

The Analysis of SDGs Initiatives of National Cheng Kung University in Taiwan

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Abstract

National Cheng Kung University is located in the southern area of Taiwan. Founded in 1931 during Japanese rule period as an engineering college. Now, it is famous for its research in science, engineering and Taiwanese literature and history. According to statistics from Ministry of Education in Taiwan, Cheng Kung University's annual total revenue does not rank the first place among all universities. However, their efforts and results in promoting the SDGs have made them become one of top universities pursuing sustainable development goals. On the basis of Times Higher Education's "University Impact Rankings for 2024", Cheng Kung University has achieved the 25th place among universities in the world, and it has been ranked in the first place among universities in Taiwan for five consecutive years (2020-2024) as well. Therefore, it is worth doing an in-depth analysis of their initiatives on promoting SDGs in their campus in recent years. The efforts and practices they put in can have important reference value for other schools. In addition, through such research, on the one hand, we can specifically understand the decisive factor about how Cheng Kung University could become the highest position of SDGs promoting university in Taiwan region. Also, we can obtain alternative inspiration by comprehending the process of their endeavors as well. As Times Higher Education's "University Impact Rankings for 2024" mentioned, Cheng Kung University received high evaluations, especially in UN SDG 9: Industry, Innovation and Infrastructure (9th), UN SDG 12: Responsible consumption and production (24th), UN SDG 3: Good health and wellbeing (18th) and UN SDG 17: Partnerships for the goals (101-200th). Furthermore, after years of efforts to promote SDGs, they have also received very good results in putting the concept of building an eco-campus into action. While analyzing the definite achievements of Cheng Kung University, the author also attempts to compare their results with the instances of Chiang Mai University in Thailand through his own observation and experience in March, 2024. By doing so, it is expected to achieve the effect that we can obviously realize about what universities in many different regions focus on for the issue of creating an eco-campus.

Keywords: SDGs, USR, Eco-campus, Cheng Kung University, Chiang Mai University;

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Preface

Cheng Kung University is located in Tainan City in southern Taiwan. It was founded in 1931 and was originally the "Tainan Technical College". It has mechanical engineering, electrical engineering and applied chemistry departments. In 1944, civil engineering and architecture departments were added. In March 1946, it was renamed "Taiwan Provincial Tainan Junior College of Technology", and then in October the same year it was upgraded to "Taiwan Provincial College of Engineering"¹. Later in 1956, it was reformed as Cheng Kung University. At the beginning, this university based on science and engineering, and it gradually added related departments such as humanities, business, medicine, and social sciences, becoming a comprehensive university. In October 2024, Cheng Kung University has 11 colleges, 45 departments, and 23,381 students. It is an important higher education and academic research base in southern Taiwan.

According to statistics in 2020, the number of students at Cheng Kung University ranks sixth among all universities², but their annual available funds only rank between 8th and 15th³.

Table 1. University's Annual Available Funds in Taiwan. Compiled from "College Information Disclosure Platform: University's Available Funds, Cash Increase and Decrease in the Current Year"

Cheng Kung University's annual available funds ranking in Taiwan					
Year	2019	2020	2021	2022	2023
Ranking	15 th	11 th	10 th	13 th	8 th

However, under such disadvantage circumstances, Cheng Kung University still made the most effective use of its limited resources. While promoting education and research, it also worked hard to promote the development of SDGs and ecological campuses. Therefore, in the "University Impact Rankings"⁴ conducted by Times Higher Education since 2019, which evaluates the performance of universities in achieving SDGs every year, Cheng Kung University has achieved very good results in the global university rankings. For example, in 2024, this university ranked 25th out of the 2,152 universities evaluated worldwide⁵. In addition, Cheng Kung University has been ranked as the number one university in Taiwan dedicated to promoting SDGs for five consecutive years since the 2020 survey.

Table 2. Cheng Kung University's ranking in University Impact Rankings over the years. Compiled from "University Impact Rankings".

Cheng Kung University's ranking in University Impact Rankings over the years						
Year	2019	2020	2021	2022	2023	2024
World ranking	80 th	38 th	101 st -200 th	33 rd	24 th	25 th
Ranking in Taiwan region	3 rd	1 st	1 st	1 st	1 st	1 st

Therefore, the efforts and achievements made by Cheng Kung University in promoting SDGs and building an eco-campus deserve further understanding and analysis, and it may serve as a reference for us to implement the ideals of SDGs in the future.

