NATIONAL KAOHSIUNG UNIVERSITY
OF HOSPITALITY AND TOURISM

NKUHT

2023 **ESG** REPORT

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Introduction

About this Report

Reporting Period, Scope of Boundaries, and Editorial Principles

National Kaohsiung University of Hospitality and Tourism (hereinafter referred to as NKUHT, the University, and We), is committed to community service, environmental education, civic engagement, social practice, and industry-academia collaboration through Liberal Arts and Vocational Education, which is highly aligned with the principles of sustainable development.

To fulfill the social responsibility and implement the Sustainable Development Goals (SDGs), the "Sustainability Development and Institutional Research Center" has established a campus-wide organizational structure. The new Medium-term Development aligns with the UN's SDGs more specifically, demonstrating our commitment to promoting sustainable development. Further, through the preparation of this Report, transparent disclosure of the University's sustainable practices in terms of the three major aspects, the Environment (E), Social (S), and Governance (G) is made, showcasing to the stakeholders our determination, continued efforts, and the actual status in sustainable development and fulfillment of university social responsibility (USR).

The scope of this Report is limited to the main campus of NKUHT and does not include the Affiliated Hospitality Senior High School of NKUHT. Any involvement of other scope of reporting will be separately specified in the report. Relevant data and information revealed in this Report are consistent with the University's Endowment Fund Performance Report, and the publicly disclosed financial information aligns with the entities reported in this Report. This Report has been compiled with reference to GRI standards, and the reporting period was between January 1 and December 31, 2023. Some data pertains to data in 2022/2023 Academic Year (August 1, 2022 to July 31, 2023). For comprehensive presentation, part of the data may include cases before and after the reporting period.

In addition to referencing the materiality disclosure principle of the GRI standards, the University also adopts the framework of UN's Sustainable Development Goals (SDGs) for more rigorous standards in the preparation of the Report, detailing our specific practices and performance. Through continuous improvements and review of the data collection process and scope, we aim to enhance data quality year by year.

> NKUHT's Finance Planning Report is available at:
> https://finance.nkuht.edu.tw/p/412-1042-2094.php?Lang=zh-tw

Restatement of Information

The 2023 Sustainability Report is the first report of the University, and as such, there is no information restatement.

Report Review and Finalization

NKUHT's 2023 Sustainability Report was compiled through collaboration among various departments, each responsible for collecting data and information based on its respective responsibilities. After incorporating revisions suggested by the verification unit, the Report was submitted to the President for approval before publication.

External Assurance

This Report was verified by AFNOR Asia Ltd. - BellCERT Group Taiwan, an impartial third-party verification agency, in accordance with the AA1000 Assurance Standard and the GRI standards.

Issuance Date and Contact Information

This is the first Sustainability Report publicly released by the National Kaohsiung University of Hospitality and Tourism. In the future, NKUHT will make periodical issuance of its Sustainability Reports and public information will be available on the website of the Sustainability Development and Institutional Research Center for viewing and download.

| Issuance of the current edition | December, 2024 |

Please contact us for any suggestions and questions through the following channels.
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Message from the President

In 2015, the United Nations declared the 17 Sustainable Development Goals (SDGs) which have become a universal framework for sustainable development globally. The purpose of these goals is to achieve sustainable development for human society and the environment on earth. The SDGs include ending poverty and hunger, achieving gender equality, quality education, good health and well-being, clean water and sanitation, decent work, innovation and infrastructure, peaceful and sound system, diverse partnerships, etc., aiming to realize social justice and harmony. On the other hand, environmental justice and sustainability are pursued through the promotion of clean energy, responsible consumption and production, sustainable cities and communities, climate action, and ecological conservation. Therefore, scholars refer to the SDGs as a means of realizing intergenerational justice. In other words, sustainable development has to meet the needs of today and ensure fairness and justice within generations while safeguarding the needs of future generations. This is about supporting fairness and justice across generations, allowing humanity and the Earth to thrive and grow sustainably for generations to come.

On the other hand, Environmental, Social, and Governance are non-financial performance indicators. Companies have to consider the impact of these three aspects to achieve their goal of sustainable development in the course of their operations. The ESG criteria are in harmony with, or interrelated to the social and environmental issues outlined by the UN's SDGs. However, the SDGs address these issues in a more specific and comprehensive manner. I personally interpret ESG from another perspective, which I refer to as Ethics and Sustainable Governance. This is mainly to highlight that CEOs or organizational leaders should uphold "moral altruism" as the core belief and value in their management and leadership practices. They should not only safeguard their own interests, but also consider the rights and development opportunities of relevant stakeholders, so as to ensure environmental sustainability and social welfare in their governance and leadership, allowing enterprises or organizations to voluntarily and actively fulfill their social responsibility.

Similarly, the development of universities is intertwined with the progress of human society and the global environment, and universities play an indispensable role with significant responsibility in the process. The 17 SDGs indicators may have certain limitations or partial applicability in the context of university development, yet they can still be interpreted and utilized to further enhance institutional growth. The scope of sustainable development at the University is divided into three levels, from "sustainability awareness education" to "sustainable action strategies" and finally to "sustainable practice initiatives". We will incorporate sustainability into professional education with disciplines such as tourism, leisure, food and beverage, hospitality, culinary arts, and applied

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linguistics to equip students with the knowledge and skills necessary to implement and practice sustainability concepts in their future careers or entrepreneurial ventures. Our university will focus on several key areas across different domains. Academically, we will focus on the public service, teaching quality, and innovative teaching methods; in student affairs, we will emphasize service learning, labor education, support for disadvantaged groups, and the promotion of gender equality; in R&D, we will concentrate on industry innovation alliances and the promotion of continuing education services; in terms of international aspect, we will shape an international educational environment; in the teaching aspect, we will focus on food and agriculture education, green dining, food culture, and linking students with SDGs; from the administrative perspective, key areas of focus will include the creating a sustainable campus, managing water and energy resources, implementing ethical and green procurement practices, waste reduction, and biodiversity preservation on campus, ensuring campus safety, and making the campus more accessible; in terms of organizational management, we will focus on human resource management and employee welfare, collaboration with stakeholders, building partnerships, and promoting volunteer services. Through taking roots in professional education, setting action strategies, and implementing sustainable results, the University will realize its own sustainability in operations and development. At the same time, NKUHT will also contribute to generational justice, integrating social and environmental equality, ensuring our position as a key player in the role of the guardians of sustainable development.

President

Dun-Ji, Chen

陳敦基

Important Performance and Achievements in 2023

Glorious Campus- An Esteemed Academic Hall for Students

Glories and Recogni-tion

QS World University Rankings	**Ranked among the world Top 50 in the QS World University Ranking by Subject (Hospitality & Leisure Management): Four Consecutive Years of Recognition)** ◉ Ranked #38 in the World and #5 in Asia- Hospitality and Leisure Management Studies, QS World University Ranking 2023 ◉ Ranked # 49 in the World - Hospitality and Leisure Management Studies, QS World University Ranking 2022 ◉ Ranked # 50 in the World - Hospitality and Leisure Management Studies, QS World University Ranking 2021
Global Views Monthly	◉ Ranked #1 in Taiwan- Hospitality & Leisure Management, Corporate Favorite University Graduates 2023, by Global Views Monthly ◉ Awarded 1st prize in the Industry Co-creation Category of the Global Views Monthly's 2022 University Social Responsibility (USR) Awards
1111 Job Bank	◉ Ranked #1 in Taiwan- Leisure and Recreation Studies, Employer Most Satisfied University 2023, by 1111 Job Bank
Cheers Magazine	◉ Ranked #9 in 2024 Corporate Favorite College Graduate Rankings among public technical and vocational schools in Taiwan and # 5 in the Southern Region in 2023 Corporate Survey by Cheers Magazine.
Taiwan Knowledge Bank-- "Corporate Favorite University for Industry-Academia Collaboration"	◉ Ranked #6 in 2023 Rankings of Corporate Favorite Universities for Industry-Academia Collaboration
National Central Library	◉ Contribution for Dissertation Access: Ranked #1 in terms of electronic full-text download rates among public technical and vocational schools. ◉ Contribution for Dissertation Open Access: Highest authorization rate in 2021-2022/2023 Academic Year, and ranked #2 among public technical and vocational schools. ◉ Outstanding Contribution for Open Access of Theses: Ranked #2 among public technical and vocational schools.
Concours Mondial Spirits Selection	◉ The industry-university collaboration between Taiwan Sugar Corporation and NKUHT achieved great and glorious results, winning the silver medal in the Concours Mondial Spirits Selection with Rhum pur jus de canne de Formose - Coeur de chauffe Ambré 2022

Practicing Sustainable Culinary Education

The global food and beverage industry is faced with multiple challenges, including resource depletion, climate change, environmental pollution, etc. Sustainable development has become a vital trend in the industry. In response to these challenges, as a cradle for future culinary professionals, we are dedicated to integrating sustainable development concepts across teaching, practice, and social engagement. Our goal is to create a learning environment that nurtures sustainable thinking and innovation, so as to cultivate professionals capable of addressing current and future challenges in this industry.

The University emphasizes the integration of theory and practice, encouraging students to explore and implement sustainable dining concepts, allowing them to understand how to make effective utilization of resources, reduce waste, and promote green innovation. Through close collaboration with our industry partners, we also provide students with hands-on opportunities to apply what they have learned in real-world settings and enable them to actively engage in resolving issues faced by the food and beverage industry. Moreover, we also promote various community engagement activities, enabling students to learn through practice and make contribution to local development.

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Facilitating Low-Carbon Cuisine, Net-Zero Green Life- Successful Completion of 2023 Cherish Food Competition for Chef Recipes and Lesson Plan Selection- Preliminary Round in Kaohsiung City

In response to the target of Net Zero Emissions by 2050, the University joined hands with the Environmental Protection Bureau of Kaohsiung City Government in organizing the 2023 Preliminary Round for Cherish Food Competition for Chef Recipes and Lesson Plan Selection for Kaohsiung City. This event encouraged citizens to make use of whole ingredients and inglorious fruits and vegetables to reduce food waste while promoting the use of local and seasonal ingredients to lower carbon emissions. Participants included homemakers, kindergarten teachers, university professors, and students from culinary and hospitality-related fields. There were a total of 31 entries, showing positive and enthusiastic participation from the local community.

The selection process of the Recipe Competition involved two stages, a written review of the submitted recipes by experts, followed by a practical cooking evaluation, where the contestants were required to demonstrate their culinary skills by making the most of the local ingredients.

Lee, a student from NKUHT won the Excellence Award. The winning dish features local tilapia as the main ingredient, with the fish being pan-fried to medium, served with a sauce made from bok choy and peas, creating a refined and delicate flavor.

What makes this dish special is the utilization of fish scales to make crispy chips, fully embodying the concept of "whole ingredient usage". This not only reduces food waste but also aligns with the principles of green, low-carbon dining.

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The Cherish Food Lesson Plan Competition adopted a written review selection process, and Prof. Jiang and Prof. Hsu from NKUHT won the Excellence Award.

The lesson plan incorporates the concept of food conservation, guiding students to understand the issues of sustainable eating and the correlation between the environment and food waste. It also includes hands-on activities that enable students to turn what they have learned into action. The motto in the lesson plan, "Eat just enough at every meal, share leftovers to assist others, and have zero waste", resonated with the judges and earned unanimous praise.

This event aimed to raise public awareness about food waste and encourage people to consider the correlation between their dietary habits and environmental protection. By utilizing whole ingredients and inglorious fruits and vegetables, food waste can be reduced at the source and the consumption of local and seasonal ingredients is encouraged to lower carbon emissions, contributing to the collective practice of a net-zero and green lifestyle.

The president also pointed out that one-third of the food produced globally is discarded before it reaches the table. Therefore, reducing food waste from the source is crucial for the environment. In the critical moment of climate change, everyone should take the responsibility as an environmental advocate and contribute by taking action.

Sustainable Governance

1.1 School History

1.1.1 Brief History of NKUHT

National Kaohsiung University of Hospitality and Tourism (referred to as NKUHT), previously, the National Kaohsiung Hospitality Management Academy, was founded in 1995, later transformed into a technical college in 2000, and renamed National Kaohsiung University of Hospitality and Tourism in 2010. Over the years, the University has remained steadfast in its commitment to the core philosophy all along.

In addition to taking roots in Taiwan, the University also focuses on the positioning of local globalization and global localization. In 2012, we entered a joint venture with a French culinary and hospitality school, Le. Cordon Bleu, to form Le Cordon Bleu NKUHT Center of Culinary Excellence. After four years of active promotion, it was officially put into operation in 2016.

Looking into the future, our school follows the educational values of "Leadership in Cross-disciplinary Hospitality Education", "Specialization in Hospitality Business", and "Becoming a Global Center for Hospitality Education". We plan the implementation of school governance policies focusing on "Revitalizing hospitality education", "Strengthening Industry-Academia collaboration", "Deepening international university engagement" and "Transforming institutional practices" to enhance students' practical skills, employability, and competitiveness, aiming to create a learning environment that cultivates international hospitality professionals, connect with the industry and build partnerships, and set an example for innovative hospitality education.

School Name	National Kaohsiung University of Hospitality and Tourism
Industry	Education
Address	No. 1, Songhe Rd., Xiaogang Dist., Kaohsiung City, Taiwan (R.O.C.)
Presents	◉ Founding President: Fu-Teng Li ◉ Second President: Dr. Chi-yeh Yung ◉ Third President: Professor Pearl Lin ◉ Fourth President: Professor Dun-Ji, Chen
Website	https://www.nkuht.edu.tw/?Lang=zh-tw

Facebook

Instagram

Youtube

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1.1.2 Development History: Our Journey of Growth and Development

History and Milestones

1992
Established the preparatory office of the school in August, 1992.

1995
In July, 1995, the National Kaohsiung Hospitality Management Academy was formally founded.

2000
2000 Transformed into a technical college National Kaohsiung Hospitality College

2002
2002 Established 4-year programs National Kaohsiung Hospitality College

2006
Added the Catering & Cooking Division of the Five-year Junior College in 2006.

2010
Officially obtained the qualification and change the name of the school to National Kaohsiung University of Hospitality and Tourism in 2010.

