HANYANG UNIVERSITY SUSTAINABILITY REPORT 2021



HANYANG UNIVERSITY

About this report

Report Features

For the 「Hanyang University Sustainability Report 2021」 opinions of HYU stakeholders were gathered and from them, key issues were determined in order to "create student value", "create social value", and "create university value". This report is the first sustainability management of HYU and will henceforth be published on a regular basis annually.

Report Guideline

This report was written to conform to the GRI Standards Core Option, but it intentionally differs from the GRI Standards which was created for the corporate management environment, and is modified to more appropriately address the realities of the university setting. The standards of this report were prepared by referring to 17 Sustainable Development Goals (SDGs) developed by the United Nations.

Report Period and Scope

This report was prepared based on HYU's sustainability management activities from January-December 2020. However, as Korea's academic calendar operates from March to February of the following year, some activities that may go beyond this aforementioned period are also included. The scope of this report covers the activities conducted by all offices, departments, colleges, graduate schools (including special graduate schools), and affiliated institutions belonging to HYU Seoul and the ERICA Campus.

Additional Report Information and Feedback

This report was prepared by the HYU ESG Sustainability Committee, and all related materials including the original report can be downloaded from and viewed on the HYU web site. For feedback on the report, the Planning and Evaluation Team can be contacted at 82-2-2220-2052.

This report …

This is the first sustainability report of Hanyang University (HYU), which is striving to become "*The Best University for a Better World*" and will serve as a formally prepared guideline for all members of HYU to personally, academically, and professionally develop, together with society to contribute towards creating a better world. This sentiment is based on HYU's founding philosophy of "Love in Deed and Truth" that encourages the sharing of university education and experiences as opposed to exclusivity and lack of communication with society, due to an unproductive ivory tower mentality. HYU will continue its aim of cultivating talented innovators and leaders who understand and appreciate the value of practicing love through education that combines knowledge and wisdom to positively contribute to communities, the nation, societies, and the world.

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President's Message



With continued cooperation and more innovation,
I am confident that the road ahead is
a wide and bright one.

From early childhood to higher education institutions, each educational environment has its own goals and visions. Early childhood and primary education provide basic knowledge and information for living together in society as functioning members according to stages of human growth and development. From secondary education, the main goal is to cultivate individuals who are more aware of their identities and to develop their interests to find their future career paths along while continuing to personally grow. Subsequently, according to the Higher Education Act of Korea, the goal of higher education institutions (universities or higher) is to enable students to further build their character and encourage them to find ways to contribute to the nation and society. This is accomplished through teaching and research involving theories and applied methods, constant evaluation of successful models and regular updating of new approaches.

For too long universities have pursued their own narrowly defined self-interests which have served as obstacles to other fields of studies and research for the sake of perpetuating the ivory tower atmosphere. Following the popular trend of neo-liberalism, universities have been increasingly transforming into career-specific institutions that focus more on graduating future members of the workforce. While this is undoubtedly a necessary goal of universities, it should not be the primary one, particularly if molding future employees comes at the cost of developing the great potentials of generations of free-thinking, creative, risk-taking future pioneers.

At present, issues involving climate change and social polarization are raising questions about the role and responsibility of universities. Here in Korea, the changing demographics of society, namely rapidly aging society coupled with record-dropping birthrates, has created an urgency toward more focus on innovation. One of the areas being highlighted is the 4th Industrial Revolution and ways to adopt, adapt, and excel in it, particularly to find solutions. The university can be viewed as a microcosm of society and thus real global changes can be initiated at the campus level.

For our part, HYU aims to become a university that encourages the creation of social values and the fulfillment of social responsibilities. To do so, HYU is establishing a development plan to aim to become "The Best University for a Better World." This translates into continually endeavoring to reach potentials, starting with creating university value, student value, and social value as a means to productively contribute to local community, national, and global development. In line with the Sustainable Development Goals (SDGs) revised by the UN since 2015, HYU seeks to be a university more widely recognized for working with communities.

This sustainability report is HYU's another major step toward realizing the various goals for the future. Although reaching a consensus may be challenging at times, in terms of defining and prioritizing HYU's aims, I believe that in general, sustainable management and growth are beneficial concepts definitely worth considering for everyone. With continued cooperation and more innovation, I am confident that the road ahead is a wide and bright one.



Hanyang University President **Woo-Seung Kim**

2021 HYU 지속가능경영보고서

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About HYU

HYU Introduction

Hanyang University is a private, comprehensive university located in Seongdong District of Seoul, South Korea. HYU was established as DongA Engineering Institute in 1939 with the aim of providing practical training and technical education to an embattled nation under international occupation. Founder Lyun-joon "Paiknam" Kim envisioned a higher education institution to empower his people and worked tirelessly to make his vision a reality. A well-known businessman, educator, Dr. Kim was also a musician who composed classics including "I Would Like to Live on a Green Mountain" and "Death of Poet" to touch the hearts of music lovers.



History

Hanyang Engineering College was the first private engineering college established and was accredited by the government in 1948. Then in 1959, it was elevated to the status of a comprehensive university and its new name became Hanyang University. HYU has two campuses including the main Seoul Campus located in Haengdang Neighborhood of, Seongdong District in Seoul. It opened its doors in September of 1953. The second campus was opened in the city of Ansan in March of 1980 after receiving government approval in 1979. HYU founded the Volunteer Corp as the first one among Korean universities in 1994 and the Industry-University Cooperation Foundation (another first) in 2004. In the month of December of 2009, The Hanyang Ansan Campus was renamed the Education Research Industry Cluster at Ansan or ERICA Campus.

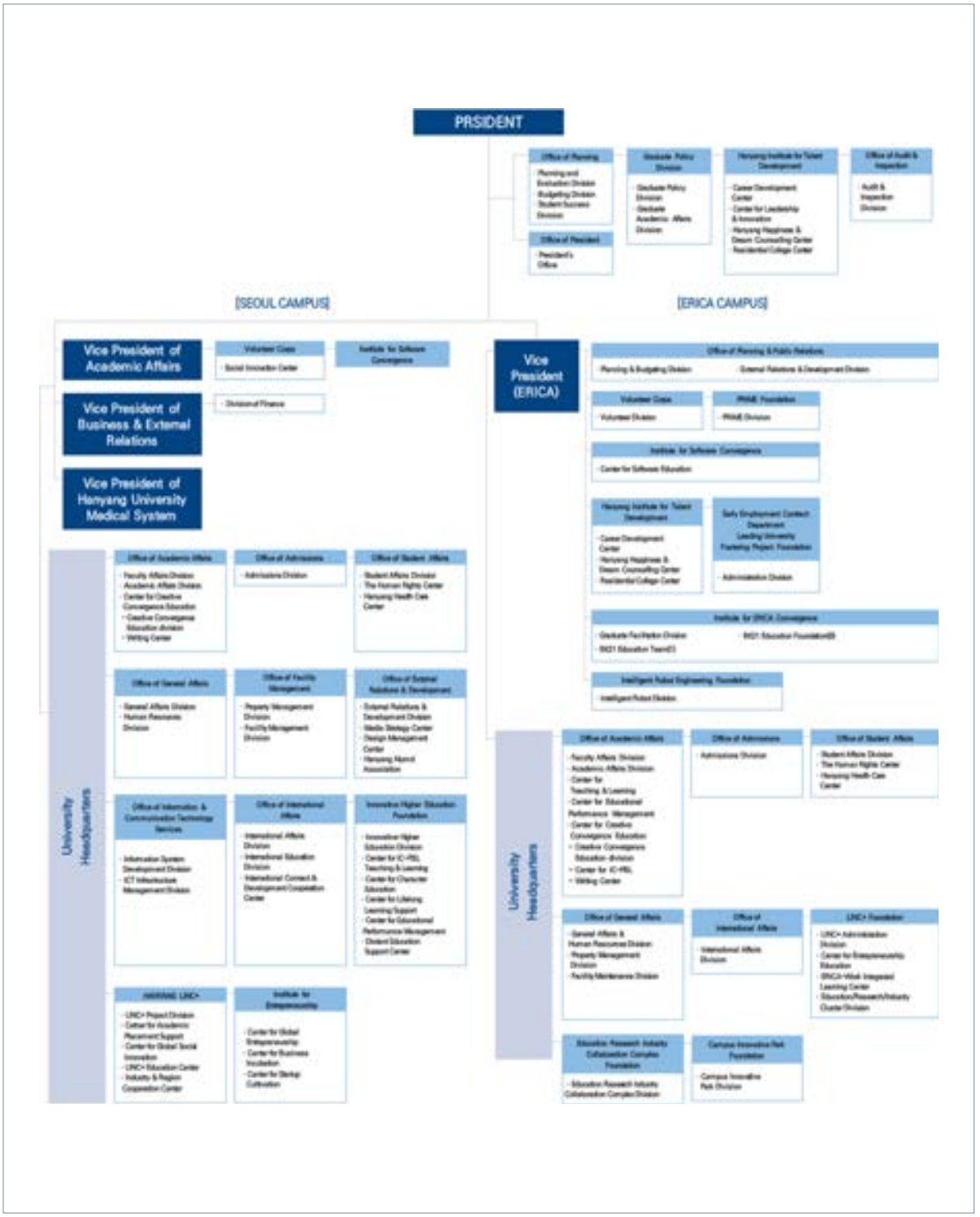
- Seoul Campus (04763) 222 Wangsimri-ro, Seongdong-gu, Seoul, Korea
- ERICA Campus (15588) 55 Hanyangdeahak-ro, Sangnok-gu, Ansan, Gyeonggi-do, Korea

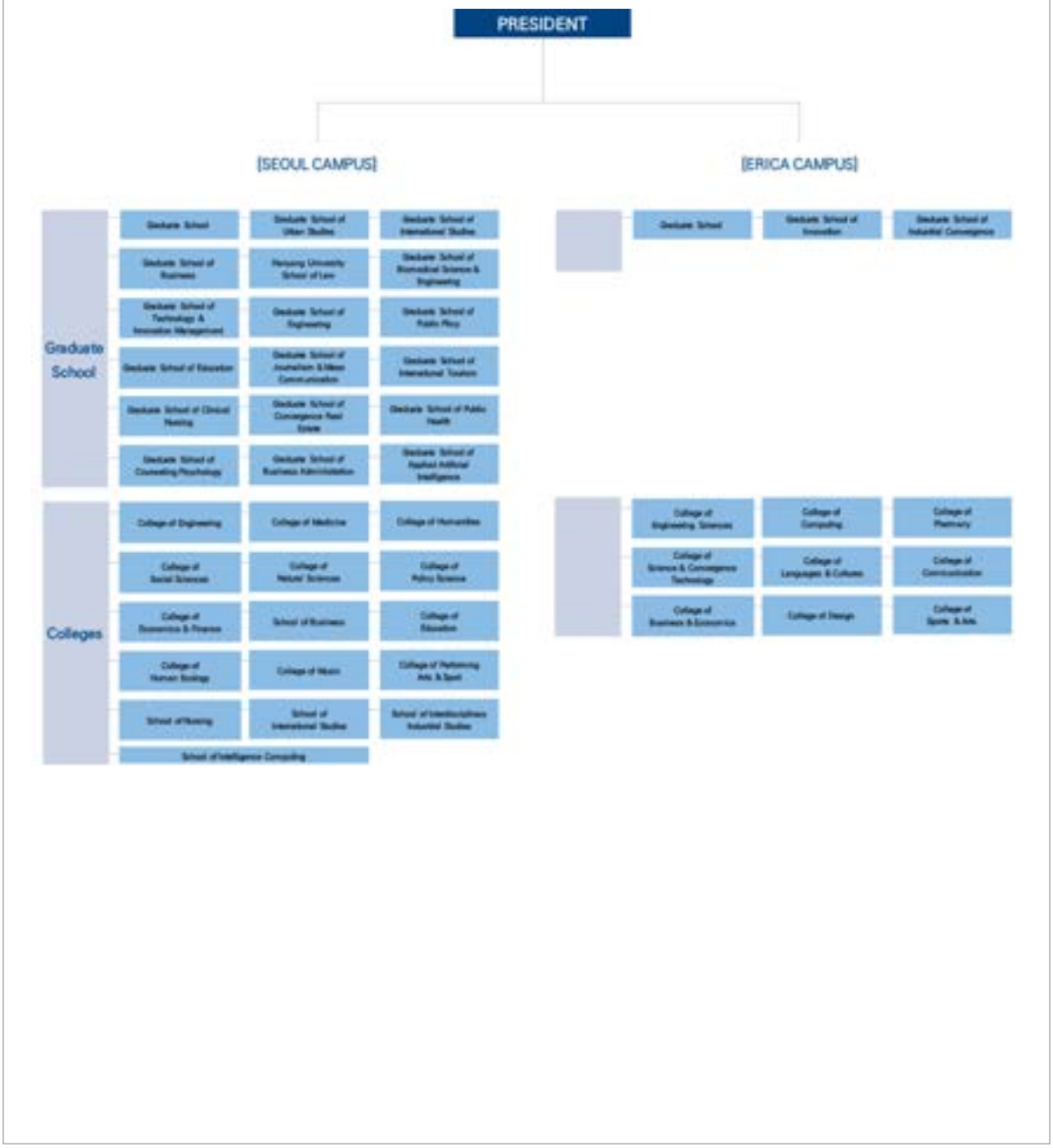
University Organization

The Hanyang Seoul Campus has 16 colleges that include Engineering, Humanities, Social Sciences, Natural Sciences, Policy Sciences, Economics & Finance, Business Administration, Education, Human Ecology, Art and Physical Education, International Studies, Nursing, Industrial Information Studies and Global Intelligence Studies. Meanwhile, the ERICA Campus is composed of 9 colleges that include Engineering Sciences, Computing, Pharmacy, Science and Convergence Technology, Global Languages and Cultures, Business and Economics, Design, and Performing Arts, Sports and Athletics. There are 17 graduate schools including 1 Graduate School, 6 Professional Graduate Schools, and 10 Specialized Graduate Schools. There are also 86 affiliated research institutions and 22 auxiliary research institutions. From Hanyang's College of Medicine established in 1972, the university operates the Hanyang University Medical Center which includes the International Clinic, and the Guri Hospital that is home to the nation's first Rheumatism Hospital.

