

2025 SUSTAINABILITY REPORT



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Preface

○ Message from the President and future outlook

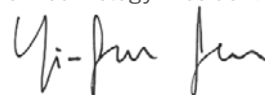
Facing dramatic shifts in higher education, accelerating industrial transformation, and a critical era of global sustainable development, the University remains committed to the core philosophy of being “student-centered, research-oriented, digitally driven, and sustainably prosperous,” steadily advancing institutional development while deepening its commitment to the educational mission and social responsibility inherent to a university of technology. To me, a university is not only a place for the transmission of knowledge and the cultivation of talent but also a key force for driving innovation, promoting social progress, and precisely responding to the needs of the nation and industry.

Looking ahead, we will leverage artificial intelligence (AI) to drive transformation, centering our development on the vision of becoming a “smart university.” By actively promoting AI, data governance, and the deep integration of digital technology into teaching, research, administration, and service systems, we aim to make technology the key driver for enhancing learning outcomes, research capacity, and governance efficiency. I firmly believe that the core of a smart university lies not merely in systemic upgrades, but in a people-oriented and innovation-driven approach, committed to fostering an open, inclusive, and forward-looking environment where every student can grow according to their unique aptitudes, and every teacher and researcher can leverage comprehensive support to exercise their expertise and expand their influence.

In advancing institutional goals, we continue to strengthen research and development, cross-disciplinary cooperation, industry-academia partnerships, and international exchange to cultivate future talent with professional expertise, humanistic care, and sustainability literacy. At the same time, by leveraging a governance foundation of institutional research, internal control, information integration, and campus infrastructure development, we aim to enhance administrative efficiency and decision-making quality to create a safe, smart, resilient campus environment conducive to learning and research. The University has previously established a University Affairs Research Center, as well as personal data auditing and internal control self-assessment systems. It has also completed several major renovation and new construction projects, laying a solid foundation for the transition toward modern governance.

Sustainability is not just about environmental protection, but also a long-term commitment to talent development, social inclusion, and quality governance. Looking ahead, I will work hand in hand with all faculty, students, staff, alumni, and partners, building consensus with an open mind and responding to challenges with pragmatic action. Together, we will develop a modern university of technology that integrates technical and vocational characteristics, smart governance, research capacity, and sustainable values, continuing to create a positive and far-reaching impact on society.

| National Taipei University of Technology President



About Taipei Tech

National Taipei University of Technology (Taipei Tech) is celebrating its 115th anniversary this year. It is one of Taiwan's leading drivers of industry and an important cradle for cultivating entrepreneurs. Founded over a century ago, the University has cultivated countless core business leaders for the nation and laid the foundation for Taiwan's industry. It stands as a true paragon of "a century of driving industry and a hundred years as a cradle for enterprise." For more than a century, guided by the school motto of "Sincerity, Simplicity, Precision, and Diligence," the University has fostered a grounded campus culture, placing equal importance on theoretical research and the cultivation of practical skills, with teaching and research closely aligned with industry needs.



○ Major Milestones in the University's Development



Japanese Colonial Period

1912

Established the Industrial Training Institute under the Civil Affairs Department of the Government-General of Taiwan, marking the origin of industrial education in Taiwan.

Vocational School Period

1945

Renamed Taiwan Provincial Taipei Industrial Vocational School.

Junior College Period

1948

Upgraded to Taiwan Provincial Taipei Junior College of Industry.

Technical College Period

1994

Reorganized as National Taipei Institute of Technology.

University of Science and Technology Period

1997

Officially renamed National Taipei University of Technology and established four colleges: Mechanical and Electrical Engineering, Engineering, Design, and Management.

2021

In response to government policies encouraging innovation-driven industry-academia collaboration and talent cultivation in key national sectors, the Headquarters for Advanced Technology Research was established.

2022

- Integrated the Institutional Research (IR) Center and University Social Responsibility (USR) Office to form the Institutional Research and Sustainable Development Center.
- Established the College of Innovative and Advanced Technologies in accordance with the Act for Industry-Academia Collaboration and Innovative Talent Development in National Key Fields.

2023

In alignment with national space technology development policies, the Graduate Institute of Space Systems Engineering was established.



University of Science and Technology Period

2024

- Established the "Master's Program in Semiconductor Technology," the first semiconductor master's program established by a university of technology in Taiwan.
- Approved by the Urban Planning Committee of the Ministry of the Interior, with part of the public land of the Jianguo Brewery rezoned for university use.

2025

- Established the "Bachelor's Program in Semiconductor Process and Equipment."
- Following the announcement and implementation by the Taipei City Government, the land allocation for the Jianguo Brewery campus was completed in stages.
- Approved by the Ministry of Education and the Executive Yuan to establish an industry-academia branch in the Taoyuan Aerotropolis, which will serve as a co-creation base for smart and green energy industry services.

Study Philosophy

Committed to “becoming an international, high-quality, practice-oriented research university with technical and vocational characteristics”

In response to rapid technological advancements, industrial digital transformation, and the impact of declining birth rates on talent structures, the University continues to strengthen the integration of internal and external resources, clearly positioning itself as a “practice-oriented research university with technical and vocational characteristics,” and steadily advancing university development through strategic planning and action plans toward becoming an internationally high-quality technical and vocational university.

Mission

To cultivate the outstanding talent required by industry across Taiwan’s various stages of economic development, the University is committed to fulfilling its social responsibility and nurturing interdisciplinary technical talent through the following missions:

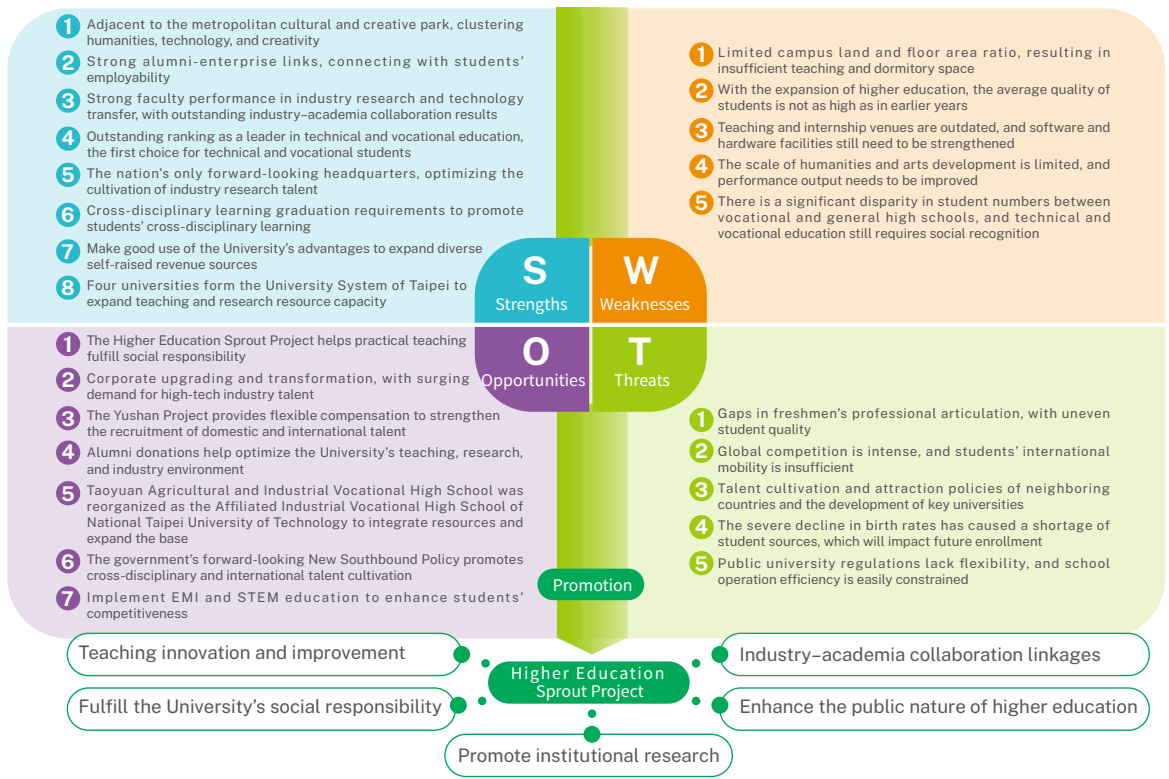
- 1 Cultivate professional talent with excellent quality and high moral standards.
- 2 Cultivate future leaders who are caring about the future of society with a wide horizon.
- 3 Strengthen industry–academia R&D collaboration and lay the foundation for cross-disciplinary empowerment.
- 4 Innovate technology to achieve sustainability and fulfill the University’s social responsibility.



Education goals

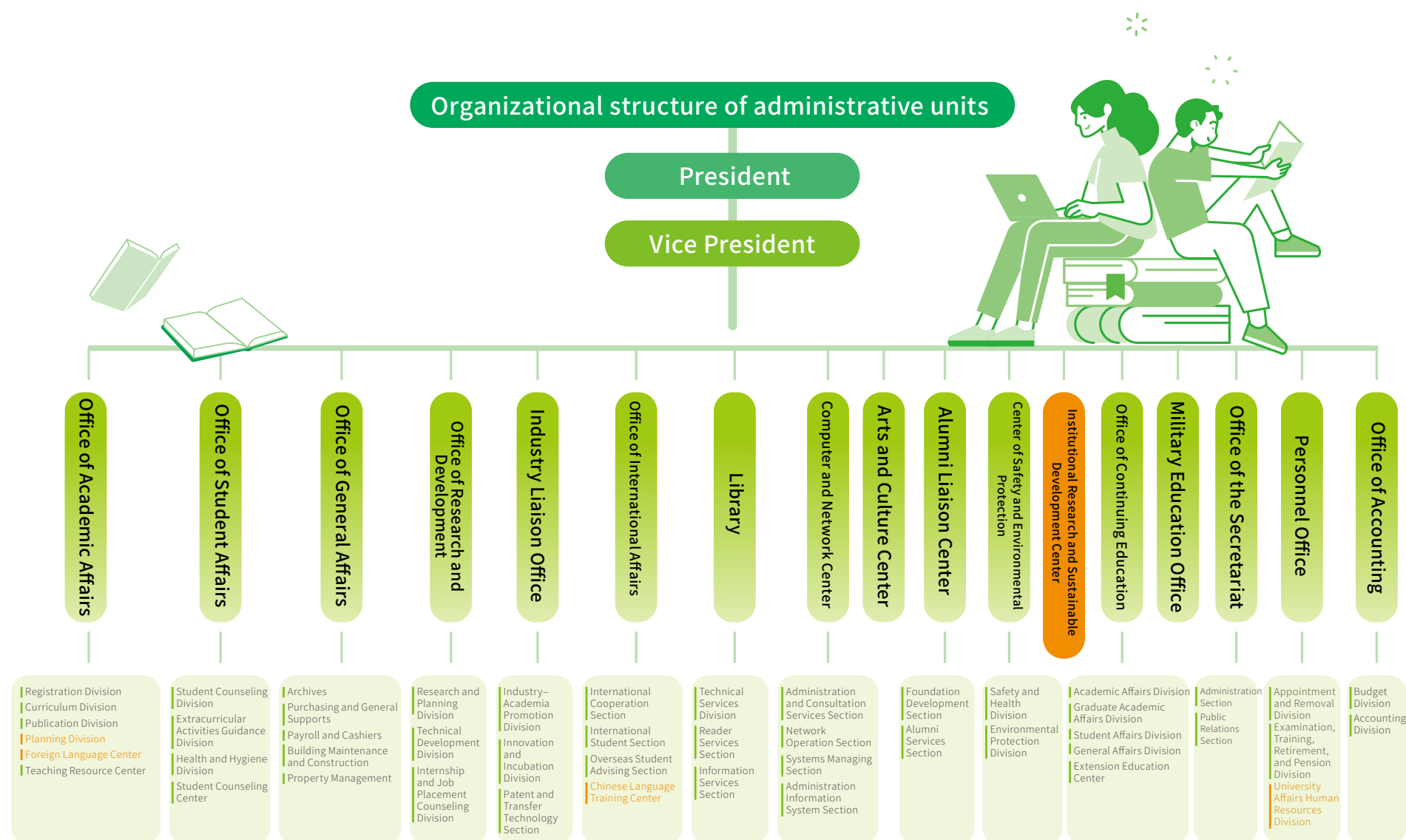
Implement the goal of “cultivating professionals and business leaders with noble character, core competencies, an international perspective, and social concern,” and develop students’ basic literacy and core capabilities, including humanistic literacy and social care, communication and teamwork skills, professional practice and interdisciplinary integration, innovative leadership and problem-solving abilities, and international mobility and sustainable practice abilities.

- A Healthy and smart green campus
- B Diverse and innovative teaching
- C Cradle for holistic development
- D Practice-oriented industry–academia research and development
- E In-depth international academic exchange
- F Efficient and friendly administrative team



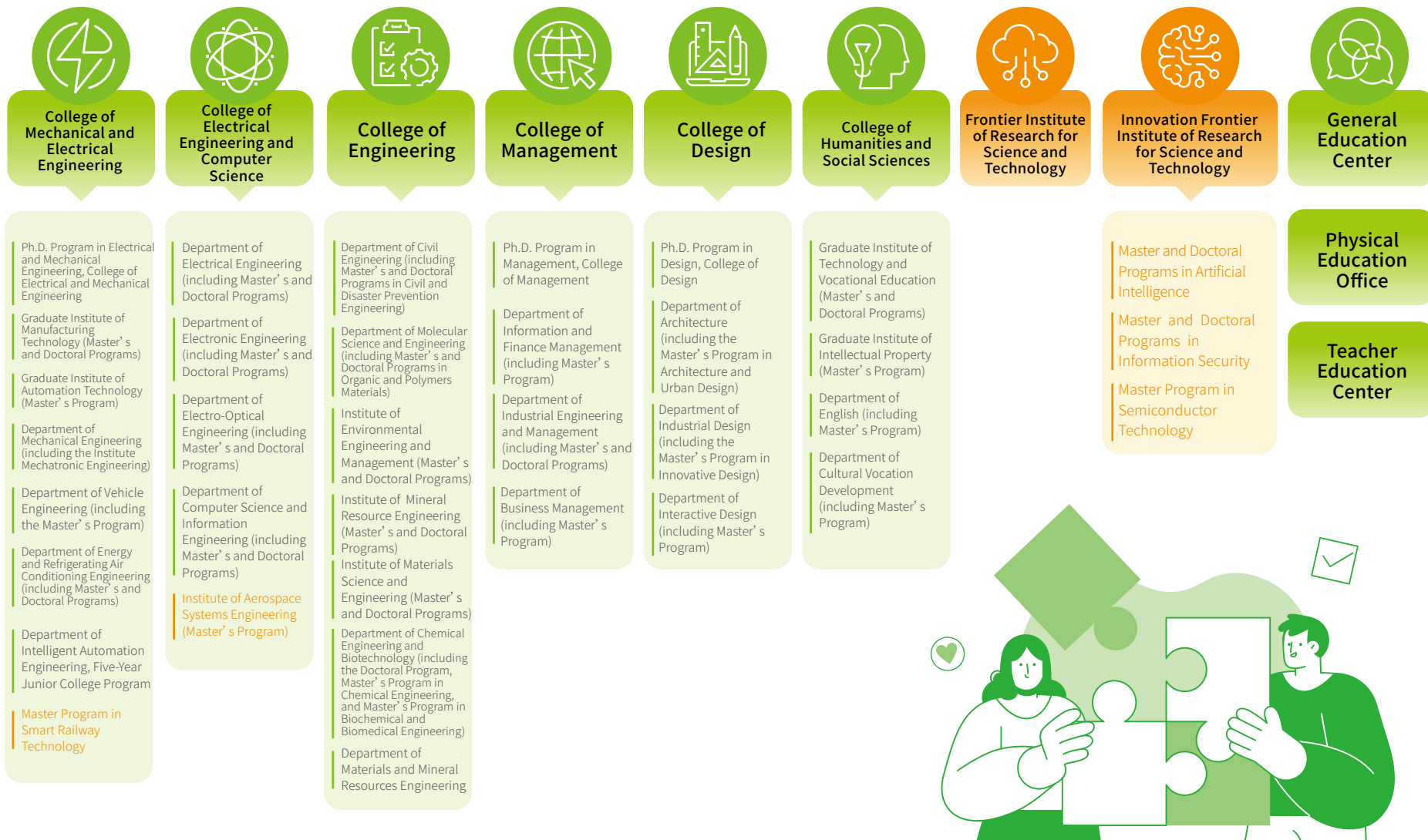
Organizational structure

Administrative units



Academic Units

Organizational Structure of Teaching and Research Units



○ Institutional Data Office

Average Area of Campus and Student Space

The school campuses in Taipei City include the Main Campus: East Campus, West Campus, Pioneer International R&D Building, Linsen Campus, and Jiannpi Campus. Campuses outside Taipei include the Wanli Campus in New Taipei City/Keelung City and the Caoluo Campus in Taoyuan City. The total area is 165.8 hectares, of which approximately 11.4 hectares of usable land are on the main Taipei campus. The School provides self-owned student dormitories, including East Dormitory Buildings 1 and 2, as well as two off-campus leased dormitories: New Taipei Dormitory and Nangang Dormitory, for a total of four dormitory buildings.



Total area of campus

165.8 hectares



Average campus area per student

0.012 hectares



Total Gross Floor Area of Campus Buildings

26.4 hectares



Average Gross Floor Area per Student

0.002 hectares

Number of teaching staff

Total number of teaching and staff in 2025: 1,607, with men to women ratio of 1.4:1.

Employees	Full-time Faculty	Part-time Faculty	Regular Administrative Staff	Contract staff	Part-time employees (non-students)	Military training officers	Stationed in the police station	Janitors and technicians
Men	384	267	35	222	4	6	1	22
Women	99	88	88	371	3	2	0	15
Total	483	355	123	593	7	8	1	37

★ Statistics of personnel data as of 2025/12/31.

Overview of Outsourced Workforce

The total outsourced workforce in 2025 was 40, with a male-to-female ratio of 1.11:1.

Outsourced workforce	Security guards	Cleaning
Contract type	Service contract	Service contract
Job responsibilities	Campus security	Toilet cleaning and public area cleaning
2025	Male: 11/Female: 0	Male: 10 /Female: 19
Total	11	29

Number of students

The total number of students in 2025 was 13,276, with a male-to-female ratio of 2.27:1.

Number of male students		Number of female students		Male-female ratio of students	
Day School	7,480	Day School	3,450	Day School	2.17:1
School of Continuing Education	1,741	School of Continuing Education	605	School of Continuing Education	2.88:1
Total : 9,221		Total : 4,055			

★ Number of students registered and still enrolled in the 1st semester of 2025 in the day division, excluding students who have suspended or withdrawn from school.

★ The Continuing Education Division includes students in the 4-year program and in-service master's programs (including the EMBA program).

Teacher-to-Student Ratio

Category	Academic Year 2024-2025
Overall student-teacher ratio (should be ≤ 27)	26.01
Day school student-teacher ratio (should be ≤ 23)	22.53
Graduate student-teacher ratio (should be ≤ 10)	9.2

Graduate destination survey (%)

To monitor graduates' learning outcomes and understand their post-graduation development, NTUT conducts annual surveys in coordination with the Ministry of Education's "Higher Education Graduate Tracking Project," utilizing NTUT's own "Graduate Destination Survey System" to assess career development and collect alumni feedback.



2025 academic year survey of graduates' destinations one year after graduation for graduates of the 2023 academic year

Category	Continuing Education	Employment	Military Service	Examinations	Others	Questionnaire return rate	Employment rate
Tracking ratio	28.41%	67.38%	0.73%	0.36%	3.12%	86%	68.11%

2025 academic year survey of graduates' destinations three years after graduation for graduates of the 2021 academic year

Category	Continuing Education	Employment	Military Service	Examinations	Others	Questionnaire return rate	Employment rate
Tracking ratio	5.65%	90.68%	0.92%	0.15%	2.60%	78%	91.6%

2025 academic year survey of graduates' destinations five years after graduation for graduates of the 2019 academic year

Category	Continuing Education	Employment	Military Service	Examinations	Others	Questionnaire return rate	Employment rate
Tracking ratio	1.15%	96.35%	0.08%	0.64%	1.78%	71%	96.43%

★ Note: Employment rate = full-time employment + military service

○ Annual Sustainability Actions and Achievements

NTUT Sustainability Practice Highlights



• NTUT's inaugural Sustainability Week, “The Path of Sincere Continuation,” uniting a sustainable campus

The school held its inaugural “Sustainability Week: The Path of Sincere Continuation, the Next Century” during its 2025 anniversary celebration. Centered on the three main themes of “Continuing to See Beauty,” “Continuing Energy in Motion,” and “Continuing Toward the Future,” the event integrated exhibitions, markets, and carbon reduction actions to create a shared campus space for sustainability learning. The event showcased the achievements of 25 sustainability and USR teams, covering diverse issues such as cultural preservation, technological applications, and environmental sustainability, thereby strengthening the university’s social impact.

In terms of university governance, the school integrates institutional research, sustainable development, and USR to implement the spirit of ESG, and continues to rank 1st among high-rise universities in the UI GreenMetric World University Rankings. Specific achievements include the establishment of 14 smart rain gardens, annual retention of approximately 32,000 cubic meters of rainwater and a temperature reduction of about 2 ° C, as well as the establishment of a fern gene bank to promote biodiversity conservation.

The event also emphasized student participation and practical action by promoting resource circulation through a second-hand market and advancing campus carbon reduction actions, with cumulative carbon reductions of approximately 4,757 kg CO₂e. Overall, it demonstrates the school’s concrete achievements in promoting sustainable development under the concept of “sincere continuation,” integrating cross-disciplinary collaboration and social participation to move toward a net-zero and sustainable campus.



▲ Group photo of faculty and student representatives at the opening of NTUT’s inaugural Sustainability Week, “The Path of Sincere Continuation”



▲ Second-hand market inviting students to respond to circular action



• Promoting ceramic heritage and sustainable innovation

Through the USR project “Muddy Buddys – Empowering Yingge Ceramics and Cultural Sustainability through Technology,” National Taipei University of Technology (Taipei Tech) promotes the sustainable development of Yingge’s ceramic culture and industry by integrating craftsmanship preservation, talent cultivation, materials science, and design innovation. The project demonstrates the University’s interdisciplinary approach to combining the humanities and technology in advancing cultural sustainability.

Since its launch in 2023, the project has systematically preserved and promoted Yingge’s ceramic culture and traditional craftsmanship through field research, interviews with master artisans, documentary filmmaking, USR courses, professional workshops, and community-based practice. Centered on both the University and the local community as dual learning hubs, the project has cultivated more than 200 students, seed faculty members, and young artisans, encouraging their active participation in cultural heritage preservation and local industrial development. In collaboration with local ceramic artists, studios, enterprises, and research institutions in Yingge, the project has incorporated traditional ceramic techniques, including underglaze blue decoration, into its curriculum. These efforts are complemented by exhibition planning, cultural product development, packaging design, and brand promotion to enhance the cultural value and market visibility of local craftsmanship. The project has also expanded the application of ceramic materials through the development of campus souvenirs and cultural and creative products.

In addition, the project has established partnerships with ceramic-producing regions, museums, and universities in Japan and South Korea. Through academic exchanges, workshops, collaborative exhibitions, and study visits, it broadens the international perspectives of faculty members and students while creating a collaborative platform that connects the University, local communities, industry partners, and international institutions. By fostering co-learning and co-creation, the project embodies the core values of University Social Responsibility (USR): cultural sustainability, technology empowerment, and shared regional prosperity.



▲ Interdisciplinary courses integrated academic knowledge, industry-driven challenges, and place-based learning, enabling students to develop design thinking-based innovative solutions inspired by Yingge’s ceramic industry.



▲ Centered on dual learning hubs—the University and the local community—the project co-taught traditional underglaze blue decoration courses in English with local ceramic artisans.



• NTUT and NCCU Experimental Elementary School Jointly Organize Woodworking Camp to Create Sustainable Habitats for Urban Solitary Bees

Through the USR Seed Project “Wood Sustainability: From Learning to Innovation,” the University promotes sustainability education while strengthening connections with local communities. In collaboration with the teaching team of the Experimental Elementary School of National Chengchi University, the University organized the “Urban Beehive” Woodworking Camp, introducing children to urban ecology and biodiversity. By integrating hands-on woodworking with environmental education, the camp guided 18 elementary school students in crafting solitary bee houses from reclaimed wood veneer offcuts, fostering an understanding of resource circularity and harmonious coexistence with nature.

The program covered wood identification, safe tool operation, and the design and construction of bee houses. Working collaboratively in small groups and making use of locally available materials, participants developed problem-solving skills while demonstrating key social-emotional learning (SEL) competencies, including interpersonal communication and responsible decision-making. At the same time, they gained a deeper appreciation of the ecological importance of solitary bees and other pollinators. Approximately 95% of the materials used in the camp were natural, with 90% sourced from reclaimed wood veneer offcuts and thinned timber provided by the Experimental Elementary School of National Chengchi University. Through this process, students learned about the carbon storage capacity of wood and the ecological significance of sustainable forest thinning.

The completed bee houses have been installed at child-friendly observation sites on the school's campus and will be incorporated into future natural science courses, serving as long-term ecological observation stations that support biodiversity conservation in urban environments. The reclaimed wood veneer used in the camp was generously donated by Mao Sen Lumber Co., Ltd., reflecting a shared commitment to extending the value of resources while creating meaningful connections between nature and future generations.



▲ Assisting students in safely operating folding saws



▲ Students of the “Urban Hive” woodworking camp complete their projects



• Black soldier fly AI circular farming wins gold! NTUT team develops pandemic-grade kitchen waste solution

Associate Professor Lih-Jen Kau of the Department of Electronic Engineering at National Taipei University of Technology (Taipei Tech) guided students Wei-Yuan Chen, Yu-Hsin Lin, and Ching-Yu Huang in developing the AI-Enabled Black Soldier Fly Circular Farming System. The project received the Gold Award in the Faculty–Student Collaboration Category and the Best Presentation Popularity Award at the 2025 Taoyuan Startup Star × Startup World Competition, and was further recognized with the Maker Potential Award at the 2025 Makerthon – Agricultural Design Competition.

According to Associate Professor Kao, the recent resurgence of African swine fever has renewed concerns over the traditional practice of feeding food waste to pigs. Although high-temperature sterilization is required, inconsistencies in equipment and implementation may still leave residual viral risks, highlighting the need for innovative solutions that integrate disease prevention with resource recovery. Centered on the rapid decomposition capability of black soldier fly larvae, the system combines artificial intelligence (AI) and automated control technologies to convert food waste and livestock manure into high-protein, high-fat larval biomass that can be processed into feed for poultry and fish, thereby reducing the risk of virus transmission among mammals. The residual frass produced during decomposition can be used as natural organic fertilizer, creating a closed-loop circular system. The platform also integrates real-time data on temperature, humidity, gas concentration, and weight, while AI-driven algorithms predict larval growth and automatically optimize feeding schedules and environmental conditions.

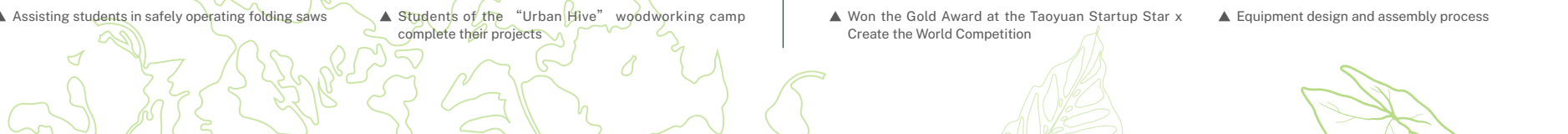
Associate Professor Kao noted that large-scale deployment of the system could reduce organic waste by more than 70%, significantly alleviating the burden on landfills and incineration facilities while reducing methane emissions and odor generation. By utilizing a non-mammalian biological decomposition pathway, the system also minimizes the risk of cross-species virus transmission. Following their award-winning achievements, the three students have embarked on an entrepreneurial venture and will collaborate with a livestock farm in Changhua County to conduct field validation, while seeking partnerships with additional farms and local governments to expand practical implementation.



▲ Won the Gold Award at the Taoyuan Startup Star x Create the World Competition



▲ Equipment design and assembly process





• NTUT's Department of Industrial Design Wins Red Dot Design Award: Inclusive Design for Occupational Safety and Health

Associate Professor Meng-Fan Huang of the Department of Industrial Design at National Taipei University of Technology (Taipei Tech) guided students Hsiang-Yao Li and Po-Yen Huang in developing the DP-Pro Dust-Free Cement Mixer for Construction Workers, which received the Red Dot Award: Design Concept 2025. Celebrating its 20th anniversary, the Red Dot Award: Design Concept attracted more than 10,000 entries from over 20 countries. Among them, only more than 700 projects were recognized, representing an award rate of approximately 2%. The award ceremony was held at the Capitol Theatre in Singapore, and the winning designs are currently exhibited at the Red Dot Design Museum Singapore.

The project was inspired by the team's concern for occupational health issues experienced by construction workers, particularly those within their own families. Interior renovation workers are frequently exposed to cement dust, which can lead to respiratory and eye diseases, while the operation of conventional cement mixers often places significant strain on the musculoskeletal system. To address these challenges, the team designed a dust-free cement mixer featuring a sealed mixing chamber that effectively filters cement dust and minimizes the risks of inhalation and direct exposure. The mixer also incorporates ergonomic handles and a foot-operated stabilization mechanism to improve operational stability, safety, and user comfort.

According to Associate Professor Huang, DP-Pro aligns with United Nations Sustainable Development Goal (SDG) 3: Good Health and Well-being, reflecting the belief that design should promote safer and healthier working environments while supporting the well-being of every professional worker. In addition to receiving the Red Dot Award: Design Concept 2025, the project was also honored with the 2025 Golden Pin Design Award – Young Pin Design Award. The team is continuing to refine the design and optimize its functionality, with the goal of bringing the product into practical application.

[DP-Pro Award-Winning Webpage](#)



[DP-Pro Video Introduction](#)



▲ Photo with the founder of the Red Dot Design Award



▲ Received the Red Dot Award: Design Concept



• Students advised by Professors Chen, Ching-Yi and Cheng, Meng-Tsung of the Institute of Innovation won one gold, two bronze, and two honorable mentions at the International Design Awards (IDA)

ALGASEAT Wins Gold at the International Design Awards (IDA)

Design Team: Tao-Hua Liu, Hsiao-Yun Feng, Tai-Ling Tung, Jui-Ling Lin, and Hsuan-Yi Chen

AlgaSeat received a Gold Award at the International Design Awards (IDA). The design uses collected rainwater to cultivate microalgae, which absorb carbon dioxide and release oxygen through photosynthesis, thereby helping to improve urban air quality. Its modular design can be adapted to seats of various shapes and sizes, offers straightforward assembly, and can be seamlessly integrated into existing public seating structures, reducing the costs of installation and future upgrades.

After cultivation, the microalgae can be repurposed as a nutrient-rich natural fertilizer for surrounding vegetation, supporting urban greening and ecological circulation. By integrating carbon capture, resource reuse, and adaptable public-space design, AlgaSeat creates a more sustainable, environmentally friendly, and user-centered urban environment.

[Award Information](#)



▲ ALGASEAT won the Gold Award at the IDA International Design Awards.

Advocating Cooperation and Action

• NTUT and Kyushu Institute of Technology Collaborate on Sustainable City Exchange to Cultivate Green Talent

National Taipei University of Technology (Taipei Tech) collaborated with the Kyushu Institute of Technology in Japan to organize the 2025 International Workshop on Sustainable Urban Development. Jointly hosted by Taipei Tech's Research Center for Energy Conservation in New-Generation Residential, Commercial, and Industrial Buildings, the Office of Research and Development, and the Office of International Affairs, the workshop welcomed 17 students from the Kyushu Institute of Technology to Taipei Tech from March 5 to 7. They joined 16 Taipei Tech students in hands-on activities and collaborative brainstorming sessions.

Participants came from a wide range of disciplines, including mechanical engineering, computer science and information engineering, electrical engineering, electronic engineering, chemistry, materials science, architecture, electro-optical engineering, chemical engineering, automation, English, and technological and vocational education. Working in interdisciplinary and inter-university teams, the students visited Taipei Tech's green energy facilities and ecological campus, as well as Taipei 101, the Taipei Botanical Garden, and the National Palace Museum. Through these field visits, they jointly explored issues such as food waste reduction, water resource circulation, and renewable energy.

The workshop was led by Associate Professor Yu-Hsuan Juan of Taipei Tech's Department of Mechanical Engineering. Recognizing that both universities are located in coastal urban environments, Associate Professor Juan designed a Hands-on Vertical-Axis Wind Turbine Workshop to introduce students to vertical-axis wind turbines and guide them in analyzing their differences from horizontal-axis turbines. His research team prepared several small-scale vertical-axis wind turbine configurations using 3D printing, including drag-based and lift-based designs. Participants were also provided with cardboard of varying materials and thicknesses to assemble their own turbines and test their power generation performance on site. The best-performing model generated a voltage of up to 2,000 volts.

Masaki Bito, Dean of the Faculty of Engineering at the Kyushu Institute of Technology, noted that Kitakyushu once supported Japan's economic development through its steel industry and has since become a model city for sustainable development in Asia. He stated that the students were particularly impressed by the hands-on wind turbine activity during the three-day, two-night exchange and expressed his hope that the two universities would continue to expand their collaboration.



▲ 2025 International Workshop on Sustainable Urban Development



▲ DIY Wind Turbine

• Sunbird • NTUT Energy Management R&D Center Focuses on DCIM and Smart Energy

Global software provider Sunbird has partnered with National Taipei University of Technology (Taipei Tech) to establish the Sunbird-Taipei Tech Energy Management Research and Development Center. An industry-academia collaboration agreement was signed on the 16th, marking the continued technical partnership between Sunbird and Taipei Tech's Department of Computer Science and Information Engineering. The collaboration focuses on data center infrastructure management (DCIM) and smart energy solutions, with the shared goals of advancing innovation and cultivating software professionals.

Sunbird is a leading global provider of DCIM software, serving international organizations including Cisco, British Airways, KPMG, Vodafone, and the World Bank. The partnership between Sunbird and Taipei Tech began in 2016. In October 2019, the two parties launched the first five-year phase of their collaboration and established the research and development center. A second five-year phase commenced in October 2024, bringing the total value of the partnership to approximately NT\$100 million. To date, more than 100 graduate and undergraduate students have participated in technical research and development projects. Undergraduate participants are also given opportunities to undertake summer internships at Sunbird's Taiwan office, and more than 20 former participants have joined the company after graduation.

Sunbird's chairman stated that the company's vision is to establish Taiwan as the center of its global DCIM research and development operations. Through continued collaboration with Taipei Tech, Sunbird aims to expand the scale and pace of innovation while improving data center management efficiency and advancing energy conservation and carbon reduction. The center provides a collaborative research environment in which engineers, faculty members, and students work together, strengthening students' experience in communicating and collaborating with engineers from a multinational company.

Professor Chien-Hung Liu of Taipei Tech's Department of Computer Science and Information Engineering, who serves as Director of the Center, explained that its work focuses on the application of agile development, automated testing, code refactoring, and performance optimization, as well as related technical training and education. The center also conducts stress testing of DCIM software and code quality analysis. Looking ahead, it plans to expand the application of artificial intelligence to software development and data center operations.



▲ Group photo of distinguished guests at the "Sunbird • NTUT Energy Management R&D Center" industry-academia cooperation signing ceremony



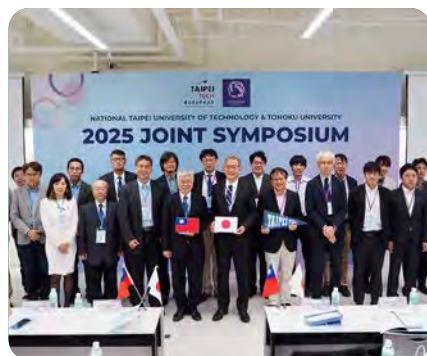
▲ Discussion on the DCIM field and smart energy solutions

- **National Taipei University of Technology (Taipei Tech) and Tohoku University of Japan jointly held the IMRAM 2025 conference, focusing on key materials and smart engineering.**

National Taipei University of Technology (Taipei Tech) and Tohoku University jointly hosted the International Bilateral Symposium of the Institute of Multidisciplinary Research for Advanced Materials (IMRAM) under the theme "Advanced Materials and Smart Engineering: From Heritage to the Future."

The symposium featured four keynote lectures, 13 invited presentations and joint collaborative reports, and 31 poster presentations, with students from both universities participating in a poster competition. Researchers from Tohoku University's IMRAM delivered presentations covering a wide range of topics, including energy materials, thermal transport, photocatalysis, and advanced characterization technologies. Faculty members from Taipei Tech showcased their latest research in neuromorphic electronic devices, heterogeneous integration, green battery materials, biomedical applications, and metal matrix composites, demonstrating the University's strengths in advanced materials and smart engineering.

The symposium further strengthened academic exchange between young scholars and researchers from both universities while fostering interdisciplinary collaboration and expanding opportunities for future joint research. Through this international platform, Taipei Tech and Tohoku University aim to attract outstanding talent and deepen their long-term partnership in advanced materials research and sustainable technological innovation.



▲ IMRAM2025 International Symposium



- **National Taipei University of Science and Technology and Advantech collaborate to promote AI and edge computing talent cultivation**

Advantech, a global leader in intelligent Internet of Things (IoT) systems and embedded platforms, signed a formal collaboration agreement with National Taipei University of Technology (Taipei Tech) to establish the Advantech–Taipei Tech Joint Center for Research, Development, and Talent Cultivation. Focusing on applications and technologies in edge computing, artificial intelligence (AI), and the Internet of Things, Advantech will invest NT\$25 million over the next three years to accelerate the practical implementation of emerging technologies and strengthen the connection between higher education and industry talent needs.

Ming-Chih Chiang, Vice President of Advantech's Intelligent Services Business Group, stated that the company remains focused on five key vertical markets: edge intelligence systems, smart manufacturing, energy and utilities, smart healthcare, and smart retail and services. Through Taipei Tech's industry collaboration platform, Advantech aims to connect with partners across the innovation ecosystem and promote cooperation in areas such as healthcare, transportation, and retail within smart cities, thereby accelerating the deployment of technologies and applications.

Professor Shih-Hsuan Yang, Director of the Center, explained that the research collaboration will cover a wide range of topics, including an AI agent project for rapid circuit design verification, Edge AI applications for smart cities, materials-centered simulation analysis and AI-assisted design platforms, sustainability-oriented environmental monitoring solutions, and the research and development of robotics and autonomous mobile systems. Taipei Tech will form interdisciplinary teams of specialists to support Advantech in the development of new technologies.

Professor Yang added that the Center is located within the Research Center for Critical Infrastructure at Taipei Tech's Advanced Technology Research Headquarters. As a platform for industry-academia co-creation, it will provide students with opportunities to gain practical experience through interdisciplinary and cross-site collaboration, thereby enhancing their professional capabilities and employment competitiveness. In its first year, the two parties plan to jointly cultivate more than 10 graduate students through industry-academia research projects. Each student will be co-supervised by an industry mentor from Advantech and an academic advisor from Taipei Tech and will participate directly in real-world corporate projects.



▲ Signed a 3-year industry-academia collaboration plan with Advantech.

Highlights Review

Awards and Recognition

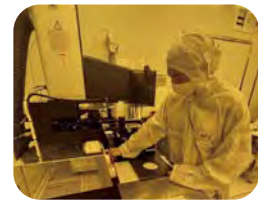
- NTUT is ranked 420th in the QS World University Rankings, maintaining its position as the 6th-best university in Taiwan.



- TAISE Taiwan Sustainability University Award:
 - Top Ten Universities of Sustainable Excellence in Taiwan
 - TAISE Sustainability Report: Platinum Award



- NTUT Achieves Further Success in Teaching Practice Research: Four Faculty Members Receive MOE's 2024 Teaching Practice Research Excellence Award



- 2025 National Sustainable Development Award: Education Category (Awarded on 1st entry)



- GCSA Sustainability Reporting Award : Bronze Class



- The university was recognized by 104 Job Bank with the Best University Brand Power Award, System Benchmark Award, and Regional Leading Award.



- Awarded the "Best Universities in Taiwan – Exemplary Performance in Technical and Vocational Colleges" by Commonwealth Magazine's University Rankings



- First Prize in the Sustainability Report Category, 7th Global Views University Social Responsibility (USR) Awards (2026)



- The Innovation Incubation Center won the National Startup – Sustainability Model Award

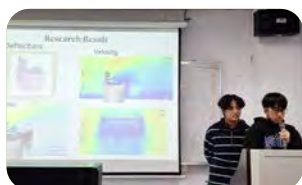


• Excellence in Teaching and Talent Cultivation

1. A themed, integrated curriculum was promoted. Since the 2023 academic year, a total of eight departments have participated, including the Department of Interaction Design, Department of Information and Financial Management, Department of Cultural and Creative Industries Development, Department of Electronic Engineering, Department of Industrial Design, Department of Mechanical Engineering, Department of Electro-Optical Engineering, and Department of Chemical Engineering. Altogether, 30 faculty members were involved, and student enrollment totaled 1,780 this year. These themed integrated curriculum clusters incorporate faculty or resources from industry partners, and relevant partner organizations include well-known industry and public-sector entities such as Quanta Computer, Foxconn Technology, TitanSoft, Compal, AUO, and Lextar Electronics.
2. A total of 278 modular courses on innovation and entrepreneurship have been planned. For the “Entrepreneurship Lecture” course offered in 2025, 9 entrepreneurs were invited to campus to share their entrepreneurial experiences with students; additionally, a course titled “The One-Minute Pitch Used by Silicon Valley Startups” was also offered, jointly taught by 4 faculty members who attended an accelerator training program at UC Berkeley in the United States. Through these course arrangements, students were able to gain an in-depth understanding of the most critical concepts in the entrepreneurial process and learn how to clearly and precisely express entrepreneurial plans and business ideas within a short period of time.
3. The Ministry of Education announced that a total of 180 teaching practice research projects were selected as outstanding in 2024, with 4 faculty members from National Taipei University of Technology receiving awards. The awardees include Professor Wang, Chen-Shu of the Department of Information and Financial Management, Professor Lin, Shu-Ling of the Department of Information and Financial Management, Associate Professor Hsu, Hsiao-Hsuan of the Department of Materials and Mineral Resources Engineering, and Associate Professor Chung, Ming-An of the Department of Electronic Engineering. Their excellence in teaching innovation has been widely recognized.



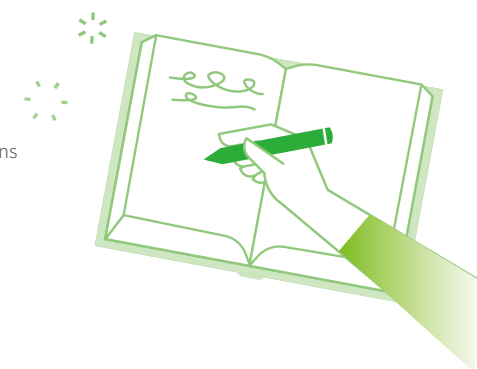
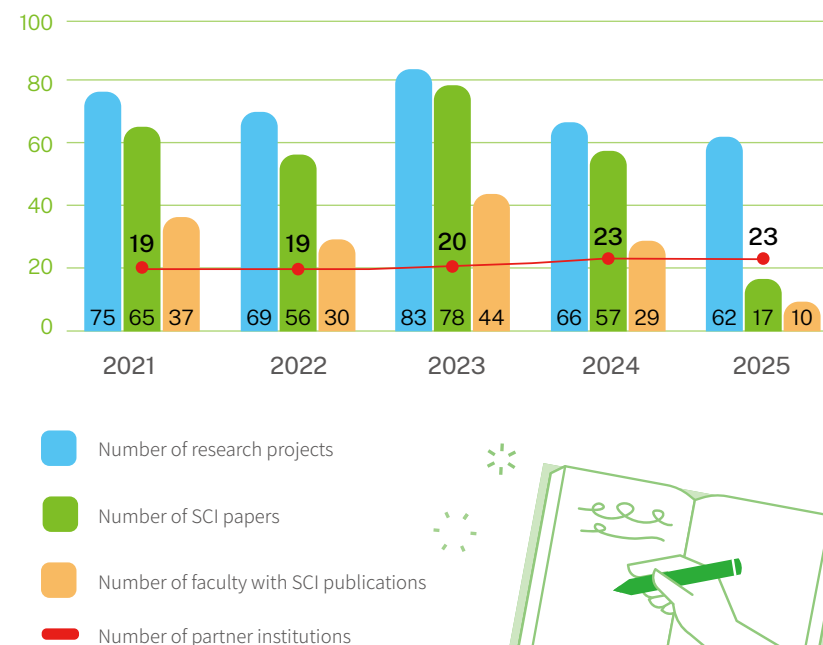
Organize field visits for students to the campus rooftop 3 kW wind power system, allowing them to observe wind turbine operations firsthand and compare them with classroom numerical simulations. This helps students bridge the gap between theory and practice, enhancing their ability to apply CFD technology to design and problem-solving while deepening their understanding of sustainable energy and green buildings.



The final project report utilizes collaborative learning and inquiry-based teaching, focusing on SDG issues and CFD technology applications to cultivate students' critical thinking and problem-solving skills.

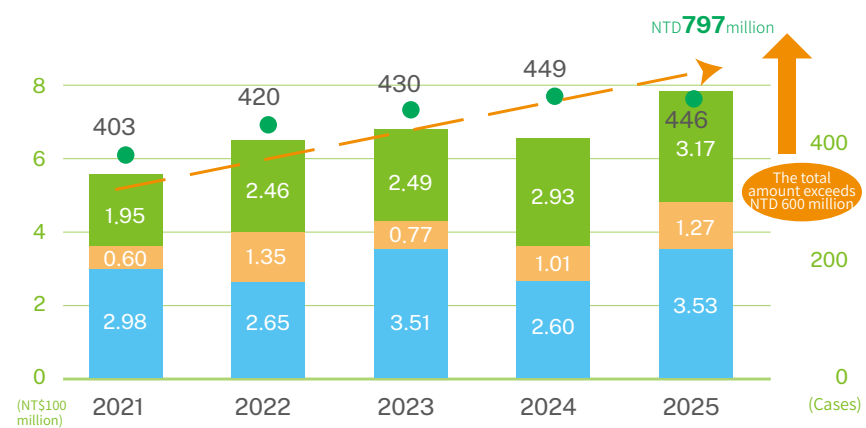
• Forward-Looking Research and Innovative Development

1. In the past three years, SDG-related papers have been continuously produced, with the highest number in the areas of "SDG7 Affordable and Clean Energy," "SDG9 Industry, Innovation and Infrastructure," and "SDG3 Good Health and Well-being," fully integrating the university's faculty research strengths to achieve sustainable research goals.
2. The average number of papers published per person over the past 3 years was 2.50 in 2023, 2.65 in 2024, and 3.29 in 2025. The number of approved NSTC (National Science and Technology Council) projects in the past 3 years was 235 in 2023, 246 in 2024, and 280 in 2025. The approved funding increased from NT\$399 million in 2023 to NT\$535 million in 2025. This accumulated research capacity lays a solid foundation for sustainable research.
3. From 2021 to 2025, the statistics on inter-university academic cooperation projects are shown in the figure below. As of 2025, the number of cooperating institutions reached 23.



• Industry–Academia Co-creation and Industrial Linkage

1. The school is positioned as a practice-oriented research and technology institution, with excellent results in faculty-led industry-academia R&D and patent technology transfer, demonstrating outstanding performance in industry-academia collaboration. The university's industry-academia funding has continued to grow in recent years, with total cooperation amounts exceeding NT\$600 million for 4 consecutive years. Furthermore, the university's faculty members have won six "National Industry-Academia Master Awards," the highest number in the country, demonstrating top-tier industry-academia R&D capabilities. Nearly 50% of the university's industry-academia collaboration funding comes from projects with enterprises and legal entities, including well-known domestic and international companies such as TSMC, Chicony, Lite-On, and Qualcomm. The university also co-established a research center with US-based Sunbird, with a cooperation amount exceeding NT\$10 million, and jointly established a research team with the MIT City Science Lab to secure industry-academia projects with TSMC, Hon Hai, and others, creating a practical setting for the university to serve as a platform for multinational industry-academia R&D cooperation.



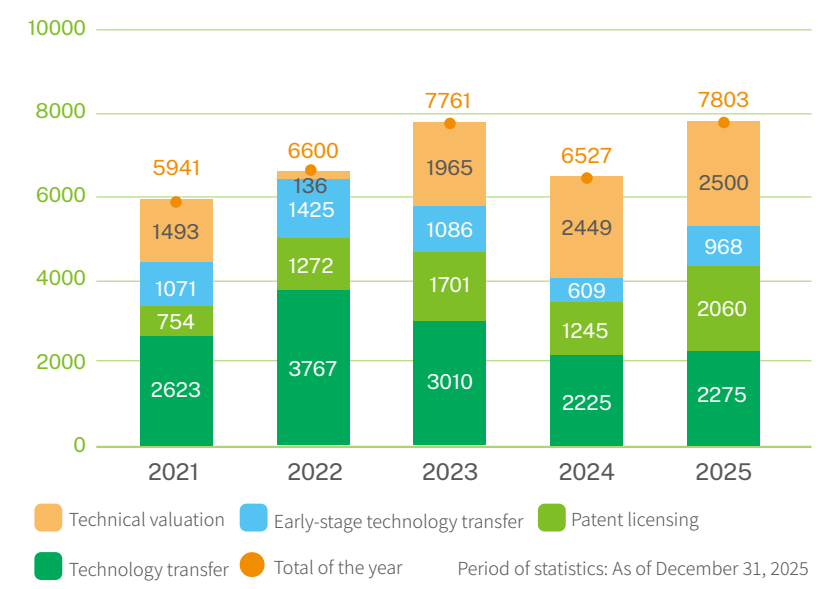
Period of statistics: As of December 31, 2025

- Amount from the government's industry-academia project
- Other Industry-Academia Funding
- Amount of Corporate Industry-Academia Funding
- Number of cases executed



2. Regarding patent technology transfer, the average annual income from technology transfer fees and equity contributions over the past 3 years has exceeded NT\$50 million. As of December 2025, 14 faculty members have contributed technology to establish 10 campus-derived startups. The total number of shares from technology contributions is 57.83 million, of which the university holds 8.09 million shares.

2021–December, 2025 Patent Technology Transfer Paid-in Revenue Statistics



3. Once a company moves in, the university's Innovation Incubation Center provides free consultation services across various professional fields tailored to the company's phased development needs. By leveraging diverse channels to integrate multi-party resources, the Center has established a comprehensive, one-stop incubation and entrepreneurship ecosystem. Over the past 3 years, the Center has assisted an average of 10 to 12 companies annually in completing their registration on the Emerging Stock Board. Additionally, the Center actively supports pre-incubation campus teams in participating in the National Science and Technology Council's FITI Innovation and Entrepreneurship Incentive Program, with teams successfully securing awards exceeding NT\$1 million. Simultaneously, student teams have received subsidies from the Ministry of Education's U-start Innovation and Entrepreneurship Program for 3 consecutive years. In addition, the annual Happy Tech Exhibition provides a platform for innovative teams to exchange ideas and showcase their work, helping them further secure angel investment.

• Environmental Sustainability and Net-Zero Action

1. National Taipei University of Technology continues to promote the optimization of its campus landscape and the creation of a sustainable environment, gradually shaping a green campus axis that integrates cultural characteristics with the ecological environment through comprehensive planning. The campus landscape renovation centers on key nodes including the Banyan Garden, the Campus History and Arts Park, and the Jingyi Space. These are linked with the Shierjia Lecture Hall, the Arts and Culture Center, and the perimeter walking trails to create a campus pedestrian system that integrates history, culture, greenery, and pedestrian circulation, thereby enhancing the overall landscape quality and the efficiency of public space utilization.



▲ Campus History Museum



▲ Campus History and Arts Park



▲ Perimeter Walking Trail



▲ Banyan Garden Landscape Improvement

2. In 2024, NTUT improved the electrical systems of the First, Second, and Fourth Teaching Buildings, along with the Chemistry Building. By replacing old transformers and recalculating load capacities, the upgrades reduce annual electricity consumption by approximately 100,000 kWh. The adoption of amorphous iron-core transformers further minimizes energy loss and lowers greenhouse gas emissions. In 2025, air conditioners older than 9 years were replaced with the latest energy-saving Class 1 standard models, and energy-saving chips were installed. These chips switch the units to fan mode when the room temperature drops below 25 °C and automatically shut them down once every 2 hours, allowing them to be restarted based on actual on-site needs.

• Social Impact and Local Inclusion

1. Winner of the 2025 Global Views USR Award for Excellence in the Welfare Symbiosis Category

NTUT's "Assistive Technology and Dedicated Teaching Materials for the Visually Impaired" features a high-tech guide cane designed for visually impaired users, integrating camera sensors and AI technology, with functions including obstacle recognition, ground-level difference detection, path navigation, and voice prompts. The project has signed cooperation agreements with two organizations for the visually impaired, including Eden, and 50 visually impaired individuals will provide feedback to enhance the user experience. In addition to aligning with NTUT's research capabilities, it has also reached the stage of commercialization.



▲ Student Discussions



▲ Guide Cane Exhibition Participation

2. Organized by the Mud for Good team, the "Cultural Empowerment & Local Sustainability USR-SIG Exchange Forum" invited partner schools that have long focused on the preservation of Taiwan's cultural assets and the inheritance of traditional crafts to share their practical experiences in deepening local engagement and consolidating local identity, implementing university social responsibility and promoting cultural innovation and local sustainable development.



▲ Cultural Empowerment & Local Sustainability USR-SIG Exchange Forum



3. The urban planning team of the Graduate Institute of Urban Development at the University promoted the “Beitou Sustainable Market Future Living Landscape” project, conducting an in-depth inventory of the long-term pain points and resource needs of local markets. Through collaboration with stakeholders, the team proposed a regenerative design solution linking the overall space and its users, and won the top prize in the National Planning Departments and Institutes Internship Joint Exhibition Competition with “Beitou Market Reconstruction Planning and Design.” The project integrates market reconstruction, urban agricultural landscapes, and educational initiatives, responding to local development needs through a strategy integrating software and hardware, and demonstrating concrete results in introducing design into local revitalization and the practice of university social responsibility.



▲ Beitou Sustainable Market Future Living Landscape Project

4. The University has partnered with Ho-Shin Hospital in a cross-disciplinary effort to promote the USR project “Walking Together in Medicine, Accompanying with Heart – Cancer Patients and Family Members and Ho-Shin Heart Hot Springs.” The project focuses on psychosocial support for cancer patients and their families and the optimization of medical services, establishing a patient support system and health education mechanism. By integrating design and technology, the University improves medical treatment processes and the care experience, enhances humanistic care in healthcare, and demonstrates concrete results in combining professional expertise with social needs and deepening social impact.



▲ NTUT and Ho-Shin Hospital Taiwan Cooperative USR Project

5. The University is committed to promoting educational equity and an inclusive campus. Through the resource classroom, it organizes visits and exchange activities for special education students from senior high schools and vocational high schools, helping them become familiar with the higher education learning environment and support resources in advance; it also produces and promotes special education advocacy materials to enhance understanding of the needs of students with disabilities both on and off campus, and continues to foster a friendly and inclusive learning environment.



▲ Resource Classroom_Vocational High School Promotion



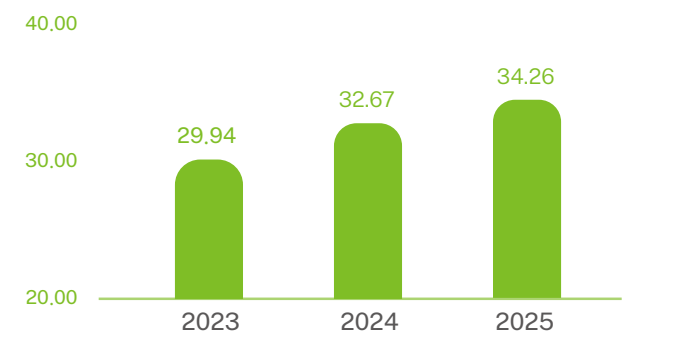
▲ Resource Classroom_Freshman Folder

• Sound Financial Management and Resource Utilization

1. The school’s operating results of revenues and expenditures in recent years show a steady upward trend in total revenue. In addition to government subsidy income, the increase was mainly attributable to a significant rise in the school’s self-raised income, such as industry–academia collaboration income and investment surplus, with self-raised income accounting for over 60% of total revenue.
2. In line with school development and through actively securing and implementing project subsidies, industry–academia Taiwan Cooperative, and promoting continuing education and other plans, the scale of total expenditure has increased year by year, reaching NT\$4.679 billion in 2025, effectively improving overall teaching quality and enhancing educational performance.
3. The school’s available funds grew steadily, reaching NT\$3,426,107 thousand by the end of 2025.

Available Funds from 2023 to 2025

Unit: NTD (in NT\$100 million)



Available Funds

1

Sustainable Management Practices

- ◆ 1-1 Sustainable Development Strategy and Management
- ◆ 1-2 Stakeholder Engagement
- ◆ 1-3 Materiality Analysis
- ◆ 1-4 Climate Change Response Actions



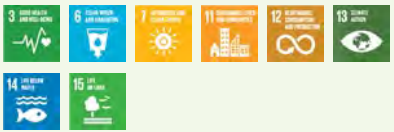
○ 1-1 Sustainable Development Strategy and Management

NTUT Sustainable Vision and Strategy

The Path of Integrity and Continuity: The Next Century

National Taipei University of Technology has adopted “The Path of Integrity and Continuity: The Next Century” as its sustainable development vision. Inheriting the school motto of “Sincerity, Simplicity, Precision, and Diligence,” the University takes “sincerity” as its core and demonstrates a long-term commitment to sustainable development. Combining the development characteristics of “Innovative Technology, Practicing Sustainability,” the University integrates academic resources, practical experience, and industry influence to actively promote green transformation, and with a target of net-zero emissions by 2048, is committed to creating a future in which technology and sustainability advance together. As an important social think tank, the University integrates the spirit of ESG into university governance, responding to global climate change and sustainability challenges and giving full play to the key role of universities in education, research, and social impact.

In terms of strategic promotion, the University adopts “**City Sustainability, Heritage Sustainability, and Achievement Sustainability**” as its core framework, and systematically promotes university development from four major aspects: sustainable ecology, excellence in teaching and research innovation, driving social well-being, and sound university governance. By building an ecological campus and implementing net-zero carbon reduction actions, deepening teaching, research and industry-academia linkages, promoting social participation and international cooperation, and strengthening governance systems and sustainable finance, the University continues to enhance its overall development resilience and sustainable impact, moving toward becoming a model sustainable university with educational quality, social responsibility, and international competitiveness.

