



Times Higher Education
**Sustainability
Impact Ratings**

Sustainability Impact Ratings

Methodology 2027

Version 1.0





Introduction

Welcome to the 2027 edition of the Times Higher Education Sustainability Impact Ratings Methodology guide. As always, I hope you will find it useful.

This document is the detailed methodology that underpins the THE Sustainability Impact Ratings for 2027.

It is intended to give an overview of the approach, and detail of the calculations that we have used to generate the results.

Although there are no significant changes to the methodology this year, as always, this guide builds upon the 2026 Sustainability Impact Ratings Methodology by adding further guidance based on feedback from our Advisory Board and individual universities.

As expected, we have updated the relevant years that will be accepted around evidence and data.

The document includes an initial overview, a section on how the overall ranking is generated, followed by sections on each of the individual SDG measures.

Our goal is to be as open and transparent as possible, but also to engage with universities and higher education institutions more directly. If the guidance we have provided is unclear, or doesn't reflect your local environment, please contact us so that we can help you, and so that we can improve the approach!

We look forward to publishing the 9th edition of the THE Sustainability Impact Ratings in June 2027.

Hannah Peacock
Head of Institutional
Impact Strategy
Times Higher
Education





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General

Why we measure

The Sustainable Development Goals (SDGs) adopted by all United Nations Member States in 2015, are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and its impacts such as forced migration, and working to preserve our oceans and forests.

Although the SDGs aren't focused on higher education, the achievement of the Sustainable Development Goals by 2030 will require all hands on deck. It will require different sectors and actors working together in an integrated manner by pooling financial resources, knowledge and expertise. This must include the resources of universities and higher education.

The Sustainability Impact Ratings are the first, and largest, global attempt to measure university progress specifically around the SDGs. They can be a catalyst for action, a mechanism for holding our universities to account, and an opportunity for them to highlight great work that they are already doing.

Approach

The Rankings have been designed to allow as many universities as possible to participate. To do that we have limited the amount of data required for participation. This is a key feature of the approach – not all universities have the capacity to provide data in the same way.

We also encourage participation from universities that are unlikely to be included in more traditional rankings. For this to be effective it needs to be universal.

Participation

The rankings are open to any university that teaches at either undergraduate or postgraduate level. Although research activities form part of the methodology, there is no minimum research requirement for participation.

THE reserves the right to exclude universities that they believe have falsified data, or who are no longer in good standing.

Mechanism

The methodology is built up from individual Sustainable Development Goals. Universities receive a score and a rank for their activities in each of the SDGs for which they submit data.

Providing data for a single SDG will ensure you have a place in the ranking for that SDG, but there is also an overall ranking.



General

Participation in the overall ranking requires universities to submit data to at least four SDGs one of which must be SDG 17 – Partnerships for the Goals. If a university submits data, but doesn't fulfil the requirement to be part of the overall ranking they will still be ranked in the SDGs for which they have provided data.

An annual score is generated from the score for SDG 17 (worth up to 22% of the overall score), plus the three strongest of the other SDGs for which they provided data (each worth up to 26% of the overall score).

The overall score is then calculated as the average of the annual scores from 2026 and 2027. If a university has not participated in 2026 then their overall score will be calculated using their 2027 annual score only.

The scores for each SDG are based on a series of metrics. Each metric is themed and may be composed of individual indicators. The maximum score for each metric is given in the relevant section, both as an exact percentage within that SDG and as an approximate percentage if that SDG was to be used for the overall ranking for that university.

General metric calculation notes: Research

For the THE Sustainability Impact Ratings 2026, all research metrics were measured against a document search of the Scopus dataset. This narrowed the documents that we have evaluated to those directly related to the SDG.

This search process has been supplemented with documents identified using machine learning techniques in order to create a richer and fuller dataset.

We will continue this approach for THE Sustainability Impact Ratings 2027.

This keyword search terms for each SDG, and an overview of the approach can be accessed from the following link:
<https://elsevier.digitalcommonsdata.com/datasets/y2zyy9vwzy/1>

On top of this corpus we build out specific metrics detailed in each SDG section.

In total a maximum score in these indicators is worth 27% of the score for each SDG (equivalent to approximately 7% of the overall score).

This year, bibliometric data will cover the five-year period from 2021 to 2025.

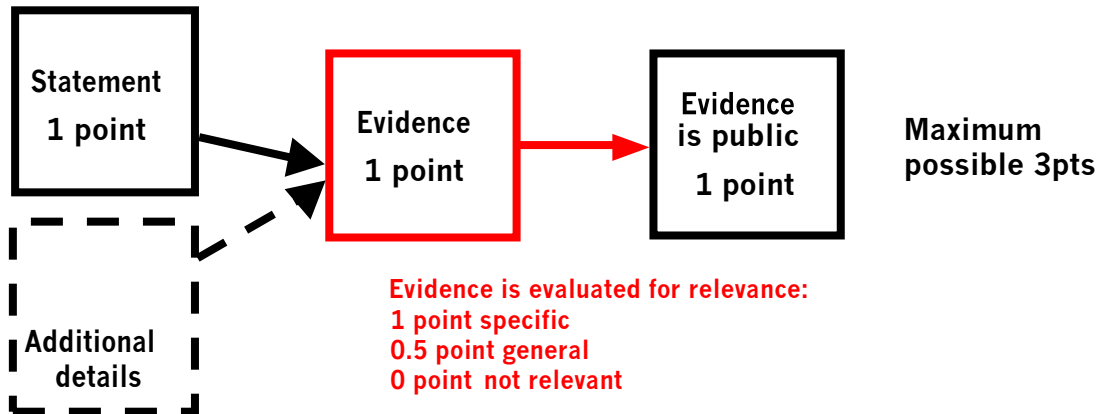


General

General metric calculation notes: Evidence

Evidence is assessed according to a simple calculation approach. Where evidence is required a series of questions are asked, and points are assigned according to the answer. This is detailed in the methodology for each question.

Where evidence is provided, THE evaluate if the evidence fully answers the question, partially answers the question, or does not answer the question. This scores one, half, or zero points.



Universities that are unable to provide data on a specific metric are scored at zero for that metric.

Online Evidence

When online evidence is provided we expect that evidence to remain publicly available until at least the start of the next data collection cycle.

Universities that remove online evidence before this time will be contacted by Times Higher Education to understand why the change has occurred, and may then take further action.

Dates

This year we request data from the academic year 2025.

A university “year” may be a calendar year or may be seasonal. Some institutions’ academic years are different from their financial years.

“Year” for the purposes of this ranking is defined as follows:

- The calendar year January to December
- The academic year that ended in 2025 (2024-25)
- The financial year that ended in 2025

However, note that these are only examples. You may use the most appropriate annual cycle that best fits your data but ends in 2025.



General

Our ethical stance Higher Education Sustainability Initiative

At the UN High Level Policy Forum in 2021, HESI launched three documents designed to support the assessment of sustainability in higher education.

Times Higher Education has signed up to the principals contained within the first document. We strive to achieve or exceed those expectations.

<https://sdgs.un.org/topics/education/hesi>

Corrections policy

Where THE has made a numeric calculation error we will correct the ranking according to our existing corrections policy.

Where THE has made an evaluation of evidence our decision is final. We will, however, welcome input that helps to clarify the questions for future editions, or suggestions that would help us to add new questions, and potentially remove questions as they become less relevant.

Corrections run from the release of the ranking until the opening of the next data collection.

As well as creating individual rankings for each SDG, we also produce an overall ranking.

To be eligible for the overall ranking a university has to supply data for SDG 17 and any three other SDGs.

Where a university has supplied data for more than three other SDGs we will use the three in which the university has performed most strongly.

Universities should also note the requirement to maintain the availability of online evidence.



Creating the Overall Ranking

Comparing SDGs

Because we ask different questions in each SDG, the range of scores may vary. For example, in SDG 4 the highest score may be 89.2 and the lowest 15.1, whereas in SDG 8 the highest score may be 76.3 and the lowest may be 7.2.

In order to generate the overall ranking, we scale these scores so the range for all SDGs is 0 – 100. It is these scaled scores that we use to produce the overall ranking.

This impacts the decision on which SDGs a university has performed most strongly in: we will use the three where the scaled score for that university is highest.

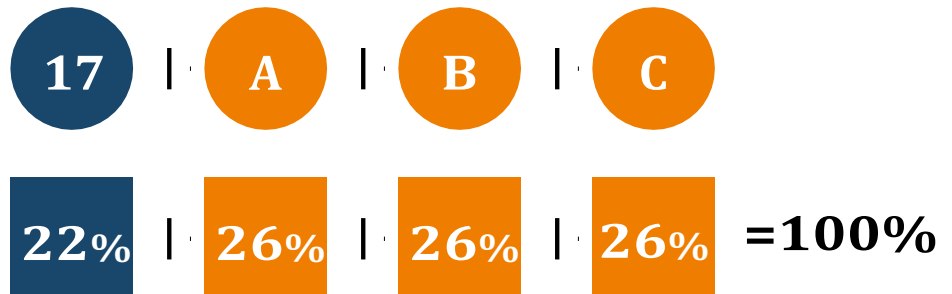
This may not be the three in which:

- The university is ranked highest
- The university has scored highest in unscaled scores

Calculating the Overall Ranking score

When we calculate the total score in a given year, we assign the following proportions:

- SDG 17: 22%
- Top three SDGs: each 26%



The score for the overall ranking is an average of the last two year's total scores.

For the 2027 ranking this will be the average of the total score for 2027 and the total score for 2026. If a university did not have a total score in 2026 then just the total score for 2027 will be used.

Universities that do not have a total score for 2027 will not be included in the overall ranking.



Notes on use of LLM in Evidence Validation

As part of our ongoing commitment to transparency and continuous improvement, we are incorporating large language model (LLM) technology into the validation of qualitative evidence submitted for the Sustainability Impact Ratings. This section outlines how LLM is used, what it evaluates, and what universities should keep in mind when preparing their submissions.

- All submitted evidence is reviewed and scored by our LLM model. The model determines whether each piece of evidence is specific, generic, or not relevant to the indicator question.
- Although the LLM is the primary tool for validation, our human validation team remains in place to conduct quality assurance and review evidence as required.
- If a piece of evidence cannot be processed by the model (for example, due to inaccessible formats), it is not automatically scored as not relevant. Instead, the system flags it and forwards it to human validators, who review and score it directly.
- To ensure fairness, human validators follow the same visibility constraints as the AI—no clicking links or navigating beyond the visible content on a page.
- **Evidence must be self-contained. The reviewer (AI or human) does not click on links or explore additional pages to locate information.**
 - Documents or web pages containing multiple links pose a challenge in ensuring fairness across institutions. In line with our policy of evaluating a single piece of evidence per indicator, such files are now being rejected and will no longer be accepted as valid evidence. Evidence should be a direct example.
 - A statement of participation accompanied only by a link to a third-party platform or website, does not itself constitute evidence. The relevant information must be directly visible within the submitted evidence itself. This applies equally to third-party accreditation or membership platforms (e.g. SDG Accord, AASHE STARS) as it does to any other external link.
- Any attached document evidence submitted as supporting evidence will be scored as not public, even if it contains information that is publicly available.
- Where a single piece of evidence (e.g. an SDG report) covers multiple SDGs, indicators or sub-sections, each relevant part is assessed independently against the specific indicator or SDG requirements it is being used for. A report may receive a Specific score for some indicators and a Generic score for others depending on the level of indicator-specific detail provided in each part, rather than being scored uniformly as a whole document.



Added Guidance/Definition

The following table documents the added guidance and definition introduced in the 2026 Methodology. This list is intended as a general guide only, and you should check the individual questions directly.

SDG	Added Guidance/Definition
Notes on use of LLM in Evidence Validation	- Any attached document evidence submitted as supporting evidence will be scored as not public, even if it contains information that is publicly available. Evidence must be self-contained. The reviewer (AI or human) does not click on links or explore additional pages to locate information. - Documents or web pages containing multiple links pose a challenge in ensuring fairness across institutions. In line with our policy of evaluating a single piece of evidence per indicator, such files are now being rejected and will no longer be accepted as valid evidence. Evidence should be a direct example. - A statement of participation or membership, accompanied only by a link to a third-party platform or website, does not itself constitute evidence. The relevant information must be directly visible within the submitted evidence itself. - Where a single piece of evidence (e.g. an SDG report) covers multiple SDGs, indicators or sub-sections, each relevant part is assessed independently against the specific indicator or SDG requirements it is being used for. A report may receive a Specific score for some indicators and a Generic score for others depending on the level of indicator-specific detail provided in each part, rather than being scored uniformly as a whole document.
9.3.1	Removed: If any subsidiary companies such as Technology Transfer Office that fully-owned by university provide support for licences and patents for their academics and students, you can include their income as long as they are included in your annual and financial reports.
2.4.1	Added guidance: For example: A MSc in Sustainable Agriculture can be included because sustainability is central to the programme and it focuses on sustainable approaches to food production. A MSc in Food Science should not automatically be included simply because it contains a module on food sustainability. If the programme primarily focuses on food chemistry, processing or product development, sustainability is not its main focus.
4.4.1, 5.2.1 and 10.2.1	Added guidance: A student who is enrolling at university for the first time does not automatically qualify as a first-generation student. We recognise that, in some countries, only first-time university enrolment may be measured. However, under the Impact Ratings definition, a student is considered first-generation only if they are the first person in their immediate family to attend university. If your institution does not collect data based on this definition, please select “Data unavailable” rather than submitting a figure that does not align with the definition.



13.2. & 7.5

Removed: Biomass, Wood logs, Wood chips, Wood pellets, Grass/straw**Guidance:** Forest biomass excluded from low-carbon energy sources

Following feedback from climate researchers, and in line with current scientific evidence on the climate impact of forest biomass combustion, energy derived from forest biomass (including wood logs, wood chips, wood pellets, and other forest-sourced biomass) is no longer classified as a low-carbon energy source for the purposes of this indicator. This reflects that emissions from burning forest biomass are released immediately, while the offsetting carbon removal through forest regrowth takes decades to centuries, meaning forest biomass does not deliver low-carbon outcomes within policy-relevant timeframes.

Other forms of biomass not derived from forests (e.g. agricultural residues, biogas, biodiesel from used cooking oil) remain eligible for classification as low-carbon, in line with existing guidance.

13.4

Guidance: Carbon credits and carbon neutrality claims

Where an institution's evidence for carbon neutrality relies on the purchase of carbon credits, only high-integrity, permanent removal credits will be recognised as contributing toward interim emissions reduction targets. Lower-integrity avoidance credits may still be recognised where used for mitigation beyond an institution's own value chain, but will not count toward the institution's own emissions reduction pathway.

This aligns with the 2022 UN High-Level Expert Group on Net-Zero Emissions Commitments guidance that non-state actors should prioritise direct emissions reduction, reserving high-integrity credits for beyond-value-chain mitigation rather than as a substitute for reduction.

Institutions are encouraged, though not required, to report emissions and removals separately for biogenic and geologic carbon sources to improve the transparency of their carbon balance.

16.4.1

Added guidance:

A programme must primarily and substantially focus on law or law enforcement to be included in the data. The key consideration is the focus and design of the programme, rather than whether individual modules cover legal topics or whether graduates may later work in law enforcement.

For example:

An MA in Immigration Law can be included, as the programme is specifically designed to produce graduates specialising in law.

An MA in International Relations should not be included if it contains only a module on immigration law, as the overall purpose of the programme is not to train specialists in law.

Similarly, a BSc in Political Science should not be included. Although graduates may go on to work in law enforcement or other public-sector roles, the programme itself focuses on the theory and practice of political science rather than law or law enforcement.

The programme must be specifically designed and primarily focused on law or law enforcement. A programme should not be included simply because it contains individual law-related modules or because its graduates may subsequently work in legal or law-enforcement professions.

12.4 & 17.3

Added Guidance**Guidance: SDG Accord, AASHE STARS**

Where an indicator is evidenced via a recognised third-party platform, the specific information required to meet the indicator must be directly reproduced, embedded, or exported within the submitted evidence itself (for example, as a downloaded report, screenshot, or PDF export showing the relevant content), not solely as a link to the live platform. This is because our validation process does not permit navigation beyond the submitted evidence to verify a claim.



Times Higher Education
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SDG

1

No Poverty





SDG 1

No Poverty

Why we measure

At least 10% of the world's population live in extreme poverty, unable to fulfil the most basic needs - food, health, education, access to clean water and sanitation.

Universities need to be able to demonstrate how they are helping to address this problem through their work. As employers and economic hubs universities have a direct role in reducing poverty in their communities. By giving people from poorer backgrounds quality education they help to remove intergenerational poverty.

<https://www.un.org/sustainabledevelopment/poverty/>

Links to other SDGs

SDG 1 relates widely to other SDGs, since the poorest people are most at risk from the direct experiences of a lack of sustainability. In particular, for universities, SDG 1 can be related to education, equality, and economic growth. Poor people are most likely to suffer from hunger (related to SDG2) and lack of access to clean water (related to SDG6).

Metrics and indicators

1.1 Research on poverty

1.1.1 Papers co-authored with low or lower-middle income countries

This indicator measures the proportion of a university's academic output where one or more co-author is associated with a university that is based in a low or lower-middle income country.

For SDG 1 it suggests the international reach of a university with a focus on low or lower-middle income countries.

This indicator is statistically normalised and it is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).

1.1.2 No poverty: FWCI

This indicator explores the quality of a university's output in the area of poverty research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and it is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).



SDG 1

No Poverty

1.1.3 No poverty: publications

The number of publications looks at the scale of research output from a university around poverty. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and it is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

1.2 Proportion of students receiving financial aid to attend university because of poverty

One of the key barriers to participation in higher education is the financial ability to attend university. This indicator measures the proportion of a university's students who receive significant financial aid in order to attend the institution because of poverty.

This can also include refugee and displaced people, who often find their routes into higher education – or ability to continue higher education – are limited because of poverty as well as their immigration status.

It is measured using full time equivalent students across both undergraduate and postgraduate courses.

This metric relates to the UN Targets 1.3 and 1.A.

This indicator is normalised and it is worth 27% of the score in this SDG (equivalent to 7.02% of the overall score)

1.2.1 Indicator: Low income students receiving financial aid

Year: 2025

Data Collected	Definition
Number of students	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 2025.
Number of low income students receiving financial aid	This is the FTE (Full Time Equivalent) number of low income students who receive significant financial aid because of poverty. The number should refer to year 2025.

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.



SDG 1

No Poverty

Definitions: Students

This is the FTE (full-time equivalent) number of students in all years and of all programmes that lead to a degree or certificate equivalent to an ISCED level 6, 7 or 8 qualification.

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 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.

This should include:

- Students on placements.
- Visiting/exchange students who are studying for programmes that result in credits at your institution (i.e., incoming students).
- Online and distance-learning students pursuing one or more of the afore mentioned programmes

This should NOT include:

- Students on programmes that do not lead to the afore-mentioned degrees or equivalent such as short courses, continuing education
- Exchange students who are currently studying at another institution (i.e., outgoing exchange students, who are not currently studying for credits at your institution).
- Students who are not currently active.

Guidance: low income students

Here we are referring to low income students regardless of the country they come from.

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 work-study 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.

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.

SDG 1

No Poverty

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%.

1.3 University anti-poverty programmes

Universities need to address poverty of their students and potential students. This requires universities to commit to admitting students from backgrounds where poverty is a factor, and ensuring that these students have the support necessary to complete their studies.

Universities should also have a commitment to supporting students experiencing poverty in low or lower-middle income countries across the world.

There are a total of 15 points that could be gained from meeting the criteria in this metric, and it is worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 1.1, 1.3 and 1.A.

#	Indicator	Maximum score
1.3.1	Bottom financial quintile admission target Year: 2025 Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country. Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.6% in SDG (1.2% Overall)
1.3.2	Bottom financial quintile student success Year: 2025 Graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.6% in SDG (1.2% Overall)



SDG 1

No Poverty

1.3.3	Low-income student support Year: 2025 Provide support (e.g. food, housing, transportation, legal services) for students from low-income families to enable them to complete university Up to three points based on: • Existence of support – maximum one point for free, only 0.25 points for subsidised support • Evidence provided – up to one point • Is the evidence provided public – one point	4.6% in SDG (1.2% Overall)
1.3.4	Bottom financial quintile student support Year: 2025 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. Up to three points based on: • Existence of programmes or initiatives – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.6% in SDG (1.2% Overall)
1.3.5	Low or lower-middle income countries student support Year: 2025 Schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants). Up to three points based on: • Existence of schemes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.6% in SDG (1.2% Overall)

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.



SDG 1

No 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.

Guidance: Target to admit students:

We are looking for 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: Provide support (1.3.3):

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.

Guidance: Have programmes or initiatives (1.3.4):

This is about 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.

As reference for 1.3.3 and 1.3.5 we are using the World Bank list of economies. For the current 2027 fiscal year, low-income economies are defined as those with a GNI per capita, calculated using the World Bank Atlas method, of \$1,175 or less in 2025; lower middle-income economies are those with a GNI per capita between \$1,176 and \$4,635. The current classification by income categorises 25 countries under 'low income' and 47 countries under 'lower-middle income' economies. The XLS format file can be downloaded [here](#).

1.4 Community anti-poverty programmes

Universities have a responsibility, as stewards of significant resources, to support the wider community in tackling poverty.

These are programmes and/or activities designed or intended to relieve poverty. These programmes can be community-led but they will be supported by the university.

There are a total of 12 points that could be gained from meeting the criteria in this metric, it is worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relates to the UN Targets 1.3, 1.4 and 1.B.



