

A circular logo with a blue and purple gradient background. The year '2025' is written in a light blue font at the top, with a dotted line underneath. Below it, the words 'ANNUAL REPORT' are written in a bold, dark blue font. The logo is set against a background of abstract geometric shapes and lines in shades of purple and blue.

2025  
**ANNUAL  
REPORT**



**HEEACT**

Higher Education Evaluation  
& Accreditation Council  
of Taiwan

2025

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# ANNUAL REPORT

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## 2 Overview

- Background
- Vision, Core Values, and Identity
- Services
- Organizational Structure

## 8 Services and Achievements

- Institutional Accreditation
- Voluntary Accreditation
- Capacity-Building Workshops for Accreditation and Evaluation
- Feedback and Appeals Mechanisms
- MOE Commissioned Projects
- Research Projects
- Academic and International Exchanges
- Publications and Promotional Activities

## 42 Internal Quality Assurance

- Annual Audit
- Financial Audit
- ISO Audit

## 44 Appendix

- 2025 QA Service & Administrative Data
-



## Background

In 2002, the Ministry of Education (MOE) convened a forum and launched a task force to prepare for the establishment of a nonprofit foundation dedicated to university accreditation and evaluation. On December 26, 2005, the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) was jointly established by the MOE and 153 higher education institutions (HEIs) in Taiwan. On the same day, the Taiwan Medical Accreditation Council (TMAC), originally established under the National Health Research Institutes, was reconstituted under HEEACT.

## Vision, Core Values, and Identity

As a government-funded national quality assurance (QA) agency responsible for higher education accreditation, HEEACT supports HEIs in their endeavor to constantly improve education quality through third-party external accreditation. In addition to evaluating and accrediting HEIs, HEEACT actively conducts research on national and international QA systems and assists the government in planning accreditation and QA mechanisms. Moreover, HEEACT provides professional QA training courses, disseminates QA-related information, and works to expand the global visibility of

Taiwan's higher education. HEEACT continues to enhance its professionalism, service quality, and capability to align with international QA networks and agencies.

Vision ▶ Integrity, Professionalism, and Excellence

Core Values ▶ Autonomy, Transparency, Internationalization, and Informatization

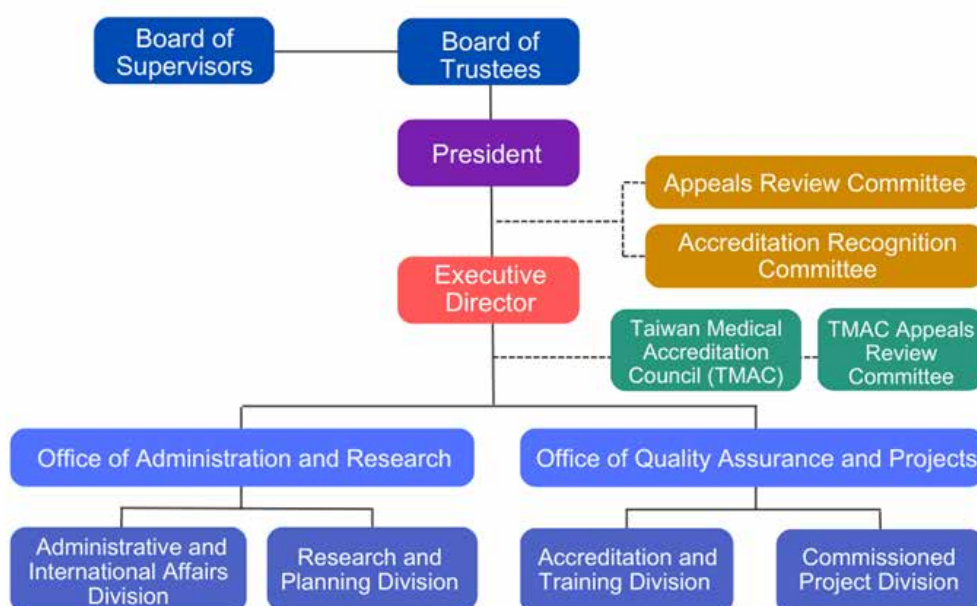
Identity ▶ A higher education quality assurance agency with international recognition and excellence in professional practice

## Services

### HEEACT provides the following services:

- Supporting the government and HEIs in promoting higher education evaluation and QA.
- Undertaking commissioned projects from both domestic and international institutions to conduct higher education evaluation and research.
- Fostering collaboration and knowledge exchange with international QA agencies and organizations.
- Assisting the government with the strategic planning and implementation of various higher education programs.
- Conducting other public welfare education initiatives that align with HEEACT's core values and its purpose of establishment.

## Organizational Structure



Note. Committees operating independently are indicated by dotted lines.

Figure 1: Organizational Structure of HEEACT



## Board of Trustees

The sixth Board of Trustees (BOT) is composed of 17 members, serving from August 1, 2022, to July 31, 2026 (see Table 1). The President, elected by the BOT members, serves as the Chairman of the Board internally and represents HEEACT externally.

**Table 1: Members of the Sixth BOT**

Title	Name	Current Position	Representative Category
<b>President/ Standing Committee of the Board</b>	Der-Tsai Lee	Distinguished Visiting Chair, Institute of Information Science and Research Center for IT Innovation, Academia Sinica, Taiwan	HE and QA Experts (designated by the MOE)
<b>Trustee/ Standing Committee of the Board</b>	Kao-Hsien Liao	Director, Department of Higher Education, MOE	Government and University Association Representatives (MOE Rep.)
<b>Trustee/ Standing Committee of the Board</b>	Fuh-Jyh Jan	President, National Chung Hsing University	Government and University Association Representatives (Association of National Universities of Taiwan Rep.)
<b>Trustee/ Standing Committee of the Board</b>	Ming-Guo Her	President, Tatung University	Government and University Association Representatives (Association of Private Universities and Colleges Rep.)
<b>Trustee/ Standing Committee of the Board</b>	Tzu-Hsiang Ko	President, Lunghwa University of Science and Technology	Government and University Association Representatives (Association of Private Universities and Colleges of Technology Rep.)
<b>Trustee</b>	Yu-Huei Yang	Director, Department of Technical and Vocational Education, MOE	Government and University Association Representatives (MOE Rep.)
<b>Trustee</b>	Tsai-Yen Li	President, National Chengchi University	Government and University Association Representatives (Association of National Universities of Taiwan Rep.)
<b>Trustee</b>	Lucia S. Lin	President, Providence University	Government and University Association Representatives (Association of Private Universities and Colleges Rep.)
<b>Trustee</b>	Tao-Ming Cheng	President, Chaoyang University of Technology	Government and University Association Representatives (Association of Private Universities and Colleges of Technology Rep.)
<b>Trustee</b>	Chung-I Lin	President, National Academy for Educational Research	HE and QA Experts (designated by the MOE)
<b>Trustee</b>	Wei-Ming Luh	Chair Professor, Institute of Education, National Cheng Kung University	HE and QA Experts (designated by the MOE)

<b>Trustee</b>	Yueh-Tuan Chen	President, Open University of Kaohsiung	HE and QA Experts (designated by the MOE)
<b>Trustee</b>	Woei-Jer Chuang	Chair Professor, Department of Biochemistry and Molecular Biology, National Cheng Kung University	HE and QA Experts (designated by the MOE)
<b>Trustee</b>	Chun-Yin Doris Chen	Distinguished Professor, Department of English, National Taiwan Normal University	HE and QA Experts (designated by the MOE)
<b>Trustee</b>	Mon-Shu Ho	Professor, Department of Physics, National Chung Hsing University	HE and QA Experts (designated by the MOE)
<b>Trustee</b>	Shiow-Fon Tsai	Vice President and Chair Professor, Asia University	HE and QA Experts (designated by the MOE)
<b>Trustee</b>	Huey-Chin Tsai	President and Chief Sustainability Officer, HIWIN Technologies Corp.	Industry and Business Representatives

**Note. Last updated: December 31, 2025**

Changes during the term:

- Yu-Wen Chen, Professor, Department of Social Work, National Taiwan University
- Fuh-Sheng Shieu, President, National Chung Hsing University
- Kuei-Fen Chiu, Professor, Graduate Institute of Taiwan Literature and Transnational Cultural Studies, National Chung Hsing University
- Wei-Ta Pan, President, Soochow University
- Chun-Chang Chu, Director, Department of Higher Education, MOE
- Ying-Yao Cheng, President, National Sun Yat-sen University
- Jing-Yang Jou, President, National Central University

## Board of Supervisors

The sixth Board of Supervisors (BOS) is composed of three members, serving from August 1, 2022, to July 31, 2026 (see Table 2).

