

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](mailto:data@timeshighereducation.com)



# 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

# 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 <b>complete free, equitable and quality primary and secondary education</b> leading to relevant and effective learning outcomes
4.2	By 2030, ensure that all girls and boys have access to quality <b>early childhood development, care and pre-primary education</b> so that they are ready for primary education
4.3	By 2030, ensure equal access for all women and men to <b>affordable and quality technical, vocational and tertiary education</b> , including university
4.4	By 2030, substantially increase the number of youth and adults who have relevant <b>skills</b> , including technical and vocational skills, for <b>employment, decent jobs and entrepreneurship</b>
4.5	By 2030, eliminate <b>gender disparities</b> in education and ensure equal access to all levels of education and vocational training for the <b>vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</b>
4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve <b>literacy and numeracy</b>
4.7	By 2030, ensure that all learners acquire the <b>knowledge and skills needed to promote sustainable development</b> , 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 <b>child, disability and gender sensitive</b> and provide safe, non-violent, inclusive and effective learning environments for all
4.b	By 2020, substantially expand globally the number of <b>scholarships available to developing countries</b> , 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 <b>qualified teachers</b> , 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?





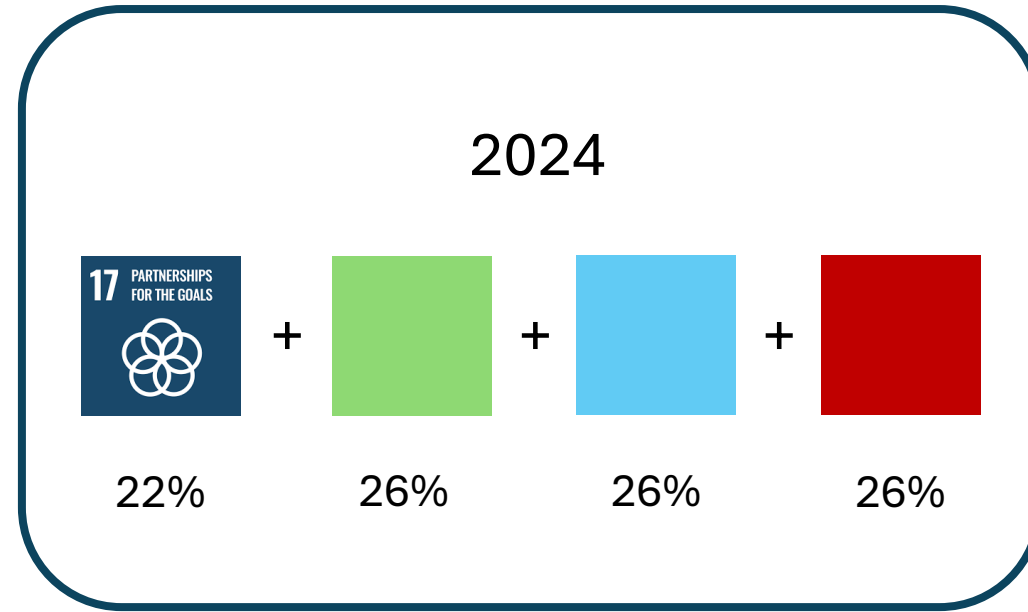
# Evidence questions and numeric questions

