

Access THE's sustainability dataset via:

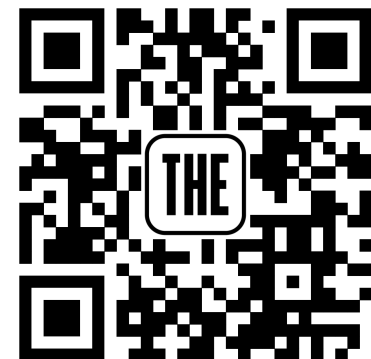


DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

Request a free demo: data@timeshighereducation.com



Impact Rankings Masterclass 2024

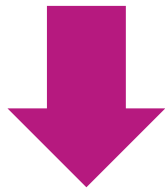


Times Higher Education
Impact Rankings

Asia and Pacific

Our Rankings

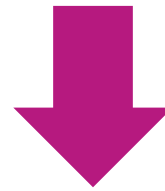
TEACHING



Focus: student satisfaction, employer reputation, graduation rate + more

Participation rules: ranking specific

IMPACT & SUSTAINABILITY



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

Participation rules: all UG or PG higher education institutions

RESEARCH



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

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

Higher Education and the SDGs

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



Higher education has a social and economic value

P	Team	GP	W	D	L	F	A	GD	Pts	Form
1	Man City	38	28	7	3	96	34	62	91	
2	Arsenal	38	28	5	5	91	29	62	89	
3	Liverpool	38	24	10	4	86	41	45	82	- -
4	Aston Villa	38	20	8	10	76	61	15	68	- -
5	Spurs	38	20	6	12	74	61	13	66	- -
6	Chelsea	38	18	9	11	77	63	14	63	
7	Newcastle	38	18	6	14	85	62	23	60	- -
8	Man Utd	38	18	6	14	57	58	-1	60	- -

	Revenue 2023*
University of Manchester	£1,334m
Manchester City	£712m
Manchester United	£635m

How does it work? (Outside in)



Times Higher Education
Impact Rankings

What are the Impact Rankings?

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



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

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

How do universities support the SDGs?



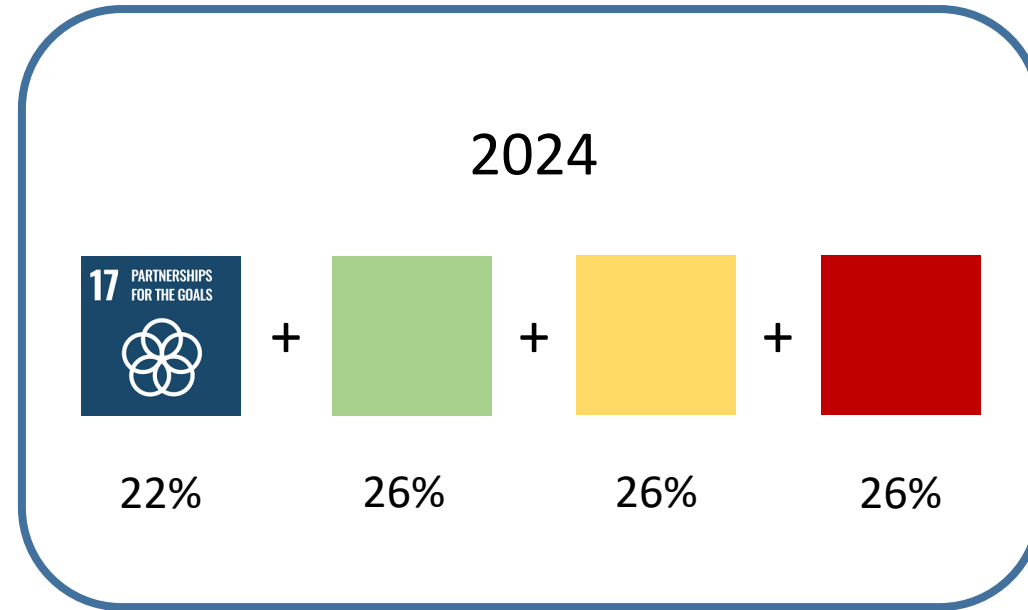
Evidence questions and numeric questions

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

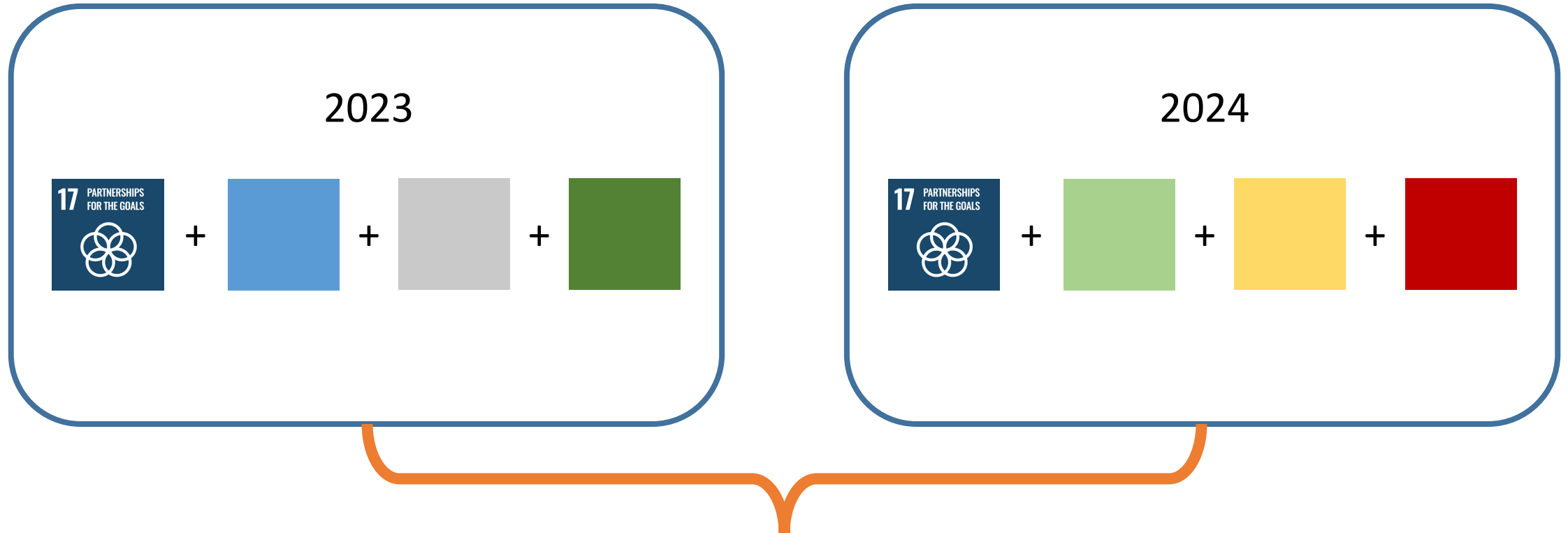
Scoring is based on three elements

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

Calculating the annual score



Overall score



Overall Score
Average of two years

How does it work? (Inside out)



