

Access THE's sustainability dataset via:



DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.



Impact Rankings Masterclass 2025



Times Higher Education
Impact Rankings

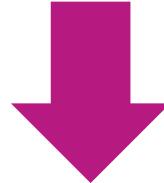
MENA & Sub-Saharan Africa
July 2025
Klara Spustek – Impact Rankings Product
owner

Our Rankings

IMPACT & SUSTAINABILITY



Times Higher Education
Impact Rankings



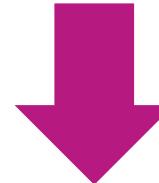
Focus: research, teaching, stewardship and outreach against the UN's 17 Sustainable Development Goals

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



Times Higher Education
Impact Rankings

2025

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?



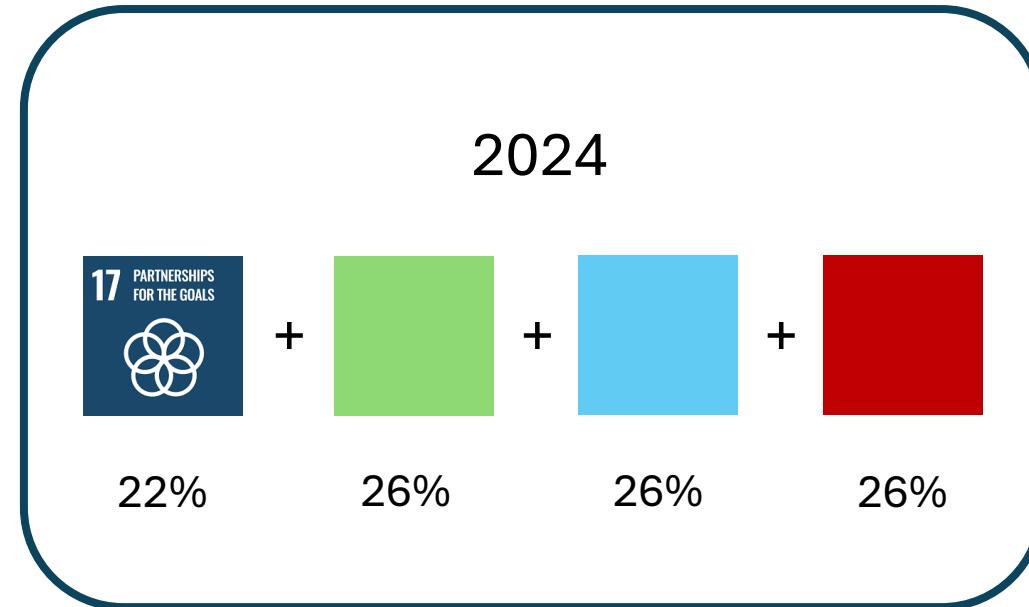
Evidence questions and numeric questions