**Table 2: Members of the Sixth BOS**

Title	Name	Current Position	Representative Category
<b>Supervisor</b>	Chia-Wei Liu	Director, Department of Accounting, MOE	Government Representative
<b>Supervisor</b>	Chan-Jane Lin	Professor, Department of Accounting, National Taiwan University	Accounting and Law Experts
<b>Supervisor</b>	Chun-Chieh Hwang	Distinguished Professor, Department of Financial and Economic Law, National Chung Cheng University	Accounting and Law Experts

**Note. Last updated: December 31, 2025**

Changes during the term: Shun-Yu Lin, Director, Department of Accounting, MOE



## **Executive Director**

Dr. Kuang-Chao Yu, Distinguished Professor at National Taiwan Normal University, has been appointed as the Executive Director (ED) of HEEACT to oversee its affairs in accordance with the directives of the BOT.

## **Office of Administration and Research**

Dr. Yu-Wen Chen, Professor in the Department of Social Work at National Taiwan University, has been appointed as the Director of the Office of Administration and Research. The Office comprises two divisions: the Administrative and International Affairs Division, and the Research and Planning Division.

The Administrative and International Affairs Division is responsible for secretarial tasks and issues related to public relations, human resources, accounting, IT support, general affairs, cashiering, and overseas accreditation. The Research and Planning Division is responsible for Institutional Accreditation, Recognition of Self-Accreditation, Recognition of Domestic and Overseas Professional QA Agencies, QA-related research projects, and publications in both Traditional Chinese and English.

## **Office of Quality Assurance and Projects**

Dr. Chia-Yu Chang, Professor in the Graduate Institute of Technological and Vocational Education at the National Taipei University of Technology, has been appointed as the Director of the Office of Quality Assurance and Projects. The Office comprises two divisions: the Accreditation and Training Division, and the Commissioned Project Division. The Office is responsible for affairs related to the planning and implementation of accreditation for HEIs in Taiwan, reviewer training, and MOE-commissioned projects.

## **Taiwan Medical Accreditation Council (TMAC)**

The TMAC Committee is composed of 13 to 15 members (see Table 3), one of whom is elected by and among members to serve as Chairman, responsible for convening and chairing all TMAC meetings. The Executive Officer, nominated by the Chairman and appointed following the Committee's approval, is responsible for promoting QA and accreditation in medical education.

**Table 3: Members of the Ninth TMAC Committee**

Name	Current Position
<b>Shan-Chwen Chang (Chairman)</b>	Executive Vice President, National Taiwan University; President, Joint Commission of Taiwan
<b>Tai-Lung Cha (Executive Officer)</b>	Director, National Institute of Cancer Research
<b>Ji-Tseng Fang</b>	Distinguished Professor, Chang Gung University
<b>Jan-Show Chu</b>	Vice President, Taipei Medical University
<b>Peih-Ying Lu</b>	Professor, Department of Medical Humanities and Education, Kaohsiung Medical University
<b>Yih-Jer Wu</b>	Dean, College of Medicine, MacKay Memorial Hospital
<b>Wen-Chi Lin</b>	Professor, Center for General Education, Taipei Medical University
<b>Chii-Jeng Lin</b>	Honorary Professor, National Cheng Kung University; General Counsel & Attending Physician, Show Chwan Memorial Hospital
<b>Tsung-Ying Chen</b>	Vice President, Tzu Chi University
<b>Yen-Hsuan Ni</b>	Dean, College of Medicine, National Taiwan University; President, Taiwan Association of Medical Education
<b>Wen-Ming Hsu</b>	Professor, College of Medicine, National Taiwan University; Chief, Pediatric Surgery, National Taiwan University Hospital
<b>Wang-Huei Sheng</b>	Vice Superintendent, National Taiwan University Hospital Hsin-Chu Branch; Professor & Chairperson, College of Medicine, National Taiwan University
<b>Fen-Yu Tseng</b>	Distinguished Attending Physician, National Taiwan University Hospital Hsin-Chu Branch
<b>Ling-Yu Yang</b>	Professor, Faculty of Department of Pediatrics, School of Medicine, National Yang Ming Chiao Tung University
<b>Sung-Tsang Hsieh</b>	Distinguished Professor, College of Medicine, National Taiwan University

\*Last updated: December 31, 2025

### Accreditation Recognition Committee

An Accreditation Recognition Committee has been established for each type of accreditation to review and approve the accreditation results.

### Appeals Review Committee

To review appeals filed by HEIs against the accreditation or recognition results, faculty members of HEIs or disinterested persons of integrity in the community, who possess expertise in law or educational evaluation and accreditation, are appointed to form an Appeals Review Committee. TMAC also establishes a separate Appeals Review Committee dedicated to reviewing appeals in medical education.



## Services and Achievements

### Institutional Accreditation

#### Third Cycle of Institutional Accreditation

Under the premise of aligning the evaluation mechanisms of institutional accreditation in Taiwan's higher education with international standards, the QA standards in the third cycle of Institutional Accreditation are devised based on the practices of institutional accreditation in major countries across the globe. Guided by the philosophy of QA, the Plan-Do-Check-Act (PDCA) cycle, and the promotion of various higher education policies in Taiwan, it examines HEIs' operational effectiveness, as well as their strategies and actions in response to operational risks, with the goal of ensuring and continuously improving their educational and institutional effectiveness in the highly competitive higher education environment.

#### 1. Mechanisms and Features

The third cycle of Institutional Accreditation consists of four standards and 15 core indicators. These standards include Institutional Governance and Management, Teaching and Academic Professionalism, Student and Learning Outcomes, and Social Responsibility and Sustainable Development. The core indicators under each standard represent the required components for Institutional Accreditation.

To encourage HEIs to develop and demonstrate their distinctive features and uniqueness, they may choose either of the following methods for accreditation based on their features or needs:

- (1) Demonstrating how their features align with the existing core indicators; or
- (2) Adding new indicators under the existing standards.

Through a two-stage deliberative process (i.e., the on-site visit review panel's proposed results and the Accreditation Recognition Committee's resolution), the accreditation results will be reported to the HEEACT's joint meeting of the BOT and BOS for further ratification, and to the MOE for its records. An HEI will be granted either of the following three types of accreditation results: (1) Accredited for a validation period of 6 years, (2) Accredited for a validation period of 3 years, or (3) Re-accreditation.

### 2. HEIs and Schedule

The third cycle of Institutional Accreditation is a three-year project. It is expected to evaluate a total of 83 HEIs from 2023 to 2025, including 67 public and private universities, eight religious schools, six military schools, and two open universities. The implementation of Institutional Accreditation is divided into two periods each year: the first half and the second half. The accreditation process consists of six stages: (1) Preparation, (2) Self-Assessment, (3) Document Review, (4) On-Site Visit, (5) Decision-Making, and (6) Follow-Up.

In the first half of 2025, a total of 10 HEIs completed the evaluation, including China Medical University, China Evangelical Graduate School of Theology, Tunghai University, National Central University, National Chung Cheng University, National Cheng Kung University, National Tsing Hua University, National Taiwan Normal University, National Taiwan Ocean University, and Taipei Medical University. The on-site visits were conducted from May 5 to June 10, 2025.

As for the second half of 2025, a total of 10 HEIs completed the evaluation, including Chung Yuan Christian University, Chang Gung University, Weixin Shengjiao College, Kaohsiung Medical University, National Sun Yat-sen University, National Chung Hsing University, National Chengchi University, National Yang Ming Chiao Tung University, National Taiwan University, and Feng Chia University. The on-site visits were conducted from November 17 to December 19, 2025.

### 3. Accreditation Results

An HEI will be granted either of the following three types of accreditation results: (1) Accredited for a validation period of 6 years, (2) Accredited for a validation period of 3 years, or (3) Re-accreditation. To enhance the global visibility of Taiwan's





higher education, the accreditation results will be published on the *Taiwan Quality Institution Directory* (TQID) website (<https://tqid.heeact.edu.tw/index.aspx>).

The accreditation results for the 10 HEIs evaluated in the first half of 2025 will be announced in January 2026. The results for the 10 HEIs evaluated in the second half of 2025 will be announced in July 2026.

## Voluntary Accreditation

In 2017, the MOE announced that program accreditation would be voluntary. With autonomy and self-accountability, HEIs may decide not to undergo program accreditation and instead implement alternative mechanisms to ensure teaching quality. HEIs can commission professional accreditation agencies for program accreditation or opt for self-accreditation, with the accreditation results subsequently recognized by HEEACT. As a result, HEEACT is responsible for planning and implementing the following two accreditation services: (1) HEEACT Program Accreditation and (2) Recognition of Self-Accreditation.

### HEEACT Program Accreditation

#### 1. Mechanisms and Features

In this cycle of HEEACT Program Accreditation, QA standards are developed in alignment with the philosophy of "implementing internal quality assurance and enhancing the capacity of sustainable development." Considering both domestic and international accreditation practices, the PDCA cycle is integrated into the design of QA standards to assist programs in evaluating their practices and outcomes across three major dimensions: (1) Program Development, Governance, and Improvement; (2) Faculty and Teaching; and (3) Students and Learning. The core indicators specified within each standard represent the required components for HEEACT Program Accreditation, while programs retain flexibility in developing distinctive indicators under the existing standards.

