

SDG1

| 分類指標 Metrics   | 指標 Indicator  | 中文指標說明  | 英文指標說明   |
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| 1.1 與貧窮有關的研究 Research on poverty   | 1.1.1 與低收入或中低收入國家合著的論文<br>Papers co-authored with low or lower-middle income countries: CiteScore |   |  |
|  | 1.1.2 氣候行動：FWCI<br>No poverty: FWCI   |   |  |
|  | 1.1.3 氣候行動：出版物<br>No poverty: publications  |   |  |
| 1.2 接受經濟資助的學生比例 Proportion of students receiving financial aid to attend university because of poverty | 1.2.1 指標：接受經濟資助的低收入戶學生<br>Indicator: Low income students receiving financial aid                  | <p>學生人數</p> <p>年份：2022 年 這是所有年份以及獲得學位、證書、機構學分或其他資格的所有課程的 FTE (全日當量) 學生人數，參考 2022 年。數據提交指南 定義：學生 用於此衡量標準 我們使用 FTE (全日當量) 學生人數。它可以透過多種方式計算，包括一年內學習的模組總數除以全職人員的模組數量。通常，這些學生是正在攻讀高等教育課程的本科生和研究生，例如學士、碩士、博士或其他同等學位或這些課程的組成部分。對於本科程度教學的大學，這是指《國際教育標準分類法》6：學士或同等級的學生。對於研究生程度的大學來說，這僅指碩士和博士生。它將包括：<br/> <ul style="list-style-type: none"> <li>實習生</li> <li>正在您所在機構攻讀可獲得學分的課程的訪問/交換生 (例如，即將入學的學生)</li> <li>不包括：<br/> <ul style="list-style-type: none"> <li>目前正在另一所機構學習的交換生 (例如，即將離任的交換生)</li> <li>目前不在您所在機構攻讀學分的學生)</li> <li>目前不活躍的學生</li> <li>博士後學生</li> </ul> </li> </ul> </p> | <p>Number of students</p> <p>Year: 2022 This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2022. Data submission guidance Definitions: Students For this measure we use the FTE (Full Time Equivalent) number of students. It can be calculated in a number of ways, including as the total number of modules studied during the year, divided by the number of modules of a full-time person. Typically these will be undergraduate AND postgraduate students who are studying for higher education programmes such as bachelor' s, master' s, doctoral or other equivalent degrees or components of those programmes. For universities teaching at undergraduate level this refers to ISCED 6: Bachelor's or equivalent level students. For universities teaching at postgraduate level only this refers to masters and PhD students. It will include:<br/> <ul style="list-style-type: none"> <li>students on placements</li> <li>visiting/exchange students who are studying for programmes that result in credits at your institution (e.g. incoming students)</li> </ul>                     It will NOT include:<br/> <ul style="list-style-type: none"> <li>exchange students who are currently studying at another institution (e.g. outgoing exchange students, who are not currently studying for credits at your institution)</li> <li>students who are not currently active</li> <li>postdoctoral students</li> </ul> </p> |
|  | 1.2.2 接受經濟援助的低收入學生人數<br>Number of low income students receiving financial aid                     | <p>接受經濟援助的低收入學生人數</p> <p>年份：2022 年 這是所有年份以及所有獲得學位、證書、機構學分或其他資格的課程的 FTE (全日當量) 學生人數，參考 2022 年。數據提交指南 概述 該指標是關於大學為學生提供經濟援助，使他們有足夠的錢來滿足他們的基本需求。基本需求包括食物、水、住宿、衣服、衛生設施、教育、醫療保健、網路。在這方面，我們遵循世界銀行的定義，用絕對值來定義貧窮。定義： 學生 請參閱「學生人數」指導：低收入學生 這裡我們指的是低收入學生，而不是來自低收入國家的學生。定義： 經濟援助這包括長期和短期支持：<br/> <ul style="list-style-type: none"> <li>無需償還的「學費援助」</li> <li>助學金 (向最有經濟需要的學生提供的不可償還的一</li> </ul> </p>   | <p>Number of low income students receiving financial aid</p> <p>Year: 2022 This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2022. Data submission guidance Overview The metric is about the university providing financial aid to students, so that they have enough money to meet their basic needs. Basic needs include food, water, accommodation, clothing, sanitation, education, healthcare, internet. In this context we are following the World Bank definition, defining poverty in absolute terms. Definitions: Students Please see</p>   |

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|  |   | <p>次性付款或年度津貼) • 包括低收入在內的經濟援助計劃除了助學金(不需要償還的經濟援助)之外,還可以選擇利息貸款(需要償還但利息較低的借錢)和勤工助學基金(通過勤工儉學計劃來賺錢以幫助支付學習費用)或獎學金(無需償還的經濟援助) • 稅收優惠 • 學習相關費用的優惠券,例如書籍、計算機、用品 • 對食物、住房、交通、法律服務的支持經濟援助必須由以下人員提供:或由該機構指導。財政援助必須由該機構提供或指導。附加說明:支付「學生助理」經濟援助 只要相關人員仍被定義為學生,且他們的薪資不影響接受其他經濟援助的資格,就可以包括在內。此外,學生的就業必須根據其經濟需求。定義: 援助的意義 部分財政援助也可以計算在內。我們正在尋求大量的支持,但這不需要是全力支持。如果援助代表了允許參加的支持,否則就無法參加,那麼援助就意義重大。顯然,這是一個判斷(並且取決於大學涉及的總體成本),但是,例如,我們顯然會計算 100%,而顯然不會計算 1% 或 5%。</p>   | <p>under 'Number of students' Guidance: low income students Here we are referring to low income students and not those from low income countries. Definitions: Financial aid This includes long- and short-term support: • 'tuition assistance' that does not require repayment • bursaries (non-repayable lump sums or annual stipends to students who are in most financial need) • financial aid packages including low interest loans (borrowed money that needs to be repaid but with low interest) and workstudy funds (work-study programme through which to earn money to help paying for study) option in addition to grants (financial aid that doesn't need to be repaid) or scholarships (financial aid that doesn't need to be repaid) • tax benefits • vouchers for study related expenses, e.g. for books, computers, supplies • support for food, housing, transportation, legal services Financial aid must be provided by, or directed by, the institution. Financial aid must be provided by, or directed by, the institution. Additional note: paying 'student assistants' as financial aid This can be included as long as the people concerned are still defined as students and their pay doesn't affect the eligibility for receiving other financial aid. Additionally, students must be employed on basis of their financial need. Definitions: Significance of aid Partial financial aid can also be counted. We are looking for a significant level of support, but this does not need to be full support. Aid is significant if it represents support that permits attendance where otherwise it would be prohibitive. Clearly this is a judgment call (and depends on the overall costs involved with the university), but, for example, we would clearly count 100%, and clearly not count 1% or 5%.</p> |
| <p>1.3 大學扶貧項目<br/>University anti-poverty programmes</p> | <p>1.3.1 低收入戶大學生入學目標<br/>Bottom financial quintile admission target</p> | <p>貴校整體是否有目標錄取屬於該國家庭收入最低 20% 群體(或更嚴格定義的目標)的學生?<br/>年份:2022 年 請提供一份證據來表明目標。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。)資料提交指南 收入的定義:當我們提到「低收入或中低收入」國家時,這與該國家/地區使用的定義有關。世界銀行。我們也指該國個人或家庭的收入,例如「家庭收入」指的是該國人民的收入。無論國家的地位如何,所有國家都會有相對較低收入的人,或者「中低收入」指的是國家,「家庭收入」指的是該國的人民。指導:目標錄取學生:我們正在尋找針對因嚴重經濟困難而無法上大學的人的活動範例。這可以包括長期目標和支持這些目標的衡量標準,在入學時不允許歧視。例如,管道程序就適合這個定義。指引:財務狀況最差的五分之一:在這裡,我們正在探索因貧窮而針對個人的具體目標。財務狀況最底層的五分之一群體是指收入最低 20% 的人。然而,實際的目標群體可能更嚴格(例如最低的 10%)——重要的是有一個與貧窮相關的目標。在某些情況下,這可能基於地理測量——</p> | <p>Does your university as a body have targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country?<br/>Year: 2022 Please provide one piece of evidence to show targets. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Data submission guidance Definitions of income: When we refer to countries that are 'Low or lower-middle income' this relates to the definition of the country used by the World Bank. We also refer to the income of individuals or households in the country, for example 'household income' refers to the income of people in the country. All countries will have people with low relative incomes despite the country's status, or lower-middle income' refer to countries and 'household income' refers to the people in the country. Guidance: Target to admit students: We are looking for</p>  |

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|              |  | <p>例如針對來自最貧困社區的人。這也可能包括難民學生或同樣經歷貧窮的流離失所學生的目標。</p>  | <p>examples of focusing activities at people who may not be able to attend university because of serious financial disadvantages. This can include long term objectives and measurements that support them where discrimination at the point of admission is not permissible. For example pipeline programs would fit under this definition. Guidance: Bottom financial quintile: Here we are exploring specific targeting of individuals because of poverty. The bottom financial quintile refers to people in the lowest 20% by income. However the actual target group could be tighter (for example the lowest 10%) – the important thing is that there is a target associated with poverty. In some situations this could be based on geographic based measurements – for example targeting people from the poorest neighbourhoods. This could also include targets that include refugee students or displaced students who also experience poverty.</p> <p>Close</p>   |
|              | <p>1.3.2 低收入戶大學生學生學習成功<br/>Bottom financial quintile student success</p> | <p>您的大學是否為國內家庭收入最低 20% 群體的學生設定了畢業/完成目標 (或更嚴格定義的目標)? (國內的)<br/>年份: 2022 年 請提供一份證據來表明目標。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 資料提交指南 收入的定義: 當我們提到「低收入或中低收入」國家時, 這與該國家/地區使用的定義有關。世界銀行。我們也指該國個人或家庭的收入, 例如「家庭收入」指的是該國人民的收入。無論國家的地位如何, 所有國家都會有相對較低收入的人, 或者「中低收入」指的是國家, 「家庭收入」指的是該國的人民。<br/>指引: 財務狀況最差的五分之一: 在這裡, 我們正在探索因貧窮而針對個人的具體目標。財務狀況最底層的五分之一群體是指收入最低 20% 的人。然而, 實際的目標群體可能更嚴格 (例如最低的 10%) ——重要的是有一個與貧窮相關的目標。在某些情況下, 這可能基於地理測量——例如針對來自最貧困社區的人。這也可能包括難民學生或同樣經歷貧窮的流離失所學生的目標。</p> | <p>Does your university as a body have graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country? (domestic)<br/>Year: 2022 Please provide one piece of evidence to show targets. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Data submission guidance Definitions of income: When we refer to countries that are 'Low or lower-middle income' this relates to the definition of the country used by the World Bank. We also refer to the income of individuals or households in the country, for example 'household income' refers to the income of people in the country. All countries will have people with low relative incomes despite the country's status, or lower-middle income' refer to countries and 'household income' refers to the people in the country. Guidance: Bottom financial quintile: Here we are exploring specific targeting of individuals because of poverty. The bottom financial quintile refers to people in the lowest 20% by income. However the actual target group could be tighter (for example the lowest 10%) – the important thing is that there is a target associated with poverty. In some situations this could be based on geographic based measurements – for example targeting people from the poorest neighbourhoods. This could also include targets that include refugee students or displaced students who also experience poverty.</p> |

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|--------------|---|--|---|
|              | <p>1.3.3 低收入戶大學生的支持<br/>Low-income student support</p>                    | <p>您的大學作為一個整體是否為低收入家庭的學生提供支持(例如食物、住房、交通、法律服務)以幫助他們完成大學學業?<br/>年份: 2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。)資料提交指南 收入的定義: 當我們提到「低收入或中低收入」國家時, 這與該國家/地區使用的定義有關。世界銀行。我們也指該國個人或家庭的收入, 例如「家庭收入」指的是該國人民的收入。無論國家的地位如何, 所有國家都會有相對較低收入的人, 或者「中低收入」指的是國家, 「家庭收入」指的是該國的人民。指導: 提供支援 這是關於機構將學生與他們所需的服務聯繫起來, 以便他們更有可能繼續接受教育而不是輟學。校園內的「支持中心」就是一個例子。作為 1.3.3 和 1.3.5 的參考, 我們使用世界銀行經濟體名單。在目前的 2023 財年, 低收入經濟體被定義為 2022 年人均國民總收入(使用世界銀行地圖集方法計算)為 1,085 美元或以下的經濟體; 中低收入經濟體是指人均國民總收入在 1,086 美元至 4,255 美元之間的經濟體。目前按收入分類將 28 個國家歸類為「低收入」經濟體, 將 54 個國家歸類為「中低收入」經濟體。</p> | <p>Does your university as a body provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university?<br/>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Data submission guidance Definitions of income: When we refer to countries that are 'Low or lower-middle income' this relates to the definition of the country used by the World Bank. We also refer to the income of individuals or households in the country, for example 'household income' refers to the income of people in the country. All countries will have people with low relative incomes despite the country's status, or lower-middle income' refer to countries and 'household income' refers to the people in the country. Guidance: Provide support This is about the institution connecting students to services they need so they are more likely to continue their education instead of dropping out. An example could be a 'support center' on campus. As reference for 1.3.3 and 1.3.5 we are using the World Bank list of economies. For the current 2023 fiscal year, low-income economies are defined as those with a GNI per capita, calculated using the World Bank Atlas method, of \$1,085 or less in 2022; lower middle-income economies are those with a GNI per capita between \$1,086 and \$4,255. The current classification by income categorises 28 countries under 'low income' and 54 countries under 'lower-middle income' economies.</p> |
|              | <p>1.3.4 低收入戶大學生之學習支持方案<br/>Bottom financial quintile student support</p> | <p>貴校作為一個整體是否有計劃或舉措來幫助該國家庭收入最低 20% 群體(或更嚴格定義的目標)的學生成功完成學業?<br/>年份: 2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。)資料提交指南 收入的定義: 當我們提到「低收入或中低收入」國家時, 這與該國家/地區使用的定義有關。世界銀行。我們也指該國個人或家庭的收入, 例如「家庭收入」指的是該國人民的收入。無論國家的地位如何, 所有國家都會有相對較低收入的人, 或者「中低收入」指的是國家, 「家庭收入」指的是該國的人民。指導: 制定計劃或措施: 這是關於具體計劃, 作為幫助貧困學生畢業的持續、有針對性和協調的方法。學生貸款只要可以被描述為非商業利率貸款, 或針對貧困學生, 就可以作為措施。指引: 財務狀況最差的五分之一: 在這裡, 我們正在探索因貧窮而針對個人的具體目標。財務狀況最底層的五分之一群體是指收入最低 20% 的人。然而, 實際的目標群體可能更嚴格(例如最低的 10%)——重要的是有一個與貧窮相關的目標。在某些情況下, 這可能基於地理測量——例如針對來自最貧困社區的人。</p>                                   | <p>Does your university as a body have programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies?<br/>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Data submission guidance Definitions of income: When we refer to countries that are 'Low or lower-middle income' this relates to the definition of the country used by the World Bank. We also refer to the income of individuals or households in the country, for example 'household income' refers to the income of people in the country. All countries will have people with low relative incomes despite the country's status, or lower-middle income' refer to countries and 'household income' refers to the people in the country. Guidance: Have programmes or initiatives: This is about</p>  |

