

**National Taiwan Normal University
Strategic Development Plan 2026-2030**

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I. Our present situation and vision for the future

National Taiwan Normal University (NTNU) has had a long and storied history. From its initial establishment as the *Taipei School of Higher Learning of the Government-General of Taiwan* (總督府臺北高等學校) in 1922 to today, our school boasts over a century of continuous education. In 1946, it was re-established as the *Province of Taiwan Teachers' College* (臺灣省立師範學院), becoming one of the first four institutions of higher learning to be established in post-colonial Taiwan. In 1955, the school was again reformed to become the *Province of Taiwan Normal University* (臺灣省立師範大學), and finally in 1967 it was elevated in status to its current form as NTNU. From its outset, our school was first and foremost a teacher training institute, and over the years it has produced countless leaders in the field of education both within Taiwan and internationally.

Following the enactment of the *Teacher Education Act* of 1994, our school pursued and underwent transformation and expansion from its roots in teacher training to offering a broader and more diverse range of academic subjects. In its more recent history, our school has positioned itself as a comprehensive university that provides integrated, cross-disciplinary study and stands as a model educational institution. Today, our core academic fields include education, fine arts, humanities and social sciences, sports science, as well as natural sciences and engineering. Our aim is to offer a comprehensive, rounded education for our students and produce graduates with interdisciplinary competency. Our mission as an institution is “to explore and make new discoveries, train outstanding individuals, seek the truth and advance the well-being of humanity.”

NTNU is currently comprised of ten colleges (the College of Education, College of Liberal Arts, College of Science, College of Arts, College of Technology and Engineering, College of Sports and Recreation, College of Music, College of Management, College of International Studies and Social Sciences, and the College of Interdisciplinary Industry Academia Innovation), as well as 67 departments within these colleges. As of the 2025 academic year, NTNU had a total of over 16,000 students, of whom 51.6% were enrolled in bachelor's programs, 40.5% were in master's programs, with the remaining 7.9% in doctoral programs. International students made up over 1,900 of the total. Additionally, every year more than 9,000 students, hailing from over 90 countries, enroll in the Mandarin Training Center.

NTNU has received praise from many institutions and individuals for its broad contributions to society, including the training of skilled personnel, academic research and development, and broader social development. Throughout the past five years, our university has maintained a stable ranking among Taiwanese universities, sitting consistently in the top ten. At the international level, NTNU has performed outstandingly across a range of individual academic fields, including education studies, linguistics, modern languages, library and information science, and sports science, appearing multiple times in the global top 100 rankings for these fields. Domestically, NTNU has been ranked as the top university in Taiwan for humanities and social sciences for seven years running, while also being among the best-performing universities for service and contributions to Taiwanese society.

The *NTNU Strategic Development Plan 2026-2030* is written in anticipation of a further changing society and shifting global situation. In brief, our vision for the future of NTNU can be summarized as aiming to deliver comprehensive and thoughtful

innovation, greater connection to the global community, interdisciplinary integration, as well as sustainability across industry and academia, thereby placing NTNU among the leading universities in Asia and among the internationally distinguished universities of the world.

As we enter the age of artificial intelligence, we will strive towards transforming and surpassing traditional conceptions of academia, strengthening our global connections through coordinated efforts, deepening our academic research and development capacities, enhancing collaboration between industry and academia, and expanding our contributions to society. Through the efforts of our faculty, general staff and students alike, we aspire to honor our past while looking towards the future, together building a new reality.

II. Trends in higher education

1. The humanities developing in tandem and in balance with science and technology, delivering mutual benefit

Science and technology are the driving forces and defining aspects of the 21st century, and their impacts on the development of modern society are plain for all to see. Nevertheless, we ought to keep in mind that the ultimate goal of human development is creating happiness and well-being for humans themselves. An excessive reliance on technology can create a situation where instead of technology serving humanity, humanity serves technology, potentially even leading to humanity being dominated by it entirely.

This rapid technological development has changed the nature of academic research, the creative arts, as well as various forms of communication. In an age where the ideals of efficiency and practicality reign supreme, the value of the humanities and social

sciences is being challenged. Yet the point of technological development is still the promotion of human well-being. Once technological progress reaches a certain point, the pursuit of happiness and wellbeing must sooner or later wind its way back to exploring the riches of human art and culture. This invites some challenging quandaries. Namely, how do we go about placing due emphasis on the vast practical applications of technology and leveraging them to develop the humanities and social sciences, while at the same time effectively demonstrating the humanist principles that are at the heart of the latter? And how, moreover, do we guide the development of future technologies while ultimately underscoring the value of humanity and its well-being? These are the questions that higher education institutions must now grapple with.