2011
Established the doctoral program in 2011.

2012
2012 Established Le Cordon Bleu NKUHT Center of Culinary Excellence Entered a joint venture with a French culinary and hospitality school

2016
Official operation of the joint venture, Le Cordon Bleu NKUHT Center of Culinary Excellence in 2016.

2019
The first university in East Asia to obtain the THE-ICE Full Accreditation in 2019.

2021 ~2024
Ranked #38 in the World and #5 in Asia-Hospitality and Leisure Management Studies, QS World University Ranking in 2023
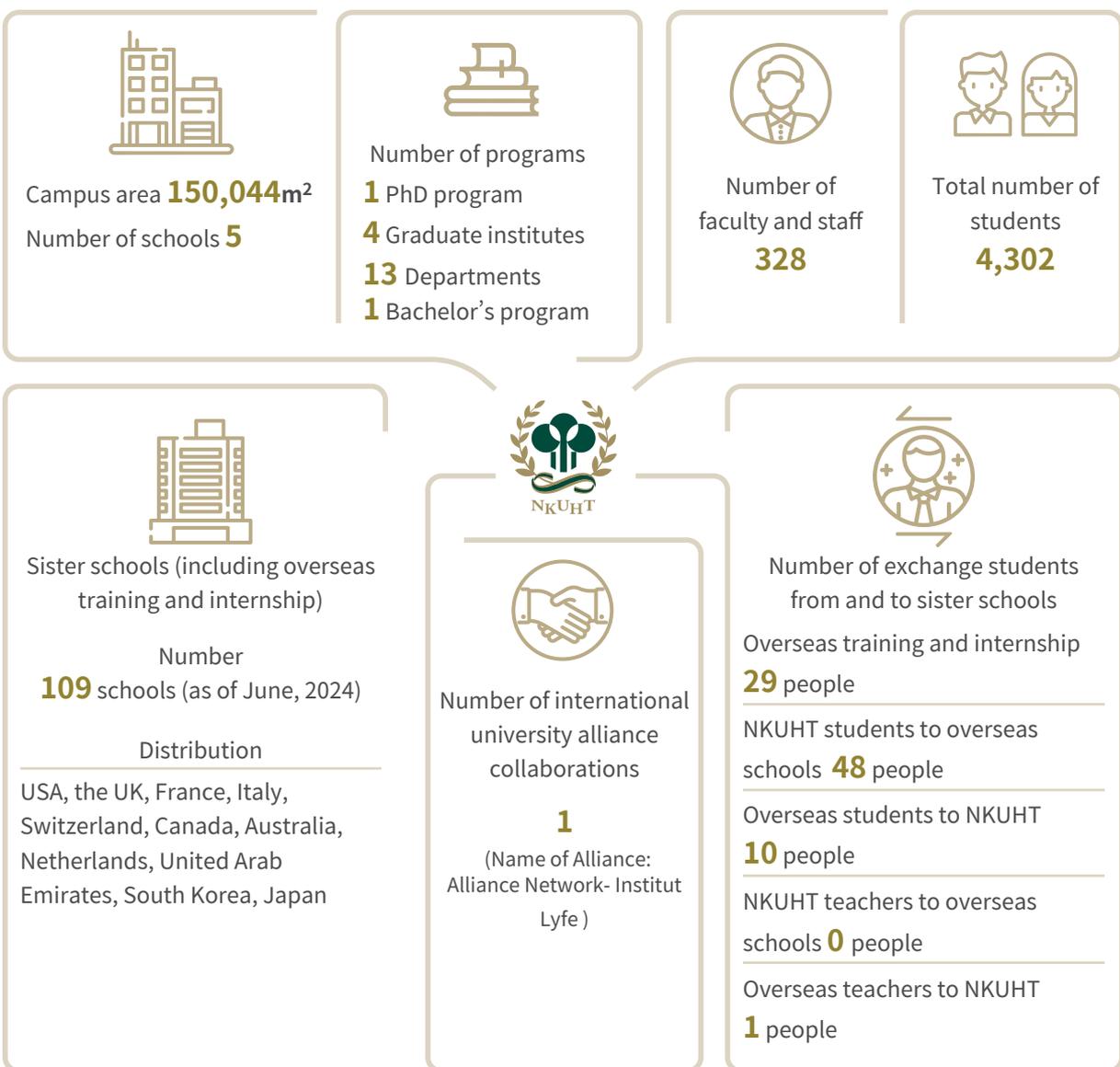
1.2 School Administrative Data

♀ Deepening Sustainable Management and Education

NKUHT has been upholding the practical and application-oriented spirit of vocational education focusing on hospitality and tourism education and keeping pace with the times to establish a solid foundation for sustainable management and value-driven development. The University has demonstrated excellent performance in terms of professional skills and employability of both our faculty and students, the internationalization of the campus, and the improvement of teaching quality and mechanisms. These achievements have earned widespread praise from the public, making the University the top institution in the four-year hospitality and tourism programs.

Campus area **150,044m²**

Number of schools **5**

Number of programs
1 PhD program
4 Graduate institutes
13 Departments
1 Bachelor's program

Number of faculty and staff
328

Total number of students
4,302

NKUHT

Sister schools (including overseas training and internship)

Number
109 schools (as of June, 2024)

Distribution

USA, the UK, France, Italy, Switzerland, Canada, Australia, Netherlands, United Arab Emirates, South Korea, Japan

Number of international university alliance collaborations

1

(Name of Alliance: Alliance Network- Institut Lyfe)

Number of exchange students from and to sister schools

Overseas training and internship
29 people

NKUHT students to overseas schools **48** people

Overseas students to NKUHT
10 people

NKUHT teachers to overseas schools **0** people

Overseas teachers to NKUHT
1 people

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As of the 2023/2024 Academic Year, there are 251 students in the five-year junior college division, 57 students in the two-year college division, 2,834 students in the four-year college division, 129 students in the graduate institutes, and 37 students in the doctoral program in the school's Daytime Division.

The establishment of the Evening Division is for the strengthened cooperation with the industry. In addition to setting up the two-year college and four-year college, NKUHT also offers the on-the-job master's programs and industry-university programs tailored to fully meet the talent demands of enterprises. There are 128 students in the two-year college division, 844 students in the four-year college division, and 22 students in the graduate institutes in the school's Evening Division. The total number of students at NKUHT is 4,302.

Statistics of total student number and gender

	Student Type	Number of males	Number of females	Total number
Daytime Division	5-year junior college	94	157	251
	2-year college	22	35	57
	4-year college	941	1893	2834
	Master's programs	46	83	129
	Doctoral program	22	15	37
Evening Division	2-year college	34	94	128
	4-year college	331	513	844
	On-the-job master's programs	6	16	22
Total		1,496	2,806	4,302

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● **Statistics on diverse identities of students in the 2023/2024 academic year**

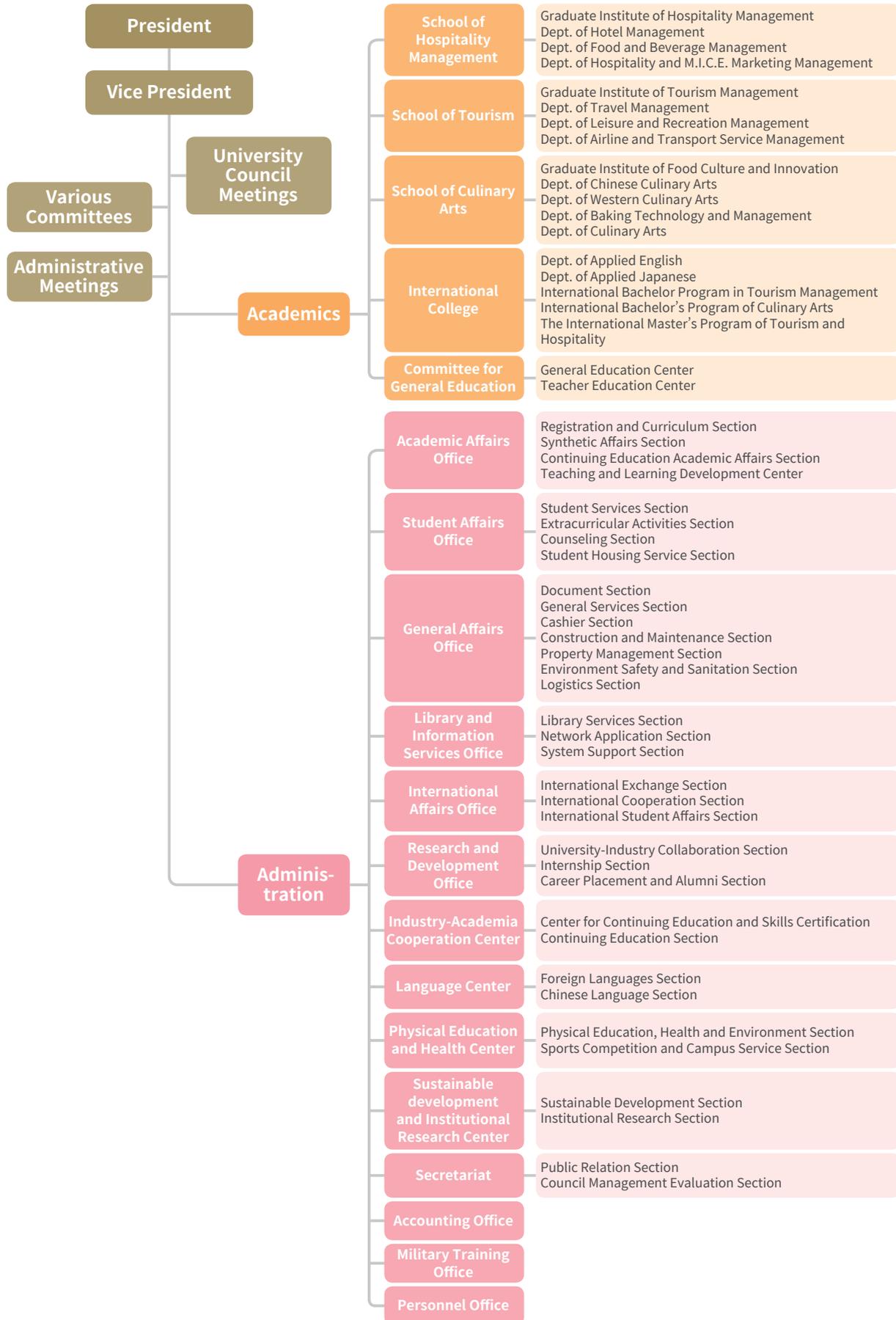|	Special education (including those with physical and mental disabilities)	Indigenous students	Veterans	Foreign students	Overseas Chinese students	Students from Hong Kong and Macau	Chinese students
Daytime Division	9	80	0	149	144	28	2
Evening Division	0	11	0	0	0	0	0

1.3 Organizational Structure

In response to the University's development and various operational needs, NKUHT has established 14 primary administrative units to support academic departments in executing teaching, research, counseling, service, international exchange, student internships, industry-university collaboration, continuing education, etc. In addition, regular university council meetings, administrative meetings, and various committees are convened, with each in charge of its designated responsibilities to ensure smooth operation of university affairs.

The academic units consist of four schools and one committee. In addition to School of Hospitality Management, School of Tourism, School of Culinary Arts, and International College, there also sets the Committee for General Education.

The University recruits 4-year college students, 2-year college students, 5-year junior college students, and doctoral and master's degree students from the graduate institutes. There are four graduate institutes at NKUHT, including the master's program and on-the-job master's program of the Graduate Institute of Hospitality Management, the doctoral program, master's program and on-the-job master's program of the Graduate Institute of Tourism Management, master's program of the Graduate Institute of Food Culture and Innovation, and the International Master's Program of Tourism and Hospitality.

Organizational Chart

President

Vice President

University Council Meetings

Various Committees

Administrative Meetings

Academics

School of Hospitality Management
- Graduate Institute of Hospitality Management
- Dept. of Hotel Management
- Dept. of Food and Beverage Management
- Dept. of Hospitality and M.I.C.E. Marketing Management

School of Tourism
- Graduate Institute of Tourism Management
- Dept. of Travel Management
- Dept. of Leisure and Recreation Management
- Dept. of Airline and Transport Service Management

School of Culinary Arts
- Graduate Institute of Food Culture and Innovation
- Dept. of Chinese Culinary Arts
- Dept. of Western Culinary Arts
- Dept. of Baking Technology and Management
- Dept. of Culinary Arts

International College
- Dept. of Applied English
- Dept. of Applied Japanese
- International Bachelor Program in Tourism Management
- International Bachelor's Program of Culinary Arts
- The International Master's Program of Tourism and Hospitality

Committee for General Education
- General Education Center
- Teacher Education Center

Administration

Academic Affairs Office
- Registration and Curriculum Section
- Synthetic Affairs Section
- Continuing Education Academic Affairs Section
- Teaching and Learning Development Center

Student Affairs Office
- Student Services Section
- Extracurricular Activities Section
- Counseling Section
- Student Housing Service Section

General Affairs Office
- Document Section
- General Services Section
- Cashier Section
- Construction and Maintenance Section
- Property Management Section
- Environment Safety and Sanitation Section
- Logistics Section

Library and Information Services Office
- Library Services Section
- Network Application Section
- System Support Section

International Affairs Office
- International Exchange Section
- International Cooperation Section
- International Student Affairs Section

Research and Development Office
- University-Industry Collaboration Section
- Internship Section
- Career Placement and Alumni Section

Industry-Academia Cooperation Center
- Center for Continuing Education and Skills Certification
- Continuing Education Section

Language Center
- Foreign Languages Section
- Chinese Language Section

Physical Education and Health Center
- Physical Education, Health and Environment Section
- Sports Competition and Campus Service Section

Sustainable development and Institutional Research Center
- Sustainable Development Section
- Institutional Research Section

Secretariat
- Public Relation Section
- Council Management Evaluation Section

Accounting Office

Military Training Office

Personnel Office

1.4 University Operations and Management

1.4.1 Establishment and Operation of Decision-Making Organizations

In accordance with the provisions of the University Organization Regulations, one President is appointed to oversee university operations, supported by one to three Vice Presidents who assist in governance and advancement of university affairs. In addition, decision-making bodies are also established in accordance with the regulations, including the University Council, the Administrative Council, the Academic Affairs Council, with meetings held within each first-level administrative units, as well as in the schools, graduate institutes, departments, divisions, and academic programs. The minutes of the University Council and Administrative Council meetngs are available on the official website of NKUHT as prescribed (website: https://secretary.nkuht. edu.tw/p/412-1003-2279.php?Lang=zh-tw). Upon approval, the minutes of other meetings are sent via email to the relevant units to ensure effective communication and smooth advancement of university affairs. The structure and operations of the decision-making bodies at NKUHT are detailed in the following table.

