

Duncan Ross
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Impact Ranking Product Owner

Impact Rankings 2024

Masterclass

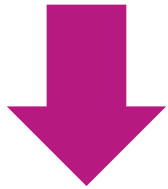
September 2023



Times Higher Education
Impact Rankings

THE Rankings

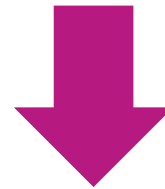
TEACHING



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

Participation rules: country specific

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

IMPACT & SUSTAINABILITY



Times Higher Education
Impact Rankings



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

Participation rules: all undergraduate or postgraduate higher education institutions

What do the SDGs mean, and what do they need?



- Sustainability
- Partnership
- Equity across the world
- Every community
- Sufficient resources
- Long term thinking

What do the SDGs mean, and what do they need?



1.7% of GWP

35,000

Universities

Why participate?

- Participation is free
- Submit to one or more SDGs
- Join a growing number of institutions committing themselves to sustainability
- Recognise the work your university is already doing
- Benchmark yourselves against the leading institutions worldwide
- Get well deserved visibility



Professor Clare Pollock: Western Sydney University



“Yes, we do educate, yes, we do research.

But if we are not making an impact and making a difference then we are not fulfilling the goal of our existence.

It’s something that our communities desperately need us to do.

It’s something that our governments expect us to do.

It’s something that our staff want us to do.

And it’s something that our students demand us to do.”

Top universities across all 17 SDGs



How do we assess Impact?



Times Higher Education
Impact Rankings



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

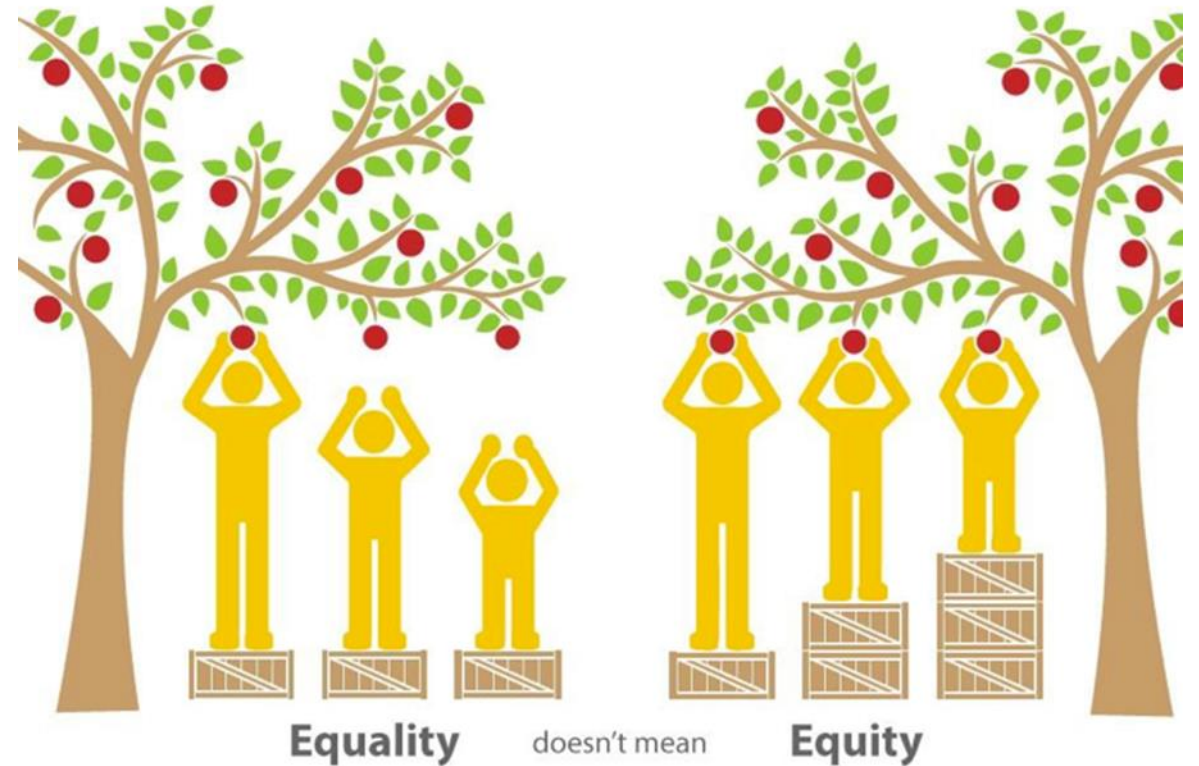
Target	Description
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary 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?



How to be equitable?

- Ease of participation
- Minimise SDGs in submission
 - 17 plus any three others
- Think carefully about metrics
- Listen to input from universities, organisations, and individuals





Linking measurement with UN targets

For some SDG Targets it's not easy to have quantitative data.

Instead we use evidence of behaviour in a qualitative approach.

For example, for these targets in SDG 3 we measure

- 3.7 Free sexual health care and advice for students
- 3.4 Free mental health support for staff and students
- 3.A No smoking campus



TARGET 3.7 UNIVERSAL ACCESS TO SEXUAL AND REPRODUCTIVE CARE, FAMILY PLANNING AND EDUCATION

By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.



TARGET 3.4 REDUCE MORTALITY FROM NON-COMMUNICABLE DISEASES AND PROMOTE MENTAL HEALTH

By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

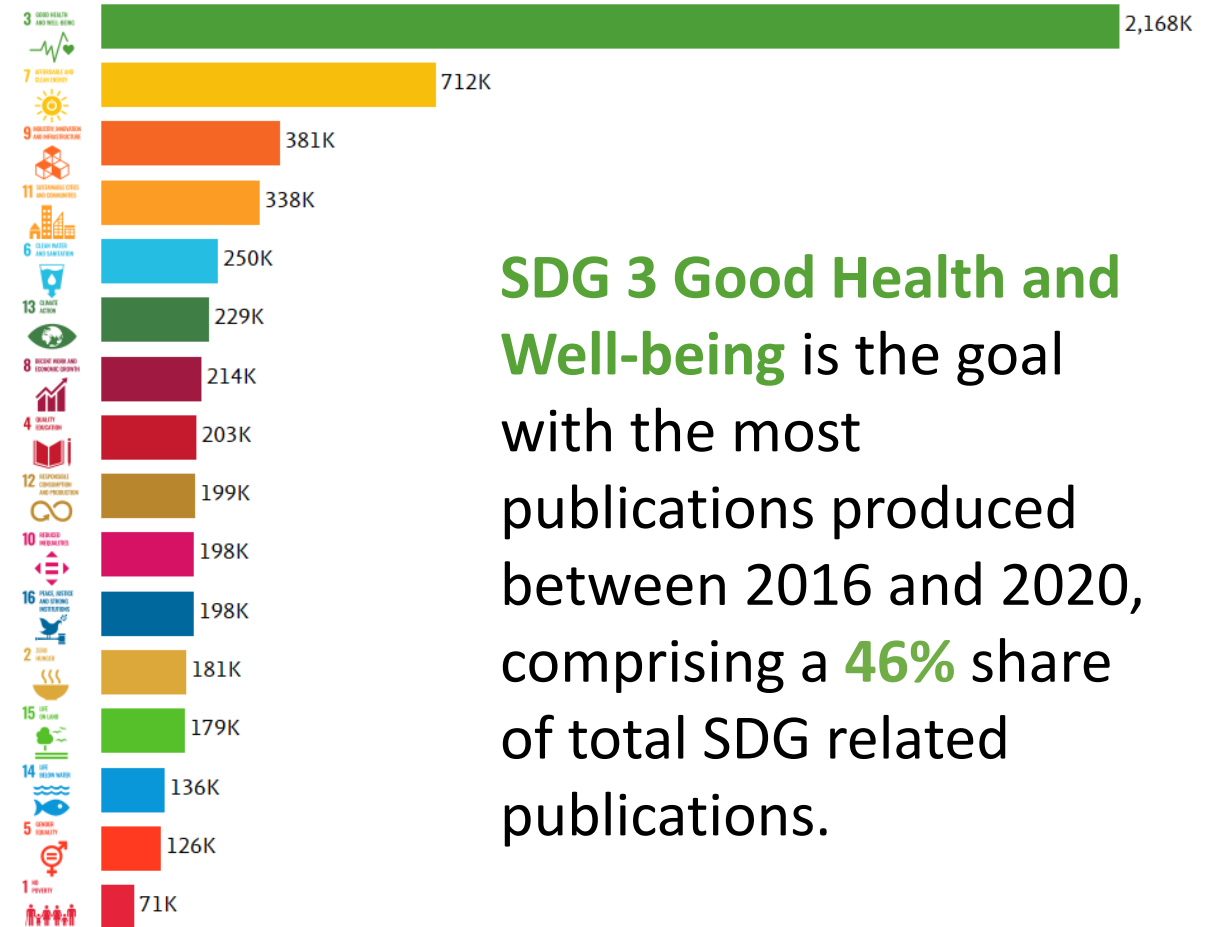


TARGET 3.A IMPLEMENT THE WHO FRAMEWORK CONVENTION ON TOBACCO CONTROL

Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.

Icons and descriptions from globalgoals.org

Research (image courtesy of Elsevier)



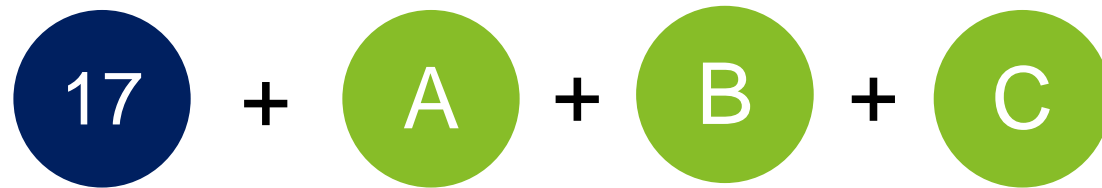
SDG 3 Good Health and Well-being is the goal with the most publications produced between 2016 and 2020, comprising a **46%** share of total SDG related publications.

