



# HEEACT

Higher Education Evaluation and  
Accreditation Council of Taiwan

## **HEEACT Overseas Program Accreditation**

### **Review Report**

[July 2023]

Management Study Program

Universitas Jambi

**Higher Education Evaluation and Accreditation Council of Taiwan**

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## Executive Summary

The overseas program accreditation for the Management Study Program (hereinafter Study Program) from the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) is among the third to be undertaken by the Faculty of Economics and Business (FEB) at the Universitas Jambi (UNJA).

The review was conducted by a Review Panel (see [Appendix 1](#)) appointed by HEEACT based on the self-assessment report (SAR) submitted by the Study Program, relevant supporting documents/evidence, written responses from the Study Program for further clarifications, interviews with stakeholders during the virtual site visit, as well as feedback from the Study Program after the virtual site visit.

The Review Panel made its assessment according to the three standards, 12 sub-standards, 44 indicators, as well as best practices associated with them as stipulated in the HEEACT Overseas Program Accreditation Handbook (2023). The three main standards are described in the following:

- Program Development, Governance, and Self-Improvement
- Faculty and Teaching
- Students and Learning

The virtual site visit, through Cisco Webex, was successfully conducted on March 20 and 21, 2023. The review results are presented under the section of “Review against HEEACT Standards”, which include affirmations, commendations, and recommendations for each sub-standard. The Review Report is summarized with a conclusion for the Study Program.

# Introduction

## About Universitas Jambi (UNJA)

Universitas of Jambi (UNJA) was established as a teaching university on April 1, 1963, under the name of Universitas Negeri Telanaipura (UNT) based on the Decree of the Ministry of Higher Education and Science No. 25 of 1963. UNT was renamed into the University of Jambi through the Decree of the President of the Republic of Indonesia No. 148 of 1966, dated June 24, 1966.

The vision of UNJA is “Towards A World Class Entrepreneurship University Based on Agro-Industry and Environment”. To meet its vision, UNJA has identified five objectives, abbreviated as SMART (i.e., Student achievement, Management transformation, Academic reputation, Relevance in work, and Technology for digital transformation). The missions in alignment with the five objectives are as follows:

1. Strive for and ensure access to quality and affordable higher education for all levels of society based on the principle of equality and excellent higher education services.
2. Develop and disseminate science, technology and art through education, research and community service.
3. Carry out quality education and develop entrepreneurial creativity according to the talents and interests of students.
4. Produce entrepreneurial graduates from various scientific fields who are competitive and able to apply knowledge according to their fields in a professional manner.
5. Carry out various creative and innovative research that supports the implementation of quality entrepreneur education, both at the National and International levels.
6. Improve academic quality standards with national and international standards.

UNJA currently offers 90 study programs in seven Faculties and one School, namely, the Faculty of Agriculture, the Faculty of Animal Science, the Faculty of Economics and Business (FEB), the Faculty of Law, the Faculty of Medicine and Health Sciences, the Faculty of Science and Technology, and the Postgraduate School.

The Management Study Program is one of the fifteen study programs offered by the FEB, established based on March 23, 1963. The Study Program has been accredited “B” from the National Accreditation Board for Higher Education (BAN-PT) in the Decree No. 3965/SK/BAN-PT/Ak-PPJ/S/VII/2020, which it is valid until July 11, 2025.

The Study Program has an important role in helping small and medium-sized businesses and local governments develop dependable personnels to hasten in regional development. As of March 2023, the Study Program is supported by 58 faculty members (FMs), two affiliated staff members, and 957 active students.

## HEEACT Overseas Program Accreditation Process

Starting from 2014, HEEACT is commissioned by overseas higher education institutions to conduct program accreditation. The overseas program accreditation shares similar processes with Institutional Accreditation and Program Accreditation conducted in Taiwan, which entail the following stages:

- Preparation of a Self-Assessment Report (SAR),
- Document review,
- On-site visit (Virtual site visit)
- Decision-making, and
- Follow-up

To support programs along the way of program accreditation, HEEACT provides three online workshops to guide programs to demonstrate their capabilities in line with HEEACT's three standards with 44 indicators. The accreditation process will take approximately 1 to 1.5 year, depending on when programs submit their SARs.

