USER GUIDE

THE UNIVERSITY IMPACT RANKINGS

Version 1.5.1
Date 08/10/2019

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1. INTRODUCTION

Welcome to the *Times Higher Education* University Impact Rankings. *THE* is collecting data this year to develop a ranking of university impact to be published for the second time in 2020.

The *THE* University Impact Rankings are based on the United Nations Sustainable Development Goals (SDGs) https://www.un.org/sustainabledevelopment/sustainable-development-goals/

For the second edition of these rankings we will be focussing on all seventeen Sustainable Development Goals.

SDG1:	No Poverty
SDG2:	Zero Hunger
SDG3:	Good Health and Wellbeing
SDG4:	Quality Education
SDG5:	Gender Equality
SDG6:	Clean Water and Sanitation
SDG7:	Affordable and Clean Energy
SDG8:	Decent Work and Economic Growth
SDG9:	Industry, Innovation and Infrastructure
SDG10:	Reduced Inequalities
SDG11:	Sustainable Cities and Communities
SDG12:	Responsible Consumption and production
SDG13:	Climate Action
SDG14:	Life Below Water
SDG15:	Life On Land
SDG16:	Peace, Justice and Strong Institutions
SDG17:	Partnership for the Goals

We understand that universities may not record evidence of impact for all SDGs, therefore we have developed two options to allow as many universities as possible to participate in these rankings.

OPTION 1: OVERALL IMPACT RANKINGS

To be considered for the overall *THE* University Impact Rankings you must submit data for at least **four** out of the seventeen Sustainable Development Goals (SDGs).

- **SDG17 – Partnerships for the Goals** is mandatory; plus
- Three or more elective SDGs from the list of non-mandatory SDGs.

OPTION 2: RANKING FOR AN INDIVIDUAL SUSTAINABLE DEVELOPMENT GOAL

If you do not have complete data for four SDGs, it is possible to be considered for inclusion in one or more rankings of individual Sustainable Development Goals. For this option, you can elect to submit data for any of the seventeen SDGs we are focussing on.

1.1 Mandatory SDG

SDG17 – Partnership for the Goals

This is mandatory for inclusion in the overall Impact Rankings.

1.2 Non-mandatory SDGs

SDG1:	No Poverty
SDG2:	Zero Hunger
SDG3:	Good Health and Wellbeing
SDG4:	Quality Education
SDG5:	Gender Equality
SDG6:	Clean Water and Sanitation
SDG7:	Affordable and Clean Energy
SDG8:	Decent Work and Economic Growth
SDG9:	Industry, Innovation and Infrastructure
SDG10:	Reduced Inequalities
SDG11:	Sustainable Cities and Communities
SDG12:	Responsible Consumption and production
SDG13:	Climate Action
SDG14:	Life Below Water
SDG15:	Life On Land
SDG16:	Peace, Justice and Strong Institutions

To be eligible for inclusion in the *THE* University Impact Rankings, under option 1 or option 2, a university will teach at undergraduate level and will be accredited by a recognised accreditation body.

2. RECOMMENDATIONS

Before submitting your institutions data, we recommend that the following checks are carried out:

Test your data collection account login:

Log in to the *THE* data portal - https://secure.timeshighereducation.co.uk/wur/portal with your registered email address and password. If you are unable to log in or have forgotten your password, please click on the "*Forgot password"* link next to the log in button.

Consider downloading Google Chrome:

The recommended browser for the *THE* data portal is Google Chrome. However, if you do not have access to Google Chrome, you will still be able to submit your data.
THE are continually updating the system to improve your user experience across the latest version of all browsers.

Check your submission by printing a preview before submitting:

For a complete listing of data entered for your selected SDGs:

- Select "Review, print & submit" in the main menu.
- Click on the "Print" button.

When you are happy with your completed data, check the box at the bottom of the page to confirm your agreement with the term and conditions. Then submit by clicking on the "Submit" button at the bottom of the page.

What's next? After you have submitted your data, the *THE* Data team will perform validation exercises to ensure the data is consistent. We will be in touch should we have questions or need more information.

Need more help? If you cannot find the answers to your questions in the FAQ section at the end of this document or in the information in the data collection form as well as other supporting documents, please email impact@timeshighereducation.com Alternatively contact us via telephone +44 (0) 2039634700 during UK office hours (Monday to Friday: 9am to 5pm).

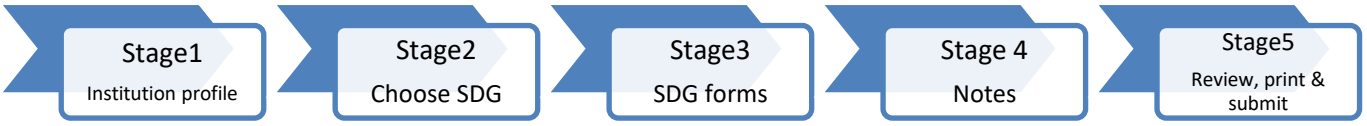
3. DATA SUBMISSION

3.1 Submission process

Log into the *THE* Data Portal by following the instructions sent to you by email, and select the "Impact Ranking 2020". You will then be presented with the *THE* Data Portal Introduction page. We recommend that you thoroughly read and follow the information displayed here before you begin the data collection.

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

There are five stages in the data collection process:



STAGE 1 - Institution profile:

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

STAGE 2 – Choose SDGs:

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

STAGE 3 – SDG forms:

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

  It should *not* include:
    - Video
    - Audio files

Where the evidence refers to only part of a document, please indicate the relevant part(s) in the "*Comments*" section.

Your university will retain copyright of all documents sent to *THE*.

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

STAGE 4 - Notes:

This section provides an opportunity to give context to information submitted in the Data section. Click on 'Notes' at the top of the page to access this section.

- Use the text field provided to clarify aspects of the data you have submitted. Do not forget to mention the SDG and data field you are referring to.
- If not done under data submission, provide any URLs to sites utilised here or reference to other relevant and appropriate documents.
- Click 'Next to review' to save, **but not submit**, any data at this stage. Click 'Back to SDG Forms' if you want to continue entering data for selected SDGs.

STAGE 5 – Review, print & submit:

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

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

3.2 Useful information when submitting data

3.2.1 Year

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

This year we will be collecting institutional data for **2018**. 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 the portal is defined as follows:

- The calendar year January to December 2018
- The academic year that ended in 2017-18
- The financial year that ended in 2018

However, note that these are only examples. You may use the most appropriate annual cycle that best fits your data, **but ends in 2018.**

3.2.2 Language

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

3.2.3 Subsidiary & affiliated institutions

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

1. DATA FIELD DEFINITIONS

The following guidelines apply to all fields.

4.1 Reporting financial / monetary numbers & estimations

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

Monetary values should be reported in the currency you selected within the portal’s ‘Institution’ section. If you need to alter this, please contact us. We then use World Bank “purchasing-power parity”

conversion rates to convert to a common denomination.

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

4.2.1 Full-Time Equivalent (FTE)

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

For this data collection we are asking for FTE (Full-Time Equivalent) counts.

If there are issues providing a value calculated as FTE, please provide the value calculated as headcount and provide an explanation in the caveat section.

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

1.0 FTE may be thought of as one person working full time for a year, while an FTE of 0.5 means half of a full work or study load. The FTE for a student or staff member could be calculated as the total number of hours worked (or modules studied) during the year, divided by the number of working hours or modules of a full time person.
In some institutions, students are on flexible "credit hours". In such cases, please report them in terms of one year's worth of full-time credit hours. E.g. if a year requires 50 credit hours to complete, then a student that enrols to 25 credit hours in their first year is 0.5 FTE.

4.2.2 Headcount

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

- Number of graduates

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

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

4.3 Data definitions

Please find the definition of each data field below:

SDG17: PARTNERSHIPS FOR THE GOALS Revitalise the global partnership for sustainable development. *Mandatory for inclusion in overall THE University Impact Rankings*				
SDG reference ID	**METRIC**	**TYPE**	**Definition**	**CATEGORY NOTES**
17.2	**Relationships with NGOs, Regional and National Government**	Picklist		Answer yes/no, provide comment and link to evidence. Does your university as a body: 17.2.1.) Have direct involvement in, or input into, national government SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management 17.2.2) Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government/NGOs 17.2.3) Participate in international collaboration on gathering or measuring data for the SDGs

				17.2.4) Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs 17.2.5) Collaborate with NGOs and/or businesses to tackle the SDGs through: • Student volunteering programmes • Research programmes • Development of educational resources NOTE: **cross-sectoral dialogue** refers to a collaborative effort in which parties from different societal sectors pool resources to provide solutions to (perceived) SDG-related issues.
17.3	**Sustainability report**	Continuous	Publication of output reports across all 17 SDGs	17.3.1) Indicate for which SDG(s) your university publishes a sustainability report as part of the overall annual university report 17.3.2) Indicate for which SDG(s) your university publishes a sustainability report as a separate report 17.3.3) Indicate for which SDG(s) data is published in an open format NOTE: **Open data** means that the data itself can be easily read and used by others – ideally under an open license. Technically this can mean many things, but usually documents and images wouldn't be counted: spreadsheets, csv, and API

				access would. • For example, evidence for this metric could be that you have published an Annual Report as part of the global SDG Accord (www.sdgaccord.org). If so please indicate which of the SDGs are covered in the report.
17.4	**Education for the SDGs** (NEW for 2020)	Picklist		Answer yes/no, provide comment and link to evidence. Does your university as a body: 17.4.1) Have a commitment to meaningful education around the SDGs across the university? • some programmes • all programmes NOTE: Schemes that can be used for evidence include: • Sulitest • Internal • The GREEN Programme
SDG1 - NO POVERTY (NEW for 2020) End poverty in all its forms everywhere.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
1.2	**Proportion of students receiving financial aid to attend university because of poverty**	Continuous **Number of students**	This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other	The metric is about the university providing financial aid to students so they have enough money to meet their basic needs.

			qualification, referring to year 2018.	Basic needs include food, water, accommodation, clothing, sanitation, education, healthcare, internet. In this context we are following the World Bank definition, defining poverty in absolute terms. NOTE: **Students**: Typically these will be undergraduate AND postgraduate students who are studying for higher education programmes such as bachelor's, master's, doctoral or other equivalent degrees or components of those programmes, but NOT postdoctoral students. This will only include significant programmes: typically they will be three or more years in length It will include visiting/exchange students who are studying for programmes that result in credits at your institution (e.g. incoming students). It will include students on placements. (By placements we mean outbound placements – so students studying abroad for a year as part of a language degree, or students on a work placement. We are not referring to inbound placements.) It will NOT include exchange students who are currently studying at another institution (e.g. outgoing exchange students, who are not currently studying for credits at your institution).
		Continuous **Number of low-income students receiving financial aid**	This is the FTE (Full Time Equivalent) number of low-income students who receive significant financial aid because of poverty. The number should refer to year 2018.	