The Operational Situation of NKUHT's Decision-Making Bodies				
Meeting Title	**Responsible Unit**	**Number of meetings held**		
		2021/2022 Academic Year	**2022/2023 Academic Year**	**2023/2024 Academic Year**
University Council	Secretariat	3	2	2
Administrative Council	Secretariat	22	19	20
Academic Affairs Council	Academic Affairs Office	4	3	3
University Curriculum Committee	Academic Affairs Office	3	3	3
University Development Committee	Sustainable development and Institutional Research Center	0	0	1
Endowment Fund Management Committee	Accounting Office	5	4	4
Gender Equity Committee of NKUHT	Secretariat	2	7	0
Student Appeals and Review Committee	Student Affairs Office	2	6	6
Student Award and Disciplinary Committee	Student Affairs Office	4	4	4

Note: NKUHT's University Development Committee was established in the second half of the 2023/2024 Academic Year. Therefore, there were no meetings held in the 2021/2022 and 2022/2023 Academic Years.

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♀ Compensation Policies and Systems

The faculty and staff at NKUHT include faculty members, civil servants, on-campus security personnel, and employees hired through the university's fund. To provide a fair, transparent, and competitive compensation policy, salaries, allowances, and other benefits for staff are determined and handled in accordance with Regulations Governing the Payment of Remuneration to Military, Public and Teaching Personnel, Teacher Remuneration Act, and Public Functionaries Remuneration Act.

The basic salary of employees is not subject to difference in gender, race, religion, political stance, marital status or other personal characteristics. However, salary adjustments are made annually based on factors such as seniority and work performance. The starting salary for entry-level positions exceeds the minimum wage required by the Ministry of Labor.

The salary for staff employed through the university's fund is determined based on academic backgrounds, with a starting salary of NT$ 27,602/month for those with bachelor's degree and NT$ 30,782/month for master's degree holders. Furthermore, additional allowances such as monthly stipends and project-related subsidies, may also be provided based on the positions and duties of the staff members.

Overview of faculty and staff compensation				
Salary ratio by job category	Number of people		Salary ratio	
	Female	Male	Female	Male
Managerial positions	16	24	1	1.080
Non-managerial positions	185	103	1	1.560

Note：

1. Female-to-Male Salary Ratio (annual salary ratio) : This is the ratio of average annual salary for female staff to average annual salary for male staff in the same category.
2. Specify the reasons when there is a substantial difference in the base salary between female and male employees.

1.4.2 Human Rights Policy

To prevent faculty and staff from encountering sexual harassment or other right violations in the workplace, the University has made a public declaration through the Written Statement Prohibiting Sexual Harassment in the Workplace. The NKUHT's Regulations for Establishing Measures of Prevention, Correction, Complaint, and Punishment of Sexual Harassment at Workplace and a Complaint Committee has also been established to handle cases of sexual harassment within the University, providing a channel for employees to seek assistance through formal complaints.

In 2023, the University held a series of gender equality education-related courses, including the International Denim Day Event, Gender Equality Education Day Awareness Advocacy, Daily Life and Challenges of Diverse Gender Groups, and Gender Discussion through Various Media-Integrating Gender Equality Awareness into CEDAW, Catering, Tourism, and Other Areas. These courses attracted a total of 142 participants.

1.5 Financial Sustainability

1.5.1 Performance of University Fund Revenue and Expenditure

The University publicly discloses all relevant information regarding university affairs and finances on its official website (https://acc1073.nkuht.edu.tw/), such as the recent analyses of the University's income and expenditures. This ensures financial transparency, completeness, and objectivity of NKUHT, allowing the public and external stakeholders to review the University's operations. In addition, useful information for prospective students and their parents are also provided as a reference in their decision-making process when selecting a university. Through the performance comparisons, healthy competition between universities can be achieved, which can be a driving force for continuous improvement for the universities.

In each fiscal year, the University's annual income and expenditure balance has shown a deficit. However, after adjusting and adding back for depreciation and amortization costs related to assets acquired with government grants in accordance with generally accepted accounting principles, the University has substantial surplus. The financial performance for the past three years is shown in the table below.

Financial Income and Expenditure Statement for the Past Three Years

Unit: NT$ thousand

Item / Year	2021	2022	2023
Total revenue	760,760	820,456	792,614
Operating income	711,747	760,019	730,144
Non-operating income	49,013	60,437	62,470
Total expenses	814,039	888,303	854,333
Operating costs and expenses	791,142	856,776	823,397
Non-operating expenses	22,897	31,527	30,936
Surplus (or deficit) for the period	(-53,279)	(-67,847)	(-61,719)
Add-back: Depreciation and amortization expenses of assets acquired with government grants	91,338	89,889	84,123
Actual surplus	38,059	22,042	22,404

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The University's total revenue from 2021 to 2023 was NT$ 760 million, NT$ 820 million, and NT$ 790 million respectively, with an average income of NT$ 790 million in the past three years. The top three major sources included the tuition and fees income, school teaching and research subsidy income, and other subsidy income. The current expenses in the past three years were NT$ 814 million, NT$ 888 million, and NT$ 854 million respectively, with up to 70% of the funds are allocated to teaching, research, and training costs. To ensure the sustainable operation of the University, resources are strategically distributed in line with the University's development plan.

1.6 Stakeholder Engagement

NKUHT attaches great importance to the communication with our stakeholders and adopts the five principles of AA1000 Stakeholder Engagement Standards (AA1000 SES), namely Dependency, Responsibility, Influence, Diverse Perspectives, and Tension, to ensure the integrity of stakeholder identification. We referred to the principles of the GRI Standards and identified potential key stakeholders for the University. We also referred to the stakeholder lists from reports of other universities and conducted an analysis with external experts based on the actual and potential negative and positive impacts the University has on its stakeholders. Based on the AA1000 SES identification results and after discussions with senior management, stakeholders with a total score above 10 points were identified as key stakeholders for NKUHT in 2023. The stakeholders identified include faculty, staff, students, alumni, students' parents, businesses, government agencies, media, partners (such as sister schools, internship providers, and corporate partners offering corporate academy programs), suppliers, NGOs, and the local communities.

Stakeholder Engagement (Stakeholder Categories, Issues of Concern, Communication Methods and Frequency)

Channels and Effectiveness of Stakeholder Communication				
Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Faculty	The faculty play an important role in teaching, research, professional development, shaping campus culture, and building student-teacher relationships.	• University curriculum committee meeting • Academic affairs meeting	Once to twice a semester	• There were 66 industry-university collaboration projects in 2023, with a total funding amount of NT$47,959 thousand. • Encourage faculty to increase their participation in academic research and journal submissions.
		• Public mailbox of the Academic Affairs Office • Email • Telephone • Face-to-face communication	At all times	

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Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Faculty	Encouraging and empowering the faculty can increase their commitment, helping them to guide students' comprehensive development, active participation in research, and undertaking various projects, enhancing the overall campus atmosphere and boosting the effectiveness of efforts to secure external resources.	• School related organization meetings • Business promotion briefing meetings	Occasionally	• Narrowing the gap between faculty and industry to better integrate practical experience into teaching and research. • The main responsibilities of the Teacher Evaluation Committee are reviewing the faculty appointments, contract terms, promotions, academic research, service extensions, participation in domestic and international professional development, sabbatical research leave, and salary increments based on seniority. Through discussions in meetings, the committee reviews and deliberates on various issues concerning faculty rights and benefits. • Respond to needs and suggestions, enhance the quality of the work environment and effectively address conflicts and issues.
		• School webpage • Various announcements • Department Teacher Evaluation Committee	Occasionally	
		• School Teacher Evaluation Committee	8-10 times a year	

Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Staff	The administrative staff team assists with the promotion of various business operations of the University.	• Labor-Management meeting	4 times a year, once every three months	The University organizes labor-management meetings to provide a chance for workers to engage in the university's operations and management. These meetings aim to improve labor-management relations, promote collaboration between labor and management, and prevent potential labor-related issues.
		• Staff Review and Performance Evaluation Committee	Held on an occasional basis	
		• University Fund Personnel Evaluation Committee	More than twice every school year	
Media	Through media promotion and by leveraging the power of the media, the University aims to strengthen its positive image and reputation.	• Public Relations Manager has been appointed to handle external communications and manage the University's media groups.	Once every two weeks	• Enrollment publicity sessions were held in as many as 30 schools (times) in 2022/2023 Academic Year. • Posted 28 messages on social networks. • 35 news items were published on the official website. • 33 news broadcasts in various media. • Published 1 advertorial in Cheers Magazine. • Continued to carry out enrollment promotion measures in 2023/2024 Academic Year. • Firstly opened the campus to attract Chinese and foreign students, and was well received and reported by 8 media companies.

Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Students	Students are the target of the education and care of the University. The school provides teaching, off-campus internships, career counselling, and so on. The goals of the University are to assist them in acquiring knowledge, fit in to campus life, and facilitate their internships and employment development.	• Meetings with the University President • Meetings with the Dean of Student Affairs • Mental health education promotion activities • Special education students forum	Once a semester	• Be able to grasp information related to internship matching and selection, and complete the selection of the internship units. • Participate in career-related activities held by the University to help evaluate career prospects. • Respond to needs and suggestions, improve the working and learning environment, and effectively solve problems. • Organize consultation interviews, mental health education promotion activities and special education student discussions. Conduct satisfaction surveys by means of anonymous interview/ activity satisfaction questionnaires. The statistical survey results will be used as a reference for the next activity.
		• University website bulletin • Webpage of administrative units • Line account • E-management system of the dormitory • Social media of the Employment and Incubation Services Section • Class representative meetings • Career counselors in academic units • Public mailbox of the Academic Affairs Office	At all times	
		• Academic affairs system and SMS notifications	Everyday	
		• Consultation interviews	Once a week	

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Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Parents	Parents play one of the crucial roles in the promotion of education and internship. Through communication, explanation, and assistance, we help parents understand the children's campus life, the process of off-campus internships, and their importance.	● Web page information of the school unit ● Phone number of the person in charge in the Internship Section ● Homeroom teacher	Often	● Seek parental support for campus teaching and off-campus internships and ease their concerns about their children. ● Assist parents in understanding and addressing any difficulty their children may encounter in their studies and internships.
		● Orientation	Once a school year	
		● When a student fails to meet the required conduct standards, an SMS notification will be sent.	Every semester	
		● Contact parents for special student situations	Occasionally	
Communities	● The school and the community share mutually beneficial relationships. The University depends on the community's support to attract students, receive donations, and create opportunities for collaboration and exchange. Therefore, the level of support from the community is also a key element for the sustainable operation of the University.	● Community service	Occasionally	Collecting feedback from community members to understand their perspectives and expectations regarding the depth and scope of school activities.
		● Invite local leaders (village chiefs) to meetings and events.	Every semester	

Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Communities	• Through community engagement, the University can establish a positive image in society and drive social progress and educational development. • Maintaining good relationships with the community helps share valuable resources and opportunities, such as internships, vocational training, and educational promotion. These are crucial for the career development and lifelong learning of community members.	• Leverage referrals from local leaders and elected representatives.	Each unit holds about 4 activities and exchanges every semester	
Alumni	• Alumni are an important link between the university and society. Therefore, maintaining cooperation and communication with alumni is key to reinforcing these relationships.	• Webpage information of the school unit • Phone number of the person in charge in the Employment and Incubation Services Section • FB Fanpage of the Employment and Incubation Services Section • Alumni Association FB Fanpage • Alumni Association Group	Often	• The mutually beneficial model of cooperation between both parties assists the development of alumni and allows alumni to support the cooperative relationships promoted by the University. • Create the NKUHT brand and integrate the power of alumni.

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Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Alumni	● Alumni can provide resources to support the development of the University, while also indirectly reflecting the University's reputation and influence. Through their personal success and outstanding achievements, alumni help build a positive image and set an example for their alma mater. ● The engagement between alumni and current students plays a key role in the cultural heritage of the University.	● Alumni Association organization ● Invite alumni to return to the University for demonstrations and give lectures.	Each unit holds about 3 activities and exchanges every semester	● Establish a dedicated alumni contact channel to maintain communication and contact with alumni. ● Regularly update alumni information and communicate effectively.
The Government	Government policies are crucial to the development of the University, shaping the direction of its progress.	● Official correspondence and various regulations and inspections ● Discussion sessions ● Business meetings	Occasionally	● Maintain communication with the government to share the university's development plans and achievements, while staying informed about government policy trends and areas of support. ● Actively participate in relevant meetings and seminars held by government agencies.

Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
The Government		• Webpage information of the school unit • Phone number of the person in charge in the University-Industry Collaboration Section • Email • Government Industry-University Contact	Often	• Actively invite public sector participation when organizing events to advocate for the university in policy development and the advancement of the hospitality and tourism industry. • Maintain appropriate communication with external teams or committees that handle communication and coordination with government agencies to ensure timely exchange of information and collaboration. • Present the University's achievements and impact in education, research, and community service through relevant channels to strengthen our image and enhance our value recognition. • Undertake government agency programs to support the implementation of relevant policies or offer guidance to relevant industries.