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

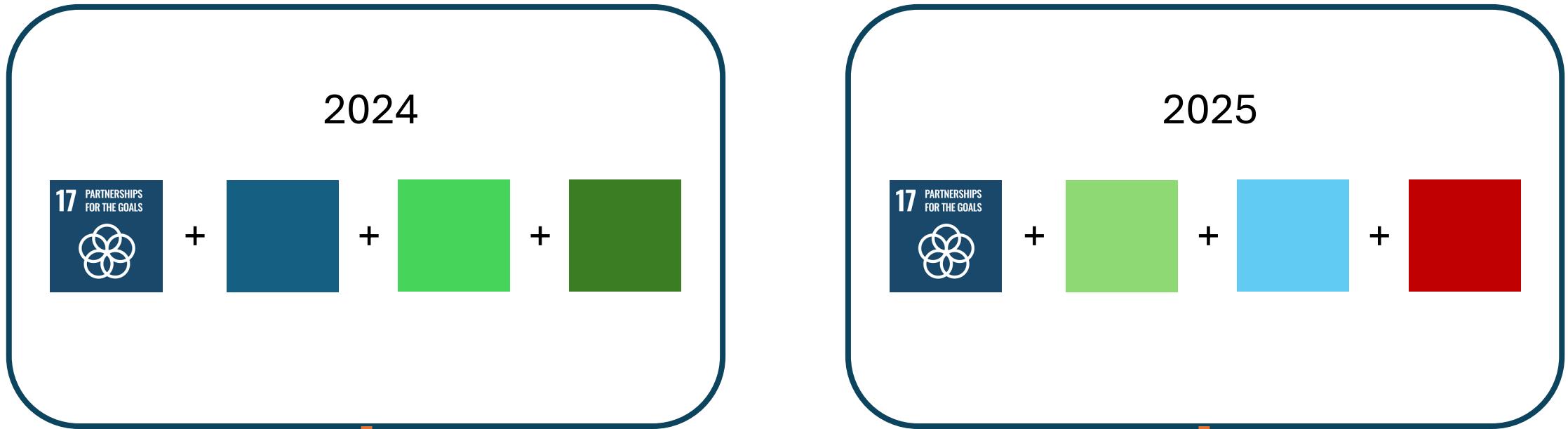
Scoring is based on three elements

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

Calculating the annual score



Overall score



Overall Score
Average of two years

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

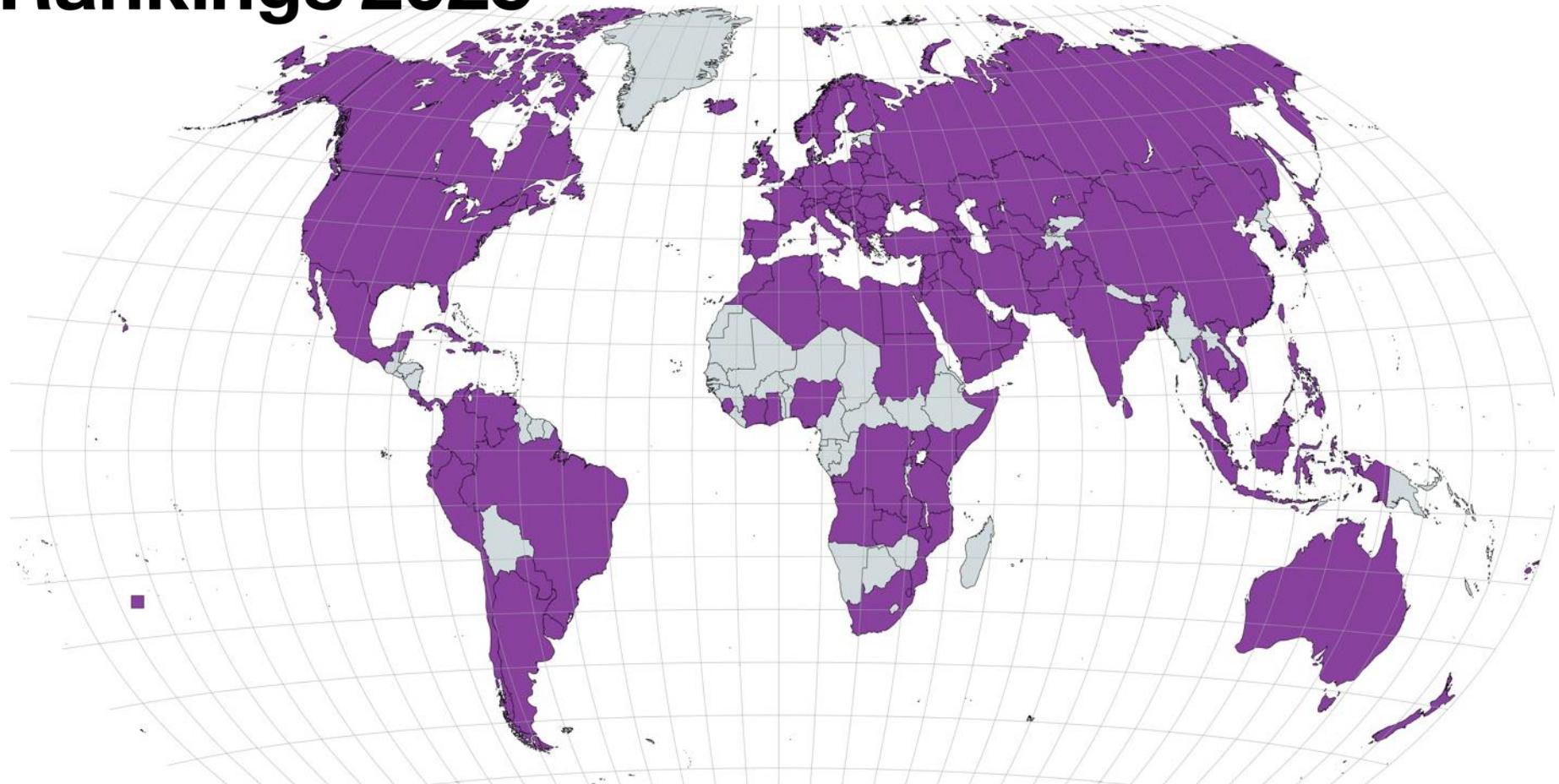
Data insights



Times Higher Education
Impact Rankings



Times Higher Education
Impact Rankings 2025





Times Higher Education
Impact Rankings

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



2526

Universities

220,000+

documents collected

3.7m

publications on the SDGs

130

Countries and regions

2318

Number of universities ranked overall

230,000+

measurements

75

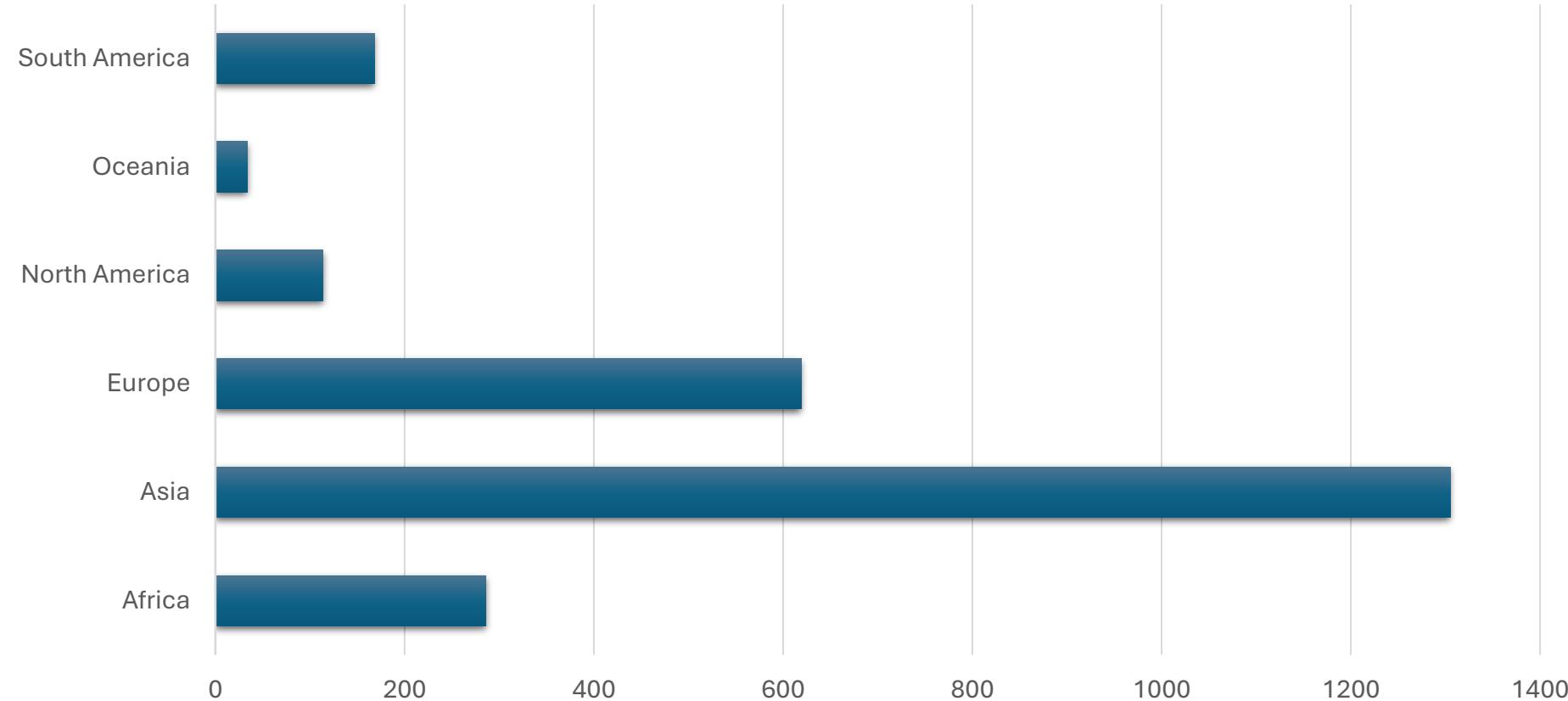
metrics*

251

indicators*



