

Access THE's sustainability dataset via:

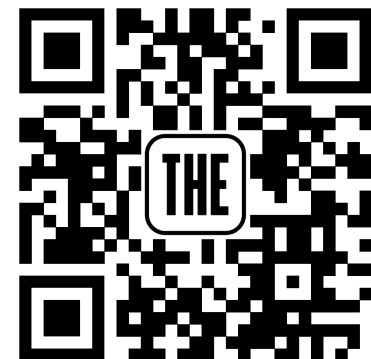


DataPoints

SDG Impact Dashboard

Powerful data and analytics to support success in sustainability.

Request a free demo: data@timeshighereducation.com



Impact Rankings Masterclass 2024

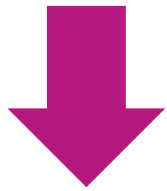


Times Higher Education
Impact Rankings

LATAM

Our Rankings

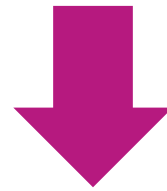
TEACHING



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



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?



Data for the ranking comes from two sources

University supplied data

- Numeric data
- Evidence data

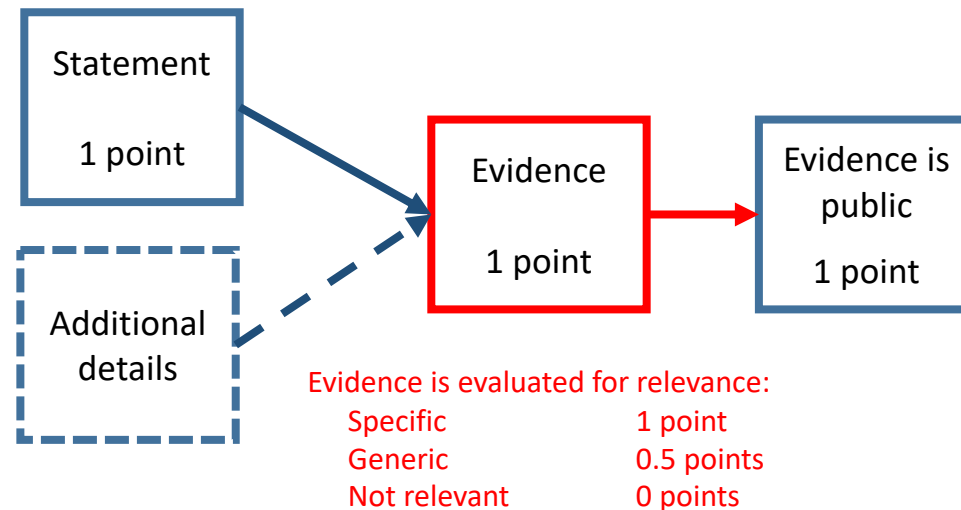
Bibliometric data

- Provided by Elsevier

Evidence data

Some UN Targets don't lend themselves to strictly quantitative data

We need to be able to assess qualitative information too



Evaluating the evidence data

This is not easy, documents are in multiple languages, websites change

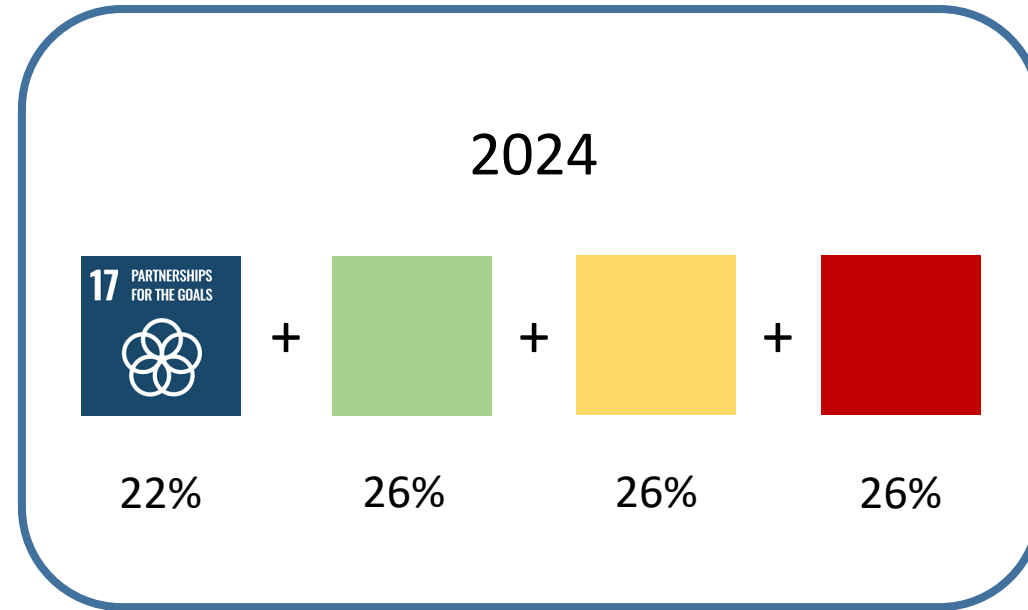
Individuals are making decisions, but are supported by

- QA
- Comparison to previous years
- Rigorous training

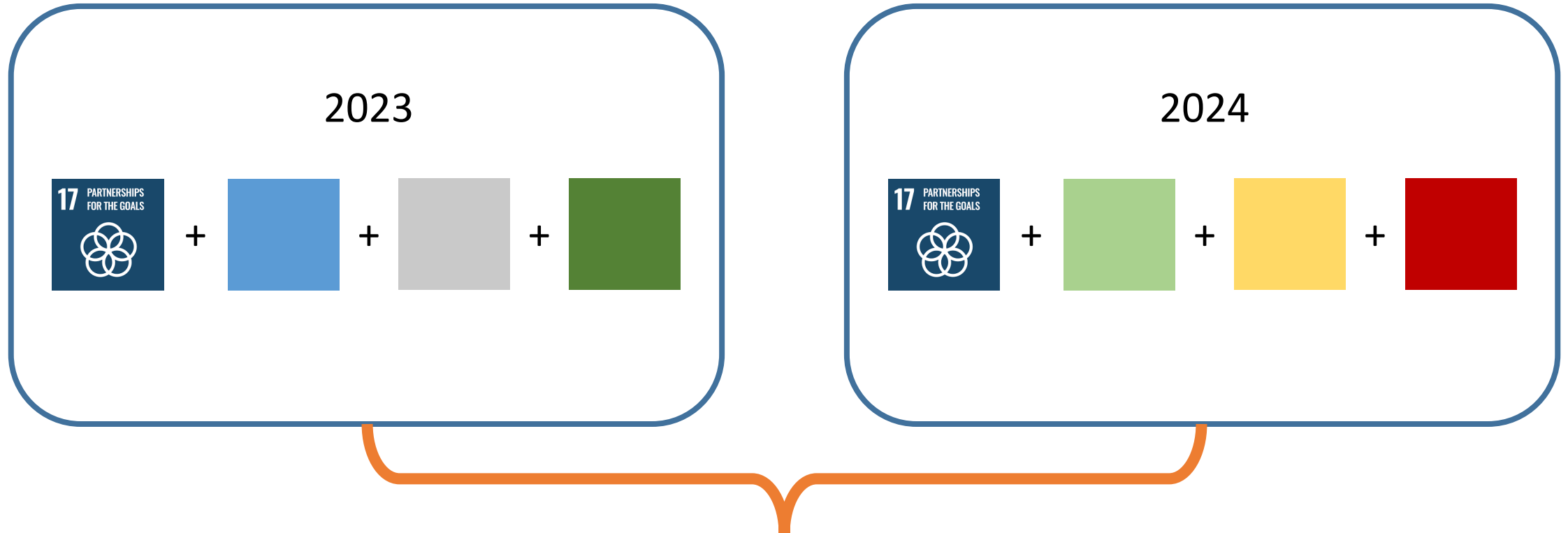
This year

- Additional focus on consistency and QA of answers (helped by greater depth for comparison)

