Impact Rankings
Methodology 2021

Version 1.0

Introduction

Welcome to the Times Higher Education Impact Rankings Methodology guide. I hope you will find it useful. For the first time we have chosen to produce our detailed methodology prior to the opening of the data collection process – something we hope to continue and expand upon in the future.

This document is the detailed methodology that underpins the *THE* Impact Rankings for 2021. It is intended to give an overview of the approach, and detail of the calculations that we have used to generate the results.

This year we have significantly expanded on the information usually provided, and hope that this will be useful. We have included the guidance that has previously been supplied in the data collection portal so that there is a single document for reference.

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

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

Although we have made some changes to the methodology this year, most significantly in terms of opening the approach to explicitly include postgraduate only institutions, we have tried to minimise the overall changes. We have changed some wording to make questions clearer. There are also a few instances where we have extended definitions or asked for additional information.

We look forward to publishing the 3rd edition of the *THE* Impact Rankings in April 2021.

Duncan Ross
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Times Higher Education

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General

Why we measure

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

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

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

Approach

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

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

Participation

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

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

General

Mechanism

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

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

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

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

General

General metric calculation notes: Research

All research metrics are measured against a keyword search of the Scopus dataset. This narrows the documents that will be evaluated to those directly related to the SDG. The current keyword search terms for each SDG can be accessed from the following links:

	SDG	Link (copy and paste into your browser)
1	**No Poverty**	bit.ly/SDG1keywords
2	**Zero Hunger**	bit.ly/SDG2keywords
3	**Good Health and Well-Being**	bit.ly/SDG3keywords
4	**Quality Education**	bit.ly/SDG4keywords
5	**Gender Equality**	bit.ly/SDG5keywords
6	**Clean Water and Sanitation**	bit.ly/SDG6keywords
7	**Affordable and Clean Energy**	bit.ly/SDG7keywords
8	**Decent Work and Economic Growth**	bit.ly/SDG8keywords
9	**Industry, Innovation and Infrastructure**	bit.ly/SDG9keywords
10	**Reduced Inequalities**	bit.ly/SDG10keywords
11	**Sustainable Cities and Communities**	bit.ly/SDG11keywords
12	**Responsible Consumption and Production**	bit.ly/SDG12keywords
13	**Climate Action**	bit.ly/SDG13keywords
14	**Life Below Water**	bit.ly/SDG14keywords
15	**Life On Land**	bit.ly/SDG15keywords
16	**Peace, Justice and Strong Institutions**	bit.ly/SDG16keywords

On top of this corpus we build out specific metrics detailed in each SDG section.
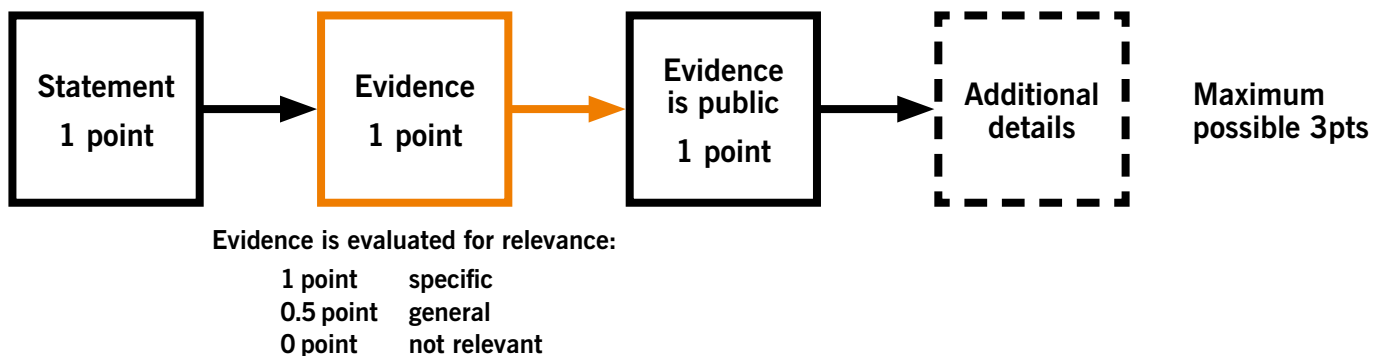
The metric keywords have been developed by Elsevier, our bibliometric partners, and the metrics used are based on their Scopus dataset. Elsevier have been working with the Aurora Network and other partners to improve the keywords.

