Times Higher Education
Impact Rankings

2025

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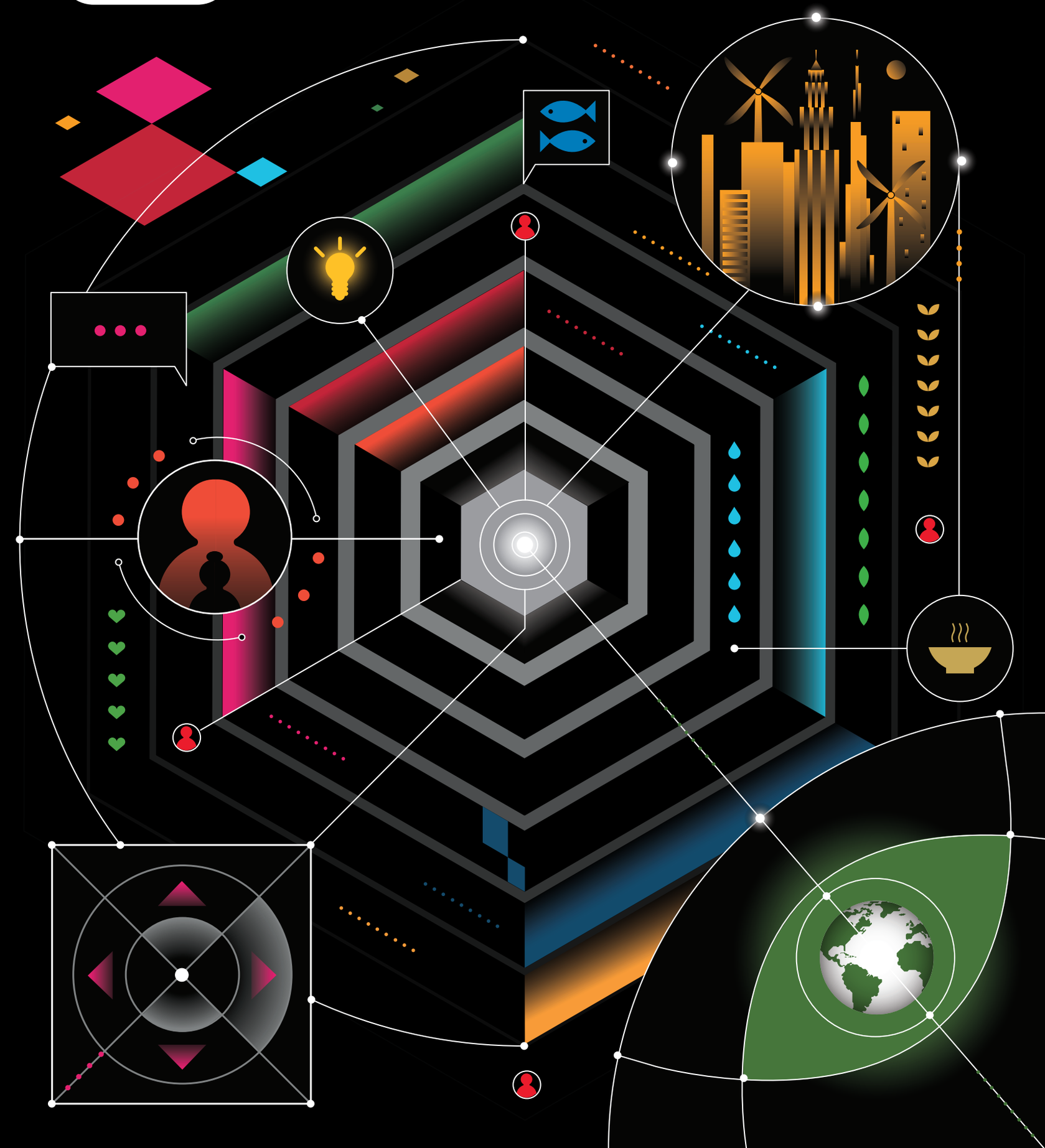

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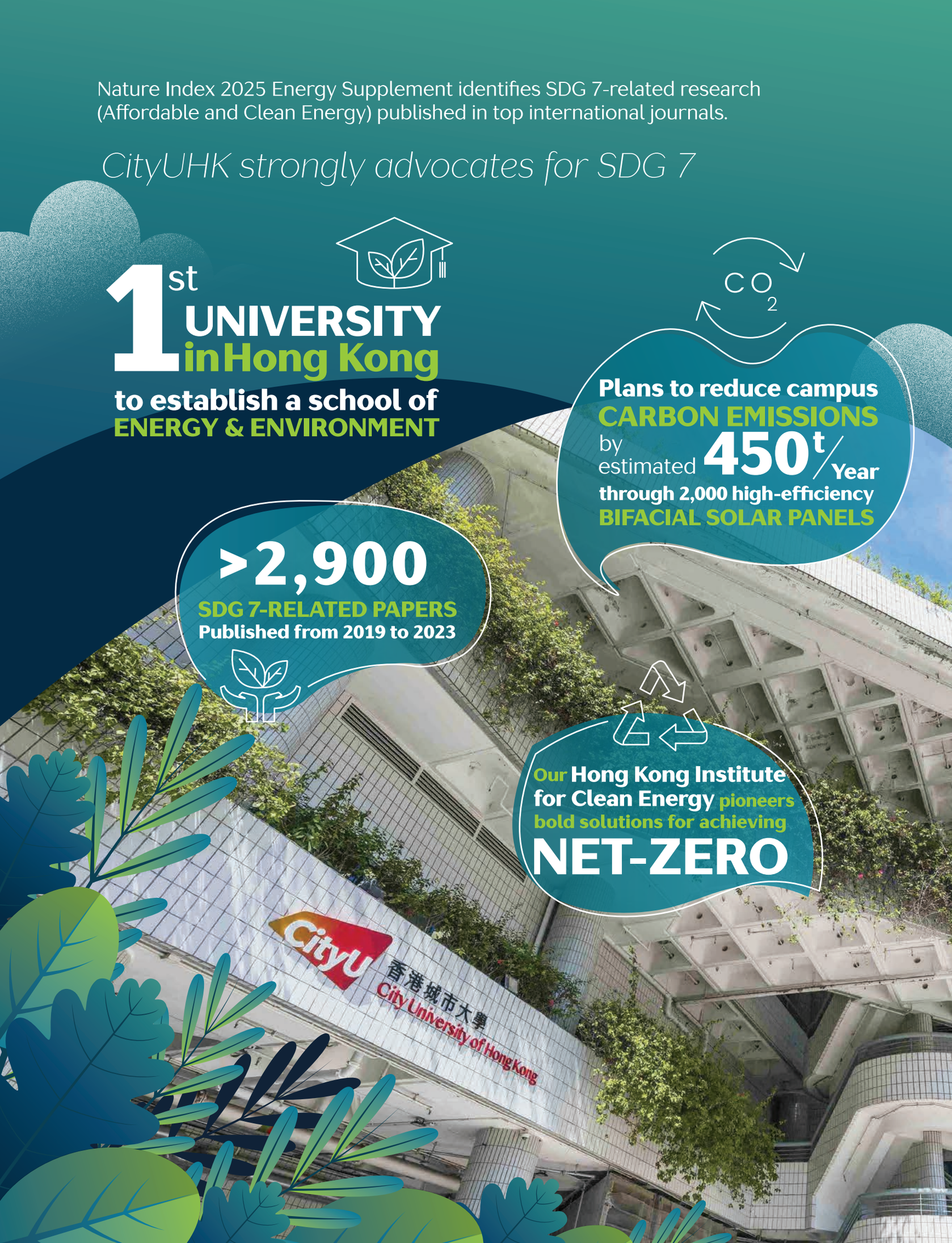

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#25 AMONG THE "LEADING 200 INSTITUTIONS" (#1 IN HONG KONG)

#9 AMONG THE "TOP 50 RISING INSTITUTIONS" (#1 IN HONG KONG)

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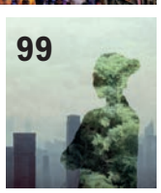
Universities' work to align with and promote the SDGs benefits not only their immediate environs but the future of the planet. The rankings reflect those institutions striving to meet the goals



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Times Higher Education World University Rankings
Rankings editor: Ellie Bothwell
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Times Higher Education
Impact Rankings

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Keep the light burning

NURPHOTO/GETTY IMAGES

These rankings celebrate universities' impact but also highlight areas where they are falling short

There is a village in the Philippines that until recently was shrouded in darkness every evening; residents simply couldn't afford to use electricity. They wanted solar-powered street lamps and, through a project with a local NGO and US-based undergraduate students, one was designed and installed in the village. But with no resources to replicate it, it lit up just one small corner of the village.

The students got to know the villagers better and together they created an affordable, portable solar-powered lantern; students provided the prototype and then taught villagers how to build it themselves.

"We're helping them create their own light," summarised Mandy Bratton, executive director of the Center for Global Sustainable Development at the University of California, San Diego, when she told me the story last year. The students involved were on the centre's Global Ties programme, which partners interdisciplinary teams of undergraduates with non-profit NGOs and the communities with which they work to co-create solutions to urgent challenges. The team are now developing a device that will harness solar energy to charge phones in disaster situations.

The lantern is just one powerful example of the countless ways in which universities make a positive, tangible impact on communities across the world. The *Times Higher Education* Impact Rankings aims to shine a spotlight on this vital work – demonstrating the many ways in which universities are contributing to the United Nations' Sustainable Development Goals. They are a celebration of universities' impact through their core activities of research, stewardship, outreach and teaching, and require institutions to better document and publicise their work in this area. But they also hold institutions to account, highlighting where the sector is falling short and which areas demand more progress.

This year's results include data on a record 2,526 universities across 130 countries and territories. As in previous years, there are 18 rankings tables – one overall ranking, and one ranking for each of the 17 SDGs.

The latest data shows that universities in East and South-east Asia are improving rapidly when it comes to their contributions towards sustainable development, as explored in our main analysis. However, globally, universities are falling short on their mental health support for staff, while many are still not assessing their students' learning about sustainability.

UC SAN DIEGO

This year's ranking also comes 10 years after the creation of the SDGs and amid scepticism that the goals will be met by the target year of 2030. A recent study led by academics in Mexico concluded that no countries were on track to meet all 17 SDGs, while international funding cuts in the US and elsewhere further threaten their progress.

Despite the hurdles, universities are continuing to make an impact and striving to keep the momentum going. Even in South Sudan, where conflict, the climate crisis and poor infrastructure and funding mean pursuing the SDGs is a major challenge, universities are still playing a positive role, as explained in these pages by an academic in the country and one of his collaborators in the UK.

As nations potentially stall on sustainable development, it becomes ever more vital for universities to take up the mantle – to continue to do the life-changing work they have always done and to shout even louder about it. It might just bring some more light into the world. ●

Ellie Bothwell
Rankings editor, *Times Higher Education*

> "Universities are making an impact and striving to keep the SDG momentum going"

COUNTRIES/REGIONS REPRESENTED IN THE OVERALL IMPACT RANKINGS 2025

Country/region	Number of institutions	Top institution	Rank
India	135	Amrita Vishwa Vidyapeetham	=41
Pakistan	120	University of Lahore	101–200
Philippines	113	Ateneo de Manila University	101–200
Turkey	109	Abdullah Gül University	37
Iraq	88	Al-Mustaqbal University	201–300
Thailand	83	Chiang Mai University	=44
		Chulalongkorn University	=44
Russian Federation	80	Peter the Great St Petersburg Polytechnic University	301–400
		RUDN University	301–400
United Kingdom	73	University of Manchester	2
Indonesia	71	Universitas Airlangga	=9
Japan	68	Hokkaido University	=44
Uzbekistan	59	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	201–300
		National University of Uzbekistan named after Mirzo Ulugbek	201–300
		Tashkent Institute of Irrigation and Agricultural Mechanisation	201–300
Brazil	56	University of São Paulo	101–200
Ukraine	55	Sumy State University	301–400
Algeria	53	University of El Oued	301–400
Taiwan	53	National Taiwan University (NTU)	=14
Spain	52	Polytechnic University of Valencia	101–200
		University of Barcelona	101–200
		University of Jaén	101–200
Egypt	51	Arab Academy for Science, Technology and Maritime Transport	101–200
United States	46	Arizona State University (Tempe)	=6
Kazakhstan	36	Al-Farabi Kazakh National University	401–600
Nigeria	36	Afe Babalola University	=84
France	34	Institut Agro	=23
Iran	34	Iran University of Medical Sciences	301–400
Saudi Arabia	34	King Fahd University of Petroleum and Minerals	=25
Colombia	33	CES University	401–600
		Del Rosario University	401–600
		Simón Bolívar University (Colombia)	401–600
		Universidad Pontificia Bolivariana (UPB)	401–600
Malaysia	31	Universiti Sains Malaysia	=14
South Korea	28	Kyungpook National University (KNU)	3
Azerbaijan	25	Baku State University	401–600
		Khazar University	401–601
Poland	25	Gdańsk University of Technology	301–400
		University of Gdańsk	301–400
Romania	25	University of Bucharest	=93
Canada	24	Queen's University	=6
Chile	24	Pontificia Universidad Católica de Chile	101–200
Italy	24	Politecnico di Milano	101–200
		University of Bologna	101–200
		University of Florence	101–200
		University of Padua	101–200
Australia	20	Western Sydney University	1
Bangladesh	20	Daffodil International University (DIU)	101–200
Greece	20	National and Kapodistrian University of Athens	201–300
Mexico	20	National Autonomous University of Mexico	101–200
		Tecnológico de Monterrey	101–200
Ecuador	17	Escuela Superior Politécnica del Litoral	401–600
		UEES, Espiritu Santo University	401–600
		Universidad Técnica Particular de Loja	401–600
Jordan	17	Al-Ahliyya Amman University	101–200
Portugal	16	University of Coimbra	80
Vietnam	16	FPT University	301–400
		National Economics University	301–400
		Nguyen Tat Thanh University	301–400
		UEH University	301–400
Morocco	14	Ibn Tofaïl University	401–600
		International University of Rabat	401–600
Turkmenistan	14	Dovletmammet Azadi Turkmen National Institute of World Languages	1,501+
		Institute of Telecommunications and Informatics of Turkmenistan	1,501+
		International University for the Humanities and Development	1,501+
		Magtymguly Turkmen State University	1,501+
		Myrat Garryyev State Medical University of Turkmenistan	1,501+
		Oguz Han Engineering and Technology University of Turkmenistan	1,501+
		Seyitnazar Seydi Turkmen State Pedagogical Institute	1,501+
		State Energy Institute of Turkmenistan	1,501+
		Turkmen Agricultural Institute	1,501+
		Turkmen Agricultural University named after S.A. Niyazov	1,501+
		Turkmen State Architecture and Construction Institute	1,501+
		Turkmen State Institute of Economics and Management	1,501+
		Turkmen State Institute of Finance	1,501+
		Yagshigeldi Kakayev International University of Oil and Gas	1,501+
Czechia	13	Palacký University Olomouc	201–300
South Africa	13	University of Johannesburg	=23
United Arab Emirates	13	Al Ain University	=90
Hungary	12	University of Debrecen	301–400
		University of Szeged	301–400
Ghana	11	Ashesi University	601–800
		University of Cape Coast	601–800
Germany	10	Free University of Berlin	101–200
Kenya	10	University of Nairobi	801–1,000
Lebanon	10	Holy Spirit University of Kaslik	101–200
		Lebanese American University	101–200
Peru	9	Universidad Científica del Sur	401–600
		Universidad Peruana de Ciencias Aplicadas (UPC)	401–600
Tunisia	9	University of Tunis El Manar	101–200
China	8	Southern University of Science and Technology (SUSTech)	201–300
Finland	8	Lappeenranta-Lahti University of Technology LUT	101–200
		University of Helsinki	101–200
Ireland	8	University of Galway	=64
Sri Lanka	8	General Sir John Kotelawala Defence University	401–600
Angola	7	Instituto Superior de Ciências de Educação de Cabinda	1,501+
		Instituto Superior Politécnico de Benguela	1,501+
		Universidade Agostinho Neto	1,501+
		Universidade do Namibe	1,501+
		Universidade Katyavala Bwila	1,501+
		Universidade Kimpa Vita	1,501+
		Universidade Rainha Njinga a Mbande (URNM)	1,501+
Argentina	7	National University of Córdoba	301–400
Lithuania	7	Kaunas University of Technology	401–600
		Lithuanian University of Health Sciences	401–600
		Mykolas Romeris University	401–600
New Zealand	7	University of Auckland	28
Somalia	7	Abrar University	1,501+
		Accord University	1,501+
		Barawa International University	1,501+
		Daaru Salaam University	1,501+
		East Africa University	1,501+
		SIMAD University	1,501+
		Zamzam University for Science and Technology	1,501+
Belarus	6	Belarusian State University of Informatics and Radioelectronics	1,501+
		Francisk Skorina Gomel State University	1,501+
		University of Civil Protection	1,501+
		Vitebsk State Medical University	1,501+
		Vitebsk State Technological University	1,501+
		Yanka Kupala State University of Grodno	1,501+
Costa Rica	6	University of Costa Rica	301–400
Georgia	6	New Vision University	801–1,000
Latvia	6	University of Latvia	201–300
Netherlands	6	Delft University of Technology	101–200
Oman	6	Dhofar University	601–800
Palestine	6	An-Najah National University	82
Switzerland	6	University of Geneva	201–300
Syria	6	Damascus University	1,001–1,500

Note: Countries with fewer than six institutions are not included in this table.

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No. 19 Worldwide	No. 1 in China	No. 12 in Asia	12-Time No. 1 Worldwide	12-Time Top 30 Worldwide	No. 3 Worldwide

1. *University Impact Rankings 2024 by Times Higher Education*
2. *Nature Index 2022 - Patent Influence Metric*
3. *Asia University Rankings 2025 by Times Higher Education*
4. *Financial Times Executive MBA Rankings*
5. *Global Employability University Rankings published by Times Higher Education*
6. *Young University Rankings 2024 by Times Higher Education*

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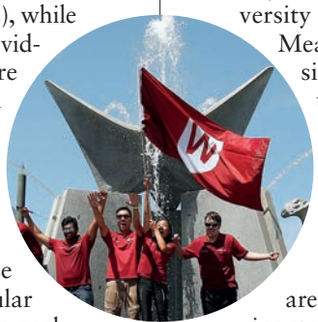
Strategic improvement

Asia has stepped up its progress on the SDGs, with Malaysia and South Korea making the most rapid advances, writes Patrick Jack

Universities in East and Southeast Asia are improving rapidly when it comes to their contributions towards sustainable development, according to the latest *Times Higher Education* Impact Rankings.

A South Korean and an Indonesian university now make the top 10 of the overall ranking, which assesses universities' progress on the United Nations' Sustainable Development Goals (SDGs), while 10 out of the 17 individual SDG rankings are now led by an Asian university, up from five last year.



Three South Korean and two Malaysian universities are among those at the top for particular SDGs, as well as one each in Hong Kong, Thailand, Indonesia and Iraq.

In total, Asian universities occupy 22 of the top 50 spots in the overall ranking (up from 12 last year) – compared with 11 from Australasia, nine from Europe, eight from North America, and one from Africa.

Australian institutions have typically dominated the top of the overall ranking, and that trend continues again – although Asia's rise means the nation has one fewer institution in the top 10 compared with last year. Western Sydney University (WSU) is number one for the fourth consecutive year, while Griffith University and the University of Tasmania are tied in fourth place.

North America occupies three spots in the top 10: Arizona State University (Tempe) and Queen's University (tied sixth), and the University of Alberta (eighth). Meanwhile, the University of Manchester is the UK's only institution in this elite group, in second place, and Denmark's Aalborg University is joint ninth.

The other places are taken by the two rising stars from Asia in South Korea's Kyungpook National University (KNU), which finishes third overall, and Indonesia's Universitas Airlangga (joint ninth).

Both KNU and Airlangga moved up significantly from their positions in last year's overall ranking, which were joint 39th and joint 81st respectively. While the research-focused World University Rankings tend to be relatively stable year-on-year, the Impact Rankings are inherently dynamic because the metrics allow institutions to demonstrate rapid improvement, for example by introducing new policies or by providing clearer and more open evidence of their progress.

KNU's swift rise is most evident for SDG 1 (no poverty). The institution said it has set a goal of graduating more than 90 per cent of students who were classed as being from low-income backgrounds at the time of admission, and also has several scholarships in place to help these students continue their studies.

Meanwhile, Airlangga's most improved score was for SDG 11

TOP UNIVERSITIES BY SDG

SDG 1
No poverty
Universiti Sains Malaysia (Malaysia)

SDG 2
Zero hunger
Queen's University (Canada)

SDG 3
Good health and well-being
RCSI University of Medicine and Health Sciences (Ireland)

SDG 4
Quality education
Lingnan University Hong Kong (Hong Kong)

SDG 5
Gender equality
Walailak University (Thailand)

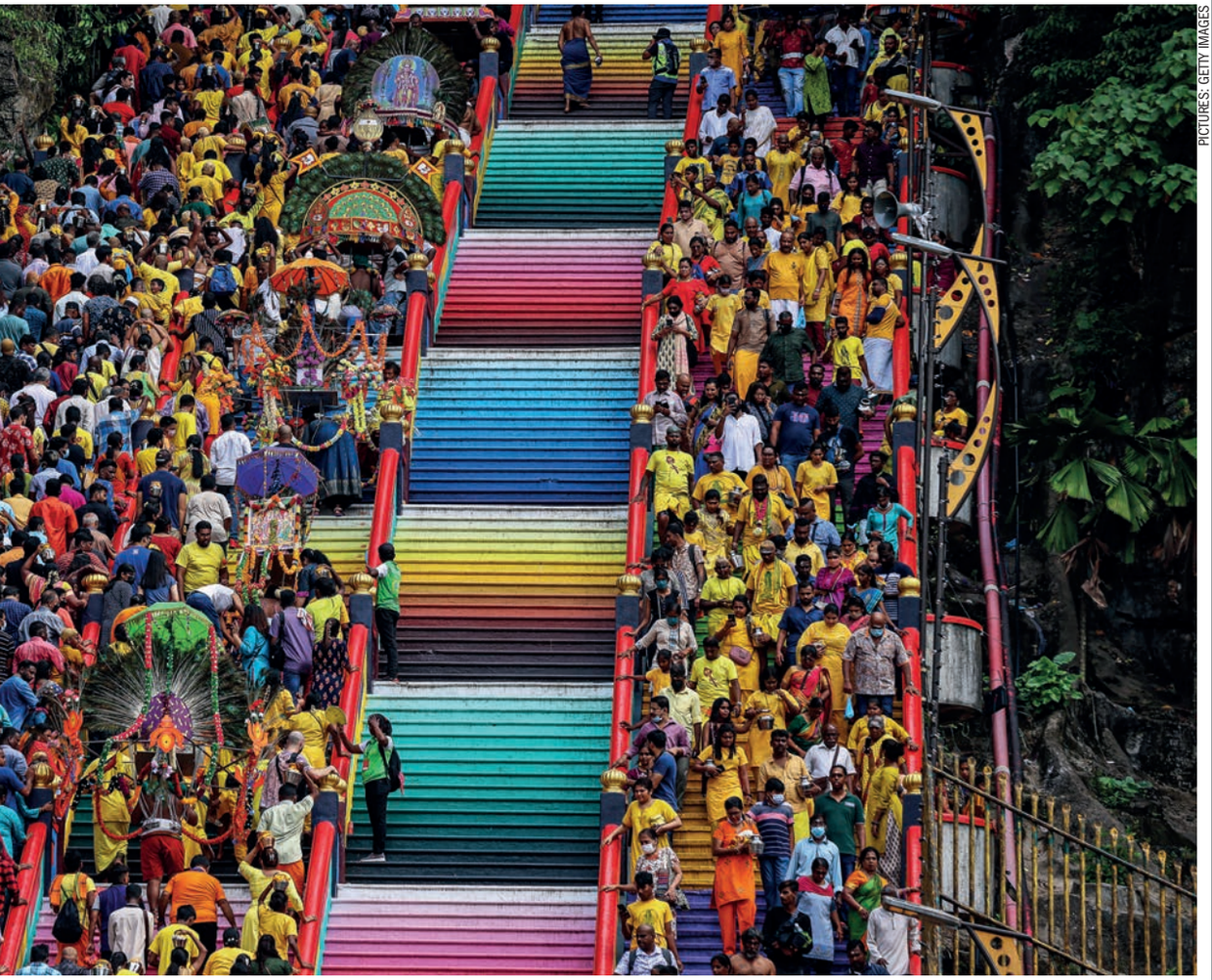
SDG 6
Clean water and sanitation
Universitas Airlangga (Indonesia)

SDG 7
Affordable and clean energy
Al-Mustaqbal University (Iraq)

SDG 8
Decent work and economic growth
Korea University (South Korea)

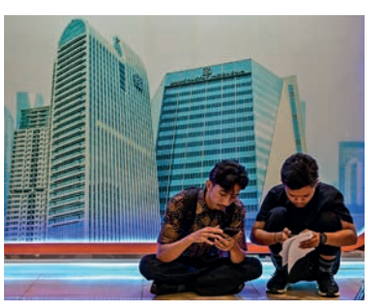
SDG 9
Industry, innovation and infrastructure
12 institutions tied (see page 75)

SDG 10
Reduced inequalities
University of Huddersfield (UK)



PICTURES: GETTY IMAGES

(sustainable cities and communities). Based in the busy city of Surabaya, the university said it was enriching local people's connection with nature and culture by providing free public access to its green and open spaces. It has also introduced electric bicycles for students and faculty, and free bus services.



Other Asian universities performed almost as strongly – despite recent warnings from the UN that the continent was falling behind in its progress on the SDGs. South Korea's Pusan National University (13th) was closely followed by the National Taiwan University (NTU) and Universiti Sains Malaysia (in joint 14th) and by South Korea's Kyung Hee University and the Hong Kong University of Science and Technology (in joint 19th).

The data show that all these universities have improved their evidence scores this year, meaning that they have made particular progress on initiatives that foster sustainability, and their documentation and promotion of these initiatives, rather than on bibliometrics or on their institutional data relating to staff and students.

At the country level, South Korea and Malaysia are the Asian countries that have improved the most; the median year-on-year overall score differences for the two countries are 4.0 and 3.9 respectively. Japan bucks the general trend and has declined overall, as

> "The Impact Rankings are inherently dynamic because the metrics allow institutions to demonstrate rapid improvement"

SDG11
Sustainable cities and communities
University of Manchester (UK)

SDG 12
Responsible consumption and production
Korea University (South Korea)

SDG 13
Climate action
University of Tasmania (Australia)

SDG 14
Life below water
Arizona State University (Tempe) (US)

SDG 15
Life on land
University of Tasmania (Australia)

SDG 16
Peace, justice and strong institutions
Universiti Sains Malaysia (Malaysia)

SDG 17
Partnerships for the goals
Universiti Sains Malaysia and University of Malaya (Malaysia)

have the US and Spain.

The improvement in East and South-east Asia's performance comes alongside an increase in participation. While Asia has been the most-represented continent in the Impact Rankings since they launched in 2019, Asian universities now make up the majority of all ranked institutions for the first time. Fifty-two per cent of ranked universities are from the continent in 2025 – up from 49 per cent last year and 42 per cent in 2020.

When looking at the individual SDG rankings, there is particularly strong Asian representation towards the top of the tables for SDG 1, SDG 4 (quality education) and SDG 8 (decent work and economic growth).

Futao Huang, a professor at Hiroshima University's Research Institute for Higher Education, said these strengths are largely in line with what one might expect from the continent.

"These reflect long-standing national and institutional priorities focused on poverty alleviation, education access and economic development – areas where many Asian universities have actively aligned their missions and strategies," he said.

> "National priorities are poverty alleviation, education access and economic development – areas where many Asian universities have aligned their missions"

He added that the notable improvement in the table for SDG 17 (partnerships for the goals) – which is now jointly led by two Malaysian universities and features three other Asian institutions in the top 10 – highlights the region's "growing commitment to global collaboration and cross-sector engagement, supported by policy encouragement and improved data reporting capacity".

The SDG 17 ranking examines the ways in which universities support the SDGs through collaboration with other countries, the promotion of best practices and the publication of data.

One institution that has significantly improved in this area is Thailand's Nakhon Si Thammarat Rajabhat University, which is now ranked 401-600 for SDG 17, up from the 1,501+ band. The university established a network with domestic institutions and international providers in China and Japan, aimed at fostering international cooperation for sustainable development. It also implemented a grassroots economic and social development project, in collaboration with the local community and public and private sectors, focused on establishing a new creative economic district in a local market town.

On SDG 8, South Korea takes the top three spots, as well as three other places in the top 10. The country's institutions also perform well in SDG 9 (industry, innovation and infrastructure) and SDG 12 (responsible consumption and production).

This is because of a combination of robust economic policies, a cultural emphasis on education and effective industry partnerships in South Korea, according to Terri Kim, professor of comparative higher education at the University of East London.

"These [industry] partnerships integrate academic research with practical applications critical for meeting the objectives of SDGs 8 and 9," she said.

MENTAL HEALTH SUPPORT FOR STAFF FOUND LACKING

Universities across the world report having greater mental health provision for students than for staff, sparking calls for providers to "prioritise" staff well-being, data collected by *Times Higher Education* has found.

The *THE* Impact Rankings, which assess how universities perform against the United Nations' Sustainable Development Goals (SDGs), found that while 62 per cent of institutions ranked for SDG 3 (good health and well-being) submitted evidence showing that they provide access to mental health support for students, only 41 per cent submitted data for staff.

This year's ranking was the first time that universities were asked to provide separate mental health data on staff and students, with the figures based on submissions from 1,788 universities from 119 countries/territories. The gap was particularly stark in South America, where although 67 per cent could offer relevant evidence of student mental health support, only 34 per cent could do the same for staff, marking the widest difference of any continent.

In Europe, 76 per cent of universities provided relevant evidence of student mental health support, while only 46 per cent provided relevant evidence of staff mental health support.

In Oceania, where all ranked universities were able to provide evidence of mental health provision for students, the gap similarly stood at 30 percentage points, with only 70 per cent providing evidence of staff mental health support.

While in Africa the gap stood at only 16 percentage points, just 37 per cent of universities offered student mental health support in comparison with 21 per cent for staff, making it the region with the lowest overall support for mental health.

Canada was the only country that showed equal provision of staff and student support, both at 90 per cent. Meanwhile, the US bucked the overall trend, with its universities being more likely to provide evidence of mental health support for staff (82 per cent) than students (79 per cent).

Chathurika Kannangar, associate teaching professor in psychology at the University of Greater Manchester, said that "as institutions continue their efforts to enhance student well-being and mental health outcomes, it is equally important to prioritise the well-being of HE staff".

"This is the workforce dedicated to providing the best education for students and it is crucial that they are supported with whatever issues might potentially affect their mental health and well-being," she said.

Kannangar added that the "discrepancy" between provision for students and staff could be a result of the fact that staff support is usually outsourced to external providers – including through employee assistance programmes – whereas student services are more typically delivered internally. She added that institutions may have more data on the mental health of students than staff.

The new figures on staff and student mental health support come amid global attacks on higher education and mounting financial issues in many sectors, including the UK, where thousands of university jobs are being axed. The gap between student and staff mental health provision in the UK

PICTURES: GETTY IMAGES

However, despite an improved performance across the continent overall, there are still some areas where Asian institutions lag behind. Kim says that South Korean universities typically struggle in SDGs that require addressing significant societal challenges, such as SDG 4 and SDG 10 (reduced inequalities). Meanwhile, Asian institutions more broadly underperform on SDGs 10, 12, 13 (climate action), and 15 (life on land); just one university from the continent finishes in the top 10 in these tables (although Korea University takes the number one spot for SDG 12).

"[This limited representation] may indicate a relative lack of focus or institutional capacity in equity and environmental domains, or at least challenges in translating work into quantifiable outcomes," said Huang.

Petra Molthan-Hill, professor of sustainable management and education for sustainable development at Nottingham Trent University, said it was no surprise Asian universities trailed on SDG 13.

"While there is a need to increase climate action in these countries, especially with regards to adaptation, the highest emitters per person are the 'Big Four' markets [US, UK, Canada and Australia] and hence they are the ones who could have a higher impact by reducing emissions per person and per institution," she said.

However, SDG 13 is one of only seven of the 17 SDGs topped by the US, UK, Canada and Australia – down from 11 last year. And universities from these countries occupy seven of the overall top 10 this year, compared with nine in 2024.

Molthan-Hill said an optimistic reason for this dip could be that universities in these major anglophone systems now contribute to the SDGs as part of their mainstream activities, so it has become "the new normal".

"However, a more negative answer might be that the political environment in these countries has not been so conducive to addressing the SDGs recently," she said.

stands at 24 percentage points (87 per cent for students versus 63 per cent for staff).

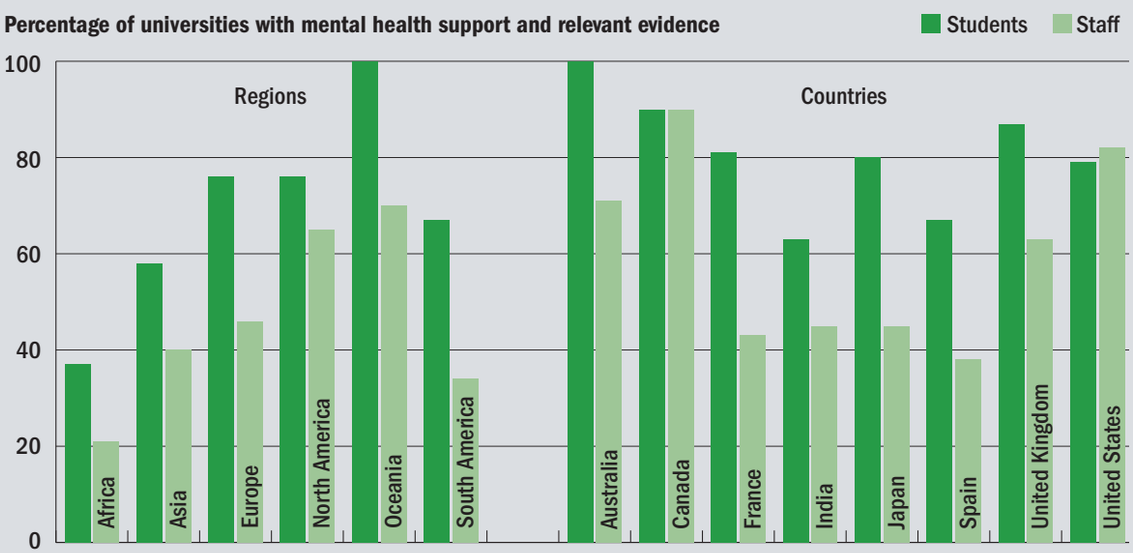
"Given the current challenges facing the sector, it is vital to ensure that the processes in place for both staff and student mental health support are aligned, effective and adequately resourced," Kannangar said.

The data also found that globally universities reported similar discrepancies between their maternity and paternity policies, although as with the mental health data there were significant variations across regions and countries. Some 95 per cent of Australian universities ranked for SDG 5 (gender equality) were able to evidence both maternity and paternity policies; however, in the US, the share of ranked institutions showing relevant proof of maternity and paternity policies was 71 per cent and 56 per cent respectively.

India presents a notably large gap on these indicators, with 58 per cent of Indian institutions evidencing maternity policies, compared with only 36 per cent for paternity policies.

Juliette Rowsell

Percentage of universities with mental health support and relevant evidence



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The end of the road?

Cuts to USAID and the NIH have suspended a good deal of research in the Global South. So how can the SDGs be met by 2030? Jack Grove reports

> About 70 per cent of South Africa's total medical research – about $400 million last year – was funded by the NIH

No institution outside North America receives more grants from the National Institutes of Health (NIH) than the University of Cape Town. The vice-chancellor of Africa's premier research university, Mosa Moshabela, recently told a council meeting that 155 projects, with a total value of 2.5 billion rand (£100 million), are supported by US funding, mostly linked to HIV or tuberculosis research. More than 140 of those are funded by the NIH.

That translates into 475 academic and research support posts being dependent, in whole or in part, on US assistance, with a further 61 postgraduate students and 20 postdoctoral research fellows also relying on American investment.

All of that is under threat as the NIH apparently mulls ending all grants to South Africa – in response to an executive order from President Trump on 7 February that claimed that the country was discriminating against Afrikaners: white South Africans of Dutch descent.

About 70 per cent of South Africa's total medical research – about $400 million last year – was funded by the NIH, and an NIH memo leaked at the end of March revealed that future grants to the country are on hold until further notice. The potential consequences for South African science would, needless to say, be devastating.

"There are currently no mechanisms to retain over 200…staff members through other, non-NIH funds," warned Moshabela in a report discussed at the 15 March council meeting. The loss of researchers behind UCT's "most impactful research programmes" would almost inevitably lead to a fall in publications, which he feared would have a "profound impact on the university's ranking and financial sustainability".

Even if Cape Town avoids the termination of all its NIH grants, moreover, it seems unlikely that non-US universities will be able to count on Donald Trump's America for research funding in the same way as previously. That point was very much underlined by the sudden termination in mid-March of more than 5,200 USAID contracts – some 83 per cent of all USAID commitments – some of which support research alongside international development aid.

USAID previously awarded universities about $350 million to research solutions to global problems, according to the Association of Public and Land-grant Universities. And a USAID memo detailing just over $75 billion in cuts includes an array of cancelled payments to universities, from $424 million promised to Johns Hopkins University to a $1,308 grant to a Guatemalan university.

That retreat from the US' often unheralded role in global research has left many wondering what comes next. Can anyone or anything step into the breach? Will a new ecosystem of global collaboration on research emerge? How much of the potential damage to global research can be avoided?

"You could always try to imag-

ine that something will emerge from the ashes, but it's difficult to see any silver linings," reflected Kevin Marsh, co-director of the Oxford Africa Initiative, contemplating the "disaster for research" caused by the USAID cuts.

"In Kenya, about 40,000 people were out of work almost overnight – it was so indiscriminate," said Marsh. And though most of them were not officially classified as research staff, their work in administering vaccines, collecting data and similar activities was crucial for Marsh's work on malaria and other tropical diseases. "It's hard to separate people into different columns in this kind of environment – health research in Africa needs a lot of implementation, so you need these people on the ground to deliver research," he said.

The likelihood of any other funder stepping up to plug such a huge gap seems remote. Many Western governments are feeling the squeeze, not least due to concerns over Trump's tariffs and his questionable commitment to Western defensive alliances. The UK government, for instance, recently cut its own overseas aid commitments from 0.5 per cent to 0.3 per cent of GDP by 2027 because of the perceived need to increase defence spending. That represents a 40 per cent cut, which will reduce aid spending from about £13 billion to an estimated £9.2 billion. And only a fraction of this sum goes on research: the Department for Science, Innovation and Technology's aid-funded portfolio was just £167 million in 2023, a recent audit found.

Neither can charity conceivably step into the breach: the Wellcome Trust's chief executive, John-Arne Røttingen, noted in February that the £1.1 billion spent annually by his organisation was a "drop in the ocean" compared with the US' $72 billion (£55 billion) annual spending on overseas development aid, while the Gates Foundation has also said no charity could replace the US government's contribution.

PICTURES: GETTY IMAGES

At Cape Town, the split between US federal and philanthropic support is instructive: the NIH funding of 660 million rand (£27 million) pledged for 2025 is 50 per cent more than the still impressive 448 million rand the university received last year from philanthropists.

At the University of the Witwatersrand (Wits), another leading South African university, the loss of US funding has necessitated severe cuts of research personnel and PhD funding, said Thesla Palanee-Phillips, director of clinical trials and lab director at the Wits Reproductive Health and HIV Institute. She described the situation as a "bloodbath", pushing all research groups into "survival mode", with "grant-writing prioritised over paper-writing" in a race to find replacement funds to prevent projects being shelved and research groups breaking up.

"With loss of funding, we are also seeing postgraduate researchers being left without support to complete academic degrees," said Palanee-Phillips, adding that concerns are rising in South Africa that there will be an "exodus of talent and supervisors of postgrads to greener pastures in other countries or continents".

For many in the UK, the USAID cuts have a troubling similarity to 2021's sudden decimation of the Global Challenges Research Fund (GCRF), an ODA-funded programme that supported research (much of it UK-led) addressing challenges faced by developing countries. The government's decision to reduce from 0.7 to 0.5 per cent the proportion of British GDP spent on ODA because of the impact of the Covid-19 pandemic on public finances resulted in a £300 million in-year shortfall in the GCRF (70 per cent of its budget), including an in-year hole of about £120 million.

That proportion was originally supposed to return to the 0.7 per cent that had been set into law in 2015 by prime minister David Cameron, but its further fall to 0.3 per cent suggests that the GCRF – which was worth £1.5 billion over five years – is not coming back any time soon.

"Some UK researchers will know what US researchers in the field are dealing with – at some level, you do feel responsible when people's livelihoods are destroyed," said Alison Phipps, Unesco chair in refugee integration through languages and the arts at the University of Glasgow, whose GCRF project was hit hard by the UK cuts and who publicly quit as an adviser to the Arts and Humanities Research Council over the handling of what she called, in a co-authored open letter, the UK's "draconian and misguided" cuts to overseas research projects.

"Some US researchers might want to fight the cuts legally or campaign against what's happened

> "At some level, you do feel responsible when people's livelihoods are destroyed"

given that it's been so chaotic. But many will just want to give up [on cross-border research], saying 'never again'," she predicted.

Nevertheless, Phipps hopes international collaboration continues "on a voluntary basis" via more informal, "almost anarchic" structures. "Arts and humanities have long worked with almost no resources, so we've shown you can keep things going with things like Zoom meetings," she said.

"That doesn't help the people who were previously employed, but research institutions [in the Global South] are resilient, [adept at] coping with economic devastation to carry on with relatively little."

With many of the United Nations' Sustainable Development Goals already believed to be unachievable by the target date of 2030, could the NIH and USAID cuts be a further nail in their coffin?

According to a University of Sussex report in 2023, the US accounted for roughly a quarter of papers related to SDGs between 2015 and 2019. But the concentration of US research focused on SDGs is "relatively low" compared with other high-income countries, explained the report's lead author, Tommaso Ciarli, principal research fellow at Sussex's Science Policy Research Unit.

And while "we will certainly miss the research funded by the NIH – it's a huge part of global research", it is also true that its funding "has not always been aligned with SDGs", Ciarli said. "Much of it is concentrated on cancer research because this is where scientists want to publish given the incentives related to funding and publications. For India or another low- or middle-income country, research on cancer is important, but if you consider which diseases are having an impact, it's not the major [one]."

If countries with a greater focus on SDG-related research could be persuaded to increase their funding, its overall global volume could increase despite the US' withdrawal of aid, speculated Ciarli. The problem is that the "anti-woke" agenda – which Trump has turbocharged and which has led to the cancellation of numerous domestic grants on topics such as EDI and climate change – is also pushing other countries to spend less on research related to the SDGs. "Unless there is a backlash from universities, it is difficult to see this changing," he said.

For that reason, Ciarli agreed that it is "unrealistic" for any of the UN's goals to be achieved by 2030. "The UN will come up with a sequel – perhaps different goals and missions, or focusing on SDGs in a way that works better," he speculated.

But, whatever the financial and cultural headwinds, researchers must not give up, said Wits' Palanee-Phillips. For instance, halting undergoing clinical trials of HIV treatments will mean "more people with HIV", while fewer doctoral students and postdoctoral researchers will undermine South Africa's pipeline of future research leaders.