				It will NOT include students who are not currently active. NOTE: '**Financial assistance**' examples include long- and short term support: • 'tuition assistance' that does not require repayment • bursaries (non-repayable lump sums or annual stipends to students who are in most financial need) • financial aid packages including low interest loans (borrowed money that needs to be replayed but with low interest) and work-study funds (work-study programme through which to earn money to help paying for study) option in addition to grants (financial aid that doesn't need to be repaid) or scholarships (financial aid that doesn't need to be repaid) • tax benefits • vouchers for study related expenses, e.g. for books, computers, supplies • support for food, housing, transportation, legal services NOTE: Financial aid must be provided by, or directed by, the institution.
1.3	**University anti-poverty programmes**	Picklist	These are programmes by the university designed or intended to relieve poverty.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 1.3.1) Have targets to admit students who fall into the bottom 20% of household income group in the country? (domestic)

				1.3.2) Have graduation/completion targets for students who fall into the bottom 20% of household income group in the country? (domestic) 1.3.3) Provide support (e.g. food, housing, transportation, legal services) for students from poorest families to enable them to complete university? • free • subsidised 1.3.4) Have programmes to assist students who fall into the bottom 20% of household income group in the country to successfully complete their studies? 1.3.5) Have schemes to support poor students from low income countries (e.g. offering free education, grants)? NOTE: As reference for 1.3.5 we are using the World Bank list of economies (June 2019) that categorises 31 countries under the 'low income' group. The current classification by income in XLS format can be downloaded here.
1.4	**Community anti-poverty programmes**	Picklist	These are programmes and/or activities designed or intended to relieve poverty. These programmes can be community-led but they will be supported by the university.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 1.4.1) Provide assistance in the local community assisting the start-up of

				sustainable businesses through relevant education or resources? (e.g. mentorship programmes, training workshops, access to university facilities)? • free • paid 1.4.2) Provide financial assistance to the local community assisting the start-up of sustainable businesses? 1.4.3) Organise training or programmes to improve access to basic services for all? • directly • indirectly 1.4.4) Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions? • local • regional • national • global NOTE: **Basic services** refers to Health (covering Nutrition, Child mortality) and Standard of living (covering cooking fuel, sanitation, drinking water, electricity, housing, assets) NOTE: **Sustainable business**, or a green business, is an enterprise that has minimal negative impact on the global or local environment, community, society, or economy.

SDG2 – ZERO HUNGER (NEW for 2020) End hunger, achieve food security and improved nutrition and promote sustainable agriculture.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
2.2	**Campus food waste**	Continuous **Total food waste**	This is the total of food that is discarded or lost uneaten by all catering services on campus in year 2018.	NOTE: **Food waste** can occur at each level of the food production process: production, handling and storage, processing, distribution and consumption. Causes can also vary, but usually they are related to inadequate market systems (unsanitary, small, lack of proper cooling equipment), in-proper transportation of fresh products, production of excess food, too large quantities purchased/displayed, large portion meals, attitude that disposing is cheaper than re-using. NOTE: Currently, this is only for food waste from student/staff catering. NOTE: **Employees:** Typically, an employee in legal terms is a person who is hired for a wage, salary, fee or payment to perform work for an employer. This does not include consultants. "Workers" and "staff" are employees. The term 'employee' includes all academic staff. NOTE: **Students**: see 1.2 NOTE: This does NOT include campus visitors and/or summer school population.
		Continuous **Number of campus population**	This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees.	

2.3	**Student hunger**	Picklist	Students at risk of being food insecure, which means they do not have access to nutritious, affordable food.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 2.3.1) Have a programme in place on student food insecurity/hunger? 2.3.2) Provide interventions to target hunger among students and staff? (e.g. including supply and access to food banks/pantries) 2.3.3) Provide sustainable food choices for all on campus, including vegetarian and vegan food? • all food outlets • selected food outlets 2.3.4) Provide healthy and affordable food choices for all on campus? • all food outlets • selected food outlets NOTE: **Food insecurity** is defined as a state of being without reliable access to a sufficient quantity of affordable, nutritious food. Having this policy in place shows commitment to continuous 'interventions', not just one offs. NOTE: **Healthy food choices**: provide body with essential nutrition: fluid, macronutrients, micronutrients, and adequate calories NOTE: **Sustainable food choices**: produced, processed, distributed and disposed of in ways that aspects, such as

				the terms organic or Fairtrade, are clearly covered. Sustainable food choices therefore refer to: • trusted sources • environmentally sustainable management of the land and natural environment • no exposure to manufactured herbicides or artificial fertilisers • no or low level of pesticides • protection of diversity of both plants and animals and the welfare of farmed and wild species • avoidance of damaging or wasting natural resources or contributing to climate change • contributions to thriving local economies and sustainable livelihoods • establishment of trading partnership, based on dialogue, transparency and respect
2.4	**Proportion of graduates in agriculture including sustainability aspects**	Continuous **Number of graduates**	This is the total headcount number of graduates at all levels from your institution in year 2018.	This metric tries to capture whether your institution actively teaches food sustainability within accredited undergraduate and postgraduate agriculture courses. NOTE: **Graduates:** This includes all graduations: • ISCED 6: Bachelor's or equivalent level, • ISCED 7: Master's or equivalent level • ISCED 8: Doctoral or equivalent level This will include significant programmes only, for example, this will be three or more years in length for undergraduate degrees.
		Continuous **Number of graduates from agriculture courses including sustainability aspects**	This is the headcount number of graduates at all levels who were studying any aspect of food sustainability within an agricultural course and successfully completed the course in year 2018.	

				For this data point we also include postgraduate qualifications. A graduate is a person who has successfully completed a course of study or training resulting in an award or qualification. NOTE: **Number of graduates from agriculture courses including sustainability aspects** is a subset of the total number of graduates. NOTE: **Food sustainability element within agriculture courses**: Food sustainability here covers the following factors: sustainable farming practices, animal welfare, low environmental impact, protecting public health, good employment practices and fair working conditions.
2.5	**National hunger**	Picklist	A university's effort against hunger aggregated at national level. Hunger here is defined as a severe lack of food which causes suffering or death, capturing the concept of food security.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 2.5.1) Provide access on food security and sustainable agriculture knowledge/skills/technology to local farmers and food producers? • free • paid 2.5.2) Provide events for local farmers and food producers to connect and transfer knowledge? • free

				• paid 2.5.3) Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices? • free • paid 2.5.4) Prioritise purchase of products from local, sustainable sources? NOTE: Food security exists "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life" NOTE: It is said that the most frequent cause for hunger is poverty; so people don't have adequate income to purchase or produce enough food for themselves and their families. In addition, if there is inadequate investment in agricultural research, training and/or infrastructure, food production is likely to decline instead increase. So that happens if farmers lack access to improved seeds, fertilizers, pesticides due to lack of money and if they then also lack knowledge and information on how to use what they have effectively/efficiently. Farmers can also lack skills to protect food crops in field and skills to process/store food. Also, inappropriate land-use can damage natural resources which is a lifeline for them.

				It is crucial to invest in human resources, meaning putting their knowledge/information at the centre of agricultural and development efforts – universities can be at the forefront of that.
SDG3 – GOOD HEALTH AND WELLBEING Ensure healthy lives and promote well-being for all at all ages.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
3.2	**Number of students graduating in health professions**	continuous **Number of graduates**	This is the total headcount number of graduates at all levels from your institution in year 2018.	The metric tries to show how universities are contributing to the education of health professionals. NOTE: **Graduates:** see 2.4 NOTE: The **Number of graduates in health professions** is a subset of the total number of graduates. NOTE: This does not require them to be fully qualified in the profession, since further practical experience may be necessary. NOTE: Possible degrees are: General Medicine, Dentistry, Midwifery, Radiography, Nursing, Pharmacy, Physiotherapy, Optometry, Public Health, Mental health (including psychology) NOTE: CIP codes 34, 42 and 51 can be used as reference for the US
		Continuous **Number of graduates in health professions**	This is the headcount number of graduates at all levels in health professions in year 2018.	

				NOTE: This may also include qualifications which do not, on face value, look like they fall under 'Heath professions', but have been assigned a subject code in subjects allied to medicine.
3.3	**Health impact**	Picklist	Action to improve global or local health & wellbeing	Answer yes/no, provide comment and link to evidence. Does your university as a body: 3.3.1) Have current collaborations with local or global health institutions to improve health & wellbeing outcomes? • local collaborations • national collaborations • global collaborations 3.3.2) Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health & wellbeing including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and wellbeing related topics? • ad hoc • as part of an ongoing programme 3.3.3) Share sports facilities with the local community, for instance with local schools or with the general public? • with free access • with charged access 3.3.4) Provide students access to sexual and reproductive health-care services including information and education services?

				• free • charged 3.3.5) Provide students and staff with access to free mental health support? • free • charged 3.3.6) *NEW FOR 2020:* Have a 'smoke-free' policy? • smoking-free campus • smoking in designated areas NOTE: A **collaboration** is an on-going formal/informal activity/interaction over a period of time together. • local: within the same town/city as (one of) your campus(es) • national: working with a nation-wide institutions/organizations • global: working with institutions/organizations with global influence/operations

SDG4 – QUALITY EDUCATION

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

SDG reference ID	METRIC	TYPE	DEFINITION	CATEGORY NOTES
4.2	**Number of graduates who gained primary school teaching qualifications**	Continuous **Number of graduates**	This is the total headcount number of graduates at all levels from your institution in year 2018.	The metric tries to show how universities are ensuring that primary education is adequately resourced. NOTE: **Graduates**: see 2.4 NOTE: **Number of graduates who gained a**
		Continuous **Number of graduates who gained a qualification that**	This is the headcount number of graduates at all levels who gained a qualification that entitled them to teach at primary school	

		entitled them to teach at primary school level	level, referring to year 2018.	**qualification that entitled them to teach at primary school level** is a subset of the total number of graduates. NOTE: For this data point we also include postgraduate teaching qualifications (e.g. PGCE). NOTE: Please state which courses are designed to prepare for teaching at primary level, e.g. teacher training programmes
4.3	**Lifelong learning opportunities provided**	Picklist	Lifelong learning opportunities provided	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 4.3.1) Provide access to educational resources for those not studying at the university – e.g. computers, library, online courses, access to lectures? • free • charged 4.3.2) Host events at university that are open to the general public: public lectures, community educational events? • ad-hoc • on programmed basis 4.3.3) Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not

				attending the university; this specifically excludes courses like MBA) and/or vocational training? • ad-hoc • on programmed basis 4.3.4) Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus – e.g. in local schools, in the community, including voluntary student-run schemes? • On an ad hoc basis • As part of an ongoing planned programme 4.3.5) Have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender?
4.4	**Proportion of 1st generation students**	Continuous **Number of students starting a first degree**	This is the FTE (Full Time Equivalent) number of persons who are starting a first degree at the university in year 2018. This equates to "freshman" in US.	The metric is set to demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind. NOTE: **'First degree'**: this will include significant programmes only -typically they will be three or more years in length. This will include bachelor's and other equivalent degrees, equivalent to Unesco ISCED-2011 Level 6. (See ISCED-2011) This will NOT include individual master's degrees, PhDs or programmes for occupational skills.
		Continuous **Number of first generation students starting a first degree**	This is the FTE (Full Time Equivalent) number of students starting a first degree that are first generation students. First generation students are those who report that they are the first person in their immediate family who attended university. Provide data for people who were starting the first degree in year 2018.	