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

General

General metric calculation notes: Evidence

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

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

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┌─────────────┐     ┌─────────────┐     ┌─────────────┐     ┌ ─ ─ ─ ─ ─ ─ ┐
│  Statement  │ ──▶ │  Evidence   │ ──▶ │  Evidence   │ ──▶    Additional       Maximum
│   1 point   │     │   1 point   │     │  is public  │      │   details   │     possible 3pts
└─────────────┘     └─────────────┘     │   1 point   │      └ ─ ─ ─ ─ ─ ─ ┘
                                         └─────────────┘
```

Evidence is evaluated for relevance:

1 point	**specific**
0.5 point	**general**
0 point	**not relevant**

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

Corrections policy and rankings improvement

The Impact Rankings have been created with care and best efforts. However, *THE* acknowledges that the Ranking brings with it certain biases, and we are keen to further develop the rankings to ensure that they best fit the role of Higher Education in delivering the SDGs, with particular emphasis on differences in culture and systems around the world.

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

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

Creating the overall Impact Ranking

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

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

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

Comparing SDGs

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

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

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

This may not be the three in which:
• The university is ranked highest
• The university has scored highest in unscaled scores

Calculating the overall score

When we calculate the overall score, we assign the following proportions:
• SDG 17: 22%
• Top three SDGs: each 26%

$$17 + A + B + C$$

$$22\% + 26\% + 26\% + 26\% = 100\%$$

SDG

1

No Poverty

SDG 1
No Poverty

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

1.1   Research on poverty

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

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

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

1.1.2   No poverty: FWCI
This indicator explores the quality of a university's output in the area of poverty research using the number of citations received as a metric.

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

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

1.1.3   No poverty: publications
The number of publications looks at the scale of research output from a university around poverty. It is not scaled by the size of the institution – rather it looks at the overall impact.

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

SDG 1
No Poverty

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

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

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

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

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

1.2.1 **Indicator: Students receiving financial aid**

Data Collected	Definition
Number of students	**This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2019.**
Number of low income students receiving financial aid	**This is the FTE (Full Time Equivalent) number of low income students who receive significant financial aid because of poverty. The number should refer to year 2019.**

Data submission guidance

Overview
The metric is about the university providing financial aid to students, so that they have enough money to meet their basic needs. Basic needs include food, water, accommodation, clothing, sanitation, education, healthcare, internet. In this context we are following the World Bank definition, defining poverty in absolute terms.

Definitions: Students
For this measure we use the FTE (Full Time Equivalent) number of students. It can be calculated in a number of ways, including as the total number of modules studied during the year, divided by the number of modules of a full-time person.

Typically these will be undergraduate AND postgraduate students who are studying for higher education programmes such as bachelor's, master's, doctoral or other equivalent degrees or components of those programmes.

SDG 1
No Poverty

For universities teaching at undergraduate level this refers to ISCED 6: Bachelor's or equivalent level students. For universities teaching at postgraduate level only this refers to masters and PhD students.

It will include:
- students on placements
- visiting/exchange students who are studying for programmes that result in credits at your institution (e.g. incoming students)

It will NOT include:
- exchange students who are currently studying at another institution (e.g. outgoing exchange students, who are not currently studying for credits at your institution)
- students who are not currently active
- postdoctoral students

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

Definitions: Financial aid
This includes long- and short-term support:
- 'tuition assistance' that does not require repayment
- bursaries (non-repayable lump sums or annual stipends to students who are in most financial need)
- financial aid packages including low interest loans (borrowed money that needs to be replayed but with low interest) and work-study funds (work-study programme through which to earn money to help paying for study) option in addition to grants (financial aid that doesn't need to be repaid) or scholarships (financial aid that doesn't need to be repaid)
- tax benefits
- vouchers for study related expenses, e.g. for books, computers, supplies
- support for food, housing, transportation, legal services

Financial aid must be provided by, or directed by, the institution.

Additional note: paying 'student assistants' as financial aid
This can be included as long as the people concerned are still defined as students and their pay doesn't affect the eligibility for receiving other financial aid. Additionally, students must be employed on basis of their financial need.

Definitions: Significance of aid
Partial financial aid can also be counted. We are looking for a significant level of support, but this does not need to be full support. Aid is significant if it represents support that permits attendance where otherwise it would be prohibitive. Clearly this is a judgment call (and depends on the overall costs involved with the university), but, for example, we would clearly count 100%, and clearly not count 1% or 5%.

SDG 1
No Poverty

1.3   University anti-poverty programmes

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

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

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

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

#	Indicator	Maximum score
1.3.1	**Bottom financial quintile admission target** Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country. Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.6% in SDG** (1.2% Overall)
1.3.2	**Bottom financial quintile student success** Graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country. Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.6% in SDG** (1.2% Overall)
1.3.3	**Low-income student support** Provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university. Up to three points based on: • Existence of support – maximum one point for free, only 0.25 points for subsidised support • Evidence provided – up to one point • Is the evidence provided public – one point	**4.6% in SDG** (1.2% Overall)

SDG 1
No Poverty

#	Indicator	Maximum score
1.3.4	**Bottom financial quintile student support** Programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies. Up to three points based on: • Existence of programmes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.6% in SDG** (1.2% Overall)
1.3.5	**Low or lower-middle income countries student support** Schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants). Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.6% in SDG** (1.2% Overall)

Data submission guidance

Definitions of income:
'Low or lower-middle income' refer to countries and 'household income' refers to the people in the country.

Guidance: Target to admit students:
We are looking for examples of focusing activities at people who may not be able to attend university because of serious financial disadvantages. This can include long term objectives and measurements that support them where discrimination at the point of admission is not permissible. For example pipeline programs would fit under this definition.

Guidance: Provide support (1.3.3):
This is about the institution connecting students to services they need so they are more likely to continue their education instead of dropping out. An example could be a 'support center' on campus.

Guidance: Have programmes or initiatives (1.3.4):
This is about specific programmes as a continuous, targeted and coordinated approach to helping poor students graduate.

Student loans are acceptable as initiatives as long as they can be described as non-commercial rate loans, or if they are. We can also accept loans students can access because they are poor and they wouldn't be able to access this loan otherwise.targeted at students suffering from poverty.

SDG 1
No Poverty

As reference for 1.3.3 and 1.3.5 we are using the World Bank list of economies (June 2019) that categorises 29 countries under 'low income' and 50 countries under 'lower-middle income' economies. The current classification by income in XLS format can be downloaded here.

1.4   Community anti-poverty programmes

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

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

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

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

#	Indicator	Maximum score
1.4.1	**Local start-up assistance** Provide assistance in the local community supporting the start-up of sustainable businesses through relevant education or resources (e.g. mentorship programmes, training workshops, access to university facilities). Up to three points based on: • Existence of assistance – maximum one point for free, only 0.25 points for subsidised support • Evidence provided – up to one point • Is the evidence provided public – one point	**5.75% in SDG** (1.5% Overall)
1.4.2	**Local start-up financial assistance** Provide financial assistance to the local community supporting the start-up of sustainable businesses. Up to three points based on: • Existence of assistance – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**5.75% in SDG** (1.5% Overall)

SDG 1
No Poverty

#	Indicator	Maximum score
1.4.3	**Programmes for services access** Organise training or programmes to improve access to basic services for all. Up to three points based on: • Existence of programmes – maximum one point for directly supplied, only 0.25 points for indirect programmes • Evidence provided – up to one point • Is the evidence provided public – one point	**5.75% in SDG** (1.5% Overall)
1.4.4	**Policy addressing poverty** Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions. Up to three points based on: • Existence of participation – 0.25 points for each of local, regional, national and global policy making • Evidence provided – up to one point • Is the evidence provided public – one point	**5.75% in SDG** (1.5% Overall)

Data submission guidance

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

Definitions: Sustainable business
This refers to businesses that are environmentally and economically sustainable in the long term, providing real opportunities for the community.

SDG

2

Zero Hunger

SDG 2
Zero Hunger

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

2.1   Research on hunger

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

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

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

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

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

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

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

2.2   Campus food waste

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

A maximum score for this metric is worth 15.4% of the score in this SDG (equivalent to 4% of the overall score).

This metric relates to the UN Targets 2.1

Although campus food waste data was collected for the Impact Rankings 2020, in the judgement of THE the data was not consistent enough to be used. We have reframed the question to support data submission, and hope to include it in this year's rankings.

This year's approach will use two linked questions.

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

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

Data submission guidance

Guidance: outsourced food services
If food provision is outsourced this can be included if the relevant contracts require the organisation to measure and report on the amount of food waste.

2.2.2   **Indicator: Campus food waste**

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

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

Data Collected	Definition
Total food waste	**This is the total of food (metric ton) that is discarded or lost uneaten by all catering services on campus in year 2019.**
Number of campus population	**This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees in year 2019.**

Data submission guidance

Guidance: Food waste

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

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

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

We expect this figure to be a rounded figure.

Definition: units of measurement
The unit of measurement is metric ton.

Guidance: Campus population
Campus population should include all people who are regularly resident or working on campus, including employees, academics, and students. It may also include families of employees, staff or students where they live on campus.

Campus population does NOT include:
• campus visitors
• summer school population
• remote students / staff

SDG 2
Zero Hunger

Definition: Employees

Typically, an employee in legal terms is a person who is hired for a wage, salary, fee or payment to perform work for an employer. This does not include short term consultants. "Workers" and "staff" are employees.

The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

Definition: Students

see 1.2

2.3   Student hunger

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

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

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

#	Indicator	Maximum score
2.3.1	**Student food insecurity and hunger** Have a programme in place on student food insecurity. Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)
2.3.2	**Students and staff hunger interventions** Provide interventions to target hunger among students and staff (e.g. including supply and access to food banks/pantries). Up to three points based on: • Existence of targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)
2.3.3	**Sustainable food choices on campus** Provide sustainable food choices for all on campus, including vegetarian and vegan food. Up to three points based on: • Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)

SDG 2
Zero Hunger

#	Indicator	Maximum score
2.3.4	**Healthy and affordable food choices** Provide healthy and affordable food choices for all on campus. Up to three points based on: • Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)

Data submission guidance

Definition: Food insecurity
This is defined as a state of being without reliable access to a sufficient quantity of affordable, nutritious food. Having this policy in place shows commitment to continuous 'interventions', not just one offs.

Definition: Healthy food choices
These provide body with essential nutrition: fluid, macronutrients, micronutrients, and adequate calories.

Definition: Sustainable food choices
Sustainable food choices therefore refer to:
• trusted sources
• environmentally sustainable management of the land and natural environment
• no exposure to manufactured herbicides or artificial fertilisers
• no or low level of pesticides
• protection of diversity of both plants and animals and the welfare of farmed and wild species
• avoidance of damaging or wasting natural resources or contributing to climate change
• contributions to thriving local economies and sustainable livelihoods
• establishment of trading partnership, based on dialogue, transparency and respect

Guidance: 2.3.1
A programme suggests a continuous, targeted and coordinated approach to addressing student hunger – it could include identifying or measuring.

Guidance: 2.3.2
Interventions could be occasional/one off events, but the focus needs to be direct and practical.

Guidance: 2.3.3
Food services that are off campus (for example on a high-street) are clearly out of scope. However, if the institution has leased property on campus to food providers, or has outsourced their food provision, then this is in scope – essentially, the institution could have specified requirements around food provision.

2.4 **Proportion of graduates in agriculture and aquaculture including sustainability aspects**

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

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

This metric relates to the UN Targets 2.3.

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

2.4.1 **Indicator: Proportion of graduates in agriculture and aquaculture**

Data Collected	Definition
Number of graduates	**This is the total headcount number of graduates at all levels from your institution in year 2019.**
Number of graduates from agriculture and aquaculture courses including sustainability aspects	**This is the headcount number of graduates at all levels who were studying any aspect of food sustainability within an agricultural and aquaculture course and successfully completed the course in year 2019.** **This is a subset of the total number of graduates.**

Data submission guidance

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

Guidance: Graduates
This includes all graduations:
ISCED 6: Bachelor's or equivalent level
ISCED 7: Master's or equivalent level
ISCED 8: Doctoral or equivalent level

This will include significant programmes only, for example, this will be three or more years in length for undergraduate degrees.

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

Guidance: sustainability elements
Food sustainability here covers the following factors: sustainable farming practices, animal welfare, low environmental impact, protecting public health, good employment practices and fair working conditions.

Guidance: Aquaculture
This is farming in water, therefore also known as aquafarming, defined as rearing of aquatic animals or the cultivation of aquatic plants for food.

2.5 National hunger

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

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

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

#	Indicator	Maximum score
2.5.1	**Access to food security knowledge** Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers. Up to three points based on: • Existence of assistance – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)
2.5.2	**Events for local farmers and food producers** Provide events for local farmers and food producers to connect and transfer knowledge. Up to three points based on: • Existence of assistance – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)

SDG 2
Zero Hunger

#	Indicator	Maximum score
2.5.3	**University access to local farmers and food producers** Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices. Up to three points based on: • Existence of programmes – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)
2.5.4	**Sustainable food purchases** Prioritise purchase of products from local, sustainable sources. Up to three points based on: • Existence of prioritisation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.80% in SDG** (1.25% Overall)

Data submission guidance

Guidance: Food security
The following notes are designed to support understanding of the term food security for use in these metrics.

Food security exists "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life".