The Path of Integrity and Continuity	City Sustainability Creating a Green Smart Campus in Symbiosis with the City	Heritage Sustainability Fulfilling the Mission of Technical and Vocational Education and Implementing University Social Responsibility (USR)		Achievement Sustainability Achieving a Model Sustainable University Through Sound Governance and Data-Driven Decision-Making
Strategic Pillars	Sustainable ecological environment (Environment)	Drive shared social prosperity (Social)	Excellence in teaching, research, and innovation (Innovation)	Sound university governance (Governance)
Goals and Commitments	Promoting the construction of an ecological campus, developing green energy applications and energy conservation and carbon reduction, strengthening resource recycling and sustainable procurement, and moving toward becoming a model university for environmental sustainability.	Leveraging academic influence to promote industrial development and local engagement, driving cultural innovation and community resilience, and achieving integration between the University and society.	Deepening professional academia, linking sustainable development and industry-academia collaboration, creating an innovative learning environment, and cultivating talent with both professional competence and sustainability literacy.	Integrating sustainability concepts into university governance, strengthening talent cultivation and administrative efficiency, creating a diverse and inclusive environment, and implementing sound finance and sustainable operations.
Implementation Strategies	• Ecological Conservation and Green Buildings • Net-Zero Carbon Reduction and Energy Management • Resource Recycling and Sustainable Procurement	• Industry-Academia Collaboration and Linkages with Sustainable Development • Social Practice and Professional Empowerment • International Cooperation and Sustainability Exchange	• Integrating Sustainable Development into Teaching and Research • Cultivation of Interdisciplinary Capabilities and Social Concern • Teaching Innovation and Industry Talent Cultivation	• Sustainable Governance and Policy Promotion • Friendly Inclusion and Health and Well-being • Sustainable Finance and Information Disclosure
Main Axes of University Development	Healthy and intelligent green campus	• A Nurturing Ground for Holistic Development • Deepened International Academic Exchange • Pragmatic Industry-Academia R&D	• Diversified and Innovative Learning • Pragmatic Industry-Academia R&D	• Efficient and Friendly Administrative Team • Deepened International Academic Exchange • Healthy and intelligent green campus
Responding to SDGs				

Sustainable Governance and Promotion Mechanisms

The school has established a sustainability management mechanism centered on PDCA (Plan-Do-Check-Act). Through cyclical processes such as identifying material topics, strategy planning and execution, performance review, and continuous improvement, the school systematically promotes sustainable development. Overall operations are integrated with the school's medium- and long-term development plans and international sustainability trends, and through a cross-unit coordination mechanism, ensure the effective implementation and continuous refinement of various sustainability strategies.

In terms of governance structure, the University is personally led by the President in chairing the "Sustainability Meeting" to regularly review the effectiveness of sustainability promotion and strategic direction, strengthening senior governance and decision-making mechanisms. At the same time, by combining the University's internal expert review system and incorporating professional feedback from external experts such as university affairs evaluation committee members and the Higher Education Sprout Project, the depth of oversight and decision-making quality of sustainable governance are enhanced.

In addition, through Sustainability Reports and information disclosure mechanisms, the University continuously reviews implementation results and feeds them back into decision-making, forming a rolling optimization governance cycle that comprehensively improves the effectiveness of sustainable development across governance, environmental, and social dimensions.



Institutional Research and Sustainable Development Center

Since 2022, the University has undergone organizational transformation by merging the Institutional Research (IR) Center and the University Social Responsibility (USR) Office into the "Institutional Research and Sustainable Development Center (IRSDC)" with the core mission of promoting institutional research, building a sustainable campus, and implementing university social responsibility. Based on the foundation of university development, the Center systematically integrates major social and international issues and the context of sustainable development, fully incorporating them into teaching and research, curriculum planning, and administrative support, thereby shaping a forward-looking and responsible sustainable university governance model.



Based on the university's medium- and long-term development plans, international sustainability assessment indicators, stakeholder opinions, and external ESG trends, the University identifies major sustainability issues on campus, promotes sustainability actions through dual tracks of teaching and administration, and feeds implementation results back into university development and teaching and research planning, continuously fostering a resilient and forward-looking sustainable campus.



As early as 2017, in line with the policies of the Ministry of Education, the University included University Social Responsibility (USR) as a key focus of university governance. It integrated internal administrative resources and the professional capabilities of various departments and institutes to cultivate USR action teams with humanistic care and social literacy. These teams respond to local and field needs, transform academic expertise into social innovation and sustainability actions, promote the transformation of teaching practices, embody the spirit of a borderless university, and serve as an important linkage platform among the University, public and private sectors, enterprises and industries, and urban and rural communities. In doing so, they promote local inclusion and sustainable development.



With "data-driven university management" as its core concept, the University establishes an institutional research governance framework through systematic data collection, analysis, and interpretation to support various internal units in refining policy and operational decision-making, enhancing governance effectiveness and policy coherence, and achieving evidence-based sustainable university development.

○ 1-2 Stakeholder Engagement

Stakeholder identification

The school continues to identify and analyze stakeholders in accordance with the five principles of the AA1000SES (2015) Stakeholder Engagement Standard (dependency, responsibility, tension, influence, and diverse perspectives). Coordinated by IRSDC, relevant supervisors and colleagues are invited to complete identification questionnaires. Assessments are then conducted based on the degree of interaction and influence between stakeholders and the University, with a rolling review and optimization of stakeholder classifications to confirm the University's nine major stakeholder categories.

At the same time, the University continues to refine its stakeholder communication mechanisms, collecting opinions and feedback through diversified channels, strengthening its response to and management of issues of concern to stakeholders, and enhancing communication effectiveness and governance transparency.

Stakeholders	Communication method and frequency	Issues of Concern (TOP3)	Information connection
Student Opportunities for education, learning, and development.	• Departments and institutes (At any time) • Mentor Time (Irregular) • Administrative Meetings (7–8 times/semester) • University Affairs Meetings (1–2 times/semester) • Student Representative Assembly (1 time/semester) • Meeting with the President (1 time/month) • Various Questionnaires (Irregular) • Freshman Orientation Camp (1 time/academic year) • Teaching Evaluation (1 time/semester)	• Student Internship and Employment Opportunities • AI Technology Applications • Information Security and Personal Data Protection	• Website of the Student Affairs Office : https://osa.ntut.edu.tw/ • Website of the Academic Affairs Office : https://oaa.ntut.edu.tw/ • Fan page of the Academic Affairs Office : https://www.facebook.com/TaipeiTech.aca/ • School website : https://www.ntut.edu.tw/ • School fan page : https://www.facebook.com/taipeitech1912/?locale=zh_TW
Parents of Students Mutual trust and support help students achieve better learning outcomes.	• Departments and institutes (At any time) • Admission briefings (Irregular) • New student parent meetings (1 time/academic year)	• Teaching Quality and Innovation • Energy Management • University Social Responsibility practice	• Website of the Student Affairs Office : https://osa.ntut.edu.tw/ • Website of the Academic Affairs Office : https://oaa.ntut.edu.tw/ • Fan page of the Academic Affairs Office : https://www.facebook.com/TaipeiTech.aca/ • School website : https://www.ntut.edu.tw/ • School fan page : https://www.facebook.com/taipeitech1912/?locale=zh_TW
Faculty & Staff Provide students with knowledge, skills, and administrative support.	• Administrative Meetings (7-8 times/semester) • Consensus meetings (2 times/semester) • University Affairs Meetings (1-2 times/semester) • Mentor meetings (1 time/semester) • Various committees (Irregular) • End-of-term meetings (1 time/semester) • Mentor counseling competency workshops (1 time/semester) • Labor–management meetings (1 time/Q)	• Campus Safety and Health • Information Security and Personal Data Protection • Student Internship and Employment Opportunities • Ecology and Green Campus	• Website of the Secretariat : https://sec.ntut.edu.tw/ • Website of the Student Affairs Office : https://osa.ntut.edu.tw/ • Website of the HR Office : https://per.ntut.edu.tw/

Stakeholders	Communication method and frequency	Issues of Concern (TOP3)	Information connection
Alumni Collaborate to enhance academic standards, teaching quality, social impact, and provide career opportunities.	• School newsletter (1 time/month) • Regional alumni association events (Irregular) • Departmental and graduate institute alumni events (Irregular) • Alumni general association handover ceremony (1 time/2 years) • Graduate destination surveys (1st, 3rd, and 5th year after graduation)	• Energy Management • Information Security and Personal Data Protection • Ecology and Green Campus • Ethics and civic education	• Website of the Alumni Services Office: : https://alc.ntut.edu.tw/ • Website of the Alumni Center fan page : https://www.facebook.com/ntutalc6400 • School newsletter website : https://newsletter.ntut.edu.tw/ • School website : https://www.ntut.edu.tw/ • School fan page : https://www.facebook.com/taipeitech1912/?locale=zh_TW
Government agencies Promote the development of the education business and improve the level of social welfare.	• Official correspondence (Anytime) • Various project reports (processed according to the required schedule) • School website (Anytime) • Institutional evaluations (1 time/5 years) • Department and graduate institute evaluations (1 time/5 years) • Certifications by various professional institutions (Irregular) • Higher education institution affairs database reporting (2 times/year)	• Teaching Quality and Innovation • Research and industry-academia collaboration • University Social Responsibility practice	• Website of the Higher Education Database : https://hedb.moe.edu.tw/ • School Affairs Information Section : https://osaur.ntut.edu.tw/p/426-1001-92.php?Lang=zh-tw
Enterprises Improve teaching quality, expand educational scope, offer students more practical opportunities, and support career development.	• Industry-academia collaboration related meetings (Irregular) • Employer satisfaction survey statistics (1 time/year)	• Student Internship and Employment Opportunities • Academic Ethics • AI Technology Applications	• Website of the Industry-Academia Collaboration Office : https://rndc.ntut.edu.tw/ • Website of the R&D Office : https://rnd.ntut.edu.tw/
Suppliers Promote school teaching and management goals through the provision of various products and services	• School website (Anytime) • Tender notices (Anytime) • Government e-Procurement System (Anytime) • Procurement departments (Anytime)	• Waste management and reduction • Energy Management • Supply chain management and procurement	• Website of the General Affairs Division : https://oga.ntut.edu.tw/ • Government e-Procurement Portal : https://web.pcc.gov.tw/pis/
Community residents Enhance the university' s social impact and improve community life and cultural quality through collaboration.	• Events – (Irregularly)	• Information Security and Personal Data Protection • University Social Responsibility practice • Ecology and Green Campus	• School website : https://www.ntut.edu.tw/ • School fan page : https://www.facebook.com/taipeitech1912/?locale=zh_TW
Media Facilitates communication between the university and the public, enhancing the university' s visibility and reputation.	• School website (Anytime) • Press releases (Irregularly)	• Environmental Education and Talent Development • Human Rights Protection and Diversity and Equality • Academic Ethics	• School website : https://www.ntut.edu.tw/ • School media coverage : https://news.ntut.edu.tw/p/403-1000-11-1.php?Lang=zh-tw

Step3 Assess impact significance

Based on related reports such as Impact Accounting jointly developed by the Value Balancing Alliance (VBA), the International Foundation for Valuing Impacts (IFVI) extended from Harvard Business School, and the global Big Four accounting firms, the University integrated external impacts in environmental, economic, and social (including human rights) aspects according to its characteristics, and business unit supervisors and relevant colleagues conducted ESG external impact questionnaires to understand the degree to which such external impacts affect the University's sustainability issues, with a total of 32 valid questionnaires collected.

External impact significance

- (+Economic aspect)** Innovation in university teaching and research contributes to academic development and social applications, and cultivates the talent needed by society
- (+Economic aspect)** Research and development and AI technology applications are not only academic achievements, but also drive industrial upgrading and enhance industry-academia collaboration and technology transfer results
- (-Economic aspect)** Improper management of information security, privacy, or fairness may cause personal data breaches and misuse, and damage the privacy rights and equitable rights and interests of students or employees.
- (-Environmental aspect)** Pollution, carbon emissions, and waste (such as garbage, wastewater, and exhaust gas) generated by campus facilities or laboratory operations have adverse impacts on the environment and ecology
- (-Environmental aspect)** Failure to reduce energy consumption and increase the use of renewable energy results in increased greenhouse gas emissions, affecting the climate
- (+Social aspect)** Through internships and job opportunities, students' employment opportunities and social purchasing power are increased

Step4 Prioritize the reporting order of the most significant impacts: List of material topics

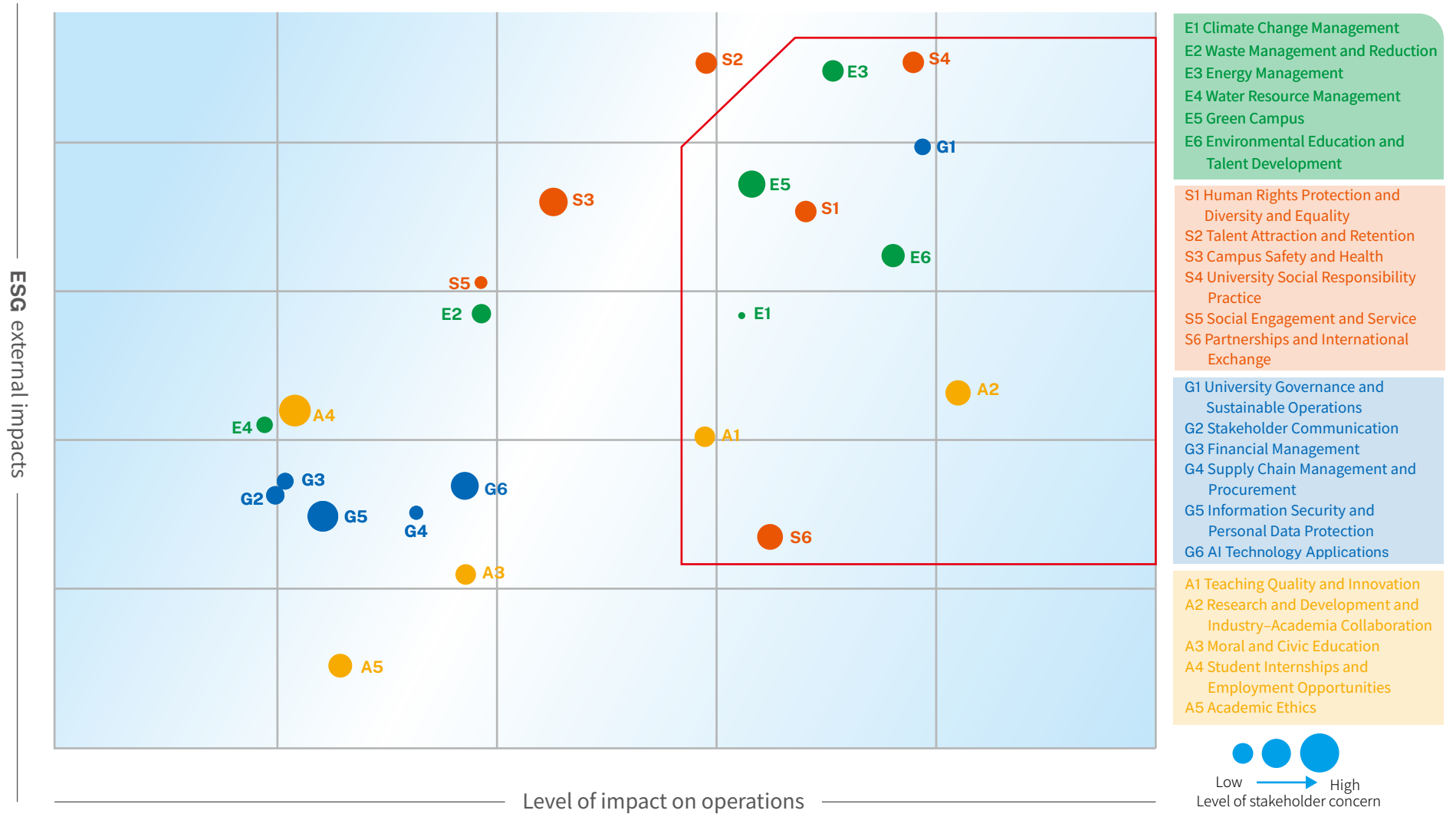
Taipei Tech adopts double materiality, focusing on the impact of sustainability issues on the University itself, while also focusing on the impact of the University's actions on the external economy, environment, and society. Based on the analysis results of Step 2 and Step 3, with reference to domestic and international sustainability-related rating indicators and the average level of issue concern in the education system, and after discussions with internal supervisors and experts, issue priorities and importance were determined, a material topic matrix was developed, and 10 material topics were selected as the basis for report data collection and disclosure.

Compared to the 2024 Sustainability Report, "Environmental Education and Talent Development" has been added as a material topic this year. Meanwhile, since talent development and retention have become better established and achieved excellent results, they will be adjusted to general issues and will still be included in the report for explanation.

● Direct impacts ○ Indirect impacts

	Material Topic	Green Campus	Diversified Learning	Nurturing Cradle	Industry-Academia R&D	International Exchange	Friendly Administration
City Sustainability	Climate change adaptation	●			●	○	
	Energy Management	●			○		●
	Ecological and Resilient Campus	●					○
	Environmental Education and Talent Development	○	●		○	○	
Heritage Sustainability	Human Rights Protection and Diversity and Equality		○	○			●
	University Social Responsibility practice	○	●	●	○		○
	Partnerships & international exchange		○	○		●	
	Teaching quality & effectiveness		●	●			○
	Research and industry-academia collaboration		●		●	○	
Achievement Sustainability	School Administration Governance and Sustainable Operation	●	○	○	○	○	●

Material topic matrix



Management Approach

2025 Material Topics	Policies/Commitments	Goals and Actions			Evaluation Mechanism	GRI Topic-specific	Corresponding chapter and management policy
		Short term	Medium term	Long term			
City Sustainability	Climate change adaptation	1. Replace energy-saving equipment, promote carbon reduction awareness, and green transportation. 2. Promote carbon reduction activities, establish a carbon inventory mechanism, and advocate low-carbon behavior. 3. Regularly assess climate risks and propose response strategies. 4. Set up recycling stations, organize environmental protection activities, and implement project training programs.	1. Expand carbon reduction facilities, promote low-carbon transportation, and evaluate the installation of electric vehicle charging stations. 2. Strengthen carbon emission data analysis, promote the participation of faculty and students in low-carbon lifestyles, and improve the energy-saving efficiency of equipment. 3. Offer sustainable development courses and workshops to enhance faculty and students' awareness of climate change. 4. Deepen environmental protection actions and social services, and promote green offices.	1. Optimize carbon reduction strategies, promote remote working and teaching, and adjust holidays to reduce energy consumption. 2. Formulate a net-zero carbon emission action plan, and collaborate with external units to promote carbon reduction and carbon neutrality. 3. Deepen industry-academia cooperation and introduce innovative technologies to enhance risk management in response to extreme climate events. 4. Combine with communities to promote implementation plans and jointly advance green environmental actions	• Greenhouse Gas Emissions • Waste and recycling volumes • Surveys • Event frequency	Economic Performance	1-4 Climate Change Response Actions
	Energy Management	1. Improve and expand the energy monitoring system to accurately monitor energy consumption in each area. 2. Repair or update facilities to stabilize renewable energy generation.	1. Use cloud systems to analyze energy consumption, promote electricity-saving management, and encourage participation. 2. Install additional rooftop solar systems to promote renewable energy. 3. Establish energy storage systems to improve energy efficiency.	1. Continue to introduce new energy-saving technologies to improve the building environment while ensuring comfort and safety. 2. Develop smart grids to ensure the stable operation of critical buildings during disasters.	• Energy consumption data • Renewable energy power generation	Energy Emissions	5-2 Energy Management
	Ecological and Resilient Campus	1. Prioritize the use of green building materials and promote environmental protection and sustainable development. 2. Conduct ecological surveys of the campus to inventory plant, animal, and insect species.	1. Use Taiwan's green building and green renovation evaluation systems to encourage active participation by faculty and students. 2. Planning interconnected urban ecological green corridors	1. Use green building materials to promote a sustainable campus and establish a green campus culture. 2. Developing a technology-enabled, interactive smart university town.	• Quantity of materials meeting green building material standards • Proportion of certifications obtained	School-defined Indicators	5-1 Green Landscaping
	Environmental Education and Talent Development	1. Providing sustainability education and training on occupational safety, health, and environmental protection. 2. Organizing sustainability-related practice competitions.	1. Offering a credit program for Professional Environmental Engineer certification. 2. Promoting the Indoor Air Quality (IAQ) Self-Management Certification.	1. Continuously promoting environmental awareness across the campus. 2. Cultivating sustainability-literate faculty and student teams.	• Participation Rate in Sustainability Training • Number of Teams Participating in Competitions	Training and Education	3-2 Talent Cultivation and Retention 6-1 University Social Responsibility Practice

	2025 Material Topics	Policies/Commitments	Goals and Actions			Evaluation Mechanism	GRI Topic-specific	Corresponding chapter and management policy
			Short term	Medium term	Long term			
Heritage Sustainability	Human Rights Protection and Diversity and Equality	NTUT implements measures such as diversified admissions, fair employee compensation, gender equality, assistance for disadvantaged students, academic counseling, and support for students with physical and mental disabilities to ensure equal rights and opportunities for all stakeholders. An evaluation and grievance mechanism has been established to continuously improve the campus environment and institutional policies.	- Enhance students' and employees' awareness of human rights and gender equality policies. - Strengthen guidance and support mechanisms for disadvantaged students. - Ensure the smooth implementation of diversified admission programs.	- Promote the in-depth implementation of gender equality and multicultural education. - Establish a more comprehensive student counseling system to improve academic achievement. - Expand subsidies and support resources for disadvantaged students to improve quality of life.	- Achieve comprehensive equality in the workplace and educational environment on campus. - Ensure that all students, regardless of background, can equally participate in learning and development. - Establish a long-term evaluation and improvement mechanism to continuously enhance policy effectiveness.	- Number of grievances on sexual harassment - Number of applicants for diversified learning programs - Student Counseling Participation Rate	Diversity and Equal Opportunity	3-1 Human Rights and Equality
	University Social sponsibility practice	Strengthen campus-wide promotion to make USR a public movement. Starting from local needs, incorporate USR concepts into professional and interdisciplinary courses to promote the spirit of professionalism, engagement, and altruism among faculty and students.	- Providing consultancy services, facilitating resource matching, and strengthening USR seed projects. - Organizing University Social Responsibility (USR) lectures and achievement exhibitions. - Actively connecting with local communities and industry partners to promote cross-sector collaboration.	- Establishing USR project teams and faculty incentive mechanisms linked to faculty promotion and evaluation systems. - Encouraging inter-university collaboration and experience sharing. - Adopting the Social Return on Investment (SROI) evaluation framework to regularly assess outcomes and refine implementation strategies.	- Integrating USR teaching resources, supporting certified courses, and incorporating AI into teaching. - Cultivating students' social responsibility and capacity to apply technology. - Promoting partnerships with universities in New Southbound Policy partner countries to expand international collaboration and enhance the impact of practical engagement.	- Number of collaborative projects - Number of certified courses - Number of lectures and exhibitions	Indirect Economic Impact	6-1 University Social Responsibility Practice
	Partnerships & international exchange	With "expanding international cooperation, deepening faculty and student exchanges, and enhancing global visibility" as the core objective, NTUT actively participates in major international conferences and forums and organizes academic seminars to expand its global network of partner institutions. The university has signed cross-border inter-university cooperation agreements and established international exchange platforms to facilitate various exchange activities, enhance the international mobility of faculty and students, and promote substantive and impactful global collaboration.	- In line with the government's New Southbound Policy, strengthen recruitment by targeting graduates from benchmark universities in Southeast Asia and South Asia. - Make good use of media platforms for promotion, combine them with the implementation measures of the school's bilingual courses, and encourage students to participate in related programs. - Continue to promote the "horizontal and vertical alliance" strategy, review the cooperation status of existing international partner schools in various countries, deepen ties with partner schools that align with both parties, and strengthen the lineup of partner schools.	- Recruit outstanding international master's students currently enrolled to directly pursue doctoral studies, and encourage them to remain at the school as postdoctoral researchers to continue enriching the school's research capacity. - Promote the "International PBL" program to colleges, departments, and institutes across the school, and develop international PBL programs with distinctive college characteristics. - Focus on benchmark international partner schools and carry out long-term, substantive, and in-depth Taiwan Cooperative in research, teaching, and faculty-student exchanges. - Regularly hold academic exchange and reciprocal visit activities.	Promotion of "Global Engagement – Full-Scale Participation"	- Number of inbound and outbound exchange participants - Number of international partner institutions - Number of international PBL program participants	School-defined Indicators	6-4International Exchange and Cooperation

2025 Material Topics	Policies/Commitments	Goals and Actions			Evaluation Mechanism	GRI Topic-specific	Corresponding chapter and management policy
		Short term	Medium term	Long term			
Heritage Sustainability	Teaching quality & effectiveness	1. Provide SDGs research grants and hold SDGs research methodology courses to enhance research capabilities. 2. Give additional weighting to teaching and research personnel who publish SDG-related papers, promote the National Science and Technology Council's sustainability projects, and support sustainable cooperation projects. 3. Sign an Open Access submission subsidy agreement with publishers and establish an information webpage.	1. Update the SDGs development trends report. 2. Expand the weighting of SDGs papers, promote interdisciplinary cooperation, and hold promotional meetings for SDGs research project proposals. 3. Hold academic openness-themed promotional activities.	1. Encourage participation in international seminars and provide reports on the current status of SDGs research. 2. Strengthen the weighting and promotion of SDGs papers, and establish an evaluation mechanism for inter-university cooperation projects. 3. Establish an Open Access resource section to enhance researchers' understanding of Open Access.	• Number of Academic Personnel and Activities • Paper Publication Volume and Journal Quality • Open Access Submission Subsidy and Number of Pages	School-defined Indicators	4-2 Sustainability Education
	Research and industry-academia collaboration	1. Co-develop a series of SDGs MOOCs courses with partner schools, promote AI and sustainability courses, and hold sustainability literacy workshops for teachers. 2. Promote sustainability-related short-term courses and workshops, offer the general education course "Urbanization and Natural Ecology," and enhance biodiversity and campus ecological conservation. 3. Plan general education courses combining "Innovative Teaching" and "Sustainability Education," and hold 1 sustainable development education training session each year.	1. Integrate MOOCs courses, revise academic program regulations, implement a certification system, encourage teachers to offer sustainability courses, and establish a flexible salary mechanism. 2. Promote interdisciplinary sustainability courses, add 2-4 new courses, and enhance academic understanding and practice of sustainable development. 3. Cooperate with schools in the University System of Taipei to hold 2 sustainable development education training sessions each year.	1. Reward teachers for offering innovative sustainability courses, establish a flexible salary points mechanism, and share teaching results to partner schools. 2. Build a sustainability learning platform, provide interdisciplinary learning programs, integrate arts activities and sustainability courses, and enhance student participation. 3. Recognize international micro-programs, establish SDGs-themed micro-programs, and hold 3 sustainable development education training sessions each year.	• Number of course enrollments • Post-course satisfaction rates • Number of sustainability-related lectures held	School-defined Indicators	4-1 Sustainability Research 4-3 Sustainable Technology
Achievement Sustainability	School Administration Governance and Sustainable Operation	1. Regularly conduct stakeholder questionnaires, ESG impact surveys, and materiality analyses to align with sustainability trends. 2. Formulate the school's sustainable development blueprint and strategic planning based on medium- and long-term school development. 3. Integrate domestic and international sustainability issues and related indicators, and make rolling adjustments to the school's sustainability issues.	1. Plan a net-zero roadmap and develop carbon reduction strategies. 2. Participate in sustainability expos, demonstrate sustainability achievements, and expand social impact. 3. Hold sustainability-related capacity-building courses and education and training for faculty, staff, and students.	Annually analyze external evaluation submissions and adjust sustainability strategy accordingly.	• Materiality Analysis • Check important tasks • Sustainability Knowledge Survey Questionnaire	GRI 2 General Disclosures 2021	1-1 Sustainable Development Strategy and Management 2-1 School Governance 2-2 Risk Management and Internal Control

Climate risk and opportunity management

Based on the Task Force on Climate-related Financial Disclosures (TCFD), the NTUT has identified seven major transition risks, three physical risks, and six climate-related opportunities through the disaster potential map of the Home Disaster Prevention and Protection Center, the climate change disaster risk adaptation platform, and the reference to the climate conditions of the education system. Then, the primary executives of the school further evaluated the likelihood and impact of the occurrence to identify the risks and opportunities of the financial impact of climate change and drew up a matrix of major climate change risks and opportunities.

• Material climate change risk and opportunity matrix



【Transition risk】	【Physical risks】	【Opportunity】
T1. Increased energy costs T2. Promotion of Net-Zero Emission Strategies T3. Uncertainty of Low-Carbon Research and Technology T4. Insufficient energy-saving equipment T5. Impact on the school' s image T6. Knowledge Training T7. Insufficient water	P1. Typhoon P2. Floods P3. Extreme high temperature	O1. Sustainability Research and Education O2. Promote Low-Carbon Courses and Research O3. Acquiring government low-carbon related projects O4. High-efficiency Buildings O5. Renewable energy technology O6. Water Resource Management and Technology

Transitional risk :

Climate risk	Financial Impact	Response strategy
Rising costs of energy	1. High cost of green power 2. Higher temperature, higher electricity cost 3. High cost of renewable energy installation	1. Promote energy conservation awareness and adopt energy conservation and carbon-reduction policies. Reduce total electricity consumption in the school through electricity consumption regulations and hold monthly meetings to investigate the school's electricity consumption. 2. Establish renewable energy such as solar panels to reduce energy expenditure from self-generated and self-use.
Promotion of Net-Zero Emission Strategy	In response to the net-zero carbon emissions, carbon tax, and carbon trading impacts of the Climate Change Response Act, inventory, carbon-reduction strategy planning, and purchase of green power certificates, etc., are conducted to increase operating costs.	1. Promote campus carbon inventory and collect emission data for Scope 1, Scope 2, and Scope 3 (commuting) To set short-, medium- and long-term goals for net-zero carbon emissions. 2. Promote green procurement and use products with environmental protection and energy-saving labels. 3. New or modified buildings are subject to the Green Building Council (GBC) rating, such as EEWH Green Building Mark certification.
Uncertainty of Low-Carbon Research and Technology	Emerging technologies that increase the cost of teacher research.	In response to the core expertise of the school in sustainable development and environmental climate, the school actively participates in government agencies and industry-academia collaboration in carbon-reduction-related projects and research to respond to the global net-zero carbon emission target.
Insufficient energy-saving equipment	The campus is limited, and the establishment of renewable energy is insufficient.	1. Replace energy-intensive equipment (traditional lamps, inverter air conditioning, etc.), and purchase energy-saving and eco-friendly equipment. 2. Update smart meters and smart energy monitoring system equipment to implement campus energy management.
School image impact	Poor sustainability performance.	1. Encourage academic research and social engagement in the field of sustainable development, and actively compete for external sustainable action awards to strengthen the competitiveness of school operations. 2. Participated in the "Smart and Climate-Friendly Campus Pilot Program" of the Ministry of Education to demonstrate the ecological campus's demonstration effect.
Knowledge training	In order to build up the knowledge of sustainability for all teaching and staff members and increase the cost of education and training.	1. Enhance the proportion of sustainability courses to strengthen students' knowledge and literacy regarding climate change issues, and simultaneously develop related programs/micro-programs to attract students. 2. Offer ESG and sustainability management-related advanced study courses to cultivate relevant talent in response to market demand.
Lack of water supply	Imbalances in the supply and demand of water resources lead to water shortages.	1. Establish water consumption and water level monitoring systems to improve the water conservation plan for the entire campus. 2. Establish a rainwater harvesting system on the roof as a source of water for landscaping and gardening on the roof and flushing toilets. 3. Use of waterproof coating to achieve the goal of water retention.

Physical risks :

Climate risk	Financial Impact	Response strategy
Typhoon	Because the sea temperature rises, the atmospheric water content increases significantly, resulting in an increase in the proportion of typhoons with stronger rainfall, resulting in higher damage.	Implement disaster response plans and set up relevant disaster prevention facilities to ensure the safety of teaching and staff.
Floods	Changes in rainfall patterns, increasing urban water stress.	With the campus fully paved with a waterproof foundation, we will continue to improve the campus' s drainage and flood prevention capabilities, increase resilience to deal with extreme weather, and reduce the losses caused by climate change.
Extreme high temperature	Increased temperature and increased energy supply pressure.	The school will strengthen the promotion of ecological campus, reduce the effect of thermal island effect of buildings through the increase in the percentage of ecological campus planning and planting, and improve the heat dissipation.

Opportunities :

Type of opportunity	Financial Impact	Response strategy
Sustainability Research and Education	Increase the competitiveness of campus sustainability performance, increase industry-academia collaboration, attract students to study, and increase operating revenue.	1. The SDGs Thesis Award grants are provided to encourage the teaching and research staff of the school to publish high-quality international SDGs-related papers. 2. Add corresponding sustainability indicators to the course teaching outline.
Promote low-carbon courses and research	Research or R&D on low-carbon economy and green transformation.	
Acquiring government low-carbon related projects	Received government agency subsidies to implement energy conservation, environmental protection, or other low-carbon projects to realize a sustainable campus.	1. Encourage teachers to apply for government-related research projects. 2. Plan the 2048 net-zero emission measures.
High-efficiency buildings	Low energy consumption, and reduce energy costs on campus.	1. Replace the fluorescent lamps with LED lamps, and use smart streetlamps and other intelligent equipment to control energy consumption. 2. Periodically investigate the electricity consumption of the school, and regularly or irregularly check the electricity consumption status, and monitor and guide the dormitory with large electricity consumption.
Renewable energy technology	Lower energy costs, obtain government subsidies and tax incentives, and enhance school image and reputation.	1. The new construction of the campus will plan the solar photovoltaic panels and other solar equipment. 2. Renewable energy research creates maximum effect for green power.
Water resource management and technology	Lower water consumption costs, lower drainage treatment costs, reduce environmental risks and responsibilities, and enhance school image and attractiveness.	1. Establish a water resource monitoring system and optimize the rainwater harvesting system. 2. Create rainwater gardens, green rooftops, and water-pervious paving.

Climate Adaptation and Urban Resilience Action Results

Through implementing relevant projects for the Climate Change Administration of the Ministry of Environment, the Water Environment Research Center has accumulated substantial achievements in climate change research and action, covering indicator development, facility analysis, monitoring and evaluation, and practical implementation. In terms of research, the Company has completed the collection of adaptation facility and policy cases from multiple countries, and analyzed heat warning indicators and international adaptation assessment indicators, proposing a recommended framework suitable for Taiwan. At the same time, the Company compiled National Petroleum action plans from 22 counties and cities, summarized core aspects such as risk identification, strategy design, governance implementation, and system strengthening as a basis for improving local adaptation policies, and also assisted in inventorying potential location maps for adaptation facilities. In addressing high-temperature adaptation issues, Taipei City, New Taipei City, Taoyuan City, and Kaohsiung City were used as demonstration cases to promote the application of urban thermal environment information and produce cool maps.

Through cross-regional exchange activities and professional consultation mechanisms, the Water Environment Research Center promotes experience sharing and strategic integration among local governments in advancing climate change adaptation and resilience facilities. During the period, the Northern Region “Climate Adaptation and Resilience Facility Promotion Exchange Meeting” was completed, bringing together personnel from local government departments related to climate change adaptation and resilience facilities in various regions, and inviting experts and scholars to provide professional consultation and recommendations. In addition to sharing the practical experiences of various local governments in promoting climate adaptation policies, planning urban resilience facilities, and engineering practices, the exchange meeting also conducted comprehensive discussions on extreme rainfall, flood risks, and urban environmental adaptation needs faced by different cities. Through cross-regional case sharing and practical exchanges, not only were communication and cooperation between central and local authorities strengthened, but horizontal learning among cities and counties was also promoted, enhancing the capacity of local governments to advance climate adaptation and urban resilience facilities, and further serving as an important reference basis for subsequent policy promotion and facility design planning.

In promoting climate change education and international exchange, the Water Environment Research Center also integrates campus environmental education and practical cases to deepen the promotion and application of nature-based solutions such as rain gardens. During the project period, four domestic schools were coordinated and selected to participate in the campus rain garden exchange program, and the schools were guided to complete introductory videos on rain gardens. In addition, the Taiwan-US Campus Rain Garden Online Seminar was held on October 14 to 15, 2025, with students from both countries sharing the design concepts, environmental functions, and cultural characteristics of rain gardens on their respective campuses, promoting cross-border learning and exchange, with cumulative participation exceeding 130. In addition, on August 18, 2025, the project also supported a teacher empowerment workshop on climate change education by dispatching personnel to assist with an on-site guided tour of the rain garden at Dazhi Elementary School in Taichung City, explaining to approximately 30 teachers from central Taiwan the design concepts of rain gardens, rainwater management mechanisms, and their applications in environmental education. Through on-site explanations and case sharing, teachers were assisted in understanding the practical functions and educational value of low-impact development (LID) and climate adaptation facilities, further strengthening the effectiveness of promoting campus environmental education and climate change education.

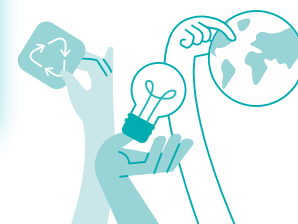


▲ Cool private landmark locations in Daxi District, Taoyuan City

▲ Potential location maps for flood resilience adaptation facilities in Taipei City



▲ Northern Region Climate Adaptation and Resilience Facility Promotion Exchange Meeting



▲ Taiwan-US Rain Garden Online Seminar



▲ Teacher Empowerment Workshop on Climate Change Education



2

Stable Governance of School Affairs

- ◆ 2-1 School Governance
- ◆ 2-2 Risk Management and Internal Control
- ◆ 2-3 Financial Management and Operating Performance
- ◆ 2-4 Information Security and Personal Data Protection
- ◆ 2-5 Academic and Integrity Ethics



○ 2-1 School Governance

The University, with a history spanning over a century, has cultivated countless core leaders for enterprises and laid the foundation for Taiwan’s industrial development. Upholding the school motto of “Sincerity, Simplicity, Precision, and Diligence,” it remains committed to the research of practical science and technology, nurturing advanced professional talent with academic excellence, strong moral character, and humanistic literacy, in order to serve society and contribute to national development. The University operates with autonomy within the scope of the law.

School administration decision-making

The University has established the School Affairs Committee as its highest governing body, responsible for making decisions on major university matters. The meetings are chaired by the President, who also assumes responsibility for impact management. Members include the Vice Presidents, heads of first-level administrative units, deans of each college, the Director of the Headquarters for Advanced Technology Research, principals of affiliated schools, faculty representatives, representatives of the faculty association, research personnel representatives, military training officer representatives, staff and teaching assistant representatives, labor staff representatives, and student representatives. Faculty representatives are elected by each college, the General Education Center, the Teacher Education Center, and the Physical Education Office. One representative is elected for every twelve full-time lecturers or above; if the total is fewer than twelve, it is still counted as twelve. Among the faculty representatives, the number of professors and associate professors must not be less than two-thirds of the total faculty representatives. Additionally, the combined number of faculty and faculty association representatives must not be less than one-half of all representatives. Representatives for research personnel, military training officers, staff and teaching assistants, and labor staff are elected by members within each respective category. Student representatives are elected in accordance with regulations set by student self-governance bodies, and their number must not be less than one-tenth of the total number of representatives. The committee's members span diverse academic fields, including engineering, management, humanities, and design, and possess rich academic and administrative experience. The committee aims to ensure transparency, inclusiveness, and responsiveness in the university's decision-making process, effectively overseeing impact management, and ensuring that all stakeholders are able to participate meaningfully—thereby strengthening the university's accountability and performance in managing impact.

Percentage of Representatives in School Affairs Meetings

Category	Administrators of administrative and academic units	Teacher representatives and Teacher Association representatives	Military training officers and staff	Student representatives
Number of students	28	45	7	9
Percentage	31.5%	50.6%	7.8%	10.1%

School Affairs Meeting



The School Affairs Meeting deliberates the following matters

- I. School development plans, budgets, and associated requirements.
- II. Organizational regulations and other important rules and policies.
- III. The establishment, modification, or termination of colleges, the Frontier Institute of Research for Science and Technology, major research centers, departments, institutes, divisions, and affiliated institutions.
- IV. Academic affairs, student affairs, general administration, research, and other significant internal matters.
- V. Regulations for teaching evaluation.
- VI. Resolutions made by committees or task forces established under the School Affairs Meeting.
- VII. Regulations for the selection, reappointment, or acting appointment of the President.
- VIII. Proposals submitted to the meeting or raised by the President.



Self-evaluation



The University's self-evaluation is categorized into two types: "School Affairs Evaluation" and "Department/Institute Evaluation", with the following planning details

(I) Planning of Institutional evaluations

The school affairs evaluation cycle is every 5 years as one cycle. In accordance with the University's "Self-Evaluation Regulations" and the Ministry of Education's "Implementation Plan for the Evaluation of Technological and Vocational Institutions for the 2024 academic year," the school actively promotes school affairs self-evaluation. A School Affairs Evaluation Task Force was established, adopting the PDCA (Plan-Do-Check-Act) quality management model. Through this cyclic process, the implementation status of the four major aspects – School Governance and Development Strategy, Assurance and Support for Teaching Quality, Assurance and Enhancement of Student Learning Outcomes, and Self-Improvement and Advancement – is systematically evaluated and reviewed, with a pragmatic and sincere attitude to ensure effective internal self-assessment. Key Milestones:

- 1 The last time the Company underwent the Ministry of Education's school affairs evaluation was in Academic Year 2019. After the evaluation results were announced in June 2020, planning for a new cycle of self-evaluation was initiated at the end of that year. In June 2021, the "Self-Improvement Plan and Implementation Results" were submitted to the Taiwan Assessment and Evaluation Association for recordation within the prescribed deadline, and according to the Company's "School Affairs Evaluation Self-Improvement Plan Schedule," regular annual reviews were conducted. From 2021 to 2024, four rolling revisions and improvements were completed.
- 2 Starting from April 2023, the Company established a School Affairs Evaluation Task Force, convened task force meetings to monitor progress, discuss and review relevant evaluation work items, and formed a school affairs evaluation implementation team to confirm the details of each item and begin compiling and establishing materials for each evaluation item in order to provide timely information transmission.
- 3 On April 9, 2024, internal self-evaluation and on-site visit simulation drills were conducted by inviting senior school administrators and teachers with practical evaluation experience.
- 4 On June 4, 2024, an external self-evaluation was conducted, with external committee members possessing extensive academic and professional experience providing guidance on the evaluation process and required preparations.
- 5 On September 10, 2024, the University's Self-Evaluation Advisory Committee was convened, and experts and scholars familiar with higher education evaluation provided consultation and guidance related to the University's evaluation.
- 6 On December 6, 2024, the University underwent the Ministry of Education's on-site evaluation, and external committee members completed the on-site visit and provided guidance and recommendations.
- 7 On June 13, 2025, the Ministry of Education commissioned the Taiwan Assessment and Evaluation Association (TAEA) to announce the results of the institutional evaluation of technological colleges and universities for the 2024 academic year. The evaluation results for all four major evaluation items were "Approved." According to the implementation plan for the institutional evaluation of technological colleges and universities for the 2024 academic year, schools that passed the evaluation are required to submit a "Self-Improvement Plan and Implementation Results" within one year after the announcement of the evaluation results.
- 8 After the announcement of the institutional evaluation results, the University will convene a review meeting on the "Self-Improvement Plan and Implementation Results" for the institutional evaluation. Each unit will conduct operational reviews, respond to issues, and make adjustments and improvements in response to evaluation deficiencies, in order to reflect on and enhance the University's administration.

(II) Planning of Department and Program Evaluation

According to the "Guidelines for the Establishment of the Self-Evaluation Committee and Task Force" of the University, each college dean serves as the convener to form a departmental self-evaluation task force. The task force is composed of the dean and the heads of the affiliated departments and programs, and is responsible for overseeing all self-evaluation-related affairs. It holds regular meetings to promote, coordinate, and track the progress of departmental self-evaluations.

To enhance the objectivity and professionalism of the evaluation process, since the previous cycle (2019), in accordance with the University's "Self-Evaluation Regulations" and with consideration given to the professional attributes of each department and institute, all accreditation or teaching quality assurance evaluations have been entrusted to professional evaluation institutions, and are conducted regularly once every five to six years according to the evaluation cycle. In 2019, a total of 16 units from the Colleges of Mechanical and Electrical Engineering, Electrical Engineering and Computer Science, and Engineering participated in IET accreditation conducted by the Institute of Engineering Education Taiwan. A total of 11 non-engineering departments and institutes and interdisciplinary doctoral programs participated in the teaching quality assurance service program for colleges and universities conducted by TAEA. In addition, departments and institutes under the College of Management participated in AACSB accreditation. All obtained accreditation approval/evaluation approval from professional evaluation institutions and received certificates.

Accordingly, the planning, implementation method, and schedule for the new cycle of department and program evaluations were discussed at internal meetings in 2023 and submitted to the Self-Evaluation Advisory Committee for review on June 8, 2023. Departments and programs will continue from the validity periods of their previous accreditation/evaluation approvals. They will separately commission domestic and international professional evaluation institutions to conduct quality assurance work for departments and programs, with the expectation of using the fair and objective perspectives of external professional evaluators to assess the authenticity of the University's development, strengthen self-improvement, and enhance teaching quality. The type and important handling schedule of the new cycle of the evaluation of the Institute of Science and Technology are as follows:

- 1 Higher Education Evaluation Center Quality Assurance Accreditation Program: A total of 9 units from non-engineering departments (including interdisciplinary doctoral programs) and the Smart Automation Engineering Program submitted applications for commissioned quality assurance accreditation on December 27, 2023. The Higher Education Evaluation Center replied on January 10, 2024 to accept the applications, and completed on-site visits for departments and programs on December 10 and 11, 2024. All passed accreditation.
- 2 IET Accreditation by the Institute of Engineering Education Taiwan: A total of 17 units, including engineering departments and institutes, the Department of Architecture, and the Mechanical and Electrical Excellence Pilot Program of the College of Mechanical and Electrical Engineering, continued or newly applied for IET accreditation. Applications for the periodic review for the 2025 academic year were submitted in October 2024, on-site visits were completed on December 8 and 9, 2025, and all passed accreditation.
- 3 AACSB Accreditation by the Association to Advance Collegiate Schools of Business: All departments, institutes, and programs under the College of Management continued to participate in AACSB accreditation. The AACSB CIR (continuous accreditation) application was submitted on July 1, 2022. AACSB approved the College of Management's continuous accreditation application in January 2023, on-site visits were conducted from May 1936 to May 27, 2025, and all passed accreditation.

2-2 Risk Management and Internal Control

Promotion of Risk Management

In alignment with the "Principles for Risk Management and Crisis Response Operations for the Executive Yuan and Its Subordinate Agencies" and the accompanying "Operational Manual for Risk Management and Crisis Response," as well as the "Principles for Promoting Risk Management" issued by the Ministry of Education, the University has established a risk management framework tailored to its institutional needs. This framework enables each unit to conduct risk assessments related to their respective operations and to adopt differentiated response strategies based on the assessed level of risk. Through this process, internal control mechanisms are re-evaluated, with a focus on strengthening critical control points. By implementing integrated risk management practices, reinforcing internal controls, and promoting self-monitoring mechanisms, the University aims to effectively reduce the likelihood of risk occurrence and ensure more robust governance and crisis preparedness.



The University's 2023 Risk Assessment Results



the total risk value of the
122 risk items provided
by all units

After assessment

Low risk	risk value 1、2	116 items
Medium risk	risk value 3、4	4 items
High risk	risk value 6	2 items

The University's 2024 Risk Assessment Results



the total risk value of the
125 risk items provided
by all units

After assessment

Low risk	risk value 1、2	121 items
Medium risk	risk value 3、4	3 items
High risk	risk value 6	1 item

The University's 2025 Risk Assessment Results



the total risk value of the
125 risk items provided
by all units

After assessment

Low risk	risk value 1、2	121 items
Medium risk	risk value 3、4	3 items
High risk	risk value 6	1 item

The 124 risk items with a risk value below 4 are all tolerable risks: Each unit will manage them independently, continuously monitor the risk level, and review them regularly to ensure that these risks remain tolerable.

One of the risk items with a risk value of 6 is an unacceptable risk. The business unit adds risk countermeasures and incorporates them into the design of the internal control system.

Implementing internal control

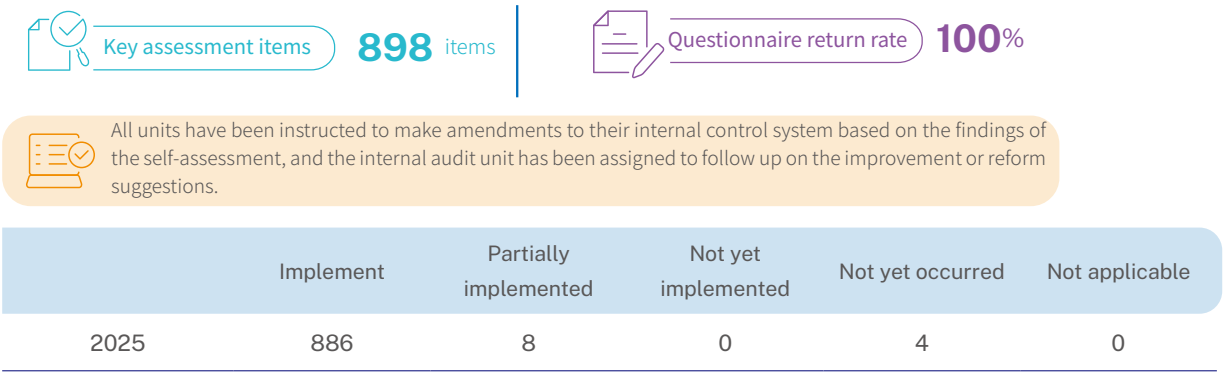
Internal control is the dynamic management process that integrates various business control and evaluation measures. Good internal control is the foundation of quality school governance, which can not only reasonably ensure the achievement of the school’s goals, but also help to perform the function of preventing fraud. Therefore, the University established an internal control system in 2012 to improve administrative efficiency and enhance the school’s competitiveness by establishing and maintaining effective internal control mechanisms. The internal control system shall be jointly participated in by all employees of the Bank. The five elements of the control environment, risk assessment, control operations, information and communication, and supervision operations are integrated to integrate various internal control and evaluation measures and incorporate them into the back-end of the management process to provide support for business planning and execution.

The School has implemented the following supervision operations according to the "Key Points of Internal Control Supervision" issued by the Executive Yuan, and has inspected the establishment and implementation of internal control. The school has also taken relevant countermeasures based on the identified internal control deficiencies and proposed suggestions for improvement:

Routine supervision	Supervisors of each unit supervise the execution of authorized operations based on hierarchical responsibility in accordance with their duties.
Self-evaluation	The relevant units assess the effectiveness of the operation of the five components of internal control, namely the control environment, risk assessment, control activities, information and communication, and monitoring activities, according to the division of duties and responsibilities.
Internal audit	The internal audit unit, from an objective and impartial position, assists the institution in examining the establishment and implementation of internal control, provides timely recommendations for improvement, and may also provide recommendations or early-warning opinions on the economy, efficiency, and effectiveness of the use of institutional resources, as well as on major future challenges related to management and performance.

Conducting internal audits

The internal control self-assessment has been conducted in accordance with the regulations over the years. The assessment status in 2025 is as follows:



Strengthening the internal audit system

Through independent and objective evaluations conducted by internal audit, we can assist schools in assessing the establishment and implementation of internal controls, evaluating the economy, efficiency, and effectiveness of school resource use , and providing timely suggestions for improvement. This approach reasonably ensures the continuous and effective operation of the internal control system, promotes the achievement of administrative goals, and exerts the system's forward-looking function.

The School follows the "Regulations Governing the Management and Supervision of the National University Endowment Fund" promulgated by the Ministry of Education and the "Key Points of Internal Control Supervision" promulgated by the Executive Yuan. The audit tasks are performed by the audit staff of the Endowment Fund and the annual internal audit team according to the different sources of laws. The audit staff of the Endowment Fund and the annual internal audit team are divided into task groups. One of the audit staff is appointed as the principal, and several of the audit staff are appointed concurrently, who are selected by the principal.

The annual audit plan must be prepared for the audit and annual internal audit of the Endowment Fund. Based on the risk assessment results, the business items with higher risk values are selected to be audited on the audit schedule, and the working papers are prepared to implement the annual audit. In addition, if necessary, the school may conduct project audits on high-risk matters such as designated cases, abnormal matters, or external concerns, and formulate project audit plans and schedule project audits.

In 2025, a total of three types of audits were conducted, covering “Annual Internal Audit,” “University Endowment Fund Internal Audit,” and “Project Audit.” According to the results of the first follow-up, the “Annual Internal Audit” had a total of 23 deficiencies, of which 21 items had been improved, representing an improvement completion rate of 91%; the “University Endowment Fund Internal Audit” had a total of 35 deficiencies, of which 17 items had been improved, representing an improvement completion rate of 49%; the “Project Audit” had a total of 10 deficiencies, of which 6 items had been improved, representing an improvement completion rate of 60%. Follow-up operations will subsequently be carried out in accordance with regulations.

Internal Audit Implementation in 2025

- In 2025, 8 audit items under the [Annual Internal Audit] were completed, with a total of 23 audit deficiencies and recommendations identified.

Item number	2025 [Annual Internal Audit] Scope	Audited unit
1	Information Processing : communication and operation safety management	Network center
2	Information Processing : Access Control Security	Network center
3	Academic Affairs : Student Status Management	Office of Academic Affairs
4	Student Affairs : Student Loans	Student Affairs Office
5	General Affairs : Campus Cleaning and Hygiene	Office of General Affairs
6	Industry–Academia Collaboration : Regulations for Faculty Industry–Academia Training or Research Implementation	Industry and Education Department
7	International Exchange and Cooperation : Reception Operations for International University-Level Guests	Office of International Affairs
8	Personnel Affairs : Rewards and Disciplinary Actions	Office of Personnel



2025 [Annual Internal Audit] Statistics of Audit Result Deficiencies

Unit	Network center	Office of Academic Affairs	Student Affairs Office	Office of General Affairs	Industry and Education Department	Office of International Affairs	Office of Personnel	Total
Audit items	2	1	1	1	1	1	1	8
Execution of the aspect of defect	0	0	1	1	1	0	0	3
Lack of regulatory requirements	0	0	0	0	1	0	0	1
Lack of internal control system	1	2	2	0	2	2	1	10
General advice	2	1	1	1	2	1	1	9
Subtotal	3	3	4	2	6	3	2	23

• In 2025, 8 audit items under the [University Endowment Fund Audit] were completed, with a total of 35 audit deficiencies and recommendations identified.

Item number	2025 [University Endowment Fund Audit] Scope	Audited unit
1	Industry–Academia Collaboration : Application Operations for the Establishment of the R&D Center under the Advanced Technology Research Headquarters	Frontier Institute of Research for Science and Technology
2	Industry–Academia Collaboration : Contract Signing and Membership Fee Revenue and Expenditure Operations for the Research Industrialization Platform (International Industry–Academia Alliance)	Industry and Education Department
3	General Affairs : Repair Works (procurement cases over NT\$1.5 million)	Office of General Affairs
4	General Affairs : Property Management (Outsourced Venue Operation and Management)	Office of General Affairs
5	Financial Matters : Settlement and Reporting Operations for NSTC Funding (spot check of 4 projects)	Chief Accounting Officer
6	Research and Development : Performance Tracking of R&D Centers	R&D Division
7	Financial Matters : Preparation of Final Accounts	Chief Accounting Officer
8	Other School Operation Matters : Continuing Education Division (Series of related credit and non-credit courses of the Extension Education Center)	School of Continuing Education

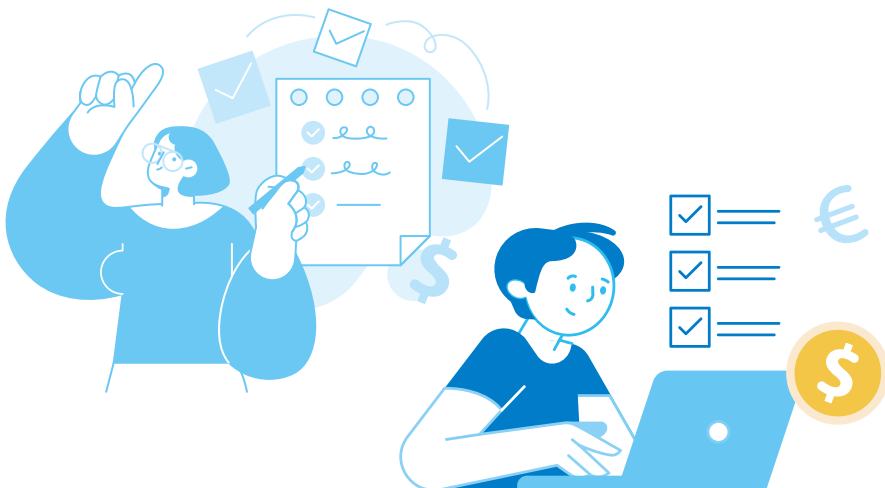
2025 [University Endowment Fund Audit] Statistics of Audit Result Deficiencies

Unit	Frontier Institute of Research for Science and Technology	Industry and Education Department	Office of General Affairs	Chief Accounting Officer	R&D Division	School of Continuing Education	Total
Audit items	1	1	2	2	1	1	8
Execution of the aspect of defect	4	1	1	2	0	3	11
Lack of regulatory requirements	1	1	0	0	1	3	6
Lack of internal control system	0	1	8	0	2	3	14
General advice	0	0	1	1	1	1	4
Subtotal	5	3	10	3	4	10	35

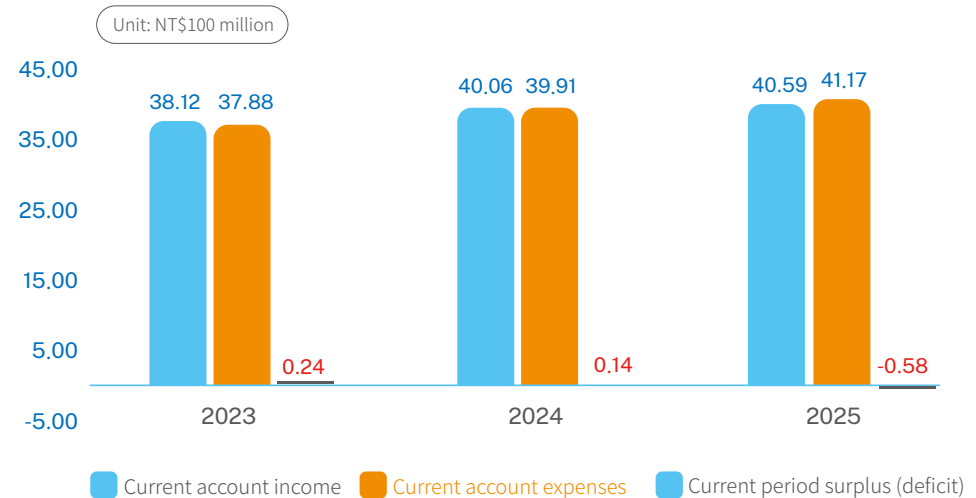
○ 2-3 Financial Management and Operating Performance

To ensure the sustainable operation of the University endowment fund, the preparation and execution of the University's budget are coordinated with the University development plan. Annual budgets are prepared by taking into account the overall financial condition and the schedule of business plans, so as to appropriately allocate annual funds and make full use of limited resources, promote the effective operation of the University's finances, improve the efficiency of resource utilization, and achieve the University's long-term and distinctive development.