#### 2. HEIs and Schedule

In the first half of 2025, HEEACT was commissioned by three HEIs (i.e., Chung Shan Medical University, Fu Jen Catholic University, and I-Shou University) to conduct Program Accreditation for 90 programs. The on-site visits were conducted from May 12 to June 11, 2025.

In the second half of 2025, HEEACT was commissioned by eight HEIs (i.e., Southern Taiwan University of Science and Technology, National Pingtung University



of Science and Technology, National Yunlin University of Science and Technology, National Chin-Yi University of Technology, National University of Tainan, Kun Shan University, Chaoyang University of Technology, and Shu-Te University) to conduct Program Accreditation for 96 programs. The on-site visits were conducted from November 11 to December 12, 2025.

In 2025, a total of 10 HEIs with 18 programs applied for an extension of the validation period. In the first half of the year, eight HEIs with 16 programs were evaluated, with on-site visits conducted from April 29 to June 10, 2025. In the second half of the year, two HEIs with two programs were evaluated, with on-site visits conducted on November 5 to 6, 2025.

### 3. Accreditation Results

The accreditation results will be determined based on degree levels, namely associate, bachelor's, master's, and doctoral degrees. Each degree level may be awarded one of the following statuses for HEEACT Program Accreditation: (1) Accredited for a validation period of 6 years, (2) Accredited for a validation period of 3 years, or (3) Re-accreditation. A program accredited for a validation period of 3 years may request an extension within 2.5 years after the accreditation result(s) are announced. The extension request may result in one of the following outcomes: (1)





Extension granted – a validation period of three years, or (2) Extension denied.

The accreditation results for 90 programs applying for HEEACT Program Accreditation and for 16 programs requesting an extension, evaluated in the first half of 2025, were announced on the HEEACT and the TQID websites. The accreditation results for 96 programs applying for HEEACT Program Accreditation and for two programs requesting an extension, evaluated in the second half of 2025, will be announced by March 2026.

## **Recognition of Self-Accreditation**

To assist HEIs in self-accrediting their programs based on their needs and features, the Recognition of Self-Accreditation is divided into two stages: (1) Recognition of self-accreditation mechanisms and (2) Recognition of self-accreditation results.

### **1. Mechanisms and Features**

#### **(1) Recognition of self-accreditation mechanisms**

The recognition of self-accreditation mechanisms will be conducted on a per-HEI basis. It aims to review an HEI's action plan for self-accreditation mechanisms, related procedures, and regulations according to HEEACT's established standards. Each HEI shall submit its action plan for self-accreditation mechanisms as the primary basis for the review and recognition.

#### **(2) Recognition of self-accreditation results**

The recognition of self-accreditation results will be conducted on a per-

program basis. A program is assessed to determine if it implements self-accreditation according to the HEI's recognized action plan. The review procedures revolve around the processes, outcomes, and improvement efforts made by each program.

### 2. HEIs and Schedule

In the first half of 2025, four HEIs applied for the recognition of their self-accreditation mechanisms: National Central University, National Cheng Kung University, National Chengchi University, and Soochow University. In the second half of 2025, four HEIs applied for recognition of their self-accreditation mechanisms: National Sun Yat-sen University, National Yang Ming Chiao Tung University, National Taiwan University of Science and Technology, and Asia University.

### 3. Recognition Results of Self-Accreditation Mechanisms

An HEI may receive one of the following statuses: (1) Recognition granted or (2) Recognition denied. An HEI that receives recognition may conduct self-accreditation and submit reports for self-accreditation results for review.

In the first half of 2025, four HEIs that applied for recognition of their self-accreditation mechanisms were granted recognition. In the second half of 2025, another four HEIs that applied for recognition of their self-accreditation mechanisms were granted recognition.

### 4. Recognition Results of Self-Accreditation Results

A program may receive one of the following statuses regarding its Self-Accreditation Result: (1) Recognition granted or (2) Recognition denied.

## Accreditation of Medical Education

TMAC is the accrediting body responsible for quality assurance in medical education in Taiwan, including medical schools and post-baccalaureate medical programs that confer the Doctor of Medicine (M.D.) degree. Its accreditation standards consist of Institution, Curriculum and Assessment of Students, Medical Students, Faculty, and Educational Resources. Through its accreditation processes, TMAC ensures that medical education meets established standards and effectively prepares qualified physicians who are responsive to societal needs and expectations. A program may receive one of the following four types of accreditation results: (1) Accredited, valid for 6 years, (2) Accredited, valid for 3 years, (3) On Probation, or (4) Nonaccredited.

In 2025, TMAC conducted a comprehensive review and revision of its accreditation standards to maintain and enhance the quality and rigor of the





accreditation process. Full accreditation reviews were carried out at nine medical schools and post-baccalaureate medical programs. In addition, TMAC organized one institutional briefing session and one on-site reviewer workshop to enhance HEIs' understanding of the principles underlying medical education accreditation and to strengthen the professional capacity of reviewers.

## HEEACT Overseas Program Accreditation

### 1. Over 30 Overseas Academic Programs Have Been Accredited by HEEACT

In 2020, HEEACT officially launched the Overseas Program Accreditation (OPA). Through a professional and transparent accreditation process and established standards, HEEACT accepts applications for program accreditation from overseas HEIs. To date, HEEACT has accredited over 30 study programs across various regions, including Russia, Macau, and Indonesia. The accreditation results are publicly available on the TQID website (<https://tqid.heeact.edu.tw/CrossCountry.aspx>).

### 2. Mechanisms and 2025 Implementation Results

HEEACT OPA is application-based. The QA standards are devised to evaluate the effectiveness of a program's operations across three major dimensions: (1) Program Development, Governance, and Improvement; (2) Faculty and Teaching; and (3) Students and Learning.

To accommodate the diverse nature of academic programs across countries, HEEACT appoints reviewers based on the professional field of the evaluated program, in alignment with its 17 established academic fields. These fields include



Agriculture, Applied life sciences, Communications, Law, Education, Social and behavioral sciences, Business and administration, Social welfare and social work, Arts, Design, Humanities, Engineering, Landscape, urbanity, and architecture, Medicine and health, Mathematics and statistics, Natural sciences, and Computer science and information engineering. Reviewers undergo professional training to ensure consistency and expertise in the evaluation process. For each program, HEEACT appoints two to four reviewers and, depending on the program's academic field, may invite overseas reviewers. The selection of overseas reviewers is supported by recommendations from international QA agencies with which HEEACT has established partnerships through memorandums of understanding (MOUs).

HEEACT has established long-term collaborations with international higher education and QA agencies. By leveraging the advantages of this global network and engaging in professional cooperation with higher education and QA experts from both domestic and international contexts, HEEACT develops and offers OPA training courses. These courses provide comprehensive training for the programs being evaluated, helping them understand international QA trends and their significance, develop internal and external QA models, and ultimately enhance the overall quality of education.

As of December 2025, HEEACT has completed OPA for 30 programs across seven HEIs in Indonesia. In alignment with the updated standards and indicators introduced in the fourth cycle of HEEACT Program Accreditation, HEEACT has also initiated revisions to the OPA handbook and QA standards, which are scheduled





to be announced and released in 2026. These enhancements are intended to strengthen internal QA mechanisms and foster a culture of sustainable development among accredited programs.

For programs that have already received OPA recognition, HEEACT has continued to monitor their quality improvement outcomes. Among the programs accredited in 2022, nine have submitted self-improvement reports, demonstrating sustained efforts to address and implement the recommendations provided during the accreditation process.

## **Recognition of Domestic and Overseas Professional Quality Assurance Agencies**

### **1. Mechanisms and Features**

In alignment with the MOE's policy, HEEACT has been commissioned since 2017 to undertake the recognition of domestic and overseas professional QA agencies. In 2019, HEEACT promulgated the *Implementing Regulations Governing the Recognition of Domestic and Overseas Quality Assurance Agencies* in 2019. Accordingly, it develops QA standards and core indicators, reviews applications from domestic and overseas professional QA agencies, and evaluates their quality to ensure the rights of HEIs undergoing evaluation. In addition, the recognition results are published on the TQID website to enhance the international visibility of these recognized QA agencies.

In 2025, HEEACT received two applications for the recognition of domestic professional QA agencies: the Taiwan Assessment and Evaluation Association (TWAEA) and the Institute of Engineering Education Taiwan (IEET).

### 2. 2025 Results

The recognition of TWAEA and IEET was valid until May 2025. Both agencies submitted renewal applications in March 2025. At the end of May, the Recognition Committee for quality assurance agencies convened to conduct on-site visits and review the applications. The recognition results were officially announced in June 2025, mailed to the respective agencies, and published on the TQID website (<https://tqid.heeact.edu.tw/index.aspx>).

## Capacity-Building Workshops for Accreditation and Evaluation

Professionalism is the cornerstone of upholding the credibility of accreditation mechanisms. All reviewers appointed by HEEACT are required to undergo professional training to enhance their expertise in accreditation and evaluation.