The most frequent cause for hunger is poverty; so people don't have adequate income to purchase or produce enough food for themselves and their families. In addition, if there is inadequate investment in agricultural research, training and/or infrastructure, food production is likely to decline instead increase.

This happens if farmers lack access to improved seeds, fertilizers, pesticides due to lack of money and if they then also lack knowledge and information on how to use what they have effectively/efficiently.

Farmers can also lack skills to protect food crops in field and skills to process/ store food. Also, inappropriate land-use can damage natural resources which is a lifeline for them.

It is crucial to invest in human resources, meaning putting their knowledge/ information at the centre of agricultural and development efforts – universities can be at the forefront of that.

SDG

3

Good Health and Well-being

SDG 3
Good Health and Well-being

Why we measure

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

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

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

Links to other SDGs

SDG 3 relates widely to other SDGs since ensuring healthy lives and promoting well-being for all at all ages is important to building prosperous societies. Without good health it is hard to address poverty – similarly poverty and hunger challenge good health (SDG1 and SDG2).

Metrics and indicators

3.1   **Research on health and well-being**

3.1.1   **Good Health and Well-being: paper views**
This indicator measures the proportion of a university's research papers that are viewed or downloaded.

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

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

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

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

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

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

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

The metric relates to the UN Targets 3.C

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

3.2.1   **Indicator: Proportion of graduates in health professions**

Data Collected	Definition
Number of graduates	**This is the total headcount number of graduates at all levels from your institution in year 2019.**
Number of graduates in health professions	**This is the headcount number of graduates at all levels in health professions in year 2019.** **This is a subset of the total number of graduates.**

Data submission guidance

Definition: Graduates
see 2.4

Guidance: Number of graduates in health professions
This does not require the graduates to be fully qualified in the profession, since further practical experience may be necessary.

Guidance: relevant health professions
Possible degrees include (but are not limited to): General Medicine, Midwifery, Radiography, Nursing, Pharmacy, Physiotherapy, Optometry, Public Health, Mental health (including psychology).

Relevant CIP codes in the USA include 34, 42 and 51.

This may also include qualifications which do not, on face value, look like they fall under 'Health professions', but have been assigned a subject code in subjects allied to medicine.

3.3   **Collaborations and health services**
Universities need to demonstrate actions to improve local and global health and well-being,

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

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

SDG 3
Good Health and Well-being

#	Indicator	Maximum score
3.3.1	**Current collaborations with health institutions** Have current collaborations with local, national, or global health institutions to improve health and well-being outcomes. Up to three points based on: • Existence of collaborations – maximum one point for all three collaborations, 0.66 points for two collaborations and only 0.33 points for one collaboration • Evidence provided – up to one point • Is the evidence provided public – one point	**7% in SDG** (1.82% Overall)
3.3.2	**Health outreach programmes** Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health and well-being including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and well-being related topics. Up to three points based on: • Existence of programmes and projects – maximum one point for both ad-hoc and programmed, 0.75 points for programmed, and 0.25 points for ad-hoc alone. • Evidence provided – up to one point • Is the evidence provided public – one point	**7% in SDG** (1.82% Overall)
3.3.3	**Shared sports facilities** Share sports facilities with the local community, for instance with local schools or with the general public. Up to three points based on: • Existence of sharing – maximum one point for free access, 0.25 points for charged access only. • Evidence provided – up to one point • Is the evidence provided public – one point	**2.40% in SDG** (0.62% Overall)
3.3.4	**Free sexual health care for students** Provide students access to sexual and reproductive health-care services including information and education services. Up to three points based on: • Existence of provision – maximum one point for free access, only 0.25 points for charged access • Evidence provided – up to one point • Is the evidence provided public – one point	**7% in SDG** (1.82% Overall)

SDG 3
Good Health and Well-being

#	Indicator	Maximum score
3.3.5	**Mental health support** Provide students and staff with access to free mental health support. Up to three points based on: • Existence of provision – maximum one point for free access, 0.25 points for paid access only • Evidence provided – up to one point • Is the evidence provided public – one point	**7% in SDG** (1.82% Overall)
3.3.6	**Smoke-free policy** Have a 'smoke-free' policy. Up to four points based on: • Existence of policy – maximum one point for smoking-free campus, 0.5 points only for partial smoke-free campus • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**8% in SDG** (2.08% Overall)

Data submission guidance

Guidance: collaborations
A collaboration is an on-going formal/informal activity/interaction over a period of time together.
• local: within the same town/city as (one of) your campus(es)
• national: working with a nation-wide institutions/organizations
• global: working with institutions/organizations with global influence/operations

Definition: smoke-free
A smoke-free campus refers to universities that have implemented policies prohibiting the use of tobacco products at ALL indoor and outdoor campus locations.

Partial smoke-free campus refers to universities that have implemented policies prohibiting the use of tobacco products in enclosed buildings and facilities or during indoor and outdoor events on the campus BUT have 'smoking-designated' areas for people to use.

Guidance: health services
Where health services are not provided directly by the university then evidence of signposting (directing students or staff to appropriate services) can be used as examples.

SDG

4

Quality Education

SDG 4
Quality Education

Why we measure

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

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

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

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

Links to other SDGs

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

Metrics and indicators

4.1   **Research on early years and lifelong learning education**

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

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

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

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

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

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

4.2   Proportion of graduates with teaching qualification

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

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

The metric relates to the UN Targets 4.C

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

4.2.1   Indicator: Proportion of graduates with relevant qualification for teaching

Data Collected	Definition
Number of graduates	**This is the total headcount number of graduates at all levels from your institution in year 2019.**
Number of graduates who gained a qualification that entitled them to teach at primary school level	**This is the headcount number of graduates at all levels from your institution who gained a qualification that entitled them to teach at primary school level, referring to year 2019.** **This is a subset of the total number of graduates.**

Data submission guidance

Definition: Graduates:
see 2.4

For this data point we also include postgraduate teaching qualifications (e.g. PGCE).

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

4.3 **Lifelong learning measures**
Universities need to demonstrate actions to improve local and global health and well-being.

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

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

#	Indicator	Maximum score
4.3.1	**Public resources (lifelong learning)** Provide access to educational resources for those not studying at the university – e.g. computers, library, online courses, and access to lectures. Up to three points based on: • Existence of access provision – maximum one point for free access, 0.25 points for charged access only • Evidence provided – up to one point • Is the evidence provided public – one point	**5% in SDG** (1.30% Overall)
4.3.2	**Public events (lifelong learning)** Host events at university that are open to the general public: public lectures, community educational events. Up to three points based on: • Existence of events – maximum one point for both ad-hoc and programmed, 0.75 points for programmed only, and 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	**5% in SDG** (1.30% Overall)
4.3.3	**Vocational training events (lifelong learning)** Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training. Up to three points based on: • Existence of events – maximum one point for both ad-hoc and programmed, 0.75 points for programmed only, and 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	**5% in SDG** (1.30% Overall)

#	Indicator	Maximum score
4.3.4	**Education outreach activities beyond campus** Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus – in local schools, in the community. This can include voluntary student-run schemes. Up to three points based on: • Existence of events – maximum one point for both ad-hoc and programmed, 0.75 points for programmed only, and 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	**5% in SDG** (1.30% Overall)
4.3.5	**Lifelong learning access policy** A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**6.80% in SDG** (1.77% Overall)

4.4   Proportion of first-generation students

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

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

The metric relates to the UN Targets 4.3 and 4.5.

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

4.4.1   Indicator: Proportion of first-generation students

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

Data submission guidance

Definition: relevant year
We are looking for the number of students who started their studies in 2019. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

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

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

SDG

5

Gender Equality

SDG 5
Gender Equality

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

5.1   **Research on gender equality**

5.1.1   **Proportion of research with female authors**
This indicator is the ratio of the average of the fractional counting of female authors to the total number of authors with a gender information for a particular university. Here we are talking about the full fractional counting. The full fractional counting is limited to the authors for which the gender information is available.

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

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

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

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

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

SDG 5
Gender Equality

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

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

The metric relates to the UN Targets 5.1.

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

5.2.1 **Indicator: Proportion of women first-generation**

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

Data submission guidance

Definition: relevant year
We are looking for the number of students who started their studies in 2019. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

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

SDG 5
Gender Equality

Guidance: previous study

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

5.3 **Student access measures**

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

There are a total of 11 points that could be gained from meeting the criteria in this metric, a maximum score is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

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

#	Indicator	Maximum score
5.3.1	**Tracking access measures** Systematically measure and track women's application rate, acceptance or entry rate, and study completion rate at the university. Up to three points based on: • Existence of action – one point for systematically measuring and tracking • Evidence provided – up to one point • Is the evidence provided public – one point	**1.60% in SDG** (0.42% Overall)
5.3.2	**Policy for women applications and entry** Have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.60% in SDG** (1.20% Overall)
5.3.3	**Women's access schemes** Provide women's access schemes, including mentoring, scholarships, or other provision Up to three points based on: • Existence of provision – maximum one point for provision, 0.4 points for mentoring, 0.4 points for scholarships, 0.2 points for other provision • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

SDG 5
Gender Equality

#	Indicator	Maximum score
5.3.4	**Women's application in underrepresented subjects** Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns. Up to three points based on: • Existence of encouragement – maximum one point for both options, 0.5 points for university outreach, 0.5 points for collaborations • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

Data submission guidance

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

Guidance: Application rate (5.3.1)
The ratio of the number of students who are admitted to a university to the number of total applicants that applied to that academic year.

Guidance: Graduation (study completion) rate (5.3.1)
The percentage of a school's first-time, first-year undergraduate students who complete their program within an appropriate timeframe – for example in the US this is often defined as being within 150% of the expected timeframe.

Guidance: University outreach (5.3.4)
This can include a wide range of information, events and resources to help inspire female students to apply to subjects where they are underrepresented.

Guidance: Collaboration (5.3.4)
Where universities are working together with community groups, government, or NGOs to create and run campaigns on regional or national level to encourage women to apply in subjects in which they are underrepresented.

5.4   Proportion of senior female academics

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

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

The metric relates to the UN Targets 5.5.

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

5.4.1   Indicator: Proportion of senior female academics

Data Collected	Definition
Number of senior academic staff	**This is the FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university, referring to year 2019.**
Number of female senior academic staff	**The FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university that are female, referring to year 2019.** **This is a subset of number of senior academic staff.**

Data submission guidance

Definition: Academic staff

individuals employed in an academic post, e.g. lecturer, reader, professor who teach, research or do both. In the US this would include, but not be limited to 'faculty'.

University include teaching and research but can also include:
• research only staff
• assistant and associate professors
• permanent staff and staff employed on a long-term contract basis

'Academic staff' in general does NOT include:
• research assistants, clinicians of all types (unless they also have an academic post), technicians and staff that support the general infrastructure of the institution or students (of all levels).
• staff that hold an academic post but are no longer active (e.g. honorary posts or retired staff) or visiting staff.
• clinicians from affiliated hospitals unless they also have an academic post and a sizeable portion of their workload involves teaching or research

SDG 5
Gender Equality

Definition: Senior academic staff

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

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

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

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

This does not include honorary posts

Definition: FTE

The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

5.5 **Proportion of women receiving degrees**

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

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

The metric relates to the UN Targets 5.1.

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

5.5.1 **Indicator: Proportion of female degrees awarded**

Data Collected	Definition
Number of graduates: Total	**This is the total headcount number of graduates at all levels from your institution in year 2019.**
Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	**This is the total headcount number of graduates at all levels by broad subject area from your institution in year 2019.** **Broad subject areas are:** **• STEM** **• Medicine** **• Arts & Humanities / Social Sciences** **This is a subset of the total number of graduates.**

Data Collected	Definition
Number of graduates: STEM	**This is the total headcount number of graduates at all levels in STEM subjects from your institution in year 2019.** **This is a subset of the total number of graduates by subject area.**
Number of graduates: Medicine	**This is the total headcount number of graduates at all levels in the subject area Medicine from your institution in year 2019.** **This is a subset of the total number of graduates by subject area.**
Number of graduates: Arts & Humanities / Social Sciences	**This is the total headcount number of graduates at all levels in the subject areas Arts & Humanities / Social Sciences from your institution in year 2019.** **This is a subset of the total number of graduates by subject area.**
Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	**This is the total headcount number of graduates at all levels by broad subject area from your institution that are female, referring to year 2019.** **Broad subject areas are:** **• STEM** **• Medicine** **• Arts & Humanities / Social Sciences** **This is a subset of the total number of graduates by subject area.**

SDG 5
Gender Equality

Data Collected	Definition
Number of female graduates: STEM	**This is the total headcount number of graduates at all levels in STEM subjects from your institution that are female, referring to year 2019.** **This is a subset of the total number of female graduates by subject area.**
Number of female graduates: Medicine	**This is the total headcount number of graduates at all levels in the subject area Medicine from your institution that are female, referring to year 2019.** **This is a subset of the total number of female graduates by subject area.**
Number of female graduates: Arts & Humanities / Social Sciences	**This is the total headcount number of graduates at all levels in the subject areas Arts & Humanities / Social Sciences from your institution that are female, referring to year 2019.** **This is a subset of the total number of female graduates by subject area.**

Data submission guidance

Definition: Graduates
see 2.4

Definition: Broad subject areas:
see appendix 4, page 146

5.6   **Women's progress measures**
This metric looks at policies and action to support women's success
at university.

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

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