A "loss of momentum" in research would also endanger Wits' "flagship status", which paved the way for its high-level international research collaborations.

"We need to act fast to save what we can, so we have enough to move forward," Palanee-Phillips said. "It's stressful, but if we break momentum, it will see us take many steps backwards in all our research efforts." ●

> "Halting undergoing clinical trials of HIV treatments will mean 'more people with HIV'"

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Adapting to change

Marine biologist and Melbourne v-c Emma Johnston is using underwater insights to keep her institution afloat in the storms, reports John Ross

When new leaders arrive at the world's top universities, they often come with pedigrees in medical research. Oxford's Irene Tracey is a professor of anaesthetic neuroscience. Cambridge's Deborah Prentice is an eminent psychologist. MIT's Sally Kornbluth is a cell biologist.

In Emma Johnston, the University of Melbourne has a leader who was recently named *Marie Claire* magazine's Eco Warrior of the Year.

While Johnston does not know how many of her fellow vice-chancellors are marine scientists, she believes her discipline offers a metaphorical framework to confront the "external shocks" imperilling her institution and sector – not to mention the future employability of graduates.

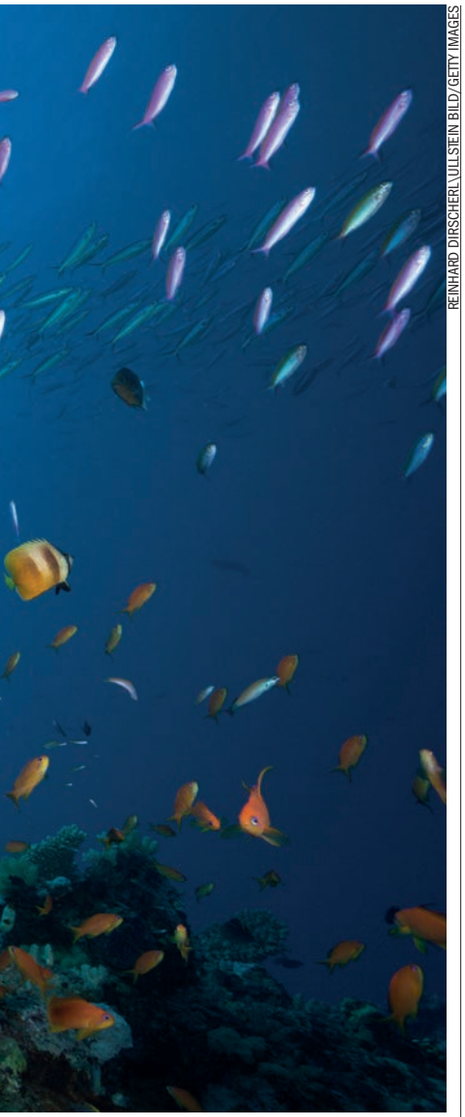
"I've spent my life studying human impacts in marine ecosystems," she said. "The two things that really characterise resilience are the ability to resist stresses – or exogenous disturbances, as the economists call them – and to adapt. It's going to be increasingly important for our graduates to come out of their degrees not only with their deep disciplinary skills, but with an ability to use decision science and to be agile in their thinking and do scenario planning – all the sorts of things that make you able to resist and adapt to external drivers of change."

From an ecosystem perspective, resilience relies on two characteristics: biodiversity and connectivity. The more species there are, and the more connections there are between those species, the more they can resist and adapt.

"If we are a diverse community of students and staff, and we engage really strongly with each other but also with our communities – local communities, business, governments – that helps build resilience," Johnston said. "I'm thinking 'diversity, connectivity, resilience' as a theme for the University of Melbourne. How do we grow into that?"

Johnston presented the idea in a speech to 150 senior colleagues at the university's leadership retreat in the week following the beginning of her tenure as Melbourne vice-chancellor on 10 February: "It seemed to go down well. The economists really got it. Some of the engineers really got it. There were two ecologists in the room…and they loved it. I'm not sure I got across to everybody, but it's a work in progress."

Universities are also a work in progress, despite their ancient roots. "The University of Melbourne is the second oldest in Australia [and] one of the oldest in the southern hemisphere. We're strong.



REINHARD DIRSCHERL/ULLSTEIN BILD/GETTY IMAGES

The question is, how quickly can we adapt?" she asks.

"We want to hold on to our democratic, consultative way of working. That's a good thing. But we have to make sure it's agile and fast, because we're going to be hit with lots more changes coming from the outside."

Johnston worries that the sector is too inclined towards resistance rather than adaptation, and this hampers the reform of sometimes overly bureaucratic mechanisms. Universities "get in our own way" with "lengthy processes", which mean that establishing new degrees, for instance, can take a year or two. Why not move more quickly? Why not convene the academic board more than once a month, if necessary?

"There are…simple questions about efficiency of governance and management," she said. "In this day and age, we should be able to move those processes forward with the same quality and governance standards."

Scenario planning and decision science processes also need to be "mainstreamed" so that "when the shock comes in…[we have] thought through what would we do as an institution", Johnston believes.

Students have an active role to play in all this. For example, they could accept internships or voluntary placements in incident response teams dealing with climate-related disasters. "[They can] learn more about those processes [and] be ready…to lean in and support their communities when something does happen."

But how do universities handle rapid-fire external pressures – demands for immediate responses to accusations of antisemitism on campus, for instance – while maintaining the contemplative practices that help keep them from veering off course?

"It's a really good question, but I don't think it's a difficult answer," Johnston said. "If you are…clear on your values and the principles by which you put those values into action, then you've got 80 per cent of the way there. The rest is fine-tuning to the specific issue at hand."

Melbourne's anti-racism action plan, launched last August, was five years in the making. It necessitated an acknowledgement that racism existed on campus, "and that the history of the university had some role in that". A "big truth-telling process" included last year's book, published by Melbourne University Publishing, exploring the university's dark past of infamies, such as grave-robbing and eugenics.

"Any racism on campus is… abhorrent," Johnston said. "These are values and principles that we have, no matter what. [If] we can recognise it earlier and ensure a rapid response, we get closer and closer to that beautiful, respectful campus where everyone can have the right to freedom of expression because they feel able to bring their whole self to campus."

Johnston's personal history with the university is brighter. "I'm back where I studied," she said. "It's very nostalgic. The sports clubs are overflowing. The pool is overflowing. The campus looks beautiful."

But her first weeks in the top job were not all smooth sailing. Her move to ban indoor or "unreasonably" disruptive protests aroused the ire of the staff and student unions, who said challenging ideas and authority was "baked into" Melbourne's DNA.

"The right to peaceful assembly is not subject to whether it unreasonably disrupts," the unions said in a joint statement. Student association president Joshua Stagg accused Johnston of taking an "authoritarian" approach. "The way forward must be undertaken in consultation with students and with respect to their elected representatives."

Johnston herself was Melbourne's student union president three decades ago and she met union representatives in her first week back, including its international students' arm. She also met the Jewish Students Society and the Graduate Student Association. The meetings, which predated the indoor protest ban, highlighted the "critical impact of the cost-of-living crisis", she said.

"Students are [having to] make a decision about whether to put food on the table or…pay the transport costs of getting to campus. Jobs are plentiful, so they really are working quite a lot, but…it's having a negative effect on their

PETER CASAMENTO/UNIVERSITY OF MELBOURNE

> "Graduates need to come out of their degrees with not only deep disciplinary skills, but an ability to use decision science and to be agile in their thinking"

AUSTRALIAN ASSOCIATED PRESS/ALAMY

education. Food insecurity has been something that we've heard a lot about."

A canteen recently launched on Melbourne's Parkville campus serves A$5 (£2.50) meals from breakfast to dinner – though Johnston "can't take credit": the project, co-designed with students, was developed over the past year.

Student hunger sits uneasily with Melbourne's stereotypical image as a magnet for well-heeled graduates of plush private schools. *The Age* newspaper recently reported that 64 per cent of Melbourne's students were from independent and Catholic schools – the highest share of any university in Victoria – notwithstanding its scholarships for about 1,000 students from disadvantaged backgrounds. "We're focused on diversifying our student cohorts," Johnston said. "We've got a long way to go."

Gender equity is another longstanding focus for Melbourne's first female vice-chancellor. After all, the institution took 172 years to appoint a woman to its top job. "That tells you something," Johnston says. "Higher education, like many of the large industry sectors, has struggled to create the systems, structures and processes to allow women to get into the top-level executive roles."

Johnston is one of just nine female leaders of the top 40 institutions (23 per cent) in *Times Higher Education*'s World University Rankings – and one of 55 in the top 200 (27 per cent). On the other hand, women head three of the top five universities and would be running four of them if Harvard's Claudine Gay had not departed following the fiery congressional hearing on the handling of alleged antisemitism that also led to the resignation of the University of Pennsylvania's Elizabeth Magill (MIT's Kornbluth saw off efforts to remove her, too).

Moreover, steady progress is being made: 27 per cent represents the seventh consecutive annual record, and Australia's prestigious Group of Eight universities have gone from having just one female leader in 2016 to having four now. "I think that's progress [but] there are…still structural problems in the system," Johnston says.

On the other hand, the early-career female researchers with whom she had lunch on International Women's Day are "facing some of the same problems I had when I started 30 years ago – and I was the only woman in a school of 30 academics. It's not been uncommon for me to be the only woman in the room. Out of my whole career, I've only had a female boss for a year and a half. This is not an unusual story. The sector has still got a lot of work to do."

At student level, female participation is actually declining in many STEM areas, Johnston said, particularly in physics, engineering and computer sciences – though male student numbers are also down in physics, reflecting the cost of such programmes.

Affordability of provision is one of the major external "shocks" that Australian universities are having to adapt to. The country's teaching and research are both recognised as "world class" in international league tables, Johnston notes, but universities are being obliged to deliver them "on less and less funding". The government's international education crackdown is eroding universities' financial reserves; the Job-ready Graduates reforms have cut revenue for expensive courses; and neither government nor industry covers the full costs of research.

"That means some really tough decisions for universities across Australia unless we get a structural fix," she said. "My university… teaches veterinary science, dentistry, engineering, architecture. These are all very…costly, but they're critical professional skills that the country needs. Why aren't we fully funding those programmes?"

The Australian funding environment is undeniably tough. Everyone at Melbourne will be hoping that Johnston's "diversity, connectivity, resilience" mantra can help them flourish nevertheless. ●

> "Student hunger sits uneasily with Melbourne's stereotypical image as a magnet for well-heeled graduates of plush private schools"

Inside a thundercloud: introducing the IGNIS project.

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The study has started by collecting lightning observations from a ground system providing an unprecedented 3D view inside a thundercloud to reveal the origin of long-lasting lightning currents believed to ignite bushfires.

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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
1	Western Sydney University	Australia	15	99.0	12	97.4	11	96.6	98.3	98.7
2	University of Manchester	United Kingdom	11	100.0	15	99.8	12	98.4	94.6	98.4
3	Kyungpook National University (KNU)	South Korea	8	99.6	9	99.5	15	95.3	96.9	97.8
=4	Griffith University	Australia	15	99.4	6	98.3	14	97.1	96.5	97.7
=4	University of Tasmania	Australia	15	100.0	13	100.0	14	92.6	96.3	97.7
=6	Arizona State University (Tempe)	United States	14	100.0	11	97.8	15	93.3	92.1	97.1
=6	Queen's University	Canada	2	100.0	16	98.8	11	98.3	93.1	97.1
8	University of Alberta	Canada	9	100.0	2	95.1	15	94.9	93.3	97.0
=9	Aalborg University	Denmark	4	97.6	6	96.7	10	96.2	92.5	96.9
=9	Universitas Airlangga	Indonesia	6	100.0	1	98.0	5	96.5	95.9	96.9
11	UNSW Sydney	Australia	12	97.8	13	96.1	15	95.5	90.2	96.2
12	University of Glasgow	United Kingdom	6	98.9	12	97.1	15	95.7	95.9	96.0
13	Pusan National University	South Korea	8	99.3	9	97.7	2	95.8	92.2	95.7
=14	McMaster University	Canada	9	97.7	6	95.6	3	95.2	93.8	95.6
=14	National Taiwan University (NTU)	Taiwan	9	99.9	3	96.5	14	94.8	89.2	95.6
=14	Universiti Sains Malaysia	Malaysia	16	100.0	1	100.0	15	90.8	100.0	95.6
=14	University of Victoria	Canada	11	99.7	14	97.8	15	95.8	91.2	95.6
=14	Western University	Canada	16	98.5	9	97.9	14	95.5	89.5	95.6
=19	Kyung Hee University	South Korea	9	99.8	2	95.0	11	94.9	94.2	95.5
=19	The Hong Kong University of Science and Technology	Hong Kong	9	99.8	11	99.4	15	93.6	90.3	95.5
=21	Flinders University	Australia	10	97.4	5	95.9	3	92.3	94.4	95.0
=21	Yonsei University (Seoul campus)	South Korea	9	100.0	8	97.0	16	91.5	85.2	95.0
=23	Institut Agro	France	2	96.3	15	94.3	14	90.6	99.4	94.9
=23	University of Johannesburg	South Africa	1	99.5	8	97.5	10	91.6	99.5	94.9
=25	Central Queensland University	Australia	10	96.6	6	95.8	14	94.0	97.8	94.7
=25	King Fahd University of Petroleum and Minerals	Saudi Arabia	9	96.7	8	95.7	6	92.5	96.0	94.7
=25	University of Malaya	Malaysia	1	97.6	11	97.3	15	95.4	100.0	94.7
=28	University of Auckland	New Zealand	9	97.2	12	92.3	10	91.9	92.0	94.6
=28	University of Exeter	United Kingdom	12	98.5	10	89.4	6	89.4	95.2	94.6
30	University of Indonesia	Indonesia	9	97.0	6	96.4	1	94.9	91.9	94.4
=31	National Cheng Kung University (NCKU)	Taiwan	9	99.9	2	93.5	3	88.0	93.8	94.2
=31	University of Wollongong	Australia	9	96.2	6	94.4	10	93.9	93.6	94.2
33	University of Technology Sydney	Australia	12	95.6	6	87.4	8	86.7	99.6	94.1
34	Durham University	United Kingdom	15	98.4	16	93.9	11	89.9	92.5	94.0
35	Simon Fraser University	Canada	11	95.5	9	93.9	14	87.2	90.8	93.9
36	Swansea University	United Kingdom	12	98.5	15	95.0	16	87.9	93.3	93.8
37	Abdullah Gül University	Turkey	1	95.9	7	95.6	4	95.3	88.7	93.7
38	York University	Canada	9	92.9	12	92.5	10	88.9	92.8	93.5
39	University of Newcastle	Australia	13	97.2	3	92.7	6	89.1	94.5	93.4
40	King Faisal University	Saudi Arabia	15	96.1	14	95.1	1	94.7	94.7	93.1
=41	Amrita Vishwa Vidyapeetham	India	9	96.9	4	96.2	7	92.9	91.5	92.9
=41	National Yang Ming Chiao Tung University	Taiwan	9	98.8	16	91.2	3	90.7	90.9	92.9
43	Near East University	Northern Cyprus	11	93.9	4	92.8	3	86.0	95.2	92.8
=44	Chiang Mai University	Thailand	9	93.9	5	92.5	4	91.1	97.1	92.7
=44	Chulalongkorn University	Thailand	9	99.7	3	95.0	8	88.9	94.1	92.7
=44	Hanyang University	South Korea	9	100.0	11	97.3	8	96.2	96.6	92.7
=44	Hokkaido University	Japan	9	98.0	2	96.8	15	93.2	95.1	92.7
=48	Istanbul Technical University	Turkey	9	99.2	4	97.6	8	88.8	84.3	92.6
=48	Lovely Professional University	India	11	97.4	15	95.1	7	94.2	86.7	92.6
=50	Macquarie University	Australia	6	92.9	14	90.6	15	89.3	93.1	92.4
=50	University of Reading	United Kingdom	12	97.3	10	90.0	15	79.5	95.2	92.4

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
52	Université Laval	Canada	13	94.4	12	93.5	2	90.2	87.3	92.3
=53	Northumbria University	United Kingdom	12	98.2	15	92.4	8	83.9	96.3	92.2
=53	Universiti Kebangsaan Malaysia	Malaysia	1	95.3	12	93.2	11	92.3	98.7	92.2
55	Université de Montréal	Canada	9	98.2	8	88.0	1	86.4	88.7	92.0
=56	JSS Academy of Higher Education and Research	India	7	96.7	6	93.3	1	90.3	86.6	91.9
=56	RMIT University	Australia	10	96.1	8	87.9	6	79.7	82.8	91.9
=56	The Hong Kong Polytechnic University	Hong Kong	9	97.0	4	93.5	3	91.1	91.9	91.9
=59	Bahçeşehir University	Turkey	5	97.3	4	95.5	16	83.8	89.4	91.6
=59	Bournemouth University	United Kingdom	12	96.0	8	89.2	15	85.6	89.9	91.6
=61	Michigan State University	United States	11	91.0	2	89.2	15	80.5	92.5	91.5
=61	University of Canterbury	New Zealand	12	94.3	11	94.2	14	87.8	81.7	91.5
63	University of Pretoria	South Africa	9	89.8	1	85.6	8	85.5	99.0	91.4
=64	Bangor University	United Kingdom	12	96.3	10	92.9	15	83.4	90.2	91.3
=64	Mahidol University	Thailand	3	95.9	9	86.2	16	82.3	92.0	91.3
=64	Penn State (Main campus)	United States	11	94.0	15	93.2	14	91.3	82.2	91.3
=64	Thammasat University	Thailand	5	95.9	16	94.9	11	87.7	93.8	91.3
=64	University of Galway	Ireland	12	95.9	3	87.2	9	85.7	94.6	91.3
=69	Hong Kong Baptist University	Hong Kong	4	98.8	12	89.0	15	88.5	92.5	91.2
=69	IMT Atlantique	France	12	90.2	6	89.9	7	88.7	91.3	91.2
=71	Florida International University	United States	11	93.4	15	91.2	10	85.1	75.8	91.0
=71	Korea University	South Korea	12	100.0	8	100.0	9	99.6	92.3	91.0
=71	The Chinese University of Hong Kong	Hong Kong	12	93.1	4	88.5	8	87.2	93.4	91.0
=71	University of Edinburgh	United Kingdom	9	100.0	12	89.9	15	82.8	89.8	91.0
=71	University of Leeds	United Kingdom	10	90.9	15	89.7	12	88.6	91.9	91.0
76	University of Limerick	Ireland	12	92.7	10	92.0	8	88.6	93.7	90.9
=77	National Yunlin University of Science and Technology	Taiwan	9	92.5	6	87.6	12	87.5	97.4	90.7
=77	University of Strathclyde	United Kingdom	12	92.6	10	87.1	16	85.2	94.2	90.7
79	Queen's University Belfast	United Kingdom	14	92.7	15	91.3	10	91.0	95.8	90.6
80	University of Coimbra	Portugal	9	99.3	3	89.8	2	88.6	78.7	90.5
81	Sunway University	Malaysia	11	90.4	8	88.9	12	87.9	96.4	90.4
=82	An-Najah National University	Palestine	1	93.0	6	91.8	7	89.1	95.5	90.3
=82	Universitas Gadjah Mada	Indonesia	1	96.2	9	94.3	8	87.5	90.9	90.3
=84	Afe Babalola University	Nigeria	7	94.5	1	92.8	13	89.0	92.4	90.2
=84	Massey University	New Zealand	2	92.6	15	87.1	5	85.2	82.8	90.2
=84	University of Aberdeen	United Kingdom	12	95.6	10	88.3	15	86.2	87.5	90.2
=84	University of Plymouth	United Kingdom	12	97.8	3	84.3	14	83.0	91.9	90.2
=88	Dalhousie University	Canada	6	91.5	12	91.0	14	88.0	91.2	90.1
=88	University of Liverpool	United Kingdom	10	91.6	12	89.8	11	86.3	94.4	90.1
=90	Al Ain University	United Arab Emirates	4	92.9	5	88.5	10	87.4	87.9	89.8
=90	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia	11	96.4	14	95.1	6	91.8	97.2	89.8
=90	Lakehead University	Canada	1	89.3	14	88.8	6	86.4	89.0	89.8
=93	Université Catholique de Louvain	Belgium	9	98.3	10	88.0	8	84.5	78.2	89.7
=93	University of Bucharest	Romania	5	97.1	4	89.0	16	85.4	91.1	89.7
=93	Walailak University	Thailand	5	100.0	2	88.5	3	87.9	95.2	89.7
=96	Middle East Technical University	Turkey	9	98.7	15	85.4	11	82.5	83.9	89.6
=96	Shoolini University of Biotechnology and Management Sciences	India	6	91.5	7	87.1	12	86.7	87.0	89.6
=98	Chonnam National University	South Korea	9	94.8	1	94.0	15	91.9	93.2	89.5
=98	Lancaster University	United Kingdom	9	88.1	10	86.1	15	81.6	88.5	89.5
=98	Nottingham Trent University	United Kingdom	10	92.1	12	91.0	1	81.6	85.3	89.5
=98	Prince Mohammad Bin Fahd University	Saudi Arabia	6	99.2	10	83.7	13	83.1	93.3	89.5

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5 GENDER EQUALITY

SCORE **78.2**

WORLD RANK	DOMESTIC RANK
#4	#1

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

SCORE **86.5**

WORLD RANK	DOMESTIC RANK
#49	#1

17 PARTNERSHIPS FOR THE GOALS

SCORE **93.3**

WORLD RANK	DOMESTIC RANK
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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
101–200	Ajou University	South Korea	9	97.3	1	84.7	11	78.6	89.3	83.7–89.4
	Al-Ahliyya Amman University	Jordan	4	96.2	10	92.9	12	92.0	91.1	83.7–89.4
	Anna University	India	9	95.7	6	84.8	12	84.3	81.7	83.7–89.4
	Arab Academy for Science, Technology and Maritime Transport	Egypt	7	87.3	4	87.2	8	87.0	87.7	83.7–89.4
	Asian Institute of Technology	Thailand	2	91.1	16	88.5	12	83.3	95.7	83.7–89.4
	Ateneo de Manila University	Philippines	16	87.8	6	79.5	12	78.8	87.5	83.7–89.4
	Auckland University of Technology	New Zealand	5	87.6	12	87.6	8	87.3	92.1	83.7–89.4
	Australian Catholic University	Australia	3	94.1	12	86.8	16	77.1	83.7	83.7–89.4
	Brunel University of London	United Kingdom	10	90.3	12	78.6	15	78.4	85.3	83.7–89.4
	B. S. Abdur Rahman Crescent Institute of Science and Technology	India	4	89.2	6	88.6	7	85.1	68.7	83.7–89.4
	Cardiff University	United Kingdom	13	83.8	12	83.8	15	82.9	83.6	83.7–89.4
	Charles Sturt University	Australia	13	89.2	10	84.6	6	83.4	85.9	83.7–89.4
	Chung-Ang University	South Korea	8	88.4	4	81.7	11	80.0	91.7	83.7–89.4
	Cranfield University	United Kingdom	12	95.4	8	86.5	6	78.7	91.8	83.7–89.4
	Daffodil International University (DIU)	Bangladesh	4	90.3	8	87.3	10	86.7	96.6	83.7–89.4
	Delft University of Technology	Netherlands	9	100.0	7	85.9	13	83.7	69.2	83.7–89.4
	Dublin City University	Ireland	10	84.9	12	82.8	8	77.5	89.3	83.7–89.4
	Free University of Berlin	Germany	5	83.8	12	83.8	9	76.9	84.7	83.7–89.4
	Hiroshima University	Japan	9	93.4	15	88.6	12	80.8	93.5	83.7–89.4
	Holy Spirit University of Kaslik	Lebanon	10	88.7	5	80.0	4	78.2	89.7	83.7–89.4
	Institut Mines-Télécom Business School	France	5	88.1	4	87.5	10	83.7	83.7	83.7–89.4
	IPB University	Indonesia	1	95.3	2	91.4	9	91.1	88.2	83.7–89.4
	James Cook University	Australia	5	81.4	15	79.6	3	77.3	90.8	83.7–89.4
	Jeonbuk National University	South Korea	9	96.0	11	86.6	2	86.3	93.8	83.7–89.4
	Kangwon National University	South Korea	9	97.6	2	79.3	11	77.3	80.8	83.7–89.4
	Kasetsart University	Thailand	12	89.3	14	87.1	15	86.9	92.4	83.7–89.4
	Khon Kaen University	Thailand	5	92.1	2	85.0	1	82.2	81.1	83.7–89.4
	KIIT University	India	10	92.9	4	89.7	16	87.4	72.5	83.7–89.4
	King Mongkut's University of Technology Thonburi	Thailand	9	92.2	14	89.4	6	87.8	82.1	83.7–89.4
	KTH Royal Institute of Technology	Sweden	9	91.4	12	87.6	13	85.9	78.9	83.7–89.4
	Kyushu University	Japan	9	99.4	6	81.3	12	77.5	85.4	83.7–89.4
	Lappeenranta-Lahti University of Technology LUT	Finland	12	91.2	13	83.7	6	81.2	82.9	83.7–89.4
	Lebanese American University	Lebanon	1	96.4	8	91.8	6	90.1	99.3	83.7–89.4
	Lincoln University (New Zealand)	New Zealand	2	86.5	13	80.6	12	78.8	93.3	83.7–89.4
	Lingnan University Hong Kong	Hong Kong	4	100.0	1	84.5	12	83.7	91.1	83.7–89.4
	London South Bank University	United Kingdom	10	95.7	8	82.6	3	81.3	79.4	83.7–89.4
	Loughborough University	United Kingdom	8	88.6	10	85.5	3	81.7	82.2	83.7–89.4
	Management & Science University (MSU)	Malaysia	1	89.8	5	85.5	4	84.0	93.0	83.7–89.4
	Manchester Metropolitan University	United Kingdom	12	91.6	16	84.5	13	82.4	84.3	83.7–89.4
	Manipal Academy of Higher Education	India	5	92.3	4	84.9	3	83.6	67.8	83.7–89.4
	National Autonomous University of Mexico	Mexico	9	99.9	3	83.0	7	76.9	61.7	83.7–89.4
	Newcastle University	United Kingdom	12	96.0	15	84.5	10	84.4	93.9	83.7–89.4
	NOVA University of Lisbon	Portugal	9	93.9	12	81.7	5	80.9	93.2	83.7–89.4
	Politecnico di Milano	Italy	9	99.8	10	89.2	12	83.5	75.5	83.7–89.4
	Polytechnic University of Valencia	Spain	9	90.7	12	83.0	8	82.3	87.3	83.7–89.4
	Pontificia Universidad Católica de Chile	Chile	9	96.3	14	87.1	13	85.4	85.4	83.7–89.4
	Prince of Songkla University	Thailand	8	91.3	15	90.0	5	89.4	98.1	83.7–89.4
	Qatar University	Qatar	10	94.4	9	88.5	4	78.5	84.3	83.7–89.4
	Queensland University of Technology	Australia	10	84.3	11	83.8	3	80.0	81.6	83.7–89.4
	Selçuk University	Turkey	9	92.3	4	80.0	10	73.8	81.5	83.7–89.4

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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
101–200	Soonchunhyang University	South Korea	3	86.4	9	86.2	11	83.6	89.9	83.7–89.4
(cont)	Sungkyunkwan University (SKKU)	South Korea	9	99.8	1	91.4	7	86.8	84.2	83.7–89.4
	Swedish University of Agricultural Sciences	Sweden	13	96.1	15	84.3	2	83.6	85.6	83.7–89.4
	Taipei Medical University	Taiwan	3	91.0	9	83.0	8	77.3	86.2	83.7–89.4
	Tecnológico de Monterrey	Mexico	13	80.2	7	79.1	1	79.1	93.4	83.7–89.4
	The University of Osaka	Japan	9	99.9	12	76.4	3	69.0	73.0	83.7–89.4
	Tohoku University	Japan	9	99.9	11	76.6	12	76.4	78.2	83.7–89.4
	Toronto Metropolitan University	Canada	6	82.9	10	82.5	12	82.0	91.3	83.7–89.4
	Tunghai University	Taiwan	12	92.9	6	90.0	11	88.5	90.0	83.7–89.4
	United Arab Emirates University	United Arab Emirates	4	91.7	2	86.6	10	82.8	92.5	83.7–89.4
	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia	7	87.3	1	85.2	6	82.3	84.0	83.7–89.4
	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	16	85.4	2	77.5	7	77.0	96.9	83.7–89.4
	Universiti Teknologi Malaysia	Malaysia	9	97.5	7	81.8	12	74.6	90.7	83.7–89.4
	Universiti Utara Malaysia	Malaysia	10	89.3	4	83.1	16	77.1	90.5	83.7–89.4
	University College Cork	Ireland	2	93.0	16	84.9	12	83.4	90.2	83.7–89.4
	University of Barcelona	Spain	9	88.7	4	88.7	12	82.2	75.3	83.7–89.4
	University of Bologna	Italy	9	99.6	16	87.7	10	85.3	79.9	83.7–89.4
	University of Bordeaux	France	10	86.5	4	79.6	3	78.7	88.5	83.7–89.4
	University of Bristol	United Kingdom	12	96.7	11	82.7	9	80.0	93.8	83.7–89.4
	University of Cape Town	South Africa	9	93.6	14	82.0	11	81.6	89.8	83.7–89.4
	University of Central Lancashire	United Kingdom	10	89.2	3	78.4	1	77.7	72.7	83.7–89.4
	University of East Anglia	United Kingdom	10	93.6	15	87.7	12	87.2	86.2	83.7–89.4
	University of Essex	United Kingdom	12	90.9	10	87.1	8	80.1	91.9	83.7–89.4
	University of Florence	Italy	9	93.5	12	87.0	10	78.7	70.2	83.7–89.4
	University of Greenwich	United Kingdom	12	90.0	10	85.8	2	83.3	96.2	83.7–89.4
	University of Haifa	Israel	14	88.8	5	87.6	4	83.1	85.0	83.7–89.4
	University of Helsinki	Finland	12	91.7	13	84.1	16	80.7	91.3	83.7–89.4
	University of Huddersfield	United Kingdom	10	100.0	8	80.0	1	78.7	90.1	83.7–89.4
	University of Hull	United Kingdom	12	86.4	16	83.9	10	82.8	95.8	83.7–89.4
	University of Jaén	Spain	6	84.9	4	81.5	7	80.9	80.0	83.7–89.4
	University of Lahore	Pakistan	6	91.9	3	88.8	12	87.6	86.8	83.7–89.4
	University of Leicester	United Kingdom	12	84.6	16	82.1	11	58.6	81.0	83.7–89.4
	University of Minnesota	United States	6	92.0	2	88.1	3	85.7	90.2	83.7–89.4
	University of Nottingham	United Kingdom	12	88.3	8	82.7	11	81.6	94.1	83.7–89.4
	University of Padua	Italy	3	87.7	5	86.2	11	84.2	75.3	83.7–89.4
	University of São Paulo	Brazil	9	98.4	2	86.3	8	82.9	63.5	83.7–89.4
	University of Saskatchewan	Canada	9	92.0	11	84.7	14	82.0	93.0	83.7–89.4
	University of Sheffield	United Kingdom	12	96.3	2	73.4	8	73.3	78.5	83.7–89.4
	University of Southampton	United Kingdom	12	86.6	15	83.4	9	76.0	95.0	83.7–89.4
	University of Stirling	United Kingdom	15	91.9	2	88.2	10	86.0	80.0	83.7–89.4
	University of Surrey	United Kingdom	10	90.7	8	89.8	11	81.5	82.5	83.7–89.4
	University of Sussex	United Kingdom	12	89.8	11	80.4	16	79.5	89.4	83.7–89.4
	University of Tunis El Manar	Tunisia	9	95.5	5	91.3	3	86.8	86.7	83.7–89.4
	University of Waikato	New Zealand	15	89.8	16	85.2	10	81.7	94.2	83.7–89.4
	University of Warwick	United Kingdom	12	88.9	10	81.3	16	71.9	87.6	83.7–89.4
	University of Waterloo	Canada	15	92.8	12	90.1	11	87.4	93.3	83.7–89.4
	UWE Bristol (University of the West of England)	United Kingdom	12	91.0	10	86.8	15	74.9	61.5	83.7–89.4
	Victoria University	Australia	10	85.6	6	79.7	12	76.9	93.9	83.7–89.4
	Victoria University of Wellington	New Zealand	16	89.8	5	83.6	12	78.3	92.3	83.7–89.4

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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
201–300	Ahlia University	Bahrain	10	92.7	4	88.9	5	82.2	58.0	79.4–83.6
	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	Uzbekistan	4	89.2	5	88.6	1	72.3	75.6	79.4–83.6
	Allama Iqbal Open University	Pakistan	4	92.2	1	76.3	8	70.9	86.7	79.4–83.6
	Al-Mustaqbal University	Iraq	7	100.0	6	86.1	3	79.5	88.2	79.4–83.6
	American University of the Middle East	Kuwait	10	84.9	4	83.1	5	82.5	94.1	79.4–83.6
	Aston University	United Kingdom	10	91.7	8	81.4	5	63.9	96.4	79.4–83.6
	Aswan University	Egypt	11	88.1	3	76.3	13	70.1	98.0	79.4–83.6
	Bandung Institute of Technology (ITB)	Indonesia	9	97.4	4	81.5	15	70.9	86.8	79.4–83.6
	Beirut Arab University	Lebanon	4	86.9	11	81.6	16	73.9	84.5	79.4–83.6
	Benha University	Egypt	7	83.3	13	75.4	2	71.3	95.2	79.4–83.6
	Boğaziçi University	Turkey	9	94.5	11	93.7	4	88.0	76.1	79.4–83.6
	Bucharest University of Economic Studies	Romania	5	86.8	8	76.8	1	75.8	90.4	79.4–83.6
	Carleton University	Canada	9	87.1	7	76.8	12	71.6	84.9	79.4–83.6
	Charles Darwin University	Australia	3	85.6	5	85.4	10	80.1	75.2	79.4–83.6
	Chungnam National University	South Korea	9	99.1	16	74.7	2	72.9	82.5	79.4–83.6
	Covenant University	Nigeria	7	90.8	12	84.3	2	70.3	87.3	79.4–83.6
	De Montfort University	United Kingdom	12	90.2	11	83.7	13	78.5	69.7	79.4–83.6
	Dokuz Eylül University	Turkey	9	92.2	12	80.3	4	78.0	68.9	79.4–83.6
	École des Mines de Saint-Étienne	France	8	80.9	6	80.7	12	79.7	74.0	79.4–83.6
	Ege University	Turkey	9	88.3	4	85.7	8	74.8	81.2	79.4–83.6
	Federation University Australia	Australia	10	89.5	5	88.0	3	86.5	96.0	79.4–83.6
	Fu Jen Catholic University	Taiwan	11	87.1	4	82.8	12	79.4	85.1	79.4–83.6
	Hacettepe University	Turkey	4	83.0	9	82.6	3	79.8	75.2	79.4–83.6
	IE University	Spain	12	87.7	16	83.1	10	80.1	71.3	79.4–83.6
	Imam Abdulrahman Bin Faisal University	Saudi Arabia	3	92.2	6	79.8	10	79.0	86.6	79.4–83.6
	IMT Mines Alès	France	15	82.6	8	81.8	6	78.1	89.1	79.4–83.6
	IMT Nord Europe	France	9	82.7	15	81.7	8	81.3	87.4	79.4–83.6
	Institut Teknologi Sepuluh Nopember	Indonesia	9	83.9	15	83.7	1	82.5	89.7	79.4–83.6
	Iowa State University	United States	9	84.8	2	82.9	11	69.8	79.0	79.4–83.6
	Kadir Has University	Turkey	16	87.6	5	87.4	4	78.4	82.8	79.4–83.6
	Keele University	United Kingdom	10	91.2	16	78.0	5	71.4	73.8	79.4–83.6
	Keio University	Japan	9	82.7	16	80.4	12	69.3	79.7	79.4–83.6
	Khwaja Fareed University of Engineering and Information Technology	Pakistan	4	93.1	7	78.0	5	77.0	57.6	79.4–83.6
	King Abdulaziz University	Saudi Arabia	8	89.0	16	83.7	9	83.1	80.1	79.4–83.6
	Kobe University	Japan	9	94.1	2	85.7	3	77.3	64.6	79.4–83.6
	Massachusetts Institute of Technology	United States	9	93.0	10	86.4	11	76.0	66.5	79.4–83.6
	Memorial University of Newfoundland	Canada	9	85.7	5	75.6	14	67.2	66.0	79.4–83.6
	Miguel Hernández University of Elche	Spain	8	86.1	16	85.7	5	79.9	62.3	79.4–83.6
	Montpellier University	France	10	86.4	3	85.8	14	80.2	69.0	79.4–83.6
	Nantes Université	France	10	84.0	4	83.4	12	79.2	67.5	79.4–83.6
	National and Kapodistrian University of Athens	Greece	10	86.0	5	83.6	4	82.6	61.5	79.4–83.6
	National Pingtung University of Science and Technology	Taiwan	9	89.3	1	80.9	15	76.3	67.9	79.4–83.6
	National Sun Yat-Sen University	Taiwan	9	96.4	12	74.9	6	74.2	84.3	79.4–83.6
	National Tsing Hua University	Taiwan	9	99.2	6	82.9	12	79.2	66.5	79.4–83.6
	National University of Uzbekistan named after Mirzo Ulugbek	Uzbekistan	2	81.2	15	79.3	13	76.4	78.0	79.4–83.6
	New Jersey Institute of Technology	United States	16	78.2	10	76.7	12	69.8	91.8	79.4–83.6
	Nitte (Deemed to be University)	India	3	76.3	5	75.8	14	75.3	87.9	79.4–83.6
	North Carolina State University	United States	9	84.5	14	83.5	6	82.7	60.9	79.4–83.6
	Okayama University	Japan	9	89.3	2	78.0	3	68.5	67.7	79.4–83.6
	Oklahoma State University	United States	2	88.7	10	81.9	3	68.2	74.0	79.4–83.6

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
201–300	Palacký University Olomouc	Czechia	4	81.0	3	76.5	8	73.3	83.9	79.4–83.6
(cont)	Prince Sultan University (PSU)	Saudi Arabia	8	85.4	16	78.7	13	65.7	86.2	79.4–83.6
	Purdue University West Lafayette	United States	9	90.5	11	82.8	2	68.7	75.7	79.4–83.6
	RCSI University of Medicine and Health Sciences	Ireland	3	100.0	12	87.6	11	63.8	94.6	79.4–83.6
	Redeemer's University	Nigeria	6	87.9	8	84.8	16	76.8	85.1	79.4–83.6
	Ritsumeikan University	Japan	1	85.7	12	76.4	15	75.7	82.8	79.4–83.6
	Rovira i Virgili University	Spain	5	85.1	10	81.2	4	78.5	62.1	79.4–83.6
	Sapienza University of Rome	Italy	10	82.1	5	76.6	8	76.6	86.8	79.4–83.6
	Southern University of Science and Technology (SUSTech)	China	9	97.7	8	81.0	14	73.5	77.6	79.4–83.6
	Tamkang University	Taiwan	7	86.8	6	86.6	4	76.3	87.8	79.4–83.6
	Tashkent Institute of Irrigation and Agricultural Mechanisation	Uzbekistan	2	91.2	7	88.7	13	72.7	76.3	79.4–83.6
	Technological University Dublin	Ireland	7	79.9	13	78.9	10	74.9	70.9	79.4–83.6
	Umeå University	Sweden	12	83.2	3	78.2	13	74.7	90.9	79.4–83.6
	Universidad del Desarrollo	Chile	5	78.9	8	76.2	16	66.1	80.8	79.4–83.6
	Universita IULM	Italy	5	93.2	16	84.3	11	80.3	74.2	79.4–83.6
	Universitas Padjadjaran	Indonesia	15	89.5	14	87.8	12	86.1	91.1	79.4–83.6
	Universiti Malaysia Perlis	Malaysia	16	81.1	1	79.4	8	73.8	91.6	79.4–83.6
	University of Canberra	Australia	10	94.2	5	80.9	3	74.9	69.1	79.4–83.6
	University of Dundee	United Kingdom	12	83.5	3	83.5	8	79.3	89.2	79.4–83.6
	University of Eastern Finland	Finland	13	86.1	12	81.4	15	74.9	74.6	79.4–83.6
	University of Freiburg	Germany	9	98.9	16	78.3	15	76.1	63.7	79.4–83.6
	University of Geneva	Switzerland	3	87.6	9	84.7	5	76.4	75.7	79.4–83.6
	University of Girona	Spain	12	86.7	6	83.6	10	74.0	63.3	79.4–83.6
	University of Guadalajara	Mexico	16	82.4	7	75.2	5	70.7	86.2	79.4–83.6
	University of Iceland	Iceland	9	87.3	13	77.6	12	75.0	79.9	79.4–83.6
	University of L'Aquila	Italy	9	89.1	8	80.8	10	78.5	71.6	79.4–83.6
	University of Latvia	Latvia	5	78.0	8	74.4	9	70.1	84.1	79.4–83.6
	University of Liège	Belgium	9	98.8	12	77.3	2	74.4	90.2	79.4–83.6
	University of Lincoln	United Kingdom	10	90.0	12	73.7	16	73.7	84.0	79.4–83.6
	University of Malaga	Spain	9	90.6	8	81.1	4	79.4	75.5	79.4–83.6
	University of Maryland, Baltimore County	United States	10	84.5	5	78.0	12	71.6	75.1	79.4–83.6
	University of Minho	Portugal	9	99.1	4	73.6	5	72.1	56.4	79.4–83.6
	University of Murcia	Spain	8	82.6	7	76.0	6	75.3	66.5	79.4–83.6
	University of Ottawa	Canada	10	82.0	16	80.5	3	80.2	83.2	79.4–83.6
	University of Sharjah	United Arab Emirates	10	82.9	4	81.4	8	77.8	84.1	79.4–83.6
	University of Southern Denmark	Denmark	9	94.4	10	84.7	16	73.3	65.4	79.4–83.6
	University of Split	Croatia	8	83.3	16	74.3	5	73.1	84.2	79.4–83.6
	University of St Andrews	United Kingdom	12	80.6	13	77.0	9	74.4	84.2	79.4–83.6
	University of Stuttgart	Germany	9	99.9	10	82.0	6	65.3	74.6	79.4–83.6
	University of the West of Scotland	United Kingdom	10	91.3	8	83.0	3	64.7	86.6	79.4–83.6
	University of the Witwatersrand	South Africa	8	84.4	3	80.7	5	78.6	90.8	79.4–83.6
	University of Trás-os-Montes and Alto Douro	Portugal	5	81.6	12	73.8	4	73.7	81.7	79.4–83.6
	University of Tsukuba	Japan	9	84.7	11	78.4	12	78.2	69.3	79.4–83.6
	University of Vigo	Spain	5	80.6	7	78.0	9	72.4	59.4	79.4–83.6
	University of Westminster	United Kingdom	12	89.6	5	75.5	16	72.5	87.0	79.4–83.6
	University of York	United Kingdom	13	76.8	5	74.9	10	74.4	85.7	79.4–83.6
	University Rey Juan Carlos	Spain	12	90.5	15	73.0	5	71.1	81.6	79.4–83.6
	Virginia Polytechnic Institute and State University	United States	12	90.7	10	82.8	15	80.7	79.9	79.4–83.6
	Wageningen University & Research	Netherlands	2	86.6	13	77.8	14	77.2	68.1	79.4–83.6
	Wilfrid Laurier University	Canada	6	87.8	11	83.7	2	82.1	88.7	79.4–83.6
	Yıldız Technical University	Turkey	9	96.8	4	81.1	7	76.0	60.2	79.4–83.6