SDG 1

No Poverty

#	Indicator	Maximum score
1.4.1	Local start-up assistance Year: 2025 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). Up to three points based on: • Existence of assistance – maximum one point for free, only 0.25 points for subsidised support • Evidence provided – up to one point • Is the evidence provided public – one point	5.75% in SDG (1.5% Overall)
1.4.2	Local start-up financial assistance Year: 2025 Provide financial assistance to the local community supporting the start-up of financially and socially sustainable businesses. Up to three points based on: • Existence of assistance – one point • Evidence provided – up to one point • Is the evidence provided public – one point	5.75% in SDG (1.5% Overall)
1.4.3	Programmes for services access Year: 2025 Organise training or programmes to improve access to basic services for all. Up to three points based on: • Existence of programmes – maximum one point for directly supplied, only 0.25 points for indirect programmes • Evidence provided – up to one point • Is the evidence provided public – one point	5.75% in SDG (1.5% Overall)
1.4.4	Policy addressing poverty Year: 2025 Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions. Up to three points based on: • Existence of participation – 0.25 points for each level of local, regional, national and global policy making • Evidence provided – up to one point • Is the evidence provided public – one point	5.75% in SDG (1.5% Overall)



SDG 1

No Poverty

Data submission guidance

Definitions: Basic services

This refers to Health (covering Nutrition, Child mortality) and Standard of living (covering cooking fuel, sanitation, drinking water, electricity, housing, assets).

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.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

2

Zero Hunger





SDG 2

Zero Hunger

Why we measure

The ability to feed the world is a key element of sustainable development. If done right, agriculture, forestry and fisheries can provide nutritious food for all. At the same time it can ensure rural development with people at the centre of the process, supporting the incomes of those who rely on agriculture.

Universities need to be able to demonstrate how they are contributing to end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

<https://www.un.org/sustainabledevelopment/hunger/>

Links to other SDGs

SDG 2 also relates widely to other SDGs, since extreme hunger and malnutrition remains a barrier to sustainable development and creates a trap from which people cannot easily escape. Decent work (SDG8) can be a route out of poverty and lead to reduced hunger, but for this to happen there needs to be a strong framework of institutions to support change (SDG16).

Metrics and indicators

2.1 Research on hunger

2.1.1 Zero Hunger: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

This indicator is normalised and it is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

2.1.2 Zero hunger: FWCI

This indicator explores the quality of a university's output in the area of hunger research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and it is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

2.1.3 Zero hunger: publications

The number of publications looks at the scale of research output from a university around hunger. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and it is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

SDG 2

Zero Hunger

2.2 Campus food waste

Food waste can occur at each level of the food production process: production, handling and storage, processing, distribution and consumption. Causes can also vary, but usually they are related to inadequate market systems, in-proper transportation of fresh products, production of excess food, too large quantities purchased/displayed, large portion meals, attitude that disposing is cheaper than re-using. This indicator measures the proportion of food (metric ton) wasted/discarded per person on campus. This metric is worth 15.4% of the score in this SDG (equivalent to 4% of the overall score).

This metric relates to the UN Targets 2.1

This year's approach will use two linked questions.

The first question (indicator 2.2.1: Campus food waste tracking) confirms if a university is measuring food waste. If you do, we will ask you to provide evidence.

#	Indicator	Maximum score
2.2.1	Campus food waste tracking Measure the amount of food waste generated from food served within the university. Up to three points based on: • Existence of measurement – maximum of one point for whole university, 0.5 for partial measurement • Evidence provided – up to one point • Is the evidence provided public – one point	7.7% in SDG (2% Overall)

Data submission guidance

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.

SDG 2

Zero Hunger

2.2.2 Indicator: Campus food waste

Year: 2025

The second question (indicator 2.2.2: Campus food waste) calculates the food waste per person. These values will only be scored where universities have indicated that they are measuring food waste across the whole university.

This indicator is normalised and it is worth 7.7% of the score in this SDG (equivalent to 2% of the overall score).

Data Collected	Definition
Total food waste	This is the total of food (metric ton) that is discarded or lost uneaten by all catering services on campus in the year 2025.
Campus population	This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees in the year 2025.

Data submission guidance

Guidance: Food waste

This can occur at each level of the food production process: production, handling and storage, processing, distribution and consumption. Causes can also vary, but usually they are related to inadequate market systems (unsanitary, small, lack of proper cooling equipment), improper transportation of fresh products, production of excess food, too large quantities purchased/ displayed, large portion meals, attitude that disposing is cheaper than re-using. For this metric we are interested in the amount of food discarded on campus from catering.

Food that is composted should be included in waste. Although composting is better than discarding it still represents resource waste.

Food that is donated, and will be consumed by people, should not be included as waste.

We expect this figure to be a rounded figure.

Definition: units of measurement

The unit of measurement is metric ton.

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.

SDG 2

Zero Hunger

Campus population does NOT include:

- campus visitors
- summer school population
- remote students / staff

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.

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).

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

see 1.2

2.3 Student hunger

Universities need to realise students at risk of being food insecure, which means they do not have access to nutritious, affordable food.

There are a total of 12 points that could be gained from meeting the criteria in this metric, 19.2% of the score in this SDG (equivalent to 5% of the overall score).

This metric and indicators relate to the UN Targets 2.2 and 2.C

#	Indicator	Maximum score
2.3.1	Student food insecurity and hunger Year: 2025 Have a programme in place on student food insecurity. Up to three points based on: • Existence of programme – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)



2.3.2	Students hunger interventions. Year: 2025 Provide interventions to prevent or alleviate hunger among students (e.g. including supply and access to food banks/pantries). Up to three points based on: • Provision of intervention – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.40% in SDG (0.625% Overall)
2.3.3	Sustainable food choices on campus Year: 2025 Provide sustainable food choices for all on campus, including vegetarian and vegan food. Up to three points based on: • Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets • Evidence provided – up to one point Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.3.4	Healthy and affordable food choices Year: 2025 Provide healthy and affordable food choices for all on campus. Up to three points based on: • Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.3.5	Staff hunger interventions Year: 2025 Provide interventions to prevent or alleviate hunger among members of staff (e.g. including supply and access to food banks/pantries). Up to three points based on: • Provision of intervention – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.40% in SDG (0.625% Overall)



SDG 2

Zero Hunger

Data submission guidance

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.

Definition: Healthy food choices

These provide body with essential nutrition: fluid, macronutrients, micronutrients, and adequate calories.

Definition: Sustainable food choices

Sustainable food choices therefore refer to:

- trusted sources
- environmentally sustainable management of the land and natural environment
- minimised or no exposure to manufactured herbicides or artificial fertilisers
- no or low level of pesticides
- protection of diversity of both plants and animals and the welfare of 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

Guidance: 2.3.1

A programme suggests a continuous, targeted and coordinated approach to addressing student hunger – it could include identifying or measuring.

Guidance: 2.3.2 & 2.3.5

Interventions could be occasional/one off events, but the focus needs to be direct and practical.

Guidance: 2.3.4

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.

SDG 2

Zero Hunger

2.4 Proportion of graduates in agriculture and aquaculture including sustainability aspects

Here we measure the proportion of total graduates who receive a degree associated with any aspect of food sustainability within an agricultural and aquaculture course.

This metric tries to capture whether an institution actively teaches food sustainability within accredited undergraduate and postgraduate agriculture and aquaculture courses.

This metric relates to the UN Targets 2.3.

This indicator is normalised and is worth 19.2% of the score in this SDG (equivalent to 4.98% of the overall score).

2.4.1 Indicator: Proportion of graduates in agriculture and aquaculture Year: 2025

Data Collected	Definition
Number of graduates	This is the total headcount number of graduates at all levels (ISCED 6, 7, or 8) from your institution in year 2025.
Number of graduates from agriculture and aquaculture courses including sustainability aspects	This is the total headcount number of graduates at all levels (ISCED 6, 7, or 8) who were studying any aspect of food sustainability within an agricultural and aquaculture course and successfully completed the course in year 2025. This is a subset of the total number of graduates.

Data submission guidance

Overview:

This metric tries to capture whether your institution actively teaches food sustainability within accredited undergraduate and postgraduate agriculture and aquaculture courses.

Guidance: Graduates

A graduate is a person who has successfully completed a course of study or training resulting in an award or qualification.

This includes all graduations:

ISCED Level 6: Bachelor's or equivalent, see full definition and country specific examples: [here](#)

ISCED Level 7: Master's or equivalent, see full definition and country specific examples: [here](#)

ISCED Level 8: Doctoral or equivalent, see full definition and country specific examples: [here](#)

Guidance: sustainability 'course'

FA 'course' can be understood as a full program of study, not an



individual class within a program.

As such, please provide us the figures for the headcount number of graduates at all levels (ISCED 6: Bachelor's or equivalent level, ISCED 7: Master's or equivalent level, ISCED 8: Doctoral or equivalent level) who were studying any aspect of food sustainability within an agricultural and aquaculture course and successfully completed the course in year specified.

For example:

A MSc in Sustainable Agriculture can be included because sustainability is central to the programme and it focuses on sustainable approaches to food production.

A MSc in Food Science should not automatically be included simply because it contains a module on food sustainability. If the programme primarily focuses on food chemistry, processing or product development, sustainability is not its main focus.

Guidance: 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 National hunger

A university's effort against hunger aggregated at national level. Hunger here is defined as a severe lack of food which causes suffering or death, capturing the concept of food security.

There are a total of 12 points that could be gained from meeting the criteria in this metric, worth 19.2% of the score in this SDG (equivalent to 5% of the overall score).

This metric and indicators relate to the UN Targets 2.3, 2.4 and 2.5.



SDG 2

Zero Hunger

#	Indicator	Maximum score
2.5.1	Access to food security knowledge Year: 2025 Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers Up to three points based on: • Provision of access – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.5.2	Events for local farmers and food producers Year: 2025 Provide events for local farmers and food producers to connect and transfer knowledge. Up to three points based on: • Provision of events – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.5.3	University access to local farmers and food producers Year: 2025 Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices. Up to three points based on: • Provision of access – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.5.4	Sustainable food purchases Year: 2025 Prioritise purchase of products from local, sustainable sources. Up to three points based on: • Existence of prioritisation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)

Data submission guidance

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".



SDG 2

Zero Hunger

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.



Times Higher Education
**Sustainability
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SDG

3

Good Health and
Well-being





SDG 3

Good Health and Well-being

Why we measure

Ensuring healthy lives and promoting well-being at all ages is essential to sustainable development. There is an urgent need to fully eradicate a wide range of diseases and address many different persistent and emerging health issues.

We are exploring how universities deal with specific conditions and diseases, and support their community.

<https://www.un.org/sustainabledevelopment/health/>

Links to other SDGs

SDG 3 relates widely to other SDGs since ensuring healthy lives and promoting well-being for all at all ages is important to building prosperous societies.

Without good health it is hard to address poverty – similarly poverty and hunger challenge good health (SDG1 and SDG2).

Metrics and indicators

3.1 Research on health and well-being

3.1.1 Good Health and Well-being: paper views

This indicator measures the proportion of a university's research papers that are viewed or downloaded.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

3.1.2 Clinical citations

This indicator measures the proportion of a university's research papers that are cited in clinical guidance.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

3.1.3 Good Health and Well-being: publications

The number of publications looks at the scale of research output from a university around good health and well-being. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

3.2 Number graduating in health professions

In order to understand how a university is supporting health professions we measure the proportion of graduates who receive a degree associated with a health-related profession out of the institution's total number of graduates.

SDG 3

Good Health and Well-being

This metric tries to show how universities are contributing to the education of health professionals.

The metric relates to the UN Targets 3.C

This indicator is normalised and is worth 34.60% of the score in this SDG (equivalent to 9% of the overall score).

3.2.1 Indicator: Proportion of graduates in health professions Year: 2025

Data Collected	Definition
Number of graduates	This is the total headcount number of graduates at all levels from your institution in the year 2025.
Number of graduates in health professions	This is the headcount number of graduates at all levels in health professions in the year 2025. This is a subset of the total number of graduates.

Data submission guidance

Definition: Graduates

see 2.4

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 mapping (appendix 3 in the methodology document). So, all subjects that feed into medicine are acceptable.

Additional guidance can be found here too:

https://www.who.int/hrh/statistics/Health_workers_classification.pdf



SDG 3

Good Health and Well-being

3.3 Collaborations and health services

Universities need to demonstrate actions to improve local and global health and well-being.

There are a total of 19 points that could be gained from meeting the criteria in this metric, and is worth 38.40% of the score in this SDG (equivalent to 9.98% of the overall score).

This metric and indicators relate to the UN Targets 3.4., 3.7, 3.A., 3.B., 3.C., 3.D

#	Indicator	Maximum score
3.3.1	Current collaborations with health institutions Year: 2025 Have current collaborations with local, national, or global health institutions to improve health and well-being outcomes. Up to three points based on: • Existence of collaborations – maximum one point for all three collaborations, 0.66 points for two collaborations and only 0.33 points for one collaboration • Evidence provided – up to one point • Is the evidence provided public – one point	7% in SDG (1.82% Overall)
3.3.2	Health outreach programmes Year: 2025 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. This can also include outreach programmes to displaced or refugee communities local to the institution. Up to three points based on: • Existence of programmes and projects – 0.5 points for local communities, 0.25 points for disadvantaged people, 0.25 points for refugee/immigrant communities • Evidence provided – up to one point • Is the evidence provided public – one point	7% in SDG (1.82% Overall)



SDG 3

Good Health and Well-being

	Indicator	Maximum score
3.3.3	Shared sports facilities Year: 2025 Share sports facilities with the local community, for instance with local schools or with the general public. Up to three points based on: • Existence of sharing – maximum one point for free access to all facilities, 0.66 points for free access to some facilities, 0.33 points for charged access only. • Evidence provided – up to one point • Is the evidence provided public – one point	2.40% in SDG (0.62% Overall)
3.3.4	Sexual and reproductive health care services for students Year: 2025 Provide students access to sexual and reproductive health-care services including information and education services. Up to three points based on: • Existence of provision – maximum one point for free access, only 0.25 points for charged access • Evidence provided – up to one point • Is the evidence provided public – one point	7% in SDG (1.82% Overall)
3.3.5	Mental health support for students Year: 2025 Provide students with access to mental health support. Up to three points based on: • Existence of provision – maximum one point for active promotion of good mental health, 0.66 points for access to (or signposting to) free mental health support, 0.33 points for access to (or signposting to) charged mental health support • Evidence provided – up to one point • Is the evidence provided public – one point	3,50% in SDG (0.91% Overall)
3.3.6	Smoke-free policy. In place by 2025 Have a 'smoke-free' policy. Up to four points based on: • Existence of policy – maximum one point for smoking-free campus, 0.5 points only for partial smoke-free campus • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	8% in SDG (2.08% Overall)



SDG 3

Good Health and Well-being

3.3.7	Mental health support for staff Year: 2025 Provide staff with access to mental health support. Up to three points based on: Existence of provision – maximum one point for active promotion of good mental health, 0.66 points for access to (or signposting to) free mental health support, 0.33 points for access to (or signposting to) charged mental health support Evidence provided – up to one point Is the evidence provided public – one point	3,50% in SDG (0.91% Overall)
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Data submission guidance

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.

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.

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.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

4

Quality Education





SDG 4

Quality Education

Why we measure

A high-quality education should be an area where universities excel. Education is a key gateway out of inequalities, especially multi-generational ones. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems. SDG 4 explores early years and lifelong learning.

We are exploring how universities support early years, lifelong learning, and their nations through ensuring equality of access to their facilities.

Although the UN includes Education for Sustainable Development in SDG 4, we have chosen instead to measure that as part of SDG 17, as this is the mandatory SDG within our ranking, and in the case of universities it is a key factor of partnership around the goals.

<https://www.un.org/sustainabledevelopment/education/>

Links to other SDGs

Education is a precursor to growing an economy sustainably, not just at higher education levels, but importantly in early years and lifelong learning. It is a gateway out of poverty (SDG1), especially intergenerational poverty. Education delivered fairly helps to break down inequalities (SDG10), and provides the key workers needed to support a fair and sustainable world (SDG8).

Metrics and indicators

4.1 Research on early years and lifelong learning education

4.1.1 Quality Education: paper views

This indicator measures the proportion of a university's research papers that are viewed or downloaded. This is important because the practical nature of education means that use of research is as important as citation of research.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

4.1.2 Quality Education: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

4.1.3 Quality Education: publications

The number of publications looks at the scale of research output from a university around quality education. It is not scaled by the size of the institution— rather it looks at the overall impact.

SDG 4

Quality Education

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).

4.2 Proportion of graduates with teaching qualification

To understand how a university is supporting early years education we measure the proportion of its graduates who gained a qualification that entitled them to teach at primary school level in their country.

The metric tries to show how universities are ensuring that primary education is adequately resourced.

The metric relates to the UN Targets 4.C

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

4.2.1 Indicator: Proportion of graduates with relevant qualification for teaching Year: 2025

Data Collected	Definition
Number of graduates	This is the total headcount number of graduates at all levels from your institution in year 2025.
Number of graduates who gained a qualification that entitled them to teach at primary school level	This is the headcount number of graduates at all levels from your institution who gained a qualification that entitled them to teach at primary school level, referring to year 2025. This is a subset of the total number of graduates.

Data submission guidance

Definition: Graduates:
see 2.4

We are evaluating the proportion of your graduates who are able to teach at primary school level in the country of your institution because of the education they have received. For this data point we also include postgraduate teaching qualifications (e.g. PGCE).

Please state which courses are designed to prepare for teaching at primary level, e.g. teacher training programmes.



SDG 4

Quality Education

4.3 Lifelong learning measures

Universities need to highlight lifelong learning opportunities they provide

There are a total of 16 points that could be gained from meeting the criteria in this metric, and is worth 26.80% of the score in this SDG (equivalent to 6.97% of the overall score).

This metric and indicators relate to the UN Targets 4.4., 4.5, 4.7, 4.A.

#	Indicator	Maximum score
4.3.1	Public resources (lifelong learning) Year: 2025 Provide free access to educational resources for those not studying at the university. Up to three points based on: • Existence of access provision – 0.4 points for free courses leading to certificate or award, 0.4 points for free access to campus facilities and equipment, 0.2 points for free access to online resources. • Evidence provided – up to one point • Is the evidence provided public – one point	5% in SDG (1.30% Overall)
4.3.2	Public events (lifelong learning) Year: 2025 Host educational events at university that are open to the general public. Up to three points based on: • Existence of events – maximum one point for all free events, 0.5 points for both charged and free, 0.25 points for charged only. • Evidence provided – up to one point • Is the evidence provided public – one point	5% in SDG (1.30% Overall)
4.3.3	Vocational training events (lifelong learning) Year: 2025 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. Up to three points based on: • Existence of events – maximum one point for both ad-hoc and programmed, 0.75 points for programmed only, and 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	5% in SDG (1.30% Overall)



SDG 4

Quality Education

4.3.4	Education outreach activities beyond campus Year: 2025 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. Up to three points based on: • Existence of activities – maximum one point • for both ad-hoc and programmed, 0.75 points for programmed only, and 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	5% in SDG (1.30% Overall)
4.3.5	Lifelong learning access policy Year: in place by 2025 A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability, immigration status or gender. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	6.80% in SDG (1.77% Overall)

4.4 Proportion of first-generation students

Year: 2025

This is defined as the number of students starting a degree who identify as being the first person in their immediate family to attend university, divided by the total number of students starting a degree. All data is provided as full-time equivalents.

The metric is set to demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind.

The metric relates to the UN Targets 4.3 and 4.5.

This indicator is normalised and is worth 30.80% of the score in this SDG (equivalent to 8.01% of the overall score).

SDG 4

Quality Education

4.4.1 Indicator: Proportion of first-generation students Year 2025

Data Collected	Definition
Number of students starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university in 2025. This is a subset of number of students.
Number of first-generation students starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university in 2025 who are first generation students. A first-generation student is one who reports they are the first person in their immediate family to attend university at any level (note - the individual may have studied at another university previously). This is a subset of the total number of students starting a degree.

Data submission guidance

Definition: Number of students starting a degree

For universities teaching undergraduates this is the FTE (Full Time Equivalent) number of students starting a first degree at the university. This will include bachelor's and other equivalent degrees, equivalent to Unesco ISCED-2011 Level 6. (See methodology document for links to ISCED-2011).

For post-graduate only institutions this is the FTE number of students starting a master's or PhD degree, equivalent to UNESCO ISCED-2011 Level 7 or 8.

If an institution is awarding undergraduate and postgraduate degrees, we only want the number of students commencing an undergraduate degree for both data points.

Definition: relevant year

We are looking for the number of students who started their studies in 2025. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

Definition: 'immediate family'

We do not apply a fixed definition of 'immediate family', but in most cases it refers to parents, grandparents and siblings. Ultimately, however, it would be down to the individual concerned and her/his definition of 'immediate family' which then results in her/him reporting as 'first generation' student.

Guidance: previous study

If student studied and graduated at University A and then enrolls at University B for further study, they can still be a first generation student at University B. It is the student, not the level of study that is relevant to the definition.

A student who is enrolling at university for the first time does not



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Sustainability Impact Ratings

automatically qualify as a first-generation student. We recognise that, in some countries, only first-time university enrolment may be measured. However, under the Impact Ratings definition, a student is considered first-generation only if they are the first person in their immediate family to attend university.

If your institution does not collect data based on this definition, please select “Data unavailable” rather than submitting a figure that does not align with the definition.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

5

Gender Equality





SDG 5

Gender Equality

Why we measure

Women and girls continue to suffer discrimination and violence in every part of the world. Gender equality is a fundamental human right, and a foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education is a key part of delivering gender equality, but universities also have a wider role to drive forward gender equality in their communities.

Universities and women: Here we are exploring how universities are providing access and then supporting academic progression of women.

<https://www.un.org/sustainabledevelopment/gender-equality/>

Links to other SDGs

Ensuring gender equality is critical in tackling poverty and hunger (SDG1 and SDG2) – and education of women can be a key route to reducing inequality (SDG10). Women are needed to play their part in generating a fair society (SDG16).