				This will NOT include students doing a master's degree or other postgraduate degree (except as part of a joint bachelor's programme as listed above), PhD students or students of programmes for occupational skills. This will include degrees where the bachelor's degree is included as part of the course and results in a single qualification (applicable for some masters and "diplom" courses) NOTE: **Number of first generation students starting a first degree** is a subset of the total number of students starting a first degree.
SDG5 – GENDER EQUALITY Achieve gender equality and empower all women and girls.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
5.2	**First generation female**	Continuous **Number of women starting first degrees**	This is the FTE (Full Time Equivalent) number of students starting a first degree in year 2018 who are female.	The metric is set to demonstrate that universities are actively supporting disadvantaged women students. NOTE: **First degree**: see 4.4 NOTE: **Number of women starting first degrees** is a subset of the number of students starting a first degree. NOTE: **Number of first generation women starting first** degrees is a subset of the
		Continuous **Number of first generation women starting first degrees**	This is the FTE (Full Time Equivalent) number of first generation students starting a first degree in year 2018 who are female. First generation students are those who report that they are the first person in their immediate family who attended university.	

				number of women starting a first degree.
5.3	**Access measures**	Picklist	Methods that universities are using to ensure that women can access Higher Education, referring to 'students' and NOT academic staff or employees.	Answer yes/no and provide comment and link to evidence. For all policies provide year policy created and last reviewed Does your university as a body: 5.3.1) Systematically measure/track women's application rate, acceptance/entry rate and study completion rate at the university? 5.3.2) Have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance/entry, and participation at the university? 5.3.3) Provide women's access schemes? • mentoring • scholarships • other targeted support 5.3.4) Encourage applications by women in subjects where they are underrepresented? • through university outreach • through collaboration with other universities and/or community groups and/or government and/or NGOs in regional or national campaigns

				NOTE: **Application rate** with reference to 5.3.1): the ratio of the number of students who are admitted to a university to the number of total applicants that applied to that academic year. NOTE: **Graduation (study completion) rate** with reference to 5.3.1): the percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the programme. The focus will be on only undergraduate students. NOTE: **University outreach** with reference to 5.3.4): universities offering a wide range of information, events and resources to help inspire female students to apply subjects where they are underrepresented. NOTE: **Collaboration** with reference to 5.3.4): universities and/or community groups and/or government and/or NGOs are working together to create and run campaigns on regional or national level to encourage women to apply in subjects in which they are underrepresented. (e.g.STEM)

5.4	**Proportion of women in senior positions**	Continuous **Number of senior academic staff**	This is the FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university, referring to year 2018.	The metric is set to show that universities are promoting women appropriately and that their leadership reflects gender balance. NOTE: **Academic staff** is staff employed in an academic post, e.g. lecturer, reader, professor who teach, research or do both. This equates to 'faculty' in US. NOTE: '**Academic staff' who have senior status** in universities (For example in the US this may include fully tenured): • Professorships / deanships • Chancellorships (rector / president) • Vice-chancellorships • Deputy vice-chancellorships This includes administrative position like rector, vice-rector and dean (since they are part of the academy) This does not include honorary posts University roles are including teaching and research but can also include: • research only staff • assistant and associate professors • permanent staff and staff employed on a long-term contract basis 'Academic staff' in general does NOT include: • research assistants, clinicians of all types (unless they also have an academic post), technicians and staff that support the general infrastructure
		Continuous **Number of female senior academic staff**	The FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university that are female, referring to year 2018.	
		Continuous **Number of academic staff**	The FTE (Full Time Equivalent) number of staff employed in an academic post, eg, lecturer, reader, professor who teach, research or do both. This equates to 'faculty' in US. Provide data referring to year 2018.	

				of the institution or students (of all levels). • staff that hold an academic post but are no longer active (e.g. honorary posts or retired staff) or visiting staff. • clinicians from affiliated hospitals unless they also have an academic post and a sizeable portion of their workload involves teaching or research. NOTE: **Number of female senior academic staff** is a subset of number of senior academic staff.
5.5	**Admissions gender mix**	Continuous **Number of first degree graduates by subject area**	This is the headcount number of students who have been awarded an undergraduate or first academic degree for successfully completing a taught undergraduate programme by broad subject area in year 2018.	The metric is set to ensure that women that are admitted to university graduate at an appropriate rate. NOTE: **First degree**: see 4.4 NOTE: **Broad subject areas** are: (see 5.14 under Frequently Asked Questions for mapping guidance) • STEM • Medicine • Arts & Humanities / Social Sciences NOTE: This does not require them to be fully qualified in the profession, since further practical experience may be necessary. NOTE: **Number of first degree graduates by subject area** is a subset of the number of first degree graduates.
		Continuous **Number of female first degree graduates by subject area**	This is the headcount number of first degree graduates that are female by broad subject area in year 2018.	
		Continuous **Number of first degree graduates**	This is the headcount number of students who have been awarded an undergraduate or first academic degree for successfully completing a taught undergraduate programme in year 2018.	

				NOTE: **Number of female first degree graduates by subject area** is a subset of the number of first degree graduates by subject area.
5.6	**Progress measures**	Picklist	Policies and action to support women's success at university	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body have: 5.6.1) A policy of non-discrimination against women? 5.6.2) A policy of non-discrimination for transgender people? 5.6.3) Maternity and paternity policies that support women's participation? 5.6.4) Accessible childcare facilities for students which allow recent mothers to attend university courses? Free Paid 5.6.5) Childcare facilities for staff and faculty? • Free • Paid 5.6.6) Women's mentoring schemes, in which at least 10% of female students participate?

				5.6.7) Measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap? 5.6.8) A policy that protects those reporting discrimination from educational or employment disadvantage? NOTE: The **Non-discrimination policy for 5.6.1 and 5.6.2) should also cover aspects/policies on inappropriate sexual behavior.** Inappropriate sexual behavior, is a term which encompasses a variety of behaviors, including sexual conversation or content, comments and jokes of a personal or sexual nature, obscene gesturing, touching or hugging another person, exposing body parts or disrobing, and masturbating in public. NOTE: **Non-discrimination** with reference to 5.6.1 and 5.6.2): the principle of non-discrimination seeks "to guarantee that human rights are exercised without discrimination of any kind based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, sexual orientation and gender identity, health status, place of residence, economic and social situation".

SDG6 - CLEAN WATER AND SANITATION (NEW for 2020) Ensure access to water and sanitation for all.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
6.2	**Water consumption per person**	Continuous **Volume of water used in the university** • **Total** • **Inbound (treated / extracted water)** • **Collected from rain water** • **Reused/recycled water**	Volume of water used (in litres) in total and from different sources in 2018.	Here we look at the volume of water used per person (including students, staff and faculty) on campus per year. NOTE: The TOTAL includes water from different sources: • Inbound (treated / extracted water) • Collected from rain water • Reused/recycled water NOTE: This excludes second use of grey/reused water. NOTE: **recycled/reused water** includes wastewater from sinks, showers, dish washers, washing machines. This does NOT include wastewater from toilets. NOTE: **Wastewater** in general is any water that has been affected by human use (domestic, industrial, commercial and/or agricultural activities). Wastewater comes in three main types: namely Blackwater, Greywater and Yellow water. This is wastewater that originates from toilet fixtures, dishwashers, and food preparation sinks. It is made up of all the things that you can imagine going down the toilets, bath and sink drains.
		Continuous **Number of campus population**	This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees.	

				The three main characteristics of wastewater are: Physical Characteristics (e.g. turbidity, colour), Chemical Characteristics (e.g. due to chemical impurities), Biological Characteristics (e.g. due to contaminants) NOTE: We expect the sum of inbound, collected and reused water to add up to the total volume. NOTE: We expect these figures (Volume of water used) to be rounded figures. NOTE: **Employees:** see 2.2 NOTE: **Students**: see 1.2 NOTE: This does NOT include campus visitors and/or summer school population
6.3	**Water usage and care**	Picklist	Shows how the university conserves, appropriately uses and protects the quality and quantity of water sources.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 6.3.1) Have a process in place to treat waste water? 6.3.2) Have processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university? 6.3.3) Provide free drinking water for students, staff and visitors (e.g. drinking water fountains)?

				6.3.4) Apply building standards to minimise water use? (relevant standards to be indicated) 6.3.5) Plant landscapes to minimise water usage? (e.g. use drought-tolerant plants) NOTE: **Building standards** are requirements, regulations and technical guidance, to ensure buildings are safe, efficient and sustainable. They can vary by country but the mutual aim is to ensure that policies set out in a relevant area are carried out.
6.4	**Water reuse**	Continuous **Volume of water used in the university** • **Total** • **Reused/recycled water**	Total volume of water used (in litres) in 2018 and Volume of reused/recycled water used (in litres) in 2018	Here we look into the total volume of water recycled and reused as a percentage of the total water consumption. NOTE: The TOTAL includes water from different sources: • Inbound (treated / extracted water) • Collected from rain water • Reused/recycled water NOTE: This excludes second use of grey/reused water. NOTE: **recycled/reused water** includes wastewater from sinks, showers, dish washers, washing machines. This does NOT include wastewater from toilets. NOTE: **Wastewater** in general is any water that has been affected by human use

				(domestic, industrial, commercial and/or agricultural activities). Wastewater comes in three main types: namely Blackwater, Greywater and Yellow water. This is wastewater that originates from toilet fixtures, dishwashers, and food preparation sinks. It is made up of all the things that you can imagine going down the toilets, bath and sink drains. The three main characteristics of wastewater are: Physical Characteristics (e.g. turbidity, colour), Chemical Characteristics (e.g. due to chemical impurities), Biological Characteristics (e.g. due to contaminants) <u>NOTE:</u> We expect these figures to be rounded figures.
6.5	**Water in the community**	Picklist	Direct outreach and engagement initiatives by the university to address the community's water management and/or water usage.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 6.5.1) Provide educational opportunities for local communities to learn about good water management? • free • paid 6.5.2) Actively promote conscious water usage? • on campus • wider community 6.5.3) Support water conservation off campus?

				6.5.4) Utilise sustainable water extraction technologies on associated university grounds off campus? 6.5.5) Cooperate with local, regional, national, global governments on water security? • local • regional • national • global NOTE: **Water extraction** is the process of taking water from any source, either temporarily or permanently, be it for flood control, irrigation or for the use as drinking water. However, diverting river water or groundwater through built infrastructure at campus or associated university grounds alters the surface water quantity and quality and thereby disrupts the natural flows through streams, rivers, and lakes. Therefore, technologies need to be designed and applied sustainably, so they meet the needs of a particular community / location.
SDG7 - AFFORDABLE AND CLEAN ENERGY (NEW for 2020) Ensure access to affordable, reliable, sustainable and modern energy for all.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
7.2	**University measures**	Picklist	Looking at university measures and policies which when considered would battle the harms of climate change and	Answer yes/no, provide comment and link to evidence.

			help achieve the goal of reducing emissions and provide a clean environment.	For all policies provide date policy created and last reviewed Does your university as a body: 7.2.1) Have a policy in place for ensuring all renovations / new builds are following energy efficiency standards? (*relevant standards to be indicated*) 7.2.2) Have plans to upgrade existing buildings to higher energy efficiency? 7.2.3) Have a process for carbon management and reducing carbon dioxide emissions? 7.2.4) Have an energy efficiency plan in place to reduce overall energy consumption? 7.2.5) Undergo energy reviews to identify areas where energy wastage is highest? 7.2.6) Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil? NOTE: with reference to 7.2.1) relevant standards could be LEED certification. If you are following your government guidelines/policies – please provide a link to your government website.
7.3	**Energy use density**	Continuous **Total energy used**	Total energy used in Gigajoule (GJ)	Energy use density looks into energy used per floor space of university buildings. For total energy used, the unit of measurement should be: Gigajoule (GJ)
		Continuous	Floor space of the university buildings in	

		University floor space	square metre (m2)	We look at units of energy used by an individual, event, organization, or product (at university). We focus on all that is: • owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers), • consumed by the university (e.g. purchased electricity) NOTE: 'total' energy used includes both, energy generated by the university and energy purchased by the university. NOTE: For **floor space**, the unit of measurement should be square metre (m2) NOTE: In both cases, energy used and floor space, we are solely focusing on buildings for now. You can include sports stadia if it can be referred to as building space. We expect this figures to be a rounded figure.
7.4	**Energy and the community**	Picklist	Direct outreach helping community to return to renewable energy sources and to reduce environmental impacts.	Answer yes/no, provide comment and link to evidence. Does your university as a body: 7.4.1) Provide programmes for local community to learn about importance of energy efficiency and clean energy? 7.4.2) Promote a pledge toward 100% renewable energy (petitions, meetings, discussions, events)?