Creating an annual score

An annual score is created from SDG 17 and the three strongest SDGs for a university

Universities could submit to as many SDGs as they wished

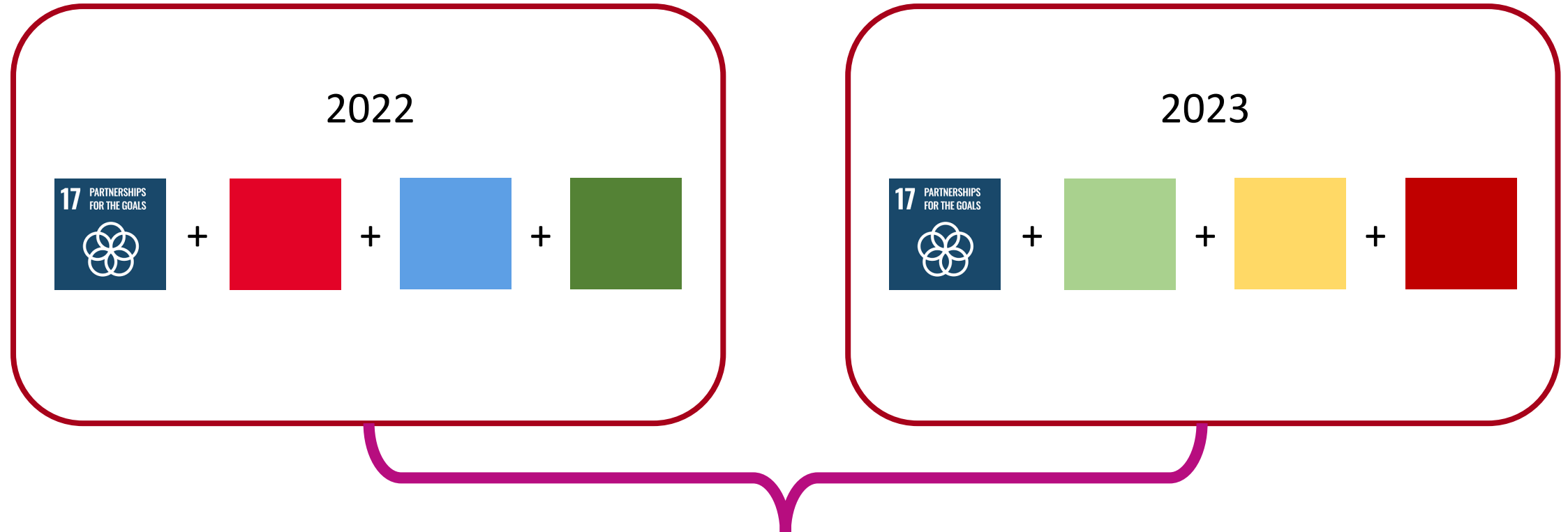
Bibliometrics will always represent the same proportion of overall score, regardless of SDGs chosen



An equation showing the total score calculation. It consists of four squares arranged horizontally, separated by plus signs, followed by an equals sign and the number 100. The first square is dark blue and contains the number '22'. The second, third, and fourth squares are light green and each contain the number '26'.

