INQAAHE FORUM 2024

Transforming Society:
Social Responsibility through Quality Assurance of Tertiary Education
10-12 June, 2024
Bucharest, Romania

Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)

The Specific Topic | **Fostering Civic Engagement**

Workshop Theme

From INQAAHE GGP to ISGs: How HEEACT Translates International Goals into Domestic Higher Education Institutions' Practical Actions

INQAAHE FORUM 2024

Transforming Society:
Social Responsibility through Quality Assurance of Tertiary Education
10-12 June, 2024
Bucharest, Romania

Workshop aim

- *To explore the global trends in SDGs issues and metrics*
- *To share national policy and related SDGs initiatives in Asia and Taiwan*
- *To discuss good practices of SDGs implementation from QA and universities' perspectives*

INQAAHE FORUM 2024

Transforming Society:
Social Responsibility through Quality Assurance of Tertiary Education
10-12 June, 2024
Bucharest, Romania

Outline & Procedures

Contents/Activities	Time	Presenter
1. Opening Briefing + Introduction	15 mins	Prof. Dr. Angela Yung-Chi Hou
2. Taiwan Policy and Regulations	10 mins	Prof. Dr. Chia-Yu Chan
3. Q & A	10 mins	Participants
4. Case Study and Brainstorming	15 mins	Dr. Jackson Chun-Chi Chih
5. Group Discussions	15 mins	Participants
6. Group Presentation	15 mins	Participants
7. Wrap up & Feedback	10 mins	Prof. Dr. Angela Yung-Chi Hou

Higher Education Evaluation and Accreditation Council of Taiwan

Global HE and QA-Diversification, inclusiveness and sustainability

Professor Angela Yung Chi Hou

National Chengchi Unviersity

Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT)

Trend 1: The QA Profession

- Academic
- Ethics
- Independence
- Visibility (Students, Employers, Public)

Trend 2: International Issues In HE

- National QA Agency For International Operations
- Joint Accreditation (Cooperation Or Competition)
- Language, Culture
- Mutual Recognition

Trend 3: New Types Of HEI & New Forms Of HE

- Moocs
- For Profit Institutions
- CBHE (IBCs, joint/ dual degree program)
- Micro-credentials(short learning programs)

Trend 4: Standards And Outcomes (Achieved By HEIs)

- Standards Vs Quality Vs Excellence
- No Have A Long History For Measuring Learning Outcome

Trend 5: Innovation, digitalization, and change

- Crisis management
- 17 SDGs

HEEACT

Total numbers of HEIs and Students (by region)

	HEIs	HE students
ASEAN	6,376 (9%)	21,065,793 (16%)
East Asia	4,511 (6%)	62,971,062 (44%)
Central Asia	2,039 (3%)	14,096,671 (9%)
South Asia	58,367 (81%)	44,166,454 (30%)
Pacific	764 (1%)	2,167,864 (1%)
Total	72,057 (100%)	144,467,844 (100%)

HEEACT

Numbers of Public and Private QA agencies (by region)

QA agencies (N=138)		
	Public	Private
ASEAN	19 (24%)	27 (47%)
East Asia	32 (40%)	13 (23%)
Central Asia	8 (10%)	10 (18%)
South Asia	10 (12%)	4 (5%)
Pacific	11 (14%)	4 (7%)
Total	80 (100%)	58 (100%)

HEEACT

Territory	Category	Name	Total
Australia	Pacific	Australian Psychology Accreditation Council (APAC); The Australian Medical Council (AMC)	2
Bangladesh	South Asia	The Bangladesh Medical & Dental Council (BM&DC); Institute of Architects Bangladesh (IAB)	2
India		National Institute of Electronics and Information Technology (NIELIT)	1
Republic of Korea	East Asia	Korean Institute of Medical Education and Evaluation (KIMEE); Korean Institute of Dental Education and Evaluation (KIDEE); Institute of Korean Medicine Education and Evaluation (IKMEE); Korean Accreditation Board of Nursing Education (KABONE); Korea Architectural Accrediting Board (KAAB); Korean Association of Business Education Accreditation (KABEA); Accreditation Board for Engineering Education of Korea (ABEEK); Korean Accreditation Board for Health and Medical Information Management Education (KAHIME)	8
Japan		Japan Accreditation Board for Engineering Education (JABEE)	1
Taiwan		Institute of Engineering Education Taiwan (IEET)/ CMA/ TMAC	3
Hong Kong SAR		Federation for Self-financing Tertiary Education (FSTE)	1

