

Access THE's sustainability dataset via:



DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

Request a free demo: data@timeshighereducation.com



Impact Rankings Masterclass 2025



Times Higher Education
Impact Rankings

Central Asia and Caucasus

Our Rankings

IMPACT & SUSTAINABILITY



Times Higher Education
Impact Rankings



Focus: research, teaching, stewardship and outreach against the UN's 17 Sustainable Development Goals

Participation rules: all UG or PG higher education institutions

RESEARCH



**World
University
Rankings**



Focus: research output, research quality, research collaboration, reputation + more

Participation rules: 1,000+ publications over 5 years, teach undergraduates across a range of subjects

Higher Education and the SDGs

- Goals agreed by the UN in 2015
- A common framework for evaluation and a commitment to deliver
- Broad and comprehensive
- Relevant to all universities
- A way of reconnecting to core mission and values



How does it work? (Outside in)



Times Higher Education
Impact Rankings

What are the Impact Rankings?

- 18 different rankings
- One for each SDG
- One overall ranking
- Data from Universities and from Elsevier

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target	Description
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education , including university
4.4	By 2030, substantially increase the number of youth and adults who have relevant skills , including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development , including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
4.b	By 2020, substantially expand globally the number of scholarships available to developing countries , in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.c	By 2030, substantially increase the supply of qualified teachers , including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

How do universities support the SDGs?



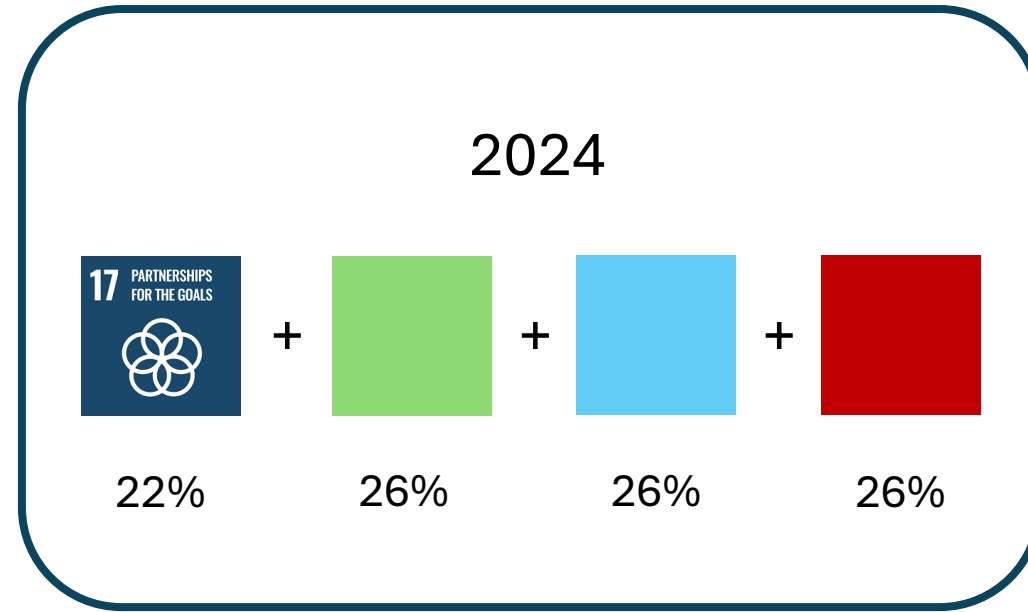
Evidence questions and numeric questions

Alongside traditional questions based on numeric data we also use qualitative data.

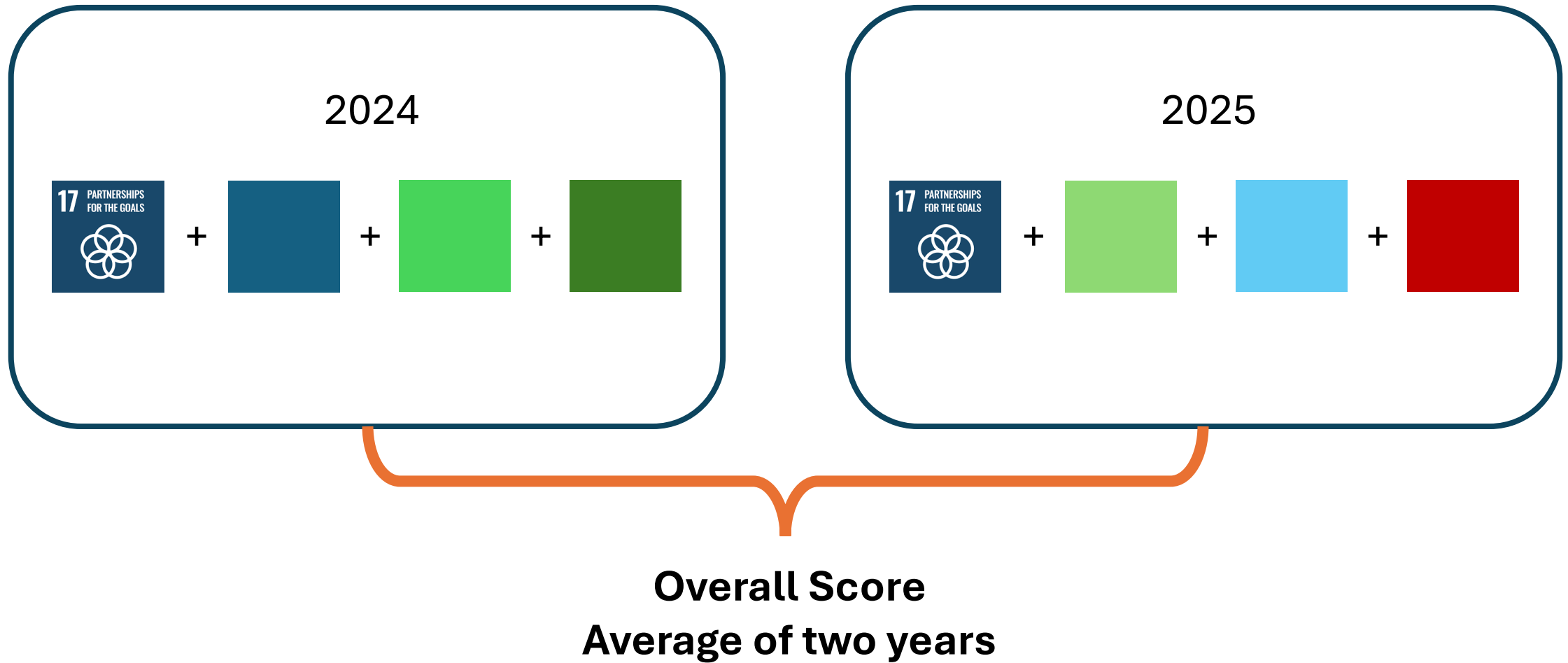
Scoring is based on three elements

- Declaration – university declares it does something
- Evaluation – assessors evaluate supplied evidence
- Publication – additional credit for public evidence

Calculating the annual score



Overall score



How does it work? (Inside out)



Times Higher Education
Impact Rankings

The Impact team



Head of SDG
and Teaching Rankings
Hannah Peacock



Head of Data PMO
Emma Wilkin



Impact Jnr Ranking
Owner
Klara Spustek



Senior Data Editor
Abdullah Arlsan



Supervisor
s 5



Onshore
Team
Up to 40



Offshore
Team
Up to 20



Data Scientist
Victor Melatti



Senior Data
Scientist
Emma Deraze



Data Scientist
Oscar Mumford



Senior Data Scientist
Sam Armenta Butt



Data insights



Times Higher Education
Impact Rankings



Times Higher Education
Impact Rankings

The largest and most comprehensive global university ranking
dedicated to the UN sustainable development goals