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



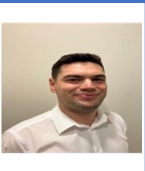
Head of Data PMO
Emma Wilkin



MD of Data Science
David Watkins



Impact Jnr Ranking
Owner
Klara Spustek



Senior Data Editor
Abdullah Arlsan



Supervisors
5



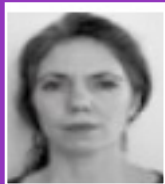
Onshore
Team
Up to 40



Offshore
Team
Up to 20



Data Scientist
Victor Melatti



Senior Data
Scientist
Emma Deraze

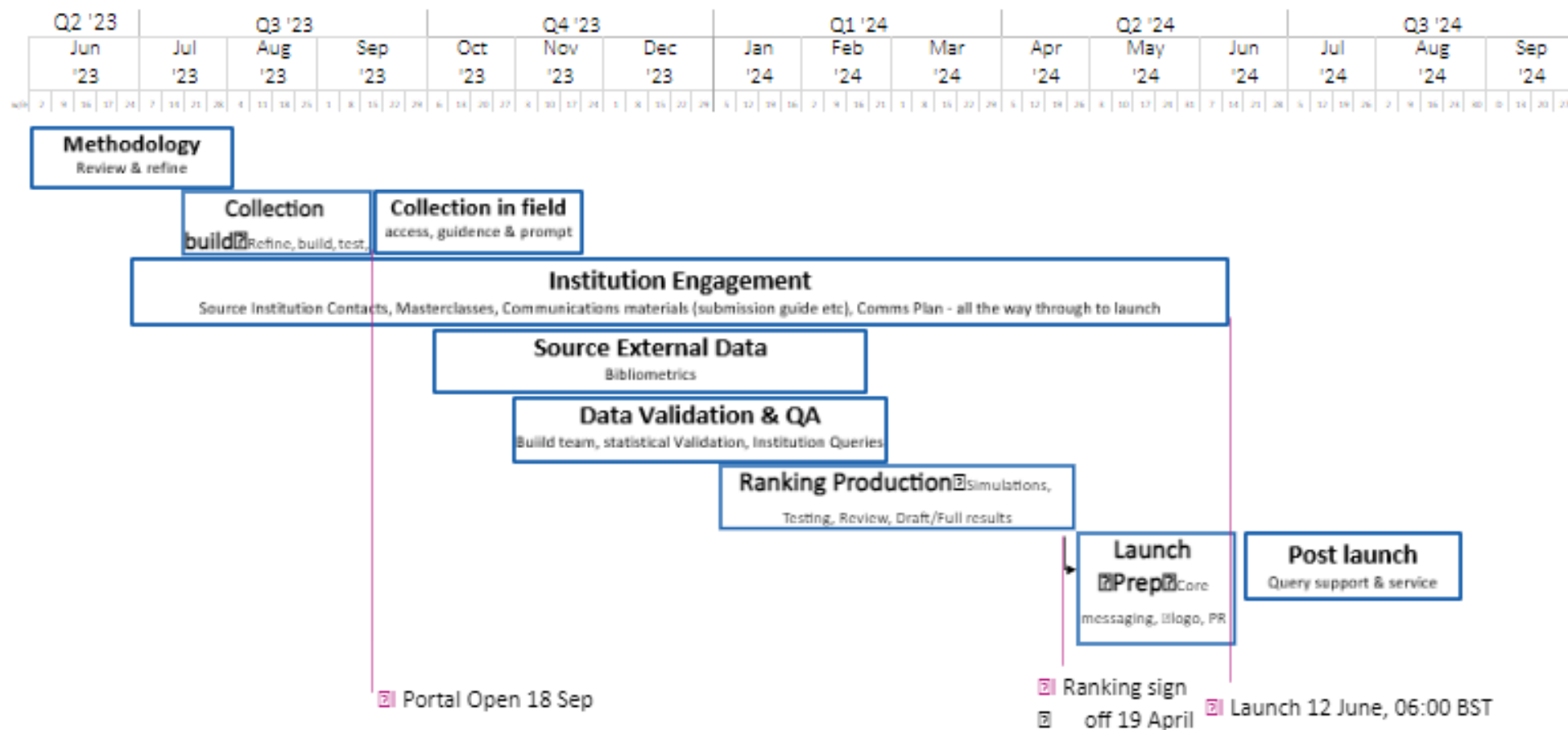


Senior
Data Scientist
Mark Caddow

Impact cycle timeline



Impact 2024 High Level
Delivery Plan April, 2024



Impact Advisory Board



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Vice-Chancellor
University of Surrey
UK



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Director of Policy and Analysis
University of Toronto
Canada