### Third Cycle of Institutional Accreditation

#### 1. Preparatory Meetings for Reviewers

During a preparatory meeting for reviewers, HEEACT provides detailed explanations of the accreditation process and procedures, QA standards, core indicators, and core indicator descriptors. This ensures that reviewers possess a uniform and comprehensive understanding of the QA standards. In January and August 2025, preparatory meetings were held for reviewers of 2025 Institutional Accreditation.

#### 2. Professional Workshops for Reviewers

To uphold the professionalism of its reviewers, HEEACT has been hosting professional workshops on pertinent topics in evaluation, such as “Ethics in Accreditation” and “Verification of Evaluation Information and Data.”

### HEEACT Program Accreditation

#### 1. Preparatory Meetings for Reviewers

During a preparatory meeting for reviewers, HEEACT provides detailed explanations of the accreditation process and procedures, QA standards, core





indicators, and core indicator descriptors. This ensures that reviewers possess a uniform and comprehensive understanding of the QA standards. In February and August 2025, four preparatory meetings were held for reviewers of 2025 Program Accreditation.

## **2. Professional Workshops for Reviewers**

To uphold the professionalism of its reviewers, HEEACT has been hosting professional workshops on pertinent topics in evaluation, such as “Ethics and Principles in Accreditation” and “Guidelines for Verification and Citations.”

## **Recognition of Self-Accreditation**

### **1. Preparatory Meetings for Reviewers**

During a preparatory meeting for reviewers, HEEACT provides detailed explanations of the recognition process and procedures, QA standards, core indicators, and core indicator descriptors. This ensures that reviewers possess a uniform and comprehensive understanding of the QA standards. In March and September 2025, preparatory meetings were held for reviewers of the Self-Accreditation Mechanism Recognition Working Group.

## **Accreditation of Medical Education**

TMAC organizes one institutional briefing session and one on-site reviewer workshop annually to ensure that reviewers, as well as personnel from medical schools and post-baccalaureate programs, fully understand the principles of medical education accreditation, including the relevant standards, indicators, procedures, and implementation involved in the accreditation process.



### The Higher Education Quality Assurance Forum

Since August 2024, HEEACT has periodically hosted the Higher Education Quality Assurance Forum to provide a platform for dialogue between HEIs and QA agencies. The forum is to enhance the understanding of higher education issues among various stakeholders. HEEACT hosted three forum sessions in February, May, and December 2025, with a total of 351 participants. The topics were “Discussion of Institutional Governance and Sustainability through the Perspectives of Institutional Accreditation,” “Creating the Value of Quality Assurance through the Collaboration between QA Agencies and Higher Education Institutions,” and “Advancing Quality Assurance in University Education through Institutional Research,” respectively.

## Feedback and Appeals Mechanisms

### Feedback Mechanisms

#### 1.Higher Education Accreditation and QA Services (including Institutional Accreditation and Program Accreditation)

Upon completion, a Draft On-Site Visit Report will be uploaded to HEEACT’s online accreditation system and made available for download by the evaluated HEI or program at the designated time. The HEI or program may submit its feedback for the following three reasons:

(1)Lack of conformity to facts: The HEI believes the data, information, and/or statements in the On-Site Visit Report do not accurately reflect its actual state.





(2) Violation of procedure: The HEI believes there was a violation of procedure during the on-site visit.

(3) Request to make revisions: The HEI requests revisions to the On-Site Visit Report due to incomplete data, information, and/or other documents provided by the HEI at the time of the on-site visit.

## **2. Higher Education Accreditation and QA Services**

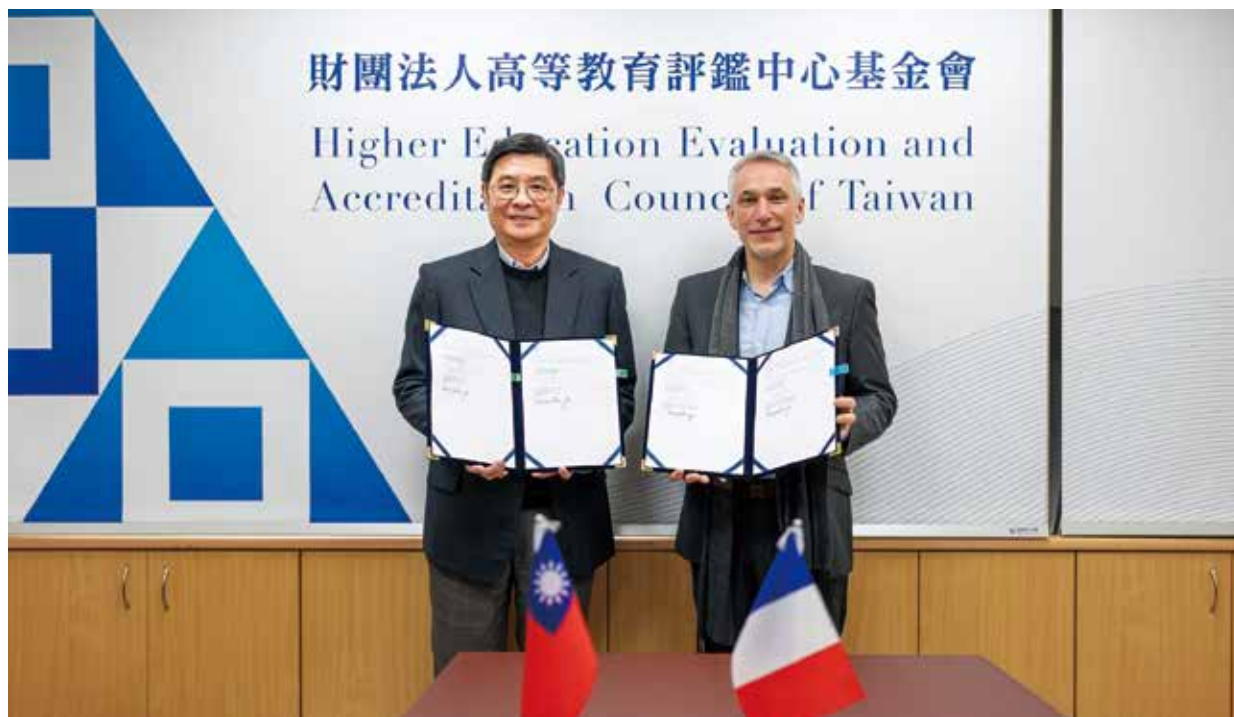
TMAC establishes the *Feedback Guidelines to the Accreditation of Medical Education*. Following a resolution by the TMAC Recognition Committee, a Draft On-Site Visit Report will be sent to the evaluated HEI. Within 14 days after receipt of the Draft On-Site Visit Report, the HEI may submit feedback regarding “violation(s) of procedure” during the accreditation process or “lack of conformity to facts” if any data and/or information recorded in the accreditation results do not conform to the facts presented. Such feedback will be submitted to the Review Panel for further discussion. After collecting the feedback from the HEI and receiving a written response from the Review Panel, TMAC will submit all related documents to the TMAC Recognition Committee for resolution. Finally, TMAC will forward the resolution to the HEI.

## **Appeals Mechanisms**

### **1. Higher Education Accreditation and QA Services**

To ensure the rights of evaluated HEIs, HEEACT has appointed nine experts and scholars with expertise in law or educational evaluation and accreditation to serve on an Appeals Review Committee. An HEI may file an appeal against “violation(s) of procedure” or “lack of conformity to facts.” Within 30 days of receiving the appeal, the Appeals Review Committee shall convene a meeting to determine whether there was a violation of procedure during the accreditation process or whether any data and/or information as recorded in the accreditation results do not conform to the facts presented.

An HEI may receive one of the following four possible results: (1) the appeal dismissed without being decided on the merit, (2) the appeal sustained with remedial measures, (3) the appeal dismissed after having been decided on the merit, or (4) the appeal partially dismissed without being decided on the merit or partially sustained or dismissed after having been decided on the merit. The written resolution of an appeal shall be completed within 4 months after the first meeting. The written final resolution shall clearly state the main theme of the final resolution,



a summary of facts, the contention of both sides, and the reasoning leading to the final resolution. Finally, HEEACT will forward the resolution to the HEI. In 2025, HEEACT did not receive any appeal cases from HEIs.

### 2. Accreditation of Medical Education

TMAC establishes the *Guidelines Governing the Review of Appeals and the Composition of the Appeal Committee* to review appeals. An HEI may file an appeal against “violation(s) of procedure” or “lack of conformity to facts.” Within 30 days of receiving the appeal, the Appeal Committee shall convene a meeting and produce a written resolution. In 2025, TMAC did not receive any appeal cases.

