



National Kaohsiung University of
Science and Technology

2025 Sustainability Report



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About This Report

National Kaohsiung University of Science and Technology (NKUST) published its 2025 Sustainability Report (hereinafter referred to as this Report) in August 2026. Through the preparation of this Report, NKUST responds to the United Nations Sustainable Development Goals (SDGs), and discloses NKUST's related performance in teaching, research, environment, social engagement and governance, providing a reference for stakeholders.

Compilation Principles

This report refers to the SASB's Education industry sustainability accounting indicators to define the industry context and discloses sustainability indicators based on the United Nations Sustainable Development Goals (SDGs), the Sustainability Tracking, Assessment and Rating System (STARS), and the Global Reporting Initiative (GRI) Guidelines (GRI Standards 2021). Following ESG principles, this report examines the university's sustainability performance from the perspectives of 'Environment,' 'Social,' and 'Governance.'

Reporting Period

According to the comparability principle in GRI Standard 1, organizations should use consistent criteria to select, organize, and report information, enabling them to analyze the impact of changes over time and compare these impacts with those of other organizations. Since calculations in the education industry are often based on annual and academic year periods, the disclosed data and content are primarily based on the statistical period from January 1, 2025, to December 31, 2025. For information related to teachers and students, the disclosure range is the 2024/2025 academic year (from August 1, 2024, to July 31, 2025).

To ensure comprehensiveness, certain data encompasses information predating 2025 or includes the most recent information available as of 2025.



Boundaries and Scope

The information described in the report covers the National Kaohsiung University of Science and Technology. The financial information disclosed in this report aligns with the scope of the performance report of the university's school fund, which has been audited by the Audit Department of the Control Yuan of the Republic of China (Taiwan). For further details, please visit NKUST's School Information Disclosure Website.

Confirmation and Verification

NKUST engaged PricewaterhouseCoopers Taiwan to perform limited assurance on certain information in this Report in accordance with TWSAE 3000, "Assurance Engagements Other than Audits or Reviews of Historical Financial Information," issued by Taiwan's Accounting Research and Development Foundation. For a summary of assurance items and the Independent Accountant's Limited Assurance Report, please see the appendix to this report.

Publication Frequency

The report was initially released in December 2021 and will be published annually moving forward. The information will be accessible to the public on the websites affiliated with the National Kaohsiung University of Science and Technology, enabling individuals from all sectors to view and download it.

Date of Issue: August 2026

Previous Date of Issue: December 2025



School Information Disclosure

Feedback

National Kaohsiung University of Science and Technology, Jiangong Campus
Office of Sustainable Development, Sustainable University Office
Address: No. 415, Jiangong Rd., Sanmin Dist., Kaohsiung City 807618
Contact Person: Chih-Yao Hou Phone: 07-3814526
Email: esoffice01@nkust.edu.tw

Quality Management Process

Step1 Committee Formation

To promote each unit's inventory of sustainability performance, NKUST established the Sustainability Report Compilation Committee and set up six working groups: the Group of University Affairs and Governance, the Group of Scientific Research and Industry Innovation, the Group of Cross-Disciplinary Empowerment, the Group of Placemaking and Social Care, the Group of International Development and the Group of Campus Progression. Several executive personnel are appointed to assist in tracking the progress of report preparation and to be responsible for data consolidation.

Step2 Impact Assessment

Questionnaires are distributed to engaged stakeholders. Based on the results, material topics are identified and ranked according to the significance of their impacts to determine the reporting priorities.

Step3 Draft Compilation

The data in this report were provided by the respective responsible units according to their duties. Each working group was responsible for data collection, content drafting, and preliminary verification. The Office of Sustainable Development then coordinated and consolidated the information to prepare the initial draft of the report. Calculation Method: In accordance with the regulations of relevant authorities, GRI standards, and the university's management system.
Source: University Affairs Information System, Academic Affairs System, Personnel System, Financial System, Energy Management System, and statistical data from various departments.

Step4 Report Review

The report was reviewed by the Sustainability Report Compilation Committee, which provided relevant revision suggestions.

Step5 External Verification

After the revisions are completed, a third-party organization will be commissioned to conduct assurance procedures and issue a third-party assurance report.

Step6 Finalize and Publish

After completion, the report has been finalized by the the responsible unit, the Sustainability Report Compilation Committee, and is set for formal publication.

Message from the President

Statement on Sustainable Development Strategy

"Water benefits all things and does not compete." This wisdom from Laozi reminds us that true strength lies in nourishing all things and enabling others to thrive. A university, in relation to society, is not only a place for knowledge transmission but also carries the important mission of cultivating sustainable values and guiding future development.

In the face of global challenges such as climate change, industrial transformation, and demographic shifts, NKUST continues to reflect on the university's position and responsibility in a rapidly changing era. We firmly believe that only by placing talent cultivation at the core and closely aligning with industry and societal needs can sustainability be transformed from a concept into action, and continuously practiced and expanded across diverse contexts.

I. Talent Development

NKUST actively integrates sustainability concepts into teaching and learning processes. Through interdisciplinary curriculum design and practice-oriented learning, students are guided to understand the interconnections between themselves and the environment, industry, and society. We aspire for every student not only to be a learner of knowledge, but also a practitioner driving social progress and sustainable transformation.

II. Research Development and Industry Collaboration

NKUST has long been deeply rooted in local communities and closely connected with industries, committed to transforming academic capabilities into key momentum supporting industrial upgrading and regional development. From local revitalization to industrial innovation, the University is not only a producer of knowledge but also an important partner in leading industries toward sustainable transformation.

III. Social Responsibility Implementation

NKUST implements University Social Responsibility (USR) initiatives by integrating interdisciplinary teams and engaging in multiple administrative districts across the Kaohsiung and Pingtung regions. The University promotes local revitalization, environmental education, and industrial upgrading. From fishing villages to rural communities, from cities to remote areas, the university's influence has long since extended beyond campus boundaries, becoming an important force supporting regional development.

IV. Campus Governance and Environmental Practices

NKUST continues to promote the efficient use of resources and the development of an environmentally friendly campus. Through institutional optimization and management innovation, sustainability is not only treated as a policy objective but also established as a core principle integrated into daily operations. At the same time, we also emphasize the implementation of human-centered values and are committed to fostering a diverse, equitable, and respectful learning environment, enabling every member to grow in safety and inclusiveness.

We recognize that sustainable development is a long-term endeavor that requires continuous effort and cannot be achieved by any single entity alone. NKUST will continue to connect with industry, government, and all sectors of society, leveraging the university's public role and influence to broaden participation and consolidate collective momentum for change.

When every small action comes together, it ultimately forms a driving force that moves the world forward. NKUST is willing to be part of this force, working hand in hand with all partners committed to sustainability to jointly create a more resilient and hopeful future for the next generation.

President of the National
Kaohsiung University of
Science and Technology

吳忠信



Key Sustainability Highlights

- In 2022, NKUST received the "National Sustainable Development Award – Education Category (2022)," becoming one of only two universities of science and technology nationwide to receive this award.
- In the QS World University Sustainability Ranking, NKUST achieved a global ranking of **648th**, **179th** in Asia, **12th** in Taiwan, and **3rd** among Taiwanese universities of technology.
- NKUST received the "Taiwan's University Sustainability Outstanding Award" at the "2025 Taiwan University Sustainability Awards (TUSA)."
- Former President Ching-Yu Yang received the Outstanding Sustainability Figure Award at the "2025 Taiwan University Sustainability Awards (TUSA)."
- The 2025 TUSA Taiwan Sustainable University Awards recognized the 'University Sustainability Report' with a Bronze Award.
- Received the "Taiwan Sustainability Action Awards (TSAA)" for five consecutive years from 2021 to 2025, with a cumulative total of **7Gold**, **6Silver**, and **5Bronze** Awards.
- In 2025, received **one Silver Award** and **two Bronze Awards** at the Asia-Pacific Sustainability Action Awards and Taiwan Sustainability Action Awards organized by TSAA.



Silver Award: "Achieving Sustainable Circularity through Marine Corrosion Prevention" (SDG 12).



Bronze Award: "Sustainable Valorization of Grouper By-products" (SDG 14).

- In 2024, witnessed by the University of Applied Sciences Würzburg-Schweinfurt and the Environmental Protection Bureau of the Kaohsiung City Government, NKUST and Ambassador Chien, You-Hsin, Chairperson of the Taiwan Institute for Sustainable Energy (TAISE), signed the "University Sustainability Development Manifesto," committing to incorporating sustainable development into NKUST's medium- and long-term school affairs planning, strengthening local connections, aligning with international trends and realizing social impact. NKUST also reviewed its electricity use and carbon reduction strategies, formulated sustainability strategies and action plans, and aims to achieve carbon neutrality by 2048, thereby advancing society toward sustainable development goals.



NKUST and Ambassador Chien, You-Hsin, Chairperson of the Taiwan Institute for Sustainable Energy, jointly signing the "University Sustainability Development Manifesto."



Sustainability Action Award Trophy



Outstanding University in Sustainability Award Trophy



Sustainability Person of the Year Award Trophy



Sustainability Report Bronze Award Trophy

Institutional Achievements and Highlights

International Awards

- In the “Times Higher Education (THE) University Impact Rankings” 2025, NKUST was ranked **401–600** globally and tied for **14th** in Taiwan. NKUST demonstrated strong performance in individual indicators, including SDG 7 (Affordable and Clean Energy), SDG 9 (Industry, Innovation and Infrastructure), and SDG 12 (Responsible Consumption and Production).
- In the “Top 2% Scientists List” 2025, a total of **67** faculty members from NKUST were selected, ranking **8th** nationwide and **2nd** among universities of science and technology in Taiwan.

Domestic Awards

- Awarded the **Model Award** in Sustainable Curriculum at the “6th University Social Responsibility (USR) Awards” 2025.
- Ranked **15th** nationwide and **3rd** among technical and vocational institutions in the 2025 “Most Favored College Graduates by Enterprises” survey by Cheers Magazine.
- Ranked **5th** among public technical and vocational universities in the 2025 “CommonWealth Magazine University Social Responsibility (USR) University Citizen Survey.”
- Ranked **14th** nationwide and **5th** among universities of science and technology in the 2025 “Best Universities in Taiwan” rankings by Global Views Monthly.
- Ranked **18th** nationwide and **3rd** among technical and vocational institutions in the 2025 “University Brand Power Survey” by 104 Corporation.
- Received the Gold Award at the Asia-Pacific Sustainability Exhibition at the 2025 “4th SDG ASIA” organized by TAISE.
- Received the Green Impact Exhibition Award and the Smart Technology Practice Award at the “5th TAIWAN COP5” 2025.
- In the 2026 “Global Views Monthly - Most Favored University Students and Interns by Employers” survey, NKUST ranked **1st** among technical and vocational institutions in southern Taiwan, **3rd** among national public technical and vocational institutions, and **4th** in intern evaluation performance.

Other Honors and Achievements

- In the Ministry of Education “Teaching Practice Research Program,” NKUST received a cumulative total of **24** awards from 2022 to 2024, ranking **1st** nationwide.
- Under the Ministry of Education “Higher Education SPROUT Project,” NKUST was awarded a total of NT\$**1,481,660,000** in funding from 2022 to 2025. The University ranked 9th nationwide for two consecutive years (2023–2024) and **2nd** among universities of science and technology.
- Under the “Promoting the Practice of University Social Responsibility (USR) Program” by the Ministry of Education, NKUST has completed **18** approved projects from Phase I to Phase III (2018–2023), receiving a total of NT\$**150** million in funding, ranking first among all public and private universities in Taiwan in both indicators.
- Under the Ministry of Education “Teaching Practice Research Program,” NKUST was approved for a total of 231 projects from 2022 to 2025, ranking **1st** among universities of science and technology for four consecutive years.
- Under the National Science and Technology Council (NSTC) “College Student Research Program,” NKUST was approved for 127 projects in 2025. From 2022 to 2025, the University ranked 1st among universities of science and technology for four consecutive years and **6th** among all universities nationwide.
- In the Ocean Affairs Council “College and University Student Project Research Program,” NKUST ranked **2nd** nationwide in both approved cases and total funding in 2023–2024, and achieved **1st** place nationwide in 2022 and 2025.
- In 2025, NKUST secured funding for four teams under the Ministry of Education Youth Development Administration’s “U-start Plan for Innovation and Entrepreneurship,” receiving a total of NT\$2 million in startup grants, ranking **first** among national universities of science and technology in southern Taiwan.

01 Sustainability Vision

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1.1 About NKUST

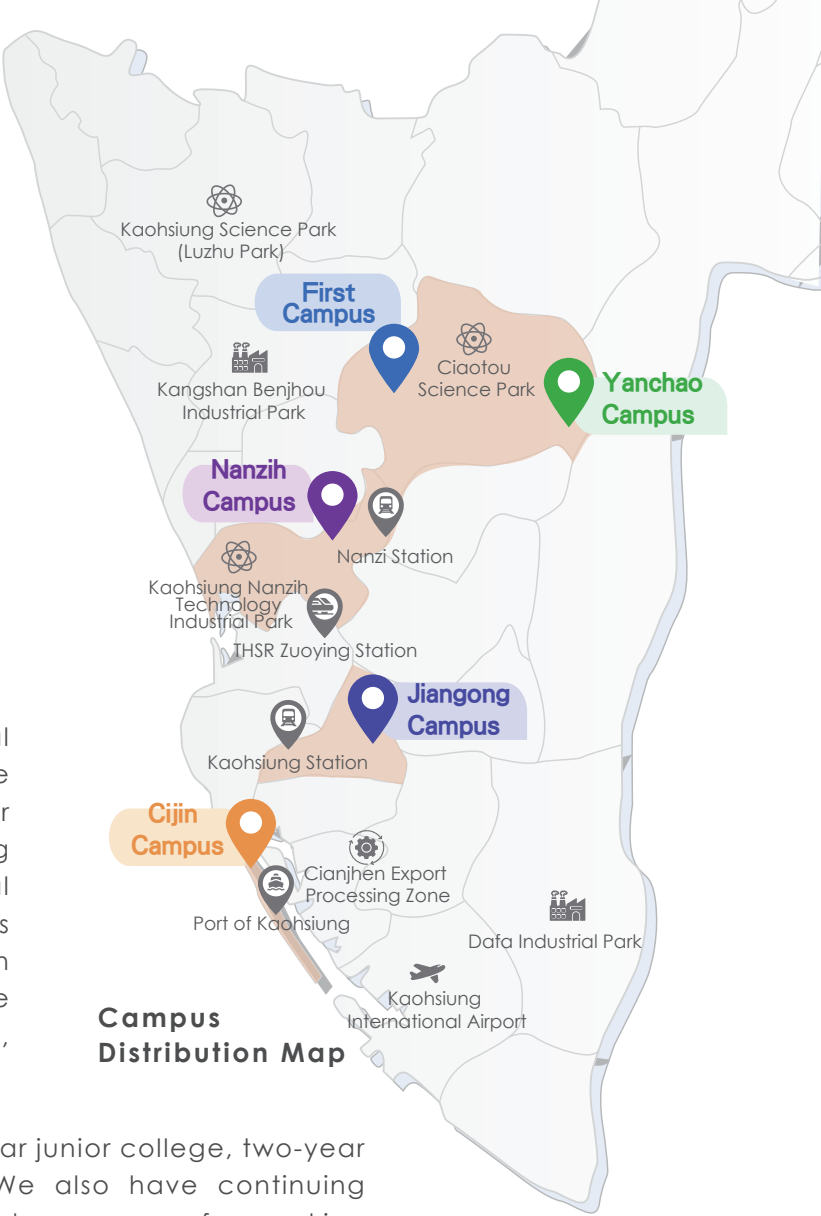
1.1.1 History and Development of the University

The university was established on February 1, 2018, following the merger of National Kaohsiung Marine University, National Kaohsiung University of Applied Sciences, and National Kaohsiung First University of Science and Technology. This consolidation was a response to declining birth rates and changes in global higher education competition, aligning with government policy promoting the consolidation of higher education institutions. The school's history dates back to the Kaohsiung branch of the Provincial Keelung Marine and Fishery Senior Vocational School, established in 1946, and has now spanned nearly 80 years. Under the guidance and leadership of successive presidents and through the concerted efforts of all faculty and students, NKUST has continued to develop steadily, integrating the strengths and resources of the three schools and gradually shaping an educational model centered on practical orientation, industry-academia linkage, and an international perspective, while advancing toward becoming a high-quality institution of higher learning characterized by both innovative momentum and social influence.

1.1.2 Campus Scope and Services

Located in Kaohsiung, a port city in southern Taiwan, NKUST witnessed Taiwan's industrial transformation through the merger of three schools and gradually established a diverse academic system in response to the expansion of education as well as industry demand for high-level talent. The school is centered on technical and vocational education, cultivating professional talent needed by industry, and encompasses bachelor's, master's, and doctoral programs as well as continuing and extension education. The campuses are distributed across key areas of Kaohsiung, including Cijin District near the port, the densely populated Sanmin District, Nanzih District in the Southern Taiwan Semiconductor Corridor (where 2 campuses are established), and the sizable university town of Yenchao District, for a total of 5 campuses, forming an institutional layout that closely links industry and urban development.

Our university offers a wide range of academic programs, including day programs for five-year junior college, two-year technical college, four-year technical degrees, and master's and doctoral degrees. We also have continuing education programs for two-year and four-year technical degrees, as well as master's programs for working professionals, and various courses for lifelong learning. Our classes and teaching services are available to a large number of students, and we also welcome visits from high schools and vocational schools to engage in exchange. A total of 2,148 high school and vocational school students visited our campus in 2025.



Campus
Distribution Map

Geographical Locations and Features of the Five Campuses



Jiangong Campus

No. 415, Jiangong Rd., Sanmin Dist., Kaohsiung City 807618

Convenient living facilities, coupled with excellent transportation, contribute to the development of continuing education and outreach programs, fostering a large pool of industry professionals. The university

also offers a Senior University, actively engaging with the community, upholding its social responsibility. The departments located here belong to the following colleges: the College of Engineering, the College of Intelligent Mechanical and Electrical Engineering, the College of Electrical Engineering and Computer Science, and the College of Management.



Cijin Campus

No. 482, Zhongzhou 3rd Rd., Qijin Dist., Kaohsiung City

The campus is equipped with the country's only specialized school pier, serving as the training base for merchant ship crew members. It stands as a pivotal district for maritime education and training in the

southern region, and the associated department is part of the College of Maritime.



Nanzih Campus

No. 142, Haizhuan Rd., Nanzi Dist., Kaohsiung City

Nearby Kaohsiung Nanzih Technology Industrial Park and transport convenient Kaohsiung MRT Housing Station, hosting the College of Hydrosphere Science, College of Maritime, College of Marine

Commerce, College of Electrical Engineering and Computer Science, as well as a College of General Education.



Yanchao Campus

No. 58, Shenzhong Rd., Yanchao Dist., Kaohsiung City

The campus is traversed by the Dianbao River, a tributary of the Shenshui River. It is surrounded by mountains and water, creating a beautiful environment. The campus

buildings are developed with low density, presenting a prototype of an ecological campus. It fosters humanities and hosting the College of Humanities and Social Sciences, the College of Intelligent Mechanical and Electrical Engineering, and the College of Management.



First Campus

No. 1, Daxue Rd., Yanchao Dist., Kaohsiung City/No. 2, Zhuoyue Rd., Nanzi Dist., Kaohsiung City

Located in the southeast corner of the urban planning zone in Kaohsiung. The campus spans the Sun Yat-sen Freeway, with the academic and

administrative areas in the eastern campus and the sports and recreational areas on the western campus, connected by the University Bridge for transportation. It boasts a vast area and beautiful campus scenery, hosting the College of Engineering, the College of Intelligent Mechanical and Electrical Engineering, the College of Foreign Languages, the College of Innovation and Design, the College of Electrical Engineering and Computer Science, the College of Management, and housing the Office of Innovation and Entrepreneurship.

1.1.3 Organizational Structure

The administrative and academic units operate according to the 'Organizational Regulations' passed at the 4th University Council of the 2024/2025 academic year of this university on June 11, 2025. The organizational structure is described as follows:

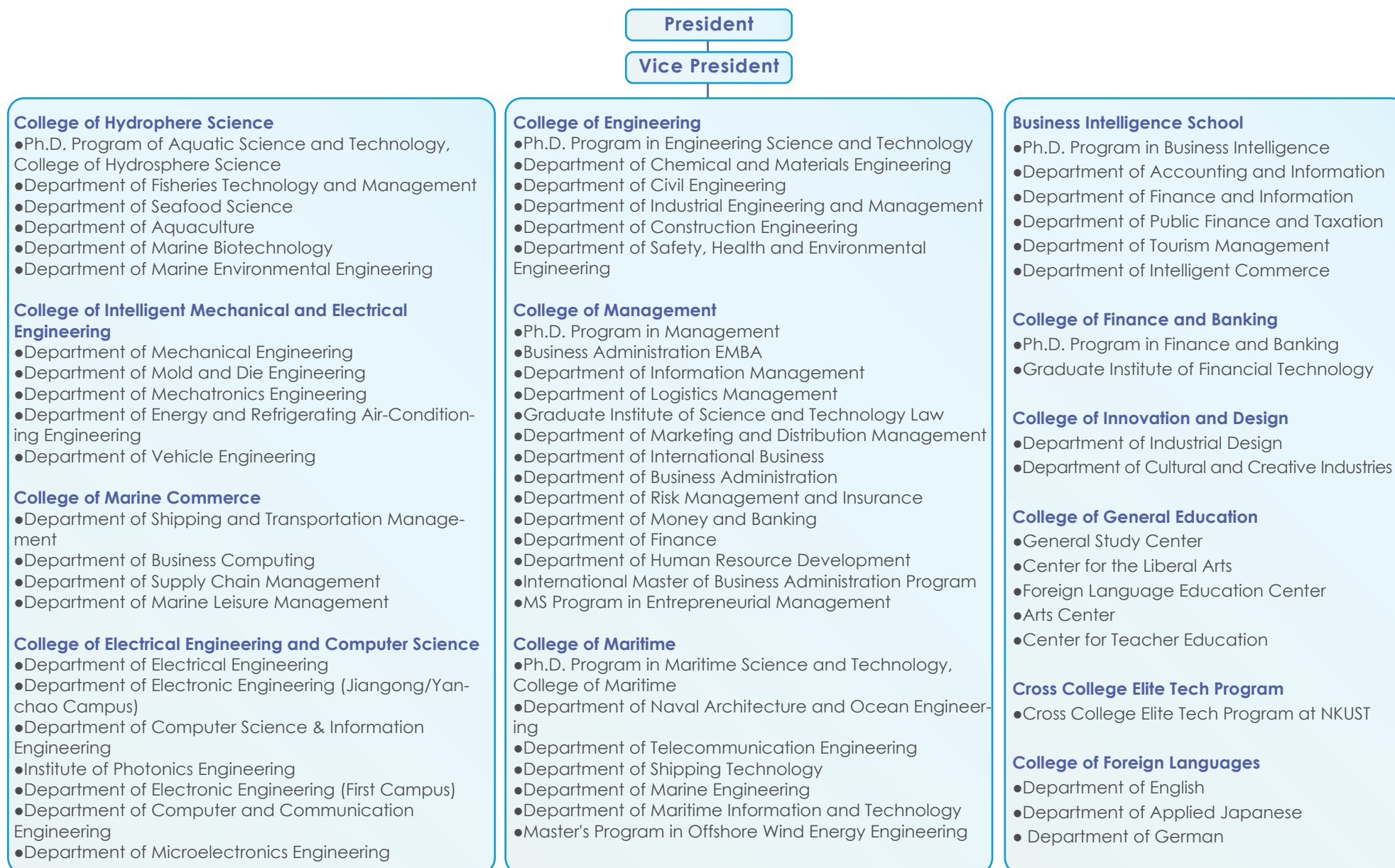
Organizational Structure of Administrative Units

Overview of Administrative Unit Organization: A total of 22 administrative units have been established, along with an Institute of Continuing Education.



Organizational Structure of Academic Units

Organization Overview of Academic Units: Comprising 12 colleges and 1 interdisciplinary degree program.



1.2 Vision for Academic Development

School Characteristics

Since the merger of the three campuses in 2018, the university has inherited the strong foundation in technical and vocational education, industry connections, and marine expertise of the original institutions. It has continuously promoted integrated governance across campuses, shared teaching resources, consolidated research capabilities, and fulfilled social responsibilities, shaping itself into an international technological university with scale, distinctive features, and regional influence. NKUST has long been deeply engaged with the industrial clusters in southern Taiwan, building a solid foundation in smart manufacturing, semiconductors, green energy technology, the marine industry, and net-zero transformation. Through industry-academia collaboration, technological research and development, and talent cultivation, the university supports regional industrial upgrading and low-carbon transition. At the same time, NKUST promotes innovation education, interdisciplinary practice, and entrepreneurship guidance to enhance students' innovation, practical skills, interdisciplinary capabilities, and employability. In the field of marine technology, NKUST possesses the most comprehensive marine technology-related departments and research capabilities within the national technical and vocational education system. The university continues to advance the cultivation of marine professionals, sustainable marine research, blue carbon management, and the blue economy. In response to the challenges of climate change, declining birth rates, and regional development, NKUST has integrated sustainability responsibility into the core of its institutional development. Through initiatives in university social responsibility, regional revitalization, environmental education, support for disadvantaged groups, and diversity and inclusion, the university transforms academic knowledge into tangible social impact, demonstrating the value of a technological university in addressing national sustainable development and regional prosperity. NKUST focuses on four key development areas: industry linkage, innovation and entrepreneurship, marine technology, and social care. The university integrates the concepts of SDGs, ESG, and the national net-zero transition into governance, talent cultivation, industry-academia research and development, and public service. NKUST is committed to becoming a leading BEST university of the future, nurturing WISH talents who possess Whole-person capabilities, International mobility, Sustainable learning, and a Human-centered approach.

Development Vision

NKUST, with its down-to-earth campus culture, diverse academic programs, excellent teaching and research achievements, and outstanding alumni, is a university full of vitality and development potential. Looking ahead, NKUST will continue to leverage integration and synergy, strive to cultivate more outstanding technological and vocational talents, drive industrial and commercial development in southern Taiwan, and actively stimulate the growth of industry and commerce in the region. NKUST seeks to play the role of a trend navigator for sustainable development at the societal, national and global levels. Aligned with our midterm 2022-2025 school development plan, we have set our aspirations under the acronym 'GREAT,' focusing on 'Globalization,' 'Responsibility,' 'Enhancement,' 'Alignment,' and 'Trend.' We integrate institutional development with national policies and global trends, underscoring our social commitment, with a focus on nurturing forward-thinking talents. Our ultimate objective is to establish an internationally renowned model university for vocational education, earning high acclaim from the global community.

Mission of Institutional Research and Deep Cultivation

NKUST is committed to promoting academic research to develop the campus ecological system and cultivate university sustainability. Based on research data, the university is implementing smart university affairs and governance and planning a comprehensive research support system. In addition to supporting the Higher Education Sprout Project strategies related to improving teaching innovation, strengthening industry-academia collaboration, enhancing the public nature of higher education and implementing social responsibility, this system also serves as the foundation driving the University's sustainable development, gradually forming a virtuous campus ecosystem.



The campus ecology for sustainable development is established through academic research at three levels: Firstly, by employing data-driven methodologies to construct an intelligent, value-added sustainable campus. Secondly, it will utilize academic research data to institute a digital governance mechanism, fostering the co-creation of school value. Lastly, in response to the challenges and needs schools face in sustainable development, achieve precise decision-making based on institutional data. At the same time, in response to the Ministry of Education's requirements for institutional information under the Higher Education Sprout Project, NKUST identifies and reviews research topics of key concern to stakeholders, extracts and analyzes relevant results, and discloses them on NKUST's University Affairs [Information Disclosure Website](#) for public reference, thereby demonstrating NKUST's determination to promote information transparency and sustainable development.

E-Newsletters and Publications

In response to the Ministry of Education's policy and to effectively implement the university's social responsibility initiatives, NKUST has established the University Social Responsibility Office under the Office of Academic Affairs, which publishes a University Social Responsibility Annual Report each year that is available for online viewing. Furthermore, NKUST's Office of the Secretariat publishes a monthly School Newsletter to promote the dissemination of knowledge and learning related to sustainable development.



School
Information
Disclosure



School
Newsletter



NKUST's Social
Responsibility
Annual Report

1.3 Sustainability Philosophy and Action Strategies

Based on the SDGs 17 partnership, we integrate internal and external resources to advance the practice of university social responsibility, professional ethics, and sustainability. Aligned with our development vision, we expand on the concept of FORCE, representing our sustainable values as Foresight, Organization, Responsibility, Coordination, and Expansion.

NKUST continues to promote related policies, including sustainable investment, compensation and benefits, campus safety, environmental safety and health, plastic reduction, information security, New Southbound policy, sustainability concepts, renewable energy, energy conservation, local infrastructure, waste reduction and resource recycling. Related results are detailed in subsequent sections. In addition, starting from 11 November 2024, NKUST launched activities under the theme "Dual-Engine Drive, Sustainability for All — FORCE for Good," bringing together a diverse range of events including an achievements exhibition, forums, a Sustainable Future Technology Competition, and an international symposium. On September 11, 2025, the university participated in the Asia-Pacific Sustainability Expo, centered on the core concept of 'Cross-Domain Integration, Co-Creating Sustainability.' Integrating the three dimensions of ESG, the exhibition showcased a variety of achievements spanning technological innovation, local revitalization, and green transformation, demonstrating the NKUST's commitment to implementing the SDGs and its practical outcomes in the field of sustainable development.



Sustainability Action Strategies

Foresight

1. Advancing the sustainability mission from BEST to GREAT: Using "BEST" as the starting point for the sustainability vision, and, by integrating the UN SDGs with the Medium-Term Plan, moving toward becoming a "GREAT University."
2. Pursuing sustainable operations toward net-zero carbon emissions: Establishing clear sustainable investment guidelines and a comprehensive review mechanism to ensure sustainable operations aligned with net-zero carbon emissions.
3. Building a solid base for sustainability capacity: Promoting cross-unit sustainability communication within the University, and strengthening partnerships externally through alliance building, policy formulation and concrete actions to lay a solid foundation for sustainability.

Organization

1. Adopting smart strategies for multi-campus carbon reduction through the General Administration Division: Effectively integrating resources, reducing paper use and personnel movement, lowering carbon emissions and resource waste, and enhancing administrative efficiency and team cohesion through standard operating procedures (SOPs).
2. Establishing dual guardians focused on sustainable development: Creating the Office of Sustainable Development and the Office of Operations and Management to concentrate on enhancing the University's sustainability capacity and to identify issues and drive continuous improvement through regular monitoring and evaluation mechanisms.

Responsibility

1. Extending care for disadvantaged groups from emergency relief to poverty alleviation: Striving to protect the rights and development of disadvantaged groups on campus and, through hardware and software facilities and services, promoting cross-disciplinary industry-academia-research practices to foster diversity and inclusion.
2. Transforming university capacity into social responsibility: Through project implementation, long-term organizational operations, services and guidance, expanding internal resources to local communities to embed sustainability concepts deeply in society.

Coordination

1. Fostering cross-disciplinary co-prosperity under the spirit of sustainability: Creating platforms and opportunities for cross-disciplinary communication among faculty and students, with a particular focus on cultivating sustainability empathy to promote collaborative management and shared prosperity.
2. Leveraging technology to connect with stakeholders empathetically: Designing appropriate communication channels, conducting in-depth analysis of stakeholder concerns and continuously driving institutional self-improvement and social contribution.

Expansion

1. Smart campus, new opportunities for sustainability: Many on-campus systems are independently developed by faculty, combining low cost with high efficiency, and are promoted to other schools through experience sharing to jointly create new green energy campuses.
2. Sharing sustainability to build a better future: Widely sharing NKUST's sustainability achievements by organizing events, establishing guidance mechanisms, building digital platforms and publishing specialized books, thereby encouraging more external organizations to co-create and co-prosper.

1.4 School Data



Campus Area:

2,163,403.87 square meters

Average campus area per student:

80.31 square meters



Total floor area:

638,983.41 square meters

Average floor area per student:

23.72 square meters

Floor area of Health Care Center :

537.62 square meters¹

Floor area of energy-intensive facilities:

84,377.6 square meters²



Number of colleges: 12³



Number of departments: 49⁴



Number of independent institutes: 2⁵



Number of school-level research centers: 18



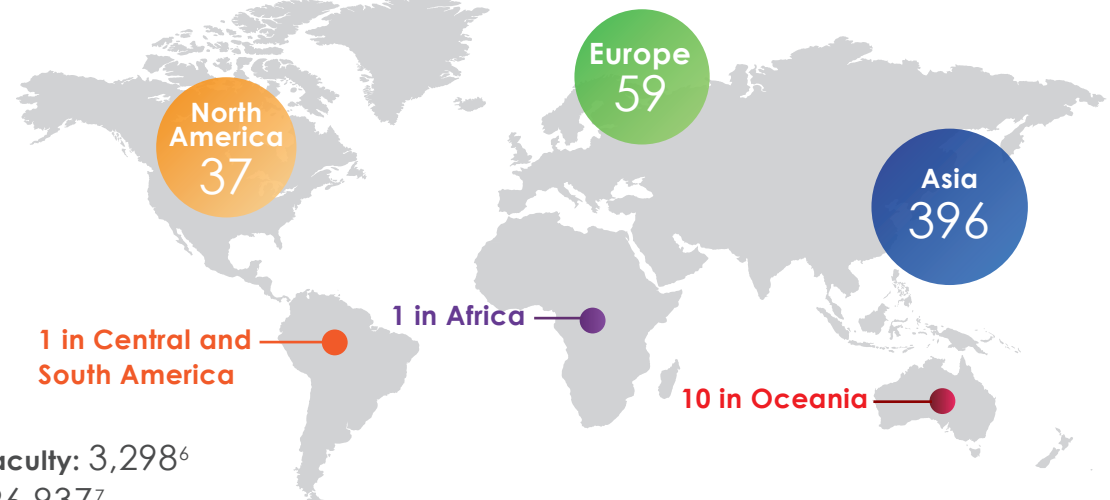
Number of college-level research centers: 40



Total number of staff and faculty: 3,298⁶

Total number of students: 26,937⁷

- Number and distribution of sister universities: a total of 504, including 37 in North America, 1 in Central and South America, 59 in Europe, 1 in Africa, 396 in Asia, and 10 in Oceania.
- Number of university-level sister school agreements: 671.
- Number and Names of Foreign University Alliances: There are a total of 2 alliances, including the HAWtech-TAltech Alliance and the Taiwan-Japan Alliance of Local Revitalization and Social Practice.
- Number of international student exchange program contracts: 230



¹ Includes the Health and Hygiene Section Group, Infirmary, Health Education Guidance Office, Observation Lounge, Wellness Center, and Lactation Room.

² According to our university's statistics, high-energy-consuming equipment include the Library and Information Building at the Yanchao Campus and the Library and Information Center at the First Campus.

³ Excluding interdisciplinary degree programs.

⁴ Excluding independent institutes, doctoral programs, part-time students, and degree programs.

⁵ For the Institute of Photonics Engineering and the Graduate Institute of Science and Technology Law.

⁶ Including full-time faculty, part-time faculty (0.2 FTE), regular staff, university-endowed staff, project-based employees, project researchers, and part-time assistants (0.2 FTE).

⁷ As of October 15, 2025, the calculation includes doctoral programs, master's programs, four-year technical programs, two-year junior college, five-year junior college programs, and in service master's programs.

1.5 Material Topics and Engaged Stakeholders

Since 2023, NKUST's Office of Sustainable Development has been committed to establishing transparent, timely, and multi-channel communication mechanisms with engaged stakeholders¹. In accordance with the requirements of the GRI Standards 2021, the Office conducts materiality analyses of sustainability issues and, with reference to the AA1000 Stakeholder Engagement Standard (AA1000SES), collects the expectations of engaged stakeholders through biennial questionnaire surveys. These efforts also serve to review the effectiveness of sustainability initiative implementation and to co-create a shared vision of sustainable and mutually beneficial development for the institution. In accordance with the AA1000SES principles (AccountAbility, 2018)², NKUST places emphasis on four key dimensions throughout the engaged stakeholder engagement process — inclusivity, materiality, responsiveness, and impact — to ensure comprehensive stakeholder coverage, appropriate issue identification, and strengthened mechanisms for response and impact assessment.

Engaged Stakeholders

Engaged stakeholders refer to internal or external groups or individuals who have an impact on the operation, teaching and research, environment, and society of our university, or who are affected by our university. Through the consultation process with the Sustainability Report Compilation Committee and the heads of primary administrative units, the engaged stakeholders of our school have been identified and categorized into 9 categories³. These include internal engaged stakeholders, namely students, staff, and faculty; and external engaged stakeholders, namely alumni, industry partners, educational partners, government agencies, parents of students, and the general public.

¹Regarding the widely used term "stakeholder," the University's Institutional Research Steering Committee approved a resolution in 2023 (the 112th academic year) to eliminate semantic connotations of hierarchy or power imbalances.

²AccountAbility. (2018). *AA1000 Accountability Principles 2018* (AA1000AP, 2018).AccountAbility. (The AA1000 Series of Standards, Issue.)

³In 2023, there were 8 categories of engaged stakeholders due to faculty and staff originally being classified together as "faculty and staff." However, in view of the differences in the topics of concern to faculty and staff, and in order to more accurately understand the needs and feedback of different engaged stakeholders, the "faculty and staff" category was divided into the two categories of "faculty" and "staff."

Inclusivity: Ensure the inclusion of different types of engaged stakeholders	Materiality: Ensure the inclusion of engaged stakeholders relevant to the topic
Responsiveness: Ensure that the organization may effectively respond to issues of concern	Impact: Ensure that impacts on organizational behavior, performance, and outcomes are monitored, measured, and evaluated, covering the economy, environment, society, stakeholders, and the organization itself

Table 1: Sustainable goals agreed upon by the university and engaged stakeholders are as follows:

Internal Stakeholder



Student

Professional training;
Whole-person empathy

The students enrolled in various academic programs at our university include day four-year technical programs, graduate schools, master's in-service programs, doctoral programs, continuing education departments, and continuing education colleges



Staff

Collaborating for mutual benefit;
Raising efficiency

NKUST's full-time personnel, contracted personnel, administrators, and staff



Teachers

Education—research advancement;
Cross-disciplinary collaboration

NKUST's full-time and part-time faculty members

External Stakeholders



Alumni

Giving back to the University and caring for others;
Lifelong learning

Alumni who graduated from NKUST's academic programs



Industry Partners

Sustainable operation;
Care for society

Businesses and organizations that have engaged in industry-academia collaboration, internships, research, or technical exchanges with NKUST



Educational partners

Resource sharing; Co-prosperity among peers

Schools at all levels that have established cooperative relationships with NKUST (including senior high schools, vocational high schools, and colleges and universities)



Government Agencies

Joint development;
Prosperity for both country and society

Government agencies at all levels that have collaborated with NKUST to promote programs or policies



Parents of students

Peace of mind in education;
Enhancement of knowledge and competencies

Parents of currently enrolled students at NKUST



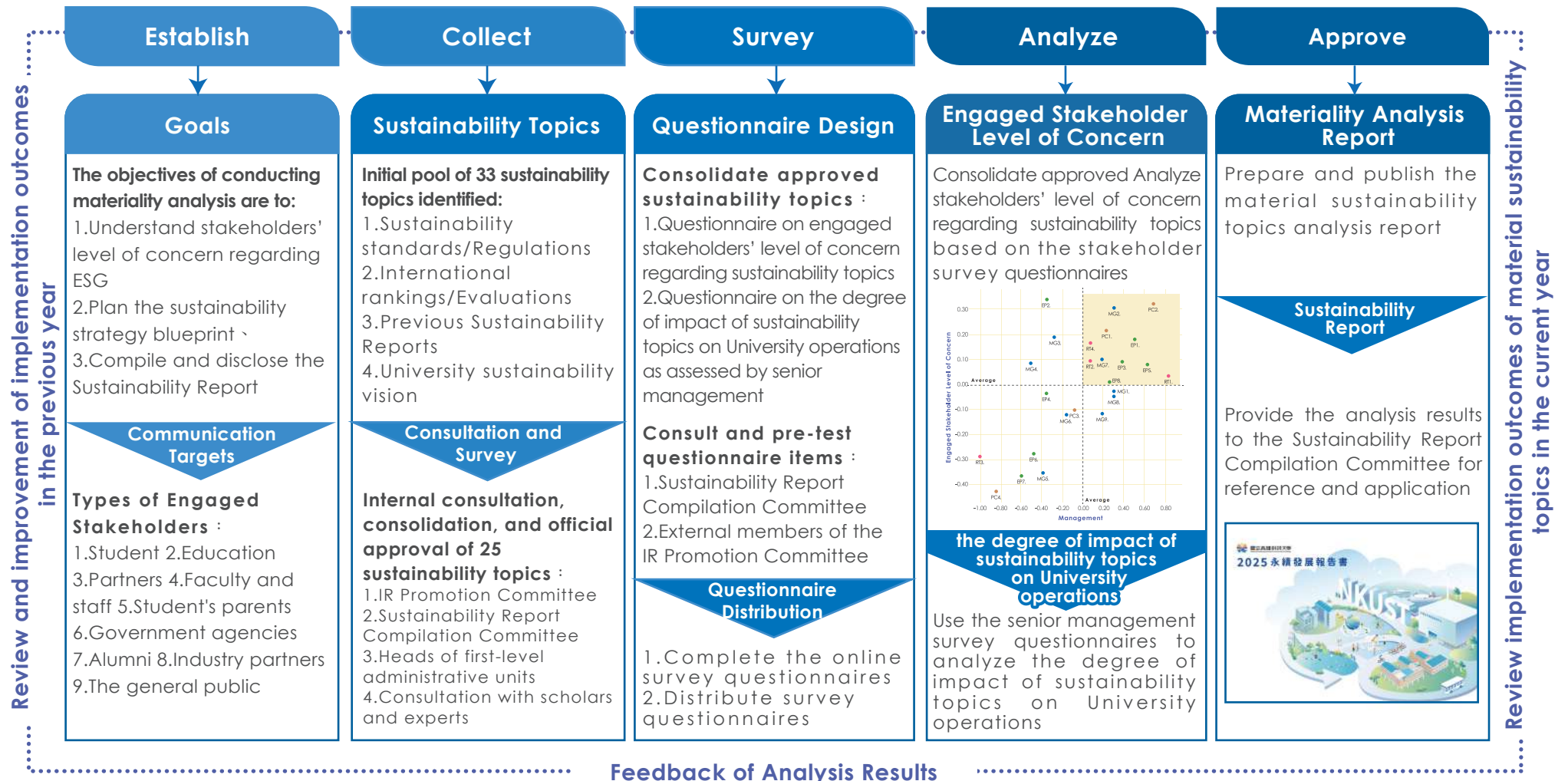
General public

Identifying issues;
Translating knowledge

Members of the public who have interest in or who have participated in NKUST's activities, research achievements, or public issues

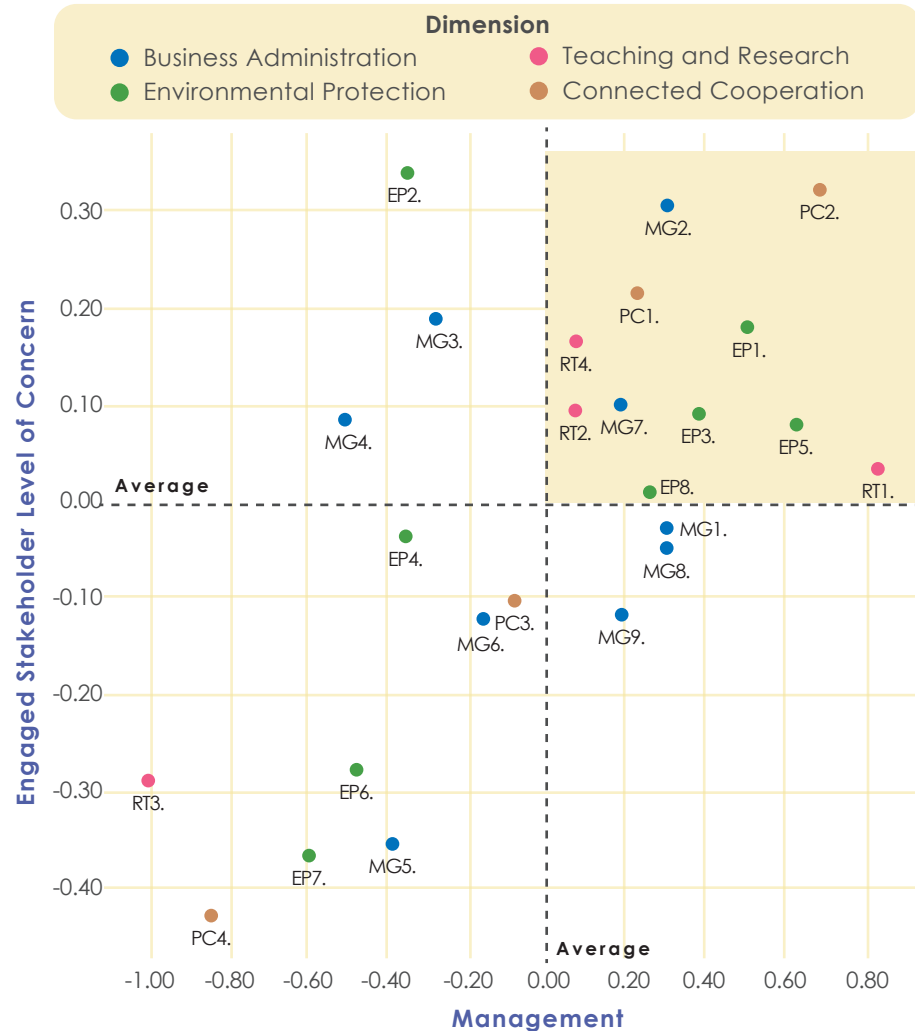
1.5.1 Identification of Material Topics

In order to comprehensively collect, examine, and respond to engaged stakeholders' expectations regarding sustainability issues, NKUST has defined a method for identifying material topics relevant to its operations, following the process outlined in GRI 3-1. Through five steps: establishment, collection, investigation, analysis, and approval, a list of sustainability issues was compiled, drawing upon the institution's sustainable development vision, past sustainability reports, and domestic and international sustainability standards and regulations (such as GRI, SASB, SDGs, STARS, etc.). The four dimensions of "operational management," "environmental protection," "research and teaching," and "connected collaboration" were formulated for a total of 25 sustainability topics. Based on this list, a questionnaire survey on "Material Sustainability Topics of Concern for Engaged Stakeholders" was conducted to confirm topics of concern for both engaged stakeholders and senior management.



Process for Material Topics

Through the "Material Sustainability Topics of Concern for Engaged Stakeholders" survey report, NKUST identifies the material sustainability issues that should be prioritized in its development, in order to respond to the concerns and expectations of its engaged stakeholders. Beyond serving as a reference for the preparation of the ESG Report, the findings also form the basis for reviewing and enhancing the NKUST's progress in fulfilling its social responsibilities, and for co-creating a sustainable and mutually beneficial future together with its engaged stakeholders.