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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
301–400	Ain Shams University	Egypt	12	75.5	10	72.5	6	68.0	68.5	76.2–79.3
	Ajman University	United Arab Emirates	3	75.6	13	72.4	4	70.9	96.9	76.2–79.3
	Al-Balqa Applied University	Jordan	4	89.6	8	82.8	6	65.2	69.2	76.2–79.3
	American University of Beirut	Lebanon	6	84.1	9	74.0	10	69.2	62.7	76.2–79.3
	Applied Science University	Bahrain	10	83.8	1	80.5	4	78.0	86.5	76.2–79.3
	Asia University, Taiwan	Taiwan	12	82.7	8	80.0	10	72.1	63.1	76.2–79.3
	Assiut University	Egypt	7	76.4	6	72.9	3	69.0	80.7	76.2–79.3
	BINUS University	Indonesia	1	83.2	12	83.1	4	78.4	89.8	76.2–79.3
	Canadian University Dubai	United Arab Emirates	10	87.0	4	84.0	8	78.5	82.4	76.2–79.3
	Carlos III University of Madrid	Spain	16	77.4	7	65.4	8	62.7	75.2	76.2–79.3
	Catholic University of Portugal	Portugal	16	89.0	5	74.8	11	64.4	77.8	76.2–79.3
	Centurion University of Technology and Management	India	2	83.6	9	76.5	1	71.0	80.2	76.2–79.3
	Charles University	Czechia	3	78.7	8	77.9	10	68.1	74.7	76.2–79.3
	Chitkara University	India	9	78.6	12	76.4	7	76.2	88.2	76.2–79.3
	Chungbuk National University	South Korea	9	96.2	1	86.3	11	81.8	91.6	76.2–79.3
	City St George's, University of London	United Kingdom	9	90.0	10	71.0	8	67.7	76.6	76.2–79.3
	Cyprus International University	Northern Cyprus	12	92.7	7	71.6	3	65.8	79.6	76.2–79.3
	Diponegoro University	Indonesia	9	88.0	12	74.1	13	67.8	80.1	76.2–79.3
	Dr D.Y. Patil Vidyapeeth, Pune	India	3	91.7	2	84.2	5	80.3	82.9	76.2–79.3
	Eastern Mediterranean University	Northern Cyprus	1	68.6	10	65.7	8	63.9	87.0	76.2–79.3
	Edinburgh Napier University	United Kingdom	8	80.0	10	76.7	11	74.0	77.3	76.2–79.3
	Egypt-Japan University of Science and Technology (E-JUST)	Egypt	7	82.1	13	77.6	6	72.3	64.4	76.2–79.3
	EMLyon Business School	France	8	84.2	10	83.4	12	72.6	69.2	76.2–79.3
	Erciyes University	Turkey	9	93.9	12	79.8	10	67.8	78.0	76.2–79.3
	Excelia	France	10	89.1	8	85.1	4	73.3	56.7	76.2–79.3
	Federal University of Minas Gerais	Brazil	9	84.2	2	83.3	8	78.3	66.4	76.2–79.3
	Federal University of Pará	Brazil	4	69.0	8	67.3	2	66.4	81.7	76.2–79.3
	FPT University	Vietnam	8	82.1	11	79.2	16	77.1	70.7	76.2–79.3
	Frederick University	Cyprus	10	79.5	7	76.2	4	72.4	80.6	76.2–79.3
	Gdańsk University of Technology	Poland	12	82.0	8	75.0	11	67.0	91.2	76.2–79.3
	Gulf Medical University	United Arab Emirates	4	81.2	10	80.0	3	76.1	62.1	76.2–79.3
	Ilma University	Pakistan	12	84.7	4	78.2	1	77.7	84.0	76.2–79.3
	Indian Institute of Technology Gandhinagar	India	6	79.4	12	72.5	7	57.6	70.3	76.2–79.3
	Iran University of Medical Sciences	Iran	10	88.4	3	86.0	4	82.7	55.9	76.2–79.3
	Jeju National University	South Korea	12	73.7	9	66.6	2	64.4	82.2	76.2–79.3
	Kaohsiung Medical University	Taiwan	3	93.4	5	77.1	10	76.3	63.7	76.2–79.3
	Kumamoto University	Japan	9	81.4	14	73.2	3	72.7	80.1	76.2–79.3
	Lebanese University	Lebanon	4	86.2	10	83.5	3	72.1	62.5	76.2–79.3
	Linnaeus University	Sweden	13	89.3	5	72.7	8	67.9	72.4	76.2–79.3
	Liverpool John Moores University	United Kingdom	15	77.7	16	75.8	12	75.6	80.9	76.2–79.3
	Macao Polytechnic University	Macao	8	79.4	11	79.3	12	75.3	71.3	76.2–79.3
	Macau University of Science and Technology	Macao	11	88.2	9	86.4	12	78.1	74.9	76.2–79.3
	Manipal University Jaipur	India	11	81.0	15	76.6	6	76.5	68.3	76.2–79.3
	Masaryk University	Czechia	12	80.6	16	78.4	6	75.5	78.7	76.2–79.3
	Middlesex University	United Kingdom	10	94.9	5	76.9	16	72.5	66.2	76.2–79.3
	Mutah University	Jordan	7	86.6	16	79.6	3	65.6	71.5	76.2–79.3
	Nagoya University	Japan	9	99.0	2	68.0	3	62.9	77.2	76.2–79.3
	National Changhua University of Education	Taiwan	10	80.3	16	79.8	4	76.7	79.1	76.2–79.3
	National Chung Hsing University	Taiwan	2	75.7	12	69.3	15	67.6	75.3	76.2–79.3
	National Dong Hwa University	Taiwan	16	81.8	12	81.0	15	80.0	73.5	76.2–79.3

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
301–400	National Economics University	Vietnam	16	91.0	8	85.1	4	70.2	72.0	76.2–79.3
(cont)	National Taiwan Normal University	Taiwan	11	81.2	15	77.1	12	76.0	87.3	76.2–79.3
	National Taiwan University of Science and Technology (Taiwan Tech)	Taiwan	9	99.3	13	66.4	7	64.5	85.9	76.2–79.3
	National University of Córdoba	Argentina	5	80.4	3	78.1	4	76.6	56.1	76.2–79.3
	Nguyen Tat Thanh University	Vietnam	8	78.8	3	77.9	6	76.3	91.1	76.2–79.3
	Ozyegin University	Turkey	12	78.9	16	73.8	6	66.9	70.5	76.2–79.3
	Peter the Great St Petersburg Polytechnic University	Russian Federation	9	93.6	8	71.7	10	71.3	76.2	76.2–79.3
	Pompeu Fabra University	Spain	16	89.9	13	74.4	5	70.0	85.8	76.2–79.3
	Qassim University	Saudi Arabia	4	80.8	8	70.6	5	69.3	93.4	76.2–79.3
	Riga Stradiņš University	Latvia	3	80.5	5	72.2	8	69.7	72.4	76.2–79.3
	Robert Gordon University	United Kingdom	10	81.2	12	76.1	5	75.0	82.3	76.2–79.3
	RUDN University	Russian Federation	4	85.7	8	76.5	10	76.2	63.5	76.2–79.3
	Sant'Anna School of Advanced Studies – Pisa	Italy	9	97.6	12	70.5	16	70.1	72.9	76.2–79.3
	Saveetha Institute of Medical and Technical Sciences	India	12	76.2	7	75.8	9	69.1	62.9	76.2–79.3
	Shiv Nadar University	India	15	89.6	2	87.3	6	78.5	81.5	76.2–79.3
	SOAS University of London	United Kingdom	5	81.0	16	80.7	10	78.1	51.3	76.2–79.3
	Sumy State University	Ukraine	12	76.6	8	76.0	3	71.6	76.5	76.2–79.3
	Superior University	Pakistan	12	76.6	4	74.4	1	74.0	73.3	76.2–79.3
	Tashkent State University of Law	Uzbekistan	5	83.7	8	76.3	4	68.5	81.9	76.2–79.3
	The University of Tennessee-Knoxville	United States	9	79.1	2	75.6	5	66.9	63.0	76.2–79.3
	UEH University	Vietnam	8	93.8	5	87.1	12	85.4	88.8	76.2–79.3
	Ulster University	United Kingdom	16	74.6	3	67.6	4	57.5	93.6	76.2–79.3
	Universidad Andrés Bello (UNAB)	Chile	13	80.8	5	74.0	1	71.8	57.8	76.2–79.3
	Universidade Estadual Paulista (Unesp)	Brazil	9	100.0	8	82.6	2	63.7	58.8	76.2–79.3
	Universitas Sebelas Maret	Indonesia	2	89.0	9	84.4	8	81.6	83.2	76.2–79.3
	Universitat Internacional de Catalunya	Spain	5	81.7	3	80.8	10	64.9	79.0	76.2–79.3
	Université Libre de Bruxelles	Belgium	3	75.4	9	74.3	10	73.3	77.4	76.2–79.3
	Universiti Teknologi MARA	Malaysia	5	76.4	16	70.0	4	67.0	79.6	76.2–79.3
	Universiti Tunku Abdul Rahman (UTAR)	Malaysia	4	80.7	9	73.7	8	72.5	67.8	76.2–79.3
	University of Algarve	Portugal	12	85.4	5	76.5	2	75.6	83.2	76.2–79.3
	University of Aveiro	Portugal	10	77.7	4	73.5	8	68.4	84.2	76.2–79.3
	University of Campinas	Brazil	9	93.7	8	77.7	6	74.6	57.3	76.2–79.3
	University of Concepción	Chile	8	78.1	7	77.9	9	71.0	75.1	76.2–79.3
	University of Costa Rica	Costa Rica	1	84.1	12	70.3	15	66.0	80.8	76.2–79.3
	University of Debrecen	Hungary	8	75.3	4	74.1	3	68.1	77.7	76.2–79.3
	University of El Oued	Algeria	1	82.2	7	74.3	8	71.3	85.3	76.2–79.3
	University of Gdańsk	Poland	5	87.9	10	74.9	3	64.8	83.4	76.2–79.3
	University of Konstanz	Germany	10	79.5	16	78.9	14	67.1	67.5	76.2–79.3
	University of Maryland, College Park	United States	12	81.3	15	80.7	13	78.4	79.5	76.2–79.3
	University of Northampton	United Kingdom	10	88.0	12	78.3	5	70.0	62.4	76.2–79.3
	University of Pisa	Italy	8	78.4	11	77.2	10	75.1	77.3	76.2–79.3
	University of Rijeka	Croatia	5	86.1	8	79.2	4	71.0	71.5	76.2–79.3
	University of South Florida	United States	9	98.2	1	69.9	14	65.4	79.6	76.2–79.3
	University of Staffordshire	United Kingdom	12	84.8	16	82.2	4	73.1	78.1	76.2–79.3
	University of Szeged	Hungary	14	81.7	16	80.6	15	74.9	75.1	76.2–79.3
	University of Texas at Arlington	United States	11	85.8	3	83.8	10	72.4	61.8	76.2–79.3
	University of Worcester	United Kingdom	12	80.9	5	77.4	15	76.1	73.2	76.2–79.3
	Vrije Universiteit Amsterdam	Netherlands	10	91.3	9	75.3	5	71.0	67.3	76.2–79.3
	Waseda University	Japan	12	80.1	11	73.4	16	71.8	81.5	76.2–79.3
	Yuan Ze University	Taiwan	9	91.4	11	91.0	4	74.0	95.3	76.2–79.3

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
401–600	Abu Dhabi University	United Arab Emirates	8	78.8	10	77.1	1	71.3	72.8	70.3–76.1
	Adolfo Ibáñez University	Chile	8	77.8	16	66.3	9	61.3	59.8	70.3–76.1
	Alexandria University	Egypt	7	72.5	6	68.7	15	67.6	68.3	70.3–76.1
	Alfaisal University	Saudi Arabia	9	87.7	3	87.1	4	59.2	61.2	70.3–76.1
	Al-Farabi Kazakh National University	Kazakhstan	5	77.2	12	76.1	7	72.1	61.3	70.3–76.1
	AlMaarefa University	Saudi Arabia	3	75.2	5	73.8	10	73.6	50.6	70.3–76.1
	Alzahra University	Iran	5	79.9	8	77.1	6	58.9	43.0	70.3–76.1
	American University	United States	16	77.9	5	71.5	11	70.9	59.1	70.3–76.1
	Amity University, Gurugram	India	15	85.4	4	77.6	3	76.6	81.8	70.3–76.1
	Anglia Ruskin University (ARU)	United Kingdom	3	71.6	5	64.6	10	63.5	72.2	70.3–76.1
	Applied Science Private University	Jordan	12	85.0	10	74.9	3	73.7	79.1	70.3–76.1
	Athens University of Economics and Business	Greece	16	79.6	8	57.6	12	57.1	69.1	70.3–76.1
	Aydın Adnan Menderes University	Turkey	4	87.1	9	81.7	3	70.8	79.2	70.3–76.1
	Babeş-Bolyai University	Romania	5	75.5	4	75.0	10	62.4	52.5	70.3–76.1
	Baku State University	Azerbaijan	10	87.3	4	84.5	1	82.9	79.2	70.3–76.1
	Batangas State University	Philippines	5	81.5	6	76.9	15	73.3	75.2	70.3–76.1
	Batterjee Medical College	Saudi Arabia	4	80.2	3	73.7	5	62.2	70.8	70.3–76.1
	Bauman Moscow State Technical University	Russian Federation	9	89.9	4	79.4	13	59.3	65.8	70.3–76.1
	Brock University	Canada	12	74.6	5	71.1	3	65.9	76.4	70.3–76.1
	Cairo University	Egypt	10	77.9	12	73.6	16	72.0	62.2	70.3–76.1
	California State University, Sacramento	United States	5	77.0	10	75.0	12	73.9	53.0	70.3–76.1
	Centrale Nantes	France	9	79.6	4	70.3	8	68.9	57.8	70.3–76.1
	CES University	Colombia	3	73.2	6	65.9	12	64.2	73.0	70.3–76.1
	Chang Gung University	Taiwan	3	84.3	9	84.1	12	65.3	82.1	70.3–76.1
	China Medical University, Taiwan	Taiwan	9	86.8	3	73.0	8	62.3	91.1	70.3–76.1
	Cochin University of Science and Technology	India	14	81.1	8	73.2	5	70.3	57.8	70.3–76.1
	Colorado State University, Fort Collins	United States	2	80.1	12	73.8	3	57.6	71.5	70.3–76.1
	Complutense University of Madrid	Spain	3	70.3	5	69.6	16	68.0	52.9	70.3–76.1
	COMSATS University Islamabad	Pakistan	1	78.7	12	74.3	6	69.6	66.6	70.3–76.1
	Datta Meghe Institute of Higher Education & Research (Deemed to be University)	India	3	82.5	5	79.3	4	78.7	54.8	70.3–76.1
	Del Rosario University	Colombia	16	73.2	5	62.4	11	62.2	72.6	70.3–76.1
	Delta University for Science and Technology	Egypt	3	79.2	6	76.9	8	71.6	84.9	70.3–76.1
	Duy Tan University	Vietnam	3	70.3	8	69.1	4	69.0	79.9	70.3–76.1
	Duzce University	Turkey	12	79.6	7	75.6	2	68.7	74.7	70.3–76.1
	EDHEC Business School	France	8	88.0	10	75.2	12	70.8	65.5	70.3–76.1
	Ehime University	Japan	8	68.9	12	68.7	14	62.9	72.1	70.3–76.1
	Escuela Superior Politécnica del Litoral	Ecuador	8	73.4	5	65.8	12	63.8	67.5	70.3–76.1
	ESIC University	Spain	8	76.2	10	72.8	5	70.2	57.2	70.3–76.1
	Ewha Womans University	South Korea	5	83.3	9	78.6	1	74.7	55.6	70.3–76.1
	Fatima Jinnah Women University	Pakistan	5	90.3	4	77.4	10	51.7	54.1	70.3–76.1
	Federal University of Espírito Santo	Brazil	8	68.8	10	67.0	3	64.3	73.6	70.3–76.1
	Federal University of Mato Grosso do Sul	Brazil	5	78.7	12	73.1	2	72.7	77.2	70.3–76.1
	Federal University of Santa Maria	Brazil	2	78.2	8	69.8	1	64.3	63.0	70.3–76.1
	Feng Chia University	Taiwan	6	79.9	12	70.3	9	65.5	66.2	70.3–76.1
	Financial University under the Government of the Russian Federation	Russian Federation	9	80.4	8	65.2	5	63.4	53.7	70.3–76.1
	Fluminense Federal University	Brazil	8	72.9	5	68.8	16	66.2	80.5	70.3–76.1
	General Sir John Kotelawala Defence University	Sri Lanka	4	79.6	5	71.5	12	67.4	69.6	70.3–76.1
	Gifu University	Japan	9	82.7	12	70.8	2	70.1	81.2	70.3–76.1
	Gyeongsang National University	South Korea	9	87.5	8	69.6	11	66.9	82.1	70.3–76.1
	Hasanuddin University	Indonesia	14	81.8	15	66.3	3	65.5	83.1	70.3–76.1

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
401–600	Hungarian University of Agriculture and Life Sciences	Hungary	2	87.5	8	77.5	15	73.4	87.2	70.3–76.1
(cont)	Ibn Tofaïl University	Morocco	7	72.5	6	72.0	8	71.1	75.3	70.3–76.1
	Imam Mohammad Ibn Saud Islamic University	Saudi Arabia	4	88.2	8	74.6	10	74.5	67.9	70.3–76.1
	IMT Mines Albi	France	4	81.0	8	80.6	10	77.0	85.2	70.3–76.1
	International University of Rabat	Morocco	8	84.2	16	72.8	12	63.2	81.1	70.3–76.1
	Isabela State University	Philippines	1	70.9	5	62.3	16	57.9	73.9	70.3–76.1
	ISCTE-University Institute of Lisbon	Portugal	5	72.3	9	70.0	8	62.6	72.1	70.3–76.1
	Isra University (Jordan)	Jordan	5	78.6	7	74.3	4	67.5	68.5	70.3–76.1
	Istanbul Medeniyet University	Turkey	12	82.2	15	72.5	3	63.8	78.0	70.3–76.1
	Istanbul University-Cerrahpaşa	Turkey	9	85.9	3	71.7	12	54.3	72.5	70.3–76.1
	Jadara University	Jordan	4	86.8	12	74.7	3	66.1	62.7	70.3–76.1
	Jagiellonian University	Poland	16	78.9	3	75.6	11	74.2	55.8	70.3–76.1
	Jaume I University	Spain	7	76.5	5	69.9	16	64.3	63.4	70.3–76.1
	Jordan University of Science and Technology	Jordan	3	90.1	4	76.7	6	56.3	73.2	70.3–76.1
	Kagoshima University	Japan	15	80.4	3	75.8	14	70.9	73.2	70.3–76.1
	Katholische Universität Eichstätt-Ingolstadt	Germany	12	79.4	13	70.0	11	60.0	50.8	70.3–76.1
	Kaunas University of Technology	Lithuania	9	72.2	8	71.7	11	56.5	78.4	70.3–76.1
	Kazan Federal University	Russian Federation	8	82.6	4	65.2	16	61.3	88.4	70.3–76.1
	Kerman University of Medical Sciences	Iran	4	80.4	3	70.1	5	63.7	60.8	70.3–76.1
	Khalifa University	United Arab Emirates	9	85.2	8	76.2	10	58.4	78.6	70.3–76.1
	Khazar University	Azerbaijan	4	77.5	12	65.8	16	65.3	77.1	70.3–76.1
	King Khalid University	Saudi Arabia	6	86.6	8	80.1	3	76.0	69.6	70.3–76.1
	King Mongkut's Institute of Technology Ladkrabang	Thailand	9	84.2	4	78.2	8	72.7	62.3	70.3–76.1
	Konkuk University	South Korea	9	90.6	1	88.8	8	76.9	94.0	70.3–76.1
	Lahore College for Women University (LCWU)	Pakistan	5	76.6	2	60.7	4	52.1	78.2	70.3–76.1
	Landmark University	Nigeria	2	79.2	12	78.2	15	73.1	67.9	70.3–76.1
	Lehigh University	United States	11	72.9	10	66.2	12	56.0	75.2	70.3–76.1
	Lincoln University College	Malaysia	4	80.6	3	69.4	1	66.3	62.9	70.3–76.1
	Lithuanian University of Health Sciences	Lithuania	3	84.2	5	68.8	8	66.2	55.5	70.3–76.1
	London Metropolitan University	United Kingdom	12	95.0	8	71.6	4	55.6	69.5	70.3–76.1
	Londrina State University	Brazil	5	75.6	4	73.2	7	68.8	60.8	70.3–76.1
	Lucian Blaga University of Sibiu	Romania	4	78.4	8	73.1	5	72.9	53.2	70.3–76.1
	Makerere University	Uganda	8	89.4	4	67.8	5	67.1	70.4	70.3–76.1
	Maynooth University	Ireland	10	85.6	5	75.2	4	63.3	80.1	70.3–76.1
	Metropolitan Autonomous University	Mexico	3	75.3	6	75.1	8	72.7	63.1	70.3–76.1
	Ming Chi University of Technology	Taiwan	9	86.7	11	79.7	8	69.7	92.0	70.3–76.1
	MNS University of Agriculture, Multan	Pakistan	2	85.7	13	81.2	6	78.7	61.7	70.3–76.1
	Moscow Institute of Physics and Technology (MIPT)	Russian Federation	9	87.0	8	71.8	1	68.7	53.3	70.3–76.1
	Multimedia University	Malaysia	9	85.4	8	76.7	12	64.4	60.1	70.3–76.1
	Mykolas Romeris University	Lithuania	12	77.5	5	75.7	16	72.0	58.4	70.3–76.1
	Nagoya City University	Japan	3	86.5	12	61.3	8	57.7	79.6	70.3–76.1
	Naresuan University	Thailand	9	79.7	5	74.3	8	70.0	75.7	70.3–76.1
	National Central University	Taiwan	10	73.6	9	67.5	14	66.7	82.5	70.3–76.1
	National Chung Cheng University	Taiwan	9	82.9	12	70.5	16	65.4	73.6	70.3–76.1
	National Institute of Technology Rourkela	India	9	83.2	4	72.4	10	71.9	53.9	70.3–76.1
	National Kaohsiung University of Science and Technology	Taiwan	9	74.2	7	69.9	12	68.8	72.7	70.3–76.1
	National Research Nuclear University MEPhI	Russian Federation	9	92.1	10	72.5	7	67.3	70.2	70.3–76.1
	National Taipei University	Taiwan	16	91.8	11	74.5	15	64.7	70.9	70.3–76.1
	National University of Medical Sciences (NUMS)	Pakistan	3	84.3	5	64.9	4	58.5	61.0	70.3–76.1
	National University of Modern Languages (NUML)	Pakistan	7	86.4	9	67.2	4	65.8	80.7	70.3–76.1

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
401–600	National University of Sciences and Technology	Pakistan	9	81.9	7	70.4	4	64.6	44.2	70.3–76.1
(cont)	NED University of Engineering and Technology	Pakistan	9	82.9	4	74.9	7	73.5	60.3	70.3–76.1
	October 6 University	Egypt	10	80.1	8	77.6	3	71.8	68.2	70.3–76.1
	O.P. Jindal Global University	India	12	87.4	4	67.7	8	67.4	59.6	70.3–76.1
	Osaka Metropolitan University	Japan	9	86.8	3	74.6	15	67.1	68.9	70.3–76.1
	Palestine Technical University – Kadoorie	Palestine	12	84.1	4	77.7	6	75.3	63.2	70.3–76.1
	Prince Sattam Bin Abdulaziz University	Saudi Arabia	4	83.5	5	79.8	3	64.7	88.0	70.3–76.1
	Public University of Navarre	Spain	2	71.4	5	69.0	8	67.8	62.3	70.3–76.1
	Rambhai Barni Rajabhat University	Thailand	15	87.1	14	74.2	6	68.8	63.0	70.3–76.1
	Riga Technical University	Latvia	9	85.9	7	78.0	8	77.3	54.5	70.3–76.1
	Ruhr University Bochum	Germany	9	99.8	4	64.7	3	61.9	56.6	70.3–76.1
	Sakarya University	Turkey	12	86.2	14	79.1	7	77.0	89.1	70.3–76.1
	Samarkand State University	Uzbekistan	6	84.1	15	80.6	2	72.0	58.3	70.3–76.1
	Sathyabama Institute of Science and Technology	India	14	74.2	15	73.6	6	68.9	66.5	70.3–76.1
	Shahid Beheshti University of Medical Sciences	Iran	3	88.3	9	79.3	1	60.8	54.7	70.3–76.1
	Shanghai Normal University	China	4	80.9	5	78.7	7	74.1	46.5	70.3–76.1
	Sharda University	India	7	83.5	3	65.9	11	55.0	70.8	70.3–76.1
	Shinshu University	Japan	6	76.8	7	71.3	12	70.9	74.5	70.3–76.1
	Simón Bolívar University (Colombia)	Colombia	5	83.7	3	80.5	4	77.2	49.3	70.3–76.1
	Sofia University	Bulgaria	5	76.2	13	72.7	7	69.6	67.2	70.3–76.1
	Sogang University	South Korea	9	83.8	1	75.4	16	66.0	72.0	70.3–76.1
	Southern Cross University	Australia	10	81.5	8	73.1	5	72.8	81.0	70.3–76.1
	Sri Sri University	India	2	81.2	4	74.2	15	72.5	71.1	70.3–76.1
	SRM Institute of Science and Technology	India	6	79.8	11	77.9	7	66.5	77.9	70.3–76.1
	SUNY University at Albany	United States	10	75.1	11	66.3	3	63.9	73.0	70.3–76.1
	Suranaree University of Technology	Thailand	6	84.5	12	79.6	2	77.1	77.0	70.3–76.1
	SWPS University	Poland	5	77.7	10	73.1	3	63.0	81.2	70.3–76.1
	Symbiosis International University	India	12	75.2	5	69.3	3	63.4	70.5	70.3–76.1
	Széchenyi István University	Hungary	11	74.7	16	64.1	8	60.5	84.9	70.3–76.1
	Tashkent State University of Economics	Uzbekistan	11	87.2	2	85.5	8	81.1	65.6	70.3–76.1
	Technical University of Cluj-Napoca	Romania	4	78.0	7	72.5	9	71.7	60.8	70.3–76.1
	Tecnológico de Costa Rica	Costa Rica	15	84.0	13	81.4	8	60.8	47.3	70.3–76.1
	Telkom University	Indonesia	12	75.4	6	71.3	5	68.1	78.4	70.3–76.1
	The Catholic University of Korea	South Korea	9	87.1	3	82.1	1	77.3	89.5	70.3–76.1
	The Hashemite University	Jordan	8	75.2	13	72.0	7	71.1	79.4	70.3–76.1
	The University of Jordan	Jordan	8	82.8	2	72.7	3	65.8	76.2	70.3–76.1
	The University of Tulsa	United States	16	77.3	4	74.3	8	72.8	68.5	70.3–76.1
	Ton Duc Thang University	Vietnam	8	76.1	9	67.5	7	67.2	62.3	70.3–76.1
	Towson University	United States	5	88.4	3	64.5	14	63.9	57.3	70.3–76.1
	Trinity College Dublin	Ireland	10	72.0	11	70.2	5	59.8	67.4	70.3–76.1
	Tzu Chi University	Taiwan	3	84.2	12	73.9	7	65.1	86.8	70.3–76.1
	UEES, Espiritu Santo University	Ecuador	8	83.9	16	68.2	3	60.1	73.5	70.3–76.1
	Universidad Autónoma del Estado de Hidalgo	Mexico	12	82.6	3	75.2	8	66.1	49.8	70.3–76.1
	Universidad Católica San Antonio de Murcia (UCAM)	Spain	9	84.0	4	81.1	3	71.5	52.2	70.3–76.1
	Universidad Científica del Sur	Peru	3	74.2	4	61.4	6	56.0	78.9	70.3–76.1
	Universidade Federal do Paraná (UFPR)	Brazil	8	74.4	2	68.7	9	64.7	73.7	70.3–76.1
	Universidad Peruana de Ciencias Aplicadas (UPC)	Peru	4	79.1	3	70.0	8	62.3	86.2	70.3–76.1
	Universidad Pontificia Bolivariana (UPB)	Colombia	13	77.6	7	76.9	12	75.2	50.2	70.3–76.1
	Universidad Técnica Particular de Loja	Ecuador	12	76.2	6	64.1	15	62.4	59.9	70.3–76.1
	Universitas Pelita Harapan	Indonesia	3	70.7	4	70.1	16	70.0	77.6	70.3–76.1

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
401–600	Universitat Autònoma de Barcelona (UAB)	Spain	13	75.9	5	75.2	10	73.6	68.1	70.3–76.1
(cont)	Universitat Politècnica de Catalunya	Spain	9	82.2	7	73.5	13	73.4	62.3	70.3–76.1
	Universiti Malaysia Kelantan	Malaysia	8	75.8	5	74.1	2	63.9	71.4	70.3–76.1
	Universiti Malaysia Terengganu (UMT)	Malaysia	15	85.0	14	77.2	1	67.4	75.9	70.3–76.1
	Universiti Pendidikan Sultan Idris	Malaysia	4	82.1	5	73.7	1	66.9	71.6	70.3–76.1
	Universiti Putra Malaysia	Malaysia	2	79.5	11	68.8	9	68.7	87.2	70.3–76.1
	University at Buffalo	United States	3	77.2	9	74.4	13	73.3	36.1	70.3–76.1
	University North	Croatia	3	74.2	4	66.2	5	66.2	82.5	70.3–76.1
	University of A Coruña	Spain	4	71.3	5	67.1	8	63.0	67.5	70.3–76.1
	University of Alcalá	Spain	5	76.7	4	69.6	11	65.5	66.6	70.3–76.1
	University of Alicante	Spain	12	79.7	7	74.8	16	73.1	48.1	70.3–76.1
	University of Bari Aldo Moro	Italy	10	79.8	5	75.5	9	73.2	54.2	70.3–76.1
	University of Bayreuth	Germany	9	93.0	11	77.2	4	75.2	61.7	70.3–76.1
	University of Beira Interior	Portugal	10	75.0	4	67.8	3	67.7	60.9	70.3–76.1
	University of Brawijaya	Indonesia	8	71.6	1	66.5	3	64.6	72.4	70.3–76.1
	University of Brescia	Italy	10	85.5	4	77.2	3	75.5	51.2	70.3–76.1
	University of Burgos	Spain	8	69.2	15	65.1	5	60.0	82.7	70.3–76.1
	University of Faisalabad	Pakistan	2	71.3	4	68.8	5	68.6	52.6	70.3–76.1
	University of Georgia (USA)	United States	2	74.9	15	68.4	14	64.8	76.6	70.3–76.1
	University of Granada	Spain	3	84.6	12	79.9	9	75.8	52.6	70.3–76.1
	University of Huelva	Spain	4	74.9	8	70.6	5	67.7	74.8	70.3–76.1
	University of Jyväskylä	Finland	13	76.1	12	74.9	15	68.6	78.0	70.3–76.1
	University of La Frontera	Chile	3	84.1	8	65.1	5	63.9	90.8	70.3–76.1
	University of Lleida	Spain	5	75.5	4	69.7	10	68.3	70.8	70.3–76.1
	University of Manitoba	Canada	3	82.4	16	75.9	6	75.5	85.4	70.3–76.1
	University of Namur	Belgium	16	72.8	9	69.8	4	66.8	88.6	70.3–76.1
	University of New Brunswick UNB	Canada	10	84.7	8	69.4	3	65.1	55.1	70.3–76.1
	University of Nicosia	Cyprus	10	77.0	11	75.0	3	71.5	73.1	70.3–76.1
	University of Oulu	Finland	9	71.6	13	67.8	12	67.5	66.4	70.3–76.1
	University of Pavia	Italy	9	89.5	3	72.6	7	71.3	68.7	70.3–76.1
	University of Pittsburgh-Pittsburgh campus	United States	9	78.2	7	74.9	10	69.0	83.1	70.3–76.1
	University of Santiago, Chile (USACH)	Chile	8	72.2	1	67.6	4	65.3	77.4	70.3–76.1
	University of Tabuk	Saudi Arabia	8	84.7	15	73.9	1	68.8	80.9	70.3–76.1
	University of Taipei	Taiwan	16	76.0	3	73.4	5	71.5	82.4	70.3–76.1
	University of the Philippines	Philippines	3	78.2	5	74.3	11	62.6	75.7	70.3–76.1
	University of the Ryukyus	Japan	9	69.8	15	69.5	12	68.2	75.3	70.3–76.1
	University of the Western Cape	South Africa	10	75.3	5	70.4	4	63.0	79.8	70.3–76.1
	University of Turku	Finland	13	73.4	9	72.8	16	63.7	72.0	70.3–76.1
	University of Twente	Netherlands	9	100.0	12	80.7	3	64.1	44.5	70.3–76.1
	University of Valencia	Spain	10	84.6	12	84.1	5	75.2	52.8	70.3–76.1
	University of Valladolid	Spain	13	73.7	5	69.0	8	68.3	62.7	70.3–76.1
	University of Wah	Pakistan	13	78.8	4	78.3	7	76.7	60.2	70.3–76.1
	University of West Attica	Greece	3	75.0	16	68.1	5	62.3	75.8	70.3–76.1
	Verona University	Italy	10	77.1	9	76.1	5	74.8	77.9	70.3–76.1
	Villa College	Maldives	4	78.8	5	72.1	16	66.8	86.4	70.3–76.1
	VSB – Technical University of Ostrava	Czechia	7	78.0	11	72.4	6	70.1	78.9	70.3–76.1
	Walter Sisulu University	South Africa	8	80.4	1	78.3	4	68.4	76.1	70.3–76.1
	Yamaguchi University	Japan	9	77.0	2	68.4	12	67.4	63.1	70.3–76.1
	Zagazig University	Egypt	10	85.4	11	82.8	7	81.8	85.6	70.3–76.1
	Zayed University	United Arab Emirates	6	72.9	5	72.7	7	68.1	93.1	70.3–76.1

Empowering higher education with sustainable **digital innovation**

The Macau University of Science and Technology has embraced the digitalisation of higher education as an opportunity to enhance the academic experience for its students and staff

Conversations about the evolution of higher education campuses are no longer limited to brick-and-mortar structures. They now include digital infrastructure and how universities can develop and execute their IT strategies. The universities most likely to thrive in the face of rapid technological advancements will be those that successfully apply digital innovations – not only in teaching, learning and pastoral care but also in driving operational efficiency and reducing the administrative burdens on time-pressured staff.

How can universities best manage this shift, especially since digital transformation relies heavily on change management and organisational culture?

The Macau University of Science and Technology (MUST) offers a compelling success story in this area. MUST has leveraged its IT expertise to develop a unified service platform, WeMust, which has transformed how staff and students engage with the university. Dr Tong Ka Lok, the university's vice-president and director of the Information Technology Development Office (ITDO), says WeMust has been instrumental in making the university more accessible to staff and students.

"Information technology is a cornerstone in shaping modern campuses, significantly enhancing both campus operations and the quality of teaching and learning," says Dr Tong. "The WeMust platform exemplifies this transformation by providing seamless access to classrooms, laboratories and administrative services digitally."

MUST rolled out the first version of WeMust in 2017. Initially, the app was used to streamline everyday tasks such as classroom management and on-campus payments. It has since expanded to more ambitious use cases, such as convening classrooms over the cloud and managing research projects. It now serves as a platform for the university's smart campus operations, integrating over 100 microservices to help students and staff navigate university life.

"WeMust has been instrumental in making the university more accessible to staff and students"

Dr Tong Ka Lok, vice-president and director of the Information Technology Development Office at the Macau University of Science and Technology

Since the platform was launched, the ITDO team has introduced a suite of support tools, including features powered by AI. "The app's evolution reflects our commitment to continuous improvement and adaptation to emerging technologies," Dr Tong says. "We measure its success through various metrics, including user adoption rates, feedback from students and faculty and the overall impact on operational efficiency."

As with most systems, an effective measure of the platform's success is how it supports the university during a crisis. MUST's cloud classrooms allowed the university to offer uninterrupted learning during the Covid-19 pandemic, which was a significant indicator of the platform's efficacy. However, the university regularly checks the health of the system by surveying its users and insight from performance analytics.

WeMust is more than just an ambitious IT project for the university. Its success stems from MUST's culture of collaboration and innovation alongside its technical expertise. Engaging the wider university community in the development of a digital solution such as WeMust is an integral step towards ensuring its successful implementation across the campus. MUST has built a culture of transparency and inclusiveness to ensure stakeholder buy-in.

Communication and collaboration are crucial to creating a system that serves the diverse needs of all users and the university's broader strategic objectives, Dr Tong says. User feedback is invaluable in achieving this. "By maintaining an open dialogue with faculty, students and staff, we ensure that our IT initiatives are both innovative and aligned with the needs of the university," he adds.

"At MUST, we have established several strategies to facilitate open communication. We have a dedicated team within the ITDO that liaises with different departments to gather information and provide updates," Dr Tong says. "Regular interdepartmental meetings and workshops are conducted to discuss ongoing

projects and future needs. Collaborative tools are integrated into the WeMust platform to streamline communication and project management."

The pace of technological change requires an agile approach to innovation. Developing and maintaining the WeMust app internally showcases MUST's institutional culture and open attitude to embracing and integrating new technological tools into the university's systems. "Encouraging innovation in IT involves creating an environment that fosters creativity and experimentation," Dr Tong says. "We promote a culture of continuous learning and improvement within the ITDO. We provide our team with access to the latest technologies and training opportunities to stay abreast of industry trends."

The ITDO's approach to innovation revolves around being bold and experimenting. Testing is a vital stage in its innovation process. Once it has developed ideas for new WeMust features, the ITDO deploys them in pilot schemes to give the university an idea of how they will perform when they go live. The ITDO team is proactive and creative in its search for innovative ideas and promotes a culture of problem-solving and continuous improvement through hackathons and collaborative projects.

However, digital transformation does not rely on innovation alone. Governance is an essential component of a successful IT strategy. MUST has robust measures in place to safeguard privacy and data security. It ensures that third-party technologies are responsibly sourced by selecting its vendors through a transparent and competitive process.

"We take a multifaceted approach to governance," Dr Tong says. "We have established a comprehensive IT governance framework that includes policies and procedures for evaluating new technologies. This framework ensures that all technological solutions are assessed on their alignment with our strategic goals, cost-effectiveness and potential impact on the university community." This approach also ensures that digital innovations are sustainable, creating an environment that maximises their benefits.

"IT enhances the learning experience using advanced technologies such as AI-driven learning tools, virtual laboratories and online collaboration platforms, which cater to diverse learning styles and needs," Dr Tong says. With a comprehensive strategy in place, universities have the opportunity to seize the momentum of technological progress and create better academic experiences for their students and staff.