The Accounting Study Program expressed its interest in HEEACT overseas program accreditation in September 2020. From October to November 2020, two video conferences were held to increase mutual understanding and to explain the accreditation process. After signing the contract in February 2021, HEEACT held five training courses from July to November 2021, as well as three SAR workshops from April to May 2022.

The Study Program submitted its SAR, together with supporting documentation, for review in December 2022. Due to the COVID-19 pandemic, an on-site visit was no longer possible for the Panel to conduct. With the consensus of UNJA, the site visit was conducted via a virtual platform (Cisco Webex) on March 20 and 21, 2023 (see [Appendix 2](#) for detailed schedule).

During the virtual site visit, a total of 31 internal and external stakeholders were interviewed, including one Program Head, five FMs, six students, seven alumni, seven staff members, and five employers (representatives from the industry). During a few interview sessions, two translators (approved by HEEACT beforehand) were allowed to join to facilitate the process.

The Review Panel presented a verbal summary to the Program Head as well as FMs in the Study Program at the end of the virtual site visit. The draft Review Report was completed one month after the virtual site visit and was sent to the Program for factual checking before the submission to HEEACT's Accreditation Recognition Committee.

# Review against HEEACT Standards

## Standard I: Program Development, Governance, and Self-Improvement

### 1-1 Mission, vision, educational goals, and development plans

#### [AFFIRMATIONS]

1. The Study Program is affiliated with the Department of Management under the FEB at UNJA. It was previously a department of FEB. Since 2020, it has turned into six study programs run by the Department of Management. The vision of this Study Program is to become an “excellent, trusted, and internationally reputable management study program based on entrepreneurship in 2025”.
2. In realization of its vision, the Study Program has carried out various activities to facilitate teaching and learning. Those activities include, among others, meetings with its stakeholders, entrepreneurial weekly events, community service projects, and joint research between FMs and students.

#### [COMMENDATIONS]

1. The Study Program has actively pursued accreditations. It has already been accredited by BAN-PT, which is valid through July 11, 2025. The accreditation of “Excellent Study Program” accredited by the Lembaga Akreditasi Mandiri Ekonomi Manajemen Bisnis dan Akuntansi (LAMEMBA) is currently under review.

#### [RECOMMENDATIONS]

1. The Study Program should organize its own official faculty meeting which is run by the Program Head regularly. Its FMs as well as students should be invited to join the meeting to discuss matters related to teaching and learning. Only having the Program Head and/or some selected FMs to take part in the departmental faculty meetings might not get a chance to bring first-hand information/suggestions to the table.

### 1-2 Curriculum planning and implementation

#### [AFFIRMATIONS]

1. The educational goal of the Study Program is to prepare students to have technopreneur, techno-agribusiness, and environmental management skills. Specifically, students are expected to be humanistic, energetic, brilliant, actionable, and trustworthy to expand their knowledge into all sorts of management fields.

2. The design of the 2021 curriculum is contingent upon a free learning policy which is stipulated in Circular No. 1 issued by the Ministry of Education and Culture in 2020. The quality assurance (QA) of curriculum is carried out through the QA Group for the Study Program. The Group is part of the Academic Quality Assurance System at the university level. Generally, the Program Head is responsible for the QA of the curriculum in both teaching and learning. The Program Head effectuates the evaluation by leadership meetings, academic coordination meetings, and teaching staff meetings.

#### [COMMENDATIONS]

1. The Study Program has designed supporting activities to facilitate student learning outcomes. Students have the options to enter apprenticeship programs, to apply for student exchange programs, to participate in community development programs, and to engage in entrepreneurship activities.

#### [RECOMMENDATIONS]

1. Even though the curriculum design follows a free learning policy, a flow chart specifying the connections/linkages among courses would help students understand the logic of the curriculum. Furthermore, it would be helpful for students to construct their own study plans if the Study Program categorizes courses into subcategories based on the relevance of each course to the management fields/skills intended to teach.
2. The Study Program should consider establishing its own curriculum QA task forces. FMs could be assigned to different task forces based on their backgrounds or the subjects they are teaching. The Program Head could appoint senior FMs to be the Chair of task forces. Not only could a task force discuss students' learning conditions, but it also could jointly design the topics/syllabus of each course.