2526

Universities

2318

Number of universities ranked overall

220,000+

documents collected

230,000+

measurements

3.7m

publications on the SDGs

75

metrics*

130

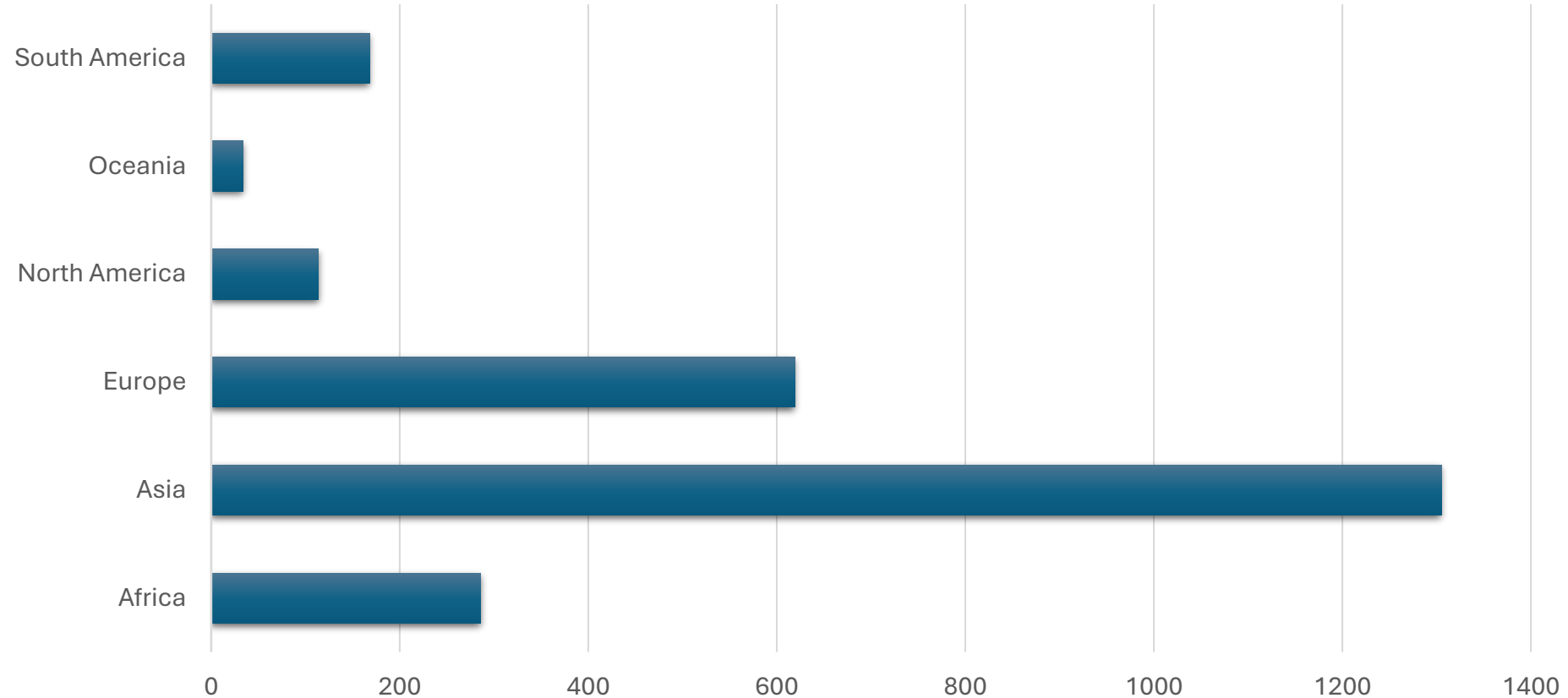
Countries and regions

251

indicators*



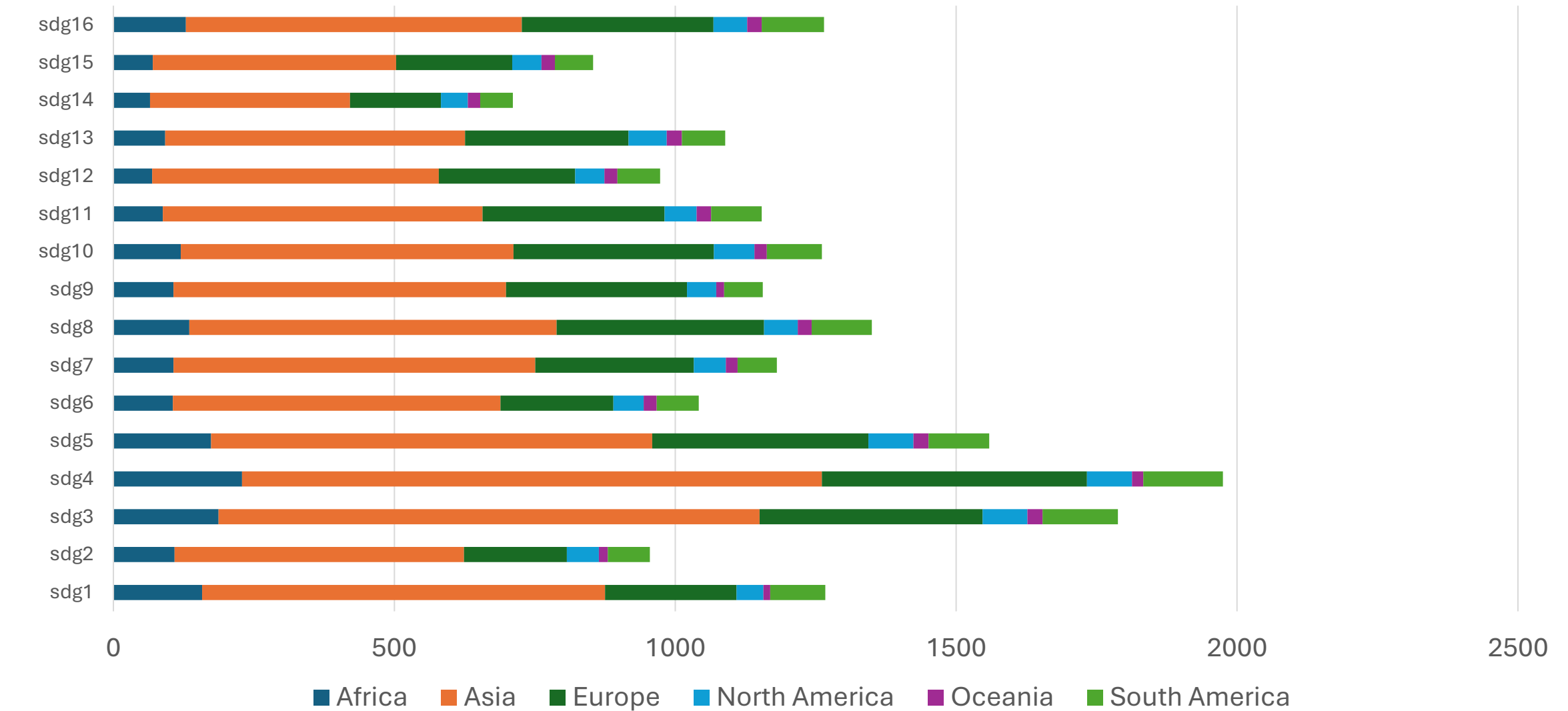
Participation by continents



Top 10 overall

Name	Country/Region	Rank_
Western Sydney University	Australia	1
University of Manchester	United Kingdom	2
Kyungpook National University (KNU)	South Korea	3
Griffith University	Australia	=4
University of Tasmania	Australia	=4
Arizona State University (Tempe)	United States	=6
Queen's University	Canada	=6
University of Alberta	Canada	8
Aalborg University	Denmark	=9
Universitas Airlangga	Indonesia	=9

Participation in SDGs



Why do universities participate?



Times Higher Education
Impact Rankings

Visibility

ITS in THE Impact Rankings 2024



SUSTAINABLE DEVELOPMENT

University Impact Rankings 2024: The world's top universities for delivering the Sustainable Development Goals

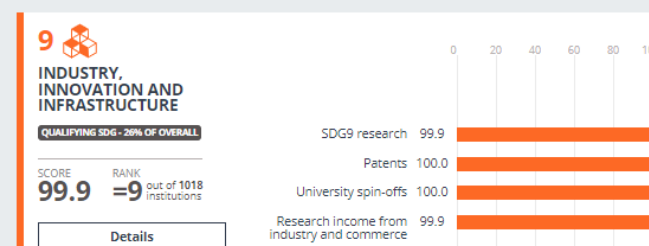
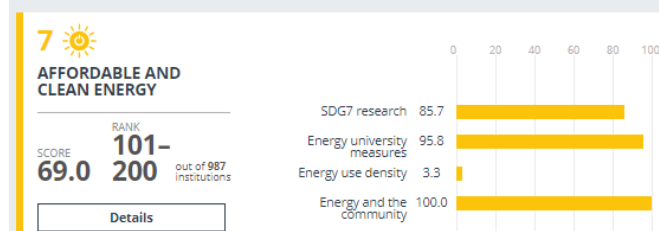
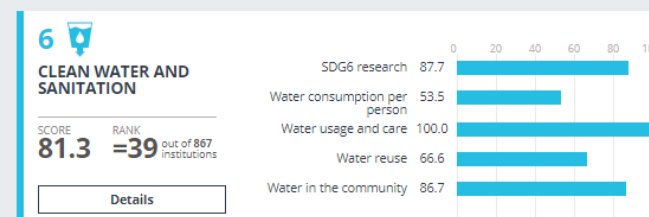
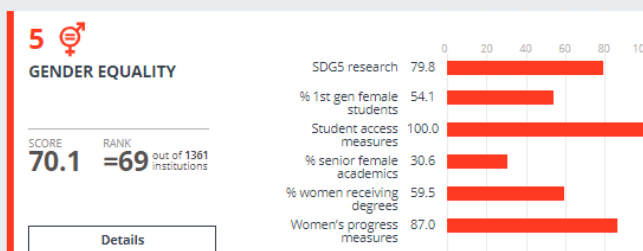
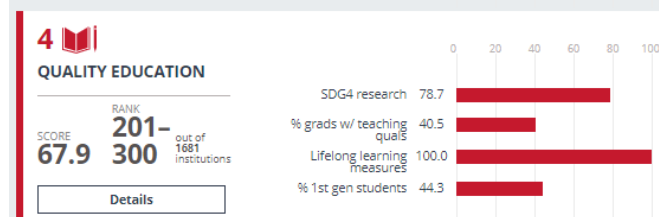
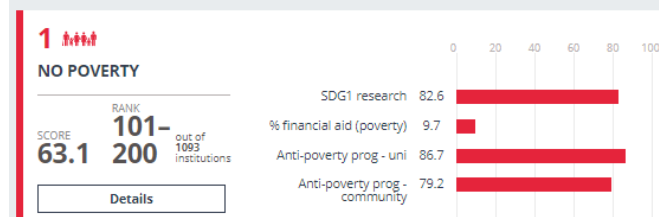
Jun 12, 2024



Benchmarking

Sustainable Development Goals Breakdowns

Info



Benchmarking

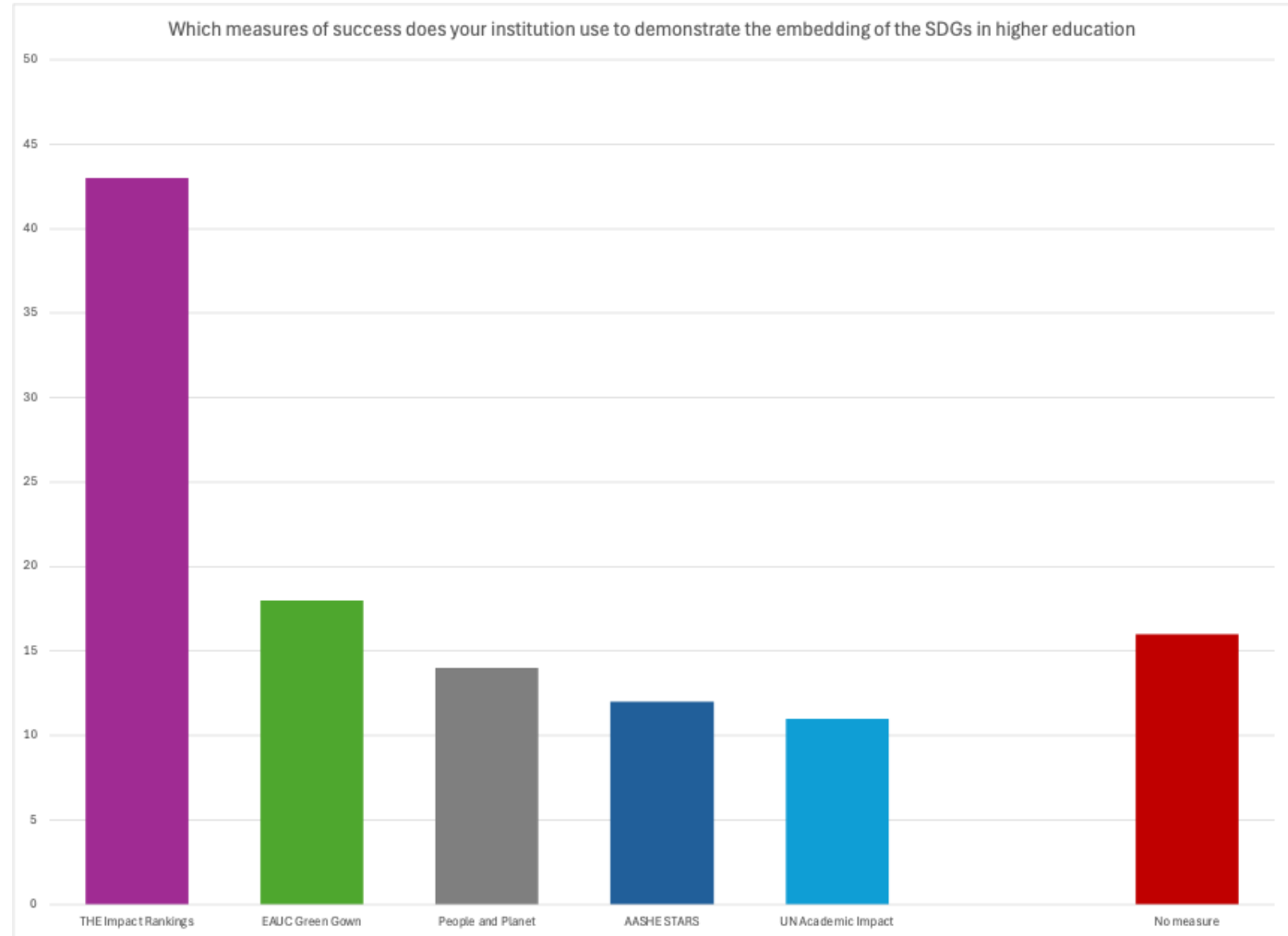


Comparison to other systems

THE's Impact Rankings is the most popular measure of success for demonstrating SDG progress

Based on a survey of European universities

Filho, W.L., Sierra, J., Price, E. *et al.* The role of universities in accelerating the sustainable development goals in Europe. *Sci Rep* **14**, 15464 (2024).
<https://doi.org/10.1038/s41598-024-65820-9>