HYU Overview

Organizational Chart (Seoul & ERICA Campuses)




PRESIDENT
[SEOUL CAMPUS]
[ERICA CAMPUS]
Graduate School
Colleges

University Symbols

Flower

Forsythia



Mascot

Lion



Logo

The official logo of Hanyang University can be said to resemble a shield, signifying strength and determination while the colors of dark blue and white are used to represent sincerity and truth, respectively. Korean lettering or Hangul is used for "Han" (한) and "Yang" (양) at the center to show the university is focused on maintaining its roots, and "Hanyang University" is spelled in English at the top to demonstrate the top priority placed on internationalization and globalization. The year 1939 is when Hanyang was founded and thus it sits firmly under 한양. Finally, the flower forsythia supportively decorates the lower sides and was selected to represent perseverance even in harsh and unfavorable conditions while heralding the coming of spring or new hope.

2021 HYU 지속가능경영보고서

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Main Issue

HYU Long Term Development Plans

HYU has been establishing long term development plans to become a leading university in the 21st century of a knowledge-based society and to be globally recognized despite growing international competition. In 1994, Hanyang was the first university to announce official long term development plans in Korea, and since then, it has released every decade, its plans and follow-up activities to reach its goals. Following the HY Dream 2010 plan of 2001, the HYU Project 2010 was launched in 2004 with the goal of Hanyang becoming a globally recognized university. With the announcement of the New Hanyang 2020 plan in 2009 and the Hanyang Vision 2030 plan in 2021, HYU is continually working toward achieving its visions for long term development.

HYU Project 2010

The HYU Project 2010 which officially started in March 2004, saw the creation of the Development Strategy Committee to listen to and reflect the opinions of various stakeholders related to the university. The committee was formed to be inclusive and members consisted of various faculty, staff, and students, as well as officials from government ministries, public institutions, and local residents. Through this committee, internal evaluations were conducted of the university as well as comparative evaluations with world-renowned universities. In addition, the first long term development plan of HYU was formulated through a thorough analysis that reflected the opinions of the local community and the trends at that time. Under the theme of "nurturing Global i-Leaders", the "HYU Project 2010" was initiated with the aim of the university "becoming a global recognized university" through university specialty strategies for each campus in Seoul and Ansan and their graduate schools. In addition, action plans for each phase were designed and implemented according to a roadmap with the involvement of the relevant departments in numerous discussions. The strategic structure of the project is shown below.

Action tasks in 6 strategic areas

Goals		
	Seoul	To become a globally recognized university
	ERICA	To become the nation's best education-industry cluster-centered university
	Graduate Schools	To become ranked among the world's top 100 research centered graduate schools



The long term development plan consists of detailed strategies and tasks in six strategic areas: ▲ Creative Talent Education ▲Reform of Administrative and Financial System ▲Advanced Research ▲ Intelligent Campus Establishment ▲International Exchange Activation ▲New Hanyang Community Establishment. The Seoul Campus implemented 24 detailed strategies, and 69 action tasks while the ERICA Campus launched 20 key strategies and 80 action tasks in 6 strategic areas. Specifically, the strategies were created to proactively secure creative education human resources to lead growth engines and national strategic fields, to promote exchanges with globally leading universities, to improve the quality of cyber education and research, and to build an international knowledge networks. Moreover, HYU has been reinforcing administrative and financial support to specifically implement these six strategic areas and enforcing a target management system based on "core performance indicators" for its long term development plans. Through these efforts, the strategies used and performances of the implementation tasks were constantly monitored, the results were analyzed, and improvement measures were established to be utilized as driving forces for the university's continued development. The 6i strategy and detailed strategies of "HYU Project 2010" are shown below.

HYU Project 2010 6i

6i strategic areas	Detailed Strategy
Creative Talent Education	01. Creating global level education programs
	02. Early securing of creative education personnel
	03. Supporting the development of creative teaching methods
	04. Reinforcing interdisciplinary education
Advanced Research	05. Leading growth engines and national strategy areas
	06. Re-developing research achievement evaluation and personnel system
	07. Improving research support system
	08. Leading interdisciplinary research among academic fields
International Exchange Activation	09. Activating international collaboration with globally leading universities
	10. Hosting and attending international academic conferences and symposiums
	11. Expanding global networks and building cooperative partnerships
	12. Launching globally recognized programs
Reform of Administrative and Financial System	13. Implementing the best global-university administrative practices
	14. Reforming the academic structure of both campuses
	15. Building a decentralized system
	16. Building a new administrative system for specialty strategies
Intelligent Campus Establishment	17. Constructing a global intelligent campus
	18. Advancing and enhancing campus infrastructure
	19. Improving the quality of cyber education and research
	20. Constructing cutting-edge facilities for new programs
New Hanyang Community Establishment	21. Building an international knowledge network
	22. Investing for the creation of Hanyang network infrastructure
	23. Improving finance through the Hanyang Network
	24. Rebranding of the HYU Identity

New Hanyang 2020

The second long term development plan of HYU is the New Hanyang 2020 project which involves a roadmap consisting of a more concrete and highly feasible strategy. Detailed execution strategies were implemented through the Power Up HY2 plan. The core of New Hanyang 2020 is the doubling of the university's core competencies, △Brand Power △Human Power (human competency) △Asset Power (asset capability) through innovation in education and research as well as organization and management, compared with the plans of 2008.

The keywords of the 2020 long term development plan are "autonomy" and "responsibility" and three areas were focused upon: changing the budget system, strengthening the authority of deans, and building an administrative support infrastructure. First, the budget management system has been changed to a more accountable budgeting system in which colleges and departments are responsible for their own income and expenses. The authority of the dean has also been strengthened to include sole responsibility for the budget and development of the department In addition, with more responsibility, the class load and research requirements for the dean has been reduced to allow for more focus on department management.

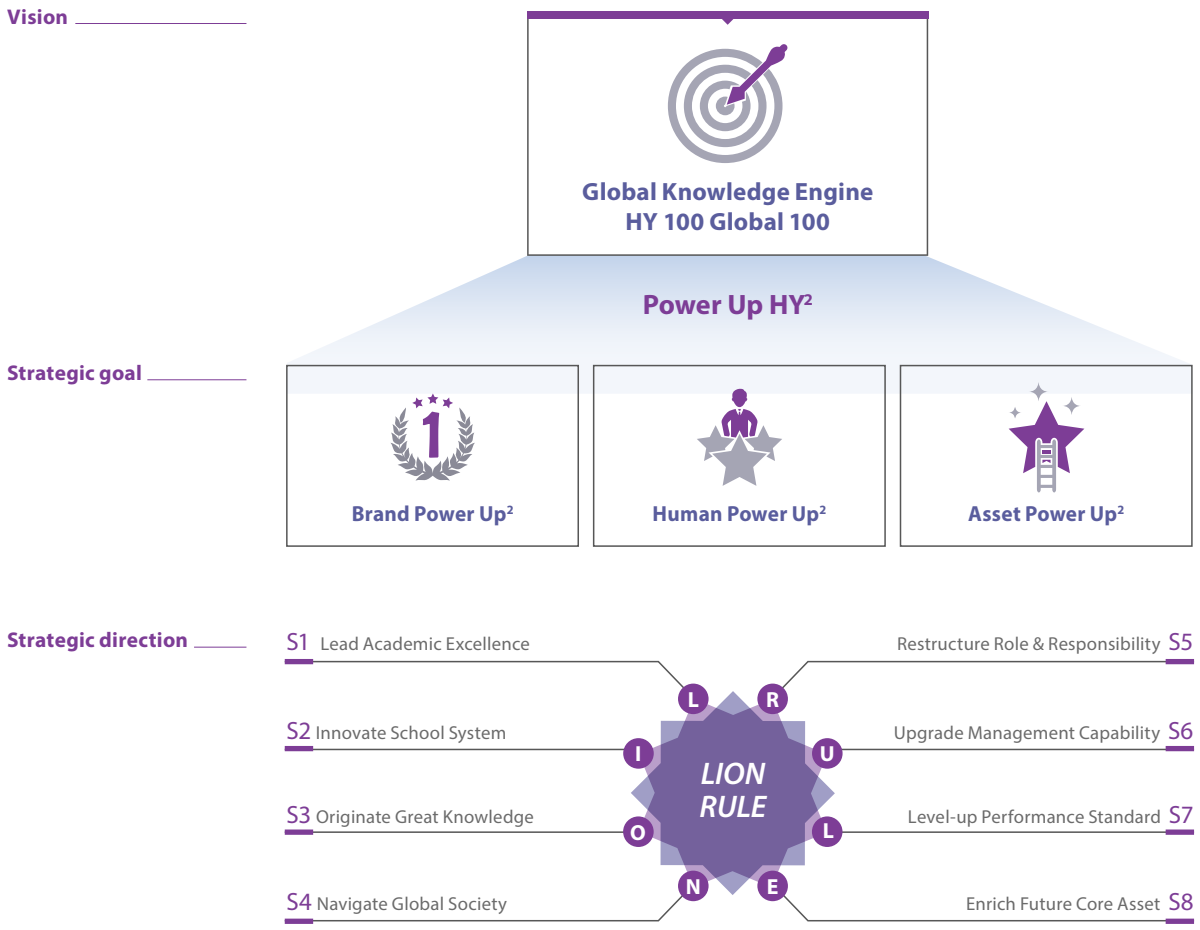
Consequently, successful efforts were rendered to establish an administrative support infrastructure by the empowered deans. Furthermore, in order to enhance the competences of faculty and staff, departments were removed from the administrative organization and placed instead in a full-scale team system, in which department offices were integrated into an administrative team. To systematically support innovation, HYU has also completed the construction of a next-generation information system that can check the management status of each administrative unit in real time.

In addition, for the university president to assume a larger role on par as a CEO, HYU adopted the Responsible Vice President System by creating new positions such as Vice President of Academic Affairs, Vice President of Business and External Relations, and Vice President of HYU Medical System. The vice president of academic affairs is responsible for academic affairs, admissions, academic research, industry-university cooperation, and international cooperation, while the vice president of business and external relations is in charge of general affairs, management planning, external cooperation affairs, and information and communication tasks. Meanwhile, the vice president of HYU Medical System is responsible for all the affairs of HYU Medical Center.

Efforts were also made to strengthen academic competitiveness by intensively developing and fostering 5 strategic departments, namely the School of Electronic Engineering, the Energy Engineering Department, Department of Automotive Engineering, Department of Policy Studies, and Department of Finance. A system was also introduced to enhance the competitiveness of professors, such as differentiating salaries and the retirement age according to research and lecture performance. The direction for achieving the strategic goals of the New Hanyang 2020 project was defined from eight perspectives, nicknamed LION RULE: education, academic structure, research, internationalization, responsible management, administrative competency, performance-based system, and core assets. The structure of the project is described below.

The second long term HYU development plan (New Hanyang 2020) set core performance goals from the perspective of "customers", "value", "resources", and "capabilities", and matched performance goals that fit each point of view. The project was carried out after the opinions of stakeholders involved with HYU were considered as important issues. HYU continued its efforts to satisfy the interests of its main "customers", i.e. current students, the community, and prospective students. From the perspective of current students, a goal of increasing the employment rate was set to as a means to demonstrate student competitiveness. From the perspective of the local community, efforts were made to improve the reputation of graduates and professors as representatives of a university that prides itself as a leader in the production of knowledgeable talent. Finally, from the perspective of prospective students, the provision of "excellent educational opportunities" was designated as the biggest performance indicator, and for this purpose, the goal was to improve the ratio of freshmen in the top 1% of high schools.

Global Knowledge Engine HY 100 Global 100



HANYANG VISION 2030: 3VALUEs

In 2020, HYU announced the third long term development plan, HANYANG VISION 2030: 3VALUEs. While the previous two long term development plans were quantitative goal-centered development plans focusing on rankings and scores, the third long term development plan emphasizes the university's role and aims for the university to gain wider recognition as a higher education institution, building upon achievements and visions of the past to reach more goals in the future.
In addition, the plan has been designed to meet international standards for university development, to overcome any crisis the university faces, and to simultaneously reflect the opinions of internal and external members of the university to benefit from the results of the existing university development plan. As competition among universities is intensifying, and with claims that half of the world's current universities will disappear within the next 10 years, swift and effective policies are needed now. Among them, high priority should be placed on proving the necessity of a university in today's world and making efforts to restore trust as a respected educational institution, which could easily be referred to as the "survival plan of the university".

Directions for Establishing the 2030 Long Term Development Plan

• *Benchmarking*

In the process of establishing the 2030 long term development plan, HYU benchmarked innovative cases of world-renowned universities that have understood and preemptively responded to the rapidly changing trends of modern society. Fortunately, these institutions willingly communicated with the HYU committee to discuss the results of the benchmarking. The first benchmark was made from Stanford University in the United States. After declaring their Stanford 2025 project with the main focus being on curriculum innovation, Stanford University proposed a six-year curriculum that combines an existing four-year bachelor and two-year master's programs and has been running a "Open Loop University" system which allows students to freely transit from campus and workplace for six years. In addition, it adopted an innovative student evaluating system that assesses students' skills and abilities by breaking away from the existing method of evaluating credit-based courses per major.

The second benchmarked university was the Massachusetts Institute of Technology (MIT) in the United States. MIT launched the Institute-Wide Task Force Team (TFT) in 2014 to present four major tasks including: future education strategy, change of teaching method, expansion of education capacity, and reform of education cost. Subsequently, they established detailed action plans. In addition, MITili (MIT Integrated Learning Initiative) was launched to implement strategic planning (draft), and the TFT not only concentrates its capabilities at the entire school level, but also collaborates with external companies such as Google, GE, and EY. Approximately 1 trillion won was invested in 4th Industrial Revolution education to establish the AI College, and AI technology education related to the 4th Industrial Revolution was provided to relevant-major students as well as all other MIT students, which demonstrates real educational innovation.

The third benchmark was Arizona State University (ASU) in the United States. ASU is known for being an innovative university and has ranked first in the U.S. Innovative University Evaluation for four years in a row. Unlike other prestigious American universities that aim to educate a small number of

selected groups, ASU has established an inclusive education model that seeks to educate the entire community as a public research university that lowers university barriers. Additionally, all courses were innovated from lecture-centered to project-centered, providing students with an education to solve real-world problems and projects of local communities and companies. ASU also established an online student advisory system called eAdvisor to provide student value-oriented services. This system guides students' customized classes based on existing campus data and provides advice on other aspects of school life.