Times Higher Education
Impact Rankings

The Impact team



Chief Data Officer
Duncan Ross



Head of SDG
and Teaching Rankings
Hannah Peacock



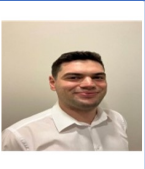
Head of Data PMO
Emma Wilkin



MD of Data Science
David Watkins



Impact Jnr Ranking
Owner
Klara Spustek



Senior Data Editor
Abdullah Arlsan



Supervisors
5



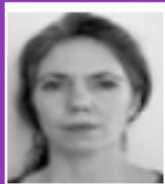
Onshore
Team
Up to 40



Offshore
Team
Up to 20



Data Scientist
Victor Melatti



Senior Data
Scientist
Emma Deraze

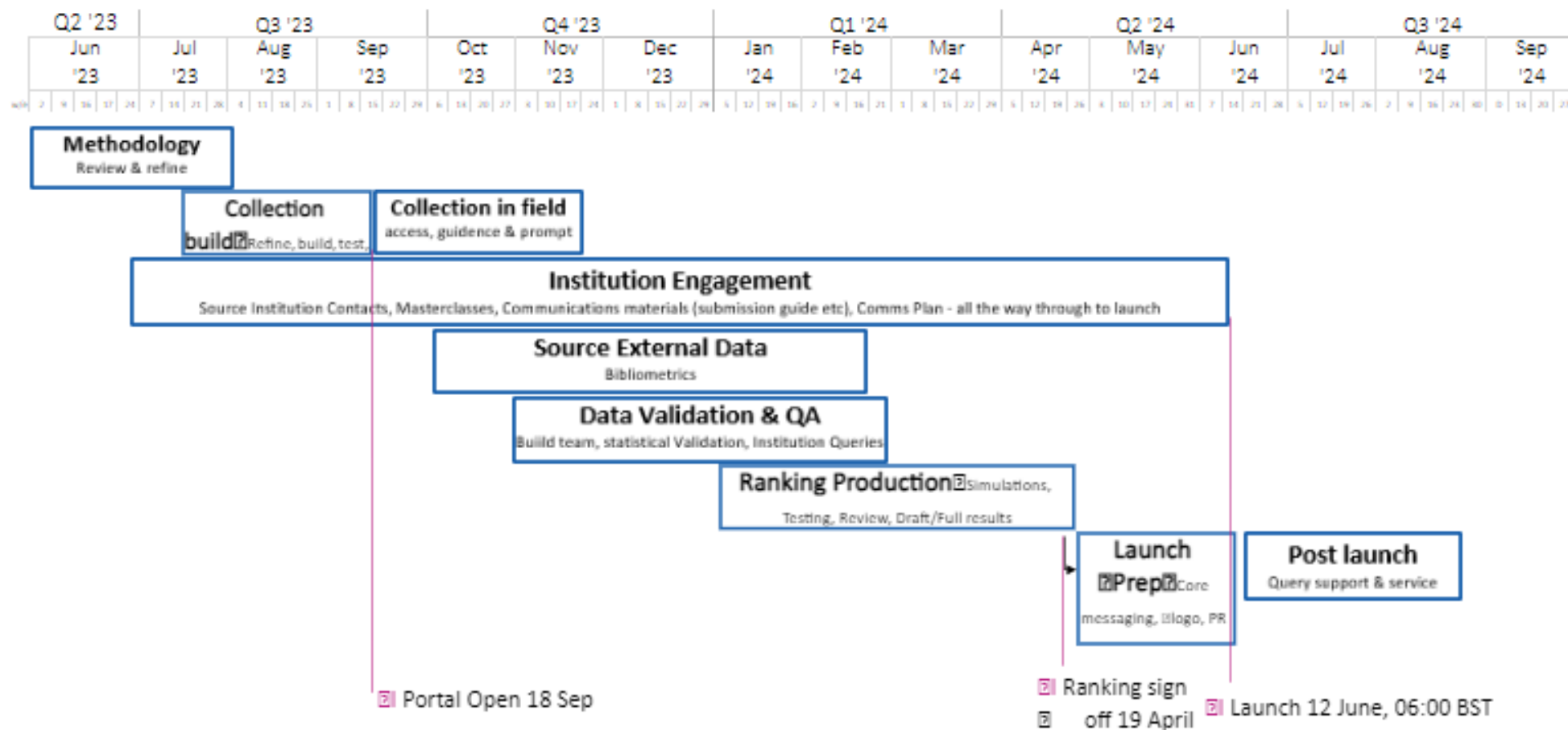


Senior
Data Scientist
Mark Caddow

Impact cycle timeline



Impact 2024 High Level
Delivery Plan April, 2024



Impact Advisory Board



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Data insights



Times Higher Education
Impact Rankings



Times Higher Education
Impact Rankings

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



2,152

Universities

30,000+

person hours (mainly evidence validation)