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Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Internship Unit/ Institution	Internship providers play an important role in the internship process, assisting students with hands-on training and instruction in the workplace, and collaboratively cultivate talents for the hospitality industry.	• Webpage information of the school unit • Phone number of the person in charge in the Internship Section • Homeroom teacher	Often	• Assist in the arrangement and planning of the internship process for students. • Adjust and provide guidance based on the individual characteristics of students as needed. • Provide timely feedback on students' internship process to enhance the effectiveness of guidance and minimize the rate of student adaptation issues. • Develop surveys to evaluate students' learning outcomes and employment status, reflecting the contribution of partners in teaching quality improvement.
Sister Schools	• By building cooperative relationships with sister schools, we can promote academic exchanges and provide students and teachers with an international macro perspective.	• Email • Visits	Immediate Occasionally	• Expand international learning opportunities for students and faculty: Explore and reach consensus on faculty and student exchange programs, and organize academic visits and teaching exchanges for faculty members.

Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Sister Schools	• Resource sharing enables schools on both sides to learn from each other's strengths and improve the efficiency of educational resource utilization. • Cultural exchanges promote mutual understanding and respect and create a warm campus atmosphere. • The establish-ment of sister school relationships will help enhance the school's international reputation, attract more international students and partners, and enhance students' professional competitiveness through overseas training and internships.	• Email • Visits	Immediate Occasionally	• Help students plan and arrange the content of overseas internships, provide continuous feedback on their progress to enhance the effectiveness of international training and internships. • Collect student suggestions and engage in discussions with sister schools to adjust course content to reduce the percentage of student's facing adaptation difficulties.
Com-missioned Course Unit	Enhance the University's collaboration with industry, government, and academia, as well as inter-university development collaborations.	• Phones • Email • Other online tools	Occasionally	In 2023, the com-missioned course units included FamilyMart, Taiwan Entrepreneurs Society Taipei/Toronto, Royal Baking Academy in Malaysia, American Institute in Taiwan (AIT) Chinese Language School, Ministry of Education, and Tourism Administration, with a total of 11 courses and 290 trainees.

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Stake-holder	The significance of stakeholders to the University	Communication Channels	Frequency	Effectiveness of Communication
Businesses	Businesses provide expertise and innovative technological resources, assisting the University in adjusting curriculum content, enhancing teaching capabilities and improving students' competitiveness. They also drive joint projects and research programs, increasing the University's visibility and enrollment rates.	● The mechanism of Industry-University Collaboration	Often	● Review the implementation and outcomes of jointly developed courses or projects. ● Evaluate the impact of collaboration on the school's brand image and market presence.
Corporate partners- Corporate Academy: IHG Academy, Lion Group, Marriott International, etc.	Facilitate internship matching, offering students a productive environment to develop essential workplace skills.	● Meetings ● Events ● Email	Occasionally	Enhance mutual understanding and trust, respond to needs and suggestions, jointly develop strategies for development, and facilitate smooth progress of cooperation.

1.7 Identification of Material Topics

To ensure the information disclosed in the Sustainability Report meet the needs of the stakeholders, material sustainability topics were determined through four major steps, namely "Understand the organizational context", "Identify the actual or potential positive and negative impacts of the sustainability topics", "Assess the significance of the impacts", and "Disclose the sustainability topics".

Item	Description
STEP 1 Understand the organizational context	NKUHT referred to major guidelines, including the GRI Standards, Sustainability Accounting Standards Board (SASB) standards, SDGs, and the material topics from Financial Supervisory Commission's sustainability disclosure indicators and summarized a total of **44** sustainability topics, covering three major aspects of sustainability, namely the economic, environmental and social aspects.
STEP 2 Identify sustainability topics and actual or potential positive and negative impacts	External experts conducted scoring of the actual and potential negative and positive impacts of the University's sustainability topics in the economic, environmental and social (people and human rights) aspects. The scores for each topic were added based on its actual/potential negative impacts and actual/potential positive impacts on the three major aspects for prioritization. Topics with a total score above 30 points were prioritized as material topics based on the SASB standards and the Financial Supervisory Commission's Sustainability Disclosure Indicators.
STEP 3 Assess the significance of the impacts	After the discussion between external experts and the University at the kickoff meeting for the Sustainability Report, the scoring results were submitted to the President for approval. Based on the past operational experience, level of significance and likelihood of the topics were discussed, which led to the identification of **12** material sustainability topics of NKUHT.
STEP 4 Disclose the sustainability topics	For the analysis results of the materiality of sustainability topics, external experts made a comprehensive assessment with various internal units, and finally consolidated the **12** material sustainability topics into 7 material topics, which are communicated and addressed to the stakeholders through this Sustainability Report.

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⚲Results of Material Topics Identification

NKUHT referred to GRI Standards, SASB Standards, and the 2022 ESG Reports of other colleges and universities and summarized a total of 44 sustainability topics. External experts conducted scoring of the actual and potential negative and positive impacts of the University's sustainability topics in the economic, environmental and social (people and human rights) aspects. The scores for each topic were added based on its actual/potential negative impacts and actual/potential positive impacts on the three major aspects for prioritization. Topics scoring above 30 points were considered material, with SASB-listed topics being given priority. The University then identified the 12 material topics, including University Social Responsibility (USR), Teaching, Research and Sustainable Innovation Development, Industry Talent Cultivation, Diverse and Friendly Learning Environment, International Linkages and Industry-Academia Collaboration, Labor Education and Environmental Education Practices, Campus Security, Response to Declining Birth Rates, Enhancing Students' Diversified Learning, Campus Gender Equality and Equal Rights, Academic Research and Ethics, and Sustainable Development Strategies. After the discussion in the kickoff meeting for the Sustainability Report, the topics were submitted to the President for approval. They were ultimately consolidated into 7 material topics management approaches, which are communicated and addressed to the stakeholders through this Sustainability Report.

Results of Material Topics Identification
Material Topics

1 University Social Responsibility (USR)	2 Teaching, Research and Sustainable Innovation Development	3 Industry Talent Cultivation
4 Diverse and Friendly Learning Environment	5 International Linkages and Industry-Academia Collaboration	6 Labor Education and Environmental Education Practices
7 Campus Security	8 Response to Declining Birth Rates	9 Enhancing Students' Diversified Learning
10 Campus Gender Equality and Equal Rights	11 Academic Research and Ethics	12 Sustainable Development Strategies

Other Topics

13 Occupational Safety and Health	14 Marketing and Recruitment Practice	15 Education Quality and Future Employment
16 Education and Training	17 Water and Effluents	18 Economic Performance
19 Market Presence	20 Non-discrimination	21 Waste
22 Employment and Labor Relations	23 Labor-Management Relations	24 Local Communities

25 Child Labor	26 Forced and Compulsory Labour	27 Energy
28 Indirect Economic Impacts	29 Procurement Practices	30 Anti-corruption
31 Anti-competitive Behavior	32 Tax	33 Materials
34 Biodiversity	35 Emissions	36 Supplier Environmental Assessment
37 Diversity and Equal Opportunity	38 Freedom of Association and Collective Bargaining	39 Security Practices
40 Rights of Indigenous Peoples	41 Supplier Social Assessment	42 Public Policy
43 Customer Health and Safety	44 Customer Privacy	

Material Topics	Management Approach of Consolidated Material Topics
University Social Responsibility (USR)	University Social Responsibility (USR)
Sustainable Development Strategies	
Teaching, Research and Sustainable Innovation Development	Teaching, Research and Sustainable Innovation Development
Academic Research and Ethics	
Industry Talent Cultivation	Industry Talent Cultivation
Response to Declining Birth Rates	
Enhancing Students' Diversified Learning	
Diverse and Friendly Learning Environment	Diverse and Friendly Learning Environment
Campus Gender Equality and Equal Rights	
International Linkages and Industry-Academia Collaboration	International Linkages and Industry-Academia Collaboration
Labor Education and Environmental Education Practices	Labor Education and Environmental Education Practices
Campus Security	Campus Security

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2 Key Actions for the Implementation of the SDGs
(Sustainable Development Goals,SDGs)

The United Nations introduced the 17 Sustainable Development Goals (SDGs) in 2015, aiming to achieve sustainable development of human society and the environment globally. These goals cover a wide range of issues such as social equity, environmental protection, and economic development, with an emphasis on social justice issues such as eliminating poverty and hunger, ensuring gender equality, providing quality education, and advancing health and well-being. In addition, they also promote clean energy, responsible consumption, sustainable cities and communities, climate action, and ecological conservation to achieve environmental justice and intergenerational justice.

NKUHT actively promotes SDGs-related actions and is dedicated to sustainable development in the following areas.

- ◎ **Advancement in Teaching Excellence:** Promote the design of SDGs-focused teaching units by integrating food and agricultural education into curricula of all departments and graduate institutes, and organize workshops and academic seminars. Develop university-wide SDGs courses to equip students with knowledge and competence in sustainable development.

- ◎ **Research Innovation:** Integrate SDGs principles in the promotion of research on green culinary arts and interdisciplinary integration, consolidate faculty strength and resources to create an innovative university specialized in hospitality and tourism with development potential.

- ◎ **Industry-Academia Linkage:** Work with local businesses to implement SDGs, promote sustainable innovation and entrepreneurship, work toward the balanced urban-rural development, and jointly promote social responsibility and sustainable development goals.

- ◎ **International Expansion:** Focus on SDGs as the core, expand international collaboration, initiate cross-border research and overseas internships, and invite internationally renowned culinary masters for guest lectures to enhance the University's international visibility and strengthen its global influence.

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Key Actions	Corresponding SDGs
NKUHT organized an all-English experience course for students to enjoy learning English across different fields	4 QUALITY EDUCATION
NKUHT Campus Sustainability Dialogue	4 QUALITY EDUCATION
SDGs Board Game	4 QUALITY EDUCATION
The Startup Story of Cute Monsters	4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH
A diverse and friendly uniform culture	5 GENDER EQUALITY
IHG Academy of the School of Hospitality Management: Proactively develop and cultivate international professionals and elites in advance	8 DECENT WORK AND ECONOMIC GROWTH
Lion Academy of the School of Tourism: Collaborate with Lion Travel Group for Industry-Academia collaboration to cultivate talent for the tourism and lifestyle industry	8 DECENT WORK AND ECONOMIC GROWTH
Create a technologically advanced and intelligent internship field- Elite House	8 DECENT WORK AND ECONOMIC GROWTH
A distinctive university focusing on the development of professionals for sustainable green culinary	17 PARTNERSHIPS FOR THE GOALS
Come to the healing and creative marketplace for food and plastic reduction	4 QUALITY EDUCATION; 8 DECENT WORK AND ECONOMIC GROWTH; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Students from NKUHT's School of Hospitality Management actively engage with schoolchildren in remote areas, incorporating food and agriculture education into the vibrant baseball program	2 ZERO HUNGER; 4 QUALITY EDUCATION
NKUHT implements food and agriculture education and creates a creative and distinctive local feast highlighting local flavors	1 NO POVERTY; 2 ZERO HUNGER; 4 QUALITY EDUCATION; 11 SUSTAINABLE CITIES AND COMMUNITIES; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION; 13 CLIMATE ACTION
Local Revitalization and Food & Agriculture- Fish-eating Education Workshop	2 ZERO HUNGER; 4 QUALITY EDUCATION; 17 PARTNERSHIPS FOR THE GOALS
Xiaogang Community Age-friendly Green Sustainable Herb Healing Workshop	2 ZERO HUNGER; 4 QUALITY EDUCATION; 17 PARTNERSHIPS FOR THE GOALS
Diagnostic discussions between the University and local areas	2 ZERO HUNGER; 4 QUALITY EDUCATION; 17 PARTNERSHIPS FOR THE GOALS

Sustainable Education and Research

3.1 Innovation of Teaching to Improve Learning Quality

To enhance students' learning outcomes and enhance their future competitiveness in employment, the University has actively invested in teaching innovation in recent years, aiming to ensure the quality of students' learning through the guidance of various systems.

3.1.1 Innovative Teaching

⚥ Digital Courses

To encourage full-time faculty and professional technical staff to digitalize courses to improve the effectiveness of teaching and student learning, we have established the Guidelines for the Implementation and Incentives of Digital Courses. Instructors are required to submit an application for digital courses, (including a teaching plan) in the previous semester, and the courses may be offered after the review and approval by the University Curriculum Committee and filed for reference at the Academic Affairs Meeting. A total of 16 digital courses were offered in 2021/2022 Academic Year, 11 in 2022/2023 Academic Year, and relevant planning is still ongoing.

⚥ Sustainable Empowerment Workshop

Sustainable Empowerment Workshop Ⅰ: Grounding in School Administration, Promoting Sustainability- A Practical Sharing by NKUST

Postdoctoral researcher Wei-Chi Wu at the Office of Sustainable Development of National Kaohsiung University of Science and Technology, shared with the participants how to develop and formulate sustainable development goals, evaluate performance, and effectively integrate resources through practical cases from the Office of Sustainable Development.

Sustainable Empowerment Workshop II: Construction of University ESG Demonstration Base

Prof. Shih-Chia Chang from Department of Business Administration of National Taipei University of Business, introduced university ESG-related actions and brainstormed for future directions with the University officials.

Sustainable Empowerment Workshop III : Management and Trends in the Carbon World

Yung-Chieh Chao, Partner at PwC Taiwan, shared her practical experience to enhance the understanding of our faculty and staff on ESG and GHG inventory activities.

3.1.2 Interdisciplinary Learning

♀ Hospitality Lectures

To keep our faculty and students abreast of industry trends, each school at the University organizes Hospitality Lectures every semester, inviting industry leaders and elites to share their experience to promote industry-academia collaboration and exchanges. These lectures enable students to have an in-depth understanding of industry operations, receive professional perspectives, and interact with industry experts, thereby building practical knowledge and career planning. This close industry-academia connections not only enrich the academic environment but also equip students with hands-on workplace experience and forward-looking industry insights.

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Industry Expert Collaborative Teaching

The aim is to enhance faculty professional growth, enrich practical workplace case studies, provide students with a great learning environment to strengthen their understanding of career planning, enhance their professional knowledge, and help them link theory with practice through this system of Industry Expert Collaborative Teaching, offering students role models to follow in the industry and promoting the practical features of vocational education.

Experience sharing from the industry (2023.10.23)

Chef Wei-Ting Liao from Marc L³ shared with the students the ups and downs of his entrepreneurial journey, emphasizing that the challenges faced and the process of overcoming them shall serve as essential learning experience for the future.