2. Demographic shifts and global migration driving expansion of the functions of higher education

Taiwan's low and declining birth rate and aging population have already altered the nature of higher education and its market outlook domestically. Meanwhile, shifting trends in global migration have affected demand for labour. Both in terms of knowledge creation and the fostering of new talent, higher education institutions must undergo new transformations and create new innovations going into the future. Universities should move beyond conferring knowledge to just full-time university students, extending their reach to people currently in work, those undergoing career transition, as well as middle-aged and elderly retirees. This is to say, universities need to give regard to lifelong learning that encompasses all ages and learning environments and provides more diverse pathways towards acquiring academic qualifications, allowing for more flexible study opportunities for people across various age ranges and

professions.

Additionally, Taiwan's declining birth rate has also led to a sharp decline in the total number of student applications to universities, while migration and globalisation have led to increased international demand for labour, resulting in even more intense competition in recruitment. These trends impact societal development on a range of fronts, and drive universities to both train and recruit from a broader and more diverse set of individuals. As such, we must address the issue head-on of how to extend our university's global reach in terms of training and education to attract and foster the development of an even greater number of talented individuals, thereby strengthening institutional growth and sustainability.

3. Artificial intelligence changing our conception of human capabilities, and the imperative to innovate and systematize knowledge

In the age of artificial intelligence, defining those forms of expertise which are singularly human is perhaps the most pressing challenge facing educators today. The lightning-fast evolution of data science and technology, AI, XR (extended reality) and other technologies has thoroughly transformed both the social and industrial landscape, bringing about profound and wide-ranging impacts. The speed at which certain traditional industries have vanished as new ones have emerged has exceeded our imagination, while our traditional understandings of the scope of human expertise, the applications of human labour, and the expectation that academic qualifications are equivalent to genuine ability are changing just as rapidly.

At the same time, AI has driven the growth of personalised and targeted education, while the integration of different modes of online learning is leading to

changes in course certification and the granting of certificates and qualifications, as well as creating new modes of attaining academic degrees. Each of these developments poses a challenge to existing systems of university education, course structures, and pedagogical principles. This new age of teaching and learning is in a constant state of innovation, and universities must adapt by developing novel forms of education, as well as offering new modes of study. Moreover, if we are to train graduates with the innovative capacity and resilience necessary for the digital age, we need to design new ways of conferring academic degrees or certifying proficiency.

4. Fulfilling a university's social responsibilities by contributing to global sustainable development

Pursuing sustainable human development, namely through the eradication of poverty and inequality and the protection and preservation of our natural environment, is the common aim of nations across the world. However, competition among international powers and the pursuit of economic development have only put the pursuit of sustainability under more severe strain.

As crucial centers of knowledge and innovation, universities are not only responsible for performing research and maintaining educational excellence; They are also expected to play a pivotal role in promoting and achieving sustainability. In addition to issues of global sustainability, universities should also focus on the development of their own local communities and those of their students. As a part of its operational duties, a university ought to provide support systems and create an environment which respects and embraces people of different cultures, backgrounds and perspectives. It should moreover offer a diverse, multicultural curriculum and encourage students to participate in free and open discussion across a broad range of

cultures and ethnicities to promote mutual respect and understanding.

III. SWOT analysis

A SWOT analysis involves understanding and identifying the *Strengths*, *Weaknesses*, *Opportunities*, and *Threats* of an institution. Using this analysis, we can better lay out an overall plan for the administration of our university which sets the direction for future growth and development, as well as formulate goals and strategies for moving forward in that direction. Please refer to *table 1.* for the NTNU SWOT analysis.