283,000+

documents collected

269,000+

measurements

3.7m

publications on the SDGs

75

metrics*

125

Countries and regions

251

indicators*



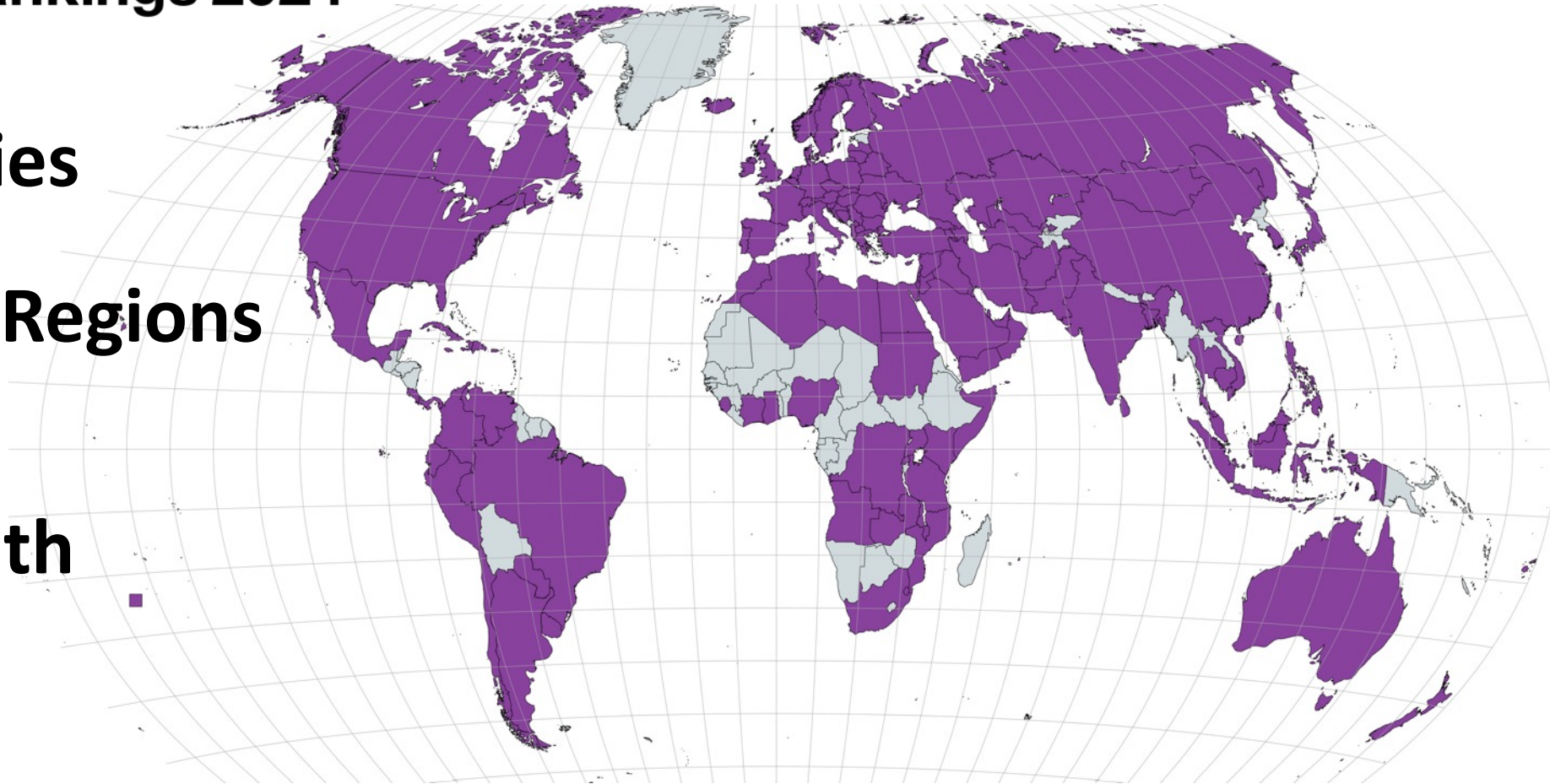


Times Higher Education
Impact Rankings 2024

2152 Universities

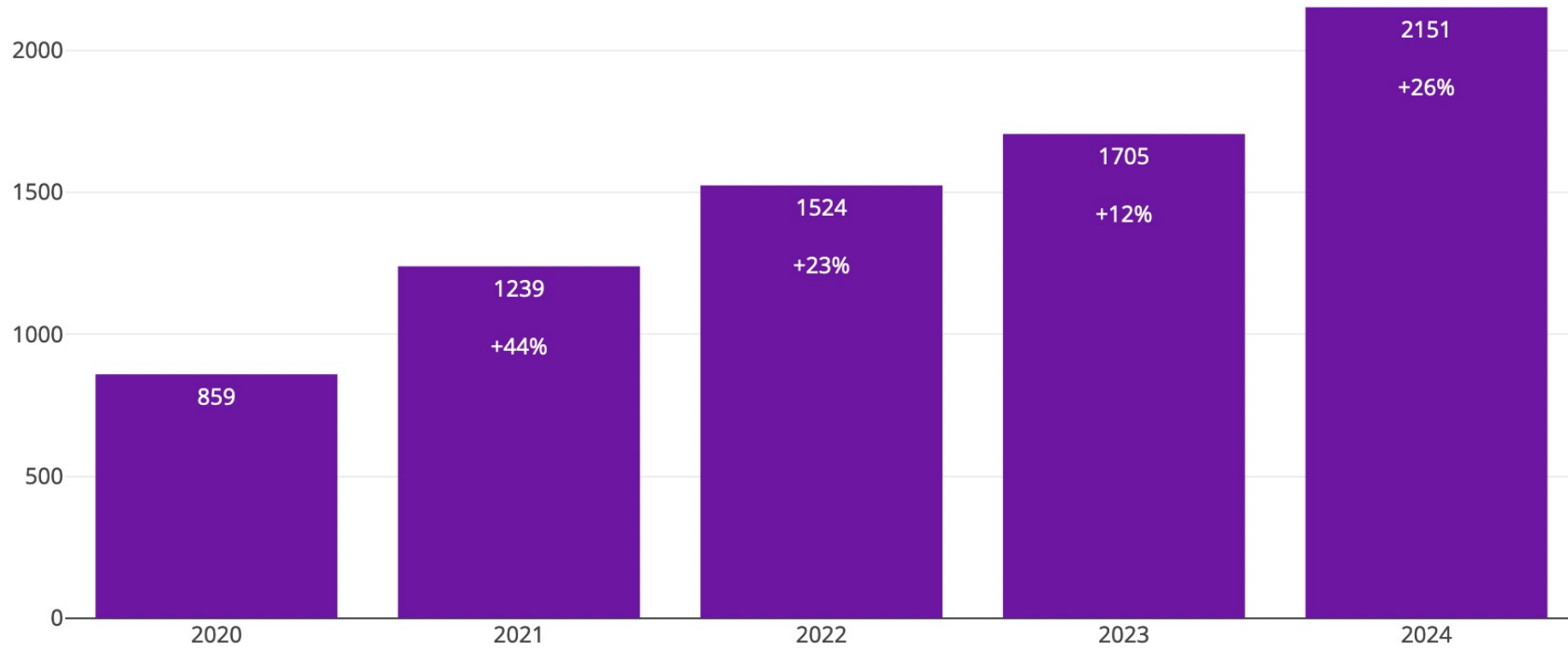
125 Countries/Regions

**Global north
and Global south**



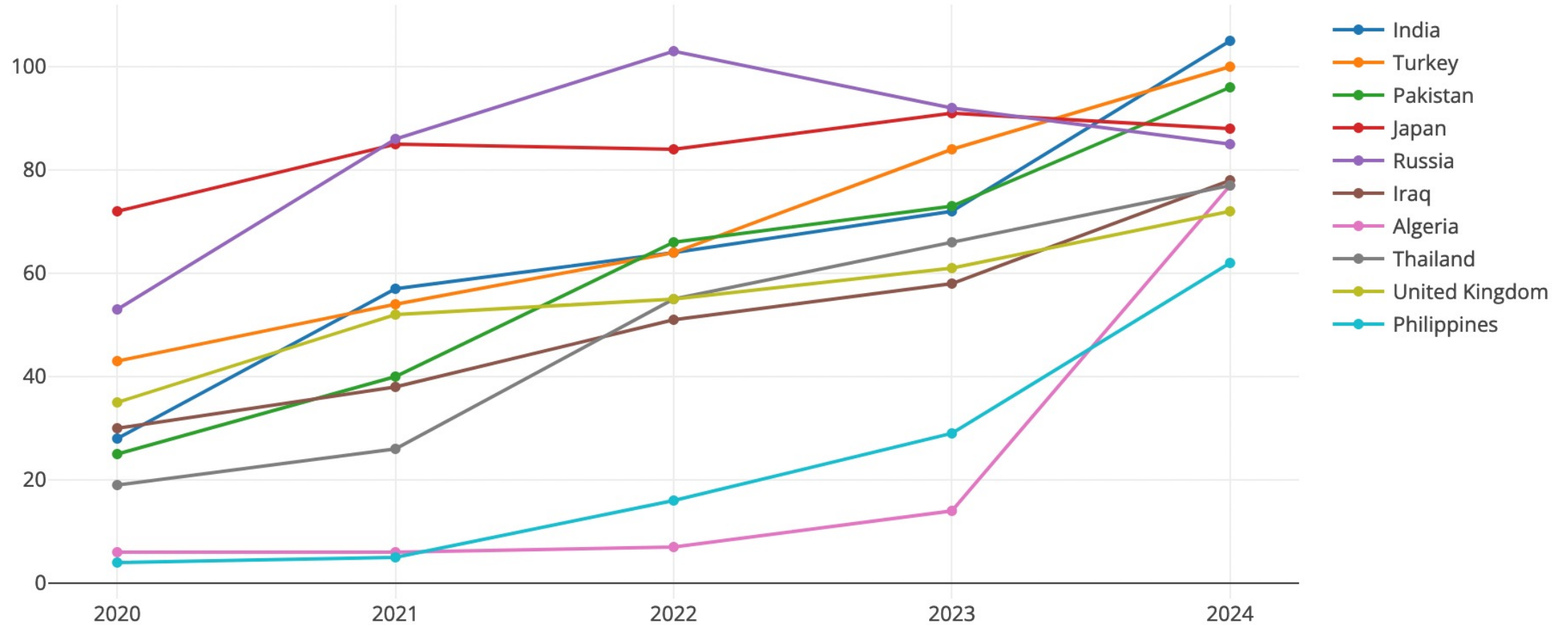
Growth 2020-2024

Impact rankings participation over time



Growth in top 10 countries

Participation over 5 years, top 10 countries