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

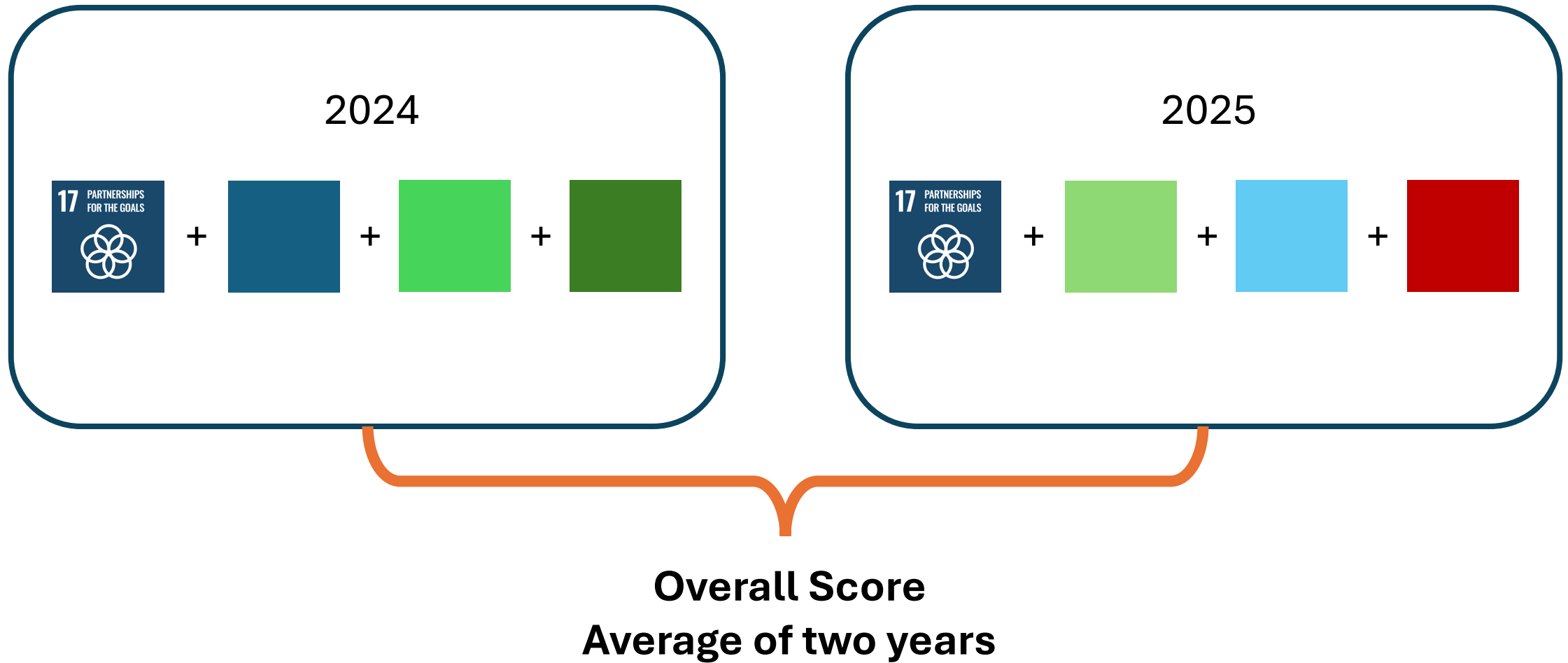
Scoring is based on three elements

- 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**

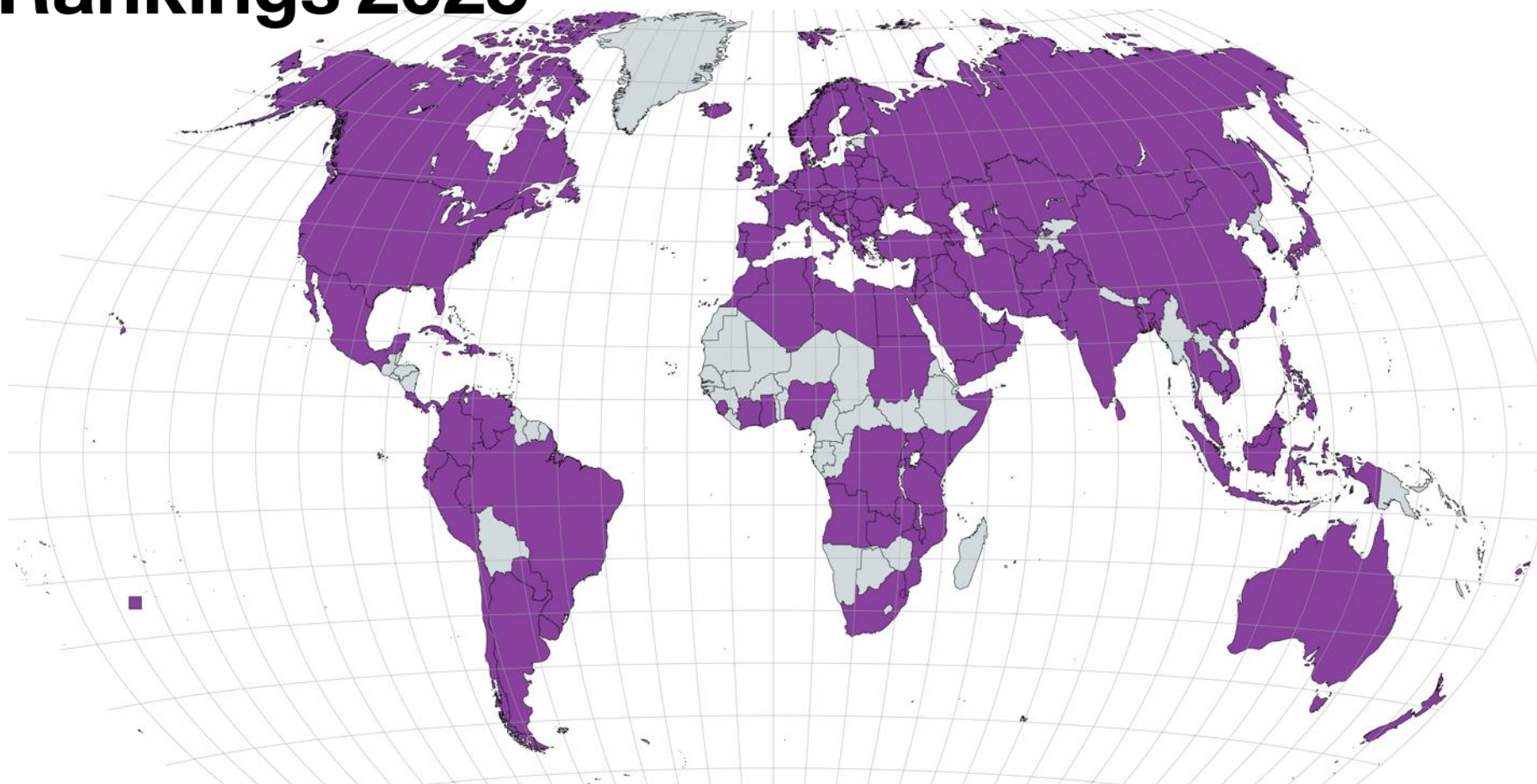
# Data insights



Times Higher Education  
**Impact Rankings**



# Times Higher Education **Impact Rankings 2025**







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

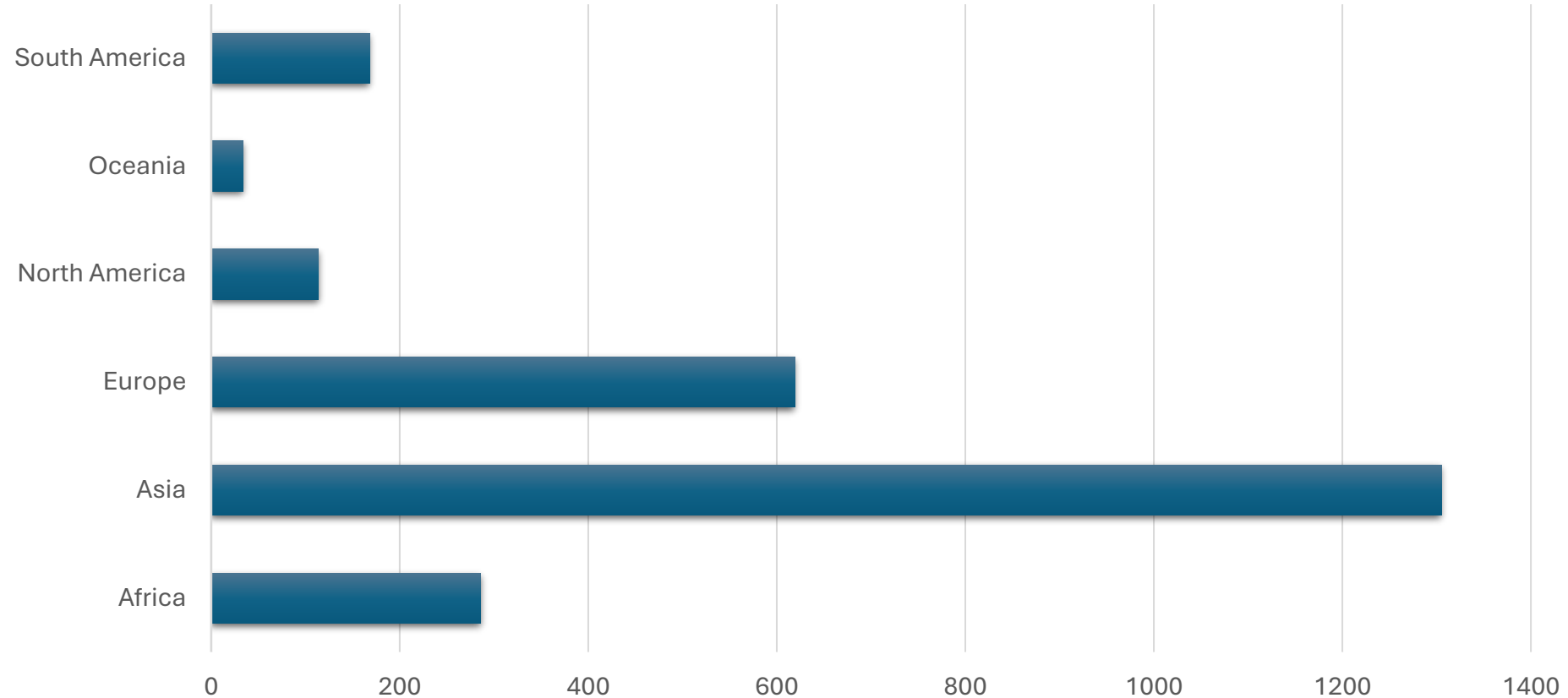
**251**

indicators\*





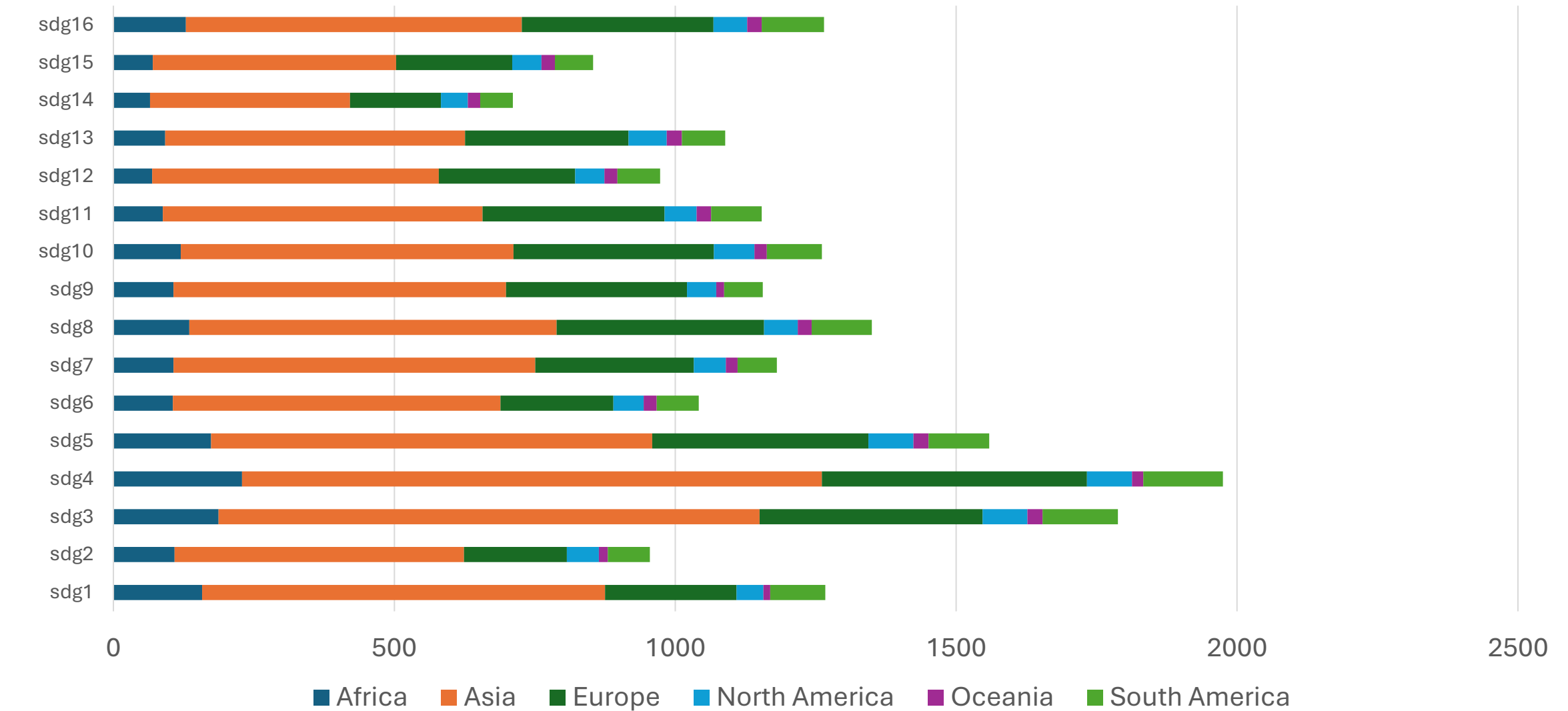
# Participation by continents



# 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

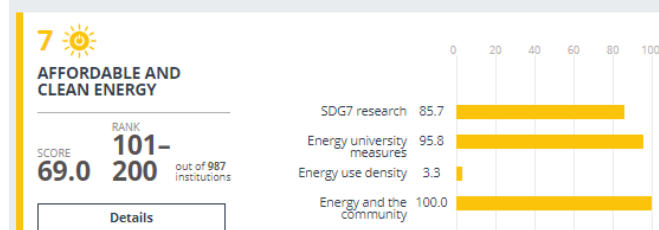
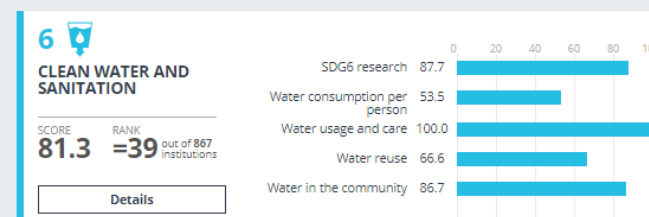
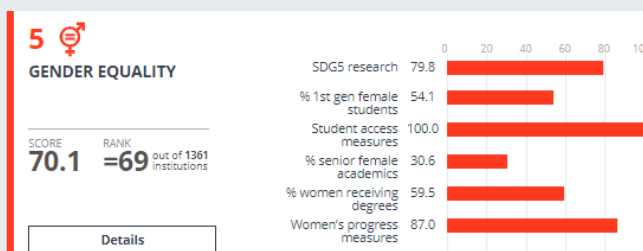
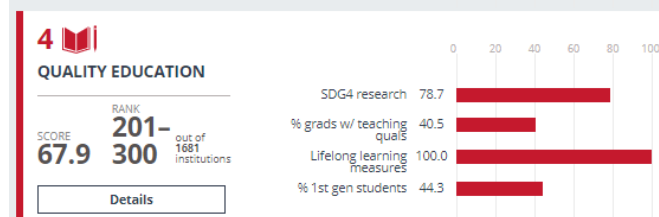
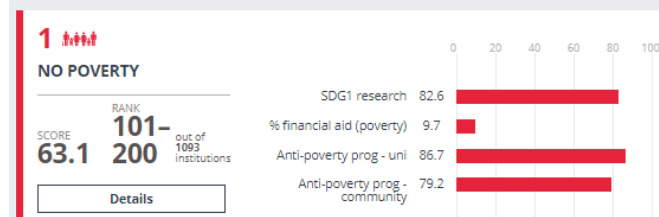
Jun 12, 2024