Table 1. SWOT analysis

Strengths
<p>A. NTNU boasts a long and rich academic history and wealth of talented individuals, with the capacity to foster expertise across a wide range of industries and disciplines. It ranks among the best universities in Taiwan, with outstanding performance in education studies, humanities, fine arts, sports science, etc., producing countless accomplished faculty members and alumni in these fields.</p> <p>B. The university hosts a body of students with diverse backgrounds and nationalities, possessing good character and an active, dedicated thirst for learning, as well as a campus with an international atmosphere appealing to foreign students.</p> <p>C. Through its Mandarin Training Centre (MTC), the university offers Mandarin language training with a strong international reputation. MTC hosts students from all over the world and has alumni spread across the globe who have formed strong interpersonal networks and are held in high regard internationally.</p> <p>D. The university offers a broad and generous range of bonuses and incentives for faculty members, granting them ample resources and opportunities for professional development.</p> <p>E. The university has well-functioning mechanisms for facilitating interdisciplinary study, producing graduates with expertise across multiple fields.</p> <p>F. The university boasts a comprehensive setup for teacher training in specialities across the entire K-12 range, including early childhood, elementary, and secondary education, as well as special education and international schooling.</p> <p>G. NTNU is certified by the Ministry of Education as a flagship university within the <i>Program on Bilingual Education for Students in College</i> (BEST), facilitating its progress towards further internationalization as an institution.</p> <p>H. The university has established the <i>College of Interdisciplinary Industry-Academia Innovation</i>, which incorporates market trends and industry forecasts in determining in-demand research and development projects, thereby helping foster and train industry professionals.</p>
Weaknesses
<p>A. Despite concerted efforts in the past twenty years to strengthen ties with industry, NTNU's historical emphasis on its students gaining employment in the field of education has led to lingering stereotypes regarding our university, which continue to impact our alignment with business and industry, as well as access to resources for scientific research.</p> <p>B. While NTNU offers students a broad range of learning opportunities, there remains room to increase the number of students engaging in overseas study, interdisciplinary study, and industry-based learning, as well as expanding the scope of these offerings.</p> <p>C. While NTNU has existing mechanisms for recruiting foreign academics, salaries in Taiwanese universities are relatively low in comparison to other advanced economies, making it difficult to attract and retain top-tier academics from overseas.</p>

D. Demand for skilled personnel in the technology industry continues to grow day by day, however NTNU’s science, technology and engineering offerings are limited in scale, with room for expansion and strengthening of relevant departments.

Opportunities

A. NTNU has a positive reputation and student appeal internationally, aligning with the government’s push for greater internationalization of local universities, and assisting us on our path towards further internationalization.

B. NTNU’s status as a major player in Mandarin language education allows us to take advantage of the global upsurge in learning Mandarin as a foreign language and expand our global reach.

C. As an aging society, there is a pressing demand within Taiwan for quality education for the middle aged and elderly. With its extensive resources and capabilities in early childhood, elementary and secondary education, NTNU has the opportunity to more rapidly pivot and excel in a changing education market.

D. The internationalization of the educational labour market is a boon to NTNU’s drive for the training of International Baccalaureate (IB) qualified teachers, opening up international employment opportunities for our students.

E. The demand for digital learning has blossomed, meanwhile the government is promoting a range of digital learning curriculum initiatives. NTNU’s existing capabilities in the field of digital learning position the university as potentially a leading innovator in the research and development of education technology.

F. The concept of an ‘open loop university’ has gained traction in recent years, along with the emergence of a broad and diverse market for lifelong learning. As a university with strengths in education studies, NTNU has an opportunity to be a pioneer in the development of new educational models to cater to this market.

G. NTNU’s main campus is situated in the heart of Taipei City’s metropolitan area, boasting convenient transport options and good local amenities. Moreover, student accommodation, campus living spaces and study areas have undergone recent upgrades and renovation, all of which helps to attract an even greater number of outstanding student applicants.

H. As technology continues to progress in leaps and bounds, the demand for skilled labour in the technology sector is consistently strong. This environment provides even greater room for the growth of our departments involved in science, technology and engineering.

Threats

A. Businesses demand and seek out skilled individuals with interdisciplinary competence and the ability to solve complex problems, posing a challenge to traditional academic training institutions and their approaches to curriculum design.

B. Labour demand across various industries is fluctuating rapidly, with new occupations arising and old ones disappearing at pace. This likewise poses a challenge to traditional pathways

for training and fostering talent.

- C. The global higher education sector is fiercely competitive, and well-known overseas universities are vying to recruit our best local students. In order to increase our competitiveness as an institution, NTNU must constantly work to further improve the quality of our education and the internationalization of our campus environment.
- D. Society's expectations of the role universities ought to play have risen, while the resources needed to fulfill those expectations remain limited. This increases the burden of social responsibility borne by universities.
- E. We are rapidly approaching becoming a society where children are scarce, and where the aged population exceeds the number of students in compulsory education. Universities' systems of recruiting students and related measures must adapt to cope with this.