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*



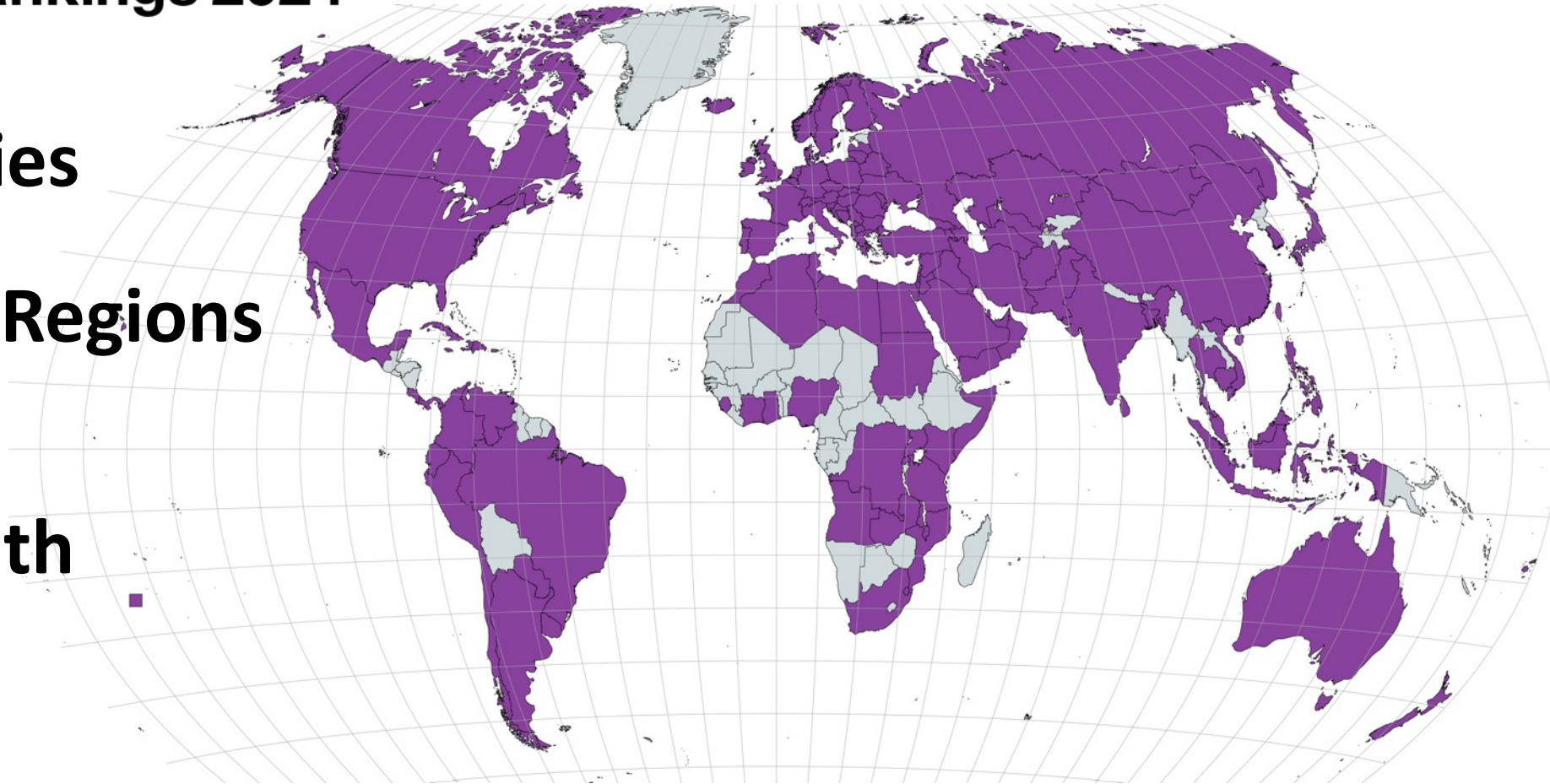


Times Higher Education
Impact Rankings 2024

2152 Universities

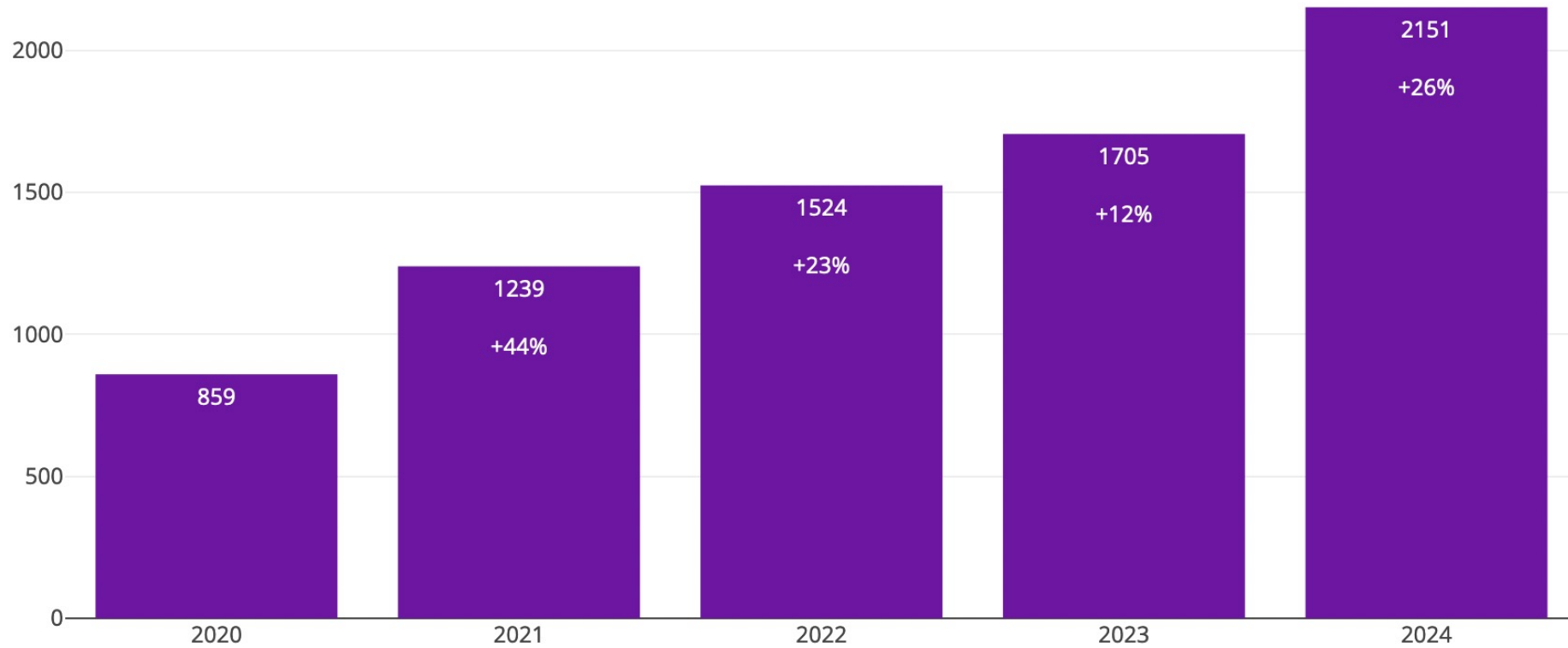
125 Countries/Regions

**Global north
and Global south**



Growth 2020-2024

Impact rankings participation over time



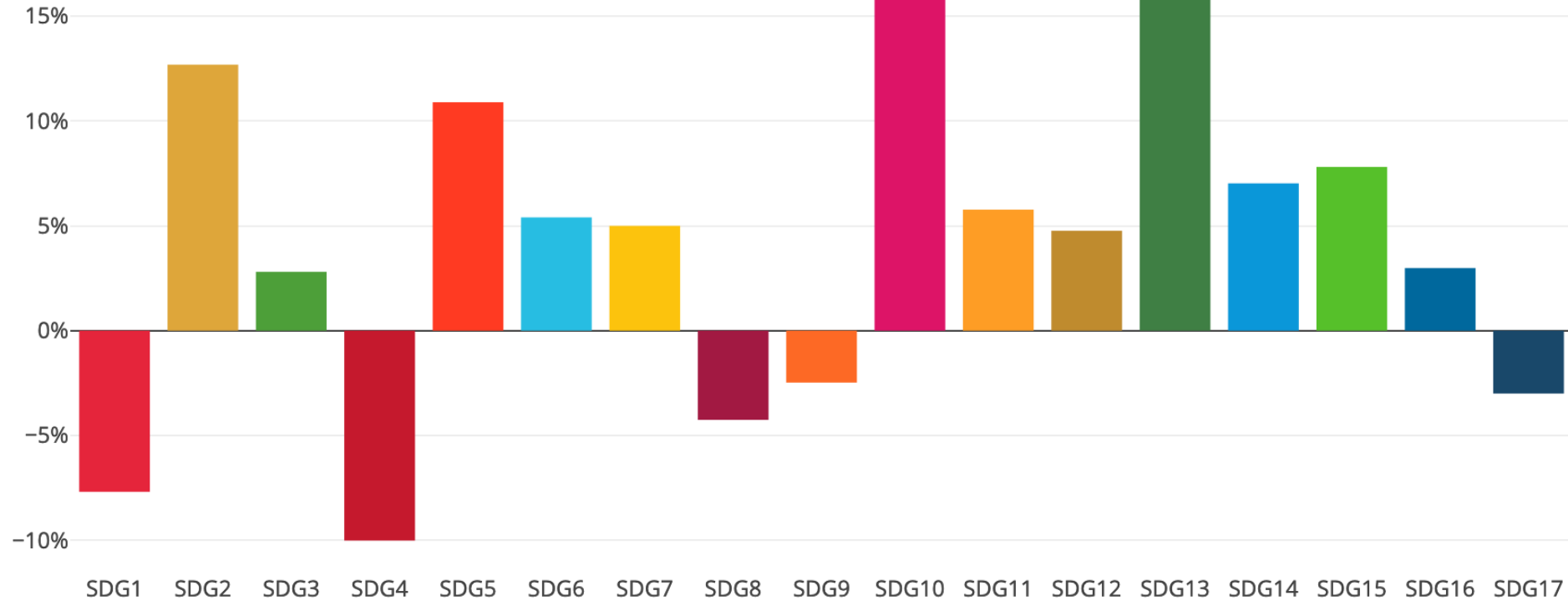
Participation per SDG

South America participation vs worldwide
(150 universities)



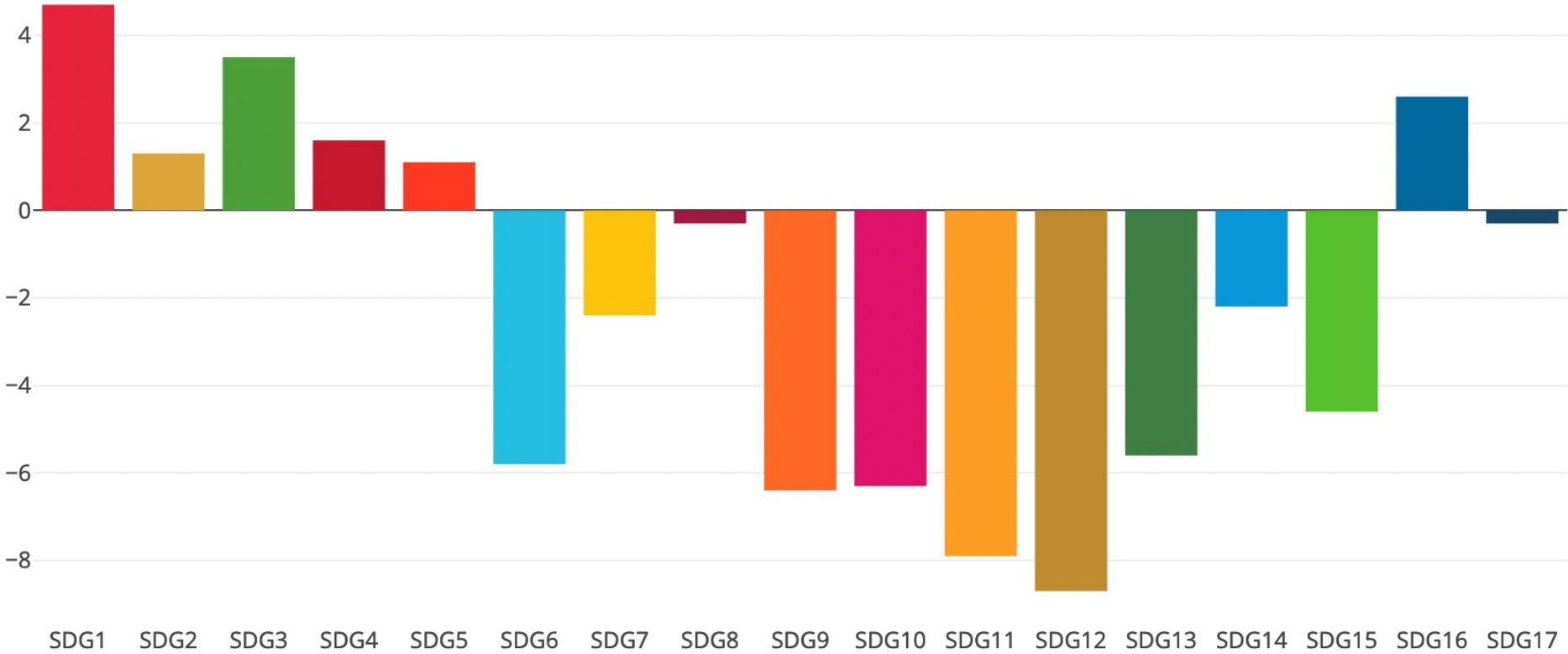
Participation per SDG

North America participation vs worldwide
(116 universities)



