Our Rankings

IMPACT & SUSTAINABILITY

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

Participation rules: all UG or PG higher education institutions

RESEARCH

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)

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

Times Higher Education
Impact Rankings

# How do universities support the SDGs?

Evidence questions and numeric questions

Alongside traditional questions based on numeric data we also use qualitative data.
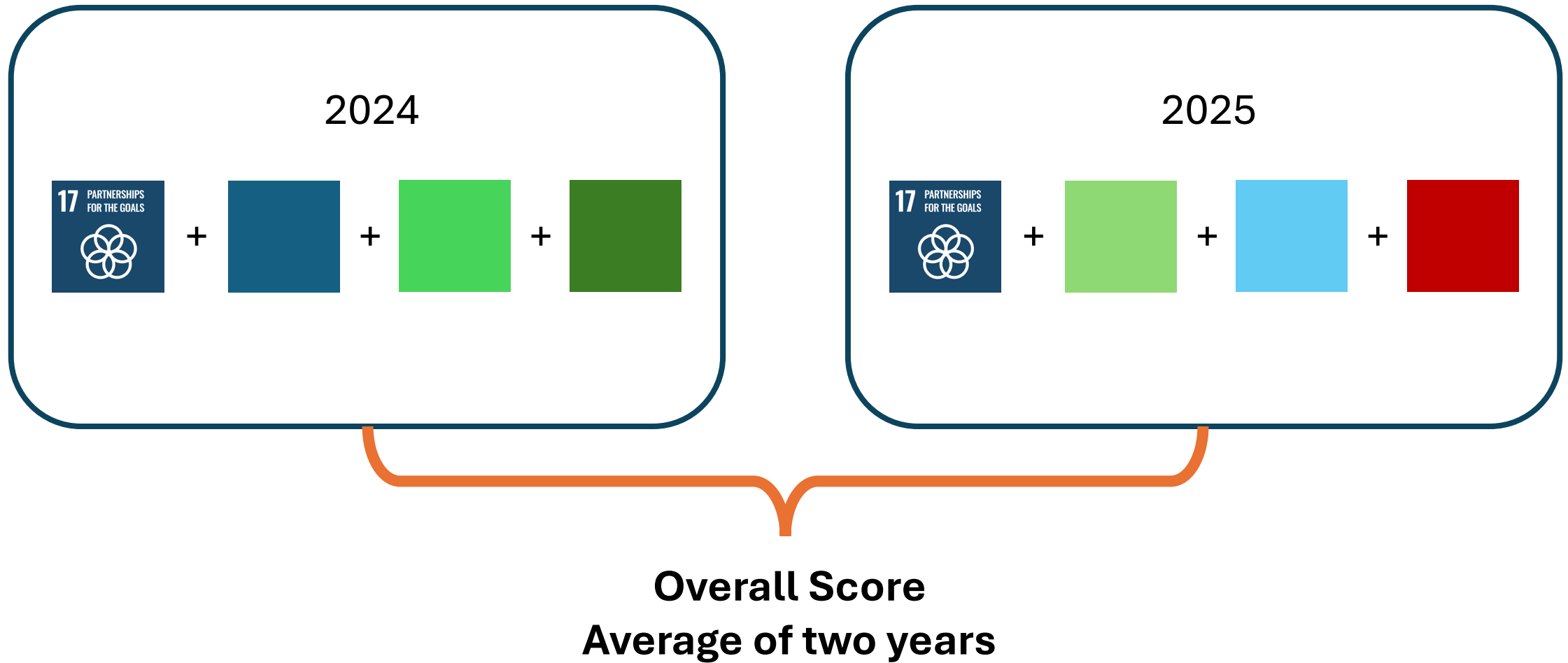
Scoring is based on three elements

- Declaration – university declares it does something

- Evaluation – assessors evaluate supplied evidence

- Publication – additional credit for public evidence

Calculating the annual score

2025

 + + +

22%   26%   26%   26%
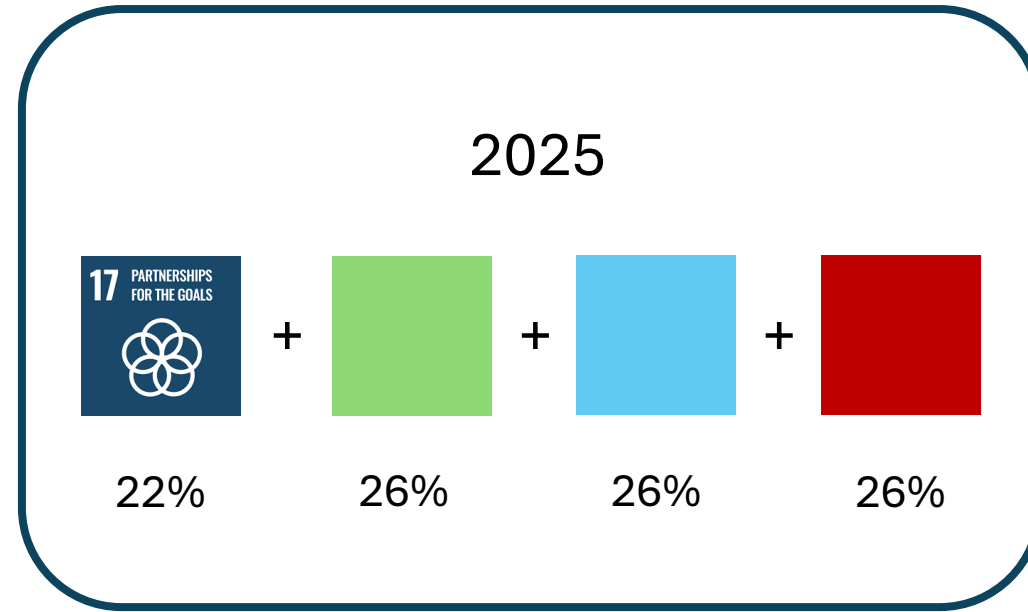
How does it work?
(Inside out)

Times Higher Education
Impact Rankings

The Impact team

Head of SDG and Teaching Rankings Hannah Peacock	Head of Data PMO **Emma Wilkin**			
Impact Ranking Owner Klara Spustek	Senior Data Editor Abdullah Arlsan	Supervisors 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**	

Times Higher Education
Impact Rankings

2025

Data insights

Participation by continents
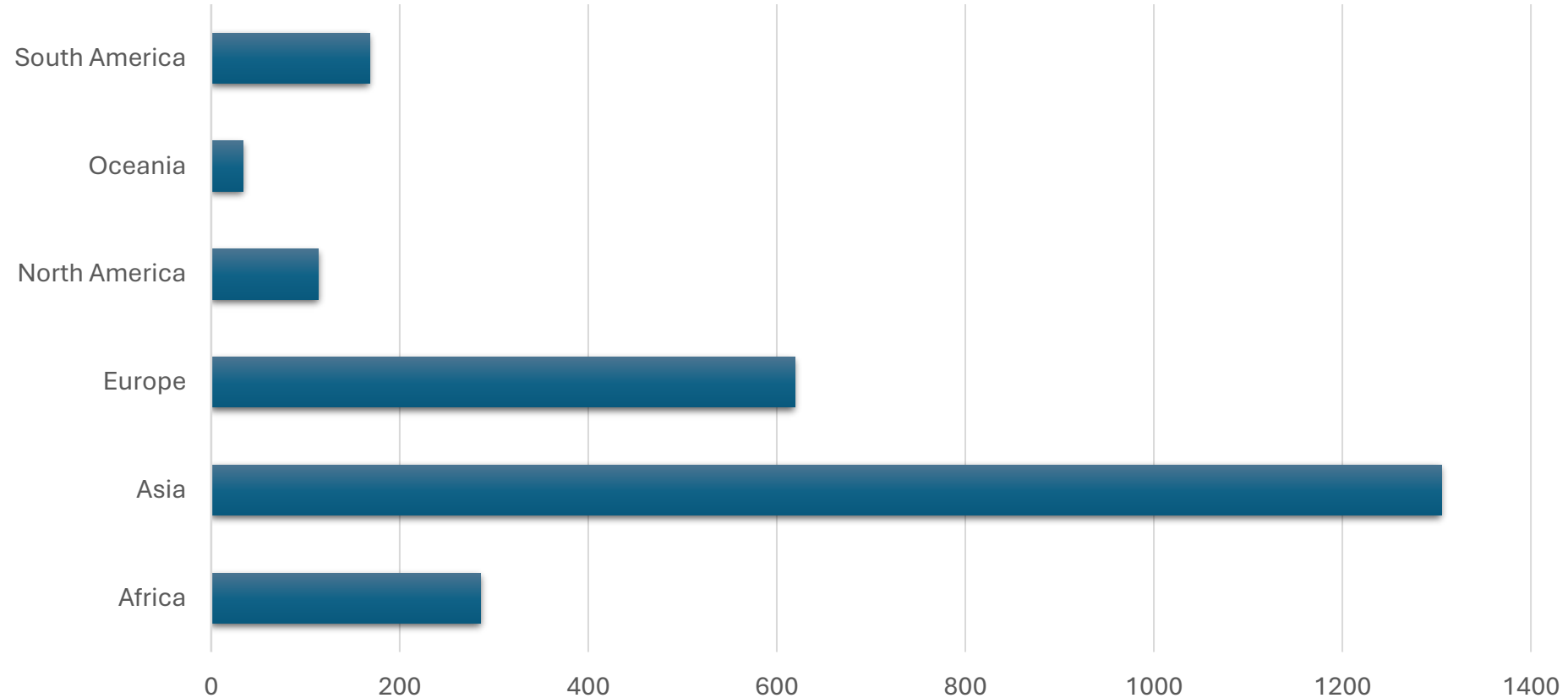
Top 10 overall