IV. University-wide developmental goals and strategies

- **The relationship between university-wide developmental goals and strategies and those of individual colleges and administrative units**

The *NTNU Strategic Development Plan 2026-2030* uses a bidirectional planning model coordinating both top-down and bottom-up elements. Beyond university-wide planning and strategy, individual colleges and administrative units are each required to set out their own *College Developmental Goals, Strategies and Action plan* and *Administrative Unit Developmental Goals, Strategies and Action Plan* respectively, which are to be based on the particular characteristics and missions of each institution, while aligning with NTNU's university-wide vision and critical development targets.

The relationship between these three elements, namely the *University-wide Developmental Goals and Strategies*, *College Developmental Goals, Strategies and Action plans*, and *Administrative Unit Developmental Goals, Strategies and Action Plans* are outlined in *diagram 1*:

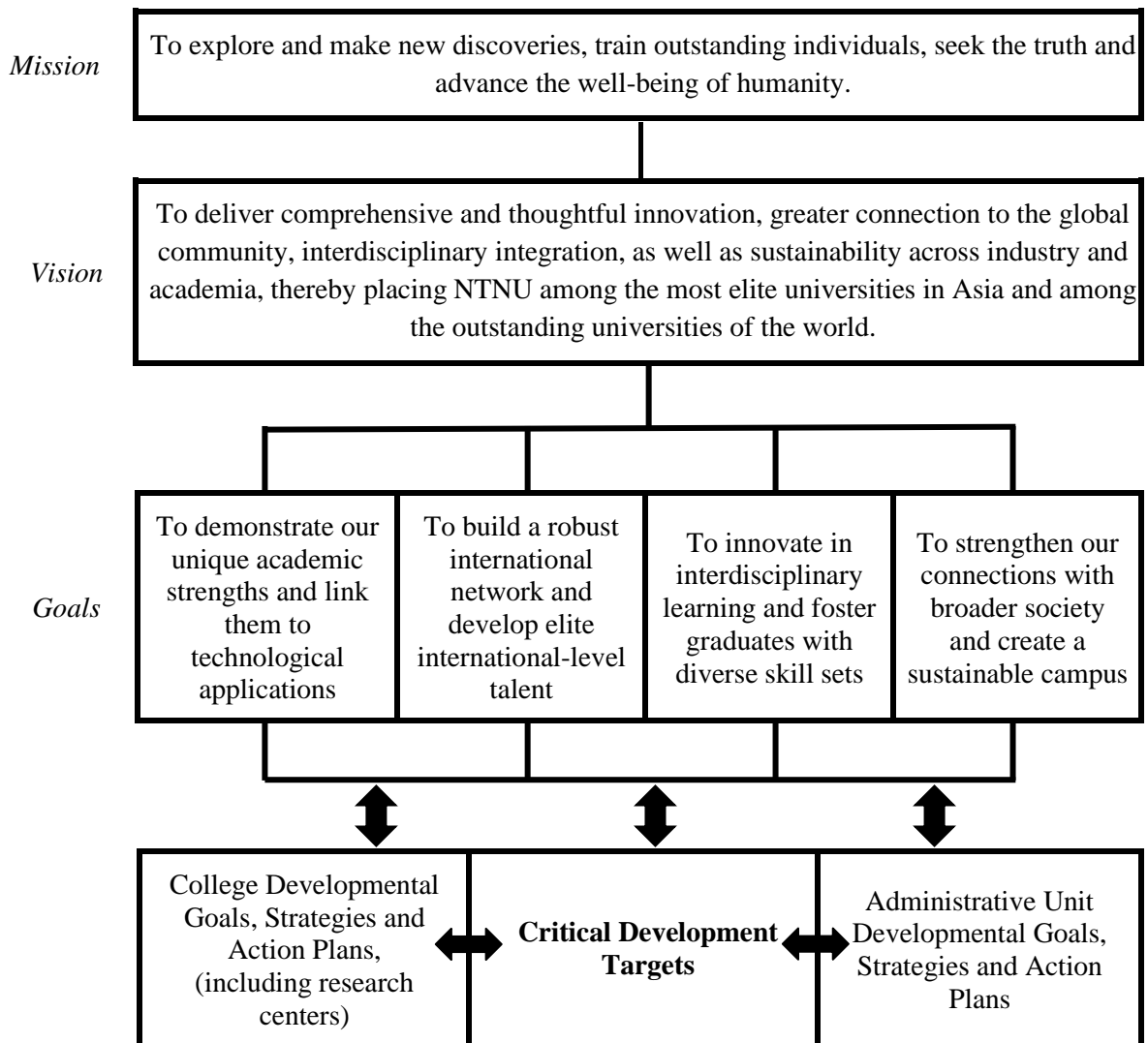


Diagram 1. Relationship diagram of university-wide developmental goals and strategies, and those of individual colleges and administrative units.

University-wide developmental goals and strategies:

1. To demonstrate our unique academic strengths and link them to technological applications

Academic research is a crucial foundation of a university's development. The foundational and practical research from the various departments and academic fields of a university provide firmer grounding for the training of future talent and for the services the institution offers society. In order to respond to the rapid developments in the field of technology and current industry demand for talent in the field, while

simultaneously avoiding a predicament where the practical advantages of technology diminish the value placed on other academic disciplines, NTNU will continue to deepen the research capabilities of academic disciplines across the board, emphasizing each of their and unique qualities and achievements within academia, and pursuing balanced growth between scientific and technological fields at one end, and the humanities and social sciences at the other. Nevertheless, we aim to take full advantage of the practical applications of technological research and development and the helping hand technology can offer to innovative research in general. As such, we are encouraging all academic fields to build connections with scientific and technological disciplines to raise the level of innovation and practical value of their research.

The university-wide development strategy to achieve the above ambitions primarily contains the following three elements:

- i. Strengthening the research capabilities of our academic disciplines and emphasizing each of their unique qualities and achievements;
- ii. Accelerating and broadening both the integration of science and technology across the university and the output of interdisciplinary research, thereby promoting innovation and practical application; and
- iii. Bolstering the recruitment of academics with interdisciplinary backgrounds, thereby advancing academic development.

