



正修科技大學

2025 永續報告書

Sustainability
Report



**CHENG
SHIU
UNIVERSITY**

<https://www.csu.edu.tw/>



教學卓越 ∞ 產學典範 ∞ 永續發展

CONTENT

2025 Sustainability Report

Preface	1
Message from the President	2
About This Report	3
Sustainability Honors and Performance	4
Sustainability Column	9

1 Sustainability Strategy and Development 14

1-1 History and Organizational Structure	15
1-2 University Sustainability Development	18
1-3 Stakeholder Engagement	22
1-4 Materiality Analysis	25

2 University Administration 35

2-1 University Governance	36
2-2 Risk Management and Internal Control System	39
2-3 Academic Ethics and Regulatory Compliance	42
2-4 Financial Management	44
2-5 Friendly Workplace	46
2-6 Privacy Protection and Information Security	52
2-7 Teaching Resources and Learning Environment	54

3 Educational Performance 57

3-1 Teaching Quality and Talent Development	58
3-2 Student Support and Financial Aid	64
3-3 Academic and Research Performance	71
3-4 Industry-Academia Collaboration and Research & Patents	76
3-5 Friendly Campus	80
3-6 Career Development, Internships, and Employment	86
3-7 Sustainable Education	88

4 Environmental Sustainability and Green Campus 92

4-1 Climate Governance and Action	93
4-2 Energy Resource Management	100
4-3 Campus Safety, Environmental Management and Resilience	105
4-4 Waste Disposal and Recycling	108
4-5 Sustainable Supplier Management	111
4-6 Campus Ecology and Greening	112

5 Social Prosperity and Local Engagement 115

5-1 University Social Responsibility	116
5-2 Social Engagement and Local Prosperity	124
5-3 Cultural Arts and Heritage Restoration	129
5-4 Alumni Relations and Activities	132
5-5 International Partnerships	133

6 Appendix 138

GRI Content Index	139
SASB Sustainability Accounting Standards Index	141
SDGs Sustainable Development Goals Index	142
TCFD Climate-Related Financial Disclosures Index	143
Notes on Information Reorganization	143

正修
璀璨六秩



Preface

Cheng Shiu University of Science and Technology is committed to excellence in teaching, industry–academia collaboration, and sustainable development, with achievements widely recognized by the Ministry of Education and industry.



- Primary Stakeholders: All Stakeholders
- Related Material Topic: University Reputation and Image

Fostering a sustainable campus and advancing shared prosperity for a better, sustainable local life.
By integrating cross-sectoral regional resources, we are committed to cultivating local talent through sustainable development practices.

- ◆ President's Message
- ◆ Sustainability Achievements and Performance
- ◆ About This Report
- ◆ Sustainability Highlights

Message from the President



Strengthening regional engagement through hands-on technical education to advance sustainability and net zero.

Cheng Shiu University (CSU) of Science and Technology is committed to developing industry-oriented talent with professional competence and social responsibility. Guided by the SDGs, the University integrates teaching, research, and governance to advance excellence in teaching, industry-academia collaboration, and sustainable development.

Sustainability Talent Development and Social Engagement

The University integrates AI and smart healthcare across engineering, business, design, nursing, and long-term care programs through partnerships with 22 medical institutions. Guided by the 3i Empowerment Strategy (iSmart × iSDGs × AI), it advances sustainability education through USR and SDG-linked courses, achieving a 95% SDG course alignment rate in 2025. With 13 years of USR engagement, it fosters digital education, healthy aging, and intergenerational learning while applying SROI to measure social impact.

Creating Value Through Industry Partnerships

The University drives innovation through industry-academia collaboration, applied research, and AI, supported by five research centers and an AI Research and Technology Center. In 2025, it partnered with over 1,300 companies and secured NT\$430 million in industry collaboration funding, ranking first among Taiwan's private universities of science and technology. Through internships, industry-linked education, and USR, it advances talent development, regional innovation, and sustainable value creation.

Advancing a Low-Carbon Green Campus

The University advances a low-carbon campus through energy conservation, resource recycling, and carbon management, guided by TCFD and ISO 14064-1. In 2025, greenhouse gas emissions decreased 7.01% to 6,841 tCO₂e, renewable energy use reached 7.48%, and green procurement exceeded NT\$26 million.

Building a Diverse and Inclusive Campus

The University promotes its LIFE: Diversity, Equity, and Inclusion philosophy through human rights, gender equality, and multicultural education. It fosters humanistic literacy through cultural events and provides scholarships and learning support to advance educational equity. These efforts have earned the Ministry of Education's Friendly Campus Award and Special Education Excellence School award.

In 2025, the University received three Taiwan Sustainable University Awards (TUSA) and ranked among the Top 5 private universities of science and technology in the Commonwealth USR University Rankings. Looking ahead, it will continue to strengthen sustainability governance, cultivate green talent, and collaborate with government, industry, and academia to advance Kaohsiung's 2050 net-zero vision.

President
Jui-Chang Kung

About This Report

GRI 2-2、2-3、2-4 / SDG 12

Cheng Shiu University of Science and Technology is committed to sustainable development and university social responsibility. This Sustainability Report presents the University's governance achievements and sustainability performance, responding to stakeholders' key concerns while demonstrating its ongoing commitment to sustainability.

◆ Reporting Period

This Sustainability Report is published annually. the primary reporting period covers Academic Year 2024–2025 (August 1, 2024–July 31, 2025), with selected data reported on a calendar-year basis (January 1–December 31, 2025). Historical information is included where relevant to present the University's sustainability progress.

- Current Report (2025): Published in August 2026
- Next Report (2026): Scheduled for publication in August 2027

◆ Report Compilation and Quality Management Process

To ensure the objectivity and reliability of this report, the University conducts third-party assurance every four years. In 2023, Deloitte Taiwan provided limited assurance for the 2022 Sustainability Report, verifying the disclosed information and materiality assessment process.

◆ Scope of the Report

This report covers the same organizational boundary as the financial statements and includes the University's governance, environmental, and social performance. Financial data are based on audited financial statements and presented in New Taiwan Dollars (NT\$). Where applicable, the reporting scope of specific performance indicators is noted.

◆ Basis for Report Writing

- GRI Standards
- SASB Standards
- UI GreenMetric World University Rankings
- AA1000 AccountAbility Principles
- Task Force on Climate-related Financial Disclosures (TCFD)

◆ Other Reports

Categories	Titles
Financial	Audited Financial Statements, Final Accounts Report
Environmental	Greenhouse Gas Inventory Report
Social	University Social Responsibility (USR) Annual Report
Governance	Accountability Report

Contact Information

For inquiries or feedback, contact:

Office of Social Responsibility and Sustainable Development, Cheng Shiu University

● Email : 6341@gcloud.csu.edu.tw

● Tel : +886 7-735-8800 分機 2217

● Address: 840 Chengqing Rd., Niasong, Kaohsiung 833301, Taiwan

Collection

Each unit collects annual plan and performance data.

Preparation

Compiled by the Office of Social Responsibility and Sustainable Development.

Content

Reviewed by the Sustainability Committee and unit heads.

Internal

Selected information and data were internally reviewed.

External

External assurance is conducted every four years by an independent third party.

Publication

Approved by the President and published following University Council review.

CSU Sustainable Site

sdgs.csu.edu.tw



2025 Sustainability Honors

Sustainability and USR Awards



2025 Taiwan Sustainable University Awards (TUSA)



Outstanding Sustainable University Award, Gold Award for Sustainability Report (3rd consecutive year), and Leadership in Social Inclusion Award.



6th Global Views USR University Awards

Excellence Award – Sustainability Report



2025 Taiwan Sustainability Action Awards (TSAA)

1 Gold, 2 Silver, and 1 Bronze Awards



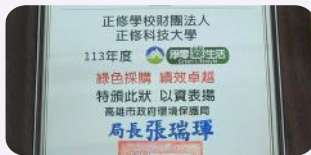
Commonwealth USR University Rankings

No. 5 among Private Universities of Science and Technology



2025 Taipei Golden Eagle Microfilm Festival – Sustainability Films

1 Platinum Award & Jury Special Award, 1 Silver Award, and 2 Bronze Awards



2024 Green Procurement Excellence Award

(Presented by the Kaohsiung City Environmental Protection Bureau in 2025)



Ministry of Education Award for Excellence in Special Education Services

Outstanding Special Education School
Outstanding Special Education Service Personnel

University Impact and Rankings

Ministry of Education Higher Education Sprout Project



Highest Funding among Taiwan's Private Universities of Science and Technology

NT\$240 Million Annually for Three Consecutive Years (2023–2025)



Taiwan Best Universities Ranking



No.11
Top 30
Universities of
Science and
Technology

No.10
Nationwide in
Industry
Collaboration

No. 1
among Private
Universities of
Science and
Technology



Best Universities for Employers Ranking

No. 5

among Private Universities of Science and Technology



2025 University Brand Power Rankings

No. 5

Nationwide in Research Excellence

No. 2

among Private
Universities of
Science and
Technology



21st Ministry of Education Technological and Vocational Excellence Awards

Outstanding Achievement Award – Invention Patents
7 Gold Medals at International Invention Exhibitions

Sustainability Performance

Advancing Sustainable Governance, Environmental Sustainability, and Social Inclusion.

G | Governance

- **Government Grants & Donations:** NT\$574 million
Total Revenue: NT\$2.278 billion
- **Student-Faculty Ratio:** 17.34
Faculty & Staff: 1,416
Students: 14,623
- **Industry Partners:** 1,325
Industry Collaboration Projects: 1,652 (NT\$433 million)
- **Academic Misconduct Cases:** 1
- **Corruption Cases:** 0
- **Occupational Injuries:** 0
- **Cybersecurity Training:** 8 sessions (1,473 participants)



E | Environment

- **Total Energy Consumption:** 56,875.419 GJ
- **GHG Emissions:** 6,841.5540 tCO₂e
Reduce 515.8704 tCO₂e (7.01%)
- **Renewable Energy Capacity:** 761.46 kW
Renewable Energy Use: 7.48%
- **Total Water Withdrawal:** 131,352 m³
Daily Water Use per Capita: 22.44 L
- **Total Waste Generated:** 391.146 t
Waste Reduction Rate: 9.18%
- **Green Procurement:** NT\$26.29 million



S | Society

- **SROI Social Impact Assessment Implemented**
- **Scholarships & Financial Aid:** NT\$70.98 million (10,969 beneficiaries)
- **USR Investment:** NT\$23.08 million
USR Projects: 29 teams across 28 districts with 211 partners
- **USR & Service-Learning Courses:** 83 courses (4,181 enrollments)
- **Gender Equality & DEI Programs:** 24 events (14,461 participants)
- **Arts & Cultural Events:** 37 events (13,589 participants)



Note: (+) indicates improved performance compared with the previous year; (–) indicates slower progress or declining performance.

◆ Sustainability Milestones

2005

- Received the MOE Friendly Campus Excellence Award.

2007

- Certified as a Friendly Workplace.

2017

- Published the first Accountability Report.
- Achieved PIMS certification.
- Named an MOE Life Education Model School (2016–2019).
- Launched USR-integrated service-learning courses.

2018

- Established the USR Promotion Committee.
- Launched a Student Financial Aid Program.

2019

- Received the MOE Friendly Campus Excellence Award (3rd time).
- Established the USR Hub.

2020

- Passed the MOE Institutional Accreditation.
- 12 departments passed the MOE Program Accreditation.
- Launched the Interdisciplinary USR Credit Program.

2021

- Established the Office of University Social Responsibility.
- Ranked among Cheers Top 20 Best-Performing Universities (2019–2021).

2022

- Adopted the Human Rights Policy.
- Signed the University Sustainability Initiative.
- Received the Global Views USR Award – Model Award (Talent Co-learning).
- Won 1 Excellence Award and 1 Silver Award at the TSAA.

2023

- Published the first Sustainability Report.
- Completed the first GHG inventory with limited assurance.
- Adopted the TCFD framework.
- Named a Three Acts of Goodness Campus for three consecutive years (2021–2023).
- Won the TCSA Gold Award for Sustainability Report.
- Received 1 Gold and 2 Silver Awards at the TSAA.

- Received the Global Views USR Award – Model Award (Industry Co-creation).
- Won the 2023 Food Innovation Awards – Two-Star Award.

2024

- President Kung Jui-Chang received the MOE Contribution to Technological and Vocational Education Award.
- Honored for 15 consecutive Industry–Academia Collaboration Excellence Awards.
- Named an MOE Moral Education Model School (3rd consecutive term).
- Received the MOE Friendly Campus Award – Southern Region Excellence School.
- Won 1 Gold and 2 Silver Awards at the TSAA.
- Won 2 Silver and 1 Bronze Awards at the Taipei Golden Eagle Microfilm Festival.
- Received the Global Views USR Award – Model Award (Local Co-prosperity).
- Won the TUSA Gold Award for Sustainability Report.
- Won the 2024 Food Innovation Awards – Two-Star USR Innovation Award.

- Ranked Top 7 in the Commonwealth USR University Rankings.

2025

- Received the Global Views USR Award – Excellence Award for Sustainability Report.
- Ranked Top 5 in the Cheers Best Universities for Employers Ranking.
- Ranked Top 5 among private universities in the Commonwealth USR University Rankings.
- Received the MOE Digital Learning Companion Outstanding Awards (10th consecutive year).
- Launched the Sustainability Micro-Credential Program.
- Joined the Net-Zero Carbon Strategy Alliance.
- Joined the Green Collar Talent Development Alliance.
- Installed AI Smart Recycling Machines.
- Joined the YouBike Carbon Reduction Program.
- Promoted the Green Office Initiative.

◆ CSU's Practice and Contributions to the SDGs

SDG	Indicator	Significance to CSU	CSU's Contribution	Chapter
	No Poverty	Reducing poverty through education and providing learning opportunities for disadvantaged groups is a social responsibility of a higher education institution.	- Scholarships & Financial Aid: NT\$70.98 million (10,969 beneficiaries) - SDG 1 Courses: 651 - Community Service & Rural Education Programs	3-2 Student Support and Financial Aid
	Zero Hunger	Promoting food safety and agricultural education aims to address food security and promote sustainable agriculture through innovative research and development in agricultural products and food science.	- Health & Food Committee established - Weekly Food Safety Inspections by a hospital dietitian - Food & Agriculture Education: 31 activities (1,681 participants) - Industry–Academia Collaboration supports local agriculture - SDG 2 Courses: 358 (including 42 food and agriculture courses; 1,628 enrollments)	4-4 Waste Disposal and Recycling
	Good Health And Well-being	The rising aging population increases the demand and standards for elderly healthcare and long-term care, supporting public health through education, research, and talent cultivation.	- Long-Term Care & Health Talent Development - Health Promotion Programs: 56 activities (10,230 participants) - SDG 3 Courses: 1,412	2-5 Friendly Workplace
	Quality Education	Providing quality education is one of the core missions of Cheng Shiu University of Science and Technology. by continuously innovating teaching methods and updating curriculum content, the university ensures that all students receive high-quality education.	- Lifelong Learning Programs - Scholarships & Student Support - SDG-Linked Courses: 6,445 (95.1%) - Professional Certification Programs: 66 classes (2,628 certifications)	3-1 Teaching Quality and Talent Development
	Gender Equality	Cheng Shiu University of Science and Technology creates a gender-equal learning and working environment, encouraging women to participate in the fields of Science, Technology, Engineering, and Mathematics (STEM).	- Water Conservation & Recycling - Daily Water Use: 22.44 L per capita - SDG 6 Courses: 158	3-5 Friendly Campus
	Clean Water And Sanitation	Strengthening water resource management, providing clean drinking water, and ensuring good sanitation facilities are crucial for community and environmental health.	- Water Conservation & Recycling - Per Capita Water Use: 22.44 L/day - SDG 6 Courses: 158	4-2 Energy Resource Management
	Affordable And Clean Energy	Cheng Shiu University recognizes the importance of renewable energy and energy efficiency for achieving sustainable development and is committed to promoting the use and research of clean energy on campus.	- Energy Conservation & Smart Energy Management - Renewable Energy Capacity: 761.46 kW (7.48% renewable energy use) - SDG 7 Courses: 228	4-2 Energy Resource Management
	Decent Work And Economic Growth	Cheng Shiu University promotes employment and economic growth through education, skills training, and entrepreneurship support programs.	- Competitive Faculty Compensation - SDG 8 Courses: 2,132 - Graduate Employment Rate: 84.85%–93.89% - Alumni & Employer Satisfaction: 4.23 and 4.21/5	3-6 Career Development, Internships, and Employment

SDG	Indicator	Significance to CSU	CSU's Contribution	Chapter
	Industry, Innovation And Infrastructure	Strengthen research in technology and innovation, promoting technological innovation and the modernization of infrastructure to support social and economic sustainable development.	• Sustainable Infrastructure & Innovation • SDG 9 Courses: 1,413 • Patents: 50 • Technology Transfers: 21 (NT\$22.29 million)	2-7 Teaching Resources and Learning Environment
	Reduced Inequalities	Through education and social engagement, Cheng Shiu University is committed to reducing inequalities among different groups.	• Inclusive Education & Student Support • SDG 10 Courses: 372 • Workplace Discrimination Cases: 0 • Disadvantaged Students Receiving Aid: 42.86%	3-5 Friendly Campus
	Sustainable cities And Communities	Committed to promoting sustainable urban development, Cheng Shiu University seeks innovative solutions to urban problems through research and community engagement.	• Sustainable Cities & Community Development • Waste Reduction: 9.18% annually; 43.85% since 2020 • Air Quality Compliance: 100% • SDG 11 Courses: 514	4-4 Waste Disposal and Recycling
	Responsible Consumption And Production	Promote sustainable consumption and production patterns within the campus and society, enhancing resource efficiency.	• Green Procurement & Circular Economy • AI Smart Recycling System • SDG 12 Courses: 806 • Annual Sustainability Reporting	4-5 Sustainable Supplier Management
	Climate Action	In facing the global challenge of climate change, Cheng Shiu University emphasizes raising awareness and participation regarding climate issues within the campus community, and supports climate action through education and research.	• TCFD Climate Risk Management • Climate Change Education & Research • SDG 13 Courses: 234	4-1 Climate Governance and Action
	Life Below Water	Participate in research and advocacy to protect marine biodiversity and water quality, promoting sustainable marine resources.	• Marine & Aquatic Research • Marine Biodiversity Conservation • SDG 14 Courses: 108 • Marine Education & Community Engagement: 16 activities	3-7 Sustainable Education 4-6 Campus Ecology and Greening
	Life on Land	Committed to protecting terrestrial ecosystems and promoting biodiversity.	• Biodiversity Conservation • SDG 15 Courses: 146 • 40% Green Coverage • 42 Native Tree Species	4-6 Campus Ecology and Greening
	Peace, Justice And Strong Institutions	With a comprehensive organizational structure, policies, and systems, Cheng Shiu University promotes peaceful, just, and inclusive societies through education and social engagement.	• Peace, Justice & Inclusive Governance • SDG 16 Courses: 299 • Stakeholder Grievance & Communication Channels • Friendly Campus Human Rights Score: 4.35/5	1-1 History and Organizational Structure 3-5 Friendly Campus
	Partnerships for the Goals	Strengthen the achievement of sustainable development goals through domestic and international partnerships.	• Sustainability Partnerships • SDG 17 Courses: 468 • Government–Industry–Academia Collaboration • External Sustainability Alliances	1-1 History and Organizational Structure 5-5 International Partnerships

◆ Sustainability Feature 1



Advancing Regional Sustainability & Net Zero

Driving **iSMART** × **iSDGS** × **AI**
Integrating ESG into University Development

Governance Sustainability

Challenges :

Kaohsiung's transition toward smart industries, net zero, and AI is driving demand for sustainability governance and interdisciplinary talent. Universities must integrate ESG, SDGs, and net-zero actions into education, research, and industry collaboration to support regional sustainable development.

Actions & Practices :

Cheng Shiu integrates governance, education, research, industry collaboration, and community engagement to advance sustainable development.

- ESG Governance, USR & Net-Zero Action
- Sustainability Governance & Talent Development
- Industry–Academia & Community Partnerships
- Advancing Regional Sustainability through Technical Education

Establishing a University-Wide Sustainability

Governance Framework

Cheng Shiu established the Social Responsibility and Sustainable Development Committee and the Office of Sustainability to oversee ESG governance, SDGs, USR,

carbon management, and sustainability disclosure. Through the 3i Empowerment Strategy (iSmart × iSDGs × AI), the University integrates smart technologies, sustainability, and AI into education, research, and governance to cultivate future-ready talent with digital and sustainability competencies.

Supporting Kaohsiung's Smart and Low-Carbon Industrial Transformation

Leveraging expertise across engineering, health, management, and design, Cheng Shiu has long partnered with industrial parks in Kaohsiung to advance smart manufacturing, low-carbon



▲ Visit to a Technology Industrial Park

- Smart Manufacturing for Sedec Industrial.
- 5-Axis CNC & Virtual Manufacturing for Ming an International.
- Process Optimization for Andaly, reducing work-in-process inventory by 52%.
- Waste Reduction & Circular Economy for Yung Chi Paint, Hsin Ho Chemical, and China Recycle Resources.

Cheng Shiu × III: Developing AI Talent and Applications



Outstanding Academic Partner Award for Science Parks

Developing Local AI and Sustainability Talent

Through industry partnerships and internships, Cheng Shiu strengthens talent development aligned with industry needs. by integrating expertise in information management and computer science, the University is building an AI industry support team to accelerate digital transformation and sustainable development for enterprises in southern Taiwan.



▲ Recognition for AI-Driven Sustainable Transformation

Outcomes & Impact :

- Established sustainability governance, ESG disclosure, carbon management, and AI-enabled smart campus systems.
- Advanced industry upgrading through smart manufacturing, low-carbon transformation, and AI talent development.
- Strengthened regional partnerships, positioning Cheng Shiu as a key technical partner for AI innovation and net-zero transformation in southern Taiwan.

◆ Sustainability Feature 2



Cultivating Changemakers for Sustainable Communities

Education Empowers Communities and Drives Sustainable Development.

Educational Sustainability

Challenges :

As communities face aging populations, digital transformation, and unequal access to education, the demand for interdisciplinary talent, digital skills, and lifelong learning continues to grow. Universities play a vital role in equipping students with practical skills, social responsibility, and sustainability competencies.

Actions & Practices :

Centered on Diverse Learning × Sustainable Education, Cheng Shiu promotes interdisciplinary education in AI, robotics, bilingual early childhood education, sustainability, and active aging. by integrating theory with practice, students develop interdisciplinary skills, problem-solving abilities, and social engagement through real-world learning experiences.

- Advanced Higher Education Sprout & USR programs.
- Integrated AI, sustainability, and interdisciplinary learning.
- Promoted dementia-friendly communities and rural youth empowerment.
- Strengthened problem-solving through fieldwork and community engagement.

Cross-Sector Alliance for Older Adults Living Alone.



Promoting Healthy Eating and Safe Swallowing

Building Dementia-Friendly Communities

To address the needs of an aging society, Cheng Shiu's Department of Long-Term Care and Health Management promotes a Dementia-Friendly Community program. Through health promotion, cognitive activities, and intergenerational learning, students develop dementia care skills, communication, empathy, and social responsibility while strengthening their commitment to long-term care.

To address the needs of an aging society, Cheng Shiu's Department of Long-Term Care and Health Management promotes a Dementia-Friendly Community program. Through health promotion, cognitive activities, and intergenerational learning, students develop dementia care skills, communication, empathy, and social responsibility while strengthening their commitment to long-term care.



▲ Seniors Making Thank-You Cards

Empowering Rural Youth

Through the Rural Youth Empowerment Program, Cheng Shiu partners with local communities to cultivate local talent and support regional development. Through fieldwork, community service, and intergenerational learning, students strengthen communication, digital, and social practice skills while contributing to rural revitalization.

Outcomes & Impact :

- Established a place-based education model for local learning, practice, and shared prosperity.
- Enhanced students' communication, adaptability, and practical skills through real-world learning.
- Deepened students' understanding of aging, rural development, and social inclusion.
- Engaged 53 stakeholders through 29 activities, involving 674 participants.

◆ Sustainability Feature 3



Creating Economic and Sustainable Impact

Industry–Academia Co-Creation Driving Industrial Transformation

Economic Sustainability

Challenges :

Amid industrial upgrading and regional revitalization, Cheng Shiu advances Industry Partnership × Economic Sustainability by connecting education with industry, driving innovation, talent development, and sustainable regional growth.

Actions & Practices :

Through industry partnerships, hands-on learning, and internships, Cheng Shiu prepares students with practical and interdisciplinary skills while supporting industrial transformation and sustainable regional economic development.

- Expanded industry–academia partnerships across machine tools, agriculture, fisheries, and tourism.
- Integrated practical courses, internships, and technical support to develop industry-ready talent.
- Promoted local food innovation and multicultural culinary exchange to advance regional revitalization.

Preparing Smart Manufacturing Talent for TSMC's 2 nm Fab



Local Fish Sauce Made from Taiwanese Anchovies and Pineapple

Advancing Industrial Transformation through Industry–Academia Collaboration

Cheng Shiu established the Advanced Manufacturing Technology Industry–Academia Alliance with partner universities and industry to strengthen talent development and technology upgrading for southern Taiwan's machine tool industry. Through practical courses, internships, and industry training, students gain hands-on manufacturing experience and workplace readiness.

Supported by the Engineering Research and Technology Center, Cheng Shiu also provides technical services and process optimization, helping industries upgrade while creating sustainable value for students, academia, and industry.



▲ Talent Co-Creation
Forum

▲ Students Monitoring
Fish Sauce Fermentation

Cross-Cultural Flavors: Advancing Regional Revitalization through Culinary Diversity

Cheng Shiu's Department of Food and Beverage Management integrates Cijin's fishing heritage with immigrant culinary cultures through the Jin-Dian Fish Sauce Innovation Program. Courses, workshops, and markets engage students in local food innovation and cultural promotion.

By co-developing dishes and products with immigrant communities, students strengthen cross-cultural communication, product development, and community engagement while deepening their understanding of local industries, cultural diversity, and social responsibility.

Outcomes & Impact :

- Established a sustainable model integrating industry, academia, and regional development.
- Enhanced students' practical, interdisciplinary, and problem-solving skills.
- Supported industrial upgrading through technical services and talent development.
- Engaged 18 stakeholders through 13 activities, involving 460 participants.

◆ Sustainability Feature 4



Technical Education for Cultural Sustainability

Conservation Expertise Beyond Technology
Preserving Heritage • Connecting Communities

Cultural Sustainability

Challenges :

Amid industrial transformation and rapid urban development, preserving local heritage and strengthening young people's connection with communities have become key sustainability priorities.

Actions & Practices :

Centered on Local Engagement × Cultural Sustainability, Cheng Shiu integrates academic expertise with community resources to advance cultural preservation, heritage conservation, and community engagement. Through field studies, heritage walks, artifact conservation, and regional revitalization projects, students connect with local communities, preserve cultural heritage, and strengthen cultural awareness, social responsibility, and practical skills.

- Promoted heritage walks, field studies, and local cultural documentation.
- Integrated heritage conservation, arts education, and community engagement.
- Connected museums, cultural institutions, and community partners to preserve local heritage.
- Cultivated cultural identity and social engagement through community-based learning.

CSUT–National Palace Museum Partnership



Fongshan Twilight Festival: Exploring Dachen Culture

Connecting Kaohsiung through Cultural Heritage

Cheng Shiu's Center for General Education partners with local historians and community organizations to engage students in heritage walks, field studies, interviews, and cultural documentation across Kaohsiung.

By documenting local stories and participating in heritage preservation, students strengthen their connection to local communities while fostering cultural identity and social responsibility.



▲ Fengshan Traditional Crafts Field Study – Blacksmith Shop



▲ Restoring Hualien Bao'an Temple's Door Gods after the Disaster

Heritage Conservation through Arts Education

Cheng Shiu's Center for Cultural Heritage Conservation collaborates with museums, cultural institutions, and community partners to promote heritage conservation, cultural outreach, and talent development. Through conservation projects, lectures, and workshops, students and local communities deepen their understanding of cultural heritage while strengthening regional capacity for heritage preservation.

Outcomes & Impact :

- Established a sustainable model integrating cultural heritage, arts education, and community engagement.
- Strengthened local heritage preservation and community participation.
- Enhanced students' cultural awareness, interdisciplinary collaboration, and practical skills.
- Engaged 16 stakeholders through 35 courses and outreach activities, involving 1,122 participants.

◆ Sustainability Feature 5



From Campus Decarbonization to Community Sustainability

Environmental Sustainability at Cheng Shiu
From Conservation to Low-Carbon Transformation

Environmental Sustainability

Challenges :

As climate change and the transition to net zero accelerate, integrating environmental sustainability into education, industry, and community engagement has become a key mission for technical universities, fostering sustainability competencies and regional environmental improvement.

Actions & Practices :

Centered on **Environmental Sustainability × Community Well-Being**, Cheng Shiu advances decarbonization, conservation, and low-carbon transformation through education, monitoring, and industry collaboration, while strengthening students' sustainability competencies.

- Advanced ecosystem conservation, environmental education, and campus decarbonization.
- Integrated habitat protection, food and agriculture education, and invasive species removal.
- Supported pollution prevention, reclaimed water use, and low-carbon transformation.
- Promoted environmental education and food safety across campuses and communities.

Niaosong Wetland Volunteers Taking Action for Habitat Conservation



AI Smart Recycling Stations Advancing Environmental Education

Ecological Education and Habitat Conservation in Niaosong

Cheng Shiu partners with local organizations to promote ecological education and habitat conservation in Niaosong. Through lectures, field activities, and habitat restoration, students participate in the conservation of native species and local ecosystems.

Integrated with food and agriculture education, students also engage in invasive species removal and environmental outreach, strengthening environmental stewardship and sustainability awareness.



▲ Planting Habitat Vegetation for Pheasant-tailed Jacanas

▲ Niaosong Wetland Conservation Volunteers

Advancing Environmental Sustainability through Research and Outreach

Cheng Shiu's Center for Environmental Toxicology and Emerging Contaminants combines research and industry collaboration to support pollution prevention, reclaimed water use, and low-carbon transformation across southern Taiwan.

The Center also promotes environmental education and food safety through community outreach, strengthening public awareness of environmental protection, marine conservation, and sustainable development.

Outcomes & Impact :

- Strengthened students' environmental responsibility, practical skills, and sustainability action.
- Advanced ecosystem and marine conservation through community engagement.
- Supported 10 enterprises in environmental improvement and low-carbon transformation.
- Engaged 17 stakeholders through 27 training and outreach activities, involving 655 participants.

1 Sustainability Strategy and Development

Guided by its motto, "Striving for Excellence," Cheng Shiu University promotes sustainable development through institutional governance, environmental stewardship, and social engagement while fulfilling its University Social Responsibility (USR).



- **Primary Stakeholders:** All Stakeholders
- **Related Material Topic:** Institutional Reputation and Image
- **Campus Sustainability Highlights:**
 - Sustainability in Action: Cheng Shiu University Wins Three Awards at the 2025 Taiwan Sustainable University Awards
 - 2025 Commonwealth University Civic Engagement Awards: Cheng Shiu University Ranked Among the Top 5
 - 6th Global Views USR University Social Responsibility Awards: Cheng Shiu University Received the Outstanding Sustainability Report Award

1-1 History and Organizational Structure

1-3 Stakeholder Engagement

1-2 University Sustainability Development

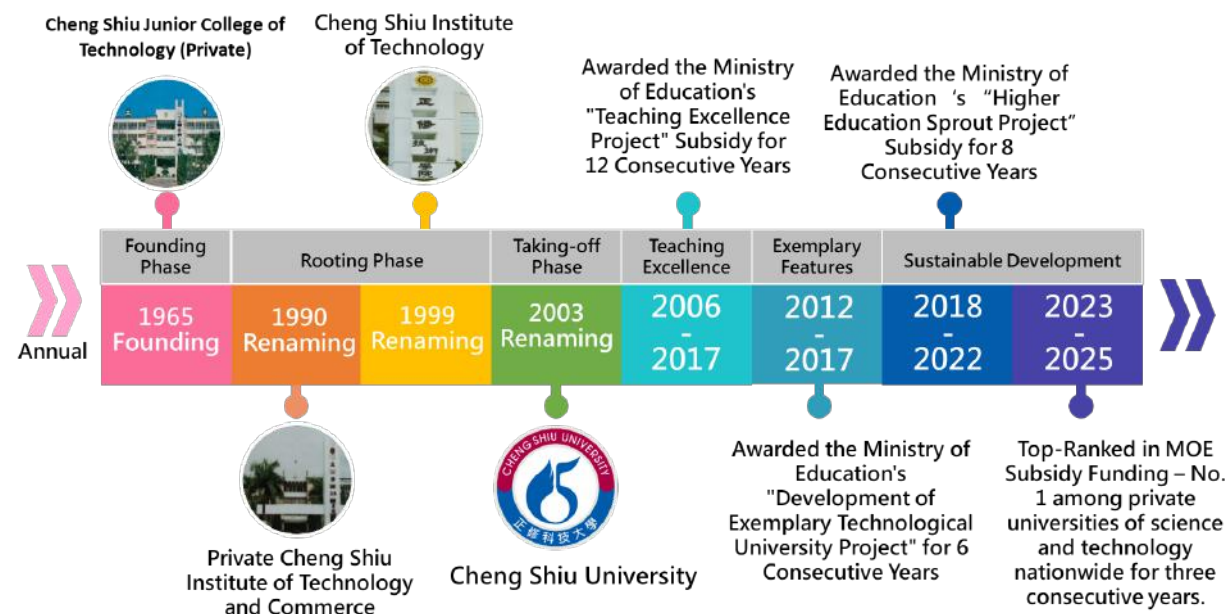
1-4 Materiality Analysis



1-1 History and Organizational Structure

GRI 2-1、2-6、2-9、2-28 / SDG 4.3、4.7 / SASB SV-ED-000.A、SV-ED-000.D

Historical Development



Founded in 1965 on the shores of Chengcing Lake in Kaohsiung, Cheng Shiu University takes its name from the principles of "self-rectification" and "self-cultivation" in The Great Learning, with the motto "Striving for Excellence." The University was upgraded to Cheng Shiu University of Science and Technology in 2003 and officially renamed Cheng Shiu University in 2016.

Guided by the philosophy of "Practical Innovation, Pursuit of Excellence," the University is positioned as an industry-oriented teaching university that integrates innovation with practical education. It is committed to cultivating professionals with expertise, ethical values, social responsibility, and a global perspective while strengthening industry-academia collaboration to provide high-quality teaching and learning.

In recent years, Cheng Shiu University has further emphasized the integration of theory and practice and technology integration, enhancing students' practical competencies, advancing applied research, and fostering close collaboration with industry to support innovation and sustainable development.

CSU Line Bot



Basic Information of the University

School Name	Cheng Shiu University
Industry	Education Services - Higher Education
Location	Taiwan (No. 840, Chengqing Road, Niasong District, Kaohsiung City)
President	President: Mr. Kung Rui-Chang
Campus Area	School ground : 9.75 hectares; school buildings: 215,168 m ²
Number of students	14,623
Number of fulltime teachers	371
Number of parttime teachers	663
Number of administrative staff	382
Number of colleges	3 colleges (College of Engineering, College of Health and Management, and College of Life and Creativity)
Number of departments and graduate schools	22 departments, 1 Graduate Institute, 14 graduate schools, 1 Doctoral Program

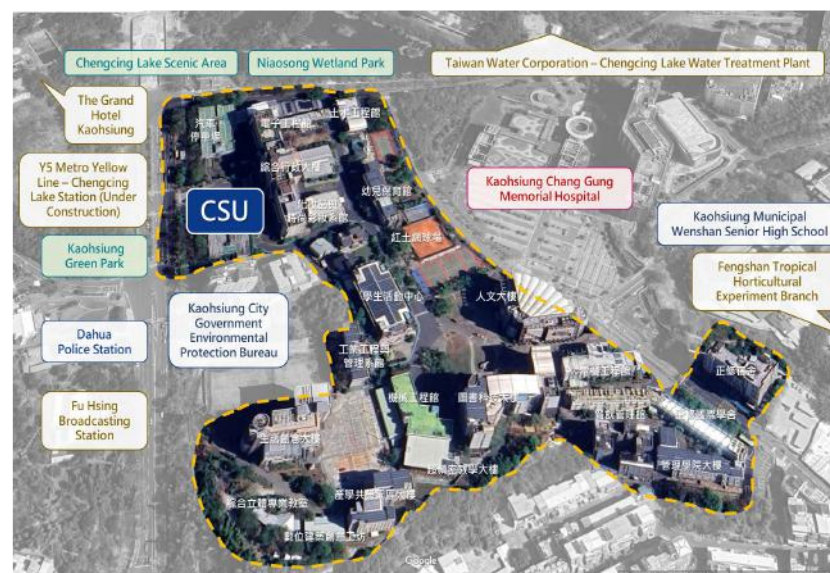
Note: Student enrollment figures refer to officially enrolled students as of October 15, 2025 (Academic Year 2025), including domestic students, overseas Chinese students, international students, and degree-seeking students from Mainland China. Data are sourced from the Information Platform for Public Disclosure of Higher Education Information. The numbers of faculty members and administrative staff are as of October 15, 2025.

◆ Organizational System

Cheng Shiu University is a private university governed by a Board of Trustees and led by the President with five Vice Presidents. The University offers doctoral, master's, in-service master's, four-year undergraduate, two-year undergraduate, five-year junior college, and continuing education programs. It comprises three colleges: the College of Engineering, the College of Health and Management, and the College of Creative Living. During the reporting period, there were no significant changes to the University's upstream or downstream entities or activities.

Administrative Units	Administrative Units	Office of Academic Affairs, Office of Student Affairs, Office of General Affairs, Office of Research and Development, Office of International Affairs, Office of Library and Information, Secretariat, Audit Office, Personnel Office, Accounting Office, Office of Admissions, Office of Technology and Arts Development, Office of Public Relations
	3 Centers	Center for Institutional Research, Center for CSU History, Center for Industry-Academia R&D (Center for Environmental Toxin and Emerging-Contaminant Research, Center for Engineering Research Technology, Construction Science and Technology Center, Center for Electrical Research Technology, Conservation and Research Center, Incubation Center)
Academic unit	Academic unit	Department of Civil Engineering and Geomatics (including the Master's Program in Construction Engineering), Department of Mechanical Engineering (including the Master's Program in Mechatronic Engineering), Department of Electronic Engineering (including the Master's Program), Department of Electrical Engineering (including the Master's Program), Department of Industrial Engineering and Management (including the Master's Program), Department of Architecture and Interior Design, Department of Computer Science and Information Engineering (including the Master's Program), Department of E-Sports Technology, Graduate Institute of Environmental Toxicology and Emerging Contaminants.
	College of Health and Management	Department of International Business, Department of Business Administration (including the Master's Program in Business Management), Department of Finance (including the Master's Program), Department of Information Management (including the Master's Program), Department of Early Childhood Care and Education (including the Master's Program), Department of Long-Term Care and Health Management, Department of Nursing.
	College of Life and Creativity	Department of Cosmetics and Fashion Styling (including the Master's Program), Department of Applied Foreign Languages, Department of Leisure and Sport Management (including the Master's Program), Department of Tourism and Recreation, Department of Digital Multimedia Design, Department of Visual Communication Design (including the Master's Program in Cultural and Creative Design and Art Conservation), Department of Food and Beverage Management.
	2 Centers	Center for General Education, Center for Teacher Education
Various committees and subsidiary bodies		Various Committees (Faculty Evaluation Committee, Faculty Appeals Review Committee, Student Appeals Review Committee, Gender Equality Education Committee, Information Security Management Committee, Special Education Promotion Committee, etc.), Affiliated Kindergarten

Aerial Photo of The Campus and Surrounding Environment



© Geographical Location and Student Demographics

Located in the heart of Kaohsiung and within Southern Taiwan's S Technology Corridor, Cheng Shiu University is surrounded by key industrial clusters, providing abundant resources for industry-academia collaboration and net-zero development. The University adopts a high-rise campus design to maximize land-use efficiency and support sustainable campus development.

In the 2025 academic year, the University enrolled 14,623 students, the largest student population among Taiwan's private universities of science and technology. More than 85% of students are from Kaohsiung, Pingtung, and Tainan, reflecting its strong regional influence in southern Taiwan.



◆ Participation in Associations, External Organizations, and Initiatives

In 2022, Cheng Shiu University signed the University Sustainability Initiative with the Taiwan Institute for Sustainable Energy (TAISE), promoting sustainability and net-zero education while cultivating ESG professionals.

In 2025, the University joined the Net-Zero Carbon Strategy Alliance with the Kaohsiung City Government's Net Zero Academy and became a member of the Ministry of Environment's Net-Zero Green Talent Alliance to foster green talent through industry-government-academia collaboration.

Marking its 60th anniversary, the University continued its Dream Fulfillment Social Service Program in partnership with the Huashan Social Welfare Foundation, establishing an interdisciplinary service alliance to create greater social impact. It also joined six local schools in signing the Wunshan Special District Co-Prosperity Agreement, strengthening collaboration between schools and the local community to advance sustainable regional development.



▲ Signing the University Sustainability Initiative



▲ Establishing an Interdisciplinary Social Service Alliance with the Huashan Social Welfare Foundation



▲ Establishing the Net-Zero Carbon Strategy Alliance



▲ Signing the Wunshan Special District Co-Prosperity Agreement with Seven Local Schools

◎ Participation in Associations, External Organizations, and Initiatives

University Governance (G)

Association of Private Universities and Colleges of Technology, R.O.C.
Association of Private Education Institutions, R.O.C.
Association of Private School Educators, R.O.C.
Taiwan Association for Institutional Research (TAIR)
Chinese Institute of Engineers
Taiwan Assessment and Evaluation Association
Southern Taiwan Regional Research Ethics Consortium
Information Service Association of Chinese Colleges (ISAC)

Southern Taiwan University of Science and Technology Alliance
Pension Fund Management Committee for Faculty and Staff of Private Schools, R.O.C.

Environmental Sustainability (E)

Taiwan Green University Alliance (GUUT)
Taiwan Association of Environmental Analysis Laboratories
Taiwan Soil and Groundwater Environmental Protection Association
Kaohsiung City Government Environmental Protection Bureau Net Zero Academy – Net-Zero Carbon Strategy Alliance
Ministry of Environment – Net-Zero Green Talent Development Alliance

Social Inclusion (S)

National Intercollegiate Athletic Games Association, R.O.C.
Association of University and College Arts Centers, R.O.C.
World Chinese Language Association
International Industry-Academia Collaboration and Education Alliance
United Nations Educational, Scientific and Cultural Organization (UNESCO)
International Council on Monuments and Sites (ICOMOS)
General Education Association, R.O.C.
Taiwan General Education Alliance & Quality Improvement Association
Kaohsiung Cultural Studies Society

Taiwan Academic E-Book and Database Alliance
CONCERT (Consortium on Core Electronic Resources in Taiwan)
Library Interchange Association, R.O.C.
Kaohsiung Counseling Psychologists Association
Kaohsiung Association of Social Workers
Taiwan Association for Continuing Higher Education

Note: Items are organized by esg category and listed alphabetically within each category.

1-2 University Sustainability Development

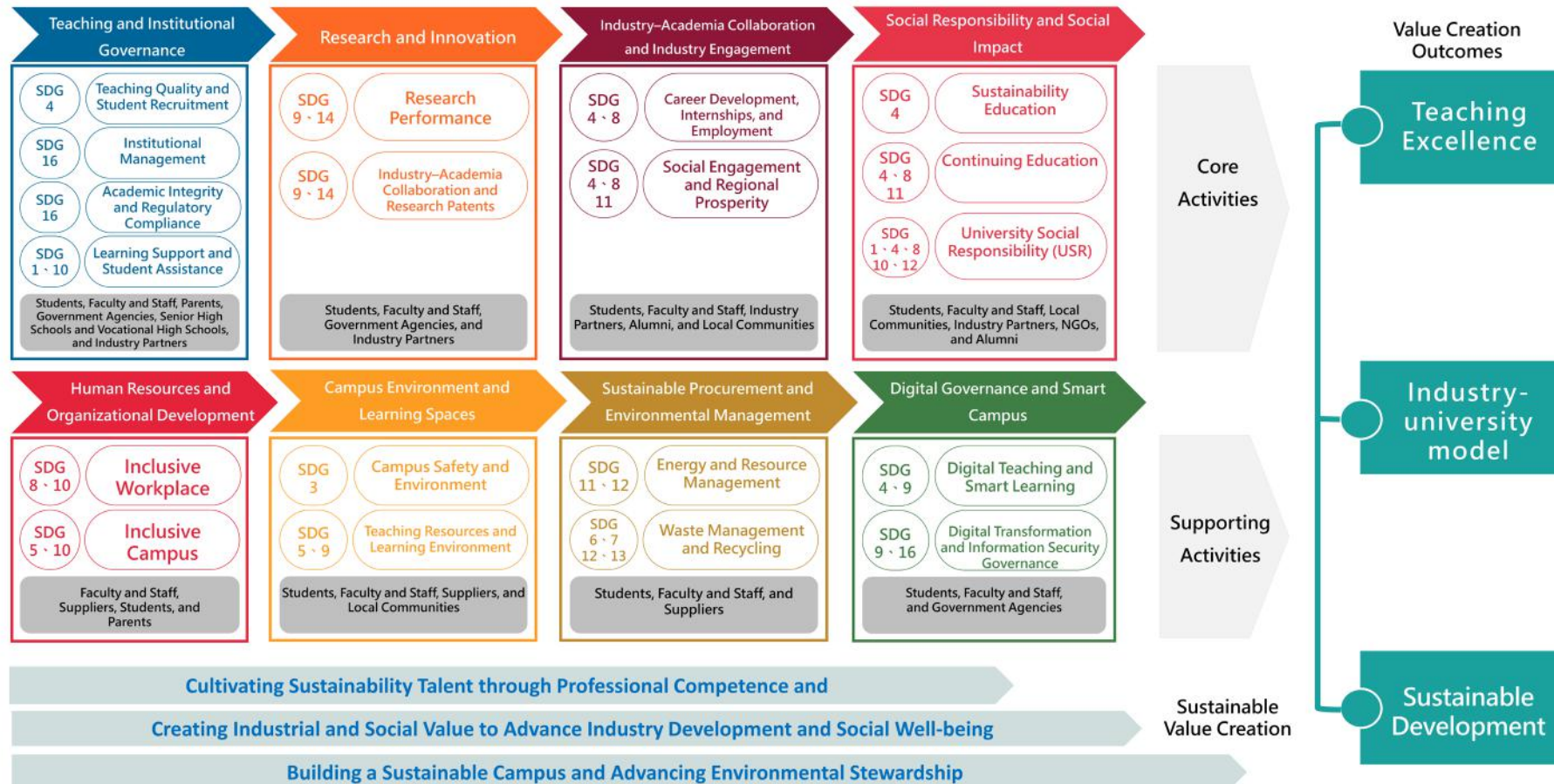
GRI 2-9、2-12、2-13、2-14



◆ The Importance and Significance of Sustainability

Since its founding, Cheng Shiu University has upheld its motto, **"Striving for Excellence,"** with the mission of cultivating industry-ready professionals. The University has continuously integrated sustainability into institutional governance and educational practice. Through value chain analysis, Cheng Shiu University evaluates the impacts of its teaching, research, and campus operations on key stakeholders, including students, faculty and staff, local communities, and industry partners.

◎ Cheng Shiu University Value Chain



◆ Sustainability Vision and Strategic Priorities

Guided by its vision of "Building a Sustainable Campus and Advancing Better Living for Local Communities," Cheng Shiu University integrates ESG, the SDGs, and Kaohsiung's net-zero governance framework to become a resilient, smart, and socially impactful university of science and technology.

The University focuses on four strategic priorities—Educational Sustainability, Economic Sustainability, Cultural Sustainability, and Environmental Sustainability. Centered on talent development, it advances environmental research, strengthens industry-academia collaboration, cultivates interdisciplinary problem-solving skills, fulfills its University Social Responsibility (USR), and supports Kaohsiung's net-zero transition.



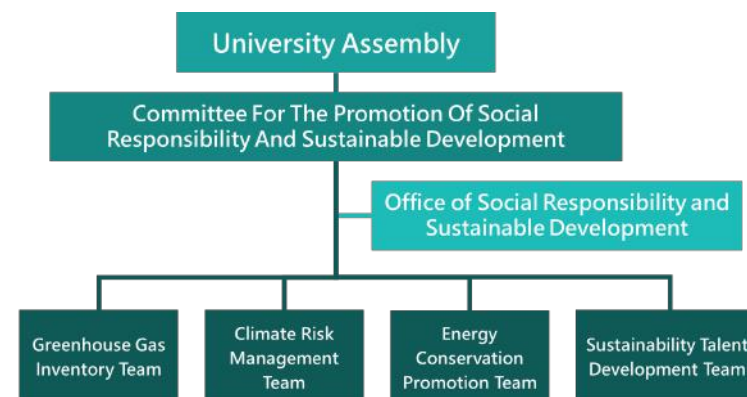
◆ Social Responsibility and Sustainable Development Steering Committee

The University established the Social Responsibility and Sustainable Development Steering Committee, chaired by the President and composed of senior administrators and academic leaders. The Committee oversees and identifies sustainability-related impacts and opportunities, formulates sustainability goals—including SDG indicators—and sets strategic directions. Functional working groups are formed to address climate change, energy conservation, carbon reduction, and the development of social practice teams.

◆ Office of Social Responsibility and Sustainable Development

The University Social Responsibility Office was established in 2021 and renamed the Office of Social Responsibility and Sustainable Development in 2022 to integrate university-wide sustainability and social responsibility initiatives. Headed by a Vice President, the Office has five staff members, including an Executive Director, section heads, and administrative personnel.

It coordinates project resources, provides consultation on innovative course implementation, audits medium- and long-term institutional goals, consolidates results, and regularly reports progress to the Steering Committee.



Committee responsibilities:

- ◆ Identify sustainability-related impacts and opportunities.
- ◆ Oversee sustainability impact management in institutional governance.
- ◆ Formulate sustainability goals and strategic directions.
- ◆ Promote the implementation of university social responsibility (usr) initiatives.

Office responsibilities:

- ◆ Coordinate meetings on social responsibility and sustainable development.
- ◆ Organize sustainability events and showcase achievements.
- ◆ Compile sustainability performance and prepare the sustainability report.
- ◆ Manage the cheng shiu university sustainability website.

◆ Institutional Development Goals

Cheng Shiu University advances sustainable development through three pillars: Learning Innovation, Teaching Innovation, and Institutional Innovation. Leveraging its strengths in teaching, research, and industry-academia collaboration, the University integrates innovation with practice and strengthens academia-industry links to cultivate professionals with expertise, professional ethics, social responsibility, and a global perspective. Guided by this vision, the University pursues three institutional goals: Teaching Excellence, Industry-Academia Leadership, and Sustainable Development.



◆ Institutional Development Plan

to achieve its vision, Cheng Shiu University developed its Institutional Development Plan based on SWOT analysis and aligned with global trends, industry and societal needs, national development strategies, and education policies. The Plan focuses on three areas: institutional development, academic program development, and industry-academia research and development, providing a roadmap for sustainable growth. The framework is shown in the figure.



◎ Alignment of the Institutional Development Strategy With the Sdgs

Overall development strategies	University Development Goals	SDGs	Responsible Unit
Strategy one: Ensure the quality of teaching to attain sustainable teaching excellence	Teaching Excellence	4, 5, 6, 8, 9, 10, 17	Office of Academic Affairs
Strategy two: Comprehensive Tutoring Network, Guiding Career Development	Sustainable Development	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Office of Student Affairs
Strategy three: Link regional industries to enhance industry-academia collaboration	Industry-Academia Collaboration Paradigm	4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Office of Research and Development
Strategy four: Reinforce international exchange to expand the international horizon	Teaching Excellence	1, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Office of International Affairs, Office of Research and Development (Center for Continuing Education) Office of Academic Affairs (Chinese Language Center)
Strategy Five: Strengthening General Education and Fostering Holistic Development	Teaching Excellence	3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Center for General Education, Teacher Education Center, Office of Academic Affairs (Foreign Language Center, Physical Education Center), Office of Student Affairs (Military Training and Campus Security Center), Center for Teacher Education
Strategy six: Create a high-quality environment to elevate artistic cultivation	Industry-Academia Collaboration Paradigm	4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Office of Library and Information Services, Office of Technology and Arts Development
Strategy seven: Comprehensive resource planning to enhance organizational performance	Sustainable Development	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Office of Human Resources, Office of Accounting, Office of Student Affairs, Office of General Affairs
Strategy Eight: Improve school administration management to sustain school development	Sustainable Development	4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	Office of the Secretariat, Office of Audit, Institutional Research Center, Office of Academic Affairs, Office of Admissions

◆ Sustainable Development Goals

Leveraging Applied Technical Expertise to Strengthen Regional Engagement and Advance Regional Sustainability and Net-zero Transition

Item	Short-term (1–3 Years) Establish sustainability governance and foundational management mechanisms.	Medium-term (3–5 Years) Institutionalize sustainability governance and expand sustainability impact.	Long-term (5–10 Years) Develop a net-zero campus and become a leading university in sustainability.
University Governance	<u>Implement sustainability governance and management systems</u> - Continuously enhance sustainability reporting with reference to international standards and sustainability rankings. - Integrate the sustainability reporting process into the internal control system. - Strengthen ESG data and sustainability information management. - Integrate the SDGs into the University Development Plan and KPI monitoring framework.	<u>Accelerate digital transformation and smart campus development</u> - Implement an ESG performance management system to strengthen sustainability governance. - Enhance stakeholder engagement and the material topic management framework. - Establish an integrated sustainability information and ESG data management platform. - Develop digital governance and smart campus management systems.	<u>Sustainability Governance and University Development</u> - Establish a smart sustainability governance model by integrating governance and decision-making systems. - Enhance institutional transparency and sustainability disclosure mechanisms. - Build an ecosystem for sustainability innovation and industry–academia collaboration. - Become a leading sustainability university in Southern Taiwan.
Environmental Sustainability	<u>Strengthen environmental sustainability education</u> - Adopt the TCFD framework to regularly identify climate-related risks and opportunities. - Develop a net-zero campus roadmap and implement carbon reduction initiatives. - Replace aging equipment and improve energy efficiency. - Enhance the Campus Energy Management System (EMS). - Promote green procurement and circular resource management. - Strengthen campus environmental education and biodiversity conservation.	<u>Advance Green Transition and Build a Low-carbon Campus</u> - Expand on-campus renewable energy installations (solar photovoltaic systems). - Increase the share of renewable energy to over 10%. - Enhance campus water resource management and circular waste management. - Implement a Smart Environmental Management System (SEMS). - Optimize smart energy and smart building management systems.	<u>Net-zero Campus and Environmental Sustainability</u> - Advance the development of a Net Zero Campus. - Establish a smart low-carbon campus and sustainability demonstration site. - Develop a campus microgrid and increase renewable energy self-sufficiency. - Strengthen the campus carbon management system to implement the net-zero transition pathway. - Create an eco-friendly, low-carbon campus community. Advance the development of a Net Zero Campus. - Establish a smart low-carbon campus and sustainability demonstration site. - Develop a campus microgrid and increase renewable energy self-sufficiency. - Strengthen the campus carbon management system to implement the net-zero transition pathway. - Create an eco-friendly, low-carbon campus community.
Social Inclusion	<u>Regional Engagement and USR</u> - Strengthen regional engagement and University Social Responsibility (USR). - Adopt the Social Return on Investment (SROI) framework. - Provide financial aid and learning support for disadvantaged students. - Promote rural education, lifelong learning, and services for older adults. - Maintain a diverse portfolio of USR projects (Incubation, Seed, Sprout, and Deep Cultivation). - Enhance the quality of USR project implementation and community engagement. <u>Sustainability Education and Talent Development</u> - Integrate the SDGs into curricula to enhance sustainability literacy among faculty and students. - Promote innovative courses on sustainability and social responsibility. - Encourage student participation in sustainability clubs and USR initiatives.	<u>USR and Social Impact</u> - Strengthen University Social Responsibility (USR) and social impact. - Prepare a medium- and long-term USR evaluation report to continuously monitor program outcomes. - Establish a USR impact assessment framework using Social Return on Investment (SROI). <u>Sustainability Talent and International Engagement</u> - Develop a sustainability talent development model integrating the SDGs, AI, and ESG. - Enhance support for student sustainability practice, innovation, and entrepreneurship. - Strengthen international sustainability exchange and collaboration.	<u>USR and Regional Prosperity</u> - Establish a Kaohsiung USR Regional Revitalization Demonstration Hub. - Develop a collaborative model for university–community prosperity. - Continuously enhance the University's social impact and public value. <u>Sustainability Talent and Lifelong Learning</u> - Become a leading hub for sustainability talent development. - Promote intergenerational learning and lifelong learning platforms. Become a leading hub for sustainability talent development. <u>Global Sustainability Engagement</u> - Expand international sustainability partnerships and global connections. - Enhance the global sustainability impact of Cheng Shiu University.