HYU learned more about innovation in curricula and student evaluation by benchmarking Stanford University and acquired know-how regarding the planning and establishment of future development strategies from the MIT benchmarking. Through the innovations at ASU, HYU realized the importance of project-oriented education and student-value-oriented services. Through these benchmarking activities, HYU designed its own long-term development plan with consideration to its own realities, rather than merely following the innovations of the some of the world's best universities. In particular, "Education-Industry Reinforcement Strategies" (IC-PBL, CO-OP Reinforcement) and "Student Value-Centered University Management" is in line with the global trend of university innovation and will serve to strengthen the differentiated competitiveness of HYU.

• *Analysis of Current Status*

The current situation of higher education institutions such as universities, both at home and abroad, is increasingly bleak. Accurately analyzing the full extent of current circumstances and determining how to effectively respond is deemed to be the most important task to properly establish the next long term development plan. The reality of universities since 2020 is unprecedented in modern times both in scale and prevalence. HYU has observed the following four phenomena as key points to seriously consider in this new era.

First, demographics have changed. In Korea, due to the continuing downward spiral in the birth rate, it is predicted that the demographics of the country will change significantly in the near future. Above all, the rapid decline in the fertility rate is expected to create an era of decline in the school-age population which means that the school-age population itself will be much smaller than the current university enrollment quota. As the admission quota decreases, most universities will change to "selection type" and "fill-in type" and will in a situation where the admission will be determined by the learner (student). Thus, learner-centered innovation will be the key where it will be necessary to thoroughly analyze and prepare for the needs and characteristics of these future learners.

Second, the hiring paradigm of companies has changed. Leading companies in Korea such as Hyundai Motor Company, SK Group, LG Group, and KT are eliminating or phasing out their existing regular recruitment, and new employees are now being recruited through internships. The change from a regular open recruitment to a regular recruitment is highly influential. In the past, college students would prepare for their future employment by studying for the TOEIC, seeking to gain extra college credit, studying for licenses or certificates, and/or taking course to practice for interviews. However, they now have to prepare themselves with job-related experiences and qualifications. In addition, developing digital skills that can be used immediately in the workplace has become a necessity, not an option.

Third, the form of education provided by universities is changing qualitatively. Disruptive changes have occurred as a result of digitalization and are increasing taking place in the field of education, which has remained fundamentally the same even while the world has been undergoing many

changes. The "educational monopoly" era of schools in which knowledge is transferred from teachers is over, and instead, the way to intensively engage in "ultra-learning" is by selecting topics that are desired by the learner who seek to "upgrade" their knowledge from among the vast array of online educational programs. The transition to online and remote education is happening faster than ever before as distance learning is becoming more mainstream since the advent of the COVID-19 pandemic and the resulting growing skepticism over the efficacy of investing in expensive college education.

Fourth, the perceived necessity of university education is becoming increasingly questioned. Futurist Thomas Frey once said that the era of living a lifetime with just a degree from a prestigious university is gone, and the era of constant re-education and detailed evaluation of individual abilities is coming. Also, some believe that in the near future particular in Korea, the number of regular workers will gradually decrease, and temporary workers hired for a short period of time will become the mainstream. In particular, after 2030, the demand for short education of one to two months will increase significantly, so it is suggested that "micro colleges" providing such education might become mainstream.

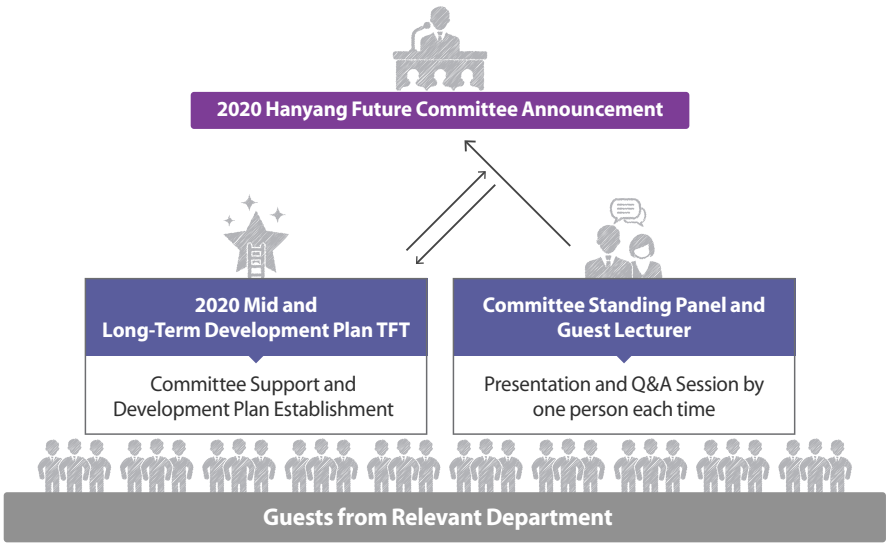
A university's development plan should become "the survival plan of the university" based on the consideration of these aforementioned four phenomena that appear to be influential in defining modern society. Universities must necessarily prove that there is value in university education and strive to restore trust as a respected educational institution. Building HYU's 2030 long term development plan is a process that is laying the foundation for HYU to becoming a university that grows together with society through this process.

• *Stakeholder Communication*

Communication with stakeholders has been a very important factor in establishing the HYU long term development plans. In carrying out the Hanyang Vision 2030 project, communication and listening was considered critical and valued more than any other aspects during discussions. The 2030 Hanyang Future Committee (hereinafter referred to as the Future Committee) and the 2030 Long Term Development Planning TFT (hereinafter referred to as the Development Planning TFT) were launched and operated as institutions that plan school policies and collect and discuss external policy ideas. The Development Planning TFT is in charge of the practical tasks for the operation of the committee, and the development plan was established by collecting opinions drawn from the committee. In addition, the Development Planning TFT held regular meetings related to committee discussions and development plan establishment, and if necessary, visited colleges and administrative departments to communicate with the heads and unit department leaders.

Hanyang Future Committee

The Committee invited the external experts in four areas, namely education (innovation of university education, lifelong education), 4th industrial technology (AI, big data), career (employment, start-up) and humanities and sociology (future society). The focus was on gathering opinions to establish HYU strategies in response to the rapid changes surrounding universities in the era of the 4th Industrial Revolution. The committee consists of a "standing panel," which attends every discussion session and a guest lecturer (presentation panel) who attends only on the day of the presentation and provides presentations.



2020 Hanyang Future Committee Standing Panel

no.	Name	Career	Field
1	Han, JeongHwa	The 13th Commissioner of Small and Medium Business Administration (former), Professor, Dept. of Business Administration, College of Business, Hanyang University.	Chair
2	Son, Hyeonduk	CEO, Maeil Business News College of Economics, HYU	Humanities and Social Sciences
3	Jung, Min	Vice Chairman of the Korean Language and Culture Association, Professor, Dept. of Korean Language and Literature, College of Humanities, HYU	Humanities and Social Sciences

2030 Long Term Development Plan TFT

Based on the participation of members from 26 offices and RC college administration teams, the 2030 Mid and Long-Term Development Plan TFT offered opportunities to discuss visions and goals of the long term development plan and strategic tasks. There were many voicing their opinion that the actual situation and atmosphere of the educational field were not properly reflected in the process of building long term development plans, and that involvement of members became an important factor.

In addition, rather than following a top-down unilateral goal and vision quota system, unit department managers directly participated in ways including calculating strategic tasks for each department to writing and reviewing implementation plans. They faithfully fulfilled their role as communication channels between the HYU administration and individual departments. In the process of establishing the 2030 Long Term Development Plan, two students also participated in keeping with the promise of HYU employing "university management focused on creating student value." Active communication was facilitated with the University Council, which is an important organization of the university.

Hanyang Future Committee and 2020 Long Term Development Plan TFT

Chairperson: Head of Office of Planning
Secretary: Head of Planning and Evaluation Team
Person in Charge: Member of Planning and Evaluation Team

All for Education		All for Research		All for University	
Office of Planning	2 People	Office of Planning	2 People	Office of Planning	2 People
Administrative Office	• Academic Affairs Division 1 • Innovative Higher Education Division 1 • Global Career Development Center 1 • Center for Continuing Education 1	Administrative Office	• Faculty Affairs Division 1 • Research Facilitation Division 1 • Technology Commercialization Center 1 • Center For R&SD Strategy 1	Administrative Office	• Human Resources Division 1 • International Affairs 1 • External Relations& Development Division 1 • Student Value Creation Division

Focus Group Meeting

HYU planned a focus group meeting to establish a substantial and feasible 2030 long-term development plan and to secure procedural legitimacy. This group was divided into three divisions, namely education, research, and management, and each relevant student, professor, and staff participated in the process. In the Education Division, the student body was composed of members of the Student Representative Emergency Response Committee, which was a representative organization of undergraduate students, and the student members of Good Class TFT: the faculty body comprised of Curriculum Committee (Good Class TFT Faculty), and staff members, and team leaders from administrative departments related to education.

The Research Division was diversely composed of the graduate student body, young faculty, and administrative professors of research-related institutions, and the staff consisted of team leaders of research-related administrative departments. The Business Division held focus group meetings consisting of the Student Representative Emergency Response Committee, the Strategy Committee, the Policy Promotion Committee, professors such as the dean of the university schools, and employees participating in the Long Term Development Plan TFT.

Communication with Internal Stakeholders

As part of stakeholder communication to establish long term development plans, HYU conducted a large-scale survey among Hanyang members. The survey was done extensively involving undergraduate and graduate students as well as from faculty members, teachers, teaching assistants, researchers, employees, and alumni so that a wide range of opinions could be collected for the long term development plan. The survey consisted of three of the following areas:

First, respondents were asked what the most critical task was among the areas of education, research and management in order to strengthen HYU's competitiveness. In the field of education, securing excellent teachers with high educational capabilities showed the highest response rate, followed by the opinion that it is important to expand interdisciplinary education and select talented people with potential. Second, in the area of research, the majority of opinions were about the vitalization of inter-

national joint research. Next, there were dominant opinions that it is necessary to secure professors who possess outstanding research skills and that industry-university cooperation of core technologies in the era of the 4th Industrial Revolution be considered an important issue. Third, in the area of management, the most common opinion was that Hanyang's unique brand power should be further developed and strengthened. In the midst of rapid social changes caused by the decrease in the school-age population and the advent of the 4th Industrial Revolution, long term university development could be hardly accomplished without creative and unrivaled brand power.

The following comments were of the importance for the strengthening of the capacity of administrative staff to support educational and research activities. The second highest opinion was that no matter how outstanding the secured teaching staff may be, the development of the university would be elusive if the staff's capabilities and insights in providing administrative support were insufficient. Finally, there was an opinion that data-based management should be established in order to break away from inertial management and administration to meet the diverse demands of students and teachers that are steadily increasing.

- ***Continuity of Long Term Policies***

It was agreed that the importance of the long term development plan was in continuity with the policies that had been previously established and carried out. Therefore, a long term development plan was designed to encompass the achievements of the long term development plans completed in the previous two attempts as well as reflect the deficiencies. In addition, the results of the domestic and international university evaluations were analyzed by an external institution to better understand the current status of HYU's own competitiveness. This was an attempt to establish a development plan with improved feasibility by analyzing policies to be inherited and innovations to be introduced through various communications with business departments.

Education and Research Policy

Strategies to enhance the undergraduate curriculum, system, and research capabilities, which are the basis of university education, were designed with the consideration of inheriting existing policies. In the previous New Hanyang 2020 Long Term Development Plan, policies were prepared to build a consumer-oriented curriculum, reinforce character and liberal arts education, and improve the academic management system to prevent student dropout. This direction for the 2030 long term development plan was maintained. However, the existing Academic Plan is divided into "education" and "research" to clarify the purpose of each, while "internationalization" is not an independent area but a policy created to pursue internationalization embedded in education-research. As a new innovation task, "creation of social value through graduate school education, lifelong education, and research" was selected as the core agenda, which was differentiated from the previous long term development plan.

Management Policy

The last NEW Hanyang 2020 long term development plan sought to find a driving force for the university's development by establishing a responsible management system and reinforcing a performance-based system. To this end, the Top-Down Budgeting (TDB) and Responsibility Center Budgeting (RCB) was introduced in stages, the RC function and dean's authority and responsibility was strengthened, and the functions of the HYU administration were advanced. Furthermore, efforts to strengthen the team system and enhance the work capacity of administrative staff were made. These policies for establishing a university management culture centered on responsibility and performance were included in the 2030 Long Term Development Plan. However, the 2030 Long Term Development Plan tried to reflect a policy that emphasized communication with stakeholders and members both inside and outside of the university, which the New Hanyang 2020 Long Term Development Plan appeared to be lacking. New policies are often added to develop competencies for the advancement of administrative capabilities and to further develop policies to achieve stable digitalization of administrative tasks such as digital transformation. Thus, digital transformation and ESG management were set as key agendas among management innovation tasks and introduced into the long term development plan.

- ***Reinforcing Integrated University Competitiveness + Presenting a Social Vision***

The HYU Project 2010 was mainly concerned with improving performance and setting appropriate evaluation indicators and methods. Until the early 2000s, as many universities established and implemented strategies to respond to quantitative evaluations, they faced the reality that their competitiveness weakened over time. Since the New Hanyang 2020, the second long term development plan that started in 2010, HYU has established and implemented policies to strengthen the competitiveness of quality evaluations based on quantity. Rather than calling for meaningless slogans and simple top-down performance creation, the key has been to present a vision that all members can agree upon and to encourage performance accordingly. To this end, various methods for performance measurement such as BSC, KPI, HYU department evaluations, and 6 Sigma were established after serious considerations together with HYU members. For the HYU's third long term development plan, it was important to check the current status and present decisions and directions through continuous demand analysis, rather than base evaluations on specific points in time or specific criteria. In addition, the focus of the new development plan was to focus on qualitative evaluation based on quality and university evaluation of intangible assets. While managing quantitative evaluations, it was considered most important to respond to qualitative evaluations while presenting a vision to society as a higher education institution as well as solving new values and social problems.