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
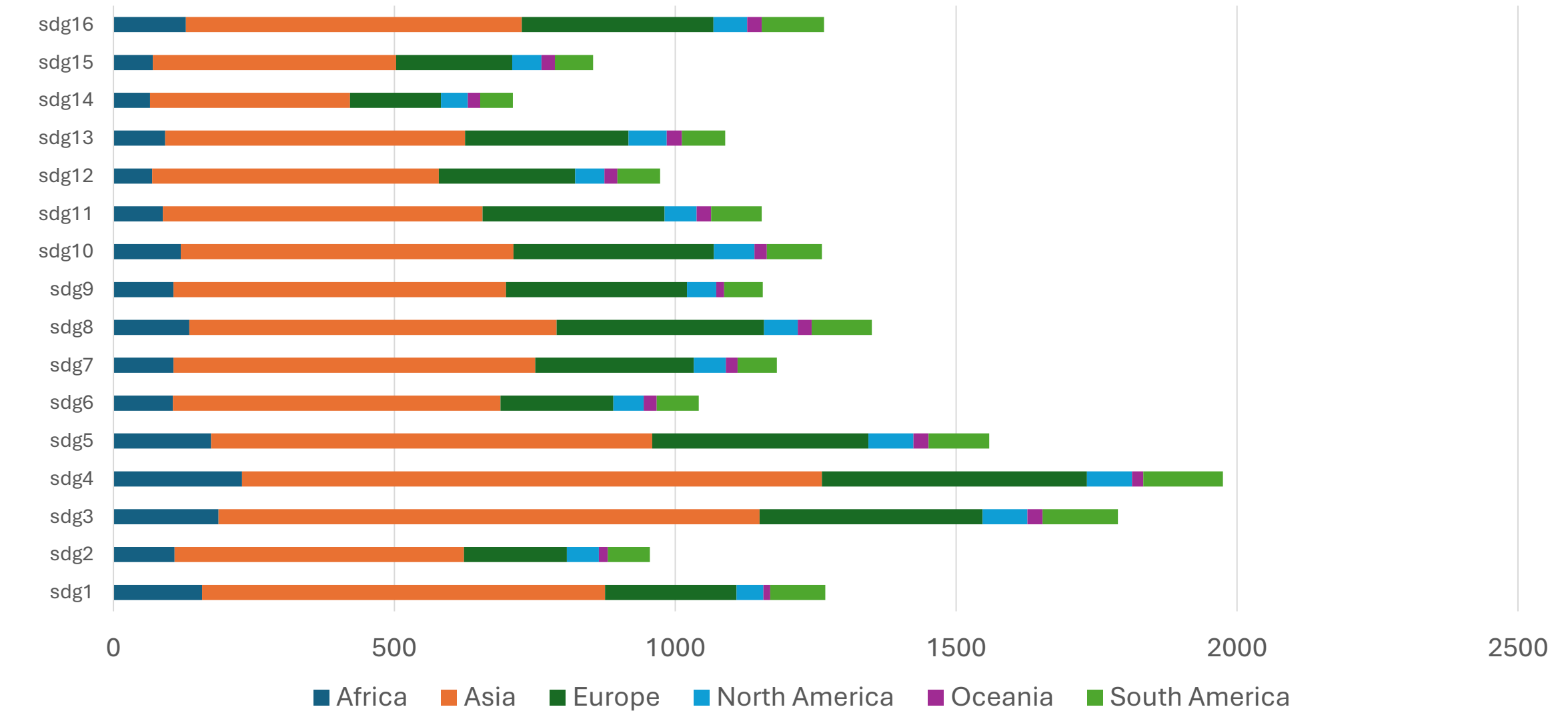
Legend: Africa · Asia · Europe · North America · Oceania · South America

Times Higher Education Impact Rankings — 2025

Visibility

Benchmarking

Sustainable Development Goals Breakdowns

Info

1 — NO POVERTY

SCORE **63.1** | RANK **101–200** out of 1093 institutions

Details

	0 20 40 60 80 100
SDG1 research	82.6
% financial aid (poverty)	9.7
Anti-poverty prog - uni	86.7
Anti-poverty prog - community	79.2
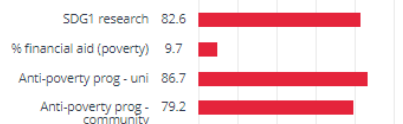
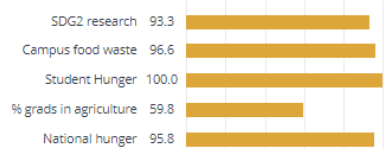**2 — ZERO HUNGER**

QUALIFYING SDG - 26% OF OVERALL

SCORE **89.1** | RANK **4** out of 803 institutions

Details

	0 20 40 60 80 100
SDG2 research	93.3
Campus food waste	96.6
Student Hunger	100.0
% grads in agriculture	59.8
National hunger	95.8

3 — GOOD HEALTH AND WELLBEING

SCORE **84.6** | RANK **=48** out of 1498 institutions

Details

	0 20 40 60 80 100
SDG3 research	82.0
N graduating in health	72.3
Collaborations and health services	97.4
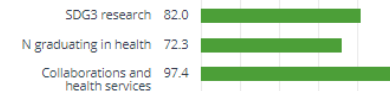
4 — QUALITY EDUCATION

SCORE **67.9** | RANK **201–300** out of 1681 institutions

Details

	0 20 40 60 80 100
SDG4 research	78.7
% grads w/ teaching quals	40.5
Lifelong learning measures	100.0
% 1st gen students	44.3
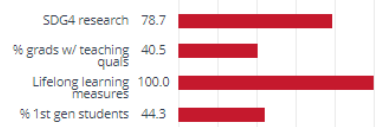
5 — GENDER EQUALITY

SCORE **70.1** | RANK **=69** out of 1361 institutions

Details

	0 20 40 60 80 100
SDG5 research	79.8
% 1st gen female students	54.1
Student access measures	100.0
% senior female academics	30.6
% women receiving degrees	59.5
Women's progress measures	87.0
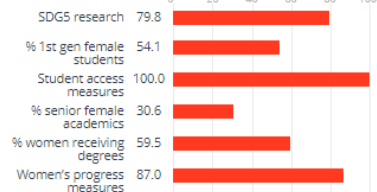
6 — CLEAN WATER AND SANITATION

SCORE **81.3** | RANK **=39** out of 867 institutions

Details

	0 20 40 60 80 100
SDG6 research	87.7
Water consumption per person	53.5
Water usage and care	100.0
Water reuse	66.6
Water in the community	86.7
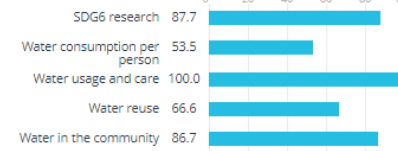
7 — AFFORDABLE AND CLEAN ENERGY

SCORE **69.0** | RANK **101–200** out of 987 institutions

Details

	0 20 40 60 80 100
SDG7 research	85.7
Energy university measures	95.8
Energy use density	3.3
Energy and the community	100.0
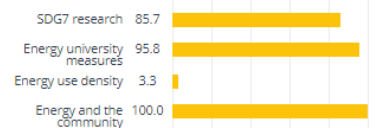
8 — DECENT WORK AND ECONOMIC GROWTH

SCORE **59.3** | RANK **401–600** out of 1149 institutions

Details

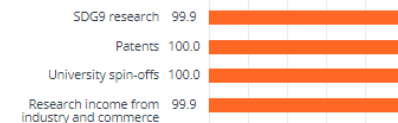|	0 20 40 60 80 100
SDG8 research	89.7
Employment practices	83.8
Expenditure per employee	30.0
% students on work placements	60.7
% secure contracts	13.3
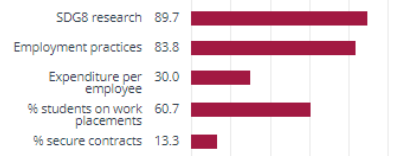
9 — INDUSTRY, INNOVATION AND INFRASTRUCTURE

