labor insurance, and retirement	Public health insurance and labor insurance are handled separately according to the status of faculty and staff. Those with public insurance status are covered by public health insurance, and those with labor insurance status are covered by labor and health insurance. The retirement contribution system is handled in accordance with government regulations.
Welfare and assistance	Marriage, Funeral and Childbirth	Apply for maternity benefits for employees in accordance with the Civil Servants Insurance Act or the Labor Insurance Act The University's staff leave regulations and contract employee work rules have provisions for marriage, funerals, childbirth, parental leave, etc., which can be applied.
	Parental Leave	
	Children's education subsidy	According to the University's scholarship policy for faculty and staff and their children, current full-time faculty and staff and their spouses and children can apply for a 1/2 reduction in tuition and miscellaneous fees within the University's prescribed period of study.
	Self-improvement activities	In order to cultivate team spirit and boost work morale, the University's self-improvement activities are held once a year (both domestic and foreign) during spring break or summer and winter break. The University's faculty and staff receive a subsidy of NTD 3,000 for domestic and NTD 5,000 for overseas.
	Overseas visits	According to the implementation plan of the overseas visit activities of our University's faculty and staff, we organize overseas visit activities. Our University organized overseas visit activities once in 2015 and 2018. Faculty and staff are free of charge. From 2018, direct family members will be subsidized with NTD 5,000 per person. In 2015, a total of 267 faculty and staff participated; in 2018, a total of 343 faculty and staff and 131 family members, a total of 534 participants; in 2024, a total of 362 faculty and staff including directors and 245 family members, a total of 607 participants.
	Teacher Promotion	Develop guidance strategies to encourage teachers to upgrade in a diversified manner, with 16 teachers passing the exam in 2022, 4 teachers passing the exam in 2023, and 12 teachers passing the exam in 2024.
	Employee promotion	Regularly handle employee promotions to encourage outstanding employees. 7 people will be promoted in 2022; 40 people will be promoted in 2023; and 12 people will be promoted in 2024.
	Breastfeeding Room	Our University has a feeding and breastfeeding room in the Student Assistance Center for use by our University staff who need it. Feeding and breastfeeding time is considered work / class time.
	Legal Consultation	Cooperate with the Legal Aid Foundation to provide legal consulting services to faculty and staff and assist in solving related legal issues

Chapter 2-4 Governance and Operations- Academic Ethics

To enhance academic integrity among faculty and researchers and to improve the quality of academic research, Chihlee University of Technology has established the "Guidelines for the Implementation of Academic Ethics Courses." According to these guidelines, all faculty and researchers are required to complete at least six hours of academic ethics training. Faculty members must submit proof of course completion to the Personnel Office for registration; this is included as an indicator in the research evaluation for faculty appraisals or as a criterion for evaluating project faculty. After completing the academic ethics course, researchers must submit their proof of completion to the Industry-Academia Operation Center under the Office of Research and Development for registration.

To ensure fairness in handling violations related to faculty qualification review and academic ethics cases, the University has established the "Guidelines for Handling Violations of Faculty Qualification Review and Academic Ethics Cases at Chihlee University of Technology," in accordance with the Ministry of Education's "Principles for Handling Violations of Faculty Qualification Review in Higher Education Institutions" and "Principles for Handling Academic Ethics Cases in Higher Education Institutions." These guidelines apply to all full-time and part-time faculty and professional technical staff.

In 2024, the University’s Faculty Review Committee received zero cases related to violations of faculty qualification review regulations and academic ethics, and no disciplinary actions were issued.

To uphold academic integrity and strengthen students' understanding of research ethics, ensuring they possess the correct ethical concepts and attitudes necessary for academic work and fostering proper academic values and standards of conduct, the University has formulated the "Guidelines for the Implementation of Academic Ethics Education Courses" and the "Guidelines for Handling Student Academic Ethics Violations." Starting from Academic Year 2021, completion of an academic ethics course has been made a graduation requirement for all students. All students must complete the academic ethics course offered by the Taiwan Academic Ethics Education Center prior to graduation. In Academic Year 2023, the university-wide passing rate for the academic ethics course was over 73%, as shown in the following table.

Number of Students Who Obtained the Academic Ethics Course Certificate in the 112th Academic Year

Number of students in the University (A)	Number of students who obtained the certificate of academic ethics course (B)	Percentage of students who obtained the certificate of academic ethics course (C=(B÷A)×100%)
10,331	7,579	73.36%

Note1:This table counts the number of students in the University who have obtained the academic ethics course certificate from the Taiwan Academic Ethics Education Research Center.
Note2:he total number of students in the University is calculated based on the first semester of the 2013 academic year (excluding students on extended studies).

Chapter 2-5 Governance and Operations- Financial Sustainability

The university maintains sound financial health and effective governance, with a well-structured Board of Directors. It has remained debt-free for many years. Despite the significant impact of declining birth rates on student enrollment, the freshman registration rate in Academic Year 2023 (AY112) reached 96.28%, and tuition and miscellaneous fee revenues remained stable. The university actively secures project-based subsidies from the Ministry of Education and other government agencies, as well as support from various community and social resources.

In evaluating the overall financial condition and aligning with the priorities outlined in the university's medium-term development plan, resources are allocated prudently and strategically to achieve institutional goals. The university's financial performance over the past three academic years, including income and expenditure statements and balance sheets, reflects this approach.

Although the university invested over NTD 800 million in the reconstruction of Cheng-Hsin Hall, its financial condition remains robust. The total assets at the end of Academic Year 110 (2022) stood at NTD 3.42 billion, increasing to NTD 3.545 billion in AY111 (2023), and reaching NTD 3.756 billion in AY112 (2024)—representing a 9.82% growth over three years, or an increase of NTD 336 million. This demonstrates the effectiveness of the university's financial planning and resource management.

Looking ahead, the university will continue to focus on securing project funding from the Ministry of Education and other government agencies, leveraging external social resources, promoting industry-academia collaboration, and activating campus assets to generate revenue. At the same time, it will persist in cost control and revenue expansion efforts to ensure both educational and financial sustainability.

110-112 (2022-2024) Academic Year Income and Expenditure Statement

Unit: NTD Thousand

	Items	110 Academic Year	111 Academic Year	112 Academic Year
Revenue	Tuition and miscellaneous fee income	822,113	809,948	785,028
	Continuing Education Revenue	16,313	22,015	16,076
	Industry-academia cooperation income	57,997	49,209	58,714
	Subsidies and Donations Revenue	238,578	249,569	307,731
	Financial income	5,532	10,848	16,774
	Other income	31,978	32,929	41,977
	Total	**1,172,511**	**1,174,518**	**1,226,300**
Expenditures	Subtotal of Current Expenditures	1,036,083	1,032,184	1,095,648
	Subtotal of Capital Expenditures	309,167	251,454	189,968
	Total expenditure for academic year	**1,345,250**	**1,283,638**	**1,285,616**

Balance Sheet for the 110-112 (2022-2024) Academic Year

Unit: NTD Thousand

Items	110 Academic Year	111 Academic Year	112 Academic Year
Current assets	1,303,781	1,278,915	1,413,162
Long-term investments and funds	5,075	16,294	17,212
Net real estate, housing and equipment	2,073,071	2,215,701	2,289,037
Net intangible assets	35,489	31,309	33,207
Other assets	2,710	3,358	3,429
Total Assets	3,420,126	3,545,577	3,756,047
Current liabilities	203,060	170,572	311,121
Other liabilities	80,108	95,782	35,273
Equity funds and surpluses	3,136,958	3,279,223	3,409,653
Total Liabilities, Equity Funds, and Surplus/Deficit	3,420,126	3,545,577	3,756,047

External Resource Acquisition and Investment in the Past Three Years

Private colleges and universities receive limited government funding support, and tuition and miscellaneous fees are the largest source of income. In order to achieve self-sufficiency, University must strive to expand sources of income other than tuition and miscellaneous fees:

1. **Strive for government subsidies and donated income:**

We actively strive for various award and subsidy programs from the Ministry of Education, subsidies from other public and private institutions and individuals, and cooperate with the Alumni Association to expand the alumni associations of each department to increase the University's various donation income.

2. **Increase income from industry-university cooperation:**

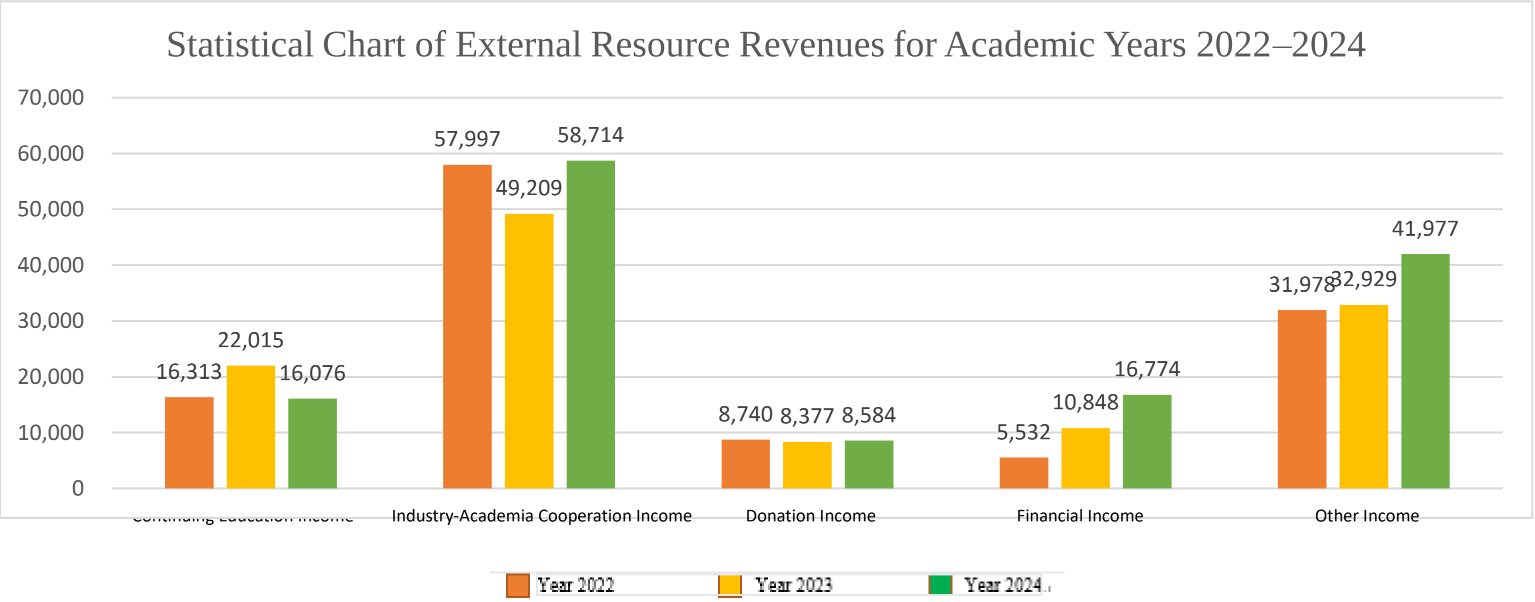
In order to continue to increase sources of income other than tuition and miscellaneous fees, our University has established a reward and subsidy system for relevant teachers to implement industry-university cooperation projects to encourage teachers to strive for various industry-university cooperation projects.

3. **Increase income from extension education:**

The University's Continuing Education Department actively offers various types of lohas courses, and combines them with the department's professional laboratories to develop special courses with multiple credits and participate in government tenders to expand the source of students from public departments such as the Veterans Affairs Council and neighborhood organizations.

4. **University Asset Revitalization:**

After-University space, 4 multi-functional physical fitness classrooms in the Integrity Hall and the store on the first floor can be rented out to businesses or attract investment to increase other income for the University.


Statistical Chart of External Resource Revenues for Academic Years 2022–2024

CPA Audit Report and Analysis of Revenues and Expenditures

Chapter 2-6 Governance and Operations- Supplier Management

In accordance with the Government Procurement Act and related regulations, and in support of the University's carbon neutrality policy as well as the growing emphasis on sustainability and social responsibility, Chihlee University of Technology has devoted significant efforts in recent years to green procurement. Procurement items have included computer equipment (such as laptops, monitors, and printers), toner cartridges, recycled copier paper, and split-type air conditioners, all of which carry environmental or energy-saving certifications.

Although the total procurement amount for 2024 decreased compared to the previous year (mainly due to an increase in subsidies and grants, which were fully allocated and completed in the prior year), the University’s commitment and progress in promoting green procurement has not wavered. As a result, Chihlee University of Technology has been recognized by the Environmental Protection Bureau of New Taipei City as an Outstanding Green Procurement Institution for five consecutive years. This demonstrates that green procurement has become a concrete action goal for the University, and that significant results have been achieved.

Looking ahead, the University will continue to prioritize the sustainable use of resources and align with international environmental trends by giving preference to products that are recyclable, low in pollution, and resource-efficient, thereby minimizing environmental impact.

The Specific Data of Our University ’s Actual Participation in Sustainable Procurement in the Past Three Years are as Follows:

Year	Perpetual purchase amount (NTD)	Perpetual Procurement Ratio Note
2022	9,137,331	25%
2023	20,021,325	41%
2024	12,300,448	29.37%

Note: ustainable procurement ratio = green procurement amount / award and subsidy amount. Since green products do not all indicate the carbon reduction amount, carbon reduction data cannot be provided.

Chapter 2-7 Governance and Operations- Stakeholder Consultation

In the process of university governance, defining the roles and positions of stakeholders plays a significant role in the operation of the university. The university adheres to the principle of openness and transparency in University affairs, publicly discloses complete University information to all sectors, and promote the transparency of University governance. The university defines ten categories of stakeholders and establishes a complete communication channel to facilitate two-way communication and feedback, thereby promoting University affairs progress and shaping a more inclusive and diverse sustainable campus.

The University has identified 10 stakeholder groups, namely students, teachers, staff, parents, alumni, government agencies, suppliers, corporate organizations, news media, and community / public.

Students

- Students are the most important stakeholder group.
- The university protects their rights and ensures their influence on school policies.
- **Engagement Channels:**
    - At least once per semester: University Affairs Meeting, Academic/Competition Achievement Forum
    - Once per semester: President’s Office Hour
    - Once per semester: Teaching and Learning Survey
    - Ongoing: “I Have Something to Say” feedback platform, feedback to each academic unit

---

Teachers

- Key supporters of university operations.
- Shoulders teaching, research, and mentoring responsibilities, while driving innovation and reform.
- **Engagement Channels:**
    - At least once per semester: University Affairs Meeting, College and Department Meetings
    - Twice per semester: Faculty Research Seminars
    - Ongoing: “I Have Something to Say” feedback platform, feedback to each academic unit

Staff Members

- Essential supporters of university operations.
- Driving force for campus innovation and reform.
- **Engagement Channels:**
    - At least once per semester: University Affairs Meeting
    - At least once per year: Labor-Management Meeting

Parents

- Concerned about teaching quality and student learning outcomes.
- Strong partners in education through cooperation with the university.
- **Engagement Channels:**
    - Once per academic year: New Student Parent Orientation
    - Ongoing: “I Have Something to Say” feedback platform, opinion reflection

Alumni

- Serve as a bridge between enterprises and society, reflecting employment competitiveness and career development outcomes.
- Alumni feedback is an important reference for school development.
- **Engagement Channels:**
    - Irregular: Alumni Newsletter
    - Irregular: College/Department Alumni Associations
    - Once per year: Graduate Career Survey
    - Once per year: Homecoming Day or Commencement Ceremony
    - Ongoing: Communication Platforms (e.g., social media, email)

Government Agencies

- Government policies are critical to the university’s development.
- Educational resources and subsidies from the government play a key role in supporting university growth.
- **Engagement Channels:**
  - At specific times: Project proposals and reports
  - Ongoing: University website
  - Regular: Institutional evaluations and departmental assessments

---

Suppliers

- Provide the university with necessary hardware and services for operations.
- **Engagement Channels:**
  - Ongoing: University website, bidding announcements, government procurement network, suppliers

---

Enterprises / Organizations

- Help the university align with societal and industrial needs.
- Collaborate on practical projects and cultivate talents that meet corporate requirements.
- **Engagement Channels:**
  - Ongoing: University website, departments, offices, career centers
  - 1–2 times per year: Industry-academia collaboration meetings
  - Once per year: Employer satisfaction survey

News Media

- Publish and share important university activities.
- Ensure accurate and positive information exchange with the public.

- **Engagement Channels:**
    - Ongoing: Secretariat Office, university website

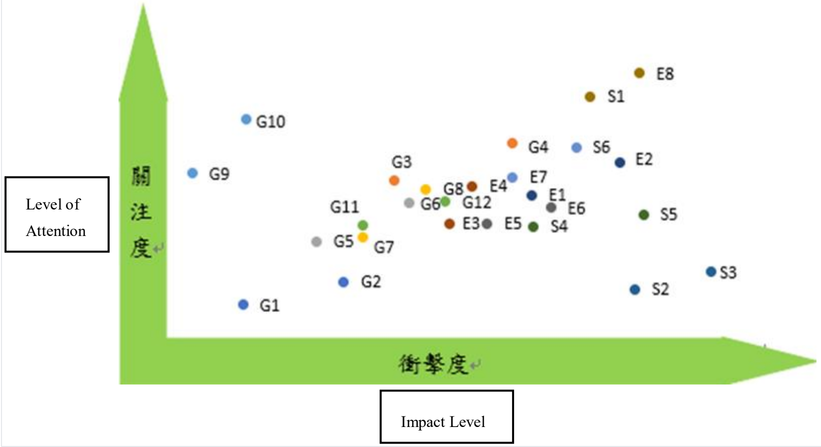
Community / Citizens

- The university fulfills its social responsibility by providing social and educational services to the community.
- **Engagement Channels:**
    - Ongoing: University website, “I Have Something to Say” feedback platform
    - Irregular: USR (University Social Responsibility) projects or activities

Chapter 2-8 Governance and Operations - Identifying Significant Issues

Chihlee University of Technology defines stakeholders as: “organizations, groups, and individuals who have a direct or indirect impact on, or are affected by, Chihlee University of Technology.” In accordance with the AA1000 Stakeholder Engagement Standard (AA1000 SES), the University has identified ten major categories of stakeholders: students, faculty, staff, parents, alumni, government agencies, suppliers, corporate organizations, news media, and the community/public.

To understand stakeholders’ concerns regarding the University’s various development issues, a questionnaire survey and analysis were conducted based on 26 topics across the three main ESG dimensions (Environmental, Social, and Governance). The University distributed questionnaires to each stakeholder group to assess the level of concern regarding material topics. The survey results were then used to create a materiality matrix reflecting both the level of concern and the degree of impact (with E representing Environmental, S Social, and G Governance). Based on the results of the stakeholder survey, the degree of attention and impact for each material issue was analyzed. Following the GRI Standards guidelines, the University discloses sustainability information through this report and on the University’s official website.



G1 [Financial Management]	G10 [Teaching Quality and Evaluation]	E7 [Campus Ecological Conservation and Safety]
G2 [Administrative Compliance]	G11 [Internal Control and Risk Management]	E8 [Information Security and Personal Privacy]
G3 [Infrastructure and hardware and software facilities]	G12 [Department and School Affairs Evaluation]	S1[Educational Resource Sharing]
G4[Gender equality and human rights]	E1 [Climate Change Governance and Action]	S2[Alumni Contact and Interaction]
G5 [Staff well-being and health]	E2[Energy saving management]	S3[Social Connection]
G6 [Academic Ethics]	E3[Waste Management]	S4 [University social responsibility and local prosperity]
G7 [Research and Industry-Academia Collaboration]	E4[Water resources management and utilization]	S5 [International Exchange and International Partnership]
G8 [Student Aid Measures]	E5 [Renewable Energy]	S6[Community harmony and mutual assistance]
G9 [Purchasing and Supply Chain Management]	E6 [Green procurement and selection of local products]	

Chapter 3-1 Talent Cultivation and Development- Teaching Quality and Innovative Teaching

Faculty Teaching Development Communities

To enhance the professional competencies of faculty and encourage the formation of professional learning communities, Chihlee University of Technology supports faculty in establishing teaching development communities aimed at improving teaching quality. In 2024, eight practical teaching development communities were established, accomplishing the following:

1. **Development of Digital or Creative/Innovative Teaching Materials:**
   For example, the "Creative and Innovative Teaching Materials for Business Intelligence Analysis" project produced practical IoT technology application components to help students build professional IoT skills. Another project, "Real Estate Appraisal Using Public Information," enabled students to utilize open data to enhance their future career competitiveness. A total of nine such projects were completed.
2. **Offering Creative and Innovative Teaching Courses:**
   Twelve courses, including "Wedding Consultant Business Practices," "Enterprise Resource Planning," and "Introduction to Hospitality," were taught using experiential or interactive teaching methods. These courses focused on the application of knowledge to real-life scenarios, achieving the goal of integrating theory with practice.
3. **Coaching for Key School and College Competitions:**
   Faculty provided guidance for 85 student competition projects, including participation in the 2024 Moscow International Invention and Innovation Expo (Russia), the 2024 Ministry of Education U-Start Innovation and Entrepreneurship Program, and the International Rhein Cup German Wine and Service Competition.
4. **Workshops and Seminars on Teaching Innovation:**
   Teachers attended various professional development activities such as the "Teaching Innovation Lecture Series," "Interdisciplinary Teaching Workshop," "SDGs Faculty Forum—The Future of Higher Education," "When Digital Innovative Teaching Meets Artificial Intelligence," and "Teaching Strategies and Techniques for Practical AI Applications."

Practical Teaching Growth Community

Fintech Financial Management Research Community	Innovation Community	Business Big Data Analysis Community	Smart Tourism Growth Community
Computational Logic and Marketing Digital Applications	Economics Practical Teaching Material Production Community	Innovative Teaching of English Literature	Innovative Teaching Professional Growth Community

Teaching Innovation Workshops

Teaching Practices in Creative and Innovative Courses

Teaching Assistant

Chihlee University of Technology has established the “Guidelines for the Implementation of Teaching Assistant Program Learning.” These guidelines assist full-time faculty in applying for teaching assistants (TAs) to support course guidance activities, handle teaching-related administrative tasks, and provide instructional assistance, thereby enhancing the overall teaching quality at the University. Through after-class tutoring, the program also strengthens students’ understanding of course content, further improving learning outcomes and maximizing the effectiveness of teaching support and guidance.

By implementing the teaching assistant system, the University aims to build a student-centered learning environment that supports curriculum diversification, helps faculty expand teaching innovations, and increases student engagement. At the same time, students who serve as teaching assistants gain valuable opportunities to develop self-judgment, a sense of responsibility, self-confidence, and communication and adaptability skills—core competencies needed in their future careers.

To recognize the valuable contributions of teaching assistants to faculty instruction, the University organizes an Outstanding Teaching Assistant Award selection. Candidates for the Outstanding Teaching Assistant Award must meet two criteria:

1. Have served as an employed teaching assistant at the University and currently be an enrolled student;
2. Have completed the required training camp and assisted faculty with course-related matters.

Award recipients are presented with a certificate and a monetary prize (NTD 2,000 for first place, NTD 1,500 for second place, and NTD 1,000 for third place) as a token of appreciation and encouragement.