Metrics and indicators

5.1 Research on gender equality

5.1.1 Proportion of female authors

The indicator is based on the total number of authors found on all indexed publications within a five-year period. This means that some authors are counted more than once if they are an author on more than one paper. The gender of authors is estimated by Elsevier; authors were removed from the calculation if a gender of female or male could not be reliably assigned.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

5.1.2 Gender Equality: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

5.1.3 Gender Equality: publications

The number of publications looks at the scale of research output from a university around gender equality. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

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5.2 Proportion of first-generation female students

Year: 2025

This is defined as the number of women starting a degree who identify as being the first person in their immediate family to attend university, divided by the total number of women starting a degree. All data are provided as full-time equivalents.

The metric is set to demonstrate that universities are actively supporting disadvantaged women students.

The metric relates to the UN Targets 5.1.

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score)

5.2.1 Indicator: Proportion of women first-generation

Data Collected	Definition
Number of women starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university in 2025 who are female This is a subset of total number of students starting a degree.
Number of first-generation women starting a degree	This is the FTE (Full Time Equivalent) number of first-generation students starting a degree at the university in 2025 who are female. A first-generation student is one who reports that they are the first person in immediate family who attends university at any level (note - the individual may have studied at another university previously). This is a subset of number of women starting a degree.

Data submission guidance

Guidance: Number of (female) students starting a degree

For universities teaching undergraduates this is the FTE (Full Time Equivalent) number of students starting a first degree at the university. This will include bachelor's and other equivalent degrees, equivalent to UNESCO ISCED-2011 Level 6. (See methodology document for links to ISCED-2011). For post-graduate only institutions this is the FTE number of students starting a master's or PhD degree, equivalent to UNESCO ISCED-2011 Level 7 or 8.

If an institution is awarding undergraduate and postgraduate degrees, we only want the number of students commencing an undergraduate degree for both data points.

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Definition: relevant year

We are looking for the number of female students who started their studies in 2025. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

Definition: 'immediate family'

We do not apply a fixed definition of 'immediate family', but in most cases it refers to parents, grandparents and siblings. Ultimately, however, it would be down to the individual concerned and her/his definition of 'immediate family' which then results in her/him reporting as 'first generation' student.

Guidance: previous study

If student studied and graduated at University A and then enrolls at University B for further study, they can still be a first generation student at University B. It is the student, not the level of study that is relevant to the definition.

A student who is enrolling at university for the first time does not automatically qualify as a first-generation student. We recognise that, in some countries, only first-time university enrolment may be measured. However, under the Impact Ratings definition, a student is considered first-generation only if they are the first person in their immediate family to attend university.

If your institution does not collect data based on this definition, please select "Data unavailable" rather than submitting a figure that does not align with the definition.

5.3 Student access measures

This metric is set to show methods universities are using to ensure that women can access Higher Education.

There are a total of 13 points that could be gained from meeting the criteria in this metric, is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

This metric and indicators relate to the UN Targets 5.1 and 5.A.

#	Indicator	Maximum score
5.3.1	Tracking access measures Year: 2025 Systematically measure and track women's application rate, and acceptance or entry rate. Up to three points based on: • Existence of action – one point for systematically measuring and tracking • Evidence provided – up to one point • Is the evidence provided public – one point	1.60% in SDG (0.42% Overall)



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5.3.2	Policy for women applications and entry Year: in place by 2025 Have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.60% in SDG (1.20% Overall)
5.3.3	Women's access schemes Year: 2025 Provide women's access schemes, including mentoring, scholarships, or other provision Up to three points based on: • Existence of provision – maximum one point for provision, 0.4 points for mentoring, 0.4 points for scholarships, 0.2 points for other provision • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
5.3.4	Women's application in underrepresented subjects Year: 2025 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. Up to three points based on: • Existence of encouragement – maximum one point for both options, 0.5 points for university outreach, 0.5 points for collaborations • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)

Data submission guidance

Guidance: monitoring and objective

In some circumstances it may not be appropriate to take direct action at the point of application, but monitoring of metrics may allow support with the intention of addressing core inequalities at an earlier stage.

Guidance: Application rate (5.3.1)

The ratio of the number of students who are admitted to a university to the number of total applicants that applied to that academic year.

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Guidance: Graduation (study completion) rate (5.3.1)

The percentage of a school's first-time, first-year undergraduate students who complete their programme within an appropriate timeframe – for example in the US this is often defined as being within 150% of the expected timeframe.

Guidance: University outreach (5.3.4)

This can include a wide range of information, events and resources to help inspire female students to apply to subjects where they are underrepresented.

Guidance: Collaboration (5.3.4)

Where universities are working together with community groups, government, or NGOs to create and run campaigns on regional or national level to encourage women to apply in subjects in which they are underrepresented.

5.4 Proportion of senior female academics

Year: 2025

This is defined as the number of women in senior roles, divided by the total number of senior roles in the university. Senior roles can include professorships, deanships, and senior university leaders. It does not include honorary positions. All data are provided as full-time equivalents.

The metric is set to show that universities are promoting women appropriately and that their leadership reflects gender balance.

The metric relates to the UN Targets 5.5.

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

5.4.1 Indicator: Proportion of senior female academics

Data Collected	Definition
Number of senior academic staff	This is the FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university, referring to year 2025.
Number of female senior academic staff	The FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university that are female, referring to year 2025. This is a subset of number of senior academic staff.

Data submission guidance

Definition: The Number of Academic and Research Staff

The FTE (see below definition) number of staff employed in an academic post, e.g., lecturer, reader, professor. This equates to "faculty" in US.



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Teaching-only staff and staff whose contract encompasses both teaching and research need to be categorised here.

This category includes teaching-only staff AND staff whose contract encompasses both teaching and research.

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.

This should include:

- Professors, assistant and associate professors.
- Research staff such as nonteaching “fellows” and postdoctoral researchers

This should NOT include:

- Research assistants
- Clinicians of all types (unless they also have an academic post and a sizeable portion of their workload involves teaching or research)
- 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.

Definition: Senior academic staff

We expect this to include (but not be limited to) the following roles:

- Professors
- Deans
- Chancellors, Rectors, Presidents
- Vice-chancellors
- Deputy vice-chancellors
- Chairs

This also includes senior administrative position that are part of the academy.

It could also include Directors or Associate Directors if they are running an academic function.

This does not include honorary posts.

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.

5.5 Proportion of women receiving degrees

Year: 2025

This is defined as the number of women who are awarded a degree, divided by the total number of students who are awarded a degree. The data are provided as headcounts. The data is subject-weighted against three broad areas: STEM; medicine; and arts, humanities and social sciences.

The metric is set to ensure that women that are admitted to university graduate at an appropriate rate.

The metric relates to the UN Targets 5.1.



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Gender Equality

This indicator is normalised and is worth 11.50% of the score in this SDG (equivalent to 2.99% of the overall score).

5.5.1 Indicator: Proportion of female degrees awarded

Data Collected	Definition
Number of graduates: Total	This is the total headcount number of graduates at all levels from your institution in year 2025.
Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	This is the total headcount number of graduates at all levels by broad subject area from your institution in year 2025. Broad subject areas are: • STEM • Medicine • Arts & Humanities / Social Sciences This is a subset of the total number of graduates.
Number of graduates: STEM	This is the total headcount number of graduates at all levels in STEM subjects from your institution in year 2025. This is a subset of the total number of graduates by subject area.
Number of graduates: Medicine	This is the total headcount number of graduates at all levels in the subject area Medicine from your institution in year 2025. This is a subset of the total number of graduates by subject area.
Number of graduates: Arts & Humanities / Social Sciences	This is the total headcount number of graduates at all levels in the subject areas Arts & Humanities / Social Sciences from your institution in year 2025. This is a subset of the total number of graduates by subject area.
Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	This is the total headcount number of graduates at all levels by broad subject area from your institution that are female, referring to year 2025. Broad subject areas are: • STEM • Medicine • Arts & Humanities / Social Sciences This is a subset of the total number of graduates by subject area.
Number of female graduates: STEM	This is the total headcount number of graduates at all levels in STEM subjects from your institution that

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	are female, referring to year 2025. This is a subset of the total number of female graduates by subject area.
Number of female graduates: Medicine	This is the total headcount number of graduates at all levels in the subject area Medicine from your institution that are female, referring to year 2025. This is a subset of the total number of female graduates by subject area.
Number of female graduates: Arts & Humanities / Social Sciences	This is the total headcount number of graduates at all levels in the subject areas Arts & Humanities / Social Sciences from your institution that are female, referring to year 2025. This is a subset of the total number of female graduates by subject area.

Data submission guidance

Definition: Graduates

see 2.4

If a person graduates across multiple subject areas, the number of graduates total figure then must be de-duplicated to remove double counting. The sum of graduates in the subjects should not exceed the total number of graduates.

Definition: Broad subject areas:

see appendix 3

5.6 Women's progress measures

This metric looks at policies and action to support women's success at university.

There are a total of 28 points that could be gained from meeting the criteria in this metric, worth 15.30% of the score in this SDG (equivalent to 3.98% of the overall score).

This metric and indicators relate to the UN Targets 5.1, 5.5 and 5.A.

#	Indicator	Maximum score
5.6.1	Policy of non-discrimination against women Year: in place by 2025 Have a policy of non-discrimination against women Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	1.95% in SDG (0.51% Overall)



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5.6.2	Non-discrimination policies for transgender Year: in place by 2025 Have a policy of non-discrimination for transgender people. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	1.95% in SDG (0.51% Overall)
5.6.3	Maternity policy Year: in place by 2025 Have a maternity policy that supports women's participation. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	0.95% in SDG (0.24% Overall)
5.6.4	Childcare facilities for students Year: 2025 Have accessible childcare facilities for students which allow recent mothers to attend university courses. Up to three points based on: • Existence of childcare facilities – maximum one point for free access, only 0.25 points for paid for access • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
5.6.5	Childcare facilities for staff and faculty Year: 2025 Have childcare facilities for staff and faculty Up to three points based on: • Existence of childcare facilities – maximum one point for free access, only 0.25 points for paid for access • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)



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5.6.6	Women's mentoring schemes Year: 2025 Have women's mentoring schemes, in which at least 10% of female students participate. Up to three points based on: • Existence of schemes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
5.6.7	Track women's graduation rate. Year: 2025 Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap. Up to three points based on: • Existence of measurement/tracking – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
5.6.8	Policies protecting those reporting discrimination. Year: 2025 Have a policy that protects those reporting discrimination from educational or employment disadvantage. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	1.90% in SDG (0.49% Overall)
5.6.9	Paternity policy Year: in place by 2025 Have a paternity policy that supports women's participation by ensuring that fathers can participate in childcare duties Up to four points based on: Existence of policy – one point Evidence provided – up to one point Is the evidence provided public – one point • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	0.95% in SDG (0.24% Overall)



SDG 5

Gender Equality

Data submission guidance

Guidance: Non-discrimination policy (5.6.1 and 5.6.2)

This should also cover aspects/policies on inappropriate sexual behavior. Inappropriate sexual behavior, is a term which encompasses a variety of behaviors, including sexual conversation or content, comments and jokes of a personal or sexual nature, obscene gesturing, touching or hugging another person, exposing body parts or disrobing, and masturbating in public.

The principle of non-discrimination seeks “to guarantee that human rights are exercised without discrimination of any kind based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, sexual orientation and gender identity, health status, place of residence, economic and social situation”.

Guidance: Women’s mentoring schemes

We want to recognize mentoring schemes that have significant impact and not just for one or two students. We would expect any such scheme to have capacity for many women.



Times Higher Education
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SDG

6

Clean Water
and Sanitation





SDG 6

Clean Water and Sanitation

Why we measure

Without water we can't live. Water supports out agriculture and aquaculture. Clean water is vital. However, due to bad economics or poor infrastructure, millions of people including children die every year from diseases associated with inadequate water supply, sanitation and hygiene.

We are exploring how universities ensure access to water and sanitation for all.

<https://www.un.org/sustainabledevelopment/water-and-sanitation/>

Links to other SDGs

SDG 6 relates widely to other SDGs - safe water and sanitation are key foundations for good health (SDG3). By managing our water sustainably, we are also able to better manage our production of food and energy (SDG6 and SDG7) and contribute to decent work and economic growth (SDG8). Moreover, we can preserve our water ecosystems, their biodiversity (SDG14), and take action on climate change (SDG13).

Metrics and indicators

6.1 Research on water

6.1.1 Clean Water and Sanitation: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

6.1.2 Clean Water and Sanitation: FWCI

This indicator explores the quality of a university's output in the area of water (services) and sanitation research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

6.1.3 Clean Water and Sanitation: publications

The number of publications looks at the scale of research output from a university around water (services) and sanitation. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

SDG 6

Clean Water and Sanitation

6.2 Water consumption per person

Year: 2025

This metric looks at the volume of water used per person (including students, staff and faculty) on campus per year. The number of students and employees are collected as full-time equivalents and they are summarised as campus population.

The metric relates to the UN Targets 6.1 and 6.4.

This metric is worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

This year's approach will see two indicators feeding into this metric.

The first question (indicator 6.2.1 Water consumption tracking) asks if your university measures the total amount of treated and extracted water used. If you do, we will ask you to provide evidence.

If you do not measure this value you cannot score for the second question.

#	Indicator	Maximum score
6.2.1	Water consumption tracking Year: 2025 Measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or aquifers? Up to three points based on: • Existence of measurement – maximum one point for measurement across the whole university, 0.5 points for partial measurement • Evidence provided – up to one point • Is the evidence provided public – one point	9.50% in SDG (2.47% Overall)

Data submission guidance

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.

The second question (indicator 6.2.2 Water consumption per person) asks for the volume of water used in the university. These values will only be scored where universities have indicated that they are measuring water consumption across the whole university.

The indicator is normalised and a maximum score is worth 9.50% of the score in this SDG (equivalent to 2.47% of the overall score).

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Clean Water and Sanitation

Data Collected	Definition
Volume of water used in the university: Inbound (treated/ extracted water)	Volume of water used (in cubic metre) in the university sourced from treated/ extracted water, referring to year 2025.
Campus population	This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees, referring to year 2025.

Data submission guidance

Definition: units of measurement

The unit of measurement is cubic metre (m³).

We expect these figures (Volume of water used) to be a rounded figure.

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:

- campus visitors
- summer school population
- remote students / staff

Definition: Employees

see 2.2

Definition: Students

see 1.2

6.3 Water usage and care

Universities need to show how they conserve, appropriately use and protect the quality and quantity of water sources.

There are a total of 15 points that could be gained from meeting the criteria in this metric, worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 6.1, 6.3, 6.4 and 6.5



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Clean Water and Sanitation

#	Indicator	Maximum score
6.3.1	Wastewater treatment Year: in place by 2025 A process in place to treat wastewater. Up to three points based on: • Existence of process – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
6.3.2	Preventing water system pollution Year: in place by 2025 Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university. Up to three points based on: • Existence of processes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
6.3.3	Free drinking water provided Year: 2025 Provide free drinking water for students, staff and/or visitors (e.g. drinking water fountains). Up to three points based on: • Existence of provision – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
6.3.4	Water-conscious building standards Year: in place by 2025 Apply building standards to minimise water use Up to three points based on: • Existence of standards – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)



#	Indicator	Maximum score
6.3.5	Water-conscious planting Year: in place by 2025 Plant landscapes to minimise water usage. (e.g. use drought-tolerant plants) Up to three points based on: • Existence of those landscapes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)

Data submission guidance

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.

Guidance: Processes

Processes do not need to be created in the indicated year but need to be in place during that year.

6.4 Water reuse

Universities need to demonstrate that they encourage or mandate the reuse and recycling of water wherever possible.

There are a total of 7 points that could be gained from meeting the criteria in this metric, worth 12% of the score in this SDG (equivalent to 3.12% of the overall score).

The metric relates to the UN Targets 6.4

#	Indicator	Maximum score
6.4.1	Water reuse policy Year: in place by 2025 Have a policy to maximise water reuse across the university? Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	6% in SDG (1.56% Overall)

SDG 6

Clean Water and Sanitation

6.4.2	Water reuse measurement Year: in place by 2025 Measure the reuse of water across the university? Up to three points based on: • Existence of measurement – one point • Evidence provided – up to one point • Is the evidence provided public – one point	6% in SDG (1.56% Overall)
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Data submission guidance

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. Harvesting rainwater and use it for flushing toilets would count as water recycling / re-use.

6.5 Water in the community

Universities need to outreach directly and demonstrate engagement initiatives to address the community's water management and/or water usage.

There are a total of 15 points that could be gained from meeting the criteria in this metric, worth 19% of the score in this SDG (equivalent to 4.95% of the overall score).

This metric and indicators relate to the UN Targets 6.6 and 6.B.

#	Indicator	Maximum score
6.5.1	Water management educational opportunities Year: 2025 Provide educational opportunities for local communities to learn about good water management. Up to three points based on: • Existence of opportunities – maximum one point for both, free and paid opportunities, one point for free opportunities only, 0.25 points for paid for opportunities only • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)



SDG 6

Clean Water and Sanitation

6.5.3	Off-campus water conservation support Year: 2025 Support practical water conservation off campus Up to three points based on: • Existence of support – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
6.5.4	Sustainable water extraction on campus Year: in place by 2025 Where water is extracted (for example from aquifers, lakes or rivers) utilise sustainable water extraction technologies on associated university grounds on and off campus. Up to three points based on: • Existence of applicable technologies – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
6.5.5	Cooperation on water security Year: 2025 Cooperate with local, regional, national, or global governments on water security. Up to three points based on: • Existence of cooperation – 0.25 points for each of local, regional, national and global cooperation • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
6.5.6	Promoting conscious water usage on campus Year: 2025 Actively promote conscious water usage on campus, Up to three points based on: • Existence of promotions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
6.5.7	Promoting conscious water usage in the wider community Year: 2025 Actively promote conscious water usage in the wider community Up to three points based on: Existence of promotions – one point Evidence provided – up to one point Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)



SDG 6

Clean Water and Sanitation

Data submission guidance

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.

Guidance: Water security

Water security 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 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.

Guidance: Water conservation off campus (6.5.3)

This refers to any activity that is not on campus. Examples could be in a local community or elsewhere.



Times Higher Education
**Sustainability
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SDG

7

Affordable and
Clean Energy





SDG 7

Affordable and Clean Energy

Why we measure

After water and food, energy is one of the key enablers of human life. Energy is central to nearly every major challenge and opportunity the world faces today and access to energy for all is essential. But energy needs to be available and affordable to all to allow future development, and it needs to be clean in order to ensure that the development can be sustainable.

We are exploring how universities promote and support clean energy, both through research, outreach, and also in their own behaviour and usage.

<https://www.un.org/sustainabledevelopment/energy/>

Links to other SDGs

Focusing on universal access to energy, increased energy efficiency and the increased use of renewable energy is crucial to creating more sustainable and inclusive communities (SDG11). It is a foundation to addressing climate change (SDG13), and offers the prospect of new economic and job opportunities (SDG8 and SDG9). Fuel poverty can be addressed by the provision of affordable energy (SDG1).

Metrics and indicators

7.1 Research on clean energy

7.1.1 Affordable and Clean Energy: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

7.1.2 Affordable and Clean Energy: FWCI

This indicator explores the quality of a university's output in the area of energy and energy efficiency research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

7.1.3 Affordable and Clean Energy: publications

The number of publications looks at the scale of research output from a university around energy and energy efficiency. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).



SDG 7

Affordable and Clean Energy

7.2 University measures towards affordable and clean energy

Universities need to establish measures and policies which when considered would battle the harms of climate change and help achieve the goal of reducing emissions and provide a clean environment.

There are a total of 20 points that could be gained from meeting the criteria in this metric, worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 7.1, 7.3 and 7.B.

#	Indicator	Maximum score
7.2.1	Energy-efficient renovation and building Year: in place by 2025 Have a policy in place for ensuring all renovations or new builds are following energy efficiency standards Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	3.85% in SDG (1% Overall)
7.2.2	Upgrade buildings to higher energy efficiency Year: in place by 2025 Have plans to upgrade existing buildings to higher energy efficiency Up to three points based on: • Existence of plans – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.85% in SDG (1% Overall)
7.2.3	Carbon reduction and emission reduction process Year: in place by 2025 Have a process for carbon management and reducing carbon dioxide emissions Up to three points based on: • Existence of process – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.85% in SDG (1% Overall)



SDG 7

Affordable and Clean Energy

#	Indicator	Maximum score
7.2.4	Plan to reduce energy consumption Year: in place by 2025 Have an energy efficiency plan in place to reduce overall energy consumption Up to three points based on: • Existence of plan – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.85% in SDG (1% Overall)
7.2.5	Energy wastage identification Year: in place by 2025 Undergo energy reviews to identify areas where energy waste is highest Up to three points based on: • Existence of reviews – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
7.2.6	Divestment policy Year: in place by 2025 Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	3.80% in SDG (0.99% Overall)

Data submission guidance

Guidance: Energy standards (7.2.1)

Relevant standards could be LEED certification. If you are following your government guidelines/policies – please provide a link to your government website.

7.3 Energy use density

Year: 2025

This metric looks into energy used per floor space of university buildings.

We look at units of energy used by an individual, event, organisation or product at the university and we focus on all that is owned, controlled or consumed by the university.

SDG 7

Affordable and Clean Energy

The metric relates to the UN Targets 7.3.

This indicator is normalised and is worth 17% of the score in this SDG (equivalent to 4.42% of the overall score).

7.3.1 Indicator: Energy usage per sqm

Data Collected	Definition
Total energy used	Total energy used in Gigajoule (GJ) for the year 2025
University floor space	Floor space of the university buildings in square metre (m ²) in 2025

Data submission guidance

Guidance:

Energy use density looks into energy used per floor space of university buildings. We focus on all energy use that is owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers), and consumed by the university (e.g. purchased electricity).

In both cases, energy used and floor space, we are solely focusing on buildings for now. You can include sports stadia if it can be referred to as building space.