The university stadium at the Macau University of Science and Technology

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
601–800	Abbes Laghrour University of Khenchala	Algeria	7	69.2	16	65.9	5	62.1	67.2	65.6–70.2
	Adam Mickiewicz University, Poznań	Poland	5	69.0	10	64.7	4	57.5	86.6	65.6–70.2
	Ahvaz Jundishapur University of Medical Sciences (AJUMS)	Iran	3	77.4	9	76.1	8	68.5	46.2	65.6–70.2
	Altai State University	Russian Federation	8	73.8	4	66.1	10	66.1	34.7	65.6–70.2
	American International University – Bangladesh	Bangladesh	8	80.6	1	70.7	4	67.1	85.8	65.6–70.2
	Amity University, Noida	India	6	83.4	2	80.3	8	44.7	66.4	65.6–70.2
	Amman Arab University	Jordan	4	76.1	16	61.2	1	49.4	55.8	65.6–70.2
	Ankara University	Turkey	9	82.8	3	68.8	5	68.3	68.7	65.6–70.2
	Arts et Métiers	France	9	89.2	8	75.3	4	51.8	57.0	65.6–70.2
	Ashesi University	Ghana	5	70.1	7	66.8	1	63.6	83.5	65.6–70.2
	Atatürk University	Turkey	10	78.5	15	76.6	4	71.2	70.5	65.6–70.2
	Bansomdejchaopraya Rajabhat University	Thailand	1	78.6	11	70.4	4	68.2	74.6	65.6–70.2
	Bartin University	Turkey	12	86.6	6	68.8	10	56.3	55.9	65.6–70.2
	Bernardo O'Higgins University	Chile	4	78.6	3	64.2	5	63.8	39.5	65.6–70.2
	BRAC University	Bangladesh	8	69.1	4	67.8	1	57.3	69.7	65.6–70.2
	Bukhara State University	Uzbekistan	6	79.9	7	79.2	4	68.7	62.5	65.6–70.2
	Caraga State University – Ampayon Campus	Philippines	1	84.2	4	57.5	5	56.5	77.0	65.6–70.2
	Chaoyang University of Technology	Taiwan	10	71.3	2	66.7	8	65.5	74.4	65.6–70.2
	Chiang Mai Rajabhat University	Thailand	8	70.2	4	69.3	7	59.2	73.9	65.6–70.2
	Chung Yuan Christian University	Taiwan	9	73.2	10	65.0	11	63.2	69.6	65.6–70.2
	Comenius University in Bratislava	Slovakia	3	79.5	16	79.5	4	41.7	54.7	65.6–70.2
	Cukurova University	Turkey	2	74.4	12	70.9	9	69.3	50.0	65.6–70.2
	CY Cergy Paris University	France	10	76.4	4	69.4	8	64.4	54.1	65.6–70.2
	Cyprus University of Technology	Cyprus	3	70.6	7	62.6	10	57.6	86.8	65.6–70.2
	Czech University of Life Sciences Prague (CZU)	Czechia	8	77.3	6	74.0	10	70.7	81.7	65.6–70.2
	Damietta University	Egypt	7	75.3	11	63.8	15	60.5	60.1	65.6–70.2
	Dhofar University	Oman	8	80.6	4	70.3	1	68.5	58.6	65.6–70.2
	Dr. D.Y. Patil Institute of Technology	India	4	81.3	7	66.2	5	57.0	69.5	65.6–70.2
	EAFIT University	Colombia	12	66.4	9	59.9	6	58.5	62.9	65.6–70.2
	École Centrale de Lyon	France	8	73.3	7	64.6	9	59.9	65.5	65.6–70.2
	Eindhoven University of Technology	Netherlands	9	99.2	12	78.5	3	53.8	41.4	65.6–70.2
	El Bosque University	Colombia	3	76.0	12	64.5	5	51.4	60.6	65.6–70.2
	Eötvös Loránd University	Hungary	10	78.0	5	64.9	4	58.0	45.4	65.6–70.2
	Euromed University of Fez	Morocco	8	71.7	4	68.9	12	63.1	61.3	65.6–70.2
	European University Cyprus	Cyprus	8	71.8	3	62.0	10	58.6	62.6	65.6–70.2
	European University of Madrid	Spain	3	78.3	5	67.5	12	60.8	60.4	65.6–70.2
	Federal University of Itajubá	Brazil	12	62.3	7	49.3	8	42.6	51.6	65.6–70.2
	Federal University of Pernambuco	Brazil	3	71.8	8	69.9	4	58.4	64.2	65.6–70.2
	Federal University of Rio de Janeiro	Brazil	8	66.5	3	64.0	15	56.0	76.4	65.6–70.2
	Federal University of São Carlos	Brazil	9	83.4	7	72.4	2	63.5	50.6	65.6–70.2
	Federal University of Uberlândia	Brazil	8	64.3	3	62.9	12	60.8	47.7	65.6–70.2
	Federal University of Viçosa	Brazil	2	80.1	7	69.3	6	56.3	62.7	65.6–70.2
	Federico Santa María Technical University	Chile	4	74.3	8	69.2	7	56.4	55.9	65.6–70.2
	Firat University	Turkey	9	80.3	4	78.6	10	72.7	67.3	65.6–70.2
	Galgotias University	India	16	74.4	2	72.6	6	69.7	69.6	65.6–70.2
	GITAM University	India	7	77.1	6	74.6	12	72.3	72.4	65.6–70.2
	Government College Women University Faisalabad	Pakistan	5	86.3	4	68.1	2	60.1	57.8	65.6–70.2
	Government College Women University, Sialkot	Pakistan	5	72.5	4	65.1	6	47.9	39.1	65.6–70.2
	Green University of Bangladesh	Bangladesh	7	76.9	4	63.5	1	58.9	64.2	65.6–70.2
	Guangdong University of Technology	China	9	98.7	13	60.9	11	60.2	42.9	65.6–70.2

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
601–800	Gulf University for Science and Technology	Kuwait	10	63.6	8	63.4	4	59.3	58.7	65.6–70.2
(cont)	Hindustan Institute of Technology and Science	India	6	70.3	7	61.0	12	50.7	64.8	65.6–70.2
	Ibaraki University	Japan	8	69.5	2	66.3	9	62.6	56.3	65.6–70.2
	Ifugao State University	Philippines	2	70.5	16	69.2	11	65.1	44.4	65.6–70.2
	Indiana University Bloomington	United States	13	70.0	5	62.6	3	55.2	68.8	65.6–70.2
	Indian Institute of Technology Guwahati	India	9	92.8	7	67.1	4	65.2	38.1	65.6–70.2
	Instituto Politécnico de Bragança	Portugal	5	79.7	10	68.1	4	60.6	44.1	65.6–70.2
	Interregional Academy of Personnel Management (IAPM)	Ukraine	1	81.6	8	81.4	5	81.3	56.9	65.6–70.2
	Iqra University	Pakistan	12	82.1	13	73.5	4	51.7	71.3	65.6–70.2
	Irkutsk National Research Technical University	Russian Federation	8	70.9	7	69.5	9	66.5	66.5	65.6–70.2
	Istanbul Gelisim University	Turkey	7	69.4	4	67.5	10	66.6	69.6	65.6–70.2
	Istanbul Medipol University	Turkey	3	73.0	10	66.8	5	57.4	48.8	65.6–70.2
	Istanbul Okan University	Turkey	5	67.7	3	66.0	1	64.5	57.7	65.6–70.2
	İstinye University	Turkey	3	71.4	12	71.1	10	59.3	73.1	65.6–70.2
	Izmir University of Economics	Turkey	5	73.1	10	65.7	4	60.1	78.9	65.6–70.2
	Kafrelsheikh University	Egypt	4	80.3	3	71.4	10	70.0	50.4	65.6–70.2
	Kanazawa University	Japan	3	67.1	12	66.1	6	57.1	64.2	65.6–70.2
	King Salman International University	Egypt	14	89.2	12	67.1	3	35.3	81.7	65.6–70.2
	KL University	India	12	78.9	7	75.0	11	66.4	45.6	65.6–70.2
	Kursk State Medical University	Russian Federation	10	81.4	3	71.3	8	70.7	46.2	65.6–70.2
	Leyte Normal University	Philippines	16	89.6	15	67.2	8	67.1	52.4	65.6–70.2
	Lodz University of Technology	Poland	8	73.6	9	59.0	5	57.3	67.7	65.6–70.2
	Maejo University	Thailand	2	76.2	8	69.9	5	69.0	65.9	65.6–70.2
	Mahasarakham University	Thailand	14	77.8	15	74.7	4	72.0	72.6	65.6–70.2
	Majmaah University	Saudi Arabia	4	83.1	10	69.0	1	65.0	83.6	65.6–70.2
	Marche Polytechnic University	Italy	9	80.0	10	67.0	3	64.7	69.5	65.6–70.2
	Mariano Marcos State University	Philippines	5	65.5	8	64.7	7	61.8	71.3	65.6–70.2
	Marmara University	Turkey	4	94.5	9	83.1	13	72.8	76.5	65.6–70.2
	Mazandaran University of Medical Sciences	Iran	4	78.5	3	77.1	10	71.6	42.2	65.6–70.2
	Mie University	Japan	9	66.4	12	64.9	2	61.2	48.8	65.6–70.2
	Modern University for Business and Science	Lebanon	5	79.8	10	71.3	1	71.2	47.9	65.6–70.2
	National Institute of Applied Sciences of Lyon (INSA Lyon)	France	10	71.5	11	64.6	7	61.1	59.6	65.6–70.2
	National Institute of Development Administration	Thailand	16	77.6	8	73.3	12	63.4	79.0	65.6–70.2
	National Pingtung University	Taiwan	4	76.3	7	67.7	11	57.9	60.7	65.6–70.2
	National Taichung University of Education	Taiwan	16	87.8	4	67.8	11	53.4	64.4	65.6–70.2
	National Taipei University of Technology	Taiwan	9	73.0	8	60.1	10	55.3	66.0	65.6–70.2
	National University of Distance Education (UNED)	Spain	16	70.5	10	68.8	5	59.9	60.4	65.6–70.2
	National University of Kaohsiung	Taiwan	12	68.4	16	58.3	6	56.7	75.9	65.6–70.2
	Necmettin Erbakan University	Turkey	10	73.8	4	66.5	7	64.3	45.5	65.6–70.2
	Old Dominion University	United States	5	78.6	10	78.3	4	60.3	32.3	65.6–70.2
	ORT Uruguay University	Uruguay	12	72.5	16	65.0	4	60.3	53.2	65.6–70.2
	Palestine Ahliya University	Palestine	4	84.6	8	66.4	3	65.2	73.9	65.6–70.2
	Pharos University	Egypt	12	69.3	8	66.6	5	61.7	75.5	65.6–70.2
	Polytechnic Institute of Setúbal	Portugal	5	77.2	4	69.3	10	66.2	48.4	65.6–70.2
	Pondicherry University	India	15	69.9	10	65.5	4	65.2	48.5	65.6–70.2
	Pontifical Catholic University of Minas Gerais	Brazil	16	65.1	8	60.1	3	58.3	58.5	65.6–70.2
	Pontifical Catholic University of Peru	Peru	8	64.2	11	63.6	16	61.0	55.4	65.6–70.2
	Pontifical Catholic University of Valparaíso	Chile	1	76.2	16	75.2	13	69.2	58.8	65.6–70.2
	Pontifical Javeriana University	Colombia	16	69.8	13	66.1	6	65.5	49.0	65.6–70.2
	Providence University	Taiwan	11	90.7	4	84.6	10	83.7	83.1	65.6–70.2
	Rawalpindi Medical University	Pakistan	5	80.9	3	66.0	4	59.4	56.7	65.6–70.2

The Road to the Future


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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
601–800	Rowan University	United States	3	74.3	5	70.3	10	67.0	61.1	65.6–70.2
(cont)	Ryukoku University	Japan	15	67.3	7	62.9	2	58.5	59.8	65.6–70.2
	Saint Louis University (Philippines)	Philippines	3	66.4	12	62.5	11	56.2	71.8	65.6–70.2
	Samarkand State Medical University	Uzbekistan	3	82.9	4	74.3	16	72.3	86.6	65.6–70.2
	SASTRA University	India	7	79.5	9	64.8	12	64.2	63.1	65.6–70.2
	Saudi Electronic University	Saudi Arabia	10	63.6	8	63.3	4	62.4	78.7	65.6–70.2
	Shahid Beheshti University	Iran	9	97.1	7	66.5	10	62.4	40.1	65.6–70.2
	Shantou University	China	8	80.7	11	59.5	3	58.1	78.8	65.6–70.2
	Siberian Federal University	Russian Federation	12	71.2	2	67.9	15	63.8	67.4	65.6–70.2
	Silesian University of Technology	Poland	12	74.9	8	68.0	9	60.9	75.5	65.6–70.2
	Silpakorn University	Thailand	11	81.9	14	76.7	6	72.5	81.1	65.6–70.2
	Sorbonne University Abu Dhabi	United Arab Emirates	4	70.4	12	65.7	16	59.6	76.4	65.6–70.2
	South Valley University (Egypt)	Egypt	2	67.9	6	58.8	16	58.4	88.3	65.6–70.2
	Srinakharinwirot University	Thailand	5	74.8	8	69.8	2	69.3	80.3	65.6–70.2
	SRUC (Scotland's Rural College)	United Kingdom	7	73.5	2	70.0	12	56.5	51.8	65.6–70.2
	State University of Malang	Indonesia	12	75.1	8	72.8	4	60.8	67.7	65.6–70.2
	Suan Dusit University	Thailand	15	73.0	12	70.4	5	69.8	79.2	65.6–70.2
	Suez Canal University	Egypt	3	69.1	8	65.2	15	61.4	76.8	65.6–70.2
	Tanta University	Egypt	7	74.7	16	67.6	9	64.3	62.9	65.6–70.2
	Technical University of Madrid	Spain	9	83.8	13	73.5	11	39.3	66.6	65.6–70.2
	TED University	Turkey	16	71.7	5	66.0	8	52.1	58.4	65.6–70.2
	The University of the West Indies	Jamaica	5	71.9	3	66.7	13	45.5	75.1	65.6–70.2
	The Women University Multan	Pakistan	5	86.6	4	61.4	7	52.7	51.8	65.6–70.2
	Tokyo Medical and Dental University (TMDU)	Japan	3	82.2	9	77.3	8	46.9	59.7	65.6–70.2
	Trent University	Canada	14	77.0	15	71.7	12	62.5	60.9	65.6–70.2
	Umm Al-Qura University	Saudi Arabia	4	76.5	9	67.5	3	57.3	62.7	65.6–70.2
	United International University	Bangladesh	1	78.7	7	65.2	4	60.4	61.7	65.6–70.2
	Universidad Autónoma de Chile	Chile	4	72.3	3	71.2	5	59.6	49.1	65.6–70.2
	Universidad Autónoma del Estado de Mexico (UAEMex)	Mexico	5	69.8	10	64.8	12	64.3	59.4	65.6–70.2
	Universidad Católica de la Santísima Concepción	Chile	5	63.9	4	55.2	16	53.9	63.1	65.6–70.2
	Universidade Estadual de Maringá	Brazil	8	68.4	2	60.2	9	55.4	75.0	65.6–70.2
	Universidade Federal de Ciências da Saúde de Porto Alegre (UFCSPA)	Brazil	5	73.9	3	69.8	10	60.3	61.3	65.6–70.2
	Universidade Federal de Santa Catarina	Brazil	3	69.0	12	67.7	7	65.8	59.4	65.6–70.2
	Universidade Federal de São Paulo (UNIFESP)	Brazil	5	71.7	3	69.9	8	63.6	66.1	65.6–70.2
	Universidade Federal do ABC (UFABC)	Brazil	2	76.0	8	69.8	16	53.7	46.5	65.6–70.2
	Universidad Francisco de Vitoria	Spain	3	67.3	4	64.6	12	52.1	56.1	65.6–70.2
	Universidad Nacional del Litoral	Argentina	16	65.7	5	61.7	8	56.3	57.2	65.6–70.2
	Universidad Nacional de Rosario	Argentina	5	82.3	3	62.2	16	61.0	64.2	65.6–70.2
	Universidad Peruana Cayetano Heredia	Peru	3	79.0	12	73.0	5	65.5	56.6	65.6–70.2
	Universidad San Francisco de Quito	Ecuador	13	69.0	4	62.9	14	60.7	61.4	65.6–70.2
	Universitas Andalas	Indonesia	5	82.4	9	64.6	15	63.7	58.6	65.6–70.2
	Universitas Muhammadiyah Yogyakarta	Indonesia	8	72.8	2	65.1	12	60.8	57.5	65.6–70.2
	Universitas Negeri Surabaya	Indonesia	5	78.8	8	72.0	4	68.9	62.4	65.6–70.2
	Universitas Sriwijaya	Indonesia	14	79.7	6	72.3	4	68.9	80.6	65.6–70.2
	Universitas Syiah Kuala	Indonesia	4	82.1	14	76.8	1	70.0	87.0	65.6–70.2
	Universitat Ramon Llull	Spain	8	67.6	13	60.8	10	57.8	52.5	65.6–70.2
	Université Côte d'Azur	France	11	71.5	3	69.7	14	68.2	79.0	65.6–70.2
	Université Saint-Joseph de Beyrouth	Lebanon	9	71.9	3	63.0	16	57.8	55.4	65.6–70.2
	Universiti Malaysia Sabah (UMS)	Malaysia	2	68.2	1	64.5	5	64.2	81.9	65.6–70.2
	Universiti Tun Hussein Onn Malaysia (UTHM)	Malaysia	1	65.3	12	64.2	11	60.8	65.4	65.6–70.2
	University of Almería	Spain	8	75.1	10	67.1	11	65.7	53.9	65.6–70.2

2025

VIRGINIA TECH
GLOBAL IMPACT

Photo by Clayton Metz for Virginia Tech.

Read about decoding mental health research on page 2

Virginia Polytechnic Institute and State University

VIRGINIA TECH

DECODING MENTAL HEALTH

How hidden neural processes shape our choices, emotions, and psychological well-being

By John Pastor and Clayton Metz

Computational neuroscientist P. Read Montague Jr. poses an unassuming question filled with hidden complications: "When you're deciding whether to turn left or right, or to eat the chocolate cake or the carrots, what's happening in your brain?"

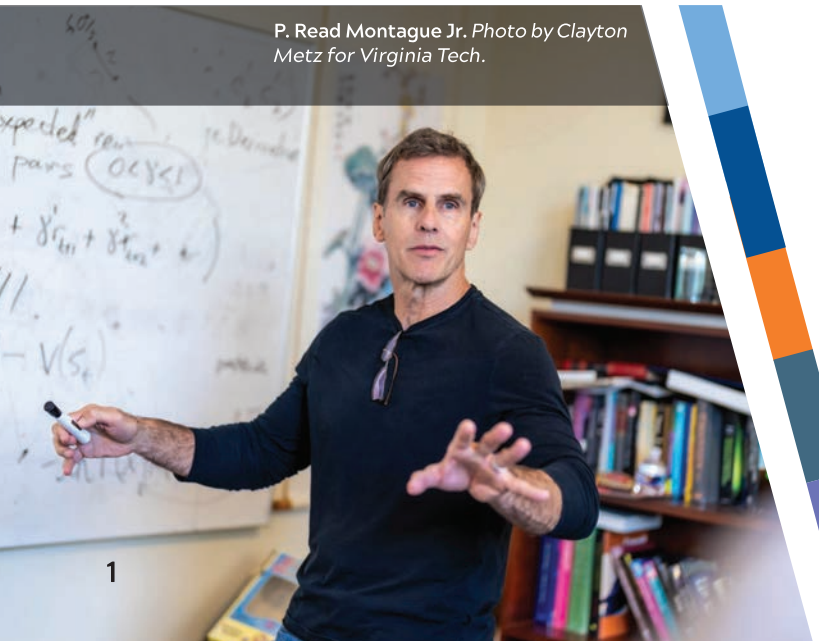
It's a simple question that masks a complex web of brain activity. Underlying our decisions and behavior — the "software" — are hidden biological processes that make up the "hardware" of the brain.

Understanding these processes is key to unraveling not just the roots of human behavior, but also the core elements of medical issues such as depression, obsessive-compulsive disorder, and neurological disorders like Parkinson's disease.

"It might seem like we are desperately trying to get inside people's heads," said Montague, director of the Center for Human Neuroscience Research and the Human Neuroimaging Laboratory at the Fralin Biomedical Research Institute at VTC, "but we aim to understand why people do things that simply can't be gleaned from observing their behavior."

To that end, Montague's team employs non-invasive techniques to study human brain activity, such as functional MRI (fMRI), electroencephalography (EEG), voltammetry, and Optically Pumped Magnetometry to "listen" to the brain as it processes thoughts and emotions.

Along the way, he is redefining our understanding of how we think, feel, and perceive the world.



P. Read Montague Jr. *Photo by Clayton Metz for Virginia Tech.*

Opening the Black Box

It was a pivotal moment in science.

Montague, with colleagues from Wake Forest Baptist Medical Center, University College London, and the University of Oxford, tracked for the first time in history the neurotransmitters dopamine and serotonin at work at high speeds to influence human perception and decision-making.

The observations were made in five patients who were undergoing deep brain stimulation electrode implantation surgery to treat essential tremor or Parkinson's disease. The patients were playing a computer game designed to quantify aspects of thought and behavior while surgeons and scientists measured electrical activity to detect dopamine activity.

"This was the first time anyone has been able to do this in humans," Montague said, talking about the groundbreaking findings that appeared in a study published on Oct. 12, 2020, in the journal Neuron.

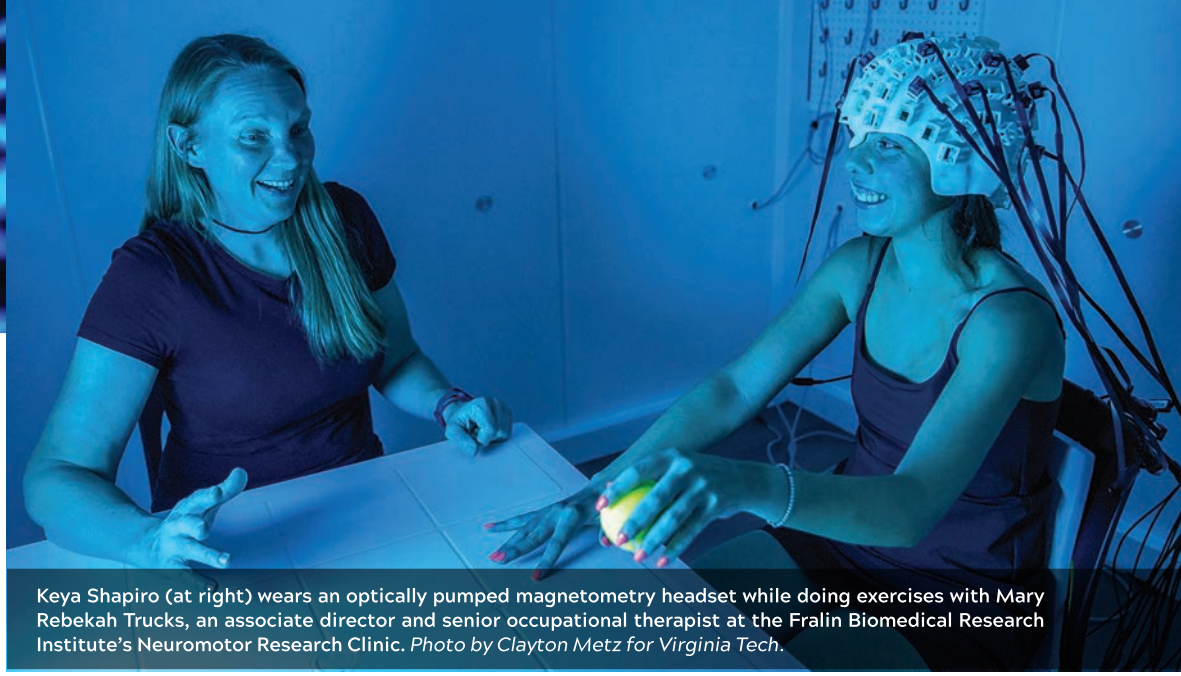
The work attracted attention from leading experts in the field.

Neural Mechanisms, Revealed

Until Montague and colleagues cracked the code, seeing this neural clockwork in action was impossible. Historically, insights into the human mind relied heavily on examinations of animal models, which fell far short of the mark.

To piggyback on clinical efforts, Montague designed electrodes to record neurochemical activity in the brain, specifically targeting neurotransmitters involved in decision-making and other cognitive processes.

Specific substances, such as neurotransmitters, undergo



Keya Shapiro (at right) wears an optically pumped magnetometry headset while doing exercises with Mary Rebekah Trucks, an associate director and senior occupational therapist at the Fralin Biomedical Research Institute's Neuromotor Research Clinic. *Photo by Clayton Metz for Virginia Tech.*

chemical reactions at electrodes, enabling real-time detection of dopamine and serotonin activity.

The Insights Keep Coming

In a study published in Current Biology on Oct. 23, 2023, Montague and his international team revealed insights into the brain's noradrenaline system, a long-standing target for medications addressing attention-deficit/hyperactivity disorder, depression, and anxiety.

Perhaps even more crucial was the innovative methodology they developed to record real-time chemical activity. Rather than using specially designed electrodes in Parkinson's patients, they employed standard clinical electrodes typically used for epilepsy monitoring.

"This work is changing the entire field of neuroscience and our ability to query the human mind and brain — with a technology that was just not even imagined not many years ago," said neuroscientist Michael Friedlander, executive director of the Fralin Biomedical Research Institute at VTC and Virginia Tech vice president for health sciences and technology.

Notably, Montague theoretically proved that dopamine processes were associated with decision-making nearly 30 years before the most recent study was published.

Collaborating with Peter Dayan, today the director at the Max Planck Institute for Biological Cybernetics in Tübingen, Germany, and Terrence Sejnowski, now the Francis Crick Professor at the Salk Institute for Biological Studies, Montague co-authored a groundbreaking theoretical proof on dopamine system activity published in the Journal of Neuroscience in 1996.

Fast forward to 2022, and Montague was invited to present this work at a Nobel symposium at the Karolinska Institute in Stockholm.

Sometimes good ideas take time to catch on.

A Quiet Place

Welcome to the Fralin Biomedical Research Institute's Human Magnetometry Laboratory. The room looks like a vault, with thick walls and a door that closes with a handwheel, like you would expect on a submarine.

Few people would guess it's one of only a handful of places on the planet to go to escape the Earth's magnetic field. Interference from cell phones, automobile traffic, computers, power lines, wall outlets, even the Earth's core — cannot get inside. It's a quiet place, where scientists can hear brains think.

With the background noise removed, the magnetic fields produced by neurons firing in the brain can be accurately measured, offering a window into the brain's hidden workings.

Miniature Mobile MRIs

OPM-MEG, short for Optically Pumped Magnetometry Magnetoencephalography, is a non-invasive neuroimaging technique used to measure the magnetic fields produced by neurons' miniscule electrical activity in the brain.

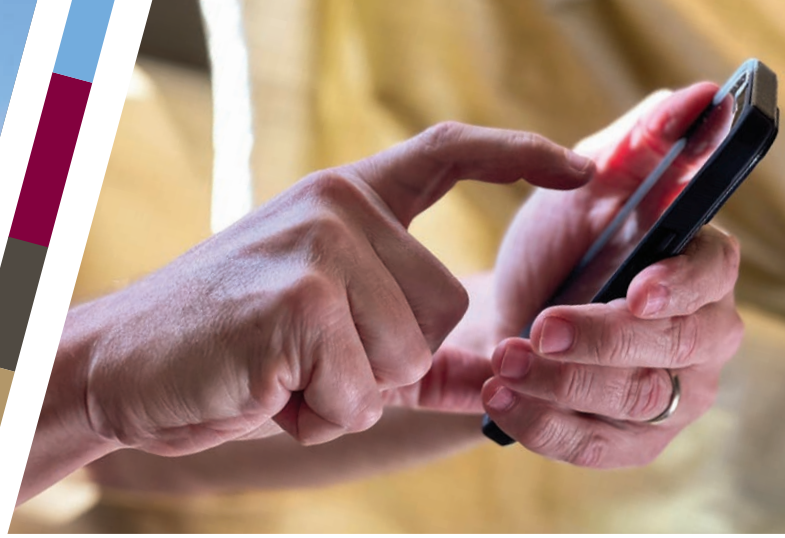
OPM devices are lightweight, wearable headsets that measure brain activity while allowing research volunteers to move freely and interact.

"We're thrilled to get people out of MRI machines and into a natural setting where we can study social interactions, motion, and human behavior with fewer limitations," said Montague, who is also a professor in the Department of Physics at the Virginia Tech College of Science and in the Department of Psychiatry and Behavioral Medicine at the Virginia Tech Carilion School of Medicine.

The technology will allow Virginia Tech researchers to be among the first in the world to study the brain activity underlying social interactions during face-to-face, upright exchanges.

Watch the video about decoding mental health.

Scan or visit here vt.edu/decoding



BUILDING WIRELESS INFRASTRUCTURE

Virginia Tech researcher and wireless expert Lingjia Liu has worked for nearly two decades to maintain, secure, and expand the global wireless infrastructure

By Niki Hazuda

Lingjia Liu has a deep understanding of society's dependence on wireless connections – for work, play, and survival. He conducts critical research on wireless network security, the prevention of outages caused by natural disasters, and the future of telecommunications.

"Wireless is everywhere. It's an essential, critical infrastructure you only feel when it's gone," said Liu, director of Wireless@Virginia Tech. "When we look at what happened with the 2023 wildfires in Hawaii, hundreds of people died because of disconnected power and communications. This is one of the many reasons we need to maintain a secure, connected infrastructure."

A professor in the Bradley Department of Electrical and Computer Engineering, Liu has a research portfolio that currently spans more than $10 million, including support and collaboration from agencies such as the U.S. Department of Defense, National Science Foundation, and National Telecommunications and Information Administration.

From his earliest days in industry, it was not only Liu's technical expertise, but also his ability to rally others around common goals that elevated his work.

"Lingjia's energy and passion toward technology and innovation really set him apart," said Charlie Zhang, senior vice president Samsung Research America. "And he was able to communicate and explain complex technology and solutions in simple and intuitive ways."

Today, Liu's research impact knows no boundaries, even without his direct involvement. Collaborators from Samsung Research recently built a test bed that verified the theoretical analysis in one of Liu's published papers on nonlinear distortion and its limitations on the applications of higher order modulation.

"It's not from an award-winning paper or something high profile," said Liu, who is part of the inaugural cohort of Virginia Tech Innovation Campus faculty. "They built a prototype, and they found it very useful in their own system. It made me happy because that's what my work has been – it's not about me, it's about the whole field. I'm glad to see the work I'm doing has meaningful impact that goes beyond papers or number of citations."

Setting the Standard

It was 2008. Apple launched the App Store to pair with its new product, the iPhone. And Liu started his dream job as a standards engineer at Samsung Research America.

Hired by Zhang, who is also the head of the Samsung Research America's Standards Mobility and Innovation Team, Liu spent his first days as a standards delegate not in sunny Dallas, Texas, but Kansas City, Missouri – the location for a meeting of the 3rd Generation Partnership Project.

Zhang said Liu's passion for innovation and clear, effective communication shined during his time working with the group.

"These thought leadership qualities are important for success in 3GPP [3rd Generation Partnership Project] work, as the ability to convey these passions and technical ideas to other delegates from around the world was critical," Zhang said.

At Samsung, Liu was essential in developing, verifying, and advocating for the company's proposals on multi-user, multiple-input multiple output and coordinated multi-point for 4G LTE-Advanced, which allow multiple cellular base stations to work together to serve multiple users at the same time, despite challenging signal conditions. Some aspects of Liu's proposal were adopted as part of today's 4G LTE-Advanced standards.

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"I learned so much during the four years I was there," Liu said. "I started to understand that my work needed to be folded into the bigger picture, to think about the whole industry and solve relevant problems. It wasn't just about Samsung. It was about all of us working together to push forward."

Building the Future at Virginia Tech

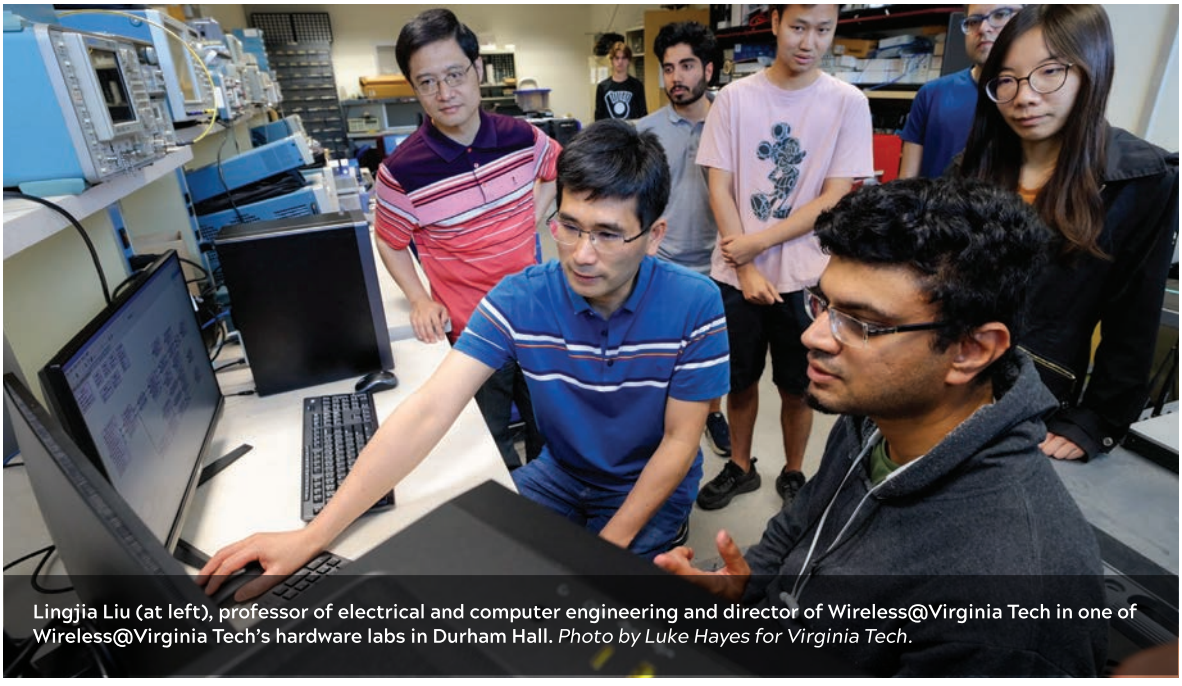
At an Institute of Electrical and Electronics Engineers conference nearly 10 years ago Liu met wireless researcher and future Virginia Tech colleague Jeffrey Reed.

"Lingjia and I connected right away on our industry experiences," said Reed, who is the founding director of Wireless@Virginia Tech and founder of the Ted and Karyn Hume Center for National Security and Technology.

Since joining his fellow Virginia Tech researchers in 2017, Liu has collaborated with Reed and other colleagues on millions of dollars' worth of projects that work to secure the global wireless infrastructure, including work that connects back to his time in industry.

In 2022, Liu took over as the director of Wireless@Virginia Tech from Michael Buehrer, with an eye on national and international recognition for the group and Virginia Tech.

"We're building a strategy for how we want to work together on a national and global level, what our signature will be, what we want to uniquely do," Liu said. "As a university, we're trying to harmonize together – Wireless@Virginia Tech, the Commonwealth Cyber Initiative, the Virginia Tech National Security Institute, and the Innovation Campus – to work together on advancing wireless and positioning Virginia Tech as a global leader." VT



Lingjia Liu (at left), professor of electrical and computer engineering and director of Wireless@Virginia Tech in one of Wireless@Virginia Tech's hardware labs in Durham Hall. *Photo by Luke Hayes for Virginia Tech.*

Watch the video about building wireless infrastructure.

Scan or visit here vt.edu/wireless

PIONEERING TRANSPORTATION RESEARCH

Richard Hanowski of the Virginia Tech Transportation Institute is helping cut down on motorcycle-related crashes in low- and middle-income countries with the Motorcycle Collision-Alert and Management System

By Travis Williams

Bumping into some motorcycle researchers at a lunch in Malaysia put Rich Hanowski on a road toward helping reduce rider collisions in low- and middle-income countries.

"It was really kind of by happenstance," said Hanowski, senior research scientist at the Virginia Tech Transportation Institute (VTTI). "I happened to sit next to that group at lunch, we hit it off and started talking about how we could collaborate in some capacity."

Since that first meeting in 2015, Hanowski, who is the director of VTTI's Division of Freight, Transit, and Heavy Vehicle Safety, has worked with researchers and universities in Malaysia and Indonesia to better quantify the dangerous landscape of motorcycle travel there and explore potential interventions. This spring, he and VTTI colleague Carl Cospel were awarded a proof-of-concept grant from Virginia Tech's LAUNCH: Center for New Ventures to develop one of those interventions for commercial use — the Motorcycle Collision-Alert and Management System.

"These are some of the poorest people, relatively speaking, in the world and they don't have the benefit of vehicle safety technology that we have in developed countries," Hanowski said. "There's an injustice in that and an opportunity for us at VTTI, where we're passionate about road safety and saving lives. I actually think it's our obligation. We need to do this."

The system includes three components: a technology bundle for the bike — including an accelerometer, GPS, and a forward distance sensor — a mobile device application, and a backend management system. It will provide users with in-ride alerts, a post-ride report, and tailored education and training information to support safe riding in the future.

With the help of Virginia Tech's LICENSE: Center for Tech Commercialization, the system has become exclusively licensed Virginia Tech Intellectual Properties technology. The initial market focus for the product is companies that use motorcycle fleets as a primary method of delivering goods and services, which is a common practice in this region of the world.

Hanowski also received a Fulbright Scholar Award for the 2024-25 academic year to support this work.

1.9 MILLION ROAD TRAFFIC CRASH FATALITIES PER YEAR

92% OF THE ROAD TRAFFIC CRASH FATALITIES ARE FROM LOW TO MIDDLE-INCOME COUNTRIES

In December 2023, the World Health Organization reported that approximately 1.19 million people die in road traffic crashes each year, with 92 percent of these fatalities occurring in low- and middle-income countries. In those areas, motorcycles are often cited as being involved in more than 70 percent of road deaths.

"The transportation system is very different here than in the U.S.," said Hardianto Iridiastadi, professor of systems engineering at the Bandung Institute of Technology in Bandung, Indonesia, and a collaborator on the project. "We do not have stop signs. We do not post speed limits. We do not have yield signs. Basically, it's like people can do whatever they want."

"When I went over there [to Indonesia], I had this picture in my mind based on videos and what Rich had told me, but there's no comparison to the real thing. I couldn't believe it," said Cospel, director of the Hardware Engineering Lab at VTTI. "It was just mass chaos."

Hanowski worked with researchers in Malaysia to incor-

(from left) Richard Hanowski, Carl Cospel, and Feng Guo from Virginia Tech Transportation Institute are teaming up to create the Motorcycle Collision-Alert and Management System. *Photo by Lee Friesland for Virginia Tech.*

porate elements of VTTI's pioneering naturalistic driving studies into researching rider behavior in the country.

Developed in the early 1990s, the system uses unobtrusively placed cameras and sensors inside a volunteer's vehicle to assess driver behavior, crashes, and near-crash incidents, referred to as safety critical events. The institute has since collected data from nearly 7,000 vehicles, including cars, tractor-trailers, bicycles, and e-scooters and amassed enough video that it would take about 1,030 years to watch it all.

By utilizing this system with the motorcycle riders, Hanowski and his team were able to better assess rider behavior.

"We came to the realization that riders, when they're doing these risky activities, were not always looking forward," Hanowski said. "They're looking to the side, they're checking blind spots, they're checking over their shoulders for other vehicles that might be merging, etc. All of this while the bike travels forward."

The initial findings showed a reduction in safety critical events as compared to baseline riding. And though the interventions yielded safer riding, it was actually the few times the demo systems cut out that revealed another interesting finding.

"One fascinating thing to hear was from a rider who talked about how even though he wasn't getting the alerts anymore — because the system was inactive — he could still hear in his head when the beeps would have occurred," Hanowski said. "That's an important finding because it demonstrates transfer of training from the system to the rider. It's really powerful when an alerting technology can influence safe riding behavior like that."

Following the initial testing, Hanowski began to explore ways to make a version of the monitoring and alert system available to more people in that region of the world. Hanowski looked to nearby Indonesia, which has nearly identical motorcycle safety issues, and to his former classmate Iridiastadi, whom he met during their graduate studies in industrial and systems engineering at Virginia Tech.

"Motorcycle use is the primary means of online transportation services here, transporting people, goods, or food," said Iridiastadi, who graduated with a Ph.D. in industrial and systems engineering in 2003. "It's not uncommon to see a driver with two or three passengers, including kids or babies, and whatever else they can carry, as long as they can use a rope to tie it down."

By successfully exporting some of the technology VTTI has pioneered during the last two decades, the researchers believe they may also empower their international colleagues to positively influence their countries' transportation policy.

Regardless of exactly how any large-scale shift toward safer riding occurs, it's Hanowski's mission to help make it possible.

"There are so many motorcycle road deaths in these countries, if we have a technology or approach that can help take a bite out of that and keep people a little safer, making that possible is my ultimate goal," Hanowski said.

Watch the video about transportation research.

Scan or visit here vt.edu/transportation

VIRGINIA TECH

CURIOUS CONVERSATIONS

Curious Conversations, a research podcast, is a series of free-flowing conversations with Virginia Tech researchers that take place at the intersection of world-class research and everyday life

"Ultra-Processed Foods" with Alex DiFeliceantonio, assistant professor with the Fralin Biomedical Research Institute at VTC and interim co-director of its Center for Health Behaviors Research

To listen to the podcast, scan the QR code or visit vt.edu/foods

"Drone Regulation, Detection, and Mitigation" with Tombo Jones, director of Virginia Tech's Mid-Atlantic Aviation Partnership

To listen to the podcast, scan the QR code or visit vt.edu/drones

"Cancer-Fighting Bubbles" with Eli Vlaisavljevich, associate professor in the Department of Biomedical Engineering and Mechanics

To listen to the podcast, scan the QR code or visit vt.edu/cancer

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Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
601–800	University of Anbar	Iraq	7	73.7	11	59.5	15	58.7	85.1	65.6–70.2
(cont)	University of Azuay	Ecuador	8	72.2	6	66.1	13	65.0	81.1	65.6–70.2
	University of Baghdad	Iraq	9	74.6	2	66.1	12	64.7	77.6	65.6–70.2
	University of Basrah	Iraq	12	66.8	15	59.5	6	58.0	64.6	65.6–70.2
	University of Brasília	Brazil	3	70.2	8	69.3	16	63.4	40.2	65.6–70.2
	University of Cape Coast	Ghana	4	73.0	14	59.2	3	53.2	72.5	65.6–70.2
	University of Crete	Greece	3	69.8	10	69.3	4	67.0	65.9	65.6–70.2
	University of Cyberjaya	Malaysia	3	72.2	13	70.8	1	62.3	83.8	65.6–70.2
	University of East London	United Kingdom	5	74.7	10	69.2	8	67.3	65.7	65.6–70.2
	University of Education, Lahore	Pakistan	4	83.5	10	66.2	1	52.9	73.1	65.6–70.2
	University of Foggia	Italy	4	74.5	10	73.7	5	71.4	39.1	65.6–70.2
	University of Hamburg	Germany	3	73.0	11	71.7	4	70.0	62.2	65.6–70.2
	University of Insubria	Italy	10	75.8	4	75.3	9	73.8	66.9	65.6–70.2
	University of Las Américas (UDLA)	Ecuador	12	80.3	5	74.9	15	70.9	51.7	65.6–70.2
	University of León	Spain	12	65.8	5	62.1	8	58.6	52.9	65.6–70.2
	University of Mostar	Bosnia and Herzegovina	5	76.4	16	70.1	3	65.6	60.7	65.6–70.2
	University of Navarra	Spain	9	81.6	8	77.6	3	64.7	44.4	65.6–70.2
	University of North Carolina at Charlotte	United States	12	71.3	3	69.8	11	58.9	81.4	65.6–70.2
	University of Oum El Bouaghi	Algeria	15	68.6	2	67.6	7	66.9	71.3	65.6–70.2
	University of Parma	Italy	10	82.5	3	77.8	9	66.5	46.8	65.6–70.2
	University of Passau	Germany	10	82.8	4	69.6	5	67.7	36.1	65.6–70.2
	University of Petra	Jordan	12	67.4	7	63.3	10	62.8	48.1	65.6–70.2
	University of Phayao	Thailand	5	72.4	4	66.6	15	54.3	37.6	65.6–70.2
	University of Poonch Rawalakot	Pakistan	2	87.0	4	82.7	13	63.4	48.8	65.6–70.2
	University of Regina	Canada	5	67.0	8	61.3	10	58.2	71.5	65.6–70.2
	University of Rennes 1	France	10	80.8	3	65.9	16	64.7	49.8	65.6–70.2
	University of Salamanca	Spain	3	61.6	10	61.0	16	60.6	65.3	65.6–70.2
	University of San Martín de Porres	Peru	3	71.2	4	63.1	16	57.6	56.6	65.6–70.2
	University of Santo Tomas	Philippines	5	73.7	4	68.0	3	64.2	65.2	65.6–70.2
	University of Seville	Spain	9	70.6	16	66.7	3	59.6	40.6	65.6–70.2
	University of Sfax	Tunisia	9	86.1	5	66.7	4	61.0	50.9	65.6–70.2
	University of Sousse	Tunisia	5	73.0	4	61.9	8	54.5	71.1	65.6–70.2
	University of South Africa	South Africa	8	76.7	5	71.8	12	67.9	50.2	65.6–70.2
	University of Tehran	Iran	9	76.8	2	54.8	8	52.4	42.0	65.6–70.2
	University of Turin	Italy	10	79.4	3	79.4	16	72.5	73.1	65.6–70.2
	University of Tuscia	Italy	10	80.5	5	64.4	15	55.8	54.2	65.6–70.2
	University of Vaasa	Finland	16	72.3	8	70.0	7	68.5	64.4	65.6–70.2
	University of Veterinary and Animal Sciences, Lahore	Pakistan	3	71.3	2	70.4	10	54.8	65.1	65.6–70.2
	University of Vic – Central University of Catalonia	Spain	5	75.7	8	70.3	3	69.6	42.9	65.6–70.2
	University of Warsaw	Poland	5	67.0	9	66.7	13	56.7	77.1	65.6–70.2
	University of West London	United Kingdom	10	87.9	12	82.4	3	60.0	71.6	65.6–70.2
	University of Zaragoza	Spain	9	80.4	8	67.8	4	63.2	62.4	65.6–70.2
	UPES	India	4	82.0	8	64.5	10	64.4	54.7	65.6–70.2
	Üsküdar University	Turkey	3	72.3	5	70.6	10	64.4	51.5	65.6–70.2
	Van Lang University	Vietnam	6	77.4	8	75.2	4	70.4	74.1	65.6–70.2
	VIT University	India	7	76.5	6	75.6	13	70.6	90.2	65.6–70.2
	Wrocław University of Environmental and Life Sciences	Poland	8	74.3	2	68.8	11	66.5	54.6	65.6–70.2
	Yamagata University	Japan	9	70.8	8	70.4	10	69.4	55.0	65.6–70.2
	Yeditepe University	Turkey	12	83.7	5	63.2	9	60.9	48.8	65.6–70.2
	Yokohama City University	Japan	3	70.5	12	66.9	10	59.9	57.7	65.6–70.2
	Yokohama National University	Japan	9	74.8	6	73.2	15	63.3	54.2	65.6–70.2