QUALIFYING SDG - 26% OF OVERALL

SCORE **99.9** | RANK **=9** out of 1018 institutions

Details

	0 20 40 60 80 100
SDG9 research	99.9
Patents	100.0
University spin-offs	100.0
Research income from industry and commerce	99.9

2025

Benchmarking

THE Impact Rankings 2024 ⌄   ⬇ Download

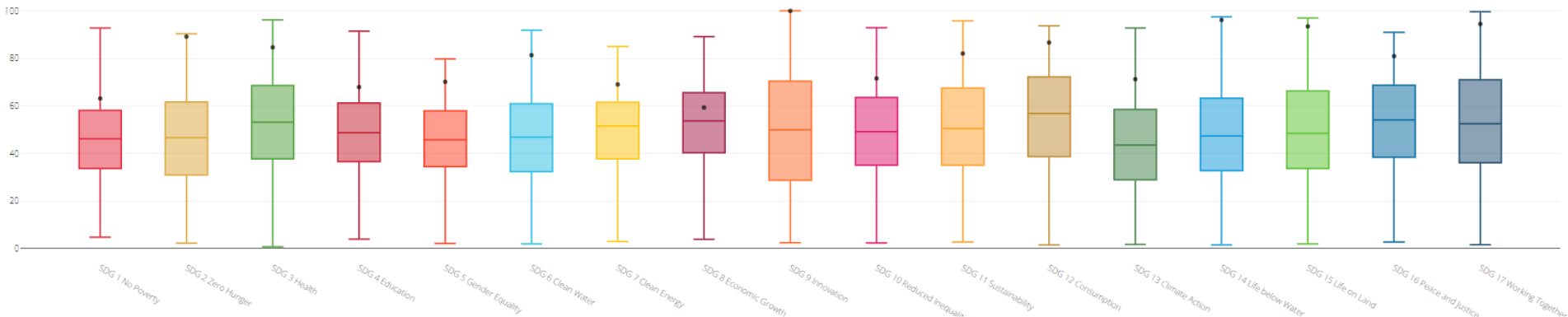**OVERALL SCORE**
97.4 out of **100**

OVERALL RANK
6 out of **1963** institutions

SDG PARTICIPATED
17 out of **17** Sustainable Development Goals

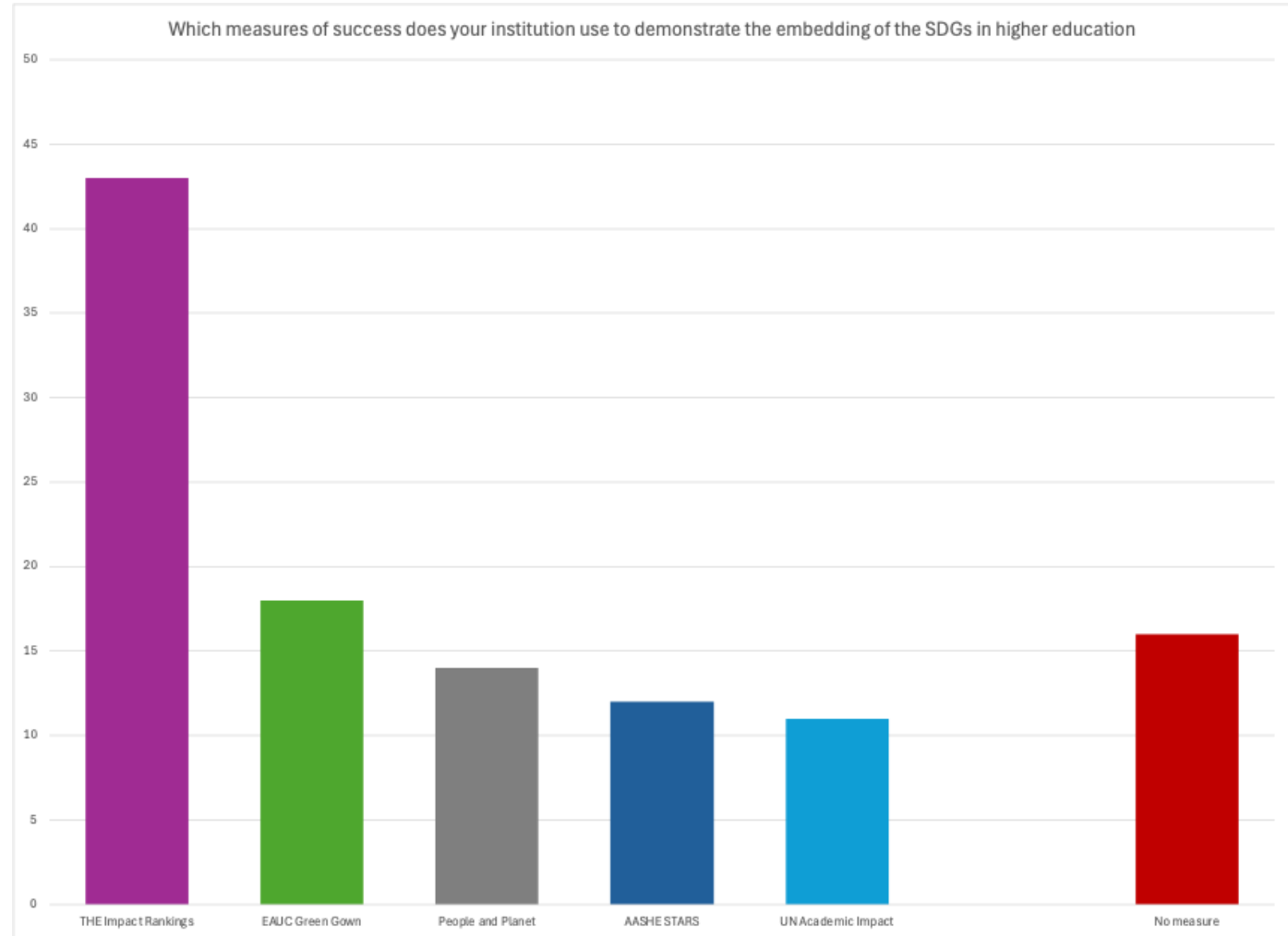**SDG SCORES**

Sustainable Development Goals

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

Which measures of success does your institution use to demonstrate the embedding of the SDGs in higher education

2025

AI to help evidence validation

A truly gobal ranking

Impact:

2526 universities in 2025

130 countries

WUR:

2860 universities in 2025

133 countries
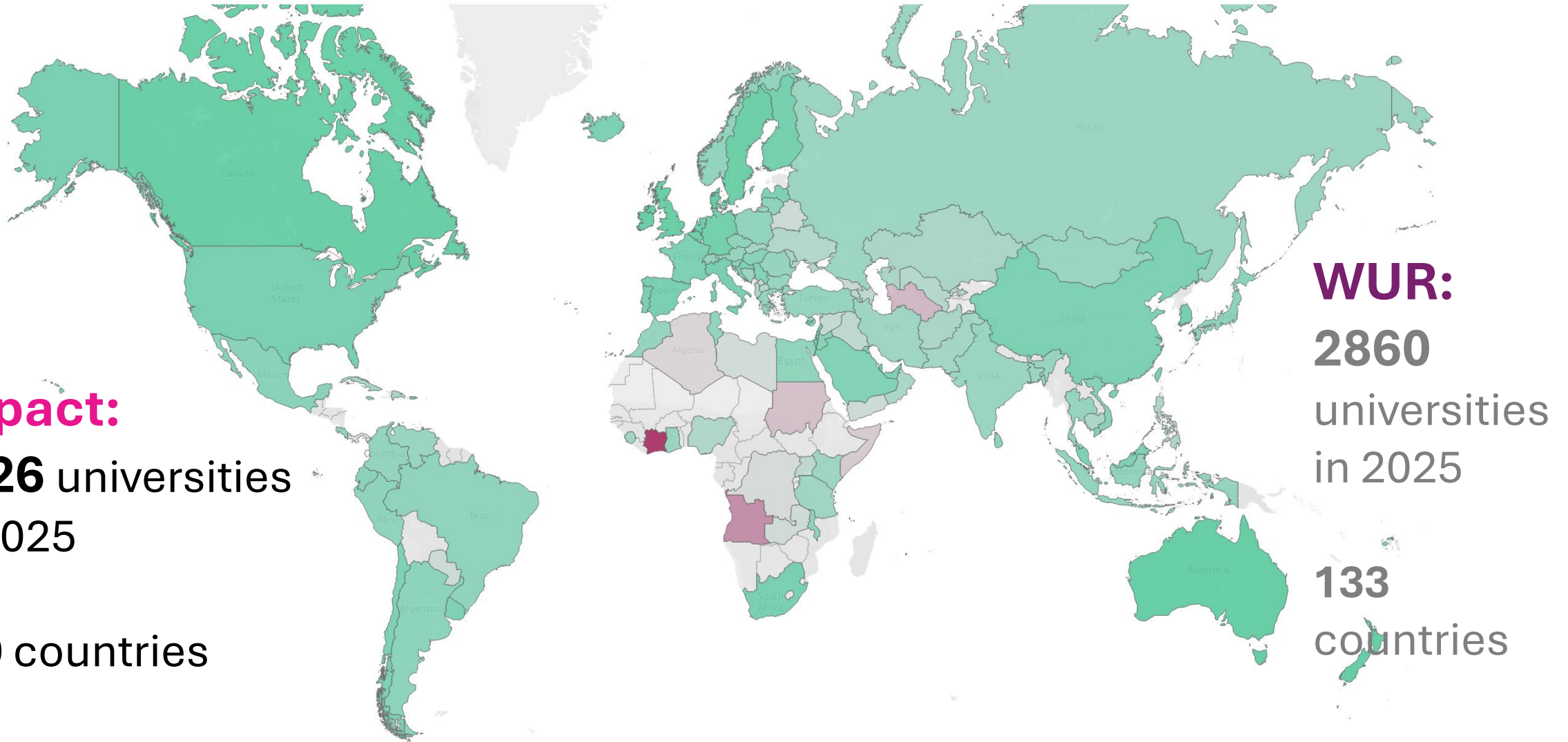
Assessing universities' **evidence** data