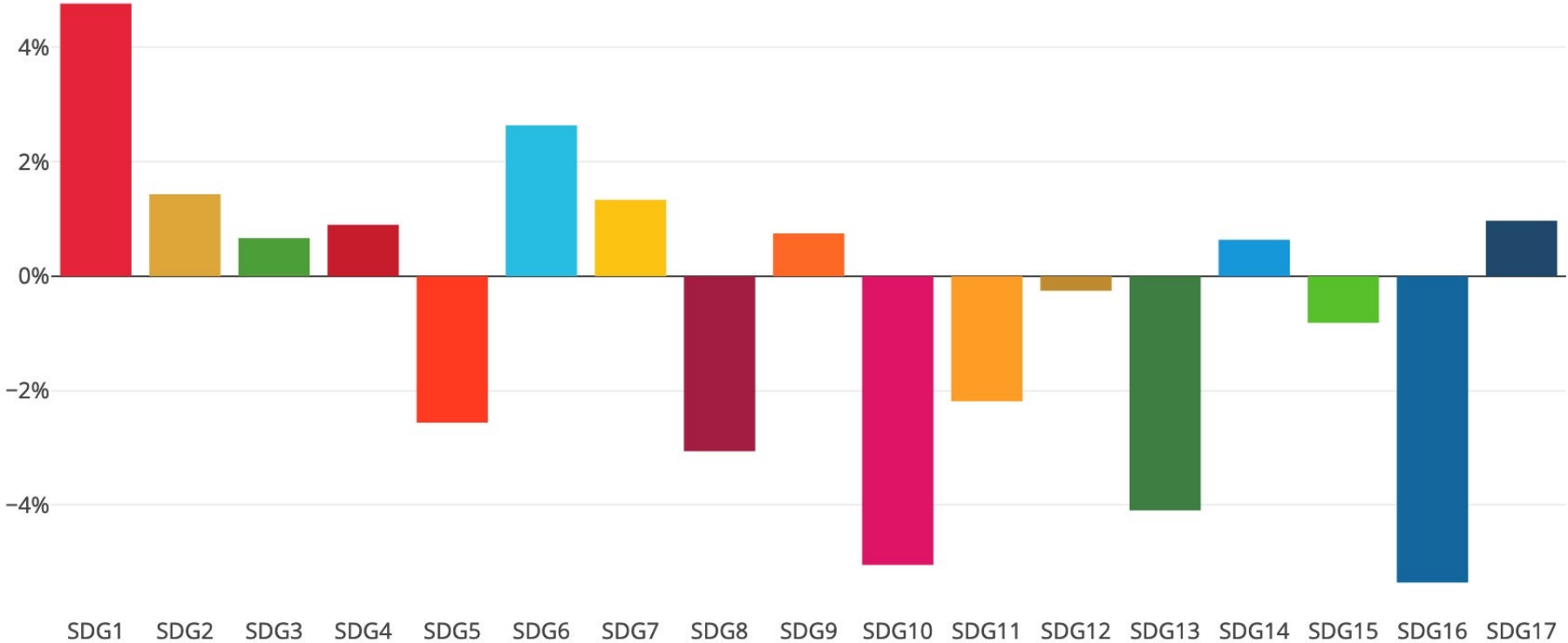


Asian universities in the Top 50

Rank	Name	Best scores by rank	Overall
11	Yonsei University (Seoul campus) 📍 South Korea		96.0
18	Universiti Sains Malaysia 📍 Malaysia		95.0
=19	Mahidol University 📍 Thailand		94.9
23	Kyung Hee University 📍 South Korea Explore		94.3
=25	National Cheng Kung University (NCKU) 📍 Taiwan		94.1
=39	Kyungpook National University 📍 South Korea Explore		92.9
43	Chulalongkorn University 📍 Thailand Explore		92.6
50	National Yang Ming Chiao Tung University 📍 Taiwan		92.0