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
801–1,000	2iE – International Institute for Water and Environmental Engineering	Burkina Faso	8	73.1	4	62.4	10	53.2	59.7	60.9-65.5
	Abdelmalek Essaâdi University	Morocco	8	67.6	6	63.8	15	62.0	71.9	60.9-65.5
	Air University	Pakistan	12	68.9	11	50.4	5	50.3	74.0	60.9-65.5
	Akita University	Japan	3	66.5	12	60.5	8	58.4	66.4	60.9-65.5
	Al Yamamah University	Saudi Arabia	8	75.2	5	68.4	4	67.6	45.1	60.9-65.5
	Al-Zaytoonah University of Jordan	Jordan	4	71.9	1	60.1	7	59.5	56.1	60.9-65.5
	American University in Cairo	Egypt	11	63.6	12	53.9	1	51.9	66.9	60.9-65.5
	American University of Sharjah	United Arab Emirates	10	64.8	7	58.0	5	49.1	87.8	60.9-65.5
	Andrés Bello Catholic University (UCAB)	Venezuela	12	61.6	4	57.9	16	57.1	53.7	60.9-65.5
	Ashoka University	India	10	70.1	3	56.4	7	55.5	68.9	60.9-65.5
	Asia Pacific University of Technology & Innovation	Malaysia	8	65.5	4	57.6	13	50.2	77.2	60.9-65.5
	Atlas University	Turkey	3	61.7	5	61.0	7	59.3	72.9	60.9-65.5
	Autonomous University of Baja California	Mexico	12	67.8	5	67.1	3	66.7	59.4	60.9-65.5
	Azerbaijan State University of Economics	Azerbaijan	10	77.4	7	70.8	4	68.6	53.6	60.9-65.5
	Badr University in Cairo (BUC)	Egypt	12	67.0	3	61.3	7	59.6	48.4	60.9-65.5
	Bakrie University	Indonesia	16	77.3	15	69.2	4	65.5	60.1	60.9-65.5
	Baku Higher Oil School	Azerbaijan	8	72.5	12	71.6	10	65.9	48.5	60.9-65.5
	Banasthali University	India	5	86.3	9	67.2	4	50.7	38.3	60.9-65.5
	Benguet State University	Philippines	3	63.8	5	60.6	1	58.4	63.0	60.9-65.5
	Beni-Suef University	Egypt	7	75.2	6	69.4	13	61.8	56.7	60.9-65.5
	Bilkent University	Turkey	9	78.6	10	65.2	16	62.2	65.8	60.9-65.5
	Biruni University	Turkey	5	74.7	3	66.5	4	55.3	53.6	60.9-65.5
	BML Munjal University	India	6	84.3	8	56.8	7	54.4	62.3	60.9-65.5
	Bukidnon State University	Philippines	5	68.7	4	66.2	12	56.9	50.9	60.9-65.5
	Central Bicol State University of Agriculture	Philippines	5	73.0	16	70.2	4	67.6	57.7	60.9-65.5
	Central Luzon State University	Philippines	4	65.4	14	64.6	5	59.0	69.8	60.9-65.5
	Chang Jung Christian University	Taiwan	2	61.6	3	60.2	8	60.0	56.3	60.9-65.5
	Christ University	India	1	60.1	5	58.2	3	53.4	69.4	60.9-65.5
	Chung Hua University	Taiwan	16	78.9	6	71.6	12	68.1	68.5	60.9-65.5
	Chung Shan Medical University	Taiwan	3	77.4	5	57.3	10	55.0	50.9	60.9-65.5
	De La Salle University	Philippines	12	59.1	14	58.3	3	48.2	60.1	60.9-65.5
	Diego Portales University	Chile	10	68.8	4	66.3	5	64.0	46.2	60.9-65.5
	DIT University	India	6	75.9	7	48.5	3	47.3	51.4	60.9-65.5
	Dow University of Health Sciences	Pakistan	3	80.7	5	63.1	4	54.3	49.0	60.9-65.5
	École Nationale des Travaux Publics de l'État (ENTPE)	France	8	73.1	6	70.6	13	60.7	56.1	60.9-65.5
	Effat University	Saudi Arabia	5	71.7	10	61.6	4	53.5	68.2	60.9-65.5
	EHL Hospitality Business School	Switzerland	12	70.0	8	69.0	4	55.6	55.0	60.9-65.5
	ESSCA School of Management	France	8	82.0	4	60.9	5	53.6	58.6	60.9-65.5
	Federal University of Lavras	Brazil	2	73.4	9	70.8	7	62.1	49.5	60.9-65.5
	Fiji National University	Fiji	8	64.6	3	58.0	13	55.9	70.4	60.9-65.5
	Future University in Egypt	Egypt	7	66.5	10	49.6	13	40.6	58.9	60.9-65.5
	Gachon University	South Korea	10	64.5	1	64.3	7	61.7	59.2	60.9-65.5
	Gazipur Agricultural University	Bangladesh	2	80.5	4	66.9	1	49.1	68.3	60.9-65.5
	Gazi University	Turkey	3	59.2	7	58.2	4	58.1	58.0	60.9-65.5
	Gebze Technical University	Turkey	9	81.7	12	80.3	6	53.8	42.5	60.9-65.5
	Ghulam Ishaq Khan Institute of Engineering Sciences and Technology	Pakistan	4	85.7	1	61.0	11	52.1	50.9	60.9-65.5
	Government College University Hyderabad	Pakistan	6	69.8	7	68.8	4	62.6	43.9	60.9-65.5
	Hanoi University of Science and Technology	Vietnam	8	79.4	9	58.9	4	51.7	52.2	60.9-65.5
	Hazara University Mansehra	Pakistan	4	66.7	16	57.8	6	56.5	63.4	60.9-65.5
	Heliopolis University for Sustainable Development	Egypt	3	64.1	7	59.4	13	52.1	58.0	60.9-65.5

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
801–1,000	Helwan University	Egypt	9	67.0	7	65.1	5	49.4	51.9	60.9–65.5
(cont)	Huachiew Chalermprakiet University	Thailand	1	71.5	3	65.6	11	60.9	68.7	60.9–65.5
	Hungkuang University	Taiwan	3	74.1	8	70.3	12	63.7	57.4	60.9–65.5
	Immanuel Kant Baltic Federal University	Russian Federation	10	72.7	8	72.0	4	63.8	47.0	60.9–65.5
	Islamic University of Lebanon	Lebanon	10	67.4	7	64.3	8	63.6	70.4	60.9–65.5
	Istanbul Bilgi University	Turkey	5	71.8	16	62.6	8	62.5	47.8	60.9–65.5
	ITMO University	Russian Federation	9	96.6	8	54.1	15	52.1	39.7	60.9–65.5
	IUBAT – International University of Business Agriculture and Technology	Bangladesh	4	63.0	8	62.0	1	60.2	77.8	60.9–65.5
	Izmir Institute of Technology	Turkey	9	87.2	7	56.7	4	54.8	66.1	60.9–65.5
	Jouf University	Saudi Arabia	7	79.2	3	59.0	4	48.2	61.4	60.9–65.5
	Kalasalingam Academy of Research and Education	India	7	70.9	9	70.1	12	67.2	60.7	60.9–65.5
	Kalinga State University	Philippines	5	67.9	3	65.5	15	56.6	69.8	60.9–65.5
	Karaganda Medical University	Kazakhstan	3	72.1	10	60.6	4	58.4	55.8	60.9–65.5
	Kayseri University	Turkey	12	75.2	7	54.1	15	50.9	68.5	60.9–65.5
	Kermanshah University of Medical Sciences	Iran	3	76.6	10	66.8	1	62.6	37.0	60.9–65.5
	King Edward Medical University	Pakistan	4	78.7	5	69.5	3	66.3	43.8	60.9–65.5
	King Mongkut's University of Technology North Bangkok	Thailand	9	78.2	7	56.3	8	53.6	61.2	60.9–65.5
	King Saud University	Saudi Arabia	3	62.2	16	59.8	11	59.4	69.5	60.9–65.5
	Klaipeda University	Lithuania	4	67.2	10	64.8	5	59.8	68.8	60.9–65.5
	Krakow University of Economics	Poland	8	75.2	10	70.7	5	53.9	54.0	60.9–65.5
	Kuwait University	Kuwait	4	71.1	10	70.8	13	59.2	63.9	60.9–65.5
	Lagos State University	Nigeria	4	63.5	5	61.1	2	55.7	62.5	60.9–65.5
	Lilongwe University of Agriculture and Natural Resources	Malawi	8	70.5	1	61.8	4	59.8	45.4	60.9–65.5
	Mae Fah Luang University	Thailand	5	75.2	11	52.9	3	48.4	57.2	60.9–65.5
	Mahatma Gandhi University	India	4	76.7	5	68.4	10	67.7	34.9	60.9–65.5
	Malawi University of Science and Technology (MUST)	Malawi	1	67.5	7	66.0	10	55.8	50.3	60.9–65.5
	Manav Rachna International Institute of Research and Studies	India	5	71.2	3	64.2	6	62.4	50.1	60.9–65.5
	Mapúa University	Philippines	12	68.7	6	67.0	10	55.4	56.5	60.9–65.5
	Mendel University in Brno	Czechia	2	71.7	12	70.9	15	59.3	74.0	60.9–65.5
	Menoufia University	Egypt	5	70.7	4	64.7	12	62.0	63.1	60.9–65.5
	Mersin University	Turkey	4	72.6	10	67.9	5	60.8	46.1	60.9–65.5
	Middle East University	Jordan	7	65.7	16	64.6	4	61.4	62.6	60.9–65.5
	Mindanao State University – Iligan Institute of Technology	Philippines	1	68.5	5	67.3	2	66.5	74.4	60.9–65.5
	M. Kumarasamy College of Engineering	India	6	70.5	4	69.9	12	58.0	47.4	60.9–65.5
	Mohammed V University of Rabat	Morocco	9	63.6	5	63.4	16	62.0	81.0	60.9–65.5
	Mountain Province State Polytechnic College	Philippines	5	77.4	13	61.4	4	59.9	61.4	60.9–65.5
	Nakhon Pathom Rajabhat University	Thailand	4	70.7	7	58.0	8	56.2	58.0	60.9–65.5
	Nanhua University	Taiwan	4	62.2	8	59.5	10	58.2	57.6	60.9–65.5
	National Chi Nan University	Taiwan	9	65.4	7	53.9	12	53.1	66.7	60.9–65.5
	National Chin-Yi University of Technology	Taiwan	6	71.6	12	64.6	7	61.5	55.1	60.9–65.5
	National Taiwan Ocean University	Taiwan	9	81.6	14	70.9	4	55.8	66.1	60.9–65.5
	National Technical University of Athens	Greece	7	62.8	13	62.4	4	59.4	75.8	60.9–65.5
	National University of Costa Rica	Costa Rica	4	71.2	5	66.2	1	58.6	45.1	60.9–65.5
	Navoi State University	Uzbekistan	5	79.0	4	73.1	7	66.2	68.4	60.9–65.5
	Nelson Mandela African Institution of Science and Technology	Tanzania	4	68.3	1	64.9	5	64.2	58.1	60.9–65.5
	New Vision University	Georgia	3	74.7	16	58.0	10	57.2	69.1	60.9–65.5
	Niigata University	Japan	3	60.2	15	58.7	14	48.4	67.6	60.9–65.5
	North-Caucasus Federal University	Russian Federation	8	68.3	10	63.1	1	54.8	55.3	60.9–65.5
	Ondokuz Mayis University	Turkey	8	57.0	3	55.2	2	54.1	68.2	60.9–65.5

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
801–1,000	Panthéon-Sorbonne University – Paris 1	France	10	72.2	16	61.4	1	54.5	63.0	60.9-65.5
(cont)	Phetchaburi Rajabhat University	Thailand	7	62.0	4	60.9	5	59.9	71.8	60.9-65.5
	Plekhanov Russian University of Economics	Russian Federation	4	64.4	10	63.5	5	60.8	55.8	60.9-65.5
	Poltava State Medical University	Ukraine	10	72.0	3	62.9	5	60.8	51.5	60.9-65.5
	Pontifícia Universidade Católica do Paraná	Brazil	8	70.3	3	60.5	4	60.0	51.8	60.9-65.5
	Port Said University	Egypt	7	65.2	16	64.9	4	62.2	60.2	60.9-65.5
	Rajamangala University of Technology Srivijaya	Thailand	15	73.1	14	71.9	2	65.2	74.0	60.9-65.5
	Russian Biotechnological University (BIOTECH)	Russian Federation	5	65.5	2	62.9	4	58.6	54.7	60.9-65.5
	Samara National Research University (Samara University)	Russian Federation	9	81.0	8	67.3	10	58.7	44.8	60.9-65.5
	Satya Wacana Christian University	Indonesia	4	78.7	5	78.5	16	65.9	53.2	60.9-65.5
	Shimane University	Japan	2	63.7	3	63.0	12	62.1	59.1	60.9-65.5
	Siberian State Medical University	Russian Federation	3	83.4	8	66.0	5	50.8	51.0	60.9-65.5
	Soochow University, Taiwan	Taiwan	12	60.4	4	60.2	16	59.5	64.4	60.9-65.5
	Sophia University	Japan	13	76.3	5	59.1	14	57.3	71.8	60.9-65.5
	Southern Luzon State University	Philippines	5	77.4	3	59.4	4	55.3	57.9	60.9-65.5
	Sri Balaji Vidyapeeth	India	3	74.8	4	55.1	5	52.2	77.4	60.9-65.5
	Sri Krishna College of Engineering and Technology	India	6	66.6	7	59.6	4	53.6	71.6	60.9-65.5
	State University of Ponta Grossa	Brazil	8	59.1	2	57.4	5	53.2	69.5	60.9-65.5
	Stavropol State Agrarian University	Russian Federation	8	77.5	15	61.1	10	54.3	70.0	60.9-65.5
	Suratthani Rajabhat University	Thailand	11	78.0	12	77.5	4	59.3	81.2	60.9-65.5
	Tafila Technical University	Jordan	7	79.8	4	71.7	1	62.2	65.4	60.9-65.5
	Tampere University	Finland	13	64.7	11	62.1	9	44.3	76.2	60.9-65.5
	Tarbiat Modares University	Iran	9	83.3	6	63.6	7	49.4	51.4	60.9-65.5
	Tashkent State Pedagogical University named after Nizami	Uzbekistan	1	66.9	5	62.9	7	60.8	74.5	60.9-65.5
	Tashkent State Technical University	Uzbekistan	7	75.2	13	59.5	15	57.6	39.7	60.9-65.5
	Tashkent University of Information Technologies	Uzbekistan	11	80.4	13	76.0	7	73.6	64.4	60.9-65.5
	Teikyo University	Japan	3	75.0	16	59.1	10	57.4	52.8	60.9-65.5
	Temuco Catholic University	Chile	4	79.5	5	66.0	10	57.1	46.1	60.9-65.5
	Thaksin University	Thailand	12	69.8	6	67.8	2	62.8	59.0	60.9-65.5
	The American College of Greece – Deree College	Greece	12	72.3	13	51.8	3	50.4	52.4	60.9-65.5
	The Islamia University of Bahawalpur	Pakistan	1	62.6	4	61.1	10	60.9	57.6	60.9-65.5
	Tokyo University of Science	Japan	9	83.0	12	55.0	6	49.7	60.6	60.9-65.5
	Tomsk Polytechnic University	Russian Federation	9	86.4	10	60.6	11	47.4	59.5	60.9-65.5
	Tomsk State University	Russian Federation	9	88.4	8	75.5	4	45.2	37.4	60.9-65.5
	Tottori University	Japan	3	68.8	8	62.7	2	53.5	55.1	60.9-65.5
	Toyo University	Japan	12	58.5	10	58.1	6	51.9	69.8	60.9-65.5
	Ubon Ratchathani University	Thailand	11	76.8	1	73.6	2	67.9	70.7	60.9-65.5
	Universidad Católica del Maule	Chile	4	73.4	3	61.8	8	59.0	53.9	60.9-65.5
	Universidade Aberta	Portugal	5	73.5	4	65.3	10	51.0	57.4	60.9-65.5
	Universidade Federal de Ouro Preto (UFOP)	Brazil	4	65.8	3	54.0	1	52.9	52.9	60.9-65.5
	Universidade Federal de Sergipe	Brazil	6	61.5	8	60.3	7	59.7	47.9	60.9-65.5
	Universidade Nove de Julho (Uninove)	Brazil	4	76.7	10	73.2	8	61.9	40.1	60.9-65.5
	Universidad Iberoamericana	Dominican Republic	5	84.0	3	58.9	4	50.0	50.2	60.9-65.5
	Universidad San Ignacio de Loyola	Peru	12	80.2	1	58.9	3	51.4	70.6	60.9-65.5
	Universidad UTE	Ecuador	7	71.7	3	61.6	8	58.1	74.1	60.9-65.5
	Università della Svizzera italiana	Switzerland	16	63.0	12	56.4	3	49.5	55.5	60.9-65.5
	Universitas Multimedia Nusantara	Indonesia	12	73.3	6	60.3	1	57.2	71.0	60.9-65.5
	Universitas Pendidikan Ganesha (Undiksha)	Indonesia	8	74.3	16	66.4	4	60.9	49.2	60.9-65.5
	Universitas Pertamina	Indonesia	14	63.7	6	61.4	7	61.1	70.0	60.9-65.5

Impact rank 2025	Institution	Country/region	Best scores by rank						SDG 17 score	Overall score
			SDG	SDG score	SDG	SDG score	SDG	SDG score		
801–1,000	Universitas Sumatera Utara	Indonesia	8	70.0	5	66.4	4	58.9	54.6	60.9–65.5
(cont)	Universitas Yarsi	Indonesia	5	76.9	4	72.6	3	54.1	47.1	60.9–65.5
	Université Hassan II de Casablanca	Morocco	4	71.6	10	67.3	9	66.2	50.4	60.9–65.5
	Université Polytechnique Hauts-de-France	France	10	77.8	4	51.2	16	49.8	57.4	60.9–65.5
	Universiti Teknikal Malaysia Melaka	Malaysia	7	72.4	1	69.6	6	48.4	73.7	60.9–65.5
	Universiti Teknologi Brunei	Brunei Darussalam	4	67.1	1	60.2	11	50.9	74.4	60.9–65.5
	University Mohamed Boudiaf of M'Sila	Algeria	1	71.8	6	70.3	12	60.0	75.2	60.9–65.5
	University of Al-Qadisiyah	Iraq	7	71.0	6	60.3	16	56.9	42.7	60.9–65.5
	University of Babylon	Iraq	11	79.9	7	59.8	15	56.5	58.5	60.9–65.5
	University of Chester	United Kingdom	4	69.8	8	64.5	1	57.9	64.9	60.9–65.5
	University of Chile	Chile	8	76.0	5	65.6	4	56.4	47.9	60.9–65.5
	University of Colombo	Sri Lanka	12	72.7	5	61.4	6	60.5	61.2	60.9–65.5
	University of Gloucestershire	United Kingdom	16	74.7	13	60.4	3	48.1	72.4	60.9–65.5
	University of Ha'il	Saudi Arabia	1	62.3	4	61.7	10	56.2	63.7	60.9–65.5
	University of Health and Allied Sciences	Ghana	8	81.0	3	71.4	5	40.5	53.5	60.9–65.5
	University of International Business and Economics	China	8	80.4	5	64.1	13	63.8	48.0	60.9–65.5
	University of Jeddah	Saudi Arabia	8	72.0	5	66.2	4	64.5	50.2	60.9–65.5
	University of Lagos	Nigeria	11	60.5	8	56.5	5	55.6	73.9	60.9–65.5
	University of La Laguna	Spain	8	74.6	16	56.2	9	55.3	61.0	60.9–65.5
	University of Lampung	Indonesia	12	62.5	16	61.3	15	54.7	44.6	60.9–65.5
	University of Management and Technology	Pakistan	3	67.9	9	58.8	4	58.7	58.2	60.9–65.5
	University of Manouba	Tunisia	4	76.1	16	62.1	5	61.3	48.5	60.9–65.5
	University of Maribor	Slovenia	16	65.4	9	58.4	10	55.3	32.1	60.9–65.5
	University of Milan	Italy	12	67.8	3	64.8	5	55.9	58.1	60.9–65.5
	University of Nairobi	Kenya	9	71.5	4	66.3	3	58.5	53.6	60.9–65.5
	University of Northern British Columbia (UNBC)	Canada	13	70.3	3	62.6	15	45.3	76.6	60.9–65.5
	University of Oviedo	Spain	8	68.7	16	61.5	3	57.9	36.8	60.9–65.5
	University of Peradeniya	Sri Lanka	2	62.4	15	60.2	3	53.9	69.6	60.9–65.5
	University of Salford	United Kingdom	10	70.2	7	64.1	5	62.1	61.5	60.9–65.5
	University of Santander	Colombia	5	68.9	4	58.6	3	57.7	66.4	60.9–65.5
	University of Santiago de Compostela	Spain	4	66.1	5	64.9	15	59.2	72.7	60.9–65.5
	University of Sopron	Hungary	15	73.7	12	71.3	8	66.6	28.4	60.9–65.5
	University of Talca	Chile	4	72.4	5	68.2	7	63.6	48.0	60.9–65.5
	University of the Aegean	Greece	4	71.5	9	48.0	13	47.9	59.4	60.9–65.5
	University of the Andes, Colombia	Colombia	16	71.3	11	68.0	8	57.6	66.3	60.9–65.5
	University of the South Pacific	Fiji	8	70.2	16	65.8	14	60.9	57.7	60.9–65.5
	University of Toyama	Japan	3	65.0	12	62.3	9	58.5	73.1	60.9–65.5
	University of Valparaíso	Chile	8	69.2	3	63.8	1	61.9	53.5	60.9–65.5
	University of Yamanashi	Japan	3	68.1	4	60.6	12	51.0	61.2	60.9–65.5
	Uttaranchal University	India	7	65.8	16	60.4	8	59.7	48.4	60.9–65.5
	Van Yüzüncü Yil University	Turkey	3	62.0	6	59.7	7	52.2	55.5	60.9–65.5
	Vietnam National University, Hanoi	Vietnam	8	72.3	5	65.9	4	52.8	62.7	60.9–65.5
	Volgograd State University	Russian Federation	8	70.9	16	65.9	5	51.9	55.8	60.9–65.5
	Vytautas Magnus University	Lithuania	5	76.8	10	65.2	4	49.8	67.8	60.9–65.5
	Westcliff University	United States	4	72.6	10	62.8	8	58.1	60.0	60.9–65.5
	Worcester Polytechnic Institute	United States	9	71.0	12	70.8	11	56.5	57.6	60.9–65.5
	WSB Academy	Poland	10	73.1	5	68.4	8	59.7	50.4	60.9–65.5
	Ziauddin University	Pakistan	3	67.0	5	66.2	4	50.4	54.4	60.9–65.5
	Zonguldak Bülent Ecevit University	Turkey	7	68.4	12	65.6	13	59.0	60.1	60.9–65.5

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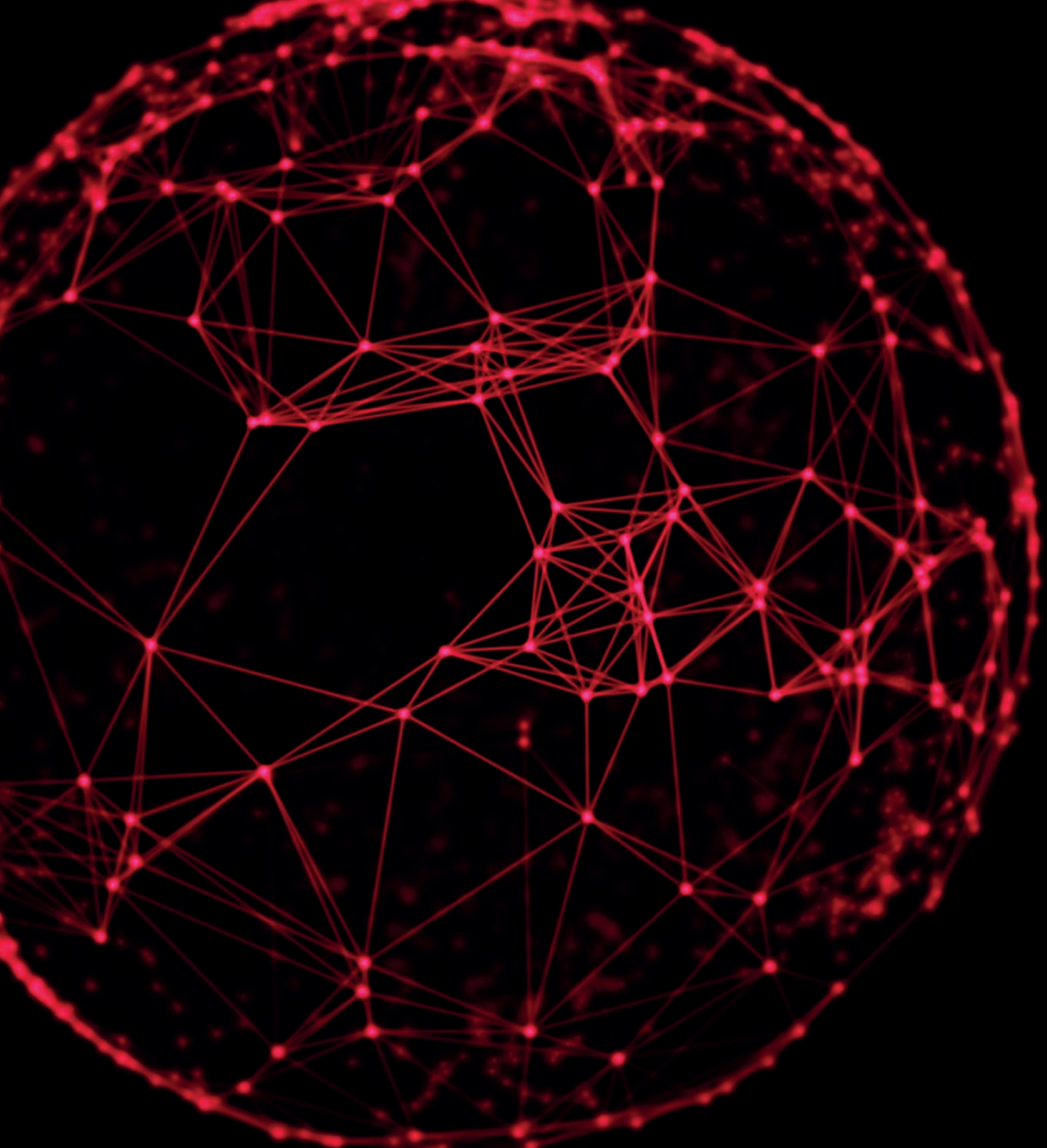

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- 17th Shanghai Ranking for **Physics**

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Embed SDGs in student outcomes from the start

Increasing focus on sustainable development agenda must be matched by evaluation of student learning, says expert. Jack Grove reports

Fewer than two-thirds of global universities assess their students' learning about sustainability, despite nearly all higher education institutions teaching courses explicitly aligned to the United Nations' global inequality challenges.

In a sign of higher education's growing engagement with the UN's Sustainable Development Goals (SDGs), a record 91 per cent of universities (2,389) entering this year's *Times Higher Education* Impact Rankings table for SDG 17 (partnerships for the goals) claimed that they had dedicated courses that addressed sustainability and the SDGs, which include ending poverty, improving health, reducing educational inequalities and protecting the environment.

Despite the ubiquity of SDG-infused courses, however, universities fared far less well on examining student awareness of these inequality challenges, with only 63 per cent stating that they evaluated "students' ability to learn and retain key concepts of sustainability" – a new question asked in the 2025 edition of the rankings (although it currently has zero weight on institutions' scores). Furthermore, only a fifth of universities presented any relevant evidence that they had changed assessment practices to reflect courses' new focus on SDGs.

Canada was the best performer on this among large university systems in the ranking; more than half of Canadian universities provided relevant evidence showing that they assessed students on sustainability, while 42 per cent of the 24 ranked universities in the country scored full marks on this question (meaning that they provided specific, public evidence of this work).

"Students are optimised for marks – and understandably so, because they are continually examined and ranked by universities – so if you don't put in place any assessment they won't do the work on sustainability," reflected Wim Vanderbauwhede, professor of computing science at the University of Glasgow, where he successfully campaigned for students to learn about the carbon emissions generated by cloud computing and data centres.

In Glasgow's computing courses, students are quizzed about the carbon footprint of machines and asked to write essays about the politics of cloud computing in light of their massive carbon emissions. Project-based learning has also seen teams provide more ecologically aware solutions for a real-life industry partner.

Some might worry this emphasis on accruing degree credits impedes a more personal engagement with environmental issues, but Vanderbauwhede takes a different view. "Summative assessment is the only way," he said. "Some students might view sustainability engagement as a way to gain marks but that's fine. The important thing is that you make this work worthwhile for students."

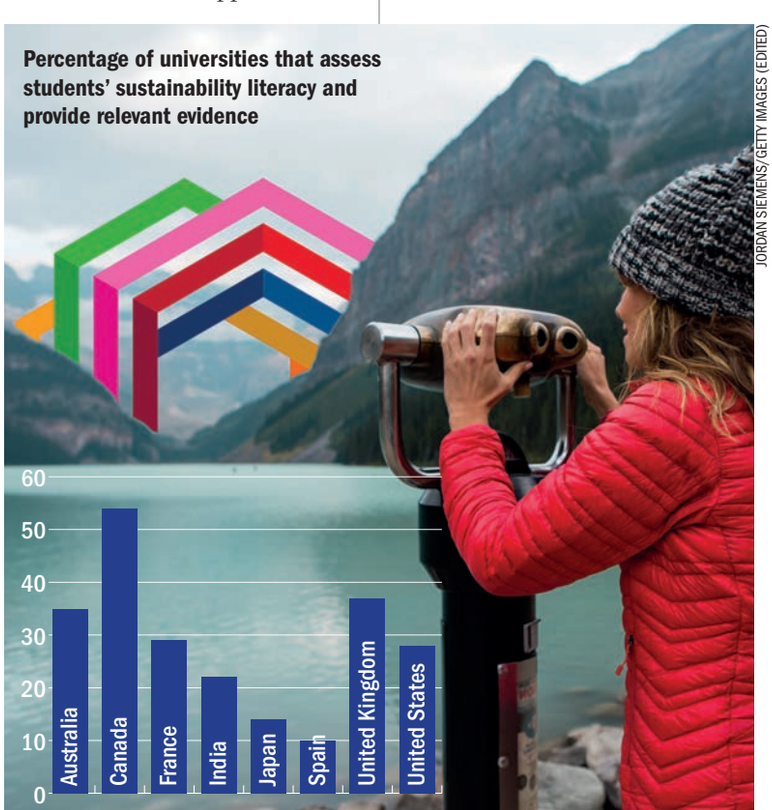
However, assessment does not necessarily entail the drudgery of rote learning or the high-pressure stakes of timed examinations. Many universities submitted novel examples to the Impact Rankings of how students had been enthused by the SDG-related research projects on which they were assessed, while some institutions encouraged students to undertake schools outreach and industry engagement as part of sustainability-related assessment.

At UWE Bristol, undergraduates on business and marketing courses used SDGs as a starting point to examine how industries such as tourism, events management and sport might tackle issues close to consumers' hearts. Among the student projects highlighted were an investigation into how to educate festivalgoers on the need for climate action, whether outdoor events attendees with special dietary requirements were catered for and how racism affects fan loyalty in football.

"This module allows you to open your mind out of the typical bounds of corporate or neoliberal theory," commented one business school student, while another commended the taught content as "extremely useful as sustainability will be engrained in every industry".

"We need to go beyond awareness of sustainability and move towards true engagement – that means sustainability must be embedded in student outcomes from the start," said Glasgow's Vanderbauwhede. "This is starting but I wish more academics recognise this needs to happen."

> "The important thing is that you make sustainability engagement worthwhile for students"



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VIRGINIA TECH

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Productive debate can tackle climate crisis

Universities are ideal places to model difficult discussions around prioritising investment and effort towards net zero goals, writes Nigel Ball

Responding to staff and student pressure, many UK universities have agreed to pursue an accelerated decarbonisation timetable, well ahead of the UK government's overall 2050 target for net zero. Some argue that these university-level targets – which in some cases are less than six years away – are too ambitious to be achieved and university administrators should never have agreed to them. That's wrong. Responding to staff and student expectations is something that universities should do more of, not less.

University of the Arts London (UAL), where I work as director of the Social Purpose Lab, set net-zero targets in 2019, seeking to achieve net-zero energy use on campus by 2030 (known as Scopes 1 and 2 in the jargon) and for all emissions we cause by 2040 (Scope 3).

Having made these commitments, we are having to face up to uncomfortable questions about what it will take to achieve such stretching goals. To hit our Scope 1 and 2 goals requires us to do considerable work on a multi-site campus with multiple buildings of variable heritage – a challenge shared by most universities. When we made the initial commitment, we didn't know enough about what it would take to achieve this goal.

What is the right way to respond? As my colleague Polly Mackenzie and I argued in a recent essay for the UPP Foundation, "a university is a community, not a corporation". A university draws its identity and purpose from the people who study and research within it rather than from the interests of distant shareholders or the vision of a chief executive. Confronting complexity and enabling productive debate is something universities naturally excel at. If a university community collectively decides on a target, it should collectively form agreement around the key choices involved in achieving it.

To do so elevates the task from a purely operational one – how to replace old gas boilers and seal up leaky buildings – to one that confronts the intricate dilemmas that will be a feature of the decarbonisation agenda everywhere. If we are in a climate emergency, as many universities have declared, then many will argue that we should act with the urgent measures that such a situation calls for. Does that mean campuses should close for a time to allow refits, as they did in the Covid emergency? Should money be diverted from improving the student experience or pursuing impactful research towards upgrading lightbulbs and buying carbon offsets?

MARK KERRISON/ALAMY

These trade-offs cannot be resolved by estates departments alone. Universities should face down the difficult decisions using their defining asset: the diverse and independent thinkers who form a university community.

That requires difficult discussions. Disagreement is inevitable, and not all of it will be productive. In some ways, we are well set up for this at UAL. As a university that promotes and celebrates the value of creativity, imaginative problem-solving comes naturally to many in our community. And many of our disciplines have tools to aid this thinking, such as the participatory decision-making approaches that are a feature of modern design practice.

One of our tasks in the Social Purpose Lab is to help our community through these discussions. A perfect consensus will be out of reach. A decision will still need to be made, and we have governance structures that enable that. But we believe the conversations that we expect to facilitate over the coming years will deepen our staff and students' appreciation of the difficult decisions we face. Staying true to our own values while continuing to operate in a relentlessly carbon-intensive economy is a challenge we all need to overcome together.

My own hope is that the process of conducting such discussions, as well as the decisions that get made, enable universities to model the wider debate that society needs to have as the climate crisis worsens. Universities' pursuit of early targets will enable all the tricky trade-offs and difficult compromises that a just transition requires to play out in microcosm on campus. This will be a dress rehearsal for the same debates that are going to take place in the broader political arena, as entire societies attempt decarbonisation in the coming decades.

It is universities' duty to show the way. ●

Nigel Ball
Director of the Social Purpose Lab at the University of the Arts London

> "Confronting complexity and enabling productive debate is something universities naturally excel at"

Find expert advice on how higher education institutions and individuals can make real progress towards net zero in this Campus spotlight guide:

جامعة خليفة
Khalifa University

Khalifa University Utilizes Its 12 Research Centers and 400 Researchers to Find Innovative Solutions to Global Challenges


جامعة خليفة
Khalifa University

SDG 1 – No poverty			
SDG 1 rank 2025	Institution	Country/region	Score
1	Universiti Sains Malaysia	Malaysia	94.3
2	University of Johannesburg	South Africa	93.8
3	Universitas Airlangga	Indonesia	92.5
4	University of Malaya	Malaysia	92.2
5	Lebanese American University	Lebanon	91.1
6	Universitas Gadjah Mada	Indonesia	90.9
7	Abdullah Gül University	Turkey	90.6
=8	IPB University	Indonesia	90.1
=8	Universiti Kebangsaan Malaysia	Malaysia	90.1
10	University of Indonesia	Indonesia	89.7
11	King Faisal University	Saudi Arabia	89.6
12	Chonnam National University	South Korea	88.9
13	An-Najah National University	Palestine	88.1
14	Afe Babalola University	Nigeria	87.9
15	Kyung Hee University	South Korea	87.8
16	Kyungpook National University (KNU)	South Korea	87.7
17	Sungkyunkwan University (SKKU)	South Korea	86.6
18	McMaster University	Canada	86.0
19	Pusan National University	South Korea	85.7
20	JSS Academy of Higher Education and Research	India	85.6
21	Management & Science University (MSU)	Malaysia	85.2
22	Lovely Professional University	India	85.1
23	Lakehead University	Canada	84.7
24	Hanyang University	South Korea	84.6
25	Konkuk University	South Korea	84.3
26	University of Victoria	Canada	83.9
27	Queen's University	Canada	83.6
28	University of Manchester	United Kingdom	83.4
29	IMT Atlantique	France	83.3
30	York University	Canada	83.2
31	University of Glasgow	United Kingdom	83.0
32	Prince of Songkla University	Thailand	82.3
33	Université de Montréal	Canada	82.1
34	Chungbuk National University	South Korea	82.0
35	Ritsumeikan University	Japan	81.5
=36	Daffodil International University (DIU)	Bangladesh	81.4
=36	University of Pretoria	South Africa	81.4
38	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia	81.0
39	Universitas Padjadjaran	Indonesia	80.9
40	Ajou University	South Korea	80.6
=41	Arizona State University (Tempe)	United States	80.4
=41	Lingnan University Hong Kong	Hong Kong	80.4
43	Western University	Canada	80.2
44	Caraga State University – Ampayon Campus	Philippines	80.1
45	University of Costa Rica	Costa Rica	80.0
46	BINUS University	Indonesia	79.3
=47	Asian Institute of Technology	Thailand	79.0
=47	Baku State University	Azerbaijan	79.0
49	Institut Teknologi Sepuluh Nopember	Indonesia	78.6
50	Aalborg University	Denmark	78.4

SDG 1 – No poverty			
SDG 1 rank 2025	Institution	Country/region	Score
=51	Khon Kaen University	Thailand	78.3
=51	University of El Oued	Algeria	78.3
53	Chiang Mai University	Thailand	78.2
54	Anna University	India	78.0
=55	Interregional Academy of Personnel Management (IAPM)	Ukraine	77.8
=55	Nottingham Trent University	United Kingdom	77.8
57	Boğaziçi University	Turkey	77.3
58	National Pingtung University of Science and Technology	Taiwan	77.1
59	Applied Science University	Bahrain	76.8
60	Universiti Malaysia Perlis	Malaysia	75.8
61	Tecnológico de Monterrey	Mexico	75.6
62	Newcastle University	United Kingdom	75.4
63	University of Sussex	United Kingdom	75.3
=64	COMSATS University Islamabad	Pakistan	75.2
=64	United International University	Bangladesh	75.2
=64	University of Huddersfield	United Kingdom	75.2
67	Bansomdejchaopraya Rajabhat University	Thailand	75.1
=68	Soonchunhyang University	South Korea	74.8
=68	Walter Sisulu University	South Africa	74.8
70	University of Essex	United Kingdom	74.7
71	University of Central Lancashire	United Kingdom	74.3
72	Ilma University	Pakistan	74.2
73	Dublin City University	Ireland	74.0
=74	Bournemouth University	United Kingdom	73.9
=74	The Catholic University of Korea	South Korea	73.9
76	Jeonbuk National University	South Korea	73.8
=77	Arab Academy for Science, Technology and Maritime Transport	Egypt	73.6
=77	Florida International University	United States	73.6
=79	Canadian University Dubai	United Arab Emirates	73.5
=79	Durham University	United Kingdom	73.5
=81	Hong Kong Baptist University	Hong Kong	73.4
=81	University of Auckland	New Zealand	73.4
83	University of Wollongong	Australia	73.2
=84	Hiroshima University	Japan	73.1
=84	Prince Mohammad Bin Fahd University	Saudi Arabia	73.1
86	Allama Iqbal Open University	Pakistan	73.0
=87	Lancaster University	United Kingdom	72.9
=87	Pontifical Catholic University of Valparaíso	Chile	72.9
89	Istanbul Technical University	Turkey	72.8
=90	Bucharest University of Economic Studies	Romania	72.6
=90	University of Tasmania	Australia	72.6
=92	National Autonomous University of Mexico	Mexico	72.2
=92	Sogang University	South Korea	72.2
94	Suranaree University of Technology	Thailand	72.0
95	University of Waterloo	Canada	71.6
96	Ewha Womans University	South Korea	71.5
97	University of Exeter	United Kingdom	71.4
98	University of Reading	United Kingdom	71.3
=99	Kobe University	Japan	70.9
=99	Superior University	Pakistan	70.9

SDG 2 – Zero hunger			
SDG 2 rank 2025	Institution	Country/region	Score
1	Queen's University	Canada	93.7
2	Hokkaido University	Japan	90.8
3	Institut Agro	France	90.3
4	Pusan National University	South Korea	89.8
5	University of Alberta	Canada	89.2
6	Kyung Hee University	South Korea	89.1
7	National Cheng Kung University (NCKU)	Taiwan	87.8
8	Lovely Professional University	India	87.7
9	University College Cork	Ireland	87.3
10	Massey University	New Zealand	86.9
11	University of Indonesia	Indonesia	86.8
12	Kyungpook National University (KNU)	South Korea	86.7
13	Western University	Canada	86.3
14	IPB University	Indonesia	85.8
15	Penn State (Main campus)	United States	85.7
=16	Tashkent Institute of Irrigation and Agricultural Mechanisation	Uzbekistan	85.6
=16	Universiti Kebangsaan Malaysia	Malaysia	85.6
=18	Asian Institute of Technology	Thailand	85.5
=18	National Taiwan University (NTU)	Taiwan	85.5
20	La Trobe University	Australia	85.0
21	Université Laval	Canada	84.7
22	National Yang Ming Chiao Tung University	Taiwan	84.5
=23	King Faisal University	Saudi Arabia	84.0
=23	University of Manchester	United Kingdom	84.0
=23	University of the Sunshine Coast	Australia	84.0
=26	Chonnam National University	South Korea	83.9
=26	Universiti Sains Malaysia	Malaysia	83.9
28	Michigan State University	United States	83.8
29	Universitas Sebelas Maret	Indonesia	83.6
30	Oklahoma State University	United States	83.3
31	University of Coimbra	Portugal	83.2
32	Walailak University	Thailand	83.1
33	University of Stirling	United Kingdom	82.9
34	University of Minnesota	United States	82.7
35	Hungarian University of Agriculture and Life Sciences	Hungary	82.2
36	Shiv Nadar University	India	82.0
37	University of Poonch Rawalakot	Pakistan	81.8
38	University of Glasgow	United Kingdom	81.6
=39	University of Lahore	Pakistan	81.4
=39	Wageningen University & Research	Netherlands	81.4
=41	Lincoln University (New Zealand)	New Zealand	81.3
=41	United Arab Emirates University	United Arab Emirates	81.3
=43	Jeonbuk National University	South Korea	81.1
=43	University of São Paulo	Brazil	81.1
=45	McMaster University	Canada	80.6
=45	MNS University of Agriculture, Multan	Pakistan	80.6
47	Kobe University	Japan	80.5
48	University of Exeter	United Kingdom	80.4
49	Tashkent State University of Economics	Uzbekistan	80.3
=50	Abdullah Gül University	Turkey	79.9
=50	Khon Kaen University	Thailand	79.9