11 Material Sustainability Topics of Interest for Engaged Stakeholders and Management

Business Administration

- MG1. Financial Governance and Performance
- MG2. Personnel Recruitment and Remuneration
- MG3. Gender Equity and Human Rights
- MG4. Occupational Health and Safety Management
- MG5. Procurement and Supply Chain Management
- MG6. Internal Control and Risk Management
- MG7. Sustainable Development Strategy
- MG8. Compliance with laws and regulations
- MG9. Academic and Ethical Integrity

Environmental Protection

- EP1. Carbon Management and Net-Zero Carbon Emissions
- EP2. Environmental Air Quality Monitoring
- EP3. Energy Management and Diversification
- EP4. Water Resource Management
- EP5. Information Security
- EP6. Waste Management
- EP7. Climate Commitment
- EP8. Campus Ecology and Environmental Protection

Teaching and Research

- RT1. Teaching Quality Assurance and Evaluation
- RT2. Student Academic Support and Counseling
- RT3. Career Counseling and Alumni Destination
- RT4. Research, innovation, and Industry-academia Collaboration

Connected Cooperation

- PC1. Community Engagement and Local Care
- PC2. University Social Responsibility
- PC3. International Linkages and Cooperation
- PC4. Product Design and Lifecycle Management

Sustainable Development Impact Assessment Framework at NKUST

Aspect	Sustainability Issues with Significant Impact	Impact Items	Attributes	Possibility	Severity	Remedial	Corresponding Chapter
Business Administration	MG2. Personnel Recruitment and Remuneration	Delayed handling of administrative accountability reviews involving faculty misconduct or gender equity incidents	Negative	Medium	Medium	-	2.4 Gender Equality 2.5 Grievance Mechanisms
	MG7. Sustainable Development Strategy	Dual-Engine Drive, Sustainability for All — FORCE for Good	Positive	Medium	Medium	-	1.3 Sustainability Philosophy and Action Strategies
Environmental Protection	EP1. Carbon Management and Net-Zero Carbon Emissions	The goal is to become a carbon-neutral university	Positive	Medium	High	-	5.2 Energy and Carbon Management
	EP3. Energy Management and Diversification	Implementation of a Smart Energy Management System to Enhance Energy Efficiency	Positive	High	Medium	-	5.2 Energy and Carbon Management
	EP5. Information Security	Information Security Issues Leading to the Leakage of Personal Data	Negative	Medium	Medium	High	2.8 Information Security
	EP8. Campus Ecology and Environmental Protection	The Cyclical Utilization and Conservation of Coexistence in the Campus Ecological Pool	Positive	High	High	-	5.7 Campus Ecology
Teaching and Research	RT1. Teaching Quality Assurance and Evaluation	Promoting Innovative Teaching Methods to Address Challenges in Classroom Instruction	Positive	High	Low	-	3.6 Teaching Quality Assurance
	RT2. Student Academic Support and Counseling	Strengthening support mechanisms for disadvantaged students	Positive	Medium	Medium	-	3.1 Admissions and Financial Aid
	RT4. Research, innovation, and Industry-academia Collaboration	Failure to Apply for Research and Development Results or Technical Patents in Accordance with Regulations	Negative	Medium	High	Medium	3.5 Academic Performance
Connected Cooperation	PC1. Community Engagement and Local Care	Promote service learning and rural care	Positive	Medium	Medium	-	4.1 University Social Responsibility
	PC2. University Social Responsibility	Assisting communities in resolving issues and fulfilling social responsibility	Positive	Medium	Medium	-	4.1 University Social Responsibility

Through the biennial survey on the significance of major sustainability issues among stakeholders, the university is able not only to identify key sustainability topics of concern but also to monitor trends in the level of attention given to each issue. The survey results indicate that after two years, the key issues continuously prioritized by stakeholders include seven major topics: sustainable development strategy, information security, campus ecology and environmental protection, teaching quality assurance and evaluation, student financial aid and counseling, research, innovation and industry-academia collaboration, and university social responsibility. Newly added significant issues include four topics: personnel recruitment and compensation benefits, carbon management and net-zero carbon emissions, energy management and diversification, and community engagement and local care.

The overall trend indicates that, in addition to maintaining the existing focus on operational management and research and teaching, stakeholders have shown a marked increase in their attention to environmental protection and collaborative partnerships. Based on the survey results, the University continues to monitor the implementation and effectiveness of 11 major material topics. The related management policies, short-, medium-, and long-term goals, and execution progress will be detailed in the next section, "1.5.2 Material Topics Management Policy."

1.5.2 Material Topics Management Policy

Policies and commitments regarding material topics mainly derive from government laws and regulations, national policies (e.g., regulations and rules issued by the Ministry of Education), and NKUST's Medium-Term School Development Plan (<https://reurl.cc/jrK2mD>). In accordance with the Medium-Term School Development Plan for 2022-2025, NKUST advances five overarching GREAT goals: "Globalization," "Responsibility," "Enhancement," "Alignment" and "Trend", and has developed 20 corresponding development strategies, which serve as the basis for NKUST's policies and commitments in school affairs.

The 2025 implementation status of each executing unit was tracked and compiled based on the 11 material sustainability topics identified through the aforementioned engaged stakeholder survey.

Business Administration

MG2. Personnel Recruitment and Remuneration

Personnel Department

Policy Commitments : Guided by the core institutional philosophy of "people-oriented and co-creating value," NKUST conducts the recruitment and employment of all categories of faculty and staff in accordance with relevant laws and regulations as well as internal institutional policies, ensuring that recruitment procedures are open, fair, and professional. Full-time faculty members are subject to qualification review and appointment in accordance with relevant legislation governing the employment of educational personnel and NKUST's internal appointment regulations. Civil servants are managed in accordance with regulations governing civil service examinations, appointment, and promotion. Staff employed by the school fund are engaged pursuant to management guidelines established in accordance with the University Act and relevant principles set forth by the Ministry of Education. Project-based staff are employed using project funding and are subject to the Labor Standards Act. The overall recruitment and benefits system emphasizes rule-based administration, the appropriate matching of talent to roles, and institutionalized management, with the aim of maintaining the quality of teaching, research, and administration.

Short-term Goals : 1.In response to the needs of university affairs development and teaching research, supplement necessary faculty and administrative personnel to ensure the stability of teaching and administrative operations.
2.Continue to provide subsidies for health examinations and recreational activities, and organize campus-wide activities.

Medium- to Long-term Goals : Medium-Term Goals:1.Optimize the workforce structure and professional allocation, enhance faculty research and teaching capacity through a diversified appointment system, and strengthen the quality of administrative services.
2.Review and optimize relevant benefit measures based on employee needs.

Long-Term Goals:

1.Establish a sustainable and competitive talent recruitment and development system to attract outstanding talent to join and enhance overall academic and governance development.
2.Progressively improve the employee compensation structure, safeguard labor rights and basic salary treatment, and make rolling revisions as needed; continue developing the support system for benefits to ensure that the quality of life of every colleague is respected and protected.

2025 Implementation Status : 1.Employment of Various Faculty and Staff:New personnel: 43 faculty and 218 staff, accounting for 12% of the total number of personnel.Resignations: 25 faculty and 55 staff, accounting for 4% of the total number of personnel.

2.Remuneration System and Benefits Policy:

(1) In 2025, 165 employees received health examination subsidies and 342 employees received children's education subsidies.
(2) In alignment with the salary adjustments for military, public service, and teaching personnel, the remuneration for the staff employed by the school fund was adjusted accordingly on a rolling basis.

Corresponding Indicators : SASB: SV-ED-000.D、STARS: PA-11, PA-12, PA-13、GRI: 2-7,2-8, 2-19, 2-20, 401-1, 401-2, 403-6, 405-1
SDGs: SDG5, SDG8, SDG10

Business Administration

MG7. Sustainable Development Strategy

Office of Sustainable Development

Policy Commitments : In line with NKUST's Medium-Term School Development Plan and in response to the Ministry of Education's USR Practice Program and the UN SDGs, NKUST identifies "Responsibility" as a core development goal, underscoring its commitment and determination to become a sustainable university.

Short-term Goals : An annual sustainability report is compiled, with the key issues of the report being revised based on global sustainability trend.

Medium- to Long-term Goals : Medium-Term Goals:1.Integrate the concepts of the SDGs and global citizenship into its teaching, research, and institutional medium- and long-term development plans. By incorporating SDG principles into education, research, and learning, the university ensures the implementation of sustainable development goals.
2. In response to the global citizenship responsibilities embodied in the SDGs, NKUST has formally incorporated "social care" into its institutional development priorities. This is combined with "Industry Linkage," "Innovation and Entrepreneurship," and "Marine Expertise" as the key strategic development focus areas for the next four years.

2025 Implementation Status : 1. In 2025, NKUST prepared this Sustainability Report with reference to GRI, SASB, STARS and the SDGs, and obtained third-party assurance.
2. NKUST implemented its sustainability policies through medium-term institutional development goals, with "sustainability responsibility" as the guiding objective. NKUST has formulated four development strategies, including "building an environmentally friendly and sustainable university," "promoting a social responsibility support system," "enhancing integrated development of academic and research organizations," and "shaping a cultural brand to elevate institutional reputation." These strategies are further translated into 16 action plans and 21 key performance outcomes. In 2025, the overall achievement rate reached 90.5%.

Corresponding Indicators : STARS: PA-1, PA-2, PA-3 、GRI: 2-12, 2-13, 2-14, 2-22, 2-23, 2-29, 3-1, 3-2, 3-3 、SDGs: SDG16, SDG17

Environmental Protection

EP1. Carbon Management and Net-Zero Carbon Emissions**Office of Sustainable Development, General Affairs Department****Policy Commitments :**

In response to climate change and to strengthen the university's sustainable governance capacity, and in alignment with the "Climate Change Response Act" and Taiwan's 2050 net-zero emissions target, NKUST adopts "FORCE" as its sustainability vision. In implementing environmental sustainability, the University takes action on climate change by reducing greenhouse gas emissions and mitigating climate impacts. Through regular inventory and disclosure of electricity consumption and carbon emissions, as well as the allocation of necessary resources, the University aims to achieve campus carbon neutrality and 100% renewable energy use no later than 2048. In addition, NKUST has formulated relevant adaptation strategies to enable the campus, faculty, staff, and students to adapt to the impacts of climate change.

Short-term Goals :

1.Continue evaluating suitable locations for the installation of solar photovoltaic systems across campus.2.Strengthen the management and dispatch efficiency of official vehicles, and encourage faculty, staff, and students to walk, cycle, or use public transportation when accessing campus. Continuously optimize campus parking and transportation management measures.3 Conduct annual inventories of internal emission sources and complete data consolidation and reporting to the designated platform of the Ministry of Environment within the required deadlines, in order to enhance carbon emission management and the transparency of information disclosure.

Medium- to Long-term Goals : Medium-Term Goals:

1.Gradually replace existing old lighting fixtures with energy-efficient lighting systems. 2.Phased replacement of aging transformers to reduce electricity loss. 3.Gradual upgrade and replacement of high-energy-consuming central air-conditioning systems and outdated split-type air conditioners. 4.In alignment with government energy conservation and carbon reduction policies, continuously review the usage of official vehicles, assess the feasibility of adopting energy-efficient or low-emission vehicles, and progressively improve the campus green transportation environment.

Long-Term Goals:

1. Incorporate solar photovoltaic systems into newly constructed buildings to support partial energy consumption. 2. Install energy-efficient lighting systems in all new buildings. 3. Continuously promote low-carbon campus transportation management measures, increase the usage ratio of green transportation, and gradually create a more environmentally friendly and sustainable campus transportation environment.

2025 Implementation Status :

1.NKUST completed the 2024 greenhouse gas inventory data collection. 2.NKUST's total solar power generation reached 4,504,344 kWh in 2025. 3.Two transformers were replaced at the Administration Building of the Cijin Campus. 4.Central air-conditioning systems were replaced at the Administration Building and Library and Information Building of the First Campus, as well as the Student Activity Center and Gymnasium of the Nanzih Campus.

5.In alignment with government energy conservation and carbon reduction policies, the university continuously reviews the usage and management of official vehicles. 6.Bicycle parking spaces have been established across campus and are regularly inspected and maintained, encouraging faculty, staff, and students to use bicycles for short-distance travel within the campus. 7.Through campus traffic management measures, the university reduces unnecessary vehicle entry to create a friendly and safe campus transportation environment. Vehicle control and parking order are continuously maintained through a vehicle permit system and parking management measures.

Corresponding Indicators : STARS: OP-5 、 GRI: 305-1, 305-2, 305-5 、 SDGs: SDG7, SDG13

Environmental Protection

EP3. Energy Management and Diversification Office of General Affairs

Policy Commitments :

In accordance with the NKUST's Medium-Term Institutional Development Plan, the implementation of sustainability policies is actively pursued, with continuous attention to carbon emission management and the establishment of an intelligent energy management system to improve energy efficiency. To effectively enhance energy efficiency, the University plans to develop an intelligent energy management system in the future. Through processes of energy performance monitoring, measurement, and analysis, the University will gain a comprehensive understanding of campus-wide electricity consumption, implement energy-saving improvements, and achieve effective energy management as well as enhanced energy efficiency.

Short-term Goals :

Establish a smart energy management system to enhance energy-saving efficiency.

Medium- to Long-term Goals : Medium-Term Goals:

Maintain an average annual electricity savings rate of 1% or more on campus to enhance the energy management efficiency of NKUST.

2025 Implementation Status :

1. Completed the energy management system for the First Campus.
2. In relation to the establishment of the energy management system, the replacement of aging chiller units, and the maintenance of the campus-wide average annual energy-saving rate, subsidy applications have been submitted for the replacement of chiller units at the First Campus and Nanzih Campus. As of 2025, the average annual energy-saving rates for each campus are as follows: 4.48% for the Jiangong Campus, 2.32% for the First Campus, 2.2% for the Nanzih Campus, and 2.79% for the Yanchao Campus, all of which exceed the benchmark requirement of a 1% average annual energy-saving rate.

Corresponding Indicators :

STARS: OP-5

GRI:302, 305-2, 305-5

SDGs: SDG7, SDG12, SDG13

Environmental Protection

EP5. Information Security
Computer and Network Center**Policy Commitments :**

In accordance with the "Information Security Management Directions for the Executive Yuan and its Subordinate Agencies" and the "Information and Personal Data Security Regulations for the Education System," NKUST has developed a smart campus, strengthened information infrastructure, and enhanced campus information security and network quality.

Short-term Goals :

Replace network equipment to provide a stable campus network and enhance administrative service efficiency.

Medium- to Long-term Goals :

1. Several procurement-related auxiliary equipment will be acquired to optimize the quality of teaching and administrative services in order to maintain the normal operation of the school's administrative system. 2. Annual maintenance of the school-wide multi-point synchronous distance video conferencing system, as well as the maintenance of administrative units and the network and computer equipment in the central classrooms.

2025 Implementation Status :

To enhance data transmission speed and administrative service efficiency

1) Completed network switch

Nanzih Campus: Completed the replacement of three network switches in Li-Cheng Building.

Completed the replacement of one network switch at the Scuba Diving Center.

Jiangong Campus: Completed the replacement of two network switches at Yu-Hsian Building, East A Building, and the Activity Center.

In November, the configuration and installation of network switches in two meeting rooms on the 4th floor of the Administration Building were also completed.

First Campus: Completed replacement of the network switches in Le-Chun Building.

Completed the replacement and upgrade of the College of Management's network switches.

Completed repair of the power module failure of the backbone switch (core-grade) in the College of Finance and Banking Building.

2) Completed the wireless network base station

First Campus: Completed the replacement of malfunctioning wireless network access points in the Innovation and Research Hub and the Administration Building.

Yanchao Campus: Completed the installation of wireless network access points on Floors 2 through 6 of the female dormitory Han-Fang/Yong-Xu Building.

Corresponding Indicators :

SASB: SV-ED-230a.1, SV-ED-230a.2, SV-ED-230a.3

STARS: PA-3

GRI: 418-1, 2-26

SDGs: SDG9, SDG16

Environmental Protection

EP8. Campus Ecology and Environmental Protection Office of General Affairs, Environmental Health and Safety Center

Policy Commitments :

NKUST aims to maintain the campus environment while adhering to the concept of sustainable campus development. To this end, in addition to considering coherence, educational value, practicality, safety and diversity in architectural planning, the concept of green buildings is also incorporated, aiming to provide high-quality teaching sites, promote environmental protection and energy saving, and advance environmental education through green building design. The goal is to construct a friendly campus that is sustainable, forward-looking, and environmentally friendly.

Short-term Goals :

1. Every year, through official email, we strengthen the promotion of waste sorting on campus and advocate for waste reduction.
2. The air quality purification zone receives an assessment score of 80 or above from the Kaohsiung City Government Environmental Protection Bureau every year.

Medium- to Long-term Goals :

1.Promote source reduction and waste management on campus. 2.Promote waste reduction on campus, in alignment with the School Development Plan, we aim to reduce waste generation by 5% and increase resource reclamation by 10% within a four-year period. 3.For newly constructed buildings with total construction costs exceeding NT\$50 million, planning and design shall be carried out in accordance with green building indicators.

2025 Implementation Status :

1.An on-site inspection of the 2025 Air Quality Purification Zone was conducted by the Environmental Protection Bureau Kaohsiung City Government on April 15, 2025. The zone received a total score of 86 points, meeting the expected target. 2.To promote campus waste reduction and in alignment with the Institutional Development Plan (with 2021 as the base year), the university achieved a 7.29% reduction in total waste generation and a 78.04% increase in resource recycling volume as of 2025. This is consistent with Item 1 of the short-term goals. 3.To promote campus waste reduction and in alignment with the Institutional Development Plan (with 2021 as the base year), the university achieved a 7.29% reduction in total waste generation and a 78.04% increase in resource recycling volume as of 2025. 4. The recently constructed Taiwan Advanced Materials Forming Technology Center at the First Campus has obtained the Silver Candidate Green Building Certificate. It meets eight indicators: greening volume, site water retention, daily energy saving, CO₂ reduction, waste reduction, indoor environment, water resources, and improvement of sewage and garbage.

Corresponding Indicators :

STARS: OP-1, OP-2, OP-3, OP-11, OP-12

GRI: 303-3, 306-3, 306-4

SDGs: SDG6, SDG11, SDG12, SDG15

Teaching and Research

RT1. Teaching Quality Assurance and Evaluation
Office of Academic Affairs, Office of Research and Development**Policy Commitments :**

The university positions itself as an exemplar of internationalized vocational education, with a focus on integrating industry connections, innovation and entrepreneurship, marine expertise, and social responsibility. It aims to cultivate talent that meets industry demands and is practical, innovative, and capable of cross-domain collaboration.

To establish teaching quality assurance, strengthen overall teaching and research capabilities, and promote competitive advancement and upgrading.

Short-term Goals :

The teaching support system, with a focus on research-based teaching practices, is bolstered by various innovative measures, including teacher professional development programs, grants for innovative teaching methods, problem-based and project-based learning courses and MOOCs, with up to 100 subsidized cases in total.

Medium- to Long-term Goals : Medium-Term Goals:

The target pass rate for academic units at the college or department level that apply for evaluation is 100%.

2025 Implementation Status :

1. NKUST implemented various innovative measures, including teacher professional development programs, grants for innovative teaching methods, problem-based and project-based learning courses and MOOCs, with more than 100 subsidized cases in total.
2. The departments under the College of Hydrosphere Science, College of Maritime, College of Marine Commerce, and College of Innovation and Design underwent accreditation by the Taiwan Assessment and Evaluation Association (TWAEA) in March 2025. A total of 17 departments received a "Pass" result in the evaluation.
3. The departments under the College of Management underwent an Continuous Improvement Review (CIR) on-site evaluation conducted by the Association to Advance Collegiate Schools of Business (AACSB) in May 2025. The evaluation result was "Pass."

Corresponding Indicators :

SASB: SV-ED-2601a.1, SV-ED-260a.2, SV-ED-260a.3

STARS: AC-1, AC-2, AC-3, AC-5

GRI: 3-3

SDGs: SDG4

Teaching and Research

RT2. Student Academic Support and Counseling**Office of Student Affairs, Office of International Affairs, Office of Research and Development****Policy Commitments :**

NKUST is committed to enhancing the public nature of higher education, particularly for economically disadvantaged students, and implements support in accordance with the Ministry of Education's subsidy regulations and NKUST's own guidance and scholarship mechanisms for economically disadvantaged students. By planning and improving the mechanisms for education and employment assistance, we aim to ensure that disadvantaged students at our university can study and work in comfort. This will ultimately lead to their self-fulfillment, the transformation of their disadvantaged status, and the fulfillment of our social responsibility.

Short-term Goals : 1. We have established the 'Learning in Lieu of Work-Study' program, which allows students to focus on their studies and proactively plan their learning time. We provide incentives to a total of 2,000 students. 2. Providing students with resources to develop professional skills and helped them obtain 100 professional certifications, enhancing students' employability. 3. Strengthening the connection with sister schools to increase opportunities for students to participate in international exchange activities, study abroad, and internships. The number of bilateral exchanges with sister schools and international partners reached 40 events. 4. Promote student grants and assistance measures to enhance students' professional practical capabilities and strengthen their professional foundations.

Medium- to Long-term Goals : Medium-Term Goals: 1. Within four years, the number of students participating in international exchanges in laboratories and research centers will increase by 8% compared with 2025, in order to strengthen international engagement in departmental laboratories and research units. 2. Within four years, the number of students participating in international activities will increase by 12% compared with 2025, thereby promoting short-term international learning and exchange opportunities. 3. Within four years, the number of NKUST's students participating in overseas study programs, exchange programs, and dual-degree programs will increase by 8% compared with 2025, in order to enhance global mobility, intercultural perspectives, and international competitiveness. 4. NKUST will deepen and implement substantive cooperation and academic exchange within international alliances to establish a closely connected global network and enhance institutional international reputation. 5. NKUST will continuously promote joint international courses co-offered by its colleges and departments with overseas universities, maintaining 16 courses annually. 6. Within four years, the number of student certification and competition subsidy cases will increase by 15%, in order to develop students' professional skills, potential, and creativity.

2025 Implementation Status : 1. The 'Learning in Lieu of Work-Study' program has awarded a total of 3,971 students from economically disadvantaged backgrounds. 2. Economically disadvantaged students were supported in obtaining a total of 180 professional licenses. 3. In 2025, a total of 80 sister-school and international exchange-related activities were held, representing a 111% increase compared with 38 activities in 2024. 4. To cultivate students' international mobility and competitiveness, NKUST not only encourages students to apply for overseas exchange and short-term study programs but also implements the "SOAR Study Abroad" as a key program. Through an English-immersion learning environment provided by faculty and staff with international teaching experience, students are offered opportunities to enhance English proficiency and intercultural communication skills. In 2025, a total of 247 students participated. 5. In 2025, laboratories and research centers hosted 34 outstanding international young scholars for exchange programs, representing an approximate 54.5% increase compared with 22 participants in 2024. 6. By 2025, the number of students participating in international learning programs reached 569. 7. In 2025, NKUST continued to strengthen substantive cooperation and academic exchange within the HAWtech-TAltech Alliance and the Taiwan-Japan Alliance of Local Revitalization and Social Practice. Through diverse forms of frequent exchange—such as joint teaching, short-term camps, the establishment of interdisciplinary faculty communities in innovation and entrepreneurship, and joint delegation visits—NKUST further deepened academic collaboration between faculty and students and enhanced the breadth and depth of international engagement. 8. In 2025, NKUST subsidized 16 cross-border collaborative teaching courses across its colleges and departments. 9. To cultivate students' professional practical abilities and enhance professional competencies, the university has established regulations for rewarding professional certifications and guidelines for subsidizing and rewarding faculty-student participation in professional competitions. 10. In 2025, the university aimed to increase certification and competition subsidy cases by 15% to 1,400 cases. A total of 1,366 student professional certifications were awarded, along with 180 competition subsidy cases and 87 award recognitions, totaling 1,633 cases, thereby achieving the goal. 10. In 2025, the university awarded scholarships to 44 outstanding PhD students under the "Outstanding Doctoral Student Scholarship Program," with a total award amount of NT\$22,230,000.

Corresponding Indicators : SASB: SV-ED-260a.1, SV-ED-260a.2, SV-ED-260a.3、STARS: PA-9, EN-2、GRI: 203-1, 413-1、SDGS: SDG1, SDG4, SDG10

Teaching and Research

RT4. Research, innovation, and Industry-academia Collaboration**Office of Research and Development, Office of Industry-Academia Cooperation, Office of Marine Science and Technology**

Policy Commitments : 1.In order to align with national industrial development policies, we will harness the research and development capabilities of our faculty to implement practical industry-academia collaboration and applied research at our university. This will create a high-quality environment for industry-academia interaction, and we will focus on interdisciplinary education, cross-domain industry-academia cooperation, and rewarding research and development achievements. 2.Through enhancing industry-academia collaboration capacity, promoting the intellectual property commercialization of research outcomes, and establishing innovation and research platforms, the University aims to provide more competitive and sustainable solutions for industry needs and talent development. 3.Building on its distinctive strengths in marine studies, NKUST specializes in marine-related research and continues to advance the principles of sustainable development. The University encourages policy-oriented projects and provides support and funding for faculty and students to conduct interdisciplinary research on sustainable development with marine characteristics.

Short-term Goals : 1.Innovative and well-structured research incentive and subsidy measures are adopted to enhance faculty research capacity. 2.A total of 600 industry-academia collaboration projects have been implemented university-wide to enhance the overall research and development capabilities. 3.Assist and encourage more than 50 faculty members and students annually to participate in marine-focused research projects, thereby strengthening NKUST's research and development capabilities.

Medium- to Long-term Goals : Medium-Term Goals: 1.Within four years, increase the proportion of published papers ranked in the top 10% of journals ($R \leq 10\%$) by 30%, thereby enhancing the quality and impact of NKUST's research publications. 2.Within 4 years, the number of subsidies for distinct types of research awards for teachers has increased by 20% to promote the academic research capacity of our university. 3.On average, each teacher engages in industry-academia collaboration with an annual amount exceeding 1 million, and outstanding teachers in industry-academia cooperation are rewarded to enhance the overall research and development capacity of industry and academia. 4.Increase the number of inter-university interdisciplinary collaborative projects year by year to further strengthen cross-disciplinary research and development capabilities as well as industry-academia collaboration capacity. 5.Research projects will focus on marine-related themes associated with the Times Higher Education (THE) Impact Rankings, the Sustainable Development Goals (SDGs), and Environmental, Social, and Governance (ESG) principles. By leveraging NKUST's expertise in marine disciplines and commitment to sustainable development, competitive projects will be selected and supported through evaluations conducted by experts and scholars from both within and outside the University.

2025 Implementation Status : 1. In 2025, the number of journal articles published in top 10% journals ($R \leq 10\%$) increased by 42.65% compared with 2021. 2. To enhance NKUST's academic research culture and industry-academia collaboration capacity, the university has established regulations for journal publication incentives, subsidies for hosting academic conferences, and guidelines for matching funds for research projects. These measures encourage faculty engagement in academic research. In 2025, NKUST targeted a 20% increase in research-related awards and subsidies, reaching 696 cases. During the year, incentives were awarded for 603 journal articles, 11 academic conference subsidy cases, 40 project matching-fund subsidy cases, 66 equipment subsidy cases for National Science and Technology Council (NSTC) projects undertaken by newly recruited faculty members, and 100 cases of faculty supervision of College Student Research Program. The total number of research awards and subsidies reached 820 cases, representing an increase of 41.38% compared with 580 cases in 2021. 3. In 2025, the university completed a total of 828 industry-academia collaboration projects. 4. In 2025, the average industry-academia collaboration funding secured per faculty member amounted to NT\$1,949,147. 5. In 2025, five inter-university technology collaboration projects were completed, with cumulative contract values for industry-academia collaboration projects reaching approximately NT\$5.24 million. The university continued to promote interdisciplinary research with industrial application value, demonstrating the effectiveness of inter-university and cross-disciplinary integration in both research capacity and practical implementation. 6. In 2025, funding was approved for 20 projects. A total of 26 faculty members led 54 students to form research teams, involving 80 faculty members and students in total. Based on these projects, 11 proposals were submitted to the National Science and Technology Council (NSTC) and the Ministry of Education, six industry-academia collaboration projects were secured, and 23 SCI-indexed journal articles were published, generating a wide range of external impacts and outcomes.

Corresponding Indicators : SASB: SV-ED-260a.3、STARS: AC-4, AC-6, AC-7, AC-8、GRI: 203-1, 203-2, 204-1、SDGS: SDG8, SDG9, SDG17

Connected Cooperation

PC1. Community Engagement and Local Care

Office of Academic Affairs, Office of Marine Science and Technology

Policy Commitments :

In accordance with the university's Medium-Term Institutional Development Goals, the university actively promotes the "formation of faculty–student teams dedicated to social responsibility and supports local sustainability initiatives." The university also facilitates the "matching of academic research with industry to nurture marine-focused enterprises and teams with distinctive strengths." The university proactively engages with local communities, society, and industries to drive regional prosperity and development, thereby fulfilling its commitment to University Social Responsibility.

Short-term Goals :

1. Incubate 10 teams for micro projects on social responsibility within four years.
2. Achieve at least four cases of product development, industry–academia collaboration, and technology transfer per year, in order to enhance incubation performance and strengthen the integration between incubation outcomes and industry–academia collaboration.

Medium- to Long-term Goals : Medium-Term Goals:

1. Facilitate the creation of four outstanding cases among incubated social responsibility micro-project teams within four years.
2. The incubation program will be developed from the ground up to cultivate student teams and clubs with marine-related specialties. The university will provide entrepreneurship guidance and support for students, and facilitate participation in both internal and external startup competitions as well as business opportunity matchmaking activities.

2025 Implementation Status :

1. From 2022 to 2025, NKUST incubated more than 10 micro project teams on social responsibility.
2. In 2025, a cumulative total of more than 25 student team consultation sessions were provided. The university also signed a strategic alliance collaboration agreement with a biotechnology company for the development of sturgeon-related products, focusing on the establishment of technical services for collagen identification methods. In addition, industry–academia collaboration projects included product improvement, water quality testing, and technical services for establishing collagen identification methods. A total of six cases were completed in product development, industry–academia collaboration, and/or technology transfer.

Corresponding Indicators :

STARS: EN-5, EN-6, EN-7

GRI: 413-1

SDGS: SDG11, SDG17

Connected Cooperation

PC2. University Social Responsibility
Office of Academic Affairs, Office of Marine Science and Technology**Policy Commitments :**

In accordance with the university's 2022–2025 Medium-Term Institutional Development Goals, the university actively promotes the "formation of faculty–student teams dedicated to social responsibility and supports local sustainability initiatives." The university also facilitates the "matching of academic research with industry to nurture marine-focused enterprises and teams with distinctive strengths." The university proactively engages with local communities, society, and industries to drive regional prosperity and development, thereby fulfilling its commitment to University Social Responsibility.

Short-term Goals :

1. Assist communities or local industries in developing at least four flagship projects with sustainability-oriented development per year.
2. Offer at least 28 general education courses in marine science and technology exploration annually to enhance students' marine literacy and cultivate talent in marine science and technology.

Medium- to Long-term Goals :

1. Collaborate with four organizations (including enterprises, non-profit organizations, educational institutions, or government agencies) to jointly implement action plans or teaching modules aligned with the Sustainable Development Goals (SDGs).
2. Invite foreign scholars with experience in marine research and teaching to conduct lectures on marine-related topics, thereby enhancing students' international perspectives and language proficiency. In addition, through student clubs or non-formal curricula, students with relevant interests will be trained as seed instructors for marine education. These students will participate in on- and off-campus outreach activities and may further serve as marine education support personnel for primary and secondary schools. Through these initiatives, the university aims to strengthen students' marine knowledge, enhance marine literacy, and cultivate talent in marine science and technology.

2025 Implementation Status :

1. Implemented four flagship projects in collaboration with local enterprises, focusing on the reutilization of grouper by-products and the enhancement of product value. 2. Collaborated with 12 organizations, including public sector agencies, local community groups, non-profit/non-governmental organizations (NPOs/NGOs), and enterprises/CSR partners, to jointly promote Sustainable Development Goals (SDGs)-related initiatives and sustainability actions. 3. In 2025, a total of 30 marine science and sustainability general education courses were offered across five campuses, with 1,958 course enrollments. In addition, 21 marine education activities were conducted, attracting a total of 4,374 participants. 4. Also participated in the Chiayi City Science 168 Education Expo, collaborated with the Qieding-based community group "Bamboo Smile Studio" on a "Wetland Ecological Exploration Tour," and organized "Senior High and Vocational School Visits to the Cijin Campus Professional Facilities." These activities collectively engaged 3,867 participants.

Corresponding Indicators :

STARS: EN-1, EN-5, EN-6

GRI: 2-29, 203-1, 413-1

SDGs: SDG4, SDG11, SDG17

1.5.3 Listening to Engaged Stakeholders

The school is committed to engaging with all engaged stakeholders and strives to understand the various issues that different organizations and individuals care about. Through NKUST's School Information Disclosure Website and sustainability platform, we communicate our policy commitments, and by establishing effective communication channels, the school aims to facilitate two-way communication and feedback, thereby promoting the development of the school and creating a diverse and friendly campus environment. The following is an explanation of the issues, communication methods, and frequency of concern to engaged stakeholders:

Types of Engaged Stakeholders	Communication Method	Frequency
 Student Students are the driving force behind our school's continuous promotion of innovative education, with the expectation of cultivating more outstanding technical and vocational talents to drive the development of businesses in the southern region.	Campus Feedback System	At any time
	Satisfaction Survey for Administrative Services	Once a year
	Intern Student Satisfaction Survey	Once every academic year
	University Council	Two sessions per semester
	Students with Disabilities Individual Support Plan (ISP) Meeting	Handle according to demand
	Meeting with the Principal	Once every semester
	Internal Relevant Committees	Handle according to demand
	Dormitory Student Conference	Once every semester
	Handling Student Grievances	Case Review
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time
 Staff The staff are the most valuable assets of our institution, and we strive to create an excellent working environment through a comprehensive compensation and benefits system.	Campus Feedback System	At any time
	Satisfaction Survey for Administrative Services	Once a year
	University Council	Two sessions per semester
	Administrative Meeting	Once per month
	Internal Relevant Committees	Handle according to demand
	University-level Research Center Exchange Symposium	Ad hoc
	Administrative and Academic Exchange Symposium	Once every semester
	Public Hearings	Ad hoc
	Academic Affairs Exchange Meeting	Once every academic year
	Handling of Staff Grievances	Case Review
	Labor-Management Meeting	Once every 3 months
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time

Types of Engaged Stakeholders	Communication Method	Frequency
 Teachers Faculty members are at the core of NKUST's teaching and research development. Through teaching and industry-academia collaboration, NKUST cultivates technical and vocational talents while enhancing its institutional impact and societal influence.	Campus Feedback System	At any time
	Satisfaction Survey for Administrative Services	Once a year
	University Council	Two sessions per semester
	Internal Relevant Committees	Handle according to demand
	Administrative and Academic Exchange Symposium	Once every semester
	Public Hearings	Ad hoc
	Academic Affairs Exchange Meeting	Once every academic year
	Handling of Staff Grievances	Case Review
	Labor-Management Meeting	Once every 3 months
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time
 Alumni Alumni are important drivers in promoting our university's expansion into a wider range of higher education fields. Through the cohesion of the alumni association, we provide employment and innovation services, showcasing the reputation and vision of our alma mater.	Campus Feedback System	At any time
	Employer Satisfaction Survey	Once every academic year
	Graduate Destination Survey	Once every academic year
	Alumni Services System	At any time
	NKUST Alumni Center Website	At any time
	Internship and Employment Expert Website and Social Media	At any time
	Conducting selection for outstanding alumni and outstanding departmental alumni	Once a year
	School Anniversary Ceremony and Series of Events	At least 15 events per year
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time

Types of Engaged Stakeholders	Communication Method	Frequency
 Industry Partners Enterprise partners play a crucial role in innovative research and student internships at our university. By matching industries together, we are committed to realizing innovation and entrepreneurship, cultivating innovative talents with cross-disciplinary integration capabilities.	Campus Feedback System	At any time
	Internship Institution Satisfaction Survey	Once every academic year
	Employer Satisfaction Survey	Once every academic year
	Internship and Employment Expert Website and Social Media	At any time
	Meetings and workshops related to various project plans	Handle according to demand
	The public website for each project plan	At any time
	Contact and negotiate with enterprises for industry-academia collaboration projects	Handle according to demand
	Industry-Academia Collaboration Seminar, Industry-Academia Exchange Meeting, Corporate Presentation	Handle according to demand
	Technology Transfer and Licensed Manufacturers	Ad hoc
	Industry-Academia Collaboration Platform	At any time
	Landlord Symposium	Once every year
	Distribution of press releases and organization of press conferences	Ad hoc
	Development of self-media	Ad hoc
	Business Attraction Evaluation Conference	At least 3 per year
	Procurement Evaluation Meeting	At least 3 per year
	Outsourced Manufacturer Employee Interview Meeting	Once every year
	Manufacturer Education and Training	Once a year
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time

Types of Engaged Stakeholders	Communication Method	Frequency
 Parents of students Parents play a crucial role in driving the educational process, as they actively participate in and contribute to their children's education. Through effective communication and feedback, parents gain a deeper understanding of the direction and purpose of educational reforms, and work hand in hand to strive for their children's educational success.	Campus Feedback System	At any time
	Students with Disabilities Individual Support Plan (ISP) Meeting	Handle according to demand
	Admissions Information Seminar	Handle according to demand
	Prospective Students' Parents Briefing Session	Handle according to demand
	School Website and Campus Information Public Section	At any time
 General public Utilizing the social influence of universities, integrating resources on campus, and collaborating with industries, we are committed to engaging in ecological issues and elderly affairs in the surrounding communities, in order to build a mutually beneficial and prosperous society.	Campus Feedback System	At any time
	Continuing Education Conference	Handle according to demand
	Volunteer Service and Social Practice (Visitation and exchange)	At least 6 per year
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time

Types of Engaged Stakeholders	Communication Method	Frequency
 Educational partners Education partners play a crucial role as a bridge between students and our institution, fostering a close connection through various activities and lectures.	Campus Feedback System	At any time
	High School Students Orientation and Mock Test	Approximately 30 events per year
	School Website and Campus Information Public Section	At any time
	Official Email Addresses for Every Department	At any time
 Government Agencies In the progress of school affairs, the government not only plays a crucial role as a leader and advisor but also collaborates with the industry to cultivate talents with innovative capabilities and liberal arts education.	Kaohsiung City University Consortium meeting	Handle according to demand
	Meetings of Various Administrators in National Universities and Colleges	More than 4 events per year
	Campus Database Reporting	Once every 2 years
	Official documents and on-the-spot inspections	Approximately 800 items per month
	Meetings and workshops related to various project plans	Handle according to demand
	The public website for each project plan	At any time
	Accreditation by various professional organizations, self-evaluation by academic units	Handle according to demand
	School Website and Campus Information Public Section	At any time

02 School Governance

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2.1 Diversity Governance

2.1.1 Decision-making Meetings and Organizations

NKUST has established a sound institutional governance framework in accordance with the University Act and the Organization Regulations of National Kaohsiung University of Science and Technology, with its core mission centered on advancing academic research, promoting applied technology education, and cultivating the professional talent needed by industry. At the same time, the university upholds its responsibilities in cultural heritage preservation, social service, and industrial development, thereby fulfilling the public value of higher education and its sustainable development goals.

To ensure that university operations remain transparent and adhere to the principles of diverse participation, NKUST has established the University Affairs Council as one of its primary decision-making bodies. Chaired by the President and composed of administrative and academic leaders, faculty, staff, students, and other representatives, the Council deliberates and makes decisions regarding institutional development, substantive policies, and other significant matters. By fostering the collaborative participation of diverse representatives in governance, we incorporate stakeholder feedback to enhance the quality of decision-making and the overall effectiveness of school governance.

Furthermore, NKUST has established various specialized committees and working groups to address operational requirements, covering areas such as institutional development, sustainable governance, teaching and research, campus safety, and equity protection. These bodies are coordinated by administrative units that invite internal and external experts, scholars, and relevant stakeholders to participate in discussions, thereby bolstering the professionalism and transparency of the decision-making process. To maintain the credibility of governance, all personnel involved in decision-making are required to adhere to relevant conflict-of-interest regulations, ensure the objectivity and impartiality of the deliberation process, and uphold the principles of integrity in governance.

Agendas and Deliberations of Various Meetings

University Council

- School development plan and budget.
- Organizational regulations and various important provisions.
- The establishment, modification, and termination of colleges, departments, institutes, degree programs, centers, departments, halls, offices, divisions, other units, and affiliated institutions.
- Academic Affairs, Student Affairs, General Affairs, Research, and other important matters within the school.
- Regarding the deliberation on the teaching evaluation measures.
- Resolutions of committees or project groups established through the University Council.
- Meeting proposals and the president's suggestions.

Administrative Meeting

Discussion of important administrative matters and regulations of our university.

Meeting of administrative units including Teaching Research and General Administration

The important matters and relevant regulations discussed and deliberated by various units include the Academic Affairs Meeting, Student Affairs Meeting, General Affairs Meeting, Research and Development Meeting, Ocean Technology Development Meeting, Joint Education Meeting, and Innovation and Entrepreneurship Development Meeting.

College Affairs Meeting

Discuss issues related to teaching, research, counseling, services, and other administrative matters within the college.

(Division, Office) Affairs, Education Center, and Degree Program Meetings

Discuss issues relating to various departments (division, office) affairs, centers, graduate school, degree programs, research, counseling, servicing and other matters.

Department, Building, Center, and Office Affairs Meeting

Discuss matters related to each respective unit.

Various Committees

The committee handles specific matters, including the Teacher Evaluation Committee, Teacher Grievance Review Committee, Students Appeal Review Committee, school fund Management Committee, Gender Equity Education Committee, Campus Planning Committee, Campus Development Committee, Curriculum Committee, Legal Committee, and Special Education Promotion Committee. Additional committees may be established as necessary.

Composition of Participants in the Important Decision-making Meeting for the Academic Year 2024/2025

Meeting Name		Total number of participants in the meeting	Academic-related staff	Non-academic staff (staff representative)	Student	Number of Women
University Council	People	136	87	34	15	30
	Ratio	-	64%	25%	11%	22%
Administrative Meeting	People	93	68	25	10 (Attend as an observer)	16
	Ratio	-	73%	27%	-	17.2%

Agenda and Composition of Faculty and Staff-related Meetings

Meeting Name	Deliberation Items	Composition of Members				
		Number/ Ratio	Total number of participants in the meeting	Academic- related staff	Non-academic staff(staff representative)	Number of Women
Faculty Evaluation Committee	Deliberation involves the appointment, term, promotion, suspension, termination, non-renewal, and justification for dismissal of faculty at this university. It encompasses handling breaches of faculty obligations and assessments of teaching qualifications, as well as decisions on rewards, penalties, further education, academic research, faculty evaluation, tenure extension, appointment, and promotion of research personnel. These discussions lead to the final resolution of cases, complying with applicable laws and regulations.	People	38	38	0	13
		Ratio	100%	100%	0%	34.21%
Human Resources Review Committee for the Employment of Staff funded by the school fund.	Allocation of university-endowed staff, manpower planning, categorization, salary determination, and other related matters, including ad hoc reviews concerning school fund personnel.	People	11	8	3	5
		Ratio	100%	72.7%	27.3%	45.5%
Labor-Management Meeting	Matters regarding the working hours and employee rights of laborers shall be subject to mutual agreement between labor and management.	People	18	8	10	8
		Ratio	100%	44.4%	55.6%	44.4%

Executive Roundtable Meeting

Administrative and Academic Leadership Consensus Camp

The 2025 Administrative and Academic Leadership Consensus Camp focused on the theme of "Review and Outlook." Through reports on key institutional issues, reviews of administrative progress, future projections, interdepartmental exchanges, and the consolidation of feedback, the event strengthened consensus among the leadership team and clarified the strategic direction for institutional development. The consensus workshop upheld the philosophy of "people-oriented, value co-creation" that NKUST has maintained since its merger. Through communication and collaboration, the workshop fostered trust and promoted the integration of campus culture and organizational innovation.



Conference
Handbook

Key issues discussed included the enhancement of graduates' English proficiency, the review of University Social Responsibility (USR) project outcomes, international exchange and study abroad programs, teaching practice research, faculty human resource allocation, new faculty development, the promotion of a smart campus, the establishment of a university history museum, campus environment optimization, the improvement of faculty performance in National Science and Technology Council projects, the blueprint for key research centers, and the development of campus land through Build-Operate-Transfer (BOT) models.

The primary objective was to consolidate the strategic focus on "consensus building, value co-creation, and sustainable development" by reviewing institutional achievements, planning future strategies, and exchanging administrative expertise. This initiative aimed to continuously enhance the university's competitiveness, research capacity, teaching quality, and societal influence, collectively driving the institution toward excellence and sustainable development.

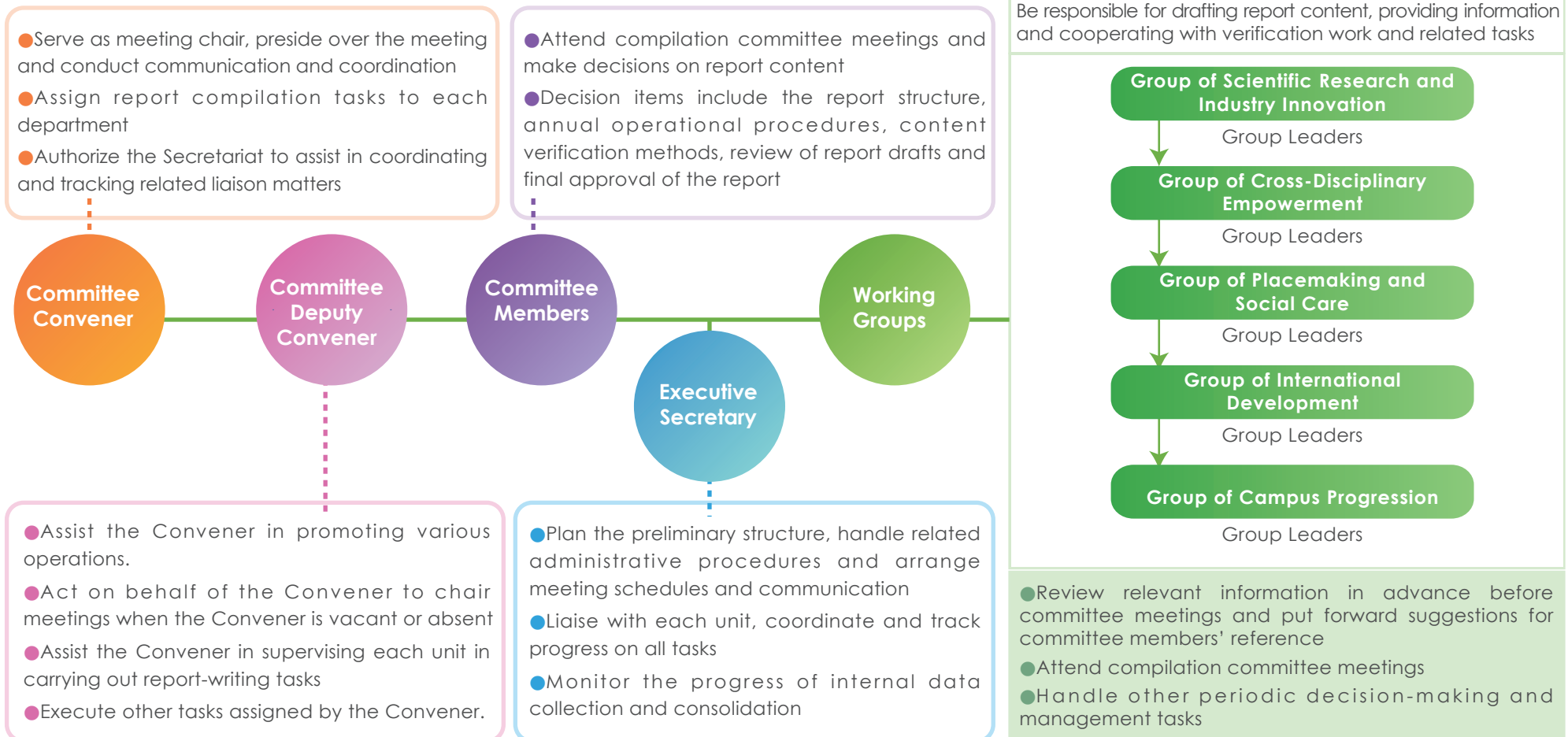


▲ Administrative and Academic Leadership
Consensus Camp

Organizational Structure and Tasks of the Sustainability Report Compilation Committee and Working Group

NKUST places great importance on sustainability information disclosure and stakeholder communication. To prepare the 2025 Sustainable Development Report, a Report Compilation Committee was established, responsible for overseeing the report's planning, data integration, content review, and results disclosure. The committee is convened by the university president and includes relevant administrative and academic units. Through a cross-unit collaboration mechanism, it reviews the university's sustainability achievements and major issues. The compilation period was overseen by the Executive Secretary Team, which was responsible for overall coordination and progress management. The team integrated data and performance results provided by various units and established regular communication and review mechanisms to ensure the accuracy, completeness, and consistency of information disclosure. Through a systematic preparation process and division of responsibilities, the university is able to comprehensively present the achievements in promoting sustainable development, thereby enhancing information transparency and the quality of the report.