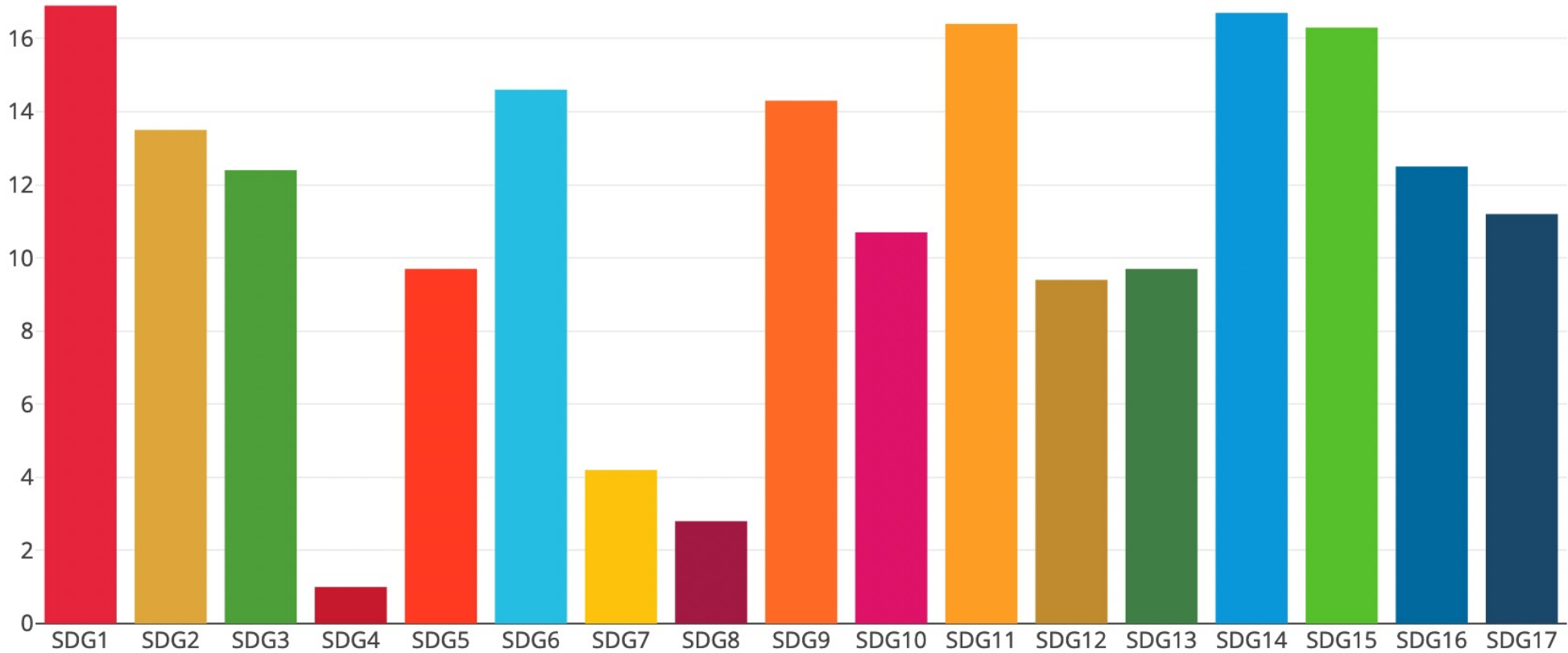
Scores vs world per SDG

South America scores vs worldwide
(150 universities)



Scores vs world per SDG

North America scores vs worldwide
(116 universities)



LatAm universities in the Top 300 Overall

country	continent	total
Brazil	South America	60
Colombia	South America	29
Chile	South America	25
Mexico	North America	20
Ecuador	South America	14
Peru	South America	9
Argentina	South America	6
Costa Rica	North America	4
Paraguay	South America	4
Dominican Republic	North America	3
Venezuela	South America	2
Cuba	North America	1
Curaçao	North America	1
Haiti	North America	1
Jamaica	North America	1
Panama	North America	1
Puerto Rico	North America	1
Uruguay	South America	1

name	country	Continent	rank_display	score_display
National Autonomous University of Mexico	Mexico	North America	64	91.0
Tecnológico de Monterrey	Mexico	North America	=67	90.7
University of Guadalajara	Mexico	North America	101–200	84.0–89.1
University of São Paulo	Brazil	South America	101–200	84.0–89.1
Escuela Superior Politécnica del Litoral	Ecuador	South America	201–300	79.3–83.9
National University of Córdoba	Argentina	South America	201–300	79.3–83.9
Pontificia Universidad Católica de Chile	Chile	South America	201–300	79.3–83.9
Universidad Andrés Bello (UNAB)	Chile	South America	201–300	79.3–83.9
Universidad del Desarrollo	Chile	South America	201–300	79.3–83.9

Total Latin American universities in Impact 2024 = 183

Participation by region

Brazil

ALL RANKED UNIVERSITIES

60

MOST POPULAR SDG



HIGHEST SCORING SDG



Highest ranked universities Overall

University of São Paulo	ranked 101–200
Federal University of Pará	ranked 301–400
Londrina State University	ranked 301–400
University of Campinas	ranked 301–400
Universidade Estadual Paulista (Unesp)	ranked 301–400

Participation by region

Mexico

<p>ALL RANKED UNIVERSITIES</p> <p>20</p>	<p>MOST POPULAR SDG</p> <p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>HIGHEST SCORING SDG</p> <p>6 CLEAN WATER AND SANITATION</p> 
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Highest ranked universities Overall

National Autonomous University of Mexico	ranked 64
Tecnológico de Monterrey	ranked =67
University of Guadalajara	ranked 101–200
Metropolitan Autonomous University	ranked 401–600
Universidad Autónoma del Estado de Hidalgo	ranked 401–600

Themes – SDG 3



DataPoints

SDG Impact Dashboard

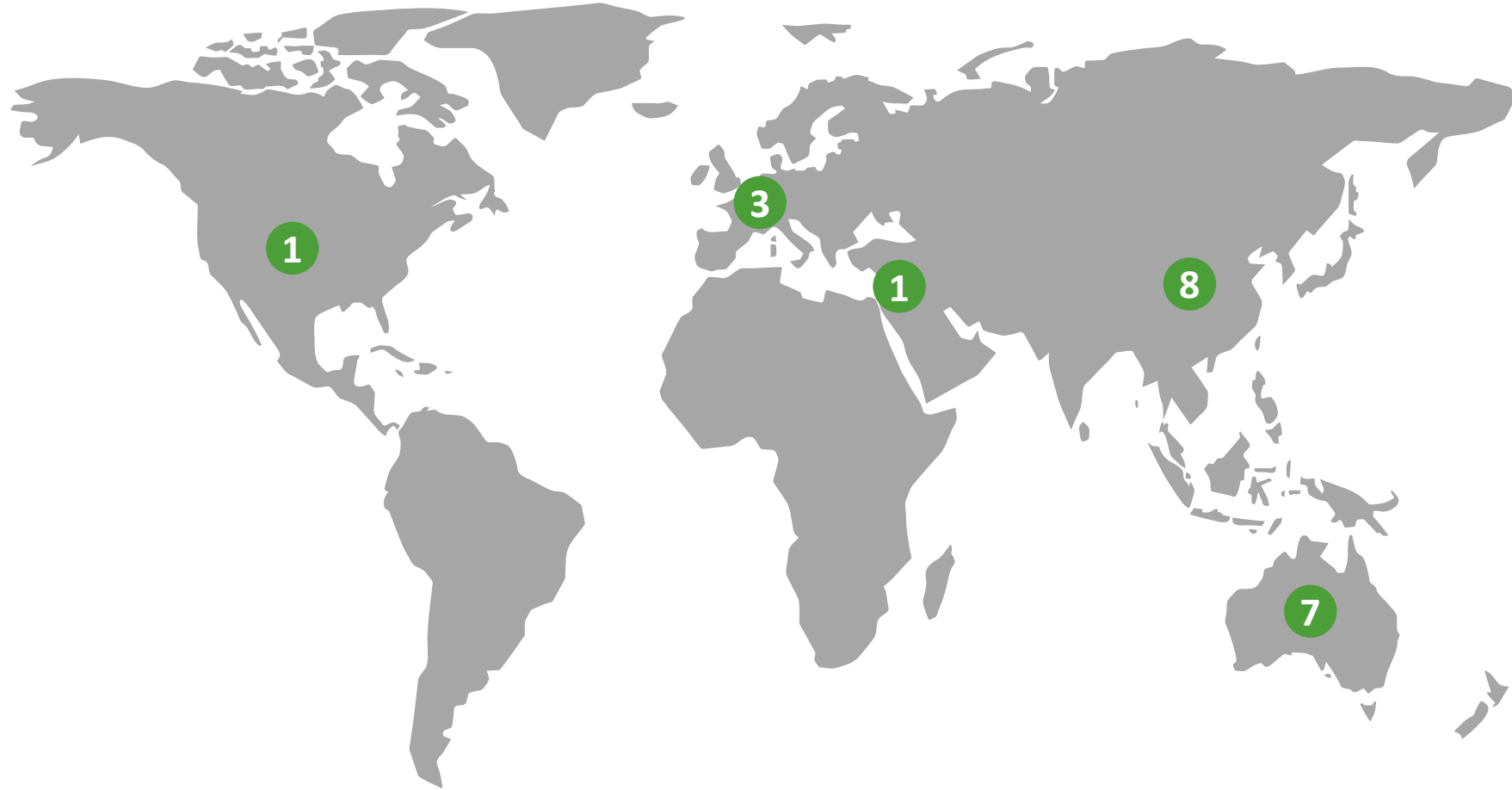
Powerful data and analytics to support success in sustainability

3 GOOD HEALTH AND WELL-BEING





Where are the Top 20





Top 10



Rank	2023	Name	Country
1	16	JSS Academy of Higher Education and Research	India
2	2	Australian Catholic University	Australia
3	3	Mahidol University	Thailand
4	26	Fujita Health University	Japan
5	1	RCSI University of Medicine and Health Sciences	Ireland
6	20	Kaohsiung Medical University	Taiwan
7	23	Amrita Vishwa Vidyapeetham	India
8	101–200	National Taiwan University (NTU)	Taiwan
9	9	University of Tasmania	Australia
=10	201–300	Lithuanian University of Health Sciences	Lithuania
=10	52	James Cook University	Australia