SDG 2 – Zero hunger			
SDG 2 rank 2025	Institution	Country/region	Score
52	Universitas Gadjah Mada	Indonesia	79.7
53	Daffodil International University (DIU)	Bangladesh	79.5
54	University of Waterloo	Canada	79.4
=55	Dr D. Y. Patil Vidyapeeth, Pune	India	79.2
=55	Kasetsart University	Thailand	79.2
57	Universitas Airlangga	Indonesia	78.8
=58	Centurion University of Technology and Management	India	78.6
=58	Swedish University of Agricultural Sciences	Sweden	78.6
=60	Durham University	United Kingdom	78.5
=60	Universitas Padjadjaran	Indonesia	78.5
=62	Federal University of Minas Gerais	Brazil	78.4
=62	University of Greenwich	United Kingdom	78.4
64	Iowa State University	United States	78.0
65	Lakehead University	Canada	77.5
66	Western Sydney University	Australia	77.4
67	Wilfrid Laurier University	Canada	77.3
68	Dalhousie University	Canada	77.2
69	University of Plymouth	United Kingdom	76.5
=70	National University of Uzbekistan named after Mirzo Ulugbek	Uzbekistan	76.4
=70	Sri Sri University	India	76.4
72	Istanbul Technical University	Turkey	76.2
=73	Boğaziçi University	Turkey	75.8
=73	Gazipur Agricultural University	Bangladesh	75.8
75	Amity University, Noida	India	75.6
76	Mahidol University	Thailand	75.5
=77	Colorado State University, Fort Collins	United States	75.4
=77	Federal University of Viçosa	Brazil	75.4
79	University of Malaya	Malaysia	74.9
=80	Hong Kong Baptist University	Hong Kong	74.8
=80	Universiti Putra Malaysia	Malaysia	74.8
=82	Kangwon National University	South Korea	74.7
=82	Virginia Polytechnic Institute and State University	United States	74.7
=84	Landmark University	Nigeria	74.6
=84	University of Tasmania	Australia	74.6
86	University of Reading	United Kingdom	74.5
87	Aalborg University	Denmark	74.3
88	Federal University of Santa Maria	Brazil	73.7
=89	Okayama University	Japan	73.5
=89	Rajamangala University of Technology Lanna	Thailand	73.5
=89	UNSW Sydney	Australia	73.5
92	Prince of Songkla University	Thailand	73.4
93	Arizona State University (Tempe)	United States	73.3
=94	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	73.1
=94	University of Wollongong	Australia	73.1
=96	University of Johannesburg	South Africa	72.9
=96	University of Pretoria	South Africa	72.9
98	An-Najah National University	Palestine	72.7
99	Suranaree University of Technology	Thailand	72.6
100	Chiang Mai University	Thailand	72.5

SDG 3 – Good health and well-being			
SDG 3 rank 2025	Institution	Country/region	Score
1	RCSI University of Medicine and Health Sciences	Ireland	95.7
2	National Taiwan University (NTU)	Taiwan	92.4
3	Mahidol University	Thailand	91.9
4	McMaster University	Canada	91.2
5	Chulalongkorn University	Thailand	91.0
=6	Australian Catholic University	Australia	90.2
=6	University of Indonesia	Indonesia	90.2
8	Kaohsiung Medical University	Taiwan	89.5
9	University of Newcastle	Australia	88.9
10	Medical University of Vienna	Austria	88.7
=11	Flinders University	Australia	88.4
=11	Imam Abdulrahman Bin Faisal University	Saudi Arabia	88.4
=13	Dr D. Y. Patil Vidyapeeth, Pune	India	87.9
=13	Griffith University	Australia	87.9
15	Western University	Canada	87.6
=16	Fujita Health University	Japan	87.3
=16	The Hong Kong Polytechnic University	Hong Kong	87.3
18	Taipei Medical University	Taiwan	87.2
19	Universitas Airlangga	Indonesia	87.1
20	National Yang Ming Chiao Tung University	Taiwan	87.0
21	Osaka Medical and Pharmaceutical University	Japan	86.9
22	Western Sydney University	Australia	86.8
23	Jordan University of Science and Technology	Jordan	86.4
=24	Central Queensland University	Australia	86.1
=24	University of Coimbra	Portugal	86.1
26	Universiti Kebangsaan Malaysia	Malaysia	85.5
27	La Trobe University	Australia	85.3
28	University of Lahore	Pakistan	85.2
29	Amrita Vishwa Vidyapeetham	India	85.1
30	Shahid Beheshti University of Medical Sciences	Iran	84.6
=31	National Cheng Kung University (NCKU)	Taiwan	84.4
=31	University of Tasmania	Australia	84.4
33	Walailak University	Thailand	84.3
=34	Korea University	South Korea	84.1
=34	University of Padua	Italy	84.1
36	University of Geneva	Switzerland	84.0
37	Kyung Hee University	South Korea	83.7
38	University of Galway	Ireland	83.6
39	Alfaisal University	Saudi Arabia	83.5
40	University of Alberta	Canada	83.4
=41	Southern Medical University	China	83.3
=41	The University of Queensland	Australia	83.3
=41	University of Tunis El Manar	Tunisia	83.3
44	Egas Moniz – Cooperativa de Ensino Superior, CRL	Portugal	83.2
=45	Federation University Australia	Australia	83.0
=45	Nagoya City University	Japan	83.0
47	Soonchunhyang University	South Korea	82.9
=48	Iran University of Medical Sciences	Iran	82.5
=48	Near East University	Northern Cyprus	82.5
=48	University of Auckland	New Zealand	82.5

SDG 3 – Good health and well-being			
SDG 3 rank 2025	Institution	Country/region	Score
51	Al-Ahliyya Amman University	Jordan	82.4
=52	Montpellier University	France	82.3
=52	University of Manchester	United Kingdom	82.3
=54	University of Minnesota	United States	82.2
=54	University of the Sunshine Coast	Australia	82.2
=56	Charles Darwin University	Australia	82.1
=56	Shiga University of Medical Science	Japan	82.1
=56	Swansea University	United Kingdom	82.1
=56	Universiti Sains Malaysia	Malaysia	82.1
=60	The Chinese University of Hong Kong	Hong Kong	81.6
=60	Université de Montréal	Canada	81.6
62	University of Granada	Spain	81.2
63	Wenzhou Medical University	China	81.0
=64	Chang Gung University	Taiwan	80.8
=64	Lithuanian University of Health Sciences	Lithuania	80.8
=64	National University of Medical Sciences (NUMS)	Pakistan	80.8
=64	Tzu Chi University	Taiwan	80.8
=64	University of Plymouth	United Kingdom	80.8
=69	JSS Academy of Higher Education and Research	India	80.7
=69	University of La Frontera	Chile	80.7
71	Semmelweis University	Hungary	80.5
=72	University of Messina	Italy	80.4
=72	University of Texas at Arlington	United States	80.4
74	Manipal Academy of Higher Education	India	80.2
75	University of Dundee	United Kingdom	80.1
76	Siberian State Medical University	Russian Federation	80.0
=77	National Autonomous University of Mexico	Mexico	79.6
=77	Samarkand State Medical University	Uzbekistan	79.6
=79	Datta Meghe Institute of Higher Education & Research (Deemed to be University)	India	79.2
=79	Queen's University	Canada	79.2
81	Management & Science University (MSU)	Malaysia	79.1
=82	An-Najah National University	Palestine	79.0
=82	St Marianna University School of Medicine	Japan	79.0
=82	University of Manitoba	Canada	79.0
=85	Chiang Mai University	Thailand	78.9
=85	Tokyo Medical and Dental University (TMDU)	Japan	78.9
=87	The Catholic University of Korea	South Korea	78.8
=87	University of Glasgow	United Kingdom	78.8
=89	Juntendo University	Japan	78.4
=89	Loughborough University	United Kingdom	78.4
91	Iuliu Haţieganu University of Medicine and Pharmacy Cluj-Napoca	Romania	78.3
92	London South Bank University	United Kingdom	78.0
93	Dokkyo Medical University	Japan	77.8
94	Universitat Internacional de Catalunya	Spain	77.5
=95	Dow University of Health Sciences	Pakistan	77.4
=95	University of the Witwatersrand	South Africa	77.4
=97	Simón Bolívar University (Colombia)	Colombia	77.3
=97	York University	Canada	77.3
99	Riga Stradiņš University	Latvia	77.2
=100	King Abdulaziz University	Saudi Arabia	77.0
=100	University of Ottawa	Canada	77.0

SDG 4 – Quality education			
SDG 4 rank 2025	Institution	Country/region	Score
1	Lingnan University Hong Kong	Hong Kong	93.3
2	Hong Kong Baptist University	Hong Kong	92.2
=3	Aalborg University	Denmark	91.1
=3	Istanbul Technical University	Turkey	91.1
=5	Al-Ahliyya Amman University	Jordan	89.8
=5	Amrita Vishwa Vidyapeetham	India	89.8
7	Bahçeşehir University	Turkey	89.1
8	Abdullah Gül University	Turkey	89.0
9	Marmara University	Turkey	88.3
10	The Hong Kong Polytechnic University	Hong Kong	87.3
11	Khwaja Fareed University of Engineering and Information Technology	Pakistan	87.0
12	Al Ain University	United Arab Emirates	86.8
13	Near East University	Northern Cyprus	86.7
14	Allama Iqbal Open University	Pakistan	86.2
15	The Hong Kong University of Science and Technology	Hong Kong	85.8
16	United Arab Emirates University	United Arab Emirates	85.7
17	Chiang Mai University	Thailand	85.2
18	Lovely Professional University	India	84.6
19	Daffodil International University (DIU)	Bangladesh	84.4
=20	Al-Balqa Applied University	Jordan	83.8
=20	KIIT University	India	83.8
22	Prince of Songkla University	Thailand	83.5
=23	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	Uzbekistan	83.4
=23	B. S. Abdur Rahman Crescent Institute of Science and Technology	India	83.4
25	University of Bucharest	Romania	83.2
26	Ahlia University	Bahrain	83.1
27	University of Barcelona	Spain	83.0
28	The Chinese University of Hong Kong	Hong Kong	82.7
29	Imam Mohammad Ibn Saud Islamic University	Saudi Arabia	82.5
30	Uzbekistan State University of World Languages	Uzbekistan	82.4
31	Boğaziçi University	Turkey	82.3
32	University of Johannesburg	South Africa	82.1
33	Institut Mines-Télécom Business School	France	81.8
34	University of Lahore	Pakistan	81.6
=35	Arab Academy for Science, Technology and Maritime Transport	Egypt	81.5
=35	Aydın Adnan Menderes University	Turkey	81.5
37	Beirut Arab University	Lebanon	81.3
38	Jadara University	Jordan	81.2
39	Lebanese University	Lebanon	80.7
=40	Ege University	Turkey	80.2
=40	Ghulam Ishaq Khan Institute of Engineering Sciences and Technology	Pakistan	80.2
=40	RUDN University	Russian Federation	80.2
43	Manipal Academy of Higher Education	India	79.4
=44	Palestine Ahliya University	Palestine	79.2
=44	Providence University	Taiwan	79.2
46	Baku State University	Azerbaijan	79.1
47	University of Bologna	Italy	78.9
48	Management & Science University (MSU)	Malaysia	78.7
49	Canadian University Dubai	United Arab Emirates	78.6
50	Walailak University	Thailand	78.3

SDG 4 – Quality education			
SDG 4 rank 2025	Institution	Country/region	Score
=51	IMT Atlantique	France	78.2
=51	Prince Sattam Bin Abdulaziz University	Saudi Arabia	78.2
=51	Université Catholique de Louvain	Belgium	78.2
54	University of Education, Lahore	Pakistan	78.1
55	Nantes Université	France	78.0
=56	American University of the Middle East	Kuwait	77.8
=56	Majmaah University	Saudi Arabia	77.8
=56	Universiti Utara Malaysia	Malaysia	77.8
=56	University of Haifa	Israel	77.8
60	Hacettepe University	Turkey	77.7
61	Fu Jen Catholic University	Taiwan	77.6
=62	Iran University of Medical Sciences	Iran	77.4
=62	University of Poonch Rawalakot	Pakistan	77.4
64	National and Kapodistrian University of Athens	Greece	77.3
65	Central Queensland University	Australia	77.2
=66	Universitas Syiah Kuala	Indonesia	76.9
=66	Universiti Pendidikan Sultan Idris	Malaysia	76.9
68	UPES	India	76.8
=69	King Faisal University	Saudi Arabia	76.7
=69	Universiti Kebangsaan Malaysia	Malaysia	76.7
71	IPB University	Indonesia	76.6
72	Chung-Ang University	South Korea	76.5
=73	Bandung Institute of Technology (ITB)	Indonesia	76.3
=73	University of Jaén	Spain	76.3
=75	Dr. D.Y. Patil Institute of Technology	India	76.2
=75	University of Sharjah	United Arab Emirates	76.2
=77	An-Najah National University	Palestine	76.1
=77	Gulf Medical University	United Arab Emirates	76.1
=77	University of Tunis El Manar	Tunisia	76.1
80	Universidad Católica San Antonio de Murcia (UCAM)	Spain	76.0
=81	IMT Mines Albi	France	75.9
=81	Palacký University Olomouc	Czechia	75.9
=81	Yıldız Technical University	Turkey	75.9
84	Shanghai Normal University	China	75.8
=85	Qassim University	Saudi Arabia	75.7
=85	Tashkent State University of Economics	Uzbekistan	75.7
=87	Lincoln University College	Malaysia	75.6
=87	Universiti Tunku Abdul Rahman (UTAR)	Malaysia	75.6
89	Kerman University of Medical Sciences	Iran	75.3
=90	Batterjee Medical College	Saudi Arabia	75.2
=90	Kafrelsheikh University	Egypt	75.2
92	Selçuk University	Turkey	75.0
93	Arizona State University (Tempe)	United States	74.8
=94	General Sir John Kotelawala Defence University	Sri Lanka	74.6
=94	University of Bordeaux	France	74.6
=96	Bauman Moscow State Technical University	Russian Federation	74.5
=96	Temuco Catholic University	Chile	74.5
=96	Universitas Negeri Padang	Indonesia	74.5
=96	University of Malaga	Spain	74.5
100	Woxsen University	India	74.3

From helping save Canada's multibillion-dollar canola industry and making renewable energy a reality to leading cardiac innovation and championing 2SLGBTQ+ rights, we're not just transforming lives — we're shaping the world.

UNIVERSITY OF ALBERTA

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SDG 5 – Gender equality			
SDG 5 rank 2025	Institution	Country/region	Score
1	Walailak University	Thailand	85.0
2	Bahçeşehir University	Turkey	82.8
3	University of Bucharest	Romania	82.6
4	Universitas Airlangga	Indonesia	82.1
=5	Flinders University	Australia	81.6
=5	Thammasat University	Thailand	81.6
7	Western Sydney University	Australia	80.2
8	Universita IULM	Italy	79.4
9	Griffith University	Australia	79.2
10	Chiang Mai University	Thailand	78.8
11	Manipal Academy of Higher Education	India	78.6
12	Khon Kaen University	Thailand	78.5
13	University of Indonesia	Indonesia	78.0
=14	Amrita Vishwa Vidyapeetham	India	77.8
=14	University of Tunis El Manar	Tunisia	77.8
16	Fatima Jinnah Women University	Pakistan	77.0
17	Universiti Kebangsaan Malaysia	Malaysia	76.8
18	University of Johannesburg	South Africa	76.7
19	Prince of Songkla University	Thailand	76.3
20	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	Uzbekistan	75.7
21	Al Ain University	United Arab Emirates	75.6
22	Towson University	United States	75.4
23	Institut Mines-Télécom Business School	France	75.2
=24	Federation University Australia	Australia	75.1
=24	University of Gdańsk	Poland	75.1
=26	Auckland University of Technology	New Zealand	74.8
=26	University of Auckland	New Zealand	74.8
=26	University of Haifa	Israel	74.8
29	Kadir Has University	Turkey	74.7
30	UEH University	Vietnam	74.4
31	Bucharest University of Economic Studies	Romania	74.2
32	The Women University Multan	Pakistan	74.0
33	Central Queensland University	Australia	73.9
34	Government College Women University Faisalabad	Pakistan	73.8
=35	Banasthali University	India	73.7
=35	University of Padua	Italy	73.7
37	University of Rijeka	Croatia	73.6
38	University of Tasmania	Australia	73.4
39	Universiti Sains Malaysia	Malaysia	73.3
40	Management & Science University (MSU)	Malaysia	73.1
41	Charles Darwin University	Australia	73.0
=42	Massey University	New Zealand	72.8
=42	University of Wollongong	Australia	72.8
44	Rovira i Virgili University	Spain	72.7
45	University of Limerick	Ireland	72.4
=46	La Trobe University	Australia	72.3
=46	Pontificia Universidad Católica de Chile	Chile	72.3
48	University of Malaya	Malaysia	72.0
49	Universidad Iberoamericana	Dominican Republic	71.8
50	Free University of Berlin	Germany	71.7

SDG 5 – Gender equality			
SDG 5 rank 2025	Institution	Country/region	Score
=51	Simón Bolívar University (Colombia)	Colombia	71.6
=51	Tashkent State University of Law	Uzbekistan	71.6
=53	National and Kapodistrian University of Athens	Greece	71.5
=53	Victoria University of Wellington	New Zealand	71.5
=55	Charles Sturt University	Australia	71.3
=55	Ewha Womans University	South Korea	71.3
57	Near East University	Northern Cyprus	71.1
58	University of Alberta	Canada	70.8
59	York University	Canada	70.7
60	American University of the Middle East	Kuwait	70.6
=61	Universidad Nacional de Rosario	Argentina	70.5
=61	Universitas Andalas	Indonesia	70.5
63	University of Pretoria	South Africa	70.4
=64	Ahlia University	Bahrain	70.3
=64	Lynn University	United States	70.3
=66	Universitat Internacional de Catalunya	Spain	69.9
=66	University of Trás-os-Montes and Alto Douro	Portugal	69.9
68	Batangas State University	Philippines	69.8
69	James Cook University	Australia	69.7
=70	Interregional Academy of Personnel Management (IAPM)	Ukraine	69.6
=70	Wilfrid Laurier University	Canada	69.6
72	University of Newcastle	Australia	69.5
73	SOAS University of London	United Kingdom	69.4
=74	NOVA University of Lisbon	Portugal	69.3
=74	Queen's University	Canada	69.3
=74	Rawalpindi Medical University	Pakistan	69.3
=74	University of Canberra	Australia	69.3
78	University of Vigo	Spain	69.1
79	National University of Córdoba	Argentina	68.9
=80	Arizona State University (Tempe)	United States	68.8
=80	Dr D. Y. Patil Vidyapeeth, Pune	India	68.8
=82	Holy Spirit University of Kaslik	Lebanon	68.6
=82	Universitas Gadjah Mada	Indonesia	68.6
=82	Universitas Padjadjaran	Indonesia	68.6
=85	Alzahra University	Iran	68.5
=85	Baku State University	Azerbaijan	68.5
=85	Miguel Hernández University of Elche	Spain	68.5
=88	Instituto Politécnico de Bragança	Portugal	68.4
=88	Modern University for Business and Science	Lebanon	68.4
=88	Prince Sattam Bin Abdulaziz University	Saudi Arabia	68.4
=88	University of Coimbra	Portugal	68.4
=88	Western University	Canada	68.4
=93	Hacettepe University	Turkey	68.3
=93	Lebanese American University	Lebanon	68.3
=93	Mahidol University	Thailand	68.3
=96	An-Najah National University	Palestine	68.2
=96	McMaster University	Canada	68.2
=98	Datta Meghe Institute of Higher Education & Research (Deemed to be University)	India	68.0
=98	University of Dundee	United Kingdom	68.0
=100	Macquarie University	Australia	67.9
=100	Toronto Metropolitan University	Canada	67.9

SDG 6 – Clean water and sanitation			
SDG 6 rank 2025	Institution	Country/region	Score
1	Universitas Airlangga	Indonesia	93.3
2	Prince Mohammad Bin Fahd University	Saudi Arabia	92.5
3	University of Glasgow	United Kingdom	92.3
4	Griffith University	Australia	91.8
5	Aalborg University	Denmark	90.3
6	University of Indonesia	Indonesia	90.0
7	Central Queensland University	Australia	89.5
8	McMaster University	Canada	89.3
9	Western Sydney University	Australia	89.2
10	University of Wollongong	Australia	88.2
=11	Hanyang University	South Korea	87.2
=11	JSS Academy of Higher Education and Research	India	87.2
=13	Macquarie University	Australia	86.9
=13	UNSW Sydney	Australia	86.9
15	King Fahd University of Petroleum and Minerals	Saudi Arabia	86.5
=16	Lovely Professional University	India	86.0
=16	University of Minnesota	United States	86.0
18	University of Lahore	Pakistan	85.9
=19	An-Najah National University	Palestine	85.8
=19	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia	85.8
21	Queen's University	Canada	85.7
=22	Dalhousie University	Canada	85.6
=22	Shoolini University of Biotechnology and Management Sciences	India	85.6
24	University of Auckland	New Zealand	85.5
=25	University of Malaya	Malaysia	85.2
=25	University of the Sunshine Coast	Australia	85.2
27	University of Manchester	United Kingdom	84.4
28	Lebanese American University	Lebanon	84.3
29	Tunghai University	Taiwan	84.2
=30	IMT Atlantique	France	84.1
=30	Kyung Hee University	South Korea	84.1
32	Arizona State University (Tempe)	United States	83.8
33	University of Exeter	United Kingdom	83.6
34	Universiti Kebangsaan Malaysia	Malaysia	83.5
35	University of Newcastle	Australia	83.4
=36	Durham University	United Kingdom	83.3
=36	Western University	Canada	83.3
=38	Al-Ahliyya Amman University	Jordan	83.1
=38	Yonsei University (Seoul campus)	South Korea	83.1
40	B. S. Abdur Rahman Crescent Institute of Science and Technology	India	82.9
41	Universiti Sains Malaysia	Malaysia	82.6
=42	Istanbul Technical University	Turkey	82.3
=42	Redeemer's University	Nigeria	82.3
=44	King Mongkut's University of Technology Thonburi	Thailand	82.2
=44	University of Alberta	Canada	82.2
=44	Wilfrid Laurier University	Canada	82.2
=47	National Yunlin University of Science and Technology	Taiwan	82.0
=47	University of Tasmania	Australia	82.0
49	University of Technology Sydney	Australia	81.9
=50	Boğaziçi University	Turkey	81.7
=50	Sunway University	Malaysia	81.7

SDG 6 – Clean water and sanitation			
SDG 6 rank 2025	Institution	Country/region	Score
52	Kyungpook National University (KNU)	South Korea	81.5
53	La Trobe University	Australia	81.2
=54	Arab Academy for Science, Technology and Maritime Transport	Egypt	81.1
=54	King Khalid University	Saudi Arabia	81.1
=54	Tamkang University	Taiwan	81.1
=54	Walailak University	Thailand	81.1
58	Lakehead University	Canada	81.0
59	The Hong Kong University of Science and Technology	Hong Kong	80.9
60	Al-Mustaqbal University	Iraq	80.7
61	National Taiwan University (NTU)	Taiwan	80.6
62	University of Victoria	Canada	80.4
63	Chonnam National University	South Korea	80.1
=64	King Faisal University	Saudi Arabia	79.6
=64	University of Jaén	Spain	79.6
=66	Amrita Vishwa Vidyapeetham	India	79.4
=66	Anna University	India	79.4
68	Suranaree University of Technology	Thailand	79.2
69	BML Munjal University	India	79.0
70	University of Galway	Ireland	78.9
=71	American University of Beirut	Lebanon	78.8
=71	Bournemouth University	United Kingdom	78.8
=71	Samarkand State University	Uzbekistan	78.8
74	University of Girona	Spain	78.4
=75	Amity University, Noida	India	78.2
=75	Charles Sturt University	Australia	78.2
77	National Tsing Hua University	Taiwan	77.8
=78	Florida International University	United States	77.7
=78	Toronto Metropolitan University	Canada	77.7
80	North Carolina State University	United States	77.5
81	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia	77.2
82	Prince of Songkla University	Thailand	77.0
83	Institut Teknologi Sepuluh Nopember	Indonesia	76.6
84	Abdullah Gül University	Turkey	76.5
85	Leibniz University Hannover	Germany	76.4
=86	Kyushu University	Japan	76.3
=86	University of Warith Alanbiyaa	Iraq	76.3
88	Lappeenranta-Lahti University of Technology LUT	Finland	76.2
89	University of Aberdeen	United Kingdom	75.9
=90	École des Mines de Saint-Étienne	France	75.8
=90	Mahidol University	Thailand	75.8
=90	University of Surrey	United Kingdom	75.8
=93	Bukhara State University	Uzbekistan	75.0
=93	Feng Chia University	Taiwan	75.0
=93	Imam Abdulrahman Bin Faisal University	Saudi Arabia	75.0
=96	SRM Institute of Science and Technology	India	74.9
=96	Victoria University	Australia	74.9
=98	Asian Institute of Technology	Thailand	74.8
=98	RMIT University	Australia	74.8
100	Ateneo de Manila University	Philippines	74.6

SDG 7 – Affordable and clean energy			
SDG 7 rank 2025	Institution	Country/region	Score
1	Al-Mustaqbal University	Iraq	88.1
2	JSS Academy of Higher Education and Research	India	85.2
3	Abdullah Gül University	Turkey	84.3
4	Afe Babalola University	Nigeria	83.3
5	Lovely Professional University	India	83.0
6	Amrita Vishwa Vidyapeetham	India	81.9
7	Griffith University	Australia	81.3
8	Covenant University	Nigeria	80.0
9	King Faisal University	Saudi Arabia	79.6
10	Western Sydney University	Australia	79.2
=11	The Hong Kong University of Science and Technology	Hong Kong	78.9
=11	University of Auckland	New Zealand	78.9
13	An-Najah National University	Palestine	78.6
=14	IMT Atlantique	France	78.2
=14	Tashkent Institute of Irrigation and Agricultural Mechanisation	Uzbekistan	78.2
16	University of Tasmania	Australia	77.9
17	Tunghai University	Taiwan	77.4
18	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia	77.0
=19	Arab Academy for Science, Technology and Maritime Transport	Egypt	76.9
=19	Northern Technical University	Iraq	76.9
21	Shoolini University of Biotechnology and Management Sciences	India	76.7
22	Tamkang University	Taiwan	76.6
=23	Boğaziçi University	Turkey	76.5
=23	Sungkyunkwan University (SKKU)	South Korea	76.5
25	Mutah University	Jordan	76.3
26	National University of Modern Languages (NUML)	Pakistan	76.2
27	National Yang Ming Chiao Tung University	Taiwan	76.0
28	Delft University of Technology	Netherlands	75.8
29	University of Waterloo	Canada	75.6
30	UNSW Sydney	Australia	75.5
31	Sunway University	Malaysia	75.3
32	B. S. Abdur Rahman Crescent Institute of Science and Technology	India	75.1
33	University of Indonesia	Indonesia	74.8
34	Aalborg University	Denmark	74.5
=35	Central Queensland University	Australia	74.4
=35	University of Malaya	Malaysia	74.4
=37	KIIT University	India	73.6
=37	Sharda University	India	73.6
39	Benha University	Egypt	73.4
40	University of Manchester	United Kingdom	72.9
41	University of Exeter	United Kingdom	72.7
42	Egypt-Japan University of Science and Technology (E-JUST)	Egypt	72.4
=43	Universiti Teknologi Malaysia	Malaysia	72.1
=43	Zagazig University	Egypt	72.1
45	Anna University	India	71.6
46	University of Jaén	Spain	71.4
47	Simon Fraser University	Canada	71.3
48	Northumbria University	United Kingdom	71.2
49	University of Johannesburg	South Africa	71.0
50	University of Plymouth	United Kingdom	70.9

SDG 7 – Affordable and clean energy			
SDG 7 rank 2025	Institution	Country/region	Score
51	Kyung Hee University	South Korea	70.6
52	Technological University Dublin	Ireland	70.5
53	Tafila Technical University	Jordan	70.4
54	Universitas Gadjah Mada	Indonesia	70.3
=55	SASTRA University	India	70.2
=55	University of Erlangen-Nuremberg	Germany	70.2
57	Miguel Hernández University of Elche	Spain	70.0
58	Bukhara State University	Uzbekistan	69.9
=59	Jouf University	Saudi Arabia	69.8
=59	Tecnológico de Monterrey	Mexico	69.8
=59	Universiti Sains Malaysia	Malaysia	69.8
=59	University of Technology Sydney	Australia	69.8
63	Flinders University	Australia	69.7
64	University of Alberta	Canada	69.5
=65	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia	69.4
=65	Western University	Canada	69.4
67	Durham University	United Kingdom	69.3
68	Jeonbuk National University	South Korea	69.2
=69	University of Glasgow	United Kingdom	69.1
=69	University of Wollongong	Australia	69.1
71	VSB – Technical University of Ostrava	Czechia	68.9
=72	Khwaja Fareed University of Engineering and Information Technology	Pakistan	68.8
=72	Riga Technical University	Latvia	68.8
=72	University of Vigo	Spain	68.8
=75	Universitas Airlangga	Indonesia	68.7
=75	University of Concepción	Chile	68.7
77	University of Victoria	Canada	68.5
78	King Fahd University of Petroleum and Minerals	Saudi Arabia	68.4
79	Rovira i Virgili University	Spain	68.2
80	Massey University	New Zealand	68.1
=81	GITAM University	India	68.0
=81	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	68.0
=83	Institut Teknologi Sepuluh Nopember	Indonesia	67.9
=83	Prince of Songkla University	Thailand	67.9
=83	Sakarya University	Turkey	67.9
=86	Carleton University	Canada	67.8
=86	Green University of Bangladesh	Bangladesh	67.8
=86	National Autonomous University of Mexico	Mexico	67.8
=86	Universidad Pontificia Bolivariana (UPB)	Colombia	67.8
90	University of Wah	Pakistan	67.7
91	Universiti Kebangsaan Malaysia	Malaysia	67.6
=92	Jaume I University	Spain	67.5
=92	VIT University	India	67.5
94	Assiut University	Egypt	67.4
95	Frederick University	Cyprus	67.3
=96	Chitkara University	India	67.2
=96	King Mongkut's University of Technology Thonburi	Thailand	67.2
=98	Lakehead University	Canada	67.1
=98	University of Murcia	Spain	67.1
=98	Yıldız Technical University	Turkey	67.1

LUT University

We have the courage to succeed,
passion for innovation through science
and a will to build well-being.

★★★★★

LUT UNIVERSITY STRATEGY 2030

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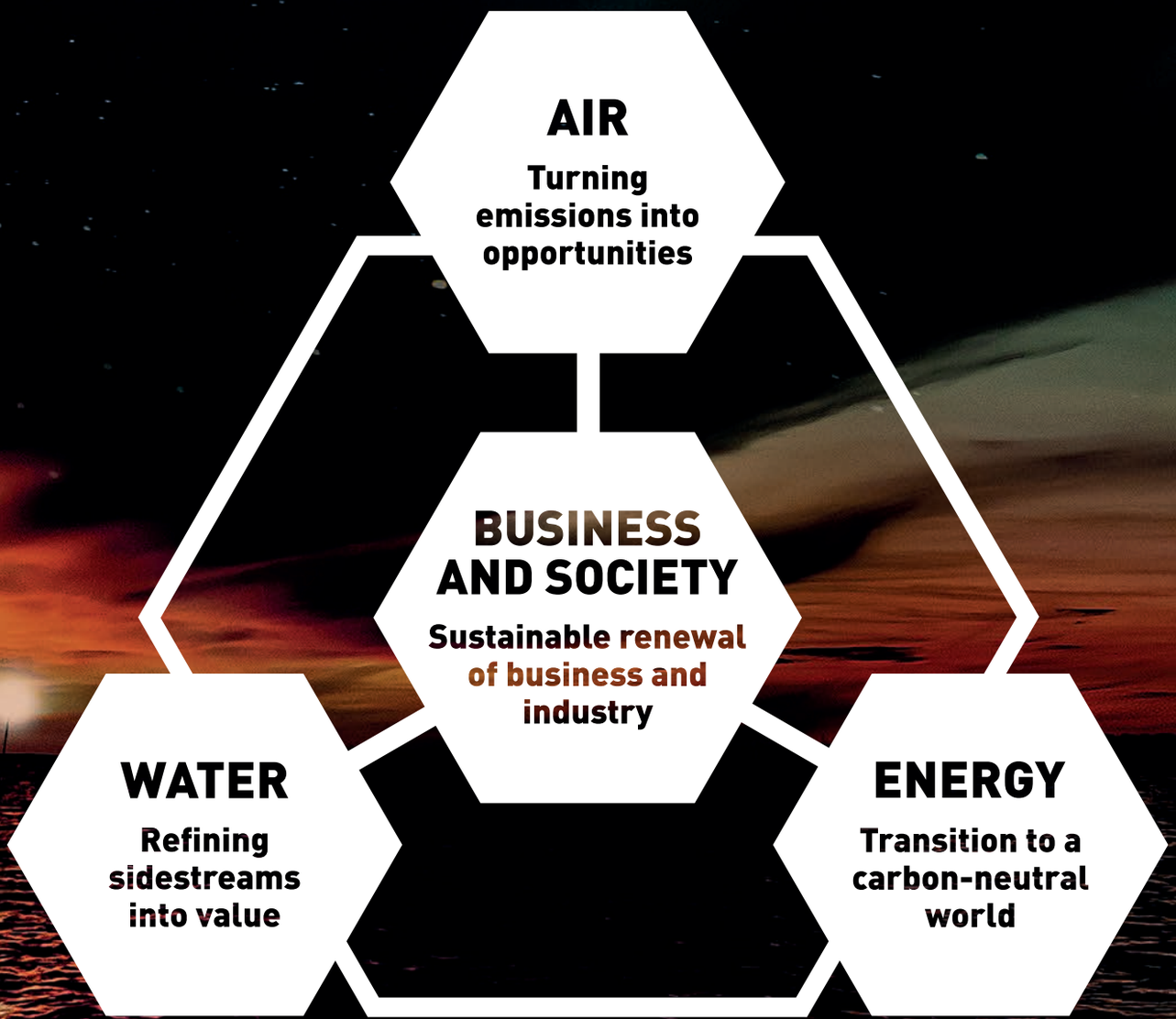
Science with a Purpose



Clean energy, water and air are life-giving resources for which we at LUT University seek new solutions with our expertise. We help society and businesses in their sustainable renewal.

LUT University is a pioneering science university in Finland, bringing together the fields of technology, business and social sciences.

We are a community where curious people inspire curious people. Without curiosity, we cannot change the world.

Welcome to the land of the curious » lut.fi

SDG 8 – Decent work and economic growth			
SDG 8 rank 2025	Institution	Country/region	Score
1	Korea University	South Korea	92.4
2	Kyungpook National University (KNU)	South Korea	92.0
3	Pusan National University	South Korea	91.8
4	University of Johannesburg	South Africa	90.1
5	Yonsei University (Seoul campus)	South Korea	89.7
6	Hanyang University	South Korea	88.9
7	King Fahd University of Petroleum and Minerals	Saudi Arabia	88.5
8	Kyung Hee University	South Korea	87.5
9	UEH University	Vietnam	86.7
10	Griffith University	Australia	85.3
=11	The Hong Kong University of Science and Technology	Hong Kong	85.0
=11	Western University	Canada	85.0
13	Lebanese American University	Lebanon	84.9
=14	Abdullah Gül University	Turkey	84.4
=14	Prince of Songkla University	Thailand	84.4
16	University of Surrey	United Kingdom	83.0
17	Makerere University	Uganda	82.7
=18	Bournemouth University	United Kingdom	82.5
=18	University of Indonesia	Indonesia	82.5
=20	Chulalongkorn University	Thailand	82.3
=20	King Abdulaziz University	Saudi Arabia	82.3
=20	Sunway University	Malaysia	82.3
23	Istanbul Technical University	Turkey	82.2
24	University of Limerick	Ireland	82.0
25	Loughborough University	United Kingdom	81.9
26	Chung-Ang University	South Korea	81.8
=27	EDHEC Business School	France	81.4
=27	Université de Montréal	Canada	81.4
=27	University of Wollongong	Australia	81.4
30	RMIT University	Australia	81.3
31	Universitas Gadjah Mada	Indonesia	81.0
32	McMaster University	Canada	80.8
=33	Auckland University of Technology	New Zealand	80.7
=33	Daffodil International University (DIU)	Bangladesh	80.7
=33	The Chinese University of Hong Kong	Hong Kong	80.7
=36	Aalborg University	Denmark	80.6
=36	Universiti Kebangsaan Malaysia	Malaysia	80.6
38	Arab Academy for Science, Technology and Maritime Transport	Egypt	80.5
39	University of Technology Sydney	Australia	80.2
40	University of Waterloo	Canada	80.1
41	Cranfield University	United Kingdom	80.0
42	Miguel Hernández University of Elche	Spain	79.7
43	Western Sydney University	Australia	79.5
44	IMT Atlantique	France	79.3
=45	IPB University	Indonesia	79.1
=45	University of Pretoria	South Africa	79.1
47	Prince Sultan University (PSU)	Saudi Arabia	79.0
48	Pontificia Universidad Católica de Chile	Chile	78.9
=49	Al Ain University	United Arab Emirates	78.8
=49	Excelia	France	78.8
=49	National Economics University	Vietnam	78.8

SDG 8 – Decent work and economic growth			
SDG 8 rank 2025	Institution	Country/region	Score
=52	Chonnam National University	South Korea	78.6
=52	University of Dubrovnik	Croatia	78.6
54	Redeemer's University	Nigeria	78.5
=55	King Faisal University	Saudi Arabia	78.3
=55	University of Tabuk	Saudi Arabia	78.3
57	Université Catholique de Louvain	Belgium	78.2
=58	University of Malaya	Malaysia	78.1
=58	University of the Witwatersrand	South Africa	78.1
=60	EMLyon Business School	France	78.0
=60	International University of Rabat	Morocco	78.0
62	Northumbria University	United Kingdom	77.7
63	UEES, Espiritu Santo University	Ecuador	77.6
64	Macquarie University	Australia	77.5
65	Bangor University	United Kingdom	77.2
66	University of Split	Croatia	77.1
67	University of the West of Scotland	United Kingdom	76.9
68	Lingnan University Hong Kong	Hong Kong	76.8
=69	Al-Balqa Applied University	Jordan	76.7
=69	The University of Jordan	Jordan	76.7
=69	University of São Paulo	Brazil	76.7
72	University of Nottingham	United Kingdom	76.6
73	Kazan Federal University	Russian Federation	76.5
=74	London South Bank University	United Kingdom	76.4
=74	Universidade Estadual Paulista (Unesp)	Brazil	76.4
=74	University of Murcia	Spain	76.4
77	Federation University Australia	Australia	76.3
78	Polytechnic University of Valencia	Spain	76.2
79	Manchester Metropolitan University	United Kingdom	76.1
=80	Asian Institute of Technology	Thailand	76.0
=80	FPT University	Vietnam	76.0
=80	University of Glasgow	United Kingdom	76.0
83	ESSCA School of Management	France	75.9
=84	IMT Mines Alès	France	75.7
=84	University of Bucharest	Romania	75.7
=86	Institut Teknologi Sepuluh Nopember	Indonesia	75.6
=86	Universitas Sebelas Maret	Indonesia	75.6
=88	Aston University	United Kingdom	75.4
=88	University of Tunis El Manar	Tunisia	75.4
90	Interregional Academy of Personnel Management (IAPM)	Ukraine	75.3
91	IMT Nord Europe	France	75.2
=92	Tashkent State University of Economics	Uzbekistan	75.1
=92	University of Malaga	Spain	75.1
=92	University of Waikato	New Zealand	75.1
=95	Comillas Pontifical University	Spain	75.0
=95	Queen's University	Canada	75.0
=95	Southern University of Science and Technology (SUSTech)	China	75.0
=95	University of Health and Allied Sciences	Ghana	75.0
=95	University of Victoria	Canada	75.0
100	École des Mines de Saint-Étienne	France	74.9

SDG 9 – Industry, innovation and infrastructure			
SDG 9 rank 2025	Institution	Country/region	Score
=1	Delft University of Technology	Netherlands	100.0
=1	Hanyang University	South Korea	100.0
=1	RWTH Aachen University	Germany	100.0
=1	Technical University of Darmstadt	Germany	100.0
=1	Technical University of Munich	Germany	100.0
=1	TU Dresden	Germany	100.0
=1	Universidade Estadual Paulista (Unesp)	Brazil	100.0
=1	University of Alberta	Canada	100.0
=1	University of Edinburgh	United Kingdom	100.0
=1	University of Erlangen-Nuremberg	Germany	100.0
=1	University of Twente	Netherlands	100.0
=1	Yonsei University (Seoul campus)	South Korea	100.0
=13	National Autonomous University of Mexico	Mexico	99.9
=13	National Cheng Kung University (NCKU)	Taiwan	99.9
=13	National Taiwan University (NTU)	Taiwan	99.9
=13	The University of Osaka	Japan	99.9
=13	Tohoku University	Japan	99.9
=13	University of Stuttgart	Germany	99.9
=19	Beijing Institute of Technology	China	99.8
=19	Institut Polytechnique de Paris	France	99.8
=19	Kyung Hee University	South Korea	99.8
=19	Politecnico di Milano	Italy	99.8
=19	Ruhr University Bochum	Germany	99.8
=19	Sungkyunkwan University (SKKU)	South Korea	99.8
=19	The Hong Kong University of Science and Technology	Hong Kong	99.8
26	Chulalongkorn University	Thailand	99.7
=27	Korea University	South Korea	99.6
=27	University of Bologna	Italy	99.6
29	Kyungpook National University (KNU)	South Korea	99.5
30	Kyushu University	Japan	99.4
=31	Istanbul Technical University	Turkey	99.3
=31	National Taiwan University of Science and Technology (Taiwan Tech)	Taiwan	99.3
=31	University of Coimbra	Portugal	99.3
=34	Chungnam National University	South Korea	99.2
=34	Eindhoven University of Technology	Netherlands	99.2
=34	National Tsing Hua University	Taiwan	99.2
37	University of Minho	Portugal	99.1
38	Nagoya University	Japan	99.0
=39	University of Freiburg	Germany	98.9
=39	University of Liège	Belgium	98.9
41	National Yang Ming Chiao Tung University	Taiwan	98.8
=42	Guangdong University of Technology	China	98.7
=42	Middle East Technical University	Turkey	98.7
44	University of São Paulo	Brazil	98.5
45	Université Catholique de Louvain	Belgium	98.4
46	Amirkabir University of Technology	Iran	98.3
=47	Université de Montréal	Canada	98.2
=47	University of South Florida	United States	98.2
49	Hokkaido University	Japan	98.1
50	Western University	Canada	98.0