HANYANG VISION 2030 : 3 Values

HYU's third long term development plan, HANYANG VISION 2030, consists of one vision, three missions, and nine strategies. This third plan, which was completed through stakeholder group meetings, communication with members, and reflection on the past two long term development plans, has the grand vision of HYU becoming "The Best for a Better World" whereby the university is recognized for successfully creating sustainable values through education and research based on student value-oriented education, social value creation research, and university value realization management. HYU chose these three - student value, social value, and university value - as the keywords for the third long term development plan for 2030. The key is to realize student-value-centered education by linking the values of each educational life cycle of education consumers and to contribute toward the development of a better world by connecting the tangible and intangible social values created by outstanding competitive research. By linking the above three values to each other, an efficient and integrated development plan was established and implemented that expresses the determination to realize education that is useful to the world beyond the university walls, and not limited to just the academic realm.

3 VALUEs : Education For Student VALUE / Research For Social VALUE / Management For University. VALUE

Vision	**The Best For a Better World** A university that creates sustainable values through education and research		
	3 VALUEs		
Mission	**Education For Student VALUE** University education that puts student values first	**Research For Social VALUE** Influential university research that creates tangible and intangible social value	**Management For Univ. VALUE** Execution-oriented university management that realizes the intrinsic value of the university
9 Strategies	Cultivating creative problem-solving talents	Strengthening the international impact of research field	Establishment of ESG-centered sustainable management system
	Strengthening professionalism in graduate education	Creating a research ecosystem with enhanced connectivity with society	Creation of a new business model based on digital transformation
	Transition to a Lifelong Education Reinforcement University	Transition to a university with strong business	Securing future growth engines through strategic nurturing of core assets

1. Student Value-Oriented Education

Students are the consumers of university education. One of the primary purposes of university education is to create and produce more enlightened individuals academically and personally. After an average of 4 years, students will have gained a high quality education with which they can in turn use in society. Student Value-centered Education is the first mission of the 2030 long term development plan and entails "nurturing creative problem-solving talent", "strengthening professionalism in graduate school education", and "strengthening lifelong education". Graduate and undergraduate education are designed to strengthen expertise by examining the appropriate characteristics of each field of student and providing students with insights into those areas. By attracting outstanding graduate students from home and abroad, the plan is to nurture the next generation of academics and implement a multi-faceted support policy for their academic success. Like undergraduate education, digital transformation is being expanded in graduate education. HYU is aiming to become a university that creates and provides values necessary for each life cycle of education consumers. HYU intends to proceed with university education from the perspective of lifelong education and considering all age groups. By welcoming all members of society as potential consumers of university education, HYU seeks to become a life-long university that goes beyond simple undergraduate education by individualizing the curriculum of specialized and special graduate schools to fit the social reality of a more diverse student body. This will be accomplished by expanding the operation of contract departments for re-education of existing students, and further supporting the curriculum of the Social Education Center.

2. Education Creating Social Values

HYUs third long term development plan contains the willingness to work with society in progressive and fruitful ways. Therefore, education to create social value is an invaluable concept to pursue. Starting with securing international research competitiveness, HYU is focusing on social tangible and intangible values created by excellent research capabilities. The university intends to create a research ecosystem that has enhanced connectivity with society, and will transition to become a university with strong technology transfer, technology commercialization, and start-up activities in line with the era of the 4th Industrial Revolution. More attention is being paid to the social value of research that "contributes to the development of a better world" beyond the perspective of existing development plans linking university research with industry-academic cooperation and technology development activation. In addition, HYU will strengthen its competitiveness to gain favorable research results in areas including impact factor, research fund orders, and patent issuance, as well as strengthen its competitiveness in research quality, which can be explained as "research plans, goals, and vision." The goal is to establish a sustainable industry-academic cooperation research ecosystem to enable HYU to become a university where companies and universities can develop together and contribute to solving social problems.

3. Management that Realizes University Values

The biggest goal of university administration and management is to successfully support education and research activities within the university. HYU intends to simultaneously secure and foster core assets so that it can achieve the two values described above (student value-oriented education, social value creation research). HYU brand power will be enhanced and excellent administrative performance will be achieved by establishing a hyper-connected and big data-based campus environment. To do so, reforms will be implemented in the HYU governance structure to create an ecosystem where both campuses can develop together by creating specialization strategies for each campus, Seoul and ERICA. There will also be attempts to spread the culture of communication and empathy among students, teachers, and employees within the organization, while a foundation will be lain for university management by creating a thorough performance-oriented culture. Through these innovations in technology and culture, future growth engines can be determined and pursued to follow implementation-oriented university management, and to create new financial resources (business model). Contributions to the sustainable development of society are expected to result, and a model for the creation of a respected university will be presented through the introduction of an ethical management philosophy through the selection of ESG as the key for innovating university management culture.

4. 3 Values Virtuous Cycle Structure in the 2030 Long Term Development Plan

HYU's long term development plan for 2030 is composed of three values under the motto of "The Best university for a Better World." Subsequently, a system has been organized focusing on student value, social value, and university value. The overall goal is to contribute toward the development of society by fostering talent, and thus student value-oriented education aims to cultivate students to gain effective problem-solving skills, exercise practical thinking, and acquire a range of other useful skills. Studies that create social value will be connected to research results for technology development and shared, instead of being limited to academia, and support for the revitalization of student start-ups will be provided. In addition, management that realizes university value will be maintained to efficiently support performance and sustain implementation-oriented university management, as well as for the creation of value in education and research. Through these efforts, HYU seeks to achieve a successful cycle of strengthening its educational brand by producing talented graduates who actively contribute locally and globally particularly through outstanding research.

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Student Value

Healthy and Satisfying College Life

Financial Support

At present, the total enrollment of HYU is 20,009 students and among them, 15,917 are enrolled in a bachelor program, 2,493 are in a master's program, and 1,599 in a doctoral program. The male to female ratio is 57% male (11,359 students) and 43% female (8,650 students). There are a total of 1,543 students who are categorized as basic livelihood recipients or near poverty and for them, HYU has established the annual "Love in Deed and Truth Scholarship" as well as the "Need Based Scholarship." Many students from low-income families are already eligible to receive national scholarships. For instance, one type of scholarship can be obtained if the recipient works part-time on or off campus. The work is at a designated time and place and the pay is slightly higher than the minimum wage. There are also scholarships available for students who earn high grades.

Providing Equal Admission Opportunities

HYU operates an Equal Opportunity screening program for students with financial difficulties. This program offers applicants who are near poverty with basic livelihood benefits and includes national veterans, rural students, specialized high school graduates, and special education recipients. Also, the HYU School of Law annually provides admission to students of near poverty through a special screening process.

Residential Support



HYU owns and operates dormitories on both the Seoul and ERICA Campuses. The Seoul Campus can accommodate more than 2,000 students while the ERICA Campus can house about 2,700. Among students enrolled in HYU, those receiving National Basic Living Security support are given priority for dormitory accommodations. Moreover, consideration is given to those who live far from campus, as well as for those with disabilities, students receiving basic livelihood support, and those raised in child welfare facilities. This applies equally to both undergraduate and graduate school. In the case of the ERICA Campus, a scholarship system is being operated for dormitory students who are experiencing financial difficulties. This scholarship is provided to basic livelihood recipients and students in near poverty. Furthermore, together with the Seongdong District Office, HYU is operating a housing support scholarship system that provides scholarships to students partially applied to rent fees in housing near the university. It is provided to non-Seoul residents who could not gain dormitory access. These students are provided with scholarships and monthly rental fees.

Legal Support

The HYU School of Law operates the Legal Clinic for students to gain practical training and is a part of a Public Interest Human Rights Service Program. The Legal Clinic provides practical help to HYU members, especially low-income students and local residents, by offering legal advice and legal knowledge necessary for everyday life. Through this clinic, the school aims to improve the analytical skills of law school students and while also giving them firsthand experience of valuable social service.
(http://legalclinic.hanyang.ac.kr/information/greetings)

Healthcare

HYU operates 6 student cafeterias and 2 faculty and staff cafeterias on campus. There are 6 student cafeterias including the Student Cafeteria on the 3rd floor of the Student Welfare Center, Sarang-bang is located on the 3rd floor of the Student Union Building, while the New Student Cafeteria is in the basement of the Materials Science and Engineering Building. Also, the 1st and 2nd dormitory cafeterias are operated in the dormitory. In addition, faculty and staff cafeterias are operated on the 7th floor of the Life Science Building and the 7th floor of the Materials Science and Engineering Building, providing students with a range of high-quality meals at affordable prices. The Student Cafeteria located on the 3rd floor of the Student Welfare Center serves snacks, lunch, and dinner from 9:30am to 6:30pm on weekdays and lunch on Saturdays. Snacks are 2000-2500 won and lunch and dinner are 2000-3600 won, with a typical selection of both Korean and Western food at low to reasonable prices compared with places off-campuses. HYU is making efforts to reduce costs by directly operating the student cafeteria and signing supply contracts, thus providing students with healthy and affordable food options.

HYU's student cafeterias are endeavor to offer attractive meals at affordable prices to its patrons. At the Sarangbang Student Cafeteria, halal food is available to ensure food choices for those who follow a religion-based diet. There are a total of 8 student cafeterias from which to choose including menus for our vegetarian students.



The basic side dishes are mainly vegetarian and includes Korean staples such as kimchi and other nutritional types of food. In particular, during the semester the student cafeteria on the 3rd floor of Hanyang Plaza provides a vegetable bibimbap every day to make sure vegetarian diners have an option.

In addition, HYU student cafeterias receive food supplies via restaurant supply contracts led by the HYU Scholarship Welfare Association to ensure the use of high-quality ingredients. Most of the ingredients are domestically sourced through the agricultural and fishery market, and quality ingredients are supplied at low prices by controlling supply prices through supply contracts. These ingredients are checked on the basis of the market conditions and through the above efforts, HYU is providing a variety of nutritionally balanced food options to members of the school at affordable prices.

HYU operates a nursing room for university members. The nursing room is operated for female parents and is located on the B1 floor of the College of Education main building. Previously, there was no space on campus for students who were working and studying mothers but fortunately, his resource can be accessed even in the evenings. The advent of the nursing room is the result of HYU Human Rights Center discussing the necessity and location of a new nursing room on campus and conducting a preliminary on-site investigation to determine the most ideal place on campus. (http://www.newshyu.com/news/articleView.html?idxno=1000597)



Consultation

HYU's Hanyang Happiness-Dream Counseling Center operates various programs for mental health care and management of HYU members. For instance, Hanyang Communicus is a group counseling program in which students focus on empathy and self-expression in a group in order to better communicate with others based on deeper understanding of themselves and others. Peer Counseling offers help to college students of similar ages, experiences, and values, and after receiving training based on their experiences, the members learn to solve problems that may occur with their peers. They also practice cooperating to personally grow and develop with others. In addition, through the Visiting Counseling program, two colleges are selected every semester for students who would like to visit the counseling center but are not able to do so. For these students, on-site counseling at their college is offered. This Visiting Counseling program expands the accessibility of counseling to help seekers find ways to better cope with the world around them and to help them adjust to have a healthy college life. In addition, HYU has developed and operated a variety of integrated support systems for students who may experience mental crises. Offering psychological counseling, this system aims to provide customized services for each student through expert evaluation and discussions with students who need multifaceted support. The Hanyang Happiness-Dream Counseling Center is training gatekeepers on campus to help troubled students particular those contemplating suicide, which has recently become a major social issue. Through this program, HYU aims to raise awareness of suicide prevention that includes detection and intervention at an early stage. Finally, HYU's International Affairs Team provides regular individual counseling for international students. Cultural research experts are invited to run various seminars and workshops to help inexperienced students who are unfamiliar living abroad to successful adapt.



Non-Smoking Policy

The HYU Seoul Campus and ERICA Campus have designated their entire campuses as non-smoking areas, and have created separate smoking areas designated and operated exclusively for smokers. Although more than 30 smoking areas have been designated for each campus, management of smoking booths and awareness of smoking areas are low, leading the school to embark on a campaign to improve the awareness of smokers through a number of activities. In addition, HYU is operating a "visiting smoking cessation support service" in cooperation with the Seongdong District Office. Three to four times a year, officials from the smoking cessation clinic under Seongdong District Office visit the school to conduct face-to-face and phone consultations and to provide various gifts to participants and successful quitters as a means to celebrate smoke-less culture. (http://www.newshyu.com/news/articleView.html?idxno=516443)





Education System

HYU runs the KGSP (Korean Government Scholarship Program) which is a government invitation scholarship program for international students. This program provides support for entrance and tuition fees as well as government scholarships to international students. In addition, the students are given priority for dormitory housing, and various benefits are available through the career counseling system and psychological counseling system. We also operate a North Korean defector living scholarship program to support students from North Korea who are at the low income level. This scholarship pays a certain amount of money each month as a type of cost-of-living financial aid in addition to tuition support to current North Korean defectors. To be eligible for this scholarship, certain credit criteria must be met and is only available for enrollment within the regular eight semesters.





Department Evaluation System – IC-PBL, Co-op Program and Start-Up

As described above, HYU is striving to create student value through various programs, system improvement, and organizational structure. Another important project that HYU is focusing on to create and improve student value is the department evaluation system. HYU believes that improving the quality of undergraduate education is the most important way to increase student value. HYU has been conducting self-evaluations for undergraduate departments since 2012. Department evaluation is carried out to promote the overall development of the school by diagnosing the competitiveness of each department objectively to further increase strengths and implement improvement in weak areas. It is broadly divided into science and engineering, humanities and social sciences, and arts and sports. The Seoul Campus evaluates 58 departments and the ERICA Campus evaluates 38 departments. Currently, evaluations are conducted in two major areas: education and research. The education area consists of curriculum, student satisfaction, student performance (employment rate, admission rate), and international education. The research area consists of thesis performance, the amount of research funds received, and a recommendation of an overseas university evaluation panel.

IC-PBL

IC-PBL stands for Industry Coupled Problem Based Learning and is a next-generation educational model that carries out problem-solving projects centered on industrial and social linkage conducted by HYU. It is an innovative class model that supports companies/institutions and universities to develop together and create new values by solving practical problems in the field. In addition, it is a method to nurture problem-solving talent suitable for the era of the 4th Industrial Revolution and to produce leaders demanded by society through advanced field practice. The model brings universities and industries together to jointly respond to changes or demands in society that are difficult for individual universities to respond to, and aims for the creation of hyper-connected education and a shared education platform. At HYU, the IC-PBL curriculum is available in all departments and requires learners to complete a total of 4 or more courses. The completion of IC-PBL courses in other majors is recognized in order to have students further develop their integrated thinking and communication skills. HYU's unique IC-PBL system aims to strengthen actual field-type problem-solving capabilities by collaborating with top domestic and international companies and national institutions. Furthermore, HYU is leading innovation by organizing the IC-PBL curriculum and disseminating the results of the curriculum by holding IC-PBL conferences and competitions every year.