				7.4.3) Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options) • free • paid 7.4.4) Inform and support government in clean energy and energy-efficient technology policy development? • local • regional • national • global 7.4.5) Provide assistance for start-ups that foster and support a low-carbon economy/technology?
SDG8 - DECENT WORK AND ECONOMIC GROWTH Promote inclusive and sustainable economic growth, employment and decent work for all.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
8.2	**Employment practice**	Picklist	Commitment to good employment practices: for example paying staff living wage, union recognition, policies against exploitation (incl. early stage researchers), process to appeal, etc.	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body : 8.2.1) Pay all staff and faculty at least the living wage, defined as the local "living wage" (if government defines this) or the

				local poverty indicator for a family of four (expressed as an hourly wage)? 8.2.2) Recognise unions & labour rights (freedom of association & collective bargaining) for all, including women & international staff? 8.2.3) Have a policy on discrimination in the workplace (including discrimination based on religion, sexuality, gender, age)? 8.2.4) Have a policy commitment to no forced labour, no modern slavery, no human trafficking and no child labour? 8.2.5) Have a policy on guaranteeing equivalent rights of workers if/when outsourcing activities to third parties? 8.2.6) Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps? 8.2.7) Measure/track pay scale gender equity? 8.2.8) Have a process for employees to appeal on employee rights and/or pay? NOTE: **Discrimination** with reference to 8.2.3): the university does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

				NOTE: **Pay scale equity** is equal pay for work of equal value. Equal Pay for Equal Work addresses situations in which men and women do the same work. The Pay Equity Act requires employers to pay female jobs at least the same as male jobs if they are of comparable value.
8.3	**Inward investment /economic impact**	Continuous **University expenditure**	Total university expenditure in last financial year	NOTE: **Expenditure** here refers to the five main categories: • Staff costs • Fundamental restructuring costs • Other operating expenses • Depreciation • Interest and other finance costs NOTE: this does not include: • Capital • Spending on new buildings NOTE: **Fundamental restructuring costs**: Restructuring costs are costs a company incurs during corporate restructuring. They are nonrecurring operating expenses, which show up as a line item on the income statement and they are used to calculate net income. They are classified as an unusual and infrequent expense. Restructurings may occur during a major reconfiguration of business operations or during a change in upper-level management at a company. Restructuring charges often include cash costs, accrued liabilities, asset write-offs, and employee severance pay due to layoffs.
		Continuous **Number of employees**	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2018.	
		Continuous **Number of academic staff**	The FTE (Full Time Equivalent) number of staff employed in an academic post, eg, lecturer, reader, professor who teach, research or do both. This equates to 'faculty' in US. Provide data referring to year 2018.	

				NOTE: Typically, an **employee** in legal terms is a person who is hired for a wage, salary, fee or payment to perform work for an employer. This does not include consultants. "Workers" and "staff" are employees. This includes all academic staff. NOTE: **University roles** are including teaching and research but can also include: • research only staff • assistant and associate professors • permanent staff and staff employed on a long-term contract basis This should NOT include: • research assistants, clinicians of all types (unless they also have an academic post), technicians and staff that support the general infrastructure of the institution or students (of all levels). • staff that hold an academic post but are no longer active (e.g. honorary posts or retired staff) or visiting staff. • clinicians from affiliated hospitals unless they also have an academic post and a sizeable portion of their workload involves teaching or research.

8.4	**Employment placements**	Continuous **Number of students**	This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2018.	NOTE: **Students:** see 1.2 NOTE: **Students with work placements** is a subset of the number of students. It will include students on not paid for work placements.
		Continuous **Number of students with work placements for more than a month**	This is the FTE (Full Time Equivalent) number of students with work placements (required as part of the course) of more than a month, referring to year 2018.	
8.5	**Employment security**	Continuous **Number of employees on contracts of over 24 months**	This is the FTE (Full Time Equivalent) number of 'employees' employed in the year 2018 on contracts of over 24 months.	NOTE: **Employee:** see above, data point 8.3 NOTE: **Employees on contract** is a subset of the number of employees. This excludes short-term contracts that are explicitly to cover maternity leave.
		Continuous (same as in 8.3) **Number of employees**	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2018.	

SDG9 - INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure, promote sustainable industrialization and foster innovation.

SDG reference ID	METRIC	TYPE	DEFINITION	CATEGORY NOTES
9.3	**Spin-offs**	Continuous **Number of university spin-offs**	These are defined as registered companies set-up to exploit intellectual property that has originated from within the institution. They must still be active and have been established at least 3 years ago.	This is the sum of the two subsets: **Number of spin-offs with some institution ownership** These are defined as registered companies set-up to exploit intellectual property that has originated from within the institution, and where the institution continues to

				have some ownership. They must still be active and have been established at least 3 years ago. **Number of formal spin-offs, not owned by the institution** These are defined as registered companies set-up based on intellectual property that has originated from within the institution but which the institution has released ownership. They must still be active and have been established at least 3 years ago.
9.4	**Industry income from industry**	Continuous **Research income by subject area**	The income your institution has received during this year specifically for research purposes by subject area	NOTE: **Research income** to be provided in the currency previously identified as that used by your institution NOTE: **Broad subject areas** are: (see 5.14 under Frequently Asked Questions for mapping guidance) • STEM • Medicine • Arts & Humanities / Social Sciences This may be the result of short-term contracts or longer-term research units. This will include income received from industry or other commercial bodies This is externally sponsored research and it will NOT include; general funding for your institution, income that is generated by your institution (e.g. donations, awards won, investments or commercialisation) or teaching income.
		Continuous **Number of academic staff per subject area**	This is the FTE (Full Time Equivalent) number of staff employed in an academic post, e.g. lecturer, reader, professor who teach, research or do both by subject area. This equates to 'faculty' in US. Provide data referring to year 2018.	

				This is the gross income. NOTE: **academic staff** see 8.3 NOTE: **academic staff per subject area** is a subset of the total number of academic staff.
SDG10 - REDUCED INEQUALITIES Reduce inequality within and among countries.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
10.2	**First generation students**	Continuous **Number of students starting a first degree**	This is the FTE (Full Time Equivalent) number of persons who are starting a first degree at the university in year 2018. This equates to "freshman" in US.	The metric is set to demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind. NOTE: **students starting a first degree** and **first generation students starting a first degree** see 4.4
		Continuous **Number of first generation students starting a first degree**	This is the FTE (Full Time Equivalent) number of students starting a first degree that are first generation students. First generation students are those who report that they are the first person in their immediate family who attended university. Provide data for people who were starting the first degree in year 2018.	
10.3	**Percent of international students from low income nations with aid**	Continuous **Number of first degree students**	This is the FTE (Full Time Equivalent) number of first degree students, referring to ISCED 6: Bachelor's or equivalent level students. Provide data referring to year 2018.	NOTE: Programmes at ISCED level 6, or Bachelor's or equivalent level, are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification.
		Continuous **Number of first degree**	This is the FTE (Full Time Equivalent) number of first degree students, referring	

		international students from developing countries	to ISCED 6: Bachelor's or equivalent level students, whose nationality differs from the country where institution is based and whose nationality refers to a low or low middle income country and who receive financial aid, provide data referring to year 2018.	Programmes at this level are typically theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions. NOTE: **Number of international students from developing countries** is the sum of international students from Low income countries and Lower middle income countries (as defined by the World Bank) who receive financial support to study. NOTE: **first degree international students from developing countries** (who receive financial aid): this financial support must significantly support their studies, including fees, housing and living costs, study materials NOTE: **first degree international students from developing countries** (who receive financial aid) is a subset of the number of first degree students
10.4	**Percent of students with disabilities**	Continuous **Number of students**	This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2018.	NOTE: **Number of students** see 1.2 NOTE: **Disability:** different countries have different definitions of disabilities, for this calculation disabilities may be defined to include only impairments, or impairments and activity limitations, or impairments, activity limitations and participation restrictions (as defined by the ICF (International Classification of Functioning,
		Continuous **Number of students with disability**	This is the FTE (Full Time Equivalent) the number of students in all years and of all programmes (that lead to a degree, certificate, institutional credit or other	

			qualification) with a disability, referring to year 2018.	Disability and Health), providing a standard language and framework for the description of health and health-related states. The ICF describes 'impairments' by "Functions of the Body and Structures of the Body", it also describes the "activities & participation" that individuals can or cannot engage with/ without assistance. Both, "impairments" and "activities and participation" are further contextualized by 'environmental factors' and 'personal factors', which could render the person with impairments more or less capacity to perform. For the UN in the Convention on the rights of persons with disabilities: "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (Article 1) "Disability is an evolving concept and (…) results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others" For more on measuring disabilities read here.

10.5	**Percent of staff with disabilities**	Continuous **Number of employees**	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2018.	NOTE: **Employees:** see 8.3 NOTE: **Disability:** see above, data point 10.4
		Continuous **Number of employees with disability**	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, with disabilities in year 2018.	
10.6	**Measures against discrimination**	Picklist	Action to support participation and success of underrepresented groups	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 10.6.1) Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions, which is publicly posted? 10.6.2) Measure/track applications & admissions of underrepresented (and potentially underrepresented) groups Including ethnic minorities, low income students, non-traditional students, women, LGBT students, disabled students etc.? 10.6.3) Deliver programs to recruit students/staff/faculty from under-represented groups? 10.6.4) Have anti-discrimination and anti-harassment policies?

				10.6.5) Have a diversity and equality committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus? 10.6.6) Provide mentoring / counselling / peer support programs to support students, staff, faculty from underrepresented groups? 10.6.7) *NEW FOR 2020:* Provide accessible facilities for people with disabilities? 10.6.8) *NEW FOR 2020:* Provide support services for people with disabilities? (e.g. personal assistants, interpreters) 10.6.9) *NEW FOR 2020:* Provide access schemes for people with disabilities? • mentoring • other targeted support 10.6.10) *NEW FOR 2020:* Have reasonable accommodation policy/strategy implemented, including adequately funded mechanism for persons with disability? NOTE: Metric 10.6.10 is present in the 'United Nations Disability Inclusion Strategy'. Here, 'reasonable accommodation' is defined as '…necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to

				persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (CRPD, Article 2)'. NOTE: **Positive discrimination**, with reference to 10.6.1): Positive discrimination: measures aim to foster greater equality by supporting groups of people who face, or have faced, entrenched discrimination so they can have similar access to opportunities as others in the community. NOTE: with reference to 10.6.4): **Anti-discrimination:** policies opposed, prevented, against discrimination. **Anti-harassment:** policies opposed to someone harassing, alarming or distressing another person with his or her behaviour in the university.
SDG11 - SUSTAINABLE CITIES AND COMMUNITIES Make cities inclusive, safe, resilient and sustainable.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
11.2	**Arts and heritage**	Picklist	Access to, and strengthening of, local cultural and natural heritage	Answer yes/no, provide comment and link to evidence. NOTE: sports facilities are excluded Does your university as a body: 11.2.1) Provide public access to buildings and/or monuments of cultural significance?

				• free access • paid access 11.2.2) Provide public access to libraries including books and publications? • free access • paid access 11.2.3) Provide public access to museums, exhibition spaces / galleries and/or works of art and artifacts? • free access • paid access 11.2.4) Provide free public access to open spaces and green spaces? 11.2.5) Contribute to local arts, in terms of number of annual public performances of university choirs / theatre groups / orchestras etc.? • ad hoc • ongoing programme 11.2.6) Deliver projects to record and/or preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge?
11.3	**Spend on Local Arts and Heritage**	Continuous **University expenditure**	Total university expenditure in last financial year	NOTE: **University expenditure** see 8.3 NOTE: **University expenditure on arts and heritage** this does include: • operating expenditure on libraries, museums, galleries, exhibition spaces, theatres and open spaces provided there is some element of public access
		Continuous **University expenditure on arts and heritage**	University expenditure spent on supporting arts and heritage in last financial year	

				• expenditure on conservation and maintenance of open spaces or historic buildings or artifacts • expenditure on musical resources (e.g. instruments) also counts if there is some public benefit. <u>NOTE:</u> this does NOT include: • sports facilities • capital spending on new buildings <u>NOTE:</u> Total operating expenditure should exclude faculty salaries but should include non-faculty staff salaries and outsourced activities.
11.4	**Sustainable practices**	Picklist	Action towards more sustainable transportation and housing	Answer yes/no and provide comment and link to evidence. Does your university as a body: 11.4.1) Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles)? 11.4.2) Undertake actions to promote the % of more sustainable commuting (e.g. provision of free or subsidised buses or shared transport schemes, provision of bicycle parking & storage facilities, provision of cycle tracks, a bicycle and pedestrian plan or policy, bicycle sharing programme, free or reduced price transit passes, car/van pool or ride sharing

				programme, reduced parking fees or preferential parking for carpool or vanpool users, car sharing programme, provision of electric vehicle recharging stations, preferred parking for fuel-efficient vehicles)? 11.4.3) Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, and/or offer a condensed working week to reduce employee commuting? 11.4.4) Provide affordable housing for employees? 11.4.5) Provide affordable housing for students? 11.4.6) Prioritise pedestrian access on campus? 11.4.7) Work with local authorities to address planning issues/development, including ensuring that local residents are able to access affordable housing? 11.4.8) Build new buildings to sustainable standards? *(if 'yes', are you following a national standard or body, e.g. the world green building council, that certifies it? Please indicate.)* 11.4.9) Build on brownfield sites, where possible (brownfield sites are those where there has been previous, recent building)?