Statistics of Teaching Assistant Courses in the 112th Academic Year

Academic Year Semester	112 (2024)		
	Last semester	Next semester	Total
Number of teaching assistants	175	169	344
Excellent teaching assistant	3		3

Teaching Assistant Training Camp

TA Briefing Session

TAs Assisting Students During Class

Chapter 3-2 Talent Cultivation and Development- Learning Outcomes

To enhance students’ liberal arts literacy, the General Education Division organizes Chinese proficiency tests and general education arts and cultural activities each academic year. Experts and scholars are invited to the University to give performances and lectures, enriching the campus with a humanistic and artistic atmosphere. In Academic Year 2023, the University received NTD 4.45 million in funding from the Ministry of Education for curriculum-based projects, further enhancing the optimization of teaching resources and the distinctiveness of courses.

The effectiveness of general education in cultivating various competencies and fundamental abilities is summarized as follows:

1. **Enhancing Applied Language Proficiency**
   The curriculum includes a required course on “Applied Multinarrative,” designed to equip students with the narrative skills needed for interdisciplinary learning in the new generation. The course cultivates independent thinking and emphasizes training in expression and argumentation related to SDGs topics.
2. **Integrating Local Engagement to Enliven General Education**
   Since 2020, the University has received support from the Ministry of Education’s University Social Responsibility (USR) Program (Phase II and III). For the third phase (2023–2024), the project “The Queen’s Call: Wanjin International Tourism Experimental Co-living Platform” received a total of NTD 17.6 million over five years.
   For the years 2025–2027, the University secured funding of NTD 22.5 million for the USR project “The Queen’s Call: Wanjin International Tourism Local Co-living and Circulation Zone.”
3. **Promoting Arts and Cultural Education to Foster Aesthetic Literacy**
   The University regularly invites artists-in-residence, arts and cultural groups, and writers to hold various arts and cultural events, enhancing students’ aesthetic sensibilities. In Academic Year 111 (2023), a total of 84 arts and cultural performances and 22 cultural and creative workshops were held.
4. **Exploring Innovative Teaching Models in General Education**
   At the Tamsui Second Campus, exploration education activities are conducted for new students, using experiential learning to strengthen skills such as teamwork, collaboration, perseverance, communication, stress management, hand-eye coordination, and problem-solving. Student feedback on these activities has been overwhelmingly positive.

Enhancing Students’ Oral Narrative, Interpretive Expression, and Issue Awareness Skills

- Number of Entries in 2022: University and College Division – 28 entries
- Number of Entries in 2023: Senior High School Division – 10 entries, University and College Division – 33 entries
- Number of Entries in 2024: Senior High School Division – 16 entries, University and College Division – 36 entries

Overview of Arts and Cultural Activities in the Past Three Academic Years

Academic Year / Type	110	111	112
Exhibition	9	5	2
Cultural Activities	9	19	27
Lectures	40	36	55
Cultural and Creative Workshop	34	16	22
Total	92 sessions	76 sessions	106 sessions

2023年全國大專校院SDGs議題短講競賽-孫苡珊-SDGs14海洋生態

In alignment with the Applied Multimodal Narrative course, the university has organized the National SDGs Short Talk Competition, which has

Fostering Arts and Aesthetic Education through Artists-in-Residence

駐校藝術家 許朝宗 老師 作者簡介		
Ceramic Artist: Hsu Chao-Tsung Senior Craftsman Excellence in Art Award	Metalwork Artist: Liao Wei-Chi 2015 National Crafts Award	Calligraphy Instructor: Hsu Hsiao-Yu

112th Academic Year Exploration Education's Survey on the Degree of Agreement on Various Ability Improvement

Competency / Academic Year	Mutual Aid Cooperate	Integration Team	Persist in the End	Self Challenge	Hands and Brains Coordination	Pressure Adjustment	Communicate Express	Solve Question	Innovation Think	Lead Domination
112	4.03	4.04	3.99	4	3.95	3.91	3.93	3.92	3.88	3.83

Island-Hopping Combat Simulation Experience

Rescue Godzilla's Egg

Whale-Watching Boat (Seesaw)

Rock Climbing

Innovation and Entrepreneurship

In response to the -need for cultivating the new generation of business talents, our University is committed to continuously innovating its curriculum and teaching methods, with independent customized learning, perfect counseling mechanism, and diversified foundation as the premise, through the opening of professional courses, micro-courses and deep bowl courses, to create a cross-domain integration foundation; supplemented by the improvement of high-quality digital courses such as innovation and entrepreneurship, logical thinking and the production mechanism of mentoring and apprenticeship, expand the innovative teaching model; train innovative and entrepreneurial seed teachers, organize innovative and entrepreneurial competitions, strengthen the entrepreneurial incubation mechanism, and build an innovative and entrepreneurial ecological environment. The cross-domain team on campus and the off-campus practice alliance work together to achieve the goals of creative thinking and entrepreneurial practice:

Innovative Teaching	By integrating specialized modular courses, SDGs-oriented professional practice courses, cross-disciplinary applications of information technology, and interdisciplinary project-based learning, the program focuses on the field of innovation and entrepreneurship. It aims to cultivate entrepreneurial teams with professional knowledge in smart business and to foster innovative and sustainable thinking.
Diverse Learning	Faculty members collaborate to mentor students in participating in on- and off-campus innovation and entrepreneurship competitions and project applications. Through hands-on development of innovative prototypes and internships at startup companies, students are encouraged to explore creative ideas, fostering a vibrant campus culture centered on innovation, integration, implementation, and impact.
Fostering Value Creation	The university provides on-campus incubation spaces and enterprise-simulated specialty laboratories to enhance the entrepreneurship incubation mechanism. These efforts strengthen cross-disciplinary collaboration among makers and accelerate entrepreneurial practice and implementation.
University Support	The university fully supports the implementation of the program by enhancing faculty members' capacity to provide practical entrepreneurship guidance, fostering faculty-student collaboration in entrepreneurial endeavors. Comprehensive support is offered through financial assistance, curriculum planning, incubation mentoring, and administrative services, all contributing to the development of a robust innovation and entrepreneurship ecosystem on campus.

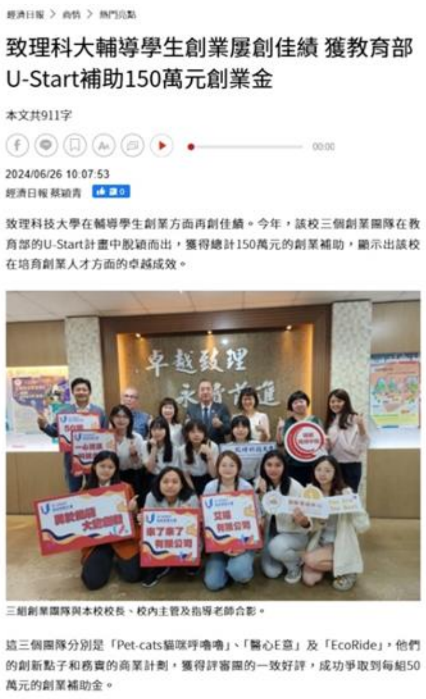
Number of Innovation and entrepreneurship-Related Projects and Subsidy Amounts in the Past Three Academic Years

Academic Year	U-Start Innovation and Entrepreneurship Program	Entrepreneurship practical simulation learning platform	Innovation and Entrepreneurship Education Program	Total subsidy amount
110 (2022)	—	3 items NTD300,000	1 item NTD 2.2 million	NTD 2.5 million
111 (2023)	1 piece 500,000	2 items NTD 200,000	1 item NTD 2 million	NTD 2.7 million
112 (2024)	—	2 items NTD 200,000	1 item NTD 2.25 million	NTD 2.45 million

The Effectiveness of Supporting Students’ Innovation and Entrepreneurship Related to SDGs in Recent Years

Eco Ride Startup Team Launches Ride- Sharing APP Platform

In the 113th academic year, our University's student team once again received a first-phase NTD 500,000 grant and a second-phase NTD 450,000 bonus from the Ministry of Education's " U-start Innovation and Entrepreneurship Program." The team developed "EcoRide," an exclusive ride-sharing platform for internal employees. This platform offers a one-stop solution to the challenges companies face in encouraging employee carpooling. ThroughEcoRide, the team cooperates with corporations to solve parking shortage, enhance the company's social image, reduce employee commuting costs, ease traffic congestion, and ultimately decrease carbon emissions, thus contributing to global environmental sustainability.



經濟日報 > 商情 > 熱門亮點

致理科大輔導學生創業屢創佳績 獲教育部U-Start補助150萬元創業金

本文共911字

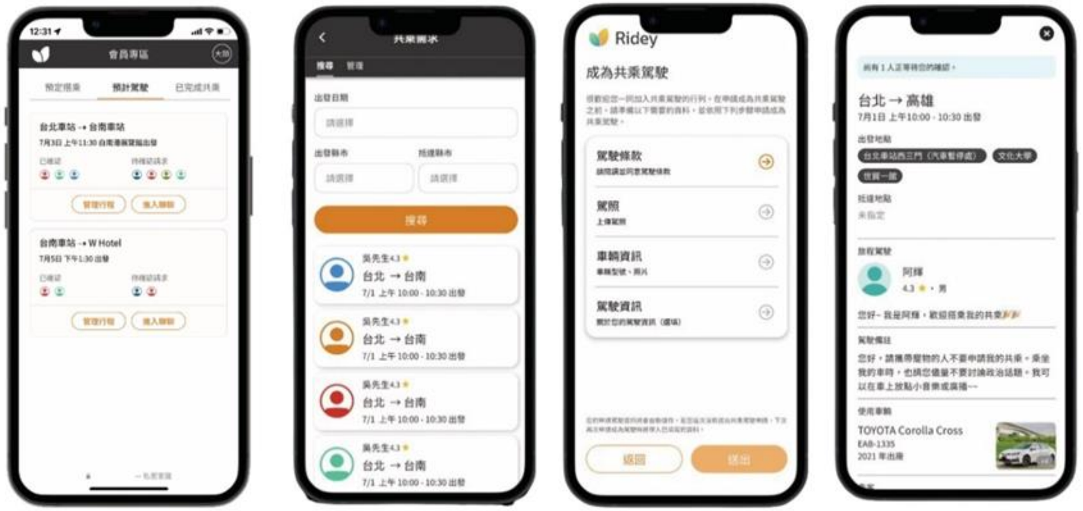
2024/06/26 10:07:53

經濟日報 蔡穎青

致理科技大學在輔導學生創業方面再創佳績。今年，該校三個創業團隊在教育部的U-Start計畫中脫穎而出，獲得總計150萬元的創業補助，顯示出該校在培育創業人才方面的卓越成效。

三組創業團隊與本校校長、校內主管及指導老師合影。

這三個團隊分別是「Pet-cats貓咪呼嚕嚕」、「醫心E意」及「EcoRide」，他們的創新點子和務實的商業計劃，獲得評審團的一致好評，成功爭取到每組50萬元的創業補助金。



College of Business Management

To foster interdisciplinary professional talent, the College has developed two interdisciplinary credit programs and two additional credit programs. The interdisciplinary credit programs are:

1. Bilingual Financial Marketing
2. Urban Sustainable Development and Renewal

The other credit programs are:

1. FinTech
2. Happiness Industry Wedding Service Management

In response to industry changes and employment trends, the College has also established 16 independent micro-certificate programs, such as: Bilingual Exhibition and Event Marketing, Big Data and Financial Supervision, Marketing Technology, Smart Finance, Semiconductor and Smart Manufacturing Business Management, Tourism Innovation and Digital Marketing, Carbon Inventory for Sustainable Management, Creative Food Business, Tui-Na Therapy and Wellness in Orange Industries, and others.

In Academic Year 2023, approximately 1,683 students enrolled in these programs, with about 42% (roughly 705 students) coming from other departments. Through interdisciplinary learning, the College aims to cultivate business professionals with integrated, multi-perspective knowledge and application skills, supporting graduates in achieving full employment and aligning their studies with industry needs.

College of International Business and Foreign Language

The College of Business and Foreign Languages positions itself as “the preferred college for enterprises, characterized by a diverse linguistic environment, international connections, and technology application.” Its educational objective is to nurture graduates who excel in foreign languages, are familiar with business practices, possess technological skills, have an international outlook, are adept at cross-cultural business communication, and are capable of meeting interdisciplinary needs in goods, services, and knowledge trade, thus enabling cross-border employment as innovative international business professionals.

In Academic Year 2023, the College offered four credit programs and four micro-certificate programs, developed two Ministry of Education Industry Academy projects, three Ministry of Labor Employment Programs, and provided two “deep bowl” courses to strengthen practical skills.

College of Innovation and Design

To cultivate students’ interdisciplinary expertise and diverse competencies, the College has established an “Interdisciplinary Credit/Micro-certificate Program Task Force.” Building on the distinctive features and strengths of its three departments, and in response to societal diversity and industry development trends, the College offers multiple interdisciplinary credit and micro-certificate programs. These programs are designed to develop key competencies in technological applications, enabling students to apply technology to solve professional problems in their original fields, broaden their learning horizons, and enhance employability.

Chapter 3-3 Talent Cultivation and Development - Student Counseling

Caring for Economically and Culturally Disadvantaged Students

Chihlee University of Technology provides diverse forms of financial and educational support for students from economically and culturally disadvantaged backgrounds, enabling them to pursue their studies with peace of mind. The University has developed six major strategic programs: “Financial Assistance,” “Environmental Friendliness,” “Interpersonal Support,” “Academic Tutoring,” “Employment Enhancement,” and “Cultural Advancement.”

By implementing these strategies, the University ensures comprehensive support for economically and culturally disadvantaged students throughout their entire academic journey—from admission through to employment after graduation. This fulfills the University’s social responsibility in talent cultivation and advances the United Nations SDGs goals of Quality Education and No Poverty.

In Academic Year 2023, the total amount of scholarships and grants awarded reached more than NTD47.5 million, with nearly 100% of economically disadvantaged students receiving assistance.

Over the past two years, Chihlee University of Technology has provided a total of NT$85 million in student financial aid and support. This comprehensive system covers multiple programs designed to ease the financial burden of students and ensure equal access to education.

The Tuition Reduction and Subsidy System supported 5,267 students, with a total amount of NT$85,060,000. In addition, the Part-time Work-Study Program benefited 1,820 students, offering NT$70,800,000 in financial assistance. To address urgent needs, the Emergency Relief Fund provided NT$1,110,000 to 74 students. Furthermore, the Student Loan Interest Subsidy eased financial pressure for 1,270 students, with an allocated amount of NT$4,000,000.

The university also provided targeted assistance through the Food Coupon Subsidy Program, benefiting 1,145 students with NT$1,150,000, and allocated NT$7,390,000 in value for 633 students receiving free dormitory beds. The Student Group Insurance Subsidy supported a broad base of 8,720 students, with a subsidy of NT$3,872,700. Similarly, 482 economically disadvantaged students received NT$1,880,000 in direct support.

In addition to financial assistance, the university ensured access to essential facilities and services. Students enjoyed free access to sports facilities, valued at NT$1,430,000, and 3,043 students benefited from free campus shuttle services, equivalent to NT$8,323,000 in value.

Academic Performance of Economically and Culturally Disadvantaged Students

Our University provides diversified financial support for economically and culturally disadvantaged students so that they can study with peace of mind. We have formulated six strategic plans, including "economic assistance", "environmental friendliness", "interpersonal support", "academic counseling", "employment improvement", and "cultural improvement". We assist economically and culturally disadvantaged students from enrollment to employment after graduation, the overall learning process and employment transition, fulfilling the social responsibility of university talent training, and implementing the United Nations SDGs' goals of quality education and poverty alleviation. The amount of scholarships and grants in the 11-2 academic year reached more than NTD 47.5 million, and the proportion of economically disadvantaged students receiving assistance was nearly 100%.

- **Comparison of Average Academic Performance**

  From Academic Year (AY) 106 (2018) to 112 (2024), the average academic performance of economically and culturally disadvantaged students was compared with that of general students. In AY106, prior to the implementation of student support programs, the disadvantaged students had a lower average score (76.49) compared to general students (78.31). However, starting in AY107, after the program was launched with various counseling and support measures, the disadvantaged students' average performance surpassed that of general students. From AY108 onwards, their average academic score exceeded 80 points, demonstrating the program’s effectiveness.

- **Expanding Students' Global Perspectives**

  To support disadvantaged students in achieving their dream of studying abroad, the university organized a 2024 STEAM education study tour in Singapore, fully subsidizing the costs for economically and culturally disadvantaged participants. A total of 22 students received funding, enabling them to develop innovative thinking and gain a broader global perspective.

Caring Services for Economically and Culturally Disadvantaged Students

To support economically disadvantaged students in improving their learning quality, the University refurbishes and donates used computers (including monitors, CPUs—Windows OS only, keyboards, and mice) to them free of charge. By providing these digital resources, the University aims to foster a positive digital learning environment. In 2024, a total of 295 students benefited from this program.

The University collaborates with the Happiness Food Bank to set up a "Sharing Refrigerator" on campus, offering free bread and donated goods. In addition, the University partners with nearby vendors to provide free meal boxes to students in need. In 2024, these initiatives provided assistance on 13,673 occasions, with the goal of supporting more economically disadvantaged students and spreading care throughout the community.

Students Receiving Donated Computers Free of Charge	Care Supplies Station	Students Receiving Donated Bread with Love

Aboriginal Student Mentoring

The Aboriginal Student Resource Center of our University integrates resources inside and outside the University to provide one-stop services and strengthen the all-round guidance of Aboriginal students' life, academic career and career. Usually, we promote the rights of Aboriginal people to go to University through social platforms, hold regular seminars to provide communication channels for teachers and students, and care about the life of Aboriginal people in University; organize peer reading clubs before exams to strengthen learning motivation through peer influence, and compile a list of low academic performance after the midterm exams, and the tutors will strengthen their care and provide appropriate assistance to help stabilize the academic performance of Aboriginal people; in addition to referring the University's career development related resources, we also organize lectures for Aboriginal workers and visits to return to their hometowns to promote Aboriginal people to return to their hometowns and local creation, and set up ethnic language courses in response to student needs to strengthen the certification of ethnic language skills and increase employment opportunities.

In order to enhance the cohesion of indigenous students, we plan a homecoming and root-seeking study camp. We also enhance the competitiveness of indigenous students and deepen their self-identity through cross-University indigenous exchanges on subjects, life and culture. We organize indigenous cultural courses to promote traditional skills, music and dance, and cultural stories to create a multicultural and friendly campus.

The Original Livelihood Counseling

Year	Life Counseling	Academic Counseling	Career Counseling	Cross-benchmark learning	Aboriginal Education	Total (sessions)
2022	5	3	10	3	15	36
2023	7	6	14	3	16	46
2024	7	6	16	5	17	51

原住民族
學生資源中心

Student Counseling

Chihlee University of Technology provides diverse forms of financial and educational support for students from economically and culturally disadvantaged backgrounds, enabling them to pursue their studies with peace of mind. The University has developed six major strategic programs: “Financial Assistance,” “Environmental Friendliness,” “Interpersonal Support,” “Academic Tutoring,” “Employment Enhancement,” and “Cultural Advancement.”

By implementing these strategies, the University ensures comprehensive support for economically and culturally disadvantaged students throughout their entire academic journey—from admission through to employment after graduation. This fulfills the University’s social responsibility in talent cultivation and advances the United Nations SDGs goals of Quality Education and No Poverty.

In Academic Year 2023, the total amount of scholarships and grants awarded reached more than NTD47.5 million, with nearly 100% of economically disadvantaged students receiving assistance.

Student Mind, Body and Spirit Counseling Related Activities

Year	Campus Spiritual Caregiver Empowerment Course	Body and Mind Healing Experience General Education Course	Suicide Prevention Seminars
2022	48 people	4 courses, 294 students	15 sessions, 615 people
2023	108 people	4 courses, 422 students	12 sessions, 511 people
2024	160 people	5 courses, 484 students	6 sessions, 302 people

Consulting and Diagnostic Services

Year	Number of Resident Psychiatrists	Number of Student Consultations	Tracking Tutoring Rates
2022	2 people	32 people	100%
2023	2 people	34 people	100%
2024	2 people	32 people	100%

Counseling for Students with Disabilities

To support students with special education needs in their academic learning, social interactions, and future advancement or employment, Chihlee University of Technology provides a range of services beyond academic tutoring and learning adaptation support. Each semester, the University regularly organizes various interpersonal experience activities and employment counseling events, aiming to achieve the goals of "zero barriers in academics," "zero distance in social interactions," and "zero worries in employment." These efforts offer students with special education needs comprehensive guidance in their academic, personal, and career development.

In addition, the University actively implements the "Chihlee Career, Bright Future—Employment Counseling Program for Students with Special Education Needs." In addition to fostering professional skills on campus, the program prepares students for entry into the job market by integrating external and industry resources. This series of career services covers career exploration, the development of core employability skills, job search and interview preparation, and workplace scenario simulations. The University also offers small-group general education courses, such as "Job Search Skills and Pre-Employment Preparation" and "Practical Office Software Applications," specifically for students with special education needs. By introducing vocational rehabilitation resources, the University enhances students’ understanding of the real-world work environment, facilitates a smooth school-to-work transition, and helps shorten the waiting period for employment after graduation.

Counseling Activities

year	Zero barriers to University work	Zero distance between people	Zero worries about employment	Subtotal of tutoring activities	Funding for resource classrooms
2022	80 sessions, 834 people	38 sessions, 6,267 people	76 sessions, 300 people	194 sessions, 7,401 people	NTD 6,130,409
2023	49 sessions, 670 people	12 sessions, 104 people	155 sessions, 522 people	216 sessions, 1,296 people	NTD 5,311,099
2024	50 sessions, 700 people	20 sessions, 548 people	143 sessions, 480 people	213 sessions, 1,728 people	NTD 5,785,346

Services Provided by the Resource Room

Submit a Special Education Evaluation	For students who have clear special education needs while studying at our University, we will assist in collecting relevant information and submitting it to the Special Education Center for review and the Ministry of Education for issuing special education status.
Tuition and Fee Reduction	Disabled students in the day department can apply to the Student Affairs Office, and disabled students in the Continuing Education Department can apply to the General Affairs Office of the Continuing Education Department.
Tutoring	Depending on the students’ academic needs, they can apply for tutoring from teachers or peers in the resource room.
Learning Aids	Students with visual impairments, physical disabilities, hearing and speech impairments, etc. can apply for learning aids from the Ministry of Education’s Assistive Devices Center through the resource classroom.
Accessibility Adjustments	Assist the General Affairs Office to provide barrier-free space improvements on campus, rearrange desks and chairs for wheelchair students every semester, and apply for barrier-free accommodation on campus in a coordinated manner every academic year.

Transportation Subsidy	Students who are enrolled in University and have proof of disability, are not living in University, and whose disability is so severe that they cannot go to and from University by themselves, may apply to the resource room.

International Student Advising

Chihlee University of Technology is dedicated to enhancing the academic performance and adaptability of international students through diverse support mechanisms and scholarship resources, helping them successfully integrate into both their studies and campus life. To improve Mandarin proficiency among foreign students, the University offers an additional six-hour-per-week evening Mandarin tutoring course each semester, as well as a quick assessment system for Mandarin language ability to aid students with after-class review and practice tests. Additionally, to assist new students in adjusting to the environment, senior students of the same nationality are assigned as peer mentors, providing academic and daily life guidance and support.