HEEACT

Territory	Category	Name	Total
Malaysia	ASEAN	Board of Engineers Malaysia (BEM); Malaysian Board of Technologist (MBOT); Board of Architects Malaysia; Board of Land Surveyors; Malaysian Board of Material Surveyors; Malaysian Medical Council (MMC); Malaysian Dental Council (MDC); Malaysian Board of Appraisers, Appraisers & Real Estate Agents; Malaysian Town Planning Board; Malaysian Pharmacy Board; Malaysian Optical Council; Legal Profession Qualification Board; Malaysian Institute of Accountants; Malaysian Nursing Board; Malaysian Veterinary Council	15
Indonesia	ASEAN	Indonesian Accreditation Board for Engineering Education (IABEE); Indonesian Accreditation Agency For Higher Education In Health (IAAHEH/ LAM-PTKes)	2
Russian Federation	Central Asia	Association for Engineering Education of Russia (AEER)	1
Total number: 36			

HEEACT

National Qualification Framework (total 51 countries)		
Yes	No	In-process
29 (57%)	18 (35%)	4 (8%)

HEEACT
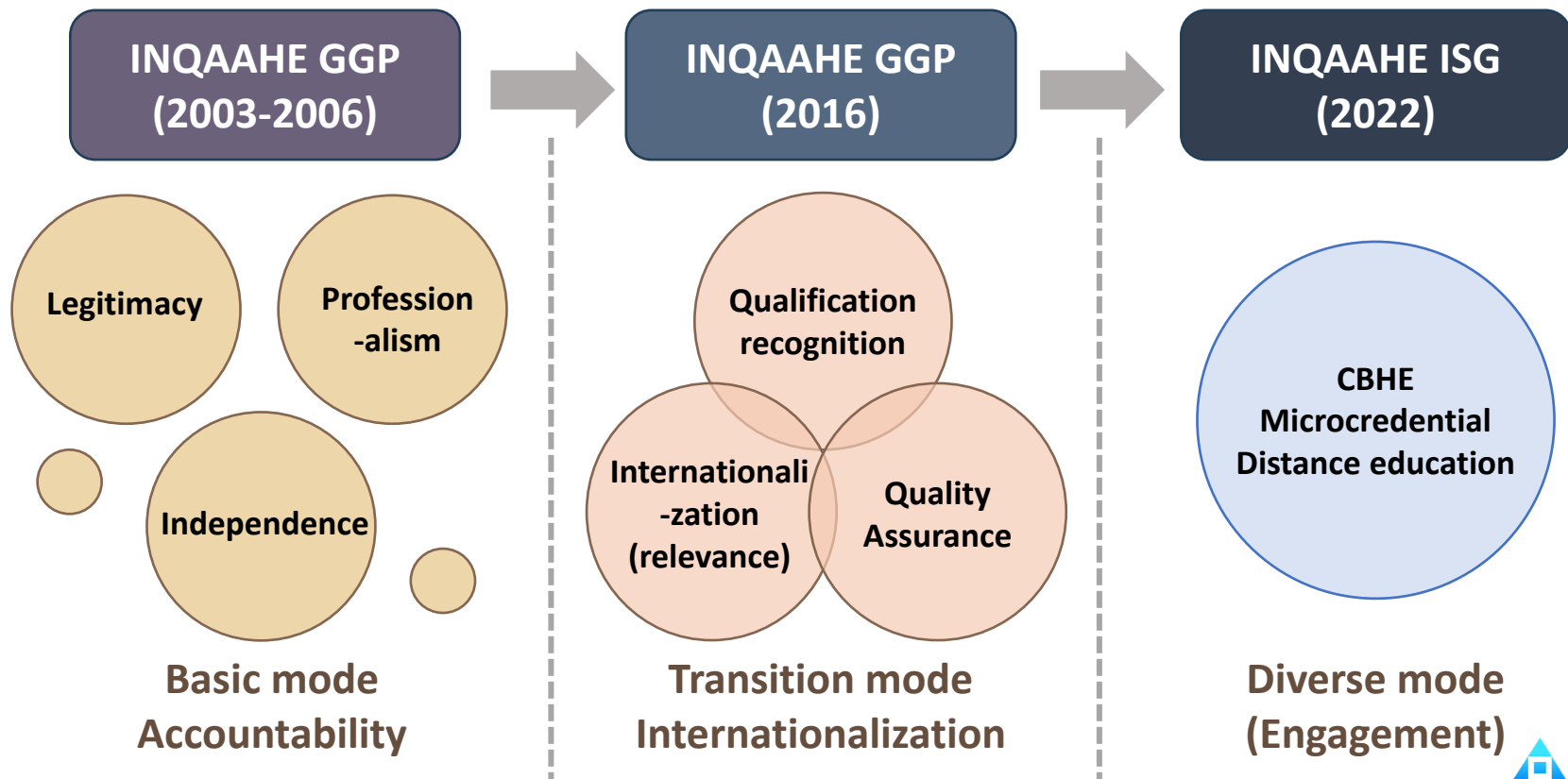
- **The concept of "sustainability" seems to be invisibly institutionalized within campuses in Asia via taking proactive initiatives**