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|   |  |   | specific programmes as a continuous, targeted and coordinated approach to helping poor students graduate. Student loans are acceptable as initiatives as long as they can be described as non-commercial rate loans, or if they are targeted at students suffering from poverty. Guidance: Bottom financial quintile: Here we are exploring specific targeting of individuals because of poverty. The bottom financial quintile refers to people in the lowest 20% by income. However the actual target group could be tighter (for example the lowest 10%) – the important thing is that there is a target associated with poverty. In some situations this could be based on geographic based measurements – for example targeting people from the poorest neighbourhoods.   |
|   | 1.3.5 低收入或中低收入國家之大學生支持<br>Low or lower-middle income countries student support | 貴校作為一個整體是否有計劃支持來自低收入或中低收入國家的貧困學生（例如提供免費教育、助學金）？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據項目。）資料提交指南 收入的定義：當我們提到「低收入或中低收入」國家時，這與該國家/地區使用的定義有關。世界銀行。我們也指該國個人或家庭的收入，例如「家庭收入」指的是該國人民的收入。無論國家的地位如何，所有國家都會有相對較低收入的人，或者「中低收入」指的是國家，「家庭收入」指的是該國的人民。作為 1.3.3 和 1.3.5 的參考，我們使用世界銀行經濟體名單。在目前的 2023 財年，低收入經濟體被定義為 2022 年人均國民總收入（使用世界銀行地圖集方法計算）為 1,085 美元或以下的經濟體；中低收入經濟體是指人均國民總收入在 1,086 美元至 4,255 美元之間的經濟體。目前按收入分類將 28 個國家歸類為「低收入」經濟體，將 54 個國家歸類為「中低收入」經濟體。 | Does your university as a body have schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants)?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Data submission guidance Definitions of income: When we refer to countries that are 'Low or lower-middle income' this relates to the definition of the country used by the World Bank. We also refer to the income of individuals or households in the country, for example 'household income' refers to the income of people in the country. All countries will have people with low relative incomes despite the country's status, or lower-middle income' refer to countries and 'household income' refers to the people in the country. As reference for 1.3.3 and 1.3.5 we are using the World Bank list of economies. For the current 2023 fiscal year, low-income economies are defined as those with a GNI per capita, calculated using the World Bank Atlas method, of \$1,085 or less in 2022; lower middle-income economies are those with a GNI per capita between \$1,086 and \$4,255. The current classification by income categorises 28 countries under 'low income' and 54 countries under 'lower-middle income' economies. |
| 1.4 社區消除貧窮方案<br>Community anti-poverty programmes | 1.4.1 啟動在地資源協助<br>Local start-up assistance                                    | 您的大學作為一個整體是否透過相關教育或資源為當地社區提供援助，支持財務和社會永續發展的企業的創辦？（例如輔導計劃、訓練研討會、使用大學設施）？<br>年份：2022 年 請提供一份證據證明所提供的幫助。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據項目。）定義：永續發展的企業 這是指從長遠來看經濟上可持續的企業，將產生積極的社會影響並為社區提供真正的機會。  | Does your university as a body provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources? (e.g. mentorship programmes, training workshops, access to university facilities)?<br>Year: 2022 Please provide one piece of evidence to demonstrate assistance . Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can   |

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|              |   |  | only upload a maximum of two evidence items in total per question.)<br>Definitions: Sustainable business This refers to businesses that are economically sustainable in the long term, will have a positive social impact and provide real opportunities for the community.   |
|              | 1.4.2 啟動在地資金援助<br>Local start-up financial assistance | 您的大學作為一個整體是否向當地社區提供財務援助，以協助創辦財務和社會永續發展的企業？<br>年份：2022 年 請提供一份證據證明經濟援助。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 定義：永續發展的企業 這是指從長遠來看經濟上可持續的企業，將產生積極的社會影響並為社區提供真正的機會。 | Does your university as a body provide financial assistance to the local community assisting the start-up of financially and socially sustainable businesses?<br>Year: 2022 Please provide one piece of evidence to show financial assistance . Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Definitions: Sustainable business This refers to businesses that are economically sustainable in the long term, will have a positive social impact and provide real opportunities for the community. |
|              | 1.4.3 確保服務被了解計畫<br>Programmes for services access     | 您的大學作為一個機構是否組織培訓或計劃來改善所有人獲得基本服務的機會？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 定義：基本服務這是指健康(涵蓋營養、兒童死亡率)和生活水平(涵蓋烹飪燃料、衛生設施、飲用水、電力、住房、資產)。       | Does your university as a body organise training or programmes to improve access to basic services for all?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Definitions: Basic services This refers to Health (covering Nutrition, Child mortality) and Standard of living (covering cooking fuel, sanitation, drinking water, electricity, housing, assets).   |
|              | 1.4.4 濟弱扶貧政策<br>Policy addressing poverty             | 您的大學整體是否參與地方、區域、國家和/或全球層面的政策制定，以實施消除各個面向貧窮的計畫和政策？<br>年份：2022 年 請提供一份證據證明參與。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。)  | Does your university as a body participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions?<br>Year: 2022 Please provide one piece of evidence to demonstrate participation. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)  |

## SDG2

| 分類指標 Metrics                       | 指標 Indicator   | 中文指標說明 | 英文指標說明 |
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| 2.1 與飢餓有關的研究<br>Research on hunger | 2.1.1 零飢餓：期刊評價體系 CiteScore<br>Zero Hunger: CiteScore |        |        |
|                                    | 2.1.2 零飢餓：科研論文影響力(FWCI)<br>Zero hunger: FWCI         |        |        |
|                                    | 2.1.3 零飢餓：出版物<br>Zero hunger: publications           |        |        |

| 分類指標 Metrics                         | 指標 Indicator                                 | 中文指標說明   | 英文指標說明   |
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|                                      | 2.2.1 校園廚餘追蹤<br>Campus food waste tracking   | 您的大學作為一個機構是否測量了大學內提供的食物所產生的食物垃圾量？如果食品供應是外包的，這將包括要求追蹤這些數據。<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據項目。）指導： 外包食品服務 如果食品供應是外包的，如果相關合約要求組織測量和報告食品浪費量，則可以包括在內。   | Does your university as a body measure the amount of food waste generated from food served within the university? If food provision is outsourced this will include requiring this data to be tracked.<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: outsourced food services If food provision is outsourced this can be included if the relevant contracts require the organisation to measure and report on the amount of food waste.  |
|                                      | 2.2.2 指標：校園廚餘<br>Indicator：Campus food waste | 2.2.2.1 -食物浪費總量<br>食物浪費總量<br>年份：2022 測量大學內提供的食物所產生的食物浪費量。只有當大學表明他們正在測量整個大學的食物浪費時，才會對這些值進行評分。<br>指南：外包食品服務 如果食品供應是外包的，如果相關合約要求組織測量和報告食品浪費量，則可以將其納入  | 2.2.2.1 - Total food waste<br>Total food waste<br>Year: 2022 Measure the amount of food waste generated from food served within the university. These values will only be scored where universities have indicated that they are measuring food waste across the whole university. Guidance: outsourced food services If food provision is outsourced this can be included if the relevant contracts require the organisation to measure and report on the amount of food waste  |
| 2.2 校園廚餘<br>Campus food waste<br>安環室 | 2.2.2 指標：校園廚餘<br>Indicator：Campus food waste | 2.2.2.2 -校園人口<br>校園人口<br>年份：2022 這是學生 FTE (全職當量) 人數與員工 FTE 人數之和。<br>指導：校園人口 校園人口應包括所有經常在校園居住或工作的人，包括員工、學者和學生。它還可能包括住在校園內的員工、職員或學生的家庭。校園人口不包括：<br>• 校園訪客<br>• 暑期學校人口<br>• 遠距學生/員工<br>定義：員工 通常，法律術語中的員工是指以工資、薪水、費用或報酬為雇主工作的人員。這不包括短期顧問。「工人」和「職員」都是僱員。員工的 FTE 可以透過一年中的總工作時數除以全職人員的工作時數來計算。定義：學生 對於此衡量標準，我們使用 FTE (全日制當量) 學生人數。它可以透過多種方式計算，包括一年內學習的模組總數除以全職人員的模組數量。通常，這些學生是正在攻讀高等教育課程的本科生和研究生，例如學士、碩士、博士或其他同等學位或這些課程的組成部分。對於本科程度教學的大學，這是指《國際教育標準分類法》6：學士或同等級的學生。對於研究生程度的大學來說，這僅指碩士和博士生。它將包括：<br>• 實習生<br>• 正在您所在機構攻讀可獲得學分的課程的訪問/交換生 (例如，即將入學的學生) 不包括：<br>• 目前正在另一所機構學習的交換生 (例如，即將離任的交換生) ，目前不在您所在機構攻讀學分的學生)<br>• 目前不活躍的學生<br>• 博士後學生 | 2.2.2.2 - Campus population<br>Campus population<br>Year: 2022 This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees. Guidance: Campus population Campus population should include all people who are regularly resident or working on campus, including employees, academics, and students. It may also include families of employees, staff or students where they live on campus. Campus population does NOT include:<br>• campus visitors<br>• summer school population<br>• remote students / staff<br>Definition: Employees Typically, an employee in legal terms is a person who is hired for a wage, salary, fee or payment to perform work for an employer. This does not include short term consultants. "Workers" and "staff" are employees. The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person. Definition: Students For this measure we use the FTE (Full Time Equivalent) number of students. It can be calculated in a number of ways, including as the total number of modules studied during the year, divided by the number of modules of a full-time person. Typically these will be undergraduate AND postgraduate students who are studying for higher education programmes such as bachelor' s, master' s, doctoral or other equivalent degrees or components of those programmes. For |

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|                            |   |   | universities teaching at undergraduate level this refers to ISCED 6: Bachelor's or equivalent level students. For universities teaching at postgraduate level only this refers to masters and PhD students. It will include: • students on placements • visiting/exchange students who are studying for programmes that result in credits at your institution (e.g. incoming students) It will NOT include: • exchange students who are currently studying at another institution (e.g. outgoing exchange students, who are not currently studying for credits at your institution) • students who are not currently active • postdoctoral students   |
| 2.3 學生飢餓<br>Student hunger | 2.3.1 學生糧食不安全與飢餓<br>Student food insecurity and hunger        | 您所在的大學是否有針對學生糧食不安全/飢餓的計畫？<br>年份：2022 年 請提供一份證明該計畫存在的證據。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 定義：糧食不安全 這被定義為無法可靠獲得足夠數量的負擔得起的營養食品的狀態。實施這項計畫表明了對持續「干預」的承諾，而不僅僅是一次性的。指導：一項計畫提出了一種持續的、有針對性的和協調一致的方法來解決學生的飢餓問題——它可以包括識別或測量。  | Does your university as a body have a programme in place on student food insecurity/hunger?<br>Year: 2022 Please provide one piece of evidence of the programme's existence. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Definition: Food insecurity This is defined as a state of being without reliable access to a sufficient quantity of affordable, nutritious food. Having this programme in place shows commitment to continuous 'interventions', not just one offs. Guidance: A programme suggests a continuous, targeted and coordinated approach to addressing student hunger – it could include identifying or measuring. |
|                            | 2.3.2 學生及教職員飢餓介入方案<br>Students and staff hunger interventions | 您的大學作為一個整體是否提供干預措施來預防或減輕學生和教職員工的飢餓？(例如包括食物銀行/食物儲藏室的供應和取得)<br>年份：2022 年 請提供一項證據來證明介入措施。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 指導：介入措施可以是偶然/一次性事件，但重點必須是直接和實用的。   | Does your university as a body provide interventions to prevent or alleviate hunger among students and staff? (e.g. including supply and access to food banks/pantries)<br>Year: 2022 Please provide one piece of evidence to demonstrate interventions. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Guidance: Interventions could be occasional/one off events, but the focus needs to be direct and practical.   |
|                            | 2.3.3 校園永續飲食選擇<br>Sustainable food choices on campus          | 您的大學作為一個整體是否為校園內的所有人提供可持續的食物選擇，包括素食和純素食品？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 定義：永續食物選擇 因此，永續食物選擇是指：<br>• 可信來源<br>• 對土地和自然環境進行環境永續管理<br>• 不接觸人造除草劑或人工除草劑肥料<br>• 不使用殺蟲劑或使用少量殺蟲劑<br>• 保護植物和動物的多樣性以及養殖和野生物種的福利<br>• 避免破壞或浪費自然資源或加劇氣候變遷<br>• 為繁榮當地經濟和可持續生計做出貢獻<br>• 建立基於對話、透明度和尊重的貿易夥伴關係<br>指導：校園外(例如商業街)的食品服務顯然超出了範圍。然而，如果該機構已將校園內的財產租賃給 | Does your university as a body provide sustainable food choices for all on campus, including vegetarian and vegan food?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Definition: Sustainable food choices Sustainable food choices therefore refer to:<br>• trusted sources<br>• environmentally sustainable management of the land and natural environment<br>• no exposure to manufactured herbicides or artificial fertilisers<br>• no or low level of pesticides<br>• protection of diversity of both plants and animals and the welfare of                    |