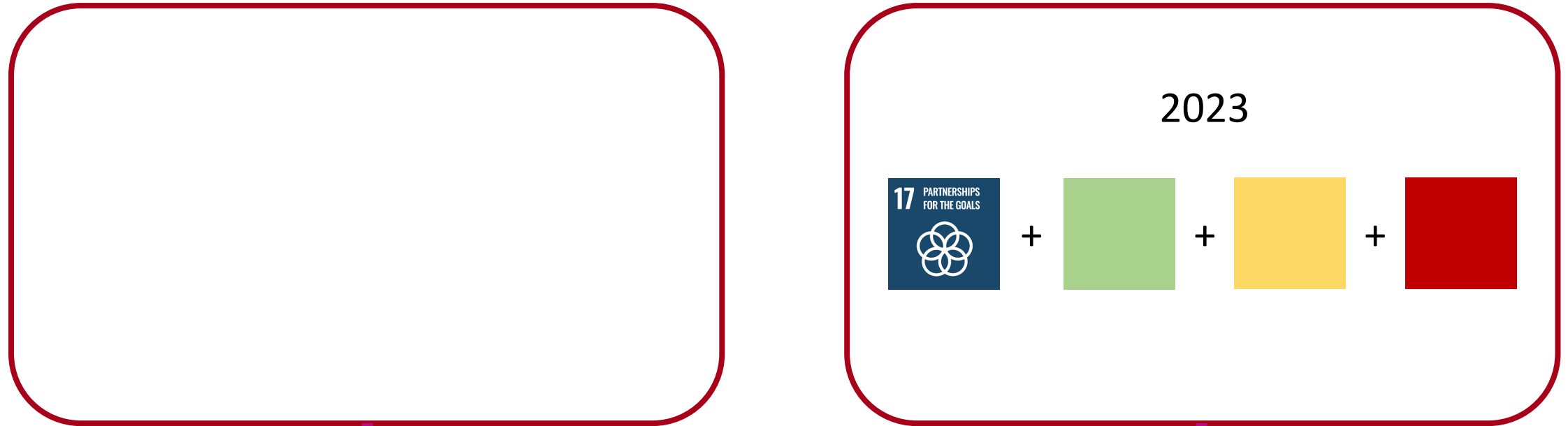
$$22 + 26 + 26 + 26 = 100$$

Overall score



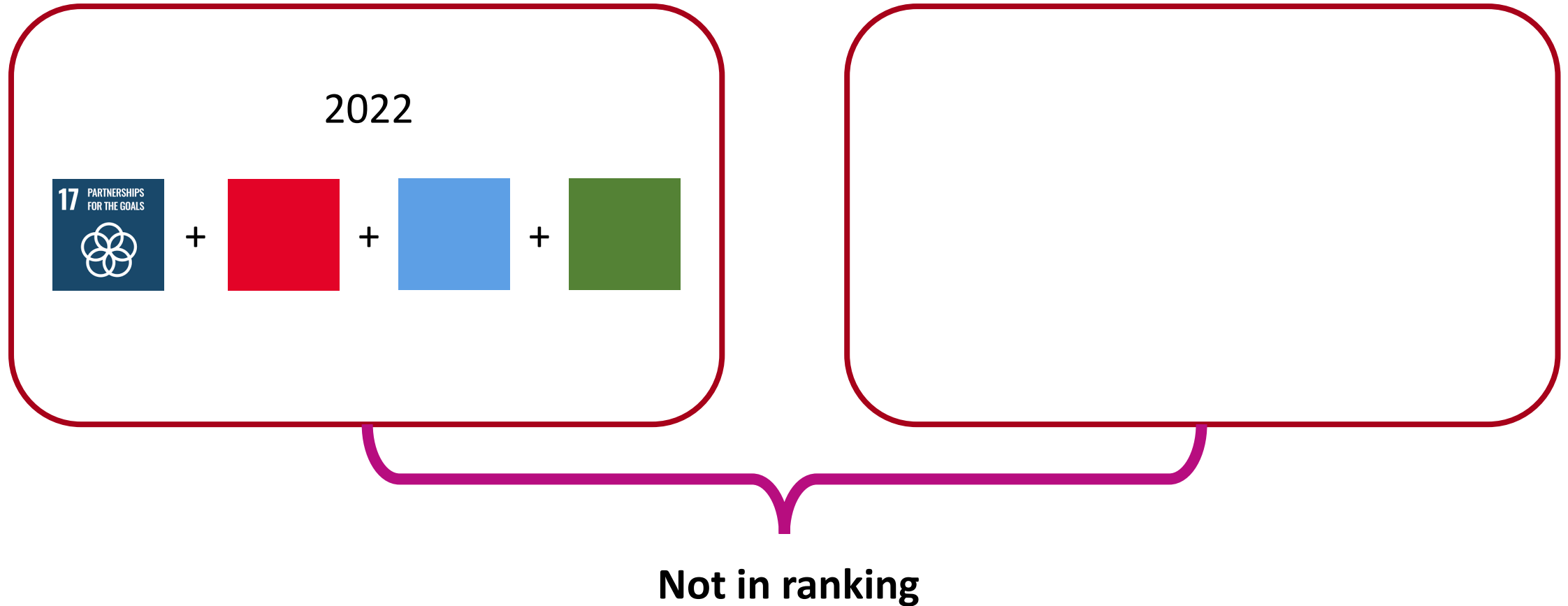
Overall Score
Average of two years

Overall score: if they are new to the ranking



Overall Score
2023 score

Overall score: if they did not enter this year



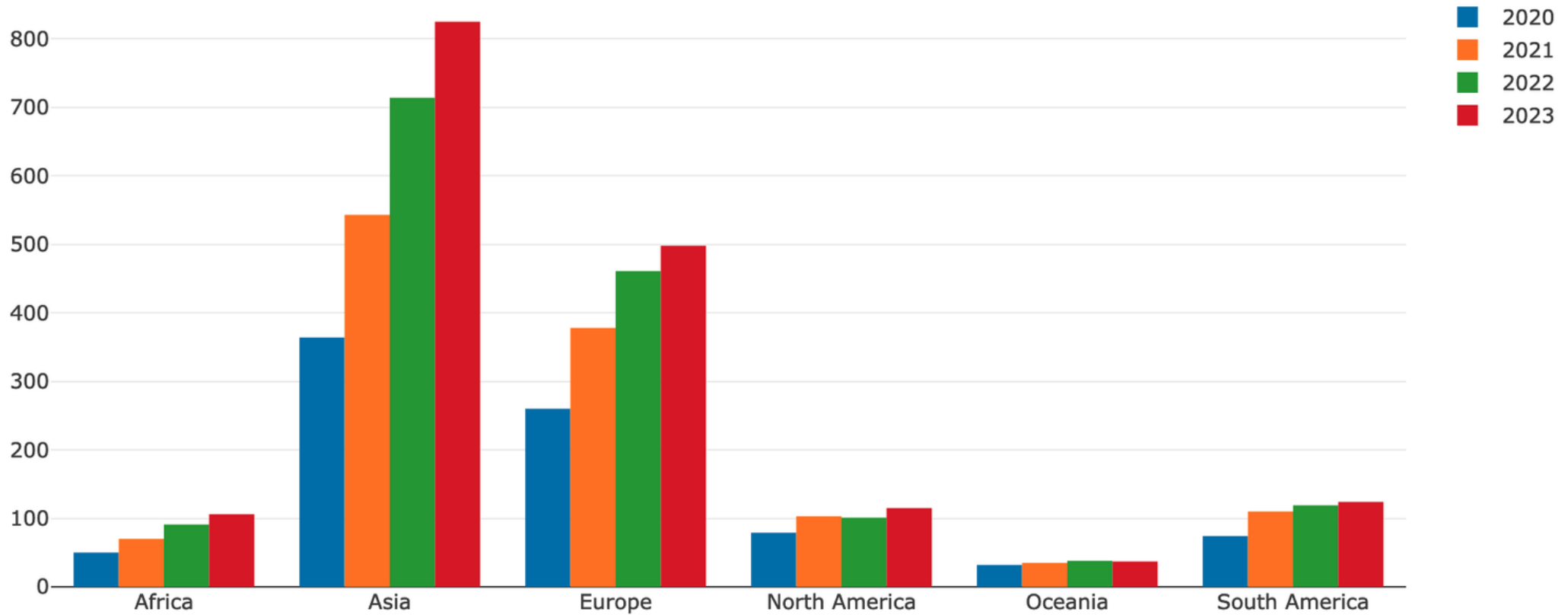
2023 results



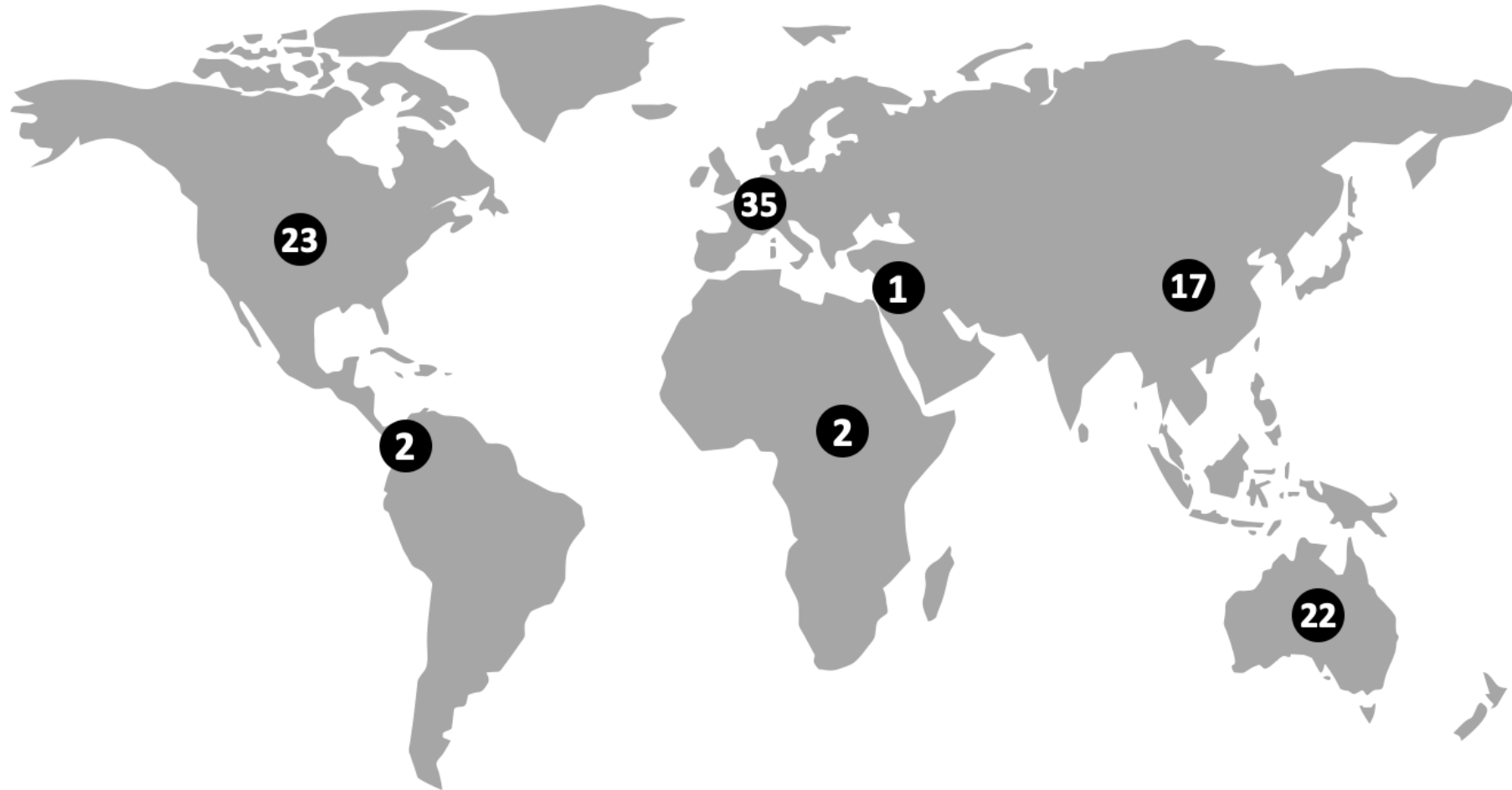
Times Higher Education
Impact Rankings

2023 Participation

Number of ranked universities per year and continent



2023 Overall Ranking – Top 100 overall



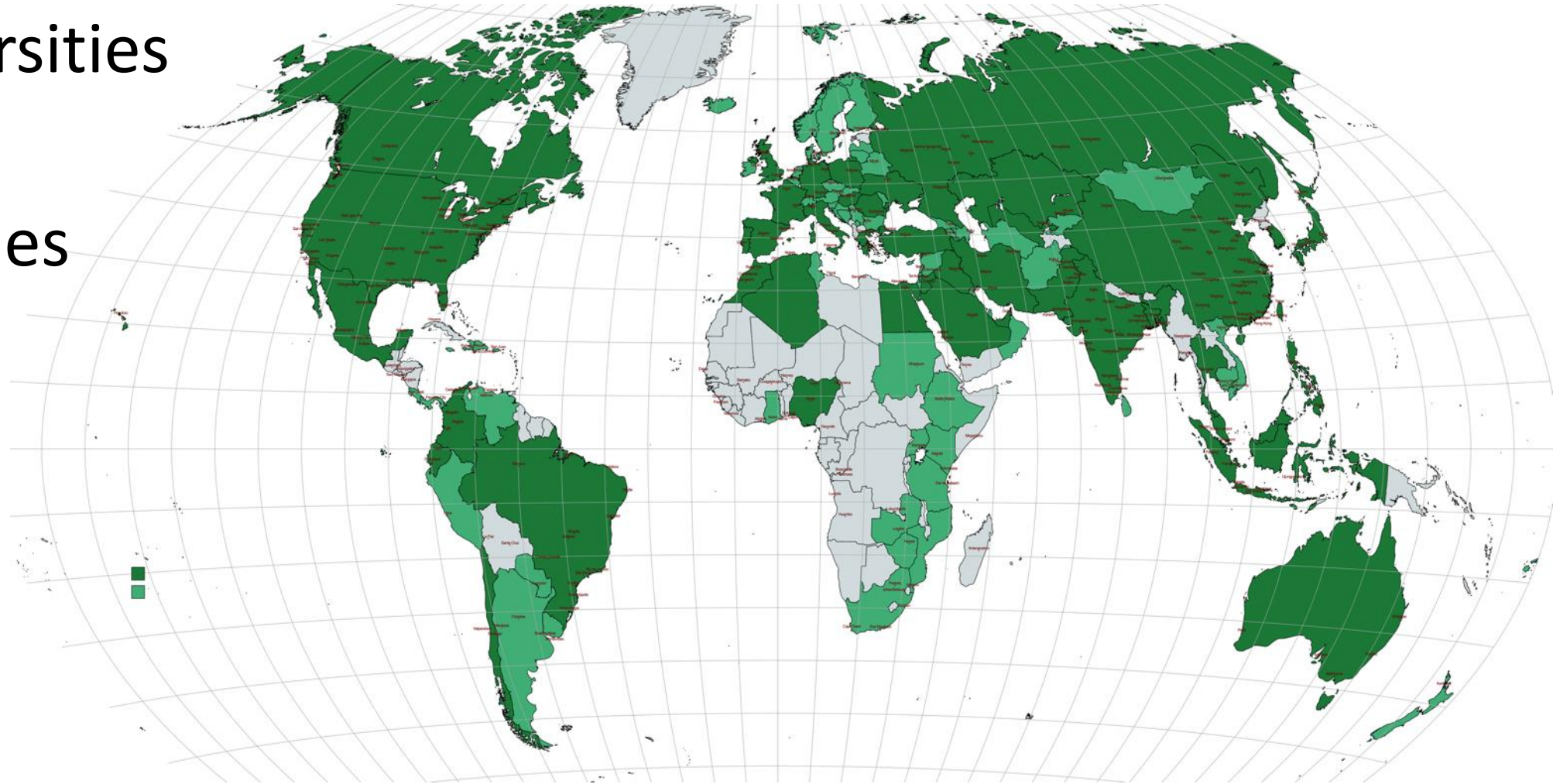
Top 100



2023 Participation

1705 Universities

115 Countries



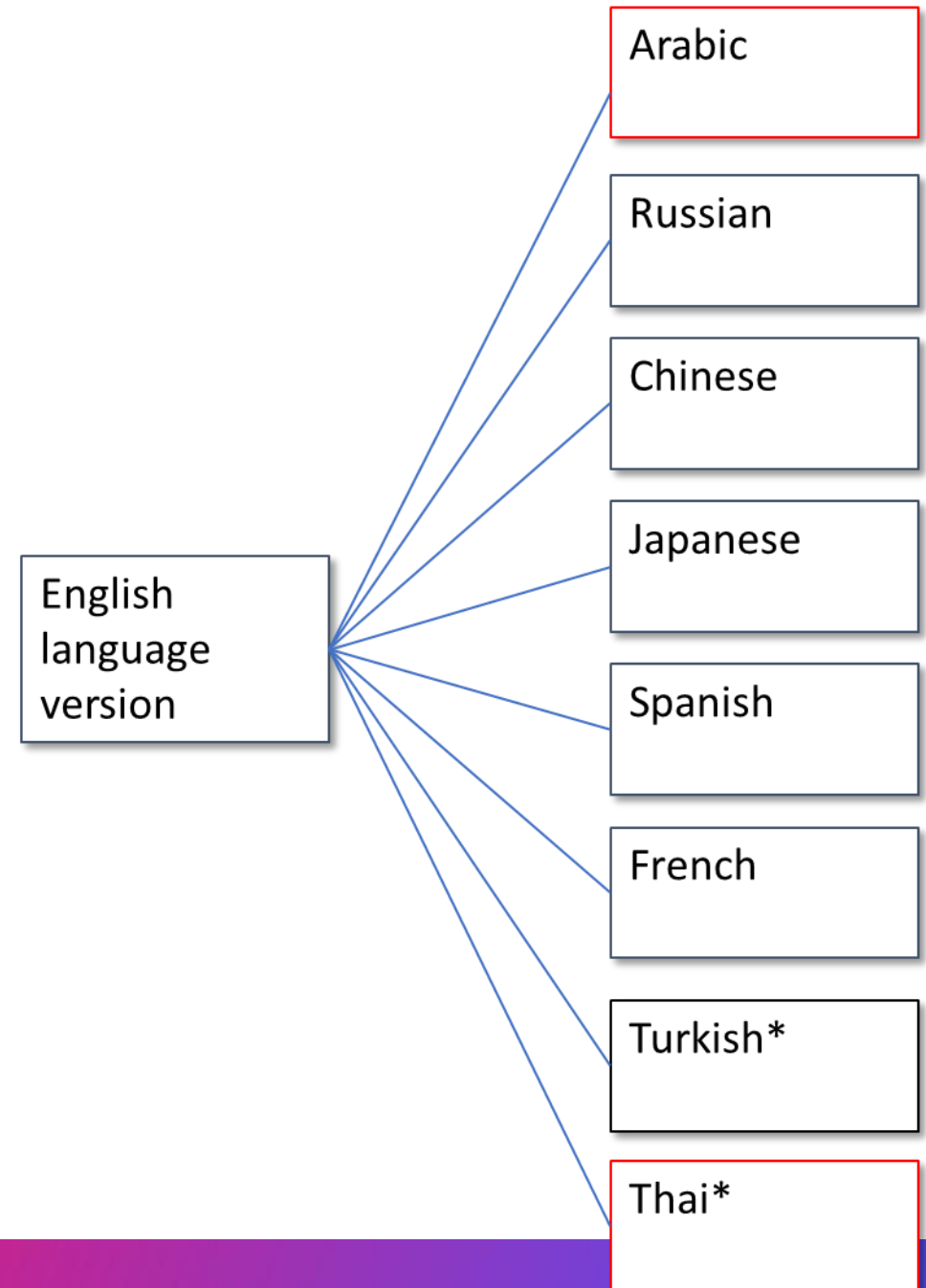
How to Submit Data



Times Higher Education
Impact Rankings

Methodology

- No changes from 2022
- Multiple languages
Russian, Japanese, Chinese, Spanish, French,
Arabic, Thai
- English language is master document for decisions



*Reduced version

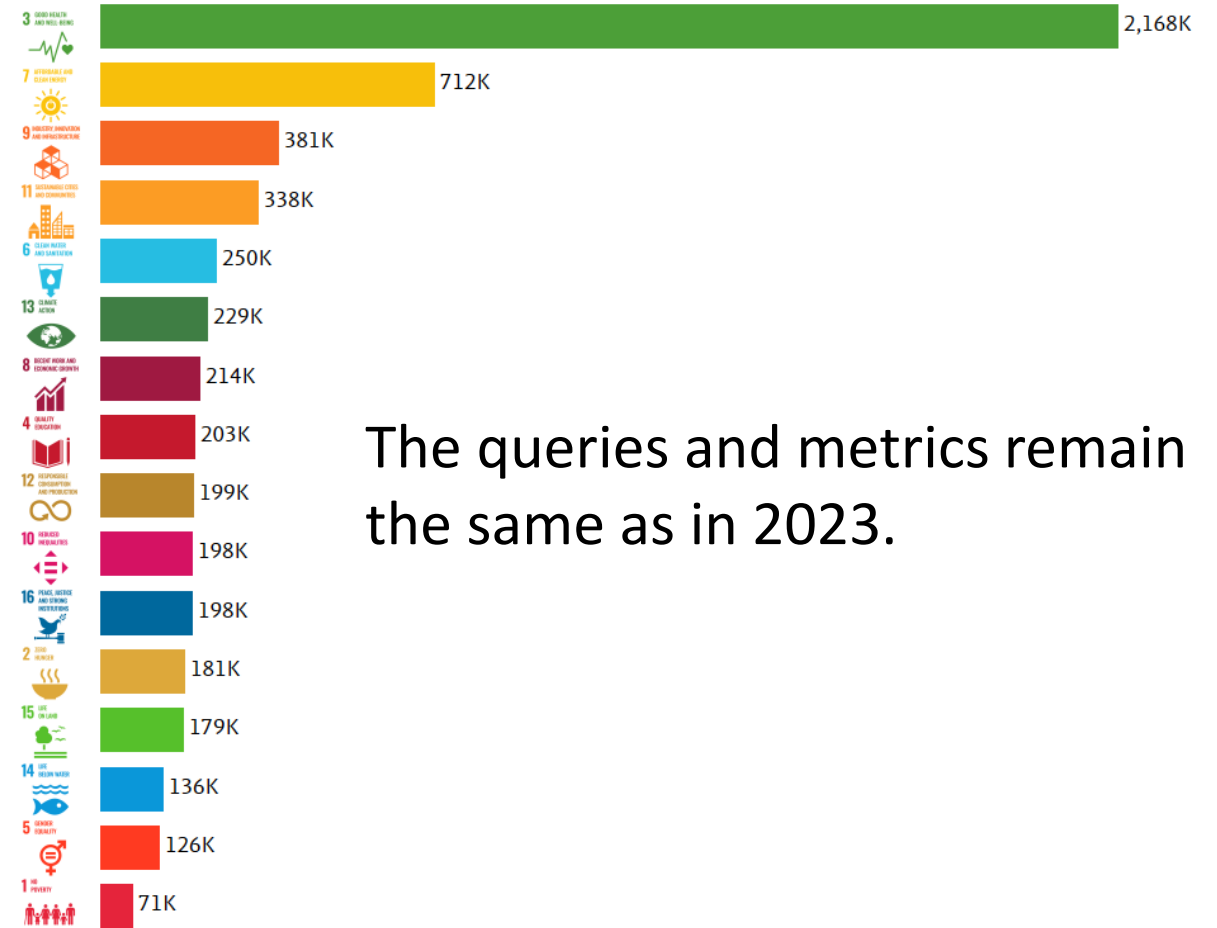
Dates

A university “year” may be a calendar year or may be seasonal. Some institutions’ academic years are different from their financial years. “Year” for the purposes of this ranking is defined as follows:

- The calendar year January to December
- The academic year that ended in 2021-22
- The financial year that ended in 2022

You may use the most appropriate annual cycle that best fits your data, but ends in 2022.

Research on SDGs – Data Provided by Elsevier



The queries and metrics remain the same as in 2023.



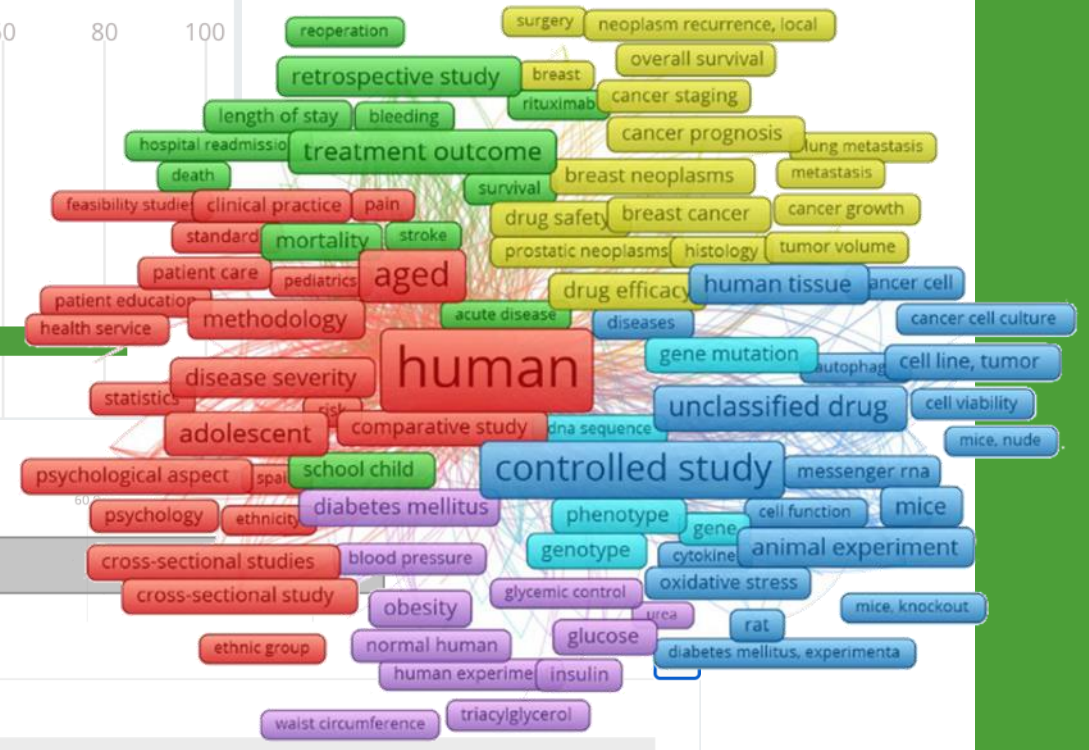
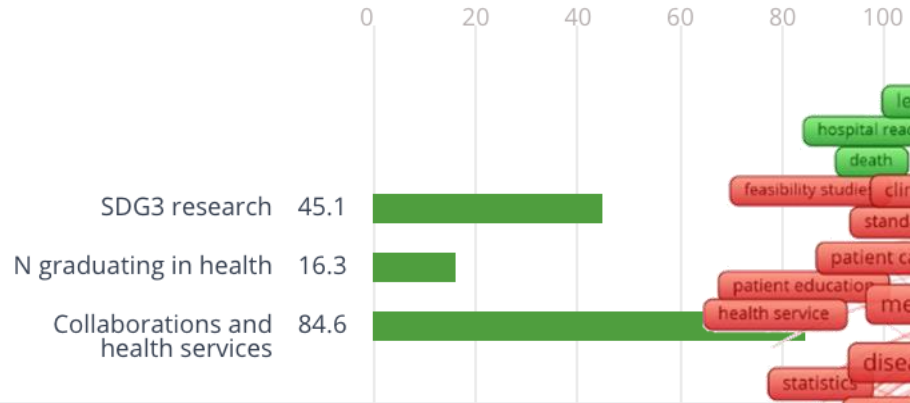
Research Evidence

3

GOOD HEALTH AND WELLBEING

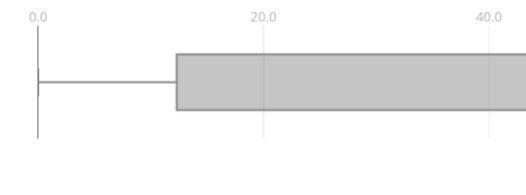
SCORE **50.3** RANK **301-400** out of 621 institutions

[Details](#)



61.5 Good health and well-being: publications

7% OF THIS SDG



Good health and well-being: publications

Good health and well-being: publications	
Hong Kong Baptist University	970
Worldwide	345

Research Evidence

- Make sure that your university is correctly identified in Scopus

- Explore the SDG queries on Mendeley:

<https://elsevier.digitalcommonsdata.com/datasets/y2zzy9vwzy/1>

- Work with your researchers to make relevance to SDGs clear



Data Collection Portal



Data Collection Portal

Email
This field is required.