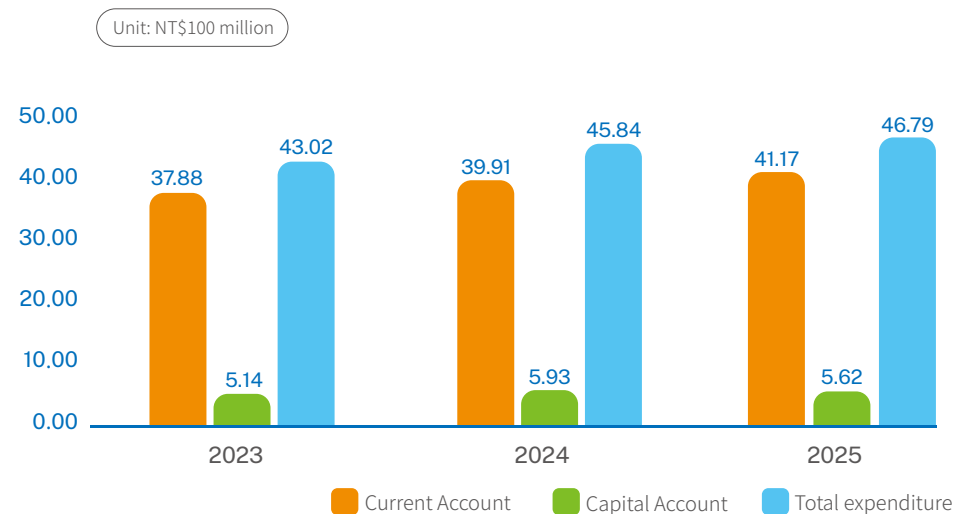
The University's recurring income from 2023 to 2025 was NT\$3.812 billion, NT\$4.006 billion, and NT\$4.059 billion, respectively, showing year-by-year growth. The principal sources were tuition and fees, industry-academia collaboration income, and government subsidy income (including subsidy income related to the University's teaching and research). Total recurring and capital expenditures from 2023 to 2025 were NT\$4.302 billion, NT\$4.584 billion, and NT\$4.679 billion, respectively, also showing a stable growth trend, and were mainly used for teaching and research as well as guidance-related costs, industry-academia collaboration costs, student public expenses and scholarships, administrative expenses, and general affairs expenses.



- **2023 to 2025 Current Account Income and Expenses**



- **Total Expenditures of the Current and Capital Accounts from 2023 to 2025**



Endowment Fund Management Mechanism

The execution of the University's endowment fund is carried out in accordance with the Act for the Establishment of National University Endowment Funds, the Regulations Governing the Administration and Supervision of National University Endowment Funds, and the Uniform Accounting System for National University Endowment Funds; in addition, management and utilization are prudently conducted in accordance with the University's regulations governing the management of self-raised revenue and expenditure of the endowment fund, as well as regulations governing the management of revenue and expenditure from industry-academia collaboration income, continuing education income, venue and equipment management income, donation income, and income derived from investments, in an effort to achieve the principle of a balanced fund budget or surplus.

To ensure sound financial management and the effective implementation of institutional objectives, the University has established several governance bodies, including the School Development Committee, the Endowment Fund Management Committee, and the Budget Audit Committee. Additionally, an Internal Audit Team has been formed to monitor financial integrity and compliance. In addition, the University has also established an "Internal Control Task Force" responsible for supervising, promoting, and implementing various internal control tasks, so as to keep risks within a reasonable range and ensure the continued and effective operation of personnel, finance, and school administration.

Changes in available funds

Unit: NTD thousand

Item	Estimated 2025 (*1)	Actual 2025
Beginning cash and time deposit (A)	4,255,535	4,186,205
Add: Cash flow from regular door in the current period (B)	3,927,649	3,987,627
Less: Current cash expenditure on regular door (C)	3,476,283	3,602,385
Add: Cash Revenue from current property, real estate, and other assets (D)	388,030	423,098
Less: Current cash expenditures for property, real estate, and other assets (E)	722,285	537,603
Add: Current net(increase) decrease in financial assets (F)	0	0
Add: Current net investment(increase)decrease (G)	-60,000	-114,936
Add: Current long-term debt borrowings (H)	0	0
Less: Repayment of long-term debts in the current period (I)	0	0
Add: other effect of increase (decrease) in cash in the current period (±) (J) (*2)	60,843	114,706
Closing cash and time deposits (K=A+B-C+D-E+F+G+H-I+J)	4,373,489	4,456,712
Add: Closing short-term variable cash assets (L)	108,080	164,809
Less: Closing short-term payables (M)	1,027,455	1,101,328
Less: Number of capital subsidy plans that have not been executed (N)	0	94,086
Forecast of available funds at the end of the period (O=K+L-M-N)	3,454,114	3,426,107

Other important financial information

The budget of the construction project and the budget of the fixed assets at the end of the period that have been approved but not yet prepared (*3)	4,096,105	4,435,687
Government grants	1,115,688	1,115,688
The reserve appropriated by the school (*4)	916,059	1,083,110
Funds available for use by schools	2,064,358	2,236,889

Loan from external banks

0 0



Industry-academia collaboration

The University integrates internal R&D and industry-academia resources, builds a platform and dedicated team to promote the industrialization of scientific research, actively invents internal technological capabilities, and matches suitable faculty members with industry partners to deepen industry-academia linkages. Through establishing long-term cooperative relationships with benchmark domestic and international enterprises and jointly creating R&D centers with more than 10 enterprises, the annual cooperation amount with various enterprises and juridical entities exceeds NT\$5 million. This cooperation focuses on key fields such as energy, AI, and semiconductors to promote forward-looking technology R&D and international collaboration. In 2025, the University launched a cooperation project of at least three years with Advantech Co., Ltd., the largest industrial computer manufacturer in Taiwan. At the same time, the University has also established a solid foundation for cooperation with domestic and international academic institutions such as the Massachusetts Institute of Technology (MIT), the University of California, Berkeley, Pennsylvania State University (Penn State), the University of California, San Diego (UCSD), and Taipei Medical University, and continues to expand interdisciplinary and international R&D cooperation networks.

The University actively plays a leadership role among technological and vocational colleges, aligns with national policy development directions, promotes the United Nations Sustainable Development Goals (SDGs), strengthens collaboration mechanisms among industry, government, academia, and research, and expands overall benefits. By integrating government and industry resources, the University has established diversified cooperation platforms, such as setting up the MIT NTUT City Science Lab, and jointly promoting forward-looking R&D with enterprises such as Foxconn Technology Group and Pioneer; in addition, it established the NTUT Taiwan Smart Vehicle Electronics R&D Center, and related plans have received support from the AIR Center program of the National Science and Technology Council. In addition, the Cyber Security Center of Excellence and the National Space Center have also successively established a presence in the University's Pioneer Building, promoting cross-institutional resource integration and cooperative exchange, strengthening the University's R&D capabilities in response to industry trends, and laying a forward-looking foundation for industrial technological innovation.

In addition, the University and Taipei Medical University jointly established the TMU-NTUT Joint R&D Center, fully leveraging the complementary advantages of both parties' expertise in engineering technology and medicine, and jointly promoting the industrialization of smart healthcare scientific research, with fruitful results. At present, 10 inter-university research teams have successfully obtained support from government subsidy programs, with cumulative subsidies totaling approximately NT\$50 million, demonstrating the concrete effectiveness and development potential of interdisciplinary cooperation.



Establishment of a smart biomedical accelerator for commercialization of R&D achievements

TAIPEI TECH 國立臺北科技大學
National Taipei University of Technology

臺北醫學大學
TAIPEI MEDICAL UNIVERSITY
Taipei Medical University

臺北醫學大學醫療體系
Taipei Medical University Healthcare System

Annual call for proposals

2022 25 proposals received
8 projects funded

Matching technologies between both universities

Identification of high-potential projects
Technology bridging between the two universities

2023 23 proposals received
7 projects funded

Establishment of an industry-oriented R&D environment

Attracting early industry participation
Promoting industry-academia collaboration

2024 16 proposals received
10 projects funded

NEW 2025 15 proposals received
7 projects funded

TMU-NTUT joint research center

Facilitating the commercialization of R&D achievements

Project timeline
2025/01/01~
2025/12/31



Project categories

Commercialization-oriented projects

Up to NT\$4 million per joint proposal from both universities

Expanding into the global market
Aiming for patent licensing, spin-off startups, and product commercialization

Seed projects

Up to NT\$2 million per joint proposal from both universities

Practical R&D
Aiming for patent applications and alignment with major government funding programs

Exploratory projects

Up to NT\$500,000 per proposal submitted by each university

Early-Stage Investment
Aiming to match high-potential cross-university technology teams

Funding support

Objectives

Key achievements over the years

- 13 CROSS-University R&D teams and 9 exploratory teams
- 3 Spin-Off startup companies
 - Foresight Biomaterial Co., Ltd. Paid-in capital: NT\$30 million
 - Recovery Co., Ltd. Paid-in capital: NT\$3.5 million
 - OmniSurgica Medical Technology Co., Ltd. Paid-in capital: NT\$50 million
- 1 Cross-University technology transfer
 - Bioteq Corporation licensing fee: NT\$1 million
- 20 patent applications
- 12 government-funded projects total funding of nearly NT\$60 million
- Participated in BIO ASIA for three consecutive years facilitating business matching with international leading companies

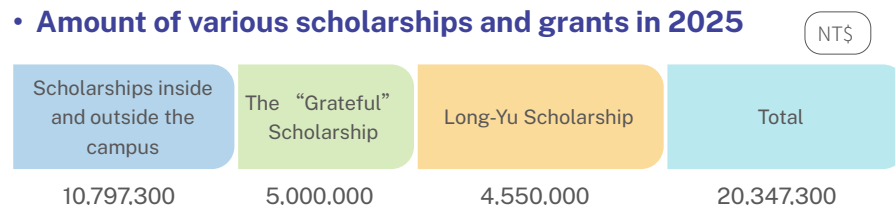
NTUT and TMU jointly promote cross-university innovation collaboration

The new plan will be finalized after discussions with the TMU office of business development
Biodesign Center

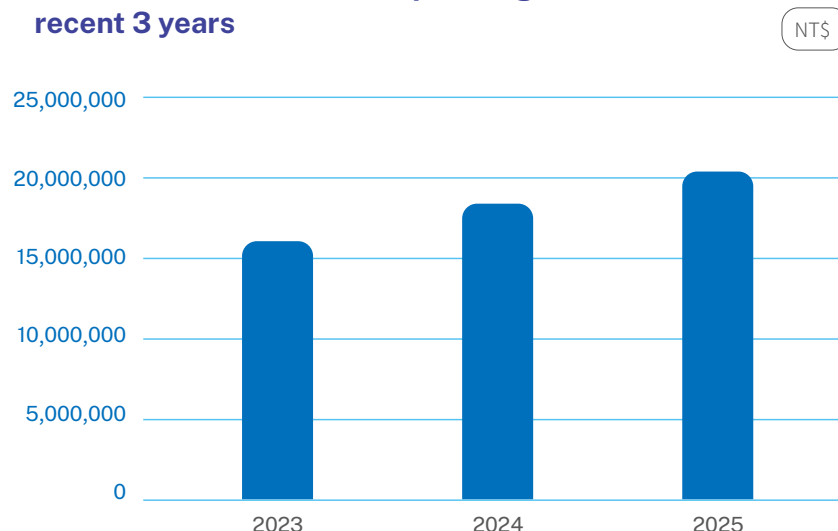
Scholarship disbursement

To cultivate disadvantaged talent, a budget for student public expenses and scholarships and grants has been allocated each year in the past to provide various student aid and incentive subsidies. At the same time, alumni donations have been combined to establish the Zeng Guo-Hua Alumni Scholarship, the Long-Yu Scholarship, and the Huan-Yuan Scholarship and Grant, and the University has actively assisted students in applying for various internal and external scholarships and grants, such as the Huang Ge-Sheng Alumni Scholarship, the Wellforce-OSK Scholarship, and the Da-An Industrial Association Outstanding Scholarship for Economically Disadvantaged Students, so as to care for students with different needs.

• Amount of various scholarships and grants in 2025

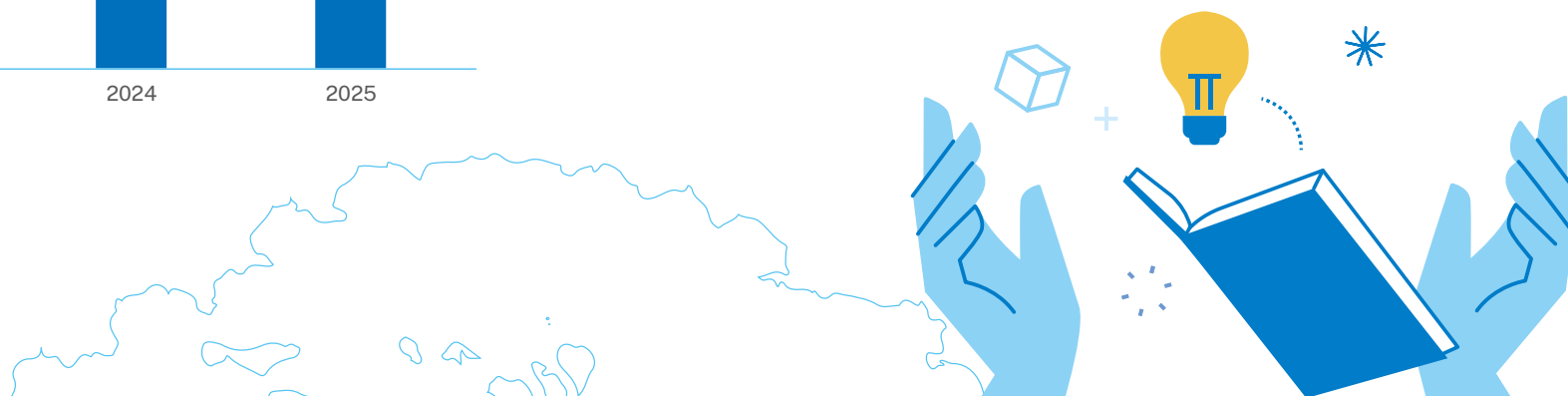
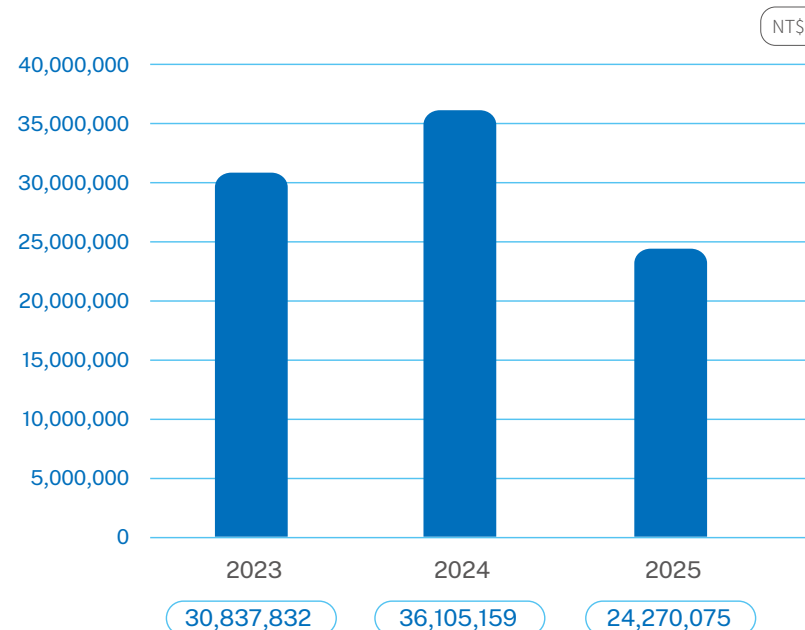


• Total amount of scholarships and grants in the most recent 3 years



Promoting education income

The University's Extension Education Center under the Continuing Education Division plans specialized learning courses that meet industry needs based on the characteristics of the University's departments and institutes. These are mainly divided into series of credit and non-credit courses. Statistics on continuing education income for the most recent 3 years are shown in the figure below:



○ 2-4 Information Security and Personal Data Protection

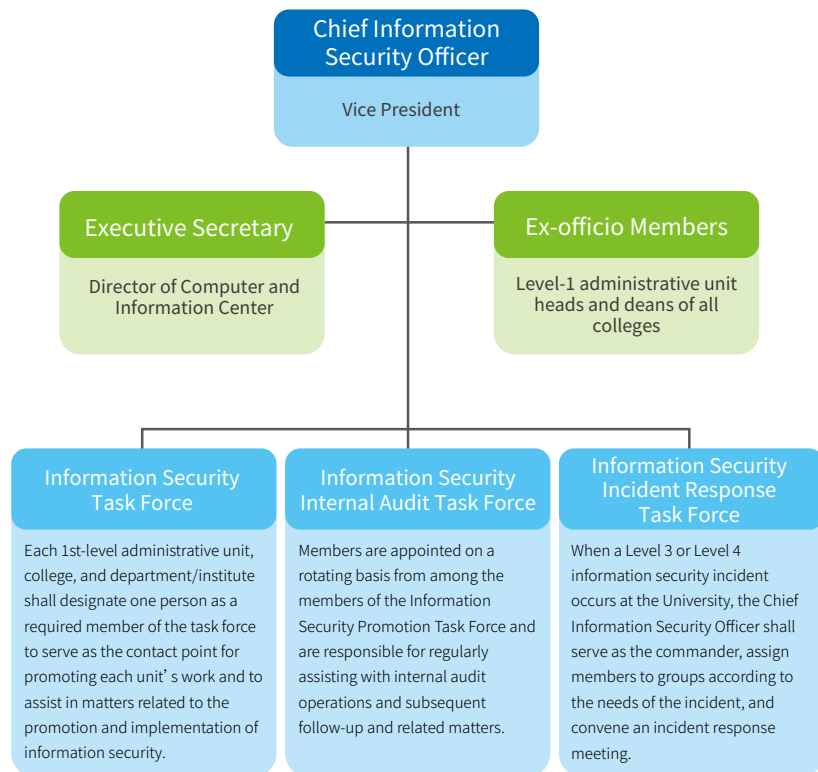
Information Security Promotion Organization

National Taipei University of Technology – Information Security Promotion Committee

Approved for establishment at the 8th Administrative Meeting of the 1st Semester of the 2021 academic year on January 18, 2022

The 3rd management review meeting of the Information Security Promotion Committee was convened on December 26, 2024

The 4th management review meeting of the Information Security Promotion Committee was convened on December 22, 2025



Executed According to NTUT Information and Communication Security Maintenance Plan



▲ Management review meeting of the Information Security

To ensure the smooth operation of university operations and to prevent information or information systems from being subject to unauthorized access, use, control, leakage, destruction, tampering, or other compromise, and to maintain confidentiality, integrity, and availability, the following policy is established for all personnel to follow:

- 1 An information and communication security risk management mechanism shall be established, with regular reviews in response to changing internal and external threat landscapes to ensure the effectiveness of risk control.
- 2 The confidentiality and integrity of sensitive information and systems shall be protected to prevent unauthorized access or tampering.
- 3 The resilience of core ICT systems shall be strengthened to ensure business continuity.
- 4 In response to evolving cyber threats, cybersecurity education and training shall be provided. All staff are required to actively participate to enhance cybersecurity awareness.
- 5 Rewards shall be given to personnel with meritorious performance in handling information security operations.
- 6 Do not open emails from unknown senders or emails that cannot be clearly identified.
- 7 Prohibiting multiple users from sharing a single information and communication system account.
- 8 Improve the information security management structure and provide reliable information services.

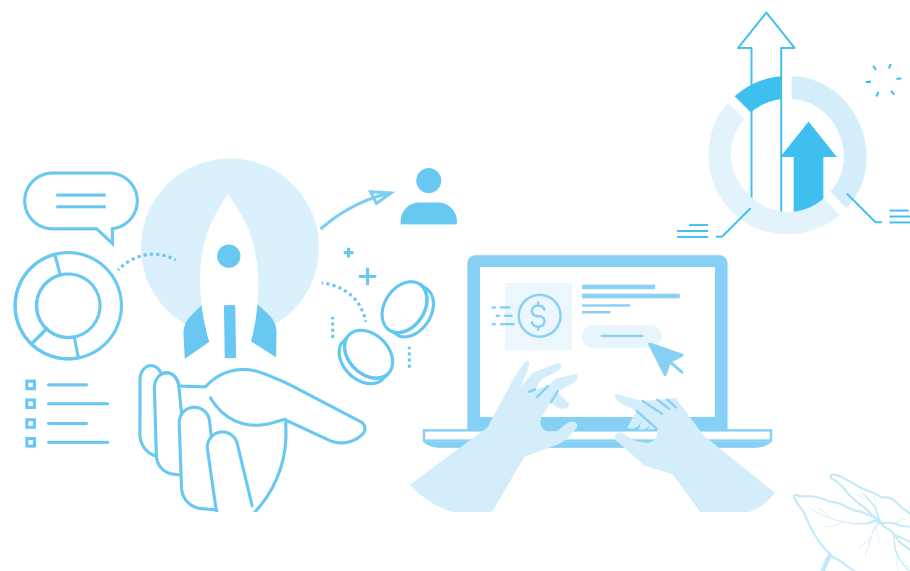
Effectiveness of Information and Communication Security Implementation

According to the "Classification Guidelines for Information and Communication Security Responsibility Levels," NTUT is designated as a Category C public institution. Across the domains of management, technology, and awareness/training, the University follows the Information and Communication Security Management Act and relevant government policies to formulate progressive improvement strategies and implement step-by-step action plans. This enhances the resilience of NTUT's cybersecurity framework and supports the long-term goal of sustainable development.

The University's buildings are interconnected through a fiber-optic network. The campus backbone network bandwidth has reached the service level of Gigabit Ethernet. Two core backbone switches, next-generation firewalls, and a traffic visibility suite have been installed in the computer rooms of the Common Subjects Building and the Pioneer International R&D Building. A star network architecture is adopted to connect the network switches of the Technology Building, the Comprehensive Science Building, the Everlight Building, and surrounding buildings, forming an Active-Active redundant mechanism for the core backbone network so that the failure of any core backbone switch does not affect network connectivity. The external network is connected through Chunghwa Telecom's fiber-optic network (5 Gb) to the Taipei Regional Network Center (National Taiwan University) for access to the Taiwan Academic Network (TANet), and several enterprise fiber-optic lines connected to Chunghwa Telecom have been established for direct connection to the Internet (500 Mb*5). Through external line load-balancing equipment, an architecture is achieved in which traffic is split between the Taiwan Academic Network and the Internet and the two provide mutual backup.



▲ Ministry of Education Information Security Audit



- **Management**

Classification of information and communication systems and protection criteria	The Information Security Promotion Team assists each unit annually in classifying their information and communication systems. Based on the assigned protection levels, appropriate control measures are implemented to meet the system protection standards. The current protection classification includes: General level: 108 systems; Medium level: 71 systems; Packaged software: 61 items
Introduction of the information security management system	NTUT has implemented an information security management framework campus-wide. Non-core ICT systems follow the university’ s Information and Communication Security Maintenance Plan, and adhere to the internal information security procedure manual. Core ICT systems, including all systems under the Computing and Network Center, are certified under the ISO 27001 Information Security Management System. The University’ s ISO 27001 certification scope covers 10 system items, including operation and maintenance management for information computer rooms and network infrastructure (backbone and wireless network services), all of which have passed inspection under BSI international standards.
	The university’ s Vice President serves as the designated Chief Information Security Officer (CISO).
	An Information and Communication Security Promotion Committee has been established to oversee the formulation, implementation, and review of ICT security policies. The Director of the Computing and Network Center serves as the Executive Secretary. Committee members include 22 first-level administrative supervisors and the deans of all colleges. The team comprises 54 designated members from administrative units and departments. The committee convenes at least once per year.
	An annual inventory of ICT assets and IoT devices (including school-procured and official-use equipment) is conducted across all units. A comprehensive registry is maintained to ensure systematic asset management.
	38 projects developed by external vendors commissioned by the institution
	7 service rented by the institution
	75 commercial software packages purchased by the institution
	113 systems developed in-house by the institution
	7 systems provided by supervisory, higher, or other agencies
Cybersecurity Designated Personnel	An annual self-assessment of cybersecurity risks is conducted for all information systems across the university, with the implementation of appropriate security control measures selected based on the evaluation.
	Reviewed 31 SOP cases for outsourced information system development for administrative units
Internal Information and Communication Safety audit	Two full-time information security specialists are assigned
Business Continuity Operational Drills	Each year, members of the Computer and Network Center serve as the lead and deputy auditors, while members of the information security promotion task force of each unit act as observers, with progressive training provided to members of the information security internal audit task force to assist each unit in implementing information security policies and concepts. Internal audits cover 1 administrative unit and 15 teaching units, for a total of 16 units, and it is expected that audits of the entire University will be completed within 2 to 3 years.
Ministry of Education Information Security Audit	Annual business continuity drills are conducted for 10 core and non-core system operations to ensure the ongoing availability and sustainability of systems. Future scenarios will include webpage defacement simulations for administrative and academic unit websites to test incident response preparedness.
	In 2025, the Ministry of Education visited the Company to audit the implementation of the information security maintenance plan, and all audit procedures were completed in accordance with the regulations. In response to the improvement recommendations raised in the audit, the Company has implemented enhancement measures, which were reviewed and approved by the auditors, and the case was successfully closed.

• Technical Aspect

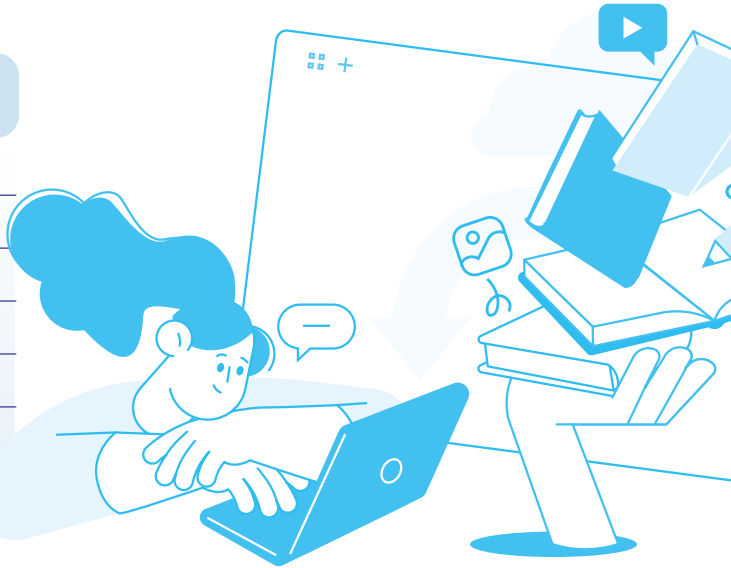
Safety inspection	More than 500 vulnerability scans and 50 penetration tests are conducted annually.
Vulnerability Reporting Mechanism for Information and Communication Security	Endpoint control software is implemented in administrative units to support the Vulnerability Assessment Notification System (VANS) and Government Configuration Baseline (GCB), covering 1999 devices
Cybersecurity Protection	Endpoint antivirus software has been deployed on 1687 devices in administrative units
	Network firewall equipment has been comprehensively installed to effectively isolate and restrict access, and encryption transmission and decryption mechanisms are provided, integrating IPS/IDS to maximize detection and protection effectiveness in blocking malicious behavior and software attacks. Additionally, Web Application Firewalls (WAF) were implemented for critical systems to strengthen the defense-in-depth and resilience of information system protection.
	Email servers are equipped with email filtering mechanisms

• Awareness and training

To cultivate an internal seed team for the information security management system, IT personnel from the Computing and Networking Center provide foundational audit training and cybersecurity education. A 3-hour cybersecurity course is designated as mandatory for school-affiliated staff under the continuing education requirements for civil servants. These training courses are included in internal audit checklists, and statistical records are regularly compiled to monitor the implementation and effectiveness of cybersecurity training across the university.

The Company has continued to implement information and communications security talent cultivation, achieving outstanding results in information security education and training from 2023 to 2025. Participation in social engineering training has remained stable over the years. With respect to general and professional information security training, in 2025, in response to the development needs of the Company’ s information security responsibility classification, the scale was expanded, and the number of participants increased significantly from 247 in 2024 to 1,017. This demonstrates the importance colleagues on campus attach to information security awareness and the improvement of professional knowledge and capabilities.

Year	Course Category	Number of Participants (persons)	Training Hours
2023 (112)	Social Engineering Education and Training	114	6
	General and Professional Information Security Training	264	21
2024 (113)	Social Engineering Education and Training	128	6
	General and Professional Information Security Training	247	24
2025 (114)	Social Engineering Education and Training	126	6
	General and Professional Information Security Training	1,017	24
Total		1,896	87





Cyber Security Education and Training

- Full-time information security personnel are required to complete **16** hours of professional or functional training annually.
- IT personnel must complete **3** hours of professional or functional training every **2** years, and **3** hours of general cybersecurity awareness training each year.
- General users and executives are required to receive **3** hours of general education and training each year.
- 9** social engineering training sessions
- 6** university-wide information security education sessions
- 6** university-wide information system self-assessment training sessions
- 1** professional training session on information and communications security, and ISO information security professional certification course training for **10** people
- 3** online course platforms are available for staff to access training on demand



Professional information and communication security certificate and functional training certificate

The Network Center has obtained **26 ISO 27001:2022 Lead Auditor Certificates**
other units have received **10 certificates**

Network Center has obtained **6 information security competency certificates**



Personal Data Protection Management

In 2015, NTUT established a four-tier personal data management system based on the Personal Data Protection Act and the BS 10012 Personal Information Management System (UK Standard). The system clearly defines the Personal Data Protection Management Policy, standard operating procedures, and forms to ensure that the collection, processing, and use of personal data within the university comply with legal requirements. In addition, the Company has separately established the “Guidelines for the Establishment of the Personal Data Protection Management Committee of National Taipei University of Technology” and formed the “Personal Data Protection Management Committee” across units, with the Vice President serving as convener and the Chief Secretary serving as Executive Director. Under the committee, a “Personal Data Protection Team” and an “Internal Audit Team” are established. Personnel from each unit are assigned to the “Personal Data Protection Team” to promote university-wide personal data protection education and training, personal data file inventory and risk assessment, and other related measures. Personnel designated by the Executive Director serve on the “Internal Audit Team” to conduct on-site internal audits of the implementation of the personal data protection system to ensure the effective operation of the personal data management system.



Personal Information Protection Management Mechanism and Process

NTUT reviews and continuously enhances its personal data management system annually based on the Personal Data Protection Act and its enforcement rules, the BS 10012 Personal Information Management System (UK standard), the Education Sector Information Security and Personal Data Management Regulations, relevant laws and regulations, stakeholder feedback, and operational needs. Through a personal data inventory process, the University identifies the volume, scope, and flow of personal data collected, processed, and used in all business operations. It also performs privacy impact assessments. Units then conduct self-assessments to evaluate risk distribution across campus. Reports are generated and submitted to the Personal Data Protection Management Committee to determine acceptable risk thresholds and required risk treatments, ensuring effective risk control for personal data across the institution.

Comprehensive Personal Data Protection Training

NTUT conducts annual education, training, and awareness campaigns on personal data protection. All departments are required to assign personnel to attend, enhancing staff knowledge and awareness of data privacy. Staff are also encouraged to attend external training sessions to further strengthen their expertise in personal data protection.

To facilitate timely communication of personal data protection information, NTUT's official website hosts a "Personal Data Protection Section," where staff can access internal and external guidelines and materials. The site also shares updates, free online courses, and includes a dedicated contact window and email address to ensure prompt responses and handling of complaints or data breach incidents.



2-5 Academic and Integrity Ethics

Academic Ethics

NTUT places great importance on academic ethics. To establish a sound academic ethics mechanism, deepen ethics education, ensure high research quality, and foster a positive academic research atmosphere, the university has set up an Academic Ethics Office. This dedicated office handles academic ethics matters to ensure self-regulation of research behavior, uphold quality standards, and enhance the academic environment.

Academic Ethics Guidelines

The evaluation of academic ethics for faculty and student research output follows the Ministry of Education's regulations, including the "Guidelines for Handling Academic Ethics Cases of Postsecondary Institutions," the "Regulations for Faculty Qualification Review of Postsecondary Institutions," and related provisions. NTUT has formulated and implemented the "NTUT Guidelines for Handling Violations of Faculty Qualification Review and Other Academic Ethics Cases" based on these standards. To uphold the quality of higher education and academic integrity, NTUT has also established a mechanism for handling academic misconduct related to theses. In accordance with the Degree Conferral Act, the university's Doctoral Degree and Master's Degree Examination Regulations, it has formulated the "NTUT Guidelines for Handling Academic Ethics Violations in Doctoral and Master's Theses." To enhance the academic ethics awareness and capabilities of faculty and researchers and improve research quality, NTUT has enacted the "Implementation Guidelines for Academic Research Ethics Education for Faculty and Researchers" and the "Implementation Guidelines for Academic Research Ethics Education for Graduate Students," which govern course requirements and recognition of instructional hours. If an academic ethics violation is reported, the Academic Ethics Office, following the "NTUT Academic Ethics Office Establishment Guidelines," acts as the primary contact point. It receives the case and forwards it to the responsible internal unit for appropriate handling. Furthermore, the university regularly announces updates to relevant governmental regulations and information to reinforce academic ethics education.

Academic Ethics Promotion Status

Since the Company established the Academic Ethics Office in December 2019, it has continuously handled matters related to academic ethics and assisted in promoting academic ethics education, training, and courses. The Academic Ethics Office compiles advocacy materials, including the “Summary Table of Cases Involving Violations of Academic Ethics Handled by the National Science and Technology Council and the Ministry of Education” and “Copyright Issues Related to Degree Theses,” and posts them on the academic ethics section of the Company’s website for public awareness. It also promotes relevant academic ethics regulations at major meetings across the Company, including orientation meetings for newly hired teachers, and requires teachers and researchers of the Company (including research assistants receiving grants, full-time and part-time research assistants, and postdoctoral researchers) to submit proof of academic ethics training before submitting research projects. At the same time, participation in related academic ethics courses is encouraged, and teachers and students are urged to comply with the relevant requirements, to ensure that they possess and practice academic ethics.



Academic Ethics Training Courses

Each semester, the NTUT Library organizes academic training sessions for graduate students on research skills and thesis writing. These courses are designed to help students understand what constitutes plagiarism and how to locate high-quality academic resources. The training effectively builds a solid foundation in academic ethics before students begin writing their theses, thereby preventing academic misconduct. Over the past three years, a total of 45 sessions have been held, attended by 1,878 participants. Most courses are also recorded, providing flexible access to learning through multimedia formats.

• Number of Sessions and Participants in Graduate Student User Education Courses Conducted by the Library in the Past 3 Years

Year	Sessions	Number of Participants
2023	22	817
2024	14	597
2025	9	464



Integrity and Service Ethics

To promote and advance integrity and service ethics, the Company has established an “Integrity and Ethics Section” on the website of the Personnel Office for reference by faculty and staff. The university actively encourages staff to participate in training on “Integrity and Service Ethics” and “Administrative Neutrality.” Over the past three years, the total training hours for these topics have reached 1,423 hours – 486 hours in 2023, 586 hours in 2024, and 351 hours in 2025. Starting from 2024, integrity courses have been conducted for teachers concurrently holding administrative positions, with a total of 150 participant-times, including 87 participant-times in 2024 and 63 participant-times in 2025.

“Integrity and Ethics Section” on the homepage of the Personnel Office



3

Friendly Campus and Workplace

- ◆ 3-1 Human Rights Protection and Equality
- ◆ 3-2 Talent Cultivation and Retention
- ◆ 3-3 Campus Safety and Health



3-1 Human Rights Protection and Equality

Faculty and Staff

○ Human Rights Policy

No discrimination in the selection and employment of faculty and staff:

The School recruits, selects, evaluates, promotes, pays, and retires its teaching and other employees in accordance with the Act of Gender Equality in Employment and the Employment Service Act, and does not discriminate against them on the basis of race, religion, gender, sexual orientation, or age. No discrimination incidents occurred in 2025.

Ensure equal pay for both genders:

In accordance with the Act of Gender Equality in Employment, the salaries of employees are not differentiated by gender or sexual orientation. Employees with the same job or value are paid with the same salary. However, for the employees with outstanding performance, the school will reward them or raise their salary by one level based on their seniority, rewards and punishments, performance, or other legitimate reasons not related to gender or sexual orientation. Year-end appraisal is conducted annually. Appraisal notices are issued based on the appraisal results, including salary. If the appraisees are not satisfied with the appraisal results, they may file a complaint according to the regulations.

Friendly workplace environment:

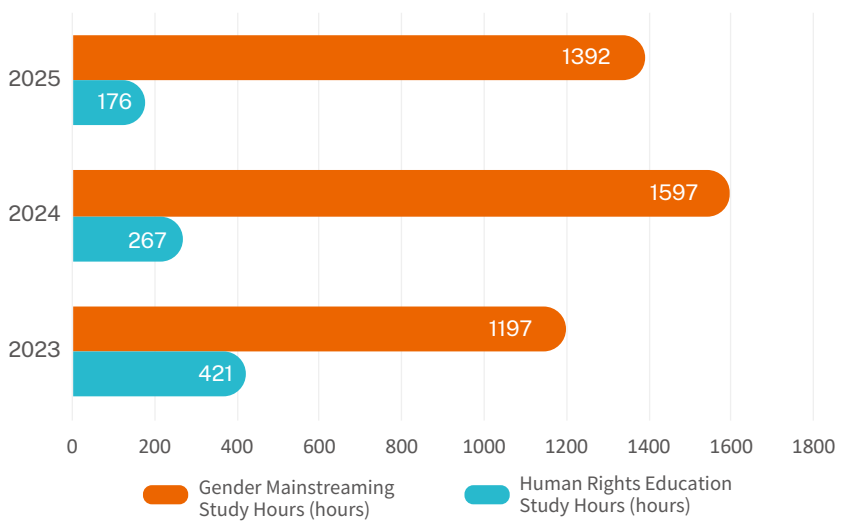
1. According to the “Guidelines for the Teaching and Other Staff of NTUT” and the “Contracted Employees Work Rules of NTUT,” the university stipulates that faculty and staff may not work more than 4 hours of overtime per day or 20 (or 46) hours per month. Overtime may be compensated with overtime pay or compensatory leave. The university does not engage in forced labor or slavery, and does not employ child labor. A flexible working schedule is implemented (working hours from 08:00 to 09:00 and leaving hours from 17:00 to 18:00), along with a summer and winter break system. According to the “Act of Gender Equality in Employment,” faculty and staff with children under the age of three may request a one-hour reduction in daily working hours.
2. In accordance with the “Teacher Leave Regulations” and the “Civil Servant Leave Regulations,” the Company grants faculty and staff 8 days of prenatal leave, 42 days of maternity leave, and 7 days of paternity check-up and paternity leave. In addition, pursuant to the “Work Rules for Contract Personnel of National Taipei University of Technology,” contract personnel are granted 7 days of prenatal check-up leave, 8 weeks of maternity leave, and 7 days of paternity

check-up and paternity leave. The Company has also established a breastfeeding room for use by faculty, staff, and visitors from other schools. The Company has entered into contracts with childcare institutions (Taipei Private Wesley Kindergarten) and nationwide chain kindergartens and after-school programs (Hess International Educational Group: 41 kindergartens and 49 after-school programs nationwide; Happy Marian: 16 kindergartens and 14 after-school programs nationwide), providing diversified preferential programs for kindergartens and after-school programs and establishing support for a family-friendly environment Master of Science in Environmental Engineering and Management

3. According to the “Organization and Review Guidelines for NTUT’s Teacher Grievance Review Committee” and the “Establishment and Review Guidelines for NTUT’s Staff Grievance Review Committee,” faculty and staff who believe that working conditions or management practices (e.g. salary, job assignments, promotions, or evaluations) are inappropriate may file a grievance as provided. In addition, the “Guidelines for the Prevention and Handling of Workplace Sexual Harassment and Gender Discrimination at NTUT” and the “NTUT Sexual Harassment Prevention and Handling Guidelines” establish complaint channels for reporting harassment, ensuring the protection of staff rights. These protective mechanisms are publicly available on the NTUT HR Department’s legal information section for faculty and staff reference. The relevant protection channels are announced in the legal area of the HR Department of the school for the reference of the teaching and other staff.

Encourage colleagues to participate in courses related to gender equality and human rights education:

Total learning hours in the past 3 years reached 5,043 hours, including 1,561 hours in 2022, 1,618 hours in 2023, 1,864 hours in 2024, and 1,392 hours in 2025.

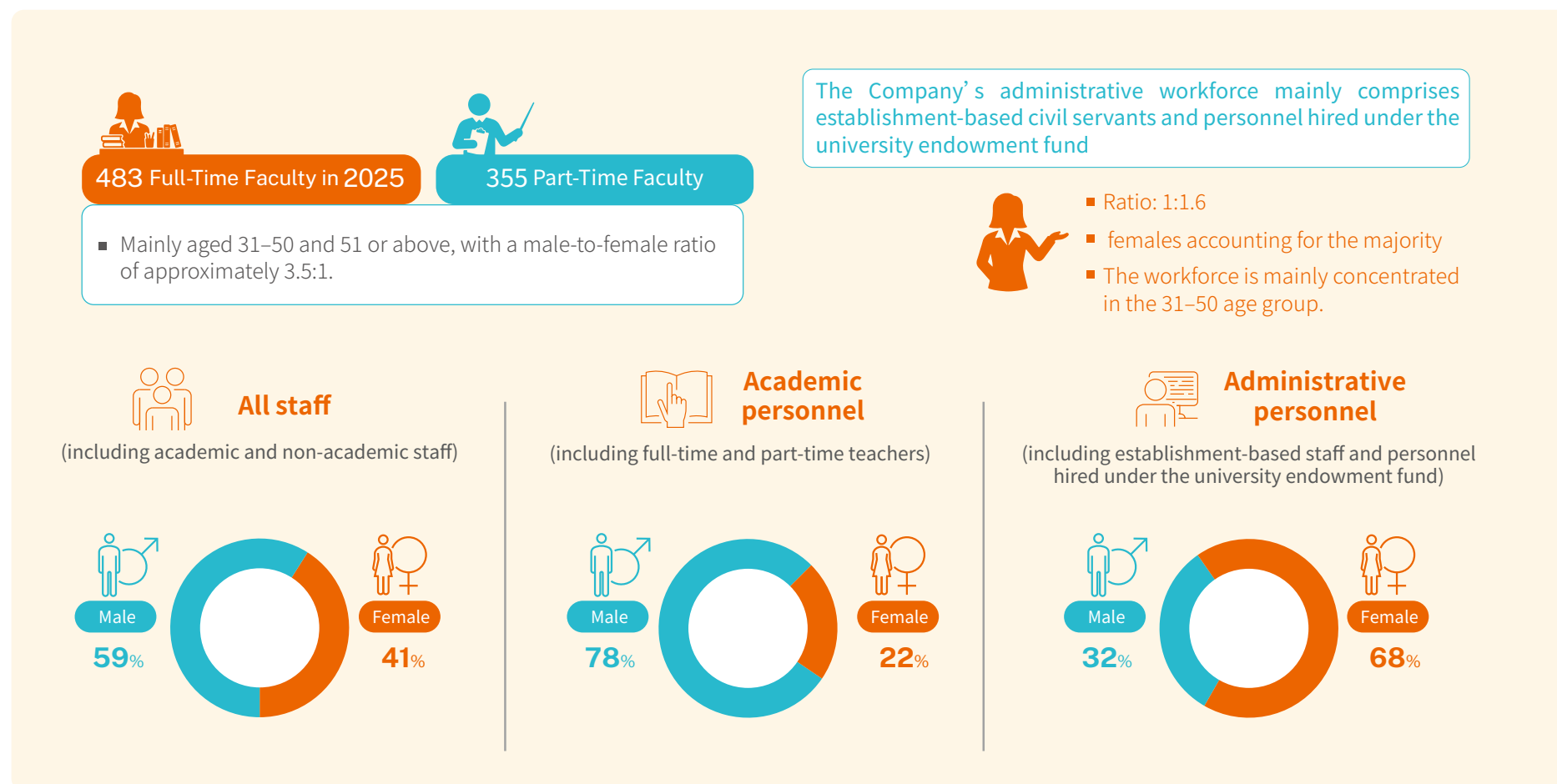


Composition and distribution of teaching and other staff

The composition of our employees is academic and non-academic personnel, teachers and employees. Male employees account for 59% and female employees for 41% of all employees.

In 2025, the Company had 483 full-time teachers and 355 part-time teachers, mainly distributed in the age groups of 31–50 and above 51, with a male-to-female ratio of approximately 3.5:1. The overall number of teachers has remained stable over the past 3 years, indicating that the Company's allocation of teaching and research manpower has been maintained at an appropriate scale to support the development of teaching and research.

The Company's administrative workforce mainly comprises establishment-based civil servants and personnel hired under the university endowment fund, at a ratio of 1:1.6, with females accounting for the majority and mainly distributed in the 31–50 age group.



• Number of teaching and other employees in 2025

Category		Statistics by gender		Statistics by age			
		Male	Female	Under 30 years old	31-50 years old	Over 51 years old	Total
Full-time Faculty	Professor	188	34				
	Associate Professor	100	32				
	Associate Professor-Level Professional Technical Personnel	1	0				
	Assistant Professor	63	20				
	Assistant Professor-Level Professional Technical Personnel	1	0	2	223	258	483
	Lecturer	0	0				
	Old System Assistant	3	1				
	Project Teacher	28	12				
	Subtotal	384	99				
Part-time Faculty	Professor	40	1				
	Associate Professor	37	8				
	Assistant Professor	95	32	4	133	218	355
	Lecturer	95	47				
	Subtotal	267	88				
Regular Administrative Staff	Official Staff	35	75				
	Medical Staff	0	4				
	New System Assistants	0	9	3	74	46	123
	Subtotal	35	88				
Contract staff	Endowment Fund Appointed Personnel	52	121				
	Contracted Employees (including occupational agents)	0	1				
	Research-based Teachers with Outstanding Performance	18	6				
	Postdoctoral Researchers Hired by Outstanding Teachers	17	1				
	Professional Researchers with Outstanding Teaching Performance	0	1	183	353	57	593
	Doctorate Researchers in Themed Research Projects	24	8				
	Full-Time Assistants in Research Programs	111	233				
	Subtotal	222	371				
	Part-time employees (non-student labor hires)	4	3	3	3	1	7
	Military training officers	6	2	0	8	0	8
	Stationed in the police station	1	0	0	0	1	1
	Janitors and technicians	22	15	0	2	35	37
	Total	941	666	195	796	616	1607

Workplace Diversity, Equality and Inclusion (DEI)

According to Article 38, Paragraph 1 of the People with Disabilities Rights Protection Act, when the total number of employees in a public school exceeds 34, the number of employees with employment capability who have disabilities must not be less than 3% of the total number of employees (those covered under public and labor insurance). NTUT not only meets this legal requirement but consistently exceeds it. According to Article 4, Paragraph 1 of the Indigenous Peoples Employment Rights Protection Act, for public schools located outside indigenous areas, one indigenous person must be employed for every 100 individuals in five specified employment categories (e.g. contract and hourly staff). The Company is located in a non-indigenous area, and the number of category-5 contract employees hired has not exceeded 100 per month over the years; accordingly, the required number of indigenous employees is 0. At present, a total of 10 indigenous employees are employed. NTUT upholds workplace diversity and imposes no restrictions based on ethnicity, age, gender, or sexual orientation in its hiring practices.

• Number of Indigenous Peoples and Employees with Disabilities

Category	2023		2024		2025	
	Indigenous peoples	People with disabilities	Indigenous peoples	People with disabilities	Indigenous peoples	People with disabilities
Required Employment	0	59	0	59	0	60
Actual Employment	7	63	9	62	10	62
Vacancies	0	0	0	0	0	0
Employment Rate	-	106%	-	105%	-	103%

• Percentage of Foreign Full-time Faculty

Category	Academic Year 2023-2024		Academic Year 2024-2025		Academic Year 2025-2026	
	Number of students	Percentage (%)	Number of students	Percentage (%)	Number of students	Percentage (%)
Full-time Foreign Faculty	10	2.06%	13	2.65%	13	2.69%
Part-time Foreign Faculty	11	3.14%	9	2.43%	7	1.94%
Total	21	2.51%	22	2.56%	20	2.37%

Employee Remuneration

The remuneration for NTUT faculty and civil servants is handled in accordance with the Teacher Remuneration Act and the Public Functionaries Remuneration Act. Faculty members are also provided with flexible pay in the areas of teaching, research, and service.

1. Personnel hired under the university endowment fund contract are paid according to the Company's "Salary Scale for Contract Personnel" and are granted professional allowances in accordance with the "Job Allowance Table" ; researchers appointed by outstanding teachers are hired starting at the salary level for postdoctoral researchers in the Company's "Reference Salary Scale for Researchers" as stipulated in the Company's "Regulations Governing the Appointment of Researchers by Outstanding Teachers in Research and Industry-Academia Performance."

2. Compensation for full-time project personnel (including postdoctoral researchers and full-time assistants) shall be paid based on the Company's "Reference Table for Compensation of Full-Time Personnel under Research Projects" within the employee compensation budget item of each respective project. However, if the principal investigator or hiring unit comprehensively considers the project personnel's work responsibilities, professional skills, expected performance, and academic/professional background, and separately sets the remuneration amount, and such amount is explicitly approved by the relevant funding (commissioning) agency, the corresponding personnel expenses may be disbursed within the project budget. The minimum salary for the aforementioned personnel is higher than the statutory minimum wage for the corresponding year.

3. For hourly paid personnel such as labor-hired part-time assistants, teaching assistants, work-study students, and temporary personnel, the hourly wage paid is in all cases greater than or equal to the basic statutory hourly wage for the relevant year.



• Employee Salary Data in the Last Three Years

Unit: NT\$

			2023		2024		2025	
			Average salary	Median salary	Average salary	Median salary	Average salary	Median salary
Appointment of Outstanding Teachers to Research Roles	Research-based Teacher	Male	71,308	73,310	71,493	72,415	71,277	72,415
		Female	75,017	74,350	76,254	74,059	81,892	81,484
	Postdoctoral Research Fellow	Male	59,326	58,920	65,466	62,390	63,845	61,277
		Female	59,776	58,920	63,506	61,277	67,959	67,959
	Professional Researcher	Male	0	0	130,000	130,000	0	0
		Female	71,500	71,500	74,000	74,000	76,000	76,000
Full-time Project Personnel	Postdoctoral Research Fellow	Male	67,008	62,400	69,212	65,208	72,943	66,990
		Female	66,745	69,985	60,299	63,900	71,878	69,650
	Full-time Assistant	Male	46,932	42,520	47,202	43,132	52,005	47,725
		Female	43,089	40,560	42,971	41,000	46,190	43,450
Contracted Personnel	Contracted Personnel	Male	43,327	41,030	45,703	42,810	47,700	44,440
		Female	43,803	42,070	46,087	44,730	49,184	47,860

• Remuneration Ratio of Employees at All Levels:

Full-time Employees	Male	1.16
	Female	1

★ Note: Due to a higher proportion of male employees in professional research and technical roles at the university, the overall remuneration for male employees is higher than that for female employees.

• Ratio of Highest Remuneration to Total Annual Remuneration of Employees:

Ratio of highest remuneration to median salary of employees	2.52
Salary growth ratio	0.65

★ Note 1: Total remuneration ratio = Annual total remuneration of the highest-paid individual ÷ Median annual total remuneration of all other employees.

★ Note 2: Percentage increase in the total remuneration ratio = Percentage increase in the annual total remuneration of the highest-paid individual ÷ Percentage increase in the median annual total remuneration of all employees (excluding the highest-paid individual).



• **Distribution Ratio of Salaries for Personnel Employed via the Endowment Fund and Research Projects:**

Salary Distribution Ratio Table for Full-Time Personnel Employed under the Endowment Fund and Projects

 Salary range (NT\$)	Appointment of Researchers by Outstanding Teachers		Full-time Project Personnel				Contract Employees	
	Number of students	% of Total Headcount	Full-time Assistant		Postdoctoral Researcher		Number of students	% of Total Headcount
			Number of students	% of Total Headcount	Number of students	% of Total Headcount		
80,001 and above	7	16.7%	10	2.91%	6	18.75%	0	0
70,001-80,000	10	23.8%	11	3.20%	8	25.00%	4	2.31%
60,001-70,000	24	57.1%	20	5.81%	18	56.25%	19	10.98%
50,001-60,000	0	0.0%	59	17.15%	0	0.00%	42	24.28%
40,001-50,000	0	0.0%	165	47.97%	0	0.00%	76	43.93%
30,001-40,000	1	2.4%	77	22.38%	0	0.00%	31	17.92%
28,590-30,000	0	0.0%	2	0.58%	0	0.00%	1	0.58%
Total	42	100.00%	344	100.00%	32	100.00%	173	100.00%

★ Note 1: 1 researcher appointed by an outstanding teacher with a total monthly salary while employed of NT\$30,000 to NT\$40,000 is a retired military service member reappointed to a position at the University. Pursuant to Paragraph 1 of Article 34 of the Act of Military Service for Officers and Non-Commissioned Officers of the Armed Forces, where the total monthly remuneration received exceeds the combined amount of the highest pay of Rank 1 of Junior Rank civil servants and professional allowance, retirement pension payments shall be suspended and resumed when the cause no longer exists; in 2025, the amount was NT\$38,000.

★ Note 2: Two full-time assistants and one contract personnel with a total monthly salary while employed of NT\$28,590 to NT\$30,000 are retired civil servants reappointed to positions at the Company. Pursuant to Paragraph 1 of Article 77 of the Civil Service Retirement, Severance and Survivors Compensation Act, where retired personnel are reappointed to positions in agencies (institutions), schools, or organizations funded by government budget appropriations and receiving salary, remuneration, treatment, or public expenses, and their total monthly remuneration exceeds the statutory basic wage (NT\$28,590 in 2025), their right to receive monthly retirement pension shall be suspended and resumed when the cause no longer exists.



• Ratio of the minimum salary of full-time personnel hired under the university endowment fund and projects to the basic wage/minimum wage:

Unit: NT\$

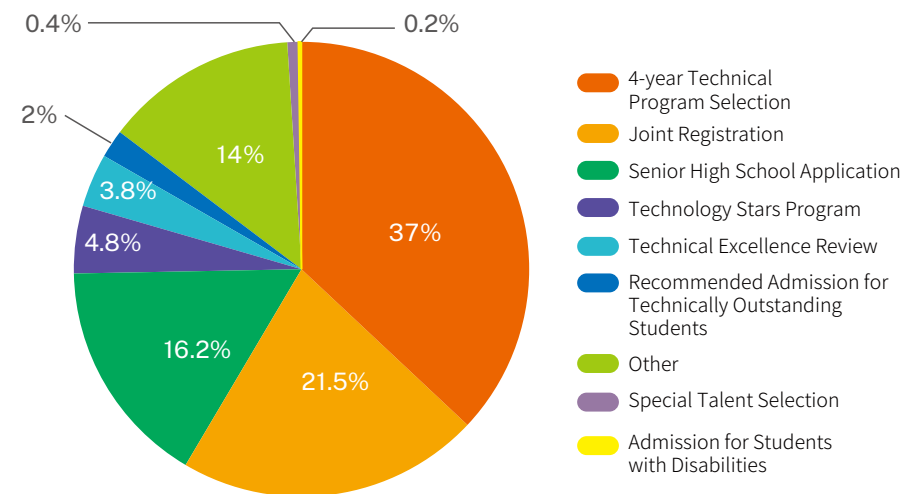
Year		2023	2024	2025	
Employment Type		Minimum Salary by Employee Type: monthly basic wage/minimum wage (basic working hours)			
Full-time Staff (Monthly Salary)	Appointment of Outstanding Teachers to Research Roles	Research-based Teacher	2.23	2.64	2.56
		Postdoctoral Research Fellow	2.23	2.37	1.89
		Professional Researcher	2.71	3.71	2.66
	Full-time Project Personnel	Full-time Assistant	1.27	1	1
		Postdoctoral Research Fellow	1.58	1	2.13
	Contracted Personnel	Contract Employees	1.23	1.07	1
Part-time Employees (Hourly Salary)	Part-time Assistant, Teaching Assistant, Work-Study Student, and Temporary Staff		1	1	1
Minimum Statutory Wage (Basic Working Hours)		26,400(176)	27,470(183)	28,590(190)	

Student

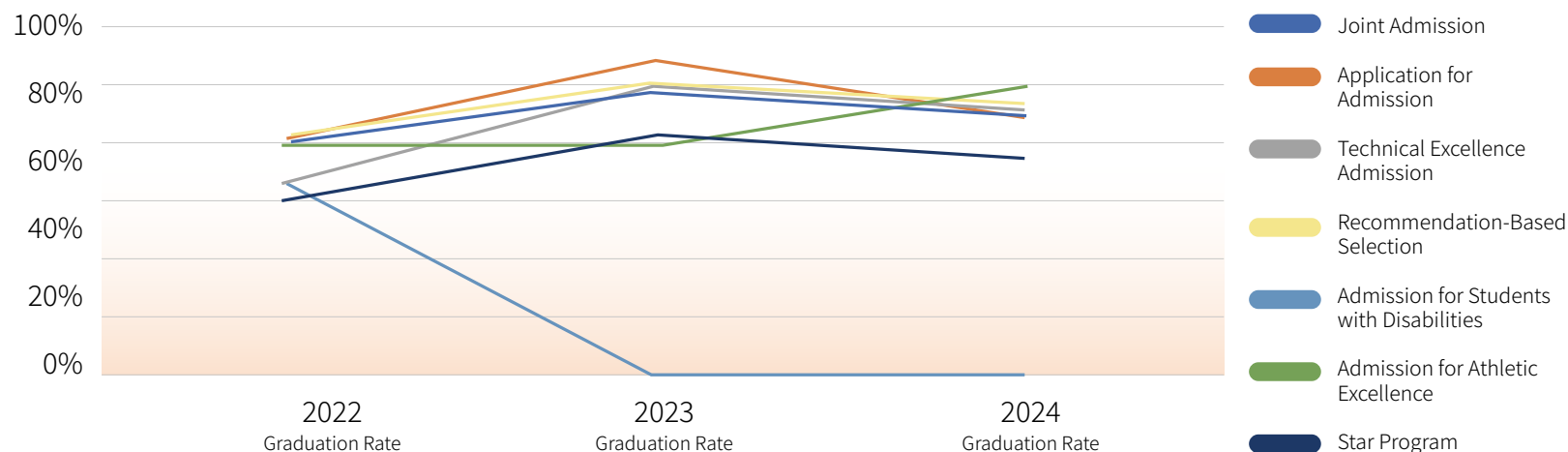
Diversified Admission Programs

The Day Division of the University offers nine admission channels, aiming to provide diverse and fair access to higher education opportunities that cater to the learning needs of different groups. Among them, applications and recommendation-based admissions consider exam results, high school academic performance, and professional achievements. The "Technical Excellence Star Program" adopts a non-grouped admission model to bridge urban-rural gaps and professional limitations, thereby safeguarding the right of outstanding vocational high school students to access higher education. Additionally, to cultivate talents with diverse competencies, pathways such as guaranteed admission for technical talent, competitive technical reviews, and sports excellence are offered to support students with special skills and potential. In recent years, admission results across these channels have remained stable, demonstrating the effectiveness of the University's diversified enrollment strategies in addressing the needs of various student groups. Over the past four years, graduation rates across different admission channels – including joint admissions, individual applications, technical talent admissions, recommendation-based selection, and the Technical Excellence Star Program – have significantly increased, reflecting the effectiveness of the University's comprehensive learning support and guidance mechanisms.

