

Metric and indicator reference	Metric / Indicator	
	<b>SDG17: PARTNERSHIP FOR THE GOALS</b> <b>(Mandatory for inclusion in overall Impact Rankings)</b>	<b>SDG17：實現目標的伙伴關係</b>
17.2	<b>Relationships to support the goals</b>	支持目標的關係
17.2.1	<b>Relationships with NGOs and govt for SDG policy</b> Have direct involvement in, or input into, national government 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	與非政府組織和政府在水續發展目標政策方面的關係 直接參與或投入到國家政府的水續發展目標政策制定中——包括識別問題和挑戰、制定政策和戰略、在有和沒有乾預的情況下對可能的未來進行建模、監測和報告干預措施以及實現適應性管理
17.2.2	<b>Cross sectoral dialogue about SDGs</b> Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs	“關於水續發展目標的跨部門對話 發起並參與關於水續發展目標的跨部門對話，例如涉及政府或非政府組織的會議“
17.2.3	<b>International collaboration data gathering for SDG</b> Participate in international collaboration on gathering or measuring data for the SDGs	“水續發展目標的國際合作數據收集 參與為水續發展目標收集或衡量數據的國際合作“
17.2.4	<b>Collaboration for SDG best practice</b> Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs	“水續發展目標最佳實踐的協作 通過國際合作和研究，審查比較方法並製定解決水續發展目標的國際最佳實踐“
17.2.5	<b>Collaboration with NGOs for SDGs</b> Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources <ul style="list-style-type: none"> <li>• student volunteering programmes</li> <li>• research programmes</li> <li>• development of educational resources</li> </ul>	“與非政府組織合作實現水續發展目標 與非政府組織合作，通過以下方式解決水續發展目標：學生志願計劃、研究計劃或教育資源開發 <ul style="list-style-type: none"> <li>• 學生志願計劃</li> <li>• 研究計劃</li> <li>• 教育資源的開發</li> </ul>
17.3	<b>Publication of SDG reports (revised for Impact 2021)</b>	發布水續發展目標報告（針對影響 2021 進行了修訂）
17.3.1	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG1, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG1 的進展 ● 總體報告 ● 單獨報告“
17.3.2	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG2, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG2 的進展 ● 總體報告 ● 單獨報告“
17.3.3	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG3, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG3 的進展 ● 總體報告 ● 單獨報告“
17.3.4	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG4, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG4 的進展 ● 總體報告 ● 單獨報告“
17.3.5	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG5, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG5 的進展 ● 總體報告 ● 單獨報告“
17.3.6	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG6, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG6 的進展 ● 總體報告 ● 單獨報告“
17.3.7	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG7, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG7 的進展 ● 總體報告 ● 單獨報告“
17.3.8	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG8, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG8 的進展 ● 總體報告 ● 單獨報告“
17.3.9	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG9, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG9 的進展 ● 總體報告 ● 單獨報告“
17.3.10	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG10, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG10 的進展 ● 總體報告 ● 單獨報告“
17.3.11	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG11, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG11 的進展 ● 總體報告 ● 單獨報告“
17.3.12	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG12, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG12 的進展 ● 總體報告 ● 單獨報告“
17.3.13	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG13, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG13 的進展 ● 總體報告 ● 單獨報告“
17.3.14	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG14, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG14 的進展 ● 總體報告 ● 單獨報告“
17.3.15	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG15, either individually or within an annual report <ul style="list-style-type: none"> <li>● overall report</li> <li>● separate report</li> </ul>	“發布水續發展目標報告——根據水續發展目標 單獨或在年度報告中發布針對 SDG15 的進展 ● 總體報告 ● 單獨報告“