### **1-3 Operations and administration support**

#### [AFFIRMATIONS]

1. The Program Head is appointed by an election from all FMs that is prescribed by the Article of Association of UNJA. The election result is ratified through a Chancellor's Decree. The term of the office is four years with one additional re-election term.
2. The Program Head is under the supervision of the Dean of FEB, and is responsible for academic and student affairs. Administrative activities are supported by two staff members. All administrative operations and measures are basically following UNJA's rules.

#### [RECOMMENDATIONS]

1. Even though UNJA runs a tight ship, the Study Program could consider establishing its own administrative mechanisms based on its accessible resources. It would help the Study Program respond to the needs of both FMs and students with agility.

## **1-4 Self-assessment and continual improvement**

### **[AFFIRMATIONS]**

1. The Study Program enforces self-assessment under the supervision of a QA group at the department level. In turn, the QA group reports to the Quality Assurance Learning Development Institute at the university level.
2. In addition to evaluating and initiating quality improvement of the Study Program through the university bureaucratic system, the Study Program also attempts to better its teaching performance and student learning outcomes by pursuing accreditations from independent educational associations.

### **[RECOMMENDATIONS]**

1. The Study Program should set up its own QA group to discuss and evaluate teaching and learning activities within the Study Program. It would help to encourage all FMs to engage in continuous improvement endeavors.

## **Standard II: Faculty and Teaching**

### **2-1 Faculty composition and its relation with the program's educational goals, curriculum, and students' learning needs**

#### **[AFFIRMATIONS]**

1. The Study Program is supported by 49 full-time FMs, of whom 20 FMs have doctoral degrees and 29 FMs have postgraduate degrees. There are two professors, 14 Associate Professors, 23 assistant professors, and 10 lecturers. In addition to the full-time FMs, the Study Program also has 12 practitioners and one international lecturer to meet the needs of students, educational goals, and development plans.
2. The recruitment process of FMs is carried out openly and based on three considerations, that is, meeting needs, developing specific disciplines, and developing replacement cadres to replace retirees. The FM candidates need to pass the CAT test including the National Insight Test (TWK), the General Intelligence Test (TIU) and the Personal Characteristics Test (TKP), and then take the SKB test including an academic potential test, an English test, Tri dharma higher education, a psychological test, a micro teaching test, and an interview.
3. The FMs of the Study Program must undergo an assessment every semester to ensure the quality, accountability, and transparency of FMs as professional educators. The assessment is carried out through the lecturer workload plans (R-BKD) and Lecturer Performance Reports (LKD), which show whether the FMs carried out the required workload in the previous semester. The R-BKD and LKD portfolios are submitted at the end of each semester or at the beginning of the following semester. In addition, based on the Dean's Decree, the Study Program has formed a monitoring and evaluation team to guarantee the quality of FM performance.



4. According to the academic qualifications, the FMs carry out the Tri Dharma of Higher Education with a minimum workload of 12 credits and a maximum of 16 credits each semester. The curriculum of the Study Program is a set of plans and arrangements specifying content, study and learning materials, delivery methods, and assessments used as guidelines for implementing teaching and learning activities.

#### [RECOMMENDATIONS]

1. The Study Program regulates FMs to carry out the Tri Dharma of Higher Education with a workload of 12 to 16 credits each semester. However, there are quite a few FMs who teach more than 16 hours per week based on the information provided by the Study Program. The Study Program should make sure every FM is given reasonable teaching hours in order not to negatively affect teaching quality.
2. Of the FM population, 20 of them have completed their doctoral education, while 29 FMs still hold master's degrees. To fulfill the Study Program's positioning and educational goals, there is not enough full-time FMs with doctoral degrees to establish the intended quality of the specific fields of the discipline. In addition to those doctoral candidates (on-going), it is necessary for the Study Program to encourage more FMs to pursue and complete their doctoral education. The Study Program could incentivize FMs to pursue their doctoral degrees within and outside the university and/or to focus on research and other scholarly activities to meet Tri-Dharma standards.