• Percentage of New Students by Admission Channel in 2025 (%)



• Graduation Rate by Admission Channel (Academic Years 2022–2024)



Improve the Assistance Mechanism for Disadvantaged Students

The University integrates various subsidy resources. In addition to providing tuition and fee waivers for economically disadvantaged students, it also offers learning-based living stipends and work-study grants. Furthermore, the University actively secures various scholarships to ease students' financial burdens and help them focus on their studies.



Performance of Student Assistance

• Comprehensive Life Assistance

Item	2025 Implementation Status
Tuition and fee waivers	In Semester 113-2, 656 person-times were subsidized, with total subsidies amounting to NT\$12,335,995. In Semester 114-1, 635 person-times were subsidized, with total subsidies amounting to NT\$ 12,034,317. A cumulative total of 1,291 person-times were subsidized, with subsidies amounting to NT\$24,370,312.
Financial aid for underprivileged students	In 2025, 217 people were subsidized, with total subsidies amounting to NT\$3,716,750.
Living fellowship	In 2025, a total of 138 people was subsidized, with total subsidies amounting to NT\$7,434,000.
Accommodation reduction or waivers	In 2025, a total of 47 people was subsidized, with total subsidies amounting to NT\$465,300
Student loans	In Semester 113-1, the total number of applicants was 1,358, amounting to NT\$38,996,889 In Semester 113-2, the total number of applicants was 1,299, amounting to NT\$ 36,604,715 In 2025, the total number of applications for student loans was 2,657 person-times, with a total amount of NT\$75,601,604.
Off-campus rent subsidy	Starting from 2024, applications by the general public reverted to being accepted by the Construction and Planning Agency of the Ministry of the Interior.
Emergency aid	In 2025, the “Ministry of Education School Property Fund” subsidized 10 person-times, with total subsidies amounting to NT\$200,000. In 2025, the “Company Emergency Relief Fund” subsidized 17 person-times, with total subsidies amounting to NT\$311,000.

• Diversification of Learning Awards

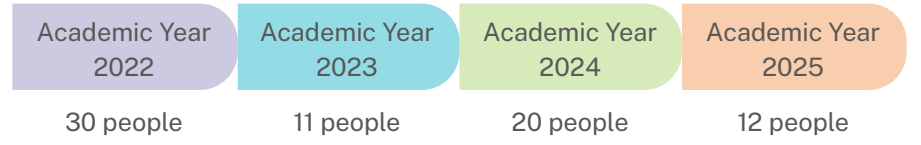
Item	2025 Implementation Status
The “Grateful” Scholarship	A total of 3 person-times received awards and subsidies, with total awards and subsidies amounting to NT\$150,000.
The “Jade” Scholarship	A total of 91 person-times received awards and subsidies, with total awards and subsidies amounting to NT\$4,550,000.
The “Zhuo Yu” Grant	A total of 754 person-times received awards and subsidies, with total awards and subsidies amounting to NT\$10,230,000.

• Guidance and Counseling Digitalization

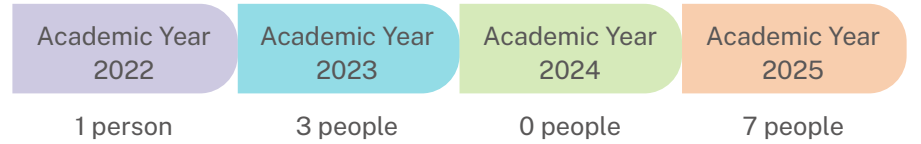
Item	2025 Implementation Status
Online consultation appointment	In 2025, there were a total of 283 person-times for “initial interview appointments” ; in 2025, there were a total of 1,775 person-times for “counseling appointments.”
Tertiary prevention counseling	“Mental Health Promotion Activities,” a total of 31 sessions, with a total of 839 participant-times “Freshman High-Risk Screening” involved 3,180 students, with a screening rate of 17.4%. “Psychiatric Consultation” served a total of 50 individuals.
Mentor guidance	“University-wide Mentor and Teacher Meetings,” a total of 2 sessions, with a total of 619 participants “Mentor and Teacher Counseling Skills Workshops” were held 12 times, with 825 total participants.
Peer mentoring	“Learning Assistance for Indigenous Students” supported 21 students. 94 indigenous students applied for various internal and external scholarships. “Scholarships and Grants for Indigenous Students from the Indigenous Peoples Committee,” awarded to 32 students, totaling NT\$830,000.
Career counseling	“Special Education Career Counseling Activities,” a total of 10 sessions, with a total of 63 participant-times. “Special Education Individualized Transition Plan (Career Counseling),” with a total of 231 participant-times.
Club guidance	Linked “Character Education Student Activities,” a total of 1,574 sessions, with a total of 77,590 participant-times. (74,784 on-campus participant-times, 2,806 off-campus participant-times)
Homework guidance (Safe Learning Program)	In 2025, a total of 51 person-times received awards and subsidies, totaling NT\$189,000.

Credit Reduction Regulations

I. According to Article 2, Paragraph 4 of the NTUT Course Selection Regulations, students with disabilities, those admitted through the Ministry of Education’ s designated athletic performance programs, and those admitted through technical excellence recommendations or screening may take a minimum of 6 credits per semester. The number of students who have completed the credit class and satisfied the requirements referred to above is as follows:



II. Article 2, Paragraph 7 of the University’s Course Selection Regulations provides: “Students who encounter special circumstances (such as a major personal injury or illness) shall submit complete supporting documentation and, upon approval by the department/institute chair and the Dean of Academic Affairs, may reduce their course load by three to six credits per semester, provided, however, that first-, second-, and third-year students shall still enroll in a minimum of nine credits.” Fourth-year students who have completed the courses and credits required for graduation by their respective departments may, with the approval of the department chair, reduce credits; however, they shall still take at least one course each semester.” The number of students who reduced credits due to major personal injury or illness in accordance with the preceding paragraph is as follows:



Foreign Language Test Subsidies for Students with Disabilities

NTUT provides the following support measures for the English and other foreign language learning of disadvantaged students:

Flexible English Credits and Graduation Requirements

In accordance with the spirit of the Special Education Act, to assist students with disabilities in adaptive learning while at school, the Company has planned and offered a series of “Special English Classes” for students with disabilities to help them enroll in courses flexibly and successfully pass the Company’s required English courses and graduation threshold. In 2025, a total of 5 Special English Classes were offered, with 15 person-times successfully completing the courses.

Subsidies for External Language Proficiency Exams

Subsidies for external language test registration fees are provided for students from low-income, lower-middle-income households, and students with disabilities. Students may apply by submitting relevant documentation and original payment receipts. Each student may apply for a maximum of two subsidies, with a cap of NT\$4,000 per instance. In Academic Year 2021, there were 2 students, both beneficiaries from lower-middle-income households; in Academic Year 2022, there was 1 student from a lower-middle-income household; in Academic Year 2023, no students applied; in Academic Year 2024, 1 student applied, who was a child of a person with a disability; and in Academic Year 2025, 5 students applied, including 2 children of persons with disabilities, 2 students with disabilities, and 1 child of a new immigrant.

Foreign Language Ability Test Award

In order to encourage students of all academic programs to enhance their foreign language proficiency and reward those who take language proficiency tests during their studies, students who meet the standards for various award levels may apply for registration fee subsidies. For students from low-income, lower-middle-income households, and those with disabilities, if they pass any of the designated foreign language proficiency tests outlined in the regulations, they may apply for a subsidy for the actual registration fee. The maximum subsidy is NT\$4,000, limited to one application per student and cannot be claimed more than once. Recognized language tests include: TOEFL IBT, IELTS, TOEIC, Cambridge English, JLPT, TestDaF, and DELF/DALF. In Academic Year 2020, the number of applicants was 3; in Academic Year 2021, 2; in Academic Year 2022, 4; in Academic Year 2023, no students applied; in Academic Year 2024, 12 students successfully applied, including a total of 3 from low-income and lower-middle-income households, 4 children of persons with disabilities, 2 indigenous students, and 3 children of new immigrants; and in Academic Year 2025, 15 students successfully applied, including a total of 4 from low-income and lower-middle-income households, 4 children of persons with disabilities, 1 student with a disability, 1 indigenous student, and 5 children of new immigrants.

Interview Travel Subsidy

To encourage students from economically or culturally disadvantaged families to apply to the Company, the Company has established the “Guidelines for Subsidizing Student Travel Expenses for Participation in the Company’s Admission Activities,” aiming to assist such students in covering transportation and accommodation expenses required for participating in selection activities such as interviews and written examinations, as well as summer courses for new students after admission, thereby reducing their financial burden and enhancing their willingness to apply to the Company.

In 2025, this subsidy program continued, with total subsidies amounting to NT\$36,727, assisting economically or culturally disadvantaged students in reducing the financial burden of participating in selection activities and related courses during their pursuit of further education, thereby enhancing the effectiveness of support for their applications and studies.

Cho-Yu Project

To secure additional educational resources to assist economically and culturally disadvantaged students, NTUT actively seeks subsidies under the Ministry of Education’s “Higher Education Sprout Project” and, in coordination with the Ministry’s “Financial Aid Program for Disadvantaged Students at Colleges and Universities,” allocates admission quotas through appropriate recruitment channels

and specifies preferential bonus point conditions in the admissions brochure to assist disadvantaged students in successfully pursuing their studies. At the same time, subsidies are also provided for application fees, transportation expenses, and accommodation expenses required for university admissions interviews, with favorable implementation results.

Course learning and academic guidance mechanisms are the core focus in assisting students who are economically or culturally disadvantaged. To this end, NTUT has established a single service window and a dedicated website to integrate various types of information related to financial aid and counseling, providing students with multidimensional living and financial support, and subsidizing such students through scholarships and grants so that they may pursue their studies with peace of mind.

This project includes diverse guidance programs covering academic, certification, international, competition, and career categories, with the aim of helping economically or culturally disadvantaged students balance their academic work and living needs, while further increasing the proportion of students attending school and receiving guidance. Taking the 2025 academic year as an example, the number of students receiving guidance was 448. Although this was a decrease from the previous academic year, the total subsidy amount reached NT\$10,232,837, indicating that the subsidy items applied for by students have become more diverse, and both the nature of their participation and the level of their applications have improved.

- **Status of the Cho-Yu Project in the Last Three Year**

Year	2023	2024	2025
Total Scholarships	640	810	754
Total Recipients	422	621	448
Sponsored funds (NTD)	9,801,670	10,060,698	10,232,837

Learning Outcomes of Cho-Yu Students

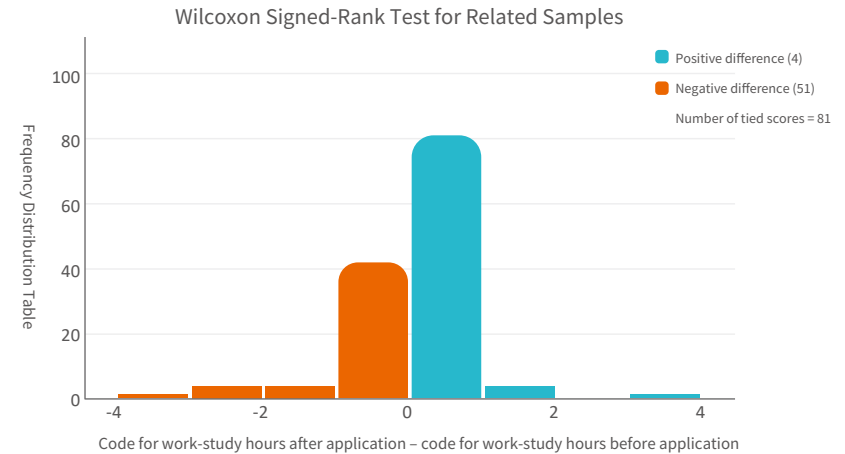
The content of the feedback questionnaire survey on scholarship applications under the Cho-Yu Project for the 1st semester of the 2025 academic year was analyzed, of which four items were related to satisfaction. Analysis shows that the mean scores for each item range from 4.43 to 4.76, **indicating that students hold a highly positive overall view of the Cho-Yu Project and the scholarships.**

• Satisfaction Performance of the Cho-Yu Project Questionnaire

Item	Mean	Standard Deviation
Do you think the information provided about the “Cho-Yu Project” is clear?	4.62	0.584
Do you feel the content of the program aligns with your actual needs?	4.76	0.520
After receiving the scholarship, do you feel that you have more time to devote to learning?	4.43	0.924
Overall, do you think “this scholarship” has substantially helped ease your financial burden?	4.68	0.569

The questionnaire survey examined the difference in respondents' weekly work-study hours before and after applying for the program. The results showed a significant difference in students' weekly work-study hours before and after applying for the program ($Z = -5.84, p < .001$), **and the overall trend indicated that work-study hours decreased significantly after applying for the program.**

- **Frequency Distribution Table of Differences in Work-Study Hours Before and After Applying for the Program**



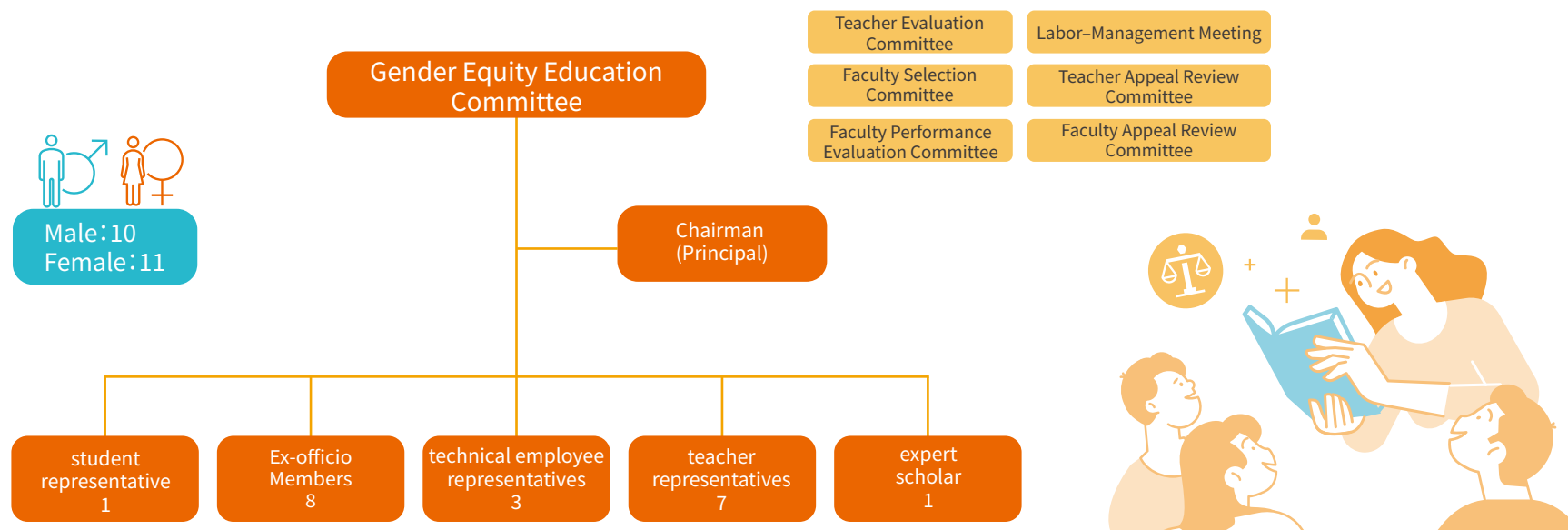
School-wide

Gender Equality

The workplace gender and equality responsibilities of Taipei Tech are fully demonstrated in the composition of its committees. To ensure substantive gender equality, the University follows the relevant guidelines for committee composition, ensuring that no gender proportion is below one-third. This principle allows for representation from all genders, enabling them to express opinions from different perspectives. It also ensures that individuals of all genders can equally participate in the decision-making process in each committee, promoting gender equality in decision-making participation.



• Structure of the Gender Equal Education Committee



• Follow-up handling procedures and results of gender equity complaint cases

Investigations of gender-related cases are divided into two types: Complaint-based investigation (filed by the victim or legal representative), Report-based investigation (filed by any person). Relevant procedures follow the Gender Equity Education Act, NTUT Regulations for the Prevention of Campus Gender Incidents, NTUT Sexual Harassment Complaint and Investigation Guidelines, and NTUT Gender Equality Education Implementation Regulations.

Once a campus gender-related incident is confirmed through investigation by the school or competent authority, the perpetrator shall be subject to appropriate disciplinary actions in accordance with relevant laws or regulations. These may include admonition, demerit, dismissal, suspension, non-renewal of appointment, removal from office, termination of contract, termination of service, or other suitable penalties. When sanctioning gender-related incidents on campus, the University, competent authorities, or other authorities in charge shall order the perpetrator to undergo psychological counseling and guidance, and may order him/her to take one or more of the following measures. However, individuals who

are permanently prohibited from being hired, employed, or engaged are not subject to this limitation:

1. With the consent of the victim, their legal guardian, or actual caregiver, an apology shall be made to the victim. When the consent of the legal guardian or actual caregiver is obtained, the best interests of the child or adolescent should be the primary consideration, and the individual's level of mental maturity should be taken into account when weighing their opinion.
2. Completion of eight hours of gender equality education-related courses is required.

• Number of Gender Equality Complaint Cases in the Past Three Years

Year	2023	2024	2025
Number of cases	25	7	34
Status of disposal	17	7	16

○ Listening to Campus Voices

Meeting with the President

The Student Union is responsible for collecting student opinions on campus, and through the monthly regular “Meeting with the President” forum mechanism, a formal communication channel has been established between students and the university’s various administrative units to facilitate full exchange of views and build consensus, thereby reducing concerns caused by information asymmetry or differences in understanding. Through regularized dialogue mechanisms, student suggestions regarding the current state of university affairs are extensively collected and carefully evaluated as an important basis for NTUT’s policy planning, implementation, and continuous improvement, with a total of 51 sessions held since 2019 (as of December 2025).



▲ Meeting with the President



End-of-Semester Forum

To strengthen the communication mechanism with internal stakeholders, NTUT holds the “End-of-Semester Forum between the President and Teachers” and the “End-of-Semester Forum between the President and Military Training Instructors, All Staff, and Teaching Assistants” at the end of each semester to establish a formal channel for teachers and staff to express opinions and reflect their needs. Through regular and open dialogue platforms, transparent university governance and participatory decision-making are promoted, and a friendly campus and workplace that respects diversity, protects human rights, and ensures equal communication are fostered. A total of 3 forums were held in 2025.

Employee Assistance Program (EAP)

NTUT has established the “National Taipei University of Technology Employee Assistance Program” and created an “Employee Assistance Program” section on the Human Resources Office homepage. A “Needs Survey” is conducted annually, and based on the

items with the highest needs among colleagues in the areas of work, life, and health, special lectures are organized. After the lectures, a “Satisfaction Survey” is conducted as a reference for promotion in the following year. In 2025, small-group fascia relaxation courses were offered in the health category to provide more refined services. A total of 663 participations were recorded in special lectures and practical courses over the past 3 years, including 212 in 2023, 282 in 2024, and 169 in 2025. Additionally, an “Overall Satisfaction Survey” is conducted annually to collect staff feedback, and satisfaction levels have shown a steady upward trend over the past three years.

To improve the quality of psychological counseling services for faculty and staff, a dedicated “Faculty and Staff Counseling Room” was specially established, and an “Online Appointment System for Faculty and Staff Psychological Counseling” was designed. Once a staff member makes an online appointment, a designated person confidentially arranges for a part-time psychologist appointed by the university to conduct the counseling session, taking into account service confidentiality, professionalism, and scheduling flexibility.

Overall Satisfaction with the Employee Assistance Program in 2025

Very satisfied	Satisfied	Acceptable	Dissatisfied	Very dissatisfied
68%	16%	11%	4%	1%

Labor-Management Meeting

The school's employees governed by the Labor Standards Act may elect labor representatives. Starting from the 2024 term, in addition to the original contract employees and technical workers, full-time assistants supporting university-wide operations were also included as eligible voters in the election. Labor-management meetings are held regularly with employer representatives to engage in discussions. This mechanism of communication and interaction promotes labor-management cooperation, enhances communication within the university, reduces conflicts, and helps both parties build consensus.

From 2023 to 2025, a total of 12 labor-management meetings were convened. Labor representatives raised labor rights-related issues (such as working hours, overtime, special leave, pension contributions, optimizing the salary payment schedule, language proficiency considerations in hiring and promotion, expanding the dedicated webpage section for affiliated stores, retention suggestions, improvement of campus environmental hygiene, participation in the selection of the president, confidentiality mechanisms for transmitting evaluation forms, gym opening hours, attendance system optimization, suggestions on salary adjustments after obtaining a master's degree through further study, and publicity on the hiring or renewal procedures for foreign personnel), and consensus was reached through consultation.

3-2 Talent Cultivation and Retention

Faculty and Staff

• Number and percentage of new teaching staff

Category	Gender	Age	2023	2024	2025
 Teachers	Male	Under 30 years old	2	1	2
		31-50 years old	19	21	15
		Over 51 years old	8	0	0
	Female	Under 30 years old	0	0	0
		31-50 years old	9	4	2
		Over 51 years old	0	0	0
	Total number of people (persons)		38	26	19
	Number of employees as of December 31 of the current year		487	490	483
	Rate of new employee hiring (%)		7.80%	5.31%	3.93%
 Employees	Male	Under 30 years old	55	57	43
		31-50 years old	33	58	41
		Over 51 years old	3	7	8
	Female	Under 30 years old	53	75	68
		31-50 years old	66	59	60
		Over 51 years old	8	13	9
	Total number of people (persons)		218	269	229
	Number of employees as of December 31 of the current year		717	743	762
	Rate of new employee hiring (%)		30.40%	36.2%	30.1%

★Note: New employee hiring rate = Total number of new employees in the year ÷ Number of employees on the last day of the year

• Number and percentage of resigned teaching staff

Category	Gender	Age	2023	2024	2025
 Teachers	Male	Under 30 years old	0	0	1
		31-50 years old	6	7	6
		Over 51 years old	1	0	1
	Female	Under 30 years old	0	0	0
		31-50 years old	5	2	2
		Over 51 years old	0	0	0
	Total number of resigned employees		12	9	10
	Number of employees as of December 31 of the current year		487	490	483
	Total turnover rate (%)		2.46%	1.84%	2.07%
 Employees	Male	Under 30 years old	45	41	29
		31-50 years old	36	33	36
		Over 51 years old	5	2	9
	Female	Under 30 years old	43	44	46
		31-50 years old	53	65	40
		Over 51 years old	8	8	6
	Total number of resigned employees		190	193	166
	Number of employees as of December 31 of the current year		717	743	762
	Total turnover rate (%)		26.50%	25.98%	21.8%

★Note: Turnover rate = total number of resigned employees for the year ÷ number of employees on the last day of the year

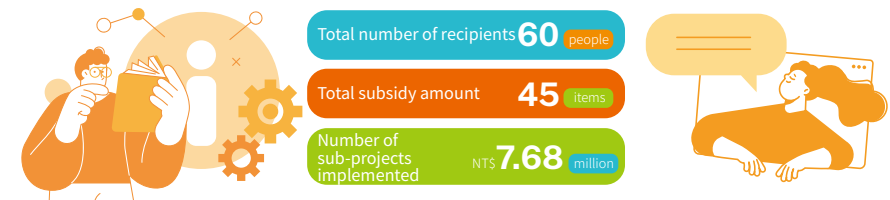
- Retirement Statistics

Category	Gender	Age	2023	2024	2025
 Teachers	Male	Under 30 years old	0	0	0
		31-50 years old	0	0	0
		Over 51 years old	11	12	12
	Female	Under 30 years old	0	0	0
		31-50 years old	0	0	0
		Over 51 years old	2	2	0
	Total Number of Retirees (persons)		13	14	12
 Employees	Male	Under 30 years old	0	0	0
		31-50 years old	1	1	1
		Over 51 years old	4	8	6
	Female	Under 30 years old	0	0	0
		31-50 years old	0	2	0
		Over 51 years old	9	7	8
	Total Number of Retirees (persons)		14	18	15

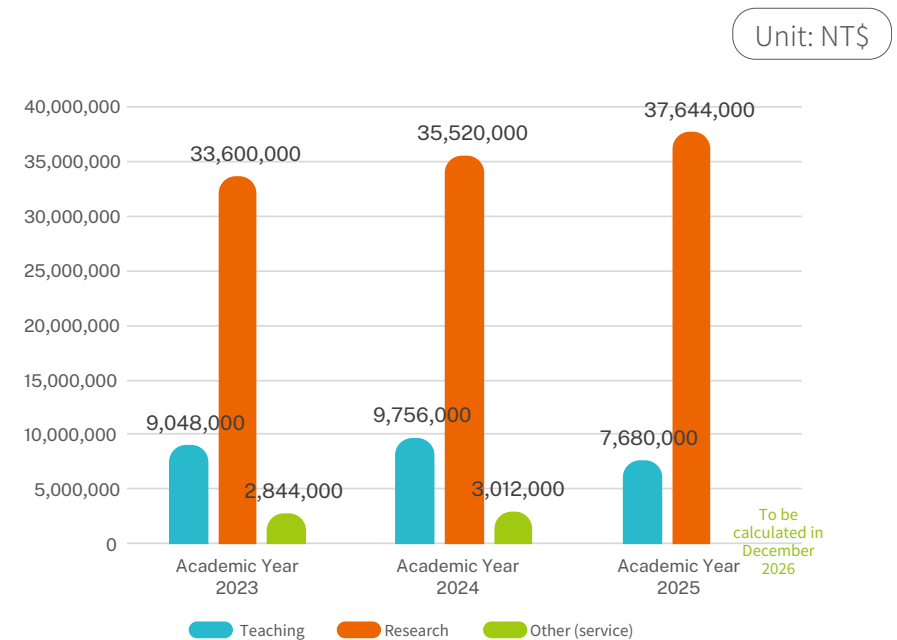
Flexible Salary Award for Outstanding Teachers

NTUT continues to promote a flexible salary incentive system for outstanding teaching talent and strengthen support for excellent teaching personnel through teaching flexible salary subsidies. From 2023 to 2025, the cumulative number of subsidies reached 206 person-times, and the total approved subsidy amount reached NT\$26,496 thousand, reflecting NTUT's continued investment of resources to encourage teachers to improve teaching and deepen the results of teaching innovation.

- **Overview of the Teaching Flexible Salary Program for the 2025 Academic Year**



- **Flexible Salary Amount Approved by the University**



• Number of Approvals for Flexible Salary by Category

	Academic Year 2023			Academic Year 2024			Academic Year 2025		
	Teaching	Research	Other categories (Service)	Teaching	Research	Other categories (Service)	Teaching	Research	Other categories (Service)
Person-times	73	183	23	73	185	30	60	187	To be calculated in December 2026

Performance evaluation and promotion

Evaluation

NTUT's faculty evaluation system is integrated with the systems for faculty promotion, salary advancement, and contract renewal to comprehensively assess teachers' performance in teaching, research, service, and guidance. The most recent faculty evaluation covered the 2020 to 2022 academic years, and all faculty members subject to evaluation passed. Although no new round of faculty evaluation was conducted between 2023 and 2025, all units continued to report and collect faculty-related performance data and conduct data reviews, while continuously enhancing teachers' professional development and overall faculty quality through promotion and evaluation guidance mechanisms.

Promotion

As an institution recognized by the Ministry of Education for self-review of teacher qualifications, NTUT may formulate its own regulations related to faculty promotion based on the school's development characteristics, in order to establish a faculty promotion system aligned with the positioning of technical and vocational education. In addition to review submissions based on specialized works, NTUT has also established a submission review mechanism for "non-specialized works," under which teachers may submit R&D results, such as National Science and Technology Council research projects, industry-academia collaboration projects, and technology transfer results, together with specialized works as review materials for promotion, thereby demonstrating the characteristics of technical and vocational education that emphasize practical R&D and industry-academia collaboration.

According to statistics for the period from the 2019 to 2025-1 academic years, a total of 140 NTUT faculty members were promoted, of whom 7.9% were promoted through non-academic paper formats, including technical reports, teaching practice research, and works, indicating that NTUT's diversified promotion system has been gradually advanced and provides teachers with diverse development pathways.

In the future, NTUT will continue to refine the teacher qualification review system and promotion guidance mechanism, encourage teachers to demonstrate diverse achievements in teaching,

research, and industry-academia collaboration, and continue to enhance NTUT's faculty quality and teaching and research capacity.

In addition, starting in December 2024, NTUT has, in accordance with the Ministry of Education's "Key Points for the Recognition and Counseling Operations for Self-Review of Teacher Qualifications at Colleges and Above," established a task force to promote teacher qualification review and recognition operations. In the future, it will be dedicated to promoting relevant regulations and operational mechanisms for teacher qualification review, holding internal briefing sessions on the review process, continuously refining the promotion guidance system, and advancing the integration of teacher promotion and faculty evaluation to further improve teacher qualification review operations.

• Number of teachers promotions (persons)

Category	Promotion level	Academic Year 2023 (including projects)		Academic Year 2024 (including projects)		Academic Year 2025 (including projects)	
		Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester
Teachers	Assistant Professor	-	-	-	-	0	0
	Associate Professor	7	3	4	7	6	8
	Professor	1	7	7	8	1	5
Total		18		26		20	

• Number of employees transferred (persons)

Category	Promotion category		2023	2024	2025
Employees	Endowment Fund Appointed Personnel	Administrative category	3	2	2
		Technology category	2	2	0
	Official staff		2	3	7

Employee Benefits and Rights

In order to take care of the lives of our colleagues and provide them with psychological support services, we provide various living allowances and subsidies according to the Central Personnel Act and offer them physical and mental support services based on our employee assistance program.



Central personnel laws and regulations

- Guidelines for the Implementation of Cultural and Recreational Activities for Employees of Central Government Agencies and Schools
- Implementation Guidelines for Emergency Loans for Central Government Employees and Teachers
- Regulations Governing the Issuance of Condolence Payments for Civil Servants Suffering Accidental Injury or Death in the Performance of Duties
- Child Education Subsidy Table
- Marriage, Funeral, and Childbirth Subsidy Table for Civil Servants and Public School Employees
- Guidelines for the Implementation of General Health Examinations for Civil Servants
- Subsidy Standards Table for General Health Examinations for Employees of Central Government Agencies and Institutions
- Employee Assistance Program for Agencies and Schools under the Executive Yuan and Local Governments
- Employee Assistance Program Implementation Plan for the Ministry of Education and Its Affiliated Agencies, Institutions, and Schools
- Regulations Governing Leave Without Pay for Civil Servants



Internal personnel regulations

- National Taipei University of Technology Guidelines for Cultural, Recreational, and Travel Activities for Faculty and Staff
- National Taipei University of Technology Guidelines for the Establishment of Faculty and Staff Clubs
- National Taipei University of Technology Employee Assistance Program Implementation Plan
- National Taipei University of Technology Directions for Handling the condolences of Faculty and Staff Illness and Hospitalization
- National Taipei University of Technology Regulations Governing the Management of Full-time Personnel of Special Research Projects
- National Taipei University of Technology Work Rules for Contract-based Personnel

• Childbirth support



Weddings, Funerals, Maternity, and Childcare Parental Leave Without Pay

- When faculty or staff at NTUT experience life events such as marriage, bereavement, or childbirth, the Human Resources Office assists in applying for relevant living allowances and subsidies. For labor employees, the HR Office also handles applications for childbirth subsidies under the Labor Insurance system.
- The university actively provides support and care for employees on parental leave without pay by assisting with the continuation of Public Service Insurance, Labor Insurance, and National Health Insurance coverage. It also supports applications for unpaid parental leave subsidies under both Public Service Insurance and Labor Insurance, helping to ensure financial stability during the leave period. Employees are guaranteed reinstatement to their original position and salary upon return from leave.
- NTUT offers semester-based education subsidies for children of faculty and administrative staff.
- To ease the childcare burden on employees and enhance their capacity to care for their children, the university has signed agreements with one childcare center and two national chain childcare and after-school service providers, totaling 120 service locations. Faculty and staff may select a care location based on convenience. Each year, the university continues to explore new vendors and establish cooperative agreements to protect parenting rights and foster a happy and safe work environment.



• Parental Leave Without Pay

Year	Number of employees entitled to parental leave without pay			Number of employees applying for unpaid parental leave			Number of employees reinstated after parental leave without pay			Number of employees still in service 12 months after reinstatement			Reinstatement rate	Retention rate (Still employed 12 months after reinstatement)
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total		
2023	4	6	10	1	12	13	1	8	9	1	7	8	69.23%	61.54%
2024	4	13	17	1	12	13	1	11	12	0	5	5 *Note 1	92.31%	38.46%
2025	4	5	9	2	13	15	2	8	10 *Note 2	0	0	0 *Note 3	66.67%	0%

★ Note 1: Among them, 2 employees resigned after reinstatement, and 5 reinstated employees have not yet remained employed for more than 12 months, and therefore the number of employees still employed 12 months after reinstatement cannot be calculated.

★ Note 2: At present, 5 employees are still on unpaid leave, and therefore the number of employees who completed parental leave and were reinstated cannot be calculated.

★ Note 3: Among them, 1 employee had been reinstated but resigned in 2026; 9 reinstated employees have not yet remained employed for more than 12 months, and therefore the number of employees still employed 12 months after reinstatement cannot be calculated.

★ Note: The number of employees entitled to parental leave without pay is calculated based on the number of employees who were entitled to parental leave, maternity leave, paternity checkup leave, and paternity leave in the current year. However, the number of employees entitled to parental leave without pay includes those who were entitled to parental leave in previous years, so the number of employees entitled to parental leave without pay in the current year is more than that in the previous year.

• Employee Welfare

Cultural and Recreational Activities	To promote healthy leisure for faculty and staff, inspire morale, and foster team spirit, the University organizes various recreational activities, including clubs, fitness competitions, birthday celebrations, and departmental gatherings. There are total of 13 Faculty and Staff Clubs, including badminton, table tennis, tennis, basketball, slow-pitch softball, hiking, aerobic dance, tai chi, tai chi push hands, Red Mansion Choir, Bible study, and the Buddhist Compassion Relief Merit Society (Fu Chi Association). An annual university sports day is held, during which exclusive sports caps and apparel are provided for employees. Birthday cards and gift certificates are distributed to faculty and staff on their birthdays, and department-level gatherings are organized to strengthen camaraderie.
Health Checkup	Faculty and staff aged 40 and above are eligible for a health checkup subsidy of NT\$4,500 every two years. Those under 40, including labor employees, may participate in the University's annual general health checkup. Contracted physicians also provide regular on-campus medical consultation services.
Mental Health	Psychological counseling sessions are offered annually to all faculty and staff.
Hospitalization Condolence	Employees hospitalized due to illness may receive a subsidy of up to NT\$1,000.
Breastfeeding Room	A breastfeeding (lactation) room is available within the Health and Wellness Division of the Office of Student Affairs. It is open to staff, students, and campus visitors. Breastfeeding time is counted as part of working hours.
Insurance and Loan Consultation	Group accident insurance plans (e.g. through Cathay Life Insurance), public sector emergency loan consultations, and other benefits are available to faculty and staff.

• Insurance: Public Insurance, National Health Insurance, Labor Insurance

1. To ensure stability in life for public servants, the University handles public service insurance and National Health Insurance. In the event of disability, retirement, death, family funeral, childbirth, or unpaid parental leave, assistance is provided for claims under the public service insurance.
2. For employees covered under the Labor Standards Act, the University provides Labor Insurance (including regular and occupational accident insurance) and National Health Insurance. Support is offered in claiming benefits for medical treatment, maternity, injury, illness, disability, or death.
3. During the effective period of the national health insurance, the University pays insurance benefits to the insured in the event of a disease, injury, or maternity accident in accordance with the provisions of the Act.

• Pensions and Retirement Benefits

1. To ensure reasonable retirement income and encourage long-term service, the University and the government jointly contribute to the Civil Servant and Teacher Pension Fund. Employees contribute 35%, while the government covers the remaining 65%. Upon retirement, the employee may claim their pension.
2. For labor employees under the Labor Standards Act (including nationals, spouses from foreign countries or Mainland China, and permanent residents), the University contributes no less than 6% of monthly salary to the individual labor pension accounts managed by the Bureau of Labor Insurance. These accounts are owned by the employees, who may also voluntarily contribute up to an additional 6%.

Diverse Courses to Provide Continuing Education

According to the University's Education and Training Implementation Plan, each employee must complete a minimum of 20 learning hours per year:

I. Learning Hour Requirements:

(I) Statutory Training Hours (10 hours):

- Current major government policies (1 hour).
- Environmental education (4 hours).
- Democratic governance value courses (5 hours): gender mainstreaming, integrity and service ethics, human rights education, transitional justice, administrative neutrality, multicultural group culture, civic participation, etc.

(II) Job-Related Training Hours (10 hours):

- Information security (3 hours).
- Hours related to job duties (7 hours)

II. To help new hires quickly become familiar with the principles and practices of official document writing, they are required to complete a 6-hour online course on official writing offered by the National Academy of Civil Servants via the e-Government Learning Platform within three months of their start date (or during the probationary period).

III. Implementation Methods:

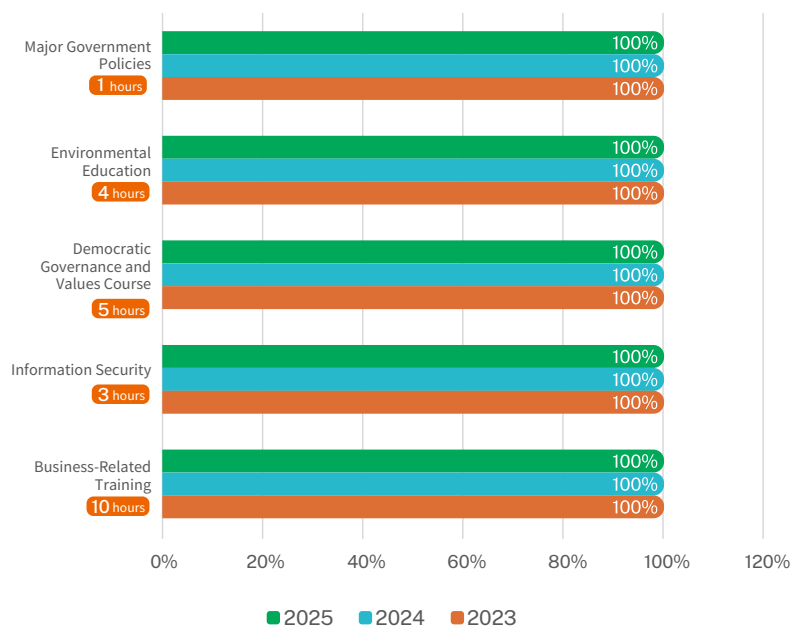
1. In-person courses: Conducted through methods such as special-topic lectures or hands-on operation, depending on course nature and training needs.
2. Online Courses: Staff are required to complete designated digital learning courses (e.g. online official document writing for new employees) and are encouraged to take advantage of platforms like Taipei e-Campus or e-Government Learning+ Platform during personal time.
3. Staff may be recommended to participate in courses organized by the Directorate-General of Personnel Administration, the Ministry of Education, or other training institutions.

• Summary Table of Publicly Funded Training

Year	Total Trainees (Publicly Funded)	Total Training Hours	Total Training Cost (NT\$)
2023	24	230	68,500
2024	60	954	573,180
2025	28	544	456,050



4. Avg. Learning Hour Completion Rate



• Employee Learning Hour Statistics

Managerial staff									
Position									
Year	Total Learning Hours			Total Number of People			Average Learning Hours		
Gender	Total	Men	Women	Total	Men	Women	Overall average	Men	Women
2023	673	189	484	12	3	9	56	63	54
2024	787	272	515	11	2	9	72	136	57
2025	606	127	479	12	2	10	51	64	48

Non-managerial staff									
Position									
Year	Total Learning Hours			Total Number of People			Average Learning Hours		
Gender	Total	Men	Women	Total	Men	Women	Overall average	Men	Women
2023	12,116	4,395	7,721	272	80	192	45	55	40
2024	11,348	4,333	7,015	270	82	188	42	53	37
2025	11,063	3,807	7,256	281	87	194	39	44	37

Student

Student Cultivation Mechanism

To assist incoming students from diverse backgrounds in transitioning to university-level coursework and strengthening foundational subjects, the University offers pre-college preparatory courses during the summer before enrollment. These courses are designed to help newly admitted students build foundational knowledge in their disciplines. In addition, English and Mathematics remedial courses are offered for students admitted through the Stars Program, Technical Excellence, and Sports Excellence admissions to strengthen their fundamental academic abilities. In addition, to retain and cultivate outstanding talent among its students, the University has established various mechanisms for student retention and incentives. For example, to encourage outstanding undergraduate students to continue into the master's program and to achieve the objectives of continuous learning and shortening the study period, the University has specifically formulated the "Regulations for Pre-study of Master's Degree Programs." Students with excellent performance each semester may apply to their departments or graduate institutes within the prescribed period and, upon approval, may obtain qualification as pre-master's students. In addition, there is a mechanism for undergraduate and master's students to directly pursue doctoral programs. If students have completed the required years of study, achieved excellent academic performance, and demonstrated research potential, they may directly pursue a doctoral degree upon recommendation by the department or graduate institute and approval by the President.

The number of undergraduate students approved for pre-study of master's degree programs and retained in the University's master's programs in recent years is as follows: 173 students were approved in Academic Year 2021, with a retention rate of 70%; 133 students were approved in Academic Year 2022, with a retention rate of 74%; and 143 students were approved in Academic Year 2023, with a retention rate of 75.83%. A total of 120 students were approved in Academic Year 2024, and the retention rate can only be accurately calculated after 3rd-year students of that academic year enroll in Academic Year 2026; as of March 2026, a total of 38 students were approved in Academic Year 2025, and applications from 3rd-year students in the 2nd semester are expected to open in May 2026. A total of 36 students were approved for direct pursuit of doctoral degrees over the past 3 years (6 in Academic Year 2023, 14 in Academic Year 2024, and 16 in Academic Year 2025).

The University also encourages and recognizes students for setting their own learning goals, pursuing diverse development, and demonstrating good character and leadership. Since Academic Year 2018, an Honor Student Award has been added. During the first 2 academic years before awardees enroll in the University's master's programs, tuition and miscellaneous fees are fully waived. Items not covered by the full waiver include accommodation fees, computer and internet usage (internship) fees, and accident insurance premiums. Students eligible for financial hardship reductions may apply to receive scholarships of the same amount for the reduced portion. No payment may be received during the suspension of studies. A total of 1 person met the qualifications over the past 3 years.

• Retention Incentive Mechanism

Master's Program Enrollment	Undergraduate students who graduate in the top 25% of their department/class and continue into the University's full-time master's program may receive a scholarship of either NT\$100,000 or NT\$50,000 for the academic year.
Ph.D. Program Enrollment	New students directly admitted to the Ph.D. program who pass the review process may receive a full tuition and miscellaneous fee waiver plus a scholarship of NT\$120,000, or a half waiver with a scholarship of NT\$60,000.

• Number of students retained in the master's program

Academic Year	Applicants Approved	Students Enrolled	Retention Rate
111	133	98	74.00%
112	143	107	74.83%
113	120	32	To be counted after enrollment in Academic Year 2026
114	38	Students have not yet enrolled	To be counted after enrollment in Academic Year 2027

Employment development

• **Student career development consultation assistance:** The University operates a "Career Exploration Appointment Consultation Platform" to guide students in clarifying their interests and potential abilities through systematic assessments and one-on-one professional consultations. Starting from the beginning of the freshman year, the University arranges a university-wide "Introduction to University" course, incorporating UCAN competency assessment and analysis into the class, enabling students to conduct a preliminary self-assessment of employment orientation and job competencies, while also promoting campus career counseling policies and programs to enhance the effectiveness of freshman class counseling. Through diversified career card experience activities, students may increase self-reflection on career exploration within a group counseling mechanism, encouraging them to inspire one another's exploration interests and make their future direction clearer.

• **Integration with career counseling-related courses:** Continue integrating career counseling courses and incorporating the "Career Development Teaching Materials for College Students" into the curriculum to gradually strengthen students' career preparation capabilities. Course planning covers the University's "Introduction to University" to help students establish a preliminary understanding of careers and basic workplace concepts. Courses such as "Career Development and Choice" and "Workplace Ethics" strengthen professional ethics, social responsibility, and communication and expression skills. In addition, lectures or experience-sharing sessions are arranged to enhance students' understanding of industries. Adjustments are made according to industry trends and learning needs to strengthen the connection between career exploration and professional learning, helping students gradually accumulate workplace capabilities and improve adaptability in transitioning to future employment.

• Provide career activities for multi-field exploration/self-advantage:

Organize diversified career counseling activities, including corporate presentations, career lectures, company visits, and internship opportunities, to encourage students to explore career directions from multiple perspectives, and by inviting industry experts to serve as speakers or interviewers, provide resume reviews and mock interviews to assist students in strengthening their job search preparation capabilities. In addition to continuing existing plans, this year's activities also incorporate trends in competency development (such as emerging industries and workplace capability requirements) to enhance students' understanding of the employment environment. At the same time, through relevant activities, students are guided to understand their own strengths, cultivate career planning capabilities, and strengthen overall competitiveness.



▲ Job fair

• Student Career Development Activities

Item	Handling Status
Career Exploration	33 sessions
	33 freshman classes in total
Career Lecture	20 sessions
	1382 participants (person-times)
Career counseling	68 participants completed counseling
	180 participating companies
Job Fair	4,100 student participants
	48 company recruitment briefings

Industry internship

To implement the University's core philosophy as a practice-oriented research institution, since the 2012 academic year, all full-time undergraduate students are required to complete a 2-credit off-campus internship course. This aims to cultivate students' practical skills and reduce the gap between academia and industry. The University also offers a professional elective course titled "Off-Campus Practical Research" to encourage graduate students to undertake internships relevant to their research. This system not only enhances students' practical competencies but also strengthens NTUT's role as a training ground for future entrepreneurs, a hub for technically proficient research talent, and a trusted partner for industry-academia R&D collaboration, especially for small and medium-sized enterprises.

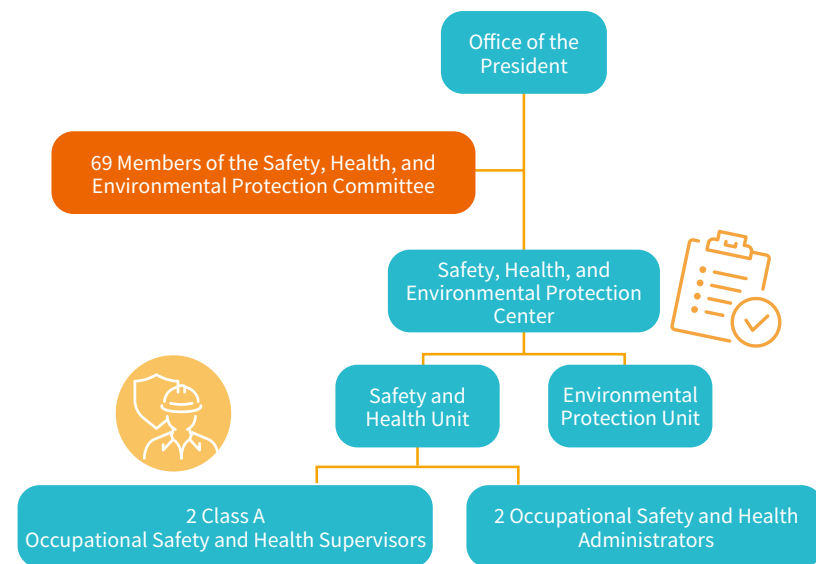
• 2025 industry internship implementation status

Partner Institutions	Participating Students	Employer satisfaction survey
887	1,504	4.48

○ 3-3 Campus Safety and Health

The University's "Safety, Health and Environmental Protection Committee" is the highest guiding unit for campus safety and health. The committee is chaired by the President, with 3 Vice Presidents serving as deputy chairpersons. Members include designated committee members composed of deans of each college, heads of departments and institutes managing workplaces involving the University's risky teaching, internship, experiment, research activities and other operations, first-level administrative supervisors, and personnel in relevant positions, as well as selected committee members nominated by faculty and staff. The committee formulates relevant management policies and supervises the implementation of the University's occupational safety and health plans. To maintain campus safety and health efforts, the University's safety and health management system establishes an annual "Safety and Health Management Plan," which is implemented by each unit according to its authority and responsibilities. This is done to safeguard the safety and health of related parties such as students, faculty, staff, visitors, and contractors on campus, and to prevent occupational accidents. This includes the regular implementation of safety facility inspections, work environment monitoring, and health education and training courses to promote safety and health management. According to the results of the Ministry of Education's 2024 survey on the current status of campus environmental management and the effectiveness of its implementation in colleges and universities, the implementation effectiveness was good.

• Promotion Framework of the Safety, Health, and Environmental Protection Committee



• Implementation of Campus Safety and Health Management Plans

	Implementation items	Management approach	Implementing unit
Labeling and General Awareness of Hazardous Chemicals	Implement hazard communication program	Per the university's "Hazard Communication Plan"	All units
	Update and Maintain List of Hazardous Substances		
	Other Necessary Disaster Prevention Measures		
Sampling and Measurement Strategies for Hazardous Work Environments	Implement workplace environmental monitoring	Per the university's "Work Environment Monitoring Plan"	Safety and Health Center, chemical-handling departments, certified environmental testing agencies
Procurement, Contract, and Change Management	Procurement Management	Per the university's "Procurement Safety and Health Management Regulations"	All units
	Contract Management	Per the university's "Contractor Safety and Health Management Regulations"	
Regular Inspections, Key Inspections, Operational Checkpoints, and On-site Patrols	Regular, Key, and Operational Inspections	Per the university's "Self-Inspection Plan"	Safety and Health Center and all units
	Field inspection		

	Implementation items	Management approach	Implementing unit
Safety and health education and training	Safety Training for New Faculty, Staff, and Students & On-the-Job Training	Per the university' s "Education and Training Implementation Regulations"	Safety and Health Center and all units
	Safety and health training for transferred or reassigned faculty, staff, and students		
	On-the-job occupational safety and health training (statutory retraining)		
	Safety and health training (and in-service training) for faculty, staff, and students involved in special hazardous operations or operating dangerous machinery and equipment		
	First aid personnel training and related in-service training		
Personal Protective Equipment Management	General principles of safety and health protection equipment: when to wear, how to select, how to clean and store, and management of service life	Record-keeping for PPE distribution and storage	Safety and Health Center and all units
Health examinations, health management, and health promotion matters	New employee physical examination	Occupational medicine and occupational care personnel are arranged to conduct health examinations and implement health management	Safety and Health Center and all units
	Regular health checkups for on-job workers		
	Special health examination for on-job workers (including nighttime working and special operations)		
	On-site health service by occupational medicine		
Collection, sharing, and use of safety and health information	Collection of safety and health information	Visit the websites of the Ministry of Labor, Ministry of Education, and other related units to collect information	Safety and Health Center and all units
	Sharing of safety and health information	Publicize through web page	
Emergency Response Measures	First aid and emergency response drills and training	handled in accordance with the "Emergency Response Plan" of the School	Safety and Health Center and all units
	First aid kit and medication		
Investigation, handling, and statistical analysis of occupational accidents, near miss, and physical and mental health incidents	Investigation, handling, and statistical analysis of occupational accidents and other accidents	1. The Environmental Safety and Health Center has established and amended the disaster notification and preliminary investigation report form 2. The unit where the accident occurred fills out the report and submits it according to the regulations	Safety and Health Center and all units
Other safety and health management measures	Amendment to the Occupational Safety and Health Management Plan	This plan should be reviewed and revised every year and announced for implementation.	Occupational Safety and Health Administrator/Safety and Health Center

Safety and health education and training and employee health checkup

Safety and health education and training

- A fire evacuation guidance drill was conducted at the University's Pioneer Building on the morning of May 7, 2025. A total of **44** faculty, staff, and students in the building participated in the drill on that day, and personnel from the Taipei City Fire Department were invited to serve as keynote speakers and to guide the disaster evacuation drill.
- On April 11 and October 17, 2025, the 2025 safety and health education and training for faculty and staff was conducted in the B1 conference room of the University's General Education Building. Instructor Li, Yuan-Hao, Senior Occupational Safety Manager of TBI Motion Technology Co., Ltd., was invited to serve as the lecturer. A total of **159** faculty and staff participated.
- On September 5, 2025, the relevant safety and health education and training for new graduate students before entering laboratories for Academic Year 2025 was conducted at the University's Student Activity Center auditorium, with a total of **1,327** participants.
- On September 5, 2025, the "University International Student Safety and Health Education and Training for Academic Year 2025" was completed at the International Conference Hall of the Research Building. The total number of participants who completed the training and passed the test was **51**.
- The China Productivity Center was commissioned to provide fire prevention manager training for replacement of fire prevention managers in the University's various buildings and for expired certificates. A total of **10** persons completed the initial training this year.
- The University conducted 1 session each of the supervisor class and non-supervisor class for special education and training on prevention of unlawful workplace infringement, with a total of **130** participants.



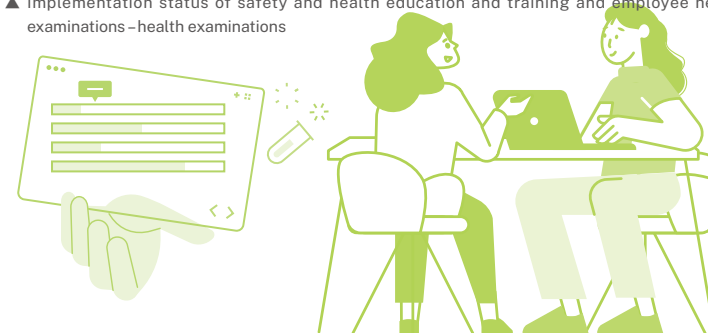
▲ Pioneer Building disaster prevention education and training

Health examinations, health management, and health promotion matters

- On October 1, 2025, Far Eastern Memorial Hospital was commissioned to conduct the 2025 general labor health examination on campus. A total of **202** people participated in this year's health examination. In addition, in coordination with the Health Promotion Administration's promotion of cancer screening, 3 free cancer screenings (Pap smear test, mammography, and fecal occult blood test) were provided, with a total of **40** people examined.
- Occupational physician on-campus services were provided **12** times in 2025.



▲ Implementation status of safety and health education and training and employee health examinations – health examinations



Campus safety incident handling

To effectively maintain campus safety, the Campus Safety Center arranges for military instructors and safety personnel to take rotating 24-hour shifts. Upon receiving reports, they promptly handle emergencies (such as self-harm, traffic incidents, gender equality cases, medical emergencies), provide timely support to students, and notify parents, advisors, and related departments. All cases are also reported via the Ministry of Education's "Campus Safety and Disaster Prevention Notification System" to maintain a secure learning environment.

To prevent security incidents, daily patrols are conducted on- and off-campus, especially in identified high-risk areas and upper floors, ensuring safety for faculty, staff, and students. Xinsheng South Road Police Station (Da' an Precinct) strengthens patrols along designated routes each day to monitor surrounding campus security. The Campus Safety Center also established LINE instant messaging groups with nearby neighborhoods and villages, such as neighborhood chiefs of Minhui, Changlong, and Meihua Vil., the Xinsheng South Police Station, and the Da' an Branch of the Fire Department, to facilitate timely horizontal communication and mutual support and assistance in handling matters. An annual "Campus Safety Support Agreement" is signed between the university and local police authorities to enforce protective measures and integrate community resources.

Campus safety education is also delivered during freshman orientation, weekly assemblies, "University Introduction" courses, in-class announcements, and through social media platforms (student Facebook pages and class LINE groups). Topics include anti-fraud awareness, earthquake evacuation drills, and air-raid evacuation drills, aiming to enhance campus-wide safety awareness. The main purpose of earthquake evacuation and air-raid evacuation drills is to enhance the self-safety awareness of faculty and students. The University' s earthquake evacuation escape and air-raid evacuation drills are scheduled to be conducted every September on the freshman orientation day in the Student Activity Center and classrooms.