Password

[Log in](#) [Forgot password?](#) [Request a login](#)

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The data collection runs from 18th September to 10th November, followed by a period of validation. To submit your data for this year's rankings, you will need to do the following:

1. Nominate a Data Provider

This will be a contact from your institution who will be responsible for submitting institutional data.

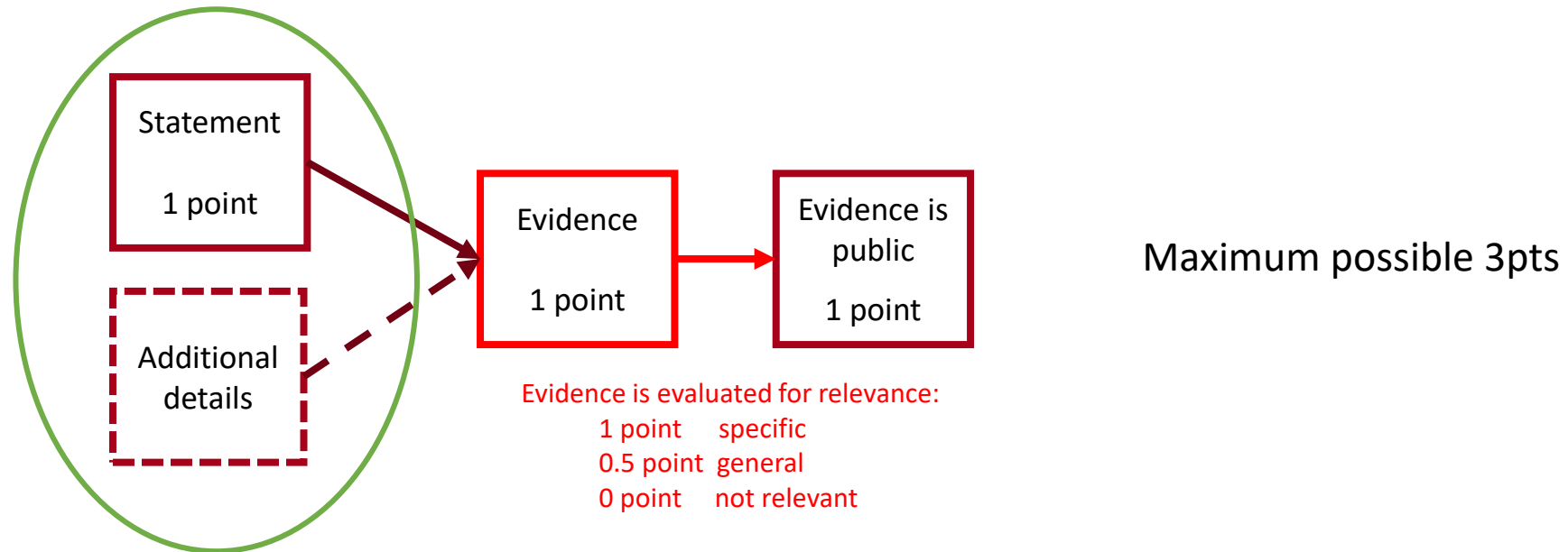
2. Login to the data collection portal

<https://www.timeshighereducation.com/wur/portal/>

We will be sharing a video demo on how to use the data collection portal for the Impact Rankings 2024 for this Masterclass

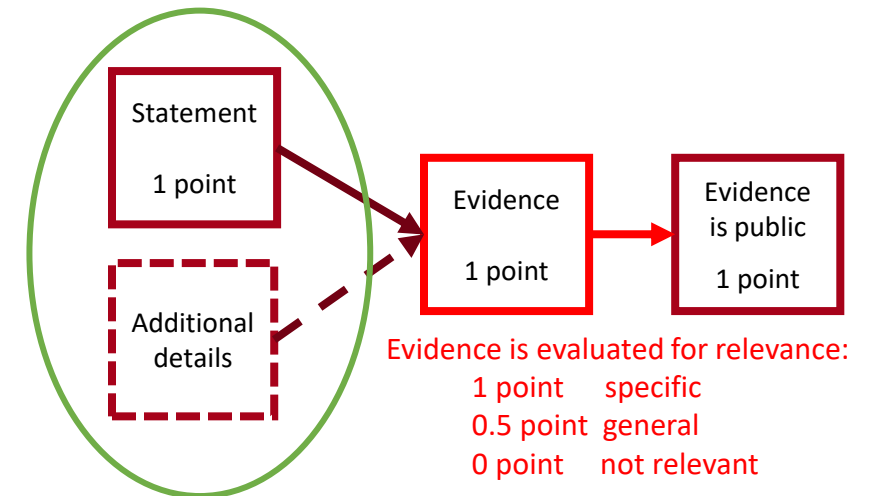
Evaluating qualitative data

How do we calculate the score for evidence?



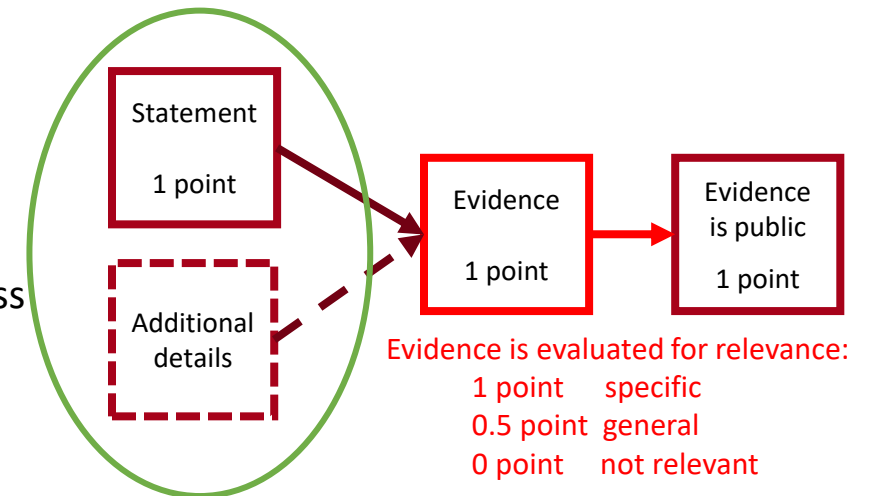
Submitting Evidence: Types

- Multiple evidence – We accept up to 2 pieces of evidence
- URLs are preferred type
- Uploadable types include .doc, .pdf, .xls, .gif, .jpeg, .png
- Video and Audio files are not accepted



Submitting Evidence: Public or Private

- Public evidence gets additional credit
- Universities will be able to select private or public for each piece of evidence
- Accepted as public:
 - University websites that can be accessed by people outside your university network
 - Documents that can be found easily online
 - Google drive documents that are set as open
 - External websites
- Examples of confidential evidence:
 - Documents with sensitive information
 - Google drive documents set as private or only available for those with access to link



Validation Process

We examine the evidence provided

If the first piece of evidence answers the question additional evidence is not examined

If it does not we will look at the second

Use of Comments

Comments should support evidence – **they are not evidence in themselves**

Good use:

- Identifying where answer is in long documents (page!)
- Clarifying how evidence links together
- Where evidence is of a single example in a wider class
- Informing us of status of third parties (NGOs, health organisations etc)



Units of Measurement and Currency

Units of measurement – We use specified units to ensure that we have a consistent way of evaluating the data. **Please do not use other units.**

Where financial data is required you can use relevant local currency

Only one currency can be used within your data submission



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Only one currency can be used within your data submission



Evidence and metrics

- *General*
- *Specific Best Practices*



Times Higher Education
Impact Rankings

General Points on Evidence

Evidence does not need to cover all levels in a question

Evidence does need to cover the relevant year

Evidence that is public is expected to be visible until at least the next data collection period

Evidence of Activities



清洁水协同创新中心
Collaborative Innovation Center for Clean Water

首页 | 中心概况 | 组织结构 | 创新平台 | 协同创新 | 支撑体系 | 人才队伍 | 科学研究 | 合作交流 | 人才培养 | 招生招聘 | 政策规章

中心概况

中心介绍
组建情况
参与单位
协同单位
新闻中心

图片链接

清洁水协同创新中心于2012年根据《教育部、财政部关于实施高等学校创新能力提升计划的意见》组建，联合了南京大学、同济大学、宜兴环保科技园等10所环保领域内的优势高校、科研院所及相关企业，已经过两年的精心培育运行，主要围绕水污染控制与治理领域内的科技研发、人才培养等国家战略展开深度协同。2014年，根据习近平总书记关于治水“十六字方针”、新颁布《中华人民共和国环境保护法》、国务院即将实施的《水污染防治行动计划》等国家关于水污染治理的全新战略思路，经中心管理委员会讨论并经协同中心理事会批准，中心名称由“水污染控制先进技术与装备协同创新中心”变更为“清洁水协同创新中心”，牵头单位由南京大学变更为同济大学，由同济大学副校长伍江教授担任管理委员会主任，理事会、学术委员会、管理委员会等组织机构进行了相应调整。

目前，清洁水协同创新中心已整合了“污染控制与资源化研究国家重点实验室”等4个国家重点实验室、“城市污染控制国家工程研究中心”等4个国家工程中心、1个国家环保高新技术开发区和3个国家科技部技术创新战略联盟，集聚了一大批院士、杰出人才和创新团队等环境领域高端人才，并进一步整合了同济大学联合国环境保护署可持续发展学

Answer yes/no, provide comment and link to evidence.

Evidence can be in local languages

Policies

Policy questions are designed to understand where universities have set or implemented standards of behaviour across the institution.

Sometimes these may not be called 'policies'

Ideally the evidence should say policy, but anything that shows that a set of standards or RULES are implemented are good and can be considered for a generic/specific scoring.

