VERTIGO VENTURES BACKGROUND

- Founded in 2009 to embed impact reporting for a sustainable world.

- Work with leading research organisations globally to help them identify, capture and report the impact of their work

- VV provides a range of services such as impact training and workshops, consultancy services, and, its unique proprietary software VV-Impact Tracker

- VV has delivered impact training/consultancy to 40+ research organisations

- VV-Impact Tracker released in 2014 and is being used by 30 universities around UK, Australia and Hong Kong, with approximately 5,000+ academic users. It has proved very popular among academics and universities for development/ /management of Impact Case Studies in particular.

- VV is currently:
  – Training 150+ academics/month (Pro VCs, Research Managers, Associate Deans, RDSO)
  – On-boarding universities at the rate of 1+ university / month
  – Delivering own content at VV hosted events
  – Running an free monthly webinar program
  – Distributing weekly Impact newsletter to 2,000+ subscribers
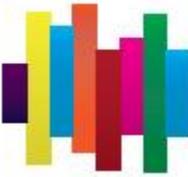
Understanding universities across the world

WORLD UNIVERSITY RANKINGS

Impact and Innovation
April 2019

Young Universities

Reputation

Geographical
- Asia
- Europe
- Latin America
- Emerging Economies
- *Asia Pacific*
- *Arab World*

Subjects
- Arts and Humanities
- Social Sciences
- Business and Economics
- Clinical and Medical
- Life Sciences
- Physical Sciences
- Engineering
- Computer Sciences
- Psychology
- Law
- Education

WSJ | THE 2018 COLLEGE RANKINGS

THE JAPAN UNIVERSITY RANKINGS

THE

Vision

- Show how the Higher Education sector is working towards the UN Sustainable Development Goals

- The Impact and Innovation Ranking is an opportunity to shine on aspects not covered in other rankings

- Expect growth and development of the Impact & Innovation Ranking approach

What are the Sustainable Development Goals (SDGs)

- Came into force 1-January 2016

- Globally recognized, apply to all

- 15 year target

- "For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you."

- Countries are reporting on their progress against them each year
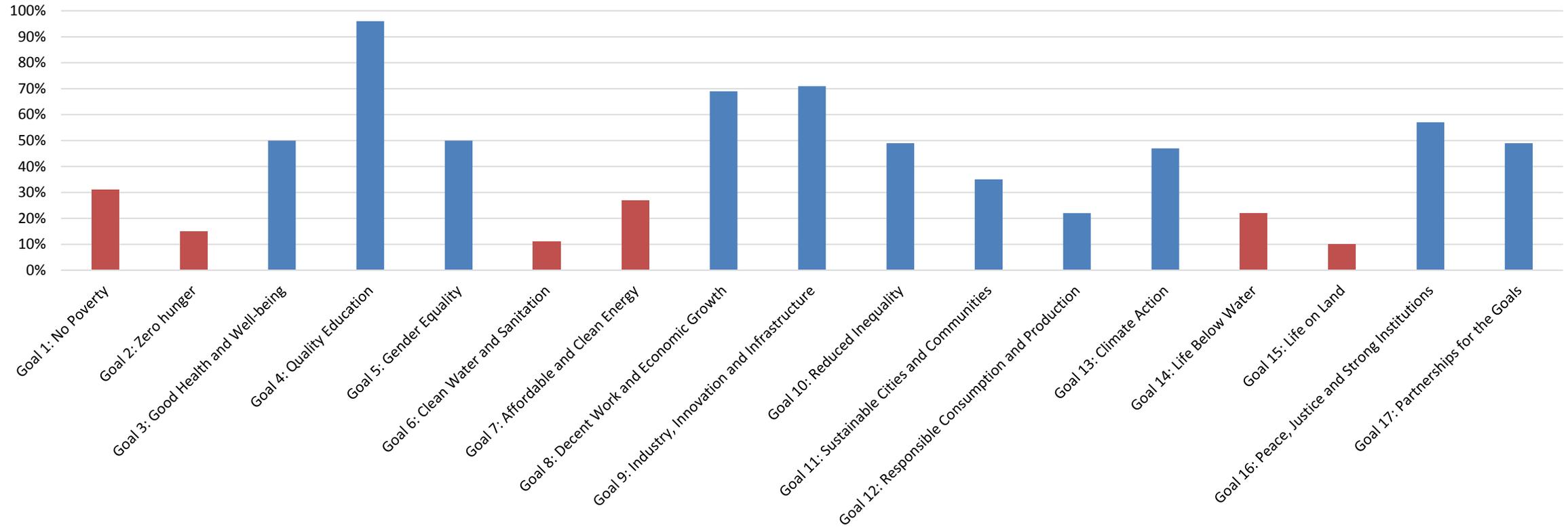
Building a ranking – from THE's side: theory of change