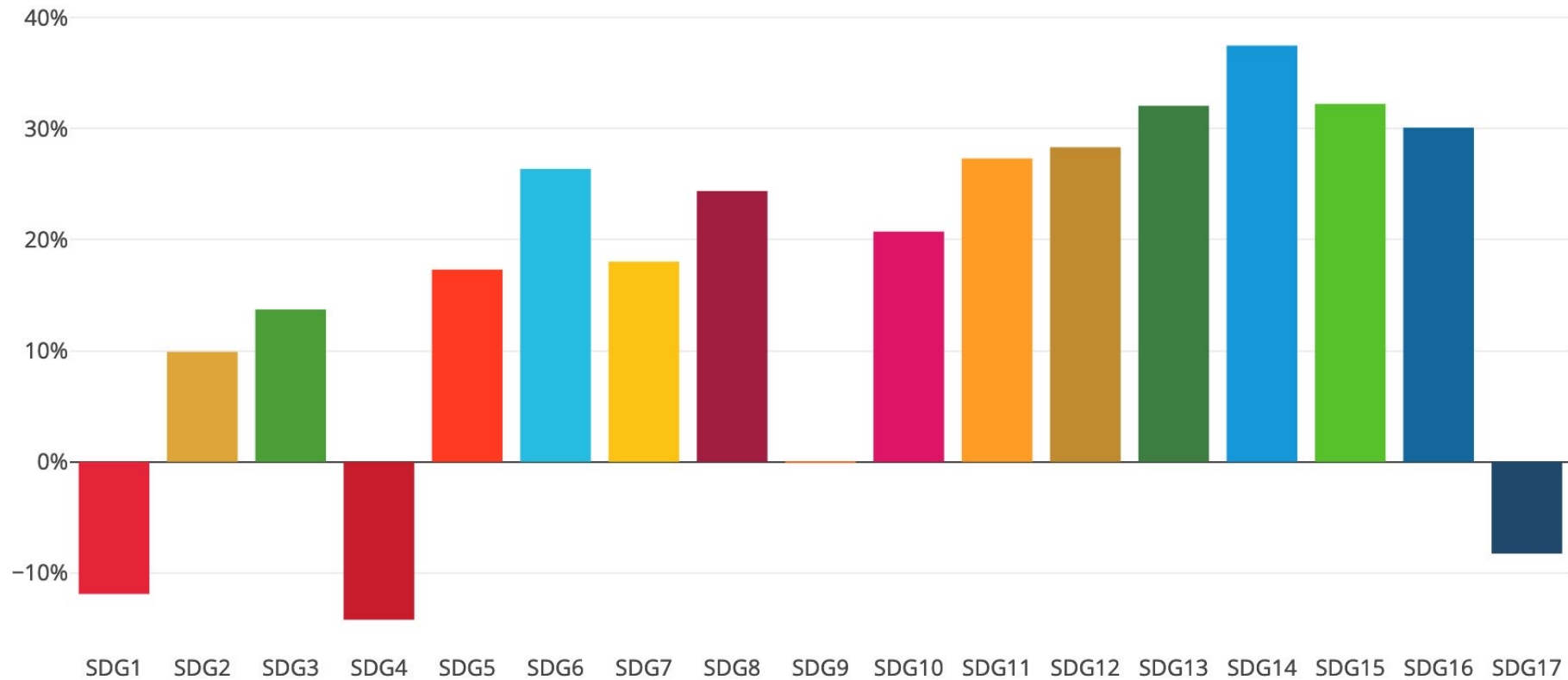
Asia participation

Asia participation vs worldwide
(1053 universities)



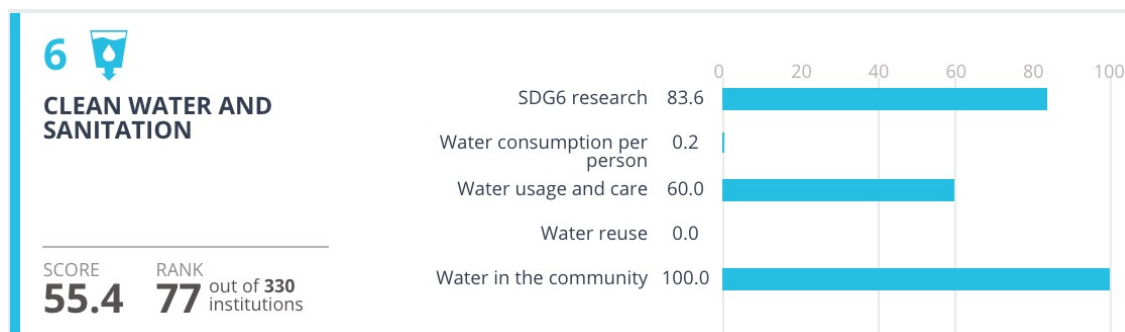
Oceania participation

Oceania participation vs worldwide
(36 universities)