# Benchmarking

## Sustainable Development Goals Breakdowns

Info



# Benchmarking

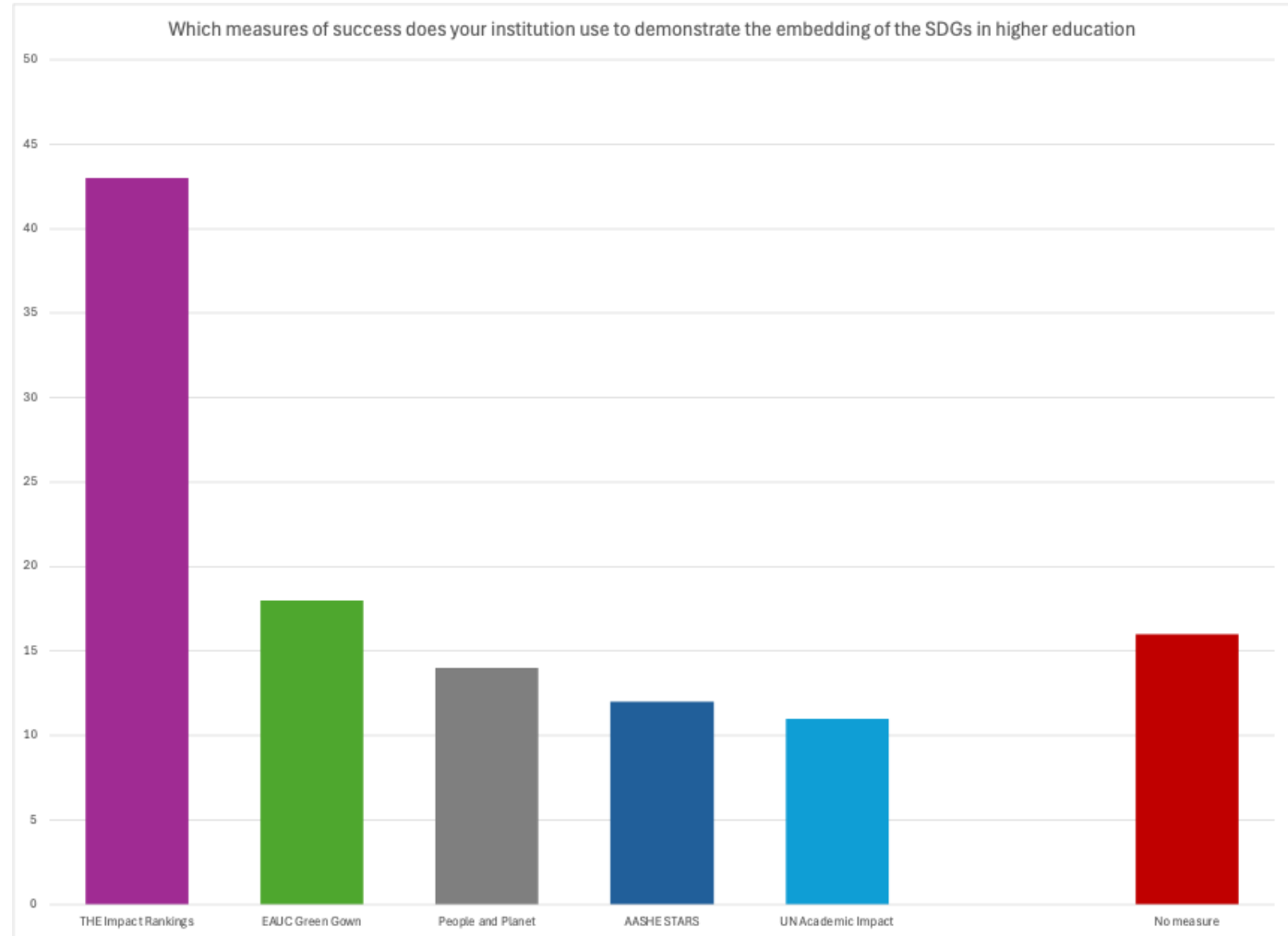


# Comparison to other systems

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



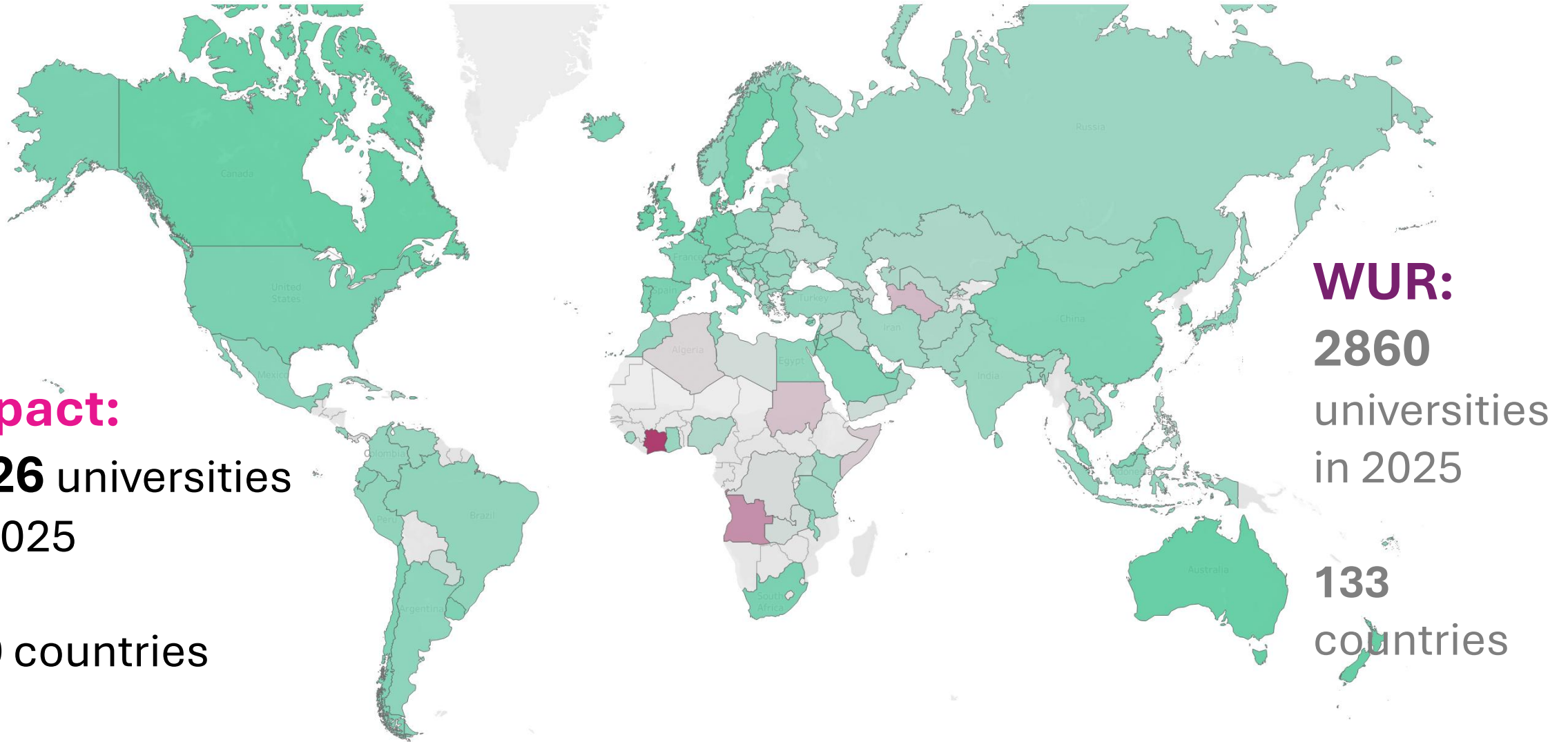
Times Higher Education  
**Impact Rankings**

# 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**

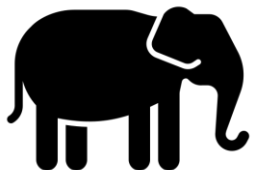
# Assessing universities' data across the whole ranking