SDG 9 – Industry, innovation and infrastructure			
SDG 9 rank 2025	Institution	Country/region	Score
=51	McMaster University	Canada	97.8
=51	Pusan National University	South Korea	97.8
=51	Southern University of Science and Technology (SUSTech)	China	97.8
=54	Kangwon National University	South Korea	97.7
=54	Sant'Anna School of Advanced Studies – Pisa	Italy	97.7
56	Universiti Teknologi Malaysia	Malaysia	97.6
57	Bandung Institute of Technology (ITB)	Indonesia	97.5
58	Ajou University	South Korea	97.4
59	University of Auckland	New Zealand	97.3
=60	Shahid Beheshti University	Iran	97.2
=60	The Hong Kong Polytechnic University	Hong Kong	97.2
62	University of Indonesia	Indonesia	97.1
=63	Amrita Vishwa Vidyapeetham	India	97.0
=63	Yıldız Technical University	Turkey	97.0
=65	King Fahd University of Petroleum and Minerals	Saudi Arabia	96.8
=65	Mansoura University	Egypt	96.8
67	ITMO University	Russian Federation	96.7
=68	National Sun Yat-Sen University	Taiwan	96.5
=68	Pontificia Universidad Católica de Chile	Chile	96.5
70	Chungbuk National University	South Korea	96.4
71	University of Wollongong	Australia	96.3
72	Jeonbuk National University	South Korea	96.1
73	Anna University	India	95.9
74	University of Tunis El Manar	Tunisia	95.6
=75	Chonnam National University	South Korea	95.0
=75	UNSW Sydney	Australia	95.0
77	Boğaziçi University	Turkey	94.7
78	University of Southern Denmark	Denmark	94.6
79	Universitas Gadjah Mada	Indonesia	94.5
80	Kobe University	Japan	94.3
=81	Chiang Mai University	Thailand	94.2
=81	NOVA University of Lisbon	Portugal	94.2
=83	Erciyes University	Turkey	94.1
=83	Simon Fraser University	Canada	94.1
85	University of Campinas	Brazil	94.0
=86	Peter the Great St Petersburg Polytechnic University	Russian Federation	93.9
=86	University of Cape Town	South Africa	93.9
88	University of Florence	Italy	93.8
89	Hiroshima University	Japan	93.6
=90	Massachusetts Institute of Technology	United States	93.3
=90	University of Bayreuth	Germany	93.3
=92	University of Münster	Germany	93.2
=92	York University	Canada	93.2
94	Indian Institute of Technology Guwahati	India	93.1
95	Pontifical Catholic University of Rio de Janeiro (PUC-Rio)	Brazil	93.0
=96	Aalborg University	Denmark	92.8
=96	National Yunlin University of Science and Technology	Taiwan	92.8
98	Selçuk University	Turkey	92.6
=99	Dokuz Eylül University	Turkey	92.5
=99	King Mongkut's University of Technology Thonburi	Thailand	92.5
=99	National Research Nuclear University MEPhI	Russian Federation	92.5

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SDG 10 – Reduced inequalities			
SDG 10 rank 2025	Institution	Country/region	Score
1	University of Huddersfield	United Kingdom	92.2
2	Flinders University	Australia	89.9
3	Central Queensland University	Australia	89.1
4	Aalborg University	Denmark	88.8
5	RMIT University	Australia	88.7
6	London South Bank University	United Kingdom	88.3
7	Sheffield Hallam University	United Kingdom	87.9
8	Middlesex University	United Kingdom	87.6
9	Qatar University	Qatar	87.2
10	University of Canberra	Australia	87.0
11	University of Wollongong	Australia	86.7
12	University of Glasgow	United Kingdom	86.6
13	University of East Anglia	United Kingdom	86.4
14	Western Sydney University	Australia	86.0
=15	Bangor University	United Kingdom	85.8
=15	KIIT University	India	85.8
17	Al-Ahliyya Amman University	Jordan	85.7
18	Ahlia University	Bahrain	85.5
19	Nottingham Trent University	United Kingdom	85.1
=20	University of Auckland	New Zealand	84.9
=20	University of Limerick	Ireland	84.9
=22	Aston University	United Kingdom	84.7
=22	The Hong Kong University of Science and Technology	Hong Kong	84.7
=24	University of Johannesburg	South Africa	84.6
=24	University of Liverpool	United Kingdom	84.6
=26	University of Tasmania	Australia	84.3
=26	University of the West of Scotland	United Kingdom	84.3
=26	Vrije Universiteit Amsterdam	Netherlands	84.3
=29	Keele University	United Kingdom	84.2
=29	McMaster University	Canada	84.2
=31	Queen's University Belfast	United Kingdom	84.0
=31	University of Leeds	United Kingdom	84.0
33	University of Surrey	United Kingdom	83.7
34	Brunel University of London	United Kingdom	83.4
35	University of Manchester	United Kingdom	83.3
36	University of Reading	United Kingdom	83.2
=37	Arizona State University (Tempe)	United States	83.1
=37	University of Lincoln	United Kingdom	83.1
39	Federation University Australia	Australia	82.7
40	University of Exeter	United Kingdom	82.6
41	Universiti Utara Malaysia	Malaysia	82.5
=42	Politecnico di Milano	Italy	82.4
=42	University of Central Lancashire	United Kingdom	82.4
44	Excelia	France	82.3
=45	Universiti Kebangsaan Malaysia	Malaysia	82.1
=45	York University	Canada	82.1
47	Holy Spirit University of Kaslik	Lebanon	82.0
48	Iran University of Medical Sciences	Iran	81.7
49	University of Aberdeen	United Kingdom	81.5
=50	Université Catholique de Louvain	Belgium	81.3
=50	University of Northampton	United Kingdom	81.3
=50	University of West London	United Kingdom	81.3

SDG 10 – Reduced inequalities			
SDG 10 rank 2025	Institution	Country/region	Score
=53	Al Ain University	United Arab Emirates	80.7
=53	Baku State University	Azerbaijan	80.7
=55	University of Essex	United Kingdom	80.5
=55	University of Strathclyde	United Kingdom	80.5
57	Canadian University Dubai	United Arab Emirates	80.4
=58	UWE Bristol (University of the West of England)	United Kingdom	80.3
=58	Western University	Canada	80.3
60	Daffodil International University (DIU)	Bangladesh	80.2
=61	Massachusetts Institute of Technology	United States	79.9
=61	University of Bordeaux	France	79.9
63	Montpellier University	France	79.8
64	Lancaster University	United Kingdom	79.6
=65	National and Kapodistrian University of Athens	Greece	79.5
=65	University of Stirling	United Kingdom	79.5
67	University of Greenwich	United Kingdom	79.3
=68	Maynooth University	Ireland	79.1
=68	Victoria University	Australia	79.1
=70	Loughborough University	United Kingdom	79.0
=70	University of Brescia	Italy	79.0
72	Zagazig University	Egypt	78.9
73	University of Bologna	Italy	78.8
=74	Florida International University	United States	78.7
=74	Kyungpook National University (KNU)	South Korea	78.7
=76	American University of the Middle East	Kuwait	78.5
=76	Dublin City University	Ireland	78.5
=78	La Trobe University	Australia	78.3
=78	University of New Brunswick UNB	Canada	78.3
=78	University of Southern Denmark	Denmark	78.3
=81	Charles Sturt University	Australia	78.2
=81	University of Valencia	Spain	78.2
=83	Newcastle University	United Kingdom	78.1
=83	University of Maryland, Baltimore County	United States	78.1
85	Queensland University of Technology	Australia	78.0
86	Durham University	United Kingdom	77.9
87	University of Victoria	Canada	77.8
88	Nantes Université	France	77.7
=89	Hong Kong Baptist University	Hong Kong	77.6
=89	University of Pretoria	South Africa	77.6
91	Applied Science University	Bahrain	77.5
=92	Institut Mines-Télécom Business School	France	77.4
=92	Prince Mohammad Bin Fahd University	Saudi Arabia	77.4
=92	Providence University	Taiwan	77.4
95	Lebanese University	Lebanon	77.2
96	EMLyon Business School	France	77.1
97	The Chinese University of Hong Kong	Hong Kong	77.0
98	University of Sharjah	United Arab Emirates	76.7
=99	United Arab Emirates University	United Arab Emirates	76.6
=99	University of Hull	United Kingdom	76.6
=99	University of Passau	Germany	76.6
=99	Virginia Polytechnic Institute and State University	United States	76.6

SDG 11 – Sustainable cities and communities			
SDG 11 rank 2025	Institution	Country/region	Score
1	University of Manchester	United Kingdom	95.3
2	University of Victoria	Canada	95.0
3	The Hong Kong University of Science and Technology	Hong Kong	94.8
4	Queen's University	Canada	93.8
5	Arizona State University (Tempe)	United States	93.3
6	Lovely Professional University	India	92.9
=7	Hanyang University	South Korea	92.8
=7	University of Malaya	Malaysia	92.8
9	Western Sydney University	Australia	92.2
10	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia	92.1
11	Simon Fraser University	Canada	91.2
12	Pusan National University	South Korea	91.0
13	Kyung Hee University	South Korea	90.6
14	University of Canterbury	New Zealand	90.0
=15	Near East University	Northern Cyprus	89.8
=15	Penn State (Main campus)	United States	89.8
17	Abdullah Gül University	Turkey	89.6
18	Boğaziçi University	Turkey	89.5
19	Florida International University	United States	89.3
20	Kyungpook National University (KNU)	South Korea	89.2
21	Universiti Kebangsaan Malaysia	Malaysia	88.3
=22	Korea University	South Korea	88.2
=22	University of Glasgow	United Kingdom	88.2
24	University of Alberta	Canada	88.1
25	University of Tasmania	Australia	87.2
=26	Michigan State University	United States	87.1
=26	Yuan Ze University	Taiwan	87.1
=28	McMaster University	Canada	86.8
=28	Providence University	Taiwan	86.8
30	Sunway University	Malaysia	86.5
31	Durham University	United Kingdom	86.1
32	UNSW Sydney	Australia	85.9
=33	Chulalongkorn University	Thailand	84.7
=33	Tunghai University	Taiwan	84.7
35	Macau University of Science and Technology	Macao	84.5
36	Aswan University	Egypt	84.4
37	National Taiwan University (NTU)	Taiwan	84.2
38	Thammasat University	Thailand	84.1
39	National Yang Ming Chiao Tung University	Taiwan	84.0
40	University of Waterloo	Canada	83.7
41	Tashkent State University of Economics	Uzbekistan	83.6
42	Fu Jen Catholic University	Taiwan	83.5
43	Aalborg University	Denmark	83.1
44	Jeonbuk National University	South Korea	83.0
45	Griffith University	Australia	82.9
46	University of Liverpool	United Kingdom	82.8
47	York University	Canada	82.6
48	University of Texas at Arlington	United States	82.3
49	Flinders University	Australia	82.0
50	KTH Royal Institute of Technology	Sweden	81.9

SDG 11 – Sustainable cities and communities			
SDG 11 rank 2025	Institution	Country/region	Score
=51	Swansea University	United Kingdom	81.7
=51	University of Bonn	Germany	81.7
53	Universiti Sains Malaysia	Malaysia	81.5
54	Massey University	New Zealand	81.4
55	University of Saskatchewan	Canada	81.3
56	University of Limerick	Ireland	81.2
=57	University of Indonesia	Indonesia	80.8
=57	University of Padua	Italy	80.8
=59	Queensland University of Technology	Australia	80.5
=59	The University of Queensland	Australia	80.5
=61	De Montfort University	United Kingdom	80.4
=61	Wilfrid Laurier University	Canada	80.4
=63	Chonnam National University	South Korea	80.3
=63	Kasetsart University	Thailand	80.3
=65	Soonchunhyang University	South Korea	80.2
=65	The Hong Kong Polytechnic University	Hong Kong	80.2
67	Universitas Padjadjaran	Indonesia	79.6
=68	Purdue University West Lafayette	United States	79.5
=68	University of Bristol	United Kingdom	79.5
=68	University of Calabria	Italy	79.5
=68	Zagazig University	Egypt	79.5
=72	Middle East Technical University	Turkey	79.3
=72	Yonsei University (Seoul campus)	South Korea	79.3
74	Western University	Canada	79.2
75	An-Najah National University	Palestine	79.1
76	Walailak University	Thailand	78.9
=77	Chungbuk National University	South Korea	78.7
=77	National Yunlin University of Science and Technology	Taiwan	78.7
=77	Silpakorn University	Thailand	78.7
=80	University of Cape Town	South Africa	78.5
=80	University of Nottingham	United Kingdom	78.5
82	Beirut Arab University	Lebanon	78.4
=83	University of Bucharest	Romania	78.3
=83	University of Surrey	United Kingdom	78.3
=85	National Taiwan Normal University	Taiwan	78.1
=85	University of Newcastle	Australia	78.1
=87	University of Aberdeen	United Kingdom	78.0
=87	University of Coimbra	Portugal	78.0
89	Manipal University Jaipur	India	77.9
=90	Universitas Airlangga	Indonesia	77.6
=90	University of Galway	Ireland	77.6
92	University of Sussex	United Kingdom	77.4
=93	Tashkent University of Information Technologies	Uzbekistan	77.3
=93	Universita IULM	Italy	77.3
=95	Chung-Ang University	South Korea	77.0
=95	Hiroshima University	Japan	77.0
97	University of Babylon	Iraq	76.9
98	Macquarie University	Australia	76.8
=99	Chiang Mai University	Thailand	76.7
=99	Ming Chi University of Technology	Taiwan	76.7

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SDG 12 – Responsible consumption and production			
SDG 12 rank 2025	Institution	Country/region	Score
1	Korea University	South Korea	95.0
=2	Swansea University	United Kingdom	93.6
=2	University of Exeter	United Kingdom	93.6
4	University of Manchester	United Kingdom	93.5
5	Northumbria University	United Kingdom	93.4
6	University of Plymouth	United Kingdom	93.0
7	UNSW Sydney	Australia	92.9
8	Western Sydney University	Australia	92.6
9	University of Reading	United Kingdom	92.5
10	University of Glasgow	United Kingdom	92.3
11	University of Bristol	United Kingdom	91.9
12	Bangor University	United Kingdom	91.6
=13	Aalborg University	Denmark	91.5
=13	University of Sheffield	United Kingdom	91.5
=15	Bournemouth University	United Kingdom	91.3
=15	Newcastle University	United Kingdom	91.3
17	University of Galway	Ireland	91.2
18	University of Aberdeen	United Kingdom	91.0
19	University of Technology Sydney	Australia	90.9
20	Cranfield University	United Kingdom	90.7
21	London Metropolitan University	United Kingdom	90.4
22	University of Canterbury	New Zealand	89.7
23	University of Erlangen-Nuremberg	Germany	89.5
24	Université Laval	Canada	89.0
25	Abdullah Gül University	Turkey	88.9
26	Universiti Kebangsaan Malaysia	Malaysia	88.7
27	The Chinese University of Hong Kong	Hong Kong	88.6
28	Tunghai University	Taiwan	88.4
29	Cyprus International University	Northern Cyprus	88.3
30	University of Limerick	Ireland	88.2
31	University of Strathclyde	United Kingdom	88.1
=32	Universitas Airlangga	Indonesia	88.0
=32	York University	Canada	88.0
=34	Kyung Hee University	South Korea	87.8
=34	University of Auckland	New Zealand	87.8
36	Western University	Canada	87.7
37	Al-Ahliyya Amman University	Jordan	87.5
38	University of Helsinki	Finland	87.3
=39	Arizona State University (Tempe)	United States	87.2
=39	Manchester Metropolitan University	United Kingdom	87.2
41	University of Alberta	Canada	87.1
42	The Hong Kong University of Science and Technology	Hong Kong	86.9
43	Lappeenranta-Lahti University of Technology LUT	Finland	86.8
=44	Lovely Professional University	India	86.7
=44	University of Victoria	Canada	86.7
=46	Dalhousie University	Canada	86.6
=46	Nottingham Trent University	United Kingdom	86.6
=46	University of Tasmania	Australia	86.6
=46	UWE Bristol (University of the West of England)	United Kingdom	86.6
=46	Yonsei University (Seoul campus)	South Korea	86.6

SDG 12 – Responsible consumption and production			
SDG 12 rank 2025	Institution	Country/region	Score
=51	Pusan National University	South Korea	86.5
=51	University of Essex	United Kingdom	86.5
=53	McMaster University	Canada	86.4
=53	Virginia Polytechnic Institute and State University	United States	86.4
=55	King Faisal University	Saudi Arabia	86.2
=55	University Rey Juan Carlos	Spain	86.2
=57	De Montfort University	United Kingdom	85.9
=57	IMT Atlantique	France	85.9
59	University of Waterloo	Canada	85.8
=60	University of Greenwich	United Kingdom	85.7
=60	University of Wollongong	Australia	85.7
62	University of Edinburgh	United Kingdom	85.6
=63	University of Liverpool	United Kingdom	85.5
=63	University of Sussex	United Kingdom	85.5
65	National Yang Ming Chiao Tung University	Taiwan	85.4
66	University of Westminster	United Kingdom	85.3
=67	Kasetsart University	Thailand	85.1
=67	The Hong Kong Polytechnic University	Hong Kong	85.1
=69	Central Queensland University	Australia	84.9
=69	Griffith University	Australia	84.9
71	Hong Kong Baptist University	Hong Kong	84.8
72	University of Warwick	United Kingdom	84.7
73	University of Newcastle	Australia	84.5
74	University of Leeds	United Kingdom	84.4
75	National Taiwan University (NTU)	Taiwan	84.2
=76	Queen's University	Canada	84.1
=76	University of Nottingham	United Kingdom	84.1
=78	Sunway University	Malaysia	83.7
=78	University of Johannesburg	South Africa	83.7
80	IE University	Spain	83.6
81	RCSI University of Medicine and Health Sciences	Ireland	83.5
=82	Auckland University of Technology	New Zealand	83.4
=82	Boğaziçi University	Turkey	83.4
=82	KTH Royal Institute of Technology	Sweden	83.4
=82	University of Indonesia	Indonesia	83.4
=82	University of Lahore	Pakistan	83.4
87	National Yunlin University of Science and Technology	Taiwan	83.3
88	O.P. Jindal Global University	India	83.2
89	University of East Anglia	United Kingdom	83.1
90	Durham University	United Kingdom	83.0
91	University of Florence	Italy	82.9
92	University of the Sunshine Coast	Australia	82.8
=93	Australian Catholic University	Australia	82.7
=93	Chulalongkorn University	Thailand	82.7
=95	Shoolini University of Biotechnology and Management Sciences	India	82.6
=95	University of Girona	Spain	82.6
=97	An-Najah National University	Palestine	82.5
=97	Bartin University	Turkey	82.5
=97	National Cheng Kung University (NCKU)	Taiwan	82.5
=97	University of Southampton	United Kingdom	82.5

SDG 13 – Climate action			
SDG 13 rank 2025	Institution	Country/region	Score
1	University of Tasmania	Australia	93.2
2	University of Newcastle	Australia	90.6
=3	Swedish University of Agricultural Sciences	Sweden	89.7
=3	UNSW Sydney	Australia	89.7
5	University of Victoria	Canada	89.3
6	Abdullah Gül University	Turkey	88.4
7	Université Laval	Canada	88.1
8	Western Sydney University	Australia	87.5
9	Arizona State University (Tempe)	United States	86.5
10	Flinders University	Australia	84.3
11	Linnaeus University	Sweden	83.4
12	Charles Sturt University	Australia	83.3
13	Afe Babalola University	Nigeria	83.1
14	University of Auckland	New Zealand	82.9
15	University of Manchester	United Kingdom	82.4
16	University of the Sunshine Coast	Australia	81.7
=17	Durham University	United Kingdom	81.6
=17	University of Exeter	United Kingdom	81.6
19	Boğaziçi University	Turkey	81.5
20	Griffith University	Australia	81.4
21	University of Wollongong	Australia	80.9
22	University of Eastern Finland	Finland	80.5
23	KTH Royal Institute of Technology	Sweden	80.3
24	Pontificia Universidad Católica de Chile	Chile	79.8
25	Simon Fraser University	Canada	79.4
26	The Chinese University of Hong Kong	Hong Kong	79.1
=27	Macquarie University	Australia	78.7
=27	University of Helsinki	Finland	78.7
29	Cardiff University	United Kingdom	78.4
=30	Delft University of Technology	Netherlands	78.3
=30	Lappeenranta-Lahti University of Technology LUT	Finland	78.3
32	University of Canterbury	New Zealand	78.1
=33	Massey University	New Zealand	77.7
=33	Prince Mohammad Bin Fahd University	Saudi Arabia	77.7
35	Manchester Metropolitan University	United Kingdom	77.1
=36	King Abdulaziz University	Saudi Arabia	77.0
=36	University of Glasgow	United Kingdom	77.0
38	Shoolini University of Biotechnology and Management Sciences	India	76.6
39	University of Technology Sydney	Australia	76.5
=40	Chiang Mai University	Thailand	76.2
=40	IMT Atlantique	France	76.2
=40	Tecnológico de Costa Rica	Costa Rica	76.2
=40	University of Plymouth	United Kingdom	76.2
44	Bournemouth University	United Kingdom	76.1
45	MNS University of Agriculture, Multan	Pakistan	76.0
46	University of East Anglia	United Kingdom	75.9
47	Universidad Andrés Bello (UNAB)	Chile	75.7
48	Lincoln University (New Zealand)	New Zealand	75.5
49	Kyungpook National University (KNU)	South Korea	75.3
50	University of Aberdeen	United Kingdom	75.2

SDG 13 – Climate action			
SDG 13 rank 2025	Institution	Country/region	Score
51	Tecnológico de Monterrey	Mexico	75.1
=52	Newcastle University	United Kingdom	74.9
=52	Northumbria University	United Kingdom	74.9
=54	Aalborg University	Denmark	74.8
=54	University of Lahore	Pakistan	74.8
56	Queen's University	Canada	74.3
=57	Technological University Dublin	Ireland	73.9
=57	University of Barcelona	Spain	73.9
=57	University of Wah	Pakistan	73.9
60	Lovely Professional University	India	73.6
=61	De Montfort University	United Kingdom	73.5
=61	University of Maryland, College Park	United States	73.5
63	Wageningen University & Research	Netherlands	73.0
64	University of Iceland	Iceland	72.8
=65	Egypt-Japan University of Science and Technology (E-JUST)	Egypt	72.7
=65	Universidad Pontificia Bolivariana (UPB)	Colombia	72.7
67	Universitas Airlangga	Indonesia	72.6
68	Hiroshima University	Japan	72.3
69	University of St Andrews	United Kingdom	72.2
=70	University of Minnesota	United States	72.0
=70	University of York	United Kingdom	72.0
72	University of Hull	United Kingdom	71.9
=73	National University of Uzbekistan named after Mirzo Ulugbek	Uzbekistan	71.7
=73	University of Leeds	United Kingdom	71.7
75	Sophia University	Japan	71.6
=76	Suranaree University of Technology	Thailand	71.5
=76	University of Reading	United Kingdom	71.5
=78	Université de Montréal	Canada	71.3
=78	University of Jyväskylä	Finland	71.3
=80	Tashkent University of Information Technologies	Uzbekistan	71.2
=80	Universitat Autònoma de Barcelona (UAB)	Spain	71.2
82	Kyung Hee University	South Korea	71.1
=83	École des Mines de Saint-Étienne	France	71.0
=83	University of Essex	United Kingdom	71.0
=85	RMIT University	Australia	70.9
=85	The Hong Kong University of Science and Technology	Hong Kong	70.9
87	Benha University	Egypt	70.7
88	Amrita Vishwa Vidyapeetham	India	70.2
=89	Umeå University	Sweden	70.1
=89	University of Manitoba	Canada	70.1
91	University of Bologna	Italy	70.0
=92	La Trobe University	Australia	69.8
=92	Pompeu Fabra University	Spain	69.8
=92	University of Malaya	Malaysia	69.8
=95	King Faisal University	Saudi Arabia	69.6
=95	University of Alberta	Canada	69.6
=95	University of Liège	Belgium	69.6
98	Mahidol University	Thailand	69.5
=99	University of Bristol	United Kingdom	69.4
=99	University of Waterloo	Canada	69.4

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SDG 14 – Life below water			
SDG 14 rank 2025	Institution	Country/region	Score
1	Arizona State University (Tempe)	United States	97.1
=2	Queen's University	Canada	95.0
=2	University of Victoria	Canada	95.0
4	Griffith University	Australia	94.3
5	Western University	Canada	92.8
6	University of Malaya	Malaysia	92.6
=7	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia	92.4
=7	King Faisal University	Saudi Arabia	92.4
9	National Taiwan University (NTU)	Taiwan	92.2
10	Western Sydney University	Australia	91.6
11	Central Queensland University	Australia	91.3
12	Hanyang University	South Korea	90.8
13	University of Alberta	Canada	90.7
=14	Queen's University Belfast	United Kingdom	90.1
=14	University of Tasmania	Australia	90.1
16	University of Manchester	United Kingdom	89.9
17	Hokkaido University	Japan	89.3
18	The Hong Kong University of Science and Technology	Hong Kong	88.9
19	Penn State (Main campus)	United States	88.8
20	University of the Sunshine Coast	Australia	88.5
=21	Institut Agro	France	88.1
=21	Macquarie University	Australia	88.1
23	Universiti Kebangsaan Malaysia	Malaysia	87.5
24	King Mongkut's University of Technology Thonburi	Thailand	87.0
25	King Salman International University	Egypt	86.8
26	Lakehead University	Canada	86.5
27	University of Haifa	Israel	86.4
28	Universitas Airlangga	Indonesia	86.1
29	Chonnam National University	South Korea	85.8
30	Dalhousie University	Canada	85.7
31	University of Canterbury	New Zealand	85.5
32	Universitas Padjadjaran	Indonesia	85.4
33	UNSW Sydney	Australia	85.0
=34	Simon Fraser University	Canada	84.9
=34	Universiti Sains Malaysia	Malaysia	84.9
=36	Kasetsart University	Thailand	84.8
=36	Pontificia Universidad Católica de Chile	Chile	84.8
38	Walailak University	Thailand	83.8
39	University of Exeter	United Kingdom	82.9
=40	Florida International University	United States	82.5
=40	University of Indonesia	Indonesia	82.5
42	University of Stirling	United Kingdom	82.0
43	University of Glasgow	United Kingdom	81.5
44	North Carolina State University	United States	81.4
45	Prince of Songkla University	Thailand	81.2
46	University of Plymouth	United Kingdom	80.9
47	Bangor University	United Kingdom	80.7
=48	Aalborg University	Denmark	80.2
=48	University of Leeds	United Kingdom	80.2
50	University of Saskatchewan	Canada	80.0

SDG 14 – Life below water			
SDG 14 rank 2025	Institution	Country/region	Score
51	University of Cape Town	South Africa	79.9
52	Hasanuddin University	Indonesia	79.8
53	University of Szeged	Hungary	79.7
54	University of Waterloo	Canada	79.6
=55	Boğaziçi University	Turkey	79.5
=55	University of Auckland	New Zealand	79.5
=55	University of Wollongong	Australia	79.5
58	Cochin University of Science and Technology	India	79.1
=59	IPB University	Indonesia	78.4
=59	Swedish University of Agricultural Sciences	Sweden	78.4
61	Montpellier University	France	78.2
=62	Asian Institute of Technology	Thailand	77.8
=62	Universitas Sriwijaya	Indonesia	77.8
64	Lovely Professional University	India	77.6
=65	IMT Atlantique	France	77.2
=65	Middle East Technical University	Turkey	77.2
=65	Sakarya University	Turkey	77.2
68	Hong Kong Baptist University	Hong Kong	77.1
69	King Fahd University of Petroleum and Minerals	Saudi Arabia	76.5
70	IMT Nord Europe	France	76.0
=71	Mahasarakham University	Thailand	75.9
=71	University of Galway	Ireland	75.9
=73	Istanbul Technical University	Turkey	75.6
=73	Massey University	New Zealand	75.6
=75	Universiti Malaysia Terengganu (UMT)	Malaysia	75.4
=75	Wageningen University & Research	Netherlands	75.4
77	Durham University	United Kingdom	75.3
78	Trent University	Canada	75.2
79	Universitas Syiah Kuala	Indonesia	75.0
80	Silpakorn University	Thailand	74.9
81	National Changhua University of Education	Taiwan	74.8
=82	Abdullah Gül University	Turkey	74.1
=82	University of Maryland, College Park	United States	74.1
84	Nitte (Deemed to be University)	India	73.6
85	York University	Canada	73.5
86	Hiroshima University	Japan	73.1
87	Kyushu University	Japan	72.9
88	King Abdulaziz University	Saudi Arabia	72.8
=89	Rambhai Barni Rajabhat University	Thailand	72.5
=89	Sathyabama Institute of Science and Technology	India	72.5
91	Southern University of Science and Technology (SUSTech)	China	71.9
92	Kumamoto University	Japan	71.6
93	University of Waikato	New Zealand	71.4
94	Kangwon National University	South Korea	71.2
95	University of Essex	United Kingdom	71.1
96	Newcastle University	United Kingdom	70.7
97	University of Helsinki	Finland	70.6
98	Rajamangala University of Technology Srivijaya	Thailand	70.4
99	Qatar University	Qatar	69.9
=100	Ateneo de Manila University	Philippines	69.8
=100	University of Malaga	Spain	69.8

SDG 15 – Life on land			
SDG 15 rank 2025	Institution	Country/region	Score
1	University of Tasmania	Australia	96.1
2	University of Manchester	United Kingdom	95.9
3	Griffith University	Australia	95.6
4	Western Sydney University	Australia	95.1
5	Durham University	United Kingdom	94.6
6	Queen's University	Canada	93.0
7	University of the Sunshine Coast	Australia	92.7
8	King Faisal University	Saudi Arabia	92.5
9	University of Victoria	Canada	92.1
10	University of Glasgow	United Kingdom	92.0
11	UNSW Sydney	Australia	91.9
12	University of Malaya	Malaysia	91.8
13	Kyungpook National University (KNU)	South Korea	91.6
14	Lovely Professional University	India	91.5
=15	Swansea University	United Kingdom	91.3
=15	University of Alberta	Canada	91.3
17	Institut Agro	France	90.7
18	The Hong Kong University of Science and Technology	Hong Kong	90.1
=19	Arizona State University (Tempe)	United States	89.8
=19	Central Queensland University	Australia	89.8
=21	Hokkaido University	Japan	89.7
=21	Penn State (Main campus)	United States	89.7
23	University of Waterloo	Canada	89.3
24	Northumbria University	United Kingdom	89.0
=25	Abdullah Gül University	Turkey	88.7
=25	Western University	Canada	88.7
=27	Chonnam National University	South Korea	88.4
=27	University of Stirling	United Kingdom	88.4
=29	Queen's University Belfast	United Kingdom	88.0
=29	University of Indonesia	Indonesia	88.0
31	Florida International University	United States	87.8
32	IPB University	Indonesia	87.5
33	Universiti Sains Malaysia	Malaysia	87.4
34	Prince of Songkla University	Thailand	86.7
35	University of Waikato	New Zealand	86.5
=36	Shiv Nadar University	India	86.4
=36	University of Leeds	United Kingdom	86.4
=38	Universitas Padjadjaran	Indonesia	86.3
=38	University of Wollongong	Australia	86.3
40	Macquarie University	Australia	86.0
41	Hiroshima University	Japan	85.4
42	Hong Kong Baptist University	Hong Kong	85.3
43	Université Laval	Canada	85.2
44	Istanbul Technical University	Turkey	84.9
=45	National Taiwan University (NTU)	Taiwan	84.5
=45	University of East Anglia	United Kingdom	84.5
47	Kyung Hee University	South Korea	84.3
48	University of Exeter	United Kingdom	84.2
=49	Massey University	New Zealand	83.9
=49	Rambhai Barni Rajabhat University	Thailand	83.9

SDG 15 – Life on land			
SDG 15 rank 2025	Institution	Country/region	Score
=51	Kasetsart University	Thailand	83.8
=51	Tunghai University	Taiwan	83.8
53	Universitas Airlangga	Indonesia	83.7
54	University of Auckland	New Zealand	83.3
55	University of Aberdeen	United Kingdom	83.1
56	Universiti Kebangsaan Malaysia	Malaysia	82.8
=57	JSS Academy of Higher Education and Research	India	82.7
=57	University of Liverpool	United Kingdom	82.7
59	Bournemouth University	United Kingdom	82.6
=60	Amity University, Gurugram	India	82.4
=60	Chiang Mai University	Thailand	82.4
=60	Middle East Technical University	Turkey	82.4
=63	IMT Atlantique	France	82.0
=63	Universiti Malaysia Terengganu (UMT)	Malaysia	82.0
=65	Lakehead University	Canada	81.5
=65	Newcastle University	United Kingdom	81.5
67	Swedish University of Agricultural Sciences	Sweden	81.4
68	University of Canterbury	New Zealand	81.1
69	Tecnológico de Costa Rica	Costa Rica	81.0
70	Institut Teknologi Sepuluh Nopember	Indonesia	80.8
=71	Bangor University	United Kingdom	80.5
=71	University of Southampton	United Kingdom	80.5
=73	Boğaziçi University	Turkey	80.4
=73	Université de Montréal	Canada	80.4
75	Charles Sturt University	Australia	80.1
76	Cardiff University	United Kingdom	80.0
77	University of Edinburgh	United Kingdom	79.9
78	IMT Mines Alès	France	79.8
79	Dalhousie University	Canada	79.7
80	IMT Nord Europe	France	78.9
81	Lancaster University	United Kingdom	78.8
82	Aalborg University	Denmark	78.6
=83	Manchester Metropolitan University	United Kingdom	78.5
=83	North Carolina State University	United States	78.5
85	University of Maryland, College Park	United States	78.0
86	Virginia Polytechnic Institute and State University	United States	77.9
=87	Michigan State University	United States	77.8
=87	Samarkand State University	Uzbekistan	77.8
89	Mahidol University	Thailand	77.7
90	Kagoshima University	Japan	77.6
=91	Loughborough University	United Kingdom	77.3
=91	National Dong Hwa University	Taiwan	77.3
=93	Université Catholique de Louvain	Belgium	77.2
=93	University of Plymouth	United Kingdom	77.2
=93	University of Strathclyde	United Kingdom	77.2
96	Asian Institute of Technology	Thailand	77.1
97	James Cook University	Australia	76.9
98	University of Reading	United Kingdom	76.8
99	National University of Uzbekistan named after Mirzo Ulugbek	Uzbekistan	76.6
100	Nottingham Trent University	United Kingdom	76.5

SDG 16 – Peace, justice and strong institutions			
SDG 16 rank 2025	Institution	Country/region	Score
1	Universiti Sains Malaysia	Malaysia	95.9
2	Queen's University	Canada	94.8
3	Western University	Canada	94.5
4	Thammasat University	Thailand	91.1
5	University of Indonesia	Indonesia	90.7
6	Durham University	United Kingdom	90.2
7	Griffith University	Australia	89.7
8	National Taipei University	Taiwan	88.2
9	Yonsei University (Seoul campus)	South Korea	87.9
10	National Yang Ming Chiao Tung University	Taiwan	87.7
11	National Economics University	Vietnam	87.5
12	National Taiwan University (NTU)	Taiwan	86.8
13	Pompeu Fabra University	Spain	86.4
14	Victoria University of Wellington	New Zealand	86.3
15	Leyte Normal University	Philippines	86.2
16	University of Glasgow	United Kingdom	85.7
17	Catholic University of Portugal	Portugal	85.6
18	Kyung Hee University	South Korea	85.3
19	Asian Institute of Technology	Thailand	85.2
=20	Université Laval	Canada	84.8
=20	University of Malaya	Malaysia	84.8
=22	Swansea University	United Kingdom	84.6
=22	Universitas Airlangga	Indonesia	84.6
=24	Ateneo de Manila University	Philippines	84.5
=24	National Taichung University of Education	Taiwan	84.5
=26	Universiti Kebangsaan Malaysia	Malaysia	84.4
=26	University of Bologna	Italy	84.4
28	Kadir Has University	Turkey	84.3
29	KIIT University	India	84.1
30	Arizona State University (Tempe)	United States	83.7
31	Simon Fraser University	Canada	83.6
32	The Chinese University of Hong Kong	Hong Kong	83.3
33	York University	Canada	82.9
34	Miguel Hernández University of Elche	Spain	82.5
35	Hokkaido University	Japan	82.4
=36	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	82.3
=36	University of Bucharest	Romania	82.3
38	University of Limerick	Ireland	82.2
=39	University of Strathclyde	United Kingdom	82.1
=39	University of Waikato	New Zealand	82.1
41	University of Pretoria	South Africa	81.9
42	University College Cork	Ireland	81.8
43	University of Manchester	United Kingdom	81.6
44	Manchester Metropolitan University	United Kingdom	81.4
=45	Universita IULM	Italy	81.2
=45	University of Liverpool	United Kingdom	81.2
47	IMT Atlantique	France	81.1
48	Central Queensland University	Australia	81.0
49	University of Hull	United Kingdom	80.9
=50	Bahçeşehir University	Turkey	80.7
=50	King Abdulaziz University	Saudi Arabia	80.7

SDG 16 – Peace, justice and strong institutions			
SDG 16 rank 2025	Institution	Country/region	Score
=52	McMaster University	Canada	80.5
=52	Université de Montréal	Canada	80.5
54	Pontificia Universidad Católica de Chile	Chile	80.3
55	IE University	Spain	80.1
56	Aalborg University	Denmark	80.0
57	An-Najah National University	Palestine	79.9
=58	University of Auckland	New Zealand	79.5
=58	University of Guadalajara	Mexico	79.5
=58	University of Wollongong	Australia	79.5
61	Al-Ahliyya Amman University	Jordan	79.4
62	Mahidol University	Thailand	79.3
63	University of Staffordshire	United Kingdom	79.2
64	University of Leicester	United Kingdom	79.1
65	National Dong Hwa University	Taiwan	78.9
66	Universitas Padjadjaran	Indonesia	78.7
67	Western Sydney University	Australia	78.6
68	University of Johannesburg	South Africa	78.5
69	Florida International University	United States	78.4
=70	Prince of Songkla University	Thailand	78.2
=70	Universiti Malaysia Perlis	Malaysia	78.2
72	Middle East Technical University	Turkey	78.1
=73	Northumbria University	United Kingdom	77.9
=73	SOAS University of London	United Kingdom	77.9
=75	Abdullah Gül University	Turkey	77.8
=75	University of Helsinki	Finland	77.8
=77	University of Canterbury	New Zealand	77.7
=77	University of Ottawa	Canada	77.7
=77	University of Szeged	Hungary	77.7
80	Keio University	Japan	77.6
81	National Changhua University of Education	Taiwan	77.0
82	National Yunlin University of Science and Technology	Taiwan	76.9
=83	Athens University of Economics and Business	Greece	76.8
=83	Mutah University	Jordan	76.8
=83	University of Sussex	United Kingdom	76.8
86	Comenius University in Bratislava	Slovakia	76.7
=87	Hong Kong Baptist University	Hong Kong	76.6
=87	University of Alberta	Canada	76.6
=87	University of Coimbra	Portugal	76.6
90	University of Dundee	United Kingdom	76.5
91	Institut Mines-Télécom Business School	France	76.3
=92	Cardiff University	United Kingdom	76.2
=92	Jagiellonian University	Poland	76.2
=92	University of Konstanz	Germany	76.2
=92	UNSW Sydney	Australia	76.2
=96	Chung Hua University	Taiwan	76.1
=96	Interregional Academy of Personnel Management (IAPM)	Ukraine	76.1
=98	Prince Sultan University (PSU)	Saudi Arabia	76.0
=98	University of Barcelona	Spain	76.0
=98	University of Tasmania	Australia	76.0

SDG 17 – Partnerships for the goals			
SDG 17 rank 2025	Institution	Country/region	Score
=1	Universiti Sains Malaysia	Malaysia	99.8
=1	University of Malaya	Malaysia	99.8
3	University of Technology Sydney	Australia	99.4
=4	Institut Agro	France	99.3
=4	University of Johannesburg	South Africa	99.3
6	Lebanese American University	Lebanon	99.1
7	University of Pretoria	South Africa	98.8
8	Universiti Kebangsaan Malaysia	Malaysia	98.5
9	Western Sydney University	Australia	98.1
10	Prince of Songkla University	Thailand	97.9
11	Aswan University	Egypt	97.8
12	Central Queensland University	Australia	97.7
13	National Yunlin University of Science and Technology	Taiwan	97.3
14	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia	97.1
15	Chiang Mai University	Thailand	97.0
=16	Ajman University	United Arab Emirates	96.8
=16	Kyungpook National University (KNU)	South Korea	96.8
=16	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	96.8
=19	Daffodil International University (DIU)	Bangladesh	96.5
=19	Hanyang University	South Korea	96.5
21	Griffith University	Australia	96.4
=22	Aston University	United Kingdom	96.3
=22	Sunway University	Malaysia	96.3
=24	Northumbria University	United Kingdom	96.2
=24	University of Tasmania	Australia	96.2
26	University of Greenwich	United Kingdom	96.1
=27	Federation University Australia	Australia	95.9
=27	King Fahd University of Petroleum and Minerals	Saudi Arabia	95.9
=29	Universitas Airlangga	Indonesia	95.8
=29	University of Glasgow	United Kingdom	95.8
=29	University of Hull	United Kingdom	95.8
32	Queen's University Belfast	United Kingdom	95.7
33	Asian Institute of Technology	Thailand	95.6
34	An-Najah National University	Palestine	95.4
=35	Benha University	Egypt	95.2
=35	Near East University	Northern Cyprus	95.2
=35	University of Exeter	United Kingdom	95.2
=35	Yuan Ze University	Taiwan	95.2
=39	University of Reading	United Kingdom	95.1
=39	Walailak University	Thailand	95.1
41	Hokkaido University	Japan	95.0
42	University of Southampton	United Kingdom	94.9
43	King Faisal University	Saudi Arabia	94.7
=44	RCSI University of Medicine and Health Sciences	Ireland	94.5
=44	University of Galway	Ireland	94.5
=44	University of Manchester	United Kingdom	94.5
=47	Flinders University	Australia	94.4
=47	University of Newcastle	Australia	94.4
49	University of Liverpool	United Kingdom	94.3
=50	Kyung Hee University	South Korea	94.2
=50	University of Waikato	New Zealand	94.2

SDG 17 – Partnerships for the goals			
SDG 17 rank 2025	Institution	Country/region	Score
=52	American University of the Middle East	Kuwait	94.1
=52	Chulalongkorn University	Thailand	94.1
=52	University of Strathclyde	United Kingdom	94.1
55	University of Nottingham	United Kingdom	94.0
=56	Konkuk University	South Korea	93.9
=56	Newcastle University	United Kingdom	93.9
=56	Victoria University	Australia	93.9
=59	Jeonbuk National University	South Korea	93.8
=59	McMaster University	Canada	93.8
=59	University of Bristol	United Kingdom	93.8
=62	National Cheng Kung University (NCKU)	Taiwan	93.7
=62	Thammasat University	Thailand	93.7
=64	Ulster University	United Kingdom	93.6
=64	University of Limerick	Ireland	93.6
=64	University of Wollongong	Australia	93.6
=67	Hiroshima University	Japan	93.4
=67	Qassim University	Saudi Arabia	93.4
=67	Tecnológico de Monterrey	Mexico	93.4
=67	The Chinese University of Hong Kong	Hong Kong	93.4
=71	Lincoln University (New Zealand)	New Zealand	93.3
=71	Prince Mohammad Bin Fahd University	Saudi Arabia	93.3
=71	Swansea University	United Kingdom	93.3
=71	University of Alberta	Canada	93.3
=71	University of Waterloo	Canada	93.3
=76	Chonnam National University	South Korea	93.2
=76	NOVA University of Lisbon	Portugal	93.2
=78	Macquarie University	Australia	93.1
=78	Queen's University	Canada	93.1
=78	Zayed University	United Arab Emirates	93.1
=81	Management & Science University (MSU)	Malaysia	93.0
=81	University of Saskatchewan	Canada	93.0
83	York University	Canada	92.8
=84	Aalborg University	Denmark	92.5
=84	Durham University	United Kingdom	92.5
=84	Hong Kong Baptist University	Hong Kong	92.5
=84	Michigan State University	United States	92.5
=84	United Arab Emirates University	United Arab Emirates	92.5
=89	Afe Babalola University	Nigeria	92.4
=89	Kasetsart University	Thailand	92.4
=91	Korea University	South Korea	92.3
=91	Victoria University of Wellington	New Zealand	92.3
93	Pusan National University	South Korea	92.2
=94	Arizona State University (Tempe)	United States	92.1
=94	Auckland University of Technology	New Zealand	92.1
=96	Mahidol University	Thailand	92.0
=96	Ming Chi University of Technology	Taiwan	92.0
=96	University of Auckland	New Zealand	92.0
=99	The Hong Kong Polytechnic University	Hong Kong	91.9
=99	University of Essex	United Kingdom	91.9
=99	University of Indonesia	Indonesia	91.9
=99	University of Leeds	United Kingdom	91.9
=99	University of Plymouth	United Kingdom	91.9

جامعة خليفة
Khalifa University

Khalifa University Utilizes Its 12 Research Centers and 400 Researchers to Find Innovative Solutions to Global Challenges

Methodology

The *Times Higher Education* Impact Rankings are the only global performance tables that assess universities against the United Nations' Sustainable Development Goals. We use carefully calibrated indicators to provide comprehensive and balanced comparisons across four broad areas: research, stewardship, outreach and teaching

Which SDGs are included?