#	Indicator	Maximum score
5.6.1	**Policy of non-discrimination against women** Have a policy of non-discrimination against women Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.95% in SDG** (0.51% Overall)
5.6.2	**Non-discrimination policies for transgender** Have a policy of non-discrimination for transgender people. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.95% in SDG** (0.51% Overall)
5.6.3	**Maternity and paternity policies** Have maternity and paternity policies that support women's participation. Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.90% in SDG** (0.49% Overall)

SDG 5
Gender Equality

#	Indicator	Maximum score
5.6.4	**Childcare facilities for students** Have accessible childcare facilities for students which allow recent mothers to attend university courses. Up to three points based on: • Existence of childcare facilities – maximum one point for free access, only 0.25 points for paid for access • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
5.6.5	**Childcare facilities for staff and faculty** Have childcare facilities for staff and faculty Up to three points based on: • Existence of childcare facilities – maximum one point for free access, only 0.25 points for paid for access • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
5.6.6	**Women's mentoring schemes** Have women's mentoring schemes, in which at least 10% of female students participate. Up to three points based on: • Existence of schemes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
5.6.7	**Track women's graduation rate** Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap. Up to three points based on: • Existence of measurement/tracking – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)

SDG 5
Gender Equality

#	Indicator	Maximum score
5.6.8	**Policies protecting those reporting discrimination** Have a policy that protects those reporting discrimination from educational or employment disadvantage. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.90% in SDG** (0.49% Overall)

Data submission guidance

Guidance: Non-discrimination policy (5.6.1 and 5.6.2)
This should also cover aspects/policies on inappropriate sexual behavior. Inappropriate sexual behavior, is a term which encompasses a variety of behaviors, including sexual conversation or content, comments and jokes of a personal or sexual nature, obscene gesturing, touching or hugging another person, exposing body parts or disrobing, and masturbating in public.

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

SDG

6

Clean Water and Sanitation

SDG 6
Clean Water and Sanitation

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

6.1   **Research on water**

6.1.1   **Clean Water and Sanitation: CiteScore**
This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

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

6.1.2   **Clean Water and Sanitation: FWCI**
This indicator explores the quality of a university's output in the area of water (services) and sanitation research using the number of citations received as a metric.

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

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

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

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

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

The metric relates to the UN Targets 6.1 and 6.4.

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

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

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

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

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

Data submission guidance

Guidance: Water sources
This is designed to evaluate the volume of treated water (mains water or desalinated water) or extracted water (from rivers, lakes, aquifers) used in the university. Both of these water sources have wide ranging environmental impacts.

SDG 6
Clean Water and Sanitation

The second question (indicator 6.2.2 Water consumption per person) asks for the volume of water used in the university.

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

Data Collected	Definition
Volume of water used in the university: Inbound (treated/extracted water)	**Volume of water used (in cubic metre) in the university sourced from treated/extracted water, referring to year 2019.**
Number of campus population	**This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees and other campus, referring to year 2019.**

Data submission guidance

Definition: units of measurement
The unit of measurement is cubic metre (m3).

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

Guidance: Campus population
Campus population should include all people who are regularly resident or working on campus, including employees, academics, and students. It may also include families of employees, staff or students where they live on campus.

Campus population does NOT include:
• campus visitors
• summer school population
• remote students / staff

Definition: Employees
see 2.2

Definition: Students
see 1.2

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

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

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

SDG 6
Clean Water and Sanitation

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

Data submission guidance

Guidance: Building standards
These are requirements, regulations and technical guidance, to ensure buildings are safe, efficient and sustainable. They can vary by country but the mutual aim is to ensure that policies set out in a relevant area are carried out.

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

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

The metric relates to the UN Targets 6.4

#	Indicator	Maximum score
6.4.1	**Water reuse policy** Have a policy to maximise water reuse across the university? Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**6% in SDG** (1.56% Overall)
6.4.2	**Water reuse measurement** Measure the reuse of water across the university? Up to three points based on: • Existence of measurement – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**6% in SDG** (1.56% Overall)

Data submission guidance

Definition: Water reuse
This is a method of recycling treated wastewater for beneficial purposes, such as agricultural and landscape irrigation, industrial processes, toilet flushing, and groundwater replenishing. Recycled/reused water can include wastewater from sinks, showers, dish washers, washing machines that is reused at least one time.

SDG 6
Clean Water and Sanitation

6.5 **Water in the community**

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

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

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

#	Indicator	Maximum score
6.5.1	**Water management educational opportunities** Provide educational opportunities for local communities to learn about good water management. Up to three points based on: • Existence of opportunities – maximum one point for both, free and paid opportunities, one point for free opportunities only, 0.25 points for paid for opportunities only • Evidence provided – up to one point • Is the evidence provided public – one point	**3.80% in SDG** (0.99% Overall)
6.5.2	**Promoting conscious water usage** Actively promote conscious water usage on campus, and in the wider community Up to three points based on: • Existence of promotions – maximum one point for both, 0.5 points for on campus only, 0.5 points for in wider community only • Evidence provided – up to one point • Is the evidence provided public – one point	**3.80% in SDG** (0.99% Overall)
6.5.3	**Off-campus water conservation support** Support water conservation off campus Up to three points based on: • Existence of support – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.80% in SDG** (0.99% Overall)

#	Indicator	Maximum score
6.5.4	**Sustainable water extraction on campus** Utilise sustainable water extraction technologies on associated university grounds off campus. Up to three points based on: • Existence of applicable technologies – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.80% in SDG** (0.99% Overall)
6.5.5	**Cooperation on water security** Cooperate with local, regional, national, or global governments on water security. Up to three points based on: • Existence of cooperation – 0.25 points for each of local, regional, national and global cooperation • Evidence provided – up to one point • Is the evidence provided public – one point	**3.80% in SDG** (0.99% Overall)

Data submission guidance

Guidance: Water extraction

The process of taking water from any source, either temporarily or permanently, be it for flood control, irrigation or for the use as drinking water.

Guidance: Water security

Water security as defined by the United Nations is the "…capacity of a population to safeguard sustainable access to adequate quantities of acceptable quality water for sustaining livelihoods, human well-being, and socio-economic development, for ensuring protection against water-borne pollution and water-related disasters, and for preserving ecosystems in a climate of peace and political stability."

However, diverting river water or groundwater through built infrastructure at campus or associated university grounds alters the surface water quantity and quality and thereby disrupts the natural flows through streams, rivers, and lakes. Therefore, technologies need to be designed and applied sustainably, so they meet the needs of a particular community / location.

Guidance: Water conservation off campus (6.5.3)

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

SDG

7

Affordable and Clean Energy

SDG 7
Affordable and Clean Energy

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

7.1   **Research on clean energy**

7.1.1   **Affordable and Clean Energy: CiteScore**
This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

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

7.1.2   **Affordable and Clean Energy: FWCI**
This indicator explores the quality of a university's output in the area of energy and energy efficiency research using the number of citations received as a metric.

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

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

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

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

SDG 7
Affordable and Clean Energy

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

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

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

#	Indicator	Maximum score
7.2.1	**Energy-efficient renovation and building** Have a policy in place for ensuring all renovations or new builds are following energy efficiency standards Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**3.85% in SDG** (1% Overall)
7.2.2	**Upgrade buildings to higher energy efficiency** Have plans to upgrade existing buildings to higher energy efficiency Up to three points based on: • Existence of plans – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.85% in SDG** (1% Overall)
7.2.3	**Carbon reduction and emission reduction process** Have a process for carbon management and reducing carbon dioxide emissions Up to three points based on: • Existence of process – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.85% in SDG** (1% Overall)
7.2.4	**Plan to reduce energy consumption** Have an energy efficiency plan in place to reduce overall energy consumption Up to three points based on: • Existence of plan – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.85% in SDG** (1% Overall)

SDG 7
Affordable and Clean Energy

#	Indicator	Maximum score
7.2.5	**Energy wastage identification** Undergo energy reviews to identify areas where energy waste is highest Up to three points based on: • Existence of reviews – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.80% in SDG** (0.99% Overall)
7.2.6	**Divestment policy** Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**3.80% in SDG** (0.99% Overall)

Data submission guidance

Guidance: Energy standards (7.2.1)
Relevant standards could be LEED certification. If you are following your government guidelines/policies – please provide a link to your government website.

7.3 Energy use density
This metric looks into energy used per floor space of university buildings.

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

The metric relates to the UN Targets 7.3.

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

7.3.1 Indicator: Energy usage per sqm

Data Collected	Definition
Total energy used	**Total energy used in Gigajoule (GJ)**
University floor space	**Floor space of the university buildings in square metre (m2)**

SDG 7
Affordable and Clean Energy

Data submission guidance

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

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

Definition: units of measurement
For total energy used, the unit of measurement is Gigajoule (GJ).

For floor space, the unit of measurement is square metre (m2).

We expect these figures to be rounded figures.

Definition: Total energy used
This includes both, energy generated by the university and energy purchased by the university.

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

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

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

#	Indicator	Maximum score
7.4.1	**Local community outreach for energy efficiency** Provide programmes for local community to learn about importance of energy efficiency and clean energy Up to three points based on: • Existence of programmes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
7.4.2	**100% renewable energy pledge** Promote a pledge toward 100% renewable energy Up to three points based on: • Existence of promotion – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

#	Indicator	Maximum score
7.4.3	**Energy efficiency services for industry** Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options) Up to three points based on: • Existence of services – maximum one point for both options free and paid, one point for free services only, 0.25 points for paid for services only • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
7.4.4	**Policy development for clean energy technology** Inform and support governments in clean energy and energy-efficient technology policy development Up to three points based on: • Existence of support – 0.25 points for each of local, regional, national and global cooperation • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
7.4.5	**Assistance to low-carbon innovation** Provide assistance for start-ups that foster and support a low-carbon economy or technology Up to three points based on: • Existence of assistance – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

Data submission guidance

Guidance: Pledge toward 100% renewable energy (7.4.2)
Universities have a significant role to play in encouraging others to make a move towards renewable energy sources. This falls under advocacy. Does your institution promote this promise/agreement by gathering petitions, setting up meetings with most relevant people, e.g. administrators, and/or by holding events and discussions?

SDG

8

Decent Work and Economic Growth

SDG 8
Decent Work and Economic Growth

Why we measure

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

We are exploring how universities live up to these expectations.

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

Links to other SDGs

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

Metrics and indicators

8.1 **Research on economic growth and employment**

8.1.1 **Decent Work and Economic Growth: CiteScore**
This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

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

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

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

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

There are a total of 26 points that could be gained from meeting the criteria in this metric, a maximum score is worth 19.60% of the score in this SDG (equivalent to 5.10% of the overall score).

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

SDG 8
Decent Work and Economic Growth

#	Indicator	Maximum score
8.2.1	**Employment practice living wage** Pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local financial poverty indicator for a family of four (expressed as an hourly wage) Up to three points based on: • Living wage being paid – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**2.45% in SDG** (0.64% Overall)
8.2.2	**Employment practice unions** Recognise unions and labour rights (freedom of association and collective bargaining) for all, including women and international staff Up to three points based on: • Existence of recognition – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**2.45% in SDG** (0.64% Overall)
8.2.3	**Employment policy on discrimination** Have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age) Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**2.45% in SDG** (0.64% Overall)
8.2.4	**Employment policy modern slavery** Have a policy commitment against forced labour, modern slavery, human trafficking and child labour Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**2.45% in SDG** (0.64% Overall)

SDG 8
Decent Work and Economic Growth

#	Indicator	Maximum score
8.2.5	**Employment practice equivalent rights outsourcing** Have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**2.45% in SDG** (0.64% Overall)
8.2.6	**Employment policy pay scale equity** Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**2.45% in SDG** (0.64% Overall)
8.2.7	**Tracking pay scale for gender equity** Measurement or tracking pay scale gender equity Up to three points based on: • Existence of measures – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**2.45% in SDG** (0.64% Overall)
8.2.8	**Employment practice appeal process** Have a process for employees to appeal on employee rights and/or pay Up to three points based on: • Existence of process – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**2.45% in SDG** (0.64% Overall)

Data submission guidance

Definition: Living wage (8.2.1)
There are different definitions for every country and this can be seen as a contextual local issue. What we are trying to capture here is whether you as institution have commitment to this.

SDG 8
Decent Work and Economic Growth

Guidance: Discrimination (8.2.3)

A university should not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Definition: Pay scale equity (8.2.6)

This refers to equal pay for work of equal value. Equal pay for equal work addresses situations in which men and women do work of the same value. Often law requires employers to pay female jobs at least the same as male jobs if they are of comparable value, but this needs to be supported by action within an institution to ensure that it can be achieved.

Guidance: Appeal process (8.2.8)

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

8.3 Expenditure per employee

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

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

The metric relates to the UN Targets 8.1 and 8.4.

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

8.3.1 Indicator: Expenditure per employee

Data Collected	Definition
Number of employees	**This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2019.**
University expenditure	**Total university expenditure in last financial year.**

Data submission guidance

Guidance: Expenditure

This refers to spending in five main categories:
• Staff costs (including outsourced core services)
• Fundamental restructuring costs
• Other operating expenses

SDG 8
Decent Work and Economic Growth

This does not include:
- Capital
- Spending on new buildings
- Depreciation
- Interest and other finance costs

Definition: Fundamental restructuring costs
Restructuring costs are costs an organisation incurs during restructuring. They are nonrecurring operating expenses and are classified as an unusual and infrequent expense.

Restructurings may occur during a major reconfiguration of operations or during a change in upper-level management at a company. Restructuring charges often include cash costs, accrued liabilities, asset write-offs, and employee severance pay due to layoffs.

Definition: number of employees
Employees include all academic and non-academic staff working for the university. It should also include people working for core university services that have been outsourced (for example cleaners, janitors, caterers, gardeners where the relevant services are provided by an external company).