## MOE Commissioned Projects

### Higher Education SPROUT Project

#### 1. Highlights

The Higher Education SPROUT (Sustained Progress and Rise of Universities in Taiwan) Project, a five-year initiative launched by the MOE in 2018, aims to develop the distinctive features of HEIs and cultivate talent for the next generation. The project focuses on a student-centered approach, with teaching at its core. In 2023, the project entered its second phase (2023-2027), with the vision of “shaping and positioning the strengths and distinctive features of universities while cultivating talent to meet future needs and national development.” Its goal is to assist HEIs in





achieving sustainable operations and developing students' core competencies to adapt to future challenges. To establish high-quality procedures and mechanisms, HEEACT has been commissioned by the MOE to oversee the implementation of the Higher Education SPROUT Project.

Through mechanisms such as document reviews, presentation assessments, regular and targeted on-site visits, and a designated platform, HEEACT ensures that the use of funds and project outcomes contribute to the improvement of teaching quality and the effective utilization of government resources, providing a foundation for future policy adjustments.

## **2. 2025 Results**

In 2025, a document review was conducted on HEIs that received grants to ensure the enhancement of education quality and the effective use of government resources. The review covered 68 HEIs under the Main Framework, 66 HEIs under the Section of the Main Framework (Internationalized Administrative Support System), and four HEIs under the Whole-School Program. In addition, a designated platform for the Higher Education SPROUT Project was established, launched, and maintained to monitor the progress and outcomes of each HEI's implementation.

## **Yushan Fellow Program**

### **1. Highlights**

The Yushan Fellow Program, formally titled the Recruitment of Top-notch International Elite by Universities and Colleges with Subsidies from the Ministry of Education, was launched by the MOE in 2018. The Program aims to assist HEIs in recruiting internationally outstanding academics and to enable the academic and industry expertise of global scholars to take root within Taiwan's academic environment, thereby enhancing the international influence and standing of Taiwan's higher education. HEEACT has been commissioned to manage administrative tasks related to reviews, maintain the Yushan Scholar Program Platform, organize scholar exchange activities, and promote the Program. In addition, a feedback mechanism has been established to help participating scholars address relevant issues, which will support HEIs in attracting and retaining top talent.

### **2. 2025 Results**

In alignment with the MOE's policy, the review process has been divided into two periods each year: the first half and the second half. In 2025, a total of 104 new applications were received, along with the completion of 30 renewal cases and



46 mid-term reviews. Additionally, HEEACT organized two events to foster scholarly exchange and collaboration: the Yushan Fellow Orientation and the Yushan Fellow Academic Symposium & Networking Event.

### MOE Teaching Practice Research Program

#### 1. Highlights

The Teaching Practice Research Program, launched by the MOE in 2017, aims to enhance university teaching quality and improve student learning outcomes. Through a grant-based funding mechanism for individual faculty members, the program supports instructors in refining classroom practices and advancing teaching research. HEEACT has been commissioned to oversee the review process, optimize administrative procedures, develop supportive measures, and plan thematic initiatives. Furthermore, HEEACT is dedicated to establishing regional bases within HEIs, promoting exchanges among academic communities, institutionalizing the selection of exemplary projects, publishing an academic journal, and establishing a platform for sharing research results as well as a reviewer database to support multiple-pathway faculty promotion. By guiding the selection of research topics and planning the research process, the program aims to ensure the effective attainment of policy objectives and provide a reference for future policy directions.

#### 2. 2025 Results





In 2025, HEEACT completed the review process for 4,684 project applications, including appeal reviews, and awarded funding to 1,979 projects. In October, an online Briefing Session for the 2025–2026 Call for Projects was held, with approximately 1,300 participants.

Throughout the year, various exchange activities were implemented. In March, the 2023–2024 Excellence Project Awards Ceremony took place, attended by 161 award-winning faculty members and representatives from regional bases. In August, the online 2024–2025 Project Results Sharing Conference was held, with approximately 2,500 participants, during which HEEACT completed monitoring and evaluation reports for 1,895 projects.

## **Project on the Finance Audit Private Universities and Colleges**

### **1. Highlights**

The Project for the Finance Audit of Private Universities and Colleges was launched by the MOE in 2008 to encourage private HEIs to Project on the Finance Audit of Institutional Development Fund for Private Universities and Colleges: Document Review and On-site Visits

Project on the Finance Audit of Institutional Development Fund for Private Universities and Colleges: Document Review and On-site Visits

Project on the Finance Audit of Institutional Development Fund for Private Universities and Colleges: Document Review and On-site Visits



fully utilize MOE funds in alignment with their overall institutional planning. The project aims to support HEIs in developing their institutional operations, establishing distinctive features, and enhancing teaching quality and research capacity. Through document reviews and on-site visits, the project ensures that HEIs properly utilize MOE grants and funds. Since 2014, HEEACT has been commissioned by the MOE to manage the project. By monitoring whether HEIs' use of funds in the previous academic year complies with relevant laws and regulations, HEEACT helps institutions achieve effective fund utilization and balanced development of their operations.

### 2. 2025 Results

In 2025, HEEACT completed the reviews for the 2024–2025 academic year for 41 HEIs, including 32 subjected to document reviews and nine to on-site visits. A decision-making meeting was held to address cases involving fund recovery. Following the approval of the review results for each HEI, the MOE issued official letters to the respective institutions.

## Project for the Protection of Student Rights to Education

### 1. Highlights

The MOE established the *Guidelines for Student Rights in Junior Colleges and Higher Education Institutions* and has commissioned HEEACT to implement the Project for the Protection of Student Rights to Education since 2014. Through document reviews and on-site visits, HEEACT evaluates institutional operations based on four





standards: Curriculum Planning and Implementation, Faculty Qualifications, Distance Learning and Off-Campus Internships, and Others, to safeguard students' right to education and ensure that it is not adversely affected by declining enrollment at HEIs. In addition, to obtain a comprehensive understanding of the status of students' right to education across HEIs in Taiwan, beginning in the 2025–2026 academic year, random evaluations will be conducted for HEIs that have not previously undergone this process. Furthermore, HEEACT hosts a Briefing Session on Maintaining Teaching Quality in Junior Colleges and Higher Education Institutions and revises the Frequently Asked Questions on Safeguarding Teaching Quality in Junior Colleges and Higher Education Institutions to support the MOE in disseminating and promoting relevant policies and regulations.

## 2. 2025 Results

In the spring of 2025, a total of 21 HEIs were evaluated. In the fall of 2025, 24 HEIs underwent evaluation, including 19 scheduled reviews and five random evaluations. Following document reviews and on-site visits, the MOE issued official letters to the respective HEIs, requiring them to implement improvements and submit reports detailing the measures taken. A video explaining procedures for maintaining teaching quality was produced for HEI reference. In addition, two information sessions on maintaining teaching quality in junior colleges and higher education institutions were conducted to promote relevant policies and regulations.

## Project for Inspecting New Southbound Collaboration

### 1. Highlights

To promote international cultural and educational exchange, publicize Taiwan's vocational and technological education, encourage technical and vocational universities and colleges to expand the recruitment of international students, and meet the needs of industries in the New Southbound countries, since 2017, the MOE has offered international industry collaboration programs, short-term technical training programs for foreign youth, and short-term training programs for intermediate and advanced-level professionals. Additionally, the MOE promulgated the *Operational Guidelines for the Application and Review of Subsidies for Technical and Vocational Universities and Colleges to Organize International Industry-Academia Cooperation Programs*.

HEEACT has been commissioned by the MOE to implement the Project for the Protection of Student Rights to Education. This project is to ensure the teaching

quality of collaboration programs and safeguard students' rights to education through document reviews and on-site visits. The evaluation is based on four standards: Curriculum Planning and Implementation; Faculty and Supportive Staff; Student Admissions, Learning, and Counseling Services for Daily Life; and Student Internships and Part-time Work-Study.

### 2. 2025 Results

In the spring of 2025, HEEACT conducted document reviews for 40 HEIs with 443 programs and held 50 on-site visits for 34 HEIs with 107 programs. In the fall of 2025, HEEACT conducted document reviews of 43 HEIs with 522 programs and held 58 on-site visits for 40 HEIs with 136 programs. Upon completion of the on-site visits, review reports documenting the findings from both the document review and the on-site visits were prepared and submitted to the MOE.

## Project for Teacher Education Evaluation

### 1. Highlights

To assess the quality and effectiveness of teacher education programs in HEIs, the MOE established the *Guidelines for the Evaluation of Teacher Education Programs in Universities*. Since 2005, the MOE has regularly implemented the Project for Teacher Education Evaluation and has commissioned HEEACT to manage this project since 2009. In 2024, the project entered its fourth cycle, guided by the following principles: (1) emphasizing quality improvement to cultivate distinctive teachers, (2) integrating institutional research mechanisms to support evidence-based decision-making in teacher education, and (3) ensuring the professional development and effectiveness of teacher candidates' expertise and core competencies. The evaluation process comprises two main categories: (1) Recognition of Self-evaluation, which includes the recognition of evaluation mechanisms and results, and (2) External Evaluations, which involves self-assessments and external reviews. Through these mechanisms, the project aims to ensure the cultivation of teacher candidates with professional competence.