Co-op Program and Start-Up

The practical learning style at HYU can also be seen in the performance of the field training program which connects academic major knowledge with field work. It is designed to provide opportunities for students to acquire information for career selection and aims to improve employment competitiveness of graduates. Students can take short and long-term courses depending on the duration of the program, receive credits, and gain sufficient practical experience before joining a company. In addition, HYU is implementing an alternative credit recognition system for startups. This system was implemented to relieve the burden of studying while attempting to start a business. It is an academic system that recognizes a minimum of 12 to a maximum of 15 credits for entrepreneurship activities during the first semester to those who have started a business. Students will receive credits if they can achieve their learning goals through entrepreneurship, minimizing disruption to their studies. HYU is striving to create student value by providing opportunities for them to gain practical experience and complete their curriculum through on-the-job training before graduation through the credit recognition system for their startups.



Employment and Graduation Rate

Among the various indicators on a department evaluation, HYU has been considering indicators for measuring student performance for some time. Despite opinions doubting whether quantitative indicators such as employment or enrollment rates can be viewed as genuine student outcomes produced through the curriculum or research of a department, ultimately those two factors were deemed the most reasonable. The university has had the goals of teaching and researching areas involving profound theories in academia as necessary means to continue development of the nation and humanity. Expanding upon this, developing leadership qualities in students who learn to apply both broad and precise application methods, will undoubtedly impact their employment and admission rates. As with other indicators, results can vary greatly depending on the characteristics of a department. Thus, HYU is looking to minimize any disadvantages according to the characteristics of each department by using comparative analysis.

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Social Value

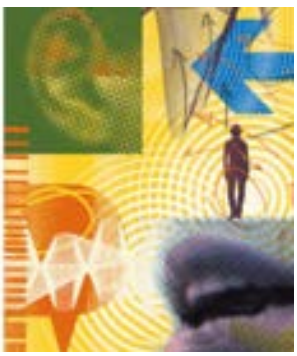
Creating Social Value

Publication of SSIR Korea

Silicon Valley in the United States is currently leading global innovation in almost all high tech areas including IT. There are various reasons behind Silicon Valley's growth and it is clear that Stanford University has played a key role. The Stanford University College of Business is considered the center of global innovation and has been publishing the academic journal Stanford Social Innovation Review (SSIR), since 2003. SSIR deals with human rights, impact investment, and non-profit business models as major research tasks, especially focusing on systems where theory and practice can be linked in harmony. HYU has been publishing the Korean version of SSIR for four years since 2018, which is the only case in which the university has signed a copyright contract. Furthermore, HYU is conducting a Korean publication project to better understand and learn more about global trends, in order to create content to strengthen capabilities. At the beginning of the project, it was operated on a small scale and published only two issues a year. However, starting in 2021, four issues will be published and there are plans to gradually increase the size. The publication of the SSIR Korean version will serve as a symbol of HYU's social innovation practices. HYU has been certified as an Ashoka U Change Maker Campus, the first global social innovation network in Northeast Asia through its publication project, and is recognized as a leading university for social innovation. Moreover, HYU hosts an annual SSIR International Conference to introduce global social innovation paradigms and to conduct projects that aim to increase its brand value as a leading university for social innovation in Korea. The Korean version of SSIR is currently distributed to subscribers of organizations and companies in the fields of social innovation and social contribution, including the Knowledge and Social Innovation Policy Division of Ministry of Public Administration and Security, the POSCO Social Contribution Group, Hyundai Motor Group's Social Culture Team, and the SK Happiness Sharing Foundation. What started as an SSIR international conference partner organization, SSIR Korea is expected to increasingly contribute toward increasing HYU's brand value and strengthening its networks.







Group Study: Life Science / Energy, Environment

HYU's traditional research direction has been to focus on increasing the impact of research since it is the research power that links the impact factor or citation index of published papers. Some improvements have been made in achievement evaluation and policies of numerical research promotion, however the new aim is to foster research skills in fields that can create social values. For this purpose, a specialized research group in the fields of water, energy, and environment was created to conduct research that benefits society through strategic development, and not conducted merely for academic recognition. HYU benchmarked the Pen State Institute of Energy and the Environment and NIST MEP programs to establish a research ecosystem that can create social value. HYU concluded that it is necessary to promote representative research fields of universities owned by global universities and foster sustainable research groups based on high added value. The Education and Industry Cooperation Foundation, Office of Academic Affairs, Office of Planning, and colleges have agreed to implement policies through discussions led by the Institutional Policy Improvement Promotion Committee. HYU's policy to revitalize joint research begins with the following two fields.

• *Life Science*

Aside from the upheavals resulting from the advent of COVID-19, changes have been occurring in the demographic structure and industrial ecosystem over the past decades, particularly in low birthrate, rapidly aging societies like Korea. As a result, there are demands for changes in the quality of university education and research. The Life Science field is said to be one of the areas of research and industry-academic cooperation that creates the best added value. Further spurred on by COVID-19, research and technology in the bio sector have become essential conditions for national competitiveness. As a result, HYU began to revitalize its collective research efforts in the field of life science to strengthen its core capabilities in bio and basic research fields and to build related infrastructure. HYU formed a preparatory committee for the establishment of HY-IBB or the Hanyang Institute of Bioscience and Biotechnology who members consisted of the university president (committee chairman), vice presidents, the director for industry-academic cooperation, and college deans of natural science, engineering, medicine, pharmacy, and science and technology convergence. The Seoul Campus was able to launch HY-IBB while the ERICA Campus established the HYERICA Institute of Technology (HY-EIPT).

• *Energy*

HY-IEE (HY Institute of Energy and Environment)

The role of higher education institutions for sustainable social development is growing with the times. With limited resources to be shared, it is necessary to create social values through university research that provides answers and visions that address issues such as population growth, environmental pollution, climate change, energy shortages, and resource depletion. ESG (Environmental, Social and Governance), which has recently been attracting social attention, can also be seen as an innovation task in the context of the aforementioned topics. The issues of energy, the environment, and sustainability can be solved through interdisciplinary convergence research and education and leading universities abroad are already responding by establishing joint research programs, centers, and institutions. HYU is also planning to build its own related infrastructure of research and education to strengthen competitiveness through the establishment of the Hanyang Institute of Energy and En-

vironment or HI-IEE. In the energy sector, research will be conducted mainly in the areas of renewable energy and next-generation smart strategy centers, future nuclear innovation technology centers, high-efficiency energy conversion core technology centers, and energy storage and new material centers. Thus, the Seoul Campus there are high hopes for the output of HY-IEE, and the Hanyang ERICA Institute of Environmental and Energy or HY-EIEE.

Sustainable Production and Consumption

Members sharing the limited resources of the Earth are all responsible for those environmental resources being used. As the condition of the environment we inherit depends upon the activities of the previous generation, we should feel morally obligated to pass on safe, healthy, and sustainable environmental resources to future generations. Therefore, sustainable production and consumption activities must be done responsibly and with accountability. HYU recognizes this responsibility and seeks to positively contribute as an active and influential organization in society.

Energy

• *Usage*

The total energy consumption of HYU in 2020 was measured at 642,944 GJ. This includes the total sum of electricity and city gas consumption. Eco-friendly energy consumption was 156,611 GJ. Eco-friendly energy is a combination of solar, recycled, and nuclear energy consumption. The water consumed by HYU can be divided into rainwater and recycled water, and was 220m^3 and 200m^3, respectively.

• *Promotion*

HYU is taking the lead in energy-saving efforts through the monitoring and displaying of energy consumption. HYU's Facility Team analyzes the usage of electricity, gas, and water and informs users directly of monitored energy consumption in real time to reduce energy waste and promoting energy saving projects. Efforts to reduce energy waste are made by operating an energy strategy promotion booth, the checking of energy consumption and greenhouse gas generation, the posting of energy rates, and promotion of energy saving strategies. In addition, a promotional program to emphasize the importance of saving energy such as water and electricity is in practice. In this program, various media such as posters and stickers are being used to highlight the necessity and ways of saving water and electricity. HYU public media releases content to raise awareness of water and electricity consumption, emphasizes the importance of energy saving, and offers specific guidance on saving measures, which are descried as leading to high energy efficiency and savings. The implementation

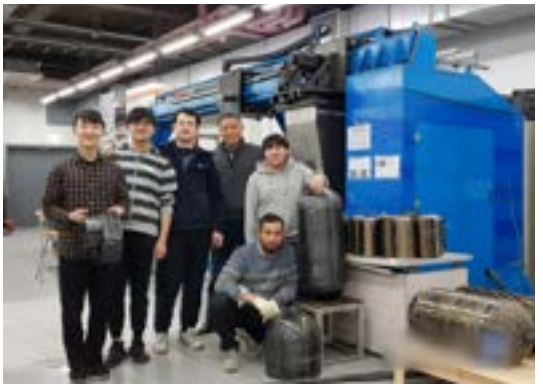




of these programs is an educational activity on energy efficiency and saving and part of the university's efforts to solve the energy problems of a sustainable society. This is expected to raise interest in energy issues relating to the concept of a sustainable society as well as foster awareness of energy saving among school members.

• *Use of Eco-Friendly Energy*

HYU is equipped with eco-friendly facilities that operate the cooling and heating of dormitories and libraries using geothermal heat, which reduces greenhouse gas emissions by breaking away from carbon-intensive energy (oil and coal) use. Furthermore, HYU is in the process of replacing all school lighting equipment with LED and has already replaced about 6,000 lights with LEDs annually, which is expected to have an economic effect of saving more than 50 million won. The university has faithfully fulfilled the government's greenhouse gas reduction policy and secured an additional 12,118 tons of CO^2 emission rights in recognition of its early greenhouse gas reduction activities. The government has been running a greenhouse gas emission trading system to execute the greenhouse gas reduction action plan stipulated in Article 17 of the Kyoto Protocol. This is a system that allocates a certain amount of annual greenhouse gas emission rights to workplaces that emit greenhouse gases, allowing transactions of emission rights between workplaces for shortages or excesses. HYU spent the first period from 2015 to 2017 to accumulate experience and adapt to the transaction system and is now spending the second period from 2018 to 2020 to reduce greenhouse gases. HYU has shown a slight increase in annual greenhouse gas emissions since 2015 when the policy began. Early reduction performance was recognized through serious implementation of policies to reduce greenhouse gases and internal and external energy conservation activities. As a result of this acknowledgement, the additional emission quota was recognized, which is 12,118 tons of CO^2, approximately 30% of the annual greenhouse gas emission of 33,236 tons CO^2 in 2018.



• *Energy Management Regulations*

HYU is actively seeking to demonstrate the university's social responsibility by enacting regulations on the management and operation of greenhouse gas and energy targets. These regulations were established to manage the overall implementation of greenhouse gas emissions and energy consumption reduction goals that the university is encouraged to follow. In order to manage and operate greenhouse gas and energy targets, the Greenhouse Gas and Energy Reduction Committee has been organized and operated by the heads of related departments and team leaders under the leadership of the vice president of Business and External Relations. The committee is responsible for making decisions related to implementation of GHG emissions and energy consumption reduction and deliberating on the budget for GHG emissions and energy consumption reduction. For efficient greenhouse

gas and energy target management operations, organizations such as the Steering Committee, Advisory Committee, General Agency, Management Agency by Emission Source, and Implementation Agency have been created and are systematically managed. The Facility Maintenance Division under the Office of Facility Management is the main team responsible for all the matters concerning the establishment of greenhouse gas and energy reduction targets, implementation plans, performance reports, organizational boundaries for greenhouse gas and energy management, quality management (QC), and energy consumption data calculation. It is also in charge of planning and implementing training programs for greenhouse gas and energy target management. The Facility Maintenance Division, the Property Management Division, the General Affairs Division, and the Student Welfare Committee manage all emission sources and provide support for the entire university using their gained expertise, knowledge, and experience with related matters. All teams within the university will act as implementing institutions. The obligations of facility users are described in the GHG and energy target management and operation regulations. These efforts reflect HYU's desire and willingness to participate in sustainable university management by stipulating that all buildings, facilities, and vehicles on campus actively participate in the management of greenhouse gases and energy.

Waste Disposal

• *Treatment of Toxic Substances*

HYU designated the Property Management Division as the main department responsible for the treatment of waste and developed a web site to facilitate the safe transport of experimental waste for research workers and to monitor the history of discharge materials. The web site integrates and manages all safety-related materials, including overall laboratory safety management education and waste disposal methods at HYU. The waste disposal web site is designed to help users quickly and accurately understand the waste treatment process involved by posting discharge methods, collection dates,



details, and related staff information depending on the type of waste involved. Moreover, the web site is operated to promote safety and prevent accidents by explaining methods of waste discharge in detail. All research laboratories belonging to HYU are also supported with vehicle waste transport systems depending on the experimental waste, waste reagents, and other types of experimental waste involved. Also, HYU has enacted radiation safety management regulations to set standards for the use, storage, transportation, disposal, and other handling of radioactive isotopes and radiation generating devices to prevent human, object, and public exposure and harm caused by radiation. According to the regulations, all solid radioactive waste is collected, stored, and disposed of, and then entrusted to the disposal company. Such regulations are enacted and executed in detail and focus on the safe management of radiation waste such as waste sealing, storage deadlines for disposal, and consignment disposal within three months from the date of disposal. Finally, HYU conducts the "real-name notice system on laboratory waste." According to Article 3-2 of the Waste Management Act that states businesses are encouraged to curb waste generation as much as possible and minimize waste emissions through recycling, a real-name notice system is being used to promote a culture of reducing laboratory waste by preventing laboratory emissions, promoting recycling, and reducing designated waste. Specifically, when discharging liquid and solid waste, the laboratory must write down the nature of the waste and the status of the discharger on stickers and envelopes distributed by the Administrative Team and the Facility Team. The status of the discharger, information such as the building name, laboratory address, name, and contact information, and the laboratory's ward and room must be accurately entered. The waste can never be discharged except during a fixed discharge time, and the entrance to the designated waste storage site outside the discharge time is equipped with a lock. In addition, measures are taken for proper recovery and to ensure no residual waste is brought back in nor unintentionally exported. Unauthorized disposal of unused waste reagents or infectious waste are collected at the laboratory through CCTV confirmation and cannot be brought in unless the status of the dischargers of any liquid and/or solid waste is accurately stated.