Definition: units of measurement

For total energy used, the unit of measurement is Gigajoule (GJ). For **floor space**, the unit of measurement is square metre (m²). We expect these figures to be rounded figures.

Definition: Total energy used

This includes both, energy generated by the university and energy purchased by the university.

7.4 Energy and the community

Universities need to directly outreach to help the community to return to renewable energy sources and to reduce environmental impacts.

There are a total of 15 points that could be gained from meeting the criteria in this metric, worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 7.2, 7.A and 7.B.



SDG 7

Affordable and Clean Energy

#	Indicator	Maximum score
7.4.1	Local community outreach for energy efficiency Year: 2025 Provide programmes for local community to learn about importance of energy efficiency and clean energy Up to three points based on: • Existence of programmes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
7.4.2	100% renewable energy pledge Year: 2025 Promote a public pledge toward 100% renewable energy beyond the university Up to three points based on: • Existence of promotion – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
7.4.3	Energy efficiency services for industry Year: 2025 Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options) Up to three points based on: • Existence of services – maximum one point for both options free and paid, one point for free services only, 0.25 points for paid for services only • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
7.4.4	Policy development for clean energy technology Year: in place by 2025 Inform and support governments in clean energy and energy-efficient technology policy development Up to three points based on: • Existence of support – 0.25 points for each	4.60% in SDG (1.20% Overall)



SDG 7

Affordable and Clean Energy

	of local, regional, national and global cooperation • Evidence provided – up to one point • Is the evidence provided public – one point	
7.4.5	Assistance to low-carbon innovation Year: 2025 Provide assistance for start-ups that foster and support a low-carbon economy or technology Up to three points based on: • Existence of assistance – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)

Data submission guidance

Guidance: Pledge toward 100% renewable energy (7.4.2)

Universities have a significant role to play in encouraging others to make a move towards renewable energy sources. This falls under advocacy. Does your institution promote this promise/agreement by gathering petitions, setting up meetings with most relevant people, and/or by holding events and discussions.

7.5 Low-carbon energy use

7.5.1 Low-carbon energy use

Year: 2025

This metric is used to understand the carbon footprint of energy use at the university.

The metric relates to the UN Targets 7.3 and 13.2.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

Data Collected	Definition
Total energy used	Total energy used in Gigajoule (GJ) for the year 2025
Total energy used from low-carbon sources	Energy used from low-carbon sources in 2025 in Gigajoule (GJ)

Data submission guidance

Guidance: Low-carbon sources

These can be:

- Renewable sources (biomass, hydropower, geothermal)
- Power generation sources (wind, solar, nuclear)



SDG 7

Affordable and Clean Energy

- Electricity (renewable)
- Electricity (nuclear)

This should not include energy from fossil fuels or from forest-derived biomass (wood logs, chips, pellets).

This can include

- no-fossil fuels (alternative fuels include bio-alcohol (methanol, ethanol, butane), refuse-derived 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, Biogas): Bioethanol, Biodiesel, Biomethane, Biodiesel (from used cooking oil), Biodiesel (from tallow), Biogas, Landfill gas

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:

- owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers),
- consumed by the university (e.g. purchased electricity)

Definition: units of measurement

The unit of measurement is Gigajoule (GJ).

We expect these figures to be a rounded figure.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

8

Decent Work and
Economic Growth





SDG 8

Decent Work and Economic Growth

Why we measure

Decent work in safe and stable conditions is a vital component of helping people out of poverty, with the related aspects of reducing hunger and increasing health. The rise of precarious employment, modern slavery, and uneven growth has created threats to a sustainable future. Universities as employers can lead the way, as teachers can educate for the future, and as innovators can develop new and fairer ways of working.

We are exploring how universities live up to these expectations.

<https://www.un.org/sustainabledevelopment/economic-growth/>

Links to other SDGs

Sustainable and fair economic growth will require societies to create the conditions that allow people to have quality jobs that stimulate the economy while not harming the environment. Innovation will be key to this, as will education (SDG4 and SDG9). Women are often in the most precarious and poorly paid jobs – or face issues of pay equity and advancement (SDG5).

Metrics and indicators

8.1 Research on economic growth and employment

8.1.1 Decent Work and Economic Growth: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 14% of the score in this SDG (equivalent to 3.64% of the overall score).

8.1.2 Decent Work and Economic Growth: publications

The number of publications looks at the scale of research output from a university around decent work and economic growth. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 13% of the score in this SDG (equivalent to 3.38% of the overall score).

8.2 Employment practice

Universities need to demonstrate commitment to good employment practices: for example paying staff living wage, union recognition, policies against exploitation (incl. early stage researchers), process to appeal, etc.

There are a total of 28 points that could be gained from meeting the criteria in this metric, worth 19.60% of the score in this SDG (equivalent to 5.10% of the overall score).

This metric and indicators relate to the UN Targets 8.5, 8.7 and 8.8.



SDG 8

Decent Work and Economic Growth

#	Indicator	Maximum score
8.2.1	Employment practice living wage Year: in place by 2025 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) Up to three points based on: • Living wage being paid – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.45% in SDG (0.64% Overall)
8.2.2	Employment practice unions Year: in place by 2025 Recognize unions for all, including women & international staff Up to three points based on: • Existence of recognition – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.22% in SDG (0.32% Overall)
8.2.3	Employment policy on discrimination Year: in place by 2025 Have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age or refugee status) Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	2.45% in SDG (0.64% Overall)



SDG 8

Decent Work and Economic Growth

#	Indicator	Maximum score
8.2.4	Employment policy modern slavery Year: in place by 2025 Have a policy commitment against forced labour, modern slavery, human trafficking and child labour Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	2.45% in SDG (0.64% Overall)
8.2.5	Employment practice equivalent rights outsourcing Year: in place by 2025 Have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	2.45% in SDG (0.64% Overall)
8.2.6	Employment policy pay scale equity Year: in place by 2025 Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	2.45% in SDG (0.64% Overall)

SDG 8

Decent Work and Economic Growth

#	Indicator	Maximum score
8.2.7	Tracking pay scale for gender equity Year: in place by 2025 Measurement or tracking pay scale gender equity Up to three points based on: • Existence of measures – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.45% in SDG (0.64% Overall)
8.2.8	Employment practice appeal process Year: in place by 2025 Have a process for employees to appeal on employee rights and/or pay Up to three points based on: • Existence of process – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.45% in SDG (0.64% Overall)
8.2.9	Employment practice labour rights Year: in place by 2025 Recognise labour rights (freedom of association and collective bargaining) for all, including women and international staff Up to three points based on: - Existence of recognition – one point - Evidence provided – up to one point - Is the evidence provided public – one point	1.22% in SDG (0.32% Overall)

Data submission guidance

Definition: Living wage (8.2.1)

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.

Guidance: Discrimination (8.2.3)

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.

SDG 8

Decent Work and Economic Growth

Definition: Pay scale equity (8.2.6)

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.

Guidance: Appeal process (8.2.8)

This definition has been expanded to include processes for employees to appeal against pay determination and/or appraisal reviews.

8.3 Expenditure per employee

Year: 2025

Universities can be the economic hub of their city or region. This metric explores the extent to which the university is a significant economic driver in its locality.

The metric is calculated by dividing the university expenditure by the number of employees, and is then normalised by the regional GDP per capita. This gives us a measure of the relative value to the region in which the university is situated that is independent of institution size.

The metric relates to the UN Targets 8.1 and 8.4.

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

8.3.1 Indicator: Expenditure per employee

Data Collected	Definition
Number of employees	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2025.
University expenditure	Total university expenditure in last financial year 2025.

Data submission guidance

Guidance: Expenditure

This refers to spending in three 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 cost



SDG 8

Decent Work and Economic Growth

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: Number of 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.

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).

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: currency

Expenditure is to be provided in the currency previously identified as that used by your institution.

8.4 Proportion of students taking work placements

Year 2025

To understand if universities are preparing students for the world of work we asked for the number of students with an employment placement of more than a month required as part of their studies, divided by the total number of students. All data are provided as full-time equivalents.

The metric relates to the UN Targets 8.6.

This indicator is normalised and is worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

SDG 8

Decent Work and Economic Growth

8.4.1 Indicator: Proportion of students with work placements

Data Collected	Definition
Number of students	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 2025.
Number of students with work placements for more than a month	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 2025. This is a subset of number of students.

Data submission guidance

Definition: Students

see 1.2

Definition: Work placements

By work placements we mean placements with an organization outside the university where students can gain experience of the world of work. This may be in a domestic or international context. For example, 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.

Work placements must be a mandatory part of the programme; voluntary placements should not be included.

Guidance: Work placements duration

It might be that some students attending placements (as required by the course) over the duration of the academic year. These students should be included in the count as long as the placement totals more than a month.

8.5 Proportion of employees on secure contracts

Year: 2025

The casualisation of the university workforce is a growing concern so we asked universities to supply the number of employees (both academic and non-academic) on contracts of more than 24 months, divided by the total number of employees. All numbers are provided as full-time equivalents. This explicitly excludes short term contracts required to cover for maternity or paternity leave.

The metric relates to the UN Targets 8.5.

SDG 8

Decent Work and Economic Growth

This indicator is normalised and is worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

8.5.1 Indicator: Proportion of employees on secure contracts

Data Collected	Definition
Number of employees	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2025.
Number of employees on contracts of over 24 months	This is the FTE (Full Time Equivalent) number of employees including outsourced core services, on contracts of over 24 months, referring to year 2025. This is a subset of number of employees.

Data submission guidance

Definition: Employees

see 2.2

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 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.



Times Higher Education
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SDG

9

Industry, Innovation
and Infrastructure





SDG 9

Industry, Innovation and Infrastructure

Why we measure

Investments in infrastructure – transport, irrigation, energy and information and communication technology – are crucial to achieving sustainable development and empowering communities in many countries.

We are exploring how universities drive innovation through links to industry.

<https://www.un.org/sustainabledevelopment/infrastructure-industrialization/>

Links to other SDGs

It has long been recognized that growth in productivity and incomes (SDG8), and improvements in health (SDG3) and education (SDG4) outcomes require investment in infrastructure. Innovation can produce opportunities for addressing areas around clean water (SDG6), affordable energy (SDG7), and even climate change (SDG13).

Metrics and indicators

9.1 Research on industry, innovation and infrastructure

9.1.1 Industry, Innovation and Infrastructure: publications

The number of publications looks at the scale of research output from a university around industry, innovation and infrastructure

The indicator is normalised and is worth 11.60% of the score in this SDG (equivalent to 3% of the overall score).

9.2 Patents citing university research

9.2.1 Number of patents citing research

Patents are an indicator of the relevance of university research to society and industry. Rather than looking at patents directly associated with a university, we instead explore the number of patents from any source that cite research conducted by the university.

Patents are sourced from 111 different global patent offices, including the World Intellectual Property Organisation, the European Patent Office, and the patent offices of the US, UK, and Japan.

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

Industry, Innovation and Infrastructure

9.3 University spin offs Year: 2025

Another measure of a university's innovation is the creation of new companies directly from the research at the institution.

University spin-offs are defined as registered companies set up to exploit intellectual property that has originated from within the institution. They must have been established at least three years ago and still be active.

The metric relates to the UN Targets 9.3.

This indicator is normalised and is worth 34.60% of the score in this SDG (equivalent to 9% of the overall score).

9.3.1 Number of university spin offs

Data Collected	Definition
Number of university spin-offs	These are defined as registered companies set-up to exploit intellectual property that has originated from within the institution. They must still be active and have been established at least 3 years ago

Data submission guidance

Guidance: spin-off

Spin-offs can have different ownership models – those with some institution ownership, and those not owned by the university (or no longer owned by the university). In all cases a spin-off is set up to exploit intellectual property that has originated in the university. This distinguishes them from companies that are founded by members of the university but where there is no technology or knowledge transfer.

Spin-offs with some institution ownership

These are defined as registered companies set-up to exploit intellectual property that has originated from within the institution, and where the institution continues to have some ownership.

Spin-offs, not owned by the institution

These are defined as registered companies set-up based on intellectual property that has originated from within the institution but which the institution has released ownership.

Relevant timespan

This definition looks at spin-offs that took place on or after January 1, 2000. The spin-off must still be trading/still be active.

SDG 9

Industry, Innovation and Infrastructure

9.4 Research income from industry and commerce

Year: 2025

This metric reflects the ability of the university to generate new research income from industry and commerce, and is also used in the Times Higher Education World University Rankings. It measures the amount of research income an institution earns from industry (adjusted for PPP), scaled against the number of academic staff it employs.

The data are subject-weighted against three broad areas: STEM; medicine; and arts, humanities and social sciences. This is scaled by the number of full-time equivalent academic staff in each area.

The metric relates to the UN Targets 9.5 and 9.B.

This indicator is normalised and is worth 38.40% of the score in this SDG (equivalent to 9.98% of the overall score).

9.4.1 Indicator: Research income from industry and commerce per academic staff

Data Collected	Definition
Research income from industry and commerce by subject area: STEM Research income from industry and commerce by subject area: Medicine Research income from industry and commerce by subject area: Arts & Humanities / Social sciences	The income your institution has received during 2025 specifically for research purposes by subject area where the income has been given by industry or commerce
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	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 by subject area, referring to 2025. This is a subset of number of academic staff.



SDG 9

Industry, Innovation and Infrastructure

Data submission guidance

Definition: currency

Research income is to be provided in the currency previously identified as that used by your institution.

Definition: Broad subject areas (see appendix 3)

- STEM
- Medicine
- Arts & Humanities / Social Sciences

Definition: Research Income from industry and commerce

This is the gross income received from industrial and commercial entities, and directly funding research projects. It must be externally generated as a result of short-term contracts or longer-term research units.

Information contained in the OECD's Frascati Manual (<https://www.oecd.org/sti/inno/frascati-manual.htm>) may help you define what is considered as 'research'.

This should NOT include the following income types even when redirected towards research activities:

- General funding and income generated by your own institution through donations, investments, and commercialisation
- Funding for research facilities and infrastructure
- IP royalties, licensing and consultancy fees
- Teaching income
- Income from public sources (government and charities)

Guidance: Research Income

Please do not include any data from affiliated commercial entities such as Technoparks and Business companies, or funding for incubation/startup programmes since we do not consider them as academic entities. They may do their own R&D, however it is different from research by the university itself.

Definition: Number of teaching and research staff

This category includes teaching-only staff AND staff whose contract encompasses both teaching and research.

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.

This should include:

- Professors, assistant and associate professors.
- Research staff such as nonteaching "fellows" and postdoctoral researchers

This should NOT include:

- Research assistants



SDG 9

Industry, Innovation and Infrastructure

- Clinicians of all types (unless they also have an academic post and a sizeable portion of their workload involves teaching or research)
- 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.

This should 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

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.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

10

Reduced Inequalities





SDG 10

Reduced Inequalities

Why we measure

Equality needs to underpin every aspect of sustainability if the objectives of the SDGs are to be met. Although SDG 5 explores this through the prism of gender, SDG 10 takes a broader look at the intersectionality of disadvantage. This disadvantage can be felt through all of the other key issues raised by the SDGs – disadvantaged groups are both more likely to be unable to take advantage of progress and to suffer from the effects of climate change.

We are exploring how universities are tackling inequalities: economic, health based and international inequalities.

<https://www.un.org/sustainabledevelopment/inequality/>

Links to other SDGs

Inequality threatens long-term social and economic development (SDG8), harms poverty reduction (SDG1) and breeds disease (SDG3) and environmental degradation (SDG14 and SDG15). We cannot achieve sustainable development if people are excluded from opportunities, services and a chance for a better life.

Metrics and indicators

10.1 Research on reduced inequalities

10.1.1 Reduced Inequalities: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

10.1.2 Reduced Inequalities: FWCI

This indicator explores the quality of a university's output in the area of Reduced Inequalities research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

10.1.3 Reduced Inequalities: publications

The number of publications looks at the scale of research output from a university around reduced inequalities. It is not normalised by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth up to 7% of the score in this SDG (equivalent to 1.82% of the overall score).

SDG 10

Reduced Inequalities

10.2 First-generation students

Year: 2025

To see how the university is addressing economic inequality, we measure the number of students starting a degree who identify as being the first person in their immediate family to attend university, divided by the total number of students starting a degree. All data are provided as full-time equivalents.

The metric is set to demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind.

The metric relates to the UN Targets 10.2 and 10.3.

This indicator is normalised and is worth 15.50% of the score in this SDG (equivalent to 4.03% of the overall score).

10.2.1 Indicator: Proportion of first-generation students

Data Collected	Definition
Number of students starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university in 2025. This is a subset of number of students.
Number of first-generation students starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university who are first generation students. A first-generation student is one who reports they are the first person in their immediate family to attend university at any level (note - the individual may have studied at another university previously). This is a subset of number of students starting a degree in 2025.

Data submission guidance

Definition: Number of students starting a degree

For universities teaching undergraduates this is the FTE (Full Time Equivalent) number of students starting a first degree at the university. This will include bachelor's and other equivalent degrees, equivalent to Unesco ISCED-2011 Level 6. (See methodology document for links to ISCED-2011). For post-graduate only institutions this is the FTE number of students starting a master's or PhD degree, equivalent to Unesco ISCED-2011 Level 7 or 8.

SDG 10

Reduced Inequalities

Definition: relevant year

We are looking for the number of students who started their studies in 2025. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

Definition: 'immediate family'

We do not apply a fixed definition of 'immediate family', but in most cases it refers to parents, grandparents and siblings. Ultimately, however, it would be down to the individual concerned and her/his definition of 'immediate family' which then results in her/him reporting as 'first generation' student.

Guidance: previous study

If student studied and graduated at University A and then enrolls at University B for further study they can still be a first generation student at University B. It is the student, not the level of study that is relevant to the definition.

A student who is enrolling at university for the first time does not automatically qualify as a first-generation student. We recognise that, in some countries, only first-time university enrolment may be measured. However, under the Impact Ratings definition, a student is considered first-generation only if they are the first person in their immediate family to attend university.

If your institution does not collect data based on this definition, please select "Data unavailable" rather than submitting a figure that does not align with the definition.

10.3 International students from developing countries

Year: 2025

This is defined as the proportion of international students at all degree levels who are from low or lower-middle income countries, as defined by the [World Bank](#). To be included, these students must be receiving financial aid that significantly supports them. All data are provided as full-time equivalents.

The metric relates to the UN Targets 10.A and 10.B.

This indicator is normalised and is worth 15.50% of the score in this SDG (equivalent to 4.03% of the overall score)

10.3.1 Indicator: Proportion of international students from developing countries

Data Collected	Definition
Number of students	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 2025.

SDG 10

Reduced Inequalities

Number of international students from developing countries	This is the FTE (Full Time Equivalent) number of students as calculated above, whose nationality differs from the country where institution is based and whose nationality refers to a low or lower-middle income country, referring to year 2025. They must be receiving financial aid.
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Data submission guidance

Definition: Students

see 1.2

Guidance: Number of international students from developing countries

International students are those from a country outside of the home country (or countries) of a university.

This is the sum of international students from low or lower-middle income countries ([as defined by the World Bank](#)) who receive financial support to study. This can include refugee or displaced students from these countries.

They must receive financial aid that significantly supports their studies, including fees, housing and living costs, study materials. This aid must be provided or directed by the university.

This is the FTE (Full Time Equivalent) for a student. It can be calculated as the total number of modules studied during the year, divided by the number of modules of a full-time person.

10.4 Proportion of students with disabilities

Year: 2025

This metric is defined as the number of students with disabilities at all degree levels divided by the total number of students at all degree levels. All data are provided as full-time equivalents.

The metric relates to the UN Targets 10.2 and 10.3.

This indicator is normalised and is worth 11.50% of the score in this SDG (equivalent to 2.99% of the overall score).

10.4.1 Indicator: Proportion of students with disabilities

Data Collected	Definition
Number of students	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 2025.

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Reduced Inequalities

Number of students with disability

This is the FTE (Full Time Equivalent) the number of students in all years and of all programmes (that lead to a degree, certificate, institutional credit or other qualification) with a disability, referring to year 2025. This is a subset of number of students.

Data submission guidance

Definition: Students

see 1.2

Guidance: Disability

Different countries have different definitions of disabilities, for this calculation disabilities may be defined to include only impairments, or impairments and activity limitations, or impairments, activity limitations and participation restrictions (as defined by the ICF (International Classification of Functioning, Disability and Health), providing a standard language and framework for the description of health and health-related states.

The ICF describes ‘impairments’ by “Functions of the Body and Structures of the Body”, it also describes the “activities & participation” that individuals can or cannot engage with/ without assistance. Both, “impairments” and “activities and participation” are further contextualized by ‘environmental factors’ and ‘personal factors’, which could render the person with impairments more or less capacity to perform.

For the UN in the Convention on the rights of persons with disabilities: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” (Article 1).

“Disability is an evolving concept and (...) results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others” For more on measuring disabilities read [here](#).

10.5 Proportion of employees with disabilities

Year: 2025

This metric is defined as the number of employees with disabilities divided by the total number of employees. All data are provided as full-time equivalents.

The metric relates to the UN Targets 10.3.

This indicator is normalised and is worth 11.50% of the score in this SDG (equivalent to 2.99% of the overall score).



10.5.1 Indicator: Proportion of employees with disabilities

Data Collected	Definition
Number of employees	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2025.
Number of employees with disability	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, with disabilities in year 2025.

Data submission guidance

Definition: Employees

see 2.2

Definition: Disability

see above, data point 10.4

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.

10.6 Measures against discrimination

Universities need to establish and exhibit action to support participation and success of underrepresented groups.

There are a total of 33 points that could be gained from meeting the criteria in this metric, worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

This metric and indicators relate to the UN Targets 10.3 and 10.4.