The FTE for an employee can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

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

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

The metric relates to the UN Targets 8.6.

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

8.4.1   **Indicator: Proportion of students with placements**

Data Collected	Definition
Number of students	**This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2019.**
Number of students with work placements for more than a month	**This is the FTE (Full Time Equivalent) number of students with work placements (required as part of the course) of more than a month, referring to year 2019.** **This is a subset of number of students.**

Data submission guidance

Definition: Students
see 1.2

Definition: Work placements
By placements we mean outbound placements. So, students working abroad for a year as part of a language degree, or students on a work placement. This may include students on work placements who are not paid, although there are ethical and equalities issues associated with this practice.

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

The metric relates to the UN Targets 8.5.

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

SDG 8
Decent Work and Economic Growth

8.5.1   **Indicator: Proportion of employees on secure contracts**

Data Collected	Definition
Number of employees	**This is the FTE (Full Time Equivalent) number of employees on contracts of over 24 months, referring to year 2019.**
Number of employees on contracts of over 24 months	**This is the FTE (Full Time Equivalent) number of employees on contracts of over 24 months, referring to year 2019.** **This is a subset of number of employees.**

Data submission guidance

Definition: Employees
see p21

Guidance: contract length
Permanent or rolling contracts without a fixed term are considered to be of more than 24 months duration. The focus of this metric is employment that is short term and therefore less stable.

This excludes:
• short-term contracts that are explicitly to cover maternity leave
• part-time teaching staff serving as guest lectures for only a few lectures, and visiting scholars if they retain their employment rights in their original institution.

SDG

9

Industry, Innovation and Infrastructure

SDG 9
Industry, Innovation and Infrastructure

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

9.1   Research on industry, innovation and infrastructure

9.1.1   Industry, Innovation and Infrastructure: publications
The number of publications looks at the scale of research output from a university around industry, innovation and infrastructure

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

9.2   Patents citing university research

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

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

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

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

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

The metric relates to the UN Targets 9.3.

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

SDG 9
Industry, Innovation and Infrastructure

9.3   **Number of university spin offs**

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

Data submission guidance

Guidance: spin-off types
This is the sum of the two subsets, spin-offs with some institution ownership, and those not owned by the university (or no longer owned by the university).

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

Definition: Number of formal spin-offs, not owned by the institution
These are defined as registered companies set-up based on intellectual property that has originated from within the institution but which the institution has released ownership. They must still be active and have been established at least 3 years ago.

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

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

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

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

9.4.1 **Indicator: Research income per academic staff**

Data Collected	Definition
Research income by subject area	**The income your institution has received during this year (2019) specifically for research purposes by subject area where the income has been given by industry or commerce**
Number of academic staff by subject area: STEM **Number of academic staff by subject area: Medicine** **Number of academic staff by subject area: Arts & Humanities / Social sciences**	**This is the FTE (Full Time Equivalent) number of staff employed in an academic post, e.g. lecturer, reader, professor who teach, research or do both by subject area, referring to 2019.** **This is a subset of number of academic staff.**

Data submission guidance

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

Definition: Broad subject areas see appendix 4, page 146
• STEM
• Medicine
• Arts & Humanities / Social Sciences

Definition: Research Income from industry
This will include income received from industry or other commercial bodies. Research income from industry and commerce should not include anything that does not come from industry. For example, in some research grants, government programs contribute an amount equal to the amount provided by industry. This government funding should not be counted.

This may be the result of short-term contracts or longer-term research units.

This is externally sponsored research and it will NOT include:
• general funding for your institution
• income that is generated by your institution (e.g. donations, awards won, investments or commercialisation)
• teaching income.

This is the gross income.

Definition: Academic staff
Staff employed in an academic post, e.g., lecturer, reader, professor who teach, research or do both. This equates to 'faculty' in US.

SDG 9
Industry, Innovation and Infrastructure

University roles are including teaching and research but can also include:
• research only staff
• assistant and associate professors
• permanent staff and staff employed on a long-term contract basis

This should NOT include:
• research assistants, clinicians of all types (unless they also have an academic post), technicians and staff that support the general infrastructure of the institution or students (of all levels).
• staff that hold an academic post but are no longer active (e.g. honorary posts or retired staff) or visiting staff.
• clinicians from affiliated hospitals unless they also have an academic post and a sizeable portion of their workload involves teaching or research

The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

SDG

10

Reduced Inequalities

SDG 10
Reduced Inequalities

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

10.1   **Research on reduced inequalities**

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

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

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

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

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

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

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

SDG 10
Reduced Inequalities

10.2   **First-generation students**

10.2.1   **Proportion of first-generation students**

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

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

The metric relates to the UN Targets 10.2 and 10.3.

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

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

Data submission guidance

Definition: relevant year
We are looking for the number of students who started their studies in 2019. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

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

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

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

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

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

10.3.1 **Indicator: Proportion of international students from developing countries**

Data Collected	Definition
Number of students	**This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2019.**
Number of international students from developing countries	**This is the FTE (Full Time Equivalent) number of students as calculated above, whose nationality differs from the country where institution is based and whose nationality refers to a low or lower-middle income country, referring to year 2019.**

Data submission guidance

Definition: Students
see 1.2

Guidance: Number of international students from developing countries
This is the sum of international students from low or lower-middle income countries (as defined by the World Bank) who receive financial support to study.

They must receive financial aid that significantly supports their studies, including fees, housing and living costs, study materials.

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

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

The metric relates to the UN Targets 10.2 and 10.3.

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

10.4.1 **Indicator: Proportion of students with disabilities**

Data Collected	Definition
Number of students	**This is the FTE (Full Time Equivalent) number of students in all years and of all programmes (that lead to a degree, certificate, institutional credit or other qualification), referring to year 2019.**
Number of students with disability	**This is the FTE (Full Time Equivalent) the number of students in all years and of all programmes (that lead to a degree, certificate, institutional credit or other qualification) with a disability, referring to year 2019.** **This is a subset of number of students.**

Data submission guidance

Definition: Students
see 1.2

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

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

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

SDG 10
Reduced Inequalities

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

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

The metric relates to the UN Targets 10.3.

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

10.5.1 **Indicator: Proportion of employees with disabilities**

Data Collected	Definition
Number of employees	**This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2019.**
Number of employees with disability	**This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, with disabilities in year 2019.**

Data submission guidance

Definition: Employees
see 2.2

Definition: Disability
see above, data point 10.4

The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

10.6 **Measures against discrimination**
Universities need to establish and exhibit action to support participation and success of underrepresented groups.

There are a total of 32 points that could be gained from meeting the criteria in this metric, maximum score is worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

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

SDG 10
Reduced Inequalities

#	Indicator	Maximum score
10.6.1	**Non-discriminatory admissions policy** Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.90% in SDG** (0.49% Overall)
10.6.2	**Access to university track underrepresented groups applications** Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, and disabled students. Up to three points based on: • Existence of measures – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
10.6.3	**Access to university underrepresented groups recruit** Deliver programmes to recruit students, staff, and faculty from under-represented groups? Up to three points based on: • Existence of programme delivery – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
10.6.4	**Anti-discrimination policies** Have anti-discrimination and anti-harassment policies Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.90% in SDG** (0.49% Overall)

SDG 10
Reduced Inequalities

#	Indicator	Maximum score
10.6.5	**University diversity officer** Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus. Up to three points based on: • Existence of committee and/or offices – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
10.6.6	**Support for underrepresented groups** Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups. Up to three points based on: • Existence of provision – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
10.6.7	**Accessible facilities** Provide accessible facilities for people with disabilities. Up to three points based on: • Existence of facilities – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
10.6.8	**Disability support services** Support services for people with disabilities. Up to three points based on: • Existence of facilities – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)

SDG 10
Reduced Inequalities

#	Indicator	Maximum score
10.6.9	**Disability access scheme** Provide access schemes for people with disabilities such as mentoring or other targeted support Up to three points based on: • Existence of schemes – maximum one point for both options mentoring and other targeted support, one point for mentoring only, one point for other targeted support only • Evidence provided – up to one point • Is the evidence provided public – one point	**1.90% in SDG** (0.49% Overall)
10.6.10	**Disability accommodation policy** Have reasonable accommodation policy or strategy for people with disabilities including adequate funding Up to four points based on: • Existence of accommodation – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**1.90% in SDG** (0.49% Overall)

Data submission guidance

Guidance: Positive discrimination (10.6.1)
Positive discrimination: measures aim to foster greater equality by supporting groups of people who face, or have faced, entrenched discrimination so they can have similar access to opportunities as others in the community.

Guidance: Anti-discrimination and anti-harassment (10.6.4)
Anti-harassment: policies opposed to someone harassing, alarming or distressing another person with his or her behaviour in the university.

Guidance: reasonable accommodation (10.6.10)
This metric is about modifications/adjustments made to enable people with disabilities to participate in university life. These accommodate the university system for disabled individuals based on a proven need. Accommodations can be physical, emotional, mental, academic or employment related.

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

SDG

11

Sustainable Cities and Communities

SDG 11
Sustainable Cities and Communities

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

11.1   **Research on sustainable cities and communities**

11.1.1   **Sustainable Cities and Communities: CiteScore**
This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

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

11.1.2   **Sustainable Cities and Communities: FWCI**
This indicator explores the quality of a university's output in the area of sustainable cities and communities research using the number of citations received as a metric.

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

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

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

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

SDG 11
Sustainable Cities and Communities

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

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

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

#	Indicator	Maximum score
11.2.1	**Public access to buildings** Provide public access to buildings and/or monuments or natural heritage landscapes of cultural significance Up to three points based on: • Existence of access – maximum one point for free access, 0.25 points for paid access only • Evidence provided – up to one point • Is the evidence provided public – one point	**3.75% in SDG** (0.98% Overall)
11.2.2	**Public access to libraries** Provide public access to libraries including books and publications Up to three points based on: • Existence of access – maximum one point for free access, 0.25 points for paid access only • Evidence provided – up to one point • Is the evidence provided public – one point	**3.75% in SDG** (0.98% Overall)
11.2.3	**Public access to museums** Provide public access to museums, exhibition spaces or galleries, or works of art and artefacts Up to three points based on: • Existence of support – maximum one point for free, only 0.25 points for subsidised support • Evidence provided – up to one point • Is the evidence provided public – one point	**3.75% in SDG** (0.98% Overall)
11.2.4	**Public access to green spaces** Provide free public access to open spaces and green spaces Up to three points based on: • Existence of access – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.75% in SDG** (0.98% Overall)

SDG 11
Sustainable Cities and Communities

#	Indicator	Maximum score
11.2.5	**Arts and heritage contribution** Contribute to local arts, in terms of number of annual public performances of university choirs, theatre groups, orchestras etc… either ad-hoc or as part of an ongoing programme Up to three points based on: • Existence of contribution – maximum one point for both ad-hoc and ongoing programme, 0.75 points for ongoing programme only, 0.25 points for ad-hoc only • Evidence provided – up to one point • Is the evidence provided public – one point	**3.8% in SDG** (0.99% Overall)
11.2.6	**Record and preserve cultural heritage** Deliver projects to record and preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge Up to three points based on: • Existence of projects – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.8% in SDG** (0.99% Overall)

Data submission guidance

Guidance: public access (11.2.2)
This needs to be general access to members of the public. Residency might be a requirement, but not family membership etc.

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

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

The metric relates to the UN Targets 11.4.

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

11.3.1 **Indicator: Arts and heritage expenditure**

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

Data submission guidance

Definition: University expenditure
see 8.3

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

this does NOT include:
- sports facilities
- capital spending on new buildings

Definition: Total university expenditure
This should also include non-faculty staff salaries and outsourced activities.

11.4 **Sustainable practices**
Universities need to be active towards more sustainable transportation and housing.

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

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

SDG 11
Sustainable Cities and Communities

#	Indicator	Maximum score
11.4.1	**Sustainable practices targets** Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles) Up to three points based on: • Existence of measures and targets – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.90% in SDG** (1.01% Overall)
11.4.2	**Promote sustainable commuting** Undertake actions to promote more sustainable commuting Up to three points based on: • Existence of actions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.90% in SDG** (1.01% Overall)
11.4.3	**Allow remote working** Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, or offer a condensed working week to reduce employee commuting Up to three points based on: • Existence of telecommuting – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.90% in SDG** (1.01% Overall)
11.4.4	**Affordable housing for employees** Provide affordable housing for employees Up to three points based on: • Existence of affordable housing – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.90% in SDG** (1.01% Overall)
11.4.5	**Affordable housing for students** Provide affordable housing for students Up to three points based on: • Existence of affordable housing – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.90% in SDG** (1.01% Overall)

SDG 11
Sustainable Cities and Communities

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

Data submission guidance

Guidance: Affordable housing (11.4.4 and 11.4.5)
The term 'affordable' can carry a different meaning for students and staff. The idea here is to see whether the university provides housing that is effectively subsidised. Is the price lower than students / staff would be paying when finding something equivalent? For staff we would expect this to be housing which is deemed affordable to those with a median household income or below as rated by the national government or a local government or by a recognized housing affordability index.