¹<https://web.ncku.edu.tw/p/412-1000-14449.php?Lang=en>

²<https://vocus.cc/article/5ffc35cafd89780001b53861>

³<https://udb.moe.edu.tw/udata/DetailReportList/%E8%B2%A1%E5%8B%99%E9%A1%9E/AccountingCashFlowsStatement/Index>

⁴ According to Times Higher Education, the Impact Rankings identify and celebrate universities from 125 countries and territories that excel across multiple United Nations Sustainable Development Goals (SDGs). Not only do these institutions stand out in individual areas but they also demonstrate comprehensive excellence in contributing to global sustainable development.

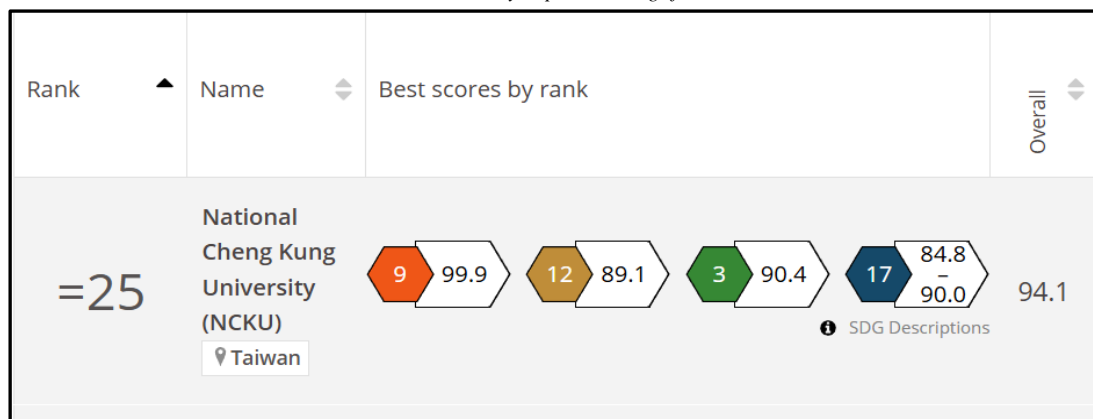
https://www.timeshighereducation.com/impactrankings#!/length/100/sort_by/rank/sort_order/asc/cols/stats

⁵https://www.timeshighereducation.com/impactrankings#!/length/25/locations/TWN/sort_by/rank/sort_order/asc

1. Cheng Kung University's efforts in promoting SDGs

Since 2016, Cheng Kung University has incorporated SDGs into its university development plan⁶, they have achieved plentiful results by promoting each goal of sustainable development through taking actions accompanied by education, research and cross-disciplinary collaboration. For example, until 2024, they have offered more than 2,806 courses related to SDGs and published more than 1,942 international presentations for sustainability issues⁷. In addition, through the detailed content published by "University Impact Rankings for 2024", it can be seen that Cheng Kung University has received high evaluations in the following four aspects, (1) SDG 9: Industry, Innovation and Infrastructure, in which Cheng Kung University ranks ninth in the world; (2) SDG 12: Responsible consumption and production, in which this university ranks 12th in the world; (3) SDG 3: Good health and wellbeing, in which they rank 18th in the world; (4) SDG 17: Partnerships for the goals, in which they rank among 101st to 200th in the world. Let us take a closer look at how they achieve this remarkable result.

Fig. 1. The Rank of Cheng Kung University and its best scores by rank.
Source: "University Impact Rankings for 2024"



This remarkable result can first be attributed to the commitment of Cheng Kung University to make every endeavour to do plenty of research related to each ideal of SDGs. For example, in 2023, among the 1,553 academic papers published by them, 49% were related to SDG3; on the other hand, 10% were related to SDG9⁸. In addition, judging from "Field-Weighted Citation Impact" (FWCI), their research results in projects such as SDG3, SDG9 and SDG12 are 1.68 times, 1.36 times and 1.41 times higher than the world average⁹.

