



2017

Hungkuang University

Campus Sustainability Report



About This Report

The Campus Sustainability Report of Hungkuang University has been prepared in accordance with the 2016 GRI standards: Core option issued by Global Reporting Initiative as the basis for compilation, which also responds to the UN Sustainable Development Goals (SDGs). As the third edition of The Campus Sustainability Report, it reports the school's ontology in the field of economic, teaching, environmental and social measures and activities to stakeholders and demonstrates the determination to implement sustainable development in society. (The affiliated agencies do not include this report. Based on the principle of Article 50 of the Private Schools Act, the finances of the subsidiaries and the schools shall be strictly divided. The operations of the affiliated agencies are operated independently and are therefore not presented in this report.) This report is published every two years. The information presented in the report is from January 1, 2016 to December 31, 2017. Since the school operation is mainly based on the academic year system, the statistics of teachers and students is in the range of 2015 to 2016 academic years (August 1, 2015-July 31, 2017).

We commissioned British Standards Institution (BSI Taiwan) in accordance with the AA1000AS: 2008 Assurance Standard to provide external quality assurance of Type 1 moderate assurance on the aspect of the inclusiveness, materiality and responsiveness of the information presented in this report.

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1.1 Message from the Chairman of the Board of Directors

Development · Innovation · Sustainability

Hungkuang University was founded in 1967. In this time, it has won numerous awards and garnered many accolades related to sustainability in environmental education, social services, energy conservation, and carbon reduction. By implementing the "Higher Education Sprout Project" the university will continue to actively lead students and faculty to strive to serve communities at home and abroad. Besides, we have been committed to building a green campus and focusing on the 17 sustainable development goals of the United Nations through the knowledge of teachers and students to promote environmental education, life care, social services, energy conservation and carbon reduction. We will continue to promote the core values of the school, strive to shoulder the social responsibility of the school, and pass these ideals on to the entire Hungkuang community.



Chairman of the Board of Directors – Wang Nai-Phon

1.2 Letter from the President

Taking Initiative on Environmental Protection and Sustainable Development

Promoting environmental protection and enabling human beings to find the best model for sustainable development as soon as possible is one of the key responsibilities of the academic community. The UN Millennium Development Goals and Sustainable Development Goals provide valuable benchmarks to measure our success. Moreover, in order to get over major impacts such as declining births, low student sources, industry migration and shrinking domestic employment market, we set up strategies on the aspects of innovative teaching and learning, expanding international participation and promoting public's livelihood to make the school become a top university in the field of health and welfare. We hope our school will continue to play a leading role in society and work together as stakeholders to contribute to sustainable development to achieve a bright future!



President—Huang Yueh-Guey

2.1 History

The school was founded in 1967. Currently there are 5 colleges: the College of Nursing, the College of Medical and Health Care, the College of Human Science and Social Innovation, the College of Intelligent Technology, and the College of General Education. These five colleges support 22 departments, 10 graduate institutes, and 1 doctoral program. The university has a student body of 13,000. The university is not only recognized as a leader in Taiwan for health and human welfare, it also runs an affiliated Hospital for Elderly Care and three affiliated preschools.

Year	Description
1967	The ground breaking ceremony of Hungkuang Junior College of Nursing was launched by Dr. Wang Yuh-ling as an establishment to fulfill part of his late father 's will. On July 12 the same year, with the official approval of the Ministry of Education, Dr. Wang Yun-ling was officially granted as the President, and Hungkuang a registered junior college enrolling her first students to the curriculum of 5-year nursing and midwifery program. On December 2, the inauguration ceremony was held, and henceforth the day was observed as the college's founding anniversary.
1970	A 2-year nutrition program was added to the Division of Pragmatic Science, which two years later stopped enrolling students under the decree of the Ministry of Education. Eight years later, in 1981, the Department of Food Science and Nutrition was formally established and started to enroll students on the basis of 5-year program.
1984	A 2-year program was added to the Department of Nursing. On August 5, 1987, Dr. Wang Yuh-ling passed away. The presidency was succeeded by Dr. Wang Nai-phon.
1988	A 2-year program was added to the Department of Food Science and Nutrition at Night School Division.
1989	The Department of Industrial Safety and Health running on a 5-year basis was established. Meanwhile, a 2-year program was added to the Department of Nursing at Night School Division.
1990	A 2-year on-the-job program was established by the Department of Nursing.
1991	The Department of Healthcare Administration that runs on a 2-year basis was established. Hungkuang Junior College of Nursing was consequently renamed Hungkuang Institute of Medical & Nursing Technology. The Department of Nursing and Midwifery was renamed the Department of Nursing.
1992	A 2-year curriculum was added to the Department of Industrial Safety and Health.
1993	A 2-year program was added to the Department of Child Care and Education and a 2-year program was added to the Department of Healthcare Administration at Night School Division.
1994	A 2-year program was added to the Department of Cosmetic Division of Beauty Care and a 2-year curriculum was added to the Department of Child Care and Education at Night School Division.
1995	A two-year program was added to the Department of Food Science and Nutrition and to the Department of Industrial Safety and Health at Night School Division. The Department of Cosmetic Division of Beauty Care was renamed the Department of Applied Cosmetology.
1996	A 2-year program was added to the Department of Engineering and Health. In the Night School Division, a 2-year program was added to the Department of Environmental Engineering and Health and the Department of Applied Cosmetology respectively. A 5-year program of the Department of Industrial Safety and Health was closed.

2. Organization Structure

Year	Description
1997	A 2-year program and Extension Education Division were added to the Department of Computer Science & Information Management. On July 1, 1997, with the official approval of the Ministry of Education, Hungkuang Institute of Medical and Nursing Technology was promoted to Hungkuang Institute of Technology. The Department of Nursing, the Department of Food Science and Nutrition, and the Department of Healthcare Administration were added to the Institute. Hungkuang entered a new era.
1998	A 4-year program was added to the Department of Nursing, the Department of Food Science and Nutrition, and the Department of Healthcare Administration. A 4-year program was added to the Department of Healthcare Administration, a 2-year program was added to the Department of Nursing, the Department of Food Science and Nutrition, and the Department of Healthcare, respectively, in the Continuing Education Division.
1999	A 4-year Department of Restaurant and Hotel Management program was established, and so were the Department of Physical Therapy and the Department of Restaurant and Hotel Management in the Continuing Education Division.
2000	A 4-year Department of Applied Foreign Languages program was established, and so were the Department of Computer Science and Information Engineering and the Department of Environmental Engineering in the Continuing Education Division.
2001	A 2-year program was added to the Department of Industrial Safety and Health.
2002	The Department of Computer Science and Information Engineering that runs on a 4-year basis was established.
2003	With the official approval of the Ministry of Education, our school was renamed Hungkuang University. Master programs of the Department of Nursing, the Department of Biotechnology, and the Department of Environmental Engineering were added.
2000	The College of Medicine and Nursing, the College of Human Ecology, the College, of Engineering, the College of Management and the College of Humanity and Social Sciences were established. The Institute of Occupational Safety and Hazard Prevention was added. The Department of Biological Technique was added. The Department of Cosmetics was renamed the Department of Applied Cosmetics.
2005	The Institute of Biotechnology was added. The Department of Biological Technique was renamed the Department of Biotechnology.
2006	The Bio Industrial Technology Research Institute and the Institute of Clinical Nutrition were added respectively. In addition, the Department of Cultural Development and the Department of Senior Citizen Welfare and Business were added.
2007	The Institute of Cosmetic Science was added. The Department of Healthcare Administration was renamed as the Department of Health-Business Administration. The Department of Senior Citizen Welfare and Business was renamed as the Department of Senior Citizen Service Management.
2008	The Department of Biomedical Engineering was added. The Bio-Industrial Technology Research Institute was renamed the Graduate Institute of Food Science and Applied Biotechnology. The Department of Environment Engineering was renamed as the Department of Safety and Health and Environmental Engineering. The Department of Industrial Safety and Health was renamed the Department of Safety and Health and Environmental Engineering. The Environmental Engineering Section, the Green Technology and Disaster Prevention Engineering Section, and the Occupational Safety and Hazard Prevention Section were added to the Department of Safety and Health and Environmental Engineering. The Food and Applied Biotechnology Section and Nutritional Science Section were added to the Department of Food and Nutrition. The Department of Applied Foreign Languages was renamed the Department of Applied English.
2009	The Department of Nutrition and the Department of Food and Applied Biotechnology were added.

2. Organization Structure

Year	Description
2010	The Department of Sports and Leisure and the Department of Hair Styling and Design were added. The Department of Food and Applied Biotechnology was renamed the Department of Food Science and Technology. Under the Department of Food and Technology were Food and Technology Section and Baking and Snack Technology Section established.
2011	The Institute of Health Business Administration was added.
2012	Under the Department of Senior Citizen Welfare and Business was Senior Business Management Section established.
2013	The Department of Cultural Development was renamed as the Department of Cultural and Creative Industries.
2014	Baking and Snack Technology Section under the Department of Food Science and Technology was renamed as Baking and Technology Section. The Department of Restaurant and Hotel Management that runs on a 2-year basis, the Department of Applied Cosmetology that runs on a 2-year basis, and the Department of Hair Styling and Design that runs on a 2-year basis were established.
2015	The Master Program of the Department of Senior Citizen Welfare and Business, Two-year On-the-Job Extension Education Program of Applied Cosmetology, Two-year On-the-Job Extension Education Program of Hair Styling and Design were established. Meanwhile, student recruitments stopped for Undergraduate Program at Night School Division of the Department of Biotechnology, Two-year On-the-Job Extension Education Program of the Department of Eldercare and Two-year On-the-Job Extension Education Program of the Department of Hospitality Management.
2016	The PhD. Program of the Department of Nursing, the Post-Baccalaureate Program of the Department of Nursing, the Department of Speech Pathology and Audiology, and the Bachelor Degree Program in Animal Healthcare were established.
2017	The Master Program of Intelligent Assistive Technology is established in the Department of Computer Science and Information Engineering.
2018	The Department of Senior Citizen Welfare and Business (Master Program) will be renamed as the Department of Senior Citizen Welfare and Long-term Care Business.

2. Organization Structure

2.2 Honors and Awards

Hungkuang is a highly recognized university. It is the only university to receive the Taiwan Foundation for Sustainable Energy Foundation "Top 50 Corporate Sustainability Report - Nonprofit Gold Award". In 2017 Hungkuang earned the National Award for Sustainable Development, the first university of technology in Taiwan to do so. In 2013, Hungkuang University is the first university awarded Excellent Management Awards by the Chinese Society for Quality Organization.

2015~2017 academic years teacher and student honors

No.	Date	Competition	Award
1	September, 2015	2015 Japan International Cuisine Competition	2 Super Gold Medal 、 2 Gold Medal
2	October, 2015	Culinaire Malaysia 2015	1 Silver Medal 、 1 Bronze Medal
3	October, 2015	2015 Asian Cup Competition for Creative Fashion and Styling	4 Champion 、 2 Runner Up 、 2 Third Place
4	October, 2015	2015 Taipei Int'l Invention Show & Technomart	3 Gold Medal
5	November, 2015	2015 International Beauty Forum	1 Runner Up 、 2 Examiner Special Reward 、 Excellent skill reward
6	November, 2015	Top Talent for New Life	Champion
7	November, 2015	Clinical Excellence Competition for Taiwanese Nursing Students	First Honorable Mention for Clinical Excellence
8	December, 2015	2015 Outstanding Award of Technological and Vocational Education	Excellence Award
9	December, 2015	5 th Anniversary Show & Hairstyling Award	2 Champion 、 1 Runner Up 、 1 Third Place
10	December, 2015	International Beauty And Hairdressing Competition	2 Champion 、 1 Runner Up 、 1 Third Place
11	February, 2016	National University and College Creative 3D Printing Competition	6 Champion
12	March, 2016	2016 National Colleges and Universities Student Associations Evaluation	3 Distinguished Honor Award
13	April, 2016	FHA Culinary Challenge 2016	7 Gold Medal 、 1 Silver Medal 、 7 Bronze Medal
14	May, 2016	2016 National Independent Practice Study Competition of Technological and Vocational in Ministry of Education	Champion in Management group 、 Runner Up in IT group
15	June, 2016	40 th Asia Hairstyling & Make-up Competition	1 Champion 、 3 Runner Up
16	July, 2016	2016 Asian Master Chefs Competition in Korea	1 Super Gold Medal 、 2 Gold Medal 、 3 Silver Medal
17	August, 2016	Culinaire Malaysia 2016	Gold Medal

2. Organization Structure

No.	Date	Competition	Award
18	August, 2016	AHMA 6th Anniversary Show & Hairstyling Award	2 Champion 、 3 Runner Up 、 2 Third Place
19	August, 2016	2016 Taiwan International Food Festival TCAC Culinary challenge	3 Gold Medal 、 8 Silver Medal 、 21 Bronze Medal
20	September, 2016	2016 FREE MAKERS National Creative Baking Competition	Champion
21	October, 2016	2016 Taipei Int'l Invention Show & Technomart	2 Gold Medal 、 1 Silver Medal
22	October, 2016	2016 IKA Culinary Olympics	6 Gold Medal 、 2 Silver Medal 、 4 Bronze Medal
23	November, 2016	The 18 th FHC China International Culinary Arts Competition	2 Silver Medal
24	December, 2016	2016 Outstanding Award of Technological and Vocational Education	Excellence Awards
25	December, 2016	Clinical Excellence Competition for Taiwanese Nursing Students	1 First Honorable Mention for Clinical Excellence 、 1 Second Honorable Mention for Clinical Excellence
26	December, 2016	2016 The 2 nd Edition of Taiwan Vocational and Technological College Seniors Welfare Product/service Innovation Design Competition	Champion in the Welfare Product Group, 、 Champion in Welfare Product Group, 、 Third Place in Innovation Design
27	January, 2017	2017 8 th International Conference on Mechatronics and Manufacturing	Excellent Oral Presentation
28	March, 2017	2017 National Colleges and Universities Student Associations Evaluation	2 Distinguished Honor Award 、 1 Best Annual Club Event Prize
29	May, 2017	Hong Kong International Culinary Classic 2017	2 Gold Medal 、 6 Silver Medal 、 6 Bronze Medal
30	May, 2017	Thailand Ultimate Challenge 2017 Held at THAIFEX-World of Food Asia 2017	Champion
31	August, 2017	2017 Asain Master Chefs Competition in Japan	2 Super Gold Medal 、 1 Gold Medal 、 2 Silver Medal
32	September, 2017	Korea Food Trend Fair & Korea Culinary Cup 2017	1 Gold Medal 、 1 Silver Medal
33	September, 2017	Culinaire Malaysia 2017	2 Silver Medal 、 3 Bronze Medal
34	October, 2017	2017 Asian Cup Competition for Creative Fashion and Styling	7 Gold Medal 、 5 Silver Medal 、 5 Bronze Medal
35	October, 2016	2017 International Beauty Forum	1 Champion 、 International Special Award

2. Organization Structure

No.	Date	Competition	Award
36	November, 2017	The 19 th FHC China International Culinary Arts Competition	1 Gold Medal 、 6 Silver Medal 、 16 Bronze Medal
37	November, 2017	2017 Atlantic Chef Cup Asian Young Chefs Knife Skills & Culinary Competition	1 Gold Medal 、 2 Silver Medal 、 6 Bronze Medal 、 King of the King of Knife
38	December, 2017	2017 Outstanding Award of Technological and Vocational Education	Technological Awards
39	December, 2017	2017 National Biotechnology Medical Quality Award	Bronze Medal

2015~2017 academic years school honors

No.	Date	Competition	Award
1	October, 2015	Local Government Evaluation undertake Taichung city Publicly-Sponsored and Privately-Managed Nursery Center-Shalu District.	Received Awards for Getting Outstanding Higher Level in the Child Care Service and Child Health Section
2	October, 2015	Ministry of Labor " Implementation of the Occupational Safety and Excellence Unit Award in 103"	Good Unit
3	March, 2016	2016 National Colleges and Universities Student Union Achievement Competition	Distinguished Honor Award
4	June, 2016	2016 MOST College Student Research Project	The Number of subsidies is the First in the National Science and Technology University
5	July, 2016	National Leader on Implementing Quality Management Systems: ISO 9001, ISO 14001 : 2015	The First Technology University Being Awarded the Certificate
6	November, 2016	Ministry of Labor Occupational Safety and Health award in 105"	Five-star award
7	November, 2016	Top50 Taiwan Corporate Sustainability Report Award	Gold Medal of Nonprofit Organization
8	November, 2016	2016 National college and university student accommodation service	Excellence Award
9	December, 2016	Ministry of Education " Waste Reduction and Resource Recycling in 105" Superior Award	Excellent Award
10	March, 2017	National Important Wetland Conservation Action Plan	Excellence Award
11	March, 2017	2017 National colleges and universities student union achievement competition	Excellent Award
12	May, 2017	2016 National Disaster Prevention Day Earthquake Evacuation and Sheltering Drill at Schools of All Levels and Kindergartens	Excellence Award
13	June, 2017	2017 Taiwan Fund for Children and Families "National Support for Children and Appreciation"	Model of Fund for Children

No.	Date	Competition	Award
14	June, 2017	2017 MOST College Student Research Project	The Number of Subsidies Is The First in The National Science and Technology University
15	June, 2017	Taichung City Government " Green Consumption Oaths and Recognition Conference"	Excellent in Green Procurement
16	November, 2017	Management Quality Award (Education Category) by the Chinese Society for Quality	Standard Award
17	December, 2017	2017 National Sustainable Development Awards Ceremony	Education Sustainable Development Award
18	December, 2017	2017 Ministry of Education "The University Health Promotion Programs Award"	Distinguished Honor Award



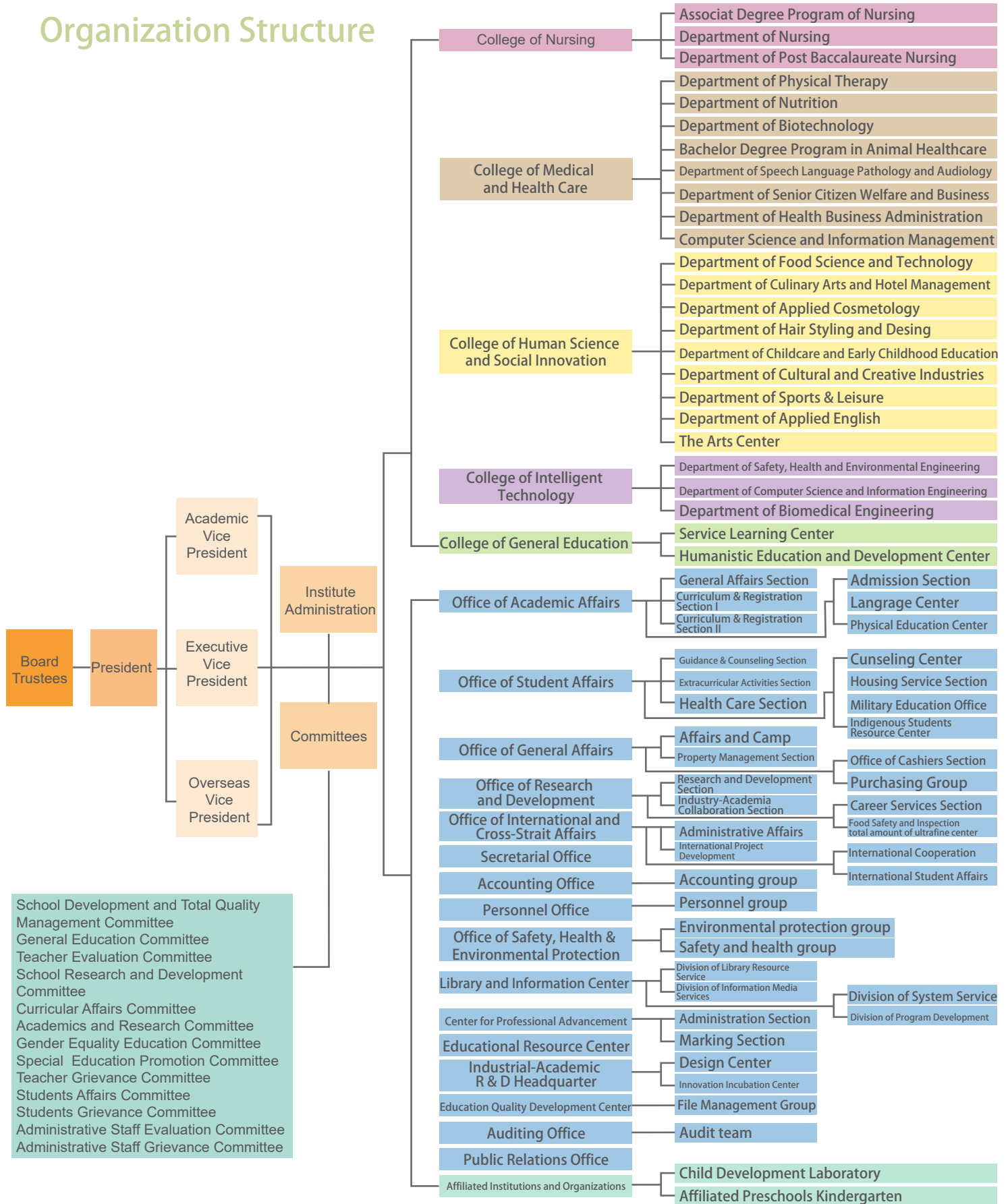
2.3 Organization Structure

Currently there are 5 colleges housing 22 departments, 10 graduate institutes, and 1 doctoral program. There are 16 administrative branches and 16 additional offices under these.

School Name	Hungkuang University
School address	No. 1018, Sec. 6, Taiwan Boulevard, Shalu District, Taichung City 43302, Taiwan (R.O.C.)
Chairman	Wang Nai-Phon
Principal	Huang Yueh-Guey
Number of full-time teachers	271
Number of concurrent teachers	577
Number of students	12,959
Number of colleges	5 colleges
Number of departments	22 departments
Number of institutes	10 institutes
Number of centers	8 centers
Current period (2016 academic year)	NT\$ 161,972,989
Subsidiary Body (Not included in this report)	Hungkuang University affiliated Aging Care Hospital Hungkuang University affiliated Taichung City Kindergarten Hungkuang University affiliated Taichung Zhongqi Kindergarten Hungkuang University affiliated Taichung City Pingden Kindergarten

2. Organization Structure

Organization Structure



2.4 Financial Operations

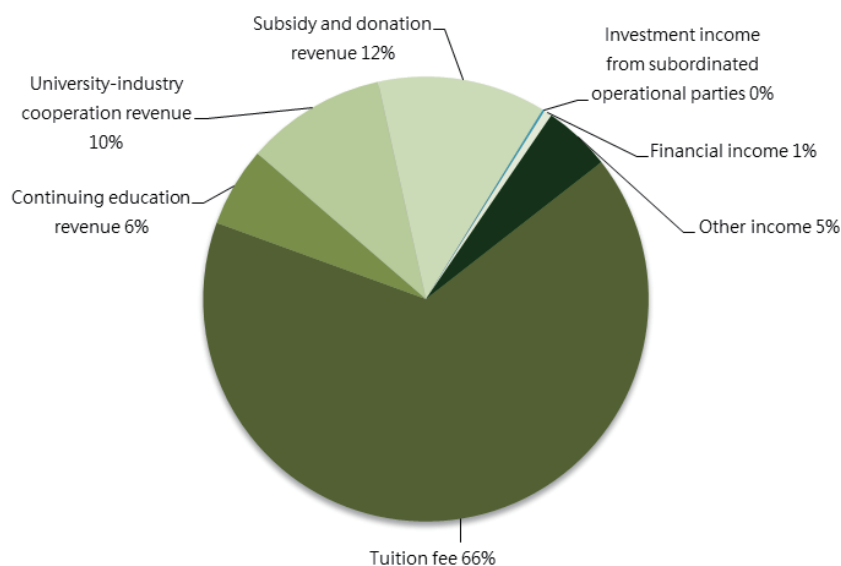
University Finances and Distribution

The university's financial goal is to maintain operational sustainability, without a focus on profit. The financial resources for operations come from tuition and various subsidies and awards given by the Ministry of Education. These resources are distributed among the various instructional and administrative units to support teaching, research, training, and scholarships.

Table 2-1 Financial result from 2014 to 2016 academic year calendar (In thousands of New Taiwan Dollars, NT\$)

Academic Year Calendar(8/1~7/31)	2014	2015	2016
Revenue	1,621,368	1,656,193	1,631,752
Expenses	1,435,111	1,468,123	1,469,779
Net income	186,257	188,070	161,973
Adjustments for non-cash flow in (out) items, receivables (payables)and unearned revenues(prepaid expense)	134,255	134,449	131,782
Cash from operating activities	320,482	322,519	293,755
Capital expenses	147,344	159,294	180,374
Net increase in cash	173,138	163,225	113,381

Revenue distribution in 2016 Academic Year Calendar



2. Organization Structure

Expenses distribution in 2016 Academic Year Calendar

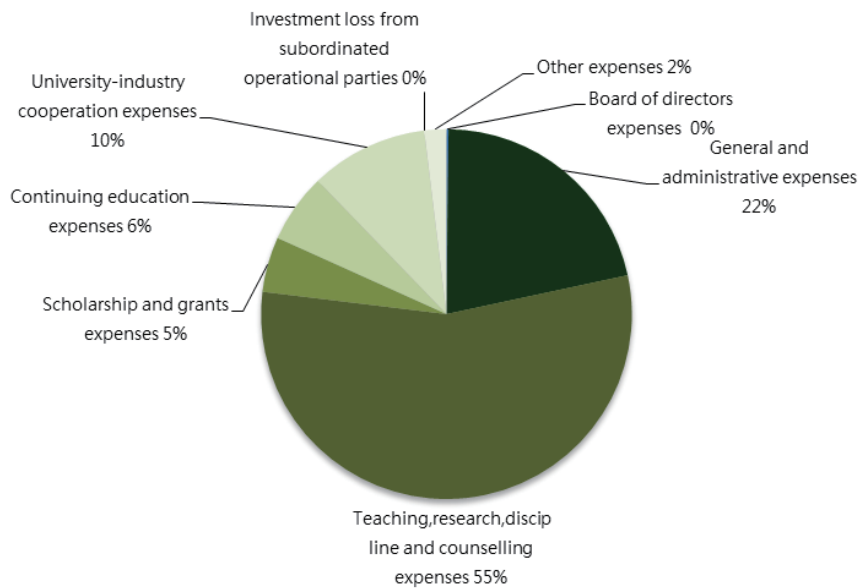


Table2-2 Revenue and expenses distribution in 2016 Academic Year Calendar

(In thousands of New Taiwan Dollars)

	2014/7/31	2015/7/31	2016/7/31	2017/7/31
Cash and bank deposits	710,393	877,171	1,049,093	1,049,093
Percent of total assets	30%	34%	37%	39%

Hungkuang University does not practise political donation.

Threats and Opportunities from Global Climate Change

Even at the scope of the university campus, establishing appropriate and effective strategies to meet the challenges of climate change is crucial to ensuring a sustainable future. The most immediate and dangerous threat comes from typhoons, which have grown stronger with an increasingly unstable climate. Typhoons in 2015 and 2016 caused losses of NT\$2,506,948 and NT\$1,521,780, respectively.

Hungkuang is located in Dadu Mountain, Taichung City, with sufficient sunshine throughout the year. The school took advantage of the ample sunshine and government's solar photovoltaic promotion incentive, which offers a contract of selling electricity back to power company at a premium for 20 years. Therefore, in February of 2017 and March of 2018, the school invested heavily in the construction of Mono-crystalline silicon photovoltaic modules at the roof of the appropriate building in the school. The first phase of solar power construction project built a capacity of 359.87 kWp, producing about 459,734 kWh and reducing carbon dioxide equivalent emissions by about 242,739.5 Kg per year. The second phase of solar power construction project offered a capacity of 268.6 kWp, producing about 343,392 kWh and reducing carbon dioxide equivalent emissions by about 181,654.3 Kg per year. The two phases of construction cost the school NT\$23,724,435 and NT\$21,000,000 (expected cost) respectively. By building solar power devices, the school gets the revenue from selling electricity and reduces carbon emissions at the same time. As of the end of May, 2018, the school's electricity sales revenue reached NT\$2,623,829.

3.1 Board of Trustees

The board of trustees established the Hungkuang University, aiming to follow the regulations of national educational policy and existing educational act. Under the board are nine directors, who serve 4 years a term and if reelected shall serve another 4 years.

The members of the board are composed of 1 chairman, 1 supervisor, 1 full time director, who are co-opted by reigning directors and represent our school. A secretary is also established. The items about the functional authority, terms, election, re-election, by-election and meetings are listed in the Donation Guidelines, to see our Sustainability Plan, visit: http://120.107.138.242/~HK_25/intro/super_pages.php?ID=unit18.

Major Decision Making of the Board of Trustees

Time	Agenda	Major items
Nov. 24, 2015	The 18 th meeting of the 15 annual	<ol style="list-style-type: none"> 1. Deliberating the revision of "The 2015/2016 University Strategic Plan". 2. Deliberating the registration change of 2014 Academic Year Foundation".
May 17, 2016	The 20 th meeting of the 15 annual	<ol style="list-style-type: none"> 1. Deliberating and submitting the Affiliated Nursing Home of the Affiliated Aging Care Hospital to MOE for reference. 2. Selecting Prof. Shu, Hung Yee as the acting president. (The term starts on July 1, 2016 to Dec. 31, 2018)
June 28, 2016	The 21 st meeting of the 15 annual	<ol style="list-style-type: none"> 1. Deliberating Hungkuang University "The 2017/2018 University Strategic Plan". 2. Deliberating the 2016 academic year budget (including Hungkuang University, Affiliated Aging Care Hospital, Affiliated Taichung City Nursery, Affiliated Taichung City Chung Chi Nursery and Affiliated Taichung City Ping-Deng Nursery).
Oct. 4, 2016	The 22 nd meeting of the 15 annual	<ol style="list-style-type: none"> 1. Conducting the 16th election of the board of trustees. 2. Deliberating the establishment proposal of "Private Hungkuang University Affiliated Taichung City Ping-Deng Nursery" and submission to MOE for reference.
Nov. 8, 2016	The 23 rd meeting of the 15 annual	<ol style="list-style-type: none"> 1. Deliberating the one-month extension of the term of Prof. Shu, Hung Yee as the acting president. 2. Deliberating the registration change of 2015 academic year foundation.
Dec. 6, 2016	The 2 nd meeting of the 16 annual	<ol style="list-style-type: none"> 1. Electing Prof. Huang, Yueh-Guey as the 5th President. (Term starts from Feb. 1, 2017 to Jan. 31, 2021) 2. Deliberating the revision of "2015/2016 University Strategic Plan".
Jun 3 20, 2017	The 5 th meeting of the 16 annual	<ol style="list-style-type: none"> 1. Deliberating the 2017 academic year foundation. 2017 academic year foundation. 2017 academic year budget (including Hungkuang University, Affiliated Aging Care Hospital, Affiliated Taichung City Nursery, Affiliated Taichung City Chung Chi Nursery and Affiliated Taichung City Ping-Deng Nursery).

3.2 Committees

The President governs school tasks. Besides, to maintain campus environmental protection, vocational safety, energy management and sustainability development, our school established Safety, Hygiene and Environmental Protection Committee, Biology Safety Committee, Lab Animal Care Management Committee, Toxic Materials Working Management Committee, Energy Saving Promoting Task Force Committee.

3. School Governance and Stakeholder Participation

Besides, our school holds campus-level, college-level, department-level meetings and functional committees (recruiting, library and information advisory committee, gender equality, safety and environment) to implement school decision making, well-rounded self-disciplinary behavior system and guidelines based on the principles of fairness, justice, and openness.

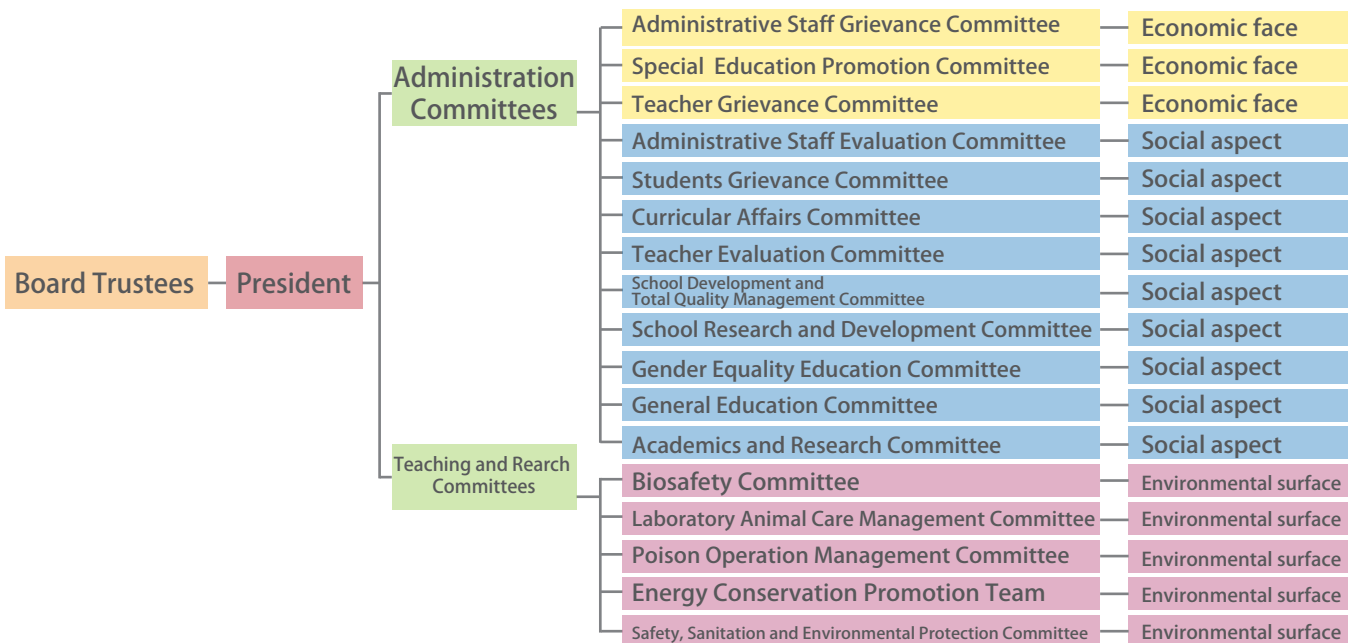


Fig. 3-1 Committee Establishment Map

Our school also actively participates in public associations and organizations, including Association of Private Universities and Colleges of Technology, Taiwan, R.O.C., Association of Technological and Vocational Education in Republic of China, the R.O.C. Wood Bell Society, Technological Institution and University Alliance in Central District, Taiwan Higher Education Society, Taiwan Vocational Technological Development Association, etc. Besides, our campus echoes MOE-nonsmoking campus, winning health promotion excellence award, one of the schools conducting college sex education (including AIDS propaganda), anti-drug Echinacea Campaign, April 22nd World Earth Day as devotion to society and the earth.

3.3 Governing Philosophy and Principles of Conduct

With the school’s founding motto, “Caring for Humanity, Cherishing Life.”, Hungkuang University highlights the value of human beings, hoping to cultivate students with the spirit of caring life, serving others, devotion to society. With the founding philosophy of being people oriented, life caring, our school balances between professionalism and humanistic literacy. In 1995, realizing that Taiwan was stepping into aging society, our Chancellor Dr. Nai Phon Wang founded Hondao Senior Citizen’s Welfare Foundation and learned from Finland and Japan (model nations). Combining global excellent service with local customs, this foundation set innovative activities into moving, for example, grand-riders visited the U.S.A., which invoked a lot of inspiration.

As the educational environment faces decreasing birth rate, to elevate school competitiveness and development, our school asked academic and administrative directors to give the SWOT analysis into the school development plan in the 2015-2016 academic years.

To march toward excellence and sustainable development, based on our school vision, mission, internal and external conditions and social development trends, academic and administrative affairs director were invited to implement the SWOT analysis of the 2015-2016 academic year school development plan. The outcome of analysis is shown as the following figures :



3. School Governance and Stakeholder Participation

In addition to implementing SWOT analysis, our school also established functional committees and holds regular review meetings, draws up coping strategies to ensure our school's steady operation and sustainability.

In light of major topics, our coping strategies and action projects are as follows:

1. Increase (SO) strategy : Highlight cultivating humanistic literacy deeply, enhancing faculty quality and courses, synthesize research and development resources, expanding overseas exchange and strengthening school affairs operation.
2. Diversify (ST) strategy : Highlight the enhancement of faculty quality and courses, synthesize research and development resources, deepen practice and employment, and strengthen school affairs operation.
3. Remedy (WO) strategy : Highlight the enhancement of faculty quality and courses, synthesize research and development resources, expand overseas exchange deepen practice and employment, and strengthen school affairs operation.
4. Defend (WT) strategy : Highlight the enhancement of faculty quality and courses, synthesize research and development resources, and strengthen school affairs operation.

Thus, our school focuses on the following 6 major strategies.

- 1st strategy : Cultivate humanistic literacy deeply, shaping the campus with caring and service passion.
- 2nd strategy : Enhance faculty quality, courses and practice to elevate teaching and learning efficacy.
- 3rd strategy : Synthesize research and development resources and lift academic-industrial performance.
- 4th strategy : Deepen the efficacy of practice, guiding comprehensive employment.
- 5th strategy : Expand overseas exchange, lifting global vision.
- 6th strategy : Strengthen the operation of school affairs, stabilizing school development.

In addition to implementing SWOT analysis, our school also established functional committees and holds regular review meetings, draws up coping strategies to ensure our school's steady operation and sustainability.

In light of major topics, our coping strategies and action projects are as follows:

1. Coping GRI Standards major topics GRI 416 : customer health and safety 、 GRI 413 : local community strategies and action projects

GRI Standards major topics	GRI 416 : customer health and safety 、 GRI 413 : local communities
Major issues of our school's sustainable development	Customer health and safety 、 social feedback
Policy	Implemented based on our school's 2015-2016 academic years University Strategic Plan "1st strategy : Cultivate humanistic literacy deeply, shaping the campus with caring and service passion.