▲ Handling emergency incidents

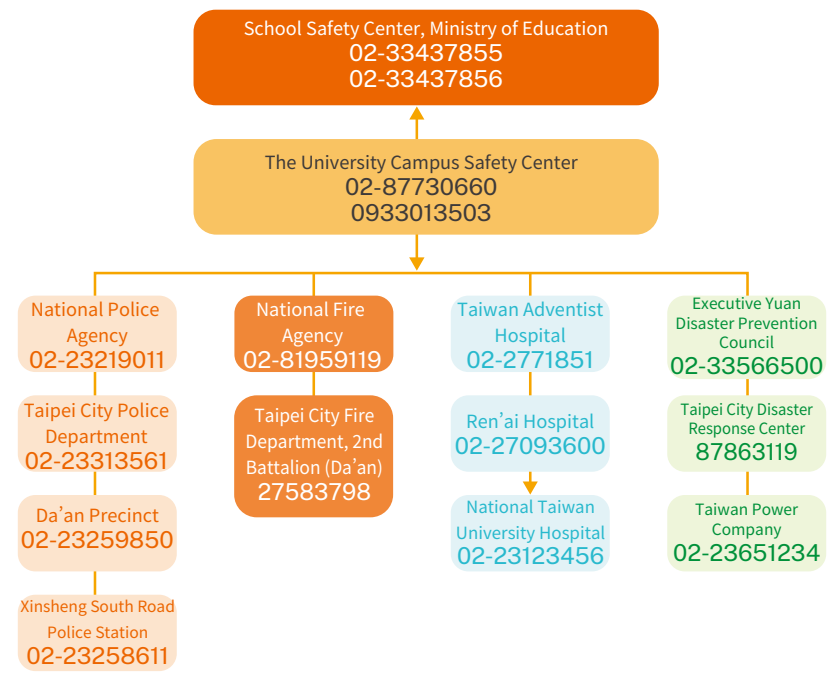


▲ Campus safety promotion

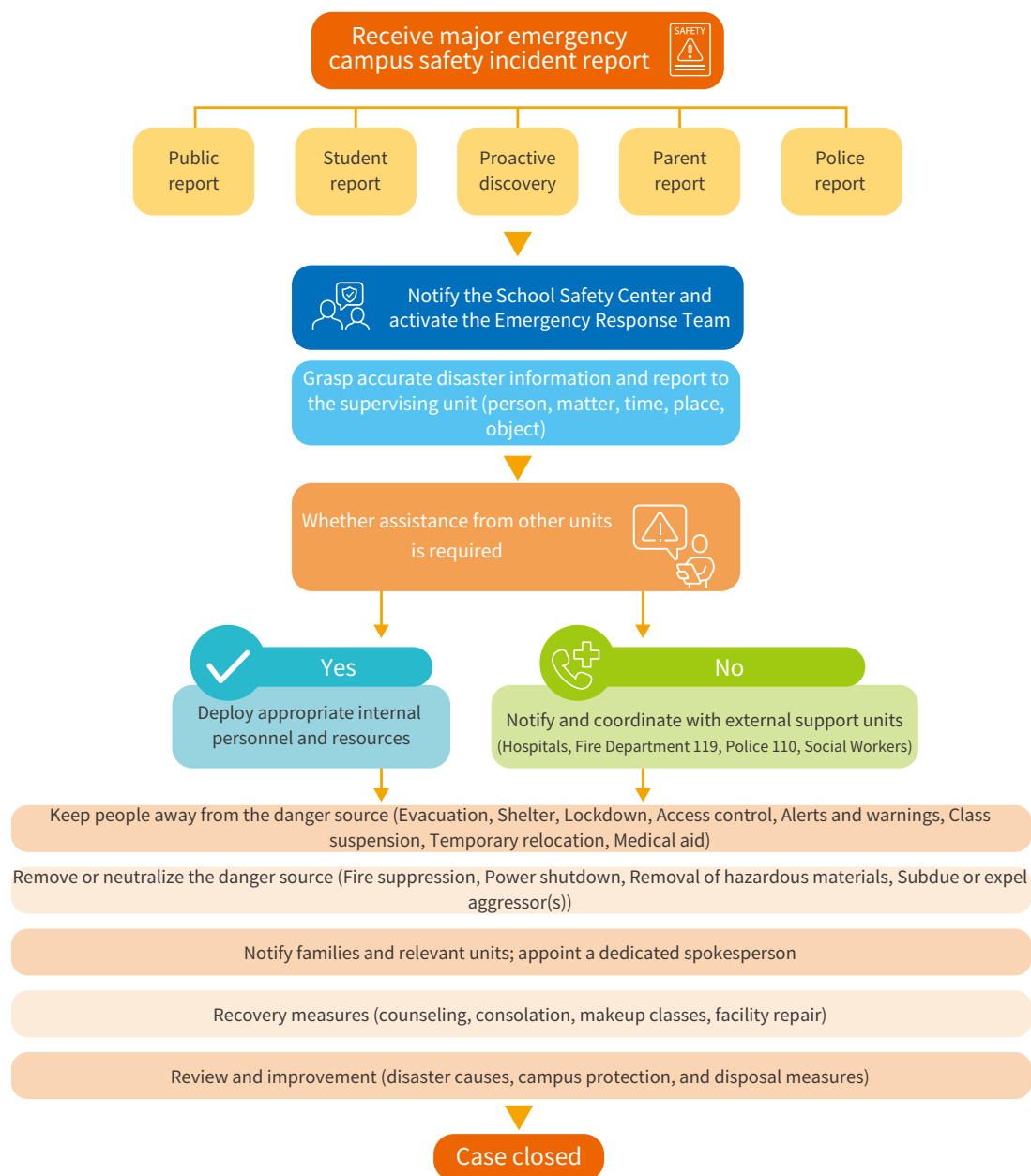


▲ Air-raid evacuation drill

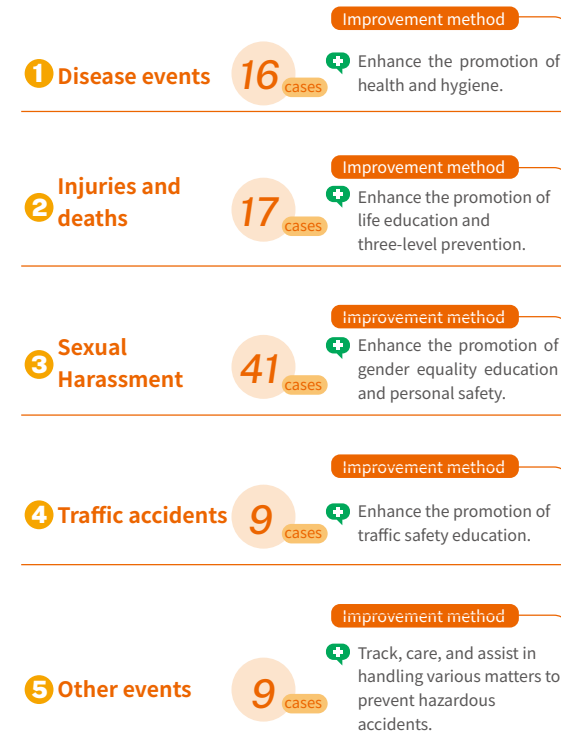
Campus Disaster Notification Network



• Campus safety and disaster management operation process flowchart



• 2025 campus safety incidents



Campus safety measures and facilities

Implementation Method		Implementation Status
Traffic Safety	Campus Vehicle Control	No vehicles or motorcycles are allowed to enter the campus. Vehicle parking spaces are located in parking lots and basements. Applications for parking space and driving of the school vehicle are controlled by the security or management personnel of the campus, and the vehicle is driven at a limited speed of 15 km per hour.
	Parking management	The underground parking lot in the West Campus has adopted a smart management system, incorporating UHF (Ultra High Frequency) long-range card readers and AI image recognition technology. This system enables automatic license plate recognition, enhancing the efficiency and effectiveness of on-campus parking safety management. The system is equipped with eTag, vehicle number, and floor space features.
Disease incidents	Strengthen tracking of students' health status	1. Upon receiving a report of a suspected case of severe special infectious pneumonia, the Health Protection Section will immediately conduct a rapid screening test, provide health education, and require 5 days of self-health management. If symptoms occur during this period, leave is recommended for rest, and self-health management may be lifted early if the rapid test result is negative. 2. Request the General Affairs Office to carry out regular cleaning and disinfection of high-risk areas on campus.
Self-harm and suicide incidents	Strengthen students' mental health	1. The Student Counseling Center regularly holds mental health lectures to strengthen students' physical and mental health. 2. If students are in relatively critical physical or mental condition, the Student Counseling Center, in addition to providing regular counseling services, will also notify mentors and military instructors, so that students' physical and mental condition can be continuously monitored and supported through multiple parties.
Campus security		The Campus Security Center and Guard Office operate 24/7, with responsibilities including campus access control, security patrols, traffic guidance, and reporting of abnormal incidents, all managed by the on-site security team. A "Campus Safety Support Agreement" has been signed with the Xinsheng South Road Police Station to designate additional patrol hotspots. At the start of each semester, enhanced safety awareness campaigns are conducted for new students, including the release of a campus safety map and a 24-hour emergency contact hotline.
Access control management	E-Cloud Access Control Management	A digital cloud-based access control system has been implemented to effectively regulate campus entry and exit, especially during epidemic prevention periods. The system automatically syncs personnel data with the school's administrative and ID card systems, reducing the risk of unauthorized use and easing manpower demands.
	Dormitory Access Control	To ensure dormitory safety, designated safe return routes have been mapped out, with key lighting along the paths extended until 3:00 a.m. Dormitory buildings are equipped with access control systems and staffed by dedicated managers on 24-hour shifts. During the semester, the school conducts off-campus housing visits to help students assess their living conditions and environmental safety, and provide guidance on emergency response procedures, enhancing overall safety awareness.
Surveillance system		The campus surveillance system includes nearly 300 cameras. In addition to ongoing reviews and adjustments to camera placement, all units are being upgraded to new IP-based network cameras.
Nighttime lighting		Since November 2020, the school has conducted a comprehensive inspection and upgrade of all campus nighttime lighting. Lights are now turned on earlier at 5:00 p.m., with lighting levels on main pathways increasing by 20%. For dormitory residents, designated safe return routes have been planned, with critical lighting along these paths extended until 3:00 a.m.
Protection of high levels		The University has installed protective nets on the rooftops of high-rise buildings, at a total of four locations including the Comprehensive Building, Hong-Yu Technology Building, the 3rd Teaching Building, and the Student Activity Center.
Emergency aid system (AED)		A total of 13 Automated External Defibrillators (AEDs) have been installed in public areas across the campus to support emergency medical needs.

Disaster prevention and control and traffic safety promotion

In order to establish the concept of students' safety on campus, the school's training room regularly organizes education and activities related to disaster prevention and traffic safety promotion:

• National earthquake evacuation drill:

The University's earthquake evacuation escape and air-raid evacuation drills are scheduled to be conducted on the freshman orientation day in the Student Activity Center and on September 21 in classrooms. Colleagues of the Military Training Office will promote disaster prevention concepts to all freshman students. The drill details are as follows:

1. Earthquake Evacuation: The three steps for earthquake prevention are "staying down, covering up, and staying stable," and the precautions to be taken to develop the crisis response ability of students.

At 9:21 a.m. on September 21, the Central Meteorological Bureau issued the "National Disaster Day Earthquake Warning System" through the "Meteorological Forecast System," and sent test warnings through personal handheld devices and mobile phones. The school also uses the electronic bulletin board to play the "National Disaster Prevention Day" earthquake rapid response drill, and respond to the earthquake (falling, sheltering, and stabilizing the "Earthquake Disaster Drill"), to enhance the visibility and density of the promotion, and expand the effectiveness of the serial promotion.



▲ National Disaster Prevention Day earthquake warning message

2. Air Evacuation Drill: Publicize the air evacuation sheltered action (maintain low posture, shield eyes and ears, and widen the mouth and leave the ground), and remind students of the air evacuation position at our school (8 locations, respectively, are: Hong-Yu Technology Building, Materials and Resources Building, General Education Building, Zhongxiao Arts and Culture Corridor, Chemical Engineering Building, Molecular Science Building, Comprehensive Science Building, parking lot). Based on the buildings where each department's classes are held, students are divided accordingly, and departmental military instructors and senior students lead students to each evacuation point to carry out on-site air-raid evacuation action drills. Through practical air-raid evacuation drills and education on related knowledge, students' disaster response capabilities are strengthened, disaster losses are effectively reduced, and campus safety is maintained.



• Publicize traffic safety awareness during the reporting of work:

In order to enhance students' awareness of traffic safety, the following methods are used for the promotion of the school every semester:

- 1. Integration into course education:** The University specially invited lecturers from the Taipei City Traffic Safety Guardian Group to conduct in-class traffic safety promotion through the All-out Defense Education course, in order to strengthen students' traffic safety knowledge and safety awareness.
- 2. Digital media promotion:** The latest traffic safety information (important regulatory updates, driving and pedestrian safety rules, and related promotional videos) is announced from time to time on the official website of the Military Training Office and in communication groups of each department to enhance traffic safety awareness among faculty and students. (File: 3-3-9 Traffic safety in-class promotion)
- 3. Diversified activity promotion:** The University uses gatherings such as freshman orientation and university-wide weekly meetings to conduct traffic safety promotion, ensuring that students establish correct safety concepts and jointly create a safe campus.



Health Promotion

The University implemented removal of smoking areas starting from March 1, 2023, and the campus is fully smoke-free. The school have set up no-smoking signs at the entrances and exits, public announcements, and non-smoking walkway of the school. The school have posted posters and strips. The school arranges for volunteers to promote "no-smoking on the campus" and "no-smoking in the hallway" in the campus and on the hallway. If there is any violation of the Tobacco Control Act on campus, it will be recorded in accordance with the "NTUT Campus Tobacco Control and Management Operation Directions" and reported to the competent authority for management. The Military Training Office, Guard Office, and Health Protection Section patrol the campus and smoke-free sidewalks. The numbers of persons advised to stop smoking in violation of this were 21 in 2023, 23 in 2024, and 20 in 2025.



• 2025 health promotion activities

Free anonymous HIV screening and promotion activity: Jointly organized at the club expo with the Da'an District Health Service Center and the Kunming Prevention and Control Center of Taipei City Hospital, with a total of 294 participants.



Health knowledge challenge (health knowledge such as tobacco hazard prevention and control, healthy diet, and metabolic syndrome) checkpoint activity: Jointly organized at the school anniversary celebration with the Da'an District Health Service Center, with a total of 295 participants.



NTUT Healthy New Life, Move for Health and Happiness – health group classes:

From October 2 to November 27, 2025, five 2-month health group classes were conducted. For faculty, staff, and students with BMI ≥ 25 , BMI < 18.5 , systolic blood pressure ≥ 130 mmHg, diastolic blood pressure ≥ 85 mmHg, total cholesterol > 200 mg/dL, and those interested in aerobic exercise, 6 boxing aerobics sessions, 7 PAETY aerobics sessions, and 6 nutrition courses were arranged. A total of 110 faculty, staff, and students participated (56 faculty and staff, 354 students), with 19 sessions and 954 participant-times in total.



Tobacco hazard prevention and control and carbon monoxide testing promotion activity:

Jointly organized at large campus events such as the club expo with Taipei City Hospital Renai Branch. Through Q&A on tobacco hazard-related knowledge, participants were taught relevant provisions of the Tobacco Hazards Prevention Act. Smokers were given carbon monoxide testing and related health education, with a total of 215 participants.

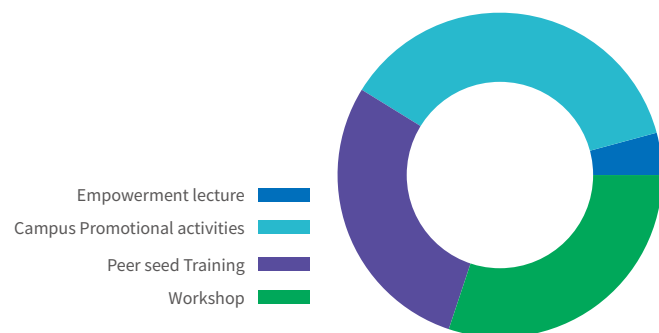


Taipei University System basic trauma life support workshop:

A 2-day, 16-hour course was conducted, with 58 participants (37 from NTUT, 8 from NTUO, 7 from NTPU, and 6 from the Mountaineering Club). All participants completed the full training, passed both the written and practical tests, and obtained certificates of qualification in Basic Life Support and Basic Trauma Life Support.

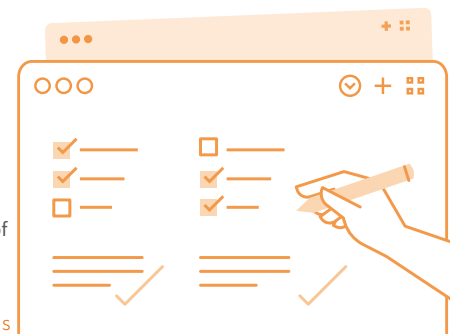


• Promote campus life education activities



✓ Total Number of Participants
839 participants

✓ Total Number of Sessions
31 Sessions



Empowerment lecture

- ✓ Turning “crisis” into opportunity, walking together – campus crisis management and system collaboration practices

Sessions **1** Number of students **35** people



Campus Promotional activities

- ✓ JUST POST IT

Sessions **1** Number of students **160** people

- ✓ Tangram Echo Wall

Sessions **1** Number of students **150** people



Peer seed Training

- ✓ Guardian Angel training group
- ✓ Student counseling class representative training group

Sessions **13** Number of students **241** people

Workshop

- ✓ Career psychological assessment workshop
- ✓ Film appreciation and discussion workshop
- ✓ Card Workshop
- ✓ Handicraft Stress Relief and Cultural Adaptation Workshop
- ✓ Interpersonal Communication Workshop
- ✓ Emotional Stress Relief Workshop
- ✓ Handicraft Workshop
- ✓ Cross-Cultural Adaptation Workshop
- ✓ Love Design Card Aromatherapy Herbal Mallet Workshop
- ✓ Mindfulness Experience Workshop

Sessions **15** Number of students **253** people



Campus dining management

National Taipei University of Technology emphasizes food safety, sustainable procurement, and environmental protection measures in its campus dining operations, with the main points as follows:

1.Stringent Food Safety and Sustainable Procurement Standards

- **Regulatory Compliance:**All partnering catering vendors are managed in accordance with the Food Safety and Sanitation Act and the School Health Act.
- **Local and Sustainable Ingredients:** Suppliers are required to prioritize the use of high-quality local agricultural products certified by the central agricultural authority and are restricted to using non-GMO fresh ingredients and their primary processed products.
- **Food Traceability Management:**All fresh meat, seafood, fruits, and vegetables must be accompanied by a certificate of compliance for drug residue testing or labels recognized and certified by a government or impartial professional organization to ensure food safety and quality.

2.Plastic Reduction Policies to Promote Conservation and Environmental Protection

- **Comprehensive Plastic Reduction:**Actively cooperating with EPA policies by implementing measures in campus cafeterias to prohibit the use of melamine, disposable tableware, and single-use plastic straws, as well as the free provision of plastic shopping bags.
- **Price-Based Quantity Control:**Implementing a fee for single-use takeout tableware effectively reduces the use of disposable utensils.
- **Rewarding Eco-Friendliness:**Through a discount incentive mechanism, faculty, students, and staff are encouraged to bring their own reusable cups to promote green consumption habits.

3.Robust Supervision Mechanisms and Implementation Results

- **High-Frequency Supervision:** A high-frequency supervision and management mechanism has been established, including:
 - Weekly food and beverage hygiene management inspections.
 - Each semester, the institution conducts food and sanitation seminars, public department supervision, joint health inspections, and two dietary supervision meetings.
 - Between 2023 and 2025, a total of nearly 180 inspections and supervisory reviews of catering vendors were conducted.
- **Violation Management:** For violations identified during audits, management has been strengthened through written guidance, verbal warnings, the issuance of warning notices, and fines (11 instances in 2023, 16 in 2024, and 12 in 2025, for a total of 39 violation warning notices).
- **External Honors:**Several food vendors supported by the school have successfully passed the “Food Hygiene Management Grading” evaluation conducted by the Taipei City Government (2022, 2024, and 2025), demonstrating that the school’s food hygiene management continues to receive external recognition.



4

Excellence in Education Development

- ◆ 4-1 Sustainability Research
- ◆ 4-2 Sustainability Education
- ◆ 4-3 Sustainable Technology



4-1 Sustainability Research

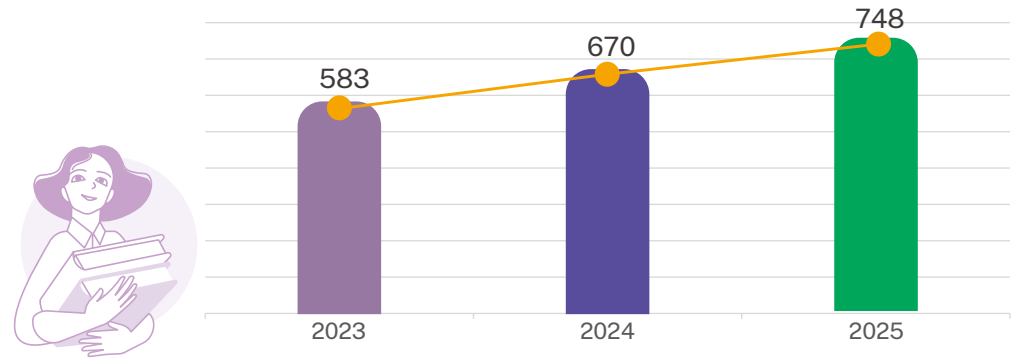
Statistics on SDG Papers Published in International Journals

Based on the Scopus database, National Taipei University of Technology was used as the research institution to track the number of SDG-related research publications by affiliated authors from 2023 to 2025. A paper may correspond to multiple SDGs. When counting the number of SDG-related papers, duplicate papers have been excluded. The school recorded 583 papers in 2023, 670 papers in 2024, and 748 papers in 2025.

Sustainability Research Achievements of Each College

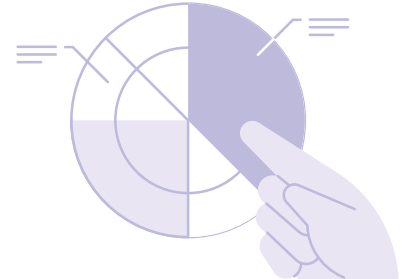
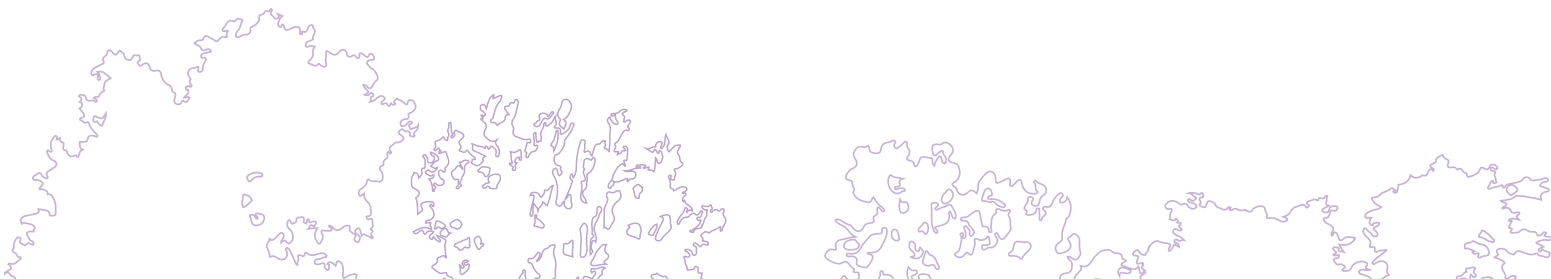
Over the past three years, faculty members of each college have responded to different indicators in sustainability research achievements. The most commonly addressed indicators were “SDG 3 Good Health and Well-being,” “SDG 7 Affordable and Clean Energy,” and “SDG 9 Industry, Innovation and Infrastructure.”

Number of papers related to SDGs



SDG Research Publications

Number of pages	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	Total
2023	2	6	87	23	4	48	125	16	128	4	35	51	34	7	8	5	0	583
2024	4	9	119	17	2	51	166	24	138	7	31	41	44	8	6	3	0	670
2025	2	7	101	25	3	63	182	24	175	5	40	52	38	15	13	3	0	748



Sustainability Research Incentive Measures

In response to the global sustainable research and development trends, the school has established various scholarship calculation methods for outstanding teachers, outstanding talent flexible salary, teaching and students' paper awards, etc. The 1.1 additional weight is applied to the United Nations' 17 SDGs to encourage the school's teaching and research personnel to publish high-quality international papers related to SDGs.



▲ Promotion of Additional Points for SDG Papers



Promoting Sustainable Development through Innovative Research Communities

• Establish the Regulations for Subsidies for Innovative Research Communities

To actively promote interdisciplinary collaboration and support the formation of growth communities, the university encourages faculty members to lead students in forming research teams that cross departments, colleges, universities, industries, and international borders. These teams focus on two major goals: "technological R&D" and "talent cultivation." The university has established the "National Taipei University of Technology Guidelines for Subsidizing Innovative Research and Technological Development Growth Communities," which provides funding for academic exchange activities that support faculty collaboration and stimulate students' research potential. The main focus of these community exchanges aligns with the 17 SDGs. By integrating the research strengths of faculty from various disciplines, both inside and outside the university, these communities aim to enhance growth momentum, increase the university's R&D capabilities and teaching quality, and promote research on sustainable development.

• Progress and Achievements Over the Past Three Years

Between 2023 and 2025, a total of 21 talent cultivation communities and 22 technology R&D communities were established, with over 580 participants from faculty and students within and outside the university, and industry experts. More than 250 exchange activities were organized, addressing multiple SDG indicators. Among them, SDG 9 Sustainable Industry and Infrastructure and SDG 7 Affordable Sustainable Energy accounted for a relatively high proportion, demonstrating the university's commitment to advancing sustainability research exchange.

• Examples of Research Impact from Innovative Research Communities

> The "Net-Zero Cities and Green Energy Transformation Research Community," established by faculty members from the university's Department of Mechanical Engineering has maintained continuous community exchanges for many years. Through industry-academia research collaboration, it has achieved key breakthroughs in the fields of net-zero buildings and green energy applications. The team not only transforms R&D achievements into practical ESG solutions for enterprises to realize carbon reduction and sustainability goals, but also actively leads students in research projects involving the National Science and Technology Council, industry-academia collaborations, and teaching practices, and won the "2023 Innovation. Sustainability Practice Competition" Best Research Award. Additionally, the community organized post-screening discussions for the film festival "Women's Climate Battles," extending engineering education to encompass gender equality and energy justice (SDGs 5 and 13). By cultivating high-level engineering talent with sensitivity to sustainability governance and a sense of social responsibility, the community aims to provide practical models for addressing the challenges of global climate change.



▲ Net-Zero Cities and Green Energy Transformation Research Community

> In 2025, faculty members from the Department of Cultural Development established the “Innovative Art Venue: Professional Community for Arts and Cultural Innovation Strategies and Local Sustainability,” dedicated to enhancing members’ understanding of cultural project operations through field research and practical courses. By establishing partnerships with institutions such as the Yingge Ceramics Museum, the university guides students to explore the cultural sites of Sanying in depth, effectively integrating concepts of local sustainability into their learning process. This model not only allows students to experience firsthand the challenges of transformation within the ceramics industry, but also effectively connects with the thinking of SDG 11 Sustainable Cities and Communities, deepening community members’ identification with local revitalization and sustainable operation, and putting into practice the original intention of cultivating deep local cultural awareness.



▲ Innovative Art Venue: Professional Community for Arts and Cultural Innovation Strategies and Local Sustainability



PBL Industry–Academia R&D Projects Integrated with SDG Goals

1. Establishment of PBL Industry–Academia R&D Project Subsidy Guidelines

To continue promoting and refining the PBL teaching promotion mechanism and to jointly implement PBL industry–academia projects with enterprises, the university updated its relevant promotion policies in 2024. Specifically, three independent sets of guidelines were established: the “National Taipei University of Technology Guidelines for Subsidizing Teachers Conducting PBL Industrial R&D Projects,” the “National Taipei University of Technology Guidelines for Subsidizing Students Creating R&D Projects via PBL,” and the “National Taipei University of Technology Guidelines for Subsidizing Teachers Organizing PBL Workshops.” These guidelines encourage teachers and students to undertake PBL R&D projects and invite domestic and international academic institutions and industry partners to participate in PBL workshop activities. With SDG 17 Partnerships for the Goals as its core objective, the program aims to promote inter-institutional and industry–academia collaboration and exchange, enhance problem-oriented R&D and teaching outcomes for the university’s faculty and students, and cultivate students’ capacities for cross-disciplinary communication, proactive learning, critical thinking, and problem-solving.

This program builds upon a three-stage progressive instructional design – incorporating

Team-Based Learning, Problem-Based Learning, and Solution-Based Learning – to integrate research expertise with sustainable development issues. Through the industry–academia R&D outcomes generated by the project, it concretely demonstrates the university’s model for implementing the SDGs, with a view to achieving the overall benefit of pragmatically solving social sustainability issues.

2. Progress and Achievements Over the Past Three Years

In 2023, 312 student participations were recorded, increasing to 320 in 2024 and further to 360 in 2025, demonstrating that the university’s continued promotion of and encouragement for teachers and students to engage in PBL research projects has been effective. The university also continues to organize PBL workshops on diverse themes, encouraging students to engage in transnational and interdisciplinary collaboration, form research teams, develop sustainable product prototypes through hands-on practice, and participate in related competitions to validate innovative research results and strengthen the connection with the SDGs, thereby promoting the sustainable development of society and the environment.

3. Examples of Sustainability Outcomes from PBL Projects

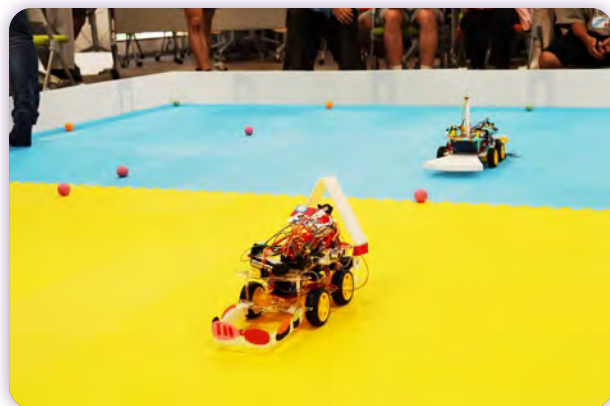
- “Walking Together,” collaboratively designed by students from the Department of Industrial Design, is a walker designed for shared use by older persons and pet dogs. As both pet dogs and older persons age, both may face challenges of limited mobility. Through a modular design and a series of auxiliary accessories, users can adapt to different needs by replacing the front wheels and fasteners. They can also select corresponding accessories for specific parts according to the pet dog’s physical condition, helping older persons and pet dogs reduce burdens during outdoor activities, promoting emotional interaction, and enabling them to enjoy their companionship together. This innovative design was named a Winner at the 2025 DNA Paris Design Awards.



▲ Award-winning Work “Walking Together: A Shared Walker for Older Persons and Pet Dogs”



- In the summer of 2025, the university led students to Kyushu Institute of Technology and Osaka Institute of Technology in Japan to jointly organize two 10-day international PBL competition workshops. Students engaged in close exchange and cross-disciplinary collaboration with peers from partner universities in Japan, South Korea, and Thailand, and jointly developed a smart autonomous vehicle system through problem-based learning. Students from various countries applied interdisciplinary knowledge such as mechanics, electronic circuits, and programming, together with system integration, to verify practical results through competition. This cultivated students’ cross-cultural communication, teamwork, and problem-solving abilities, deepened their practical experience of integrating learning with application, and at the same time promoted international academic exchange and inter-university cooperation, nurturing interdisciplinary talent with innovative practical capabilities and an international perspective, and building a sustainable platform for international cooperation. Additionally, the university’s High-Value Biomedical Materials Research and Commercialization Center hosted the “International Biomedical Entrepreneurship PBL Workshop,” inviting important academic and research institutions and professional innovation and entrepreneurship instructors from Taiwan, Japan, and the United States. Nearly 100 faculty members and students participated in a 6-day international exchange and practical entrepreneurship training program, enhancing participants’ professional ability to transform biomedical technologies into market applications.



▲ 2025 International Competition PBL Workshop (Kyushu) – Autonomous Vehicle Gripping



▲ 2025 International Competition PBL Workshop (Osaka) – Robot Watermelon Chopping

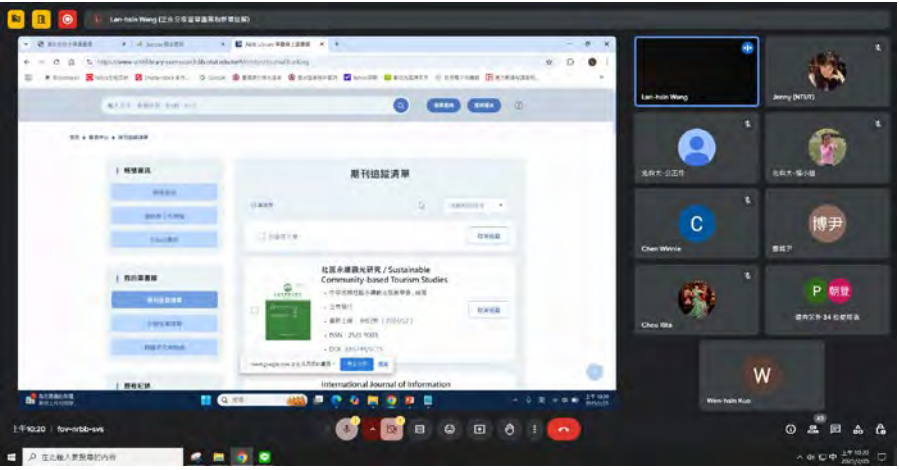


▲ International Biomedical Entrepreneurship PBL Workshop

Academic openness and sustainable research resources

The University Library continues to strengthen its collection development and information services, building a diverse and comprehensive academic resource environment to support teaching and research needs and enhance the accessibility of knowledge resources. In 2025, the collection continued to expand, providing a total of 453,535 physical books, 72,870 electronic journals, 981,471 e-books, 9,795 audiovisual materials, and 275 electronic databases. Additionally, the library actively collects and integrates various Open Access academic resources, providing free access to faculty and students through the electronic resource discovery system, including 66 open resources such as arXiv, DOAJ, and IRDB. Providing equal opportunities for all to access knowledge and high-quality education serves as an important medium for sustainable development.

To support the university’s faculty and students in conducting research and learning related to sustainable development, the university library continues to strengthen the development of SDG-themed resources. In recent years, the library has actively collected sustainability-related resources, covering diverse materials such as books and audiovisual materials, and introduced a variety of academic databases that support research on sustainability issues, such as the digital Net Zero–Sustainable Energy and Net Zero–Smart Energy Efficiency modules of the “IEK Industry Intelligence Network (IEK Net),” the ESG module (ESG Sustainability Solution) of the “Taiwan Economic Journal (TEJ),” and the GreenFILE literature database on energy conservation and environmental protection published by EBSCO. It has also created an “SDGs Learning Resources Section” on its website, compiling a list of nearly 500 SDG-related resources, including books, audiovisual materials, electronic journals, and electronic databases, to facilitate self-learning and access to SDG-related information for the university’s faculty and students. The library also continued to deepen its educational promotion of SDG-themed electronic resources, regularly offering courses related to information retrieval and the cultivation of research application capabilities on sustainability issues. Courses held in 2025 included: “Sustainability vs. Greenwashing: SDGs and ESG in Progress,” “Finding the Latest Industry Technology Trends – Using Sustainability Issues as an Example: IEK Industry Intelligence Network,” “Mastering Research Trends with SciVal and Scopus – Using SDGs as an Example,” “From SDGs to Practice: Exploring a Sustainable Future with the Emerald Database,” “Finding Literature with the ProQuest Database – Using SDGs as an Example,” “Leveraging the Airiti Library and ACI Academic Citation Database to Support SDGs,” and “SDG Research Trends from Master’s and Doctoral Theses: Using PQDT, DDC, and the Commonwealth Magazine Group Knowledge Base as Examples,” totaling 13 hours with 365 participants. This strengthened faculty and students’ proficiency in using SDG-related research resources, enhanced their understanding of and attention to sustainability issues, and fulfilled the library’s role as a platform for disseminating sustainable knowledge and supporting learning.



▲ Continuing Education Courses: Leveraging the Airiti Library and ACI Academic Citation Database to Support SDGs

The university continues to promote the concept of academic openness and reciprocal global sharing of the university’s research achievements. Over the past three years, a total of 1,322 SCI/SSCI papers have been published in Open Access format, accounting for 39% of total publications. In addition, to encourage academic dissemination, the university has signed OA publishing agreements with ACS, Elsevier, IEEE, Wiley, and other publishers, providing faculty and students publishing in Open Access format with APC (Article Process Charge) waivers or discounts to encourage publication in Open Access format. In terms of public access to degree theses, the university also encourages students to authorize the online public release of electronic theses and dissertations. Over the past three years, the authorization rate for public access reached 98%. At present, more than 20,000 electronic theses and dissertations have been made openly available to the public free of charge, and the university has continued to receive recognition through the National Central Library’s “Taiwan Academic Resource Impact Award.”



Year	SCIE/SSCI research papers			Degree papers		
	Total	OA publications	Open access ratio	Total	OA publications	Open access ratio
2023	1033	427	41%	1824	1811	99%
2024	1119	414	37%	1983	1949	98%
2025	1250	481	38%	2001	1955	98%

▲ *Source: Web of Science database and the National Digital Library of Theses and Dissertations in Taiwan.

Additionally, the library is a member of the Chinese Association of Interlibrary Cooperation, providing an open channel for more than 300 member libraries to use the library's resources and assisting faculty and students of member libraries in obtaining various research and learning resources quickly and smoothly. On the basis of cooperation and reciprocity, this achieves the purpose of resource sharing. In 2023, the library served as the chair institution of the Interlibrary Cooperation Professional Development Committee of the Chinese Association of Interlibrary Cooperation, organizing library and information-related education and training courses for association members nationwide. It received the Enthusiastic Service Award and also won the National Interlibrary Cooperation Service Performance Excellence Award for Technical and Vocational Libraries each year over the past three years, with 1,273 service cases.

Furthermore, in response to the concepts of "Quality Education" and "Sustainable Society" in the United Nations Sustainable Development Goals (SDGs), and to promote lifelong learning for all, the university library continues to promote an open and shared knowledge service policy. In addition to serving faculty and students on campus, it also opens applications for borrowing the library's collection resources and using library spaces to readers of diverse identities, including retired faculty and staff, faculty and staff of the NTUT Affiliated Industrial High School, and local residents. Through the sharing and circulation of knowledge resources, the library not only expands the social benefits of academic resources but also promotes exchange and interaction between the community and the university, putting into practice the concepts of University Social Responsibility (USR) and the sustainable inheritance of knowledge. It is hoped that, through the library's role as a knowledge platform, it will continue to support the learning and growth of the general public and shape a learning society that embodies the values of education, culture, and sustainable development.

The library continues to promote its activities with village chiefs during daily interactions, maintains good relationships with neighboring communities, promotes library card applications during the school anniversary, and provides occasional guided tours for local residents. In 2025, a total of 19 eligible readers applied for library cards.



▲ Taipei City Huli Village Chief and residents visited the library



▲ school anniversary carnival booth promoting library card application services for local residents



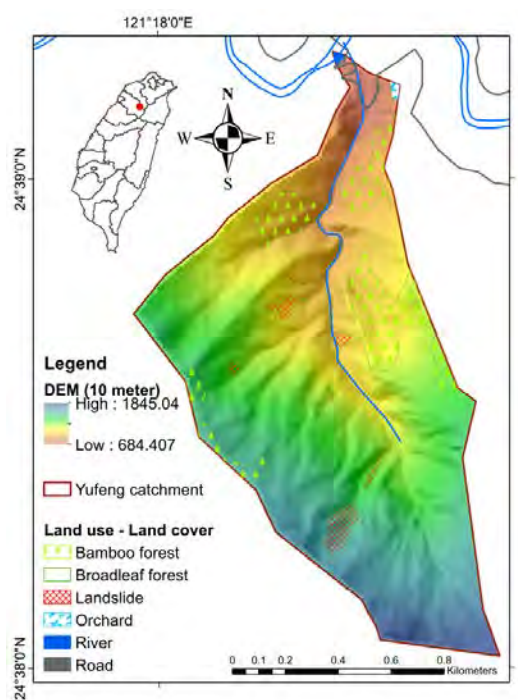
Sustainability Research Practice Cases



- **Research Topic:** Practical Research and Field Application of Cross-Domain Integration of AI Technology in Watershed Flow Velocity Image Monitoring
- **Project Leader:** Professor Chen, Wei-Yao of the Department of Civil Engineering



With climate change and extreme rainfall events becoming increasingly frequent, real-time monitoring of river flow velocity is critical for flood warning and water resource management. This study integrates AI and image analysis technology to establish a river image-based flow velocity estimation method. Through optical flow and deep learning models, water flow velocity is automatically estimated and verified in actual river settings. The research results show that this method can effectively improve the efficiency and timeliness of flow velocity monitoring while reducing the need for traditional measurement equipment and manpower. Additionally, this study also re-examines the evaluation indicators of hydrological deep learning models and proposes a more representative analytical approach. The overall results contribute to the development of low-cost, intelligent hydrological monitoring systems, strengthening watershed disaster prevention capabilities and improving the quality of decision-making for water resource governance and sustainable environmental management.



▲ Research area location of the Yufeng No. 2 wild stream watershed (red dot in the illustration) and detailed topographic map showing watershed boundaries, geology, land use, and land cover.



▲ On-site photos of the research area. (Left) Outlet of the monitoring site of Yufeng No. 2 wild stream. (Right) Looking downstream toward the main stream of Yufeng Creek, which receives the flow from Yufeng No. 2 wild stream.



▲ Research site and monitoring equipment. (Left) Water level gauge, turbidity sensor, and Doppler radar. (Right) Camera and solar panels installed on the opposite riverbank for continuous monitoring.





- **Research Topic:** Improving the Solid Recovered Fuel (SRF) Production Process Using Deep Learning Object Recognition Technology
- **Project Leader:** Associate Professor Chiang Hsieh, Lin-Han of the Graduate Institute of Environmental Engineering and Management



Replacing petrochemical fuels with SRF has been proven to reduce greenhouse gas emissions while helping to eliminate waste, offering the dual benefits of carbon reduction and resource recycling, and serving as the final mile in realizing a circular economy. However, during the SRF production process, the complexity of feedstock sources may result in materials with excessively high heavy metal or chlorine content, causing the product to fail to meet specifications or even damaging the furnace.

By introducing deep learning object recognition technology, this study installs cameras on the production line to capture real-time images and uses AI models to accurately identify the types and quantities of waste. This approach quickly detects materials unsuitable for plant entry, reduces sorting manpower, significantly lowers SRF production costs, and makes concrete contributions to promoting resource recycling and environmental sustainability.



▲ Schematic diagram of the SRF process

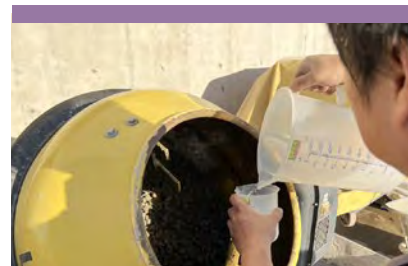


▲ dataset simulating waste on the conveyor belt by the team

- **Research Topic:** Research on the Testing and Application Promotion of Thermal and Acoustic Insulation Performance of Recycled Porous Aggregate porous granular materials – Yu Chen Corp.
- **Project Coordinator:** Associate Professor Shao, Wen-Cheng of Department of Architecture



This study evaluates the performance of LECA (lightweight expanded clay aggregate) porous granular materials for use in building applications. By measuring the thermal conductivity coefficient, the study analyzes thermal insulation performance under various mix ratios and thickness conditions to establish a baseline of material properties and assess the potential for application in building structures. Additionally, we stay abreast of industry trends by participating in exhibitions and academic exchanges focused on the circular economy and healthy buildings. By leveraging industry-academia cooperation mechanisms, we assist enterprises in adopting circular economy principles and encourage the development of materials that meet Cradle to Cradle certification, thereby promoting the application of sustainable building materials and healthy building practices.



▲ 19th Work Conference



- **Research Topic:** Study on the Simplification and Rationality of Green Building and Building Energy Efficiency Assessment Criteria
- **Project Coordinator:** Associate Professor Yen, Chia-Ju of Department of Architecture



In response to the national “2050 Net Zero Emissions” policy goal, this project focuses on integrating and simplifying the green building certification, building energy efficiency labeling, and low-embodied carbon building evaluation systems. It aims to address issues such as operational complexity, excessive application burdens, and inconsistent evaluation results caused by staggered version updates and diverging assessment methodologies within the current systems. The core of this research is to establish a “three-track-in-one” evaluation framework characterized by consistency, operability, and policy continuity through institutional consolidation and empirical analysis, serving as a key tool to advance the nation’s net-zero building policy.



► Concept Diagram of the Three-Track Integration of Green Building, BERS, and LEBR (Source: Drawn by Lin, Hsien-Te)

	舊 BC 版配分	新 BC 版配分
生態	生物多樣性 9	生物多樣性 14
	綠化量 9	綠化量 9
	基地保水 9	基地保水 9
節能	日常節能 32	建築能效 (BERS) 34
	二氧化碳減量 8	低溫含碳 (LEBR) 18
減廢	廢棄物減量 8	廢棄物減量 8
	室內環境 12	室內環境 15
健康	水資源 8	水資源 10
	汗水及垃圾 5	汗水及垃圾 5

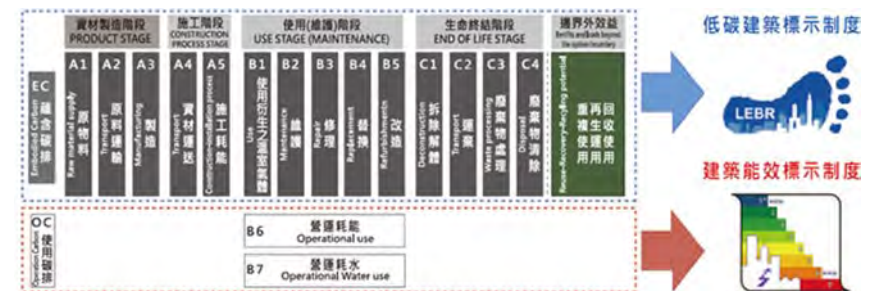
► Comparison Table of Point Distribution between the New and Old Green Building Evaluation Manuals (BC Version)



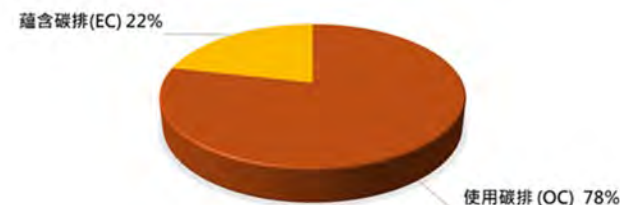
- **Research Topic:** Life Cycle Carbon Emission Assessment of Non-Residential Buildings Based on Low-Carbon (Low-Embodied Carbon) Building Evaluation Manuals and Building Energy Efficiency
- **Project Coordinator:** Associate Professor Yen, Chia-Ju of Department of Architecture



According to the latest 2022 report by the International Energy Agency, the global building and construction sector accounts for approximately 37% of greenhouse gas emissions. Buildings account for about 28% of carbon emissions during the operational stage, while embodied carbon emissions during the construction, renovation, and demolition stages account for about 9%. Based on the framework of Taiwan’s dual-track net-zero building system – the “Low Embodied Carbon Building Rating System (LEBR)” and the “Building Energy Efficiency Rating System (BERS)” – this study analyzes the characteristics of embodied carbon (EC) and operational carbon (OC) throughout a building’s entire life cycle. Through data simulation of office buildings, the impact of various designs on EC and OC is evaluated to provide valuable references for low-carbon design.



▲ Taiwan’s net-zero building strategy for dual labeling of building energy efficiency and low-carbon buildings (excerpted from the 2025 Low-Carbon Building Evaluation Manual, P5)



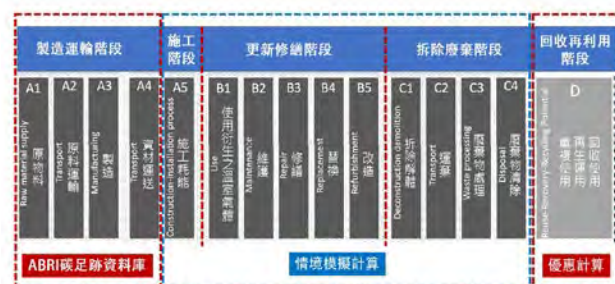
▲ The ratio of EC to OC in a specific office building case study



- **Research Topic: Building Carbon Footprint**
- **Project Coordinator: Associate Professor Yen, Chia-Ju of Department of Architecture**



The International Energy Agency (IEA) has called on nations worldwide to establish net-zero carbon emission pathways. In response, Taiwan has released the “Taiwan 2050 Net Zero Pathway and Strategy,” which explicitly outlines the target timeline and action plans for achieving net-zero emissions. For the building sector, this includes the adoption of the Low Embodied-Carbon Building Rating System (LEBRs). By utilizing standardized and transparent building information to analyze the environmental impact of each stage of a building’s life cycle, the system aims to foster a culture of sustainable net-zero development, enable the assessment of a building’s total life cycle carbon footprint, and identify carbon reduction hotspots to uncover the potential for further carbon savings. Understand domestic and international net-zero carbon emission strategies, possess a comprehensive understanding of the building life cycle process, and be proficient in calculating building carbon footprints.



► Overview of the Low Carbon Building Rating System (LEBR) Methodology (Excerpted from the 2025 Low Carbon Building Handbook, P.14)



► Illustrative Diagram of Low Carbon Labeling for Application Cases

- **Research Topic: Cultivating Attitudes Toward Plants in Environmental Education: The Impact of Children’s Lifestyles and Learning Strategies**
- **Project Coordinator: Associate Professor Chang, Jo-Han of Department of Industrial Design**



As technology advances, environmental awareness has correspondingly weakened, leading to the phenomenon of plant blindness. By understanding the relationship between school children’s lifestyles and their attitudes toward plants, it was discovered that improving these attitudes can reduce plant blindness. This study explores how to improve attitudes toward plants by applying learning strategies, mechanisms, and tools to construct key elements. These elements are used to develop an experiential workshop designed to enhance schoolchildren’s attitudes toward plants and, consequently, to combat the phenomenon of plant blindness. This study was conducted in two phases: the first phase explored the lifestyles of schoolchildren and their attitudes toward plants, with a total of 142 schoolchildren surveyed. The analysis results show that the students can be divided into three groups: 40 “self-focused,” 64 “positive and upbeat,” and 38 “quiet and artistic.” Regarding plant attitudes, the “positive and sunny type” was significantly higher than the “quiet and artistic type” and the “self-focused type” among schoolchildren. The second phase explored the impact of the plant experience workshop intervention on schoolchildren’s attitudes toward plants, and this study examined differences in plant attitudes among 37 schoolchildren before and after the intervention. The results showed that the children’s attitudes toward plants significantly improved following the learning strategy intervention. Among the plant attitude factors, the improvements in “plant knowledge” and “plant utilization” were more significant. The results show that the experiential workshop intervention helped improve students’ attitudes toward plants and can serve as a reference for the design and application of future environmental education courses.



- **Research Topic: Stone of Rebirth: A Study on Digital Craftsmanship and Material Circulation**
- **Project Coordinator: Project Lecturer Chen, Charng-Shin Department of Architecture**



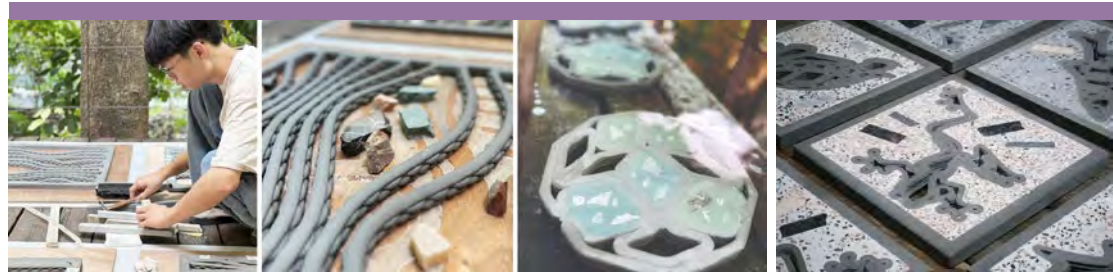
Unlike nostalgia, which refers to the distance in time and space between a person and their home, solastalgia is an emotional state that occurs when a familiar environment is drastically altered. Even while remaining in the same place, the individual can no longer find comfort in a landscape that has been rewritten. The Hualien 206 (2018), 403, and 404 (2024) earthquakes instantaneously altered the landscape and profoundly impacted the stone mining industry in the Guanghai and Meilun Industrial Parks. The broken stone scattered across the site after the earthquake serves as both a physical remnant of the disaster and an opportunity for material regeneration. Through the intervention of digital craftsmanship and parametric design, fragmented rock formations are reidentified, translated, and assembled. This transforms materials that once symbolized breakage into reusable architectural resources, responding to the memory of the land, material circularity, and the reconstruction of the relationship between people and their environment.

A key challenge has emerged: how to give these earthquake-damaged stones a second life and reintegrate them into public spaces through design. The ECHO TALLER team from the Department of Architecture at National Taipei University of Technology collaborated with the Stone and Resource Industry Research and Development Center, the Taiwan Stone and Mineral Products Industry Association, and several local stone suppliers. Through this cross-disciplinary partnership, they implemented the concept of circular regeneration within the “Zhongxiao River 2.0: Circular Design Co-creation Project.” Pavement design project “PIEDRA RENACIDA – The Reborn Earth Reconstruction of the Earth” preserves the original textures of earthquake-damaged marble, granite, and serpentinite. By reintegrating fragments, stone powder, and mineral mud of various sizes and colors through 3D printing and terrazzo polishing, the beauty of the materials’ layers and textures is reimagined within a new structural order. Each piece of recycled stone bears the marks of natural disasters and symbolizes the beginning of a material cycle, evoking the spatial spirit of “circulation, restoration, and symbiosis” within the river channel through the interplay of light, shadow, and movement.

Thinking about design from the perspective of “materials” has always been a fascinating vantage point (Chris Lefteri, 2014). Since the digital revolution, the advancement of digital manufacturing and integrated design processes has brought materials back to the core of architectural design, allowing for more refined treatment. The concept of a “material system,” which treats materials as an inherent part of the design process, has therefore gained prominence, bringing back a spirit of faithfulness to the essence of materials.

In material systems, not only is a deep understanding of material properties important, but so is selecting the right processing method to express these properties with precision and minimal waste. Therefore, the ECHO TALLER team from the Department of Architecture at National Taipei University of Technology, together with the Resource Processing Laboratory and the Inorganic Polymer Technology Research and Development Center of the Department of Materials and Mineral Resources Engineering, launched a cross-disciplinary collaboration. They used the circular material “slag recycled slurry” as the primary medium for design research and developed molds through low-cost digital manufacturing tools to produce multifunctional three-dimensional brick units and corresponding construction methods. This approach demonstrates how designers can participate in the development of material applications and showcase creativity under limited resources.

The brick units developed in this project are alkali-activated cementitious materials. Their strength is comparable to that of cement-based products, enabling the shaped bricks to be used in a wide range of applications. Therefore, the Wind Vessel and Shiplap Brick prototypes can be used not only as standing bricks, but also as planters when combined with greenery, as paving tiles, or even extended for use as street furniture. These results have been incorporated into the industry-academia collaboration project “Zhongxiao River 2.0: Circular Design Co-creation Project” and further applied to landscape trails around the campus, aiming to add a new dimension to the development of a sustainable campus.

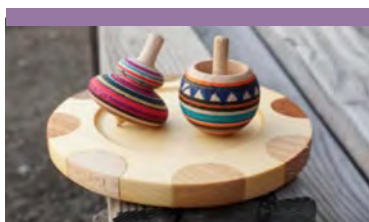




- **Research Topic: Design, Creation, and Validation of a Holistic Wood Education Curriculum for Elementary School Students**
- **Project Coordinator: Associate Professor Chang, Jo-Han of Department of Industrial Design**



Taiwan has actively revitalized the forestry industry, strengthened afforestation and sustainable forest management initiatives, promoted the diversified use of domestic timber resources, and advanced forest environmental education. The implementation of sustainable forest management faces challenges such as a generational gap in the forestry workforce; therefore, educational outreach could be introduced as early as elementary school. Integrating the spirit of the 12-year national education and holistic education, this study designed a holistic wood education curriculum suitable for elementary school students and developed a wood culture awareness scale. Through the implementation of the curriculum and the administration of the questionnaire, the study verified the impact of the program on students' awareness of wood culture. The research was divided into three stages: The first stage focused on instructional design, where teaching plan content, sketches, and instructional models were developed based on design principles derived from literature to establish a formal course structure. The second stage involved scale construction and a situational survey; a questionnaire covering five major dimensions – design planning, aesthetic literacy, cultural memory, craftsmanship, technology, and sustainability goals – was developed and administered to 245 5th- and 6th-grade elementary school students in Taipei City. Reliability and validity testing, along with situational analysis, were conducted to establish an evaluation tool for the teaching plan. In the third stage, the teaching plan was implemented across three 5th-grade classes at an elementary school in Taipei City, with a total of 68 students participating. The course consisted of six sessions over three weeks, taught by trained teachers, with pre- and post-course questionnaires administered to evaluate changes in the students' awareness of wood culture. The results show that the “craftsmanship and technology” dimension improved significantly, and certain items within the “cultural memory” and “design planning” dimensions also showed improvement. However, the “aesthetic literacy” dimension declined, while “sustainability goals” showed no significant change. Overall, the course can effectively enhance students' technical understanding in both practical and cognitive dimensions. However, long-term instruction and more profound strategies are still required to cultivate abstract thinking, aesthetic sensibility, and concepts of sustainability.



- **Research Topic: Promotion of Net-Zero Green Living and Research on Net-Zero Building Consumer Behavior**
- **Project Coordinator: Assistant Professor Cheng, Chien-Ke of Department of Architecture**
- **Co-Project Coordinator: Assistant Professor Chuang, Che-Kuang of Department of Interaction Design**



Centering on the “Net-Zero Green Living Promotion and Application Plan,” this research explores transformation strategies and social promotion models for the building sector under Taiwan's 2050 net-zero emissions policy. Since building-related energy use accounts for approximately 37% of global greenhouse gas emissions, energy conservation and carbon reduction in the residential sector are critical to achieving overall net-zero goals. Therefore, this study employs a variety of outreach mechanisms – including the development of a net-zero building promotion manual, educational seminars, visits to demonstration sites, and industry exchange forums – to enhance public understanding of energy-efficient building design, high-performance equipment, and smart energy management. Simultaneously, through questionnaire surveys and expert seminars, an analysis framework for the public's willingness to pay (WTP) for net-zero buildings was established to explore key factors affecting consumer decision-making. This serves as a reference for the promotion of future net-zero building policies and the design of market mechanisms, promoting the development of low-carbon living environments and sustainable lifestyles.





- **Research Topic: Balancing Patent Exhaustion with Environmental Protection, Recycling, and the Right to Repair: A Study of the Lexmark Printer Case**
- **Project Coordinator: Associate Professor Lai, Ming-Liang of Institute of Intellectual Property**



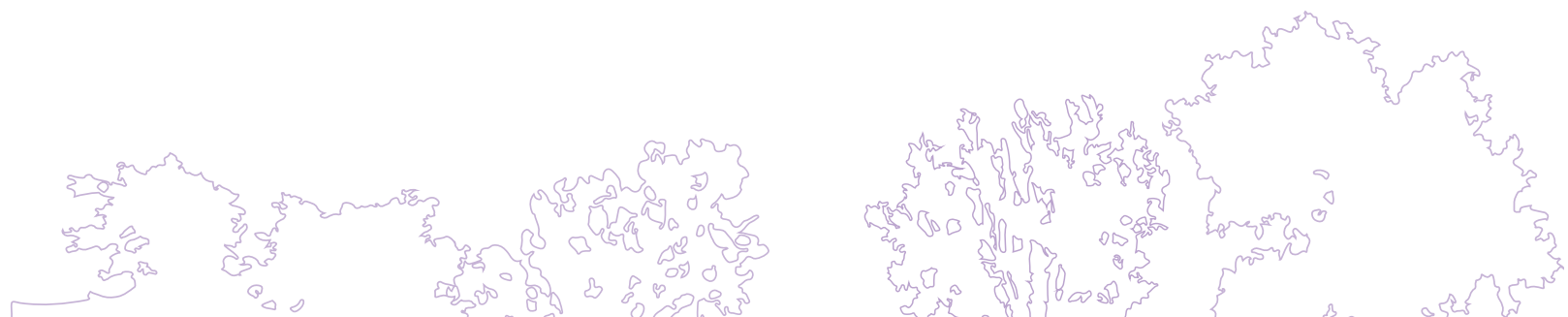
This study is primarily a conference paper presented at the “2024 Intellectual Property Theory and Practice Seminar.” The research focuses on Lexmark’s environmental initiative to recycle used ink cartridges and the associated discounts offered on repurchase prices. However, because the Patent Act adopts the “international exhaustion principle,” customers who fail to recycle cannot be sued for trademark infringement. Instead, pursuant to the terms of the contract, those who do not return used ink cartridges are simply ineligible for the purchase price discount.



- **Research Topic: Development Trends in Innovative Carbon Reduction Technologies: Focusing on Patent Layout Strategies for Hydrogen-Based Steelmaking**
- **Project Coordinator: Associate Professor Lai, Ming-Liang of Institute of Intellectual Property**



This study is primarily a conference paper presented at the “2025 Intellectual Property Theory and Practice Seminar.” Its main objective is to analyze the latest development trends in carbon reduction innovative technologies by examining the patent landscape of hydrogen-based steelmaking. Furthermore, reviewing patents for various innovative carbon reduction technologies – particularly the patent landscape for hydrogen-based steelmaking – provides deeper insight into the industry’s latest inventions in carbon reduction technology. Finally, this study relates to SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), and SDG 12 (Responsible Consumption and Production).



○ 4-2 Sustainability Education

Promotion of Sustainability Courses

The University actively integrates the principles of sustainable development into its curriculum design and instructional content. Through cross-departmental integration and diverse curricular planning, sustainability issues – including climate change, environmental management, renewable energy, multiculturalism, and the green economy – are incorporated across various professional disciplines. Meanwhile, the University promotes interdisciplinary learning by offering various sustainability-related credit programs and micro-programs, enabling students to deepen their understanding of sustainability from diverse perspectives while enhancing their sustainability literacy and professional application skills.