2. To build a robust international network and develop elite international-level talent

In its aim to ascend to the highest echelon of Asian universities and stand among the outstanding universities of the world, NTNU will continue to cultivate its already excellent reputation as an internationalized university and develop even more comprehensive internationalization through our *NTNU: Global BEST* general strategy.

This includes deepening ties with our major sister universities through increased research collaboration and exchanges among faculty and students alike. This increases our students' global mobility, provides them with cross-cultural exchanges and experiences, and creates a more bilingual and internationalized campus environment, which in turn strengthens our ability to recruit, retain and foster international talent.

The university-wide development strategy to achieve the above ambitions primarily contains the following four elements:

- i. *Bridging*: developing and strengthening ties to notable global educational institutions.
- ii. *Experience*: increasing our students' experience within international environments.
- iii. *Surroundings*: creating a fully internationalized campus environment.
- iv. *Talent*: strengthening our ability to recruit, retain and foster international talent.

3. To innovate in interdisciplinary learning and foster graduates with diverse skill sets

The rapidly changing society of the current era requires us to cultivate individuals with interdisciplinary backgrounds and a broad range of skills and knowledge across multiple fields. We must dismantle the barriers between different academic disciplines and backgrounds and drive integration and exchange of knowledge across different professions and specialties, as well as across different stages of learning. Moreover, we must provide students, faculty and people from all corners of society with a broader range of more flexible learning opportunities. Going forward, our university will work to combine the strengths of our different colleges while further promoting interdisciplinary study, developing a more flexible and multifaceted educational

regime, training more bilingual professionals, delivering student-centered educational innovation, and bridging the gap between the classroom and the workplace.

The university-wide development strategy to achieve the above ambitions primarily contains the following six elements:

- i. Building an interdisciplinary learning environment which fosters innovative and entrepreneurial individuals;
- ii. Promoting a more flexible educational regime and establishing a more multifaceted system for fostering talent;
- iii. Cultivating robust foundational capabilities while strengthening self-directed professional study;
- iv. Transforming curricula and educational models in response to the rise of AI;
- v. Forging ahead with bilingual curricula to foster and train professionals with bilingual proficiency and interdisciplinary skills and knowledge; and
- vi. Strengthening professional development courses offered to faculty members to produce educators with proficiency in international, all-ages teaching.