				NOTE: **Brownfield sites:** different countries may define 'brownfield sites' differently. E.g. **UK**: a site on which there has been previous, recent building OR previously developed land—with or without any level of contamination—that is currently underused or unused. E.g. **US**: a property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant. NOTE: **affordable housing**, with reference to 11.4.5) and 11.4.6): housing which is deemed affordable to those with a median household income or below as rated by the national government or a local government by a recognized housing affordability index. NOTE: **Sustainable standards**: with reference to 11.4.8): an example could be 'LEED Green Building Certification'
SDG12- RESPONSIBLE CONSUMPTION AND PRODUCTION Ensure sustainable consumption and production patterns.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
12.2	**Operations**	Picklist	Action towards responsible consumption and production	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body:

				12.2.1) Have a policy on ethical sourcing of food and supplies? 12.2.3) Have a policy on waste disposal - covering hazardous materials? 12.2.4) Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled? 12.2.5) Have policies around use minimisation - Of plastic? 12.2.6) Have policies around use minimisation - Of disposable items? 12.2.7) Do these policies extend to outsourced suppliers and the supply chain - Services? 12.2.8) Do these policies extend to outsourced suppliers and the supply chain - Supplier outsourced services? NOTE: '**services'** (with reference to 12.2.7) refer to contracted services on campus (e.g. food catering/canteens, cleaning, security guards, etc.) NOTE: **'Supplier outsourced services'** (with reference to 12.2.8) refer to suppliers of equipment, stationary, and building contracts. NOTE: **Ethical sourcing** is the process of ensuring the products being sourced are obtained in a responsible and sustainable way, that the workers involved in making them are safe and treated fairly and that

				environmental and social impacts are taken into consideration during the sourcing process. NOTE: **Hazardous materials**: any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors. NOTE: **Disposable items:** single use items
12.3	**Percentage of waste recycled**	Continuous **Amount of waste generated**	Amount of waste (in tonnes) generated	This data point feeds into the 'Percentage of waste recycled' metric and is used to calculate the 'Proportion of waste not sent to landfill (in tonnes)'. NOTE: **Waste** defined as waste of a material, substance, or by-product eliminated or discarded as no longer useful or required after the completion of a process. NOTE: **waste recycled** includes composting.
		Continuous **Amount of waste recycled**	Amount of waste (in tonnes) recycled	
		Continuous **Amount of waste sent to landfill**	Amount of waste (in tonnes) sent to landfill	
12.4	**Publication of sustainability report (with inclusions)**	Picklist	Publication of a sustainability report in period 2017 to 2019.	Please state whether sustainability report is: • annual • bi-annual • less frequent An example of a sustainability report for institutions that have signed the global SDG Accord http://www.sdgaccord.org/) would be the public Annual Report that the Accord requires.

SDG13 – CLIMATE ACTION Take urgent action to combat climate change and its impacts.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
13.2	**Low carbon energy use**	Continuous **Total energy used**	Total energy used in Gigajoule (GJ)	This metric is used to understand the carbon footprint of energy use at the university. The unit of measurement should be: Gigajoule (GJ) We look at units of energy used by an individual, event, organization, or product (at university). We focus on all that is: • owned or controlled by the university (e.g. fuels used for vehicles, heaters, boilers), • consumed by the university (e.g. purchased electricity) NOTE: 'total' energy used includes both, energy generated by the university and energy purchased by the university. NOTE: **No-fossil fuels** (alternative fuels include bio-alcohol (methanol, ethanol, butane), refuse-derived fuel, chemically stored electricity (batteries and fuel cells), hydrogen, non-fossil methane, non-fossil
		Continuous **Energy used from low-carbon sources:** • No fossil fuels • Renewable sources (biomass, hydropower, geothermal) • Power generation sources (wind, solar, nuclear) • Electricity (renewable) • Electricity (nuclear)	Energy used from low-carbon sources in Gigajoule (GJ)	

				natural gas, vegetable oil, propane and other biomass sources.) NOTE: **Renewable Energy (Biofuel, Biomass, Biogas):** Bioethanol, Biodiesel, Biomethane, Biodiesel (from used cooking oil), Biodiesel (from tallow). Wood logs, Wood chips, Wood pellets, Grass/straw. Biogas, Landfill gas We expect these figures to be a rounded figure.
13.3	**Environmental Education including Disaster Planning**	Picklist	Local education projects and collaborations on climate change impacts, mitigation and adaptation; including disaster planning	Answer yes/no, provide comment and link to evidence. Does your university as a body: 13.3.1) Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning? 13.3.2) Have a university Climate Action plan, shared with local government and/or local community groups? 13.3.3) Participate in co-operative planning for climate change disasters, working with government? • local • regional 13.3.4) Inform and support local or regional government in local climate change disaster/risk early warning and

				monitoring? 13.3.5) Collaborate with NGOs on climate adaptation? NOTE: **Climate Action Plan**, with reference to 13.3.2): a Climate Action Plan is a detailed and strategic framework for measuring, planning, and reducing greenhouse gas (GHG) emissions and related climatic impacts.
13.4	**Commitment to carbon neutral university** (NEW for 2020)	Continuous **Carbon neutrality already achieved in:** **Carbon neutrality achieved by:**	Commitment to be or to become a carbon neutral university	This data point feeds into the 'Carbon neutrality' metric and is used to indicate whether the university has already achieved its commitment to be a carbon neutral university or whether it is working on its realization. Commitment to achieve carbon neutrality at the university: • achieved already in: (indicate year) • achieved by: (indicate year)
SDG14 – LIFE BELOW WATER (NEW for 2020) Conserve and sustainably use the oceans, seas and marine resources.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
14.2	**Supporting aquatic ecosystems through education**	Picklist	Direct outreach maintaining ecosystems in rivers, lakes, seas	Answer yes/no, provide comment and link to evidence. Does your university as a body: 14.2.1) Offer educational programmes on fresh-water ecosystems (water irrigation practices, water

				management/conservation) for local or national communities? • free • paid 14.2.2) Offer educational programme / outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism? • free • paid 14.2.3) Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices? • free • paid NOTE: **Aquatic ecosystem** is an ecosystem in a body of water. Examples of aquatic ecosystems include lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.
14.3	**Supporting aquatic ecosystems through action**	Picklist	Direct outreach maintaining ecosystems in rivers, lakes, seas	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 14.3.1) Support and/or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources?

				14.3.2) Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested? 14.3.3) Work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat? 14.3.4) Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems? NOTE: **Aquatic ecosystem** is an ecosystem in a body of water. Examples of aquatic ecosystems include lakes, ponds, streams, wetlands, rivers, estuaries and the open ocean.
14.4	**Water sensitive waste disposal**	Picklist	A carefully managed practice and responsibility by the university with the aim to prevent potential harm to humans, animals, or the environment.	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 14.4.1) Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare, etc.)? 14.4.2) Have an action plan in place to reduce plastic waste on campus?

				14.4.3) Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities?
14.5	**Maintaining a local ecosystem**	Picklist	Maintenance of aquatic ecosystems associated with the university	Answer yes/no, provide comment and link to evidence. Does your university as a body: 14.5.1) Have a plan to minimise physical, chemical and/or biological alterations of related aquatic ecosystems? 14.5.2) Monitor the health of aquatic ecosystems? 14.5.3) Develop and support programs and incentives that encourage and maintain good aquatic stewardship practices? • ad-hoc • on-going 14.5.4) Collaborate with the local community, e.g. through partnerships, in efforts to maintain shared aquatic ecosystems? 14.5.5) Have implemented a watershed management strategy based on location specific diversity of aquatic species?

SDG15 – LIFE ON LAND (NEW for 2020) Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
15.2	**Supporting land ecosystems through education**	Picklist	Explores how universities are working towards supporting ecosystems that they don't directly control.	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 15.2.1) Support and/or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land? 15.2.2) Have policies to ensure that food on campus is sustainably farmed? 15.2.3) Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat? 15.2.4) Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities? • free • paid 15.2.5) Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture and tourism? • free

				• paid NOTE: **Biodiversity** can be understood as a measure of variation at the genetic, species, and ecosystem level. High biodiversity is therefore an indicator of ecosystem health and has been shown to have direct links to human health.
15.3	**Supporting land ecosystems through action**	Picklist	Explores how universities deal with land based ecosystems for which they have, or share, responsibility. This may include their campuses.	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 15.3.1) Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands? 15.3.2) Have a policy to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habitats in areas affected by the operation of your university? 15.3.3) Include local biodiversity into any planning and development process (e.g. construction of new buildings)? 15.3.4) Have a policy to reduce the impact of alien species on Campus? 15.3.5) Collaborate with the local community, e.g. through partnerships,

				in efforts to maintain shared land ecosystems?
15.4	**Land sensitive waste disposal**	Picklist	A carefully managed practice and responsibility by the university with the aim to prevent potential harm to humans, animals, or the environment.	Answer yes/no, provide comment and link to evidence. For all policies provide date policy created and last reviewed Does your university as a body: 15.4.1) Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare, etc.)? 15.4.2) Have a policy on reducing plastic waste on campus? 15.4.3) Have a policy on waste disposal - covering hazardous materials? NOTE: **Hazardous materials**: any item or agent (biological, chemical, radiological, and/or physical), which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors.

SDG16 - PEACE, JUSTICE AND STRONG INSTITUTIONS Promote just, peaceful and inclusive societies.				
SDG reference ID	**METRIC**	**TYPE**	**DEFINITION**	**CATEGORY NOTES**
16.2	**Governance**	Picklist	Elected representation of university stakeholders on the governing body, policy and processes to involve local non-university stakeholders	Answer yes/no and provide comment and link to evidence. Does your university as a body: 16.2.1) Have elected representation on the university's highest governing body from: • students (both undergraduate and graduate) • faculty • staff (non-faculty employees) 16.2.2) Recognise a students' union? 16.2.3) Have written policies and procedures to identify local stakeholders external to the university and engage with them? 16.2.4) Have an existence of participatory bodies to recognize and engage local stakeholders, Including local residents, local government, local private, local civil society representatives? 16.2.5) Have a publication of the university's principles and commitments on organized crime, corruption & bribery? 16.2.6) Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach

				publicly about the area of their research)? 16.2.7) Have a publication of university financial data? • as open data NOTE: **Open data** means that the data itself can be easily read and used by others – ideally under an open licence. Technically this can mean many things, but usually documents and images wouldn't be counted: spreadsheets, csv, and API access would. A pdf does not count as 'open data'. NOTE: **Student union**, with reference to 16.2.2): students' organization in a university or college which organizes leisure activities, provides welfare services, and represents students' political interests.
16.3	**Participation in local, regional and national government (and others)**	Picklist		Answer yes/no and provide comment and link to evidence. Does your university as a body: 16.3.1) Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence)? • local • regional • national 16.3.2) Provide outreach, general education, upskilling and capacity-building

				to policy- and law-makers on relevant topics e.g. economics, law, technology, climate change? 16.3.3) Undertake policy-focused research in collaboration with government departments? 16.3.4) Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges?
16.4	**Graduates in law and enforcement related courses**	Continuous **Number of graduates**	This is the total headcount number of graduates at all levels from your institution in year 2018.	NOTE: **Graduates:** see 2.4 NOTE: G**raduates from law and enforcement related courses:** This does not require them to be fully qualified in the profession, since further practical experience may be necessary. This is a subset of the total number of graduates. NOTE: Courses could include criminology, policing, forensic science, law (all types), corrections, criminal psychology.
		Continuous **Number of graduates from law and enforcement related courses**	This is the headcount number of graduates at all levels from law and enforcement related courses in year 2018.	