SDG 3 overview

SDG Overview

[Methodology](#)

3 GOOD HEALTH AND WELL-BEING



UNIVERSITIES RANKED (World)

1,498

UNIVERSITIES RANKED (Mexico)

16

AVERAGE SCORE (World)

52.6

AVERAGE SCORE (Mexico)

62.2

Participation

Mexico 16

Peer region(s) 54

Performance

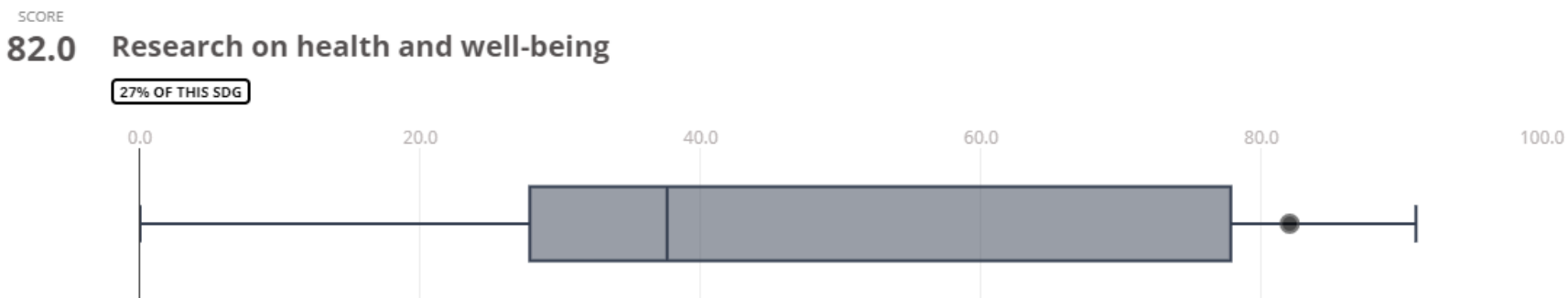
Mexico 62.2

Peer region(s) 55.3

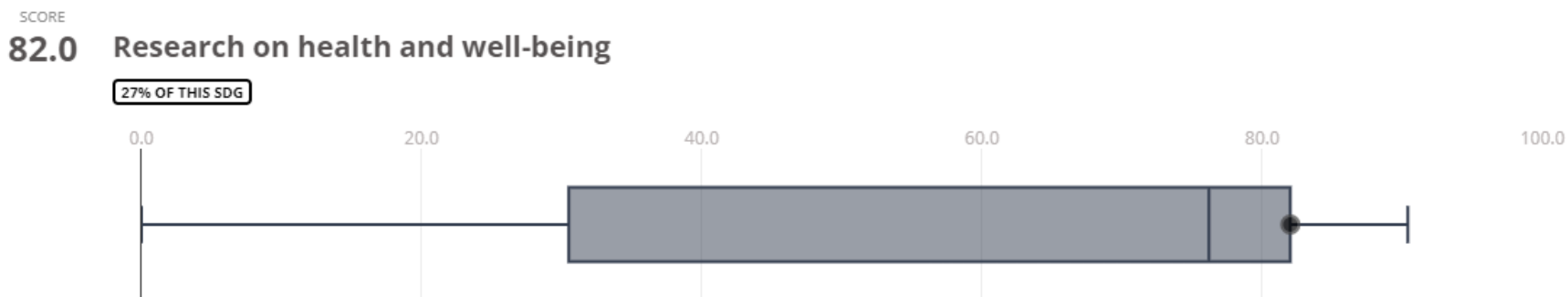
SDG 3 - Research



South America



North America





SDG 3 Best practice

About Us

Student Support Center (SSC) is formed at JSS AHER, Mysuru with the support of the Department of Psychiatry and the Department of Clinical Psychology.

Student Support Center (SSC) provides free and confidential direct individual counseling services for a variety of concerns including, stress, burnout, time management, relationship problems, anxiety, depression, and other matters related to a student's overall mental well-being. The Center also provides resource information on wellness topics and is responsible for student outreach programming designed to reduce stress and improve overall well-being.



Does your university as a body provide students and staff with access to mental health support?

Aim



Aims to provide comprehensive services under one roof to the students/staff. JSS AHER is a university that is constantly striving to maintain international standards of excellence, certainly in academic output, but equally in the holistic emotional, mental, and physical well-being of its students/staff. The World Health Organization has identified depression as the single largest contributor and the leading cause of mental and physical disability across the world. It is the second leading cause of death (by suicide) in the 15 - 29 years age group. According to the National Crime Records Bureau, a suicide is committed in India every five minutes and a third of all suicides in India fall within this age group. The Student Support Centre has linked with the WHO campaign on raising awareness around mental health and aspires to contribute to public education about issues that affect young people, such as sexual abuse, suicide, and substance abuse. etc.

JSS Academy Of Higher Education & Research, India

Themes



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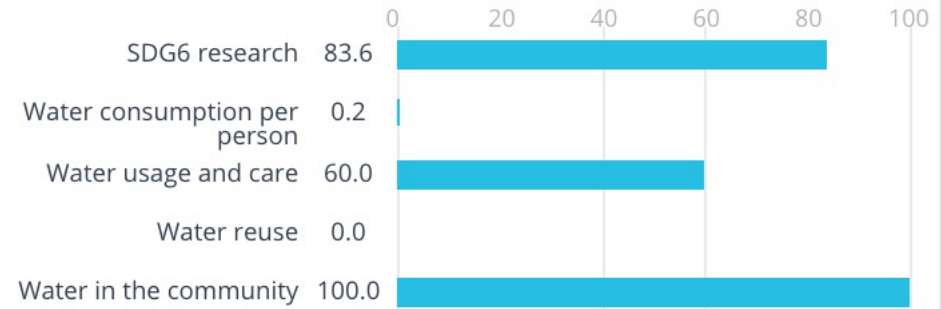
6 CLEAN WATER AND SANITATION