#	Indicator	Maximum score
10.6.1	Non-discriminatory admissions policy Year: in place by 2025 Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	1.90% in SDG (0.49% Overall)



SDG 10

Reduced Inequalities

#	Indicator	Maximum score
10.6.2	Access to university track underrepresented groups applications Year: 2025 Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, disabled students, and newly settled refugee students. Up to three points based on: • Existence of measures – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.3	Access to university underrepresented groups recruit Year: 2025 Take planned actions to recruit students, staff, and faculty from underrepresented groups? Up to three points based on: • Existence of planned actions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.4	Anti-discrimination policy Year: in place by 2025 Have an anti-discrimination policy that covers the institution and its operations. Up to four points based on: Existence of policy – one point Evidence provided – up to one point Is the evidence provided public – one point Is policy created or reviewed in period 2022-2026 – one point	0.95% in SDG (0.24% Overall)



SDG 10

Reduced Inequalities

#	Indicator	Maximum score
10.6.5	University diversity officer Year: 2025 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. Up to three points based on: • Existence of committee and/or offices – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.6	Support for underrepresented groups Year: 2025 Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups. Up to three points based on: • Existence of provision – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.7	Accessible facilities Year: 2025 Provide accessible facilities for people with disabilities. Up to three points based on: • Existence of facilities – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)



SDG 10

Reduced Inequalities

#	Indicator	Maximum score
10.6.8	Disability support services Year: 2025 Support services for people with disabilities. Up to three points based on: • Existence of services – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.9	Disability access scheme Year: 2025 Provide access schemes for people with disabilities such as mentoring or other targeted support Up to three points based on: • Existence of schemes – maximum one point for both options mentoring and other targeted support, one point for mentoring only, one point for other targeted support only • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.10	Disability accommodation policy Year: in place by 2025 Have reasonable accommodation policy or strategy for people with disabilities including adequate funding Up to three points based on: • Existence of accommodation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)

SDG 10

Reduced Inequalities

10.6.11	Anti-harassment policy Year: in place by 2025 Have an anti-harassment policy that covers the institution and its operations Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	0.95% in SDG (0.24% Overall)
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Data submission guidance

Guidance: Positive discrimination (10.6.1)

Positive discrimination: measures aim to foster greater equality by supporting groups of people who face, or have faced, entrenched discrimination so they can have similar access to opportunities as others in the community.

Guidance: Planned Actions (10.6.3)

Planned actions can include programmes (previous wording) – a set of measures intended to ensure that recruitment of the relevant groups occurs as expected. These need to be practical measures and can include strategies and regulations and codes of conduct provided these are linked to actions.

Guidance: Anti-harassment (10.6.5 and 10.6.11)

Guidance: Anti-discrimination refers to efforts, policies, and laws designed to prevent discrimination based on characteristics such as race, gender, age, religion, disability, sexual orientation, and other attributes. These measures aim to ensure equal treatment and opportunities for all individuals, regardless of their difference

Anti-harassment: policies opposed to someone harassing, alarming or distressing another person with his or her behaviour in the university.

Guidance: reasonable accommodation (10.6.10)

This metric is about modifications/adjustments made to enable people with disabilities to participate in university life. These accommodate the university system for disabled individuals based on a proven need. Accommodations can be physical, emotional, mental, academic or employment related

Accommodation in this sense is described in the 'United Nations Disability Inclusion Strategy'. Here, 'reasonable accommodation' is defined as '...necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (CRPD, Article 2)'.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

11

**Sustainable Cities
and Communities**





SDG 11

Sustainable Cities and Communities

Why we measure

Cities and communities must themselves be sustainable. More and more of the world's population lives in urban centres, and this is often the home of our universities too. Cities can be places of great innovation and opportunity, but they can also be home to intense poverty and inequality. The interaction between universities and their communities, urban and rural, needs to be a positive one that can last for generations.

We are also exploring how universities act as custodians of heritage and environment in their communities, a sustainable community must have access to its history and culture in order to thrive.

<https://www.un.org/sustainabledevelopment/cities/>

Links to other SDGs

Cities can be hubs of culture and also of industry and innovation (SDG9). They can also be places where hunger (SDG2) and poverty (SDG1) are most concentrated. Cities and communities are not separate from life below water (SDG14) or on land (SDG15), and the interactions between them will be further pressed by climate change (SDG13), unless action can be taken in a sustainable fashion.

Metrics and indicators

11.1 Research on sustainable cities and communities

11.1.1 Sustainable Cities and Communities: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

11.1.2 Sustainable Cities and Communities: FWCI

This indicator explores the quality of a university's output in the area of sustainable cities and communities research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

11.1.3 Sustainable Cities and Communities: publications

The number of publications looks at the scale of research output from a university around sustainable cities and communities. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).



SDG 11

Sustainable Cities and Communities

11.2 Support of arts and heritage

Universities need to show how they are supporting arts and heritage by strengthening and providing access to local cultural and heritage.

There are a total of 18 points that could be gained from meeting the criteria in this metric, worth 22.60% of the score in this SDG (equivalent to 5.88% of the overall score).

This metric and indicators relate to the UN Targets 11.4 and 11.7.

#	Indicator	Maximum score
11.2.1	Public access to buildings Year: 2025 Provide public access to buildings and/or monuments or natural heritage landscapes of cultural significance Up to three points based on: • Existence of access – maximum one point for free access to all significant buildings, 0.5 points for some free access, 0.25 points for paid access only • Evidence provided – up to one point • Is the evidence provided public – one point	3.75% in SDG (0.98% Overall)
11.2.2	Public access to libraries Year: 2025 Provide public access to libraries including books and publications Up to three points based on: • Existence of access – maximum one point for automatic free access to public, 0.75 points for access to all after application, 0.25 points for access in some circumstances • Evidence provided – up to one point • Is the evidence provided public – one point	3.75% in SDG (0.98% Overall)
11.2.3	Public access to museums Year: 2025 Provide public access to museums, exhibition spaces or galleries, or works of art and artefacts Up to three points based on: • Existence of access – maximum one point for free access to all museums and galleries, 0.5 points for free access to some, 0.25 points for paid access only • Evidence provided – up to one point • Is the evidence provided public – one point	3.75% in SDG (0.98% Overall)



SDG 11

Sustainable Cities and Communities

#	Indicator	Maximum score
11.2.4	Public access to green spaces Year: 2025 Provide free public access to open spaces and green spaces Up to three points based on: • Existence of access – maximum one point for permanent free access, 0.5 points for occasional free access, 0.25 points for paid access only • Evidence provided – up to one point • Is the evidence provided public – one point	3.75% in SDG (0.98% Overall)
11.2.5	Arts and heritage contribution Year: 2025 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 Up to three points based on: • Existence of contribution – maximum one point for more than 30 performances, 0.75 points for more than 15, 0.25 points for ad-hoc only. • Evidence provided – up to one point • Is the evidence provided public – one point	3.8% in SDG (0.99% Overall)
11.2.6	Record and preserve cultural heritage Year: 2025 Deliver projects to record and preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge. This can include the heritage of displaced communities. Up to three points based on: • Existence of projects – maximum 1 point for all three, 0.33 points for local or regional cultural heritage, 0.33 points for national cultural heritage, 0.33 points for heritage of displaced communities. • Evidence provided – up to one point • Is the evidence provided public – one point	3.8% in SDG (0.99% Overall)

SDG 11

Sustainable Cities and Communities

Guidance: public access (11.2.2)

This needs to be general access to members of the public. Residency might be a requirement, but not family membership etc.

Public access to libraries and collections can also take research inquiries or reader privileges into consideration. If members of the public can gain access after applying for reader privileges, without unreasonable requirements, then this can be regarded as public access.

11.3 Expenditure on arts and heritage

This measures the proportion of total university expenditure spent directly on arts and heritage, excluding spending on sports facilities.

The metric relates to the UN Targets 11.4.

This indicator is normalised and is worth 15.30% of the score in this SDG (equivalent to 3.98% of the overall score)

11.3.1 Indicator: Arts and heritage expenditure

Year: 2025

Data Collected	Definition
University expenditure	Total university expenditure in 2025 financial year
University expenditure on arts and heritage	University expenditure spent on supporting arts and heritage in 2025 financial year.

Data submission guidance

Definition: University expenditure

see 8.3

Definition: Expenditure on arts and heritage

This includes:

- operating expenditure on libraries, museums, galleries, exhibition spaces, theatres and open spaces provided there is some element of public access
- expenditure on conservation and maintenance of open spaces or historic buildings or artifacts
- expenditure on musical resources (e.g. instruments) also counts if there is some public benefit.
- regular costs of running buildings that are dedicated to arts and heritage

this does NOT include:

- sports facilities
- capital spending on new buildings
- expenses related to heritage research

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Sustainable Cities and Communities

Definition: Total university expenditure

This should also include non-faculty staff salaries and outsourced activities.

Expenditure on arts and heritage

Expenditure should not include money spent on purely academic research activities.

Expenditure on conservation of historic buildings can be included where this is required to maintain the structure, or to research how to maintain and preserve structures. However expenditure on modernisation should not. This may be difficult to assess as they can be linked (for example modernising a building supports its use and viability, therefore preserving the building).

11.4 Sustainable practices

Universities need to be active towards more sustainable transportation and housing.

There are a total of 27 points that could be gained from meeting the criteria in this metric, worth 35.10% of the score in this SDG (equivalent to 9.13% of the overall score).

This metric and indicators relate to the UN Targets 11.1, 11.2 and 11.A.

#	Indicator	Maximum score
11.4.1	Sustainable practices targets Year: in place by 2025 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) Up to three points based on: • Existence of measures and targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)
11.4.2	Promote sustainable commuting Year: 2025 Undertake actions to promote more sustainable commuting Up to three points based on: • Existence of actions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)



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Sustainable Cities and Communities

11.4.3	Allow remote working Year: 2025 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 Up to three points based on: • Existence of telecommuting – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)
11.4.4	Affordable housing for employees Year: 2025 Provide affordable housing for employees Up to three points based on: • Existence of affordable housing – maximum one point for all three, 0.33 points for evaluating affordability, 0.33 providing housing directly, 0.33 providing financial support • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)
11.4.5	Affordable housing for students Year: 2025 Provide affordable housing for students Up to three points based on: • Existence of affordable housing – maximum one point for all three, 0.33 points for evaluating affordability, 0.33 providing housing directly, 0.33 providing financial support • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)
11.4.6	Pedestrian priority on campus Year: 2025 Prioritise pedestrian access on campus Up to three points based on: • Existence of prioritisation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)

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Sustainable Cities and Communities

11.4.7	Local authority collaboration regarding planning and development Year: 2025 Work with local authorities to address planning issues and development, including ensuring that local residents are able to access affordable housing Up to three points based on: • Existence of working together – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)
11.4.8	Planning development - new build standards Year: in place by 2025 Build new buildings to sustainable standards Up to three points based on: • Existence of standards – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)
11.4.9	Building on brownfield sites Year: in place 2025 Build on brownfield sites, where possible Up to three points based on: • Existence of builds on brownfield sites – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.90% in SDG (1.01% Overall)

Data submission guidance

Guidance: Affordable housing (11.4.4 and 11.4.5)

The term 'affordable' can carry a different meaning for students and staff. The idea here is to see whether the university provides housing that is effectively subsidised. Is the price lower than students / staff would be paying when finding something equivalent? For staff we would expect this to be housing which is deemed affordable to those with a median household income or below as rated by the national government or a local government or by a recognized housing affordability index.

Guidance: Sustainable standards (11.4.8)

An example could be the 'LEED Green Building Certification'.

Definition: Brownfield sites (11.4.9)

A site on which there has been previous, recent building OR



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previously developed land—with or without any level of contamination—that is currently underused or unused. This is a less restrictive definition that is used in the US where it typically means a property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant.

Evidence for sustainable standards and brownfield development (11.4.8 and 11.4.9)

The evidence needs to show that these standards have been used in building and development by at least 2025. This could be in the form of policies and practices that the university chooses to adhere to, or from evidence of prior development.



Times Higher Education
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SDG

12

Responsible
Consumption and
Production





SDG 12

Responsible Consumption and Production

Why we measure

Much of the world's economy is based around producing things for consumption. This drives the engine of industry. If we want the world to develop sustainably, we need to understand how to be more responsible at both ends of this cycle.

This means promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.

We are exploring how universities are working towards an efficient use of resources and the minimization of waste.

[https://www.un.org/sustainabledevelopment/sustainable-consumption- production/](https://www.un.org/sustainabledevelopment/sustainable-consumption-production/)

Links to other SDGs

Responsible production and consumption will help to achieve development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty. (SDG1, SDG2, SDG8 and SDG9) It helps to protect the environment by minimising the impact of production and consumption. (SDG13, SDG14 and SDG15)

Metrics and indicators

12.1 Research on responsible consumption and production

12.1.1 Responsible Consumption and Production: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

12.1.2 Responsible Consumption and Production: FWCI

This indicator explores the quality of a university's output in the area of responsible consumption and production research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

12.1.3 Responsible Consumption and Production: publications

The number of publications looks at the scale of research output from a university around responsible consumption and production. It is not scaled by the size of the institution – rather it looks at the overall impact.

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Responsible Consumption and Production

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

12.2 Operational measures

Universities need to demonstrate actions towards responsible consumption and production.

There are a total of 26 points that could be gained from meeting the criteria in this metric, worth 26.70% of the score in this SDG (equivalent to 6.94% of the overall score).

This metric and indicators relate to the UN Targets 12.1, 12.4, 12.5 and 12.7.

#	Indicator	Maximum score
12.2.1	Ethical sourcing policy Year: in place by 2025 Have a policy on ethical sourcing of food and supplies Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.80% in SDG (1.25% Overall)
12.2.3	Policy waste disposal - hazardous materials Year: in place by 2025 Have a policy, process or practice on waste disposal - Covering hazardous materials Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.80% in SDG (1.25% Overall)



SDG 12

Responsible Consumption and Production

#	Indicator	Maximum score
12.2.4	Policy waste disposal - landfill policy Year: in place by 2025 Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.80% in SDG (1.25% Overall)
12.2.5	Policy for minimisation of plastic use Year: in place by 2025 Have policies around use minimisation of plastic Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.80% in SDG (1.25% Overall)
12.2.6	Policy for minimisation of disposable items Year: in place by 2025 Have policies around use minimisation of disposable items Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.80% in SDG (1.25% Overall)



SDG 12

Responsible Consumption and Production

12.2.7	Disposable policy: extensions to services Year: in place by 2025 Ensuring these policies extend to outsourced services and the supply chain Up to three points based on: • Existence of extension – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.35% in SDG (0.35% Overall)
12.2.8	Minimisation policies extended to suppliers Year: in place by 2025 Ensuring these policies extend to outsourced suppliers and the supply chain - (for example suppliers of equipment, stationery, building contracts) Up to three points based on: • Existence of extension – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.35% in SDG (0.35% Overall)

Data submission guidance

Guidance: Ethical sourcing (12.2.1)

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.

Guidance: 12.2.2

This metric has been withdrawn.

Guidance: Hazardous materials (12.2.3)

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.

Guidance: Disposable items (12.2.6):

This will usually refer to single use items.

Definition: outsourced services (12.2.7)

This refers to contracted services on campus (e.g. food catering/canteens, cleaning, security guards, etc.).

SDG 12

Responsible Consumption and Production

Definition: outsourced suppliers (12.2.8)

This refers to suppliers of goods, including but not limited to equipment, stationery, and building contracts.

12.3 Proportion of recycled waste

Year: 2025

It is vital that universities maximise recycling and minimise waste sent to landfill. The metric relates to the UN Targets 12.5.

This metric is worth 27% of the score in this SDG (equivalent to 7.02% of the overall score).

This year's approach will see two indicators feeding into this metric.

The first question (indicator 12.3.1 Waste tracking) is generally asking whether your university measures the amount of waste generated and recycled. If you do, we will ask you to provide evidence for it.

If you do not measure this amount you cannot score for the second question.

#	Indicator	Maximum score
12.3.1	Waste tracking Year: 2025 Measure the amount of waste generated and recycled across the university Up to three points based on: • Existence of measurement maximum of one point for whole university, 0.5 for partial measurement • Evidence provided – up to one point • Is the evidence provided public – one point	13.50% in SDG (3.51% Overall)

The second question (indicator 12.3.2 Proportion of waste recycled) asks for the amount of waste created in the university, and the amount recycled and sent to landfill. These values will only be scored where universities have indicated that they are measuring waste across the whole university.

This indicator is normalised and is worth 13.50% of the score in this SDG (equivalent to 3.51% of the overall score).

SDG 12

Responsible Consumption and Production

12.3.2 Indicator: Proportion of waste recycled

Data Collected	Definition
Amount of waste generated	Amount of waste (metric ton) generated in 2025
Amount of waste recycled	Amount of waste (metric ton) recycled in 2025. This is a subset of amount of waste generated.
Amount of waste sent to landfill	Amount of waste (metric ton) sent to landfill in 2025. This is a subset of amount of waste generated.

Data submission guidance

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.

This could also include waste that is "recycled" into energy.

Guidance: Composting

Waste recycled includes composting.

Guidance: Incineration

Incineration is not counted as recycling. If the waste is incinerated to convert it into energy, you could include this in waste recycled.

SDG 12

Responsible Consumption and Production

12.4 Publication of a sustainability report

Regular publication of progress towards sustainability is an important action for all organisations, including universities. This metric asks if the institution published a university sustainability report between 2024 and 2026 and whether this was a standalone document or part of a larger annual report.

Publication of a sustainability report is a direct requirement of SDG 12 by the United Nations.

This metric and indicators relate to the UN Targets 12.6.

A maximum score is worth 19.30% of the score in this SDG (equivalent to 5.02% of the overall score).

#	Indicator	Maximum score
12.4.1	Publication of a sustainability report Year: 2025 Up to three points based on: • Existence of report – one point for annual, 0.6 points for bi-annual only, 0.3 points for less frequent • Evidence provided – up to one point • Is the evidence provided public – one point	19.30% in SDG (5.02% Overall)

Data submission guidance

Guidance: Sustainability report

An example of a sustainability report for institutions that have signed the global SDG Accord would be the public Annual Report that the Accord requires.

Where an indicator is evidenced via a recognised third-party platform, the specific information required to meet the indicator must be directly reproduced, embedded, or exported within the submitted evidence itself (for example, as a downloaded report, screenshot, or PDF export showing the relevant content), not solely as a link to the live platform. This is because our validation process does not permit navigation beyond the submitted evidence to verify a claim.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

13

Climate
Action





SDG 13

Climate Action

Why we measure

Climate change is a crisis that will affect every part of society, and every country. Universities need to be at the forefront of action to reduce the impact of climate change, especially amongst the poorest who will be the most affected.

We are capturing how universities are acting to address climate issues through research, low carbon use and education.

<https://www.un.org/sustainabledevelopment/climate-change/>

Links to other SDGs

SDG 13 relates to all other SDGs since, if no action taken, climate change can exacerbate storms and disasters, and threats such as food and water scarcity (SDG2 and SDG6). These impacts will be felt more severely by poorer people (SDG1). It will affect life on land (SDG15) and in the sea (SDG14). However, innovation (SDG9) and work towards clean energy (SDG7) can help to mitigate its impact.

Metrics and indicators

13.1 Research on climate action

13.1.1 Climate Action: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

13.1.2 Climate Action: FWCI

This indicator explores the quality of a university's output in the area of climate action research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

13.1.3 Climate Action: publications

The number of publications looks at the scale of research output from a university around climate action. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).

SDG 13

Climate Action

13.2 Low-carbon energy use

Year: 2025

This metric is used to understand the carbon footprint of energy use at the university.

The metric relates to the UN Targets 13.2.

This indicator is normalised and is worth 27% of the score in this SDG (equivalent to 7.02% of the overall score)

This year's approach will see two indicators feeding into this metric.

The first question (indicator 13.2.1 Low-carbon energy tracking) is generally asking whether your university measures the amount of low carbon energy used. If you do, we will ask you to provide evidence for it.

If you do not measure this amount you cannot score for the second question.

13.2.1 Indicator: Low-carbon energy tracking

#	Indicator	Maximum score
13.2.1	Low carbon energy tracking Year: 2025 Measure the amount of low carbon energy used across the university Up to three points based on: • Existence of measurement, maximum of one point for whole university, 0.5 for partial measurement • Evidence provided – up to one point • Is the evidence provided public – one point	13.50% in SDG (3.51% Overall)

The second question (indicator 13.2.2 Low-carbon energy use) asks for the amount of low-carbon energy used in the university, and the total amount of energy used.

This indicator is normalised and is worth 13.50% of the score in this SDG (equivalent to 3.51% of the overall score)

SDG 13

Climate Action

13.2.2 Indicator: Low-carbon energy use

Data Collected	Definition
Total energy used	Total energy used in 2025 in Gigajoule (GJ)
Total energy used from low-carbon sources	Energy used from low-carbon sources in 2025 in Gigajoule (GJ)

Data submission guidance

Guidance: Low-carbon sources

These can be:

- Renewable sources (hydropower, geothermal)
- Power generation sources (wind, solar, nuclear)
- Electricity (renewable)
- Electricity (nuclear)

This should not include energy from fossil fuels or from forest-derived biomass (wood logs, chips, pellets).

This can include

- no-fossil fuels (alternative fuels include bio-alcohol (methanol, ethanol, butane), refuse-derived 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, , Biogas): Bioethanol, Biodiesel, Biomethane, Biodiesel (from used cooking oil), Biodiesel (from tallow), Biogas, Landfill gas

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:

- owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers),
- consumed by the university (e.g. purchased electricity)

Definition: units of measurement

The unit of measurement is Gigajoule (GJ).

We expect these figures to be a rounded figure.

SDG 13

Climate Action

13.3 Environmental education measures

Universities need to demonstrate activities around local education projects and collaborations on climate change impacts, mitigation and adaptation, including disaster planning.

There are a total of 15 points that could be gained from meeting the criteria in this metric, worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 13.1, 13.3 and 13.B.