- We believe there are three key ways universities contribute to society
    - Research – creating knowledge to address the world's problems
    - Stewardship – managing resources, teaching well, the 'good' university
    - Outreach – directly acting in society

- We have built our metrics around this theory

THE

Building a ranking – from THE's side

- THE collects data for 11 SDGs in the first year.
- Each SDG has a number of metrics associated with it
- Universities may submit data to as many of the SDGs as they wish (minimum of 4)
- This will always include 17 – Partnerships for the Goals

Building a ranking – from THE's side

- We invite universities to submit data to the sub-set of SDGs where they have evidence and they fit with local priorities.
    - Minimum of 4 SDGs, with one being Goal 17.

- For each SDG there will be some data that is collected from universities, and some that is provided by Elsevier

- THE will use the data to produce:
    - Overall ranking of universities based on best 4 SDGs per university
    - Individual rankings of SDGs

- Results shared at KAIST Summit 2-4th April 2019

THE

How to participate

How to participate and eligibility

- Firstly ensure that you have log on details for the THE Portal:
  - Contact innovation@timeshighereducation.com

- Main rules:
  - Teaches undergraduates
  - Accredited

- But we will accept data from outside this group – may not be eligible for the rankings.

- Time period for the data: January 2017-December 2017

- Full methodology will be available for you from the THE Portal.

Important considerations

- We may not use data we collect in the final ranking
  - Quality
  - Variation

- We want to reward visibility where appropriate
  - Supports external verification of evidence
  - Evidence submitted by link (preferred) or email

- Not all pick list values will be equally weighted

THE

What will we be measuring?

What will we be measuring?

- We will be collecting data around 11 of the SDGs

- Remember you don't need to supply data for all of them!

THE

How have we gone from an SDG to a metric?