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|              |  | <p>食品供應商，或將其食品供應外包，那麼這就在範圍之內——本質上，該機構可以對食品供應提出具體要求。</p>   | <p>farmed and wild species • avoidance of damaging or wasting natural resources or contributing to climate change • contributions to thriving local economies and sustainable livelihoods • establishment of trading partnership, based on dialogue, transparency and respect<br/>Guidance: Food services that are off campus (for example on a high-street) are clearly out of scope. However, if the institution has leased property on campus to food providers, or has outsourced their food provision, then this is in scope – essentially, the institution could have specified requirements around food provision.</p>   |
|              | <p>2.3.4 健康與可負擔的飲食選擇<br/>Healthy and affordable food choices</p>   | <p>您的大學作為一個整體是否為校園內的所有人提供健康且負擔得起的食物選擇？<br/>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據項目。）定義：健康的食物選擇 這些為身體提供必需的營養：液體、常量營養素、微量營養素和充足的熱量</p>   | <p>Does your university as a body provide healthy and affordable food choices for all on campus?<br/>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Definition: Healthy food choices These provide body with essential nutrition: fluid, macronutrients, micronutrients, and adequate calories</p>   |
|              | <p>2.4 修習有關永續農業及水產養殖課程的畢業生的比例<br/>Proportion of graduates in agriculture and aquaculture including sustainability aspects</p>              | <p>2.4.1 指標：修習農業及水產養殖課程的畢業生的比例<br/>Indicator : Proportion of graduates in agriculture and aquaculture</p>   | <p>畢業生人數<br/>年份：2022 年 這是您所在機構 2022 年各級畢業生的總人數。指導：畢業生：這包括所有畢業生：ISCED 6：學士或同等水平 ISCED 7：碩士或同等水平 ISCED 8：博士或同等水平級別《國際教育標準分類法》來源的連結可以在我們的方法文件中找到。這將僅包括重要的課程，例如，本科學位的長度為兩年或更長。畢業生是指成功完成學習或培訓課程並獲得獎勵或資格的人。</p>   |
|              | <p>2.4.2 - 農業和水產養殖課程（包括永續發展方面）的畢業生人數<br/>Number of graduates from agriculture and aquaculture courses including sustainability aspects</p> | <p>農業和水產養殖課程（包括永續發展方面）的畢業生人數<br/>年份：2022 年 這是在農業和水產養殖課程中研究食品可持續性各個方面並於 2022 年成功完成課程的各級畢業生的人數。這是畢業生總數的一個子集。畢業生：請參閱上文「畢業生人數」指導：永續性「課程」FA「課程」可以理解為一個完整的學習項目，而不是項目中的單一課程。因此，請提供我們正在研究食品永續性各個面向的各級畢業生（《國際教育標準分類法》6：學士或同等程度、《國際教育標準分類法》7：碩士或同等程度、《國際教育標準分類法》8：博士或同等程度）的畢業生人數資料在農業和水產養殖課程中，並在指定年份成功完成該課程。指導：永續性要素 這裡的食品永續性涵蓋以下因素：永續農業實踐、動物福利、低環境影響、保護公眾健康、良好的就業實踐和公平的工作條件。指導：農業和水產養殖課程（包括永續發展方面）的畢業生人數。這不包括未參加任何農業課程而僅通過論文獲得博士學位的畢業生人數 指導：水產養殖 這是在水中進行的農業，</p> | <p>Number of graduates from agriculture and aquaculture courses including sustainability aspects<br/>Year: 2022 This is the headcount number of graduates at all levels from your institution in year 2022. Guidance: Graduates: This includes all graduations: ISCED 6: Bachelor's or equivalent level ISCED 7: Master's or equivalent level ISCED 8: Doctoral or equivalent level Links to the ISCED source can be found in our methodology document. This will include significant programmes only, for example, this will be two or more years in length for undergraduate degrees. A graduate is a person who has successfully completed a course of study or training resulting in an award or qualification.</p> |

| 分類指標 Metrics                 | 指標 Indicator  | 中文指標說明   | 英文指標說明   |
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|                              |   | 因此也稱為水產養殖，定義為水生動物的飼養或水生植物的種植為了食物。  | sustainability elements Food sustainability here covers the following factors: sustainable farming practices, animal welfare, low environmental impact, protecting public health, good employment practices and fair working conditions. Guidance: Number of graduates from agriculture and aquaculture courses including sustainability aspects. This does NOT include the number of graduates who get their Doctoral degrees by simply dissertation without taking part in any agriculture courses Guidance: Aquaculture This is farming in water, therefore also known as aquafarming, defined as rearing of aquatic animals or the cultivation of aquatic plants for food.   |
| 2.5 全國性飢餓<br>National hunger | 2.5.1 可及性的糧食安全知識<br>Access to food security knowledge                 | 貴校作為一個整體是否向當地農民和糧食生產者提供糧食安全以及永續農業和水產養殖知識、技能或技術？<br>年份：2022 年 請提供一份證據證明提供存取權限。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據項目。）指導：糧食安全 以下註釋旨在幫助理解這些指標中使用的術語「糧食安全」。「當所有人在任何時候都能獲得充足、安全、營養的食物以維持健康和積極的生活時，糧食安全就存在」。造成飢餓的最常見原因是貧窮；因此人們沒有足夠的收入來為自己和家人購買或生產足夠的食物。此外，如果農業研究、培訓和/或基礎設施投資不足，糧食產量可能會下降而不是增加。如果農民因缺錢而無法獲得改良種子、肥料、農藥，並且他們也缺乏如何有效/高效地使用他們所擁有的知識和信息，就會發生這種情況。農民也可能缺乏保護田間糧食作物的技能以及加工/儲存食物的技能。此外，不當的土地利用可能會損害作為其生命線的自然資源。投資人力資源至關重要，這意味著將他們的知識/資訊置於農業和發展努力的中心——大學可以處於這方面的最前沿。 | Does your university as a body provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers?<br>Year: 2022 Please provide one piece of evidence to demonstrate the provision of access. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Guidance: food security The following notes are designed to support understanding of the term food security for use in these metrics. Food security exists "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life". The most frequent cause for hunger is poverty; so people don't have adequate income to purchase or produce enough food for themselves and their families. In addition, if there is inadequate investment in agricultural research, training and/or infrastructure, food production is likely to decline instead increase. This happens if farmers lack access to improved seeds, fertilizers, pesticides due to lack of money and if they then also lack knowledge and information on how to use what they have effectively/efficiently. Farmers can also lack skills to protect food crops in field and skills to process/store food. Also, inappropriate land-use can damage natural resources which is a lifeline for them. It is crucial to invest in human resources, meaning putting their knowledge/information at the centre of agricultural and development efforts – universities can be at the forefront of that. |
|                              | 2.5.2 為在地小農與糧食生產商提供的活動<br>Events for local farmers and food producers | 您的大學作為一個機構是否為當地農民和食品生產商提供交流和傳播知識的活動？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據。）導致飢餓的最常見原因是貧窮；貧窮是導致飢餓的最常見原因。因此人們沒有足夠的收入來為自己和家人購買或生產足夠的食物。此外，如果農業研究、培訓和/或基礎設施投資不足，糧食產量  | Does your university as a body provide events for local farmers and food producers to connect and transfer knowledge?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) The most frequent cause for hunger is poverty; so people don't have adequate  |

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|              |  | 可能會下降而不是增加。如果農民因缺錢而無法獲得改良種子、肥料、農藥，並且他們也缺乏如何有效/高效地使用他們所擁有的知識和信息，就會發生這種情況。農民也可能缺乏保護田間糧食作物的技能以及加工/儲存食物的技能。此外，不當的土地利用可能會損害作為其生命線的自然資源。投資人力資源至關重要，這意味著將他們的知識/資訊置於農業和發展努力的中心——大學可以處於這方面的最前沿。  | income to purchase or produce enough food for themselves and their families. In addition, if there is inadequate investment in agricultural research, training and/or infrastructure, food production is likely to decline instead increase. This happens if farmers lack access to improved seeds, fertilizers, pesticides due to lack of money and if they then also lack knowledge and information on how to use what they have effectively/efficiently. Farmers can also lack skills to protect food crops in field and skills to process/store food. Also, inappropriate land-use can damage natural resources which is a lifeline for them. It is crucial to invest in human resources, meaning putting their knowledge/information at the centre of agricultural and development efforts – universities can be at the forefront of that.  |
|              | 2.5.3 友善在地小農與糧食生產商的校園<br>University access to local farmers and food producers | 您的大學作為一個整體是否向當地農民和食品生產者提供使用大學設施（例如實驗室、技術、植物庫存）的機會，以改善永續農業實踐？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據。）導致飢餓的最常見原因是貧窮；貧窮是導致飢餓的最常見原因。因此人們沒有足夠的收入來為自己和家人購買或生產足夠的食物。此外，如果農業研究、培訓和/或基礎設施投資不足，糧食產量可能會下降而不是增加。如果農民因缺錢而無法獲得改良種子、肥料、農藥，並且他們也缺乏如何有效/高效地使用他們所擁有的知識和信息，就會發生這種情況。農民也可能缺乏保護田間糧食作物的技能以及加工/儲存食物的技能。此外，不當的土地利用可能會損害作為其生命線的自然資源。投資人力資源至關重要，這意味著將他們的知識/資訊置於農業和發展努力的中心——大學可以處於這方面的最前沿。 | Does your university as a body provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) The most frequent cause for hunger is poverty; so people don't have adequate income to purchase or produce enough food for themselves and their families. In addition, if there is inadequate investment in agricultural research, training and/or infrastructure, food production is likely to decline instead increase. This happens if farmers lack access to improved seeds, fertilizers, pesticides due to lack of money and if they then also lack knowledge and information on how to use what they have effectively/efficiently. Farmers can also lack skills to protect food crops in field and skills to process/store food. Also, inappropriate land-use can damage natural resources which is a lifeline for them. It is crucial to invest in human resources, meaning putting their knowledge/information at the centre of agricultural and development efforts – universities can be at the forefront of that. |
|              | 2.5.4 採購永續飲食<br>Sustainable food purchases                                     | 您的大學作為一個整體是否優先考慮從當地永續來源購買產品？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。（每個問題最多只能上傳兩個證據項目。）  | Does your university as a body prioritise purchase of products from local, sustainable sources?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.)   |

## SDG3

| 分類指標 Metrics   | 指標 Indicator  | 中文指標說明  | 英文指標說明  |
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| 3.1 健康與福祉相關研究<br>Research on health and well-being         | 3.1.1 健康與福祉相關研究的能見度與下載率<br>Good Health and Well-being: paper views                  |   |   |
|  | 3.1.2 相關論文的臨床引用程度<br>Clinical citations   |   |   |
|  | 3.1.3 健康與福祉相關論文發表<br>Good Health and Well-being: publications                       |   |   |
| 3.2 健康衛教專業的畢業人數<br>Number graduating in health professions | 3.2.1 健康促進與衛生教育專業畢業生的比例<br>Indicator: Proportion of graduates in health professions | <p>畢業生人數</p> <p>年份：2022 年 這是您所在機構 2022 年各級畢業生的總人數。畢業生：這包括所有畢業生：《國際教育標準分類法》6：學士或同等水平《國際教育標準分類法》7：碩士或同等級《國際教育標準分類法》8：博士或同等級請參閱我們的方法文件，以取得《國際教育標準分類法》網站的連結。這將僅包括重要的課程，例如，本科學位的長度為兩年或更長。畢業生是指成功完成學習或培訓課程並獲得獎勵或資格的人。</p>   | <p>Number of graduates</p> <p>Year: 2022 This is the total headcount number of graduates at all levels from your institution in year 2022. Graduates: This includes all graduations: ISCED 6: Bachelor' s or equivalent level ISCED 7: Master' s or equivalent level ISCED 8: Doctoral or equivalent level Please see our methodology document for links to the ISCED site. This will include significant programmes only, for example, this will be two or more years in length for undergraduate degrees. A graduate is a person who has successfully completed a course of study or training resulting in an award or qualification.</p>   |
|  | 3.2.2 衛生專業畢業生人數<br>Number of graduates in health professions                        | <p>衛生專業畢業生人數</p> <p>年份：2022 這是 2020 年衛生專業各級畢業生的人數。這是畢業生總數的一個子集。畢業生：包括所有畢業生：《國際教育標準分類法》6：學士或同等級《國際教育標準分類法》7：碩士或同等級《國際教育標準分類法》8：博士或同等程度請參閱我們的方法文件，取得《國際教育標準分類法》網站的連結。這將僅包括重要的課程，例如，本科學位的長度為兩年或更長。畢業生是指成功完成學習或培訓課程並獲得獎勵或資格的人。指導：衛生專業的畢業生人數 這並不要求畢業生完全具備該專業的資格，因為可能需要進一步的實務經驗。指導：相關健康專業可能的學位包括（但不限於）：全科醫學、助產學、放射學、護理學、藥學、物理治療、驗光、公共衛生、心理健康（包括心理學）美國的相關 CIP 代碼包括 34、42 51。這也可能包括從表面上看不屬於“健康專業”，但已在與醫學相關的科目中分配科目代碼的資格。此指標適用於獲得健康相關專業學位的畢業生，包括直接照護從業人員以及專職醫療專業人員。衛生專業人員也可以是公共衛生或社區衛生從業人員。另一個指南也是我們的主題映射（方法文件中的附錄 3）。因此，所有進入醫學領域的科目都是可以接受的。</p> | <p>Number of graduates in health professions</p> <p>Year: 2022 This is the headcount number of graduates at all levels in health professions in year 2020. This is a subset of the total number of graduates. Graduates: This includes all graduations: ISCED 6: Bachelor' s or equivalent level ISCED 7: Master' s or equivalent level ISCED 8: Doctoral or equivalent level Please see our methodology document for links to the ISCED site. This will include significant programmes only, for example, this will be two or more years in length for undergraduate degrees. A graduate is a person who has successfully completed a course of study or training resulting in an award or qualification. Guidance: Number of graduates in health professions This does not require the graduates to be fully qualified in the profession, since further practical experience may be necessary. Guidance: relevant health professions Possible degrees include (but are not limited to): General Medicine, Midwifery, Radiography, Nursing, Pharmacy, Physiotherapy, Optometry, Public Health, Mental health (including psychology) Relevant CIP codes in the USA include 34, 42 and 51. This may also include qualifications which do not, on face value, look like they fall under 'Health professions' , but have been assigned a subject code in subjects allied to medicine. This metric is about graduates who receive a degree associated with a health-related profession, including direct care practitioners as well as allied health professionals. A health professional may also be a public health or community health practitioner. Another guideline is also our subject</p> |