1-3 Stakeholder Engagement

GRI 2-9、2-12、2-13、2-14

◆ Identification of Stakeholders

In accordance with the GRI Standards and the AA1000 Stakeholder Engagement Standard (AA1000SES), Cheng Shiu University identified 10 key stakeholder groups: **students, faculty and staff, parents, local communities and the public, government organizations, NGOs, suppliers, Enterprises, alumni, and high schools.**

To support the identification of material topics, senior executives completed a Stakeholder Assessment Questionnaire, evaluating stakeholders based on responsibility, influence, tension, diverse perspectives, and dependency. The results served as the basis for prioritizing and analyzing the University's material topics.

◆ Stakeholder Engagement

Cheng Shiu University values stakeholder engagement. In addition to publishing its Sustainability Report, University Social Responsibility (USR) Report, and Accountability Report annually, the University maintains regular and ad hoc communication with different stakeholder groups through diverse engagement channels. It also operates the Cheng Shiu Sustainability Website to ensure effective stakeholder engagement.

Key Public Communication Channels

CSU Official Website



CSU Sustainability Website

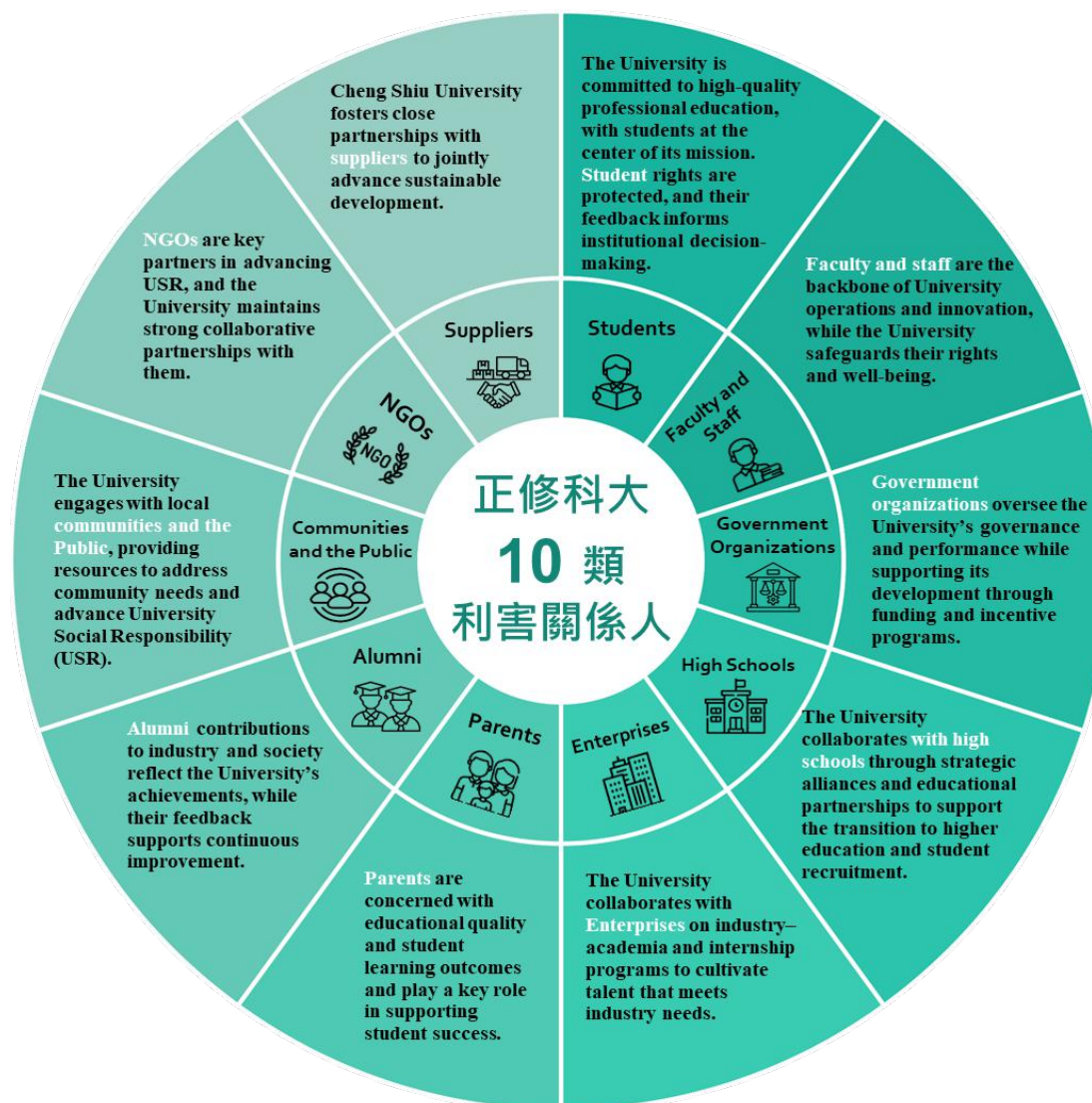


CSU Social Media and Online Platforms

Facebook : [Cheng Shiu University \(CSU\)](#)

Youtube : [Excellence at Cheng Shiu Podcast](#)

10 Types of Stakeholders and Their Significance to Cheng Shiu University



Type	Communication Method and Frequency	Key Communication Focus	Response Actions & Communication Outcomes	Corresponding Section
 Students	• University Affairs Proposal System (anytime) • Advisor Meetings (weekly) • Teaching Feedback Surveys (once per semester) • Office of Student Affairs (anytime) • Student Appeals Section (anytime)	• Course quality and learning outcomes • Internship and employment opportunities • Living support	• Teaching evaluations averaged 4.5/5 in the first semester of AY2025, reflecting sustained teaching quality. • A total of 35 interdisciplinary programs were offered in AY2024 to foster cross-disciplinary competencies. • A Sustainability Micro-Credential Program was launched to advance sustainability and University Social Responsibility(USR). • Off-campus internship programs were expanded to strengthen industry partnerships and increase internship opportunities.	2-3 Academic Ethics and Regulatory Compliance 2-6 Privacy Protection and Information Security 3-2 Student Support and Financial Aid 3-5 Friendly Campus 3-6 Career Development, Internships, and Employment
 Faculty and Staff	• resident's Mailbox (irregular) • Official CSU Website Announcements (irregular) • Unit Email Accounts (irregular) • University/Academic/Departmental Meetings (at least once per semester)	• Teaching resources • Research support • Promotion and career development • University governance participation	• Faculty development and innovative teaching were promoted through teaching practice research, faculty communities, and teaching grants. • Faculty with low teaching evaluation scores were reduced to fewer than five, with affected courses reduced to 20. • All eight faculty members scheduled for industry training or service in 2025 completed the program, achieving a 100% completion rate. • Teaching assistant training was strengthened to enhance mentoring effectiveness and peer learning support.	2-3 Academic Ethics and Regulatory Compliance 2-5 Friendly Workplace 2-7 Teaching Resources and Learning Environment 3-2 Student Support and Financial Aid 3-5 Friendly Campus
 Government Organizations	• Official Correspondence (irregular) • Participation in central or local government public hearings, workshops, forums, or briefing sessions (irregular) • Submission of progress or final reports (irregular) • Project Proposal Meetings (irregular) • Evaluations, inspections, and site visits (irregular)	• Regulatory compliance • Policy response • Project outcomes • Social responsibility implementation	• The University has received Ministry of Education Higher Education Sprout Project funding for eight consecutive years. In 2025, it secured NT\$240 million—the highest among Taiwan's private universities of science and technology. • The University and all 19 academic programs passed Ministry of Education evaluations, demonstrating a strong teaching quality assurance system. • In 2025, the University received the Ministry of Education's Distinguished School Award for Special Education Services and Outstanding School Award for Student Drug Abuse Prevention.	2-3 Academic Ethics and Regulatory Compliance 2-4 Financial Management 3-5 Friendly Campus 3-7 Sustainable Education 4-2 Energy Resource Management
 High Schools	• University Visits (irregular) • On-campus Promotions (irregular) • Enrollment Expos (irregular) • Curriculum Articulation Seminars (irregular) • Strategic Alliances (irregular)	• Further education guidance • Specialized courses • TVET alignment	• The University strengthened curriculum articulation and teaching collaboration with senior and vocational high schools in southern Taiwan to promote educational resource sharing. • Seven discipline-based competitions, hands-on workshops, and career exploration programs were organized to help senior and vocational high school students explore future study and career pathways. • Most students come from Kaohsiung, Pingtung, and Tainan. In AY2025, enrollment reached 14,623, ranking first among private universities of science and technology in Taiwan.	3-2 Student Support and Financial Aid 3-3 Academic and Research Performance 4-2 Energy Resource Management 4-3 Campus Safety, Environmental Management and Resilience
 Enterprises	• Signing Ceremonies (irregular) • Industry-Academia (Internship) Matching / Briefings & Exchange Meetings (at least twice per semester) • Curriculum Committee Meetings (at least once per semester) • Industry-Academia / Industrial Alliance Meetings (irregular)	• Research technology • Industry-academia collaboration • Talent demand and matching • Internship system	• Industry professionals co-teach courses and supervise capstone projects, with over 250 industry-integrated courses offered annually. • In 2025, the University completed 1,603 industry-academia projects, securing over NT\$390 million in funding. • The University ranked among Taiwan's Top 5 in the 2025 Cheers Employer Favorite University Rankings. • The University also ranked among Taiwan's Top 5 for R&D in the 2025 104 Job Bank University Brand Rankings.	2-7 Teaching Resources and Learning Environment 3-2 Student Support and Financial Aid 3-3 Academic and Research Performance 4-2 Energy Resource Management

Type	Communication Method and Frequency	Key Communication Focus	Response Actions & Communication Outcomes	Corresponding Section
 Parents	● Freshman Parent Orientation (once per academic year) ● Enrollment Prospectus (once per academic year) ● Annual Accountability Report (once per academic year) ● CSU Website & Email Communication (irregular) ● Parent Service System (irregular)	● Student learning outcomes ● Tuition and financial aid ● Career development ● Campus safety	· Career development programs attracted 4,682 participants across 78 events in AY2024. · In 2025, the University partnered with the Ministry of Labor to host a campus job fair, with 100 employers offering over 5,000 job opportunities and achieving 946 on-site job matches. · Financial aid and scholarships totaling NT\$70.98 million benefited 10,969 students in AY2024. · A parent service platform strengthened parent–University communication and trust.	-3 Academic Ethics and Regulatory Compliance 2-4 Financial Management 3-2 Student Support and Financial Aid 3-5 Friendly Campus
 Alumni	● Alumni Association Board Meetings (at least once per year) ● Department Alumni Gatherings (irregular) ● Alumni Homecoming Events (irregular) ● University Anniversary Celebration (once per year) ● Graduate Employment Tracking Surveys (once per year)	● Alma mater development ● Workplace networking ● Resource contributions	· The Alumni and Career Development Center strengthens alumni engagement, philanthropy, and support for teaching quality and student learning. · Departments establish alumni associations and host career-sharing events to connect students with industry insights and labor market needs. · Alumni feedback is used to enhance teaching quality. Graduates from AY2022 (one year after graduation) reported an employment satisfaction score of 4.23 out of 5.	2-3 Academic Ethics and Regulatory Compliance 2-4 Financial Management 3-1 Teaching Quality and Talent Development 3-5 Friendly Campus 4-3 Campus Safety, Environmental Management and Resilience
 Community and the Public	● Local Briefings (irregular) ● Community Collaborations (irregular) ● Event Participation (irregular)	● Local issue collaboration ● Space sharing ● Resource support	· The University operated 18 USR practice sites in 2025, connecting 211 community and industry partners. · Academic departments and student organizations engaged in community service for underserved and rural areas, strengthening social engagement. · The 2025 Digital Learning Companion Program supported six rural schools, promoting equitable access to educational opportunities. · The Business Incubation Center continued to support startups, hosting 21 companies and graduating two enterprises in 2025.	2-3 Academic Ethics and Regulatory Compliance 3-2 Student Support and Financial Aid 3-5 Friendly Campus 4-3 Campus Safety, Environmental Management and Resilience 5-2 Social Engagement and Local Prosperity
 Non-Governmental Organizations (NGOs)	● Public Welfare Cooperation Meetings / Signing Ceremonies (irregular) ● Lectures & Workshops (irregular) ● Advocacy Platforms (irregular)	● Social issue collaboration ● Sustainability advocacy ● Youth engagement	· The University partnered with NGOs to advance USR and expand its social impact. · The Community Co-learning Program engaged local organizations in community service initiatives. · The Dream Fulfillment Social Service Program, in partnership with the Huashan Social Welfare Foundation, established a cross-sector social service alliance. · The University launched the Happiness Bus school shuttle through a NT\$150,000 joint donation, providing safe transportation for students in remote Indigenous villages of Pingtung County.	3-1 Teaching Quality and Talent Development 3-2 Student Support and Financial Aid 4-2 Energy Resource Management 5-1 University Social Responsibility 5-2 Social Engagement and Local Prosperity
 Suppliers	● Signing Ceremonies (irregular) ● Procurement Evaluation Meetings (irregular) ● Supplier Briefings (irregular)	● Fair trade ● Quality assurance ● Sustainable procurement	· The University implements transparent procurement and supplier management, achieving a 98.52% local procurement rate with 1,337 local suppliers in 2025. · Green procurement is promoted by prioritizing eco-labeled and energy-efficient products, with total purchases reaching NT\$26.29 million in 2025. · The University strengthens suppliers' sustainability awareness and performance to enhance supply chain transparency and environmental performance.	2-3 Academic Ethics and Regulatory Compliance 2-4 Financial Management 3-3 Academic and Research Performance 4-3 Campus Safety, Environmental Management and Resilience 4-5 Sustainable Supplier Management

1-4 Materiality Analysis

GRI 3-1、3-2、3-3

To identify material topics, Cheng Shiu University adopted the EU's Double Materiality approach, aligned with the AA1000 AccountAbility Principles and GRI 3: Material Topics 2021, to assess significant economic, environmental, and social (including human rights) impacts. The process is outlined below:

1 Understand the Organizational Context

The University reviewed its operating model and value chain, incorporating international sustainability standards, global trends, sustainability assessment criteria, benchmarking institutions, and stakeholder feedback. Similar and overlapping topics were consolidated to identify 28 sustainability topics, as shown below.

University Governance (G)	Institutional Reputation & Brand Image University Governance & Risk Management Regulatory Compliance Academic Ethics Financial Management Talent Development & Retention Teaching Resources & Learning Environment Privacy Protection & Information Security Academic Performance AI & Digital Transformation for Sustainability Stakeholder Engagement
Environmental Sustainability (E)	Climate Governance & Action Energy Management & Conservation Water Resource Management Waste Management & Recycling Campus Environmental Safety Procurement & Supplier Management Campus Ecology & Environmental Protection Occupational Health & Safety
Social Inclusion (S)	Equity & Well-being Student Physical & Mental Well-being Financial Aid Measures Student Internships & Employment Research & Industry-Academia Collaboration Alumni Engagement University Social Responsibility (USR) Global Partnerships Education for Sustainable Development (ESD)

2 Identify Impacts and Assess Their Significance

The University assessed the actual and potential positive and negative impacts of its activities on the economy, environment, and society, including their likelihood, significance, and potential influence on University operations.

A. Assess Sustainability Impacts

For the 28 identified sustainability topics, the University assessed their actual and potential positive and negative impacts. Fourteen senior University executives completed an impact assessment to evaluate the likelihood and significance of each impact.

B. Assess Impacts on University Operations

The University evaluated the potential effects of each sustainability topic on its operations using five key factors: student enrollment/service revenue, institutional reputation, operating costs, funding and subsidies, and legal liability. Each factor was rated on a five-point scale.

C. Assess Stakeholder Concern

Through the 2025 Stakeholder Sustainability Survey, the University collected 1,515 responses from 10 stakeholder groups. After excluding 109 invalid responses, 1,406 valid responses were analyzed to determine and rank stakeholder concern for each sustainability topic.

3 Prioritize Impacts

1. Sustainability Impact Assessment

The sustainability impact score was determined by comparing the positive and negative impact scores and adopting the higher value (Max) as the final score. This score served as the Y-axis of the materiality matrix.

Positive Impact = $((\text{Scope} + \text{Severity}) \div 2) \times \text{Likelihood}$

Negative Impact = $((\text{Scale} + \text{Irremediability}) \div 2) \times \text{Likelihood}$

2. Impact on University Operations

The operational impact score for each topic was calculated by summing the scores of five operational impact factors and normalizing the result to a 0–1 scale for comparison across topics. This score served as the X-axis of the materiality matrix.

Operational Impact = $(\text{Total score of the five operational impact factors}) \div (\text{Maximum possible survey score})$

3. Stakeholder Perspective

To reflect the relative importance of different stakeholder groups, weighted scores were applied to stakeholder concern for each sustainability topic. The results are presented as bubble sizes in the materiality matrix to support material topic identification.

Stakeholder Concern = $\sum (\text{Stakeholder concern score} \times \text{Stakeholder weighting})$

Stakeholder concern was ranked for each stakeholder group, with the top one-third of topics identified as high-priority topics.

4 Determine Material Topics

Based on the assessment results, Cheng Shiu University identified nine material topics by integrating sustainability impacts and operational impacts: University Governance & Risk Management, Financial Management, Regulatory Compliance, Institutional Reputation & Brand Image, Campus Environmental Safety, Financial Aid Measures, Research & Industry-Academia Collaboration, Student Internships & Employment, and Teaching Resources & Learning Environment.

To reflect its commitment to environmental sustainability and stakeholder expectations, the University additionally included Energy Management & Conservation, Student Physical & Mental Well-being, and Academic Ethics. Following approval by the Social Responsibility and Sustainable Development Committee, 12 material topics (9 + 3) were confirmed for 2025.

Ranked by significance, the 12 material topics are: University Governance & Risk Management, Financial Management, Regulatory Compliance, Institutional Reputation & Brand Image, Campus Environmental Safety, Financial Aid Measures, Research & Industry-Academia Collaboration, Student Internships & Employment, Teaching Resources & Learning Environment, Academic Ethics, Student Physical & Mental Well-being, and Energy Management & Conservation.

2025 Material Topics

University Governance (G)	Environmental Sustainability (E)	Social Inclusion (S)
University Governance & Risk Management	Campus Environmental Safety	Financial Aid Measures
Financial Management	Energy Management & Conservation	Research & Industry-Academia Collaboration
Regulatory Compliance		Student Internships & Employment
Institutional Reputation & Brand Image		Student Physical & Mental Well-being
Teaching Resources & Learning Environment		
Academic Ethics		

5 Review and Approve Material Topics

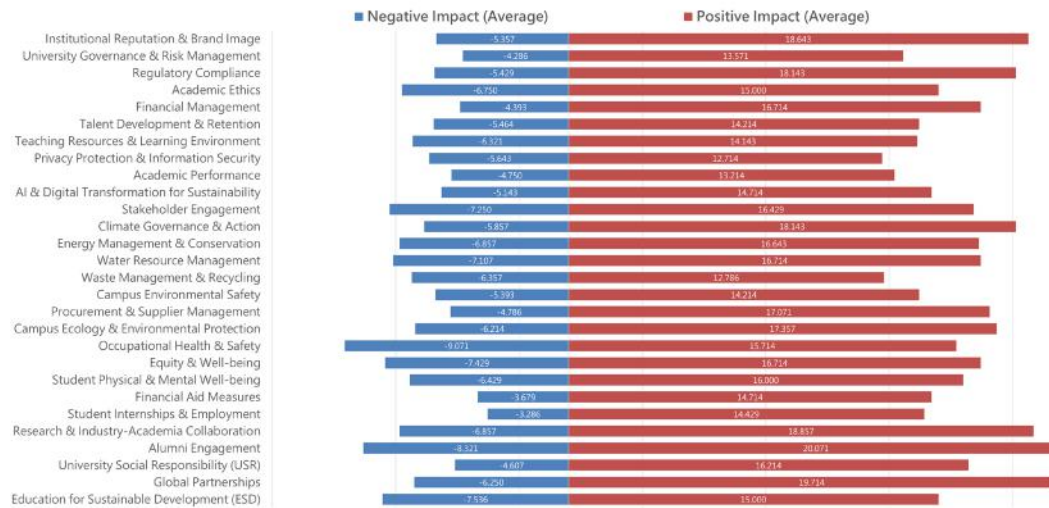
A total of 12 material topics were identified for 2025, including one new topic—Institutional Reputation & Brand Image. of these, seven align with the GRI Standards and SASB, while five are University-specific topics.

In accordance with the GRI Standards, the University discloses its management approach, commitments, targets, and performance for each material topic to address stakeholder concerns. Materiality assessments are conducted annually to monitor emerging sustainability issues and track progress toward long-term sustainability goals.

Changes in Material Topics

2025 Material Topics	2024 Material Topics	Change	Description
Institutional Reputation & Brand Image	-	Added	Added in response to stakeholder feedback to strengthen student recruitment, industry-academia collaboration, and international engagement through a strong institutional reputation and brand image.
Teaching Resources & Learning Environment	Infrastructure & Facilities	Renamed	Renamed to better reflect its broader scope, covering campus buildings, learning environments, teaching facilities, and practical training spaces.
Student Internships & Employment	Career Development & Industry-Academia Collaboration	Split	Emphasizes practical learning, internships, career guidance, and employment services.
Research & Industry-Academia Collaboration		Split	Emphasizes research excellence and the University's external impact through industry-academia collaboration.
-	Academic Performance	Reclassified	Reclassified as a general topic in 2025. Related disclosures remain available in Section 3-3, Academic Performance.
-	Education for Sustainable Development (ESD)	Reclassified	Reclassified as a general topic in 2025. Related initiatives and achievements remain disclosed in Section 3-7, Education for Sustainable Development (ESD).

Sustainability Topic Impact Quantification Chart (Positive and Negative)



Ranking of University Operational Impact Levels



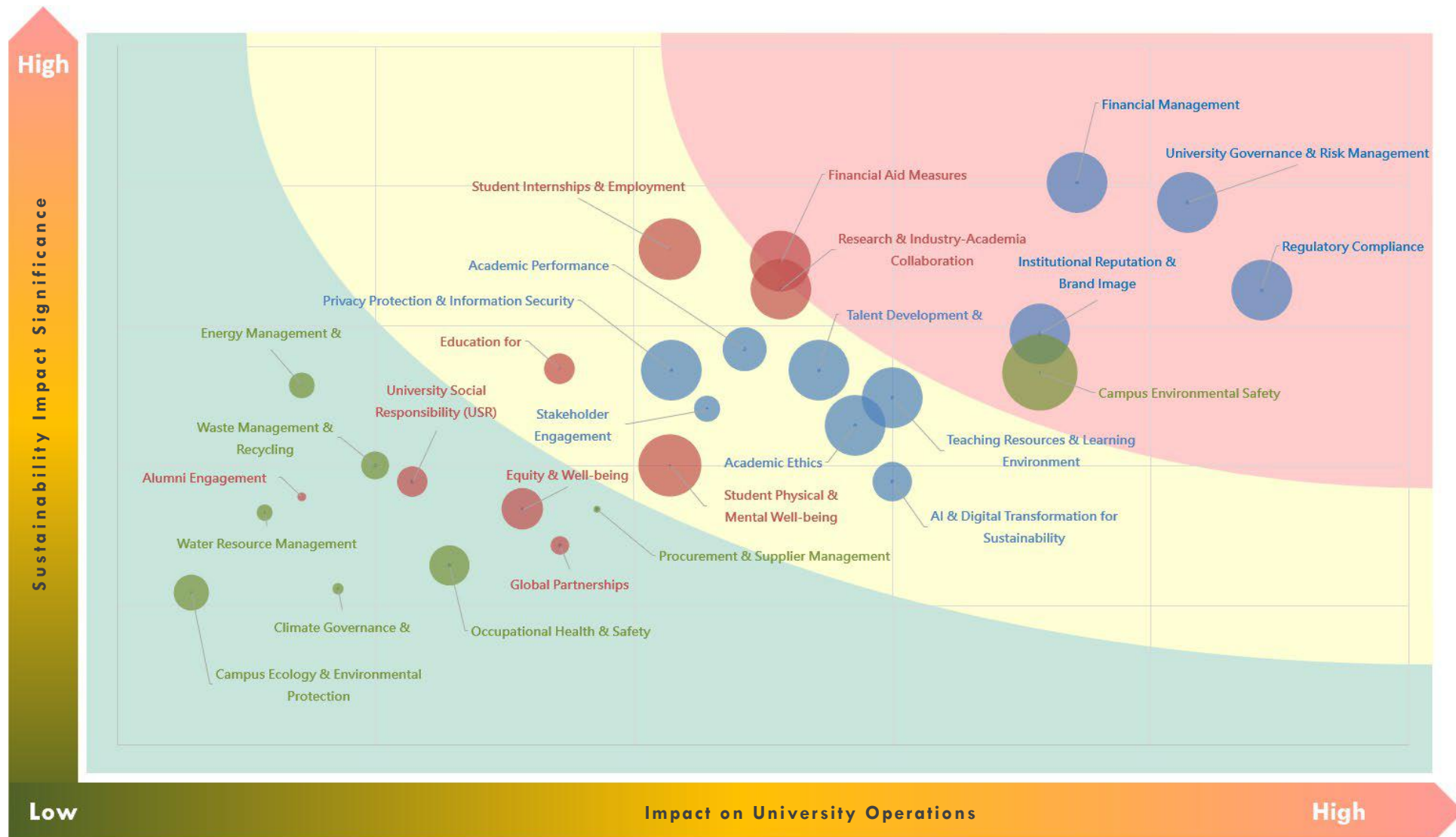
Stakeholder Priority Ranking

Stakeholders	Students	Faculty and staff	Parents	Community and the public	Government organizations
Response Ratio	20.34%	15.79%	10.31%	24.89%	3.13%
Priority Issues (High-Low)	Teaching Resources & Learning Environment Student Internships & Employment Privacy Protection & Information Security Financial Aid Measures Student Physical & Mental Well-being	Campus Environmental Safety Institutional Reputation & Brand Image Regulatory Compliance Privacy Protection & Information Security University Governance & Risk Management Campus Environmental Safety Student Physical & Mental Well-being Teaching Resources & Learning Environment Research & Industry-Academia Collaboration	Campus Environmental Safety Student Physical & Mental Well-being Teaching Resources & Learning Environment Research & Industry-Academia Collaboration Institutional Reputation & Brand Image	Campus Environmental Safety Student Internships & Employment Research & Industry-Academia Collaboration Teaching Resources & Learning Environment Student Physical & Mental Well-being	Campus Environmental Safety Financial Management Procurement & Supplier Management Research & Industry-Academia Collaboration AI & Digital Transformation for Sustainability

Stakeholders	NGOs	Suppliers	Enterprises	Alumni	High schools
Response Ratio	4.48%	2.77%	4.05%	10.74%	3.49%
Priority Issues (High-Low)	Water Resource Management Waste Management & Recycling Campus Environmental Safety Student Physical & Mental Well-being AI & Digital Transformation for Sustainability	Regulatory Compliance Waste Management & Recycling Campus Environmental Safety Research & Industry-Academia Collaboration Student Internships & Employment	Campus Environmental Safety Financial Management Waste Management & Recycling Academic Ethics Regulatory Compliance	Research & Industry-Academia Collaboration Student Internships & Employment Campus Environmental Safety Privacy Protection & Information Security Alumni Engagement	Regulatory Compliance Student Internships & Employment Academic Ethics Student Physical & Mental Well-being Research & Industry-Academia Collaboration

◆ Material Issue Matrix

The upper-right quadrant identifies topics with the greatest sustainability and operational impacts, including student learning, employee well-being, regulatory compliance, campus safety, and resource management. These priorities are integrated into University policies, annual plans, and performance management to address stakeholder expectations and strengthen social impact.



◆ Material Issue Description

In 2025, Cheng Shiu University identified 12 material topics through its materiality assessment, covering governance, environmental, and social dimensions. Governance topics include University Governance & Risk Management, Financial Management, Regulatory Compliance, Institutional Reputation & Brand Image, Teaching Resources & Learning Environment, and Academic Ethics. Environmental topics include Campus Environmental Safety and Energy Management & Conservation. Social topics include Financial Aid Measures, Research & Industry-Academia Collaboration, Student Internships & Employment, and Student Physical & Mental Well-being.

Through diverse stakeholder engagement channels, the University identifies the impacts of these material topics on its operations, society, and the environment, and develops corresponding management approaches and actions. Implementation results are regularly reviewed to strengthen sustainability governance and support continuous institutional development.

Material Issue	Corresponding Standards & SDGs	Significance to CSU and Explanation of Operational Impact	Activities Involving Negative Impact			Response Actions
			Upstream	CSU	Downstream	
University Governance & Risk Management	SASB ED-000 Activity Metrics	Performance indicators include, but are not limited to, freshman enrollment rates, recruitment strategies, teacher-student ratios, and teaching quality. Strong performance can enhance the university's reputation, attract more students and investment, while poor performance may cause enrollment challenges and a negative campus atmosphere.	○	●	○	- Secure Ministry of Education funding to support teaching enhancement initiatives. - Strengthen teaching quality assurance through rigorous curriculum review and quality management. - Encourage faculty professional development to enrich curriculum content and teaching innovation.
Financial Management	GRI 201 Economic Performance SASB ED-270 Marketing & Recruiting Practices	Procurement and expenditure processes are established under the principles of fairness, openness, and impartiality, with regular audits. A systematic financial management policy optimizes financial operations and maintains profitability; conversely, poor management could lead to declining year-end cash and bank balances, increased debt ratios, and heightened financial loss risks.	○	●	○	- Financial statements are audited twice annually by independent certified public accountants to ensure reliability. - Diversify funding sources and strengthen internal control mechanisms.
Regulatory Compliance	Customized issues	Our university strictly adheres to legal compliance, fostering a positive campus culture, reducing operational risks, and enhancing management performance. Compliance with laws and regulations brings a positive public image, while non-compliance could result in negative media coverage, penalties, reputational damage, and declining student enrollment.	○	●	●	- Maintain a dedicated platform for institutional policies and regulations. - Implement an internal control system, supported by the Office of Internal Audit, to conduct annual internal audits and control reviews.
Institutional Reputation and Image	Customized issues	A strong institutional reputation enhances public trust and attracts talented faculty, students, and industry partners. Conversely, negative incidents or media coverage may damage the University's reputation, hinder student recruitment and industry collaboration, and weaken stakeholder confidence and support.	○	●	●	- Strengthen governance and risk management to safeguard institutional reputation and public trust. - Publish annual sustainability reports and participate in sustainability assessments to enhance transparency and institutional reputation. - Advance University Social Responsibility (USR) and sustainability initiatives to strengthen engagement with students, industry, and local communities.
Teaching Resources and Learning Environment	GRI 203 Indirect Economic Impact	The University plans and develops infrastructure while regularly upgrading software and hardware facilities to ensure teaching quality. Without these efforts, students may experience poor online learning outcomes, faculty may lack adequate teaching equipment, and campus facilities may deteriorate.	○	●	●	- Upgrade digital systems and replace aging equipment. - Expand library and online learning resources to support digital teaching and learning. - Establish certification training facilities to provide diverse hands-on learning environments. - Upgrade the campus core network infrastructure to enhance overall network performance.
Academic Ethics	GRI 205 Anti-corruption	The University regularly promotes the principles of academic ethics to faculty and students and ensures their integration into teaching practices to gain societal trust and support. Conversely, neglecting these principles could lead to reputational damage, a decline in academic integrity, and enrollment challenges.	○	●	●	- Establish an Academic Ethics Committee and implement policies on academic ethics and thesis quality assurance. - Provide academic research ethics training for faculty and students.

Note: For activities involving negative impacts, cause, contribute to, or are directly linked to the impact. ● indicates a significant impact, while ○ indicates a minor impact. Upstream includes suppliers and senior high schools/vocational high schools; downstream includes students, parents, and industry partners.

Material Issue	Corresponding Standards & SDGs	Significance to CSU and Explanation of Operational Impact	Activities Involving Negative Impact			Response Actions
			Upstream	CSU	Downstream	
						- Require academic ethics education for graduate students as a compulsory course or graduation requirement. - Publish Guidelines for the Use of Generative AI in Teaching and Learning to promote the ethical and responsible use of AI.
Campus Safety	Customized issues	The university supervises campus environmental and safety measures by regularly inspecting disaster prevention and response facilities and conducting awareness programs, ensuring no negative impact on surrounding communities and safeguarding the safety of faculty, staff, and students.	○	●	●	- Establish a Campus Safety and Emergency Response Center. - Maintain a University Traffic Safety Committee to strengthen campus traffic safety management.
Energy Management & Conservation	GRI 302 Energy GRI 305 Emissions	The university replaces outdated equipment and actively implements energy-saving management to reduce campus electricity costs, while encouraging suppliers and partner companies to participate in such initiatives. Without energy-saving measures, the university would face increased electricity expenses and additional greenhouse gas emissions.	○	●	○	- Conduct annual greenhouse gas inventories and monitor carbon reduction performance. - Promote green procurement by prioritizing eco-labeled products. - Continuously optimize short-, medium-, and long-term energy- and water-saving measures.
Financial Aid Measures	Customized issues	To encourage outstanding students, as well as those from economically disadvantaged and underprivileged backgrounds, the university offers various scholarships and financial aid programs to help students complete their studies, reduce financial burdens, and ensure equal educational opportunities. Conversely, the absence of a comprehensive financial aid mechanism may cause economically disadvantaged students to drop out due to tuition pressure, affecting personal development and potentially reducing the accessibility of education and opportunities for upward social mobility.	○	●	○	- Provide comprehensive financial aid, including living grants, emergency assistance, housing subsidies, and student support programs. In AY2024, scholarships and financial aid totaled NT\$70.98 million, benefiting 10,969 students. - Operate a Special Education Resource Center to support students with disabilities. - Operate an Indigenous Student Resource Center to support Indigenous students' academic success.
Research & Industry-Academia Collaboration	SASB ED-260 Quality of Education & Gainful Employment	By promoting industry collaboration, interdisciplinary research, and resource sharing, the University enhances industrial competitiveness while strengthening students' practical skills and employability. Without effective implementation, academic-industry cooperation and student engagement may be limited, weakening talent development and institutional capacity.	○	●	●	- Strengthen industry-academia collaboration and interdisciplinary research to enhance R&D capacity and strategic industry partnerships. - Promote hands-on learning, capstone projects, and industry co-teaching to strengthen students' practical skills and employability. - Integrate internal and external resources with industry partnership platforms to advance technology innovation, knowledge transfer, and talent development.
Student Internships and Employment	SASB ED-260 Quality of Education & Gainful Employment	Through practical courses, company visits, internships, job matching, and career guidance, the University broadens students' perspectives and strengthens their workplace awareness and employability. Without sufficient industry exposure, students may struggle to understand market needs, resulting in skills gaps and reduced career competitiveness.	○	●	●	- Provide career guidance to support career exploration and job readiness. - Promote off-campus internships and certification training to strengthen practical skills and professional qualifications. - Operate the Cheng Shiu Job Portal and hold regular career fairs to expand employment matching and workplace connections.
Student Physical and Mental Health	Customized issues	The university has established a Counseling Center to provide students with appropriate psychological support. Good physical and mental health not only benefits students' academic performance but can also positively influence their character and mindset. Conversely, students may be more prone to feelings of anxiety and sadness.		●	●	- Conduct mental health screenings and provide counseling and psychological support services. - Promote campus health programs to enhance students' health literacy. - Deliver smoking cessation, drug prevention, and health education programs to prevent substance abuse.

Note: For activities involving negative impacts, cause, contribute to, or are directly linked to the impact. ● indicates a significant impact, while ○ indicates a minor impact. Upstream includes suppliers and senior high schools/vocational high schools; downstream includes students, parents, and industry partners.

◆ Material Issue Management

To strengthen the management and governance of material topics, Cheng Shiu University discloses the relevant SDGs, annual performance against targets, and alignment with the University Development Plan for each material topic. The University also outlines its strategies and commitments, short-term objectives, and medium- to long-term plans, while providing references to the corresponding Action Response sections. These disclosures enhance transparency and reinforce the effectiveness of sustainability management.

Material Issue	SDGs	2025 Target Achievement Status	Linked to the School Development Project Goal			Chapters
			Policy and Commitment	Short-Term Goal	Medium to Long-Term Goal	
University Governance & Risk Management		☑ The undergraduate retention rate for daytime bachelor's programs reached 84.74% in AY2024. ☑ The 2025 internal audit plan recorded 82 conformities and zero nonconformities. ☑ The University's 2024 Accountability Report was published in August 2025. ☑ Two professional enrollment workshops were held in 2025, with active participation from faculty and administrative staff.	Strategy one: Ensure the quality of teaching to attain sustainable teaching excellence Strategy seven: Comprehensive resource planning to enhance organizational performance Strategy Eight: Improve school administration management to sustain school development	▶ Maintain an undergraduate retention rate of at least 80% for daytime bachelor's programs. ▶ Strengthen internal controls through regular audits and self-assessments. ▶ Publish an annual Accountability Report. ▶ Conduct two professional enrollment workshops each year.	· Optimize academic programs and organizational structure in response to industry trends and enrollment needs. · Promote digitalized administrative processes to enhance institutional management efficiency. · Strengthen internal controls, internal audits, and institutional research to improve governance and risk management. · Enhance enrollment strategies and student selection mechanisms to strengthen recruitment quality and institutional accountability.	2-2 Risk Management and Internal Control System 3-1 Teaching Quality and Talent Development
Financial Management		☑ Non-tuition revenue accounted for 50.24% of total revenue in AY2024. ☑ Two independent financial audits were completed in 2025, and the annual financial statements were audited by certified public accountants. ☑ The 2025 internal audit plan was implemented to strengthen the reliability of financial reporting, with audit reports disclosed in the University's Financial Information Disclosure section.	Strategy seven: Comprehensive resource planning to enhance organizational performance	▶ Maintain non-tuition revenue at 40% of total revenue. ▶ Conduct two annual independent audits and prepare annual financial statements. ▶ Conduct annual internal audits to strengthen the reliability of financial reporting.	· Expand industry-academia collaboration and secure external funding and competitive grants. · Achieve a 100% pass rate in the Ministry of Education's triennial financial audits conducted by independent accountants. · Disclose financial performance and operating results on the University website to strengthen stakeholder trust and transparency.	2-4 Financial Management
Regulatory Compliance		☑ Four University Council meetings were convened during AY2024. ☑ All 19 academic departments successfully passed the 2025 Ministry of Education program evaluations, supporting continuous improvement in teaching quality. ☑ The University underwent the 2025 institutional evaluation commissioned by the Ministry of Education and conducted by the Taiwan Assessment and Evaluation Association to enhance institutional quality and sustainable development. ☑ One compliance violation was recorded in 2025. As it involved no major misconduct, corrective and preventive actions were implemented following an internal review. ☑ No corruption incidents were reported in 2025.	Strategy one: Ensure the quality of teaching to attain sustainable teaching excellence Strategy seven: Comprehensive resource planning to enhance organizational performance Strategy Eight: Improve school administration management to sustain school development	▶ Regularly review and update institutional policies and regulations in accordance with administrative procedures. ▶ Conduct annual internal reviews of all 23 academic departments to support continuous development. ▶ Conduct regular institutional self-evaluations and undergo external institutional evaluations.	· Strengthen management mechanisms to safeguard students' right to education. · Conduct regular reviews, site visits, and evaluations to drive continuous improvement. · Regularly update policies and regulations in response to changing needs to strengthen university governance. · Ensure regulatory compliance and integrity, with a goal of zero violations and zero corruption.	2-3 Academic Ethics and Regulatory Compliance

Note: Progress is indicated as follows: ☑ fully achieved, ○ partially achieved, and ☒ not achieved.

Material Issue	SDGs	2025 Target Achievement Status	Linked to the School Development Project Goal			Chapters
			Policy and Commitment	Short-Term Goal	Medium to Long-Term Goal	
Institutional Reputation and Image		☑ The University was featured in five media interviews in 2025. ☑ The University strengthened its brand through official LINE, Facebook, and YouTube platforms. ☑ The University participated in eight sustainability and USR awards and assessments in 2025 to drive continuous improvement.	Strategy Eight: Improve school administration management to sustain school development	▶ Increase media engagement through interviews with the President and University leaders. ▶ Maintain social media platforms for student recruitment. ▶ Participate in at least five sustainability or University Social Responsibility (USR) awards and assessments annually to drive continuous improvement.	· Strengthen the promotion of the University's distinctive strengths and educational achievements. · Enhance student recruitment through targeted media outreach and partnerships with feeder schools. · Integrate university governance, sustainable development, USR, and brand strategies to strengthen institutional competitiveness.	Sustainability Honors and Performance 1-2 University Sustainability Development 5-1 University Social Responsibility
Teaching Resources and Learning Environment	  	☑ Over NT\$330 million was invested in upgrading teaching facilities and equipment in AY2024. ☑ The bilingual campus system reached 42% completion in 2025, integrating services such as credit transfer, summer sessions, and event registration to enhance administrative efficiency. ☑ The University Library housed 537,377 volumes and resources in AY2024. ☑ in 2025, the University held 14 digital learning workshops and supported 46 faculty learning communities with 421 participants. ☑ A total of 37 arts and humanities events were organized in 2025. ☑ Campus accessibility was improved through the installation of handrails and barrier-free enhancements in aging buildings. ☑ Existing buildings were renovated into international student residences (Xingxue Hall and Yucai Hall), revitalizing campus space and expanding student housing capacity.	Strategy one: Ensure the quality of teaching to attain sustainable teaching excellence Strategy four: Reinforce international exchange to expand the international horizon Strategy six: Create a high-quality environment to elevate artistic cultivation Strategy seven: Comprehensive resource planning to enhance organizational performance	▶ Continuously upgrade teaching facilities and digital infrastructure. ▶ Develop bilingual teaching and administrative platforms. ▶ Expand library collections and advance AI-enabled library services. ▶ Conduct 10 digital teaching workshops annually and support faculty learning communities to enhance teaching capabilities. ▶ Revitalize the Art Center through hybrid digital art exhibitions. ▶ Continuously improve campus accessibility. ▶ Upgrade and maintain aging buildings and facilities to enhance the campus environment.	· Develop distinctive teaching, internship, and digital arts learning spaces to strengthen hands-on and innovative learning. · Promote bilingual campus information and facilities, and develop a smart library to enhance internationalization and smart services. · Enhance digital learning environments and accessible facilities to create an inclusive, high-quality campus. · Establish AI learning and practice spaces to foster smart teaching and cultivate interdisciplinary AI talent.	2-7 Teaching Resources and Learning Environment
Academic Ethics	 	☑ 100% of graduate theses and dissertations passed the professional review process. ○ in 2025, 100% of graduate students fulfilled the academic integrity training requirement, with one academic integrity violation reported.	Strategy one: Ensure the quality of teaching to attain sustainable teaching excellence	▶ Achieve a 100% professional review rate for graduate theses and dissertations. ▶ Ensure 100% of graduate students complete the Academic Research Ethics Education Program.	· Strengthen quality assurance for theses and dissertations while reinforcing academic integrity. · Maintain zero academic integrity violations.	2-3 Academic Ethics and Regulatory Compliance
Campus Safety	 	☑ The University maintained five emergency response systems and 796 emergency call stations (telephones) across campus. ☑ The Campus Safety Center was equipped with three electric scooters, mobile phones, and language translators to enhance mobility and multilingual emergency support. ☑ in 2025, six earthquake evacuation drills and disaster preparedness education sessions were conducted, with a total of 11,658 participants. ☑ in 2025, 21 traffic safety awareness activities were held, engaging 5,949 faculty members and students.	Strategy two: Comprehensive Tutoring Network, Guiding Career Development Strategy Five: Strengthening General Education and Fostering Holistic Development	▶ Continuously enhance campus safety facilities based on annual campus safety assessments. ▶ Establish a mobile campus safety center integrated with the emergency response system to improve incident response efficiency. ▶ Conduct disaster preparedness, earthquake evacuation, and traffic safety education and drills.	· Establish an integrated campus safety network. · Strengthen safety education for faculty and students. · Enhance safety awareness and emergency response preparedness.	4-3 Campus Safety, Environmental Management and Resilience

Material Issue	SDGs	2025 Target Achievement Status	Linked to the School Development Project Goal			Chapters
			Policy and Commitment	Short-Term Goal	Medium to Long-Term Goal	
Energy Management & Conservation	   	☑ The electronic document system maintained an online approval rate above 90%, saving approximately 90,000 sheets of paper annually. ☑ Green procurement totaled NT\$26.29 million. ☑ Elevators in the Administration Building and student dormitories were replaced with regenerative systems achieving approximately 25% energy recovery and estimated annual savings of 40,000 kWh. ☑ Student dormitory heat pumps were replaced, reducing estimated annual carbon emissions by 15,000 kg. ☑ in 2025, LED lighting coverage reached 90%, variable-frequency and high-efficiency air conditioning accounted for 76%, and 24% of elevators had energy recovery systems. ☑ The Energy Management System was upgraded to integrate air-conditioning schedules across the Administration, Library and Technology, and Humanities Buildings. ○ Campus electricity consumption totaled 14,441 million kWh in 2025, representing a 0.98% annual reduction.	Strategy seven: Comprehensive resource planning to enhance organizational performance	▶ Enhance administrative efficiency through integrated campus information systems. ▶ Promote green procurement by prioritizing eco-labeled and energy-efficient products, with annual purchases exceeding NT\$10 million. ▶ Replace aging elevators in the Administration Building and student dormitories with energy-regenerative systems. ▶ Replace natural gas boilers in student dormitories with high-efficiency heat pump systems. ▶ Install smart scheduling and access control systems for air conditioning in classrooms, laboratories, faculty offices, and administrative offices. ▶ Implement an Energy Management System (EMS) to integrate electricity, HVAC, solar power, and lighting systems across campus. ▶ Achieve an annual electricity saving rate of at least 1%.	· Replace drinking fountains used for over eight years with Level 1 energy-efficient models. · Enhance environmental management and advance paperless campus governance. · Promote green procurement and replace aging equipment with energy-efficient alternatives. · Upgrade aging buildings and facilities with high-efficiency, smart energy management systems. · Strengthen environmental education and energy conservation awareness. · Maintain annual electricity savings of at least 1%.	4-2 Energy Resource Management
Financial Aid Measures	 	☑ The University allocated NT\$26.10 million in institutional funding for student financial aid in AY2024. ☑ in 2025, the Comprehensive Student Support Program benefited 1,409 students, representing 38% of disadvantaged students. ☑ Student scholarships and financial aid totaled NT\$70.98 million in AY2024, benefiting 10,969 students. ☑ in 2025, the University offered 10 bridge courses and provided remedial instruction to more than 1,300 student enrollments.	Strategy two: Comprehensive Tutoring Network, Guiding Career Development Strategy Five: Strengthening General Education and Fostering Holistic Development	▶ Provide targeted academic support for failed courses, achieving a pass rate of at least 80%. ▶ Ensure that over 30% of disadvantaged students benefit from the Comprehensive Student Support Program. ▶ Increase the number of economically disadvantaged students receiving financial assistance by 2% annually. ▶ Strengthen foundational learning through bridge courses, remedial instruction, and ability-based teaching.	· Implement a Comprehensive Student Support Program that provides academic support, diverse learning opportunities, and scholarships to promote learning in place of part-time work. · Continuously strengthen financial aid measures to support economically disadvantaged students. · Enhance students' foundational competencies to improve learning outcomes.	3-2 Student Support and Financial Aid
Research & Industry-Academia Collaboration	  	☑ in 2025, the University completed 1,603 industry-academia collaboration projects with 1,078 partner enterprises, securing over NT\$390 million in collaboration funding, filing 50 patent applications, completing 21 technology transfer cases, and generating more than NT\$22 million in technology transfer revenue. ☑ A total of 34 domestic and 34 overseas student industry-academia programs were offered in AY2024 to cultivate skilled talent and address workforce shortages. ☑ Three technical service teams were established to support 45 enterprises. ☑ in AY2024, the University offered 47 vocational training and skills development programs, with 1,681 enrollments.	Strategy three: Link regional industries to enhance industry-academia collaboration Strategy four: Reinforce international exchange to expand the international horizon	▶ Secure over NT\$400 million in industry-academia collaboration funding, file 40 patent applications, and complete 30 technology transfers. ▶ Form three technical service teams annually to support 40 enterprises. ▶ Launch three domestic and five overseas student industry-academia programs. ▶ Offer at least 15 vocational training courses annually to strengthen professional skills.	· Strengthen industry-academia R&D mechanisms, faculty-industry engagement, patent applications, and technology transfer. · Align industry-academia programs with national priority industries to cultivate industry-ready professionals.	3-4 Industry-Academia Collaboration and Research & Patents

Material Issue	SDGs	2025 Target Achievement Status	Linked to the School Development Project Goal			Chapters
			Policy and Commitment	Short-Term Goal	Medium to Long-Term Goal	
Student Internships and Employment		- in 2025, the University offered 66 certification preparation courses in information technology and professional skills, resulting in 2,628 certifications earned. - in AY2024, 78 career development activities attracted 4,682 participants. The campus career fair brought together more than 100 employers, offering over 5,000 job opportunities. In 2025, three alumni career-sharing sessions were held with 434 participants, achieving an 85.21% satisfaction rate. - The one-year graduate employment survey for AY2023 graduates achieved an 84.85% response rate, with an average satisfaction score of 4.26.	Strategy two: Comprehensive Tutoring Network, Guiding Career Development Strategy three: Link regional industries to enhance industry-academia collaboration	- Support students in obtaining professional certifications to enhance employability. - Organize at least 20 career development activities annually, including résumé writing, interview preparation, entrepreneurship seminars, career fairs, and alumni sharing sessions. - Conduct regular evaluations and site visits of internship providers to ensure internship quality. - Achieve a 90% response rate and an average satisfaction score of at least 4.0 in graduate employment satisfaction surveys.	- Strengthen students' practical skills and enhance faculty teaching and research capacity. - Advance youth employability strategies to bridge the gap between academia and industry and cultivate industry-ready talent. - Conduct regular graduate destination, alumni, and employer satisfaction surveys to support curriculum enhancement and teaching improvement.	3-6 Career Development, Internships, and Employment
Student Physical and Mental Health		- in 2025, 3,749 students completed the high-risk screening, with 908 identified for follow-up care and support. - The University established the Journey of Life curriculum and offered 49 general education courses on life education, enrolling 2,259 students. - in AY2024, the University organized four health promotion programs, eight first-aid training sessions, and three sex education and HIV/AIDS prevention activities, with a total of 3,403 participants. - in AY2024, the University completed the Ministry of Education's food hygiene inspection, with one campus food service provider receiving guidance and implementing corrective actions. - in AY2024, the University conducted 13 drug prevention activities with 3,812 participants and 28 smoking cessation and tobacco prevention programs with 3,015 participants.	Strategy two: Comprehensive Tutoring Network, Guiding Career Development Strategy Five: Strengthening General Education and Fostering Holistic Development	- Provide diverse counseling services to support campus adjustment and stress management. - Promote character and life education to foster positive values. - Conduct health screenings and promotion programs, including disease prevention and food hygiene oversight. - Conduct 15 drug prevention awareness activities. - Offer smoking cessation programs and 10 tobacco prevention activities. - Promote adaptive physical education, fitness assessments, and CPR/AED certification training.	- Integrate counseling resources to support students' holistic well-being. - Promote character, life, and health education to foster civic literacy and positive values. - Strengthen health promotion, disease prevention, and campus safety education to enhance awareness and emergency preparedness. - Advance drug prevention, a smoke-free campus, and physical education to cultivate healthy lifestyles, lifelong fitness, and first-aid skills.	3-2 Student Support and Financial Aid

Note: Progress is indicated as follows: ☑ fully achieved, ○ partially achieved, and ☒ not achieved.

◆ Sustainability Performance Tracking

To strengthen sustainability performance management, Cheng Shiu University has established an ESG data collection and tracking mechanism to regularly monitor performance across the three ESG dimensions: governance, social, and environmental sustainability. Key indicators include institutional governance, talent development, industry-academia collaboration, social engagement, energy and resource management, and net-zero carbon reduction. Quantitative analysis is used to track performance trends and improvement outcomes, providing a basis for institutional enhancement, resource allocation, and the continuous refinement of sustainability strategies to maximize the University's overall sustainability impact.

Governance



Enviromental



Social



2 University Administration

Cheng shiu university has achieved strong institutional performance through sound financial management, academic and administrative excellence, and transparent governance, ensuring effective and stable operations.