17.3.16	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG16, either individually or within an annual report ●overall report ●separate report	“發布永續發展目標報告——根據永續發展目標單獨或在年度報告中發布針對 SDG16 的進展 ●總體報告 ●單獨報告“
17.3.17	<b>Publication of SDG reports - per SDG</b> Publish progress against against SDG17, either individually or within an annual report ●overall report ●separate report	“發布永續發展目標報告——根據永續發展目標單獨或在年度報告中發布針對 SDG17 的進展 ●總體報告 ●單獨報告“
17.4	<b>Education for the SDGs</b>	永續發展目標教育
17.4.1	<b>Education for SDGs commitment to meaningful education</b> Have a commitment to meaningful education around the SDGs across the university, in some programmes or in all programmes • some programmes • all programmes	“教育促進永續發展目標致力於有意義的教育。 致力於在整個大學、某些項目或所有項目中圍繞永續發展目標開展有意義的教育 • 一些計畫 • 所有計畫“
<b>SDG1: NO POVERTY</b>		<b>SDG1：消除貧窮</b>
1.2	<b>Proportion of students receiving financial aid to attend university because of poverty</b>	因貧困而獲得經濟資助上大學的學生比例
1.2.1	<b>Students receiving financial aid</b> Number of students Number of low income students receiving financial aid	接受經濟援助的學生
1.3	<b>University anti-poverty programmes</b>	大學反貧窮方案
1.3.1	<b>Bottom financial quintile admission target</b> Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country.	低收入戶大學生入學目標 目標是錄取屬於該家庭收入在後20%族群（或更嚴格定義之目標）之大學生
1.3.2	<b>Bottom financial quintile student success</b> Graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country.	低收入戶大學生學生學習成功 國家家庭年收入在後20%族群的大學生畢業/完成學業之目標
1.3.3	<b>Low-income student support</b> Provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university. • Free • Subsidised	低收入學生的支持(安心就學) 為低收入家庭之學生提供安心就學方案（例如食物、住房、交通、法律服務），使他們能夠順利完成大學學業。
1.3.4	<b>Bottom financial quintile student support</b> 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.	低收入戶大學生學生學習成功 協助屬於該家庭收入最低20%族群（或更嚴格定義的目標）的大學生成功完成學業的計畫或舉措。
1.3.5	<b>Low or lower-middle -income countries student support</b> Schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants).	低收入或中低收入國家之大學生支持 支持來自低收入或中低收入國家的貧困大學生的支持計畫（例如提供免費教育、獎助學金）。
1.4	<b>Community anti-poverty programmes</b>	社區扶貧
1.4.1	<b>Local start-up assistance</b> Provide assistance in the local community supporting the start-up of sustainable businesses through relevant education or resources (e.g. mentorship programmes, training workshops, access to university facilities). • Free • Paid	在地外部資源協助 在地社區之永續企業等外部資源透過相關教育與資源提供支援（例如學業指導計畫、培訓研習工作坊、大學設施使用）
1.4.2	<b>Local start-up financial assistance</b> Provide financial assistance to the local community supporting the start-up of sustainable businesses.	啟動本地募款資金援助 向當地社區之永續企業等外部資源進行募款
1.4.3	<b>Programmes for services access</b> Organise training or programmes to improve access to basic services for all. • Directly • Indirectly	入門服務計畫 組織培訓或計畫，以改善所有人獲得基本服務的機會
1.4.4	<b>Policy addressing poverty</b> Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions. • Local • Regional • National • Global	濟弱扶貧政策 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方面貧窮的方案和政策。
<b>SDG2: ZERO HUNGER</b>		<b>SDG2：消除飢餓</b>
2.2	<b>Campus food waste</b>	校園廚餘
2.2.1	<b>Campus food waste tracking (new for Impact 2021)</b> Measure the amount of food waste generated from food served within the university.	校園廚餘追蹤 調查校園提供飲食所產生的廚餘。
2.2.2	<b>Campus food waste</b> Total food waste Number of campus population	校園廚餘量 廚餘總量 校園人數
2.3	<b>Student hunger</b>	學生飢餓
2.3.1	<b>Student food insecurity and hunger</b> Have a programme in place on student food insecurity.	學生糧食不安全與飢餓 制定學生糧食不安全的計畫。
2.3.2	<b>Students and staff hunger interventions</b> Provide interventions to target hunger among students and staff (e.g. including supply and access to food banks/pantries).	學生及教職員飢餓介入方案 針對學生及教職員的飢餓問題提供介入方案(包括提供食物銀行/儲藏室)。
2.3.3	<b>Sustainable food choices on campus</b> Provide sustainable food choices for all on campus, including vegetarian and vegan food. • All food outlets • Selected food outlets	校園永續飲食選擇 提供校園內所有人(包括素食主義者及純素主義者)各種的永續飲食選擇。
2.3.4	<b>Healthy and affordable food choices</b> Provide healthy and affordable food choices for all on campus. • All food outlets • Selected food outlets	健康與可負擔的飲食選擇 提供校園內所有人健康與可負擔的飲食選擇。
2.4	<b>Proportion of graduates in agriculture and aquaculture including sustainability aspects (revised for Impact 2021)</b>	修習有關永續農業及水產養殖課程的畢業生的比例
2.4.1	<b>Proportion of graduates in agriculture and aquaculture</b> Number of graduates Number of graduates from agriculture and aquaculture courses including sustainability aspects	修習農業及水產養殖課程的畢業生的比例

2.5	<b>National hunger</b>	全國性飢餓
2.5.1	<b>Access to food security knowledge</b> Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers. • Free • Paid	可及性的糧食安全知識 為在地小農與糧食生產商提供可及性的糧食安全及永續農業與水產養殖知識、技術與科技。
2.5.2	<b>Events for local farmers and food producers</b> Provide events for local farmers and food producers to connect and transfer knowledge. • Free • Paid	為在地小農與糧食生產商提供的活動 為在地小農與糧食生產商提供交流與傳遞知識的活動。
2.5.3	<b>University access to local farmers and food producers</b> Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices. • Free • Paid	友善在地小農與糧食生產商的校園 提供在地小農與糧食生產商可及性的校園設施設備(例如實驗室、技術科技、植物貯存)，以促進永續農業的實踐。
2.5.4	<b>Sustainable food purchases</b> Prioritise purchase of products from local, sustainable sources.	採購永續飲食 優先購買在地的、永續來源的食品。

## SDG3: GOOD HEALTH AND WELLBEING

## SDG3：良好的健康和福祉

3.2	<b>Number graduating in health professions</b>	衛生專業畢業人數
3.2.1	<b>Proportion of graduates in health professions</b> Number of graduates Number of graduates in health professions	衛生專業畢業生比例 畢業生人數 衛生專業畢業生人數
3.3	<b>Collaborations and health services</b>	合作和衛生服務
3.3.1	<b>Current collaborations with health institutions</b> Have current collaborations with local, national, or global health institutions to improve health and well-being outcomes. • local collaboration • national collaboration • global cooperation	“目前與衛生機構的合作” 目前與地方、國家或全球衛生機構合作，以改善健康和福祉結果。 •本地合作 •國家合作 •全球合作
3.3.2	<b>Health outreach programmes</b> Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health and well-being including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and well-being related topics. • Ad hoc • As part of an ongoing programme	“健康推廣計劃” 在當地社區提供推廣計劃和項目（可以包括學生志願計劃），以改善或促進健康和福祉，包括衛生、營養、計劃生育、運動、鍛煉、老化以及其他與健康和福祉相關的主題。 •特設/臨時安排的 •作為正在進行的計劃的一部分
3.3.3	<b>Shared sports facilities</b> Share sports facilities with the local community, for instance with local schools or with the general public • With free Access • With charged Access	“共享體育設施” 與當地社區共享體育設施，例如與當地學校或公眾共享 •免費 •收費
3.3.4	<b>Free sexual health care for students</b> Provide students access to sexual and reproductive health-care services including information and education services. • Free Access • Charged Access	“為學生提供免費性保健” 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。 •免費 •收費
3.3.5	<b>Mental health support</b> Provide students and staff with access to free mental health support. • Free Access • Charged Access	“心理健康支持” 為學生和教職員工提供免費的心理健康支持。 •免費 •收費
3.3.6	<b>Smoke-free policy</b> Have a ‘smoke-free’ policy. • Smoking-free campus • Smoking in designated areas	“無菸政策” 制定“無菸”政策。 •無菸校園 •在指定區域吸煙 ”