Up to **251 indicators** per  
data submission



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

# Our challenges



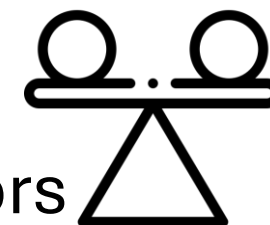
- A ranking that is growing and **will continue to grow**



- **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**



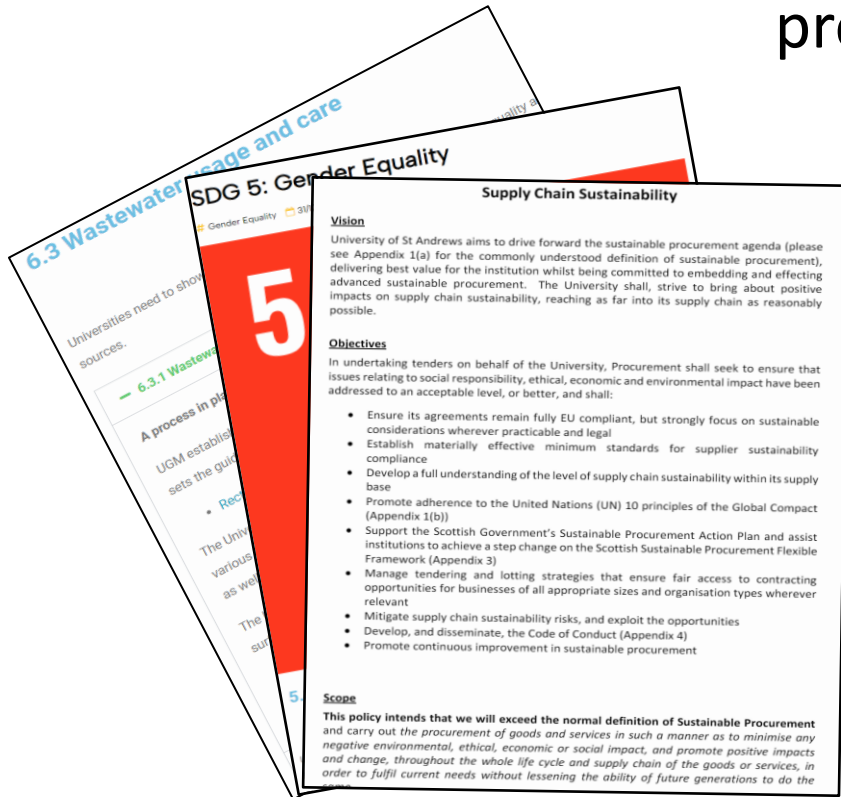
- THE's assessment can be **difficult to understand**  
providing the right evidence is **a lot of work!**

# 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**



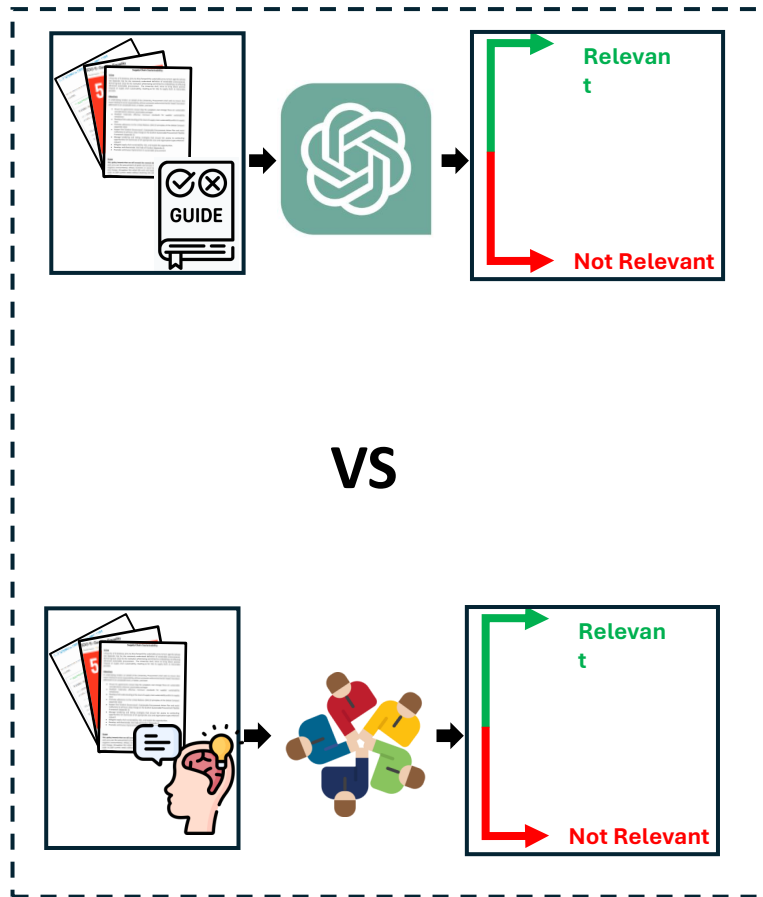
**Context:** the submitted evidence



**Prompt:** a guidance book on how the LLM should behave

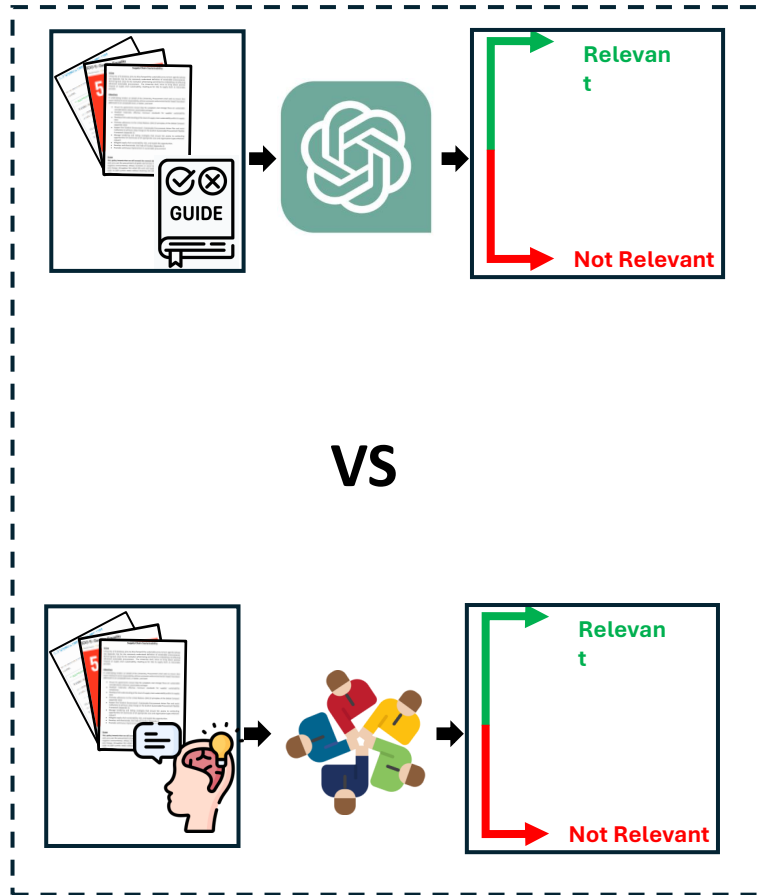


# Can AI be safely used in the validation process?



- **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

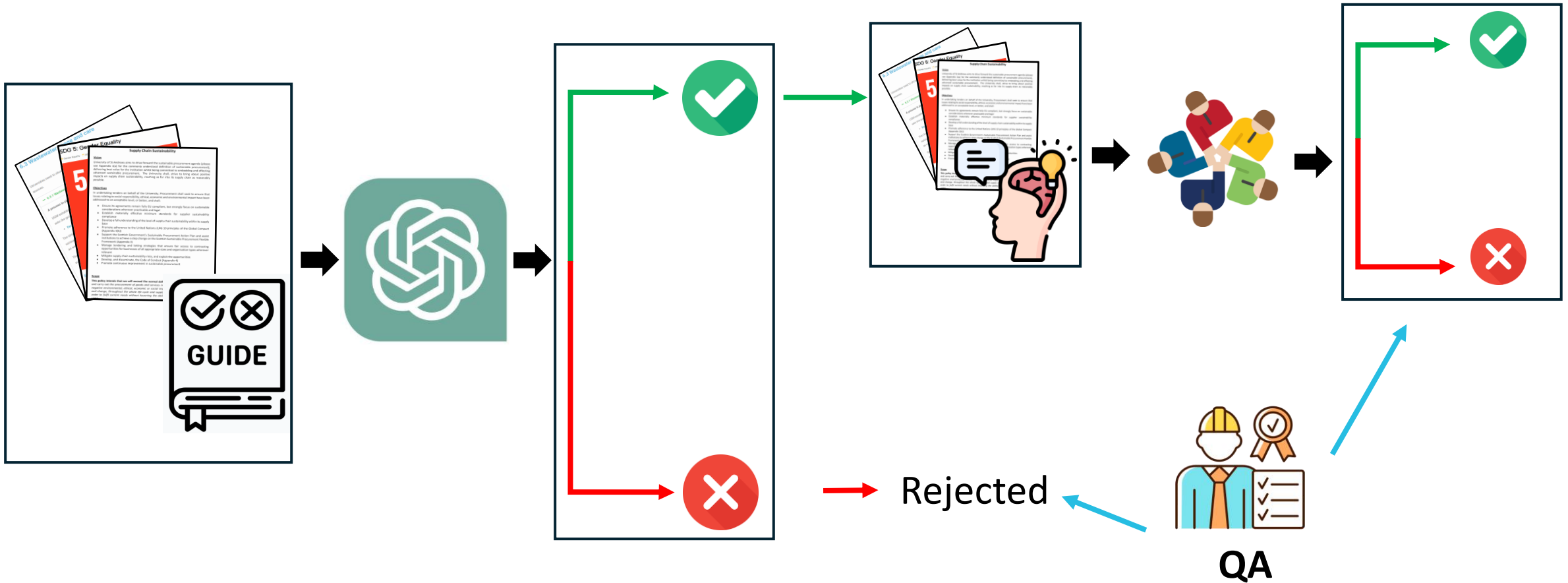
# Evidence submitted by universities



- 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 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>