• Priority Stakeholders: Students, Faculty and Staff, Enterprises, High Schools

• Corresponding Material Topics: University Governance & Risk Management, Regulatory Compliance, Financial Management, Teaching Resources & Learning Environment, and Academic Ethics

• Campus Sustainability Highlights:

- Securing NT\$240 Million in Funding for Three Consecutive Years: Cheng Shiu University Launches the 3i Future Talent Development Initiative.
- Cheers 2025 Employers' Favorite University Graduates Ranking: Cheng Shiu University Rises to No. 5 Nationwide.

2-1 University Governance

2-2 Risk Management and Internal Control System

2-3 Academic Ethics and Regulatory Compliance

2-4 Financial Management

2-5 Friendly Workplace

2-6 Privacy Protection and Information Security

2-7 Teaching Resources and Learning Environment

2-1 University Governance

GRI 2-9、2-10、2-11、2-15、2-16、2-17、2-18、2-19、405-1 / SDG 5.5

◆ Board Composition

Cheng Shiu University is a private university governed by a Board of Directors. Board nominations, conflicts of interest, and remuneration are governed by the Articles of Endowment of Cheng Shiu School Foundation. the Board comprises 16 members, including the Chairperson.

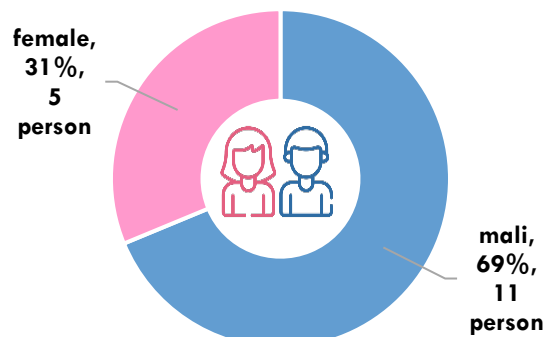
The Chairperson is elected by the directors. One supervisor is nominated by a Board-appointed nomination committee and elected by the Board. the roster of directors is submitted to the Ministry of Education for approval. Board member profiles, the Articles of Endowment, financial information, and Board meeting minutes are publicly disclosed on the University website under "Private School Board Information."

Board remuneration does not include bonuses, severance payments, clawback mechanisms, or retirement benefits. Details of remuneration and expenses paid to directors and the supervisor are disclosed in the Board Financial Information section.

As the Board does not directly exercise administrative authority, no Board performance evaluation mechanism has been established.

The Board generally meets at least twice per semester. Its key responsibilities include appointing the President, reviewing university affairs and development plans, overseeing major regulations, and approving budgets and final accounts.

CSU'S 18th Board of Directors

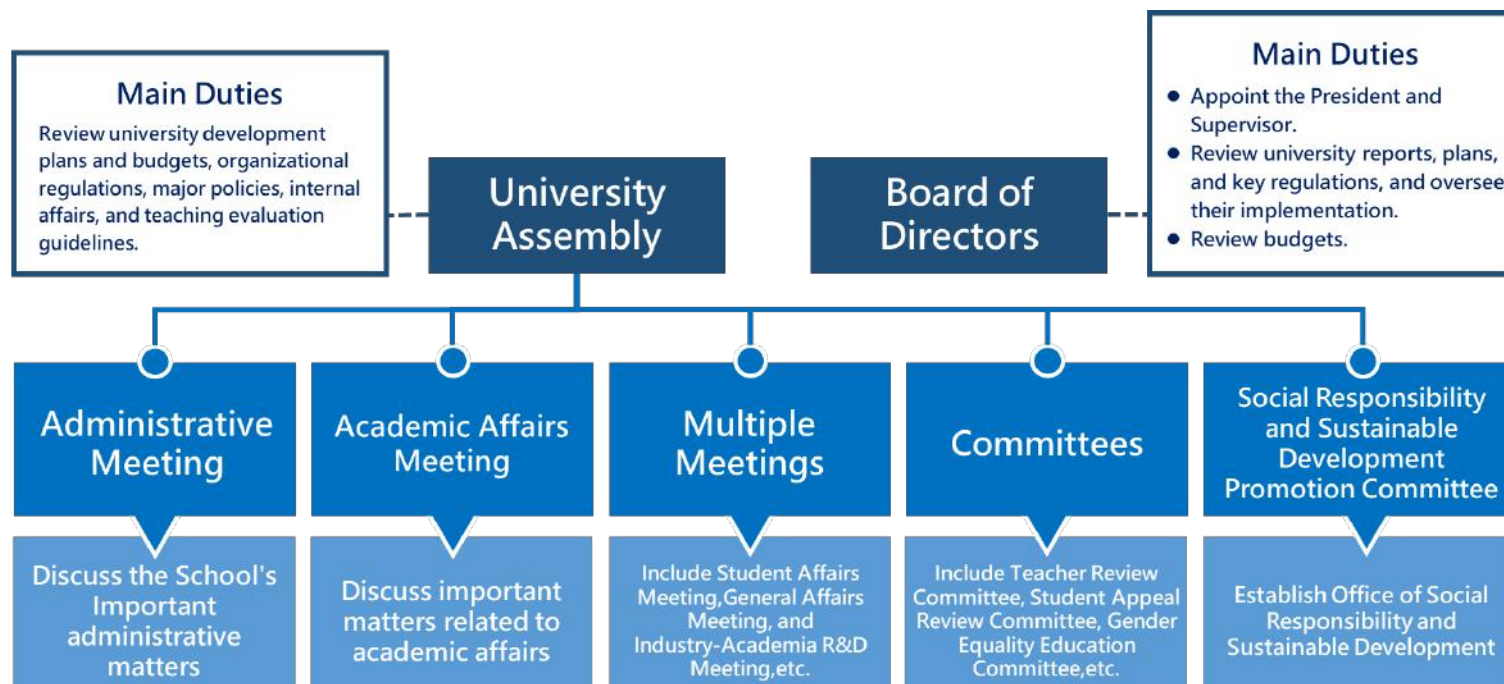


Note: Term of office: March 6, 2025 to March 5, 2029.

◆ University Council

In accordance with Article 15 of the University Act and the University's Organizational Regulations, the University Council serves as the University's primary decision-making body, reviewing major matters such as institutional development plans and budgets. Committees and task forces are established as needed.

Chaired by the President, the Council comprises vice presidents, academic and administrative executives, and representatives of faculty, staff, researchers, students, and other relevant groups. Representatives serve one-year renewable terms, with selection and composition governed by the Organizational Regulations of Cheng Shiu University.



© AY2024 University Council Composition

Member representation	President	Vice presidents	Deans	Dean of academic affairs	Dean of student affairs	Faculty representatives	Staff representatives	Student representatives	Total
Male	1	3	2	1	0	9	1	2	19
Female	0	0	1	0	1	6	1	1	10
Total	1	3	3	1	1	15	2	3	29

The University Council is convened and chaired by the President and meets at least once per semester. It reviews major matters including institutional development plans, budgets, organizational regulations, establishment or restructuring of academic units, and other key university affairs. Meeting minutes are publicly available in the University and Financial Information Disclosure section. In AY2024, four University Council meetings were held, addressing university governance, regulatory compliance, finance and internal controls, talent development, student rights, industry-academia research, and campus safety, supporting sustainable development, teaching quality, and stakeholder interests.

◆ Committees

To strengthen university governance, the University has established the Administrative Council and various functional committees to coordinate and advance university affairs. Each committee operates under established regulations, meets regularly, and follows up on resolutions through formal review and oversight mechanisms. For matters involving student rights and interests, student representatives participate in relevant discussions in accordance with the University's Regulations Governing the Selection of Student Representatives for University Meetings.

Dimension	Committees
Governance	Budget; Admissions; Social Responsibility and Sustainable Development; Curriculum Development; Information Security Management; Academic Ethics Review; Faculty Evaluation; Student Rewards and Disciplinary Actions; Off-Campus Student Internships; Student Guidance
Environmental	Environmental Safety and Health; Health and Food Services; Traffic Safety
Social	Industry-Academia Program Curriculum Planning; Faculty Grievance Review; Staff Grievance Review; Gender Equity Education; Student Grievance Review; Special Education; Character Education Promotion

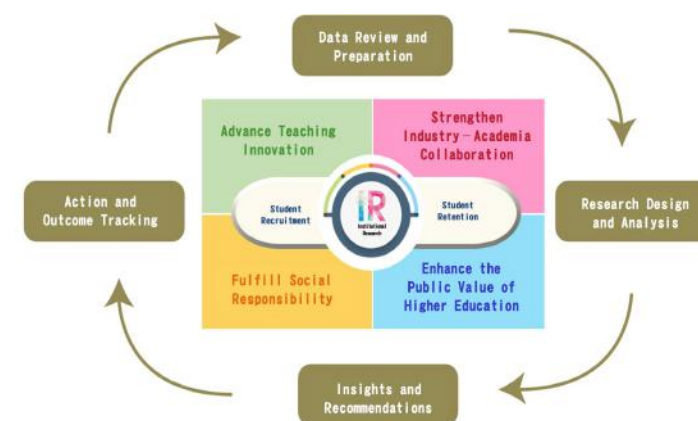
◆ Institutional Research

To strengthen accountability amid rapid changes in higher education, the Institutional Research Center integrates and analyzes university-wide data to support evidence-based governance. It also develops data visualizations, conducts institutional studies, publishes the annual accountability report, and responds to data requests from the Ministry of Education and external evaluators.



© Advancing Sustainable Governance Through Institutional Research

To address declining enrollment and ensure educational quality, the Institutional Research Center focuses on student recruitment and retention, while evaluating Higher Education Sprout Project outcomes and student learning. Data-driven analysis supports enrollment stability, teaching innovation, industry collaboration, and social responsibility.



◎ External Surveys to Enhance Resource Allocation and Student Support

Since 2018, the University has participated in nationwide surveys conducted by the Taiwan Assessment and Evaluation Association, including surveys on first-year student adjustment, learning outcomes, and satisfaction. Findings inform resource allocation and teaching support, while providing colleges and departments with student-centered evidence for sustainable education.

◆ Accountability

Accountability enables evidence-based self-assessment, strengthens institutional governance, and enhances transparency. Since 2017, the University has published annual Accountability Reports based on national and international performance indicators. In 2021, environmental sustainability and the SDGs were incorporated, expanding the framework to 11 dimensions and 31 indicators.

The eighth report, published in 2025, covers 141 statistical items across teaching, research, student support, industry–academia collaboration, internationalization, campus sustainability, social responsibility, and institutional performance. Its findings inform decision-making and address stakeholder concerns. Accountability enables evidence-based self-assessment, strengthens institutional governance, and enhances transparency. Since 2017, the University has published annual Accountability Reports based on national and international performance indicators. In 2021, environmental sustainability and the SDGs were incorporated, expanding the framework to 11 dimensions and 31 indicators.

The eighth report, published in 2025, covers 141 statistical items across teaching, research, student support, industry–academia collaboration, internationalization, campus sustainability, social responsibility, and institutional performance. Its findings inform decision-making and address stakeholder concerns.



◆ Institutional and Academic Program Evaluation



Institutional and academic program evaluations are conducted every five years. Institutional evaluations are commissioned by the Ministry of Education, while program evaluations for the three colleges are conducted by the Taiwan Assessment and Evaluation Association (TWAEA) to ensure teaching quality.

The University passed all institutional evaluation standards in the 2025 academic year and completed evaluations of 19 programs in 2024. The Department of Early Childhood Care will undergo evaluation in late 2026, followed by the Departments of Long-Term Care and Health Management and Nursing in March 2028.

Evaluation	Academic Year	Result	
Institutional Evaluation for Universities of Science and Technology	2025	1. Institutional Governance and Development Strategies	Passed
		2. Teaching Quality Assurance and Support	Passed
		3. Student Learning Quality and Outcomes	Passed
		4. Continuous Improvement	Passed
Academic Program Evaluation	2024	All 19 programs passed	

The University has passed all institutional and academic program evaluations. Recommendations are systematically reviewed, tracked, and supported with necessary resources to advance institutional improvement and sustainable development.

Evaluation results are available on the Secretariat's Evaluation Results webpage.

2-2 Risk Management and Internal Control System

GRI 2-16 、 2-25 、 2-26

◆ Institutional Risk Management

Global competition, declining birth rates, and rapid industrial change pose challenges to university development, teaching, and learning. Drawing on institutional research, the University conducts SWOT analysis across its operating environment, resources, stakeholders, and societal needs to guide strategic planning and achieve its institutional vision and goals.

Strengths

- Comprehensive academic programs support interdisciplinary learning and vertical progression to meet diverse industry needs.
- Nationally leading certification facilities strengthen students' professional qualifications and practical skills.
- Faculty bring extensive industry experience, driving strong performance in industry-academia collaboration, continuing education, and technology transfer.
- Campus counseling and student support services have received national recognition.
- The University's prime Kaohsiung location offers convenient transportation and strong access to urban resources and partnerships.
- As the only private university of science and technology with two internationally recognized research centers, the University also operates a government-funded five-axis machining talent development base.
- The University advances 3i empowerment and smart education while maintaining sound financial governance and strong evaluation performance.

Weaknesses

- Declining foundational skills among incoming students hinder progression to professional coursework.
- Weak motivation and limited goal-setting reduce learning engagement.
- High rates of part-time employment affect academic performance.
- Limited foreign-language proficiency and global awareness restrict international mobility.
- An aging faculty creates workforce sustainability challenges.

Opportunities

- Growth in AI, smart manufacturing, and digital transformation is increasing demand for interdisciplinary talent.
- Global net-zero policies are expanding career opportunities in green energy, environmental management, and ESG.
- Government initiatives support digital innovation, lifelong care, the New Southbound Policy, and international student recruitment.
- Kaohsiung's science and industrial parks are driving strong demand for technical talent.
- The planned MRT Yellow Line station near campus will improve accessibility and student recruitment.
- Local revitalization, cultural heritage, and tourism initiatives create new opportunities for interdisciplinary industry-academia collaboration.

Threats

- Declining birth rates intensify enrollment competition and closure risks for private universities of science and technology.
- Preference for public universities disadvantages private technical and vocational institutions.
- Fewer secondary schools and limited cross-regional mobility constrain enrollment in southern Taiwan.
- Limited global recognition hinders international partnerships and talent recruitment.
- Rapid technological change increases curriculum, faculty development, and equipment costs.

In 2025, the University advanced teaching and research in response to declining birth rates, higher education competition, smart transformation, and net-zero trends. Guided by eight institutional strategies, three program development directions, and five industry–academia research strengths, it pursued phased goals, strengthened institutional distinctiveness, and fulfilled its local social responsibility. the SWOT cross-analysis is presented below:

SO Strategy: Strengthen Talent Development and Industry Partnerships (Leverage Strengths to Seize Opportunities)	ST Strategy: Strengthen Brand Competitiveness and Student Recruitment (Leverage Strengths to Mitigate Threats)
Leverage the University’s diverse programs, industry-experienced faculty, certification facilities, and industry partnerships to address trends in AI, smart manufacturing, digital transformation, and net-zero development. Aligned with Kaohsiung’s industrial clusters, the University cultivates interdisciplinary talent and strengthens applied research. Action Plans: Align curricula with industry needs through AI, interdisciplinary programs, and hands-on learning. Enhance professional certification, skills competitions, industry collaboration, and applied research. Expand international recruitment, student support, and bilingual learning. Develop smart learning facilities, digital resources, and a sustainable campus.	Leverage the University’s diverse programs, strong performance, practice-oriented learning environment, and specialized research centers to address demographic decline and intensifying competition, strengthen its brand, and attract high-quality students. Action Plans: Advance industry-oriented, collaborative, EMI, and digital learning. Strengthen certification, skills competitions, industry programs, and career readiness. Diversify recruitment through sports education and student support. Showcase institutional achievements and enhance digital recruitment marketing.
WO Strategy: Strengthen Foundational Skills and Global Perspectives (Leverage Opportunities to Address Weaknesses)	WT Strategy: Strengthen Institutional Foundations and Appeal (Minimize Internal Weaknesses and External Threats)
Leverage opportunities in AI, digital innovation, the New Southbound Policy, and international exchange to strengthen students’ foundational skills, motivation, global competence, and faculty development. Action Plans: Develop foundational skills and digital literacy through transition support, interdisciplinary curricula, and AI learning. Enhance academic, financial, psychological, and campus safety support. Expand overseas study, internships, and language learning. Strengthen faculty development, interdisciplinary communities, and digital teaching.	To address demographic decline, intensifying competition, and challenges facing technical and vocational education, the University strengthens institutional foundations and appeal through enhanced student support, employability, internationalization, faculty development, and governance. Action Plans: Strengthen academic support and self-directed learning. Enhance career guidance, job matching, and employability. Develop English proficiency and global perspectives through overseas and cross-border learning. Advance faculty development, teaching quality, and curriculum innovation. Apply institutional research to optimize recruitment, program development, and resource allocation.

© Risk Management Process and Implementation

Following the Ministry of Education's Risk Management Guidelines, the University integrates risk management into daily operations and decision-making. Risks affecting institutional goals are identified, assessed, and addressed through internal controls to support effective strategy implementation.



◆ Internal Control and Audit

The University's Internal Control System, approved by the Board of Trustees, safeguards operational efficiency, assets, and financial reporting. It covers personnel, finance, board and supervisor operations, control points, and audit procedures.

The Audit Office develops annual and special audit plans based on risk assessments, control updates, implementation priorities, and audit experience.

The 2025 Internal Audit Report, published in 2026, reviewed 82 applicable items, all of which were compliant, with no nonconformities.

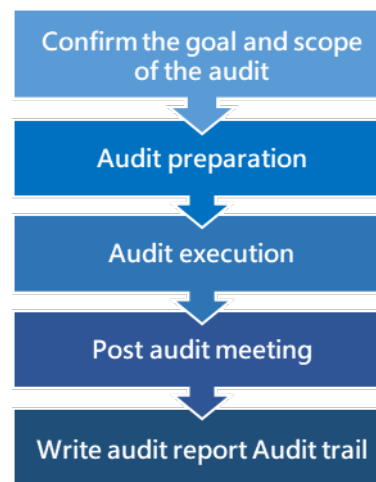
Audit Plan and Audit Report



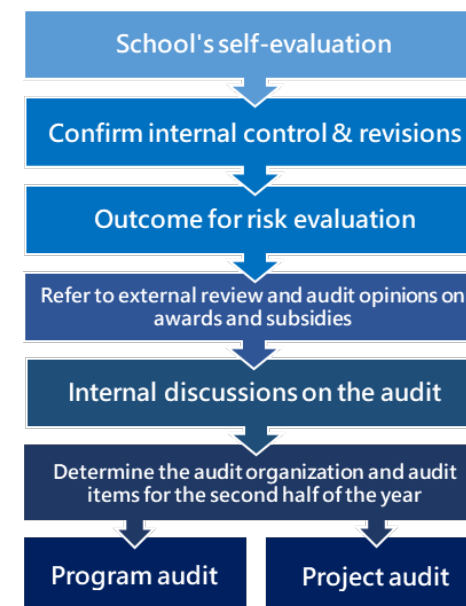
© Integrating Sustainability Reporting into Internal Controls

The University aligns sustainability reporting with domestic and international standards. Responsible units manage and verify relevant data to ensure accurate, complete, and consistent disclosure, strengthen transparency, and progressively align with global sustainability reporting standards.

Annual Audit Planning Process



Internal Audit Execution Flowchart

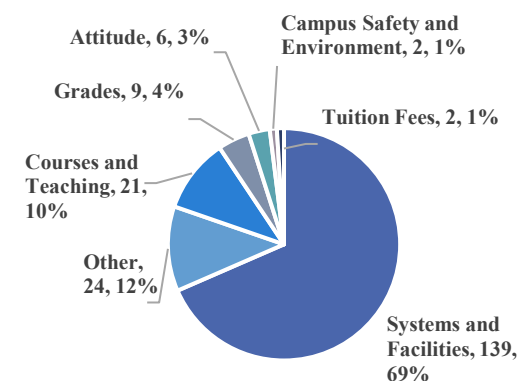


© Institutional Feedback and Reporting Mechanism

Faculty, staff, and students may submit feedback through the University's confidential system, while the Student Association provides an additional channel for student concerns.

Submissions are anonymously forwarded to designated personnel and must be answered within seven days. the Secretariat regularly monitors and follows up on overdue cases. in the 2024 academic year, 203 submissions were received, mainly concerning systems and facilities, courses and teaching, and other matters. No major whistleblowing cases were reported.

statistics on Institutional Feedback by Category, AY 2024



2-3 Academic Ethics and Regulatory Compliance

GRI 2-23、2-24、2-26、2-27、3-3、05-3 / SDG 16.5

◆ Academic Ethics Management

The University maintains academic integrity through its Academic Ethics and Self-Regulation Principles and Degree Thesis Review and Quality Assurance Guidelines. an Academic Ethics Review Committee impartially reviews reported violations.

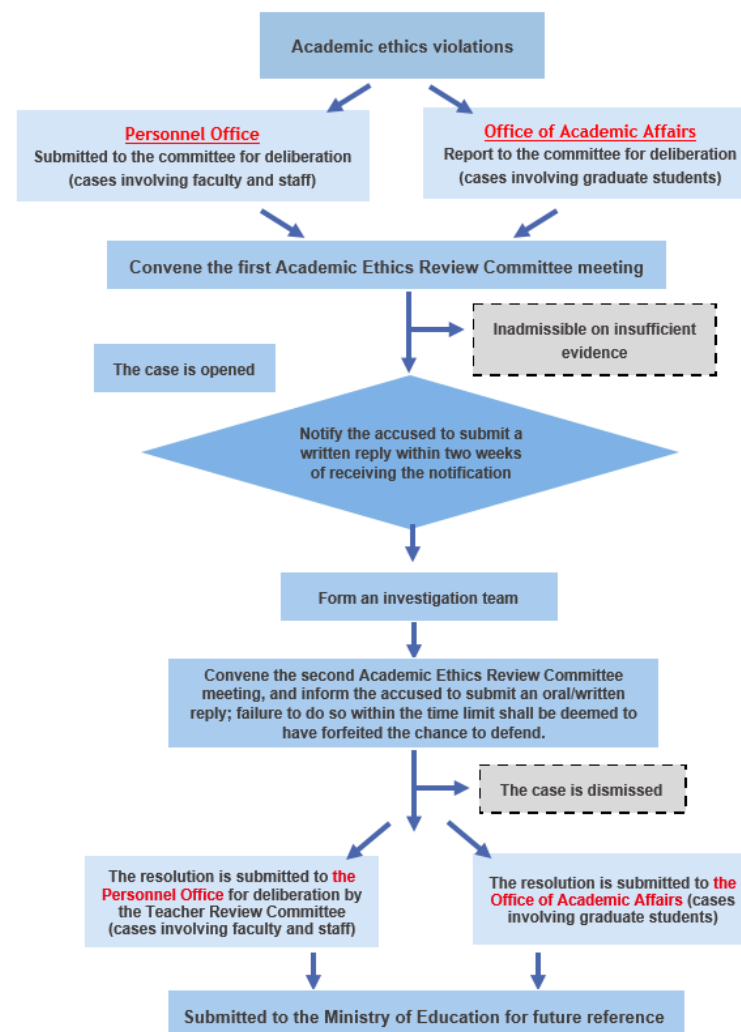
Reported cases are referred to the Office of Research and Development and, upon presidential approval, submitted to the Committee. Cases accepted for review are investigated by a dedicated panel. One academic ethics violation was reported in 2025. the University will continue strengthening ethics education and governance mechanisms to uphold academic integrity.

◎ Key Principles of Academic Ethics

Adherence to Academic Ethics	Faculty strictly comply with academic ethics in research and teaching, prohibiting fabrication, falsification, plagiarism, ghostwriting, misappropriation, or any other misconduct.
Thesis Quality Assurance	Faculty guide students in accordance with the Degree Conferral Act, university regulations, and thesis review guidelines to uphold higher education quality and academic integrity.
Promoting Academic SelfDiscipline	Faculty lead by example, fostering a culture of honesty and integrity, and actively participate in academic ethics training offered by the university and the Taiwan Academic Ethics Education Resource Center.



Academic Ethics-Related Cases Handling Procedure



◆ Academic Ethics Education

The University promotes academic integrity through its Academic Research Ethics Course Guidelines, Graduate Degree Examination Regulations, and Thesis Review and Quality Assurance Guidelines.

Faculty and students complete certified online courses and participate in ethics training offered by the University and the Southern Taiwan Research Ethics Alliance. In 2025, 100% of master's and doctoral students met the academic ethics training requirements.

Faculty	Full-time, project-appointed, and technical faculty must complete at least six hours of academic ethics training every three years; new faculty must complete the training within their first year.
Students	Master's and doctoral students must obtain the Ministry of Education's academic ethics course certificate by the end of their first semester before applying for a degree examination. Undergraduate and junior college teaching assistants must also complete academic ethics training.

Academic Ethics Education Course Participation

Undergraduate and Junior College			
Academic Year	Number Completed	Number Required	Participation Rate (%)
2022	146	180	81.11%
2023	140	167	83%
2024	121	153	79%

Graduate Institute			
Academic Year	Number Completed	Number Required	Participation Rate (%)
2022	291	291	100%
2023	263	263	100%
2024	263	263	100%

◆ Anti-Corruption and Regulatory Compliance

The University maintains regulatory compliance through centralized guidelines for personnel, accounting, and procurement. Funding and expenditure are reviewed annually, with layered controls applied to reimbursements and procurement. No corruption incidents were identified in the 2025 internal audit.



In 2025, the University received one non-material regulatory penalty. Following two unsuccessful technical assessments for sulfur dioxide sampling under NIEA A413, the Ministry of Environment imposed a NT\$200,000 fine and required environmental training.

The incident increased financial and administrative burdens and posed potential risks to testing permits, institutional reputation, contractual performance, and data compliance. The University immediately conducted an internal review and implemented corrective and preventive measures to strengthen regulatory compliance and testing quality, as follows:

Corrective Measures	- Conduct a technical review to identify equipment, personnel, reference material, or procedural issues behind the two failed NIEA A413 assessments. - Review affected testing services and contracts, notify relevant parties, and take prompt action to minimize contractual and dispute risks.
Preventive Measures	Strengthen compliance by improving quality management, enforcing standard procedures, and enhancing staff training and technical competence.

2-4 Financial Management

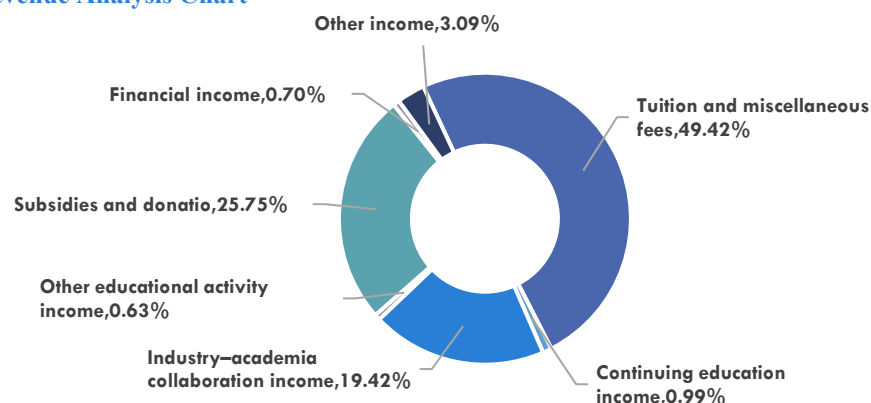
GRI 3-3 、 201-4 / SDG 16.6 、 17.17 / SV-ED-270a.3

The University practices prudent financial management to maximize limited resources and support institutional development. the Accounting Office maintains automated records and prepares annual financial statements for CPA audit and submission to the Ministry of Education. the CPA Audit Report and Internal Control Recommendations are publicly available.

◆ Financial Overview

In academic year 2024–25, revenue totaled approximately NT\$2.23 billion, down due to lower tuition, grants, and donations. Tuition remained the largest source (49.42%), followed by grants and donations (25.75%) and growing industry–academia collaboration income (19.42%). Teaching, research, and student support represented 72.94% of expenditures, reflecting the University’s student-centered mission.

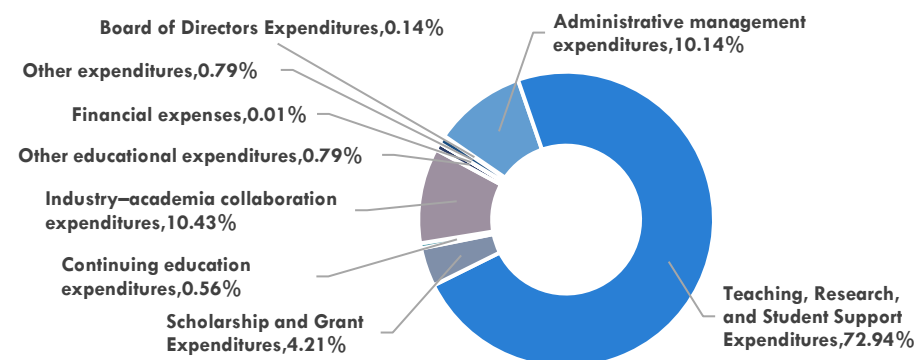
Revenue Analysis Chart



Revenue Analysis

Revenue item	Ay 2022	Ay 2023	Ay 2024
Tuition and miscellaneous fees	1,227,810,467	1,133,703,427	1,103,464,968
Continuing education income	16,506,640	19,745,577	22,193,687
Industry–academia collaboration income	393,886,536	410,308,074	433,571,077
Other educational activity income	11,894,136	12,603,388	14,016,916
Subsidies and donatio	478,638,241	618,012,408	574,937,614
Financial income	11,911,097	14,975,424	15,623,489
Other income	64,525,593	68,943,455	69,032,969
Total	2,205,172,710	2,278,291,753	2,232,840,720

Expenditure Analysis Chart



Expenditure Analysis

Expenditure Item	Academic Year 2021	Academic Year 2022	Academic Year 2023
Board of Directors Expenditures	3,232,146	2,767,104	3,174,823
Administrative management expenditures	224,744,625	235,038,160	231,369,460
Teaching, Research, and Student Support Expenditures	1,572,630,336	1,679,486,057	1,664,685,347
Scholarship and Grant Expenditures	111,180,370	100,944,337	96,053,311
Continuing education expenditures	10,580,321	10,544,903	12,764,045
Industry–academia collaboration expenditures	213,944,252	216,026,471	238,103,151
Other educational expenditures	16,335,818	17,329,699	18,075,675
Financial expenses	272,461	229,269	182,856
Other expenditures	12,966,782	12,743,278	17,919,353
Total	2,165,887,111	2,275,109,278	2,282,328,021

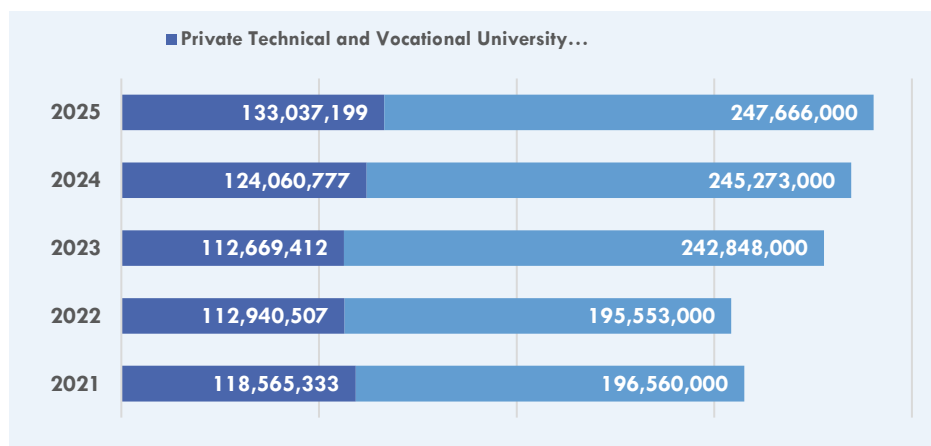
University
Revenue and
Expenditure
Analysis



Project Funding – Ministry of Education Grants

Year	Private Technical and Vocational University Incentive Grants	Higher Education Sprout Project	Total
2023	112,669,412	242,848,000	355,517,412
2024	124,060,777	245,273,000	369,333,777
2025	133,037,199	247,666,000	380,703,199

2021-2025 Moe Project Funding Received (Unit: NTD)



◆ Teaching Resources Funding

The funding ratio reflects institutional investment per student. in academic year 2024–25, teaching resources averaged approximately NT\$161,775 per student.

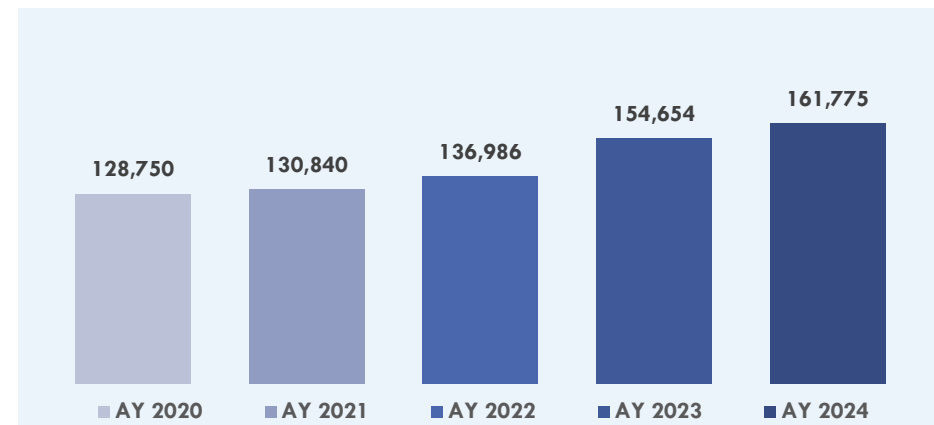
Teaching Resources Funding Ratio (Unit: NTD)

Academic Year	Recurrent Expenditure (A)	Number of Students (B)	Funding Ratio (C=A/B)
2022	2,165,887,111	15,811	136,986
2023	2,275,109,278	14,711	154,654
2024	2,282,328,021	14,108	161,775

Tuition, Fees, and Financial Aid Information



Teaching Resources Funding Ratio, Academic Years 2020–2024 (Unit: Average Per Student / NTD)



◆ Financial Risk and Opportunity Management

To address demographic decline and advance as a model university of science and technology, the University maintains a debt-free policy, diversifies revenue, and strengthens internal controls and institutional research (IR). Budgets are aligned with institutional plans, monitored online, and reviewed annually.

Revenue strategies include expanding industry collaboration and continuing education, securing government grants, and recruiting students through military-base, international, overseas Chinese, and migrant-worker programs. Risk-based controls further support efficient resource use.

Financial Strategies	Risk: Declining Birth Rate	Opportunity – Revenue Diversification
· Maintain debt-free operations. · Streamline operations and enhance administrative efficiency. · Diversify revenue	· Declining birth rates reduce tuition revenue. · Student backgrounds and characteristics increase dropout risks.	· Expand revenue through industry collaboration, continuing education, and grants. · Diversify student recruitment channels.

2-5 Friendly Workplace

GRI 2-7、2-8、2-20、2-30、401-1~3、403-1~7、403-9~10、404-1、404-3、405-1 / SDG 5.4、8.5、8.8、10.3

Cheng Shiu University promotes a diverse, equitable, and inclusive (DEI) workplace where all employees are respected regardless of gender, ethnicity, culture, religion, or other characteristics. Training on bias prevention, non-discrimination, and diversity fosters an inclusive workplace culture.



◆ Faculty and Staff Recruitment and Retention

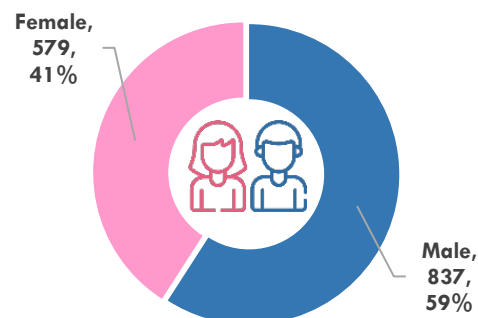
The University's workforce comprises 371 full-time faculty, 663 adjunct faculty, and 382 administrative staff as of October 15, 2025.

Under its Faculty Appointment and Promotion Regulations and Contract Personnel Employment Guidelines, recruitment is merit-based and free from discrimination. Indigenous employees and persons with disabilities each represent at least 1% of the workforce, as required by law. One employee grievance was filed in 2025, unrelated to human rights or equality.

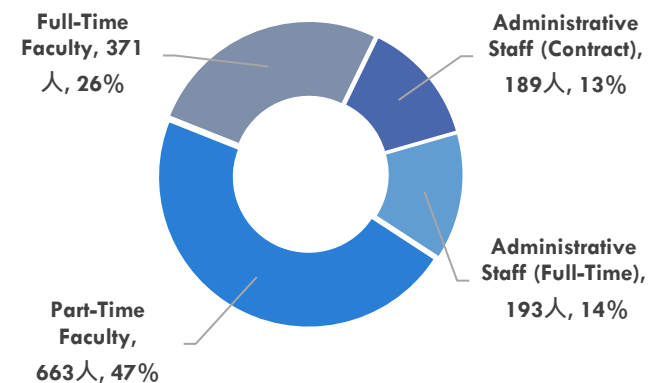
**Faculty-
Related
Regulations
Section**



Faculty and Staff Gender Ratio



Faculty and Staff Number Ratio



Academic Year 2025 – Faculty and Staff Numbers

Gender	Age	Full-Time Faculty	Part-Time Faculty	Administrative Staff (Full-Time)	Administrative Staff (Contract)	Subtotal	Total
Female	Under 30	1	9	0	40	50	579
	years old	34	101	70	63	268	
	30-50 years	85	129	39	8	261	
	Ratio %	8.47%	16.88%	7.70%	7.84%	40.89%	
Male	Under 30	1	9	0	22	32	837
	years old	63	169	58	46	336	
	30-50 years	187	246	26	10	469	
	Ratio %	17.73%	29.94%	5.93%	5.51%	59.11%	
Total		371	663	193	189	1,416	

Note: Faculty and administrative staff figures are for the first semester of academic year 2025–26, as of October 15, 2025.

2025 Employment and Contract Types

Types		Female	Male	Subtotal	Total
Employment Types	Full-Time Employees	340	413	753	1,416
	Part-Time Employees	239	424	663	
Employment Contracts	Permanent Employees	229	335	564	1,416
	Contract Employees	350	502	852	
Total		1,158	1,674	2,832	1,158

Types	Female	Male	Subtotal	Total
Student Assistants	264	305	569	569

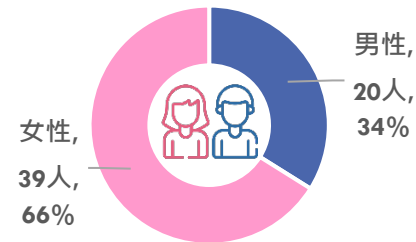
Other Diversity Indicators	Female	Ratio (%)	Subtotal	Ratio (%)
Number of Employees with Disabilities	9	1.55%	7	0.84%
Number of Indigenous Employees	16	2.76%	3	0.36%

Other Worker Types	Primary Duties	Female	Male	Total
Contractors	Access control and campus security, campus cleaning, student cafeteria, on-campus convenience store, on-campus copy shop, on-campus bookstore, computer maintenance.	50	63	113
Teaching Assistants	Assisting in academic research, teaching, learning support, grant-based projects, and tutoring.	259	295	554

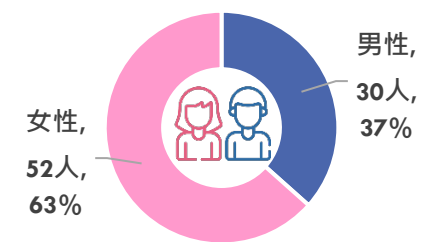
Note: (1) Employee data are as of December 31, 2025. (2) the diversity ratio equals employees with disabilities divided by total employees in each category. (3) the number of non-employee workers remained stable compared with the previous year.

The University uses Ministry of Education funding to reward outstanding contributions in teaching, research, industry collaboration, and service, helping retain excellent faculty. Administrative duties and salaries are adjusted in response to staffing changes to strengthen employee retention.

Employee Turnover Gender Ratio Chart



New Employee Gender Ratio Chart

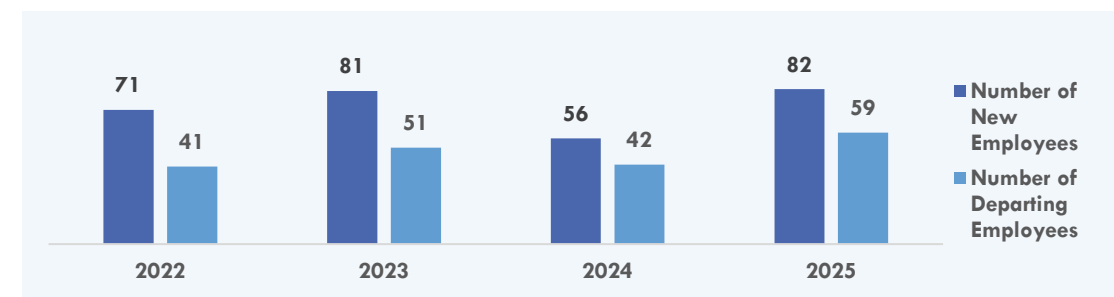


2023-2025 Number of Departing and New Faculty and Staff by Age Group

Gender		Number of Departing Employees						Number of New Employees					
		Female			Male			Female			Male		
Year	Age	<30 years old	30-50 years old	30-50 years old	<30 years old	30-50 years old	30-50 years old	<30 years old	30-50 years old	30-50 years old	<30 years old	30-50 years old	30-50 years old
2023	Headcount	9	17	1	9	12	3	16	21	5	15	17	7
	Total	27			24			42			39		
2024	Headcount	8	14	3	7	8	2	13	11	6	11	13	2
	Total	25			17			30			26		
2025	Headcount	13	23	3	6	12	2	23	24	5	11	18	1
	Total	39			20			52			30		

Note: Employee turnover and new hires were recorded from January 1 to December 31, 2025.

Number of Departing and New Faculty and Staff (Unit: Headcount)



◆ Faculty and Staff Development and Training

Each year, the University offers nearly 100 faculty development activities, including digital teaching, data security, and software training.

In 2025, it funded 186 faculty training and conference applications, 49 professional certification applications, and 66 administrative staff training applications.



Academic Year 2024 Faculty and Staff Participation in Training

Category / Gender		Training Hours	Number of Faculty/Staff	Average Training Hours
Full-time Faculty	Female	6,085	120	50.71
	Male	5,765	251	22.97
Full-time Administrative Staff	Female	537	459	1.17
	Male	353	586	0.6

Utilization of Subsidy Funds

Year	Faculty Workshop Subsidies		Faculty Certification Subsidies		Staff Workshop Subsidies	
	Cases	Amount (NTD)	Cases	Amount (NTD)	Cases	Amount (NTD)
2023	143	1,086,123	56	642,469	12	59,584
2024	253	1,917,701	40	417,707	40	93,561
2025	186	1,556,439	49	334,040	66	213,698

◆ Faculty and Staff Annual Evaluation and Promotion Mechanism

The University conducts annual staff evaluations under its Faculty Evaluation Regulations and Staff and Maintenance Worker Performance Appraisal Regulations. Faculty undergo annual evaluations and a comprehensive review every three years, while staff are assessed on performance, competence, and service.

In academic year 2024–25, 92.5% of eligible employees completed their evaluations. of these, 3.54% did not pass, mainly due to insufficient scores or excessive leave. All received follow-up counseling, with outcomes reported to the President.

Academic Year 2024 Faculty and Staff Evaluation

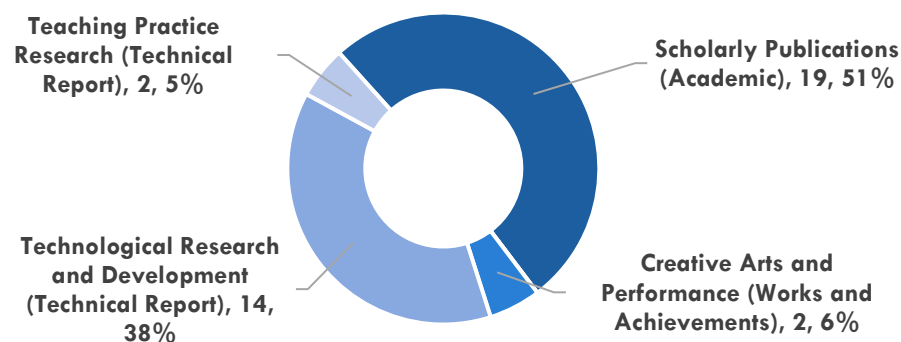
Category	Number Evaluated		Headcount				Ratio (%)
	Female	Male	Female	Male	Female	Male	
Full-time Faculty	117	256	373	121	259	380	98.16%
Administrative Staff	109	87	196	111	88	199	98.49%
Contract Staff	80	66	146	112	82	194	75.26%
Total	306	409	715	344	429	773	92.50%

The University reviews full-time faculty promotion applications each semester. From academic years 2022–23 to 2024–25, 37 faculty members were promoted: 18 to associate professor (48.65%), 13 to professor (35.13%), and 6 to assistant professor (16.22%). Publications remained the primary pathway, accounting for 19 promotions (51.35%).

Alternative pathways—including teaching practice research, technological innovation, and creative arts—have grown steadily. the University will continue providing guidance to advance faculty achievements in teaching, research, and industry collaboration.

Teaching Practice-Based Faculty Promotion	Faculty who integrate USR into courses, advance local engagement and talent development, or demonstrate innovative teaching methods and measurable improvements in student learning may apply for promotion through a teaching practice technical report.
Industry Practice-Based Faculty Promotion	Faculty who integrate USR into teaching may apply for promotion through scholarly works, technical reports, or creative works arising from research and industry collaboration.

Academic Years 2022-2024 Proportion of Faculty Promotion Types



◆ Faculty and Staff Compensation, Benefits, and Parental Leave Applications

The University maintains a fair compensation system under its Employee Compensation Regulations, with annual salary increments based on performance evaluations. Compensation is administered through institutional regulations and procedures rather than an independent remuneration committee.

Since January 2024, faculty salaries have aligned with public university standards. Holiday bonuses were discontinued, with resources redirected toward improving employee compensation and retention.

Compensation, Benefits, and Retirement Information



◎ Faculty and Staff Benefits



Under the Employee Welfare Guidelines, the University provides statutory insurance and pensions, health checks, employee trips, recreational activities, family-related subsidies, gifts, and wellness clubs to support employee well-being, work-life balance, and workplace engagement.

Employees may also take unpaid leave for childcare, family care, further education, or other statutory reasons, with the right to resume their positions and salaries upon return.

2025 Parental Leave Without Pay and Return-to-Work Status

Item	Male	Female	Total
Employees Taking Parental Leave in 2025	1	9	10
Employees Due to Return from Parental Leave in 2025 (A)	0	6	6
Employees Who Returned as Scheduled in 2025 (B)	0	5	5
Employees Who Returned from Parental Leave in 2024 (C)	1	4	5
Employees Still Employed 12 Months After Returning in 2024 (D)	1	4	5
Return-to-Work Rate (%) = B/A	-	83.33%	83.33%
Retention Rate (%) = D/C	100%	100%	100%

Promoting A Family-Friendly Campus



The University provides three private and well-equipped lactation rooms, recognized with an Excellence Award by Kaohsiung City. The CSU Affiliated Preschool offers quality childcare from 7:30 a.m. to 6:00 p.m., with enrollment and monthly fee subsidies for employees' children, supporting work-family balance.

◆ Occupational Safety and Health Committee Operations

To prevent occupational hazards and protect campus safety and health, the University implements its Environmental Safety and Health Policy, Occupational Safety and Health Management Regulations, and Occupational Safety and Health Operating Standards.

The President chairs the Occupational Safety and Health Committee, while senior administrators oversee implementation across departments. The regulations cover all applicable campus workplaces and protect faculty, staff, students, contractors, and suppliers.

◎ Preventing Workplace Violence and Harassment

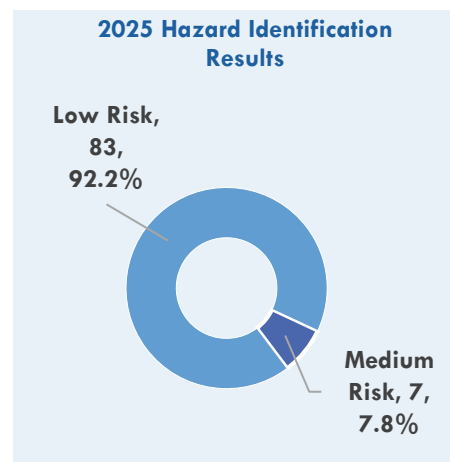
Cheng Shiu University maintains policies and procedures to prevent workplace violence, threats, bullying, and harassment. Regular risk assessments and surveys identify potential hazards. The University adopts zero tolerance and provides a dedicated grievance channel (envir@gcloud.csu.edu.tw) to protect employees, students, and campus safety.



◆ Hazard Identification and Risk Assessment

The University implements its Hazard Identification and Risk Assessment Procedures to manage campus safety risks. Assessments are updated annually and whenever new equipment, processes, or procedures are introduced.

In 2025, 90 hazards were identified: 83 low-risk and 7 medium-risk cases.

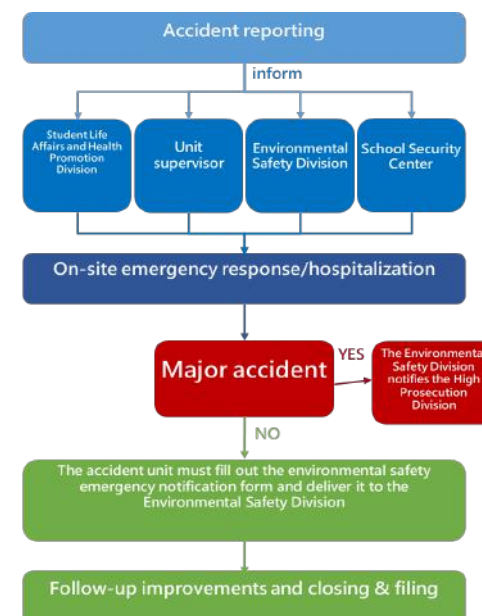


◎ Hazard Identification, Risk Assessment, and Risk Control Planning Process and Risk Levels

Risk Level	Risk Control Planning
5 - Critical Risk	Immediate risk mitigation measures must be implemented. Operations should not begin or continue until the risk is reduced.
4 - High Risk	Risk control measures must be implemented within a specified timeframe. Operations should not start until risks are reduced. Significant resources may be required. If current operations present high risk, mitigation must be expedited.
3 - Medium Risk	Efforts should be made to reduce risks, such as: ▶ Gradually implementing mitigation measures based on cost or financial considerations to lower the proportion of medium risks. ▶ ▶ for medium risks with major or critical severity, further assess the likelihood of occurrence and use the results as a basis for improving control measures.
2 - Low Risk	No immediate mitigation measures are required, but the effectiveness of existing safeguards must be ensured.
1 - Minor Risk	No mitigation measures are required, but the effectiveness of existing safeguards must be ensured.

Employees may leave work immediately upon identifying danger and report it to their supervisor without dismissal, reassignment, retaliation, wage loss, or other adverse action.

Occupational accidents and near misses involving University units or contractors must follow the Incident Reporting Procedure shown at right. Under the Occupational Safety and Health Management Regulations, annual safety training is provided. The Contractor Safety and Health Guidelines require pre-entry work applications, hazard notification, on-site inspections, and timely corrective action.



Occupational Safety and Health Management Training Programs in 2025

Course	Total Course Hours	Number of Participants
Safety and Health Training for New Employees and Graduate Students	504	168
Toxic and Concerned Chemical Substances Hazard Training	60	20
Radiation Protection Training	69	23
General In-Service Safety and Health Training	1,653	551
Total	2,286	762

◎ Occupational Injury Statistics for Faculty and Staff

In 2025, no occupational injuries or illnesses were reported among University employees or contractors.

Item	Male	Female	Total
Total Working Hours (hours)	2,157,038	1,623,490	3,780,528
Total Number of Occupational Injuries	0	0	0
Number of Serious Occupational Injuries (excluding fatalities)	0	0	0
Number of Occupational Fatalities	0	0	0
Recordable Occupational Injury Rate (%)	0	0	0
Serious Occupational Injury Rate (%)	0	0	0

Note: (1) occupational injury statistics exclude commuting accidents. (2) recordable occupational injury rate = (total occupational injuries ÷ total hours worked) × 1,000,000.

◆ Faculty and Staff Health Promotion

Supported by the Ministry of Education's Healthy Campus Program, the University promotes employee well-being through health management, education, and physical activities.



▲ University-Wide Employee Tennis Tournament

In academic year 2024–25, fitness classes, campus walks, tennis competitions, and health seminars encouraged active lifestyles, reduced workplace stress, and fostered a healthy, supportive workplace. Supported by the Ministry of Education's Healthy Campus Program, the University promotes employee well-being through health management, education, and physical activities.

Activity	Participation Details
On-Site Occupational Health Service	Supported one maternal employee and followed up with 21 employees with major health abnormalities.
General and Special Health Examinations	Analyzed health screening results for 432 employees and provided follow-up consultations.
Campus and Niaosong Wetland Walk	Promoted fitness and stress relief, with 205 participations.
Employee Fitness Club	Held two multifunctional training sessions, with 56 participations.
Influenza Vaccination	Vaccinated 58 employees aged 50 or above.
COVID-19 Booster Vaccination	Vaccinated 30 employees.
Advisor Meeting and Health Seminar	Delivered a coronary heart disease seminar, with 221 participations.
Gender Diversity and HIV/AIDS Education	Held three educational activities, with 262 participations.
Community Health Promotion	Partnered with healthcare and government agencies on health and environmental awareness, with 60 participations.
University-Wide Employee Tennis Tournament	Promoted physical activity and cross-unit engagement, with 32 participants.



▲ Niaosong Wetland Walk



▲ Employee Fitness Club – Multifunctional Training Class

2-6 Privacy Protection and Information Security

GRI 3-3、418-1 / SDG 16.10
SASB SV-ED-230a.1、SV-ED-230a.2、SV-ED-230a.3

◆ Information Security Management Policy

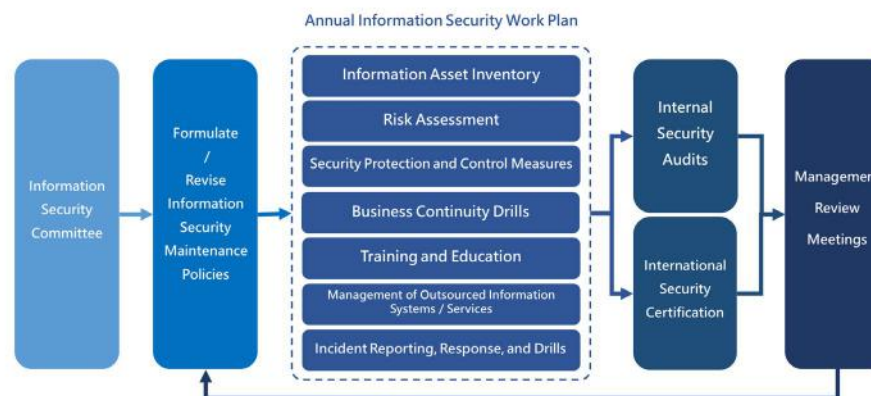
To safeguard data, systems, equipment, and networks, the University implements its Information and Communication Security Policy and Information Security Management System (ISMS).