Moreover, the evaluation of the SDG 17 project is closely related to the obvious evidence that they take positively action to promote academic research related to SDGs through international cooperation. For example, in these three specific projects mentioned above, the proportion of research results by international cooperation was 32.8%, 42.5% and 46.3%. Besides, the proportion of academic achievement under international cooperation on the SDG14 project is as high as 61.4%.

In addition, they are active to work with people in local communities. For example, they have been engaged in agricultural research for a long time and have cooperated with local farmers to sort out some problems of agricultural products such as rice or asparagus to increase agricultural production and the development of environmentally friendly agriculture in local communities. Also, the cafeterias in Cheng Kung University have purchased the agricultural products grown by local farmers who collaborate with the university. By doing so, the

⁶<https://sdg.ncku.edu.tw/news-146.html>

⁷<https://sdg.ncku.edu.tw/>

⁸NCKU 永續報告書 2023-2024(Tainan: Cheng Kung University,2024), p.43.

⁹Ibid., p.43.

university did improve the economic situation of agricultural producers while providing their staff, teachers and students with healthy food.¹⁰ This is what SDG17 hopes for as well. Partnership promotion can help accumulate the will, creativity, know-how, technology and other resources that individuals and societies own in order to achieve all 17 SDGs¹¹.

On the other hands, since they began to put the ideals of SDGs into practice in 2016, they have worked hard to integrate their educational courses with SDGs. By doing so, the university had 1,499 courses related to SDGs in 2020. This was about five times as much as the second-place Taiwan University which had only 312 courses in the school year of 2020¹². What they do is that Cheng Kung University inquires each department to set up SDGs projects that they want to achieve, and asks the teachers to think about how their courses can be combined with the SDGs and reply the correlation between their courses and SDGs while filling out the form of syllabus such as Fig.2.

Fig.2. The Form of Cheng Kung University's syllabus¹³

*課程學習融入下列議題的程度 Immersing the Following Issues	
議題 Issues	關聯性 Correlation
性別平等 Gender Equity	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
生命教育 Life Education	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
服務學習 Service Learning	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
環境安全 Environmental Safety	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
智慧財產權 Intellectual Property	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
法治教育 Law-Related Education	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
人權教育 Human Rights Education	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation
環境保護 Environmental Protection	<input type="checkbox"/> 直接相關 Direct correlation <input type="checkbox"/> 間接相關 Indirect correlation <input type="checkbox"/> 無相關 No correlation

In this way, the courses are also categorized and presented in accordance with the SDGs. Also, their lessons are able to keep up with latest sustainable development issues continuously. Therefore, what they teach can be related with the promotion of SDGs. Under this circumstance, the number of courses at Cheng Kung University that are closely aligned with SDGs has increased year by year. For example, the number of courses related to SDG increased by 94.66% from 2020 to 2023¹⁴. In addition to teaching, they also bring their research into practice in local communities to take care the health of local people. For example, in the face of the aging problem in

¹⁰ NCKU 永續報告書 2023-2024 (Tainan: Cheng Kung University, 2024), p.82.

¹¹ 笹島茂、高木由香里等, *CLIL 英語で学ぶSDGsの基礎* (Tokyo: Sansyusha, 2022), p.10.

¹² <https://www.seinsights.asia/article/8269>

¹³ Provided by Dr. Kuei-Min Lee.

¹⁴ NCKU 永續報告書 2023-2024 (Tainan: Cheng Kung University, 2024), p.55.

Taiwanese society, since 2020, teachers and students including of non-medical disciplines of Cheng Kung University have entered the local communities in Tainan to try to tackle with the issue about the physical and mental health of local elderly people. After they understood the need of them, they have proposed specific plans in stages to encourage young people and the elderly to learn together and collaborate across generations, enhance the self-worth and happiness of the elderly to achieve healthy life of senior citizens¹⁵.