#	Indicator	Maximum score
13.3.1	Local education programmes on climate Year: 2025 Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning Up to three points based on: • Existence of programmes or campaigns – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
13.3.2	Climate Action Plan, shared Year: 2025 Have a university Climate Action plan, shared with local government and local community groups Up to three points based on: • Existence of plan – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)



SDG 13

Climate Action

#	Indicator	Maximum score
13.3.3	Co-operative planning for climate change disasters Year: 2025 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 Up to three points based on: • Existence of participation – maximum one point for both local and regional, 0.5 points for local only, 0.5 points for regional only • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
13.3.4	Inform and support government Year: 2025 Inform and support local or regional government in local climate change disaster or risk early warning and monitoring Up to three points based on: • Existence of support – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
13.3.5	Environmental education collaborate with NGO Year: 2025 Collaborate with NGOs on climate adaptation Up to three points based on: • Existence of collaborations – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)

Data submission guidance

Guidance: Climate Action Plan (13.3.2)

A Climate Action Plan is a detailed and strategic framework for measuring, planning, and reducing greenhouse gas (GHG) emissions and related climatic impacts.

A plan created and published for Race2Zero would be a good example of a Climate Action Plan.

SDG 13

Climate Action

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.

13.4 Commitment to carbon neutral university

Universities need to indicate whether they have already achieved its commitment to be a carbon neutral university or whether they are working on its realization.

This metric is worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Target 13.2.

This year's approach will see two indicators feeding into this metric.

The first question (indicator 13.4.1 Commitment to carbon neutral university) asks whether your university has a target date by which it will become carbon neutral. If you do, we will ask you to provide evidence for it.

#	Indicator	Maximum score
13.4.1	Commitment to carbon neutral university Year: 2025 Have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols? Up to five points based on: • Existence of target • Evidence provided – up to one point • Is the evidence provided public – one point • Scopes covered - maximum of three points ○ Scope 1 or not known, no points ○ Scope 1 and 2, one point ○ Scope 1, 2 and 3 (partial), two points ○ Scope 1, 2 and 3 (full), three points	11.50% in SDG (2.99% Overall)



SDG 13

Climate Action

Data submission guidance

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. Carbon neutrality in this sense means the reduction of all greenhouse gases including (but not limited to) carbon dioxide, methane, and nitrous oxide.

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). For more details click [here](#).

Guidance: Carbon credits and carbon neutrality claims

Where an institution's evidence for carbon neutrality relies on the purchase of carbon credits, only high-integrity, permanent removal credits will be recognised as contributing toward interim emissions reduction targets. Lower-integrity avoidance credits may still be recognised where used for mitigation beyond an institution's own value chain, but will not count toward the institution's own emissions reduction pathway.

This aligns with the 2022 UN High-Level Expert Group on Net-Zero Emissions Commitments guidance that non-state actors should prioritise direct emissions reduction, reserving high-integrity credits for beyond-value-chain mitigation rather than as a substitute for reduction.

Institutions are encouraged, though not required, to report emissions and removals separately for biogenic and geologic carbon sources to improve the transparency of their carbon balance.

The second question (indicator 13.4.2 Achieve by date) asks when carbon neutrality for both Scopes 1 and 2 is expected to be achieved (or has already been achieved).

13.4.2 Indicator: Achieve by date

#	Indicator	Maximum score
13.4.2	Achieve by Up to four points based on: • Date for achieved prior to 2025 – 4 points • Date for achieved by: 2025-2029 – 3 points • Date for achieved by: 2030-2039 – 2 points • Date for achieved by: 2040-2049 – 1 point • Date for achieved by: 2050 or later – 0.5 points	11.50% in SDG (2.99% Overall)

Data submission guidance

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 Scope 2.

Where carbon neutrality has been achieved, please indicate the year it was achieved.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

14

Life Below Water





SDG 14

Life Below Water

Why we measure

The two SDGs that look at the broader ecosystem divide it into Life Below Water, and Life on Land. The oceans, and the rivers and watersheds that link to them, are the largest part of our ecosystem. 40% of the world's population lives within 100km of the coast, and we all rely – directly or indirectly – on the sea.

We are capturing how universities are protecting and enhancing aquatic ecosystems like lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.

<https://www.un.org/sustainabledevelopment/oceans/>

Links to other SDGs

SDG 14 relates to other SDGs since over three billion people depend on marine and coastal biodiversity for their livelihoods – affecting hunger (SDG2) and poverty (SDG1). Maintaining healthy oceans supports climate change mitigation and adaptation efforts (SDG13). Life on the land (SDG15) is closely linked to life under water, and our choices around production and consumption (SDG12), clean energy (SDG7), and water and sanitation (SDG6) will all impact on this area.

Metrics and indicators

14.1 Research on life below water

14.1.1 Life Below Water: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

14.1.2 Life Below Water: FWCI

This indicator explores the quality of a university's output in the area of conservation and sustainable use of oceans, seas and marine resources research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

14.1.3 Life Below Water: publications

The number of publications looks at the scale of research output from a university around research addressing conservation and sustainable use of oceans, seas and marine resources. It is not scaled by the size of the institution – rather it looks at the overall impact.



SDG 14

Life Below Water

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).

14.2 Supporting aquatic ecosystems through education

Universities need to demonstrate how they are providing direct support through education in maintaining ecosystems in rivers, lakes and seas.

There are a total of 9 points that could be gained from meeting the criteria in this metric, worth 15.30% of the score in this SDG (equivalent to 3.98% of the overall score).

This metric and indicators relate to the UN Targets 14.3 and 14.A.

#	Indicator	Maximum score
14.2.1	Fresh-water ecosystems (community outreach) Year: 2025 Offer educational programmes on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities Up to three points based on: • Existence of programmes – maximum one point for free, 0.25 points for paid only • Evidence provided – up to one point • Is the evidence provided public – one point	5.10% in SDG (1.33% Overall)
14.2.2	Sustainable fisheries (community outreach) Year: 2025 Offer educational programmes or outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism Up to three points based on: • Existence of programmes – maximum one point for free, 0.25 points for paid only • Evidence provided – up to one point • Is the evidence provided public – one point	5.10% in SDG (1.33% Overall)
14.2.3	Overfishing (community outreach) Year: 2025 Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices Up to three points based on: • Existence of activities – maximum one	5.10% in SDG (1.33% Overall)

SDG 14

Life Below Water

	point for free, 0.25 points for paid only • Evidence provided – up to one point • Is the evidence provided public – one point	
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Data submission guidance

Definition: Aquatic ecosystem

This is an ecosystem in a body of water. An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to sustain life. Examples of aquatic ecosystems include lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.

Guidance: 14.2.1 and 14.2.2

...’for local or national communities’ means that these target practitioners. In this context university degree programmes (BA or MA programmes) can only be accepted as evidence if this point is explicitly targeted.

14.3 Supporting aquatic ecosystems through action

Universities need to demonstrate how they are providing direct support through actions in maintaining ecosystems in rivers, lakes and seas.

There are a total of 13 points that could be gained from meeting the criteria in this metric, worth 19.40% of the score in this SDG (equivalent to 5.04% of the overall score)

This metric and indicators relate to the UN Targets 14.3 and 14.4.

#	Indicator	Maximum score
14.3.1	Conservation and sustainable utilisation of the oceans (events) Year: 2025 Support or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources Up to three points based on: • Existence of events – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.85% in SDG (1.26% Overall)



SDG 14

Life Below Water

#	Indicator	Maximum score
14.3.2	Food from aquatic ecosystems (policies) Year: in place by 2025 Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.85% in SDG (1.26% Overall)
14.3.3	Maintain ecosystems and their biodiversity (direct work) Year: 2025 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 Up to three points based on: • Existence of direct work – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.85% in SDG (1.26% Overall)
14.3.4	Technologies towards aquatic ecosystem damage prevention (direct work) Year: 2025 Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems Up to three points based on: • Existence of direct work – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.85% in SDG (1.26% Overall)

SDG 14

Life Below Water

Data submission guidance

Definition: Aquatic ecosystem

This is an ecosystem in a body of water. An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to sustain life. Examples of aquatic ecosystems include lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.

14.4 Water sensitive waste disposal

Universities need to demonstrate a carefully managed practice and responsibility with the aim to prevent potential harm to humans, animals, or the environment.

There are a total of 10 points that could be gained from meeting the criteria in this metric, worth 19.30% of the score in this SDG (equivalent to 5.02% of the overall score)

This metric and indicators relate to the UN Targets 14.1.

#	Indicator	Maximum score
14.4.1	Water discharge guidelines and standards Year: in place by 2025 Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare) Up to three points based on: • Existence of standards and guidelines – one point • Evidence provided – up to one point • Is the evidence provided public – one point	6.45% in SDG (1.68% Overall)
14.4.2	Action plan to reducing plastic waste Year: in place by 2025 Have an action plan in place to reduce plastic waste on campus Up to three points based on: • Existence of plan – one point • Evidence provided – up to one point • Is the evidence provided public – one point	6.45% in SDG (1.68% Overall)



SDG 14

Life Below Water

#	Indicator	Maximum score
14.4.3	Reducing marine pollution (policy) Year: in place by 2025 Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	6.40% in SDG (1.66% Overall)

14.5 Maintaining a local ecosystem

Universities need to demonstrate necessary actions related to the maintenance of aquatic ecosystems associated with the university.

There are a total of 15 points that could be gained from meeting the criteria in this metric, worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

This metric and indicators relate to the UN Targets 14.2 and 14.A.

#	Indicator	Maximum score
14.5.1	Minimizing alteration of aquatic ecosystems (plan) Year: in place by 2025 Have a plan to minimise physical, chemical and biological alterations of related aquatic ecosystems Up to three points based on: • Existence of plan – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
14.5.2	Monitoring the health of aquatic ecosystems Year: 2025 Monitor the health of aquatic ecosystems Up to three points based on: • Existence of monitoring – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)



SDG 14

Life Below Water

#	Indicator	Maximum score
14.5.3	Programmes towards good aquatic stewardship practices Year: 2025 Develop and support programmes and incentives that encourage and maintain good aquatic stewardship practices Up to three points based on: • Existence of programmes – maximum one point for ongoing, 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
14.5.4	Collaboration for shared aquatic ecosystems Year: 2025 Collaborate with the local community in efforts to maintain shared aquatic ecosystems Up to three points based on: • Existence of collaboration – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)
14.5.5	Watershed management strategy Year: in place by 2025 Have implemented a watershed management strategy based on location specific diversity of aquatic species Up to three points based on: • Existence of strategy – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.80% in SDG (0.99% Overall)

Data submission guidance

Guidance: Location

14.5 is explicitly about local ecosystems. It is about the maintenance of aquatic ecosystems associated with the university, around/nearby the university.



SDG 14

Life Below Water

Guidance: Aquatic stewardship (14.5.3)

Aquatic stewardship is the use of water that is socially equitable, environmentally sustainable and economically beneficial, achieved through a stakeholder-inclusive process that involves site and watershed-based actions.

Guidance: Watershed management (14.5.5)

The purpose of a watershed management strategy is to provide directions in protecting, improving, conserving and restoring the watershed in partnership with the community in order to balance our needs and the needs of the natural environment. In this context a watershed means a connected set of waterways (including streams and rivers) that form a distinct ecological grouping.

A general (not university specific) example

<https://www.abca.ca/downloads/Watershed-Management-Strategy-2015-Web.pdf>



Times Higher Education
**Sustainability
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SDG

15

Life On Land





SDG 15

Life On Land

Why we measure

This is the second of two SDGs that look at the broader ecosystem – the other being SDG 14: Life Below Water. Life on land is a precious resource – we need to ensure that it is passed on to future generations, at a time when loss of biodiversity is an increasing concern. Different universities will have responsibility for very different landscapes and the life within, but all have a responsibility as stewards of their environment.

We are exploring how universities contribute to sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.

<https://www.un.org/sustainabledevelopment/biodiversity/>

Links to other SDGs

SDG 15 relates to other SDGs since biodiversity and the ecosystem can also be the basis for climate change adaptation and disaster risk reduction strategies (SDG13). Life on the land and life below water (SDG14) are interlinked, and life throughout the ecosystem provides routes out of hunger (SDG2) and poverty (SDG1). Clean water (SDG6) and clean energy (SDG7) are also vital to maintaining life on land.

Metrics and indicators

15.1 Research on land ecosystems

15.1.1 Life On Land: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

15.1.2 Life On Land: FWCI

This indicator explores the quality of a university's output in the area of land ecosystems and biodiversity research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

15.1.3 Life On Land: publications

The number of publications looks at the scale of research output from a university around research addressing life on land, including land ecosystems and biodiversity as well as land sensitive waste disposal. It is not scaled by the size of the institution – rather it looks at the overall impact.



SDG 15

Life On Land

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

15.2 Supporting land ecosystems through education

Universities need to show how they are working towards supporting ecosystems that they don't directly control.

There are a total of 16 points that could be gained from meeting the criteria in this metric, worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 15.1, 15.2, 15.5 and 15.8.

#	Indicator	Maximum score
15.2.1	Events about sustainable use of land Year: 2025 Support or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land Up to three points based on: • Existence of events – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
15.2.2	Sustainably farmed food on campus Year: in place by 2025 Have policies to ensure that food on campus is sustainably farmed Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	4.60% in SDG (1.20% Overall)
15.2.3	Maintain and extend current ecosystems' biodiversity Year: 2025 Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat Up to three points based on: • Existence of direct work – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)



SDG 15

Life On Land

#	Indicator	Maximum score
15.2.4	Educational programmes on ecosystems Year: 2025 Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities? Up to three points based on: • Existence of programmes – maximum one point for free access, 0.25 points for charged access only • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
15.2.5	Sustainable management of land for agriculture (educational outreach) Year: 2025 <i>This indicator has been split into two indicators this year: 15.2.5 Sustainable management of land for agriculture, and 15.2.6 Sustainable management of land for tourism.</i> Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture Up to three points based on: • Existence of programmes – maximum one point for free access, 0.25 points for charged access only • Evidence provided – up to one point • Is the evidence provided public – one point	2.30% in SDG (0.60% Overall)
15.2.6	Sustainable management of land for tourism (educational outreach) Year: 2025 Offer educational programme/outreach for local or national communities on sustainable management of land for tourism. Up to three points based on: Existence of programmes – maximum one point for free access, 0.25 points for charged access only Evidence provided – up to one point Is the evidence provided public – one point	2.30% in SDG (0.60% Overall)

SDG 15

Life On Land

Data submission guidance

Biodiversity can be understood as a measure of variation at the genetic, species, and ecosystem level. High biodiversity is therefore an indicator of ecosystem health and has been shown to have direct links to human health.

15.3 Supporting land ecosystems through action

Universities need to show how they deal with land-based ecosystems for which they have, or share, responsibility. This may include their campuses.

There are a total of 18 points that could be gained from meeting the criteria in this metric, which is worth up to 27% of the score in this SDG (equivalent to 7.02% of the overall score).

This metric and indicators relate to the UN Targets 15.1.

#	Indicator	Maximum score
15.3.1	Sustainable use, conservation and restoration of land (policy) Year: in place by 2025 Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	5.40% in SDG (1.40% Overall)
15.3.2	Monitoring IUCN and other conservation species (policies) Year: in place by 2025 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 Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	5.40% in SDG (1.40% Overall)



SDG 15

Life On Land

15.3.3	Local biodiversity included in planning and development Year: 2025 Include local biodiversity into any planning and development process (e.g. construction of new buildings) Up to three points based on: • Existence of inclusion – one point • Evidence provided – up to one point • Is the evidence provided public – one point	5.40% in SDG (1.40% Overall)
15.3.4	Alien species impact reduction (policies) Year: in place by 2025 Have a policy to reduce the impact of alien species on campus Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point Is policy created or reviewed in period 2022-2026 – one point	5.40% in SDG (1.40% Overall)
15.3.5	Collaboration for shared land ecosystems Year: 2025 Collaborate with the local community to maintain shared land ecosystems Up to three points based on: • Existence of collaboration – one point • Evidence provided – up to one point Is the evidence provided public – one point	5.40% in SDG (1.40% Overall)

Data submission guidance

Definition: Alien species (15.3.4)

Please use the International Union for Conservation of Nature (IUCN) definition as reference.

15.4 Land sensitive waste disposal

Universities need to demonstrate a carefully managed practice and responsibility with the aim to prevent potential harm to humans, animals, or the environment.

There are a total of 11 points that could be gained from meeting the criteria in this metric, a maximum score is worth 23% of the score in this SDG (equivalent to 5.98% of the overall score).



SDG 15

Life On Land

This metric and indicators relate to the UN Targets 15.9 and 15.C.

#	Indicator	Maximum score
15.4.1	Water discharge guidelines and standards Year: in place by 2025 Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare) Up to three points based on: • Existence of standards and guidelines – one point • Evidence provided – up to one point • Is the evidence provided public – one point	7.70% in SDG (2% Overall)
15.4.2	Policy on plastic waste reduction Year: in place by 2025 Have a policy on reducing plastic waste on campus Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	7.65% in SDG (1.99% Overall)
15.4.3	Policy on hazardous waste disposal Year: in place by 2025 Have a policy, process or practice on waste disposal covering hazardous materials Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	7.65% in SDG (1.99% Overall)

Data submission guidance

Definition: Hazardous materials (15.4.3)

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.



Times Higher Education
**Sustainability
Impact Ratings**

SDG

16

Peace, Justice and
Strong Institutions





SDG 16

Peace, Justice and Strong Institutions

Why we measure

SDG 16 and 17 explore some of the underlying factors that are needed in order to ensure delivery of the other SDGs. Peace and Justice go hand in hand – and indeed are vital for equity between people and countries. Supporting this we need our institutions to be strong enough to maintain a focus on delivering the SDGs. This can range from individual justice – eradicating modern slavery and people trafficking – to ensuring that our countries have the evidence base needed to react appropriately to crises.

We are focusing on how universities can support, and be, strong institutions in their countries and promote peace and justice. It explores universities' research on law and international relations, their participation as advisers for government and their policies on academic freedom.

<https://www.un.org/sustainabledevelopment/peace-justice/>

Links to other SDGs

SDG 16 relates to other SDGs since, in order to advance the SDGs, we need effective and inclusive public institutions that can deliver quality education (SDG4) and healthcare (SDG3), fair economic policies (SDG8) and inclusive environmental protection (SDG13, SDG14 and SDG15).

The rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level.

Metrics and indicators

16.1 Research on peace and justice

16.1.1 Peace, Justice and Strong Institutions: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

16.1.2 Peace, Justice and Strong Institutions: FWCI

This indicator explores the quality of a university's research output that is relevant to peace and justice using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).



SDG 16

Peace, Justice and Strong Institutions

16.1.3 Peace, Justice and Strong Institutions: publications

The number of publications looks at the scale of research output from a university around research focusing on peace and justice. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score).

16.2 University governance measures

Universities governance measures look at activities around elected representation of university stakeholders on the governing body as well as policy and processes to involve local non-university stakeholders.

There are a total of 24 points that could be gained from meeting the criteria in this metric, worth 26.60% of the score in this SDG (equivalent to 6.92% of the overall score).

This metric and indicators relate to the UN Targets 16.4, 16.5, 16.6 and 16.7.

#	Indicator	Maximum score
16.2.1	Elected representation Year: 2025 Have elected representation on the university's highest governing body from: students (both undergraduate and graduate), faculty, and staff (non-faculty employees) Up to three points based on: • Existence of representation – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point	3.35% in SDG (0.87% Overall)
16.2.2	Students' union Year: 2025 Recognise an independent students' union Up to three points based on: • Existence of recognition – 0.33 points for union providing governance input, 0.33 for union providing support for students, 0.33 for union providing social activities • Evidence provided – up to one point • Is the evidence provided public – one point	3.35% in SDG (0.87% Overall)



SDG 16

Peace, Justice and Strong Institutions

#	Indicator	Maximum score
16.2.3	Identify and engage with local stakeholders Year: in place by 2025 Have written policies and procedures to identify local stakeholders external to the university and engage with them Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	3.35% in SDG (0.87% Overall)
16.2.4	Participatory bodies for stakeholder engagement Year: 2025 Ensure that local stakeholders in the university – including local residents, local government, and civil society representatives (which may include groups such as refugee resettlement agencies) – have a meaningful mechanism or for participating in university decision making Up to three points based on: • Existence of participatory bodies – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.35% in SDG (0.87% Overall)
16.2.5	University principles on corruption and bribery In place by 2025 Publish the university's principles and commitments on organized crime, corruption & bribery Up to three points based on: • Existence of publication – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.35% in SDG (0.87% Overall)

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Peace, Justice and Strong Institutions

#	Indicator	Maximum score
16.2.6	Academic freedom policy Year: in place by 2025 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) Up to four points based on: • Existence of policy – 0.25 points for each area covered: research freedom for senior academics, research freedom for junior academics, teaching freedom for senior academics, teaching freedom for junior academics • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2022-2026 – one point	6.60% in SDG (1.72% Overall)
16.2.7	Publish financial data Year: 2025 Publish university financial data Up to three points based on: • Existence of publication • Evidence provided – up to one point • Is the evidence provided public – one point	3.25% in SDG (0.85% Overall)

Data submission guidance

Guidance: Elected representation (16.2.1)

Elected representatives should not be appointed by the university. However they may be office holders from representative bodies that have their own democratic processes (for example a Student Union President, a Union representative)

Guidance: Student Union (16.2.2)

Students' organization in a university or college which represents students' political and welfare interests. It may also organize leisure activities, provide welfare services, and other services. It should be free to operate without unnecessary interference from the university.

Guidance: Local stakeholders (16.2.4):

Here we apply a neutral understanding of the terminology and refer to people who are important to you (as university), or who are directly affected by your actions, but who would not normally have a direct say

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Peace, Justice and Strong Institutions

in the running of the university. For example, this could include local businesses or residents. It can vary by context but important to note is that we are not referring to people who have direct involvement with the institution.