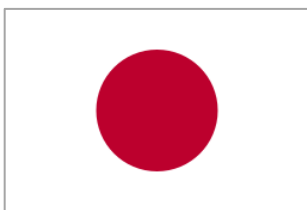
In the Top 50



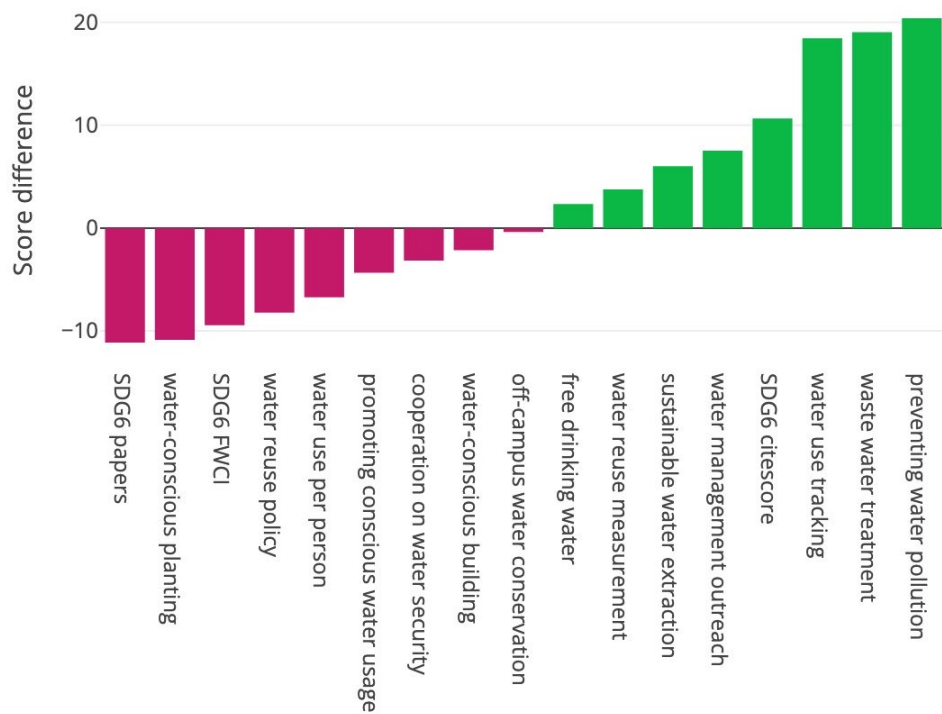
Rank	Name	Clean water and sanitation	Overall
2	Shoolini University of Biotechnology and Management Sciences 📍 India	91.4	84.0–89.1
13	University of Indonesia 📍 Indonesia	86.8	93.7
=17	Sunway University 📍 Malaysia	85.5	79.3–83.9
22	Kyushu University 📍 Japan	83.8	84.0–89.1
=24	Universitas Airlangga 📍 Indonesia Explore	83.4	90.3
29	B. S. Abdur Rahman Crescent Institute of Science and Technology 📍 India	82.8	79.3–83.9
31	Amity University 📍 India	82.6	69.9–75.7
35	University of Malaya 📍 Malaysia	81.9	91.1
=37	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA) 📍 Malaysia	81.6	79.3–83.9
=39	Universiti Sains Malaysia 📍 Malaysia	81.3	95.0