## SDG4: QUALITY EDUCATION

## SDG4：優質教育

4.2	<b>Proportion of graduates with teaching qualification</b>	具有教學資格的畢業生比例
4.2.1	<b>Proportion of graduates with relevant qualification for teaching</b> Number of graduates Number of graduates who gained a qualification that entitled them to teach at primary school level	具有相關教學資格的畢業生比例 Number of graduates 獲得可在小學任教的資格的畢業生人數
4.3	<b>Lifelong learning measures</b>	終身學習措施
4.3.1	<b>Public resources (lifelong learning)</b> Provide access to educational resources for those not studying at the university – e.g. computers, library, online courses, and access to lectures. • With free Access • With charged Access	《公共資源（終身學習）》 為那些不在大學學習的人提供獲取教育資源的機會——例如 電腦、圖書館、線上課程和講座機會。 •免費 •收費
4.3.2	<b>Public events (lifelong learning)</b> Host events at university that are open to the general public: public lectures, community educational events. • Ad hoc • On programmed basis	《公共活動（終身學習）》 在大學舉辦向公眾開放的活動：公開講座、社區教育活動。 •特設/臨時安排的 •以計畫為基礎
4.3.3	<b>Vocational training events (lifelong learning)</b> Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training. • Ad hoc • On programmed basis	《職業培訓活動（終身學習）》 在大學舉辦向公眾開放的活動：高管教育計劃（這是指為未上大學的人開設的短期課程；這特別不包括 MBA 等課程）和/或職業培訓。 •特設/臨時安排的 •以計畫為基礎

4.3.4	<b>Education outreach activities beyond campus</b> Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus – in local schools, in the community. This can include voluntary student-run schemes. • Ad hoc • On programmed basis	“校園外的教育推廣活動 開展校園外的教育推廣活動（例如量身定制的講座或示範）——在當地學校、社區。這可以包括自願的學生經營計劃。 •特設/臨時安排的 •以計畫為基礎
4.3.5	<b>Lifelong learning access policy</b> A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender.	“終身學習准入政策 一項確保所有人都能參與這些活動的政策，無論其種族、宗教、殘疾或性別如何。”
4.4	<b>Proportion of first-generation students</b>	第一代學生比例
4.4.1	<b>Proportion of first-generation students</b> Number of students starting a degree Number of first-generation students starting a degree	第一代學生比例 開始攻讀學位的學生人數 開始攻讀學位的第一代學生人數

## SDG5: GENDER EQUALITY

## SDG5:性別平等

5.2	<b>Proportion of first-generation female students (revised for Impact 2021)</b>	第一代就讀大學的女學生比例
5.2.1	<b>Proportion of women first- generation</b> Number of women starting a degree Number of first-generation women starting a degree	指標：第一代就讀大學的女學生比例
5.3	<b>Student access measures</b>	女學生入學保障方式
5.3.1	<b>Tracking access measures</b> Systematically measure and track women’s application rate, acceptance or entry rate, and study completion rate at the university.	追蹤入學措施 系統地追蹤女性申請率、錄取率或入學率，以及在大學學習完成率。
5.3.2	<b>Policy for women applications and entry</b> Have a policy (e.g. an Access and Participation plan) addressing women’s applications, acceptance, entry, and participation at the university.	有制定女性申請和參與的措施 有制定規定保障女性的申請、接受、入學（例如，訪問學生和申請來校參與計劃的國外學生）。
5.3.3	<b>Women’s access schemes</b> Provide women’s access schemes, including mentoring, scholarships, or other provision • Mentoring • Scholarship • Other targeted support	保障女性名額措施 有提供女性參與的保障設施，包括指導、獎學金或其他規定。
5.3.4	<b>Women's application in underrepresented subjects</b> Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns. • through university outreach • through collaboration with other universities and/or community groups and/or government and/or NGOs in regional or national campaigns	女性在代表性不足的申請 鼓勵女性申請女性參與較低的科目。通過舉辦大學相關活動或通過與其他單位的合作，如其他大學、大學、社區團體、政府或非政府組織參與區域或國家比賽。
5.4	<b>Proportion of senior female academics</b>	資深女性學者的比例
5.4.1	<b>Proportion of senior female academics</b> Number of senior academic staff Number of female senior academic staff	指標：資深女性學者的比例
5.5	<b>Proportion of women receiving degrees (revised for Impact 2021)</b>	獲得學位的女性比例
5.5.1	<b>Proportion of female degrees awarded</b> Number of graduates: Total Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total  Number of graduates: STEM Number of graduates: Medicine Number of graduates: Arts & Humanities / Social Sciences Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total Number of female graduates: STEM Number of female graduates: Medicine Number of female graduates: Arts & Humanities / Social Sciences	指標：獲得學位的女性比例
5.6	<b>Women’s progress measures</b>	婦女成長措施
5.6.1	<b>Policy of non-discrimination vs women</b> Have a policy of non-discrimination against women	不歧視婦女政策 不歧視婦女的非歧視政策
5.6.2	<b>Non-discrimination policies for transgender</b> Have a policy of non-discrimination for transgender people.	跨性別非歧視政策 制定不歧視變性人政策變性人。
5.6.3	<b>Maternity and paternity policies</b> Have maternity and paternity policies that support women’s participation.	生育和陪產政策 制定生育政策和陪產政策支持女性參與。
5.6.4	<b>Childcare facilities for students</b> Have accessible childcare facilities for students which allow recent mothers to attend university courses. • Free • Paid	為學生提供托兒設施 提供無障礙的托兒設施允許母親上大學
5.6.5	<b>Childcare facilities for staff and faculty</b> Have childcare facilities for staff and faculty • Free • Paid	教職員工的托兒設施 為教職員工提供托兒設施
5.6.6	<b>Women’s mentoring schemes</b> Have women’s mentoring schemes, in which at least 10% of female students participate.	女性輔導計劃 制定女性指導計劃，其中在至少有 10% 的女學生參加。
5.6.7	<b>Track women’s graduation rate</b> Have measurement or tracking of women’s likelihood of graduating compared to men’s, and schemes in place to close any gap.	追蹤女性畢業率 追蹤女性與男性相比，可以畢業的可能性，製定了縮小男女畢業率差距的計劃。
5.6.8	<b>Policies protecting those reporting discrimination</b> Have a policy that protects those reporting discrimination from educational or employment disadvantage.	保護舉報歧視者的政策 制定保護對這些歧視的舉報行為。