4.4 Data validation

When you come to submit your data, a warning box will appear at the top of the 'Review, print & submit' page if you have any potential issues with your submission.

Many of these checks are simply for your information only, but certain 'errors' or missing information will actually prevent you from successfully submitting. Any blocking errors will be detailed within the warning block at the top of the screen and marked with a . These will need resolving before you will be able to submit.

Once your data has been submitted, you will be shown a screen of basic results to check your data entries.

These checks are provided for your benefit and information only, and will not prevent submission, since we are aware that each institution has individual circumstances. You are free to submit even if you have such warning flags (marked with a). We encourage you to provide us with explanations. We will also be performing checks within our team and may contact you later to verify certain information.

The following basic checks are made:

- A value of "0" will give a warning message asking if this value is correct. Any 0s will be accepted as a real numerical value and will be treated as such.
- A warning will appear if the sum of subset data is superior to the referent set data.

5. FREQUENTLY ASKED QUESTIONS

5.1. GENERAL QUESTIONS

What will the rankings do that other rankings do not do?

The *Times Higher Education* World University Rankings are designed for research-intensive global universities and are dominated by indicators of research excellence.

THE's data team has also successfully pioneered new teaching-led rankings, focusing on teaching excellence and student success, in Japan and the United States (in partnership with *The Wall Street Journal*) and *THE* also produced a Europe Teaching Rankings.

However, research and teaching are not universities' only missions. As the UK's knowledge exchange framework recently highlighted, a "third mission" revolves around knowledge transfer and innovation. This is increasingly becoming a hot topic and moving higher up policymakers' agendas

What is this *THE* University Impact Rankings about?

The *Times Higher Education* Impact Ranking shows how the Higher Education (HE) sector is working towards the UN Sustainable Development Goals (SDGs)

Why is the *THE* University Impact Rankings important?

It offers an opportunity to showcase the work being delivered from universities in our communities and it is an opportunity to shine a light on aspects not covered in other rankings. It will allow us to demonstrate the differences a university is making to the world we live in.

Can all institutions participate in this ranking?

This ranking is open to any higher education institution in the world. We want this ranking to be as inclusive as possible and it is an opportunity to shine for anyone.
However, the first iteration did have broad participation criteria in order to allow us to make sensible comparisons. We have opened data collection to any university that teaches at an undergraduate level and is accredited by a recognised accreditation body.

What is the timeframe for this ranking?

Data collection via our data collection portal will commence in mid-October 2019 and complete in early January 2020. Results will be announced at the Innovation & Impact Summit at KTH in Stockholm, 22-24th April 2020.

Who is the ranking open to?

The ranking is open to any university that teaches at an undergraduate level, and is appropriately accredited.
We will also accept data from outside this group for wider analysis and editorial purposes despite of the institution not be eligible for the rankings.

What are the UN Sustainable Development Goals?

To quote the UN SDG website "On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda (building on the MDGs). Each goal has specific targets to be achieved over the next 15 years.
On 1 January 2016, 17 Sustainable Development Goals (SDGs) officially came into force:
Goal 1: NO POVERTY
Goal 2: ZERO HUNGER
Goal 3: GOOD HEALTH AND WELL-BEING
Goal 4: QUALITY EDUCATION
Goal 5: GENDER EQUALITY
Goal 6: CLEAN WATER AND SANITATION
Goal 7: AFFORDABLE AND CLEAN ENERGY

Goal 8: DECENT WORK AND ECONOMIC GROWTH

Goal 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

Goal 10: REDUCED INEQUALITIES

Goal 11: SUSTAINABLE CITIES AND COMMUNITIES

Goal 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Goal 13: CLIMATE ACTION

Goal 14: LIFE BELOW WATER

Goal 15: LIFE ON LAND

Goal 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

Goal 17: PARTNERSHIPS FOR THE GOALS

How will the ranking work?

The ranking is based on the 17 SDGs. Not every target in the SDGs relates directly to universities, but we believe that the higher education sector has a significant role to play in helping nations to deliver on the SDGs agenda. For each SDG, we have identified a limited set of metrics that can give an insight into progress.

In the first year, we collected data on 11 of the 17 goals from participating universities. For 2020 we are expanding this to all 17 SDGs.

Universities are able to provide data on one or more of the SDGs.

We produce an overall ranking of universities based on data on SDG 17 (the only mandatory goal) plus the best three SDGs per university. This will allow universities to demonstrate their excellence in the areas that are most relevant to them, their community and their country.

Rankings of the universities that are best achieving the individual SDGs will also be published.

My university isn't active (or doesn't record data) across all SDGs – is it worth participating?

Not all universities will be able to report on all the metrics that are included in the ranking. To be included in the overall ranking we ask that you submit data in SDG 17 - Partnerships for the Goals, which is mandatory, and in any three more SDGs of your choice. Submitting data in fewer than three SDGs will mean that you aren't included in the overall ranking, but can still be included in rankings around an individual SDG. So, for example, if you have done great work on Climate Action (SDG 13) then submitting in that category alone would enable you to be ranked for it.

Will institutions be measured on SDGs regardless of where in the world we are working or only working on SDGs in an international development context? E.g. if we work on Canadian water will that be counted on SDG6 or will only water projects in developing countries be counted?

It doesn't matter where you are on achieving or working towards SDGs. There are some that are looking at developing countries but many also focus on local communities. It will reflect local activities as well as international activities.

What happens if we submit data for more than 4 SDG areas?

We will evaluate all areas and then choose the top four areas which will count toward the overall university score.

Once the minimum of 4 SDGs is reached, is there any difference in how a university is ranked overall if they have submitted data for 7 instead of 5 SDGs for example?

If the institution provides data for more than 4 SDGs, we will look at all of them and take the three where the institution performs best in. Please remember, for overall ranking, SDG 17 - Partnerships for the Goals would be mandatory.

How many rankings will you produce?

THE will use provided data to produce:

- Overall ranking of universities based on the top three SDGs for each individual university plus SDG17 – Partnerships for the Goals
- A ranking of performance in each individual SDG

Are other stakeholders involved in this ranking?

We are collaborating with experts in the field, including Vertigo Ventures, an organisation that helps leading research institutions globally to identify, capture and report the impact of their work. Our bibliometric supplier is Elsevier. We are also consulting with higher education institutions and groups to help us better define our metrics.

What is the rankings methodology?

The THE University Impact Rankings is created using the UN Sustainable Development Goals as reference.
Each SDG has a small number of metrics associated with it.
Data will come from a variety of sources, including:

- Direct submissions from institutions
- Bibliometric datasets from Elsevier

The overall score will be calculated by counting SDG 17 (revitalising global partnerships) as a mandatory data field and combining this with data on the best three SDGs per university.

Won't this just favour big, established universities?

We have tried to define the metrics in a way that allows all universities to participate – this has included focusing on definitions that rely on less complex calculations than in an ideal world. We have also tried to ensure that the choice of metrics is not over biased towards wealth.

As with the World University Ranking, we will normalise for university size where appropriate, and use other measures to ensure equity between different countries and universities.

How are you going to moderate for University size and comprehensive universities?

We will look at ratio and take into account size wherever we can.

How did you come up with the subset of SDGs (for our inaugural edition)?

THE has been discussing aspects of university impact for a number of years. This has included a lengthy consultation with interested parties, at open sessions at the *THE* Young Summit in Tampa in June 2018 and the World Academic Summit in Singapore in September 2018.

Other crucial aspects informing our decision were feasibility and access to data.

Will you be using Elsevier' topics of prominence for the ranking?

It will vary by SDG. We are still in discussion with Elsevier.

How do you validate the data?

Universities will be asked to provide evidence or documentation to support their submission. Clarifications and/or URLs to sites with evidence are requested under the notes section and/or the data submission section in the portal.

Data will be cross-checked against external sources at our discretion and we reserve the right to investigate institutions where we believe inappropriate data collection or submission has taken place.

We encourage universities to publish their evidence, and in many cases we expect the evidence to be sourced from existing public sources, for example annual reports.

What type of evidence do you accept?

We accept links to documents or websites that contain proof of information provided.

If provided documents are confidential universities must explicitly indicate this in the caveats.

Do universities have to submit data for all SDGs in order to participate?

Only SDG 17 – Partnerships for the Goals is a mandatory data field.

Otherwise universities can submit to as many as they want or are able to.

We don’t have all the data needed for a specific SDG – what will happen?

We aren’t planning to do imputation of missing data. If you don’t have specific data then you can still be ranked in that SDG, but will score at a lower level than institutions that are able to provide the data. We would encourage you to provide data wherever you can, and to look to record data for future years too.

Can we just submit Aashe? SDG Accord or HESA?

Where it overlaps - you can just extract and submit. But for an overall submission - It's not globally applicable.

5.2 PORTAL ACCESS

How do I get access to the *THE* data collection portal?

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

How do I change my password?

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

I have forgotten my password. How do I reset it?

Click on the "forgot password?" link on the login page of the *THE* Data Collection Portal to reset your password.

5.3 INSTITUTION DETAILS

How can I change my institution details (name/address/email/telephone number)?

If you wish to change your institution details, please contact us at impact@timeshighereducation.com

5.4 GENERAL QUERIES

How can I stay informed?

Periodic announcements and results will be sent to the email addresses provided for data submission. Please contact our team at impact@timeshighereducation.com to add members of your team to our distribution list. Please also visit our website here: http://www.timeshighereducation.com/world-university-rankings/

Is there a cost associated with participation in the rankings?

No. However there is arguably a cost to not participating, in terms of not showcasing your institution.

5.5 DATA PRIVACY

Who has access to our data?

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

Is the website secure?

The *THE* World University Ranking data collection site is encrypted with an https SSL certificate.

5.6 TIMING

We cannot submit by the deadline - what do we do?

The data collection period starts mid-October and the final deadline for submissions is early January. If you believe there will be an issue in meeting this deadline, please contact us at impact@timeshighereducation.com

5.7 SAVE/SUBMIT

How do I submit?

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

Why can't I submit my data?

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

Can I print out the data collection questions?

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

Can I submit data using another method?

Providing us with your institution's data through our online portal is the only way you can be considered in the *Times Higher Education (THE)* University Impact Rankings.

Can my data can still be changed after I pressed submit?

If you have made an error in your data, and the deadline in January has not yet passed, please contact impact@timeshighereducation.com to request that your data be unsubmitted.

How do we know if we have submitted our data?

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

5.8 MISSING DATA

I do not have sufficient data to complete the data collection portal, can I still submit?

You do not have to submit data for every field, but to be considered for a ranking for a particular SDG you must submit data for each field in that section.

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

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

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

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

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

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

Yes. It is possible to write a note (in English please) which can include clarifying data and explanations.

5.9 ENTITY LEVEL

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

Many institutions have constituent parts, and we recognise that it is often difficult to view these elements independently. To help you decide whether to include data relating to such affiliated institutions, it is worth considering if such elements are included or excluded from your annual and financial reports, or are a single legal

entity or not. Once you decide whether an affiliated institution's data should be included or not, please retain consistency with all related data.

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

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

Should we include income generated from the university hospital?

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

5.10 YEAR QUERIES

What year data do you collect?

This year we are collecting data from 2018. We need to compare universities using data from the same year, and some universities have academic years that finish at different times of the calendar year. There is also a lag required for data to be collated, verified and approved that varies amongst institutions. Therefore, in global terms, the most complete data available for all institutions has been found to be from 2 years ago.

Example calendar year 2018 refers to the academic year 2017 – 2018. But is the financial year from January 2018 until December 2018?