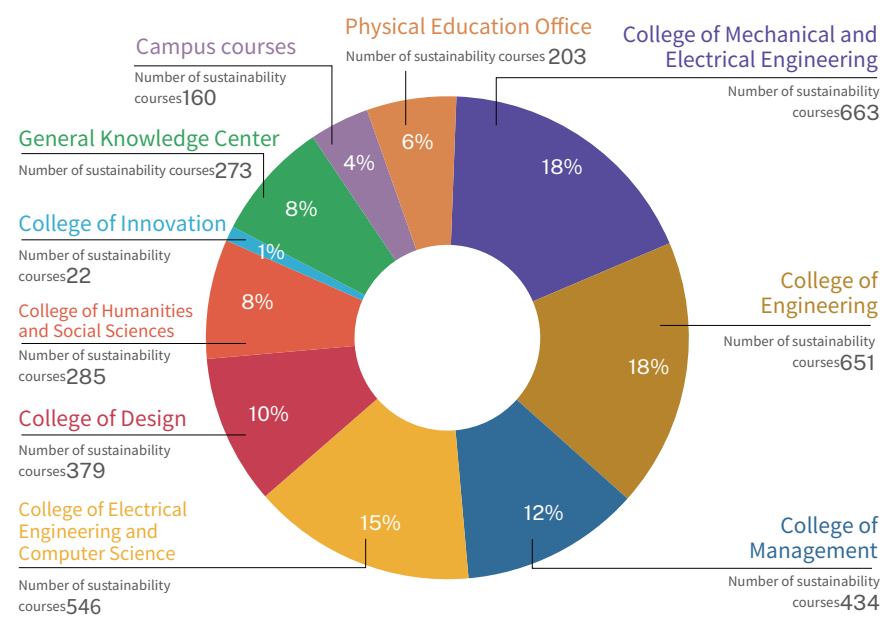
Starting from the 2024-1 semester, the University has added a “Sustainable Development Goals (SDGs)” field to course syllabi to help instructors more clearly indicate the alignment between their courses and sustainability issues, and to enable students to better understand the sustainability dimensions covered in each course.

In the 2024 academic year, a total of 3,616 sustainability-related courses were offered university-wide, laying the foundation for the promotion of sustainability education. Going forward, the University will continue to deepen and broaden the integration of SDGs into its curricula, ensuring that the principles of sustainability are firmly rooted and implemented in teaching and learning.

• In 2025, the University Offers Academic Programs Related to Sustainability Education

Item	Course Title
 Academic Units Directly Related to Sustainability Education	• Institute of Environmental Engineering and Management • Department (and Graduate Institute) of Energy and Refrigerating Air Conditioning Engineering • Department of Chemical Engineering and Biotechnology – Master’s Program in Biochemical and Biomedical Engineering • Department of Architecture – Master’s Program in Architecture and Urban Design • Department of Civil Engineering – Master’s and Doctoral Programs in Civil and Disaster Prevention Engineering
 Sustainability-Related Programs	• Sustainable Environment Design Program • Biomedical Materials Program • Program for the Development of Solar Photovoltaic Technology • Optoelectronic Smart Manufacturing Program • Sustainable Environment Design Program
 Sustainability-Related Micro-Programs	• Cross-Disciplinary Micro Program in Assistive Biomedical Technology • Micro Program in Energy Materials • Cross-Disciplinary Micro Program in Offshore Wind Power • Micro Program in Woodcraft Manufacturing and Management • Micro Program in Smart Energy-Saving Power Technologies • Micro Program in Smart Rail Systems • Micro Program in Green Energy and Energy Conservation • Micro Program in Green Building • Micro Program in Smart Manufacturing Management • Micro Program in Circular Economy and Net-Zero Sustainability • Culture, Sustainability, and Social Innovation – Social Practice Micro Program • Urban-Rural Environmental Sustainability – Social Practice Micro Program • Micro Program in Green Manufacturing • Micro Program in Global Issues and Trends • Low-Carbon and Sustainable Management Micro-Program

• Number and Percentage of Courses Corresponding to SDG Targets by College in the 2024 Academic Year



Incentive Measures for Offering Sustainability Courses

The University revises the teaching flexibility salary point checklist annually to continuously strengthen the support mechanisms for teachers engaging in innovative teaching and sustainable courses. Over the past three years, various innovative teaching projects have encouraged teachers to integrate sustainable development concepts into their course design and instructional practices. These initiatives include thematic integrated course clusters, cross-disciplinary design thinking, game-based learning, inquiry-based teaching, and the implementation of open textbooks in the classroom, all aimed at enhancing students' sustainability literacy and cross-domain practical skills. Institutional support and substantive incentives are provided to teachers through flexible teaching salaries and related incentive mechanisms.

In the 2023 academic year, 73 people received subsidies, with the total approved amount reaching NT\$9.048 million; in the 2024 academic year, 73 people received subsidies, with the total approved amount reaching NT\$9.768 million; and in the 2025 academic year, 60 people received subsidies, with the total approved amount reaching NT\$7.68 million. The University continues to provide systematic incentives and tangible resources to encourage faculty to develop and promote courses that integrate sustainable development issues.

Teaching Innovation and Sustainable Learning Transformation

- **Thematic integrated course clusters:** A total of 8 departments have participated, with all 6 colleges involved, including the Department of Interaction Design, Department of Information and Finance Management, Department of Cultural Vocation Development, Department of Electronic Engineering, Department of Industrial Design, Department of Mechanical Engineering, and Department of Chemical Engineering, with a total of 30 participating teachers and 1,780 student enrollments for the year. Thematic integrated course clusters must incorporate faculty or resources from industry partners, and relevant partner organizations include well-known industry and government entities such as Quanta Computer, Foxconn Technology, Titan Technology, Compal, AUO, and Lextar Electronics. Taking the Department of Electronic Engineering as an example, the planning concept of the course modules is guided by the theme of the "Commercialization Course Cluster for Advanced Electronic Technology Products." To better align the courses with industry needs, corporate technical guidance, project competition training, and career briefings are provided to make the outcomes of the course cluster more employment-oriented. A cross-unit and cross-college collaboration platform is formed, with students from multiple departments enrolling, thereby promoting interdepartmental learning and the sharing of on-campus resources. Enhance the department's teaching brand and external visibility, and through the course cluster students' repeated competition awards, visit activities, and corporate collaboration cases, make the effectiveness and continuing value of the course cluster visible.
- **Diverse and Innovative Teaching Models:** The Company continues to promote nine incentive programs, including "model transformation" (e.g. flipped classrooms) and "technology integration" (e.g. generative AI), resulting in 97 innovative lesson plans. The average student learning satisfaction rate reached 84.3%, with students agreeing that these program models enhance their learning. In the "Generative AI Teaching" section, 59 lesson plans have been produced and 53 AI application tools utilized since 2023, with 88% of teachers using ChatGPT as the core for optimizing their teaching. For example, faculty and students in the College of Electrical Engineering and Computer Science used AI for program debugging and circuit simulation, and 91% of students believed that AI could improve their learning motivation and effectiveness.
- **Inter-institutional Resource Co-construction MOOCs:** In collaboration with partner schools of the Taipei University System, the "SDGs Environmental Sustainability Series" of MOOCs continues to be offered on the FutureLearn international platform. This series comprises three fully English-taught courses: "Sustainable Building and Energy Efficiency Development," "Introduction to Urban Sustainable Planning and Design" and "Discover Nanotechnology's Role in Modern Environmental Engineering." A total of 2,225 international learners have enrolled in these courses, with 275 meeting the requirements for completion.

AI and Digital Transformation Talent Cultivation

To cultivate digital technology talent with sustainable competitiveness, the university has integrated programming and AI into its required curriculum for all students, establishing a foundation in computational thinking and interdisciplinary application. Additionally, 15 digital technology micro-programs have been launched to deepen industry-oriented learning and strengthen the integration of theory and practice. In 2025, the university won 1st place in the national "GiCS Search for Female Cybersecurity Talents" competition. Additionally, five projects were approved under the Ministry of Education's STEM Female Research Talent Cultivation Program – the highest number among all universities of science and technology in Taiwan – with total subsidies amounting to NT\$13.5 million. Additionally, a 3-stage NVIDIA LLM certification program has been planned in conjunction with TSMC NTC practical courses to cultivate students' hands-on expertise and improve their career readiness.

Sustainability Course Practice Cases

- **Course Title:** Offshore Wind Turbine Engineering Survey and Construction
- **Instructor:** Professional Technical Personnel at Adjunct Professor Level, Ku, Pao-Ting of the Department of Civil Engineering



Offshore wind power has become a vital component of global green energy development. As a pioneer in Asia, Taiwan was the first to adopt international standards for the construction of offshore wind farms, with a total planned capacity of 10 GW, of which over 3 GW has already been completed. With neighboring Japan and South Korea also actively catching up, offshore wind power engineering is steadily becoming a key industry in the Asia-Pacific region.

Although Taiwan is surrounded by the sea, civil engineering education has long focused on land-based projects, and a domestic offshore engineering industry was not established in the past. However, the approach to offshore and onshore engineering is fundamentally different. For example, because offshore wind turbine support structures are subjected to wind, waves and ocean currents over long periods, structural fatigue is often the primary cause of failure, rather than just extreme conditions such as typhoons or earthquakes. Furthermore, its manufacturing and construction methods also differ significantly from those of traditional engineering.

This course introduces the current state and technology of the offshore wind power industry, covering the planning, survey, design, manufacturing and construction stages to provide students with a reference for their future development directions.



▲ Faculty and Students Visit the Taipei Port Plant of Century Iron & Steel



▲ Inspection Platform for Offshore Wind Support Structures, Century Iron & Steel Taipei Port Plant

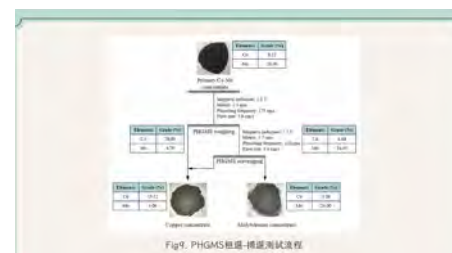
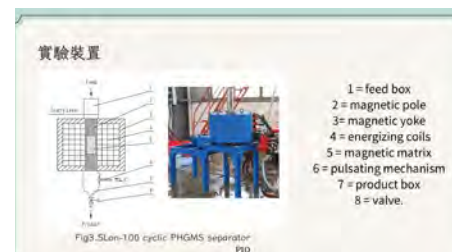
Case



- **Course Title:** Resource Processing Engineering, Resource Processing Engineering Internship
- **Instructor:** Assistant Professor Lee, Wei-Hao of the Institute of Resources Engineering



[Resource Processing Engineering] is derived from mineral processing. It employs simple and efficient methods to achieve separation and purification by leveraging the differing physical properties of solid particles or between solid particles and liquids. The course introduces various separation principles based on the concept of mineral particle sorting, complemented by case studies on solid waste recycling and resource recovery to enhance students' understanding of resource processing (as shown in Figure 1). Course content includes: introduction to particulate matter, screening and sieving, types and applications of crushers, types and applications of grinding mills, classification and classifiers, heavy media separation, flotation and types and applications of magnetic separators. In addition, the course is synchronized with the [Resource Processing Engineering Internship], allowing students to complement their theoretical learning with practical operations. Through this, they learn how to utilize physical methods to separate different solid particles in minerals or waste based on characteristics such as specific gravity, magnetism, conductivity and surface properties to achieve recycling goals (as shown in Figure 2).



▲ Figure 1



▲ Figure 2

- **Course Title: Computer-Aided Thermal-Fluid Analysis**
- **Instructor: Assistant Professor Juan, Yu-Hsuan of the Department of Mechanical Engineering**



The course incorporates collaborative learning and inquiry-based teaching methods, integrating Sustainable Development Goals (SDGs) and USR course certification to enhance students' ability to apply Computational Fluid Dynamics (CFD) to real-world engineering and sustainability challenges. The course design is student-centered, utilizing simulation software such as Ansys for modeling, simulation, result analysis and optimization. Through collaborative teamwork, students explore topics including building wind energy utilization, urban thermal environments and green energy systems, cultivating skills in cross-disciplinary integration, systems thinking and creative problem-solving. This provides a solid foundation for their future careers and equips them with the professional expertise to make substantial contributions to sustainable urban development.

This course is also integrated into the USR course certification mechanism, utilizing the National Taipei University of Technology campus as a research site to explore the potential of campus wind energy resources and renewable energy applications, thereby deepening students' local connections and sense of social responsibility. The course features a multi-week inquiry-based learning process – ranging from basic case studies and visits to green energy exhibitions to advanced design simulations, final presentations and peer evaluations – to strengthen the integration of theory and practice.

Moving beyond traditional theory-oriented teaching, this course introduces sustainability issues through engineering simulation, integrating USR concepts with pedagogical innovation. By implementing student-centered, inquiry-based practical learning, the course effectively enhances students' hands-on skills and sustainability literacy, demonstrating the potential of combining engineering education with social practice and a global perspective. Future efforts will focus on expanding into cross-disciplinary teaching and course designs oriented toward solving local problems.



▲ Arranged field visits for students to the 3 kW wind power generation system on the campus rooftop, allowing them to observe wind turbine operations on site and compare them with classroom numerical simulations. This helps students bridge the gap between theory and practice, enhancing their ability to apply CFD technology to design and problem-solving while deepening their understanding of sustainable energy and green buildings.



▲ The final project report utilized collaborative learning and inquiry-based teaching, focusing on SDGs issues and CFD technology applications to cultivate students' critical thinking and problem-solving skills.

Case



- **Course Title:** Special Topics in Nanotechnology and the Environment
- **Instructor:** Assistant Professor Yang, Ren-Xuan of the Graduate Institute of Environmental Engineering and Management



This course employs nanotechnology to solve environmental problems in innovative ways, helping students explore the properties of nanomaterials and their applications in environmental sustainability. The course covers the basics of nanotechnology and its impact on environmental governance, guiding students to understand how nanomaterials can revolutionize air, water resources and waste management. Students will learn nanomaterial synthesis and application techniques, mastering key methods for air purification, water treatment and waste management. In particular, in the field of wastewater treatment, this course will explore how to apply nanotechnology to improve efficiency, reduce pollution and promote the sustainable development of water resources.

This course is available as an all-English MOOCs (Massive Open Online Course, MOOCs) on the international platform “FutureLearn,” offering free enrollment to learners both domestically and abroad. It also serves as an online general education credit course, encouraging the university’s students to enroll.



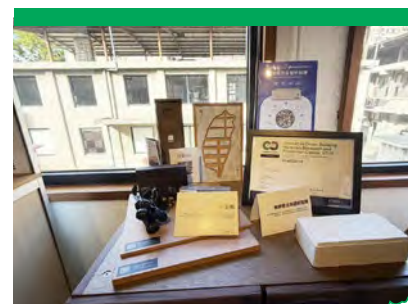
▲ “Introduction of nano-EHS research” unit lecture



- **Course Title:** Building Environment Control Systems (I)
- **Instructor:** Associate Professor Shao, Wen-Cheng of the Department of Architecture



This course is designed to provide students with an understanding of the basic principles and applications of building environmental control systems. The curriculum covers building equipment, energy use and environmental control, fostering students’ ability to integrate building environmental control with sustainable design. In addition to introducing the theoretical foundations of building environmental control systems, the course includes off-campus activities, leading students to visit the “From Demolition to Rebirth: Construction Cycle Redesign Exhibition.” Through on-site observation and case analysis, students gain an understanding of building life cycle management and the concepts of circular buildings, further deepening their knowledge of sustainable construction and resource recycling.

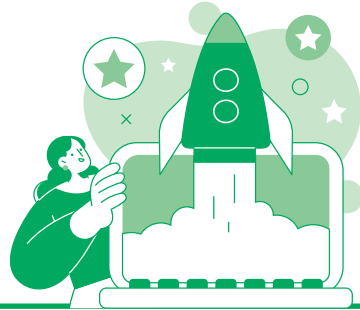


- **Course Title:** Commercialization Practice
- **Instructor:** Associate Professor Chang, Jo-Han of the Department of Industrial Design
- **Lecturer Li, Hao-Zhe of the Department of Industrial Design**



Centered on the teaching module “Surplus Wood: Giving Leftover Materials a 2nd Life,” this course guides students into real-world settings to uncover hidden social and local needs through design thinking, market observation, local field research and site co-creation. Students will visit woodworking workshops, manufacturers and communities to gain an understanding of the industry’s current state and cultural context. Building on this foundation, they will redefine the value of “leftover materials” and the life cycle of wood, attempting to transform them into sustainable educational resources that address the needs of local education and environmental co-learning.

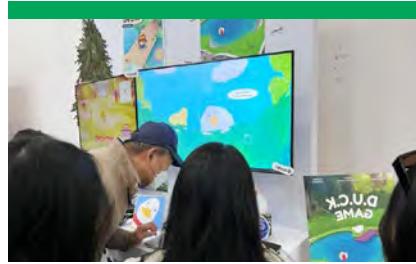
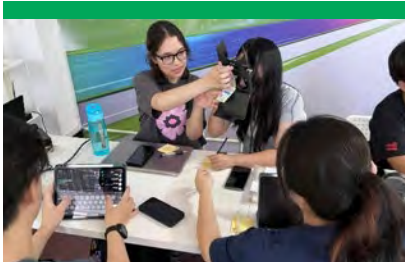
The course emphasizes local immersion and environmental education. Through a cross-disciplinary, collaborative model, students form inter-school teams to work on product prototype design, woodworking production, experience planning, and outcome verification. The final deliverables are sustainable lesson plans and experiential teaching kits for schoolchildren, which are then used in actual exhibitions, sales, and social dissemination experiments.



- **Course Title:** Basic Design
- **Instructors:** Assistant Professor Chuang, Che-Kuang and Lecturer Chen, Ying-Chu of the Department of Interactive Design



Centered on “AI-Assisted Age-Friendly Design and Gamified Interaction Practice,” this course combines generative AI with gamified design methods to help students understand the needs of older users and translate those insights into interactive design outcomes. The course begins by guiding students to analyze the usage scenarios and design pain points of older adults in cognition, perception and mobility through AI-simulated interviews and persona construction; it then introduces universal design and accessibility principles (WCAG/WACA) to enhance interface accessibility and inclusivity. Students subsequently used Unreal Engine 5 to develop gamified interactive prototypes, designing digital experiences that promote cognitive engagement and life interaction for older adults through mechanisms such as rhythm, memory and reaction. The course also employs pre-test questionnaires and student reflection reports for pedagogical research and analysis to verify the effectiveness of AI as a research and technical support tool in design education.



Name	Age	Background	Task Habits	Pain Points	Needs & Motivations	Behavioral Traits
Mai Lin Wu	72	Retired elementary school teacher, lives alone in Taipei.	Uses smartphone for LINE calls, Facebook photos, shopping app.	Small text, banking jargon, fears mistakes.	Wants simple, safe bill payment without asking son.	Cautious, sensitive but persistent.
David Chen	78	Former high school teacher, widower, lives with daughter's family.	Tablet for e-books, YouTube, occasional email.	Forgets PINs, dislikes password changes, distrusts online payments.	Wants to track pension, expenses, send money to grandchildren.	Traditional, values routine, skeptical until convinced.
Rosa Liu	69	Retired nurse, active in community volunteering.	Uses health apps, photo albums, online shopping.	Arthritis makes small buttons hard, overwhelmed by clutter.	Wants big buttons, clean UI, reassurance payments go right.	Social, friendly, practical, shares apps.
Hsiao Yanshui	81	Retired engineer, lives with wife, enjoys puzzles & music.	Comfortable with desktop, less so with smartphones.	Vision decline, struggles with icons, pop-ups frustrate.	Wants clear dashboard, strong security, logical navigation.	Analytical, structured, dislikes gamified design.
Maria Gonzalez	74	Retired seamstress, immigrant, bilingual Spanish & some Mandarin.	WhatsApp/LINE voice messages, voice assistant for calls.	Language barrier, prefers voice over text, confused by menus.	Needs multilingual support & voice navigation, independence.	Family-oriented, patient, dislikes dependence.
George Tai	76	Retired accountant, jags, manages household budget.	Uses smartphone & laptop, comfortable with Excel, pays bills at kiosks.	Time-consuming reconciliation, dislikes oversimplified apps.	Wants transparency, reports, precise tracking.	Independent, methodical, prefers numbers.
Mrs. Chen A	70	Retired primary school teacher, lives with husband, grown children nearby.	Basic smartphone use (calls, LINE messages, photos), limited confidence with apps involving money.	Small text, unclear icons, too many steps, pop-ups and difficult language, difficulty remembering passwords, fear of scams, no easy way to undo mistakes, lack of real human support when confused.	Accessibility, Trust, Simplicity, support, transparency, peace of mind.	Curious but cautious, especially about money and scams.
Mr. Huang	72	Retired accountant, widower, lives alone, manages finances carefully but finds new technology frustrating.	Feels unsafe because of pop-ups and verification requests, finds financial terms confusing.	Mild memory decline, forgets steps in tasks, slight hearing loss.	Step by step, memory-friendly guidance, semantic sign, larger high-contrast notifications, consistent layout, plain language, Reassurance after each step.	



Case



- **Course Title:** Design Competition Practice
- **Instructor:** Lecturer Huang, Meng-Fan Department of Industrial Design



This course aims to prepare students for international competitions by guiding them to explore global trends and issues, including the UN Sustainable Development Goals (SDGs), the circular economy and how to create impact through design.

The core theory of the course is based on the Circular Design Guide and circular design strategies jointly published by the Ellen MacArthur Foundation (EMF) and IDEO in 2017. The teaching process first focuses on building students' awareness of sustainability, then introduces the Design Thinking framework to guide them in identifying pain points within their living environment and brainstorming design solutions.

During the course research process, a team composed of Lai, Chun-Yen and Lin, Sung-En focused on the ecological crisis caused by *Spartina alterniflora*. This invasive species not only displaces native plants and alters the hydrological environment, but also poses a serious threat to the biodiversity of wetlands worldwide. However, removing *Spartina alterniflora* is costly, and the resulting large volumes of biomass waste create another major challenge for environmental management.

To address this issue, students applied two key strategies from circular design – “Designing for inner loops” and “Safe and circular material choices” – to cleverly transform ecological threats into renewable resources, with the key points as follows

- 1.Resource Transformation:** Recycled and carbonized *Spartina alterniflora*, and mixed its fibers with cement and rice husk ash to develop “ecological bricks.”
- 2.Ecological Value:** Improve soil quality by leveraging the slow-release nutrient properties of biochar; its porous structure also provides habitats for small organisms, offering significant potential for wetland restoration and biodiversity conservation, ’
- 3.Sustainability Goals:** Highly aligned with SDG 12 Responsible Consumption and Production and SDG 15 Life on Land.

The work “RESPORA: *Spartina alterniflora* Ecological Brick” ultimately won the Silver Award at the 2025 IDA International Design Awards. This achievement not only brought international advocacy attention to this environmental issue, but also validated the practical value of circular design as a viable strategy within the course.



▲ Group photo of the award-winning students (2025 IDA International Design Awards Silver Award) and their instructors



▲ Exhibition of the design results for RESPORA: *Spartina alterniflora* Ecological Brick





- **Course Title: Ceramic Painting, Ceramic Art Creation, Ceramic Modeling**
- **Instructor: Professor Wang, Yi-Hui Department of Cultural Business Development**



From 2023 to 2025, the department's ceramic arts courses were aligned with the University Social Responsibility (USR) initiatives "Yingge Ceramic Empowerment and Technology-Driven Project" and "Ni Hao Gong Hao – Technology Empowerment for Yingge Ceramics and Cultural Sustainability Empowerment." By linking local learning sites in Yingge with craft knowledge, these courses responded to the needs of local industrial heritage and cultural sustainability. Centered on cultivating talent in ceramic painting, this course employs a teaching design that integrates theory and practice to realize the cultural connotations of painted ceramic craftsmanship.

The early stages of the course introduce the development of the Yingge ceramics industry and the cultural context of craftsmanship through theoretical lessons, followed by a gradual exploration of the diverse expressions of ceramic art through exhibition visits. In the mid-term, students establish a foundation in modeling through techniques such as coiling, slab building, wheel throwing and molding, applying these skills to the creative practice of everyday utensils. The course also invited local master artisans from Yingge to co-teach, covering painting techniques such as underglaze blue and white, Fahua and glue-line painting. From pigment preparation and composition design to the practical application of painting on curved vessels, the course cultivated students' mastery of material properties and painted expression.

Toward the end of the course, students visit pottery workshops and kilns in Yingge to learn about the development of local ceramic crafts, the use of materials and industry practices, while observing the contemporary transformation of painted ceramics. The final stage integrates artistic creation, hands-on practice and an exhibition to guide students in producing creative works that combine design thinking with local craft characteristics. This showcases a new vision for Yingge manufacturing while promoting the understanding, inheritance and sustainable development of ceramic craft culture.



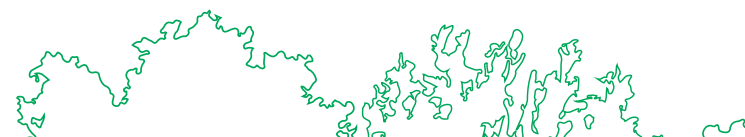
- **Course Title: Painted Ceramic Craft Culture and Practice**
- **Instructor: Professor Wang, Yi-Hui Department of Cultural Business Development**



Integrated with the National Taipei University of Technology's USR project, "Ni Hao Gong Hao – Technology Empowerment for Yingge Ceramics and Cultural Sustainability Empowerment," this course focuses on the cultural craftsmanship of Yingge painted ceramics to address the needs of local craft industry inheritance and cultural sustainability. Through centralized on-site instruction, and with all-English teaching to increase the participation of international students.

The course integrates theoretical lectures, creative practice, field visits and cultural tours. Through an off-site learning model, students are taken directly into the production sites of the Yingge ceramics industry. Taught jointly by local master artisans and instructors, the course covers underglaze painting, vessel pattern design and firing processes, enabling students to understand the historical context and industrial transformation of Yingge ceramic craftsmanship.

The course cultivated a total of 18 seed students, who completed more than 18 groups of painted works. The overall course exhibition results demonstrated the students' ability to transform traditional craft techniques into creative expressions with both artistic value and market potential. Through field learning and creative practice, the course deepens students' understanding and identification with Yingge ceramic painting culture, cultivating sustainable talent equipped with craft techniques, cultural awareness and the ability to connect with the local community.





- **Course Title: Cultural and Creative Work and Practice**
- **Instructor: Associate Professor Chang, I-Min of the Department of Cultural Business Development**



Using the 920,000-word collection *Calm Waves: Selected Speeches on Finance and Governance by Former President Yen Chia-kan* as a cultural foundation, we collaborated with the Coredream platform to integrate AI technology into teaching and curation, conducting practical guided reading on curatorial narrative and textual translation; and in partnership with the Deep Cultivation Foundation for Culture and Education, we jointly developed the “AI Smart Dialogue: Chat C.K. YEN System” to explore innovative ways of interpreting the thoughts of historical figures and public governance discourse in the digital age. Transforming the former residence of Yen Chia-kan into a demonstration base that integrates teaching practice, cultural heritage, and sustainable development; injecting new momentum into cultural innovation and knowledge revitalization within the cultural asset cluster of southern Taipei; and establishing a new, replicable and scalable sustainable model for the reuse of historical sites and the symbiosis of culture and technology.



▲ Practical Results of Guided Reading on Curatorial Narrative and Textual Translation



▲ AI Smart Dialogue: Chat C.K. YEN System Development and Exchange

- **Course Title: Indoor Environmental Quality**
- **Instructor: Associate Professor Shao, Wen-Cheng of the Department of Architecture**



This course guides students in exploring the relationship between indoor environmental quality and human health, equipping them with the knowledge and practical skills necessary to create healthy indoor environments. Beyond covering the fundamental concepts of indoor environmental quality, the course incorporates diverse learning activities, including off-campus seminars, expert lectures and corporate visits. Through industry-academia exchange and the study of practical cases, students will deepen their understanding of healthy buildings and indoor environmental design, enhancing their ability to apply theoretical knowledge to real-world scenarios.



▲ Visit to GreenJump Sustainability Co., Ltd.



▲ ESG Net-Zero Sustainability Green Building Seminar and Forum

- **Course Title: Circular Building Special Topics**
- **Instructor: Associate Professor Shao, Wen-Cheng of the Department of Architecture**



“Circular Building Special Topics” aims to explore the application of circular economy principles in the field of architecture, combining Cradle to Cradle theory with “begin with the end in mind” design thinking to guide students in understanding the core concepts of circular buildings. Industry experts were also invited to give lectures covering topics such as the material applications of high-performance recycled concrete and a presentation on circular building design and practical cases by Architect Chen, Shang-Feng of Bio Architecture Yilan. This exchange of practical experience helped deepen students’ understanding of sustainable building design.



▲ You-Chen Enterprise: Expert Lecture on High-Performance Recycled Concrete



▲ Lecture by Architect Chen, Shang-Feng of Bio Architecture Yilan

○ 4-3 Sustainable Technology

National Taipei University of Technology adheres to a development strategy of deepening industry-academia collaboration and regards it as one of the key tasks in university administration. In response to international education and industry trends, leveraging its leading strengths in technological and vocational education, and moving toward becoming a model top international sustainable university of technology, the university has in recent years continued to implement the United Nations Sustainable Development Goals and university social responsibility, establishing cross-university and cross-sector industry-academia service platforms. Through diverse approaches such as institutional design, media promotion, and industry-academia conferences, the university has enhanced incentives for on-campus R&D and industry-academia collaboration, emphasized global deployment, applied its R&D achievements to serve industry, and successively established various joint R&D centers. These efforts have enabled R&D achievements to be implemented in industrial applications and have promoted the alignment of domestic industry-academia research innovation capacity with internationally leading industrial supply chains.



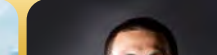
▲ Faculty members of the university have frequently won awards at the Future Tech Expo

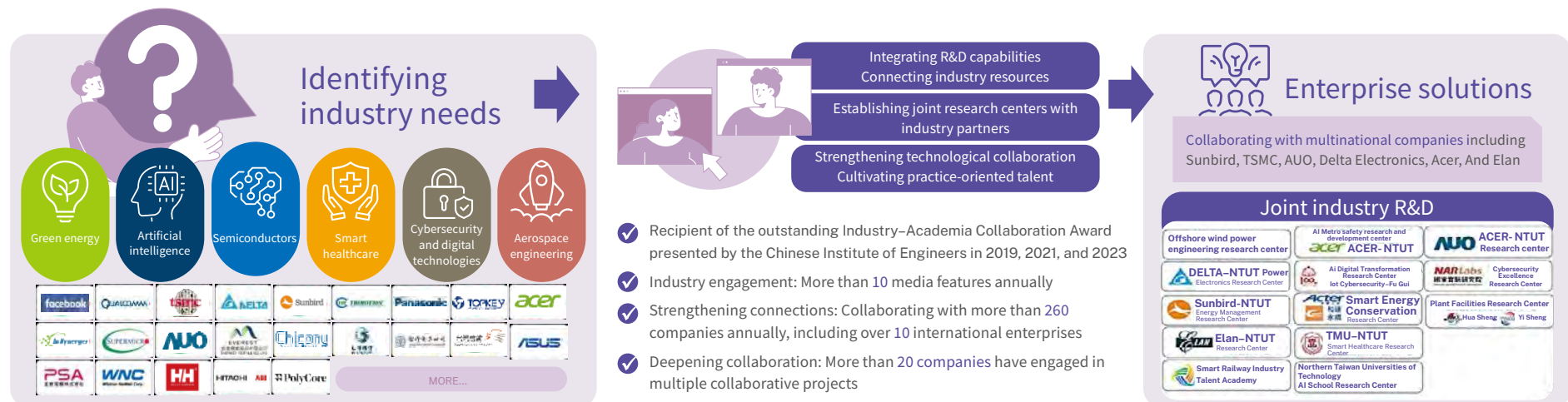
Building a parent-student ecosystem

Taipei Tech is the only university in Taiwan with 6 industry-academia masters. It has achieved outstanding results in industry-academia collaboration across fields including power electronics, smart textiles, ceramic materials, energy technology, and civil engineering, with more than 260 partner companies annually, including more than 10 international enterprises. In the past 5 years, it has also been recognized 3 times by the Chinese Institute of Engineers as an “Outstanding Industry-Academia Unit,” and has joined enterprises in deepening industrial technology R&D to jointly promote industrial transformation and upgrading.

National Award for Distinguished Contribution to Industry-Academia Cooperation

The only university in Taiwan with six Industry-Academia Masters. Also, recognized for excellence in Industry-Academia Collaboration, and facilitating corporate engagement and media exposure; meanwhile, help to strengthen industry partnerships through joint collaboration.

2019	2020	2021	2022	2023	2025
Distinguished Lifetime Chair Professor	Distinguished lifetime chair professor	Distinguished lifetime chair professor and president	Distinguished lifetime chair professor	Distinguished professor	Distinguished lifetime professor
Yen-Shin Lai	Syang-Peng Rwei	Sea-Fue Wang	Shih-Cheng Hu	Yu-Chi Sung	Da-sheng Lee
					
Variable frequency motor drives and high-performance power electronics	Smart 3D woven composite materials, chemical materials, and textile applications	Electronic ceramics, energy materials, and the optical, electrical, and magnetic properties of ceramic materials	Cleanrooms, environmental air conditioning and pollution control, and energy-saving technologies	Engineering and seismic design, and applications of structural engineering	Intelligent energy conservation and carbon reduction with AI implementation Advancing AI-Driven Energy efficiency



Effectiveness of Industry–Academia Collaboration

National Taipei University of Technology has long taken industry–academia collaboration and technological innovation as the core of its development, and is committed to transforming academic R&D capabilities into concrete industrial value while responding to the needs of sustainable development and global technology trends. The university focuses on smart governance, developing key areas such as AI and smart energy saving, promoting research results from the laboratory to industrial applications, strengthening technology implementation and social impact, and thereby driving industrial upgrading and economic development momentum. Through a cross-disciplinary integration mechanism, Taipei Tech has formed flexible industry–academia collaboration teams. Through cooperation across departments and colleges, it actively links enterprise and government resources, promotes large-scale industry–academia collaboration and research projects, and integrates faculty expertise and departmental capabilities to establish a collaboration model with both R&D depth and breadth of application.

Current collaboration deployment covers several key fields, including smart manufacturing (in cooperation with Delta Electronics, AUO, and Lite-On Technology); smart transportation (jointly establishing the Smart Railway Academy R&D Center with the Ministry of Transportation and Communications, Taiwan Railways, Taiwan High Speed Rail, and Taipei Metro, and promoting technology R&D with Elan Microelectronics and Taiwan Rolling Stock); healthcare (in cooperation with Taipei Medical University); and green energy and carbon reduction (establishing the Offshore Wind Power Engineering Research Center to build a cooperation platform among industry, government, academia, and research institutions). Continuing to expand innovative application scenarios through cross-domain resource introduction and systematic integration, and deepening the foundation for long-term industry–academia co-creation.

The university has established a comprehensive one-stop innovation and entrepreneurship guidance and incubation mechanism, providing all-round support from idea generation, team incubation, and resource matching to market expansion, and actively cultivating promising startup teams. By integrating diverse internal and external resources and cross-domain collaboration networks, linking government programs, industry connections, and investment matchmaking channels, the university has created an innovation incubation base combining technology R&D and industrial service functions, strengthening the commercialization and industrialization benefits of innovative achievements.

In recent years, promotion results have been significant. A former incubated campus team won awards totaling more than NT\$1 million under the NSTC FITI Innovation and Entrepreneurship Incentive Program and received subsidies from the Ministry of Education’s U-start Innovation and Entrepreneurship Program for 3 consecutive years. Meanwhile, through the implementation of the Ministry of Economic Affairs’ Incubation Institution Development Program and the Ministry of Education’s subsidy program for promoting innovation and entrepreneurship in technological and vocational institutions, cumulative subsidies exceeded NT\$5 million.



▲ Visit to the “Smart AUO Exhibition”

In addition, over the past 3 years, an average of approximately 10 to 12 companies have been incubated each year, around half of which were AI-related, and several companies received support from government seed funds. On average, approximately 15 cases of collaboration between startup teams and faculty are matched each year, promoting the growth and development of startups. In addition, the university holds the annual “Happy Technology Exhibition” to assist enterprises with brand exposure and business matchmaking, with cumulative successful investment matchmaking exceeding NT\$20 million.



▲ 2025 Happy Technology Exhibition – Award-Winning Teams

Technology Transfer Effectiveness

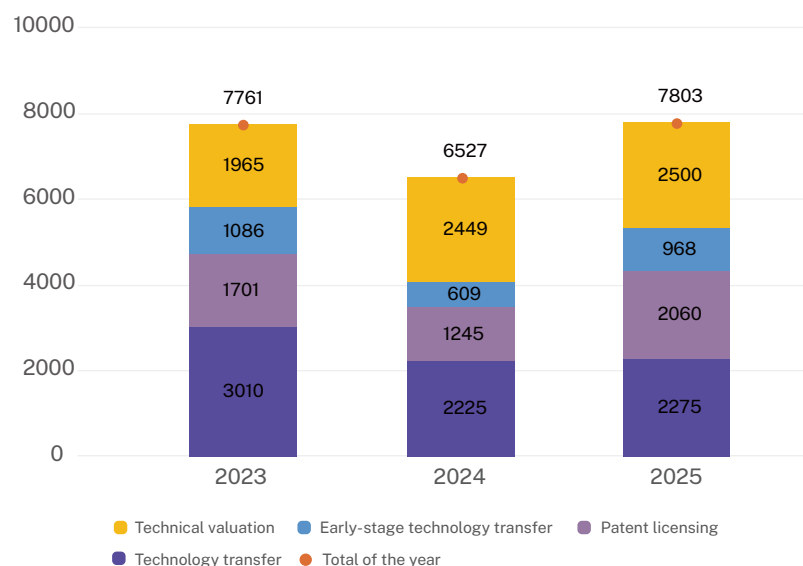
In order to improve the commercialization of the R&D results of the school, the R&D Review Committee conducts a substantive review, and first confirms that the technology has market value. In addition, to improve the quality of patent technology transfer, consultation and advice are provided regarding patent applications and transfer contracts. In line with the government’s policy encouraging new ventures, internal regulations, procedures, and incentive mechanisms for university-derived startups have been completed. Technology transfer revenues are reasonably allocated, different subsidy amounts are provided for different patents, and the university has amended the “Regulations on Feedback Standards for Full-time Teachers Engaging in Part-Time Positions or Secondment to For-Profit Enterprises or Organizations.” When teachers take part-time roles at startups, they may receive equity as compensation, actively supporting faculty to contribute value through technology pricing while also nurturing the university’s startups.

As of the end of 2025, the university had cumulatively recorded technology equity contributions from 14 faculty members and established 10 campus spin-off startups. The total number of shares issued for technology equity contributions was 57.83 million, of which 8.09 million shares were allocated to the university. Each year, the university also continues to assist in establishing startups based on campus research achievements and guides teaching and research teams in applying for at least six startup proposals under NSTC or Ministry of Economic Affairs startup programs.

From 2022 to 2025, the university has repeatedly won awards in the invention competition at the Taiwan Innotech Expo. Starting with the outstanding results in 2022, when Professors Li, You-Feng and Chung, Ming-An won gold and silver medals, respectively, at the “2022 Taiwan Innotech Expo” invention competition; then in 2023, Professors Wang, Tzu-Chien and Chung, Ming-An won gold and silver medals, and Professor Chung, Ping-Hsuan of the Department of Interaction Design won the 2023 Future Tech Award; and in 2024, the university achieved another outstanding result, delivering its best-ever performance at the “2024 Taiwan Innotech Expo Invention Competition,” including gold medal-winning patents by Professor Jen, Yi-Chun of the Department of Electro-Optical Engineering, Professor Hsiao, Yao-Rong of the Department of Vehicle Engineering, and Professor Li, Shih-Hsiu of the Department of Electronic

Engineering; bronze medal-winning patents were awarded to Professor Li, Shih-Hsiu of the Department of Electronic Engineering and Professor Chen, Hsiao-Hsing of the Graduate Institute of Environmental Engineering and Management; additionally, Professor Chen, Hsiao-Hsing also received the MSI Corporate Special Award. The “2025 Taiwan Innovation and Technology Expo” invention competition marked the most outstanding performance in the university’s history, winning 9 major awards, including 4 gold medals, 3 silver medals, 1 bronze medal, and 1 MSI Corporate Special Award, and faculty members including Ho, Chao-Ching, Chen, Yen-Lin, Chung, Ming-An, Hsiao, Yao-Rong, and Lung, Chi-Hao all received this honor.

Patent Technology Transfer Paid-in Revenue Statistics (2023 – Dec 2025)



▲ Faculty members of the university won the “Future Technology Award” for their outstanding research achievements.

Promotion of Industry Exchanges

National Taipei University of Technology has established a forward-looking mechanism for promoting industry–academia collaboration and actively links with enterprises to jointly invest in collaborative research projects. The university is gradually optimizing its systems to attract industry participation in R&D collaboration. By combining government resources, enterprise investment, and matching contributions from the university fund, a diversified and stable funding support system has been formed, enabling innovative technology R&D to continue deepening and steadily advancing toward the goals of sustainable development and long-term growth.

In terms of practical implementation, the university has promoted smart manufacturing, digital transformation, and AI application projects in the New Taipei Industrial Park, assisting industry in adopting AIoT technology and enhancing production efficiency and decision-making quality through data analysis. The project integrates the cross-disciplinary expertise of faculty members and focuses on key technologies for AI transformation, including sensing systems, edge computing, and cloud computing architectures, establishing an integrated smart cloud-edge platform to support the application of machine learning and deep learning in actual production environments. A cross-disciplinary team formed by the College of Mechanical and Electrical Engineering and the College of Electrical Engineering and Computer Science has conducted in-depth analyses of enterprise needs, assisting manufacturers in gradually introducing smart production line and process optimization solutions and establishing foundational capabilities for digital transformation.

To date, the university has cumulatively visited and assisted more than 1,000 manufacturers, serving an average of about 40 enterprises each year. Through on-site guidance to introduce R&D technological capabilities, and by organizing forums, seminars, talent cultivation, and vocational training courses in the industrial park, it has promoted the alignment of R&D achievements with industry needs, accelerated the effectiveness of industry–academia collaboration and technology implementation, and shaped an important driving force for regional industrial upgrading.



Case Study on Sustainability Technology

National Taipei University of Technology actively promotes external linkage and industrial application of R&D achievements, integrating diverse promotion mechanisms such as media exposure, achievement presentations, and industry-academia matchmaking, connecting domestic and international industry-academia resources, and strengthening technology diffusion and collaboration capacity. The university focuses on key areas such as smart manufacturing, healthcare, and green energy and carbon reduction, and has established cross-domain cooperation models with Delta Electronics, AUO, Taipei Medical University, and nine major engineers' associations, with each industry-academia collaboration project involving investment of more than NT\$10 million, demonstrating a stable and sizable foundation for collaboration.

In addition, the university has long been deeply engaged in the New Taipei Industrial Park, establishing a joint industry-academia R&D service platform to assist SMEs in the park in promoting digital transformation and technological upgrading, with cumulative visits to and assistance provided to more than 1,000 manufacturers, gradually forming a regional industrial technology support network. To expand the influence of R&D achievements, the university holds at least 10 technical seminars and industry trend forums each year, integrates research results from the 6 colleges into technical promotion manuals, and actively participates in major domestic and international exhibitions such as the Taiwan Innovation and Technology Expo, enhancing the visibility of R&D achievements and the effectiveness of industry linkages, and continuously promoting the industrialization and internationalization of scientific research achievements.



- Collaborative Unit: Advantech Co., Ltd.
- Project Coordinator: Professor Yang, Shih-Hsuan of the Department of Computer Science and Information Engineering



In response to pain points such as difficulties in R&D integration and insufficient talent pipeline alignment in the smart manufacturing and industrial IoT industries, National Taipei University of Technology and Advantech Co., Ltd. have jointly established an institutionalized, long-term industry-academia collaboration platform integrating enterprise needs, the university's research capabilities, and talent cultivation mechanisms. This model breaks through the limitations of traditional single-project collaboration, forming a closed loop of R&D, application, and talent cultivation. It not only accelerates technology implementation, but also effectively cultivates high-level technical talent with immediate industry readiness, demonstrating a high degree of innovation and key breakthroughs.



▲ Signed a cooperation agreement with Jiang, Ming-Zhi, Deputy General Manager of Advantech Intelligent Service Business Group

- Collaborative Unit: Sunbird (USA)
- Project Coordinator: Professor Liu, Chien-Hung Department of Computer Science and Information Engineering



National Taipei University of Technology has established a long-term partnership with world-class DCIM software supplier Sunbird Software, continuously promoting the 2nd five-year plan with a cooperation amount of NT\$41.85 million, and established the "Sunbird • NTUT Energy Management R&D Center" to help Taiwan enhance its international influence. The center focuses on agile development, automated testing, code refactoring, performance optimization, education and training, and conducts DCIM software stress testing and code quality analysis. In the future, AI will be introduced into software development and data center management. Each year, the university invests more than 50 graduate students and 8 teams in promoting smart energy and data center R&D and cultivating software talent. Currently, about one-third of Sunbird employees are NTUT graduates.



▲ Second 5-year plan with Sunbird



▲ Second 5-year plan with Sunbird



• **Collaborative Unit: AUO Corporation**

• **Project Coordinator: Distinguished Professor Chin, Jin-Sheng of the Institute of Automation**



National Taipei University of Technology continues to deepen industry-academia collaboration and has joined hands with AUO to promote diverse collaboration projects, integrating academic R&D capabilities and industry practical experience to jointly cultivate professional talent that meets future industry needs. To date, the two parties have completed more than 30 industry-academia projects, focusing on forward-looking technologies such as smart manufacturing, AI, and semiconductors, and promoting a model integrating learning and application. The achievements have already been applied in fields such as industrial robots, image recognition, process prediction, equipment early warning, and cyber-physical integration, and will continue to expand into innovative applications such as AI voice interaction, all-terrain accessible mobility technology, and multitasking collaborative robots, enhancing technology R&D and practical application capabilities through close collaboration.



▲ Long-term cooperation with AUO to promote industry-academia collaboration



• **Collaborative Unit: Delta Electronics, Inc**

• **Project Lead: Professor Huang, Ming-Hsi of the Department of Electrical Engineering**



Taking power electronics as the core technology, the center combines microprocessors, communication, and control strategies to conduct related research on power converters, motor control, electric powertrains for vehicles, charging facilities, and the conversion of renewable energy into electricity and grid integration, representing one of the key factors in the development of the energy-saving, energy storage, and renewable energy industries. Delta Electronics ranks first globally in product R&D and sales in the field of power electronics, and therefore the establishment of the “Delta NTUT Joint R&D Center” is highly important to the future development of the university’s faculty and students in energy technology and related fields. The purpose of establishing the center is to build a research environment in which simulation assists practical R&D, introducing multiple physical quantities such as electricity, magnetism, force, and thermal flow to conduct high-performance, high-efficiency, and high-power-density technology R&D for power converters and motor drives.



▲ Establishment of the “Delta NTUT Joint R&D Center”

• **Collaborative Unit: Nanya Technology Corporation, etc.**

• **Project Lead: Distinguished Professor Hu, Hsien-Lun of the Graduate Institute of Environmental Engineering and Management**



In response to the government’s “2050 Net Zero Emissions” policy, the “Net Zero Carbon Emissions and Corporate Sustainability Center” was established, with the aim of leveraging Taipei Tech’s accumulated R&D strengths over the years in areas such as corporate net-zero and sustainable development, energy-saving and net-zero engineering technologies, resource circulation technologies and policies, sustainable water, and green buildings to respond to global industrial development trends, combining the strengths of industry, government, and academia to build a collaborative platform for co-governance, co-learning, and co-research. It also seeks to establish an industry-academia collaboration model with no gap between academia and practice, jointly innovating in technology R&D and cultivating advanced R&D talent.



▲ “Net Zero Carbon Emissions and Corporate Sustainability Center”



Low-Carbon Campus Management

- ◆ 5-1 Green Landscaping
- ◆ 5-2 Energy Management
- ◆ 5-3 Waste Management
- ◆ 5-4 Water Resource Management
- ◆ 5-5 Supply Chain Management and Green Procurement



5-1 Green Landscaping

We are committed to implementing the United Nations Sustainable Development Goals (SDGs), with the three major campuses of Taipei, Wanli, and Guishan as the core, constructing a sustainable governance map that integrates urban energy saving, ecological conservation, and forward-looking R&D. As a model for the transformation of urban campuses, the Taipei campus has ranked 1st globally in the UI GreenMetric World University Rankings “High-Rise University” category for 5 consecutive years through smart energy management and efficient resource recycling. We not only maximize energy efficiency in vertical spaces, but also continue to lead the transformation path of urban campuses toward net-zero emissions.

The Wanli Campus, as the university’s largest original habitat, has become the first natural habitat in Taiwan for migratory birds arriving during their southward winter migration by virtue of its uniquely advantageous geographical location, bearing the key responsibility of safeguarding biodiversity.

Environmental Green Landscaping Status

Due to urban development and road construction, NTUT’s Taipei campus is divided into the East, West, and South campuses, in addition to the Linsen campus and the newly added Jianbei campus. Among them, the newly completed Pioneer International R&D Building and Longyu Technology Building on the South Campus and Linsen Campus, although each site is small and accommodates only one building, were both designed and constructed in accordance with the latest relevant green building and green coverage regulations at the time of design.

The East campus serves as the main dormitory area and sports field of the university. The dormitories are currently being reviewed under the “New Dormitory Movement” to improve public space usage and surrounding landscaping. As for the sports field, the location of the track and field is being adjusted, and a new academic research building and multifunctional activity center will be constructed. All new buildings are also being designed in line with the latest green building and green coverage regulations.

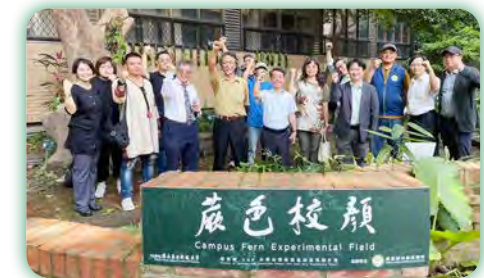
The West Campus is the university’s main area for teaching, research, and administration. The completion of Jingyi Space and the campus circular walkway has greened the surrounding environment and increased recreational space. Improvements to the corridors of the Chemistry Building and the 2nd Teaching Building have made the campus landscape more open and bright. As the first university in Taiwan to extensively lay permeable bricks on campus, the university continues to introduce various civil and environmental engineering technologies in the hope of establishing a model for creating a “sponge campus.”



Biodiversity

Since 20 years ago, the university has promoted ecological restoration on the southwest side of the Department of Architecture building, guiding the return of natural forces to the campus through the establishment of a green gate and ecological waterscape. After long-term natural succession, the area has developed rich biodiversity and become a core green asset supporting the university’s global 1st ranking for many consecutive years in the UI GreenMetric “World Green University High-Rise University” category.

In 2023, the university further launched the “Campus Fern Experimental Field” initiative. Under the professional guidance of Professors Chih-Hong Huang, Chen-Cheng Chen, and Wen-Cheng Shao of the Department of Architecture, doctoral students of the College of Design, and Dr. Yao-Moan Huang of the Forestry Research Institute, and with cross-unit support from Tung-Ming Lee, Chief of General Affairs, faculty and students of the Graduate Institute of Architecture and Urban Design personally created this native greenery. At present, the experimental site has successfully restored and collected more than 50 species of native Taiwanese ferns, establishing an urban ecological network of significant scientific research value.



▲ Campus Fern Experimental Field

Campus Information

The total campus land area is 1,657,502.81 m² (165.7 hectares), of which the Taipei Campus accounts for 114,271 m² (11.4 hectares), the Wanli Campus 1,204,822.09 m² (120.4 hectares), the Guishan Campus 1,767 m² (0.1 hectares), and the Caoluo campus land 24,803.57 m² (2.4 hectares). All teaching and research activities are conducted at the Taipei campus. The Wanli and Guishan campuses remain undeveloped. The Wanli campus is a natural forest area managed organically without human intervention. The Guishan and Taipei campuses, located in densely populated urban areas, are managed using traditional methods. The Caotuo campus is planned to become a Smart and Green Energy Industry Co-Creation Base, advancing toward smart industry, smart living, and sustainable development.

Greening works

National Taipei University of Technology continues to promote campus greening and landscape improvement projects, gradually shaping a green campus axis that integrates ecological environment and cultural landscape through overall planning and spatial integration. The related works focus on the renovation of the campus circular walkway and the optimization of campus public space landscapes. Through the removal of old walls, obstacles, and idle facilities, corner spaces are organized, planted, and greened, while also incorporating the construction of a barrier-free environment and improvements to the ecological river landscape, enhancing the overall environmental quality and efficiency of space use on campus.

The renovation of the campus circular walkway is planned and designed in sections according to campus environmental conditions, divided into Section A Bade, Section B Xinsheng-Zhongxiao, and Section C Zhongxiao-Jianguo, with improvement works to be promoted in phases starting from August 2025. Through trail connectivity and landscape integration, the project provides a green space for faculty, students, and community residents for walking, recreation, and social interaction, while promoting connectivity and shared use between the campus and the surrounding communities.

In terms of campus landscape nodes, after integrated planning, Banyan Garden and the Campus History and Arts Park connect historical buildings such as the Red Building and Yidachuantang, shaping a landscape space with both cultural preservation and public recreation functions. The “Jingyi Space,” located between the Common Subjects Building and the 3rd Teaching Building, has been transformed from an old passageway into an open recreational plaza through circulation adjustments and the reconfiguration of planting landscapes. It features permeable pavement and energy-saving lighting design to create a friendly campus space that embodies the concept of environmental sustainability.

The Banyan Garden, Jingyi Space, the Campus History and Arts Park, and major public spaces on campus will form a continuous green pedestrian system that not only enhances

the campus landscape quality and ecological environment but also provides open spaces shared by faculty, students, and the community, gradually creating a green campus that integrates historical culture and sustainable development.



○ 5-2 Energy Management

GHG Inventory

To implement GHG management, align with international carbon reduction and net-zero targets, and create a low-carbon campus environment, Taipei Tech has continued to conduct GHG inventories since 2022, and in 2026 commissioned Yi-Qian Consultant Co., Ltd. to provide guidance for the inventory of GHG emissions. To ensure the accuracy, completeness, and credibility of the audit data, GHG materiality assessment, emission source identification, and auditing work are conducted in accordance with the international standard ISO 14064-1:2018. The baseline data obtained serves as the foundation for the University's GHG management and the implementation of carbon reduction strategies. In order to create a low-carbon environment, the school has adopted multiple actions, including implementing energy management policies, replacing energy-saving lights, replacing old air conditioning, improving the energy efficiency of heat pumps and transformers, using renewable energy, building solar panels, and building campus smart energy monitoring systems, to achieve the goal of a low-carbon campus.



- **2025 GHG Emissions Results**

I. Greenhouse Gas Emissions Statistics for the Seven Greenhouse Gases

Item	CO ₂	CH ₄	N ₂ O	HFCs	PFCs	SF6	NF ₃	Total emissions
Emissions equivalent (metric tons CO ₂ e/year)	16,192.6683	1.9363	0.0273	31.2120	0.0000	0.0000	0.0000	16,225.844
Percentage by gas (%)	99.80%	0.01%	0.00%	0.19%	0.00%	0.00%	0.00%	100.00%

II. Summary Table of GHG Emissions

Category	Category 1				Category 2	Category 3	Category 4	Category 5	Category 6	Total emissions equivalent ^{+Note}
	Stationary emissions	Process emissions	Mobile emissions	Fugitive emissions	Energy indirect emissions	Other indirect emissions	Other indirect emissions	Other indirect emissions	Other indirect emissions	
Emissions equivalent (metric tons CO ₂ e/year)	47.4290				10,207.4268	1,352.0106	2,603.0691	2,109.7449	0.0000	16,225.844
	4.5540	1.7405	8.0002	33.1343						
Percentage by gas (%)	0.04%				62.91%	8.33%	15.46%	13.00%	0.00%	100.00%
	0.00%	0.00%	0.01%	0.03%						

★ Note: Pursuant to Article 2, Paragraph 1 of the Greenhouse Gas Emissions Inventory Registration and Management Regulations, greenhouse gas emissions shall be expressed in metric tons of carbon dioxide equivalent (metric tons of CO₂e) and rounded to the fourth decimal place.

★ Category 1: Includes campus lawn mowers, official vehicles, gas/liquid cylinders, and septic tanks.

★ Category 2: Purchased electricity (Taiwan Power Company), etc.

★ Category 3: Employee commuting surveys, student commuting surveys, and employee business travel surveys.

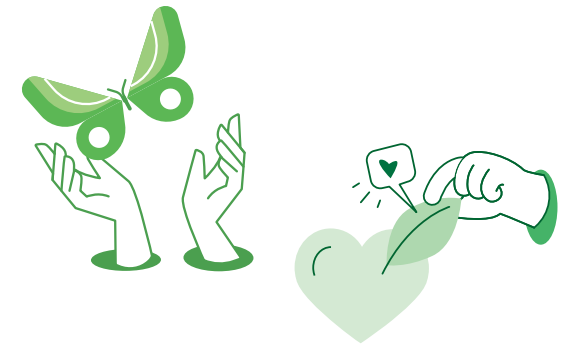
Energy Management

- **Energy use**

Energy consumption	2023	2024	2025
Total electricity consumption of the Taipei Campus (GJ)	72796.02	72268.79	83,197.33
Total gasoline consumption (GJ)	190.03	173.78	151.22
Total diesel consumption (GJ)	37.85	3.60	26.57
Total energy consumption (GJ)	73023.90	72446.18	83375.12
Campus floor area (m ²)	234833.75	239657.93	239657.93
Energy intensity (GJ/m ²)	0.3110	0.3023	0.3479

★ Note 1: The calculation scope covers only the teaching and research service areas, all of which are located on the Taipei Campus.

★ Note 2: Energy conversion factors adopted are electricity (0.0036 gigajoules/kilowatt-hour); gasoline (0.033 gigajoules/liter); diesel (0.036 gigajoules/liter)



• Electricity consumption per unit of floor area of the University over the past three years

	2023	2024	2025
Total Electricity Consumption Taipei Campus (kWh)	20,221,117	20,074,665	23,110,369
Energy Use Intensity (EUI)	86.11	83.76	96.43

★ Note 1: EUI formula: total electricity consumption (kWh)/floor area (m²)

★ Note 2: The main source of electricity for the University is purchased electricity from Taiwan Power Company. The relevant electricity consumption data is sourced from Taiwan Power Company electricity bills and covers the main campus area in Taipei City, including the East Campus, West Campus, and Pioneer International R&D Building.

Actions for Energy Conservation and Carbon Reduction

• Power Monitoring system

The main substation and branch substations in each building at Taipei Tech are equipped with digital meters for various loads. Through the campus network in each building, electricity usage data is transmitted back. In addition to monitoring real-time electricity usage and recording usage reports, the system can also be set to offload equipment, such as air conditioning units, when usage exceeds preset limits.