17 SDGs → 169 Indicators → 223 Unique targets

11 SDGs → 47 Metrics → 111 Measurements
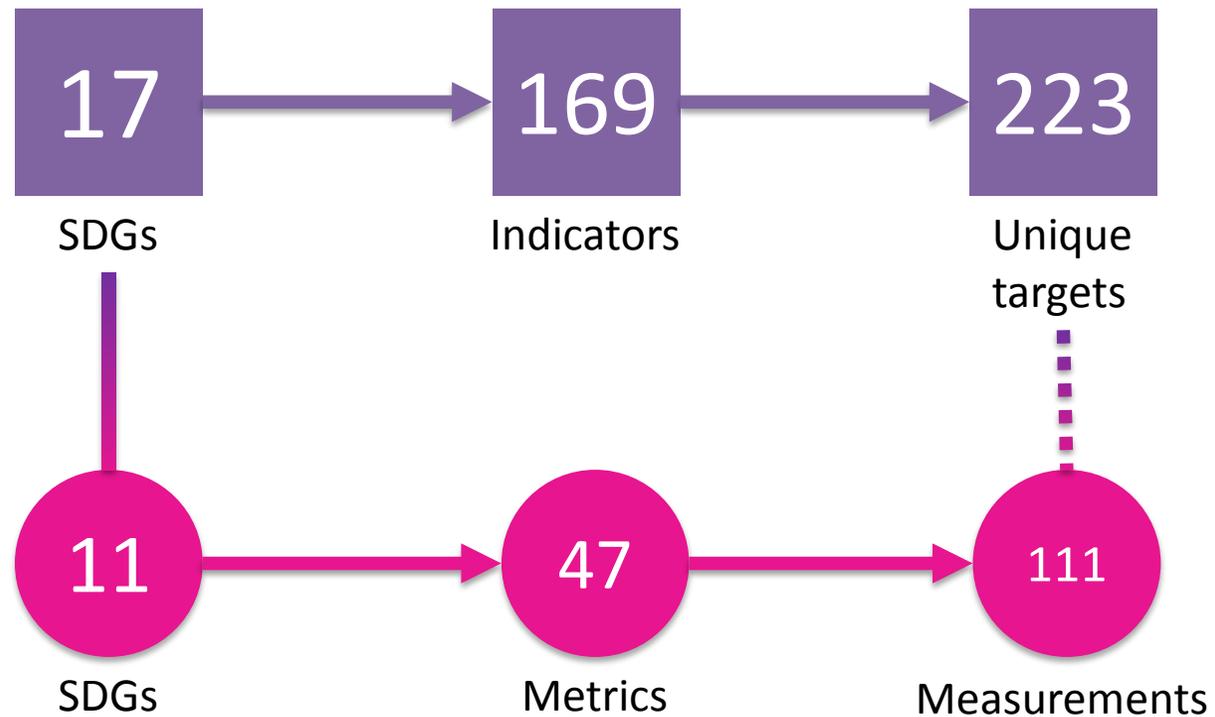
THE

Ensure healthy lives and promote well-being for all at all ages

Metrics

	Metric	Type	Data source	Area	Description
3.i	Research	Continuous	Elsevier	Research	
3.ii	Number graduating in health professions	Continuous	University	Outreach	
3.iii	Health impact	Pick list	University	Outreach	

Research

	Metric	Type	Data source	Area	Targets
3.i	Research	Continuous	Elsevier	Research	3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.4.1, 3.4.2

- Maternal mortality
- HIV
- Tuberculosis
- Malaria
- Hepatitis B
- Tropical diseases
- Cardiovascular disease, cancer, diabetes or chronic respiratory disease
- Mental Health

All areas specifically identified in the SDG Targets

Number graduating in health professions

	Metric	Type	Data source	Area	Targets
3.ii	Number graduating in health professions	Continuous	University	Outreach	3.C.1

Objective: **Show how universities are contributing to the education of health professionals**

Definition: proportion of graduates in health professions

Data sources: number of graduates in most recent year

number of graduates in health professions in most recent year

Possible degree areas: General Medicine, Dentistry, Midwifery, Radiography, Nursing, Pharmacy, Physiotherapy, Optometry, Public Health, Mental health (including psychology)

Health impact

a) Have current collaborations with local or global health institutions to improve health & wellbeing outcomes
   - Local collaborations
   - National collaborations
   - Global collaborations

b) 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

c) Share sports facilities with the local community, for instance with local schools or with the general public
   - With free access
   - With charged access

d) Provide students access to free sexual and reproductive health-care services including information and education services

e) Provide students and staff with access to free mental health support

THE

Ensure inclusive and quality education
for all and promote lifelong learning

Metrics

	Metric	Type	Data source	Area	Description
4.i	Research into pedagogy	Continuous	Elsevier	Research	Amount of research into education
4.ii	Number of graduates with primary school teaching qualifications	Continuous	University	Outreach	Number of graduates with a primary school teaching qualification
4.iii	Lifelong learning measures	Pick list	University	Stewardship	Number of lifelong learning opportunities provided
4.iv	Proportion of 1st generation students	Continuous	University	Outreach	

Lifelong learning measures

a) Provide access to educational resources for those not studying at the university – eg computers, library, online courses, access to lectures, etc
- Free access
- Charged access

b) Host events on campus that are open to the general public –
- public lectures, community educational events
- executive education programmes & capacity-building for business & government, vocational training
- Both on an ad hoc or programmed basis

c) Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus – eg in local schools, in the community, including voluntary student-run schemes
- On an ad hoc basis
- As part of an ongoing planned programme

d) Have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability or gender
- Provide the date the policy was created and last reviewed

Proportion of 1ˢᵗ generation students

	Metric	Type	Data source	Area	Targets
4.iv	Proportion of 1ˢᵗ generation students	Continuous	University	Outreach	4.3.1, 4.5.1

Objective: **Demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind.**

Definition: proportion of first generation students

Data sources: number of students starting a first degree in most recent year
number of first generation students starting a first degree in most recent year

A first generation student is one who does not have an immediate family member who attended university.

THE

Achieve gender equality and empower all women and girls

5 GENDER EQUALITY

Photo: Sze Ning CC BY 2.0

Metrics

	Metric	Type	Data source	Area	Description
5.i	Research	Continuous	Elsevier	Research	
5.ii	First generation female	Continuous	University	Outreach	
5.iii	Access measures	Pick list	University	Stewardship	
5.iv	Proportion of women in senior positions	Continuous	University	Stewardship	
5.v	Admissions gender mix	Continuous	University	Outreach	
5.vi	Policies	Pick list	University	Stewardship	