The University also regularly convenes the "International Student Counseling Committee," where advisors discuss students who are experiencing academic difficulties and match them with high-achieving senior students for peer tutoring. According to statistics, the number of peer tutoring sessions provided to international students in Academic Years 2021 to 2023 was 61, 47, and 71, respectively, indicating a steady strengthening of student mutual support mechanisms. For international students requiring focused care, the numbers in Academic Years 2021 to 2023 were 31, 50, and 37, respectively. Although there was a temporary increase in Academic Year 2022, the decrease in Academic Year 2023 reflects the positive impact of the University's diverse counseling mechanisms and an overall improvement in students’ adaptation and learning abilities, as well as a reduced need for focused care.

In terms of language proficiency, the number of international students passing the A2 level (or above) of the Mandarin proficiency test in Academic Years 2021 to 2023 was 23, 19, and 59, respectively, demonstrating steady progress in Mandarin teaching and learning support at the University.

Overall, by providing comprehensive academic support and scholarship mechanisms, Chihlee University of Technology is actively enhancing the learning quality and adaptability of international students, continually optimizing resource allocation, and further promoting the internationalization of the University.

Academic Year	Academic Peer Tutoring	Foreign Students of Special Concern	Pass the Chinese Language Proficiency Test Level A2 (or above)
110	61 people	31 people	23 people
111	47 people	50 people	19 people
112	71 people	37 people	59 people

Mandarin Language Tutoring Course

Peer Learning Partner

International Exchange

Since Academic Year 2012, Chihlee University of Technology has begun admitting international degree-seeking students. In Academic Year 2017, the University launched the New Southbound Industry-Academia Cooperation Program to further expand international educational exchanges. In recent years, the number of international students has remained stable, with 282 international students enrolled in Academic Year 2023, mainly from Hong Kong, Japan, Vietnam, Malaysia, Indonesia, Thailand, South Africa, and Venezuela.

To further promote international cooperation, the University actively establishes partnerships with higher education institutions worldwide. In Academic Year 2023, Chihlee University of Technology maintained partnerships with 123 overseas sister schools, spanning countries such as the United Kingdom, United States, Japan, Vietnam, and Australia. In addition, the University offers dual degree programs in collaboration with Middlesex University (UK), University of Sunderland (UK), National College of Ireland, San Francisco State University (USA), and Suan Sunandha Rajabhat University (Thailand). During Academic Years 2022 and 2023, a total of nine students participated in dual bachelor’s degree programs at Middlesex University and San Francisco State University.

Overall, Chihlee University of Technology continues to strengthen its development in international student recruitment and global academic exchange. The University is committed to expanding global partnerships, enhancing students' international perspectives and competitiveness, and reinforcing connections with international academic institutions. These efforts further advance the internationalization of the University and strengthen its competitiveness and influence within the global higher education system.

Statistics on the Number of Overseas Students and Sister University in Past Three Academic Years

Academic Year	Number of Overseas Students	Number of Sister Universities
110 (2022)	286	115
111 (2023)	277	119
112 (2024)	282	123

Chihlee University of Technology actively pursues international collaboration and exchange, applying for Ministry of Education "Study Abroad Series" subsidy programs to help students broaden their global perspectives. Among these, the "Study Abroad Program – Flying" and "Study Abroad Program – Cherishing Pearls" offer short-term overseas study opportunities by leveraging sister school resources as learning environments, thereby enhancing students' international mobility. Meanwhile, the "Study Abroad Program – Building Dreams" and "New Southbound Study Abroad Program – Building Dreams" allow students to integrate their professional skills through overseas internships, further boosting international competitiveness.

From 2022 to 2024, the University applied for four Study Abroad Series projects: "Flying," "Cherishing Pearls," "Building Dreams," and "New Southbound Building Dreams." In 2022, a total of 24 students received subsidies; the number increased to 66 in 2023 and reached 76 in 2024. Notably, in 2024, the University's "Building Dreams" program received the highest amount of Ministry of Education subsidies among all colleges and universities in Taiwan.

Overall, participation in international study and internship programs by Chihlee University of Technology students increased each year from 2022 to 2024, reflecting their strong interest and proactive engagement in overseas learning and internships. The University will continue to encourage students to apply for various international exchange programs, expand their global horizons, and strengthen their professional skills to enhance international competitiveness, thus creating more diverse learning and development opportunities for all students.

Number of People Who Received Subsidies for the Xuehai Series in the Past Three Years

Year	MOE “Seize the Ocean of Learning” Initiative	MOE ’’Pearl Project for Study Abroad’’	MOE ’’Dream-Building Program for Overseas Study’’	MOE ’’Dream-Building Study Abroad Program – New Southbound Edition’’	Total
2022	12	2	10	0	24
2023	20	2	13	31	66
2024	19	1	26	30	76

Note:

The number of winners in the projects series is based on the data announced annually on the Ministry of Education’s website for selecting domestic colleges and universities to send students abroad for study or professional internships abroad.

Students Participating in a Dual Degree Program at Middlesex University, UK	Students Engaged in the MOE Pilot Overseas Internship Program at Momoyama Gakuin University, Japan	Participation in the MOE Dream-Building Study Abroad Program – New Southbound Track, at Marriott Singapore

Friendly Supplementary Study Mechanism

In April 2022, the university introduced a “Friendly Mechanism for Taking Minors”, which was later followed by the approval of a proposal titled “Adding a Minor or Double Major as a Graduation Requirement” during the second Academic Affairs Meeting in Academic Year 2021 (AY110). Under this policy, students may fulfill graduation requirements for credit-based programs through the completion of a minor or double major.

To support this initiative, a student-friendly system was established for course selection related to minors and double majors. This includes allowing cross-college and cross-department course enrollment, as well as relaxing the application criteria and credit limits for pursuing a minor or double major. With the ongoing advancement of university policies, the number of students pursuing minors and double majors has steadily increased.

Statistics on the Number of Students Enrolled in Interdisciplinary Programs and Certified in the 112th Academic Year

Number of students	4,276
Number of fresh graduates	1,274
The number of fresh graduates to obtain certificates	1,199
The number of fresh graduates taking the certificate and the rate of obtaining the certificate	94.1%

Note: The number of students is based on the second semester of the 112th academic year

The Number of Double Majors in the 112th Academic Year and the Completion Rate

The Whole University Is Studying Number of People	Number of Fresh Graduates and Extended Students	The Number of Fresh Graduates and Extended Students Who Have Completed The Program	Completion Rate
24	6	2	33.33%

Note: The number of students in the University is based on the second semester of the 112th academic year; The number of fresh graduates and extended students, the number of completions, and the completion rate are calculated based on the number of fresh graduates and extended students who have studied and completed in the 112-academic year.

The Number of Students Enrolled in Auxiliary Departments (Subjects) in the 112th Academic Year and the Completion Rate

The Whole University Studying Number of People	Number of Fresh Graduates and Extended Students	The Number of Fresh Graduates and Extended Students Who Have Completed the Program	Completion Rate
136	16	1	6.25%

Note: The number of students in the University is based on the second semester of the 112th academic year; The number of fresh graduates and extended students, the number of completions, and the completion rate are calculated based on the number of fresh graduates and extended students who have studied and completed in the 112-academic year.

Career Counseling

During their studies, Chihlee University of Technology annually plans a variety of career counseling activities tailored to students’ grade levels and individual needs, supporting them in successfully developing personal career goals and directions. The comprehensive career and employment counseling framework guides students from “career exploration” in their first year, to “competency enhancement” in the second and third years, “employment transition” in the fourth year, and finally, to career development after graduation. All guidance is based on individualized counseling, with a focus on strengthening the cultivation of students’ professional competencies.

Freshman	Sophomore and Junior Years	Senior Year	Graduation
We focus on students' career exploration, offer career planning courses, and conduct UCAN career interest exploration and workplace common functions (pre-test) general tests. The UCAN test rate for daytime freshmen in the 112-113 academic year averaged 95%.	We focus on strengthening and developing students' abilities, combining professional courses with certificate guidance to help students obtain the practical certificates required by the industry and strengthen their professional strength. In the 2020-2021 academic year, the total number of certificates obtained by students averaged over 16,000.	In order to help students successfully connect with employment, each department and the Career Development Office organize internship matching activities to arrange students to do off-campus internships during their senior year. Each student is assigned a dedicated internship counselor to provide care and guidance during the internship to help students successfully complete the internship course. In the 2011-2012 academic year, an average of 1,800 students participated in off-campus internships, and the average internship learning-application integration rate reached 99%.	We have introduced alumni, employment patrons, and public sector resources. For example, our University cooperates with the New Taipei City Government Employment Service Office every year to organize large-scale campus recruitment activities to promote students' employment and career development. Through the cultivation of soft and hard skills during University, coupled with good career planning, the rate of graduates entering the workplace one year after graduation is more than 90 %. The rates of graduates entering the workplace one year after graduation in the 108-110 academic year were 92.58%, 92.77%, and 92.08%, respectively.

Graduate performance

1. According to the Ministry of Education Letter No. 1132302382 dated August 15, 2024, and data from the "Higher Education Student Database System," the employment rate of Chihlee University of Technology graduates from Academic Years 2018 to 2020 (measured one to three years after graduation, i.e., in 2022) was 8.24% to 11.56% higher than the national average for undergraduates in the business and management disciplines. This demonstrates that Chihlee University of Technology students possess outstanding competitiveness in the job market.

2. Based on labor insurance data from the Ministry of Education's Higher Education Student Database System, the average salary for Chihlee University of Technology graduates from 2018 to 2020 (in 2022, i.e., one to three years after graduation) ranged from NTD34,152 to NTD37,014. This is 4.81% to 14.99% higher than the national average for undergraduates in business and management disciplines, indicating that the University's graduates have strong adaptability in the workplace and are highly recognized by employers.
3. According to employer satisfaction survey results for Chihlee University of Technology graduates one year after graduation from 2020 to 2022, employer satisfaction rates reached 96.33%, 96.89%, and 96.23%, respectively. To effectively bridge the gap between academic training and industry needs, each survey result is shared with academic departments for ongoing improvement and serves as a reference for future curriculum planning, with the goal of enhancing students' employability and increasing employment rates.

In summary, graduates of Chihlee University of Technology have consistently demonstrated excellent performance in employment rates, average salaries, and employer satisfaction, earning high praise from the industry. This is further validated by the University's consistent ranking as the "Most Favored Private University of Technology by Enterprises" by 1111 Job Bank for ten consecutive years since 2016.

Chapter 3-5 Talent Cultivation and Development - Quality and Quantity of Academic Research

Statistics of Faculty Members’ Sustainable Development Research Papers

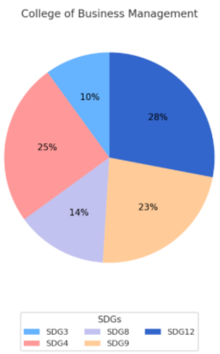
In 2024, our teachers published a total of 199 research papers (64 journal papers and 135 seminar papers), of which 167 were related to the field of sustainable development (SDGs), accounting for 83.9%. The most related to the field of sustainable development was SDG4, with a total of 45 papers, followed by SDG12, with a total of 36 papers and SDG9, with a total of 25 papers. The statistics of SDGs-related research papers published by our teachers and SDGs are as follows:

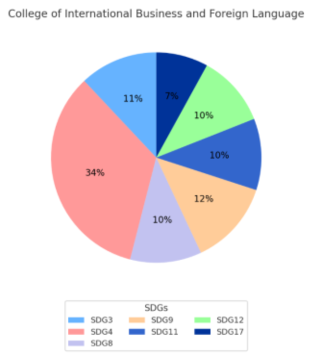
Year 2024	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
	4	1	18	45	3	1	5	20	25	2	15	36	6	7	6	2	8

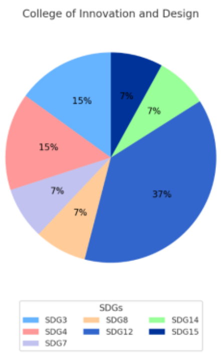
※ The correlation analysis is multiple-choice, and a single paper topic may be related to multiple categories.

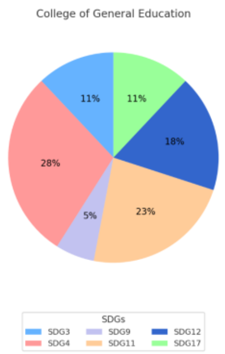
Statistics of Sustainable Development Research Papers Published by Faculty Members of Each College and the School of General Education

The following charts show the distribution of sustainable development research topics by faculty members from the College of Business Management, College of International Business and Foreign Languages, College of Innovation and Design, and School of General Education:









Faculty Professional Development Communities

To promote the exchange of experience among faculty from different fields, Chihlee University of Technology encourages teachers to establish professional development communities, enabling team-based practical research and enhancing research collaboration. In 2024, three practical (academic) research development communities were established: the Interdisciplinary Innovative Education Research Community, the Interdisciplinary Innovative Education Research Community, and the Business Intelligence and Innovation Research Community.

According to the University's "Academic Paper Award and Subsidy Guidelines," these practical (academic) research communities submitted a total of 18 articles to international academic journals indexed by SCI, SSCI, and EI, as well as to domestic journals indexed by TSSCI and THCI.

Community Name	Community Size	Types of Publications that Achieved Performance
Interdisciplinary Innovative Education Research Community	7	Two articles on the topics of teaching second language writing, Asian American and multi-ethnic studies, human resource management, and educational assessment were accepted by the Journal of Human Resource Management and the Hong Kong Journal of Education; two articles were published by Applied Linguistics Review and Sustainability respectively.
Science and Technology Management and Decision-making Model Research Community	5	Articles on the topics of service industry, decision analysis, quality management, supply chain management and human resources were submitted to Current Psychology and Asian Business & Management journals; 3 articles were accepted by Sustainability, Journal of Hospitality and Tourism Insights and Journal of Tourism and Leisure.
Business Intelligence and Innovation Research Community	6	Articles on the topics of smart retail and circulation, smart financial technology, smart tourism and smart orange services were submitted to the Journal Construction Management and Economics; 8 articles were accepted by Journal of Management and System, Journal of Outdoor Recreation and Tourism , Service Business , Polish Journal of Environmental Studies, Systems, Sustainability, International Symposium on Intelligent Signal Processing and Communication Systems, and Business and Technology Innovation Journal.

Book Resources

The University Library systematically builds collections to meet the needs for teaching and research, and also archives major academic works published by faculty and students. The academic repository includes student projects, faculty promotion dossiers, project achievements, and publications from various campus units. As of 2024, a total of 3,394 bibliographic records have been created and are accessible to faculty and students through the institutional repository system.

In addition to consistently acquiring library resources and archiving academic works each year, the Library continues to collect free book resources, which are managed through the electronic resources management system. Currently, there are 167 Chinese and foreign language online databases covering fields such as humanities, languages, business management, marketing and distribution, accounting, finance, international business, leisure management, information technology, and innovative design. The Library also participates in interlibrary cooperation to help users conveniently obtain research resources beyond the Library’s own collections.

To address the demands of faculty for teaching, the Library organizes more than 20 types of library resource orientations and promotional activities each academic year, assisting faculty and students in keeping up with the latest collection developments and trends, and enhancing their information retrieval skills, independent learning capabilities, and research productivity.

Various Types of Activities

Academic Year	Digital Online Promotional Activities	Physical Promotional Activities	Total
110	8	12	20 sessions
111	8	12	20 sessions
112	8	12	20 sessions

Electronic Resource Management System

Academic Year	Search Times	Available Quantity
110	168,234	186,502
111	172,040	191,576
112	175,263	196,235

Statistics of the Library's Collection in 110-112 Academic Year

Collection Category			Academic Year		
			110	111	112
Books	Paper	Chinese	261,795	263,160	264,205
		Spanish	39,315	40,127	40,436
		Subtotal (Volume)	301,110	303,287	304,641
	E-book	Chinese	109,453	112,108	116,085
		Spanish	39,517	39,517	39,517
		Subtotal (Volume)	148,970	151,625	155,602
Journals	Paper	Chinese	1,080	1,080	1,083
		Japanese	69	69	69
		Spanish	448	448	448
		Subtotal (Type)	1,597	1,597	1,600
	Electronic version	Chinese	15,717	17,076	17,303
		Japanese	59	58	58
		Spanish	21,591	22,648	23,103
		Subtotal (Articles)	37,367	39,782	40,464
Multimedia Audiovisual Resources		Chinese	13,517	13,594	13,751
		Spanish	1,768	1,773	1,773
		Subtotal (Type)	15,285	15,367	15,524
Electronic Database		Chinese	70	73	82
		Spanish	90	90	85
		Subtotal (Type)	160	163	167

Note: This table is based on the number of items.

Industry-Academia Collaboration

Our University provides various teaching and research resources to create a good industry-academia collaboration and research environment, and responds to various world development trends and government policies such as the United Nations Sustainable Development Goals (SDGs), corporate ESG and practicing university social responsibility. Therefore, teachers and students can work together to deepen the development of research topics in various fields, and use forward-thinking approach to integrating the three elements of "business, technology, and innovation" across domains. In the end, they can fulfill the world's sustainable development responsibilities as a member of a global university.

Year	Number of applications for industry-academia cooperation by teachers	Amount of subsidy / total amount of industry-academia collaboration
2022	144 items	85,524,687 NTD
2023	188 items	104,511,002 NTD
2024	192 items	114,092,797 NTD

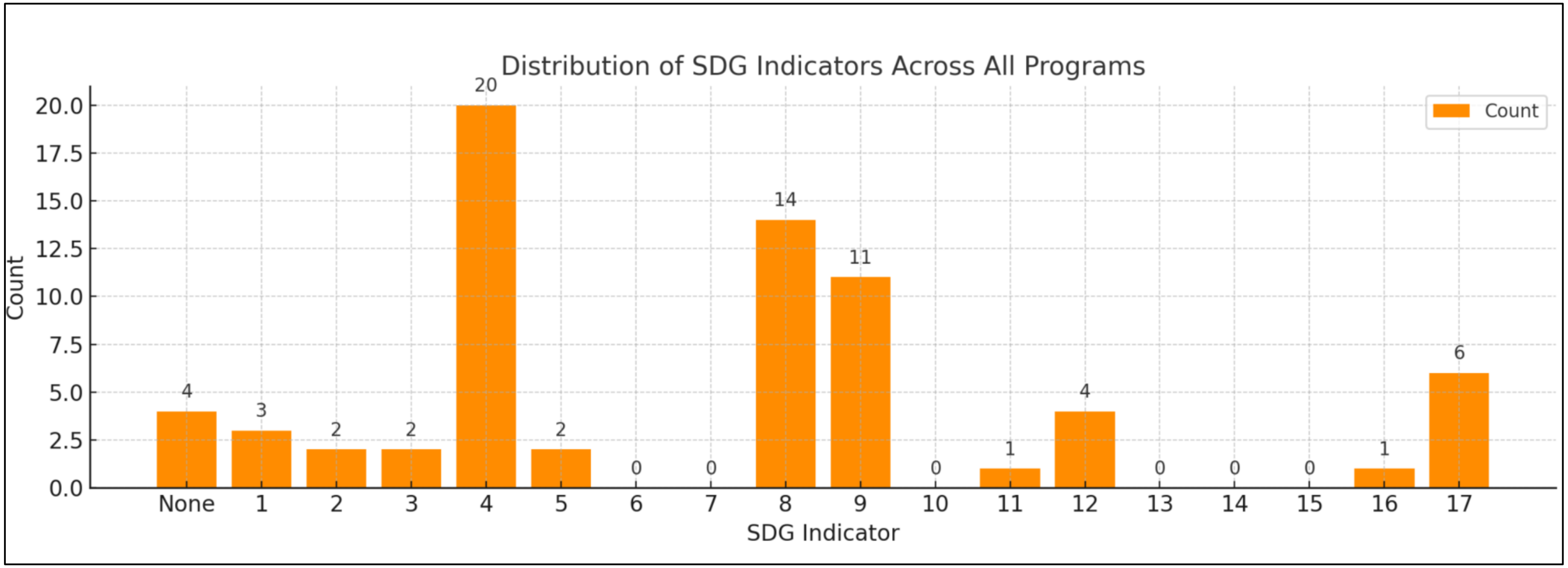
Chapter 3-6 Talent Cultivation and Development- Quality Education

Sustainable Teaching

Because of extreme weather, climate change and global warming in recent years, alongside the dynamics of humanities and socio-economic conditions, the scarcity of environmental resources is worsening. In response to this severe impact, the University have integrated the diverse areas of specialization of our faculty through the three Colleges and the School of General Education, to provide high-quality and innovative teaching. We direct our attention to the promotion of social issues and sustainable development in designing interdisciplinary curriculum where the course content achieves the intended outcome.

Note: This statistical data is determined by the teacher

In 113 academic year, the University offers 3,183 courses, of which 1,512 courses (2,741 items) have the content meet the SDGs sustainable development goals, accounting for 47.5% of the total number of courses in the University, as shown in the table. In addition, the proportion of courses offered in 113 academic year that meet the SDGs sustainable development goals is shown in the chart.



SDGs Sustainable Development Goals	**112th Academic Year Official Courses (Eligible Projects)**
SDG 1 End Poverty	117
SDG 2 End Hunger	45
SDG 3 Good Health and Well-being	182
SDG 4 Quality Education	661
SDG 5 Gender Equality	136
SDG 6 Clean Water and Sanitation	34
SDG 7 Affordable and Clean Energy	39
SDG 8 Decent Work and Economic Growth	410
SDG 9 Industry, Innovation and Infrastructure	107
SDG 10 Reduce Inequality Within and Among Countries	163
SDG 11 Sustainable Urban and Rural Areas	116
SDG 12 Responsible Consumption and Production	207
SDG 13 Climate Action	71
SDG 14 Protecting the Marine Environment	60
SDG 15 Conserving Terrestrial Ecosystems	42
SDG 16 Peace, Justice and Strong Institutions	173
SDG 17 Diverse Partnerships	178
Total	2,741

Note: This statistical data is provided by faculty members.