2 ZERO HUNGER



## 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
<b>INDEX (out of 100 points)</b>	<b>89</b>	<b>100</b>

# 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<sup>[1]</sup> 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

Queen's University Belfast (United Kingdom)

[https://www.qub.ac.uk/about/sustainability/files/QU\\_B\\_SustainabilityReport.pdf](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](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

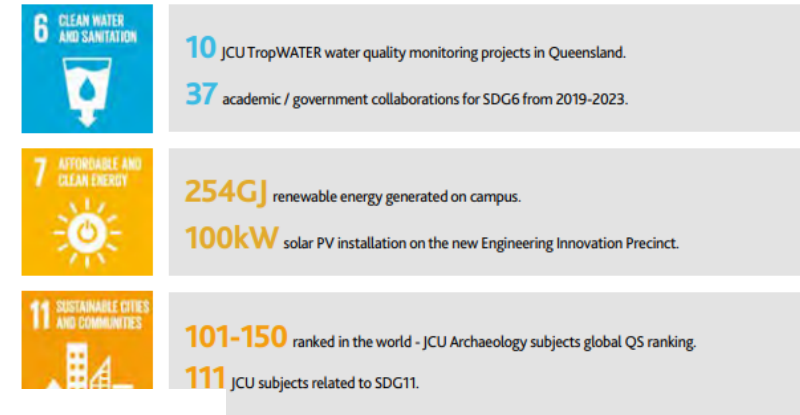
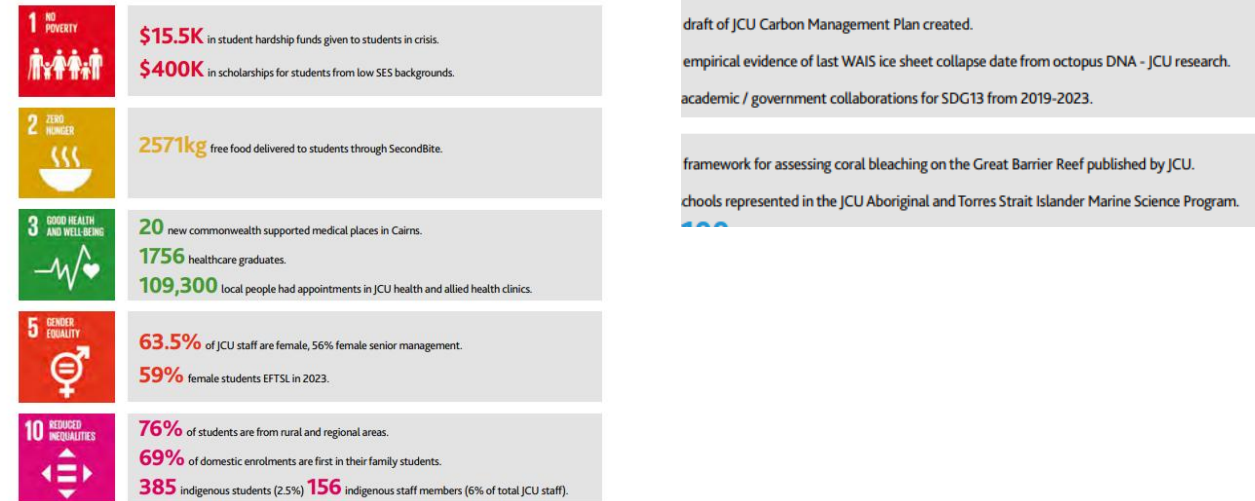


Figure 2.1: Social sustainability - JCU at a glance



# Regional analyses



Times Higher Education  
**Impact Rankings**

# Top 10

## 6 Ensure availability and sustainable management of water and sanitation for all

1	Universitas Airlangga 🇮🇩 Indonesia <a href="#">Explore</a>	93.3	96.9
2	Prince Mohammad Bin Fahd University 🇸🇦 Saudi Arabia <a href="#">Explore</a>	92.5	89.5
3	University of Glasgow 🇬🇧 United Kingdom <a href="#">Explore</a>	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 <a href="#">Explore</a>	89.5	94.7
8	McMaster University 🇨🇦 Canada <a href="#">Explore</a>	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

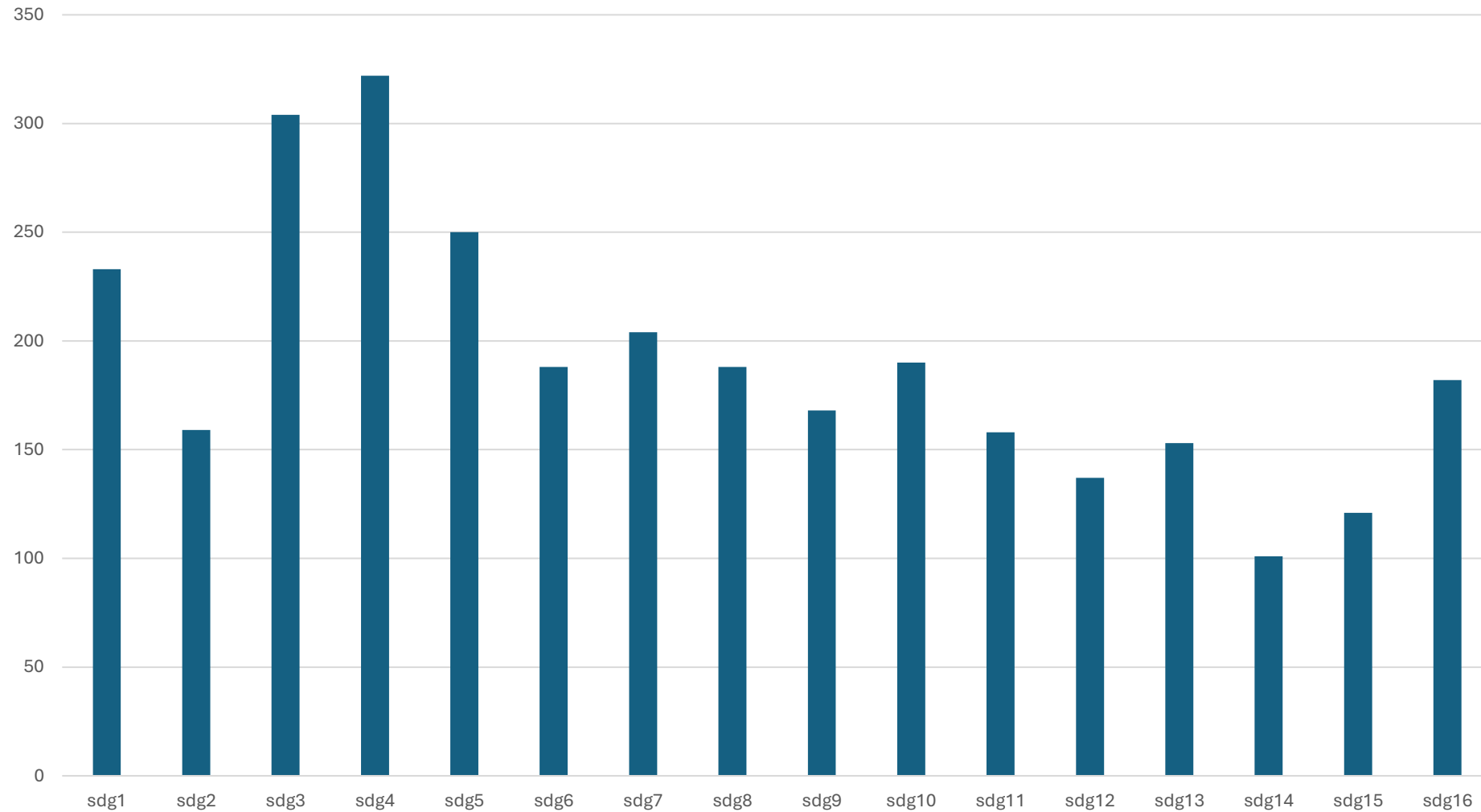
Ensure access to affordable, reliable, sustainable and modern energy for all

1	Al-Mustaqbal University Iraq	88.1	79.4–83.6
2	JSS Academy of Higher Education and Research India	85.2	91.9
3	Abdullah Gül 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