<p>Promises</p>	<p>In light of the school running philosophy “Caring for Humanity, Cherishing Life.”, in addition of actively strengthening the cultivation of students’ knowledge and ability of professional practice, our school highlights humanistic literacy and the immersion of caring and service passion. Humanistic literacy enables students to respect lives of themselves and others, embodies students with moral and character, able to care others and serve society. Thus, besides actively deepening humanistic spirit education, character education, student labor education, and service learning course content, our school also enhances volunteering service (including international volunteers) on campus and off campus, enabling students to experience the meaning and importance of required course student labor education and service learning courses and then combining their professional knowledge and ability with off-campus volunteering service.</p> <p>Our school also strengthens the construction of safety, friendliness, health, well-being, provides friendly learning environment and resources for the disabled and aborigines, including living, caring for the underprivileged, lodging, psychological counseling, extracurricular activities and physical health caring and assistance. To fasten students’ understanding, reception and use of all kinds of resources and service, our school provides students with real time messages by establishing APP management platform to offer further caring and assistance to students’ life, learning and career development.</p> <p>Beside, our school strengthens the construction of excellent campus environment, enhances power use efficiency, and motivates environmental sustainability education to take the responsibility of being a global citizen and implement the school running philosophy “Caring for Humanity, Cherishing Life.”.</p>
<p>Targets</p>	<ol style="list-style-type: none"> 1.Strengthen the lectures of life, self, nature and society fields in humanistic spirit. 2.Enhance service learning course content and implementation efficacy, expanding teaching materials of humanistic spirit courses. 3.Strengthen the cultivation of students’ caring and service passion. 4.Enhance student labor education, character education and the implementation mechanism and efficacy of faculty’s and students’ service. 5.Increase the barrier free rate on campus. 6.Enhance the caring, assistance and guidance of underprivileged students (middle-low income households, special situations, the disabled, aborigines) . 7.Enhance the course content of implementing gender equality education and the mechanism and knowledge and ability in handling gender equality cases. 8.Strengthen the construction of gender equality, safety, and friendly campus space. 9.Elevate the awareness of gender equality and friendliness of faculty, staff and students. 10.Construct more well-rounded psychological counseling guidance mechanism. 11.Enhance the efficacy of visiting off-campus students’ rental residence to ensure the safety on and off campus. 12.Construct more well-rounded hygiene and health promotion mechanism, increasing the knowledge and ability of first-aid and hygiene and health promotion of faculty and students. 13.Enhance power use efficiency, decreasing power use. ° 14.Construct safe, green, beautified campus environment, enhancing the content and efficacy of implementing environmental sustainability education. 15.Enhance the retraining of faculty and staff on campus safety, hygiene. 16.Construct APP information platform on campus living and learning messages on.
<p>Responsibility and system</p>	<p>External responsibility : Regulated by MOE integrated development project. Internal system : University Strategic Plan project operation, University Strategic Plan establishment guidelines.</p>
<p>Invested resource</p>	<p>NT\$ 24.265 million (including campus budget, MOE integrated development budget)</p>

3. School Governance and Stakeholder Participation

<p>Complaint mechanism</p>	<ul style="list-style-type: none"> ● Hungkuang fan group https://www.facebook.com/welovehku/ ● Hungkuang LINE official account http://line.me/ti/p/%40xat.0000144783.cov ● Teacher complaint review committee ● Staff complaint review committee ● Communication operation of environmental safety hygiene and energy management. ● Hungkuang University student complaint handling guidelines. ● Sexual harassment complaint hotline 04-26524840
<p>Specific strategies</p>	<ol style="list-style-type: none"> 1. Implement the action project of character education and cultivation of volunteering service spirit. 2. The action project of lifting humanistic literacy and shaping learning environment with caring service. 3. The action project of deepening the caring and service passion of faculty and students. 4. The action project of strengthening humanistic caring and service passion. 5. The action project of implementing service learning education plan. 6. The action project of entrance to university. 7. The action project of expanding and enhancing humanistic spirit courses. 8. The action project of enhancing student participation in service learning 9. The action project of implementing the activities of sports volunteers and shaping humanistic literacy. 10. The action project of Hungkuang heart, caring spirit, youth with character. 11. The action project of strengthening the caring and care of underprivileged students. 12. The action project of enhancing student labor course. 13. The action project of strengthening rental residence safety \ implementing lodging caring, elevating service quality. 14. The action project of liveliness \ innovation \ team spirit~build up Hungkuang Excellent Youth. 15. The action project of Health, Safety, Lifestyles of Health and Sustainability Campus. 16. The action project of Guard with Heart \ Sturdy with Love – enhancing counseling guidance service. 17. The action project of strengthening caring the aboriginal students. 18. The action project of enhancing resource use efficiency, decreasing power use. 19. The action project of renovating old buildings, constructing excellent space. 20. The action project of establishing flood-preventive facilities, strengthening campus soil and water preservation. 21. The action project of increasing the completion rate barrier free environment on campus. 22. The action project of building up caring overseas students campus. 23. The action project of strengthening gender equality education. 24. The action project of providing students with comprehensive learning and living information service. 25. The action project of strengthening the service of physically disabled students in using library resources. 26. The action project of shaping humanistic listening and reading environment, planting students' fundamental literacy deeply. 27. The action project of purifying in-house air quality, providing healthful and excellent environment. 28. The action project of on-the-job staff safety hygiene reeducation training. 29. The action project of environmental education plan. 30. The action project of implementing the counseling and deliberating functions of safety environment committee.

Produced performance

1. Conduct character education activities.
2. Faculty and students participate in service learning, charity caring and volunteering service activities.
3. Students attend the lectures and activities related to humanism and society.
4. Faculty and students participate in volunteer training plan.
5. Establish character education advisors and execute character education activities.
6. Conduct the entrance to university activities.
7. Conduct the book review and message activity of humanistic spirit book selection-Unique Reading.
8. Conduct the shared reading performance of humanistic spirit book selection-Reading Cave.
9. Conduct the lectures of life, self, nature and society fields.
10. Conduct the shared practice performance of Reader's Heart News.
11. Conduct the shared performance of service learning.
12. Conduct the action project of community activities/lectures and student clubs handling local culture features.
13. Conduct the volunteer workshop of all kinds of sports competitions on campus.
14. Conduct cross-department professional united service under colleges.
15. Conduct camp activity courses for junior high and elementary schools.
16. Conduct the community service and health campaign of Hungkuang Caring Train \ Health Angel Service Team.
17. Students participate international volunteering service.
18. Assist the underprivileged in conducting all kinds of subsidies.
19. Elevate the efficacy of student labor education mechanism and practice.
20. Pass off-campus dorm safety evaluation and residence safety evaluation.
21. Add more AED establishment.
22. Conduct freshman first-aid training.
23. Participate in the activity of health promotion school plan and conduct sex education propaganda and campaign.
24. Consult the items of healthful low carbon meals, light meal provided by residing businesses.
25. Complete the individual support service project for physically and mentally disabled students.
26. Assist aboriginal students in participating in professional license and certificate courses.
27. Elevate the lighting quality and efficiency to decrease total power use on campus.
28. Dredge drainage, establishing flood retention facilities.
29. Add barrier free stairway rails, barrier free restrooms, barrier free ramps and barrier free elevators.
30. Conduct gender equality courses and activities and sex education and AIDS prevention community propaganda activities.
31. Establish APP management generating platform \ food, clothing, housing, transportation, education, entertainment APP information platform.
32. Conduct reeducation of staff safety and hygiene.

3. School Governance and Stakeholder Participation

2.Coping GRI Standard Major topic GRI 201 : Economic performance \ GRI 418 : Customer privacy \ GRI 307 : Environmental regulations adherence \ GRI 401 : Labor and employer relationship \ GRI 404 : Strategies and action projects of education and training

GRI Standards major topics	GRI 201 : Economic performance \ GRI 418 : Customer privacy \ GRI 307 : Environmental regulations adherence \ GRI 401 : Labor and employer relationship \ GRI 404 : Strategies and action projects of education and training
Major issues of our school's sustainable development	School running performance \ customer privacy \ regulations adherence \ labor and employer relationship \ strategies and action projects of education and training
Policy	In accordance with the 6th strategy: strengthening school affairs operation, stabilizing school development of our 2015/2016 academic year University Strategic Plan.
Promises	With decreasing birth rate, plus the global economic trends, higher education environment gets more competitive, implementing the strategy of "Strengthening school affair operation, stabilizing school development" leads our school to be a pilot of the healthcare and human ecology fields. The items covered in strengthening University Strategic Plan operation, stabilizing school development are organization design, drawing up and implementing regulations, procedure design, quality control, information management, personnel literacy, stabilizing student source and financial management; stabilizing school development includes management system, talent cultivation, extension education, school prestige, school fund and fundraising.
Targets	<ol style="list-style-type: none"> 1.Elevate the literacy and ability of faculty and staff. 2.Increase financial control performance and student employability. 3.Elevate administrative operation efficiency. 4.Elevate school prestige. 5.Lift social impact ability. 6.Lift shareholders' satisfaction degree. 7.Achieve recruiting targets. 8.Increase financial affairs control performance.
Responsibility and system	External responsibility : Regulated by MOE integrated development project. Internal system : University Strategic Plan operation, University Strategic Plan establishment guidelines, University Strategic Plan development and total quality management establishment guidelines.
Invested resource	NT\$ 19.032 million (including campus budget \ MOE integrated development budget)
Complaint mechanism	<ul style="list-style-type: none"> • School affairs opinion handling operation • Hungkuang fan group https://www.facebook.com/welovehku/ • Hungkuang LINE official account http://line.me/ti/p/%40xat.0000144783.cov • Teacher complaint review committee • Staff complaint review committee • Environmental safety hygiene and energy management communication operation • Hungkuang University student complaint handling guidelines • Sexual harassment complaint hotline 04-26524840
Specific strategies	<ol style="list-style-type: none"> 1.The action project of deeply plowing senior high schools~teaching and practice resource connection. 2.The action project of "Elevating the Fundraising of Our School's Industrial Creativity Research Performance". 3.The action project of "Increasing Student Employability". 4.The action project of "Overseas Marketing". 5.The action project of "Improving Financial Control Performance".

Specific strategies

6. The action project of improving staff review system, implementing staff evaluation, elevating administrative efficacy.
7. The action project of strengthening organizational structure, examining school affairs regulations.
8. The action project of increasing finance control performance.
9. The action project of increasing finance control performance-responsibility accounting.
10. The action project of lifting administrative operation efficiency-lifting budget offset efficiency.
11. The action project of lifting administrative efficiency, rapid handling subsidiary, guidance, further study message document.
12. The action project of "Lifting School Prestige via Mass Media".
13. The action project of "Real-time Response to Shareholders' Statement and Pleading to Elevate Satisfaction Degree".
14. The action project of taking social responsibility, lifting social impact ability.
15. The action project of striving for off-campus fundraising resources, increasing self-raising financial sources.
16. The action project of synthesizing diverse platforms, providing single entrance for campus information.
17. The action project of expanding and establishing public cloud and private cloud service.
18. The action project of establishing campus knowledge management platform, constructing e-campus of information management innovation and integration.
19. The action project of establishing information system personal data protection measures.
20. The action project of lifting information service satisfaction degree.
21. The action project of promoting the university library alliance resource sharing activity in central district.
22. The action project of lifting information service quality and strengthening library affairs operation performance.
23. The action project of persistent planting various professional quality and equipment of the library.
24. The action project of strengthening the efficacy of study room use.
25. The action project of assisting neighboring junior high and elementary schools in environment education propaganda.
26. The action project of strengthening the auditing function.
27. The action project of passing ISO system international standard verification.
28. The action project of strengthening the completeness of internal control document.
29. The action project of strengthening the function of academic-industrial connection with infrastructure, lifting self-raising financial source ability.
30. The action project of persistently propelling QCC activity.
31. The action project of implementing and applying school affairs satisfaction degree.
32. The action project of propelling the informatization of school affairs development plan management.
33. The action project of striving for school-level honors or awards related to quality.
34. The action project of increasing self-raising financial sources.
35. The action project of expanding conducting the plans entrusted by government.
36. The action project of deepening community education features.
37. The action project of propelling industrial cooperation training models.
38. The action project of exploring extension education spots.
39. The action project of the autonomous management pilot project of administrative units.
40. The action project of establishing and propelling institute research development mechanism.

3. School Governance and Stakeholder Participation

Produced performance

1. Departments and the recruiting section hold recruiting activities at senior high schools.
2. Conduct vocational education campaigns and experience courses at junior high schools.
3. Sign academic-industrial cooperation projects with industries.
4. Lift technology transfer or authorization management amount.
5. Conduct career counseling on campus.
6. Participate in overseas educational fair and recruiting activities.
7. Increase overseas media interviews and reports.
8. Enhance the visit of overseas people.
9. Increase the study of overseas students (including short-term students and overseas youth class) on campus.
10. Conduct staff basic competency educational training courses to pass basic competency tests.
11. Complete position analysis of units and staff.
12. Adjust staff review system and revise staff review guidelines.
13. Implement review for continuing contract, examining campus organization allocation.
14. Implement cost effect evaluation on major expenditures (Major expenditures: more than the amount of NT\$ 10 million)
15. Control and manage the cash balance ratio of tuition after deducting immobile property before expenditure.
16. Control and manage debt index, bank saving net inflow and school year balance.
17. Review the departments and graduate programs with higher total expenditure.
18. Conduct regular large-scale setoff presentations and single symposium with the units unfamiliar with setoff.
19. Conduct staff media education training on campus.
20. Conduct press conferences, publish news transcript actively and meet media reports to lift our school popularity.
21. Establish Facebook fan group, publish news and meet media needs, elevate school prestige.
22. Respond to and handle shareholders' pleading in real time within 7 days.
23. Regularly update Hungkuang focal messages, expand the number of people of Facebook group, and elevate the number of people hitting our Facebook.
24. Conduct major fundraising plans to lift the amount of alumni donation/subsidies.
25. Establish single entry integrated platform of faculty, staff and students on school affairs system.
26. Establish student email system and expand the saving space quantity from 100MB to 500MB.
27. Establish campus knowledge management platform.
28. Integrate the information service system of faculty and staff.
29. Conduct system sourcing and educational training.
30. Establish personal information safety protection system.
31. Conduct data bank educational training.
32. Conduct off-campus environmental education training.
33. Maintain the validity of ISO 9001, ISO 27001, ISO 14001, OHSAS 18001, TOHSMS and ISO 50001.
34. Provide training courses related to food factory practice and assist students in obtaining vocational licenses.
35. Increase training related to clinical practice and financial source.
36. Enhance the product financial sources of ISO 22716 certification factory.
37. Conduct QCC performance presentation contests and recommend the winners to compete off campus on behalf of our school.
38. Regularly conduct school affairs satisfaction degree and unveil the report.
39. Coordinate the applications for all kinds of quality awards.
40. Stabilize the income of extension education, annually bidding for government cases.
41. Promote lifelong learning activities, and conduct greater Taichung district service spots and action classroom courses.
42. Regular conduct community learning activities.
43. Conduct institute research workshops and symposiums.

3. School Governance and Stakeholder Participation

The comprehensive effect of implementing our University Strategic Plan is reviewed and checked by the educational quality development center per August, complied with the actual quantified performance indicator value of action project the previous academic year. The results are proposed to the University Strategic Plan task force for review and reported to the University Strategic Plan development and total quality control committee. The implementing effects are shown in Table 3-1

Table 3-1 University Strategic Plan Action Project Efficacy of the 2015/2016 academic Years

Strategies	Action projects (case)	Total number of performance index	Complete (number)	Partly complete (number)	Incomplete (number)	Complete ratio	Underachieved performance index	
							Case closed (number)	Continual regulated follow-up (number)
Strategy I Cultivate humanistic literacy, shaping the campus with caring and service passion	52/	200/	193/	4/	3/	96.5%/	7/	0/
	51	205	193	12	0	94.15%	12	0
Strategy II Enhancing faculty quality, curriculum and practice, elevating teaching efficacy	49/	340/	313.5/	16.5/	10/	92.21%/	22.5/	4/
	29	337	311	21.5	4.5	92.28%	25	1
Strategy III Integrate research and development resources, elevating academic-industrial performance	34/	199/	178.5/	15.5/	5/	89.7%/	17.5/	3/
	33	199	174.5	19.5	5	87.69%	21.5	3
Strategy IV Deepen practice effect, guiding student employment	29/	241/	230/	11/	0/	95.44%/	11/	0/
	29	245	238	7	0	97.14%	7	0
Strategy V Expand overseas exchange, elevating global vision	32/	194/	182/	9/	3/	93.81%/	11/	1/
	32	193	173	13	7	89.64%	20	0
Strategy VI Strengthen school operation, stabilizing school development	40/	117/	103/	10/	4/	88.03%/	13/	1/
	40	119	111	7	1	89.08%	8	0
Total	236/	1291/	1200/	66/	25/	92.95%/	82/	9/
	214	1298	1200.5	80	17.5	92.49%	93.5	4

Note 1 : (Completed number) / (Total no. of performance) X 100% = completed ratio

Note 2 : Example : Performance index is the no. and amount (NT\$ 10 thousand) teachers obtained from government projects. If the number is achieved but the amount isn't, the no. of completed rate is 0.5, partial completion is shown as the no. of 0.5.

Note 3 : In 2015 academic year, as the improvement follow-up of the no. of 9 in need of regulated follow-up has already been proposed to and deliberated by the University Strategic Plan team meeting on Oct. 17, 2017, the case was settled. In 2016 academic year, the performance index of 4 cases in need of regulated follow-up, already proposed to responsibility units for improvement measures, after reviewed by the strategy integration unit director, have already been put into practice. The education quality development center shall trace the improvement and propose to the University Strategic Plan team meeting for deliberation in August 2018.

3.4 Internal Control System

To ensure the elevation of operation efficacy, asset safety, financial report credibility and compliance with related regulations, our school completed the establishment of internal control system in 2009.

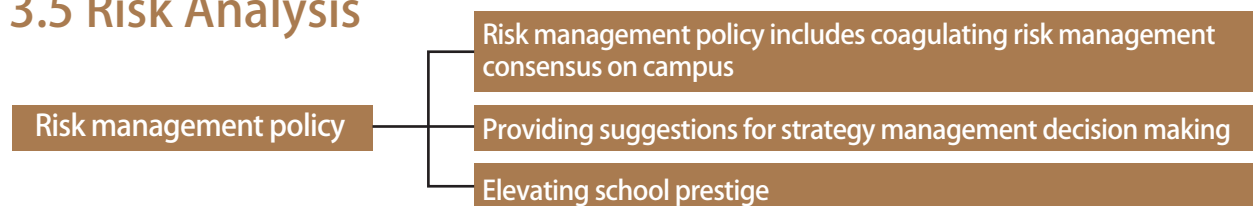
Our school established file management section under the education quality development center to take charge of managing internal control system, including the publication, revision, abolition procedures of internal document and updating and maintaining document system platform. The internal control system document includes all kinds of international standard verification system implemented by our school. The number of the internal control system document of the 2016 academic year is 190 in total, shown in Table 3-2.

Table 3-2 Summary of the 2016 academic year internal document

Operation items	No. of documents	Coping ISO system	Operation items	No. of documents	Coping ISO system
Personnel items	15	ISO9001	Business operation items- International cooperation and exchanges items	3	ISO9001
Financial affairs items	18		Business operation items- other issues items	21	
Business operation items-teaching items	54		Shareholder transaction	1	
Business operation items-student items	22		Internal setoff management operation	1	
Business operation items-General Affairs items	10		Business operation items-information handling items	16	ISO27001 BS10012
Business operation items-Research and Development items	1		Business operation items –occupational safety hygiene and environmental protection items	27	ISO14001 OHSAS 18001 ISO5000
Business operation items-academic-industrial cooperation items	1				
Total			190 Copies		

Criteria date : Nov. 30 , 2017

3.5 Risk Analysis



Risk Management Organization

In view of speedy change in social environment and diversity of vocational school systems, our school's operation management team established management mechanism to ensure school affair quality and channeled the management philosophy of total quality management. Our University Strategic Plan development and total quality management system is shown as Fig. 3-2.

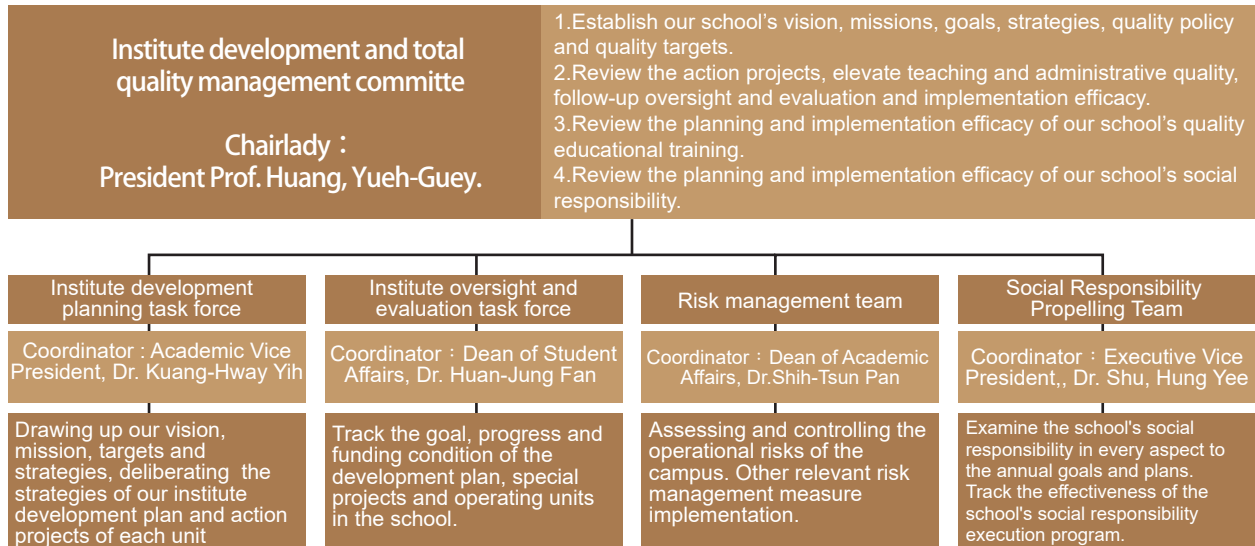


Fig. 3-2 Institute development and comprehensive quality management system framework

Risk Recognition

For recent years, our nation's demographic structure change track indicates first rapidly decreasing birth rate, then rapidly aging. In light of this situation, to elevate teaching quality, strengthen globalization, effectively narrow down the gap between what students learn and skills needed in the workplace, we categorize nine major risk types shown as Fig. 3-3. The analysis and coping strategies are shown in Table 3-3: Operation risk, financial risk, personnel risk, supplier risk, information risk, occupational safety hygiene risk, environmental protection risk, hazard risk, energy and resource risk.



Fig. 3-3 9 Major Risk Categories

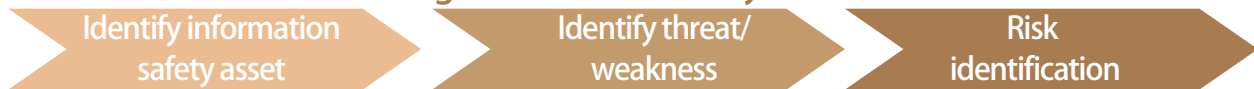
3. School Governance and Stakeholder Participation

Table 3-3 Categories of risk analysis and coping strategies

Category	External environment	Risk	Coping strategy
Operation risk	With rapidly decreasing birth rate and rapidly aging demography, the boundary between schools and department are getting vague and inter-school and inter-department competitions are getting rigid and .	1.Limited campus land. 2.Decreasing birth rate. 3.Fast industrial technology change.	1.Activating and improving old space. 2.Appropriate financial planning. 3.Reexamining the corresponding degree of the positioning of departments and graduate programs with society. 4.Striving for all kinds of feature projects. 5.Displaying the strengths of healthcare and human ecology. 6.Strengthening and promoting the connection between domestic and overseas practice and employment. 7.Enhancing comprehensive foreign language ability of faculty and students. 8.Integrating cross-field resources.
Financial risk	It is getting hard to strive for subsidies from government agencies and off-campus resource budgets, and during business operation broaden the sources of income and economize on expenditure are the key to surpluses.	1.The business operation performance does not meet the expectation or the risk (decreasing birth rate), which affects the achievement of integrated business operation target. 2.The practicality of fixed asset investment projects does not evaluate the related operation carefully. 3.Natural disasters due to typhoon, earthquake, fire jeopardize school finance.	1.Control and manage integrated budget expenditures, maintain the stability of school finance. 2.Analyze the items of departmental expenditures and further examine the distribution principles. Besides, examine the operation model of the departments with higher expenditures. 3.Completely publicize the financial information requested by "Institute and finance information public platform of the Institutes of higher education" .
Personnel risk	As the difference between public and private university retirement system is significant, excellent talent recruitment is tough.	Professional ability gap	First highlight talent cultivation, elevating faculty and staff morale, implementing educational training and further study opportunities.
		The brain drain of excellent talents.	1.Examine the payment structure of faculty and staff. 2.Withhold institute fund and implement flexible payment.
Supplier risk	Corrupt malpractice between suppliers arises easily.	Corrupt malpractice	Supplier selection, evaluation and review, outsourcing, monitoring are based on government purchasing regulations to ensure school operation activity efficiency and appropriateness.
	Purchasing and supplier management issues, such as delay, price hike.	Supplier quality.	
Information risk	During the era of information diversification, it is necessary to manage and control privacy issues of faculty, staff, student privacy from entrance to exit to our school.	Faculty, staff, student privacy leaks.	Construct complete information safety management mechanism, strengthening personal data protection.
Occupational safety hygiene risk	Occupational safety hygiene regulations apply to the ranges from specific to all professions.	Occupational safety hygiene hazards (The first kind of pressure container operation accidents, cutting, clipping or rolling accidents, skin exposure to hazardous chemicals, ergonomic factor hazards, electrification, falling from height, forwarder accidents, etc.)	Construct the atmosphere of occupational safety hygiene. Deepen the knowledge and competency of occupational safety hygiene. Decrease the risk of workplace hazard. Implement autonomous management and communication.
Environmental protection risk	Climate change leads to extreme climate, which facilitates the environmental protection, hazard management and energy, resource management.	Air pollution, water pollution, waste, toxic materials, noise endanger school prestige.	Implement pollution prevention and decrease.Propel environmental education and propaganda.Constructing sustainable green camps.Befriend neighboring communities.
Hazard risk		Natural hazards (typhoon, earthquake and flood)	Establish campus hazard prevention and rescue system, implement hazard prevention and decrease preparation
Energy and resource risk		Climate change leads to energy price hike and affects school financial cost.	Lift energy use efficiency.Prioritize the purchase ofenergy-saving products. Construct energy management system. All the members participate in energy saving and carbon decrease.

Take information safety risk management as an example:

1. Procedures of Evaluating Information Safety Assess Risk



A. Asset identification : Assets are divided into six categories in total, information asset, service asset, software operation and application, hardware asset, personnel asset, organization and prestige.

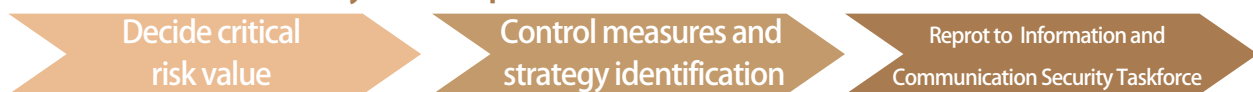
B. Comparing the possible threats/weaknesses of major information systems, list general threats/weaknesses in each asset category.

C. Risk identification : Based on the level of risk identification form, compile them into “Risk evaluation form”,

Risk value = asset value level * risk impact degree value * possible level value

Example : Information asset level is 5, impact degree 3, the possible level of threat occurrence 3, calculated risk value 45.

2. Information Safety Risk Improvement Procedures



A. Decide critical risk value

After the information and communication safety treatment taskforce calculates critical risk value based information and communication measures on the 80/20 law (acceptable risk value=“risk number*20%”), the higher 20% of the total risk number serves as the priority plan for protection, such as : if the total number of risk is 100, the top 20 risks are protected as priority.

B. Identify control measures and strategies

List each risk, compile the control target and control measures of each risk in the “Risk evaluation form”.

C. Provide conclusive report of the result to “Information and Communication and Security Management Committee”

3. Implementation Efficacy

Academic year	Implementation situation	Implementation efficacy
2015	(1)There are 121 items with highest risk among the 70 assets. (2)Based on the 80/20 law, there are 49 items in total with the treatment risk value above 12.	(1) 49 items of risk have already been improved. (2) No occurrence of major information security events.
2016	(1) There are 120 items with highest risk among the 70 assets. (2) Based on the 80/20 law, there are 49 items in total with the treatment risk value above 12 in 105.1 semester; there are 24 items in total with the treatment risk value above 8 in 105.2 semester.	(1) In 2016 fall semester, 24 items of risk have already been improved; in 2017 spring semester, since the risk value is low, all items of risk were not treated temporarily. (2) No occurrence of major information security events.
2017	(1) There are 120 items with highest risk among the 70 assets. (2) Based on the 80/20 law, there are 24 items in total with the treatment risk value above 8.	(1) Since the risk value is low, all items of risk were not treated temporarily. (2) No occurrence of major information security events.

3.6 Regarding the Shortest Announcement Period of Business Operation Change

Our institute development is founded based on “University Strategic Plan” establishment period. University Strategic Plan establishment process is drawn up by our institute development planning taskforce, who plans forward on-campus development targets and key strategies, proposes to the institute meeting for deliberation, and reports to the board of trustees for review.

Take the increase and adjustment of departments and graduate programs as an example, from planning to official recruitment, it takes around 2 years. The related procedures are shown as Fig. 3-4.



Fig 3-4 Procedures for increase or adjustment of departments and graduate programs

3.7 Supplier Management Operation

Suppliers offer the service, mainly including general affairs equipment, instrument and equipment, consumable materials, engineering establishment and manpower service, etc. (as Fig. 3-5). In 2013-2016 academic years the categories of suppliers and our transaction amount are shown as Table 3-4 :

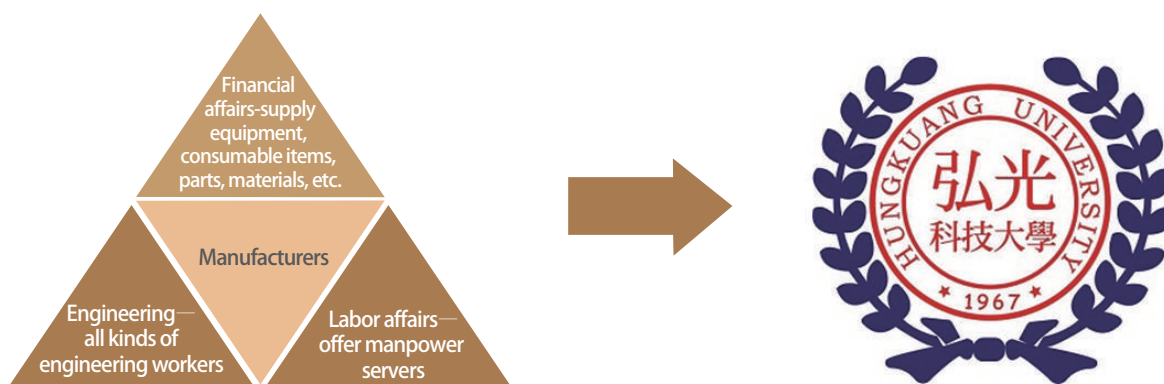


Fig. 3-5 Map of the service offered by our suppliers

Table 3-4 The chart of supplier categories and transaction amount in the 2013-2016 academic years

Unit: NT\$ Thousand

Academic year	Category	Financial affairs	Engineering	Labor affairs	Total
2013	Number of supplier	258	9	34	301
	Transaction amount	131,391	19,574	22,372	173,338
	Percentage	75.80	11.29	12.91	100
2014	Number of supplier	240	15	29	284
	Transaction amount	121,792	64,021	30,029	215,843
	Percentage	56.43	29.66	13.91	100
2015	Number of supplier	231	16	37	284
	Transaction amount	135,006	14,750	38,750	188,507
	Percentage	71.62	7.82	20.56	100
2016	Number of supplier	304	25	75	404
	Transaction amount	160,581	102,823	40,268	303,673
	Percentage	52.88	33.86	13.26	100

The management and auditing of suppliers are based on the government purchasing law and the purchasing operation procedures are established. The related regulations in selecting suppliers, evaluation and appraisal, putting out to contract, monitoring and inspection and acceptance are all handled according to the government purchasing law to ensure the validity and appropriateness of our business operation. The management of suppliers is divided into three stages, before, in the middle, and after. The content is stated as follows :



Before supply

- Strictly inspect the qualification of suppliers.
- Publicize the related purchasing information.
- Prioritize the supply of decreasing environmental hazards.



In the middle of supply

- Inform the forwarders of the hazards before construction.
- Ask the manufacturers to follow the related regulations of occupational safety and hygiene.
- Ask the manufacturers to ensure the safety of locations and personnel.



After supply

- Each school year evaluate the service quality of manufacturers.
- Every other year conduct a seminar with manufacturers.
- The auditing office interviews the manufactures irregularly

3.8 Stakeholder Engagement, Satisfaction Degree Survey, Identify Major Topics and Boundaries Identification

Stakeholders

Our stakeholders are composed of students, parents, faculty and staff, the board of trustees, enterprisers, governmental units, community people/NGO(Nongovernment organization) and alumni.

Stakeholder Engagement

We take the communication between stakeholders and us seriously. In addition to our related meetings, we make use of webpages, e-news and social webpages or software as channels of communication to publicize our latest information and understand the opinions of stakeholders.

Stakeholder	Concerned issues	Communication method	Frequency
Students	Campus safety and facilities Learning resources and efficacy Fair and discrimination free Learning environment Employment opportunities	Student representative seminars	Twice per semester for day school, once for night school
		Campus bulletin boards	Anytime
		Campus safety emergency phones and buttons	Anytime
		Hungkuang fan group	Anytime
		Campus security center (24 hour execution)	Irregular
		Hungkuang LINE	Anytime
		Hungkuang news	Twice per month
		Departmental united class meeting	Twice per semester
		Mailbox of the Dean of academic affairs office and webpage of academic affairs office	Anytime
		Mentor's time	Every other week
		Student guidance committee	Per semester
		Special education committee	Per semester
Parents	Learning resources and efficacy Campus governance Employment opportunities School prestige	Freshman parent seminar	Per school year
		Media advertisement	Anytime
		School webpage	Anytime
		e-portfolio parent zone	Anytime
		Mentor's guidance phone	Anytime
Faculty and staff	Teaching, research environment Training evaluation and promotion Staff benefit and insurance Campus safety	President's mailbox	Anytime
		Staff seminar	At least once per semester
		School webpage announcement	Anytime
		Institute meeting	Irregular
		College meeting	
		Department meeting	
		Hearing meeting	
Institute seminar	Twice per semester		

3. School Governance and Stakeholder Participation

Stakeholder	Concerned issues	Communication method	Frequency
Faculty and staff	Teaching, research environment Training evaluation and promotion Staff benefit and insurance Campus safety	Institute seminar	Twice per semester
		Administrative meeting	Once per month
		General affairs meeting	Once per semester
		Campus safety and hazard prevention and rescue committee	Once per semester
Board of trustees	School governance School business operation and finance	Board meeting	Twice per semester
Enterprisers (Employers and practice institutes)	Student literacy and practical competency Academic-industrial cooperation and research and development energy	Enterprise meeting before and after practice	Twice per semester
		Academic-industrial cooperation seminar	Anytime the activity takes place.
		Government-academic-industrial meeting	
		Curriculum consultation committee	
		Practice meeting	
Government units	Environmental and safety hygiene evaluation Performance of implementing subsidy projects Institute evaluation Graduate employment rate	Participate in the public hearing of guidelines conducted by the governing authority, research, consultation and deliberation seminar, presentation, etc.	Irregular
		Interact with the governing authority well and conduct related activities accordingly.	
		Field visit evaluation	According to the requirements of project
		Written reply	
		Performance report	
Community people and NGO (Nongovernment organization)	Decrease environmental impact and campus management policy Service learning and volunteering service	Webpage announcement, public management information	Update information any time
		Police administration meetup	Per year
		Landlord meeting	Per semester
		Community meetup	Irregular
		Official document	
		Conduct and review activities	
Alumni	Homecoming further study Sustainable learning Alumni (department) association	School webpage	Anytime
		Questionnaire phone	
		FB and other internet tools	
		Department alumni homecoming	Per year
		Questionnaire	Per year
		By phone, e-mail, face-to-face communication	Average 20 people per semester

Satisfaction Degree Survey

We take stakeholders very seriously, such as the suggestions of students, parents, alumni, employers, faculty and staff. Every other year, we support professors from related fields to form an investigation taskforce to conduct the institute satisfaction degree survey aiming at the above stakeholders. The items of institute satisfaction degree survey are shown as Table 3-5 :

Table 3-5 The items of institute satisfaction degree survey

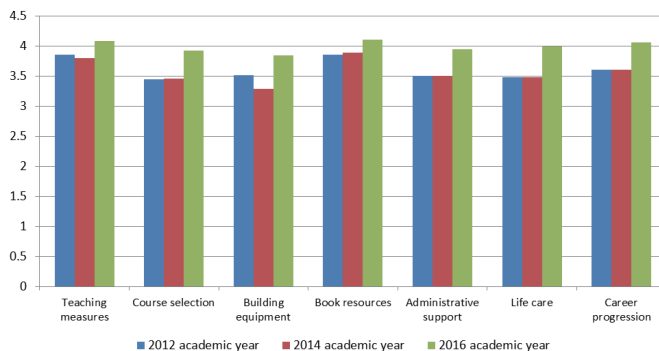
Internal	Student attendance satisfaction degree	Teaching measures, administrative support, life care, employment and enrolment, library resources, buildings, instruments and equipment
	Teacher's job satisfaction degree	Teacher support, teaching activity, campus building, research resources, administrative support, life care, integrated opinion, teaching equipment, all kinds of systems
	Staff satisfaction degree	Work itself, administrative support, life care, all kinds of systems, leadership and organizational atmosphere, building and environment equipment, integrated opinion
External	Employer 's satisfaction degree	Personal character and behavior, active learning attitude, foreign language ability
	Parent's satisfaction degree	Learning attitude, participation in school club activities, integrated satisfaction degree, license and certificate guidance courses, completion of off-campus practice before graduation
	Social prestige survey	Popularity ranking survey, identification ranking survey, loyalty ranking survey, integrated appraisal

1. Students :

We conducted student attendance satisfaction degree in the 2016 academic year, aiming at the students (Distributed questionnaires are 1,752 copies in total, retrieved 1,283 copies) . From Fig. 3-6 the average number in the 2016 academic year student's satisfaction degree is higher than that in the 2012 and 2014 academic years. The satisfaction degree of "Building equipment " and "life care" is significantly elevated after effective strategies.

