

2020 THE UNIVERSITY IMPACT RANKINGS

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Impact Rankings 2020 Briefing for the EAUC



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Agenda

- 1. Brief introduction
- 2. Basics of participation
 - Who can join
 - -What you need to do
 - Scoring approach
- 3. An overview of new SDGs



Understanding universities across the world





Young Universities

Reputation

Geographical

Subjects







Vertigo Ventures

- Nearly 10+ years of impact reporting
- We work with leading universities to help them identify, capture and report their impact.
- Mostly through our software product, VV-Impact Tracker, but also through training and eLearning.
- VV-Impact Tracker is now being used by over 6,800 academics and research managers from 38 universities in UK, Australia, Hong Kong and the Netherlands.
- Advisors to the THE Impact Ranking.







Why use the Sustainable Development Goals to measure impact?

- The Sustainable Development Goals are a call for action by all countries poor, rich and middle-income to promote prosperity while protecting the planet.
- They recognize that ending poverty must go hand-inhand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.





What aspects of impact are we exploring?

- Research
 - Research impacts the world by giving us the direction of travel, by helping us to understand how and why to make changes, and by putting this in the context of our beliefs and societies
- Stewardship
 - How we use our resources, fairly and equitably, shapes our impact on the world
- Outreach
 - Working directly with our communities and nations directs our impact within the wider context of society, and amplifies the work we do
- Teaching
 - Teaching the next generation to adopt sustainability in their lives







Most frequently submitted to:

3 GOOD HEALTH AND WELL-BEING 4 QUALITY EDUCATION 5 GENDER EQUALITY

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- 1. Partnerships
- 2. Education
- 3. Health
- 4. Innovation



10 REDUCED INEQUALITIES

16 PEACE JUSTICE

13 CLIMATE ACTION 17 PARTNERSHIPS FOR THE GOALS

8

8 DECENT WORK AND ECONOMIC GROWTH

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9 INDUSTRY, INNOVI AND INFRASTRUC



487

How can universities use this initiative?

- Showcase your commitment to the SDGs
- Identify opportunities for cooperation
- Make data more visible to decision makers
- Change behaviours



Extending the reach of rankings



#17 Iran University of Medical Sciences, Iran



#5 University of Johannesburg, South Africa#10 University of the Western Cape, South Africa



#2 Universiti Sains Malaysia, Malaysia#6 Iran University of Medical Sciences, Iran#16 Metropolitan Autonomous University, Mexico



#4 Abdullah Gül University, Turkey



#9 Bucharest University of Economic Studies, Hungary
#14 International University of Sarajevo, Bosnia and
Herzegovina
#16 Voronezh State University, Russia



#16 JSS Academy of Higher Education and Research, India



#14 Lomonosov Moscow State University, Russian
Federation



#2 Rostov State University of Economics, Russia
#8 University of Indonesia, Indonesia
#16 Koç University, Turkey
#17 National Autonomous University of Mexico, Mexico





Participation

Who can participate?

- Any accredited university with undergraduates
- Submit to one or more SDGs
- Three plus SDG 17 will get included in the overall ranking
- Any university that submits to any SDG will be included in the ranking of that SDG





Evidence evaluation

As well as 'data' we also ask for evidence. How do we assess evidence?

Example:

Do you do X?

- 1. Say you do
- 2. Provide evidence a single good example is fine!
- 3. Evidence is public
- 4. Evidence is recent and, if data, it is open



An example of evidence 4.3 Lifelong learning opportunities provided



LIM Contaction (BLKCPU) / LITTM Foundation / LIM Four Home PAS My USM Y Campuses Y Admission Portals Y Directo

02. Alternative Channel

i.International

This channel is for non-citizens/international students to pursue their tertiary education full-time. A range of programmes are offered to international students such as Pure Science, Applied Science, Arts, Engineering and Health Sciences.

ii.Special Admission

The Special Admission channel is meant exclusively for government staff to pursue their education in any field that is offered. So far, USM offers the Bachelor of Social Science (Honours) (Planning and Management Development Programme) and the Bachelor of Social Work (Honours).

iii.Secondary Channel

This channel is meant exclusively for candidates who are working and who have not had the opportunity to pursue their studies at the tertiary level. Programmes that are offered include Civil Engineering, Technology, Special Education, HBP (Housing, Building and Planning) and Health Sciences

iv.Lifelong Education Programme (Senior Citizens, Sports and Culture Personalities)

The admission of students under the Lifelong Education programme is not only aimed at providing opportunities for individuals who wish to realise their dream of obtaining a degree but also to consolidate and enhance the quality of education while at the same time increasing the level of intellectualism in society. Students selected under this programme will be given a 50% discount on their tuition fees.

a.Sports Personalities

This channel is open to candidates who have STPM/ Matriculation/Pre-U/or Equivalent and who have a minimum of 3 years' experience as a national athelete or who is still active in national sports.

b.Culture personalities

This channel is open to candidates with experience in the field of Arts or with a minimum of 5 years' working experience in a related field and who are nationally recognised.