  - HEIs are motivated to develop to build resilience, strengthening environmental sustainability, and advancing inclusiveness

  - Green campus, social impacts, educational effectiveness

- **HEIs are motivated to develop institutional strategies related to the advancement of SDGs due to global rankings and national accreditation**

  - THE impact ranking, QA sustainability ranking, INQAAHE pilot study

HEEACT

- **The only global performance tables that assess universities against the united nations' sustainable development goals (SDGs)**

- **Self reported**

- **Four indicators**

  - Research: to deliver the SDGs is by creating research in relevant topics

  - Stewardship: to manage the related resources efficiently

  - Outreach : the work that universities do with their local, regional, national and international communities

  - Teaching: making sure that all alumni take forward the key lessons of sustainability into their future careers

HEEACT

HEEACT

- **All quantitative data**
- **Top 700 research universities**
- **Three dimensions**
  - Social, environmental and governance

Performance Lens	Weight (Of the lens / Overall)
Equality	**30% / 15%**
Knowledge Exchange	**20% / 10%**
Impact of Education	**20% / 10%**
Employability and Opportunities	**20% / 10%**
Quality of Life	**10% / 5%**

Performance Lens	Weight (Of the lens / Overall)
Sustainable Institutions	35% / 17.5%
Sustainable Education	40% / 20%
Sustainable Research	25% / 12.5%

Policy and outreach

Governance and leadership

Relevance to program development

Funding resources

Stakeholder engagement

Quality assurance

Knowledge and research

Professional Training and support

HEEACT

Higher Education Evaluation and Accreditation Council of Taiwan

Fostering Civic Engagement : Taiwan's Policies

Dr. Chia-Yu Chang

Director, office of quality assurance and projects of

Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)

✓ Total Population
23 million (2023)
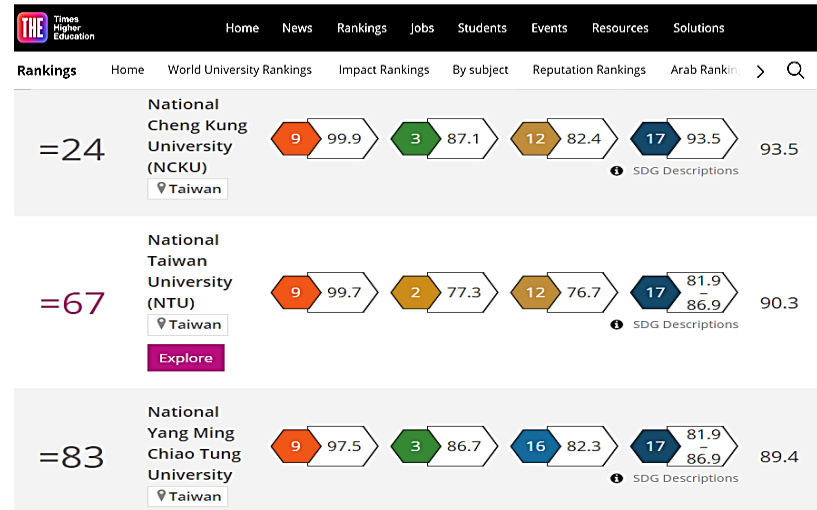
✓ Number of HEIs
155 universities and colleges (2023)
- 145 public & private universities,
- 8 religious colleges,
- 2 open universities