• Light control system

Lighting control modules are installed on the lighting circuits of all buildings, and the lighting control status is integrated into the newly established central monitoring system via communication. Infrared motion-sensing modules are installed in corridors, stairways, and restroom areas within the buildings to control the lighting on and off. The system also allows for scheduling of lighting equipment and displays the on/off status of the lighting circuits both on-site and at the monitoring end. The lighting control system can be operated and managed through the Central Building Energy Management System (BEMS). The lighting control system has been completed in existing buildings such as the Administration Building, Library, Integrated Technology Complex, Hong-Yue Technology Research Building, and the Department of Materials and Mineral Resources Engineering. Set lighting time. Replace the lighting switch buttons with communication switch buttons, allowing the lights to be turned on or off at the site.

• Energy-saving improvement of air conditioning system

Old air handling units were replaced with new high-efficiency models, and variable-frequency drives were installed on outdoor air handling units to improve the efficiency of the air conditioning system and reduce the electricity consumption of the air handling units. Natural ventilation cooling is utilized to significantly reduce the load on the air conditioning system. Coordinated operation of pumps and chillers has been implemented, and a monitoring system has been established to automatically optimize the energy-saving management of air handling

units. The buildings improved include the Administration Building, the Library, and the Student Activity Center. In addition, air conditioners over 9 years old have been replaced with the latest Grade 1 energy-efficient models, and energy-saving chips have been installed in air conditioners to switch to fan mode when the room temperature falls below 25 ° C, with automatic shutdown once every 2 hours and restart based on on-site usage needs.

• Energy Management Policy

The University has established an energy management policy to encourage energy conservation. If the actual electricity consumption of any department is lower than the previous year's consumption, one-third of the cost of the reduced electricity usage will be added to the department's budget for the following year. Conversely, if the consumption exceeds the previous year's level, one-third of the cost of the excess electricity usage will be deducted from the department's budget for the following year.

• Lighting energy-saving improvement

The lighting across the entire campus, including both traditional magnetic ballast T8 fluorescent lamps and electronic ballast T5 fluorescent lamps, has been replaced with high-efficiency LED energy-saving lights. Improvement method: An investigation of the existing lighting fixtures in the space is conducted first, followed by measuring the on-site illuminance. Based on the type and location of the current fixtures, an evaluation is made to determine the specifications for replacing the lights. Computer simulations are then used to decide the positions and number of fixtures required. High-efficiency, low-glare LED lights with energy-saving labels are selected for replacement.

• Elevator braking energy recovery system

The active power regeneration system effectively operates during the momentary surge in DC link voltage, switching excess energy back to the power grid. This method does not require external braking resistors and effectively resolves the issue of load energy. Installed buildings include the Administration Building, General Studies Building, Guanghua Building, 3rd Academic Building, and Integrated Science Building, with a total of 13 units.

• Heat pump system

The students' dormitories in Dongshu Campus 1 and 2, and the students' dormitories in Hsin-Bei Industrial Vocational High School are equipped with hot water for the students to take a shower.

• Power supply system

Replace the old transformers used in the existing power supply system of the dormitory with non-crystalline ferrite core transformers to reduce long-term power consumption and further reduce greenhouse gas emissions.

Renewable Energy

Taipei Tech actively promotes renewable energy. As of 2023, solar power generation systems with a total capacity of 191.44 kWp have been installed on building rooftops. Solar photovoltaic panels and other solar equipment have also been planned for the new construction projects at the East 2 Campus and official staff residences. Over a decade ago, solar panels with a total capacity of 82.68 kWp were installed on the roof of the Integrated Technology Complex. Currently, they are used for teaching and research purposes by faculty members from the Department of Electrical Engineering, with the generated electricity integrated into the building's power supply. Through active maintenance, the system continues to maintain good power generation efficiency.

In addition to the existing 82.68 kWp rooftop solar photovoltaic panels on the Integrated Science Building, 9.76 kWp solar photovoltaic panels were installed on the rooftop of the Pioneer International R&D Building in 2020, and 99 kWp solar photovoltaic panels were installed on the rooftop of the Library in 2021. The generated electricity is directly connected to the low-voltage system of the respective buildings for use.

By the end of 2025, solar photovoltaic systems are further planned for installation on the rooftops of 8 campus buildings, increasing installed capacity to 3 times the current level, with construction to be carried out in 2026.

• 2025 Renewable energy power generation

	Roof of the Integrated Technology Complex	Roof of Pioneer International R&D Building	Roof of the Library	Total
Solar power generation (kWh)	59158	10823	75232	145213

Sustainable Transportation

The university encourages faculty and staff to use public transportation to promote sustainable commuting. To this end, the university conducts internal advocacy, the government provides public transportation subsidies, and encourages the purchase or replacement of traditional motorcycles with electric scooters. Since 2023, the University has conducted carbon inventories for faculty and staff commuting. The sustainable commuting rate for faculty and staff was 70% in 2023, increased to 74% in 2024, and was 73% in 2025. Starting in 2024, the university also began conducting carbon assessments for faculty and staff business travel data from the previous year, in order to evaluate and refine its carbon-reduction strategies.



○ 5-3 Waste Management

Waste Treatment

• General Waste

The University strictly implements the “no garbage on the ground” policy and commissions professional contractors to transport general waste on campus to an incineration plant for disposal at least twice daily, ensuring a clean campus environment. In response to the official opening of the Longyu Technology Building at the Linsen Campus in 2024, the total amount of waste generated on campus increased with the expansion of usable space. The University promptly adopted proactive response measures. In addition to adding recycling collection points, it also allocated professional manpower to strengthen the “two-stage resource recycling mechanism.” After preliminary sorting at front-end waste bins, a second detailed manual screening is conducted for collection carts. By optimizing the sorting process and manpower allocation, the University successfully improved both the quality and quantity of recycling, transforming the environmental impact brought about by building expansion into momentum for resource circulation and implementing the sustainable development goals of the campus.

Total general waste		2024	2025
General garbage (tons)		575	575
Resource recycling including kitchen waste (tons)	Kitchen waste (tons)	2	22
	Paper (tons)	8	15
	Soft plastic (tons)	3	5
	Hard plastic (tons)	3	3
	Other (tons)	10	12

• The removal or reuse of construction waste

To enhance environmental sustainability, all new construction projects at the university over the past three years have been planned with on-site earthwork balancing as a priority. This approach reduces transportation-related environmental pollution and carbon emissions. Any surplus earth and rock is transported for reuse at the Port of Taipei. For example, all excavated earth and rock from the new construction project of the Longyu Technology Building (6,000 cubic meters) were exchanged with Taipei Port for reuse. The “New Construction Project for Official Staff Residences” will commence in April 2025 and is estimated to generate 2,917 cubic meters of earth and rock, of which 494 cubic meters will be balanced on site; the remaining earth and rock will amount to 2,423 cubic meters. The “Phase II New Construction Project for the East Campus Teaching and Research Building and Multi-Functional Activity Center” is currently under public tender and is estimated to generate the following volumes of earth and rock: Building A (Activity Center), 39,540 cubic meters; Building B (Teaching and Research Building), 23,480 cubic meters; self-balance, 88 cubic meters; and 3,858 cubic meters for the entire area, with a self-balance of

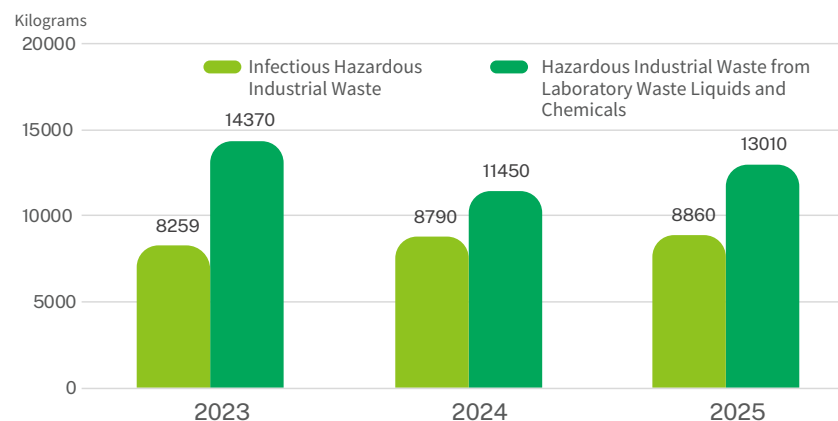
2,555 cubic meters. All remaining earthwork is planned to be provided for the land reclamation project at Taipei Port.

• Hazardous Waste Management

In terms of hazardous waste management, laboratory waste liquids, discarded chemicals, and infectious waste generated from experiments are regularly removed and recycled in accordance with the University’s “National Taipei University of Technology Laboratory Waste Removal Process.” The University commissions waste clearance and treatment institutions approved by the Ministry of Environment to carry out regular removal. Due to the large number of laboratories, and in order to effectively control laboratory waste liquids and avoid hazards caused by environmental pollution, a 10-ping waste liquid storage room has been established. It is equipped with flammable gas detectors, fugitive gas collection facilities, and activated carbon waste gas treatment equipment to effectively capture gases emitted during the waste liquid storage process. After adsorption by activated carbon, the gases are discharged into the atmosphere. Annual monitoring and maintenance of prevention and treatment equipment are also conducted regularly to fulfill the University’s obligation to maintain and protect the campus environment.

Statistics on the removal and treatment of hazardous waste on campus from 2023 to 2025 are shown in the figure. The removal and treatment volume of laboratory waste liquid and discarded pharmaceuticals decreased year by year from 14,370 kg in 2023 to 13,010 kg in 2025, indicating that the University’s advocacy of chemical reduction and sharing is gradually achieving results. In addition, regarding the removal and treatment of infectious waste, the volume has remained below 8,900 kg over the past 3 years, similar to the removal and treatment situation in previous years. However, due to the need to release laboratory space upon faculty retirement, annual laboratory clean-up and reorganization, or changes in faculty research directions, the removal and treatment volumes of infectious waste, laboratory waste liquid, and discarded pharmaceuticals have fluctuated.

Campus Laboratory Waste Disposal and Treatment Volume from 2023 to 2025



Air Quality Testing

In accordance with the government's Indoor Air Quality Management Act, the university library has been included in the first batch of designated premises since 2014 and is required to conduct regular testing of indoor air pollutant concentrations every 2 years. To ensure environmental quality, the library has also designated one dedicated staff member responsible for indoor air quality maintenance and management.

The most recent testing was completed on July 4 to 5, 2024 (the next testing will be in 2026), and the results showed that all data complied with relevant regulatory standards. The test data are as follows: carbon dioxide concentration 779 ppm, suspended particulate matter 11 µg/m³, formaldehyde 0.02 ppm, bacteria 255 CFU/m³. Please refer to the figure below for detailed results.

• Indoor Air Pollutant Testing Results

Testing dates July 4 to 5, 2024			
Item	Average Measured Value	Inspection Method	Standard Value
Carbon dioxide (CO ₂)	779 ppm	NIEA A448.11C	1000 ppm (8-hour value)
Suspended particulate matter (PM10)	11 µg/m³	NIEA A206.11C	75 µg/m³ (24-hour value)
Formaldehyde (HCHO)	0.02 ppm	NIEA A705.12C	0.08 ppm (1-hour value)
Bacteria in the air (Bacteria)	255 CFU/ m³	NIEA E301.15C	1500 CFU/ m³ (Highest value)

5-4 Water Resource Management

The university has a total of 11 water meter sets supplying 26 buildings. The Pioneer International R&D Building uses separate water meters by floor, covering individual floors and public areas, with a total of 16 water meter sets. The school has applied for the "Smart Water Butler" service from the tap water company to check the latest usage status and detect any abnormal water leakage. In addition, a water usage and water level monitoring system has been installed to implement a comprehensive campus water conservation plan. A total of 32 smart water meters have been installed to enable real-time analysis of water usage for each meter and building, as well as monitoring the water levels in upper and lower water tanks and the operation of booster pumps. Real-time report analysis through the monitoring system enables tracking and comparison of water usage across different zones, effectively managing consumption and promptly identifying leaks. Existing water-use equipment is fitted with water-saving gaskets and devices, and annual restroom renovation projects consistently utilize water-saving certified equipment. Newly installed water-use equipment features automatic flush valves and faucets with water-saving certifications. Water-use equipment is labeled with water-saving stickers to reinforce water conservation awareness. Landscape irrigation water is gradually being transitioned to an automatic timed drip irrigation system, which not only saves labor but also significantly conserves water.

Water Consumption

The university's water facilities, including faucets, toilets, and urinals, all use equipment with water-saving certifications. Small convenience stores post water-saving publicity stickers to enhance water-saving publicity. Facilities are also required to be equipped with shock-resistant flow restrictors with automatic water shutoff functionality to minimize water loss during earthquakes. Additionally, fire pumps must be fitted with anti-leak features to prevent significant water leakage caused by earthquakes or improper use. The campus' landscape gardening system uses automatic control devices to reduce the massive water consumption caused by manual water pipes. In addition, as multiple projects were carried out on campus from 2024 to 2025, water consumption increased compared to 2023. The main reasons were the increase in campus green areas and vegetation, which require preliminary irrigation and maintenance, as well as the landscape pond. Although water consumption increased slightly, it also brought a cooling effect to the campus.

	2023	2024	2025
Total water consumption (ML)	245.45	278.28	286.44



Storm water management

The Third Teaching Building is equipped with a rainwater harvesting system that collects rooftop rainwater for use in plant irrigation and toilet flushing. The rooftop rainwater harvesting system of the Fourth Teaching Building functions similarly. In addition, the University's newly constructed quiet space project will also establish a rainwater harvesting system for plant irrigation use; the Everlight Building and Pioneer International R&D Building completed in recent years both recycle rooftop rainwater for plant irrigation use. Permeable pavement is widely adopted on campus. This year, the campus loop walkway project further replaced existing impermeable pavement with permeable concrete pavement. In addition to achieving the site water retention target, in certain areas, such as the Joint Science Building, rainwater from the raft foundation collects surface water from the site in rainwater storage tanks, which not only supplies the ecological pond but also provides water retention and infiltration for the site during non-rainy periods. This year, the ecological riverway along the section facing Zhongxiao East Road on the south side of the campus was reconstructed, and the water source was also replanned to introduce and reuse rainwater collected from the raft foundation of the Hongyu Research Building on the north side.

5-5 Supply Chain Management and Green Procurement

Green Procurement Policy

In accordance with the green procurement specifications for the year, the University prioritizes purchasing green products with environmental labels, energy-saving labels, or other products that meet environmental standards. It also encourages all campus units to procure low-pollution, low-energy-consumption, and recyclable products, thereby implementing source reduction, energy saving, and carbon reduction at the institutional level. At the same time, the University gives priority to procurement from nearby small and medium-sized enterprises and organizations for people with disabilities, taking into account environmental protection while practicing the University's social responsibility. In 2025, the environmental benefits generated by green procurement increased significantly, reducing tree felling by 6,930.33 trees and carbon dioxide emissions by 29.69 tons, demonstrating the University's concrete results in continuously improving its green office policy and deepening sustainable campus development.

Green Electronics Equipment Procurement Ratio

The university continues to implement the green procurement policy, maintaining a 100% procurement ratio for green electronics in 2025. With the support and cooperation of all faculty and staff, the University gives priority to procuring energy-saving electronic equipment with environmental labels, including projectors, desktop computers, monitors, scanners, and printers, thereby promoting campus energy-saving and environmentally friendly measures through

concrete actions. According to 2025 statistical data, through the implementation of the green procurement policy, approximately 56,237.5 kWh of electricity were saved throughout the year, and the energy-saving results showed steady growth compared to previous years. In the future, the University will continue to deepen its efforts in energy saving, carbon reduction, and green procurement; strengthen effective resource utilization and sustainable management; and actively respond to climate change issues, fulfilling the social responsibility of higher education institutions in promoting environmental protection and sustainable development.

Procurement of office paper

The University continues to implement the green procurement policy by prioritizing the purchase of office paper with environmental labels, and the green procurement ratio has remained at 100% over the past 3 years. Through this measure, the University has not only effectively reduced the consumption of natural resources but also improved resource utilization efficiency, moving toward the goals of resource circulation and sustainable development. According to 2025 statistical data, the environmental benefits created by green procurement are equivalent to reducing the felling of approximately 331.8 trees, fully demonstrating the University's efforts and achievements in promoting environmental protection, implementing energy saving and carbon reduction, and promoting the sustainable use of resources.



▲ Office paper procurement 100% with green environmental label

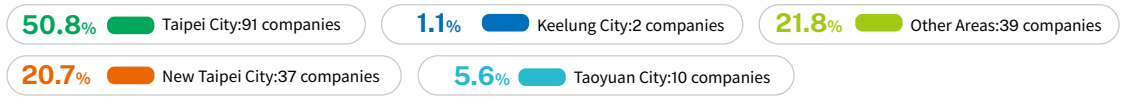
Local Procurement

Upholding the spirit of social responsibility of “taking from the local area and using in the local area,” the University regards local procurement as an important action in implementing the Ministry of Education's University Social Responsibility (USR) program. We reduce carbon emissions from logistics and transportation by prioritizing nearby suppliers, and support the transformation of local industries through stable procurement volume, achieving shared prosperity between the campus and the community. Procurement amount in 2025 increased compared to 2024, maintaining the continued promotion of the procurement policy for local suppliers. The specific achievements of the University's local procurement are as follows: 1. Local participation: A total of 185 procurement cases related to those subject to the Government Procurement Act (with budgets exceeding NT\$150,000) and research procurement exceeding NT\$1.5 million, among which suppliers located in this city accounted for 50.8% of the total number of suppliers, and suppliers located in Taipei, New Taipei, Keelung, and Taoyuan accounted for 78.2%. 2. Economic contribution: The total amount of local procurement reached over NT\$378.17 million, accounting for 93.32% of the total annual procurement.





Local procurement: Regional distribution of procurement cases



Item	2023	2024	2025
Net purchases from local suppliers (NT\$)	425,830,421	338,958,100	378,179,618
Total net purchase (NT\$)	430,666,290	358,334,114	405,260,175
Ratio of net purchases from local suppliers (%)	98.88%	94.59%	93.32%

★ Note: Local suppliers of the University refer to suppliers located in Taiwan.

Priority procurement

The University strictly complies with the People with Disabilities Rights Protection Act and the Regulations for Priority Procurement of Goods and Services from Welfare Organizations for People with Disabilities or Sheltered Workshops, incorporating support for disadvantaged employment into the University’s sustainable development goals. We undertake to give priority to procurement from government-approved organizations for people with disabilities or sheltered workshops in the procurement of office supplies, festive gifts, and labor services. In 2025, the University’s priority procurement targets and scope were mainly as follows: 1. Goods: Priority procurement of printed materials, lunch boxes, office stationery, and handmade gift boxes produced by sheltered workshops. 2. Services: Priority is given to engaging organizations for people with disabilities to provide campus cleaning, landscaping maintenance, or photocopying services. In the future, the University will also strengthen advocacy for procurement personnel in offices and departments with relatively high amounts of small-amount procurement items, so that before execution they will first search the “Priority Procurement Online Information Platform” for suitable products from organizations for people with disabilities and publicly announce invitations for such organizations to submit bids.

Item	2023	2024	2025
Sheltered shop (NT\$)	4,054,650	4,400,000	4,143,200
Disadvantaged groups (NT\$)	400,000	322,000	322,000
Total (NT\$)	4,454,650	4,722,000	4,465,200



An illustration featuring a person with long black hair, wearing a green long-sleeved shirt and white pants, holding a large blue and green Earth globe. To the left, a large, semi-transparent pink number '6' is superimposed over a background of red and green foliage. A white banner with a black outline and a small black mark at its end extends from the person's waist towards the left. The background is a mix of light beige and green shapes, suggesting a natural setting with a sun and clouds.

6

University Social Inclusion

- ◆ 6-1 University Social Responsibility Practice
- ◆ 6-2 Moral Education and Civic Literacy
- ◆ 6-3 Community Connection and Local Care
- ◆ 6-4 International Exchange and Cooperation

6-1 University Social Responsibility Practice Promotion mechanism

Taipei Tech promotes the practice of University Social Responsibility through three major strategies: “Strengthen campus promotion and advocacy to expand broad faculty and student participation in USR actions,” “Deepening faculty and student participation mechanisms and establishing a USR education practice base,” and “Linking and integrating external resources to drive talent cultivation and sustainable development.” Current implementation practices this year include:

Strategy	Objectives	Practices
Strengthen campus promotion and advocacy to expand broad faculty and student participation in USR actions	Integration of university affairs and cross-disciplinary coordination	Horizontal support and coordination on the university administration side
		Operation and exchange of USR faculty communities
	Incubation and guidance for USR seed projects	Resource matching for cross-disciplinary teams
		Revision of proposal solicitation procedures and application methods
Deepen faculty and student participation mechanisms and establish a USR education practice base	Enhance faculty and student identification with USR and build capacity	Collection, consolidation, and curatorial promotion of USR outcomes
		Organize social responsibility lectures and workshops
	Course support and linkage with teaching mechanisms	Promote USR-certified courses
		Optimize USR micro-program courses
Link and integrate external resources to drive talent cultivation and sustainable development	Linkage of external resources and Taiwan Cooperative	Match resources from alumni, enterprises, and the public sector
		Promote stakeholder opinion surveys for projects
	Stakeholder dialogue and project effectiveness evaluation	Introduce the SROI effectiveness evaluation approach

A. Strengthen campus promotion and advocacy to expand broad faculty and student participation in USR actions

• Integration of university affairs and cross-disciplinary coordination

The university administration holds bimonthly USR progress meetings to maintain real-time oversight of each project team’s execution progress, practical needs, and challenges, while establishing a real-time tracking and feedback mechanism. The university also invites senior administrators and consultants to provide experience and professional advice, helping project teams focus their direction of action and align with the university’s medium- and long-term development plans. Additionally, these meetings provide opportunities for each team to observe and exchange ideas, thereby enhancing the overall effectiveness of USR promotion. Additionally, we continue to operate the USR teacher and assistant community, regularly compiling key internal promotion information, updates on USR projects at various schools, and capacity-building activities, providing diverse external USR resources, and encouraging faculty and students to participate in SIG co-learning and seminars to strengthen interdisciplinary exchange.

• Incubation and guidance for USR seed projects

In addition to securing approval for one Ministry of Education USR Supplementary Project in 2025, the University continued to cultivate internally funded USR Seed Projects by leveraging the diverse expertise of faculty teams across its colleges and departments. A total of 10 USR Seed Projects were implemented during the year, focusing on three key themes: Revitalization of Traditional Industries, Technology for Health and Well-being, and Cultural Sustainability and Innovation. These projects were led by faculty from the Colleges of Humanities and Social Sciences, Design, Management, Electrical Engineering, and Computer Science, among others. Of the ten projects, four were extensions of initiatives launched in 2024, while six addressed newly emerging issues introduced in 2025.

The projects also align with the University's strategic direction of Technology Empowerment, encompassing six development domains: HealthTech, IntelligentTech, GreenTech, Humanities & Creativity, EmergingTech, and RecycleTech. Through this integrated framework, the University provides faculty members with platforms to translate University Social Responsibility (USR) concepts into educational practice, while fostering the integration of research, teaching, and real-world engagement.

An overview of the USR projects implemented during the year is presented below:

Type	Project Name	Category
Supplementary Attachment – Deep Cultivation Type	Mud for Good, Common Good: Technology Empowerment for Yingge Ceramics and Cultural Sustainability Capacity-Building Project	Traditional Industry Revitalization
Seed – Continuation Type	Erliu Project: Healthy Liuyi, Green Travel in Liuqiu	Technology, Health and Welfare
Seed - Continuation Type	Future Living Vision for Beitou Sustainable Market	Traditional Industry Revitalization
Seed - Continuation Type	Taipei Memory Train – Dadaocheng	Cultural Sustainability and Innovation
Seed - Continuation Type	Smart Assistive Technology for the Visually Impaired and Inclusive Accessibility Initiative – Creating Equal Mobility Through Technology Assistance.	Technology, Health and Welfare
Seed – Emerging Type	From Site Transformation to Sustainable Learning: Social Space Practices of High School Campus Cultural Assets and Local Revitalization	Cultural Sustainability and Innovation
Seed - Emerging Type	Indigenous Housing Construction University Social Responsibility Seed Project	Cultural Sustainability and Innovation
Seed - Emerging Type	Healing Together, Caring Together – Cancer Patients, Their Families, and Hsin Wen Spring	Technology, Health and Welfare
Seed - Emerging Type	Reliving the Century-Old Splendor of Dadaocheng: MR/VR Time Travel Tour Project	Cultural Sustainability and Innovation
Seed - Emerging Type	Wood Sustainability: From Learning to Innovation	Traditional Industry Revitalization
Seed - Emerging Type	Mindfulness Journey · Soul Guardian – Mindfulness Support and Care Program for Pediatric Patients	Technology, Health and Welfare

Furthermore, to strengthen the connection between project teams and implementation sites, deepen the long-term commitment to social issues, and enhance the continuity of outcomes and overall social impact, “Seed Project” evaluation indicators were added this year, covering five major dimensions: social issues, site connections, stakeholders, curriculum development, and sustainable project growth. At the same time, the 2026 Seed Project application guidelines and project type planning were also revised. In addition to the existing one-year “Emerging Type” and “Continuation Type” projects, a new two-year “Deep Cultivation Type” project category was introduced to encourage teams to carry out overall planning and implementation over a longer time horizon, thereby strengthening the stable development and sustainable benefits of projects.

B. Deepen faculty and student participation mechanisms and establish a USR education practice base

• Faculty and Student Recognition of USR and Professional Capacity Building

1. Learning Portfolio and Social Practice Feedback

The university values the learning process and practice feedback of faculty and students in USR projects and encourages students to share their participation experience and learning outcomes in the form of articles and practice reflections. In 2025, a total of 14 student works were collected and published in the University Sustainability Center column of the NTUT Youth bimonthly magazine, systematically presenting the annual USR promotion achievements and serving as a reference for exchange and learning among faculty and students.

2. Promoting USR Capacity Building and Interdisciplinary Exchange

Additionally, the university regularly organizes annual USR social responsibility lectures and themed workshops, inviting external experts, scholars, and practical teams with hands-on experience to share their promotion experience on campus, strengthening the professional knowledge and practical capabilities of faculty and students, while expanding cross-school and interdisciplinary exchange networks. In 2025, a total of 2 social responsibility lectures and 2 themed workshops were held.

3. Showcasing Achievements and Building Public Communication Platforms

In terms of showcasing achievements, the university holds an annual USR and sustainability achievement exhibition as an important platform for internal and external achievement displays and public communication. In 2025, a total of 2 joint achievement exhibitions were held, of which the mid-year exhibition featured a themed exhibition planned around the achievements of USR-certified courses in the 2024-2 semester, while the annual achievement exhibition was expanded in conjunction with the school anniversary into the 1st Sustainability Week, “The Way of Continuing with Sincerity – The Next Century,” comprehensively demonstrating the local practice achievements of faculty and students and sustainable actions through static exhibitions, lectures, workshops, markets, and campus carbon reduction practice actions. Additionally, results are shared through various media and social platforms to enhance the social visibility and impact of the university’s USR and to promote external resource linkages and cooperation.

2025 Social Responsibility Lectures/Workshops

1st Social Responsibility Lecture “Entering Local Communities: Community Participation and Practice from Understanding to Co-creation”



1st Social Responsibility Workshop “Introduction to SROI Evaluation Methods Workshop”



2nd Social Responsibility Lecture “Co-op Design: Community Cultural Innovation and International Capacity Building in Sanxia – Sharing Experiences in Interdisciplinary Collaboration and SROI Implementation”



2nd Social Responsibility Workshop “Can USR Practice Work”



• Course support and linkage with teaching mechanisms

1. USR-Certified Course Planning

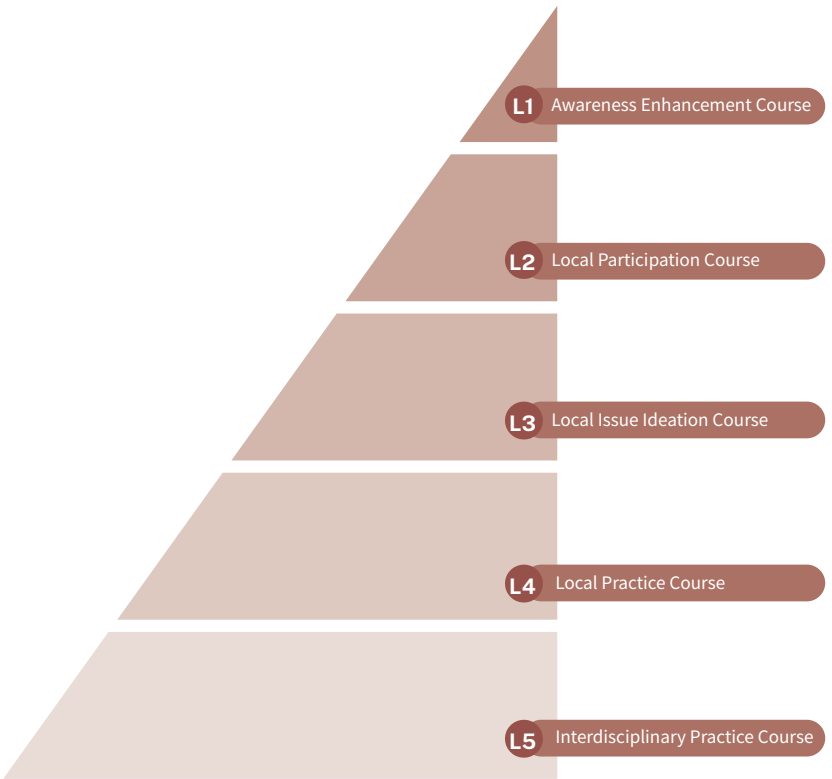
To enhance teaching quality while taking local practice into account, the school guides students to begin with understanding the field, gradually deepen their understanding of the local context, and participate in the analysis of social issues and the problem-solving process. The content planning of USR-certified courses offered by the university must allocate at least one-quarter of the total course hours to social issues in the USR project and related off-site teaching content, and must be clearly linked to the United Nations Sustainable Development Goals (SDGs). Through the close linkage between courses and practice sites, the university strengthens students' ability to transform professional knowledge into practical action, thereby creating substantial local impact and sustainable development. In 2025, a total of 45 USR-certified courses were offered.

2. Trial Implementation of the USR Course Grading System

With reference to other universities' experience in promoting USR courses, the school began trial implementation of the USR course grading system starting from the 2025-1 semester. A comprehensive evaluation is conducted based on the course overview and syllabus, course schedule planning, and the degree of correspondence with USR project development dimensions, and courses are divided into five levels according to course attributes. Through the establishment of the grading system, teachers are assisted in using it as an important basis for judging the depth of connection, innovativeness, and talent cultivation function between courses and USR project issues when planning and offering courses.

3. Promotion of Interdisciplinary Micro-Programs

To encourage students to explore diverse areas of expertise and cultivate interdisciplinary capabilities, the university actively promotes interdisciplinary micro-programs as an important pathway for students' social practice learning. Two micro-programs, "Cultural Sustainability and Social Innovation" and "Urban and Rural Environmental Sustainability," were added in the 2023 academic year, and in 2025, relevant courses from the 2024-2 and 2025-1 semesters were incorporated into the micro-program framework, continuing to expand interdisciplinary social practice thematic courses in the hope of attracting more students to enroll and deepening the university's educational spirit of social practice and sustainable development.



Course Attributes	Description
L1. Awareness Enhancement Course	The course uses methods to enhance students' attention to social issues and improve cognition and awareness.
L2. Local Participation Course	The course guides students to participate in activities related to local social practice and engage in exchanges and interactions with organizations.
L3. Local Issue Ideation Course	The course leads students to use local issues as tasks, conduct teaching exploration, and conceive possible directions for action.
L4. Local Practice Course	The course features task-based learning, and the learning outcomes can serve the field, respond to field needs, and solve problems.
L5. Interdisciplinary Practice Course	The course addresses real issues in social practice settings and requires interdisciplinary cooperation and action presentation.



C. Linking and Integrating External Resources to Drive Talent Cultivation and Sustainable Development

• Linkage of external resources and Taiwan Cooperative

1. External Cooperation Support and Exchange Mechanisms at the Institutional Level

Institutional Research and Sustainable Development Center provides administrative support and liaison services such as the “Guidelines for External Cooperation Procedures for Internal USR,” assisting project teams in signing Memorandums of Understanding (MOUs) with local governments, community organizations, and corporate entities to establish stable partnerships with long-term development potential.



► The signing ceremony for the USR cooperation between NTUT and Ho Hsin Hospital was witnessed by Pegatron Chairman Tung, Tzu-Hsien (second from left in the front row), who is also an NTUT alumnus and a director of Ho Hsin Hospital. Pictured is a group photo of the ceremony guests (provided by Ho Hsin Hospital)

This year’s internal seed projects joined hands with multiple hospitals and foundations, focusing on medical humanities, patient support, and health education issues. They signed memorandums of understanding with the Koo Foundation and the Cancer Center Hospital to put into practice the philosophy of “using technology to help people and giving knowledge back to society” through design orientation and technological innovation, promoting sustainability and positive social change.

2. Overview of External Resource Integration and Cooperation for the Company’s USR Projects This Year

Over the years, the university’s USR projects have actively linked external resources, with forms of cooperation covering diverse aspects such as resource sharing, knowledge collaboration, technical exchange, industry-academia cooperation, and signing Memorandums of Understanding (MOUs), thereby expanding project implementation capacity and social impact. In 2025, a total of 107 external organizations cooperated with the university’s USR projects, demonstrating the university’s continued deepening of cross-sector and interdisciplinary cooperation networks. (Chart presentation).



3. Promotion of Alliance School Cooperation and Inter-school Student Competitions

Through the University System of Taipei, the university continues to promote the joint development, resource matching, and experience exchange of USR teams, integrating the capabilities of the four schools in teaching and research, and regularly taking turns to hold SIG exchange activities. Also jointly organized the student-centered “Innovation and Sustainability Practice Competition,” with judges jointly nominated by the four schools, to promote cross-school and cross-disciplinary Taiwan Cooperative. In 2025, the school served as the rotating host for the first time, opening participation to cross-department teams and encouraging students to make good use of AI tools by integrating smart technology with sustainability thinking to transform social practice into action learning.

4. International Linkages and Expansion of Cross-Border Practice

In the past, during the implementation of the Ministry of Education’s University Social Responsibility Project, the university built on its existing international cooperation achievements, continued to collaborate with domestic and overseas industry-academia partners, promoted cross-sector and cross-border collaboration, and accumulated extensive long-term international exchange experience. The university’s USR projects also focus on collaboration with benchmark alliance schools and promote international exchanges among faculty and students through deep local engagement. At the same time, the university has gradually developed New Southbound regions as new practice sites for USR projects to enhance the depth and effectiveness of cooperation.

5. Corporate Collaboration and Expansion of Alumni Sustainability Influence

In terms of corporate collaboration, the university offers a required course, “Business Ethics and Social Responsibility Practice,” in the EMBA program each academic year to guide alumni business elites participating in the course to bring social responsibility concepts back to the workplace and enterprises, exert positive influence, and promote sustainable corporate development. In addition, alumni are also invited to visit exhibitions of the university’s USR project achievements, further linking alumni networks and corporate resources and expanding the sustainable influence of the university’s USR.

• Stakeholder dialogue and project effectiveness evaluation

Through the planning, execution, checking, and action (PDCA) cycle of its internal management and evaluation mechanism, the school continuously reviews the effectiveness of various plans to ensure that action plan targets are achieved and implementation quality remains stable. Through outcome feedback and rolling strategic adjustments, the university strengthens the precision and responsiveness of project implementation and further evaluates the substantive changes and social value each project brings to stakeholders, using this as an important basis for measuring overall social impact. (See the “Effectiveness Evaluation Mechanism” section below for details)

University Support

To strengthen value alignment and momentum among faculty and students, the school continues to organize USR social responsibility lectures, thematic workshops, and regular exchange activities. By connecting teachers with practical experience to share implementation cases, the school dynamically adjusts thematic content based on the needs of the program’s promotion, providing diverse action plans and consulting suggestions. Additionally, personalized consultant guidance is arranged to assist new teachers in developing USR seed projects. To expand participation among professional departments, the university has actively encouraged faculty and students from the College of Management, College of Engineering, College of Electrical Engineering, and College of Electrical and Computer Engineering to join the USR initiative, building upon the existing involvement of the humanities, social sciences, and design fields. Through interdisciplinary collaboration and the integration of professional expertise, the university has broadened the scope of USR issues and deepened its impact, cultivating talent with cross-domain integration capabilities and a commitment to social practice.

In terms of talent cultivation, the university continues to embrace a “student-centered” philosophy, systematically integrating USR into the instructional framework and learning path design. In addition to the USR certification courses offered by the project team, the university will further incorporate suitable courses into the USR interdisciplinary micro-program to lower the barriers for students to participate in USR and to promote interdisciplinary learning and engagement. Currently, two USR micro-programs, “Cultural Sustainability and Social Innovation” and “Urban and Rural Environmental Sustainability,” have been established, and the recognized course content continues to expand; in 2025, a total of 45 USR-certified courses were offered, serving as an important platform for students to connect professional learning with social practice. Starting from the 2025-1 semester, the school also implemented a USR course leveling system (L1–L5) to assist teachers in planning different levels of course design based on the depth of issue linkage, innovation, and talent cultivation goals, thereby strengthening the progression of the learning process and the effectiveness of training.

Regarding teacher support and incentive systems, the school has institutionalized USR participation performance metrics within various faculty systems to provide clear and attractive incentives for participation. Teaching hours for USR-certified courses are calculated at 1.2 times the standard rate, with any excess hours funded by the university; in 2025, a total of 16 teachers received this support. Additionally, service performance from teachers participating in USR or local revitalization projects can be credited toward flexible salary points. From 2020 to 2024, a total of 44 applications were approved, with recipients receiving a monthly flexible salary bonus ranging from NT\$5,000 to NT\$10,000. Furthermore, the outcomes of faculty participation in USR programs can be credited toward the teaching, research, service, and counseling categories of faculty evaluations. Some colleges have already integrated USR achievements as criteria for faculty promotion. Additionally, performance metrics from the Ministry of Education’s USR programs may serve as evaluation criteria for distinguished professor applications. Current supporting measures are detailed in Table 4:

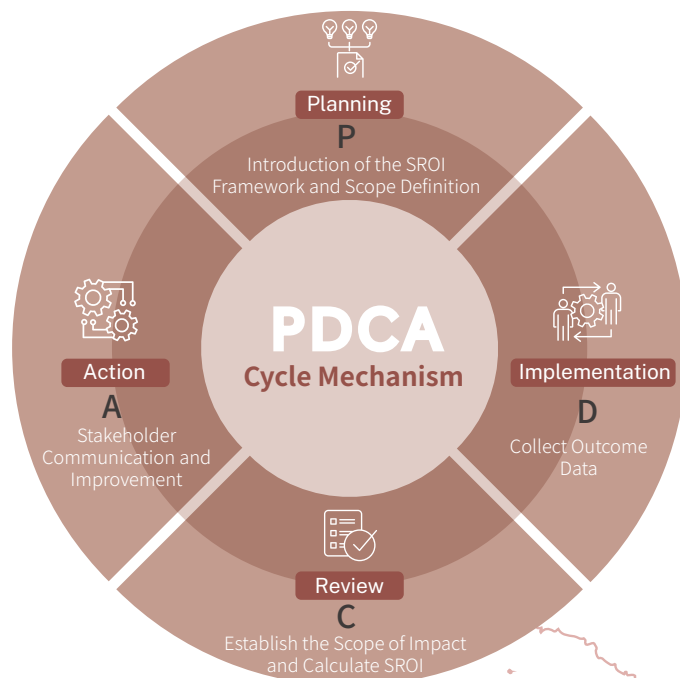
Item	Content
Teaching Hour Bonus	For approved USR-certified courses, teaching hours are calculated at 1.2 times the standard rate.
Faculty Evaluation	Guidance and Service Effectiveness: Service work related to sustainable development and the practice of university social responsibility (maximum 90 points over three years). Research Effectiveness: For the Ministry of Education’s University Social Responsibility Program, 1-1.3 points are awarded for every NT\$10,000 of the total annual execution amount (subject to college regulations).
Flexible Service Salary	B. Social Responsibility Service Performance (Points for B-1 to B-9) C-5. Assist the school in organizing various inter-school seminars, exhibitions, and other university-wide large-scale events.
Flexible Teaching Salary	Principal investigators of USR teaching practice and research projects approved by the Ministry of Education are eligible for a monthly incentive of NT\$8,000 for one year during the project implementation period, paid on a monthly basis.
Multiple Promotion Channels	The College of Humanities and Social Sciences and the College of Design have included faculty members’ implementation of USR projects in the points calculated for promotion. ※In the future, the university will continue to promote USR promotion point credits for each college.
Distinguished Professor	Applicants who have accumulated 80 or more performance points over the five years prior to and including the application year from the Ministry of Education’s subsidy for the University Social Responsibility Local Practice Program, obtained under the name of the university, are eligible; performance points are calculated at 2 points per NT\$100,000.

Regarding funding and resource allocation, in addition to subsidies from the Ministry of Education’s University Social Responsibility Implementation Program, the university continues to utilize its institutional fund as a vital pillar for the long-term promotion of USR, allocating an additional NT\$3 million annually to specifically support the cultivation and execution of USR seed projects. In addition to subsidizing course promotion, on-site implementation, and project operations, the funds also cover the staffing needs for part-time assistants in the seed projects to reduce the administrative and operational burden on new teams during their initial launch phase. Additionally, the school provides a wide range of instructional and technical resources, including AR/VR immersive learning systems, woodworking equipment, and 3D scanning and printing facilities. These resources assist teachers in deepening field-based practice and introducing innovative teaching models, thereby strengthening the link between USR courses and practical applications.

• Effectiveness Evaluation Mechanism

Drawing upon the United Nations Sustainable Development Goals (SDGs), the four key dimensions of the Ministry of Education's University Social Responsibility (USR), and relevant domestic and international evaluation indicators, the university has developed a "University Social Responsibility Self-Evaluation Framework" tailored to its own institutional characteristics. This framework serves as the core basis for aligning university policies and USR action plans. The overall evaluation scope covers three major dimensions – teaching and research development, social engagement, and university governance – further divided into six core indicators to systematically assess the achievements, benefits, and impacts of USR implementation.

At the implementation level, the university utilizes the USR management and oversight mechanism to incorporate the circular management framework of "Plan-Do-Check-Act," regularly reviewing the progress and quality of various projects. Through outcome feedback and strategic adjustments, the university enhances the precision and social responsiveness of action plans, while continuously assessing the substantive changes and social value delivered to various stakeholders by the projects.



To deepen the analysis of social impact, the university has been gradually introducing the concept of Social Return on Investment (SROI) since 2025 as an important tool to supplement existing outcome evaluations. SROI assessment focuses on the relationship between the resources invested in a project and the social value created for stakeholders, emphasizing an analytical perspective of "how value is generated" and "for whom it is generated." By identifying key stakeholders, constructing a theory of change, collecting evidence of achievements, and setting reasonable value assumptions, this process helps project teams systematically understand the positive impact of their action plans and provides a critical reference for subsequent strategic adjustments and resource allocation. To improve evaluation quality, the university also supports full-time assistants and relevant personnel in attending professional training on SROI and social impact assessment to gradually build internal evaluation expertise.

Therefore, the university's overall performance evaluation mechanism is centered on social impact assessment and adopts a stakeholder-oriented approach. Through the triangulation of quantitative and qualitative data, the mechanism examines the outputs, outcomes, and impacts generated by the USR action plans across different levels. For the analysis framework, the "Input-Output-Outcome-Impact" event chain model adopted by SROI serves as the primary axis of evaluation. This ensures that the assessment focuses not only on the completion of activities and courses but also examines whether the action plan substantially responds to social needs, as well as the resulting changes and value creation for stakeholders.

• Evaluation Application Strategies

1. Research Methodology Perspective

In terms of research methods, a mixed-methods research design is adopted, combining quantitative surveys and qualitative research to enhance the credibility and interpretability of the evaluation results. Quantitative data are primarily derived from annual reports and statistical data from each USR project, including course offerings and enrollment, the number of participating faculty and students, the number of partners, the frequency of field activities, and the scale of resource investment. Qualitative data are collected through in-depth interviews, focus group discussions, open-ended questionnaires, and document analysis to supplement contextual and process-oriented information that is difficult to capture through quantitative indicators.

2. Stakeholder Evaluation

Regarding stakeholder evaluation, the university incorporates stakeholder identification and analysis into the initial design phase of the evaluation process. Based on the content of their action plans, each project team must identify key stakeholders – including students, faculty, administrative staff, site partners, and industry or community representatives – and design tailored data collection methods based on their level of participation and the extent to which they are affected. By tracking changes in stakeholders' awareness, capabilities, and behaviors before and after project participation, the university can assess whether USR initiatives have created a substantial impact and avoid one-sided evaluations based solely on the implementers' perspective.

3. Data Analysis and Feedback Application

Regarding data analysis and feedback application, the university emphasizes the potential and actionability of evaluation results. By integrating quantitative indicator analysis with qualitative thematic analysis, the university identifies key outcomes and limiting factors for each project. These insights are then fed back into course design, field collaboration models, team management strategies, and resource allocation adjustments, ensuring that effectiveness evaluations provide not only research value but also practical support for university governance and decision-making in promoting USR.

Overall, the university's performance evaluation mechanism is research-design oriented, integrating mixed-methods research, stakeholder analysis, and SROI evaluation thinking. This approach establishes an evaluation system that balances theoretical rigor with practical feedback, ensuring that the outcomes of USR initiatives are effectively reviewed and continuously leveraged as a foundation for deepening social impact and institutional refinement.

University Social Responsibility Practice Program (Ministry of Education Supplementary Volume)

• Project Name: Mud for Good-Technology Empowerment for Yingge Ceramics and Cultural Sustainability Capacity Building

• Project Team:

- Project Director: Professor Wang, Yi-Hui of Department of Cultural Affairs Development
- Co-Director: Distinguished Professor Wang, Sea-Fue of Department of Materials and Resources Engineering
- Co-Investigators:
 - > Distinguished Professor Te-Wei Chiu, Department of Materials and Resources Engineering
 - > Associate Professor Cheng-Kuie Fan, Department of Industrial Design
 - > Associate Professor I-Jui Lee, Department of Industrial Design
 - > Dr. Jun-An Lu, Industrial Technology Research Institute (ITRI)
 - > Project Assistant: Full-time Assistant Chu, Zi-Xuan



The "Mud for Good-Technology Empowerment for Yingge Ceramics and Cultural Sustainability Capacity Building" USR project has entered its 5th year, with a cross-disciplinary team composed of the Department of Cultural Affairs Development, Department of Industrial Design, and Department of Materials and Resources Engineering working together with Yingge artisans and local industries to promote the sustainable inheritance of ceramic culture and industrial transformation. The project links industry, government, and academia resources and focuses on four core areas: "revitalizing ceramic knowledge," "talent cultivation," "technology value enhancement," and "cultural reshaping."

Core Theme 1 Revitalizing Ceramic Knowledge: Increase the documentation and preservation of Yingge's local "tangible" and "intangible" ceramic cultural assets and promote them through diverse approaches. Activate local spaces, assist in building promotion bases, and expand the foundation for the sustainable co-prosperity of ceramics.

Core Theme 2 Enhancing Talent Cultivation: Continue the NTUT X Yingge dual-core capacity-building model, adopting a dual strategy of inviting industry mentors to campus and off-site teaching for talent cultivation, while also supporting young craftspeople in entrepreneurship. Build cross-college and intercollegiate micro-programs, inviting colleges and universities to improve courses with local knowledge, to create the production and reproduction of university knowledge.

Core Theme 3 Technology Empowerment and Value Enhancement: Link the common features of technology and artistic ceramic materials; research and develop solutions to existing issues related to clay minerals, glazes, and firing; improve ceramic production yield rates; and promote the application of recycled sustainable materials. Improve the challenges of traditional teaching through interactive technology and creative thinking, and implement technology empowerment and cross-disciplinary resource linkages.

Core Theme 4 Reshaping Ceramic Culture: With the goal of "the more local, the more international," strengthen traditional Yingge characteristics and showcase the creative achievements of young people through domestic, international, and local exhibitions and workshops; link fragmented resources across industry, government, academia, research, and society; and reshape Yingge as an international highlight of ceramic culture through cross-disciplinary exhibitions and performances of project outcomes.

The team pioneered a permanent ceramic painting course at colleges and universities and designed USR-featured craft souvenirs. Students participated in off-site teaching, gaining in-depth observations of current industry conditions and providing suggestions for improvement; materials technology focused on upgrading raw materials to create environmentally friendly processes. International exchanges extend to Japan, South Korea, China, and Europe, while workshops and joint exhibitions are co-organized with domestic colleges and universities to enhance ceramic arts education and creative vitality.



▲ Colored Porcelain Craft Culture and Practice.



▲ Contemporary Jewelry Design and Production



▲ Course-Fashion Culture



▲ Large-Scale Pottery Throwing Instruction by Teacher Yuan-Shan Chen.

○ 6-2 Moral Education and Civic Literacy

NTUT actively promotes the cultivation of a sustainable campus culture and core values, with a strong emphasis on developing students' awareness of sustainable development and social responsibility. Through first-year orientation courses, student club activities, and character education programs, the university integrates the principles of sustainability and a spirit of service into campus life, encouraging both faculty and students to practice and transmit these values through their daily actions.

Freshman Orientation and Introductory Courses

• University Introduction for First-Year Students

To help freshmen smoothly transition between senior high school, vocational high school, and university learning and living environments, the university plans and organizes an “Introduction to University” course before the start of the semester, which includes a two-day freshman camp as an important starting point for students entering university. This activity primarily targets approximately 1,600 1st-year students and, through diverse courses and experiential activities, guides students to become familiar with campus resources, understand the characteristics of each department, and gradually establish a basic understanding of university life and learning.

During the freshman orientation camp, the school organized a variety of activities to familiarize students with the campus and their departments, enabling them to gain a comprehensive understanding of the learning environment and opportunities for growth. All 24 departments and institutes across the university organized “Department Unboxing” orientation activities to help freshmen gain a deeper understanding of each department's teaching strengths, future development, and related activities. Meanwhile, 30 student clubs on campus also organized trial activities to give freshmen the opportunity to explore their interests and participate in club life, thereby expanding their social networks and developing diverse abilities.

Approximately 300 people were mobilized for the preparation and execution of the orientation camp, including university administrative staff, senior students from various departmental associations, student club members, and the planning team, all working together to advance the event. Through interaction and exchange with upperclassmen and peers, freshmen can establish friendships and support systems early on, facilitating their adaptation and integration into campus life.

Additionally, the General Education Center has organized a series of special courses covering topics such as interpersonal interaction, communication skills, gender equality, and fraud prevention, helping students develop social engagement skills and self-protection awareness alongside their academic studies. The entire program attracted a total of around 3,000 participants and, through rich and diverse arrangements, created a fulfilling and inspiring enrollment experience for freshmen.



▲ Group photo of the freshman orientation camp



▲ Interpersonal relationships lecture



▲ Department and institute unboxing interactive activity



▲ Club experience activity



▲ Leadership training lecture



• Introductory Course

1. Activity Purpose

The purpose of the activity is to help freshmen smoothly transition to the university learning and living environment. The university has therefore planned the “Introduction to University” course as a general education introductory course for new students. Through systematic course design, students are guided to understand the concepts and values of higher education, cultivate the right learning attitudes and methods, and enhance their self-awareness, self-management, and problem-solving skills, helping freshmen establish a solid learning foundation and a clear direction for their future development.

2. Course Content

This course was primarily aimed at all freshmen, with 33 classes and approximately 1,600 students enrolled. The curriculum is designed based on the core competency frameworks of international higher education, aiming to cultivate a diverse range of student abilities. The content encompasses communication skills, critical thinking, gender equality, multicultural understanding, a global perspective, interest exploration, and employability.

In addition, the course integrates professional competency assessments and engineering ethics, as well as thematic content focused on interpersonal interaction, communication skills, and gender relations, helping students establish sound interpersonal interaction and communication skills in a diverse campus environment.

3. Implementation Status

The courses are planned and coordinated by the general education units and taught jointly by faculty members and invited external professionals through lectures, discussions, and thematic activities. Each class implements diverse thematic instruction according to the curriculum plan to help students gradually familiarize themselves with university learning models and campus culture, while guiding them to reflect on their personal development and future academic goals.

4. Implementation Results

A total of 33 classes and approximately 1,600 students participated in this course. Through the implementation of this course, students gain an understanding of the core philosophy and learning methods of university education, while gradually developing their capacity for autonomous learning and self-management. At the same time, guided by a diverse range of thematic courses, students have gained inspiration in interpersonal interaction, critical reflection on values, and career exploration, laying a solid foundation for their future university studies and career development.

Orientation Camp Gender Equality and Anti-bullying Lecture ▶



▲ Engineering Ethics Lecture

Year	Number of new students in the entry-level courses	Number of new employees participating in the training
2023	35	1672
2024	33	1560
2025	33	1628

Sustainability Club

Taipei Tech hosts a vibrant student club culture, with 73 active student organizations operating on campus each year. These clubs span a variety of categories including athletics, academics, recreation, music, social activities, service, and student governance. Each year, a campus-wide Club Fair is held to recruit new members. During the event, clubs perform and showcase their energy and creativity to attract first-year students, ensuring the continuity and sustainable growth of club life. In addition, concerts and other cultural events are organized to enrich students’ extracurricular experiences and encourage them to build strong campus connections and cultivate healthy lifestyle habits in their new environment.

Student clubs that focus on sustainability issues include the Tzu-Yo Club, the Mountaineering Club, the Zhong-Zhi Buddhist Society, the Tzu Chi Youth Club, the Mountain Kids International Volunteer Club, and the Student Association. The Tzu-Yo Club organizes blood donation drives by bringing mobile blood units onto campus, encouraging faculty and students to contribute, promoting compassion, and fostering a culture of lasting care and sustainability; the Zhong-Zhi Buddhist Society hosts the “Winter Care Campaign” each year, distributing meal boxes to marginalized populations at Taipei Main Station and expressing concern for the homeless. The initiative also seeks to rally other charitable organizations and individuals to join in the effort to support vulnerable communities and share warmth during the winter months. The Tzu Chi Youth Association conducts beach cleanup activities, while the Mountain Kids International Volunteer Club organizes mountain cleanup events. These clubs regularly engage in off-campus experiential learning opportunities, emphasizing the integration of theory with practical action to promote sustainable behavior in daily life.

The Mountaineering Club organized activities such as the “Freshman Overnight Hike – Songluo Lake Gathering” and “Overnight Hike – Bilu Mountain.” In addition to experiencing forest trails with rich and diverse forest landscapes and cultivating members’ teamwork and flexible adaptability, the club also upholds the “Leave No Trace” principle by bringing down everything brought up the mountain, pursuing environmental sustainability and coexistence with humanity.



• Student club statistics

Year	Student clubs related to campus sustainability	Number of sustainability-related student activities (such as orientation events, and club services).	Number of participants
2023	28	155	5,750
2024	30	161	6,072
2025	32	168	6,250

• Student club operations

The Student Association organized the “Social Leaders Workshop,” designed to help department and club leaders develop leadership, communication, and organizational management skills through course content. The group discussion sessions also covered topics such as organizational operations, digital transformation, AI applications, and student rights, including the sustainable development of clubs and the promotion of student rights, to strengthen the leadership skills of club officers, establish a system for organizational succession, and preserve their core values.

Promote moral education

National Taipei University of Technology takes self-cultivation, ethics, service, refinement, and benevolence as the development goals of moral education and has established the “Moral Education Promotion Committee” to be specifically responsible for promoting moral education-related affairs, integrating campus resources, and cultivating students’ core moral values and ethical development competencies. Through general education, student clubs, arts and cultural competitions, and other diverse activities, the university aims to cultivate students’ moral literacy encompassing the knowledge, joy, and practice of doing good, so that both individuals and communities may enjoy happiness, care, and fairness and justice. For example, the school continues to organize the Morality Education Cup Calligraphy Competition. A total of 142 people participated on May 2, 2023; 128 people on May 7, 2024; and 98 people on May 6, 2025. Through these activities, the school continues to promote the concepts of morality education, deepening students’ moral cultivation and practical abilities.

• Implement the concept of inclusive Indigenous education

In response to the amendments to the Education Act for Indigenous Peoples, the scope of Indigenous education promotion has been expanded to include all faculty, staff, students, and citizens. It emphasizes integrating Indigenous cultural values into the mainstream education

system to cultivate cultural sensitivity among all faculty, staff, and students, and to promote a multicultural and inclusive society. To implement the concept of Indigenous education for all, the university has incorporated Indigenous culture and transitional justice issues into formal general education courses to cultivate students’ multicultural perspectives. At the same time, contemporary Indigenous issues have also been included as part of the teaching materials for mentor guidance training to enhance teachers’ knowledge of Indigenous education, as well as their support for and understanding of Indigenous students. From 2023 to 2025, a total of 36 Indigenous education for all activities were held.

Promoting moral education_Implementing the concept of Indigenous education for all ►



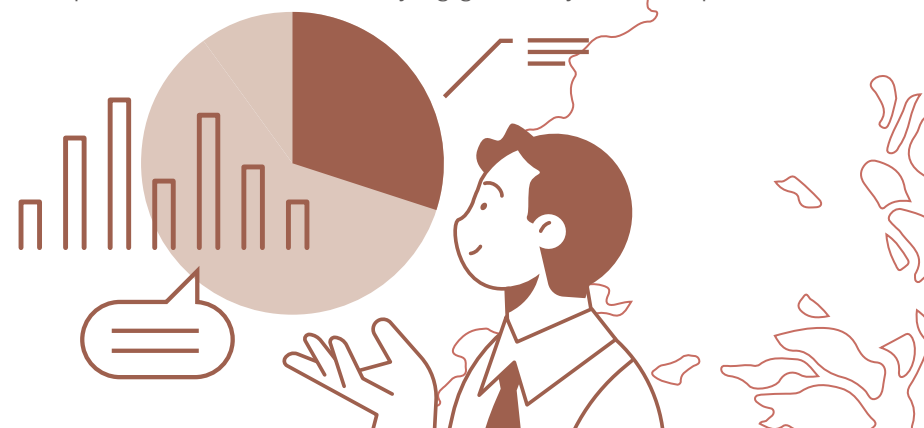
Sustainable Campus Participation

The General Education Center has planned various courses and activities to help students understand the importance of sustainable development and social engagement, while encouraging them to actively participate in related initiatives and programs. Through these activities, students’ understanding of sustainable development and social responsibility is deepened, motivating them to put these concepts into practice during their university life.

• Sustainable Development

1. Program Purpose

This program aims to deepen students’ understanding of critical issues, including sustainable development, engineering ethics, gender equality, and social engagement, through systematic coursework and a variety of lecture activities, encouraging students to develop interdisciplinary critical thinking and civic responsibility and cultivating well-rounded qualities that enable them to actively engage in society and the workplace.