Organizational Structure and Tasks of the Sustainability Report Compilation Committee and Working Group



Professional Background and Collective Knowledge of the Sustainable Development Report Compilation Committee

Committee Member	Professional Background	Experience Related to E (Environment)/S (Social)/G (Governance)
Convener Wu	Environmental Engineering; Chemical Materials and Engineering; the field of Engineering	Training and courses: Participated in sustainability-related training (8 hours).
Deputy Convener Dai	Bioinformatics and Medical Informatics; Machine Learning and Data Mining; Software Engineering and Web Systems Development	Training and courses: 1.ESG Intermediate Management Specialist Certification Program: 8 hours 2.Planning and implementation of the Ministry of Education AICUP Artificial Intelligence Competition and national touring courses: 15 hours 3,Interview and expert opinion with Taiwan Science Media Center (SMC) (3 hours) 4.AI Future Practice in Taiwan Health Big Data Sustainability Platform: From Health Big Data to Trusted Verification: 3 hours
Member Chen	Photovoltaic and Energy Materials; Photochemistry and Polymer Technology; Green Polymers and High-Performance Materials	Research and development in green photovoltaic materials and sustainable environmental technologies.
Member Yang	International Marketing; International Trade; Strategic Marketing	Training and courses: Participation in AACSB business accreditation meetings: 36 hours. Other: 1. Led the College of Management to successfully pass AACSB international business accreditation. 2. Qualified as an AACSB Peer Review Team (PRT) member.
Member Hong	Artificial Intelligence; Computer Engineering; Embedded Systems	Training and courses: Sustainability Report Writing Training: 6 hours. Publications and presentations: 1.(2026 IGI publication) Revolutionizing Sustainable Food Production With Quantum Computing-exploring quantum algorithms for optimizing food supply chains, climate impact prediction, and precision agriculture to support sustainability through technology. 2.Three publications on Smart Grids and IoT energy management, focusing on AI-based reduction of electricity waste for energy conservation and carbon reduction. Other: 1.Implementation of USR HUB project, supporting elementary school information education, reaching over 600 students in neighboring schools. 2.Execution of NSTC data governance and digital transformation industry-academia alliance project to improve corporate governance models.

2.1.2 Internal Control Mechanisms and Risk Management

To strengthen the risk management system and bolster its effectiveness, NKUST has implemented risk management practices with reference to the "Handbook for Risk Management and Crisis Handling of the Executive Yuan and affiliated agencies" and the "Guiding Principles for Risk Management Promotion of the Ministry of Education." Accordingly, NKUST has established its Internal Control System Manual. Our university also established the 'Guidelines for the Establishment of National Kaohsiung University of Science and Technology Internal Control Group' and the 'Guidelines for the Establishment of National Kaohsiung University of Science and Technology Internal Audit Group'. Two Vice Presidents appointed by the President respectively lead the university's Internal Control Group and Internal Audit Group. Meetings are convened at least once per semester. The implementation results are documented in the Internal Control Statement, which is jointly signed by the internal control convener, internal audit convener, and the president. Detailed details and processes are all disclosed on the university's website in the section providing public access to [school affairs information](#) and [internal control and audit execution status](#).



Implementation

Internal Control

- I. According to: Guidelines for the Establishment of the Internal Control Group at National Kaohsiung University of Science and Technology.
- II. The Internal Control Group's tasks are as follows:
 - (I) Implement internal control operations and related training programs.
 - (II) Review and enhance existing internal control operations.
 - (III) Integrate and review internal control operations for various business activities.
 - (IV) Adopt common operational guidelines established by relevant authorities for internal control systems, and assess the significance and risk of individual business activities to formulate appropriate internal control systems and promote risk management practices.
 - (V) Plan and execute self-assessment activities for the internal control system.
 - (VI) Matters assigned by the Principal or other items decided upon by this group for implementation.
- III. Description of Execution Focus
 - (I) Risk Assessment: In accordance with NKUST's medium-term development plan, each department conducts regular risk assessments. In the 2025 risk assessment results, there were a total of 265 risks. Among them, 42 had a residual risk value above 3 (medium to high risk), and 223 had a residual risk value of 2 or below (low risk).
 - (II) Internal Control: Items with a residual risk value of 3 or higher and those deemed significant are included in the internal control system. In 2025, 66 items were incorporated, and the internal control manual was revised and disclosed. Relevant departments shall assess the effectiveness of the five elements of internal control based on their respective responsibilities.
 - (III) Business Process SOP: To enhance administrative efficiency, each department should design comprehensive business process SOPs and upload them to the system for colleagues to consult and follow. The risk assessment is reviewed and updated regularly every year. As of the end of December 2025, the system contained 790 business process SOPs established by various administrative units.

Internal Audit

- I. According to: Guidelines for the Establishment of the Internal Audit Group at National Kaohsiung University of Science and Technology.
- II. The Internal Audit Group's tasks are as follows:
 - (I) Develop annual audit plans, execute them, and conduct self-assessments of internal control systems for various units, including evaluating plan implementation and reviewing the results.
 - (II) Review the internal control system evaluation process and conduct internal audit work.
 - (III) Review and evaluate the operational matters of each unit, and provide timely improvement recommendations to reasonably ensure the achievement of objectives.
 - (IV) Internal audit findings and improvement recommendations will be submitted to the Principal for their awareness, and the implementation of improvements will be tracked.
- III. Description of Execution Focus:

The Internal Audit Group of NKUST is a task force comprised of 24 audit committee members. These members are composed of senior staff or professional faculty with expertise in administrative practices. The group is responsible for examining and reviewing internal control systems, developing an annual audit plan, and writing audit reports. The reports include strengths, weaknesses, and recommendations for improvement, which are submitted to the Principal for their awareness. Regularly track deficiencies and recommendations identified in internal control evaluations and audit reports. In 2025, one internal control deficiency and 58 audit deficiencies were tracked. The tracking results will be submitted for review at the Internal Audit Group meeting.

Information Security and Risk Management

To strengthen information security governance and ensure the confidentiality, integrity, and availability of information assets, the university's Computer and Network Center has established an Information Security Management System (ISMS) and set up a dedicated information security team responsible for system implementation, risk management, and the execution and maintenance of related control measures. NKUST has established information security policies and management procedures in accordance with the ISO/IEC 27001 Information Security Management System standard. These policies and procedures are approved by senior management and communicated to all staff for implementation. By regularly conducting information security risk assessments, potential risks and threats are identified. Based on the evaluation results, risk treatment measures and security control mechanisms are planned to reduce the likelihood and impact of information security incidents. In addition, to ensure the continuous and effective operation of the information security management system, the center conducts regular internal audits and management reviews annually. These reviews assess system implementation, risk control effectiveness, and the execution of improvement measures, thereby continuously enhancing information security management capabilities. Relevant institutional documents and records are filed and properly managed in accordance with regulations to maintain the integrity and traceability of system operations, thereby ensuring the achievement of information security governance objectives.

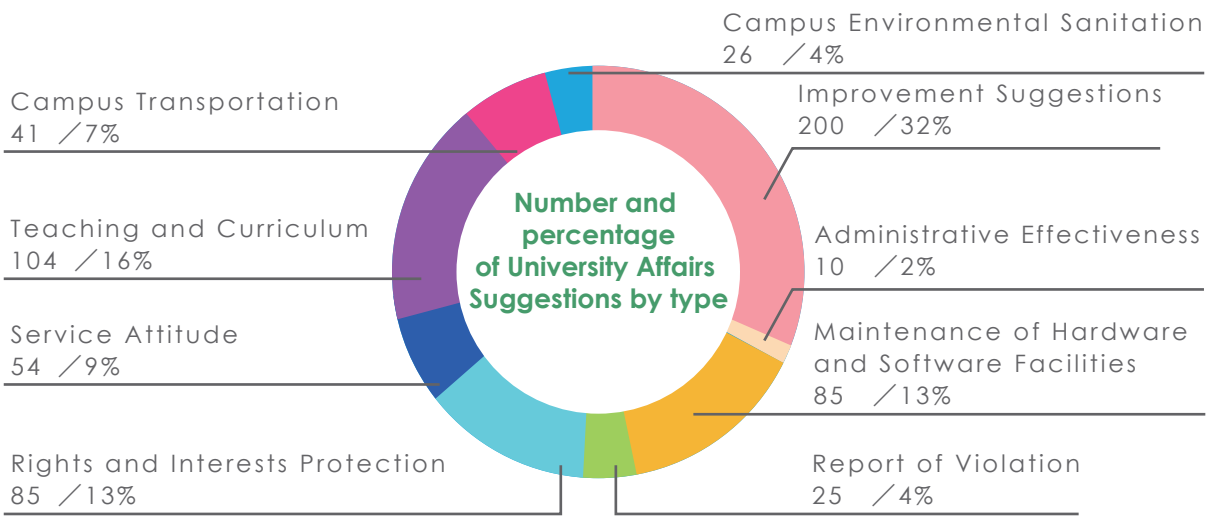
Implementation Status of the University Affairs Suggestion System

To enhance communication with and promptly respond to stakeholders, the university established the "Campus Feedback System," which was launched on April 9, 2019. This system provides faculty, staff, students, and related stakeholders with a channel to express opinions, offer suggestions, and report issues. Through this system, feedback cases are assigned to the responsible administrative units, which are required to respond to the feedback provider within five working days. Monthly statistical analyses are conducted on submitted cases and satisfaction levels of respondents. Key issues are summarized and forwarded to the relevant responsible units for attention and evaluation. After approval, the results are announced and disseminated to all administrative and academic units for reference and awareness.

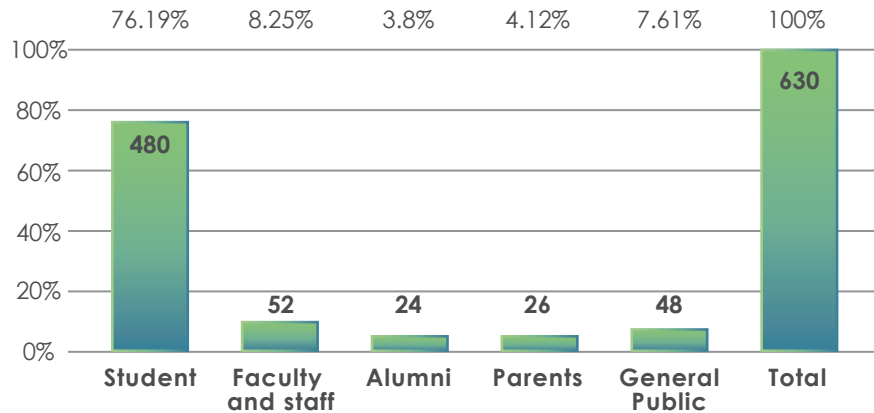
Statistics of University Affairs Suggestions over the Past Three Years

Year	2025	2024	2023
Number of Cases	630	602	491

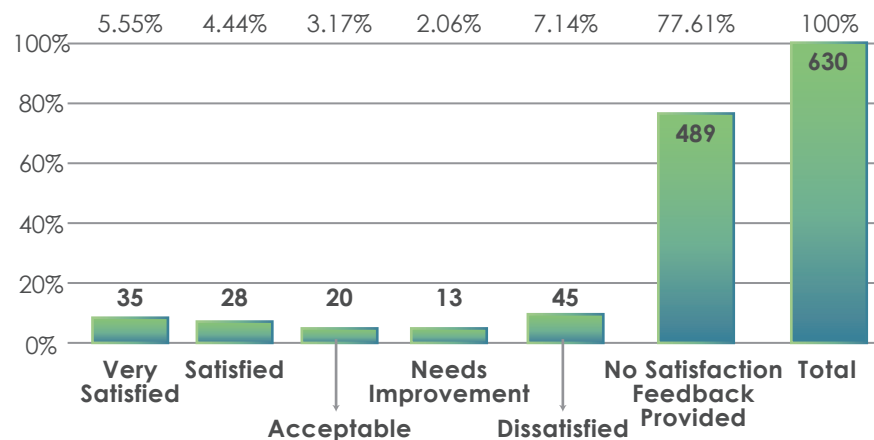
Number and percentage of University Affairs Suggestions by type in 2025



Number and percentage of University Affairs Suggestions by type Targets of University Affairs Suggestion Messages in 2025



Satisfaction with Responses to University Affairs Suggestions in 2025



Audit of school funds

According to:

Implementation Measures for Auditing the school fund of National Kaohsiung University of Science and Technology.

II. Audit Task: The audit of school funds is conducted by auditors based on the results of internal control risk assessment, an annual audit plan will be formulated and executed with the principal's approval. Additionally, an annual audit report will be prepared and presented to the University Council. Each year, we track and monitor any deficiencies or abnormalities until they are resolved. The scope of the audit is as follows:

(I) Post-audit of personnel, financial, operational, and related party transactions involving the cycle of school fund transactions.

(II) Post-audit of cash receipts and bad debt handling.

(III) Audit and inventory of cash, bank deposits, securities, stocks, bonds, and fixed assets.

(IV) Regular evaluation, auditing, and compilation report on the achievement of performance goals for various operations of the school fund.

(V) Audit and evaluate the efficiency of school fund utilization and the effectiveness of various expenditures.

(VI) Other project audit matters.

Audit Members: T

o carry out audit-related tasks, auditors are nominated by each college based on their teaching experience in audit-related work and relevant professional backgrounds. Five members are selected by the President through an official approval process and appointed upon the resolution of the University Council. In addition, the Director and staff of the Legal Affairs and Audit Division also serve as part of the audit team.

Audit Results:

In 2025, a total of 15 audit items related to the University Endowment Fund were reviewed, covering 10 units and completed through five audit sessions. Based on the audit results, 33 improvement measures or reform recommendations were proposed for identified issues or deficiencies; among these, 16 items were completed and closed, while 17 items remained under tracking. Of the historical audit improvement measures or reform recommendations, 39 have been completed and removed from monitoring. 11 remain outstanding. Adding 17 items scheduled for improvement in 2025, a total of 28 items will be included for continued monitoring and tracking in 2026.

2.1.3 Financial Information

Committee for the Management of Endowment Funds

In accordance with Article 5 of the 'National University Endowment Fund Establishment Act' and Article 7 of the 'Regulations Regarding the Management and Supervision of School Funds at National Universities/Colleges' hereby establishes the 'Guidelines for National Kaohsiung University of Science and Technology's Establishment of School Funds Management Committee.' This committee is responsible for reviewing the annual budget of the school fund as well as the utilization performance, the annual planning and investment planning, self-generated revenue and expenditure management regulations, and the plan for increasing revenue and reducing expenses. The committee shall hold meetings at least once per semester and may convene special meetings when necessary.

The committee shall consist of 11 to 15 members, including the President, Vice President, Director of Finance, Dean of Academic Affairs, Dean of General Affairs, Dean of Research and Development, and Director of Accounting as ex officio members. The President shall serve as the convener. The remaining members shall be selected by the President and appointed after approval by the University Council. Among the committee members, at least one-third shall be non-administrative faculty representatives, and one external professional and one student representative may also be appointed. The term of office for committee members is two years.

Members of the School Fund Management Committee at NKUST

Unit: Persons

Members	Convener/Ex-Officio Committee Member	Ex-Officio Committee Member (Administrative Position)	Faculty Representative (Not holding an administrative position)	External Committee Members Recruited From Outside the University	Student Representative	Total
People	1	6	6	1	1	15

According to Article 3 of the Regulations for the Establishment of the School Fund Management Committee at NKUST, the Committee's tasks are as follows:

- I. Review of the annual budget proposal for the school funds.
- II. Assessment of the income and expenditure as well as the utilization performance of the school fund.
- III. Deliberation on annual financial planning and annual investment planning.
- IV. Review of self-generated revenue and expenditure management regulations.
- V. Review of the school fund's revenue and cost reduction plan.
- VI. Review of the allocation ratio of administrative management fees or surplus funds from self-generated revenue.
- VII. Examining the allocation, terms, methodologies, and assessment criteria for personnel expenses funded by self-generated revenue.
- VIII. Review of the performance report of the school fund.
- IX. Deliberation on the financial statements and Board meeting minutes of the National Kaohsiung University of Science and Technology Foundation for Education and Culture.
- X. Other matters concerning budgeting, income and expenses, custody, and utilization of the school funds were deliberated.

The following table presents NKUST's 2025 school funds amount, with operating revenues of NT\$5,915,132,000, non-operating revenues (including investment income) of NT\$391,435,000, operating costs and expenses of NT\$6,287,142,000, and non-operating expenses of NT\$165,022,000. Among them, the revenue and costs of industry-academia collaboration come from related projects in collaboration with industry and academia. The revenue from teaching and research subsidies and other subsidies from the government amounts to a total of NT\$2,991,412 thousand. Detailed revenue and expenditure information is disclosed publicly online. For details, please refer to the School Fund Performance Report: <https://reurl.cc/vQrW0k>.

Overall Performance of the 2025 School Fund Settlement Unit: NT\$ Thousand

Revenue and Expenditure	Item	Amount
Revenue	Business Revenue	5,915,132
	Other Business Revenue	391,435
Expenditure	Operating Costs	6,287,142
	Other Operating Costs	165,022



School Fund
Performance
Report

2025 Categories of Business Revenue and Expenditure Category Amounts and Ratios Unit: NT\$ thousand

Source of Income	Amount	Ratio (%)
Tuition and Miscellaneous Fees Revenue	1,219,385	20.6%
Revenue From Industry-Academia Collaboration	1,597,057	27%
Income from Continuing Education	88,022	1.5%
Royalty Income	241	0%
Revenue From School Teaching and Research Grant	2,393,859	40.5%
Other Subsidy Income	597,553	10.1%
Miscellaneous Business Revenue	19,015	0.3%
Total	5,915,132	100%
Source of Expenditure	Amount	Ratio (%)
Costs of Teaching, Research, and Counseling	4,101,061	65.2%
Cost of Industry-Academic Collaboration	1,369,537	21.8%
Cost of Continuing Education	86,411	1.4%
Student Scholarships and Incentives	220,761	3.5%
Management and General Affairs Expenses	492,952	7.8%
Miscellaneous Business Expenses	16,420	0.3%
Total	6,287,142	100%

The financial statements of our university are prepared using the accrual basis of accounting. Before collecting tuition and fees from students, our school has disclosed its financial performance and related data on the school's information public website.

2.1.4 Investment Management and Sustainable Investing

NKUST prepares an annual "School Fund Investment Plan" in accordance with the "National University Endowment Fund Establishment Act," the "Regulations Regarding the Management and Supervision of School Funds at National Universities/Colleges" and NKUST's Directions for the Management of Investment Revenues and Expenditures. The plan is submitted to the Investment Management Team and the School Fund Management Committee for review and is incorporated into the School Fund Financial Planning Report, which is approved by the University Affairs Meeting and then submitted to the Ministry of Education for record.

NKUST's investment strategy focuses on long-term holding and interest-bearing returns. In alignment with global investment trends, Article 10 of the Investment Income and Expenditure Management Guidelines explicitly stipulates that "all investment activities shall avoid financing carbon-intensive industries (particularly coal and petroleum) and shall incorporate Environmental, Social, and Governance (ESG) factors into investment decision-making considerations." This approach balances the university's social responsibility (USR) with financial returns, mitigates potential long-term risks to the School Fund, and ensures its sustainable operation.

Investment Targets and Scale of School Fund

In accordance with Article 14 of the "Regulations Regarding the Management and Supervision of School Funds at National Universities/Colleges," and taking into account the safe cash reserve level of the University, NKUST's investments excluding time deposits were discussed at the Investment Management Task Force meeting in August 2023 with the resolution to raise the upper limit of investable funds for the School Fund to 28.30% of available funds, or NT\$1.5 billion. Going forward, the investable limit will be adjusted on a rolling basis in line with developments in international financial markets and the asset allocation scale of the School Fund, once relevant procedures are completed. NKUST's investment portfolio and amounts from 2023 to 2025 are summarized in the table below:

Target and Scale of School Funds Investment in the Past 3 Years Unit: NT\$ Thousand

Year		2025	2024	2023
Investment Targets and Amounts ¹	Overseas Bonds	630,562	604,683	334,929
	Mutual Fund	40,346	40,295	30,131
	Taiwan Stock ETF	521,453	296,677	41,987
	U.S. Stock ETF	41,510	0	0
Scale of School Fund Investments		1,233,871	941,655	551,345

¹ Except for Taiwan-listed ETFs, which are denominated in New Taiwan Dollars, the NTD amounts for overseas bonds, mutual funds, and U.S. equity ETFs are calculated based on the actual NTD exchanged and reported to NKUST's Accounting Office at the time of purchase, together with year-end valuation gains or losses arising from currency conversion. For overseas bonds, the amounts are presented in accordance with the Ministry of Education's requirements after amortization, reflecting the carrying amount in NTD at the reporting date. All figures are rounded to the nearest thousand NTD.

In 2025, the School Fund's investment portfolio (excluding time deposits) was allocated as follows: 50% in bond-type investments, 40% in equity-type investments, and 10% in money market investments. The asset allocation ratios are subject to adjustment in response to prevailing economic conditions. In 2025, the top five industries by investment weight were Taiwan equity ETFs, information technology, health care, communication services, and consumer spending. The industry distribution of major School Fund investment targets is summarized in the following table:

The major industry distribution of the 2025 school fund investments²

Unit: NT\$ Thousand

GICS				
Major Investment Targets and Scale of School Fund	Investment Amount (USD)	Investment Amount ³ (TWD)	Percentage (%)	ESG Proportion (%)
Taiwan Stock ETF	-	521,452,527	42.26%	19.18%
Information Technology	5,617,463.12	176,275,993	14.29%	100.00%
Healthcare	4,102,779.23	128,745,212	10.43%	100.00%
Communication Services	3,880,656.76	121,775,009	9.87%	100.00%
Consumer Spending	2,899,846.26	90,997,175	7.37%	100.00%
Finance	1,733,020.02	54,382,169	4.41%	100.00%
U.S. Stock ETF	1,322,801.51	41,509,511	3.36%	0.00%
Fund	1,285,711.51	40,345,628	3.27%	0.00%
Government	1,228,267.00	38,543,019	3.12%	0.00%
Consumer Discretionary	316,535.21	9,932,875	0.81%	100.00%
Raw Materials	315,827.98	9,910,682	0.80%	100.00%
Total	22,702,908.60	1,233,869,800	100.00%	-

²The investment industry categories are classified in accordance with the Global Industry Classification Standard (GICS), a standardized industry classification system jointly developed by MSCI and Standard & Poor's. To ensure consistency in currency presentation, the categories are presented in descending order based on the total investment amount denominated in New Taiwan Dollars.

³ Except for Taiwan stock ETFs, which are priced in New Taiwan dollars, the New Taiwan dollar amounts for overseas bonds, mutual funds, and U.S. stock ETFs are based on the sum of the actual New Taiwan Dollar amounts exchanged at the time of purchase for each specific item plus the exchange gain or loss from period-end evaluation, reported to NKUST's Accounting Office. The amount for overseas bonds is also based on the book value in New Taiwan dollars after amortization, as required by the Ministry of Education. As Taiwan stock ETFs are priced in New Taiwan Dollars only, the investment proportion is calculated in New Taiwan Dollars to facilitate the estimation of the overall allocation.

2.2 Advocacy and Collaboration

2.2.1 Membership in Public Associations

NKUST values collaboration and exchange with academia, industry, and professional organizations. The university actively participates in key domestic and international academic and professional associations. As of 2025, NKUST has joined 23 professional associations and, in March 2025, became a member of the Taiwan International Cruise Association, continuously expanding its marine industry and international cooperation network. By participating in various member meetings, forums, and seminars, NKUST strengthens exchanges and interactions with industry, government, academia, and research sectors, gains insight into industry development trends, and enhances the university's influence and opportunities for interdisciplinary collaboration.

The Office of Industry-Academia Cooperation at National Kaohsiung University of Science and Technology (NKUST) has maintained long-term close collaboration with organizations such as the Taiwan Innovation and Entrepreneurship Service Association, Taiwan Alliance of Sustainable Supply (TASS), and the Taiwan Passive Components Industry Association. This partnership integrates the university's research capabilities with industry needs to jointly promote talent development, technological innovation, and industry-academia cooperation. NKUST has maintained a long-term partnership with the TASS, collaborating through technical guidance, research cooperation, and technical forums to assist enterprises in responding to net-zero transition and green supply chain development trends. Under the leadership of current Chairperson Lai Jun-Ji (Professor of the Department of Environmental Safety and Health and Director of the Carbon Neutral and Energy Technology Research Center of NKUST), the collaboration has been guided by an industry-driven approach, outlining an integrated upgrading strategy combining talent cultivation, technology development, and industry-academia cooperation. Subcontractors are supported in establishing sound professional knowledge through educational initiatives, developing core circular technologies through technical R&D, and implementing collaborative projects through government funding and relevant subsidy resources.

In 2021, served as a co-founder of the Taiwan Passive Components Industry Association, dedicated to integrating upstream, midstream, and downstream industry resources to promote technological research and development, equipment innovation, and material applications. By inviting domestic and international experts, scholars, and industry representatives for exchanges, we promote the sharing of industry knowledge and international integration, thereby enhancing the innovation capacity and competitiveness of industrial clusters.

2.2.2 International Cooperation Alliance

Planning and Promotion of Foreign University Cooperation Alliance

NKUST actively participates in the activities organized by the Taiwan-Germany University of Science and Technology Alliance (hereinafter referred to as the TAltech-HAWtech Alliance) and the Taiwan-Japan Alliance of Local Revitalization and Social Practice (hereinafter referred to as the Taiwan-Japan Alliance), along with establishing links with high-quality science and technology schools and college alliances in France through bilateral exchange meetings of the Foundation for International Cooperation in Higher Education of Taiwan and French Office in Taipei, establishing inter-school interaction in the field of scientific research, promoting student exchange for science and technology studies, and increasing internship opportunities.

TAltech-HAWtech Alliance (HAWtech-TAltech)

NKUST currently participates in two important international alliance organizations. By forming alliances with other international institutions, we jointly formulate specific cooperation strategies that benefit all alliance schools, strengthen international partnerships, enhance respective images and competitive advantages, and establish a close interactive international network.



▲Taiwan-Japan Alliance "Local Cooperation and Social Practice Leaders' Meeting and International Research Conference"



▲NKUST Presidents' Roundtable Meeting of the Taiwan-Germany Alliance and Visits to Alliance Schools



▲Visit to the Smart Manufacturing Practice Factory

Name of Alliance	Time	Activities	Results
TAItech-HAWtech Alliance (HAWtech-TAItech)	2021 to 2022	Served as rotating Chair of TAItech, coordinated activities and bilateral exchanges and convened online consensus meetings.	From 2021 to 2022, NKUST also served as the rotating chair of TAItech, coordinating alliance affairs and presiding over online consensus meetings, while sharing the implementation outcomes of the SDGs.
	2024–2025 Onward	The university submitted proposals for joint teaching collaboration projects and concept notes, conducted visits to laboratories at German HAWtech universities, participated in HAW Round Table Meetings, completed the renewal of the alliance agreement, and implemented cross-border diversified teaching as well as substantive faculty and student exchanges	In 2024, NKUST participated in the TAItech-HAWtech Presidents' Roundtable Meeting in Germany and conducted visits to partner universities, completing the alliance renewal ceremony. From 2024 to 2025, through joint HAWtech delegation visits and frequent exchanges among partner institutions such as HTW Dresden and HS Esslingen, the university further strengthened substantive academic collaboration between Taiwanese and German faculty and students under various exchange models. Going forward, the university will continue to implement TAItech-HAWtech Round Table Meetings, student exchange and internship programs, short-term study camps, mutual visits, and joint teaching initiatives.
Taiwan-Japan Alliance	Since 2022	Invited Japanese professors to give lectures in placemaking and local revitalization courses and upgraded courses to English-medium instruction.	Since joining the "Taiwan-Japan University Alliance," which comprises 10 universities from Taiwan and Japan, in 2021, NKUST has been committed to building a transnational exchange network. In 2022, the English lecture series on "Regional Revitalization Studies" was officially launched, and Japanese professors were invited to deliver special lectures. At the same time, the "Spring Taiwan-Japan Exchange Workshop for Regional Revitalization" was launched, establishing a mechanism for field visits and cross-national dialogue between faculty and students of the two countries. In 2025, the Alliance expanded with the addition of two member universities, bringing the total number of member to 12.
	2023–2025 Continued cooperation	Held leadership meetings, seminars, workshops, cross-border courses and competitions.	In 2023, five training workshops, two international collaborative courses, and the 'Towards International Common Goods - Regional Caring Practice Competition' were held, with a total of 12 teams and 80 Taiwanese and Japanese students participating. In February 2024, the university continued to hold the third Spring Workshop and hosted faculty and students from Kochi University and Chiba University in Japan. The visiting delegation conducted field studies in Linbian, Jiadong, and Donggang in Pingtung County, focusing on issues such as low birth rates, aging populations, and local cultural characteristics, thereby closely integrating academic research with local industrial conditions. In 2025, through the "Neighbor-Friendly Fisheries Transnational Regional Revitalization Project," the university engaged in both in-person and online exchanges with partner institutions in Japan. Activities included the Spring Taiwan-Japan Exchange Workshop, online and in-person academic exchanges, the 2025 Kochi Summer Workshop, executive meetings and international research conferences, autumn and winter academic exchange programs, and the 2025 University Social Responsibility (USR) Practice Expo.
		Offered cross-border co-taught courses and trained international students as teaching assistants (TAs).	Supported teaching activities and overseas internships.

2.2.3 Sustainability-related Alliances and Projects

NKUST promotes sustainable technology research and development and industrial applications through industry-academia collaboration and cross-disciplinary resource integration. By combining internal research capabilities with external industry resources, the university develops practical collaborative programs to assist enterprises in meeting net-zero transition and industrial upgrading demands. NKUST continues to fulfill its social responsibility as a university and expands its sustainable impact on industry and society.

1) Promoting the Impact of Industrial Sustainability Transformation

NKUST integrates "carbon inventory" and "technical diagnostics," with smart technology and sustainable development as its core direction, providing end-to-end services from current status assessment to technology implementation. It assists manufacturing industries in applying for government net-zero and carbon reduction programs, jointly promoting low-carbon and smart transformation. The university provides guidance in carbon inventory, technical diagnostics, and sustainability management to support enterprises in developing carbon management and net-zero emission capabilities. This helps address the common "easy to understand, difficult to implement" challenge by enabling companies to build autonomous carbon management capacity rather than merely meeting compliance requirements. It also strengthens enterprises' adaptive capacity in response to global decarbonization trends, thereby enhancing overall industrial transformation momentum and sustainability competitiveness. In 2025, NKUST undertook smart and low-carbon carbon inventory-related projects commissioned by the Metal Industries Research & Development Centre and the Industrial Technology Research Institute (ITRI), providing guidance to 31 enterprises actively pursuing net-zero and green transformation, with a total project value of NT\$5,075,000.

2) Participation in Cross-University Research Collaboration Platforms

In 2020, NKUST joined the "Gloria South," which breaks down inter-university barriers by connecting multiple higher education institutions in southern Taiwan. The alliance integrates technologies, talent, and patent resources from universities in the region, promoting cross-university industry-academia collaboration and technology transfer. Through the alliance's promotion mechanism, university technologies are disseminated more effectively, enabling enterprises to more precisely access required technologies. This accelerates the commercialization of research outcomes, shortens the pathway from R&D to market application, and enhances the contribution of academic research capacity to industrial development.

The "Gloria South" comprises 11 partner universities in southern Taiwan, including National Cheng Kung University, National Kaohsiung University of Science and Technology, National Pingtung University, Tainan Junior College of Nursing, Kun Shan University, National Formosa University, Chung Cheng Institute of Technology, Southern Taiwan University of Science and Technology, Far East University, Chang Jung Christian University, and National Dong Hwa University. The alliance integrates industry-academia collaboration networks, technology transfer mechanisms, and startup resources, providing end-to-end services covering technology, talent, and intellectual property. Through a membership-based model and joint research centers, it promotes cross-university collaboration between enterprises and universities, accelerating the translation of research outcomes into practical innovation and commercialization.

3) Strengthening Industry-Academia Collaboration with Enterprises

NKUST establishes long-term partnerships with enterprises through an industry-academia corporate membership system. NKUST builds trust-based, long-term collaborative relationships with corporate members to promote joint research and technical exchange. This facilitates continuous iterative development of innovative technologies and their practical applications, strengthens the close linkage between academic research and industrial needs, aligns with market demands, and enhances the overall effectiveness of industry-academia collaboration.

4) Promoting Sustainable Supply Chain Collaboration

NKUST collaborates with the Passive Components Industry Association and the Taiwan Alliance of Sustainable Supply (TASS) to extend its impact from individual enterprises to the entire supply chain. This promotes knowledge sharing and resource integration among industry partners and advances the development of green manufacturing and sustainable supply chains. In addition to strengthening the resilience of the industrial chain as a whole, these efforts further reinforce the foundation for sustainable industrial development at a systemic level.

2.3 Workforce Diversity

2.3.1 Diverse and Equal Workplace

The university upholds its commitment to human rights, equality, and diversity in talent recruitment, regardless of gender, age, race, or other differences. We strive to create an inclusive work environment where everyone can fully unleash their potential and achieve their professional goals. In 2025, the total number of faculty and staff at NKUST was 3,298. Of this number, the percentage of indigenous faculty and staff at our university was 0.76%, while the percentage of individuals with disabilities was 3.14%.

Gender Statistics of Faculty and Staff at our School

Type	Number of males (people)	Ratio of males	Number of females (people)	Ratios of females	Total (people)
Full-time faculty	651	75.96%	206	24.04%	857
Part-time Faculty (0.2 FTE)	113	66.47%	57	33.53%	170
Subtotal	764	74.39%	263	25.61%	1,027
Type	Number of males (people)	Ratio of males	Number of females (people)	Ratios of females	Total (people)
Regular staff	82	36.61%	142	63.39%	224
University-endowed staff	109	24.44%	337	75.56%	446
Project-based employees	273	42.66%	367	57.34%	640
Project researchers	8	72.73%	3	27.27%	11
Research assistant (0.2 FTE)	536	56.42%	414	43.58%	950
Subtotal	1,008	44.39%	1,263	55.61%	2,271
Total	1,772	53.7%	1,526	46.9%	3,298

Note 1: Regular staff, project researchers, and university foundation personnel are calculated as of October 15, 2025.

Note 2: Project personnel are calculated as of December 15, 2025.

Age Statistics of Faculty and Staff at NKUST

Type	Number of people under 30	Percentage	Number of people aged 31-50	Percentage	Number of people over 51	Percentage	Total
Full-time faculty	3	0.35%	307	35.82%	547	63.83%	857
Part-time faculty (0.2 FTE)	2	1.18%	60	35.29%	108	63.53%	170
Subtotal	5	0.49%	367	35.74%	655	63.77%	1,027
Type	Number of people under 30	Percentage	Number of people aged 31-50	Percentage	Number of people over 51	Percentage	Total
Regular staff	11	4.91%	80	35.71%	133	59.38%	224
University-endowed staff	36	8.07%	310	69.51%	100	22.42%	446
Project-based employees	225	35.16%	361	56.41%	54	8.43%	640
Project researchers	1	9.09%	8	72.73%	2	18.18%	11
Part-time assistants (0.2 FTE)	888	93.47%	52	5.47%	10	1.06%	950
Subtotal	1,161	51.12%	811	35.71%	299	13.17%	2,271
Total	1,166	35.35%	1,178	35.72%	954	28.93%	3,298

Regional Statistics of Faculty and Staff at Our School

Type	Citizen	Percentage	Foreigners	Percentage	Total
Full-time faculty	836	97.55%	21	2.45%	857
Part-time Faculty (0.2 FTE)	167	98.24%	3	1.76%	170
Subtotal	1,003	97.66%	24	2.34%	1,027
Type	Citizen	Percentage	Foreigners	Percentage	Total
Regular staff	224	100%	0	0%	224
University-endowed staff	446	100%	0	0%	446
Project-based employees	619	96.72%	21	3.28%	640
Project researchers	7	63.64%	4	36.36%	11
Research assistant (0.2 FTE)	929	97.79%	21	2.21%	950
Subtotal	2,225	97.97%	46	2.03%	2,271
Total	3,228	97.88%	70	2.12%	3,298

Statistics on Changes in the Number of Faculty and Staff at Our School in the Past 3 Years

Type	Total Number of Personnel in 2025	Total Number of Personnel in 2024	Total Number of Personnel in 2023
Full-time faculty (Including project teachers, instructors, and teaching assistants, excluding those on leave without pay)	857	861	860
Part-time Faculty (0.2 FTE)	170	174	174
Subtotal	1,027	1,035	1,034
Type	Total Number of Personnel in 2025	Total Number of Personnel in 2024	Total Number of Personnel in 2023
Regular Staff (including technicians, maintenance workers, and security guards)	224	237	253
University-endowed staff	446	439	444
Project-based employees	640	606	619
Project researchers	11	12	16
Research assistant (0.2 FTE)	950	1,008	1,004
Subtotal	2,271	2,302	2,336
Total	3,298	3,337	3,370

New Hire and Turnover Rate of Faculty and Staff in 2025 (excluding part-time assistants)

Unit: person

Categories of Faculty and Staff		Total Number of People at NKUST	Number of New Hires	New Hire Rate	Number of Resignations	Turnover Rate
Teachers	Male	651	36	5.53%	18	2.76%
	Female	206	7	3.39%	7	3.39%
	Under 30	3	1	33.33%	0	0%
	31-50 years old	307	32	10.42%	15	4.89%
	Over 51	547	10	1.83%	10	1.83%
	Total	857	43	5.01%	25	2.92%
Staff	Male	478	102	21.34%	115	24.06%
	Female	852	116	13.62%	131	15.38%
	Under 30	283	104	36.75%	82	28.98%
	31-50 years old	775	97	12.52%	109	14.06%
	Over 51	272	17	6.25%	55	20.22%
	Total	1330	218	16.39%	246	18.49%

Number and Ratio of Management at NKUST (First-Level Administrative and Academic Heads and Second-Level Heads, Including Deputy Heads)

Rank	Number of males (people)	Ratio of males	Number of females (people)	Ratios of females	Total (people)
First-level Head	76	73.79%	27	26.21%	103
Second-level Head	73	62.93%	43	37.07%	116
Total number of participants	155	68.28%	72	31.72%	227
Total number of persons	149	68.04%	70	31.96%	219

Weekly Working Hours Statistics of Faculty and Staff

Unit: hour

Type	Weekly Working Hours
Full-time faculty (Including project teachers, instructors, and teaching assistants, excluding those on leave without pay)	40
Part-time faculty	4
Regular staff	40
University-endowed staff	40
Project-based employees	40
Part-time assistants	10
Part-time teaching assistants	8

Basis for the Employment of Various Staff Members

I. Full-time faculty

- (I) According to the Act Governing the Appointment of Educators, the Regulations for the Appointment of Full-Time Faculty, and the Qualification Review Criteria for Newly Hired Full-time Faculty in Each College.
- (II) Candidates who meet the criteria for competitive positions will be appointed as full-time faculty members in accordance with the Guidelines for Appointment of Competitive Tenure-Track Faculty Positions.
- (III) Project teachers are employed in accordance with the Regulations for the Appointment of Full-Time Faculty, and the relevant points regarding the employment of non-staff teaching personnel from the school funds.

II. Civil Servants

- (I) This is based on the provisions of the Civil Service Examinations Act, the Civil Service Appointment Act, the Regulations Governing the Transfer of Incumbent Civil Servants, and the Civil Service Promotion Act.
- (II) The employment of technicians, maintenance workers, and security guards must be handled in accordance with the Operational Guidelines for the Management of Staff Quotas in Central Government Agencies and Schools, and cannot be processed as new hires.

III. The staff employed by the school fund: In accordance with Article 14, Section 5 of the University Act and the implementation principles of relevant regulations of the Ministry of Education, the National Kaohsiung University of Science and Technology has established the Regulations for the Employment and Management of Staff Using School Funds.

IV. Project staff: Employed using subsidies or project funds and are subject to the Labor Standards Act. Their management is governed by the Guidelines for the Management of Project Staff.

Total Number of Contracted Dispatched Employees

Unit: person

Business Type	People
Cleaning	90
Security	25
Engineering Technology, Construction, and Electro-Mechanical Maintenance	2
Other (Garbage Collection and Air Conditioning Maintenance)	5
Total	124

Contracted Deployment of Employees

I. As of December 31, 2025, NKUST utilized 124 contracted dispatched employees. Our school's use of contracted labor follows the 'Reference Principles for the Use of Labor Contracting by Government Agencies (Institutions)' established by the Ministry of Labor and the 'Guidelines for Promoting Business Entrustment to Private Entities at National Kaohsiung University of Science and Technology.' We adhere to these regulations to ensure the reasonable utilization and protection of the labor rights of contracted dispatched personnel. It is explicitly stated that the contracted labor personnel shall not be directly supervised or managed in their work, but rather their work should be evaluated based on contractual requirements related to performance or quality. The specific scope of the contracted services, as well as the criteria for acceptance, should be clearly defined in the labor service contract.

II. The following work items are as follow:

- (I)Operation and maintenance of campus sewage treatment plants.
- (II)Campus waste collection and resource recycling classification.
- (III)Campus cleaning and maintenance.
- (IV)Campus security and guard duty.
- (V)Campus air conditioning equipment maintenance and servicing.

2.3.2 Remuneration and Benefits Policy

Salary adjustments for all personnel categories within this institution are conducted in accordance with the corresponding regulations and align with the Ministry of Labor's requirements. In the event that the Ministry of Labor announces alterations to the current year's minimum wage, these adjustments will be implemented accordingly. Proposed revisions are formulated by the institution's personnel office and are subject to approval by both the administrative council and the school fund management committee. This process ensures the protection of the rights and interests of all personnel categories within the institution.

Average Monthly Employee Salary and Statutory Minimum Wage in the Past 3 Years

Personnel Type	2025	2024	2023
Full-time faculty	NT\$123,619	NT\$119,504	NT\$110,043
Project researchers	NT\$88,651	NT\$85,378	NT\$66,681
Regular Staff (Civil Servants)	NT\$73,774	NT\$73,301	NT\$68,290
Contracted Employees	NT\$41,124	NT\$37,979	NT\$36,275
Statutory Minimum Wage	NT\$28,590	NT\$27,470	NT\$ 26,400

Retirement System, Basis, and Benefits

NKUST's faculty retirement system is governed by the 'Public School Teachers Retirement and Severance Act.' The civil servant retirement system is governed by the 'Civil servants follow the Civil Servants Retirement and Severance Act.' The retirement system for technicians, maintenance workers, and security guards is governed by the 'Management Guidelines for Maintenance Workers and Security Guards,' the 'Labor Standards Act,' and the 'Labor Pension Act.' The retirement system for security guards is governed by the 'Management Regulations for the Establishment of Security Guards in Various Government Agencies, Schools, And Organizations.' The retirement system for staff employed by the school fund and project-based employees is governed by the 'Labor Standards Act' and the 'Labor Pension Act'.

Remuneration Policies and Procedures

I.Civil Servants and Teaching Personnel:

- (I) Provided under the provisions of the 'Guidelines Governing the Payment of Remuneration to Military, Civil Servants and Teachers'.
- (II)To support the academic development, the 'Regulations on Payment of Remuneration for Teachers and Researchers Concurrently Serving in Non-Organizational Managerial Positions' have been established, allowing for the use of school funds to compensate for work performed in non-organizational managerial positions.

II. The staff employed by the school fund:

- (I) Salary payments for staff employed by the school's endowment fund shall be processed in accordance with the 'Salary Payment Standards For Employees Hired Under School Funds.' Refer to the National Salary Table for Military, Civil Servants and Teachers.
- (II) If adjustments are made to the salaries and benefits of military personnel, civil servants, and teachers, the Personnel Department will propose amendments based on the self-generated school funds.
- (III) Salaries must not be lower than 1.1 times the minimum wage announced by the Ministry of Labor. If 1.1 times the minimum wage is higher than the minimum monthly salary, payment shall first be made at 1.1 times the minimum wage, and relevant regulations shall be amended as soon as possible.
- (IV)Technical personnel are eligible for professional allowances, and the salary scales and promotion regulations for all job titles and technical personnel are clearly defined.

III. The university does not provide severance pay for senior executives.

Benefits Policy

- I. An annual special budget (sports activity fee) is allocated: NT\$3,000 for each current full-time faculty member (including project teachers) and staff members funded by the school.
- II. Implemented various benefit measures and cultural activities, including organizing birthday celebrations for faculty and staff, distributing birthday bonuses, providing subsidies for cultural activities, and conducting annual lucky draw prizes.
 - (I) Contracted Stores: Continuously enters into preferential consumer agreements with qualified vendors and alumni-operated businesses recommended by the Alumni Center. Efforts are made to expand both the number and categories of contracted partner stores. In addition, a dedicated "**Contracted Store Discounts**" section has been established on the Personnel Office website.
 - (II) Childcare Services: Conduct an annual survey of employee needs based on their requirements and recommendations, negotiate and sign preferential contracts with childcare institutions.
 - (III) Establishment of Faculty and Staff Activity Clubs: To promote healthy leisure activities, protect the physical and mental health of faculty and staff and foster campus harmony.
- III. Insurance: Provides group insurance with preferential rates for public sector employees.
- IV. Loans: Including emergency loans (providing loans for medical care, funeral expenses, disasters, childcare, and long-term care for different types of accidents), preferential housing loans (nest advantage loan), and preferential consumer loans (considerate loan).