After the decision of institute satisfaction degree review meeting (Nov. 12, 2015), the coping strategies provided by the responsible units after reason analysis and discussion are as follows :

Investigation items	Situation of implementing the coping strategy after analyzing reasons
Building equipment	<ol style="list-style-type: none"> 1. The printers provided by computer rooms are user-friendlier after updating printing procedures. 2. Develop internet message return program so when the computer is on, it will automatically detect if the hardware is broken and return the message automatically. 3. Purchase Adobe Dreamwaver and Photoshop series software for student use. 4. Establish 124 radio base stations in total in each building and announce the situation of their signals.
Life care	<ol style="list-style-type: none"> 1. Nutritionists coordinate with diners, adjust menu per month, match the variety of food ingredients with different cooking methods to elevate the diversity. 2. Remind diners to register campus food ingredients per day and complete the calorie labels of each stand. 3. Add and change high density video equipment (the number is 14 in total) .



Data source :
2012, 2014 and 2016 academic years Hungkuang University student's satisfaction degree survey

(2012 academic year n=1085,
2014 academic year n=1131,
2016 academic year n=1283)

Fig. 3-6 Comparison chart of the 2012, 2014 and 2016 academic years student's satisfaction degree toward our measures

2. Parents :

To investigate parents' satisfaction degree, we sampled in the 2016 academic year 1,115 parents as subjects. The result indicates that they are satisfied with our measures in general and their satisfaction degree is higher than in the 2014 academic year (as Table 3-6) , except that in the loyalty aspect, since in the 2014 academic year, we added the item "parents express that if given 2nd choice, you would still recommend your children to study and respect children's opinions", the ratio of the item "parents express that if given 2nd choice, you would still recommend your children to study in the same department" is incrementally decreasing. It indicates that in general parents respect their children's opinions; in the item "parents would attend parent seminar depending on the situation" in general parents are willing to attend the seminar or depend on the situation.

Table 3-6 Parent's satisfaction degree in the 2012, 2014 and 2016 academic years

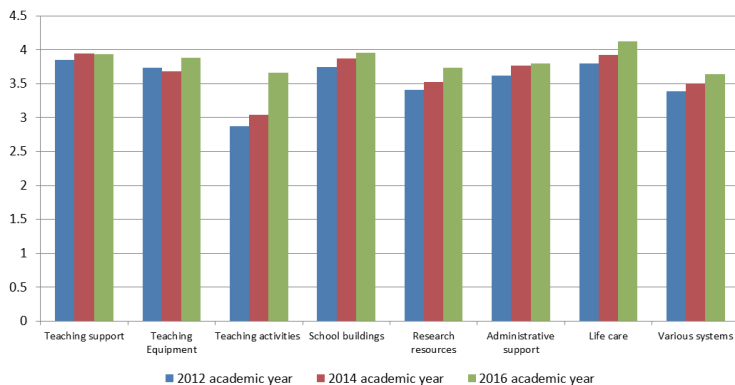
Composite items	Average number of the academic year		
	2012	2014	2016
Identification degree with school, department			
Employment direction of department, graduate program	3.3	3.4	3.8
Completion of off-campus practice before graduation	3.8	3.5	3.8
License and certificate guidance course	3.3	3.2	3.9
Subsidy measures for underprivileged family	3.3	3.4	3.9
Participation in school club activity	3.6	3.7	3.9
School running efficacy satisfaction degree	2012	2014	2016
Learning (studying) attitude	3.7	3.7	3.9
Learning grade (student efficacy)	3.7	3.6	3.7
Integrated satisfaction degree toward school running	3.7	3.9	3.9
Parent's loyalty	2012	2014	2016
Parents take their children's integrated performance as improvement.	72.1	67.9	77.4
Parents would attend the parent seminar depending on the situation.	49.8	57.2	43.8
Parents indicate that if given 2nd choice, you would still recommend your children to study at the same department or graduate program.	80.7	26.7	13.1
Parents indicate that if given 2nd choice, you would recommend your children to study based on their opinions.	—	69.7	84.3
Parents are willing to recommend other friends and families to study at our school.	97.5	98.4	98.5

(2014 academic year n=1162, 2016 academic year n=1115) (Likert scaling)

3. Teacher :

In the 2016 academic year we sent email attached with internet questionnaire to teachers' personal mailboxes to conduct satisfaction degree survey. The retrieval rate is 81.9%. Compared to the result of in the 2014 academic year teacher's satisfaction degree, in the 2016 academic year teachers have higher satisfaction degree in the aspects of "life care", "school buildings" and "teaching support". Please refer to Fig. 3-7.

3. School Governance and Stakeholder Participation



Data source :
2012, 2014 and 2016 academic years Hungkuang University teacher's satisfaction degree survey

(2012 academic year n=239,
2014 academic year n=247,
2016 academic year n=262)

Fig. 3-7 Comparison chart of the 2012, 2014 and 2016 academic years teacher's satisfaction degree (mean)

After the decision of the institute satisfaction degree review meeting (Nov. 12, 2015), the responsible units conduct factor analysis and discussion, and the coping strategies are as follows :

Investigation items	Factor analysis	Coping strategy	Situation of implementing improvement measure
Teaching activity	<p>1.The efficacy of student's evaluation toward teacher's teaching may be jeopardized by the course quality, (required or elective course \ theory or activity) \ teaching hour (the 1st period in the morning, the 1st period in the afternoon, or on Friday), which arises teacher's doubt toward teaching evaluation system.</p> <p>2.The poor score of teaching evaluation leads to follow-up consultation and connection to teacher promotion, which worries teachers.</p>	<p>1.The academic affairs office invites 1-2 teacher of each college for seminar to understand the system of student's evaluation toward teachers and then draws up coping strategies.</p> <p>2.Since the second semester of the 2015 academic year, add the reminder that students are required to read carefully before filling out the teaching evaluation</p> <p>3.In addition to adjusting teaching evaluation questionnaire items, we also conduct midterm student's opinion survey, allowing students to voice their ideas toward teacher's teaching material content, teaching methods, learning evaluation, homework regulations, which is implemented during the 8th and 9th weeks for teacher's reference to improve teaching.</p>	<p>1.Already added new bouncy window in the teaching/mentor's evaluation questionnaire system-please read the questions carefully before filling out the questionnaire and pay attention to the reverse question within it.</p> <p>2.In the 2015 fall semester the content of the teaching evaluation questionnaire content was adjusted as Attachment 1. Beside, in the 2015 fall semester during the 8-9 weeks implemented midterm student opinion survey and ask teachers to check as teaching reference.</p>
All kinds of systems	<p>Diversified promotion :</p> <p>1.The college teaching promotions requires 2 papers published in SCI, the teaching promotion regulation is more rigid than publication promotion.</p> <p>2.The change of promotion is so big and the revision is so frequent that teachers get confused.</p> <p>3.Only one promotion category can be selected and once decided, for three years, teachers cannot change their decision.</p>	<p>1. Each college may regulate standards based on the need of developmental direction.</p> <p>2. Promotion is revised twice per year, in regard of diversified promotion in accordance with MOE regulations.</p> <p>3. Strive for single category of promotion regulations to avoid scattering research or teaching energy. If there is special situation, follow the administrative procedure according to regulations and report to the president for approval.</p>	<p>Diversified promotion is conducted according to our standard (revised and passed by the institute teaching evaluation meeting on May 17, 2016), in the 2016 spring semester 2 teachers passed the diversified promotion system (technological report 1 teacher, teaching practice and research 1 teacher)</p>

3. School Governance and Stakeholder Participation

Investigation items	Factor analysis	Coping strategy	Situation of implementing improvement measure																														
All kinds of systems	<p>Teacher's evaluation :</p> <p>1. Teacher need to cover four kinds of evaluation, which is stressful.</p> <p>2. For now the content of evaluation is too detailed.</p> <p>3. To meet the teacher's evaluation, teachers are negative in service items, participation in seminars and activities.</p>	<p>The four kinds of teacher's evaluation have been revised. The revision of the new version is explained as follows :</p> <p>Teacher's evaluation is divided into :</p> <p>1. Teacher's teaching items include : Teaching performance (55%) : teaching preparation \ learning guidance \ teaching symposium \ cooperation with teaching administration (the previous four times 45%) °</p> <p>2. Teacher research items include : Thesis publication (30%) \ research project (including the college student of the science and technology ministry)(35%) \ patent \ technology transfer or authorization \ academic-industrial result feedback teaching material \ research and develop performance commercialization (30%) \ arts exhibitions and performance (0-20%) \ academic research and professional skill competition award (5%) \ special creation (0-20%) °</p> <p>3. Teacher's guidance items include : Student affairs (42%) \ student service (36%) \ student guidance and development (32%) \ student affairs administration (required) and guidance and caring.</p> <p>4. Teacher's service items include : Professional items (20%) \ institute-level items (40%) \ college-level items (40%) °</p>	<p>Our teacher's appraisal and evaluation and the guidelines have already been revised and passed on June 21, 2016 by the institute meeting, which applies to the 2016 academic year, on Oct. 2017 the score was calculated. The ratio of our teacher's four kinds of evaluation based on teacher's career positioning is as follows :</p> <table border="1"> <thead> <tr> <th>Item</th> <th>Category</th> <th>Teaching</th> <th>Research</th> <th>Guidance</th> <th>Service</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>General type</td> <td>25%</td> <td>25%</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>2</td> <td>Research type</td> <td>20%</td> <td>40%</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>3</td> <td>Teaching type</td> <td>40%</td> <td>20%</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>4</td> <td>Academic-industrial type</td> <td>20%</td> <td>40%</td> <td>25%</td> <td>15%</td> </tr> </tbody> </table>	Item	Category	Teaching	Research	Guidance	Service	1	General type	25%	25%	25%	25%	2	Research type	20%	40%	25%	15%	3	Teaching type	40%	20%	25%	15%	4	Academic-industrial type	20%	40%	25%	15%
			Item	Category	Teaching	Research	Guidance	Service																									
1	General type	25%	25%	25%	25%																												
2	Research type	20%	40%	25%	15%																												
3	Teaching type	40%	20%	25%	15%																												
4	Academic-industrial type	20%	40%	25%	15%																												
<p>The evaluation items of teaching part are divided into : Teaching preparation, teaching performance, learning guidance, teaching research, cooperation with teaching administration.</p> <p>The evaluation items of research part are divided into : thesis publication \ research project \ patent \ technology transfer or authorization \ arts exhibition and performance \ academic research and professional skill competition award \ advising the college student's research project of the science and technology ministry \ special creation \ academic-industrial result feedback teaching material \ research and develop performance commercialization \ technological development.</p> <p>The evaluation items of guidance part are divided into : Student affairs work \ student service \ student guidance and development \ cooperation with student affairs administration.</p> <p>The evaluation items of service part are divided into : Professional items \ institute-level items \ college-level items.</p>																																	

4. Staff :

In the 2016 academic year we sent email attached with internet questionnaire to staff's personal mailboxes to conduct satisfaction degree survey. The retrieval rate is 80.63%. Compared to the result of in the 2014 academic year staff's satisfaction degree, the mean score ranges between 3.43 and 3.93, between average and satisfaction. Please refer to Fig. 3-8 °

3. School Governance and Stakeholder Participation

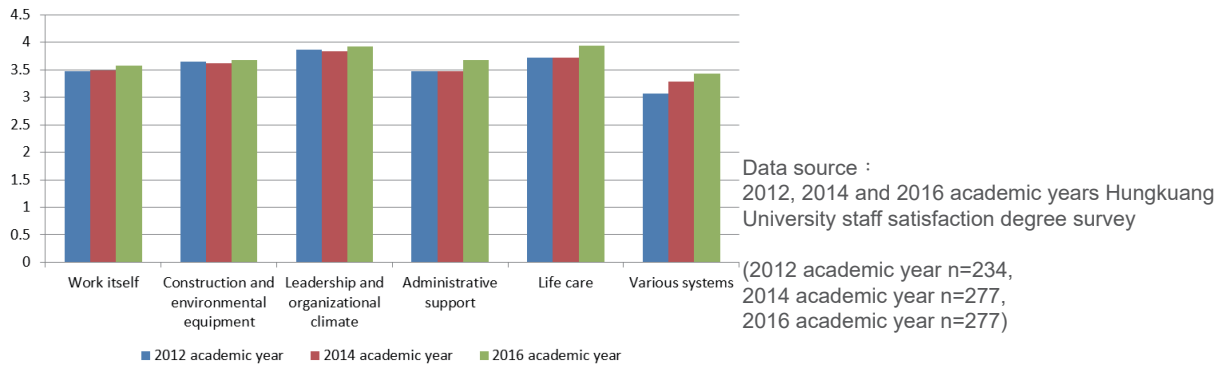


Fig. 3-8 Comparison chart of the 2012, 2014 and 2016 academic years staff satisfaction degree (mean)

The institute satisfaction degree review meeting (Nov. 12, 2015) decided that aiming at the items lower than 3.5, the responsible units conduct factor analysis and discussion. The coping strategies are as follows :

Investigation items	Factor analysis	Coping strategies	Implementation situation
All items of system	The ratio of staff review unit groups BCD is 20%, which seems to be high (equal to per 5 people 1 person needs to be under B)	The ratio of each group can be adjusted by the president, vice presidents, and secretary in chief with the range from 0% to 20%.	2015 academic year staff review ratio after the discussion of staff evaluation committee on July 27, 2016, the ratio of B is decreased from 20% to 17%.

5. Employer :

With employers, supervisors or senior staff as investigation subjects, we use the methods of phone interview, internet questionnaire, and questionnaire faxed back and returned mail to collect data and conduct the employer's satisfaction degree of graduates. During July through October of 2016, we retrieved 1,459 employer's questionnaire based on the 2014 academic year graduates who graduated from school a year later. During July through October, 2017 we retrieved 1,180 employer's questionnaire based on the 2014 academic year graduates who graduated from school a year later. The result is shown (Table 3-7) : The top three items of satisfaction degree in Likert scaling indicate that the employers gave positive feedback to our graduates' personal character performance, company loyalty, active learning attitude, personal character, human relationship, and learning willingness and would hire our graduates for priority.

Table 3-7 The current situation of the integrated employer's satisfaction degree

Satisfaction degree / School year	Highest	2nd high	3rd high	Integrated appraisal	Prioritize the employment of our graduates in the future
2014	Personal performance 4.12 points	Loyalty degree 4.11 points	Active learning attitude 4.08 points	4.08 points	4.12 points
2015	Integrity 4.34 points	Human relationship 4.28 points	Learning willingness 4.26 points	4.13 points	4.13 points

Identify Importance and Boundary

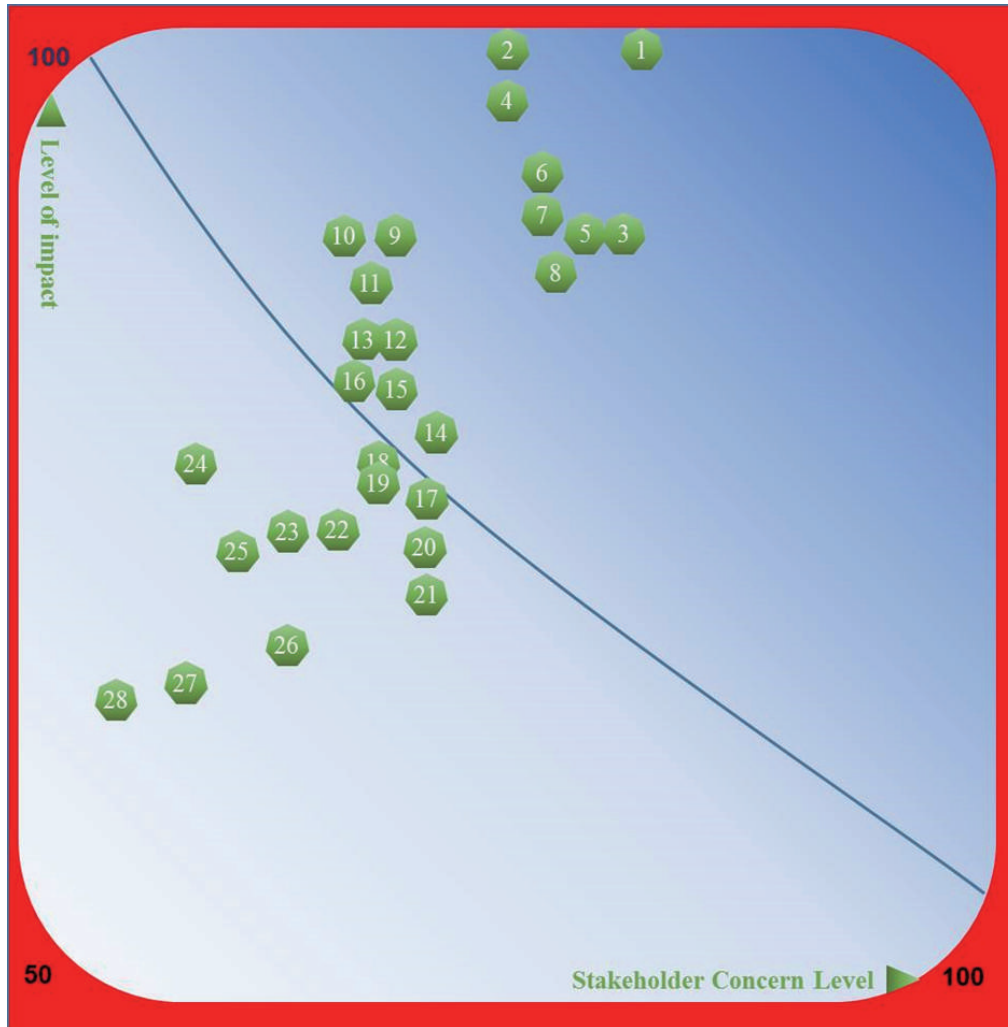
Major Topics of Sustainable Development

In 2017, campus sustainable written report went through the five major procedures and systemized analysis model--identifying stakeholders, issue collection, and topic induction, analysis, importance identification, deliberation and discussion to identify the sustainability concerned by the stakeholders, communicate effectively with the stakeholder, persistently improve the sustainability performance of business operation to enable the revealed information of the campus sustainable written report to meet the need of the stakeholders.

Identify the stakeholder	Our stakeholders are defined as those who affect or are affected by us directly or indirectly. Our stakeholders are divided into students on campus, parents, faculty and staff, the board of trustees, enterprisers, government units, community people/NGO(nongovernment organization) and alumni.	8 major stakeholders
Issue collection and topic induction	Issue collection is mainly based on GRI Standards and SDGs sustainable development targets, then inducted into 28 items of issues according to the connection and Hungkuang enterprise features as the questionnaire design direction of focal group seminar.	28 items of issues
Analysis	Hungkuang used the method of focal group seminar to conduct the survey based on what the stakeholders are concerned about as the reference of topic selection. The number of people in the seminar was 31, among which attention seminar 21 people, impact degree seminar (first-level directors on campus)10 people.	Feature seminar 31 people
Importance identification	Through analysis, the attention degree scoring of each topic multiplied the impact degree scoring of our managerial level, which brings out over 5,625 points as topic priority. After the discussion of social responsibility propelling taskforce, we identified 16 important issues of sustainable development, which correspond to GRI Standards important topics and reveal the management strategies and related index information.	10 items of important sustainable issues
Deliberation and discussion	After analysis, the important sustainable issues, response chapters and boundary analysis and deliberated by the social responsibility propelling taskforce, Hungkuang will continue to strengthen management and reveal the related information in the campus sustainable written report.	The 3rd campus sustainable written report

3. School Governance and Stakeholder Participation

Sustainable development important topic matrix analysis map



Ranking of sustainable development important issues

1.Campus hygiene	8.Regulation obedience	15.Sewage and waste emission	22.Water resource management
2.Learning and career guidance	9.Satisfaction degree	16.Energy management	23.Staff diversity and equal opportunity
3.Teaching quality	10.School operation and finance	17.Environmental impact complaint mechanism	24.Supplier environment management
4.School running performance	11.Labor and employer relationship	18.Greenhouse gas emission	25.Equal pay for women and men
5.Customer privacy	12.Education and training	19.Labor practice complaint mechanism	26.School prestige
6.Customer health and safety	13.Occupational health and safety	20.Indiscrimination	27.Purchasing behavior
7.Social feedback	14.Environmental protection strategies	21.Human right complaint issue mechanism	28.School governance

Sustainable Development Important Topic Ranking and Boundary Identification

From the communication process with all kinds of stakeholder, we identified the 16 sustainable development important issue they take more seriously, among which though campus hygiene, learning and career guidance, and teaching quality are not particular topics revealed, they got higher attention degree and listed as the items of revealed topic. The comparison table topic items of our currently revealed topic to the previous ones (2015 version) are shown as Table 3-8 :

Table 3-8 Comparison table of our sustainable development important issue items between 2015 and 2017

Aspect	Our sustainable development important issue items	In 2015 the important issues the stakeholders take seriously	In 2017 the important issues the stakeholders take seriously
Economy	Economical effect	★	
	Market image	★	
	Purchasing practice	★	
	School running performance		★
	School business operation and finance		★
Environment	Energy	★	★
	Emission	★	
	Sewage and waste (sewage and waste emission)	★	★Item name is renamed sewage and waste emission
	Product and service	★	
	Regulation obedience	★	★
	Integrated situation	★	
	Environmental issue complaint mechanism	★	
	Environmental protection strategies		★
Society	Labor and employer relationship	★	★
	Occupational health and safety	★	★
	Training and education	★	★
	Staff diversity and equal opportunity	★	
	Equal pay for women and men	★	
	Labor practice complaint mechanism	★	
	Indiscrimination	★	
	Investment	★	
	Forced and compulsory labor	★	
	Aboriginal rights	★	
	Human rights complaint mechanism	★	
	Local society	★	
	Social impact issue complaint mechanism	★	
	Customer health and safety	★	★
	Product and service labeling	★	
	Customer privacy	★	★
Social feedback		★	

3. School Governance and Stakeholder Participation

Aspect	Our sustainable development important issue items	In 2015 the important issues the stakeholders take seriously	In 2017 the important issues the stakeholders take seriously
Hungkuang	Campus hygiene	★	★
	Learning and career guidance	★	★
	Teaching quality	★	★
	Social feedback	★	In 2017 listed in GRI Standards Social aspect important topic items
	Satisfaction degree	★	★
		Previous G4 has this item index.	

The important topic categories are shown in the following table of our various sustainable development paralleling with GRI Standards important topic categories.

● Indicates importance, the related information and management strategies are revealed in this written report.

Specific topics	2017 sustainable development important topics	GRI Standards important topics /campus customized topics	Page number	Within organization		Outside organization		
				Hungkuang University	Parent	Enterpriser(Employer and practice provider)	Government units	Community people and NGO(nongovernment organization)
Economy	School running performance	GRI 201 : Economic performance 2016	41	●	●			
	School business operation and finance	GRI 201 : Economic performance 2016	13	●				
Environment	Energy management	GRI 302 Energy 2016	55	●			●	●
	Environmental strategy	GRI 305 Emission 2016	55	●			●	●
	Sewage and waste emission	GRI 306 : Sewage and waste 2016	61.62	●			●	●
	Regulation obedience	GRI 307 : Environmental Regulation obedience 2016	55	●			●	
Society	Labor and employer relationship	GRI 401 : Labor and employer relationship 2016	77	●			●	
	Occupational health and safety	GRI 403 : Occupational health and safety 2016	65	●				
	Customer health and safety							
	Education and training	GRI 404 : Education and training 2016	70.84	●		●		
	Social feedback	GRI 413 : Local community 2016	87	●			●	●
	Customer privacy	GRI 418 : Customer privacy 2016	72	●	●			
Hung kuang	Learning and career guidance	HK-01 Learning and career guidance	97	●	●			
	Teaching quality	HK-02 Teaching quality	103	●	●			
	Campus hygiene	HK-03 Campus hygiene	55	●	●			
	Satisfaction degree	HK-04 Satisfaction degree	34	●				

3.9 Social Prestige Survey

In the 2016 academic year we conducted via phone the “Popularity ranking survey, identification ranking survey, loyalty ranking survey, integrated appraisal ” through sampling all the people in the nation to understand our ranking in the universities of central Taiwan (including universities of technology 、 general universities) . Successfully interviewed number of people is 1,457. This survey included 17 universities (including our school) , 7 private universities of technology (including our school) , 4 national universities of technology, 6 general private universities. In popularity degree ranking, the interviewed people regarded us as the 1st through the 3rd place in popularity among 7 private universities of technology in central Taiwan, the 4th through 13th place among the universities in central Taiwan. In identification degree ranking, we were considered the 1st through 2nd place among 7 private universities of technology, while in 17 universities we were in the 8th through 11th place. In loyalty degree ranking, we were in the 1st place among 7 private universities of technology, the 9th through 10th place in 17 universities of central Taiwan. These indicate they know us to some extent and thus we will continue to advance ourselves to elevate the social prestige.

4.1 Research Achievements

The school has been the exemplary university for innovating research and development (R&D) in Taiwan, in which the R&D achievements in Medical and Nursing, Human Science and Social Innovation, Cultural and Creative Industries, green technology domains are readily receiving recognition in international academia, corporation and organization. In recent years, the school has got the projects including government and industry-academia collaboration according to the government policy, which actively promotes the R&D outcomes to industry-academia collaboration project, technology transfer and authorization with industries. Obviously, the school has conformed to future economic policy for the government in the development of human science.

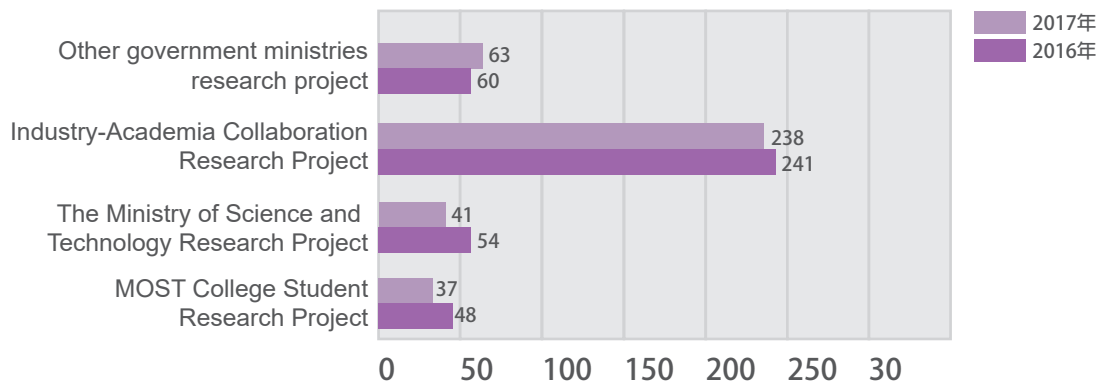


Fig. 4-1 The number of Research Projects in 2016-2017

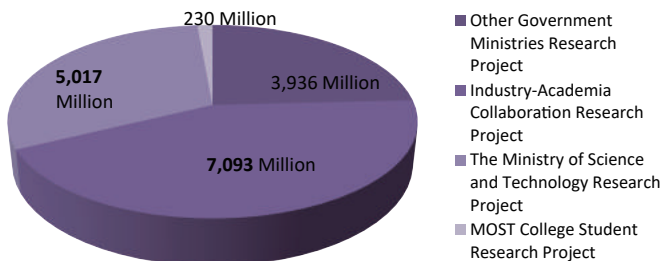


Fig. 4-2 Research funding in 2016

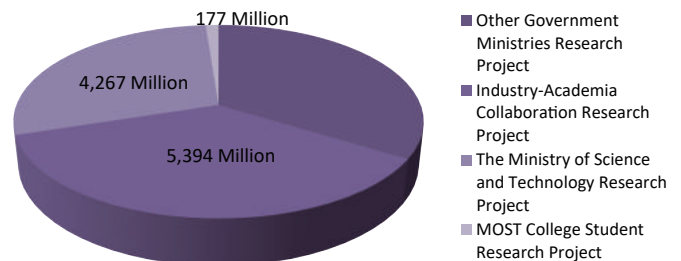


Fig. 4-3 Research funding in 2017

The present school spares no effort to execute on food safety inspection. In every year, there are 40-60% food poisoning events occurred in Taiwan currently but pathogenic factors still not clear. Therefore, we started to investigate about Norovirus in foods since 2016. At the present time, our school's "Center of Food Safety Inspection and Ultra Trace analysis" is the only lab of inspection accredited by Ministry of Health and Welfare for detection of foodborne viruses in Taiwan, those authenticated items include Norovirus (GI, GII), Sapovirus, Hepatitis A virus and Astrovirus etc. Also the inspection items such as Hepatitis E virus, Rotavirus and Enterovirus etc. Those accredited laboratories authorized by Ministry of Health and Welfare for monitoring and inspecting for foodborne viruses in oysters. Furthermore, we authorized by Food and Drug Administration for monitoring and inspecting program to assist the industry and hospitality, maintain food sanitation and safety of hotel, also enhance the protection and improvement of foodborne viruses. The correlation studies provided regulation policies, to construct the background information of Norovirus and the other foodborne viruses, enhance the food monitoring, inspection and investigation, take the science evidences to contribute revision of food management law, lower the incidence rate of foodborne diseases and maintain our native health.

4.2 Innovating Achievements in Industry-Academia Collaboration

The school actively promotes the research project of innovating service for course design, key development features in departments and colleges, industry-academia collaboration, which cooperates with the medical institution, industrial area, science-based industrial park and service industry in central Taiwan for a technology service center. The R&D outcomes include:

1. Combining R&D Technology and Industry to Promote the Innovation and Entrepreneurship Platform

In 2015, the school establishes regional innovation and entrepreneurship platform, in which the service includes the recommendation for intellectual property management, matchup real estate industry, counseling for innovation and entrepreneurship, and commercialization of research and development results.

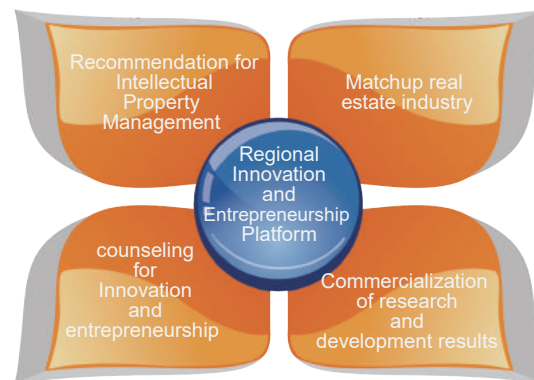


Fig. 4-4 Regional innovation and entrepreneurship platform

2. Industrial-Academic Cooperation 5+2 Plan- Employment at Graduation

The school obtained the approval from the Ministry of Education to start “the Industrial-Academic Cooperation 5+2 Plan” in 2015, the only university in the central Taiwan to receive this honor from the government. We collaborated with Jen-The Junior College of Medicine, Nursing and Management, Kuang Tien General Hospital, Wei Gong Memorial Hospital, China Medical University Hospital, Cheng Ching Hospital, and Changhua Christian Hospital. This project provide the nursing students who graduate the junior college to work in a quality hospital with a stable income and to study in a university for a bachelor degree at the same time. Students are facilitated to pass the nursing licensure examination first, and then employed by the hospital immediately after they graduate from the college. The school also invited more than a hundred of hospitals, healthcare facilities, and professional nursing organizations to sign up a collaboration memorandum. Thus, we are able to involve faculties from these partners to teaching in the classes, to be our students’ professional guidance, and to arrange these students to practice in these facilities, in order to create the seamless connection between the academic program and the workplace. There were 90 percent of our graduates reach the goal of employment at graduation.

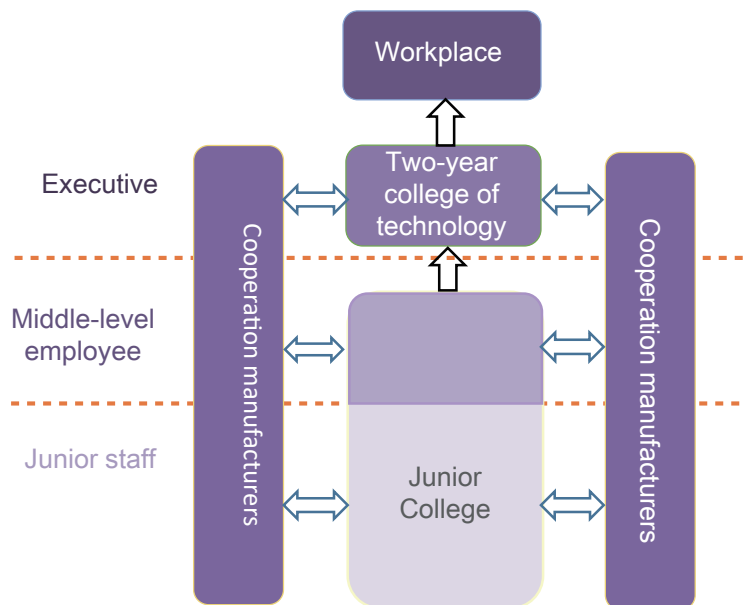


Fig. 4-5 industrial-academic cooperation 5+2 plan- employment at graduation

3. The Performance of Patent Application and Technology Transfer

The school actively promotes the R&D outcomes to technology transfer and authorization with industries. Now, we have signed a cooperation agreement with a number of domestic and foreign cooperation companies for R&D and industry-academia collaboration, and have jointly implemented multiple modes including technology transfer and commercialization. From 2016 to 2017, the results of patent application and technology transfer of teachers include 5 patent applications (including applications for the Republic of China and the China) and 29 granted patents (including the Republic of China, the China, and Europe (EPO)) (Figure 4-6).

There were 31 technology transfers, 7.58 million authorization bonus totally from the R&D outcomes with industries (As shown in Table 4-1).

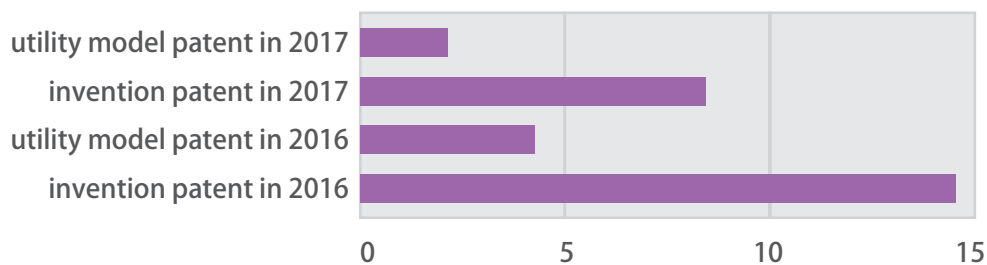


Fig. 4-6 The number of patent certificates in 2016-2017

Table 4-1 The statistics of patent certificates and technology transfer in 2016-2017

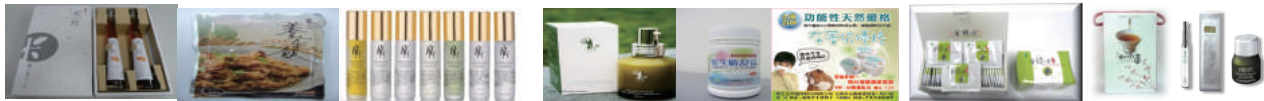
Year	Patent			Technology transfer	
	Category	Number of patent applications	Number of patent certificates	Cases	Total amount (ten thousand)
2016	Invention Patents	1	15	17	472
	Utility model patent	0	3		
2017	Invention Patents	4	9	14	286
	Utility model patent	0	2		

4. The Outcomes of Industry-Academia Collaboration and Commercialization

The outcomes of industry-academia collaboration have published papers in the SCI/SSCI journal. The school has formulated the reward rules to encourage the teacher who progresses the service of industry-academia collaboration and commercialize the outcome. For example, Table 4-2 is shown the commercialization of industry-academia collaboration.