The Information Security Management Committee annually reviews security performance, stakeholder feedback, emerging issues, and risk assessments to ensure policy effectiveness.

Information Security Awareness Platform



Information Security Management System Implementation Flowchart



◆ Information Security Incident Management and Actions

Suspected cybersecurity incidents are assessed and reported under the Information Security Incident Management Procedures. In 2025, the University recorded three non-material incidents, none involving personally identifiable information.

The University strengthens cybersecurity through smart campus systems, upgraded IT infrastructure, vulnerability scanning, and penetration testing.



▲ Internal Personal Data Protection Audit



▲ Information Security Training

Develop Smart Campus Administration System	Build Smart Campus Administration System	Develop a high-quality, non-quantitative smart campus administration system based on the needs of all administrative and academic units.
	Expand System Functions	Gradually expand and add functions to existing systems to meet regulations, align with administrative processes, and improve efficiency.
	Upgrade Systems for Higher Performance	Upgrade and revamp systems, adopting mainstream application technologies to enhance development and maintenance performance.
	Enhance System Security	Follow information security standards, improving systems annually through vulnerability scanning and penetration testing to strengthen overall security.
Strengthen Campus Information Infrastructure	Establish High-Speed Campus Network	Continuously replace outdated network equipment, wiring, and wireless infrastructure, while enhancing data center operations management.
	Create Advanced Computing Environment	Expand virtual platforms for teaching, research, and projects, as well as the CSU Cloud Desktop, and promote the use of public cloud services.

◆ Information Security Training

The University regularly conducts training and internal and external audits to strengthen information security and personal data protection awareness. In 2025, the Office of Library and Information Services held eight training sessions, attracting 1,473 participants.



▲ Seminar on AI and Cybersecurity

◆ Personal Data Protection

To safeguard personal data, the University has issued a Privacy Protection Statement and established policies in compliance with applicable regulations.

The University operates a Personal Information Management System (PIMS) and a dedicated committee to oversee data protection. It obtained BS 10012 certification following an SGS audit in August 2024. No personal data breaches occurred in 2025.

◎ Key Controls for Personal Data Protection

- Ensure compliance with all applicable regulations on personal data protection.
- Verify that the collection, processing, and use of personal data do not exceed the authorized scope.
- Confirm that the personal data protection organization is established in accordance with regulations.
- Review annually whether the retention of personal data files meets legal requirements; regularly update inventory accuracy and conduct risk assessments.
- Ensure that cross-unit data transfers are reviewed and approved by authorized units, with records maintained.
- Manage the collection, storage, and disposal of personal data in accordance with established procedures.
- Safeguard the rights of data subjects as stipulated in the Data Subject Rights Management Regulations.
- When outsourcing personal data processing, sign a written contract and comply with legal notification requirements for data collection and processing.
- Implement emergency response measures in the event of a personal data security incident.

◆ Information Security and Personal Data Management System Certification

The University conducts regular third-party audits of its information security and personal data management systems to safeguard data confidentiality, availability, and integrity.

In 2025, six core administrative systems remained certified under ISO 27001:2022, with an external audit completed on June 30 to maintain certification validity.

For personal data management, external consultants supported system maintenance and internal audits covering four designated units in 2025. International certification for personal data management was discontinued in favor of consultant-assisted internal auditing.

ISO 27001 Information Security Management System (ISMS) Certification

- **2018:** Obtained ISO 27001:2013 certification for student records, staff attendance, data center operations, and network infrastructure.
- **2021:** Expanded the scope to include continuing education admissions and student worker insurance systems.
- **2023:** Renewed certification for four core systems.
- **2024:** Expanded certification to six core systems and obtained ISO 27001:2022 certification following an external audit in August.
- **2025:** Renewed certification for all six core systems.

BS 10012 Personal Information Management System (PIMS) Certification

- **2017:** Implemented a University-wide Personal Information Management System (PIMS) and obtained BS 10012:2017 certification.
- **2020:** Audited five units with high personal data risks.
- **2023:** Expanded certification audits to six designated units and renewed certification.
- **2024:** Conducted consultant-assisted internal audits of three units and continued related procedures.
- **2025:** Conducted consultant-assisted internal audits of four units and maintained personal data protection procedures.

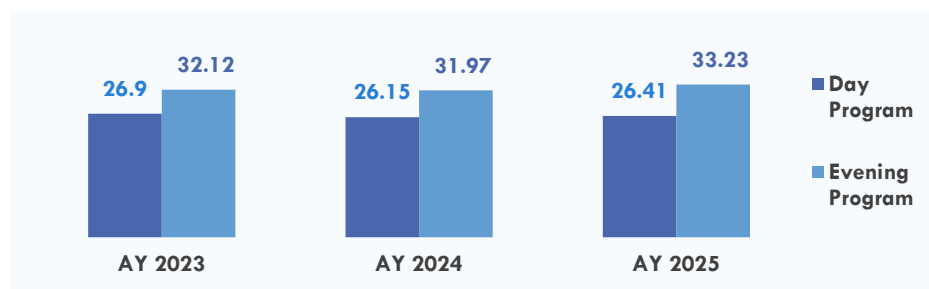
2-7 Teaching Resources and Learning Environment

GRI 3-3、203-1 / SDG 9.1、9.4、9.c

◆ Enhancing Infrastructure and Teaching Facilities

CSU's campus covers approximately 9.75 hectares, with 215,168 m² of building floor space. Under the Standards for Institutional Scale and Resources of Junior Colleges and Higher Education Institutions, the average floor space per student is 26.41 m² for daytime programs and 33.23 m² for continuing education programs, both exceeding regulatory requirements.

Average Floor Area Per Student (m²/person)

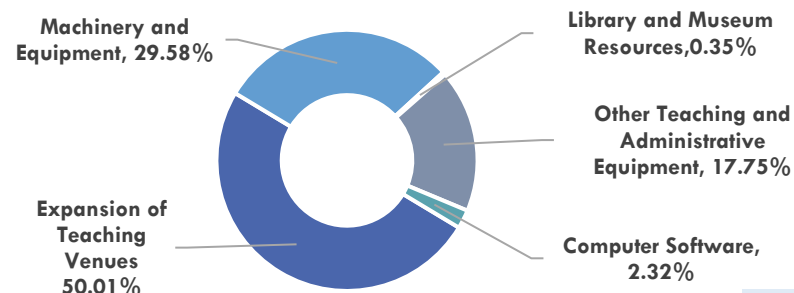


To enhance campus facilities and resources, CSU continues to upgrade systems, replace outdated equipment, and improve space utilization. In the 2024–2025 academic year, CSU invested NT\$336.92 million in teaching resources, equipment, systems, and facilities.

Investment in Teaching Facilities and Equipment (Unit: NTD)

Category / Academic Year	2022	2023	2024
Expansion of Teaching Venues	-	172,608,930	174,084,512
Machinery and Equipment	171,738,147	236,603,051	102,971,941
Library and Museum Resources	20,555,108	3,188,809	1,232,967
Other Teaching and Administrative Equipment	33,089,875	86,120,878	61,776,260
Ongoing Construction and Space Development	150,871,586	(93,162,582)	(11,216,034)
Equipment Rentals (e.g., Drilling Machines, Vehicles)	-	0	0
Technology Center Facility Construction and Rentals	5,459,200	2,600,000	0
Computer Software	11,299,910	13,518,700	8,066,068
Total	393,013,826	421,477,786	336,915,714

Proportion of Teaching Facilities Investment in the 2024 Academic Year



◆ Building an Accessible Campus

The University continuously upgrades accessible facilities to create a barrier-free campus and ensure equal access to learning resources and educational services for all students.

Accessible Facilities

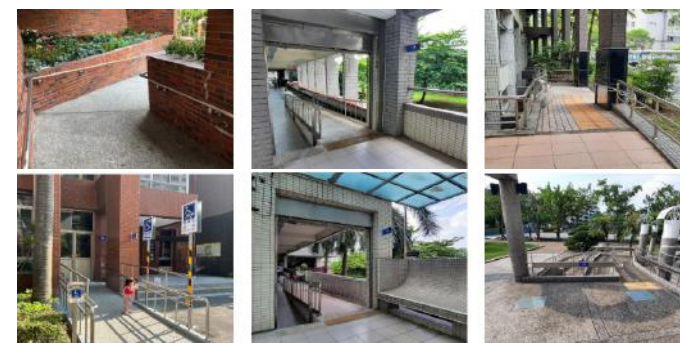


◎ Promoting Information Accessibility and Communication Support

To ensure information accessibility for students with special educational needs, CSU provides a Campus Accessibility and Safety Map showing accessible facilities, restrooms, wheelchair charging stations, and emergency call buttons. Each semester, the Special Education Resource Center assesses student needs and adjusts assistive equipment and support services accordingly, fostering an inclusive learning environment.



▲ Campus Accessibility Map





▲ Electric Wheelchair Charging Station

◆ Expanding Library and Online Resources

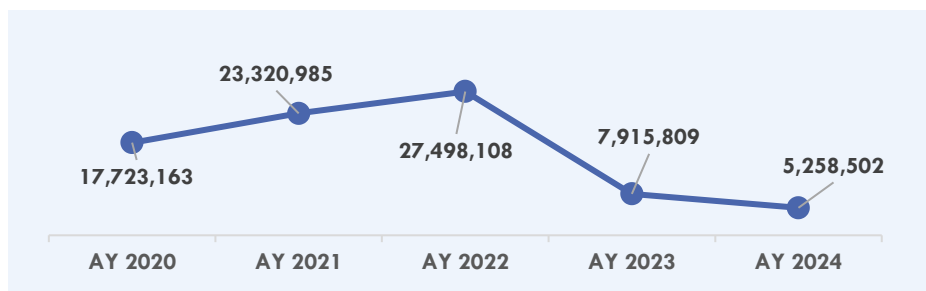
The University's library resources include books, journals, e-resources, audiovisual materials, and other collections. In the 2024–2025 academic year, approximately NT\$5.26 million was allocated to library resources, with priority given to expanding digital content.

The University also participates in national and regional interlibrary networks to enhance resource sharing and supplement its collections.



▲ Academic Research Resource Contribution Award

Library Resource Expenditures (Unit: NTW)



Library Resource Circulation Statistics

Academic Year	Books (Volumes)	E-books (Titles)	Databases (Subscriptions)	Total
2022	28,340	19,434	318,150	365,924
2023	24,197	14,636	345,504	384,337
2024	15,668	14,601	226,832	257,101

Library Collection Overview

Category	Type		Academic Year 2022	Academic Year 2023	Academic Year 2024
Books	Chinese Books (volumes)		252,974	254,209	254,107
	Western Books (volumes)		56,774	56,734	56,734
	Bound Journals (volumes)		10,680	10,680	56,734
Journals	Newspapers		9	10	10
	Journals	Chinese/Japanese (titles)	316	10	262
		Western (titles)	12	262	7
Electronic Resources	CDs and Online Databases (titles)		26	17	19
	E-journals (titles)		82,802	11,836	13,746
	E-books (volumes)		167,681	171,228	172,261
Non-book Materials	Audiovisual Materials (items)		29,068	29,386	29,443
Others	Others (items)		108	108	108
Total Collection (items/volumes)			600,450	534,535	537,377

Library Services and Usage Statistics

Academic Year	Library Visits (persons)	Interlibrary Loan Requests		Database Searches (times)	“Book of Love” Service	
		Outgoing	Incoming		Boxes Loaned	Supported Units
2022	118,044	13	4	318,150	202	134
2023	133,101	9	1	345,504	173	131
2024	88,138	9	3	226,832	182	104

◆ Library Resource Promotion

The Office of Library and Information Services regularly hosts its Library and Arts Month, featuring book exhibitions, reading campaigns, films, lectures, and workshops. In 2025, the themes “AI in Action” and “Celebrity Reading Picks” promoted AI literacy and highlighted recommended books from Taiwanese, Japanese, and Korean celebrities, fostering campus-wide reading and learning.





▲ “AI Know-It-All” Celebrity Lecture



▲ AI Music Party: Library Closing-Time Music Creation

◆ Electronic Resources User Education

Database training—including CEPS, Turnitin, SDOL, WOS/JCR, EDS, and EBSCO Discovery Service—along with graduate research resources and e-book workshops, supported faculty and students in research, academic writing, and publication.

Academic Year	Activity Type	Sessions	Participants
2024	Database Training Courses	10	154
	Graduate Student Library Resource Training	6	89
	E-book Training	5	206

AI in Action: Exploring Creative Applications

To strengthen AI literacy and digital creativity, the Office of Library and Information Services organized hands-on AI activities during its annual Arts Month. Students used generative AI to design personalized T-shirts, turning ideas into finished products without requiring drawing skills. The Office also created AI-generated closing music for the library, demonstrating AI’s creative applications in art and campus life.



◎ CSU Cloud Desktop

To support digital learning and remote work, CSU launched CSU Cloud Desktop, providing faculty, staff, and students with anytime, anywhere access to a virtual desktop environment.



◆ Promoting Digital Learning and Educational Resource Sharing

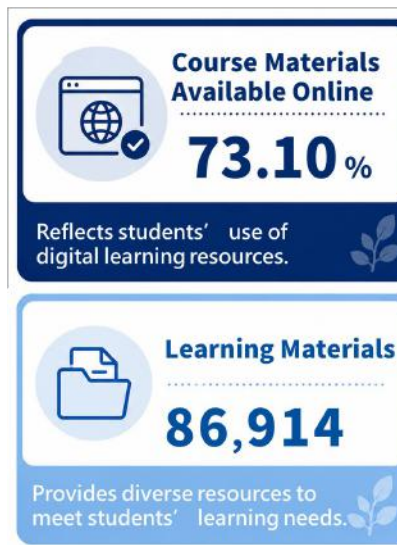
In response to digital learning trends, CSU continues to advance digital education, resource sharing, and teaching infrastructure. Its Digital Learning Course (Distance Education) Guidelines ensure course quality and support an open, inclusive learning environment.

Eclass 2.0 Digital Learning Platform



◎ Digital Learning Development

Since 2014, CSU has promoted digital learning and adopted the e-class 2.0 Platform campus-wide in 2021. The platform hosts approximately 7,000 courses annually, with over 70% of materials available online. In 2024–2025, CSU offered 249 digital courses and shared them through the Southern Taiwan Intercollegiate Course Platform, expanding access and resource sharing.



3 Educational Performance

CSU excels in teaching, research, and student development, delivering high-quality, future-focused, and practice-oriented education.



• Priority stakeholders: Students 、 Parents 、 Local Communities and the Public 、 Suppliers 、 Alumni 、 High Schools.

• Corresponding material topics: Financial Aid Measures 、 Research & Industry-Academia Collaboration 、 Student Internships & Employment 、 Student Physical & Mental Well-being

• Campus Sustainability Highlights:

- CSU Wins MOE Friendly Campus Award for Its “LIFE: Diversity, Equity, and Inclusion” Campus
- CSU Recognized by MOE for Excellence in Special Education and an Inclusive Campus

3-1 Teaching Quality and Admissions

3-2 Learning Support and Financial Aid Measures

3-3 Academic and Research Performance

3-4 Industry-Academia Collaboration and R&D Patents

3-5 Friendly Campus

3-6 Career Development, Internships, and Employment

3-7 Sustainable Education

3-1 Teaching Quality and Talent Development

GRI 3-3 / SDG 4.2、4.3、4.4、4.7、17.17

◆ Mechanisms for Enhancing Teaching Quality

Ensuring teaching quality is CSU's top strategic priority. Major Ministry of Education grants—including the Teaching Excellence Project, Model University of Science and Technology Project, and Higher Education Sprout Project—have supported continuous improvements in facilities and teaching.

Since 2006, CSU has advanced student learning, faculty teaching, curriculum design, and quality assurance to strengthen innovative soft skills (i-soft power) and practical expertise (i-hard power).



◆ Curriculum Planning – Industry-Aligned Course Innovation

CSU's Curriculum Development Committee applies a three-tier review system to ensure relevant, forward-looking curricula. Meeting at least once per semester, it reviews departmental curricula and promotes interdisciplinary credit programs.

◎ Three-Tier, Three-Stage Review System of the Curriculum Committee



◎ Industry-Oriented Curricula and Practical Modules

Since 2022, CSU has aligned curricula with industry trends and national policies through regular reviews, updating 10–20% of professional courses every one to two years.

Industry experts contribute to curriculum design, teaching, practical projects, modular courses, and internships. Industry-mentored projects and national competitions further strengthen students' interdisciplinary, problem-solving, practical, and career-ready skills.



▲ Civil Engineering BIM Program Recognized by the Ministry of Labor



▲ Students Visit an Industry Partner

◆ Faculty Teaching – Strengthening Academic-Industry Linkages

To strengthen practice-oriented teaching and industry engagement, CSU requires full-time faculty to complete at least six months of industry-based training, service, or research every six years, in accordance with Article 26 of the *Technical and Vocational Education Act*.

All eligible faculty completed the first cycle (2015–2021). As of March 2026, 135 of 347 faculty members (38.9%) had completed the second cycle, with 100% completion targeted by 2027.

In 2025, all eight faculty members subject to the statutory deadline completed the requirement. CSU promotes industry collaboration, training, visits, and applied research, enabling faculty to integrate current industry practices into teaching and research while strengthening students' practical skills and employability.

◎ Innovative and Digital Teaching

CSU promotes PBL, flipped classrooms, interdisciplinary learning, and diverse assessments to strengthen student engagement and practical skills. Its Innovative Teaching Poster Competition encourages interdisciplinary exchange and the sharing of teaching practices.

Faculty development communities support professional growth and industry-connected teaching. In 2025, 46 communities organized 138 activities, attracting 433 faculty participations.



▲ Faculty Community for Local Culture and Social Responsibility

◎ Teaching Practice Research Program

CSU supports teaching innovation through MOE grants and internal incentives for instructional materials and practice-based courses. Projects cover EMI, digital learning, sustainability, and life education. In 2025, 16 of 53 proposals were approved.

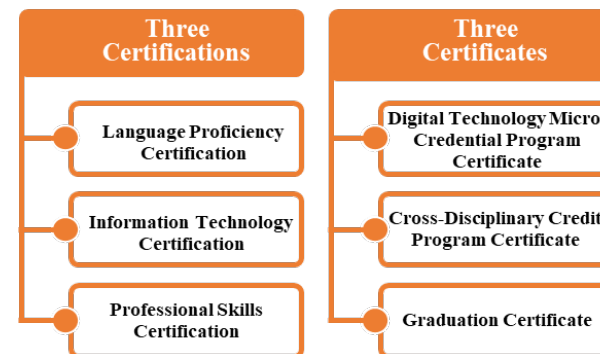
Integrated research, faculty communities, funding, and outcome showcases promote wider application. A flexible promotion system also recognizes teaching practice research achievements.



▲ Teaching Practice Research Proposal Writing Workshop

◆ Student Learning – Strengthening Professional Skills and Promoting Interdisciplinary Development

CSU's **33 Program** equips students with three certifications—language, IT, and professional—and three credentials in digital technology, interdisciplinary studies, and degree completion, strengthening practical expertise and career readiness.



◎ Professional Certification Support

CSU operates Ministry of Labor-accredited testing facilities for 23 occupations and 32 certification levels, integrating theory with hands-on training to strengthen students' technical skills and employability.

Certification courses, on-demand testing, and Professional Certification Scholarships support students in obtaining industry-relevant credentials.



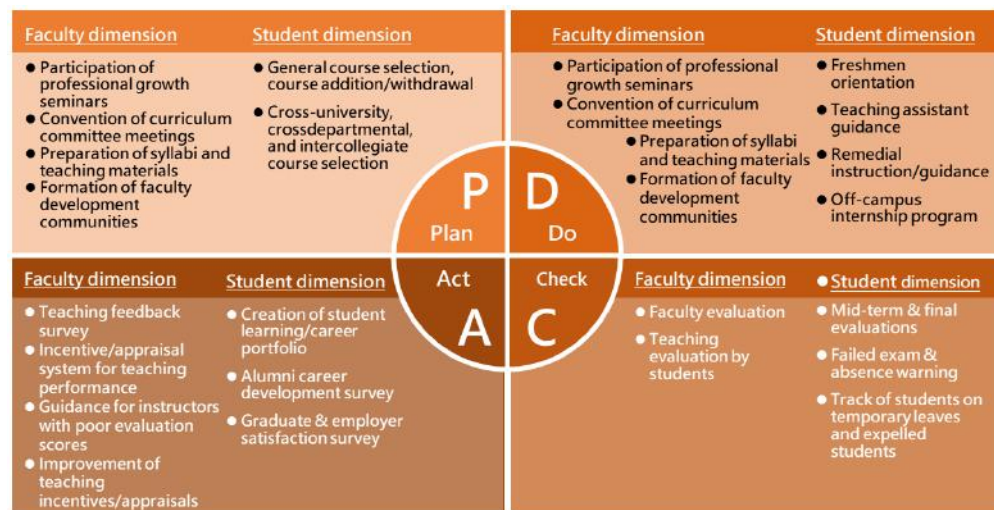
In 2025, 328 teaching assistants and tutors provided academic support. CSU also offered 16 IT and 50 professional certification courses, including solar photovoltaic installation, mechatronics, and big data analytics.

The average pass rate reached 77.4%, with 2,628 certifications earned, targeting 10% annual growth.



▲ Practical Training for Professional Skills Certification

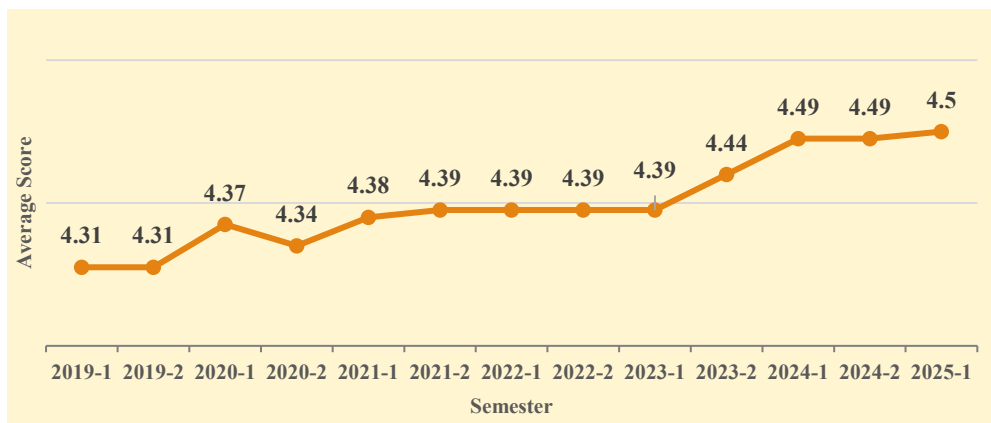
◆ Teaching Quality Assurance – PDCA Framework



CSU applies the PDCA cycle to enhance teaching quality through regular evaluations, course surveys, and targeted faculty support.

In Academic Year 2024, 4,568 of 7,058 courses were evaluated, and all three faculty members requiring support completed improvement programs. In the first semester of Academic Year 2025, the response rate reached 76.77%, with an average score of 4.50, reflecting consistently strong teaching quality.

Faculty Teaching Evaluation Score



◆ AI-Enabled Talent Development

In response to rapid AI development and industry demand, CSU is expanding AI facilities and advancing 3i Empowerment to cultivate AI application talent and future-ready skills. Government-funded initiatives—including the MOE Practical Training Facility Enhancement Project and Smart Rainforest Talent Development Project—have secured over NT\$70 million in grants.



◎ AI-Enhanced Professional Learning Spaces

In 2025, CSU established dedicated AI learning spaces in 10 departments, ranging from AI-integrated electrical engineering labs to smart scalp care classrooms. This “Professional Learning × AI Application” model equips students to apply AI to improve efficiency, decision-making, and practical value creation.

Department of Cosmetics and Fashion Styling

AI Smart Scalp Care Lab

The lab integrates AI skin and scalp analysis with professional diagnostic equipment, supporting courses in skin physiology, smart scalp care, and hairstyling while strengthening students’ beauty technology and practical skills.



◎ Digital Learning and AI-Integrated Courses

CSU integrates AI and interdisciplinary practice across engineering, business, healthcare, tourism, and digital content programs. In 2025, CSU partnered with III's Digital Education Institute to establish southern Taiwan's first practice-based generative AI teaching and certification hub.

The Digital Course Development and AI Teaching portal and Generative AI Tools Guide provide shared resources for teaching, research, and learning. In Academic Year 2025, 1,691 of 6,659 courses (29.39%) incorporated AI content or AI-assisted teaching.



▲ CSU-III Partnership on AI Learning Materials and Certification

◎ TAICA Artificial Intelligence Program

As a member of the MOE-supported Taiwan Artificial Intelligence College Alliance (TAICA), CSU recognizes completed courses toward interdisciplinary programs and graduation credits.

In 2025, faculty from four departments jointly delivered five AI courses, attracting 139 cross-university enrollments with a 93.53% pass rate, demonstrating effective AI talent development and inter-university resource sharing.



▲ Taica Course Enrollment Information Session



▲ Generative AI Course Support

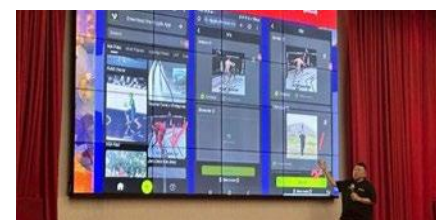
TAICA Course Support and Incentives



◎ Faculty Development in AI and Digital Teaching

CSU provides training in digital platforms, course management, presentation design, intellectual property, AIGC materials, and AI-generated images, supported by robust digital infrastructure and teaching resources.

In 2025, CSU delivered 14 sessions totaling 41 hours and established 12 faculty communities focused on integrating generative AI into curricula, strengthening digital teaching, research, assessment, and instructional innovation.



▲ Teaching Strategies for the AI Era



▲ Faculty Sharing on Generative AI-



▲ Turnitin Similarity-Checking System Workshop

◎ AI-Assisted Academic Research

CSU integrates AI-powered search and semantic analysis into its EDS discovery platform to improve research efficiency. Turnitin similarity checks and AI-writing detection further strengthen academic integrity and research quality.

Thesis Screening and Electronic Database Usage

Academic Year	Number of Users	Theses Screened	Database Searches
2022	20,978	2,973	318,150
2023	11,385	2,091	345,504
2024	12,631	1,658	226,832

◆ Interdisciplinary Learning and Credit Programs

CSU promotes interdisciplinary learning through structured credit programs and flexible study pathways to strengthen students' career readiness.

In Academic Year 2025, CSU offered 38 credit and microprograms. Over 40% incorporated AI content in smart manufacturing, cloud applications, and smart retail. New programs in generative AI and smart living further develop students' interdisciplinary and practical AI skills.



▲ Water-Cooled PC Assembly Workshop



▲ Practical Drone Operation



▲ Basic Electronics Applications



▲ Introduction to Artificial Intelligence

◆ Admissions Strategy

In response to demographic decline, CSU focuses on targeted recruitment, diverse admission pathways, and international outreach. Enrollment reached 14,623 students in Academic Year 2025, demonstrating institutional resilience.

The Office of Admissions uses data analytics to develop differentiated recruitment and selection strategies. CSU also offers programs from associate to graduate levels and promotes the 3+2 New Five-Year Junior College Program, strengthening vocational pathways and career preparation.

The International Foundation Program recruits Southeast Asian students and integrates Mandarin training with professional education to meet key industry needs. Scholarships and learning support further enhance enrollment and student retention.

Through data-driven decisions, industry partnerships, and international recruitment, CSU maintains sustainable enrollment and institutional competitiveness.

New Student Service Platform



▲ Vocational Education Experience Program for Junior High School Students



▲ Campus Visit for Vocational High School Students

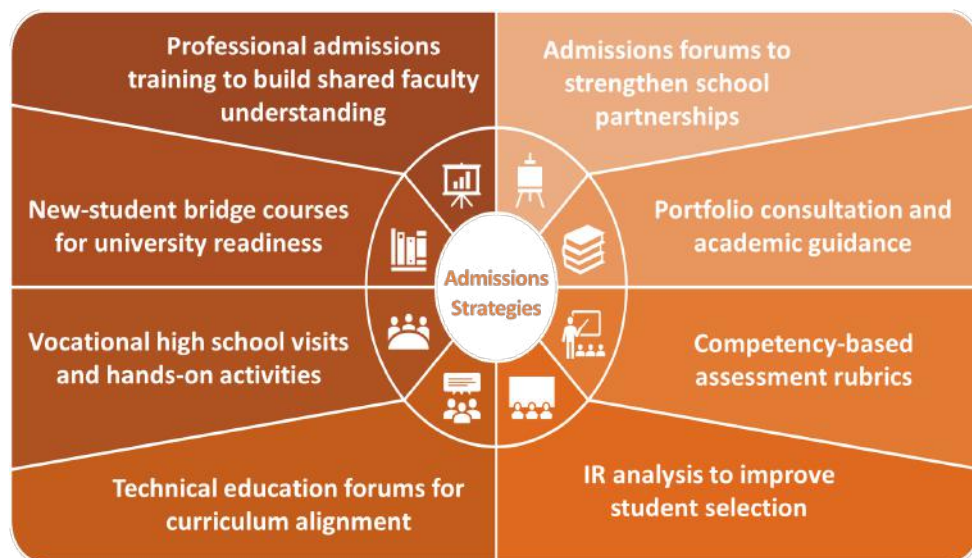


▲ Assessment Rubric Information Session



▲ Admissions Training Workshop

◎ Targeted Recruitment and Vocational High School Pathways



◆ Teacher Education and Guidance

The Center for Teacher Education provides pre-service teacher training that combines required coursework with hands-on teaching practice. Digital teaching workshops, competency assessments, and tutoring services for underserved students strengthen practical skills while advancing community engagement.



▲ Teaching Demonstration Assessment



▲ Competency-Based Teaching

Short-Term Goals (2025-2026)

- Develop smart classrooms and strengthen pre-service teachers' AI-integrated teaching skills.
- Provide annual teacher certification exam preparation to improve pass rates.
- Conduct two teaching competency assessments annually to enhance employability.

Mid-Term Goal (2027-2028)

- Strengthen secondary school partnerships to expand practicum opportunities for pre-service teachers.

CSU passed the MOE Teacher Education Evaluation in Academic Year 2020, recognizing its commitment to teacher preparation. Its secondary teacher education program integrates university and partner-school resources to cultivate future-ready educators.



In 2025, 90% of students passed the teaching competency assessment, and 10 graduates secured permanent teaching positions in public junior high schools. Pre-service teachers also supported rural and disadvantaged students through the Schweitzer Education Service and Digital Learning Companion programs, earning dual MOE awards for 10 consecutive years.

Bringing Summer Support to Mitu: the Schweitzer Spirit in Action



In summer 2025, CSU pre-service teachers provided three weeks of educational service at Mitu Junior High School. Interdisciplinary activities supported new students' transition while advancing teaching practice, community care, and university social responsibility.



3-2 Student Support and Financial Aid

GRI 3-3 / SDG 1.4、3.4、4.5、4.a

Cheng Shiu University provides comprehensive academic and personal support through study-skills guidance, tutoring, psychological counseling, and individual and group services.

As withdrawals and dismissals are often linked to academic interests, employment, personal circumstances, or failure to resume studies, the University promotes learning support, mental health care, scholarships and financial aid, and early intervention mechanisms to reduce financial pressure and identify students at risk. These measures strengthen student retention, well-being, and learning outcomes.

◆ Counseling and Guidance Services

Through diverse support mechanisms and emotional screening, the University identifies at-risk students early and provides timely counseling to enhance mental well-being, learning adjustment, quality of life, and student retention.

Mechanism	Item	Description
Guidance	Advisor Guidance	The University supports advisors with practical resources and performance reviews. In AY 2024–2025, overall student satisfaction with academic advising reached 4.24 out of 5.
	Attendance Counseling	Under the Student Absence Early Warning and Counseling Regulations, progressive interventions are initiated after 10, 20, and 45 hours of absence, including notification, advisor counseling, and parent meetings.
	Counseling for Students Considering Leave or Withdrawal	Under the Student Suspension and Withdrawal Guidelines, students receive counseling from advisors and department heads before applying. If unresolved within two weeks, they may proceed with parental consent.
	High-Risk Emotional Screening	The Ministry of Education's College Student Mental Health Care Scale is used to identify, support, and monitor high-concern students.
Counseling and Consultation	Psychological Counseling Services	College social workers conduct initial assessments and case management for students identified through screening, referrals, or self-referral. Based on individual needs and risk levels, students receive psychological counseling, assessments, group counseling, or other support. Professional counselors undergo regular individual and group supervision to ensure service quality.
	On-Campus Psychiatric Consultation	Medical consultations provide students with medication guidance while helping social workers and counselors better understand their needs and deliver appropriate support.

◎ High-Risk Emotional Screening

High-concern students requiring targeted intervention are identified through first-semester emotional screening, followed by assessment, monitoring, and case management. The University connects them with appropriate on- and off-campus resources and provides a safe, supportive environment for professional counseling and emotional support.



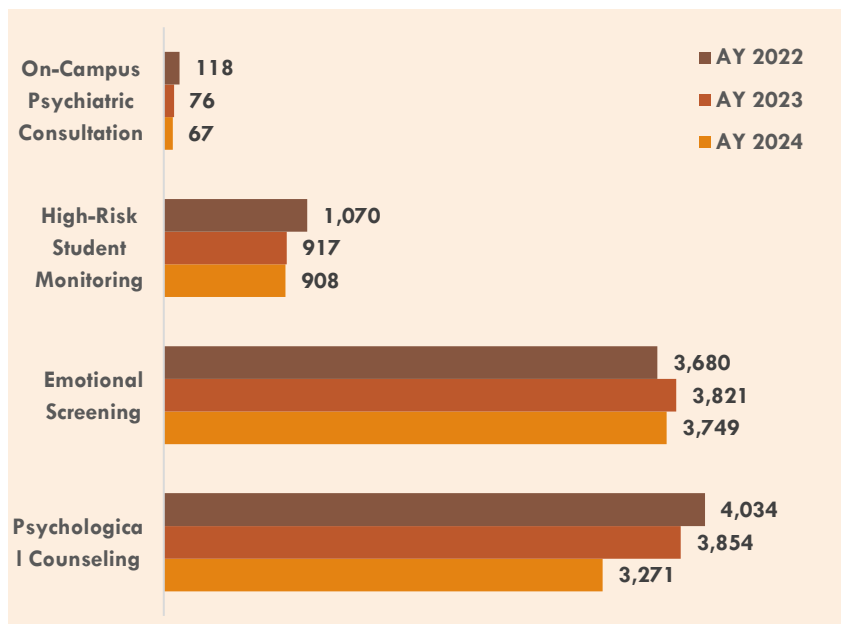
▲ First-Year Student Orientation

Stage	Assessment Stage	Follow-up Stage	Case Management Stage
Responsible Staff	Screening Psychologist	Psychologists & Advisors	Social Workers
Target Group	All freshmen	Medium/High-risk students & those with potential crises	Students with adjustment difficulties & high-risk cases
Implementation	Use MOE's "College Student Mental Health Scale" for class-based screening of all freshmen.	Identify students with potential suicide risk or significant adjustment issues.	Social workers conduct intake interviews and connect students with counseling, family support, financial aid, or social welfare resources.
Stage Goals	Improve overall screening coverage	Assess adaptation, confirm/exclude risks, determine case management needs	Create crisis and case management lists, and match resources accordingly

◎ On-Campus Psychiatric Consultation

Each semester, an external psychiatrist provides eight three-hour on-campus sessions. One-hour appointments help students, staff, and parents understand mental health conditions while supporting case managers in developing appropriate care plans.

Number of Students Benefiting from Emotional Screening and Counseling Services (Unit: Persons)



◆ Student Well-Being and Health Promotion

In accordance with Article 8 of the School Health Act, the University conducts health examinations for all new students during the first week of each academic year to enable early detection and follow-up care.

Through the Ministry of Education's Health Promotion Program, the University organized 56 tobacco-, drug-, and health-awareness activities in AY 2024–2025, attracting 10,230 participations and strengthening students' health literacy.

113 學年度校園健康促進活動辦理情形

Activity Type	Sessions	Participants
Gender Diversity and Sexual Health Education (including HIV/AIDS Prevention)	3	1,620
Weight Management and Healthy Eating	2	80
CPR and AED Certification for First-Year Students	8	1,289
Community Health Promotion	1	279
Campus and Niaosong Wetland Park Walk	1	135
Tobacco Prevention and Smoking Cessation	28	3,015
Drug Abuse Prevention	13	3812



▲ Weight Management Program



▲ Community Health Promotion Activities



▲ CPR and AED Certification for First-Year Students

◎ Student Drug Abuse Prevention

The University systematically promotes anti-drug education and campus prevention measures. Chun-Hui student volunteers also conduct outreach at nearby and rural schools. In 2025, 13 activities were held, attracting 3,812 participations.



▲ Anti-Drug Education at Rural Elementary Schools



▲ Community Anti-Drug Campaign

◆ Student Financial Aid

The University provides scholarships and financial assistance to promote diverse learning, professional development, and global perspectives. Under the Financial Aid Guidelines for Disadvantaged Students, support includes grants, living allowances, emergency aid, and housing subsidies. In AY 2024–2025, over NT\$70 million benefited 10,969 student participations.

Student Scholarships and Financial Aid, AY 2024

Item	Subsidy Amount	Number of Beneficiaries
Financial Aid : 11 sub-categories, including: Disadvantaged Student Assistance Grants, Low-Income Student Aid, Aid for Students with Disabilities and Their Children, Unemployed Family Student Aid, Work-Study Grants, Indigenous Student Aid, International Student Aid, Living Allowances for Disadvantaged Students, Stable Education Support Grants, etc.	5,526	42,487,244
Scholarships : 18 sub-categories, including: Academic Excellence Scholarships, Student Leadership/Club Scholarships, Athletic Excellence Scholarships, “Stars Program” Admission Scholarships, Outlying Island Admission Scholarships, Military Program Scholarships, etc.	4,146	16,402,299
Comprehensive Student Support Mechanism : 12 financial aid sub-mechanisms for economically disadvantaged students.	1,297	12,094,604
Total	10,969	70,984,147

Number of Students Receiving Tuition and Fee Waivers

Academic Year		Low-Income Students	Middle-Low-Income Students	Students with Disabilities & Children of Disabled	Children from Special Circumstance Families	Indigenous Students	Subtotal
2022	First Semester	442	610	756	59	311	2,178
	Second Semester	356	531	763	52	301	2,003
2023	First Semester	364	566	690	52	299	1,971
	Second Semester	287	417	509	45	290	1,548
2024	First Semester	318	458	488	31	276	1,571
	Second Semester	264	366	474	25	262	1,391

University-Sponsored Student Financial Aid Amount (Unit: NTD)

Academic Year	Living Allowance Grant	Emergency Relief Grant	On-Campus Housing Subsidy	Work-Study Grant	Graduate Student Scholarship	Subtotal
2022	2,499,524	470,000	1,012,500	21,767,292	1,536,116	27,285,432
2023	2,299,921	543,000	762,000	20,489,014	1,578,120	24,910,055
2024	1,688,106	196,000	440,000	22,766,958	1,013,880	26,104,944



▲ Financial Aid Partnership with Formosa Solar Renewable Power



▲ Professional Certification Support



▲ Self-Directed Learning Support



▲ Career Support for Students with Special Educational Needs



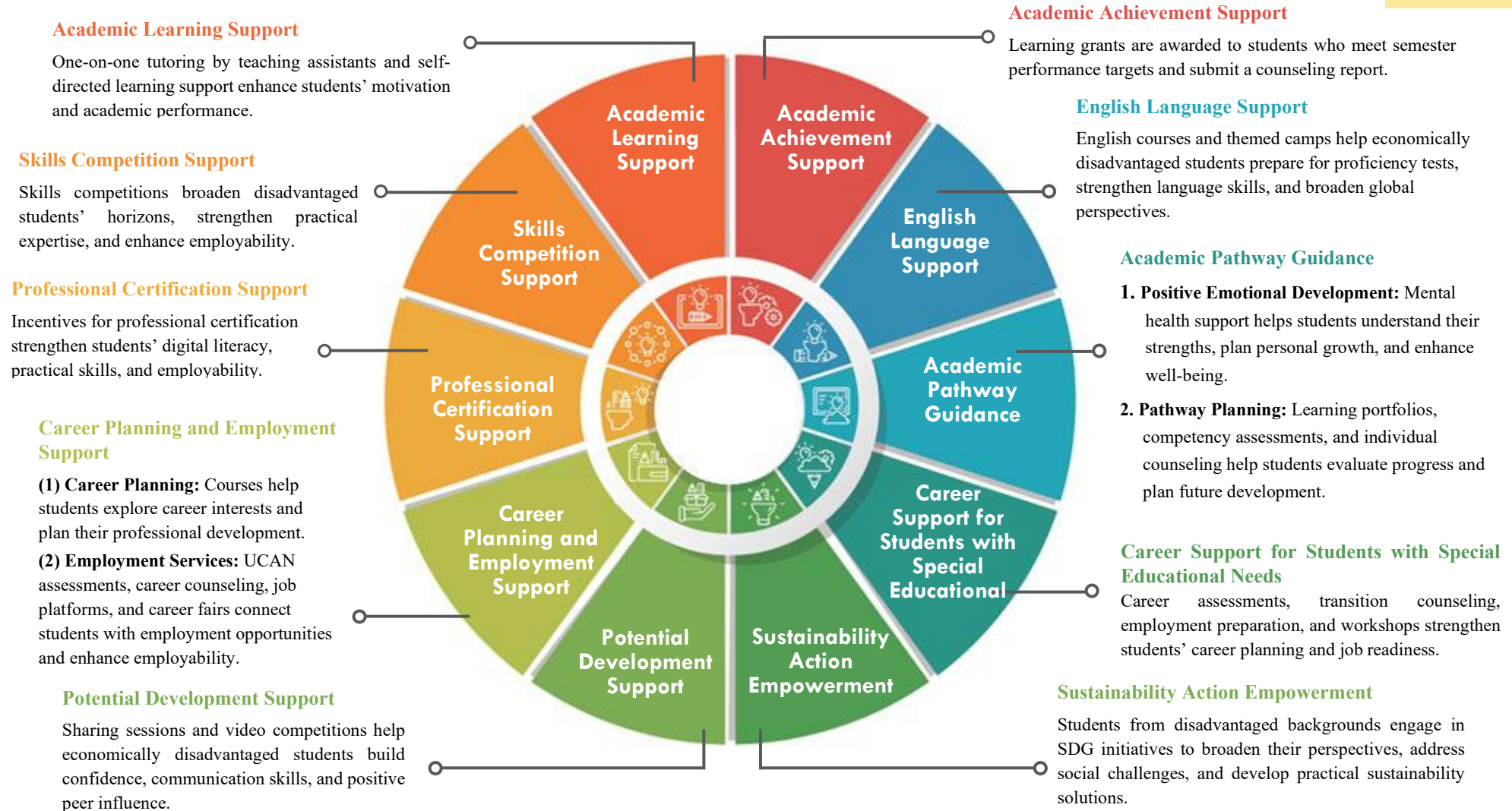
▲ Positive Emotional Development Support

© Comprehensive Student Assistance

Since 2018, the University has received Ministry of Education funding to support economically or culturally disadvantaged students. Each year, the program benefits over 1,000 student participations, covering more than 38% of eligible students, with an average annual grant of NT\$15,192 per student to reduce financial burdens and support continued enrollment.

In 2025, the University implemented 11 integrated support programs covering learning, daily life, and career development, benefiting 1,409 economically or culturally disadvantaged student participations. The Career Potential Star Program encouraged students to share their experiences, promoting learning support as an alternative to part-time work while strengthening learning capacity and employability.

Comprehensive Student Assistance Mechanism



◆ Special Education Resource Center

Renamed the Special Education Resource Center in 2024, the Center provides academic support, assistive resources, reasonable accommodations, counseling referrals, accessibility services, and career guidance. In AY 2024–2025, it supported 339 students, delivering 24,058 service participations. In 2025, 52 students graduated successfully.

Through peer support and empowerment, the Dream Lab Workshop and Dream Fulfillment Service Program offer internships and workplace training to strengthen social skills, career readiness, and independent living.



▲ Assistive Resource Coordination and Independent Living Activities



▲ Badminton Activities to Improve Physical Fitness



▲ Outdoor Learning to Promote Social Interaction



▲ Dragon Boat Team



▲ Dream Lab Workshops and Community Activities



▲ Peer Community Activities

◎ Support and Development for Students with Special Educational Needs

The University fosters an inclusive campus through accessible facilities, learning support, and reasonable accommodations. Individualized plans, academic assistance, peer support, and daily living services promote equal participation, academic success, and campus adjustment while advancing SDG 4 and SDG 10 through USR initiatives.

Institutional and Administrative Support

- **Ministry of Education Assessment:** Assists students in applying for special education eligibility.
- **Individualized Support Plans:** Develops and regularly reviews plans based on individual needs.
- **Student Support System:** Provides faculty with timely information on students' needs and appropriate support.

Academic and Daily Support

- **Academic Support:** Offers individual or small-group tutoring.
- **Learning and Daily Assistance:** Provides academic, interpersonal, and daily support through peer assistants.
- **Campus-Wide Programs:** Promotes inclusive education, disability awareness, and reasonable accommodations.

Development and Practical Learning

- **Social and Career Development:** Strengthens social skills and job readiness through group activities, workshops, career assessments, and individual counseling.
- **Dream Lab Workshop:** Develops practical, management, and social skills while fostering achievement.
- **Dream Fulfillment Service Program:** Integrates professional training, community service, and achievement showcases.

National Recognition as a Distinguished School in Special Education

The University received the 2025 Distinguished School Award for Special Education Services and an Outstanding Special Education Professional Award from the Ministry of Education, recognizing its accessible learning environment, individualized transition services, and comprehensive support system.



Community Engagement and Social Responsibility



To mark its 60th anniversary, the University launched the “Cheng Shiu at 60: Making Dreams Together” initiative, engaging students in community service and inclusive activities while fostering empathy, social responsibility, and respect for life.

Students Honored As Learning Role Models

With professional guidance and personalized support, three students with special educational needs overcame significant challenges and received the 2025 Special Education Learning Role Model Award, demonstrating the University’s commitment to empowering student potential and self-fulfillment.



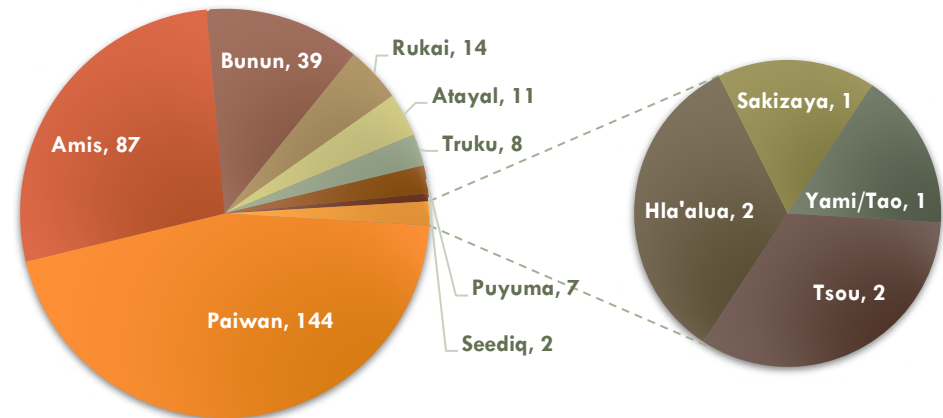
dragon Boat Team Wins Third Place in Debut



Twelve students with special educational needs formed a dragon boat team and overcame intensive training and physical challenges to win third place in their first competition, showcasing resilience and teamwork.

Indigenous Student Resource Center

in 2016, the University established the Indigenous Student Resource Center to promote respect, diversity, and inclusion while supporting students’ learning, well-being, and cultural development. in AY 2024–2025, the University enrolled 318 Indigenous students, primarily from the Paiwan, Amis, and Bunun peoples.



Student Care and Support

In 2025, the University:

- Held two orientation gatherings on Indigenous student resources and rights.
- Organized eight student club activities.
- Provided 102 counseling sessions addressing individual needs.
- Offered four certification courses in Indigenous languages, English, and document processing.
- Provided four on-campus employment opportunities to support practical experience and financial well-being.



▲ Indigenous Student Graduation Ceremony

◎ Indigenous Education and Cultural Empowerment

In 2025, the University:

- Held five Indigenous music and dance training sessions.
- Organized nine lectures on contemporary Indigenous issues and traditional culture.
- Hosted a lawn concert and Indigenous Week activities to promote cultural exchange and career development.



Indigenous Lawn Concert



▲ Paiwan Shake Rice-Making Experience

◎ Career Development and Workplace Readiness

In 2025, the University:

- Held six Pulima Creative Workshop career and craft sessions.
- Organized Indigenous community visits and service learning in Pingtung.
- Delivered ten Paloma Sowers career talks to foster innovation.
- Provided a campus microenterprise experience promoting Indigenous products and DIY activities.



▲ Five-Cup Drinking Game Experience at Rinari Community, Taiwan Township



▲ Macau Voice Party Singing Competition

“Masvala—Peace” Indigenous Cultural Week Celebrating Indigenous Attire, Crafts, Cuisine, and Culture

The Indigenous Student Resource Center hosted Pazurung Indigenous Week. Meaning “continuity and heritage” in Paiwan, Pazurung celebrated the University’s 60th anniversary and showcased Paiwan culture.

Tribal concerts, singing contests, and a creative market immersed the campus community in Indigenous culture while highlighting Indigenous students’ technological creativity and career development.



▲ Group Photo at the Opening Ceremony of Indigenous Cultural Week



▲ Macau Voice Party Singing Competition

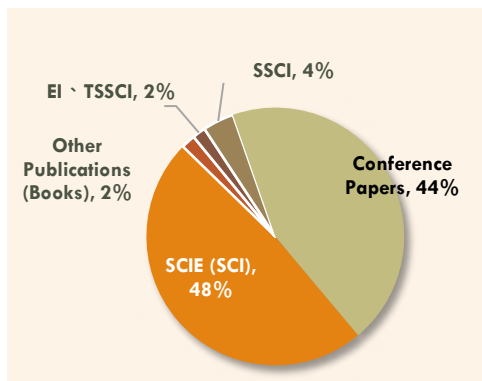
3-3 Academic and Research Performance

GRI 3-3 / SDG 4.4、4.7、8.2、17.6、17.16

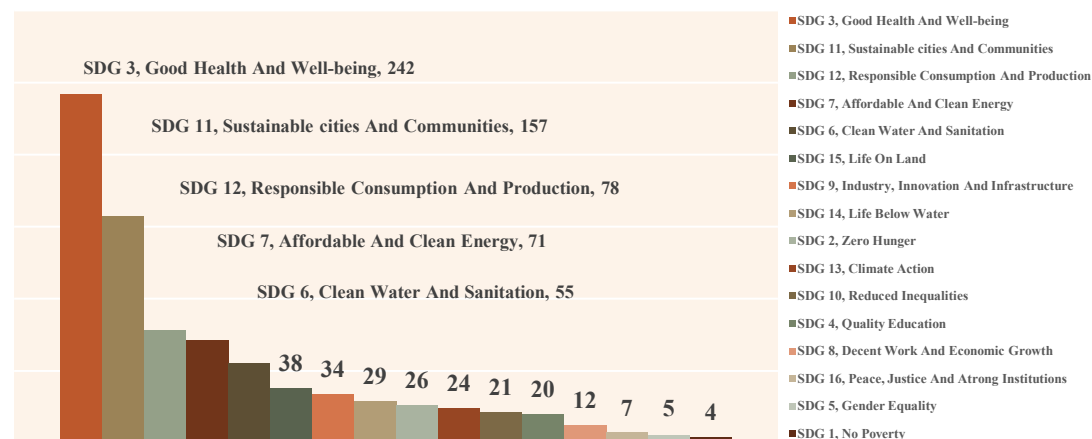
◆ Academic Research and Publications

Cheng Shiu University strengthens global engagement through partnerships with over 205 institutions across 25 countries and international academic conferences. From 2023 to 2025, faculty published 454 journal articles—primarily indexed in SCIE—and 372 conference papers.

The University also promotes open-access theses and dissertations to enhance research visibility. From 2021 to 2025, CSU published 821 papers with 7,815 citations, demonstrating sustained research productivity and impact.



Number of SDG-Related Publications in the Past Five Years



Note: Data are based on SDG-related keyword search strategies (Query Links) provided by the Web of Science Platform. Search conducted on May 11, 2026.

Journal Publications

Year	SCIE (SCI)	SSCI	EI · TSSCI	Conference Papers	Other Publications (Books)	Total
2023	115	11	6	147	7	286
2024	120	14	2	113	5	254
2025	172	8	6	112	3	301

◆ Academic Research Incentives

The University's Faculty Teaching and Research Awards Regulations recognize excellence in teaching, research, and competitions, encouraging faculty achievement.

Teaching Excellence	Recognizes faculty achievements in innovative textbooks and teaching media, student projects, and learning outcomes.
Research Excellence	Recognizes academic and technical education publications, industry-government research projects, international conference papers, indexed journal articles, and domestic or international patents.
Competition Excellence	Recognizes faculty who achieve distinction in academic or non-academic competitions, either personally or as student advisors.

◆ International Skills Competitions

The University's Off-Campus Student Competition Regulations and Competition Incentive and Subsidy Regulations support course-based training and interdisciplinary teams, strengthening students' practical skills and employability.

In 2025, student teams won 70 medals at international invention exhibitions: 1 platinum, 27 gold, 20 silver, 11 bronze, and 11 special awards. Students also received 115 international and 228 domestic competition awards.



▲ First Place, National Technical and Vocational University Student Capstone Project Competition

◆ Deelopment of Specialized Research Centers

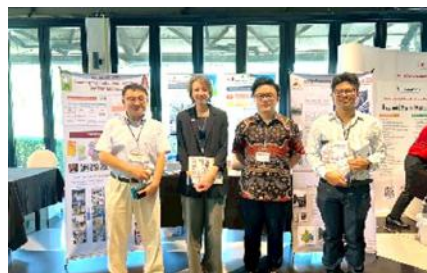
Center for Environmental Toxin and Emerging-Contaminant Research

As Taiwan's only university-based Environmental Toxins and Emerging Contaminants Research Center, the Center advances carbon-footprint assessment, net-zero research, and innovative testing technologies. Through industry collaboration, talent development, technology transfer, and social engagement, it strengthens research capacity and international impact.