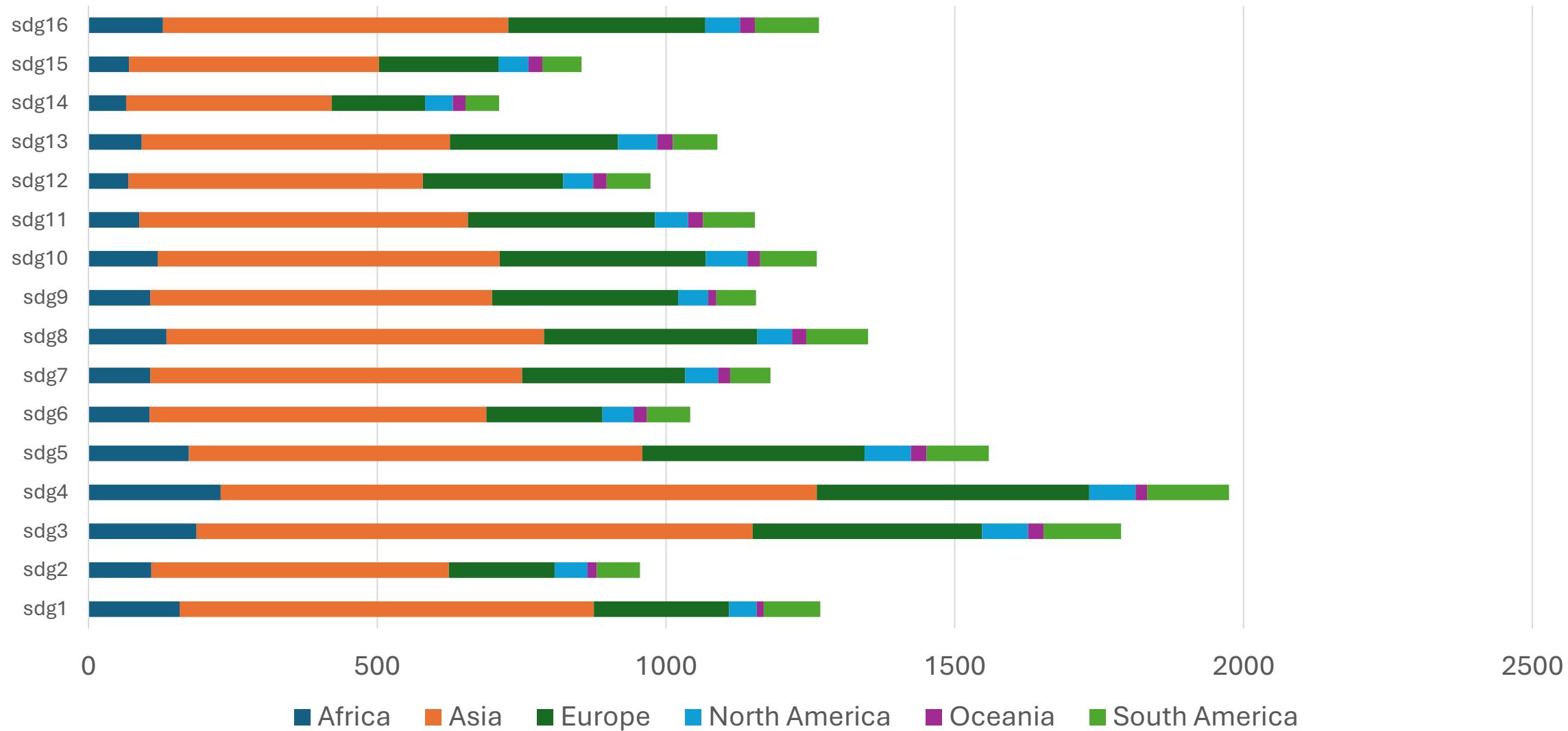
Participation by continents



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



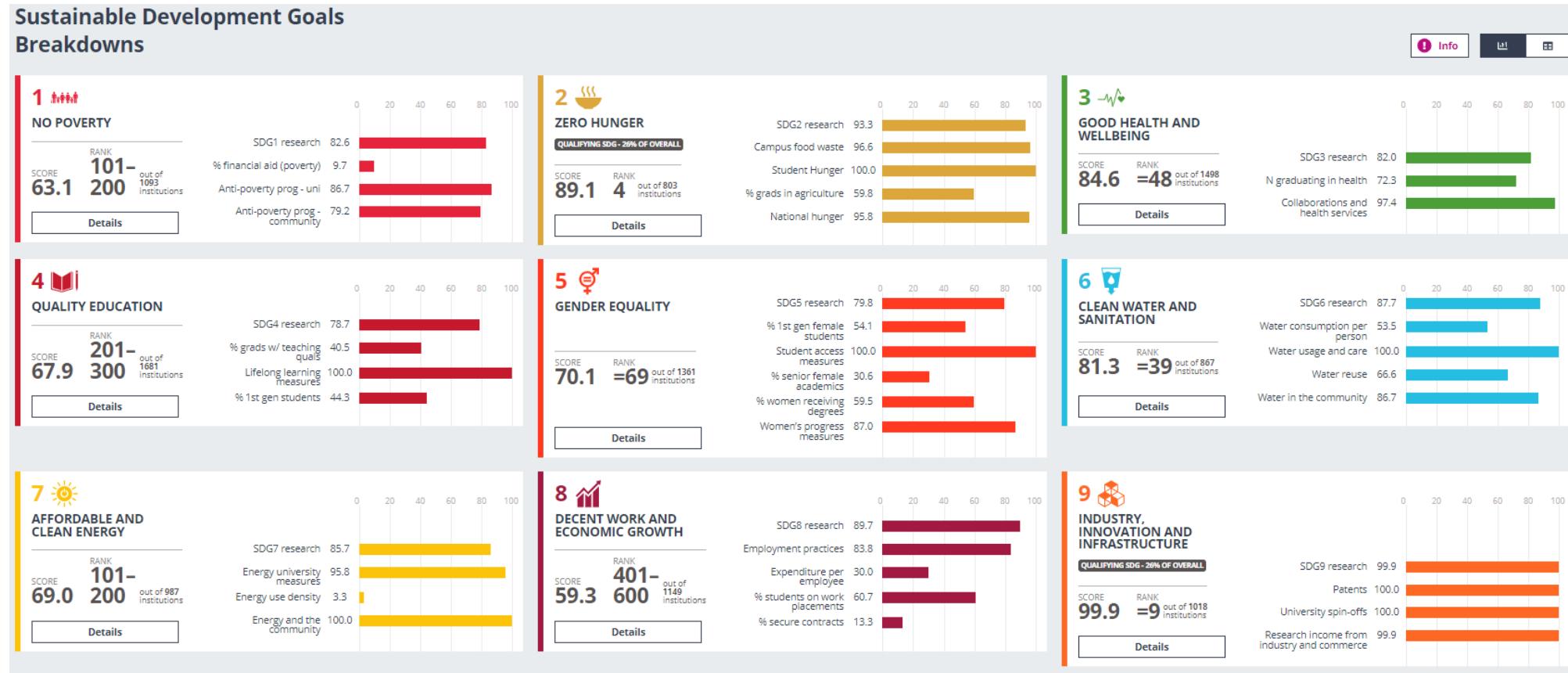
SUSTAINABLE DEVELOPMENT

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

Jun 12, 2024



Benchmarking



Benchmarking

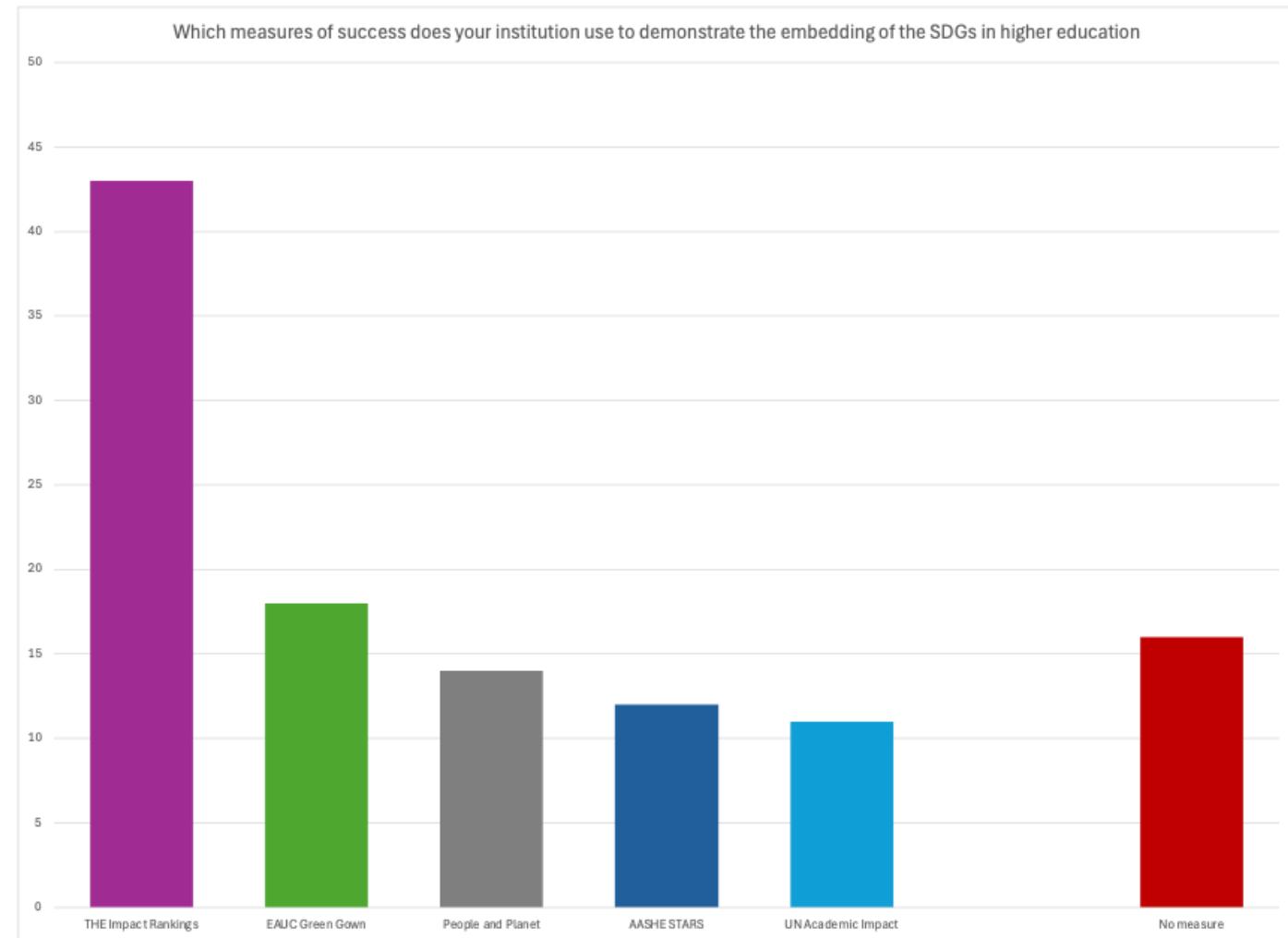


Comparison to other systems

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>

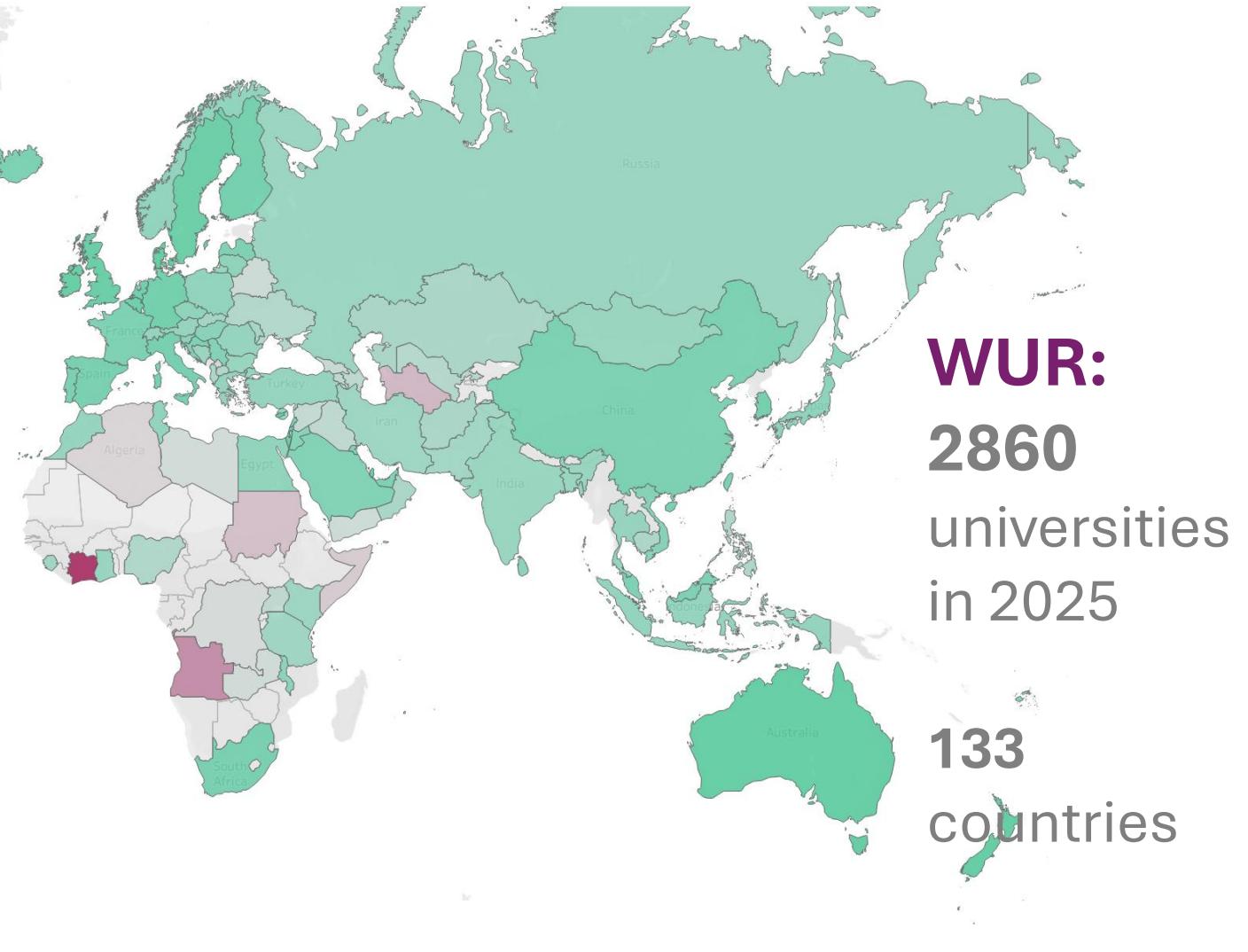
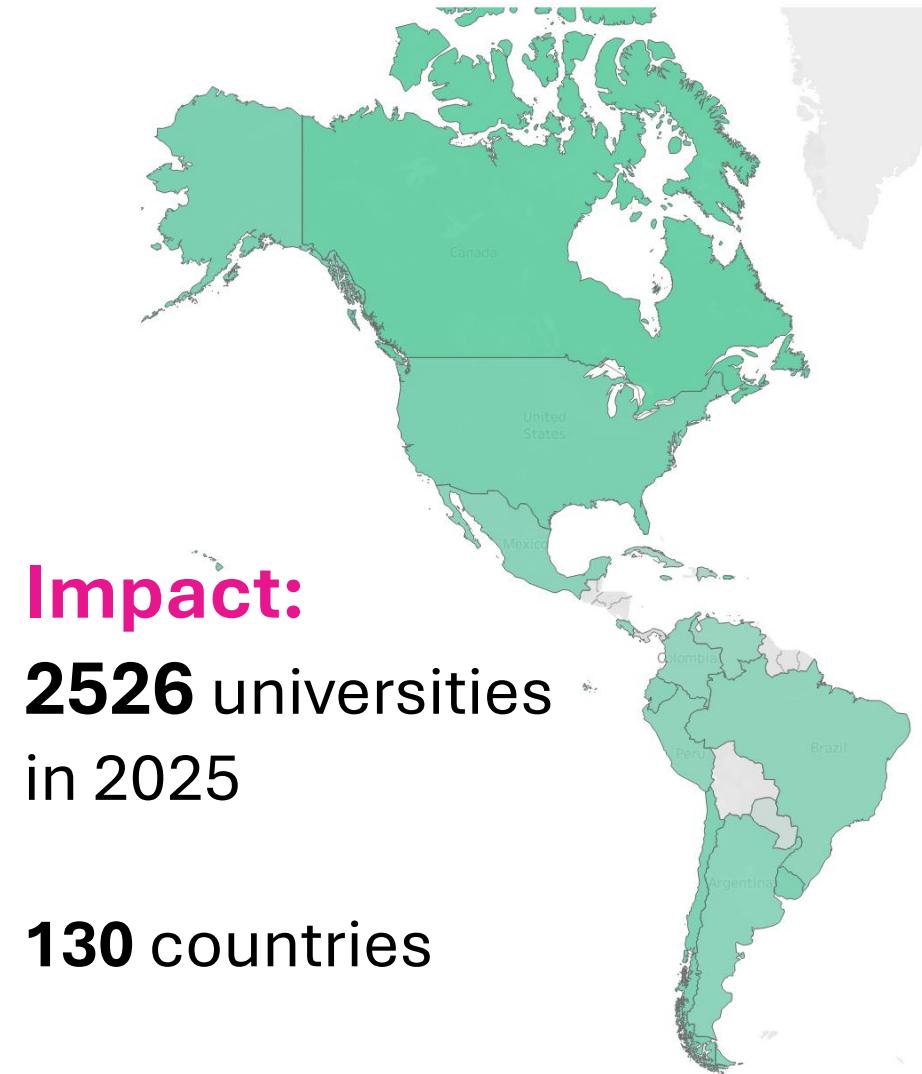


AI to help evidence validation



Times Higher Education
Impact Rankings

A truly global ranking



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...
- Evidence is **assessed**



Relevant



Not relevant

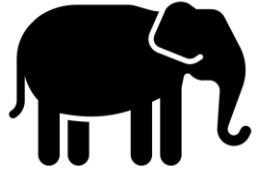
Assessing universities' data across the whole ranking