College	Cross-domain College Credit Program	SDGs Indicators
Business Management	Financial Bilingual Marketing	4, 8
	Urban Sustainable Development and Renewal	1, 4, 8
International Business and Foreign Language	International Business in English	4, 8, 17
Innovation and Design	Metaverse Diversity Innovation	4 , 9

College	Credit Course	SDGs Indicators
Business Management	FinTech	1, 2, 9
	Happy Industry Wedding Service Management	4, 5, 8
	Semiconductor and Smart Manufacturing Business Management	No match
International Business and Foreign Language	Regional Trade	17
	International Air Service	4 , 17
	Foreign Trade Digital Technology	4 , 8 , 9
Innovation and Design	Turning Agriculture into Tomorrow's Table	12
	Cross-border E-Commerce	8
School of General Education	International Tour Planner	8 , 11 , 12

College	Micro-learning	SDGs Indicators
Business Management	Wedding Service Management	4, 5, 8
	New Retail Operations	8, 12
	Coffee and Creative Catering Management	2 , 12
	Tax planning	No match
	Restorative Massage and Health Care	3, 4
	Bilingual Exhibition and Event Marketing	8
	Big Data and Digital Audit	16
	Marketing Technology	4 , 9
	Smart Wealth Management	4, 8
	Urban Finance	1, 4, 8
	Smart Finance	4 , 9
	Business and Financial Information Security	8, 9
	Orange Industry Services	3, 4
	Tourism Innovation and Digital Marketing	No match
International Business and Foreign Language	Latin American Business	4, 17
	Southeast Asia Business	4, 17
	Japanese Trade	4, 17
	Smart Business	4, 8, 9
Innovation and Design	Tomorrow's table	12
	Multicultural Cross-border E-commerce Virtual and Real Integration	8
	Internet of Things Technology and Marketing	9
	Entrepreneurship	9
	New Media Communication	4
	Comprehensive Integrated Marketing	No match
	Interactive Media	4

	Smart Sustainable Technology	8, 9, 11

Sustainable Research & Education – Featured Case Study I: Participation in the 14th Social Business Day World Conference by the College of Business Management

Chihlee University of Technology faculty and student representatives traveled with the Foundation to Manila, Philippines, to attend the Social Business Day World Annual Meeting from June 27 to June 29. Our student Tsai, Rui-Chen exchanged ideas with friends from many countries and shared the environmental protection beach cleaning initiative promoted by the "3-Zero Club". The activities during the meeting filled the participants with positive energy and joy. We can see that people from many countries join forces to make the earth a better place.

Dr. Yunus, winner of the 2006 Nobel Peace Prize, also participated in the conference throughout the three days. One of his remarks impressed the faculty and students: After all the world is about us. If we change, the world change. It means that after all, the world is about us. If we change, the world will change.

3ZERO Club CONVENTION	
Delegation of Chihlee University of Technology with Dr. Yunus	Presentation of Beach Cleaning Initiative at the 3-Zero Club Conference

Sustainable Research & Education – Featured Case Study II: 3-Zero **Club for Resilient Societies Forum**

On November 6, 2024, the International Forum on Social Business - Financial Empowerment and 3-Zero Club for Resilient Societies was held. It invited Mr. Xu, Shu-Ren, General Manager of Banxin Bank, Mr. Huang, Chong-Zhe, President of Taiwan Institute of Financial Research and Training, and Mr. Wu, Jia-Yuan, Supervisor of Yunus Foundation Taiwan. On the theme of building a resilient society, it also invited Mr. Gu, Yu-Jun, Director of the Social Business Center (YSBC) of National Tunghua University, Mr. Ren Jun-Li, Specialist of Yunus Foundation Taiwan, and Mr. Tsai, Rui-Chen, a student of the Department of International Trade of our University, to discuss future development.

Through 3-Zero, we set our mind to the goal of zero poverty, zero unemployment, and net zero carbon emissions. We established "3-Zero Clubs" on campus, encouraging young students to participate in international forums, share sustainable innovation ideas, and drive social innovation. It seeks to inspire the young leaders into meaningful action.

2024 Social Business Forum

Group Photo with Guests and Event Staff

2024 Social Business Forum

Panelists Engaging Participants in Group Discussion

[Economic Daily News]
https://money.udn.com/money/story/5635/8343186
[Commercial Times]
https://www.ctee.com.tw/news/20241107700559-431204

Sustainable Research & Education – Featured Case Study III: Department of International Trade's Teaching on Sustainability: Integrating Maritime Carbon Reduction and Green Trade Practices into the Curriculum

In response to the growing emphasis on ESG (Environmental, Social, and Governance) issues, the Department of International Trade at Chihlee University of Technology have integrated "Sustainable Trade Practices" into their curriculum. Through real-world case studies, students are guided to understand the profound impact of sustainable shipping and green trade on the global economy. The course begins with the fact that 80% of global goods are transported by sea, illustrating how the pandemic and international geopolitical developments have intensified port congestion and carbon emission challenges, thereby introducing the latest decarbonization regulations from the International Maritime Organization (IMO) for the shipping industry.

The course covers how TCC Group's Dah-Her Shipping and Danish shipping giant Maersk have achieved carbon intensity reduction and energy-saving targets through measures such as slow steaming, purchasing new energy-efficient vessels, and retrofitting existing ships. These examples enable students to concretely understand how companies adapt to ESG-driven policy transformations. Students further explore strategies for energy-saving retrofits on traditional ships, such as installing energy-efficient lighting, using renewable energy, and switching to biofuels or synthetic fuels, to learn how companies balance operational demands with environmental protection.

The curriculum also addresses topics including renewable energy applications, carbon footprint management, and international carbon taxes, enhancing students' holistic understanding of green supply chains and sustainable logistics.

This case not only underscores the sustainable responsibilities of international trade, but also cultivates students' ability to balance business operations with environmental protection. It demonstrates the University's commitment to actively embedding ESG concepts into professional teaching and preparing students with both visionary perspectives and practical skills for the future of sustainable development in international trade.

Sustainable Research & Education – Featured Case Study IV: Department of International Trade's Curriculum on Sustainability into E-Commerce: Environmental Impact of Logistics and Green Transformation

In response to the environmental and social impacts brought about by the rapid development of e-commerce, faculty in the Department of International Trade at Chihlee University of Technology have integrated the topic of "E-Commerce Logistics and Sustainable Development" into their curriculum. Through real-world case studies, students are guided to critically reflect on the balance between business operations and sustainable responsibility, cultivating both a digital business perspective and ESG-oriented sustainable thinking.

The course uses real news stories about Amazon's handling of returned products as an introduction, revealing how companies, in an effort to reduce costs, may destroy nearly new items—prompting in-depth discussion among students on resource waste and corporate responsibility. Through group discussions and role-playing activities, students analyze the impact of return mechanism design on society and the environment from multiple perspectives, including business operations, consumer rights, and sustainable development.

In addition, instructors guide students to pay attention to the environmental issues caused by e-commerce packaging, such as Taiwan's annual use of more than 80 million packaging items and the massive plastic waste generated by Amazon's shipments in the United States, which, if strung together, could circle the Earth 500 times. The course further introduces Taiwan's Environmental Protection Administration's "Guidelines for Reducing Packaging in Online Shopping" and invites students to design innovative, low-carbon solutions for e-commerce logistics based on this policy, enhancing their practical application and policy comprehension skills.

This course places special emphasis on the integration of critical thinking and sustainability literacy, enabling students to not only learn about e-commerce operations and logistics practices but also to examine business activities from an ESG perspective. Through simulated business decision-making and case analysis, students gain an understanding that sustainable operations are not only a corporate social responsibility, but also a key factor for future competitiveness.

This curriculum design demonstrates the proactive response of faculty in the Department of International Trade to current trends, embedding sustainability concepts into e-commerce education and laying a solid foundation for cultivating a new generation of business professionals with global perspectives and sustainable mindsets.

Sustainable Research & Education – Featured Case Study V: Smart Innovation and Collaborative Agri-Food Education for Sustainable Development

Located in Banqiao District, New Taipei City—a densely populated urban area—Chihlee University of Technology has collaborated with the New Taipei City Government to promote urban greening and agri-food education, despite the limited farmland available in the city. The University has established a rooftop farm on the library building, revitalizing campus spaces by integrating them with specialized courses and activities. By leveraging technological capabilities to address various issues from farm to table, the University supports the United Nations Sustainable Development Goals (SDGs), specifically Goal 2 (Zero Hunger), Goal 11 (Sustainable Cities and Communities), and Goal 12 (Responsible Consumption and Production), actively advancing agri-food education policies.

LOHAS Agriculture: Faculty and Students Planting on the Rooftop Farm – 1	LOHAS Agriculture: Faculty and Students Planting on the Rooftop Farm – 2	Community Members Visiting the Farm and Interacting with Faculty and Students	Agri-Food Education Teacher Community Visiting the Farm	Five-Senses Learning of Agri-Food Education Teacher Community

The College’s USR-Hub team collaborates with local partners from industry, government, and academia to address community needs, fostering faculty members’ interdisciplinary expertise and innovative thinking on agri-food education issues. Through specialized courses and hands-on learning environments, students’ agri-food literacy is enhanced, extending learning beyond the classroom and into the broader campus and community. Faculty and students strengthen their capabilities and jointly fulfill social responsibility, applying their knowledge and skills to address local challenges through the integration of technology and humanistic care. In addition, the promotion of “food education” and “agricultural education” activities helps rekindle public attention to healthy eating, agriculture, community development, and the natural environment.

Board Game-Based Learning and Game Design

Development of the Solar Terms Spirits Game

Practice

1. A community of agri-food education teachers has been organized to cultivate seed instructors and community volunteers. By integrating interdisciplinary courses, the University has developed innovative models for agri-food education, fostering students' agri-food literacy as well as their awareness of environmental sustainability. Faculty, students, and the public are encouraged to participate in agri-food initiatives and local community engagement.

2. By bringing together resources from industry, government, and academia, the University has created a robust network for mutual influence and resource sharing across various fields, co-creating a vibrant green food and lifestyle ecosystem. Throughout their learning and participation, students are encouraged to observe and identify problems independently, think critically, and apply their professional knowledge and skills to obtain swift solutions to practical issues.

Results

1. Enhancing Interdisciplinary Capabilities for Faculty and Students:

   The agri-food education teacher community invites experts from various fields to conduct multiple training workshops. Faculty members refine their teaching practices through peer exchange, while students develop literacy from agri-food education and awareness of environmental sustainability through interdisciplinary programs and specialized courses.

2. Strengthening Soft and Hard Skills:

   Learning environments extend beyond the classroom and practical venues into the community, such as the Banqiao Veterans Home and Xinpu Care Center. Faculty and students design activities to address community needs, develop interactive systems and games-based on their expertise, offer diverse agri-food education, and invite participation from local residents in New Taipei City.

3. Bridging the Gap Between Producers and Consumers:

   Many small-scale farmers on the production side lack the time or resources for marketing, while urban residents have limited access to farms. The College of Innovation and Design collaborates with the New Taipei City Government Agriculture Department to organize experiential activities, allowing the public to participate in vegetable and fruit planting and urban greening workshops. Through these experiences, participants learn about food origins, dietary culture, and the ecological impacts of food choices. Additional support is provided to small farmers through packaging design and video production for product promotion.

4. Promoting Environmental Sustainability Awareness:

   Through technology and experiential activities, the public participates in agri-food education, learns about carbon footprints, and understands the importance of “local food” and “seasonal eating” for health and environmental sustainability. These initiatives help reestablish the connection between people and their food and land, fostering public recognition of the value of local agriculture, local consumption, sustainable agriculture, and environmental stewardship.

Project	Illustrate	Results
Industry-Government-Academia Exchange and Cooperation	Conduct 1 consultation meeting	Invite 1 expert from each specialized field to provide suggestions for promoting USR and assist in reviewing and optimizing agri-food education implementation areas
Agi-food Cross-domain Teacher Community	Organize on-campus volunteer training and participate in off-campus studies	4 on-campus training sessions were organized, with 46 teachers participating. 1 teacher participated in teacher training commissioned by the Department of Agriculture and Food, developing 1 agri-food education instructional material
Agi-food Promotional Activity	3 agri-food related promotional courses	● 6 agri-food education activities were organized on campus, including 4 agricultural education events and 2 food education events, encouraging the integration of five-senses experiences to promote agri-food education as well as conscious consumption ● 3 experiential activities were held using on-campus practical venues and were open to the public, promoting the concepts of agri-food education, green consumption, and urban greening, with128 participants
USR Research Results	Research results of teachers and students	The agri-food education was extended to practical applications and research, and two research constitutions at seminar

Sustainable Research & Education – Featured Case Study VI: “Sustainability Literacy X Practical Living”

The University implemented the “Sustainability Literacy X Practical Living” project under the Higher Education Sprout Project, and organized sustainability-associated workshops and trainings, as well as outdoor experiential events. Pre- and post-assessments of “sustainability literacy” were conducted to measure improvement in students’ understanding of the issue of sustainability. Students were also encouraged to develop practical methods for sustainable action and to showcase their learning outcomes, in alignment with the United Nations Sustainable Development Goals (SDGs).

Implementation

In coordination with general education courses, a total of 12 activities—including lectures and workshops—were organized. Before each activity, a pre-test sustainability literacy questionnaire was administered. Students were then guided to understand the origins, current status, and future trends of sustainable development. Expert lectures and hands-on sustainability experience activities were arranged to deepen students' understanding of how sustainability is applied in everyday life. At the end of each activity, a summary and reflective review were conducted, and a post-test sustainability literacy questionnaire was administered.

Outcomes

1. A total of 651 participants attended the activities; among them 159 were male and 492 were female.
2. The sustainability literacy questionnaire was divided into two main categories. Students' cognitive literacy improved by 38.1%, action literacy by 13.3%, and overall sustainability literacy increased by an average of 25.7%.
3. The planned lectures and activities effectively enhanced students' cognitive literacy on sustainability. Hands-on activities gave demonstrations of how to practice sustainability with motivating appeal. The finished products from these sustainability experience activities came in useful in daily life, as telling examples of how sustainable practices can become the order of the day.

Sustainable Research & Education – Featured Case Study VII: Promoting Adolescent Mental Health in a New Era—Implementing Social Emotional Learning (SEL) Curriculum to Address Rising Depression and Suicide Rates Among Adolescents

In recent years, the rising rates of depression and suicide among adolescents have become a major societal concern. According to statistics from the Ministry of Health and Welfare, suicide is now one of the top three causes of death for youth aged 15 to 24. In response to this urgent challenge, the School of General Education at Chihlee University of Technology has integrated Social Emotional Learning (SEL) into courses such as "Healthy Living and Stress Relief," "Emotional Expression and Communication Practices," "The Psychology of Love," and "Introduction to Psychology." In 2024, a total of 8 courses were offered, with 484 students participating. These courses aim to enhance students' emotional recognition and expression, emotional regulation and stress management skills, and help them build positive interpersonal relationships and empathy, thereby fostering a psychologically safe campus culture.

The Effectiveness of Activities Integrated into the Curriculum is as follows:

1. **Mandala Coloring Mindfulness Experience:**

   Beginning with a mindful eating exercise, students use their five senses to savor a raisin—appreciating its sweetness, texture, and aroma—and experience the simple joys of mindful eating. The activity then continues with mandala coloring, accompanied by positive energy songs, boosting students' courage to face life's challenges.

2. **Green Healing Energy Experience:**

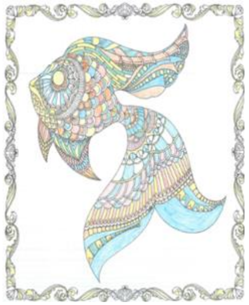
   Dr. Chen, Chun-Lin, psychiatrist at Far Eastern Memorial Hospital, was invited to share on "When Emotions Get Sick—The Magic of Green Healing Energy." Students learned about common affective mental illnesses and techniques for maintaining mental health, as well as the miraculous benefits of green care for mental well-being, as introduced in domestic and international literature. The course included hands-on activities where students crafted and decorated cement pots and adopted a succulent plant, personally experiencing the magic of green care.

3. **Emotional Recognition Practice:**

   Through creating an "emotion quadrant chart," students learned to identify a range of positive and negative emotions. Emotional coloring activities helped students sense emotional flows and provided support in facing various emotions in life with a positive mindset.

4. **Collaborative Group Drawing Experience:**

   Using "collaborative drawing cards" themed on life's challenges and coping strategies, students incorporated elements of positive energy into their artwork. By collectively completing a piece, participants were inspired to blend diverse ideas, and experience the joy and sense of achievement. Engaging in group creation, they learned to appreciate the value of teamwork.

Green Healing Experience: Cement Pot Painting and Succulent Planting	Collaborative Mural Painting Experience	Mandala Coloring Mindfulness Experience

Chapter 4-1 Campus Sustainability and Resilience- University Environmental Organization

The University has established an Environmental Safety and Health Committee to protect the campus environment, prevent occupational hazards, and safeguard the safety and health of faculty and staff. This organization was established in accordance with occupational safety and health regulations. The committee consists of 27 members, including the President, Dean of Academic Affairs, Dean of Student Affairs, Dean of General Affairs, Director of the Office of Environmental Safety and Health, various senior administrators, and nine labor representatives. The President serves as the chairperson, while the Director of the Office of Environmental Safety and Health serves as the executive secretary. The labor representatives are elected by labor-management conference representatives; 1 engineering technician is appointed from the Construction and Maintenance Section, and 2 occupational safety and health professionals serve as the occupational safety administrator and the occupational health nurse.

The committee holds quarterly meetings to review work reports and hazard prevention measures, actively promoting and integrating related policies and practices. Its mission is to advance campus pollution prevention, safety and health, and environmental education. The committee regularly reviews and evaluates the effectiveness of the University’s environmental safety and health efforts, with the goal of achieving zero campus injuries and fulfilling the University’s social responsibility.

Name	Main Tasks	Frequency of Meetings	Number of People
Environmental Safety and Health Committee	1. Provide recommendations on the occupational safety and health policies proposed by the chairperson. 2. Coordinate and recommend occupational safety and health management programs. 3. Review implementation plans for safety and health education and training. 4. Review workplace environment monitoring plans, monitoring results, and proposed measures. 5. Review matters concerning health management, occupational disease prevention, and health promotion. 6. Review various safety and health proposals. 7. Review self-inspections and safety and health audit matters conducted by the university's units. 8. Review occupational accident investigation reports. 9. Evaluate on-site safety and health management performance. 10. Review safety and health management issues related to contracted business operations. 11. Review other matters related to occupational safety and health management.	Meet every three months	27 people (Including faculty and staff and labor representatives)

Chapter 4-2 Campus Sustainability and Resilience- Campus Environment and Ecology

Campus Greening and Beautification

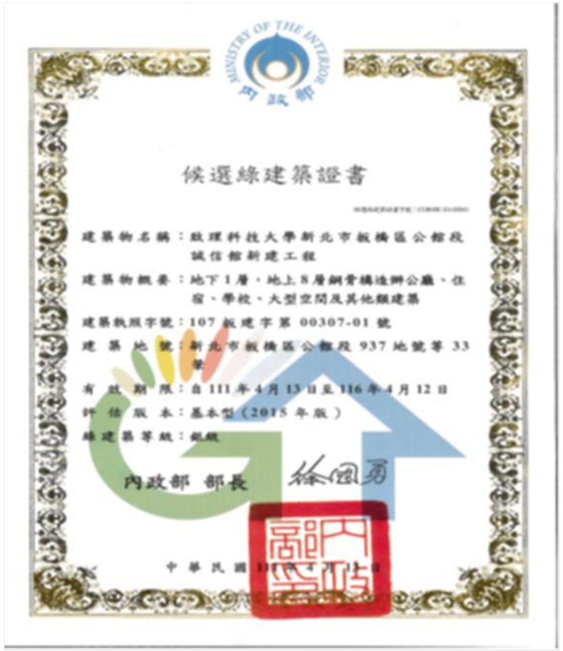
Chihlee University of Technology, with the Banqiao Main Campus combining the Tamsui Second Campus, has a total area of 6.0257 hectares (Banqiao Main Campus: 5.3021 hectares; Tamsui Second Campus: 0.7236 hectares). The primary teaching and research activities take place at the Banqiao Main Campus, which is organized into two main areas: "Ecological Environment and Maintenance" and "Sustainable Architecture." The Tamsui Second Campus, surrounded on all sides by wooded slopes, is managed as a natural, self-sustaining ecosystem with no human intervention and serves as a site for exploration-based education.

Across the campus, various plants, flowers, and artistically designed potted landscapes are cultivated in public spaces, with regular maintenance and replacement each year according to the overall needs of the campus environment. A diversity of planting strategies has been adopted to create and maintain a green, refreshing learning environment.

Common wildlife on campus includes squirrels among the mammals, and birds such as magpies, Malayan night herons, sparrows, and doves. In addition to ground-level planting, the University also promotes vertical greening. Walking around campus, one can appreciate not only the lush trees but also the creative green facades that enhance the exterior walls of campus buildings.

Green Building

Upholding the principle of sustainable campus development, Chihlee University of Technology incorporated the concept of green building in the reconstruction of the Chengxin Hall. The overall design adheres to the value of education, practicality, safety, and diversity. It also highlights six green building indicators: daily energy conservation, carbon dioxide reduction, waste reduction, indoor environmental quality, water resource management, and sewage/garbage improvement. In April 2022, the building received a certificate of candidate qualification in green building. Chengxin Hall was classified as a building of mixed-use development combining office, educational space, together with other large-space uses. The project was completed in May 2023, and with the completion of the first-floor commercial arcade in 2024, the University has commenced the application process for the official Green Building Label. The application has been submitted and is currently under review by the relevant authorities.

 候選綠建築證書 建築物名稱：致理科技大學新北市板橋區公館段誠信館新建工程 建築物概要：地下1層，地上8層鋼骨構造辦公廳、住宿、學校、大型空間及其他類建築 建築執照字號：107板建字第00307-01號 建築地號：新北市板橋區公館段937地號等33筆 有效期限：自111年4月13日至116年4月12日 評估版本：基本型（2015年版） 綠建築等級：銀級 內政部 部長 徐國勇 中華民國 [illegible]年4月[illegible]日	
Green Building Candidate Certificate	Chengxin Hall Exterior Architecture

Chapter 4-3 Campus Sustainability and Resilience – Energy and Resource Management

Chihlee University of Technology is committed to creating a low-carbon campus environment through various measures, including the implementation of an intelligent energy-saving management system, contract demand control, air conditioning equipment monitoring and load shedding, and classroom power management based on class schedules. The University also proactively addresses energy consumption issues by enhancing management and education, replacing energy-efficient lighting fixtures, upgrading streetlight control systems, managing classroom air conditioning, replacing outdated chillers and air conditioning units, and installing elevator regenerative braking energy recovery systems and heat pump systems. In addition, the University has applied for campus green building certification and implemented a range of concrete actions to achieve effective campus energy conservation.

Low Carbon Energy Saving

Replace Energy-Saving Lighting Fixtures	The regular T8 and T5 fluorescent lamps were replaced with high-efficiency LED lamps with energy-saving labels.
Streetlight Control System	Campus buildings are equipped with on/off devices that can display the on/off status of lighting circuits on-site and at the monitoring end.
Elevator Braking Kinetic Energy Recovery Energy Saving System	A total of 3 elevators, including 2 in the library building and 1 in the comprehensive building, are equipped with an elevator brake kinetic energy recovery energy-saving system. The regenerated power generated by the elevator coil is used and then sent back to the system power supply for recycling after frequency conversion and rectification, achieving energy-saving effects.
Power Monitoring System	An independent and complete intelligent management system is adopted, which has standard graphic control software and PLC architecture. This system can be used to perform multiple sub-functions (electricity, air conditioning, basement exhaust equipment), monitor the real-time power consumption, and unload equipment in real time to achieve power control effect.
Heat Pump System	The University's student dormitories and the top floor of the Jingqin Hall are equipped with heat pump systems and solar water heating devices to provide local hot water for the dormitories. A small wind turbine is also installed on the top floor of the comprehensive building to provide local electricity.