Special section
for contracted
store discounts

Parental Leave Without Pay in the Past Three Years at NKUST

Item	Year	Number of males		Number of Women		Total
		Subject to the Labor Standards Act	Civil Servant	Subject to the Labor Standards Act	Civil Servant	
Total number of employees on parental leave	2025	445	689	747	314	2195
	2024	414	706	744	333	2197
	2023	422	714	718	340	2194
Actual numbers of employees who used parental leave	2025	1	0	27	2	30
	2024	0	0	18	3	21
	2023	2	0	21	5	28
The total number of employees who were reinstated after completing parental leave	2025	1	0	23	1	25
	2024	0	0	12	0	12
	2023	1	0	15	2	18

Parental Leave Status in 2025

Item	Number of males	Number of Women	Total
Total number of employees on parental leave	1134	1061	2195
Actual numbers of employees who used parental leave	1	29	30
The total number of employees who were reinstated after completing parental leave	1	24	25
The total number of employees who were reinstated after completing parental leave and remained employed for 12 months	0	17	17
Item	Ratio of males	Ratios of females	Total R atio
The proportion of employees who were reinstated after completing parental leave			
[Formula: Total number of employees who returned to work after completing parental leave ÷ Total number of employees who actually took parental leave]	100%	82.76%	83.33%

2.4 Gender Equality

Gender Equity Education Committee and Its Regulations

- I. According to Article 2 of the Establishment Measures of the Gender Equality in Education Committee (hereinafter referred to as the Gender Equality Committee) of the university, the committee is responsible for promoting and supervising gender equality education-related affairs on campus. The Committee shall have 21 members. The President shall serve as the Chairperson, and shall designate one Vice President to serve as the Vice Chairperson and Executive Secretary. The Dean of Academic Affairs, the Dean of Student Affairs, the Dean of General Affairs, the Director of the Personnel Department, and the Director of the Comprehensive Affairs Office shall serve as ex officio members. Five teacher representatives, three staff representatives, and three experts and three scholars shall be appointed by the President, and three student representatives shall be recommended by the Student Association. The term of office shall be from August 1 of each year to July 31 of the following year.
- II. Responsibilities of the Gender Equity Education Committee are listed as follows:
- (I) Integrate relevant resources from various departments of the school, formulate a plan for implementing gender equity education, and implement and review its execution results.
 - (II) Plan or organize activities related to gender equity education.
 - (III) Develop and promote curriculum, teaching, and evaluation for gender equity education.
 - (IV) Draft regulations for implementing gender equity education and preventing campus sexual assault, sexual harassment, or sexual bullying, establishing mechanisms, and coordinating and integrating relevant resources.
 - (V) Investigate and handle cases related to the Gender Equity Education Act.
 - (VI) Plan and establish a safe campus environment for gender equity.
 - (VII) Other matters regarding gender equity education.

Handling of gender equity Incidents and Grievance Mechanisms

I. NKUST's "Directions for the Prevention, Complaint Handling and Disciplinary Actions for Sexual Harassment against Faculty and Staff" set out preventive measures, handling mechanisms, procedures and remedies for workplace sexual harassment incidents.

(I) Workplace Sexual Harassment Complaint Channels: The announcement will be posted on the Personnel Office website under the gender equity section. They are also specified in the "Written Statement on Prohibiting Sexual or Gender-Related Professional Misconduct and Sexual Harassment," which all employees are asked to read carefully and sign.

(II) Workplace Sexual Harassment Handling Mechanism:

1. Upon learning of a workplace sexual harassment incident, NKUST immediately adopts corrective and remedial measures as set out in Item 6 of the Directions.

2. Within 20 days from the date on which the Gender Equity Education Committee receives a complaint or the complainant completes the required supplementary information, the Committee notifies the parties in writing whether the case has been accepted.

3. An investigation team is formed to conduct an investigation. After completing the investigation within the time limit specified in Article 17 of the Directions, the investigation report is submitted to the competent authority for review.

II. Handling of On-campus Gender-related Incidents:

(I) Reporting: In accordance with Article 22 of the Gender Equity Education Act (hereinafter referred to as the "Gender Equity Act"), faculty, staff, and employees who become aware of a suspected campus gender incident at NKUST are required to file an immediate report (to campus safety and social welfare authorities), no later than within 24 hours.

(II) Rights Notification: Pursuant to Article 25 of the Act, NKUST's gender equity case officer is required to inform the victim and their legal guardian or primary caregiver of the rights they are entitled to assert and the various remedies available to them, or to refer them to the relevant authorities for assistance.

(III) Application/Complaint Investigation

1. In accordance with Paragraph 1, Article 31 of the Gender Equity Act, the victim, their legal representative, or de facto caregiver may submit a written application to the school to request an investigation at the institution to which the alleged perpetrator belongs.

2. In accordance with Paragraph 2, Article 31 of the Gender Equity Act, any person may file a complaint.

3. Where circumstances specified in Paragraph 3, Article 18 of the Regulations Governing Prevention of Gender-Related Incidents on Campuses apply, the Gender Equality Committee shall resolve to initiate an investigation procedure in the form of a complaint case.

(IV) Acceptance: In accordance with Article 32 of the Gender Equity Act, upon receipt of an application or complaint for investigation, the university shall, within 20 days, notify the applicant, victim, or complainant in writing as to whether the case has been accepted.

(V) Investigation: In accordance with Paragraph 1, Article 36 of the Gender Equity Act, the investigation shall be completed within two months after acceptance of the case. Where necessary, an extension may be granted, limited to two extensions, with each extension not exceeding one month. The investigation results shall be submitted to the Gender Equality Committee for review.

(VI) Disciplinary Action: In accordance with Paragraph 3, Article 36 of the Gender Equity Act, disciplinary measures shall be imposed in accordance with relevant regulations. The investigation report and outcome shall be provided in writing to the applicant, victim, complainant, and the respondent.

(VII) Request for Review: In accordance with Article 37 of the Gender Equity Act, if the applicant, victim, or respondent disagrees with the outcome, they may submit a written request for review to the Office of the Secretariat of NKUST within 30 days from the day following receipt of the written notification, stating the reasons for the request.

(VIII) Remedy: In accordance with Article 39 of the Gender Equity Act, if the applicant, victim, or respondent disagrees with the outcome of the review, they may file an administrative remedy in accordance with the applicable regulations governing their status within 30 days from the day following receipt of the written notification.

III. Gender Equity Appeals

(I) Applicants or involved parties who are dissatisfied with the investigation results of the Gender Equity Committee may submit a written appeal to the Office of the Secretariat of this institution within 30 days from the day following the receipt of notice from the Gender Equity Committee, providing apparent reasons for their appeal. Upon receiving the application, the Office of the Secretariat shall form an appeal review committee and make a decision within 30 days. The applicant shall be notified of the appeal result in writing.

(II) Parties involved in workplace sexual harassment complaint cases may seek remedies in accordance with the following provisions:

1. For sexual harassment complaints governed by the Act of gender equity in Employment, if a party disagrees with NKUST's investigation or disciplinary decision, they may seek remedies in the following ways:

- ◆ Those who are teachers, civil servants or military personnel may file for relief under the relevant personnel regulations.
- ◆ Those who do not fall into the above categories may file a complaint directly with the local competent authority where the complainant provides their labor services.

2. For sexual harassment complaints governed by the Sexual Harassment Prevention Act, if a party disagrees with the decision of the local competent authority based on its investigation, they may file an administrative appeal in accordance with the law.



Gender Equity Issue Activities, Mainstreaming Lectures, and Routine Advocacy

The Office of Human Resources has established a Gender Equality section on the website (<https://reurl.cc/LnmVy9>), providing information on gender equality laws, sexual harassment complaint channels, and gender-friendly workplace promotion. The office also regularly conducts related training and awareness activities to enhance faculty and staff awareness of gender equality, fostering a respectful,

1) Gender Equality and Sexual Harassment Prevention In-Person Training:

(I) On April 25, 2025, Assistant Professor Hsu, Chen-Yu from the Department of Social Work, Shu-Te University was invited to deliver a keynote lecture titled "Case Studies on the Act of Gender Equality in Employment" at the Jiangong Campus of NKUST. A total of 52 faculty and staff members participated.

(II) On December 2, 2025, Associate Professor Wang Chi-Hsuan from the Department of Law, Chinese Culture University was invited to deliver a keynote lecture titled "Prevention of Workplace Sexual Harassment and Case Sharing" at the Nanzih Campus. A total of 44 faculty and staff members participated.

(III) The "Key Points of the NKUST Regulations on Measures for Prevention of Sexual Harassment, Complaint Handling, and Disciplinary Procedures for Faculty and Staff" were recorded and uploaded to the "Public Service e-Learning+Platform" for online learning by university personnel. To date, a total of 1,450 staff members have participated in the course.

(IV) NKUST has also established a Gender Equality course section on the Public Service e-Learning for voluntary learning by staff members. In 2025, 42 participants completed the courses.



▲ "Case Studies on the Act of Gender Equality in Employment" and "Prevention of Workplace Sexual Harassment and Case Sharing" Keynote Lectures

2.5 Grievance Mechanisms

2.5.1 Staff Grievances

The university has established a faculty grievance system to protect the legal rights and interests of faculty members. If faculty members believe that any measures implemented by the university are illegal or improper, resulting in damage to their rights or interests, they may submit a written complaint within 30 days from the day after becoming aware of the measures. Complaints are reviewed by the Teacher Grievance Review Committee, whose members include representatives from each college as well as external legal and social justice experts. The committee completes its review within three months of receiving the appeal, in accordance with regulations, to protect faculty rights.

I. Teacher Grievance System: If a teacher believes that NKUST's actions towards them are illegal or inappropriate, and that these actions have harmed their rights, they may file a grievance with the Teacher Grievance Review Committee. This committee is composed of representatives from various colleges within the university and external members with legal expertise, ensuring to protect the basic rights of teachers. Relevant regulations can be referred to in the 'Organization and Review Guidelines for the Teacher Grievance Review Committee of National Kaohsiung University of Science and Technology'.

II. Sexual Harassment Grievance: Faculty and staff of NKUST (including non-regular employees) who experience sexual harassment may file a complaint in accordance with the 'National Kaohsiung University of Science and Technology Faculty and Staff Sexual Harassment Prevention Measures Grievance and Disciplinary Action Procedures'.

III. Staff Grievance System: For civil servants (including specialized technical personnel), School Fund employees, technical workers, general workers and campus security personnel who consider the University's management measures or decisions regarding working conditions to be illegal or inappropriate and detrimental to their rights, NKUST has established the "Regulations Governing the Organization and Review of the Staff Grievance Review Committee of National Kaohsiung University of Science and Technology," under which employees may file grievances with the Staff Grievance Review Committee.

2.5.2 Student Grievances

The University has established a Student Grievance Review Committee as a key channel for safeguarding student rights and addressing their concerns. The committee, composed of students, faculty, and external scholars and experts, handles and reviews related appeal cases in accordance with the National Kaohsiung University of Science and Technology Student Appeal Procedures. This is to protect student rights and uphold the spirit of a friendly campus.

I. Appeal Categories and Channels: In accordance with Article 3 of the Regulations, any individual who believes that NKUST's disciplinary actions, other measures, or resolutions are illegal or inappropriate, resulting in harm to their rights, may file an appeal with the Grievance Review Committee. Appealable matters include expulsion, grade assessment, and credit transfer.

II. Mechanism: According to Article 4 of the Regulations, the Grievance Review Committee shall complete its review within thirty days from the day following receipt of the appeal. The deadline may be extended once depending on the circumstances, but shall not exceed two months in total. Cases involving major disciplinary actions such as withdrawal from school or expulsion shall not be subject to extensions.

III. Remedies: In accordance with Article 4 of the Regulations, if the decision made by the Complaint Evaluation Committee involves an administrative action, the decision document shall specify, 'Those who disagree with this decision may file an appeal within thirty days from the date of receipt of this decision.' If the decision involves a non-administrative action, the decision document shall specify, 'Those who disagree with this decision may file a lawsuit within thirty days from the date of receipt of this decision, in accordance with the law, to seek redress'.

2.5.3 Bullying Issues

NKUST places great importance on campus safety and the creation of a friendly environment. The university has established the "Campus Bullying Prevention Implementation Measures" and conducts anti-bullying efforts in accordance with the "Campus Bullying Prevention Guidelines" promulgated by the Ministry of Education on April 17, 2024. A dedicated **"Campus Bullying Prevention Section"** has been established on the university's official website to provide resources for bullying prevention education, complaint filing, and relief channels. This initiative aims to enhance faculty and students' awareness and ability to address bullying incidents, continuously fostering a campus environment of respect, inclusion, and kindness.

In addition, the University places great importance on the workplace safety and mental and physical health of faculty and staff. The Personnel Office incorporates regulations prohibiting unlawful workplace conduct into the work rules and labor contracts. Support measures, including work adjustments, psychological counseling, and employee assistance programs, are provided to affected personnel to help mitigate the impact of incidents and maintain workplace safety and well-being.

Duties of the Campus Bullying Prevention Committee

- (1) Responsible for formulating and promoting campus bullying prevention plans.
- (2) Responsible for mediation, investigation, deliberation, counseling, and other relevant matters related to campus bullying cases.
- (3) Convener: Serves as chairperson, responsible for convening and presiding over meetings. If the chairperson is unable to convene or preside over a meeting for any reason, one committee member may be designated to act as chair.
- (4) Review Panel: Reviews bullying reports and examines the reported information to determine whether relevant requirements are met. Upon unanimous agreement of all members of the Review Panel, a decision is made as to whether to accept the case. Where necessary, the Panel may ex officio notify the parties concerned, the complainant, or other relevant persons to attend and provide explanations or state their opinions.

Handling (Investigation) Panel: Within five working days from the date on which the Review Panel decides to accept a case, a Handling Panel shall be formed to carry out mediation or investigation.



Campus Bullying Prevention Section

Process for Addressing Campus Bullying Incidents

- I. Applicants or complainants may file a bullying report in writing, by electronic document, or by telephone.
- II. Upon receipt of a report, the school shall first determine whether it is the investigating school and shall initiate care and counseling measures for the students. If a non-investigating school receives a report and becomes aware of a suspected campus bullying incident, in addition to making a report in accordance with Article 17, it shall transfer the case to the investigating school within three working days and notify the parties concerned.
- III. After receiving a report, the Campus Bullying Prevention Committee's Review Panel (composed of three members) shall review the reported information and deliberate on whether the case meets the definition of bullying, and shall, within 20 working days from the date of receipt of the report, notify the complainant in writing as to whether the case is accepted. If the complainant cannot be contacted, such notification is not required. A written notice of non-acceptance shall state the reasons.
- IV. Once a case is accepted, the Campus Bullying Prevention Committee shall establish a three-member Handling (Investigation) Panel. If mediation has not been successfully concluded within one month from the date on which the Handling Panel convenes its first mediation meeting, the Panel shall discontinue mediation and instead proceed with investigation procedures (Cases involving teacher-to-student bullying may not be mediated and shall directly enter the investigation process).
- V. The Investigation Panel shall complete its investigation within two months. Where necessary, the investigation may be extended twice, for up to one month on each occasion. Upon completion of the investigation, the Panel shall submit a report on the investigation process and its conclusions, together with handling recommendations, to the Campus Bullying Prevention Committee.
- VI. The Campus Bullying Prevention Committee shall notify the applicant and the perpetrator in writing of the handling (decision) results, provide the investigation report for the parties' review, and inform them of the time limit and competent authority for filing an objection (appeal) if they disagree with the decision.
- VII. If the complainant disagrees with the handling (decision) result, he or she may, within 30 days from the day following receipt of the official letter on the decision result, submit a written petition to the competent authority of the school (the Ministry of Education). Only one petition may be filed for the same incident.
- VIII. If the perpetrator (student) disagrees with the handling (decision) result, he or she may, within 30 days from the day following receipt of the official letter on the decision result, file a written appeal to the Student Appeal Review Committee of NKUST. Only one appeal may be filed for the same incident.

Prevention and Advocacy Activities

To enhance the awareness and response capabilities of all faculty and students regarding campus bullying prevention, NKUST continues to conduct anti-bullying advocacy and education activities. The concept of preventing campus bullying is integrated into key events such as the freshman orientation, student internship briefings, student club officer training, departmental weekly meetings, and dormitory educational activities. Through diverse promotional methods, the university strengthens faculty and student understanding of legal principles and fosters a friendly campus environment. In addition, the University has established a "Campus Bullying Prevention Section" on its official website, providing regulations related to bullying prevention, promotional materials, complaint forms, and the latest information. It has also produced promotional videos in accordance with the Ministry of Education's latest revised guidelines for faculty and students to review and learn. Through continuous educational advocacy and information disclosure, we actively foster a campus environment that is respectful, inclusive, safe, and welcoming.

2.5.4 Key Significant Events

Any key major incidents that affect the reputation of NKUST and have been deliberated and finalized through the University's meeting procedures, including those arising through complaint mechanisms or other procedures, and that result in potential or actual adverse impacts of NKUST on engaged stakeholders, are handled through the relevant governance mechanisms. In addition, the Office of the Secretariat's Administrative Affairs Division coordinates the handling and response to petitions and reform school proposals. In cases involving legal matters, the Office of the Secretariat's Legal and Audit Division provides legal consultation assistance. NKUST had no significant violations of laws or regulations in 2025.

In recent years, awareness of gender issues has grown significantly, and the Ministry of Education has placed increasing emphasis on campus gender incidents. In alignment with Ministry of Education policies, NKUST has continued to promote gender equity education through awareness campaigns, lectures, and related activities, with the aim of enhancing students' sensitivity to gender issues and their awareness of their rights. As a result, individuals who have experienced past or current incidents have become more willing to report them through formal channels, leading to an increase in the number of cases recorded.

All suspected campus gender incidents at NKUST are reported within 24 hours in accordance with applicable regulations and are placed under the supervision of the Ministry of Education. All categories of cases — including applications, complaints, and cases identified through other means — are reviewed by the Gender Equity Committee before being formally closed in the Ministry of Education's system. NKUST's Gender Equity Committee comprises four working groups — Administration, Instruction, Prevention, and Environment — which continuously carry out gender equity awareness activities, offer gender equity courses, and work to improve the campus environment, with the goal of reducing the occurrence of incidents.

For perpetrators in cases where investigations have been substantiated, NKUST continues to monitor the implementation of psychological counseling and guidance, as well as participation in gender equality education programs, in order to foster a friendly and safe campus environment.

Significant NKUST Key Events in the Past Three Years Unit: incident

Scope	2025	2024	2023
Faculty Grievance Cases	1	2	1
Student Grievance Cases	7	16	17
Gender-Related Cases	40	17	18
Procurement Dispute Cases	5	0	2
Faculty Academic Ethics Cases	2	1	5
Student Academic Integrity Cases	1	1	3
Administrative, Civil, and Criminal Litigation Cases	2	9	1
Bullying Cases	6	5	0
Total	64	51	47

2.6 Campus Safety

NKUST prioritizes campus safety and the physical and mental development of students. In accordance with relevant policies and regulations of the Ministry of Education, the university has established a campus safety maintenance mechanism. This mechanism is based on four key strategies: prevention, emergency response, external support, and counseling intervention, to create a safe, friendly, and trustworthy learning environment. In terms of preventive measures, the university conducts regular campus safety inspections in accordance with the Ministry of Education's campus safety guidelines, establishes a campus safety map, and implements reporting and feedback mechanisms to reduce potential risks. In terms of emergency response, in accordance with campus safety and disaster incident reporting regulations, the University has established the Campus Safety and Disaster Prevention Plan to ensure timely reporting, prompt handling, and mitigation of impact when incidents occur. In addition, the university continues to establish cooperation and support mechanisms with the police and related external agencies to strengthen the campus safety protection network. For students affected by the incident, individual counseling, psychological support, and necessary referral services are provided to help them receive appropriate assistance and to safeguard their mental health and learning rights.



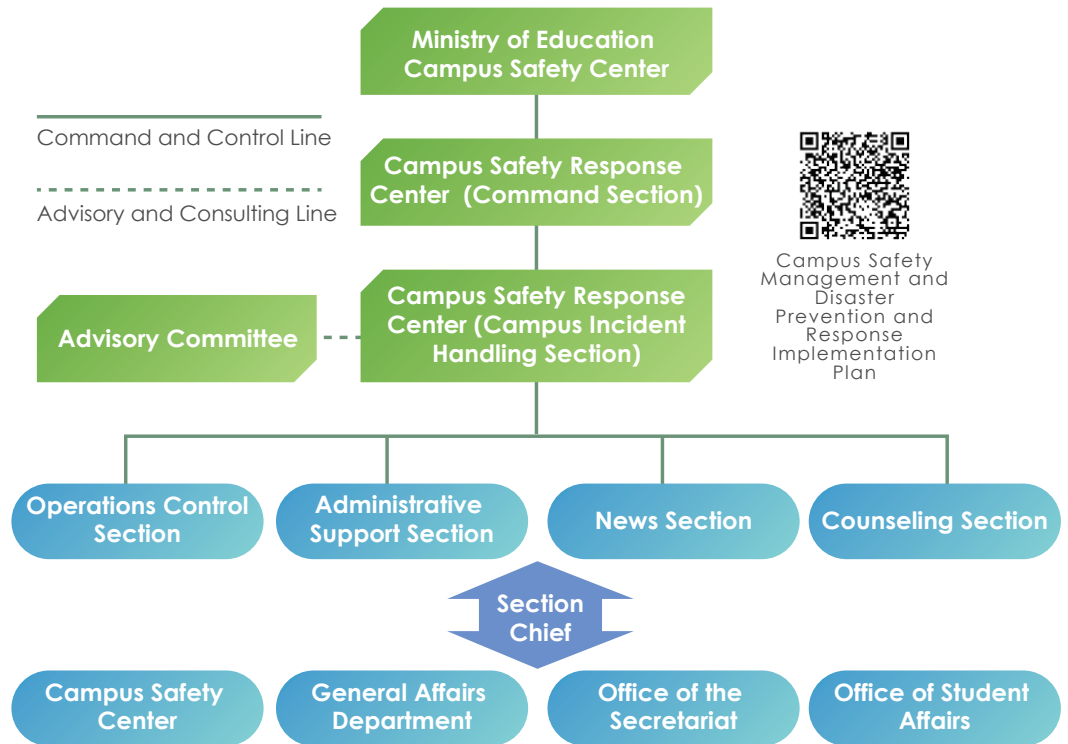
Campus Security Management and Disaster Prevention and Rescue Mechanism

NKUST is committed to creating a safe, friendly, and high-quality learning environment. To protect the lives and property of faculty, staff, and students and to maintain normal campus operations, the university has established the "NKUST Campus Safety Management and Disaster Prevention Implementation Plan," thereby creating a comprehensive campus safety management and disaster prevention mechanism. Since 2025, the Campus Safety Center has handled a total of 712 campus safety incidents, all of which were reported within the prescribed time limits, achieving a 100% reporting compliance rate. All campus safety personnel hold CPR/AED certification and have completed regular refresher training. In terms of disaster prevention education and evacuation drills, promotional activities were conducted across all campuses in conjunction with National Disaster Prevention Day and the Urban Resilience Exercise. A total of 6,355 faculty, staff, and students participated, continuously enhancing campus disaster awareness and emergency response capabilities.

NKUST aims to ensure the safety of people, operations, facilities, and property by implementing management measures including reporting, prevention, response, and recovery to reduce the risk of various campus accidents and disasters. Simultaneously integrating external resources from education, law enforcement, and social services, NKUST strengthens cross-departmental collaboration and support networks to enhance campus safety management effectiveness. In addition, the University has established the Campus Safety Response Center (CSRC) to coordinate the reporting of campus safety incidents, emergency response, and disaster prevention and relief efforts. The CSRC clearly defines the responsibilities and division of labor among departments, building a comprehensive campus safety management system to enhance emergency response and post-disaster recovery capabilities, ensuring a safe and sustainable campus environment. Its organizational structure is shown in the diagram.



▲ Disaster Prevention and Safety Education Seminar



The organizational structure of our Campus Safety Center

2.7 Occupational Safety and Health Management

To prevent occupational hazards and safeguard the safety and health of faculty and staff, this institution has formulated, planned, and implemented the Occupational Safety and Health Management Plan. It delineates responsibilities for each unit and implements various occupational safety and health projects within specified timeframes. The Health Services Section of the Office of Student Affairs is dedicated to health promotion and maintaining a smoke-free campus environment, the school has established comprehensive safety and health-related systems.

2.7.1 Occupational Safety

NKUST implements various environmental protection and occupational safety and health management measures in accordance with the Occupational Safety and Health Management Plan. Through the Environmental Protection and Occupational Safety and Health Committee, the university regularly reviews and revises related plans on environmental protection, occupational safety and health, radiation protection, and fire safety. This ongoing process continuously enhances campus safety management mechanisms and improves campus environmental quality and occupational safety and health performance.

The committee also provides channels for faculty, staff, and related units to express opinions, seek consultation, and communicate on occupational safety and health issues. Suggestions raised during meetings are consolidated by the Environmental Safety and Health Center and followed up for improvement according to the division of responsibilities. Faculty and staff may also report safety and health concerns through the Environmental Safety and Health Center, the occupational safety and health contacts of each unit, or the university affairs suggestion system. After receiving such reports, the relevant matters are forwarded to the responsible units for handling and serve as references for the ongoing revision of the occupational safety and health management plan.

The Environmental Protection and Occupational Safety and Health Committee of the university is chaired by the President, with the Director of the Environmental Safety and Health Center serving as Vice Chair. Ex officio members include the Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for General Affairs, Chief Secretary, occupational safety and health managers, medical personnel providing labor health services, and fire safety managers. Additional members are faculty and staff representatives appointed by each college, as well as those from colleges involved in handling toxic chemicals and radiation equipment.

With regard to education and training, all newly hired faculty and staff, regardless of employment status, are required to complete a 3-hour safety and health training program with a focus on sustainability. This training will be uniformly planned and conducted by the Environmental, Occupational Safety and Health Center. The University also conducts various specialized occupational safety and health training programs according to the characteristics of each site, including courses on handling specific chemical substances (31 participants), organic solvent operations (20 participants), and ionizing radiation operations (15 participants). The center's occupational disease and injury statistics cover faculty and staff, excluding students and contracted personnel. The university's occupational safety and health incident statistics for the past three years are as follows:

Statistics of Occupational Incidents in the Past Three Years

Item	2025	2024	2023
Number of Temporary Total Disability Cases, Excluding Accidents Occurring During Commuting to and from Work	2	0	0
Number of work-related ill health cases	0	0	0
Total annual hours worked	6,588,632 hours	6,821,424 hours	7,025,165 hours
Frequency rate (FR) of disability injuries per million working hours	0.00	0.00	0.00
Severity rate (SR) of disability injuries per million working hours	28.38	0.00	0.00
Occupational disease rate (ODR)	0.00	0.00	0.00



Occupational
Safety and Health
Management Plan

2.7.2 Health Promotion

Regular Health Examinations for Workers

Regular health examinations are conducted in order to safeguard the health of all faculty and staff, understand their health conditions, and prevent occupational injuries. In 2025, there were 214 employee health examinations conducted, including 10 special hazard work health examinations. For those with abnormal examination results, professional health guidance from medical staff was provided, and, when necessary, a specialist in occupational medicine was arranged to provide on-site health services, health education, guidance, and assessment, in order to reduce the incidence of disease and safeguard the health of all colleagues.

2025 Healthy Workplace Initiatives for Current Employees

A healthy workplace for current employees included programs for ergonomic hazard prevention, maternal health protection, and the prevention of diseases induced by abnormal workload.

I. Ergonomic hazard prevention aims to prevent musculoskeletal disorders caused by poor posture, excessive exertion, and similar factors. In 2025, the ergonomic hazard prevention program served 35 people across the campus.

II. Maternal health protection focuses on the special needs of pregnant and breastfeeding employees, providing them with appropriate rest and a suitable environment. In 2025, the maternal health protection program served 19 people.

III. Management of abnormal workloads focuses on the impact of excessive labor on employees' physical and mental health. By arranging reasonable working hours and controlling work intensity, it reduces the risks of overwork and occupational disease. In 2025, the abnormal workload prevention program provided a total of 20 services across the campus.

IV. On-site occupational physician services are provided to offer faculty and staff health assessments, professional guidance on occupational risks, health education and preventive recommendations, as well as health management and improvement recommendations based on individual circumstances. Its primary purpose is to identify and prevent occupational diseases at an early stage, promote the physical and mental health of faculty and staff, reduce disease incidence, enhance overall work efficiency and the workplace health environment, and ensure that employees can complete their work in good health. Occupational medicine specialists provide on-site health services on a rotating monthly basis at each campus for the faculty and staff in need of such services. In 2025, a total of 116 people were served.



▲ On-site Occupational Health Services; Maternal Health Protection

Campus Health Consultation

To promote the mental health of our faculty, staff, and students, NKUST engages a psychiatrist once a month at each campus every semester to provide professional consultation services for psychological functioning assessment and for mental and emotional distress, helping to clarify patients' physical and mental conditions and offering appropriate recommendations for future treatment. The resident physicians are primarily psychiatrists located near each campus. If, after assessment, further medical treatment was deemed necessary, they could also assist in providing information on suitable psychiatric medical institutions and physicians to facilitate subsequent medical referral.

The Health and Hygiene Section Group is equipped with precision measuring instruments (including body composition analysis, height and weight, blood pressure, and vision testing devices) to provide faculty, staff, and students with self-health monitoring. Nurses provide consultations based on exam data, and a full-time dietitian provides guidance for healthy eating and nutrition education.



▲ All five campuses are equipped with a variety of testing instruments, which faculty and staff may use freely.

Statistics of Contracted Medical Institutions

To promote the health and welfare of faculty, staff, and students, NKUST has signed special cooperation agreements with 32 nearby medical institutions to provide convenient medical services and health consultation resources. The affiliated institutions cover a range of specialties including internal and external medicine, obstetrics and gynecology, family medicine, otolaryngology, ophthalmology, dentistry, rehabilitation, and traditional Chinese medicine. Through a comprehensive medical support system, NKUST enhances the accessibility of campus health care, fostering a safe, healthy, and welcoming environment for learning and work.



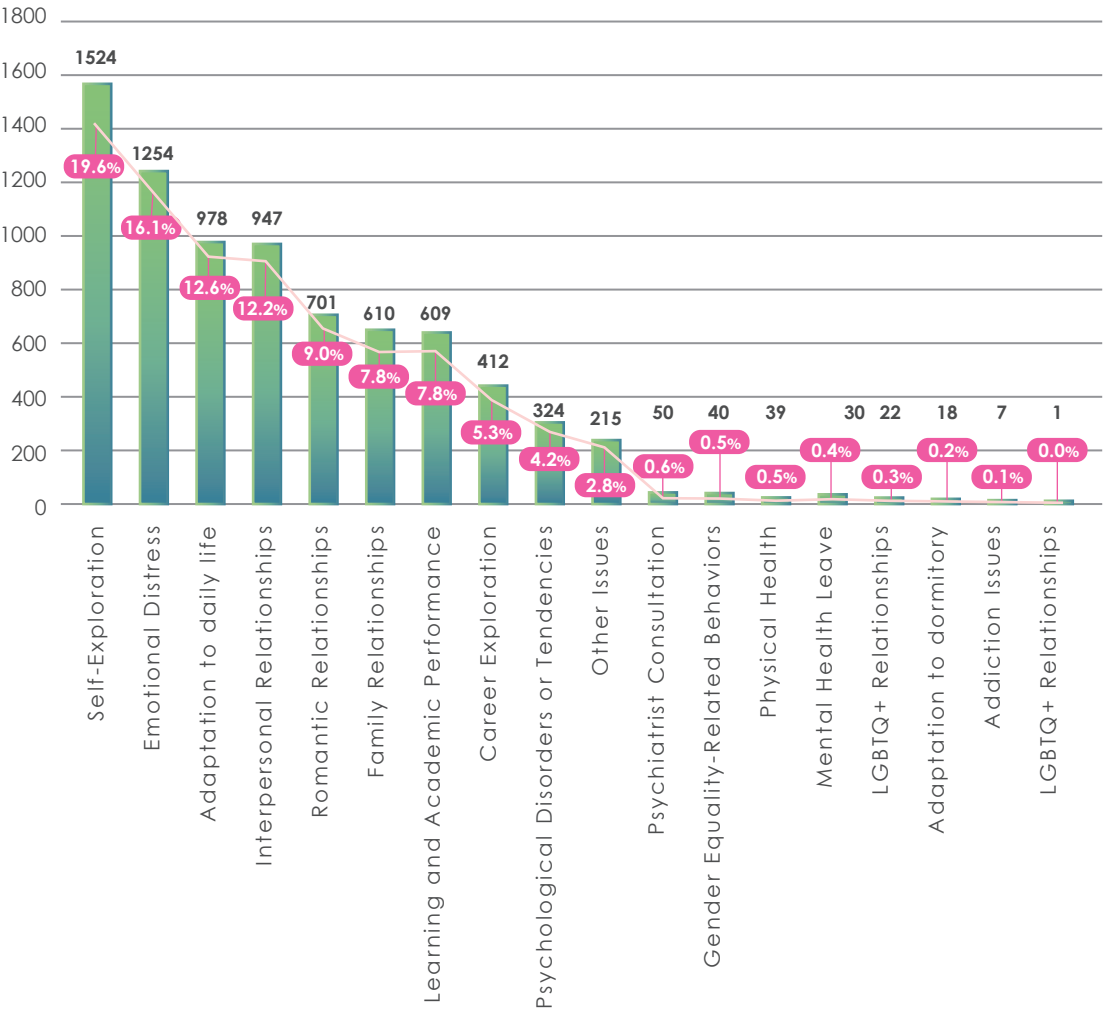
List of Contracted Medical Institutions

Campus Psychological Counseling and Guidance Services

In terms of mental health support, NKUST has established an online Counseling Appointment System to provide appointment services. The university also continues to promote remote psychological counseling services to enhance the accessibility and convenience of mental health resources, assisting students in obtaining timely support. Students can schedule counseling sessions through the appointment system according to their department and campus, where full-time and part-time counselors at the respective campus conduct the sessions. Additionally, students who are unable to attend in-person sessions receive assistance through remote counseling. In 2025, the number of students receiving counseling services across the Day Division, Division of Continuing and Extension Education, and Continuing Education College (including four-year technical programs, two-year technical programs, five-year technical programs, and master's and doctoral programs) totaled 1,888 individuals. The number of counseling sessions per student varied based on individual needs, with an aggregate of 7,781 counseling sessions. According to the 2025 technical and vocational education database, the total student enrollment at NKUST was 26,937 as of January 8, 2025. The percentage of students who received counseling services during the year was 7.0%. Compared to 2024, the number of student consultations increased by 1,544, with the consultation rate rising by 5.4% in 2025, both showing an upward trend. The data indicate a continued increase in students' awareness of mental health issues, along with a more proactive willingness to utilize self-care and psychological support resources. At the same time, with the increasing prevalence of social media use, students face heightened psychological stress and anxiety in the processes of information reception, interpersonal interaction, and self-comparison, which may also lead more students to actively seek professional psychological counseling and support services.

Based on the main concerns reported by students who received counseling, the Counseling and Guidance Section presented statistics for the primary issues reported by students in counseling sessions in 2025, as follows:

Percentage Analysis of Counseling Issues in 2025 (7,781 Visits)



Positive Psychology Counseling

- I. To build a comprehensive campus mental health support network, the Student Affairs Office Counseling and Guidance Section hosted a "Stress Relief Festival" across the five major campuses. By establishing an independent "Stress-Relief Experience Area," professional mental health education was transformed into an engaging and interactive sensory experience, helping teachers and students practice self-awareness and alleviate anxiety amid busy coursework, thereby achieving psychological support and emotional regulation.
- II. This activity was planned with diversified programs based on the characteristics of each campus area, successfully creating a safe and healing psychological support space.
 - ◆ Jiangong and Nanzih Campuses (dynamic sensory experience): Through physical interactive activities such as a ring toss, baseball nine-square, and stress-relief sand art bottles, students were guided to express their emotions in a relaxed manner. Participants reported that the activity effectively integrated relaxation strategies into daily life and significantly increased their willingness to participate in mental health activities.
 - ◆ Yanchao and First Campuses (mindfulness): Campus 1 designed a "Blessings of the Ōki Shrine" environment, guiding the release of inner emotions through writing blessings; the Yanchao Campus used mindfulness experiences, puzzle mats, and jump rope equipment to guide students in relieving physical and mental stress in a warm atmosphere.
 - ◆ Cijin Campus (guided reframing): Visitors were invited to stop by through divination slips, blessing sticky notes, and installation art, combining visual appeal with the power of words to guide reframing exercises and increase students' attention to counseling activities.



▲Tour of spiritual fragrances



▲Happy Experience Area - Board games for stress relief

- III. The "Stress Relief Festival" attracted a total of 333 faculty members and students who voluntarily participated. Overall feedback showed that diversified stress-relief approaches could effectively lower the threshold for counseling and enhance the visibility of mental health education. In the future, the Counseling and Guidance Section will continue to optimize outreach coverage, plan to increase the novelty of interactions and the use of outward-facing booths, and build a friendly campus with psychological resilience.
- IV. Collaboration with the Center for the Liberal Arts to promote micro-credits in life education: This series of courses was planned by the Counseling and Guidance Section and sponsored by the Center for the Liberal Arts. In the first half of the year, building on attachment theory, the Satir iceberg theory, and the ACT framework, mindfulness was used to guide participants in becoming aware of their inner needs and in strengthening self-acceptance and the ability to put it into practice. In the second half of the year, the focus was on digital communities and dating apps, guiding participants to identify risks and boundaries in digital relationships, strengthen emotional regulation and ethical reflection, and translate psychological expertise into concrete life skills.
- V. In accordance with the Ministry of Education's Mental Health Promotion Program, we hope to promote a friendly campus, comprehensive counseling, and social-emotional learning. Through diversified mental health promotion activities organized by the Counseling and Guidance Section and covering all personnel on campus, we aimed to strengthen students' abilities to adapt to campus life, develop self-awareness, and thereby reduce interference with academic and career pursuits. In addition to enhancing students' mental health, several mental health promotion activities were also conducted for faculty and staff, guiding them to practice self-care, attend to their emotions, and help themselves and others. This also enabled them to become more sensitive to the mental state of students on campus. We also continued to conduct a series of training programs and lectures for student counseling leaders and suicide prevention gatekeepers, with the aim of enhancing students' alertness to crisis situations on campus, while also actively promoting mental health resources and improving the circulation of relevant information through these sessions. In addition to thematic lectures covering mental health and suicide prevention, an on-site psychiatrist was also available each semester for scheduled consultation services, during which students may seek medical advice regarding physical and mental health symptoms and obtain mental health guidance. After consultation with a physician, the Counseling and Guidance Section also assisted students in need with initiating further counseling or referring them to other professional institutions, and continued to follow up on subsequent developments, thereby reducing students' concerns and resistance regarding seeking medical treatment.
- VI. Monthly Counseling Newsletter and Podcast
The regularly published Monthly Counseling Newsletter aims to enhance students' mental health, covering topics such as interpersonal relationships, self-growth, and stress adjustment, as well as providing students with practical strategies and support. The Encountering You Podcast continued to promote mental health awareness on campus. In 2025, an online lucky draw event tied to the graduation season was introduced to boost listenership, and the podcast was expanded to multiple streaming platforms, successfully broadening its reach and strengthening its impact across campus.
- VII. Support and Counseling for Extended Students
Since 2023, the Counseling Group within the Office of Student Affairs has been implementing a care and counseling program for students extending their studies beyond the standard graduation period. Support is provided via text messages and letters to help students cope with graduation-related stress. During the second semester of the 2024 academic year, a total of 2,007 care messages were sent to 770 students. In the first semester of 2025, as the number of such students grew to 1,289 people, the number of care messages sent increased to 3,540, with the aim of fostering a positive mindset and delivering meaningful mental health support.
- VIII. Professional Development Workshop for Counseling Staff
In 2025, the Counseling and Guidance Section organized professional development activities for relevant personnel to enhance their understanding of developmental counseling, intervention counseling, and treatment counseling, as well as their ability to connect students with appropriate resources. The activities also served to strengthen the professional competencies of specialized counseling staff in the areas of intervention counseling and treatment counseling.
 - ◆ Capacity-building activities for all faculty members (including advisors and thesis supervisors): 11 sessions, with 802 participants.
 - ◆ Capacity-building activities for counseling staff: 9 sessions, with 238 participants.
 - ◆ Capacity-building activities for staff of teaching and administrative units: 1 session, with 42 participants.

The Health and Hygiene Section Group conducts a variety of health promotion activities

The Health and Sanitation Section Group organized activities on healthy body weight, nutrition education, the hazards of emerging tobacco products, AIDS, communicable disease prevention, and first aid education. Online general education micro-credit courses were introduced to enhance students' capabilities for healthy living practices, and student volunteers were recruited to communicate diverse health promotion concepts from a student perspective. NKUST's official LINE account was innovatively utilized to deliver interactive health promotion activities, improving accessibility and convenience for participants.



▲ Anonymous HIV/AIDS screening



▲ LINE Health Adventure



▲ "My Own Shape, My Own Style" weight loss activity



▲ Slogans for "Say No to Smoking—Show Your Health"



▲ General education micro-credit health course



▲ Volunteer recruitment for "Health and Hygiene HERO"

Statistics on the Number of Health-Themed Activities and Participants in 2025

Event Topics	Session	Number of participants	Reach of Social Media Outreach
Healthy Weight	17	2,140 participants	11,063 participants
Sex Education and HIV/AIDS Prevention	72	11,756 participants	8,935 participants
Tobacco Control	93	12,055 participants	4,367 participants
First Aid Education and Accident Injury Prevention	26	2,518 participants	980 participants
Infectious Disease Prevention	77	9,544 participants	888 participants
Total	285	38,013 participants	26,233 participants

2.7.3 Food Safety

Sustainable Food and Beverage and the Proportion of Vegetarian Restaurants

The university's food and beverage services are outsourced, with vendors encouraged to prioritize the use of locally sourced Taiwanese ingredients, including fruits, vegetables, and meat, to support local agricultural development and reduce the environmental impact of transportation. To reduce food waste and kitchen scraps, the university also promotes the concepts of appropriate portioning and cherishing food, encouraging faculty and students to purchase meals according to their actual needs, thereby jointly implementing sustainable dining practices. All eight on-campus dining locations offer vegetarian or plant-based meal options. These include the cafeteria, food court, and student dormitory restaurant at the First Campus, as well as the dining facilities at the Nanzi, Yanchao, Qijin, and Jiangong Campuses. By promoting low-carbon diets, NKUST aims to reduce carbon emissions associated with livestock farming and to advance the concepts of a green campus and sustainable living.

Sustainable Restaurant Statistics for the Past 3 Years

Unit: restaurants.

Years	Total Number of Restaurants	Number of Restaurants Prohibiting Disposable Tableware and Limiting the Use of Single-Use Plastic Straws	Number of Restaurants Offering Vegetarian Options
2025	8	8	8
2024	8	8	8
2023	9	9	8

Plastic Reduction Policy

The University has incorporated plastic reduction regulations into its outsourced catering contracts, requiring vendors to refrain from providing plastic and polystyrene tableware and containers for dine-in services, in order to reduce the use of single-use plastic products and implement campus-wide plastic reduction initiatives. Relevant regulations will be updated and implemented in a timely manner in accordance with government laws and policies. Additionally, NKUST complies with relevant government regulations that prohibit the provision of single-use plastic bags or straws for dine-in customers. In the event of improper use, the vendor shall be liable for a fine of NT\$1,200 to NT\$6,000 in accordance with Article 51 of the Waste Disposal Act.

Food Safety Management

NKUST places great emphasis on food safety and a healthy dining environment, and as such the Health and Hygiene Section Group of the Office of Student Affairs is responsible for supervising hygiene inspections of all vendors in the restaurants and Food Court. Inspections are conducted at least once a week, and restaurant operators are required to cooperate with the inspections. If any violations of the Food Hygiene Standards are found, vendors are required to make improvements within a specified timeframe. All inspection results are documented and archived for future reference.

To promote a safe and healthy campus dining environment, NKUST complies with the Ministry of Education's "Campus Ingredient Registration Platform" initiative. On-campus food service providers regularly register the sources and related information of their ingredients, enhancing the transparency and traceability of food information. This allows faculty and students to make informed meal choices, jointly fostering a safe and healthy campus dining environment.



Campus Food



Water Quality Test Data

Quality Testing for Drinking Water

NKUST places great emphasis on the safety of drinking water, and therefore has installed water dispensers on campus for the use of faculty, students, and visitors. In order to prevent waterborne diseases, the school follows regulations such as the 'Regulations for the Use and Maintenance of Continuous Water Supply Equipment for Drinking Water' and commissions external professional vendors to conduct quarterly inspections of the water dispensers, ensuring that the drinking water on campus meets water quality standards. If any dispenser is found to have unacceptable levels of Escherichia coli, the maintenance vendor will be requested to strengthen maintenance and improvement. Relevant water quality testing data can be found on the website of our school's [environmental health and safety center](#). All testing reports comply with regulatory requirements.



▲The school commissioned a professional company to conduct water quality testing of the water dispensers

2.8 Information Security

NKUST places great importance on information security and personal data protection, striving to establish a comprehensive information security management system. In accordance with relevant regulations, the University has formulated guidelines and codes for information security and personal data protection management. NKUST was certified under ISO 27001:2013 from 2018 to 2023 and obtained ISO 27001:2022 certification in 2025. To ensure effective management, NKUST has established the Information Security and Personal Data Protection Management Committee. The Committee conducts annual meetings to review policies, conduct audits of information security systems and assets, regularly assess risks, and adjust measures accordingly.

Methods for Identifying and Resolving Data Security Issues

I. Methods for Identifying Data Security Vulnerabilities within Information Systems

(I) Information systems and network devices are periodically scanned using professional vulnerability scanning tools to identify potential security vulnerabilities and weaknesses in the systems. This may include systems or applications that need updating, weak password settings, and unnecessarily open services or ports.

(II) Every two years, conduct penetration testing of the core system to simulate the behavior of attackers and evaluate the system for potential vulnerabilities.

(III) Conduct information security social engineering drills in coordination with the Ministry of Education or the competent authorities, employing methods such as simulating phishing emails to assess the ability of faculty and staff to defend against social engineering attacks.

(IV) Conduct regular security reviews and configuration checks of information systems, applications, and network environments to identify potential security risks.

(V) Analyze event logs of systems and applications in the main computer room to detect abnormal activities or potential information security events.

(VI) Establish a continuous security monitoring mechanism in the main computer room, such as firewall log monitoring, intrusion detection systems (IDS), and intrusion prevention systems (IPS), to detect and prevent potential information security threats in real time.

II. Methods for resolving identified data security risks and vulnerabilities

(I) Based on the results of vulnerability scanning, penetration testing, and related security assessments, establish a vulnerability patching and flaw management mechanism, and execute patches based on risk level to reduce the risk of system attacks.

(II) Implement the principle of least privilege and restrict the access rights of system administrators and users to prevent unauthorized access and data leakage.

(III) Adopt appropriate encryption mechanisms for sensitive data to ensure data confidentiality and integrity during transmission and storage.

(IV) Establish and implement the Information Security Policy and related management systems to ensure that all units within the organization comply with consistent information security management measures.

(V) Regularly conduct information security education and training and awareness campaigns to increase the security awareness of faculty and staff and reduce security risks caused by human factors.

(VI) Establish an information security incident response and notification mechanism, and conduct regular drills to strengthen information security incident handling and recovery capabilities.

III. Information Security Education and Training and Attack Method Awareness

To enhance the awareness and ability of NKUST's faculty and staff in preventing common network attack methods, in addition to technical monitoring measures, we also employ educational training and outreach activities to strengthen vigilance against new types of attacks, such as the following:

(1) Attackers using fraudulent emails, phishing websites, or other deceptive methods to induce users to provide sensitive information, such as account passwords or personal data.