✓ 47 universities on 2023 World University Impact Rankings

Three universities in the top 100. They ranked 24th, 67th and 83th, respectively

TAIWAN

HEEACT

Promotion of Sustainable Development Policies

The National Development Plan incorporates the philosophy and concept of Sustainable development

The concepts of carbon neutrality, sustainable public construction, barrier-free environment and universal design are incorporated into mid- to long-term projects.

Promote SDGs through voluntary department review (VDR) and voluntary local review (VLR).

Promote the integration of University Social Responsibility (USR) with SDGs.

Source: National Council for Sustainable Development (2023). Annual Report on National Sustainable Development 2022

● **Policy Goals**

- Cultivate students with more social responsibility and environmental awareness by embedding SDGs into learning, teaching, and research in HEIs

- Improve universities' governance with long-term value and sustainability and become engines of societal transformation

- **University Social Responsibility Program**

  - The Ministry of Education launched the USR Program since ~~~~~~~~~ e the HEIs to be linked to the SDGs, to serve as local think tanks for regional development.   USR initiative（University Social Responsibility USR）.mp4

- **Higher Education SPROUT Project**

  - The Ministry of Education launched the Higher Education SPROUT Project since 2018 to develop university features and build a strengths-based institution in respond to the needs of the SDGs

HEEACT

- **Established the "University Social Responsibility Promotion Center"**
  - The Ministry of Education has established the "University Social Responsibility Promotion Center" as a platform to promote the program and is responsible for conducting capacity development course online as well in-person

- **Published 《Education for Sustainable Development Goals》**

HEEACT
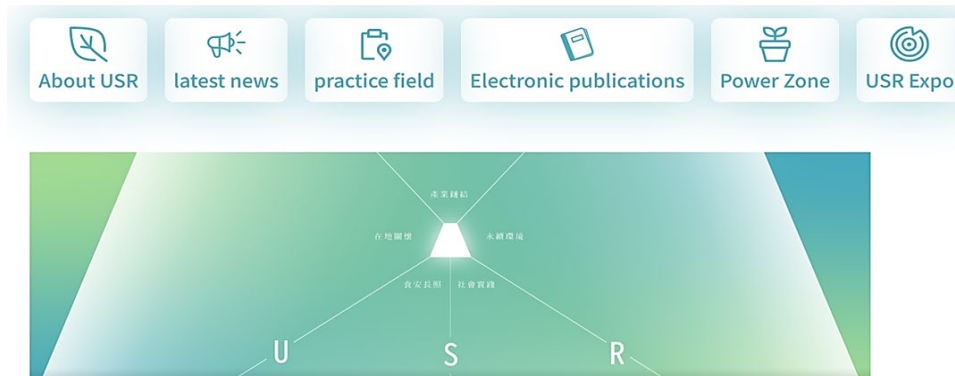
- **Relevant criteria for institutional and program accreditations**

  - **The current cycle of institutional accreditation since 2023 add   Standard 4: Social Responsibility and Sustainable Development**

    - 4-2-1 The HEI's practices for social responsibility are closely related to its institutional strategic plan

    - 4-2-2 The HEI demonstrates its features and influences when fulfilling the social responsibility

    - 4-2-3 The HEI has strategies and practices in response to the SDGs adopted by the UN.

  - **The current cycle of program accreditation since 2024 add SDGs -related descriptor in Standard : Program Development, Governance, and Improvement**

    - 1-1-3 The department cooperates with the school in its implementation plans and practices in responding to the SDGs and university social responsibility

HEEACT

- **Disseminate the ideas and good practices for integrating SDGs into curriculum, research and partnerships**
  - Evaluation Bimonthly
  - Higher Education Evaluation and Development, HEED

Is SDGs a facilitator for institutional transformation or just a moral symbol in your context?

How would emerging sustainability metrics change QA governance and institutional governance?

HEEACT