Table 4-2 Industry-Academia collaboration outcome

	Listed goods	Authorized vendor
Cosmetology	Amino acid cleansing lotion 、Whitening cream 、Aloe vera repair 、Concentrated anti-acne conditioning cream 、Hyaluronic acid essence 、Eye repair cream 、Botulinum 、Collagen Whitening Moisturizing Mask	PRIVITY BIOTECH CO., LTD
	Deep cleansing lotion 、Powerful introduction solution 、Strong whitening liquid 、Strong and firm introduction solution 、Powerful alum brightening liquid 、Brightening mask 、Firming mask 、Moisturizing flower lotion 、Whitening essence 、Rolling relax essential oil 、Boosting essential oils 、Enhanced concentrated oil 、Soothe the sleep aid oil 、Soothing menstrual oil 、Improve edema oil 、Reduce shoulder and neck sore oil	AROMATALE
Food Science and Technology	Duck rice oil cut black tea 、Health meal 、Honey vinegar 、Back to the skin softening lotion 、Mask 、Nutrient solution	XIANG FENG BIOTECHNOLOGY
	Plus tea	Yi Yi Enterprise Co., Ltd.
	Mysterious fruit ingot	KS GREEN BIO-TECH
	Yin Zi Li Health Tea	Echili Biotec
	Preliminary test of "You'an" product for intestinal health and inhibition of Salmonella invasion	NATIVE BIOMEDICALS LTD.
	Kang Weibao Taiwan Golden Line Tea Bag 、Brewing vinegar	KANG-SHIN-BAO BIOTECHNOLOGY LTD.
Biotechnology	Dairy microbiological test wafer	DR. CHIP BIOTECHNOLOGY INCORPORATION
	Shao An Yi Pei	AGGIE BIONATURAL Technology



The school's "Red Master's Baking Food Internship Factory" was certified by the first HACCP-grade baked food internship factory in colleges and universities nationwide. In year 2015, the use of the low-glycemic index "Isomalto-oligosaccharide" to make mung bean and meat pastries and orange moon cakes were not only reduced the calories, but also are healthy, "it is not easy to gain weight", and the baking process is operated in accordance with the "Food Safety Control System (HACCP)". Raw materials are stored, blended, stirred, produced, baked, cooled, packaged and inspected. The checkpoints are sloppy. "The safety and health model used for the food of the astronauts is a good moon cake for the production and health and safety."



Fig. 4-7 (HACCP) Red Master's Baking Food Internship Factory



Fig. 4-8 Mung bean pastry with low Glycemic Index (GI)

5. The Excellence of the Research and Innovating Energy

The teachers in the school advise students to apply the Ministry of Science and Technology (MOST) college student research project. In 2016-2017, the number of subsidies is the first in the national science and technology university. In 2015-2016 Taipei Int'l Invention Show & Technomart, the school's innovating research has gained five gold medals and one silver medal.



Fig. 4-9 Taipei int'l invention show & technomart



Fig. 4-10 Taipei int'l invention show & technomart

6. The Performance of Industrial-Academic R&D

As Figure 4-11 shown, the school constructs Paradigm Industrial-Academic R&D Headquarter, which contains Objective Structured Clinical Examination (OSCE), HAC-CP-grade baked food internship factory, Center of Food Safety Inspection and Ultra Trace analysis and ISO 22716 Cosmetic Innovation and Research Center. Besides, the resident companies in innovation incubation center cover makeup and beauty, biological technology, food manufacturing and R&D, green energy technology, network software marketing design domains in 2013-2017.

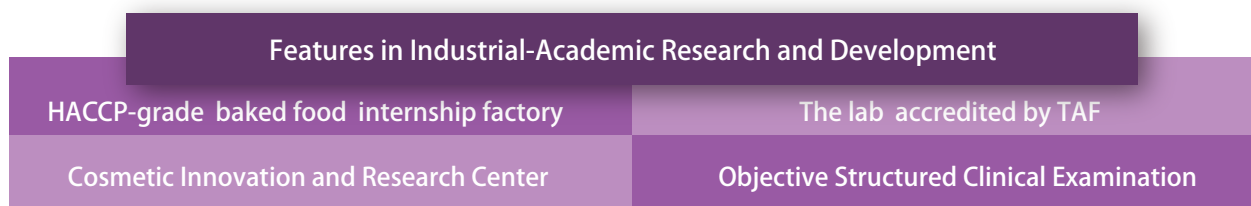


Fig. 4-11 Features in Industrial-Academic Research and Development

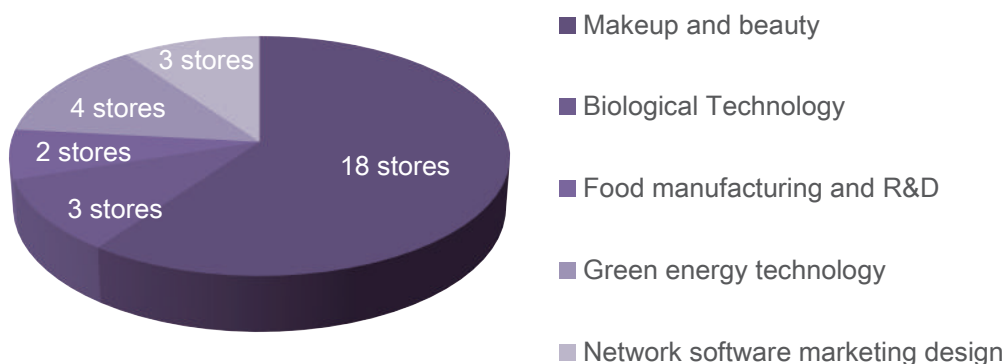


Fig. 4-12 The resident companies in innovation incubation center 2013-2017

(1) Objective Structured Clinical Examination (OSCE)

The school has the most comprehensive OSCE center among the universities in the central part of Taiwan. We are also the pioneer to invite the “real patients” to participate in the “Innovation OSCE” test. Between 2013 and 2017, the Center facilitated to 19 schools to develop their training programs and collaborated with 25 hospitals (Figure 4-13).

The OSCE has also blended in the academic programs in College of Nursing to increase students’ professional knowledge, critical thinking skills, and clinical practice ability. The nursing licensure pass rates were much higher than the average national pass rates in the past two years (Table 4-3) ◦ The pass rates in 2016 was 86.49% for the undergraduate and 86.67% for the junior college nursing students (the national pass rates was 50.37%) ◦ This outcome increases the competitiveness of our students in the healthcare society and provides the need of the licensed nurses in the healthcare environment.

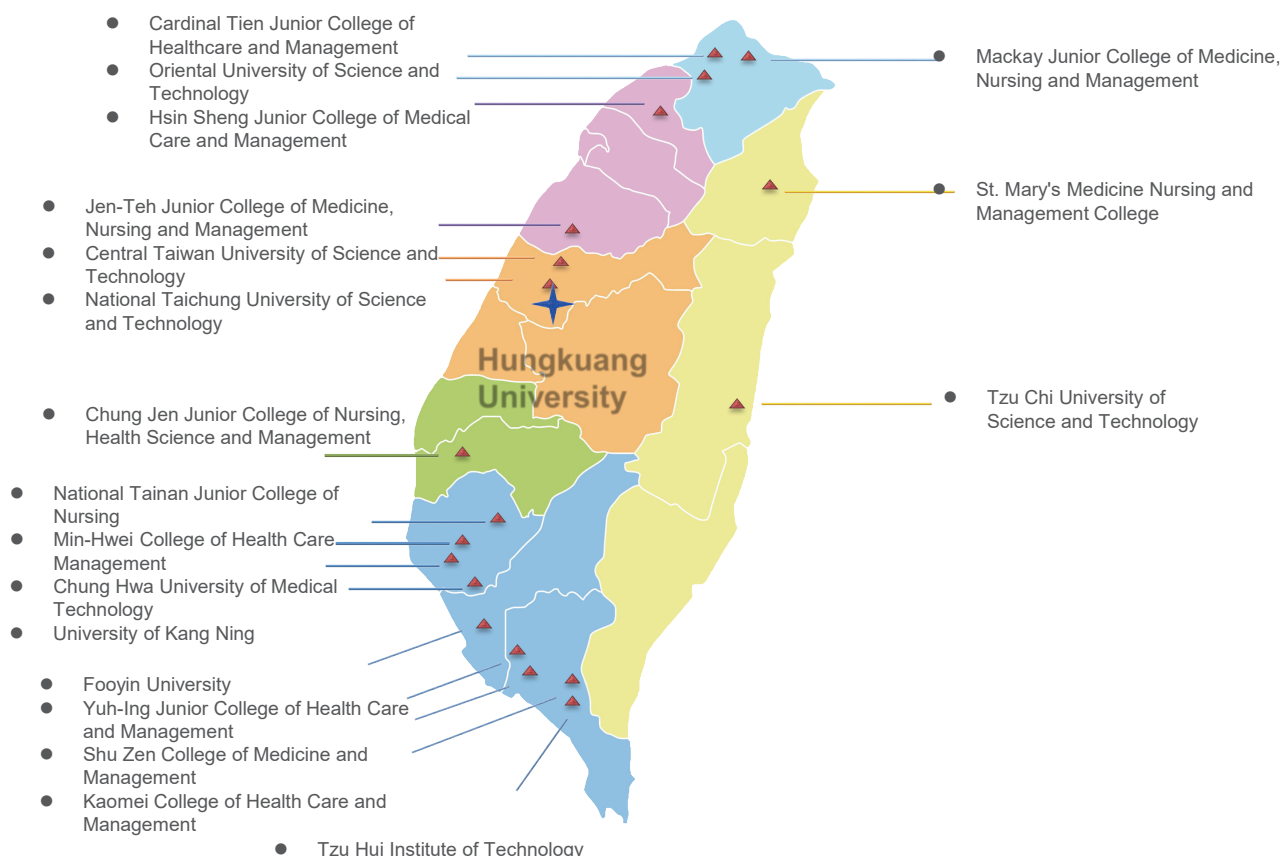


Fig. 4-13 The incubation school

Table 4-3 New graduate nursing students licensure pass rates in 2015-2016 academic years

Academic Year	2015	2016
Hungkuang University Total pass rate (%)	77.49	86.53
-University pass rate (%)	73.57	86.49
-Specialist department pass rate (%)	88.24	86.67
National pass rate (%)	48.25	50.37

(2) HACCP-Grade Baked Food Internship Factory

The school has the only HACCP baking food internship factory in the national colleges and universities, and produces the baking related products supply school teachers and students on weekdays. It also provides strategic alliance schools teachers and students and food industry visitors to visit the baked food production process to help them familiar with the HACCP food hygiene and safety control system. Let the school's food department, food and beverage students and overseas youth class students participate in the production, and learn from the practical experience of the operation of various HACCP-level baked food internship factories. The HACCP-grade bakery food internship factory is also a research and development base for student innovative products and a sales platform. It not only has the talent cultivation function, but also demonstrates the innovation and research and development results.



Fig. 4-14 The first HACCP-grade baked food internship factory in colleges and universities



Fig. 4-15 The products of HACCP-grade baked food internship factory

(3) Center of Food Safety Inspection and Ultra Trace Analysis

Practical talent cultivation and technology development capabilities in the food industry - Established "Center of Food Safety Inspection and Ultra Trace analysis" is the first laboratory on detection of foodborne viruses accredited by Ministry of Health and Welfare, also Taiwan Accreditation Foundation(TAF) and Ministry of Health and Welfare. At the present, we are the only one of science and technology school in Central Taiwan that have the most accredited items, there are 28 items accredited by TAF (Table 4-4), also our capability of inspection was accredited by international certificated unit, to strictly customized in food safety for the general public. We authorized the related program of monitoring and inspecting by Ministry of Health and Welfare, to be directed against shellfish (oysters) and fruits and vegetables (cherry tomato, red cabbage, romaine lettuce etc.) sampling inspects of Norovirus (GI), Norovirus (GII), Hepatitis A virus, Sapovirus and Astrovirus. Our center provides the most credibility inspection in biological, chemical, meat and vegetarian for foods and cosmetics, also functionality assessment and submit on approval, to assist quality control and goods promotion of foods and cosmetics, further to assure the right and interests of consumer to maintain native health.

Table 4-4 The scope of accreditation in Center of Food Safety Inspection and Ultra Trace analysis

scope of accreditation by TAF	scope of accreditation by TFDA
Sulfur Dioxide、Preservatives(category Acid)、Preservatives (Category ester)、Hydrogen Peroxide、Sun protection test methods-in vivo determination of the sun protection factor、Aerobic Plate Counts、Escherichia coli、Coliforms、Staphylococcus Aureus、Salmonella、Aerobic Plate Counts(Drinking Water)、Coliforms(Drinking Water)、CaMV 35S promoter、NOS terminator、Method of Test for Animal-Derived Ingredients in Foods (Ovine、Fish、Bovine、Swine、Chicken)、Method of Test for Plant-Derived Ingredients in Foods (Onion、Chinese Leek、Garlic、Green Onion、Chinese Onion)	Sulfur Dioxide、Boric Acid、Hydrogen Peroxide、Salmonella、Method of Test for Plant-Derived Ingredients in Foods (Onion、Chinese Leek、Garlic、Green Onion、Chinese Onion)、Cordyceps sinensis、Cordyceps militaris、Astrovirus、Hepatitis A virus、Sapovirus、Norovirus GI、Norovirus GII



Fig. 4-16 Norovirus Detection



Fig. 4-17 Associated virus detection

(4) One-Stop Service Cosmetic Innovation and Research Center

The Cosmetic Innovation and Research Center is the only one in the country to successfully pass the ISO 22716 Cosmetics-GMP on-campus practical factory. This center and 51 manufacturers such as Paradiso Garden Co., Ltd., Jourdeness International Co., Ltd. and Shidan Biochemical International Co., Ltd., as well as schools successfully establishing the alliance of industry-university cooperative research project. The alliance signed a memorandum of cooperation on industry and education to provide a horizontal cooperation platform for the industry.

Through the talent development program of the Cosmetic Innovation and Research Center, the school's department of applied cosmetology continues to promote the final step-internship course, enabling the interns to be employed in the company. In 2015, the number of participants was 106, in which 42 were successfully employed, and the industry employment rate reached 40%. In 2016, the number of participants was 113, and the number of successfully employed interns was 57, the industry employment rate reached 57.5%. This project has assisted the improvement of talented individuals and technical advancement of the Taiwan cosmetics industry.

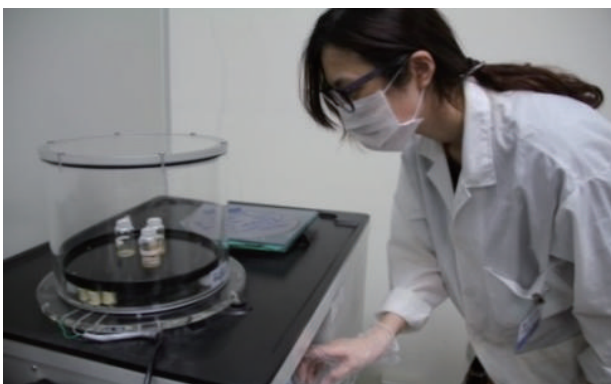


Fig. 4-18 The Associated Equipment in Cosmetic Innovation and Research Center



Fig. 4-19 Associated virus detection

4.3 Implementing Resource Shared and Constructing Sustainable Learning Environment

The school has got Teaching Excellence Project from Ministry of Education in 2006-2017. The funding exceeding 5.4 million applies to enhance the teaching quality and to update equipment of software and hardware for cultivation of talent. For extending the school features and performing the Higher Education Sprout Project from Ministry of Education in 2018, the school focuses on “Advancing Teaching and Learning,” “Brightening Features,” “Lifting Publicity for Higher Education,” and “Enhancing Service for Local Community.”

Table 4-5 Hungkuang University subsidized by the Higher Education Sprout Program (including external fundraising and matching grants)

Item Year	Subsidy	External fundraising	Matching grants	Total
2018	112.63 million NT\$	2.36 million NT\$	16.74 million NT\$	133.73 million NT\$

The Executions of the Aforementioned Projects Include:

- 1. For Teachers:** the school actively promotes teachers’ teaching energy, in which the programs include teaching community, online teaching, digital material creating as well as feedback teaching and course from industry-academia collaboration, and so on.
- 2. For Students:** the school enhances students’ learning performance and cultivation of talent, in which the programs contain learning counseling and remedial teaching mechanism, underprivileged students award grants, cultivation of talent for soft skills, innovation course, and so on.
- 3. For Courses:** the school connects with the international industry according to the demand of teaching, learning, and course planning. The number of students participated in overseas internships has increased significantly.
- 4. For Whole:** the school implements resource shared and constructs sustainability learning environment, in which the programs includes English corner, flipped teaching, problem-based learning (PBL), evidence-based institutional research, and so on.



Fig. 4-20 Free haircut service around Taiwan



Fig. 4-21 Korean traditional culture and innovative literature and art short term study



Fig. 4-22 Autonomous Practice Maker Classroom

4.4 Cultivate Outstanding Talents to Enter the International

The school's internationalization concept is to train students with global vision, creative thinking, and the ability to use technology. In addition to educating students on a deep professional foundation, we also provide them with rich cultural literacy and international vision, and encourage them to go abroad. According to the trend in international, students have become more and more important in their internationalization capabilities. So that, in year 2015-2016, we build a Development Plan, which is “Strategy V – Expanding Overseas Exchanges - Enhancing International Vision”. Although the school has promoted students' overseas internships since 2009, the number of students who have been to overseas internships has increased significantly compared to previous years through the implementation of the school planning strategy. The Countries include Vietnam, Cambodia, the United States, Canada, Japan, Australia, New Zealand, Singapore, Malaysia, etc., let students have more choices for internships in different countries. Students with outstanding internship performance can also get a chance to stay, that is a big step for their career path. In addition, the school also invites international or overseas experts and scholars to give lectures and collaborative teaching to enhance students' international integration ability, and actively encourage students to participate in overseas competitions and invention exhibitions, so that students' excellent skills shine brightly in the world; In addition to outstanding domestic students, the school has held hiring overseas technical training courses for the Overseas Chinese Affairs Committee. Since 2009, it has undertaken 10 sessions and trained more than 500 overseas students to enhance the professional skills.

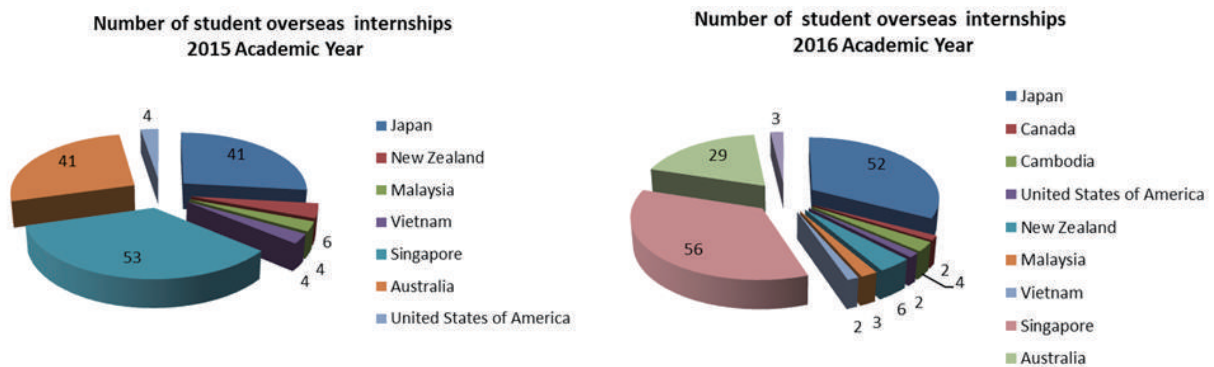


Fig. 4-23 From 2015 to 2016 Academic Year about 312 students on overseas internships

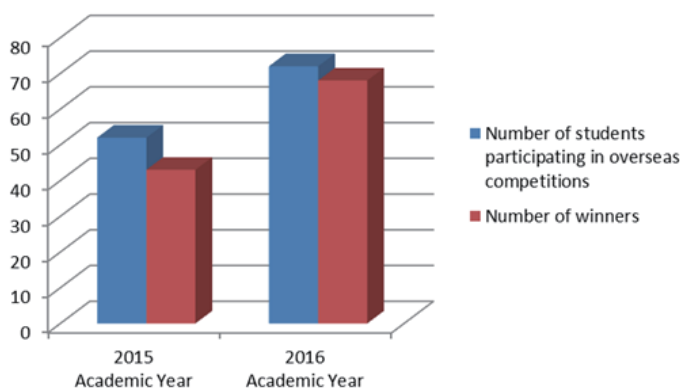


Fig. 4-24 According to 2015 to 2016 Academic Year statistics there are 111 students involved in overseas competitions and got awards.



Fig. 4-25 The 66th Japan Art Season International Competition (Excellent Skills Appreciation, Review Committee Special Award)

4. Educational Institute Performance

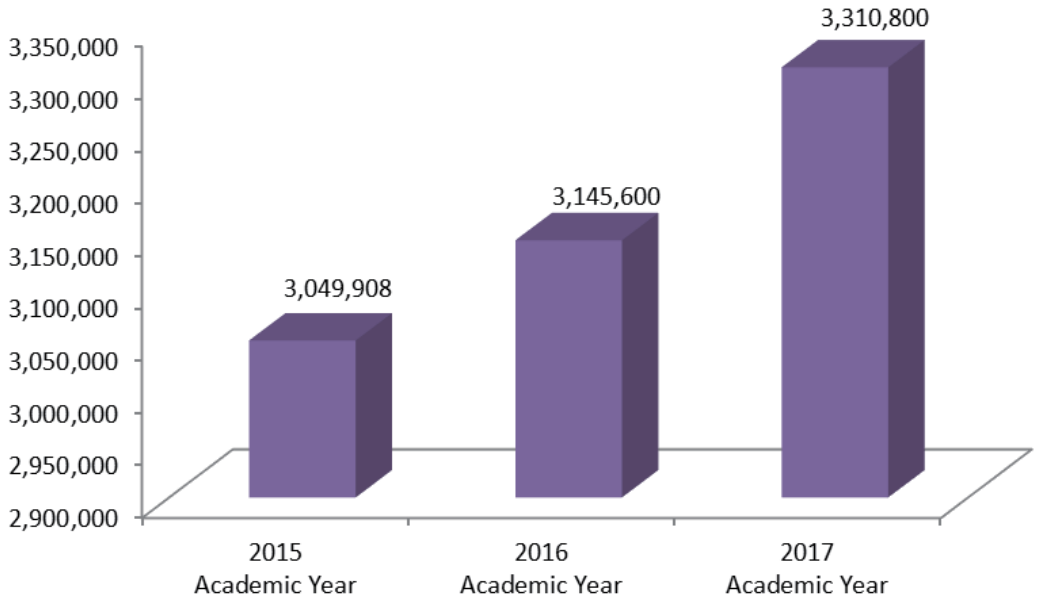






Fig. 4-26 Overseas Youth Vocational Training Workshop granted 2015 to 2017 Academic Years

5.1 Environmental Management

Hungkuang are committed to promoting green energy and environmental education. On the one hand, we build solar photovoltaic power generation system on the roof of the school building and set up the total power generation capacity goal over 1,000 kWp (annual power generation over 1.3 million kWh). On the other hand, we raise employees' and students' environmental awareness by promoting 3 R's: reduce waste, reuse resources, and recycle materials in everyday activities, and also encourage teachers to introduce environmental issues into school curriculums.

SDGs		Ensure that water and sanitation systems are provided and managed sustainably for all.
		Ensuring affordable, reliable and sustainable modern energy for all.
		Ensuring sustainable consumption and production patterns.
		Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and curb the loss of biodiversity.
Responding to the goals of SDGs and Actual Hungkuang.		
Policy	Cultivate teachers and students' environmental literacy, enhance environmental mobility, reduce environmental impact and Greenhouse Gas Emissions.	
Commitment	Fulfill pollution prevention and reduction; promote environmental education and Propaganda; Construct a sustainable green campus; friendly school neighborhoods and communities.	
Goals	<ol style="list-style-type: none"> 1. The treated waste water meets the standard of the discharge water. 2. Annual waste reduction of 1%. 3. Zero leakage and zero accident of Toxic Chemical. 4. Reduce the total electricity consumption by 2%. 5. Development of green energy 460,000 kWh / year. 6. Green purchase amount of more than 5 million (NT\$). 7. Establish an environment in which people, animals and plants coexistence and common prosperity, and cultivate mobility environmental science citizen who can see problems, think independently and solve problems. 	
Responsibility and system	External Responsibilities: Air Pollution Control Act, Water Pollution Control Act, Waste Disposal Act, Toxic Chemical Substances Control Act, Noise Control Act, Greenhouse Gas Reduction and Management Act Internal system: ISO14001, ISO50001, ISO14064.	
Impact and risk assessment	<ol style="list-style-type: none"> 1. Climate Abnormal Factors Increase in energy prices affects school financial costs (electricity, gas oil and natural gas increase). 2. Air pollution, water pollution, waste, toxic substances, noise and other factors affect the image of the school. 3. Waste discarded may cause environmental pollution. 4. The discharged water does not meet the environmental standards and accepts punishment. 5. The above-mentioned 2016 and 2017 risk-free events occurred and the existing protective measures were maintained. 	

5. Sustainable Campus

Appeal system	<ul style="list-style-type: none"> ● School affairs processing. ● Hungkuang Fan Group https://www.facebook.com/welovehku/ ● Hungkuang LINE official account http://line.me/ti/p/%40xat.0000144783.cov ● Teacher Appeal Review Committee. ● Staff Appeal Review Committee. ● Circulating safety and energy management communication operations. ● Hung kuang University Student complaint handling.
Investing resources	<ul style="list-style-type: none"> ● Environmental protection expenditure 1,058 thousand (NT\$). ● Energy-consuming equipment improved by 7,344 thousand (NT\$). ● Energy management system 4,795 thousand (NT\$). ● Invested in solar photovoltaic power generation equipment 38,194 thousand (NT\$). ● Green procurement expenditure costs 9,800 thousand (NT\$). ● Sewage treatment plant maintenance costs 346 thousand (NT\$).
Specific strategy	<ol style="list-style-type: none"> 1. Set up waste (sewage) water treatment equipment and dedicated personnel; regular maintenance; regularly check the quality of raw wastewater and discharged water and declare the Environmental Protection Administration. 2. Promote administrative work digital system to reduce paper; holding a flea market; idle goods circulation; recycling used book exchanges and abandoned desks and chairs to other organizations. 3. Report the operation of toxic chemical substances and participate in the training of Toxic Chemical Substance Joint Prevention Organization. 4. Old window type air-conditioning replacement; T8 lamps replaced by LED lamps; monitoring E, G, I, J and other 4 air conditioning equipments; general classrooms are power controlled by class schedules. 5. Construct a solar photovoltaic power station. 6. Priority in purchasing energy-saving labeled products. 7. "One Life, One Tree" campus tree planting activity.
Output performance	<ol style="list-style-type: none"> 1. The annual inspection results of wastewater and sewage are in compliance with emission standards. 2. Waste output is reduced by 88.87 metric tons compared to 2015; resource recovery increased by 6.73% compared to 2015. 3. No environmental complaints in 2016 and 2017. 4. Reduce Greenhouse Gas Emissions 688 metric tons of CO₂e. 5. Establish 359.87kWp solar power generation equipment and create 381,642 kWh of green energy (continued construction of 268.6kWp solar power generation equipment in March 2018). 6. Awarded Taichung City Green Procurement Excellent Private Enterprise and Group Award for 4 consecutive years. 7. A total of 20 departments freshmen participated in the "One Life, One Tree" campus tree planting activity.

Comprehensive energy development and energy saving and carbon reduction Cooperate with the government's energy policy to promote comprehensive energy development (Fig. 5-1):

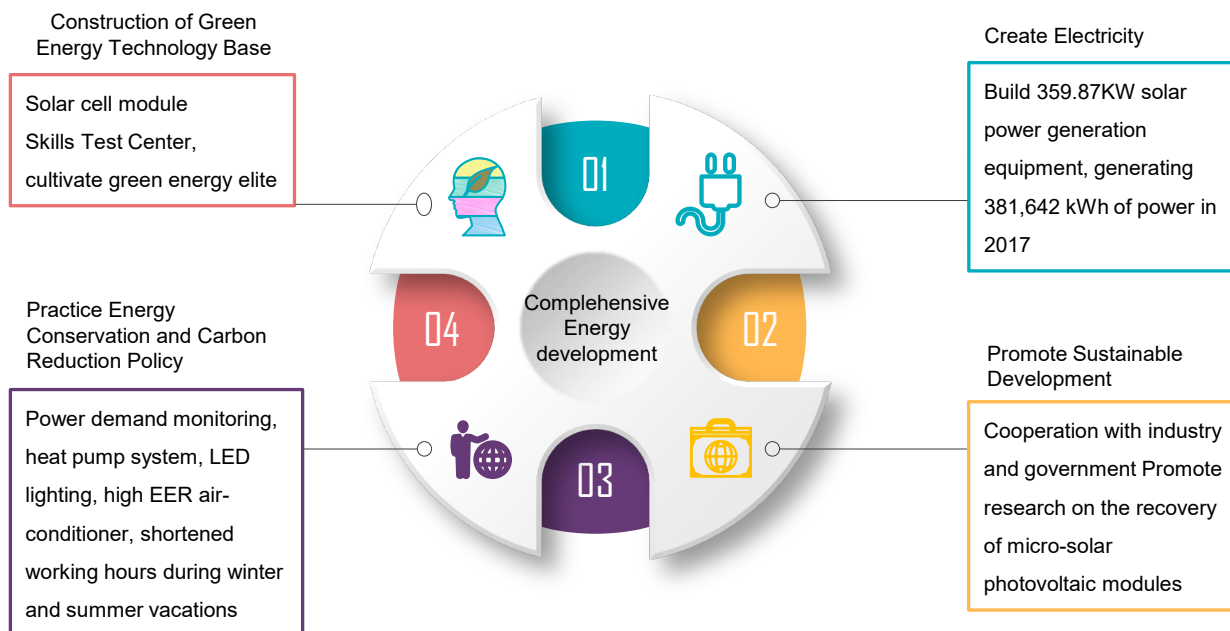


Fig. 5-1 The school promotes a comprehensive energy development strategy

Energy Saving and Carbon Reduction

In 2017, the total energy consumption of the school was 43,747.98 GJ, and the energy intensity was 88.87 EUI (building power consumption), which dropped from 92.45 in 2015, mainly because of power purchasing reduction in 2017. Taking 2015 as the base year (the school publishes a CSR report in every 2 years, so the previous publication year is a comparative benchmark, showing a contextual disclosure), and the power consumption in 2017 decreased by 2.94% compared with 2015 (as shown in Fig. 5-2).

Table 5-1 Energy consumption table of Hungkuang from 2011 to 2017

year	2011		2012		2013		2014		2015		2016		2017	
Energy category	Consumption (GJ)	Proportion	Consumption (GJ)	Proportion	Consumption (GJ)	Proportion	Consumption (GJ)	Proportion	Consumption (GJ)	Proportion	Consumption (GJ)	Proportion	Consumption (GJ)	Proportion
Primary energy	946.09	2%	883.48	2%	818.49	2%	630.20	1%	552.35	1%	564.23	1%	654.77	1%
Secondary energy	46437.12	98%	45758.88	98%	45139.68	98%	45274.32	99%	43398.72	99%	43064.64	99%	41719.29	95%
renewable energy	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1373.91	3%
Total energy consumption	47383.21	100%	46642.36	100%	45958.17	100%	45904.52	100%	43951.07	100%	43628.87	100%	43747.98	100%

Note: Primary energy sources are gasoline, diesel, natural gas (NG), and liquefied petroleum gas (LPG). Secondary energy is purchased electricity. Renewable energy is solar photovoltaic power generation.

5. Sustainable Campus

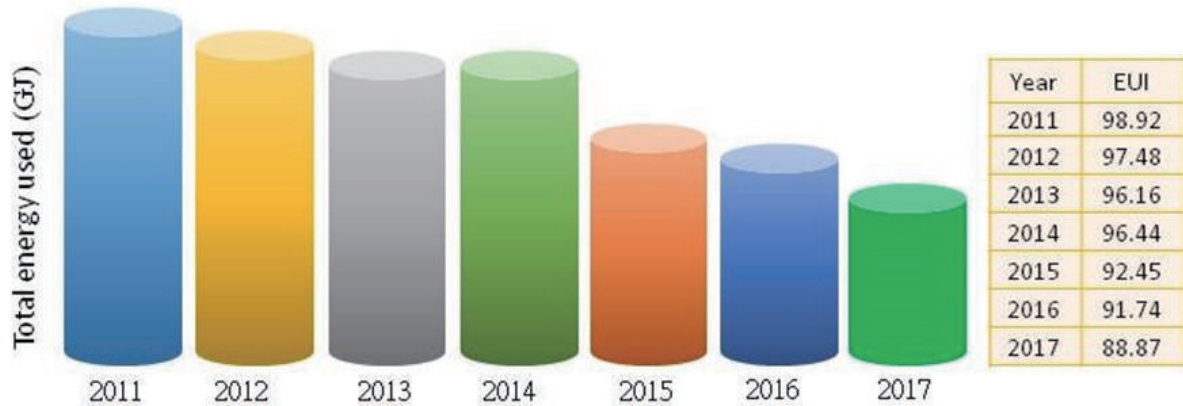
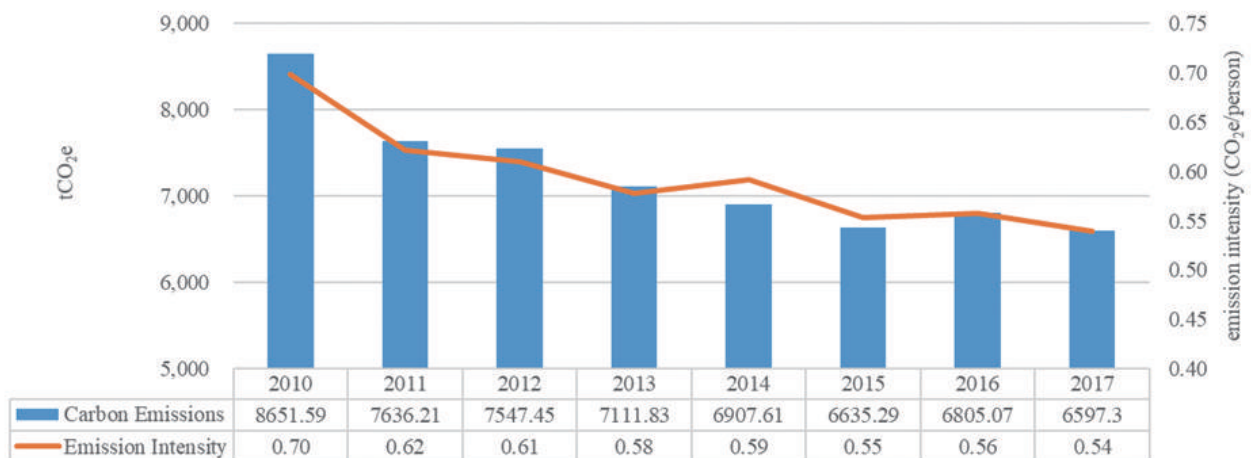


Fig. 5-2 2011-2017 Trends of electricity consumption

The scope of the school's operational boundaries is set to use the contents of Section 4.2 of the ISO 14064-1 standard, and the annual Greenhouse Gas Emissions are regularly checked every year (see Figure 5-3 for Greenhouse Gas Emissions over the years). In 2017, Hungkuang's total CO₂ emissions from energy use was 6597.3 metric tons CO₂e was reduced by 23.74% compared with the total CO₂ emissions of 8651.59 metric tons in 2010. The average emission per person is 0.54 metric tons of CO₂e, which is much lower than the average emission per capita of the country is 10.65 metric tons of CO₂e.

(source : <https://www.epa.gov.tw/ct.asp?xItem=10052&ctNode=31352&mp=epa>)



Note: Emission coefficient and Global Warming Potential (GWP), the power emission coefficient using the Energy Bureau Announcement Coefficient, and the rest refer to the data of the IPCC 2007 fourth assessment report.

Fig. 5-3 2010-2017 Trends of Greenhouse Gas Emissions

2017 Greenhouse Gas Emissions Scope1: 693.68 tCO₂e : Scope 2: 5,903.63 tCO₂e ◦
 2016 Greenhouse Gas Emissions Scope1: 740.70 tCO₂e : Scope 2: 6,064.38 tCO₂e ◦
 2015 Greenhouse Gas Emissions Scope1: 663.52 tCO₂e : Scope 2: 6,153.53 tCO₂e ◦
 2014 Greenhouse Gas Emissions Scope1: 682.15 tCO₂e : Scope 2: 6,225.45 tCO₂e ◦
 2013 Greenhouse Gas Emissions Scope1: 747.46 tCO₂e : Scope 2: 6,364.36 tCO₂e ◦
 2012 Greenhouse Gas Emissions Scope1: 733.13 tCO₂e : Scope 2: 8,172.06 tCO₂e ◦
 2011 Greenhouse Gas Emissions Scope1: 750.73 tCO₂e : Scope 2: 8,182.93 tCO₂e ◦
 2010 Greenhouse Gas Emissions Scope1: 803.15 tCO₂e : Scope 2: 7,848.45 tCO₂e ◦

Green Procurement

In order to fulfill social responsibilities and comply with the environmental policies formulated by the school, we place high priority in purchasing environmentally friendly products, i.e., products with green energy-saving or low-energy consuming label. Since the school proactively complies with the government green procurement policy and in 2017 we got approval from the Taichung City Government.

Table 5-2 2015-2017 Amount of Green Procurement

Item \ Year	2015	2016	2017
General consumables (thousand NT\$)	752.75	638.72	272.94
Property equipment (thousand NT\$)	6,624.91	9,105.83	7,405.53
Camp project (thousand NT\$)	38.70	42.00	63.75
Total green purchases (thousand NT\$)	7,416.36	9,786.56	7,742.21



Fig. 5-4 Green procurement won the approval from Taichung City Government

Circular Economy

The school promotes the recycling of idle items, revitalizes the storage space in the school, cherishes resources, and does not waste materials. Total donated idle items from 2013 to 2017 are shown in Figure 5-5.