(2) Internet of Things (IoT) device security risks:

Some IoT devices may have vulnerabilities due to default account credentials or inadequate security mechanisms. Without proper management, attackers may exploit them to gain unauthorized access or use them as a staging point for attacks.

IV. ISO/IEC 27001-Based Information Security Management Measures

In accordance with ISO/IEC 27001 Information Security Management System (ISMS), NKUST has established relevant management and technical measures to reduce the risk of network attacks, including the following:

(I) Conducting regular risk assessments and vulnerability scans, and implementing vulnerability patching and improvements based on the results.

(II) Establishing a response mechanism for information security incidents, including backup and data recovery measures, to reduce the impact caused by information security incidents.

(III) Regularly conducting information security training to strengthen faculty and staff members' ability to recognize attack techniques such as social engineering and phishing emails.

(IV) Regularly conducting information system security inspections and vulnerability scans to identify and improve equipment security flaws.

(V) Monitoring the main computer room in real time through the network monitoring system and information security equipment to detect and defend against possible intrusion attempts.

(VI) Implementing secure configuration management to ensure that unnecessary services are disabled in systems and equipment, and maintaining secure settings.

(VII) Establishing a log management and monitoring mechanism to track system activities and detect abnormal activity early.

Approaches and Processes for Personal Data Protection

I. Establishment of a Comprehensive Personal Data Protection Management System (PIMS): The University's Computer Center has developed the Personal Data Protection Management System (PIMS) in accordance with international standards such as ISO 27701 and BS 10012. Personal information protection is integrated into the daily operations of school administration, and the operational procedures are reviewed to ensure compliance with the latest requirements of Taiwan's Personal Data Protection Act and its enforcement rules.

II. Implementing a Periodic Inventory and Risk Management Mechanism: Auniversity-wide "personal data file inventory" is conducted that identifies personal data processes and assesses the risk level of the data flows identified in the inventory in order to reduce the likelihood of excessive data collection or unexpected leakage.

III. Personal Data Protection Internal Audits: Through the personal data internal audit, the physical environment for personal data processing at each unit is reviewed, including whether official document cabinets are locked and electronic access mechanisms are in place. Spot checks are conducted on file transmission encryption to ensure that management systems are up-to-date.

IV. Strengthen Post-Incident Adjustment and Boost Awareness of Personal Data Protection: Data Breach Response Drills and Awareness Improvement: A "personal data breach response drill" is conducted to test the incident reporting process and handling procedures, ensuring that reporting is completed and protective measures are activated within 1 hour of an incident occurring.

Information Lifecycle

NKUST places great importance on the protection of student personal data. In accordance with the Personal Data Protection Act and international privacy management standards such as ISO 29100 and BS 10012, the university has established a comprehensive data lifecycle management mechanism. This mechanism covers data collection, processing and utilization, storage, and destruction procedures to ensure that student data is appropriately protected at every stage.

During the data collection phase, the university collects students' basic information, learning records, and related data in accordance with operational needs and legal purposes. In the processing and utilization phase, the data is used solely within the lawful scope of education, administrative management, and academic research. During the storage phase, data security is maintained through encryption technology, access control, and information security measures. In the destruction phase, secure deletion or media disposal is carried out in accordance with relevant regulations to prevent unauthorized access or improper use of data, thereby protecting students' privacy rights and fulfilling personal data protection responsibilities.

Chapter Highlights

The university continues to strengthen information security and personal data protection management. In the current year, there were no incidents of information leakage, data theft, or loss. The number of information leakage cases, the proportion of personal data breaches, and the number of affected students all remained at zero. In addition, no verified complaints regarding privacy violations have been received from external stakeholders or the education authorities, demonstrating the University's effective management in information security governance and privacy protection.





03 Developing Innovative Talent

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3.1 Admissions and Financial Aid

3.1.1 Talent Development

In alignment with national policies aimed at attracting and retaining international students in Taiwan, and in response to the workforce demands for technical talent in Taiwan's industries, the University has prioritized and strengthened collaborations with its sister institutions to expand international student recruitment channels. The University actively recruits international students and focuses on meeting industry demand for skilled professionals by establishing specialized programs for international students, industry-oriented programs, and enhancing Chinese language proficiency among enrolled students. These initiatives facilitate the effective delivery of technical education while fostering closer alignment between academic training and industry workforce needs. In addition, to address the overseas workforce requirements of international enterprises, the University collaborates with industry partners to offer specialized master's programs integrating academia and industry, as well as corporate-sponsored programs jointly developed with multinational companies. These programs serve as talent development hubs for overseas Taiwanese businesses and international enterprises.

In 2025, the University's total student enrollment was 26,937, of whom 64.5% were male and 35.5% were female.

Total Number of Students (Actual Enrollment) and Gender Statistics

Unit: person

Type of Students		Number of males	Number of Women	Total
Day school	Doctoral program	400	154	554
	Master class	1,837	821	2,658
	Four-year Technical Program	10,788	6,538	17,326
	Two-year Technical Program	237	136	373
	Five-year Junior College	677	132	809
Division of Continuing Education	Four-year Technical Program	1,906	843	2,749
	Two-year Technical Program	266	216	482
	Master's Program	1,267	714	1,981
Institute of Continuing Education	Two-year Technical Program	3	2	5
Total		17,381	9,556	26,937

Statistics of the Number of Individual NKUST Applicants for Admission in the 2024/2025 Academic Year

Unit: person

Type of Education System		Number of registrants
Day school	Doctoral program	153
	Master class	3,748
Division of Continuing Education	Master's for working professionals	1,185
	Four-year Technical Program	1,459
	Two-year Technical Program	464
Total		7,009

2025 Statistical Breakdown of Student Diversity

Unit: person

Type of Students	People
Special Education (including disabilities)	296
Indigenous peoples	233
Mainland Chinese student	2
Hong Kong and Macau students	28
Overseas Chinese students	176
Foreign students	238

Statistical Breakdown of Student Diversity

In the 2024-2025 academic year, there were a total of 296 students with special educational needs (including 22 students who were on leave of absence but required follow-up guidance). According to the Ministry of Education's statistics on disability categories, the majority of students receiving support from NKUST's resource room were students with learning disabilities (108 students), followed by students with autism (83 students).

Outstanding Ph.D. Student Scholarships

To cultivate talent in fundamental scientific research and encourage outstanding doctoral students with strong research potential, the University has offered the Outstanding Ph.D. Student Development Scholarship since 2019. This scholarship is open to students of all nationalities (excluding applicants from Mainland China, Hong Kong, and Macau) and provides a monthly stipend of NT\$40,000, enabling recipients to pursue their research with greater financial security and focus. In 2023, the University introduced the Outstanding Domestic Ph.D. Student Scholarship, which is exclusively available to Taiwanese students and also provides a monthly stipend of NT\$40,000. Both scholarship programs are designed to encourage academically outstanding students with research potential to continue their doctoral studies at the University. Recipients may not receive both scholarships simultaneously. From 2022 to 2025, the number of scholarship recipients increased steadily year by year.

Outstanding Ph.D. Student Scholarships: Scholarship Amounts and Number of Recipients (Past Three Years)

Scholarship Program		2025	2024	2023
Outstanding Domestic Ph.D. Student Scholarship	Number of Recipients	19	14	-
	Scholarship Amount (NT\$)	10,230,000	8,220,000	-
Outstanding Ph.D. Student Development Scholarship	Number of Recipients	25	21	17
	Scholarship Amount (NT\$)	12,000,000	10,080,000	8,160,000

Note: The Outstanding Domestic Ph.D. Student Scholarship has been awarded since 2023.

Statistics on iPAS Certification Preparatory Courses and Talent Development

Year	Number of Courses Offered	Number of Participants	Certification Exam Attempts (Through Preparatory Courses)	Certifications Earned (Through Preparatory Courses)
2022	7	225	125	63
2023	7	297	220	121
2024	5	271	244	133
2025	4	161	110	62
Total	23	954	699	379

Developing Students' Professional and Practical Competencies

From 2018 to 2022, the University implemented the iPAS Southern Taiwan Industrial Talent Training Base and Practical Examination Site Establishment and Operation Project, funded by the Ministry of Education. By integrating iPAS competency assessment content into academic curricula and offering on-campus preparatory courses, the University established a comprehensive talent development model that combines education, training, and certification. This approach enhances students' practical skills required by industry, strengthens the integration of theoretical knowledge and hands-on application, and expands the cultivation of mid-level technical professionals to meet workforce demands and align with national industrial development priorities. To encourage students to enhance their professional competencies and competitiveness, the University has established regulations for rewarding students who obtain professional certifications. Certification incentive awards are granted in two rounds each year to recognize students' achievements in acquiring professional qualifications.

Student-to-Teacher Ratio

To ensure the quality of teaching and protect students' rights to education, we regularly review the student-to-faculty ratio as stipulated by the "Criteria for the Scale of Total Volume Development and Resource Requirements." NTUST's student-to-faculty ratio should remain below 27, based on the total weighted student count (including the count of students in the Institute of Continuing Education) divided by the total number of full-time and part-time faculty members at the university. Additionally, the student-to-faculty ratio for the day program should be below 23, calculated by dividing the total weighted student count for the day program by the total number of full-time and part-time faculty members at the university. The university met all standards in the 2024 academic year, contributing to the enhancement of teaching effectiveness and student learning quality. The calculation results are shown in the table below:

Student-to-Teacher Ratio at Our School for the 2024/2025 Academic Year

First Semester		Second Semester	
Day School Faculty-Student Ratio	Student-to-Teacher Ratio for the Entire School	Day School Faculty-Student Ratio	Student-to-Teacher Ratio for the Entire School
21.39	25.28	20.66	24.33

The average total credits required for graduation per student in the 2024/2025 academic year

Education System	Average total credits
Five-year Junior College	225
Two-year Technical Program (Day)	75
Two-year Technical Program (Continuous education)	72
Four-year Technical Program (Day)	129
Four-year Technical Program (Continuous)	129
Doctoral program	34
Master class	38
Master's for working professionals	37
Institute of Continuing Education	--



3.1.2 Resource Classroom Counseling

The "Status of Counseling and Support Services for Students with Disabilities in Universities and Colleges" of the Office of Student Affairs was reviewed and approved by the Taiwan Assessment and Evaluation Association. The Resource Classroom is established to support students with special education needs enrolled at NKUST in adapting to university life and learning, smoothly transitioning to their post-graduation life and career development, and enjoying a friendly, accessible campus environment. Based on each student's characteristics and needs, the Resource Classroom provides multiple resources and support in areas such as learning, daily living, career development, and assistive learning devices, which can be summarized as follows:

Item	Summary of Contents	Implementation Status
New Student Transition and Parent Information Sessions	Assist new students in adapting to the campus environment and establish effective communication between parents and the University.	5 sessions, with a cumulative total of 107 participants.
Graduating Student Transition Seminars	Assess graduating students' employment needs and competencies. Labor affairs specialists are invited to provide guidance and support for a smooth transition into the workforce.	5 sessions, with a cumulative total of 73 participants.
Special Education Promotion Committee	Convene meetings each semester to strengthen cross-departmental resource integration and review the implementation of special education services.	2 meetings, with a cumulative total of 47 participants.
Case Evaluation Services	Utilize assessments to identify students' needs, enhance understanding among students, parents, and faculty, integrate cross-departmental resources, and support the development and communication of ISPs.	104 sessions, with a cumulative total of 1,120 participants.
Academic Support and Tutoring Services	Provide appropriate tutoring hours based on students' disabilities and learning needs to strengthen academic foundations and support successful completion of studies.	69 students served, totaling 1,168 tutoring hours.
Campus Adaptation, Life Skills, and Learning Enhancement Activities	Offer diverse activities that promote campus and life adaptation, encourage interaction among Resource Room students, and develop interpersonal, social communication, and mutual respect skills.	82 activities, with 1,342 participants.
Advocacy for a Friendly Campus for Special Education	Enhance special education awareness and foster acceptance of students with disabilities among faculty, staff, and students through experiential learning and departmental outreach activities.	40 activities, with 1,450 participant attendances.
Career Counseling Activities	Provide a variety of career and vocational guidance programs to support self-exploration and values development among students receiving special education services.	22 activities, with 239 participant attendances.
Peer Support Counseling	Promote peer interaction and social integration for students with disabilities through peer companion and mentoring support.	123 peer supporters, totaling 7,202 service hours.
Enhancement of Learning Equipment and Resources	Provide assistive devices and equipment loans to help students overcome accessibility barriers and ensure equitable learning opportunities.	19 service instances.

3.1.3 Support for Economically Disadvantaged Students

NKUST is committed to enhancing the public nature of higher education and ensuring equal educational opportunities. The university actively supports economically and culturally disadvantaged students in successfully pursuing their studies by providing various subsidies, including entrance examination registration fees, transportation expenses, and accommodation costs. These measures reduce barriers to education and promote the equitable distribution of educational resources and social mobility. At the same time, the university continues to strengthen its enrollment promotion efforts by conducting recruitment presentations at rural high schools and vocational schools, inviting students to visit the campus, and providing opportunities to experience campus life. These initiatives enhance students' understanding of the university's educational characteristics and learning environment, assist students with development potential but relatively limited resources in accessing higher education, and further promote social mobility and educational equity.

To support international students in studying with peace of mind and to alleviate their financial burden during their studies in Taiwan, NKUST offers tuition and miscellaneous fee reduction scholarships for international students. A total of 346 international students received tuition and fee reduction scholarships, of whom 312 were awarded full scholarships, accounting for 90% of the total. Additionally, 34 students received scholarships covering at least 50% of tuition and fees.

Learning Support Mechanism for Economically Disadvantaged Students

In 2025, the Ministry of Education's Higher Education Sprout Project actively supported students from economically disadvantaged backgrounds, with a total of 3,971 award instances granted. The key initiatives are summarized below:

Item	Summary of Contents	Implementation/Results
I.Career Counseling and Job Placement Support	Organizes recruitment briefings and job fairs, connects students with employers, and provides an online job-matching platform along with related counseling services to support employment.	15 briefing sessions and 3 job fairs; 30 job-matching cases, 91 counseling cases, and 77 successful employment cases; total incentives: NT\$372,500.
II.Certification Training Subsidies and Incentives	Subsidizes certification examination fees and encourages students to obtain professional and language certifications to enhance career development.	380 beneficiaries; 181 certificates obtained; total incentives: NT\$905,332.
III.Academic Learning and Capacity Building Support	Provides financial incentives to support students' self-directed learning and professional development, strengthening academic performance and practical competencies.	1,935 beneficiaries; total incentives: NT\$13,845,000.
IV.Incentives for High-Achieving Economically Disadvantaged StudentsSupport	Enhances learning outcomes and professional competencies among outstanding students from economically disadvantaged backgrounds.	792 beneficiaries; total incentives: NT\$6,948,000.



▲ 2025 Wan Hai Lines Recruitment Information Session



▲ 2025 Yuanta Life Insurance Recruitment Information Session

Statistics on the Number of Disadvantaged Students in the Past Three Years

Types of disadvantaged students	2025	2024	2023
Low-income households	737	772	905
Lower-middle-income households	1,057	1,228	1,251
Children from families with hardship	161	183	194
Physical and mental disabilities	1,750	1,820	1,884
Indigenous Peoples	554	533	554
Other eligible participants for the higher education institution's program assisting disadvantaged students	753	771	783
Total	4,259	5,307	5,571

The distribution of financial incentives for economically disadvantaged students over the past three years

2025		2024		2023	
Number of recipients granted	Amount Issued	Number of recipients granted	Amount Issued	Number of recipients granted	Amount Issued
3,971	18,091,832	3,350	16,001,011	3,568	17,657,682

Number of Recipients and Amounts of Incentives Issued to Economically Disadvantaged Students

Name of the Incentive Items	Number of recipients granted	Amount Issued
Academic Excellence Incentive Scholarship (Learning Performance Achievement)	675	1,159,000
Student Self-Learning Program (Academic Learning)	1,635	11,445,000
Assistance in Career Planning and Counseling	91	276,000
Job Placement Matches	107	96,500
License Guidance	380	905,332
Enhancing Learning and Development for Outstanding Students (Empowerment and Capacity Building)	300	2,400,000
Cross-Disciplinary Learning Support	12	38,000
Sustainability Learning Capability Counseling	757	1,372,000
International Mobility Learning Programs	14	400,000
Outstanding Student Academic Excellence Scholarship	792	6,948,000
Total	3,971	18,091,832

Application Status of Various Financial Aid Measures

Scope	Number of applicants	Requested amount
Tuition and miscellaneous fees exemption	4,307	74,844,744
Student loans	8,685	255,762,596
Living Assistance Fund	871	17,730,000
Scholarship for Underprivileged Students in Higher Education Institutions	753	1,3954,434
Emergency Relief	107	1,365,000
Free tuition for the first three years of the Five-year Junior College Program	928	7,008,431
Total	14,898	356,710,771



Application Status of Various Financial Aid Measures in the Past 3 Years

Various Measures to Assist Students		2025	2024	2023
Tuition and miscellaneous fees exemption	Requested Amount (NTD)	74,844,744	77,845,304	82,592,633
	Number of applicants	4,307	4,585	4,845
Student loans	Requested Amount (NTD)	255,762,596	248,069,928	255,933,870
	Number of applicants	8,685	8,504	8,482
Other Scholarships and Bursaries	Requested Amount (NTD)	26,103,431	39,373,117	26,904,827
	Number of applicants	1,906	2,710	2,700
Total	Requested Amount (NTD)	356,710,771	365,288,349	365,431,330
	Number of applicants	14,898	15,799	16,027

3.1.4 Care for Indigenous Students

NKUST is committed to enhancing the public nature of higher education, particularly by providing multifaceted support to indigenous students. This support includes subsidies for entrance examination fees, transportation, and accommodation expenses, with the aim of promoting social mobility. At the same time, by strengthening admissions promotion activities, such as visiting senior high schools and vocational schools in indigenous and rural areas and inviting external groups to visit NKUST, the University enhances students' understanding of NKUST. This action helps students who are economically disadvantaged but with potential to access higher education, thereby promoting social mobility.

2025 Implementation of Indigenous Student Counseling and Promotion of Indigenous Education for All

Item	Implementation Content
Academic Support	Provides academic guidance, personal counseling, and assistance tailored to the daily living and learning needs of Indigenous students. A total of 78 students received counseling and support services.
Care and Engagement Support	Offers comprehensive care and resource linkage, including phone outreach, social media engagement, individual meetings, and group activities to support student well-being, totaling 985 service instances.
Capacity Development	Organizes career counseling and competency development activities in collaboration with multiple units, integrating SDGs and internationalization perspectives. A total of 15 events were conducted.
Cultural Engagement	Conducts activities such as Indigenous community service programs, cultural visits, Indigenous legal education, and cultural workshops, totaling 28 events.
Promotion of Indigenous Education for All	Implements Indigenous cultural education programs open to all students, faculty, and staff, including lectures, workshops, training sessions, seminars, and general education micro-credit courses, totaling 12 events.



▲ 2025 Indigenous Cultural Heritage Activities



▲ Leather × Totem-A Carrier of Cultural Memory

3.2 Sustainable Education

3.2.1 Sustainable Courses

The University's curriculum integrates three distinctive development strengths and characteristics: "Industry-Oriented Quality," "Innovation and Entrepreneurship," and "Marine Technology." Approximately 10,000 courses are offered each academic year. In the 2024/2025 academic year, a total of 1,479 sustainability-related courses were offered across different academic levels, including 82 courses at the five-year junior college level, 1,142 undergraduate courses, and 255 graduate courses, accounting for approximately 14% of the University's total 10,436 course offerings. Sustainability-related courses are offered across 50 departments and 56 academic units, and 49 departments have incorporated sustainability courses as required credits. Each academic unit designs discipline-specific courses such as creative engineering design, marine industry upgrading and technological innovation, ESG net-zero talent project management training, sustainable carbon management, green building planning, carbon footprint and life cycle assessment, and environmental education. These courses strengthen students' integration of professional expertise with sustainability competencies.

The Center for the Liberal Arts offers courses including Marine Technology and Sustainability, Creativity and Innovation, Global Issues and the SDGs, and Community Development and Local Engagement, broadening students' perspectives on sustainable development and fostering awareness and responsibility toward sustainability issues.

In 2024/2025 academic year, sustainability-related courses were primarily structured around three sustainable core goals: Life Below Water and Life on Land, Industry, Innovation and Infrastructure, and Quality Education. Among these, Industry, Innovation and Infrastructure accounted for 306 courses (21%), Life Below Water and Life on Land accounted for 287 courses (19%), and Quality Education accounted for 228 courses (15%). In addition, the curriculum incorporated other key sustainability themes, including Responsible Consumption and Production, Good Health and Well-Being, and Zero Hunger. These areas comprised 102 courses (7%), 94 courses (6%), and 71 courses (5%), respectively. By integrating SDG-related topics into curriculum planning and course design, the University actively embeds sustainable development principles into its educational framework. This approach equips students with an understanding of global sustainability trends while fostering the competencies and skills needed to address the complex challenges facing future generations.

Statistics on the Number of Sustainable Courses and Required Courses for Each Department in the Past Three Years

College/Center	Undergraduate Department			Graduate School			Five-year Junior College			Whether There Are Any Required Credits		
	2024 Academic Year	2023 Academic Year	2022 Academic Year	2024 Academic Year	2023 Academic Year	2022 Academic Year	2024 Academic Year	2023 Academic Year	2022 Academic Year	2024 Academic Year	2023 Academic Year	2022 Academic Year
College of Engineering	117	118	105	38	44	50	7	14	13	Yes	Yes	Yes
College of Intelligent Mechanical and Electrical Engineering	29	27	24	6	7	4	8	8	9	Yes	Yes	Yes
College of Electrical Engineering and Computer Science	44	40	42	30	26	24	-	-	-	No	Yes	Yes
College of Maritime	102	111	110	23	21	20	31	28	27	Yes	Yes	Yes
College of Hydrosphere Science	231	207	206	61	43	33	27	31	29	Yes	Yes	Yes
Business Intelligence School	65	64	38	20	22	12	-	-	-	Yes	Yes	Yes
College of Management	90	92	72	56	55	47	-	-	-	Yes	Yes	Yes
College of Marine Commerce	46	65	58	9	19	18	-	-	-	Yes	Yes	Yes
College of Innovation and Design	9	7	7	8	13	9	-	-	-	Yes	Yes	Yes
College of Foreign Languages	18	17	13	4	6	3	-	-	-	Yes	Yes	Yes
College of General Education	364	346	336	-	-	-	9	9	9	Yes	Yes	Yes
Office of Innovation and Entrepreneurship Development	22	23	23	-	-	-	-	-	-	No	No	No
Cross College Elite Tech Program at NKUST	5	2	3	-	-	-	-	-	-	Yes	Yes	Yes
Total	1,142	1,119	1,037	255	256	220	82	90	87	-	-	-

3.2.2 Continuing Education

In response to the global net-zero transition and sustainable governance trends, National Kaohsiung University of Science and Technology (NKUST) has centered its efforts on the United Nations Sustainable Development Goals (SDGs) and has actively engaged in sustainable talent cultivation and industry services since 2018. By integrating teaching resources, continuing education, and industry-academia collaboration, NKUST plans sustainable courses that meet industry demands. These courses cover key topics such as ESG, net-zero carbon emissions, carbon management, and sustainability information disclosure, assisting students and enterprises in enhancing their sustainability practices. Through curriculum promotion and professional training, the university continues to fulfill its social responsibility in higher education, promoting sustainable industrial transformation and regional sustainable development. During the 2024/2025 academic year, the University offered the following sustainability-related continuing education programs:

- Bachelor's Credit Program in Organizational Greenhouse Gas Emissions Verification
- Bachelor's Credit Program in Carbon Footprint Assessment
- Bachelor's Credit Program in Zero-Carbon Buildings
- Bachelor's Credit Program in Carbon Technology Management: ISO 14064-2 and ISO 14068-1
- Bachelor's Credit Program in BIM Green Building Analysis
- Bachelor's Credit Program in BIM Applications for Building Environmental Planning
- Advanced Bachelor's Credit Program in BIM Applications for Building Environmental Planning
- Training Program for Indoor Air Quality Management Personnel
- Corporate Sustainability Manager Training Program
- Practical Program in ESG Net-Zero Carbon Inventory and Project Management for the Manufacturing Industry
- Talent Development Program in Circular Economy and Industrial Carbon Inventory Management
- Practical Program in Net-Zero Green Building Information Modeling Engineering
- Practical Program in Electromechanical Integration for Electric Vehicles

During the 2024/2025 academic year, the University offered 22 credit-bearing programs (stand-alone cohorts), serving 609 participants and generating total revenue of NT\$6,246,642. In addition, 251 non-credit programs were offered, attracting 7,736 participants and generating total revenue of NT\$38,777,698. Among these programs, the University operated 15 Senior University classes designed for lifelong learning, including two classes subsidized by the Ministry of Education. The University also continued its collaboration with the Kaohsiung City Government to deliver the Kaohsiung Pipeline Excavation Project Management Personnel Certification Program and Citizen Academy courses. In addition, the University participated in workforce development initiatives sponsored by the Workforce Development Agency of the Ministry of Labor, including the Industrial New Talent Program and the Industry Talent Investment Program.



Status of Continuing Education and Sustainability-Related Course Offerings in the Past Three Years

Item	2024/2025 Academic Year	2023/2024 Academic Year	2022/2023 Academic Year
Total number of courses	273	266	289
Sustainability-Related Courses	18	14	8
Number of Graduates	8,345	8,273	8,387

Number of Graduates from the Institute of Continuing Education in the Past 3 Years

Academic Year	Number of Graduates
2024	21
2023	265
2022	265

3.2.3 Continuing Education

Since its establishment in 1979, the Continuing Education College of NKUST has been dedicated to providing diverse continuing education opportunities for working professionals. It aims to enhance professional knowledge and workplace competitiveness, promote the concept of lifelong learning, and respond to the talent development needs of local industries, making it the only national continuing education institution in southern Taiwan.

To adapt to the current educational environment, the Institute of Continuing Education at NKUST will cease accepting applications for the following 9 departments, effective from the 2023-2024 academic year, in accordance with the Ministry of Education's approval: Business Administration, Civil Engineering, Electrical Engineering, Accounting Information, Industrial Engineering and Management, International Business, Mechanical Engineering, Applied English, and Tourism Management. The Continuing Education Division's two-year technical program will integrate the 7 departments of the former Institute of Continuing Education: Business Administration, Civil Engineering, Electrical Engineering, Accounting Information, Industrial Engineering and Management, International Business, Mechanical Engineering, Applied English, and Tourism Management into NKUST's two-year technical program system. This integration will complete the transformation of the Institute of Continuing Education, enhancing resource utilization efficiency, expanding recruitment sources, and increasing enrollment rates.

NKUST's two-year technical program is a two-year program. The standard duration of study is two years, with a maximum extension of four years. Upon completion of all required course credits, a Bachelor's degree and a degree certificate will be awarded. Admission requirements include graduation from a domestic public or private junior college or higher, graduation from a foreign junior college or higher recognized by the Ministry of Education, or those with equivalent qualifications. Instruction is scheduled for Saturdays and Sundays, making it convenient for working professionals to balance their work and studies. The curriculum is designed to strengthen practical experience, support adaptive learning, and promote lifelong learning for adult learners. It also provides effective continuing education pathways for working professionals, helping them develop a second specialty while fulfilling social responsibility and contributing to sustainable workforce development. The curriculum emphasizes the integration of theory and practice, encourages adaptive development and lifelong learning, and assists students in cultivating professional skills and secondary expertise, thereby fulfilling the implementation of adult education and social responsibility.

3.2.4 Digital Courses

MOOCs (Massive Open Online Courses)

NKUST is committed to promoting high-quality education and advancing lifelong learning. It continues to develop MOOCs (Massive Open Online Courses), offering open online courses that break the limitations of time and space and are accessible to learners via the internet. The quality of these courses has been widely recognized. The University has received the “National Open Education Excellent Course” for four consecutive years (2022-2025). In the current year, 20 courses were offered, attracting 4,300 enrolled learners and reaching 75,106 video views. This year, a new featured course, “Exploring Aquaculture Pond Water Quality Management,” was launched, further enriching the diversity of open education topics and continuously expanding the University's social impact in the field of digital learning.

Diverse Digital Learning

NKUST is committed to strengthening students' digital self-directed learning capabilities by establishing a “One-Stop Digital Learning Resource Hub,” which integrates high-quality resources from both on and off campus. To effectively foster autonomous learning, the university has implemented a variety of incentive mechanisms. These include the promotion of on-campus digital self-learning courses, subsidies for enrolling in international online learning platforms, recognition of credits for courses taken during the semester on the ewant platform, and credit transfer opportunities for participation in National Yang Ming Chiao Tung University's “SOS Summer Online School” during the summer session. In 2025, a total of 4,993 student participations in online self-directed learning were recorded, significantly enhancing the campus culture of digital autonomous learning.

Online Teaching System

The university continues to advance digital teaching development by implementing online teaching tools such as the ZUVIO Cloud Real-Time Interaction System and the Teaching Platform. ZUVIO offers online quizzes, real-time feedback, interactive discussions, peer evaluations, and student learning management functions, assisting instructors in monitoring student learning outcomes and enhancing classroom engagement. System usage rate continues to grow. In the 2024 academic year, more than one-fifth of courses adopted ZUVIO as an interactive teaching tool. The average weekly student interactions across the university exceeded 40,000, demonstrating that digital teaching has been widely integrated into curriculum design and instructional practice, effectively enhancing teacher-student interaction and learning outcomes.

Number of users on the teaching platform in the past 3 academic years

Unit: person-times

	2024/2025 Academic Year	2023/2024 Academic Year	2022/2023 Academic Year
Number of users on the teaching platform	2,498,010	2,275,140	2,444,529

3.2.5 Marine Specialty Research Courses

I.To enhance students' marine literacy and fulfill the university's social responsibility, NKUST continues to promote marine education. Through general education courses on marine topics, special lectures, and marine knowledge activities, the university aims to deepen students' understanding of marine environmental and resource issues, cultivate awareness of marine conservation and sustainable development, and promote the sustainable use of marine resources. Status of the General Exploration Course on Marine Science and Technology offered in the 2024-2025 academic year is as follows:

Statistics of Enrollment in the General Exploration Course on Marine Science and Technology¹

Semester	Number of Courses	Number of Students Enrolled
2024-1	15	970
2024-2	15	988
Total	30	1,958

¹For statistical purposes only regarding the offering status of the university-required elective (Category V) course "Marine Science and Technology and Sustainability"



▲ Chiayi City Science 168 Education Expo

II.The Marine General Education Courses hold a "Date with the Ocean" lecture series each semester, inviting experts and scholars from the marine field to serve as speakers. The series covers topics such as marine recreation, maritime technology, port logistics, marine biotechnology, fisheries development, marine environment, and aquaculture enhancement, aiming to cultivate students' ocean literacy and enhance their understanding of the marine industry. Furthermore, NKUST has organized marine education outreach activities in areas such as marine cultural experiences, water safety education, marine science popularization activities, and marine environment and ecological education. These hands-on and outdoor teaching approaches enable students to learn through practical engagement and encourage their active involvement. In 2025, a total of 21 ocean education activities were conducted, engaging a collective of 4,374 participants.

III.To promote marine knowledge and enhance public awareness of marine conservation, the University participated in the Chiayi City Science 168 Education Expo from July 18 to 22, 2024. Through its exhibition, "NKUST Office of Marine Science and Technology – Ocean Literacy Challenge: Think × Experience," the University integrated educational content with hands-on activities to highlight issues related to marine conservation and sustainability. The program featured ocean literacy quizzes and other educational activities designed to enhance participants' understanding of marine science concepts, alongside interactive DIY experiences such as ecological bottle making, recycled handmade paper crafting, and kokedama creation. Through this engaging and educational approach, the event effectively increased students' awareness of marine environmental issues and the importance of conservation. Over the five-day expo, a total of 3,787 elementary and secondary school students participated in the activities.

IV. In 2025, the University organized seven Fish Biodiversity Master Lectures, featuring renowned experts from institutions in Taiwan and abroad, including the Okinawa Institute of Science and Technology, Academia Sinica, University of Copenhagen, National Sun Yat-sen University, and the Taiwan Marine Education Center. The lecture series explored a diverse range of topics, including specimen curation and collections, marine paleontology, coral reef ecology, and sustainable seafood culture. A total of 391 participants attended the events. Through international academic perspectives and hands-on inquiry-based learning, the program enhanced students' understanding of marine biodiversity while fostering a stronger sense of responsibility toward environmental protection and sustainable development.



▲ Fish Biodiversity Master Lecture

V. The University partnered with the local Cieding community organization, Bamboo Smile Studio, to organize two sessions of the Wetland Ecology Exploration Tour at the Baishalun Wetland Park, attracting a total of 36 participants. Led by professional guides, participants conducted on-site observations of wetland ecosystems and learned about the ecological significance of wetlands. The program also incorporated traditional craftsmanship through a hands-on DIY activity, during which participants created "Chubby Fish" hanging ornaments using bamboo strips and hemp rope. By combining immersive field experiences with local cultural traditions, the activity helped participants gain a deeper understanding of the importance of wetland conservation while fostering environmental literacy and civic responsibility.



▲ Wetland Ecology Exploration Tour Featuring Hands-on Craft Activities

VI. To broaden the career horizons of students from non-marine-related disciplines, the University organized a Marine Career Exploration Program: Understanding the Cruise Industry. The program featured expert presentations from the International Cruise Council Taiwan and Taiwan International Ports Corporation, covering topics such as cruise industry trends, professional terminology, and customs and immigration clearance procedures. Participants also visited an STCW training facility, gaining firsthand exposure to maritime training environments and industry practices. The program effectively enhanced students' understanding of the international cruise industry and the diverse career opportunities it offers. A total of 22 students from departments including tourism, marketing, mechanical engineering, and naval architecture and marine engineering participated in the program.



▲ Site Visit to an STCW Training Facility

VII. Offshore Wind Power Talent Development

NKUST supports Taiwan's energy transition and clean energy development by cultivating offshore wind power talent and providing technical training, thereby strengthening the renewable energy supply chain and enhancing the application capacity of clean energy. To date, a total of 46 certified instructors have been trained. Currently, the university has 23 seed instructors certified in GWO BST and 8 seed instructors certified in GWO BTT. Additionally, international training experts in European offshore wind power have been invited to the university to provide instruction, guidance, and support for training. At the same time, the campus has established cooperative relationships with industries such as Dade Energy, Ørsted[HW2.1], and Taiwan Shipbuilding Corporation, providing students with training opportunities aligned with industry needs. This enhances youth employment competitiveness and local job opportunities, promoting the demand for talent in the green industry and economic growth. In 2025, a total of 30 wind power training courses were offered, with 182 certified participants both on and off campus.

To promote marine education at an earlier stage, the University organized a senior high and vocational school campus visit program at the Cijin Campus specialized facilities. The program included introductory sessions on the Departments of Shipping Technology and Marine Engineering, followed by guided tours of advanced training facilities, including a full-mission simulator, offshore wind power training site, engine room simulators, and workboat equipment. Through in-depth guided visits to high-standard professional training facilities, the program enhanced students' interest in the maritime industry and strengthened their understanding of marine higher education and technological development. A total of 44 students and faculty members participated in the activity.



▲ Professional Field Visit to Cijin Campus for Senior High and Vocational Schools: Aerial Work Training Tower and Course Training in Progress

3.3 Campus Sustainability Practices

3.3.1 Sustainable Clubs

The University currently has a total of four sustainability-related student clubs. The Animal Protection Club promotes the spirit of SDG 15: Life on Land, while the Canoe Club, Diving Blue, and Water Activities Club jointly advance SDG 14: Life Below Water, focusing on marine conservation. These initiatives span across the Jiangong, Nanzih, and Cijin campuses, with students collaborating across campuses to contribute to environmental protection and sustainability efforts.

Names of Sustainability-Related Clubs	Club Introduction
Animal Protection Club	Educates students and promotes care for disadvantaged groups by advocating animal protection concepts and directly helping stray animals, encouraging kindness toward all animals, and thereby contributing to social harmony. Promotes the concept of "adopt instead of buy, neuter instead of cull" and implements TNVR (Trap, Neuter, Vaccinate, Release) programs.
Canoe Club	Encourages members to understand and connect with the ocean, promotes knowledge related to marine conservation, and advocates the spirit of adventure while making good use of campus resources.
Diving Blue	Leads students to understand and learn about the ocean from different perspectives.
Water Activities Club	Aims to promote safety concepts and techniques related to water activities.



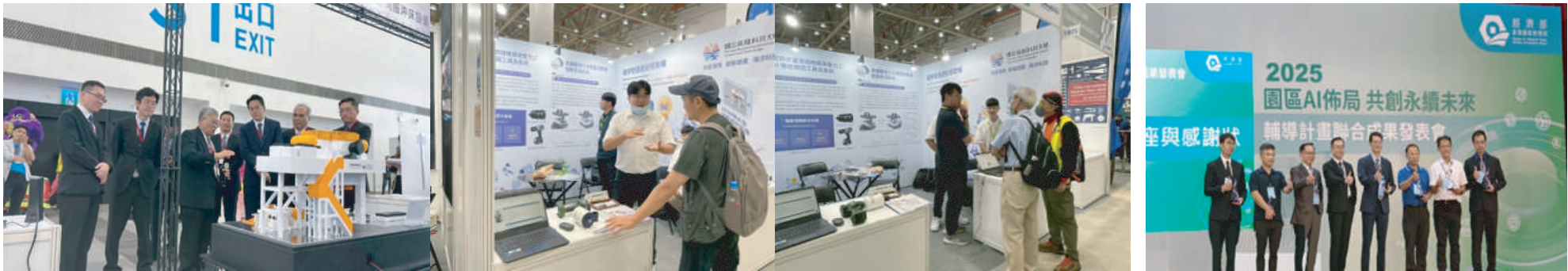
▲Diving Blue

3.3.2 Sustainability-Related Activities and Projects

The University actively participates in domestic professional exhibitions to enhance its research and development visibility. From May 21 to 24, 2025, the University exhibited at the Kaohsiung Automation Industry Exhibition, with a focus on the Southern Taiwan S-shaped industrial corridor. The exhibition showcased a range of technological achievements, including smart machinery: AI applications, automated control and inspection systems, low-carbon emission reduction technologies, and innovative inventions. Through precise alignment of academia-industry R&D capabilities, the University supports corporate transformation and upgrading. In addition, it assists enterprises in establishing a "green talent" development mechanism, integrating sustainability into corporate culture and fostering a virtuous cycle toward net-zero emissions, thereby strengthening the green competitiveness of industries.

In addition, leveraging the successful experience accumulated from the Kaohsiung Automation Exhibition, the University expanded its participation to the TITE x IHT held from October 21 to 23, 2025. Through exemplary case guidance, the University helps the hardware and hand tool industry clusters map out clear pathways toward green upgrading. With its established consultancy mechanisms and technical expertise, the University actively integrates government resources to support enterprises in developing new competitive advantages in digital and green transformation.

On November 21, 2025, the University was invited to participate in the Bureau of Industrial Parks' "AI Deployment in Science Parks for a Sustainable Future" joint achievement presentation and received the "Outstanding Synergy Team Award." This honor recognizes the University's strong performance in industry-academia collaboration, AI integration, and low-carbon transformation consulting. It also highlights the tangible outcomes of its efforts in assisting enterprises with intelligent transformation. Looking ahead, the University will continue to deepen AI applications and energy-saving technologies through technical consulting and cross-disciplinary collaboration, expanding the breadth and depth of services provided to park-based enterprises, and further enhancing the overall effectiveness of industrial transformation.



▲ Introduction by the NKUST Office of Industry-Academia Operations of the 1,600-ton Large Servo Stamping and Forming Equipment Technical Demonstration and Presentation by Professor Chen Yan-ming's Team from the Department of Information Management and Professor Hsueh Po-wun's Team from the Department of Mechanical and Electrical Engineering

NKUST was honored with the "Outstanding Synergy Team Award"

Sustainable development is a long-term goal and direction that can be promoted to more faculty and students through outreach and activities. In 2025, the University organized a total of 28 sustainability-related activities, with 1,327 participants. These activities involved various student clubs, including the Esin Club, Choral Society, and Smile Life Emergency Aid Club at the First Campus; the Deep Blue and Comic Research Club at the Nanzih Campus; the Cijin English Learning Club and En You Club at the Cijin Campus; and the Department of Electronic Engineering Student Association at the Jiangong Campus. The activities primarily focused on marine education, while some clubs also organized initiatives related to low-carbon diets, waste reuse, and elderly long-term care services.

The number of sustainable-related events and participants

Sustainable-related Activities	Session	Number of Participants
On-campus Activities	28	2497
Off-campus Activities	26	615
License Guidance	3	278

[MIAOPU] NKUST implemented the Ministry of Education's "MIAOPU Project", centered on the theme "AI-Driven ESG Innovation in Education." The program integrates design thinking methodologies with generative AI tools and ESG trends, fostering interdisciplinary faculty development with strong design thinking capabilities. Serving as a regional resource hub in southern Taiwan, the University promotes faculty renewal and the dissemination of innovative teaching practices. In teaching implementation, instructors guided students to combine "aesthetic living" with dietary health, encouraging the practice of healthy eating and lifestyle aesthetics. A "Design Your Life" module was also introduced, using the Odyssey Plan framework to help students develop career roadmaps, reduce unnecessary major changes, and challenge disciplinary stereotypes. In addition, faculty guided students to address local industry challenges using AI-assisted ideation. This led to innovative outcomes such as banana leaf fiber recycled paper packaging, which transforms agricultural waste into eco-friendly packaging materials with integrated smartphone stand functionality, thereby applying concepts of sustainable production and the circular economy. The program further extended design thinking applications to the Jiadong Farmers' Association and the Fisheries Research Institute, Ministry of Agriculture, supporting local fishers and practitioners in digital transformation and smart marketing strategies. Overall, the program leverages AI empowerment and cross-disciplinary collaboration to align SDG objectives with both industrial needs and educational practice.

3.3.3 Volunteer and Rural Service

With the adjustment of the service-learning system, the Office of Student Affairs' Life Care Section at the University has actively promoted a transformation in its implementation model. Student social engagement has gradually shifted from a traditional curriculum-based approach to a model emphasizing self-initiated participation in volunteer service and community-based service learning.

I.Through thematic community engagement activities, integration with government volunteer service resources, and youth volunteer programs, the University is committed to establishing a systematic implementation framework. The core objective is to cultivate students' civic engagement, empathy, and sense of social responsibility, guiding them to realize the value transformation of "taking from society and giving back to society" through hands-on practice. In 2025, the University achieved notable outcomes in self-directed service and interdisciplinary integration as follows:

Indicator	Results and Description
Number of participating students	101 students (total participation in self-initiated service learning reached 135 students)
Number of partner organizations	More than 7 key partners (including NGOs/NPOs and public sector agencies)
Service sites	Communities, social welfare organizations, kindergartens, cultural institutions, and elementary and junior high schools
Service beneficiaries	Community elderly, preschool children, local residents, and children from disadvantaged families
Main types of activities	Community care, early childhood services, disaster prevention education, cultural education, and professional outreach services in rural areas

II. The University has established a broad cross-institutional collaboration network. Partner organizations include:

(I) Social Welfare and Care: Huashan Social Welfare Foundation, Tainan Education and Nursing Institution, Ministry of Health and Welfare, Andrew Food Bank, Kaohsiung City Charity Association Joint Association – Dashe Warehouse Transfer Center

(II) Local Communities: Benhe Village Community, Baozhu Village Community, Baozhu Village Office

(III) Education and Culture: Attached Kindergarten of Zhuangjing Elementary School, Houjing Non-Profit Kindergarten, Soka Art Museum

(IV) Rural Outreach Services: The University provided services to seven primary and secondary schools in rural areas, benefiting 181 students in total. For example, the Wind Band of the First Campus organized the “Seeking Sound” camp at Wenfu Elementary School, transforming musical expertise into localized aesthetic education.

III. Deepening curriculum and professional service integration

In addition to self-initiated volunteer service, the University integrates service-learning into professional academic disciplines and designs diverse learning pathways:

(I) “Professional Service-Learning” Courses: These courses integrate disciplinary expertise with SDGs. For example, faculty from the Department of Mechatronics Engineering guide students in conducting campus air pollution investigations and river patrol monitoring, using data collection and analysis to promote environmental protection. In addition, through a campus shared bicycle maintenance program, students apply repair and maintenance skills to enhance campus safety while practicing resource recycling and community service.

(II) “Social Service-Learning” Courses: Students are encouraged to collaborate with NGOs and NPOs to support vulnerable populations. Through partnerships with organizations such as Andrew Food Bank, students provide assistance to elderly individuals living alone and disadvantaged schoolchildren, fostering empathy, humanitarian awareness, and self-reflection.

IV. Alignment with the United Nations SDGs

The University’s service initiatives are closely aligned with multiple SDGs, demonstrating its commitment to university social responsibility:

(I) SDG 3 – Good Health and Well-Being: Promoting community care and services for older adults

(II) SDG 4 – Quality Education: Providing diverse educational resources through professional service camps and courses

(III) SDG 11 – Sustainable Cities and Communities: Strengthening university-community engagement and participation in local environmental monitoring

(IV) SDG 17 – Partnerships for the Goals: Establishing strong cross-institutional collaboration networks to enhance collective impact

V. The University will continue to deepen its thematic volunteer service model, integrating internal and external resources as well as government programs to gradually establish a more institutionalized, systematic, and sustainable volunteer service framework. The University is committed to expanding its social impact and fostering students into future professionals equipped with strong civic engagement and real-world problem-solving capabilities.



▲ Social Service

3.4 Sustainable Product Development

In 2020, the Product Promotion Center established the first campus brand store among universities and colleges in Taiwan, DK Shop, serving as a key platform to showcase the research and development achievements of faculty and students as well as industry-academia collaboration products. The store features innovative products, distinctive souvenirs, and campus memorabilia, showcasing the university's research capabilities and brand identity while embodying the value of integrating theory and practice in technical and vocational education. DK SHOP centers its core philosophy on the United Nations SDG 12, "Responsible Consumption and Production," emphasizing the sustainable use of natural resources and the practice of a circular economy. Through source reduction, resource recycling, and reuse measures, reduce the environmental impact caused by the production process. The products cover a diverse range of categories, including food, beauty and skincare, and daily necessities. They are developed and quality-controlled collaboratively by faculty and students. Product offerings are adjusted according to seasonal and regional characteristics to provide consumers with safe, reliable, and fresh high-quality products. To strengthen brand management and maintain product quality, the university has established a Product Listing Review Committee. This committee conducts rigorous evaluations of products submitted for listing to ensure they meet quality standards and market demands, thereby enhancing brand value and marketing effectiveness. All products that have passed review and been listed have obtained authorization to use the university emblem. Through a comprehensive brand management system, NKUST ensures quality commitment and brand supervision, continuously promoting the sustainable operation and development of the "DK Shop" brand. The following presents statistics on DK SHOP product listing reviews from 2023 to 2025:

Statistics on Trademark Licensing Cases Over the Past Three Years

Year	Number of Reviewed Products Approved	Number of Reviewed Products Not Approved	Best-Selling Product Representatives of the Year
2023	26	0	Outstanding Bone Builder
2024	42	4	Outstanding Bone Builder
2025	36	0	Outstanding Bone Builder



▲ Outstanding Bone

DK Shop represents not only a retail platform for products, but also reflects the University's diverse achievements in research and sustainability practice. These outcomes are demonstrated through the featured products shown in the image below:

I. Marine collagen skincare series: Developed by a faculty research team using patented technology to extract high-purity natural marine collagen from tilapia skin, preserving the native collagen structure and effectively promoting skin repair and revitalization. This achieves high-value utilization of fish by-products in skincare products. The implementation of resource recycling and the reduction of waste generation align with the sustainable principles of SDG 12, "Responsible Consumption and Production."