創業歷程與餐廳經營   Marc L³

Experience sharing from the industry (2023.12.06)

The founder of MUME Hospitality Group, Richie Lin, and Chef Chris Ma were invited to demonstrate their culinary skills and share the entrepreneurial journeys. From their personal experience, the students can gain a deeper understanding of the art of joy of cooking.

Industry Visits

The University has maintained long-term partnerships with the hospitality industry, research institutions, Farmers' Associations, and other vocational schools. We assist public sectors and industries in organizing various professional training programs. Additionally, industry resources also provide opportunities for off-campus visits, Industry Expert Collaborative Teaching courses, and collaborative research environments, creating a mutually beneficial relationship.

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NKUHT's Planning of Courses Linked to Industry Trends in the 2020-2023 Academic Years

School	Academic Year	Hospitality Lectures	Industry Expert Collaborative Teaching	Industry Visits
School of Hospitality Management	2020/2021	22	170	17
	2021/2022	33	165	19
	2022/2023	25	130	23
	Total	80	465	59
School of Tourism	2020/2021	36	58	6
	2021/2022	34	70	8
	2022/2023	36	70	6
	Total	106	198	20
School of Culinary Arts	2020/2021	60	78	8
	2021/2022	63	68	7
	2022/2023	65	65	12
	Total	188	211	27
International College	2020/2021	34	71	18
	2021/2022	33	52	22
	2022/2023	31	32	14
	Total	98	155	54
Committee for General Education	2020/2021	6	46	2
	2021/2022	7	57	3
	2022/2023	8	53	4
	Total	21	156	9

3.2 Shared Learning

Shared learning is a collaborative approach where individuals work together to exchange knowledge and insights to achieve remarkable results. This method goes beyond traditional learning by emphasizing the power of collaboration. It involves creating a safe and inclusive learning environment, fostering social-emotional skills, and integrating social-emotional learning (SEL) into the curriculum and daily routines. Shared learning promotes the development of essential skills such as communication, problem-solving, and teamwork.

3.2.1 Labor Education and Service Learning

⑨ Labor Education and Service Learning

Labor education has been a long-standing tradition of NKUHT since its establishment. It is aimed to cultivate the virtue of cherishing resources through students' daily physical labor. In addition to building a deeper connection with every corner of the campus, it also allows students to experience the hardships of labor, thereby forming a proper value of equality in all forms of work. The growth of a tree requires careful care, and the falling of leaves is nature's way of marking the changing seasons. Every plant and every tree reflect the cycles of rise and fall. The unspoken lessons from nature offer students a reminder of the true meaning of life. To effectively implement labor education programs, we carefully plan, evaluate, and coordinate the process and assign teachers to work with the labor education team leaders to ensure the smooth completion of the program.

Meanwhile, the concept of community care is also strengthened by encouraging students to visit the surrounding neighborhood. Experts are invited to explain key points and precautions of community service to the students. Team leaders from each group then lead the volunteers to carry out community beautification tasks, putting community care into action while cultivating qualities of self-discipline and proactivity.

Photos

Group photo before the activity

Group photo after the activity

The teacher explained the area of community service

Students helped each other

Service Learning- Care for Rural Elementary Schools

Through service learning, students can engage deeply with rural elementary schools and actively participate in various activities. We provide teaching assistance and work on improving the environment. In addition, cultural exchange is also a key point. Through interactions, students can better understand local traditions and values. The event promoted the students' social engagement and deepened their care for rural elementary schools. It helped the elementary school students enhance their sense of teamwork, expand their English vocabulary, and cultivate their thinking, hands-on abilities and collaboration with others. At the same time, the participating college students also develop a collaborative approach and improve their overall abilities, including interpersonal communication and teaching abilities.

Service Learning- Professional Knowledge and Teamwork Training

This event allowed the schoolchildren to learn basic knowledge of the hospitality industry, and their creativity and patience were also cultivated through the hands-on activities. For the participating college students, it provided a good opportunity to enhance their teamwork awareness and a sense of responsibility. Their practical skills and spirit of service were enhanced through leading and assisting the schoolchildren.

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3.3 Extension Education

NKUHT's Extension Education Section focuses on the core values of Hospitality Expertise, Diverse Development, Lifelong Learning, and Value Creation. We promote education in alignment with the school's administrative goals and development growth and actively collaborate with various sectors to implement commissioned projects and develop innovative hospitality courses for public continuing education. The income generated from these programs effectively contributes to the University's funds. Every year, we develop a wide variety of practical courses to meet the educational demands of the public, which facilitates connections between local communities, businesses, government agencies, and international education.

The Extension Education business is divided into two major categories, namely the Public Courses and Commissioned Courses. We integrate the resources, faculty, and facilities of various departments to plan hospitality education programs suitable for people from different sectors based on customer needs and market trends. The results of these programs from 2020 to 2023 are summarized as follows.

● Public Courses

Every year, various specialized hospitality courses are offered to the general public, providing opportunities for individuals to use their spare time for self-learning. The courses are divided into certification programs, entrepreneurship programs and casual learning programs. These courses cover a wide range of topics, including Chinese cuisine, Western cuisine, Baking, Beverages, International Cuisine, and Wines. A total of 27 courses were conducted between 2021 and 2022, training 429 participants.

● Commissioned Courses

We offer tailored hospitality education and training services, mainly catering to the needs of domestic and international businesses, government agencies, and organizations for various hospitality training and exchanges programs. Over the years, our collaborative partners included the hotel industry, the food and beverage industry, leisure industry, general businesses, Kaohsiung City Government, Ministry of Foreign Affairs, Overseas Community Affairs Council, Farmers' Association and Fishmen's Association, Veterans Affairs Council, Youth Development Administration, Department of Tourism, Ministry of Education, etc. The scope of our collaboration includes business consulting, company transformation, internal entrepreneurship, employee education and training, innovation and entrepreneurship, event experiences and exchange activities. In addition, we also offer short-term exchange and learning activities for overseas organizations and groups. Over the years, we have hosted commissioned groups or institutions from countries such as Japan, South Korea, Singapore, Malaysia, Canada, USA, China, Hong Kong, Cambia, Saint Kitts, and the Netherlands for professional exchanges and learning programs. A total of 29 commissioned courses were conducted between 2021 and 2022, training 762 participants.

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Group Photos

University for Seniors- Green Hospitality and Healing Course

The Tourism Administration commissioned an experience course for guestroom management professionals in the hotel industry

3.4 Employment Preparation

♀ Alumni Award Achievements

Our alumni continue to achieve remarkable achievements in their respective professional fields, earning prestigious awards and recognition. These achievements not only showcase their personal abilities but also highlight the quality of education and training they received at NKUHT, as well as their continuous influence and contributions to society. The University will continue to support and follow the growth of our alumni and cultivate more outstanding talents for society.

Alumni Award Achievements

◉ Honored with UIBC **World Baker of the Year**

◉ **Won the Third Place** in the 2023 IBA International Bakery and Confectionery in Munich, Germany on behalf of Taiwan

◉ **Gold Medal** in Class A- Sugar Floral Display in Cake International, Brimingham 2023

◉ **Gold Medal** in Entrée and **Silver Medal** in Appetizer in 2023 AFA World Culinary Competition

◉ Honored with **Special Gold Award** and **Silver Medal** in 2023 Oceania International Master Chef Challenge

◉ Won the **First Place** in 2023 Rising Pastry Chef Award

◉ Honored with the **Eighth Place** in 2023 Coupe du Monde de la Patisserie

Photos of Award-winning Alumni

NKUHT alumnus, Justin Wu was awarded the title of UIBC World Baker of the Year 2023

NKUHT alumnus, Ming-Yu Teng represented Taiwan in 2023 IBA International Bakery and Confectionery in Munich, Germany and won the Third Place

Alumni Gui-Yi Lee and Yuan-Pin Chang led the team to participate in 2023 Coupe du Monde de la Patisserie and won the Eighth Place

3.5 Sustainability Research

Number of Approved Teaching Practice Research Programs

NKUHT has been promoting MOE's Teaching Practice Research Programs for Colleges and Universities, encouraging teachers to accumulate practical teaching and research case results, address issues arising in the classroom, and apply systemic research methodologies to adjust teaching methods for the improvement of teaching quality. In 2021/2022 Academic Year, 5 programs were granted MOE subsidies while in 2022/2023 Academic Year, 11 programs were granted MOE subsidies, amounting to a total of 11 programs.

Related Research Projects/Papers

Regular publication of journal papers is significant for both academic development and personal professional growth. Publishing papers serves as a pathway for advancing disciplinary knowledge, enabling educators to uncover new insights through research and experimentation and share the findings with the academic circle for the promotion of academic innovation and

accumulation, which helps establish academic influence and expand collaboration opportunities in the academic circles and industry.

In 2023, faculty members of NKUHT published 53 journal papers in total, of which, 1 was related to sustainability issue, 3 were sustainability-related research projects, and 3 researchers involved in related studies. There were 21 Open Access journal articles, accounting for 39.62% of the total journal articles.

3.6 International Exchanges

International Recognition- QS Universities Rankings, THE-ICE Accreditation

NKUHT completed a compre-hensive evaluation in 2019/2020 Academic Year and became the first university in the Greater China Region to obtain THE-ICE Accreditation. Since 2021, the University has been ranked in the Top 50 in the world and Top 10 in Asia in the QS World University Ranking by Subject (Hospitality & Leisure Management) for 3 years in a row.

NKUHT was ranked No. 5 in Asia- Hospitality and Leisure Management Studies, QS World University Ranking, indicating the international recognition of Taiwan's higher education.

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Social Inclusion

4.1 Human Resources Development

4.2 Fulfillment of Social Responsibilities

4.1 Human Resources Development

To enhance the teaching, research, counseling, and service capabilities of our faculty and to improve the quality of instruction, we have established the Implementation Guidelines for Teacher Cultivation for Mentor, Counseling, or Lesson Observation, aiming to involve outstanding faculty members for mentorship or counseling, sharing their professional knowledge in teaching, student counseling, industry-academia collaboration, and innovations in research and development.

💡Faculty and Staff Training and Development

To enhance the functional expertise of our faculty and staff, the University has developed the 2023 Faculty and Staff Education and Training Program for all the administrative personnel (including the accounting and HR personnel). The Personnel Office organizes general management training, policy training, legal training, training to promote employee physical and mental health, and cultural literacy training (such as professional book reading). Other specialized training programs are conducted by relevant administrative units within the University. The personnel education and training plan is shown as follows.

Education and Training Photos

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Enhancement of Teaching Knowledge and Skills for Faculty

To promote diverse professional development of faculty, the University actively encourages participation in workshops for teaching competency, interdisciplinary sharing and exchanges, and professional teaching communities with an aim to enhance practical teaching practices and drive research innovation. From 2021 to 2022, a total of 29 faculty members applied for the participation in professional teaching communities, with 8 in the teaching groups, 7 in the practical application groups, 8 in the research groups, and 6 in the workshop groups.

Teacher Professional Development Community Categories

Year	Teaching Group	Practical Teaching Practices Group	Research Group	Workshop Group	Total
2021	5	4	2	4	15
2022	3	3	6	2	14
Total	8	7	8	6	29

Teaching Quality

To enhance the teaching quality, PDCA (Plan-Do-Check-Act) quality management cycle has been introduced to the teaching quality assurance mechanism to provide feedback and reflection for continuous improvement through the PDCA cycle. In addition, it also provides faculty members references for course design, teaching strategies, classroom management, and learning assessment indicators. We set up the Regulations for Teaching Evaluation Survey and conduct surveys on teaching twice per semester, with the first being carried out two weeks before the mid-term exam and the semester-end survey on teaching being carried one month before the semester ends every semester.
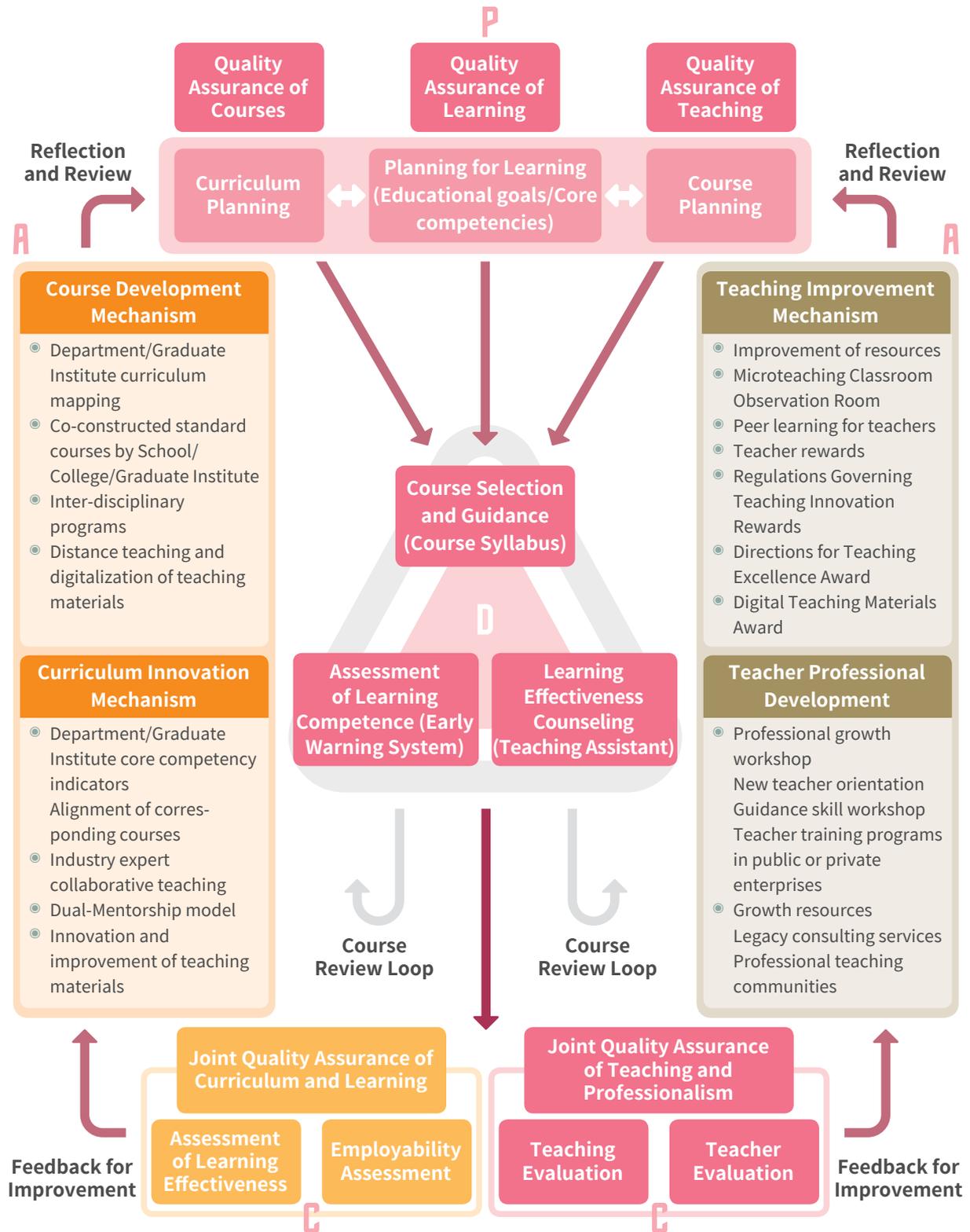
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P