SDG 11
Sustainable Cities and Communities

Guidance: Sustainable standards (11.4.8)
An example could be the 'LEED Green Building Certification'.

Definition: Brownfield sites (11.4.9)
A site on which there has been previous, recent building OR previously developed land—with or without any level of contamination—that is currently underused or unused. This is a less restrictive definition that is used In the US where it typically means a property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant.

SDG

12

Responsible Consumption and Production

SDG 12
Responsible Consumption and Production

Why we measure

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

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

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

https://www.un.org/sustainabledevelopment/sustainable-consumption-production/

Links to other SDGs

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

Metrics and indicators

12.1 Research on responsible consumption and production

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

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

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

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

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

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

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

SDG 12
Responsible Consumption and Production

12.2 **Operational measures**

Universities need to demonstrate actions towards responsible consumption and production.

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

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

#	Indicator	Maximum score
12.2.1	**Ethical sourcing policy** Have a policy on ethical sourcing of food and supplies Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.80% in SDG** (1.25% Overall)
12.2.3	**Policy waste disposal - hazardous materials** Have a policy on waste disposal - Covering hazardous materials Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.80% in SDG** (1.25% Overall)
12.2.4	**Policy waste disposal - landfill policy** Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.80% in SDG** (1.25% Overall)

SDG 12
Responsible Consumption and Production

#	Indicator	Maximum score
12.2.5	**Policy for minimisation of plastic use** Have policies around use minimisation of plastic Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.80% in SDG** (1.25% Overall)
12.2.6	**Policy for minimisation of disposable items** Have policies around use minimisation of disposable items Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.80% in SDG** (1.25% Overall)
12.2.7	**Ensuring these policies extend to outsourced services and the supply chain** Ensuring these policies extend to outsourced services and the supply chain Up to three points based on: • Existence of extension – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.35% in SDG** (0.35% Overall)
12.2.8	**Ensuring these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)?** Ensuring these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)? Up to three points based on: • Existence of extension – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.35% in SDG** (0.35% Overall)

SDG 12
Responsible Consumption and Production

Data submission guidance

Guidance: Ethical sourcing (12.2.1)
This is the process of ensuring the products being sourced are obtained in a responsible and sustainable way, that the workers involved in making them are safe and treated fairly and that environmental and social impacts are taken into consideration during the sourcing process.

Guidance: 12.2.2
This metric has been withdrawn.

Guidance: Hazardous materials (12.2.3)
This covers any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors.

Guidance: Disposable items (12.2.6):
This will usually refer to single use items.

Definition: outsourced services (12.2.7)
This refers to contracted services on campus (e.g. food catering/canteens, cleaning, security guards, etc.).

Definition: outsourced suppliers (12.2.8)
This refers to suppliers of goods, including but not limited to equipment, stationary, and building contracts.

12.3 **Proportion of recycled waste**
It is vital that universities maximise recycling and minimise waste sent to landfill.

The metric relates to the UN Targets 12.5.

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

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

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

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

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

SDG 12
Responsible Consumption and Production

The second question (indicator 12.3.2 Proportion of waste recycled) asks for the amount of waste created in the university, and the amount recycled and sent to landfill.

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

12.3.2   **Indicator: Proportion of waste recycled**

Data Collected	Definition
Amount of waste generated	Amount of waste (metric ton) generated in 2019
Amount of waste recycled	Amount of waste (metric ton) recycled in 2019. This is a subset of amount of waste generated.
Amount of waste sent to landfill	Amount of waste (metric ton) sent to landfill in 2019. This is a subset of amount of waste generated.

Data submission guidance

Definition: units of measurement
Waste should be measured in metric tonnes.

Definition: Waste
This is defined as waste of a material, substance, or by-product eliminated or discarded as no longer useful or required after the completion of a process.

Guidance: Recycling of waste
This is the process of converting waste materials into new materials and objects. It can be thought of as a recovery operation by which materials are reprocessed into products, materials or substances whether for the original or other purposes.

Guidance: Waste recycled
In our context this refers to the university's implementation of waste diversion or utilising recycled waste collection services to collect and recycle items such as paper, glass, organics, construction material, appliances and electronics.

Guidance: Composting
Waste recycled includes composting.

Guidance: Incineration
Incineration is not counted as recycling.

12.4 **Publication of a sustainability report**

Regular publication of progress towards sustainability is an important action for all organisations, including universities. This metric asks if the institution published a university sustainability report between 2018 and 2020 and whether this was a standalone document or part of a larger annual report.

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

This metric and indicators relate to the UN Targets 12.6.

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

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

Data submission guidance

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

Another example would be AASHE STARS Reports.

SDG

13

Climate Action

SDG 13
Climate Action

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

13.1   **Research on climate action**

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

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

13.1.2   **Climate Action: FWCI**
This indicator explores the quality of a university's output in the area of climate action research using the number of citations received as a metric.

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

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

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

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

SDG 13
Climate Action

13.2   **Low-carbon energy use**
This metric is used to understand the carbon footprint of energy use at the university.

The metric relates to the UN Targets 13.2.

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

13.2.1   **Indicator: Low-carbon energy use**

Data Collected	Definition
Total energy used	**Total energy used in 2019 in Gigajoule (GJ)**
Total energy used from low-carbon sources	**Energy used from low-carbon sources in 2019 in Gigajoule (GJ)**

Data submission guidance

Guidance: Low-carbon sources
These can be:
• Renewable sources (biomass, hydropower, geothermal)
• Power generation sources (wind, solar, nuclear)
• Electricity (renewable)
• Electricity (nuclear)

This should not include energy from fossil fuels.

This can include
• no-fossil fuels (alternative fuels include bio-alcohol (methanol, ethanol, butane), refuse-derived fuel, chemically stored electricity (batteries and fuel cells), hydrogen, non-fossil methane, non-fossil natural gas, vegetable oil, propane and other biomass sources.)
• Renewable Energy (Biofuel, Biomass, Biogas): Bioethanol, Biodiesel, Biomethane, Biodiesel (from used cooking oil), Biodiesel (from tallow). Wood logs, Wood chips, Wood pellets, Grass/straw. Biogas, Landfill gas

Guidance: Total energy used
Total energy used includes both, energy generated by the university and energy purchased by the university.

We look at units of energy used by an individual, event, organization, or product (at university). We focus on all that is:
• owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers),
• consumed by the university (e.g. purchased electricity)

Definition: units of measurement
The unit of measurement is Gigajoule (GJ).

We expect these figures to be a rounded figure.

13.3   **Environmental education measures**

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

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

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

#	Indicator	Maximum score
13.3.1	**Local education programmes on climate** Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning Up to three points based on: • Existence of programmes or campaigns – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
13.3.2	**Climate Action Plan, shared** Have a university Climate Action plan, shared with local government and local community groups Up to three points based on: • Existence of plan – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
13.3.3	**Co-operative planning for climate change disasters** Participate in co-operative planning for climate change disasters, working with government Up to three points based on: • Existence of participation – maximum one point for both local and regional, 0.5 points for local only, 0.5 points for regional only • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

SDG 13
Climate Action

#	Indicator	Maximum score
13.3.4	**Inform and support government** Inform and support local or regional government in local climate change disaster or risk early warning and monitoring Up to three points based on: • Existence of support – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
13.3.5	**Environmental education collaborate with NGO** Collaborate with NGOs on climate adaptation Up to three points based on: • Existence of collaborations – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

Data submission guidance

Guidance: Climate Action Plan (13.3.2)
A Climate Action Plan is a detailed and strategic framework for measuring, planning, and reducing greenhouse gas (GHG) emissions and related climatic impacts.

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

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

This metric and indicators relate to the UN Target 13.2.

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

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

SDG 13
Climate Action

#	Indicator	Maximum score
13.4.1	**Commitment to carbon neutral university** Have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols? Up to six points based on: • Existence of target • Evidence provided – up to one point • Is the evidence provided public – one point • Scopes covered - maximum of three points with one point for scope 1, two points for scope 1 and 2, three points for all scopes, 0 for not known	**11.50% in SDG** (2.99% Overall)

Data submission guidance

Guidance: carbon neutrality
This data point feeds into the Carbon neutrality metric and is used to indicate whether the university has already achieved its commitment to be a carbon neutral university or whether it is working on its realization.

Guidance: Greenhouse Gas Protocol Scopes
This provides standards and tools that help countries and cities track progress toward climate goals. Scope 1 covers direct emissions, scope 2 adds indirect emissions from purchased energy, scope 3 includes all indirect sources (travel, procurement, waste, water etc...) For more details click here.

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

13.4.2   Indicator: Achieve by date

#	Indicator	Maximum score
13.4.2	**Achieve by** Up to four points based on: • Date for achieved prior to 2020 – 4 points • Date for achieved by: 2020-2029 – 3 points • Date for achieved by: 2030-2039 – 2 points • Date for achieved by: 2040-2049 – 1 point • Date for achieved by: 2050 or later – 0.5 points	**11.50% in SDG** (2.99% Overall)

Data submission guidance

Guidance: Scope of carbon neutrality
This indicator looks at the target (or achievement) date of carbon neutrality. The target needs to cover both Scope 1 and Scope 2. A target for Scope 1 alone will not be accepted. The target date can also include Scope 3 alongside Scope 1 and Scope 2.

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

SDG

14

Life Below Water

SDG 14
Life Below Water

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

14.1   Research on life below water

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

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

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

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

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

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

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

SDG 14
Life Below Water

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

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

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

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

Data submission guidance

Definition: Aquatic ecosystem
This is an ecosystem in a body of water. Examples of aquatic ecosystems include lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.

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

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

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

#	Indicator	Maximum score
14.3.1	**Conservation and sustainable utilisation of the oceans (events)** Support or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources Up to three points based on: • Existence of events – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.85% in SDG** (1.26% Overall)
14.3.2	**Food from aquatic ecosystems (policies)** Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.85% in SDG** (1.26% Overall)
14.3.3	**Maintain ecosystems and their biodiversity (direct work)** Work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat Up to three points based on: • Existence of direct work – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.85% in SDG** (1.26% Overall)

#	Indicator	Maximum score
14.3.4	**Technologies towards aquatic ecosystem damage prevention (direct work)** Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems Up to three points based on: • Existence of direct work – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.85% in SDG** (1.26% Overall)

Data submission guidance

Definition: Aquatic ecosystem
This is an ecosystem in a body of water. Examples of aquatic ecosystems include lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.

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

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

This metric and indicators relate to the UN Targets 14.1.

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

#	Indicator	Maximum score
14.4.3	**Reducing marine pollution (policy)** Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**6.40% in SDG** (1.66% Overall)

14.5 **Maintaining a local ecosystem**

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

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

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

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

SDG 14
Life Below Water

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

Data submission guidance

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

Guidance: Watershed management (14.5.5)
The purpose of a watershed management strategy is to provide directions in protecting, improving, conserving and restoring the watershed in partnership with the community in order to balance our needs and the needs of the natural environment.

A general (not university specific) example:
https://www.abca.ca/downloads/Watershed-Management-Strategy-2015-Web.pdf

SDG
15

Life On Land

SDG 15
Life On Land

Why we measure

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

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

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

Links to other SDGs

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

Metrics and indicators

15.1 Research on land ecosystems

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

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

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

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

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

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

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

IMPACT RANKINGS

15.2 **Supporting land ecosystems through education**
Universities need to show how they are working towards supporting ecosystems that they don't directly control.

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

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

#	Indicator	Maximum score
15.2.1	**Events about sustainable use of land** Support or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land Up to three points based on: • Existence of events – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
15.2.2	**Sustainably farmed food on campus** Have policies to ensure that food on campus is sustainably farmed Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**4.60% in SDG** (1.20% Overall)
15.2.3	**Maintain and extend current ecosystems' biodiversity** Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat Up to three points based on: • Existence of direct work – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

#	Indicator	Maximum score
15.2.4	**Educational programmes on ecosystems** Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities? Up to three points based on: • Existence of programmes – maximum one point for free access, 0.25 points for charged access only • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)
15.2.5	**Sustainable management of land for agriculture and tourism (educational outreach)** Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture and tourism Up to three points based on: • Existence of programmes – maximum one point for free access, 0.25 points for charged access only • Evidence provided – up to one point • Is the evidence provided public – one point	**4.60% in SDG** (1.20% Overall)

Data submission guidance

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

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

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

This metric and indicators relate to the UN Targets 15.1.

SDG 15
Life On Land

#	Indicator	Maximum score
15.3.1	**Sustainable use, conservation and restoration of land (policy)** Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**5.40% in SDG** (1.40% Overall)
15.3.2	**Monitoring IUCN and other conservation species (policies)** Have a policy to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habits in areas affected by the operation of your university Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**5.40% in SDG** (1.40% Overall)
15.3.3	**Local biodiversity included in planning and development** Include local biodiversity into any planning and development process (e.g. construction of new buildings) Up to three points based on: • Existence of inclusion – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**5.40% in SDG** (1.40% Overall)

SDG 15
Life On Land

#	Indicator	Maximum score
15.3.4	**Alien species impact reduction (policies)** Have a policy to reduce the impact of alien species on Campus Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point • Is the evidence provided public – one point	**5.40% in SDG** (1.40% Overall)