II. Marine Ranch Series Aquatic Products: This product employs a medium-to-low density ecological aquaculture method, combined with probiotics produced from fermented soybean pulp as an aquaculture aid, creating a sustainable farming model that integrates resource recycling, environmental friendliness, and ecological balance. By reducing the environmental impact of aquaculture and improving resource use efficiency, we not only produce high-quality, safe, and delicious seafood but also implement the principles of a circular economy and sustainable marine resource utilization, demonstrating green aquaculture achievements that balance environmental protection with industry value.

III. "Freshy Essence" nutritional supplement series Uses grouper bone and other by-products as the collagen source, implementing whole-fish utilization and zero waste of marine resources. The products are co-produced with local aquaculture enterprises, supporting the transformation and sustainable development of Taiwan's fisheries sector and further reducing reliance on imported resources and overall carbon footprints, in line with SDG 12 "Responsible Consumption and Production" and SDG 14 "Life Below Water".

IV. Outstanding Bone Builder is the university's best-selling health supplement. Designed for all age groups and formulated with small-molecule marine collagen, calcium citrate, glucosamine, and curcumin, this product is a popular choice for maintaining bone and joint health.



Marine collagen skincare series



Marine ranch dragon-tiger grouper



"Freshy Essence" grouper extract

3.5 Academic Performance

3.5.1 Research Projects and Papers on Sustainability

In response to global climate change and sustainable development trends, the university continues to advance sustainability-related research, striving to promote a balance among environmental protection, social development, and economic growth. In 2025, a total of 354 research projects were conducted, of which 259 were related to sustainability, accounting for approximately 73%. A total of 228 faculty members led sustainability-related research projects, demonstrating NKUST's commitment to advancing sustainability issues and enhancing social impact.

Based on the regulations of the Office of Research and Development of NKUST regarding awards and subsidies, the "National Kaohsiung University of Science and Technology Paper Scoring Table" serves as a guideline to encourage faculty to incorporate keywords related to the 17 Sustainable Development Goals (SDGs) into their paper titles, abstracts, or keywords. Additionally, if these papers correspond to the SDGs in the Scopus database, achieving this goal will result in additional weight being applied to each published paper's scoring. Based on the WOS system download dated March 15, 2026 (covering SCIE, SSCI, and A&HCI journal articles and reviews), the University's faculty published a total of 853 journal papers in 2025. According to SDG-related data retrieved from the Scopus database on the same date, 300 of these publications were identified as SDG-related research, accounting for approximately 35% of total output. This demonstrates the University faculty's strong commitment to sustainability-related research and the continuous development of SDG-focused academic work.

Statistics on NKUST Patents Over the Past 3 Years

Unit: item

Type	2025	2024	2023
Number of Patent Announced for Substantive Examination in the Republic of China	49	64	56
Number of Patent Announced for Substantive Examination in Other Countries	2	5	7
Number of Patent Announced in the United States	6	6	2
Number of Announced Granted Patents	8	1	7

Statistical Table of Sustainable Research Projects and Papers

College/Center	Total Number of Research Projects	Number of Sustainable-Related Research Projects	Total Number of Published Journal Papers	The Number of Published Journal Articles Related to Sustainability
College of Engineering	54	37	141	57
College of Intelligent Mechanical and Electrical Engineering	59	33	133	23
College of Electrical Engineering and Computer Science	74	49	173	43
College of Maritime	28	22	52	22
College of Hydrosphere Science	49	46	208	118
Business Intelligence School	14	12	43	15
College of Management	47	36	65	14
College of Marine Commerce	12	10	18	5
College of Finance and Banking	-	-	-	-
College of Innovation and Design	7	6	2	1
College of Foreign Languages	4	3	8	1
College of General Education	2	1	3	-
Office of Innovation and Entrepreneurship	-	-	-	-
Cross College Elite Tech Program at NKUST	2	2	2	1
Office of Academic Affairs	1	1	1	-
Physical Education Office	1	1	4	-
Total	354	259	853	300

The Number of Sustainability-Related Research Projects and Journal Articles in the Past 3 Years

Type	2025	2024	2023
Sustainability-Related Research Projects	259	221	199
Journal Articles Related to Sustainability	300	296	340

3.5.2 Open Access Journal Article

Open Access aims to promote the free dissemination of academic knowledge by making research results publicly and freely available to readers worldwide, thereby enhancing knowledge sharing and academic impact while realizing the spirit of equitable access to knowledge. In 2025, faculty members at the university published a total of 853 journal articles, of which 339 were Open Access, accounting for approximately 40% of the total. This demonstrates the university's commitment to enhancing the social impact and international visibility of its research outcomes by promoting transparency, thereby fostering a more open and equitable academic environment.

Number of Open Access Journal Articles

College/Center	Total Number of Published Journal Papers	Number of Open Access Journal Articles	Proportion of Open Access Journal Articles
College of Engineering	141	62	44%
College of Intelligent Mechanical and Electrical Engineering	133	48	36%
College of Electrical Engineering and Computer Science	173	82	47%
College of Maritime	52	32	62%
College of Hydrosphere Science	208	67	32%
Business Intelligence School	43	3	7%
College of Management	65	29	45%
College of Marine Commerce	18	6	33%
College of Finance and Banking	-	-	-
College of Innovation and Design	2	2	100%
College of Foreign Languages	8	-	-
College of General Education	3	3	100%
Office of Innovation and Entrepreneurship	-	-	-
Cross College Elite Tech Program at NKUST	2	1	50%
Office of Academic Affairs	1	1	100%
Physical Education Office	4	3	75%
Total	853	339	40%

Number of Open Access Journal Articles in the Past 3 Years

Type	2025	2024	2023
Total Number of Published Journal Papers	853	807	799
Number of Open Access Journal Articles	339	303	410
Proportion of Open Access Journal Articles	40%	38%	51%

3.5.3 Collaborative Sustainable Industry-Academia Projects

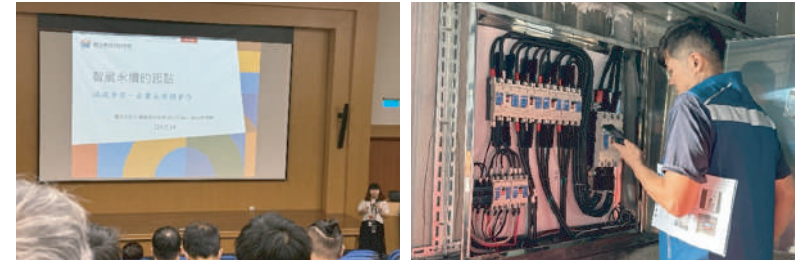
The University actively signs sustainable industry-academia collaboration agreements with relevant industries, integrating internal R&D capacity with industrial resources to establish diverse cooperation and technology matching mechanisms. This facilitates effective alignment between academic research outcomes and industrial needs. Through industry-academia matchmaking platforms, participation in domestic professional exhibitions, and corporate low-carbon transformation consulting services, the University strengthens technological innovation and industrial linkage, helping enterprises respond to sustainability development and net-zero transition trends. The key initiatives are as follows:

I.Sustainable innovation and industry-academia integration

The University, in collaboration with alliance institutions under the Southern Taiwan Science and Industrialization Platform, participates in international biotechnology exhibitions to leverage cluster effects and jointly showcase R&D achievements. The exhibits focus on sustainable materials, biological resource circular utilization, and natural functional materials. Through exhibition platforms, the University promotes industry-academia exchange and technology matchmaking. This not only enhances institutional visibility but also demonstrates strong R&D capabilities in biotechnology and green materials, strengthening collaboration with industry partners and attracting multinational companies and international investors. These efforts expand the commercialization of scientific achievements from Southern Taiwan into global markets. The related technologies focus on high-value utilization of biological resources and green material applications, contributing to the development of circular economy and environmentally friendly technologies while increasing opportunities for industrialization of research outcomes and advancing sustainable innovation in the biotechnology sector.

II. Corporate net-zero transition support

The University actively undertakes carbon inventory and low-carbon transformation projects commissioned by the Metal Industries Research & Development Centre and the Industrial Technology Research Institute (ITRI). In 2025, the University assisted 31 enterprises in pursuing net-zero and carbon reduction goals, with a total project value of NT\$5.075 million. During the consultancy process, expert teams conducted on-site assessments to assist enterprises in preparing organizational greenhouse gas inventory reports. To further embed sustainability capabilities within enterprises, an additional NT\$300,000 was secured to establish SGS lead auditor certification training programs, cultivating "sustainability seed trainers" within companies to ensure independent carbon management after project completion. One enterprise successfully implemented a renewable energy system for self-generated and self-consumed green electricity. Through a three-stage approach—theoretical training, carbon inventory practice, and renewable energy implementation—the program transformed net-zero initiatives from policy concepts into concrete corporate practices.



▲ We assisted Brogent Technologies, a leader in simulation technology, with carbon inventory training. Our engineers also supported the measurement protocols required for integrating smart meters with the energy system.

III. Establishment of an industry-academia collaboration platform

To strengthen industry-academia collaboration, NKUST has established the Industry-Academia Collaboration Platform, which integrates faculty research achievements, patented technologies, university-level research center resources, and industry trends to align with corporate R&D needs and transformation challenges. The platform facilitates the commercialization of academic achievements by translating research outcomes into tangible business value, reducing communication barriers between industry and academia, and promoting collaborative research and technology exchange. It also assists enterprises in identifying professional talent and accessing industry-academia partnership resources. Currently, the platform incorporates a technology database covering more than 800 faculty members, patent search services, and dedicated industry-academia managers who provide matchmaking support. By creating a convenient one-stop service platform, NKUST enables "technology to find demand and demand to find technology," thereby enhancing the efficiency and effectiveness of industry-academia collaboration. Looking ahead, NKUST will continue to deepen sustainable industry-academia partnerships, cultivate talent equipped with practical problem-solving capabilities, and contribute to the development of regional industries while advancing social and environmental sustainability.

Traditional industry-academia collaboration often faces high communication costs due to information asymmetry. To address this challenge, the University has implemented a professional industry-academia manager system that provides comprehensive consulting and matchmaking services through a one-stop platform. From initial patent searches and technology feasibility assessments to the eventual commercialization and value creation of research outcomes, dedicated professionals guide partners throughout the process. This approach not only shortens the distance between enterprises and academic institutions but also improves the success rate and overall efficiency of collaborative projects.



▲NKUST Industry-Academia Collaboration Platform

Moving forward, NKUST will continue to deepen its industry-academia collaboration network, integrate resources for technological research and development, talent cultivation, and industry services, and promote the application of green technologies and low-carbon transition. Through close partnerships with industry stakeholders, the University will promote the practical application and commercialization of research outcomes, enhance the long-term sustainability and competitiveness of industries, and create lasting value for society, the economy, and the environment.

Statistics on Industry-Academia Collaboration Projects over the Past Three Years

Item	2025	2024	2023
Total Number of Industry-Academia Collaboration Projects	828	837	737
Number of Sustainability-related Industry-Academia Collaboration Projects	237	246	88
Amount of Sustainability-related Industry-Academia Collaboration Projects	381,059,644	421,975,439	76,749,036

IV. Actively Participating in Innovation Technology Exhibitions to Showcase R&d Outcomes and Translation Capabilities

The Office of Industry-Academia Cooperation actively plans each year to participate in the Taiwan Innotech Expo, systematically integrating and exhibiting the University's promising research outcomes. By leveraging the professional exhibition platform, the University enhances the visibility of its technologies, strengthens matchmaking with industry, and further promotes technology transfer and industry-academia collaboration opportunities, thereby demonstrating its innovative R&D capabilities and technology commercialization strength. The 2025 Taiwan Innotech Expo attracted 442 participating organizations from 19 countries and showcased more than 1,100 innovative technologies. The University achieved outstanding results, earning the event's highest honor with 1 Platinum Award, 6 Gold Medals, 1 Silver Medal, and 2 Bronze Medals. The awarded innovations span fields including smart manufacturing, green technology, and biomedical innovation.



▲Taiwan Innotech Expo

V.Promoting Ocean Sustainability: An Innovative Path Through Industry-Academia Collaboration

In collaboration between incubated enterprises and U-star student teams, we continuously promote innovation and entrepreneurship initiatives focused on sustainability-related issues. The University's Office of Marine Science and Technology also supports joint product development between student teams and industry partners. For example, under the guidance of Life Culture and Creative Co., Ltd., students from the Department of International Business, Department of Logistics Management, and Department of Accounting and Information, together with Professor Tsai, Mei-Ling from the Department of Seafood Science, collaborated to develop an edible pet bowl by utilizing agricultural and fishery by-products. Through specialized processing technology, jerky and fish scales are molded into a bowl-shaped structure, allowing pets to consume both food and the bowl itself after eating, achieving a zero-waste, fully recyclable circular economy model while also reducing single-use waste generated during outdoor activities. This product not only reduces the use of plastic and conventional food packaging materials but also effectively valorizes fish scales—an by-product of fish processing—transforming them into edible materials and maximizing resource utilization.



▲U-star Team Developed Edible Pet Bowl Logo

3.5.4 Sustainable Government Collaboration Projects

In 2025, the University undertook a total of 152 government-funded industry-academia collaboration projects, of which 39 were related to sustainable development, with total funding reaching approximately NT\$137.8 million. The project centers on critical objectives, including SDG 4 (Quality Education), SDG 12 (Responsible Consumption and Production), and SDG 14 (Life Below Water). It demonstrates the tangible results of the university's commitment to integrating academic research, industry collaboration, and societal needs, while actively advancing educational innovation, sustainable production, and marine conservation.



▲Group photo from the Marine Protected Wildlife Education and Outreach Program



▲ Marine Protected Wildlife Education and Outreach Program – in-class interaction and activities

In the area of Quality Education, the University implemented initiatives such as the “2025 Kaohsiung Marine Conservation Education Promotion Project,” “Wildlife Education and Awareness Program,” and the “Open Water Sports Education Center,” strengthening public ocean literacy and environmental education. In marine ecosystem conservation, the University carried out projects including the “Taiwan Chondrichthyan Conservation Assessment and Ecological Incentive Pilot Program,” the “Indian Ocean Shark Fisheries Resource Assessment and Non-Detriment Finding Study,” and the “Kaohsiung Marine Environmental Monitoring Program,” advancing marine resource investigation and conservation management. In the area of Responsible Consumption and Production, efforts focused on the valorization of agricultural and fishery by-products, the development of low-carbon aquaculture technology platforms, and alternative protein research. These initiatives support the creation of a next-generation sustainable aquaculture model that integrates the One Health concept and net-zero emissions targets, thereby promoting industrial transformation and circular resource utilization.

2025 Marine Chemical Human Resource Development Training Program (SDG 4, SDG 9, SDG 14)



With more than 80% of global trade relying on maritime transport, the volume of chemical shipments continues to increase. As a result, marine chemical incidents pose growing risks to marine environments, port operations, and coastal communities. This program strengthens accident prevention and emergency response capabilities through institutional development and systematic training, aiming to reduce the impacts of such incidents on the marine environment and society. It also safeguards national marine resources and public life and property, while supporting the stable operation of supply chains and laying the foundation for maritime safety in Taiwan.

To enhance industrial and infrastructure resilience, the program assisted the Ocean Conservation Administration in establishing the “Marine Chemical Incident Technical Expert Team,” creating a 24/7 standby professional response system. It also developed emergency response manuals, quick-reference guides, and incident response cards for the top ten high-risk chemicals (based on import/export volume at Taiwan’s major ports), improving early-stage decision-making efficiency and interagency coordination to strengthen overall response effectiveness.

In addition, the program provides 73 hours of annual professional training to build expertise in hazardous substances identification, monitoring equipment operation, and tabletop exercises. It also conducts Asia-Pacific regional training courses to promote international knowledge exchange. Through response resource planning, incident simulation, and cross-agency integrated drills, the program establishes comprehensive response procedures and shortens reaction time, thereby reducing the impact of chemical spills on marine ecosystems and coastal communities and advancing the sustainable use of marine resources.

Website:

https://www.oca.gov.tw/ch/home.jsp?id=220&parentpath=0&mcustomize=research_view.jsp&dataserno=202601220001



▲ Official Marine Chemical Incident Technical Expert Team

“Blue Carbon Governance Lecture Forum – Policy Achievements × Ecological Restoration × Practical Sharing”(SDG 4, SDG 14, SDG 17)



National Kaohsiung University of Science and Technology co-hosted the “Blue Carbon Governance Lecture Forum – Policy Achievements × Ecological Restoration × Practical Sharing” with the Ocean Conservation Administration of the Ocean Affairs Council on November 26. The event also marked the launch of the “Blue Carbon Restoration Action Alliance,” bringing together nearly 90 representatives from central government agencies, local governments, academic institutions, and civil society organizations to facilitate dialogue from national policy to local implementation. Centered on the theme “From Policy to Field Practice,” the forum explored Taiwan’s blue carbon governance framework, seagrass resource management and restoration strategies, and practical cases of blue carbon integration in aquaculture systems. It also highlighted how blue carbon initiatives can be aligned with marine ecosystem conservation, coastal community development, and industrial growth, emphasizing the importance of moving beyond carbon quantity as the sole evaluation metric.

During the event, the “Blue Carbon Restoration Action Alliance” was officially launched to integrate resources from government agencies, local authorities, academia, and field sites. The alliance aims to promote the application of blue carbon methodologies, demonstrate restoration techniques for seagrass and mangroves, strengthen local governance, and cultivate talent through education and training. It also seeks to align with corporate ESG initiatives and international trends. In recent years, Taiwan has established measurement methodologies and standard operating procedures for carbon sequestration in mangroves and seagrass beds. The Ocean Conservation Administration has also

planned to expand blue carbon ecosystem surveys and integrated monitoring systems from 2026 to 2030, while strengthening links with marine protected areas and Other Effective Area-Based Conservation Measures (OECMs). Through collaboration among government, academia, and society, ongoing efforts in blue carbon research, education, and practical application continue to support marine conservation and advance the national net-zero transition.

Website:

<https://www.nkust.edu.tw/p/406-1000-99161,r1363.php>



▲ Group photo from the launch ceremony of the Blue Carbon Restoration Action Alliance

2025 Tainan City Hazardous Air Pollutants Emissions and Toxic & Concerned Chemical Source Management Program (SDG 3, SDG 11, SDG 13)



This program centers on upstream control and risk management, strengthening the safety and transparency of chemical substance operations through systematic inventory, guidance, and inspection mechanisms, thereby establishing a comprehensive monitoring system. To date, more than 300 chemical raw material operators have been inspected and assisted. Through data cross-checking, emission verification, and permit reviews, the program effectively reduces pollution risks and the potential for illegal usage, while enhancing overall environmental governance efficiency.

At the institutional and management level, the program strengthens the establishment and training of qualified emergency response personnel among operators and reinforces regulatory oversight of the manufacture, import, and transportation of chemical substances. It integrates GPS-based vehicle tracking, anomaly cross-checking, and on-site inspections to ensure full compliance with relevant regulations. In addition, disaster response drills, emergency preparedness planning, and technical transfer initiatives are implemented to enhance the response capacity and system resilience of both government and industry stakeholders.

Furthermore, the program promotes regulatory briefing sessions as well as community and school outreach activities to raise public and industrial awareness of safety and risk management. Through inter-agency collaboration and information integration, a comprehensive governance network has been established to balance environmental protection, public safety, and industrial development.

Number of Government Sustainability-Related Projects in 2025

Number of domestic and overseas government projects undertaken	Number of domestic and overseas government sustainability-related projects undertaken
152	39

Number of government projects undertaken by NKUST in the past 3 years

Type	2025	2024	2023
Total Number of Government Project Contracts Undertaken	152	130	123
The Total Number of Projects Related to Sustainability	39	36	25
Proportion of Sustainable Related Project Cases	26%	28%	20%

3.5.5 Marine Characteristic Research and Collaboration Plan

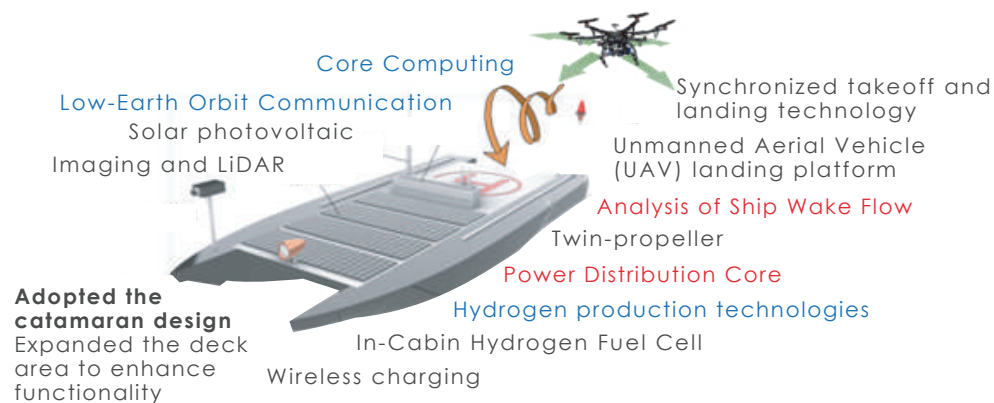
I.Research on Ocean Characteristics, Focusing on Sustainable Development and Environmental Economics

NKUST has developed key research areas focused on marine characteristics, cultivating new faculty to align marine scientific research with global trends in environmental and economic development. "Sustainable development" is designated as a key research topic, with research themes focusing on "cross-disciplinary expertise," "THE Sustainable Development Goals (SDGs 14)," "marine research related to SDGs," and "ESG marine-related aspects." This deepens the depth and breadth of marine technology exploration, technical development, and social humanities. Through research findings, NKUST understands the needs of industrial development and brings together technological and application trends. This aims to exert a positive influence and serve as a trendsetter and key driver for sustainable development in society, the nation, and globally. With regard to faculty performance, in 2025, the project published 23 papers in SSCI journals, generated 12 National Science and Technology Council (NSTC) projects (approximately NT\$16.06 million), and secured 6 industry-academia collaboration projects (approximately NT\$4.38 million), demonstrating significant achievements.

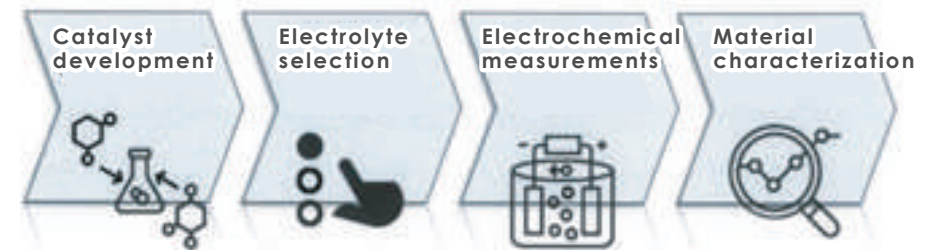
II.Cross-Disciplinary Development of Hydrogen-Powered Unmanned Vessels for Sustainable Marine Technology

In recent years, the rapid rise of "unmanned" technologies has significantly improved efficiency and convenience across various industries. In response, the University has actively invested in the development of marine unmanned systems. Through cross-campus and interdisciplinary collaboration, faculty and students have jointly developed a sustainable unmanned smart vessel from the ground up, resulting in the first-generation prototype vessel, Shine. With considerations for green energy and sustainability, efforts in 2025 continue to integrate faculty with relevant research expertise. Focusing on material applications, sustainable propulsion systems, and intelligent navigation, the project is developing a next-generation unmanned vessel. This includes a catamaran equipped with drones, incorporating 3D printing, recyclable materials, hydrogen fuel cell technology, and smart navigation systems. The vessel is designed for applications such as offshore inspection and hydrological observation. With its sustainable endurance and intelligent communication capabilities, it is also envisioned as a maritime communication relay station, forming a dense marine communication network.

In response to technological advancement and the growing trend toward the digitalization and intelligence of the aquaculture industry, this initiative integrates innovative aquaculture techniques with information technology to establish a smart and automated aquaculture management system guided by sustainability principles, aiming to enhance operational efficiency and environmentally friendly management practices. The system utilizes sensor-based devices to monitor water quality conditions in real time and integrates on-site environmental data with weather forecasts from the Central Weather Administration. A big data database is established to support advanced analytics, while artificial intelligence is applied to develop water quality prediction and decision-support models. These tools strengthen the optimization of aquaculture management, reduce resource waste, and minimize environmental impacts. Through interdisciplinary integration, the project further develops a smart aquaculture system that provides climate adaptation strategy analysis. Based on system recommendations, it can automatically regulate the addition of beneficial photosynthetic bacteria to maintain water quality stability and ecological balance. In addition, a mobile application delivers real-time alerts and aquaculture management recommendations, enabling farmers to promptly respond to environmental changes. This approach helps reduce uncertainties caused by climate change, improve aquaculture efficiency and survival rates, and promote the industry's transition toward a high-efficiency, low-risk, and environmentally sustainable development model.

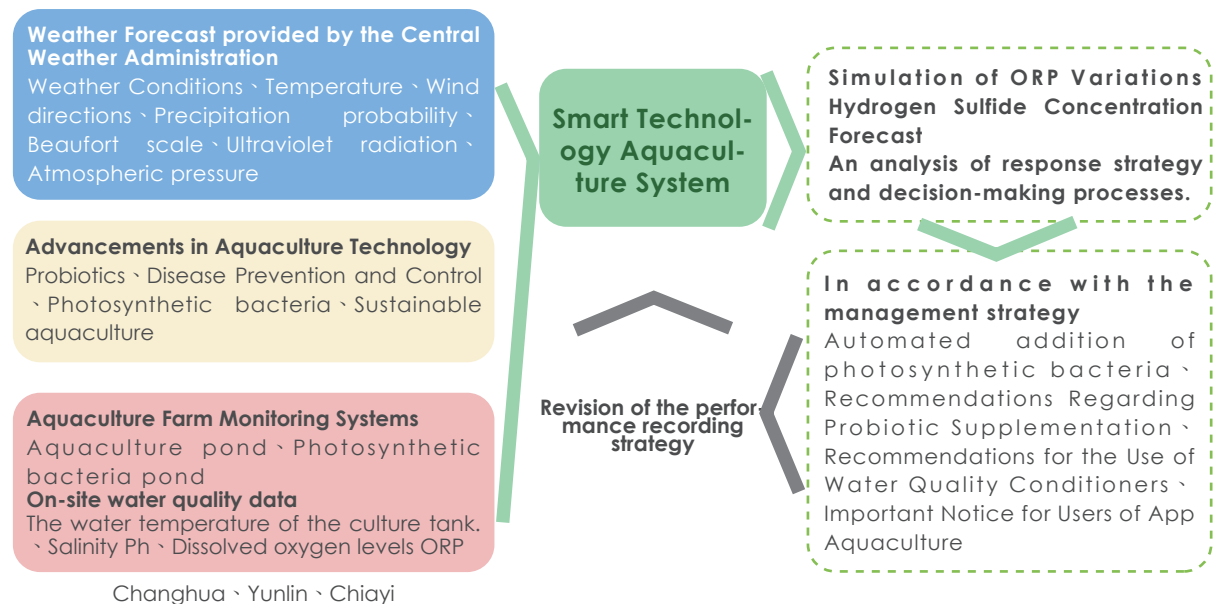


▲ Sustainable Unmanned Intelligent Vessels

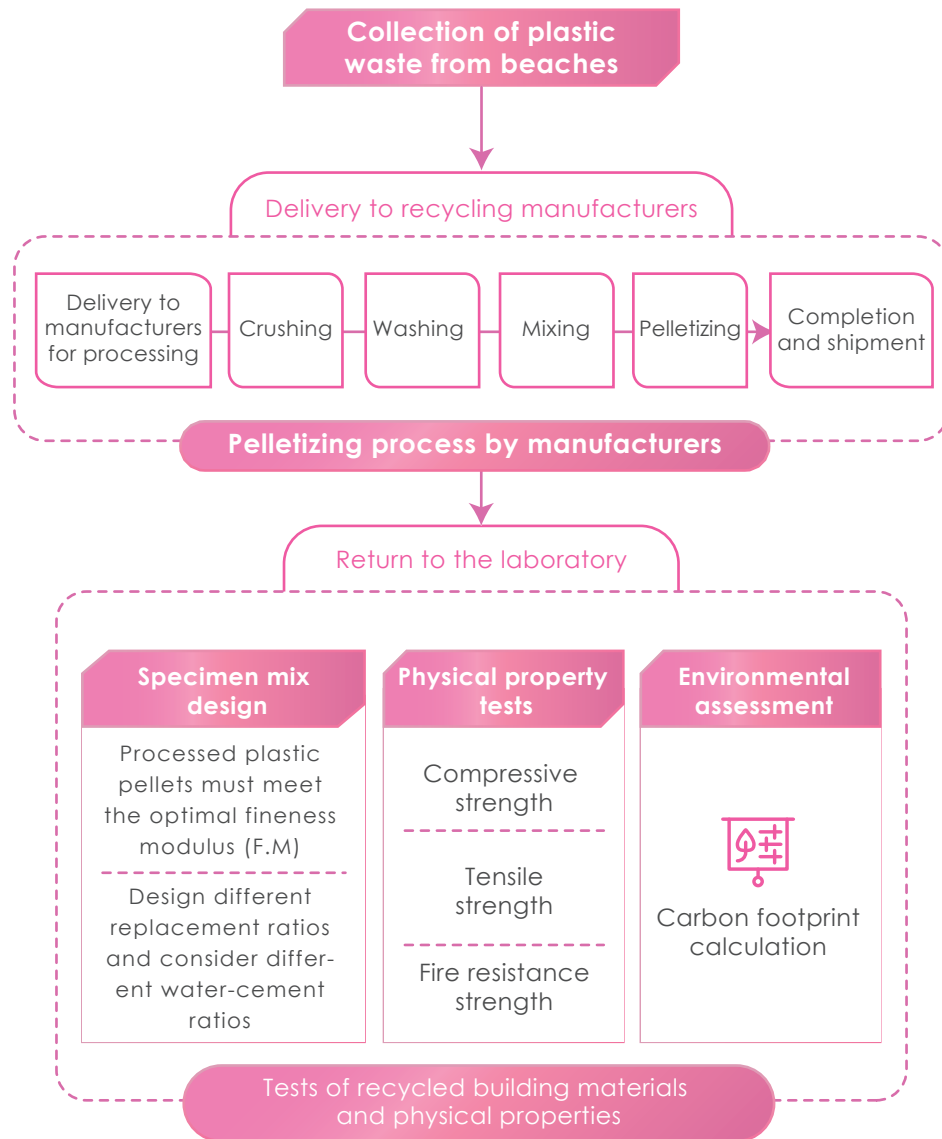


III.Supporting Marine Innovation Projects to Promote Cross-Disciplinary Student Research Capacity

To encourage student exploration of marine issues, NKUST has approved funding for 5 student research projects with a marine focus. These projects will promote collaboration across campuses and departments. Effectively guide students from non-marine departments to collaborate in teams that combine the marine industry with materials science, green chemistry, renewable energy, environmental protection, and engineering technologies, thereby engaging in cross-disciplinary emerging technologies and stimulating creativity.



▲ Application of Intelligent Information Systems in Precision Aquaculture



▲ Technical Approach for the Marine Debris Recycling Project: Research Methodology and Process for Hydrogen Fuel Production from Seawater

IV. Led by Assistant Professor Hsu, Chieh-Wei of the Cross College Elite Tech Program, a student team was organized to collaboratively develop an ROV. Throughout the development process, the team adopted a project-based learning approach centered on ROV construction, integrating deep learning and competency-based training. The core educational philosophy of the project is "learning through research and development," positioning ROV fabrication as an interdisciplinary learning platform. During the development process, students were required to proactively seek professional guidance from faculty members in departments such as Mechatronics Engineering and Mold and Die Engineering. Through this experience, they cultivated essential competencies in self-directed learning, interdisciplinary collaboration, and engineering problem-solving. Although educational ROV systems are relatively compact in scale, their system architecture and operational logic closely mirror those of industrial-grade equipment. In response to the growing demand for talent in marine engineering, underwater equipment inspection, and environmental monitoring, the program provides students with hands-on training through a comprehensive development process. Students gain practical skills in precision operation, image interpretation, and system debugging. This end-to-end R&D experience enables students to align their capabilities with the technical standards required in advanced industries, including subsea topographic surveying and marine ecosystem conservation.

In 2025, the team collaborated with the Kaohsiung City Department of Education and Kaohsiung Chung Cheng Industrial High School to organize the "2025 ROV Summer Camp for Secondary School Teachers and Students." Through hands-on learning activities, the program effectively enhanced students' interest in science and technology, encouraged creativity, fostered problem-solving through technological applications, and broadened participants' global perspectives through international engagement. To further evaluate learning outcomes and expand students' horizons, the team plans to participate in the MATE ROV Competition Asia Regional Contest in Hong Kong in April 2026. By benchmarking against international standards, students will further strengthen their ability to integrate mathematical and scientific knowledge into comprehensive problem-solving and develop the competencies necessary to become globally competitive professionals in marine technology.



▲ Poster for the ROV Summer Camp for Secondary School Teachers and Students

3.6 Teaching Quality Assurance

To ensure educational excellence and promote continuous organizational improvement, the University has systematically strengthened its academic quality assurance framework for departmental evaluations. Through the establishment of key performance monitoring mechanisms, enhancement of evaluation systems, and reinforcement of administrative support structures, the University continuously encourages academic departments to implement self-assessment and continuous improvement cycles, thereby enhancing the overall effectiveness of teaching, research, and administrative operations. Supported by a comprehensive evaluation and performance management framework, departments are guided to cultivate distinctive strengths and strengthen their self-governance capabilities, ultimately improving institutional quality and enhancing the University's long-term competitiveness and sustainability.

I. Promoting Department/Institute Evaluations to Improve Teaching Quality

(I) The departments under the College of Hydrosphere Science, College of Maritime, College of Marine Commerce, and College of Innovation and Design underwent accreditation by the Taiwan Assessment and Evaluation Association (TWAEA) in March 2025. A total of 17 departments received a “Pass” result in the evaluation.

(II) The College of Management underwent an Continuous Improvement Review (CIR) on-site evaluation conducted by the Association to Advance Collegiate Schools of Business (AACSB) in May 2025. The evaluation result was “Pass.”



Disclosure of various evaluation results



II. Teaching Feedback Survey

The school emphasizes the collection of formative and process-oriented teaching feedback data, which involves mid-term and end-of-term teaching feedback surveys. The mid-term teaching feedback survey incorporates self-reflection questions for students, aiming to comprehend their learning progress and detect any challenges they might face during the learning process. This information is utilized to empower teachers to adapt their teaching content and methods accordingly. The end-of-term teaching feedback survey aims to assess the effectiveness of the teacher's instruction, providing valuable insights to help teachers enhance the quality of their teaching.

Statistics of Teaching Feedback Survey in the Past 3 Years

	2024-2	2024-1	2023-2	2023-1	2022-2	2022-1
Total Number of Courses	4,953	5,178	5,017	5,205	4,807	5,038
Average Satisfaction Score	4.5	4.6	4.5	4.5	4.5	4.5
Response Rate	75.7%	79.6%	52.1%	79.2%	70.2%	71.5%

III.Relaxing Learning Constraints to Promote Cross-Disciplinary Learning Advantages

To enhance cross-disciplinary learning and continuously improve academic quality, the University has conducted a comprehensive curriculum review and evaluation of its interdisciplinary learning system. Since the 2022/2023 academic year, the University has implemented the following improvement measures: increasing learning flexibility, relaxing course-taking restrictions, enhancing course selection flexibility, and developing micro-programs, thereby expanding opportunities for interdisciplinary learning.

The number of students enrolled in interdisciplinary credit programs has steadily increased from 4,662 in the 2022/2023 academic year to 5,079 in the 2024/2025 academic year, demonstrating that the related policies and supporting mechanisms have gradually taken effect and have contributed to greater student participation in cross-disciplinary learning.

IV.Promoting Teaching Enhancement and Innovation-Related Projects

Education is a long-term endeavor that shapes future generations. To enhance quality assurance in teaching, NKUST continuously refines teaching methods and implements a series of initiatives and training programs to support faculty development. The following are the planned projects:



Item	Summary of Contents	Implementation Status
I.Teacher Professional Community	Encourage faculty to form communities for teaching development, practical knowledge, thematic collaboration, and teaching support centers, and to organize sharing sessions, workshops, and other cooperative activities Five communities related to sustainability topics include: "ChatGPT-Assisted Master's Thesis Writing and Innovative Applications in Teaching," "Agricultural Material Recycling and Industry Chain Integration," "USR Industry Collaboration and Technological Upgrading," "Exploring Maritime-Themed Innovative Practical Projects," and "Implementing Active Learning Methods in SDGs Education".	In 2025 (2025/2026 academic year), a total of 29 faculty communities were established. Among them, 5 were related to sustainability topics. Outcomes include: development of 14 teaching materials and lesson plans, design of 8 innovative teaching models, offering of 11 programming courses, submission of 10 teaching practice research proposals, successful matching of 15 student internship opportunities, and facilitation of 12 industry-academia collaboration projects.
II.Innovative Teaching	Provide pilot subsidies for innovative teaching to support creative courses that integrate theory and practice.	A total of 42 applications were submitted, of which 40 were approved, with an approval rate of 95%.
III.Problem-Based Learning and Project-Based Learning	Strengthen students' self-directed learning and critical thinking skills and encourage faculty to introduce PBL courses.	A total of 48 applications were submitted, of which 42 were approved, with an approval rate of 87.5%.
IV.Digital Educational Multimedia	Promote the integration of digital teaching materials into courses and blended teaching, and train faculty in digital teaching competencies.	89 faculty members obtained certification in blended learning training. For digital teaching materials, 24 applications were submitted in the 2024/2025 academic year, of which 23 were approved, with an approval rate of 95.83%.
V.MIAOPU Project (Phase VI)	Center on the theme of "AI-Driven ESG Innovative Education," deepen the co-preparation and cross-disciplinary co-teaching model, and systematically integrate generative AI tools and ESG topics into regular and micro-credit courses.	A total of five thematic course modules were developed, and 9 interdisciplinary courses were offered. Additionally, 10 faculty members obtained certified coach qualifications, 29 seed teachers were trained, and a faculty alliance community consisting of 197 members was established.
VI.Teacher Instructional Consultation Service	Provide six categories of teaching consulting services, including promotion, innovation, and research related to teaching	15 teaching consultation sessions were completed, all receiving positive feedback that contributed to improved teaching quality.
VII.Inquiry-Based Teaching	Focus on cultivating students' critical thinking and problem-solving abilities, and strengthen their capacity for independent inquiry and knowledge construction.	In the 2024/2025 academic year, 18 applications were submitted, of which 17 were approved, with an approval rate of 94.4%.

V.Classroom Optimization and Renovation

In 2025, the Jiangong Campus constructed 10 new classrooms, effectively alleviating course scheduling pressure. By integrating sustainability-friendly design with aesthetic considerations, the new facilities have brought renewed vitality to teaching and learning on campus.

- Sustainability-Friendly and Aesthetic Space Design: The project creates a comfortable physical learning environment. General classrooms are equipped with height-adjustable desks to ensure an inclusive, barrier-free setting. The interiors are simple and comfortable, and advanced air purification systems are installed to effectively regulate CO₂ concentration. This integrates aesthetic education and high-quality air standards into daily teaching and learning experiences.
- Smart Teaching Technology and Efficient Interaction: To meet diverse instructional needs, various facilities were installed. Large multifunctional classrooms are equipped with smart capacitive touch interactive boards, seamlessly integrating traditional writing with digital interaction. General classrooms feature high-definition projection systems to ensure clear visual presentation. In addition, multifunctional classrooms are equipped with mobile power supplies and extension cords to support uninterrupted digital and mobile teaching, thereby enhancing overall teaching effectiveness.
- Flexible Learning Spaces and Diverse Configurations: Different classroom types are designed to support varied teaching formats. Standard classrooms provide neat and comfortable fixed seating arrangements. Multifunctional classrooms adopt a flexible layout design with adjustable furniture, allowing space configurations to be easily modified according to course requirements, fully supporting group work and interactive, collaborative learning.

Statistics on the Number of Optimized University-Owned Classrooms Over the Past 3 Years

Item	2025	2024	2023
Number of optimized classrooms by campus	10	46	94

VI.Ministry of Education Teaching Practice Research Program

Teaching Practice Research Program to Elevate Teaching Quality and Promote Instructional Innovation: The Ministry of Education has initiated the Teaching Practice Research Program in 2017, aiming to enhance the quality of teaching and the school effectiveness. It integrated with the Higher Education SPROUT Project to strengthen the teaching development of schools. NKUST actively supports faculty research by implementing the 'One Incentive, Six Approaches' program. This program includes initiatives such as professional development for teaching, empowerment workshops, pilot grants and incentives, all aimed at encouraging faculty to engage in teaching practice research. In the 2025/2026 academic year of our school, a total of 151 project proposals were submitted, with 63 of them being approved. The approval rate reached 42%. In the 2024/2025 academic year, nine principal investigators implementing Teaching Practice Research Programs were awarded outstanding project honors. NKUST ranked second in the nation for the number of Outstanding Programs awarded in the 2024/2025 academic year. In the 2025/2026 academic year, a total of 7 USR project proposals were submitted. Among them, 1 multi-year project and 2 one-year projects were approved. In the 2024/2025 academic year, 2 of the outstanding teaching practice research programs were USR-related. This demonstrates the successful integration of pedagogical innovation and social practice at NKUST.

Statistics of Teaching Practice Research Programs in the Past 3 Academic Years

Item	Academic Year			
	2025	2024	2023	2022
Number of applications	151	161	137	85
Number of approvals	63	63	66	39
Passing rate	41.72%	39.13%	48.18%	45.88%
Highlights/Outstanding Achievements	-	9	8	7

VII.Teaching Practice Enhancement Subsidy

Since 2020, the University has been committed to enhancing teaching quality and improving instructional effectiveness by supporting faculty engagement in teaching practice research. Through the implementation of an internal Teaching Practice Research Capacity-Building Subsidy Program, the University has guided faculty members in aligning their proposals with the Ministry of Education's Teaching Practice Research Program, thereby encouraging sustained participation in evidence-based teaching innovation. In 2021, 16 capacity-building projects were submitted, and all applicants also applied for the Ministry of Education's Teaching Practice Research Program; 8 projects received external funding. In 2022, 15 projects were submitted under the capacity-building program, with all applicants also applying for the Ministry's program; 6 projects were funded. In 2023, 22 capacity-building projects were submitted, resulting in 7 funded projects. In 2024, 34 faculty members participated in the capacity-building program, with 11 projects receiving Ministry funding. In 2025, 17 faculty members applied for the capacity-building program.

VIII.New Faculty Orientation and Support Grants:

The University provides each newly appointed faculty member with a NT\$100,000 equipment subsidy to support the establishment of essential teaching and research infrastructure. In addition, to help new faculty understand the University's development vision, become familiar with the teaching environment, and integrate more quickly into the academic community, the University organizes a series of new faculty orientation programs. These activities include an introduction to the University's overview, faculty support systems, and the functions of major administrative units. External experts, scholars, and experienced internal faculty members are also invited to share teaching-related experiences, helping new faculty transition from excellent learners to effective educators. From 2022/2023 to 2024/2025 academic years, a total of 150 new faculty members participated in these programs. The number of new teachers who participated in the second semester of the 2024/2025 academic year was 40, and the overall activity satisfaction rating was 4.95.

3.7 Academic and Ethical Integrity

3.7.1 Academic Integrity

To ensure that faculty and researchers possess the correct ethical awareness and attitudes required for academic research, to cultivate integrity in academic ethics, to deepen academic ethics education, and to establish objective and impartial procedures for handling violations of academic ethics, the University has formed an Academic Ethics Office as a first-level administrative task-force unit. The University has formulated the “Guidelines for the Establishment and Operation of the Academic Ethics Office”, the “Guidelines for Reviewing Violations of Academic Ethics by Faculty and Researchers”, and the “Guidelines for Implementing Academic Ethics Education for Faculty and Researchers”. Each year, the University regularly organizes and promotes academic ethics activities and encourages teaching and research personnel to participate in academic ethics-related courses, thereby enhancing their understanding of academic integrity and promoting compliance with academic ethics standards.

In accordance with the University's Directions for Enhancing the Quality of Academic Theses and Dissertations, the Office of Academic Affairs has established a dedicated Graduate Degree Examination section to provide relevant guidance and resources. To ensure that graduate students develop the ethical awareness and professional attitudes required for academic research, the University has implemented the Guidelines for Graduate Academic Ethics Education. Under these guidelines, graduate students are required to complete designated courses offered through the Center for Taiwan Academic Research Ethics Education as part of their academic ethics training. Students who have already completed relevant courses must submit proof of course completion and may be exempted from retaking the course upon approval by their department (college, institute, or degree program). Departments (colleges, institutes, or degree programs) may also, according to their characteristics and needs, set up academic research ethics education courses or alternative measures, provided that they meet the required content of academic ethics education. Statistics on passing rates for academic ethics courses over the past 3 years are shown in the table below:

Statistics of Academic Ethics Course Pass Rates at NKUST in the Past 3 Years

Unit: persons

	2024/2025 Academic Year		2023/2024 Academic Year		2022/2023 Academic Year	
	Number of participants	Number of approvals	Number of participants	Number of approvals	Number of participants	Number of approvals
Master's student	1,648	1,648	1,706	1,706	1,655	1,655
Ph.D. student	87	87	68	68	84	84

3.7.2 Ethical Integrity

In order to uphold the principles of integrity, fairness, and the rule of law, our university adheres to the 'Ethnical Guidelines for Civil Servants' and 'The Ethical Standards for Integrity of Civil Servants and Teachers in the Ministry of Education and its Affiliated Institutions and Schools.' If any personnel violate these regulations and the violation is confirmed through verification, they will be subject to disciplinary action in accordance with the relevant laws. If there is any criminal liability involved, it will be transferred to the judicial authorities for handling. To strengthen awareness of integrity and the rule of law, the Personnel Department, in accordance with the Ministry of Education's directive, disseminated the 'Ethics Guidelines for Civil Servants' and the 'Integrity Ethics Code for Civil Servants and Teachers of the Ministry of Education and Its Affiliated Institutions and Schools.' This was accomplished through an official email announcement to all faculty, staff, and employees of NKUST. In addition, the Legal Affairs Section of the Office of the Secretariat concurrently oversees integrity and ethics-related affairs. In response to official requests from judicial and investigative authorities, the University assists in handling relevant cases by providing the required information, completing internal review and approval procedures, and preparing consolidated responses. These efforts help ensure the ongoing execution of administrative transparency, ethical governance, and compliance with applicable laws and regulations.