序	捐贈單位	物品	數量
1	臺中市政府文化局	桌子	22
		椅子	30
2	弘道老人福利基金會	高曲式床	10
3	梧槽國小保健室	高曲式床	2
4	臺中市感恩關懷協會	高曲式床	4
		桌子	4
5	弘光科技大學附設臺中市平等幼兒園	嬰兒床	1
		書架	9
		四層CD櫃	1
6	弘光科技大學附設老人醫院	自動翻轉床	1
		移位機	1
7	社團法人彰化縣埔鹽鄉永樂社區發展協會	課桌椅	40
8	社團法人台灣基督教社會關懷協會	課桌椅	50
9	財團法人苗栗縣私立海青老人養護中心	課桌椅	210
10	彰化縣清水岩生態文化創意產業協會	課桌椅	120
11	法務部矯正署臺中女子監獄	多功能假病人	8
12	衛生福利部草屯療養院	分離式冷氣	1

Fig. 5-5 2013-2017 Donated idle items list and certificate of appreciation from grateful recipients

Maintain Indoor Air Quality

In order to ensure the indoor air quality, the school has installed Indoor Air Quality Continuous Emission Monitoring Systems on each floor of the library, and set up an instant display at the entrance and exit (Figure 5-6). Start the ventilation device when the CO₂ concentration reaches 1,000 ppm and introduce outside air to ensure indoor health. The test results of indoor air quality are in line with emission standards.



Fig. 5-6 Library indoor air quality automatic continuous monitoring system and dedicated personnel's license

Value Water Resource

From 2016 to 2017, the water consumption status of the whole school has shown a downward trend (as shown in Figure 5-7), but the higher usage in 2013 and 2014 was due to the leakage of the water pipe. Water consumption decreased by 28.33% from 2015 to 2017. As for the daily water consumption per person, it has dropped to 20.12 liters per capita per day, which is far lower than the reference value of 64 liters per capita per day (LPCD) for government agencies and schools at all levels.

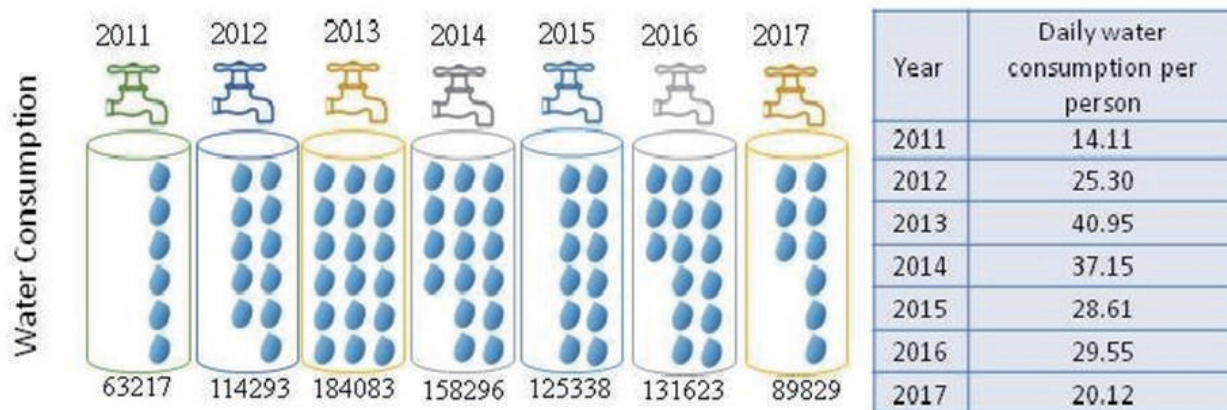


Fig. 5-7 2011-2017 Trends in tap water consumption

The Building N (Research Building) of the University built a rainwater recycling system on the roof to recover rainwater for landscape watering. According to the annual rainy season, the rainfall of about 120 tons in three months can replace some of the tap water demand and play a water-saving effect.



Fig. 5-8 Rainwater recycling system complied with Green Mark

Water Pollution Prevention

The school's sewage treatment equipment uses secondary biological treatment, and obtains water pollution prevention measures and Water Pollution Control Permits (document as shown in Figure 5-9 left) and sets up dedicated personnel (Figure 5-9 right). The treated water test results have met the regulatory standards over the years. Also the amount of effluent showed a downward trend (as shown in Figure 5-10). As shown in the figure, the daily wastewater per person has been reduced significantly to 10.77 Liters.



Fig. 5-9 Water Pollution Control Permits dedicated personnel's license

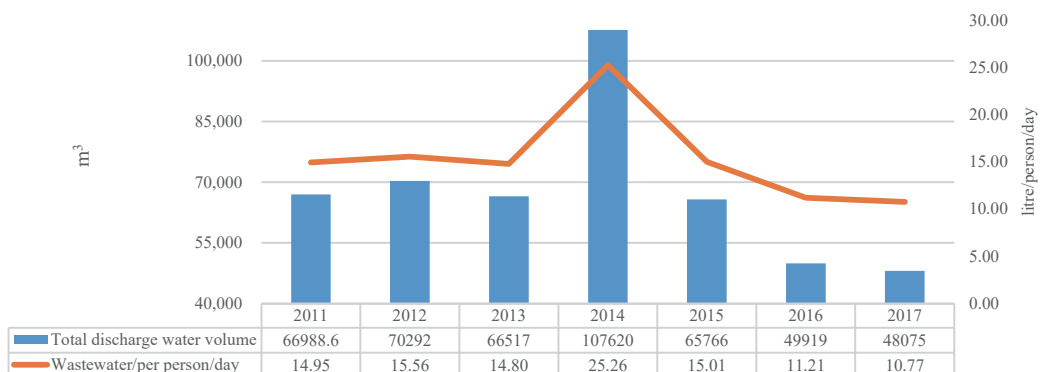


Fig. 5-10 2011-2017 Trends in effluent consumption

Healthy Drinking Water

The school regularly tests drinking fountain's water quality in March, June, September and December. The drinking water quality meets the regulatory standards. The sampling rate is one-third of the total fountains equipped in the school, which is well beyond the regulation's requirement--one eighth.



Fig. 5-11 Drinking water inspection reports

Waste Reduction

The amount of waste in the school shows a downward trend (as shown in Table 5-3). In 2017, the resource recycling ratio reached 33.95%. The amount of garbage per person per day has dropped to 0.06 kg, which is far lower than the national standard statistics released by the General Accounting Office in 2017. The average daily garbage production per capita in Taiwan is 0.915 kg (source: Republic of China Statistics Network). The school has no hazardous waste transportation within its scope of operation, and its related wastes are transported and handled by professional waste processor. (as shown in Table 5-3).

Table 5-3 2013-2017 Total waste treatment

Year/Item	MSW	Chemical waste	Biomedical waste	Resource recycling	Resource recycling ratio	Garbage amount/person/day (kg/capita-day)
2013	351.1	3.41	0.39	101.9	22.31%	0.10
2014	415.4	3.26	3.3	107.4	20.29%	0.12
2015	267.5	5.82	6.11	105.5	27.41%	0.09
2016	250.46	4.94	6.13	134.33	33.93%	0.09
2017	179.67	3.84	4.38	96.58	33.95%	0.06
Treatment method	incineration	Plasma incineration	incineration	delivery to the recycling site	-	-

Toxic Chemical Substances Control

62 kinds of toxic chemical substances are used in the school, all of which have been approved by Taichung City Environmental Protection Bureau. (see Fig. 5-13)



Fig. 5-13 Environmental Protection Bureau of Taichung City Government Toxic Chemical Operators'license

國際資料號碼	列管編號	成分代號	成分中文名稱	成分含量	國際通用名稱	毒性分類	CAS.No
022-19-00017	022	02201	氯	95~100%W/W	2021-12-31	1	7439-97-6
038-19-00021	038	03801	苯	95~100%W/W	2021-12-31	3	62-53-3
041-19-00004	041	04101	二甲氧基乙烷	95~100%W/W	2021-12-31	1	110-90-4
045-19-00023	045	04501	三氯化二磷	95~100%W/W	2021-12-31	1+2+3	1327-53-3
046-19-01106	046	04601	氯化鈉	95~100%W/W	2021-12-31	3	143-33-0
046-19-01106	046	04602	氯化鈉	95~100%W/W	2021-12-31	3	143-33-0
050-19-00014	050	05001	內烯類	95~100%W/W	2021-12-31	2+3	79-06-1
052-19-00041	052	05201	氯	95~100%W/W	2021-12-31	1+2	74-83-2
053-19-00032	053	05301	四氯化錫	95~100%W/W	2021-12-31	1	56-23-5
054-19-00067	054	05401	三氯甲烷	95~100%W/W	2021-12-31	1	67-66-3
055-19-00021	055	05501	三氯吡啶 (特種)	95~100%W/W	2021-12-31	2	1333-83-0
055-19-00021	055	05502	四氯化錫	95~100%W/W	2021-12-31	2	7776-50-0
055-19-00021	055	05503	四氯化錫	95~100%W/W	2021-12-31	2	7789-12-0
055-19-00021	055	05504	四氯化錫	95~100%W/W	2021-12-31	2	1189-01-0
055-19-00021	055	05505	四氯化錫	95~100%W/W	2021-12-31	2	7789-00-0
055-19-00021	055	05506	四氯化錫	95~100%W/W	2021-12-31	2	7775-11-0
056-19-00008	056	05601	六氟化硫	95~100%W/W	2021-12-31	2	19607-02-0
063-19-00016	063	06301	二氯乙烷	95~100%W/W	2021-12-31	2	84-66-2
063-19-00016	063	06302	四氯化錫	95~100%W/W	2021-12-31	1+2	127-18-4
064-19-00019	064	06401	三氯乙烷	95~100%W/W	2021-12-31	2	79-01-0
066-19-00018	066	06601	甲錫	35~40%W/W	2021-12-31	2+3	50-00-0
068-19-00042	068	06801	四氯化錫	95~100%W/W	2018-06-27	1+2	137-81-7
068-19-00042	068	06802	四氯化錫	95~100%W/W	2018-06-27	1	84-66-2
071-19-00030	071	07101	三氯化磷	95~100%W/W	2021-12-31	2	109-66-4
072-19-00014	072	07201	四氯化錫	95~100%W/W	2018-11-22	2	89-89-8
073-19-00023	073	07301	氯	95~100%W/W	2021-12-31	3	85-46-8
080-19-00008	080	08001	新裝三氯乙烷	95~100%W/W	2022-06-19	1	133-11-3
080-19-00008	080	08002	新裝三氯乙烷	95~100%W/W	2022-06-19	1+2	84-76-2
089-19-00028	089	08901	三氯化砷	95~100%W/W	2021-12-31	1	75-15-0
090-19-00022	090	09001	氯	95~100%W/W	2021-12-31	1	898-96-7
093-19-00034	093	09301	1,1,2,2-四氯乙烷	95~100%W/W	2021-12-31	1	123-91-1
095-19-00021	095	09501	磷甲錫	95~100%W/W	2021-12-31	1	74-88-4
098-19-00061	098	09801	二甲基甲錫	95~100%W/W	2021-12-31	2	68-12-2
101-19-00013	101	10101	內烯類	95~100%W/W	2021-12-31	3	807-18-6
123-19-00007	123	12301	氯	95~100%W/W	2021-12-31	1	1320-12-7
126-19-00014	126	12601	磷	95~100%W/W	2021-12-31	1	84-85-5
140-19-00007	140	14001	四氯化錫	95~100%W/W	2021-12-31	3	107-18-7
153-19-00003	153	15301	三氯乙烷	95~100%W/W	2021-12-31	2	79-04-7

國際資料號碼	列管編號	成分代號	成分中文名稱	成分含量	國際通用名稱	毒性分類	CAS.No
079-19-00003	079	079-01	1,2-二氯乙烷	95~100%W/W	2022-6-11	4	107-06-2
079-19-00009	079	079-01	1,1,2,2-四氯乙烷	95~100%W/W	2022-6-11	4	79-34-5
077-19-00013	077	077-01	1,2-二氯乙烷	95~100%W/W	2022-6-11	4	107-06-2
077-19-00013	077	077-02	1,1-二氯乙烷	95~100%W/W	2022-6-11	4	75-33-4
079-19-00007	079	079-01	三氯甲烷	95~100%W/W	2022-6-11	4	75-09-2
081-19-00008	081	081-01	氯丙烷	95~100%W/W	2022-6-11	4	96-82-8
082-19-00006	082	082-01	氯乙烷	95~100%W/W	2022-6-11	4	110-82-7
091-19-00005	091	091-01	二氯乙烷	95~100%W/W	2022-6-11	4	1163-19-3
104-19-00033	104	104-01	乙醚	95~100%W/W	2022-6-11	4	75-07-6
105-19-00002	105	105-01	乙醚	95~100%W/W	2022-6-11	4	75-08-8
106-19-00010	106	106-01	二氯乙烷	95~100%W/W	2022-6-11	4	100-44-7
114-19-00026	114	114-01	三氯乙烷	95~100%W/W	2022-6-11	4	111-42-2
115-19-00022	115	115-01	三氯乙烷	95~100%W/W	2022-6-11	4	123-39-4
116-19-00019	116	116-01	乙醚	95~100%W/W	2022-6-11	4	100-41-4
117-19-00015	117	117-01	二氯乙烷	95~100%W/W	2022-6-11	4	108-10-1
118-19-00071	118	118-01	1,1,2-三氯乙烷	95~100%W/W	2022-6-11	4	101-77-0
121-19-00077	121	121-01	三氯乙烷	95~100%W/W	2022-6-11	4	121-44-8
142-19-00076	142	142-01	三氯乙烷	95~100%W/W	2022-6-11	4	1073-07-2
144-19-00022	144	144-01	氯	95~100%W/W	2022-6-11	4	62-56-6
145-19-00019	145	145-01	三氯乙烷	95~100%W/W	2022-6-11	4	108-73-1
146-19-00030	146	146-01	二氯乙烷	95~100%W/W	2022-6-11	4	1034-04-4
161-19-00010	161	161-01	二氯乙烷	95~100%W/W	2022-6-11	4	120-83-2
163-19-00008	163	163-01	二氯乙烷	95~100%W/W	2022-6-11	4	75-73-6
164-19-00020	164	164-01	氯	95~100%W/W	2022-6-11	4	302-01-2
166-19-00014	166	166-01	二氯乙烷	95~100%W/W	2022-6-11	4	80-65-7

Fig. 5-14 Inventory of Toxic Chemical

In addition, toxic chemical has to be purchased through the Office of Safety, Health and Environmental Protection in order to implement the school-wide management, therefore, ensuring that the toxic chemical obtained from legal source and operated in accordance with relevant regulations.

Green Campus

In support of Taichung City Government's "Tree Planting Project", for three consecutive years, the school held the "One Life, One Tree" campus tree-planting activity. During the activity, 20 representatives of the freshmen planted Taiwan's native cinnamon trees on campus. By planting trees by hand, we hope to evoke students' awareness about the natural ecology and the importance of coexistence among people, animals and plants.

一生一樹校園扎根 弘光新生綠化校園


發稿時間：2015/09/09 13:03 最新更新：2015/09/09 14:18 字級：A- A+



Fig. 5-15 "One Life, One Tree" campus tree-planting activity

5.2 Occupational Safety and Health

Through the PDCA cycle and regular internal and external audits to continuously improve the safety and health management culture and level, it not only strengthens the operation efficiency and system standardization, but also enhances the competitive advantage of the school and establishes consistent safety and health standards to ensure the safety and health of employees. We truly fulfilled the school's "Caring for Humanity, Cherishing Life." philosophy.

SDGs		Take urgent action to deal with climate change and its impact.
Responding to the goals of SDGs and Actual Hungkuang		
Policy	Improve teachers' and students' occupational safety and health awareness, reduce the risk of campus environmental facilities and teaching activities.	
Commitment	Create an atmosphere of occupational safety and health; deepen the knowledge of occupational safety and health; reduce the risk of workplace hazards; implement self-management and communication.	
Goals	<ol style="list-style-type: none"> 1. Proactive performance goal achievement rate: Regulatory and management system requirements meet rate 100%, Safety and health inspection suggestion improvement rate of 100%, and the relevant education training participation rate is over 90%. 2. Passive performance goal achievement rate: 100% completion rate of occupational accident investigation. 3. Resilience and adaptability after natural disasters, raising disaster awareness 4. Achieving Occupational Safety and Health goals for zero major occupational disasters 	
Responsibility and system	External responsibility : Occupational Safety and Health Act, Labor Standards Act, Labor Inspection Act. Internal system : TOSHMS, OHSAS18001, Occupational safety and health management plan, Self-ordinated inspection plan, Campus disaster prevention plan.	
Impact and risk assessment	<ol style="list-style-type: none"> 1. Occupational Safety and Health disaster. 2. Natural disasters (typhoons, earthquakes, floods, etc.) 3. Risk-free events occurred from 2016 to 2017, maintaining existing protective measures 	
Appeal system	<ul style="list-style-type: none"> • School affairs processing. • Hungkuang Fan Group https://www.facebook.com/welovehku/ • Hungkuang LINE official account http://line.me/ti/p/%40xat.0000144783.cov • Teacher Appeal Review Committee. • Staff Appeal Review Committee. • Circulating safety and energy management communication operations. • Hung kuang University Student complaint handling. • Sexual harassment appeal line 04-26524840. 	
Investing resources	<ul style="list-style-type: none"> • Fire and safety and health protection equipment, invested 803.5 thousand NT\$. • Occupational Safety and Health education and training, invested 120 thousand NT\$. 	
Specific strategy	<ol style="list-style-type: none"> 1. Protection group annual training, Earthquake evacuation and complex disaster prevention drill, fire training. 2. Safety and health education and training every semester. 3. Conduct inspections of experimental sites every academic year. 4. Occupational Safety and Health promotion activities. 5. Health check system and hierarchical management. 6. Occupational disaster prevention measures. 7. Implementation of the Regulations for the Labeling and Hazard Communication of Hazardous Chemicals. 	

5. Sustainable Campus

Output performance	<ol style="list-style-type: none"> Occupational Safety and Health education training participation rate is 90%. The inspection improvement rate of the inspection site is 100%. The completion rate of occupational accident investigation is 100%. Regulation compliance rate 100%.
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Occupational Safety and Health Management System

Hungkuang passed OHSAS 18001 and CNS 15506 (TOSHMS, Taiwan Occupational Safety and Health Management System) in 2013. Conformity rate for regulatory and management system requirements and the improvement rate of environmental safety and health is 100%.

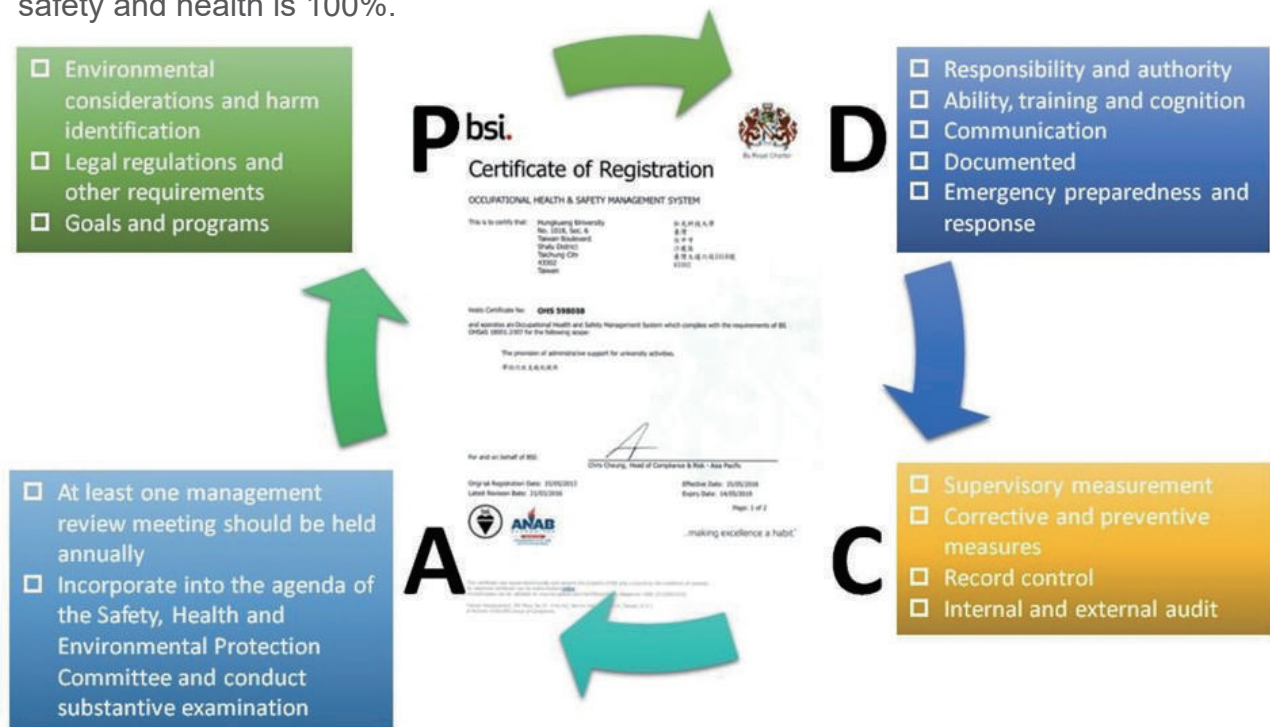


Fig. 5-16 Occupational Safety and Health Management System

The school set up the "Safety, Health and Environmental Protection Committee" in accordance with the government regulations. The committee consists of 54 people, including 21 employee representatives, accounted for 39%. The Committee meets once every three months.

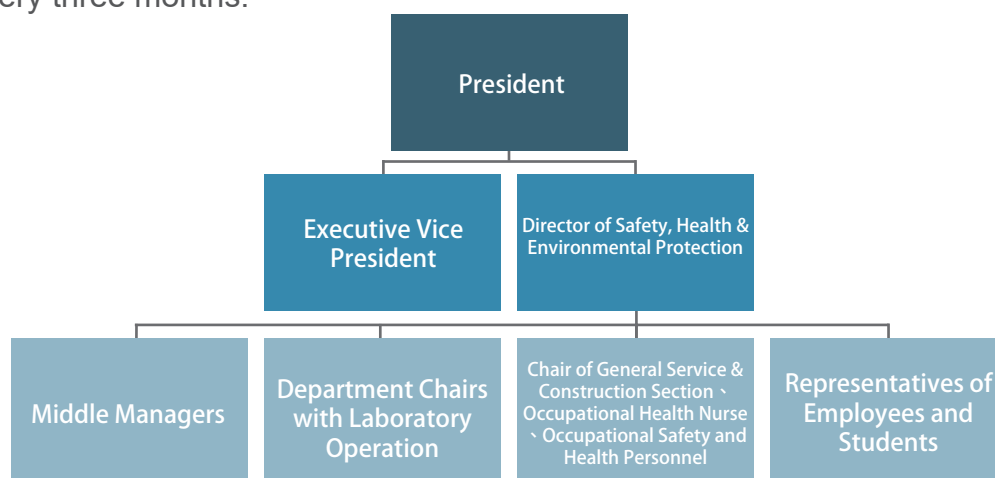


Fig. 5-17 "Safety, Health and Environmental Protection Committee" Organization Chart

Hungkuang actively incorporates the practical experience of the neighboring university into our practice. Occupational safety and health education and training will be held in the school to promote the exchange and experience sharing among the school's environmental safety personnel, improve occupational safety and health standards, and effectively prevent and reduce occupational disasters.

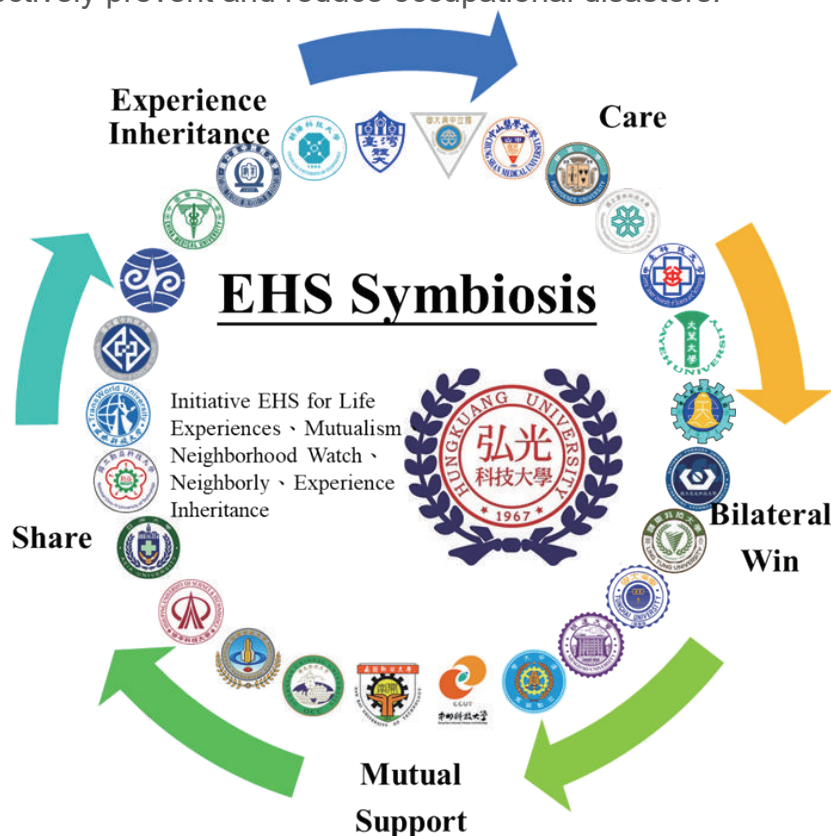


Fig. 5-18 Cyclic symbiosis cycle diagram

Statistical Analysis of Occupational Disasters

The school will report and collect accidents as case study every month according to regulations, and encourage employees to report false alarms. The analysis of occupational disaster statistics in the past five years is shown in Table 5-4. The fully investigated occupational accidents over the years has been 100%.

Table 5-4 2013-2017 Statistics of occupational accidents

year	False alarm	Light injury	Disability injury	Major occupational disaster	Subtotal
2013	4	3	0	0	7
2014	4	4	0	0	8
2015	1	3	0	0	4
2016	8	30	0	0	38
2017	0	7	0	0	7
Total	17	47	0	0	64

弘光科技大學

意外事故職業災害調查分析報告表

一、罹災者資料		
姓名：	身分證字號：	服務單位：
出生日期：	僱用日期：	聯絡電話：
地址：		
二、事故發生經過情形(含災害發生日期及時間)：		
楊00 於 106 年 09 月 29 日 08 時 15 分上班途中走在學校第一停車場入口時，被右方來車擦撞傷，致右足被大於 10 公分割傷、右足第 2 只開放性骨折、第 3-4 趾斷趾、右小趾約 15 公分割傷、右膝 2 處割傷各 4 及 6 公分。校安人員在校門口值勤接獲通報，並通知健康中心護理師前往進行傷口緊急處置，與打電話聯絡救護車，於 08 時 25 分將楊 00 教授送至光田醫院急救。		
三、事故發生原因：		
因為上班途中，致發生： <input type="checkbox"/> 墜落滾落 <input type="checkbox"/> 跌倒 <input type="checkbox"/> 衝撞 <input type="checkbox"/> 物體飛落 <input type="checkbox"/> 物體倒塌崩塌 <input type="checkbox"/> 被夾被捲 <input type="checkbox"/> 被撞 <input type="checkbox"/> 被切割擦傷 <input type="checkbox"/> 中毒 <input type="checkbox"/> 感電 <input type="checkbox"/> 火災 <input type="checkbox"/> 爆炸 <input checked="" type="checkbox"/> 交通事故 <input type="checkbox"/> 其他：_____。 間接原因： (導致直接原因的因素) 警衛職員未注意行人(楊急奔)行走於入口處，以至於與行人擦撞，造成嚴重交通意外事故。		
基本原因(可複選)： <input type="checkbox"/> 未實施安全衛生教育訓練 <input type="checkbox"/> 未實施機械設備的保養及檢查 <input type="checkbox"/> 未訂定標準作業程序 <input type="checkbox"/> 未訂定安全衛生工作守則 <input type="checkbox"/> 未實施安全衛生管理及督導 <input type="checkbox"/> 人員未依據規定之標準作業程序操作 <input checked="" type="checkbox"/> 其他：用路職員未注意到前方有行人		
四、改善對策：		
加強教職員工交通安全教育訓練		
五、撫恤情形：		
填表人： <input checked="" type="checkbox"/> 代理校長張燕宗 安衛主管： <input checked="" type="checkbox"/> 校長黃月桂 負責人： <input checked="" type="checkbox"/> 校長黃月桂 勞工代表： <input checked="" type="checkbox"/> 主任林領答		

註：1、調查日期應於事故發生後之翌日(三天內)，重點在於事故原因分析及改善措施。
 2、表格可依內容延伸使用。

Fig. 5-19 2016 Occupational accident report form

A commuting accident occurred in 2016 (the accident process is shown in Fig. 5-19), the school increased the warning signs, carried out the school speed limit control (20 km), and replaced the roadblock deceleration pad with the deceleration line. Simultaneously, the school continues to strengthen the traffic safety education and training of faculty and staff to prevent traffic accidents.

If a faculty or staff member is injured or disabled due to work, the employee will be given occupational sick leave according to government's "Regulations of Leave-Taking of Workers" or Hungkuang's "Regulations of Leave-Taking of Employees." The full salary will be paid during the period of occupational sick leave. In addition, school will file for group insurance claims for the injured employee; if the injured employee is covered in "Labor Insurance," school will also assist in filing for claims to the Labor Insurance Bureau. The security guards and first-aid personnel also serve in the staff to offer immediate assistance once an accident occurs, so that employees can enjoy the appropriate security and protection during work.

In 2017, there were only two occupational accidents in the category of commuting. One of the employees was seriously injured and applied for occupational sick leave. The other two employees only had minor injury. After medical treatment, they could still work regularly without applying for occupational sick leave. When we look into the four kinds of leaves-- occupational sick leave, sick leave, menstrual leave and extended sick leave, the female has accounted for the most in the number of days of absenteeism in 2017. Since the school established, there have been no occurrence of death-involving accident.

Injury and occupational rate in 2016

Injury Rate (IR)	$(0/1,301,440) \times 200,000 = 0$
Occupational Disease Rate (ODR)	$(0/1,301,440) \times 200,000 = 0$
Lost of Days Rate (LDR)	0(Days) $(0/1,301,440) \times 200,000 = 0$
Absenteeism Rate (AR)	All : $1261(\text{Days})/162,680 \times 100\% = 0.78\%$ Female : $1059(\text{Days})/162,680 \times 100\% = 0.65\%$ Male : $202(\text{Days})/162,680 \times 100\% = 0.12\%$

Time Period : 2016/01/01~2016/12/31

Number of Full-time Employees : 200 Male, 464 Female (as of 2016/10/15)

Total Working Days for Each Employee : 245 days

Total Working Hours for Each Employee : $245 \times 8(\text{hours}) = 1,960$ hoursTotal Working Hours : $1,960 \text{ hours} \times 664 \text{ persons} = 1,301,440$ hoursTotal Working Days : $245 \text{ days} \times 664 \text{ persons} = 162,680$ days

Note :

Injury Rate(IR) : $(\text{Total Number of Events involving Disabled Injury} / \text{Total Working Hours}) \times 200,000$ Occupational Disease Rate(ODR) : $(\text{Total Number of Occupational Disease} / \text{Total Working Hours}) \times 200,000$ Lost of Days Rate(LDR) : $(\text{Total Lost of Working Days} / \text{Total Working Hours}) \times 200,000$ Absenteeism Rate(AR) : $\text{Total Absenteeism Days} / (\text{Total Number of Employees} \times \text{Total Working Days for Each Employee}) \times 100\%$

Injury and occupational rate in 2017

Injury Rate (IR)	$(0/1,289,680) \times 200,000 = 0$
Occupational Disease Rate (ODR)	$(0/1,289,680) \times 200,000 = 0$
Lost of Days Rate (LDR)	$780(\text{Hours})/8 = 97.5(\text{Days})$ $(97.5/1,289,680) \times 200,000 = 15.12$
Absenteeism Rate (AR)	All : $685(\text{Days})/161,210 \times 100\% = 0.42\%$ Female : $644(\text{Days})/161,210 \times 100\% = 0.40\%$ Male : $41(\text{Days})/161,210 \times 100\% = 0.03\%$

Time Period : 2017/01/01~2017/12/31

Number of Full-time Employees : 192 Male , 466 Female(as of 2017/10/15)

Total Working Days for Each Employee : 245 Days

Total Working Hours for Each Employee : $245 \times 8(\text{Hours}) = 1,960$ HoursTotal Working Hours : $1,960 \text{ Hours} \times 658 \text{ Persons} = 1,289,680$ HoursTotal Working Days : $245 \text{ Days} \times 658 = 161,210$ Days

Note :

Injury Rate(IR) : $(\text{Total Number of Events involving Disabled Injury} / \text{Total Working Hours}) \times 200,000$ Occupational Disease Rate(ODR) : $(\text{Total Number of Occupational Disease} / \text{Total Working Hours}) \times 200,000$ Lost of Days Rate(LDR) : $(\text{Total Lost of Working Days} / \text{Total Working Hours}) \times 200,000$ Absenteeism Rate(AR) : $\text{Total Absenteeism Days} / (\text{Total Number of Employees} \times \text{Total Working Days for Each Employee}) \times 100\%$

Since 1998, Hungkuang has implemented school-wide experimental sites' safety and health management. In order to increase the resilience and adaptability toward natural disasters and enhance disaster awareness, the school drew an emergency evacuation map for the campus, and conducts five disaster-prevention drills every year.

5.3 Training and Education

Emergency Response and Education Training

Formulate disaster prevention education training programs, course content and training priorities, including: (1) fire safety knowledge; (2) chemical hazards; (3) hazard knowledge; (4) poisoning emergency methods; (5) earthquake disasters (6) Typhoon flood disaster; (7) slope/earth stream disaster; (8) fire and explosion; (9) mechanical and electrical disaster; (10) traffic accident.

The school Dormitory Service Section regularly takes advantage of the official meeting to play emergency response video (shown in Figure 5-20) for students. For chemical hazards and hazard communication, the Office of Safety, Health and Environmental Protection also handles new personnel education training every semester (Figure 5-21), and the Office of Military Education is responsible for traffic safety promotion on and off campus.

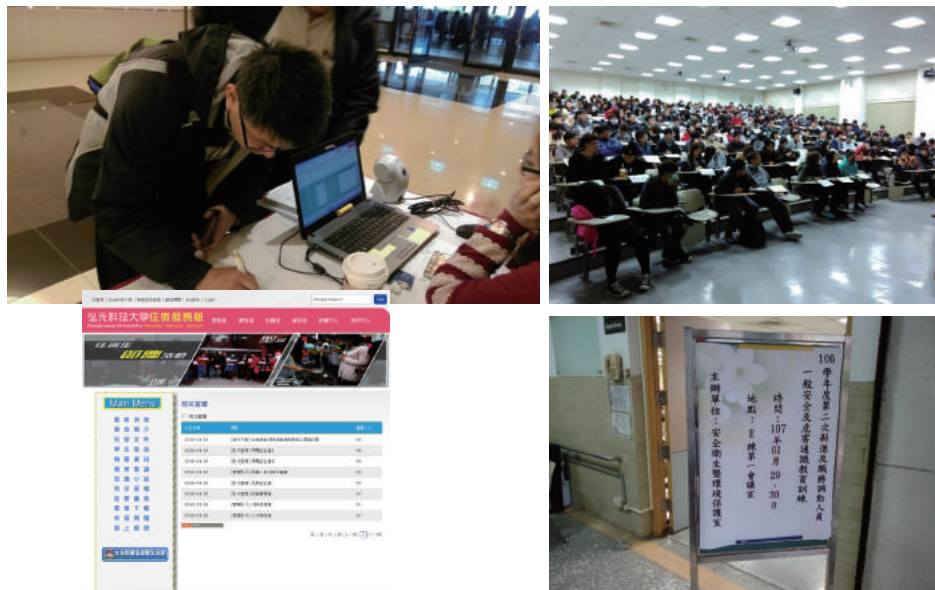


Fig. 5-20 New personnel chemical hazards education and training activities

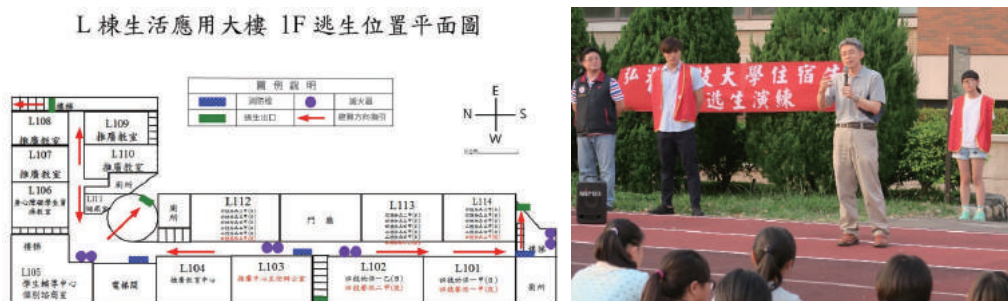


Fig. 5-21 Disaster prevention activity and drill

Manage the training of environmental safety and health every year according to actual needs. For the implementation of safety and health business in the school, the contractor and internal auditors must have the qualifications of the system-leading auditor, labor safety certificate or firefighting equipment professional license, and through the professional internal audit committee to provide management advice to improve the safety and health management of the campus.



Fig. 5-22 ISO14001 auditor certificate

The school handles the annual training of the protection group, the National Earthquake Relief Day, the fire prevention and earthquake evacuation drill for female dormitory and the fire evacuation drill for off-campus dormitory.

5.4 Information Security Management

With the evolution of networking, network security, and cybersecurity threats, we implemented a variety of campus network security mechanisms, such as the authentication system, anti-virus protection systems, network traffic analysis and performance monitoring systems, firewalls and intrusion detection systems, to protect network resources from unauthorized use, theft, destruction, and DoS attacks, established the "information security management Committee", established our Information Security Policy (ISP) and information security management system in accordance with the international standard of ISO 27001, and passed ISO 27001: 2005 by third-party auditing verification in 2007 (Fig. 5-23). At the same time, the school also carry out the continuous improvement PDCA cycle, perform the internal and external auditing annually, and update the certificate for auditing triennially. By the way, we are the first University of Universities of Science and Technology in the central Taiwan to pass the standard of ISO 27001:2013 version and to get the license from 2013 to 2017 by third-party auditing verification.