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|   |   |   | mapping (appendix 3 in the methodology document). So, all subjects that feed into medicine are acceptable.   |
| 3.3 健康促進與衛生教育的社區協作與服務<br>Collaborations and health services | 3.3.1 與社區、政府、國際衛生機關合作，以改善健康與福祉<br>Current collaborations with health institutions | 您的大學作為一個整體目前是否與當地、國家或全球衛生機構合作以改善健康和福祉成果？<br>年份：2022 年 請提供一份證據證明這些合作。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題總共最多只能上傳兩個證據項目。) 指導： 協作 協作是指在一段時間內一起進行的持續的正式/非正式活動/互動。• 本地：與您的校園(之一)位於同一個城鎮/城市 • 全國：與全國範圍的機構/組織合作 • 全球：與具有全球影響力/業務的機構/組織合作 合作對象必須是非以下組織：由大學擁有或管理。 | Does your university as a body have current collaborations with local, national or global health institutions to improve health & wellbeing outcomes?<br>Year: 2022 Please provide one piece of evidence to demonstrate those collaborations. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: collaborations A collaboration is an on-going formal/informal activity/interaction over a period of time together. • local: within the same town/city as (one of) your campus(es) • national: working with a nation-wide institutions/organizations • global: working with institutions/organizations with global influence/operations Collaborations must be with organisations not owned or managed by the university. |
|   | 3.3.2 健康促進與衛生教育外展計畫<br>Health outreach programmes                                 | 您的大學作為一個整體是否在當地社區提供外展計劃和計畫(可以包括學生志願服務計劃)，以改善或促進健康和福祉，包括衛生、營養、計劃生育、體育、鍛煉、健康老化以及其他健康和福祉相關話題？<br>年份：2022 請提供一份證據來展示計劃和項目。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 這還可以包括針對機構當地流離失所者或難民社區的外展計劃。   | Does your university as a body deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health & wellbeing including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and wellbeing related topics?<br>Year: 2022 Please provide one piece of evidence to show programmes and projects. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) This can also include outreach programmes to displaced or refugee communities local to the institution.  |
|   | 3.3.3 共享體育設施<br>Shared sports facilities  | 您的大學作為一個整體是否與當地社區(例如當地學校或公眾)共享體育設施？<br>年份：2022 年 請提供一份證據證明這一方面。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 指導： 健康服務 如果大學不直接提供健康服務，則可以使用路標證據(引導學生或教職員工獲得適當的服務)作為範例。指導：共享體育設施 設施應定期共享或允許使用，而不是一次性的。單一事件不算，但多個常規事件可能算在內。                              | Does your university as a body share sports facilities with the local community, for instance with local schools or with the general public?<br>Year: 2022 Please provide one piece of evidence to demonstrate this aspect. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: health services Where health services are not provided directly by the university then evidence of signposting (directing students or staff to appropriate services) can be used as examples. Guidance: shared sports facilities The facilities should be shared or use allowed on a regular, not a one off basis. A single event would not count, although multiple regular events might.   |
|   | 3.3.4 為學生提供免費性教育服務<br>Free sexual health care for students                        | 您的大學作為一個整體是否為學生提供性健康和生殖健康保健服務，包括資訊和教育服務？  | Does your university as a body provide students access to sexual and reproductive health-care services including information and education services?   |

| 分類指標 Metrics | 指標 Indicator                          | 中文指標說明  | 英文指標說明  |
|--------------|---------------------------------------|---|---|
|              |                                       | 年份：2022 年 請提供一份證據證明這一方面。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 指導：健康服務 如果大學不直接提供健康服務，則可以使用路標證據(引導學生或教職員工獲得適當的服務)作為範例。   | Year: 2022 Please provide one piece of evidence to demonstrate this aspect. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: health services Where health services are not provided directly by the university then evidence of signposting (directing students or staff to appropriate services) can be used as examples.   |
|              | 3.3.5 心理健康支持<br>Mental health support | 您的大學作為一個整體是否為學生和教職員工提供心理健康支持？<br>年份：2022 年 請提供一份證據證明這一方面。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 指導：健康服務 如果大學不直接提供健康服務，則可以使用路標證據(引導學生或教職員工獲得適當的服務)作為範例。  | Does your university as a body provide students access to sexual and reproductive health-care services including information and education services?<br>Year: 2022 Please provide one piece of evidence to demonstrate this aspect. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: health services Where health services are not provided directly by the university then evidence of signposting (directing students or staff to appropriate services) can be used as examples.   |
|              | 3.3.6 無菸校園<br>Smoke-free policy       | 您所在的大學是否有「無菸」政策？<br>到 2022 年實施 請提供一份證據來證明該政策的存在。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 定義：無菸 無菸校園是指已實施禁止在所有室內和室外校園地點使用菸草產品的政策的大學。部分無菸校園是指大學實施了禁止在封閉建築和設施內或在校園室內外活動期間使用菸草製品的政策，但設有「指定吸菸」區域供人們使用。如果政策是在 2018-2022 年期間創建或審核的，則額外加 1 分。<br><br>創建政策 (yyyy)<br>請確保您提供保單日期(最後建立)。保單日期需要輸入入口網站系統。<br><br>政策審查 (yyyy)<br>請確保您提供保單日期(上次審核)。保單日期需要輸入入口網站系統。 | Does your university as a body have a "smoke-free" policy?<br>In place by 2022 Please provide one piece of evidence to show the existence of the policy. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Definition: smoke-free A smoke-free campus refers to universities that have implemented policies prohibiting the use of tobacco products at ALL indoor and outdoor campus locations. Partial smoke-free campus refers to universities that have implemented policies prohibiting the use of tobacco products in enclosed buildings and facilities or during indoor and outdoor events on the campus BUT have 'smoking-designated' areas for people to use. Extra 1 point if the policy was created or reviewing in<br><br>Policy created (yyyy)<br>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.<br><br>Policy reviewed (yyyy)<br>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system. |

## SDG6

| 分類指標 Metrics                    | 指標 Indicator  | 中文指標說明 | 英文指標說明 |
|---------------------------------|---|--------|--------|
| 6.1 與水相關研究<br>Research on water | 6.1.1 清潔飲水和衛生設施：期刊評價體系 CiteScore<br>Clean Water and Sanitation: CiteScore |        |        |

| 分類指標 Metrics                              | 指標 Indicator  | 中文指標說明  | 英文指標說明   |
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|   | 6.1.2 清潔飲水和衛生設施：科研論文(FWCI)<br>Clean Water and Sanitation: FWCI  |   |  |
|   | 6.1.3 清潔飲水和衛生設施：出版物<br>Clean Water and Sanitation: publications |   |  |
| 6.2 每人用水量<br>Water consumption per person | 6.2.1 追蹤用水量<br>Water consumption tracking                       | 您的大學作為一個整體是否測量了大學使用的總水量·這些水是從主電源、海水淡化或從河流、湖泊或蓄水層提取的？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 指導：水源 旨在評估處理水(自來水或淡化水)或提取水(來自河流、湖泊、含水層)的使用量在大學。這兩種水源都有廣泛的環境影響。   | Does your university as a body measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or aquifers?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Water sources This is designed to evaluate the volume of treated water (mains water or desalinated water) or extracted water (from rivers, lakes, aquifers) used in the university. Both of these water sources have wide ranging environmental impacts.  |
|   | 6.2.2 每人平均用水量<br>Water consumption per person                   | 6.2.2.1 -大學用水量：入站(處理/提取水)<br>大學用水量：進水(處理水/提取水)<br>年份：2022 年 大學使用的水量(立方公尺)來自處理/提取的水·參考 2022 年。定義：計量單位 計量單位為立方公尺(m <sup>3</sup> )。我們希望這些數字(用水量)是四捨五入的數字。只有當大學表明他們正在測量整個大學的用水量時·才會對這些值進行評分。  | 6.2.2.1 - Volume of water used in the university: Inbound (treated/extracted water)<br>Volume of water used in the university: Inbound (treated/extracted water)<br>Year: 2022 Volume of water used (in cubic metre) in the university sourced from treated/extracted water, referring to year 2022. Definition: units of measurement The unit of measurement is cubic metre (m <sup>3</sup> ). We expect these figures (Volume of water used) to be a rounded figure. These values will only be scored where universities have indicated that they are measuring water consumption across the whole university.   |
|   |   | 6.2.2.2 -校園人口<br>校園人口<br>這是學生 FTE (全職當量) 人數與員工和其他校園 FTE 人數之和·參考 2019 年。年份：2022 指引：校園人口 校園人口應包括所有常住或工作的人員校園·包括員工、學者和學生。它還可能包括住在校園內的員工、職員或學生的家庭。校園人口不包括：<br>• 校園訪客<br>• 暑期學校人口<br>• 遠距學生/員工 定義：員工 通常·法律術語中的員工是指以工資、薪水、費用或報酬為雇主工作的人員。這不包括短期顧問。「工人」和「職員」都是僱員。員工的 FTE 可以透過一年中的總工作時數除以全職人員的工作時數來計算。定義：學生 對於此衡量標準·我們使用 FTE (全日制當量) 學生人數。它可以透過多種方式計算·包括一年內學習的模組總數除以全職人員的模組數量。通常·這些學生是正在攻讀高等教育課程的本科生和研究生·例如學士、碩士、博士或其他同等學位或這些課程的組成部分。對於本科程度教學的大學·這是指《國際教育標準分類法》6：學士或同等級的學生。對於研究生程度的大學來說·這僅指碩士和博士生。它將包括：<br>• 實習生<br>• 正在您所在機構攻讀可獲得學分的課程的訪問/交換生(例如· | 6.2.2.2 - Campus population<br>Campus population<br>This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees and other campus, referring to year 2019. Year: 2022 Guidance: Campus population Campus population should include all people who are regularly resident or working on campus, including employees, academics, and students. It may also include families of employees, staff or students where they live on campus. Campus population does NOT include:<br>• campus visitors<br>• summer school population<br>• remote students / staff<br>Definition: Employees Typically, an employee in legal terms is a person who is hired for a wage, salary, fee or payment to perform work for an employer. This does not include short term consultants. "Workers" and "staff" are employees. The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person. Definition: Students For this measure we use the FTE (Full Time |

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|                                     |   | 即將入學的學生 ) 不包括 : • 目前正在另一所機構學習的交換生( 例如 : 即將離任的交換生 ) • 目前不在您所在機構攻讀學分的學生 ) • 目前不活躍的學生 • 博士後學生   | Equivalent) number of students. It can be calculated in a number of ways, including as the total number of modules studied during the year, divided by the number of modules of a full-time person. Typically these will be undergraduate AND postgraduate students who are studying for higher education programmes such as bachelor' s, master' s, doctoral or other equivalent degrees or components of those programmes. For universities teaching at undergraduate level this refers to ISCED 6: Bachelor's or equivalent level students. For universities teaching at postgraduate level only this refers to masters and PhD students. It will include: • students on placements • visiting/exchange students who are studying for programmes that result in credits at your institution (e.g. incoming students) It will NOT include: • exchange students who are currently studying at another institution (e.g. outgoing exchange students, who are not currently studying for credits at your institution) • students who are not currently active • postdoctoral students |
| 6.3 用水清潔與維護<br>Water usage and care | 6.3.1 廢水處理<br>Wastewater treatment                  | 您的大學是否有適當的廢水處理流程 ?<br>年份 : 到 2022 年到位 請提供一份有關該流程的證據。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。( 每個問題最多只能上傳兩個證據項目。 )                                    | Does your university as a body have a process in place to treat waste water?<br>Year: in place by 2022 Please provide one piece of evidence that refers to the process. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)   |
|                                     | 6.3.2 預防用水系統污染<br>Preventing water system pollution | 您的大學整體是否有防止污水進入供水系統的流程，包括大學內事故和事件造成的污染 ?<br>年份 : 到 2022 年到位 請提供一份有關該流程的證據。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。( 每個問題最多只能上傳兩個證據項目。 )              | Does your university as a body have processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university?<br>Year: in place by 2022 Please provide one piece of evidence that refers to the process. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)  |
|                                     | 6.3.3 提供免費飲用水<br>Free drinking water provided       | 您的大學是否為學生、教職員和訪客提供免費飲用水( 例如飲水機 ) ?<br>年份 : 2022 年 請提供一份證明提供免費飲用水的證據。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。( 每個問題最多只能上傳兩個證據項目。 )                    | Does your university as a body provide free drinking water for students, staff and visitors, e.g. drinking water fountains)?<br>Year: 2022 Please provide one piece of evidence that shows provision of free drinking water. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)  |
|                                     | 6.3.4 節水建築標準<br>Water-conscious building standards  | 您的大學作為一個整體是否應用建築標準來盡量減少用水 ? ( 相關標準需註明 )<br>年份 : 到 2022 年到位 請提供一份證據，強調建築標準在此背景下的應用。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。( 每個問題最多只能上傳兩個證據項目。 ) 指導 : | Does your university as a body apply building standards to minimise water use? (relevant standards to be indicated)<br>Year: in place by 2022 Please provide one piece of evidence that highlights the application of building standards in this context. Evidence can include policy documents, reports, meeting notes,   |



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|                                      |   | 建築標準 這些是要求、法規和技術指導，以確保建築安全、高效和永續。它們可能因國家/地區而異，但共同目標是確保相關領域制定的政策得到執行。  | publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)<br>Guidance: Building standards These are requirements, regulations and technical guidance, to ensure buildings are safe, efficient and sustainable. They can vary by country but the mutual aim is to ensure that policies set out in a relevant area are carried out.  |
|                                      | 6.3.5 節水植栽景觀<br>Water-conscious planting                      | 您的大學是否作為一個整體種植景觀以盡量減少用水量？(例如使用耐旱植物)<br>年份：2022 年到位 請提供一份證據來證明這些種植景觀。證據可以包括報告、宣傳資料、小冊子或類似內容。(每個問題最多只能上傳兩個證據項目。)  | Does your university as a body plant landscapes to minimise water usage? (e.g. use drought-tolerant plants)<br>Year: in place by 2022 Please provide one piece of evidence that shows those planted landscapes. Evidence can include reports, publicity materials, brochures or similar. (You can only upload a maximum of two evidence items in total per question.)  |
| 6.4 水再利用<br>Water reuse              | 6.4.1 水再利用政策<br>Water reuse policy                            | 您所在的大學整體是否制定了最大化整個大學水資源再利用的政策？<br>年份：到 2022 年實施 請提供證據證明大學有鼓勵或強制盡可能重複利用和循環利用水的政策。定義：水回用這是一種將處理後的廢水回收用於有益目的的方法，例如農業和景觀灌溉、工業過程、廁所沖水和地下水補充。回收/再利用的水可以包括來自水槽、淋浴、洗碗機、洗衣機的廢水，並且至少再利用一次。如果政策是在 2018 年至 2022 年期間制定或審查的，則得 1 分。<br><br>創建政策 (yyyy)<br>請確保您提供保單日期 (最後建立)。保單日期需要輸入入口網站系統。<br><br>政策審查 (yyyy)<br>請確保您提供保單日期 (上次審核)。保單日期需要輸入入口網站系統。 | Does your university as a body have a policy to maximise water reuse across the university?<br>Year: in place by 2022 Please provide evidence that the university has a policy to encourage or mandate the reuse and recycling of water wherever possible. Definition: Water reuse This is a method of recycling treated wastewater for beneficial purposes, such as agricultural and landscape irrigation, industrial processes, toilet flushing, and groundwater replenishing. Recycled/reused water can include wastewater from sinks, showers, dish washers, washing machines that is reused at least one time. One point if policy was created or reviewed in period 2018-2022.<br><br>Policy created (yyyy)<br>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.<br><br>Policy reviewed (yyyy)<br>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system. |
|                                      | 6.4.2 水再利用測量<br>Water reuse measurement                       | 您的大學作為一個整體是否衡量整個大學的水再利用？<br>年份：2022 年到位 請提供證據證明大學測量了再利用或循環利用的水量。定義：水回用這是一種將處理後的廢水回收用於有益目的的方法，例如農業和景觀灌溉、工業過程、廁所沖水和地下水補充。回收/再利用的水可以包括來自水槽、淋浴、洗碗機、洗衣機的廢水，並且至少再利用一次。  | Does your university as a body measure the reuse of water across the university?<br>Year: in place by 2022 Please provide evidence that the university measures the amount of water reused or recycled. Definition: Water reuse This is a method of recycling treated wastewater for beneficial purposes, such as agricultural and landscape irrigation, industrial processes, toilet flushing, and groundwater replenishing. Recycled/reused water can include wastewater from sinks, showers, dish washers, washing machines that is reused at least one time.   |
| 6.5 地方社群用水<br>Water in the community | 6.5.1 水資源管理教育機會<br>Water management educational opportunities | 您的大學作為一個整體是否為當地社區提供了解良好水管理的教育機會？  | Does your university as a body provide educational opportunities for local communities to learn about good water management?   |