3.8 Career Counseling and Performance of Graduates

3.8.1 Career Exploration and Counseling

I.Offer career counseling courses and provide a variety of employment matching opportunities

To assist students in early career planning and expand employment opportunities, NKUST has developed diverse career counseling initiatives, including career seminars, recruitment briefings, company visits, and on-campus job fairs. These activities establish a comprehensive career support platform to help students understand industry trends, enhance job readiness, and strengthen workplace competitiveness. The relevant activities conducted over the past three years are as follows:



Item	Summary of Contents	Implementation Status
I.Career Lecture	Combine career assessment tools such as PPSS, UCAN, and CPAS with industry sharing to help students with self-exploration and career planning, thereby enhancing self-awareness and employment confidence.	A total of 115 lectures were conducted.
II.Job Recruitment Information Seminar	Invite enterprises to campus to host briefings, providing information on corporate culture and job openings and helping students grasp workplace trends.	A total of 67 information sessions were organized.
III.Corporate Visits	Coordinate with enterprises to arrange company visits and deepen students' understanding of industries and workplace environments.	A total of 48 site visits were arranged.
IV.Campus Employment Expo	Organize both physical and virtual job fairs to facilitate matching between students and employers.	A total of 13 events (including both in-person and online formats) were held, with 59,291 cumulative participants.



▲ Opening Ceremony of the 2025 Campus Career Fair at the First Campus



▲ 2025 Campus Career Fair

II.Promoting workplace internship programs, collaborating with enterprises to jointly cultivate talents.

To promote the integration of academic learning and practical application and to cultivate talent that meets industry demands, NKUST has developed diverse internship programs tailored to the curriculum characteristics of each department. These programs include semester internships, academic year internships, summer (and winter) internships, and project-based internships. By collaborating with enterprises to provide practical learning opportunities, we assist students in strengthening their professional skills, accumulating workplace experience, and enhancing their employment competitiveness, thereby fulfilling the goals of industry-academia cooperation and sustainable talent development. The descriptions of the various internship programs are as follows:

Item	Summary of Contents	Implementation Status
I.Enterprises visiting campus to promote internship opportunities	Conduct on-site visits to internship institutions, emphasize occupational safety and labor conditions, and organize briefings and interviews to strengthen matching and internship quality.	A total of 47 internship briefings and 13 internship interviews were held.
II.JOBflix online summer upskilling activities	Offer cross-disciplinary and international career online lectures to improve students' résumé writing and workplace readiness.	Six lectures were held, attracting more than 790 participants.
III.Creative competition for internship reflections and "snapshots of internship moments" activities	Encourage students to share their internship experiences, and strengthen internship reflection and knowledge transfer through competitions and activities.	15 students received awards in the Internship Reflection Creative Competition, and 200 entries were submitted for the Internship Snapshot activity.
IV.Internship Satisfaction Survey	Survey student and host institution satisfaction to demonstrate internship outcomes and industry recognition.	Student satisfaction: 4.59 (91.8%); institution satisfaction: 4.38 (87.6%); 93.5% of institutions were willing to offer employment; 98.1% were willing to continue providing internship openings.



▲Internship Reflection Creative Competition and Snapshot Activity — Su, I-Ting, Department of Marine Environmental Engineering: "Holding Each Other's Trust"



▲Internship Reflection Creative Competition and Snapshot Activity — Liu, Cheng-Wei, Department of Naval Architecture and Ocean Engineering: "Insignificance"



▲Internship Reflection Creative Competition and Snapshot Activity — Sun, I-Chia, Department of Shipping Technology: "View from the Bridge"

Career Activities Implementation Status in the Past Three Years

Years	Item	Career Lecture	Job Recruitment Information Seminar	Corporate Visits	Campus Employment Expo
2025	Session	51	24	24	3
	Applicant	2,165	2,309	1,049	19,602
2024	Session	31	19	9	5
	Applicant	1,299	1,500	363	11,441
2023	Session	33	24	15	5
	Applicant	960	2,201	789	15,619

Number of Internships in the Past Three Academic Years

Academic Year	Internship	Academic Internship	Summer/Winter Internships	Internship Project	Total
2024	608	316	625	122	1,671
2023	647	271	564	149	1,631
2022	667	285	626	185	1,763

Satisfaction Survey of Interns and Internship Institutions for the Past Three Academic Years

Item	Interns Overall Satisfaction Rate			Internship Institution Overall Satisfaction Rate			The rate of internship organizations Willing to retain interns (%)			Retention rate of internship positions offered by organizations (%)		
Academic Year	2024	2023	2022	2024	2023	2022	2024	2023	2022	2024	2023	2022
Statistical Values	4.59	4.62	4.6	4.38	4.40	4.4	93.5	91.2	91	98.1	96.4	99

3.8.2 Employment Performance of Graduates

I.Implement a Graduate Tracking System to Monitor Alumni Employment Trends

(I) Graduate Destination Tracking Survey:

The University conducts a graduate tracer study to understand alumni career development and learning pathways after graduation, as well as to establish a long-term alumni database. This database serves as a bridge between alumni and the University, providing valuable references for curriculum enhancement, student career development guidance, and institutional planning. In 2025, the response rates for the survey were as follows: 76.75% for graduates one year after graduation, 65.37% for those three years after graduation, and 62.78% for those five years after graduation. The overall employment rate consistently exceeded 95.97%, demonstrating strong employability and high workplace adaptability among graduates.



(II)Employer Satisfaction Survey:

To assess the performance of graduates in the workplace and understand corporate needs, NKUST regularly conducts the "Employer Satisfaction Survey on Graduate Competencies." This survey collects feedback from corporate supervisors on graduates' proficiency in 12 core competencies, including professional knowledge and skills, innovative thinking, information technology application, willingness to learn and adaptability, problem-solving ability, stress resistance and stability, global perspective and foreign language skills, and teamwork. The survey results from February to September 2025 indicate that the overall workplace employability score of NKUST graduates averaged above 4.2 out of 5. This reflects a high level of recognition from corporate employers regarding the graduates' professional skills, work attitude, and comprehensive qualities, demonstrating the effectiveness of the university's talent cultivation in aligning with industry needs. In the 2024/2025 academic year, the overall graduation rate was 85.52%, and the on-time graduation rate was 83.54%.



04 Social Inclusion and Practice

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4.1 University Social Responsibility

NKUST regards university social responsibility as a core element of institutional development. In its latest medium- and long-term development plan, NKUST formally incorporated “Social Care” into its institutional characteristics and established “Sustainable Responsibility” as a core component of the five GREAT development goals. Starting in 2025, to deepen the integration of USR and talent development, the operations of the USR Office have officially been transferred from the Office of Industry-Academia Cooperation to the Office of Academic Affairs, marking a new milestone in the deep integration of institutional governance and social practice.

NKUST's social impact has repeatedly been recognized by international and domestic benchmark awards, steadily transforming its USR achievements into sustainable institutional assets. In 2025, NKUST won one Silver Award and two Bronze Awards at the Asia-Pacific Sustainability Action Awards and Taiwan Sustainability Action Awards organized by TSAA. Among them, “Sustainable Upgrading of Grouper By-products” and “Sustainable Circularity through Marine Corrosion Protection” covered multiple Sustainable Development Goals. The project team of the “Good Fish Next Door Project” developed the “I-Turn Local Revitalization Credit Program” and received the Model Award in the Sustainable Courses Category at the 6th USR University Social Responsibility Awards. This demonstrates NKUST's careful planning and support mechanisms for curriculum modularization and talent development.

4.1.1 Project Positioning

I. University Social Responsibility Program

(I) Strategy-Driven: Strengthening the USR Support System

Faculty members are the core driving force for advancing social practice. Accordingly, NKUST has established a comprehensive support system. Through the “Regulations for Multiple Promotion Review Pathways,” USR performance is incorporated into diverse evaluation indicators covering academic achievement, technological R&D, and teaching practice. In recent years, 17 faculty members who implemented USR projects have successfully been promoted, demonstrating the close integration between USR performance and faculty career development. In addition, NKUST implements flexible salary incentives and reduced teaching-hour mechanisms to encourage faculty members to engage in social service. The University's internal flexible salary incentives cover teaching, research, industry-academia collaboration, counseling, and service, attracting outstanding talent to remain at NKUST.

(II) Practical Momentum for Project Transformation and Expansion

(1) Flagship Leadership: Ministry of Education USR Project—Taiwan Provincial Highway 17 Fishing Village Practice Project

In 2025, NKUST received NT\$9.5 million in approved funding from the Ministry of Education under Phase IV for the “Sustainable Coastal Placemaking - Taiwan Provincial Highway 17 Fishing Village Practice Project.” This year, the project officially introduced Social Return on Investment (SROI) analysis to use quantitative data to substantiate the project's impact on marine ecology and community empowerment, continuing to serve as a trend navigator.

(2) Incubation of USR HUB Pilot Projects

Continuing the rolling revision of the subsidy regulations in 2024, NKUST supported a total of four USR HUB teams in 2025, with an investment of NT\$2.3 million. The project scope covered industry linkage, local care, and sustainable environments. This year, a total of 26 social responsibility courses were offered, engaging 380 students deeply from within and outside NKUST in detailed practical work. These efforts embedded “talent narrative ability” and “field practice capacity” into interdisciplinary courses and precisely connected with industry demand for ESG management talent.

University Social Responsibility (USR) Program Subsidies

Years	Project Name	Execution Site	SDGs	Subsidy per Year
2024	You Can Do It! Kaohsiung Mountain and Urban Core Sustainability Blueprint	Namasha and Meinong, Kaohsiung		8 million
	Bamboo Dream Learning + Active Leisure in Garden Fields	Jhutian, Pingtung		2.5 million
	Coastal Placemaking and Social Innovation—Kaohsiung Fishing Village Project	Yong'an and Mituo, Kaohsiung		7.5 million
	Carbon-Free Ideal, Net-Zero Bridge Nan	Nanzih and Qiaotou, Kaohsiung		6.8 million
	Good Fish Next Door Project	Linbian and Jiadong, Pingtung; Kochi and Nagano Prefecture, Japan		8 million
2025	Sustainable Coastal Placemaking - Taiwan Provincial Highway 17 Fishing Village Practice Project	Yongan, Zihguan and Mituo, Kaohsiung		9.5 million



University Social Responsibility Hub (USR HUB) Subsidies

Years	Project Name	Execution Site	SDGs	Subsidy per Year
2024	Alishan Railway Tourism Development - Rooted and Co-existing with Local Culture in Luku	Zhuqi, Chiayi		400 thousand
	Green Xiaolin: Revitalizing the Taivoan Culture	Shanlin, Kaohsiung		400 thousand
	Haishan Youth - Digital Learning Partner Instruction and Camp	Dongshi, Chiayi		400 thousand
	Dancing in the New Garden: Linking Talent in the Kaohsiung-Pingtung Aquatic Industry Project	Sinyuan, Pingtung; Mituo, Kaohsiung		500 thousand
	Participatory Social Design Practice: Xiao Liuqiu Environmental Education	Liuqiu, Pingtung		500 thousand
	Grand Southern Industrial Smart Net-Zero Initiative	Nanzih, Kaohsiung; Yongkang, Tainan		500 thousand
	Smart Aging and Intelligent Care	Hospitals in Kaohsiung		500 thousand
2025	Good Fish Next Door: Transnational Cooperation for Local Revitalization	Linbian Township, Pingtung County		800 thousand
	Product and Production Technology Upgrade Counseling Project for the Vehicle Maintenance and Modification Industry	Kaohsiung and Pingtung areas		500 thousand
	Dynamic Xinyuan: Kaohsiung-Pingtung Ornamental Aquatic Talent Development Linkage Project	Sinyuan, Pingtung; Mituo		500 thousand
	Rebuilding Nansi: Protecting the Community through Song	Nansi District, Tainan City		500 thousand

4.1.2 Representative Case Illustration

NKUST actively fulfills university social responsibility (USR) and is currently promoting five core practice projects: the “Sustainable Coastal Placemaking—Taiwan Provincial Highway 17 Fishing Village Practice Project” in Yongan, Kaohsiung, which integrates local fishery products with the needs of senior citizens to develop innovative products and establish a local economic cycle; “Good Fish Next Door: Transnational Cooperation for Local Revitalization” in fishing village communities and elementary schools in Linbian, Jiadong, and Donggang, Pingtung; the “Dynamic Xinyuan: Kaohsiung-Pingtung Ornamental Aquatic Talent Development Linkage Project” in communities such as Xinyuan and Changzhi in Pingtung and Mituo in Kaohsiung to promote the revival of the ornamental aquatic industry; “Rebuilding Nanxi: Protecting the Community through Song” in Nanxi, Tainan, which connects cultural memory through song, integrates disaster prevention awareness and public participation, and jointly safeguards rural culture; and the “Product and Production Technology Upgrade Counseling Project for the Vehicle Maintenance and Modification Industry,” which focuses on the vehicle maintenance and modification industry in southern Taiwan (Tainan, Kaohsiung, and Pingtung) and responds to public welfare needs in disaster relief and long-term care through social practice and public engagement. NKUST transforms its academic capacity into concrete action for local revitalization, promoting shared prosperity between urban and rural communities. NKUST translates academic capacity into concrete actions for local revitalization, promoting mutual prosperity between urban and rural areas.



Social Responsibility Office

I. “Sustainable Coastal Placemaking - Taiwan Provincial Highway 17 Fishing Village Practice Project”



Sustainable Coastal Placemaking - Taiwan Provincial Highway 17 Fishing Village Practice Project

(I) Local Sustainability and Ocean Protection

This year's project uses the Taiwan Provincial Highway 17 coastal route as its axis, expanding local revitalization practice experience from deep-rooted work in Yongan to areas such as Mituo and Ziguan. In addition to continuing base renovation and environmental education, the project further invested in marine sustainability issues such as “removal of abandoned underwater nets” in 2025, protecting coastal ecosystems through concrete action.

(II) Industrial Innovation and Circular Economy

The team leveraged its R&D capacity to promote “whole-food utilization” and “value-added aquatic products,” emphasizing the spirit of circular reuse of fishery waste. The “Tiger Grouper Biscuit” (crispy fish cakes) produced by the project previously received the Superior Taste Award from Belgium's ITQI, demonstrating NKUST's ability to transform practical outcomes into internationally competitive products.

(III) Talent Development and Teaching Transformation

Starting in 2025, USR courses were officially refined into a University Social Responsibility Credit Program, including the “Social Responsibility Practice Micro Program” (introductory level) offered by the Center for the Liberal Arts and “Featured Course Modules” (advanced level) offered by USR teams, with the aim of cultivating sustainability talent with practical sustainability capabilities. Through PBL, design thinking teaching, and inquiry-based teaching, faculty and students are encouraged to collaborate across disciplines and transform their experience into concrete teaching practice outcomes.

II. “Rebuilding Nanxi: Protecting the Community through Song Project”



This project aims to integrate cultural heritage, disaster resilience, and local revitalization. Using “song” as a medium to connect collective memory and public participation, the project guides students into field practice through interdisciplinary courses; produces Hakka event songs; designs disaster prevention learning and educational activities and local tours; establishes deep connections between the University and the community; enhances local public governance capacity and cultural identity; integrates on-campus arts resources to revitalize traditional spaces; and seeks new opportunities for rural transformation through co-creation between younger and older generations. Through interdisciplinary collaboration among the Department of Cultural and Creative Industries, Department of Industrial Design, and Department of Applied Japanese, the project centers on “culture × disaster prevention × revitalization” and develops the distinctive souvenir “Nanxi Small Treasure Box.” Students participate in the full process from market assessment to packaging design and successfully assisted local associations in connecting with government local revitalization resources, concretely demonstrating the value of “universities promoting regional economic growth.”

III. “Good Fish Next Door Project”



▲ Good Fish Next Door Project

The Linbian, Jiadong, and Donggang areas of Pingtung are important aquaculture bases in Taiwan. The team focuses on issues such as the aging of fishing villages, youth outmigration, industrial transformation, cultural heritage, and fishery and food education, shaping the distinctive features of fishing villages and co-creating sustainable development. In another part of the project, under the themes of “international common good” and “transnational cooperation,” the team deepens transnational practice with Kochi University and Chiba University in Japan, as well as partner schools in Indonesia and Thailand. In 2024, the project expanded the “International Common Good - Local Care Practice Competition,” extending its impact to 20 local organizations. As a result of this long-term engagement, the project received the Model Award in the “Sustainable Courses Category” of the 2025 Global Views Monthly USR University Social Responsibility Awards, substantiating NKUST's international mobility in the field of sustainability education.

IV. “Dynamic Xinyuan: Kaohsiung-Pingtung Ornamental Aquatic Talent Development Linkage Project”



▲Dynamic Xinyuan: Kaohsiung-Pingtung Ornamental Aquatic Talent Development Linkage Project

Xinyuan Township in Pingtung is a major hub for Taiwan's ornamental fish industry, with a strong aquaculture foundation. However, it faces challenges including young people's reluctance to enter the industry and insufficient marketing. Through cross-university talent development and linkage with local associations, the project aims to promote fishery and food education and AI smart technologies, transform traditional aquaculture, and advance the sustainable development of fishing villages. The core of this project is to address talent gaps and technological rigidity in the industry. It offers a Smart Ornamental Fish Micro Program and promotes the introduction of AI and IoT automated control technologies to lower the threshold for young people entering the industry and increase flexibility in working hours. At the same time, it organizes guppy and clownfish breeding education and domestic and international competitions to strengthen marketing and brand power, assisting local communities in building a stable and profitable business model and enabling Taiwan's ornamental fish technologies to shine on the international stage.

V. “Product and Production Technology Upgrade Counseling Project for the Vehicle Maintenance and Modification Industry”



▲Social Practice and Talent Development Action Plan for the Vehicle Maintenance and Modification Industry

The team has long cultivated the Kaohsiung-Pingtung vehicle modification industry, dedicating efforts to upgrading the maintenance and modification industry for public welfare-oriented disaster relief vehicles and long-term care vehicles, popularizing awareness of driving safety, advocating laws and regulations for automobile modification, and promoting the social and cultural value of public welfare-oriented modified vehicles. The project shifts technical counseling toward social practice, responds to local needs through university engineering expertise, introduces public welfare application scenarios, transforms industrial culture, and strengthens social trust and sustainable industrial development. The core of the project is to use “public service needs” as the starting point for action. Through demonstration cases of public welfare-oriented modified vehicles such as disaster relief vehicles and long-term care vehicles, the project integrates engineering design, human factors perspectives, and social design, cultivating students' technical capabilities and public communication literacy, and transforming technological R&D into social impact with public value.

4.2 International Exchange

I.Planning and Promotion of Foreign University Cooperation Alliance

The University actively promotes international university alliance cooperation through a dual-track mechanism, namely the Taiwan-Germany TALtech Alliance and the Taiwan-Japan University Alliance, to establish a global network for technological R&D and social engagement. In its strategic planning, the University aligns international collaboration with national strategic industries (such as net-zero emissions and semiconductors) as well as local revitalization initiatives, achieving deep integration of academic research and practical applications. Through these two major alliances, the University has built a comprehensive international cooperation framework spanning from advanced technological R&D to localized societal engagement, thereby strengthening its social impact as an international university.

II.Enhancing Students' Global Competitiveness and Deepening Multilateral Exchange

The University continuously promotes international exchange, strengthens overseas partnerships, and enhances student mobility. It has established partnerships with more than 100 universities worldwide across five major fields, including engineering, management, and maritime studies. Students are encouraged to expand their global perspectives and cross-cultural understanding. Through various formats such as sister-school cooperation, overseas study programs, short-term exchanges, dual-degree programs, and overseas internships, students are given opportunities to study and engage in cultural exchange at universities in Asia, Europe, the Americas, and other regions. The number of exchange students and dual-degree participants has steadily increased, demonstrating the strong international competitiveness of the University's students.

III.International Buddy Management and Training

Through a cross-cultural support mechanism, the University implements an International Buddy Program to foster a friendly bilingual campus environment. The Office of International Affairs promotes a one-on-one buddy system in which senior students assist international freshmen in adapting to campus life and integrating into Taiwanese culture. The program includes structured recruitment and training, covering practical support such as visa applications, course registration systems, dormitory regulations, and bank account setup. This ensures comprehensive onboarding support for international students while also enhancing local students' foreign language proficiency. In 2025, a total of 86 international buddies were trained to support international students in adapting to study and life in Taiwan, thereby improving their intention to remain in Taiwan.

IV.International Experiential Learning Programs

The University encourages students to participate in overseas experiential learning programs to develop global perspectives and enhance international employability. Through initiatives such as the "SOAR Study Abroad" and the "Building Dreams in the Ocean of Learning," students are provided with subsidies to participate in overseas internships and English-language immersion programs. By engaging in multilateral exchange activities and language proficiency development, the University fosters a bilingual and international learning environment, laying a solid foundation for students' professional and communication skills on the global stage.

Statistics on International Exchange Activities

Unit: persons

Categories of International Exchange	2025	2024	2023
Exchange students (outbound)	160	176	119
Exchange students (inbound)	34	34	22
NKUST students going-abroad	569	448	567
NKUST faculty going-abroad	964	758	697
Double degree program (outbound)	19	25	22
Double degree program (inbound)	5	2	2
Overseas students visit	34	51	75
Overseas scholars visit	37	34	52
Total	1822	1528	1556

V. Exchange Students and Double Degree Programs (Outbound and Inbound)

The University continues to actively promote international exchange and overseas learning opportunities, encouraging students to expand their global perspectives and cross-cultural understanding. Through various formats such as sister-school cooperation, overseas study programs, short-term exchanges, dual-degree programs, and overseas internships, students are given opportunities to study and engage in cultural exchange at universities in Asia, Europe, the Americas, and other regions. In recent years, the University has established partnerships with more than 100 overseas universities, and the number of participating students has increased year by year, covering fields such as engineering, management, humanities, design, and maritime studies. Students have demonstrated strong professional and communication abilities on the international stage, achieving fruitful outcomes. These efforts not only enhance students' international competitiveness but also lay a solid foundation for the University's internationalization. The following are the results related to international exchanges:



▲ 2025 Student Participation in Robotics Week Innovation Camp Exchange Activities (with students from THWS and European partner universities)



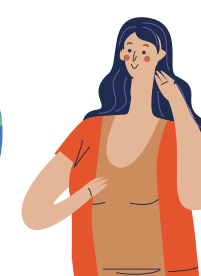
▲ 2025 Academic Exchange Visit from Poznan University of Technology, Poland



▲ 2025 Exchange Students from Daito Bunka University, Japan – Classroom Activities Highlights



▲ 2025 Exchange Students from Dresden University of Applied Sciences – Erasmus Student Network (ESN) Orientation Week and Dresden City Exploration Activities



Item	Summary of Contents	Implementation Status
(I)Overseas Exchange and Dual-Degree Programs	Students participate in overseas exchange and dual-degree programs to broaden their international learning.	A total of 160 outgoing exchange students and 19 dual-degree students, primarily studying in Germany, Japan, Austria, France, South Korea, the United States, and other countries.
(II)Inbound Exchange and Dual-Degree Students	The University receives international students for study and research.	A total of 34 inbound exchange students and 5 dual-degree students were received, from countries including Germany, Japan, Austria, and China.
(III)International Exchange Activities	Enhancing students' international mobility and cultural exchange.	A total of 613 participants engaged in cultural exchange activities and camps involving both international and domestic students.
(IV)International Short-Term Camps and Conferences	Academic and cultural camp, with participation from multiple countries.	A total of 298 participants took part in short-term study programs, seminars, and volunteer activities in Austria, Japan, Germany, Singapore, Hong Kong, Thailand, China, and other regions.
(V)English Enhancement Camp	An English-medium immersive camp in collaboration with partner universities in the Philippines to enhance language proficiency and intercultural understanding.	A total of 247 participants engaged in international-related activities.
(VI)Overseas Internships	Expanding international workplace experience and competency development.	A total of 61 students undertook overseas internships (mainly in Japan, Germany, and Southeast Asia) From 2018 to 2024, a cumulative total of 748 students participated in overseas internship programs.
(VII)Inbound Students and Short-Term Exchanges	International camps and immersion/exchange programs.	Through the New Southbound Policy and Advanced Countries Taiwan Experience Education Programs(TEEP) and International Internship Pilot Program(IIPP), a total of 34 international talents were hosted in Taiwan.
(VIII)Faculty International Exchange	Encouraging faculty members to conduct overseas research, teaching, and presentation of academic outcomes.	A total of 964 faculty participations were supported for international professional development and academic conferences abroad.
(IX)Overseas scholars visit	Promoting international academic interaction and teaching collaboration through inbound visits by foreign scholars.	16 international scholars were invited, collaborating with 11 departments to deliver lectures and teaching activities.
(X)International Buddy System	Helping incoming international freshmen adapt to campus life.	A total of 86 international buddies were recruited and trained.

4.3 Resource Sharing

4.3.1 Library Resources

To respond to the SDGs and promote the concept of resource reuse, the Library has set up a "Second-hand Book Exchange Corner", encouraging readers to recirculate idle books and extend the lifespan of library resources. The Library also organized four SDGs-themed book exhibitions, featuring a total of 630 exhibited books. In addition, 304 reader feedback submissions were collected. The exhibition themes covered multiple SDGs, including SDG 13 Climate Action, SDG 14 Life Below Water, SDG 15 Life on Land, SDG 4 Quality Education, SDG 8 Decent Work and Economic Growth, SDG 9 Industry, Innovation and Infrastructure, SDG 1 No Poverty, SDG 2 Zero Hunger, SDG 3 Good Health and Well-being, SDG 5 Gender Equality, SDG 10 Reduced Inequalities, and SDG 16 Peace, Justice and Strong Institutions. Through themed book fairs and reading promotion activities, readers are guided to focus on sustainable development issues, deepening their knowledge of sustainability and civic awareness.



▲ Second-hand Book Exchange Corner



▲ SDGs-Themed Book Exhibition

4.3.2 Artistic and Cultural-related Activities

1. Promoting Campus Arts and Cultural Activities to Strengthen Cultural Vitality

The University continuously promotes diverse arts and cultural activities to create a campus environment enriched with humanistic depth, while also opening participation to the general public to foster cultural exchange between the campus and society. Since 2023, the University has organized the "Thematic Art Season," which explores the historical development of Western art from the Renaissance to contemporary periods, thereby establishing an aesthetically oriented learning environment that integrates both educational value and public engagement. In 2025, the University also staged the conceptual musical "Visible Future," directed by resident artist Yu, Chen-Chiu. The performance featured students from the University as the main cast and invited alumni, faculty, and international partner university guests to attend. This initiative promoted cross-cultural exchange and global connectivity, demonstrating the outcomes of arts education in advancing cultural sustainability and public participation.



▲ The anniversary musical invited alumni, current students and faculty, as well as distinguished guests from partner universities to participate

II. Opening Artistic Spaces to Promote Public Cultural Participation

The University actively promotes public engagement in culture by continuously opening its campus-based artistic spaces and facilitating the sharing of cultural resources. Since 2019, the University has organized the “Young Artist Award” Collection Competition, which has received a cumulative total of 4,192 submissions to date, developing into an important exhibition platform for young artists. The collection exhibition adopts an open spatial design, attracting not only students and faculty but also members of the local community to participate in viewing and engagement activities. In 2025, the University organized the traveling exhibition “Form of Near Future: Young Artist Award Collection Exhibition,” which was presented across five counties and cities in Taiwan. The exhibition attracted more than 20,000 visitors, further enhancing the social impact of the University's cultural and artistic resources.



▲ “Form of Near Future: Young Artist Award Collection Exhibition”

III. Strengthening the Collection System and Building Aesthetic Learning Spaces

The University continuously promotes art collection initiatives and the development of aesthetically oriented campus spaces, progressively strengthening mechanisms for the preservation, research, and exhibition of artworks. Through the establishment of dedicated storage facilities, systematic inventory management, and exhibition planning, the University has enhanced both the preservation quality and the practical utilization of its artistic assets on campus. By integrating exhibition curation with educational outreach, the University promotes the reuse and knowledge translation of collection resources, thereby reinforcing the cultural value and sustainability of its art collections while fostering public participation and cultural sharing.



▲ “Reversing the World: Shigeo Fukuda's Visual Illusions Collection Exhibition”

4.4 Barrier-free Campus

At the Cijin Campus Administration Building, the construction project for an additional barrier-free elevator commenced on September 26, 2025, with a total budget of NT\$12.8 million. The project is scheduled for completion in 2026.

In 2025, the University submitted the “2025 Subsidy Program for Improving Accessibility in Higher Education Institutions (Partial Funding)” and received approval from the Ministry of Education, with a total project budget of NT\$8.16 million. The project includes four elevator improvement works: replacement and upgrading of the accessible elevator in the library of the Library and Information Building on the First Campus, conversion of the passenger-freight elevator in the Teaching and Practice Complex on the Cijin Campus into an accessible elevator, replacement and installation of a new accessible elevator in the Student Activity Center on the First Campus, and replacement and upgrading of the accessible elevator in the College of Management on the First Campus. Among these projects, the replacement and installation of the accessible elevator in the Student Activity Center on the First Campus was completed in December 2025. In addition, the contracts for the replacement of the east-side elevator in the College of Management on the First Campus and the passenger-freight accessible elevator in the Teaching Building on the Cijin Campus were awarded on August 29, 2025. Both elevator upgrades are scheduled for completion in March 2026. The accessible elevator improvement project for the library in the Library and Information Building on the First Campus is expected to be completed by December 2026.

In the same year, the University also applied for the Ministry of Education's “2025 Special Partial Subsidy Program for Improving Accessible Campus Environments at Colleges and Universities” and received funding approval. The project, with a total budget of NT\$17,111,993, will improve accessible facilities and equipment in two buildings on the Nanzih Campus—the Library and the Activity Center. Planning and design activities are scheduled for 2026, with project completion anticipated in 2027.

After gradually improving and adding NKUST's barrier-free facilities and equipment, they can facilitate the passage and daily use of teachers and students and provide a more comprehensive campus learning environment and living space, supporting the learning needs of those with disabilities. The elevator upgrades not only enhance comfort, aesthetics, reliability, and safety, but also reduce the regular maintenance costs and mitigate social resource waste. [Barrier-free facilities maps of each campus](#) are available for viewing on the school website homepage.



▲ Replacement and Upgrade of the Accessible Elevator in the Student Activity Center on the First Campus



Barrier-free
facilities maps
of each campus

4.5 University Historical Buildings and Open Space

4.5.1 Preservation and Revitalization of University Historical Buildings

The Northern Building of the Jiangong Campus (formerly the Northern Teaching Building of Kaohsiung Industrial Junior College) is a three-story reinforced concrete teaching building. It was completed in October 1965 and was the first-generation school building constructed at the time of the founding of Kaohsiung Industrial Junior College, one of the predecessors of National Kaohsiung University of Science and Technology before the upgrading of National Kaohsiung University of Applied Sciences. On March 8, 2021, due to the fact that "Kaohsiung Industrial Junior College has been an important cradle for training engineering and technical personnel in Taiwan, with considerable historical and cultural significance. The building features reversed beams and cantilever plates, creating a light and slender balcony façade. This uncommon construction method at the time reflects distinctive stylistic features of the era", and the building was officially registered as a historic building by the Kaohsiung City Government under Cultural Heritage Letter No. 11030445001. Beyond its architectural significance, the building also embodies the collective memories of generations of alumni and represents valuable historical, cultural, and construction heritage.

To preserve this cultural asset and revitalize campus space, the University has actively implemented restoration and adaptive reuse projects in accordance with the Cultural Heritage Preservation Act. Plans have been developed to incorporate functions that reflect the building's historical significance, including a university history museum and arts and cultural exhibition spaces. In compliance with relevant cultural heritage regulations, the University completed the required investigations, research, and restoration and reuse plans, and submitted the restoration design and related proposals for review by the competent authority. The plans were officially approved in May 2023. Restoration construction subsequently commenced in September 2023. In 2025, the University continued with the installation of interior exhibits for the University History Museum, integrating historical archives, arts and cultural displays, and multifunctional learning spaces. The project remains actively underway.



▲ The North Arcade, Connecting Corridor, and W-Shaped Folded-Plate Canopy on the Northern Façade, and the Semi-Circular Spiral Staircase on the Southern Façade – North Building, Jiangong Campus

4.5.2 Open Spaces and Fields

The university offers a diverse and comprehensive range of sports facilities, including an indoor gymnasium with badminton courts, a covered outdoor court (Teng-Hsiung Hall), a weight training room, a fitness center, a swimming pool, a table tennis room, an aerobics studio, a track and field stadium, volleyball courts, beach volleyball courts, basketball courts, tennis courts, a skating rink, an archery range, and a softball field. These facilities provide faculty, staff, and students with various spaces for athletic and recreational activities. All campus facilities prioritize support for physical education courses, training of school representative teams, and activities approved by the university. Faculty and students are encouraged to make full use of sports resources to develop regular exercise habits, promote physical and mental health, and enhance interpersonal communication. This fosters a healthy and vibrant campus environment and enriches extracurricular and leisure activities.

The athletic field (the playground), outdoor basketball court, and volleyball court are made available for recreational use by residents of surrounding communities, without affecting NKUST's lessons and activities. This promotes exercise, and enhances the physical and mental health and well-being of community residents. To provide faculty, students, and community members with sports-related activities, the management and usage guidelines for sports facilities have been established under the framework of the 'Key Points for Revenue and Expenditure, and Management of Facility Usage.' These guidelines outline the proper usage of sports venues, along with important precautions and regulations.



▲ Jiangong Campus Basketball Court and Gymnasium



Gymnasium
information
and
reservation
system



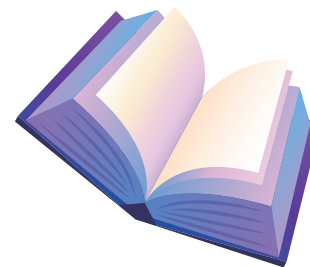
05 Green University

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In response to the environmental impacts and transitional challenges posed by global climate change, National Kaohsiung University of Science and Technology (NKUST) upholds the principles of environmental friendliness and sustainable resource utilization. The university continuously promotes the development of a green campus and, guided by the core elements of the Task Force on Climate-related Financial Disclosures (TCFD) framework—Governance, Strategy, Risk Management, and Metrics & Targets—gradually integrates climate-related issues into university development and campus management mechanisms. NKUST enhances resource use efficiency and reduces environmental impact through diverse measures including smart campus initiatives, energy and carbon management, air quality and environmental monitoring, water resource management, waste treatment, green transportation, campus ecology, green buildings, and green procurement. These efforts strengthen campus resilience and sustainable governance effectiveness, continuously advancing toward a low-carbon, intelligent, and sustainable green university.

5.1 Smart Campus

With the increasing integration of artificial intelligence and information and communication technologies into everyday life, advancing digital transformation and responding to societal development trends have become critical priorities. Upholding a human-centered philosophy, the University leverages the innovative advantages of digital technologies to shape a value-driven approach that integrates technology with sustainability, while continuously promoting forward-looking smart applications to enhance campus convenience, safety, and energy efficiency. Guided by this strategic direction, the University has in recent years continuously evaluated, developed, and implemented smart campus initiatives across multiple domains, including energy-saving management, campus safety, transportation systems, administrative e-governance, and intelligent communications. Through the integration of cloud-based and digital technologies, a cross-campus collaborative framework has been established, providing faculty, students, and administrative units with more efficient service processes. This not only overcomes geographical constraints and shortens operational timelines, but also advances the vision of a low-carbon and sustainable campus.



Implementation of Smart Campus Project Development

Aspect	Development System	Description
Energy saving and control	Smart classroom and meeting room management system	1. Establishment of a Smart Energy-Saving Management Mechanism By integrating access control systems, power management systems, and intelligent scheduling functions, the University enables automatic shutdown of electricity supply in spaces that are not in use or not scheduled for classes. This effectively reduces energy waste and improves campus energy efficiency. 2. Strengthening Power Consumption Monitoring for Facilities and Equipment The system enables real-time monitoring and control, as well as recording of lighting, air-conditioning, and other power supply conditions in classrooms and meeting spaces equipped with access control systems, thereby enhancing facility management and energy-saving effectiveness. 3. Expansion of Smart Teaching and Meeting Spaces As of 2025, a total of 212 smart energy-saving classrooms and meeting spaces have been established. In addition, 15 spaces—including general classrooms, multifunctional classrooms, and discussion rooms—have been renovated or newly constructed at the 4th floor of the Administration Building on the Jiangong Campus, as well as in the Zhiyuan Building and Haitian Building on the Nanzih Campus. These improvements also include the expansion and optimization of classroom spaces, thereby enhancing the overall quality of teaching and meeting environments.
Campus Safety	Cloud-Based Smart Monitoring System	The cloud-based smart surveillance and storage server system has been successfully established and is operated in accordance with information security standards. A buffer server has also been deployed to enhance system stability and data transmission efficiency. By integrating multiple video recording servers, the system significantly streamlines and improves the efficiency of cross-campus video retrieval processes. The system is equipped with autonomous camera monitoring and anomaly alert mechanisms, enabling real-time detection of equipment status and proactive fault reporting, thereby improving overall maintenance efficiency and response speed. It also provides an automated video retrieval function, reducing the administrative workload associated with manual searches and footage requests. In the event of campus incidents, the system can rapidly integrate and provide critical video evidence to relevant units, facilitating faster incident response and investigation processes. Through this comprehensive campus security surveillance system, the University ensures proper maintenance and preservation of campus facilities, enhances the effectiveness of asset management, and significantly strengthens the overall level of campus safety and protection.

Aspect	Development System	Description
Transportation	Dedicated Charging Stations for Electric Vehicles	Toward a Sustainable Future! The University is actively implementing the concept of green transportation and plans to install three dedicated electric vehicle charging stations at each of the Jiangong and Nanzih campuses. Through the development of smart transportation facilities, we are committed to creating an electric vehicle-friendly environment and working together with faculty and students to put carbon reduction into practice.
E-administration	New version of affairs application system	This system is designed to integrate various administrative service applications under the General Affairs Administration Section, including vehicle access control applications, banner and promotional flag installations, multimedia bulletin board usage, refunds for air-conditioning cards and parking permits, as well as cancellation of traffic violation records. Faculty, staff, and students can submit their applications online directly. 2. By replacing paper-based workflows with an electronic approval process, the system not only promotes a paperless administrative environment but also effectively accelerates review procedures and enhances overall administrative efficiency.
	New academic affairs system	New Student Academic Records System: This system primarily provides functions for managing student academic records, maintaining enrollment status, and handling processes such as leave of absence, reinstatement, and program transfer. It also integrates academic data inquiry and management mechanisms to enhance administrative efficiency and improve data accuracy. New Graduation Eligibility Review System: This system supports the verification of graduation requirements, credit completion checks, departmental review workflows, and graduation qualification confirmation. Through a structured and systematized review mechanism, it assists departments and relevant administrative units in effectively conducting graduation qualification assessments. Other New Academic Affairs Systems (including Course Selection System): These systems include functions such as student course registration, curriculum management, course offering administration, academic record inquiries, and related academic administrative processes. By integrating various academic operations, the systems improve usability and enhance overall academic administration efficiency.
Smart communication	Cross-campus surveillance system integration	The telephone switchboard equipment across all five campuses is standardized, ensuring stable call connectivity. This also enhances signal coverage and improves the overall stability and quality of telecommunication signals.
Convenience of life	Integration of smart service facilities	The unmanned self-service store has been upgraded into a smart retail environment, integrating intelligent vending machines that support multiple mobile payment options.

5.2 Energy and Carbon Management

5.2.1 Energy Saving Policy

In the face of global climate change, energy transition, and limited resources, energy conservation, carbon reduction, and circular utilization have become essential trends for sustainable development. NKUST upholds the concept of environmental sustainability and actively promotes the development of a green campus. The university encourages faculty and students to practice low-carbon living and make effective use of campus space and ecological resources, jointly creating a friendly and sustainable campus environment.

To achieve energy-saving goals, the university continues to implement various energy conservation measures and management plans. These include centralized air conditioning system control, replacement of energy-efficient lighting and high-efficiency transformers, and the installation of renewable energy facilities to improve energy use efficiency and reduce electricity demand. By continuously improving energy management and upgrading equipment, the university is gradually reducing campus carbon emissions, advancing toward the goal of a low-carbon sustainable campus. In 2025, the replacement of outdated equipment and the retirement of air conditioners over nine years old, along with related energy-saving measures, were implemented. The total electricity saved was approximately 948,814 kWh. The adoption of energy-saving measures resulted in a direct reduction of energy consumption by 3415.73 gigajoules (GJ).

To enhance energy management effectiveness and implement energy-saving and carbon reduction policies, the university has established the Energy Conservation Promotion Task Force. This task force is responsible for planning, executing, and reviewing various energy-saving measures to continuously improve campus energy efficiency and advance toward the goal of a low-carbon, sustainable campus. The task force holds regular meetings each semester to set energy-saving targets and action plans, discuss improvement measures, monitor implementation effectiveness, promote energy-saving education and awareness, and coordinate other energy management-related affairs, aiming to establish a campus-wide culture of energy conservation.

Electricity Consumption and Energy Use Intensity (EUI) Over the Past Three Years

Years	Electricity Consumption	Energy Use Intensity (EUI)	Electricity Consumption (GJ)
2025	41,263,251	67.1	148,547.7036 GJ
2024	41,887,000	68.1	150,793.2000 GJ
2023	40,815,454	69.4	146,935.6344 GJ

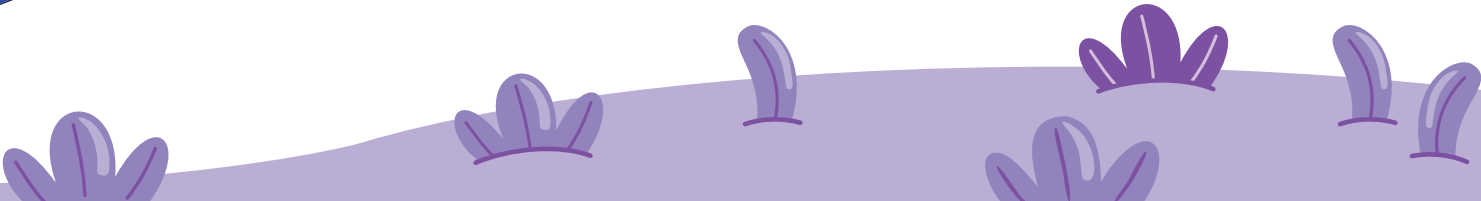
To strengthen campus energy and carbon management operations, NKUST defines its organizational boundaries in accordance with ISO 14064-1:2018 and the Ministry of Environment's greenhouse gas inventory guidelines. In addition to inventorying fuel use by administrative units' official vehicles and refrigerant use this year, NKUST also expanded the scope to include an inventory of refrigerant equipment in academic units, and conducted a campus-wide inventory of fugitive emission sources such as fire extinguishers and septic tanks, thereby improving the completeness of Scope 1 emissions data. In terms of energy use, NKUST simultaneously compiled electricity consumption data from its five campuses and conducted University-wide electricity consumption statistics and emissions calculations to identify the main sources of carbon emissions. Through cross-unit data collection and integration, NKUST has completed the greenhouse gas inventory report and established an emissions inventory this year, providing an important foundation for subsequent promotion of energy conservation and carbon reduction, energy management, and net-zero transition, while continuing to move toward the goal of a sustainable campus.

Greenhouse gas emissions in the past three years

Unit: MTCO₂e

Scope	2025	2024	2023
Scope 1 (fuel for company vehicles)	23.89	25.4	25.4
Scope 2	19,559	19,854	20,163
Scope 3 (transportation shuttle buses)	74.76	19.48	39.30
Total emissions	19,657.65	19,898.88	20,227.7
Carbon emission reduction amount	241.23	328.82	-

NKUST's electricity consumption is measured based on the period from January 1 to December 31 of each year. NKUST calculates Scope 2 emissions by multiplying the electricity consumption in 2025 by a carbon emission factor of 0.467.



[Carbon Reduction Measures and Mitigation Strategies]

I.To align with energy conservation initiatives and the integration of renewable energy (solar power), the University is committed to developing a sustainable campus.

II.Energy-saving plans are actively promoted, including the adoption of energy-efficient lighting and the replacement of outdated, high-energy-consuming equipment to reduce electricity usage and support environmental sustainability.

III.The University currently operates 14 official vehicles. In future replacement plans, electric vehicles will be prioritized.

IV.The University continues to promote low-carbon transportation and green mobility policies, strengthening the management of official vehicles and encouraging the use of green transportation to support sustainable campus development.



[Short-, Medium-, and Long-Term Strategies]

I.Short-Term Goals:

(I)Continue evaluating suitable locations for the installation of solar photovoltaic systems across campus.

(II)Strengthen the management and dispatch efficiency of official vehicles, and encourage faculty, staff, and students to walk, cycle, or use public transportation when accessing campus. Continuously optimize campus parking and transportation management measures.

II.Medium-Term Goals:

(I)Gradually replace existing old lighting fixtures with energy-efficient lighting systems.

(II)Phased replacement of aging transformers to reduce electricity loss.

(III)Gradual upgrade and replacement of high-energy-consuming central air-conditioning systems and outdated split-type air conditioners.

(IV)In alignment with government energy conservation and carbon reduction policies, continuously review the usage of official vehicles, assess the feasibility of adopting energy-efficient or low-emission vehicles, and progressively improve the campus green transportation environment.

III.Long-Term Goals:

(I)Incorporate solar photovoltaic systems into newly constructed buildings to support partial energy consumption.

(II)Install energy-efficient lighting systems in all new buildings.

(III)Continuously promote low-carbon campus transportation management measures, increase the usage ratio of green transportation, and gradually create a more environmentally friendly and sustainable campus transportation environment.

5.2.2 Solar Power Generation

NKUST currently has installed photovoltaic systems, which are categorized into the following three types based on the charging method. In 2025, a total of 4,504,362 kWh of electricity was generated:

- I.Charges for the self-built system which was sold to Taipower: The photovoltaic equipment installed at the Yanchao Campus, with a capacity of 499.2 kW, was sold to Taipower (generating 584,000 kWh in 2025).
- II.Roof rental income:
- (I)Roof rental income: The First Campus rents the roof to manufacturers for the installation of photovoltaic equipment with a capacity of 447.47 kW and sold to Taipower with rebates of 10.5% (generating 550,087 kWh in 2025).
- (II)In accordance with the central government's policy of the 2021 Kaohsiung City Central Government Public Roof Joint Bidding and Leasing Project, suitable building roof areas in the Jiangong Campus, Nanzih Campus, Cijin Campus, and First Campus were selected for installation, with a total photovoltaic capacity of 2,979.76 kW sold to Taipower with rebates of 15.05% (generating 3,369,275 kWh in 2025).
- III.Self-built power generation for own use: The solar power generation system installed at the First Campus swimming pool has a capacity of 40.2 kW, while the solar power generation system installed at the Nanzih Campus shipbuilding training workshop has a capacity of 2.36 kW. In addition to grid-connected internal power generation for own use, renewable energy certificates are also publicly available for sale and transfer (Certificates issued by the Renewable Energy Certification Center, Bureau of Standards, Metrology and Inspection, Ministry of Economic Affairs. Every 1,000 kWh generated is one certificate. Based on the number of certificates, no certificates were generated last year, and therefore no estimate could be made.)

Photovoltaic modules are subject to efficiency degradation over time due to prolonged exposure to high temperatures and environmental factors, which can result in equipment aging and reduced conversion efficiency. In addition, accumulation of dust, fallen leaves, and bird droppings may cause localized overheating and potential component damage, thereby reducing overall power generation output. Variations in sunlight duration also significantly affect electricity generation performance. At the First Campus swimming pool, the self-generated solar power system operates on a self-consumption model (one certificate is issued for every 1,000 kWh generated). In 2025, however, abnormal transmission line conditions occurred, and no certificates were issued to estimate generation output. As a result, the annual electricity generation statistics for that year do not include the output from this system. The University is currently conducting an assessment of campus power resilience through the development of a microgrid system. This includes evaluating the feasibility of expanding self-built, self-consumed solar photovoltaic installations as part of a broader campus microgrid framework.