The HYU Seoul Campus signed a memorandum of agreement with the Environmental Foundation to build an eco-friendly campus. The purpose of this agreement is to promote environmental movements through campaigns to create eco-friendly campuses and to exchange technologies with other institutions and research information related to environmental issues to ensure proper awareness of the environment. To create a Plastic Free Campus, HYU started various activities. First, the HYU Seoul Campus provided 1,000 tumblers free of charge to school members in September of 2019. Second, a discount of 100~300 won campaign was launched for people using the tumblers at school cafes. Finally, a tumbler cleaner was installed and operated on campus. There are a total of three washing machines installed which are at HYU Plaza, the College of Engineering building, and the Paeknam Library and Academic Information Center. The biggest obstacle to using the tumbler was claimed to be the cleaning of it as a lavatory sink was formerly the only place to wash one. However, the installation of the tumbler washing machines is a success step on the university's path to create a cleaner campus. Numerous items are used in administration, research, and student activities at HYU. Over the years, these items have to be discarded and newly purchased and the types and amount of refuse generated at this time also account for a large portion of HYU waste. In particular, plastic materials account for most of the items used in administration and research, so the university is paying special attention to item management. The Property Management Division has enacted and operated product manage-

ment regulations for recycling and operation of these items. For instance, if the damage to an item is severe and repair is not economical due to excessive costs or if the repair itself is impossible due to the discontinuation of parts, items that have expired, degraded in performance, and/or lost usability will no longer be made available. Among these items, those that are considered worth recycling are sent to the departments that desire use or the items are recycled as into practical items such as for storage, disassembly, or a combination. Efforts are also being made to minimize the generation of waste through donations to outside institutions such as social welfare facilities when a donation of returned goods is requested. HYU also operates a student support group for the environment as part of their voluntary student activities. Through the HEAL project, members hold lectures and discussions on climate change and environmental issues and produce promotional materials. Members also conduct various promotional activities such as the Youth Climate School, SNS card news releases, GREENTALK, and interviews with campus magazine, The Hanyang Journal. For its part, the Youth Climate School gives online and offline lectures with speakers from various fields related to climate change. The biggest goal of the Youth Climate School is to inform young people in an easy-to-understand way about climate change problems involving energy, consumption structure, policies, and industries. Next, under the theme of "responsibility for climate change and legitimate countermeasures", an online discussion through GREENTALK was hosted. There was also a special issue interview in The Hanyang Journal, issue 347 titled "The Green New Deal Resolutions" in which the contents of college students' perspective on the Green New Deal were discussed.

- ***Waste***

HYU measures and monitors all the waste including food and general waste through an online system (www.allbaro.or.kr). In compliance with the Waste Management Act, this system transparently manages the entire process from waste discharge to transportation and final treatment in real time. Universities are subject to environmental information disclosure and are required to register in the Environmental Information Disclosure Verification System (www.env-info.kr) to disclose the overall process of waste disposal through verification. Waste generated by the HYU Seoul Campus and ERICA



Campus can be classified into recyclable waste, landfill waste, and food waste. The total amount of waste is 1870.95 tons on average and of this amount, 890.58 tons are recyclable waste and 846.05 tons are landfill waste. Compared with 2019 and 2020, the total amount of waste has been steadily increasing. Likewise, recycling waste and landfill waste are also on the rise. Reclamation waste translates into more than 5 tons of waste generated from construction and related work. Since these construction wastes are generated in special working environments such as construction and renovation, the total amount of waste is increasing due to continuous building construction and facility improvement work.

Total Amount of Waste

	2019	2020	2021
Total Amount of Waste	1709.88	1710.39	1870.95
Total Amount of Recycled Waste	839.84	850.32	890.58
Total Landfill Waste	870.04	807.80	846.05
Amount of Food Waste		220	204

Water

• *Measurement of Usage*

HYU monitors and manages water usage in all buildings and campuses to secure stable water resources and to supply high-quality water. HYU uses 776,588m^3 on the average of which rainwater is 220m^3, recyclable water accounts for 200m^3, and the rest is 776,168m^3. The total number of students, faculty, and employees at HYU is 22,155, so the water consumption per person is about 35.05m^3.

• *Effective Water Use Policy*

In energy-related projects, collaboration with local communities is invaluable. Ansan City in Gyeonggi Province, where the Hanyang University ERICA Campus is located, is one of Korea's representative planned new cities which started with the creation of a national industrial complex. Ansan has factories in various fields including automobiles, PCBs, electronic parts, textile dyeing, paper, chemicals, and machinery, as it was planned around industrial areas from the urban planning stage. Many efforts have been made for the treatment of wastewater generated during the operation of the factories, and HYU has put a great deal of effort into the management of water resources. The university has completed the construction of a water supply facility through cooperation with Ansan City, and Gyeonggi Province to manage water consumption and promote a stable recycling policy. HYU is able to reduce water bills through this facility and reuse tap water once used for household water, industrial water, and toilets. The positive effects of water resource conservation are expected by reducing water consumption and sewage generation. The Facility Maintenance Division along with the Planning & Budgeting Division and the administration team of each college, monitor and discloses the water usage of the ERICA Campus, and introduce an energy incentive system for each department based on the results. The Facility Maintenance Division notifies each relevant department about their water bill details every month according to the water usage meter of each building. Since the program started, HYU has been conducting activities to encourage each department to use water consciously by compar-

ing usage the same month of the previous year and providing guidance regarding the accumulated usage. Through the energy incentive system, the amount of water used in the previous year is compared and incentives are paid according to the amount of reduced water consumption in each college. Energy incentives are calculated based on electricity and gas consumption, including water. The calculated incentives are included in the budget, and allocation is carried out as scholarships or student training budgets. Energy use is continuously observed and managed by monitoring monthly water usage of each department and college. Furthermore, it is expected that the incentive system will prompt more efficient use of water by related departments and avoidance of unnecessary water use on campus.



- ***Wastewater Treatment***

HYU's daily wastewater and all wastewater generated by experimental activities are treated according to the laboratory safety management system. Various purification equipment for sewage, and wastewater has been installed and preventive activities are carried out through continuous water quality inspections. HYU has installed an in-school water tank, indoor water supply pipes, wastewater treatment discharge water quality testing, a purification tank air supply system, and a deodorization cleaner. In sewage/waste treatment, water tank cleaning (2 times/year), water quality inspection (1 time/year), indoor water pipe water quality measurement (1 time/2 years), and sewage/wastewater generated in the school are discharged after being sent to Jungnang Water Regeneration Center. In addition, the Dongbu Waterworks Office uses a booster pump that is connected directly to the water supply to prevent water pollution through the water supply exclusively for the student dormitory and direct supply of water. Through these continuous efforts to manage double and triple checks thoroughly, HYU has established a process to minimize the impact of pollutants on the surrounding water systems at all times as well as in the event of an emergency.



• *Provision of Drinking Water*

HYU provides free drinking water to students, university members, and even visitors. Water purifiers are installed and operated throughout the campus in virtually all buildings to provide safe and healthy water to all users. Previously, water purifiers that provided drinking water were installed throughout the university. But additional water purifiers have been installed next to the student council room, club rooms, and major learning rooms, which are student autonomous spaces where many students spend time, making it easier for them to access drinking water. These additions are expected to help protect the environment by encouraging the use of personal cups and reducing the use of disposable items because separate disposable cups are not provided. Through this project, there is easy and safe access to drinking water which is monitored and managed by professional companies.

• *Building Standards*

HYU's new, extended, and remodeling projects for all buildings are being carried out in accordance with the Waterworks Act stipulated by national laws. According to Article 15 of the Waterworks Act, when building facilities are approved by local governments' ordinances, water-saving facilities must be installed to save and efficiently use tap water. Accordingly, HYU has constructed and will continue to build water-saving facilities in all buildings when engaged in construction projects. In addition, assessments such as safety/insulation/power saving/saving of buildings/civil engineering/facilities/electricity must be satisfied to evaluate and obtain approval for environmental impact in Seoul, and energy saving plans must be prepared and submitted to obtain green building certification. Also, the standards for introducing water-saving products to existing facilities do not exist as laws. However, in 2018, some facilities in the school introduced water-saving products and HYU is considering introducing products such as toiletries, showers, toilets, and urinals in the future.

Cooperation Locally and Globally

BSC (Balance Score Card)

The purpose of introducing of HYU's Balance Score Card or BSC system is not to only achieve goals unilaterally presented by the HYU administration through autonomous and responsibility management, but to establish a performance-generating system in which all members participate to set goals for their departments and strive to achieve them. Since the establishment of the BSC system, HYU's sustainable management stance has been introduced into the BSC system to create a better environment for everyone beginning in 2021. Although there are some differences between individual departments, most departments' KPIs (Key Performance Indicators) are divided into customized mandatory and autonomous indicators for HYU's management stance and vision. Most of them focus on autonomous indicators to monitor performance according to the purpose of introducing BSC, but fundamental changes in the university management paradigm, such as the introduction of sustainable management, are presented in the form of mandatory indicators. Specifically, among the 17 Sustainable Develop Goals or SDGs proposed by the UN, relevant activities that can measure performance by

department were set as BSC mandatory indicators. These efforts are expected to raise awareness of sustainable management and to manage and measure performance of existing sustainable management-related activities. In addition, sustainable management-related activities with local communities conducted by individual faculty and research institutes will be set as performance indicators for individual departments to promote more diverse activities and to help HYU achieve its sustainable management goals.

Education for Policy Makers and Legislators

• *Graduate School of Law*

The Law School, the predecessor of HYU Graduate School of Law, was established in 1959. It has produced about 1,500 legal professionals, including supreme court justices. Since the Graduate School of Law opened in 2009, it has had the aim of cultivating legal professionals who practice "Love in Deed and in Truth" based on Hanyang founding philosophy to be ethical legal practitioners who possess the legal acumen, moral rationale, and mental fortitude to be outstanding public figures who seek the best judgements for betterment of society. Law degrees at HYU are available at the master's and doctoral degree levels and courses are available at both the Graduate School of Law and general graduate school.



• *Graduate School of Business*

The HYU Graduate School of Business consists of 19 detailed tracks in 3 programs including △ Hanyang MBA △ Professional MBA △ International MBA. A total of 140 lectures are held annually, the largest in Korea, and specialized programs are offered in various fields, ranging from culture and arts, medical management, and information technology (IT), to meet students' individual career development needs. Students are professionals in various positions, including public officials, lawmakers, government-invested institution executives, legal professionals, doctors, and corporate executives. Lectures on various topics are provided including management. The HYU Graduate School of Business, one of Korea's top business schools, has established and operated the ESG Track, which has recently emerged as the most important management issue within the Professional MBA course since the second semester of 2021. In addition to creating economic value for companies, interest in ESG management in harmony with the environment and society is increasing, and HYU launched the first ESG program in Korea to cope with the international trend of launching various support measures



The HYU MBA is designed to maximize access to ESG education in the field and produce necessary ESG professionals by simultaneously conducting all ESG tracks online and offline. Thus, courses online can be accessed throughout society including in companies, public institutions, and local governments. In addition, the program consists of a curriculum that can be applied directly into practice, and provides opportunities to learn global ESG management by providing students opportunities to visit leading overseas companies or educational institutions.

- ***G-CEO Program***

The G-CEO program, the highest level course at the HYU Management Education Center, offers a program that effectively introduces practical learning through online and offline programs and Blended Learning. The program is designed to combine the strengths of online classes that can be taken without restrictions on time and place, with high concentration courses in the field and offline classes through networking. The program also provides opportunities for students in various fields, including corporate executives, high-ranking government officials, government investment agency executives, and legal professionals, to learn about government policies and/or strategies for national growth engines. The faculty are from business schools and leaders from all walks of life are invited as instructors to encourage students to think critically about relevant problems and to solve issues using relevant strategies necessary in corporate world.



• *Graduate School of Public Policy*

Since its establishment in 1978, the HYU Graduate School of Public Policy has produced more than 5,000 graduates in the public and private sectors, including the central and local governments, the National Assembly and local councils, law enforcement and judicial institutions, civic groups and social welfare institutions, businesses, and hospitals. The HYU Graduate School of Public Policy aims to educate and train experts with knowledge of Korea's experience and achievements over the past 40 years. The graduate school offers field-oriented, practical education to prepare graduates for their future careers. Six departments including administration, local autonomy, civil society, social welfare, medical administration, and law, are involved with Industry-Couple Based Learning. The educational goal is to produce competent experts who can contribute nationally by systematically learning theories and practices related to public policy, understanding and recognizing the values in various fields, and cultivating perspectives to offer solid solutions to political, economic, social issues and conflicts.



Cooperation with Government Ministries and Local Communities

• *Start-up*

HYU is providing scale-up support to ESG and startups attempting to solve urban problems. The accelerated program, which intensively supports mentoring, offers start-up spaces, and investment attraction of business models, is a project conducted in collaboration with Seoul Startup Hub Seongsu in Seongdong District, Seoul. HYU provides collaboration acceleration to ESG and urban problem-solving startups in connection with the Seoul Campus Town Project. Recently, five start-up teams in the ESG field, including Covering (delivery and collection through multi-containers) and Moables (providing youth activity spaces using idle spaces in the city), were selected and HYU has been providing support for these companies in the form of free start-up spaces, mentoring, and in attracting investment. In order to closely support ESG and urban problem-solving startups, the Start-up Support Team, which has over 30 years of investment and business cooperation experience with existing conglomerates and start-up companies, has been assigned as mentors for ESG startups.

• *Operation of Regional Cooperation Center (RCC) in Social Specialization*

Based on the core competencies of the university, HYU has established cooperative relations with various organizations such as local governments, local institutions, and companies to create a foundation for sustainable industry-academic cooperation. By assigning an industry-academic cooperation-focused professor in charge of the RCC at the HYU ERICA Campus, the university supports RCC activation by linking community participation and support programs, checks RCC operation performance every year, and reflects the results in the next year's RCC budget operation plan.

RCC	Director	Goals	Participating Companies/ Institutions
Gyeonggi Architecture City	Department of Architectural Engineering College of Engineering Professor Kim,Yongseung	• Pursue regional development by promoting urban regeneration • Share know-how with future architectural cities, non-transmission and local governments	Able Studio, MacArchitecture Office,
Research on Social Economy	Gyeongsang National University Business Administration School of Business Professor Moon, Junyeon	• Revitalize research for the development of the local social economy • Establish a social economy model that collaborates with local communities	Ansan Social Economy Solidarity, Ansan Social Economy Support Center, etc.