AI to help evidence validation



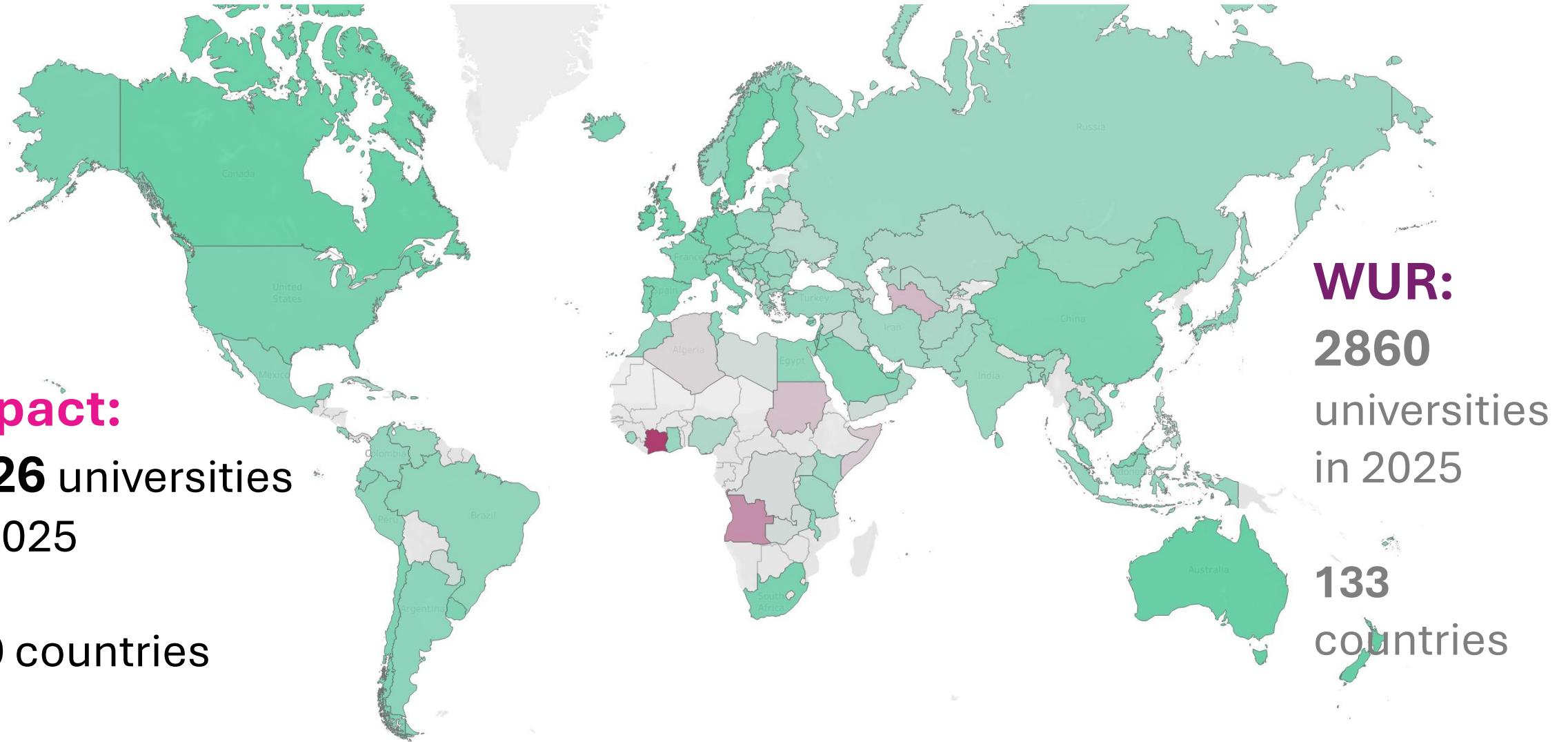
Times Higher Education
Impact Rankings

A truly global ranking

Impact:

2526 universities
in 2025

130 countries



Assessing universities' evidence data



15.3.3 Local biodiversity included in planning and development

Do you include local biodiversity into any planning and development process (e.g. construction of new buildings)

- If **YES**, universities can provide evidence of activities: URL, pdf...



Relevant

- Evidence is **assessed**



Not relevant

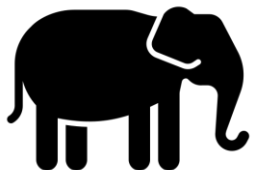
Assessing universities' data across the whole ranking

Up to **251 indicators** per
data submission



Approx. **280,000 documents** to review
equivalent to 40,000 100-pages books

Our challenges



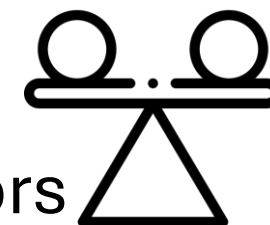
- A ranking that is growing and **will continue to grow**



- **Resource-intensive** data assessment required

- The **largest ranking** we run

- We need **consistency** across human validators



- **Large, varied, complex** documents to review
... in **approx. 50 languages**

Universities also have some challenges



- complex guidelines (180 pages), hard to know what will or will not **fit the requirements**



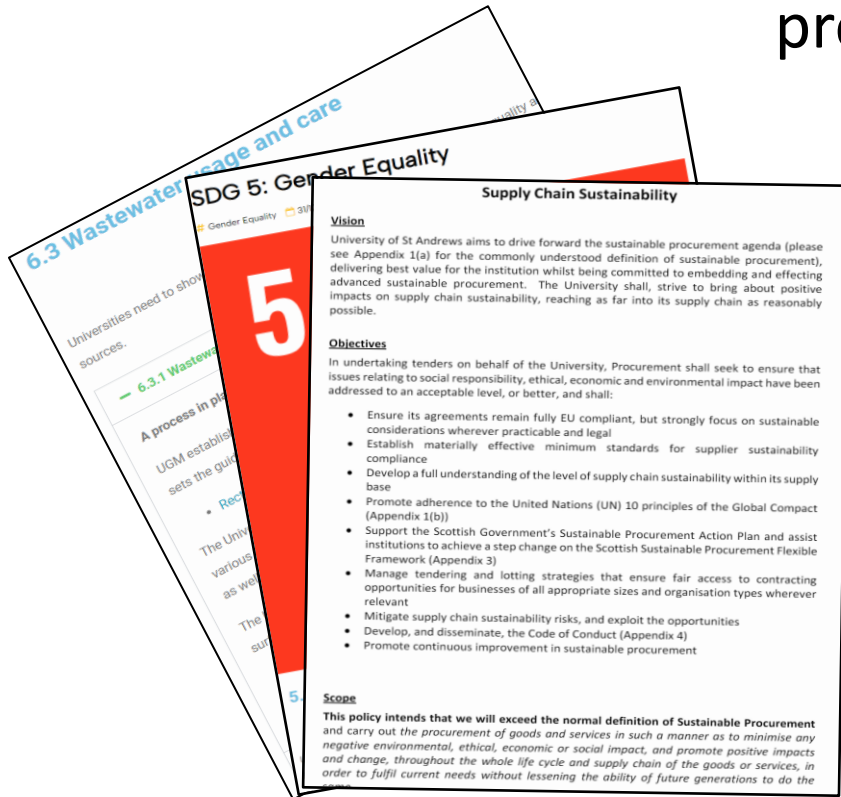
- THE's assessment can be **difficult to understand**
providing the right evidence is **a lot of work!**

Our goal

- A scalable process
- High-quality data
- Consistent assessment
- Ability to handle all languages and all document sizes
 - *A better ranking*
- An **easier data submission process** for universities

What can Large Language Models do?

LLMs are capable of generating new text that is coherent with the provided **context** and **prompt**

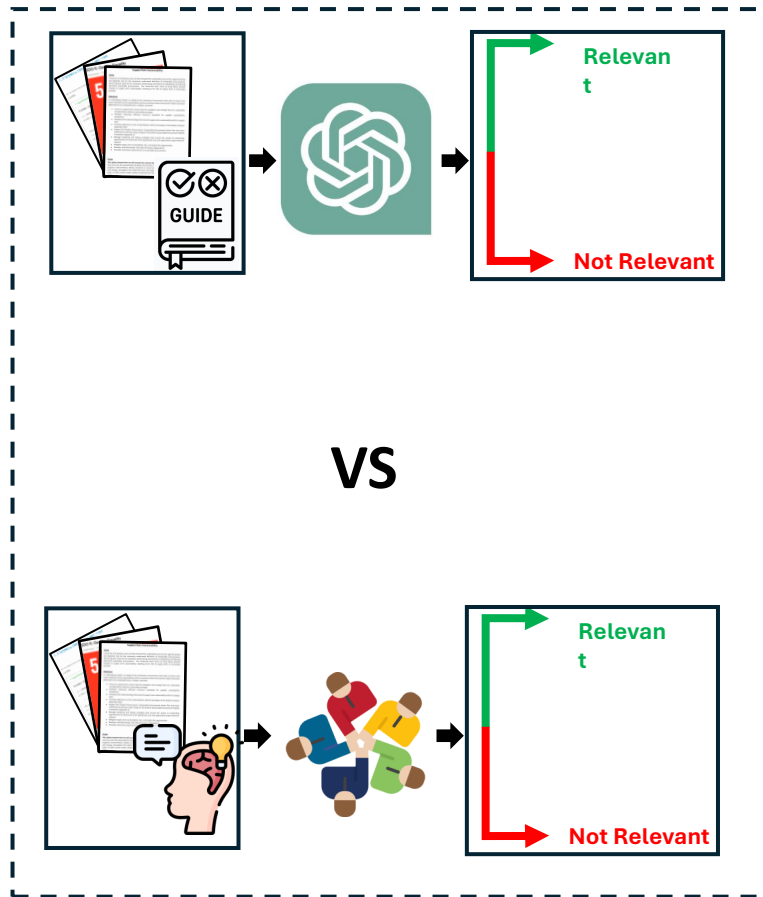


Context: the submitted evidence



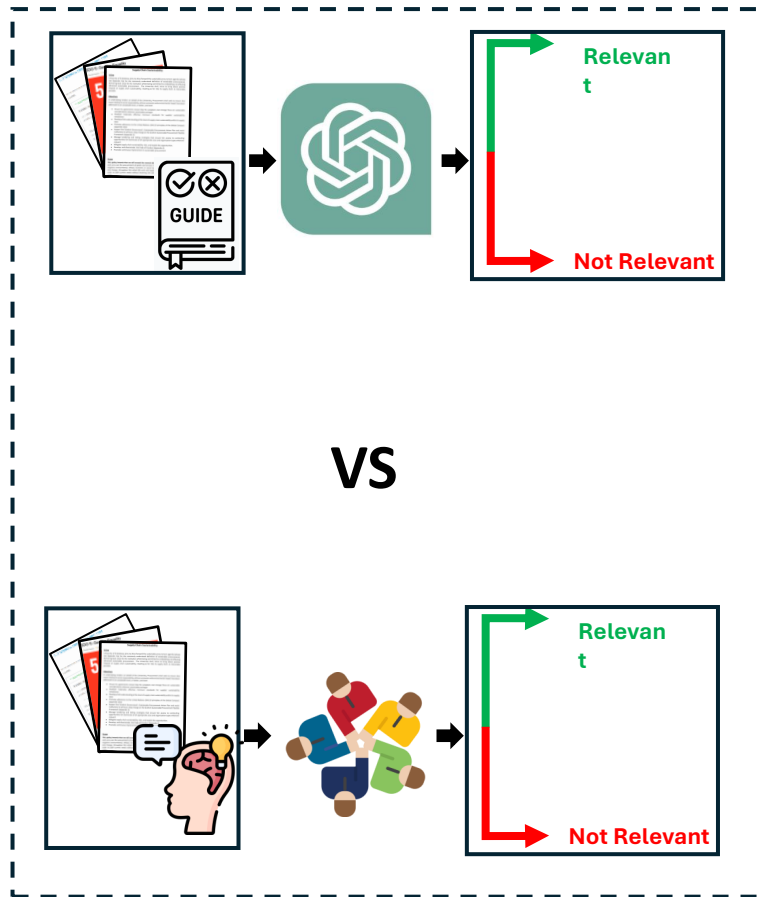
Prompt: a guidance book on how the LLM should behave

Can AI be safely used in the validation process?