### 2. 2025 Results

In 2025, regarding the Recognition of Self-evaluation, HEEACT reviewed the self-evaluation mechanisms of seven HEIs with a total of 12 teacher education programs. The recognition of the self-evaluation results is scheduled to take place in March 2028.

For the External Evaluations, on-site visits for the first half of the year, involving three HEIs with five teacher education programs, were conducted between May





and June 2025. The procedures for feedback and final approval of results were followed, and the recognition results were announced in December 2025. For the second half of the year, on-site visits for two HEIs with four teacher education programs were completed in December 2025, with the recognition results expected to be announced in June 2026.

## Project for Preschool Educare Related Education Evaluation

### 1. Highlights

To ensure the quality of training for preschool teachers and caregivers, the MOE established the *Regulations Governing Preschool Educare Related Education Evaluation in Junior Colleges and Higher Education Institutions*. Since 2018, HEEACT has been commissioned by the MOE to implement this project. In 2024, the second cycle of the project was launched to establish a self-QA mechanism and, through on-site visits, to assess the operation of these programs, to enhance the overall competence of preschool teachers and caregivers. The evaluation system comprises External Evaluations and Reviews for Evaluation Exemption, which eligible programs may apply for. Through these mechanisms, the project aims to ensure that HEIs consistently maintain and deliver high-quality training for preschool teachers and caregivers.

### 2. 2025 Results

HEEACT completed the Reviews of Evaluation Exemption for nine HEIs, covering a

total of nine programs. The recognition results were announced on June 30, 2025. In addition, HEEACT conducted on-site visits of External Evaluations for five HEIs with five programs, between November and December 2025. The subsequent procedures were followed, and the recognition results are expected to be announced in June 2026.

### Research Projects

#### **Planning Project for the New Cycle of Institutional Accreditation for Universities and Colleges**

Drawing on international developments in institutional accreditation and the current context of higher education in Taiwan, this study examines key issues in the existing institutional accreditation system through document analysis and consultative meetings. Perspectives from diverse stakeholder groups were collected with respect to accreditation planning, implementation procedures, result utilization, and mechanisms for continuous improvement, thereby informing the development of feasible practices and an evaluative framework for the forthcoming accreditation cycle. The findings are as follows.

First, international developments in institutional accreditation indicate gradual trends toward diversification and differentiation of accreditation models, alongside with increased attention to post-accreditation follow-up mechanisms and closer linkages between accreditation results and policy instruments. Second, the current status and major issues of institutional accreditation in Taiwan can be summarized across three dimensions. At the level of policy planning and system design, key challenges include the limited capacity of existing accreditation frameworks and indicators to adequately reflect institutional diversity, the insufficient integration of quantitative data, and the difficulty of aligning reviewer expertise with diverse institutional contexts. At the level of implementation and procedures, concerns are raised regarding limited flexibility in the duration of on-site visits, as well as the absence of timely feedback and substantive two-way dialogue following site visits. With respect to result utilization and continuous improvement, the findings further indicate that accreditation results have not been effectively linked to incentive mechanisms or higher education governance decisions, while mechanisms to promote inter-institutional learning and the dissemination of good practices remain underdeveloped.

Based on these findings, this study proposes feasible approaches for the





forthcoming cycle of institutional accreditation. At the policy level, these include maintaining an accreditation-based model while strengthening relevance and inclusiveness to respond to institutional diversity and emerging forms of education, as well as enhancing data integration across relevant agencies to improve database interoperability and overall evaluation effectiveness. At the level of quality assurance agencies, the study highlights the importance of strengthening reviewer expertise, refining conflict-of-interest and recusal mechanisms, reinforcing post-accreditation follow-up processes, and aligning international developments with local contexts. At the institutional level, universities and colleges are encouraged to strengthen self-evaluation practices, develop distinctive institutional features, and foster an internal quality assurance culture. This study presents corresponding policy and practical recommendations to inform the ongoing refinement of Taiwan's institutional accreditation system in the next cycle.

## **A Study on MOE Teaching Practice Research Program (TPRP): An Outcome Analysis of Universities, Faculty, Students and Doctoral Student Assistants Participating in the TPRP**

Since the 1990s, the Scholarship of Teaching and Learning (SoTL) movement, which originated in North America, has gradually become an international trend. Since 2017, Taiwan's Ministry of Education (MOE) has launched the Teaching Practice Research Program (TPRP) to promote teaching innovation and implement student-centered learning.

This study examines the development and current status of Taiwan's TPRP. A student evaluation questionnaire was developed to investigate students' course experiences and perceived outcomes of participating in the TPRP. Additionally, the study gathered feedback from faculty members who appointed doctoral student assistants and the assistants themselves through questionnaires, to understand how the doctoral teaching/research assistant system is implemented, providing insights for the development of future talent cultivation strategies in higher education.

The findings reveal that TPRP in Taiwan have well-established mechanisms and have yielded benefits. Overall, feedback on students' learning experiences and outcomes in these programs is positive. Furthermore, doctoral student assistants participating in these programs demonstrate high levels of affirmation in the following areas: the learning and community experience, teaching self-efficacy,

developing SoTL professional identity, and practical benefits and career preparation. This study recommends conducting long-term research on the TPRP and providing doctoral student assistants with diversified support and training. This will enhance the talent cultivation mechanism for doctoral students, encourage early engagement with TPRP and contribute to the sustainable development of higher education in Taiwan.

### Academic and International Exchanges

#### HEEACT 20th Anniversary

Founded in 2005, HEEACT marks its 20th anniversary this year. Since launching the first cycle of Program Accreditation in 2006 and undertaking Institutional Accreditation in 2011, HEEACT has gradually established the core framework for external QA in Taiwan's higher education system through the collective efforts of successive presidents and professional teams. In 2017, the MOE announced that program accreditation would become voluntary, marking a significant turning point in Taiwan's higher education QA system. This policy shift not only reflected the growing awareness of HEIs' internal QA but also signaled a new phase of greater institutional autonomy and diversified governance in Taiwan's higher education. In response, HEEACT introduced the HEEACT Program Accreditation and the Recognition of Self-Accreditation initiatives to support HEIs in developing distinctive features and strengthening their internal QA mechanisms.

Coinciding with its 20th anniversary, HEEACT has also received international recognition through the INQAAHE International Standards and Guidelines for Quality Assurance in Higher Education (ISG). This recognition signifies international acknowledgement of HEEACT's professional standards and aligns Taiwan's higher education QA system with global benchmarks. To document and share the achievements and experiences of the past two decades, HEEACT held its 20th anniversary event, HEEACT 20: Advancing Quality Assurance Together, on December 26. The event brought together representatives from the MOE, university presidents, former HEEACT presidents, past and present members of HEEACT's leadership team, and QA partners. Through dialogue and exchange, participants reflected on the development of Taiwan's higher education and accreditation systems while jointly exploring future opportunities for collaboration and innovation in QA.





## International Memberships

To align with international standards, HEEACT has been a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the CHEA International Quality Group (CIQG). HEEACT actively participates in international conferences and activities organized by these international QA networks annually to stay updated on the latest QA-related information and trends in higher education.

## Memorandums of Understanding (MOUs) Signing

Through the signing of MOUs, HEEACT engages in collaborations and exchanges with QA agencies from multiple countries across various areas, including higher education information sharing, staff exchange programs, and QA-related activities in higher education. The MOU signed in 2025 is presented in Table 4.

**Table 4: The MOU signed in 2025**

	Date	Country	QA agency	Note
1	February 12	France	Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur (Hcéres)	New

## International Exchange Activities

HEEACT continues to promote internationalization in order to enhance the global visibility and influence of Taiwan's higher education. Each year, HEEACT plans and hosts visits from higher education-related organizations from various countries, while also accepting invitations from QA agencies abroad. Through personnel exchanges, information sharing, communication, and joint accreditation activities, HEEACT works to advance the development of international QA in higher education. The international exchange activities conducted in 2025 are presented in Table 5.



### 1. Delegation Visit from the University of Tokyo, Japan

In August, a delegation of 23 members from the Graduate School of Education, University of Tokyo, led by Dr. Akiko Morozumi, visited HEEACT. The visit was facilitated by Dr. Chun-Yi Tan of National Taichung University of Education. The delegation focused on innovation and sustainable development in Taiwan's higher education, sharing their observations and posing questions concerning Taiwan's higher education QA mechanisms and the Higher Education SPROUT Project.

The seminar was hosted by Dr. Yu-Wen Chen, Director of Administration and Research at HEEACT, and featured presentations by Dr. Chia-Pao Hsu and Dr. Arianna Fang-Yu Lin, Assistant Research Fellows. They provided an overview of HEEACT's QA mechanisms and the current state of Taiwan's higher education system. In addition, Dr. Wan-Chi Chen from the Department of Sociology, National Taipei University, representing the Higher Education SPROUT Project team, presented the project concept along with its evidence-based evaluation mechanisms. The exchange was highly interactive and fostered productive discussions.