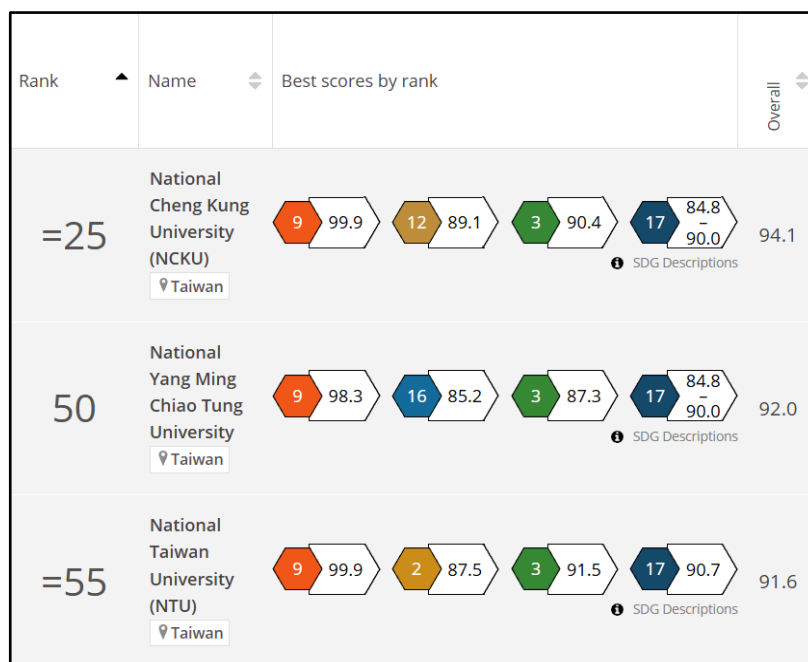
Table 3. The Number of Courses at Cheng Kung University Aligned with SDGs¹⁶

Year	2020	2021	2022	2023
The number of courses	1499	2685	2821	2918

Although these efforts have helped Cheng Kung University to achieve good evaluations in the SDG3 project, this result cannot stop me to wonder that it might be "favourable to some comprehensive universities with medical and nursing-related departments." For example, at Cheng Kung University, of the 1,499 courses in 2020, 996 courses were related to SDG3, and most of these courses were offered by the Department of Medicine, Department of Nursing, and Department of Occupational Therapy.

Not only Cheng Kung University, the top three universities in Taiwan region in the "*University Impact Rankings for 2024*" are Cheng Kung University, Yang Ming Chiao Tung University and Taiwan University as Fig.3. The efforts on SDG3 of these three universities are highly evaluated. What a coincidence, all these universities have medical and nursing related departments. Such evaluation method seems somewhat unfair to those universities that do not have medical or nursing related departments. However, the way of taking advantage of medical and nursing-related departments to promote the SDG3 project may be worthy of reference for other comprehensive universities with medical related departments.

Fig.3. The top three universities in Taiwan region in "*University Impact Rankings for 2024*"¹⁷



¹⁵<https://web.ncku.edu.tw/p/404-1000-278773.php?Lang=zh-tw>

¹⁶One course can meet multiple SDG projects.

¹⁷https://www.timeshighereducation.com/impactrankings#!/length/100/locations/TWN/sort_by/rank/sort_order/asc

Finally, in order to promote SDGs and execute the University Social Responsibility (USR) to build a university with overall excellence in "teaching, research and social responsibility", Cheng Kung University has specially established the URS HUB, NCKU¹⁸ to integrate cross-disciplinary academic researchers and courses based on research issues, and to play an importance role in the combination of theory and practice to assist the development of local communities and some industries.

A specific example is the USR project "Tainan 400 years: The Road to Upgrading Traditional Characteristic Industries - Revitalization and Rebirth." (臺南 400：從倒風內海到東原山林溪北傳統特色產業升級之路—復興與新生) In order to implement local care, environmental sustainability, sustainable development of industrial chain, this project, with the cooperation of experts and scholars from "Department of Biotechnology and Bioindustry sciences", "Department of Civil Engineering" and "College of Liberal Arts, integrates the three major projects of humanities, engineering and disaster prevention, and biotechnology through cross-disciplinary cooperation. They actively constructed an indigo dyeing demonstration site, and tried to help the development of characteristic industries through some courses, workshops and results presentations. Cross-disciplinary Scholars also worked together to rediscover the significance of traditional cash plants such as assam indigo in cultural industry¹⁹.

Fig.4. Gaining assam indigo knowledge from local residents²⁰



In addition, scholars tried to take positive actions to help some communities utilize natural farming methods and build a one-stop characteristic industry to increase local people's income. In this USR project, while Cheng Kung University's team provides interdisciplinary academic consulting and, through collaboration with local cultural communities, gives new life to the traditional indigo dyeing industry, they simultaneously bring the ideals of SDG1, SDG2, SDG4, SDG9, SDG12, SDG13 into many local communities.