If your academic year starts in October (for example), we would advise that you base your financial data on the same period. However if your formal financial year ending in 2017 accords with a slightly different period, this is acceptable to use instead.

We have more recent data available than what is requested in the data collection portal. Where can we enter this data?

Data can only be entered for the years outlined in the data collection portal.

5.11 PEOPLE DEFINITIONS

What counts as long-term? Should temporary, short-term teaching staff be counted?

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

Should non-tenure track professors be included in the academic staff?

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

Should research staff include those researchers who work on our campuses but are employed (contracted and paid) by a partner research organization?

Staff included in your data should be part of your organisation's stable staff numbers.

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

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

Should we include students studying uniquely online?

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

How do we treat placement students?

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

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

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

Should I divide all the students into full time and part time, or is it necessary to calculate exams (credits) separately for each faculty?

It is necessary to complete the FTE student numbers both overall and for each relevant subject faculty please.

5.12 DEGREE LEVEL

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

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

How do we classify the "diplom"?

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

Our university system includes programmes of five and six years duration, that are not separated into undergraduate first then masters, but only receive a masters degree at the end - are they undergraduate or masters students?

It is the level of degree that the student attains that is important here, rather than the duration of the course. If they would receive an undergraduate (bachelors) degree at the end of their course they should be included in that category, alternatively if they would receive a masters degree at the end of their course then please include them in the masters category.

What is meant by "occupational programmes"?

Some institutions refer to the skills of mechanics, electricians, etc, as "vocational" rather than "occupational", so the definition can be misleading. Here are some web definitions to consider when deciding who to include in your reporting:

- Occupation is a field or an area of work, for example; agriculture, business, medicine.
- Vocation is a specific work in an occupation e.g. building construction or electrical works in technical.

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

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

Where shall we categorise the JD / LLB?

A JD/LLB should be treated as a professional undergraduate degree.

5.13 FINANCIAL DATA

What currency should I report financial data in?

The first time you submit data within the portal, it will allow you to enter the currency used by your institution.

I still need more help – what do I do?

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

6. SUBJECT MAPPING

broad subject areas for impact ranking	THE WUR 11 subject mapping	THE WUR 32 subject mapping	subjects
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	History
Arts & Humanities / Social Sciences	Arts and Humanities	Languages, Literature & Linguistics	Language and Linguistics
Arts & Humanities / Social Sciences	Arts and Humanities	Archaeology	Archeology (arts and humanities)
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	Classics
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	Conservation
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	History and Philosophy of Science
Arts & Humanities / Social Sciences	Arts and Humanities	Languages, Literature & Linguistics	Literature and Literary Theory
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	Museology
Arts & Humanities / Social Sciences	Arts and Humanities	Art, Performing Art & Design	Music
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	Philosophy
Arts & Humanities / Social Sciences	Arts and Humanities	History, Philosophy & Theology	Religious Studies
Arts & Humanities / Social Sciences	Arts and Humanities	Art, Performing Art & Design	Visual Arts and Performing Arts
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Business, Management and Accounting (all)
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Business, Management and Accounting (miscellaneous)
Arts & Humanities / Social Sciences	Business and Economics	Accounting & Finance	Accounting
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Business and International Management
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Management Information Systems

Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Management of Technology and Innovation
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Marketing
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Organizational Behavior and Human Resource Management
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Strategy and Management
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Tourism, Leisure and Hospitality Management
Arts & Humanities / Social Sciences	Business and Economics	Business & Management	Industrial Relations
Arts & Humanities / Social Sciences	Business and Economics	Economics & Econometrics	Economics, Econometrics and Finance (all)
Arts & Humanities / Social Sciences	Business and Economics	Economics & Econometrics	Economics, Econometrics and Finance (miscellaneous)
Arts & Humanities / Social Sciences	Business and Economics	Economics & Econometrics	Economics and Econometrics
Arts & Humanities / Social Sciences	Business and Economics	Accounting & Finance	Finance
Arts & Humanities / Social Sciences	Arts and Humanities	Architecture	Architecture
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Social Sciences (all)
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Social Sciences (miscellaneous)
Arts & Humanities / Social Sciences	Arts and Humanities	Archaeology	Archeology
Arts & Humanities / Social Sciences	Social Sciences	Politics & International Studies	Development
Arts & Humanities / Social Sciences	Education	Education	Education
Arts & Humanities / Social Sciences	Social Sciences	Geography	Geography, Planning and Development
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Health (social science)
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Human Factors and Ergonomics

Arts & Humanities / Social Sciences	Law	Law	Law
Arts & Humanities / Social Sciences	Social Sciences	Communication & Media Studies	Library and Information Sciences
Arts & Humanities / Social Sciences	Arts and Humanities	Languages, Literature & Linguistics	Linguistics and Language
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Safety Research
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Sociology and Political Science
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Transportation
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Anthropology
Arts & Humanities / Social Sciences	Social Sciences	Communication & Media Studies	Communication
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Cultural Studies
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Demography
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Gender Studies
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Life-span and Life-course Studies
Arts & Humanities / Social Sciences	Social Sciences	Politics & International Studies	Political Science and International Relations
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Public Administration
Arts & Humanities / Social Sciences	Social Sciences	Sociology	Urban Studies
Arts & Humanities / Social Sciences	Psychology	Psychology	Psychology (all)
Arts & Humanities / Social Sciences	Psychology	Psychology	Psychology (miscellaneous)
Arts & Humanities / Social Sciences	Psychology	Psychology	Applied Psychology
Arts & Humanities / Social Sciences	Psychology	Psychology	Clinical Psychology

Arts & Humanities / Social Sciences	Psychology	Psychology	Developmental and Educational Psychology
Arts & Humanities / Social Sciences	Psychology	Psychology	Experimental and Cognitive Psychology
Arts & Humanities / Social Sciences	Psychology	Psychology	Neuropsychology and Physiological Psychology
Arts & Humanities / Social Sciences	Psychology	Psychology	Social Psychology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Cancer Research
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Endocrinology
Medicine	Clinical, pre-clinical and health	Other Health	Health, Toxicology and Mutagenesis
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Medicine (all)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Medicine (miscellaneous)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Anesthesiology and Pain Medicine
Medicine	Clinical, pre-clinical and health	Other Health	Biochemistry (medical)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Cardiology and Cardiovascular Medicine
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Critical Care and Intensive Care Medicine
Medicine	Clinical, pre-clinical and health	Other Health	Complementary and Alternative Medicine
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Dermatology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Drug Guides
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Embryology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Emergency Medicine
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Endocrinology, Diabetes and Metabolism

Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Epidemiology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Family Practice
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Gastroenterology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Genetics (clinical)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Geriatrics and Gerontology
Medicine	Clinical, pre-clinical and health	Other Health	Health Informatics
Medicine	Clinical, pre-clinical and health	Other Health	Health Policy
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Hematology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Hepatology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Histology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Internal Medicine
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Infectious Diseases
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Microbiology (medical)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Nephrology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Neurology (clinical)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Obstetrics and Gynecology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Oncology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Ophthalmology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Otorhinolaryngology

Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Pathology and Forensic Medicine
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Pediatrics, Perinatology and Child Health
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Pharmacology (medical)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Physiology (medical)
Medicine	Clinical, pre-clinical and health	Other Health	Psychiatry and Mental Health
Medicine	Clinical, pre-clinical and health	Other Health	Public Health, Environmental and Occupational Health
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Pulmonary and Respiratory Medicine
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Radiology, Nuclear Medicine and Imaging
Medicine	Clinical, pre-clinical and health	Other Health	Rehabilitation
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Reproductive Medicine
Medicine	Clinical, pre-clinical and health	Other Health	Reviews and References (medical)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Rheumatology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Surgery
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Transplantation
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Urology
Medicine	Clinical, pre-clinical and health	Other Health	Neuroscience (all)
Medicine	Clinical, pre-clinical and health	Other Health	Neuroscience (miscellaneous)
Medicine	Clinical, pre-clinical and health	Other Health	Behavioral Neuroscience
Medicine	Clinical, pre-clinical and health	Other Health	Biological Psychiatry

Medicine	Clinical, pre-clinical and health	Other Health	Cellular and Molecular Neuroscience
Medicine	Clinical, pre-clinical and health	Other Health	Cognitive Neuroscience
Medicine	Clinical, pre-clinical and health	Other Health	Developmental Neuroscience
Medicine	Clinical, pre-clinical and health	Other Health	Endocrine and Autonomic Systems
Medicine	Clinical, pre-clinical and health	Other Health	Neurology
Medicine	Clinical, pre-clinical and health	Other Health	Sensory Systems
Medicine	Clinical, pre-clinical and health	Other Health	Nursing (all)
Medicine	Clinical, pre-clinical and health	Other Health	Nursing (miscellaneous)
Medicine	Clinical, pre-clinical and health	Other Health	Advanced and Specialized Nursing
Medicine	Clinical, pre-clinical and health	Other Health	Assessment and Diagnosis
Medicine	Clinical, pre-clinical and health	Other Health	Care Planning
Medicine	Clinical, pre-clinical and health	Other Health	Community and Home Care
Medicine	Clinical, pre-clinical and health	Other Health	Critical Care Nursing
Medicine	Clinical, pre-clinical and health	Other Health	Emergency Nursing
Medicine	Clinical, pre-clinical and health	Other Health	Fundamentals and Skills
Medicine	Clinical, pre-clinical and health	Other Health	Gerontology
Medicine	Clinical, pre-clinical and health	Other Health	Issues, Ethics and Legal Aspects
Medicine	Clinical, pre-clinical and health	Other Health	Leadership and Management
Medicine	Clinical, pre-clinical and health	Other Health	LPN and LVN

Medicine	Clinical, pre-clinical and health	Other Health	Maternity and Midwifery
Medicine	Clinical, pre-clinical and health	Other Health	Medical and Surgical Nursing
Medicine	Clinical, pre-clinical and health	Other Health	Nurse Assisting
Medicine	Clinical, pre-clinical and health	Other Health	Nutrition and Dietetics
Medicine	Clinical, pre-clinical and health	Other Health	Oncology (nursing)
Medicine	Clinical, pre-clinical and health	Other Health	Pathophysiology
Medicine	Clinical, pre-clinical and health	Other Health	Pediatrics
Medicine	Clinical, pre-clinical and health	Other Health	Pharmacology (nursing)
Medicine	Clinical, pre-clinical and health	Other Health	Psychiatric Mental Health
Medicine	Clinical, pre-clinical and health	Other Health	Research and Theory
Medicine	Clinical, pre-clinical and health	Other Health	Review and Exam Preparation
Medicine	Clinical, pre-clinical and health	Other Health	Pharmacology, Toxicology and Pharmaceutics (all)
Medicine	Clinical, pre-clinical and health	Other Health	Pharmacology, Toxicology and Pharmaceutics (miscellaneous)
Medicine	Clinical, pre-clinical and health	Other Health	Drug Discovery
Medicine	Clinical, pre-clinical and health	Other Health	Pharmaceutical Science
Medicine	Clinical, pre-clinical and health	Other Health	Pharmacology
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Dentistry (all)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Dentistry (miscellaneous)
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Dental Assisting

Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Dental Hygiene
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Oral Surgery
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Orthodontics
Medicine	Clinical, pre-clinical and health	Medicine & Dentisty	Periodontics
Medicine	Clinical, pre-clinical and health	Other Health	Health Professions (all)
Medicine	Clinical, pre-clinical and health	Other Health	Health Professions (miscellaneous)
Medicine	Clinical, pre-clinical and health	Other Health	Chiropractics
Medicine	Clinical, pre-clinical and health	Other Health	Complementary and Manual Therapy
Medicine	Clinical, pre-clinical and health	Other Health	Emergency Medical Services
Medicine	Clinical, pre-clinical and health	Other Health	Health Information Management
Medicine	Clinical, pre-clinical and health	Other Health	Medical Assisting and Transcription
Medicine	Clinical, pre-clinical and health	Other Health	Medical Laboratory Technology
Medicine	Clinical, pre-clinical and health	Other Health	Medical Terminology
Medicine	Clinical, pre-clinical and health	Other Health	Occupational Therapy
Medicine	Clinical, pre-clinical and health	Other Health	Optometry
Medicine	Clinical, pre-clinical and health	Other Health	Pharmacy
Medicine	Clinical, pre-clinical and health	Other Health	Physical Therapy, Sports Therapy and Rehabilitation
Medicine	Clinical, pre-clinical and health	Other Health	Podiatry
Medicine	Clinical, pre-clinical and health	Other Health	Radiological and Ultrasound Technology