Smart Meter	After the Chengxin Hall is put into use in June 2023, meter reading and air-conditioning control is manually conducted. In 2024, the Chengxin Hall fully adopts the smart energy-saving system control, including 1 set of chiller main unit group, 12 sets of smart electricity meters added to 12 classrooms on the 3rd and 4th floors, and 19 classrooms/dormitories/laboratories equipped with smart air-conditioning control systems alongside energy-saving control. It is estimated that 10% of the system electricity consumption can be saved.
Solar Panels	It is planned to install solar photovoltaic power generation equipment on the roofs of the Comprehensive Teaching Building and the Humanities Building. The bid for this project will be opened on November 18, 2024, and the bid will be awarded and the price will be negotiated on February 4, 2025. Construction is expected to start in June 2025. Estimated capacity (kW): Humanities Building 18 0.18 kW; Comprehensive Teaching Building 308.88 kW, a total of 489.06 kW.

Total Electricity Consumption of the University in the Past Three Years /Per Capita Electricity Consumption (kwh)

Year	Total Electricity Consumption of the University (kwh)	Electricity Consumption Per Capita (kwh)	Electricity Usage Index (EUI)
2022	5,306,288 degrees	493.10	68.43
2023	5,698,541 degrees	520.00	61.54
2024	6,102,50 7 degrees	577.51	66.26

Note 1: Electricity consumption index = annual total electricity consumption / total floor area (unit: kwh/ $^{m2.year}$)

Note 2: The total floor area in 2022 is 77,539.87 ^{m2} ; the Chengxin Hall will be opened in June 2023, and the total floor area after ^{completion} is 92,105 m2 .

Greenhouse Gas Emissions in the Past Three Years (tons/CO2e)

Annual [Note 1]	Category 1	Category 2
2022 (110th Academic Year)	9.3842	2,552.5016
2023	11.0326	2,815.0793
2024	10.6205	2,892.5883

Note 1:

The University has been conducting greenhouse gas emissions inventory and confirmation since the 110th academic year. The calculation period for the 111th academic year has been changed to 2023. The inventory will be conducted once a year, and the inventory scope includes the Tamsui Second Campus.

Note 2: Greenhouse gas inventories are conducted using the GHG Protocol inventory standard.

Note 3: Scope 1 only conducts inventory on fixed combustion and mobile combustion, and does not include fugitive emission sources ; Scope 2 includes purchased electricity, and the 2024 electricity emission coefficient is quoted from the "2024 Electricity Carbon Emission Coefficient" of the Bureau of Energy, Ministry of Economic Affairs, which is 0.474 kg CO2e/kWh; the 2023 electricity emission coefficient is quoted from the "2023 Electricity Carbon Emission Coefficient" of the Bureau of Energy, Ministry of Economic Affairs, which is 0.494 kg CO2e/kWh; the 110 academic year electricity emission coefficient is quoted from the "2021 Electricity Carbon Emission Coefficient" of the Bureau of Energy, Ministry of Economic Affairs, which is 0.509 kg CO2e/kWh.

Statistics of Lighting Fixtures in the University in the Past Three Academic Years

Academic Year	LED High Efficiency Lamp Quantity	The Ratio of LED High Efficiency Lamps in the Whole University	Power Saving Ratio
110	7,032	61.85%	47.5%
111	7,068	62.17%	47.8%
112	7,068	62.17%	47.8%

Water Resource Management

To effectively manage water consumption and enable real-time leak detection, the University utilizes monitoring systems that provide real-time analytical reports, allowing for the timely monitoring of water usage in each building. This facilitates immediate repairs, reducing water shortages or waste caused by equipment malfunctions. Regular maintenance and equipment upgrades are also carried out.

All water fixtures in campus buildings are equipped with water-saving devices. Rain sensors have been installed on athletic field sprinkler systems to prevent irrigation during rainfall, minimizing water waste. In addition, rainwater recycling systems are utilized. Urinals are fitted with automatic flushers, faucets are equipped with water-saving devices, and landscape irrigation is gradually being converted to automated drip irrigation systems with timers. This not only reduces manpower but also significantly conserves water.

Water Consumption Over the Past Three Years

Annual Note 1	Total Water consumption of the University (Million Litres)	Per Capita Water Consumption (Million Litres) Note 2	Total Water Consumption Per Unit Floor Area (m^2) Note 3
2022 (110th Academic Year)	63.572	0.00557	0.82
2023	80.468	0.00713	0.87
2024	83.246	0.00779	0.89

Note 1: Beginning from Academic Year 2021 (AY110), the university has conducted water usage inventory and assurance. Starting in Academic Year 2022 (AY111), the calculation period was adjusted to the year 2023, with the inventory conducted once per year.

Note 2: Weighted per capita water consumption = Total water consumption ÷ ((Full-time faculty + Staff + Day program students) + 0.75 × (Part-time faculty + Continuing education students)).

Note 3: Total water consumption per unit floor area = Total water consumption ÷ Total floor area. In June 2023, the Cheng-Hsin Hall was inaugurated, increasing the total floor area compared with the previous year, with the total floor area reaching 92,105 m^2.

Note 4: All of the university's water supply comes from the Taiwan Water Corporation (third-party water).

Note 5: The numbers of full-time faculty, staff, day program students, part-time faculty, and continuing education students are based on the data from the university's Institutional Database for the 2nd semester of Academic Year 2023 (AY112).

Green Irrigation and Rainwater Management

The University maintains extensive lawns and green spaces, with approximately 1.64 hectares of green coverage on the Banqiao Campus and about 0.72 hectares on the Second Campus. To conserve water resources and reduce maintenance costs, automated irrigation systems are managed through environmental control systems with scheduled watering times. In addition, rainwater harvesting systems are integrated to reduce tap water consumption. These measures effectively maintain campus greening efforts and support sustainable development.

Waste Reduction and Management

To enhance environmental sanitation, the University implements scheduled and fixed-location waste collection on campus and promotes resource recycling and waste separation to increase the recycling rate. Chihlee University of Technology collaborates with the Banqiao District cleaning team and recycling companies to carry out waste reduction and resource recycling initiatives. A database for regular statistical tracking of recyclable and general waste volumes has been established, enabling the University to analyze and compare data across periods and better understand the consumption patterns of faculty and students on campus.

Campus Waste Statistics in the Past Three Years

Annual [Note 1]	Waste Removal Volume (metric tons)	Amount of Recycled Resources Including Batteries (Metric Tons)	Daily Garbage Volume Per Person on Campus (kg/person-day) [Note 2]
2022 (110 Academic Year)	186.00	16.97	0.049
2023	124.60	17.71	0.035
2024	124.22	22.98	0.038

Note 1: The University has been conducting waste inventory and confirmation since the 110th academic year. The calculation period for the 111th academic year has been changed to 2023, and the inventory will be conducted once a year.

Note 2: Daily garbage volume per person = (garbage collection volume + resource recycling volume) kg/365 days/((full-time teachers + staff + daytime students) + 0.75*(part-time teachers + continuing education students))

Recycling Management

The University carries out the collection, cleaning, and sorting of recyclables such as paper, plastic, aluminum and iron cans, and PET bottles. Contracted recycling vendors regularly collect and process these materials, with the University receiving resource rebates in return. The procedures are as follows:

1. Dedicated trash and recycling bins, as well as food waste containers, are placed in prominent locations at the entrance of each building and along main campus roads. These bins are regularly maintained, clearly labeled, and well-organized for effective sorting.
2. Each floor of every building has designated personnel responsible for collecting garbage and food waste three times daily. The flow of waste is tracked by category to ensure proper waste management and recycling operations.
3. The University purchases dedicated garbage bags from New Taipei City for waste packaging. The Banqiao Cleaning Team collects waste—including food waste—from campus five times per week, with daily records kept of the previous day's waste volume.
4. Battery recycling bins are installed in the Zhongxiao Building and the FamilyMart convenience store on campus, with a total of 20 kilograms of used batteries collected in 2024.

Chapter 4-4 Campus Sustainability and Resilience – Campus Sustainability Management

Campus Safety

The University has established the Campus Security Center, which primarily serves the campus community in line with the University's overall educational objectives. Its five main areas of focus are "campus safety and security maintenance," "student housing services," "off-campus rental visits and support," "student life counseling," and "environmental service education and practice." In addition to regular tasks such as anti-drug, anti-fraud, earthquake and disaster prevention, student housing counseling, and traffic safety initiatives, the University also conducts emergency response drills each semester to enhance teachers' abilities to handle various campus situations. Disaster prevention education and evacuation route drills are also carried out to ensure students are familiar with safety response mechanisms.

The Campus Security Center is staffed around the clock, with personnel on rotating shifts to handle all campus safety incidents. When an incident occurs, relevant units are assigned responsibilities based on the degree of risk and impact, implementing the campus safety management system and carrying out incident response and follow-up support. These measures are designed to prevent campus emergencies and ensure the safety of all faculty, staff, and students, thereby creating a safe and friendly environment that gives peace of mind to both parents and students.

Friendly and Healthy Student Housing Environment

Student dormitories are provided both on campus and at the Zhonghe Yuantong Yazhu off-campus residence, ensuring a safe and secure living environment. In response to the needs of the Division of International and Cross-Strait Affairs, additional beds for new students in the Vietnam Special Program were added on the second floor of Jingqin Hall in August 2024.

Each year, during winter and summer breaks, the University actively undertakes maintenance, repair, and thorough cleaning of existing dormitories. In addition to providing quality living spaces, the University plans diverse residential learning programs and establishes a peer counseling system in dormitories to assist students in adapting to communal living. The Campus Security Center guides students in forming self-governing dormitory committees, empowering them to manage and maintain dormitory affairs, thereby enhancing personal growth and service learning skills—a practice that has received positive feedback from students.

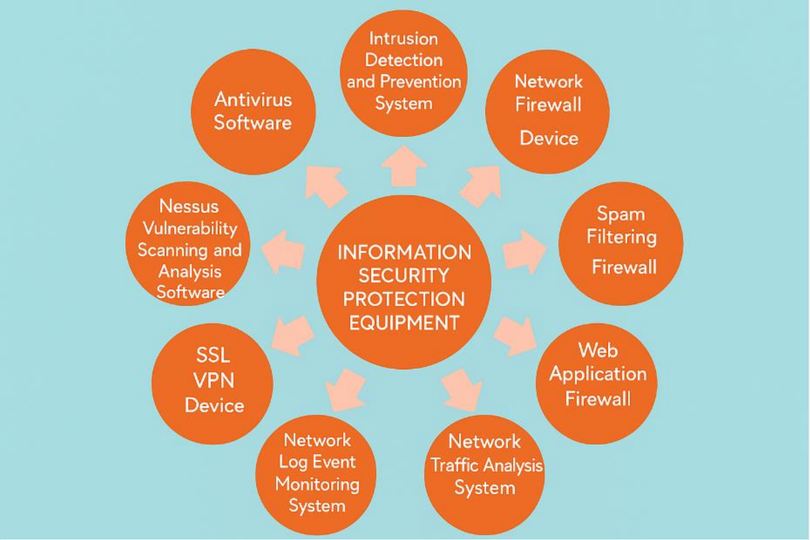
For students who are unable to reside in campus dormitories, the Campus Security Center also provides “off-campus housing support,” including an off-campus housing website with information about vetted landlords. The University conducts periodic off-campus housing visits and organizes workshops on off-campus housing rights to safeguard the interests of students’ off-campus accommodation.

Note: The original "Military Training Room" has been adjusted to the "University Security Center" under the Office of Student Affairs since February 2025. The name mentioned has been updated according to the latest organization, but the organizational structure table still uses the 2024 version, so the two names are different.

Network Resources and Information Security

To strengthen information security management, safeguard the confidentiality, integrity, and availability of the University’s information assets in conformity with relevant regulations, and protect user data privacy from intentional or accidental internal and external threats, the University has established information security objectives and personal data protection policies in accordance with the Cyber Security Management Act, Personal Data Protection Act, and related laws. The University has also obtained third-party certifications for ISO 27001 and BS 10012.

To ensure effective information security and personal data protection and management, the University has established the “Information Development and Security Committee” and the “Personal Data Protection Promotion Committee,” which hold annual review meetings to evaluate information security and personal data protection policies.


INFORMATION SECURITY PROTECTION EQUIPMENT
Intrusion Detection and Prevention System
Network Firewall Device
Spam Filtering Firewall
Web Application Firewall
Network Traffic Analysis System
Network Log Event Monitoring System
SSL VPN Device
Nessus Vulnerability Scanning and Analysis Software
Antivirus Software

ISMS Audit Deficiency Statistics for the Past Three Years

Year	Internal Audit (Sep–Oct)		External Audit (Nov)	
	Not Compliant	Observe	Not Compliant	Observe
2022	0	6	1	3
2023	2	4	1	1
2024	2	9	0	3

Enhancing Internal Audit Capabilities

A total of 32 faculty and staff members have obtained ISO 27001:2022 Information Security Management System Lead Auditor certifications, and 18 have obtained BS 10012:2017 Personal Information Management System Lead Auditor certifications, ensuring effective implementation of the University’s management systems.

Network Resource Investments

All major campus buildings are equipped with a 10Gbps backbone network. The academic network bandwidth is 1Gbps, with an additional 4Gbps of bandwidth provided by Chunghwa Telecom. This additional bandwidth not only serves as an external backup circuit but can also be allocated to specific network segments or used for international traffic, mitigating bandwidth shortages on the academic network for international connections.

The University continues to upgrade its campus wireless network to next-generation Wi-Fi 6 equipment to meet the needs of future digital teaching. The campus network is also connected to TANet (Taiwan Academic Network) and participates in the international eduroam inter-campus wireless roaming service.

Health and Wellness on Campus

In accordance with occupational safety and health management guidelines, Chihlee University of Technology provides annual health checkups for all faculty and staff. The University’s Office of Environmental Safety and Health is staffed with one occupational health nurse and two health center nurses, who offer COVID-19 case tracking and care, health services, and consultation for faculty and staff. Additionally, the University has signed an agreement with the College of Medicine at Fu Jen Catholic University, under which a physician visits the campus every two months to provide on-site health consultation services.

Project	Year	Number of Participants	Illustrate
Health Check	2022	438	Faculty and staff will undergo a health check-up once a year. The University has allocated a budget of NT$150,000 and commissioned the Qi Xin Clinic to serve all faculty and staff. In 2024, in conjunction with the new student health check-up administered by the Office of Student Affairs, the check-ups will be conducted once in March and December respectively.
	2023	316	
	2024	295	
		259	
Health Consultation Service	2022	26	Every two months, Fu Jen University doctors will come to the University to provide health consultation services.
	2023	24	
	2024	26	

Occupational Safety and Health

In 2021, Chihlee University of Technology underwent the Ministry of Education’s review of the campus occupational safety and health management system for colleges and universities, and was granted a three-year certification, valid until July 31, 2024. The University has since reapplied for certification and completed the on-site review on May 20, 2025, and is currently awaiting notification of the results from the Ministry of Education. Additionally, the Office of Environmental Safety and Health prepares an annual safety and health management plan, which is implemented by each unit in accordance with their respective responsibilities. In compliance with regulations, the University also completes the Ministry of Labor’s monthly online occupational accident statistics reporting.

Occupational Safety and Health Management Plan	Drinking water testing on campus	Occupational Safety and Health Education Monthly Bulletin

Gender-Friendly Initiatives

In response to both global and local emphasis on gender equality and empowerment, Chihlee University of Technology actively promotes gender-friendly and healthy intimate relationship activities. The University offers general education elective courses that address issues such as gender stereotypes, gender discrimination and differences, and same-sex relationships. These courses guide students to reflect on how family, society, and culture shape rigid gender roles in everyday life, and how these stereotypes can restrict personal development and career paths. Students are encouraged to consider how the framework of gender relations can be expanded, fostering a culture that values and respects gender diversity.

Beyond peer and faculty-student relationships, the discussion of gender issues extends to gender respect in the workplace, with the aim of fostering uninterrupted awareness of equality. Through experiential workshops, students are led to reflect on the boundaries of gender stereotypes in daily life, increasing their understanding of gender diversity, reducing discrimination, and embracing inclusiveness.

Gender Equality Education Committee

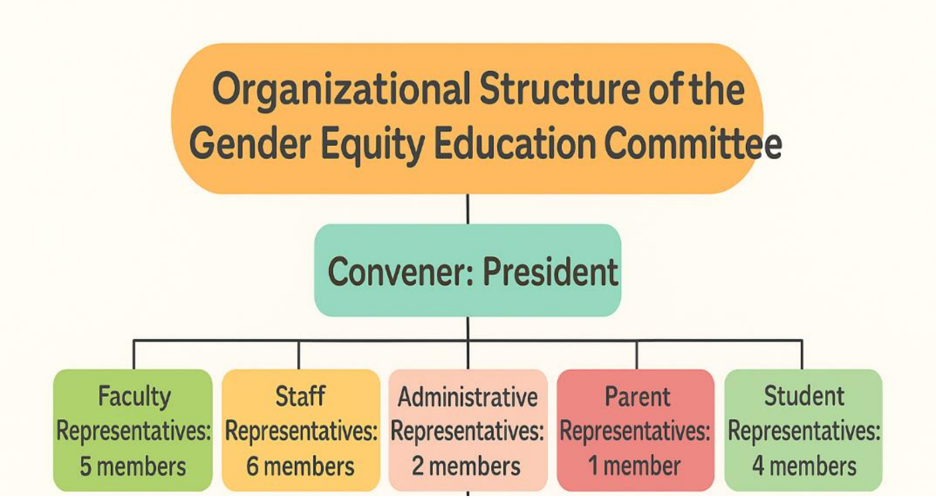
To implement the provisions of the Gender Equity Education Act and promote respect for gender diversity, the University established the Gender Equality Education Committee (Gender Equality Committee) to integrate gender equity initiatives across all units. The Committee develops annual work plans and budgets, and incorporates gender equity education into teaching, activities, and advocacy, with the goal of enhancing gender equity awareness among faculty, staff, and students, eliminating gender discrimination, and creating an educational and working environment where all genders are equally treated.

The Gender Equality Committee is composed of 19 members, with the President serving as chairperson. The Chief Secretary, Dean of Academic Affairs, Dean of Student Affairs, Dean of General Affairs, and Director of the Personnel Office serve as ex officio members. The Chief Secretary also serves as executive secretary. Other members include six faculty representatives, two staff representatives, one parent representative, and four student representatives.

To address campus gender-related incidents, the University acts in accordance with the Gender Equity Education Act and campus gender incident prevention guidelines. Data on incident frequency, type, and timing are used to inform gender equity education and advocacy efforts, strengthen gender equity awareness among faculty and students, and create a friendly, harmonious campus environment. In addition, with growing student autonomy, the University has established processes for the Committee to receive and review student proposals, ensuring that student perspectives are fully incorporated into campus gender equity policies.

Gender Equality Promotion Activities 2024

Activity Category	Quantity
Gender Course Study	1,008 people
Sexual Harassment Awareness in the Workplace	1,098 people
General Elective Courses Related to Gender Equality Education	14 classes


Organizational Structure of the Gender Equity Education Committee
Convener: President
Faculty Representatives: 5 members
Staff Representatives: 6 members
Administrative Representatives: 2 members
Parent Representatives: 1 member
Student Representatives: 4 members

Statistics on the Number of Gender-Related Incidents Investigated on Campus in the Past Three Academic Years

Academic Year	Number of Gender-Related Incidents Investigated on Campus
110	4
111	10
112	9

Chapter 4-5 Campus Sustainability and Resilience- Net Zero Emissions Response and Action

Chihlee University of Technology is committed to creating a low-carbon environment and is steadily advancing toward the goal of net zero emissions. Under the leadership of the President, students participate in the implementation of the University's energy policy declaration, and a range of initiatives have been established. The relevant details are as follows:

Low-Carbon Campus	Expected Plan	Actual Results/Actions in 2023	Actual Results/Actions in 2024
Power Monitoring System	The University's main distribution station and each building are equipped with a real-time power monitoring information collection system, and use air-conditioning equipment for monitoring and unloading to accurately control the electricity in demand. It also reduces fluctuations in electricity consumption, and effectively cuts back on the amount of non-agreed basic electricity charges, so as to improve energy efficiency and curb carbon dioxide emissions.	After the Integrity Hall was put into use in June 2023, overall electricity consumption increased.	The Energy Usage Index (EUI) for this year (2024) shows a downward trend compared to 2022, indicating that the overall electricity efficiency has improved and the energy-saving effect is discernible.
Classroom Timetable Nanagement System	The 113 classrooms and 253 air-conditioned classrooms in the University's teaching building are all supplied with electricity according to the class schedule, and the temperature management of the classroom air-conditioning is strengthened to keep the classrooms within an appropriate temperature range, so as to effectively control the electricity consumption in the classrooms.	After using the "Classroom Timetable Management System" of the smart energy-saving management system, the annual energy-saving benefit can reach about 200,000 kWh.	Maintain the original control functions, strengthen the frequency of filter cleaning and maintenance of classroom air-conditioning equipment, and improve air quality and equipment operation efficiency
Ice Water Host Management System	The chiller management system monitors the temperature of the chillers in each teaching and administrative building, accurately controls the start and stop times and air	After using the "Chill and Water Host Management System" of the smart energy-saving management system, the annual	Maintain the original control function, strengthen the regular cleaning and maintenance of key equipment such as

	conditioning unloading, and effectively reduces the amount of non-agreed basic electricity charges.	energy saving benefit can reach about 50,000 degrees.	filters and cooling towers, ensure the system operation efficiency and further achieve the goal of energy saving and consumption reduction
Parking Lot Air Quality Management System	To improve the air quality and save energy in the parking lot, the parking lot exhaust fan unit control and air quality monitoring are set up to start and stop the exhaust fan unit according to the carbon monoxide concentration on site to avoid unnecessary equipment energy consumption.	After using the "Parking Lot Air Quality Management System" of the smart energy-saving management system, the annual energy-saving benefit can reach more than 30,000 degrees.	Maintain the original control functions and perform regular maintenance to achieve system operation efficiency
Lighting Control System	The lighting control system is used to control the tennis courts and volleyball courts so that they can be turned on and off according to sunlight, class schedule settings and actual class needs; the University's street light system is controlled and automatic lighting devices are installed to control the switching of street lights according to the brightness of daylight; the system is used to control the brightness of lamps after school.	After using the "Lighting Control System" of the smart energy-saving management system, the annual energy saving benefit can reach more than 10,000 degrees.	Maintain the original control function, and ask the sports team to switch the grid and volleyball lighting according to the class hours to achieve energy saving
Lighting System	Since 2018, the University has actively sought the New Taipei City Energy-Saving Equipment Replacement Subsidy Program and the Ministry of Education's Smart Low-Carbon Campus Construction Program, and has replaced fluorescent lighting fixtures in all classrooms and underground parking lots and outdoor mercury street lamps with LED energy-saving lamps in compliance with the national standard CNS15592 (Photobiological Safety of	After switching to LED energy-saving lamps, the annual energy saving benefit can reach more than 1 million kWh.	Currently, there are approximately 7,068 LED lamps in the University, and old lamps are continuously being replaced with LED lamps when they are repaired.