Nowadays, as higher education institutions around the world increasingly are being asked to put more attention on making a contribution to the region where they are located, it may be an appropriate way to solve local problems and implement the ideals of SDGs in the local communities by cooperation of Cross-disciplinary scholars, experts or researchers like Cheng Kung University.

¹⁸<https://usr-hub.web2.ncku.edu.tw/p/412-1189-26478.php?Lang=zh-tw>

¹⁹ https://tja.center/uploads/e_paper_unit/pdf_jp/99/_%E4%B8%8D%E5%8F%AA%E6%98%AF%E8%8F%81%E9%81%8E_%E8%97%8D%E6%9F%93%E7%94%A2%E6%A5%AD%E5%BE%A9%E6%8C%AF%E8%B7%A8%E5%9F%9F%E5%90%88%E4%BD%9C%E4%B8%8B%E7%B4%B9_JPN.pdf

²⁰ https://tja.center/en/newsletter_units/99

2. The Achievements in Building an Eco-campus

Cheng Kung University not only makes efforts to practicing SDGs in research and teaching, but also implements it in campus planning and management. Therefore, to build and manage an eco-campus have become one of the most important issues in their university. After several years of hard work, they have achieved specific results in energy saving and carbon reduction. For example, although Cheng Kung University has increased its total floor area year by year, their total power consumption becomes decreasing due to replacing High efficiency air conditioning, strengthening its electricity network (national grid), replacing LED lamps, and promoting the importance of renewable energy²¹ etc. Besides, solar panels' manufacturers must donate a certain percentage of their electricity sales revenue to the university along with increasing the area of solar power, by doing so they can increase university income at the same time.

Table 4. Comparison of Cheng Kung University's total electricity consumption in 2022 and 2023

	Unit	2022	2023
Total power consumption	kWh	70,490,539	70,474,143
Total floor area	m ²	961,576.50	970,517.90

In addition, Cheng Kung University, which has its own architecture and civil engineering departments, is well aware that building energy conservation is very important when implementing energy saving and carbon reduction. Therefore, Industry-Academia collaboration is committed to creating green buildings that consume the least energy, produce the least waste, and have ecological, energy-saving, and healthy characteristics, as well as reducing waste. Until 2024, their campus has 9 green buildings certified by LEED with silver level certification or above²².

Fig.5. The Magic School of Green Technologies²³



²¹ NCKU 永續報告書 2023-2024 (Tainan: Cheng Kung University, 2024), p.106.

²² Ibid., p.107.

²³ The Magic School of Green Technologies was designed by the professor of the Architecture Department, NCKU. It was certified by LEED and made a reputation as the first platinum level green architecture among educational institutions in Asia.

<https://web.ncku.edu.tw/p/404-1000-236975.php?Lang=zh-tw>

In addition to saving electricity, Cheng Kung University has also achieved significant results in saving water through promotion the importance of on saving water, establishment of a rainwater storage and recycling system, setting up water use monitoring system, and analysis of water use on each campus and building. To sum up, their achievement can be seen from the Table 5 below, they saved 39 million liters of water in 2023 compared to 2022, and 1.05% of the total water consumption was recycled from rainwater and wastewater from water dispensers²⁴.

Table 5. Comparison of Cheng Kung University's Water Consumption in 2022 and 2023

	Unit	2022	2023
Total water consumption	Million liters	804	765

For building an eco-campus, they not only make efforts to generate more renewable energy and decrease the consumption of water, Cheng Kung University has put attention on implementing the concepts of SDG3 and SDG6 on their campus. Therefore, they have set up at least one water dispensers on each floor of every building on campus, with a total of about 250 machines for providing free, healthy and safe drinking water to all teachers, students, staff and visitors. Also, they can increase the willingness of users to bring their own water bottle and reduce the use of PET bottles and other products by this way.