### 2. International Workshop: *Integration of Artificial Intelligence and Higher Education*

In October, HEEACT co-hosted the international workshop, Integration of Artificial Intelligence and Higher Education, with the MOE Teaching Practice Research Program. The workshop featured Dr. Simon Knight from the University of Technology Sydney and Dr. Yi-Shan Tsai from Monash University, who explored in depth the applications and challenges of artificial intelligence (AI) in higher education.





The discussions focused on how to balance innovation and risk in teaching and assessment amid the rapid advancement of AI, while ensuring the quality of learning and upholding academic integrity.

### **3. Visit by the Center of Education Accreditation, Vietnam National University, Ho Chi Minh City (CEA-VNUHCM)**

On December 2, Dr. Le Ngoc Quynh Lam, Director of CEA-VNUHCM, accompanied by Ms. Do Pham Minh Huong, Education Quality Assurance Officer, and Ms. Kim Thi Na Rine, Training and Services Officer, visited HEEACT to gain insights into Taiwan's QA systems and evaluation mechanisms in higher education and medical education. A reciprocal visit is planned for next year to further promote professional and experiential exchanges between the two agencies.

**Table 5: International Exchange Activities in 2025**

	<b>Date</b>	<b>Activity</b>
1	August 6	Delegation Visit from the University of Tokyo, Japan
2	October 23	International Workshop: Integration of Artificial Intelligence and Higher Education
3	December 2	Visit by the CEA-VNUHCM

### **Global Participation in Academic Activities**

To align with international standards, HEEACT regularly participates in international conferences and activities organized by global QA networks and actively engages in events hosted by partner agencies. In addition to acquiring the latest QA-related information, HEEACT participates in discussions and exchanges with overseas QA agencies. These interactions not only provide international organizations with a deeper understanding of Taiwan's higher education system but also promote mutual learning and contribute to the enhancement of higher education quality as well as Taiwan's international visibility. The international activities in which HEEACT participated during 2025 are presented in Table 6.

#### **1. INQAAHE Forum 2025 in Tokyo, Japan**

The INQAAHE Forum 2025 was hosted by the Japan University Accreditation Association (JUAA), under the theme *The Big Bang Theory: The Quality Assurance Paradigm Shift*. The forum explored current challenges and opportunities in higher education QA, including technological advancements, demographic changes, emerging educational approaches, and socio-political dynamics.

The forum was conducted through thematic sessions and workshops. HEEACT organized one of the workshops, titled *Ideality versus Reality: The Practices and*

*Reflections on Inclusion and Equity in Higher Education and Quality Assurance in Taiwan and Japan.* This workshop focused on how governments and QA agencies can leverage QA mechanisms to strengthen equity and inclusion in higher education, responding locally to international initiatives and developmental challenges.

### **2. Visit to the National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE) and Participation in the French-Japanese Workshop**

When attending the INQAAHE Forum 2025 in Japan, HEEACT arranged two important academic exchange activities: a visit to NIAD-QE and participation in the French-Japanese Workshop on Quality Assurance in Research and Education.

On May 12, HEEACT visited the NIAD-QE, accompanied by Ms. Amélie Bensimon, International Cooperation Officer at HCÉRES, and Ms. Adriane Janosch, Programme Manager at the German Accreditation Council (GAC). The visit focused on the mechanisms and developments of higher education QA in Taiwan, France, Germany, and Japan, as well as the research and achievements of each agency in QA. The visit provided an opportunity to discuss potential future collaborations.

On May 16, HEEACT attended the French-Japanese Workshop on Quality Assurance in Research and Education, held at the French Embassy in Japan at the invitation of HCÉRES. Co-hosted by the French Embassy in Japan, HCÉRES, and NIAD-QE, the workshop sought to strengthen cooperation between France and Japan in higher education and research through the implementation of QA mechanisms.

**Table 6: Global Participation in Academic Activities in 2025**

	Date	Location	Activity
1	May 13–15	Japan	INQAAHE Forum 2025
2	May 12 & 16	Japan	Visit to the NIAD-QE and Attendance at the French-Japanese Workshop

### **TMAC: International Exchanges**

To enhance the international visibility of Taiwan's medical education and accreditation achievements, TMAC continues to undergo evaluation by the World Federation for Medical Education (WFME) and participates in key international meetings, including the Western Pacific Association for Medical Education (WPAME)





Advisory Board Meeting and the Association for Medical Education in Europe (AMEE) Annual Meeting. These engagements ensure that Taiwan's medical education aligns with global standards and trends.

In March, TMAC hosted the 2025 Asian Medical Accreditation Agencies Forum (AMAA Forum) under the theme *Shaping the Future of Medical Education: Navigating Challenges and Advancing Excellence in Quality Assurance*. The forum featured Professor Ricardo León-Bórquez, President of WFME, and Dr. John Norcini, President Emeritus of the Foundation for Advancement of International Medical Education and Research (FAIMER), along with the President of WPAME and the Southeast Asian Regional Association for Medical Education (SEARAME). The forum also brought together representatives from WFME-accredited medical education QA agencies in Japan, Taiwan, Thailand, the Philippines, Sri Lanka, and Indonesia, along with scholars from Singapore, to engage in discussions on QA trends, challenges, and opportunities for collaboration. The forum aimed to promote the advancement of medical education quality and the exchange of accreditation practices across the Asia-Pacific region.



## Publications and Promotional Activities

### Evaluation Bimonthly

The inaugural issue of *Evaluation Bimonthly* was published on May 15, 2006. This professional journal marked the very first of its kind in Taiwan to focus on issues related to the evaluation and accreditation of higher education. With the MOU signed in 2014, the IEET took on the role of the co-publisher, with TWAEA as the sponsor. HEEACT also invited the Chinese Management Association (CMA) and TMAC to contribute to this journal. This new collaborative model helps transform *Evaluation Bimonthly* into a platform for sharing ideas and information between QA agencies in Taiwan's higher education. The content and layout have been expanded to include major issues related to higher education evaluation and accreditation, recognition, QA, and teaching innovation. A special column for high schools and vocational high schools has been created to connect them with HEIs. In recent years, the journal has reported the latest information and trends from QA agencies around the world, providing more insights into Taiwan's higher education.



By the end of 2025, HEEACT had published 118 issues of Evaluation Bimonthly (see Table 7). Since Issue 108, HEEACT has ceased printing physical copies and transitioned fully to an electronic version, which is accessible online (<https://www.heeact.edu.tw/1151/1165/43078>) for readers worldwide. Free electronic copies are also distributed to subscribers upon the publication of each new issue.

**Table 7: Issues of Evaluation Bimonthly in 2025**

Issue	Month	Title
113	January	Quality Assurance for Distance Learning and Micro-credentials
114	March	The Practical Management of Faculty Professional Learning Communities
115	May	Reflections on Technology and Humanities
116	July	Industry-Academia Collaboration and Talent Cultivation
117	September	Industry-Academia Collaboration and Internships
118	November	Co-Creating Value of Quality Assurance in Higher Education – Milestones of HEEACT's 20th Anniversary

## Higher Education Evaluation and Development

To broaden international perspectives and knowledge networks and to gather and promote trends in higher education evaluation and QA, HEEACT has published *Higher Education Evaluation and Development (HEED)* as an all-English journal since 2016 to better connect with the international community. To further enhance the journal's international visibility and influence, HEEACT partnered with Emerald Publishing in 2017 to transform *HEED* into an electronic journal. With an open-access model, global readers can freely access and download articles. This not only boosts the dissemination of authors' research findings but also fosters deeper international exchanges in QA research.

In June and November 2025, Issues 1 and 2 of Volume 19 were published, featuring a total of 11 articles related to higher education evaluation and development. Volume 19, Issue 1 was released as a special issue. All articles are accessible free of charge via the Emerald Insight website (<http://www.emeraldinsight.com/loi/heed>). *HEED* also invites submissions through its online review system (<https://mc.manuscriptcentral.com/heed>). For more information, please visit *HEED*'s official website (<http://www.emeraldgroupublishing.com/services/publishing/heed/index.htm>).

### Newsletter

To align with international trends and enhance understanding of Taiwan's higher education among domestic and international stakeholders, HEEACT publishes an annual English e-newsletter. This publication provides updates on HEEACT's latest initiatives and collaborations with international QA agencies. The 2025 edition, released in December, featured a variety of reports and news on QA in higher education. Through this newsletter, HEEACT aims to enhance public understanding of its services and key QA-related issues, thereby supporting the implementation of relevant QA policies and promoting ongoing international collaboration.