Up to **251 indicators** per
data submission



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

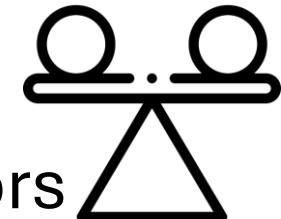
Our challenges



- 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**



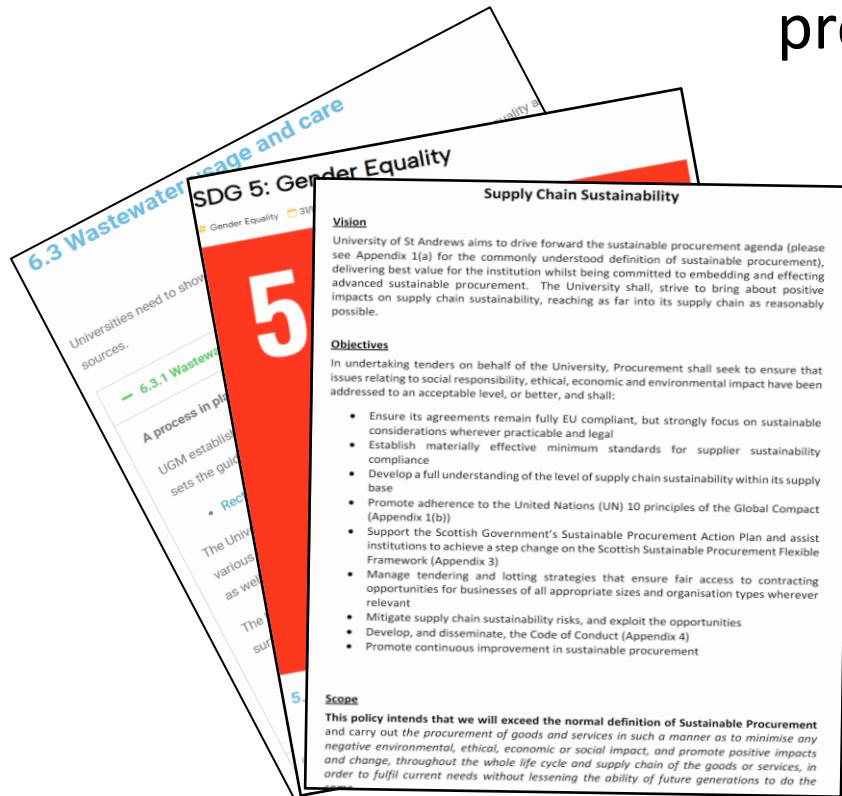
- THE's assessment can be **difficult to understand** providing the right evidence is **a lot of work!**

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**

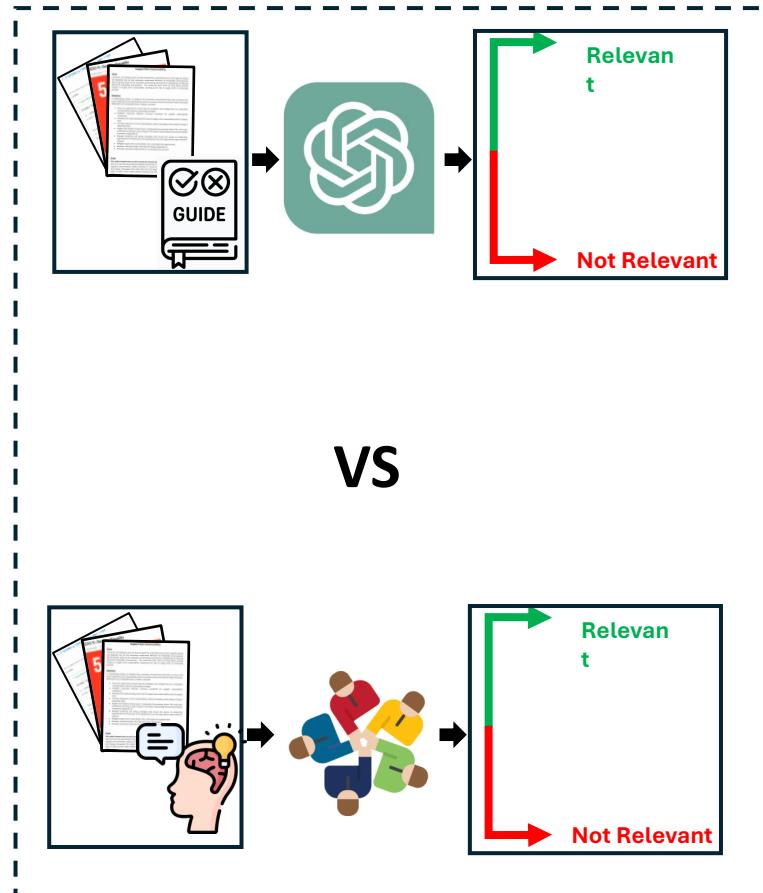


Context: the submitted evidence



Prompt: a guidance book on how the LLM should behave

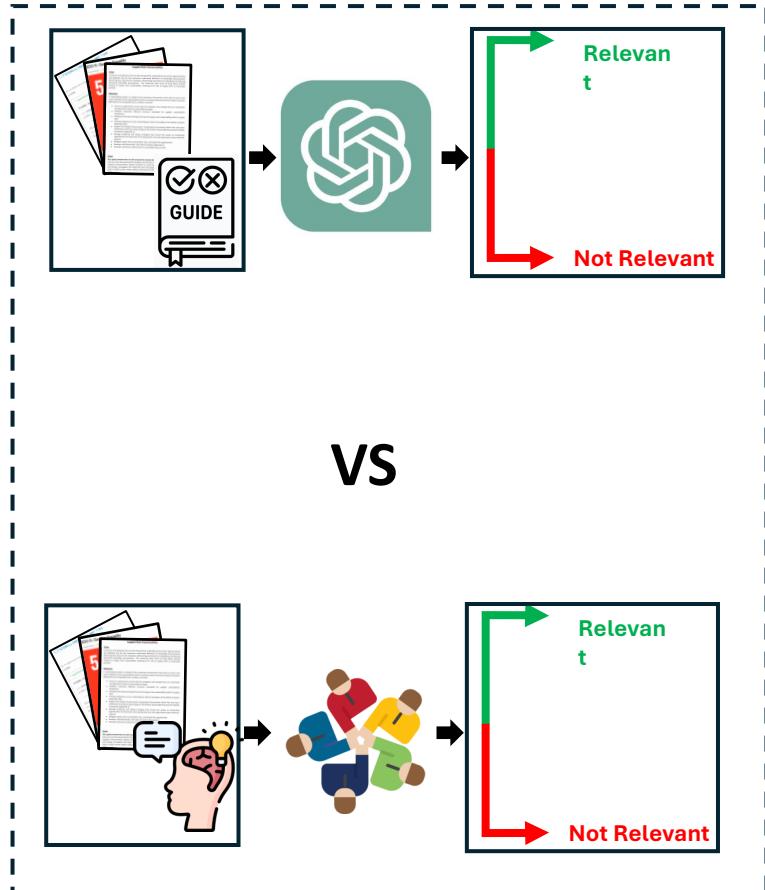
Can AI be safely used in the validation process?



- **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

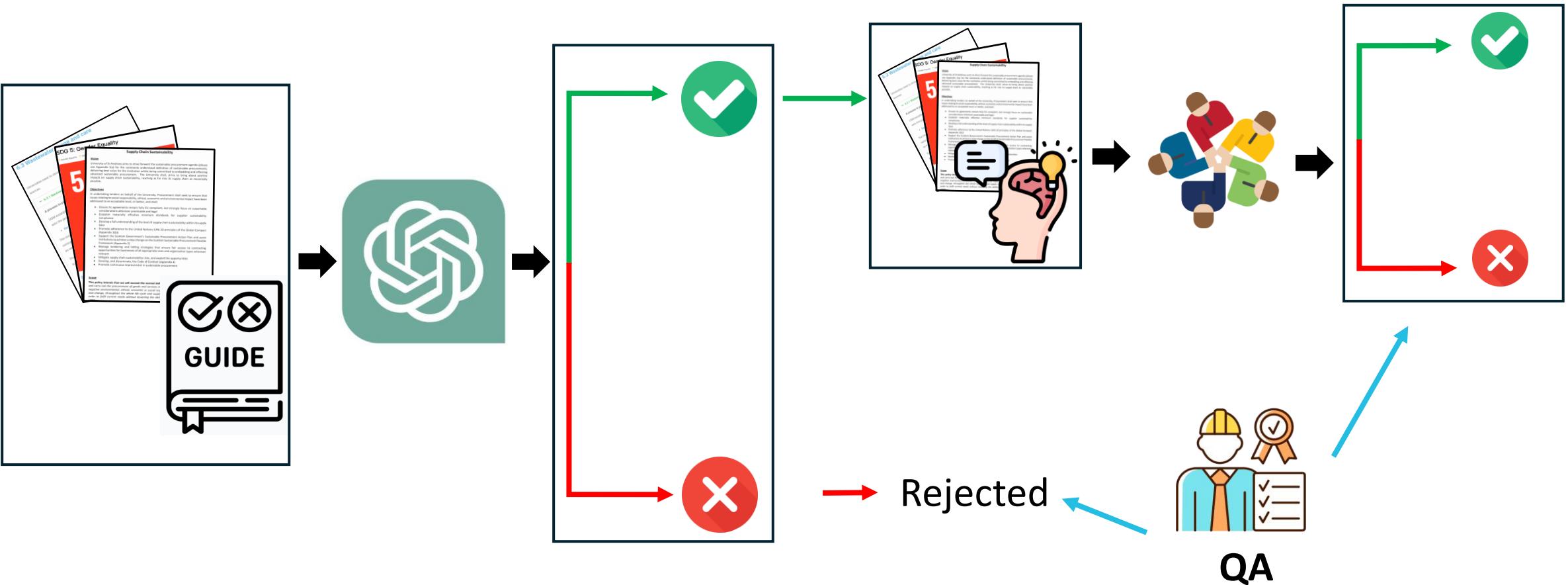
Evidence submitted by universities



- 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

1.3.3 "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/finan-
ce/funds/discretionary
childcare/](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



SDG 2 – Zero Hunger

2.3.5 "Does your university as a body provide interventions to prevent or alleviate hunger among staff? (e.g. including supply and access to food banks/pantries)"

University of Alberta - Canada

<https://campusfoodbank.com/cfb-programs>



Food Bank Groceries

Our Supplementary Grocery Program supports food insecure individuals in our University of Alberta community, including students, staff and recent alumni. You must be logged into your UAlberta account to [view our registration info](#), or if you are alumni you can [email us](#) to register.

[HOW DOES IT WORK?](#)



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 8 – Decent Work and Economic Growth

8.2.6 "Does your university as a body have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps?"

EDHEC Business School
(France)

<https://www.edhec.edu/en/about-us/apply-at-edhec>

- EDHEC is engaged to offer to all its staff and faculty members **pay scale equity and to reduce gender pay gaps**. EDHEC measures and publishes the yearly gender equality index according to legal requirements in force since 2019, which helps to monitor EDHEC progress on pay gaps, individual promotions and salary increase, salary increase after a maternity leave, and proportion of the under-represented gender among the school top 10 highest compensations.