| 分類指標 Metrics | 指標 Indicator  | 中文指標說明   | 英文指標說明  |
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|              |   | 年份：2022 年 請提供一份證據來強調這些教育機會。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)   | Year: 2022 Please provide one piece of evidence that highlights those educational opportunities. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.)   |
|              | 6.5.2 提倡節約用水意識<br>Promoting conscious water usage         | 您的大學作為一個整體是否積極促進校園和更廣泛社區的有意識用水？<br>年份：2022 年 請提供一項證據，突顯有意識用水的宣傳活動。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)  | Does your university as a body actively promote conscious water usage on campus, and in the wider community?<br>Year: 2022 Please provide one piece of evidence that highlights those promotions of conscious water usage. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.)   |
|              | 6.5.3 支持校外水資源保育<br>Off-campus water conservation support  | 您的大學作為一個團體是否支持校外節水？<br>年份：2022 年 請提供一份證據來強調支持。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。) 指導：校外節水 這是指校外的任何活動。例子可以在當地社區或其他地方。   | Does your university as a body support water conservation off campus?<br>Year: 2022 Please provide one piece of evidence that highlights the support. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Water conservation off campus This refers to any activity that is not on campus. Examples could be in a local community or elsewhere.  |
|              | 6.5.4 校園永續水資源抽取<br>Sustainable water extraction on campus | 您的大學作為一個提取水的機構(例如從含水層、湖泊或河流)，是否在校園內外的相關大學場地上利用可持續的水提取技術？<br>年份：2022 年 請提供一份證據證明其使用情況。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。) 指導：取水 從任何水源暫時或永久取水的過程，無論是用於防洪、灌溉或用作飲用水。   | Does your university as a body, where water is extracted (for example from aquifers, lakes or rivers), utilise sustainable water extraction technologies on associated university grounds on and off campus?<br>Year: in place by 2022 Please provide one piece of evidence that demonstrates the utilisation. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Water extraction The process of taking water from any source, either temporarily or permanently, be it for flood control, irrigation or for the use as drinking water.  |
|              | 6.5.5 水安全合作<br>Cooperation on water security              | 貴校整體是否與地方、區域、國家或全球政府在水安全方面合作？<br>年份：2022 年 請提供一份證據證明這些合作。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。) 指導：水安全 水安全(連結可在我們的方法文件中找到) 聯合國的定義是「...人口維護可持續發展的能力」獲得足夠數量的可接受的優質水，以維持生計、人類福祉和社會經濟發展，確保免受水源污染和與水有關的災害，並在和平和政治穩定的氣氛中保護生態系統。” 然而，透過校園或相關大學場地的建築基礎設施轉移河水或地下水會改變地表水的數量和質量，從而擾亂溪流、河流和湖泊的自然流動。因此，技術需要永續地設計和應用，以滿足特定社區/地點的需求。 | Does your university as a body cooperate with local, regional, national or global governments on water security?<br>Year: 2022 Please provide one piece of evidence that demonstrates those cooperations. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Water security Water security (link can be found in our methodology document) as defined by the United Nations is the “...capacity of a population to safeguard sustainable access to adequate quantities of acceptable quality water for sustaining livelihoods, human well-being, and socio-economic development, for ensuring protection against water-borne pollution and water-related disasters, and for preserving ecosystems in a climate of peace and political stability.” However, diverting river water or groundwater through built infrastructure at campus or associated university grounds alters the surface water quantity and |

| 分類指標 Metrics | 指標 Indicator | 中文指標說明 | 英文指標說明   |
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|              |              |        | quality and thereby disrupts the natural flows through streams, rivers, and lakes. Therefore, technologies need to be designed and applied sustainably, so they meet the needs of a particular community / location. |

## SDG8

| 分類指標 Metrics  | 指標 Indicator   | 中文指標說明  | 英文指標說明   |
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| 8.1 經濟成長與就業研究<br>Research on economic growth and employment | 8.1.1 經濟成長與就業研究在前 10%核心期刊的發表篇數<br>Decent Work and Economic Growth: CiteScore |   |  |
|   | 8.1.2 經濟成長與就業研究的相關發表及出版<br>Decent Work and Economic Growth: publications     |   |  |
| 8.2 就業實踐<br>Employment practice                             | 8.2.1 就業實踐與生活工資<br>Employment practice living wage                           | <p>您的大學作為一個整體是否至少向所有教職員工支付生活工資·定義為當地生活工資(如果政府對此進行定義)或四口之家的當地貧困指標(以小時工資表示)?</p> <p>年份: 2022 年到位 請提供一份證據證明。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。)</p> <p>定義: 生活工資 每個國家都有不同的定義·這可以被視為當地的具體問題·我們在這裡試圖了解的是您作為機構是否對此做出承諾。</p>  | <p>Does your university as a body pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local poverty indicator for a family of four (expressed as an hourly wage)?</p> <p>Year: in place by 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)</p> <p>Definition: Living wage There are different definitions for every country and this can be seen as a contextual local issue. What we are trying to capture here is whether you as institution have commitment to this.</p>  |
|   | 8.2.2 就業工會<br>Employment practice unions                                     | <p>貴校整體是否承認所有人(包括女性和國際員工)的工會和勞工權利(結社自由和集體談判)?</p> <p>年份: 2022 年到位 請提供一份證據證明。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>   | <p>Does your university as a body recognise unions &amp; labour rights (freedom of association &amp; collective bargaining) for all, including women &amp; international staff?</p> <p>Year: in place by 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)</p>  |
|   | 8.2.3 制定終止歧視的就業政策<br>Employment policy on discrimination                     | <p>您所在的大學作為一個機構是否制定了終止工作場所歧視(包括基於宗教、性取向、性別、年齡的歧視)的政策?</p> <p>年份: 2022 年生效 請提供最新政策文件副本的網址連結。(每個問題最多只能上傳兩個證據項目。)</p> <p>指導: 歧視 大學不應基於種族、膚色、宗教(信仰)、性別、性別表達、年齡、國籍(血統)進行歧視、殘疾、婚姻狀況、性取向或軍事狀況·在其任何活動或運營中·如果政策是在 2018 年至 2022 年期間制定或審查的·則得 1 分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期(最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期(上次審核)。保單日期需要輸入入口網站系統。</p> | <p>Does your university as a body have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age)?</p> <p>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.)</p> <p>Guidance: Discrimination A university should not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created).<br/>Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)</p> |

| 分類指標 Metrics | 指標 Indicator   | 中文指標說明  | 英文指標說明  |
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|              | <p>8.2.4 反對現代奴隸制的工作政策<br/>Employment policy modern slavery</p>                   | <p>貴校整體是否有反對強迫勞動、現代奴隸制、人口販賣和童工的政策承諾？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。(每個問題總共最多只能上傳兩個證據項目。)如果政策是在 2018-2022 年期間創建或審核的，則得一分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期(最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期(上次審核)。保單日期需要輸入入口網站系統。</p>       | <p>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p> <p>Does your university as a body have a policy commitment against forced labour, modern slavery, human trafficking, and child labour?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p> |
|              | <p>8.2.5 人力外包僱傭關係的同等權利<br/>Employment practice equivalent rights outsourcing</p> | <p>將活動外包給第三方時，您的大學作為一個團體是否有保證工人同等權利的政策？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。(每個問題總共最多只能上傳兩個證據項目。)如果政策是在 2018-2022 年期間創建或審核的，則得一分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期(最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期(上次審核)。保單日期需要輸入入口網站系統。</p>    | <p>Does your university as a body have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p>   |
|              | <p>8.2.6 制定薪資平等的就業政策<br/>Employment policy pay scale equity</p>                  | <p>您的大學整體是否制定了薪資平等政策，包括承諾衡量和消除性別薪資差距？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。(每個問題最多只能上傳兩個證據項目。)定義：薪資標準公平 這是指同值工作同等報酬。同工同酬解決了男性和女性從事同等價值工作的情況。通常，法律要求雇主在女性工作具有可比較價值的情況下支付至少與男性工作相同的工資，但這需要得到機構內部行動的支持，以確保這一目標能夠實現。如果政策是在 2018 年至 2022 年期間制定或審核的，則得 1 分。</p> | <p>Does your university as a body have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) Definition: Pay scale equity This refers to equal pay for work of equal value. Equal pay for equal work addresses situations in which men and women do work of the same value. Often law requires employers to pay female jobs at least the same as male jobs if they are of comparable value, but this needs to be supported by action within an institution to ensure that it can be achieved. One point if policy was created or reviewed in period 2018-2022.</p>   |

| 分類指標 Metrics                            | 指標 Indicator  | 中文指標說明   | 英文指標說明   |
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|   |   | <p>創建政策 (yyyy)<br/>請確保您提供保單日期(最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期(上次審核)。保單日期需要輸入入口網站系統。</p>  | <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p>  |
|   | 8.2.7 追蹤性別平等的薪酬等級<br>Tracking pay scale for gender equity | <p>您的大學是否作為一個機構衡量/追蹤薪資等級的性別平等？<br/>年份：2022 年到位 請提供一份證據證明。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>   | <p>Does your university as a body measure/track pay scale gender equity?<br/>Year: in place by 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)</p>  |
|   | 8.2.8 制定就業實踐的申訴流程<br>Employment practice appeal process   | <p>您的大學作為一個機構是否有一個程序供員工就員工權利和/或薪酬提出上訴？<br/>年份：2022 年到位 請提供一份證據證明流程。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。) 指示：上訴流程此定義已擴展為包括員工針對薪酬確定和/或評估審核提出上訴的流程。</p>   | <p>Does your university as a body have a process for employees to appeal on employee rights and/or pay?<br/>Year: in place by 2022 Please provide one piece of evidence to demonstrate the process. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Appeal process This definition has been expanded to include processes for employees to appeal against pay determination and/or appraisal reviews.</p>   |
| 8.3 每位員工的支出<br>Expenditure per employee | 8.3.1 在職員工人數<br>Indicator: Expenditure per employee       | <p>在職員工人數<br/>年份：2022 年 這是指 2022 年的員工 FTE (全職當量) 數量，包括外包核心服務。員工的 FTE 可以透過該年的總工作時數除以全職人員的工作時間。定義：員工人數 員工包括為大學工作的所有學術和非學術人員。它還應包括為外包的核心大學服務工作的人員(例如清潔工、門衛、餐飲服務人員、園丁，其中相關服務由外部公司提供)。</p>  | <p>Number of employees<br/>Year: 2022 This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2022. The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person. Definition: Number of employees Employees include all academic and non-academic staff working for the university. It should also include people working for core university services that have been outsourced (for example cleaners, janitors, caterers, gardeners where the relevant services are provided by an external company).</p> |
|   | 8.3.3 學術人員數量<br>Number of academic staff                  | <p>學術人員數量<br/>年份：2022 年 這是受聘於學術職位的 FTE (全職當量) 人數，例如從事教學、研究或兩者兼有的講師、讀者、教授，參考 2022 年。定義：受聘於學術職位的學術人員例如，從事教學、研究或兩者兼具的講師、讀者、教授。在美國，這包括但不限於「教師」。大學包括教學和研究，但也可以包括：<br/>• 僅研究人員<br/>• 助理和副教授<br/>• 長期聘用人員和長期合約人員<br/>「學術人員」一般不包括：<br/>• 研究助理、各類臨床醫生(除非他們也有學術職位)、支援機構或學生(各級)一般基礎</p> | <p>Number of academic staff<br/>Year: 2022 This is the FTE (Full Time Equivalent) number of staff employed in an academic post, e.g. lecturer, reader, professor who teach, research or do both, referring to year 2022. Definition: Academic staff individuals employed in an academic post, e.g. lecturer, reader, professor who teach, research or do both. In the US this would include, but not be limited to 'faculty'. University include teaching and research but can also include: • research only</p>   |

| 分類指標 Metrics   | 指標 Indicator   | 中文指標說明  | 英文指標說明  |
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|  |  | <p>設施的技術人員和工作人員。• 擔任學術職位但不再活躍的員工 ( 例如榮譽職位或退休員工 ) 或客座員工。• 來自附屬醫院的臨床醫生，除非他們也有學術職位，並且其工作量的很大一部分涉及教學或研究 定義：FTE 工作人員的 FTE 可以計算為一年內工作總小時數除以工作小時數全職人員的工作時間。</p>  | <p>staff • assistant and associate professors • permanent staff and staff employed on a long-term contract basis 'Academic staff' in general does NOT include: • research assistants, clinicians of all types (unless they also have an academic post), technicians and staff that support the general infrastructure of the institution or students (of all levels). • staff that hold an academic post but are no longer active (e.g. honorary posts or retired staff) or visiting staff. • clinicians from affiliated hospitals unless they also have an academic post and a sizeable portion of their workload involves teaching or research Definition: FTE The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.</p>  |
|  | <p>8.3.2 大學開支<br/>University expenditure</p>                 | <p>大學開支<br/>年份：2022 2022 年上一財政年度大學支出總額。指引：支出這是指五個主要類別的支出：• 員工成本 ( 包括外包核心服務 ) • 基本重組成本• 其他營運支出這不包括：• 資本• 支出新建築 • 折舊 • 利息和其他財務成本 定義：基本重組成本 重組成本是組織在重組期間發生的成本。它們是非經常性營運費用，被歸類為不尋常和不頻繁的費用。重組可能發生在業務重大重組期間或公司高階主管變動期間。重組費用通常包括現金成本、應計負債、資產沖銷以及因裁員而產生的員工遣散費。定義：貨幣 支出將以您所在機構先前確定的使用貨幣提供。</p>   | <p>University expenditure<br/>Year: 2022 Total university expenditure in last financial year 2022. Guidance: Expenditure This refers to spending in five main categories: • Staff costs (including outsourced core services) • Fundamental restructuring costs • Other operating expenses This does not include: • Capital • Spending on new buildings • Depreciation • Interest and other finance costs Definition: Fundamental restructuring costs Restructuring costs are costs an organisation incurs during restructuring. They are nonrecurring operating expenses and are classified as an unusual and infrequent expense. Restructurings may occur during a major reconfiguration of operations or during a change in upper-level management at a company. Restructuring charges often include cash costs, accrued liabilities, asset write-offs, and employee severance pay due to layoffs. Definition: currency Expenditure is to be provided in the currency previously identified as that used by your institution.</p> |
| <p>8.4 參加工作實習的學生比例<br/>Proportion of students taking work placements</p> | <p>8.4.1 學生人數<br/>Proportion of students with placements</p> | <p>學生人數<br/>年份：2022 這是指 2022 年所有年份以及所有獲得學位、證書、機構學分或其他資格的課程的 FTE( 全日制當量 ) 學生人數。定義：學生 對於這一衡量標準，我們使用 FTE ( 全日制當量 ) 學生人數。它可以透過多種方式計算，包括一年內學習的模組總數除以全職人員的模組數量。通常，這些學生是正在攻讀高等教育課程的本科生和研究生，例如學士、碩士、博士或其他同等學位或這些課程的組成部分。對於本科程度教學的大學，這是指《國際教育標準分類法》6：學士或同等級的學生。對於研究生程度的大學來說，這僅指碩士和博士生。它將包括：• 實習生• 正在您所在機構攻讀可獲得學分的課程的訪問/交換生 ( 例如，即將入學的學生 ) 不包括：• 目前正在另一所機構學習的交換生( 例如，即將離任的交換生 ) • 目前不在您所在機構攻讀學分的學生 ) • 目前不活躍的學生 • 博士後學生</p> | <p>Number of students<br/>Year: 2022 This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2022. Definitions: Students For this measure we use the FTE (Full Time Equivalent) number of students. It can be calculated in a number of ways, including as the total number of modules studied during the year, divided by the number of modules of a full-time person. Typically these will be undergraduate AND postgraduate students who are studying for higher education programmes such as bachelor' s, master' s, doctoral or other equivalent degrees or components of those programmes. For universities teaching at undergraduate level this refers to ISCED 6:</p>   |