6 

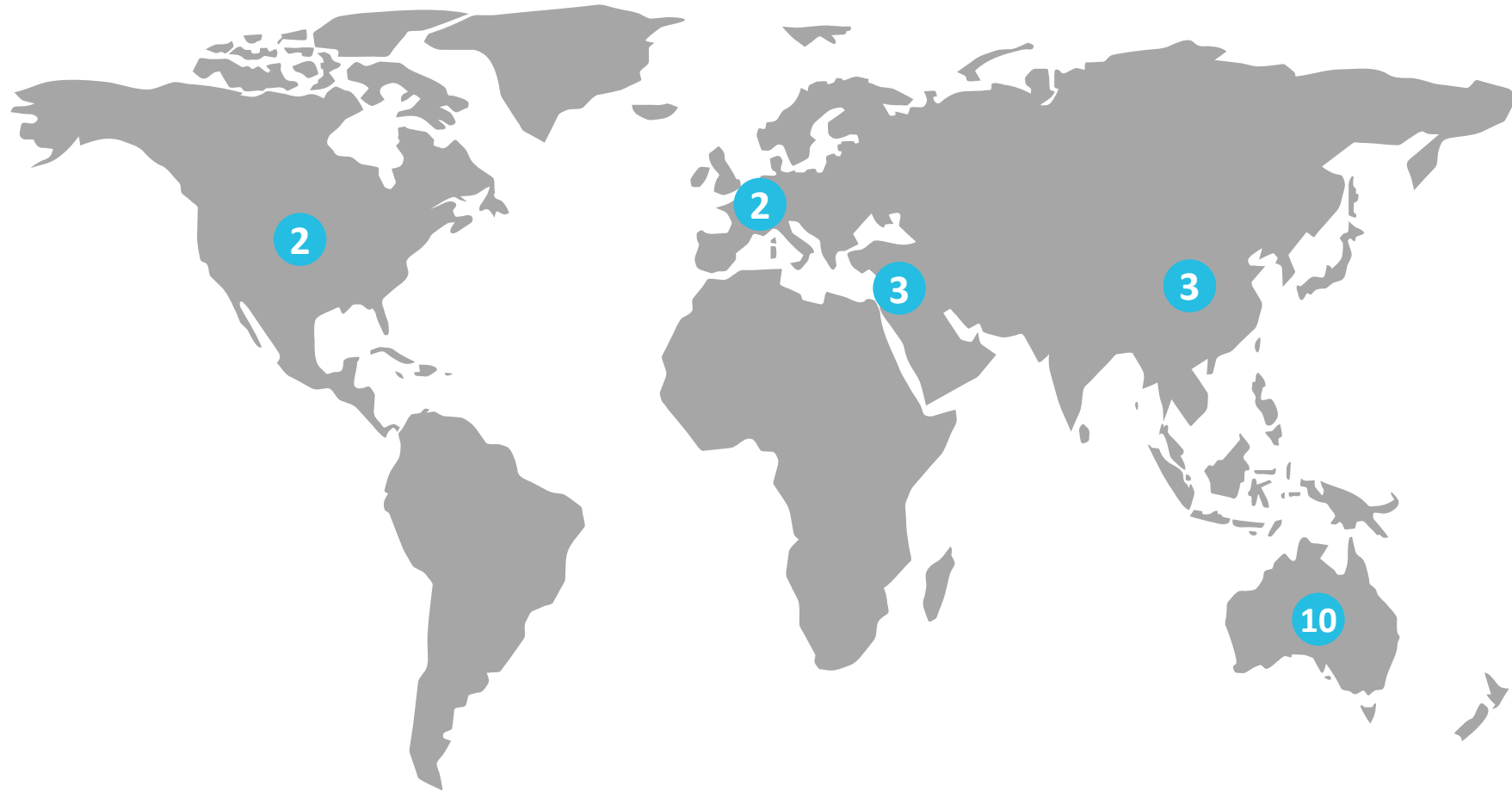
CLEAN WATER AND SANITATION

SCORE **55.4** RANK **77** out of **330** institutions





Where are the Top 20





Top 10

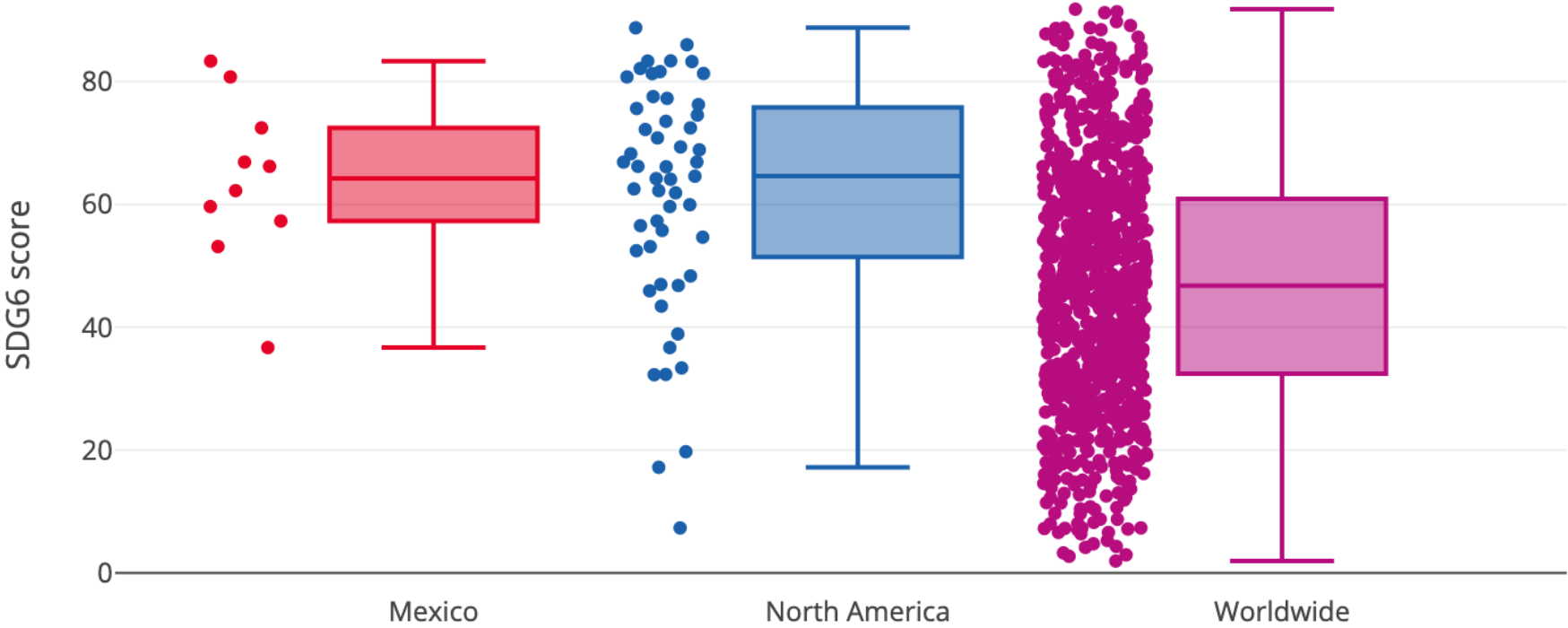


University
of Exeter

Rank	2023	Name	Country
1	1	University of Exeter	UK
2	41	Shoolini University of Biotechnology and Management Sciences	India
3	37	UNSW Sydney	Australia
4	15	University of Newcastle	Australia
5	21	University of Technology Sydney	Australia
6	4	Macquarie University	Australia
7	101–200	McMaster University	Canada
8	-	Griffith University	Australia
9	2	Western Sydney University	Australia
10	23	RMIT University	Australia

Mexico vs North America vs worldwide, SDG6 (10 institutions)

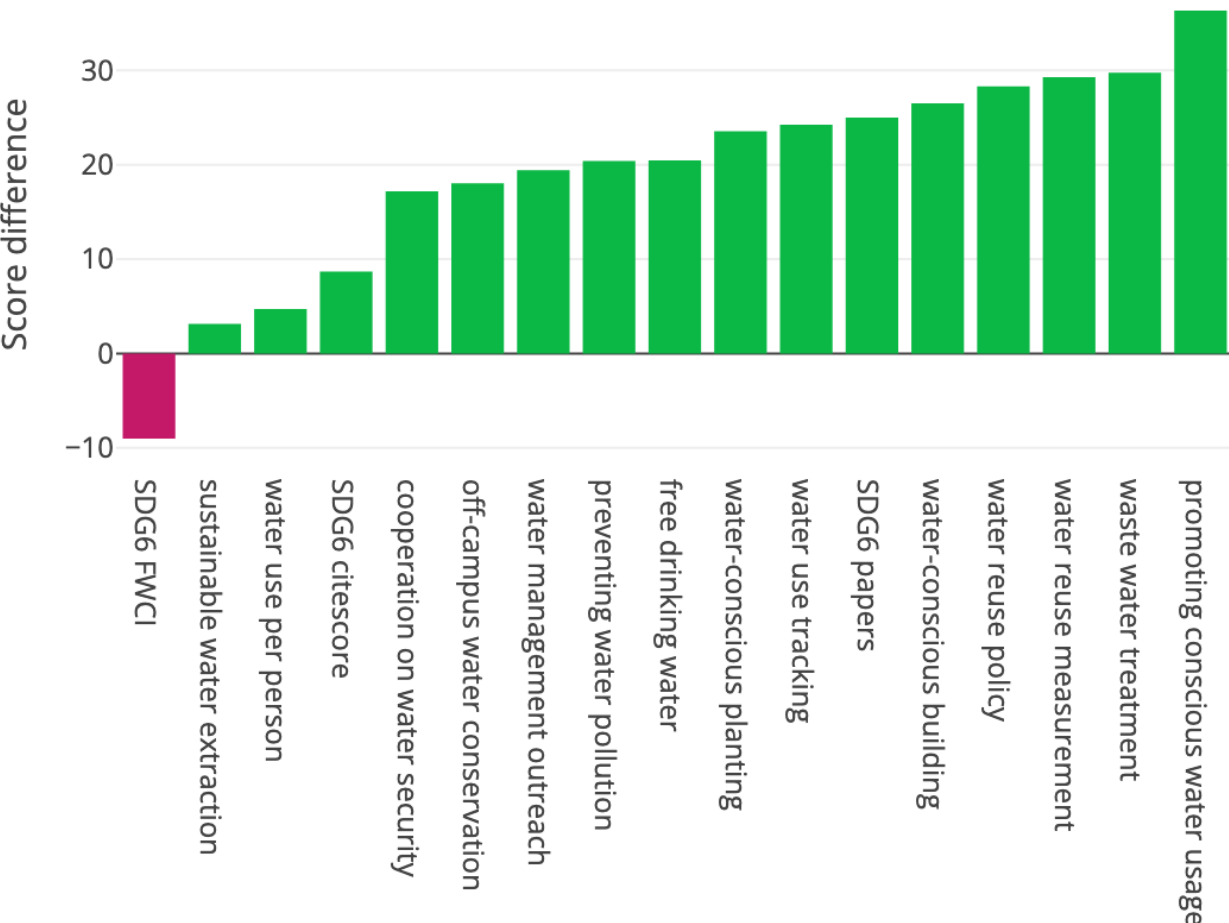
SDG6: Clean Water and Sanitation



Median for:
• Mexico: 64.2
• North America: 64.6
• world: 46.8

Indicators performance vs worldwide scores, SDG6

SDG6: Clean Water and Sanitation



Difference between the average scores for Mexico vs the world; can be positive (green) or negative (red).



SDG 6 – Best Practice

Drought Tolerant Planting

October 17, 2022

When selecting plants we consider the environment, and plants needing additional regular watering – other than for establishment – are not used. Our aim is to enhance habitats, to encourage year round wildlife activity and introduce adaptability to cope with any impact of the effects of global warming.

Since 2019 we have been using drought tolerant varieties of tender perennials including Rudbeckia, Dahlia and Salvia.