- **On average**, LLM is far more consistent (+80%) and accurate (+3%) than validators
 - The process is scalable
 - Saves time and money
-
- On **edge cases**, experienced validators perform better than LLM
 - Better performance on **deceptive** evidence

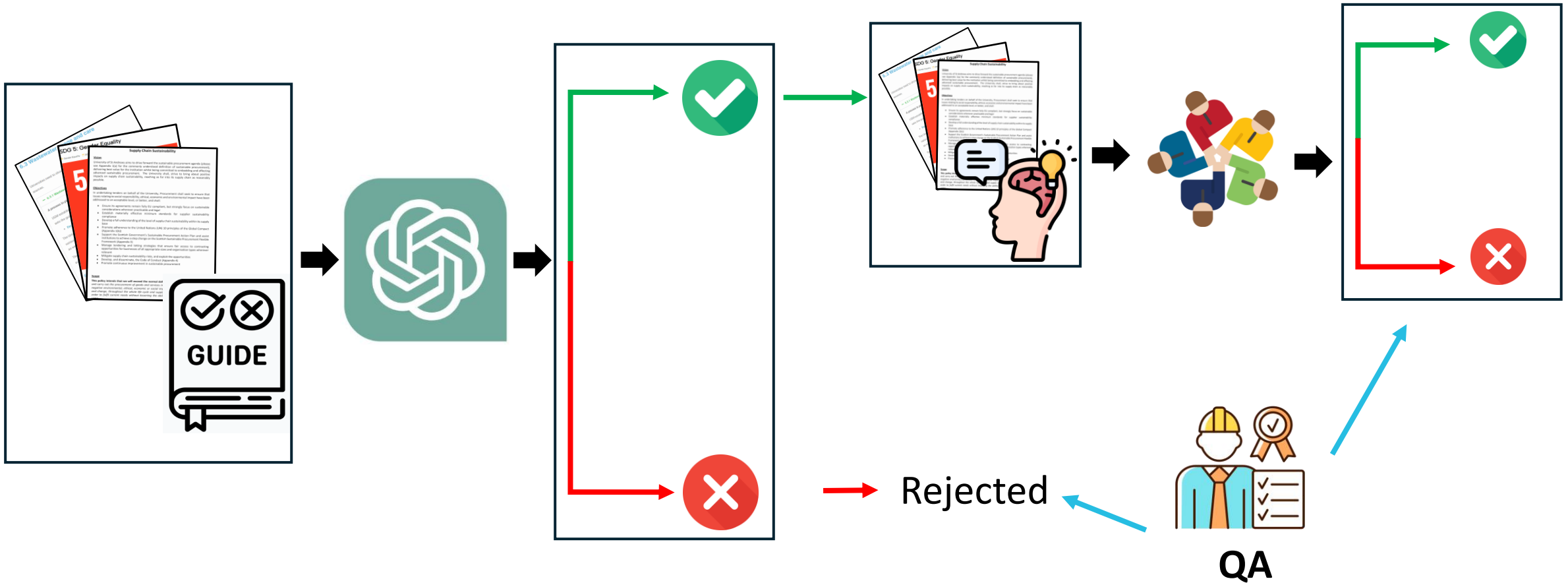
Evidence submitted by universities



- Ideally should be publicly available, URLs instead of documents
- Add evidence that takes you straight to the proof, i.e reports URLs, avoid clicking around
- Can be in any language

How we plan to use AI during validation?

We will adopt a **hybrid** validation that combines the **best** of the two methods



What's next?

- Further testing and refining
- Building LLM integration into our ranking process for Impact 2026
- Continued development of the LLM products
→ *We welcome all feedback!*

Best practice



Times Higher Education
Impact Rankings

SDG 1 No Poverty

1 NO
POVERTY



1.3.3 "Does your university as a body provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university?"

University of Glasgow (UK)

<https://www.gla.ac.uk/myglasgow/registry/finance/funds/discretionarychildcare/>

Discretionary and Childcare Funds

About the Funds

The Discretionary and Childcare Funds provide financial support to eligible students to help cover costs relating to childcare, living expenses, and study needs (excluding tuition fees). Since funds are limited, we recommend applying as early as possible, ideally at the start of the academic year.

While these funds can help reduce financial pressure, they are not meant to cover all your expenses or replace your primary income. Most awards are given as monthly, non-repayable payments until the end of July. Some students may receive a one-time, non-repayable grant instead.

Childcare Support

If you receive childcare support, it's important to notify the Financial Aid Team right away of any changes to your registered childcare arrangements. Changes could affect your payment amounts, possibly leading to overpayments or underpayments.

Please note that childcare awards are paid directly to you, not the childcare provider. Payments are made in arrears (after the childcare services have been provided). It's your responsibility to ensure that your childcare provider is paid on time. If you experience any issues with your payments, such as a missed payment, please contact the Financial Aid Team as soon as possible for assistance.

We work with childcare providers to verify costs and ensure accuracy and instances of fraudulent claims are reported.



Discretionary Fund



Childcare Fund



Times Higher Education
Impact Rankings



SDG 3 – Good Health and Well-being

3.3.3 " Does your university as a body share sports facilities with the local community, for instance with local schools or with the general public?"

RCSI University of Medicine and Health Sciences (Ireland)

<https://www.rcsi.com/dublin/student-life/life-on-campus/sports>

Community engagement

RCSI is committed to supporting our local community by making our facilities in Dublin city centre and in Dardistown in north county Dublin available to local schools, youth organisations and community groups at no cost. We collaborate closely with local sports clubs and community institutions, such as Aungier Celtic soccer club and Na Fianna GAA, to offer sports facilities for the benefit of the community.

Through RCSI REACH and our student-led clubs and societies, we organise a range of sports activities for diverse groups, including schoolchildren, elderly residents, and youth. These initiatives are designed to promote physical health and provide an outlet, enhancing the overall well-being of the community.





SDG 4 – Quality Education

4.3.1 "Does your university as a body provide free access to educational resources for those not studying at the university, e.g. computers, library, online courses, access to lectures, etc?"

Aalborg
University (Denmark)

<https://www.en.aub.aau.dk/meet-us/public-access>

WE ARE A

PUBLIC LIBRARY

Aalborg University Library is a public library with free access. Our main task is to service and support Aalborg University. However, any permanent resident may obtain a free library card and use our print collections and library facilities during regular opening hours at no charge. The library computers also provide free access to our online resources.

- Create a profile (library registration form)
- Branches and opening hours



SDG 4 – Quality Education

4.3.4 "Does your university as a body undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus, e.g. in local schools, in the community, including voluntary student-run schemes?"

Van Lang University (Vietnam)

<https://www.vlu.edu.vn/en/news/van-lang-university-s-students-teach-english-for-free-to-children>

Van Lang University's students teach English for free to children

BY Green Summer Campaign Tutor Team

DATE 22/07/2022 (310 views)

SUSTAINABLE DEVELOPMENT GOALS **4**



On July 23rd, 2022, the English Tutor Team from Van Lang University launched the 2022 Green Summer Campaign with the theme "Space Station." They participated in providing free English lessons to young children at Van Lang Secondary School (51 Tran Quy Khoach Street, Tan Dinh Ward, District 1) and the Cultural Center of Ward 4, Binh Thanh District, Ho Chi Minh City.

SDG 17 – Partnerships for the Goals



17.3. Publication of SDGx Reports

Queen's University Belfast (United Kingdom)

https://www.qub.ac.uk/about/sustainability/files/QU_B_SustainabilityReport.pdf

TRANSFORMING GENDER EQUALITY IN HIGHER EDUCATION



Queen's University Belfast was awarded the prestigious Gold Athena Swan Award. As a result, Queen's is the first university on the island of Ireland and only the second in the UK to achieve an institutional Gold Award for its work on improving gender equality. The University also holds 15 School Awards comprising three Gold, seven Silver and five Bronze. The Advance HE Athena Swan Charter is used internationally as a framework to support the advancement of gender equality within higher education and research. Queen's University Belfast has been a member of the Athena Swan Charter since its formation in 2005.

“ We are absolutely thrilled to become the first university on the island of Ireland and the second in the UK to achieve an institutional Athena Swan Gold Award. The wider Equality, Diversity and Inclusion agenda underpins everything that we do here at Queen's.



Professor Karen McCloskey,
Director of Queen's Gender Initiative

SUSTAINABLE PRINT POLICY



In June 2022, Queen's launched a sustainable print policy to help limit printing and reduce the University's carbon footprint. With the Sustainable Development Goals – specifically 'responsible consumption' – at its core, the implementation of the Sustainable Print

Policy is contributing towards the University's journey to net-zero emissions.

As part of the policy, colleagues in Finance and DIS have been delivering a campaign to encourage staff and students to work digitally as much as possible and to adopt sustainable print behaviours, including minimising paper usage and consumable waste by delivering teaching and learning materials in digital form – an approach that enables students to access materials from any location and on a wide variety of devices.

“ Our new Sustainable Print Policy and the associated Managed Print Service have reduced our impact on the environment while enabling staff and students to work smarter. Aligning with the ambitions of our Net Zero Plan, the Managed Print Service enables us to access real-time data that helps us to better understand printing behaviours and continuously identify and respond where support and changes can further enhance sustainable approaches and behaviours.



Gillian Mayhem,
Finance Directorate

FIG. 04: REDUCTION IN PRINTED MATERIALS SINCE 2019

65% REDUCTION IN PRINTED MATERIALS

PRINT FLEET DECLINED BY 88 DEVICES

REMOVAL OF 556 DESKTOP PRINTERS



INTEGRATING SUSTAINABILITY WITHIN OUR BUILT INFRASTRUCTURES



The new Queen's Business School Student Hub, located at Riddel Hall, was completed in May 2023. A low-energy, ecologically sensitive design approach was adopted from the outset. The building is a pioneer in its use of geothermal renewable energy. It also draws 100% of its electricity from renewable sources. Further sustainability features integrated

include swift bricks, EV and PV panels. The need for a net-zero design, with geothermal heat-pumps used as the alternative to fossil fuels.

Queen's commitment to achieving net zero by 2040, making carbon buildings with sustainable sources is vital. The new Business School Student hub is achieving net zero.

Image of the Queen's Business School Student Hub.

ENHANCING THE SUSTAINABILITY OF OUR RESEARCH AND TEACHING LABS



The Laboratory Efficiency Assessment Framework (LEAF) was successfully piloted within 12 labs across Queen's in early 2022, resulting in a roll-out to a total of 31 labs by June 2023. LEAF provides a framework for labs to embed positive sustainability practices, decrease their carbon emissions, improving the sustainability and efficiency of their labs. Criteria focuses on energy, water, waste and engagement.

“ I have seen a great deal of change in how we work within labs over the past two decades. More recently, it's been fantastic to be part of a shift in how laboratory-based research can contribute to addressing the climate and ecological emergencies through their science by taking part in LEAF.



Maria Rea,
Patrick G Johnston Centre for Cancer Research

REDUCTION IN CARBON EMISSIONS DUE TO GEOTHERMAL HEATING





SDG 17 – Partnerships for the Goals

17.3. Publication of SDGx Reports

James Cook University (Australia)

https://www.jcu.edu.au/_data/assets/pdf_file/0008/2217563/2023-Sustainability-Report_FULL.pdf

2.0 Social sustainability action

2.1 SDG 3 good health and wellbeing outreach in the north Queensland community

In 2023 JCU actively strove to improve the health and wellbeing of students, staff and the North Queensland community. JCU students and staff provided 109,300 local community member appointments in health and allied health clinics in the Cairns and Townsville regions in 2023. JCU outreach services for physical and mental health were provided at record levels, particularly counselling services.

JCU students provided many hours of placement in dental, medicine, physiotherapy, psychology, speech therapy, nursing and occupational therapy at hospitals and clinics across the region. The patients that JCU students help are often from low-socioeconomic backgrounds and are struggling to afford healthcare. JCU student placements cover rural and remote areas across northern Australia including the Torres Strait where access to healthcare is limited.