### 20th Anniversary Commemorative Collection – Partnering in Quality Assurance, Creating Shared Value

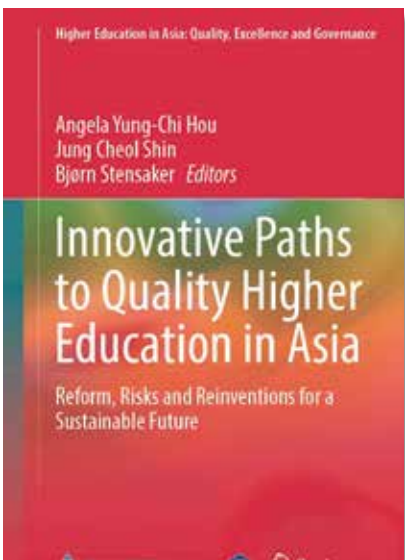
On the occasion of its 20th anniversary in 2025, HEEACT published the 20th Anniversary Commemorative Collection: Partnering in Quality Assurance, Creating Shared Value. Upholding the vision of “Integrity, Professionalism, and Excellence,” the President of HEEACT, Prof. Der-Tsai Lee, opened the commemorative publication with a foreword titled *From Quality Assurance to Value Co-Creation: Reflections and Prospects on HEEACT's 20-Year Journey*. Through a collection of representative articles from the Evaluation Bimonthly, the publication reviews HEEACT's key milestones and achievements over the years. The commemorative publication was presented to distinguished guests attending the 20th anniversary event on December 26, 2025.





## Annual Report

HEEACT publishes an annual report in both Traditional Chinese and English, detailing its operations, services, achievements, and finances. This publication reflects HEEACT's commitment to transparency in evaluation information and provides the public with a deeper understanding of its work and impact.



## Monograph

HEEACT continues to focus on global trends and sustainability in higher education. To promote international exchange and the sharing of experiences, HEEACT published a monograph in English, *Innovative Paths to Quality Higher Education in Asia: Reform, Risks and Reinventions for a Sustainable Future*, highlighting the achievements and insights of higher education QA and reform in Taiwan and across Asia.

This is HEEACT's second monograph published in English on higher education research and is part of the series *Higher Education in Asia: Quality, Excellence and Governance*, which is indexed in the Scopus database. The monograph was co-edited by Dr. Angela Yung-Chi Hou, former Executive Director of HEEACT and Professor at the National Chengchi University; Dr. Jung Cheol Shin, Seoul National

University, South Korea; and Dr. Bjørn Stensaker, University of Oslo, Norway. With contributions from more than 30 scholars across Asia and Europe, this monograph serves as an important source for understanding the development of higher education and QA in Asia, while also strengthening Taiwan's influence in the global academic community.

### **Journal of Scholarship of Teaching and Learning (JSOTL)**

*The Journal of Scholarship of Teaching and Learning (JSOTL)* is an open-access academic journal. Since its establishment, JSOTL has sought to advance evidence-based improvements in higher education teaching, enhance instructional quality, foster scholarly dialogue within HEIs, and disseminate research across areas including instructional design, curriculum innovation, assessment of learning outcomes, and the integration of theory and practice.

The journal employs a double-blind peer review system, maintaining rigorous editorial standards to ensure both academic credibility and practical relevance. In 2025, JSOTL published 10 research articles and four teaching practice reports, bringing its cumulative output to 98 articles in Volume 5, Issue 4. These publications cover a wide range of disciplines, including general education, engineering, business administration, healthcare, education, social welfare, technical practice, humanities and arts, and design.

To further enhance the journal's quality and visibility, JSOTL undertakes annual initiatives such as optimizing its online submission and review system, providing full-text articles via the national open-access platform *Taiwan Open Access Journals*, monitoring developments in domestic and international scholarship of teaching and learning, and increasing the visibility of citations both locally and internationally. The journal also continues to host academic writing workshops, enabling educators to familiarize themselves with the publication process and promoting greater engagement with teaching practice research.

Looking forward, JSOTL will continue to strengthen the dialogue between research and teaching practice, encourage evidence-based instructional innovation, and serve as a key reference and exchange platform for teaching practice research both nationally and internationally. For more information, please visit JSOTL's official website (<https://jsotl.moe.edu.tw/>)





## Annual Audit

In accordance with Article 61, Paragraph 1 of the *Foundations Act*, and Articles 4 and 5 of HEEACT's *Regulations Governing the Internal Audit*, HEEACT convened three auditor meetings in 2025 and conducted its annual audit on August 11, 12, 14, and 15. Following the review and approval by the BOS, the audit results and the 2026 Audit Plan were submitted and reported at the 14th joint meeting of the 6th BOT and BOS on December 23, 2025.

## Financial Audit

Since its establishment, HEEACT has made significant progress in implementing internal control accounting systems, ensuring that all projects are executed meticulously to completion. From January 19 to 21, 2025, HEEACT commissioned Baker Tilly Clock & Co. to audit its 2024 financial reports and accounting records. A consultation meeting was convened in February 2025 to review the audit results and ensure that HEEACT's operations complied with relevant laws and regulations, thereby making its financial management systems more robust. The 2025 financial reports and accounting records will be audited in 2026 as per the planned schedule.

## ISO Audit

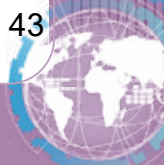
Since 2008, HEEACT has been promoting the implementation of the ISO Quality Management System (QMS) and Information Security Management System (ISMS) to standardize its operations and ensure compliance with cybersecurity regulations. In 2025, HEEACT conducted an internal audit on July 29 and an external audit on September 11. During the year, HEEACT successfully renewed its ISO 27001:2022 certification.

## International Standards and Guidelines for Quality Assurance in Tertiary Education (ISG)

In September 2025, HEEACT achieved international recognition under the INQAAHE ISG, receiving “Fully Compliant” ratings across all six standards. This milestone makes HEEACT the first QA agency in Asia to obtain dual recognition under both the INQAAHE Guidelines of Good Practice (GGP) and ISG, establishing an international benchmark and highlighting Taiwan’s professional standing in global higher education QA.

Since receiving GGP recognition in 2020, HEEACT has continuously promoted institutional innovation and internal refinement in accordance with international standards. In response to the diversification of higher education, HEEACT began preparations for ISG recognition in 2023, implementing initiatives such as digital transformation, information transparency, student engagement, and university dialogue platforms. These efforts demonstrate HEEACT’s professional capacity and forward-looking vision in higher education QA.

During the on-site visit, HEEACT engaged a wide range of domestic and international experts and stakeholders, conducting 11 multi-level interviews. The international reviewers highly commended HEEACT’s professionalism, transparency, and leadership, further consolidating its position as a model QA agency in Asia and strengthening Taiwan’s international influence in higher education.





## 2025 QA Service & Administrative Data



### Staff members

- **President:** 1
- **Executive Director:** 1
- **Directors:** 2
- **Full-time staff:** 94
  - Office of Administration and Research: 18
  - Office of Quality Assurance and Projects: 74
  - Taiwan Medical Accreditation Council: 2
- **Adjunct Research Fellows:** 7

### Accreditation tasks \* Calculated on a non-duplicated basis

- **Institutional Accreditation**
  - 20 HEIs
  - Reviewers: 90
- **Program Accreditation**
  - 21 HEIs, 204 programs
  - Reviewers: 565
- **Recognition of Self-Accreditation**
  - 8 HEIs
  - Reviewers: 20
- **Medical Education**
  - 9 HEIs, 9 programs
  - Reviewers: 53
- **Overseas Program Accreditation**
  - 1 HEI, 1 program
  - Reviewers: 4
- **Recognition of QA Agencies**
  - 2 Agencies
  - Reviewers: 7
- **Higher Education SPROUT Project**
  - 68 HEIs
  - Reviewers: 45
- **Yushan Fellow Program**
  - 18 HEIs, 134 cases
  - Reviewers: 286
- **MOE Teaching Practice Research Program**
  - 147 HEIs, 4,536 cases
  - Reviewers: 2,926
- **Project for the Finance Audit of Private Universities and Colleges**
  - 41 HEIs
  - Reviewers: 16
- **Project for the Protection of Student Rights to Education**
  - 40 HEIs, 159 programs
  - Reviewers: 120



### ● Project for Inspecting New Southbound Collaboration

- 43 HEIs, 536 classes
- Reviewers: 197

### ● Project for Teacher Education Evaluation

- 5 HEI, 9 subject area
- Self-evaluation: 6 HEIs, 12 subject areas
- Reviewers: 38

### ● Project for Preschool Educare Related Education Evaluation

- 5 HEIs, 5 programs
- Review for Evaluation Exemption: 9 HEIs, 9 programs
- Reviewers: 30

### Training/Workshops

- **Accreditation - Reviewers:** 9 sessions, 4,374 participants
- **Accreditation - HEIs:** 10 sessions, 1,596 participants
- **MOE Commissioned Projects - Reviewers:** 7 sessions, 558 participants
- **MOE Commissioned Projects - HEIs:** 9 sessions, 5,008 participants

### MOE Commissioned Projects

- **Projects:** 8

### Research Projects

- **Projects:** 2

### The Higher Education Quality Assurance Forum

- **Sessions:** 3
- **Participants:** 351

### HEEACT 20th Anniversary Event

- **Participants:** 149

### International Engagement

- **Online forum participation and visits:** 13 sessions, 37 participants

### International Partners

- **MOU-signed institutions:** 17
- **Partner institution countries:** 13

### Publications

- **Publication types:** 4
- **Volumes published:** 13