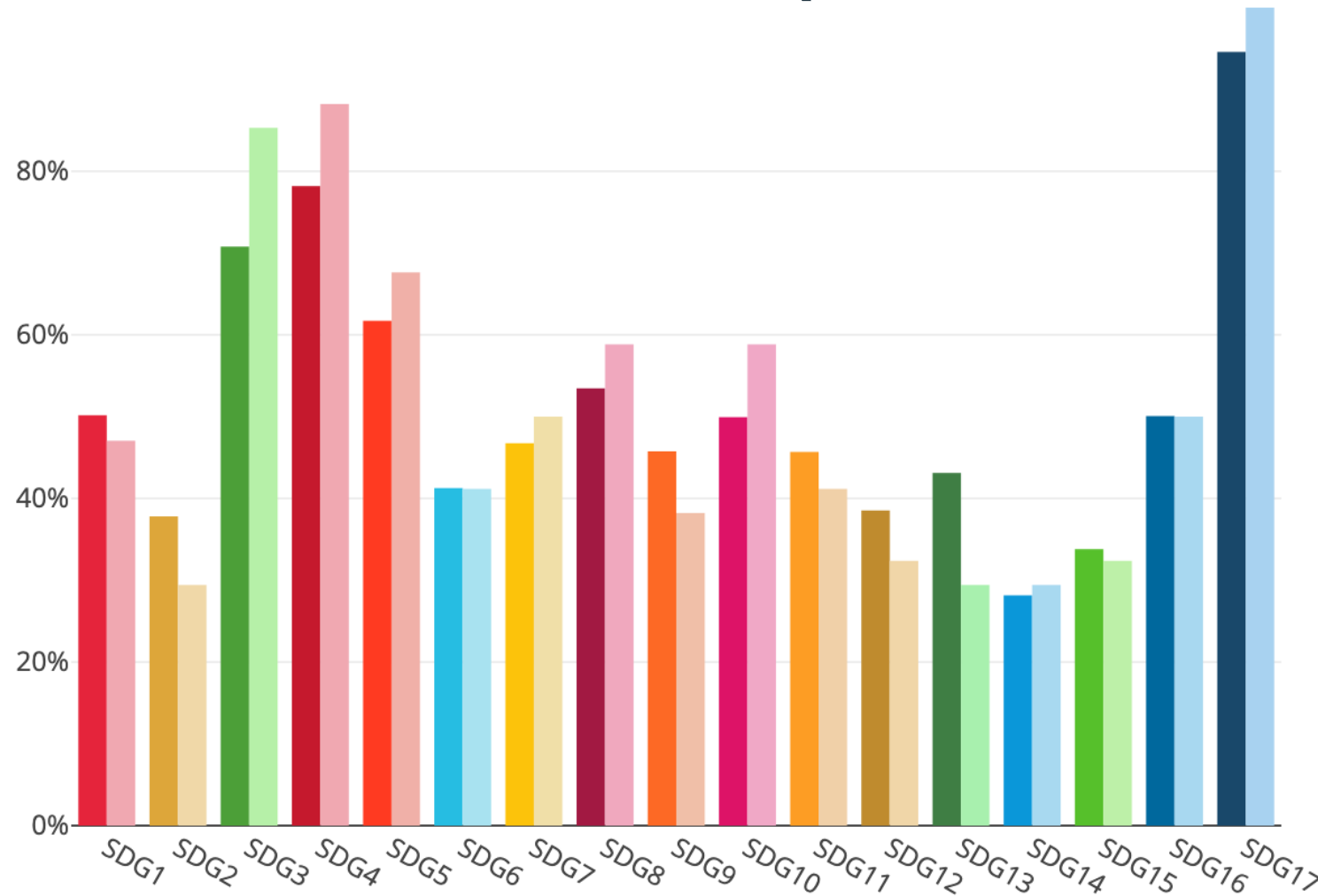


# Participation MENA in SDGs





# Participation in each SDG (All - Saudi Arabia)

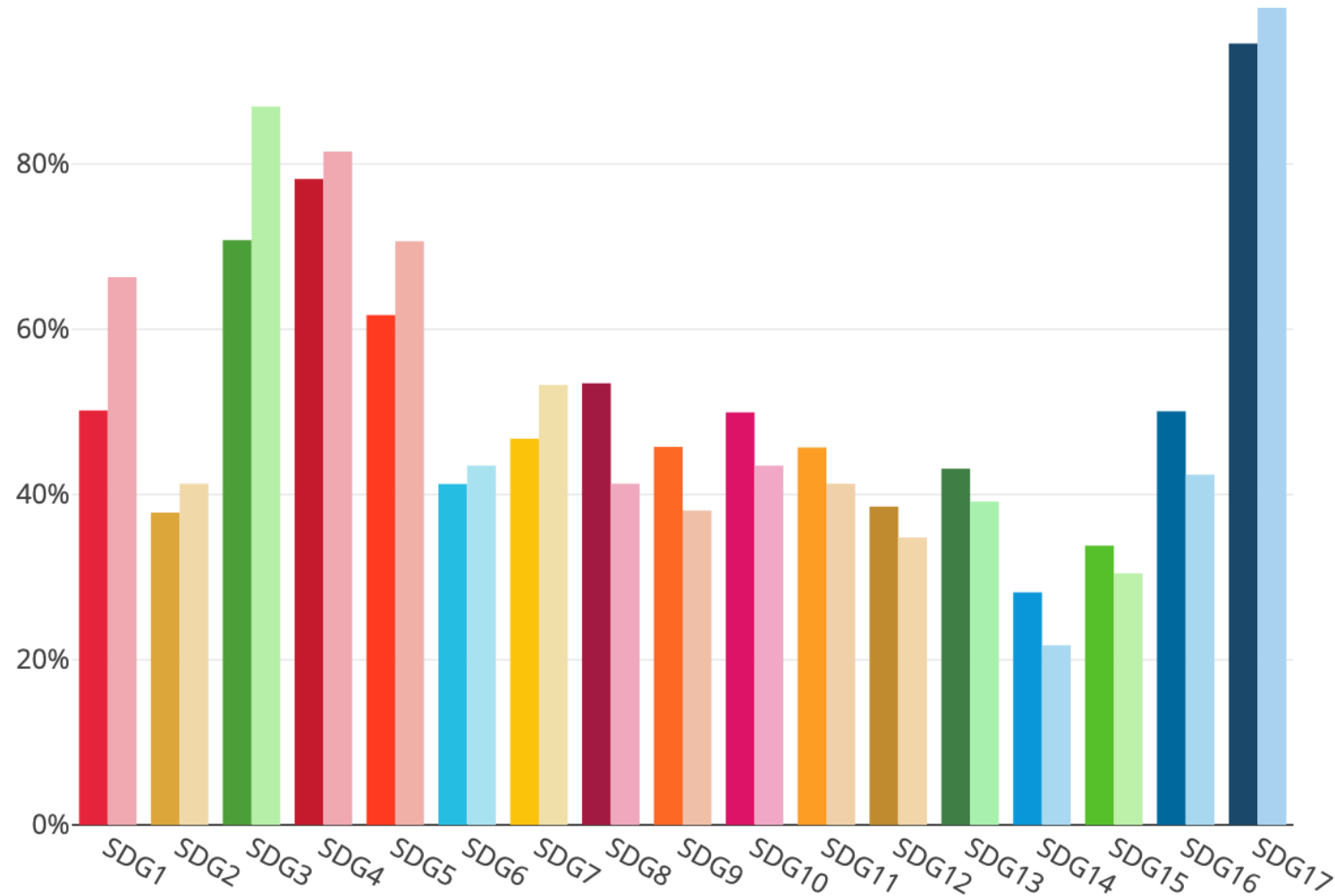


(Left: worldwide; Right: Saudi Arabia)

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)