Guidance: Academic freedom policy (16.2.6)

Academic freedom is at the heart of the Academy. Here we are looking to ensure that academic freedom covers both teaching and research, and that it applies equally to junior as well as senior (for example Tenured) academics.

Guidance: Financial data (16.2.7)

The data can be provided at a consolidated level, but should be sufficient for analysis as to the financial probity and viability of an institution. Consolidated accounts that are produced to GAAP standards would be a good example

16.3 Working with government

Universities need to demonstrate how they are working with government.

There are a total of 12 points that could be gained from meeting the criteria in this metric, a maximum score is worth 23.20% of the score in this SDG (equivalent to 5.03% of the overall score).

This metric and indicators relate to the UN Targets 16.3, 16.7, 16.8, 16.10 and 16.B.

#	Indicator	Maximum score
16.3.1	Provide expert advice to government. Year: 2025 Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence) Up to three points based on: • Existence of provision – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point	6.40% in SDG (1.33% Overall)

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Peace, Justice and Strong Institutions

#	Indicator	Maximum score
16.3.2	Policy- and lawmakers outreach and education Year: 2025 Provide outreach, general education, upskilling and capacity-building to policy and lawmakers on relevant topics including economics, law, technology, migration and displacement, and climate change Up to three points based on: • Existence of provisions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	6.40% in SDG (1.33% Overall)
16.3.3	Participation in government research Year: 2025 Undertake policy-focused research in collaboration with government departments Up to three points based on: • Existence of research – one point • Evidence provided – up to one point • Is the evidence provided public – one point	6.40% in SDG (1.33% Overall)
16.3.4	Neutral platform to discuss issues Year: 2025 Provide a neutral platform and ‘safe’ space for different political stakeholders to come together to frankly discuss challenges Up to three points based on: • Existence of platform – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4% in SDG (1.04% Overall)

Data submission guidance

Guidance: neutral platforms (16.3.4)

In academic discourse it should be possible for people with widely different views to debate and discuss important without restriction from the university (within an appropriate legal framework). The ability of universities to facilitate such conversations in the political arena is an important one, and enables them to bring their academic expertise to bear to the benefit of political decision making.

SDG 16

Peace, Justice and Strong Institutions

16.4 Proportion of graduates in law and civil enforcement

Year: 2025

Universities can support justice through the provision of appropriately educated graduates, so we measured the number of graduates in law or civil policing subjects divided by the total number of graduates.

The metric relates to the UN Targets 16.3, 16.10, 16.A and 16.B.

This indicator is normalised and is worth 23.20% of the score in this SDG (equivalent to 6.03% of the overall score).

16.4.1 Indicator: Proportion of graduates in law

Data Collected	Definition
Number of graduates	This is the total headcount number of graduates at all levels from your institution in year 2025.
Number of graduates from law and enforcement related courses	This is the headcount number of graduates at all levels from your institution from law and enforcement related courses in year 2025. This is a subset of the total number of graduates.

Data submission guidance

Definition: Graduates:

see 2.4

Definition: Graduates from law and enforcement related courses

This does not require them to be fully qualified in the profession, since further practical experience may be necessary. A programme must primarily and substantially focus on law or law enforcement to be included in the data. The key consideration is the focus and design of the programme, rather than whether individual modules cover legal topics or whether graduates may later work in law enforcement.

For example:

An MA in Immigration Law can be included, as the programme is specifically designed to produce graduates specialising in law. An MA in International Relations should not be included if it contains only a module on immigration law, as the overall purpose of the programme is not to train specialists in law. Similarly, a BSc in Political Science should not be included. Although graduates may go on to work in law enforcement or other public-sector roles, the programme itself focuses on the theory and practice of political science rather than law or law enforcement.



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Peace, Justice and Strong Institutions

The programme must be specifically designed and primarily focused on law or law enforcement.

A programme should not be included simply because it contains individual law-related modules or because its graduates may subsequently work in legal or law-enforcement professions.

Courses could include criminology, policing, forensic science, law (all types), corrections, criminal psychology. All courses must include a positive ethical dimension.

Definition: Course

FA 'course' can be understood as a full program of study, not an individual class within a program.

As such, please provide us the figures for the headcount number of graduates at all levels (ISCED 6: Bachelor's or equivalent level, ISCED 7: Master's or equivalent level, ISCED 8: Doctoral or equivalent level) who were studying a law and enforcement related course and successfully completed the course in year specified.



Times Higher Education
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Impact Ratings**

SDG

17

Partnerships for
the goals





SDG 17

Partnerships for the Goals

Why we measure

Sustainable development is the responsibility of every part of society, across the world. It cannot be achieved without linkages, across the goals, but also between institutions, governments, companies, NGOs, and people.

We are looking at ways in which universities support the SDGs through collaboration with other countries, the promotion of best practices and the publication of data and evidence. Unless all partners work together towards the SDGs, they cannot be achieved.

SDG17 is the only **compulsory** SDG for inclusion in the overall rankings. It is also worth a smaller proportion of the final score in the overall table.

<https://www.un.org/sustainabledevelopment/globalpartnerships/>

Links to other SDGs

SDG 17 explicitly relates to **all** other SDGs. Everyone needs to come together, governments, civil society, scientists, academia and the private sector, to achieve the sustainable development goals.

Metrics and indicators

17.1 Research into partnership for the goals

17.1.1 Proportion of output co-authored with low or lower-middle income countries

This metric measures the proportion of academic publications that are co-authored by someone from a low or lower-middle income country.

The indicator is normalised and is worth 13.55% of the score in this SDG (equivalent to 2.98% of the overall score).

17.1.2 Partnerships for the goals: publications

The number of publications looks at the scale of research output from a university around research relating to SDGs 1 to 17. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 13.55% of the score in this SDG (equivalent to 2.98% of the overall score).

17.2 Relationships to support the goals

Universities need to demonstrate how they gather data on the progress of the SDGs internationally and promote best practices and cross-sectoral dialogue in support of the goals.

There are a total of 15 points that could be gained from meeting the criteria in this metric, worth 18.50% of the score in this SDG (equivalent to 4.07% of the overall score).

This metric and indicators relate to the UN Targets 17.6, 17.9, 17.16, 17.17 and 17.18



SDG 17

Partnerships for the Goals

#	Indicator	Maximum score
17.2.1	Relationships with regional NGOs and government for SDG policy Year: 2025 Have direct involvement in, or input into, national government or regional non-government 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 Up to three points based on: • Existence of input – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.70% in SDG (0.81% Overall)
17.2.2	Cross sectoral dialogue about SDGs Year: 2025 Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs Up to three points based on: • Existence of dialogue – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.70% in SDG (0.81% Overall)
17.2.3	International collaboration data gathering for SDG Year: 2025 Participate in international collaboration on gathering or measuring data for the SDGs Up to three points based on: • Existence of participation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.70% in SDG (0.81% Overall)

SDG 17

Partnerships for the Goals

#	Indicator	Maximum score
17.2.4	Collaboration for SDG best practice Year: 2025 Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs Up to three points based on: • Existence of review – one point • Evidence provided – up to one point • Is the evidence provided public – one point	3.70% in SDG (0.81% Overall)
17.2.5	Collaboration with NGOs for SDGs Year: 2025 Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources Up to three points based on: • Existence of review – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point	3.70% in SDG (0.81% Overall)

Data submission guidance

Guidance: cross-sectoral dialogue (17.2.2)

This refers to a collaborative effort in which parties from different societal sectors pool resources to provide solutions to SDG-related issues.

Example: collaboration for SDG best practice (17.2.4)

Collaborations such as the UNU-IAS SDG University Platform are good examples of how universities can collaborate and review actions to build best practice.

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.



SDG 17

Partnerships for the Goals

17.3 Publication of SDG reports

We are asking institutions whether they publish specific data on their performance against each of the 17 SDGs.

This metric is worth 27.20% of the score in this SDG (equivalent to approximately 5.98% of the overall score)

This metric and indicators relate to the UN Targets 17.16.

#	Indicator	Maximum score
17.3.1 to 17.3.17	Publication of SDG reports - per SDG Year: 2025 Publish progress against each of the SDGs, either individually or within an annual report For each SDG, up to three points based on: • Existence of report – up to one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.60% per SDG (0.35% Overall)

Data submission guidance

Guidance:

Please provide a link to the relevant report for each SDG you publish actions against.

Guidance: Sustainability Impact Ratings Performance

Previous Sustainability Impact Ratings 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 as long as we can see the university is an active member.

Where an indicator is evidenced via a recognised third-party platform, the specific information required to meet the indicator must be directly reproduced, embedded, or exported within the submitted evidence itself (for example, as a downloaded report, screenshot, or PDF export showing the relevant content), not solely as a link to the live platform. This is because our validation process does not permit navigation beyond the submitted evidence to verify a claim.

Guidance: timeframe

The sustainability report should be published in your most recent/relevant academic year.

17.4 Education for the SDGs

We are exploring how universities are teaching the next generation to adopt sustainability in their lives.



There are a total of 9 points that could be gained from meeting the criteria in this metric, worth 27.20% of the score in this SDG (equivalent to 5.98% of the overall score).

This metric and indicators relate to the UN Targets 17.16 and 4.7.



SDG 17

Partnerships for the Goals

#	Indicator	Maximum score
17.4.1	Education for SDGs commitment to meaningful education Year: 2025 Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students Up to three points based on: • Existence of commitment – maximum one point for education integrated across full curriculum, 0.66 points for mandatory education for all, 0.25 points for optional education for all • Evidence provided – up to one point • Is the evidence provided public – one point	9.06% in SDG (1.99% Overall)
17.4.2	Education for SDGs: specific courses on sustainability Year: 2025 Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs Up to three points based on: • Existence courses • Evidence provided – up to one point • Is the evidence provided public – one point	9.06% in SDG (1.99% Overall)
17.4.3	Education for SDGs in the wider community Year: 2025 Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people. Up to three points based on: • Existence of educational outreach – 0.33 points for Alumni, 0.33 points for Local community, 0.33 points for displaced people and refugees • Evidence provided – up to one point • Is the evidence provided public – one point	9.06% in SDG (1.99% Overall)

SDG 17

Partnerships for the Goals

17.4.4	Sustainability Literacy Year: 2025 This question explores how you evaluate your students' ability to learn and retain key concepts of sustainability. For 2026 we will not score this question but will use it to inform our decisions for 2026. Measure the sustainability literacy of students.	0.0 % in SDG
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Guidance: Education for SDGs commitment to meaningful education (17.4.1)

This metric is looking at the provision of an education around sustainability across the entire university. Ideally this should be integrated across all courses.

Guidance: Education for SDGs specific courses on sustainability (17.4.2)

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 master's or undergraduate degrees, or degree-related electives within an existing degree.

Guidance: Sustainable Literacy

This metric is exploring the measurement of sustainable literacy. Although we are focusing on the Sulitest TASK system we recognise that other systems are available.



Appendix 1

External Data Sources

SDG Reference	Source	Link
1.2 and 10.3	World Bank	World Bank Country and Lending Groups
2.4	International Standard Classification of Education	ISCED 2011
3.2	World Health Organization (WHO)	International classification of health workers
7.2	LEED	LEED certification
8.3	Organisation for Economic Co-operation and Development (OECD)	GDP
10.4	International Classification of Functioning, Disability and Health	ICF
10.4 and 10.6	United Nations (UN)	Convention on the rights of persons with disabilities
17.4		United Nations Disability Inclusion Strategy Sustainability Literacy
12.4 and 17.3	The SDG Accord AASHE STARS report	http://www.sdgaccord.org/ STARS Participants & Reports
14.3 and 15.3	The International Union for Conservation of Nature (IUCN)	International Union for Conservation of Nature (IUCN) IUCN Red Listed
14.4	Ausable Bayfield Conservation Authority (ABCA)	Watershed-Management-Strategy-2015-Web.pdf
All SDGs	Elsevier	Scopus queries related to each of the SDGs
General	Times Higher Education (THE)	Impact FAQ
	HIVVE	HIVVE
	Association for the Advancement of Sustainability in Higher Education (AASHE)	STARS – a program of AASHE



Appendix 2

Data submission

2.1 Submission process

Log into the THE Data Portal by following the instructions sent to you by email, and select the “Sustainability Impact Ratings 2026”. You will then be presented with the THE Data Portal Introduction page. We recommend that you thoroughly read and follow the information displayed here before you begin the data collection.

To begin, click ‘Start’ at the bottom of the page. There are five stages in the data collection process:

STAGE 1 - Institution profile:

- Review the pre-populated information about your institution, such as address, website URL and description of its core mission. If any of this information is incorrect, please contact **impact@timeshighereducation.com**.
- This year we have added a ‘Region’ field and ‘Institutional Perimeters’ field. Make sure you are providing this information since it is utilised in our Sustainability Impact Ratings.
- ‘Institution Logo’, ‘Brief Statement/Description of Institution (in English)’ and ‘Mission Statement (in English)’ are for internal information only, and will not be published on our website. If you would like to appear this on the website please email our Branding team (**branding@timeshighereducation.com**) with the subject line ‘Enhanced Profile’.
- At the bottom of the page you have the options to go back to ‘Introduction’ by clicking the ‘Back’ button, to save your information by clicking the ‘Save Changes’ button or to continue to the SDG(s) selection page by clicking the ‘Continue’ button.

STAGE 2 – Choose SDGs:

- Choose the SDG(s) you would like to submit data for.
- SDG17 (Partnerships for the Goals) is mandatory for inclusion in the overall Sustainability Impact Ratings.
- At the bottom of the page, ‘Save Changes’ and continue selecting SDG(s) OR ‘Save & Continue’ once you have chosen all SDG(s) you want to participate in.
- You can also go back to stage 1 ‘Institution profile’ by clicking the ‘Back’ button.

STAGE 3 – SDG forms:

- Here you see data collection forms for the SDG(s) you have chosen on the previous page ‘Choose SDG’.
- Add your institutional data per selected SDG and provide evidence where requested. All data fields will have “help text” to provide data submission guidance like definitions or further and more detailed explanations.
- You must provide evidence where requested. The preferred format is a web address to a public website: public data is strong evidence of performance. Use the evidence field provided to enter the most relevant URL for your evidence. Always think of the BEST piece of evidence.



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- Where evidence is not available as a URL, you will be able to upload documents. Acceptable file types include .doc, .pdf, excel, .gif, .jpeg, .png. We do not accept .rar, .txt or .zip
- Evidence types could include (but are not limited to):
 - Policy documents
 - Reports
 - Publicity material
 - Guides
 - Timetables

It should not include:

- Video
- Audio files

Where the evidence refers to only part of a document, you must indicate the relevant part(s) in the “Comments” section, especially if the document is a multiple page document. We will not scan through the entire document to find relevant answers to the question at hand and therefore the question will not be scored.

As we are using LLM (AI) in our validation for this edition of the Sustainability Impact Ratings, please note that if you provide a URL, the content on the link should be clearly located. If multiple links or a list of links are given, or you need to click around, this may not be validated. We only accept 1 piece of evidence per indicator.

Your university will retain copyright of all documents sent to THE.

- Once you have completed the submission for one SDG, ‘Save Changes’ at the bottom of the page and click ‘Next SDG Form’ to continue to the next SDG you have selected if you have selected more than one.
- If you have selected more than one SDG and you would like to return to the previous SDG you have entered data for, click the ‘Back to SDG 3’ button at the bottom of the page. (SDG 3 is given as an example here)
- If you have selected only one OR more than one SDG and you have completed the process, you will see the ‘Save & Review’ button at the bottom of the page. Clicking it will take you to the ‘Review, print & submit’ page.
- You can also go back to the SDG selection page by clicking the ‘Back to Choose SDG’ button at the bottom of the page OR by clicking the ‘Add/ Remove SDG’ tab at top of the ‘SDG Forms’ page.

STAGE 4 - Notes:

This section provides an opportunity to give context to information submitted in the Data section. Click on ‘Notes’ at the top of the page to access this section.

- Use the text field provided to clarify aspects of the data you have submitted. Do not forget to mention the SDG and data field you are referring to.
- Click ‘Next to review’ to save, **but not submit**, any data at this stage. Click ‘Back to SDG Forms’ if you want to continue entering data for selected SDGs.



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Data submission

STAGE 5 – Review, print & submit:

- Only actively chosen SDGs are displayed.
- Review and/or print your data.
- Check your data if any warnings are shown before submitting.
- Edit your data if deemed necessary. Clicking the ‘Edit’ button in line with the SDG heading will take you back to the data submission section.
- **Submit your data. (To do so you also need to check the ‘Terms and Conditions’ box.**
- Note that **once submitted, you will not be able to edit your entry**, although you will still be able to review and print it.

The data portal should be used to provide us with the essential information about your institution that will enable us to put together the *THE* Sustainability Impact Ratings. As your institution’s data representative(s), it is vital that the integrity of the data is maintained, and therefore that you are the only person(s) from your institution entitled to input and submit data to the portal.

2.2 Useful information when submitting data

2.2.1 Year

The THE Sustainability Impact Ratings data collection process will take place once a year. Information submitted this year will be retained by THE and used as a historical record of your institution’s profile for future submissions. You will not be able to edit previous years’ data.

This year we request data from the academic year 2025.

A university “year” may be a calendar year or may be seasonal. Some institutions’ academic years are different from their financial years.

“Year” for the purposes of this ranking is defined as follows:

- The calendar year January to December
- The academic year that ended in 2024-25
- The financial year that ended in 2025

However, note that these are only examples. You may use the most appropriate annual cycle that best fits your data, but ends in 2025.

2.2.2 Language

All data must be entered in English. If you enter all your text in English it will make your institution’s information more accessible to more people.

Evidence, however, may be supplied in other languages if an English version is not available.

2.2.3 Subsidiary & affiliated institutions

Many institutions have constituent parts, such as overseas campuses and affiliated hospitals, and we recognise that it is often difficult to view these elements independently. To help you decide whether to include data relating to such affiliated institutions,



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Data submission

please consider whether these elements are included in your annual financial reports, and how they relate to our definitions.

The following guidelines apply to all fields.

2.2.4 Reporting financial / monetary numbers & estimations

Please provide monetary data in **whole** numbers i.e. 17654 with **no** punctuation or thousand separators. Decimal places are also **not** permitted.

Monetary values should be reported in the currency you selected within the portal's 'Institution' section. If you need to alter this, please contact us. We then use World Bank "purchasing-power parity" conversion rates to convert to a common denomination.

2.2.5 Reporting number of people: "Full-Time Equivalent" (FTE) vs. Headcount

2.2.5.1 Full-Time Equivalent (FTE)

There are various methods of counting students and staff at institutions. Many staff and students work part time, making a straightforward headcount a poor measure of actual volumes. In these situations, we standardise the data to the equivalent of a single full-time student or academic, to avoid numbers being artificially inflated by part-time workers and students.

Where data has been requested as Full-Time Equivalents (FTE), please enter with no commas or thousand separators eg. 18742.5. Decimal points of accuracy are not required but you may round up to the nearest whole number.

1.0 FTE may be thought of as one person working full time for a year, while an FTE of 0.5 means half of a full work or study load. The FTE for a student or staff member could be calculated as the total number of hours worked (or modules studied) during the year, divided by the number of working hours or modules of a full time person.

In some institutions, students are on flexible "credit hours". In such cases, please report them in terms of one year's worth of full-time credit hours. E.g. if a year requires 50 credit hours to complete, then a student that enrolls to 25 credit hours in their first year is 0.5 FTE.

2.2.5.2 Headcount

Some data fields require numbers of people to be entered as headcount, for example:

- Number of graduates
- Number of graduates from agriculture and aquaculture courses including sustainability aspects
- Number of graduates in health professions
- Number of graduates who gained a qualification that entitled them to teach at primary school level
- Number of graduates by subject area
- Number of female graduates by subject area
- Number of graduates from law and enforcement related courses

Please read the instructions carefully and ensure you provide



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numbers in the appropriate measure.

2.2.6 I still need more help – what do I do?

Guidelines and documentation are built into the collection tool pages, this will include the FAQ. Should you have any further questions, please contact the data collection team by email at impact@timeshighereducation.com, alternatively contact us via telephone +44 (0) 2039634700 during UK office hours (Monday to Friday: 9am to 5pm).

2.2.7 Can I print out the data collection questions?

Yes, there is a print and review feature on the final page of the data submission portal, which will display all the data fields of the SDGs you have selected and entered data for, as well as some validation check results. For a complete submission template of the data collection questions, see this [excel file](#).



Appendix 3

Subject Mapping

You can find the broad subject areas used in the Sustainability Impact Ratings below. If the subject you're looking for isn't listed, you can first map it using one of the resources provided. Once you've mapped it to either THE WUR 11 or THE WUR 31 subject categories, you can then align it with the corresponding Sustainability Impact Ratings subject area.

[Here are the additional reference lists for subject mapping: IPEDS Subject Mapping, ISCED Subject Mapping, Detailed Subject Mapping, ASCED DEEWR Mapping 2017, China Subject Mapping, ANZSRC Mapping.](#)

All subjects must be mapped to the broad subject areas used in the Sustainability Impact Ratings, as outlined below.