In 2025, the Center developed PFAS sampling and analysis methods for ambient air and emission stacks. It also partnered with National Cheng Kung University and ITRI on two Ministry of Environment projects investigating persistent pollutants and PFAS air emissions across southern Taiwan.

◎ Advancing Global Leadership in Toxicant Testing

In 2025, the Center developed 41 testing methods for sediment, water, and air pollutants. Its testing capacity reached 742 items, including 689 environmental, 18 food, 1 blood dioxin, and 31 drug-abuse tests, plus 197 substances across eight categories regulated by WADA.

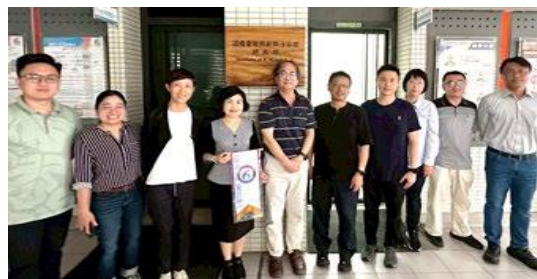


▲ International Exhibition and Exchange in Thailand

◎ Developing Talent for Sustainable Environmental Technologies

In 2025, the University recruited five doctoral- and eight master's-level professionals, trained 14 industry specialists, and cultivated 13 graduate researchers.

It also held 16 workshops on agriculture, fisheries, community development, and environmental education.



▲ Visits by Prof. Yoko Iwamoto of Hiroshima University and Prof. to Thi Hien of HCMUT, Vietnam

◎ Advancing Carbon Footprint and Net-Zero Technologies

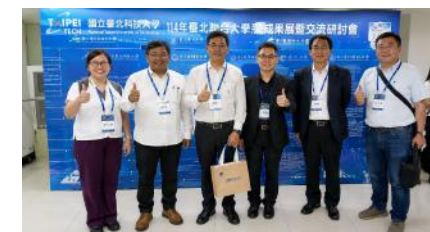
In 2025, the Center developed six material-testing methods and completed eight industry-academia projects on pollution prevention and circular reuse. It trained 11 carbon-footprint specialists, conducted assessments for five companies, and held a seminar on greenhouse gas inventories and carbon neutrality.



▲ Water Quality Survey at the Water Resources Center

In 2025, the Center developed six material-testing methods and completed eight industry-academia projects on pollution prevention and circular reuse.

It trained 11 carbon-footprint specialists, conducted assessments for five companies, and held a seminar on greenhouse gas inventories and carbon neutrality.



▲ Co-organizing the International Aerosol Technology Conference

◎ Advancing Sustainable Environmental Research

In 2025, the Center published 67 SCI papers in Q2 or higher journals, including 27 in top 10% or IF 7.0+ journals. of these, 34 were internationally co-authored, representing 50.7%. It also completed 10 New Southbound cooperation projects and hosted researchers from the University of Pennsylvania and IIT Hyderabad.



▲ Environmental Education Workshop in Shanlin District



▲ Student Industry Visit

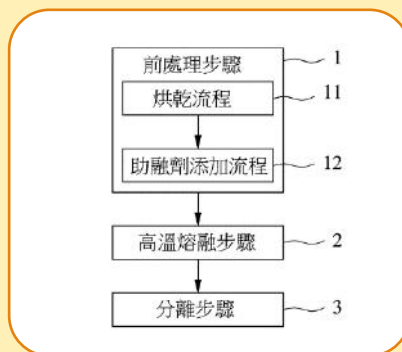
© Innovative Patents for Carbon Reduction and Environmental Protection in 2025

Recovery of Valuable Metals from Red Mud Waste

Patent Summary:

This method recovers valuable metals from red mud through pretreatment, high-temperature melting, and separation. the red mud is dried, mixed with a flux, and melted in a furnace.

Gravity separates the molten material into slag and a metal ingot. Heavier metals concentrate in the ingot, while lighter metals remain encapsulated in a stable, glass-like Si-O slag, reducing soil and groundwater contamination risks. the iron-rich ingot also contains other valuable recoverable metals.



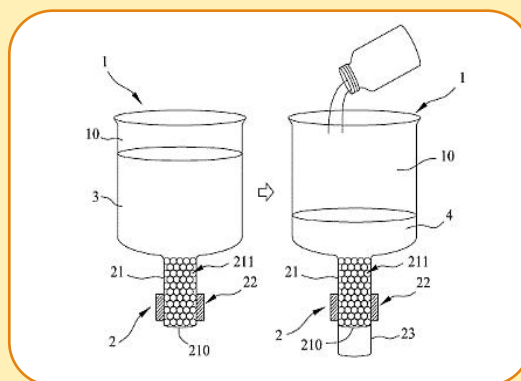
Description: Red mud is a toxic and corrosive solid waste generated during alumina production. Improper disposal can cause severe environmental damage.

Non-Invasive Magnetic Nanoparticle Sensor for Ultra-Early Prostate Cancer Cell Capture and Release

Patent Summary:

Conventional PSA screening has limited sensitivity and specificity, often resulting in overdiagnosis and unnecessary biopsies.

This device uses aptamer-functionalized magnetic nanoparticles to efficiently capture rare prostate cancer cells in urine at concentrations as low as 10 cells/mL. Its gravity-driven design processes 100–500 mL urine samples without electricity, pumps, or centrifugation, enabling non-invasive early detection.

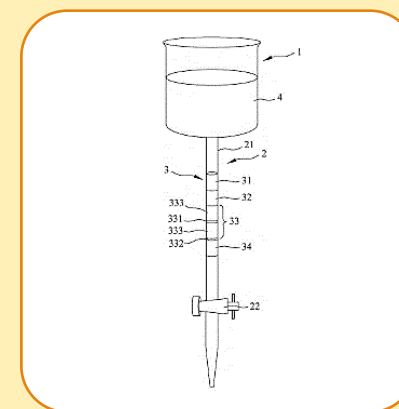


At-Home Rapid Test for Early Prostate Cancer Detection

Patent Summary:

This device detects low concentrations of early-stage prostate cancer cells and biomarkers in urine through:

- 1. High-efficiency enrichment:** Processes 100–500 mL urine samples to achieve 100–500-fold concentration.
- 2. Enhanced detection:** Uses gold nanoparticle-labeled antibodies (NPAu-Ab) to improve specificity and amplify optical signals.
- 3. Power-free fluid control:** Operates through gravity and capillary action, with a manual valve regulating flow to increase reaction time and capture efficiency.



Conservation and Research Center

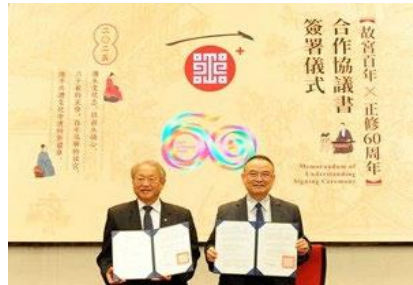
The Conservation and Restoration Center integrates expertise in arts, materials science, and information engineering to advance non-destructive testing and scientific conservation.

Its laboratories specialize in paintings, paper, wood, metals, and ceramics. the Center operates Taiwan's first ISO/IEC 17025-accredited laboratory for cultural heritage conservation and pioneered technology-driven restoration through a national research alliance established in 2020. Its work preserves historical memory while strengthening Taiwan's cultural heritage.

◎ Global Talent Development in Cultural Heritage Conservation

In 2025, the Center trained 14 graduate researchers, mentored 107 industry professionals, and delivered 17 conservation and industry training programs. It also cultivated five master's students in cultural creativity and art conservation.

The Center hosted 10 interns, including students from Yokohama University of Art and the School of the Art Institute of Chicago.



▲ Partnering with the National Palace Museum to Establish an Asia-Pacific Conservation Hub

◎ Expanding Global Recognition in Art Conservation

The Center promotes Taiwan's conservation expertise through international art fairs and invention exhibitions. It serves as Christie's Hong Kong's designated conservation team and the traveling conservation specialist for Yoshitomo Nara's ten-year touring exhibition in Taiwan.

In 2025, the team conserved over 60 works for British artist Von Wolfe's exhibition at the Kaohsiung Museum of Fine Arts and hosted Ika Hsiao Yi-Hsia, Chief Conservator of Chinese Paintings at the Cleveland Museum of Art. the Center also published 8 international journal articles and presented 16 international conference papers.



▲ Student Internship in Cultural Heritage Conservation



▲ Yokohama University of Art Visit to the Indigenous Cultural Museum



▲ Partnering with the Ministry of Culture to Cultivate Art Authentication Professionals

◎ Advancing Conservation

Technologies Through Industry–Academia Collaboration

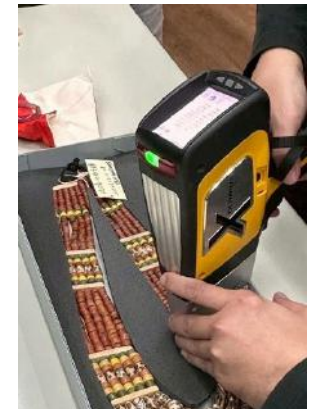
The Center signed six partnership agreements with four companies and two museums, plus an MOU with the National Palace Museum.

In 2025, it completed 24 international projects, secured NT\$31.32 million in collaboration funding and NT\$1.45 million in technology transfer, and obtained 11 patents. It also established Taiwan's first open conservation center at Kaohsiung's Neiwei Arts Center.

◎ Advancing Cultural Heritage Education and Community Engagement

In 2025, the Center supported 51 companies and held 41 conservation workshops and lectures, engaging 928 participants.

It completed three conservation projects for nationally significant heritage, assessed and treated 22 public artworks and artifacts, and conducted risk assessments for 24 outdoor artworks.



▲ Non-Destructive Material Testing



▲ Traditional Ceramic Conservation: Introductory Kintsugi Workshop



▲ Metal Artifact Conservation: Rust Removal and Protective Coating



▲ Neiwei Art Conservation Center: Oil Painting Filling and Inpainting



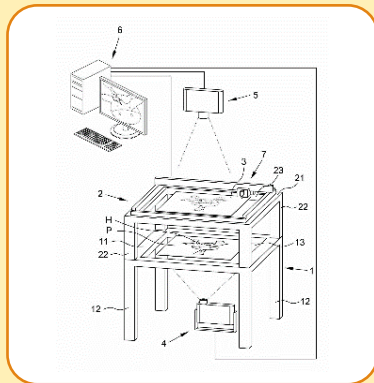
▲ Pingtung County Collection Center: Paper Conservation Workshop

◎ Innovative Patents for Cultural Heritage Conservation Technologies and Materials

Method for Producing Objects with a Stone-Like Inorganic Protective Coating

Patent Summary:

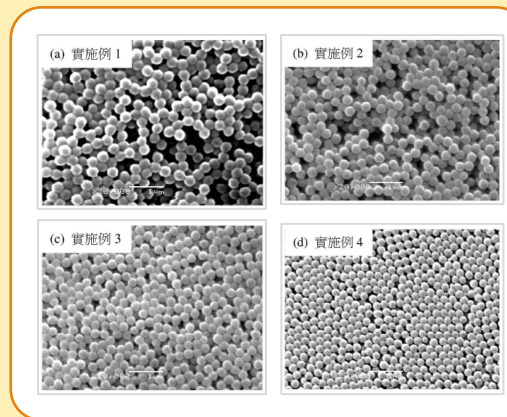
This projection-guided laser-cutting device identifies artwork losses and precisely produces matching repair patches, improving conservation efficiency and consistency.



Method for Producing Materials Containing Core-Shell Composite Particles

Patent Summary:

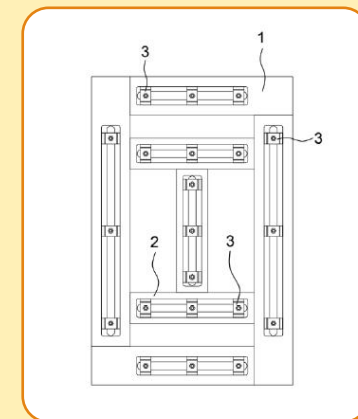
Anti-counterfeiting composite particles are incorporated into paints, paper, wood, ceramics, and adhesives without affecting the materials, enabling artwork authentication.



Artwork Substrate Flattening Device

Patent Summary:

This device combines secure flattening and environmental controls to correct deformed paintings and paper artifacts, enhancing conservation safety, efficiency, and treatment stability.



3-4 Industry-Academia Collaboration and Research & Patents

GRI 3-3 / SDG 4.4、8.2、8.3、9.4、9.5、17.17

◆ Industry–Academia Collaboration Strategy

Cheng Shiu University prioritizes industry–academia collaboration as one of its three institutional development pillars, integrating academic expertise with industry technologies.

Vision

Through R&D, technology transfer, business incubation, and strategic alliances, the University gains complementary technologies, talent, and partnerships.

Strategies

- Continue implementing pilot industry–academia projects to expand faculty collaboration experience.
- Strengthen faculty–industry matching mechanisms to foster closer engagement with enterprises.
- Form industry–academia R&D and innovation teams, or establish cross-university research collaborations.

Goals

- Achieve net-zero emissions by 2050.
- Advance six core strategic industries.

Beyond support from the Office of Research and Development, the University integrates departmental expertise through its Industry–Academia R&D Center and five technology research centers to provide industry services and promote innovation. It also partners with government and industry to offer specialized programs, advancing applied R&D and technology-integrated education.

In 2025, CSU ranked 11th among Taiwan’s top 30 universities of science and technology and 10th nationwide for industry–academia collaboration—first among private universities of science and technology—in Global Views Monthly’s Best Universities Ranking. From 1995 to 2026, CSU was recognized by the Chinese Institute of Engineers 16 consecutive times over 32 years for excellence in industry–academia collaboration.

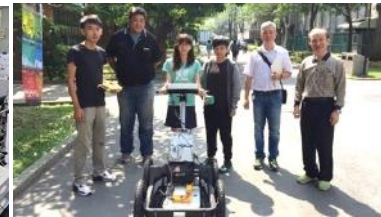
◎ Five Technology Research Centers

Center for Industry-Academia R&D

Center for Environmental Toxin and Emerging Contaminant Research	Conservation and Research Center	Center for Engineering Research Technology	Construction Science and Technology Center	Center for Electrical Research Technology
Supporting the UN SDGs, the University leverages national-level environmental, food, and anti-doping testing expertise to advance pollution monitoring and health risk assessment for the high-tech and biomedical industries. Industry collaboration and professional services further strengthen environmental governance and sustainable development.	Focusing on sustainable construction and engineering inspection, the University advances industrial by-product reuse and resource circularity. Non-destructive technologies—including ground-penetrating radar, drones, and 3D laser scanning—support structural inspection, facility monitoring, and spatial data development.	The Electrical Center’s Environmental and Reliability Laboratory is TAF-accredited for: (1) Designated commodity testing. (2) Environmental product certification testing. (3) Energy-efficiency testing	Integrating AI-enabled manufacturing and industry collaboration, the University supports low-carbon transformation and process optimization. Its CNC training center, TAF-accredited services, and “workplace as classroom” model strengthen applied talent development and local industry partnerships.	Taiwan’s first technology-driven cultural heritage conservation research center advances conservation techniques and materials through international collaboration and innovation, strengthening Taiwan’s research capacity and global impact.



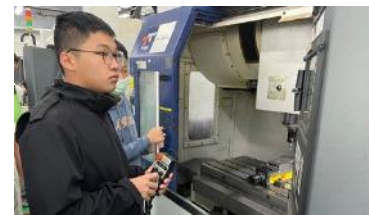
▲ Environmental Research Center: Testing and Analysis



▲ Construction Technology Center: Ground-Penetrating Radar Survey



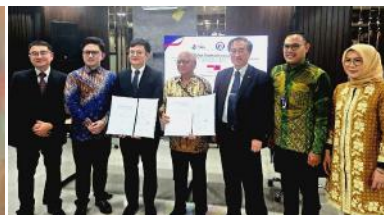
▲ Electrical Technology Center: Tunnel and Road Lighting Measurement



▲ Engineering Research Center: Multi-Axis Machining



▲ Conservation and Restoration Center: Artwork Examination

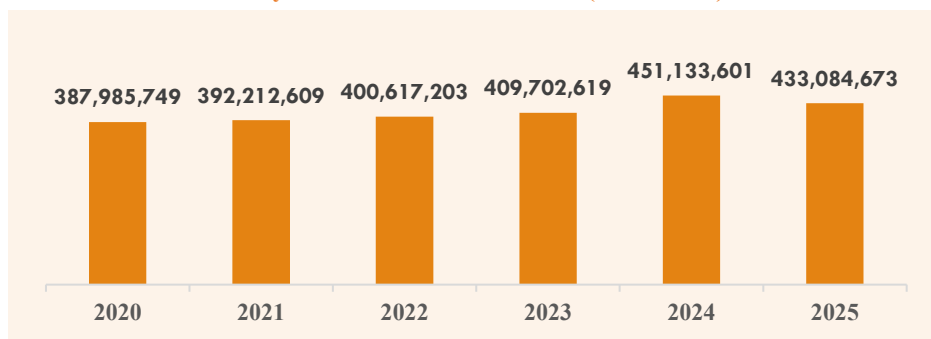


▲ Joint Conservation Center with Indonesia’s MUTU

Industry–Academia Collaboration Achievements

Year	2023	2024	2025
Number of Industry–Academia Projects	1,699	1,606	1,652
Number of Partner Enterprises	1,262	1,506	1,325
Total Value of Industry–Academia Collaboration (NTD)	409,702,619	451,133,601	433,084,673
Number of Full-Time Faculty	406	386	371
Average Industry–Academia Project Funding per Full-Time Faculty (NTD)	1,009,119	1,168,739	1,167,344

Total Value of Industry–Academia Collaboration (Unit: NTD)



▲ MOU with SGS Taiwan



▲ MOU with the National Sports Training Center on Sports Heritage Conservation



▲ Industry Visit to Phoenix Cable Television



▲ Visit to Internship Partner Ta Cheng Engineering

◎ Faculty Research and Industry Collaboration Support

The University provides institutional incentives, administrative support, and funding for faculty research, industry collaboration, and technology development.

Industry collaboration outcomes are also incorporated into faculty evaluations, strengthening research capacity and industry engagement.

Faculty Research Projects in 2025

Type	Implementation	Outcome
Internal Pilot Research and Applied Projects	Supports proof-of-concept, key technology development, interdisciplinary teams, industry collaboration, patents, and technology transfer. Faculty also engage students in applied research.	52 projects approved, totaling NT\$8.10 million.
External Research and Industry Collaboration	Supports applications for NSTC and government projects while aligning faculty expertise with industry needs to strengthen applied and interdisciplinary research.	20 NSTC projects approved, totaling NT\$20.249 million.

◆ Industry–Academia Programs

CSU offers integrated work–study programs aligned with industry needs. In the 2024–2025 academic year, 76 classes were offered under industry–academia, dual-track, and overseas compatriot programs.

Over 70% of graduates remained with their internship employers, worked in Taiwan, or pursued further study. Notably, 97.66% of overseas compatriot graduates remained in Taiwan for career development.



▲ Overseas Compatriot Students Attending a Career Fair

◎ Industry–Academia Programs for Practice-Oriented Talent

CSU partners with vocational high schools and over 100 companies to integrate study, internships, workplace training, and financial support. Industry-aligned curricula emphasize learning by doing and prepare students for careers in technology, manufacturing, services, hospitality, and retail.

◎ Industry Talent Program for Key Technologies

To meet workforce demand in strategic industries, CSU co-designs specialized programs with enterprises. In 2025, the Department of Electronic Engineering launched a Semiconductor Packaging Program, improving graduate employability while addressing industry talent shortages.

◎ International Industry–Academia Programs

Under Taiwan's New Southbound Policy, CSU offers industry–academia programs for overseas compatriot and international students. Employer-aligned courses and practical training develop internationally competitive technical talent.

The 1+4 International Program provides 720 hours of intensive Mandarin instruction in the first year, followed by professional study upon achieving A2 proficiency, supporting students' integration and career readiness in Taiwan.

Industry–Academia Collaboration Program Enrollment (Domestic, Overseas Chinese, and International Students)

Academic Year	2023	2024
Industry–Academia Collaboration Program	497	624
Dual-System Flagship Program	219	116
Overseas Compatriot Industry–Academia Program	1,004	1,051
2+i International Industry–Academia Program	40	12
International Foundation Program	109	138
New Specialized Program	-	38
Other	215	215
Total	2,084	2,194

Note: the number of classes and enrolled students is based on first-semester data for each academic year.

◎ Mandarin Learning and Cultural Integration for International Students

- **TOCFL Preparation:** Five courses were offered in the 2024–2025 academic year, serving 102 international students.
- **Cultural Experiences:** Activities included Chinese knotting, calligraphy, festival foods, and traditional mask painting.
- **Well-Being Support:** Depression screening, art-based group counseling, and international student advisors strengthened campus support and access to counseling.



▲ Outstanding Overseas Compatriot Student Advisor Award from the OCAC



▲ Mid-Autumn Festival Mooncake Workshop for Overseas Compatriot Students



▲ National Overseas Compatriot Student Games: Men's Basketball

◆ Patents and Technology Transfer

CSU promotes patent development and industry-based technology transfer, converting research into practical applications and new ventures. In 2025, the University secured 50 patents—26 invention and 24 utility model patents—and completed 21 technology transfers worth NT\$22,299,173.

Interdisciplinary teams integrate engineering, information technology, environmental science, and management to develop net-zero and sustainable solutions, including floor-cleaning machines, environmental monitoring systems, and valuable-metal recovery from red mud waste. These partnerships align research with market needs and enhance social impact.

◎ Top Five Technology Transfers By Revenue

Technology transfers primarily focus on environmental and sustainability solutions, reflecting strong alignment between CSU's research capacity and local industry needs while supporting corporate sustainability transitions.

The top five technologies by transfer revenue in 2025 were:

- Specialized Water Pollutant Identification for High-Tech Industries
- Large-Pipeline Cleaning Robot Development—Phase III
- Organic Waste Assessment
- Advanced Drinking Water Contaminant Testing
- High-Resolution Mass Spectrometry for Dioxin Analysis

These transfers highlight CSU’s strengths in water quality, soil and pollutant testing, and waste reduction. Applying research to industry strengthens regulatory compliance, environmental governance, and the transition toward net zero and sustainability.

Patents Granted and Technology Transfer Overview

Year	Patents Granted			Technology Transfer	
	Invention Patents	Utility Model Patents	Patents Licensed	Transfer Cases	Transfer Value (NTD)
2023	18	40	8	30	19,570,900
2024	18	35	3	25	22,799,395
2025	26	24	0	21	22,299,173

Note: Figures are updated on a rolling basis to align with the University Information Disclosure Platform.

Center for Industrial Sustainability

In response to climate change and Taiwan’s 2050 net-zero goal, CSU established the Industrial Sustainability Development Center in 2023. Integrating low-carbon and smart technologies with practice-oriented education, the Center supports SME transformation and develops professionals in carbon management and ESG.



Supporting SMEs in Sustainable Transformation

Core Values

Center for Industrial Sustainability dedicated to providing demand-driven and timely services, with the goal of supporting industrial innovation, smart transformation, and low-carbon sustainable development.

Services

- 1. Promote low-carbon industrial transformation.
- 2. Provide guidance on sustainability planning for industries.
- 3. Build capacity to support enterprises in carbon inventory and related assessments.
- 4. Offer ESG training programs to enhance students’ professional expertise and improve employability after graduation.

Guided by industry needs, CSU advances low-carbon transformation, sustainability planning, carbon accounting, and ESG talent development. Through industry collaboration, professional training, and faculty-led consulting, the University supports Kaohsiung SMEs in strengthening sustainability management while creating a virtuous cycle of talent development and industrial upgrading.

At the 2025 Industrial Park AI and Sustainability Program showcase, CSU’s Dafa–Fongshan and Linhai–Linyuan teams received awards for Outstanding Synergy and Excellence in Project Advancement.



Recognition for Outstanding Academic Support Teams

2025 Outcomes

- **Linhai–Linyuan Industrial Parks:** 10 projects covering energy efficiency, SBIR funding, and industry–academia collaboration.
- **Dafa–Fongshan Industrial Parks:** 5 projects supporting low-carbon and smart transformation, ESCO initiatives, and industry–academia collaboration.



Advancing Industrial Value and Environmental Sustainability

3-5 Friendly Campus

GRI 2-23、2-24、2-25、3-3、406-1 / SDG 4.5、5.1、10.3

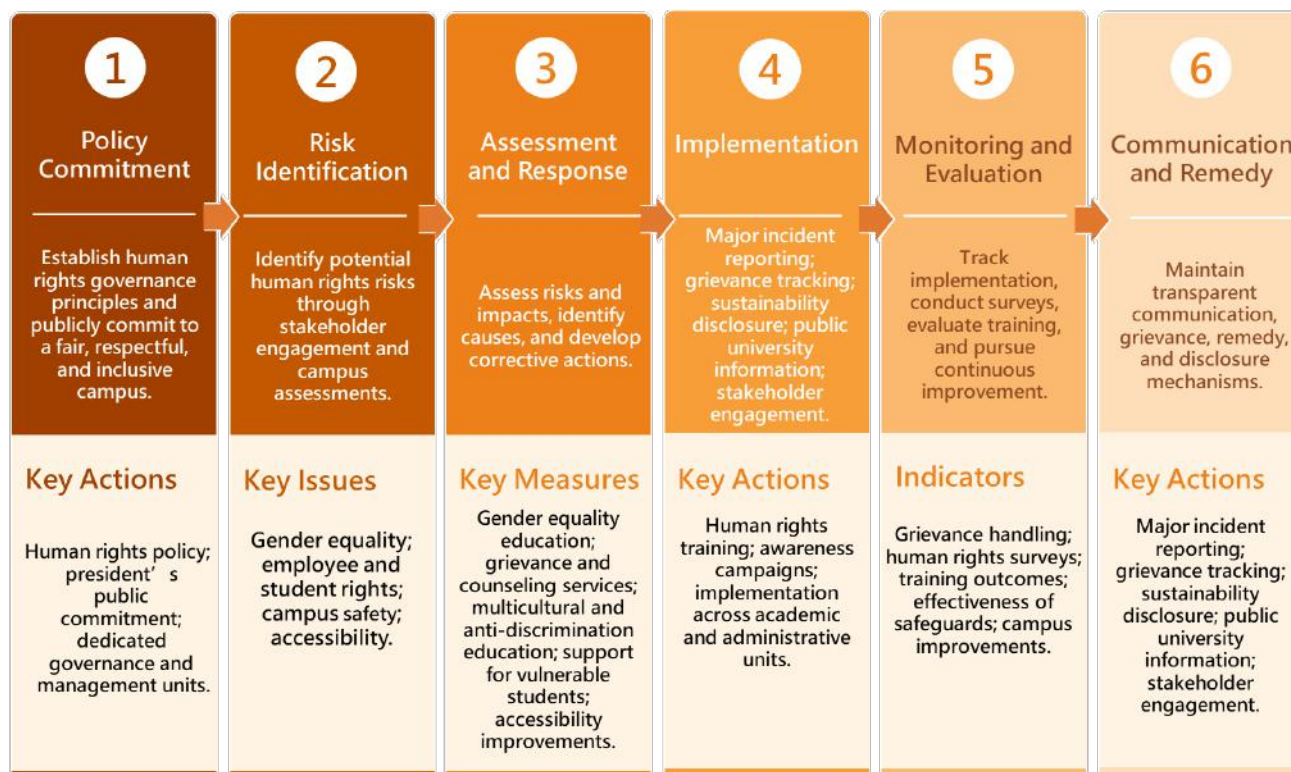
◆ Human Rights and Equity Governance

CSU promotes respect, diversity, equity, and inclusion through institutional mechanisms that protect stakeholder rights and foster a safe, inclusive, and discrimination-free campus.

◎ Human Rights Policy and Commitment

The University Council approved CSU's Human Rights Policy, aligned with the Universal Declaration of Human Rights and the UN Guiding Principles on Business and Human Rights. It guides human rights practices across university governance, education, and industry collaboration.

◎ Campus Human Rights Assessment and Risk Management



◎ Grievance and Rights Protection

CSU safeguards human rights, employee rights, student rights, and gender equality through designated policies and responsible units. Grievance and remediation mechanisms address violations and mitigate adverse impacts.



Employee Grievances

Tel: +886-7-735-8800 1221 or 1222

Email: person@gcloud.csu.edu.tw

Student Grievances

Tel: +886-7-735-8800 1126 或 1127

Email: counseling@gcloud.csu.edu.tw

External Stakeholder Feedback

Secretariat Tel: +886-7-731-3945

Email: secret@gcloud.csu.edu.tw

human Rights-Friendly Campus

CSU conducts an annual campus human rights assessment. in the 2024–2025 academic year, all nine indicators scored above 4 out of 5, led by rights protection and remedies, followed by learning rights and equal and fair treatment.

Average Score of Human Rights Environment Indicators

Indicators	AY 2024
1. Establishment of a Safe Campus Environment	4.35
2. Promotion of a Humane Campus Atmosphere	4.29
3. Protection of Students' Right to Learn	4.45
4. Equal and Fair Treatment	4.37
5. Protection and Remedy of Rights	4.52
6. Respect and Inclusion of Diversity	4.28
7. Democratic Participation and Learning	4.31
8. Implementation of Human Rights Education	4.33
9. Development of Teachers' Professional Autonomy	4.33
Average Score	4.35

CSU Human Rights IG



▲ Community Health Initiative: Housing Equality Activity

Promoting Legal and Human Rights Education

Through awareness campaigns and lectures, CSU strengthens students' understanding of democracy, the rule of law, human rights, intellectual property, and civic responsibility. in 2025, activities included the "Respect: a Journey of Reflection" lecture and a community campaign for World Children's Rights Day.



▲ Children's Rights Awareness Campaign



▲ Community Outreach with the Fongshan Public Childcare Center

◎ Student Rights Protection

CSU safeguards students' rights to education, learning, and campus life through its Student Grievance Review Committee and Student Grievance Regulations. Two student grievances were received in the 2024–2025 academic year.

For related information, see 2-7 Teaching Resources and Environment, 3-2 Learning Support and Financial Assistance, and 5-5 International Partnerships and Exchange.

Student Rights Week: "Your Rights, Your Choice"

The Student Association holds an annual Student Rights Week. in 2025, interactive games and an online message board promoted dialogue, addressed campus concerns, and ensured students' voices were heard.



Student Rights Lectures

In the 2024–2025 academic year, two lectures attracted 146 participants, covering gender equality and menstrual equity to strengthen awareness and respect for human rights.



◎ Employee Rights Protection

CSU protects faculty and staff rights through dedicated grievance review committees. Faculty or staff who believe University actions are unlawful, inappropriate, or detrimental to their rights may file a formal grievance under established regulations.

One employee grievance was received in 2025. for information on appointments, compensation, and labor rights, see 2-5 Friendly Workplace.

◎ Advancing Gender Equity

CSU promotes a diverse, inclusive, and discrimination-free campus. the Gender Equity Education Committee oversees prevention, reporting, investigation, and disciplinary procedures for sexual assault, harassment, and bullying.

In 2025, 37 gender-related incidents were reported, with 20 formal investigations requested or filed. of these, 16 were under CSU's jurisdiction, while four were transferred to the responsible institutions.

promoting Gender Equity and Diversity

In the 2024–2025 academic year, CSU organized lectures, workshops, support groups, campaigns, and class discussions on relationships, sexuality, and gender diversity. a total of 24 activities attracted 14,461 participants.

Building a Gender-Friendly Campus

Gender-friendly messages displayed across campus promote respect and non-discrimination. CSU also provides menstrual products at eight campus locations, strengthening accessibility and inclusion.

Gender Equity Education Activities, Academic Year 2024

Category	Activities	Participants
Gender Equity, Diversity, and Sexuality Lectures	10	249
Gender Equity Training for Faculty and Staff	2	91
Rainbow Recharge Activities	1	100
Gender Equity Class Meetings	2	14,000
Gender Diversity Community Activities	9	21
Total	24	14,461

Gender Equity Education



▲ Gender Equity Training for Faculty and Staff



▲ a Gender Equity Perspective: Preventing Secret Filming on Campus

Rainbow Recharge: Advancing Gender Equity Through Action

April is designated as "Gender Equality Promotion Month." Through a variety of engaging activities, the university promotes gender equity education and fosters a friendly, inclusive campus environment. Planned by the Office of Student Affairs and the Student Counseling Center, the "Rainbow Charging Station" activity series integrates music performances, themed reading, and interactive experiences to embed the values of gender equality into daily campus life.

Among the highlights, the "Rainbow Concert" features a performance by the Guitar Club, using music to share diverse gender stories. Additionally, a Rainbow Charging Station has been set up at the student cafeteria plaza, enhancing students' awareness and participation in gender issues through book readings, challenge games, and prize draws. Furthermore, gender equality workshops are organized for faculty and staff to deepen campus-wide expertise in gender equity.

These activities align with the United Nations Sustainable Development Goals—specifically SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities). By fostering gender awareness through education and public engagement, the university cultivates students' capacity for respecting diversity, embracing differences, and caring for others, thereby fulfilling its commitment to a harmonious campus and social responsibility.



▲ Guitar Club Performance: Celebrating Gender Diversity



▲ Gender Equity Exhibition

◆ Health Promotion and Safety Management

◎ Campus Food Safety

CSU's Health and Food Services Committee oversees food sanitation and meets at least annually to prevent food safety incidents.

Dining Facility Inspections

A dietitian from Chang Gung Memorial Hospital conducts weekly inspections. Findings and corrective actions are documented using the Student Restaurant Sanitation Audit Form.



▲ Bright and Clean Student Dining Area



▲ Removing Paint from Shatter-Resistant Light Covers

Food Sanitation Improvements

Annual Ministry of Education inspections were completed in May 2025 and May 2026. Improvements included enhanced cleaning, equipment repairs, upgraded handwashing facilities, food labeling, and food preparation areas, ensuring regulatory compliance.

◎ Campus Communicable Disease Prevention

Under its Communicable Disease Prevention Regulations and Standard Procedures, CSU manages dengue fever, tuberculosis, influenza, and other infectious diseases through health education, screenings, vaccination, and reporting.

In the 2024–2025 academic year, four awareness sessions reached 1,681 participants, while two government-funded influenza and COVID-19 vaccination clinics served 112 junior college students.



▲ Online Tuberculosis Prevention Seminar



▲ Community Health and Disease Prevention Campaign



▲ COVID-19 Vaccination

◎ Traffic Safety Education

CSU implements its Traffic Safety Education Plan through a dedicated committee chaired by the President. Meeting each semester, the committee coordinates campus traffic policies, education, and improvements to foster safe practices and protect lives.

Traffic Safety Education



▲ Daytime and Nighttime Motorcycle Safety Campaigns

Campus Traffic Safety Measures

Area	Key Measures
Commuting Safety	Promote public transport and collaborate with Kaohsiung City Government to improve sidewalks, enhancing pedestrian safety and reducing conflicts.
Campus Traffic Flow	Require prior approval for vehicles entering academic areas to reduce traffic disruption.
Pedestrian-Friendly Campus	Separate pedestrian, motorcycle, and vehicle routes to improve safety and accessibility.

Traffic Safety Education and Promotion

Our university actively promotes traffic safety education through a variety of channels, including new student orientation, university-wide assemblies, and department assemblies.



▲ Traffic Safety Service Club Training



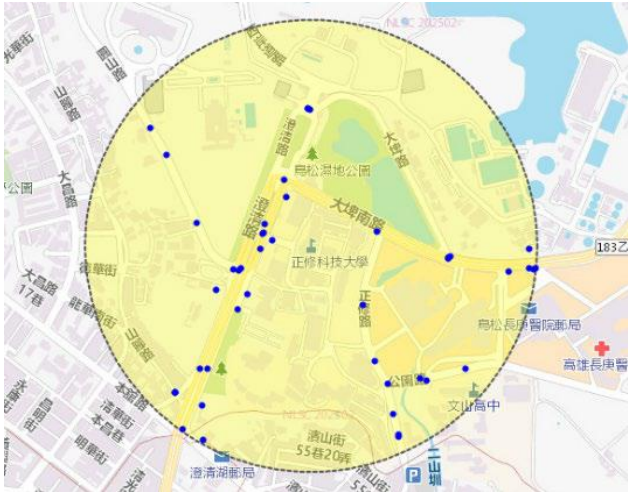
▲ Helmet Painting and Safety Awareness Activity

Experts and scholars are invited to deliver specialized lectures on traffic safety, while experiential learning activities integrated with life education are conducted to heighten students' awareness of scooter riding safety.

Additionally, the university has established the "Traffic Safety Service Club" and the "Student Traffic Autonomous Team," training students to assist with traffic direction and order maintenance on campus. These initiatives serve to strengthen students' risk awareness and self-protection capabilities.

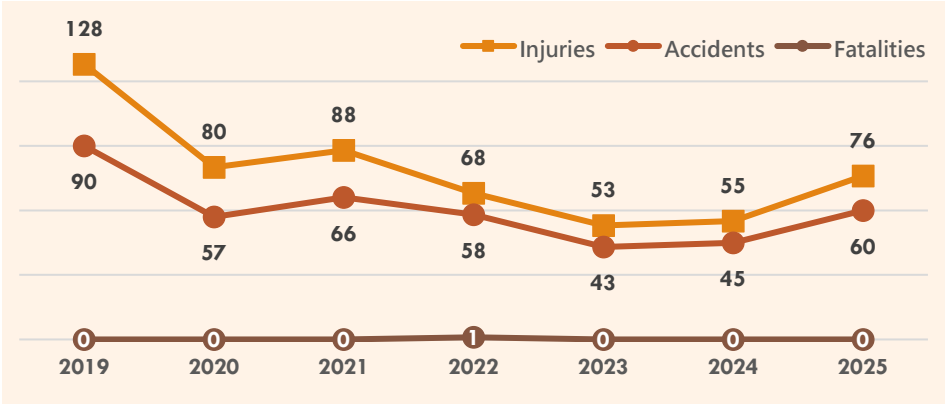
Campus Traffic Risk Analysis

According to Taiwan's Road Safety Information Platform, 60 traffic accidents occurred within 500 meters of CSU in 2025. Over 70% were concentrated along major commuting routes, including Yuanshan Road, Chengqing Road, Shanjiao-Chengqing Intersection, and Binshan Street.



Heavy traffic, frequent pedestrian-vehicle conflicts, and construction of the Kaohsiung Metro Yellow Line have increased congestion and accident risks. CSU continues to strengthen route management, preventive measures, infrastructure improvements, and safety education to enhance commuting safety.

Traffic Accidents and Casualties Near Campus



Note: Data are sourced from the Road Safety Information Platform, Ministry of Transportation and Communications. Statistics include accidents involving the general public.

Campus and Traffic Safety Initiatives, 2025

Category	Activities	Participants
Campus Safety Awareness	7 traffic safety lectures, training sessions, and design competitions	493
	24 orientation, departmental, and advisor sessions	4,500
Traffic Safety Education	14 safety campaigns and traffic guidance training sessions	956
Total	45 activities	5,949

◎ Promoting a Smoke-Free Campus

CSU has prohibited smoking campus-wide since September 2016. a presidential task force coordinates tobacco prevention, education, reporting, and enforcement.

In 2025, 28 awareness activities attracted 3,015 participants. CSU also partners with Kaohsiung Veterans General Hospital to provide cessation courses, medical consultations, carbon monoxide testing, and health guidance, supporting students in quitting smoking and managing their health.



▲ Tobacco Prevention Campaign:
100% Smoke-Free Campus



▲ Smoking Cessation Program with
Kaohsiung Veterans General Hospital



▲ Tobacco Prevention Lecture



▲ Interactive Tobacco Prevention
Activity

◆ Life Education and Campus Care

CSU promotes holistic development through life education and innovative general education. in the 2025–2026 academic year, the “Journey of Life” course cluster enrolled 306 students in six classes, while 49 related liberal arts courses served 2,259 students.

A vice president-led Life Education Task Force coordinates policies and programs. in the 2024–2025 academic year, CSU organized 55 life education activities, guiding students to explore and creatively share their life stories, strengthen self-understanding, and build confidence and purpose. CSU promotes holistic development through life education and innovative general education. in the 2025–2026 academic year, the “Journey of Life” course cluster enrolled 306 students in six classes, while 49 related liberal arts courses served 2,259 students.

A vice president-led Life Education Task Force coordinates policies and programs. in the 2024–2025 academic year, CSU organized 55 life education activities, guiding students to explore and creatively share their life stories, strengthen self-understanding, and build confidence and purpose.



▲ Food Safety and Healthy Eating Lecture



▲ Life Theatre: Expressing Emotional Well-Being

Life Education Initiatives, Academic Year 2024

Activity	Sessions	Participants
Food Safety and Healthy Eating Lecture	1	100
Light Up! Life Education Theatre	13	238
Suicide Prevention Gatekeeper Training for Employees	1	234
Suicide Prevention Gatekeeper Training for Students	2	47
Group Counseling	38	195
Total	55	814

Campus Animal-Friendly Practices and Life Education

Featuring an "animal-friendly" campus identity, our school integrates life education with campus safety management through the "Campus Guardian Dog" program to create an inclusive environment for both humans and animals. Since 2013, with assistance from the Kaohsiung Animal Protection Office, we have reduced the presence and safety risks of stray dogs on campus through adoption, health management, and behavioral training.



In 2025, vaccination and neutering operations were completed for 6 guardian dogs alongside the establishment of a safety management mechanism, balancing animal welfare and campus safety.

To deepen life education, the school established the "Guardian Dog Volunteer Team" in 2014, training 56 student volunteers in 2025 to participate in dog care and outreach efforts. Concurrently, we organize animal life education activities to promote animal welfare, responsible pet ownership, and adoption concepts, nurturing students' respect for life, care for animals, and sense of civic responsibility.

3-6 Career Development, Internships, and Employment

GRI 3-3 / SDG 4.4、8.5 /
SASB SV-ED-260a.1、SV-ED-260a.2、SV-ED-260a.3

CSU cultivates practice-oriented professionals with expertise, ethics, social responsibility, and global perspectives. Through experiential learning and industry-academia collaboration, students develop both theoretical knowledge and workplace-ready skills.

Aligned with Ministry of Education policies, CSU continues to strengthen off-campus internships and diversify practice-based courses, expanding students' learning and workplace experience.



▲ Bronze Award for Excellence in Career Guidance

◆ Advancing Student Career Development

The Alumni and Career Development Center integrates soft and hard skills through its “Smart Power” approach, strengthening students' career readiness, employment advantages, and long-term career development.

During Studies: Career Exploration and Skill Building

- Provide lectures and one-on-one counseling, including career assessments, to support student career exploration.
- Organize career seminars to strengthen job readiness, guidance, and employability skills.
- Arrange corporate visits to help students understand business operations and management concepts.

Before Graduation (Senior Year): Job Matching and Career Preparation

- Operate the “Job Express” system, host job fairs, and collaborate with public employment services to expand job-matching channels and enhance employer talent recruitment.
- Establish comprehensive support mechanisms for disadvantaged students, providing necessary resources and funding for career counseling.

Post-Graduation: Career Support and Continued Engagement

- Organize alumni return programs and establish career support teams (Employment & Internship Committee, Career Assistants) to provide guidance for both current students and graduates.
- Conduct regular graduate tracking surveys, including employment sectors and salary levels.

◆ Career Guidance Activities

CSU promotes career exploration through lectures, entrepreneurship forums, job-search training, civil service examination seminars, and company visits. In the 2024–2025 academic year, 78 activities attracted 4,682 participants, strengthening students' career planning and employability.



▲ Career Exploration Activity



▲ Student Entrepreneurship Seminar



▲ Employment Promotion Seminar



▲ Company Visit and Workplace Learning

◆ Off-Campus Internships

Under its Off-Campus Internship Regulations, CSU partners with quality host organizations to provide workplace learning and enhance students' practical skills and career readiness.

Students unable to complete an internship may transfer to another host organization. Alternative course arrangements undergo departmental, college, and university-level review to safeguard educational quality and students' learning rights.

In 2025, leading companies—including TSMC, Coretronic, and Taiwan High Speed Rail—initiated internship partnerships with CSU, recognizing students' professional competence and learning attitudes. These partnerships have expanded both the number and diversity of placements, providing students with valuable industry experience and career opportunities.

CSU will continue strengthening industry collaboration and developing quality internships to enhance students' workplace readiness.

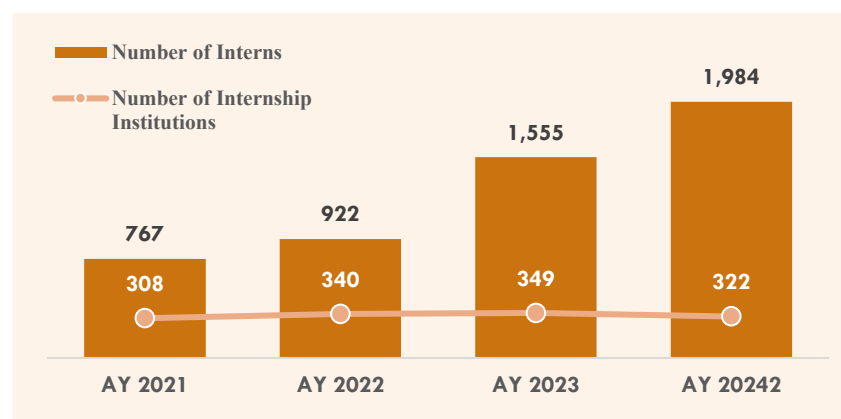


▲ TSMC AME Internship Recruitment Session

▲ Internship Guidelines Briefing

Academic Year 2024 Internship Institutions and Student Numbers

Internship Institutions & Student Numbers	College of Engineering	College of Health and Management	College of Living Creativity	Total
Number of Internship Institutions	122	138	89	349
Number of Interns	786	490	279	1,555



◆ Employment Matching and Graduate Surveys

CSU supports students' transition to employment through its online job portal, campus career fairs, and employment service stations.



▲ Campus Career Fair

◎ Graduate Outcomes Survey

In 2025, employment rates one, three, and five years after graduation reached 84.85%, 91.20%, and 93.89%, respectively. Recent graduates and employers reported satisfaction scores of 4.26 and 4.24. Findings inform curriculum design, talent development, and teaching improvement.

Among graduates surveyed one year after graduation, the leading employment sectors were marketing and sales (1,028), manufacturing (824), and leisure, hospitality, and tourism (707), reflecting strong alignment with industry demand.

Employment Status Survey After 1, 3, and 5 Years of Graduation

Graduation Year	Number of Graduates	Employed	Pursuing Further Studies	Military Service	Unemployed	Other
AY 2023 Graduates (1 Year After Graduation)	3,715	Count	2,999	141	56	183
		%	84.85%	3.98%	1.59%	5.17%
AY 2021 Graduates (3 Years After Graduation)	3,679	Count	3,355	27	8	108
		%	91.20%	0.73%	0.22%	2.92%
AY 2019 Graduates (5 Years After Graduation)	3,756	Count	3,526	13	1	105
		%	93.89%	0.36%	0.03%	2.98%

Graduation Rate in 2025

Program	Number of Graduates within Program Duration (A)	Number of New Student Enrollments (B)	Number of Students on Leave / Withdrawal / Transfer (C)	On-Time Graduation Rate (%) A / B	Graduation Rate (%) A / (B - C)
Bachelor's Program (Day Division)	1,511	1,453	472	103.99%	154.03%
Bachelor's Program (Evening Division)	1,736	1,508	152	115.12%	128.02%

Notes: (1) Graduates completing their studies within the prescribed period are counted under the CSU Academic Regulations. Bachelor's programs normally require four years, with extensions permitted. (2) Enrollment, suspension, withdrawal, and transfer data are sourced from the Ministry of Education's University Information Disclosure Platform. (3) Suspension, withdrawal, and transfer figures cover the graduating cohort throughout its study period.

3-7 Sustainable Education

GRI 3-3 / SDG 4.7

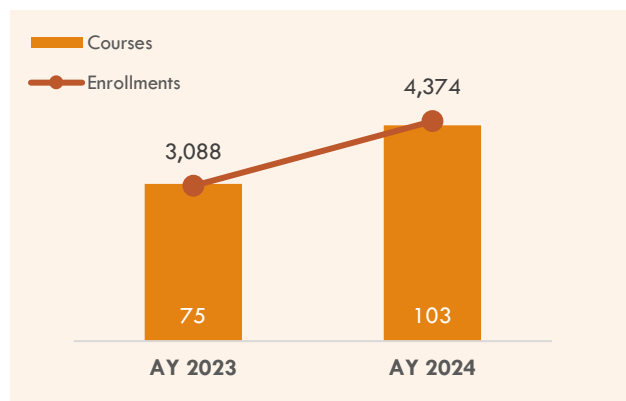
CSU integrates the UN Sustainable Development Goals (SDGs) into curriculum design, institutional development, and higher education initiatives, linking social issues with innovative teaching to cultivate sustainability-minded professionals.



◆ SDG-Integrated Curriculum

In the 2024–2025 academic year, 6,445 of 6,775 courses (95.1%) were aligned with the SDGs. the University also offered 103 ESG- and sustainability-related courses, totaling 105.5 credits across 19 departments and graduate institutes. These courses were taught by 58 faculty members and recorded 4,374 enrollments.

ESG- and Sustainability-Related Courses



Note: Formal credit-bearing courses explicitly aligned with SDG targets and indicators, including 0.5-credit micro-courses.

Courses were most closely aligned with SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, and SDG 3: Good Health and Well-being, reflecting CSU's educational priorities. the University will continue integrating sustainability across its curriculum.

SDG Alignment By College, Academic Year 2024

College	College of Engineering	College of Health and Management	College of Living Creativity	Others	Total
Total Courses Offered	2,656	1,713	2,022	384	6,775
Number of SDGs-Linked Courses	2,537	1,625	1,913	370	6,445
Percentage of SDGs-Linked Courses (%)	95.5%	94.9%	94.6%	96.4%	95.1%
Number of SDGs Covered	5,124	3,614	4,068	871	13,677
Average SDGs per Course	2.02	2.22	2.13	2.35	2.12

Note: Data were obtained from the “Higher Education Student Information Database,” including the “Actual Course Structure Tables” (AY 2021–2023) and the University’s internal course syllabus database.

SDG Alignment of University Courses, Academic Year 2024



◆ Advancing Sustainability and University Social Responsibility Courses

◎ Sustainable Development Micro-Credential Program

In the 2025–2026 academic year, CSU launched a Sustainable Development Micro-Credential Program. Students complete eight credits across four sustainability fields to earn a certificate, broadening their sustainability perspectives and career readiness.

◎ University Social Responsibility Practice Certificate Program

Since 2020, CSU has offered the University Social Responsibility Practice Certificate Program, comprising six core and six professional credits.

Through PBL and interdisciplinary fieldwork at USR sites, students identify local issues, develop practical solutions, and strengthen service and problem-solving skills. Five external experts annually review the program based on learning outcomes, employability, and industry needs.

In the second semester of 2024–2025, 526 students enrolled in the program. of 122 graduating students, 101 completed it, achieving an 82.78% completion rate. Since 2020, CSU has offered the University Social Responsibility Practice Certificate Program, comprising six core and six professional credits.

Through PBL and interdisciplinary fieldwork at USR sites, students identify local issues, develop practical solutions, and strengthen service and problem-solving skills. Five external experts annually review the program based on learning outcomes, employability, and industry needs.

In the second semester of 2024–2025, 526 students enrolled in the program. of 122 graduating students, 101 completed it, achieving an 82.78% completion rate. Since 2020, CSU has offered the University Social Responsibility Practice Certificate Program, comprising six core and six professional credits.



▲ Learning about Sustainable Development through an SDG Board Game



▲ IT Volunteers Teaching Coding at Shuiliao Elementary School



▲ Fun Exercise Promoting Older Adults' Health and Intergenerational Interaction

Through PBL and interdisciplinary fieldwork at USR sites, students identify local issues, develop practical solutions, and strengthen service and problem-solving skills. Five external experts annually review the program based on learning outcomes, employability, and industry needs. In the second semester of 2024–2025, 526 students enrolled in the program. of 122 graduating students, 101 completed it, achieving an 82.78% completion rate.

◎ User Innovation and Social Practice Courses

CSU encourages faculty to integrate social practice into professional learning, enabling students to apply their expertise in community service.

In 2024–2025, 83 courses recorded approximately 4,181 enrollments, with an average learning outcome score of 4.42 out of 5.



▲ Industry Expert Sharing Insights on Sustainable Ecotourism



▲ Integrating the SDGs into Innovative Teaching

Sustainability Faculty Learning Communities in 2024

Community Name	Participants
Interdisciplinary Multimedia and Sustainability Education	5
Interdisciplinary SDG-Integrated Teaching	4
Innovative SDG-Integrated Teaching	6
Innovative Teaching in Everyday Aesthetics	17
Green Fashion: Upcycling Clothing	6
Advancing SDG 5: Gender Equality	5
Food Waste Reduction and Environmental Sustainability	16
Service Industry Etiquette Education	10
Environmental, Economic, and Social Sustainability Education	9
Local Culture and Social Responsibility	7
Total: 10 Communities	85

Partnering With Kaohsiung City to Advance Carbon-Neutrality Education



CSU's College of Health and Management partnered with the Kaohsiung City Environmental Protection Bureau to offer an ISO 14068-1 Carbon Neutrality Internal Auditor Certification Program at the Kaohsiung Net Zero Institute.

Following three days of intensive theoretical and practical training, participating faculty and graduate students earned DNV certification. This government–industry–university collaboration strengthens green talent development and supports Taiwan's net-zero transition. CSU's College of Health and Management partnered with the Kaohsiung City Environmental Protection Bureau to offer an ISO 14068-1 Carbon Neutrality Internal Auditor Certification Program at the Kaohsiung Net Zero Institute.

Following three days of intensive theoretical and practical training, participating faculty and graduate students earned DNV certification. This government–industry–university collaboration strengthens green talent development and supports Taiwan's net-zero transition.

◆ Sustainability Education and Practice

CSU advances sustainability through teaching, campus initiatives, and community engagement, strengthening sustainability literacy, practical skills, green living, and social impact.

◎ Sustainability Education Network and Resource Integration

1. Integrating academic, student affairs, and USR resources through cross-unit collaboration.
2. Aligning sustainability courses and programs while sharing teaching resources.
3. Building faculty communities to strengthen sustainability teaching.
4. Engaging students in sustainability clubs and USR fieldwork.
5. Partnering with government, industry, and communities to expand impact.

CSU has institutionalized its USR implementation, evaluation, and incentive mechanisms. See Section 5-1, University Social Responsibility.

- Integrate environmental and sustainability issues into professional and general education courses.
- Offer lectures, workshops, and campus campaigns.
- Strengthen practical skills in carbon reduction, resource circularity, and environmental protection.

Embedding Sustainability Education



- Promote beach cleanups, ecological conservation, and carbon-reduction initiatives.
- Engage communities, youth, and international students through USR projects.
- Develop locally connected sustainability models.