2. Program Content

The General Education Center offers a variety of courses and lectures covering the following core themes:

- > **Sustainable Development and Environmental Issues**
 - Organize activities for environmental protection, energy conservation, carbon reduction, and waste reduction to promote the green campus initiative.
 - Organized the “2025 Climate Critical Film Festival” screenings and post-screening discussions, as well as lectures related to net-zero carbon reduction and just transition.
 - Discuss energy transition, offshore wind power, solar photovoltaic technology, and related environmental issues. More than 10 sessions were held, with over 500 participants.
- > **Engineering Ethics and Career Development**
 - Introduction to Engineering Ethics, exploration of interpersonal relationships and strategies for ethical dilemmas, and major public safety incidents related to engineering ethics.
 - Career planning for college students, cross-disciplinary career sharing, and cross-disciplinary survival skills in the age of AI.
 - Alumni experience sharing and the application of AI algorithms in product development.
- > **Gender Equality and Social Justice**
 - Gender equality and anti-bullying seminars, trends in workplace gender equality disputes, and issues regarding gender equality and sexual harassment.
 - Gender diversity, respect, and inclusion education seminars are held 2 to 3 times per semester, with approximately 200 participants.
- > **Social Engagement and Cultural Concern**
 - Lectures on social responsibility, the underground society of undocumented migrant workers, and Indigenous film workshops.
 - Discussion on the risks of assisted reproduction in the Republic of Multiples.
- > **Arts and Humanities**
 - Concerts (violin duets, vocal performances, traditional Chinese music performances, etc.) and world music journeys.
 - Reading photography books and cultivating the rhythm of life

3. Implementation Status

During the project period, the General Education Center coordinated the integration of resources from faculty, staff, and external experts to organize special lectures, interactive workshops, off-campus visits, and audiovisual screenings based on course themes, incorporating alumni sharing and practical case studies. All activities are planned according to the annual schedule, with high levels of student participation. Effectiveness is continuously tracked through questionnaires and discussion records.

4. Implementation Results

Successfully enhanced students’ knowledge and practical skills across diverse fields, including sustainable development, ethical career development, gender equality, and social responsibility.

- Environmental protection and sustainability courses have deepened students’ environmental awareness, and the promotion of green campuses has yielded significant results.
- Lectures on engineering ethics and career development enhance students’ problem-solving and interdisciplinary communication skills.
- Gender equality lectures foster a culture of diversity and respect, promoting harmony on campus.
- Social participation and cultural engagement activities cultivate students’ civic awareness regarding social issues and disadvantaged groups.
- Arts and mental health courses support students’ holistic development and provide emotional support.
- Workplace and leadership courses help students transition smoothly into society



▲ Sustainable Development Future Development Lecture ▲ Ecological Environment Visit ▲ Gender Equality and Sexual Harassment Lecture

The library, as the knowledge hub of the campus, promotes sustainable development education through diverse and innovative outreach activities, including film screenings, book exhibitions, e-book exhibitions, and salon lectures, guiding faculty and students to understand sustainable development issues. By integrating library resources with thematic activities, the library promotes faculty and students’ use of academic resources to focus on and implement the SDGs, thereby strengthening campus sustainability literacy and action.

In terms of reading promotion, the library carefully planned a series of activities centered on three major themes: technology trends, sustainable development, and physical and mental health, holding a total of 13 sessions with 1,938 participants. First, to focus on forward-looking technology and sustainable development, the library organized the “Unlock the Treasure of Knowledge” IET & IOP e-book exhibition and prize quiz activity, guiding faculty and students in the in-depth exploration of frontier technologies such as AI, quantum science, and energy engineering. At the same time, it hosted “E-Knowledge Recharge Week,” inviting database vendors to set up booths in the library to introduce thematic resources and provide hands-on demonstrations and search tutorials for faculty and students, integrating sustainable development goals such as “Quality Education,” “Affordable and Clean Energy,” and “Industry, Innovation and Infrastructure,” optimizing the integration of academic resources and helping faculty and students stay current with the latest research trends. Secondly, in advocating physical and mental health and self-healing, the library not only organized the keynote lecture “It’s Not That Your Emotions Are Bad, It’s Not That You Are Bad” and invited renowned author and psychologist Su Hsuan-hui to discuss emotional care and psychological resilience, but also

launched a series of “healing”-themed activities during Library Week. These activities included the new book sharing session “It’s Okay Not to Let Go,” the “Fragrant Flower Language” floating flower essential oil DIY workshop, and the “Healing Words Through Books” spiritual healing book exhibition, allowing faculty and students to find soothing energy amid their busy lives and comprehensively enhance their overall literacy as well as their physical and mental balance. Finally, to promote resource circulation and capacity building, the library not only encouraged book reuse and practiced resource sustainability through the “Taipei Tech Book Festival” on-site book exhibition and expired magazine donation but also offered the “Second-hand Textbook Sales” service.



▲ “E-Knowledge Recharge” e-book database vendor booth activity



▲ “Fragrant Flower Language” floating flower essential oil healing craft activity



In addition, to encourage students to integrate character education into campus sustainability participation, the library’s bimonthly “Taipei Tech Youth” actively incorporates SDG-related themes and invites student submissions. The “Character Co-reading” column planned calls for submissions on themes such as “Environmental Sustainability” and “Global Citizenship,” inspiring students to enhance their awareness of green living and civic literacy and then proactively take environmental action; the “Comic Corner” column also included themes such as “Protect the Earth through Environmental Protection.” From 2023 to 2025, a total of 49, 71, and 43 articles related to SDG issues were published. Beyond knowledge dissemination, the 2025 published content included documentary records of University Social Responsibility (USR) courses. Through students’ entry into communities and the sharing of local practice and care experiences, students are encouraged to understand global sustainable development issues and develop the ability to solve real-world problems.



▲ Taipei Tech Youth, Issue 42

To promote awareness of sustainability issues among faculty, staff, and students, the Center for Institutional Research and Sustainable Development integrates the spirit of sustainable development into campus life, as well as into individual teaching, research, and work environments. In coordination with the USR (University Social Responsibility) project, the center emphasizes sustainability empowerment as a key initiative, aiming to build a campus environment where all members are conscious of sustainable development and actively engaged in related actions.

> Deepening Sustainability Knowledge:

- Teacher side: Integrate sustainability issues into mentor meetings so that all teachers can grasp trends in sustainability teaching, and introduce SROI quantitative tools and greenhouse gas inventory training to help faculty and staff translate sustainability concepts into measurable outcomes.



▲ Mentor Workshop



- Student side: For the first time, sustainability special lectures have been added to the “Introduction to University” course to build a foundation of sustainability literacy for freshmen. At the same time, through workshops and social innovation case sharing, students are encouraged to use their professional expertise to solve social problems, allowing sustainability learning to move from understanding to practice.



▲ Introduction to University



> Cross-school sustainability collaboration:

For the first time, cross-school sustainability collaboration was promoted through jointly organizing visits to leading sustainable enterprises with Taipei Medical University, leading students to gain an in-depth understanding of sustainable governance operations and cultivating decision-making thinking through scenario discussions. At the same time, the Taipei Joint University System was linked to establish the sustainable innovation platform “U-STEP Sustainable Action Award,” encouraging students to form teams across schools and disciplines. A total of 21 schools participated, with a cross-disciplinary ratio of 61%, and 26% of teams used AI tools to propose sustainable solutions. This initiative inspired students to think comprehensively across environmental, social, and economic dimensions, further strengthening sustainability capabilities and future career competitiveness.



▲ Sustainable enterprise visits



▲ Taipei Joint University System U-STEP Sustainable Action Award



Arts and Cultural Promotion

The Arts and Culture Center of National Taipei University of Technology continues to deepen its mission of arts education in response to the core need for aesthetic perception at contemporary universities of science and technology. In 2025, upholding the spirit of the Ministry of Education's "Aesthetics Is Life," it is committed to implementing the three major goals of "deeply rooted, interdisciplinary integration, and international alignment." It is not only a venue for artistic expression, but also a cradle for nurturing holistic development, putting a people-centered teaching philosophy into practice by creating a diverse and inspiring learning environment. This year's operational focus will strengthen students' humanistic foundations and fine character traits through arts and cultural promotion. Transform "aesthetic action" into a vehicle for deepening moral education, guiding students to internalize civic aesthetic literacy through participation in arts and cultural activities.

Phased Implementation Blueprint:

- 1.Shaping the venue's image:** Strengthen the affinity and cultural identity of arts and cultural spaces.
- 2.Deepening aesthetic experience:** Through various exhibitions and workshops, promote campus-wide aesthetic participation.
- 3.Cultivating civic literacy:** Transform aesthetics into the power of social practice and enhance civic morality and emotional thinking.

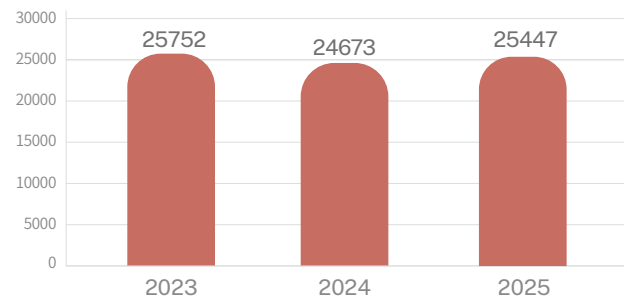
To implement sustainable development, the Center closely integrates its arts and cultural activities with the United Nations Sustainable Development Goals (SDG 4.7), ensuring that educational content covers the knowledge and skills required for sustainable development. The core implementation scope includes:

- **Dialogue between technology and the humanities:** Explore the aesthetic possibilities within the context of universities of science and technology.
- **Interdisciplinary integration:** Break down disciplinary barriers and promote cross-disciplinary art collaboration.
- **International and social connections:** Facilitate international exchange and the sharing of social values through art.

- **Development Strategy and Practice of the Arts and Cultural Center**

Main goals	Development strategies	Quantitative Indicators	Key Points of Practice	Main Features
Building a diverse and resilient art learning environment	Reinvigorating Artistic Cultivation	Deepening the Vocabulary of Arts and Cultural Spaces	Integrating interdisciplinary design and planning to optimize immersive aesthetic spaces and create an inclusive, innovative aesthetic environment.	Technological and Humanistic Reflection Cross-domain Smart Integration International Cultural Linkages
		Expanding the Network for Aesthetic Practice	Driving the Campus Aesthetic Seed Program, implementing diverse artistic participation activities, and enhancing the aesthetic vitality of the entire campus.	
A Cradle of Sustainable Culture for Holistic Development	Deepening Character and Aesthetic Education	Internalizing Civic Aesthetic Literacy	Linking university social responsibility, transforming arts and cultural resources into services for society, and responding to the public’ s arts and cultural needs.	Sharing Social Value Civic and Emotional Literacy Practicing Sustainable Civilization
	Contributions to Sustainable Civilization			

- **Number of participants in arts and cultural activities over the past three years**



- **Annual Highlights**

I. Feel the Trigger Interactive Button Company Graduation Exhibition of the Department of Interaction Design

- This exhibition is the on-campus graduation exhibition of the Department of Interaction Design of National Taipei University of Technology for the Class of 2021, centered on interactive experiences and creating designs that evoke feelings. The graduate project teams of the Department of Interaction Design are likened to [Sensing Trigger – The Interactive Button Company], dedicated to designing “buttons” full of creativity and emotion, and centered on “Sensing Trigger – The Interactive Button” to explore interactive experiences where technology and emotion intertwine. The purpose of the exhibition is to showcase meaningful interactive experiences shaped through the collaborative efforts of designers and engineers through various creative works. The audience is also invited to personally experience the interactive process of each button, triggering emotional responses deep within. The exhibition not only aims to guide the audience to reflect on how interactive design affects emotional connections in daily life but also hopes to inspire visitors’ imagination, so that technology is no longer merely a cold tool but a bridge for conveying emotion, further prompting reflection on the relationship between future technology and humanity.



▲ Feel the Trigger Interactive Button
Company Department of Interaction
Design Graduation Exhibition Student
VR Installation Work



▲ Feel the Trigger Interactive Button
Company Department of Interaction
Design Graduation Exhibition Group
Photo

II. Poet Li Kui-Hsien – The Poetic Path of the New Century

Li Kui-Hsien (1937-2025), a distinguished alumnus of the Department of Chemical Engineering, Class of 47, was appointed Artist-in-Residence for the 2024 academic year. At the end of 2024, the alumnus expressed emotionally at the opening exhibition of “Come In Here”: “To be able to return to my alma mater and hold a solo exhibition 60 years after graduation is an indescribable emotion and significance for me.” Although the alumnus passed away this January, his love for art and literature has been forever engraved on the NTUT campus. To fulfill the poet’s final wish, we planned the “Poet Li Kui-Hsien Memorial Special Issue” and the “Love Is My Faith” memorial event. Today, the long-prepared special exhibition “Poet Li Kui-Hsien – The Poetic Path of the New Century” has officially opened amid much anticipation. Distinguished guests and fellow art enthusiasts from all sectors are sincerely invited to step into the poet’s spiritual world together.



▲ Poet Li Kui-Hsien – The Poetic Path of the New Century Launch Event



▲ Poet Li Kui-Hsien – The Poetic Path of the New Century Exhibition Setup

III. In solitude – The Mutual Generation of Being and Non-Being · Art Exhibition of Su Yi-Chung

By exploring the artistic origins and intellectual formation, inheritance and transformation, artistic conception and liberation of line in the works of painter Su Yi-Chung, this exhibition analyzes the painter’s self-construction and stylistic development. To provide a more detailed understanding of Su Yi-Chung’s artistic aesthetics to all sectors of society, five key points are presented – inheritance to innovation, the integration of Eastern and Western aesthetics, artistic conception and creation, comparison with Western Abstract Expressionism, and stylistic characteristics. The content explains that the painter’s artistic development is a process of diverse integration: it includes scholarly training derived from mentorship, inspiration from Eastern and Western aesthetic and philosophical thinking, and the accumulation of personal life experience. These three elements support one another and have shaped a unique artistic worldview. He not only draws cultural nourishment from many sources, but is also able to transform it with a free spirit, allowing his creations gradually to break away from other imagery, become less constrained by form, and move toward the establishment of his own style. This self-awareness and persistent pursuit of a personal creative aesthetic style provided a solid foundation for his subsequent creations. His art is not only a response to tradition, but also an inquiry into and practice of the essence of “beauty.”



▲ In solitude – The Mutual Generation of Being and Non-Being · Art Exhibition of Su Yi-Chung Artist Sharing Creative Concepts



▲ In solitude – The Mutual Generation of Being and Non-Being · Art Exhibition of Su Yi-Chung Artist Sharing with the Audience

6-3 Community Connection and Local Care Service Learning and Remote Area Service Promotion

In addition to continuing to promote service-learning, the University also actively collaborates with service-oriented clubs and winter and summer vacation service teams. Every year during winter and summer vacations, service teams voluntarily travel to rural elementary schools throughout Taiwan to provide services, and students thereby demonstrate the service spirit of their respective groups. Service clubs of a similar nature also often engage in exchanges and cooperation, or jointly organize camps, with the aim of bringing more resources and diverse activities to children in rural areas. In view of the shortage of educational staff faced by most rural elementary schools, winter and summer vacation service teams organized by university students can not only bring knowledge and broaden horizons for schoolchildren, but also leave them with precious and profound memories. In the future, the University’s service teams will continue to deepen their presence in Taiwan, pass on the spirit of service, care for society through concrete actions, and learn and grow through each service experience, further reaching more areas not yet served. It is hoped that the service teams will not only become a source of support and companionship in the growth journey of schoolchildren, but also extend their passion for service to all parts of society, so that the power of love and care may continue to spread and become an important foundation for advancing the nation and society. Over the past three years, a total of 34 service teams have served rural elementary schools in various regions, including 11 teams in 2023, 10 teams in 2024, and 15 teams in 2025.



▲ Don Bosco Club Summer Service Team_Tianmei Elementary School



▲ Don Bosco Club Summer Service Team_Quande Elementary School



▲ Department of Information and Finance Matsuo Winter Service Team

- **Statistical Data of Winter and Summer Vacation Service Teams in the Past Three Years**

Region		Statistics of Winter and Summer Vacation Service Teams							Service Learning Participation
Year	Northern Taiwan	Central Taiwan	Southern Taiwan	Eastern Taiwan	Offshore Islands	Online	Participating students	Number of Service Sessions	Number of Enrolled Students
2023	4	0	0	1	1	0	149	448	722
	6	1	0	0	0	0	128	251	850
2024	3	1	1	0	1	0	149	373	831
	4	1	0	0	0	0	95	158	754
2025	5	0	0	2	1	0	137	541	832
	5	1	0	0	1	0	152	304	788

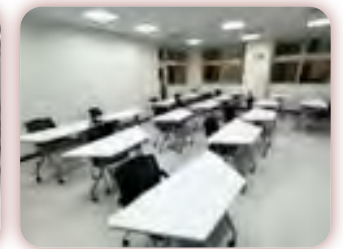


Labor Education

National Taipei University of Technology carries out “Labor Education” courses to work together with local neighborhoods and co-create sustainable communities. From 2023 to 2025, the University led 4,118 student participations into the areas surrounding the campus and neighboring communities, completing as many as 93 environmental clean-up and mutual assistance activities. Through practice, students experience the importance of environmental maintenance and cultivate a strong service attitude. Through the proactive involvement of teachers and students, a positive bridge has been successfully built between the campus and the community.

Continuing Education Center

The University's Division of Continuing Education has established an Extension Education Center to promote lifelong learning through academic enrichment, professional skill development, and career education. Guided by the learning needs of society and industry, the Center develops a diverse range of extension education programs that are professional, market-oriented, and responsive to evolving workforce demands. By integrating on-campus resources, the University offers a variety of extension education programs, including credit-bearing undergraduate and master's programs under its existing academic system, specialized credit-bearing programs that prepare learners for national professional and technical examinations, and non-credit programs in language learning, accounting and finance, information technology, arts and culture, lifestyle enrichment, and health and wellness. Through these initiatives, the University provides continuing education opportunities for the public and strives to foster a high-quality lifelong learning environment in the Greater Taipei area, supporting academic enrichment, professional competency, and career development.



▲Classrooms of the Continuing Education Center in the Long Yu Technology Building

- **Implementation of the University's extension education credit and non-credit classes**

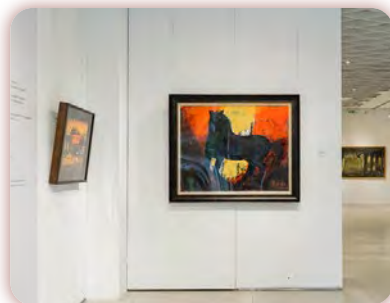
Semester	112-1		112-2		113-1		113-2		114-1	
Category	Non-credit courses	Credit courses	Non-credit courses	Credit courses	Non-credit courses	Credit courses	Non-credit courses	Credit courses	Non-credit courses	Credit courses
Number of Classes	63	24	41	40	48	20	41	25	56	17
Number of students	1033	454	548	570	764	322	553	289	938	240

Sharing Campus Resources and Expanding Social Impact

The University continues to improve campus infrastructure and public services. Through opening shared spaces, establishing accessible environments, and implementing user-friendly traffic management measures, the University enhances campus accessibility and convenience, creating a sustainable campus that combines safety, inclusiveness, and shared values. It also promotes the joint participation of faculty, students, alumni, community residents, and external units in campus activities to fulfill its social responsibility.

• Open Shared Spaces

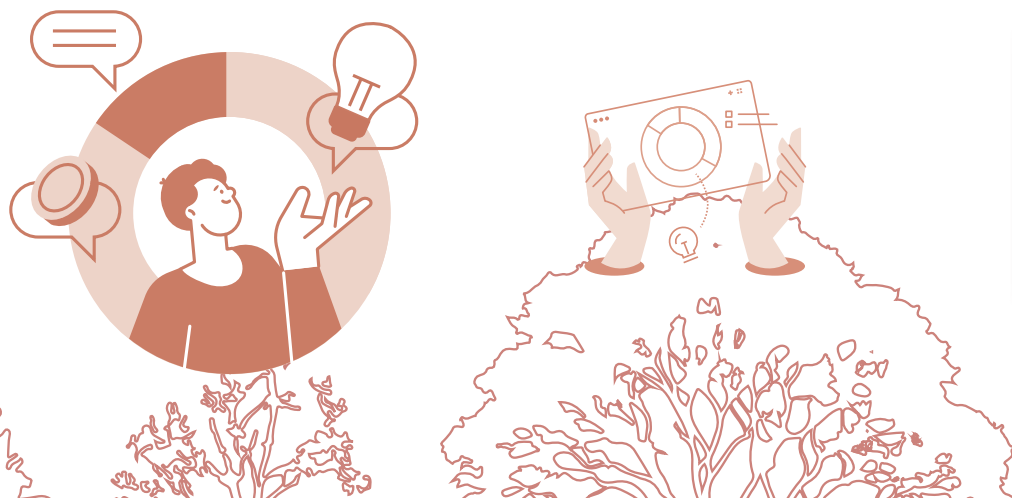
The University provides diverse venues including the international conference hall, performing arts hall, arts and cultural exhibition center, university history museum, outdoor plaza, and sports facilities, which are open for application and use by internal and external units, supporting academic exchange, arts and cultural performances, community activities, and the promotion of lifelong learning. Through campus resource sharing and preferential measures for public welfare activities, the connection between the University and local society is strengthened, expanding the social benefits of public facilities.



▲ Arts and Culture Center



▲ B1 Lecture Hall of the Common Subjects Building

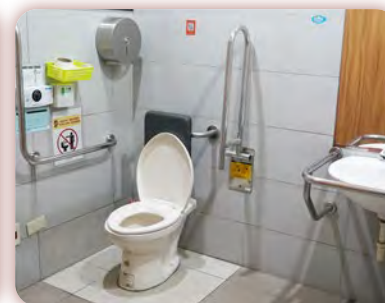


• Inclusive and Accessible Campus

The University has installed facilities such as accessible elevators, accessible toilets, ramps, handrails, parking spaces, and lifting platforms in its main teaching, research, administrative, and residential spaces, and provides accessible campus map guidance to enhance campus accessibility and convenience of use. The relevant facilities cover major areas such as teaching buildings, the library, administrative buildings, and student dormitories, creating an equal, safe, and inclusive learning and working environment.



▲ Accessible Ramp



▲ Accessible Toilet

• User-friendly Transportation and Parking Services

The University has planned parking spaces for cars, motorcycles, and bicycles, and introduced license plate recognition and parking management mechanisms to maintain campus traffic safety and order of use. At the same time, parking services are provided for visiting guests, partner vendors, and nearby residents, while bicycle parking areas are set up for free use by faculty and students. This encourages green transportation and low-carbon commuting, enhancing campus transportation friendliness and the quality of public services.



▲ Bicycle Parking Area



▲ Parking Lot

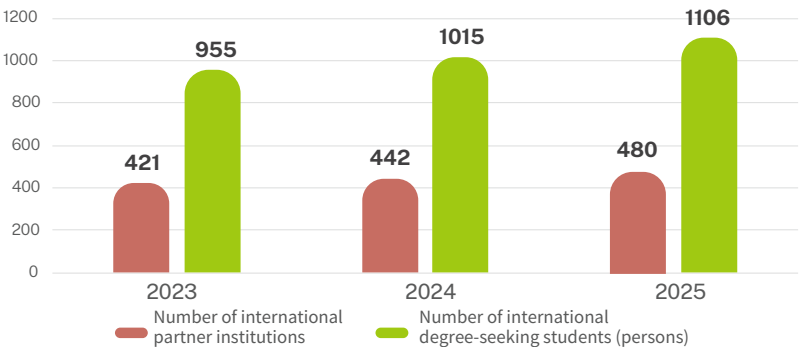
6-4 International Exchange and Cooperation

Talent cultivation is a core mission of higher education. In response to Strategy 3, “Enhancing Bilingual Proficiency and Global Perspectives,” of the National Development Council’s “Key Talent Cultivation and Recruitment Program,” NTUT actively seeks opportunities for international collaboration to jointly promote diverse international mobility programs. These programs provide platforms and channels for students to use English, apply professional knowledge, and gain international experience through semester exchanges, short-term courses, overseas internships, language training, laboratory visits, cross-border team competitions, dual degree programs, buddy systems, and joint research. The aim is to strengthen cross-border communication skills, foster an international mindset, and enhance students’ global mobility and competitiveness.

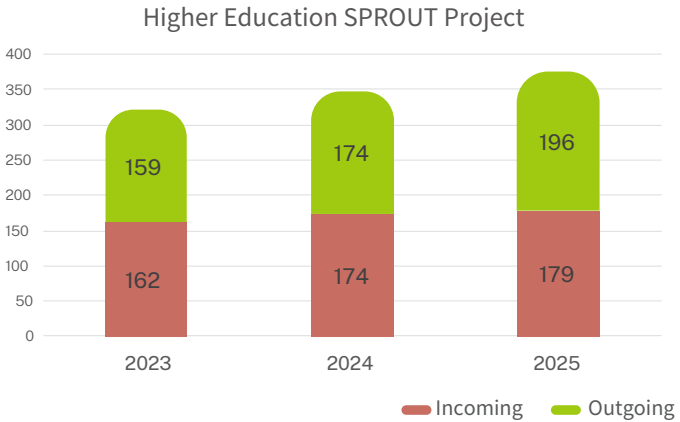
At the same time, the University actively assists its students in securing off-campus resources and supplements them with on-campus subsidy funds and the “Overseas Study Scholarship,” supporting students’ study-abroad expenses through a diversified incentive and subsidy mechanism. The percentage of students receiving such support has steadily increased in recent years. In addition to overseas study, the University also plans an annual “Study Abroad Scholarship” of NT\$3 million to subsidize current students and alumni within two years of graduation to pursue further studies abroad. Applicants may also apply simultaneously for the University’s dual-degree programs to pursue degrees in multiple countries such as the United States, Japan, the Netherlands, France, and Australia.

In addition, the University actively signs ERASMUS+ agreements with European partner institutions, creating more international exchange opportunities through institutionalized cooperation, expanding students’ channels for cross-border learning, and further enhancing students’ international mobility. To strengthen promotional effectiveness, members of the University Development Committee suggested identifying first-year students whose English placement test scores rank among the top tier, conducting targeted promotions for this group of students with language advantages, and holding more briefing sessions to increase the actual number of students applying for overseas exchange programs, ensuring that resources are effectively transformed into concrete results.

• Data on international exchanges in the past three years



• Number of international exchange students in the past three years



The University focuses on developing substantive cooperation with benchmark universities and has signed agreements with benchmark international universities across five continents, with 480 partner institutions already in 2025. Key strategies for internationalization include deepening cooperation with key partners, expanding regional partnerships, optimizing collaboration with new partners, and establishing new agreements. The university promotes a campus culture of “deep-rooted academic international exchange” by encouraging each college to develop a unique internationalization strategy and fostering greater participation in international exchange among faculty and students.

International and Overseas Scholarships and Support

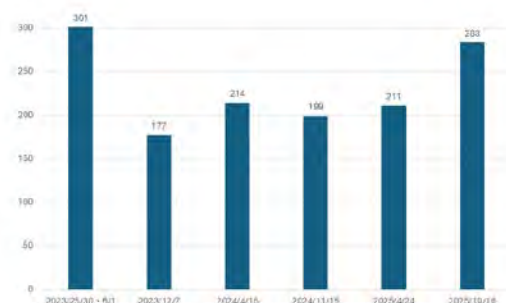
NTUT actively assists students in securing external funding while complementing these resources with institutional financial support and the Overseas Study Scholarship. Through a diverse funding and scholarship scheme, the University helps reduce the financial burden of overseas study and exchange programs. The proportion of students receiving financial support for overseas study has continued to increase year by year. In addition to the Overseas Study Scholarship, NTUT allocates an annual budget of NT\$3 million for its Study Abroad Scholarship, which supports current students and alumni within three years of graduation in pursuing further studies overseas. Recipients may also apply for NTUT’s dual degree programs and pursue academic degrees in countries such as the United States, Japan, the Netherlands, France, and Australia. Between 2023 and 2025, the University awarded scholarships to a total of 51 recipients, with funding of up to NT\$500,000 per person.

In line with the government’s policy on recruiting foreign students and attracting outstanding international talent to enroll in degree programs at all levels of the University, National Taipei University of Technology provides and assists with various scholarship and grant measures funded by the University’s internal budget and government subsidies, such as the “Outstanding International Undergraduate Student Scholarship,” “Huayu Enrichment Scholarship,” and “Outstanding International Graduate Student Scholarship” for foreign students; the “National Taipei University of Technology Overseas Chinese Student Scholarship” and “Outstanding International Graduate Student Scholarship” for overseas Chinese students; and the “Outstanding Students from Mainland China Scholarship” for students from mainland China.

In addition, the University assists foreign students in applying for government-funded programs such as the “Taiwan Scholarship,” the “New Southbound Elite Cultivation Program,” and the “Africa Elite Cultivation Program” to attract outstanding lecturers from Southeast Asia and Africa to Taiwan for study; and assists overseas Chinese students in applying for the Ministry of Education’s “Financial Aid for Disadvantaged Overseas Chinese Students” and “Graduate Scholarship for Outstanding Overseas Chinese Students,” as well as various government-funded scholarship programs related to overseas Chinese students offered by the Overseas Community Affairs Council, including the “Outstanding and Academically Excellent Overseas Chinese Student Scholarship,” “Work-Study and Learning Assistance Grant for Overseas Chinese Students,” and “Scholarship for Top and Outstanding Overseas Chinese Students Coming to Taiwan to Study at Universities and Colleges.”

To assist international students in integrating into campus life and strengthening their adaptation to daily living, the University organizes “International Student Safety Awareness Lectures” each semester to promote awareness of anti-fraud, anti-drug measures, traffic safety regulations, outdoor safety prevention guidelines, gender equality concepts, and laws and daily knowledge such as the Stalking and Harassment Prevention Act, thereby enhancing foreign students’ safety awareness.

• Number of participants in International Student Safety Awareness Lectures, 2023–2025



• Number of Students Receiving Support from the MOE Study Abroad Programs in the Past Three Years

Year	MOE Overseas Exchange Student Financial Assistance Grant	MOE Study Abroad Grant for Financially Disadvantaged Students
2023	54	1
2024	44	0
2025	57	2

• Number of Students in NTUT International Degree Programs 2023–2025

College	Department	Bachelor's Degree	Master's Degree	Doctoral Degree
College of Mechanical and Electrical Engineering	International Master Program in Mechanical and Automation Engineering	X	11	X
	International Graduate Program in CMEE	X	X	14
College of Electrical Engineering and Computer Science	International Graduate Program in Electrical Engineering and Computer Science (EECS)	X	32	29
College of Engineering	International Graduate Program in Energy and Optoelectronic Materials (EOMP)	X	X	57
College of Management	International Master of Business Administration Program (IMBA)	X	56	X
College of Design	International Program for Interaction Design and Innovation	49	35	X

On April 15, 2024, at the International Student Safety Awareness Lecture, Director Lin, Kuang-Hsien of the Traffic Police Brigade of Taipei City Police Department was specially invited to the University to give a lecture on the theme of traffic safety. A total of 214 participants attended.



On October 16, 2025, at the International Student Safety Awareness Lecture, Mr. Lin, Han-Bin of Shanzihou Squad of Taipei City Fire Department was specially invited to the University to lecture on awareness and precautions regarding outdoor safety risks, while also promoting outdoor self-rescue methods. A total of 283 participants attended.



International Exchange Promotion

In 2025, the University engaged in substantive academic exchanges and Taiwan Cooperative with the University System of Taipei, the Taiwan-Germany University of Applied Sciences Alliance, and the University's key partner universities (including 56 internationally renowned universities such as Pennsylvania State University, New Jersey Institute of Technology, the University of Cincinnati, and Tohoku University) through dual-degree programs, joint research, seminars, and workshops. Among various exchange activities, key activities focusing on global green technology and future energy development included:

1. The University co-organized a joint symposium with the Institute of Multidisciplinary Research for Advanced Materials of Tohoku University, Japan, from November 13 to 14, 2025, focusing on advanced materials science and its applications in the energy and electronics fields. Research topics covered new energy materials, lithium battery technology, and photocatalytic energy conversion, and also explored the development of bio-based materials and novel functional materials for energy systems and material applications.
2. The University co-organized a joint symposium with the School of Engineering of Tohoku University, Japan, from November 17 to 18, 2025, focusing on the research and application of engineering technologies and advanced materials. The symposium covered fields such as AI robotics, MEMS technology, and smart manufacturing. Research topics included energy materials, hydrogen production, nanoscale energy transfer, and the development of novel functional materials, and also involved related research on clean energy technologies, resource utilization efficiency, and environmentally friendly materials.
3. As the chair of "USTP," the University hosted the "USTP Interdisciplinary Innovation Talent Cultivation Circular Economy Workshop" on November 19, 2025. The event included lectures, case sharing, and group discussions to broaden students' diverse perspectives and international exchange capabilities. Participants included domestic students from the University System of Taipei, as well as exchange students and New Southbound students from more than ten countries.

As the chair of "USTP," the University and Japan's SixERS organized the 5th Joint Symposium under the theme "Toward a Sustainable Society: Green Education and Nature-Based Solutions," held simultaneously online and offline, and also held a youth forum to provide a platform for universities, researchers, and students to exchange knowledge and ideas for action, jointly exploring concrete actions to achieve a more sustainable society in the face of climate change.



▲ Joint Symposium with the Institute of Multidisciplinary Research for Advanced Materials of Tohoku University, Japan



▲ Joint Symposium with the School of Engineering of Tohoku University, Japan



▲ USTP Interdisciplinary Innovation Talent Cultivation Circular Economy Workshop



▲ Toward a Sustainable Society: Green Education and Nature-Based Solutions USTP X SixERS Symposium Alliance

Progress on Bilateral International Academic Collaboration Projects

In recent years, in promoting international bilateral inter-university academic cooperation programs, the Office of International Affairs of National Taipei University of Technology has assisted faculty members in applying for the National Science and Technology Council's international cooperative research programs, actively facilitating research Taiwan Cooperative with international academic institutions. Relevant research topics cover energy-related issues such as new energy and energy storage technologies, green fuel cells, solar cell materials, and carbon dioxide conversion technologies, and extend to environmental engineering research including waste lithium battery recycling, volatile organic compounds (VOC) treatment, and reclaimed water systems. In addition, some projects also focus on sustainable manufacturing technologies, smart energy systems, and digital twin applications in wind energy engineering. Through research directions such as material innovation, improved energy efficiency, and circular resource utilization, the University continues to deepen the foundation of cooperation with international research partners and promote cross-border scientific research exchanges and technological development.

• International Partner Institutions



Partner Universities Around The World

Partner University #:480 Countries #:56

EUROPE 136 (25 countries)

- Chalmers University of Technology
- TU Wien
- University of Southern Denmark
- Université Grenoble-Alpes
- Czech Technical University in Prague
- Warsaw University of Technology
- Karlsruhe University of Applied Sciences
- Vilnius University
- Vilnius Gediminas Technical University (VGTU)
- Tallinn University of Technology
- Riga Technical University
- Budapest University of Technology and Economics

ASIA 280 (20 countries)

- Kyushu University
- Tohoku University
- Korea Advanced Institute of Science & Technology (KAIST)
- Sungkyunkwan University (SKKU)
- Osaka University
- Waseda University
- Universiti Malaya (UM)
- Universiti Teknologi Malaysia (UTM)
- Chulalongkorn University (CU)
- Universitas Indonesia (UI)
- Tomsk State University (TSU)
- Middle East Technical University
- Indian Institute of Technology Guwahati (IITG)
- University of Tehran
- Jordan University of Science & Technology
- Gulf University for Science & Technology (GUST).....

AMERICA 53 (6 countries)

- University of Cincinnati
- New Jersey Institute of Technology
- Pennsylvania State University
- University of California, Riverside
- University California San Diego
- Université du Québec
- The University of Texas at Arlington
- Long Island University
- The Ohio State University

AFRICA 6 (3 countries)

- Durban University of Technology
- Tshwane University of Technology
- The University of Swaziland.....

OCEANIA 5 (2 countries)

- University of South Australia
- Western Sydney University
- Queensland University of Technology.....



Appendix

A stylized illustration featuring a green hand holding a blue and green Earth. The background includes tropical leaves and a light blue cloud-like shape at the bottom.

- ◆ About the Report
- ◆ Sustainability Disclosure Framework
 - GRI Standards Index
 - STARS (The Sustainability Tracking, Assessment & Rating System) Index
 - SASB Comparison Table
 - TCFD Index
- ◆ United Nations Global Compact (UNGC) Reference Table
- ◆ Independent Assurance Statement for the Sustainability Report

About the Report

The National Taipei University of Technology (referred to as the “NTUT” hereinafter) has published its first sustainability report since 2021, which is compiled by the Center for Research and Sustainable Development (CVRSD) to fully disclose the promotion and operation effectiveness of the campus and its social impact contributions under the vision of sustainable development, and use it as a tool for stakeholder communication and self-management review and improvement.

Scope and Period of the Report

The scope of the report covers the main entity of NTUT, excluding NTUT’s affiliate, the Affiliated Taoyuan Agricultural & Industrial Senior High School of National Taipei University of Technology. The information disclosed in this report primarily covers the financial year from January 1, 2025, to December 31, 2025. To ensure information integrity, some data covers the latest student affairs-related information for the 2024 and 2025 academic years.

Principles and guidelines for the preparation of the report

In preparing this report, reference was made not only to the 2021 edition of the GRI Standards of the Global Reporting Initiative (GRI), but also to the “Education Standard” framework of the Sustainability Accounting Standards Board (SASB), the Task Force on Climate-related Financial Disclosures (TCFD) framework, and the Sustainability Tracking, Assessment & Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), as disclosure tools for the report. Please refer to the appendix for the comparison table.

Quality Management of the Report

1. A task force composed of sustainability liaisons from each unit is responsible for collecting and compiling data.
2. The content is reviewed for accuracy and completeness by the supervisors of each unit.
3. The report is integrated and edited by the Center for Institutional Research and Sustainable Development.
4. The final version will be published after approval by the President.

Third-party verification

This report was commissioned to AFNOR ASIA LTD, an independent third-party assurance institution, for verification of the report in accordance with the Type 1 moderate assurance level under the AA1000 v3 Assurance Standard, in order to enhance the transparency and credibility of the information disclosed.

Date of issuance

The NTUT regularly publishes the sustainability report each year.

Current edition: Issued in August 2026

Previous edition: Issued in August 2025

Next edition: Expected to be issued in April 2027

Feedback

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2025 Material Topic Disclosures

Item No.	Disclosure Item		Disclosure Item	Corresponding chapter	Page number	Remark
IFRS						
GRI 201 (2016)	Economic Performance	201-2	Financial impacts and other risks and opportunities caused by climate change	1-4 Climate Change Response Actions	P.32	
		201-4	Financial assistance received from the government	2-3 Financial Management and Operating Performance	P.44	
GRI 202 (2016)	Market position	202-1	Ratio of standard salary of junior employees of different genders to local minimum wage	3-1 Human Rights Protection and Equality	P.58	
GRI 203 (2016)	Indirect economic impact	203-1	Investment in infrastructure and development and impact of service support	4-3 Sustainable Technology	P.112	
				6-1 University Social Responsibility Practice	P.128	
Environmental Standards						
GRI 302 (2016)	Energy	302-1	Energy consumption within the organization	5-2 Energy Management	P.119	
		302-3	Energy intensity	5-2 Energy Management	P.119	
		302-4	Reduce energy consumption	5-2 Energy Management	P.119	
GRI 305 (2016)	Emissions	305-1	Direct (Scope 1) greenhouse gas emissions	5-2 Energy Management	P.119	
		305-2	Scope 2 greenhouse gas emissions from indirect (indirect) energy sources	5-2 Energy Management	P.119	
		305-3	Other indirect (Scope 3) greenhouse gas emissions	5-2 Energy Management	P.119	
		305-4	Greenhouse Gas Emissions Intensity	5-2 Energy Management	P.119	
Social Code of Conduct						
GRI401 (2016)	Employment and labor relations	401-2	Benefits provided to full-time employees (excluding temporary or part-time employees)	3-1 Human Rights Protection and Equality	P.58	
				3-2 talent cultivation and retention	P.71	
GRI405 (2016)	Diversity and Equal Opportunity	405-1	Diversity of governance body and employees	3-1 Human Rights Protection and Equality	P.58	
		405-2	Ratio of the basic salary and remuneration of female to male	3-1 Human Rights Protection and Equality	P.58	
GRI406 (2016)	No discrimination	406-1	Discrimination incidents and corrective actions taken by the organization	3-1 Human Rights Protection and Equality	P.58	
校自訂主題揭露						
Institution-specific topic			Ecological and Resilient Campus	5-1 Green Landscaping	P.118	
			Partnerships & international exchange	6-4 International Exchange and Cooperation	P.144	
			Teaching quality & effectiveness	4-2 Sustainability Education	P.103	
			Research and industry-academia collaboration	4-1 Sustainability Research	P.90	
				4-3 Sustainable Technology	P.112	

STARS (The Sustainability Tracking, Assessment & Rating System) Index

STARS Indicator	Corresponding chapter of the report	Page number
INTRODUCTION		
PRE-1 : Executive Letter	Message from the President and future outlook	P.3
INSTITUTIONAL CHARACTERISTICS		
PRE-3: Institutional Boundary	Prologue About NTUT	P.4
PRE-4: Operational Characteristics	Prologue About NTUT	P.4
PRE-5: Academics and Demographics	Prologue About NTUT	P.4
PLANNING & ADMINISTRATION		
COORDINATION & PLANNING		
PA-1: Sustainability Coordination	1-1 Sustainable Development Strategy and Management	P.22
PA-2: Sustainability Planning	1-1 Sustainable Development Strategy and Management	P.22
PA-3: Inclusive and Participatory Governance	1-1 Sustainable Development Strategy and Management	P.22
	1-2 Stakeholder Engagement	P.24
	1-3 Materiality Analysis	P.26
DIVERSITY & AFFORDABILITY		
PA-5: Diversity and Equity Coordination	2-1 School Governance	P.38
PA-6: Assessing Diversity and Equity	3-1 Human Rights Protection and Equality	P.58
PA-7: Support for Underrepresented Groups	3-1 Human Rights Protection and Equality	P.58
PA-8: Affordability and Access	3-1 Human Rights Protection and Equality	P.58
INVESTMENT & FINANCE		
PA-9: Committee on Investor Responsibility	2-3 University Administration and Operating Performance	P.44
PA-10: Sustainable Investment	2-3 University Administration and Operating Performance	P.44
PA-11: Investment Disclosure	2-3 University Administration and Operating Performance	P.44
WELLBEING & WORK		
PA-12: Employee Compensation	3-2 talent cultivation and retention	P.71
PA-13: Assessing Employee Satisfaction	3-2 talent cultivation and retention	P.71
PA-14: Wellness Program	3-3 Campus Safety and Health	P.79
PA-15: Workplace Health and Safety	3-3 Campus Safety and Health	P.79
ACADEMICS		
CURRICULUM		
AC-1: Academic Courses	4-2 Sustainability Education	P.103
AC-2: Learning Outcomes	4-2 Sustainability Education	P.103
AC-3: Undergraduate Programs	4-2 Sustainability Education	P.103
AC-4: Graduate Programs	4-2 Sustainability Education	P.103
AC-5: Immersive Experience	4-2 Sustainability Education	P.103
AC-7: Incentives for Developing Courses	4-2 Sustainability Education	P.103
AC-8: Campus as a Living Laboratory	4-2 Sustainability Education	P.103
	6-2 Moral Education and Civic Literacy	P.135
RESEARCH		
AC-9: Research and Scholarship	4-1 Sustainability Research	P.90
AC-10: Support for Sustainability Research	4-1 Sustainability Research	P.90
AC-11: Open Access to Research	2-5 Academic and Integrity Ethics	P.55
ENGAGEMENT		
CAMPUS ENGAGEMENT		
EN-2 : Student Orientation	6-1 University Social Responsibility Practice	P.128
EN-3: Student Life	6-1 University Social Responsibility Practice	P.128
	6-2 Moral Education and Civic Literacy	P.135
EN-4: Outreach Materials and Publications	6-1 University Social Responsibility Practice	P.128
	6-2 Moral Education and Civic Literacy	P.135
EN-5: Outreach Campaign	6-1 University Social Responsibility Practice	P.128
	6-2 Moral Education and Civic Literacy	P.135

STARS Indicator	Corresponding chapter of the report	Page number
EN-6: Assessing Sustainability Culture	4 Excellence in Education Development	P.89
EN-7: Employee Educators Program	3-2 talent cultivation and retention	P.71
EN-8: Employee Orientation	3-2 talent cultivation and retention	P.71
EN-9: Staff Professional Development and Training	3-2 talent cultivation and retention	P.71
PUBLIC ENGAGEMENT		
EN-10: Community Partnerships	6-1 University Social Responsibility Practice	P.128
	6-2 Moral Education and Civic Literacy	P.135
EN-11: Inter-Campus Collaboration	6-4 International Exchange and Cooperation	P.144
	6-2 Moral Education and Civic Literacy	P.135
EN-12: Continuing Education	6-3 Community Connections and Local Care	P.141
	6-1 University Social Responsibility Practice	P.128
EN-13: Community Service	6-2 Moral Education and Civic Literacy	P.135
	1-1 Sustainable Development Strategy and Management	P.22
EN-14: Participation in Public Policy	1-1 Sustainable Development Strategy and Management	P.22
EN-15: Trademark Licensing	Not applicable	-
OPERATIONS		
AIR & CLIMATE		
OP-1: Emissions Inventory and Disclosure	1-4 Climate Change Response Actions	P.32
	5-2 Energy Management	P.119
OP-2: Greenhouse Gas Emissions	1-4 Climate Change Response Actions	P.32
	5-2 Energy Management	P.119
BUILDINGS		
OP-3: Building Design and Construction	5-1 Green Landscaping	P.118
OP-4: Building Operations and Maintenance	5-1 Green Landscaping	P.118
ENERGY		
OP-5: Building Energy Efficiency	5-2 Energy Management	P.119
OP-6: Clean and Renewable Energy	5-2 Energy Management	P.119
FOOD & DINING		
OP-7: Food and Beverage Purchasing	5-5 Supply Chain Management and Green Procurement	P.125
OP-8: Sustainable Dining	5-5 Supply Chain Management and Green Procurement	P.125
GROUND		
OP-9: Landscape Management	5-1 Green Landscaping	P.118
OP-10: Biodiversity	5-1 Green Landscaping	P.118
PURCHASING		
OP-11: Sustainable Procurement	5-5 Supply Chain Management and Green Procurement	P.125
OP-12: Electronics Purchasing	5-5 Supply Chain Management and Green Procurement	P.125
OP-13: Cleaning and Janitorial Purchasing	5-5 Supply Chain Management and Green Procurement	P.125
OP-14: Office Paper Purchasing	5-5 Supply Chain Management and Green Procurement	P.125
OP-15: Campus Fleet	5-2 Energy Management	P.119
OP-16: Commute Modal Split	5-2 Energy Management	P.119
OP-17: Support for Sustainable Transportation	5-2 Energy Management	P.119
WASTE		
OP-18: Waste Minimization and Diversion	5-3 Waste management	P.123
OP-19: Construction and Demolition	5-3 Waste management	P.123
OP-20: Hazardous Waste Management	5-3 Waste management	P.123
WATER		
OP-21: Water Use	5-4 Water Resource Management	P.124
OP-22: Rainwater Management	5-4 Water Resource Management	P.124

SASB Comparison Table

Disclosures topic	Indicator code	Nature of the transaction	Disclosure Indicators	Corresponding chapter/report description
Information security	SV-ED-230a.1	Discussion and Analysis	Description of practices for identifying and responding to information security risks	2-4 Information Security and Personal Data Protection
	SV-ED-230a.2	Discussion and Analysis	Description of policies and practices related to the collection, use, and retention of student information	2-4 Information Security and Personal Data Protection
	SV-ED-230a.3	Quantitative	(1) Number of data breaches (2) Percentage involving personal data breaches (3) Number of students affected	(1) 0 data breach incidents (2) 0% personal data breach incidents (3) 0 students were affected by data leakage
Quality education and remunerated employment	SV-ED-260a.1	Quantitative	Graduation Rate	81.16% ²
	SV-ED-260a.2	Quantitative	On-time completion rate	69.15% ³
	SV-ED-260a.3	Quantitative	Employment rate	68.11% ⁴
	SV-ED-260a.6	Discussion and Analysis	Description of policies related to student debt and planned loan defaults	The University does not provide student loans or financing services. Student loans are handled by financial institutions in accordance with the relevant regulations of the Ministry of Education; therefore, there is no risk of student loan default.
Marketing and recruitment practices	SV-ED-270a.1	Discussion and Analysis	(1) Description of policies to ensure the disclosure of key performance statistics to prospective students before collecting any fees; and (2) discussion of the results	As a public university, the University conducts its admissions operations in accordance with the relevant regulations of the competent education authorities and handles all admissions matters under the principles of openness, fairness, and transparency.
	SV-ED-270a.2	Quantitative	Total monetary losses resulting from legal proceedings associated with advertising, marketing, and mandatory disclosure	NT\$0; no relevant cases during the reporting period
	SV-ED-270a.3	Quantitative	(1) Teaching and student service expenses; and (2) marketing and recruitment expenses	(1) NT\$4.679 billion ⁵ (2) NT\$0
	SV-ED-270a.4	Quantitative	Income from (1) government-funded student aid, and (2) private sector student loans	(1) NT\$ 106,881,793 (2) Not applicable
Activity Indicator	SV-ED-000.A	Quantitative	Number of enrolled students	3,121 students (Academic Year 2025)
	SV-ED-000.B	Quantitative	Number of registration applications received	3,151 students (Academic Year 2025)
	SV-ED-000.C	Quantitative	Average registered credits per student, percentage online	18 credits ⁵
	SV-ED-000.D	Quantitative	Number of (1) teaching staff and (2) all other personnel	(1) 838 people (including full-time and part-time teachers) (2) 796 people

Note 1: Number of graduates/number of enrolled students (students who completed registration and were enrolled in 2024-2, including 5-year junior college students (including extended study), 2-year technical college students (including extended study), 4th-year undergraduate students (including extended study), 2nd-year and above master's students, and 4th-year and above doctoral students).

Note 2: Number of graduates/number of students enrolled in the graduating class (excluding enrolled students who did not register as freshmen or who gave up enrollment, including students enrolled in 2020 for 5-year junior colleges, 2023 for 2-year technical colleges, 2021 for universities, 2023 for master's programs, and 2021 for doctoral programs).

Note 3: Employment status of graduates one year after graduation.

Note 4: Mainly used for teaching and research costs, student guidance and counseling costs, industry-academia collaboration costs, student public-funded scholarships and awards, administrative expenses, and general affairs expenses.

Note 5: Average number of credits for undergraduate students in the 2024 academic year (excluding course withdrawals, students on leave or withdrawn, and freshmen who did not register).

TCFD Index

	Category	Corresponding chapter	Page number
Climate change risks	Physical risks	1-4 Climate Change Response Actions	P.32
	Transitional risk	1-4 Climate Change Response Actions	P.32
Climate change opportunities	Opportunities	1-4 Climate Change Response Actions	P.32

Aspect	TCFD Disclosure Items	Corresponding chapter	Page number
Governance	Supervision of climate-related risks and opportunities by the Board of Directors	1-4 Climate Change Response Actions	P.32
	Role of management in assessing and managing climate-related risks and opportunities	1-4 Climate Change Response Actions	P.32
Strategy	Short-, medium- and long-term climate-related risks and opportunities identified by the organization	1-4 Climate Change Response Actions	P.32
	Describe the impact of climate-related risks and opportunities on the organization's business, strategy, and financial planning	1-4 Climate Change Response Actions	P.32
	The resilience of the organization's strategy and the consideration of different climate-related scenarios	1-4 Climate Change Response Actions	P.32
Risk management	Process for identifying and assessing climate-related risks by the organization	1-4 Climate Change Response Actions	P.32
	Climate-related risk management process of the organization	1-4 Climate Change Response Actions	P.32
	Integrating the identification, assessment, and management processes of climate-related risks into the organization's overall risk management system	1-4 Climate Change Response Actions	P.32
Indicators and targets	The indicators used by the organization to assess climate-related risks and opportunities in accordance with its strategy and risk management process	1-4 Climate Change Response Actions	P.32
	Scope 1, Scope 2, and Scope 3 (if applicable) greenhouse gas emissions and related risks	1-4 Climate Change Response Actions 5-2 Energy management	P.32 P.119
	Targets used by the organization to manage climate-related risks and opportunities, and the performance of such targets	1-4 Climate Change Response Actions	P.32

United Nations Global Compact (UNGC) Reference Table

Principle of classification	Content of the original principles	Corresponding chapter	Page number
Human Rights	Support and respect for internationally recognized human rights	3-1 Human Rights and Equality	P.58
	Ensure not to be complicit in human rights abuses	5-5 Supply Chain Management and Green Procurement	P.125
Labor Standards	Support freedom of association and the effective recognition of the right to collective bargaining	3-1 Human Rights and Equality	P.58
	Prohibition of all forms of forced and compulsory labor	3-1 Human Rights and Equality	P.58
	Prohibition of child labor	3-1 Human Rights and Equality	P.58
	Eliminate discrimination in employment and occupation	3-1 Human Rights and Equality	P.58
Environmental	Support a precautionary approach to environmental challenges	5-5 Supply Chain Management and Green Procurement	P.125
	Adopt proactive actions to promote more responsible practices in the environment	5-2 Energy Management 5-5 Supply Chain Management and Green Procurement	P.119 P.125
	Encouragement to develop and promote eco-friendly technologies	1-4 Climate Change Response Actions	P.32
Anti-corruption	Work against all forms of corruption, including extortion and bribery.	2-5 Academic and Integrity Ethics	P.55



Independent Assurance Statement for the Sustainability Report



Independent Assurance Statement

National Taipei University of Technology 2025 Sustainability Report

AFNOR GROUP was established in 1926. We are the National Standardization Body of France: a permanent council member in ISO and one of the leading certification bodies in the world. This assurance work was carried out by AFNOR ASIA LTD., a subsidiary of AFNOR GROUP. All the members of the verification team have professional backgrounds and have accepted AA1000 AS, AFAQ 26000, ISO 9001, ISO 14001, ISO 14064, ISO 45001, ISO 50001, and other sustainability-related international standard trainings. All assigned verifiers have been approved as the lead auditors or verifiers. AFNOR ASIA LTD. (hereinafter referred to as AFNOR ASIA) and National Taipei University of Technology (hereinafter referred to as Taipei Tech) are independent entities. Except for the contents described in this independent assurance statement, AFNOR ASIA LTD. is not involved in the preparation process of the sustainability report of Taipei Tech.

RESPONSIBILITIES

Taipei Tech is responsible for reporting its economic, environmental, and social operating activities and performance of its operating locations in sustainability report (hereinafter referred to as "the Report") in accordance with the declared sustainability reporting standards.

AFNOR ASIA is responsible for providing an independent assurance statement to Taipei Tech and its stakeholders in accordance with the described scope and method. This statement is for Taipei Tech use only and is not responsible for any other purpose.

SCOPE AND CRITERIA

The assurance scope of the agreement between Taipei Tech and AFNOR ASIA includes:

1. The scope of assurance operation is consistent with the scope disclosed in the "National Taipei University of Technology 2025 Sustainability Report".
2. AFNOR ASIA performs assurance operation according to the Type 1 assurance of the AA1000 assurance standard (v3), reviewing and evaluating Taipei Tech's compliance with the AA1000 Accountability Principles (2018).
3. The assurance operation includes reviewing and evaluating Taipei Tech's relevant processes, systems and controls and available performance information, as well as compliance with the following reporting criteria:
 - GRI Standards.

METHODOLOGY

- The Report is reported in reference with the GRI Standards, and the content of the Report is reviewed for compliance with the GRI Standards for general disclosure and specific topic disclosure.
- The verification team interviewed relevant personnel to confirm the communication and response mechanism for stakeholders and the decision-making process for material topics, but did not directly contact external stakeholders.
- All documents, data and information related to the preparation of the Report were verified by the verification team through interviews with relevant personnel.




- The process of reviewing organizational outputs, collecting and managing qualitative and quantitative data disclosed in reports based on a sampling plan.
- By interviewing the responsible personnel of each group, examining and reviewing the relevant documents, materials and information, the verification team evaluated the reasonableness of the sources of supporting materials and evidence for the contents of the Report.

CONCLUSION

◆ **AA1000 Accountability Principles**

Inclusivity

Taipei Tech has been continuously conducting stakeholder identification and analysis in accordance with the AA1000 Stakeholder Engagement Standard. The Center for University Sustainability coordinates the process, inviting relevant supervisors and colleagues to complete identification questionnaires. Evaluations are conducted based on the degree of interaction and influence between stakeholders and the university. The stakeholder classification is continuously reviewed and optimized, identifying nine categories of stakeholders with direct or indirect connections to the university's operations, teaching and research, campus environment, and social impact. The engagement results are used in the decision-making process for material topics. Overall, the process meets the principle of inclusivity.

Materiality

Taipei Tech has compiled 23 sustainability issues by referencing domestic and international university sustainability-related assessments such as GRI Standards, SASB, SDGs, STARS, QS World University Rankings, THE Impact Rankings, and UI GreenMetric, as well as the university's medium- and long-term development plans and external expert advice. After identifying and assessing the impact through questionnaires with internal and external stakeholders, 10 material topics and their management strategies and objectives have been selected and updated. Overall, the process meets the principle of materiality.

Responsiveness

Taipei Tech has transformed material topics into strategies, actions, and performance indicators, with each responsible unit overseeing implementation and tracking. The university addresses stakeholder expectations through internal meetings, performance reviews, questionnaires, focus groups, information disclosure, and its intranet. The Report discloses its management practices and performance results in each chapter, presenting responses using a comparison of GRI, STARS, SASB, TCFD, and UNGC. Overall, the Report demonstrates a system for addressing stakeholder concerns and discloses relevant information, adhering to the principle of responsiveness.

Impact

Taipei Tech has presented in the Report that the positive and negative impacts of various material topics and their effects on the organization and stakeholders. It continues to reveal the main sources, boundaries, and management actions of the impacts, and presents the impact management situation through objectives, tracking mechanisms, and annual results. Overall, the university has demonstrated concrete actions consistent with the principles of impact.




◆ **Global Reporting Initiative Sustainability Reporting Standards**

Based on the review results, it was confirmed that the general disclosures, specific topic disclosures, and material topic management disclosures in the Report comply with the requirements of the GRI Standards, and the overall framework supports stakeholders' understanding of the university's governance, environmental, and social performance. In the future, the university can sustainably integrate other international reporting requests and collect, compile, and disclose various sustainability information to stakeholders through inter-departmental collaboration within the university.

ASSURANCE OPINION

AFNOR ASIA has developed a complete sustainability reporting assurance standard based on the verification guidelines of the AA1000 Assurance Standard (v3) and the GRI Standards. Based on the sufficient evidence provided by Taipei Tech and the facts seen during on-site verification, we adhere to the principle of fairness and issue a statement on the global sustainability reporting standards followed by the organization. We have summarized the contents of the Report to provide a fair view of Taipei Tech's relevant operations and specific performance. We believe the focuses on economic, social, and environmental indicators in Taipei Tech in 2025 are well represented.

ASSURANCE LEVEL

In accordance with the AA1000 Assurance Standard (v3), we verified this assurance statement corresponding to a Moderate level. The scope and methods are as described in this statement.

For and on behalf of AFNOR :



Dr. August Tsai
The Director for Certification and Assessment
Jul. 13, 2026

Verification team: JHENG-HAO JHAN (Lead Verifier), Chung-Pen Chen (Verifier), Yu-Sheng Liu (Verifier).

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