## **2-2 Capacity building and related support systems for faculty members**

#### [AFFIRMATIONS]

1. To support FMs' teaching and research, there are eight commonly used resources for the FMs in the Study Program to access academic journals, scientific writings, and Jambi Province Publication Media. The resources include the Jambi Province Regional Library, the Jambi City Public Library, and some online websites.
2. The Study Program evaluates the performance of FMs and courses every semester to enhance the capacity of the teaching staff. Following the Standard Operational Procedure for Monitoring and Evaluation of the Lecture Process Serial Number: UNJA-FEB-JPS-SOP-49, the Study Program evaluates the FMs based on the student survey results. Students could provide suggestions and criticism to FMs. If FMs fail in the survey, the consequences given are a reduction of courses in the following semester and verbal/written warnings.

3. The Study Program provides numerous activities to support FM competence, including joint research, FM exchange between universities, comparative studies, and cooperation in journals and other publications. Over the past three years, it has offered assorted learning opportunities to FMs to excel in their teaching, such as proficiency in qualitative research, the use of time series models in research, using Mendeley in the bibliography, applying analytic tools, improving the quality of scientific articles presented at international seminars, publishing scientific articles in international journals, strengthening joint research activities between FMs and students, and proficiency in qualitative and quantitative research.
4. To promote social harmony and develop economically self-sufficient community groups, the academic community of the Study Program organizes its volunteer work into four categories, that is, Community Service Doctoral Creativity Program, Community Service Application of Science and Technology (PPMPI), Community Service Duties, and Community Service Application of Science and Technology (PPMPI)/Integrated Laboratory Village.

#### [RECOMMENDATIONS]

1. The Study Program should delineate clearly how the four groups of community service volunteer work build FMs' capacity and support them to develop appropriate curriculum and teaching strategies. The Study Program should make sure these volunteer work meets students' learning needs and enhance the quality of teaching. The course evaluation and learning assessment methods are necessary to be designed based on the features of the four categories of community services. A mapping of the Study Program's vision, missions, goals, and competencies against the community services could be helpful for FMs and students to understand and execute these initiatives.
2. The Study Program should find ways to encourage and support FMs' continuous capacity development. Over the past three years, it has conducted some training activities and community organizing activities such as the Professional Administrative Competency Training and Distance Learning Competency Training and Certification, to build up FMs' capacity. Only 29 out of 49 FMs, however, participated in the training activities and 18 FMs engaged the community organizing activities.

## **2-3 Academic career development and related support systems for faculty members**

### **[AFFIRMATIONS]**

1. The Study Program has specific regulations and policies such as the Lecturer Career Development Information System and the Lecturer Career Development Integration Scheme in place to guide FMs regarding their academic career development. Coaching and career development includes assignments and promotions. Resources related to career development and achievement are planned in line with the courses and individual achievements and interest. Opportunities in the educational environment as well as FMs' knowledge and experiences are also incorporated into the coaching and career development plan.
2. The Study Program supports off-campus professional services such as reviewers, editors to academic journals, and consultants to business organizations. Academic ranks of FMs in the Study Program start from Lecturer, Assistant Professor, Associate Professor, and Professor. FMs with a higher rank would provide guidance and professional development for those who are in a lower rank.

### **[RECOMMENDATIONS]**

1. Quite a few senior FMs with more than 20 or 30 years of experience in the Study Program are still in the rank of Assistant Professor. The Study Program could work with corresponding administrative offices to create competency profiles of every FM so that any deficiencies in Tri-Dharma achievements for each FM can be identified and addressed. It is also imperative to provide FMs with an updated list of journal tiers, including predatory journals, to assist them to discover publication opportunities. These efforts not only assist FMs to effectively reach the national requirements for academic rank promotion, but also enable a medium-term to long-term succession plan to be developed. Furthermore, it is instrumental to build up the reputation of the Study Program.

## **2-4 Teaching, academic, and professional performance**

### **[AFFIRMATIONS]**

1. The Study Program complies with the Regulation of the Minister of Research and Technology Number 44 of 2015 concerning National Standards for Higher Education to ensure that the FMs' performance is associated to the educational and learning objectives of students, as well as measures up to the National Quality Standards.