15 LIFE ON LAND

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**

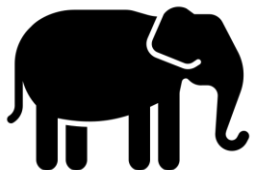- Evidence is **assessed** ✗ **Not relevant**

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
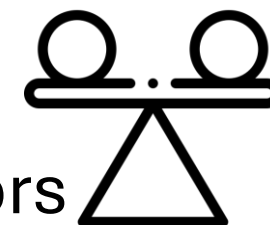
Our challenges

- 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**
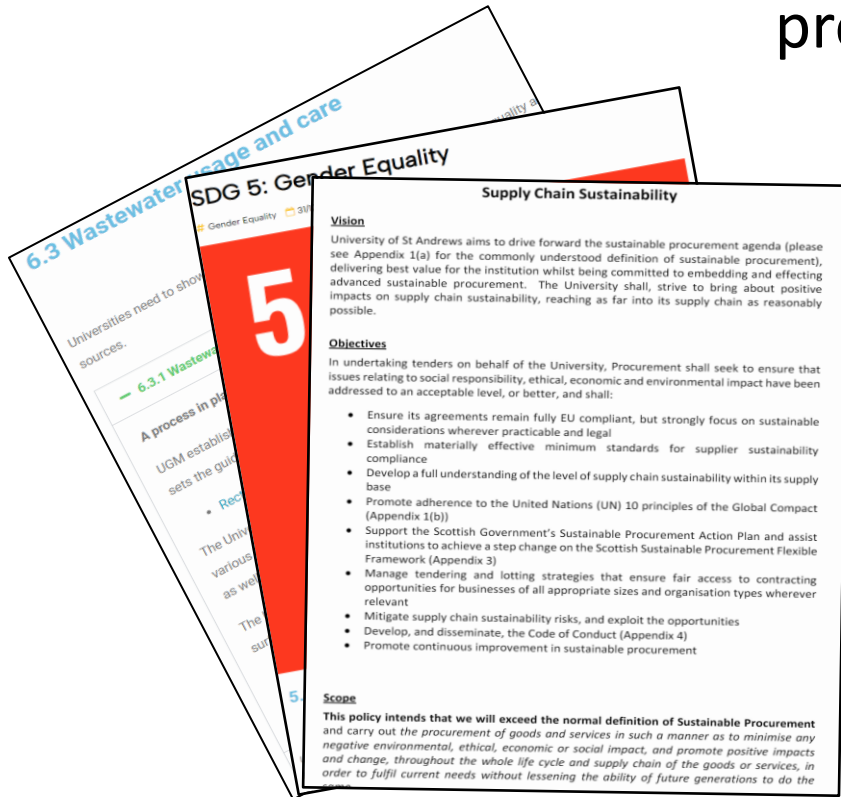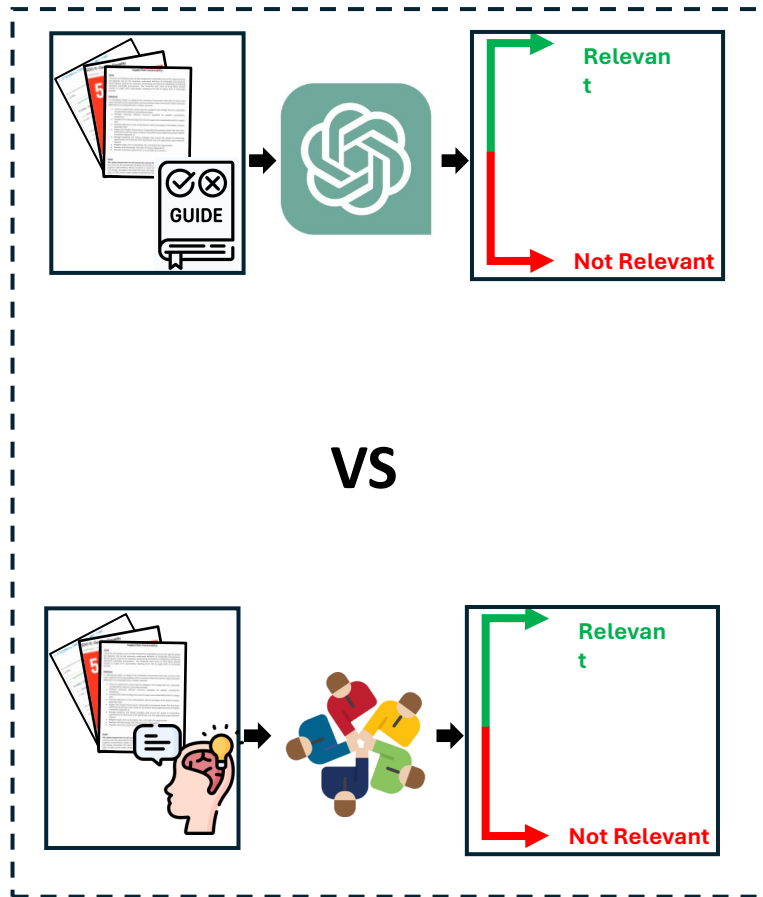
Context: the submitted evidence

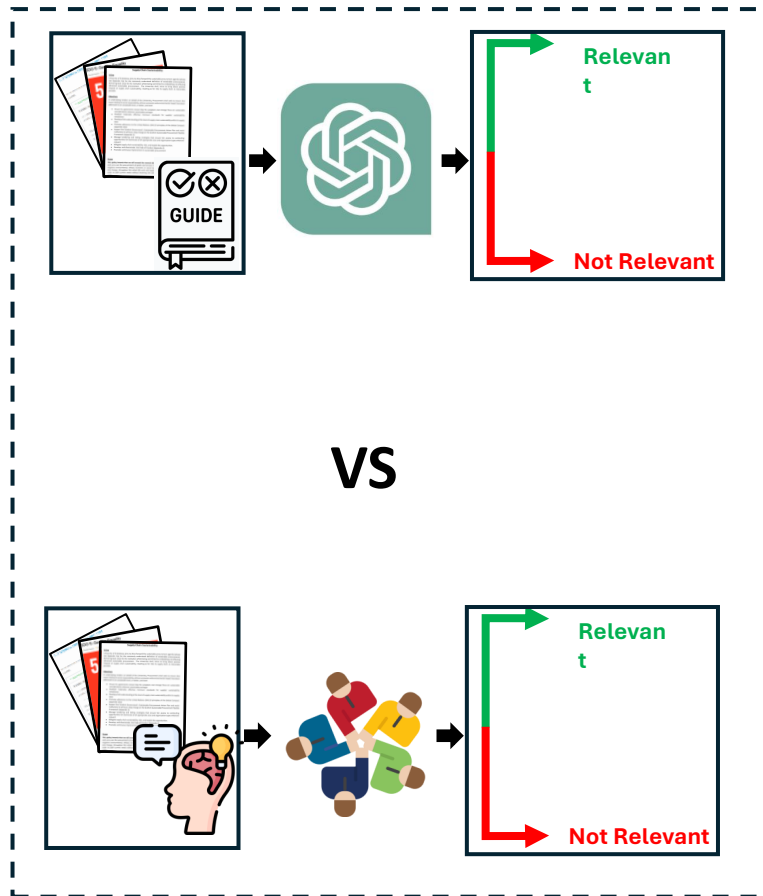**Prompt**: a guidance book on how the LLM should behave