Table 2.1 – Summary of JCU Health Clinic community outreach activities for 2023

Figure 5.1: Environmental Sustainability – JCU at a glance

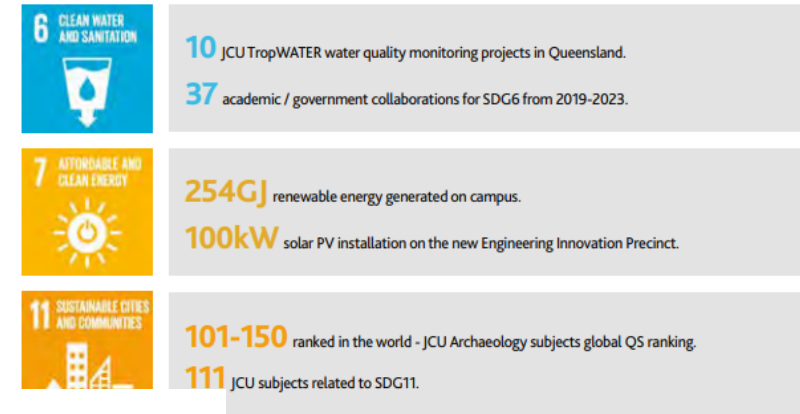
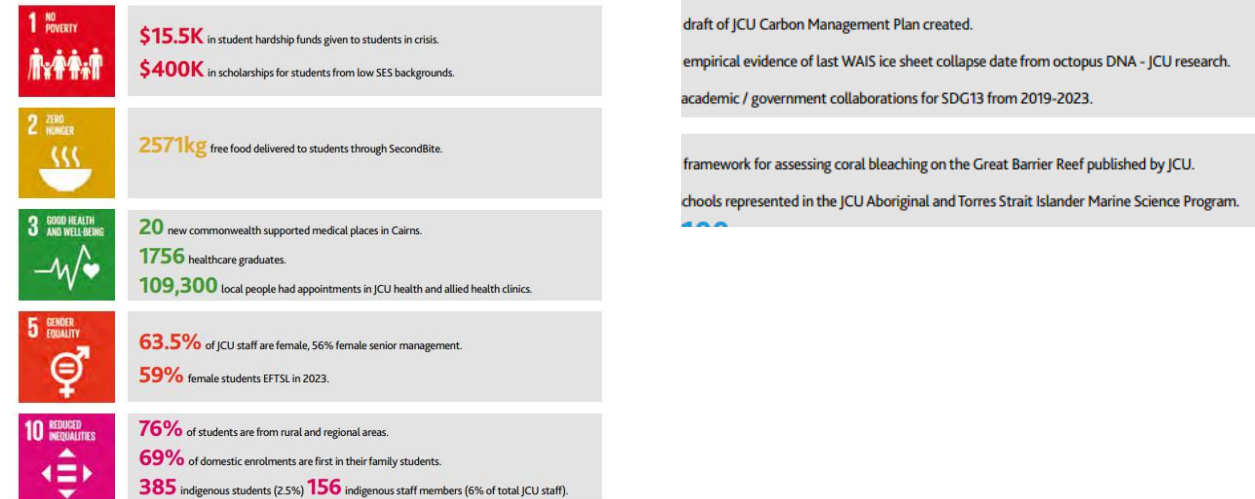


Figure 2.1: Social sustainability - JCU at a glance



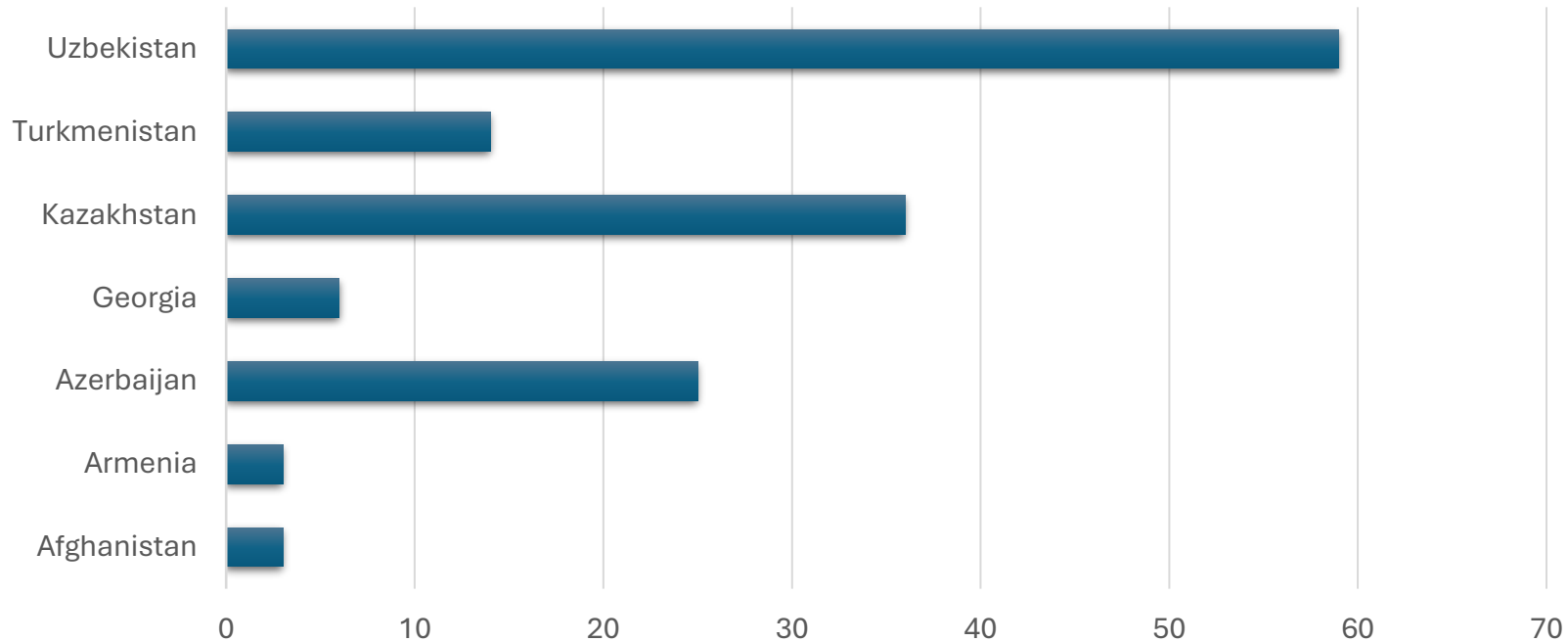
Regional analyses



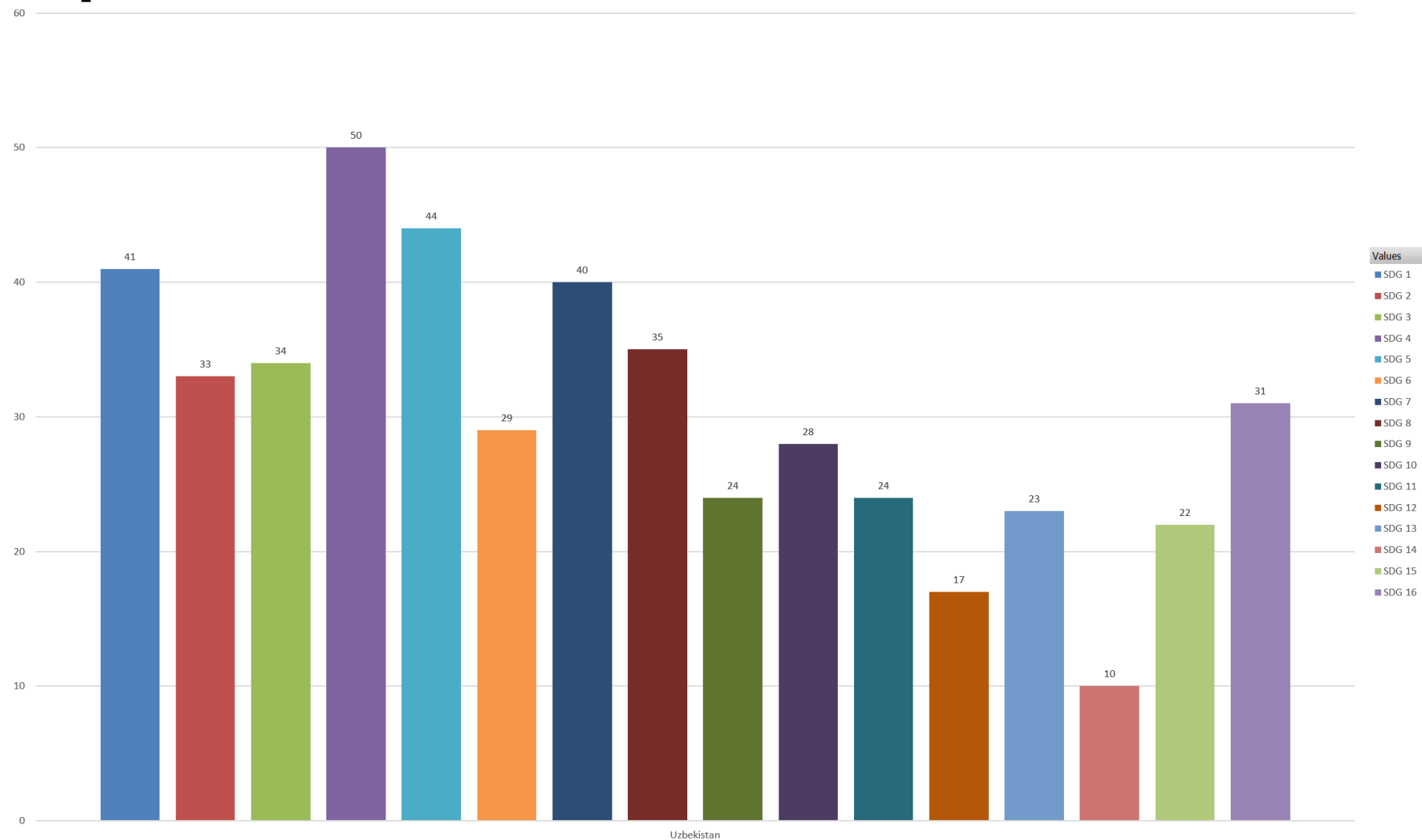
Times Higher Education
Impact Rankings

Central Asia and Caucasus

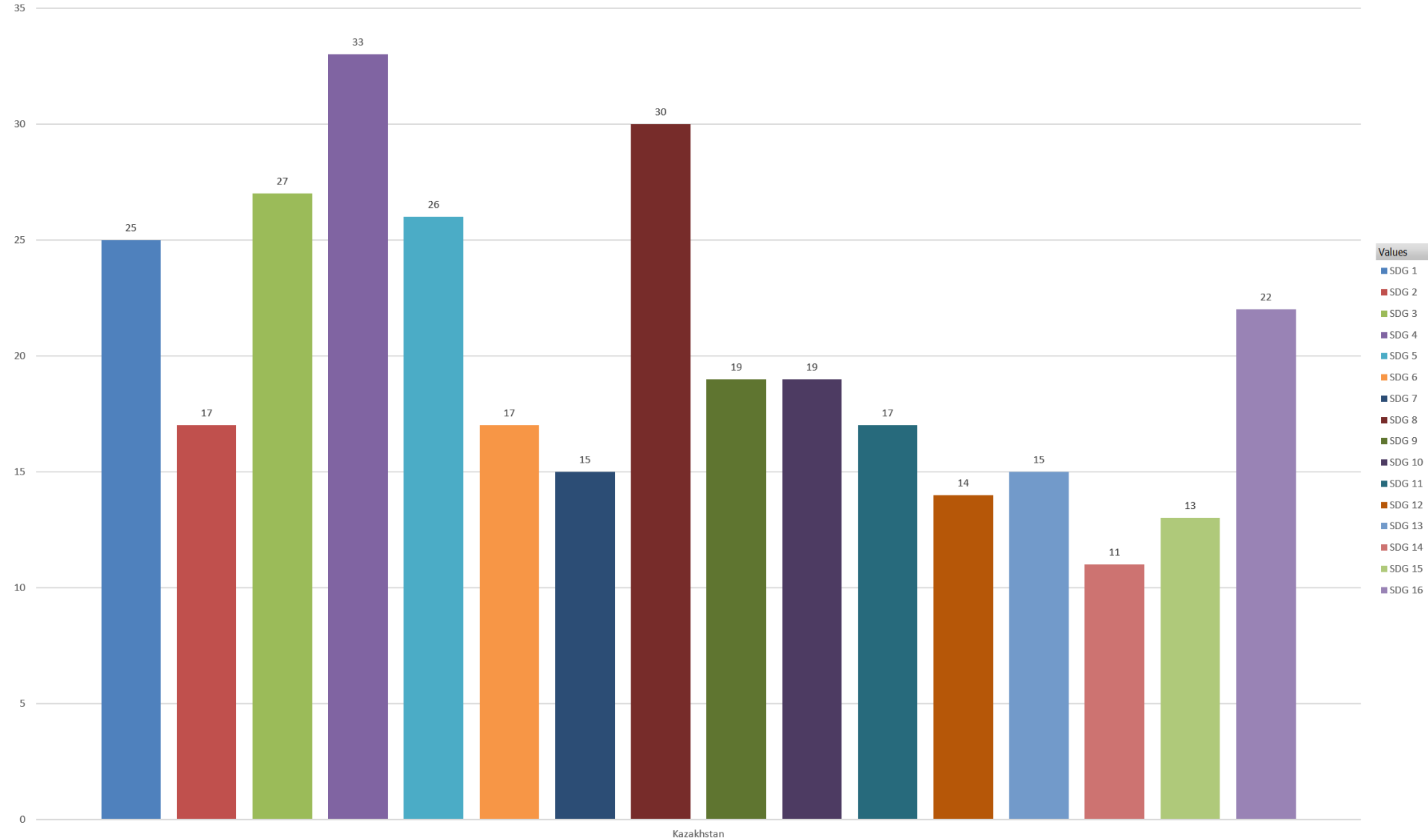
Participation by countries in overall Impact rankings