ACTIVITY MODULE AWARENESS AND KNOWLEDGE OF ESD FOR TEACHERS IN MALAYSIA, CAMBODIA AND VIETNAM







Scoring Overview

- Universities could submit to as many SDGs as they wished
- Each SDGs has 3-6 metrics
- Bibliometrics will always represent the same proportion of overall score, regardless of SDGs chosen



Best three scores are used together with SDG 17



Score





New SDGs in 2020



2 ZERO HUNGER





14 LIFE BELOW WATER



How do Universities act to reduce and remove poverty?



	Metric	Evidence required
1.i	Research	Research into poverty
1.ii	Proportion of students receiving financial aid to attend university because of poverty	 Number of students Number of students receiving significant financial aid
1.iii	University anti-poverty programmes	 Targets to admit students from the bottom two financial deciles Graduation/completion targets for students from the bottom two financial deciles (domestic) Provide support (e.g food, housing, transportation, legal services) for students from poorest families to enable them to complete university Programmes to assist students from the bottom two financial deciles to successfully complete their studies Schemes to support poor students from low income countries
1.iv	Community anti-poverty programmes	 Provide assistance in the local community assisting the start-up of sustainable businesses through relevant education or resources? Provide financial assistance to the local community assisting the start-up of sustainable businesses? Organise training or programmes to improve access to basic services for all Participate in policy work addressing poverty in all its forms?



Universities and the fight against hunger



	Metric	Evidence required
2.i	Research	Research into hunger
2.ii	Campus food waste	Proportion of food wasted/discarded per person on campus
2.iii	Student hunger	 Programme to address student food insecurity/hunger Provide interventions to target hunger among students and staff (e.g. including supply and access to food banks/pantries) Provide sustainable food choices for all on campus, including vegetarian and vegan food Provide healthy and affordable food choices for all on campus
2.iv	Proportion of graduates in agriculture including sustainability aspects	 We are looking for the number of students who were studying any aspect of food sustainability within an agricultural course and successfully completed the course Number of graduates Number of graduates from a relevant agriculture course
2.v	National hunger	 Provide access on food security and sustainable agriculture knowledge/skills/technology to local farmers and food producers Provide events for local farmers and food producers to connect and transfer knowledge Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices Prioritise food purchases to maximise sustainability



Ensuring clean water for all



	Metric	Evidence required
6.i	Research	Research into water
6.ii	Water consumption per person	 Volume of water used per person (including students, staff, and faculty) on campus per year
6.iii	Water usage and care	 A process for the treatment of waste water Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university Provide free drinking water for students, staff and visitors, (e.g. drinking water fountains) Apply building standards to minimise water use Plant landscapes to minimise water usage
6.iv	Water reuse	 Total volume of water recycled and reused as a percentage of the total water consumption
6.v	Water in the community	 Provide educational opportunities for local communities to learn about good water management Actively promote conscious water usage in the wider community Support water conservation off campus Utilise sustainable water extraction technologies on campus and associated university grounds Cooperate with local, regional, national and global governments on water security



How do universities promote and support clean energy?



	Metric	Evidence required
7.i	Research	Energy research
7.ii	University measures	 Policies in place for ensuring all renovation / new builds are following energy efficiency standards Plans to upgrade existing buildings to higher energy efficiency Process for carbon management and to reduce carbon dioxide emissions Have an energy efficiency plan in place to reduce overall energy consumption Undergo energy reviews to identify areas where energy wastage is highest Have a policy on divesting investments from carbon-intensive energy industries especially coal and oil
7.iii	Energy use density	• Energy (GJ) used per m ² floor space of the university buildings
7.iv	Energy and the community	 Help local community learn about importance of energy efficiency and clean energy Promote a pledge toward 100% renewable energy in the community Provide direct services to local industry aimed at improving energy efficiency and clean energy Inform and support government in clean energy and energy-efficient technology policy development Provide assistance for start-ups that foster and support a low-carbon economy/technology