Can AI be <u>safely</u> 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

VS

- 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**

Rejected

QA
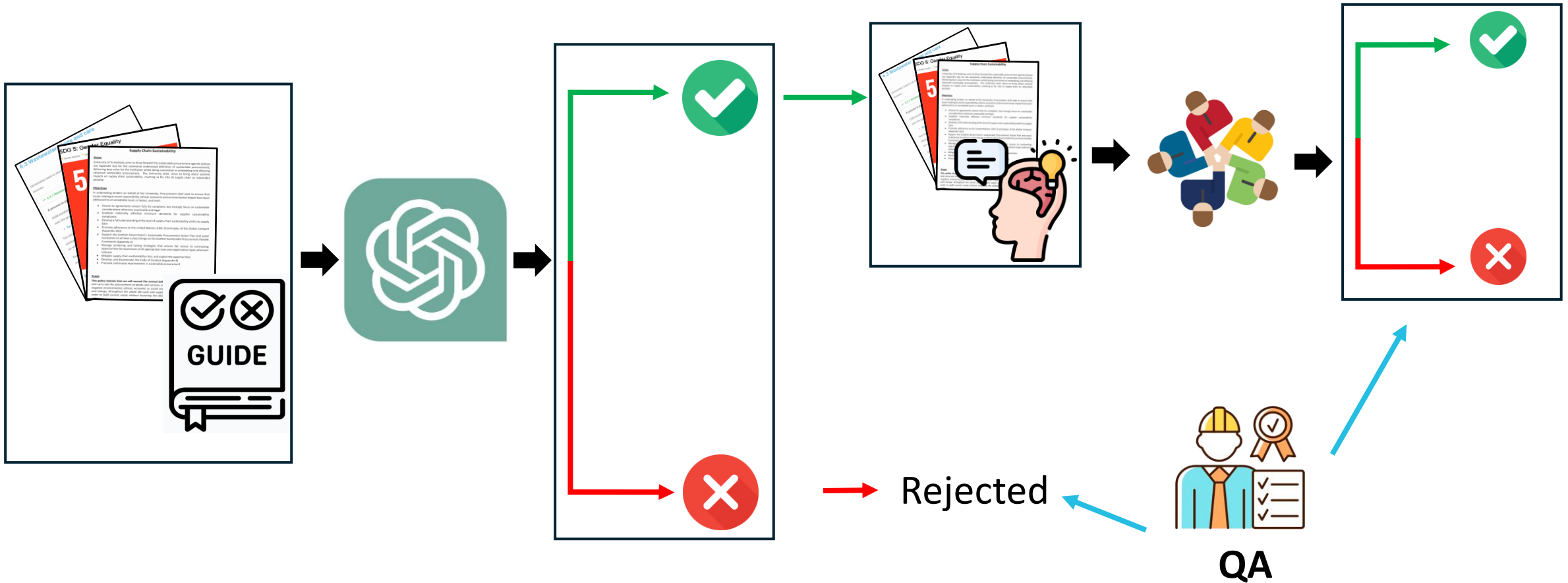
What's next?

- 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/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 recieve childcare support, its 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

2.5.3 "Does your university as a body provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices?

Rajamangala University of Technology Lanna (Thailand)

https://sdgs.rmutl.ac.th/2/2-5/2-5-3/rmutl-2023-opening-doors-of-innovation-and-knowledge-for-farmers-and-local-food-producers/

Rajamangala University of Technology Lanna (RMUTL), as a state educational institution, has organized access to its resources and facilities for local farmers and food producers to promote the development of sustainable agricultural practices. This initiative spans across six campuses: Chiang Mai, Tak, Chiang Rai, Lampang, Nan, and Phitsanulok. An overview of key resources and accessible facilities is summarized below.

Table 1: Sample Resources / Facilities and Access Procedures

Resources/Facilities Laboratories and Analytical Tools	Modern Agricultural Technology
• Soil and water quality analysis laboratory • Agricultural product quality inspection laboratory • Food processing laboratory • Residue analysis tools for agricultural products • etc.	• Prototype smart greenhouse with IoT system • Automatic irrigation and fertilization system • Modern agricultural machinery • Digital production monitoring and control system
Plant Stocks – Agricultural Materials – Cultivation Areas, and Others	
• Local seed bank • Demonstration plots of improved plant varieties • Chakkraphanpensiri Plant Breeding Center • Herbal garden • Organic vegetable plots Nursery greenhouse • Fruit tree plots • Sufficiency economy learning center • Demonstration rice field • Kitchen laboratory • Organic farming plots • Nursery greenhouse	• Experimental areas for economic crops • Fish ponds • Horticultural plots • Closed greenhouse system • Highland agricultural research station • Livestock farm • Local plant variety collection plots • etc.
Access Process	
Resource Access System	**Technical Support**

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 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

4.3.4 "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 Eng[lish] 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 SDGs Reports

Queen's University Belfast (United Kingdom)

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

SDG 17 – Partnerships for the Goals

17.3. Publication of SDGsReports

James Cook University (Australia)

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

Figure 5.1: Environmental Sustainability – JCU at a glance

6 CLEAN WATER AND SANITATION

10 JCU TropWATER water quality monitoring projects in Queensland.

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

7 AFFORDABLE AND CLEAN ENERGY

254GJ renewable energy generated on campus.

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

11 SUSTAINABLE CITIES AND COMMUNITIES

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.

2.0 Social sustainability action

Figure 2.1: Social sustainability - JCU at a glance

1 NO POVERTY

$15.5K in student hardship funds given to students in crisis.

$400K in scholarships for students from low SES backgrounds.

2 ZERO HUNGER

2571kg free food delivered to students through SecondBite.

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.

3 GOOD HEALTH AND WELL-BEING

20 new commonwealth supported medical places in Cairns.

1756 healthcare graduates.

109,300 local people had appointments in JCU health and allied health clinics.

5 GENDER EQUALITY

63.5% of JCU staff are female, 56% female senior management.

59% female students EFTSL in 2023.

10 REDUCED INEQUALITIES

76% of students are from rural and regional areas.

69% of domestic enrolments are first in their family students.

385 indigenous students (2.5%) **156** indigenous staff members (6% of total JCU staff).

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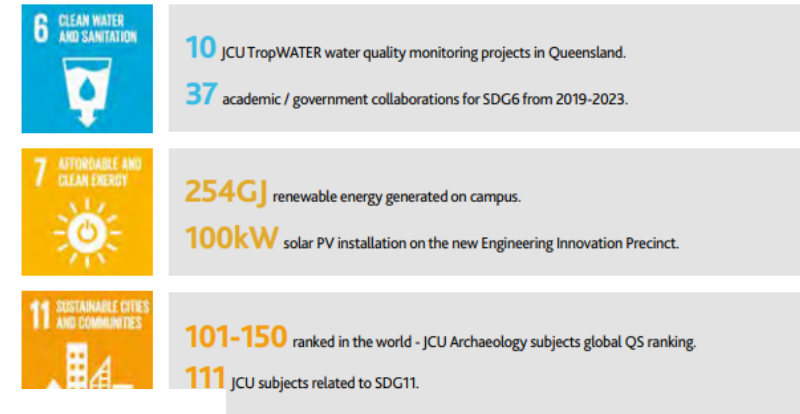
Regional analyses

Times Higher Education
Impact Rankings

Top 10

3

Ensure healthy lives and promote well-being for all at all ages

Rank	University	Score	
1	**RCSI University of Medicine and Health Sciences** Ireland — Explore	95.7	79.4–83.6
2	**National Taiwan University (NTU)** Taiwan	92.4	95.6
3	**Mahidol University** Thailand	91.9	91.3
4	**McMaster University** Canada — Explore	91.2	95.6
5	**Chulalongkorn University** Thailand — Explore	91.0	92.7
=6	**Australian Catholic University** Australia	90.2	83.7–89.4
=6	**University of Indonesia** Indonesia	90.2	94.4
8	**Kaohsiung Medical University** Taiwan	89.5	76.2–79.3
9	**University of Newcastle** Australia — Explore	88.9	93.4
10	**Medical University of Vienna** Austria	88.7	-

Top 10

4

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

1	Lingnan University Hong Kong Hong Kong Explore	93.3	83.7– 89.4
2	Hong Kong Baptist University Hong Kong	92.2	91.2
=3	Aalborg University Denmark	91.1	96.9
=3	Istanbul Technical University Turkey	91.1	92.6
=5	Al-Ahliyya Amman University Jordan Explore	89.8	83.7– 89.4
=5	Amrita Vishwa Vidyapeetham India	89.8	92.9
7	Bahçeşehir University Turkey	89.1	91.6
8	Abdullah Gül University Turkey	89.0	93.7
9	Marmara University Turkey	88.3	65.6– 70.2
10	The Hong Kong Polytechnic University Hong Kong Explore	87.3	91.9