GENDER EQUALITY INDEX

The **Gender Equality Index** was designed to ensure equal pay for men and women in corporate settings. EDHEC Business School uses this index, and its overall score (as of February 28, 2025) is 89 out of 100.

	Points obtained	Maximum number of points for the indicator
Pay gap	34	40
Individual increase gap	20	20
Promotion gap	15	15
Percentage of employees receiving a raise after maternity leave	15	15
Number of employees of the under-represented gender in the top 10 highest earners	5	10
INDEX (out of 100 points)	89	100



SDG 10 – Reduced Inequality

10.6.11 "Does your university as a body have anti-harassment policy?"

North Carolina State University
(United States)

<https://policies.ncsu.edu/regulation/reg-04-25-02/>

REG 04.25.02 – Discrimination, Harassment and Retaliation Complaint Procedures

Authority: Issued by the Chancellor. Changes or exceptions to administrative regulations issued by the Chancellor may only be made by the Chancellor.

History: First Issued: August 30, 1999. Last Revised: July 23, 2024, with an Effective Date of August 1, 2024.

PAST VERSIONS OF REG.04.25.02
View [previous versions](#) of this

2.7 *Harassment* is a form of Discrimination that consists of unwelcome conduct due to a person's Protected Status^[1] that creates a situation:

- i. where enduring the offensive conduct becomes a condition of employment or of participation in a Program or Activity, or
- ii. that, based on the totality of circumstances, is subjectively and objectively offensive and is so severe or pervasive that it changes an employee's terms and conditions of employment or limits or denies a person's ability to participate in or benefit from a Program or Activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected a person's ability to access a Program or Activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The Parties' ages, roles within a Program or Activity, previous interactions, and other factors about each Party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other harassment in the University's Program or Activity.





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 2.1: Social sustainability - JCU at a glance

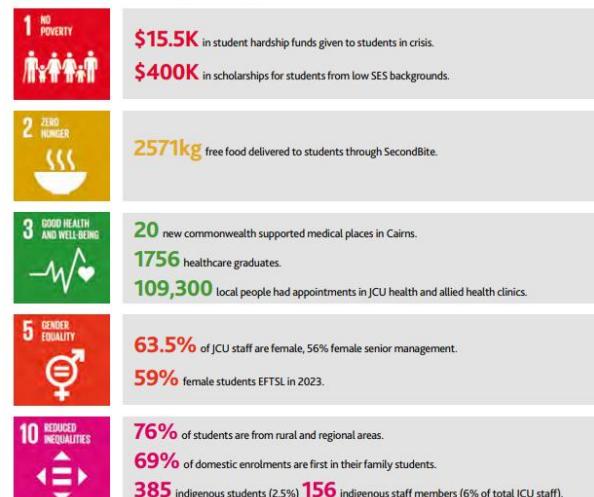


Figure 5.1: Environmental Sustainability – JCU at a glance



10 JCU TropWATER water quality monitoring projects in Queensland.

37 academic / government collaborations for SDG6 from 2019-2023.

254GJ renewable energy generated on campus.

100kW solar PV installation on the new Engineering Innovation Precinct.

101-150 ranked in the world - JCU Archaeology subjects global QS ranking.

111 JCU subjects related to SDG11.

draft of JCU Carbon Management Plan created.

empirical evidence of last WAIS ice sheet collapse date from octopus DNA - JCU research.

academic / government collaborations for SDG13 from 2019-2023.

framework for assessing coral bleaching on the Great Barrier Reef published by JCU.

schools represented in the JCU Aboriginal and Torres Strait Islander Marine Science Program.



Times Higher Education
Impact Rankings

Regional analyses



Times Higher Education
Impact Rankings

Top 10

6

Ensure availability and sustainable management of water and sanitation for all

1	Universitas Airlangga 📍 Indonesia	Explore	93.3	96.9
2	Prince Mohammad Bin Fahd University 📍 Saudi Arabia	Explore	92.5	89.5
3	University of Glasgow 📍 United Kingdom	Explore	92.3	96.0
4	Griffith University 📍 Australia		91.8	97.7
5	Aalborg University 📍 Denmark		90.3	96.9
6	University of Indonesia 📍 Indonesia		90.0	94.4
7	Central Queensland University 📍 Australia	Explore	89.5	94.7
8	McMaster University 📍 Canada	Explore	89.3	95.6
9	Western Sydney University 📍 Australia		89.2	98.7
10	University of Wollongong 📍 Australia		88.2	94.2



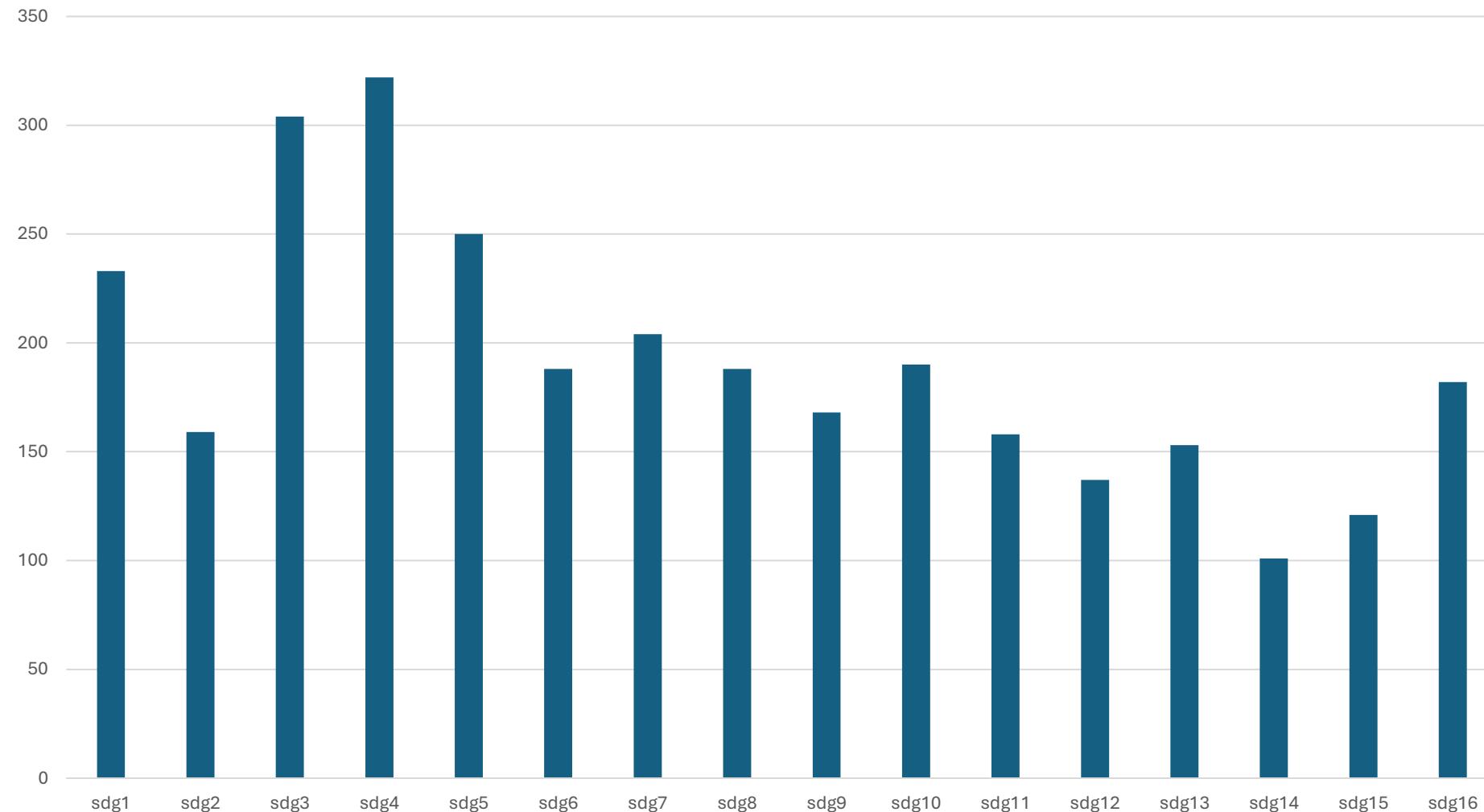
Top 10

7

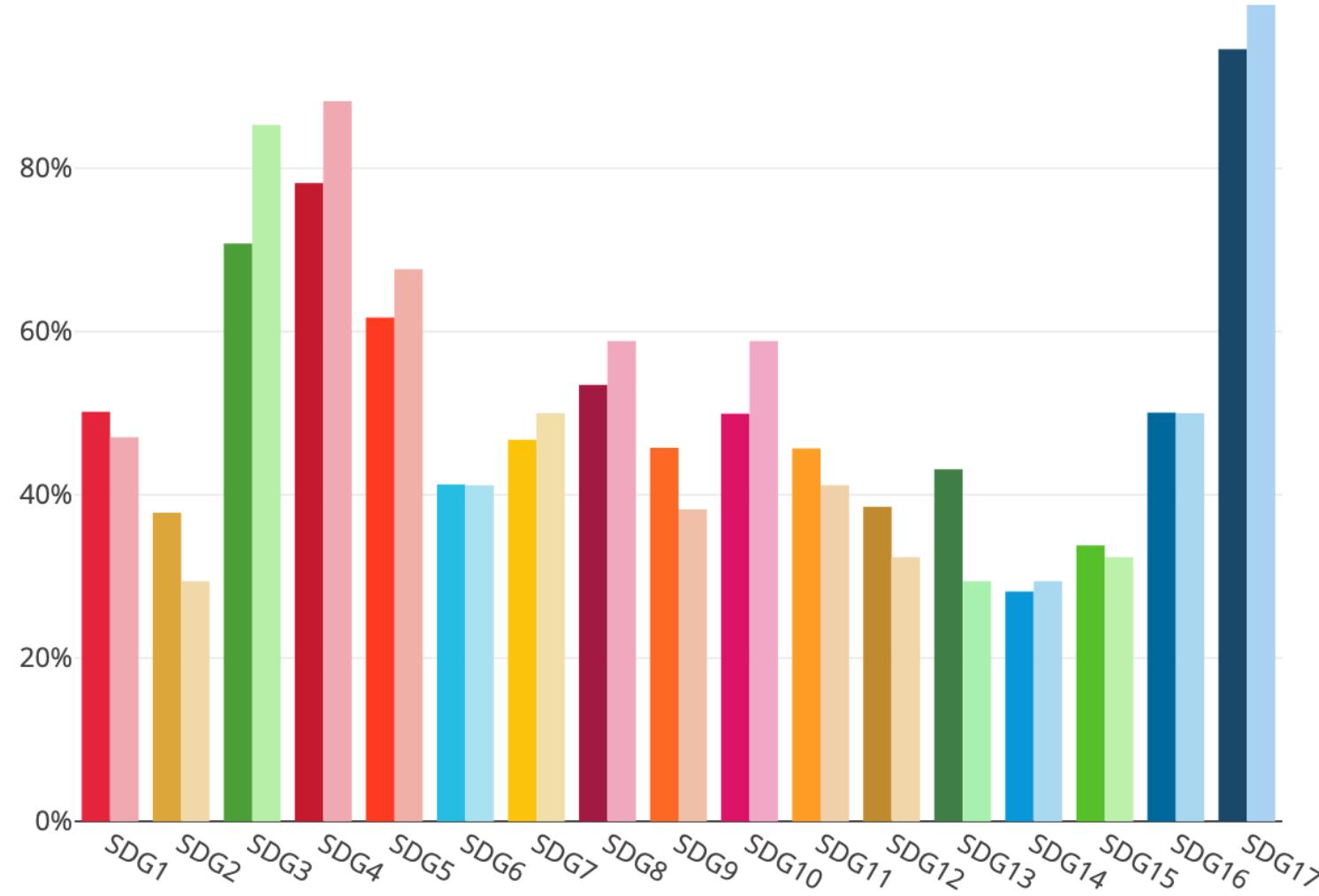
Ensure access to affordable, reliable, sustainable and modern energy for all