| 分類指標 Metrics   | 指標 Indicator  | 中文指標說明  | 英文指標說明   |
|--|---|---|--|
|  |   |   | Bachelor's or equivalent level students. For universities teaching at postgraduate level only this refers to masters and PhD students. It will include: • students on placements • visiting/exchange students who are studying for programmes that result in credits at your institution (e.g. incoming students) It will NOT include: • exchange students who are currently studying at another institution (e.g. outgoing exchange students, who are not currently studying for credits at your institution) • students who are not currently active • postdoctoral students   |
|  | 8.4.2 實習超過一個月的學生人數<br>Number of students with work placements for more than a month | 實習時間超過一個月的學生人數<br>年份：2022 這是指 2022 年，進行工作實習（作為課程的一部分）超過一個月的 FTE（全日制當量）學生人數。這是學生人數的子集 對於此衡量標準，我們使用 FTE（全日制當量）學生人數。它可以透過多種方式計算，包括一年內學習的模組總數除以全職人員的模組數量。定義：學生：請參閱「學生人數」 定義：工作實習 我們所說的實習指的是出境實習。因此，作為語言學位一部分的學生在國外工作一年，或進行工作實習的學生。這可能包括沒有報酬的實習學生，儘管這種做法存在道德和平等問題。 | Number of students with work placements for more than a month<br>Year: 2022 This is the FTE (Full Time Equivalent) number of students with work placements (required as part of the course) of more than a month, referring to year 2022. This is a subset of number of students For this measure we use the FTE (Full Time Equivalent) number of students. It can be calculated in a number of ways, including as the total number of modules studied during the year, divided by the number of modules of a full-time person. Definition: Students: See 'Number of students' Definition: Work placements By placements we mean outbound placements. So, students working abroad for a year as part of a language degree, or students on a work placement. This may include students on work placements who are not paid, although there are ethical and equalities issues associated with this practice. |
| 8.5 簽定安全合約的員工比例<br>Proportion of employees on secure contracts | 8.5.1 在職員工人數<br>Proportion of employees on secure contracts                         | 在職員工人數<br>年份：2022 年 這是指 2022 年的員工 FTE（全職當量）數量，包括外包核心服務。員工的 FTE 可以透過該年的總工作時數除以全職人員的工作時間。定義： 員工人數 員工包括為大學工作的所有學術和非學術人員。它還應包括為外包的核心大學服務工作的人員（例如清潔工、門衛、餐飲服務人員、園丁，其中相關服務由外部公司提供）。  | Number of employees<br>Year: 2022 This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2022. The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person. Definition: Number of employees Employees include all academic and non-academic staff working for the university. It should also include people working for core university services that have been outsourced (for example cleaners, janitors, caterers, gardeners where the relevant services are provided by an external company).   |
|  | 8.5.2 合約期限超過 24 個月的員工人數<br>Number of employees on contracts of over 24 months       | 合約期限超過 24 個月的員工人數<br>年份：2022 年 這是合約期限超過 24 個月的員工 FTE（全職當量）數量，參考 2022 年。員工的 FTE 可以計算為該年的總工作時數除以全職人員的工作時間。定義： 員工人數：請參閱「員工人數」 指示：合約長度 沒有固定期限的永久或滾動合約被視為期限超過 24 個月。此指標的重點是短期就業，因此較不穩定。這不包括：• 明確涵蓋產假的短期合約 • 僅擔任少數講座客座講師的兼職教學人員，以及保留在原機構就業權的訪問學者。                   | Number of employees on contracts of over 24 months<br>Year: 2022 This is the FTE (Full Time Equivalent) number of employees on contracts of over 24 months, referring to year 2022. The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person. Definition: Number of employees: see 'Number of employees' Guidance: contract length Permanent or rolling contracts without a fixed term are considered to be of more than 24 months duration. The focus of this metric is employment   |



| 分類指標 Metrics | 指標 Indicator | 中文指標說明 | 英文指標說明  |
|--------------|--------------|--------|---|
|              |              |        | that is short term and therefore less stable. This excludes: • short-term contracts that are explicitly to cover maternity leave • part-time teaching staff serving as guest lectures for only a few lectures, and visiting scholars if they retain their employment rights in their original institution |

## SDG12

| 分類指標 Metrics   | 指標 Indicator  | 中文指標說明  | 英文指標說明   |
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| 12.1 負責任的消費與生產有關的研究 Research on responsible consumption and production | 12.1.1 負責任的消費和生產：引用分數<br>Responsible Consumption and Production Action: CiteScore       |   |  |
|  | 12.1.2 負責任的消費和生產：FWCI<br>Responsible Consumption and Production Action: FWCI            |   |  |
|  | 12.1.3 負責任的消費和生產：出版物<br>Responsible Consumption and Production Action: publications     |   |  |
| 12.2 操作措施 Operational measures   | 12.2.1 道德採購政策 Ethical sourcing policy   | <p>您所在的大學是否有關於食品和用品的道德採購的政策？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。（每個問題最多只能上傳兩個證據項目。）指導：道德採購 這是確保所購買的產品以負責任和可持續的方式獲得的過程，確保參與製造這些產品的工人是安全和可靠的。在採購過程中公平對待並考慮環境和社會影響。註：12.2.2 此指標已撤銷。如果政策是在 2018 年至 2022 年期間制定或審查的，則得 1 分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期（最後建立）。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期（上次審核）。保單日期需要輸入入口網站系統。</p> | <p>Does your university as a body have a policy on ethical sourcing of food and supplies?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) Guidance: Ethical sourcing This is the process of ensuring the products being sourced are obtained in a responsible and sustainable way, that the workers involved in making them are safe and treated fairly and that environmental and social impacts are taken into consideration during the sourcing process. Note: 12.2.2 This metric has been withdrawn . One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created).<br/>Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed).<br/>Policy dates need to be entered into the portal system.</p> |
|  | 12.2.3 廢物處理政策-有害物質<br>Policy waste disposal - hazardous materials<br>創建政策/年：<br>政策審查/年： | <p>您所在的大學是否有關於廢棄物處理（涵蓋危險物質）的政策、流程或實踐？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。（每個問題最多只能上傳兩個證據項目。）注意：12.2.2 此指標已被撤銷 指南：有害物質 這涵蓋任何物品或製劑（生物、化學、放射性和/或物</p>  | <p>Does your university as a body have a policy, process or practice on waste disposal - Covering hazardous materials?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) Note: 12.2.2 This metric has</p>  |

| 分類指標 Metrics | 指標 Indicator  | 中文指標說明  | 英文指標說明   |
|--------------|---|---|--|
|              |   | <p>理 )、它本身或通過與其他因素相互作用，有可能對人類、動物或環境造成傷害。如果政策是在 2018 年至 2022 年期間制定或審查的，則得 1 分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期 (最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期 (上次審核)。保單日期需要輸入入口網站系統。</p>   | <p>been withdrawn Guidance: Hazardous materials This covers any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors. One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p>                                  |
|              | <p>12.2.4 廢物處理政策-填埋政策<br/>Policy waste disposal - landfill policy<br/>創建政策/年：<br/>政策審查/年：</p> | <p>您所在的大學是否有關於廢棄物處理的政策 - 衡量送往垃圾掩埋場和回收的廢棄物量？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。(每個問題總共最多只能上傳兩個證據項目。) 如果政策是在 2018-2022 年期間創建或審核的，則得一分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期 (最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期 (上次審核)。保單日期需要輸入入口網站系統。</p> | <p>Does your university as a body have a policy on waste disposal - To measure the amount of waste sent to landfill and recycled?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p> |
|              | <p>12.2.5 盡量減少塑膠使用的政策<br/>Policy for minimisation of plastic use<br/>創建政策/年：<br/>政策審查/年：</p>  | <p>您所在的大學是否有關於盡量減少塑膠使用的政策？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。(每個問題總共最多只能上傳兩個證據項目。) 如果政策是在 2018-2022 年期間創建或審核的，則得一分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期 (最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期 (上次審核)。保單日期需要輸入入口網站系統。</p>                  | <p>Does your university as a body have policies around use minimisation - Of plastic?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created). Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed). Policy dates need to be entered into the portal system.</p>   |

| 分類指標 Metrics   | 指標 Indicator   | 中文指標說明   | 英文指標說明  |
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|  | <p>12.2.6 減少使用一次性物品的政策<br/>Policy for minimisation of disposable items</p> <p>創建政策/年：<br/>政策審查/年：</p>      | <p>您所在的大學是否有關於盡量減少使用一次性物品的政策？<br/>年份：2022 年生效 請提供最新政策文件副本的網址連結。(每個問題總共最多只能上傳兩個證據項目。) 指導： 一次性物品：這通常指一次性物品。如果政策是在 2018 年至 2022 年期間制定或審查的，則得 1 分。</p> <p>創建政策 (yyyy)<br/>請確保您提供保單日期 (最後建立)。保單日期需要輸入入口網站系統。</p> <p>政策審查 (yyyy)<br/>請確保您提供保單日期 (上次審核)。保單日期需要輸入入口網站系統。</p>       | <p>Does your university as a body have policies around use minimisation - Of disposable items?<br/>Year: in place by 2022 Please provide a url linking to a copy of the latest policy document. (You can only upload a maximum of two evidence items in total per question.) Guidance: Disposable items: This will usually refer to single use items. One point if policy was created or reviewed in period 2018-2022.</p> <p>Policy created (yyyy)<br/>Please ensure that you are providing policy dates (last created).<br/>Policy dates need to be entered into the portal system.</p> <p>Policy reviewed (yyyy)<br/>Please ensure that you are providing policy dates (last reviewed).<br/>Policy dates need to be entered into the portal system.</p>  |
|  | <p>12.2.7 這些政策是否延伸至外包服務和供應鏈？<br/>Do these policies extend to outsourced services and the supply chain?</p> | <p>這些政策是否延伸至外包服務與供應鏈？<br/>年份：2022 年到位 請提供證據證明這一點。(每個問題最多只能上傳兩個證據項目。) 定義：外包服務 指校園內的外包服務 (例如餐飲/食堂、清潔、保全等)</p>  | <p>Do these policies extend to outsourced services and the supply chain?<br/>Year: in place by 2022 Please provide evidence to show this. (You can only upload a maximum of two evidence items in total per question.) Definition: outsourced services This refers to contracted services on campus (e.g. food catering/canteens, cleaning, security guards, etc.)<br/>Close</p>  |
|  | <p>12.2.8 減少使用政策擴展到供應商<br/>Minimisation policies extended to suppliers</p>                                 | <p>這些政策是否延伸至外包供應商和供應鏈 (設備、固定設備、建築合約供應商)？<br/>年份：2022 年到位 請提供證據證明這一點。(每個問題總共最多只能上傳兩個證據項目。) 定義：外包供應商 指貨物供應商，包括但不限於設備、文具和建築合約。</p>  | <p>Do these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)?<br/>Year: in place by 2022 Please provide evidence to show this. (You can only upload a maximum of two evidence items in total per question.) Definition: outsourced suppliers This refers to suppliers of goods, including but not limited to equipment, stationary, and building contracts.</p>  |
| <p>12.3 回收廢物的比例<br/>Proportion of recycled waste</p> | <p>12.3.1 廢物追蹤 Waste tracking<br/>產生和回收的廢棄物量</p>   | <p>您的大學是否整體衡量整個大學產生和回收的廢物量？<br/>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料、指南、服務時間表或類似內容。(每個問題最多只能上傳兩個證據項目。) 指導：廢棄物回收 在我們的脈絡中，這是指大學實施廢棄物轉移或利用回收廢棄物收集服務來收集和回收物品，例如紙張、玻璃、有機物、建築材料、電器和電子產品。這也可能包括「回收」成能源的廢棄物。指導意見：焚燒 焚燒不計為回收，應包含在「送往垃圾掩埋場的廢棄物」中。如果廢物被焚燒以將其轉化為能源，則可以將其納入廢物回收中。</p> | <p>Does your university as a body measure the amount of waste generated and recycled across the university?<br/>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials, guides, timetable of services or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Waste recycled In our context this refers to the university's implementation of waste diversion or utilising recycled waste collection services to collect and recycle items such as paper, glass, organics, construction material, appliances and electronics. This could also include waste that is "recycled" into energy. Guidance: Incineration Incineration is not counted as recycling and should be included in "waste sent to landfill" . If</p> |