Fig.6. Water Dispensers on The Campus of NCKU²⁵





²⁴ Since 2019, they have been using building roofs and underground space for storing rainwater to reuse. In addition, starting from 2023, the university will gradually improve the pipelines for wastewater from water dispensers so that it will no longer flow directly into the drains, but wastewater will be directed to the landscape ponds at the university. Recycled rainwater and water dispensers' wastewater become the main source of water for the university's landscape pools and plant irrigation. According to statistics, the total amount of rainwater recycling and water dispenser wastewater recycled by Cheng Kung University in 2023 will be approximately 8 million liters. *NCKU 永續報告書 2023-2024*, p.110.

²⁵ Provided by Dr. Kuei-Min Lee.

As Fig. 6, water dispensers set up on their campus have two main styles, both with three options of ice water, warm water and hot water, and it is convenient to fill water with users' own water bottle. It is because that the water dispensers on Cheng Kung University campus are significantly different from the common water dispensers on Japanese campuses in terms of function and usage. In order to understand the points of view of Japanese teenagers, I conducted the following survey (Fig.7) on six classes students of N.I.T.,Fukushima College in January 2025. When only the shape and function of the water dispenser are presented, students are asked which water dispenser is more likely to make them to bring their own water bottle to school.

Fig.7. Survey about water dispenser and the willingness of N. I. T., Fukushima College students to bring their own water bottle to school

Which water dispenser will make you want to bring your own water bottle to school more?

A	B
water dispenser with only cold water	water dispenser with cold, warm and hot water
	

Why do you think so?

Although the number of respondents only accounts for about one-fifth of the students at N. I. T., Fukushima College, it can still be regarded as the opinions of a part of the students. Among the 229 responses, 22 students chose water dispenser A, which is commonly used on the campuses in Japan and 207 students chose water dispenser B, which is used on Cheng Kung University campus. Moreover, based on the feedback of some students who chose water dispenser B, they mentioned that they can drink warm or hot water when the weather is cold. Also, some students mentioned that they can make black tea, coffee, etc. In addition, some students mentioned that they chose water dispenser B from the perspective of hygiene and cleanliness. Furthermore, some students mentioned that water dispenser B is more convenient for them to fill with water into their water bottle than water dispenser A.

Table 6. the result of survey about water dispenser and the willingness of students of N.I.T., Fukushima College to bring their own water bottle to school

	Water dispenser A	Water dispenser B	Total
Number of students	22	207	229
Proportion (%)	9.6%	90.4%	100%

It can be seen that being accompanied with the diversification of students' thinking and needs, the practice such as Cheng Kung University in providing healthy and safe drinking water with diverse choices may be a feasible way to create an eco-campus that satisfies more people in school.

Speaking of water dispensers, I would like to share with you Chiang Mai University's ingenuity and creativity in this regard. When I visited Chiang Mai University in March 2024, they have been making their every endeavour to promote the reduction of plastic bottle use and the implementation of the ideals of SDG3 and SDG6 through providing clean drinking water. In addition to encouraging users to bring their own water bottles and try to prevent users from touching the water supply button and causing the spread of covid-19 at the same time, their water dispenser has been upgraded as Fig.8. It automatically dispenses water through infrared sensing when the user takes their water bottle under the water outlet. Besides, this smart water dispenser is accompanied by friendly illustrated instructions, so even people who do not understand Thai language can quickly understand how to use it as well. Chiang Mai University's efforts in this regard left a deep impression on me.

Fig.8. Smart Water Dispenser on The Campus of Chiang Mai University (photo by author)



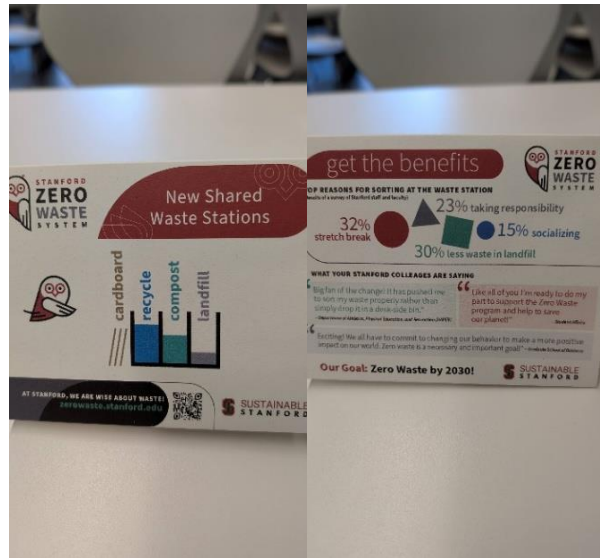
In addition to smart water dispenser, Chiang Mai University's other efforts to promote SDGs and to build an eco-campus are also worth referring to. For instance, Thai university students must wear uniforms, in order to reduce the waste of resources, Chiang Mai University started the "G2G" (GOOD TO GIVE) project. They set up a student uniform recycling station at the entrance of the main student cafeteria on the campus and started promoting the ideals of SDG12 along with recycling the used uniforms simultaneously. Through this project, they can collect used student uniforms and give them to students in need to reduce the waste. Also, their students can realize that the practice for SDGs are closely related to their university life, and it is not so difficult for everyone to take actions