Protecting and enhancing aquatic ecosystems



	Metric	Evidence required
14.i	Research	Research into aquatic ecosystems
14.ii	Supporting aquatic ecosystems through education	 Offer educational programmes on fresh-water ecosystems for local or national communities Offer educational outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices
14.iii	Supporting aquatic ecosystems through action	 Support or organise events that promote conservation and sustainable use of oceans, seas, lakes, rivers and marine resources Policies to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested Work directly to maintain and extend ecosystems and their biodiversity, especially ecosystems under threat Work directly on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems
14.iv	Water sensitive waste disposal	 Have water quality standards and guidelines for water discharges Action plan to reduce plastic waste on campus Policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities
14.v	Maintaining a local ecosystem	 A plan to minimise physical, chemical and/or biological alterations of related aquatic ecosystems Monitor the health of aquatic ecosystems Develop and support programs and incentives that encourage and maintain good aquatic stewardship practices Collaborate with the local community in efforts to maintain shared aquatic ecosystems Apply a watershed management strategy based on location specific diversity of aquatic species



How do universities ensure that life on land is protected?



	Metric	Evidence required
15.i	Research	Research into land ecosystems
15.ii	Supporting land ecosystems through education	 Support and/or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land Policies to ensure that food on campus is sustainably farmed Work directly to maintain and extend ecosystems and their biodiversity especially ecosystems under threat Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities Offer educational outreach for local or national communities on sustainable management of land for agriculture and tourism
15.iii	Supporting land ecosystems through action	 Policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands Policies 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 Include local biodiversity into any planning and development process Policies to reduce the impact of alien species on Campus Collaborate with the local community in efforts to maintain shared land ecosystems
15.iv	Land sensitive waste disposal	 Water quality standards and guidelines for water discharges Policy on reducing plastic waste on campus Policy on waste disposal - covering hazardous materials?



Working across sectors and geographies to achieve the goals, and publishing their performance



	Metric	Evidence required
17.i	Proportion of all SDG research with international coauthorship	 Proportion of all SDG research with (international) coauthors from Lower Income countries
17.ii	Relationships with NGOs, Regional and National Government	 Have direct involvement in, or input into, national government SDG policy development Initiate and participate in cross-sectoral dialogue about the SDGs Participate in international collaboration on gathering or measuring data for the SDGs Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs Collaborate with NGOs to tackle the SDGs
17.iii	Publish outputs across all SDGs	Which of the 17 SDGs does your university publish outputs for
17.iv	Education for the SDGs	• A commitment to meaningful education around the SDGs across the university



17.iv Education for the SDGs

A commitment to meaningful education around the SDGs across the university.

Schemes that can be used for evidence include:

- Sulitest
- Other international programme
- National or regional programme
- Internally defined programme





Key Dates

- Data collection opens 14th October 2019
- Data collection closes 3rd January 2020
- Impact rankings publication 23rd April 2020

The 2020 University Impact Rankings will be launched at the **Impact and Innovation Summit at KTH in Sweden 22nd -24th April 2020**.



FAQs

- 1. If submitting data on the same metrics as last year, can we submit the same evidence that we submitted last year?
 - 1. Yes, if evidence is still applicable and considered BEST piece of evidence for question asked.
 - 2. For policies, we also require an institution to submit policy created and policy reviewed dates. If both dates are not available, we require at least one date reference. The institution needs to make sure that relevant dates are entered in fields provided.
- 2. Are you looking for volume of evidence?
 - 1. No, please submit your best examples. Up to 3 evidence items can be submitted.
- 3. Can the key words be released that Elsevier will be using for the research metrics?
 - 1. Elsevier is currently undergoing a keyword revision. They will then share the keywords and integrate the SDGs directly into SciVal. Once all is complete it will be public.



Additional Resources

- <u>Methodology overview</u>
- FAQs
- Data collection spreadsheet
- <u>Data collection guide</u> Available in the THE submissions portal in Chinese, English, Japanese, Spanish
- <u>General rules for providing evidence</u>





Next steps

- If you would like to participate or have any questions, please email Impact@TimesHigherEducation.com
- THE Impact Ranking SDG Poster available with all the metrics
- Read the THE Impact Rankings User Guide, available on THE Data Portal







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