Sustainability Action



- Disclose achievements through sustainability reports, websites, and social media.
- Report environmental and carbon-reduction performance.
- Strengthen social impact through the Sustainable Campus brand.

Sustainability Disclosure and Branding



- Promote low-carbon lifestyles and sustainable behavior.
- Advance plastic reduction, green transportation, and environmental action.
- Foster a low-carbon campus and sustainability culture.

Green Living and Campus Practice



◎ Sustainability-Oriented Student Clubs

Under the Student Club Guidance Regulations, CSU encourages student participation in clubs and campus activities to develop teamwork, leadership, problem-solving, and resilience.

In 2024–2025, student clubs supported the SDGs through beach cleanups, plant-based food promotion, second-hand charity sales, book exchanges, and recycling workshops in educational priority areas.

Student Organization and Club Training, Academic Year 2024

Organization / Activity	Participants	SDGs
Eco-Pioneers & Youth Service Volunteer Club hosted two sessions of the "Coastal Cleanup" activity at Zhongyun Port Beach, Linyuan District, Kaohsiung City, on October 19, 2024, and April 13, 2025.	48	
Extra-Curricular Activities Section (SAO) & Student Association hosted the "End-of-Term Cadre Training for Department Associations and Clubs" on December 24 and 30, 2024, to enhance the organizational management and leadership capabilities of student cadres.	98	
Goodwill Ambassador Club & Photography Club participated in the "2025 National Tertiary Student Club Evaluation and Observation Event" from March 29 to 30, 2025, to improve club operational performance through achievement exchanges and observation.	14	
Student Association participated in the "2025 National Tertiary Student Association Exhibition" from May 3 to 4, 2025, exchanging experiences and sharing achievements with student self-governance organizations nationwide.	28	
Extra-Curricular Activities Section (SAO) & Student Association hosted the "Summer Potential Development Workshop" from June 29 to 30, 2025, to cultivate students' leadership skills and teamwork capabilities.	52	



▲ Environmental Beach Cleanup at Zhongyun Harbor, Linyuan District



▲ Summer Leadership and Team-Building Camp

The Office of Student Affairs provides leadership training and club evaluations to strengthen student engagement and organizational development. In 2025, the Hospitality Service Club received an Honorable Mention in the national student club evaluation, while the Student Association earned three achievement certifications at the national student association showcase.



▲ 2025 National Student Association Evaluation

Volunteer Service Clubs

Club Name	Mission / Service Model	SDGs
Environmental Protection Team	Promotes environmental awareness through lectures, campaigns, and campus improvement activities.	  
Tzu Chi Collegiate Youth Association	Fosters compassion and service through cultural learning, wellness activities, community service, vegetarian advocacy, and environmental volunteering.	    
Youth Volunteer Service Team	Builds social responsibility through volunteer training, community service, after-school tutoring, charity sales, beach cleanups, and environmental education.	   
Traffic Safety Service Club	Promotes traffic safety through duty training and campus and community campaigns.	 
Chun-Hui Volunteer Service Club	Advances drug and tobacco prevention through volunteer training and educational outreach in elementary schools.	
International Friendship Club	Strengthens global perspectives, Chinese proficiency, intercultural exchange, and community service.	
Glimmer Volunteer Team	Supports vulnerable groups through special education, homeless assistance, and community outreach.	
Public Service Leadership Club	Develops leadership and social responsibility through group training and community service.	

4 Environmental Sustainability and Green Campus

CSU advances a low-carbon campus through energy conservation, carbon reduction, waste management, green space planning, and ecological protection.



- Priority stakeholders:  Government Organizations 、  Non-Governmental Organizations
 Suppliers 、  High Schools 、  Enterprises

- Corresponding material Topics: Campus Environmental Safety 、 Energy Management & Conservation

• Campus Sustainability Highlights:

- CSU Advances a Sustainable Campus through Green Office Practices
- CSU and Kaohsiung EPB Cultivate Carbon-Neutral Green Professionals
- CSU Introduces Smart Recycling Machines to Reduce Waste

4-1 Climate Governance and Action

4-2 Energy Resource Management

4-3 Campus Safety, Environmental Management and Resilience

4-4 Waste Disposal and Recycling

4-5 Sustainable Supplier Management

4-6 Campus Ecology and Greening

4-1 Climate Governance and Action

SDG 6.4、7.3、7.a、8.4、9.4、11.3、13.1、13.2、13.3

In response to global climate governance, CSU adopted the TCFD framework in 2023 to identify climate-related risks and opportunities, guide environmental and energy strategies, and strengthen campus resilience toward its sustainability vision.

◆ Climate Governance

◎ Climate Change Governance and Management Framework

The Social Responsibility and Sustainable Development Committee oversees climate strategies, risk management, and decision-making. Its climate risk, GHG inventory, and energy conservation teams conduct risk assessments, emissions reduction, and energy-saving initiatives to strengthen campus resilience and advance the net-zero transition.



▲ Core Elements of TCFD

◆ Climate Risk and Opportunity Assessment

◎ Assessment of Climate-Related Risks and Opportunities

Following the TCFD framework, CSU assesses transition risks—policy and legal (R1), technology (R2), market (R3), and reputation (R4)—and physical risks—acute (R5) and chronic (R6). the results guide measures to reduce operational and financial impacts and enhance campus resilience.

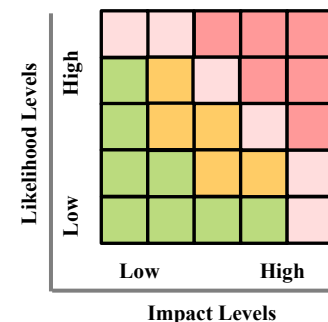
Assessment horizons are defined as short term (1–3 years), medium term (3–10 years), and long term (over 10 years).

◎ Risk Matrix Assessment Method

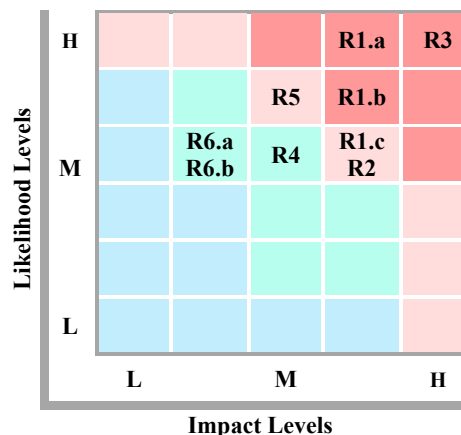
Climate-related risks are evaluated using a quantitative scoring approach. Probability of Occurrence is categorized into five levels: 5 (Almost Certain), 4 (Likely), 3 (Possible), 2 (Unlikely), and 1 (Rare). Impact Level is divided into five levels: 5 (Severe), 4 (Major), 3 (Moderate), 2 (Minor), and 1 (Insignificant).

The risk level is calculated by multiplying probability by impact (Risk Level = Probability × Impact), serving as the basis for risk prioritization and resource allocation.

Existing risk control mechanisms are also reviewed to ensure effective mitigation and management capabilities.



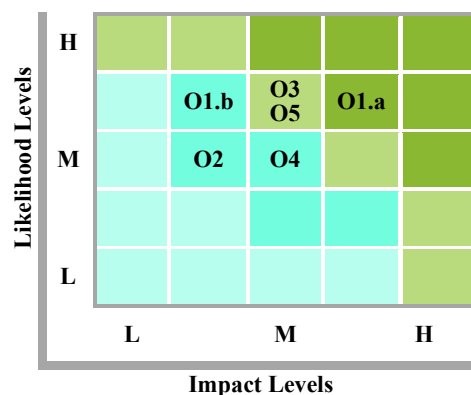
Climate-Related Risk Matrix



Climate-Related Risks

Code	Category	Climate-Related Risk
R1.a	Policy & Regulation	GHG cap-and-trade, carbon tax, and carbon fees.
R1.b	Policy & Regulation	Stricter emission reporting requirements.
R1.c	Policy & Regulation	Rising carbon pricing.
R2	Technology	Costs of low-carbon campus transition.
R3	Market	Higher energy resource costs.
R4	Reputation	Increased stakeholder scrutiny and negative feedback.
R5	Acute Physical Risks	More frequent and severe extreme weather events (e.g., typhoons, floods).
R6.a	Chronic Physical Risks	Rising average temperatures.
R6.b	Chronic Physical Risks	Shifts in rainfall patterns and climate variability.

Climate-Related Opportunity Matrix



Climate-Related Opportunities

Code	Category	Climate-Related Risk
O1.a	Energy Efficiency	Enhance energy efficiency.
O1.b	Water Efficiency	Reduce water use and consumption.
O2	Energy Sources	Adopt low-carbon energy sources.
O3	Products & Services	Promote low-carbon campus services.
O4	Market	Leverage public sector incentive programs.
O5	Resilience	Participate in renewable energy programs and adopt energy-saving measures.

© Scenario Simulation

COP30 (2025) warned that global warming is approaching—and may temporarily exceed—the 1.5°C threshold, making climate risks an immediate concern and calling for accelerated net-zero and adaptation action.

Under the TCFD framework, CSU applies Taiwan's 2050 Net-Zero Pathway, the IPCC AR6 SSP5-8.5 scenario, and TCCIP data to assess physical risks from temperature and rainfall changes during 2021–2050, including impacts on energy, water, flooding, and slope hazards. Carbon fees and energy transition risks are also incorporated to guide climate strategy, risk management, and campus resilience.

Scenario Description	Taiwan's 2050 Net-Zero Pathway and Climate Change Response Act (Transition Risk)	SSP3-7.0 High-Emissions Scenario (Physical Risk)
Analysis Results	The 2021–2050 analysis assumes carbon neutrality by 2045 and net-zero emissions by 2050. Based on Taiwan's carbon fee regulations, it assesses carbon price changes and transition impacts. Carbon pricing and net-zero policies may increase carbon fees, energy costs, compliance requirements, equipment upgrades, and decarbonization investment, adding operational and transition pressures.	TCCIP projections for 2045 indicate that Kaohsiung's Niasong District may experience a 0.9°C rise in annual mean temperature, 65 more warm days, 39 more extremely hot days, a 12.12% increase in annual rainfall, and a 181% increase in maximum daily rainfall. Intensifying heat and extreme rainfall may affect campus energy use, drainage capacity, and facility safety.

Scenario Description	Taiwan's 2050 Net-Zero Pathway and Climate Change Response Act (Transition Risk)	SSP3-7.0 High-Emissions Scenario (Physical Risk)
Climate-Related Risks	- Net-zero pressure: CSU's emissions are projected at approximately 3,000 tCO₂e annually by 2045, requiring continued reductions. - Rising carbon costs: Purchasing carbon credits at approximately NT\$3,500/tCO₂e would add NT\$10.5 million annually. Carbon fees may rise from NT\$300 to NT\$1,200–1,800 per tonne after 2030, increasing related costs four- to sixfold. - Regulatory exposure: Taiwan's current 25,000-tonne threshold may be lowered to 10,000 or 5,000 tonnes, bringing CSU closer to regulation and increasing compliance pressure.	- Higher energy costs: Rising temperatures will increase cooling demand and maintenance costs. By 2050, air-conditioning electricity use may rise by 11.2%–12.8%, adding approximately NT\$5.43–6.20 million annually. - Extreme rainfall: Heavier rainfall and flooding may threaten campus facilities and operational continuity. - Water stress: Greater drought and water-restriction risks may increase water and operating costs.
Climate Risk Response Strategies	Energy Management and Decarbonization: Strengthen greenhouse gas inventories and energy monitoring through a campus Energy Management System (EMS); replace energy-intensive equipment, upgrade air-conditioning and lighting, expand solar power, and plan a smart grid. Carbon Management: Improve emissions data and assess voluntary reduction and carbon credit mechanisms to mitigate carbon costs and enhance regulatory readiness. Water Resilience: Introduce rainwater harvesting, water-saving equipment, and backup water sources to address drought and water restrictions. Campus Adaptation: Upgrade drainage and flood-control facilities, while expanding green and permeable spaces to reduce flooding risks. Sustainability Engagement: Secure energy-efficiency funding and promote green campus practices and low-carbon lifestyles among faculty, staff, and students.	

Note: the 2045 projections are based on data from the Taiwan Climate Change Projection Information and Adaptation Knowledge Platform (TCCIP).

◆ Climate Risk Management and Adaptation Strategies

Under the TCFD framework, CSU systematically identifies transition and physical risks and assesses their operational and financial impacts to inform institutional decisions and resource allocation. Cross-unit measures covering energy transition, water management, and infrastructure adaptation strengthen campus resilience and safety. for details, see “2-2 Risk Management and Internal Controls.”

◎ Climate Risk Management Process

1 Climate Risk and Opportunity Identification

- **Physical risks:** Impacts of extreme events, such as typhoons and flooding, on campus operations.
- Changes in regulations, technologies, or market demand.
- **Time horizoTransition risks: ns:** Short-, medium-, and long-term impacts.

2 Climate Scenario Analysis and Risk Assessment

- Conduct stress tests under different warming scenarios.
- Assess risk probability and financial impacts.

3 Risk Response Planning

- Evaluate risk/opportunity significance and probability, consider risk appetite, and determine appropriate responses.

4 Integration into Enterprise Risk Management

- Incorporate climate risks into the University' s existing risk management and internal control systems.

5 Monitoring and Periodic Review

- Conduct annual risk assessments and follow-ups.
- Monitor progress toward targets.

6 Reporting and Disclosure

- Report to the Social Responsibility and Sustainability Committee.
- Disclose progress annually through the Sustainability Report and Sustainability Website.

◎ Financial Impacts and Response Strategies for Climate-Related Risks

Type	Climate-Related Risk		Potential Financial Impact (+ / -)	Response Strategy
Transition Risks	R1 Policy & Regulation	· Emissions caps, carbon taxes, fees, and pricing mechanisms. · Stricter emissions disclosure and verification requirements.	- Higher capital expenditure from equipment replacement or early retirement. - Increased carbon fee and compliance costs. - Higher third-party verification and disclosure costs.	· Set net-zero targets and emissions reduction pathways. · Implement ISO 14064 GHG accounting and management. · Prepare carbon fee response and reduction strategies.
	R2 Technology	· Demand for low-carbon technologies and campus transition. · Phase-out of carbon-intensive equipment and stranded asset risks.	- Higher investment in low-carbon equipment. - Asset impairment from early equipment retirement.	· Phase out energy-intensive equipment. · Adopt efficient air-conditioning, LED lighting, and smart energy management. · Assess renewable energy installations, such as solar PV.
	R3 Market	· Rising electricity prices and carbon costs.	- Higher energy procurement costs. - Increased overall operating costs.	· Promote energy-saving measures through equipment upgrades and behavioral management. · Improve energy efficiency through EUI management. · Expand green electricity procurement and renewable energy use.
	R4 Reputation	· Growing stakeholder expectations for ESG performance and climate action.	- Potential decline in student enrollment and brand trust. - Reduced funding and partnership opportunities.	· Strengthen TCFD and sustainability reporting. · Advance low-carbon campus and USR initiatives. · Participate in sustainability rankings and awards to enhance institutional reputation.
Physical Risks	R5 Acute Physical Risks	· More frequent and severe extreme weather events, including typhoons and floods.	— Higher campus facility repair costs.	· More frequent and severe extreme weather events, including typhoons and floods.
	R6 Chronic Physical Risks	· Long-term temperature rise and changing rainfall patterns.	- Higher electricity demand for air-conditioning. - Increased long-term operating costs.	· Promote energy-efficient and green building design. · Implement a smart energy management system. · Strengthen water management, recycling, and reuse.

◎ Financial Impacts and Response Strategies for Climate-Related Opportunities

Type	Climate-Related Opportunities		Potential Financial Impact (+ / -)	Response Measures
Opportunities	O1 Resource Use Efficiency	Improve energy and water efficiency.	- Lower energy and water costs. - Improved operational efficiency.	- Implement energy- and water-saving measures. - Optimize the Energy Management System (EMS).
	O2 Energy Sources	Adopt renewable energy, including solar PV and green electricity.	- Reduced exposure to long-term energy price volatility. - Access to renewable energy subsidies.	- Install solar PV systems. - Procure green electricity and renewable energy certificates.
	O3 Products & Services	Develop a low-carbon campus and sustainable service models.	- Enhanced institutional reputation and attractiveness. - More industry-academia collaboration opportunities.	- Establish a sustainable campus demonstration site. - Develop ESG-related industry-academia collaboration.
	O4 Market	Participate in government energy-saving and carbon-reduction programs and secure related funding.	Government funding to reduce the cost of energy-efficiency upgrades and low-carbon transition.	- Prioritize energy-efficient and eco-labeled products. - Apply for government energy-saving and carbon-reduction grants.
	O5 Resilience	Develop ESG curricula and cultivate sustainability talent.	- Stronger long-term competitiveness and social impact. - Greater student recruitment appeal.	- Strengthen sustainability curricula and programs. - Advance USR and interdisciplinary sustainability education.

◎ Climate Risk and Opportunity Management Timeline

Risk / Opportunity	Short-term (1–3 years)	Medium-term (3–10 years)	Long-term (10+ years)
Strategy Development	Establish GHG accounting and climate risk management systems; adopt TCFD and internal carbon management mechanisms; strengthen energy-saving and carbon-reduction actions.	Align institutional development with the SDGs and net-zero pathway; introduce sustainability performance management.	Support Taiwan's 2050 Net-Zero Pathway by implementing emissions reduction measures and developing a low-carbon campus governance model.
Transition Risks	- Rising energy and resource costs (R3 Market). - Emissions disclosure and regulatory requirements (R1.b Policy & Regulation). - Carbon fees and emissions caps (R1.a Policy & Regulation).	- Stakeholder concerns and negative feedback (R4 Reputation). - Low-carbon transition investment costs (R2 Technology). - Rising carbon prices (R1.c Policy & Regulation).	- Stranded asset risks from replacing carbon-intensive facilities and equipment with low-carbon technologies (R2 Technology). - Impairment of carbon-intensive assets due to carbon fees and energy market volatility (R3 Market). - Financial and reputational risks from unmet emissions reduction targets.
Physical Risks	- More frequent and severe typhoons and heavy rainfall (R5 Acute Physical Risk). - Campus facility damage and operational disruptions (R5 Acute Physical Risk).	Intensifying climate hazards and greater demand for campus resilience (R5 Acute Physical Risk).	- Rising temperatures, urban heat, and health risks (R6.a Chronic Physical Risk). - Changing water availability and rainfall patterns (R6.b Chronic Physical Risk).
Opportunities	- Improve energy efficiency and invest in energy conservation (O1.a Resource Efficiency). - Secure government funding and net-zero resources (O4 Markets).	- Reduce water and energy consumption (O1.b Water Efficiency). - Adopt renewable energy and smart energy management (O5 Resilience). - Develop ESG curricula and sustainability talent (O5 Resilience).	- Increase the share of renewable energy (O2 Energy Source). - Develop a low-carbon campus and sustainable service models (O2 Energy Source). - Cultivate carbon management talent and expand industry-academia collaboration (O3 Products and Services).

◆ Climate Performance and Metrics

Management

To achieve net-zero emissions by 2050, CSU monitors climate risks and opportunities through performance indicators and adjusts its strategies accordingly.

01 Linking Key Risks and Metrics	Establish indicators for identified climate risks and opportunities, with short-, medium-, and long-term targets for risk control and performance tracking.
02 Climate and Environmental Performance Monitoring	Monitor GHG emissions, energy use, and water management, for performance data, see “4-1 Climate Action—GHG Emissions Management” and “4-2 Energy and Resource Management.”
03 GHG Emissions Profile	Purchased electricity accounts for over 90% of CSU’s total GHG emissions, indicating high reliance on external energy and providing a basis for decarbonization and energy transition planning.
04 Strategy and Target Integration	- Integrate the SDGs into institutional planning and governance through energy conservation, carbon reduction, resource circulation, green procurement, and environmental education. - Apply ISO 14064-1 GHG accounting and environmental performance management, supported by cross-unit collaboration. Track energy efficiency, carbon emissions, and renewable energy use to strengthen climate performance. For further details, see “1-2 Sustainable Institutional Development,” “4-2 Energy and Resource Management,” and “4-3 Campus Environmental Safety and Resilience Management.”

◎ Greenhouse Gas Emissions Management

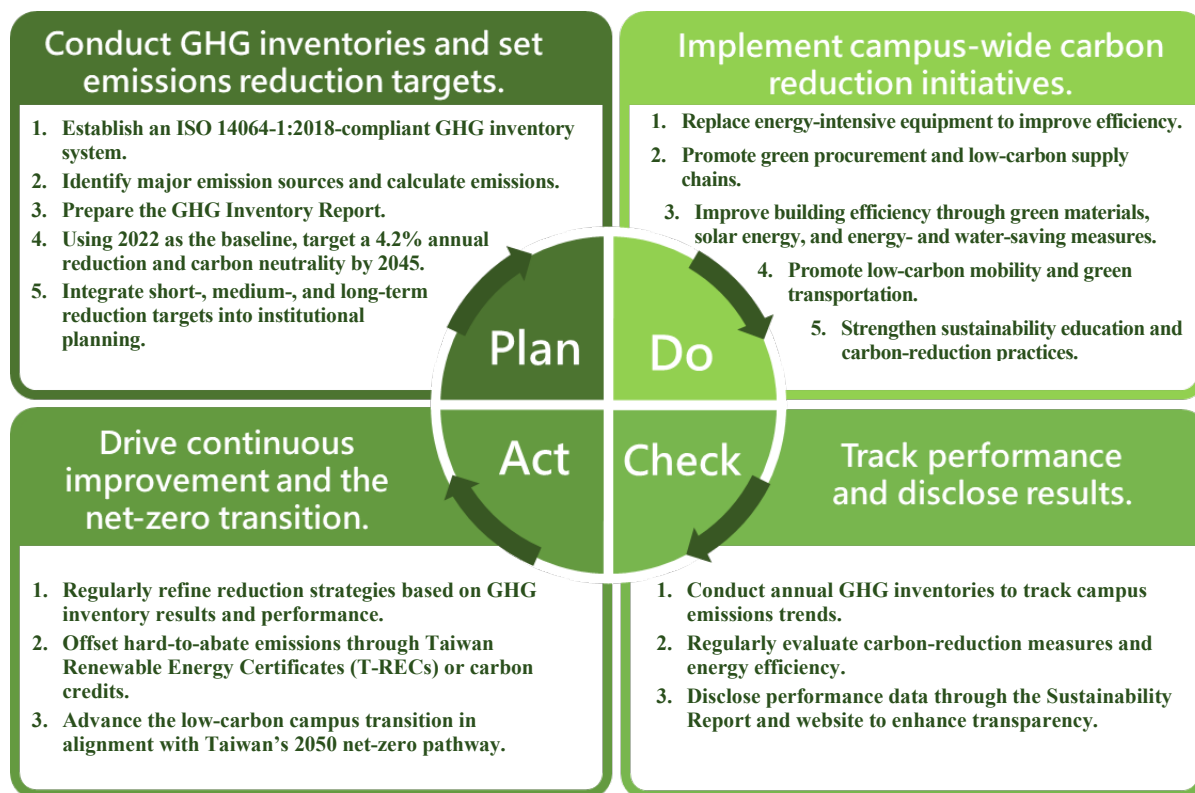
To advance sustainable campus governance, CSU adopted ISO 14064-1:2018 in 2022 and established a systematic carbon management framework. Regular GHG inventories and reports support emissions tracking and continuous reduction.

CSU published its first GHG Inventory Report in July 2023, with third-party assurance confirming the reliability of its procedures and data.

External verification is conducted every four years to strengthen governance and disclosure quality. The next verification is scheduled for 2027, reinforcing the credibility of CSU’s carbon data and commitment to environmental accountability.



◎ PDCA Cycle for Greenhouse Gas Management



© Carbon Reduction Targets and Progress

Using 2022 as the GHG inventory baseline year, CSU applies the SBT absolute contraction approach, targeting a 4.2% annual reduction in total GHG emissions.

CSU aims to reduce emissions by 24% by 2030 and 42% by 2036, progressing toward carbon neutrality by 2045. SBT and Business-as-Usual (BAU) scenarios are used to compare emissions pathways and guide energy conservation and transition strategies.

Ghg Reduction Targets

Target	Absolute Reduction Target	Target Emissions
Baseline Year (2022)	First GHG inventory year; annual emissions reduction target of 4.2%.	7,535.88 tCO₂e
Short Term (2025–2029)	24% reduction from the baseline by 2030.	5,687.47 tCO₂e
Medium Term (2031–2035)	42% reduction from the baseline by 2036.	4,396.55 tCO₂e
Long Term (Carbon Neutrality by 2045)	60% reduction from the baseline by 2045.	2,988.15 tCO₂e

Note: (1) the SBT scenario follows the Paris Agreement's 1.5°C pathway, applying the absolute contraction approach to reduce annual Scope 1 and Scope 2 emissions by 4.2%. (2) the BAU scenario assumes no reduction measures and applies the projected 2.8% average annual electricity demand growth for 2024–2033 from Taiwan's National Electricity Supply and Demand Report.

© GHG Reduction Performance

In 2025, CSU conducted its GHG inventory in accordance with ISO 14064-1:2018 and Ministry of Environment guidelines, covering Category 1 direct emissions (Scope 1) and Category 2 energy indirect emissions (Scope 2). Scope 1 accounted for 7.08%, while Scope 2 accounted for 92.92%, confirming purchased electricity as the primary emissions source.

Total emissions were 6,841.5540 tCO₂e, down 515.8704 tCO₂e (7.01%) from 2024. Emissions intensity decreased from 0.0342 to 0.0318 tCO₂e/m², demonstrating the effectiveness of CSU's energy-saving and carbon-reduction measures.

Direct and Energy Indirect GHG Emissions

Item	Unit	2023	2024	2025
Category 1: Direct GHG Emissions	tCO₂e	434.287	444.778	484.5349
Category 2: Energy Indirect GHG Emissions	tCO₂e	7,155.404	6,912.6464	6,357.0191
Total (Categories 1 and 2)	tCO₂e	7,589.691	7,357.4244	6,841.5540
Gross Floor Area	m²	215,168	215,168	215,168
GHG Emissions Intensity	tCO₂e/m²	0.0353	0.0342	0.0318

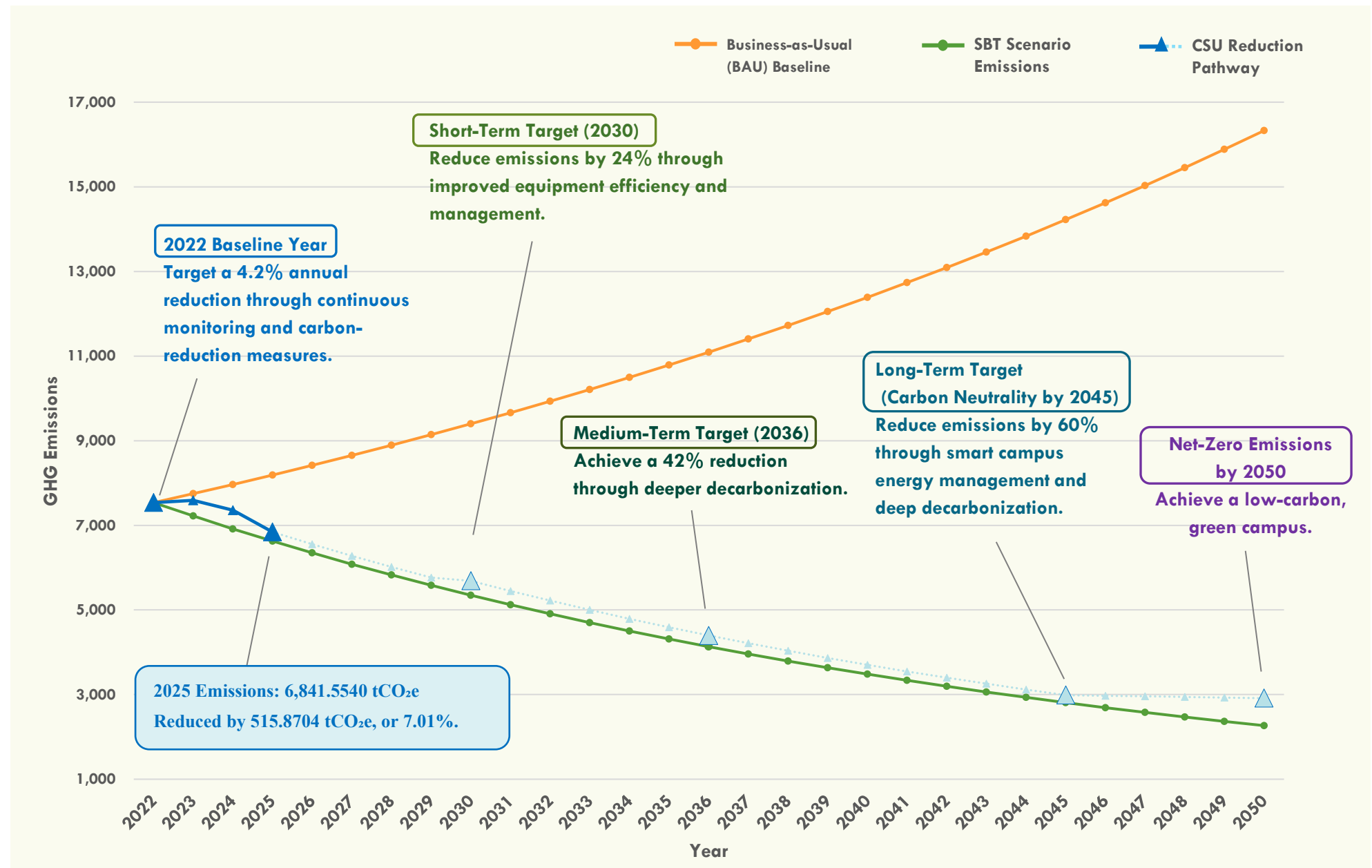
Note: (1) Category 1 sources include stationary combustion from cafeteria natural gas and backup generators, mobile combustion from vehicles, and fugitive refrigerant emissions from air-conditioning systems. (2) Emission factors follow Taiwan EPA's GHG Emission Factor Management Table, Version 6.0.4, and GWP values follow the IPCC 2021 data. (3) the inventory boundary uses the operational control approach, while emissions intensity is calculated from total Category 1 and Category 2 emissions.

Other Indirect GHG Emissions

To improve inventory completeness, CSU identifies and discloses other indirect emissions (Scope 3), including upstream transportation and distribution, operational waste, faculty, staff and student commuting, and business travel. These data support future carbon management and net-zero planning.

Category	Description	2025 Emissions (tCO ₂ e)
Category 3: Indirect GHG Emissions from Transportation	Upstream transportation and distribution, including the carbon footprints of electricity, diesel, and gasoline	2,057.6301
	Faculty, staff, and student commuting	5,805.9245
	Faculty and staff business travel	101.9279
Category 4: Indirect GHG Emissions from Products Used by the Organization	Purchased goods and services (municipal water)	30.6050
	Treatment and disposal of operational waste	12.4001
Total		8,008.4876

GHG Reduction Pathway



4-2 Energy Resource Management

GRI 3-3、302-1、302-3、303-3、305-1、305-2、305-4 / SDG 6.4、7.a、12.2、13.3

◆ Energy Management Strategy and Governance

The Office of General Affairs leads CSU's low-carbon campus initiatives, creating energy-efficient, resource-conscious, healthy, and eco-friendly facilities. From 2023 to 2025, CSU invested NT\$51 million in government-supported energy-efficiency projects.

Under the University's Energy Conservation Management Guidelines, CSU sets short-, medium-, and long-term targets and promotes energy-labeled procurement, energy efficiency, and environmental education.

Using 2018 as the baseline year, CSU targets a 1% annual reduction in energy use intensity (EUI). In 2025, electricity consumption decreased by 5.96%, demonstrating continued progress in energy conservation and carbon reduction.

◆ Energy Management

◎ Energy Consumption Profile and Challenges

Average campus floor area per student is 26.41 m² for daytime programs and 33.23 m² for continuing education programs. Given the intensive use of campus space and concentrated energy demand from teaching, research, air-conditioning, and lighting, CSU monitors its electricity profile and energy-intensive equipment while adopting efficient technologies and smart management to reduce energy use and emissions.

Key Challenges

- 1. High Baseline Electricity Demand:** a large campus population and extensive facilities require additional investment in energy-saving equipment.
- 2. High Space Utilization:** Heavy foot traffic and long operating hours complicate energy control.
- 3. Diverse Electricity Uses:** Teaching, administrative, and laboratory equipment often operates for extended periods.
- 4. Balancing Energy Conservation and Teaching Needs:** Some laboratory equipment requires constant temperatures and continuous operation, limiting energy-saving potential.

◎ Energy-Saving Strategies and Targets

Guided by equipment efficiency, smart management, and behavioral change, CSU implements its Energy Conservation Management Guidelines and integrates smart monitoring, data analysis, and energy management to improve campus energy efficiency and advance toward a smart, net-zero campus.

As air-conditioning and elevator systems are the University's major electricity consumers, CSU prioritizes high-energy equipment upgrades, optimized energy management, and behavioral change through short-, medium-, and long-term initiatives.



Energy-Saving Strategies

Strategy	Key Actions
Equipment Efficiency (Hardware)	• Replace aging air-conditioning, lighting, and computer equipment. • Prioritize high-efficiency and inverter-based equipment.
Smart Management (Systems)	• Optimize the Energy Management System (EMS). • Install smart meters and air-conditioning controls across campus buildings. • Introduce smart lighting and zone-based electricity monitoring.
Behavioral Change (People)	• Promote energy-saving education and self-management among faculty, staff, and students. • Encourage circular and sharing practices through AI-enabled recycling machines, shared bicycles, and power banks. • Apply space-specific management to energy-intensive laboratories and underused classrooms, strengthening zone-based electricity and user behavior controls.

Short-, Medium-, and Long-Term Energy-Saving Targets

Timeline	Priority	Key Actions	Expected Benefits
Short Term (1–2 years)	Energy-Intensive Equipment and Energy Management	1. Replace the Administration Building’s chillers and install Grade 1 energy-efficient inverter air conditioners and controls. 2. Introduce card-based air-conditioning billing. 3. Clean air-conditioning filters regularly. 4. Replace Building 3’s central air-conditioning with an inverter system integrated into the EMS.	• Reduce air-conditioning electricity use by approximately 10%. • Establish campus energy monitoring and management capacity. • Minimize unnecessary energy use.
Medium Term (3–5 years)	Smart Upgrades and Institutionalized Governance	1. Convert air-conditioning in the Administration and Creative Living Buildings to inverter systems. 2. Gradually introduce card-activated air-conditioning controls campus-wide. 3. Replace aging air-conditioning units. 4. Upgrade four elevators with regenerative drives. 5. Implement user-pays, self-management, and zone-based electricity controls. 6. Introduce smart monitoring, electricity analytics, and anomaly detection.	• Reduce campus energy use intensity. • Recover elevator braking energy for reuse. • Strengthen smart monitoring, data analysis, and anomaly management. • Institutionalize zone-based energy governance. • Foster energy-saving behavior and reduce emissions.
Long Term (6–10 years)	Smart Energy Governance and Net-Zero Campus	1. Replace Building 4’s central air-conditioning system. 2. Replace aging air conditioners in laboratories and dormitories. 3. Prioritize high-efficiency equipment. 4. Integrate air-conditioning, lighting, and elevator systems while enhancing the EMS, analytics, and decision-making mechanisms.	• Significantly improve campus-wide equipment efficiency. • Establish data-driven energy monitoring and decision-making. • Advance steadily toward net-zero emissions. • Build a low-carbon, resilient, and smart campus.

Smart Energy Governance and Digital Transformation

In 2025, CSU upgraded its Energy Management System (EMS), integrating campus electricity data with real-time monitoring, analytics, and anomaly alerts. Future AI-enabled monitoring will optimize energy-intensive equipment, reduce energy use and emissions, and advance a smart, net-zero campus.

Energy-Saving Measures and Results

CSU combines hardware upgrades with smart management to improve energy efficiency and build a low-carbon campus.

- 1. **Green Infrastructure:** in 2025, CSU installed 10 smart meters, integrated five chiller units into the EMS, equipped 137 classrooms with smart air-conditioning controls, and installed 24 smart streetlight control units.
- 2. **Digital and Behavioral Management:** Lighting controls, card-activated air-conditioning, submeters, and electricity monitoring support demand control and energy conservation.

Energy-Saving Measures Implemented in 2025

Category	Measure	Implementation	Benefits
Equipment Efficiency (Hardware)	LED Lighting	Replace conventional lighting with LEDs, currently covering approximately 90% of campus lighting.	Improve lighting efficiency while reducing electricity and maintenance costs.
	High-Efficiency Air-Conditioning	Replace existing units with high-CSPF/EER or inverter models, currently accounting for approximately 76%.	Improve cooling efficiency and reduce energy use and peak demand.
	Elevator Upgrades	Replace two aging dormitory elevators and install regenerative drives; approximately 24% of elevators feature capacity management and energy recovery.	Recover braking energy, reduce electricity use, and improve operating efficiency.
	Hot-Water System Optimization	Replace dormitory boilers with heat-pump water heaters, currently covering approximately 80%.	Improve efficiency, reduce energy and maintenance costs, and ensure a stable hot-water supply.
	Green Transportation	Improve official vehicle efficiency and install electric car and scooter charging stations.	Reduce fuel consumption and emissions while promoting low-carbon mobility.

Category	Measure	Implementation	Benefits
Smart Management (Systems)	Energy Management System (EMS)	Implement scheduled and automated energy controls across the campus and dormitories.	Enable real-time electricity monitoring and improve energy management efficiency.
	Submetering	Install submeters to monitor electricity use by building and equipment.	Analyze consumption patterns and guide efficiency improvements.
	System Upgrade	Enhance the EMS, with online testing from February 1 to April 30, 2026.	Strengthen data analytics and energy-saving decisions.
Behavioral Guidance (People)	Schedule-Based Electricity Control	Operate classroom air-conditioning and power according to course schedules, with automatic shutdown during unused periods.	Prevent energy waste and improve electricity management.
	Energy-Saving Awareness	Promote energy conservation education among faculty, staff, and students.	Foster an energy-saving culture and long-term behavioral change.

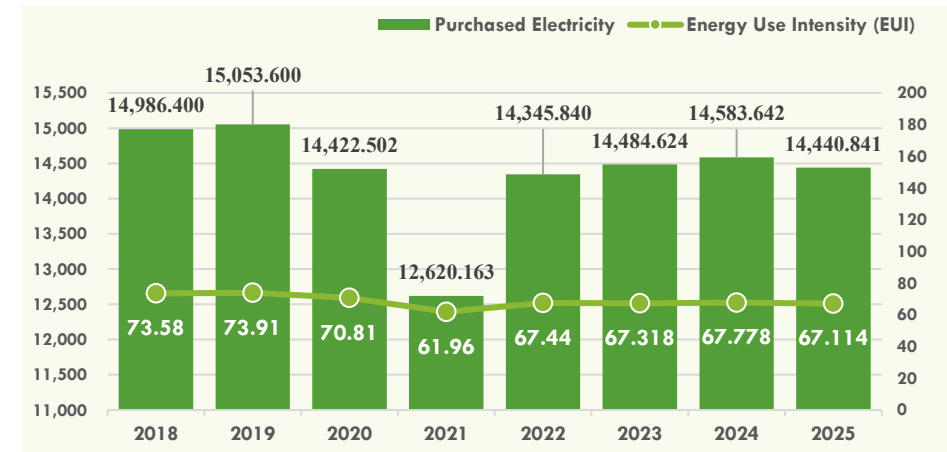
◎ Energy Performance

In 2025, CSU consumed 56,875.4190 GJ of energy and purchased 14,440,841 million kWh of electricity, down 0.98% year-on-year. Adjusted electricity consumption indicates stable energy efficiency.

Year	Unit	2023	2024	2025
Purchased Electricity (Campus and Dormitories)	mWh	14,484.6240	14,583.6420	14,440.8410
	GJ	52,144.6460	52,501.1112	51,987.0276
Gasoline	kL	27.2580	28.1684	26.7750
	GJ	899.9960	886.2815	842.4400
Diesel	kL	83.5533	87.6365	92.4807
	GJ	2,937.9370	3,164.0051	3,338.8988
Natural Gas	m ³	20.7788	22.7683	20.3150
	GJ	782.8210	564.4307	503.6129
Liquefied Petroleum Gas (LPG)	L	13,576.8240	14.6111	8.1610
	GJ	377.0840	364.2295	203.4396
Total Energy Consumption	GJ	57,142.4840	57,480.0580	56,875.4190
Floor Area	m ²	215,168	215,168	215,168
Electricity Use Intensity (EUI)	kWh/m ²	67.3177	67.7779	67.1142

Note: (1) Purchased electricity: 1 kWh = 0.0036 GJ. Heating values: gasoline 7,520 kcal/L, diesel 8,629 kcal/L, natural gas 5,925 kcal/m³, and LPG 5,958 kcal/L, based on the Bureau of Energy's Heating Values of Energy Products; 1 kcal = 0.000004184 GJ. (2) Energy Use Intensity (EUI) = annual electricity consumption ÷ gross floor area (kWh/m²·year). (3) Cumulative electricity savings = (2018 baseline consumption – current-year consumption) ÷ 2018 baseline consumption × 100%.

Trend of Purchased Electricity (Unit: mWh)



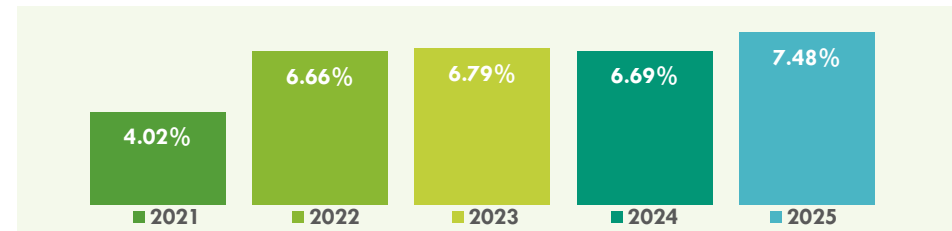
◆ Renewable Energy Installations

Supporting Taiwan's renewable energy policy, CSU leases rooftop space to a professional solar provider. Solar PV systems have been installed on eight buildings, including the Library and Technology Building, College of Management Building, and Student Activity Center, reaching 761.46 kW of installed capacity in 2025.

The electricity generated is sold to Taiwan Power Company, expanding renewable energy supply. CSU's renewable energy share reached 7.48% in 2025 and is targeted to reach 10% by 2033 through further solar installations, supporting the energy transition and low-carbon campus development.



Renewable Energy Utilization Rate



Note: Renewable energy share = renewable electricity generated ÷ total electricity consumption, including both on-site consumption and electricity sold to Taiwan Power Company.

◆ Water Resource Management

◎ Water Risk and Use Profile

CSU primarily uses freshwater for daily activities, landscape irrigation, and laboratories. the WRI Aqueduct Water Risk Atlas classifies the campus as a low-to-medium water-risk area.

Since completing campus-wide sewer connection works in 2016, all building wastewater has been discharged through the public sewer system in compliance with water quality standards.

CSU adopts a dual approach of source reduction and end-of-pipe treatment, supported by water recycling and reuse. in 2025, water consumption decreased by 9.82% from 2024.

◎ Water Management Challenges

Water demand has increased following the opening of the international dormitory, new teaching facilities, and professional training spaces. CSU continues to install water-saving equipment, optimize water management, and promote conservation, focusing on reducing per-capita consumption and improving water-use efficiency.

◎ Water-Saving Strategies and Measures

Water-Saving Strategy	Key Measures	Expected or Actual Performance
Flow Control	Install water-saving valves and adjust faucet flow rates.	Save approximately 20–30% of water per faucet.
Inspection and Maintenance	Regularly inspect and promptly repair leaks.	Reduce water loss and improve efficiency.
Water-Efficient Equipment	Prioritize water-saving labeled products when replacing equipment.	Reduce long-term consumption and support green procurement.
Rainwater Harvesting	Collect rainwater for toilet flushing and irrigation.	Reduce municipal water use and strengthen backup capacity.
Water-Efficient Buildings	Install water-saving fixtures in new and existing buildings.	Systematically reduce water demand.
Water Conservation Culture	Promote conservation awareness and leak-reporting mechanisms.	Increase awareness and campus participation.



◎ Water-Saving Performance

In 2025, CSU withdrew 131,352 tonnes of water, down 10,548 tonnes (7.43%) from the 2020 baseline of 141,900 tonnes and 9.82% from 2024. Despite increased demand following the conversion of the Hsing-Hsueh and Yu-Tsai Buildings into international dormitories, total water withdrawal continued to decline, demonstrating the effectiveness of water-saving measures. Per-capita water use was 22.44 L/day, below the 70 L/day average for national universities and colleges of science and technology.



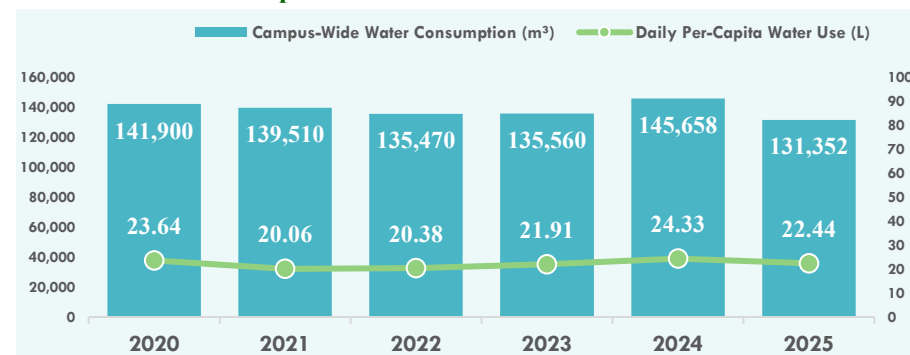
▲ Student Visit to the Chengcing Lake High-Quality Water Environmental Education Park

Per-Capita Water Use and Water-Saving Rate

Year	Total Water Consumption (m ³ /year)	Faculty, Staff, and Students (persons)	Per Capita Water Use Intensity (L/day/person)	Water-Saving Rate (%)
2023	135,560	16,948	21.91	-0.07%
2024	145,658	16,402	24.33	-7.45%
2025	131,352	16,039	22.44	9.82%

Note: (1) Per-capita water use = total water consumption × 1,000 liters ÷ 365 days ÷ total number of students, faculty, and staff. (2) Water-saving rate = (previous-year consumption – current-year consumption) ÷ previous-year consumption.

Annual Water Consumption Trends



Note: (1) One unit of water equals 1 m³, or 1,000 liters. (2) Water demand increased after the international dormitories opened to overseas students in 2024.

◆ Green Building Materials

CSU follows Taiwan's Green Building Label standards, covering biodiversity, greenery, site water retention, energy and water conservation, carbon and waste reduction, environmental quality, wastewater treatment, and waste management.

Green-certified materials and design elements are incorporated into all new construction and building renovations.



▲ Creative Living Building
Creating a Campus-Friendly Environment

◆ Green Transportation and Low-Carbon Commuting

CSU promotes public transit, shared bicycles, and ride-sharing to reduce commuting emissions. the University operates electric scooters and reserves EV charging facilities in new construction projects.

As a high-density urban campus with limited space for large-scale cycling, CSU improves green mobility through integrated transport and circulation planning.



▲ Bicycle Parking



▲ Electric Scooter Charging Station

The campus is served by 23 bus routes with over 800 daily services, two YouBike stations, and a taxi ride-sharing program. the future Kaohsiung Metro Yellow Line station nearby will further improve transit accessibility and strengthen the low-carbon transport network.

CSU joined the YouBike Low-Carbon Cycling Initiative in May 2025, encouraging cycling for short commutes and campus travel. by year-end, participants had reduced emissions by 318.7 kg CO₂e, demonstrating collective action toward sustainable mobility.

◎ Green Transportation Initiatives

Strategic Area	Key Measures	Outcomes
Public Transit	Provide multiple bus and coach routes serving the campus.	Reduce private vehicle use and carbon emissions.
Ride Sharing	Promote taxi sharing for groups of four to six passengers.	Improve transport efficiency and encourage resource sharing.
Bike Sharing	Provide YouBike stations for short-distance travel.	Reduce emissions and congestion while promoting health.
Electric Mobility	Provide electric scooters and charging facilities.	Reduce fossil fuel use and carbon emissions.



▲ Shared-Bicycle Carbon Reduction Certification



▲ Promoting Public Transit for Campus Commuting



▲ Designated Taxi Ride-Sharing Area

4-3 Campus Safety, Environmental Management and Resilience

GRI 3-3 / SDG 3.3、3.5、3.6

◆ Campus Safety Governance and Management

CSU's Campus Safety and Disaster Response Center provides rapid reporting and tiered response for earthquakes, fires, traffic accidents, infectious diseases, conflicts, and public health and food safety risks. Routine inspections, early warnings, training, equipment upgrades, and preventive management reduce disaster risks and strengthen campus resilience.

CSU integrates local police and campus security resources to maintain 24-hour monitoring and respond promptly to emergencies, traffic accidents, and medical incidents. In 2025, the campus operated five emergency assistance systems and 796 emergency call devices and established a Mobile Campus Safety Center to strengthen incident response and campus protection.



▲ Campus Safety Meeting



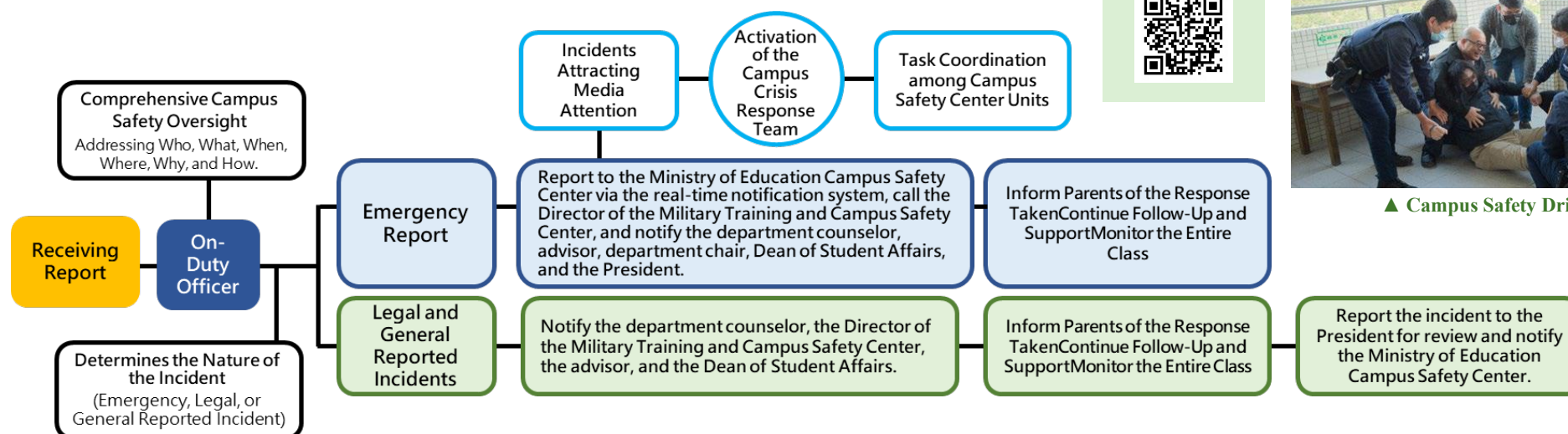
▲ Campus Safety Awareness Campaign



▲ Campus Safety Drill



Campus Security Incident Classification and Response Command

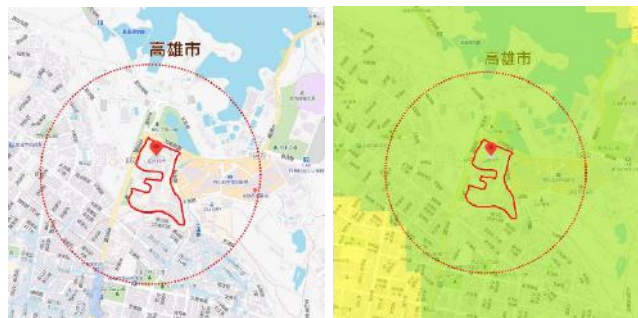


◆ Environmental Risk Identification and Disaster Hazard Assessment

◎ Disaster Hazard Assessment

CSU reviews hazard reports from the National Science and Technology Center for Disaster Reduction and conducts campus inspections and field surveys to identify risks and implement preventive measures.

The assessment identifies potential flooding within 500 meters of the campus (dark blue area), while the campus is located in a low soil-liquefaction hazard zone (green area).



▲ Flood Hazard Map

▲ Soil Liquefaction Hazard Map

Disaster Hazard Assessment Results for the Campus and Surrounding Areas

Cheng Shiu University is located in Niaosong Village, Niaosong District, Kaohsiung City, with geographic coordinates (120.3496, 22.65078).			
Disaster Type	Hazard Potential	Presence of Hazard Potential	Detailed Description
Flood Potential	6-hour Rainfall of 350 mm Potential Zone	Yes	Not directly located in the 6-hour rainfall of 350 mm potential zone, but within 500 meters of such a zone.
	12-hour Rainfall of 400 mm Potential Zone	Yes	Not directly located in the 12-hour rainfall of 400 mm potential zone, but within 500 meters of such a zone.
	24-hour Rainfall of 500 mm Potential Zone	Yes	Not directly located in the 24-hour rainfall of 500 mm potential zone, but within 500 meters of such a zone.
	24-hour Rainfall of 650 mm Potential Zone	Yes	Not directly located in the 24-hour rainfall of 650 mm potential zone, but within 500 meters of such a zone.
Debris Flow and Landslide	Debris Flow Potential Streams	No	
	Large-Scale Landslide Potential Areas	No	No potential area within 500 meters.
	Dip-Slope Areas	No	No potential area within 500 meters.
	Rock Mass Sliding	No	No potential area within 500 meters.
	Rockfall and Debris Slide	No	No potential area within 500 meters.
	Rockfall	No	No potential area within 500 meters.
Faults and Soil Liquefaction	Soil Liquefaction Potential Zone	Yes	Low potential.
	Active Fault	No	No potential area within 500 meters of a fault-sensitive zone.
Tsunami Inundation and Coastal Hazards	Tsunami Inundation Potential Zone	No	
Volcanic Potential	Volcanic Potential	No	
Nuclear Accident Emergency Response Zone	Nuclear Accident Emergency Response Zone	No	

Note: Classification criteria: (1) within a hazard zone; (2) outside a hazard zone but within 500 meters of one; or (3) no hazard zone within 500 meters.