	Light Sources and Light Source Systems). A total of approximately 4,700 old lamps have been replaced.		
Air Conditioning System	Since 2015, we have replaced old chillers and split air conditioners. The chillers in the Humanities Building, Zhongxiao Building, and Library have all been replaced with more efficient models, with a total energy saving of more than 910,000 kWh per year. The air conditioners in the Heping Building have been replaced with first-class variable frequency air conditioners, with a total energy saving of more than 130,000 kWh per year.	After the chiller was replaced with a higher-efficiency model, the annual energy saving benefit can reach 910,000 kWh; the air conditioner in the Heping Building was replaced with a first-class energy-efficient variable-frequency air conditioner, with a total annual energy saving benefit of 130,000 kWh.	In 2024, the University will replace air conditioners, including replacing 2 air conditioners in the K84 classroom of the Humanities Building and 3 air conditioners in the research room on the 5th floor of the library, and simultaneously replacing them with Class 1 energy-efficient air conditioners. Through this update, not only will the air conditioning performance of teaching and research spaces be improved, but also the energy efficiency can be improved, achieving the goal of energy saving and carbon reduction.
Elevator Energy Recovery Device	A total of three elevators in the library and the Comprehensive Teaching Building are equipped with elevator energy recovery devices, which use the regenerated electricity generated by the elevator's kinetic energy, and send it back to the system power supply for recycling after frequency conversion and rectification, achieving energy-saving results.	The kinetic energy recovery power feedback of the library elevator is 709 degrees and 705 degrees, and the power feedback of the elevator in the Comprehensive Teaching Building is 975 degrees.	The University has installed elevator kinetic energy recovery systems in the Xinyi Building, Library and Comprehensive Teaching Building to improve energy efficiency. The total electricity consumption since the installation is as follows: The Xinyi Building elevator recycles 147 kWh of electricity. The library elevator recycles 1536 degrees and 884 degrees.

			The elevators in the Comprehensive Teaching Building recover 1181 degrees and 1460 degrees. By recycling the renewable energy generated during elevator operation, electricity consumption can be effectively reduced, achieving the goal of energy saving and carbon reduction.

Chapter 5-1 Community Engagement and Inclusion- Community Development and Friendly Care

Extension Education

To provide lifelong learning opportunities for the public and serve the needs of local residents, Chihlee University of Technology established the Division of Extension Education. In addition to collaborating with the government on vocational training programs to cultivate professional talents aligned with industry needs, the University offers free community lectures, promotes sustainable learning for seniors, new immigrants, veterans and their families, and residents, and organizes winter and summer camps during school breaks to enhance the quality of life in neighboring communities. Based on the distinctive strengths of each academic department and in line with industry trends, the University plans and offers a wide variety of educational programs, continually widening its extension education course offerings and realizing the vision of a "sustainable learning society."

Number of Extension Education Courses Offered in the Past Three Academic Years

Academic Year	Credit Class		Non-Credit Classes	
	Number of Classes	Number of People	Number of Classes	Number of People
110	16	609	305	4,875
111	8	192	270	4,257
112	6	109	320	3,582

Extension Education Course Classification

Extension Education Course Series	Course Categories	Course Content
Credit Class Series	National Examination Courses for Professional Technicians	Accountant credit class, massage credit class
	Class Auditing with Credit	CFP financial certification course
Non-Credit Class Series	Lohas Academy Courses	Sports and dance, art creation, hand-made style, language learning, financial management, mysterious exploration, music and singing Note: The types and number of courses in each session are not fixed and are all available in the " Course Catalogue " section on the official website of the Division of Extension Education.
	Skill Training Courses	International barista, drone professional pilot course
	Finance	Stock market, investment and financial management courses
	Long-Term Care	Caretaker course
	Children and Youth	Children's summer camp

Library

The University Library not only offers a rich collection of resources but also serves as an important hub for community development and friendly engagement. During its hours of operation, the Library provides a quiet and comfortable study environment, welcoming community residents and the public. Community members and external visitors are encouraged to bring valid identification to access and make full use of the Library’s resources.

Category	Number of Books Available to Borrow	Scope of Use	Number of Users In 2024	Total Borrowing Volume in 2024
Students of University	10	B2~F4	5,981	15,674
Faculty and Staff	20		5,865	12,267
Outsiders	5		222	283

Open Campus Space

As a neighborly and community-friendly institution, Chihlee University of Technology opens its campus athletic facilities—including the track and field, volleyball court, tennis court, basketball court, and golf practice range—for use by local residents during the mornings. The University also provides two pedestrian gates with unrestricted access, offering convenient shortcuts and allowing community members to enjoy the beauty of the campus.

For community outreach, the University maintains a LINE messaging group with local representatives (borough chiefs) to facilitate communication. In addition to actively inviting them to school anniversary events, year-end gatherings, and continuing education courses, the University also encourages students to engage in community services such as environmental cleanups. The campus also serves as a polling station to promote civic participation. The University maintains close, friendly relationships with the community by providing daily necessities for low-income households and international students as a gesture of mutual support.

The University has established vehicle parking and underground parking management regulations. In February 2025, a smart parking identification system was implemented in the underground parking lot, allowing spaces to be reserved for external units and event guests on weekends, thereby giving more access to campus facilities and alleviating parking difficulties.

Regulations are also in place for the rental of campus facilities, including large conference rooms, lecture halls, performance venues, specialized classrooms, general classrooms, computer labs, athletic fields, and multipurpose halls. These facilities are available for rent by public agencies and community organizations, maximizing campus resource utilization and increasing University revenue. Income from facility rentals is used to enhance and improve teaching and life on campus.

Number of Times of Venue Rental and Income in the Past Two Years

Year	Number	Income (NTD)	Notes
2023	249	12,434,477	In June 2023 , the Chengxin Hall with indoor multi-functional space will be completed and put into use .
2024	353	19,527,138	

Note: Rental-related information such as the number of people accommodated and charging standards are all available on the official website of the Office of General Affairs under the " Venue Rental Fee List " and " Professional Classroom Rental Fee List ".

Chapter 5-2 Community Engagement and Inclusion- University Social Responsibility

Student Volunteering and Social Education

Chihlee University of Technology actively promotes student volunteering and social education. In addition to integrating service learning into regular curriculum, the University deepens the realization of SDG targets through non-regular volunteer programs and diverse volunteer activities. Students are encouraged to take the initiative in social care, fostering a sense of responsibility and civic awareness, and demonstrating the positive impact of education.

Case Study 1: Wazihwei Beach Cleanup (SDG 14)

The University’s Chongde Volunteer Club organized a beach cleanup at the Wazihwei Nature Reserve in Bali District, New Taipei City. By participating in the cleanup, students gained hands-on experience and a deeper understanding of marine environments, which not only raised awareness of the importance of environmental sustainability, but also motivated them to act for marine conservation.

Case 2: Changqing Village Volunteer Service (SDG11)

The student union of the University organized a volunteer activity. In performing the service, students go to Bodhi Evergreen Village in Nantou. By accompanying the elderly and assisting in village affairs, they not only practiced the spirit of care, but also hoped to provide more community services for the elderly in an increasingly aging society, creating a friendlier and warmer living environment.

Case 3: International Volunteer Club for Disadvantaged Children in Pursuit of Studies, Zhuo Mama Dog Farm Volunteer Work (SDG4 and SDG15)

The Sunshine International Volunteer Club of our University has been carrying out the "Dream Plan" in nearby primary schools for a long time, using their spare time to actively help disadvantaged students. Displaying the warmth of education, they accompany them in their academic journey. At the same time, every semester, they also go to the Zhuomamama Dog Farm in Neihu as volunteers to create a cleaner and safer living environment for stray animals. At the same time, they combine ecological conservation and sustainable development education to cultivate students' attention to animal protection. We hope that every volunteer can become an exponent of bio-diversity.

Case 4: Northern Thailand International Volunteer Group (SDG4, SDG10)

From July to mid-August 2024, the University's Northern Thailand International Volunteer Team went to Chiang Rai, Thailand, for a 23-day service. The team actively collected resources through charity sales and corporate cooperation. To find money for children's scholarships, the team continued to seek financial support through donations. Their joint efforts extended to the surrounding villages with Guangfu High School in Northern Thailand, continuing to provide volunteer services in drug rehabilitation centers and field surveys. They are committed to bringing about a future of barrier-free education to every child and making the local communities more sustainable.

第13屆致理小泰山 山頂上與你一起 追逐星「光」 僑校服務隊	

University Social Responsibility (USR) Practice Program

In 108 Academic Year, Chihlee University of Technology established the Office of University Social Responsibility and formed the University Social Responsibility Promotion Committee (USR Promotion Committee). Each year, academic departments, colleges, and divisions propose USR topics and budgets, which are reviewed and integrated by the Office of University Social Responsibility and the Higher Education Sprout Project Promotion Committee. The USR Promotion Committee is responsible for planning the overall USR strategies and performing quality assurance of the University’s USR initiatives.

In 113 Academic Year, the University revised its organizational regulations to officially establish the University Social Responsibility Promotion Center (USR Promotion Center) under the Secretariat. The USR Promotion Center coordinates the development of university-wide social responsibility initiatives, facilitating vertical and horizontal integration across projects, enhancing added value, expanding off-campus engagement, and creating a community-oriented operational mechanism. Each USR project team is responsible for communicating and coordinating with community groups, field sites, and external partners. The USR Promotion Center monitors project progress and effectiveness, with each USR project leader setting detailed work items and checkpoints, and providing weekly progress reports to ensure effective project management.

USR Goals and Missions

In its medium- and long-term institutional development plan, the University aligns with the three core strategies of USR: "local engagement," "talent cultivation," and "sustainable development," and has defined key objectives and missions for implementing USR in institutional operations:

1. **Local Engagement – Revitalizing Urban and Rural Sustainable Development:**
   Both the Banqiao (Main) Campus and the Tamsui (Second) Campus are located in New Taipei City. Through USR projects, the University strengthens connections among faculty, students, and the community, supporting local industry transformation and upgrading. Key initiatives include establishing international tourism experiential platforms, promoting agri-food education, SDGs-oriented sustainable urban and rural tours, services for urban renewal and redevelopment, and advancing local revitalization and industrial value.
2. **Talent Cultivation – Advancing Educational Equity:**
   In response to industry needs and government policy, the University incorporates industry-relevant skills and competencies, focusing on developing "smart business sustainable green talent" and social enterprise incubation. Students are guided to integrate their academic expertise with social service for mutually beneficial outcomes. Key tasks include developing USR credit programs, implementing experiential learning, optimizing sustainability and social practice courses, promoting the Orange Economy skills enhancement program, collaborating with rural communities and supporting disadvantaged children, and fostering diverse and lifelong sustainability education to fully realize the University's social responsibility.

3. **Sustainable Development – Social Care and Value Creation:**

   In an attempt to balance environmental, economic, and social factors, the University continues to promote local sustainable development, cultivating professionals with interdisciplinary technical competencies and a strong sense of social responsibility. Key initiatives include intergenerational engagement, services for active aging, green tourism, urban renewal, net-zero transformation, promotion of the "3-Zero Mission" (zero poverty, zero unemployment, and zero net carbon emissions), and supporting youth in the development of social enterprises to achieve comprehensive local revitalization.

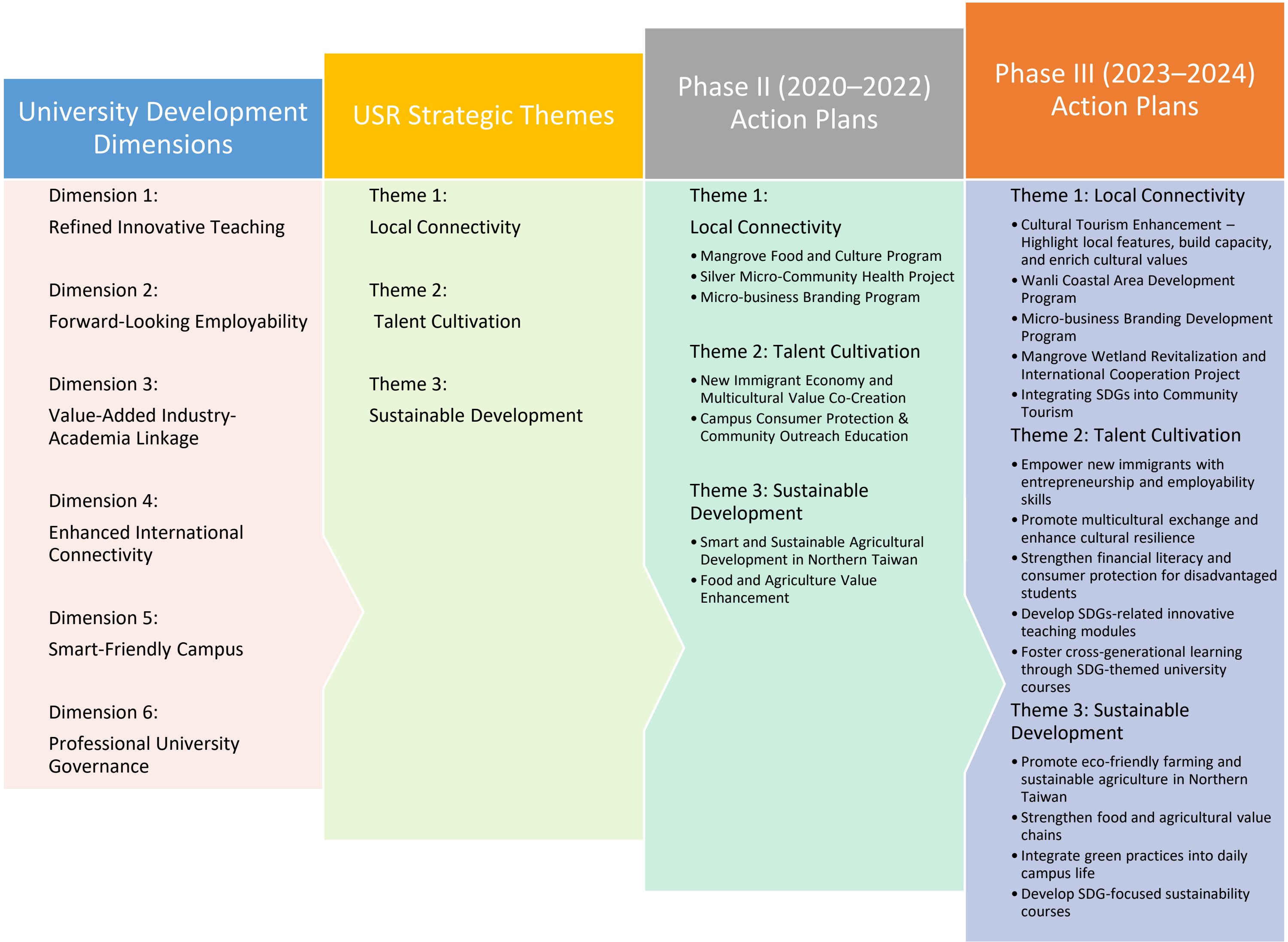
4.

Our University's USR center official website	Setting points	USR Annual Report

Promotion Strategies and Implementation of USR

To ensure the sustainable advancement of USR initiatives, the USR Promotion Committee is chaired by the President, with the Dean of Research and Development serving as Executive Director. The committee integrates academic and administrative units to collaboratively plan and implement USR projects. To strengthen project advocacy, facilitate coordination with external organizations, and effectively monitor performance, the USR Promotion Center serves as a platform for the overall development of USR initiatives. It promotes the development of regional USR networks and coordinates administrative support, advocacy and promotional activities, event planning, and interdisciplinary collaboration.

The University aspires to become a “model USR university in Northern Taiwan,” focusing on three strategic pillars: “local engagement,” “talent cultivation,” and “sustainable development.” By integrating concrete practices from the Higher Education Sprout Project, the University is committed to the long-term and sustainable development of social responsibility, ensuring alignment and relevance between project implementation and social responsibility issues.



University Development Dimensions

Dimension 1:
Refined Innovative Teaching

Dimension 2:
Forward-Looking Employability

Dimension 3:
Value-Added Industry-Academia Linkage

Dimension 4:
Enhanced International Connectivity

Dimension 5:
Smart-Friendly Campus

Dimension 6:
Professional University Governance

USR Strategic Themes

Theme 1:
Local Connectivity

Theme 2:
Talent Cultivation

Theme 3:
Sustainable Development

Phase II (2020–2022) Action Plans

Theme 1:
Local Connectivity

- Mangrove Food and Culture Program
- Silver Micro-Community Health Project
- Micro-business Branding Program

Theme 2: Talent Cultivation

- New Immigrant Economy and Multicultural Value Co-Creation
- Campus Consumer Protection & Community Outreach Education

Theme 3: Sustainable Development

- Smart and Sustainable Agricultural Development in Northern Taiwan
- Food and Agriculture Value Enhancement

Phase III (2023–2024) Action Plans

Theme 1: Local Connectivity

- Cultural Tourism Enhancement – Highlight local features, build capacity, and enrich cultural values
- Wanli Coastal Area Development Program
- Micro-business Branding Development Program
- Mangrove Wetland Revitalization and International Cooperation Project
- Integrating SDGs into Community Tourism

Theme 2: Talent Cultivation

- Empower new immigrants with entrepreneurship and employability skills
- Promote multicultural exchange and enhance cultural resilience
- Strengthen financial literacy and consumer protection for disadvantaged students
- Develop SDGs-related innovative teaching modules
- Foster cross-generational learning through SDG-themed university courses

Theme 3: Sustainable Development

- Promote eco-friendly farming and sustainable agriculture in Northern Taiwan
- Strengthen food and agricultural value chains
- Integrate green practices into daily campus life
- Develop SDG-focused sustainability courses

Figure 1: The University's USR Promotion Strategies and Action Plans

Case Study 5: Intergenerational Micro-Community Medical Escort Project for Community Well-Being (SDG 3, SDG 4, SDG 10)

This project centers on “Intergenerational Integration × Community Care Points,” addressing the needs of a super-aged society through interdisciplinary collaboration and innovative service mechanisms. It continuously advances health promotion for seniors and intergenerational inclusion.

Highlight 1: Establishing a Robust Network of Borough Chief Support and Expanding Senior Care Impact

The project has successfully signed Memorandums of Understanding with 24 boroughs in New Taipei City (such as Xingfu Borough, Xiangshe Borough, etc.) and has set up medical escort service stations at 21 borough offices, ensuring the service reaches all corners of the community.

Highlight 2: Recognized by Public Sector and Academia—Promoting Smart Health Care

The project received recognition from the Social Affairs Department of New Taipei City and established the “Chihlee Sustainable Community Practice Advisory Team,” guiding 114 senior care points in Banqiao and Xinzhuang. In cooperation with the Community Health Development Center of Far Eastern Memorial Hospital, the project also promoted health education and active living activities. Supported by the National Health Research Institutes, the project became the sole partner for the “Elderly Technology—Smart Technology Integrated Community Health Care and Living Support Program” in the medical escort category, pioneering an AI smart-matching senior medical escort solution in the Fuzhou Public Housing Complex of New Taipei City and establishing an innovative smart health care model for seniors.

Highlight 3: Establishing a Flagship Senior Care Point and Demonstrating School-Community Synergy

The University established the “Intergenerational Community Learning Base” as a flagship senior care point, integrating various senior activity and health promotion services. The project also promotes micro-communities for intergenerational engagement, with students and seniors jointly designing and implementing activities, thereby strengthening intergenerational interaction and achieving mutual benefit between the University and the community.

Highlight 4: Mobile Senior Medical Escort Services Provide Warmth and Care

The project offers omni-channel (online and offline) real-time medical escort services, serving approximately 2,500 seniors to date, and has provided continued care for 188 elderly individuals living alone. Additional services include accompaniment for vaccinations, 1966 hotline assistance, and case referrals from health centers, thereby effectively reducing the burden on public agencies.

Highlight 5: Promoting the Orange Industry Micro-Credit Program to Cultivate Professional Talent for the Elderly Care Industry

To enhance students' professional abilities in senior care services, the University launched the "Orange Industry Service Micro-Credit Program," which integrates professional course modules from various departments, allowing students to flexibly choose learning paths and strengthen interdisciplinary skills. In 2024, this program stood out among 123 courses in the "TOP 100 Skills—Curriculum and Teaching Division" competition and was selected as one of the top 20 courses, demonstrating teaching excellence.

Highlight 6: Innovative Interdisciplinary Teaching Promotes Intergenerational Interaction and Competition Results

Interdisciplinary activities such as combining the senior choir with student-designed intergenerational games have successfully served over 60 seniors, with 54 students and seniors participating, promoting generational interaction and communication. Students' outstanding projects have repeatedly won national awards—for example, the "Smart Medicine Safe for All" project won third place in the USPACE 2024 National Youth Future Creation Competition and successfully obtained a patent, demonstrating innovation and practical application value.

Highlight 7: Developing Smart Matching and Senior-Friendly Environments—Becoming a Hub for Senior Well-being in New Taipei City

The project promotes smart senior services, utilizing the sports facilities in the newly constructed Chengxin Hall for disability delay and health-promotion activities. Its excellent outcomes have attracted government attention, and the team was invited to present the project at Banqiao District borough chief meetings. The project also facilitated collaboration with the National Health Research Institutes, Taipei Medical University, and Heping Hospital, planning smart matching solutions and further promoting dementia medical escort services, thereby building a comprehensive health support system for the elderly.

Through these efforts, Chihlee University of Technology is steadily becoming a major hub for senior well-being in New Taipei City, deepening university social responsibility with innovative social practice models, and creating a brighter future for the elderly.

The 12th training camp of iCare's medical escort service for the elderly	Health through sports and disability delay activities - muscle strength training	Youth and Banking Community Activities (including the Chihlee Choir's charity performance)

Case Study 6: “The Queen’s Call”—Wanli-Jinshan International Tourism Experimental Co-Creation Platform (SDG 8, SDG 11, SDG 12)

This project focuses on the Wanli and Jinshan regions, addressing local challenges such as sluggish economic development, insufficient employment opportunities, and youth outmigration through innovative, interdisciplinary strategies. The project integrates three national strategies: “Making Taiwan a Global Tourism Leader,” “Green Growth and 2050 Net-Zero Transition,” and “Establishing Local Revitalization Corridors.” By combining local culture with international resources, the initiative aims to establish a model for sustainable development, cultivate interdisciplinary talent with both global vision and local innovation, and drive the transformation of local industries and communities.

Key Achievements:

Highlight 1: Winner of the 2025 6th Global Views Monthly USR Industry Co-Creation Award for Excellence

With innovative strategies and models, this project has promoted regional tourism industry integration and talent cultivation, demonstrating higher education’s leadership and effectiveness in advancing social responsibility and industrial innovation.

Highlight 2: Promoting International Collaboration Between New Taipei City Government and JTB, Japan

Partnering with JTB Corporation, Japan’s largest travel agency, the project has successfully hosted over 300 Japanese students for cultural and nature expeditions in Jinshan District, New Taipei City, further establishing Taiwan’s brand as an international tourist destination.

Highlight 3: Featured as USR Best Practice by the Ministry of Education

In 2024, the project was selected as a USR best practice case by the Ministry of Education's USR Promotion Center and featured in DOCKing Magazine.

Highlight 4: Winner of the National Community "Golden Star Award"

The project assisted Jinbaoli Cihugong Temple in Jinshan District, New Taipei City in establishing the "Mazu Love Charity Platform," integrating initiatives such as "Mazu Aerial Vegetable Garden," "Mazu Farmers' Market," and "Qiansui Coffee." This achievement earned the "Golden Star Award"—granted to only 15 communities nationwide—representing high recognition for community revitalization and public welfare, and demonstrating the significant potential and impact of social enterprises in addressing local issues and advancing social justice.