4. To strengthen our connections with broader society and create a sustainable campus

To ensure NTNU's long-term competitiveness and continued development, we will strive to build greater connections across the whole of society, linking together networks and resources. One aspect of this goal is to join up the research and development capabilities of our university's various academic fields with the needs of industry, thereby accelerating the transition towards a dual emphasis on *research accomplishments* and *practical value* while also strengthening the interconnection of the two. Another aspect is to put into practice our social responsibilities and roles as global citizens, applying our university's resources to aid in the achievement of the UN's global sustainable development goals (SDGs). Also worth noting here are the

connections with and among our alumni, which demonstrate the spirit of sustainable development and hold both symbolic and tangible significance. As such, our university will seek to expand and deepen these existing connections going forward. Lastly, given that the transition to a smart campus is a crucial aid towards achieving sustainable development, NTNU will upgrade its existing communications infrastructure, enhance its digital learning environment, strengthen IT systems and data management, as well as push on with the digital transformation of school administrative systems, all in service of building a sustainable campus.

The university-wide development strategy to achieve the above ambitions primarily contains the following four elements:

- i. Joining up NTNU's research and development capabilities with the needs of society and industry and developing multiple forms of collaboration between industry and academia.
- ii. Bolstering resources for campus construction work, strengthening ties with alumni, and improving alumni fundraising mechanisms.
- iii. Enhancing smart IT infrastructure to improve utilization of information and decision management.
- iv. Strengthening the connection between academic output and SDGs across all academic fields and disciplines to fulfill our university's social responsibilities.

V. Critical university-wide development targets and coordination of relevant resources

1. Critical university-wide development targets

For the future of NTNU, each of our colleges and departments must concentrate its efforts into effectively demonstrating:

- The unique qualities of their respective academic disciplines;
- Their progress towards greater internationalization;

- Their training and fostering of graduates with interdisciplinary skills and knowledge;
- Their strengthening of connections with broader society; and
- Their contributions towards creating a sustainable campus.

Likewise, all administrative units must support their academic counterparts in these endeavours, thereby enabling us to achieve the following university-wide critical development targets:

(1) Effectively demonstrating the unique qualities of our academic work

1.1: Currently NTNU maintains four specialised research centres: By 2030, the number of interdisciplinary research centres established within the university is targeted to reach a total of eight.

1.2: As of writing, NTNU has ranked in the global top 100 for five of its academic disciplines: Our target is to maintain these rankings through to 2030, while also improving the performance of various other high-potential disciplines.

1.3: We are targeting a minimum of ten disciplines to each put forward recommendations reports regarding the application of AI technology and cultivation of talent by 2030, which are to be made available for reference to all sectors of society.

1.4: Currently around 120 technological integration projects are started annually within the university: This number is targeted to increase to 200 by 2030.

1.5: At present, teaching staff with interdisciplinary specialisations that include scientific or technological fields make up around 15% of total faculty: This figure is targeted to increase to 25% by 2030.

(2) Increasing internationalization

2.1: Our target is for a total of ten new written agreements with major sister universities to be reached by 2030, while the number of exchange programs offered to students and academics is likewise targeted to significantly increase, up to a total of 30.

2.2: There are currently 25 NTNU alumni associations in operation overseas: this number is targeted to increase to 30 by 2030.

2.3: Currently, 23% of NTNU graduates study overseas at some point within the period of their enrollment: This proportion is targeted to increase to 30% by 2030.

2.4: Currently, NTNU hosts approximately 600 international exchange students per year. We hope to increase this number to 800 by 2030.

2.5: NTNU currently offers six bachelor's degree programs taught in English: This is targeted to increase to ten programs by 2030.

2.6: Currently, 150 foreign nationals are enrolled in degree programs at NTNU to improve their Mandarin proficiency: This figure is targeted to increase by 170 students per year starting in 2026, reaching 1000 students by 2030.

2.7: Foreign nationals currently make up 12% of individuals enrolled in degree programs: This is targeted to increase to 15% by 2030.

2.8: Among teaching staff across the university, foreign nationals currently make up 5%: This is targeted to reach 9% by 2030.

(3) Interdisciplinary talent cultivation

3.1: At present, students graduating with double-majors, or a major and minor specialization make up 17.81% of graduates: This is targeted to rise to 20% by 2030.