## SDG6: CLEAN WATER AND SANITATION

## SDG6:清潔用水與衛生設施

6.2	<b>Water consumption per person (revised for Impact 2021)</b>	每人用水量
6.2.1	<b>Water consumption tracking</b> Measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or aquifers?	追蹤用水量 是否測量校園內的自來水(淡化水或從河流、湖泊、含水層等抽取)總用水量。
6.2.2	<b>Water consumption per person</b>	每人平均用水量

Volume of water used in the university: Inbound (treated/extracted water)

Number of campus population

6.3	<b>Water usage and care</b>	用水清潔與維護
6.3.1	<b>Wastewater treatment</b> A process in place to treat wastewater.	廢水處理 是否有既定的廢水處理程序
6.3.2	<b>Preventing water system pollution</b> Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university.	預防用水系統污染 有防範受汙水進入用水系統之程序，包括避免校園內因意外或人為造成之水污染。
6.3.3	<b>Free drinking water provided</b> Provide free drinking water for students, staff and visitors (e.g. drinking water fountains).	提供免費飲用水 提供學生、教職員、訪客免費飲用水(如: 飲水機)
6.3.4	<b>Water-conscious building standards</b> Apply building standards to minimise water use	節水建築標準 設定建物節水之標準
6.3.5	<b>Water-conscious planting</b> Plant landscapes to minimise water usage. (e.g. use drought-tolerant plants)	節水植栽景觀 以用水量極小化方式進行校園景觀植栽(e.g. 種植耐旱植物)
6.4	<b>Water reuse (revised for Impact 2021)</b>	水再利用
6.4.1	<b>Water re-use policy</b> Have a policy to maximise water reuse across the university?	水再利用政策 是否有政策促進校園內水再利用極大化
6.4.2	<b>Water re-use measurement</b> Measure the reuse of water across the university?	水再利用測量 是否測量校園內水再利用情況
6.5	<b>Water in the community</b>	地方社群用水
6.5.1	<b>Water management educational opportunities</b> Provide educational opportunities for local communities to learn about good water management. <ul style="list-style-type: none"><li>• Free</li><li>• Paid</li></ul>	水資源管理教育機會 提供教育機會以協助在地社群瞭解良好用水管理。
6.5.2	<b>Promoting conscious water usage</b> Actively promote conscious water usage on campus, and in the wider community <ul style="list-style-type: none"><li>• On campus</li><li>• Wider Community</li></ul>	提倡節約用水意識 積極於校園與外部社群宣導提倡節約用水意識
6.5.3	<b>Off-campus water conservation support</b> Support water conservation off campus	支持校外水資源保育
6.5.4	<b>Sustainable water extraction on campus</b> Utilise sustainable water extraction technologies on associated university grounds off campus.	校園永續水資源抽取 校外之學校用地採用永續性用水抽取科技
6.5.5	<b>Cooperation on water security</b> Cooperate with local, regional, national, or global governments on water security. <ul style="list-style-type: none"><li>• Local</li><li>• Regional</li><li>• National</li></ul>	水安全合作 與地方、區域、國家或國際政府於水安全議題協力合作

## SDG7: AFFORDABLE AND CLEAN ENERGY

## SDG7: 可負擔之潔淨能源

7.2	<b>University measures towards affordable and clean energy</b>	大學針對邁向可負擔潔淨能源目標之措施
7.2.1	<b>Energy-efficient renovation and building</b> Have a policy in place for ensuring all renovations or new builds are following energy efficiency standards	校舍更新與建物之節能 具既定政策確保所有校舍更新或新造建物皆符合節能標準。
7.2.2	<b>Upgrade buildings to higher energy efficiency</b> Have plans to upgrade existing buildings to higher energy efficiency	提高建物能源效率 有提高現有建物能源效率之規劃。
7.2.3	<b>Carbon reduction and emission reduction process</b> Have a process for carbon management and reducing carbon dioxide emissions	減碳與減排放量措施 俱具體程序與規劃，進行碳管理與CO2二氧化碳排放減量。
7.2.4	<b>Plan to reduce energy consumption</b> Have an energy efficiency plan in place to reduce overall energy consumption	節能計畫 俱現行計畫減少整體能源使用量。
7.2.5	<b>Energy wastage identification</b> Undergo energy reviews to identify areas where energy waste is highest	能源浪費查核 進行能源使用檢視，以識別造成最多能源使用不當及浪費之處。
7.2.6	<b>Divestment policy</b> Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil	撤資政策 具政策針對碳密集之能源產業(尤其煤礦與石油業)進行撤資。
7.3	<b>Energy use density</b>	能源使用密度
7.3.1	<b>Energy usage per sqm</b> Total energy used University floor space	指標: 每平方公尺能源使用量
7.4	<b>Energy and the community</b>	能源與社群
7.4.1	<b>Local community outreach for energy efficiency</b> Provide programmes for local community to learn about importance of energy efficiency and clean energy	對外觸及在地社群以倡導能源效率 提供計劃協助在地社群了解能源效率與潔淨能源之重要性。
7.4.2	<b>100% renewable energy pledge</b> Promote a pledge toward 100% renewable energy	100% 可再生能源宣誓 倡導針對100%可再生能源目標發起正式宣誓。
7.4.3	<b>Energy efficiency services for industry</b> Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options) <ul style="list-style-type: none"><li>• Free</li><li>• Paid</li></ul>	產業能源效率服務 提供在地產業直接服務，鎖定改善能源效率與潔淨能源(如: 進行能源效率評估、工作坊、研究可再生能源選項)。
7.4.4	<b>Policy development for clean energy tech</b> Inform and support governments in clean energy and energy-efficient technology policy development <ul style="list-style-type: none"><li>• Local</li><li>• Regional</li><li>• National</li><li>• Global</li></ul>	潔淨能源政策發展 提供資訊與支持政府發展潔淨能源與高效節能科技政策發展。
7.4.5	<b>Assistance to low-carbon innovation</b> Provide assistance for start-ups that foster and support a low-carbon economy or technology	低碳創新協助 針對發展或支持低碳經濟與科技之新創公司予以協助