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

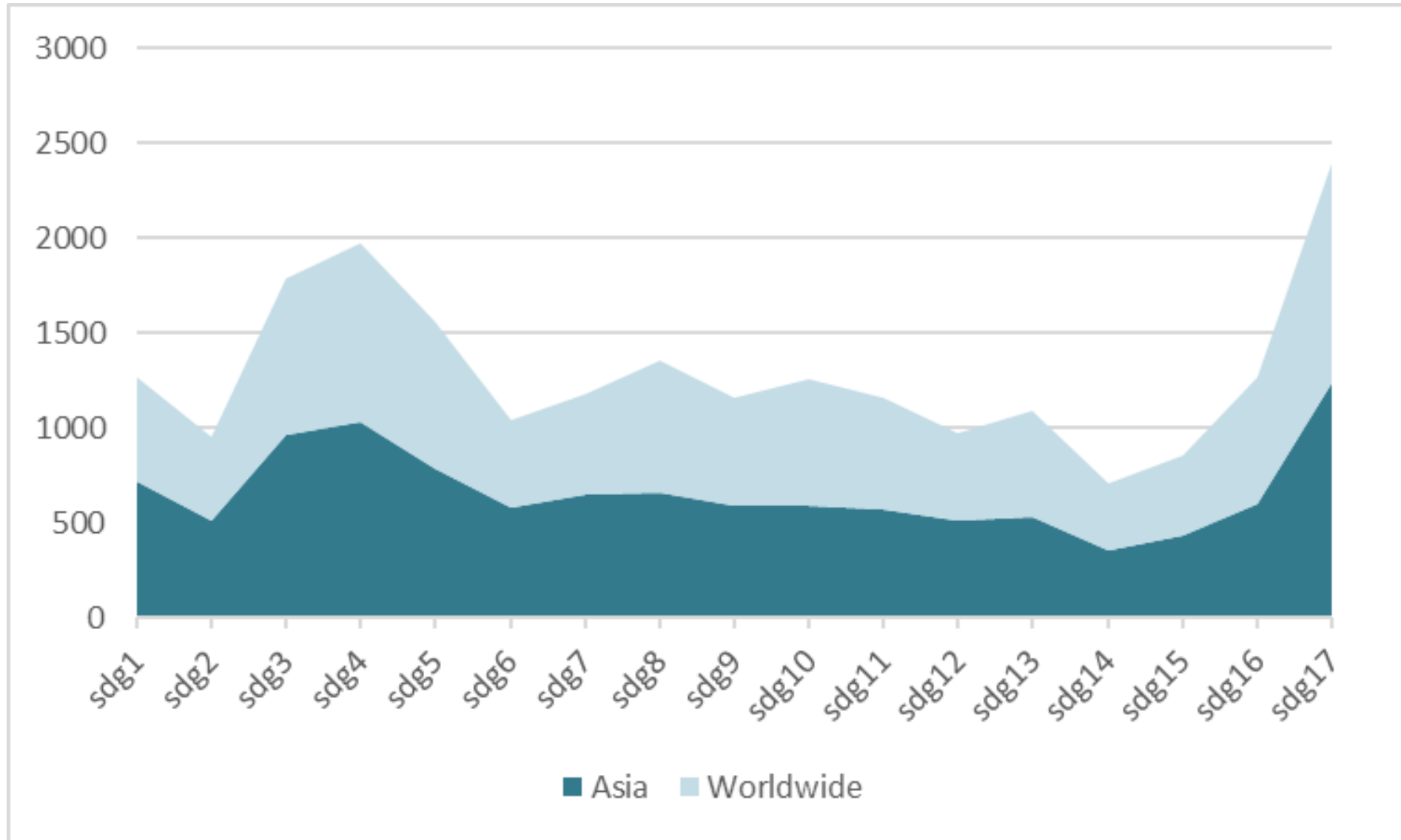Times Higher Education
Impact Rankings

Top 10

15

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

|			
1	University of Tasmania · Australia	96.1	97.7
2	University of Manchester · United Kingdom — Explore	95.9	98.4
3	Griffith University · Australia	95.6	97.7
4	Western Sydney University · Australia	95.1	98.7
5	Durham University · United Kingdom	94.6	94.0
6	Queen's University · Canada — Explore	93.0	97.1
7	University of the Sunshine Coast · Australia — Explore	92.7	-
8	King Faisal University · Saudi Arabia	92.5	93.1
9	University of Victoria · Canada	92.1	95.6
10	University of Glasgow · United Kingdom — Explore	92.0	96.0

Times Higher Education
Impact Rankings
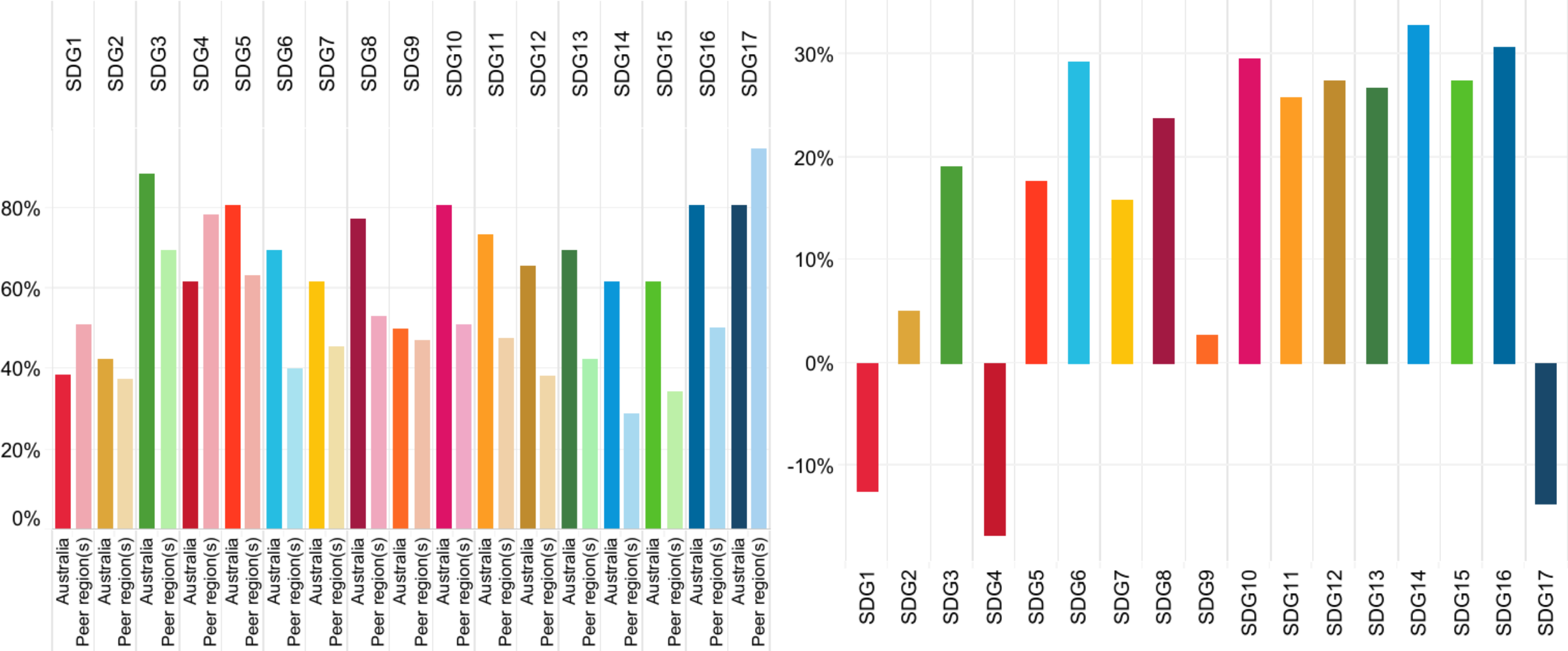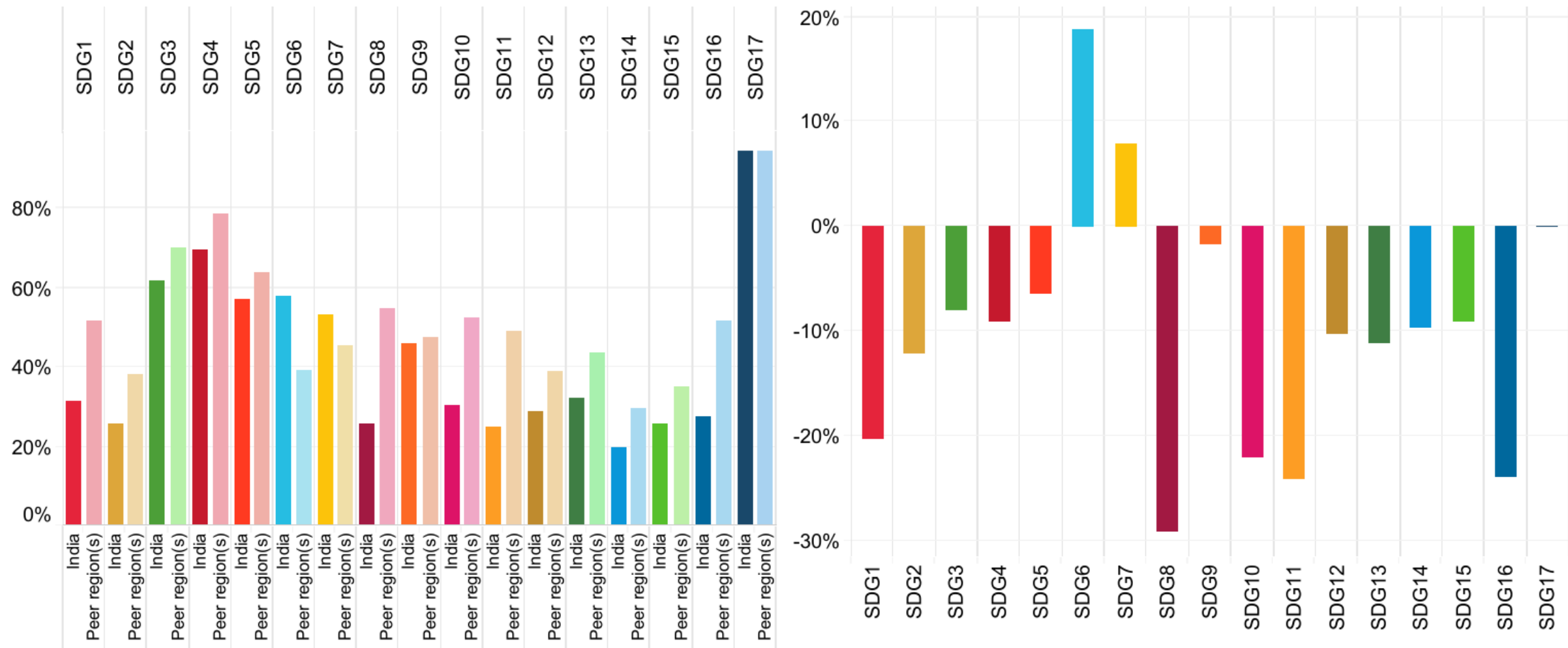
Participation Asia vs Worldwide