Medicine	Clinical, pre-clinical and health	Other Health	Respiratory Care
Medicine	Clinical, pre-clinical and health	Other Health	Speech and Hearing
STEM	Life Sciences	Agriculture & Forestry	Agricultural and Biological Sciences (all)
STEM	Life Sciences	Agriculture & Forestry	Agricultural and Biological Sciences (miscellaneous)
STEM	Life Sciences	Agriculture & Forestry	Agronomy and Crop Science
STEM	Life Sciences	Agriculture & Forestry	Animal Science and Zoology
STEM	Life Sciences	Agriculture & Forestry	Aquatic Science
STEM	Life Sciences	Agriculture & Forestry	Ecology, Evolution, Behavior and Systematics
STEM	Life Sciences	Agriculture & Forestry	Food Science
STEM	Life Sciences	Agriculture & Forestry	Forestry
STEM	Life Sciences	Agriculture & Forestry	Horticulture
STEM	Life Sciences	Agriculture & Forestry	Insect Science
STEM	Life Sciences	Agriculture & Forestry	Plant Science
STEM	Life Sciences	Agriculture & Forestry	Soil Science
STEM	Life Sciences	Biological Sciences	Biochemistry, Genetics and Molecular Biology (all)
STEM	Life Sciences	Biological Sciences	Biochemistry, Genetics and Molecular Biology (miscellaneous)
STEM	Life Sciences	Biological Sciences	Aging
STEM	Life Sciences	Biological Sciences	Biochemistry
STEM	Life Sciences	Biological Sciences	Biophysics

STEM	Life Sciences	Biological Sciences	Biotechnology
STEM	Life Sciences	Biological Sciences	Cell Biology
STEM	Life Sciences	Biological Sciences	Clinical Biochemistry
STEM	Life Sciences	Biological Sciences	Developmental Biology
STEM	Life Sciences	Biological Sciences	Genetics
STEM	Life Sciences	Biological Sciences	Molecular Biology
STEM	Life Sciences	Biological Sciences	Molecular Medicine
STEM	Life Sciences	Biological Sciences	Physiology
STEM	Life Sciences	Biological Sciences	Structural Biology
STEM	Engineering and Technology	Chemical Engineering	Chemical Engineering (all)
STEM	Engineering and Technology	Chemical Engineering	Chemical Engineering (miscellaneous)
STEM	Engineering and Technology	Chemical Engineering	Bioengineering
STEM	Engineering and Technology	Chemical Engineering	Catalysis
STEM	Engineering and Technology	Chemical Engineering	Chemical Health and Safety
STEM	Engineering and Technology	Chemical Engineering	Colloid and Surface Chemistry
STEM	Engineering and Technology	Chemical Engineering	Filtration and Separation
STEM	Engineering and Technology	Chemical Engineering	Fluid Flow and Transfer Processes
STEM	Engineering and Technology	Chemical Engineering	Process Chemistry and Technology
STEM	Physical Sciences	Chemistry	Chemistry (all)

STEM	Physical Sciences	Chemistry	Chemistry (miscellaneous)
STEM	Physical Sciences	Chemistry	Analytical Chemistry
STEM	Physical Sciences	Chemistry	Electrochemistry
STEM	Physical Sciences	Chemistry	Inorganic Chemistry
STEM	Physical Sciences	Chemistry	Organic Chemistry
STEM	Physical Sciences	Chemistry	Physical and Theoretical Chemistry
STEM	Physical Sciences	Chemistry	Spectroscopy
STEM	Computer Science	Computer Science	Computer Science (all)
STEM	Computer Science	Computer Science	Computer Science (miscellaneous)
STEM	Computer Science	Computer Science	Artificial Intelligence
STEM	Computer Science	Computer Science	Computational Theory and Mathematics
STEM	Computer Science	Computer Science	Computer Graphics and Computer-Aided Design
STEM	Computer Science	Computer Science	Computer Networks and Communications
STEM	Computer Science	Computer Science	Computer Science Applications
STEM	Computer Science	Computer Science	Computer Vision and Pattern Recognition
STEM	Computer Science	Computer Science	Hardware and Architecture
STEM	Computer Science	Computer Science	Human-Computer Interaction
STEM	Computer Science	Computer Science	Information Systems
STEM	Computer Science	Computer Science	Signal Processing

STEM	Computer Science	Computer Science	Software
STEM	Physical Sciences	Mathematics & Statistics	Decision Sciences (all)
STEM	Physical Sciences	Mathematics & Statistics	Decision Sciences (miscellaneous)
STEM	Physical Sciences	Mathematics & Statistics	Information Systems and Management
STEM	Physical Sciences	Mathematics & Statistics	Management Science and Operations Research
STEM	Physical Sciences	Mathematics & Statistics	Statistics, Probability and Uncertainty
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Earth and Planetary Sciences (all)
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Earth and Planetary Sciences (miscellaneous)
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Atmospheric Science
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Computers in Earth Sciences
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Earth-Surface Processes
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Economic Geology
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Geochemistry and Petrology
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Geology
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Geophysics
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Geotechnical Engineering and Engineering Geology
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Oceanography
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Paleontology
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Space and Planetary Science

STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Stratigraphy
STEM	Engineering and Technology	Civil Engineering	Energy (all)
STEM	Engineering and Technology	Civil Engineering	Energy (miscellaneous)
STEM	Engineering and Technology	Civil Engineering	Energy Engineering and Power Technology
STEM	Engineering and Technology	Civil Engineering	Fuel Technology
STEM	Engineering and Technology	Civil Engineering	Nuclear Energy and Engineering
STEM	Engineering and Technology	Civil Engineering	Renewable Energy, Sustainability and the Environment
STEM	Engineering and Technology	General Engineering	Engineering (all)
STEM	Engineering and Technology	General Engineering	Engineering (miscellaneous)
STEM	Engineering and Technology	Mechanical & Aerospace Engineering	Aerospace Engineering
STEM	Engineering and Technology	Mechanical & Aerospace Engineering	Automotive Engineering
STEM	Engineering and Technology	General Engineering	Biomedical Engineering
STEM	Engineering and Technology	Civil Engineering	Civil and Structural Engineering
STEM	Engineering and Technology	Mechanical & Aerospace Engineering	Computational Mechanics
STEM	Engineering and Technology	Electrical and Electronic Engineering	Control and Systems Engineering
STEM	Engineering and Technology	Electrical and Electronic Engineering	Electrical and Electronic Engineering
STEM	Engineering and Technology	Mechanical & Aerospace Engineering	Industrial and Manufacturing Engineering
STEM	Engineering and Technology	Mechanical & Aerospace Engineering	Mechanical Engineering
STEM	Engineering and Technology	Mechanical & Aerospace Engineering	Mechanics of Materials

STEM	Engineering and Technology	General Engineering	Ocean Engineering
STEM	Engineering and Technology	Civil Engineering	Safety, Risk, Reliability and Quality
STEM	Engineering and Technology	Electrical and Electronic Engineering	Media Technology
STEM	Engineering and Technology	Civil Engineering	Building and Construction
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Environmental Science (all)
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Environmental Science (miscellaneous)
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Ecological Modeling
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Ecology
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Environmental Chemistry
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Environmental Engineering
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Global and Planetary Change
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Management, Monitoring, Policy and Law
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Nature and Landscape Conservation
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Pollution
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Waste Management and Disposal
STEM	Physical Sciences	Geology, Environmental, Earth & Marine Sciences	Water Science and Technology
STEM	Life Sciences	Biological Sciences	Immunology and Microbiology (all)
STEM	Life Sciences	Biological Sciences	Immunology and Microbiology (miscellaneous)
STEM	Life Sciences	Biological Sciences	Applied Microbiology and Biotechnology

STEM	Life Sciences	Biological Sciences	Immunology
STEM	Life Sciences	Biological Sciences	Microbiology
STEM	Life Sciences	Biological Sciences	Parasitology
STEM	Life Sciences	Biological Sciences	Virology
STEM	Engineering and Technology	General Engineering	Materials Science (all)
STEM	Engineering and Technology	General Engineering	Materials Science (miscellaneous)
STEM	Engineering and Technology	General Engineering	Biomaterials
STEM	Engineering and Technology	General Engineering	Ceramics and Composites
STEM	Engineering and Technology	General Engineering	Electronic, Optical and Magnetic Materials
STEM	Engineering and Technology	General Engineering	Materials Chemistry
STEM	Engineering and Technology	General Engineering	Metals and Alloys
STEM	Engineering and Technology	General Engineering	Polymers and Plastics
STEM	Engineering and Technology	General Engineering	Surfaces, Coatings and Films
STEM	Physical Sciences	Mathematics & Statistics	Mathematics (all)
STEM	Physical Sciences	Mathematics & Statistics	Mathematics (miscellaneous)
STEM	Physical Sciences	Mathematics & Statistics	Algebra and Number Theory
STEM	Physical Sciences	Mathematics & Statistics	Analysis
STEM	Physical Sciences	Mathematics & Statistics	Applied Mathematics
STEM	Physical Sciences	Mathematics & Statistics	Computational Mathematics

STEM	Physical Sciences	Mathematics & Statistics	Control and Optimization
STEM	Physical Sciences	Mathematics & Statistics	Discrete Mathematics and Combinatorics
STEM	Physical Sciences	Mathematics & Statistics	Geometry and Topology
STEM	Physical Sciences	Mathematics & Statistics	Logic
STEM	Physical Sciences	Mathematics & Statistics	Mathematical Physics
STEM	Physical Sciences	Mathematics & Statistics	Modeling and Simulation
STEM	Physical Sciences	Mathematics & Statistics	Numerical Analysis
STEM	Physical Sciences	Mathematics & Statistics	Statistics and Probability
STEM	Physical Sciences	Mathematics & Statistics	Theoretical Computer Science
STEM	Life Sciences	Biological Sciences	Anatomy
STEM	Life Sciences	Biological Sciences	Immunology and Allergy
STEM	Life Sciences	Sport Science	Orthopedics and Sports Medicine
STEM	Life Sciences	Biological Sciences	Toxicology
STEM	Physical Sciences	Physics & Astronomy	Physics and Astronomy (all)
STEM	Physical Sciences	Physics & Astronomy	Physics and Astronomy (miscellaneous)
STEM	Physical Sciences	Physics & Astronomy	Acoustics and Ultrasonics
STEM	Physical Sciences	Physics & Astronomy	Astronomy and Astrophysics
STEM	Physical Sciences	Physics & Astronomy	Condensed Matter Physics
STEM	Physical Sciences	Physics & Astronomy	Instrumentation

STEM	Physical Sciences	Physics & Astronomy	Nuclear and High Energy Physics
STEM	Physical Sciences	Physics & Astronomy	Atomic and Molecular Physics, and Optics
STEM	Physical Sciences	Physics & Astronomy	Radiation
STEM	Physical Sciences	Physics & Astronomy	Statistical and Nonlinear Physics
STEM	Physical Sciences	Physics & Astronomy	Surfaces and Interfaces
STEM	Life Sciences	Veterinary Science	Veterinary (all)
STEM	Life Sciences	Veterinary Science	Veterinary (miscellaneous)
STEM	Life Sciences	Veterinary Science	Equine
STEM	Life Sciences	Veterinary Science	Food Animals
STEM	Life Sciences	Veterinary Science	Small Animals