Fig. 5-23 ISO 27001 certificate

Personal Data and Privacy of Customer Protection Violation

The School Information System was developed by ourselves for 100%. In order to ensure data security and integrity, enacted the Information Asset Management Access Control of Hungkuang University to regulate the access control of administrators of operating systems and database. Coping with the Personal Information Protection Act in 2012, school established the procedure of signature for personal data treatment authorization. In accordance with the Operation Directions of Personal data protection of Ministry of Education, school established the Committee and the Operation Directions of personal data protection and management of Hungkuang University and set up related procedures to protect personal data, such as Privacy Policy Statement, and govern the collection, processing and use of personal information so as to prevent harm on personality rights, and to facilitate the proper use of personal information. In the meantime, school adopted and carried out the personal information management system (PIMS) passed BS 10012:2009 by third-party verification in 2016 (Fig. 5-24). Currently, action items of school for personal information management and privacy and data protection are as follows,

1. Personal data masking.
2. Personal data treatment authorization.
3. Education and training for information security and data protection.
4. Declaration with the dedicated web-site.
5. 20 staffs obtained BS10012:2009 Leading auditor's license.
6. Three units, such as the Academic Affairs Office, Student Affairs and the information and library Centre, were validated by third-party verification.
7. Passing the auditing by the Ministry of Education for personal data protection.
8. Carrying out the data protection and management system and get the third-party verification for all units.

Finally, there is no existing event related to violating personal privacy or missing customer data in 2017.



Fig. 5-24 BS 10012 certificate and personal data / Privacy management system

The school vision is based on the spirit of the school’s motto, “Caring for Humanity, Cherishing Life.”The management of Human Resources bases on this goal to plan, practice and adjust workforce arrangement.

The school thoroughly entitles the academic and administrative offices to recruit qualified professionals and offer resources to help the staff develop their full potential.

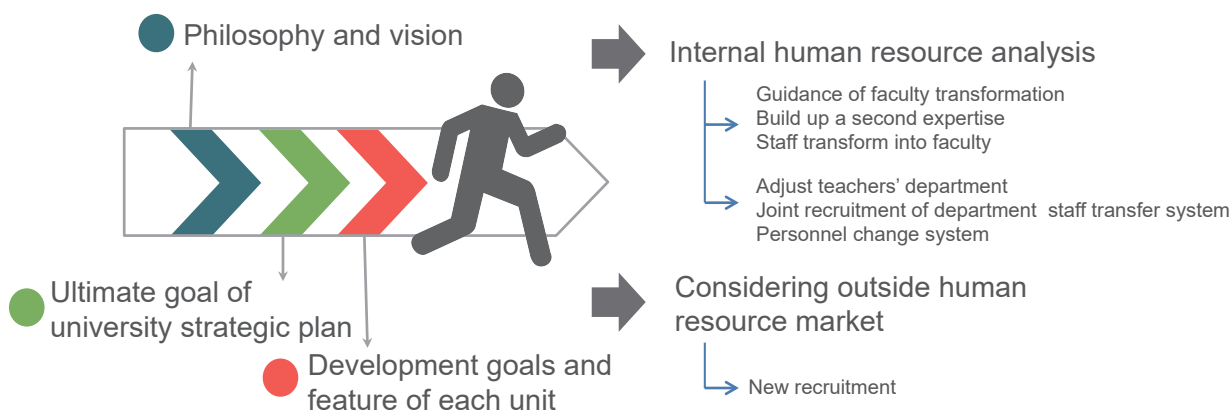


Fig. 6-1 Human Resource System

To build up an equal and quality personnel environment, we offer benefits policy as well as sound management system. The school works on building a harmonious working environment and communication channels, and there are also comment management systems and staff questionnaires.

The recruitment system is based on the principles of justice, open, and fairness. The faculty and staff are recruited through a “Two-track recruitment system”. As Fig. 6-2, for faculty recruitment, the 3-level faculty review committee set up regulations, and each meeting minutes are recoded. On the other hand, staff recruitment also follows a regular process.

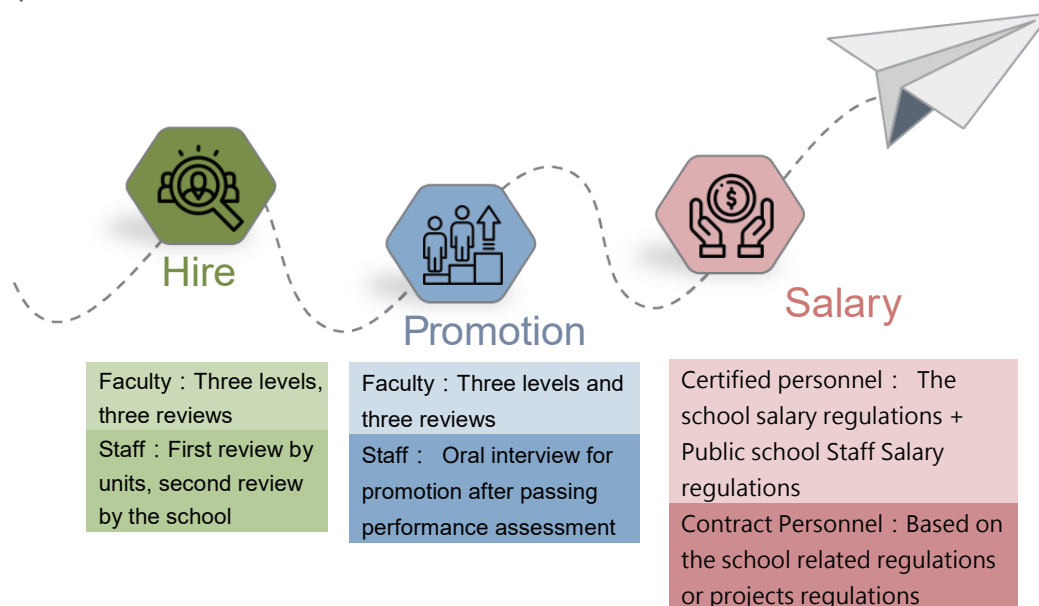


Fig. 6-2 Two-track Faculty & Staff recruitment System

6. Staff Relationship



6.1 Workforce Distribution and Analysis

Faculty and Staff Structure

According to the data reported to the Ministry of Education on Base Database of Higher Technological and Vocational Education dated Oct. 15th, 2017, the full time faculty is 271 people, including 50 professors, 98 associate professors, 89 assistant professors, and 34 lecturers. Also, there are 27 contract teachers which contain 14 contract assistant professors and 8 contract lecturers. The faculty ratio of assistant professors and above achieves 87.45%.

On the other hand, the staff is composed of full time staff, contract staff, and technician. To adapt with the teaching need of different departments, we also recruit part time teachers, including 321 male teachers and 256 female teachers. Because of the need of multicultural curriculum on foreign languages and culinary and tourism expertise, the teaching recruitment also contains 4 foreign teachers.

Table 6-1 2017 Faculty Statistics (including full-time and adjunct teachers)

Unit: person

Category	Professor	Associate Professor	Assistant Professor	Lecturer	Military & Nursing Training Instructor	Practical Lecturer (Before 1997/03/21)	Transferable Nursing Intern Clinical Instructor	Full-time Lecturer and Above	Full-time Assistant Professor and Above	Adjunct Teacher
2017 Academic year	50	98	89	34	5	4	42	271	87.45%	577

(Date quoted time: 2017/10/15)

Table 6-2 2017 Statistics of Certified Faculty and Staff

Unit: Person

Category/Age	Disability	Aborigine	Age 21~30	Age 31~40	Age 41~50	Age 51 and above	No. of person	Gender	Percent Age
Faculty	1	1	1	11	58	83	271	F	153
	4	0	0	8	49	61		M	118
Practical Lecturer	0	0	0	0	3	1	4	F	4
	0	0	0	0	0	0		M	0
Staff	2	1	83	99	65	19	335	F	266
	2	0	6	23	23	17		M	69
Contract Clinical Personnel (Including New System Practical Lecturer)	0	0	1	12	28	1	43	F	42
	0	0	0	0	1	0		M	1
Military Training Instructor	0	0	0	0	1	0	5	F	1
	0	0	0	0	3	1		M	4
Total	9	2	92	166	279	191	658	F	466
								M	192

(Date quoted time: 2017/10/15)

6. Staff Relationship

The faculty and staff number in our school is 658 people. The faculty ratio is 41.19%, and the staff ratio is 50.91%. The female ratio is 70.2% and the male ratio is 29.8%.

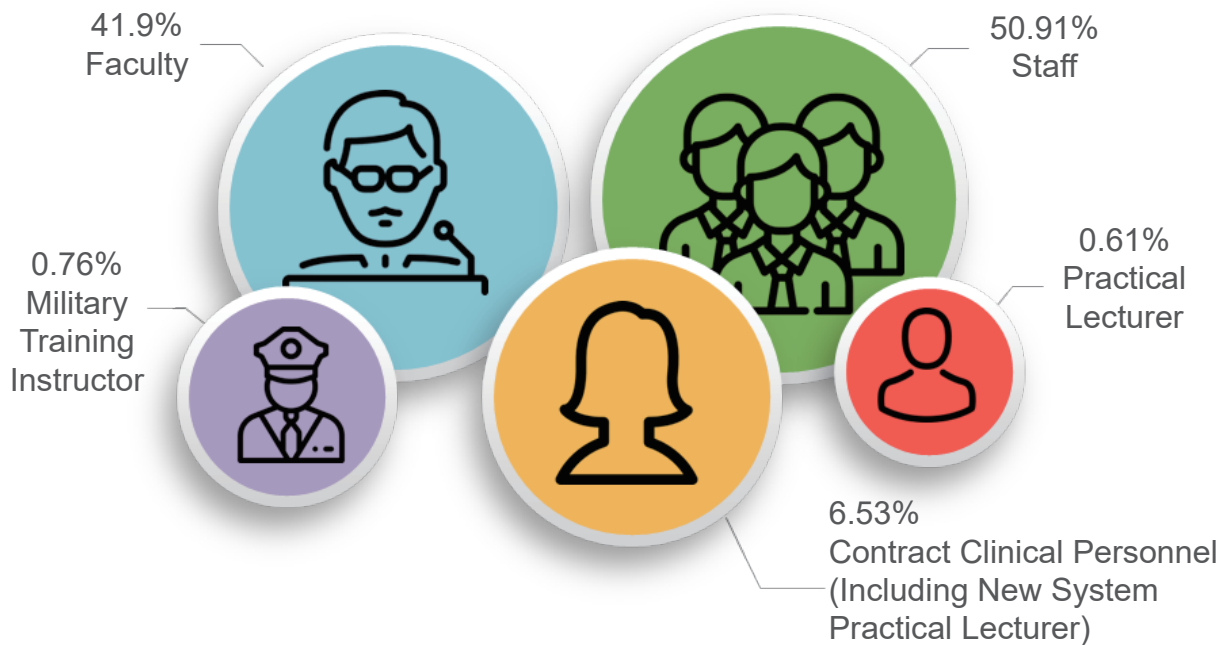


Fig. 6-3 2017 Percentage of Certified Faculty and Staff

Table 6-3 2017 Faculty / Staff Education and Gender Overview List

						Unit : Person
Category	Gender	Doctoral Degree	Master Degree	Bachelor Degree	Others	Subtotal
Faculty	Female	110	39	3	1	153
	Male	91	19	0	8	118
	Subtotal	201	58	3	9	271
Staff	Female	0	48	193	25	266
	Male	1	23	26	19	69
	Subtotal	1	71	219	44	335
Total		202	129	222	53	606
Percentage		33.33%	21.29%	36.63%	8.75%	100%

Note: This table shows only certified full-time faculty and staff (exclude Teaching Assistant, contract clinical personnel and Military Training Instructor)

6. Staff Relationship

Table 6-4 2016/2017 Analysis of Faculty and Staff Resignation

Category/Age	Age 21~30	Age 31~40	Age 41~50	Age 51 and above	No. of person	Gender		Percent Age
Faculty	0/0	0/0	2/3	7/7	19/19	F	9/10	14.18/16.81
	0/0	1/1	1/2	8/6		M	10/9	
Practical Lecturer	0/0	0/0	0/0	1/0	1/0	F	1/0	0.75/0.00
	0/0	0/0	0/0	0/0		M	0/0	
Staff	42/35	38/18	8/3	5/2	110/80	F	93/58	82.09/70.80
	4/4	8/7	4/6	1/5		M	17/22	
Contract Clinical Personnel (Including New System Practical Lecturer)	0/0	0/1	0/3	0/0	0/4	F	0/4	0.00/3.54
	0/0	0/0	0/0	0/0		M	0/0	
Military Training Instructor	0/0	0/0	1/2	0/0	2/4	F	1/2	1.49/3.54
	0/0	0/1	1/1	0/0		M	1/2	
Work-study students	1/5	0/0	0/0	0/0	2/6	F	1/5	1.49/5.31
	1/1	0/0	0/0	0/0		M	1/1	
Total	48/45	47/28	17/20	22/20	134/133	F	105/79	100.00/100.00
						M	29/34	

(Data quoted time: 2016/01/01-2017/12/31)

Table 6-5 2016/2017 Statistics of Initial Appointment Faculty and Staff

Category/Age	Age 21~30	Age 31~40	Age 41~50	Age 51 and above	No. of person	Gender		Percent Age
Faculty	0/1	0/0	1/4	1/4	8/16	F	2/9	7.48/15.24
	0/0	1/3	4/4	1/0		M	6/7	
Practical Lecturer	0/0	0/0	0/0	0/0	0/0	F	0/0	0.00/0.00
	0/0	0/0	0/0	0/0		M	0/0	
Staff	43/33	31/19	3/3	0/1	92/76	F	77/56	85.98/72.38
	4/4	9/5	1/9	1/5		M	15/20	
Contract Clinical Personnel (Including New System Practical Lecturer)	0/0	2/4	0/1	0/0	2/5	F	2/5	1.87/4.76
	0/0	0/0	0/0	0/0		M	0/0	
Military Training Instructor	0/0	0/0	0/1	0/0	0/3/	F	0/1	0.00/2.86
	0/0	0/0	0/2	0/0		M	0/2	
Work-study students	4/4	0/0	0/0	0/0	55	F	4/4	4.67/4.76
	1/1	0/0	0/0	0/0		M	1/1	
Total	52/43	43/31	9/21	3/10	107/105	F	85/75	100.00/100.00
						M	22/30	

(Data quoted time: 2016/01/01-2017/12/31)

6. Staff Relationship

Table 6-6 2016/2017 Initial appointment and Resigned Faculty and Staff Overview list on Gender and Age

	2016	2017	Note:
Initial Appointment Percentage	14.29%	16.2%	1. Initial Appointment Percentage= Total number of Initial appointed staff in the year / Total number of staff at the end of the year
Resignation Percentage	17.89%	17.28%	2. Resignation Percentage = Total number of resigned staff in the year / Total number of staff at the end of the year 3. 2016/12/31 Total Faculty and Staff number is 749 people 2017/12/31 Total Faculty and Staff number is 648 people

In 2016, the number of new recruited staff is 107, while there were 134 people who resigned. The male resignation rate is 3.87%, while the female resignation rate is 14.02%. In 2017, the number of new recruited staff is 105 people, and the total number of resigned staff is 112 people. The annual average resignation rate is 17.28%. The male resignation rate is 5.24% and female resignation rate is 12.04%. The reasons of resignation include retirement, getting another job, family factors, marriage, etc. On the aspect of positions, more ratio of resignation happens with contract staff for their employment contract expires. On the aspect of age, high resignation ratio happens at the age under 30 years old.

The school doesn't contain a Labor Union.

No discrimination event happens so far in the school.

For aboriginal faculty and staff, the school allow them to take days off according to the announcement of worship dates of Aboriginal Committee.

The salary of the faculty and staff is based on the school related regulations, which refer to the regulations of public schools and the regulations of our school's Personnel Office. The adjustment of salary and bonus also refer to the relevant government announcement. For contract staff and faculty, their salary also follows the school regulation and project plan. The average salary ratio of the school full time faculty and staff is shown on Table 6-7:

Table 6-7 Average Salary Ratio of full-time Faculty and Staff between Female and Male in the school

Average salary ratio			
Certified / Contract	Position	Female	Male
Certified	Professor	1.16	1
	Associate Professor	0.97	1
	Assistant Professor	1.01	1
	Lecturer	1.03	1
	Practical Lecturer (No male)	1	NA
	Certified staff	1.07	1
Contract	Project teacher	0.82	1
	Contract Nursing Clinical Internship Instructor	0.96	1
	Contract personnel	0.88	1
	Project personnel	0.98	1
	Technician/Janitor/Driver	0.84	1

6. Staff Relationship

Table 6-7 shows that the average salary ratio between female and male among professors, project teachers, contract staff, technician, janitor, and drivers is over 10%. The Average Seniority Analysis Graph among Positions (shown as Fig. 6-4) shows that the salary differs caused by averaged seniority includes professors, contract personnel, technicians, etc. The salary difference among project teachers is due to the difference of grades, which contain Assistant Professor and Lecturer. Also, among the Assistant Professors, there are more male teachers, which cause the different salary ratio.

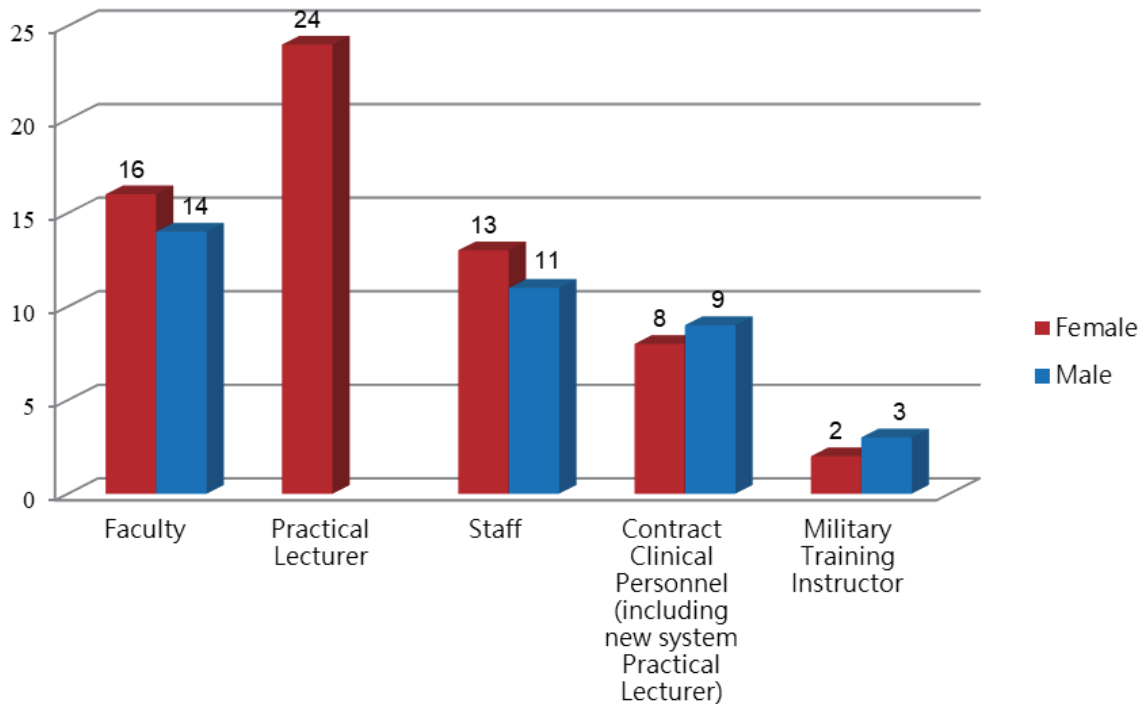


Fig. 6-4 Average Seniority of the Full-Time Faculty and Staff in the School

The basic initial salary of the school full-time staff is 126% of the government's announcement of basic salary, which is NT\$ 22,000. Each year, the staff who pass the performance assessment will have a raise of 2.46%, as shown in Table 6-8.

Table 6-8 Full-Time Staff of the School-Basic initial salary

Position	Basic initial salary
Contract Personnel	27,820(Including basic salary and work allowance)

Annual Total Salary Ratio

The salary of the faculty and staff is fixed in an academic year, and the employees who pass the performance assessment each academic year will get a raise. The highest personal annual salary is 6.05 times of the others in the middle rank of salary. (Data quoted time: 2017)

Percentage of Annual Total Salary Increase

The salary of the faculty and staff is fixed in an academic year, and the employees who pass the performance assessment each school year will get a raise. The employees who got the highest salary did not get a raise in 2017, while others in the middle rank of salary get a raise for about 0.63%.

Percentage of Employment of Local Residents at High Level Management

The management is divided into three levels. The top management is the first level management.

Table 6-9 Number of Managers

Unit: Person

Level of managers	Faculty		Staff	
	Female	Male	Female	Male
First level management	7	12	2	1
Second level management	19	14	7	1
Third level management	13	8	26	7
Total	36	34	35	9

The female management is 62.28%, and the age of majority is between age 41 and 50.

Table 6-10 2017 The Gender and Age of Employees Taking Management Positions

Unit : Person

Gender	Age 30~40		Age 40~50		Age 51 and above		Total
	Faculty	Staff	Faculty	Staff	Faculty	Staff	
Female	5	16	17	17	14	2	71
Male	2	4	21	4	11	2	43
Total	7	20	38	21	25	3	114

(Data quoted time: 2017/10/15)

Our school is located in the central area. The central area includes Taichung, Changhua, and Nantou area.

Table 6-11 The Original Area of Managers of this School

Unit : Person

Level of Managers	Northern Area		Central Area		Southern Area		Eastern Area	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
First level management	3	0	13	3	0	0	0	0
Second level management	7	1	23	7	2	0	1	0
Third level management	1	0	19	32	1	1	0	0
Total	11	1	55	42	3	1	1	0

Note:

- 1.Identity: Faculty includes teachers and military training instructors; staff includes other employees, except teachers.
- 2.Management: First level management means the chief who takes the highest position in a unit; second level management means chairman, associate chairman, and secretary; third level management means director, manager, technical chief, etc.

6. Staff Relationship

The total number of first level management is 20 people, and 16 of them live in the central area. There are 658 employees in the school, and the high level management who live in the central area is 80%.

On the insurance issue, the full-time employees are divided into two parts. The certified employees apply to Government Employee and School Staff Insurance, while the contract employees apply to Labor Insurance. The percentage is shown in Fig. 6-5:

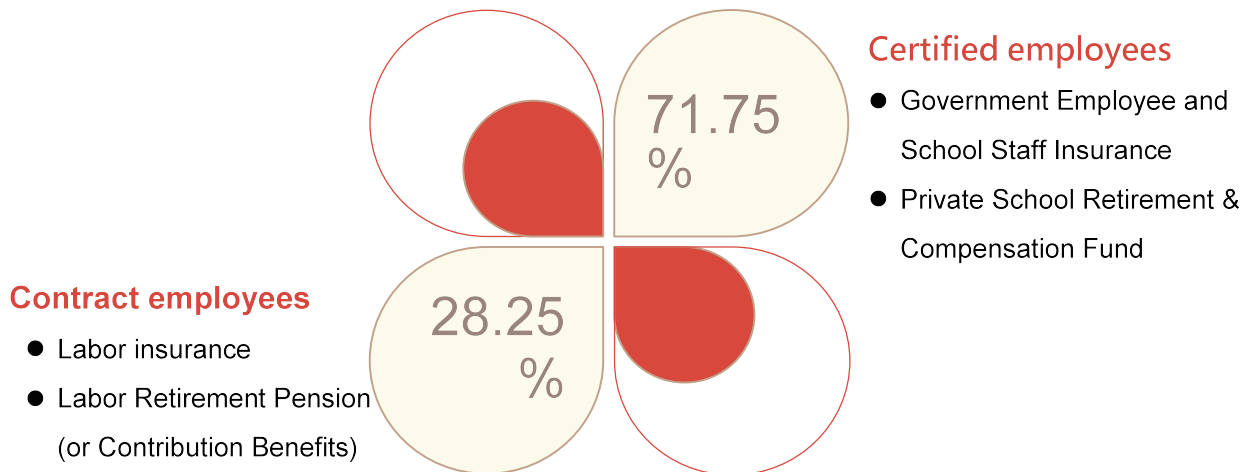


Fig. 6-5 Types of Full-Time Employees' Retirement Benefits System of the School

The salary of the employees is not affected by the employee's gender, race, age, or marital status in our school. Also, no case of violation to labor regulations has ever happened in recent 3 years.



6.2 Faculty and Staff Benefits and Rights

Basic Facility Management and Working Environment Management

The communication mechanism of our school includes formal organizational communication channels, informal organizational communication channels, etc. The appeal channels are open. If the aboriginal teachers of our school feel their rights are violated, they get the same rights assurance as all the other teachers. The school so far has not received any case of appeal on discrimination.

Formal communication channels include staff meeting and school meeting. Our school also takes advantages of faculty and staff social media, such as management email and fellowship activities to enhance the friendship. Besides formal on-the-job training sessions, courses such as art, pottery, photography, and painting are offered. There are also employee club on leisure and exercise relevant activities. All these are aim to enrich and balance faculty and staff's work and life.



Fig. 6-6 Gender Equality Measures of the School

On the aspect of health service, our school offer school doctor clinic and medical consultancy twice a week. Also, Occupational Safety and Health doctor visits our school for related consultancy service once every other month. The school pays for regular and particular health check annually. The health care section make a health promotion plan according to the abnormal health check results and health check analysis. They hold various health promotion activities, such as healthy weight control, tobacco control, CPR, to enhance the employees' knowledge and attitude on health self-management.

One example of health promotion activities is the weight-loss program, which includes aerobic exercises, tasting healthy meals, and customized VIP diet education using the food model, which help the faculty and staff understand better the portion of food they need to eat.

The long term health promotion plan brings out an extraordinary result, our school was honored by the Ministry of Education the award of "College Health Promotion Project" as distinguished school in 2017. Only two schools in the whole nation received this award, and our school is the only one which wins the award for 9 straight years.

Taiwan is now facing the issue of declining birthrate, hence our school follows the government policy and offers the employees parental leave and position retained without pay. Up to now, there are 67 such cases in the school. Besides the setting of Breastfeeding Room, the school also combines the Nanny Resource Center of the Department of Child Care and Education to offer the employees and students child care related services.

6. Staff Relationship

The faculty, staff and their children who study in our school can apply for a scholarship of NT\$ 5000. Besides, our school also has an affiliated kindergarten, employees whose kids study in the kindergarten can also apply for a grant of NT\$ 3000 each semester. Moreover, they can also apply for a grant of NT\$ 2000 for after-school program. The application in 2015 and 2016 is shown as Table 6-12.

Table 6-12 2015-2016 Academic Year Statistics of Scholarship Application from Faculty and Staff or Their Kids
unit:person

Scholarships	5,000	3,000	2,000	Number of People	Total Fee
2015 Academic -first semester	15	17	4	36	NT\$134,000
2015 Academic -second semester	14	17	3	34	NT\$ 127,000
2016 Academic -first semester	9	13	3	25	NT\$ 90,000
2016 Academic -second semester	7	16	1	24	NT\$ 85,000
Total	45	63	11	119	NT\$ 436,000

The employees who meet the conditions of parental leave were 45 people in our school between 2016 and 2017. Among them, the number of people who applied for the parental leave and position stained without pay was 6 people. The details are shown in Table 6-13.

Table 6-13 2016-2017 Analysis of Employees Taking Parental Leave and Position Stained without Pay

Item	Male	Femal	Total	Reinstatement rate	Retention rate
Number of employees who meet the conditions of parental leave and position stained without pay in 2016-2017	9	36	45	100%	36.84% (only in 2016)
Number of employees who applied for parental leave and position stained without pay in 2016-2017	0	29	29		
Number of employees waiting to reinstate on parental leave and position stained without pay in 2016-2017 (Leave duration not over yet)	0	6	6		
Number of employees who should reinstate in 2016-2017	0	23	23		
Number of employees who reinstated in 2016-2017	0	23	23	100%	63.6%
Number of employees who reinstated in 2014-2015	0	11	11		
Number of employees who reinstated in 2014-2015 and retained in position for 12 months	0	7	7		

Note 1: Number of employees who are qualified for parental leave and position stained without pay: Based on employees who ask for maternity leave and paternity leave.

Note 2: Number of employees who applied for and are on parental leave and position stained without pay in 2016-2017: Total number of employees who are on parental leave and position stained without pay

Note 3: Number of employees waiting to reinstate on parental leave and position stained without pay: Number of employees who applied for parental leave and position stained without pay-Number of employees who applied for reinstatement.

Note 4: Reinstatement rate: Number of employees who reinstated/ Number of employees who should reinstate

Note 5: Retention rate: Number of employees who reinstated and retained in position/Number of employees who reinstated

Our school offers various benefits for the faculty and staff, including welfare application, group insurance, detailed list of leaves, and on-the-job training. Fig. 6-7 shows the details.

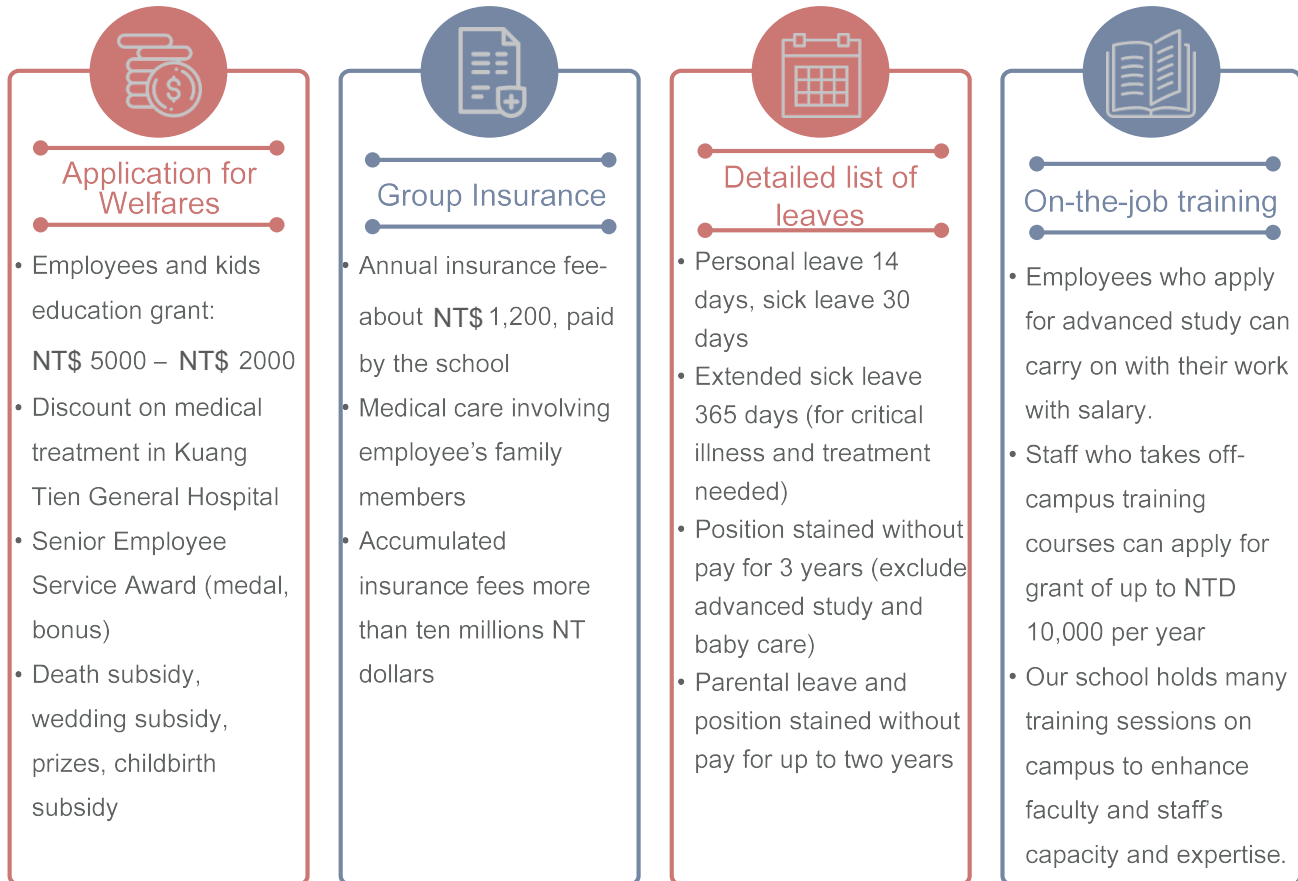


Fig. 6-7 Welfares of Our School

The faculty and staff of our school can apply for annual leave during winter and summer vacation or holidays. The school also encourages staff to take days off for vacation arrangement. The statistics shows that in 2017, the number of staff who took 3 or more straight days off is 117, and 60 of them went abroad for sightseeing and visiting relatives.

6.3 Professionals Cultivation Training Sessions of Faculty

Table 6-14 Guidance Condition of New Faculty from 2015 to 2018

Academic year	Number of new faculty	Number of faculty who should receive guidance (A)	Number of faculty who received guidance (B)	Percentage of new faculty who received guidance (B/A) %
2015	15	15	15	100%
2016	17	17	17	100%
2017	19	11	11	100%

Note: Since 2017 school year, new faculty who has had the experience of administrative work or full-time teaching experience for one year in other colleges can be excluded from attending this guidance program.

6. Staff Relationship

Encourage Teachers Actively

In an attempt to encourage teachers to join evaluation for Distinguished Teacher, our school evaluates and selects Distinguished Teachers on different aspects every two school years. Each of them will receive bonus of NT\$ 80,000. As for staff, the school select 8 Well-Performed Staff each school year and gives them bonus of NT\$ 50,000 each. According to the regulations, Well-Performed Staff who has received the award three times will not run for such award any more. But they do receive an additional Excellent-Employee award when they got the award for the third time.

Staff On-The-Job Training

Our school held 102 on-the-job training sessions from 2015 to 2016 academic year. The total expenses were NT\$ 1,910,000. Each staff had to attend the on-the-job training sessions for at least 20 hours per year. The total duration of these training sessions were 204 hours. The statistics of the staff taking the training sessions are shown in Table 6-15.

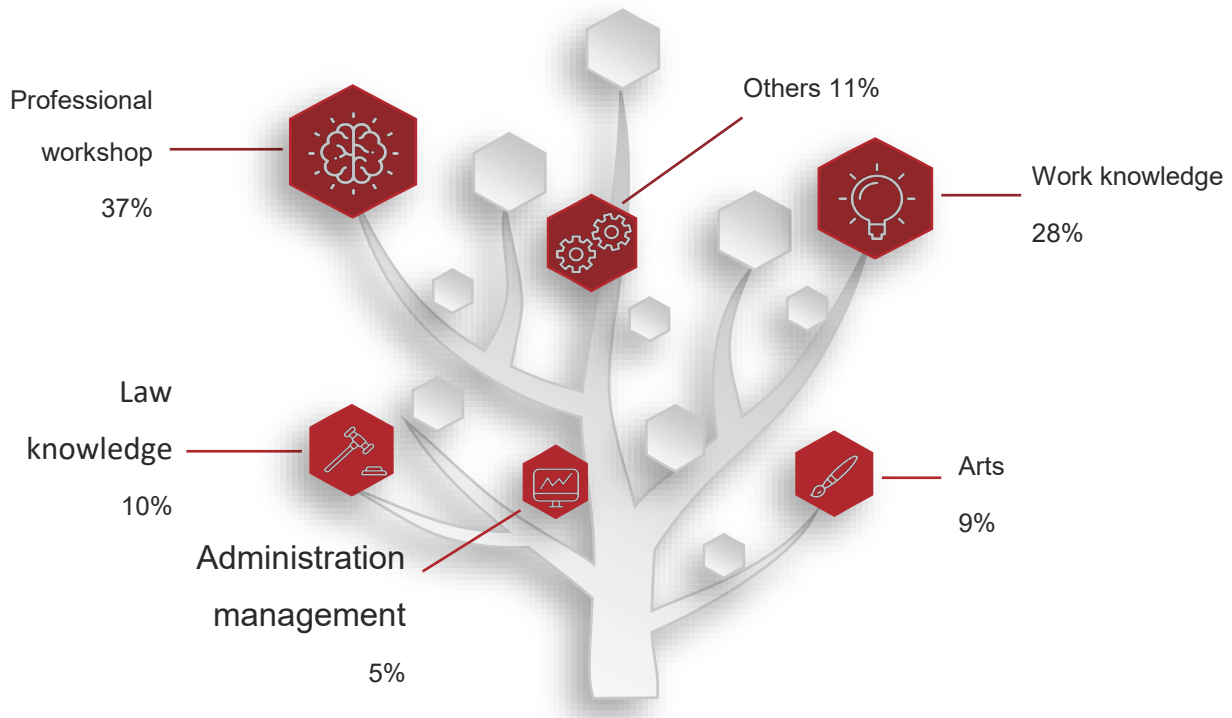


Fig. 6-8 Analysis Graph of Staff Taking On-the-Job Training Sessions

Table 6-15 Staff Taking On-the-Job Training Sessions from 2015 to 2016 School Years

	Technician	Associate Technician	Contract Employee	Associate Clerk	Secretary	Specialist officer	Clerk
Average hours attended of male staff (hour/person)	24.15	23	19.4	21.5	0	0	23.65
Average hours attended of female staff (hour/person)	0	18.5	19.55	22.25	24	25	23.85
Total average hours attended (hour/person)	24.15	20.75	19.475	21.875	24	25	23.75

According to the regulations for staff attending on-the job trainings of our school, every staff has to take the training sessions for 20 hours. If the staff takes off-campus seminars or workshops, the certified credits should follow the method of our school. The professional certificates obtained can be counted if they meet the regulations of our school.