Highlight 5: Annual Support from New Taipei City Urban and Rural Development Bureau

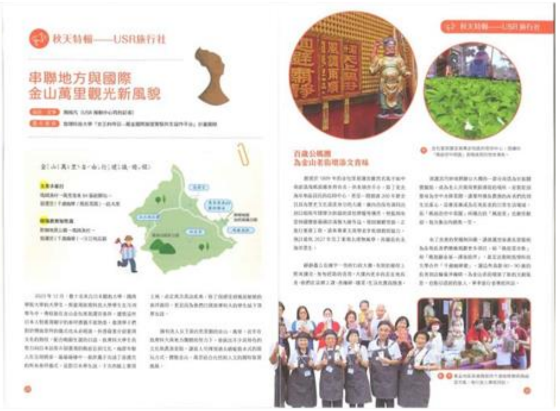
The project has received funding for five consecutive years from the New Taipei City Urban and Rural Development Bureau's "Community Planner Program," successfully completing 13 spatial renovation projects in the Wanli-Jinshan area. This underscores the project's commitment to environmental sustainability and spatial regeneration, with annual projects upgrading local landscapes and community spaces, attracting more domestic and international tourists, forming an industry ecosystem, and strengthening the region's vision for sustainable and environmentally friendly development.

Highlight 6: Outstanding Student Achievements in Competitions

Students have excelled in various competitions, such as winning Honorable Mention in the "National Tourism Elite Itinerary Design Competition" for the project "Golden Fishing Romance: Let's Go Wild," and receiving accolades in the "Sinyi Realty Community Building King" and "National Self-Directed Learning Competitions." The integration of academic study with hands-on practice allows students to learn to solve real-world problems and advance local revitalization strategies, infusing new energy and momentum into sustainable development.

Highlight 7: Academic and Practical Exploration of Sustainable Tourism Development in Taiwan

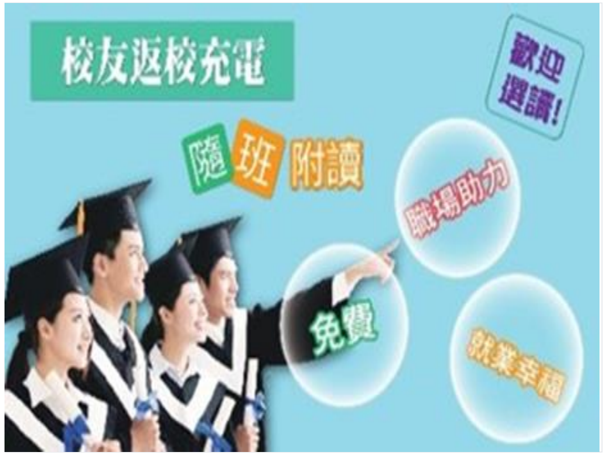
Five faculty members on the project team have completed diverse faculty promotions and jointly published 7 academic papers. The two-way feedback between academic research and practical case studies has not only enhanced the international competitiveness of local tourism, but also further advanced the overall process of cultural, economic, and environmental sustainability in Taiwan.

 秋天特輯——USR旅行社 串聯地方與國際 金山萬里觀光新風貌 百歲公媽團 為金山老街增添文青味 秋天特輯——USR旅行社		
Selected as a USR highlight case by the Ministry of Education and published in DOCKing magazine	Japanese students go to Jinshan area for cultural and natural expeditions	Teachers and students from six universities including Cerritos College and Los Angeles County ABC Unified University District went to Chitose Cafe for cultural and expeditions

Chapter 5-3 Community Engagement and Inclusion – Alumni Relations and Interaction

Chihlee University of Technology has more than 90,000 alumni, whose professional achievements are highly regarded by employers as a powerful social resource for the University. To maintain active communication and engagement with alumni, and to realize the University's commitment to lifelong support, the following activities are continually carried out:

1. **Learning Exchanges:**
   The University has established a mechanism for alumni to return to campus for professional development, leveraging University teaching resources to help alumni enhance their workplace competitiveness. Each semester, alumni are allowed to audit classes alongside current students and participate in certification study to diversify their professional skills. By offering free learning opportunities, the University seeks to alleviate the financial burden on recent graduates entering the workforce. The University Library has also established specialized resource areas, including a "Certification Study Area," "Micro-Credit Program Resource Area," and a "Siku Quanshu Collection Area" (the Complete Library of the Four Branches of Literature), to support teaching, learning, and research for both faculty and students. Graduated alumni are also welcome to utilize these specialized resources to enrich their workplace knowledge.
2. **Fellowship Exchanges:**
   In addition to professional learning resources, the University combines its annual anniversary celebrations with Alumni Day, inviting alumni to return to campus to reconnect with classmates and faculty, reminisce, and stay informed about the University's latest developments. The University also organizes 50th graduation anniversary reunions, allowing alumni to preserve cherished memories. Alumni associations, departmental associations, and alumni clubs—including music and sports clubs—provide venues for developing interests and relaxation. Through a variety of activities, alumni are encouraged to return to campus, fostering strong ties and interaction between alumni and their alma mater.
3. **Reciprocal Exchanges:**
   The University regularly arranges visits to successful alumni, inviting them to return to campus to share their academic, entrepreneurial, and workplace success with current students, thereby enhancing interactions and facilitating knowledge dissemination. Alumni with a willingness to give back are also encouraged to support economically or culturally disadvantaged students through donations, helping to improve learning resources and enabling underprivileged students to successfully complete their studies.

 校友返校充電 歡迎選讀! 隨班附讀 職場助力 免費 就業幸福		
Complimentary Class Auditing for Alumni	Alumni from the 4th Class of the Five-Year Junior College Program Return for Their 50th Graduation Anniversary on Alumni Day	Miss Huang, Yi-Hsuan, Alumna of the Department of Banking and Insurance, Shares Career Insights on Campus

Chapter 5-4 Community Engagement and Inclusion – Social Inclusion

Second-Chance Learning Opportunities for School Dropouts

To strengthen social bond and increase opportunities for school dropouts to return to learning, Chihlee University of Technology has partnered with Chief Fang Hesheng of Zhongqin Borough in Zhongzheng District, Taipei City, and the Taipei Zhen Ji Xiang Social Service Association. Together, they provide local businesses as venues for dropouts to acquire coffee-related skills. The program educates these students in coffee making, processing, and sales, thereby enhancing their life skills and helping them enter the coffee industry to improve their employment prospects.

Open Access to Library Resources

As a member of the Interlibrary Cooperation Association, the University Library provides open access to its resources for all member institutions, supporting faculty and students in obtaining research and learning materials quickly and efficiently.

Additionally, the Library participates in national library resource organizations such as the "Taiwan Academic E-Book & Database Consortium," "TEBSCo Taiwan E-Book Supply Cooperative," "UDN Reading Club National University Library Consortium," and the "HyRead ebook University Library Alliance." By collaborating with various universities and colleges, the University promotes open access to academic and sustainable research resources for SDGs in Taiwan. These efforts not only open the channels to library materials but also help reduce the cost of resource acquisition.

Inter-University and Industry Strategic Alliances

College of Business Management

1. *Industry-Academia Partnerships*:

   Department of Accounting Information – 9 partner companies

   Department of Marketing and Logistics Management – 10 partner companies

   Department of Finance – 14 partner companies

   Department of Leisure and Recreation Management – 4 partner companies

   Department of Business Administration – 7 partner companies

2. **Industry Internships and Alliances (Employment Guardians)**

   Partner organizations include: Dechang United, Zhongshan Plai, Kuo Fu & Co. CPAs, Taiwan International Logistics and Supply Chain

Association, Taipei Importers and Exporters Association, Courtyard by Marriott Taipei, Fullon Hotel, Le Méridien Taipei, Hilton Taipei, First Bank, Taiwan Business Bank, E.SUN Bank, SinoPac Bank, Bank of Panhsin, Yuanta Securities, among others.

3. **Tax Filing Services**

   During the May tax season, the manpower of the National Taxation Bureau is insufficient to handle all citizens' income tax cases nationwide, and the specialized nature of tax knowledge means that temporary personnel cannot meet the need. As a result, departments related to taxation organize tax service teams to provide support. Faculty and students from the Department of Accounting Information participate in tax filing services, serving locations from Zhongli in the south to Banqiao and Sanchong in the north, with a total of 170 participants.

4. **Finance Service-Learning**

   In the Finance Service-Learning course, students engage in community services such as cleaning up litter and cigarette butts in nearby neighborhoods. In addition to environmental beautification, students promote financial knowledge to residents on topics such as trusts, health and wellness, urban renewal, reverse mortgages, and financial fraud prevention. Beyond teaching fundamental financial concepts and literacy, the course arranges service-learning activities for vocational high school students (e.g., Miaoli Commercial High School, Luodong Commercial High School), as well as orphans and seniors. Through practical service and hands-on activities, students are expected to develop a deeper understanding of the relationship between risk and reward, while group discussions further enhance their organizational and communication skills.

College of International Business and Foreign Language

Internships are an essential avenue for students to gain practical experience. All three departments have made off-campus internships a graduation requirement, offering flexible options including summer internships, semester-based internships, and overseas internships, depending on the nature and type. For example, in the Department of Applied English, a total of 397 students participated in internships between 110 to 112 Academic Years, accumulating 122,586 internship hours with over 400 domestic and international partner companies. In the Department of Applied Japanese, there were 208 internship placements over the past three years, with more than 100 partner companies, including industry-academic collaboration programs with corporations such as Kura Sushi Asia, Sushiro, and Regent Taipei. The Department of International Business has expanded its domestic and overseas internship collaborations to Latin America, Southeast Asia, and other regions, with a total of over 270,000 internship hours.

Prior to and following their internships, students attend job information sessions, mock interviews, internship matchmaking events, pre-departure briefings, weekly report writing, internship site visits, and final evaluations. The Department of Applied Japanese has also established a “Student Off-Campus Internship Committee” to systematically supervise the planning and execution of internships.

All three departments are also committed to community engagement and inter-university collaboration. For example, the Department of Applied English provides services for rural schoolchildren through the “Digital English Learning Partner” program and English summer camps, benefiting hundreds of participants. The College holds nearly 100 career fairs, job orientation seminars, and career development workshops annually.

In summary, each department in the College of International Business and Foreign Language actively promotes cooperation with industry, provides students with internship opportunities, and encourages faculty and students to participate in community service, fully embracing the University’s social responsibility. These efforts help students develop practical abilities, enhance their employability, and foster a sense of social responsibility.

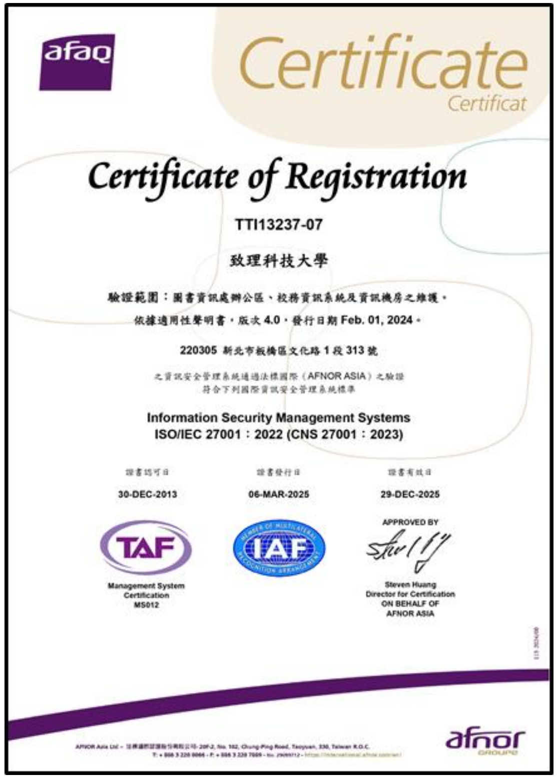
College of Innovation and Design

Virtual Reality Applications

Faculty members actively engage students in industry-academia collaboration, utilizing VR (Virtual Reality) technology to address local needs and unique features, and designing and developing VR-based instructional materials. These experiences enhance students’ technical expertise and practical application skills. For example, faculty and students from the Department of Multimedia and Design traveled to Taitung to learn about Amis culture and daily life, and designed the project “Digital Reconstruction and Heritage of Amis Houses: VR Sustainable Education System.” Meanwhile, faculty and students from the Department of Business Administration explored the ecological environment of Taiwan’s east coast, creating a VR instructional package titled “Island East, Between Mountains and Sea: Understanding Taiwan’s East Coast.”

Students had the opportunity to conduct trial teaching sessions at San-Zhan Elementary School in Hualien County. After the trial lessons, many schoolchildren shared their learning experiences. One student expressed that the most memorable part was the experience of “putting on a diving mask and diving under the sea” through virtual reality, which gave them a vivid sense of the ocean’s magnificence and mystery. These lessons also helped students gain a deeper understanding of their hometown’s natural environment.

Appendix-External Assurance Report



afaq

Certificate

Certificat

Certificate of Registration

TTI13237-07

致理科技大學

驗證範圍：圖書資訊處辦公區、校務資訊系統及資訊機房之維護。

依據適用性聲明書，版次 4.0，發行日期 Feb. 01, 2024。

220305 新北市板橋區文化路 1 段 313 號

之資訊安全管理系統通過法標國際（AFNOR ASIA）之驗證
符合下列國際資訊安全管理系統標準

Information Security Management Systems
ISO/IEC 27001：2022 (CNS 27001：2023)

證書認可日	證書發行日	證書有效日
30-DEC-2013	06-MAR-2025	29-DEC-2025

TAF
Management System
Certification
MS012

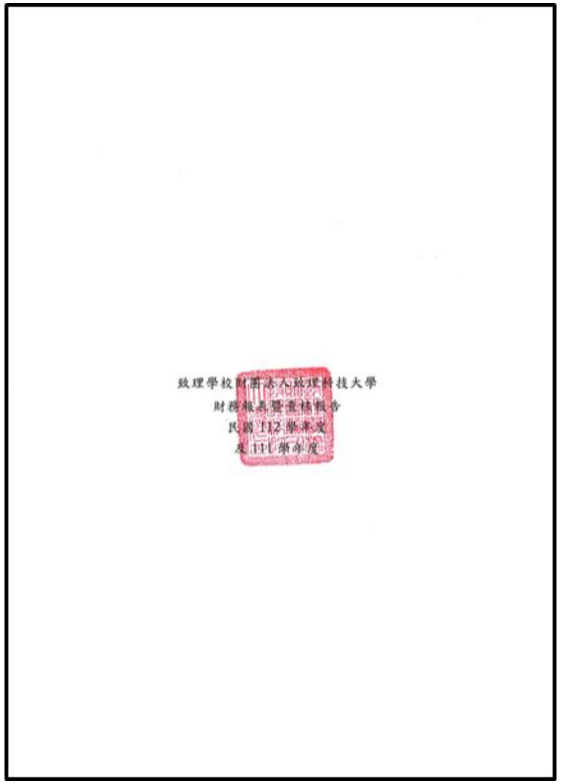
IAF

APPROVED BY

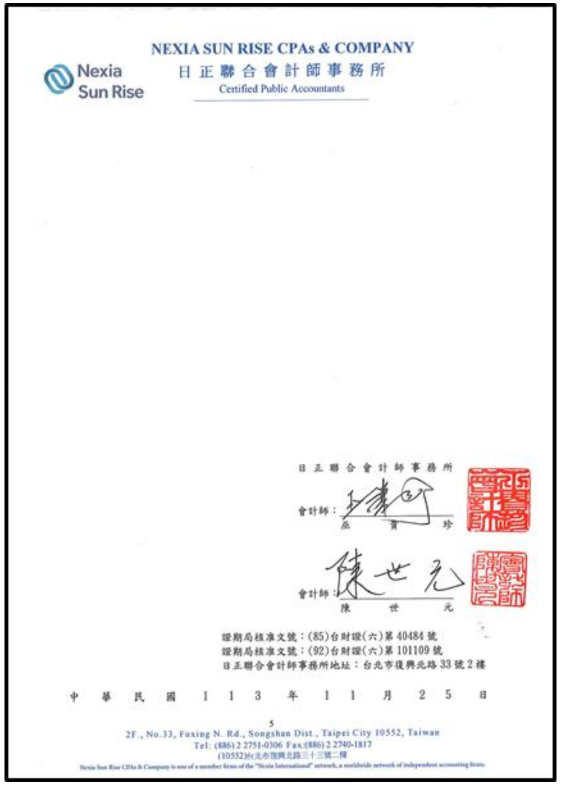
Steven Huang
Director for Certification
ON BEHALF OF
AFNOR ASIA

afnor
GROUPE

ISO 27001:2022 Information Security Management System (ISMS) Certification



致理學校財團法人致理科技大學
財務報表暨查核報告
民國 112 學年度
及 111 學年度



NEXIA SUN RISE CPAs & COMPANY
日正聯合會計師事務所
Certified Public Accountants

Nexia
Sun Rise

日正聯合會計師事務所

會計師：岳貴珍

會計師：陳世元

證期局核准文號：(85)台財證(六)第 40484 號
證期局核准文號：(92)台財證(六)第 101109 號
日正聯合會計師事務所地址：台北市復興北路 33 號 2 樓

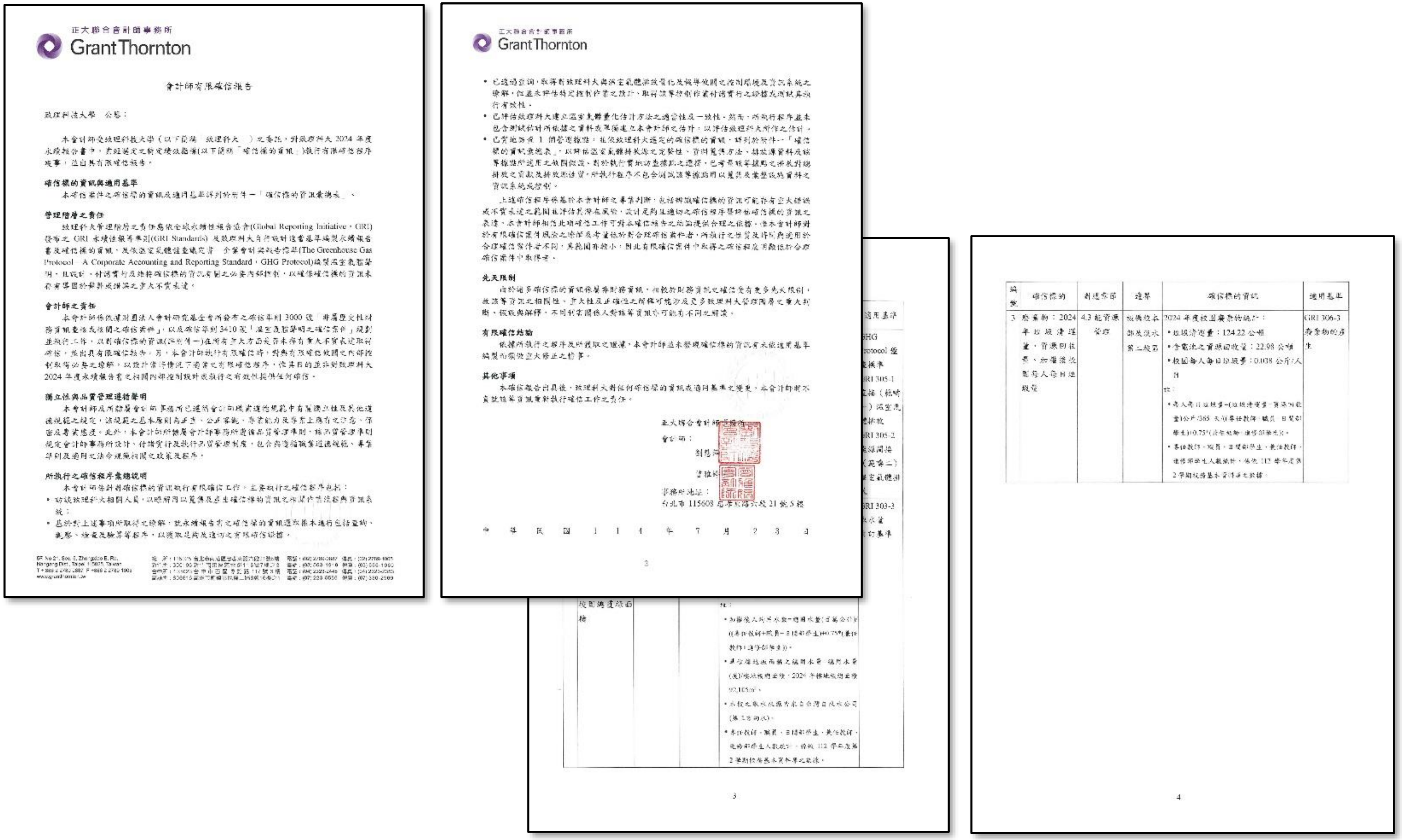
中華民國113年11月25日

5

2F., No.33, Fuxing N. Rd., Songshan Dist., Taipei City 10552, Taiwan
Tel: (886) 2 2751-0306 Fax:(886) 2 2740-1817
(10552)台北市復興北路三十三號二樓
Nexia Sun Rise CPAs & Company is one of a member firms of the "Nexia International" network, a worldwide network of independent accounting firms.

Auditor's Report – Jih Cheng CPAs

The CPA audit reports, including the financial statements and audit report, balance sheet, statement of revenues and expenditures, cash flow statement, cash receipts and disbursements summary, and accompanying notes, are all publicly available on the homepage of the university's Accounting Office under "Announcements" "CPA Audit Reports."



