#### **Campus Sustainability Issues Impact Survey**

To share information about campus sustainability with all stakeholders who care about NCU (National Chiayi University), the school publishes an annual Campus Sustainability Report (CSR) disclosing its performance related to environmental sustainability, social responsibility, and university governance. To ensure the content effectively communicates with stakeholders and reflects the impact of issues of concern, your input is essential. Your responses will help the university deepen its CSR actions, enhance the quality of disclosure, and provide greater value to stakeholders. Thank you!

Environmental Protection and Occupational Safety and Health Center

#### 1. Environmental Sustainability Dimension

Please indicate the level of impact of the sustainability issues you care about regarding environmental events:

|                       |  |          |                   |                  |                  | Impac              | t Level          | of the           | Event              |                  |                  |                  |          |
|-----------------------|--|----------|-------------------|------------------|------------------|--------------------|------------------|------------------|--------------------|------------------|------------------|------------------|----------|
| Issue                 | Description of Issue   |          | elihood<br>Impact |                  | Neg              | ative Im           | pact             | _                | itive Imp          | oact             |                  | kelihoo<br>Impac |          |
| Category              | Description of Issue   | Unlikely | Likely            | Highly<br>Likely | Severe<br>Impact | Moderate<br>Impact | Slight<br>Impact | Slight<br>Impact | Moderate<br>Impact | Severe<br>Impact | Highly<br>Likely | Likely           | Unlikely |
|                       |  | 1        | 2                 | 3                | 3                | 2                  | 1                | 1                | 2                  | 3                | 3                | 2                | 1        |
| Energy                | 1-1 Topics such as electricity use and installation of renewable energy, and their impact on the university.                   |          |                   |                  |                  |                    |                  |                  |                    |                  |                  |                  |          |
| Water and<br>Effluent | 1-2 Topics such as water usage,conservation measures, recycling, and wastewater discharge, and their impact on the university. |          |                   |                  |                  |                    |                  |                  |                    |                  |                  |                  |          |

|                   | 1-3 Topics such as ecological   |  |  |  |  |  |  |  |
|-------------------|---|--|--|--|--|--|--|--|
| Biodiversity      | protection or restoration, and their  |  |  |  |  |  |  |  |
|                   | impact on the university.   |  |  |  |  |  |  |  |
|                   | 1-4 Topics such as disclosure and   |  |  |  |  |  |  |  |
| Emissions         | protection or restoration, and their impact on the university.  1-4 Topics such as disclosure and reduction of greenhouse gas emissions, and their impact on the university.  1-5 Topics such as waste control, reduction, and recycling management, and their impact on the university.  1-6 Topics such as monitoring, reduction, and management of toxic substances, and their impact on the university.  1-7 Topics such as monitoring of indoor air quality, and their impact on the university.  1-8 Topics such as reduction and |  |  |  |  |  |  |  |
| EIIIISSIOIIS      | emissions, and their impact on the  |  |  |  |  |  |  |  |
|                   | university.   |  |  |  |  |  |  |  |
|                   | 1-5 Topics such as waste control,   |  |  |  |  |  |  |  |
| Waste             | reduction, and recycling  |  |  |  |  |  |  |  |
| wasic             | management, and their impact on the   |  |  |  |  |  |  |  |
|                   | university.   |  |  |  |  |  |  |  |
|                   | 1-6 Topics such as monitoring,  |  |  |  |  |  |  |  |
| Toxic             | reduction, and management of toxic  |  |  |  |  |  |  |  |
| Substances        | substances, and their impact on the   |  |  |  |  |  |  |  |
|                   | university.   |  |  |  |  |  |  |  |
| T 1 A.            | 1-7 Topics such as monitoring of  |  |  |  |  |  |  |  |
| Indoor Air        | indoor air quality, and their impact on   |  |  |  |  |  |  |  |
| Quality           | the university.   |  |  |  |  |  |  |  |
|                   | 1-8 Topics such as reduction and  |  |  |  |  |  |  |  |
| A in Dallastic or | management of air pollution (e.g.,  |  |  |  |  |  |  |  |
| Air Pollution     | vehicle emissions), and their impact  |  |  |  |  |  |  |  |
|                   | on the university.  |  |  |  |  |  |  |  |

# 2. Social Responsibility Dimension

Please indicate the level of impact of the social responsibility issues you care about:

|                           | _   |                         |        |                  | Impact Level of the Event |                    |                  |                  |                    |                  |                         |        |          |  |  |
|---------------------------|---|-------------------------|--------|------------------|---------------------------|--------------------|------------------|------------------|--------------------|------------------|-------------------------|--------|----------|--|--|
| Issue                     |   | Likelihood of<br>Impact |        |                  | Negative Impact           |                    |                  | _                | itive Imp          | oact             | Likelihood of<br>Impact |        |          |  |  |
| Category                  | Description of Issue  | Unlikely                | Likely | Highly<br>Likely | Severe<br>Impact          | Moderate<br>Impact | Slight<br>Impact | Slight<br>Impact | Moderate<br>Impact | Severe<br>Impact | Highly<br>Likely        | Likely | Unlikely |  |  |
|                           |   | 1                       | 2      | 3                | 3                         | 2                  | 1                | 1                | 2                  | 3                | 3                       | 2      | 1        |  |  |
| Labor<br>Relations        | 2-1 Topics such as labor-<br>management negotiations, employee<br>communication, and grievance<br>mechanisms. |                         |        |                  |                           |                    |                  |                  |                    |                  |                         |        |          |  |  |
| Recruitment and Retention | 2-2 Topics such as the number and proportion of new hires, turnover numbers, and turnover rate.               |                         |        |                  |                           |                    |                  |                  |                    |                  |                         |        |          |  |  |
| Compensation and Benefits | 2-3 Topics such as salary system, various benefits, return and retention rates after parental leave.          |                         |        |                  |                           |                    |                  |                  |                    |                  |                         |        |          |  |  |