Access measures

a) Systematically measure/track women's application rate, acceptance/entry rate and study completion rate at the university

b) Use evidence of region-specific challenges that lead to unequal participation in higher education to inform its policy decisions

c) Have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance/entry, and participation at the university (Provide date policy created and last reviewed)

d) Provide women's access schemes (e.g. mentoring, scholarships, or targeted support)
  – Mentoring
  – Scholarships
  – Other targeted support

e) 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

Positive policies

a) Policy of non-discrimination against women (Provide date policy created and last reviewed)
b) Policy of non-discrimination for transgender people (Provide date policy created and last reviewed)
c) Maternity and paternity policies that support women's participation (Provide date policy created and last reviewed)
d) Accessible childcare facilities for students which allow recent mothers to attend university courses
   – Free
   – Paid
e) Childcare facilities for staff and faculty
   – Free
   – Paid
f) Women's mentoring schemes, in which at least 10% of female students participate
g) Measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap
h) Policy that protects those reporting discrimination from educational or employment disadvantage (Provide date policy created and last reviewed)

Promote inclusive and sustainable economic growth, employment and decent work for all

Photo: Sze Ning CC BY 2.0
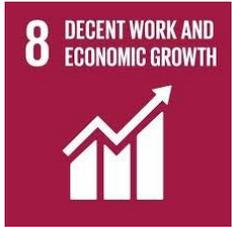
Metrics

	Metric	Type	Data source	Area	Description
8.i	Research	Continuous	Elsevier	Research	
8.ii	Employment practice	Pick list	University	Stewardship	
8.iii	Inward investment/economic impact	Continuous	University/ statiscal agency	Outreach	
8.iv	Employment placements	Continuous	University	Stewardship	
8.v	Employment security	Continuous	University	Stewardship	
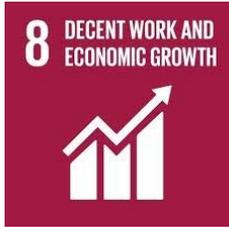
Employment practice

a) 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)

b) Recognise unions & labour rights (freedom of association & collective bargaining) for all, including women & international staff

c) Have a policy on discrimination in the workplace (including discrimination based on religion, sexuality, gender, age) (Provide date policy created and last reviewed)

d) Have a policy commitment to no forced labour, no modern slavery and no human trafficking, and no child labour (Provide date policy created and last reviewed)

e) Have a policy on guaranteeing equivalent rights of workers if/when outsourcing activities to third parties (Provide date policy created and last reviewed)

f) Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps (Provide date policy created and last reviewed)

g) Measure/track pay scale gender equity

h) Have a process for employees to appeal on employee rights and/or pay
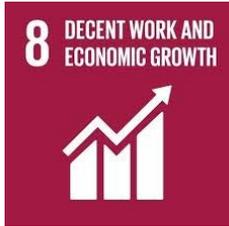
Security of employment

	Metric	Type	Data source	Area	Targets
8.v	Employment security	Continuous	University	Stewardship	8.8

Definition: Percentage of employees on secure contracts of over 24 months

Data: Employee numbers [headcount] (University)

Number of employees on contracts of over 24 months (University)

Notes: Exclude short term contracts that are explicitly to cover maternity leave

Build resilient infrastructure, promote sustainable industrialization and foster innovation

Metrics

	Metric	Type	Data source	Area	Description
9.i	Research	Continuous	Elsevier	Research	
9.ii	Patents	Continuous	Elsevier	Outreach	All patents
9.iii	Spin-offs	Continuous	University	Outreach	
9.iv	Industry income	Continuous	University	Stewardship	

Reduce inequality within and among countries

Metrics

	Metric	Type	Data source	Area	Description
10.i	Research	Continuous	Elsevier	Research	
10.ii	First generation students	Continuous	University	Outreach	
10.iii	Percent of international students from developing nations	Continuous	University	Outreach	Need list of developing nations
10.iv	Percent of students with disabilities	Continuous	University	Outreach	
10.v	Percent of staff with disabilities	Continuous	University	Stewardship	
10.vi	Access to university	Pick list	University	Stewardship	

Percentage of overseas students from developing nations

	Metric	Type	Data source	Area	Targets
10.iii	Percent of international students from developing nations	Continuous	University	Outreach	10.B.1

Objective: identify the support provided to international students from developing nations who receive financial aid

Definition: Sum of international first degree students from Low income countries and Lower middle income countries (as defined by the World Bank) divided by total number of first degree students.