Faculty and Staff Promotion

The school activates career develop of faculty and staff, so far 49 staff have got promotion. Our school was approved by the Ministry of Education for comprehensive self-evaluation since the second semester of 2010 academic year. And our school is the first technical and vocational college in the central area which got the full authorization. From 2010 academic year to the first semester of 2017 academic year, the number of full-time faculty who past promotion is 110.

Our school has comprehensive regulations and process for review of teacher qualification as well as external review mechanism. In order to facilitate the diverse and adaptive development of faculty and meet the needs of their career development on diverse promotion planning, the school started to conduct trial diverse promotion project since 2013 school year. Up to today, the teaching practice, research and applied technique practice promotion system has been comprehensive. Our school has successful promotion cases on both teaching and applied technique promotion, and has been listed as a model school by the Ministry of Education.

In 2017, two full-time faculty got the promotion, and for the staff, so far 4 of them got the promotion. In 2017, 114 faculty and staff took the management positions, and 44 of them were staff. This shows that the staff in our school has sufficient career

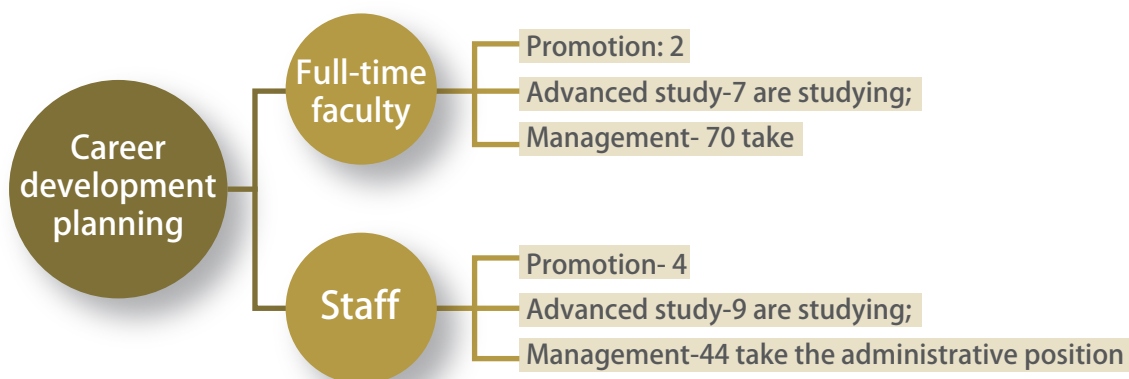


Fig. 6-9 Graph of Career Development in the Academic Year 2017 as an example

6. Staff Relationship

Staff Evaluation

Our school implemented staff evaluation since 2000 academic year. On June 14th, 2005, the school passed the “Hungkuang University Staff Evaluation Regulation”, and the evaluation system is fully established now. The staff contains certified staff, contract personnel, technician, janitor, driver and administrative teaching assistant, and they all need to go through evaluation. The evaluation is conducted once each semester. Currently, the evaluation system connects the grades of year-end evaluation result with year-end bonus. Grade of Excellence and Grade A get full year-end bonus plus with extra allowance. Grade B gets one second of year-end bonus. Grade C will receive no bonus. Grade D would not get a new contract. Besides, staff who get Grade of Excellence will get extra allowance of NT\$ 2,000. The ones who get Grade A will get NT\$ 1,000 allowance.

Staff Promotion

The promotion of staff and contract personnel in our school follows the school regulations. The basic requirements include the recent three straight years with Grade A and above evaluation. If the staff’s position is of technician category, qualified certificate will be provided. The applicants will need to go through oral interview. If they pass the interview, the school will offer the promotion and arrange the positions according to the needs of units. The staff promotion and contract personnel transfer into certified staff have to meet the seniority requirement. Also, their evaluation grade has to be qualified. Then they can get the promotion according to the announcement of the Personnel Office, regarding the next school year’s quota of promotion and transfer. The promotion and transfer quota will be applied by the Personnel Office for the president to approve in March every year.

Staff promotion and contract personnel transfer into certified staff have to be approved and recommended by unit chiefs of each level before end of April every year.

If any of the following situations happens, promotion or transfer of position cannot be applied.

- A. Someone whose current position is not retained for one year.
- B. Someone who has received penalty of warning or above in previous school year.
- C. Someone whose evaluation grade was Grade C or below in previous year.
- D. The compensation grade does not reach the lowest grade of the position the staff originally planned to apply for.

7.1 Cultivate for Long-Term Volunteers

A. Marine Environmental Education Action Plan:

The plan aims at promoting a localized environmental action, which connect schools and communities to popularize the ideas of land and coastal environmental conservation, and also establish students' concepts and actions to care for the environment in their daily lives. The specific actions include water quality testing courses and beach cleansing activities to perceive the water resources and coastal general situations near their homes. Moreover, the plan offers off-site visits, marine education lectures and marine documentary films to guide students understand the meaning of marine ecology and conservation from diverse perspectives. Here are 3 exemplifications:

a. Cultivate the concept of environmental conservation, the operation of water quality testing, and the ability to write environmental reports to the junior high school students in Changhua County.

b. In 2016, in response to the problems of land subsidence and water scarcity in Changhau, we set up “Aquaponics” courses in schools and communities to raise the awareness of cherishing water resources.

c. Cooperate with industries (Changhua County Aquaculture Development Association and Aquaculture Development Association of the R.O.C) and communities (development associations, village chiefs) and other groups to held workshops, which introduce marine environmental knowledge and concepts to the communities, so as to cultivate more environmental volunteers.



Fig. 7-1 Water quality testing courses



Fig. 7-2 beach cleansing (Fusing Junior High School)



Fig. 7-3 “Aquaponics” courses

7. Social Service

Table 7-1 Overview of beach cleansing from 2016 to 2017

Serial number	date	Activity	class	number of participants	weight(kg)
1	2016.04.09	Beach Cleanup Activity at Fuxing Township Fubao Wetland	Department of Applied English A Class	37	150.7
2	2016.05.14	Beach Cleanup Activity at Fangyuan Township, Changhua County	Department of Information Engineering A Class	56	182.56
3	2016.05.21	Beach Cleanup Activity at Fuxing Township Fubao Wetland	Department of Sports and Leisure A Class	52	239.88
4	2016.05.28	Xianxi Junior High School Beach Cleanup. The West seaboard is smile ~	Xianxi Junior High School	62	195.67
5	2016.10.22	Beach Cleanup Activity at Xianxi Fanyagou Wetland	Department of Physical therapy A class	60	170
6	2016.11.19	Beach Cleanup Activity at Fangyuan Township, Changhua County	Department of Speech Therapy and Audiology A class	57	136.24
7	2017.04.08	Beach Cleanup Activity at Fuxing Township Fubao Wetland	Department of Applied English A Class	43	167.76
8	2017.04.22	Taichung City Government's Beach Cleanup Activity	Department of Applied Cosmetology A class and Bachelor Degree Program in Animal Healthcare A Class	120	--
9	2017.05.20	Beach Cleanup Activity at Fangyuan Township, Changhua County	Department of Information Engineering A Class	53	269.44
10	2017.10.14	Beach Cleanup Activity at Da'an District, Taichung City	--	18	520.09
11	2017.10.28	Beach Cleanup Activity at Zhangbin Industrial area seawall, Xianxi Township, Changhua County	Department of Information Management A class	42	125.96
12	2017.11.18	Beach Cleanup Activity at Zhangbin Industrial area seawall, Xianxi Township, Changhua County	Department of Information Management B class	36	32.63
13	2017.11.25	Beach Cleanup Activity at Fangyuan Township, Changhua County	Department of Culinary Arts and Hotel Management B class	59	244.21
14	2017.3.31	Beach Cleanup Activity at Zhangbin Industrial area seawall, Xianxi Township, Changhua County	Department of Information Engineering B Class	35	60.89
15	2017.3.31	Beach Cleanup Activity at Fangyuan Township, Changhua County	Department of Food Science and Technology B class	52	131.3
Total people, Total weight (kg)				782	1384.5

B. “Love, Respect and Care for the Elders” Service Program:

In addition to the cooperation activities with Genesis Social Welfare Foundation, Huashan Social Welfare Foundation, and Taichung City Government, Hungkuang also plans professional service programs that get into nursing home and rural area to promote a community-based "self-reliance" program with Longquan Elementary School and Longjing Farmers Association. We have established a happy farmland, which concentrated the wisdom and expertise of all ages and built up a mutual learning mode.

The elders use their expertise to guide students in the realm of farming and livelihood. Therefore, strengthen the interaction between the youth and elders. It also allows students to see the abilities and values of the elders.

(Please check the links: <http://news.ltn.com.tw/news/life/breakingnews/2297624>)

The cooperation mode of Hungkuang University, Longjing Farmer’s Association and Longjing Senior Citizens Learning Center is shown in Figure 7-4.

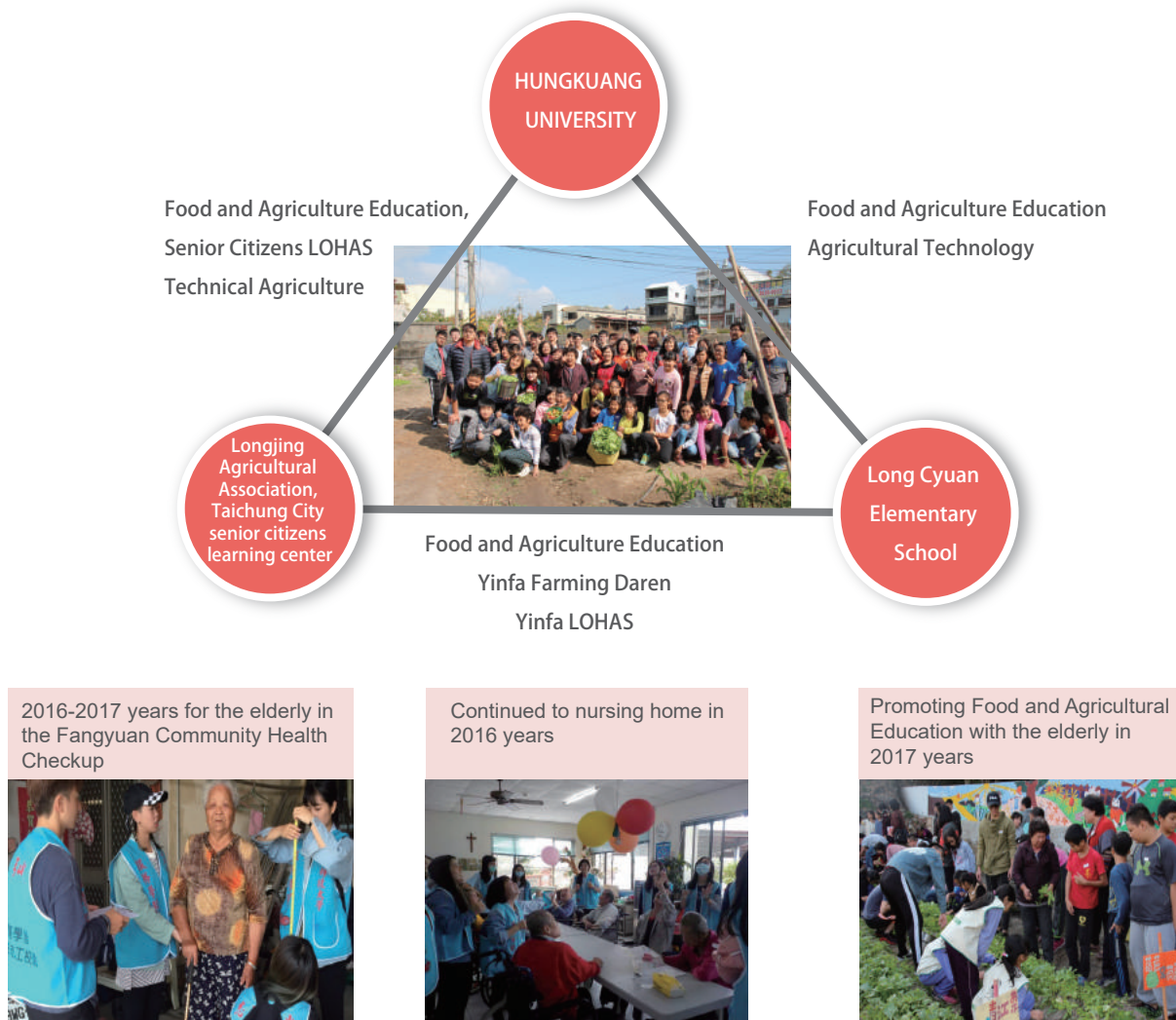


Fig. 7-4 HUNGKUANG UNIVERSITY, Longjing Agricultural Association and Taichung City senior citizens learning center Cooperation mode

In the future, we will use the concept of circular economy to connect with people in the community through lectures, workshops, seminars and forums, and also integrate communities with regional resources in order to get the improvements in the various perspective of life, ecology, and production.

7.1.1 Community Care Action

Hungkuang actively promotes service learning in community education activities, including specific programs such as life care, community service, social practice, and ecological actions. In addition, we deeply cultivate the characteristics of cooperation, reciprocity, diversity, learning, reflection and social justice in rural communities. In the past two years, the number of serviced people has reached more than 20,000 and the service satisfaction has reached to 93.25%.

The Community Learning Center that runs by Hungkuang University Continuing Education Center provides a more suitable learning environment for the elders by offering an "Elderly Education Learning Program". With localized learning environment and the integration of community resources, the elders can be encouraged to learn and integrate into the community. Thereby, to build up a mutual assistance civil society.

Storiette

Ms. Tong Zhenghuamei is 91 years old. She grew up in Qingshui and married a gentleman who lives in Wuqi. They've settled in Wuqi for a long time. The children grew up and had their own family. Occasionally, they got invited to the Community Learning Center to join in the senior education learning group and gradually getting interested in the courses of the hand-made, leisure, and health activities. She said "I was looking forward to joining these courses and I made a few friends here, we learned together in a happy atmosphere."



Fig. 7-5 The background painting "Hoya-Rice" is created by the learners of elderly education. (On the right grandmother Hua-Mei Tong, Zheng and her daughter Qiu-Ju Chen, Tong on the left.)



Fig. 7-6 Grandmother Hua-Mei and her daughter joined the "Wuqi Lantern Festival Marching" together.

The elders in the community can get support through the in-depth community service to reduce the pressure of family caregivers. They can also implement the concept of "aging in place". The elderly education courses offered by Hungkuang not only enrich the spiritual life of the elders, but also help them aging healthy.

Under the trend of regional revitalization, it is one of the most important issues for the elders to return to their livelihood and the youth to participate in community building. Hungkuang educates the youth to have the concept of local identity to local land with the spirit of "elders self-reliant" and inspires their professionalism, creativity and enthusiasm into community activities, so as to improve the local social problems.

In order to meet the rapid growth of the elderly population, Hungkuang started to establish the Department of Senior Citizen Welfare and Business in 1995. The department not only offers the ordinary social services but also strengthened the connection with the elders and keep local culture between students and the local community, so as to improve the idea of regional revitalization.



Fig. 7-7 The elderly and young students jointly establish a happy farm

In 2017, the support team undertakes the Ministry of Education's social responsibility program that helps the elders become self-reliant. Besides, we have invited Japanese nursing authority Professor Takeuchi and various Japanese long-term care experts to exchange the local counselling and services into industries in various professional fields, as well as the development of a new long-term care serving model, which devotes to help the elders aging happily and actively. In the aspects of self-supporting care, nutrition and health care, physical fitness, smart leisure and fashion and style, we will provide the elders a brand new life and enrich three dimensions of their body, mind and spirit.

7. Social Service

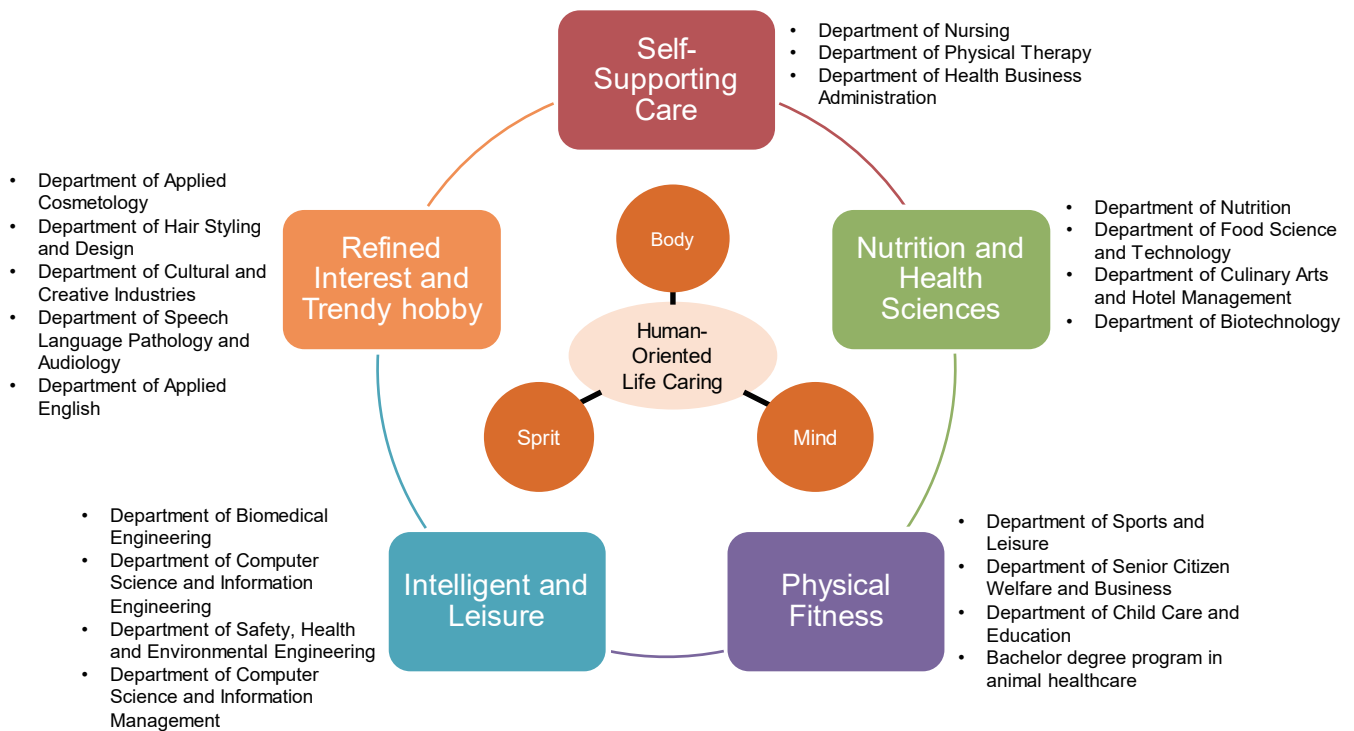


Fig. 7-8 Illustration of active aging and lifestyles of health and sustainability concept.

In order to fulfill the main concept of the university's localized social responsibility. Since 2015, Hungkuang has introduced professional teachers from the neighboring areas for counseling and introduced the self-supporting care model, which combined with Tom Kitwood's "Person-Center-Care" (PCC) care concept, and connect with Professor Takeuchi's "Dementia Care Theory". It emphasizes that daily life should have adequate water supply, self-excretion training, sitting defecation practice, no diapers and no dependence on laxative drugs that achieve the goals of the elders' self-reliance.

7.1.2 Services Get Around Taiwan

Since 2013, students have originated "free haircuts service around Taiwan" activity and joined the "free cook service around Taiwan" in the second year. The activities have served for the solitary elders, orphanage children and social welfare organizations that need help. Each year, nearly 100 students are involved in these services, and almost 1,000 people have been served.

"Free Haircuts Service Around Taiwan"

The service is for the elders at the nursing home in Taiwan. Every year, students bring joy and love to the elders that not only warm the hearts of the elders and but also inspire themselves. The students from the Department of hair styling and designing give back what they have learned to the society. After attending the service, the students feel that they should be respect to their parents and grandparents. It inspires students' values of life.



Fig. 7-9 Hungkuang Youth Corps of Volunteering Haircut free haircut trip around Taiwan

“Free Cook Service Around Taiwan”

The International Culinary Youth Learning Association responds to the school's charity “free cook service” activities, link up with the Department of Culinary Arts and Hotel Management, Department of Child Care and Education, Department of Computer Science and Information Management, Department of Safety, Health and Environmental Engineering and Chinese music club to join a service team that plans a 10-day summer camp to serve the orphanages in Taiwan. The students prepared a variety of dishes, and at the same time, led the children to play games. During the meal time, they arranged music performance, bartending or dance to enjoy with the children.



Fig. 7-10 Hungkuang Youth Corps of Volunteering Cooking free cooking trip around Taiwan

7.1.3 International Volunteer Service

In order to enhance students' love of care, the school extends volunteer service activities to abroad and promotes the International Volunteer Service Team. Since 2008, the school has sent out 21 teams including 252 teachers and students who have reached the mountains of northern Thailand, Malaysia, Myanmar, mainland China, Singapore, Cambodia and other countries. In 2016, 20 students joined the International Volunteer Service Team to Cambodia for helping children's education, environmental improvement and other services including washing 400 kids' hair, removing their head lice, renovating libraries and fences for the village. Although our students had suffered mosquito bites, diarrhea and allergy, they were encouraged and accomplished the 12-day journey while looking at the spark in kids' eyes and their changes. In 2017, the school celebrated the 10th year anniversary for the international volunteer team grouped, so arranged the volunteer team return to the northern Thailand for service. The volunteer team has reached the northern Thailand for 6 times since 2008. One of the team members, Wen-Ting Ye said “when my first time to step on the stage to teach kids, I was too nervous so I didn't do very well for my lecture. However, after class, all kids were coming to the front and gave me hugs. Although there's a language barrier between us, I could feel how they loved and enjoyed the class that motivated me to join the volunteer team again”. The team members were also touched since they could see the changes of the local people and the environment.

In 2016, the school started to send out the International Volunteer Team to Cambodia. In Cambodia and northern Thailand, the school has established long-term cooperation relationship with some local communities and organizations. Therefore, the school believes the volunteer services will be carried out and expands to the worldwide in the future.

7. Social Service



Fig. 7-11 In 2016, help kids to wash head lice in Cambodia



Fig. 7-12 In 2017, teach kids learn Mandarin at “The Thai Home of Star” orphanage in northern Thailand

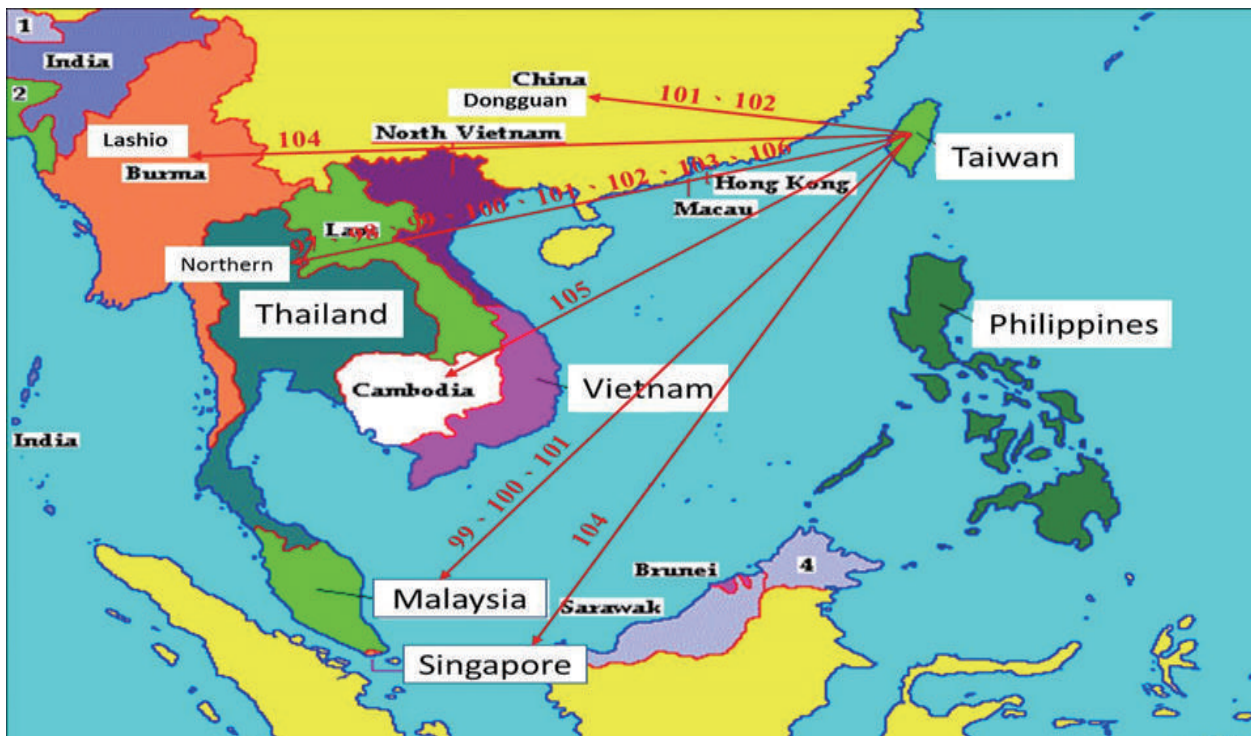


Fig. 7-13 Hungkuang International Volunteering sites around the world

7.1.4 Counseling Volunteer Team

The school also grouped the Counselling Volunteer Team with 25 members to do Peer Counseling Training and Life-Care Education Camp in communities. The school students can learn how to stay in positive via joining the volunteer team and also help the people in the communities to develop their Confidence, Independence and Competence. The volunteer team also established partnership with local communities and organizations including Childhood Burn Foundation, Parents Association for Mentally Handicapped, Pleasant House (Day Care Center of G.L.S.F.), Rehoboth Welfare Foundation and Huimin Blind Child Breeding Home. From 2016 to 2017, the school has sent out total 12 volunteer teams with more than 500 volunteers and served 974 people in the community. The volunteers expressed their exchanges and interactions with the people, and they also saw the resilience of life and realize what “it’s more blessed to give than to receive” means.

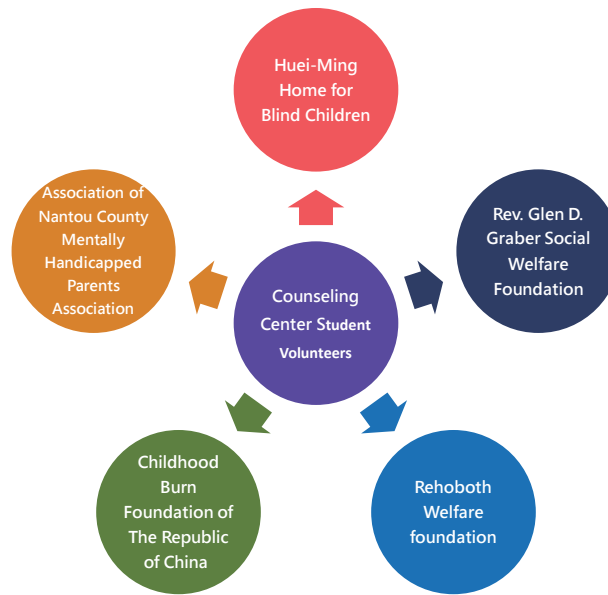


Fig. 7-14 Five organizations served by the Counseling Center Student Volunteers

7.2 Social Learning and Service

In addition to Taichung City Daxie Community Learning Center and Coastline Community Learning Center, the continuing education center of Hungkuang University also undertakes the senior citizen adult education school in Beitun, Taiya, Shengang and Wuqi District in Taichung city. The senior citizen adult education school is especially for the citizens that over 55 years old and its purpose is to promote the new life of the elders. From 2015 to 2016 academic year, we have set up 152 classes in total with 4,591 students.

Storiette

Ms. Chen Xiuru has already 93 years old and has joined calligraphy class for 6 years. In 2016, due to a surgery that makes her has a dream to hold a personal calligraphy exhibition. Mr. Huang, a teacher of the calligraphy class, made her dream come true. He said "She is always diligent in learning the art of calligraphy, I really admire her learning spirit". This kind of learning spirit has also become the driving force for the senior citizen adult education school. We hope that every elders can keep looking and listening and keep their brain active.



Fig.7-15 Grandmother Xiu-Ru Chen and her calligraphy work .

7. Social Service

Postnatal & Home Care Services is commissioned by Taichung City Government since July 2016, which offers training and counseling courses with the professional background of Department of Nursing, Department of Nutrition, Department of Food Science and Technology and Department of Child Care and Education to postnatal & home care service employees. There were 2,059 applications in total, it also provided opportunities for women to get re-employment. By the end of 2017, a total of 410 service employees were recruited.

Storiette

Ms. Tsai is a client of the postnatal & home care services. After giving birth, she has a poor physical condition. A member of the service knew this situation and actively helped her solve the problem. Finally, her condition has gradually improved. She said “I really appreciate the care of the service. Without the help of them, I must be overwhelmed. I’m very lucky to join the postnatal & home care services.”

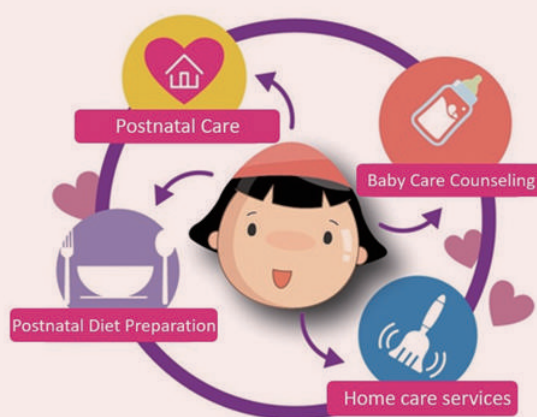


Fig. 7-16 Promotional figure of the Taichung postnatal and home care services platform.

In order to expand the scope of social services, in 2016, Hungkuang delegated by the Labor Office of Taichung City Government and the Agency of Corrections, Ministry of Justice to target specific employment programs for specific people (such as re-employment, financial burden independent or middle-aged citizens, etc.) and skills training for rehabilitated addicts and criminals, employment counseling and care services. There have 165 cases been registered; care counseling up to 200 times; the establishment of skills improvement courses with a total of 100 people participated; It also assists the rehabilitated to get employed and care for their employment status, stabilize their employment as well as reduce the rate of recidivism.

Table 7-2 2017 July-December target employment service plan statistics

Specific target 165 persons	No. of counselling and guidance over 200 times
Skill improvement course 10 times	Total 100 participants
Rehabilitated employment	4 rehabilitated persons being matched with jobs

8.1 Support Services

Hungkuang pays special attention on economically disadvantaged students' welfare by assisting them to apply for on/off campus scholarship and financial aids. Encouraging students to join clubs or societies to develop new skills and meet new people. Ensuring students' residential safety, off campus dormitories need continuously visit and inspection. Setting up Disabled Students' Resource Center and providing assistance to disabled students. Special Education Committee regularly calls a meeting to integrate resources and improve disabled access-free facility--to build a safe, healthy, friendly and happy campus and fulfill the goal of offering various support services and caring to our students in general.

8.1.1 Providing Care for Economically Disadvantaged Students

Hungkuang University 2015/2016 Academic Year Strategic Plan designated an action plan to actively assist disadvantaged students in various situations. The main purpose is to prevent students from dropout when facing financial difficulty. For example, during 2016, only one out of 86 students, who received On Campus Emergency Aid, drops out. All the financial assistance is listed in the following table (Table 8-1) :

Table 8-1 2015-2016 Students Financial Assistance Statistics

No.	Financial Assistance	Number of Persons		Amount(NT dollars)	
		2015 Academic Year	2016 Academi Year	2015 Academic Year	2016 Academic Year
1	On Campus Emergency Aid	87	86	1,786,813	1,930,000
2	Ministry of Education Emergency Aid	34	40	660,000	790,000
3	Economically Disadvantaged Students' Subsidy	1507	1518	19,186,920	19,093,670
4	Tuition Waiver	2,908	2,876	81,810,121	84,211,156
5	Student Loan	7,273	7,087	311,618,976	305,700,943
6	Work-Study Aid	1,535	920	7,668,872	8,292,000
7	Economically Disadvantaged Students' Work-Study Aid	309	197	3,077,640	2,132,000
8	Free Meal Voucher	557	328	230,500	183,600
9	Off Campus Scholarship and Aid	547	593	8,033,400	7,440,902
10	Kuang Tien General Hospital Scholarship and Aid	11	21	1,100,000	2,100,000
11	Dormitory Subsidy	113	125	833,000	952,000

8.1.2 Extracurricular Activities

When it comes to extracurricular activities, Hungkuang boasts nearly one hundred student clubs and societies, where students can seek personal growth, enhance their leadership, establish a social network and pursue diverse learning. In order for students to have time to join extracurricular activities, school also sets aside periods 7 and 8 on every Thursday as the common extracurricular activities time. Every semester, various activities, events or competitions held by student clubs and societies attract many students and enrich their life. The performance of student clubs and societies is so excellent that student associations won two Distinguished Honor Awards in the event of National colleges and universities student associations evaluation competition

8. Multiple Support System for Students

two years in a row during 2016 and 2017. The students' union won the highest honor--Distinguished Honor Award in the event of National colleges and universities student union achievement competition.



Fig. 8-1 Student Union won Distinguished Honor Award (top award in the nation-wide competition) in 2017.



Fig. 8-2 Group photo in the nation-wide student community evaluation competition in 2017.

8.1.3 Dormitory Assistance

For the purpose of providing safe and comfortable dormitories, the school coordinates police and fire department to visit and inspect the off-campus dormitories to make sure their safety and suitable to live. During 2015 and 2016, the number of inspection sites reaches 377. The dormitories which pass inspection will be certified as the School-certified Dormitory. The school will provide the list of the School-certified Dormitory in the "Great Shalu District Student Rental Network" for students to choose from. Currently we have 7,189 beds provided by the School-certified Dormitories. The school has earned recognition from Ministry of Education for the outstanding dormitory assistance work and won for many years the top prize for National college and university student accommodation service competition.

8.1.4 Special Education Students Adaptation Program

In order to assist special education students to adapt to campus life, for each student the Counseling Center develops an individualized support service plan in terms of coursework, life and psychology. In addition, in order to expand student interest, cultivate second expertise, enhance competitiveness, and prepare for future employment, 9 training activities were held in the 2015-2016 academic year, with 158 attendances in total. The special education students were also encouraged to go out and touch nature. During the 2015-2016 school years, they went through the river-wading activities, mountain climbing, and rock climbing experience. A total of 93 participants participated.



Fig. 8-3 Job hunting and preparation workshop.



Fig. 8-4 Conquer my disability--Mountain Climbing activity.

8.1.5 Quality Food for Teachers and Students

In order to provide quality food and beverage for teachers and students, we set up full-time nutritionists, regularly implement various food hygiene inspections and provide training to kitchen staff. In December 1999, we passed the Ministry of Health and Welfare "Food Safety in Catering Industry-HACCP". Hungkuang is the first college in the country to receive the HACCP. In order to strengthen the management of food hygiene, safety and quality, we implement the registration of food ingredients in the campus. Through the campus food registration platform, when food safety incident occurs, we can have better grasp of the source of the problem foods, and can better protect our teachers and students. In 2016, Hungkuang was awarded the Role Model Award by the Ministry of Education for the "Campus Food Ingredients Registration Platform Login Awards Program".



Fig. 8-5 2016 "Campus Food Ingredients Registration Platform Login Awards Program" Role Model Award

8.2 Study and Learning Support

The school emphasizes the cultivation of students' moral character and professional knowledge. When new students enter the school, we conduct freshmen orientation to let students experience campus culture and establish the sense of identity. After that, students will have homeroom teacher to advice the campus life and class learning. If students need advanced assistance from relevant professionals, study and learning support and psychological consultant can intervene and impart adequate assistance. Various supports allow students to feel at ease and develop professional knowledge and interest, so that students can develop their strengths and contribute to society after graduation.

8.2.1 Freshmen Orientation

In order to give all freshmen a deep understanding of the school's "Caring for Humanity, Cherishing Life." philosophy, and strengthening the first-aid knowledge, the school offered all freshmen the CPR+AED training certification course. A freshman Chen, of Culinary Arts and Hotel Management major, said that "I did not expect the orientation would be interesting. And it's the first time I used the AED. I think it's a very meaningful training. If I encounter an accident in the future, I have the confidence to take the initiative to help." A total of 2,931 freshmen participated in the training, and 100% passed the assessment to obtain a certificate.

8. Multiple Support System for Students



Fig. 8-6 Freshmen Orientation.



Fig. 8-7 CPR+AED training and certification.

8.2.2 Psychological Consultation

The Counseling Center meets the requirements of the Ministry of Education's "Professional Counselor Standards for Employment" and "Standards for the Establishment of School Counseling Workplaces". It promotes the counseling work with a three-level prevention concept, and establishes designated psychological consultant for individual academic department. The sufficient supply of counselors and psychiatrists can provide adequate counseling and guidance to meet students' immediate needs.

Each semester, the Counseling Center plans activities to help both teachers and students covering four major issues--life education, gender equality, learning and career counseling. In addition, the Counseling Center has equipped with a self-practicing stress relief room, which provides self-relaxation and relief for teachers and students. Through professional counseling and mental health activities, teachers' and students' mental health have been guarded properly.