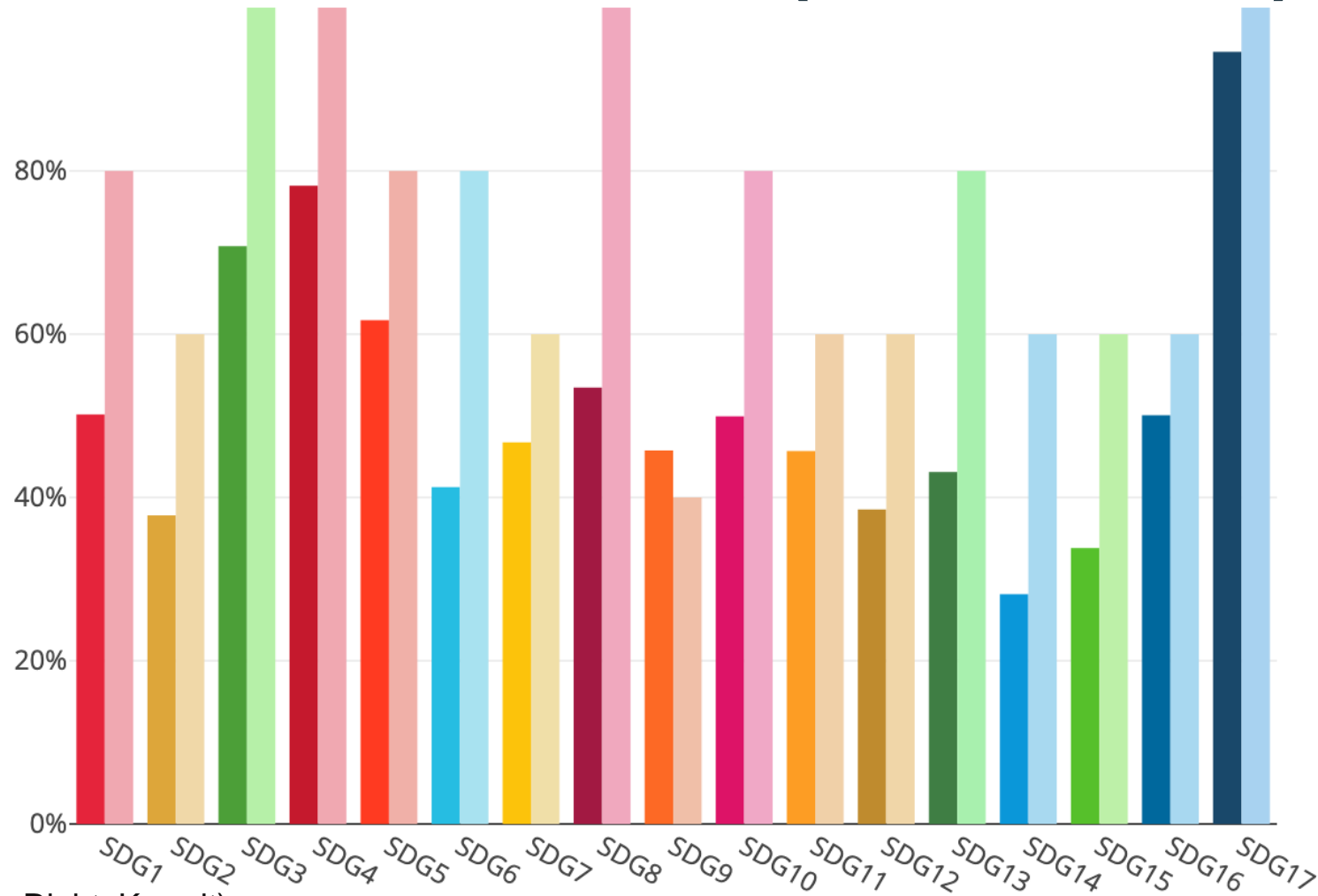


(Left: worldwide; Right: Iraq)

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)

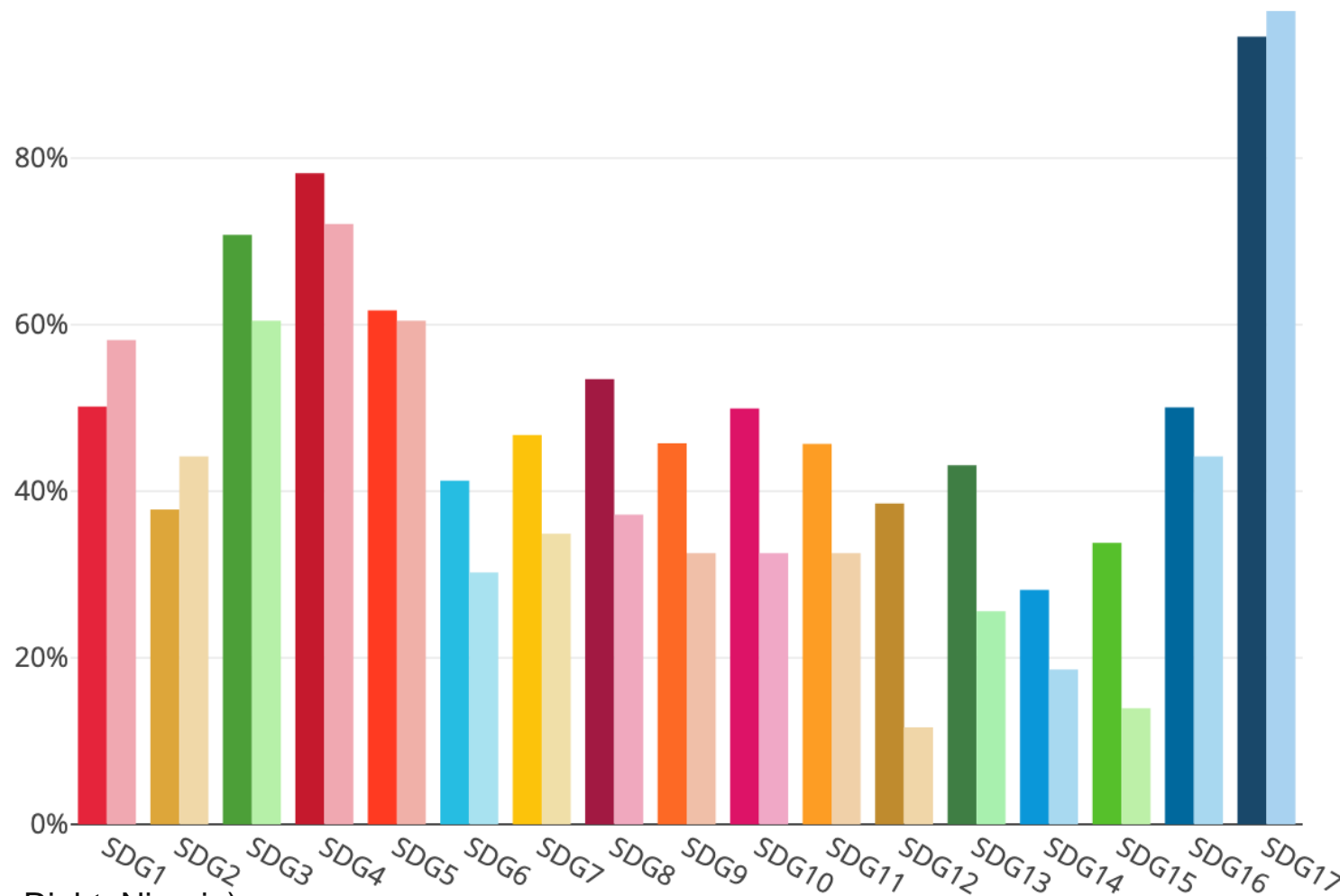


(Left: worldwide; Right: Kuwait)