Reference: World Bank Development Indicator https://data.worldbank.org/?locations=XM-XN-XT

Nationality to be used (rather than domicile)

Percentage of overseas students from developing nations

10.iii

Country Income Groups

- Low income - $1,045 or less
- Lower middle income - $1,046-$4,125
- Upper middle income - $4,126-$12,735
- High income: nonOECD - $12,736 or more
- High income: OECD - $12,736 or more

Year: 2016
Source: The World Bank Group
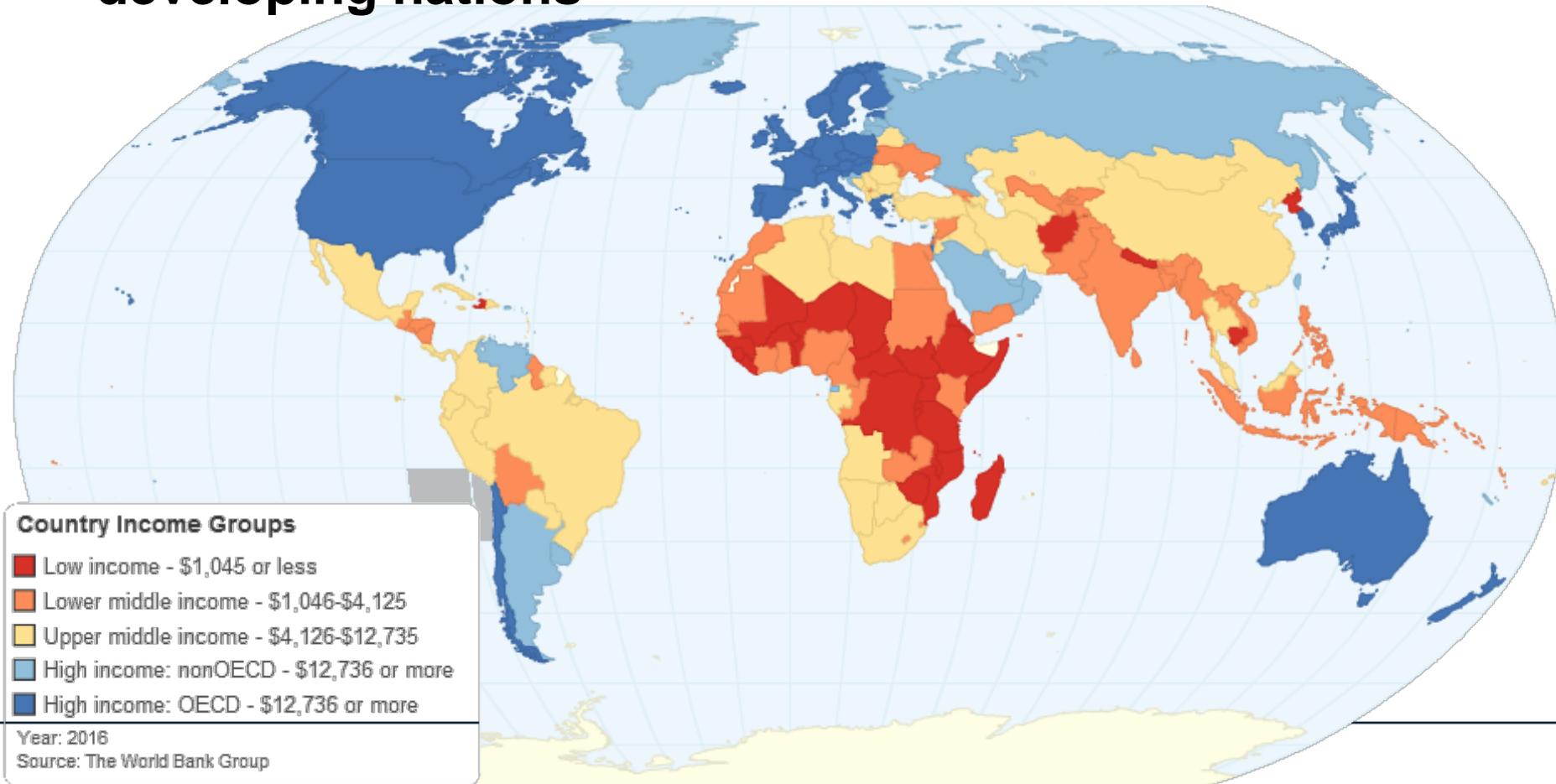
Access to university

a) 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 (Provide date policy created and last reviewed)

b) 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

c) Deliver programs to recruit students/staff/faculty from under-represented groups

d) Have anti-discrimination and anti-harassment policies (Provide date policy created and last reviewed)

e) 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

f) Provide mentoring/counselling/peer support programs to support students, staff, faculty from underrepresented groups

g) Provide cross-cultural training/awareness campaigns or education programmes

THE

Make cities inclusive, safe, resilient and sustainable

11 SUSTAINABLE CITIES AND COMMUNITIES

Photo: Sze Ning CC BY 2.0

Metrics

	Metric	Type	Data source	Area	Description
11.i	Research	Continuous	Elsevier	Research	
11.ii	Arts and heritage	Pick list	University	Outreach	
11.iii	Spend on Local Arts and Heritage	Continuous	University	Outreach	
11.iv	Sustainable practices	Pick list	University	Stewardship	