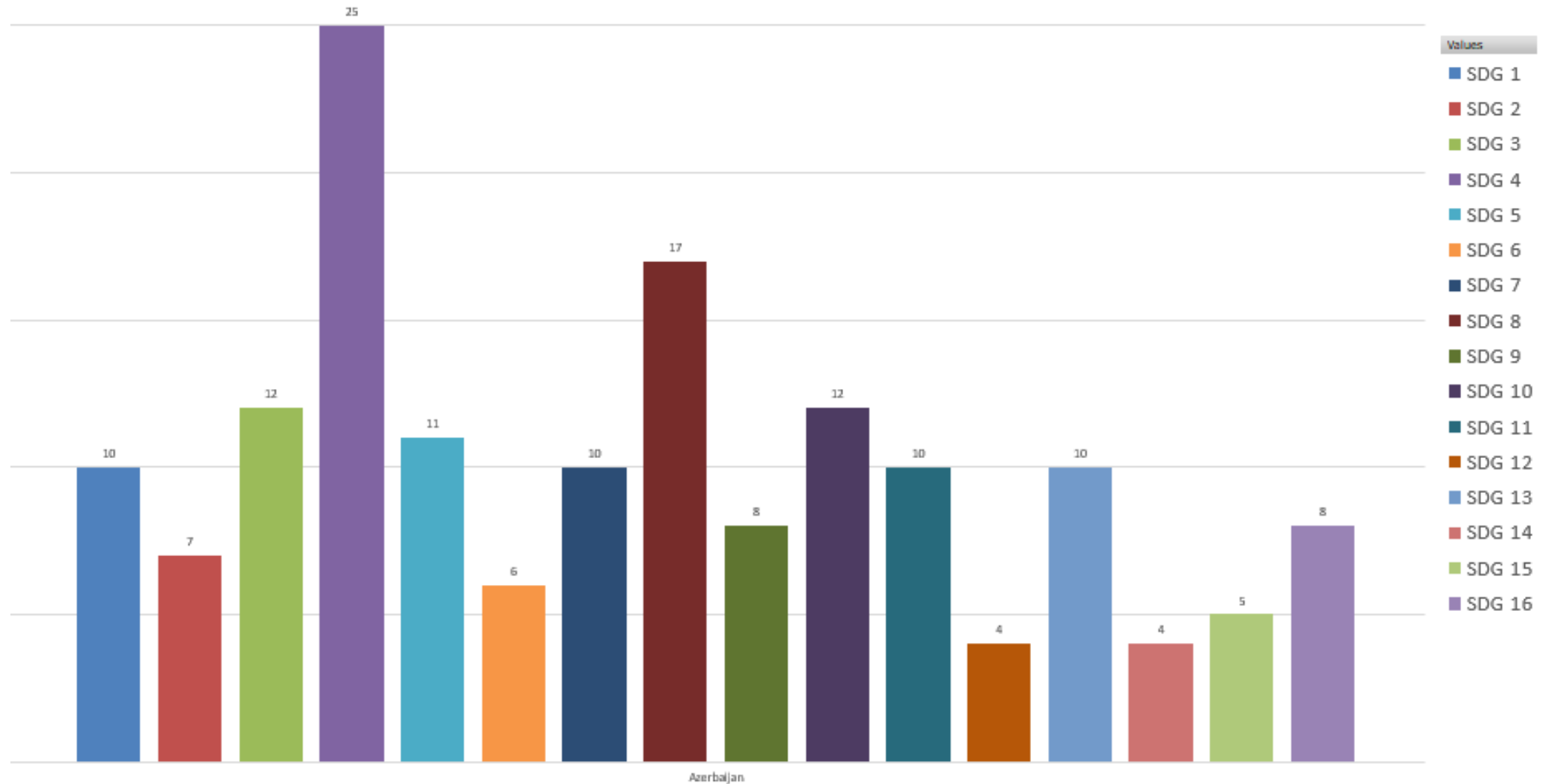
Participation in SDGs in Uzbekistan



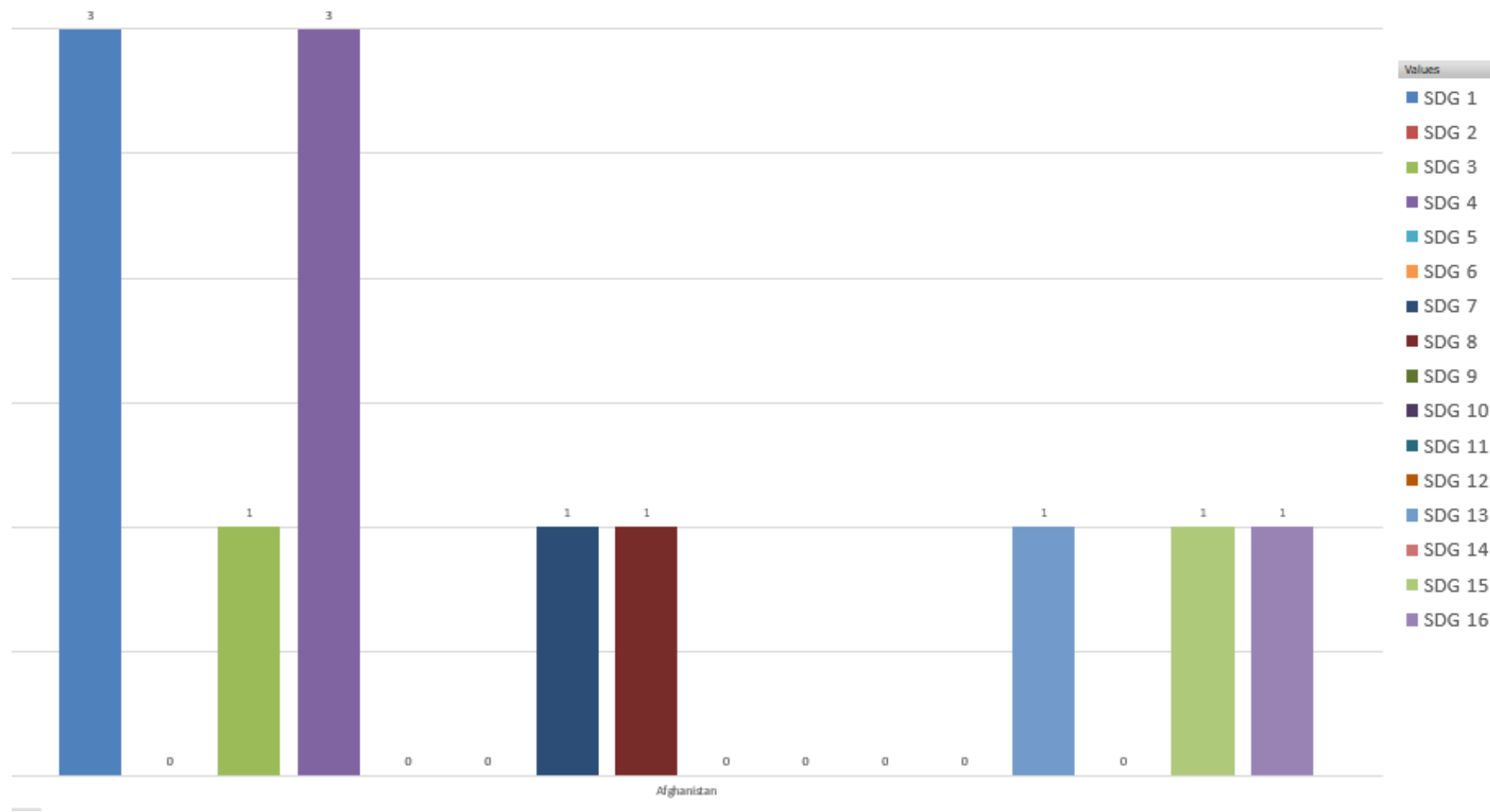
Participation in SDGs in Kazakhstan



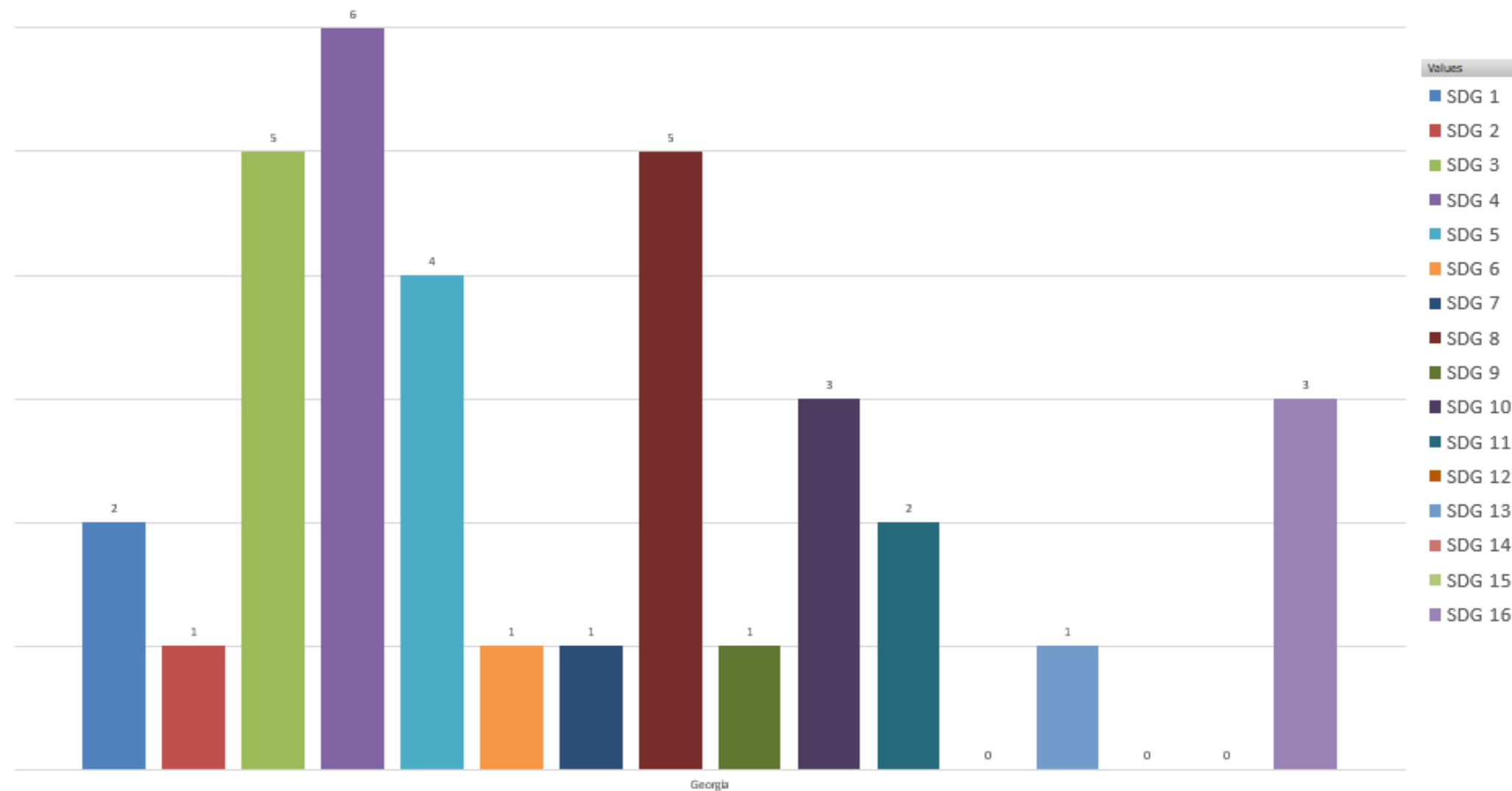
Participation in SDGs in Azerbaijan



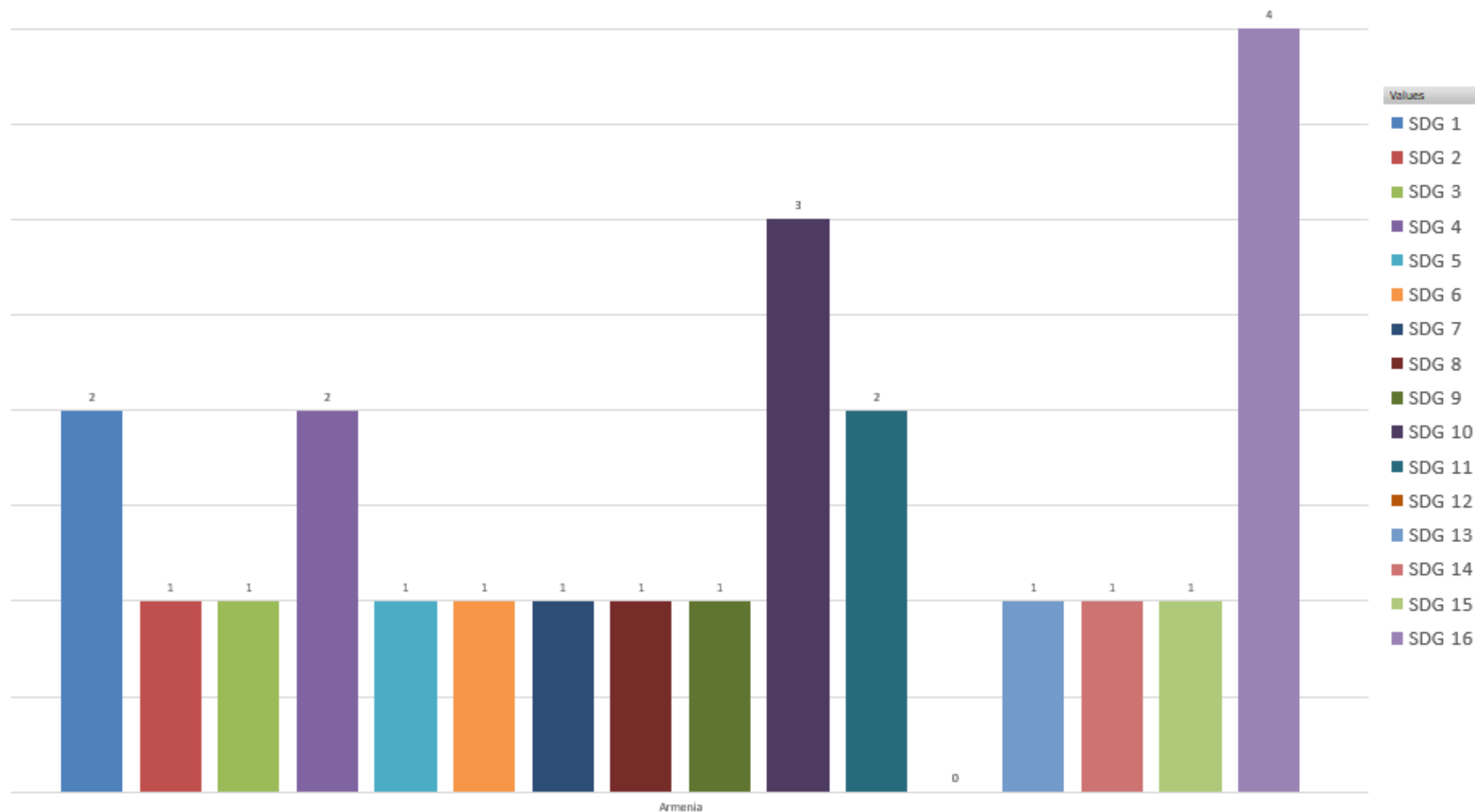
Participation in SDGs in Afghanistan



Participation in SDGs in Georgia



Participation in SDGs in Armenia



Overview of changes for 2026



Times Higher Education
Impact Rankings

The Impact Rankings: re-defining excellence since 2019

Since 2019, the Impact Rankings have provided a **unique framework** to evaluate, recognise, celebrate and benchmark universities' wide and diverse social and economic impact, framed through the lens of the 17 separate UN Sustainable Development Goals.

The 17 SDGs provide a **uniquely broad framework** for assessing university impact, covering everything from tackling poverty and supporting good health, to delivering decent work, innovation and economic growth, to improving the global environment to supporting peace and justice.



The Impact Rankings: highly valued by the global community

84 per cent agreed/strongly agreed that “the impact rankings are an important tool to showcase contributions towards the UN SDGs”.

48 per cent agreed/strongly agreed that “the impact rankings are the only comprehensive measure of universities’ contribution to the SDGs”.

85 per cent agreed/strongly agreed that “being part of the impact rankings helps improve the reputation of the university.”



A uniquely comprehensive framework

The Impact rankings assess universities across four key aspects: **research**; **teaching**; **outreach to communities**; and the **stewardship** of their resources.