to implement the SDGs. Similar approach can be seen on the campus of Stanford University. They also make use of student cafeteria to propagate their zero-waste system for getting more attention and participation.

Fig.9. Student Uniform Recycling Station at The Cafeteria of Chiang Mai University (photo by author)



Fig.10. Propaganda for Achieving Zero Waste by 2030 on The Canteen Table at The Cafeteria of Stanford University (photo by author)



Finally, since the Chiang Mai University campus is quite large, with an area of approximately 14 square kilo meters, their staff, teachers and students rely on cars, motorcycles or bikes to move around too much. In order to improve the problem of air pollution and reduce carbon dioxide emissions on their campus, Chiang Mai University has introduced low-floor transportation vehicles powered by electricity since February 2021. From 7 a.m. to 10 p.m. every day, it provides free shuttle services on six routes among their several campuses. It leads to the reduction in the use of cars and motorcycles on campus by this way²⁶. In summary, because of the efforts what Chiang Mai University did, they achieved a good result of 75th²⁷ in "University Impact Rankings for 2024".

Fig.11. CMU electric shuttle cars (photo by author)



²⁶ <https://cmu.ac.th/en/article/cf5eb4b5-49c3-4799-84e1-ddaa1bbae0d1>

Students must pay 400 baht (about 1,800 yen) per semester as a campus transportation fund.

²⁷ https://www.timeshighereducation.com/impactrankings#!/length/100/locations/THA/sort_by/rank/sort_order/asc

Conclusion

From the above content, we can realize that despite university annual available funds is limited, Cheng Kung University has been working hard to promote the integration of the ideals of SDGs and university's academic research, education and curriculum. It also makes good use of its advantages as a comprehensive university to implement some concepts of SDGs and spread them beyond university campus into local communities through interdisciplinary cooperation and Industry-Academia collaboration. On the other hand, in terms of their eco-campus management, they are also committed to achieving SDGs and actively promoting ecological campuses and sustainable management. With long-term efforts, they have achieved several outstanding results in energy conservation and carbon reduction, water conservation, etc., and while protecting the health of teachers, staff and students, they provide a variety of options to meet diverse needs. This idea is also welcomed by some students of N. I. T., Fukushima College.

Finally, as the examples of Cheng Kung University and Chiang Mai University show, although their environments and conditions are different, their determination to put SDGs into practice is the same, so they devote in using any creativity to put the strength of everyone together for achieving their goals. Therefore, this result also indicates the importance of unity in promoting the SDGs. This is exactly the reason why "one person taking a hundred steps is not as good as a hundred people taking one step", and it is exactly what SDG17 aims to achieve.

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https://tja.center/uploads/e_paper_unit/pdf_jp/99/_%E4%B8%8D%E5%8F%AA%E6%98%AF%E8%8F%81%E9%81%8E_%E8%97%8D%E6%9F%93%E7%94%A2%E6%A5%AD%E5%BE%A9%E6%8C%AF%E8%B7%A8%E5%9F%9F%E5%90%88%E4%BD%9C%E4%BB%8B%E7%B4%B9_JPN.pdf
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Authors' Biographies



I am currently an assistant professor in National Institute of Technology (KOSEN), Fukushima College. I am particularly focused on the following two aspects:

1. The organization and settlements of English East India Company in the 17th century
2. The marketing strategies related to foreign tourists and local sustainable tourism in Iwaki, Fukushima

～Welcome to visit Iwaki, Fukushima～