Results of RCC Activities in Gyeonggi Architectural City, RCC Activities in Social and Economic Research, 2020

RCC	Performance	No. of Cases	No. of Participants
Gyeonggi Architecture City	A Study on Urban Regeneration and Development	1	9
	Future Architectural Cities Forum (Online)	1	136
	Education for Urban Regeneration Employees (College of Social Economy)	5	65
	Training of Specialized Human Resources	4	85
	Hosting a Seminar on Community Contribution (education for employees)	2	34
	Subscribing to EP Membership	5	22
Research on Social Economy	Social Economy Management	1	25
	Operation of the Social Economy Innovation Leader Course	1	25
	Implementation of a Project to Revitalize the Market District	1	81
	Establishment of a Three-year Social Economic Plan in Ansan City	3	70
	Training of Specialized Human Resources	6	110

Climate Change

Rapid climate change and increasing human activity in cities are exacerbating the thermal environment of city dwellers. It is predicted that if the temperature rises according to the current trend, temperatures on the Korean Peninsula at the end of the 21st century will rise by 5.7℃ from the present, and the number of illness and fatalities due to heat waves will increase rapidly. Consequently, HYU launched the Urban Temp Research Center to address and solve the urban thermal environment problem facing society. The center seeks to study various social and economic effects and find answers to such as ways to reduce urban heat-related damage through technological achievements and improve the quality of life and health and welfare of urban residents. The center is participating in various policy making efforts to respond to climate change through close communication with government agencies. Based on climate change scenarios, the research center monitors and simulates the effects of reducing heat generation in urban spaces and various infrastructure to create alternative systems and designs for a comfortable thermal environment. Such research is conducted in collaboration with the Korea Agency for Infrastructure Technology Advancement. Through these efforts, effective prevention and mitigation measures against the impact of climate change on urban spaces are expected to develop.

Education

• *Teenagers Into Science & Technology Center (TIST)*

"We will save the country through technological patriotism and technology education" is the belief held by Lyun-joon Kim, the founder of Hanyang University. The HYU Teenagers Into Science & Technology Center (TIST) is an on-campus institution that is taking the lead in educating youth in the spirit of technological patriotism. TIST was established to prepare for the decreasing rate of youth entering science and engineering colleges, due to the nation's low birth rate. TIST offered its first science class in 1997 for middle and high school students across the country. Now, 25 years later in 2021, the center is still striving to educate the youth in science through various programs such as the mobile science classroom, engineering camp, and Christmas science lecture. Among these efforts, the Mobile Science Lab is a successful representative program that has been operating for about 20 years. It consists of a large, converted trailer that serves as a mobile science lab that visits elementary, middle, and high schools across the country to conduct science experiments and to educate. The FIESTA camp is hosted in cooperation with the Korean Academy of Engineering and is conducted mainly for students from socially disadvantaged backgrounds who have few opportunities to experience science and culture firsthand.



• *GyeongGi & Ansan Science Valley Science Festival*

To generate interest in science by creating an atmosphere where science can be accessed easily and happily, Gyeonggi & Ansan Science Valley Science Festival is organized by the HYU ERICA campus in Gyeonggi Province in the city of Ansan. Local related organizations and local schools and companies have been participating since 2013. In 2019, 45,000 citizens, including teenagers in the metropolitan area, visited the venue, and the experience space was divided into four themes: Answer Zone, Share Zone, Vision Zone, and Maker Zone. The Answer Zone consisted of a place to find answers in science and technology, and operated an Ansan Invention booth where Ansan Science Valley research institutes and high-tech companies collaborate to experience programs developed for six months to provide an enjoyable and interesting experience to the visitors. The Share Zone was a space for sharing dreams through science, and held the Our School Science Club directly operated by 40 elementary, middle, and high school science clubs. There were robots, drones, and astronomical experiences, and life science classroom booths that hosted competitions to promote future technology. The Vision Zone was decorated as a place to meet the future, and provided a variety of entertainment and attractions such as a science magic show, a Science Talk program, SW contest, secondary engineering classroom, and Titan robot performances. The Maker Zone was a special space that involved programs such as the maker exhibition experience program, and maker masterpiece activity to promote creativity. Participating cities included Ansan, Siheung, Yongin, Seoul, and Gongju, and South Chungcheong Province. Thus, many young makers gathered in one place to showcase their unique works.



• *K-MOOC*

Recently, there has been much interest in MOOC around the world. The world's leading universities are competing to open MOOC courses and in line with this trend, Korea has also begun operating the K-MOOC project since 2015, led by the Ministry of Education and the National Lifelong Education Promotion Agency. K-MOOC has been continuously increasing the number of online courses. HYU is also contributing to the expansion of K-MOOC contents starting with participating in the pilot project in 2015. In total, HYU has developed about 20 courses. As a result, HYU has been recognized for establishing its status as a global MOOC agreement institution by signing an agreement with UK's FutureLearn, one of the world's four largest MOOC providers. World-class universities are making efforts to proactively expand their educational capabilities and HYU has also entered the global MOOC business successfully to enhance its global competitiveness.



• *Educational Service*

HYU signed an MOU with the Seoul Metropolitan Office of Education to support basic academic learning of elementary and secondary school students. This business agreement involves the "basic education guarantee support policy" promoted by the Seoul Metropolitan Office of Education as one of its core educational policies. Thus far, it has improved the participation of prospective teachers as cooperative lecturers in regular education courses or supplementary instruction in after school programs.

Furthermore, the HYU College of Education is operating an educational volunteer program called the Human Project which is a public service project composed of undergraduate students who need volunteer hours, middle school students who lack English proficiency, and professors who research on-site education methods. The project is derived from the ancient Korean philosophy, "to benefit widely". HYU designed the program in consideration to the fact that the current education system in Korea lacks individual education for students with poor learning skills. Thus, this project is different from the existing educational service in that it goes beyond the transfer of knowledge and provides an educational service that creates a genuine connection with students.

City and Culture

• *Coexistence with the Local Community*

The Administration Building (History Museum) of the Seoul Campus has been designated as a registered cultural property by the Cultural Heritage Administration (CHA). Registered cultural properties are those designated and managed by CHA in recognition of their value and thus need for preservation as a modern cultural heritage. CHA designated the HYU Administration Building as a registered cultural property in recognition of its unique architectural style and historicity of HYU, which has produced key industrial talent and leaders since its inception. The building was constructed as a stone structure in 1956, but after a fire in 1963, the current four-story Administration Building was rebuilt through extension work. Since then, the building was transformed into a history museum building in 2015, an exhibition space that preserves the history of HYU, and serves as a modern cultural heritage to members of the local community.



The HYU Track and Field is opened to visitors and local residents in order to help improve their health conditions. The field was reconstructed in 2020 and includes a polyurethane track, gymnastics facility, and basketball courts, as well as underground spaces that total 49 which can be used as meeting, club, and/or training rooms and a parking lot of the two basement floors directly below the field can accommodate 863 cars. The field meets the international minimum standards for soccer fields. Basketball courts, jogging tracks, and fitness equipment are built around the stadium. There is also the HYU Paiknam Library and Academic Information Center that allows access to materials for Seongdong District residents. Anyone over the age of 19 who lives in Seongdong-gu can use the library. Only a resident ID confirm Seongdong-gu residency is needed to enter and access various types of academic resources and material at the library. The school's green spaces are also always open to local residents to freely use as rest areas. The University Museum and Paiknam Music Hall host various events for local residents. Exhibitions on various subjects such as space science, calligraphy, the humanities, and literary classics are operated in the form of permanent and special exhibitions, and all exhibitions are operated free of charge to promote the cultural environment of HYU members and local residents. In addition, various themed exhibitions are planned and operated to re-illuminate the

achievements of HYU faculty and alumni. As the main performance venue of the university, the Paiknam Music Hall hosts various performances that local residents can also enjoy, including regular concerts from students of the College of Music. By operating regular graduation concerts every semester, special concerts by alumni, and musical performances, HYU provides opportunities to local residents who do not have easy access to performing arts culture to enjoy at affordable prices.



Expansion of Careers Opportunities and Economic Growth

The total number of faculty and staff at HYU is 2,146, of which 1,333 are faculty and 813 are staff. Total expenditures amount to 1,744,285,624,107 won, and the number of faculty and staff employed for 24 months or more is 566 with 839 full-time faculties, for a total of 1,405.

Labor Rights

HYU pays all faculty and staff wages according to the Minimum Wage Act and the minimum wage system that stipulates the basic minimum wage for workers. Since the minimum wage is government-determined, employers are legally bound to pay this amount or higher and any violation will result in criminal punishment. The amount is set in consideration of the cost of living of workers, labor productivity, and the wages of similar workers. In fact, HYU pays its employees more than the minimum wage, and efforts are being made to do so not only for regular employees but also out-sourced workers, working scholarship students, and part-time students. In addition, HYU has implemented a wage policy that does not discriminate in wages based on gender, religion, etc. by applying the Labor Standards Act and the Act on Equal Employment of Men and Women and Support for Work-Family Balance. HYU is also working to guarantee the rights of out-sourced workers as ensuring worker rights is viewed as a basic, good employment practice. Workers' rights have been marginalized in society as a whole, including college campuses and thus HYU is implementing policies such as guaranteeing the basic rights of workers when selecting outsourcing companies and allowing only companies that guarantee at least

the minimum wage to apply. These efforts are part of HYU's pledge to provide a safe, satisfying, and fair campus for all. Finally, as a result of the COVID-19 pandemic, HYU has been encouraging employees to work from home for their and other members' safety. In accordance with the government and HYU social distancing guidelines, HYU divided the number of departments in half and to work biweekly for 1 to 2 weeks each.

Labor Union

HYU's labor union was first established in 1988. As of 2021, the 19th Labor Union Executive Department is working to ensure the rights of workers on behalf of about 600 union members. The university is revising policies to establish more favorable working conditions for union members to promote welfare. Also, in order to contribute more toward the development of universities and educational reform by providing high-quality jobs to union members, HYU is expanding in various ways, starting with campus policy. In particular, the university is aiming for peaceful and cooperative coexistence with the labor union and to promote favorable relations, HYU's Office of General Affairs hosts Culture Day jointly with the labor union. In addition, the university respects the labor rights of union members and has implemented a wage policy that does not discriminate between female and male foreign union members. This amicable interaction between the labor union and HYU makes it possible for employees to freely express their opinions about their rights and pay, while ensuring that their opinions are heard.



Industrial Innovation and Expansion of Social Infrastructure

As mentioned by THE, providing safe and good jobs are essential for happiness in relation to reducing hunger and improving health. In addition to good education and research, HYU also operates an on-the-job training system that allows students to gain various experiences before graduation and strengthen their skills to increase employability. A total of 1,140 HYU students completed field training in 2020. Also, among the companies in which HYU owns intellectual property rights, the total number of companies established before 2018 and operating at the end of 2020 is 84. Currently, the total research funding income is 597,045,778,510 won, and by field, 473,128,654,277 won in STEM (Sciences, Technology, Engineering, Mathematics), 68,661,100,072 won in Medicine, 35,048,147,031 won in Arts & Humanities and Social Sciences.

2021 HYU 지속가능경영보고서

HANYANG UNIVERSITY
SUSTAINABILITY
REPORT
2021

05
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University Value

Governance

The value of university administration can be achieved by supporting the successful implementation of education and research to produce quality outcomes. Building a strategic university asset management system through innovation in technology and university culture to secure future growth engines are the keys to university management. Achieving change and innovation based on performance and implementation rather than one-dimensional administration for education and research are the ways to achieve university values. HYU aims to achieve these goals by establishing specialized strategies for both the Seoul and ERICA campuses and constructing an efficient governance structure to create student value through education and social value through research.

Campus Characterization

HYU consists of the Seoul Campus located in Seongdong District and the ERICA campus located in Ansan, Gyeonggi Province. The Seoul and ERICA campuses have established and implemented policies that are suitable for each campus. However, the university's former specialization strategy had problems due to the use of "Hanyang University" being used interchangeably for both campuses and causing confusion as a result. To remedy this, HYU is reestablishing and implementing differentiated promotion policies for each campus which is expected to boost competitiveness and help each campus win orders for government-funded projects, improve evaluations by external institutions, and attract new students. To become a university that creates value for a better world, the Seoul and ERICA campuses share the same direction for their visions but plan to establish and operate customized strategies to respond to the realities and crises of each campus. The overall aim is to maximize the competitiveness and differentiate both campuses from each other while still sharing a common vision.

- ***Seoul Campus: University Creating Global Social Value***

  HYU has made continuous efforts and investments to enhance competitiveness in education and research, and consequently has achieved quantitative growth. However, during the same period, other universities have made similar investments and efforts and achieved similar levels of performance. In a situation where there are no significant differences with other universities, it was necessary to secure new competitiveness for future development. The strategic goal of HYU's Seoul Campus is to become a "global value-creating university". HYU fosters socially innovative talent based on its founding philosophy of "Love in Deed and Truth" which is referred to as cultivating practitioners of truth and service. In addition, in the 2030 Long Term Development Plan, the aim is to create sustainable values through education and research. To this end, HYU has already implemented the BSC and department evaluation system to measure educational, research, and management performance. However, there was a lack of creating social values so HYU intends to establish an ESG management system in which ESG experts will be produced and a personnel system to strengthen ESG capabilities will be introduced.

• *ERICA Campus: Global Education Research Industry Cluster*

The ERICA campus was opened in 1979 and it is located in Ansan, Gyeonggi Province. Most of the universities in Korea that operate separate campuses either consolidate each campus into a single university and then either adopt a policy of separating campuses by academic focus or adopt a "100% same education and same research policies" approach for their separate campuses. However, HYU has established a strategy for establishing a new ecosystem by providing education at a different level from that of the main campus in Seoul by creating a development strategy with the differentiated competitiveness that focus on the campus' various strengths.