Universities are assessed for any or all of the 17 separate SDGs, providing 17 separate rankings for each goal (and an additional overall ranking scored through universities' best three SDGs).

The ranking involves over 200 separate measurements, with metrics linked closely to the UN-set goals themselves.



A clear, global signal of excellence

1/5

No. 1 in the United States for driving impact

—Times Higher Education United Nations Sustainable Development Goals

2,303

86

306

arizonastateuniversity

Follow

ASU is again named a global leader in sustainability — ranked No. 1 in the U.S. for ...

7th in the world!

2024 Times Higher Education Impact Rankings

4,252

19

937

unsw

Follow

Rankings season continues! We're proud that UNSW has ranked 7th in the world in the ...

泰晤士高等教育世界大學影響力排名 THE Impact Rankings

2024

#44

#83

2022

2023

487

1

47

thechineseuniversityof...

Follow

中大於2024年度 #泰晤士高等教育世界大學影響力排名 第44位，較去年上升39位。而中大整體 ...

#1 UNI IN THE WORLD 2022 | 2023 2024 TIMES HIGHER EDUCATION IMPACT RANKINGS

UCC Ireland @UCC · Jun 1, 2023

Today, UCC is ranked as a world-leading university for our contributions towards securing a sustainable future.

@timeshighered recognises UCC for our impact and commitment to the @UN Sustainable Development Goals.

ucc.ie/en/news/2023/u... #THEglobalImpact #THEunirankings

58th top university in the world

TIMES HIGHER EDUCATION IMPACT RANKINGS 2023

1

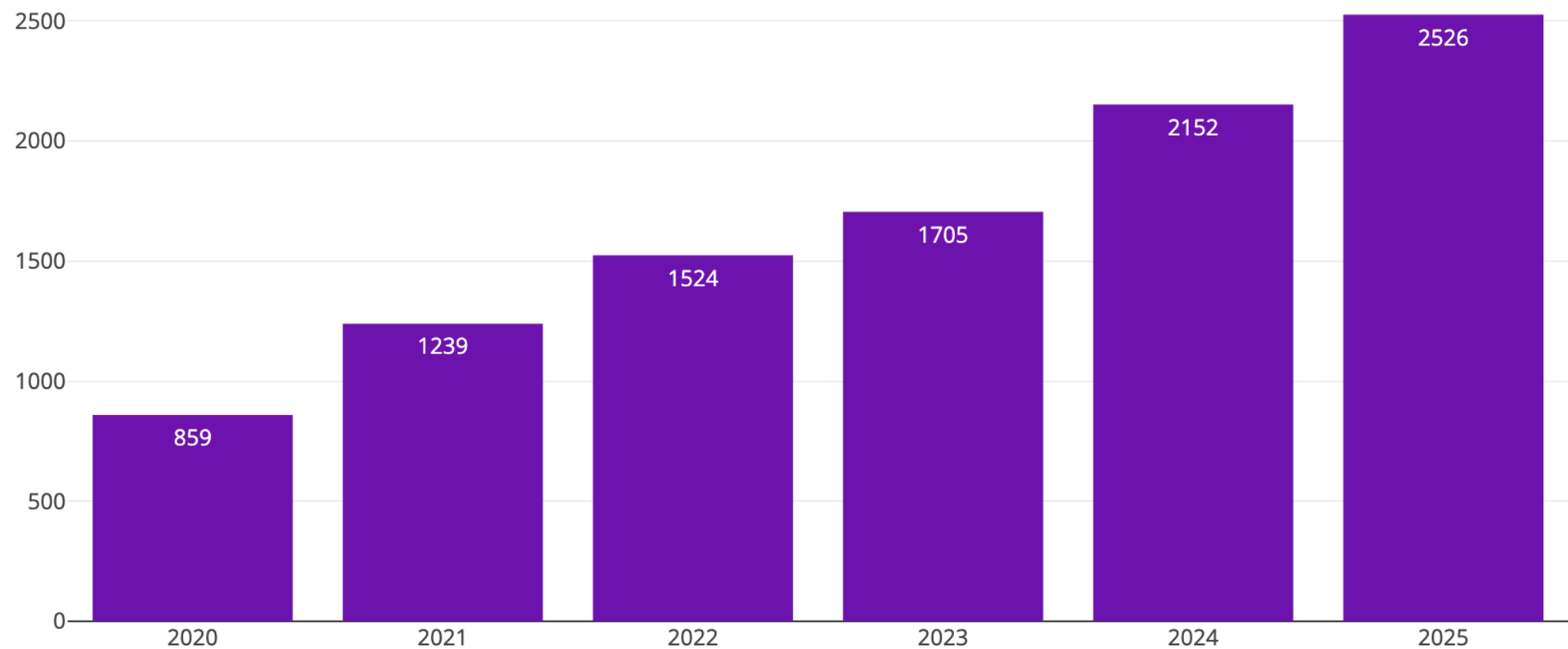
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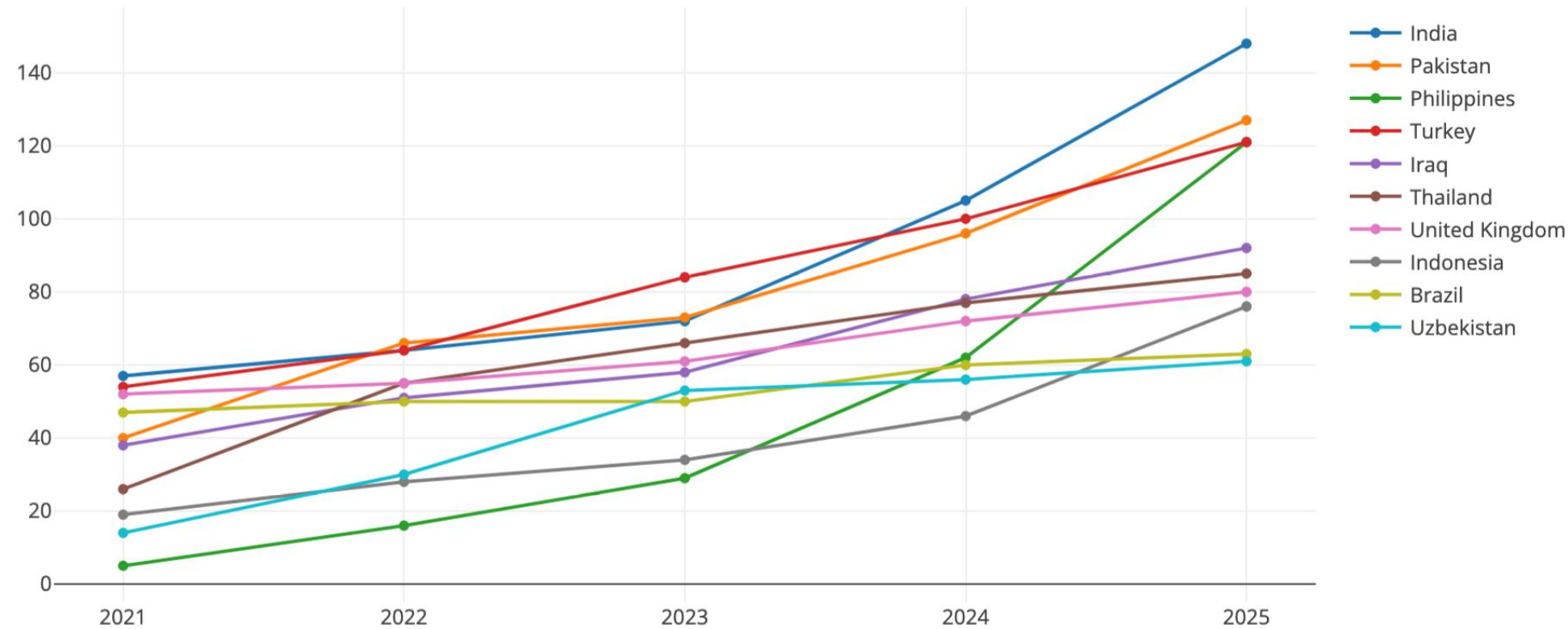
Strong growth in participation