## SDG8: DECENT WORK AND ECONOMIC GROWTH

## SDG8: 促進工作與永續經濟成長

8.2	<b>Employment practice</b>	就業實踐
8.2.1	<b>Employment practice living wage</b> Pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local financial poverty indicator for a family of four (expressed as an hourly wage)	就業實踐與生活工資 向所有教職員支付法定基本工資

8.2.2	<b>Employment practice unions</b> Recognise unions and labour rights (freedom of association and collective bargaining) for all, including women and international staff	就業工會 承認工會及勞工權益，包含婦女以及外籍工作人員
8.2.3	<b>Employment policy on discrimination</b> Have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age)	制定終止歧視的就業政策 包含宗教、性傾向、性別、年齡方面的歧視等
8.2.4	<b>Employment policy modern slavery</b> Have a policy commitment against forced labour, modern slavery, human trafficking and child labour	反對現代奴隸制的工作政策 例如強迫勞動、現代奴隸制、人口販賣、童工政策的承諾
8.2.5	<b>Employment practice equivalent rights outsourcing</b> Have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties	人力外包僱傭關係的同等權利 將活動外包給第三方時，制定保障勞工同等權利的政策
8.2.6	<b>Employment policy pay scale equity</b> Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps	制定薪資平等的就業政策 包括消除性別薪資差異的承諾
8.2.7	<b>Tracking pay scale for gender equity</b> Measurement or tracking pay scale gender equity	追蹤性別平等的薪酬等級
8.2.8	<b>Employment practice appeal process</b> Have a process for employees to appeal on employee rights and/or pay	制定就業實踐的申訴流程 為員工製成針對員工權利及薪酬提出申訴的流程
8.3	<b>Expenditure per employee</b>	每位員工的薪資
8.3.1	<b>Expenditure per employee</b> Number of employees University expenditure	人均支出
8.4	<b>Proportion of students taking work placements</b>	參加工作實習的學生比例
8.4.1	<b>Proportion of students with placements</b> Number of students Number of students with work placements for more than a month	有實習機會的學生比例
8.5	<b>Proportion of employees on secure contracts</b>	簽定安全合約的員工比例
8.5.1	<b>Proportion of employees on secure contracts</b> Number of employees Number of employees on contracts of over 24 months	簽定安全合約的員工比例

## SDG9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

## SDG9: 工業化、創新及基礎建設

9.3	<b>University spin offs</b>	大學技術移轉創業
9.3.1	<b>Number of university spin offs</b> Number of university spin-offs	大學技術移轉創業的數量
9.4	<b>Research income from industry</b>	來自工商業支持的研究經費
9.4.1	<b>Research income per academic staff</b> Research income by subject area Number of academic staff by subject area: STEM Number of academic staff by subject area: Medicine Number of academic staff by subject area: Arts & Humanities / Social sciences	平均每位研究人員計畫的研究金額

## SDG10: REDUCED INEQUALITIES

## SDG10: 減少不平等

10.2	<b>First generation students (revised for Impact 2021)</b>	第一代就讀大學的學生
10.2.1	<b>Proportion of first-generation students</b> Number of students starting a degree Number of first-generation students starting a degree	指標：第一代就讀大學的學生的比例
10.3	<b>Students from developing countries (revised for Impact 2021)</b>	來自開發中國家的學生
10.3.1	<b>Proportion of international students from developing countries</b> Number of students Number of international students from developing countries	指標：來自開發中國家的國際學生的比例
10.4	<b>Proportion of students with disabilities</b>	身心障礙學生的比例
10.4.1	<b>Proportion of students with disabilities</b> Number of students Number of students with disability	指標：身心障礙學生的比例
10.5	<b>Proportion of employees with disabilities</b>	身心障礙教職員的比例
10.5.1	<b>Proportion of employees with disabilities</b> Number of employees Number of employees with disability	指標：身心障礙教職員的比例
10.6	<b>Measures against discrimination</b>	反歧視措施
10.6.1	<b>Non-discriminatory admissions policy</b> Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions	無歧視入學政策 制定無歧視入學錄取政策，或入學錄取政策中能詳細說明並解釋無歧視理念。
10.6.2	<b>Access to university track underrepresented groups applications</b> Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, and disabled students.	代表性不足學生入學的落實追蹤 衡量與追蹤代表性不足族群(包括少數種族、低收入、非傳統學生、女性、多元性別及身心障礙，以及上述高風險族群等)學生的申請與錄取。
10.6.3	<b>Access to university underrepresented groups recruit</b> Deliver programmes to recruit students, staff, and faculty from under-represented groups?	代表性不足教職員生的招聘 代表性不足族群之教職員生的招聘程序或方案。
10.6.4	<b>Anti-discrimination policies</b> Have anti-discrimination and anti-harassment policies	反歧視政策 制定反歧視及反騷擾(性平)政策。
10.6.5	<b>University diversity officer</b> Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus.	大學多元化主責單位或人員 校園內有多元且平等相關之委員會、辦公室或專責人員負責與多元化、平等、融合及人權相關之政策、方案和培訓。
10.6.6	<b>Support for underrepresented groups</b> Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups.	對代表性不足族群的支持 對代表性不足族群(包括學生、教職員)提供指導或輔導、諮商或同儕支持方案。
10.6.7	<b>Accessible facilities</b> Provide accessible facilities for people with disabilities.	無障礙設施 提供身心障礙者無障礙設施。
10.6.8	<b>Disability support services</b> Provide accessible facilities for people with disabilities.	身心障礙支持服務 提供身心障礙者支持性服務。
10.6.9	<b>Disability access scheme</b> Provide access schemes for people with disabilities such as mentoring or other targeted support • Mentoring • Other targeted support	身心障礙可及性方案 提供身心障礙者可及性方案，例如提供指導或輔導，或其他目標性支持。
10.6.10	<b>Disability accommodation policy</b> Have reasonable accommodation policy or strategy for people with disabilities including adequate funding	身心障礙合理調整政策 制定身心障礙者合理調整政策或策略(包括獎助學金)。