- Acceptable evidence : - Active University policies, code of conduct, code of ethics, any official rules documents, official guidelines...
- Unacceptable evidence: Campaigns, national legislation, action plans, general guidelines, "future" policies/actions...

Where a university is adopting national legislation then we will accept evidence of how the legislation is implemented in the university, or a recognition of the legislation.

Best Practices – Policies

LA TROBE UNIVERSITY

HOME BROWSE A-Z SEARCH BULLETIN BOARD FAQ GLOSSARY

La Trobe Policy Library > Document > Health and Wellbeing Procedure - Smoke Free

Current Version Status and Details Associated Information Historic Versions Future Versions Print Feedback

HEALTH AND WELLBEING PROCEDURE - SMOKE FREE

Hide Navigation

- Section 1 - Background and Purpose
- Section 2 - Scope
- Section 3 - Policy Statement
- Section 4 - Procedures
 - Responsibilities
 - Smoke Free Zones
 - Designated Smoking Areas (Hubs)
 - Smoking and Related Products
 - Enforcement
 - Further Information

This is the current version of this document. To view historic versions, click the link in the document's navigation bar.

SECTION 1 - BACKGROUND AND PURPOSE

- (1) The University is committed to a healthy University environment that is smoke free. Smoking is therefore not permitted on campus grounds.
- (2) The health and wellbeing of our staff and students is integral in our approach to University life. Providing and maintaining a healthy environment for work and study that encourages participation in wellbeing initiatives enables our Policy of health and wellbeing.
- (3) It is in this context, that the University is a smoke free environment.

[Top of Page](#)

SECTION 2 - SCOPE

- (4) Refer to the [Health and Wellbeing Policy](#).

[Top of Page](#)

SECTION 3 - POLICY STATEMENT

- (5) Refer to the [Health and Wellbeing Policy](#).

[Top of Page](#)

SECTION 4 - PROCEDURES

Responsibilities

La Trobe University – Smoke free policy



Standards

Where we ask for standards (for example building standards) we accept that these may not always be in use during the relevant time period

In these cases we expect to see that the standards were adopted before the relevant time period

Recycled waste

We ask for the proportion of recycled waste out of the total waste in the academic year

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.

This could also include waste that is “recycled” into energy.

If the waste is incinerated to convert it into energy, you could include this in waste recycled.



Outreach

What does outreach look like – Outreach programmes or projects to provide services or information to the community

Examples: student volunteering programmes, events, campaigns, educational events...

What does educational outreach look like – Educational outreach programmes or activities aimed at the local community, external to the university community.

Examples: tailored lectures, demonstrations, mentorship programmes, training workshops, open seminars...

Best Practices – Outreach

Lunchtime seminars and clubs

Seminars

Journal / methods club

Shut up and write!

Lunchtime seminars 2021

Our lunchtime seminars showcase the work of national and international academics / researchers. They are free and open to all. They are delivered in accessible academic language. Members of the wider community are welcome to attend.

They are held **every first Wednesday of the month from 12:30 - 1:30 pm** from February to December. And there are also **out-of-session seminars**.

date	presenter	topic
February 3	Professor Brian Oldenburg <i>The University of Melbourne</i>	Implementation Science: A new research paradigm for improving clinical and population health
March 3	Professor Mary Wlodek <i>The University of Melbourne</i>	Impact of pregnancy complications on breast milk, breastfeeding and infant outcomes

La Trobe: Outreach for the community . Clear mention that the outreach is open for all and related to the question at hand.

Sustainability and SDG reporting

12.4 and 17.3 we are looking for different things (although a single document could answer both questions)

12.4 Publication of a sustainability report

Report **does not** need to refer to the SDGs

17.3.x Publication of SDG reports

Reports **do need** to refer to progress against the SDGs.

Can be a single report, or multiple reports .

Previous Impact Rankings submissions do not (by themselves) satisfy this question

Best Practices – SDG reports



SUSTAINABILITY HIGHLIGHTS 2019

CURRICULUM

4 SDG icons (4, 10, 13, 17)

OUR COMMITMENT

"We take seriously the mission to educate our graduates about the critical importance of the Sustainable Development Goals so that they may make a significant difference in the world."

Professor Simon Barrie, Deputy Vice-Chancellor Academic and Vice-President (Academic)

HIGHLIGHTS

1st

digital badge award to Western students. This badge was in recognition of completion of the 21C Sustainability Bootcamp.

2019 FINALIST

for the national HE Green Slam Award Australia 2019 'Benefiting Society' for the RCE SDG Youth Challenge.

OPERATIONS

8 SDG icons (1, 2, 3, 4, 5, 6, 7, 13)

OUR COMMITMENT

"Estate and Commercial are proud of our work as a leader in the Higher Education sector in delivering Green Star accredited buildings that are focused on sustainability metrics."

Mr Peter Pickering, Vice-President (Finance & Resources)

HIGHLIGHTS

8

Green Star accredited buildings constructed on our campuses, with more underway.

living labs

underway addressing campus redevelopment, climate change, sustainable energy, water cycle management, and natural and cultural ecology.

TAKING STEPS CLIMATE ACTION

SDG 13

Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

"Currently there is a significant gap between the aggregate effect of the global signatories' mitigation pledges under the Paris Agreement in terms of global annual emissions and attempts to keep the rate of warming below 2 degrees. Failure to achieve such a goal will make worldwide efforts to end poverty and reverse inequalities more difficult or impossible." KCCA organisers

RESILIENCE PLANNING FOR CLIMATE CHANGE RISKS

A Preliminary Resilience Assessment has been developed to address the risks of climate change on Western campus infrastructure and communities. A series of campus-based workshops identified opportunities for cross-disciplinary engagement and student recognition, adaptation opportunities and integration through Living Labs, communication strategies and best practice.

KNOWLEDGE, CULTURE, CLIMATE ACTION (KCCA): 2019 SOCIAL CRISIS AND CLIMATE EMERGENCY - BEYOND THE PARIS AGREEMENT

With the support of the Australian Embassy in Chile and Ecuador, a team from the Institute for Culture and Society, led by Dr Fiona Cameron and Professor Juan Salazar, co-organised a two-day symposium with Chilean partners including the Center for Climate and Resilience University of Chile, the Millennium Center in Energy and Society and the Research Center for Integrated Disaster Risk Management. Speakers represented research institutions, cultural organisations, and NGOs from 12 countries. With over 200 attendees, mostly young people, the symposium was planned as a COP25 activity to discuss the interconnection between social crises and the climate emergency. The exchange of experiences, scientific evidence, traditional knowledge and youth perspectives underlined the importance of addressing social demands along with environmental and climate challenges. The ultimate goal was to contribute to acceleration of climate actions as stipulated in the 2015 Paris Agreement.

WESTERN SUPPORTS GLOBAL #CLIMATESTRIKE

"It's been the most students of any university in NSW (from Aboriginal and Torres Strait Islander, Pacific, refugee, and low SES backgrounds). We are therefore especially aware of the need to care for the country on which Western Sydney was built, to act urgently to prevent those nations in the Pacific from immediately at risk of rising sea levels, to open our arms to those that the climate crisis inevitably will displace, and to ensure there is a secure and just transition of the workforce to a sustainable economy." Climate Change Student Group

Over 300 students and staff signed the petition to support the global climate strike, and over 50 Western staff and students attended the strike in Sydney city. Western students and staff gained national support to attend this year's global climate strike. This movement was led by student group Climate Caucus and the Western Sydney NTEU branch, with support from the Student Representative Council, the Student Environmental Collective, the Chancellery and others.

PROTEST FOR A FUTURE: SYDNEY

Associate Professor Philippa Collin of Western's Young and Resilient Research Centre is leading a team researching Australian student leadership and participation in the Global Climate Strikes signed with a global study in 19 countries. The project researches and analyses participation in the SchoolStrikeClimate, looking at participant demographics, organising tactics and new intergenerational solidarities for action on climate change. From the September 2019 protests, the research found that while the movement is youth-led and most participants were school students, younger people were strongly supported by Millennials and GenZers, women, and people identifying as working or lower-middle class. Sydney graduate motivations included pressuring politicians to act on climate change, raising awareness and showing solidarity with others. They felt that governments should play a lead role and that global justice must be advanced via climate change action. Importantly the climate protests mobilised people with little or no experience with demonstrations.

Western Sydney University: Sustainability Report 2019, with specific SDG progress reported from the university.

Best Practices – SDG reports

MANCHESTER 1824 The University of Manchester

SUSTAINABLE DEVELOPMENT GOALS

THE UNIVERSITY OF MANCHESTER SUSTAINABLE DEVELOPMENT GOALS

Dr Julian Skyrme
Director of Social Responsibility
The University of Manchester

SUSTAINABLE DEVELOPMENT GOALS

INTRODUCTION

The United Nations' 17 Sustainable Development Goals (SDGs) are our world's call to action on the most pressing challenges and opportunities facing humanity and the natural world. With their unique role in creating and sharing knowledge, universities have a direct role in addressing the challenges set out in *Transforming our world: the 2030 Agenda for Sustainable Development*.

As one of the world's leading research institutions and the UK's only university to have social responsibility as a core goal, The University of Manchester is playing a leading role in tackling the SDGs in four ways: research impact, learning and students, public engagement activity and responsible campus operations.

The quality and scale of our impact against the SDGs has been ranked first in Europe and third in the world in the 2019 Times Higher Education University Impact Rankings. We've also championed sustainable development through higher education as a key signatory to the international SDG Accord which commits ourselves to transparent reporting and goal-setting through publications like this.

This report is aimed at a wide range of local, national and international audiences across the public, private, NGO, policy and education sectors. We hope it stimulates further ideas, actions and collaboration opportunities and partnerships so that, together, we can play a full role in tackling the world's SDGs by 2030.