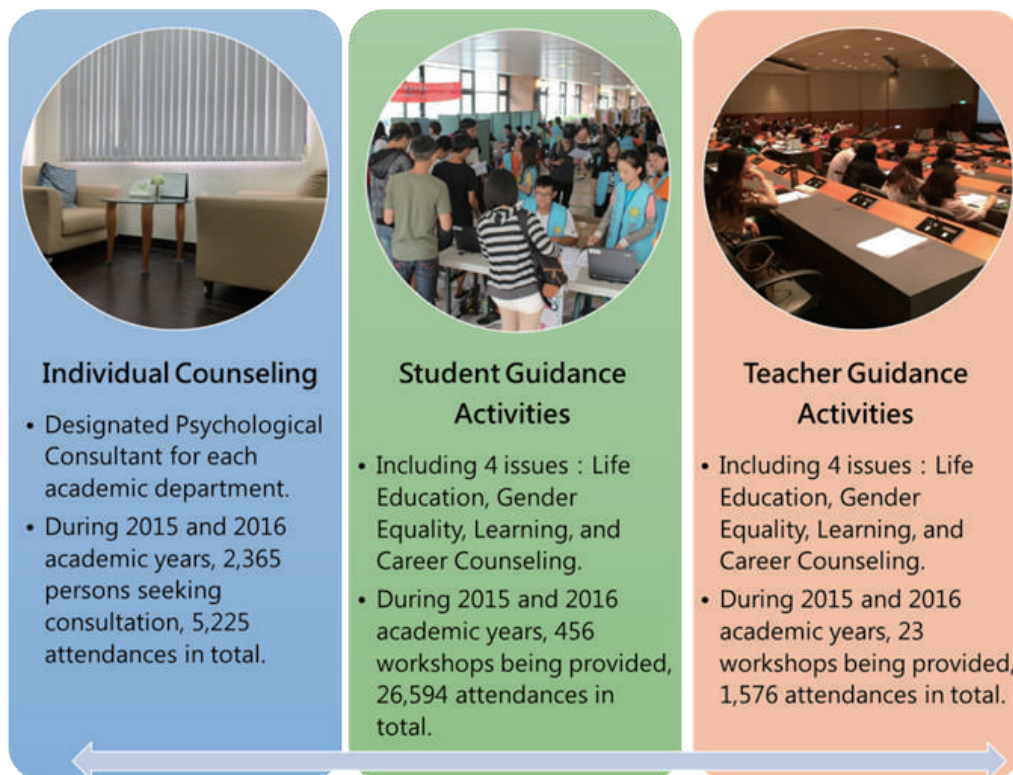
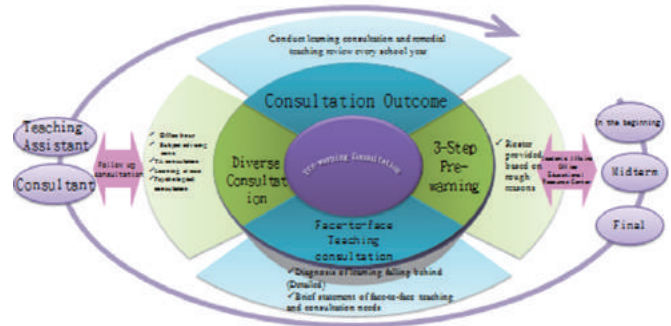


Fig. 8-8 2015-2016 Counseling and Guidance Activities

8.2.3 Learning Consultation and Remedial Teaching

To elevate student learning efficiency, initiate consultation measures based on student learning situations to complete learning consultation and remedial mechanism. For example, (1) If either a student fails 1/2 of the credits they took, or the number of pre-warning subjects achieves 4 in the existing semester, the mentor shall talk to the student and transfer them to other units on campus for further consultation ; (2) If 25 students or more fail a subject, the teacher shall provide remedial teaching course on extra pay (implemented during the 12th through 17th weeks, 2 hours at least per time.)



Provide coping improvement strategies based on detailed diagnosis procedures of various types of problems.

Learning consultation and remedial teaching is student-centered, deeply understanding student problems and needs and implemented with diverse assistance and consultation measures. Thus, in light of diverse consultation efficiency, each school year this mechanism aims at the students who in the previous semester fail 1/2 credits they took, whose pre-warning subject number achieves 4 in the existing semester. The improvement rate of each school year achieves more than 85% after consultation. In addition, the passing rates for the latest 3 semesters after consultation achieve 71.01%, 70.82%, 83.66% to show that providing remedial teaching course facilitates student learning efficiency.

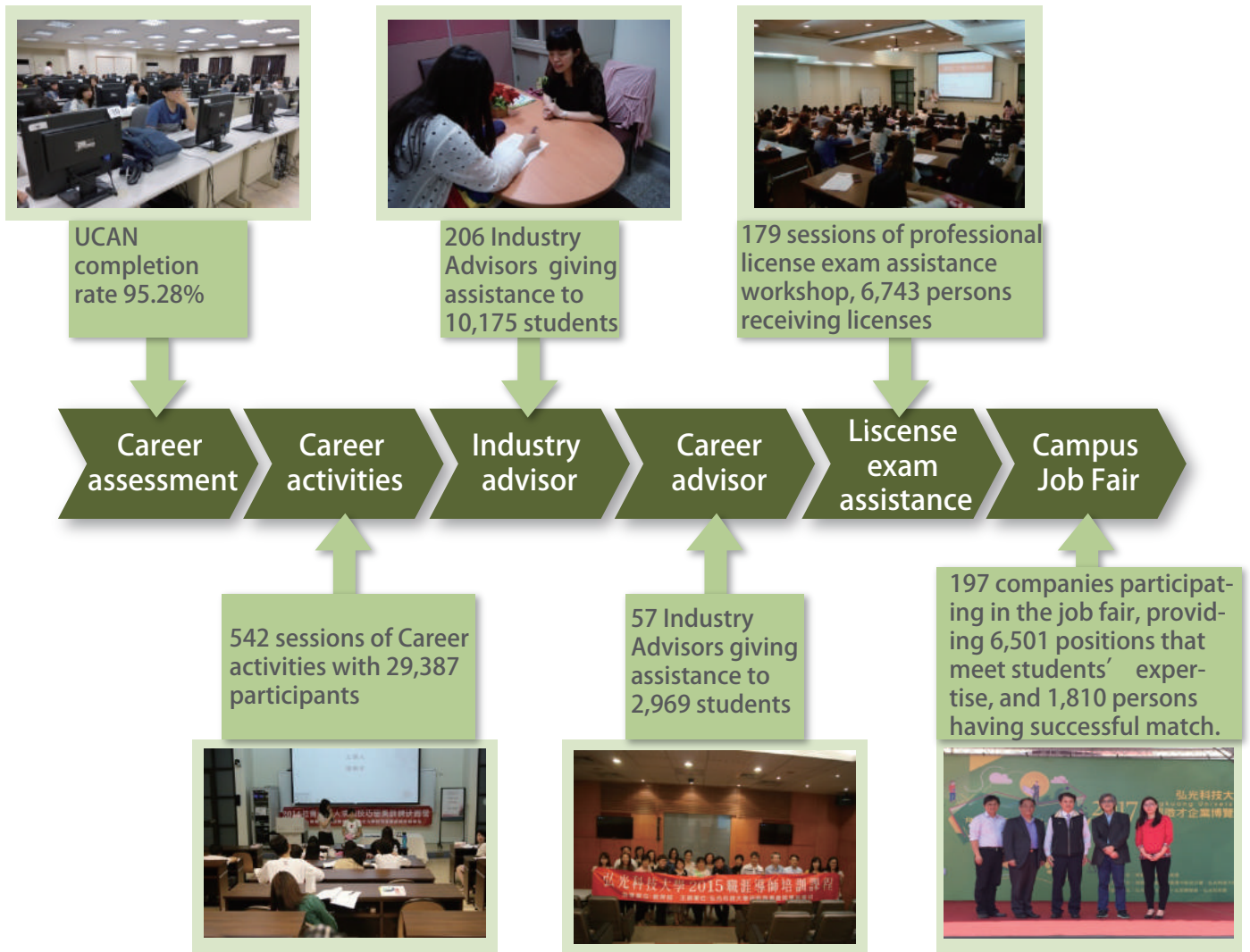
8.3 Job and Career Advice

Hungkuang University is always devoted to help our graduates find suitable jobs after graduation. In freshman year, all the students have to take career exploration tests via UCAN (University Career and Competency Assessment Network) to understand their potential and goals of career development. Otherwise, HKU provides Advisors for Career Planning and invites industry advisors for career counseling to help students set their career goals. Our Office of Research and Development conducts different lectures for employability and start-ups to assist students in career planning. To make students understand employability environment, many academic departments also holds industry-visiting activities, alumni lectures, career fairs and presentations.



Multiple Career Counseling and Support

8. Multiple Support System for Students



Graduate Employment Rate

In 2015/2016 academic years, the average of graduate employment rate reaches 90.54% (see Table 3-8) which is much more higher than 58.92%, the national average of employment rate (announced by Directorate-General of Budget, Accounting and Statistics, Executive Yuan in December 2017). Furthermore, the average of our unemployment rate is lower than 4.10%. Accordingly, our graduates meet the requirements of industry. (Table 8-2)

Table 8-2 2015~2016 Graduate Employment Rate

Academic Year	Employed	Advanced Study	Military Service	Other (including Unemployed)	Total (number of person)	Graduate Employment Rate (%)
2015	2,366	175	422	217	3,180	91.60%
2016	2,523	166	281	297	3,267	89.47%

T Employment rate = $\text{Employed} / (\text{Total} - \text{Advanced Study} - \text{Military Service})$

In order to prepare our students with a solid foundation for the future, Hungkuang has implemented several mechanisms to ensure a practical, diverse and quality curriculum.

1. Curricular Diversity : Every semester each department reviews its curriculum with a committee of internal and external faculty, students, and industrial representatives.

2. Career Development : Since 2013, Hungkuang has implemented a system of accountability for all internships that ensures students are gaining the experience they need to succeed well into the future.

3. Improving Student Success : Hungkuang has a comprehensive procedure to identify and assist students who struggle academically and provide them with the resources they need to meet their specific challenges.

4. Linking Academic and Industrial Sectors : Hungkuang faculty actively engage in joint academic-industrial research projects. The results of these project are integrated into classrooms, teaching materials, and courses to deepen students' practical learning.

5. TA Training : Training student assistants is an integral part of their education. Every year, Hungkuang invests significantly in the training of student assistants. Student satisfaction surveys results have increased every year.

6. Improving Instructional Quality : Hungkuang engages all faculty whose evaluations are substandard in counseling. This serves to offer faculty opportunities for professional development and improve the instructional quality throughout the university.



9.1 Creating a Global Experience

1. Developing a Rich Multilingual Environment: Hungkuang established the Language Center to assist in developing a strong foreign-language learning environment. In addition to the various facilities the center runs and the basic English graduation requirement, students in the Summer Intensive English Program has boasted an average improvement of 132.6 points on the TOEIC test since 2012.

Year	2013	2014	2015	2016	2017
Pretest average	416	320 480	420	453	390
Post average	574	414 576	560	584	531
Average improvement	157	94 95	139	131	141

9. Educational Dimensions

2. Recruiting International Students: Since 2013, Hungkuang has hosted several hundred international students each year. Most students come from Asian countries including: Japan, China, Indonesia, Malaysia, Vietnam, and Mongolia. International students actively participate in a variety of student and departmental activities.

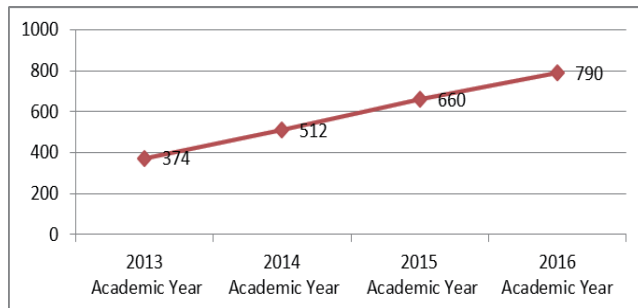


Fig. 9-1 Numbers of Overseas Students in 2013 to 2016 Academic Year

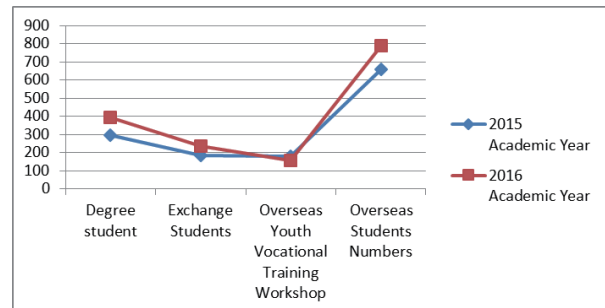


Fig. 9-2 Numbers of Overseas Students in 2015 to 2016 Academic Year



Fig. 9-3 "International Summer Program"-Metal art working class



Fig. 9-4 "International Summer Program"-Pastry making class

9.2 Internships

Every department at Hungkuang offers some forms of internship opportunity to its students. Internships are valuable components of the curricular vision at Hungkuang, which aims to develop students' professional capabilities beyond just classroom instruction. Internships are audited annually to ensure they are meeting university and governmental standards. Internships are offered on-campus, off-campus, and internationally.

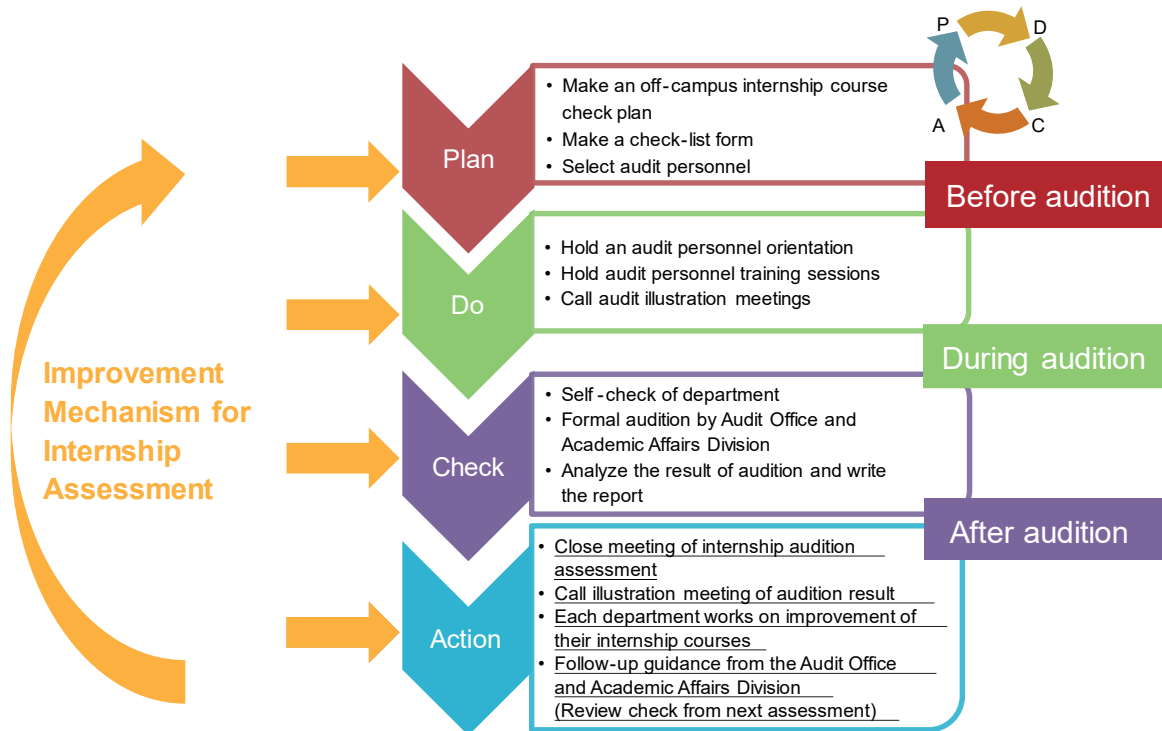


Fig. 9-5 Internship evaluation procedure (Plan-Do-Check-Act)

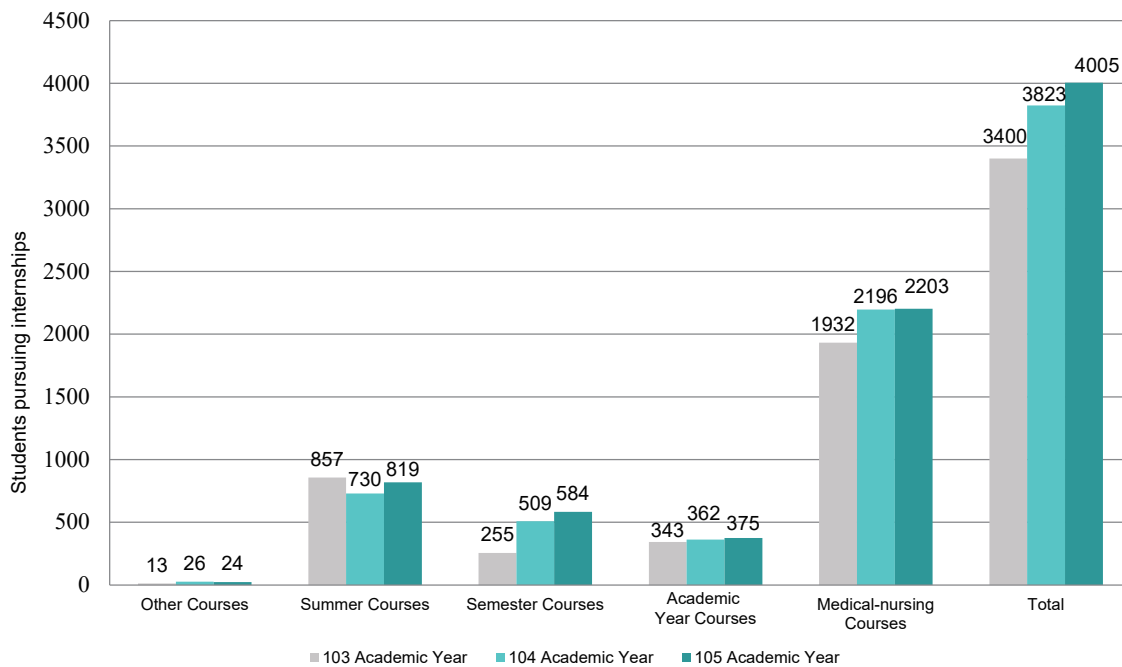


Fig. 9-6 2014-2016 Academic Year Statistics of Off Campus Student Interns (Including overseas interns)

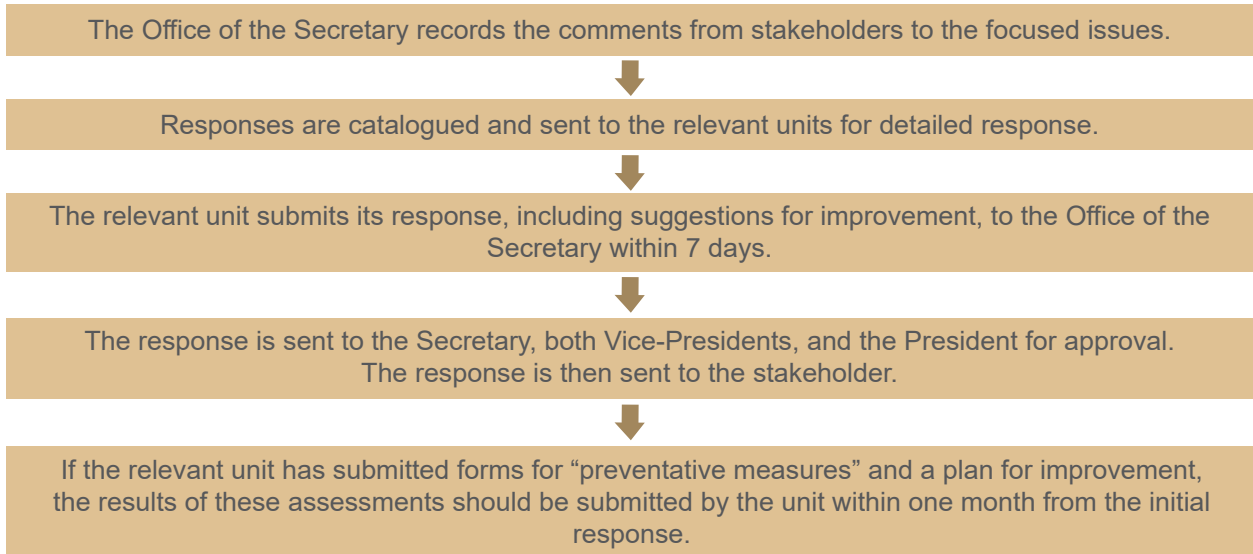
9.3 Best Practices

Hungkuang has obtained numerous quality management certifications, such as ISO 9001, ISO 14001, ISO 27001, ISO 50001, etc. Being informed by these standardized procedures establishes a positive, cooperative working environment among all faculty and staff. In addition, our Auditing Office monitors the implementation and maintenance of these procedures through a specially appointed committee.

10. Complaints and Appeals

10.1 Grievance Management

In order to respond to the needs of corporate social responsibility in our management strategy, the university conducts regular satisfaction surveys as well as comment management process of stakeholders. The process is as follows:



In addition to traditional data collection methods, the university utilizes social media platforms (Facebook, Line, etc.) to obtain information from a wide range of stakeholders.



Fig. 10-1 Hungkuang University's Facebook & LINE@Hungkuang

10.2 Faculty Appeals

Hungkuang established a University Appeals Committee to address faculty complaints and grievances in accordance with governmental regulations on academic rights. Four hearings were held between 2015 and 2016.

10.3 Environmental Appeals

In order to improve communication between the university and community, Hungkuang developed a system to receive complaints and suggestions from extra-institutional entities. Between 2016 and 2017 the school recorded 19 suggestions and no complaints.

10.4 Student Appeals

In order to create an open and inclusive campus environment, Hungkuang offers students a clear path to file complaints or appeals. A committee of 14 faculty and 7 student representatives review the cases. Students submit documents through the counseling center, which acts on the student's behalf. From 2015 to 2016, no student complaints were filed.

10.5 Sexual Harassment Complaints

Hungkuang takes all allegations of harassment very seriously. The university strictly follows the "Act of Gender Equality in Employment", "Sexual Harassment Prevention Act" and the "Guidelines for Establishing Measures of Prevention, Complaint and Punishment of Sexual Harassment at the Workplace" to set up the "Guidelines on Sexual Harassment Prevention at the Workplace" and also establish the "Gender Equity Education Committee", "Regulations on the Prevention of Sexual Assault, Sexual Harassment, and Sexual Bullying on Campus" as well as a sexual harassment hotline to provide students with constant path to file complaints. Among 7 complaints filed between 2015 and 2017, the university committee found there to be 4 verified complaints of harassment and 1 verified complaint of sexual assault.

GRI Standards Index

Core Demand	GRI Standards	Code No. of Disclosure	Items of Disclosure	Page/ URL	Remark
Core	GRI 102 : General Disclosures 2016	102-1	Name of the organization	11	
Core	GRI 102 : General Disclosures 2016	102-2	Activities, brands, products, and services	11	
Core	GRI 102 : General Disclosures 2016	102-3	Location of headquarters	11	
Core	GRI 102 : General Disclosures 2016	102-4	Location of operations	11	
Core	GRI 102 : General Disclosures 2016	102-5	Ownership and legal form	11	
Core	GRI 102 : General Disclosures 2016	102-6	Markets served	11	
Core	GRI 102 : General Disclosures 2016	102-7	Scale of the organization	11	
Core	GRI 102 : General Disclosures 2016	102-8	Information on employees and other workers	73 77 74 78	
Core	GRI 102 : General Disclosures 2016	102-9	Supply chain	30	
Core	GRI 102 : General Disclosures 2016	102-10	Significant changes to the organization and its supply chain	15.30	No significant change in all items
Core	GRI 102 : General Disclosures 2016	102-11	Precautionary Principle or approach	26	
Core	GRI 102 : General Disclosures 2016	102-12	External initiatives	15.16	
Core	GRI 102 : General Disclosures 2016	102-13	Membership of associations	15.16	
Core	GRI 102 : General Disclosures 2016	102-14	Statement from senior decision-maker	4.5.6.7.16.17	
Core	GRI 102 : General Disclosures 2016	102-16	Values, principles, standards, and norms of behavior	4.16.77 http://po.hk.edu.tw/page2/archives.php?class=501	
Core	GRI 102 : General Disclosures 2016	102-18	Governance structure	16.17	
Core	GRI 102 : General Disclosures 2016	102-40	List of stakeholder groups	32	
Core	GRI 102 : General Disclosures 2016	102-41	Collective bargaining agreements		No union
Core	GRI 102 : General Disclosures 2016	102-42	Identifying and selecting stakeholders	32	
Core	GRI 102 : General Disclosures 2016	102-43	Approach to stakeholder engagement	32.33	
Core	GRI 102 : General Disclosures 2016	102-44	Key topics and concerns raised	42	
Core	GRI 102 : General Disclosures 2016	102-45	Entities included in the consolidated financial statements	14	
Core	GRI 102 : General Disclosures 2016	102-46	Defining report content and topic Boundaries	39.40	
Core	GRI 102 : General Disclosures 2016	102-47	List of material topics	41	
Core	GRI 102 : General Disclosures 2016	102-48	Restatements of information		No restatements of information
Core	GRI 102 : General Disclosures 2016	102-49	Changes in reporting	41	

GRI Standards Index

Core Demand	GRI Standards	Code No. of Disclosure	Items of Disclosure	Page/ URL	Remark
Core	GRI 102 : General Disclosures 2016	102-50	Reporting period	1	
Core	GRI 102 : General Disclosures 2016	102-51	Date of most recent report	1	
Core	GRI 102 : General Disclosures 2016	102-52	Reporting cycle	1	
Core	GRI 102 : General Disclosures 2016	102-53	Contact point for questions regarding the report	1	
Core	GRI 102 : General Disclosures 2016	102-54	Claims of reporting in accordance with the GRI Standards	1	
Core	GRI 102 : General Disclosures 2016	102-55	GRI content index	108	
Core	GRI 102 : General Disclosures 2016	102-56	External assurance	113	
Core	GRI 103 : Management Approach 2016	103-1	Explanation of the material topic and its Boundary	39.40.55.65	
Core	GRI 103 : Management Approach 2016	103-2	The management approach and its components	18.22.55.65.103	
Core	GRI 103 : Management Approach 2016	103-3	Evaluation of the management approach	18.22.55.65.103	
	GRI 201 : Economic Performance 2016	201-2	Financial implications and other risks and opportunities due to climate change	14	
	GRI 201 : Economic Performance 2016	201-3	Defined benefit plan obligations and other retirement plans	80	
	GRI 201 : Economic Performance 2016	201-4	Financial assistance received from government	44.45.52	
	GRI 202 : Market Presence 2016	202-1	Ratios of standard entry level wage by gender compared to local minimum wage	78	
	GRI 202 : Market Presence 2016	202-2	Proportion of senior management hired from the local community	79	
	GRI 302 : Energy 2016	302-1	Energy consumption within the organization	57	
	GRI 302 : Energy 2016	302-3	Energy intensity	57	
	GRI 302 : Energy 2016	302-4	Reduction of energy consumption	57	
	GRI 305 : Emissions 2016	305-1	Direct (Scope 1) GHG emissions	58	
	GRI 305 : Emissions 2016	305-2	Energy indirect (Scope 2) GHG emissions	58	
	GRI 305 : Emissions 2016	305-4	GHG emissions intensity	58	
	GRI 305 : Emissions 2016	305-5	Reduction of GHG emissions	58	
	GRI 306 : Effluents and Waste 2016	306-1	Water discharge by quality and destination	60	
	GRI 306 : Effluents and Waste 2016	306-2	Waste by type and disposal method	62	

GRI Standards Index

Core Demand	GRI Standards	Code No. of Disclosure	Items of Disclosure	Page/ URL	Remark
	GRI 307 : Environmental Compliance 2016	307-1	Non-compliance with environmental laws and regulations	55	
	GRI 401 : Employment 2016	401-1	New employee hires and employee turnover	77	
	GRI 401 : Employment 2016	401-3	Parental leave	82	
	GRI 402 : Labor/Management Relations 2016	402-1	Minimum notice periods regarding operational changes	30	
	GRI 403 : Occupational Health and Safety 2016	403-1	Workers representation in formal joint management-worker health and safety committees	66	
	GRI 403 : Occupational Health and Safety 2016	403-2	Types of injury and rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities	69	
	GRI 404 : Training and Education 2016	404-1	Average hours of training per year per employee	84	
	GRI 404 : Training and Education 2016	404-2	Programs for upgrading employee skills and transition assistance programs	73	
	GRI 404 : Training and Education 2016	404-3	Percentage of employees receiving regular performance and career development reviews	85 86	
	GRI 405 : Diversity and Equal Opportunity 2016	405-1	Diversity of governance bodies and employees	74	
	GRI 405 : Diversity and Equal Opportunity 2016	405-2	Ratio of basic salary and remuneration of women to men	77 78	
	Non-discrimination 2016	406-1	Incidents of discrimination and corrective actions taken	77	
	GRI 411 : Rights of Indigenous Peoples 2016	411-1	Incidents of violations involving rights of indigenous peoples	77	
	GRI 413 : Local Communities 2016	413-1	Operations with local community engagement, impact assessments, and development programs	87 88	
	GRI 415 : Public Policy 2016	415-1	Political contributions	14	No political contributions
	GRI 416 : Customer Health and Safety 2016	416-1	Assessment of the health and safety impacts of product and service categories	81	
	GRI 418 : Customer Privacy 2016	418-1	Substantiated complaints regarding concerning breaches of customer privacy and losses of customer data	72	

HungKuang University Customized Topics Index

Items	Code	Page/URL	Chapter
Learning and Career Guidance	HK-C01	97	8.1 Support Services
Learning and Career Guidance	HK-C01	97	Providing Care for Economically Disadvantaged Students
Learning and Career Guidance	HK-C01	97	Extracurricular Activities
Learning and Career Guidance	HK-C01	98	Dormitory Assistance
Learning and Career Guidance	HK-C01	98	Special Education Students Adaptation Program
Learning and Career Guidance	HK-C01	99	Quality Food for Teachers and Students
Learning and Career Guidance	HK-C01	99	8.2 Study and Learning Support
Learning and Career Guidance	HK-C01	99	Freshmen Orientation
Learning and Career Guidance	HK-C01	100	Psychological Consultation
Learning and Career Guidance	HK-C01	101	Learning Consultation and Remedial Teaching
Learning and Career Guidance	HK-C02	101	8.3 Job and Career Advice
Teaching Quality	HK-C02	103	9. Educational Dimensions
Teaching Quality	HK-C02	103	9.1 Creating a Global Experience
Teaching Quality	HK-C02	104	9.2 Internships
Teaching Quality	HK-C02	105	9.3 Best Practices
Campus Hygiene	HK-C03	56.57	Comprehensive Energy Development and Energy Saving and Carbon Reduction
Campus Hygiene	HK-C03	60	Maintain Indoor Air Quality
Campus Hygiene	HK-C03	60	Value Water Resource
Campus Hygiene	HK-C03	61	Water Pollution Prevention
Campus Hygiene	HK-C03	62	Waste Reduction
Campus Hygiene	HK-C03	63	Toxic Chemical Substances Control
Campus Hygiene	HK-C03	92	Services Get Around Taiwan
Campus Hygiene	HK-C03	93	International Volunteer Service
Campus Hygiene	HK-C03	94	Counseling Volunteer Team
Satisfaction Degree	HK-C04	34	Satisfaction Degree Survey

Sustainable Development Goals Cross Reference

Sustainable Development Goals (SDGs)	Pages / URL
1 No Poverty	18 、 22 、 55 、 65 、 77 、 103
2 Zero Hunger	77
3 Good Health and Well-Being	57 、 58 、 61 、 62 、 81
4 Quality Education	83 、 103
5 Gender Equality	18 、 22 、 55 、 58 、 65 、 73 、 75 、 80 、 81 、 82 、 84 、 103
6 Clean Water And Sanitation	61 、 63
7 Affordable and Clean Energy	55 、 65
8 Decent Work And Economic Growth	18 、 22 、 30 、 55 、 56 、 65 、 66 、 74 、 75 、 77 、 80 、 81 、 84 、 86 、 103
9 Industry, Innovation And Infrastructure	78 、 79
12 Responsible Consumption And Production	18 、 22 、 41 、 55 、 56 、 57 、 58 、 61 、 62 、 63 、 103
13 Climate Action	18 、 22 、 41 、 55 、 56 、 57 、 58 、 61 、 62 、 63 、 77 、 103
14 Life Below Water	41 、 55 、 56 、 57 、 58 、 61 、 62 、 63
15 Life On Land	18 、 22 、 41 、 55 、 56 、 57 、 58 、 61 、 62 、 63 、 103
16 Peace, Justice And Strong Institutions	4 、 14 、 17 、 18 、 22 、 33 、 55 、 65 、 71 、 72 、 77 、 103 http://po.hk.edu.tw/page2/archive.php?class=501

INDEPENDENT ASSURANCE OPINION STATEMENT

Hungkuang University 2017 Campus Sustainability Report

The British Standards Institution is independent to Hungkuang University (hereafter referred to as Hungkuang in this statement) and has no financial interest in the operation of Hungkuang other than for the assessment and assurance of this report.

This independent assurance opinion statement has been prepared for Hungkuang only for the purposes of assuring its statements relating to its campus sustainability report, more particularly described in the Scope below. It was not prepared for any other purpose. The British Standards Institution will not, in providing this independent assurance opinion statement, accept or assume responsibility (legal or otherwise) or accept liability for or in connection with any other purpose for which it may be used, or to any person by whom the independent assurance opinion statement may be read.

This independent assurance opinion statement is prepared on the basis of review by the British Standards Institution of information presented to it by Hungkuang. The review does not extend beyond such information and is solely based on it. In performing such review, the British Standards Institution has assumed that all such information is complete and accurate.

Any queries that may arise by virtue of this independent assurance opinion statement or matters relating to it should be addressed to Hungkuang only.

Scope

The scope of engagement agreed upon with Hungkuang includes the followings:

1. The assurance scope is consistent with the description of Hungkuang University 2017 Campus Sustainability Report.
2. The evaluation of the nature and extent of the Hungkuang's adherence to all three AA1000 AccountAbility Principles in this report as conducted in accordance with type 1 of AA1000AS (2008) assurance engagement and therefore, the information/data disclosed in the report is not verified through the verification process.

This statement was prepared in English and translated into Chinese for reference only.

Opinion Statement

We conclude that the Hungkuang 2017 Campus Sustainability Report provides a fair view of the Hungkuang CSR programmes and performances during 2017. The CSR report subject to assurance is free from material misstatement based upon testing within the limitations of the scope of the assurance, the information and data provided by the Hungkuang and the sample taken. We believe that the 2017 economic, social and environmental performance information are fairly represented. The CSR performance information disclosed in the report demonstrate Hungkuang's efforts recognized by its stakeholders.

Our work was carried out by a team of CSR report assurers in accordance with the AA1000 Assurance Standard (2008). We planned and performed this part of our work to obtain the necessary information and explanations we considered to provide sufficient evidence that Hungkuang's description of their approach to AA1000 Assurance Standard and their self-declaration of 'in accordance' with the GRI Standards(2016): the Core option were fairly stated.

Methodology

Our work was designed to gather evidence on which to base our conclusion. We undertook the following activities:

- a top level review of topics raised by external parties that could be relevant to Hungkuang's policies to provide a check on the appropriateness of statements made in the report.
- - discussion with managers and staffs on approach to stakeholder engagement. However, we had no direct contact with external stakeholders.
- - 19 interviews with staffs involved in sustainability management, report preparation and provision of report information were carried out.
- review of key organizational developments.
- review of the findings of internal audits.
- - review of supporting evidence for claims made in the reports.
- an assessment of the organization's reporting and management processes concerning this reporting against the principles of Inclusivity, materiality and responsiveness as described in the AA1000 AccountAbility Principles Standard (2008).

Conclusions

A detailed review against the AA1000 AccountAbility Principles of Inclusivity, Materiality and Responsiveness and the GRI Standards(2016) is set out below:

Inclusivity

This report has reflected a fact that Hungkuang has continually made a commitment to its stakeholders, as the participation of stakeholders has been conducted in developing and achieving an accountable and strategic response to sustainability. The reporting systems are being developed to deliver the required information. There are fair reporting and disclosures for economic, social and environmental information in this report, so that appropriate planning and target-setting can be supported. In our professional opinion the report covers the Hungkuang's inclusivity topics.

Materiality

Hungkuang publishes sustainability information that enables its stakeholders to make informed judgements about the company's management and performance. In our professional opinion the report covers the Hungkuang's material topics.

Responsiveness

Hungkuang has implemented the practice to respond to the expectations and perceptions of its stakeholders. An Ethical Policy for Hungkuang is developed and provides the opportunity to further enhance Hungkuang's responsiveness to stakeholder concerns. Topics that stakeholder concern about have been responded timely. In our professional opinion the report covers the Hungkuang's responsiveness topics. However, the future report should be further enhanced by the following areas:

- Encouraging to work towards a type 2 of AA1000AS (2008) engagement with a view to providing the reliability of sustainability performance information that stakeholder concerns.

GRI Sustainability Reporting Standards (GRI Standards)

Hungkuang provided us with their self-declaration of 'in accordance' with the GRI Standards(2016): the Core option (For each material topic covered by a topic-specific GRI Standard, comply with at least one topic-specific disclosure). Based on our review, we confirm that social responsibility and sustainable development disclosures with reference to the GRI Standards' disclosures are reported, partially reported or omitted. In our professional opinion the self- declaration covers the Hungkuang's social responsibility and sustainability topics.

Assurance level

The moderate level assurance provided is in accordance with AA1000 Assurance Standard (2008) in our review, as defined by the scope and methodology described in this statement.

Responsibility

This CSR report is the responsibility of the Hungkuang's CEO as declared in his responsibility letter. Our responsibility is to provide an independent assurance opinion statement to stakeholders giving our professional opinion based on the scope and methodology described.

Competency and Independence

The assurance team was composed of Lead Auditors experienced in industrial sector, and trained in a range of sustainability, environmental and social standards including AA1000 AS, ISO 14001, OHSAS 18001, ISO 14064 and ISO 9001. BSI is a leading global standards and assessment body founded in 1901. The assurance is carried out in line with the BSI Fair Trading Code of Practice.

For and on behalf of BSI:



Peter Pu

Managing Director BSI Taiwan

2018-07-25

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2017
Hungkuang University
Campus Sustainability Report