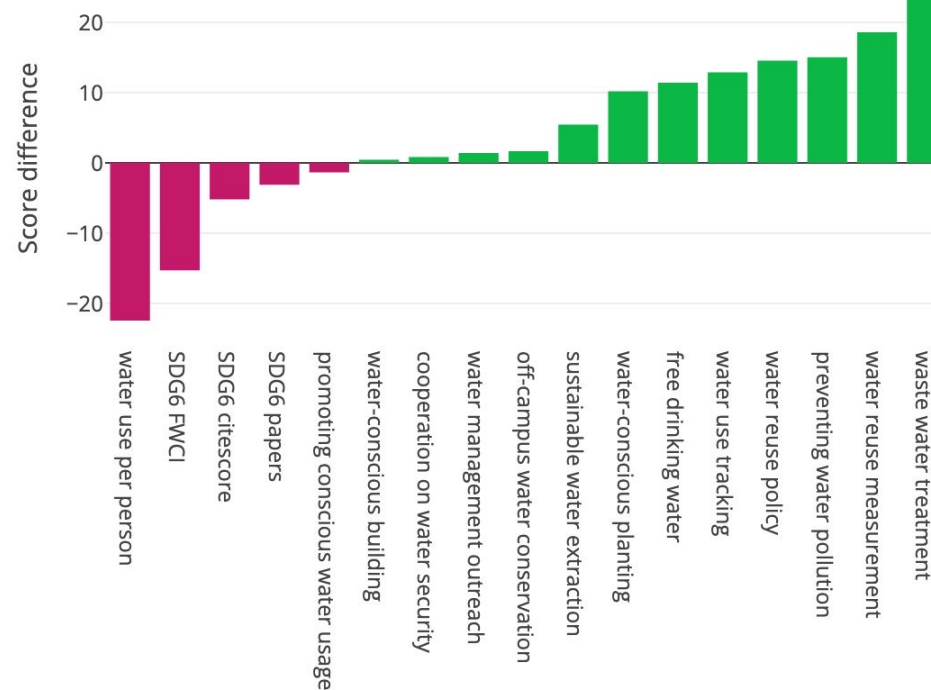
Top 100



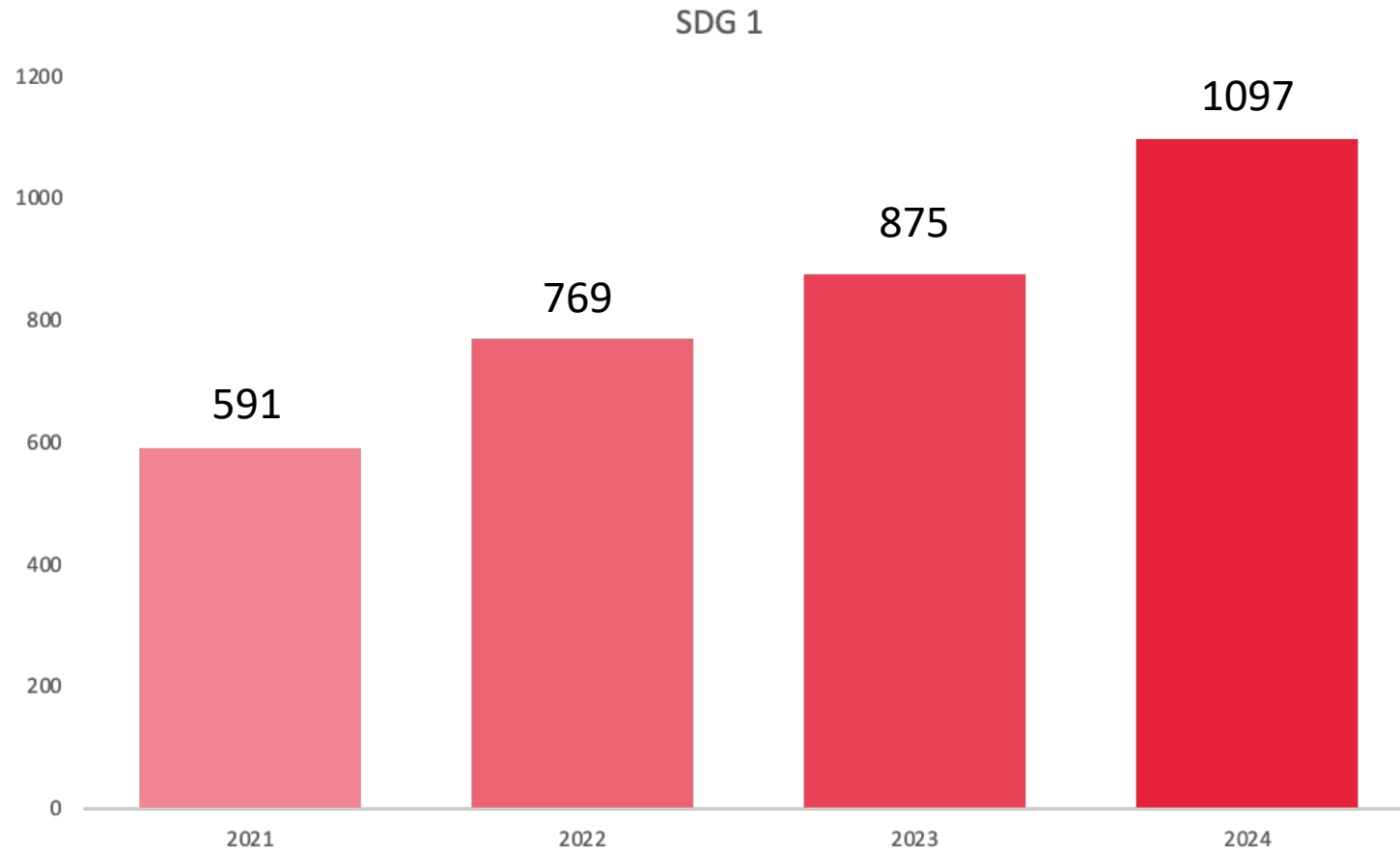
SDG6: Clean Water and Sanitation



SDG6: Clean Water and Sanitation



Growth 2021-2024: 86%



Themes



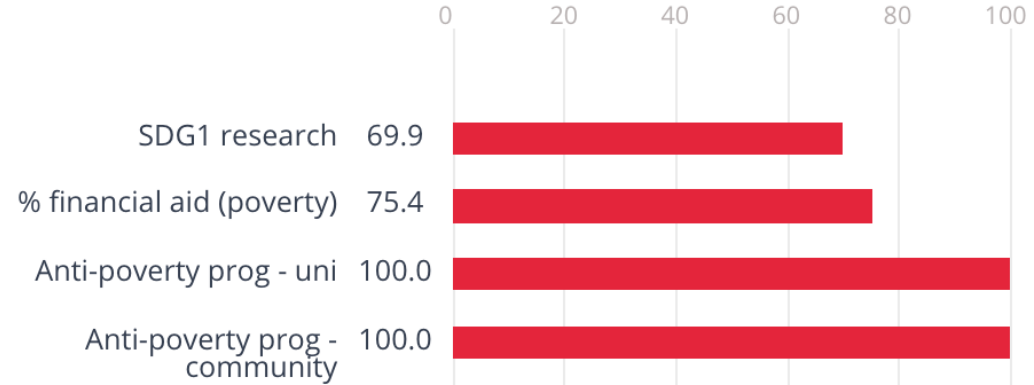
1

NO POVERTY

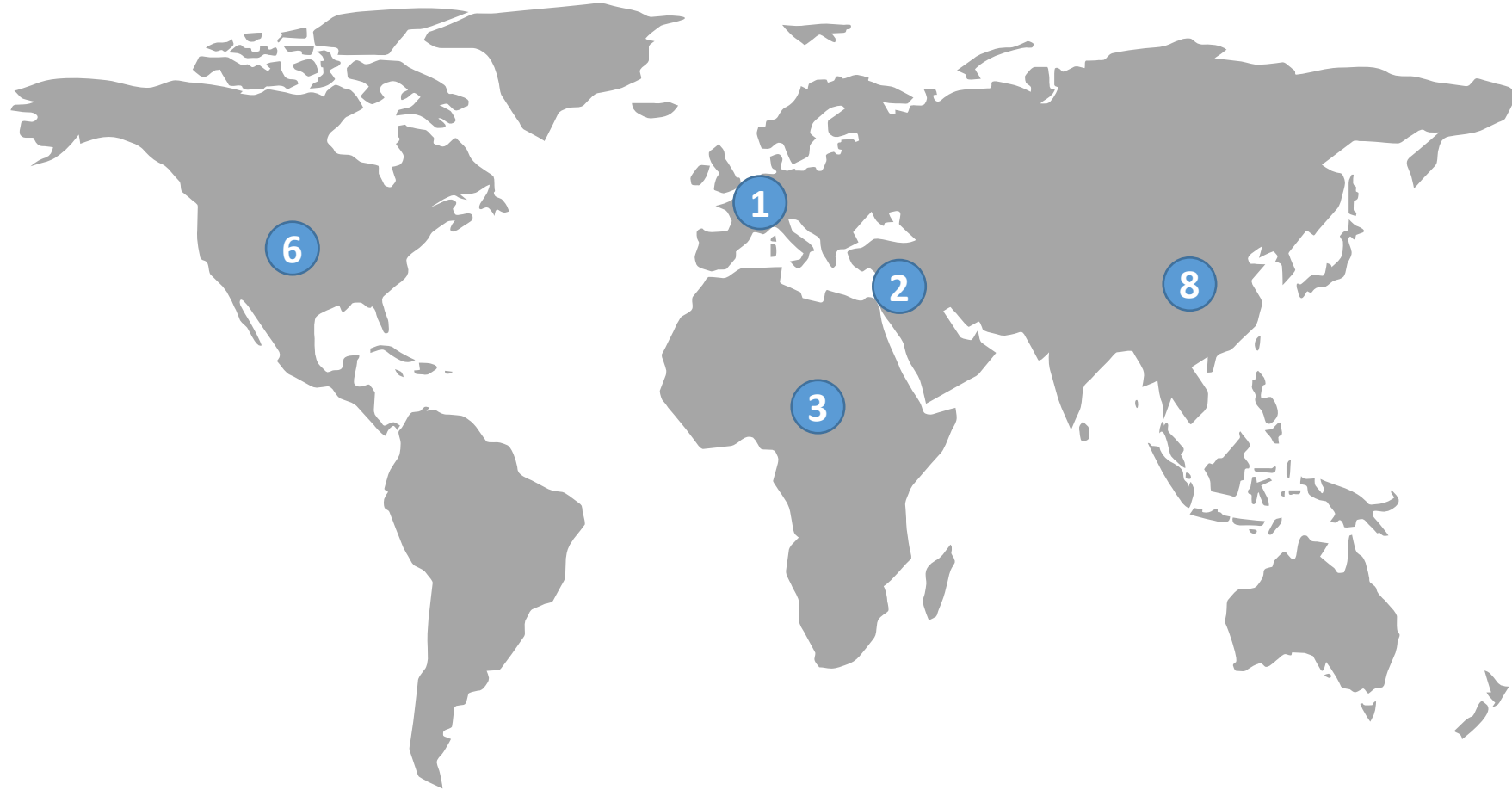
QUALIFYING SDG - 26% OF OVERALL

SCORE RANK
85.3 **6** out of **591** institutions

[Details](#)