Participation Oceania vs Worldwide
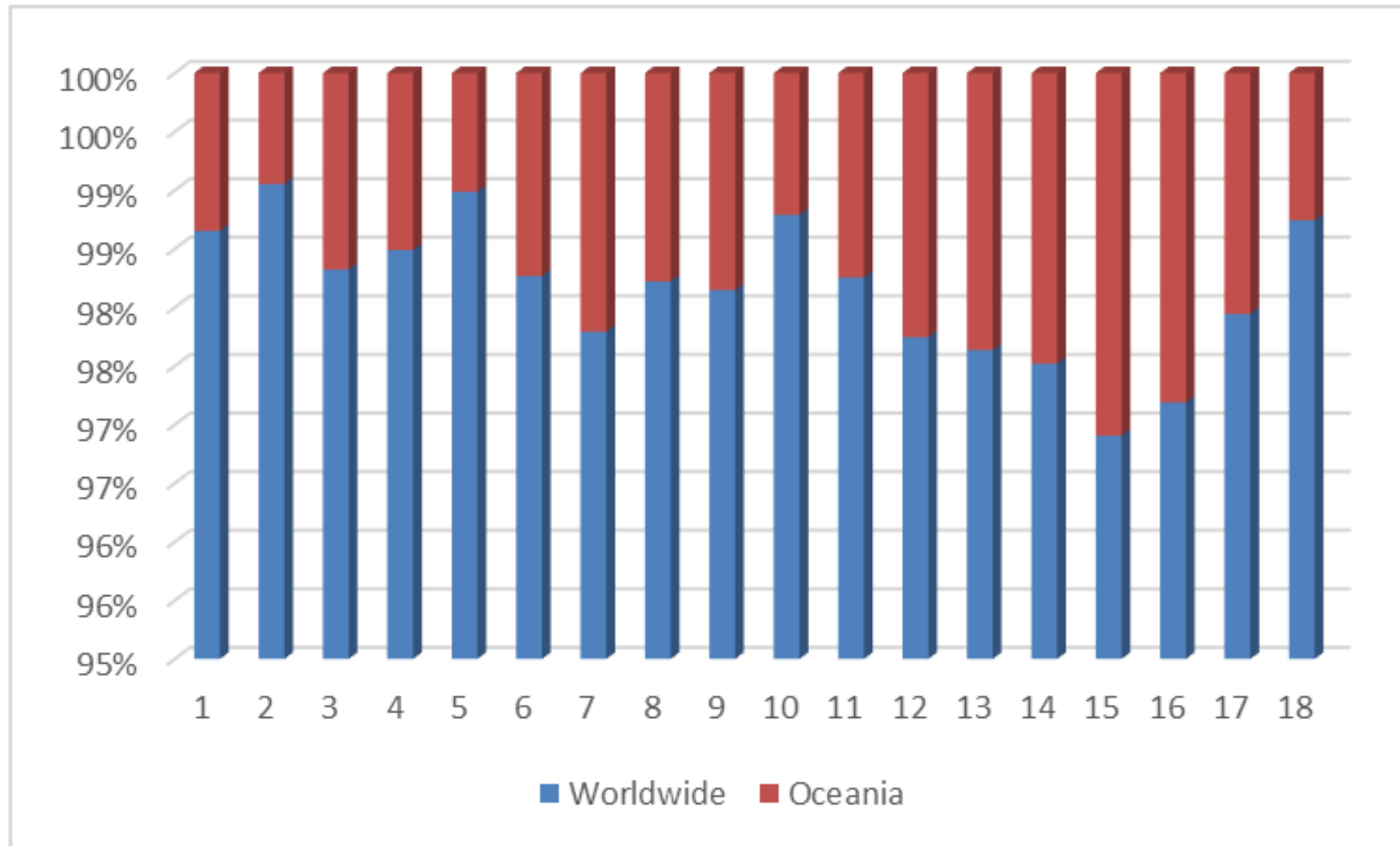
Participation in SDGs Australia vs World

# Participation in SDGs India vs World

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.
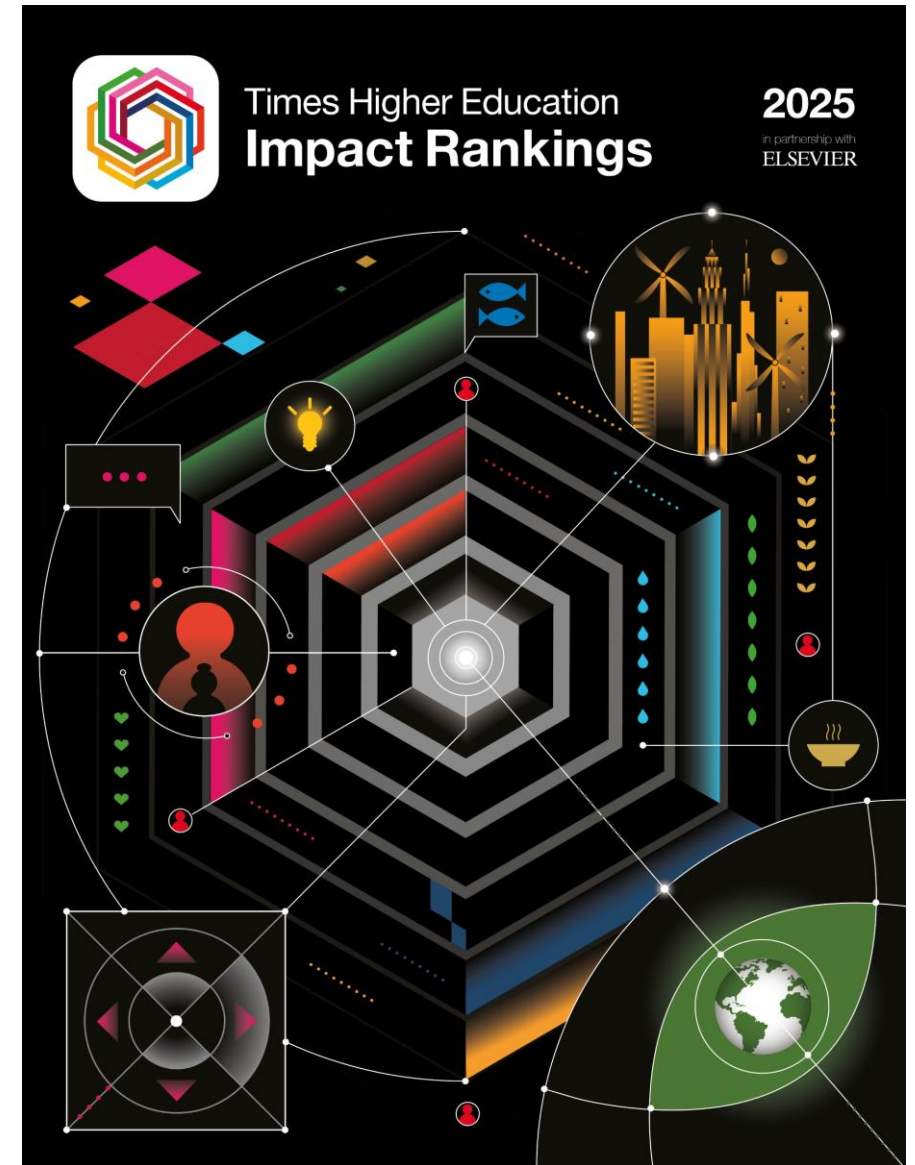
The Impact Rankings: highly valued by the global community