| Occupational Health and Safety   | 2-4 Topics such as workplace harassment, occupational accidents, occupational disease prevention, health management, and campus hygiene (cleaning, disinfection, disease prevention, food safety).                      |  |  |  |  |  |  |
|----------------------------------|---|--|--|--|--|--|--|
| Career Development and Training  | 2-5 Topics such as employee training, competency management, promotion evaluations, lifelong learning, and career development.  |  |  |  |  |  |  |
| Gender Equality and Human Rights | 2-6 Topics such as gender diversity, work diversity, opportunity and pay equality.  |  |  |  |  |  |  |
| Non-<br>Discrimination           | 2-7 Topics such as the total number of discrimination cases and corrective actions taken.   |  |  |  |  |  |  |
| Local<br>Community:              | 2-8 Topics such as proactive engagement with local socio- economic and industrial development, transferring knowledge to the public, and promoting community development through strategies, activities, and resources. |  |  |  |  |  |  |

## **3.** University Governance Dimension

Please indicate the level of impact of the governance issues you care about:

|                            | the rever of impact of the gove  |          |         |                  | Impact Level of the Event |                    |                  |                  |                    |                  |                  |        |          |  |  |
|----------------------------|--|----------|---------|------------------|---------------------------|--------------------|------------------|------------------|--------------------|------------------|------------------|--------|----------|--|--|
|                            |  | Lik      | elihood | l of             | Neg                       | Negative Impact    |                  |                  | itive Imp          | oact             | Likelihood of    |        |          |  |  |
| Issue                      | Description of Issue   | Impact   |         | npact            |                           | Negative           |                  | Positive         |                    |                  | Impact           |        |          |  |  |
| Category                   |  | Unlikely | Likely  | Highly<br>Likely | Severe<br>Impact          | Moderate<br>Impact | Slight<br>Impact | Slight<br>Impact | Moderate<br>Impact | Severe<br>Impact | Highly<br>Likely | Likely | Unlikely |  |  |
|                            |  | 1        | 2       | 3                | 3                         | 2                  | 1                | 1                | 2                  | 3                | 3                | 2      | 1        |  |  |
| University                 | 3-1 Topics such as key governance  |          |         |                  |                           |                    |                  |                  |                    |                  |                  |        |          |  |  |
| Governance                 | strategies and future goals.   |          |         |                  |                           |                    |                  |                  |                    |                  |                  |        |          |  |  |
| Brand Vision               | 3-2 Topics such as reputation and sustainable development goals.                   |          |         |                  |                           |                    |                  |                  |                    |                  |                  |        |          |  |  |
| Operational<br>Performance | 3-3 Topics such as education performance, school operations, and financial status. |          |         |                  |                           |                    |                  |                  |                    |                  |                  |        |          |  |  |
| Risk and Opportunity       | 3-4 Topics such as risk and opportunity management, identification, analysis, and  |          |         |                  |                           |                    |                  |                  |                    |                  |                  |        |          |  |  |
| Opportunity                | countermeasures.   |          |         |                  |                           |                    |                  |                  |                    |                  |                  |        |          |  |  |

| Supplier<br>Management | 3-5 Topics such as policies, methods, and procurement procedures for selecting suppliers.  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|
| Anti-<br>Corruption    | 3-6 Topics such as anti-corruption, anti-bribery, control actions, and integrity policies. |  |  |  |  |  |  |

### **4.** Other Dimensions

Please indicate the level of impact of other issues you care about:

|                     |   | Impact Level of the Event |         |                  |                  |                    |                  |                  |                    |                  |                  |                 |          |  |
|---------------------|---|---------------------------|---------|------------------|------------------|--------------------|------------------|------------------|--------------------|------------------|------------------|-----------------|----------|--|
|                     |   | Lik                       | elihood | d of             | Neg              | ative Im           | pact             | Pos              | itive Imp          | oact             | Lil              | <b>xeliho</b> o | od of    |  |
| Issue<br>Category   | Description of Issue  | I                         | mpact   |                  | <                | Negative           |                  |                  | Positive           | >                |                  | Impac           | et       |  |
|                     | Description of Issue  | Unlikely                  | Likely  | Highly<br>Likely | Severe<br>Impact | Moderate<br>Impact | Slight<br>Impact | Slight<br>Impact | Moderate<br>Impact | Severe<br>Impact | Highly<br>Likely | Likely          | Unlikely |  |
|                     |   | 1                         | 2       | 3                | 3                | 2                  | 1                | 1                | 2                  | 3                | 3                | 2               | 1        |  |
| Teaching<br>Quality | 4-1 Topics such as teaching resources, curriculum planning, and internationalization. |                           |         |                  |                  |                    |                  |                  |                    |                  |                  |                 |          |  |

| Learning Outcomes                   | 4-2 Topics such as academic performance (certifications, project presentations, awards, further education) |  |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|--|--|
| Student Support and Life Counseling | 4-3 Topics such as scholarships, accommodation services, student clubs, counseling, and job matching.      |  |  |  |  |  |  |
| Research and Patents                | 4-4 Topics such as faculty inventions, creations, patents, technology transfers, and publications.         |  |  |  |  |  |  |