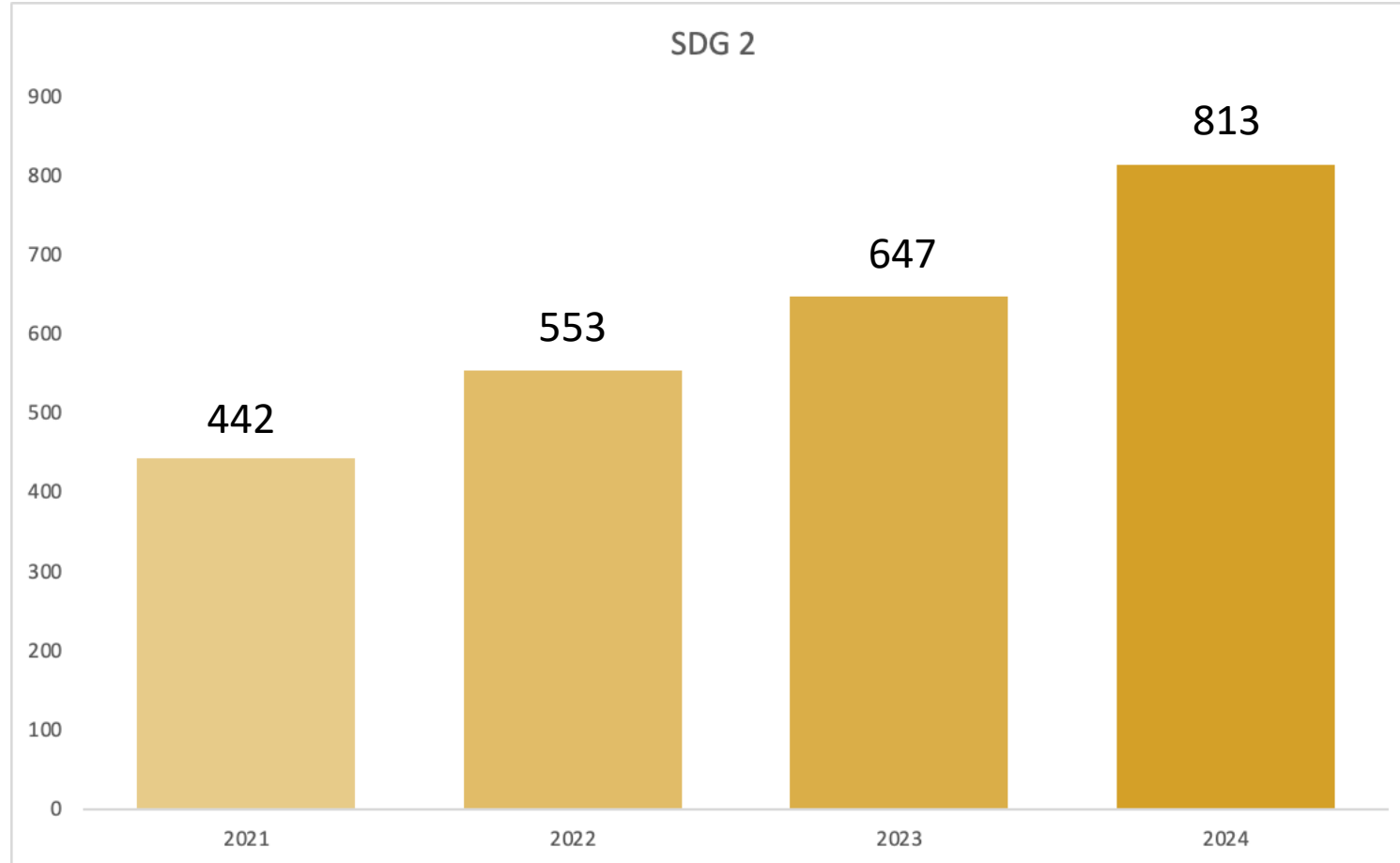
This year the Environment Agency declared droughts across most of the UK including the South West. The photos below, taken this summer, demonstrate how adept these drought tolerant species are to drought conditions with no watering whatsoever!

The Salvia have established here very well, are softly structural and full of colour. In the past this area would have been planted with an annual bedding scheme which can require watering during difficult phases of weather.

Does your university as a body plant landscapes to minimise water usage? (e.g. use drought-tolerant plants)