Quality Assurance of Courses

Quality Assurance of Learning

Quality Assurance of Teaching

Reflection and Review

Reflection and Review

Curriculum Planning ↔ **Planning for Learning (Educational goals/Core competencies)** ↔ **Course Planning**

A

A

Course Development Mechanism

◉ Department/Graduate Institute curriculum mapping
◉ Co-constructed standard courses by School/College/Graduate Institute
◉ Inter-disciplinary programs
◉ Distance teaching and digitalization of teaching materials

Teaching Improvement Mechanism

◉ Improvement of resources
◉ Microteaching Classroom Observation Room
◉ Peer learning for teachers
◉ Teacher rewards
◉ Regulations Governing Teaching Innovation Rewards
◉ Directions for Teaching Excellence Award
◉ Digital Teaching Materials Award

Course Selection and Guidance (Course Syllabus)

D

Curriculum Innovation Mechanism

◉ Department/Graduate Institute core competency indicators Alignment of corresponding courses
◉ Industry expert collaborative teaching
◉ Dual-Mentorship model
◉ Innovation and improvement of teaching materials

Assessment of Learning Competence (Early Warning System)

Learning Effectiveness Counseling (Teaching Assistant)

Teacher Professional Development

◉ Professional growth workshop New teacher orientation Guidance skill workshop Teacher training programs in public or private enterprises
◉ Growth resources Legacy consulting services Professional teaching communities

Course Review Loop

Course Review Loop

Feedback for Improvement

Feedback for Improvement

Joint Quality Assurance of Curriculum and Learning

Assessment of Learning Effectiveness

Employability Assessment

Joint Quality Assurance of Teaching and Professionalism

Teaching Evaluation

Teacher Evaluation

C

C

Diagram of the teaching quality assurance mechanism and the PDCA cycle

4.2 Fulfillment of Social Responsibilities

4.2.1 University Social Responsibility (USR)

♡ Implementation Status of USR and Its Initiatives

NKUHT is dedicated to deepening Taiwan's hospitality and tourism education and industry-specific features. We continue to expand the results of industry-academia research in this industry and further align with the development needs of the industry and strengthen the industry-academia collaboration. Through the implementation program of USR for Technological and Vocational Colleges, we promote the implementation of USR, cultivate professionals in hospitality and tourism industry, and guide the faculty and researchers to connect with local regions, transitioning into the second field for teaching and experiments. Through flexible educational and experimental settings and active involvement with local industries, the operational models are revitalized, setting an exemplary model for innovation in the hospitalism and tourism.

Our faculty members continue to expand their social impact by fostering more germination programs, which are supported by a comprehensive institutional support mechanism to enhance the teaching, research, and service capabilities. By striving for various research funds and institutional funding, we invest in community engagement and student development and continue to carry out the planning of USR and care work, with the goal of establishing a green, sustainable ecosystem of hospitality and culinary arts, as well as an industry-academia research think tank in tourism and hospitality sector.

This year, the University has held 5 sessions of expert consultation meetings, coordination meetings, and empowerment workshops for the USR Hub project, and a USR web platform has been established to promote the USR project implementation results and link various fields of social practice for the incubation of social practice team.

A.製作USR專屬徽章宣傳使用　B.大學與地方場域進行診斷對話專場　C.從校園走到戶外共學活動　D.聯合大學推廣USR活動校長、副校長及曾裕琇院長到場參加

| Offshore Island Lecture | Taitung Green Field Mobile Learning | Presentation of Achievement in USR (University Socail Responsibility) | Local Revitalization and Fish-eating Education Workshop |

2023/03/14   **2023/04/28-29**   **2023/10/27-28**   **2023/12/1-15**

2023/04/20   **2023/07/17-22**   **2023/11/1-2**   **2023/12/20**

| Hospitality and Tourism USR Exchange Symposium | Rural Community Care- Accompanying with Love- 2023 Baseball Happiness and Good Times Summer Camp | Community Senior Activities | Presentation of Achievement of the Cocktail R&D Laboratory |

4.2.2 Financial Aid Project for Disadvantaged Students

To ensure that students can attend school without financial worries and reduce their financial burden of educational expenses, the University offers various fee reductions, subsidies, and student loan programs. We have also established a "Assistance for Disadvantaged Students Program" to support students from economically vulnerable families. Moreover, for students who experience sudden family changes or unexpected disasters, in addition to the emergency relief funds set up by the Ministry of Education, we have also established the "Guidelines for Students' Emergency Relief Funds" to ensure the stability of students' academic life during difficult times. A total of 1,637 students benefited from the measures of the Assistance for Disadvantaged Students Program between 2021/2022 and 2022/2023 Academic Years, with a total subsidy of NT$26,862 thousand. 21 students received the living allowance and emergency relief funds, with the total amount of NT$ 299 thousand dollars; 43 students were provided with the financial aid and emergency relief grants from the Ministry of Education Academic Property Fund, with a total amount of NT$ 425 thousand; the number of students applying for student loan was 3,580, with a total loan amount of NT$ 98,546 thousand.

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Statistics on Various Subsidy Measures for Disadvantaged Students between 2021/2022 and 2022/2023 Academic Years

Unit: NT$ thousand

Category	Various tuition and fee reductions (exemptions)		Tuition exemption subsidy for the first three years of the five-year junior college program		Financial aid for disadvantaged students (including industry-academia collaborative programs)		Accommodation fee waiver for students from low-income families	
Academic Year	Number of people	Amount	Number of people	Amount	Number of people	Amount	Number of people	Amount
2021/2022	839	13,725	288	2,377	273	4,401	22	242
2022/2023	798	13,137	281	2,368	125	1,718	25	287
Total	1,637	26,862	569	4,745	398	6,119	47	529

Statistics on Financial Aid and Emergency Relief Grants from the Ministry of Education Academic Property Fund between 2021/2022 and 2022/2023 Academic Years

Unit: NT$ thousand

Category	Financial aid from the Ministry of Education Academic Property Fund	
Academic Year	Number of students	Amount
2021/2022	16	80
2022/2023	13	65
Category	Emergency relief grants from the Ministry of Education Academic Property Fund	
Academic Year	Number of students	Amount
2021/2022	6	120
2022/2023	8	160
Total	43	425

Statistics on Student Loan Applications between 2021/2022 and 2022/2023 Academic Years

Unit: NT$ thousand

Category	Student loan	
Academic Year	Number of students	Amount
2021/2022	1,857	49,457
2022/2023	1,723	49,089
Total	3,580	98,546

⚲ Statistics on the One Dolar A Day Donation Campaign

We do our utmost to care for every student in need to ensure a stable academic environment where they can focus on their studies without financial worries. Through the "One Dolar a Day, Spread Love Our Way" fundraising campaign, we gather the collective love from faculty and students to support the disadvantaged students. The accumulated funds raised are deposited into the "Student Emergency Relief Fund" for students to apply. The total amount of donation between 2021/2022 and 2022/2023 academic years amounted to NT$ 287,287.

4.2.3 Social Care and Practice by Student Clubs

To strengthen the social responsibility and community care among student club leaders and to improve their awareness of and execution capabilities in local engagement, we invite experts and scholars to lecture on the concepts and spirit of social responsibility and public welfare activities, supplemented by planning and skills necessary for activity execution. We conduct inventory of local and rural resources in advance to establish a service team of students and faculty members to provide necessary support and planning of the activities based on local needs to fulfill social responsibility and local engagement. We lead students to reflect, enhance their awareness of social responsibility, and clearly demonstrate the outcomes of community collaboration, so as to strengthen student club engagement with social responsibility and care, deepening the significance and effectiveness of their actions.

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Charity Activities for Animal Welfare

Participating in public welfare activities allows us to cherish and respect animals, encourage responsible pet ownership and urge people not to abandon their pets. Shelters are not the final destination for animals. We actively promote the concept of "Adopt, Don't Shop" so that every animal can find a warm and loving home. Moreover, we also encourage donations and volunteer efforts, such as fundraising or assisting with cleaning the dog shelter, so as to make a difference and contribute to a better society, cultivating the spirit of volunteerism.

Acativity photos

Group Games for Children and Teenagers

By engaging in the group games, children's creativity and practical skills can be inspired. In addition, through teamwork, their attitude toward communication, collaboration, respect, and appreciation for others can be enhanced. The course not only provided valuable travel knowledge but also featured a DIY session with the theme of Mothers' Day to encourage deeper participant engagement. For the participating students, the activity enhanced their awareness and concern for rural areas, helping them to understand local needs. They also enhanced their adaptability and problem-solving abilities in the process of leading these children. What is more, the planning and organization also helped develop their organizational and execution capabilities. By applying professional knowledge into teaching, they inspired the children's creativity and interest in learning.

Activity Photos

Teamwork- Cultivation of Creativity

This activity enabled children to learn the value of teamwork and develop their creativity and concentration through hands-on projects. For the participating students, their leadership abilities, teamwork skills, and the capability to interact with different age groups were enhanced.

Activity Photos

Caring for Elderly in Rural Areas

The activity used challenge games to stimulate the elders' thinking, enhancing their mobility and mental ability. Through teamwork, their communication skills were enhanced, fostering a more harmonious and respectful attitude. We designed a movement course to encourage the elders to participate to improve their physical abilities. In the meantime, a DIY session centered on Valentine's Day theme added a festive atmosphere, making these elders more engaged in the activity.

For the participating students, the activity enhanced their care for rural areas and helped them understand the needs of the elderly. In the activity, they also enhanced their mobility and adaptability, developed their organizational and execution skills, and strengthened team cohesion. By applying their professional knowledge to teaching, they encouraged the elders to engage more in the overall activity.

Activity Photos

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Sustainable Campus

5.1 Strategies and Actions in Response to Climate Change

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Governing Unit	To promote energy conservation, NKUHT has established an Energy Management Committee, with the President serving as the convener to ensure the authority of decision-making and effectiveness of implementation. The Committee meets twice a year to make comprehensive monitoring and evaluation of energy usage strategies, and improvement is continuously made. There is an executive secretary in the Committee, served by the Dean of General Affairs, who is responsible for assisting the convener with the operations of the Committee. To further promote energy conservation, an Energy Conservation Task Force has been established under the Committee, with the Dean of General Affairs serving as the convenor. Each primary unit is required to assign at least one member to participate in the task force, and the remaining members are appointed by the Dean of General Affairs to ensure collaboration among the units and departments and resource integration, enabling effective implementation of energy conservation and carbon reduction measures.
Risk Categories	1. The addition of energy-saving and carbon-reducing equipment and management tools has led to the increase in costs. 2. The severity of extreme weather conditions may result in asset losses.
Opportunity Categories	Stakeholders have increasing concerns about the University's investment in global climate warming issues. Corresponding measures for a green campus can be planned to enhance the reputation of the University.
Strategies	1. The old equipment is being phased out and replaced with new models systematically. 2. Faculty, staff and students take actions to implement energy conservation and carbon reduction actions.
Risk Management	Take inventory of risk categories, make assessments and develop corresponding strategies.
Indicators and Targets	In accordance with SBTi settings, our near-term target is to reduce 4.2% of emissions in 5-10 years after the base year. Measures that can be planned include energy saving, equipment replacement, etc., with the goal to achieve gradual reduction on a yearly basis.

Financial Impact	1. In response to climate change, each responsible unit proposes the required funding for the school's energy-saving and carbon reduction targets, and these budget requests are incorporated into the school's annual budget allocation meeting for discussion and approval. 2. The school will prioritize funding for campus recovery in the event of disasters caused by extreme weather events in the year and actively seek external resources (such as subsidies from the Ministry of Education or donations) to meet the immediate recovery needs. The available funds of the school are sufficient to meet the campus recovery needs in response to unexpected disasters.
Carbon Pricing Basis	There are no plans currently.
GHG Inventory Plan	NKUHT has completed the 2023 GHG Inventory and Third-Party Verification, with the inventory boundary being the National Kaohsiung University of Hospitality and Tourism (excluding the Affiliated Hospitality Senior High School of NKUHT) and the inventory categories being Category 1, 2, 3, 4, and 5. This is the base year for the GHG inventory of the University, which can serve as a reference for future energy conservation and carbon reduction results.
External Assurance or Verification	External assurance has been completed.

5.2 Energy and Greenhouse Gases

5.2.1 Energy Conservation Benefits

In response to the national energy conservation goals, we have continuously promoted various energy-saving measures in recent years to improve the equipment efficiency and reduce energy consumption. We call on all faculty, staff, and students to implement energy conservation and carbon reduction actions into their daily lives to jointly create a sustainable campus with energy conservation, carbon reduction, and zero emissions.

Energy Conservation Measures and Estimated Savings

Energy conservation measure	Specific action	Savings	Status of Attainment
Replacement of all campus lighting with LED lights	Street lights and landscape lights on campus are equipped with automatic sensing devices or timed switches; all restrooms in each building are fitted with sensor- activated lighting.	Saving 235,068 kWh/year	All lighting on campus has been completely replaced by LED lighting.
Replacing all old A/C units on campus	The air-conditioning facilities in each building are regularly maintained, and old, energy-consuming A/C units are gradually replaced annually.	Saving 37,146 kWh/year	In 2023, 41 old A/C units were replaced.