◆ Campus Disaster Management and Response

To strengthen resilience and emergency response to extreme weather events, CSU's Campus Safety and Disaster Response Center develops and implements campus safety and disaster preparedness programs:

Area	Key Actions
Governance and Systems	Establish Campus Safety and Disaster Response Center Operating Procedures, with standardized responses for routine, major, and nationwide disasters, including earthquakes, typhoons, and floods.
Early Warning and Transparency	Provide disaster warning systems and campus safety maps through public notices and the University website.
Prevention	Conduct preventive tree pruning and removal before typhoon season to reduce wind-related risks.
Capacity Building	Provide disaster preparedness education and drills to strengthen risk awareness and response skills. Offer CPR and AED training for first-year students.
Drills and Emergency Response	Conduct annual National Disaster Preparedness Day drills covering earthquake evacuation, dormitory evacuation, laboratory incidents, and initial fire suppression. Build multi-hazard response capacity for sheltering, self-protection, and emergency care before external assistance arrives.
Emergency Facilities	Provide emergency call systems, alarm buttons, digital audio-visual emergency devices, surveillance cameras, sensor lighting, and regularly inspected AEDs.

◆ Disaster Preparedness Education and Training

CSU implements its annual National Disaster Preparedness Day Education Program, combining disaster awareness, evacuation drills, and training with All-Out Defense Education.

Faculty, staff, and students practice earthquake safety procedures, evacuation routes, assembly, and headcounts. in 2025, CSU held six drills and awareness sessions across orientation programs, campus assemblies, the kindergarten, dormitories, and academic buildings, with 11,658 participations. CSU implements its annual National Disaster Preparedness Day Education Program, combining disaster awareness, evacuation drills, and training with All-Out Defense Education. Faculty, staff, and students practice earthquake safety procedures, evacuation routes, assembly, and headcounts. in 2025, CSU held six drills and awareness sessions across orientation programs, campus assemblies, the kindergarten, dormitories, and academic buildings, with 11,658 participations.



▲ Campus-Wide Earthquake and Disaster Preparedness Workshop



▲ National Disaster Preparedness Day Drill



▲ Disaster Preparedness Education



▲ Kindergarten Evacuation Drill



▲ Student Dormitory Earthquake Safety Drill

◆ Campus Air Quality and Environmental Health

Under Taiwan's air pollution control zone classifications, the campus is located in a Level 3 control zone for PM10, PM2.5, and eight-hour ozone, and a Level 2 control zone for hourly ozone, SO₂, NO₂, and CO.



▲ Indoor Air Quality Monitoring System



▲ Air Quality Education for Kindergarten Children

CSU's Environmental Safety Section monitors campus and entrance-area air quality every June and December and completes statutory reporting.

Library sensors provide real-time CO₂ monitoring while supporting ventilation efficiency and energy conservation. the system also integrates Kaohsiung's real-time air quality data for public access. the Library received the Ministry of Environment's Excellent Indoor Air Quality Self-Management Label in 2024, and all test results from 2023 to 2025 met regulatory standards.



2025 Campus Air Quality Monitoring Results

Parameter	Standard	Averaging Period	First Test 2025/06/30	Second Test 2025/12/26
Carbon Monoxide (CO)	9 ppm	8-hour average	0.3 ppm	0.3 ppm
Sulfur Dioxide (SO ₂)	0.065 ppm	1-hour average	0.002 ppm	0.002 ppm
Nitrogen Dioxide (NO ₂)	0.100 ppm	1-hour average	0.01 ppm	0.02 ppm
Ozone (O ₃)	0.06 ppm	8-hour average	0.053 ppm	0.035 ppm
Particulate Matter (PM ₁₀)	75 µg/m ³	24-hour average	25 µg/m ³	48 µg/m ³
Fine Particulate Matter (PM _{2.5})	35 µg/m ³	24-hour average	12 µg/m ³	33 µg/m ³

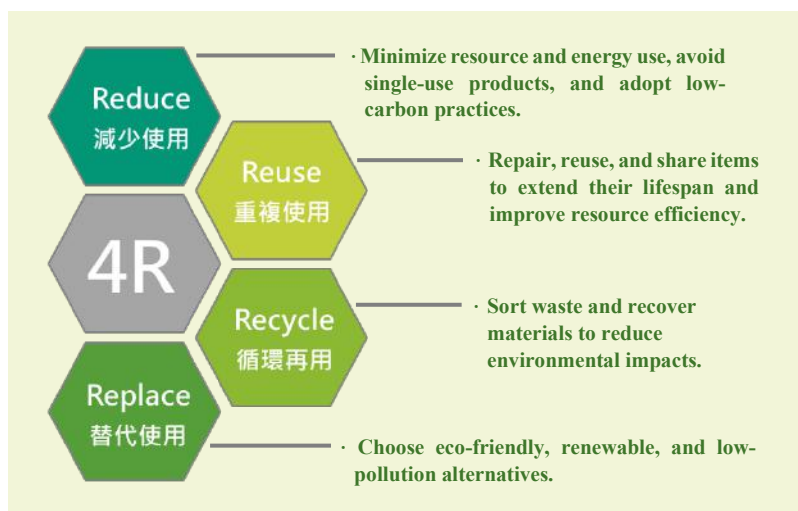
4-4 Waste Disposal and Recycling

GRI 306-1、306-2、306-3 / SDG 11.6、12.4、12.5

CSU promotes waste sorting, responsible disposal, and waste reduction to strengthen circular resource use across the campus.

◎ Environmental 4R Principles

To reduce environmental impacts and use resources sustainably, CSU encourages faculty, staff, and students to apply the 4R principles in campus operations and daily life.



Campus waste is classified as general or hazardous industrial waste. CSU operates 12 sorting and recycling stations, with general waste and recyclables collected daily by a licensed contractor for proper processing. Waste reduction and sorting campaigns also encourage source reduction across the campus community.



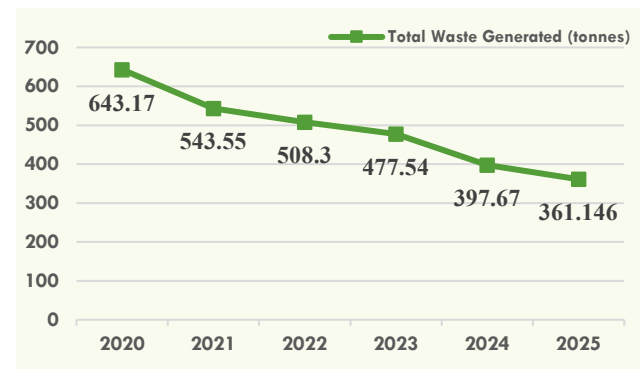
▲ Twelve Waste-Sorting and Recycling Stations

◆ Waste Management

In 2025, CSU generated 315.96 tonnes of general industrial waste, with waste data tracked through standardized records. Hazardous waste—including laboratory liquids, chemicals, empty containers, medical waste, and other laboratory waste—was handled by licensed facilities. National Cheng Kung University processed laboratory liquids, chemicals, and containers, while certified contractors managed medical and other laboratory waste, totaling 45.186 tonnes.

In 2025, CSU generated 361.146 tonnes of waste, down 36.524 tonnes (9.18%) year-on-year. Compared with the 2020 baseline, cumulative waste reduction reached 43.85%, demonstrating progress in sustainable waste management.

Waste Reduction Performance



▲ Campus Environmental Sustainability Education

Waste Category	Waste Type	Total Waste (Metric Tons)		
		2023	2024	2025
General Industrial Waste	General Waste	400.7	354.86	315.96
Hazardous Industrial Waste	Laboratory Waste Liquid	16.92	20.93	22.538
	Laboratory Waste Chemicals and Empty Bottles	3.65	5.54	5.18
	Medical Waste	1.79	3.15	2.958
	Laboratory Industrial Waste	16.06	13.19	14.51
Total Hazardous Industrial Waste		38.42	42.81	45.186
Total		477.54	397.67	361.146
Waste Reduction Rate (%)		6.05	16.73%	9.18%

◎ Waste Reduction Measures

CSU combines institutional measures with behavioral change to foster a low-carbon, sustainable campus.

Initiative	Implementation
Green Office Practices	Encourage reusable cups and containers at meetings and events to reduce plastic bottles and disposable cups.
Paperless Administration	The electronic document approval system introduced in September 2022 saves an estimated 140,000 sheets of paper annually.
Reusable Tableware	Campus food vendors are prohibited from using disposable and melamine tableware and must provide washable alternatives.
Second-Hand Reuse	Hold at least two annual charity sales of usable donated items to extend product life and promote circularity.
Food Waste Recycling	Require food waste sorting and licensed recycling while promoting appropriate portions and reduced leftovers.



▲ Recycling Awareness Campaign



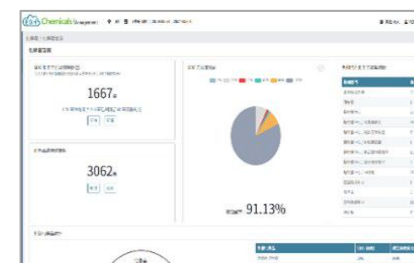
▲ Second-Hand Charity Sale

◎ Laboratory and Chemical Management

- Digital Source Management:** Since 2021, the Chemical Cloud system has managed purchase applications, chemical flows, and usage volumes, including toxic and concerned chemical substances.
- Chemical Reduction:** Through lower-toxicity substitution and necessity reviews, CSU discontinued 41 of 56 regulated substances, achieving a 73.21% reduction.
- Low-Carbon and Safe Operations:** Using 2022 as the greenhouse gas baseline year, CSU integrates annual carbon targets with chemical reduction measures.

Chemical purchases require prior application and Environmental Safety Section approval through Chemical Cloud. Toxic and concerned chemical substances are reported quarterly, while hazardous machinery and workplace conditions undergo regular professional inspection and monitoring.

In 2025, CSU inspected 80 laboratories, completed 90 hazard reassessments, and managed 3,055 hazardous chemical records covering 56 toxic and concerned chemical substances.



▲ Chemical Cloud System

◎ Food Conservation and Sustainability Education

CSU promotes food conservation and sustainable diets through dining management, environmental and food education, food waste recycling, experiential learning, and community partnerships. These initiatives encourage resource circulation, reduce waste, and cultivate environmentally responsible graduates. Key measures include:

- Dining Management:**
Promote appropriate portions and reduce food waste at source.
- Food Waste Recycling:**
Sort and recycle food waste through licensed service providers.
- Sustainable Food Education:**
Integrate food conservation, food and agricultural education, environmental awareness, and healthy diets into courses.
- Experiential Learning:**
Use campus practice sites to teach circular economy and sustainable food systems.
- Community Engagement:**
Partner with communities on surplus food sharing, resource reuse, and food education.



▲ Environmental and Sustainability Education Activity



▲ Kindergarten Children Participating in a Sustainability Activity

Food Education × Community Learning for Sustainability

Integrating early childhood education with community settings, CSU delivers courses in five areas: food literacy, food safety, dining culture, agriculture, and fisheries. Through lesson planning, material development, and field teaching, students strengthen professional skills while promoting healthy eating among young children.



Through the Community Farm Program, students learn about cultivation, food conservation, and human–environment connections. In 2025, CSU trained 20 student volunteers, who guided kindergarten children in farm activities promoting healthy diets, gratitude for food, and sustainable agriculture, with 230 participations.

◎ Environmental and Sustainability Education Outcomes

Campus Environmental Initiatives

- Maintained 12 recycling stations and established one eco-friendly campus demonstration site.
- Installed an AI-enabled recycling machine for PET bottles, batteries, and aluminum cans, reducing emissions by 90.195 tonnes CO₂e in 2025.
- Trained 10 student environmental volunteers to conduct campus inspections, environmental documentation, and advocacy.

Education and Campus Engagement

- Delivered seven sustainability courses and assessments, with 506 participations, covering microplastics, biodiversity, and environmental sustainability.
- Held four upcycling workshops, with 73 participations, transforming invasive plants and marine waste into useful products.
- Organized two reusable-cup campaigns, attracting 3,210 participations and avoiding approximately 5,005 600-ml PET bottles, equivalent to 1,991.99 kg CO₂e.
- Held six environmental education activities, with 1,304 participations, promoting waste reduction, energy conservation, and sustainable lifestyles.

Community-Based Environmental Education

- Delivered environmental education at Meinong, Zhongtan, and Yunshui elementary schools through three activities with 167 participations.
- Organized visits to an AI-enabled recycling equipment factory and the Qigu Salt Fields to explore smart recycling, environmental change, and climate impacts.

Low-Carbon Diets and Food Education

- Designated the first day of each month as CSU Vegetarian Day, encouraging lower-carbon diets.
- Integrated the SDGs into vegetarian education through a healthy cooking workshop using local ingredients, with 14 participants in the 2024–2025 academic year.



▲ CSU Kindergarten Children Experiencing AI-Enabled Recycling



▲ Eco-Friendly Handcraft—Macramé Reusable Cup Holder



▲ Environmental Education at Zhongtan Elementary School



▲ Reusable Cup Campaign



▲ Visit to an AI-Enabled Recycling Machine Factory



▲ Promoting the First Day of Each Month as CSU Vegetarian Day

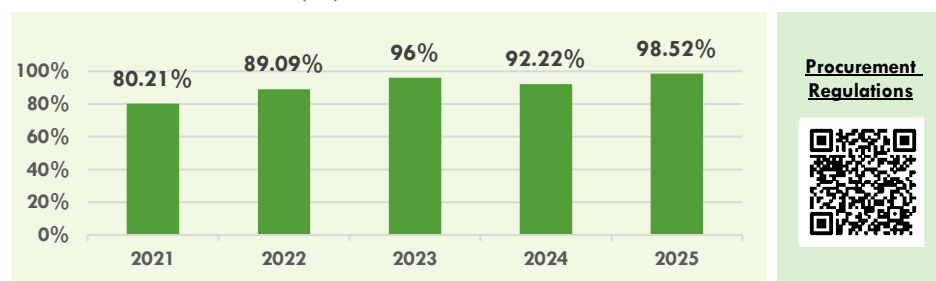
4-5 Sustainable Supplier Management

GRI 2-6、204-1 / SDG 12.7

◆ Supplier Bidding and Management

In accordance with Taiwan's Government Procurement Act, CSU's Procurement Procedures specify purchasing and approval requirements by contract value. Suppliers provide office materials, equipment, construction, cleaning, security, and other services. In 2025, CSU worked with 1,337 suppliers, with no significant year-on-year change, and sourced 98.52% locally.

Local Procurement Rate (%)



Local Supplier Procurement Amounts

Year	Local Procurement Amount (NTD)	Total Procurement Amount (NTD)	Local Procurement Ratio (%)
2023	978,076,500	1,016,166,541	96.25%
2024	981,418,147	1,064,204,282	92.22%
2025	1,006,703,274	1,021,821,077	98.52%

Note: Local suppliers are defined as those registered or headquartered in Taiwan.

◆ Green Procurement

CSU balances quality, cost, and value while prioritizing green products in line with government environmental policies.

- Recognized for outstanding green procurement for five consecutive years (2017–2021).
- Honored by the Kaohsiung Environmental Protection Bureau in 2024 and 2025.

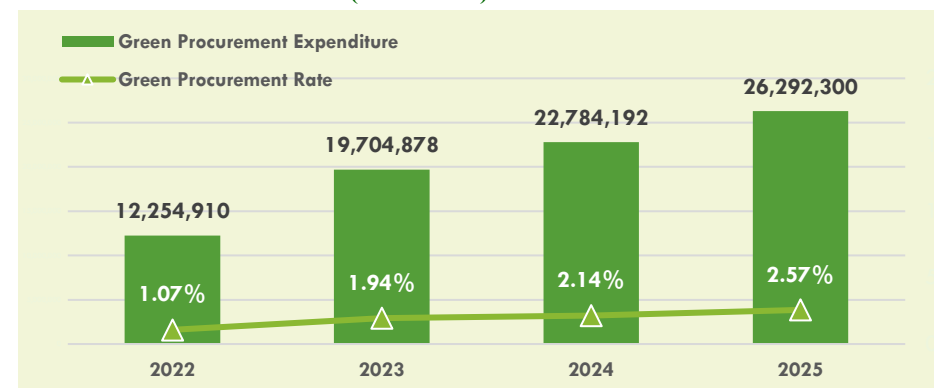


▲ Kaohsiung Outstanding Private-Sector Green Procurement Award



▲ Green Office Initiative

Green Procurement Amount (Unit: NTD)



◆ Supplier Evaluation

CSU plans to introduce a supplier evaluation mechanism in 2027, covering management, environmental, and social criteria. Approved suppliers will be added to the qualified supplier database and prioritized for future collaboration.

Supplier Management and Evaluation Mechanism

Management Aspect	Environmental Aspect	Social Aspect
• Social Aspect • Price Reasonableness • Contract Performance Management • After-Sales Service	• Compliance with Public Safety Standards • Post-Construction Waste Management	• Service Attitude • Employee Turnover Rate • Labor and Human Rights Management • Compliance with Occupational Safety

4-6 Campus Ecology and Greening

GRI 101-2024 / SDG 4.7 · 15.9

CSU references GRI 101: Biodiversity 2024 in addressing campus biodiversity, expanding from landscaping to ecological conservation and environmental education to enhance long-term environmental value.

◆ Biodiversity Management Approach

Through green-space planning, planting maintenance, and environmental management, CSU improves ecological quality and green coverage. Cross-unit collaboration, curriculum integration, and environmental education advance biodiversity conservation and strengthen sustainability awareness across the campus community.

Campus Scale × Urban Ecological Hub	Habitat Enhancement × Improved Ecological Functions	Habitat Enhancement × Improved Ecological Functions	Learning Environment × Environmental Education	Campus Greening × Climate Adaptation Benefits
The 9.75-hectare campus connects Chengcing Lake Scenic Area and Niaosong Wetland, forming part of a regional ecological corridor.	Native Taiwanese and wildlife-friendly plants create layered vegetation, enhancing habitat diversity and stability.	CSU has identified 120 tree and shrub species, including 43 native species (35.83%), while managing invasive species to strengthen ecosystem resilience.	Campus green spaces and nearby ecosystems serve as practical sites for environmental and sustainability education.	Green coverage supports microclimate regulation, carbon sequestration, heat-island mitigation, and climate adaptation.

◆ Biodiversity Impacts and Risk Identification

◎ Campus Ecological Impact and Risk Assessment

CSU assesses biodiversity risks associated with campus operations, development, land-use change, human activity, and environmental factors. Key risks include habitat fragmentation, limited plant diversity, invasive species, light pollution, and noise. Green-space maintenance, planting management, environmental monitoring, and continuous improvement help minimize ecological impacts and strengthen biodiversity conservation.

◎ Campus Ecological Environment

The 9.75-hectare campus, located near Chengcing Lake Scenic Area and Niaosong Wetland Park, supports a rich natural environment.



▲ Ecological Pond Behind the Library and Technology Building

Native Taiwanese trees and wildlife-friendly plants create layered green spaces for birds, insects, and other wildlife. Lotus and koi ponds also provide aquatic and terrestrial habitats for dragonflies, damselflies, and frogs, fostering coexistence between people and nature.



▲ Koi Pond
Frog Breeding Habitat

◎ Campus Tree Survey and Ecological Monitoring

In 2025, CSU updated its campus tree survey, recording 42 native Taiwanese species, including Taiwan persimmon, chinaberry, flamegold rain tree, Chinese pistache, freshwater mangrove, Lanyu podocarp, and Philippine garcinia. Other landscape trees further enrich campus vegetation.

After Typhoon Danas damaged several trees in 2025, CSU stabilized, pruned, and monitored them for three months. Trees posing safety risks were removed and replaced. Ongoing surveys and a developing tree database support carbon sequestration assessments and ecological management.

◎ Campus Construction and Environmental Management

In 2025, the College of Management Building was converted into a student dormitory, primarily through interior renovation, with limited ecological and landscape impacts. To control traffic and dust, construction vehicles avoided peak class hours, trucks covered loose materials, routes were regularly sprayed with water, and site safety controls were strengthened.



▲ Taiwan Persimmon
A Food Source for Birds

◆ Ecological Conservation and Campus Greening

CSU promotes native planting, diverse vegetation, green-space maintenance, and landscape enhancement to improve biodiversity, expand green coverage, and reduce invasive species.

Eco-friendly design preserves natural features and creates wildlife habitats. Low-impact development (LID) and energy-saving principles further minimize environmental impacts and strengthen ecological resilience.



▲ Decaying Wood Supporting Diverse

◎ Campus Greening and Ecological Management

The Office of General Affairs oversees routine planting, pruning, and irrigation. Tree health is regularly monitored, with brown root rot prevention conducted in spring and autumn.

Invasive species, including red imported fire ants, are routinely monitored and controlled.

Large trees are also inspected and pruned before typhoon season to reduce climate-related risks. Invasive species, including red imported fire ants, are routinely monitored and controlled. Large trees are also inspected and pruned before typhoon season to reduce climate-related risks.



▲ Campus Landscape—Scholar Trees

◎ Campus Greening Outcomes

The 97,500 m² campus includes 27,213 m² of green space, comprising 8,164 m² of lawn, as well as 41,159 m² of permeable non-green surfaces. Overall green coverage and permeability both reach 40%, supporting rainwater infiltration and mitigating runoff and urban heat.

Campus Green Area

Item	Year 2025
Total Campus Area (m ²)	97,500
Total Green Coverage Area (m ²)	27,213
Non-Green Permeable Area (m ²)	41,159
Total Floor Area of Campus Buildings (m ²)	215,168
Grass Coverage Area (m ²)	8,164
Green Coverage Ratio (%)	40%
Permeable Surface Ratio (%)	40%

Note: (1) Annual carbon sequestration = planted area × vegetation sequestration factor ÷ 1,000 (tonnes CO₂e/year). (2) Green coverage rate = tree canopy and lawn area ÷ statutory open space × 100%. Tree canopies are estimated at 10 m or 5 m based on trunk diameter, without double-counting lawns. (3) Permeability rate = permeable area ÷ total campus area × 100%. Permeable areas include interlocking pavers, lawns, bare ground, terracotta pavers, tree-growing areas, and other permeable facilities. 1 hectare = 10,000 m².

◆ Ecological Education and Community Engagement

Through general education courses such as Ecology and Sustainable Environments, Environment and Ecology, Ecological Conservation, and Environmental Ethics, CSU develops students' environmental literacy, sustainability awareness, and practical biodiversity skills. Faculty integrate biodiversity into teaching, research, and community engagement through USR projects, environmental education, local partnerships, campus tours, and conservation outreach.

◎ Biodiversity Action Outcomes

Area	Actions and Outcomes
Green-Space Development	Planted native Taiwanese trees, including flamegold rain trees and Taiwan persimmons, while integrating campus species surveys into courses.
Ecological Education	- Offered 33 ecology-related courses with 1,836 enrollments in the 2025–2026 academic year. - Held 15 ecological education activities with 297 participations. - Since 2023, CSU has partnered with the Kaohsiung Wild Bird Society to restore habitat for the Category II protected black-naped oriole at Niaosong Wetland. Intergenerational ecological education began in 2024, followed by campus ecological observation and nest-box monitoring in 2025.



▲ Sustainable Environment and SDGs Seminar



▲ Plant Maintenance Around the Wooden Walkway



▲ Pheasant-Tailed Jacana Restoration Site—Habitat Plant Cultivation

▲ Marine Education at Dashe Elementary School

▲ Removal of Invasive Apple Snails

Area	Actions and Outcomes
USR Initiatives	1. Promoted biodiversity and environmental education through Niaosong environmental programs, marine education, food safety outreach, and campus conservation. 2. Partnered with the Kaohsiung Wild Bird Society, Chengcing Lake Scenic Area, local schools, and community organizations to deliver six community environmental education activities, ten marine education sessions, and three ecological outreach events, while engaging students in community teaching and service.
Campus Management	Reduced nighttime lighting and avoided herbicides, using regular manual mowing to minimize light and chemical impacts on wildlife habitats.

Campus Birdwatching and Wetland Conservation: Building Ecological Capacity Through USR

Through its USR project, CSU connects campus ecosystems with Niaosong Wetland to provide ecological education, guided birdwatching, volunteer training, habitat restoration, and community outreach. These activities strengthen students' biodiversity conservation, environmental monitoring, and sustainability skills.

Guided by faculty, students observe campus birds—including black drongos, Taiwan barbets, light-vented bulbuls, and spotted doves—and learn about plants such as cinnamon, coffee trees, Taiwan persimmons, and freshwater mangroves.



▲ Campus Ecology Tour and Birdwatching Activity

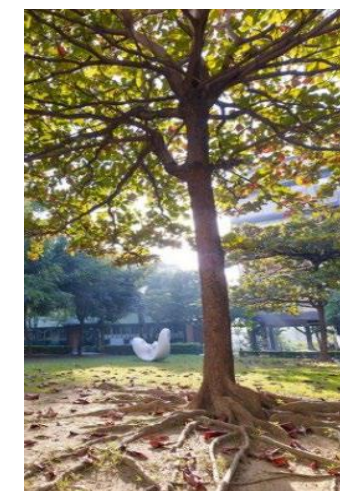
© Future Plans for Ecological Education

CSU will maintain over 40% green coverage, expand native and wildlife-friendly planting, and integrate low-impact development (LID) to strengthen ecological resilience.

Through courses, USR projects, and local partnerships, CSU will hold at least four ecological education activities annually and collaborate with professional organizations on species surveys and conservation practice.



▲ Niaosong Wetland Eco-Tour Volunteer Training



▲ Tropical Almond Fruit Attracting Squirrels

5 Social Prosperity and Local Engagement

CSU advances community engagement through close local partnerships, supporting regional economic development and fulfilling its social responsibility.



- Primary Stakeholders:  Faculty and Staff 、  Community and the Public 、  Alumni
- Related Material Topic: Institutional Reputation & Brand Image

• Campus Sustainability Updates:

- Alumni Support and Professional Expertise Earn CSU National Recognition for Post-Disaster Reconstruction
- CSU Wins One Gold, Two Silver, and One Bronze at the TSAA Taiwan Sustainability Action Awards
- From Investment to Impact: CSU Adopts SROI to Strengthen the Social Impact of USR

5-1 University Social Responsibility

5-2 Social Engagement and Local Prosperity

5-3 Cultural Arts and Heritage Restoration

5-4 Alumni Relations and Activities

5-5 International Partnerships

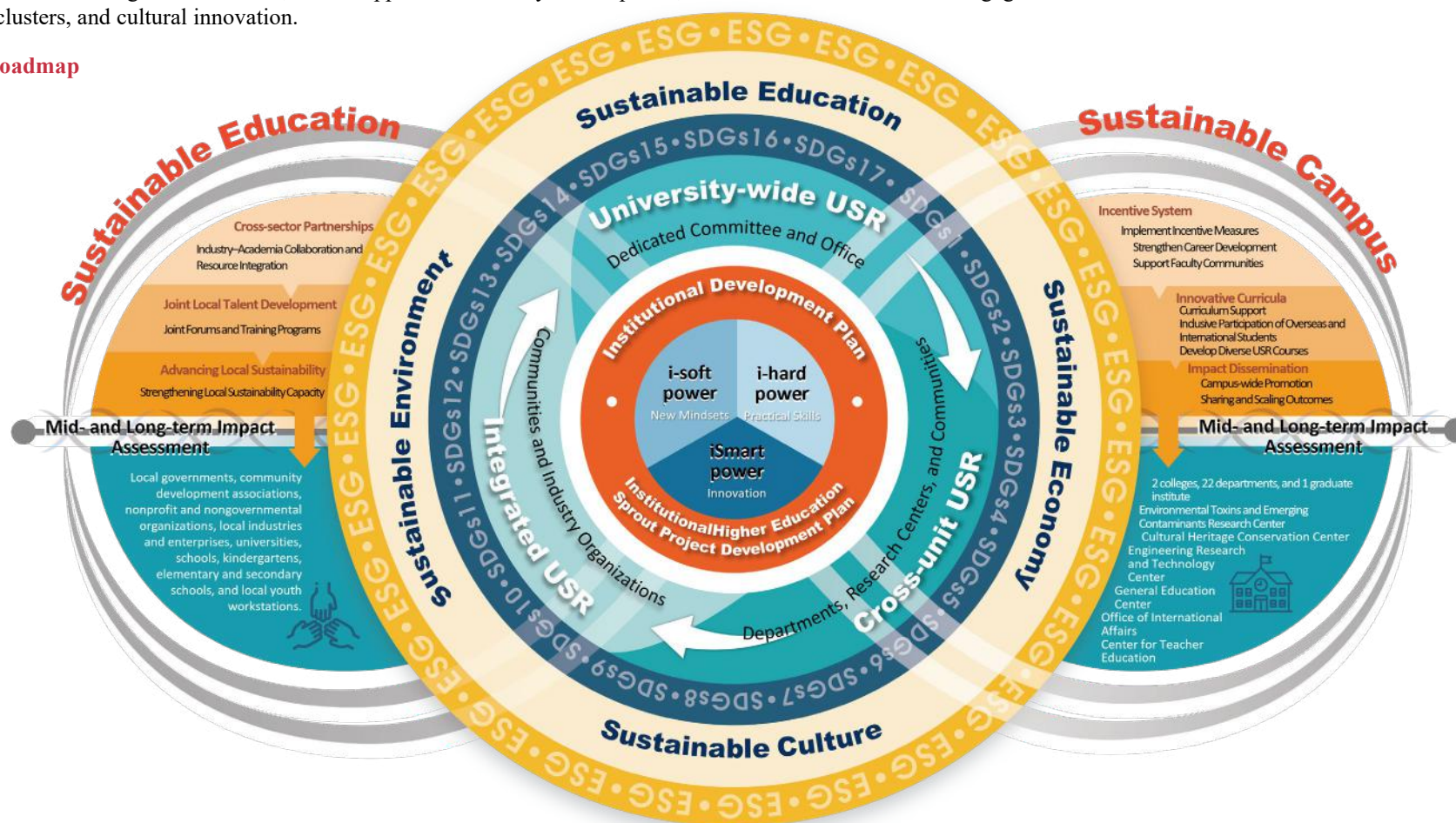
5-1 University Social Responsibility

GRI 3-3 / SDG 1.3、2.1、4.4、4.7、6.3、8.2、8.3、9.1、9.4、10.3、10.4、12.2

Based on its Institutional Development Plan and Higher Education SPROUT Project—Innovation, Interdisciplinary Integration, Local Engagement, and Global Connectivity—CSU has established a University Social Responsibility (USR) roadmap guided by the vision: “Building a Sustainable Campus and Co-creating Thriving Local Communities.”

The roadmap advances two goals—Sustainable Campus and Sustainable Communities—through four action areas: education, economy, culture, and environment. by integrating university expertise with regional resources, CSU supports community development, local industry clusters, and cultural innovation.

CSU's USR Roadmap



Overall USR Development Plan

As USR and sustainability issues grow more diverse and complex, the Office of Social Responsibility and Sustainable Development has expanded its role in campus sustainability. It integrates USR and SDG resources, develops medium- and long-term plans, supports innovative teaching, and strengthens faculty and partner networks. Its annual USR and sustainability reports highlight the University's achievements and enhance stakeholder engagement.

◆ USR Project Implementation and Support Mechanism

CSU advances USR through four pillars: education, economy, culture, and environment. Projects are classified by maturity into Nursery, Seed, Sprout, and Deep-Cultivation stages. The Office of Social Responsibility and Sustainable Development oversees performance and funding, enabling effective projects to advance to the next stage.

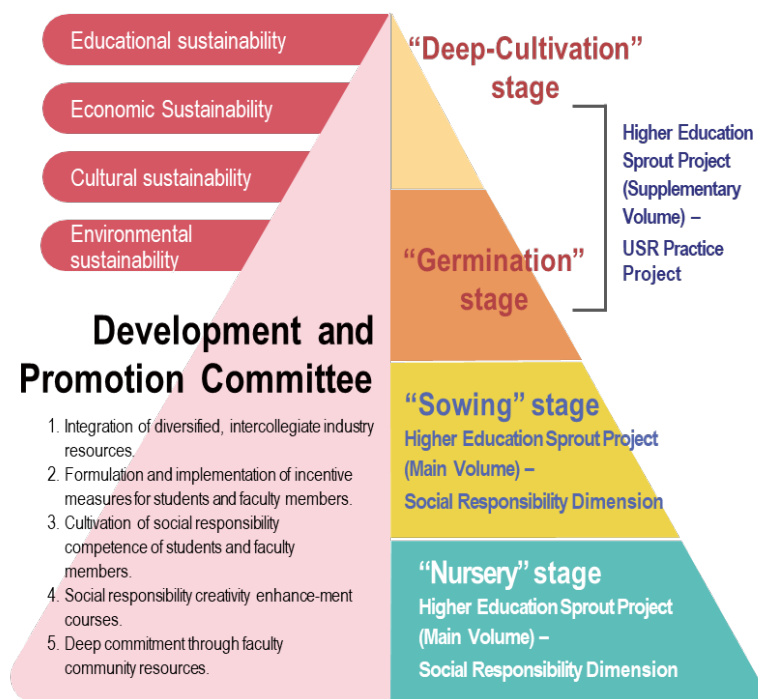
In 2025, 29 faculty–student teams implemented 23 Nursery, four Seed, one Sprout, and one Deep-Cultivation project, with over 200 faculty members leading students in community engagement across Kaohsiung and Pingtung.

CSU USR Program

Overview



CSU's Tiered USR Project Framework

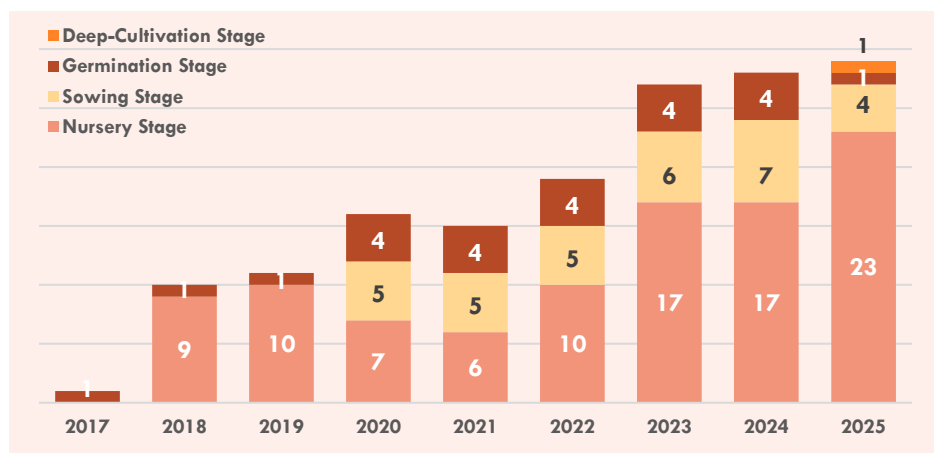


◎ Support Mechanisms for University Social Responsibility

To strengthen USR, CSU provides faculty, staff, and students with support for teaching innovation, talent development, and practical engagement. These mechanisms encourage sustainability action, expand social impact, and foster shared prosperity among the University, communities, and industry.

Item	Faculty and Staff Support	Student Empowerment and Sustainability Engagement	USR Resource Integration Platform
Support Mechanisms	• Grants for sustainability teaching materials • Subsidies for USR and sustainability training and certification • Diverse promotion pathways, flexible pay, and teaching and research awards • Reduced teaching loads for USR project leaders	• SDGs integrated across the curriculum • USR courses, interdisciplinary learning, and field-based teaching • Financial assistance supporting student participation • USR activities and field practice involving international students	• USR Hub integrating internal and external resources • USR learning hubs • Grants for faculty communities • Nursery- and Seed-stage projects supported by university resources
2025 Outcomes	• 114 grants for sustainability-integrated teaching materials • 186 training and 50 certification grants, including 35 environmental sustainability training grants and two certification grants • 27 faculty members benefited: two through diverse promotion, two through flexible pay, six through awards, and 17 through reduced teaching loads	• 95.1% of courses linked to the SDGs in AY 2024–2025 • 83 USR innovation and social practice courses, with 4,181 enrollments • 102 participants completed two-stage sustainability training, progressing from coursework to community practice • 257 international student participations in social practice	• 17 USR faculty communities, with 159 faculty participations • 23 Nursery- and four Seed-stage projects, continuing year-on-year growth • Over NT\$25 million invested in USR
Impact	• Greater faculty capacity for USR and sustainability education • Stronger interdisciplinary collaboration and curriculum innovation	• Enhanced social awareness, interdisciplinary practice, and global perspectives • Reduced barriers to student participation	• Stronger interdisciplinary collaboration and knowledge sharing • Expanded USR teams, inter-university collaboration, and peer learning

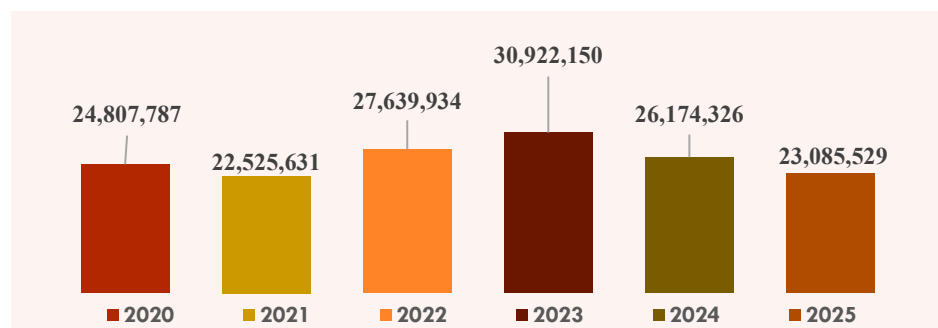
Number of USR Projects



USR-Related Investment, 2023–2025 (Unit: NT\$10,000)

Item	2023	2024	2025
University Social Responsibility (USR) Projects	12,463,000	11,500,000	12,430,000
Higher Education Sprout Project—University Social Responsibility	11,755,350	10,144,769	7,344,694
Higher Education Sprout Project Appendix—Enhanced Financial Assistance for Students	928,000	980,000	940,000
MOE Funding for the Institutional Development of Private Universities and Colleges	5,775,800	3,549,557	2,370,835
Total	30,922,150	26,174,326	23,085,529

Annual Investment in USR (Unit: NTW)



Strengthening Medium- and Long-Term USR Impact Assessment

CSU evaluates long-term performance across four areas: institutional governance, talent development, local needs, and global engagement. Reviews are conducted each June and November using data analysis and cross-unit dialogue to track progress and refine strategies.

Led by the Office of Social Responsibility and Sustainable Development in collaboration with the Institutional Research Center, CSU integrates institutional data, project feedback, and stakeholder input through a dual-track framework of Key Performance Indicators (KPIs) and Social Return on Investment (SROI). The results guide strategic planning, resource allocation, and project implementation, creating a continuous cycle of improvement.

Published every March, the report discloses stakeholder engagement, performance indicators, and USR outcomes, strengthening sustainable governance and campus–community development.



Medium- and Long-Term Impact Assessment Process



USR Annual Report



SROI Methodology Training



Group Discussion on the SROI Impact Chain

◆ USR Practice Sites

Drawing on its 2017–2025 Higher Education SPROUT and USR experience, CSU has expanded community engagement across Kaohsiung and Pingtung through four sustainability pillars: education, economy, culture, and environment.

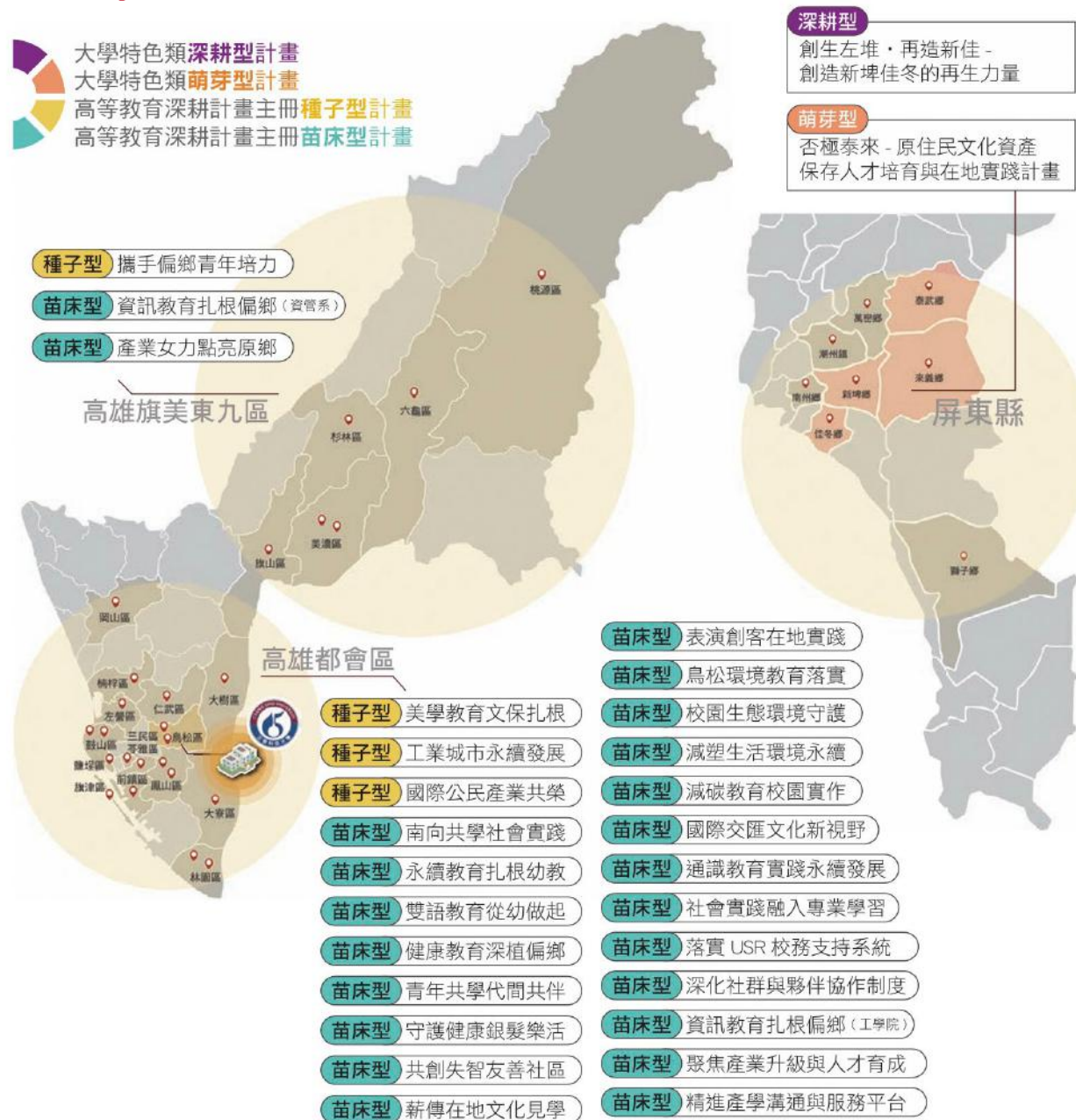
In 2025, activities reached 28 administrative districts and 211 partner organizations, engaging over 4,200 local participants and supporting 77 businesses.

Building on established partnerships, CSU continues to develop USR teams while strengthening initiatives in environmental protection, ecology, and carbon reduction, reinforcing its leadership in talent development and regional sustainability.

Number of USR Practice Sites in 2025

Number of Areas	Administrative Districts
20 in Kaohsiung	Taoyuan, Liugui, Meinong, Shanlin, Qishan, Gangshan, Nanzih, DASHU, Zuoying, Renwu, Niasong, Gushan, Sanmin, Lingya, Yancheng, Cianjhen, Cijin, Fengshan, Daliao, and Linyuan
8 in Pingtung	Taiwu, Wanluan, Chaozhou, Nanzhou, Laiyi, Xinpi, Jiadong, and Shizi

USR Practice Map



◆ USR Outcomes

Diverse Learning, Sustainable Education

Education transforms communities and drives local sustainability.

Faculty and students serve rural communities and schools, training university students as teaching assistants and delivering courses in coding and maker education, health, bilingual early childhood education, sustainability, and active aging. These efforts bridge urban–rural education gaps, promote equal access, and strengthen local talent and innovation.



▲ Early Childhood Care and Education students empower local youth

Industry Partnerships, Sustainable Economy

When local industries thrive and quality of life improves, young people are inspired to return home and pursue their dreams.

Focusing on agriculture, tourism, and machine tools across Kaohsiung and Pingtung, CSU connects talent development with industry needs. Faculty and students support regional innovation through industry communities and stronger university–industry alliances.



▲ Developing Talent for the Machine Tool Industry

Category	Initiatives	Responsible Units
Nursery-Stage Projects	- Integrating social practice into professional learning - Advancing sustainability through general education - Expanding information education in rural areas (2 projects) - Southbound collaborative learning and social practice - Embedding sustainability in early childhood education - Bilingual education from early childhood - Promoting health education in rural areas - Intergenerational learning with youth - Supporting healthy and active aging - Co-creating dementia-friendly communities	Office of Academic Affairs; Office of Student Affairs; College of Engineering; College of Health and Management; College of Life Creativity; Center for General Education; Extension Education Center
Sowing Stage Project	Empowering rural youth through partnership	College of Health and Management

Category	Initiatives	Responsible Units
Nursery-Stage Projects	- Empowering Indigenous communities through women in industry - Advancing industrial upgrading and talent development - Strengthening university–industry communication and service platforms	Physical Education Center; Engineering Research and Technology Center
Sowing -Stage Project	Global citizenship and shared industrial prosperity	College of Life Creativity



▲ College of Engineering Team Hosts an Information Education Summer Camp



▲ Long-Term Care Faculty and Students Promote Cognitive and Physical Health Among Older Adults



▲ Food and Beverage Management Students Conduct Regular Quality Checks on Fish Sauce Fermentation



▲ Promoting Cijin Fish Sauce at the 2025 Migrants Festival

Local Engagement, Sustainable Culture

By listening to community elders and understanding the land, we become not only companions but also stewards of cultural heritage.

Integrating university and community resources, faculty and students engage in community care, Indigenous inclusion, and the preservation of traditional performance arts through expert guidance and field practice.



▲ Community Heritage Field Study—Exploring Local history

shared Prosperity, Sustainable Environment

Through collective action, we reduce campus emissions and work with industry to build a sustainable, low-carbon port city.

CSU brings together administrative units, academic departments, and the Environmental Toxins and Emerging Contaminants Research Center to advance carbon reduction, environmental sustainability, and food safety while supporting local talent and industrial transformation.



▲ Field-based learning—pheasant-tailed jacana habitat restoration in meinong

Category	Initiatives	Responsible Units
Nursery-Stage Projects	- Strengthening the institutional USR support system - Deepening community and partner collaboration - Preserving local culture through experiential learning - Community-based maker practices in the performing arts - Expanding cultural perspectives through international exchange	Office of Academic Affairs; Center for General Education; Physical Education Center
Sowing Stage Project	Advancing aesthetic education and cultural heritage conservation	Cultural Heritage Conservation Center

Category	Initiatives	Responsible Units
Nursery-Stage Projects	- Advancing environmental education in Niaosong - Protecting campus ecosystems - Reducing plastic for environmental sustainability - Implementing campus carbon-reduction education	College of Life Creativity; Office of General Affairs; Office of Student Affairs
Sowing Stage Project	Sustainable Development for Industrial Cities	Environmental Toxins and Emerging Contaminants Research Center



▲ Eight Consecutive Years of Dragon Boat Festival Community Care in Linyuan



▲ Hands-On Conservation Workshop Promoting Cultural Heritage Preservation



▲ Advancing Food Safety and Environmental Education in Local Communities



▲ Environmental Research Center Supports Businesses in Sustainable Transformation

Sprout-Stage Project



From Adversity to Renewal: Indigenous Cultural Heritage Conservation, Talent Development, and Community Practice



Centered on Indigenous cultural heritage preservation, faculty from the Cultural Heritage Conservation Center deliver Micro-Conservator courses covering diverse materials. Through flipped and field-based learning, students conduct artifact assessments in Indigenous communities, connecting theory with practice.

Strategy 1: Building Local Conservation Expertise

Faculty from the Cultural Heritage Conservation Center deliver seminars and hands-on micro-conservation courses covering diverse materials. the program trains local museum staff and makes routine conservation locally accessible.

Strategy 2: Creating a Seamless Talent Pipeline

Flipped and field-based courses are delivered in Indigenous museums, supported by interdisciplinary learning and an art conservation and scientific examination credit program. This pathway connects bachelor's and master's education with employment.

Strategy 3: Adding Cultural Value for Sustainable Development

Faculty and students document traditional histories, symbols, and patterns while applying AI to strengthen cultural innovation and support community revitalization.

Strategy 4: Sustaining Culture through Digital Archiving

In partnership with national Indigenous cultural institutions, the project uses 3D technology to digitize artifacts, preserve fine details, and expand long-term access to conservation knowledge.



▲ Participants Experience Kintsugi Ceramic Repair



▲ Conservator Demonstrates Repair Techniques



USR Short Film:
Mending the
Gaps in Time

2025 Highlights

- The project achieved an SROI of 5.51, generating NT\$5.51 in social value for every NT\$1 invested.
- Dedicated conservation facilities were established in Taiwu and Laiyi, Pingtung, with professional workstations, inspection instruments, and digital archiving equipment. These resources empower local museum staff to undertake basic conservation independently.
- AI and other digital technologies helped communities transform cultural elements into competitive cultural and creative products.
- The model expanded to museums and cultural institutions in Shizi and Sandimen, the Indigenous Peoples Cultural Development Center, and the Preparatory Office of the National Museum of Indigenous Peoples. Conservation seminars and inter-museum collaboration further strengthened cultural sustainability and social impact.

USR Impact Story

Developing “Micro-Conservator” Courses for Community-Based Heritage Protection

CSU's Micro-Conservator courses integrate theory and practice, training participants to assess artifact deterioration, use conservation tools, and follow professional ethics. the program cultivates conservation talent, strengthens local museums, and supports community participation and sustainable Indigenous heritage preservation. in 2025, four sessions recorded 128 participations. Students also developed an Artifact Conservation Toolkit with UV magnifying lamps and wool brushes to standardize conservation work and extend its educational, cultural, and social impact.



▲ Micro-Conservation Toolkit

Sprout Project



Revitalizing Zuodui: Regenerating Xinpi and Jiadong



Focusing on Xinpi and Jiadong Townships in Pingtung County, the project addresses rural population loss, limited industrial growth, and underused cultural assets. Integrating CSU's interdisciplinary expertise with local needs, it promotes agricultural value creation, tourism, branding, and youth employment to advance economic sustainability and encourage young people to remain in their hometowns.

Strategy 1: Agricultural Value Creation and Branding

The project applies smart agriculture and blockchain traceability to improve product quality and consumer trust. Processing, branding, and integrated online and offline marketing enhance market competitiveness.

Strategy 2: Cultural and Leisure Tourism

Courses, cultural tours, and community initiatives connect local culture with natural assets. Revitalized public spaces and tourism routes strengthen local identity and visitor experiences.

Strategy 3: Youth Employment and Local Food

Integrating youth empowerment with food and agricultural education, the project provides farm-to-table learning, culinary training, product development, and entrepreneurship guidance to support local employment and sustainable food literacy.



USR Impact Video
Revitalizing Zuodui:
Regenerating Xinpi
and Jiadong



▲ Creative Development of Local Agricultural Products



▲ Pineapple Cakes and Fruit Nougat

2025 Highlights

- The project achieved an SROI of 1.72, generating NT\$1.72 in social value for every NT\$1 invested.
- Nineteen practice-based courses engaged 1,248 student participations, strengthening interdisciplinary learning and problem-solving skills.
- Supported small farmers and local brands in product development and e-commerce, launching pineapple cakes and fruit nougat for overseas markets.
- Entrepreneurship and career guidance encouraged nine young people to remain in or return to their hometowns.
- Faculty and students from the Department of Architecture revitalized community spaces and cultural assets in Xinpi and Jiadong.

USR Impact Story

Revitalizing Jiadong Through the Poet's Trail and Gongxia Stage

The restored Poet's Trail combines local history, literature, and landscapes through murals, signs, improved paths, and guided tours, strengthening tourism and cultural heritage. The revitalized Gongxia Stage hosts community and cultural events, while partnerships between local businesses and young entrepreneurs cultivate tourism, culinary, and creative talent, supporting sustainable local development. The restored Poet's Trail combines local history, literature, and landscapes through murals, signs, improved paths, and guided tours, strengthening tourism and cultural heritage. The revitalized Gongxia Stage hosts community and cultural events, while partnerships between local businesses and young entrepreneurs cultivate tourism, culinary, and creative talent, supporting sustainable local development.



▲ Renovation of Jiadong Poet's Trail and Murals



▲ Weekend Farmers' Market at the Hsiao Family Historic Residence, Jiadong

5-2 Social Engagement and Local Prosperity

GRI 3-3、203-1 / SDG 4.1、4.2、4.3、4.5、4.6、4.7、7.a、8.2、11.4、12.2、13.3

◆ Support for Disadvantaged Groups, Rural Communities, and Social Engagement

CSU integrates student clubs, professional courses, volunteer service, and cross-unit collaboration to address community needs. Through hands-on service, students develop empathy, practical skills, and social responsibility while advancing the SDGs.

◎ Student Volunteer Service Clubs

CSU supports volunteer clubs such as the Youth Service Volunteer Group, Environmental Pioneers, Tzu Chi Collegiate Association, Traffic Safety Service Club, Hospitality Service Club, Glimmer Volunteer Group, International Buddy Club, and Public Welfare Leadership Club.

In 2025, these clubs addressed environmental education, gender equality, energy conservation, drug prevention, climate action, and marine conservation. the Youth Service Volunteer Group provided after-school support for disadvantaged children, assisted at dementia care centers, and organized beach cleanups, advancing inclusive education and sustainable communities.

Youth Service Volunteer Group Results, AY 2024

Service Activity	Partner Institution / Location	Student Participations	Service Activity
School Outreach Activities	Dah Yung Senior High School; Yangming and Dongguang Elementary Schools	42	School Outreach Activities
Community Service for Older Adults	Wende Community Center, Fengshan District (Older Adult Care Center)	32	Community Service for Older Adults
Beach Cleanup	Zhongyun Harbor, Linyuan District	48	Beach Cleanup



▲ Clay Photo Frame Workshop for Older Adults



▲ Beach Cleanup at Zhongyun Harbor, Linyuan



▲ Tennis Camp at Yangming Elementary School



▲ Summer Camp at Houzhuang Elementary School

Csu Supports Disaster Recovery Through Action

Typhoon Danas and severe rainstorms in 2025 caused widespread damage. CSU mobilized faculty, alumni, students, and industry partners to support government recovery efforts through professional expertise and volunteer service.



In Houbi District, Tainan, a civil engineering team completed eight Ministry of Education-referred home repairs, including site assessment, cost estimation, roof restoration, and structural reinforcement, with support from alumni construction teams.



The Ministry of Education formally recognized CSU's contribution, with Vice President Yen-Yi Lee accepting the award on the University's behalf.

Following severe flooding in Guangfu Township, Hualien, nearly 40 students voluntarily assisted with cleanup, supply transport, minor repairs, and resident support. These efforts accelerated community recovery while strengthening students' civic responsibility and social engagement.