## SDG11: SUSTAINABLE CITIES AND COMMUNITIES

## SDG11：永續城市與社區

11.2	<b>Support of arts and heritage</b>	支持藝術和製產
11.2.1	<b>Public access to buildings</b> Provide public access to buildings and/or monuments or natural heritage landscapes of cultural significance • With free access • Paid access	“公共進入建築物” 為公眾提供進入具有文化意義的建築物和/或紀念碑或自然遺產景觀的通道 •免費 •付費
11.2.2	<b>Public access to libraries</b> Provide public access to libraries including books and publications • With free access • Paid Access	“公共訪問圖書館” 提供公共訪問圖書館，包括書籍和出版物 •免費 •付費
11.2.3	<b>Public access to museums</b> Provide public access to museums, exhibition spaces or galleries, or works of art and artefacts • With free access • Paid access	“公眾進入博物館” 為公眾提供進入博物館、展覽空間或畫廊，或藝術品和手工藝品的通道 •免費 •付費
11.2.4	<b>Public access to green spaces</b> Provide free public access to open spaces and green spaces	“公共進入綠色空間” 為公眾免費提供開放空間和綠色空間”
11.2.5	<b>Arts and heritage contribution</b> Contribute to local arts, in terms of number of annual public performances of university choirs, theatre groups, orchestras etc... either ad-hoc or as part of an ongoing programme • Ad hoc • Ongoing programme	“藝術和製產貢獻” 就大學合唱團、戲劇團體、管弦樂隊等的年度公開表演數量而言，為當地藝術做出貢獻……無論是臨時的還是作為正在進行的項目的一部分 •特設/臨時安排的 •正在進行的計劃
11.2.6	<b>Record and preserve cultural heritage</b> Deliver projects to record and preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge	“記錄和保護文化遺產” 提交計畫以記錄和保護非物質文化遺產，例如當地民俗、傳統、語言和知識”
11.3	<b>Expenditure on arts and heritage</b>	藝術和製產支出
11.3.1	<b>Arts and heritage expenditure</b> University expenditure University expenditure on arts and heritage	藝術和製產支出 大學開支 大學在藝術和製產方面的支出
11.4	<b>Sustainable practices</b>	永續性實踐
11.4.1	<b>Sustainable practices targets</b> Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles)	“永續實踐目標” 衡量和設定更永續的通勤目標（步行、騎自行車或其他非機動交通、麵包車、拼車、穿梭巴士或公共交通、摩托車、踏板車或輕便摩托車或電動汽車）”
11.4.2	<b>Promote sustainable commuting</b> Undertake actions to promote more sustainable commuting	“促進永續通勤” 採取行動促進更永續的通勤“
11.4.3	<b>Allow remote working</b> Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, or offer a condensed working week to reduce employee commuting	“允許遠距辦公” 作為政策或標準做法，促進或允許員工遠距辦公或遠距工作，或提供縮短的工作週以減少員工通勤”
11.4.4	<b>Affordable housing for employees</b> Provide affordable housing for employees	“為員工提供社會住宅” 提供社會住宅給員工
11.4.5	<b>Affordable housing for students</b> Provide affordable housing for students	“為學生提供社會住宅” 提供社會住宅給學生
11.4.6	<b>Pedestrian priority on campus</b> Prioritise pedestrian access on campus	“校園行人優先” 優先考慮校園內的行人通道”
11.4.7	<b>Local authority collab. re: planning redevelopment</b> Work with local authorities to address planning issues and development, including ensuring that local residents are able to access affordable housing	“地方當局合作。重新：規劃重建” 與地方當局合作解決規劃問題和發展，包括確保當地居民能夠獲得負擔得起的社會住宅”
11.4.8	<b>Planning development - new build standards</b> Build new buildings to sustainable standards	《規劃發展——新建標準》 建造符合可持續標準的新建築”
11.4.9	<b>Building on brownfield sites</b> Build on brownfield sites, where possible	“在棕地基地建設” 在可能的情況下建立在棕地場地上

## SDG12: RESPONSIBLE CONSUMPTION AND PRODUCTION

## SDG12：負責任的消費和生產

12.2	<b>Operational measures</b>	操作措施
12.2.1	<b>Ethical sourcing policy</b> Have a policy on ethical sourcing of food and supplies	道德採購政策 制定符合道德的食品和用品採購政策
12.2.3	<b>Policy waste disposal - hazardous materials</b> Have a policy on waste disposal - Covering hazardous materials	廢物處理政策 - 危險材料 制定廢物處理政策 - 涵蓋危險材料
12.2.4	<b>Policy waste disposal - landfill policy</b> Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled	廢物處理政策 - 填埋政策 制定廢物處理政策 - 測量送往垃圾填埋場和回收利用的廢物量
12.2.5	<b>Policy for minimisation of plastic use</b> Have policies around use minimisation of plastic	盡量減少塑膠使用的政策 制定減少塑膠使用的政策
12.2.6	<b>Policy for minimisation of disposable items</b> Have policies around use minimisation of disposable items	減少使用一次性物品的政策 制定關於減少一次性物品使用的政策
12.2.7	<b>Disposable policy: extensions to services (revised for Impact 2021)</b> Ensuring these policies extend to outsourced services and the supply chain	一次性物品政策：延長使用（針對 Impact 2021 進行了修訂） 確保這些政策延伸到外包服務和供應鏈
12.2.8	<b>Minimisation policies extended to suppliers (revised for Impact 2021)</b> Ensuring these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)?	減少使用政策擴展到供應商（針對 Impact 2021 進行了修訂） 確保這些政策延伸到外包供應商和供應鏈——（設備供應商、文具供應商、建築合約）？
12.3	<b>Proportion of recycled waste (revised for Impact 2021)</b>	回收廢物的比例（針對 Impact 2021 進行了修訂）
12.3.1	<b>Waste tracking</b> Measure the amount of waste generated and recycled across the university	廢棄物追蹤 測量整個大學產生和回收的廢棄物量
12.3.2	<b>Proportion of waste recycled</b> Amount of waste generated Amount of waste recycled Amount of waste sent to landfill	廢棄物回收比例 產生的廢棄物量 廢棄物回收量 送至垃圾填埋場的廢棄物量
12.4	<b>Publication of a sustainability report</b>	發布永續發展報告
12.4.1	<b>Publication of a sustainability report</b> • Annual • Bi-annual • Less Frequent	發布永續發展報告 •年度的 •兩年一次 •不那麼頻繁