University of Exeter, United Kingdom

Growth 2021-2024: 84%



Themes



THE DataPoints

SDG Impact Dashboard

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2 ZERO HUNGER



2

ZERO HUNGER

QUALIFYING SDG - 26% OF OVERALL

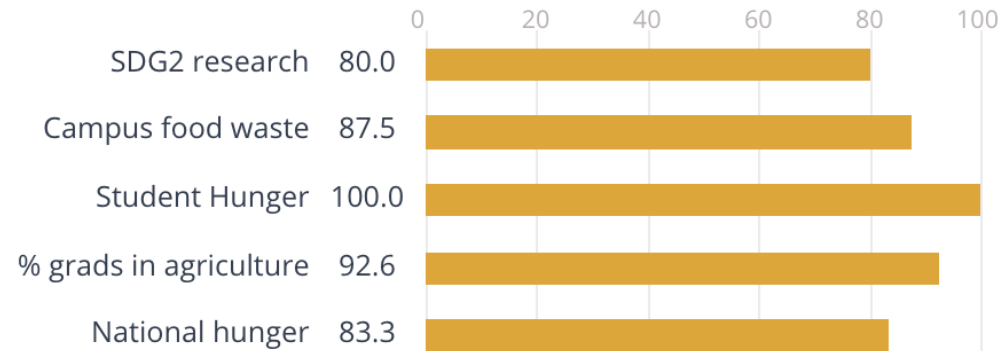
SCORE

88.1

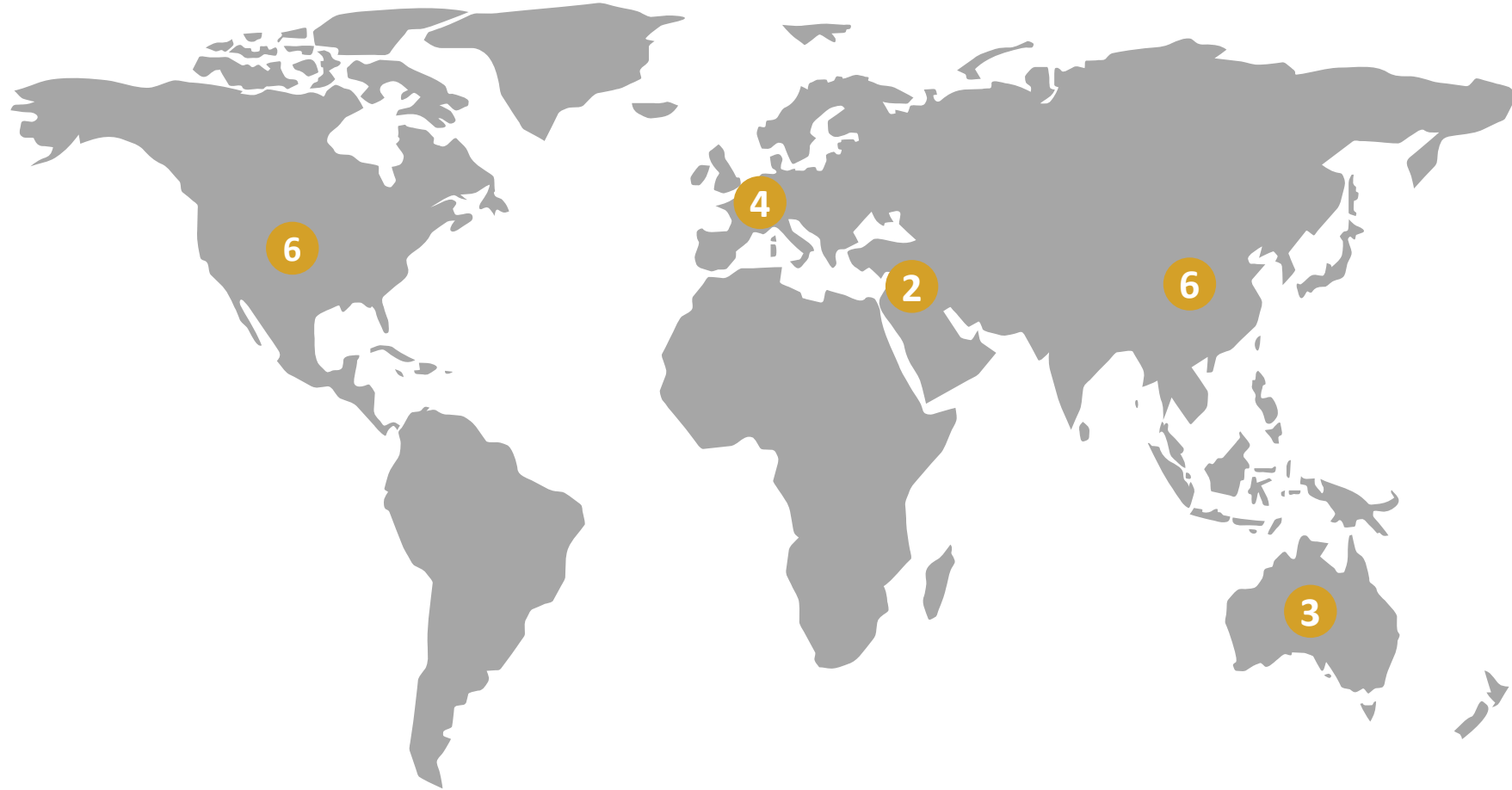
RANK

1

out of **442**
institutions



Where are the Top 20



Top 10

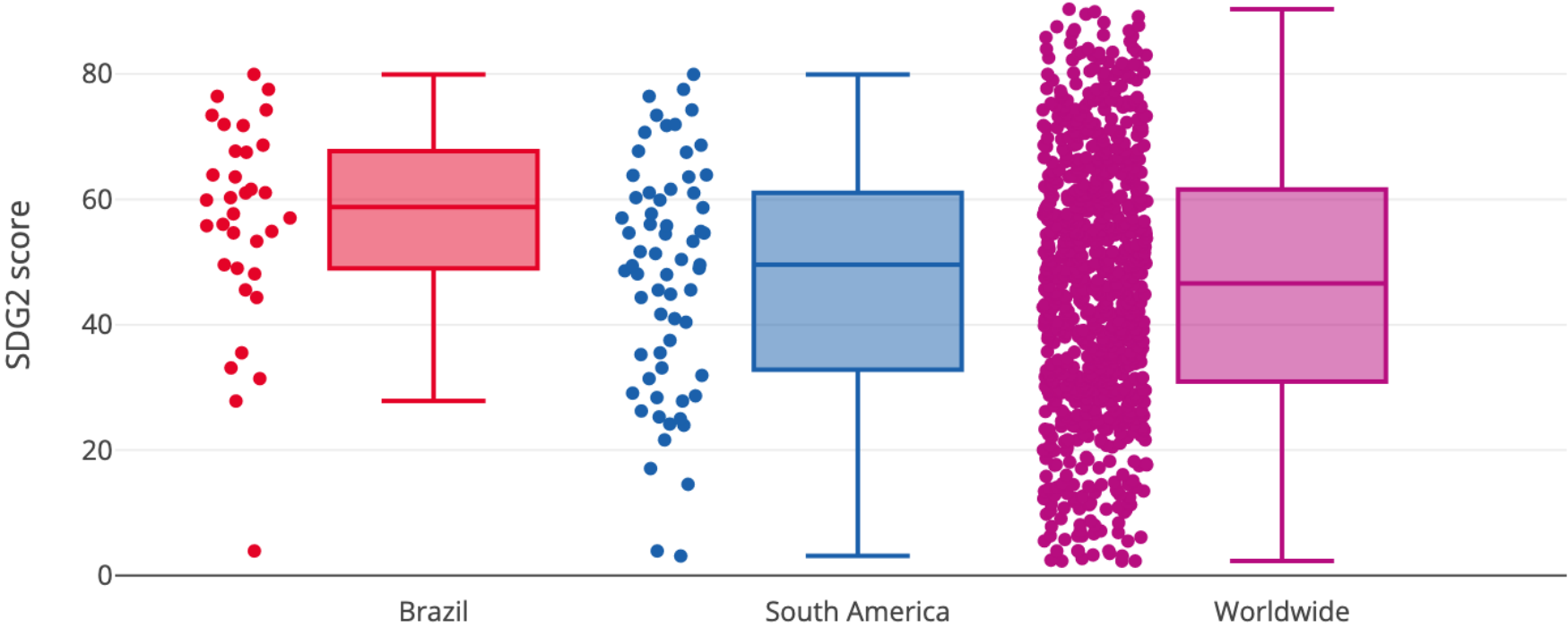


Rank	2023	Name	Country
1	1	Queen's University	Canada
2	7	Oklahoma State University	United States
3	15	Lincoln University	New Zealand
4	2	University of Alberta	Canada
5	101–200	La Trobe University	Australia
6	5	University of Indonesia	Indonesia
=7	32	National Taiwan University (NTU)	Taiwan
=7	19	Michigan State University	United States
9	33	Kyungpook National University	South Korea
10	35	Penn State (Main campus)	United States



Brazil vs South America vs worldwide, SDG2 (34 institutions)

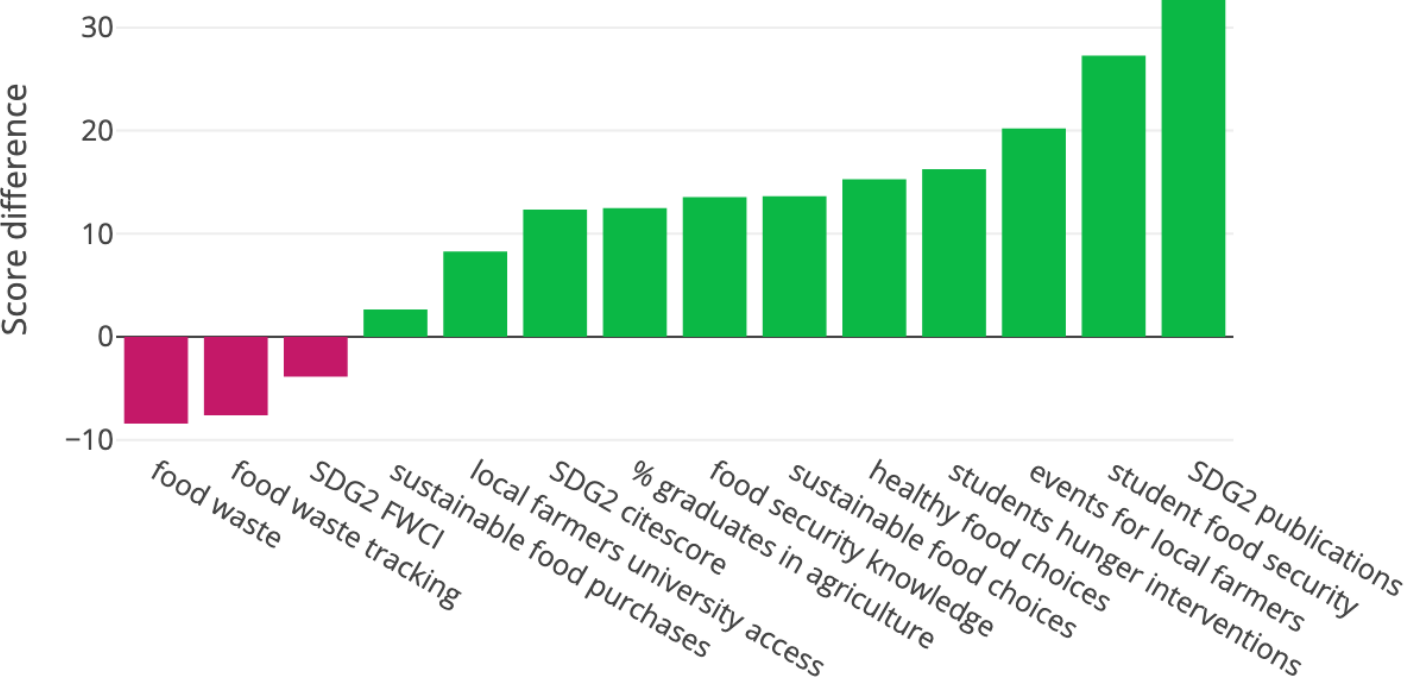
SDG2: Zero Hunger



Median for:
• Brazil: 58.8
• South America: 49.6
• world: 46.6

Indicators performance vs worldwide scores, SDG2

SDG2: Zero Hunger



Difference between the average scores for Brazil vs the world; can be positive (green) or negative (red).

Campus Food Waste



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2 ZERO HUNGER



South America

SCORE
96.6

Campus Food Waste

15.4% OF THIS SDG



North America

SCORE
96.6

Campus Food Waste

15.4% OF THIS SDG



Times Higher Education
Impact Rankings

Research SDG 2



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Powerful data and analytics to support success in sustainability

2 ZERO HUNGER



South America

SCORE
93.3

Research on hunger

27% OF THIS SDG



Africa

SCORE
93.3

Research on hunger

27% OF THIS SDG





SDG 2 Best practice

Food Access Resources on Campus

AMS Food Bank

Weekly access to fruits, vegetables, grain products, and proteins for students in need. Open to undergraduate, graduate and professional Queen's students.

Swipe it Forward Queen's

Run by Hospitality Services and Student Affairs.

During the academic year, if you don't have enough money for food, you may access up to 25 meals per semester on campus by being referred to the program. To get referred, you need to connect with a program partner.

If you currently have a meal plan, you have the option of donating one meal per day, up to five per semester, from the current week's meals (past unused, or future weeks meals cannot be donated). Just let the cashier at the dining hall or retail outlet know that you want to "swipe it forward"!

More information is available on the [Swipe It Forward Queen's webpage](#).

PEACH Market

PEACH, the **P**roviding **E**qual **A**ccess, **C**hanging **H**unger Market is a food-forward initiative operating on a sliding scale. Patrons can select the amount they pay for their food from a list of suggested prices. This operating model strives to uphold people's dignity and autonomy by providing access to high-quality and nutritious food at a low cost.

With a fresh menu updated daily, PEACH Market welcomes you to stop by to grab a snack or a meal to fuel your day. We are excited to serve and support you during fall and winter terms.

You can find PEACH Market in the [School of Medicine Building](#), Arch St. entrance.

Does your university as a body have a programme in place on student food insecurity/hunger?

Queen's University, Canada

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



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Impact Rankings

Access THE's sustainability dataset via:



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