3.2: Students who have completed course credits outside of their primary discipline (excluding teaching/education studies) currently make up 18.86% of graduates: This is targeted to rise to 25% by 2030.

3.3: Currently 30% of students complete independent study classes or special projects as part of their degrees: This is targeted to rise to 40% by 2030.

3.4 There are currently 21 classes offered specifically to mature and elderly students: This is targeted to rise to 30 classes by 2030.

3.5: With respect to applied learning, our target is for 90% of departments to offer classes relating to AI or other forms of technological integration by 2030.

3.6: NTNU currently offers 877 English-Medium Instruction (EMI) classes. This number is targeted to rise to 1000 by 2030. Meanwhile, among fourth-year bachelor's degree students taking day classes, 14% earn 18 or more course credits from EMI classes: This figure is targeted to rise to 30% by 2030.

3.7: Among staff in the College of Education who teach practical education classes, 81% have K-12 certification or K-12 classroom experience: This figure is targeted to reach 100% by 2030.

3.8: Currently, 61% of students enrolled in teacher training programs complete pre-service teacher education classes within their degrees: This figure is targeted to rise to 63% by 2030.

3.9: Currently, 90% of students enrolled in teacher training programs complete a practicum within their degrees: This figure is targeted to reach 92% by 2030.

(4) Deepening connections with broader society and creating a sustainable campus

4.1: 13% of academic staff are currently engaged in projects involving

collaboration with industry: This figure is targeted to rise to 18% by 2030. In addition, 40.08% of graduates of bachelor's and master's programs will have participated in some form of practical education outside of campus during their degrees, including external training and industry internships: This figure is targeted to rise to 46% by 2030.

4.2: At present, cash donations to NTNU can reach up to 100 million TWD in a single year: This is targeted to rise 10 to 15% annually in the five-year period from 2026 to 2030, such that by 2030, annual cash donations could increase to between 150 million and 175 million TWD.

4.3: We aim to develop AI-powered service platforms capable of engaging in natural conversation with users to enhance the quality of campus services while also increasing the amount of experience using such technologies among students and faculty. We expect to add one to two new AI-powered services per year, such that by 2030 the university achieves its goal of offering a minimum of ten different smart services to staff and students.

4.4: Theses, academic papers and other literature related to SDGs currently make up 26% of NTNU's total academic publications: This figure is targeted to reach 30% by 2030.

2. Coordination of relevant resources

In order to achieve the above university-wide critical development targets, we will make proper use of any relevant resources and offer support to staff and institutions across the university to meet their development requirements. Specifically, we will perform appropriate planning and resource allocation with

respect to funding, personnel and physical spaces.

a. Funding

In final accounting, NTNU’s total income for 2024 came to \$7,992,450,000 TWD, including income from the College of Interdisciplinary Industry-Academia Innovation. Aside from the existing budget, in the coming years we will strive to expand our independent sources of income, including the contesting of grants for industry-academic research, the soliciting of donations from businesses and alumni, the operation of sporting facilities, etc., to meet the needs of our academic and administrative units.

b. Personnel

The following chart shows the current number and distribution of university personnel:

<i>category</i>	Full-time teaching staff (includes temporary contract and special project staff)	Research staff	Total teaching and research staff	Administrative staff (includes teaching assistants and other employees)	Total staff	Part-time teaching staff
<i>headcount</i>	834	8	842	864	1,706	(768)

To fully push forward with each element of the university-wide development plan, we must constantly replenish and judiciously allocate our existing personnel, thereby improving outcomes across all aspects of the university, including teaching, research and administration. NTNU employs a total of 1,706 staff members, of whom 1,669 are domestic citizens and 37 are foreign nationals. Given this fact, we seek to expand recruitment of foreign nationals to hasten the further internationalization of

our university.

Regarding the composition of our teaching staff, we currently employ 842 full-time lecturers and researchers, of whom 58% hold the rank of professor. In terms of age distribution, 66% of these staff members fall between the ages of 40 and 60.

c. Physical spaces

NTNU's Heping and Gongguan campuses occupy a combined area of 223,682 square meters, while their attached student accommodation occupies 405,060 square meters. The Linkou campus occupies a total area of 328,773 square meters, while its attached student accommodation occupies 90,913 square meters.

In the future we will conduct a thorough review of existing spaces and undertake the construction of additional buildings for study and research, as well as conducting improvements on existing spaces and facilities to satisfy teaching and research requirements.