<b>SDG13: CLIMATE ACTION</b>		<b>SDG13: 氣候行動</b>
13.2	<b>Low-carbon energy use (revised for Impact 2021)</b>	使用低碳能源
13.2.1	<b>Low-carbon energy use</b> Total energy used Total energy used from low-carbon sources	指標：使用低碳能源
<b>13.3 Environmental education measures</b>		環境教育措施
13.3.1	<b>Local education programmes on climate</b> Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning	地方氣候教育計畫 提供有關氣候變化風險、影響、緩解、適應、減少影響和預警的當地教育計畫或活動
13.3.2	<b>Climate Action Plan, shared</b> Have a university Climate Action plan, shared with local government and local community groups	氣候行動計畫 制定大學氣候行動計畫，與當地政府和當地社區團體共享
13.3.3	<b>Co-operative planning for climate change disasters</b> Participate in co-operative planning for climate change disasters, working with government • Local • Regional	應對氣候變化災害的合作規劃 參與氣候變化災害的合作規劃，與政府合作 • 當地的 • 區域
13.3.4	<b>Inform and support government</b> Inform and support local or regional government in local climate change disaster or risk early warning and monitoring	通報和支持政府 協助政府（中央或地方政府）對當地氣候變化災害或風險進行預警和監測通報
13.3.5	<b>Environmental education collaborate with NGO</b> Collaborate with NGOs on climate adaptation	與非政府組織合作進行環境教育 與民間組織合作進行氣候變遷教育
<b>13.4 Commitment to carbon neutral university (revised for Impact 2021)</b>		大學對碳中和承諾
13.4.1	<b>Commitment to carbon neutral university</b> Have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols? • scope 1 • scope 1 and 2 • all scopes • scope not known	推動碳中和情況 是否有擬定碳中和目標的時程計畫，若有擬定計畫，需提供證據。
13.4.2	<b>Achieve by date</b> Achieve by	完成日期
<b>SDG14: LIFE BELOW WATER</b>		<b>SDG14: 水下生命</b>
<b>14.2 Supporting aquatic ecosystems through education</b>		藉由教育支持水生生態系統
14.2.1	<b>Fresh-water ecosystems (community outreach)</b> Offer educational programmes on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities • Free • Paid	淡水生態系統（社區外展） 為當地或國家社區提供有關淡水生態系統（水灌溉實踐、水管理/保護）的教育計畫
14.2.2	<b>Sustainable fisheries (community outreach)</b> Offer educational programme or outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism • Free • Paid	可持續發展之漁業（社區外展） 為地方或國家社區提供有關漁業、水產養殖和旅遊業可持續管理的教育計畫或外展活動
14.2.3	<b>Overfishing (community outreach)</b> Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices • Free • Paid	過度捕撈（社區外展） 為地方或國家社區提供教育外展活動，以提高對過度捕撈、非法、未知和無管制捕撈以及破壞性捕撈做法的認識
<b>14.3 Supporting aquatic ecosystems through action</b>		藉由行動支持水生生態系統
14.3.1	<b>Conservation and sustainable utilisation of the oceans (events)</b> Support or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources	保護和可持續利用之海洋（事件） 支持或組織促進海洋、湖泊、河流和海洋資源的保護和可持續利用的活動
14.3.2	<b>Food from aquatic ecosystems (policies)</b> Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested	水生生態系統的食物（政策） 制定相關政策以確保校園內來自水生生態系統的食物得到可持續收穫
14.3.3	<b>Maintain ecosystems and their biodiversity (direct work)</b> Work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat	維護生態系統及其生物多樣性（直接工作） 直接工作（研究和/或與行業合作）維護和擴展現有的動植物生態系統及其生物多樣性，尤其是受到威脅的生態系統
14.3.4	<b>Technologies towards aquatic ecosystem damage prevention (direct work)</b> Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems	水生生態系統破壞預防技術 直接從事（研究和/或與企業合作）技術或實踐，使海洋行業能夠最大限度地減少或防止對水生生態系統的損害
<b>14.4 Water sensitive waste disposal</b>		水下敏感廢棄物處理
14.4.1	<b>Water discharge guidelines and standards</b> Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare)	排水指南和標準 制定水質標準和排水量指南（以保持水質以保護生態系統、野生動物和人類健康和福利）
14.4.2	<b>Action plan to reducing plastic waste</b> Have an action plan in place to reduce plastic waste on campus	減少塑膠垃圾的行動計畫 制定行動計畫以減少校園塑膠垃圾
14.4.3	<b>Reducing marine pollution (policy)</b> Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities	減少海洋污染（政策） 制定預防和減少各種海洋污染的政策，特別是來自陸上活動的污染
<b>14.5 Maintaining a local ecosystem</b>		維護當地生態系統
14.5.1	<b>Minimizing alteration of aquatic ecosystems (plan)</b> Have a plan to minimise physical, chemical and biological alterations of related aquatic ecosystems	減少水生生態系統的改變（計畫） 制定計畫以減少相關水生生物的物理、化學和生物變化等相關生態系統
14.5.2	<b>Monitoring the health of aquatic ecosystems</b> Monitor the health of aquatic ecosystems	監測水生生態系統的健康情況 監測水生生態系統的健康情況
14.5.3	<b>Programs towards good aquatic stewardship practices</b> Develop and support programmes and incentives that encourage and maintain good aquatic stewardship practices • Ad hoc • On-going	實現良好水生管理實踐的計畫 制定和支持鼓勵和保持良好水生管理



- 14.5.4 **Collaboration for shared aquatic ecosystems**  
Collaborate with the local community in efforts to maintain shared aquatic ecosystems
- 14.5.5 **Watershed management strategy**  
Have implemented a watershed management strategy based on location specific diversity of aquatic species