正大聯合會計師事務所
Grant Thornton

會計師有限確信報告

致理科技大學　公鑒：

本會計師受致理科技大學（以下簡稱「致理科大」）之委託，對致理科大 2024 年度永續報告書中，所經選定之特定績效指標(以下簡稱「確信標的資訊」)執行有限確信程序竣事，並出具有限確信報告。

確信標的資訊與適用基準

本確信案件之確信標的資訊及適用基準詳列於附件一「確信標的資訊彙總表」。

管理階層之責任

致理科大管理階層之責任為依全球永續性報告協會(Global Reporting Initiative，GRI)發布之 GRI 永續性報導準則(GRI Standards) 及致理科大自行設計適當基準編製永續報告書及確信標的資訊，及依溫室氣體盤查議定書－企業會計與報導標準(The Greenhouse Gas Protocol－A Corporate Accounting and Reporting Standard，GHG Protocol)編製溫室氣體聲明，且設計、付諸實行及維持確信標的資訊有關之必要內部控制，以確保確信標的資訊未存有導因於舞弊或錯誤之重大不實表達。

會計師之責任

本會計師係依據財團法人會計研究發展基金會所發布之確信準則 3000 號「非屬歷史性財務資訊查核或核閱之確信案件」，以及確信準則 3410 號「溫室氣體聲明之確信案件」規劃並執行工作，以對確信標的資訊(詳附件一)在所有重大方面是否未存有重大不實表達取得確信，並出具有限確信報告。另，本會計師執行有限確信時，對與有限確信攸關之內部控制取得必要之瞭解，以設計當時情況下適當之有限確信程序，惟其目的並非對致理科大 2024 年度永續報告書之相關內部控制設計或執行之有效性提供任何確信。

獨立性與品質管理遵循聲明

本會計師及所隸屬會計師事務所已遵循會計師職業道德規範中有關獨立性及其他道德規範之規定，該規範之基本原則為正直、公正客觀、專業能力及專業上應有之注意、保密及專業態度。此外，本會計師所隸屬會計師事務所遵循品質管理準則，該品質管理準則規定會計師事務所設計、付諸實行及執行品質管理制度，包含與遵循職業道德規範、專業準則及適用之法令規範相關之政策及程序。

所執行之確信程序彙總說明

本會計師係針對確信標的資訊執行有限確信工作，主要執行之確信程序包括：

- 訪談致理科大相關人員，以瞭解用以蒐集及產生確信標的資訊之相關作業流程與資訊系統；
- 基於對上述事項所取得之瞭解，就永續報告書之確信標的資訊選取樣本進行包括查詢、觀察、檢查及驗算等程序，以獲取足夠及適切之有限確信證據。

正大聯合會計師事務所
Grant Thornton

- 已透過查詢，取得對致理科大與溫室氣體排放量化及報導攸關之控制環境及資訊系統之瞭解，但並未評估特定控制作業之設計、取得該等控制作業付諸實行之證據或測試其執行有效性。
- 已評估致理科大建立溫室氣體量化估計方法之適當性及一致性。然而，所執行程序並未包含測試估計所依據之資料或單獨建立本會計師之估計，以評估致理科大所作之估計。
- 已實地訪查 1 個營運據點，並依致理科大選定的確信標的資訊，詳列於附件一「確信標的資訊彙總表」，以評估溫室氣體排放源之完整性、資料蒐集方法、排放源資料及該等據點所適用之相關假設。對於執行實地訪查據點之選擇，已考量該等據點之排放對總排放之貢獻及排放源性質。所執行程序不包含測試該等據點用以蒐集及彙整設施資料之資訊系統或控制。

上述確信程序係基於本會計師之專業判斷，包括辨識確信標的資訊可能存有重大錯誤或不實表達之範圍並評估其潛在風險，設計足夠且適切之確信程序俾評估確信標的資訊之表達，本會計師相信此項確信工作可對本確信報告之結論提供合理之依據。惟本會計師對於有限確信案件風險之瞭解及考量低於對合理確信案件者，所執行之性質及時間與適用於合理確信案件者不同，其範圍亦較小，因此有限確信案件中取得之確信程度明顯低於合理確信案件中取得者。

先天限制

由於諸多確信標的資訊係屬非財務資訊，相較於財務資訊之確信受有更多先天限制，故該等資訊之相關性、重大性及正確性之解釋可能涉及更多致理科大管理階層之重大判斷、假設與解釋，不同利害關係人對該等資訊亦可能有不同之解讀。

有限確信結論

依據所執行之程序及所獲取之證據，本會計師並未發現確信標的資訊有未依適用基準編製而須作重大修正之情事。

其他事項

本確信報告出具後，致理科大對任何確信標的資訊或適用基準之變更，本會計師將不負就該等資訊重新執行確信工作之責任。

正大聯合會計師事務所
會計師：
劉慧媛
曾祉榮
事務所地址：
台北市 115608 忠孝東路六段 21 號 5 樓

中　華　民　國　1　1　4　年　7　月　2　3　日

2

編號	確信標的	對應章節	邊界	確信標的資訊	適用基準
3	廢棄物：2024 年垃圾清運量、資源回收量、加權後校園每人每日垃圾量	4.3 能資源管理	致理校本部及淡水第二校區	2024 年度校園廢棄物統計： • 垃圾清運量：124.22 公噸 • 含電池之資源回收量：22.98 公噸 • 校園每人每日垃圾量：0.038 公斤/人日 註： • 每人每日垃圾量=(垃圾清運量－資源回收量)公斤/365 天/(專任教師+職員+日間部學生)+0.75*(兼任教師+進修部學生)。 • 專任教師、職員、日間部學生、兼任教師、進修部學生人數統計，係依 112 學年度第 2 學期校務基本資料庫之數據。	GRI 306-3 廢棄物的產生

4

Limited Assurance Report by Grant Thornton Taiwan

Appendix-GRI Standards Comparison Table

GRI Guidelines		Chapter	Pages
Guidelines	Disclosure Project		
GRI2: General Disclosures	2-22 Statement on sustainable development strategy	About this report Message from the Principal	4 5
	2-1 Organization details	1-3 Organizational Structure	13
	2-2 Entities included in the organization’s sustainability reporting	1- Perpetual University	10
	2-3 Reporting period, frequency and contact point	About this report	4
	2-6 Activities, value chain and other business relationships	1-2 University Philosophy and Vision	11
	2-6 Activities, value chain and other business relationships	1-3 Organizational Structure	13
	2-9 Governance structure and composition		
	2-6 Activities, value chain and other business relationships	1- 4 Sustainable Vision and Action	14
	2-9 Governance structure and composition	2-University Governance and Operation 2-1 University Governance and Evaluation	15
	2-10 Nomination and selection of the highest governance body		
	2-11 Chair of the highest governance body		
	2-12 Role of the highest governance body in overseeing the management of impacts		
	2-13 Delegation of responsibility for managing impacts		
	2-14 Role of the highest governance body in sustainability reporting		
	2-18 Evaluation of the performance of the highest governance body		
	2-23 Policy commitments		
	2-24 Embedding policy commitments		
	2-23 Policy commitments	2-2 Risk Management and Internal Control System	17
	2-24 Embedding policy commitments		

	2-26 Mechanisms for seeking advice and raising concerns		
	2-6 Activities, value chain and other business relationships	2-3 Talent Recruitment and Retention	20
	2-7 Employees		
	2-19 Remuneration policies		
	2-20 Process to determine remuneration		
	2-21 Annual total compensation ratio		
	2-23 Policy commitments		
	2-24 Embedding policy commitments		
	2-30 Collective bargaining agreements		
	2-15 Conflicts of interest	2-4 Academic Ethics	25
	2-23 Policy commitments		
	2-24 Embedding policy commitments		
	2-6 Activities, value chain and other business relationships	2-5 Financial Sustainability	26
	2-23 Policy commitments		
	2-24 Embedding policy commitments		
	2-6 Activities, value chain and other business relationships	2-6 Supplier Management	29
	2-23 Policy commitments		
	2-24 Embedding policy commitments		
	2-16 Communication of critical concerns	2-7 Negotiation among interested parties	30
	2-29 Approach to stakeholder engagement		
	2-6 Activities, value chain and other business relationships	4-1 University Environmental Organization	83
	2-28 Membership associations	5-4 Social Connections	121
	2-5 External assurance	Appendix - External Assurance Report	125

GRI 201: Economic Performance	201-3 Defined benefit plan obligations and other retirement plans	2-3 Talent Recruitment and Retention	20
	201-4 Financial assistance received from government	2-5 Financial Sustainability	26
GRI 203: Indirect Economic Impacts	203-1 Infrastructure investments and services supported	5-1 Community Development and Friendly Care	104
GRI 205: Anti-corruption	205-1 Operations assessed for risks related to corruption	2-2 Risk Management and Internal Control System	17
GRI 3: Material Topics	3-3 Management of material topics	2-5 Financial Sustainability	26
	3-2 List of material topics	4-4 Sustainable Campus Management	93
GRI 302: Energy	302-1 Energy consumption within the organization	4-3 Energy Resource Management	87
	302-3 Energy intensity		
GRI 303: Water and Effluents	303-2 Management of water discharge-related impacts		
	303-3 Water withdrawal		
GRI 304: Biodiversity	304-2 Significant impacts of activities, products and services on biodiversity	4-2 Campus Environment and Greening	85
GRI 305: Emissions	305-1 Direct (Scope 1) GHG emissions	4-3 Energy Resource Management	87
	305-2 Energy indirect (Scope 2) GHG emissions		
	305-4 GHG emissions intensity		
	305-5 Reduction of GHG emissions		
GRI 306: Waste	306-3 Waste generated		
	306-4 Waste diverted from disposal		
	306-5 Waste directed to disposal		
GRI 401: Employment	401-1 New employee hires and employee turnover	2-3 Talent Recruitment and Retention 4-4 Sustainable Campus Management	20 93
	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees		

	401-3 Parental leave		
GRI 403: Occupational Health and Safety	403-1 Occupational health and safety management system		
	403-2 Hazard identification, risk assessment, and incident investigation		
	403-3 Occupational health services		
	403-4 Worker participation, consultation, and communication on occupational health and safety		
	403-5 Worker training on occupational health and safety		
	403-6 Promotion of worker health		
	403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships		
GRI 413: Local Communities	413-1 Operations with local community engagement, impact assessments, and development programs	5-1 Community Development and Friendly Care	104
GRI 414: Supplier Social Assessment	414-1 New suppliers that were screened using social criteria	2-6 Supplier Management	29
Other topics revealed	Annual performance	Highlights of the Year	7
	Education Quality	3-Talent cultivation and development	35
	Teaching quality and effectiveness	3-1 Teaching Quality and Innovative Teaching	35
	Teaching quality and effectiveness	3-2 Learning outcomes	40
	Educational Counseling	3-3 Student Guidance	48
	Effectiveness of applying what you have learned	3-4 Career Counseling and Graduate Performance	58

	Academic Quality	3-5 Quality and quantity of academic research	62
	Teaching environment	3-6 Quality Education	68
	Environmental Education	4- Campus Sustainability and Resilience	83
	International Exchange and Partnership	3-3 Student Guidance	48

Appendix-STARS Index Comparison Table

Chapter	STARS Indicator Disclosure Project	Pages
0-About this report	PRE3- Institutional Boundary	4
Message from the Principal	PRE1- Executive Letter	5
Highlights of the Year	PRE2- Points of Distinction AC6-Sustainability Literacy Assessment EN2- Student Orientation EN5-Outreach Campaign PA2- Sustainability Planning	7
1-3 Organizational Structure	PRE5- Academics and Demographics	13
1- 4 Sustainable Vision and Action	EN6-Assessing Sustainability Culture PA1- Sustainability Coordination PA2- Sustainability Planning	14
2-1 University Governance and Evaluation	PA5-Diversity and Equity Coordination	15
2-3 Talent Recruitment and Retention	PRE5- Academics and Demographics PA6-Assessing Diversity and Equity PA12-Employee Compensation	20
2-5 Financial Sustainability	PA9-Committee on Investor Responsibility PA10-Sustainable Investment PA11-Investment Disclosure	26
2-6 Supplier Management	OP11-Sustainable Procurement OP13- Cleaning and Janitorial Purchasing	29
2-7 Negotiation among interested parties	PA3-Inclusive and Participatory Governance	30
3-1 Teaching Quality and Innovative Teaching	AC5-Immersive Experience	35

	EN3- Student Life	
3-3 Student Guidance	PA6-Assessing Diversity and Equity PA7-Support for Underrepresented Groups PA8-Affordability and Access	48
3-5 Quality and quantity of academic research	AC9-Research and Scholarship	62
3-6 Quality Education	AC1-Academic Courses AC2-Learning Outcomes AC3-Undergraduate Program AC4-Graduate Program AC6-Sustainability Literacy Assessment AC7-Incentives for Developing Courses AC8-Campus as a Living Laboratory AC10-Support for Sustainability Research EN3-Student Life	68
4-2 Campus Environment and Ecology	PRE4- Operational Characteristics OP3-Building Design and Construction OP9-Landscape Management OP10-Biodiversity	85
4-3 Energy Resource Management	PRE4- Operational Characteristics OP1-Emissions Inventory and Disclosure OP2- Greenhouse Gas Emissions OP5- Building Energy Efficiency OP6-Clean and Renewable Energy OP12-Electronics Purchasing OP18-Waste Minimization and Diversion	87

	OP19- Construction and Demolition Waste Diversion OP20- Hazardous Waste Management OP21-Water Use OP22- Rainwater Management	
4-4 Sustainable Campus Management	PRE5- Academics and Demographics OP7-Food and Beverage Purchasing OP8-Sustainable Dining OP15-Campus Flee OP16- Commute Modal Split OP17-Support for Sustainable Transportation	93
5-1 Community Development and Friendly Care	EN10-Community Partnerships EN12-Continuing Education	104
5-2 University Social Responsibility	EN3-Student Life EN13-Community Service	108
5-4 Community Inclusion	EN10-Community Partnerships EN11-Inter-Campus Collaboration	121
Appendix - External Assurance Report	PA4-Reporting Assurance	125

Appendix-SASB-Education Standards Comparison Table

Chapter	SASB Education Standards		Pages
	Disclosure Topics	Number and Corresponding Project	
1-3 Organizational Structure	Activity Metrics	SV-ED-000-A Number of students enrolled	13
2-3 Talent Recruitment and Retention	Activity Metrics	SV-ED-000-D Number of: (1) teaching staff and (2) all other staff	20
2-5 Financial Sustainability	Marketing & Recruiting Practices	SV-ED-270a-3 (1) Instruction and student services expenses and (2) marketing and recruiting expenses	26
3-1 Teaching Quality and Innovative Teaching	Quality of Education & Gainful	SV-ED-260a-2 On-time completion rate	35
3-4 Career Counseling and Graduate Performance	Quality of Education & Gainful Employment	SV-ED-260a-1 Graduation rate SV-ED-260a-2 On-time completion rate SV-ED-260a-3 Job placement rate	58
3-6 Quality Education	Quality of Education & Gainful	SV-ED-260a-2 On-time completion rate	68
4-4 Sustainable Campus Management	Data Security	SV-ED-230a-1 Description of approach to identifying and addressing data security risks SV-ED-230a-2	93

		Description of policies and practices relating to collection, usage, and retention of student information SV-ED-230a-3 (1) Number of data breaches, (2) percentage involving personally identifiable information (PII), (3) number of students affected	

Appendix-SDGs Project Comparison Table

Chapter	SDGs	Pages
About this report	4、5、8、9、10、11、12、13、16、17	4
Message from the Principal	4、 5、 9、 10、 12、 13、 16、 17	5
Highlights of the Year	4	7
1- Perpetual University	4、 8、 11、 12、 16、 17	10
1-1 University Affairs Data	4、 11、 17	10
1-2 University Philosophy and Vision	12、 16	11
1-3 Organizational Structure	4、 8、 11、 12、 16、 17	13
1-4 Sustainable Vision and Action	16、 17	14
2-University Governance and Operation	3 、4 、 5、 8、 12、 16、 17	15
2-1 University Governance and Evaluation	3 、4 、 5、 8、 12、 16、 17	15
2-2 Risk Management and Internal Control System	8、 16	17
2-3 Talent Recruitment and Retention	3、 4、 5、 8、 10、 16、 17	20
2-4 Academic Ethics	4、 8、 12	25
2-5 Financial Sustainability	8 、 12、 16	26
2-6 Supplier Management	8 、 10、 12、 16、 17	29
2-7 Negotiation among interested parties	12 、 16、 17	30
3-Talent cultivation and development	1、 3、 4、 8、 10、 11、 12、 13、 17	35
3-1 Teaching Quality and Innovative Teaching	4、 11、 12、 13、 17	35
3-2 Learning outcomes	8、 10、 12、 17	40
3-3 Student Guidance	1、 4、 8、 10、 11、 16、 17	48
3-4 Career Counseling and Graduate Performance	1、 8、 10、 11、 12、 16	58

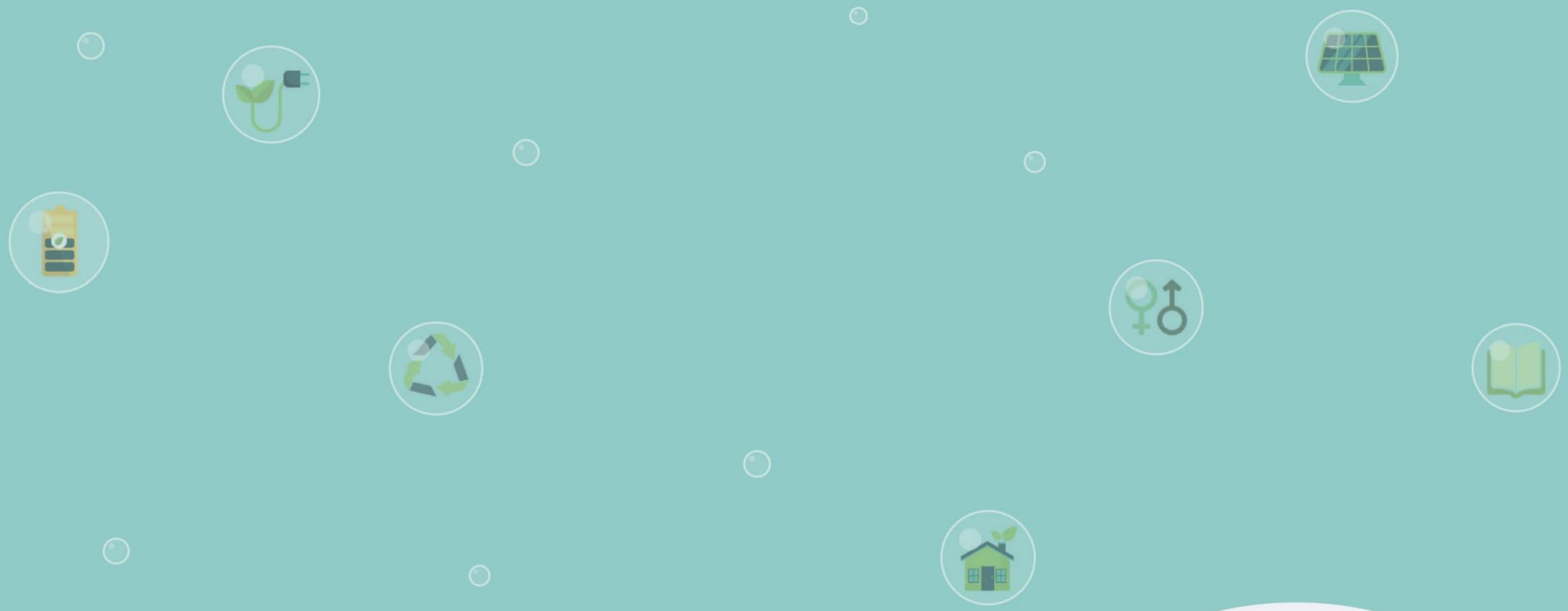
3-5 Quality and quantity of academic research	4、 8、 12、 13、 17	62
3-6 Quality Education	4、 11、 12、 13、 16、 17	68
4- Campus Sustainability and Resilience	3、 4、 5、 10、 11、 16、 17	83
4-1 University Environmental Organization	16 、 17	83
4-2 Campus Environment and Ecology	6 、 13、 15	85
4-3 Energy Resource Management	6 、 7、 11、 12、 13、 15、 16	87
4-4 Sustainable Campus Management	3 、 4、5 、 8、 10、 16、 17	93
5-1 Community Development and Friendly Care	3 、 10 、11 、 17	104
5-4 Community Inclusion	11、 16、 17	121
Appendix - External Assurance Report	12 、16 、 17	125

Appendix-Comparison Table of Medium and Long-Term University Development Plans

Chapter	Mid- and Long-Term University Development Plan	Pages
About this report	6-2 Promote organizational activation and improve governance effectiveness	4
1- Sustainable University	6-2 Promote organizational activation and improve governance effectiveness	10
1-1 University Affairs Data		10
1-2 Educational Philosophy and Vision	6-1 Promote University affairs research and promote sustainable development	11
1-3 Organizational Structure	6-2 Promote organizational activation and improve governance effectiveness	13
1-4 Sustainable Vision and Action	6-1 Promote University affairs research and promote sustainable development	14
2- Governance and Operations	6-1 Promote University affairs research and promote sustainable development 6-2 Promote organizational activation and improve governance effectiveness	15
2-1 Institutional Governance and Evaluation	6-1 Promote University affairs research and promote sustainable development 6-2 Promote organizational activation and improve governance effectiveness	15
2-2 Risk Management and Internal Control System	6-4 Implement self-improvement and strengthen internal control mechanisms	17
2-3 Talent Recruitment and Retention	3-1 Optimize incentive measures to strengthen production and research capabilities 5-2 Enrich teaching resources and optimize the teaching and research environment 5-4 Strengthen measures to help the disadvantaged and promote class mobility 6-2 Promote organizational activation and improve governance effectiveness 5-1 Intelligent i-service to implement intellectual property security 5-4 Strengthen measures to help the disadvantaged and promote class mobility	20
2-4 Academic Ethics	2-1 Enrich career counseling and deepen moral education 3-1 Optimize incentive measures to strengthen production and research capabilities	25
2-5 Financial Sustainability	3-1 Optimize incentive measures to strengthen production and research capabilities 6-3 Improve financial management and expand external financial resources 6-4 Implement self-improvement and strengthen internal control mechanisms	26

2-6 Supplier Management	5-2 Enrich teaching resources and optimize the teaching and research environment 6-4 Implement self-improvement and strengthen internal control mechanisms	29
2-7 Stakeholder Consultation	6-1 Promote University affairs research and promote sustainable development	30
3-1 Teaching Quality and Innovative Teaching	1-1 Promote teacher empowerment and promote innovative teaching 1-2 Advanced course quality assurance development foresight course 3-3 Promote the three innovation campuses to build a creative alliance 5-2 Enrich teaching resources and optimize the teaching and research environment	35
3-2 Learning outcomes	1-3 Deepen general education courses and improve the concept of adulthood 4-1 Deepen language learning and promote international participation	40
3-3 Student Counseling	1-4 Functional courses add value and optimize cross-domain capabilities 2-2 Improve academic career counseling to promote learning effectiveness 4-1 Deepen language learning and promote international participation 4-2 Expand overseas student sources and strengthen international enrollment 4-3 Expand international exchanges and enhance international cooperation 4-4 Create an international atmosphere and continue international competition and cooperation	48
3-4 Career Counseling and Graduate Performance	1-4 Functional courses add value and optimize cross-domain capabilities 2-3 Strengthen career counseling and internship employment 3-4 Strengthen extension services and advocate lifelong learning	58
3-5 Quality and Quantity of Academic Research	1-1 Promote teacher empowerment and promote innovative teaching 3-1 Optimize incentive measures to strengthen production and research capabilities 5-2 Enrich teaching resources and optimize the teaching and research environment	62
3-6 Quality Education	1-2 Advanced course quality assurance development foresight course 2-1 Enrich career counseling and deepen moral education 2-4 Introducing smart technology to cultivate special talents	68

4-1 University Environmental Organization	5-1 Intelligent i-service to implement intellectual property security	83
4-2 Campus Environment and Ecology	5-3 Safe and green campus, energy saving and environmental protection	85
4-3 Energy and Resource Management	5-3 Safe and green campus, energy saving and environmental protection	87
4-4 Campus Sustainability Management	5-1 Intelligent i-service to implement intellectual property security 5-4 Strengthen measures to help the disadvantaged and promote class mobility	93
5-1 Community Development and Friendly Care	3-2 Value-added industry-university services to fulfill social responsibilities 3-4 Strengthen extension services and advocate lifelong learning	104
5-4 Social Inclusion	3-2 Value-added industry-university services to fulfill social responsibilities	121



2024 永續報告書
Sustainability Report

致理科技大學
Chihlee University of Technology