5.2.2 Use of Green Energy

The two dormitory buildings in our school used natural gas boilers and solar thermal panels to provide hot water. Starting from 2016, the system has been gradually replaced with heat pump water heaters. With the combination of solar thermal systems and heat pump water systems for hot water supply, electricity demands were reduced. We have improved the reported issues of insufficient hot water supply in the dormitory buildings and enhanced the overall hot water circulation efficiency, saving over NT$ three million on natural gas costs annually, effectively reducing the operational costs of the University.

At the same time, the project has been implemented in accordance with the central government's Guidelines for Bidding and Leasing the Installation of Solar Photovoltaic System on the Rooftop to promote domestic development of renewable energy use while concurrently ensuring roof leak prevention and maintenance. In 2017, a public bidding process was launched to lease the roof of the First Teaching Building to vendors for the installation of a solar photovoltaic power generation system, with a total installation capacity of 99.18（kWp）. The total power generation from 2021 to 2023 totaled 374,157 kWh. The University also follows the regulations set by the Energy Administration and uses the rebate model where 10% of the electricity sales revenue paid to the vendor is used to contribute to the development of the school, reaching the goal of creating a "green campus with reduced carbon emissions for good air quality".

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Solar Power Generation

5.2.3 Management of Greenhouse Gas Emissions

The University has completed the organizational level GHG inventory in 2024. Through careful collaboration of all departments and units, we were able to grasp the data on GHG inventory and emissions. We adopted the operational control approach for the scope of the inventory, covering direct emission sources (Scope 1), indirect emission sources (Scope 2), and other indirect emission sources (Scope 3) of the University to align with the international initiatives and accurately measure GHG emissions and further set up effective carbon reduction plans.

GHG Emission Status	
Item	**2023**
Scope 1: Direct GHG emissions (tonneCO_2e)	664.1843
Scope 2: Indirect GHG emissions (tonneCO_2e)	4,006.2327
Scope 3: Other indirect GHG emissions (tonneCO_2e)	253.5275
Total emissions = Scope 1 + Scope 2+ Scope 3 (tonneCO_2e)	4,923.9445
GHG emission intensity (tonneCO_2e/ school land area)	0.0328　(4923.9445/150,044m^2)

Note:

1. Scope 1 emissions are direct GHG emissions that occur from sources that are controlled or owned by the University, which include stationary combustion sources, process emissions, and mobile combustion sources from transportation. The emission coefficient used for calculation was from the data of GHG emission coefficient management v. 6.0.4 (IPCC's Sixth Assessment Report, AR6) released by Ministry of Environment, Executive Yuan.

2. Scope 2 emissions are indirect GHG emissions associated with purchased electricity and so on.

3. Types of GHG emissions: carbon dioxide (CO_2), Methane (CH_4), and nitrous oxide (N_2O).

4. The purchased electricity was calculated with the electricity emission coefficient announced by Bureau of Energy, Ministry of Economic Affairs, where 2022 electricity emission coefficient=0.495 kg/CO_2e and 2023 electricity emission coefficient=0.494 kg/CO_2e.

Overview of Ozone-Depleting Substances Statistics for 2023

Unit: ton(s)

Names of Ozone-Depleting Substances	2023
R22	0.1259

Note: Substances destroying ozone layers include chlorofluorocarbons (CFCs), R 11, R12, R22, hydrochlorofluorocarbons (HCFCs), Halon, carbon tetrachloride (CCl_4), 1,1,1-Trichloroethane, hydrobromofluorocarbons (HBFC) and methyl bromide (CH_3Br).

5.2.4 Energy Conservation and Carbon Reduction Measures Electronic Document Management System

Currently, we have implemented an online system for the document handling operations. With the increasing use of e-documents, more than 75% of official documents can be transmitted to the recipient electronically, which effectively saves energy and reduces paper use. In addition, we also adopt a paperless system for meetings to improve efficiency of meetings and reduce environmental impacts so as to achieve the implementation of a green campus. This also allows for instant access to meeting information, making it easy and convenient to manage.

Based on a carbon emission of 7.5 grams of CO_2e per A4-size paper, the e-document system reduced approximately 8.62 metric tons of CO_2e in 2023.

♡ Paperless Meeting System

Countries around the world are actively addressing challenges of climate change by implementing carbon reduction measures and improving energy efficiency to protect the ecological environment. Reducing GHG emissions is a key issue in climate action. The Paperless Campus Project aims to reduce the use of paper, enhance document digitalization, and promote a green campus environment. Through the paperless meeting system, the use of paper can be reduced, the work efficiency can be increased, and offices costs can be reduced. The Paperless Meeting System enables participants to join meetings easily. By importing data to their tablets, they can browse materials in real-time, take notes, and upload or download meeting materials across platforms to prevent data loss. The number of pages of e-documents in paperless meetings between 2022-2023 has increased annually, showing the effectiveness of the project.

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Overview of Energy Conservation and Carbon Reduction Results between 2022-2023			
Year	**Document Handling Operations**		**Meeting Documents**
	Official Document Paper	**Postage for Documents**	**Paperless System**
2021	A reduction of 86.6%	Saving NT$ 742,896	Saving 511,732 pieces of paper
2022	A reduction of 85.8%	Saving NT$ 660,016	Saving 912,325 pieces of paper
2023	A reduction of 81.6%	Saving NT$ 597,744	Saving 1,149,915 pieces of paper

Implementing the paperless concept is of significant meaning to promoting the SDGs. The reduction of paper consumption helps protect the environment, reduce carbon footprints, and promote the sustainable use of resources. This is closely linked to the sustainable development goal of green economy and responsible consumption and production. Paperless meetings represent the contribution each individual can do to achieve SDGs, and this environmental protection awareness is also passed on to the following generations at the same time.

5.3 A Green Campus

5.3.1 Green Buildings

The installation and maintenance of vertical green plant walls help alleviate heat on the exterior of the Teaching Building and International Building, reaching the goal of energy conservation and campus greening.

The green wall of the International Building

The green wall of the Teaching Building/ Dept. of Hotel Management

5.3.2 Campus Greening

NKUHT has a campus area of approximately 15 hectares, with green space accounting for about 10.5 hectares. The green space features a mix of large and small trees, shrubs, and lawns. Among them, trees cover about 80%, while shrubs cover 20% of the space, and the remaining area is covered with grass, with the total vegetation area accounting for 70% of the campus.

Green Landscape/ Central Sunshine Grassland/ Native Plant Garden

5.3.3 Public Art

We attach importance to the aesthetic aspect of daily life, incorporating beauty into campus planning by combining artistic creations and public spaces. The campus landscape art can be categorized into three types, wall hangings, stone sculptures, and metal sculptures, with a total of 24 pieces of works. These artistic works provide a culturally enriched environment, enriching the lives of the students, faculty, staff, and community residents, elevating hospitality education to an artistic level.

Titel of work: Togetherness
Artist: Chu, Pang-Hsiung
Description: Through the professional services delivered in the hospitality and tourism industry, people are brought together from the four corners of the world, enhancing interpersonal connections, hence fulfilling the mission that inspired the establishment of this hospitality and tourism institution.

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Titel of work: Journey Full of Books
Artist: Chu, Pang-Hsiung

Description: The university Info-Library Building is built to provide students with ample food for thought; it is expected that students will avail themselves therein and transform themselves by virtue of plentiful books, devotion to studies, and discoveries of worlds imaginable.

Titel of work: Standing Upright and Lying Flat
Artist: Kao, Tsan-Hsing

Description: This artwork illustrates softening your pride, symbolizing how a service professional is able to uphold customer service as the top priority and endeavor to improve the image of hospitality and tourism.

Titel of work: Mentorship
Artist: Chen, Li-Hsing

Description: The piece is structured to reflect the teacher-student relationship, connoting how a teacher mentors with immense patience and hard work to provide guidance, impart knowledge, and resolve confusion, while students are able to absorb and apply knowledge without haste and at ease under the mentorship.

Titel of work: Taiwanese Buffalo
Artist: Wang, Kuo-Chu
Description: The artwork represents the Taiwanese tradition of perseverance and strong work ethic; featuring the hardworking nature of the Taiwanese buffalo, students are encouraged to persevere and struggle to make their way through any tough waters ahead.

Titel of work: Skillful Knifework
Artist: Li, Che-Huang & Chiang, Cheng-Kung
Description: This piece features "knives," with certain elements of kitchen utensils, to accentuate the meaning of a butcher's skilled knifework in cutting meat. For beginners, knifework is aided by visualization of a cow's body and the knife touching on an animal's muscular textures. With practice and perfection of skills, the visual sensation may no longer be needed for students to achieve master knifework skills. The aim is to stress to culinary students that it is not only important to focus on their knifework techniques but it is equally crucial to grasp the essence of knifework through constant practice; thereby, practice makes perfect, and the mastery of knifework may be achieved.

5.3.4 Campus Biodiversity

Located in a tropical climate with high temperature and humidity in the southern region, NKUHT mainly cultivates rainforest plants, with aquatic plants and ferns as supplementary types. There is a Native Plant Garden on campus, featuring a variety of native tree species to support the conservation of Taiwan's indigenous plants.

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In addition to plant ecology, the campus also features diverse animal ecology. The biological species included in the statistics are 15 species of birds Ardea alba, Nycticorax nycticorax, Gorsachius melanolophus, Pica serica, Passer montanus, Acridotheres cristatellus, Acridotheres grandis, Dendrocitta formosae, Oriolus chinensis, Lanius, Zosterops simplex, Streptopelia, Lonchura punctulata topela, Yungipicus canicapillus, Psilopogon nuchalis); 20 species of butterflies (Suastus gremius, Euploea tulliolus, Tirumala limniace, Kallima inachus, Graphium agamemnon, Aglais io, Papilio memnon heronus, Danaus chrysippus, Hypolimnas bolina, Polygonia c-aureum lunulata, Graphium sarpedon, Papilio polytes, Pachliopta aristolochiae, Papilio demoleus, Euploea, Idea leuconoe, Kallima inachus, Lycaenidae, Nyctemera adversata, Catopsilia Pomona); 2 species of mammals (Japanese House Bat, Red-Bellied Tree Squirrel); 7 species of insects (dragonflies, crickets, grasshoppers, ladybirds, beetles, cicadas, bees); 1 species of mollusk (snails); 3 species of amphibians (tree frogs, toads, tree toads).

Campus Flora and Fauna

Ardea alba (White Egret)

Squirrel

Macroglossum stellatarum

Waterstrider

The tree-lined green avenue in front of the school dormitories (Tree: Indian Rosewood)

The green hedge around the main power distribution station (Tree: Ficus pumila)

5.4 Water Resources Management

5.4.1 Water Resources Management and Utilization

NKUHT is located in Xiaogang District, Kaohsiung City. Fengshan Reservoir is the main water source, and no groundwater is used. Based on WRI Aqueduct Water Risk Atlas, the water resource risk in the campus location is classified as Low-Medium, 1-2, indicating that water intake does not have significant impact on local water sources.

To implement the policy and goals of regular water conservation, we have actively carried out various water-saving measures on campus in recent years, including replacing old equipment, using water-efficient products throughout the campus, gradually installing water-saving faucets in restrooms, and adding dual-flush devices in toilets.

Moreover, the Native Plant Garden and ponds on campus use an irrigation system for water recycling. A water tower has been installed to collect leftover water from the large RO system and rainwater accumulated from building foundations to further enhance the efficiency of water resource circulation.

We fully implement water conservation measures and promote the concept and practices of water conservation on a regular basis to encourage faculty, staff and students to make full use of available water resources, reduce waste, and continuously enhance their environmental awareness to promote sustainable development of the campus.

Sewage treatment: Domestic sewage of the school is properly treated in the sewage treatment plant, and water quality testing reports are submitted to the Environmental Protection Bureau on a regular basis. The University undergoes inspections by the Environmental Protection Bureau from time to time, and has not faced any penalties related to water pollution issues.

Reuse of water: Our school uses a reclaimed water system to recover greywater for irrigation to save on water costs, reduce pollution, improve water quality, and promote the sustainable use of water resources.

Overview of Water Usage at NKUHT

Year	2023
Water intake (million liters)	163.79
Water discharge (million liters)	114.53
Water consumption (million liters)	49.26
Recycling water consumption on campus (million liters)	3.69
Water recycling and reuse rate (%)	22.00
Organization-specific measurement (Unit)	Campus area
Organization-specific metrics	150,044 m^2
Water intensity	0.001

Note:
1. Water consumption – Water intake – Water discharge.
2. Water recycling and reuse rate= In-plant amount of recycled water used / (amount of water intake + amount of in-plant recycled water usage) *100%.
3. Water intensity calculation= Water intake (million liters) / Organization-specific metrics.

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5.4.2 Wastewater Management

The sewage treatment plant on campus obtained a license from the Environmental Protection Bureau and is mainly responsible for treating domestic sewage. The annual water quality inspections meet legal standards, and there have not been any violations of the Water Pollution Control Act, nor have there been any penalties.

Test Items	2023	
	Discharging standards (ppm)	Annual average monitoring value（ppm）
Biochemical Oxygen Demand (BOD)	30	6.15
Chemical Oxygen Demand (COD)	100	26.35
Suspended Solids (SS)	30	18.3

5.5 Food Safety and Health

5.5.1 Meal Quality

To embody the concept of safe food culture on campus, our school has established a "Meal Committee" and "School Hygiene and Health Education Committee". Regular meetings are held every semester to discuss issues related to food quality and health education. Management, supervision, and suggestions are provided to the catering department and improvement measures are also proposed and reviewed. We invite instructors with food safety certifications (HACCP) and relevant departments to form a supervisory team that conducts inspections twice a week, and improvement measures are taken based on the recommendations. In addition, the Student Restaurant Hygiene Management Checklist is kept for future reference. Moreover, the food samples are collected daily and stored in refrigeration for three days for inspections by health bureau personnel.