2. The Study Program applies the BKD rubric and supplementary rubrics as guidelines to ensure the academic and professional performance of FMs complying with its objectives and intended pedagogical features. It provides various incentives such as professional awards, honorary allowances, and compensations to motivate FMs to better their teaching, academic and professional performance. From the year of 2019 to 2022, FMs of the Study Program have produced 428 lecturer studies, 16 proceedings, 394 national publications, 85 international publications, and 314 community service activities.

#### [RECOMMENDATIONS]

1. The Study Program needs to intensify its reputation to fulfill the goal of becoming an “internationally reputable management study program based on entrepreneurship in 2025”. Currently, there is a lack of FMs who receive research/national service grants (0.05%). The number of Licensed FM/student intellectual property rights is low (7%). No student/FM entrepreneurial innovations have been recognized internationally.
2. The Study Program should consider the quality of publications in the faculty supporting system for continuous improvement in addition to the quantity of publications. Even though FMs have published 274 articles in national journals, 87 papers in international journals, and 22 books, the merits of publications need to be strengthened. Some publications are indexed in Scopus and only one is indexed in Science Citation Index (SCI). Most of the publications seem not yet corresponding to international standards. To meet the Study Program’s goal of developing a world-class program, there are international standards such as Social Science Citation Index (SSCI) and SCI for scholarly publications.

### **Standard III: Students and Learning**

#### **3-1 Management of student enrollment and retention**

#### [AFFIRMATIONS]

1. The Study Program has adopted different plans and approaches to recruit students such as National Selection (i.e., SNMPTN, SBMPTN, SMMPTN, Affirmations), Low Income Student Scholarships (BIDIKMISI) and KIP Lectures, Local Entrance Selection (SLM), and Independent Selection. There are clear policies for each approach.
2. The Study Program has appropriate plans and approaches in place for students’ admission, support, and counseling. There are several student support systems available such as SIAKAD academic services, ELISTA, E-Learning services, EDIMAS, and MBKM to provide diverse student services and support.

### [COMMENDATIONS]

1. Recruitment policy provides fair opportunities for low-income students by providing scholarship opportunities and diverse groups of students under different recruitment approaches. Different scholarship programs such as PPA and BBM scholarships, Supersemar Scholarship, Central Bank of Indonesia Scholarship, Tanoto Foundation Scholarship, Jambi Province Government Scholarship, and Beasiswa Karya Salemba Empat are available to support students.
2. The Study Program is very competitive in terms of student recruitment; the number of applicants is always much higher than that of admitted students.

### [RECOMMENDATIONS]

1. The Study Program should measure and benchmark the quality of admitted students from different approaches to identify areas for recruitment improvement.
2. The Study Program should implement an action plan to improve the enrollment rate. Although the number of applicants is much higher than that of admitted students, the enrollment rate is only around 80% - 92% every year.
3. The Study Program should formulate a strategy to promote and recruit more international students and students from other provinces. Most of the students are from the Jambi Province, only few come from other provinces and there are a very limited number of international students.
4. The Study Program should implement an action plan to reduce the average length of study time for students to graduate. It should also implement a better mechanism to monitor student progress and provide better support for students to graduate on time. Currently, the average length of study time is quite long (around 5 years); some students even took 8.5 years to graduate.

## **3-2 Course-related learning and support systems**

### [AFFIRMATIONS]

1. The Study Program uses different methods to analyze and manage student progression and learning outcomes such as analyzing the distribution of grades, credit exemptions, repeated courses, failed courses, course prerequisites, course registration details, and study completion deadlines for each student.
2. The Study Program provides several supportive methods for students' academic learning and manifests its outcomes such as funding and scholarships, internship programs, research opportunities, village projects, and exchange programs.