Renewable energy usage in the past three years Units: kWh/GJ

Years	Renewable energy generation	Green certificate generation	Total/GJ
2025	4,504,362	0	4,504,362/16,215.7032 GJ
2024	5,288,378	18,000	5,306,378/19,102.9608 GJ
2023	5,537,891	26,000	5,563,891/20,030.01 GJ

Renewable energy facilities and generation capacity, renewable energy certificate purchases in 2025

Unit: kWh/GJ

Renewable Energy Facilities	Renewable energy generation
Establishing photovoltaic facilities on its own and selling electricity to Taipower (Yanchao Campus) 499.2kW (1.7971GJ)	585,000 kWh/ 2,106 GJ
Rental of roof to external manufacturers' photovoltaic facilities for electricity generation (roof of the College of Electrical Engineering and Computer Science building, roof of Practical Factory 1, roof of Practical Factory 2 at the First Campus) 447.47kW (1.6109GJ)	550,087 kWh/ 1,980.3132 GJ
Self-generated electricity for own use and certificates sale (e.g., roof PV systems and ground-mounted PV systems of the First Campus swimming pool) 40.2kW (0.1447GJ)	-
Kaohsiung City Central Government Public Roof Joint Bidding and Leasing Project 2,979.76kW (10.7271GJ)	3,369,275 kWh/ 12,129.39 GJ
Total	4,504,362 kWh/ 16,215.7032 GJ



▲ Rooftop Solar Photovoltaic System on the College of Electrical Engineering and Computer Science Building, First Campus



▲ Rooftop Solar Photovoltaic System on the Library and Information Building, Yanchao Campus



5.3 Air Quality and Environmental Monitoring

I. Promoting Indoor Air Quality Management Plans to Maintain a Healthy and Comfortable Campus Environment

In compliance with the Indoor Air Quality Management Act, the university has established Indoor Air Quality Maintenance and Management Plans for each campus. Dedicated personnel have been appointed to regularly conduct air quality inspections and testing to ensure a healthy indoor environment for faculty, staff, and students. NKUST's declared control area is the library. Generally, the concentration of pollutants in the air is reduced by opening windows or enhancing ventilation. Self-inspection of air quality is conducted every six months and regular analysis is carried out every two years. For facilities that have obtained the Excellent indoor air quality label, regular inspections may be conducted every three years in accordance with the Guidelines for Promoting Self-Management Labeling of Indoor Air Quality.

II. Methods for Indoor Air Quality Testing in Different Areas in the University and Recent Test Results

(I) Regular Indoor Air Quality Testing

In 2025, the University conducted the biennial indoor air quality inspection for the Cijin Campus in accordance with the Indoor Air Quality Management Act. The inspection results complied with applicable regulatory standards and received the Excellent-Level Indoor Air Quality Certification. Relevant information can be found on NKUST's [Environmental, Occupational Safety and Health Center website](#). As of 2025, all regulated indoor air quality management locations across the University's five campuses have obtained the Excellent-Level Indoor Air Quality Certification.

(II) Inspection Items and Testing Methods

- Carbon Dioxide (CO₂): Infrared Method (NIEA A448.11C).
- Particulate Matters (PM₁₀): Beta Ray Attenuation Method (NIEA A206.11C).
- Formaldehyde: High Performance Liquid Chromatography (HPLC) of DNPH Derivative (NIEA A705.12C).
- Bacteria: Concentration of Germs in the Air Testing Method (NIEA E301.15C).

III. Overview of Campus Environmental Monitoring

To mitigate the impact of campus development and operational activities on the surrounding environment and to ensure compliance with all relevant regulatory requirements, the University continues to implement environmental monitoring programs at the First Campus and Yanchao Campus, in accordance with the Water Pollution Control Act, the Air Pollution Control Act, the Noise Control Act, and the commitments outlined in the environmental impact statement. In accordance with relevant environmental regulations and commitments outlined in the Environmental Impact Statement, the university implements an environmental monitoring program at the First Campus and Yanchao Campus. This program regularly monitors, analyzes, and tracks environmental factors that may be affected to understand the current environmental quality and its changing trends, serving as a reference for environmental management and continuous improvement. Its primary objectives are as follows:



▲ Regular indoor air quality inspection (CO₂, PM₁₀, formaldehyde) In Front of the Library Service Desk on the 5th Floor of the Teaching Building, Cijin Campus



Indoor Air Quality Testing Report

- (I) Establish or supplement long-term background information on environmental quality to assess the long-term trend of environmental quality changes.
- (II) Evaluate the implementation effectiveness of countermeasures to mitigate or avoid adverse impacts, and propose revisions or remedial measures accordingly.
- (III) Construction plans or operational policies shall be adjusted in a timely manner to reduce the impact on the environment according to the monitoring results. All monitoring reports can be found on NKUST's Environmental, Occupational Safety and Health Center website.



▲ Indoor Air Quality Testing by Commissioned Professional Contractors



Environmental Monitoring Report



5.4 Water Resource Management

I. Implementing Water-Saving Actions and Practicing Sustainability in Everyday Details

Water use on campus not only affects the daily lives of faculty, staff, and students but also supports teaching and research activities. Therefore, all campuses actively implement water conservation and management measures. The University primarily relies on municipal water supplies, supplemented by rainwater harvesting systems to enhance the stability and resilience of water resources. Water is used for a variety of purposes, including domestic consumption, teaching and laboratory activities, cleaning, and landscape irrigation. Among these, toilet flushing and cleaning account for the largest proportion of water use, while irrigation demand varies seasonally. To support efficient water management, the campuses are equipped with water towers, storage tanks, and various water supply facilities. Water-saving faucets, dual-flush toilets, and sensor-operated fixtures have been progressively installed to reduce unnecessary water consumption. In addition, the University has introduced smart water meters and monitoring systems to track water usage in real time and detect abnormal consumption patterns. Water conservation initiatives also promote the reuse of rainwater and reclaimed water, thereby reducing dependence on municipal water supplies. The University places strong emphasis on water conservation education as well. Through awareness campaigns, signage, academic courses, and outreach activities, faculty, staff, and students are encouraged to develop water-saving habits. Water consumption data are also disclosed to promote transparency and strengthen conservation awareness. Overall, the University's water resource management strategy continues to evolve toward greater efficiency, reuse, and intelligent management. These efforts not only improve water-use efficiency but also reinforce the University's commitment to sustainability.

Total and Per Capita Water Consumption in the Past Three Years

Unit: megaliters

Years	Total water consumption	Water consumption per capita
2025	733.756	0.024
2024	644.601	0.021
2023	640.162	0.021

II.In 2025, analysis of user counts and maintenance records indicates that the increase in water consumption was primarily attributable to severe leakage in certain campus areas, as well as a slight increase in water tower cleaning operations. Improvement Measures: The University will continue to conduct inspections and repairs in areas with significant leakage issues, and progressively implement smart water meter monitoring systems across campuses in the coming years. Future Target: The University aims to restore per capita water consumption to the 2024 level.

III.Wastewater Reclamation and Reuse at Sewage Treatment Plants

The First Campus and Yanchao Campus have not yet completed connection to the municipal sewage sewer system. Therefore, on-site wastewater treatment plants have been established to treat wastewater generated within the campuses. All treatment processes comply with effluent discharge standards. After treatment, part of the reclaimed water is reused for landscape irrigation or discharged into ecological ponds for reuse, while the remaining treated effluent is discharged in accordance with regulations. In contrast, the other campuses have already been connected to the municipal sewage sewer system.

(I)Wastewater Treatment and Reuse at the First Campus

The First Campus wastewater treatment consists of one sewage treatment plant in the East Campus, with the main sewage sources being domestic sewage from the teaching area buildings and laboratory washing sewage. After treatment every day, approximately 10 m³ of recycled water is used for green area irrigation, and the rest, approximately 187 m³, is discharged. The annual treatment capacity (in 2025) is approximately 68,373 m³. The secondary sewage treatment facility on the underground floor of Jingye Building in the West Campus mainly treats domestic sewage from student dormitories. The daily sewage inflow is approximately 63 m³, which is treated and injected into the ecological pool for reuse as effluent. The annual treatment capacity is approximately 23,029 m³. The sewage generated by the Lequn Building in the West Campus is treated and discharged, and the annual treatment capacity is approximately 26,475 m³. Accordingly, the total annual treatment volume for the West Campus was approximately 49,504 m³. According to the statistics, the total volume of recycled water for reuse in 2025 was approximately 26,590 m³ (approximately 3,561 m³ in the East Campus and 23,029 m³ in the West Campus).

The First Campus at NKUST is equipped with a rainwater harvesting system. After simple treatment, rainwater collected from the roof is stored in a foundation storage tank integrated with the building's raft foundation. The annual rainwater recovery volume can achieve 10,000 tons, which is widely used for flushing toilets, irrigating green spaces, and suppressing dust. The ecological pool (also known as the Black-winged Stilt Pool) on campus covers approximately 14,000 square meters and has a total water storage capacity of 10,000 tons. By utilizing domestic wastewater and rainwater runoff, the ecological pool serves both as a landscape feature and as flood control purpose.

The campus sewage treatment procedure at the First Campus is as follows:

sewage → oil → water separation tank → adjustment tank → primary sedimentation tank → contact oxidation tank → final sedimentation tank → disinfection tank → discharge tank → recycled water/effluent.



▲ Photo of Sewage treatment plant at the First Campus

(II) Yanchao Campus

A sewage treatment plant is established in the Yanchao Campus, with the main sources of sewage being the domestic sewage from each teaching buildings and dormitories. The annual treatment capacity of the sewage treatment plant is approximately 21,204 m³, and the treated sewage is discharged to the tributary of the Dianbao River.

The sewage treatment procedure at the Yanchao Campus is as follows:

domestic sewage → drum screen → oil removal tank → mixing tank → primary sedimentation tank → contact aeration tank → final sedimentation tank → intermediate tank → sand filter tank → disinfection tank → low pressure filter → discharge tank → effluent.



▲ Sewage treatment plant at the Yanchao Campus

5.5 Waste Management

I.Strengthening Campus Environmental Protection Measures; Building a Resource Circulation System Together

The university is committed to maintaining campus environmental quality by implementing waste reduction and resource recycling initiatives in accordance with relevant regulations of the Ministry of Environment, thereby promoting the concept of resource circularity. In addition to establishing comprehensive resource recycling facilities on campus, the university also contracts with licensed waste disposal companies to handle the collection, transportation, and processing of waste, ensuring proper waste management.

In addition, the university promotes waste sorting awareness through official email communications and various advocacy initiatives, encouraging faculty, staff, and students to jointly participate in resource recycling and waste reduction efforts. These actions aim to reduce environmental impact, enhance campus environmental quality, and advance toward the goal of a sustainable campus.

Item	Summary of Contents	Implementation Status
General Waste Treatment	NKUST implements the 3R policy (Reduce, Reuse, Recycle) by continuously promoting waste reduction, resource recycling, and paperless initiatives. The university replaces incineration with document water washing to reduce environmental impact and enhance resource recycling efficiency.	Total amount: 1,120.05 metric tons; Incineration: 877.87 metric tons; General recycling: 136.91 metric tons; Recycling of scrapped assets: 102.62 metric tons; Reuse via water shredding: 2.65 metric tons
Treatment of Experimental Waste	Chemical waste liquids, waste lubricating oil, expired chemical reagents, and biomedical waste (such as animal carcasses) are all entrusted to licensed and qualified waste disposal contractors for proper treatment. The University also utilizes the Ministry of Environment reporting system for declaration and statistical management. In 2025, the University commissioned the Environmental Resources Research and Management Center of National Cheng Kung University to handle waste liquids from the Jiangong, First, and Nanzih campuses.	Total amount: 14.648 metric tons; Chemical treatment: 4.328 metric tons; Physical treatment: 3.6 metric tons; Incineration: 6.72 metric tons
Treatment of Construction Waste	Construction waste generated by the university's building projects is handled by licensed contractors. Remaining soil and rock materials are classified, managed, and recycled in accordance with regulations to reduce environmental impact and promote resource circulation.	In compliance with regulations, construction waste such as soil, sand, gravel, bricks, and concrete blocks is properly sorted for reuse or transport.



The document destruction operations of various units of NKUST have been changed from incineration destruction to dissolving the documents into pulp (i.e., dissolving into pulp by water) Certificate of transportation and disposal issued by environmental protection companies

The University currently has approximately 95 major teaching and administrative buildings. Among them, 17 buildings are over 40 years old, 27 buildings are 30-40 years old, 22 buildings are 20-29 years old, and 29 buildings are under 20 years old. Overall, the campus buildings are relatively aged, and approximately two-thirds of the facilities are in a phase requiring frequent maintenance and repairs. As a result, demand for the renovation of buildings, roads, plazas, sports fields, and other basic infrastructure—as well as the refurbishment of aging spaces requested by various units—has been increasing year by year. Consequently, the volume of construction waste fluctuates in accordance with the number of contracted projects and the scope of renovation works.

Total waste generation and disposal methods in the past three years

Unit: Metric tons

Type of Waste	2025	2024	2023
General waste	1,120.05	1,176.37	1,137.61
Waste Incineration	877.87	902.85	906.25
General Recycling	136.91	142.32	148.81
Scrapped Property Recycling	102.62	127.28	69.94
Recycling of Water-Dissolving Into Pulp By Water	2.65	3.92	12.19
Construction waste	802.722	441.702	47.22
Experimental waste	14.648	14.222	9.025



5.6 Green Transportation

I. Shared transportation program: cross-sector collaboration and campus safety

The University is committed to optimizing the campus transportation environment and has partnered with the Kaohsiung City Government Transportation Bureau to implement a “Shared Transportation Collaboration Program.” This initiative aims to provide faculty, staff, and students with convenient, affordable, and low-carbon transportation options. By introducing a taxi ride-sharing program and the 7C bus subsidy scheme, the University effectively supplements external transportation needs for the First and Yanchao campuses. In 2025, the 7C bus recorded a total of 43,980 passengers. This program not only reduces students' reliance on motorcycles and lowers traffic accident risks but also demonstrates the benefits of resource integration, moving toward a safe and green campus vision of “zero accidents and zero distance.”

II. Campus shuttle bus: multi-campus connectivity and administrative efficiency

To strengthen resource integration across multiple campuses and ensure safe commuting for faculty, staff, and students, the University operates a comprehensive campus shuttle bus system. Scheduled, fixed-route, and reservation-based shuttle services are provided among the Jiangong, Yanchao, and First campuses, forming an efficient inter-campus transportation network. In 2025, the total service volume reached 74,913 passengers. This system enhances convenience for cross-campus teaching, research, and administrative operations while reducing carbon emissions through the consolidation of transportation, thereby advancing a sustainable campus living environment.

III. On-campus public bicycle program: “Care Bicycle” service

Given the large scale of the Yanchao and First campuses, the University has implemented a “Care Bicycle” shared bicycle program to promote green mobility within campus. A total of 422 bicycles are currently available for free use by all faculty, staff, and students, effectively connecting academic buildings and residential areas. To ensure safety and service quality, dedicated personnel conduct regular inspections and maintenance, establishing a well-functioning micro-mobility system that reduces reliance on private motorcycles and supports a low-carbon campus lifestyle.

IV. Public bike share - YouBike 2.0 rental

NKUST actively integrates with the city's public transportation network by strategically establishing four YouBike 2.0 rental stations on the First Campus, covering the West Campus main gate, library, West Campus swimming pool, and female dormitory, thereby creating a comprehensive green “last mile” transit system. By integrating faculty/staff/students ID cards and iPASS electronic tickets, the system provides a highly convenient rental experience. This initiative not only supports commuting needs and public access but also reduces private vehicle traffic around the campus, contributing to the shared vision of a sustainable campus and a low-carbon city.



▲ Public bike share - YouBike 2.0 rental

Statistics on green transportation in the past three years

Types of Vehicles within Campus	2025		2024		2023	
	Total	Number of Electric Vehicles	Total	Number of Electric Vehicles	Total	Number of Electric Vehicles
School vehicles(official vehicles)	14	0	14	0	14	0
Cars	4,160	86	4,234	62	4,575	33
Motorcycles	10,264	13	11,204	26	14,694	38

Statistics on commuting items in the past three years

Unit: Persons

	Student		Faculty and staff	
	Cars	Motorcycles	Cars	Motorcycles
2024/2025 Academic Year	1,062	9,671	1,369	954
2023/2024 Academic Year	1,158	12,323	1,401	1,001
2022/2023 Academic Year	1,175	14,835	1,385	1,093

Statistics on Sustainable Commuting Methods in the Past Three Years

Unit: Persons

	2025	2024	2023
Taking Ride-sharing Transportation	118,893	122,847	115,097
Number of bicycle applications	291	350	382
Number of shared bicycles within campus	422 bicycles	480 bicycles	530 bicycles

5.7 Campus Ecology

I.Campus Ecological Pond: Integrating Recreation, Conservation, and Education

The university's first campus features an ecological pond called "Heng Pond," covering approximately 14,000 square meters. It serves both as a landscape enhancement and a flood control and detention facility. By implementing ecological engineering methods to create diverse habitats, the university effectively regulates surface runoff on the west side of the campus during heavy rainfall, reducing the risk of flooding. This approach also provides space for wildlife habitation and reproduction, fostering a harmonious waterside environment where humans and nature coexist.

Heng Pond integrates multiple functions including ecological conservation, environmental education, landscape recreation, and flood control regulation. It balances environmental protection with campus sustainability, becoming a key site for ecological education and environmental experience on campus. Its primary functions are as follows:

Item	Description	Specific Benefits
Flood Drainage and Retention Function	The ecological pond covers an area of approximately 14,000 square meters and has a flood storage capacity of about 10,000 tons. It can effectively regulate surface runoff and reduce peak flood flow during heavy rainfall, thereby lowering the risk of flooding on campus and in surrounding areas.	Enhance campus flood resilience to reduce water accumulation and disaster risks during heavy rainfall.
Water Resource Recycling and Reuse	By recycling and reusing domestic wastewater from the Ching-Yeh Building and Le-Chun Building dormitories, approximately 90,000 tons of water are saved annually, effectively reducing the campus's water demand.	Reduce wastewater discharge and improve the efficiency of water resource recycling.
Enhanced Landscape and Recreation Function	Create green spaces that integrate ecological conservation, landscape beautification, and recreational functions, providing faculty, students, and community residents with a high-quality natural experience environment.	Provide high-quality recreational spaces to enhance campus landscape quality and environmental comfort.
Landscape Ecological Diversit	More than 60 species of birds, insects, aquatic plants, and trees inhabit the area surrounding the ecological pond, creating a rich and diverse ecosystem that demonstrates the campus's strong achievements in biodiversity.	Creating diverse habitats to promote biodiversity conservation.
Conservation of native aquatic flora and fauna	Regular maintenance and management of the ecological pond are conducted, including dredging, water quality maintenance, and habitat management measures, to sustain the health of the aquatic ecosystem, promote biodiversity development, and protect the habitat for native species' residence and reproduction.	Protect the habitats of native species and stabilize aquatic ecosystems.
Provision of Ecological Education Space	By creating an ecological campus environment, we enhance students' environmental literacy and sustainability awareness, integrating the concept of sustainable development into campus life and learning practices.	Enhance environmental education functions to improve the sustainability literacy of faculty and students.

II. Biodiversity and Pest Control

(I) Greening works for the construction site of the Taiwan Advanced Materials Forming Technology Center at the First Campus began on July 5, 2023 and included planting 18 Golden Trumpet Trees, 49 Formosan Michelias, 147 River Oaks, 92 Ixoras, 112 Common Jasmin Oranges, and 1,602 m² of Centipedegrass. The greening work was completed on May 26, 2025.

(II) Due to the high temperature and humidity in the Kaohsiung area, the risk of mosquito-borne diseases is elevated. To reduce the risk of infectious diseases such as dengue fever, the Environmental Safety and Health Center of the university conducts pest control operations, including environmental spraying, one week before the start of each semester. The chemicals used are special environmental sanitation agents approved and registered by the Environmental Protection Administration, such as Cypermethrin, Suy, Pumatsong, and Bifeijing, which effectively control adult mosquito breeding. On a regular basis, the general environmental agent Saimeining is used to ensure a healthy campus environment. Through the combined implementation of preventive management and control measures, a healthy and safe campus environment is maintained to protect the health of all faculty and students.

5.8 Green Buildings

I. Green Building Concepts and Principles

Green building is guided by four core principles: ecology, energy conservation, waste reduction, and health. Through architectural planning, design, and management measures, it aims to reduce environmental impact while enhancing the quality of living and usage. The assessment covers nine key indicators: biodiversity, greening area, site water retention, daily energy conservation, carbon dioxide reduction, waste reduction, indoor environment, water resource management, and sewage and waste improvement, serving as the basis for green building design and performance evaluation.

II. Sustainable Campus Development Achievements

NKUST upholds the concept of sustainable development in advancing campus construction. Green building design is integrated into architectural planning, balancing educational, practical, safety, and environmentally friendly aspects. This approach creates high-quality teaching spaces, promotes energy conservation and carbon reduction, and supports environmental education, thereby establishing a sustainable and conducive learning campus environment.



▲ Advanced Materials Forming Technology Center



Existing Green Building Certifications

Campus	Building Name	Certification Level	Area (Total Floor Area per Occupancy Permit)
Jiangong	Yi-Jhih dormitory	Certified level	9557.63
First	The Second Building of Industrial Experimental Park	Silver level	3925.81
First	Southern Taiwan Toxic Substance Emergency Response Training and Logistics Center	Silver level	5444.57
First	New Construction Project for the Taiwan Advanced Materials Forming Technology Center, First Campus	Candidate (silver level)	2344.67
Nanzih	College of Hydrosphere Science, Nanzih Campus	Certified level	16640.04
Nanzih	Diving Pool	Certified level	1306.11
Nanzih	Seafood Engineering Building	Certified level	2201.71
Yanchao	Business School Teaching Building	Certified level	22097.85
Yanchao	Phase II Building of the College of Management	Certified level	16281.79
Yanchao	College of Humanities and Social Sciences	Certified level	13670.01
Yanchao	Library and Information Building	Certified level	16907.74
Yanchao	Phase one of the faculty members, staff, and student dormitory	Bronze level	14790.04
Yanchao	Administration Building	Bronze level	9391.56



5.9 Green Procurement

Green procurement involves prioritizing the purchase of products that are recyclable, low-pollution, and energy- and resource-efficient. This approach reduces the environmental impact of procurement activities and promotes green consumption and sustainable production. To implement the concept of sustainable procurement, the university follows the Executive Yuan's "Regulations on Priority Procurement of Environmentally Friendly Products by Government Agencies" and related guidelines. Priority is given to purchasing products bearing environmental protection labels and green products listed on the Ministry of Environment's Green Living Information Network. The university continuously promotes green procurement measures to achieve an environmentally friendly and sustainable campus. In 2025, the overall green procurement rate reached 99.53%, with the total amount reaching NT\$78,540,298 and 100% of procurement from domestic suppliers. Among electronic products—including desktop computers, monitors, printers, laptops, imaging output devices, scanners, portable projectors, refrigerators, and air conditioners—the green procurement rate has steadily increased year by year, reaching 99.69% in 2025. Sustainable cleaning supplies and office paper items maintained a 100.0% procurement rate. Over the past three years, the environmental benefits generated through green procurement have resulted in cost savings of NT\$227,654.55 in 2023, NT\$301,124.82 in 2024, and NT\$324,454.80 in 2025, demonstrating a consistent year-over-year increase in performance. The University continues to prioritize the purchase of products with lower environmental impact in order to achieve stronger environmental protection outcomes.

Environmental benefits generated from green procurement in the past 3 years

Environmental Benefit	2025	2024	2023
Reduced tree felling (number of trees)	13,048.61	12,110.09	9,215.98
Reduced carbon dioxide emissions (tons)	57.07	53	40.07
Waste reduction (tons)	0.02	0.03	0.04
Cost reduction (NT\$)	324,454.8	301,124.82	227,654.55

Green procurement rate in the past 3 years

Procurement Category	Green Procurement Rate		
	2025	2024	2023
Overall green procurement project	99.53%	98.24%	99.57%
Type I designated procurement environmentally friendly products	99.5%	98.2%	99.60%
Type II and III designated procurement environmentally friendly products	-	-	-
Electronic products	99.69%	95.67%	89.69%
Sustainable cleaning supplies	100%	100%	100%
Office paper	100%	100%	100%

Appendix Sustainability Performance Summary Table

I.Sustainable courses

Item	Unit	2025	2024	2023	Corresponding Chapter
Sustainable courses	Course	1,479	1,465	1,344	3.2.1 Sustainable Courses
Departments that list sustainable courses as required credits	Club	49	46	46	3.2.1 Sustainable Courses
Ratio of departments that list sustainable courses as required credits to all departments	Percentage	76.6%	63.9%	63.9%	3.2.1 Sustainable Courses

II.Sustainable research

Item	Unit	2025	2024	2023	Corresponding Chapter
Journal articles on sustainable research	Number of Items	300	296	340	3.5.1 Research Projects and Papers on Sustainability
Research projects on sustainability	Number of Cases	259	221	199	3.5.1 Research Projects and Papers on Sustainability
Research fellow engaged in sustainability-related research projects/journal articles	People	228	205	178	3.5.1 Research Projects and Papers on Sustainability
Open Access Journal Article	Number of Items	339	303	410	3.5.1 Research Projects and Papers on Sustainability
Ratio of Open Access Journal Article to all journal articles	Percentage	40%	38%	51%	3.5.1 Research Projects and Papers on Sustainability

III.Smart green campus

Item	Unit	2025	2024	2023	Corresponding Chapter
Electricity consumption	kWh	41,263,251	41,887,000	40,815,454	5.2.1 Energy Saving Policy
Energy Unit Index (EUI)	kWh/m³	67.1	68.1	69.1	5.2.1 Energy Saving Policy
Greenhouse gas emissions (Scope 1)	MTCO2e	23.89	25.4	25.4	5.2.1 Energy Saving Policy
Greenhouse gas emissions (Scope 2)	MTCO2e	19,559	19,854	20,163	5.2.1 Energy Saving Policy
Renewable energy generation (Including feed-In tariff and green energy certificates)	kWh	4,504,362	5,306,378	5,570,683	5.2.2 Solar Power Generation
Statistics on waste (including general waste, resource recycling, experimental waste, and construction waste)	Metric ton	1,937	1,632	1,194	5.5 Waste Management
Water consumption	kWh	733,756	644,601	640,162	5.4 Water Resource Management
Water consumption per capita	m3/person	24	20.79	21.03	5.4 Water Resource Management
Ratio of type I designated procurement environmentally friendly products	Percentage	99.53%	98.24%	99.6%	5.9 Green Procurement
Valid Green Building Label Certificate (including Green Building Candidate Certificate)	Certificate	4	4	4	5.8 Green Buildings
Number of passengers taking school vehicles	People	118,893	122,847	115,097	5.6 Green Transportation
Number of bicycle applications	Number of Cases	291	350	382	5.6 Green Transportation

IV.Diversification and well-being

Item	Unit	2025	2024	2023	Corresponding Chapter
Proportion of participants in University Council					
Number of academic-related representatives	Percentage	64%	82%	83%	2.1.1 Decision-making Meetings and Organizations
Number of non-academic-related representatives	Percentage	25%	7%	7%	2.1.1 Decision-making Meetings and Organizations
Number of student representatives	Percentage	11%	11%	11%	2.1.1 Decision-making Meetings and Organizations
Gender ratio of participants in University Council (male:female)	Proportion	3.5	3.5	3.06	2.1.1 Decision-making Meetings and Organizations
Economically disadvantaged students					
Number of incentives distributed	Amount	18,091,832	16,001,011	17,657,682	3.1.3 Support for Economically Disadvantaged Students
Number of people incentives distributed to	Applicant	3,971	3,350	3,568	3.1.3 Support for Economically Disadvantaged Students
Tuition and miscellaneous fees exemption					
Requested amount	Amount	74,844,744	77,845,304	84,412,430	3.1.3 Support for Economically Disadvantaged Students
Number of applicants	Applicant	4,307	4,585	4,940	3.1.3 Support for Economically Disadvantaged Students
Student loans					
Requested amount	Amount	255,762,596	248,069,928	253,764,064	3.1.3 Support for Economically Disadvantaged Students
Number of applicants	Applicant	8,685	8,504	8,430	3.1.3 Support for Economically Disadvantaged Students
Disabling injury and occupational disease					
Recordable incidents of disabling injuries and occupational diseases among faculty members and staff	Number of Cases	2	0	0	2.7.1 Occupational Safety

V.Campus sustainability and social engagement

Item	Unit	2025	2024	2023	Corresponding Chapter
Number of University Social Responsibility Program	Club	1	5	5	4.1 University Social Responsibility
Number of government sustainability-related projects undertaken by faculty members and staff	Club	39	36	25	3.5.4 Sustainable Government Collaboration Projects
Number of sustainable clubs	Club	4	4	2	3.3.1 Sustainable Clubs
Number of sustainability-related continuing education courses	Course	18	14	8	3.2.2 Continuing Education

SASB: Education Index

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Data Security	SV-ED-230a.1	Description of approach to identifying and addressing data security risks	2.8 Information Security	75
	SV-ED-230a.2	Description of policies and practices relating to collection, usage, and retention of student information	2.8 Information Security	75
	SV-ED-230a.3	(1) Number of data breaches, (2) percentage involving personally identifiable information (PII), (3) number of students affected	(1)0 cases (2)0% (3)0 persons	77
Quality of Education & Gainful Employment	SV-ED-260a.1	Graduation rate	85.52%	124
	SV-ED-260a.2	On-time completion rate	83.54%	124
	SV-ED-260a.3	Job placement rate	95.97%	124
	SV-ED-260a.4	(1)Debt-to-annual earnings rate and (2) debt-to-discretionary income rate	Not applicable (NKUST is a non-profit organization)	-
	SV-ED-260a.5	Program cohort default rate	Not applicable (NKUST is a non-profit organization)	-
Marketing & Recruiting Practices	SV-ED-270a.1	(1) Description of policies to ensure disclosure of key performance statistics to prospective students in advance of collecting any fees and (2) discussion of outcomes	3.1.1 Talent Development	79
	SV-ED-270a.2	Total amount of monetary losses as a result of legal proceedings associated with advertising, marketing, and mandatory disclosures	No property damage incurred	-
	SV-ED-270a.3	(1) Instruction and student services expenses and (2) marketing and recruiting expenses	2.1.3 Financial Information	46
	SV-ED-270a.4	Revenue from: (1) Title IV funding, (2) GI Bill funding, and (3) private student loans	Not applicable (NKUST is a non-profit organization)	-
Activity Metrics	SV-ED-000.A	Number of students enrolled	26,937 people	79
	SV-ED-000.B	Number of applications received for enrollment	7,009 people (number of individual applicants for admission at NKUST)	80
	SV-ED-000.C	Average total credits earned by each student upon graduation (Adjusted to be applicable to the indicators of NKUST)	3.1.1 Talent Development	79
	SV-ED-000.D	Number of: (1) teaching staff and (2) all other staff	(1)1,027 people (2)2,271 people	53

SDGs, USR, and Sustainable Government Collaboration Project Alignment Table

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SDG 2: Zero Hunger	Coastal Placemaking and Social Innovation - Kaohsiung Fishing Village Project	4.1 University Social Responsibility	126
SDG 3: Good Health and Wellbeing	1.Smart Aging Intelligent Care	3.5.4 Sustainable Government Collaboration Projects	108
	2.2025 Tainan City Program for Hazardous Air Pollutant Release Inventory and Source Management of Toxic and Concerned Chemicals	4.1 University Social Responsibility	126
SDG 4: Quality Education	1.U can do it! Kaohsiung Mountain and Urban Core Sustainability Blueprint 2.Haishan Youth - Digital Learning Partner Instruction and Camp 3.2025 Offshore Chemical Personnel Training and Development Program 4.Blue Carbon Governance Forum: Policy Outcomes × Ecological Restoration × Practical Sharing	3.5.4 Sustainable Government Collaboration Projects	108
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SDG 8: Decent Work and Economic Growth	1.U can do it! Kaohsiung Mountain and Urban Core Sustainability Blueprint 2.Bamboo Dream Learning + Active Leisure in Garden Fields 3.Dancing in the New Garden: Linking Talent in the Kaohsiung-Pingtung Aquatic Industry Project	4.1 University Social Responsibility	126
SDG 9 Industry, Innovation and Infrastructure	1.Bamboo Dream Learning + Active Leisure in Garden Fields 2.Grand Southern Industrial Smart Net-Zero Initiative 3.2025 Offshore Chemical Personnel Training and Development Program	3.5.4 Sustainable Government Collaboration Projects	108
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SDG 11: Sustainable Cities and Communities	1.U can do it! Kaohsiung Mountain and Urban Core Sustainability Blueprint 2.Carbon-Free Ideal - Net-Zero in Ciaotou/Nanzih 3.Bamboo Dream Learning + Active Leisure in Garden Fields 4.Alishan Railway Tourism Development - Rooted and Co-existing with Local Culture in Luku 5.Green Xiaolin: Revitalizing the Taivooan Culture 6.Participatory Social Design Practice: Xiao Liuqiu Environmental Education 7.2025 Tainan City Program for Hazardous Air Pollutant Release Inventory and Source Management of Toxic and Concerned Chemicals	3.5.4 Sustainable Government Collaboration Projects	108
		4.1 University Social Responsibility	126
SDG 12: Responsible Consumption and Production	1.Good Fish Next Door Project 2.Coastal Placemaking and Social Innovation - Kaohsiung Fishing Village Project 3.Carbon-Free Ideal - Net-Zero in Ciaotou/Nanzih	4.1 University Social Responsibility	126

SDGs	Corresponding Plan	Corresponding Chapter	Page
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	2.Carbon-Free Ideal - Net-Zero in Ciaotou/Nanzih and Social Innovation - Kaohsiung Fishing Village Project 4.2025 Tainan City Program for Hazardous Air Pollutant Release Inventory and Source Management of Toxic and Concerned Chemicals	4.1 University Social Responsibility	126
SDG 14: Life Below Water	1.Good Fish Next Door Project 2.Coastal Placemaking and Social Innovation - Kaohsiung Fishing Village Project 3.2025 Offshore Chemical Personnel Training and Development Program	3.5.4 Sustainable Government Collaboration Projects	108
	4.Blue Carbon Governance Forum: Policy Outcomes × Ecological Restoration × Practical Sharing	4.1 University Social Responsibility	126
SDG 17: Partnerships for the Goals	1. Good Fish Next Door Project	3.5.4 Sustainable Government Collaboration Projects	108
	2. Blue Carbon Governance Forum: Policy Outcomes × Ecological Restoration × Practical Sharing	4.1 University Social Responsibility	126

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	PA-5	Investment Holdings	2.1.4 Investment Management and Sustainable Investing	48
	PA-6	Institutional Climate	2.3 Workforce Diversity 3.1.3 Support for Economically Disadvantaged Students	53 84
	PA-9	Affordability and Accessibility	3.1.3 Support for Economically Disadvantaged Students	84
	PA-11	Health, Safety and Well-Being	2.6 Campus Safety 2.7 Occupational Safety and Health Management	66 68
	PA-12	Employee Rights	2.3 Workforce Diversity	53
	PA-13	Pay Equity and Living Wages	2.3.2 Remuneration and Benefits Policy	58

GRI Index

Relevant Indicators	Number	Disclosure Item	Corresponding Chapter	Page
GRI 2: General Disclosures 2021				
The organization and its reporting practices	2-1	Organizational details	About This Report	2
	2-2	Entities included in the organization's sustainability reporting	About This Report	2
	2-3	Reporting period, frequency and contact point	About This Report	2
	2-4	Restatements of information	About This Report	2
	2-5	External assurance	Appendix: Independent Accountant's Limited Assurance Report	161
Activities and workers	2-6	Activities, value chain and other business relationships	1.1 About NKUST 1.1.2 Campus Scope and Services 2.1.3 Financial Information 2.1.4 Investment Management and Sustainable Investing	8 8 46 48
	2-7	Employees	2.3.1 Diverse and Equal Workplace	53
	2-8	Workers who are not employees	2.3.1 Diverse and Equal Workplace	53
	2-9	Governance structure and composition	2.1.1 Decision-making Meetings and Organizations	38
Governance	2-10	Nomination and selection of the highest governance body	2.1.1 Decision-making Meetings and Organizations	38
	2-11	Chair of the highest governance body	In accordance with the University Act and the organizational charter, the university has established the position of President, who oversees university affairs and represents the institution externally.	-

Relevant Indicators	Number	Disclosure Item	Corresponding Chapter	Page
GRI 2: General Disclosures 2021				
Governance	2-12	Role of the highest governance body in overseeing the management of impacts	2.1.1 Decision-making Meetings and Organizations	38
	2-13	Delegation of responsibility for managing impacts	2.1.1 Decision-making Meetings and Organizations	38
	2-14	Role of the highest governance body in sustainability reporting	2.1.1 Decision-making Meetings and Organizations	38
	2-15	Conflicts of interest	This institution is a public technical and vocational college and has no issues regarding a Board of Directors, shares, or other interests.	-
	2-16	Communication of critical concerns	1.5.3 Listening to Engaged Stakeholders	32
	2-17	Collective knowledge of the highest governance body	2.1.1 Decision-making Meetings and Organizations	38
	2-18	Evaluation of the performance of the highest governance body	2.1.2 Internal Control Mechanisms and Risk Management	43
	2-19	Remuneration policies	2.3.2 Remuneration and Benefits Policy	58
	2-20	Process to determine remuneration	2.3.2 Remuneration and Benefits Policy	58
	2-21	Annual total compensation ratio	The disclosure has been withheld due to concerns regarding personal privacy.	-
Strategy, policies and practices	2-22	Statement on sustainable development strategy	1.3 Sustainability Philosophy and Action Strategies	13
	2-23	Policy commitments	Message from the President	4
			1.2 Vision for Academic Development	12
			1.5.2 Material Topics Management Policy	21
			2.4 Gender Equality	60
			2.8 Information Security	75
	2-24	Embedding policy commitments	1.2 Vision for Academic Development 1.5.2 Material Topics Management Policy	12 21
	2-25	Processes to remediate negative impacts	2.5 Grievance Mechanisms	63
Stakeholder engagement	2-26	Mechanisms for seeking advice and raising concerns	1.5.3 Listening to Engaged Stakeholders 2.5 Grievance Mechanisms	32 63
	2-27	Compliance with laws and regulations	2.1.2 Internal Control Mechanisms and Risk Management 2.5.4 Key Material Events	43 65
	2-28	Membership associations	2.2.1 Membership in Public Associations	50
	2-29	Approach to engaged stakeholder engagement	1.5.3 Listening to Engaged Stakeholders	32
	2-30	Collective bargaining agreements	Although the University has not entered into collective bargaining agreements, we convene regular quarterly labor-management meetings and maintain transparent communication channels. All resolutions passed during these labor-management meetings apply to all employees.	-

GRI Index for Material Topics

Relevant Indicators	Number	Disclosure Item	Corresponding Chapter	Page
GRI 3	Material Topics 2021	3-1 Process to determine material topics	1.5.1 Identification of Material Topics	18
		3-2 List of material topics	1.5.1 Identification of Material Topics	18
		3-3 Management of material topics	1.5.2 Material Topics Management Policy	21
GRI 200 Series – Economic Topics	201 Economic Performance	201-1 Direct economic value generated and distributed	2.1.3 Financial Information	46
		201-4 Financial assistance received from government	2.1.3 Financial Information	46
	203 Indirect Economic Impacts	203-1 Infrastructure investments and services supported	4.1 University Social Responsibility	126
GRI 300 Environmental Topics	204 Procurement Practices	204-1 Proportion of spending on local suppliers (partially compliant)	5.9 Green Procurement	160
	302 Energy	302-1 Energy consumption within the organization	5.2 Energy and Carbon Management	144
		303 Water and Effluents 2018	5.4 Water Resource Management	150
	305 Emissions	305-1 Direct (Scope 1) GHG emissions	5.2 Energy and Carbon Management	144
		305-2 Energy indirect (Scope 2) GHG emissions	5.2 Energy and Carbon Management	144
		305-5 Reduction of GHG emissions	5.2 Energy and Carbon Management	144
	GRI 306: Waste 2020	306-3 Waste generated	5.5 Waste Management	152
		306-4 Waste diverted from disposal	5.5 Waste Management	152
		306-5 Waste directed to disposal	This institution does not directly dispose of waste.	-
GRI 400 Social Topics	GRI 401: Employment	401-1 New employee hires and employee turnover	2.3 Workforce Diversity	53
		401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	2.3.2 Remuneration and Benefits Policy	58
		401-3 Parental leave	2.3.2 Remuneration and Benefits Policy	58
	GRI 403: Occupational Health and Safety 2018	403-1 Occupational health and safety management system	2.7 Occupational Safety and Health Management	68
		403-3 Occupational health services	2.7 Occupational Safety and Health Management	68
		403-4 Worker participation, consultation, and communication on occupational health and safety	2.7 Occupational Safety and Health Management	68
		403-5 Worker training on occupational health and safety	2.7 Occupational Safety and Health Management	68
		403-6 Promotion of worker health	2.7 Occupational Safety and Health Management	68
		403-9 Work-related injuries	2.7 Occupational Safety and Health Management	68
		403-10 Work-related ill health	2.7 Occupational Safety and Health Management	68
	GRI 405: Diversity and Equal Opportunity	405-1 Diversity of governance bodies and employees	2.1.1 Decision-making Meetings and Organizations	38
			2.3.1 Diverse and Equal Workplace	53
	GRI 413: Local Communities	413-1 Operations with local community engagement, impact assessments, and development programs	4.1 University Social Responsibility	126
	GRI 418: Customer Privacy	418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data	2.8 Information Security	75

Summary of Assurance Items

Number	Key Performance Indicator (KPI) Data	Applicable Criteria	Page
1	The total number of industry-academia collaboration projects in 2025.	According to statistics compiled by the National Kaohsiung University of Science and Technology, there have been 828 industry-academia cooperation projects.	107
2	The total enrollment figures for the General Exploration Course on Marine Science and Technology for the 2024 academic year have been recorded.	The General Exploration Course on Marine Science and Technology at the National Kaohsiung University of Science and Technology recorded a total of 1,958 enrollments.	93
3	Total number of international exchange participants in 2025.	In the 2025 calendar year, National Kaohsiung University of Science and Technology hosted a total of 1,822 participants in its international exchange programs.	133

Independent Accountant's Limited Assurance Report

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會計師有限確信報告

國立高雄科技大學 公鑒：

本會計師受國立高雄科技大學（以下簡稱「貴公司」）之委任，對 貴公司選定西元 2025 年度永續報告書所報導之關鍵績效指標（以下簡稱「所選定之關鍵績效指標」）執行確信程序。本會計師業已確信境事，並依據結果出具有限確信報告。

標的資訊與適用基準

本確信案件之標的資訊係 貴公司上開所選定之關鍵績效指標，有關所選定之關鍵績效指標及其適用基準詳列於 貴公司西元 2025 年度永續報告書之「確信項目彙總表」。前述所選定之關鍵績效指標之報導範圍限於永續報告書之「報告書範疇與邊界」段所述明。

管理階層之責任

貴公司管理階層之責任係依照適用基準編製永續報告書所選定之關鍵績效指標，並設計、付諸實行及維持與所選定之關鍵績效指標編製有關之內部控制，以確保所選定之關鍵績效指標未存有導因於舞弊或錯誤之重大不實表達。

先天限制

本確信事項涉及非財務資訊，相較於財務資訊之確信受有更多先天性之限制。對於資料之相關性、重大性及正確性等之質性解釋，則更取決於個別之假設與判斷。

會計師之獨立性及品質管理

本會計師及本事務所已遵循會計師職業道德規範有關獨立性及其他道德規範之規定，該規範之基本原則為正直、公正客觀、專業能力及專業上應有之注意、保密及專業行為。

資誠聯合會計師事務所 PricewaterhouseCoopers, Taiwan
800304 高雄市新興區民生二路 95 號 22 樓
22F, No. 95, Minzen 2nd Rd., Xinxing Dist., Kaohsiung 800304, Taiwan
T: +886 (7) 237 3116, F: +886 (7) 236 5631

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本事務所適用品質管理準則 1 號「會計師事務所之品質管理」，該品質管理準則規定會計師事務所設計、付諸實行及執行品質管理制度，包含與道德職業道德規範、專業準則及所適用法令有關之政策或程序。

會計師之責任

本會計師之責任係依照確信準則 3000 號「非屬歷史性財務資訊查核或相關之確信案件」規劃及執行有限確信案件，基於所執行之程序及所獲取之證據，對第一段所述 貴公司所選定之關鍵績效指標是否未存有重大不實表達取得有限確信，並作成有限確信之結論。

依確信準則 3000 號之規定，本有限確信案件工作包括評估 貴公司採用適用基準編製永續報告書所選定之關鍵績效指標之妥適性，評估所選定之關鍵績效指標導因於舞弊或錯誤之重大不實表達風險，依情況對所評估風險作出必要之因應，以及評估所選定之關鍵績效指標之整體表達。有關風險評估程序（包括對內部控制之瞭解）及因應所評估風險之程序，有限確信案件之範圍明顯小於合理確信案件。

本會計師對第一段所述 貴公司所選定之關鍵績效指標所執行之程序係基於專業判斷，該等程序包括查詢、對流程之觀察、文件之檢查及適當之評估，以及與相關紀錄之核對或調閱。

基於本案件情況，本會計師於執行上述程序時：

- 已對參與編製所選定之關鍵績效指標之相關人員進行訪談，以瞭解編製前述資訊之流程，以及相關之內部控制，以辨識重大不實表達之領域。
- 基於對上述事項之瞭解及所辨識之領域，已對所選定之關鍵績效指標選取樣本進行包括查詢、觀察、檢查等測試，以取得有限確信之證據。

相較於合理確信案件，有限確信案件所執行程序之性質及時間不同，其範圍亦較小，故有限確信案件所取得之確信程度亦明顯低於合理確信案件中取得者。因此，本會計師不對 貴公司所選定之關鍵績效指標在所有重大方面，是否依照適用基準編製，表示合理確信之意見。

此報告不對西元 2025 年度永續報告書整體及其相關內部控制設計或執行之有效性提供任何確信。

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有限確信之結論

依據所執行之程序與所獲取之證據，本會計師並未發現第一段所述 貴公司所選定之關鍵績效指標在所有重大方面未依照適用基準編製之情事。

其它事項

貴公司網站之維護係 貴公司管理階層之責任，對於確信報告於 貴公司網站公布後任何所選定之關鍵績效指標或適用基準之變更，本會計師將不負就該等資訊重新執行確信工作之責任。

資誠聯合會計師事務所
會計師 廖阿基
西元 2026 年 7 月 20 日

www.pwc.tw



**National Kaohsiung University of
Science and Technology**

Nanzih Campus



No.142, Haijhuang Rd., Nanzih Dist.,
Kaohsiung City 81157, Taiwan
07-3617141

Cijin Campus



No.482, Jhongjhou 3rd Rd., Cijin
District, Kaohsiung City 80543, Taiwan
07-8100888

Jiangong Campus



No. 415, Jiangong Rd., Sanmin Dist.,
Kaohsiung City 807618, Taiwan
07-3814526

Yanchao Campus



No. 58, Shenzhong Rd., Yanchao Dist.,
Kaohsiung City 824004, Taiwan
07-3814526

First Campus



No.1, University Rd., Yanchao Dist.,
Kaohsiung City 824005, Taiwan
07-6011000