1	Al-Mustaql University Iraq	88.1	79.4- 83.6
2	JSS Academy of Higher Education and Research India	85.2	91.9
3	Abdullah G��l University Turkey	84.3	93.7
4	Afe Babalola University Nigeria	83.3	90.2
5	Lovely Professional University India	83.0	92.6
6	Amrita Vishwa Vidyapeetham India	81.9	92.9
7	Griffith University Australia	81.3	97.7
8	Covenant University Nigeria	80.0	79.4- 83.6
9	King Faisal University Saudi Arabia	79.6	93.1
10	Western Sydney University Australia	79.2	98.7

Participation MENA in SDGs



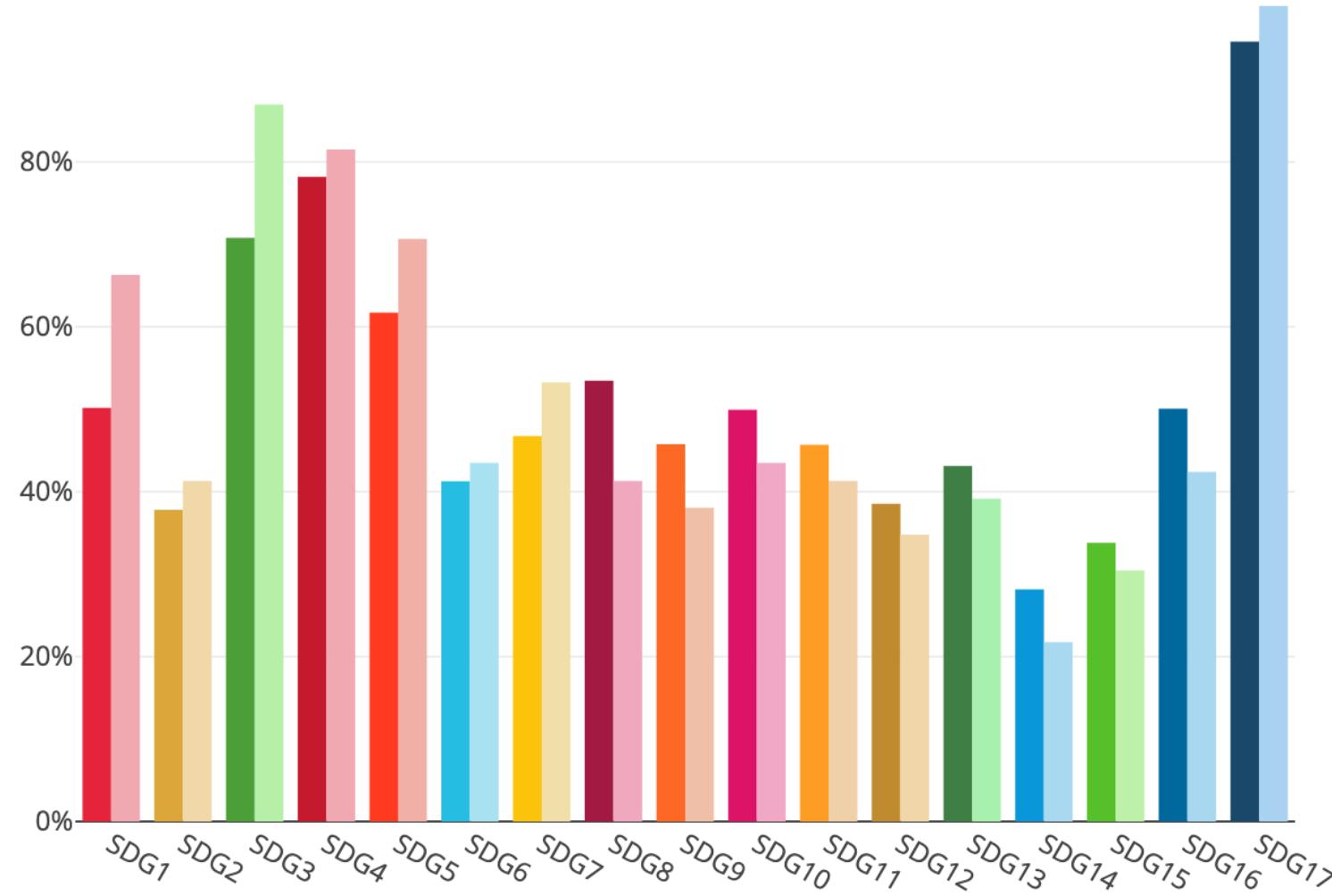
Participation in each SDG (All - Saudi Arabia)



(Left: worldwide; Right: Saudi Arabia)

In terms of participation, the most popular SDG worldwide is SDG4 and the most popular in Saudi Arabia is SDG4.
(Institutions have to participate in SDG17 to be ranked overall.)

Participation in each SDG (All - Iraq)

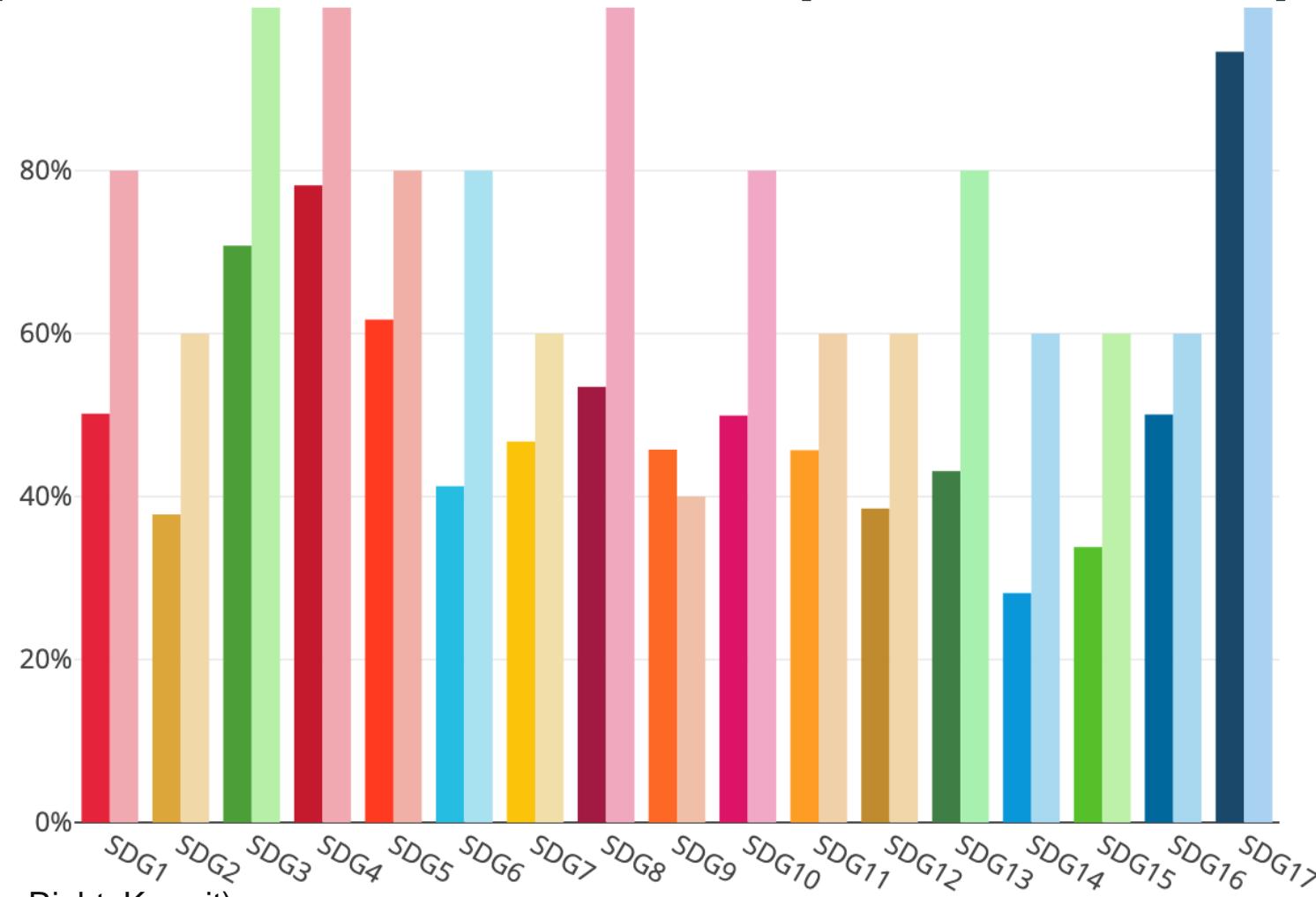


(Left: worldwide; Right: Iraq)

In terms of participation, the most popular SDG worldwide is SDG4 and the most popular in Iraq is SDG3.

(Institutions have to participate in SDG17 to be ranked overall.)