Dr Julian Skyrme
Director of Social Responsibility
The University of Manchester

GOAL	page
GOAL 1: NO POVERTY	2
GOAL 2: ZERO HUNGER	4
GOAL 3: GOOD HEALTH AND WELL-BEING	6
GOAL 4: QUALITY EDUCATION	8
GOAL 5: GENDER EQUALITY	10
GOAL 6: CLEAN WATER AND SANITATION	12
GOAL 7: AFFORDABLE AND CLEAN ENERGY	14
GOAL 8: DECENT WORK AND ECONOMIC GROWTH	16
GOAL 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE	18
GOAL 10: REDUCED INEQUALITIES	20
GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES	22
GOAL 12: RESPONSIBLE PRODUCTION AND CONSUMPTION	24
GOAL 13: CLIMATE ACTION	26
GOAL 14: LIFE BELOW WATER	28
GOAL 15: LIFE ON LAND	30
GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS	32
GOAL 17: PARTNERSHIPS FOR THE GOALS	34
METHODOLOGY	36
CONTRIBUTION MAPPING	38
UNIVERSITY IMPACT RANKINGS FOR THE SDGs	39
WHAT NEXT?	40
RESEARCH INSTITUTES AND RESEARCH BEACONS	41

Methodology:
CONTRIBUTION MAPPING
UNIVERSITY IMPACT RANKINGS FOR THE SDGs
WHAT NEXT?
RESEARCH INSTITUTES AND RESEARCH BEACONS

The University of Manchester
1st IN EUROPE
Social and environmental impact against the UN Sustainable Development Goals
www.themur.com

2 2 ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

RESEARCH

Food insecurity in the UK
Working with Manchester City Council, Cracking Good Food, Save the Children, Oxfam and other charities, our [Centre for Social Research](#) and Institute for Collaborative Research on Ageing conducted pioneering research to document [food insecurity in the UK](#) following the economic recession. We studied homelessness, street begging, food-bank use and financial difficulties faced by older women, and developed a pilot tool for helping older people with their nutrition. Our research influenced the political debate on food insecurity and raised awareness of the issue in the media.

Sustainable agriculture through electronic engineering
The environmental impacts of intensive agriculture and a growing global population are increasing the need for more effective processes. Researchers in our Department of Electrical and Electronic Engineering are examining how [electronic engineering](#) might improve food supply and sustainable energy production, without increased pressures on our land. E-Agri Manchester aims to use e-devices for precision agriculture, reducing waste, increasing yields and making crops more resilient. This might involve using sensors that detect weeds, nutrient deficiency or low soil moisture. In support of this, we work across various projects including the [Bio-AgriFood](#) programme, a research initiative of the eight most research-intensive universities in the north of England.

PUBLIC ENGAGEMENT
Promoting good agricultural land management in Malawi
Our [Department of Earth and Environmental Science](#) is working with farmers in Malawi, some of the poorest in the world, to help share knowledge about plant and soil management through delivering free workshops and building a laboratory that will be the first of its kind in the country. Malawi is ranked within the five poorest nations of the world and one of the least developed. Its agricultural sector accounts for a third of its GDP and approximately 80% of its overall exports. Agriculture clearly holds great potential for enhancing the social and economic development of communities in Malawi.

Research in numbers:
SDG 2

12,683 publications 2009-18
3.68% of all UK publications 2009-18

130 Citation Impact based on international benchmark of SDG
66 Research outputs 4.00% National contribution




THE UNIVERSITY OF MANCHESTER

Western Sydney University: Sustainability Report 2019, with specific SDG progress reported from the university.

Best Practices – SDG reports

Durham University
Inspiring the extraordinary

Durham University
Annual Report and Financial Statements
for the year ended 31 July 2019

We encourage and support the commercialisation of research for the benefit of society and the wider economy. One such company founded in November 2018, Magnitude Biosciences, provides an automated service to find healthspan extending drugs faster and more cost effectively than current approaches, using novel technology. Magnitude Biosciences assists the ageing research industry and academic researchers in testing compounds, such as food additives and drugs, to understand how they slow down or accelerate the ageing process. *Carrying out ageing research can be challenging because large sample sizes are required to capture the inherent variability in ageing, with the process taking many years to yield results. To tackle this, Magnitude Biosciences tests on nematode worms, called C. elegans, which are tubular-like organisms just about visible to the human eye without magnification. They are an established tool in ageing research due to their short lifespan (two to three weeks) and their size, which allows large quantities to be tested over relatively short study periods.*

The company has developed an innovative 'healthspan machine', which uses small, low cost computers each linked to a camera, to monitor large numbers of nematodes under multiple conditions.

Magnitude Biosciences received £700,000 investment from Sakar Capital and the North East Innovation Fund, supported by the European Regional Development Fund (ERDF) and managed by Northstar Ventures. Since the beginning of 2019, Magnitude has been delivering customer contracts, expanding facilities, and meeting potential customers around the world. At the same time, an exciting new phase of expansion is being planned to ensure that even more research labs can tap into the productivity and repeatability benefits that Magnitude Biosciences brings.

Annual Report 2019 17

Case study: spin-out business

Future plans

As we move further into the ten year Strategy period we will continue to establish critical mass across the University, with significant growth planned in Mathematical Sciences, Computer Science, Durham University Business School, Law and Engineering.

We understand the transformational nature of interdisciplinary research and during 2019/20 we will review our current set of collaborative University Research Institutes, to ensure that they are fit-for-purpose and properly resourced. We will look to build on our contribution to the UN SDGs further with a new Global Strategy which incorporates the SDGs, and with a new high-level group in the University who will take responsibility in order to ensure the SDGs remain a priority for us as an institution.

The 2019/20 academic year will be key to the 2021 Research Excellence Framework (REF) preparations. A mock exercise in 2019 covering publications, impact and research environment, demonstrated that our preparations are significantly further ahead than in previous exercises. I did however highlight several areas requiring extra attention and the relevant academic departments have actioned these throughout summer 2019. A draft submission, with a full and complete assessment of all areas and all ancillary documentation will be conducted. Results of this exercise, due in June 2020, will be accompanied by an analysis of growth across the sector and modelling looking at case study re-profiling (up and down) and the effect on potential income. Alongside finalisation of submission, work will continue on improving quality publication monitoring, impact development and workshops, supported by new initiatives such as the REF publication discovery tool.

Key Performance Indicators	Current (2018/19)	Target (2024/27)
Citations per academic staff member	5rd in the UK (25 ranking)	Top three in the UK
UK research assessment exercises	9 of 23 units of assessment in top third of Russell Group in 2015 (39% of submission)	All units in Russell Group top third
RHD students per academic staff member	158 (2017/18)	2 per academic FTE

Related Risks

Risk	Key Controls
Failure to secure new or maintain existing research grant and contract funding	<ul style="list-style-type: none"> • Lobbying (via the Russell Group) to maintain Government funding of UK Research and Innovation • Diversification of research income streams • Research facilitation function • Conferences, travel and seminar support • Research pricing policies • Research incentives • Improved PhD and postdoctoral funding



26 Durham University

Environmental Impact

Carbon emissions reduced by **18%**



We're working to make Durham one of the most environmentally sustainable universities in the UK. Alongside major investments in our built environment and our teaching and research activities, we have introduced strong environmental policies and procedures. We're working to reduce our carbon emissions and promote increased awareness of environmental issues.

What has been achieved

We have a dedicated environment team, Greenspace, which promotes our environmental policies, plans and procedures, and coordinates environmental activities working with staff and students across the University.

We have strengthened our Energy and Sustainability Team so we can achieve more in this area, and we are working with friends, neighbours and partners to improve the environment we share across our campus and City.

In March 2019, we were proud to sign the Durham County Council 'Single Use Plastic Pledge' committing to significantly reducing and work towards removing, the use of unnecessary single-use plastics from our operations. We will continue to encourage our students, staff, community partners, and other institutions to do the same.

Following consultation with staff and students, we fully divested from investment in fossil fuel extractive industries in late 2018.

Like other institutions, we are benefiting from the reduction of emissions from electricity due to the growth of green technologies i.e. wind and solar. Our carbon emissions for the academic year 2017/18 reduced by 18% against our baseline year 2005/06, and 7% from the previous year. We achieved this through a variety of measures including investing in low and zero carbon technologies for new and refurbished buildings. We have continued to improve energy and water monitoring through the rollout of automatic meter reading devices, improving the accuracy of our reporting and allowing us to identify and act when we see anomalies in activity and initiate repairs or engage occupants in behavioural change initiatives. We are replacing air conditioning equipment that carries a high global warming potential.

By segregating waste on site we have avoided costs of £7,000 (compared to disposing of all waste in a single container). The biggest saving has come from the segregation of food waste, avoiding costs of £32,000. The Greenspace initiative to encourage central recycling rather than desk bins should help produce further savings. Our target to reduce the number of single vehicle occupancy journeys to 50%, as reported by respondents to our annual travel survey was achieved in 2017/18, two years early.

- Our Colleges joined in the Love Food Hate Waste competition leading to an overall reduction of food waste of 1,000kg from the previous year.
- We are partners in the Durham city water refill campaign, offering free water in all our catering outlets.
- We obtain our electricity supply from the Blyth Offshore wind farm in Northumberland.
- Our catering service holds the Marine Stewardship Council fish accreditation.
- We promote sustainable travel through our car-share scheme, reduced bus fares and cycling support.

Future Plans

Attention to environmental sustainability will be increased within the research agenda, the teaching curriculum and the Durham Inspired Award scheme.

We will improve governance regarding environmental compliance, reduce our waste, energy and water consumption proportionally against our growth in staff and student numbers, increase monitoring and improve on the biodiversity of our estate, reduce both local and national emissions and pollutants from our travel creating a smart, sustainable approach to the University Strategy and Estates Masterplan. To this effect an Environmental Action Plan and associated KPIs and targets have been developed. This includes a plan to achieve a 30% reduction in general waste per staff/student FTE by 2019/20. Results show we have currently achieved a 22.6% reduction with a figure of 55.2kg per staff/student FTE. We also aspire to achieve a rate of internal recycling of 70% by 2019/20 from our current rate of 45%.

We acknowledge that there is more work to do, as in some areas our emissions are increasing such as in fleet and business travel. We are working to improve in these areas. Our Sustainable Travel Plan is currently being revised which will set out new travel targets, all of which will avoid a cultural shift and all reduction of our carbon emissions.

Durham University: Annual University Report. Clear mention of the SDGs, and shows the university's progress towards them.



SDG 3 - Metrics





Best Practices

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

Policy Purpose

RCSI prioritises the health and wellbeing of our staff and is committed to creating a supportive and psychologically safe environment where our staff can flourish.

This Mental Health and Wellbeing policy outlines our provisions to prevent and address mental health issues among our staff. Mental health is just as important as physical health. Mental illness may be detrimental to a person, which can impact our happiness, productivity, and collaboration.



Student welfare and well-being

The demands of the healthcare training and work environment are as intense as they are ultimately rewarding. RCSI is committed to encouraging and assisting students to maintain optimum physical and psychological health as a positive platform for academic and professional achievement.