Where are the Top 20



Top 10



Rank	2023	Name	Country
1	13	Universitas Airlangga	Indonesia
2	21	York University	Canada
3	1	University of Johannesburg	South Africa
4	2	University of Indonesia	Indonesia
=5	101–200	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia
=5	28	Abdullah Gül University	Turkey
7	3	Western University	Canada
8	-	University of Pretoria	South Africa
9	16	Tecnológico de Monterrey	Mexico
10	19	King Faisal University	Saudi Arabia

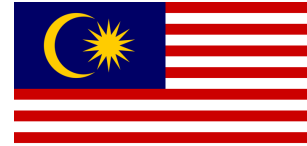
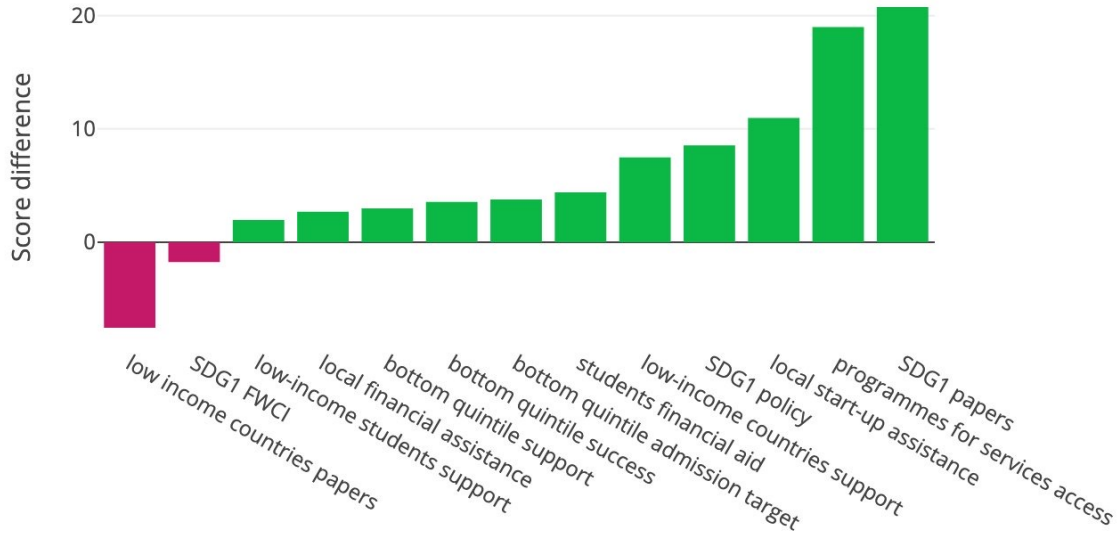




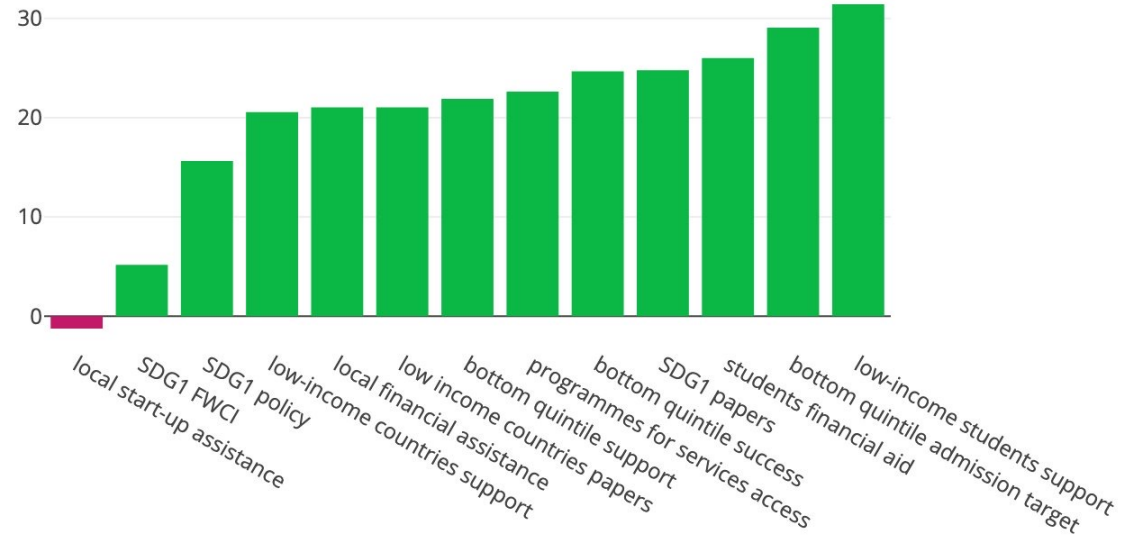
Indonesia and Malaysia



SDG1: No Poverty



SDG1: No Poverty



Overview of changes for 2025



Times Higher Education
Impact Rankings

Methodology changes

- Methodology review currently ongoing
- Additional guidance
- More emphasis on the ability to use evidence from the work being done with key partner organisations



Methodology changes

New question in SDG 17 looking at assessment of sustainable education.

Question will not be scored in 2025, but will allow us to understand progress:

- Are you assessing the level of sustainability literacy of your students?
- If yes, are you using Sulitest TASK or another system?
- What proportion of your student population is assessed?

Process changes

- Only one piece of evidence will be used
 - This will simplify assessment
 - Some questions will be split into two as a result
- We will use AI (Large Language Models) to support assessment
 - Improvements to consistency
 - Stronger feedback

Participation in 2025

Data collection dates :

- Opens on the 16th of September 2024 and closes on 11th of November 2024

Resources to support participation

- Guidance based on best practice
- Sessions at World Academic Summit in Manchester

Please reach out to us on impact@timeshighereducation.com

2024/25 Releases



Thank you



Times Higher Education
Impact Rankings

Access THE's sustainability dataset via:



DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

Request a free demo: data@timeshighereducation.com