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

1/5

No. 1 in the United States for driving impact

—Times Higher Education United Nations Sustainable Development Goals

2,303

86

306

ASU

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

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

#101 - #200

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

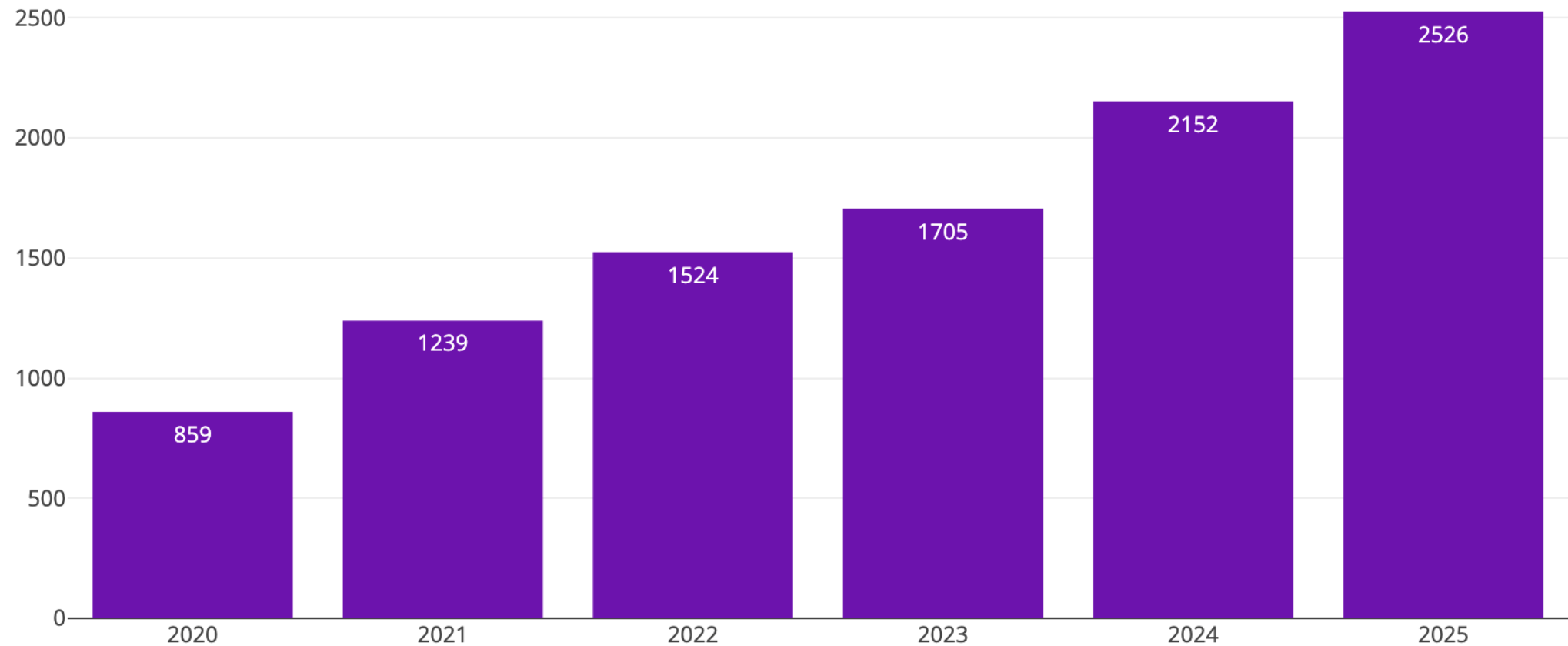
58th top university in the world

TIMES HIGHER EDUCATION IMPACT RANKINGS 2023



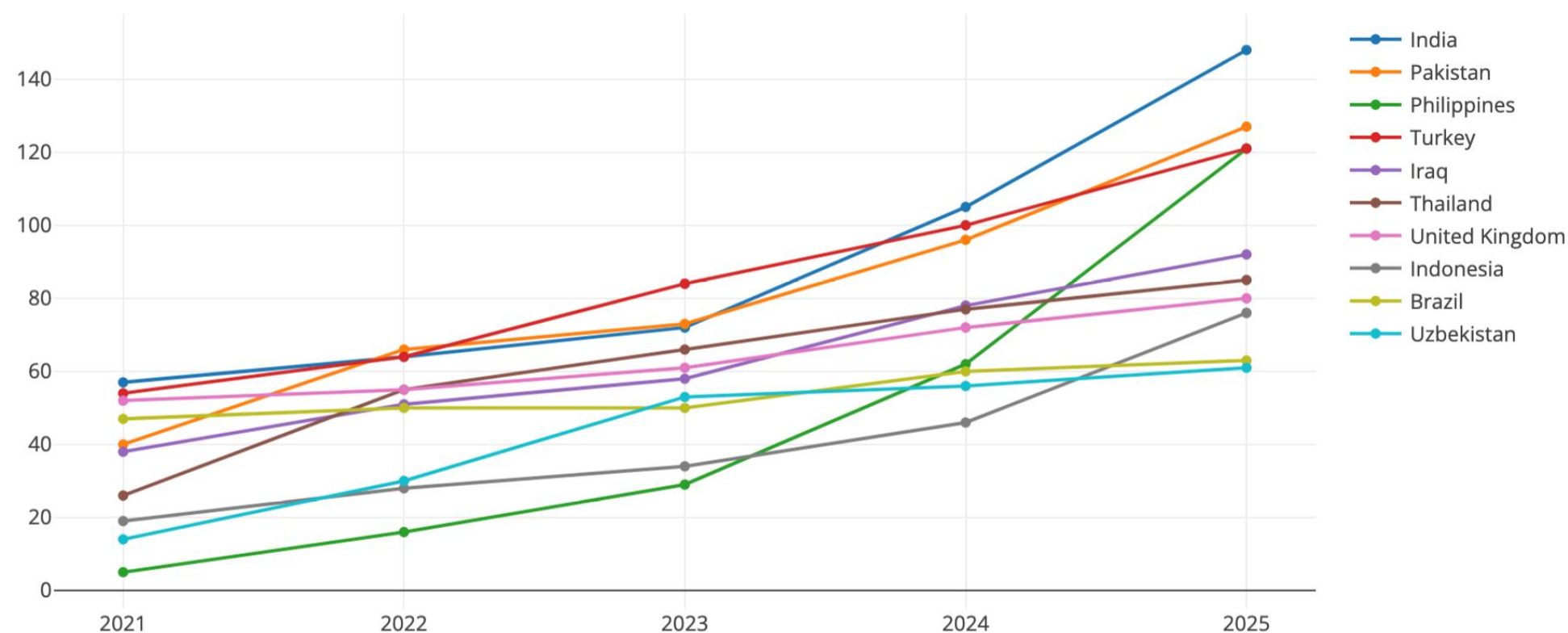
# Strong growth in participation

Impact rankings participation

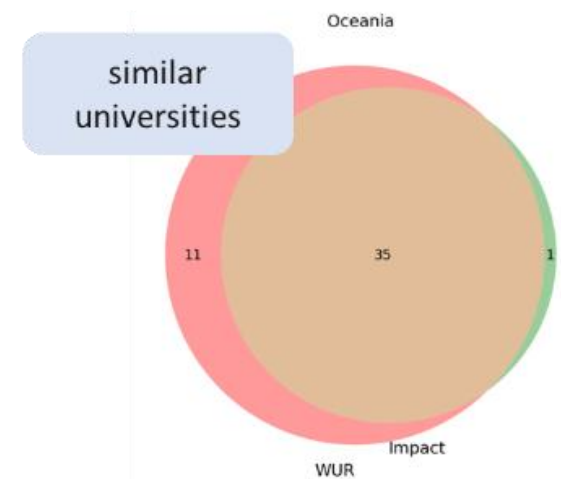
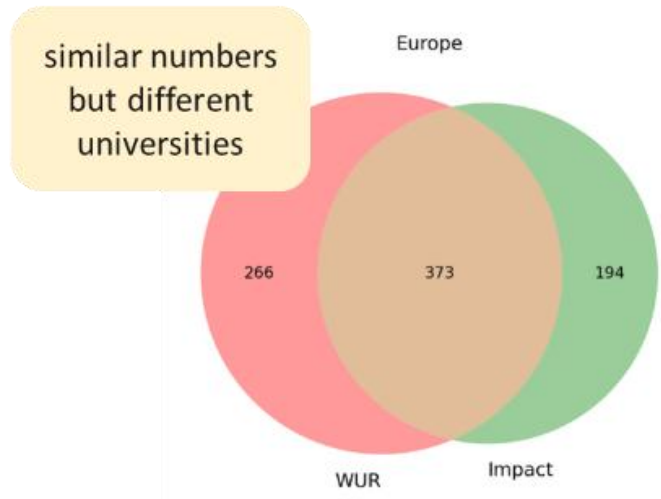
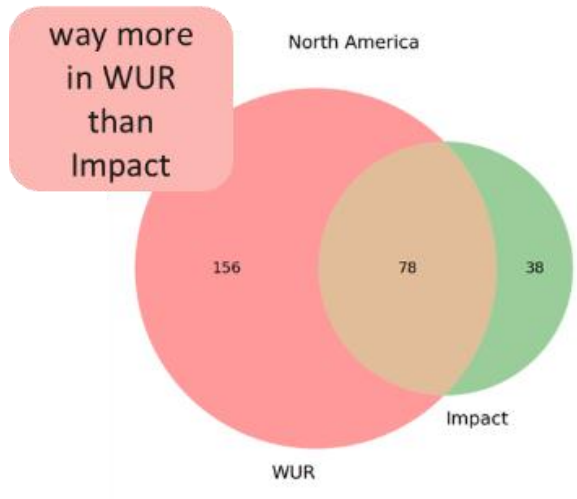
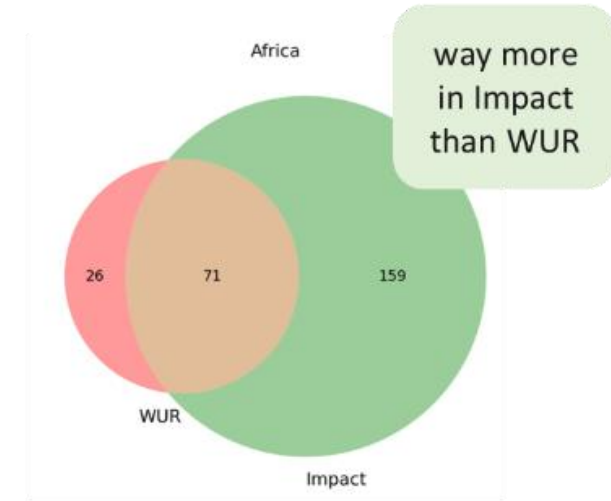
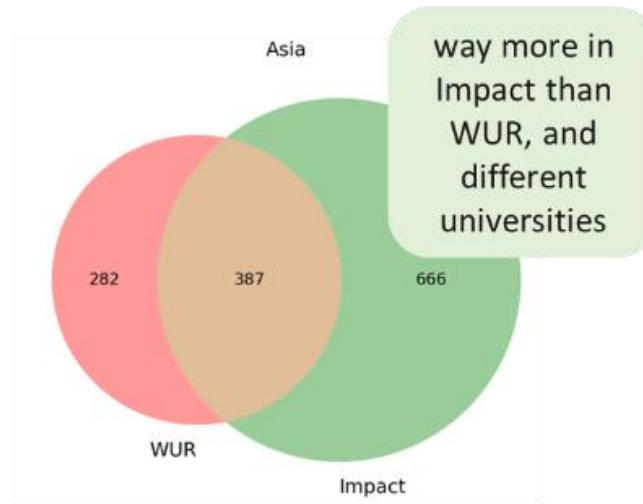
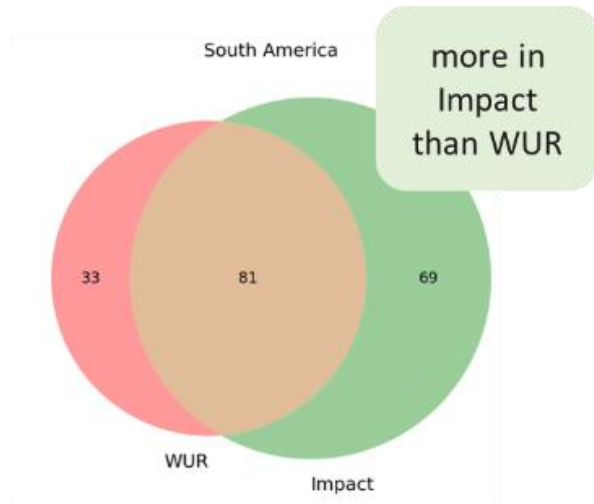


# Growth driven by developing world, badly served by traditional research-led rankings

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](mailto:impact@timeshighereducation.com)

**Data collection:**

**Opens 15<sup>th</sup> of September 2025**

**Closes 10<sup>th</sup> 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](mailto:data@timeshighereducation.com)