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	History
Arts and Humanities / Social Sciences	Arts and Humanities	Languages, Literature and Linguistics	Language and Linguistics
Arts and Humanities / Social Sciences	Arts and Humanities	Archaeology	Archeology (Arts and Humanities)
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Classics
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Conservation
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	History and Philosophy of Science
Arts and Humanities / Social Sciences	Arts and Humanities	Languages, Literature and Linguistics	Literature and Literary Theory
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Museology
Arts and Humanities / Social Sciences	Arts and Humanities	Art, Performing Art and Design	Music
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Philosophy



Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Religious Studies
Arts and Humanities / Social Sciences	Arts and Humanities	Art, Performing Art and Design	Visual Arts and Performing Arts
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Business, Management and Accounting (all)



Appendix 3 Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Business, Management and Accounting (miscellaneous)
Arts and Humanities / Social Sciences	Business and Economics	Accounting and Finance	Accounting
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Business and International Management
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Management Information Systems
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Management of Technology and Innovation
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Marketing
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Organizational Behaviour and Human Resource Management
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Strategy and Management
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Tourism, Leisure and Hospitality Management
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Industrial Relations
Arts and Humanities / Social Sciences	Business and Economics	Economics and Econometrics	Economics, Econometrics and Finance (all)
Arts and Humanities / Social Sciences	Business and Economics	Economics and Econometrics	Economics, Econometrics and Finance (miscellaneous)
Arts and Humanities / Social Sciences	Business and Economics	Economics and Econometrics	Economics and Econometrics



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Arts and Humanities / Social Sciences	Business and Economics	Accounting and Finance	Finance
Arts and Humanities / Social Sciences	Arts and Humanities	Architecture	Architecture
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Social Sciences (all)
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Social Sciences (miscellaneo us)
Arts and Humanities / Social Sciences	Arts and Humanities	Archaeology	Archeology
Arts and Humanities / Social Sciences	Social Sciences	Politics and International Studies	Development
Arts and Humanities / Social Sciences	Education	Education	Education
Arts and Humanities / Social Sciences	Social Sciences	Geography	Geography, Planning and Development
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Health (social science)
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Human Factors and Ergonomics
Arts and Humanities / Social Sciences	Law	Law	Law
Arts and Humanities / Social Sciences	Social Sciences	Communication and Media Studies	Library and Information Sciences
Arts and Humanities / Social Sciences	Arts and Humanities	Languages, Literature and Linguistics	Linguistics and Language



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Safety Research
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Sociology and Political Science
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Transportation
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Anthropology
Arts and Humanities / Social Sciences	Social Sciences	Communication and Media Studies	Communication
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Cultural Studies
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Demography
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Gender Studies
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Life-span and Life- course Studies
Arts and Humanities / Social Sciences	Social Sciences	Politics and International Studies	Political Science and International Relations
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Public Administration
Arts and Humanities / Social Sciences	Social Sciences	Sociology	Urban Studies
Arts and Humanities / Social Sciences	Psychology	Psychology	Psychology (all)



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Arts and Humanities / Social Sciences	Psychology	Psychology	Psychology (miscellaneous)
Arts and Humanities / Social Sciences	Psychology	Psychology	Applied Psychology
Arts and Humanities / Social Sciences	Psychology	Psychology	Clinical Psychology
Arts and Humanities / Social Sciences	Psychology	Psychology	Developmental and Educational Psychology
Arts and Humanities / Social Sciences	Psychology	Psychology	Experimental and Cognitive Psychology
Arts and Humanities / Social Sciences	Psychology	Psychology	Neuropsychology and Physiological Psychology
Arts and Humanities / Social Sciences	Psychology	Psychology	Social Psychology
Medicine	Clinical and Health	Medicine and Dentistry	Cancer Research
Medicine	Clinical and Health	Medicine and Dentistry	Endocrinology
Medicine	Clinical and Health	Other Health	Health, Toxicology and Mutagenesis
Medicine	Clinical and Health	Medicine and Dentistry	Medicine (all)
Medicine	Clinical and Health	Medicine and Dentistry	Medicine (miscellaneous)
Medicine	Clinical and Health	Medicine and Dentistry	Anesthesiology and Pain Medicine
Medicine	Clinical and Health	Other Health	Biochemistry (medical)



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Medicine and Dentistry	Cardiology and Cardiovascular Medicine
Medicine	Clinical and Health	Medicine and Dentistry	Critical Care and Intensive Care Medicine
Medicine	Clinical and Health	Other Health	Complementary and Alternative Medicine
Medicine	Clinical and Health	Medicine and Dentistry	Dermatology
Medicine	Clinical and Health	Medicine and Dentistry	Drug Guides
Medicine	Clinical and Health	Medicine and Dentistry	Embryology
Medicine	Clinical and Health	Medicine and Dentistry	Emergency Medicine
Medicine	Clinical and Health	Medicine and Dentistry	Endocrinology, Diabetes and Metabolism
Medicine	Clinical and Health	Medicine and Dentistry	Epidemiology
Medicine	Clinical and Health	Medicine and Dentistry	Family Practice
Medicine	Clinical and Health	Medicine and Dentistry	Gastroenterology
Medicine	Clinical and Health	Medicine and Dentistry	Genetics (clinical)
Medicine	Clinical and Health	Medicine and Dentistry	Geriatrics and Gerontology
Medicine	Clinical and Health	Other Health	Health Informatics
Medicine	Clinical and Health	Other Health	Health Policy
Medicine	Clinical and Health	Medicine and Dentistry	Hematology



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Medicine and Dentistry	Hepatology
Medicine	Clinical and Health	Medicine and Dentistry	Histology
Medicine	Clinical and Health	Medicine and Dentistry	Internal Medicine
Medicine	Clinical and Health	Medicine and Dentistry	Infectious Diseases
Medicine	Clinical and Health	Medicine and Dentistry	Microbiology (medical)
Medicine	Clinical and Health	Medicine and Dentistry	Nephrology
Medicine	Clinical and Health	Medicine and Dentistry	Neurology (clinical)
Medicine	Clinical and Health	Medicine and Dentistry	Obstetrics and Gynecology
Medicine	Clinical and Health	Medicine and Dentistry	Oncology
Medicine	Clinical and Health	Medicine and Dentistry	Ophthalmology
Medicine	Clinical and Health	Medicine and Dentistry	Otorhinolaryngology
Medicine	Clinical and Health	Medicine and Dentistry	Pathology and Forensic Medicine
Medicine	Clinical and Health	Medicine and Dentistry	Pediatrics, Perinatology and Child Health
Medicine	Clinical and Health	Medicine and Dentistry	Pharmacology (medical)
Medicine	Clinical and Health	Medicine and Dentistry	Physiology (medical)
Medicine	Clinical and Health	Other Health	Psychiatry and Mental Health



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Other Health	Public Health, Environmental and Occupational Health
Medicine	Clinical and Health	Medicine and Dentistry	Pulmonary and Respiratory Medicine
Medicine	Clinical and Health	Medicine and Dentistry	Radiology, Nuclear Medicine and Imaging
Medicine	Clinical and Health	Other Health	Rehabilitation
Medicine	Clinical and Health	Medicine and Dentistry	Reproductive Medicine
Medicine	Clinical and Health	Other Health	Reviews and References (medical)
Medicine	Clinical and Health	Medicine and Dentistry	Rheumatology
Medicine	Clinical and Health	Medicine and Dentistry	Surgery
Medicine	Clinical and Health	Medicine and Dentistry	Transplantation
Medicine	Clinical and Health	Medicine and Dentistry	Urology
Medicine	Clinical and Health	Other Health	Neuroscience (all)
Medicine	Clinical and Health	Other Health	Neuroscience (miscellaneous)
Medicine	Clinical and Health	Other Health	Behavioural Neuroscience
Medicine	Clinical and Health	Other Health	Biological Psychiatry
Medicine	Clinical and Health	Other Health	Cellular and Molecular Neuroscience



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Other Health	Cognitive Neuroscience
Medicine	Clinical and Health	Other Health	Developmental Neuroscience
Medicine	Clinical and Health	Other Health	Endocrine and Autonomic Systems
Medicine	Clinical and Health	Other Health	Neurology
Medicine	Clinical and Health	Other Health	Sensory Systems
Medicine	Clinical and Health	Other Health	Nursing (all)
Medicine	Clinical and Health	Other Health	Nursing (miscellaneous)
Medicine	Clinical and Health	Other Health	Advanced and Specialized Nursing
Medicine	Clinical and Health	Other Health	Assessment and Diagnosis
Medicine	Clinical and Health	Other Health	Care Planning
Medicine	Clinical and Health	Other Health	Community and Home Care
Medicine	Clinical and Health	Other Health	Critical Care Nursing
Medicine	Clinical and Health	Other Health	Emergency Nursing
Medicine	Clinical and Health	Other Health	Fundamentals and Skills
Medicine	Clinical and Health	Other Health	Gerontology
Medicine	Clinical and Health	Other Health	Issues, Ethics and Legal Aspects



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Other Health	Leadership and Management
Medicine	Clinical and Health	Other Health	LPN and LVN
Medicine	Clinical and Health	Other Health	Maternity and Midwifery
Medicine	Clinical and Health	Other Health	Medical and Surgical Nursing
Medicine	Clinical and Health	Other Health	Nurse Assisting
Medicine	Clinical and Health	Other Health	Nutrition and Dietetics
Medicine	Clinical and Health	Other Health	Oncology (nursing)
Medicine	Clinical and Health	Other Health	Pathophysiology
Medicine	Clinical and Health	Other Health	Pediatrics
Medicine	Clinical and Health	Other Health	Pharmacology (nursing)
Medicine	Clinical and Health	Other Health	Psychiatric Mental Health
Medicine	Clinical and Health	Other Health	Research and Theory
Medicine	Clinical and Health	Other Health	Review and Exam Preparation
Medicine	Clinical and Health	Other Health	Pharmacology, Toxicology and Pharmaceutics (all)
Medicine	Clinical and Health	Other Health	Pharmacology, Toxicology and Pharmaceutics (miscellaneous)
Medicine	Clinical and Health	Other Health	Drug Discovery



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Other Health	Pharmaceutical Science
Medicine	Clinical and Health	Other Health	Pharmacology
Medicine	Clinical and Health	Medicine and Dentistry	Dentistry (all)
Medicine	Clinical and Health	Medicine and Dentistry	Dentistry (miscellaneous)
Medicine	Clinical and Health	Medicine and Dentistry	Dental Assisting
Medicine	Clinical and Health	Medicine and Dentistry	Dental Hygiene
Medicine	Clinical and Health	Medicine and Dentistry	Oral Surgery
Medicine	Clinical and Health	Medicine and Dentistry	Orthodontics
Medicine	Clinical and Health	Medicine and Dentistry	Periodontics
Medicine	Clinical and Health	Other Health	Health Professions (all)
Medicine	Clinical and Health	Other Health	Health Professions (miscellaneous)
Medicine	Clinical and Health	Other Health	Chiropractics
Medicine	Clinical and Health	Other Health	Complementary and Manual Therapy
Medicine	Clinical and Health	Other Health	Emergency Medical Services
Medicine	Clinical and Health	Other Health	Health Information Management
Medicine	Clinical and Health	Other Health	Medical Assisting and Transcription



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Medicine	Clinical and Health	Other Health	Medical Laboratory Technology
Medicine	Clinical and Health	Other Health	Medical Terminology
Medicine	Clinical and Health	Other Health	Occupational Therapy
Medicine	Clinical and Health	Other Health	Optometry
Medicine	Clinical and Health	Other Health	Pharmacy
Medicine	Clinical and Health	Other Health	Physical Therapy, Sports Therapy and Rehabilitation
Medicine	Clinical and Health	Other Health	Podiatry
Medicine	Clinical and Health	Other Health	Radiological and Ultrasound Technology
Medicine	Clinical and Health	Other Health	Respiratory Care
Medicine	Clinical and Health	Other Health	Speech and Hearing
STEM	Life Sciences	Agriculture and Forestry	Agricultural and Biological Sciences (all)
STEM	Life Sciences	Agriculture and Forestry	Agricultural and Biological Sciences (miscellaneous)
STEM	Life Sciences	Agriculture and Forestry	Agronomy and Crop Science
STEM	Life Sciences	Agriculture and Forestry	Animal Science and Zoology
STEM	Life Sciences	Agriculture and Forestry	Aquatic Science



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Life Sciences	Agriculture and Forestry	Ecology, Evolution, Behaviour and Systematics
STEM	Life Sciences	Agriculture and Forestry	Food Science
STEM	Life Sciences	Agriculture and Forestry	Forestry
STEM	Life Sciences	Agriculture and Forestry	Horticulture
STEM	Life Sciences	Agriculture and Forestry	Insect Science
STEM	Life Sciences	Agriculture and Forestry	Plant Science
STEM	Life Sciences	Agriculture and Forestry	Soil Science
STEM	Life Sciences	Biological Sciences	Biochemistry, Genetics and Molecular Biology (all)
STEM	Life Sciences	Biological Sciences	Biochemistry, Genetics and Molecular Biology (miscellaneous)
STEM	Life Sciences	Biological Sciences	Aging
STEM	Life Sciences	Biological Sciences	Biochemistry
STEM	Life Sciences	Biological Sciences	Biophysics
STEM	Life Sciences	Biological Sciences	Biotechnology
STEM	Life Sciences	Biological Sciences	Cell Biology
STEM	Life Sciences	Biological Sciences	Clinical Biochemistry
STEM	Life Sciences	Biological Sciences	Developmental Biology



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Life Sciences	Biological Sciences	Genetics
STEM	Life Sciences	Biological Sciences	Molecular Biology
STEM	Life Sciences	Biological Sciences	Molecular Medicine
STEM	Life Sciences	Biological Sciences	Physiology
STEM	Life Sciences	Biological Sciences	Structural Biology
STEM	Engineering	Chemical Engineering	Chemical Engineering (all)
STEM	Engineering	Chemical Engineering	Chemical Engineering (miscellaneous)
STEM	Engineering	Chemical Engineering	Bioengineering
STEM	Engineering	Chemical Engineering	Catalysis
STEM	Engineering	Chemical Engineering	Chemical Health and Safety
STEM	Engineering	Chemical Engineering	Colloid and Surface Chemistry
STEM	Engineering	Chemical Engineering	Filtration and Separation
STEM	Engineering	Chemical Engineering	Fluid Flow and Transfer Processes
STEM	Engineering	Chemical Engineering	Process Chemistry and Technology
STEM	Physical Sciences	Chemistry	Chemistry (all)
STEM	Physical Sciences	Chemistry	Chemistry (miscellaneous)



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Physical Sciences	Chemistry	Analytical Chemistry
STEM	Physical Sciences	Chemistry	Electrochemistry
STEM	Physical Sciences	Chemistry	Inorganic Chemistry
STEM	Physical Sciences	Chemistry	Organic Chemistry
STEM	Physical Sciences	Chemistry	Physical and Theoretical Chemistry
STEM	Physical Sciences	Chemistry	Spectroscopy
STEM	Computer Science	Computer Science	Computer Science (all)
STEM	Computer Science	Computer Science	Computer Science (miscellaneous)
STEM	Computer Science	Computer Science	Artificial Intelligence
STEM	Computer Science	Computer Science	Computational Theory and Mathematics
STEM	Computer Science	Computer Science	Computer Graphics and Computer-Aided Design
STEM	Computer Science	Computer Science	Computer Networks and Communications
STEM	Computer Science	Computer Science	Computer Science Applications
STEM	Computer Science	Computer Science	Computer Vision and Pattern Recognition
STEM	Computer Science	Computer Science	Hardware and Architecture



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Computer Science	Computer Science	Human-Computer Interaction
STEM	Computer Science	Computer Science	Information Systems
STEM	Computer Science	Computer Science	Signal Processing
STEM	Computer Science	Computer Science	Software
STEM	Physical Sciences	Mathematics and Statistics	Decision Sciences (all)
STEM	Physical Sciences	Mathematics and Statistics	Decision Sciences (miscellaneous)
STEM	Physical Sciences	Mathematics and Statistics	Information Systems and Management
STEM	Physical Sciences	Mathematics and Statistics	Management Science and Operations Research
STEM	Physical Sciences	Mathematics and Statistics	Statistics, Probability and Uncertainty
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Earth and Planetary Sciences (all)
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Earth and Planetary Sciences (miscellaneous)
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Atmospheric Science
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Computers in Earth Sciences
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Earth-Surface Processes



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Economic Geology
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Geochemistry and Petrology
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Geology
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Geophysics
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Geotechnical Engineering and Engineering Geology
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Oceanography
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Paleontology
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Space and Planetary Science
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Stratigraphy
STEM	Engineering	Civil Engineering	Energy (all)
STEM	Engineering	Civil Engineering	Energy (miscellaneous)
STEM	Engineering	Civil Engineering	Energy Engineering and Power Technology
STEM	Engineering	Civil Engineering	Fuel Technology



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Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Engineering	Civil Engineering	Nuclear Energy and Engineering
STEM	Engineering	Civil Engineering	Renewable Energy, Sustainability and the Environment
STEM	Engineering	General Engineering	Engineering (all)
STEM	Engineering	General Engineering	Engineering (miscellaneous)
STEM	Engineering	Mechanical and Aerospace Engineering	Aerospace Engineering
STEM	Engineering	Mechanical and Aerospace Engineering	Automotive Engineering
STEM	Engineering	General Engineering	Biomedical Engineering
STEM	Engineering	Civil Engineering	Civil and Structural Engineering
STEM	Engineering	Mechanical and Aerospace Engineering	Computational Mechanics
STEM	Engineering	Electrical and Electronic Engineering	Control and Systems Engineering
STEM	Engineering	Electrical and Electronic Engineering	Electrical and Electronic Engineering
STEM	Engineering	Mechanical and Aerospace Engineering	Industrial and Manufacturing Engineering
STEM	Engineering	Mechanical and Aerospace Engineering	Mechanical Engineering



Appendix 3

Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Engineering	Mechanical and Aerospace Engineering	Mechanics of Materials
STEM	Engineering	General Engineering	Ocean Engineering
STEM	Engineering	Civil Engineering	Safety, Risk, Reliability and Quality
STEM	Engineering	Electrical and Electronic Engineering	Media Technology
STEM	Engineering	Civil Engineering	Building and Construction
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Environmental Science (all)
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Environmental Science (miscellaneous)
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Ecological Modeling
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Ecology
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Environmental Chemistry
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Environmental Engineering
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Global and Planetary Change
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Management, Monitoring, Policy and Law



Appendix 3

Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Nature and Landscape Conservation
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Pollution
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Waste Management and Disposal
STEM	Physical Sciences	Geology, Environmental, Earth and Marine Sciences	Water Science and Technology
STEM	Life Sciences	Biological Sciences	Immunology and Microbiology (all)
STEM	Life Sciences	Biological Sciences	Immunology and Microbiology (miscellaneous)
STEM	Life Sciences	Biological Sciences	Applied Microbiology and Biotechnology
STEM	Life Sciences	Biological Sciences	Immunology
STEM	Life Sciences	Biological Sciences	Microbiology
STEM	Life Sciences	Biological Sciences	Parasitology
STEM	Life Sciences	Biological Sciences	Virology
STEM	Engineering	General Engineering	Materials Science (all)
STEM	Engineering	General Engineering	Materials Science (miscellaneous)
STEM	Engineering	General Engineering	Biomaterials



Appendix 3

Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Engineering	General Engineering	Ceramics and Composites
STEM	Engineering	General Engineering	Electronic, Optical and Magnetic Materials
STEM	Engineering	General Engineering	Materials Chemistry
STEM	Engineering	General Engineering	Metals and Alloys
STEM	Engineering	General Engineering	Polymers and Plastics
STEM	Engineering	General Engineering	Surfaces, Coatings and Films
STEM	Physical Sciences	Mathematics and Statistics	Mathematics (all)
STEM	Physical Sciences	Mathematics and Statistics	Mathematics (miscellaneous)
STEM	Physical Sciences	Mathematics and Statistics	Algebra and Number Theory
STEM	Physical Sciences	Mathematics and Statistics	Analysis
STEM	Physical Sciences	Mathematics and Statistics	Applied Mathematics
STEM	Physical Sciences	Mathematics and Statistics	Computational Mathematics
STEM	Physical Sciences	Mathematics and Statistics	Control and Optimization
STEM	Physical Sciences	Mathematics and Statistics	Discrete Mathematics and Combinatorics
STEM	Physical Sciences	Mathematics and Statistics	Geometry and Topology
STEM	Physical Sciences	Mathematics and Statistics	Logic



Appendix 3

Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Physical Sciences	Mathematics and Statistics	Mathematical Physics
STEM	Physical Sciences	Mathematics and Statistics	Modeling and Simulation
STEM	Physical Sciences	Mathematics and Statistics	Numerical Analysis
STEM	Physical Sciences	Mathematics and Statistics	Statistics and Probability
STEM	Physical Sciences	Mathematics and Statistics	Theoretical Computer Science
STEM	Life Sciences	Biological Sciences	Anatomy
STEM	Life Sciences	Biological Sciences	Immunology and Allergy
STEM	Life Sciences	Sport Science	Orthopedics and Sports Medicine
STEM	Life Sciences	Biological Sciences	Toxicology
STEM	Physical Sciences	Physics and Astronomy	Physics and Astronomy (all)
STEM	Physical Sciences	Physics and Astronomy	Physics and Astronomy (miscellaneous)
STEM	Physical Sciences	Physics and Astronomy	Acoustics and Ultrasonics
STEM	Physical Sciences	Physics and Astronomy	Astronomy and Astrophysics
STEM	Physical Sciences	Physics and Astronomy	Condensed Matter Physics
STEM	Physical Sciences	Physics and Astronomy	Instrumentation
STEM	Physical Sciences	Physics and Astronomy	Nuclear and High Energy Physics



Appendix 3

Subject Mapping

broad subject areas for Sustainability Impact Ratings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
STEM	Physical Sciences	Physics and Astronomy	Atomic and Molecular Physics, and Optics
STEM	Physical Sciences	Physics and Astronomy	Radiation
STEM	Physical Sciences	Physics and Astronomy	Statistical and Nonlinear Physics
STEM	Physical Sciences	Physics and Astronomy	Surfaces and Interfaces
STEM	Life Sciences	Veterinary Science	Veterinary (all)
STEM	Life Sciences	Veterinary Science	Veterinary (miscellaneous)
STEM	Life Sciences	Veterinary Science	Equine
STEM	Life Sciences	Veterinary Science	Food Animals
STEM	Life Sciences	Veterinary Science	Small Animals



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