15.3.5	**Collaborate with the local community to maintain shared land ecosystems** Up to three points based on: • Existence of collaboration – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**5.40% in SDG** (1.40% Overall)

Data submission guidance

Definition: Alien species (15.3.4)
Please use the International Union for Conservation of Nature (IUCN) definition as reference

15.4 **Land sensitive waste disposal**
Universities need to demonstrate a carefully managed practice and responsibility with the aim to prevent potential harm to humans, animals, or the environment.

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

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

#	Indicator	Maximum score
15.4.1	**Water discharge guidelines and standards** Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare) Up to three points based on: • Existence of standards and guidelines – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**7.70% in SDG** (2% Overall)

SDG 15
Life On Land

#	Indicator	Maximum score
15.4.2	**Policy on plastic waste reduction** Have a policy on reducing plastic waste on campus Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**7.65% in SDG** (1.99% Overall)
15.4.3	**Policy on hazardous waste disposal** Have a policy on waste disposal covering hazardous materials Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**7.65% in SDG** (1.99% Overall)

Data submission guidance

Definition: Hazardous materials (15.4.3)
This covers any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors.

SDG

16

Peace, Justice and Strong Institutions

SDG 16
Peace, Justice and Strong Institutions

Why we measure

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

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

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

Links to other SDGs

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

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

Metrics and indicators

16.1   **Research on peace and justice**

16.1.1   **Peace, Justice and Strong Institutions: CiteScore**
This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

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

16.1.2   **Peace, Justice and Strong Institutions: FWCI**
This indicator explores the quality of a university's research output that is relevant to peace and justice using the number of citations received as a metric.

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

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

SDG 16
Peace, Justice and Strong Institutions

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

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

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

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

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

#	Indicator	Maximum score
16.2.1	**Elected representation** Have elected representation on the university's highest governing body from: students (both undergraduate and graduate), faculty, and staff (non-faculty employees) Up to three points based on: • Existence of representation – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point	**3.35% in SDG** (0.87% Overall)
16.2.2	**Students' union** Recognise a students' union Up to three points based on: • Existence of recognition – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.35% in SDG** (0.87% Overall)
16.2.3	**Identify and engage with local stakeholders** Have written policies and procedures to identify local stakeholders external to the university and engage with them Up to four points based on: • Existence of policies – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**3.35% in SDG** (0.87% Overall)

SDG 16
Peace, Justice and Strong Institutions

#	Indicator	Maximum score
16.2.4	**Participatory bodies for stakeholder engagement** Have an existence of participatory bodies to recognize and engage local stakeholders, including local residents, local government, local private, local civil society representatives Up to three points based on: • Existence of participatory bodies – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.35% in SDG** (0.87% Overall)
16.2.5	**University principles on corruption and bribery** Publish the university's principles and commitments on organized crime, corruption & bribery Up to three points based on: • Existence of pubication – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.35% in SDG** (0.87% Overall)
16.2.6	**Academic freedom policy** Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research) Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2015-2020 – one point	**6.60% in SDG** (1.72% Overall)
16.2.7	**Publish financial data** Publish university financial data Up to four points based on: • Existence of publication – maximum of two points if publication is in open data format, one point only if report is not in open data format • Evidence provided – up to one point • Is the evidence provided public – one point	**3.25% in SDG** (0.85% Overall)

SDG 16
Peace, Justice and Strong Institutions

Data submission guidance

Definition: Open data

For the purpose of this exercise, open data is data that can be easily machine read and used by others – ideally under an open license. It means publishing data in a way that people could load and compare it with other things.

Guidance: Open data

Things that do not count as 'open data':
• documents
• images
• pdf

Things that do count as 'open data':
• spreadsheets
• csv files
• API access
• IPEDS F (in the US)

Guidance: Student Union (16.2.2)

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

Guidance: Local stakeholders (16.2.4):

Here we apply a neutral understanding of the terminology and refer to people who are important to you (as university), or who are directly affected by your actions, but who would not normally have a direct say in the running of the university. For example, this could include local businesses or residents. It can vary by context but important to note is that we are not referring to people who have direct involvement with the institution.

Guidance: Financial data (16.2.7)

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

SDG 16
Peace, Justice and Strong Institutions

16.3   **Working with government**
Universities need to demonstrate how they are working with government.

There are a total of 10 points that could be gained from meeting the criteria in this metric, a maximum score is worth 23.20% of the score in this SDG (equivalent to 6.03% of the overall score).

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

#	Indicator	Maximum score
16.3.1	**Provide expert advice to government** Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence) Up to three points based on: • Existence of provision – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point	**6.40% in SDG** (1.33% Overall)
16.3.2	**Policy- and lawmakers outreach and education** Provide outreach, general education, upskilling and capacity-building to policy and lawmakers on relevant topics including economics, law, technology, climate change Up to three points based on: • Existence of provisions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**6.40% in SDG** (1.33% Overall)
16.3.3	**Participation in government research** Undertake policy-focused research in collaboration with government departments Up to three points based on: • Existence of research – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**6.40% in SDG** (1.33% Overall)

SDG 16
Peace, Justice and Strong Institutions

#	Indicator	Maximum score
16.3.4	**Neutral platform to discuss issues** Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges Up to three points based on: • Existence of platform – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**4% in SDG** (1.04% Overall)

Data submission guidance

Guidance: neutral platforms (16.3.4)
In academic discourse it should be possible for people with widely different views to debate and discuss important without restriction from the university (within an appropriate legal framework). The ability of universities to facilitate such conversations in the political arena is an important one, and enables them to bring their academic expertise to bear to the benefit of political decision making.

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

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

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

16.4.1 Indicator: Proportion of graduates in law

Data Collected	Definition
Number of graduates	**This is the total headcount number of graduates at all levels from your institution in year 2019.**
Number of total graduates from law and enforcement related courses	**This is the headcount number of graduates at all levels from your institution from law and enforcement related courses in year 2019.** **This is a subset of the total number of graduates.**

Data submission guidance

Definition: Graduates:
see 2.4

SDG 16
Peace, Justice and Strong Institutions

Definition: Graduates from law and enforcement related courses
This does not require them to be fully qualified in the profession, since further practical experience may be necessary.

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

SDG

17

Partnerships for the goals

SDG 17
Partnerships for the Goals

Why we measure

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

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

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

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

Links to other SDGs

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

Metrics and indicators

17.1   **Research into partnership for the goals**

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

The indicator is normalised and a maximum score is worth 13.55% of the score in this SDG (equivalent to 3.52% of the overall score).

17.1.2   **Partnerships for the goals: publications**
The number of publications looks at the scale of research output from a university around research relating to all SDGs. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and a maximum score is worth 13.55% of the score in this SDG (equivalent to 3.52% of the overall score).

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

There are a total of 15 points that could be gained from meeting the criteria in this metric, a maximum score is worth 18.50% of the score in this SDG (equivalent to 4.81% of the overall score).

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

SDG 17
Partnerships for the Goals

#	Indicator	Maximum score
17.2.1	**Relationships with NGOs and government for SDG policy** Have direct involvement in, or input into, national government SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management Up to three points based on: • Existence of input – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.70% in SDG** (0.96% Overall)
17.2.2	**Cross sectoral dialogue about SDGs** Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs Up to three points based on: • Existence of dialogue – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.70% in SDG** (0.96% Overall)
17.2.3	**International collaboration data gathering for SDG** Participate in international collaboration on gathering or measuring data for the SDGs Up to three points based on: • Existence of participation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.70% in SDG** (0.96% Overall)
17.2.4	**Collaboration for SDG best practice** Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs Up to three points based on: • Existence of review – one point • Evidence provided – up to one point • Is the evidence provided public – one point	**3.70% in SDG** (0.96% Overall)

SDG 17
Partnerships for the Goals

#	Indicator	Maximum score
17.2.5	**Collaboration with NGOs for SDGs** Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources Up to three points based on: • Existence of review – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point	**3.70% in SDG** (0.96% Overall)

Data submission guidance

Guidance: cross-sectoral dialogue (17.2.2)
This refers to a collaborative effort in which parties from different societal sectors pool resources to provide solutions to SDG-related issues.

Definition: NGOs
An NGO (non-government organisation) is one of a wide variety of organisations founded by citizens and usually with a not-for-profit basis, that has a focus around one or more social issues. They are distinguished from governmental organisations in that they are independent of governmental control. Here we would like to know about relationships to any NGO that is working towards the SDGs, e.g. a social organisation.

NGO status is often separate from the way that they are legally constituted, which may be as an association, club, charity, company or as another structure.

SDG 17
Partnerships for the Goals

17.3 **Publication of SDG reports**

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

This metric is worth 27.20% of the score in this SDG (equivalent to approximately 7.07% of the overall score)

This metric and indicators relate to the UN Targets 17.16.

#	Indicator	Maximum score
17.3.1 to 17.3.17	**Publication of SDG reports - per SDG** Publish sustainability reports by SDG, either individually or within an annual report, in an open format For each SDG, up to three points based on: • Existence of report – up to one point • Evidence provided – up to one point • Is the evidence provided public – one point	**1.60% per SDG** (0.42% Overall)

Data submission guidance

Guidance:
Please provide a link to the relevant report for each SDG you publish progress against.

Definition: Open data
For the purpose of this exercise, open data is data that can be easily machine read and used by others – ideally under an open licence. It means publishing data in a way that people could load and compare it with other things. We are not measuring publication in an open data format for 2020, although we believe that this is a preferable approach.

Guidance: Open data
Things that do not count as 'open data':
• documents
• images
• pdf

Things that do count as 'open data':
• spreadsheets
• csv files
• API access
These may be in a separate file or system from the report.

Guidance: STARS and SDG Accord
The STARS rating program of AASHE can be accepted as evidence for relevant SDGs, provided the submission date is in the correct timeframe. The public Report that the Accord requires is also acceptable (http://www.sdgaccord.org/)

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

17.4 **Education for the SDGs**
We are exploring how universities are teaching the next generation to adopt sustainability in their lives.

There are a total of 3 points that could be gained from meeting the criteria in this metric, a maximum score is worth 27.20% of the score in this SDG (equivalent to 7.07% of the overall score)

This metric and indicators relate to the UN Targets 17.16.

#	Indicator	Maximum score
17.4.1	**Education for SDGs commitment to meaningful education** Have a commitment to meaningful education around the SDGs across the university, in some programmes or in all programmes Up to three points based on: • Existence of commitment – maximum one point for both options selected, 1 point for all programmes only, 0.25 points only for some programmes • Evidence provided – up to one point • Is the evidence provided public – one point	**27.20% in SDG** (7.07% Overall)

SDG Reference	Source	Link
1.2 and 10.3	World Bank	World Bank Country and Lending Groups
2.4	International Standard Classification of Education	IPEDS 2011
7.2	LEED	LEED certification
8.3	Organisation for Economic Co-operation and Development (OECD)	GDP
10.4	International Classification of Functioning, Disability and Health	ICF
10.4 and 10.6 **17.4**	United Nations (UN)	Convention on the rights of persons with disabilities United Nations Disability Inclusion Strategy Sustainability Literacy
12.4 and 17.3	The SDG Accord AASHE STARS report	http://www.sdgaccord.org/ STARS Participants & Reports
13.4	Greenhouse Gas Protocol	Greenhouse Gas Protocol
14.3 and 15.3	The International Union for Conservation of Nature (IUCN)	International Union for Conservation of Nature (IUCN) IUCN Red Listed

Appendix 1
External Data Sources

SDG Reference	Source	Link
14.4	Ausable Bayfield Conservation Authority (ABCA)	Watershed-Management-Strategy-2015-Web.pdf
ALL SDGs	Elsevier	Scopus queries related to each of the SDGs
general	Times Higher Education (THE)	Impact FAQ
	Association for the Advancement of Sustainability in Higher Education (AASHE)	STARS – a program of AASHE

Appendix 2
Frequently Asked Questions

General questions

Access our website here to read through general questions and answers.

Portal Access

How do I get access to the THE data collection portal?
Please send an email to impact@timeshighereducation.com to nominate your data provider. The data collection portal URL is at: https://secure.timeshighereducation.co.uk/wur/portal.
The institution's data provider representative will be sent the THE data portal URL and their login details in order to access the portal.

How do I change my password?
To change your password, log in and go to the main navigation of the portal. Click on your name in the top right-hand side of the screen. You can reset your password from here. If you are experiencing problems changing your password, contact impact@timeshighereducation.com

I have forgotten my password. How do I reset it?
Click on the "forgot password?" link on the login page of the THE Data Collection Portal to reset your password.

Institution Details

How can I change my institution details (name/address/email/telephone number)?
If you wish to change your institution details, please contact us at impact@timeshighereducation.com

General Queries

How can I stay informed?
Periodic announcements and results will be sent to the email addresses provided for data submission. Please contact our team at impact@timeshighereducation.com to add members of your team to our distribution list.

Please also visit our website here:
http://www.timeshighereducation.com/world-university-rankings/

Is there a cost associated with participation in the rankings?
No. Times Higher Education does not charge for participation.

Data Privacy

Who has access to our data?
Information on how we use your data and who has access to the data can be found in the Terms & Conditions:
http://www.timeshighereducation.co.uk/terms-and-conditions/

Is the website secure?
The THE World University Ranking data collection site is encrypted with an https SSL certificate.

Appendix 2
Frequently Asked Questions

Timing

We cannot submit by the deadline - what do we do?
The data collection period is planned to start on October 1 and the final deadline for submissions is November 29. If you believe there will be an issue in meeting this deadline, please contact us at impact@timeshighereducation.com

Save/Submit

How do I submit?
In order to submit your data, please go to the last section "Print & Review". Please take note of any errors highlighted on this page that may prevent your submission as you will need to correct these in order to submit. At the bottom of the page, there is a check box to confirm your agreement with the terms and conditions, then please click "Submit".

Why can't I submit my data?
If you haven't fully completed all the compulsory fields the system will not allow you to submit the data. We also have some validation checks that will flag an error to you and block your submission if your data is deemed to be inconsistent. All such errors will be shown to you on the final "Print & Review" submission page. Please correct any such errors, then you should be able to submit.

Can I print out the data collection questions?
Yes, there is a print and review feature on the final page of the data submission portal, which will display all the data fields as well as some validation check results.

Can I submit data using another method?
Providing us with your institution's data through our online portal is the only way you can be considered in the THE Impact Rankings.

Can my data still be changed after I pressed submit?
If you have made an error in your data, and the deadline in January has not yet passed, please contact impact@timeshighereducation.com to request that your data be unsubmitted.

How do we know if we have submitted our data?
When you have submitted your data, the "Submit" button will no longer appear on the portal. This means you have successfully completed your data submission. You would also no longer be able to edit it.