### [COMMENDATIONS]

1. Students are satisfied with and provide good feedback about the curriculum and FMs' teaching methods and support.

### [RECOMMENDATIONS]

1. The Study Program should consider other reliable and valid ways to monitor and measure learning outcomes since evaluating distribution of grades cannot really measure whether students have reached the expected learning outcomes. It might just measure whether students have passed the exams, which is more of a general index of learning conditions for a group of students.
2. In accordance with UNJA's vision of globalization, more actions should be taken to improve the English proficiency level of students.
3. During the interviews, the stakeholders expect the Study Program to apply more practical approaches to teaching and learning and to provide more internship opportunities with business for students.

### **3-3 Other forms of learning and support systems**

#### [AFFIRMATIONS]

1. The Study Program actively supports students' extracurricular learning activities through various systems such as the Visionary Leadership School, Festival Management, webinars, and workshops.
2. The Study Program establishes bonding relationships among students that is conducive to their learning experiences, campus life, counseling, and health. The relationships are built in the form of mentoring, buddy systems, and networking with seniors or alumni.

#### [RECOMMENDATIONS]

1. The Study Program should provide alumni with seminars, workshops, joint activities to explore their lifelong learning needs and to have better plans to support these learning needs. E-learning systems can be applied to strengthen both incumbent student and alumni' lifelong learning, for example, allowing alumni to join e-learning classes and to have access to e-library.

### **3-4 Student/graduate learning outcomes and feedback system**

#### [AFFIRMATIONS]

1. The Study Program uses different kinds of assessments, methods, and standards to assess students' learning outcomes.
2. The Study Program sends out quantitative surveys to students, alumni, and employers to gather feedback regarding its educational performance. Corrective actions have been made accordingly.

#### [COMMENDATIONS]

1. Alumni give support and engagement to the Study Program and its activities by means of mentoring students, holding seminars, and providing job opportunities.

## [RECOMMENDATIONS]

1. The Study Program should consider a more comprehensive approach and plan to engage with alumni and employers to level up the relationships. Further education, training and coaching services can be designed for those important stakeholders.

## **Conclusion**

Based on the above affirmations, commendations and recommendations, the Review Panel hopes that this accreditation process can point out what the Study Program is doing well, as well as what it can improve. The Review Panel collectively believes that the Management Study Program at Universitas Jambi meets HEEACT standards and indicators, and recommends that the Management Study Program be accredited by HEEACT with a validation period of 6 years.

## APPENDIX 1: HEEACT Review Panel

Reviewer	Affiliation	Title	Responsible for
Prof. Dr. Peirchy Lii (Panel Chair)	Department of Management Sciences, Tamkang University (Taiwan)	Professor	Standard 1
Prof. Dr. Kaili Yieh	Department of Business Administration, National Changhua University of Education (Taiwan)	Professor	Standard 2
Prof. Dr. The Dung Vu	Thinking School Vietnam Thinking School Switzerland (Vietnam)	1. CEO (Vietnam) 2. Managing Director (Switzerland)	Standard 3



## APPENDIX 2: Virtual Site Visit Schedule

### DAY 1

Date: March 20, 2023

<b>TWN</b>	<b>VMN/IDN</b>	<b>Agenda</b>
13:30-13:50	12:30-12:50	Preparatory meeting
14:00-14:30	13:00-13:30	1. Opening of the Virtual Site Visit 2. The Study Program's presentation
14:30-14:50	13:30-13:50	Facility tour
14:50-15:00	13:50-14:00	Short break
15:00-15:40	14:00-14:40	Interview with the Program Head
15:45-16:30	14:45-15:30	Group interview with FMs
16:35-17:20	15:35-16:20	Group interview with undergraduate students
17:20-17:50	16:20-16:50	Review Panel discussion

### DAY 2

Date: March 21, 2023

<b>TWN</b>	<b>VMN/IDN</b>	<b>Agenda</b>
10:15-10:30	9:15- 9:30	Preparatory meeting
10:35-11:20	9:35-10:20	Group interview with alumni
11:25-12:10	10:25-11:10	Group interview with staff members
12:15-13:00	11:15-12:00	Group interview with employers (representatives from the industry)
13:00-14:15	12:00-13:15	Lunch break
14:15-14:55	13:15-13:55	Review Panel discussion
15:00-15:20	14:00-14:20	Exit meeting with the Study Program
15:20-	14:20-	Review Panel exit meeting



**HEEACT**

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