共享水生生態系統的合作  
與當地社區合作，努力維護共享的水生生態系統  
水流域管理策略  
實施水生生物種多樣性的水流域管理策略

## SDG15: LIFE ON LAND

- 15.2 **Supporting land ecosystems through education**
- 15.2.1 **Events about sustainable use of land**  
Support or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land
- 15.2.2 **Sustainably farmed food on campus**  
Have policies to ensure that food on campus is sustainably farmed
- 15.2.3 **Maintain and extend current ecosystems' biodiversity**  
Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat
- 15.2.4 **Educational programmes on ecosystems**  
Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities?  
• Free  
• Paid
- 15.2.5 **Sustainable management of land for agriculture and tourism (educational outreach)**  
Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture and tourism  
• Free  
• Paid

## SDG14: 陸域生命

以教育支持陸域生態系統  
永續利用土地之行動  
包含支持或組織相關行動以促進土地，包含森林與野地的永續利用。

鼓勵校園採用以永續方式栽種食物之相關政策

維持與提昇目前生態系統之生物多樣性  
以直接行動維持與提昇包含動植物、特別是受威脅之生態系統的生物多樣性。  
產出有關生態系統之教育課程  
為地方或全國社群提供有關生態系統之教育課程。

- 15.3 **Supporting land ecosystems through action**
- 15.3.1 **Sustainable use, conservation and restoration of land (policy)**  
Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands
- 15.3.2 **Monitoring IUCN and other conservation species (policies)**  
Have a policy to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habits in areas affected by the operation of your university
- 15.3.3 **Local biodiversity included in planning and development**  
Include local biodiversity into any planning and development process (e.g. construction of new buildings)
- 15.3.4 **Alien species impact reduction (policies)**  
Have a policy to reduce the impact of alien species on Campus
- 15.3.5 **Collaboration for shared land ecosystems**  
Collaborate with the local community to maintain shared land ecosystems
- 15.4 **Land sensitive waste disposal**
- 15.4.1 **Water discharge guidelines and standards**  
Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare)
- 15.4.2 **Policy on plastic waste reduction**  
Have a policy on reducing plastic waste on campus
- 15.4.3 **Policy on hazardous waste disposal**  
Have a policy on waste disposal covering hazardous materials

以行動支持陸域生態系統  
土地的永續利用、保護與復育之相關政策  
所指土地特別包括森林、山地、旱地。

監測IUCN名錄或其他保育物種之政策  
針對大學自身影響所及之土地，有辨識、監測與保護其中列入IUCN紅皮書或國家保育名錄之物種的政策。  
在規劃與發展中考量當地生物多樣性  
在進行各種規劃與發展時（例如興建新建物）考量當地生物多樣性。

減少外來種影響之政策  
有減少外來種對大學校園影響之政策。  
共享陸域生態系統之合作行動  
與當地社區合作維持共享之陸域生態系統  
處理對土地具潛在威脅之廢棄物  
具備廢水排放指南與標準  
此廢水排放標準包含維護水質以保護生態系統、野生生物、人類健康福祉等考量。  
減少塑膠廢棄物之相關政策

處理危險廢棄物之相關政策

## SDG16: PEACE, JUSTICE AND STRONG INSTITUTIONS

- 16.2 **University governance measures**
- 16.2.1 **Elected representation**  
Have elected representation on the university's highest governing body from: students (both undergraduate and graduate), faculty, and staff (non-faculty employees):  
• students (both undergraduate and graduate)  
• faculty  
• staff (non-faculty employees)
- 16.2.2 **Students' union**  
Recognise a students' union
- 16.2.3 **Identify and engage with local stakeholders**  
Have written policies and procedures to identify local stakeholders external to the university and engage with them
- 16.2.4 **Participatory bodies for stakeholder engagement**  
Have an existence of participatory bodies to recognize and engage local stakeholders, including local residents, local government, local private, local civil society representatives
- 16.2.5 **University principles on corruption and bribery**  
Publish the university's principles and commitments on organized crime, corruption & bribery
- 16.2.6 **Academic freedom policy**  
Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research)
- 16.2.7 **Publish financial data (revised for Impact 2021)**  
Publish university financial data  
• As normal report  
• As open data

## SDG16: 和平正義與有利的制度

大學治理措施  
當選代表  
已當選大學代表最高管理階層應來自：學生（兩個大學生和研究生），教職人員及員工（非教職員工）。

學生會  
承認學生會  
確認並與當地利益相關者互動  
有書面的規章和程序確認與大學以外的當地利益相關者和與他們相關活動的相關規範。  
利益相關團體的參與  
機構獲得當地利益相關者的認可，包括當地居民、當地政府、當地私人企業、當地民間社會代表。  
關於腐敗和賄賂的規範  
公開發佈大學的規範和關於有組織犯罪、腐敗和賄賂的保證。  
學術自由政策  
制定支持學術自由的政策（自由選擇研究領域和發言並公開教授該研究領域）  
發布財務數據發布大學財務數據  
發布大學財務數據

- 16.3 **Working with government**
- 16.3.1 **Provide expert advice to government**  
Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence)  
• Local  
• Regional  
• National
- 16.3.2 **Policy- and lawmakers outreach and education**  
Provide outreach, general education, upskilling and capacity-building to policy and lawmakers on relevant topics including economics, law, technology, climate change

與政府合作  
向政府提供專家建議  
向地方、區域或國家政府提供具體的專家建議（例如，通過政策指導、參與委員會、提供證據）

提供進修活動給教育政策制定者和立法者  
提供政策制定者和立法者大學的進修活動、通識教育、技能提升的課程，包括經濟、法律、科技、氣候變化等主題。

16.3.3	<b>Participation in government research</b> Undertake policy-focused research in collaboration with government departments	參與政府研究 合作展開以政策為重點的研究與政府部門
16.3.4	<b>Neutral platform to discuss issues</b> Provide a neutral platform and ‘safe’ space for different political stakeholders to come together to frankly discuss challenges	有討論議題的中立平台 提供一個中立的平台和安全的空間不同的政治利益相關者走到一起坦率地討論挑戰
16.4	<b>Proportion of graduates in law and civil enforcement</b>	法律和民事執法專業畢業生的比例
16.4.1	<b>Proportion of graduates in law</b> Number of graduates Number of total graduates from law and enforcement related courses	指標：法學畢業生比例