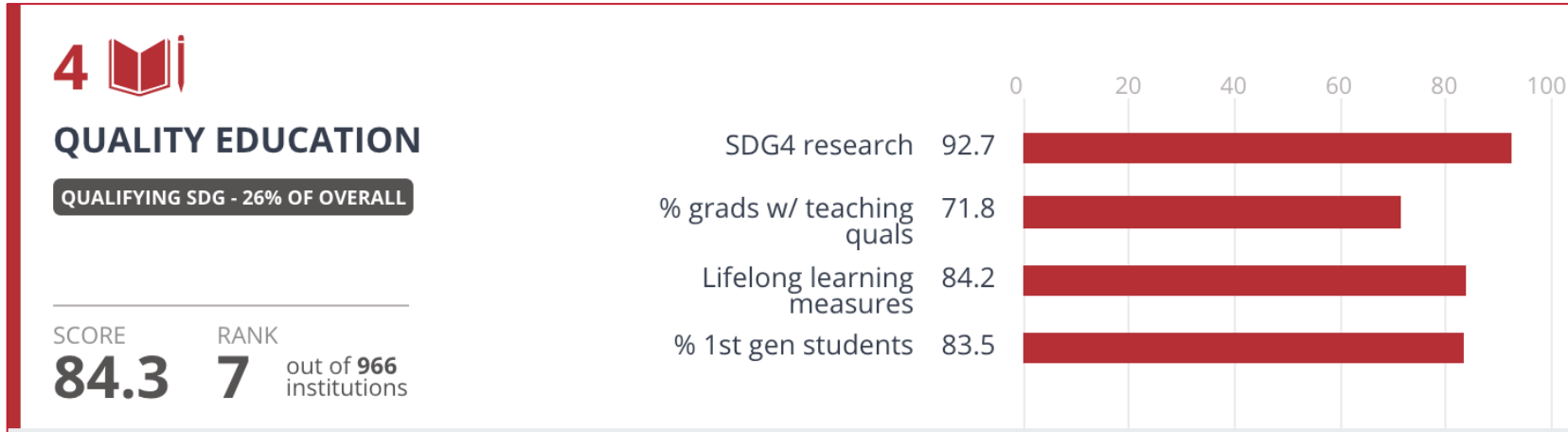
When required, our social worker-led student welfare service provides direct, confidential and practical help, guidance, specialist service referrals and interventions designed to encourage student well-being and promote effective functioning and performance.

The team also proactively collaborates with students to foster positive behaviours and develop personal strategies that encourage self-management and the nurturing of well-being into the future.

RCSI University of
Medicine and Health
Sciences, Ireland



SDG 4 - Metrics





Best Practices – SDG 4

Does your university as a body undertake educational outreach activities beyond campus?

Gerontech mobile lab reaches out to primary school students for smart ageing



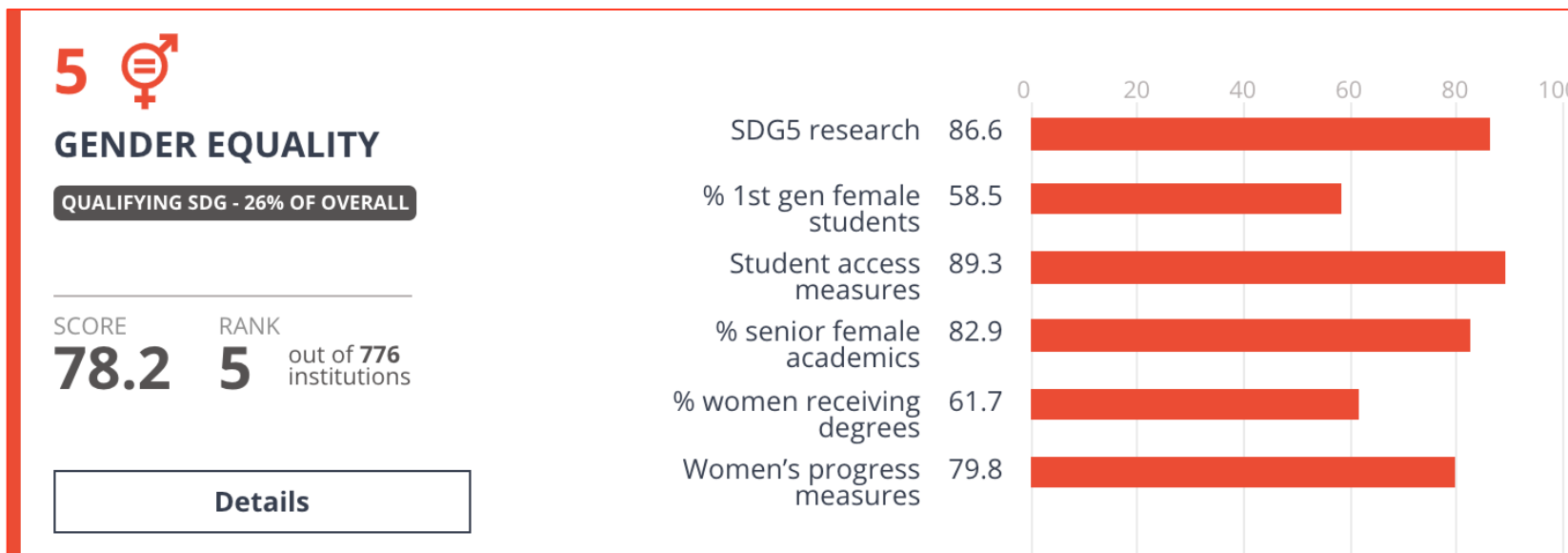
Lingnan University set up a mobile gerontechnology lab in Shaukiwan Tsung Tsin School last month to improve the smart ageing understanding and knowledge of primary school students through demonstrations, booth activities and talks.

LU ambassadors for the elderly demonstrated gerontech healthcare, dining, living and transport products to over 110 students and teachers, and teamed up with the students to show them how to use devices including digital blood pressure monitors, food salt meters

Lingnan University,
Hong Kong

and wheelchairs, giving them first-hand experience of seniors' needs.

SDG 5 - Metrics





Best Practices – SDG 5

Does your university as a body encourage applications by women in subjects where they are underrepresented?



ALMA ORIENTA

[HOME](#)
[PROSPECTIVE STUDENTS](#)
[HIGH SCHOOL](#)
[PARENTS](#)
[CONTACTS](#)

[Home](#) / [Agenda](#) / [NERD project? \(Isn't It Women's Stuff?\)](#)

NERD project? (Isn't It Women's Stuff?)

The NERD Project? (It's Not Stuff for Women?) aims to spread the passion for information technology among young female students in order to guide university choices. Participate in the events (5, 14, 21 February 2021 and 20 May 2021) organized in collaboration with IBM and the Cesena campus.

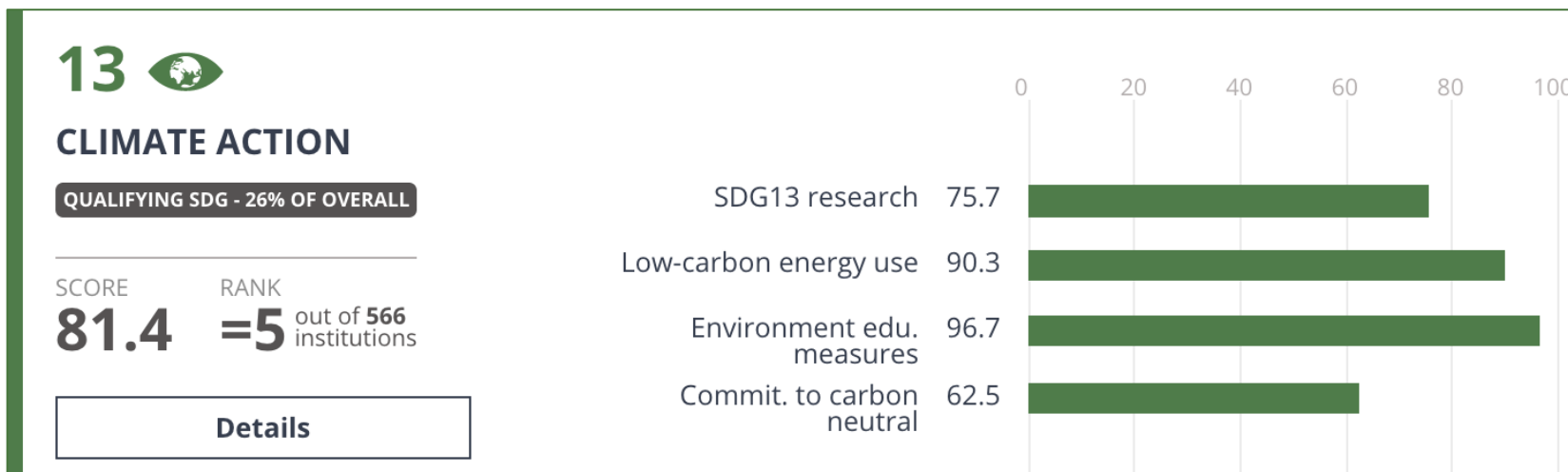


DATE: MAY 01 - MAY 20 , 2021

VENUE: online TEAMS platform

University of Bologna,
Italy

SDG 13 - Metrics





Best Practices

Does your university as a body have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols?

CLIMATE CHANGE ACCOUNTABILITY REPORT (CCAR) 2021

As part of B.C.'s carbon neutral public sector, SFU is required to submit a [Climate Change Accountability Report \(CCAR\)](#) to the B.C. Climate Action Secretariat (Ministry of Environment) and the B.C. Ministry of Advanced Education. The Report summarizes SFU's annual GHG emissions (scope 1 and 2) from the government mandated reporting areas: direct and indirect fuel used for operating building systems (heating, cooling of buildings and electricity) and from consumption of office paper.

[Learn more](#)

SFU GREENHOUSE GAS (GHG) INVENTORY

SFU published its first [GHG Inventory in 2019](#) including scopes 1, 2, and 3. Since then the university has been taking measures to keep track of its GHG emissions. Review the [trends from 2010 – 2021](#).

CLIMATE ACTION AT SFU

As part of SFU's Strategic Sustainability and Climate Action Plan, the university has made strong institutional commitments to mitigate and adapt to climate change. [Learn more](#)

Simon Fraser University, Canada



Additional Support

FAQ page

Impact@TimesHigherEducation.com

Data submission open 18th of September until 10th of November



**Participation
Free to all universities**



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Thank you



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