Impact rankings participation

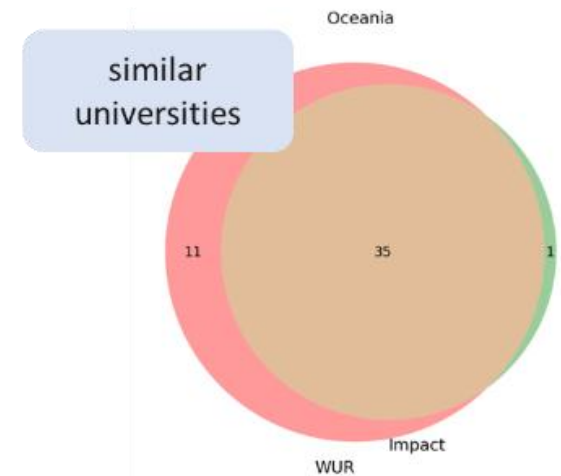
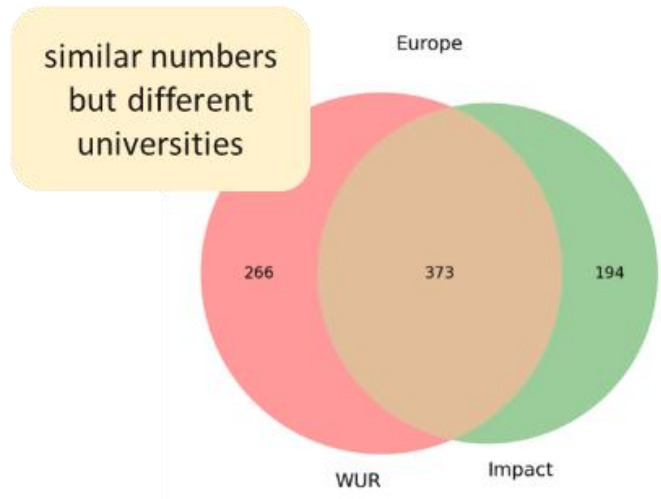
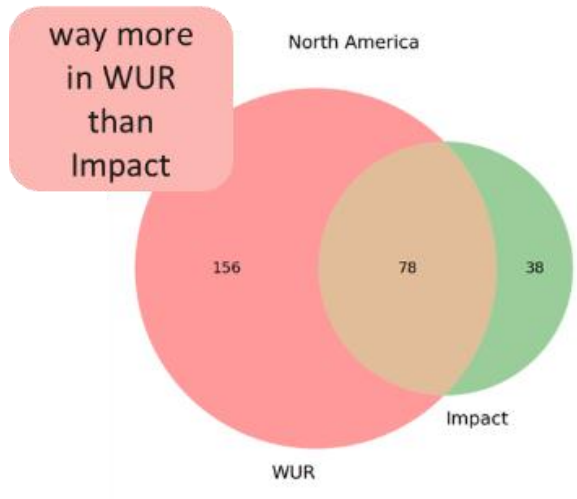
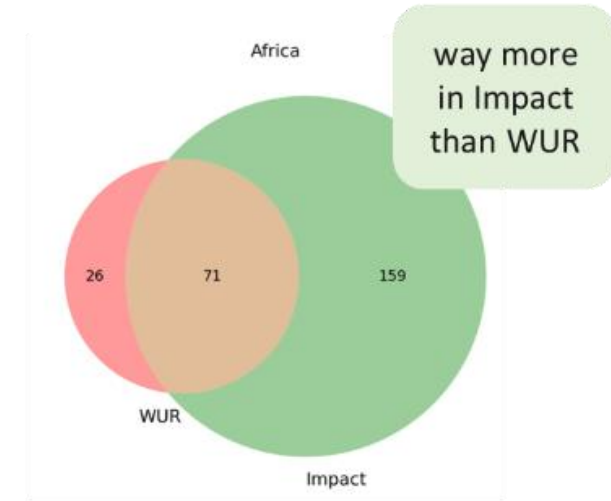
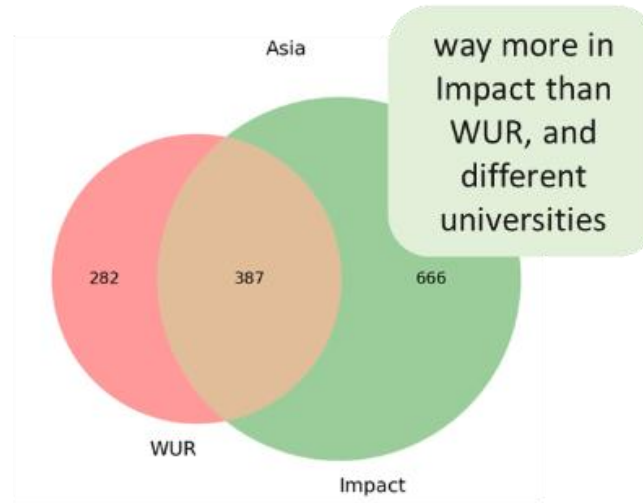
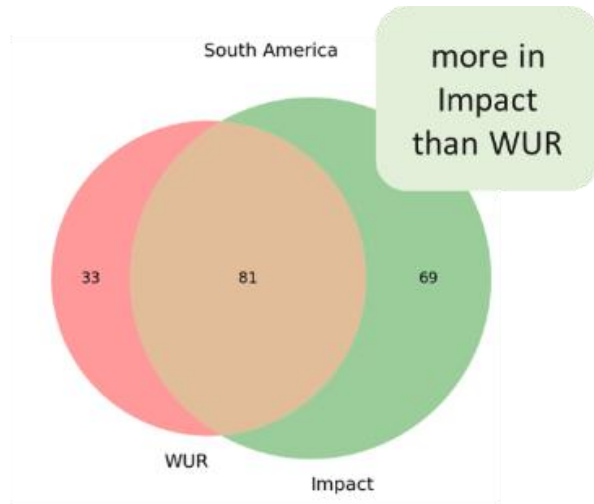


Growth driven by developing world, badly served by traditional research-led rankings

Participation over 5 years, top 10 countries with rising numbers



Impact (green) vs world rankings participation (red)



Success has brought significant challenges



Times Higher Education
Impact Rankings

Challenges with the status quo

How can such rapid growth be sustained while retaining the high standards of data integrity and evidence evaluation that are a hallmark of Times Higher Education's rankings?

How can we handle the inherent instability of a ranking system that is growing so rapidly in depth and diversity each year, adding hundreds of new entrants annually, and where ranking scores can become highly compressed?

How can we more formally and more effectively recognise, reward and celebrate the commitment made by participants who step-up to take part in the process each year? How can we support them in demonstrating, marketing and amplifying their evidenced achievements and strengths?

How can we ensure that the unique, global data that we collect to create the rankings can be turned into the most effective, actionable strategic insights to support international benchmarking, improvement and institutional development?

How can we improve the peer-to-peer sharing of best practices identified by the rankings, and support the development of an enriching community of institutions committed to sustainability impact?

A bold new approach...



Times Higher Education
Impact Rankings



Times Higher Education
Impact Rankings 2025



Times Higher Education
**Sustainability
Impact Ratings**

... and Sustainability Impact Network



From “rankings” to “ratings”- why?

The Impact Rankings differ from other, more traditional ranking exercises. By calling them ratings”, we acknowledge that we are working with a **self-selecting group** of universities committed to sustainability – only those willing to voluntarily step forward for evaluation – rather than an exhaustive list of all the world’s eligible higher education institutions.

We need to carefully transition, in partnership with the Network, from a ranking with significant instability and statistical uncertainty, to **a more appropriate and responsible system of evaluation**, with certified outcomes.

The move to a ratings framework and membership network also allows us to co-create the future of this project in true and open partnership with all participants – including evolving the exercise as the UN Sustainable Development Goals themselves evolve, **after the 2030 deadline for the goals**.

From “rankings” to “ratings” – what does it mean?

We will continue to deploy our tried and trusted impact methodology to **provide clear numerical scores** for each university in each metric in each individual SDG they enter – and for their overall performance - and indeed we’ll continue to present the ratings for now **in the form of a ranked list** on our website as we do currently.

So our gold standard framework remains in tact.

But recognition of this framework as a rating system and network allows us to work with the community to consider moving to presenting the congested numerical score data in banded groups, not individually ranked places, or based on **percentiles or performance classifications**.

A new Sustainability Impact Network

Moving to a **subscription membership network** means that we will deliver exclusive content and analysis to our network community:

Special webinars sharing rich insights and best practice and bringing in peer case studies.

A monthly newsletter sharing rich data insights and best practices from THE's expert editorial and data teams.

Opportunities to connect with each other across events and activities.

A community developed to co-create the future of the Sustainability Impact Ratings.

Harnessing the data – and the best practices it uncovers – to support peer-to-peer sharing and collaboration, is vital to help deliver a more successful universities and a more sustainable future for all.

A new Sustainability Impact Network - Benefits:

- **Exclusive entry into the Sustainability Impact Ratings** assessment, with THE's expert data team on-hand to support your institutional data submission to ensure your inclusion in the annual published rating. Note: only member universities will be able to submit to the rankings assessment and receive a ranking position.
- **Evaluation and validation of all documentary evidence** submitted as part of the rankings assessment, alongside THE's analysis of institutional data and research output data against the impact sustainability framework methodology across all SDGs submitted to.
- **A public listing on THE's website** in each individual SDG rating successfully entered, including an institutional profile on THE's website complete with detailed sustainability performance information.
- **Official THE date-stamped certification of all rating results** across each SDG where a rating is achieved, as well as the overall Sustainability Impact Rating.
- **Fully licensed range of date-stamped flexible THE marketing assets** to confirm and showcase your performance across all achieved ratings, and overall, across all print and digital materials.
- **Access to performance benchmarking:** your performance compared to the global benchmark for each SDG, and a detailed breakdown of your metric level scores each individual SDG rating submitting to.
- **Exclusive access to webinar sessions** providing data insights, best practice case studies and opportunities to connect with peers to share insights and build relationships and partnerships
- **A monthly newsletter** providing news and insights, sharing case studies and highlighting institutional opportunities across the full range of sustainable development goals.

A new Sustainability Impact Network - costs

We have carefully considered a modest range of price points to ensure that the system is **inclusive** and simple, whilst supporting the long-term future of the ratings framework and network and maximising the value-add to members.

Annual membership, including entry into the Sustainability Impact Ratings, will be tiered to **ensure inclusivity and to allow the best-resourced universities to subsidise the least well-resourced institutions**.

High income and upper-middle income nations: **£3,500** per year.

Lower-middle income nations: **£1,000** per year.

Low-income nations: **Free of charge**.

These categories will be based on the latest World Bank classifications.

A bold new approach for long term sustainability...

We are proud that the THE Impact Rankings provided universities worldwide with a comprehensive, independent and high-profile mechanism to articulate and demonstrate their progress with a wide range of stakeholders – not least prospective students - in addressing the world's grand challenges and the sustainability agenda.

We are proud to have developed a trusted mechanism for institutions to benchmark against peers and to improve their performance, as well as to gain important international visibility for their valuable work and to enhance their reputation.

Most importantly, **we are proud** to have developed a trusted system that recognises and supports the vital role that universities play, all over the world, in helping to make the world a better place for all.

The new Sustainability Impact Ratings – and network - locks-in all of those benefits and secures the stability and rigour of the exercise for the long term.

Questions?

impact@timeshighereducation.com

Data collection:

Opens 15th of September 2025

Closes 10th of November 2025



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Impact Rankings

Register now to the Sustainability Impact Network



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Impact Rankings

Thank you



Times Higher Education
Impact Rankings

Access THE's sustainability dataset via:



DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

Request a free demo: data@timeshighereducation.com