◎ Digital Learning Companion Program

Students and faculty from academic departments and the Center for Teacher Education provide one-on-one online tutoring for rural schoolchildren. Since 2012, the program has served over 1,000 students and received the Ministry of Education's Outstanding University Tutor and Outstanding Supervising Teacher awards for ten consecutive years.

CSU Digital Learning Companions



In 2025, CSU supported six schools across Kaohsiung's Hunei, Liugui, Neimen, and Taoyuan districts. Personalized and interactive lessons incorporated the SDGs, current affairs, and career exploration. Students and faculty from academic departments and the Center for Teacher Education provide one-on-one online tutoring for rural schoolchildren. Since 2012, the program has served over 1,000 students and received the Ministry of Education's Outstanding University Tutor and Outstanding Supervising Teacher awards for ten consecutive years.

In 2025, CSU supported six schools across Kaohsiung's Hunei, Liugui, Neimen, and Taoyuan districts. Personalized and interactive lessons incorporated the SDGs, current affairs, and career exploration.

From Online Tutoring to AI Co-Learning: 15 Years of Continued Support

In 2025, the 15th year of CSU's Digital Learning Companion Program, AI-focused courses introduced generative AI tools—including Gemini, ChatGPT, Musicful, and DeeVid AI—to strengthen digital literacy, creativity, and problem-solving. AI teaching-material workshops also enhanced university tutors' lesson design and teaching innovation.



At the Ministry of Education's 2025 joint exhibition, CSU showcased its rural education and AI-assisted learning outcomes through interactive robotics, coding, and game-based activities featuring the "Cheng Xiao Ben" robot.

CSU again received the Ministry's Outstanding Supervising Teacher and Outstanding University Tutor awards. Award-winning students also shared their experience in lesson design, teaching strategies, and classroom management to support peer development.

◎ Dream Fulfillment Social Contribution Program

Organized by CSU's Special Education Resource Center, the program provides professional courses and training to help students with special educational needs develop their potential, confidence, and self-expression.

Working with campus units, social welfare organizations, and community groups, the program engages students in community service. Through helping others, participants build self-worth and extend care and positive social impact beyond the campus.

Dream Fulfillment Program



2025 Social Service Results

Activity	Partners	Sessions	Service Overview
AR Opens New Horizons: Online Ecotours of Chengcing Lake Wetland	Chengcing Lake Wetland; Kaohsiung Wild Bird Society; Huashan Social Welfare Foundation stations in Niaosong and Yancheng	16	Students with special educational needs explored wetland ecology and created interactive online tours using AR and 360-degree photography, promoting conservation and environmental education.
CSU at 60: Empowering Special Education Students to Care for Older Adults Living Alone	Chengcing Lake Wetland; Huashan Social Welfare Foundation stations in Niaosong, Cijin-Siaogang, and Yancheng	16	Students prepared care packages, visited 121 older adults living alone, organized a longevity banquet in Cijin, and helped disadvantaged residents improve their homes.



CSU at 60: Supporting Older Adults Living Alone Through Community Service

Since 2019, CSU's Dream Fulfillment Social Service Program has partnered with the Huashan Social Welfare Foundation. In 2025, both parties signed a Social Service Mentorship MOU to expand service-learning opportunities for students with special educational needs. Across Niasong, Siaogang, Cijin, and Yancheng, students visited and delivered care packages to 121 older adults living alone and organized a longevity banquet in Cijin. A charity sale by the Dream Laboratory Workshop also donated rehabilitation pants and NT\$12,000 to the Foundation. The program strengthens students' teamwork, civic responsibility, and community engagement while expanding collaboration among CSU, local communities, and social welfare organizations.



◆ Professional Development, Lifelong Learning, and Social Well-Being

Guided by inclusive and shared learning, CSU integrates community, industry, and government resources to provide lifelong education for young people, working professionals, and older adults. Extension courses, certification training, senior learning, and professional programs support skills development, career advancement, equitable access to education, and social inclusion.



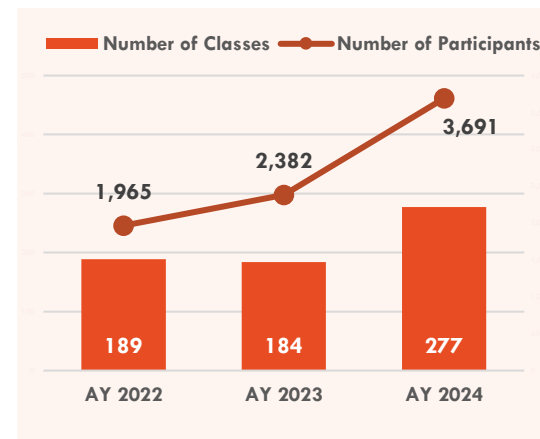
◎ Extension Education

The Center for Continuing Education offers credit and non-credit courses in professional development, certification, and lifelong learning. In Academic Year 2024–2025, CSU offered 277 classes with 3,691 participants. Ministry-approved credit courses are also open to community learners, supporting career advancement and continued education.

◎ Vocational Training and Skills Certification

CSU provides commissioned training and certification preparation in childcare, engineering, quality management, construction-site supervision, Chinese cuisine, baking, solar photovoltaic installation, and workforce development. In Academic Year 2024–2025, 47 vocational training courses recorded 1,681 participations.

CSU also operates Ministry of Labor-accredited testing facilities covering 23 occupational categories and 32 certification levels, including five Level A testing sites. Participants can complete training and certification on campus, improving qualification attainment and employability.



▲ Completion Ceremony for the Chinese Rice and Flour Products Course



▲ Social Media Marketing and AI Applications Course



▲ Practical Bread Baking Course



▲ Traditional Massage Therapy Course

◎ Senior University and Community Lifelong Learning



▲ Senior University Urban Exploration Activity

CSU offers community courses in arts, music, painting, calligraphy, crafts, financial literacy, golf, and singing. In Academic Year 2024–2025, the University established a Senior University to provide an inclusive learning environment for older adults. Responding to community needs, CSU expanded its courses from 33 classes with 941 participants in 2023–2024 to 67 classes with 1,798 participants in 2024–2025.



▲ Community Oil Painting Class and Student Works



▲ Music Appreciation Class at a Mobile Café



▲ Introductory Guqin Class



▲ Korean-Style Creative Candle-Making Class

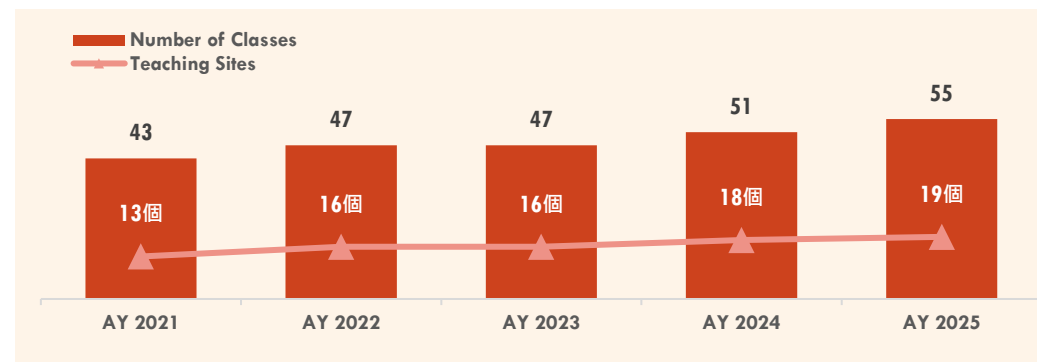
◆ On-Base Degree Programs for Active-Duty Military Personnel

In accordance with the Ministry of National Defense's regulations for on-base degree programs, CSU established Taiwan's only dedicated Military Personnel Development Center to manage admissions, academic affairs, student services, and administration.

In Academic Year 2025–2026, CSU offered 55 programs at 19 teaching sites nationwide, enrolling 1,213 active-duty personnel—approximately 25% of Taiwan's total on-base enrollment.



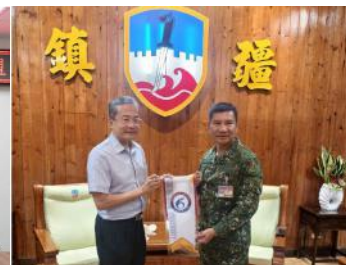
The University continues to enhance classrooms, computer facilities, faculty transportation and accommodation support, and teaching sites, expanding lifelong learning and professional development for military personnel.



▲ Partnership Agreement with the Air Force Institute of Technology



▲ Alliance with the Army Artillery Training Command



▲ Collaboration with the Penghu Defense Command

◆ Incubation and Business Support

CSU's Incubation Center supports technology-driven SMEs, particularly in information technology, electronics, green energy, and environmental solutions. Through industry-academia collaboration, it provides R&D assistance, business consulting, management training, financing connections, and commercialization support.

The Center also encourages SDG-aligned innovation and entrepreneurship among faculty, students, and alumni. From 2021 to 2026, it supported 75 companies across AI, biotechnology, environmental technology, product design, smart tourism, and social innovation. In 2025, the Center hosted nine resident companies and 12 coworking-space companies, while two companies successfully graduated from incubation.

**Incubation
Center
LineBot**



◎ Incubation Center Services

Application for Tenancy and Administrative Support	Professional Technical Consulting and Support	Market Information Consulting and Support	Intellectual Property Rights (IPR) Consulting and Support
Business Services and Management Consulting	Financial Consulting and Funding Support	Assistance with Government Subsidy/Grant Applications	Support for establishing strategic alliances

Key Incubation Industries

Industry Sector	Development Directions & Applications
Electronic Information	IT, electronics, telecommunications, IoT, cloud applications, IC design, cross-border e-commerce, etc.
Green Energy & Environmental Protection	Solar PV, electric vehicles, LED lighting, hydrogen and fuel cells, wind, tidal energy, biofuels, energy ICT, environmental restoration, energy-saving systems, and renewable energy, etc.

Incubation Tenancy Overview

Year	Tenants (Physical)	Tenants (Virtual/Co-working)	Graduated Enterprises
2023	10	15	7
2024	7	15	3
2025	2	12	9

◎ Industry Collaboration and Incubation Outcomes

- **Strategic Alliance:** Partnered with Chengyan Innovation Co., Ltd. to integrate government, industry, and academic resources and strengthen startup support.
- **Entrepreneurship Seminars:** Two seminars on startup trends and generative innovation engaged 224 faculty members and students.
- **Innovation Hub Visits:** Ninety-three participants visited the Pinway Youth Innovation Hub and K-TV Kaohsiung New Media Talent Development Center, gaining practical insights into entrepreneurship and innovation.



▲ Visit to the Pinway Youth Innovation Hub

◆ Industry-Academia Alliances

CSU builds partnerships with industry, foundations, and community organizations through resource sharing, collaborative projects, and technical training. These alliances strengthen students' practical skills and employability, cultivate industry-ready professionals, and advance university social responsibility and sustainable development.



▲ MOU Signing with SGS Taiwan

2025 Industry-Academia Strategic Alliances

Field	Partner Organizations	Focus
Healthcare	Kaohsiung Veterans General Hospital; Pingtung Veterans General Hospital	Smart healthcare and community-based older adult care
Military and National Defense	Army Artillery Training Command; Penghu Defense Command	Continuing education for military personnel and national defense education
Industry and SMEs	Southern Taiwan Smart City AI Talent Development Alliance; MUTU International Indonesia; SGS Taiwan; Chinese Institute of Engineers; Southern Taiwan Science Park Industry-Academia Association; Qiaotou Science Park Industry-Academia Advancement Association; Kaohsiung Wenshan District Commercial Area Sustainable Development Association	ESG, green energy, AI talent development, and international certification
Cultural Heritage Preservation	National Palace Museum; National Sports Training Center	Conservation, digital archiving, collection management, and local cultural promotion

5-3 Cultural Arts and Heritage Restoration

SDG 4.7 · 11.4

◆ Advancing Arts and Humanities Education

Established as the Art Center in 2000 and expanded into the Office of Arts and Culture in 2013, the unit was renamed the Office of Arts and Technology Development in 2024 to address emerging technological and virtual-world trends.

Through interdisciplinary exhibitions and industry-academia services, the Office connects government, industry, and academic resources. It enriches students' and faculty members' engagement with visual and performing arts while expanding opportunities for artists and industry partners.

Each year, the Office organizes four to six visual art exhibitions, six performances, six arts and humanities lectures, two creative events, and two competitions. Open to both the campus and local community, these activities strengthen cultural literacy, aesthetic appreciation, and public access to the arts.



▲ Office of Arts and Technology Online Gallery



▲ “Divine Generals in Performance” Solo Exhibition at Kaohsiung International Airport

◎ Office of Technology and Arts Development – Key Directions



◆ Cheng Shiu Arts Festival

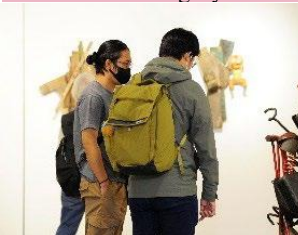
Each semester, CSU organizes arts and cultural activities supported by student volunteers. Students assist with photography, artist video production, publications, and guided tours as art ambassadors, gaining deeper cultural experiences and strengthening artistic literacy. In 2025, CSU held seven exhibitions, nine performances, 13 creative lifestyle activities, six lectures, and two competitions. These events recorded 13,589 participations, including 12,189 from the campus community and 1,400 from local residents.

Cheng Shiu Arts Festival

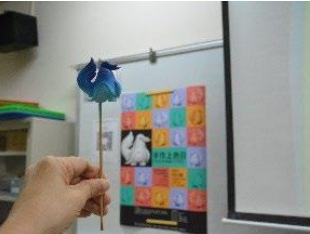


▲ Street Concert and Creative Arts Workshop

◎ Overview of 2025 Arts and Cultural Activities

Exhibition	Exhibition	Exhibition
Gears Are My Face: Hung Lung-Mu Solo Exhibition	ragging on Paper: Liang Ren-Hong Solo Exhibition	Homage to Sirius: Hsiao Chin Conservation Exhibition
Hung's iron sculptures explore identity, technology, and post-industrial change. Liang transforms corrugated cardboard into responses to logistics and consumer culture. Featuring 60 works and conservation 成果, the exhibition highlights Hsiao Chin's artistic philosophy, spiritual journey, and cultural legacy.	Hung's iron sculptures explore identity, technology, and post-industrial change. Liang uses cardboard to address logistics and consumer culture. Featuring 60 works and conservation outcomes, the exhibition highlights Hsiao Chin's philosophy, spirituality, and legacy.	Hung's iron sculptures explore identity, technology, and post-industrial change. Liang uses cardboard to examine logistics and consumer culture. Featuring 60 works and conservation outcomes, the exhibition highlights Hsiao Chin's philosophy, spirituality, and legacy.
		

Performing Arts	Performing Arts	Performing Arts
Brilliant 60th × CSU Night Featuring Emperor International Music	2025 Spring Concert Featuring Korean a Cappella Group Zenith	Interwoven Realms: a Musical Dialogue Across Millennia—Salon Concert
Blending energetic rock with youthful melodies, the concert celebrated CSU's 60th anniversary and its spirit of innovation and sustainability, creating a shared campus memory.	Zenith's performance and audience interaction showcased the diversity of a cappella, enhancing musical literacy, international perspectives, and appreciation of vocal arts.	Performances by the Nanyi Music Ensemble and award-winning students presented diverse styles across eras, strengthening musical understanding, artistic appreciation, and an immersive campus arts environment.
		

Creative Activities	Creative Activities	Creative Activities
Pour-Over Coffee Workshop	DIY Coloring Day: Create Your Own Character Figure!	Uncontainable Creativity: Umbrella Painting
From grinding beans to brewing, participants explored coffee flavors, techniques, and culture while learning to make pour-over coffee suited to their tastes.	Students experienced figure painting from concept to completion, developing creativity, concentration, and aesthetic awareness through hands-on practice.	Participants transformed ordinary umbrellas into unique artworks, expressing personal style while strengthening artistic expression and sensitivity to color and design.
		

Lectures	Lectures	Lectures
A Portrait of What Is—and Is Not—Me: Hung Lung- Mu's Readymades Between Chance and Intention	The Eternal Sirius	Toys Are Serious Business: the Truth Behind the Design Dream
Curator Lu Ming-Tse discussed Hung Lung-Mu's iron sculpture exhibition the Gear Is My Face, exploring identity and mechanical symbols in post-industrial society while fostering artistic literacy and critical dialogue.	Professor Emeritus Hsiao Chong-Ray of National Cheng Kung University introduced Hsiao Chin's artistic journey, enriching participants' understanding of modern art and cultural expression.	A professional prototype artist explained the toy design and mass-production process, giving students practical insight into turning creative concepts into marketable products.
		

Competitions	Competitions	Exhibition
Handmade Art, Innovative Living: Creative Competition	Bringing Characters to Life: 60th Anniversary Figure-Painting Competition	Coloring Our Youth: Exhibition of Award- Winning Anniversary Figures
Integrating creative activities with competition, the event inspired students' interest in DIY art while strengthening creativity, innovative thinking, and arts engagement.	Participants expressed their creativity through diverse figure designs. Entries were evaluated for composition, color, and originality, showcasing students' artistic passion and practical skills.	Based on CSU's award-winning 60th anniversary figure prototype, the exhibition showcased students' diverse interpretations, aesthetic creativity, hands-on skills, and character design abilities.
		

Cultural and Arts Activities in 2025

Type	Sessions	On-campus Faculty & Students	Community Participants	Student Volunteers	Community Volunteers
Exhibitions	7	5,880	989	42	75
Lectures	6	318	91	12	-
Creative Activities	13	460	-	128	15
Performing Arts	9	5,439	320	135	-
Competitions	2	92	-	6	-

◎ 360° Online Virtual Exhibitions

Since 2019, the Office of Arts and Culture has offered 360° online virtual exhibitions, making collections and exhibitions publicly accessible beyond spatial limitations and expanding community arts education.



▲ “Little Miró” Art Exhibition



▲ “Homage to Sirius”: Special Exhibition on the Conservation of Hsiao Chin’s Donated Works

◆ Advancing Local Cultural Heritage Preservation

CSU’s Cultural Heritage Conservation Center operates specialized laboratories for paintings, paper, wood, and artifacts. Scientific analysis and advanced equipment support conservation services and community education. In 2025, the Center held 41 workshops and lectures with 928 participations, completed 22 conservation and examination projects, and produced six educational videos.

◎ Open Conservation Centers

To realize its vision of “conservation as education,” CSU partnered with the Kaohsiung Museum of Fine Arts in 2022 to establish Taiwan’s first Open Conservation Center at the Neiwei Arts Center, integrating collections, exhibitions, and public education. A second open conservation space at Pingtung’s 1936 Tobacco Culture Base offers hands-on workshops and close engagement with conservation practices—allowing culture to be renewed through preservation and understood through experience.



▲ “Paper Caretaker for a Day” at the 1936 Tobacco Culture Base



▲ “Giving Paintings a Makeover”: Oil Painting Conservation at Neiwei

◎ Preserving Indigenous Cultural Heritage

From 2022 to 2025, CSU completed 38 collaborative projects with Indigenous communities, covering pest control, preventive conservation, and artifact workshops. In 2025, the Ministry of Education-funded USR project “From Adversity to Renewal: Training and Local Practice in Indigenous Cultural Heritage Preservation” integrated interdisciplinary and local government resources to cultivate community-based conservation professionals. Through an MOU with the Indigenous Peoples Cultural Development Center under the Council of Indigenous Peoples, CSU also supports over 30 Indigenous cultural museums nationwide—including those in Shizi and Sandimen—with professional consultation and talent development.

Protecting Door Gods and a Deity’s Palanquin: CSU’s Conservation Action at Bao’an Temple

In 2025, overflow from the Matai’an Creek barrier lake in Guangfu Township, Hualien, damaged century-old artifacts at Bao’an Temple. Faculty and students from CSU’s Cultural Heritage Conservation Center and master’s program joined the Taiwan Association for Conservation of Cultural Property in post-disaster recovery. The team cleaned artifacts, stabilized damaged structures, identified components, and documented each item to support future restoration. By applying professional expertise through cross-sector collaboration, participants helped preserve disaster-affected heritage while fulfilling university social responsibility.



5-4 Alumni Relations and Activities

Alumni are witnesses to CSU's history and key partners in its future development. With over 150,000 alumni, CSU strengthens engagement and collaboration through resources and services provided by the Alumni and Career Development Center.



▲ Alumni Association Scholarship Donation



▲ Alumni Association Chapter Leadership Handover



▲ 60th Anniversary Alumni Homecoming

Alumni Career Talks: Connecting Students With the Workplace

CSU annually invites alumni to share career experiences and industry insights. In 2025, three talks attracted approximately 434 participations, with overall student satisfaction exceeding 85.21%.



▲ Early Childhood Care and Education Alumni Craft Activity



▲ Culinary Alumni Gathering and Cultural Exchange

◆ Graduate Employment Satisfaction Survey

CSU surveys graduates one year after graduation across 15 areas, including language and professional competencies, industry information, career preparation, and teamwork.

In 2025, 1,667 valid responses were collected from 1,850 questionnaires, representing a 90.1% response rate. Overall satisfaction averaged 4.23 out of 5.

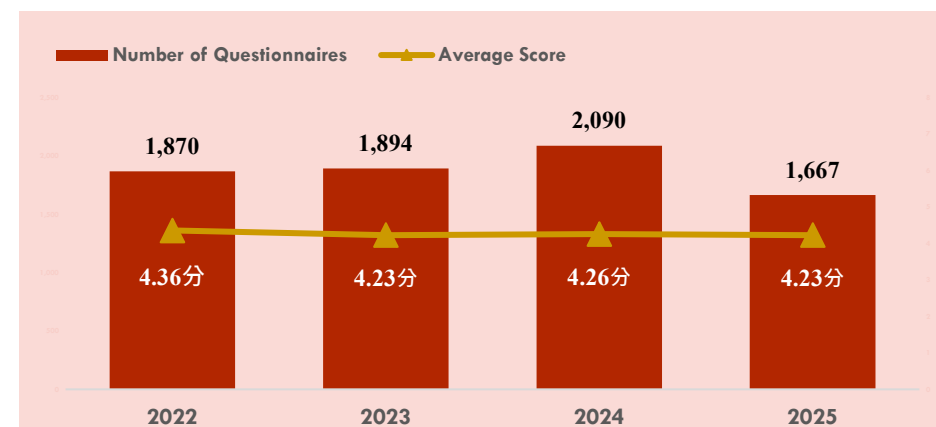
The highest-rated areas were the practical relevance of course content (M=4.35; SD=0.801), professional dedication education (M=4.34; SD=0.785), interpersonal skills education (M=4.31; SD=0.807), and professional competency development (M=4.30; SD=0.806).

TOP 1 Practicality of teaching content.

TOP 2 Education in Professionalism and Work Ethics.

TOP 3 Education in Interpersonal Skills;
Education in Professional Competencies.

Graduate Employment Satisfaction Survey Results



5-5 International Partnerships

SDG 17.6、17.16

CSU promotes an inclusive, international campus and diverse learning opportunities. It offers academic programs and scholarships to recruit international students, encourages local students to study at overseas partner institutions, and coordinates global engagement through the Office of International Affairs.

As of April 2026, CSU had established partnerships with 294 universities and organizations across 26 countries.



▲ Taiwan International Talent Circulation Base Education Exhibition



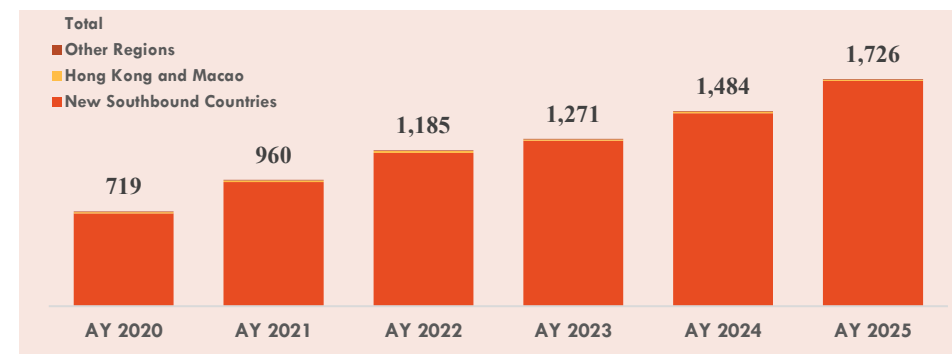
▲ Global Distribution of International Partner Institutions

International Collaboration and Outcomes

1. CSU signed dual-degree agreements with six Indonesian partner universities. In fall 2025, two cohorts enrolled: 11 students in Civil Engineering and 12 in Mechanical Engineering.
2. For three consecutive summers, Yokohama University of Art in Japan sent students to CSU's Cultural Heritage Conservation Center for a two-week exchange program.
3. In 2025, three exchange students from BINUS University, Indonesia, studied for one semester in CSU's Applied Foreign Languages and Industrial Engineering and Management programs.
4. CSU sent six students to Kansai University, Japan, for a three-week summer program in 2025, combining language study, cultural exchange, and professional learning.
5. CSU collaborated with Taiwanese coordinating universities and overseas partners of the Philippine and Indonesian International Talent Circulation Bases to organize exhibitions promoting the New Southbound Talent Development Program.

International and Overseas Student Enrollment

In the 2025–2026 academic year, CSU enrolled 1,726 international and overseas students. Indonesia accounted for the largest group with 930 students, followed by Vietnam with 543. Seven students came from Hong Kong and Macao, primarily Hong Kong, while others came from Switzerland, Canada, Singapore, Paraguay, and Mongolia.



Note: figures for 2024–2025 were recorded as of August 1, 2025, and those for 2025–2026 as of April 17, 2026.

◎ Advancing Campus Internationalization and Diverse Learning

- **Bilingual Administrative Services:** Bilingual university systems and platforms provide accessible services for international faculty and students.
- **International Student Support:** a bilingual campus, prayer room, counseling services, and safety and legal awareness programs support student well-being.
- **International Talent Development:** Professional training enabled 10 administrative staff members to earn Level B International Protocol Receptionist certification.
- **Student Care:** the New Student Handbook and NISA Card provide essential living information and emergency contacts.
- **Internship and Career Guidance:** Integrated internship and post-graduation employment support strengthens international students' academic, daily-life, and career development.



▲ Graduation Ceremony for the Preparatory Program for Indonesian Overseas Chinese Students

◆ Customized Industry–Academia Programs Supporting International Students in Taiwan

CSU provides one-stop support from pre-arrival preparation and study to post-graduation employment in Taiwan. Responding to New Southbound industry needs, its programs integrate academic instruction with workplace training, helping international students develop practical skills and adapt to Taiwan.



▲ Corporate Visit to ASE Kaohsiung

◎ International Foundation Program Division

Established in the 2021–2022 academic year, the International Foundation Program Division coordinates academic affairs, student services, and daily-life support. It also implements the Ministry of Education's program for recruiting overseas Chinese, Hong Kong, Macao, and international students into key industries. In 2022–2023, CSU launched Taiwan's first dedicated international program, enrolling Indonesian and Vietnamese students in Electronic Engineering. Enrollment later expanded to Cambodia and to Mechanical Engineering, Civil Engineering, and Industrial Engineering and Management. In 2024–2025, 25 students entered the fall cohort and five entered the spring cohort.

Recognized by the Ministry of Education for its engagement in Indonesia and the Philippines, CSU has served since 2023 as the lead university for the Indonesia Overseas Base and deputy lead for the Philippines Overseas Base under the International Industry–Academia Education Cooperation Alliance.



The Indonesia base supports international recruitment, Mandarin education, and the International Industrial Talent Education Special Program, which encourages students to study and pursue careers in Taiwan. CSU offered four bachelor's and three master's cohorts in 2024–2025, followed by seven bachelor's and two master's cohorts in 2025–2026 across Electronic Engineering, Mechanical Engineering, Civil Engineering, and Industrial Engineering and Management.

◎ Mandarin Learning Environment

The Chinese Language Center provides Mandarin courses, proficiency-test preparation, and cultural experiences to strengthen international students' language skills and adaptation to Taiwan. In 2024–2025, five TOCFL preparation classes served 102 international students at the A2, B1, and B2 levels. Participants earned 10 A2, 22 B1, 14 B2, and two C1 certificates. Cultural activities—including Chinese knotting, spring couplet calligraphy, mooncake making, rice-dumpling wrapping, and opera-mask painting—enhanced cultural understanding and local adaptation. English proficiency courses were also provided for seven faculty members.

Mandarin and Internationalization Activities, AY 2024

Course or Activity	Classes	Participants
TOCFL Preparation	5	102
TOEIC Preparation for Faculty	2	7
Chinese Cultural Experiences	6	121

◎ Multicultural and Inclusive Campus

CSU advances international education and fosters an inclusive campus that respects cultural and religious diversity, attracting students from Indonesia, Vietnam, the Philippines, and beyond. The campus provides a Muslim prayer room with separate areas for men and women, prayer mats, Qur'ans, and ablution facilities. Opened in the 2024–2025 academic year, the CSU International Residence offers accommodation and multicultural 交流 spaces, strengthening international students' living and learning support.



▲ Faculty and Students at a Professional Baseball Family Day



▲ Lunar New Year Celebration for International Students



▲ Muslim Prayer Room on the Third Floor of the Sports Center



▲ Anti-Fraud and Traffic Safety Awareness Program

◎ International Buddy Club:

Advancing Cross-Cultural Exchange and Local Engagement

CSU established the International Buddy Club to connect domestic and international students through welcome events, international cuisine, Taiwanese cultural experiences, and International Day activities. These initiatives strengthen intercultural understanding, support international students' integration, and foster an inclusive campus.

Through the Ministry of Education's "Big Hands Joining Small Hands" Program, CSU also connects international students with local high school students through cultural courses and exchange activities. In 2025, 11 events enhanced cultural understanding, global perspectives, and social awareness.



▲ Experiencing Livestock Product Processing with Tseng-Wen Agricultural and Industrial High School Students



▲ Huangpu Military Dependents' Village Cultural Tour with Feng-Shan Commercial and Industrial Vocational High School

Multicultural Exchange for International Inclusion

CSU helps international students experience Taiwanese culture through Lunar New Year, Dragon Boat Festival, and Mid-Autumn Festival activities. Visits to the Thomson Trail, Old Tjuvecekan Village, and Huangpu New Village also offer hands-on experiences in salt making, traditional pastry, meatball making, and shell ginger weaving, strengthening cultural understanding, local engagement, and inclusion.



▲ Environmental Field Trip to the Thomson Trail



▲ Visiting Pingtung's Old Tjuvecekan Village with Fangliao High School

◆ Student Exchange Program

CSU partners with universities in Japan, Indonesia, and Thailand to offer exchange programs, short-term study, and academic activities that strengthen intercultural learning and global mobility.

As a partner university of the Indonesian International Student Mobility Awards for Vocational Students (IISMA Vocational), CSU hosted 10 exchange students in the 2024–25 academic year from Yokohama University of Art and Design, the Indonesian Institute of the Arts Yogyakarta, and BINUS University. In 2025–26, 23 students joined from Yokohama University of Art and Design, BINUS University, and Kansai University.



▲ Exchange Students Celebrating Eid al-Fitr



▲ Indonesian Exchange Students Participating in the "Big Hands Joining Small Hands" Program



▲ Visit to the National Science and Technology Museum and Outdoor Learning Activity



▲ Kansai University Exchange Students Visiting ASE's Kaohsiung Facility

◆ Overseas Study and Exchange

CSU provides financial support for undergraduate students to study, train, or participate in cultural learning at overseas partner institutions. In 2024–25, a Mechanical Engineering student studied at Kansai University for one semester through the Ministry of Education's Study Abroad Program. In summer 2025, six students also completed a three-week International Sustainability and Cultural Learning program in Japan.

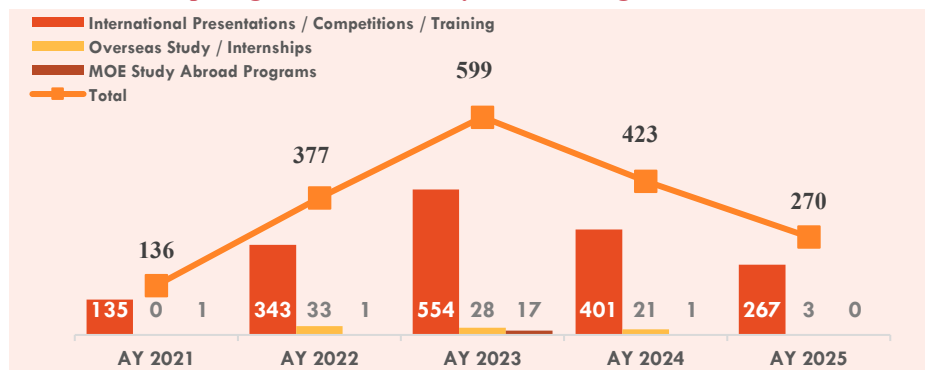


Since 2025, CSU's Overseas Learning Experience Program has funded students' airfare, accommodation, meals, and course fees. a total of 267 students joined summer programs in Japan, South Korea, Thailand, and Vietnam, combining university exchange, industry visits, cultural learning, and regional revitalization to strengthen global perspectives and intercultural competence.



▲ Summer Overseas Study Program at Kansai University, Japan

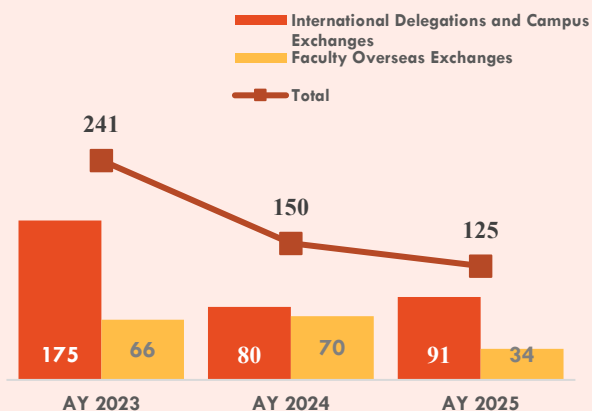
Students Participating in Overseas Study and Exchange



◆ International Professional Development for Faculty

CSU funds faculty participation in overseas university and research exchanges, international conferences, visiting professorships, and teaching collaboration. in 2024-25, eight faculty members attended EMI training and internationalization exchanges in the United States, Australia, and Japan.

Faculty Participating in International Professional Development and Exchange



In 2025-26, five visited institutions including Teachers College, Columbia University, Kansai University, and UC San Diego, strengthening international teaching and collaboration.

◎ Overseas EMI Faculty Training

To support Taiwan's 2030 bilingual education policy, CSU established an EMI Professional Support Team to strengthen teaching quality and foster an English-friendly campus. in the 2024-25 academic year, two faculty members were selected for Fulbright overseas EMI training featuring classroom observation, workshops, teaching demonstrations, and post-training implementation:

- Associate Professor Pei-Wen Huang, Department of Business Administration—2025 program at Teachers College, Columbia University.
- Associate Professor Hsin-Yi Wang, Department of Civil Engineering and Spatial Information—2026 program at the University of California San Diego.



▲ Associate Professor Pei-Wen Huang Participating in the 2025 Fulbright Overseas EMI Faculty Training Program



▲ Associate Professor Hsin-Yi Wang Participating in the 2026 Fulbright Overseas EMI Faculty Training Program



◆ Strengthening Students' Foreign Language Proficiency

CSU integrates language courses, certification support, proficiency tests, remedial instruction, activities, and incentives to strengthen students' global competitiveness. Non-language majors must achieve CEFR A2 for graduation, while the first-year English honors class targets B1, with approximately 70% passing an intermediate-level test.



▲ Conversational Practice with International Faculty

In 2024–25, 628 students received language proficiency awards, 601 received test-fee subsidies, and 1,700 took proficiency tests. Of these, 807 earned elementary-level or higher certificates, representing a 47.47% pass rate.

English Proficiency Test Results

Students	AY 2022	AY 2023	AY 2024
English Test Participants	1,737	1,829	1,700
Total Passing	889	927	807
CEFR A2 (Elementary)	606	679	590
CEFR B1 (Intermediate)	272	236	203
CEFR B2 (Upper-Intermediate)	10	10	12
CEFR C1 (Advanced)	1	2	2



▲ English Proficiency Test Preparation Course



▲ Best Test of English Proficiency (BESTEP) at CSU

◎ Foreign Language Learning and Activities

CSU integrates language courses, proficiency tests, remedial instruction, activities, competitions, and incentives to strengthen students' language skills and global employability.

Category	Course / Activity /	Sessions / Hours	Participations
Courses and Support	English Certification Preparation Courses	11 classes	402
	English for Specific Purposes	4 classes	78
	Remedial English Courses	3 classes	142
	International Faculty Consultation Service (20 hours weekly)	516 hours	1,074
Testing	CSEPT and TOEIC Tests	4 tests	1,700
Activities and Competitions	Basic Japanese Courses	2 classes	70
	English Craft Workshops	6 events	147
	“English for Job Hunting” Lectures	2 events	60
	Creative English Graphic Design Competition	2 events	177
	CSU English Singing Competition	2 events	154
	Creative Film Self-Recording Competition	2 events	152
	Christmas Model-Making Competition	1 events	146



▲ English for Specific Purposes Course



▲ Pre-Test Briefing for the TOEIC Test

6 Appendix

CSU Advances Global Sustainability, Fulfills Its Social Responsibility, and Addresses Stakeholder Concerns Through Transparent Reporting of Its Sustainability Efforts And Achievements.



- GRI Content Index
- SASB Sustainability Accounting Standards Index
- SDGs Sustainable Development Goals Index
- TCFD Climate-Related Financial Disclosures Index
- Notes on Information Reorganization

GRI Content Index

Statement of Use	Cheng Shiu University Foundation has referenced the GRI Standards to report on the academic year 2024 (from August 1, 2024, to July 31, 2025) and the 2025 calendar year (from January 1, 2025, to December 31, 2025) based on the information cited in the GRI Content Index.
GRI 1 used	GRI 1: Foundation 2021
Applicable GRI Sector Standard(s)	No applicable GRI Sector Standards were issued during the reporting period covered in this report.

GRI Standards	Disclosure	Corresponding Chapters	Page
GRI 2 : General Disclosures 2021	2-1 Organizational details	1-1 History and Organizational Structure	p.15-17
	2-2 Entities included in the organization's sustainability reporting	About This Report	p.3
	2-3 Reporting period, frequency and contact point	About This Report	p.3
	2-4 Restatements of information	About This Report, explanations are provided in the relevant sections.	p.3
	2-5 External assurance	About This Report, external assurance/verification was not conducted this year.	p.3
	2-6 Activities, value chain and other business relationships	1-1 History and Organizational Structure 4-5 Sustainable Supplier Management	p.15-17 p.111
	2-7 Employees	2-5 Friendly Workplace	p.46-47
	2-8 Workers who are not employees	2-5 Friendly Workplace	p.46-47
	2-9 Governance structure and composition	1-1 History and Organizational Structure 1-2 University Sustainability Development 2-1 University Governance	p.15-17 p.19-20 p.36-38
	2-10 Nomination and selection of the highest governance body	2-1 University Governance	p.36-37
	2-11 Chair of the highest governance body	2-1 University Governance	p.36-37
	2-12 Role of the highest governance body in overseeing the management of impacts	1-2 University Sustainability Development 2-1 University Governance	p.19 p.36-38
	2-13 Delegation of responsibility for managing impacts	1-2 University Sustainability Development	p.19
	2-14 Role of the highest governance body in sustainability reporting	1-2 University Sustainability Development	p.19
	2-15 Conflicts of interest	2-1 University Governance	p.36-37
	2-16 Communication of critical concerns	2-1 University Governance 2-2 Risk Management and Internal Control System	p.36-38 p.39-41
	2-17 Collective knowledge of the highest governance body	2-1 University Governance	p.36-37
	2-18 Evaluation of the performance of the highest governance body	2-1 University Governance	p.36-37
	2-19 Remuneration policies	2-1 University Governance	p.36-37
	2-20 Process to determine remuneration	2-1 University Governance	p.36-37
GRI Standards	Disclosure	Corresponding Chapters	Page
GRI 2: General Disclosures 2021	2-21 Annual total compensation ratio	Ratios of annual total compensation and changes in annual total compensation are omitted because they constitute CSU's internal information.	-

GRI Standards	Disclosure	Corresponding Chapters	Page
	2-22 Statement on sustainable development strategy	Message from the President 1-2 University Sustainability Development	p.2 p.19-21
	2-23 Policy commitments	2-3 Academic Ethics and Regulatory Compliance 3-5 Friendly Campus	p.42-43 p.80
	2-24 Embedding policy commitments	2-3 Academic Ethics and Regulatory Compliance 3-5 Friendly Campus	p.42-43 p.80
	2-25 Processes to remediate negative impacts	2-2 Risk Management and Internal Control System 3-5 Friendly Campus	p.39-41 p.80-82
	2-26 Mechanisms for seeking advice and raising concerns	2-2 Risk Management and Internal Control System 2-3 Academic Ethics and Regulatory Compliance	p.39-41 p.42-43
	2-27 Compliance with laws and regulations	2-3 Academic Ethics and Regulatory Compliance	p.42-43
	2-28 Membership associations	1-1 History and Organizational Structure	p.17
	2-29 Approach to stakeholder engagement	1-3 Stakeholder Engagement	p.22-24
	2-30 Collective bargaining agreements	The University has no labor union; therefore, no collective agreements have been signed.	-
Material Topics			
GRI 3: Material Topics 2021	3-1 Process to determine material topics	1-4 Materiality Analysis	p.25-26
	3-2 List of material topics	1-4 Materiality Analysis	p.29-30
Governance Aspects			
Material Topics - Institutional Reputation & Brand Image			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis Message from the President Sustainability Honors and Performance	p.25-34 p.2 p.4-8
Material Topics - Regulatory Compliance			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 2-3 Academic Ethics and Regulatory Compliance	p.25-34 p.42-43
Material Topics - Financial Management			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 2-4 Financial Management	p.25-34 p.44-45
GRI 201 : Economic Performance 2016	201-4 Financial assistance received from government	2-4 Financial Management	p.44-45
Material Topics - University Governance & Risk Management			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis	p.25-34 p.39-41

GRI Standards	Disclosure	Corresponding Chapters	Page
		2-2 Risk Management and Internal Control System 3-1 Teaching Quality and Talent Development	p.58-63
Material Topics - Academic Ethics			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 2-3 Academic Ethics and Regulatory Compliance	p.25-34 p.42-43
GRI 205 : Anti-Corruption 2016	205-3 Confirmed incidents of corruption and actions taken	2-3 Academic Ethics and Regulatory Compliance	p.43
Material Topics - Teaching Resources and Learning Environment			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 2-7 Teaching Resources and Learning Environment	p.25-34 p.54-56
GRI 203 : Indirect Economic Performance 2016	203-1 Infrastructure investments and services supported	2-7 Teaching Resources and Learning Environment	p.54-56
Other Disclosures			
GRI 418 : Customer Privacy 2016	418-1 Substantiated complaints concerning breaches of customer privacy and losses of customer data	2-6 隱私保護與資訊安全	p.52-53
Environmental Aspects			
Material Topics - Campus Safety, Environmental Management and Resilience			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 4-3 Campus Safety, Environmental Management and Resilience	p.25-34 p.105-107
Material Topics - Energy Management & Conservation			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 4-2 Energy Resource Management	p.25-34 p.100-102
GRI 302 : Energy 2016	302-1 Energy consumption within the organization	4-2 Energy Resource Management	p.102
	302-3 Energy intensity	4-2 Energy Resource Management	p.102
GRI 305 : Emissions 2016	305-1 Direct (Scope 1) GHG emissions	4-1 Climate Governance and Action	p.98
	305-2 Energy indirect (Scope 2) GHG emissions		p.98
	305-4 GHG emissions intensity		p.98
Other Disclosures			
GRI 204 : Procurement Practices 2016	204-1 Proportion of spending on local suppliers	4-5 Sustainable Supplier Management	p.111
GRI 303 : Water 2018	303-3 Water withdrawal	4-2 Energy Resource Management	p.103
GRI 306 : Effluents And Waste 2020	306-1 Waste generation and significant waste-related impacts	4-4 Waste Disposal and Recycling	p.108-109
	306-2 Management of significant waste-related impacts		p.108-109
	306-3 Waste generated		p.108-109
Social Aspects			
Material Topics - Financial Aid Measures			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 3-2 Student Support and Financial Aid	p.25-34 p.66-70
Material Topics - Student Physical & Mental Well-being			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 3-2 Student Support and Financial Aid	p.25-34 p.64-65

GRI Standards	Disclosure	Corresponding Chapters	Page
Material Topics - Research & Industry-Academia Collaboration			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 3-4 Industry-Academia Collaboration and Research & Patents	p.25-34 p.76-79
Material Topics - Student Internships & Employment			
GRI 3: Material Topics 2021	3-3 Management of material topics	1-4 Materiality Analysis 3-6 Career Development, Internships, and Employment	p.25-34 p.86-87
Other Disclosures			
GRI 401 : Employment 2016	401-1 New employee hires and employee turnover	2-5 Friendly Workplace	p.47
	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees		p.49
	401-3 Parental leave		p.49
GRI 403 : Occupational Health and Safety 2018	403-1 Occupational health and safety management system	2-5 Friendly Workplace	p.50
	403-2 Hazard identification, risk assessment, and incident investigation		p.50-51
	403-3 Occupational health services		p.51
	403-4 Worker participation, consultation, and communication on occupational health and safety		p.50-51
	403-5 Worker training on occupational health and safety		p.50-51
	403-6 Promotion of worker health		p.51
	403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships		p.50-51
	403-9 Work-related injuries		p.51
	403-10 Work-related ill health		p.51
GRI 404 : Training and Education 2016	404-1 Average hours of training per year per employee	2-5 Friendly Workplace	p.48
	404-3 Percentage of employees receiving regular performance and		p.48-49
GRI 405 : Diversity and Equal Opportunity 2016	405-1 Diversity of governance bodies and employees	2-1 University Governance 2-5 Friendly Workplace	p.36-38 p.46-47
GRI 406 : Non-discrimination 2016	406-1 Incidents of discrimination and corrective actions taken	3-5 Friendly Campus	p.80-82

SASB-Education Standards Index

1. Sustainability Disclosure Topics and Indicators

SASB Standards	Accounting Indicator Code	Disclosure	Type	Corresponding Chapters	Page	Note
Data Security	SV-ED-230a.1	Description of approach to identifying and addressing data security risks	Discussion and Analysis	2-6 Privacy Protection and Information Security	p.52-53	See referenced page.
	SV-ED-230a.2	Description of policies and practices relating to collection, usage, and retention of student information	Discussion and Analysis			See referenced page.
	SV-ED-230a.3	(1) Number of data breaches, (2) percentage involving personally identifiable information(PII), (3) number of students affected	Quantitative			(1) 3 cybersecurity incidents, (2) 0 personal data breaches, and (3) 0 students affected.
Quality of Education & Gainful Employment	SV-ED-260a.1	Graduation rate	Quantitative	3-2 Student Support and Financial Aid	p.87	See referenced page.
	SV-ED-260a.2	On-time completion rate	Quantitative			
	SV-ED-260a.3	Job placement rate	Quantitative			
	SV-ED-260a.6	Description of Policies Related to Student Debt and Loan Defaults	Discussion and Analysis	-	-	Not applicable.
Data Security	SV-ED-270a.1	(1) Description of policies for disclosing key performance statistics to prospective students before collecting any fees; and (2) discussion of results	Discussion and Analysis	-	-	Not applicable.
	SV-ED-270a.2	Disclosure Item (1) Description of policies for disclosing key performance statistics to prospective students before collecting any fees; and (2) discussion of results Total monetary losses resulting from legal proceedings related to advertising, marketing, and mandatory disclosures	Quantitative	-	-	Not applicable.
	SV-ED-270a.3	(1) Instruction and student services expenses and (2) marketing and recruiting expenses	Quantitative	2-4 Financial Management	p.44-45	See referenced page.
	SV-ED-270a.4	Revenue from (1) government-funded student aid and (2) private student loans	Quantitative	3-2 Student Support and Financial Aid	p.66-67	(1) See referenced page. (2) Not applicable.

2. Activity Metrics

Accounting Indicator Code	Disclosure	Type	Corresponding Chapters	Page	Note
SV-ED-000.A	Number of students enrolled	Quantitative	1-1 History and Organizational Structure	p.15	16,423
SV-ED-000.B	Number of Enrollment Applications Received	Quantitative	-	-	Not applicable.
SV-ED-000.C	Average Credits Enrolled per Student and Percentage Taken Online	Quantitative	-	-	Not applicable.
SV-ED-000.D	Number of: (1) teaching staff and (2) all other staff	Quantitative	2-5 Friendly Workplace	p.46	(1) 1,034 faculty members and (2) 382 staff members.

SDGs Sustainable Development Goals Index

CSU integrates the UN Sustainable Development Goals (SDGs) into governance, teaching, research, industry collaboration, and University Social Responsibility (USR), aligned with Ministry of Education policies. Its 2025 achievements particularly advanced SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, SDG 10: Reduced Inequalities, SDG 12: Responsible Consumption and Production, and SDG 17: Partnerships for the Goals, reinforcing CSU's progress toward becoming a model sustainable university.

Chapters / SDGs	1 消除贫困	2 消除饥饿	3 良好健康与福祉	4 优质教育	5 性别平等	6 清洁水与清洁能源	7 清洁能源	8 体面且富有成效的经济增长	9 产业、创新与基础设施	10 减少不平等	11 气候城市与社区	12 负责任的消费和生产	13 气候行动	14 水下生物	15 陆地生物	16 和平、正义与强大机构	17 伙伴关系
Preface			3.4	4.5 4.7		6.6 6.b		8.2 8.4 8.6	9.4 9.5 9.b	10.2 10.3	11.5	12.2 12.6 12.8	13.1 13.3	14.1 14.2	15.1 15.8		17.6 17.17
1 Sustainability Strategy and Development				4.3 4.7								12.8				16.6 16.7	17.17
2 University Administration					5.4 5.5			8.5 8.8	9.1 9.4 9.c	10.3						16.5 16.6 16.7 16.10	17.17
3 Educational Performance	1.4		3.3 3.4 3.5 3.6	4.2 4.3 4.4 4.5 4.7 4.a	5.1			8.2 8.3 8.5	9.2 9.4 9.5	10.2 10.3 10.4							17.6 17.16 17.17
4 Environmental Sustainability and Green Campus			3.9	4.7		6.4	7.3 7.a	8.4	9.4		11.3 11.6	12.2 12.4 12.5 12.7	13.1 13.2 13.3		15.9		
5 Social Prosperity and Local Engagement	1.3	2.1		4.1 4.2 4.3 4.4 4.5 4.6 4.7		6.3 6.6 6.b	7.a	8.2 8.3	9.1 9.4	10.2 10.3 10.4	11.4	12.2	13.3	14.1	15.1 15.8		17.6 17.16
Number of items in line with sub-targets of SDGs	2	1	6	18	3	6	3	11	12	9	4	9	6	3	5	6	9

TCFD Climate-Related Financial Disclosures Index

Although education is not a carbon-intensive sector or subject to greenhouse gas regulations, CSU's diverse teaching, research, and service activities still generate emissions. CSU therefore manages climate-related risks and discloses information under the TCFD's four pillars—governance, strategy, risk management, and metrics and targets—to enhance transparency and sustainable operations.

Category	TCFD Recommended Disclosure	CSU Disclosure	Chapters	Page
Governance Governance of climate-related risks and opportunities	Describe the board's oversight of climate-related risks and opportunities.	The Climate Risk Management Task Force annually reviews climate-related risks and opportunities.	4-1Climate Governance and Action 4-2Energy Resource Management	p.93
	Describe management's role in assessing and managing climate-related risks and opportunities.	The Task Force regularly reports its assessments and management measures to the Social Responsibility and Sustainable Development Committee.		p.93
Strategy Actual and potential impacts on operations, strategy, and financial planning	Describe identified climate-related risks and opportunities over the short, medium, and long term.	CSU identifies short-, medium-, and long-term climate-related risks and opportunities.		p.96
	Describe climate-related risks and opportunities with material impacts on operations, strategy, and financial planning.	CSU assesses the operational and financial impacts of material risks and opportunities.		p.95-96
	Describe strategic resilience under different climate scenarios, including a 2°C or more stringent scenario.	Scenario analysis identifies risks and opportunities under different climate conditions.		p.94
Risk Management Identification, assessment, and management of climate-related risks	Describe the processes for identifying and assessing climate-related risks.	CSU has established mechanisms to assess material risks and opportunities, develop responses, and regularly report to the Committee.		p.95
	Describe the processes for managing climate-related risks.	CSU evaluates potential risk management measures and their financial costs.		
	Describe how climate risk processes are integrated into overall risk management.	Climate risk identification, assessment, and management are incorporated into CSU's overall risk management.		p.95-96
Metrics and Targets Metrics and targets used to assess and manage material climate-related issues	Disclose metrics used to assess climate-related risks and opportunities in line with strategy and risk management.	CSU establishes management targets, reviews them regularly, and adjusts them based on annual performance.		p.96
	Disclose Scope 1, Scope 2, and, where appropriate, Scope 3 GHG emissions and related risks.	CSU manages energy and water consumption to reduce resource use.		p.97-98 p.101-104
	Describe targets and performance in managing climate-related risks and opportunities.	CSU regularly reviews potential emission sources, determines its inventory boundaries, and conducts GHG inventories.		p.97-98

Notes on Information Reorganization

To improve the accuracy and comparability of sustainability performance data, CSU reviewed selected statistical and calculation methods in 2025 and restated certain historical figures. Reasons for restatement—including changes in reporting boundaries, methodology updates, and data corrections—are explained below:

Reason for Restatement	Before Restatement	After Restatement	Section	Page
Data entry error in solar photovoltaic capacity	761.48 kW	761.46 kW	4-2 Energy and Resource Management	p.102



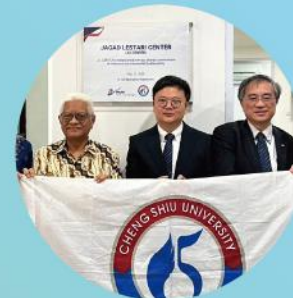


正修科技大學
Cheng Shiu University

- ◆ Editorial Team: Office of Social Responsibility and Sustainable Development
- ◆ Publication Date: August 2026
- ◆ Address: No. 840, Chengcing Rd., Niasong Dist., Kaohsiung City 833301, Taiwan
- ◆ Tel: +886-7-8800 ext. 2217
- ◆ Cheng Shiu University Sustainability Website: <https://sdgs.csu.edu.tw>

Cheng Shiu University
Sustainability Website





QR Code



正修學校財團法人正修科技大學
高雄市鳥松區澄清路840號

環境永續 + 社會共融 + 大學治理
Environmental Social Governance