Ansan is a planned city developed around an industrial complex. The ERICA Campus was established in line with the national policy of balanced national development and has developed into a campus that focuses on creating synergies among industry, academia, and research institutes. The experience of successfully implementing various government financial support projects such as LINC, PRIME, and BK21, as well as industry-university-research education and research infrastructure and experiences progressed through the IC-PBL program and on-the-job training, has provided a firmly grounded path for the future of the ERICA Campus. The university will establish itself as a successful model that combines the university's vision with national policy, and will continue its efforts to become a globally recognized education research industry cluster.

Responsibility Center Management (RCM) and Balanced Score Card (BSC) Improvement

HYU is advancing a step further by creating unique university values and re-establishing governance. The successful establishment of HYU's RCM (Responsibility Center Management) system and BSC (Balanced Score Card) system has been a major accomplishment. Since the advent of the 4th Industrial Revolution, centralized development plans have been established to address a lack of participation and consensus among university members at times, and the sometimes lackluster results of individual departments being tasked with voluntarily setting goals or performance measurements. Because stakeholder participation is also noticeably lacking on occasion, the vision and goals of the university have changed accordingly to remedy these shortcomings, with cooperative between the HYU president and related companies and organizations. However, from the long term development plan establishment stage, HYU determined that it was not realistic to expect the university to survive in the Industry 4.0 under a centralized system alone. Through the RCM system, each administrative department sets its own budget and develops various performance indicators to enable budget operation according to performance. For the successful establishment of the RCM system, HYU strengthened the authority and responsibility of the college deans and promoted the BSC system together, allowing members to set their own department's vision, goals, and performance indicators. By setting goals and visions for each department cooperatively according to the development plan and vision established by HYU, individual departments were able to gain a sense of responsibility and achievement. Above all, the RCM and BSC systems are most meaningful in that they serve as guides to achieve the best performance by drawing empathy and participation from members in the direction and goals of the university.

University Ethics

HYU is continuing its efforts to gain greater levels of respect in various aspects of society. Despite its accomplishments in research and education through vision and policies, a university cannot survive if it is not respected for its ethics and fulfillment of social responsibilities. One of the long-standing goals of HYU is to progress alongside society and to become an institution that is helpful in empowering its members for the sake of society.

ESG Sustainability Committee

HYU established the ESG Sustainability Committee' as the highest decision-making body responsible for the university's ESG management. It is a decision-making body in which the head of each related department participates with the university president as the chairperson. The Seoul Campus involves the executive vice president and the ERICA Campus has the campus' vice president as committee members. In order to reach consensus on ESG management for the campuses, the Department of Planning was the organizer and the president participated as the chairperson in the committee's establishment. Through this committee, HYU will continue ESG management unique to the university by presenting a firm vision centered on constant improvement and development in safe, fair, and sustainable ways.

Code of Ethics and Financial Reporting

- ***Code of Ethics***

  In line with the university's founding philosophy of "Love in Deed and Truth", its principles of diligence, honesty, humility and service, HYU strives to graduate well-round, well-informed individuals. Prominent alumni can be found in virtually every major field in both the public and private sectors. During the past 80 years, HYU has played a pivotal role in the economic and social development of Korea. Most recently, Hanyang has been engaged in active efforts to address rapidly changing environments domestically and overseas by seeking more cooperation with a wide variety of organizations at home and abroad. Despite differences in views and approaches when working with other entities, Hanyang continues to hold steadfast to its pledge to maintain a strict code of universal ethics at all levels of the university. The university has a number of offices who responsibility it is to make sure that regulations governing ethics and standards are upheld. The Hanyang's 100th Year Dream plan even contains the HYU's Code of Ethical Conduct that is specific to staff, faculty, and students.

Staff Code

Staff members shall adhere to the university's regulations and actively cooperate with the administration for the effective and efficient operations of the university.

First,
as administrative professionals, the staff of Hanyang University shall endeavor to have pride and a strong sense of commitment as they work to develop their individual areas of responsibility and strive to produce excellent results.

Second,
staff members shall adhere to the regulations, rules, and codes of the university in carrying out their responsibilities while associating with all Hanyang members in a dignified manner.

Third,
staff members shall agree to complete their duties fairly and in a timely manner while maintaining courtesy and helpfulness when dealing with professors, students, and/or the parents of students.

Fourth,
staff members shall not seek personal profit in connection with their work nor will they use personal, classified, and/or security-related information for unlawful gain.

Fifth,
staff members shall strive to maintain a level excellence in their conduct at all times, and thus, helping to elevate the reputation of Hanyang University by association.

Faculty Code

By adhering to the university's founding philosophy of "Love in Deed and Truth", the faculty of Hanyang University shall strive to contribute to the prosperity of the university, its members, and humanity by producing successful and responsible graduates who seek knowledge and truth.

First,
professors shall acknowledge and respect the diversity of students in terms of the personalities, characters, backgrounds, and so on. Faculty are expected to guide students to cultivate their intelligent capacities and encourage ethical behavior as contributing members of society.

Second,
professors shall abide by proper methods of research and be responsible for the results of their research. Professors shall respect the studies and research of their colleagues and fairly evaluate their work.

Third,
professors shall proactively use their field of expertise and research findings and/or upgrade/update their knowledge and skills and, thereby contribute to the progress of the university, community, society, the nation, and humanity as a whole.

Fourth,
professors shall maintain the formality and dignity of an educator, maintain fairness and ethics, and shall not use unjust means to seek personal profit in relation to the university.

Fifth,
professors shall adhere to the university's regulations and actively cooperate with the administration for the effective and efficient operation of the university.

Student Code

Staff members shall adhere to the university's regulations and actively cooperate with the administration for the effective and efficient operations of the university.

Specifically, first,
students shall be diligent in their studies and endeavor to acquire respectable characteristics that shall be beneficial to themselves and society.

Second,
students shall respect the rights of others, including their differences in religion, ideology, culture, socio-economic background, sexual orientation, ethnic/racial background, gender, viewpoints, and so on. Prejudice and intolerance are unacceptable.

Third,
students shall not engage in any unethical practices during their studies and shall allow their conscience and sense of morals to serve as a guide for their actions.

Fourth,
students shall be courteous to their professors and staff members as professional's worthy of respect and dignity, just as professors and staff members shall extend the same courtesies to students. Students shall show proper respect for the university's facilities as well.

Fifth,
students shall respectfully and in a dignified manner, participate in university activities both inside and outside the campus and thus, promote Hanyang's reputation favorably by association.sociation.

• *Financial Reporting*

Transparent accounting management is the most basic and important aspect of ethical management. In order to maintain trust and confidence of the stakeholders, HYU discloses all preliminary materials through the university web site. The budget is transparently disclosed in the university's accounting practices including expenses accounting, affiliated hospital accounting, corporate general accounting, corporate income business accounting, and industry-academia cooperation group accounting. These practices are conducted in accordance with Article 14, Paragraph 4 of the Enforcement Decree of the Private Schools Act. The board of directors decide on all preliminary materials, and the minutes are disclosed on the web site as well. Tuition fees are determined annually through the Tuition Review Committee in compliance with the regulations of the committee. The committee consists of 5 faculty members including the Seoul Campus Student dean, Department of Planning dean, ERICA Student dean, Department of Planning and Public Relations dean, and 1 person recommended by the HYU president, and 5 student representatives including the Seoul Campus Student Council president, ERICA Campus Student Council president, Graduate School Student Council president, 1 person recommended by the Seoul Campus Student Council president, and 1 person recommended by the ERICA Campus Student Council president. All matters discussed by the Tuition Review Committee are disclosed on the school web site based on the minutes of the meeting.

Eliminating Various Forms of Inequality

Configuration and Policy

HYU has a total of 244 students from developing countries, 67 students and 26 faculty and staff with disabilities. The university gives preference to those who may be socially disadvantaged, such as veterans and the disabled, in the recruitment process for all faculty and staff. Efforts are being made to protect the human rights of the socially disadvantaged and these endeavors are specified in relevant matters including recruitment notices when hiring faculty and staff.

University without Discrimination and Disability-friendly

- ***College Life***

  HYU plans and operates various programs for the disabled as a commitment to providing opportunities for all students to learn, socialize, and develop without discrimination. First, there is a system for helping students with disabilities that serves as a link among students in the form of a college life support service for the purpose of providing convenience to students with disabilities and improving their learning abilities. It is also a volunteer activity that provides learning support through writing, typing, tutoring, and so on, along with mobility support, and living support services. Helpers can attend classes to help the students in their studies and participants include teaching and learning support assistants, mobility support assistants, and living support assistants. In addition, HYU provides manual wheelchairs, height adjustable desks, reading desks, computers, laser printers (A4 paper provided), various books, comfort chairs, full body massagers, beds, refrigerators, microwaves, and lockers for students with disabilities.



• *Education*

HYU has established regulations to protect and support students with disabilities so that they can receive education without discrimination or be disadvantaged in admissions and in their studies. In addition, by enacting a separate provision to support students with disabilities, HYU has prepared additional measures to support these students and protect their human rights. For instance, HYU provides priority registration of classes for these students. In addition, there are also separate reading rooms in the libraries and HYU also has employment-related programs that provide them with support for career employment. By offering such support for various job-related activities such as internships and national work, HYU is increasing accessibility for the disabled as well as making efforts to create a happy society where everyone can pursue their dreams and achieve their goals.

• *Residence*

HYU is paying close attention to the housing welfare of its students with disabilities. The university's Happy Dormitory (Student Dormitory 5) allows applications for students who have both parents living outside the Seoul area. However, for students with a physical disability (level 3 or higher) and are residents of Seoul are also eligible to apply for the dormitory, thereby guaranteeing the right to housing. Students with physical disabilities, students receiving the National Basic Living Security financial aid, and students who have been raised in child welfare facilities outside of Seoul are granted first priority for dormitory residence. There are no restrictions on where to live for students with physical disabilities. In the case of dormitory fees, the cost of single rooms for the disabled and normal double rooms during the semester and on holidays are the same.

Universities without Discrimination / Gender Equality

• *Female Ratio*

From the total of 20,009 HYU students, 8,650 female students account for about 43%. and about 40% of freshmen are women. Currently, the total number of freshmen is 4,250, of which 1,880 are women. HYU has a total of 813 administrative staff, 248 of which are female, accounting for about 30%. In addition, out of a total of 1,333 professors, 497 professors have been assigned to positions, of which 57 are women.

• *Gender Equality Policy - Faculty and Staff*

In order to achieve gender equality and empower women in increasingly competitive environments, HYU strictly adheres to matters related to costs before and after childbirth as defined in the Employee Service Regulations to assist working mothers, and also follows related articles under the Labor Standards Law and the Law on Gender Equality of Employment and Support for Work-family Balance. For instance, specifically, it is stipulated that a woman who is pregnant or less than one year after childbirth is not required to return to work, and cannot be asked to work during the hours between 10:00pm and 6:00am and on weekends. In addition, even if there is a collective agreement, pregnant women cannot be made to work overtime exceeding 2 hours a day, 6 hours per week, or 150 hours per year. If there is a high work demand, other less stressful/strenuous work should allocate to these women. Maternity allows pregnant women 90 days of leave before and after childbirth, and it must

be 45 days or more after childbirth. In the case of a partner's leave, 3 days or more must be given within the range of 5 days, and in this case, the first 3 days of the leave period are paid. Unfavorable treatment such as dismissal or disciplinary action shall not be taken on the basis of fertility treatment leave for receiving treatment such as artificial insemination or in vitro fertilization. The application process and procedures for fertility treatment leave are stipulated.

• *Student Support*

HYU opened WE-HY Center to operate and manage the Hanyang Women's Engineering Talent Development Project. The center is an institution that supports women in the engineering field to develop into future engineering leaders. It operates various programs and training courses in four parts: education, career, employment and entrepreneurship, culture and infrastructure, and global leader. The center helps students to strengthen their competencies and provides the WE-HY Lounge which is a space for female-only engineering students. These types of spaces can be used for studying in a comfortable atmosphere and for conducting a team or group studying environment. Although mainly for female students, male students can also participate in various programs offered by the center. One of the center's goals is to create opportunities for female and male students to work together and to prepare female engineers to work in harmony with their male counterpart engineers. In addition, the center provides opportunities for students to listen to a wide range of topics and learn about academic and career paths from professors and senior classmates. A career guidebook is published to share useful information with various students.



• *Committees and Organizations*

Student Groups

The Hanyang Sexual Minority Human Rights Committee is an official student self-governing body and a special central committee that was established with the approval of the student council. The committee was officially approved to work for LGBT rights through the will and efforts of the student members for gender equality. While conducting human rights activities for LGBT students, the committee provides these students with a place to relax and rest both physically and mentally.

Administrative Agency

The HYU Human Rights Center is working toward promoting on campus ethical awareness in the form of respect for human rights and gender equality. The center provides consultation and deals with cases of human rights violations including sexual harassment and violence. It also conducts human rights education and public activities as a way to spread awareness and understanding, and to promote respect for the dignity and equal rights of all human beings. Through defined procedures, the center can engage in disciplinary action against perpetrators, and provide counseling and follow-up management to victims. In addition, the Human Rights Center conducts sexual harassment and assault preventing education and distributes flyers information about human rights issues on campus. Various programs are planned and implemented to protect the human rights of all university members. Through these activities, the center aims to spread the awareness of gender equality beyond the university in order to achieve a society where everyone is deemed equal regardless of gender, race, or minority status.

HYU operates the Hanyang Daycare Center for all members who are in need of childcare solutions. This resource is an effort for the university to interact with the local community while promoting gender equality in the workplace. The center gives priority to faculty and staff with children and through its operation, HYU is contributing to the improvement of academic and job achievement, job immersion, work efficiency, and job satisfaction by enabling working parents to conduct their duties relatively worry-free. Moreover, the center seeks to provide quality education and to share its high-quality childcare programs with the local community.

2021 HYU 지속가능경영보고서

HANYANG UNIVERSITY
SUSTAINABILITY
REPORT
2021

06
Appendix

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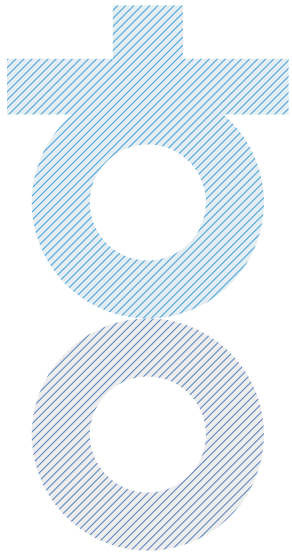

HANYANG UNIVERSITY SUSTAINABILITY REPORT 2021

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