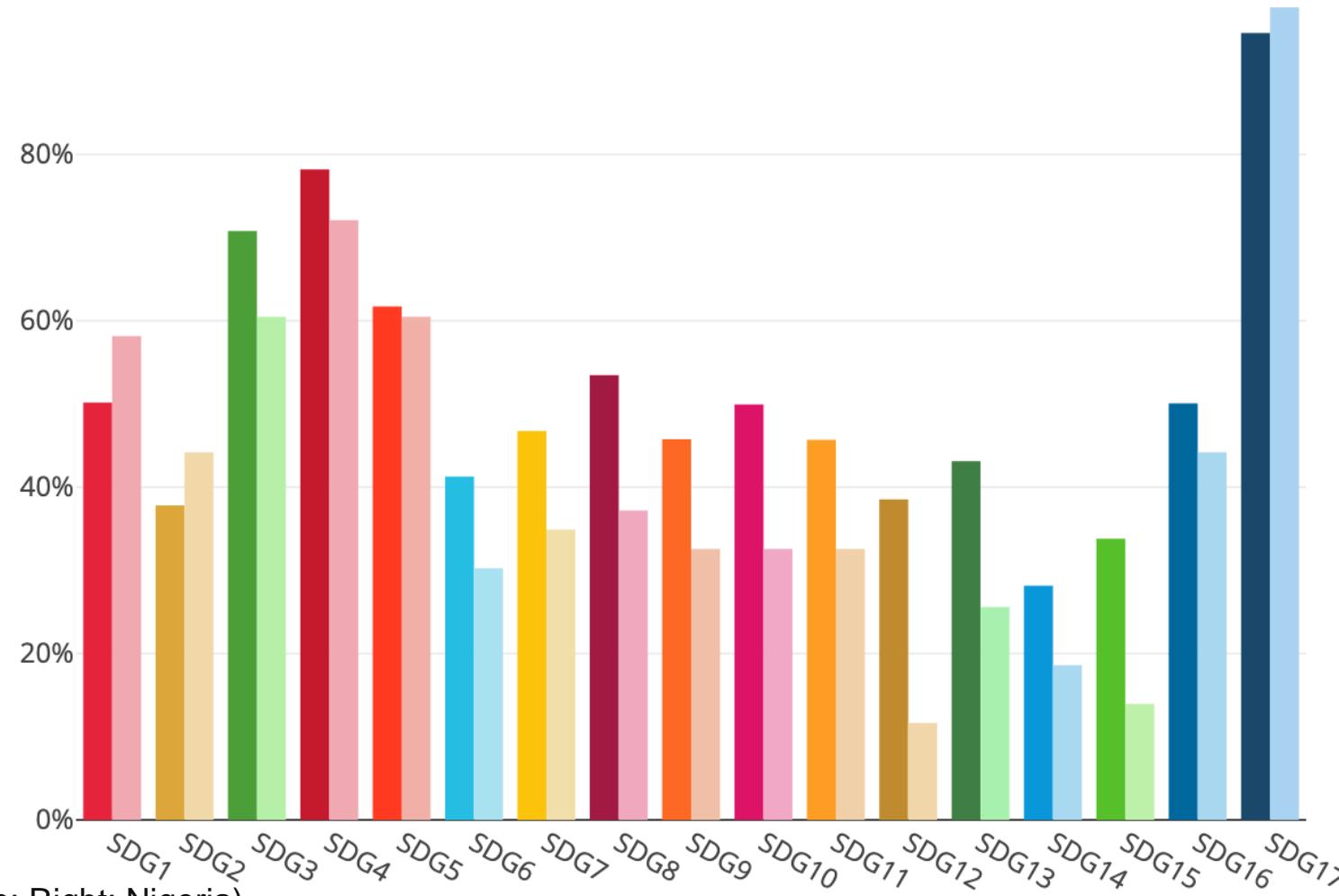
Participation in each SDG (All - Kuwait)



(Left: worldwide; Right: Kuwait)

In terms of participation, the most popular SDG worldwide is SDG4 and the most popular in Kuwait is SDG3.
(Institutions have to participate in SDG17 to be ranked overall.)

Participation in each SDG (All - Nigeria)



(Left: worldwide; Right: Nigeria)

In terms of participation, the most popular SDG worldwide is SDG4 and the most popular in Nigeria is SDG4.
(Institutions have to participate in SDG17 to be ranked overall.)

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.”

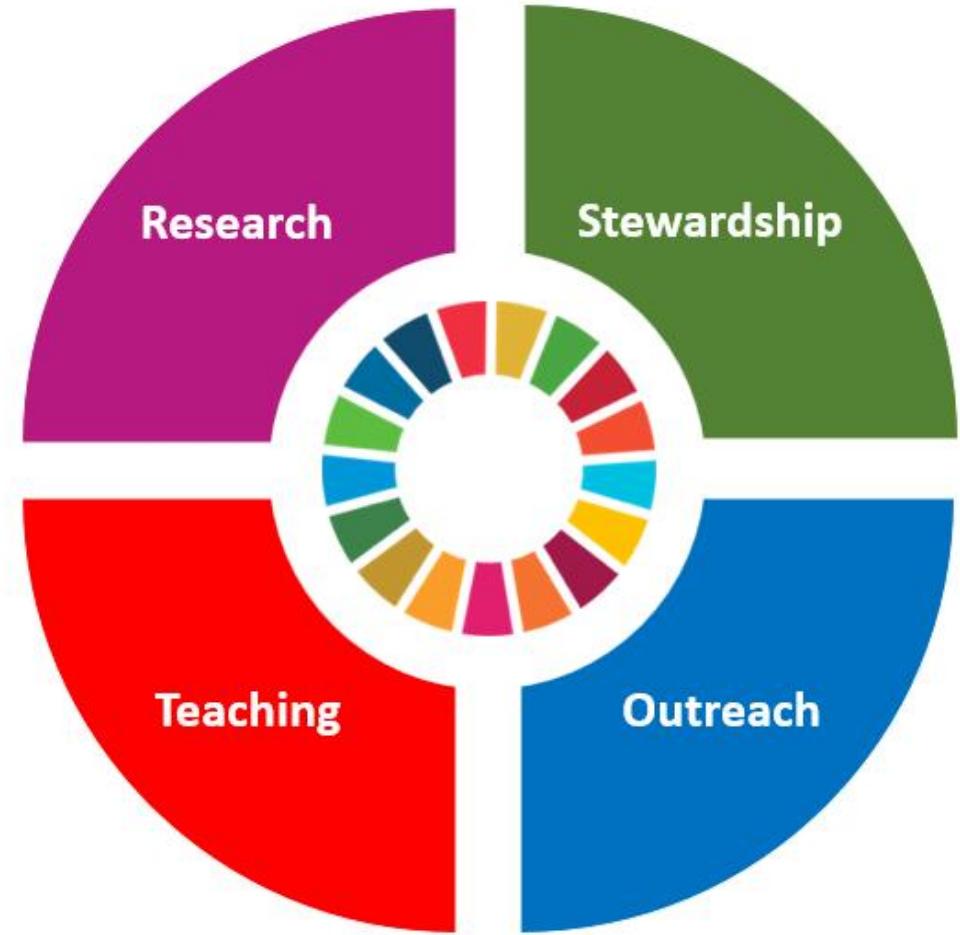


A uniquely comprehensive framework

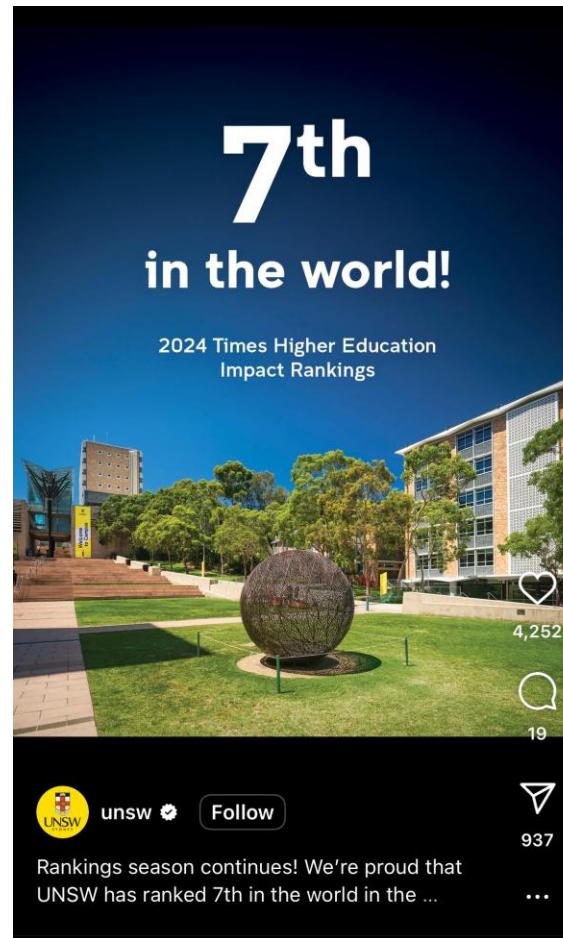
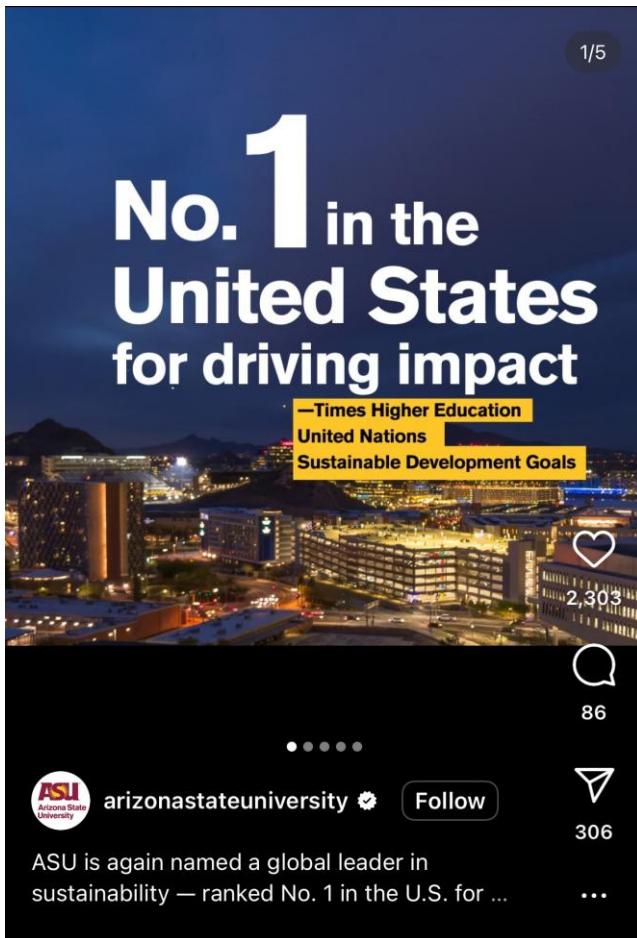
The Impact rankings assess universities across four key aspects: **research; teaching; outreach to communities; and the stewardship** of their resources.

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.