Missing data

I do not have sufficient data to complete the data collection portal, can I still submit?
You do not have to submit data for every field, but to be considered for a ranking for a particular SDG you must submit some data in that section. If you leave some entries blank in a section then we will not impute data values, and your score for the empty questions will be zero.

To be considered for the overall THE University Impact Rankings data must be submitted for SDG 17 - Partnerships for the Goals and three elective SDGs from the non-mandatory list.

Appendix 2
Frequently Asked Questions

It is challenging for us to provide accurate data as our records are not compatible with the THE data definitions.

The THE data definitions are designed to collect information that is relevant and comparable globally. We appreciate that these definitions may differ from the definitions used in particular geographical regions. Should you have questions about how to interpret data definitions or report data, please contact the data collection team at impact@timeshighereducation.com

I do not have the exact data of some fields you are requesting - can I estimate?

It is acceptable to provide estimations where exact data is not available - please describe how you have made the estimation in the Caveats section.

May we provide a note explaining limitations or unique characteristics of our submitted data?

For some data elements It is possible to write a note (in English please) which can include clarifying data and explanations. However the primary data we refer to will be that in the data fields.

Can I submit financial data in multiple currencies?

No, you must submit all financial data in the same currency.

Can I submit data in units other than those specified?

No, please use the units specified. This ensures that we have a consistent way of evaluating the data

Entity level

My institution is very large with multiple branches all over the country. How should I report my institution; should each campus be reported individually or should I provide the information on the main campus?

Many institutions have constituent parts, and we recognise that it is often difficult to view these elements independently. To help you decide whether to include data relating to such affiliated institutions, it is worth considering if such elements are included or excluded from your annual and financial reports, or are a single legal entity or not. Once you decide whether an affiliated institution's data should be included or not, please retain consistency with all related data.

Can my institution participate in the ranking separately from our main campus participating? We would like to report our institution independently in addition to the main university.

Your institution may decide to report separately from the main campus, however this should be agreed with the other affiliates of the institution. If the main campus agrees, then the data submission of the main campus must not include the data of the affiliate reporting separately, to prevent double-counting.

Should we include income generated from the university hospital?

The income for the University Hospital should only include income used for teaching or research and should not include operational income of the Hospital. Therefore, funding for clinical trials for example, can be included, but not income generated from general medical service fees.

Appendix 2
Frequently Asked Questions

Year queries

What year data do you collect?
This year we are collecting data from 2019. We need to compare universities using data from the same year, and some universities have academic years that finish at different times of the calendar year. There is also a lag required for data to be collated, verified and approved that varies amongst institutions. Therefore, in global terms, the most complete data available for all institutions has been found to be from 2 years ago.

Example calendar year 2019 refers to the academic year 2018 – 2019. But is the financial year from January 2019 until December 2019?
If your academic year starts in October (for example), we would advise that you base your financial data on the same period. However if your formal financial year ending in 2018 accords with a slightly different period, this is acceptable to use instead.

We have more recent data available than is requested in the data collection portal. Where can we enter this data?
Data can only be entered for the years outlined in the data collection portal.

People definitions

What counts as long-term? Should temporary, short-term teaching staff be counted?
"Academic staff" pertains to permanent staff and those employed on long-term contracts. We realise that for all data collected, institutions' interpretations of our requirements will vary to a degree. The distinction of "permanent staff and those employed on long-term contracts" is there to deter the reporting of temporary, short-term employees. We are aiming for a number that represents the overall, stable size of your academic staff. As a guidance, we can indicate that an academic staff is considered 'long-term' if they have been at the university for around 6 months. However, please note this is guidance only. We are looking here for staff who have 'long-term relationship with the university'. What should not be included are all kinds of atypical employment, very casual staff or visiting professors.

For SDG 8 there is a specific definition of contract length that is collected for other reasons.

Should non-tenure track professors be included in the academic staff?
Yes, non-tenure track professors – such as regular adjunct professors or sessionals – can be included in the academic staff body. We are looking for a number that represents the overall, stable size of your academic staff, and if they are a distinctive and stable part of the academic staff body, they should be included.

Should research staff include those researchers who work on our campuses but are employed (contracted and paid) by a partner research organization?
Staff included in your data should be part of your organisation's stable staff numbers.

Academic staff "… will NOT include: … technicians and staff that support the general infrastructure of the institution or students (of all levels). …" Does this mean posts such as Vice-Chancellor, Deputy Vice-Chancellors, Deans, etc. (who have a support function in terms of student / institutional administration, yet also have an academic function and partake in teaching and research and are mostly Professors) should be excluded or not?

If they have an academic function and partake in teaching then yes they should count towards academic staff, but their contribution should be calculated in FTE terms, since only their academic / teaching role should count towards this, not their time spent in their support function / general infrastructure role.

Should we include students studying uniquely online?

We have previously suggested that online students can be reported, as long as the staff teaching these students are also reported, and that the online activities are leading to some kind of institutional award / they are taking a credit bearing course. They should also be sure to report them in FTE, so if the students are on flexible "credit hours", you should report the FTE of one year's worth of credit hours. For example, if a year requires 50 credit hours to complete, then a student that enrols to 25 credit hours in their first year is 0.5 FTE.

How is online teaching treated under Covid-19?

The data we are evaluating this year should be from before the Covid-19 pandemic, and so should not be affected. We will review the situation for next year.

How do we treat placement students?

Please include placement students, if their placement forms part of their credit for their degree.

Regarding exchange students, do we include outgoing and incoming exchange students?

Please include incoming exchange students and exclude out going exchange students.

Degree level

We're a Grande Ecole in France – our students pass 2 years of 'classes préparatoires' and a highly competitive entrance exam before entering. They then study to obtain a specialist diplôme, but often pass a masters in parallel. How should we record our students?

According to the Unesco ISCED guidelines upon which we base our definitions, graduates from Grande Ecoles attain the equivalent of a bachelors / undergraduate qualification level, so please input your student data in these fields.

How do we classify the "diplom"?

In the case of European universities, "diplom" awards are classified as programmes that are five or more years in duration that prepare the student for a first degree/qualification, and can be classified as either an undergraduate or a master's degree. Institutions should consider carefully, in consultation with the Unesco ISCED guidelines that our definitions follow, which category their diplom falls into.

Appendix 2
Frequently Asked Questions

Our university system includes programmes of five and six years duration, that are not separated into undergraduate first then masters, but only receive a masters degree at the end - are they undergraduate or masters students?
It is the level of degree that the student attains that is important here, rather than the duration of the course. If they would receive an undergraduate (bachelors) degree at the end of their course they should be included in that category, alternatively if they would receive a masters degree at the end of their course then please include them in the masters category.

What is meant by "occupational programmes"?
Some institutions refer to the skills of mechanics, electricians, etc, as "vocational" rather than "occupational", so the definition can be misleading. Here are some web definitions to consider when deciding who to include in your reporting:
- Occupation is a field or an area of work, for example; agriculture, business, medicine.
- Vocation is a specific work in an occupation e.g. building construction or electrical works in technical.

Various types of education can be considered "occupational". For example, students who aim to become carpenters or electricians often work as apprentices to get practical training, while others attend vocational schools to train as nursing assistants or hairdressers. In some regions, vocational education may be classified as teaching "procedural" or "imperative" knowledge as opposed to "descriptive" or "declarative" knowledge, as used in education in a usually broader scientific field, which might focus on theory and abstract conceptual knowledge, characteristic of higher education.

When we say to exclude "occupational professions", we understand that this might be interpreted to include medical (and similar) students, which is not our meaning. Data for all professional studies, eg, medical, law, etc, should be included in your entry.

Where shall we categorise the JD / LLB?
A JD/LLB should be treated as a professional undergraduate degree.

Financial data

What currency should I report financial data in?
The first time you submit data within the portal, it will allow you to enter the currency used by your institution.

I still need more help – what do I do?
Guidelines and documentation are built into the collection tool pages. Should you have any further questions, please contact the data collection team by email at impact@timeshighereducation.com, alternatively contact us via telephone +44 (0) 2039634700 during UK office hours (Monday to Friday: 9am to 5pm).

Appendix 3
Data submission

3.1   Submission process

Log into the *THE* Data Portal by following the instructions sent to you by email, and select the "Impact Ranking 2021". You will then be presented with the *THE* Data Portal Introduction page. We recommend that you thoroughly read and follow the information displayed here before you begin the data collection.

To begin, click 'Start' at the bottom of the page.

There are five stages in the data collection process:

STAGE 1 - Institution profile:
- Review the pre-populated information about your institution, such as address, website URL and description of its core mission. If any of this information is incorrect, please contact impact@timeshighereducation.com.
- 'Institution Logo', 'Brief Statement/Description of Institution (in English)' and 'Mission Statement (in English)' are for internal information only, and will not be published on our website. If you would like to appear this on the website please email our Branding team (branding@timeshighereducation.com) with the subject line 'Enhanced Profile'.
- At the bottom of the page you have the options to go back to 'Introduction' by clicking the 'Back' button, to save your information by clicking the 'Save Changes' button or to continue to the SDG(s) selection page by clicking the 'Continue' button.

STAGE 2 – Choose SDGs:
- Choose the SDG(s) you would like to submit data for.
- SDG17 (Partnerships for the Goals) is mandatory for inclusion in the overall Impact Rankings.
- At the bottom of the page, 'Save Changes' and continue selecting SDG(s) OR 'Save & Continue' once you have chosen all SDG(s) you want to participate in.
- You can also go back to stage 1 'Institution profile' by clicking the 'Back' button.

STAGE 3 – SDG forms:
- Here you see data collection forms for the SDG(s) you have chosen on the previous page 'Choose SDG'.
- Add your institutional data per selected SDG and provide evidence where requested. All data fields will have "help text" to provide data submission guidance like definitions or further and more detailed explanations.
- You must provide evidence where requested. The preferred format is a web address to a public website: public data is strong evidence of performance. Use the text field provided to enter the most relevant URL for your evidence. Always think of the BEST piece of evidence.
- Where evidence is not available as a URL, you will be able to upload documents. Acceptable file types include .doc, .pdf, .excel, .gif, .jpeg, .png
- Evidence types could include (but are not limited to):
    - Policy documents
    - Reports
    - Publicity material
    - Guides
    - Timetables
    It should *not* include:
    - Video
    - Audio files

Appendix 3
Data submission

Where the evidence refers to only part of a document, please indicate the relevant part(s) in the *"Comments"* section as it will benefit the validation process immensely.

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

STAGE 4 - Notes:
This section provides an opportunity to give context to information submitted in the Data section. Click on 'Notes' at the top of the page to access this section.
- Use the text field provided to clarify aspects of the data you have submitted. Do not forget to mention the SDG and data field you are referring to.
- Click 'Next to review' to save, **but not submit**, any data at this stage. Click 'Back to SDG Forms' if you want to continue entering data for selected SDGs.

STAGE 5 – Review, print & submit:
- Only actively chosen SDGs are displayed.
- Review and/or print your data.
- Check your data if any warnings are shown before submitting.
- Edit your data if deemed necessary. Clicking the 'Edit' button in line with the SDG heading will take you back to the data submission section.
- **Submit your data. (To do so you also need to check the 'Terms and Conditions' box.**
- Note that **once submitted, you will not be able to edit your entry**, although you will still be able to review and print it.

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

3.2   Useful information when submitting data

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

This year we will be collecting institutional data for **2019**. A university "Year" may be a calendar year or may be seasonal. Some institutions' academic years are different from their financial years.

Appendix 3
Data submission

"Year" for the purposes of the portal is defined as follows:

- The calendar year January to December 2019
- The academic year that ended in 2018-19
- The financial year that ended in 2019

However, note that these are only examples. You may use the most appropriate annual cycle that best fits your data, **but ends in 2019**.

3.2.2 Language

All data must be entered in English. If you enter all your text in English it will make your institution's information more accessible to more people.
Evidence, however, may be supplied in other languages if an English version is not available.

3.2.3 Subsidiary & affiliated institutions

Many institutions have constituent parts, such as overseas campuses and affiliated hospitals, and we recognise that it is often difficult to view these elements independently. To help you decide whether to include data relating to such affiliated institutions, please consider whether these elements are included in your annual financial reports, and how they relate to our definitions.

The following guidelines apply to all fields.

3.2.4 Reporting financial / monetary numbers & estimations

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

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

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

3.2.5.1 Full-Time Equivalent (FTE)

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

Where data has been requested as Full-Time Equivalents (FTE), please enter with no commas or thousand separators eg. 18742.5.
Decimal points of accuracy are not required but are acceptable.

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

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

3.2.5.2 Headcount

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

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

Please read the instructions carefully and ensure you provide numbers in the appropriate measure.

broad subject areas for Impact Rankings	THE WUR 11 subject mapping	THE WUR 31 subject mapping	Subjects
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	History
Arts and Humanities / Social Sciences	Arts and Humanities	Languages, Literature and Linguistics	Language and Linguistics
Arts and Humanities / Social Sciences	Arts and Humanities	Archaeology	Archeology (Arts and Humanities)
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Classics
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Conservation
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	History and Philosophy of Science
Arts and Humanities / Social Sciences	Arts and Humanities	Languages, Literature and Linguistics	Literature and Literary Theory
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Museology
Arts and Humanities / Social Sciences	Arts and Humanities	Art, Performing Art and Design	Music
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Philosophy
Arts and Humanities / Social Sciences	Arts and Humanities	History, Philosophy and Theology	Religious Studies
Arts and Humanities / Social Sciences	Arts and Humanities	Art, Performing Art and Design	Visual Arts and Performing Arts
Arts and Humanities / Social Sciences	Business and Economics	Business and Management	Business, Management and Accounting (all)

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

Appendix 4
Subject Mapping

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

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

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

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

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

Appendix 4
Subject Mapping

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

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

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

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

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

Appendix 4
Subject Mapping

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

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

Appendix 4
Subject Mapping

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

Appendix 4
Subject Mapping

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

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

Appendix 4
Subject Mapping

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

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

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

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

Appendix 4
Subject Mapping

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

Appendix 4
Subject Mapping

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

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