| 分類指標 Metrics | 指標 Indicator  | 中文指標說明  | 英文指標說明  |
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|              | <p>12.3.2 廢物回收比例 Proportion of waste recycled</p> <p>(填報數據，不用說明，不用佐證)</p> | <p>12.3.2.1 -產生的廢棄物量</p> <p>廢棄物產生量</p> <p>年份：2022 年 2022 年產生的廢棄物量 (公噸 (mt)) 定義：計量單位 廢棄物應以公噸為單位進行計量。定義：廢棄物 這被定義為在過程完成後不再有用或不再需要而被消除或丟棄的材料、物質或副產品的廢棄物。我們預期這個數字是一個四捨五入的數字。廢物回收的比例只有在大學表明他們正在衡量整個大學的廢物時，才會對這些值進行評分。</p>   | <p>the waste is incinerated to convert it into energy, you could include this in waste recycled.</p> <p>12.3.2.1 -Amount of waste generated</p> <p>Year: 2022 Amount of waste (metric ton (mt)) generated in 2022</p> <p>Definition: units of measurement Waste should be measured in metric tonnes. Definition: Waste This is defined as waste of a material, substance, or by-product eliminated or discarded as no longer useful or required after the completion of a process. We expect this figure to be a rounded figure. Proportion of waste recycled These values will only be scored where universities have indicated that they are measuring waste across the whole university.</p>   |
|              |   | <p>12.3.2.2 -廢棄物回收量</p> <p>廢棄物回收量</p> <p>年份：2022 年 2022 年回收的廢棄物量 (公噸 (mt)) 這是產生的廢棄物量的子集。定義：計量單位 廢棄物應以公噸為單位計量。定義：廢棄物 這被定義為在過程完成後不再有用或不再需要而被消除或丟棄的材料、物質或副產品的廢棄物。指南：廢棄物回收 這是將廢棄物轉化為新材料和物品的過程。它可以被認為是一種回收操作，透過該操作將材料重新加工成產品、材料或物質，無論是用於原始目的還是其他目的。指導：廢棄物回收 在我們的脈絡中，這是指大學實施廢棄物轉移或利用回收廢棄物收集服務來收集和回收紙張、玻璃、有機物、建築材料、電器和電子產品等物品。指引：堆肥 回收的廢棄物包括堆肥。指引：焚燒 焚燒不計為回收。我們預期這個數字是一個四捨五入的數字。廢物回收的比例只有在大學表明他們正在衡量整個大學的廢物時，才會對這些值進行評分。</p> | <p>12.3.2.2 -Amount of waste recycled</p> <p>Year: 2022 Amount of waste (metric ton (mt)) recycled in 2022</p> <p>This is a subset of amount of waste generated. Definition: units of measurement Waste should be measured in metric tonnes. Definition: Waste This is defined as waste of a material, substance, or by-product eliminated or discarded as no longer useful or required after the completion of a process. Guidance: Recycling of waste This is the process of converting waste materials into new materials and objects. It can be thought of as a recovery operation by which materials are reprocessed into products, materials or substances whether for the original or other purposes. Guidance: Waste recycled In our context this refers to the university's implementation of waste diversion or utilising recycled waste collection services to collect and recycle items such as paper, glass, organics, construction material, appliances and electronics. Guidance: Composting Waste recycled includes composting. Guidance: Incineration Incineration is not counted as recycling. We expect this figure to be a rounded figure. Proportion of waste recycled These values will only be scored where universities have indicated that they are measuring waste across the whole university.</p> |
|              |   | <p>12.3.3.2 -送往垃圾掩埋場的廢棄物量</p> <p>送往垃圾掩埋場的廢棄物量</p> <p>年份：2022 年 2022 年送往垃圾掩埋場的廢棄物量(公噸 (mt)) 這是產生的廢棄物量的子集。定義：計量單位 廢棄物應以公噸為單位計量。定義：廢棄物 這被定義為在過程完成後不再有用或不再需要而被消除或丟棄的材料、物質或副產品的廢棄物。我們預期這個數字是一個四捨五入的數字。廢物回收的比例只有在大學表明他們正在衡量整個大學的廢物時，才會對這些值進行評分。</p>   | <p>12.3.3.2 -Amount of waste sent to landfill</p> <p>Year: 2022 Amount of waste (metric ton (mt)) sent to landfill in 2022</p> <p>This is a subset of amount of waste generated. Definition: units of measurement Waste should be measured in metric tonnes. Definition: Waste This is defined as waste of a material, substance, or by-product eliminated or discarded as no longer useful or required after the completion of a process. We expect this figure to be a rounded figure. Proportion of waste recycled These values will only be scored where universities have indicated that they are measuring waste across the whole university.</p>   |

| 分類指標 Metrics  | 指標 Indicator  | 中文指標說明   | 英文指標說明  |
|---|---|--|---|
| 12.4 發布永續發展報告<br>Publication of a sustainability report | 12.4.1 發布永續發展報告<br>Publication of a sustainability report | 發布可持續發展報告<br>年份：2022 年發布 2022 年年度永續發展報告。指導：永續發展報告已簽署全球永續發展目標協議( <a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a> ) 的機構的永續發展報告的一個例子是公開年度報告，雅閣要求。另一個例子是 AASHE STARS 報告。我們的方法文件中的附錄 1 列出了此處提到的外部來源的所有連結。 | Publication of sustainability report<br>Year: 2022 Publication of annual sustainability report in 2022. Guidance: Sustainability report An example of a sustainability report for institutions that have signed the global SDG Accord ( <a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a> ) would be the public Annual Report that the Accord requires. Another example would be AASHE STARS Reports. Appendix 1 in our methodology document is listing all links to external sources referred to here. |

### SDG13

| 分類指標 Metrics                                | 指標 Indicator                                    | 中文指標說明   | 英文指標說明   |
|---|---|--|--|
| 13.1 氣候行動研究<br>Research on climate action   | 13.1.1 氣候行動：引用分數<br>Climate Action: CiteScore   |  |  |
| IR  | 13.1.2 氣候行動：FWCI<br>Climate Action: FWCI        |  |  |
|   | 13.1.3 氣候行動：出版物<br>Climate Action: publications |  |  |
| 13.2 使用低碳能源<br>Low-carbon energy use<br>總務處 | 13.2.1 追蹤低碳能源<br>Low-carbon energy tracking     | 您的大學作為一個整體是否衡量整個大學使用的低碳能源量？<br>年份：2022 年 請提供一份證據來證明整個大學低碳能源使用量的衡量結果。   | Does your university as a body measure the amount of low carbon energy used across the university?<br>Year: 2022 Please provide one piece of evidence to demonstrate measurement of the amount of low carbon energy used across the university.  |
|   | 13.2.2 使用低碳能源<br>Low-carbon energy use(GJ)      | 13.2.2.1 -使用的總能源<br>使用的總能源<br>年份：2022 年 2022 年使用的總能源 ( GJ ) 指導：使用的總能源 使用的總能源包括大學產生的能源和大學購買的能源。我們研究個人、活動、組織或產品 ( 在大學 ) 使用的能源單位。我們關注的是： <ul style="list-style-type: none"> <li>大學擁有或控制的 ( 例如用於車輛、加熱器、鍋爐的燃料 ) 。</li> <li>大學消耗的 ( 例如購買的電力 ) 。</li> </ul> 定義：測量單位 測量單位是吉焦耳 (GJ) 。我們預計這些數字是四捨五入的數字。  | 13.2.2.1 - Total energy used<br>Total energy used<br>Year: 2022 Total energy used in 2022 in Gigajoule (GJ) Guidance: Total energy used Total energy used includes both, energy generated by the university and energy purchased by the university. We look at units of energy used by an individual, event, organization, or product (at university). We focus on all that is: <ul style="list-style-type: none"> <li>owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers),</li> <li>consumed by the university (e.g. purchased electricity)</li> </ul> Definition: units of measurement The unit of measurement is Gigajoule (GJ). We expect these figures to be a rounded figure. |
|   |   | 13.2.2.2 -低碳來源使用的能源總量<br>低碳能源使用總量<br>年份：2022 2022 年低碳能源使用量，單位為千兆焦耳(GJ) 指導：低碳能源這些能源可以是： <ul style="list-style-type: none"> <li>再生能源 ( 生物質、水力發電、地熱能 ) 。</li> <li>發電能源 ( 風能、太陽能、核能 ) 。</li> <li>電力 ( 再生能源 ) 。</li> <li>電力 ( 核能 ) 。</li> </ul> 這不應包括來自化石燃料的能源。其中包括 <ul style="list-style-type: none"> <li>非化石燃料 ( 替代燃料包括生物酒精 ( 甲醇、乙醇、丁烷 ) 、垃圾衍生燃料、化學儲存電力 ( 電池和燃料電池 ) 、氫氣、非化石甲烷、非化石天然氣、植物油、丙烷和其他生物質來源。 ) 。</li> <li>再生能源 ( 生質燃料、生物質、沼氣 ) 。</li> </ul> 生物乙 | 13.2.2.2 - Total energy used from low-carbon sources<br>Total energy used from low-carbon sources<br>Year: 2022 Energy used from low-carbon sources in 2022 in Gigajoule (GJ) Guidance: Low-carbon sources These can be: <ul style="list-style-type: none"> <li>Renewable sources (biomass, hydropower, geothermal)</li> <li>Power generation sources (wind, solar, nuclear)</li> <li>Electricity (renewable)</li> <li>Electricity (nuclear)</li> </ul> This should not include energy from fossil fuels. This can include <ul style="list-style-type: none"> <li>no-fossil fuels (alternative fuels include bio-alcohol (methanol, ethanol, butane), refuse-derived</li> </ul>  |

| 分類指標 Metrics   | 指標 Indicator   | 中文指標說明   | 英文指標說明   |
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|  |  | 醇、生質柴油、生物甲烷、生質柴油 (來自廢食用油)、生質柴油 (來自牛脂)。原木、木片、木顆粒、草/秸稈。沼氣、垃圾掩埋氣 定義：測量單位 測量單位是吉焦耳 (GJ)。我們預計這些數字是四捨五入的數字。  | fuel, chemically stored electricity (batteries and fuel cells), hydrogen, non-fossil methane, non-fossil natural gas, vegetable oil, propane and other biomass sources.) • Renewable Energy (Biofuel, Biomass, Biogas): Bioethanol, Biodiesel, Biomethane, Biodiesel (from used cooking oil), Biodiesel (from tallow). Wood logs, Wood chips, Wood pellets, Grass/straw. Biogas, Landfill gas Definition: units of measurement The unit of measurement is Gigajoule (GJ). We expect these figures to be a rounded figure.                                      |
| 13.3 環境教育措施<br>Environmental education measures<br><br>永續辦公室 | 13.3.1 地方氣候教育計畫<br>Local education programmes on climate                   | 您所在的大學整體是否提供有關氣候變遷風險、影響、緩解、調適、減少影響和早期預警的當地教育計畫或活動？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)  | Does your university as a body provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.)   |
|  | 13.3.2 共享氣候行動計畫<br>Climate Action Plan, shared                             | 您的大學作為一個整體是否有大學氣候行動計畫，並與當地政府和/或當地社區團體分享？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)指導：氣候行動計畫 氣候行動計畫是衡量、規劃和減少溫室氣體 (GHG) 排放及相關氣候影響的詳細策略架構。 | Does your university as a body have a university Climate Action plan, shared with local government and/or local community groups?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.) Guidance: Climate Action Plan A Climate Action Plan is a detailed and strategic framework for measuring, planning, and reducing greenhouse gas (GHG) emissions and related climatic impacts. |
|  | 13.3.3 應對氣候變化災害的合作規劃<br>Co-operative planning for climate change disasters | 貴校整體是否參與氣候變遷災害的合作規劃，其中可能包括與政府合作，在國內和跨國造成人員流離失所？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)   | Does your university as a body participate in co-operative planning for climate change disasters, that may include the displacement of people both within a country and across borders, working with government?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.)   |
|  | 13.3.4 通報和支持政府<br>Inform and support government                            | 貴校整體是否向當地或地區政府通報並支持當地氣候變遷災害/風險早期預警和監測？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)  | Does your university as a body inform and support local or regional government in local climate change disaster/risk early warning and monitoring?<br>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.)   |
|  | 13.3.5 與 NGO 合作進行環境教育<br>Environmental education collaborate with NGO      | 貴校整體是否與非政府組織在氣候調適方面合作？<br>年份：2022 年 請提供一份證據證明。證據可以包括政策文件、報告、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。)。   | Does your university as a body collaborate with NGOs on climate adaptation?  |

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|  |  | <p>導：非政府組織 非政府組織 - 非政府組織，可以是在地方、國家或國際層面組織的任何非營利、自願公民團體。非政府組織往往以任務為導向，由具有共同利益的人推動，履行各種服務和人道主義職能，向政府提出公民關切的問題，倡導和監督政策，並透過提供資訊鼓勵政治參與。如果您的證據包含與多個團體的合作，請在評論中註明哪些是非政府組織。</p>  | <p>Year: 2022 Please provide one piece of evidence to demonstrate. Evidence can include policy documents, reports, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.). Guidance: NGOs NGOs – non government organisations, can be any non-profit, voluntary citizens' group which is organized on a local, national or international level. They are often task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Where your evidence contains collaboration with multiple groups, please indicate which are NGOs within the comments.</p>  |
| <p>13.4 大學對碳中和承諾<br/>Commitment to carbon neutral university<br/>安環室</p> | <p>13.4.1 推動碳中和情況<br/>Commitment to carbon neutral university</p> <p>13.4.2 完成日<br/>Indicator: Achieve by date</p> | <p>根據溫室氣體協議，您的大學整體是否有實現碳中和的目標日期？<br/>年份：2022 請說明您的大學是否有實現碳中和的目標日期，以及《溫室氣體協議》中定義的碳中和目標範圍。如果您已經實現碳中和，請註明相關範圍。指導：碳中和 此數據點輸入到碳中和指標中，用於表明大學是否已經實現了成為碳中和大學的承諾，或者是否正在努力實現其目標。指南：溫室氣體協議範圍 這提供了幫助國家和城市追蹤氣候目標進展的標準和工具。範圍 1 涵蓋直接排放，範圍 2 增加了購買能源的間接排放，範圍 3 包括所有間接來源（旅行、採購、廢棄物、水等）。由於範圍 3 包含 15 個衡量類別，且具有不同的承諾和複雜性，因此打算在部分（而非全部）類別中實現碳中和的機構可以指定範圍 3（部分）。有關詳細信息，請參閱方法論。我們的方法文件中的附錄 1 列出了此處提到的外部來源的所有連結。</p> <p>實現方式<br/>請註明您的機構計劃實現碳中和或實現碳中和的年份。這應涵蓋範圍 1 和 2。指引：碳中和的範圍 此指標著重於碳中和的目標（或實現）日期。此目標需要涵蓋範圍 1 和範圍 2。僅針對範圍 1 的目標將不被接受。目標日期還可以包括範圍 3、範圍 1 和範圍 2。如果已實現碳中和，請註明實現年份。</p> | <p>Does your university as a body have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols?<br/>Year: 2022 Please indicate if your university has a target date by which it will become carbon neutral, and the scope of carbon neutrality targeted as defined in the Greenhouse Gas Protocols. If you are already carbon neutral please indicate the relevant scope. Guidance: carbon neutrality This data point feeds into the Carbon neutrality metric and is used to indicate whether the university has already achieved its commitment to be a carbon neutral university or whether it is working on its realization. Guidance: Greenhouse Gas Protocol Scopes This provides standards and tools that help countries and cities track progress toward climate goals. Scope 1 covers direct emissions, scope 2 adds indirect emissions from purchased energy, scope 3 includes all indirect sources (travel, procurement, waste, water etc...). Because Scope 3 contains 15 categories for measurement, with different commitments and complexities, institutions that intend to achieve carbon neutrality across some, but not all, of the categories can indicate Scope 3 (partial). See Methodology for more details. Appendix 1 in our methodology document is listing all links to external sources referred to here.</p> <p>Achieve by<br/>Please indicate year in which your institution is aiming to achieve carbon neutrality, or achieved carbon neutrality. This should cover both of scopes 1 and 2. Guidance: Scope of carbon neutrality This indicator looks at the target (or achievement) date of carbon neutrality. The target needs to cover both Scope 1 and Scope 2. A target for Scope 1 alone will not be accepted. The target date can also include Scope 3 alongside Scope 1 and</p> |

| 分類指標 Metrics | 指標 Indicator | 中文指標說明 | 英文指標說明   |
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|              |              |        | Scope 2. Where carbon neutrality has been achieved please indicate the year it was achieved. |