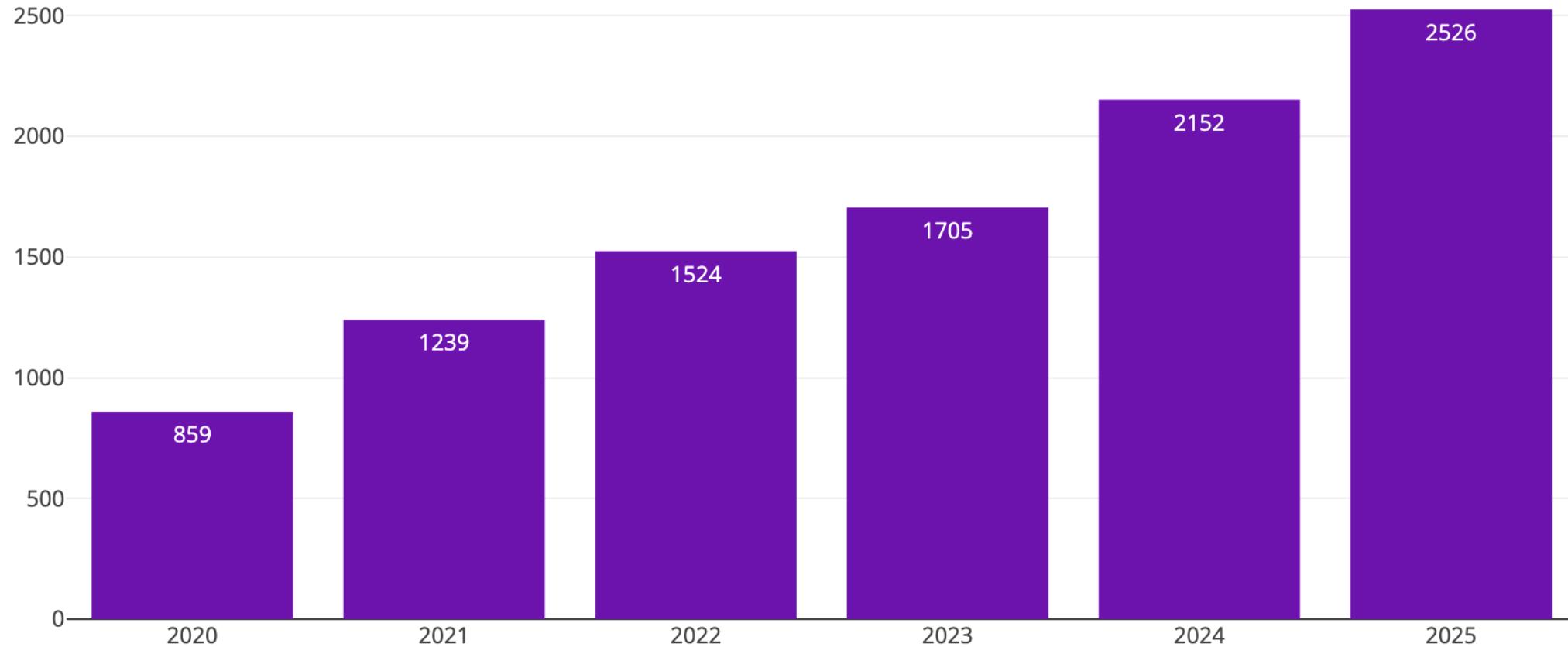


A clear, global signal of excellence



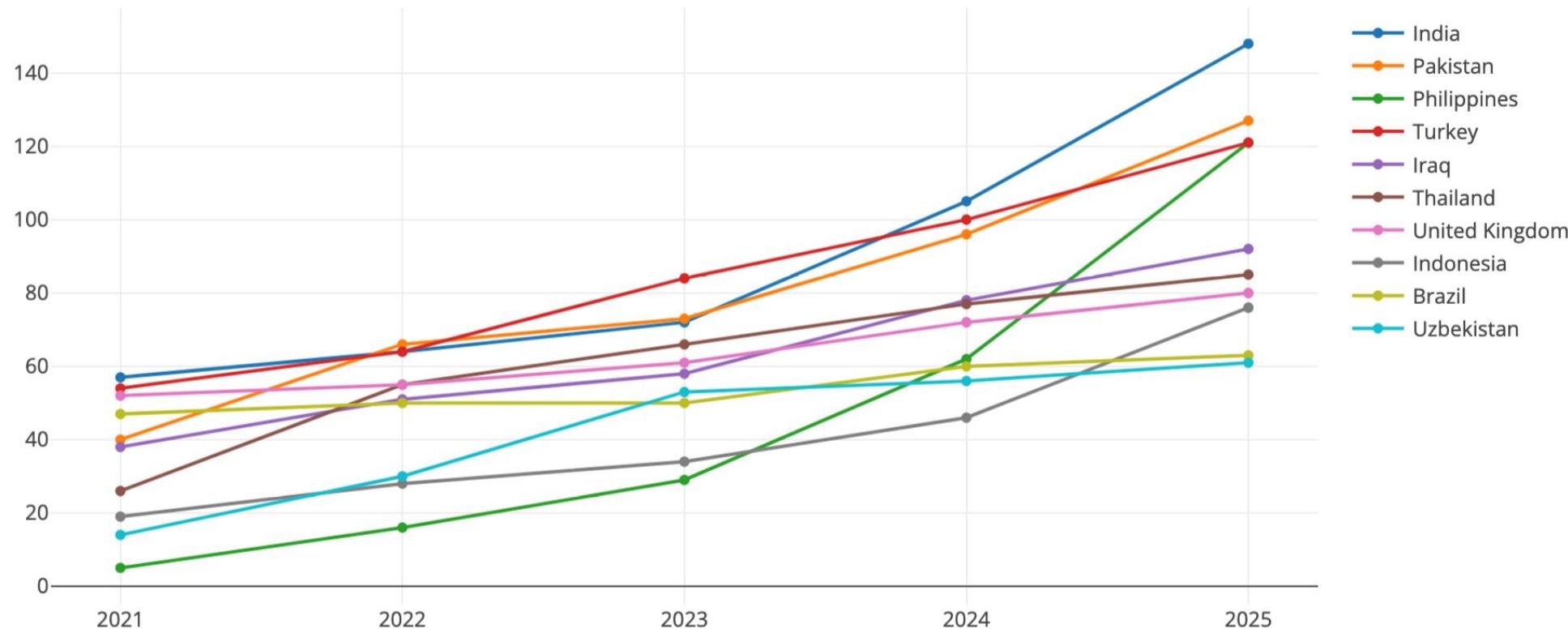
Strong growth in participation

Impact rankings participation

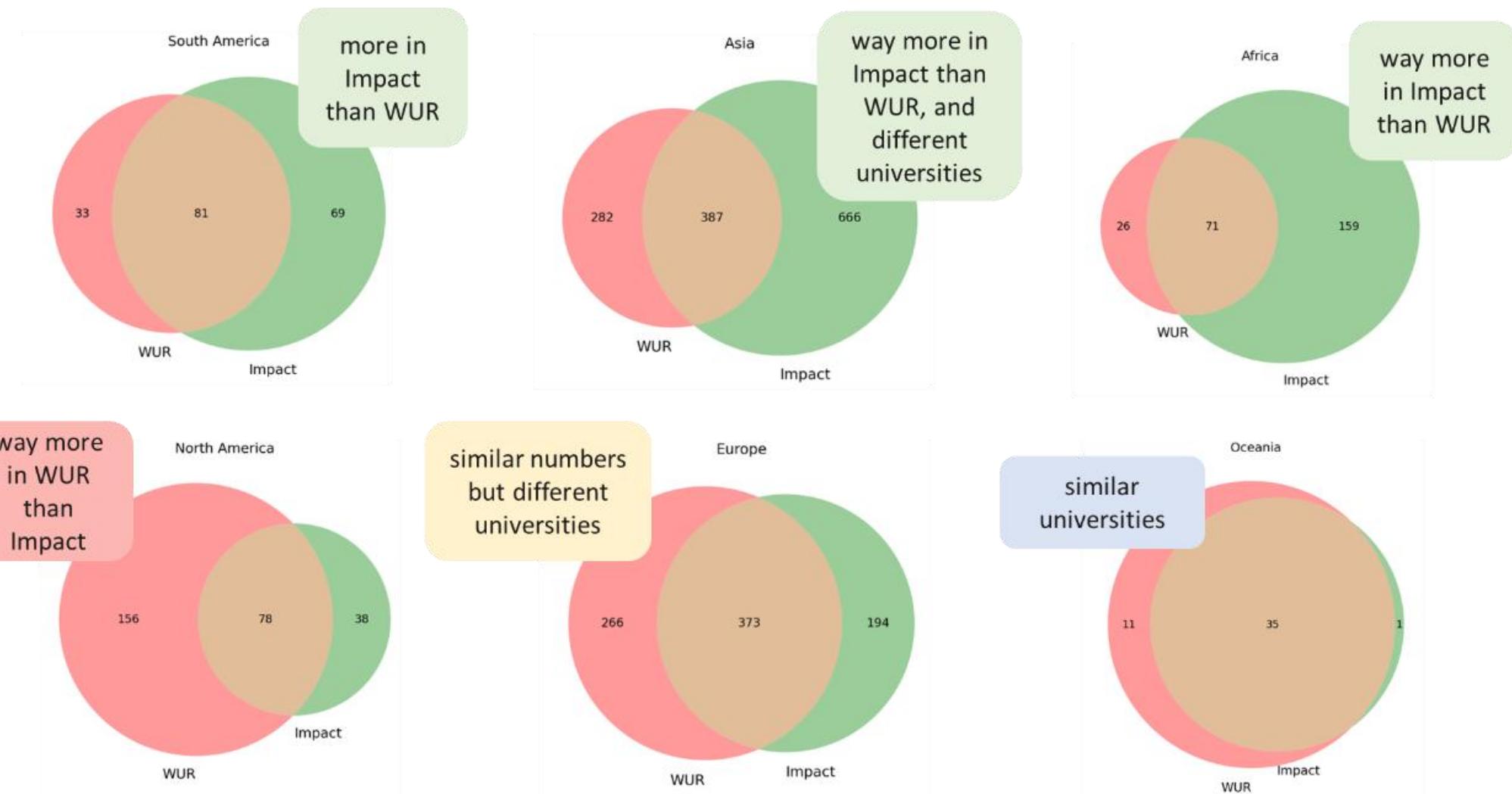


Growth driven by developing world, badly served by traditional research-led rankings

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?

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Data collection:

Opens 15th of September 2025

Closes 10th of November 2025



Times Higher Education
Impact Rankings

**Register now to
the Sustainability
Impact Network**



Times Higher Education
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