Sustainable practices

a) 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)

b) 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)

c) 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

d) Provide affordable housing for employees

e) Provide affordable housing for students

f) Prioritise pedestrian access on campus

g) Work with local authorities to address planning issues/development, including ensuring that local residents are able to access affordable housing

h) Build new buildings to sustainable standards

i) Build on brownfield sites, where possible (brownfield sites are those where there has been previous, recent building)

Ensure sustainable consumption and production patterns
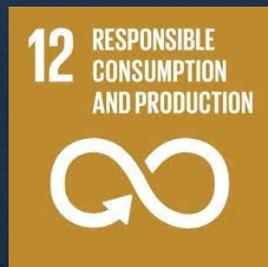
Metrics

	Metric	Type	Data source	Area	Description
12.i	Research	Continuous	Elsevier	Research	
12.ii	Operations	Pick list	University	Stewardship	
12.iii	Percentage of waste recycled	Continuous	University	Stewardship	
12.iv	Publication of sustainability report (with inclusions)	Pick list	University	Outreach	

Take urgent action to combat climate change and its impacts

13 CLIMATE ACTION

Photo: Sze Ning CC BY 2.0

Metrics

	Metric	Type	Data source	Area	Description
13.i	Research	Continuous	Elsevier	Research	
13.ii	Carbon footprint	Continuous	University	Stewardship	
13.iii	Environmental Education including Disaster Planning	Picklist	University	Outreach	Educating local people, informing and supporting local and regional government

Carbon footprint

	Metric	Type	Data source	Area	Targets
13.ii	Carbon footprint	Continuous	University	Stewardship	Indirectly 13.2

Objective: understand the carbon footprint of energy use at the university

Definition: the proportion of energy sourced from low carbon sources

Data sources: Units of energy used in the last year broken down by type:
Coal, natural gas, petrol/diesel, fuel oil, electricity (low carbon – renewable and nuclear), electricity (high carbon).

Notes: need to use conversion between different types of fuel to joules.

Promote just, peaceful and inclusive societies

Photo: Sze Ning CC BY 2.0
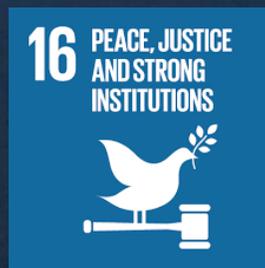
Metrics

	Metric	Type	Data source	Area	Description
16.i	Research: Law and IR	Continuous	Elsevier	Research	
16.ii	Governance	Picklist	University	Stewardship	
16.iii	Participation in local, regional and national government (and others)	Picklist	University	Outreach	
16.iv	Graduates in law and enforcement related courses	Continuous	University	Outreach	

Revitalize the global partnership for sustainable development

17 PARTNERSHIPS FOR THE GOALS

Photo: Sze Ning CC BY 2.0

Metrics

	Metric	Type	Data source	Area	Description
17.i	Proportion of all SDG research with international coauthorship	Continuous	Elsevier	Research	
17.ii	*Relationships with NGOs, Regional and National Government*	*Pick list*	*University*	*Outreach*	*May remove*
17.iii	Publish outputs across all SDGs	Continuous	University	Stewardship	Additional points for doing so as open data
17.iv	Survey of influencers	Continuous	YouGov	Outreach	

THE

Next steps

Further work

End poverty in all its forms everywhere

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

Ensure access to water and sanitation for all

Ensure access to affordable, reliable, sustainable and modern energy for all
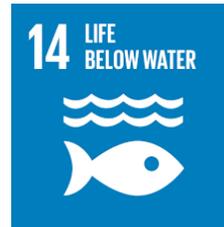
Conserve and sustainably use the oceans, seas and marine resources

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

Timetable

- Launch
- Data collection – Portal opens October-December 2018
- Calculation
- Release of first results – April 2019
- Review

THE

THE

Thank You

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