## SDG17

| 分類指標 Metrics  | 指標 Indicator   | 中文指標說明   | 英文指標說明   |
|---|--|--|--|
| 17.1 與夥伴關係有關的研究 Research into partnership for the goals | 17.1.1 與低收或中低收入國家合著的論文<br>Proportion of output co-authored with low or lower-middle income countries |  |  |
|   | 17.1.2 促進目標實現的夥伴關係：出版物<br>Partnerships for the goals: publications                                   |  |  |
| 17.2 支持目標的夥伴關係 Relationships to support the goals       | 17.2.1 與非政府組織和政府永續發展目標政策方面的關係<br>Relationships with NGOs and government for SDG policy               | <p>您的大學是否直接參與或投入國家政府或地區非政府組織的可持續發展目標政策制定- 包括識別問題和挑戰、制定政策和戰略、對有或沒有乾預措施的可能未來進行建模、監測和報告幹預措施以及實現適應性管理？</p> <p>年份：2022 年 請提供一份證據證明參與或投入。證據可以包括政策文件、報告、會議記錄、宣傳資料或類似資料。(每個問題最多只能上傳兩個證據項目。) 定義：非政府組織 非政府組織(非政府組織)是由公民創立的各種組織之一，通常以非營利為基礎，專注於一個或多個社會問題。它們與政府組織的區別在於它們獨立於政府控制。在這裡，我們想了解與任何致力於實現永續發展目標的非政府組織(例如社會組織)的關係。非政府組織的地位通常與其法律組成方式不同，其法律組成方式可能是協會、俱樂部、慈善機構、公司或其他結構。</p> | <p>Does your university have direct involvement in, or input into, national government or regional nongovernment organisations SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management?</p> <p>Year: 2022 Please provide one piece of evidence to demonstrate involvement or input. Evidence can include policy documents, reports, meeting notes, publicity materials or similar. (You can only upload a maximum of two evidence items in total per question.) Definition: NGOs An NGO (non-government organisation) is one of a wide variety of organisations founded by citizens and usually with a not-for-profit basis, that has a focus around one or more social issues. They are distinguished from governmental organisations in that they are independent of governmental control. Here we would like to know about relationships to any NGO that is working towards the SDGs, e.g. a social organisation. NGO status is often separate from the way that they are legally constituted, which may be as an association, club, charity, company or as another structure.</p> |
|   | 17.2.2 關於永續發展目標的跨部門對話<br>Cross sectoral dialogue about SDGs  | <p>貴校作為一個整體是否發起並參與有關永續發展目標的跨部門對話，例如涉及政府/非政府組織的會議？</p> <p>年份：2022 年 請提供一份證據來證明啟動和/或參與方面。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據。) 跨部門對話是指社會不同部門匯集資源，共同為永續發展目標相關問題提供解決方案。</p>  | <p>Does your university as a body initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government/NGOs?</p> <p>Year: 2022 Please provide one piece of evidence to demonstrate initiation and/or participation aspects. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.) Cross-sectoral dialogue refers to a collaborative effort in which parties from different societal sectors pool resources to provide solutions to SDG-related issues.</p>   |



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|   | <p>17.2.3 永續發展目標的國際合作數據收集<br/>International collaboration data gathering for SDG</p>           | <p>貴校整體是否參與收集或衡量永續發展目標數據的國際合作？<br/>年份：2022 年 請提供一份證據證明合作。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>   | <p>Does your university as a body participate in international collaboration on gathering or measuring data for the SDGs?<br/>Year: 2022 Please provide one piece of evidence to demonstrate collaborations. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)</p>  |
|   | <p>17.2.4 永續發展目標最佳實踐的協作 Collaboration for SDG best practice</p>                                | <p>貴校作為一個整體，是否透過國際合作和研究，檢視比較方法並制定實現永續發展目標的國際最佳實踐？<br/>年份：2022 年 請提供一份證據證明合作。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>  | <p>Does your university as a body, through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs?<br/>Year: 2022 Please provide one piece of evidence to demonstrate collaborations. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)</p>   |
|   | <p>17.2.5 與非政府組織合作實現永續發展目標 Collaboration with NGOs for SDGs</p>                                | <p>貴校整體是否與非政府組織合作透過以下方式實現永續發展目標：<br/>年份：2022 定義：非政府組織 非政府組織 (非政府組織) 是由公民創立的各種組織之一，通常具有非營利性，並專注於一個或多個社會議題。它們與政府組織的區別在於它們獨立於政府控制。在這裡，我們想了解與任何致力於實現永續發展目標的非政府組織(例如社會組織)的關係。非政府組織的地位通常與其法律組成方式不同，其法律組成方式可能是協會、俱樂部、慈善機構、公司或其他結構。請提供一份證據來證明合作、計劃或資源。證據可以包括政策文件、報告、會議記錄、宣傳資料、會議議程或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>                                      | <p>Does your university as a body collaborate with NGOs to tackle the SDGs through:<br/>Year: 2022 Definition: NGOs An NGO (non-government organisation) is one of a wide variety of organisations founded by citizens and usually with a not-for-profit basis, that has a focus around one or more social issues. They are distinguished from governmental organisations in that they are independent of governmental control. Here we would like to know about relationships to any NGO that is working towards the SDGs, e.g. a social organisation. NGO status is often separate from the way that they are legally constituted, which may be as an association, club, charity, company or as another structure. Please provide one piece of evidence to demonstrate collaborations, programmes or resources. Evidence can include policy documents, reports, meeting notes, publicity materials, conference programmes or similar. (You can only upload a maximum of two evidence items in total per question.)</p> |
| <p>17.3 發布永續發展目標報告<br/>Publication of SDG reports</p> | <p>17.3.1-17 發布永續發展目標報告—單獨或在年度報告中發布每一個永續發展目標的進展情況<br/>Publication of SDG reports - per SDG</p> | <p>17.3.1 -請說明您的大學是否發布了 SDG1 的進展<br/>請說明您的大學是否發布了 SDG1 的進展情況<br/>年份：2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引：影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導：STARS 和 SDG 協議 只要提交日期在正確的時間範圍內，AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導：時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.1 - Please indicate if your university publishes progress against SDG1<br/>Please indicate if your university publishes progress against SDG1<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The</p>  |

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|  |  |   | sustainability report should be published in your most recent/relevant academic year.   |
|  |  | <p>17.3.2 -請說明您的大學是否發布了永續發展目標 2 的進展情況<br/>請說明您的大學是否公佈了 SDG2 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布</p> | <p>17.3.2 - Please indicate if your university publishes progress against SDG2<br/>Please indicate if your university publishes progress against SDG2<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.3 -請說明您的大學是否發布了 SDG3 的進展<br/>請說明您的大學是否公佈了 SDG3 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>     | <p>17.3.3 - Please indicate if your university publishes progress against SDG3<br/>Please indicate if your university publishes progress against SDG3<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.4 -請說明您的大學是否發布了 SDG4 的進展<br/>請說明您的大學是否發布了 SDG4 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>     | <p>17.3.4 - Please indicate if your university publishes progress against SDG4<br/>Please indicate if your university publishes progress against SDG4<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |

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|  |  | <p>17.3.5 請說明您的大學是否公佈了 SDG5 的進展情況</p> <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內·AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>                               | <p>17.3.5 - Please indicate if your university publishes progress against SDG5</p> <p>Please indicate if your university publishes progress against SDG5 Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.6 -請說明您的大學是否發布了 SDG6 的進展</p> <p>請說明您的大學是否公佈了 SDG6 的進展情況</p> <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內·AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.6 - Please indicate if your university publishes progress against SDG6</p> <p>Please indicate if your university publishes progress against SDG6 Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.7 -請說明您的大學是否發布了 SDG7 的進展</p> <p>請說明您的大學是否公佈了 SDG7 的進展情況</p> <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內·AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.7 - Please indicate if your university publishes progress against SDG7</p> <p>Please indicate if your university publishes progress against SDG7 Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.8 -請說明您的大學是否發布了 SDG8 的進展</p> <p>請說明您的大學是否公佈了 SDG8 的進展情況</p>  | <p>17.3.8 - Please indicate if your university publishes progress against SDG8</p>   |

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|  |  | <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>  | <p>Please indicate if your university publishes progress against SDG8<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p>  |
|  |  | <p>17.3.9 -請說明您的大學是否發布了 SDG9 的進展<br/>請說明您的大學是否公佈了 SDG9 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>      | <p>17.3.9 - Please indicate if your university publishes progress against SDG9<br/>Please indicate if your university publishes progress against SDG9<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p>    |
|  |  | <p>17.3.10 -請說明您的大學是否發布了 SDG10 的進展情況<br/>請說明您的大學是否公佈了 SDG10 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.10 - Please indicate if your university publishes progress against SDG10<br/>Please indicate if your university publishes progress against SDG10<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.11 -請說明您的大學是否發布了 SDG11 的進展情況<br/>請說明您的大學是否公佈了 SDG11 的進展情況</p>  | <p>17.3.11 - Please indicate if your university publishes progress against SDG11</p>   |

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|  |  | <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>  | <p>Please indicate if your university publishes progress against SDG11<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p>   |
|  |  | <p>17.3.12 -請說明您的大學是否發布了 SDG12 的進展情況<br/>請說明您的大學是否公佈了 SDG12 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.12 - Please indicate if your university publishes progress against SDG12<br/>Please indicate if your university publishes progress against SDG12<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.13 -請說明您的大學是否發布了 SDG13 的進展情況<br/>請說明您的大學是否公佈了 SDG13 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.13 - Please indicate if your university publishes progress against SDG13<br/>Please indicate if your university publishes progress against SDG13<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.14 -請說明您的大學是否發布了 SDG14 的進展情況</p>   | <p>17.3.14 - Please indicate if your university publishes progress</p>   |

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|  |  | <p>請說明您的大學是否公佈了 SDG14 的進展情況</p> <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內·AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p>  | <p>against SDG14</p> <p>Please indicate if your university publishes progress against SDG14</p> <p>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p>   |
|  |  | <p>17.3.15 -請說明您的大學是否發布了 SDG15 的進展情況</p> <p>請說明您的大學是否公佈了 SDG15 的進展情況</p> <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內·AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.15 - Please indicate if your university publishes progress against SDG15</p> <p>Please indicate if your university publishes progress against SDG15</p> <p>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
|  |  | <p>17.3.16 -請說明您的大學是否發布了 SDG16 的進展情況</p> <p>請說明您的大學是否公佈了 SDG16 的進展情況</p> <p>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內·AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.16 - Please indicate if your university publishes progress against SDG16</p> <p>Please indicate if your university publishes progress against SDG16</p> <p>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |

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|   |   | <p>17.3.17 -請說明您的大學是否發布了 SDG17 的進展情況<br/>請說明您的大學是否公佈了 SDG17 的進展情況<br/>年份: 2022 年 指南 請提供您發布進度所針對的永續發展目標的相關報告的連結。指引: 影響力排名表現 先前的影響力排名表現或提交內容本身不被視為此衡量的報告。指導: STARS 和 SDG 協議 只要提交日期在正確的時間範圍內, AASHE 的 STARS 評級計劃就可以被接受作為相關 SDG 的證據。協議要求的公開報告也是可以接受的 (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) 指導: 時間框架 永續發展報告應在您最近/相關的學年發布。</p> | <p>17.3.17 - Please indicate if your university publishes progress against SDG17<br/>Please indicate if your university publishes progress against SDG17<br/>Year: 2022 Guidance Please provide a link to the relevant report for this SDG you publish progress against. Guidance: Impact Rankings Performance Previous Impact Rankings performance or submissions, by themselves, are not considered to be a report for this measurement. Guidance: STARS and SDG Accord The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (<a href="http://www.sdgaccord.org/">http://www.sdgaccord.org/</a>) Guidance: timeframe The sustainability report should be published in your most recent/relevant academic year.</p> |
| <p>17.4 永續發展目標教育<br/>Education for the SDGs</p> | <p>17.4.1 促進永續發展目標教育的承諾<br/>Education for SDGs commitment to meaningful education</p> | <p>您的大學作為一個整體是否致力於在整個大學範圍內圍繞永續發展目標進行有意義的教育, 這與所有學生相關並適用?<br/>年份: 2022 此指標著重於整個大學圍繞永續發展教育的提供。理想情況下, 這應該整合到所有課程中。請提供一份證據來證明大學致力於圍繞永續發展目標教育學生。證據可以包括政策文件、報告、計劃細節/材料或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>  | <p>Does your university as a body have a commitment to meaningful education around the SDGs across the university, that is relevant and applicable to all students?<br/>Year: 2022 This metric is looking at the provision of an education around sustainability across the entire university. Ideally this should be integrated across all courses. Please provide one piece of evidence to demonstrate the university's commitment to educate its students around the SDGs. Evidence can include policy documents, reports, programme details/material or similar. (You can only upload a maximum of two evidence items in total per question.)</p>  |
|   | <p>17.4.2 永續發展目標課程<br/>Education for SDGs: specific courses on sustainability</p>     | <p>您的大學作為一個整體是否有專門的課程(完整學位或選修課)來解決永續發展和永續發展目標?<br/>年份: 2022 年 此指標著重於特定目錄教育包的提供情況, 這些教育包並非針對大學所有人。例如, 這可以包括特定的碩士學位或本科學位, 或現有學位內與學位相關的選修課程。請提供一份證據來證明有關永續發展和永續發展目標的專門課程。證據可以包括政策文件、報告、計劃細節/材料或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>   | <p>Does your university as a body have dedicated courses (full degrees, or electives) that address sustainability and the SDGs?<br/>Year: 2022 This metric is looking at the provision of specific catalogued educational packages that are not intended for all at the university. For example this can include specific Masters or undergraduate degrees, or degree-related electives within an existing degree. Please provide one piece of evidence to demonstrate the dedicated courses about sustainability and SDGs. Evidence can include policy documents, reports, programme details/material or similar. (You can only upload a maximum of two evidence items in total per question.)</p>  |
|   | <p>17.4.3 永續發展目標社區推廣教育<br/>Education for SDGs in the wider community</p>              | <p>您的大學是否為更廣泛的社區(包括校友、當地居民、流離失所者)專門開展了外展教育活動?<br/>年份: 2022 年 請提供一份證據來證明大學致力於圍繞永續發展目標教育更廣泛的社區。證據可以包括政策文件、報告、計劃細節/材料或類似內容。(每個問題最多只能上傳兩個證據項目。)</p>  | <p>Does your university as body have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people?<br/>Year: 2022 Please provide one piece of evidence to demonstrate the university's commitment to educate the wider community around the SDGs. Evidence can include policy documents, reports,</p>  |

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|  |  |  | programme details/material or similar. (You can only upload a maximum of two evidence items in total per question.) |
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