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

Year	Participation
2020	859
2021	1239
2022	1524
2023	1705
2024	2152
2025	2526
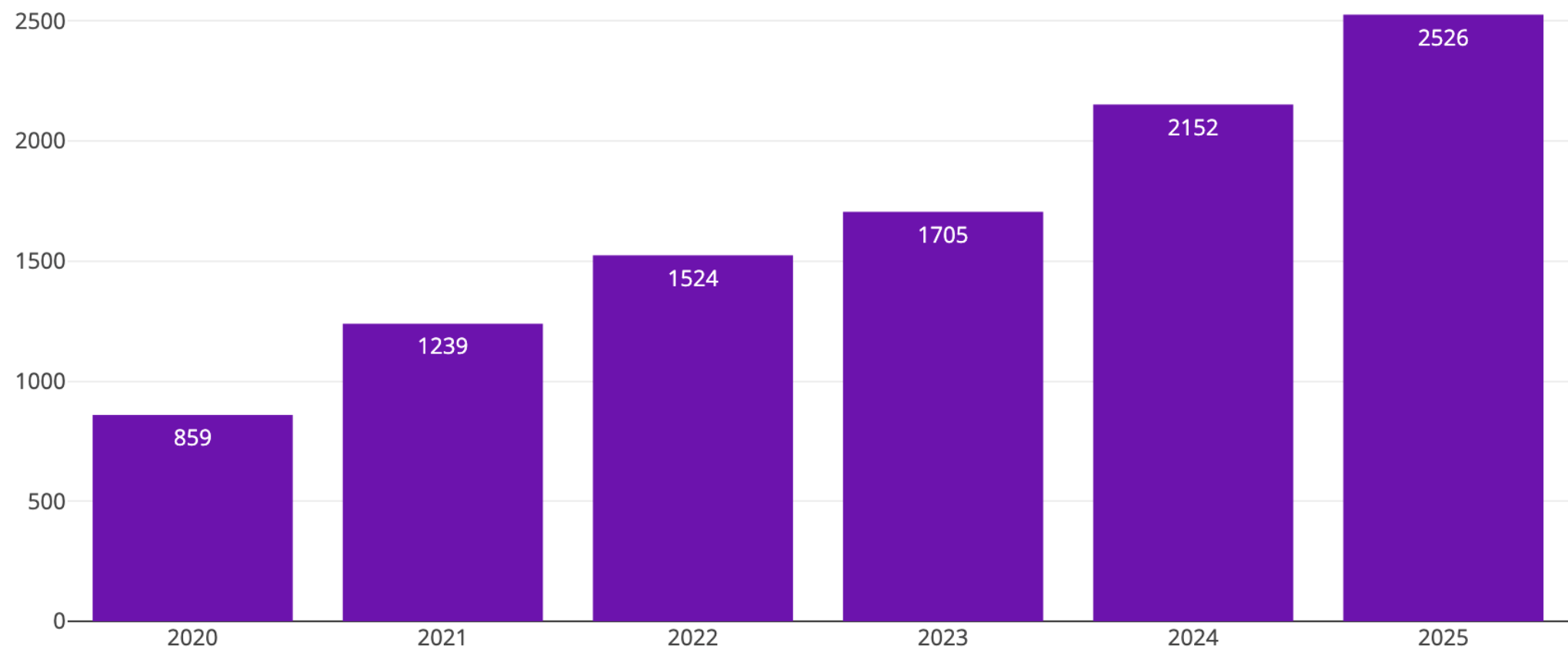
Growth driven by developing world, badly served by traditional research-led rankings

Participation over 5 years, top 10 countries with rising numbers

Legend: India, Pakistan, Philippines, Turkey, Iraq, Thailand, United Kingdom, Indonesia, Brazil, Uzbekistan
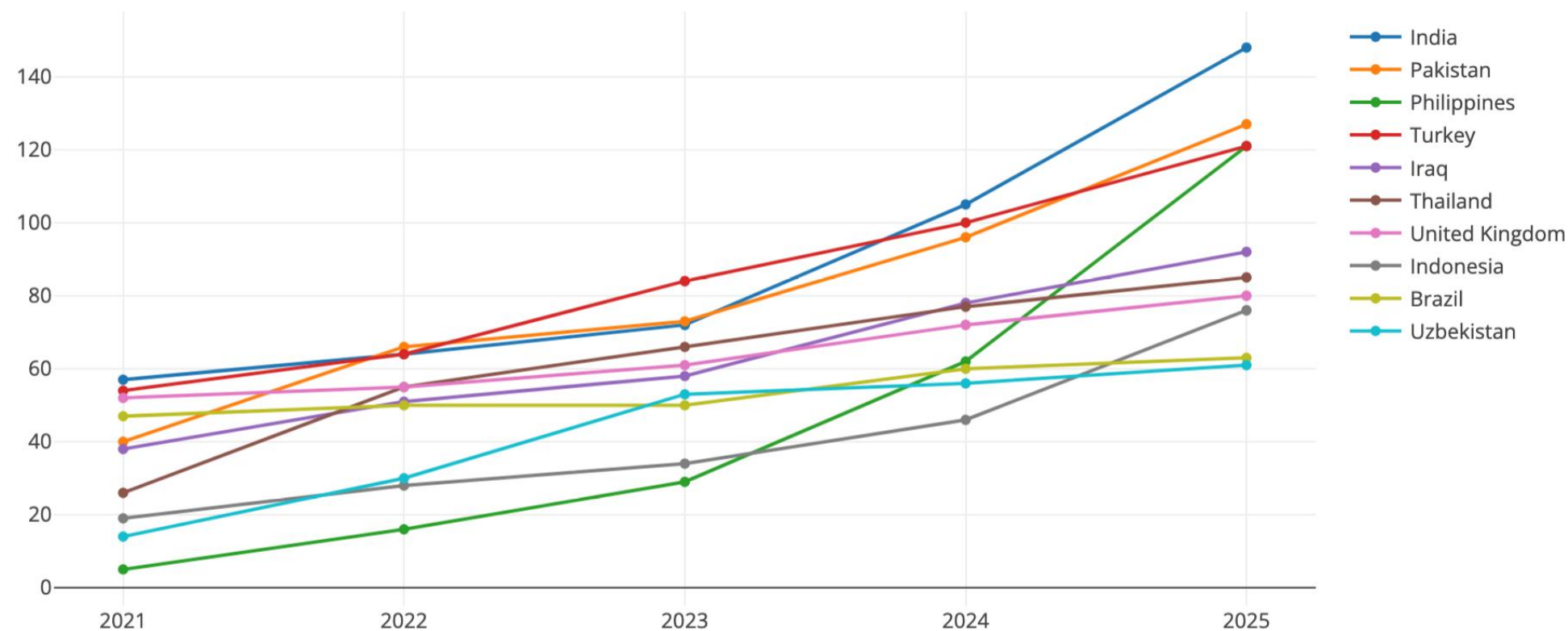
Impact (green) vs world rankings participation (red)

South America — more in Impact than WUR
WUR: 33 | 81 | Impact: 69

Asia — way more in Impact than WUR, and different universities
WUR: 282 | 387 | Impact: 666

Africa — way more in Impact than WUR
WUR: 26 | 71 | Impact: 159

North America — way more in WUR than Impact
WUR: 156 | 78 | Impact: 38

Europe — similar numbers but different universities
WUR: 266 | 373 | Impact: 194

Oceania — similar universities
WUR: 11 | 35 | Impact: 1

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...

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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 scores across all performance metrics for each individual SDG ranking.

- **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.

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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.

Times Higher Education
Impact Rankings

2025

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

Register now to the Sustainability Impact Network

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Thank you

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