5.5.2 Food Ingredient Management

Statistics on Raw Materials			
Name of Raw Material	Unit	2022	2023
Meat products (cooked Char Siu, BBQ pork)	Kg	20	68.475
Fruits and vegetables: Garlic cloves, Taiwan Strawberry No. 2 (medium size)	Catty	513	705

Note:
1. Materials include raw natural resources such as ores, iron, wood, plastic pellets, lubricating oils used in machinery, semi-finished components or parts, and packaging materials.
2. Non-renewable resources refer to those that cannot be replenished in a short term, such as coal, natural gas, metal, and petroleum; renewable resources refer to those that can grow back after being harvested.
3. Due to the fact that some raw materials cannot be estimated, the system statistics are mainly used.
4. Meat products: cooked Char Siu (BBQ pork); fruits and vegetables: garlic cloves, Taiwan Strawberry No. 2 (medium size).

5.6 Waste

5.6.1 Green Protection

The campus environmental protection and management policy targets at incorporating the concepts of Sustainable Development and Environmental Protection into education, creating a high-quality environment that is safe, comfortable, and supportive of sustainable operations. To reach these goals, the following policies have been implemented.

1. Promote energy conservation, carbon reduction and resources recycling to achieve a sustainable green campus.
2. Implement zero pollution prevention and control, establish a management system, and comply with laws and regulations.
3. Promote waste classification and reduction to create a high-quality campus environment.
4. Enhance environmental safety protection awareness, strengthen environmental education, and put environmental concepts into action.

5.6.2 Waste Management

To respond to environmental protection and improve the effectiveness of resource recycling, NKUHT has set up designated areas for general waste, food waste freezing, used oil recovery, and resource recycling operations. Waste is mainly general business waste, including domestic waste (general waste, kitchen waste, cooking oil) and leaves (branches). The waste generated is mainly processed through recycling or incineration, which is entrusted to a qualified third-party service provider. Currently, our waste reduction goal is to reach 10% waste reduction in one year. We also call on faculty, staff, and students to reduce the use of packaging materials and increase the reuse of their personal items. To effectively implement waste reduction, we not only conduct publicity activities, but also strengthen on-site waste classification. There were no incidents of major waste leakage in 2023.

Statistics on Waste and Resource Recycling			
Waste Composition	**Hazardous/ Non-hazardous**	**Off-site**	
Item		**Waste Generation (ton)**	**Disposal Method**
Excrement or urine	Non-hazardous	75.95	Other recycling operations
Waste wood mixture	Non-hazardous	23.00	Incineration (excluding energy recovery)
General waste from business activities	Non-hazardous	227.79	Incineration (excluding energy recovery)
Recorce recycling	Non-hazardous	28.00	Preparation for reuse

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Appendix：External Assurance Statement

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Report no.：(TH24-640 / version 1)

Greenhouse Gas Verification Report Opinion
THGHG24640-00

Verification Scope:	National Kaohsiung University of Hospitality and Tourism No.1, Songhe Rd., Xiaogang Dist., Kaohsiung City 812301, Taiwan (R.O.C.)
Verification Criteria:	ISO 14064：2018
Verification Objectives：	According to ISO 14064-3:2019, AFNOR Asia Ltd. (AFNOR ASIA) confirms that the GHG statement (GHG inventory report) of the above-mentioned organization(s) is reported in accordance with the verification criteria agreed by both parties. AFNOR performs the verification with an objective and fair position and principle (relevant, complete, consistent, accurate, and transparent).
Data Period：	From 01 01, 2023 to 12 31, 2023

Verification Data：		
Direct GHG emissions (category 1):	664.1843	tons CO₂e
Energy indirect GHG emissions (category 2):	4,006.2327	tons CO₂e
Indirect GHG emissions (category 3~6):	1,280.2370	tons CO₂e

Global Warming Potential (GWP)：refer to IPCC ___2023___ Year, the ___6th___ assessment report

Statement Basis： This statement must be interpreted as a whole with the following.

| GHG Inventory report (version： | 1 | ；Date： | 09 20, 2024 |) |
| GHG Inventory (version： | 1 | ；Date： | 09 20, 2024 |) |

Materiality： 5% (category 1 and category 2)

Type of Opinion： ☒unqualified ☐qualified (see the subsequent page) ☐disclaim the issuance

Verification Conclusion: Confirm that the organization submits a GHG statement in accordance with the requirements of the verification criteria agreed by both parties, and fairly presents the GHG data and related information, which is consistent with the verification scope, objectives and criteria agreed by both parties.
Declares that the reasonable assurance level of the inventory data is category 1 and category 2.

Date of Issuance： 11 04, 2024

APPROVED BY

Patrick Ni

Patrick NI
Director for Certification
ON BEHALF OF
AFNOR ASIA

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Report no.：(TH24-640 / version 1)

Emissions Data for Each Category：

Category	Description of content	GHG emissions (tons CO₂e)	Note
(Category 1) Direct GHG emissions	Stationary emissions, Mobile emissions, Fugitive emissions	664.1843	
(Category 2) Indirect GHG emissions from imported energy	Indirect emissions from purchased electricity	4,006.2327	Location-based
(Category 3) Indirect GHG emissions from transportation	Business travel, Employee transport emissions	253.5275	
(Category 4) Indirect GHG emissions from products used by organization	Upstream emission for business, Waste treatment emissions	932.6486	
(Category 5) Indirect GHG emissions associated with the use of products from the organization	Downstream Leased Assets	94.0609	
(Category 6) Indirect GHG emissions from other sources	NS	NS	

Biomass burning emission： 0.0000 tons CO₂e

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Other Related Verification Information

Organization boundaries：：	operational control
GHG type：	Carbon dioxide (CO₂), Methane (CH₄), Nitrous oxide (N₂O), Hydrofluorocarbon (HFCs), Perfluorocarbon (PFCs), Sulfur hexafluoride (SF₆), Nitrogen trifluoride (NF₃)
Purpose of intended use:	Voluntarily understanding the status of greenhouse gas emissions as a basis for reduction strategies. (This statement of responsibility applies only to the purpose of intended use mentioned above and not to any other purpose.)
Criteria for significance of indirect emissions：	- Identified stakeholder requirements： ☒Yes ☐No - Identified regulation requirements： ☒Yes ☐No - Identified magnitude of emissions ： ☒Yes ☐No - Others：
Purchased power factor:	Refer to the 2022 annual power factor announced by the Energy Administration, Ministry of Economic Affairs on 06 21, 2023
Data sources：	☒ The primary data is collected from on-site operation activities. ☒ Category 3~6 emissions are calculated with estimated data. The secondary data sources are: Carbon Footprint information Platform database, ☐ others：
Verification method:	☒On-site
Qualified opinion：	NO
Others：	NO
Verification date：	09 04, 2024 (Document viewed) 09 11, 2024 and 09 12, 2024 (ST1) 02 23, 2024 (ST2)
Report date：	09 27, 2024

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Verification team and technical review

Lead Verifier：	CHI TAI, YANG	Signature：	*Yang, Chi-Tai*
Verifier：	Hui-Wen Liu	Signature：	*Liu, Hui-Wen*
Independent review：	SHIH-TING TSENG	Signature：	*Shih-Ting Tseng*

Verification processes

AFNOR is based on risk assessment methods and controls. Evidence collection procedures are including pre-trip assessment, on-site visits, interviews with site personnel, confirmation of documented evidence provided, sampling of emission data, evaluation of data management systems, confirming the collection and compilation of emission data, analysis between production and energy consumption, and confirmation of whether the terms of the agreement referred to are properly applied.

Roles and Responsibilities

The verified organization is responsible for preparing and submitting a GHG statement in accordance with the verification criteria. This responsibility includes the planning, implementation and maintenance of data management systems related to GHG declarations, GHG inventory and GHG inventory reports.

AFNOR provides independent third-party verification of the reported GHG emissions and issues verification opinions for the organizational GHG emissions. The verification team is independent and impartial, and there is no conflict of interest.

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Independent Assurance Statement

NATIONAL KAOHSIUNG UNIVERSITY OF HOSPITALITY AND TOURISM

2023 SUSTAINABILITY REPORT

AFNOR GROUP was established in 1926. We are the National Standardization Body of France, a permanent council member in ISO and one of the leading certification bodies in the world. This verification work was carried out by AFNOR ASIA LTD., a subsidiary of AFNOR GROUP. All the members of the verification team have professional backgrounds and have accepted AA1000 AS, AFAQ 26000, ISO 9001, ISO 14001, ISO 14064, ISO 45001, ISO 50001, and other sustainability-related international standard trainings. All assigned verifiers have been approved as the lead auditors or verifiers. AFNOR ASIA LTD. and NATIONAL KAOHSIUNG UNIVERSITY OF HOSPITALITY AND TOURISM (hereinafter referred to as "NKUHT") are independent entities. AFNOR ASIA LTD. hereby provides a summary of NATIONAL KAOHSIUNG UNIVERSITY OF HOSPITALITY AND TOURISM Sustainability Report of 2023 (hereinafter referred to as "the Report") but was not involved in any way in its preparation.

SCOPE

NATIONAL KAOHSIUNG UNIVERSITY OF HOSPITALITY AND TOURISM is responsible for reporting fairly on the economic, environmental and social aspects of operating activities and performance of school in sustainability reports in accordance with the declared sustainability reporting standards.

AFNOR ASIA LTD. is responsible for:

1. Evaluating the accordance of the Report with the Type 1 of AA1000 Assurance Standard (v3) based on the AA1000 Accountability Principles (2018). The reliability verification of the revealed sustainability performance information and data was not included. The verification scopes include sustainability issues, response mechanism, performance information, management systems of information, and the processes of materiality evaluation and stakeholder participation.
2. In accordance with the GRI Standards, we verified the statement options and material topics disclosed in the report compiled by NKUHT.
3. In accordance with the Task Force on Climate-related Financial Disclosures, we verified the content compiled and disclosed by NKUHT in the report.
4. In accordance with the Sustainability Accounting Standards Board Standards, we verified the content compiled and disclosed by NKUHT in the report.

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REFERENCES

The scope of the assurance includes an assessment of the source adequacy of specific performance information and an assessment of adherence to the following reporting criteria：

- AA1000 Accountability Principles (2018)
- GRI Standards
- Task Force on Climate-related Financial Disclosures
- Sustainability Accounting Standards Board Standards

METHODOLOGY

- The inclusivity, materiality, responsiveness, and impact in the Report were assessed according to the principles of management process against AA1000 Assurance Standard (v3).
- The report is reported in reference with the GRI Standards, and the content of the report is reviewed for general disclosures and specific topic disclosures that comply with the GRI Standards.
- The mechanism of communication and response to the interest of stakeholders was verified through discussion and interview with the management team, however, the assessment team did not make any direct contact with external stakeholders.
- The qualitative and quantitative information produced, collected, and disclosed by the Report was reviewed through a validated sampling plan.
- The documents, materials and information related to the report were examined and reviewed by interviewing the responsible persons of each group of NKUHT.
- Interviews with members of the organization related to sustainable development management and report writing, including representatives of all levels and departments.
- All documents, data and information related to the preparation of this report were checked by the verification team through interviews with relevant personnel.
- Check the sufficiency and completeness of supporting materials and evidence for the content of the report.

CONCLUSION

◆ **AA1000 Accountability Principles**

Inclusivity

NKUHT has identified and maintained a wide range of stakeholder participation channels to

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understand issues of concern to stakeholders and incorporate issues from various stakeholders. The report has reported and disclosed economic, environmental, social, and governance information that is sufficient to support the achievement of the school's strategies, goals, standards, and performance.

Materiality

NKUHT has published relevant information so that stakeholders can judge the school's governance and performance, and plan to develop and implement a decision-making mechanism for material topics to focus on its sustainable development, and the report reflects the importance and priority of the school's response to each material topics.

Responsiveness

NKUHT has developed and implemented a stakeholder response mechanism through communication channels, clearly announcing various relevant policies, norms, codes, evaluation targets, etc., and regularly communicating with stakeholders to make every effort to implement and monitor management policies and performance objectives that compliance with stakeholder expectations.

Impact

NKUHT has adopted the monitoring and measurement of risks and opportunities in response to the major impacts of various sustainable development actions taken; identified various risks and opportunities to formulate action plans to effectively manage, continuously improve, and communicate responsibility and demonstrate sustainable performance.

◆ **Global Reporting Initiative Sustainability Reporting Standards**

Based on the results of the review, we confirm that the Report complies with GRI reporting requirements in terms of general disclosure items and specific topic disclosures, including material topics management and disclosure items

◆ **Task Force on Climate-related Financial Disclosures**

Based on the results of the review, NKUHT has revealed the impact of climate change on the school's operations, as well as measures to address risks and opportunities. In the future, the organization can consider different climate-related scenarios to understand the possible future impacts on school operations and develop resilient strategies to respond appropriately.

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◆ **Sustainability Accounting Standards Board Standards**

Based on the results of the review, NKUHT has made disclosures with reference to the sustainable accounting indicators and activity indicators of the SASB standards. In the future, the organization can continue to collect and report according to disclosure standards and integrate it into the school's information collection, monitoring and analysis processes.

ASSURANCE OPINION

AFNOR ASIA LTD. has developed a complete sustainability reporting assurance standard based on the verification guidelines of the AA1000 Assurance Standard (v3). Based on the sufficient evidence provided by NKUHT and the facts seen during verification, we adhere to the principle of fairness and issue a statement on the global sustainability reporting standards followed by the organization. In our opinion, the information and data presented in the Report by NKUHT provides a fair and balanced representation. We believe the focuses on economic, social, and environmental matters in NKUHT in 2023 are well represented.

ASSURANCE LEVEL

In accordance with the AA1000 Assurance Standard (v3), we verified this assurance statement corresponding to a moderate level. The scope and methods are as described in this statement.

LIABILITY

This assurance statement is intended for the use of NATIONAL KAOHSIUNG UNIVERSITY OF HOSPITALITY AND TOURISM only. AFNOR ASIA LTD. is not responsible for any other uses. Our responsibility is only based on the scope and methodology described, and to provide stakeholders an independent assurance statement.

For and on behalf of AFNOR GROUP：
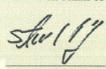
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