There are 17 UN SDGs, and we are evaluating university performance on all of them.

Universities can submit data on as many of these SDGs as they are able. Each SDG has a series of metrics that are used to evaluate the performance of the university in that SDG.

Any university that provides data on SDG 17 and at least three other SDGs is included in the overall ranking.

As well as the overall ranking, we also publish the results of each individual SDG in 17 separate tables.

How is the ranking created?

A university's total score in a given year is calculated by combining its score in SDG 17 with its best three results on the remaining 16 SDGs. SDG 17 accounts for 22 per cent of the total score, while the other SDGs each carry a weighting of 26 per cent. This means that different universities are scored based on a different set of SDGs, depending on their focus. The score for the overall ranking is an average of the last two years' total scores.

The score from each SDG is scaled so that the highest score in each SDG in the overall calculation is 100 and the lowest score is 0. This is to adjust for minor differences in the scoring range in each SDG and to ensure that universities are treated equitably whichever SDGs they have provided data for.

The metrics for the 17 SDGs are included on the following pages.

Scoring within an SDG

Research metrics are derived from data supplied by Elsevier. For each SDG, a specific query has been created that narrows the scope of the metric to papers relevant to that SDG. This is supplemented by publications identified by artificial intelligence. As with the World University Rankings, we are using a five-year window between 2019 and 2023. The only exception is the metric on patents that cite research under SDG 9, which relates to the time frame in which the patents were published rather than the time frame of the research itself. The metrics chosen for the bibliometrics differ by SDG and there are always at least two bibliometric measures used.

Continuous metrics measure contributions to impact that vary continually across a range – for example, the number of graduates with a health-related degree. These are usually normalised to the size of the institution.

When we ask about policies and initiatives – for example, the existence of mentoring programmes – our metrics require universities to provide the **evidence** to support their claims. In these cases, we give credit for the evidence, and for the evidence being public. These metrics are not usually size normalised.

Evidence is evaluated against a set of criteria, and decisions are cross-validated where there is uncertainty. Evidence need not be exhaustive – we are looking for examples that demonstrate best practice at the institutions concerned.

Time frame

In general, the data used refer to the closest academic year to January to December 2023. The date range for each metric is specified in the full methodology document.

Exclusions

The ranking is open to any university that teaches at either undergraduate or postgraduate level. Although research activities form part of the methodology, there is no minimum research requirement for participation.

THE reserves the right to exclude universities that it believes have falsified data, or are no longer in good standing.

Data collection

Institutions provide and sign off their institutional data for use in the rankings. On the rare occasions when a particular data point is not provided, we enter a value of zero.

The methodology was developed in conjunction with our partners Vertigo Ventures and Elsevier, and after consultation and input from individual universities, academics and sector groups.

See the full methodology at www.timeshighereducation.com/world-university-rankings/impact-rankings-2025-methodology

This ranking focuses on universities' research on poverty and their support for poor students and citizens in the local community.

Metrics

Research on poverty (27%)

- Field-weighted citation impact of papers related to poverty (10%)
- Number of publications related to poverty (10%)
- Proportion of all research papers co-authored with low- or lower-middle-income countries (7%)

This focuses on research that is relevant to poverty. The field-weighted citation impact is a subject-normalised score of the citation performance of publications. The third indicator measures the proportion of publications where one or more co-author is associated with a university that is based in a low- or lower-middle-income country.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 1 (no poverty). The dataset includes all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Proportion of students receiving financial aid (27%)

This indicator measures the proportion of a university's students who receive significant financial aid in order to attend the institution because of poverty.

It is based on data for full-time equivalent students across both undergraduate and postgraduate courses in the 2023 academic year. The data were provided directly by universities and normalised across the range using Z-scoring.

University anti-poverty programmes (23%)

- Targets to admit students who fall into the bottom 20% of household income in the country (4.6%)
- Graduation/completion targets for students who fall into the bottom 20% of household income in the country (4.6%)
- Support for students from poorest families to enable them to complete university – for example, in relation to food, housing, transport, legal services (4.6%)
- Programmes to assist students who fall into the bottom 20% of household income in the country to successfully complete their studies (4.6%)
- Schemes to support poor students from low- or lower-middle-income countries – for example, offering free education or grants (4.6%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Community anti-poverty programmes (23%)

- Education or resources to assist the start-up of sustainable businesses in the local community – for example, mentorship programmes, training workshops, access to university facilities (5.75%)
- Financial assistance to aid the start-up of sustainable businesses in the local community (5.75%)
- Training or programmes to improve access to basic services for all (5.75%)
- Participate in policymaking at a local, regional, national and/or global level to implement programmes and policies to end poverty (5.75%)

The programmes can be community-led but they must be supported by the university.

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking focuses on universities' research on hunger, their teaching on food sustainability and their commitment to tackle food waste and address hunger among students and local communities. Hunger is defined as a severe lack of food, causing suffering or death.

Metrics

Research related to hunger (27%)

- Proportion of research papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers (10%)
- Number of publications (7%)

This focuses on research that is relevant to hunger. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 2 (zero hunger). The data include all indexed publications between 2019 and 2023 and are normalised across the range using Z-scoring.

Campus food waste (15.4%)

- Campus food waste tracking (7.7%)
- Campus food waste per person (7.7%)

Institutions are given a higher score for the first indicator if the amount of food waste is measured across the whole university. The second indicator is based on data for the full-time equivalent campus population in the 2023 academic year.

The evidence for these indicators was provided directly by universities and was normalised.

Student hunger (19.2%)

- Programme on student food insecurity (4.8%)
- Interventions to target hunger among students and staff – for example, provide access to food banks (4.8%)
- Sustainable food choices for all on campus, including vegetarian and vegan food (4.8%)
- Healthy and affordable food choices for all on campus (4.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Proportion of graduates in food sustainability (19.2%)

This metric measures the proportion of graduates who receive a degree associated with any aspect of food sustainability within an agricultural or aquacultural course, out of the institution's total number of graduates.

The data were provided directly by universities and normalised across the range using Z-scoring.

National hunger (19.2%)

- Provide food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers (4.8%)
- Events for local farmers and food producers to connect and transfer knowledge (4.8%)
- Access to university facilities for local farmers and food producers to improve sustainable farming practices (4.8%)
- Prioritise purchase of products from local, sustainable sources (4.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking focuses on universities' research on the key conditions and diseases that have a disproportionate impact on health outcomes across the world, their support for healthcare professions, and the health of students and staff. It is not a general measure of a university's medical teaching and research.

Metrics

Research on health and well-being (27%)

- Proportion of research papers that are viewed or downloaded (10%)
- Proportion of research papers that are cited in clinical guidance (10%)
- Number of publications (7%)

This focuses on research that is relevant to key diseases and conditions, measuring paper views, clinical citations and the volume of research produced.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 3 (good health and well-being). The data include all indexed publications between 2019 and 2023 and are normalised across the range using Z-scoring.

Proportion of health graduates (34.6%)

In order to understand how a university is supporting health professions, we measure the proportion of graduates who receive a degree associated with a health-related profession out of the institution's total number of graduates.

The data relate to the number of graduates in the 2023 academic year. The degree does not necessarily give them the ability to practise directly; additional qualifications may be required.
The data were provided directly by universities and normalised across the range using Z-scoring.

Collaborations and health services (38.4%)

- Smoke-free policy (8%)
- Collaborations with local, national or global health institutions to improve health and well-being outcomes (7%)
- Outreach programmes in the local community to improve health and well-being, including those for displaced or refugee communities (7%)
- Access to sexual and reproductive health services for students (7%)
- Mental health support for students and staff (7%)
- Community access to university sports facilities (2.4%)

We asked universities for evidence of local health collaborations and community outreach programmes. We also asked for evidence that local residents could access university sports facilities and that the university provided sexual health support to students and mental health support for staff and students.

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking focuses on universities' contribution to early years and lifelong learning, their research on quality education and their commitment to inclusive education. It should not be used to assess a university's overall quality of teaching.

Metrics

Research on early years and lifelong learning education (27%)

- Proportion of research papers that are viewed or downloaded (10%)
- Proportion of research papers in the top 10 per cent of journals as defined by Citescore (10%)
- Number of publications (7%)

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 4 (quality education). The data include all indexed publications between 2019 and 2023 and are normalised across the range using Z-scoring.

Proportion of graduates with a teaching qualification (15.4%)

This measures the proportion of graduates who receive a degree that would enable them to teach at primary school level in their country. The data relate to the number of graduates in the 2023 academic year.

The data were provided directly by universities and normalised across the range using Z-scoring.

Lifelong learning measures (26.8%)

- Free access to educational resources for those not studying at the university (5%)
- Educational activities that are open to the general public, such as lectures or specific courses (5%)
- Educational events that provide vocational training for those not studying at the university (5%)
- Educational outreach activities in the local community, including schools (5%)
- Policies to ensure that these activities are open to all, regardless of ethnicity, religion, disability, immigration status or gender (6.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Proportion of first-generation students (30.8%)

This is defined as the number of students starting a degree who identify as being the first person in their immediate family to attend university, divided by the total number of students starting a degree. All data are provided as full-time equivalents.

The data were provided directly by universities and normalised across the range using Z-scoring.

This ranking focuses on universities' research on the study of gender equality, their policies on gender equality and their commitment to recruiting and promoting women. The SDG itself phrases this explicitly as supporting women.

Metrics

Research (27%)

- Proportion of a university's total research output that is authored by women (10%)
- Proportion of papers on gender equality in the top 10 per cent of journals as defined by Citescore (10%)
- Number of publications on gender equality (7%)

The data are provided by Elsevier's Scopus dataset and based on a query of keywords associated with SDG 5 (gender equality). The data include all indexed publications between 2019 and 2023. The gender of authors is estimated by Elsevier. The data are normalised across the range using Z-scoring.

Proportion of first-generation female students (15.4%)

This is defined as the number of women starting a degree who identify as being the first person in their immediate family to attend university, divided by the total number of women starting a degree. All data are provided as full-time equivalents.

The data were provided directly by universities and normalised across the range using Z-scoring.

Student access measures (15.4%)

- Systematically measure and track women's application rate, and acceptance or entry rate (1.6%)
- Policy addressing application, acceptance, entry and participation rates for female students (4.6%)
- Provision of appropriate women's access schemes, such as mentoring (4.6%)
- Encouraging applications in areas where women are under-represented (4.6%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Proportion of senior female academics (15.4%)

This is defined as the number of women in senior roles, divided by the total number of senior roles in the university. Senior roles can include professorships, deanships and senior university leaders. It does not include honorary positions. All data are provided as full-time equivalents.

The data were provided directly by universities and normalised across the range using Z-scoring.

Proportion of women receiving degrees (11.5%)

This is defined as the number of women who are awarded a degree, divided by the total number of students who are awarded a degree. The data are provided as headcounts and subject-weighted against three broad areas: STEM; medicine; and arts, humanities and social sciences.

The data were provided directly by universities and normalised across the range using Z-scoring.

continued

Women's progress measures (15.3%)

- Policy of non-discrimination against women (1.95%)
- Policy of non-discrimination against transgender people (1.95%)
- Maternity and paternity policies that support women's participation (1.9%)
- Accessible childcare facilities for students (1.9%)
- Accessible childcare facilities for staff (1.9%)
- Women's mentoring schemes in which at least 10 per cent of students participate (1.9%)
- Track women's graduation rate compared with men's and scheme in place to close any gap (1.9%)
- Policy protecting those reporting discrimination (1.9%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

6 CLEAN WATER AND SANITATION

This ranking focuses on universities' research related to water, their water usage and their commitment to ensuring good water management in the wider community.

Metrics

Research on clean water and sanitation (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers (10%)
- Number of publications (7%)

This focuses on research that is relevant to clean water and sanitation. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset and based on a query of keywords associated with SDG 6 (clean water and sanitation). The dataset includes all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Water consumption (19%)

- Water consumption tracking (9.5%)
- Water consumption per person (9.5%)

This is defined as the volume of water used per person on campus per year. It includes water used by students and employees and is based on full-time equivalents. Institutions are given a higher score for the first indicator if the amount of treated and extracted water used is measured across the whole university. If it does not measure this value, it cannot score for the second indicator.

The data were provided directly by universities and normalised across the range using Z-scoring.

Water care (23%)

- Process to treat wastewater (4.6%)
- Process to prevent polluted water entering water system (4.6%)
- Free drinking water for students, staff and/or visitors (4.6%)
- Building standards to minimise water use (4.6%)
- Plant landscapes to minimise water usage (4.6%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Water reuse (12%)

- Policy to maximise water reuse across university (6%)
- Measure the reuse of water across university (6%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Water in the community (19%)

- Educational opportunities for local communities to learn about good water management (3.8%)
- Promote conscious water usage on campus and in wider community (3.8%)
- Support water conservation off campus (3.8%)
- Sustainable water extraction technologies on associated university grounds on and off campus (3.8%)
- Cooperate with local, regional, national or global governments on water security (3.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

7 AFFORDABLE AND CLEAN ENERGY

This ranking focuses on universities' research related to energy, their energy use and policies, and their commitment to promoting energy efficiency in the wider community.

Metrics

Research on affordable and clean energy (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers (10%)
- Number of publications (7%)

This focuses on research that is relevant to affordable and clean energy. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset and based on a query of keywords associated with SDG 7 (affordable and clean energy). They include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Clean energy measures (23%)

- Policy to ensure all renovations or new builds follow energy efficiency standards (3.85%)
- Plans to upgrade existing buildings to higher energy efficiency rating (3.85%)
- Process for carbon management and reducing carbon dioxide emissions (3.85%)
- Plan to reduce overall energy consumption (3.85%)
- Reviews to identify areas where energy waste is highest (3.8%)
- Policy on divesting from carbon-intensive energy industries, notably coal and oil (3.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Energy use (17%)

This is defined as the energy used per floor space (gigajoules/m^2) of university buildings. It measures units of energy used by an individual, event, organisation or product at the university.

The data were provided directly by universities and normalised across the range using Z-scoring.

Energy and the community (23%)

- Programmes for local community to learn about the importance of energy efficiency and clean energy (4.6%)
- Promote public pledge on 100 per cent renewable energy beyond the university (4.6%)
- Services aimed at improving energy efficiency and clean energy for local industry (4.6%)
- Inform and support governments on policy development related to clean energy and energy-efficient technology (4.6%)
- Assistance for start-ups that foster and support a low-carbon economy or technology (4.6%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Low-carbon energy use (10%)

This indicator asks for the amount of low-carbon energy used in the university, and the total amount of energy used.

The data were provided directly by universities and normalised across the range using Z-scoring.

8 DECENT WORK AND ECONOMIC GROWTH

This ranking focuses on universities' role as engines of economic growth and their responsibilities as employers. It explores institutions' economic research, their employment practices and the share of students taking work placements.

Metrics

Research on economic growth and employment (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (14%)
- Number of publications (13%)

This focuses on research that is relevant to economic growth and employment.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 8 (decent work and economic growth). The data include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Employment practices (19.6%)

- Payment of a living wage to staff and faculty (2.45%)
- Recognition of union and labour rights (2.45%)
- Policy on ending discrimination in the workplace (2.45%)
- Policies against modern slavery, forced labour, human trafficking and child labour (2.45%)
- Guarantees of equal rights for outsourced labour (2.45%)
- Policy on pay scale equity and gender pay gaps (2.45%)
- Measure and track pay scale gender equity (2.45%)
- Processes for employees to appeal decisions on rights and/or pay (2.45%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Expenditure per employee (15.4%)

This metric is calculated by dividing the university expenditure by the number of employees. It is then normalised by the regional GDP per capita. It aims to explore the extent to which the university is a significant economic driver locally.

The data were provided directly by universities and normalised across the range using Z-scoring.

Proportion of students taking work placements (19%)

To understand if universities are preparing students for the world of work, we asked for the number of students with an employment placement of more than a month required as part of their studies, divided by the total number of students. All data are provided as full-time equivalents.

The data were provided directly by universities and normalised across the range using Z-scoring.

Proportion of employees on secure contracts (19%)

The casualisation of the university workforce is a growing concern, so we asked universities to supply the number of employees (both academic and non-academic) on contracts of more than 24 months, divided by the total number of employees. All numbers are provided as full-time equivalents. This explicitly excludes short-term contracts required to cover for maternity or paternity leave.

The data were provided directly by universities and normalised across the range using Z-scoring.

This ranking focuses on universities' role of fostering innovation and serving the needs of industry. It explores institutions' research on industry and innovation, their number of patents and spin-off companies and their research income from industry.

Metrics

Research on industry, innovation and infrastructure (11.6%)

This focuses on research that is relevant to industry, innovation and infrastructure, measuring the volume of research produced.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 9 (industry, innovation and infrastructure). The data include all indexed publications between 2019 and 2023 and are normalised across the range using Z-scoring.

Patents (15.4%)

This is defined as the number of patents that cite research conducted by the university.

The data are provided by Elsevier and relate to patents published between 2019 and 2023 (not research published between these dates). Patents are sourced from the World Intellectual Property Organisation, the European Patent Office, and the patent offices of the US, the UK and Japan. The data are normalised across the range using Z-scoring.

University spin-offs (34.6%)

University spin-offs are defined as registered companies set up to exploit intellectual property that has originated from within the institution. This metric looks at spin-offs that were established on or after 1 January 2000. They must have been established at least three years ago and still be active.

The data were provided directly by universities and normalised across the range using Z-scoring.

Research income from industry (38.4%)

This metric reflects the ability of the university to generate new research income and is also used in the *THE* World University Rankings. It measures the amount of research income an institution earns from industry (adjusted for PPP), scaled against the number of academic staff it employs.

The data are subject-weighted against three broad areas: STEM; medicine; and arts, humanities and social sciences. This is normalised by the number of full-time equivalent staff in each area.
The data were provided directly by universities and normalised across the range using Z-scoring.

This ranking focuses on universities' research on social inequalities, their policies on discrimination and their commitment to recruiting staff and students from under-represented groups.

Metrics

Research on reduced inequalities (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to reduced inequalities. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 10 (reduced inequalities). The data include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

First-generation students* (15.5%)

This measures the number of students starting a degree who identify as being the first among their immediate family to attend university, divided by the total number of students starting a degree. All data are provided as full-time equivalents.

Students from developing countries* (15.5%)

Defined as the proportion of international students at all degree levels from low-income and lower-middle-income countries, as defined by the World Bank, and who are significantly supported by financial aid.

Proportion of students and staff with disabilities* (23%)

Defined as the number of students or employees with disabilities, divided by the total number of students or employees.

* The data were provided directly by universities and normalised across the range using Z-scoring.

Measures against discrimination (19%)

- Non-discriminatory admissions policy (1.9%)
- Track application and admission rates of under-represented groups (1.9%)
- Planned action to recruit students and staff from under-represented groups (1.9%)
- Anti-discrimination and anti-harassment policies for staff and students (1.9%)
- The existence of a diversity and equality committee or officer (1.9%)
- Provide mentoring or other support programmes aimed at students and staff from under-represented groups (1.9%)
- Accessible facilities for people with disabilities (1.9%)
- Support services for people with disabilities (1.9%)
- Access schemes for people with disabilities (1.9%)
- Accommodation policy or strategy for people with disabilities, including adequate funding (1.9%)

In 2023, "newly settled refugees" was added to our definition of under-represented groups.
The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking looks beyond the traditional view of sustainability as being about stewardship of resources to examine the role of a university in sustaining and preserving the heritage of communities. It explores institutions' research on sustainability, their role as custodians of arts and heritage and their internal approaches to sustainability.

Metrics

Research on sustainable cities and communities (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to sustainable cities and communities. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 11 (sustainable cities and communities). The data include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Support of arts and heritage (22.6%)

- Public access to buildings and/or monuments or natural heritage landscapes of cultural significance at the university (3.75%)
- Public access to university libraries (3.75%)
- Public access to university museums and collections (3.75%)
- Public access to open and green spaces (3.75%)
- Provide artistic events for members of the public, such as concerts (3.8%)
- Record and preserve local heritage (3.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Expenditure on arts and heritage (15.3%)

This measures the proportion of total university expenditure spent directly on arts and heritage, excluding spending on sports facilities.

The data were provided directly by universities and normalised across the range using Z-scoring.

Sustainable practices (35.1%)

- Targets around sustainable commuting (3.9%)
- Promote sustainable commuting (3.9%)
- Encourage telecommuting, remote working or condensed working weeks (3.9%)
- Provide affordable housing for students and staff (7.8%)
- Provide priority to pedestrians on campus (3.9%)
- Work with local authorities on planning issues (3.9%)
- Build to sustainable standards (3.9%)
- Build on brownfield sites (3.9%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking focuses on the efficient use of resources and minimising waste. Universities must play their part in ensuring that their consumption is minimised, especially where resources are not renewable.

Metrics

Research on responsible consumption and production (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to responsible consumption and production. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 12 (responsible consumption and production). The data include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Operational measures (26.7%)

- Policy on ethical sourcing of goods (4.8%)
- Policy on the appropriate disposal of hazardous waste (4.8%)
- Policy to measure amount of waste sent to landfill and amount recycled (4.8%)
- Policy on minimising the use of plastics (4.8%)
- Policy on minimising the use of disposable items (4.8%)
- Evidence that these policies also apply to outsourced services (1.35%)
- Evidence that these policies also apply to outsourced suppliers (1.35%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Proportion of recycled waste (27%)

- Measure the amount of waste generated and recycled across the university (13.5%)
- Proportion of waste recycled (13.5%)

The first indicator gives higher scores if the amount of waste generated and recycled is measured across the whole university. If universities do not measure this across the university, they cannot score for the second indicator. The data were provided directly by universities and normalised across the range using Z-scoring.

Publication of a sustainability report (19.3%)

We asked whether the institution published a university sustainability report between 2021 and 2023 and whether this was a stand-alone document or part of a larger annual report. Publication of a sustainability report is a direct requirement of SDG 12 by the United Nations.

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking explores universities' research on climate change, their use of energy and their preparations for dealing with the consequences of climate change.

Metrics

Research on climate action (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to climate action. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 13 (climate action). The data include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Low-carbon energy use (27%)

- Measure the amount of low-carbon energy used (13.5%)
- Proportion of electricity from low-carbon sources (13.5%)

The first indicator gives higher scores if the amount of low-carbon energy used is measured across the whole university. The second indicator measures the amount of energy used from low-carbon sources as a proportion of total energy used in gigajoules (GJ). It includes both energy generated by the university and energy purchased by the university.

The data were provided directly by universities and normalised across the range using Z-scoring.

Environmental education measures (23%)

- Provide local education programmes or campaigns on climate change (4.6%)
- Existence of a university climate action plan shared with local government and community group (4.6%)
- Work with local or national government to plan for climate change disasters that may include the displacement of people (4.6%)
- Inform and support government on issues associated with climate change (4.6%)
- Collaborate with NGOs on climate adaption (4.6%)

Carbon neutrality (23%)

- Commitment to carbon neutrality (11.5%)
- Achieve by date (11.5%)

The first indicator asks whether the university has a target date by which it will become carbon neutral, according to the Greenhouse Gas Protocol, and the second indicator asks when carbon neutrality for both Scopes 1 and 2 is expected to be achieved (or whether it has already been achieved). Higher scores are given for the first indicator if the target includes all three scopes.

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking explores universities' research on life below water and their education on and support for aquatic ecosystems.

Metrics

Research on life below water (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to life below water. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 14 (life below water). The dataset includes all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Education related to aquatic ecosystems (15.3%)

- Educational programmes on fresh-water ecosystems for local or national communities (5.1%)
- Educational or outreach programmes on sustainable management of fisheries, aquaculture and tourism for local or national communities (5.1%)
- Outreach activities to raise awareness about overfishing, unregulated fishing and destructive fishing practices (5.1%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Supporting aquatic ecosystems (19.4%)

- Support or organise events aimed to promote conservation and sustainable use of bodies of water (4.85%)
- Policy to ensure that seafood on campus is sustainably harvested (4.85%)
- Maintain and extend existing ecosystems and their biodiversity, either through research or engagement with industry (4.85%)
- Work on technologies or practices to help marine industry prevent damage to aquatic ecosystems (4.85%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Water-sensitive waste disposal (19.3%)

- Water quality standards and guidelines for water discharges (6.45%)
- Plan to reduce plastic waste on campus (6.45%)
- Policy preventing and reducing marine pollution (6.4%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Maintaining a local ecosystem (19%)

- Plan to minimise physical, chemical and biological alterations of aquatic ecosystems (3.8%)
- Monitor health of aquatic ecosystems (3.8%)
- Develop and support programmes and incentives that encourage good aquatic stewardship (3.8%)
- Collaborate with local community to maintain shared aquatic ecosystems (3.8%)
- Watershed management strategy based on diversity of aquatic species (3.8%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking explores universities' research on life on land and their education on and support for land ecosystems.

Metrics

Research on life on land (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to life on land. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 15 (life on land). The dataset includes all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

Education related to land ecosystems (23%)

- Support or organise events aimed to promote conservation and sustainable use of land (4.6%)
- Policy to ensure that food on campus is sustainably farmed (4.6%)
- Maintain and extend existing ecosystems and their biodiversity (4.6%)
- Educational programmes on ecosystems for local or national communities (4.6%)
- Educational programmes or outreach on sustainable management of land for agriculture and tourism (4.6%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Supporting land ecosystems (27%)

- Policy to ensure the conservation, restoration and sustainable use of land ecosystems associated with the university (5.4%)
- Policy to identify, monitor and protect threatened species affected by the operation of the university (5.4%)
- Include local biodiversity in any planning and development processes – for example, construction of new buildings (5.4%)
- Policy to reduce impact of non-native species on campus (5.4%)
- Collaborate with local community to maintain shared land ecosystems (5.4%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Land-sensitive waste disposal (23%)

- Water quality standards and guidelines for water discharges (7.7%)
- Policy on reducing plastic waste on campus (7.65%)
- Policy on waste disposal, covering hazardous materials (7.65%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

This ranking focuses on how universities can support strong institutions in their countries and promote peace and justice. It explores universities' research on law and international relations, their participation as advisers to government and their policies on academic freedom.

Metrics

Research on peace and justice (27%)

- Proportion of papers in the top 10 per cent of journals as defined by Citescore (10%)
- Field-weighted citation impact of papers produced by the university (10%)
- Number of publications (7%)

This focuses on research that is relevant to peace and justice. The field-weighted citation impact is a subject-normalised score of the citation performance of publications.

The data are provided by Elsevier's Scopus dataset, based on a query of keywords associated with SDG 16 (peace, justice and strong institutions). The data include all indexed publications between 2019 and 2023. The data are normalised across the range using Z-scoring.

University governance measures (26.6%)

- Elected representation on the university's governing body (3.35%)
- Recognition of an independent students' union (3.35%)
- Policies to engage local stakeholders (3.35%)
- Participatory bodies to engage local stakeholders (3.35%)
- Policies on organised crime, corruption and bribery (3.35%)
- Policies supporting academic freedom (6.6%)
- Publication of university financial data (3.25%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Working with government (23.2%)

- Provide expert advice to government (6.4%)
- Provide outreach to policy- and lawmakers (6.4%)
- Undertake policy-focused research in collaboration with government departments (6.4%)
- Provide a neutral platform for political stakeholders to discuss challenges (4%)

The evidence for these metrics was provided directly by universities, was evaluated and scored by *THE* and was not normalised.

Proportion of graduates in law and civil enforcement (23.2%)

Universities can support justice through the provision of appropriately educated graduates, so we measured the number of graduates in law or civil policing subjects divided by the total number of graduates. All courses must include a positive ethical dimension. The data relate to the number of graduates in the 2023 academic year.

The data and evidence were provided directly by universities. The data were normalised across the range using Z-scoring.

This ranking looks at the broader ways in which universities support the SDGs through collaboration with other countries, the promotion of best practices and the publication of data. Unless all partners work together towards the SDGs, they cannot be achieved.

This is the only compulsory SDG for inclusion in the overall rankings. It is also worth a smaller proportion of the final score in the overall table.

Metrics

Research (27.1%)

- Proportion of academic publications with co-author from lower- or lower-middle-income country (13.55%)
- Number of publications that relate to the 17 SDGs (13.55%)

The data are provided by Elsevier's Scopus dataset and normalised across the range using Z-scoring. The data include all indexed publications between 2019 and 2023.

Relationships to support the goals (18.5%)

- Relationships with regional NGOs and government for SDG policy (3.7%)
- Cross-sectoral dialogue about SDGs with government or NGOs (3.7%)
- Collaborating internationally to capture data relating to SDGs (3.7%)
- Working internationally to develop best practice on tackling SDGs (3.7%)
- Collaborating with NGOs to tackle SDGs through student volunteering programmes, research programmes or educational resources (3.7%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

Publication of SDG reports (27.2%)

We asked institutions whether they published specific data on their performance against each of the 17 SDGs. We gave extra credit for documents that are in the public domain.

Education on the SDGs (27.2%)

- Commitment to meaningful education around the SDGs across the university, relevant and applicable to all students (9.06%)
- Dedicated courses (full degrees, or electives) that address sustainability and the SDGs (9.06%)
- Dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people (9.06%)

The evidence was provided directly by universities, evaluated and scored by *THE* and not normalised.

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Unlocking inner skills

University staff are well positioned to lead by example as they engage with global challenges, say María Florencia Amigó, Sarah Lisle and Ruby Campbell

Universities across the globe are undergoing profound transformation, redefining their identity and role in society. This evolution arises from a deep and complex crisis that demands urgent and imaginative responses if the sector is to prepare future leaders capable of addressing global challenges. The Inner Development Goals (IDGs), a framework focused on the inner skills needed for sustainable development, and futures thinking can serve as catalysts for meaningful systemic change.

The Australian higher education system stands at a pivotal juncture, where necessity, political will and the potential for transformative action converge. Recognising this, the Australian government committed A$2.7 million (£1.3 million) over two years (2022 to 2023) to support the implementation of the Australian Universities Accord. The Accord presents 47 recommendations designed to strengthen quality, equity, affordability and sustainability across the sector. These include setting clear sector-wide objectives, enhancing workforce capability, supporting First Nations-led governance structures and cultivating a more flexible and responsive skills ecosystem. To lead and implement these reforms effectively, university leaders must cultivate new inner capabilities and systemic awareness.

Traditional models of leadership and learning no longer meet the demands of an evolving world. Through a futures thinking lens, we can begin to imagine universities as collaborative, transdisciplinary spaces where students, teachers, researchers and external partners co-create knowledge. Futures thinking offers a way to make decisions today with tomorrow in mind. It allows us to ask, "What if?", and then, "What now?" In this envisioned university of the future, institutional priorities shift from individual ambition to collective well-being and planetary prosperity. Frameworks such as the United Nations' Sustainable Development Goals (SDGs) provide a shared global reference point, while the IDGs offer a pathway to develop the internal capabilities required to bring such transformation to life.

The IDGs focus on five interconnected dimensions: being, thinking, relating, collaborating and acting. These inner capabilities are essential for navigating complexity, cultivating courage and nurturing the reflective and ethical maturity required of future-ready leaders. Coaching psychology, with its emphasis on developmental growth, metacognition and systemic awareness, provides a powerful scaffold for fostering these qualities in individuals and teams. Data from consultancy firm ProVeritas Leadership shows that leaders who engage in structured reflective practice and relational coaching are more likely to act with clarity, compassion and courage in times of uncertainty. This inner development is foundational to external impact.

Real-life application of the IDG principles is already under way. For instance, research managers are beginning to shift academic mindsets away from competitive grant funding models towards more diversified and impact-focused research portfolios. This shift enables scholars to engage with pressing societal challenges in collaborative and sustainable ways, reframing success through a more human and planetary lens.

The transdisciplinary model of working is increasingly being recognised as necessary to address the complex crises our world faces. Public expectations of universities are also evolving. Institutions can no longer afford to be seen as isolated towers of privilege, but rather as civic partners in shaping just and sustainable futures. In this context, coaching psychology provides not just tools for professional development but for facilitating mindset shift towards systems leadership, relational accountability and regenerative thinking.

This mindset shift is essential. While many universities have embraced the SDGs through strategic plans, progress remains slow. As key contributors to a sustainable future, universities can benefit from the IDGs framework, which supports individuals – academics, students, staff and others – in reflecting inwardly to inspire meaningful individual and collective action.

Universities must become places where sustainable futures are not only imagined but crafted. They must encourage students and staff to reflect on their inner values, responsibilities and capabilities – to collaborate across boundaries, to co-create knowledge that serves society and to put that knowledge into action. Universities must become places of hope, ethical courage and collective learning.

> "The IDGs help scholars reframe success through a more human and planetary lens"

María Florencia Amigó is a senior interdisciplinary lecturer at the University of Sydney, Sarah Lisle is manager of research entities at the University of Wollongong and Ruby Campbell is CEO and head leadership coach at ProVeritas Leadership.

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Community spirit in tough times

War and climate change mean the SDGs are a challenge for South Sudan. Universities still play a key role, say **Kuyok Abol Kuyok** and **Tristan McCowan**

Since South Sudan attained independence in 2011, the country's socio-economic development has been impeded by a combination of internal conflicts, the ongoing civil war in Sudan and incessant climatic disasters, particularly flooding, that have internally displaced nearly 2 million people and severely deteriorated the quality of life for the entire population.

A report by the United Nations Development Programme (UNDP) indicates that the East African nation has a Human Development Index score of 0.381 for 2022, the second lowest in the world after Somalia (0.38). Furthermore, while South Sudan is a signatory to the United Nations' Sustainable Development Goals (SDGs), the report suggests that the nation was experiencing challenges in tackling 13 of the 17 SDGs, with improvements being made only in three: gender equality (SDG 5), responsible consumption and production (SDG 12) and climate action (SDG 13).

It is in this context that researchers from the University of Juba and UCL conducted an exploratory study in South Sudan, aimed at both highlighting the role of higher education institutions in achieving the SDGs in the country, and identifying areas in need of attention.

The research, which was carried out from September 2023 to July 2024 with funding from UCL's Global Engagement Funds, indicates that, despite the economic problems posed by the conflict in Sudan, South Sudan's higher education institutions have broad potential to contribute to fostering all aspects of development and each of the 17 SDGs. Yet, in practice, the main focus of university programmes was on the basic human needs of poverty (SDG 1), hunger (SDG 2), health (SDG 3) and education (SDG 4), along with gender equality (SDG 5) and peace, justice and strong institutions (SDG 16) – with the last reflecting the prevalence of conflict in the country.

Notable here is the lack of emphasis on goals relating to the natural environment. However, there is a particularly strong focus on agriculture and rural development among applied and vocational courses at public universities; the private sector, meanwhile, tends to focus more on business-related courses and theology.

Owing to the turbulent history of the country and higher education institutions, the learning environment is challenging for students. There is a lack of adequate teaching infrastructure, including classrooms, library facilities and the internet, and there are instances of overcrowding. Students seldom receive direct teaching about the SDGs, but the higher education sector offers a range of courses for students to develop professional competence in areas that are relevant to the global goals, while university campuses are seen to promote values of unity, tolerance and respect.

Research on the SDGs is also a challenge. Lack of funding and staff time means that research is carried out only in a small number of institutions, mainly at the University of Juba, South Sudan's oldest and most prestigious institution. But, even here, a shortage of local journals that prioritise nationally relevant issues is an obstacle for researchers.

A senior university leader summed up the difficulty in prioritising academic research: "There's a Maslow's hierarchy of needs. People are still struggling with the basics…people have gone five months without a salary. So you cannot really put pressure on anybody to do research."

Nevertheless, our study shows that universities displayed a universally strong commitment to community engagement, with awareness of the critical challenges facing local communities and their responsibility for supporting them. In 2020, for instance, the University of Juba's Institute of Peace, Development and Strategic Studies, in collaboration with the Sudd Institute, formed the South Sudan National Dialogue Secretariat, which attempted to resolve political problems in the country.

Universities are also active in engaging with communities through agricultural extension and other rural development work, which often generates mutual benefits. Students, in particular, spend substantial amounts of time with communities through their course fieldwork.

There is no doubt that the role of universities in South Sudan in fostering the SDGs is restricted by various

factors, such as poor infrastructure, exacerbated by institutional displacement owing to conflict. Three of the public universities – Juba, Upper Nile and John Garang – have been displaced at some point, or continue to be displaced, since they were founded in the 1980s. Upper Nile University, for example, moved from Malakal to Juba in 2014 after being partially destroyed during the 2013 conflict. Environmental threats, especially flooding, also pose serious hazards for universities.

However, overall, our study finds that while the quality of education and research is held back by lack of infrastructure and funding, universities still play a very positive role in relation to peace-building and mutual understanding between ethnic groups. Universities also display strong commitment to achieving local and national development goals and solidarity with local communities, with important impacts on nutrition, health and school education. ●

Kuyok Abol Kuyok is an adjunct associate professor at the University of Juba, South Sudan. Tristan McCowan is a professor of international education at UCL.

Institutions in the poorer countries host most refugees, but they receive limited recognition, say Frankie Randle and Arash Bordbar

Around the world, universities are stepping up to welcome displaced students and build futures through refugee-inclusive education policies. At the heart of this movement are institutions in low- and middle-income countries – those who host the majority of refugees and bear the weight of global displacement, yet remain underfunded and underrecognised.

The Each One Take One initiative, from the United Nations High Commissioner for Refugees (UNHCR), aims to shift this dynamic, by building a global solidarity network that calls on every university, everywhere, to commit to welcoming at least one refugee student, while spotlighting and supporting those leading the way.

There is a deep and urgent crisis in the global humanitarian system, perhaps most visible in the dramatic cuts to USAID since the Trump administration. But over a longer period, escalating conflict, violence, persecution and human rights violations – compounded by state fragility, poverty and climate-related disasters – have driven the number of forcibly displaced people to 123 million, more than doubling over the past decade.

Providing opportunity and a future for people forced to flee their homes, most of whom are children and youth, is one of the key education challenges of our time. We cannot achieve SDG 4 (quality education) while more than 60 million forcibly displaced children and youth remain locked out of education.

The vast majority of these young people, even those who cross borders to seek international protection, are hosted either within fragile states or in neighbouring low- and middle-income countries.

Higher education offers a lifeline. For those affected by conflict, it provides normalcy, hope and the opportunity to rebuild. For refugees, it creates an incentive to complete education while in exile, a chance to reclaim purpose and the possibility to move forward.

While universities around the world have been stepping up to support refugee students, it is the institutions in low- and middle-income countries – those hosting the majority of the world's refugees – that have often shown the greatest leadership, despite having the fewest resources. These efforts, however, have received limited global recognition.

To respond sustainably and with impact, especially amid rising displacement, universities must collaborate – across institutions and sectors. In Brazil, UNHCR's long-standing partnership with a network of 50 universities (the Sérgio Vieira de Mello Chairs initiative) supports teaching and research on forced displacement, driving national policy shifts. Recently, the de Mello Chairs initiative announced 20,000 scholarship places for refugee students.

In the past two years, new collaborative efforts have emerged: the Higher Education Alliance in Jordan; the Global University Academy, bringing together institutions from multiple countries; and the African Higher Education in Emergencies Network, a regional platform for coordinated action.

Universities are also showing remarkable solidarity. In Somalia – where higher education has been deeply affected by decades of conflict – Jamhuriya University of Science and Technology has partnered with UNHCR through a cost-sharing model: UNHCR supports students, and the university waives tuition fees. A similar arrangement exists at Kigali Independent University in Rwanda, led by a president who personally experienced displacement.

Cavendish University in Zambia (CUZ) has adopted a comparable model. Its vice-chancellor Welani Chilengwe sees refugee inclusion as central to the university's mission and identity: "Forced displacement is one of the defining challenges of our time – a global crisis requiring a strategic response across all sectors, including universities," he recently said.

CUZ is now working with partners to extend its reach, establishing remote learning centres in or near refugee settlements in other African countries.

In Malawi, the Malawi University of Science and Technology provides scholarships to refugees while also promoting social cohesion between refugee and host communities. It has developed programmes in a refugee camp that are suited to that context – including innovation and STEM initiatives for girls – and advocates for inclusive practices in national systems.

The case for expanding refugee access to higher education is clear. As more universities around the world consider their role in welcoming displaced students, there is much to learn from the innovative, inclusive and courageous leadership shown by institutions in the very regions most affected by displacement. ●

PICTURES: GETTY IMAGES

Frankie Randle and Arash Bordbar are higher education specialists at the United Nations High Commissioner for Refugees (UNHCR).

Improving efficiency

Large language models are complementing human judgement in the validation process for our sustainability-focused rankings, says Victor Melatti

Victor Melatti
AI scientist at *Times Higher Education*

> Rather than applying AI across all submissions, we use it specifically for validating evidence that is machine-readable

At *Times Higher Education* we take data integrity seriously because our university rankings hold considerable weight among governments, academic institutions, students and stakeholders worldwide.

With the Impact Rankings growing rapidly since their inception in 2019, we've seen a surge in both participation and the volume of data submitted. In 2024 alone, we received more than 270,000 evidence documents from 2,152 institutions across the globe. (When we ask about policies and initiatives – for example, the existence of mentoring programmes – we ask universities to provide the evidence to support their claims.) To put this into perspective, that's the equivalent of reviewing 800 books, each 100 pages long.

Notably, about 50 per cent of the evidence submitted was found to be not relevant, highlighting a real struggle among universities to identify and submit appropriate supporting materials. A system capable of performing binary classification – deciding whether evidence is relevant or not – already represents a significant improvement to our evaluation, as it allows human validators to focus only on the evidence that meets a minimum threshold of relevance.

The scale of this task makes it nearly impossible to manage using traditional human validation methods alone, while ensuring consistency and accuracy. That's why we began exploring how artificial intelligence, particularly large language models (LLMs), could support us. Our mission remains the same: to uphold the highest standards in data quality and validation, but we now have an opportunity to scale this effort in ways that were previously unthinkable.

Our approach to integrating AI into the validation process is both strategic and pragmatic. Rather than applying AI across all submissions, we use it specifically for validating evidence that is machine-readable – primarily HTML and well-structured PDFs. AI's role is narrowly defined: it determines whether a document is relevant or not, based on the specific indicators of the Impact Rankings. This binary classification forms the core of our ensemble method. If the AI deems a document relevant, it is passed on to human validators who then assess whether the evidence is generic or specific. If the AI classifies it as non-relevant, the document is discarded.

To maintain quality assurance and guard against hallucinations or misclassifications, a portion of the AI-rejected documents are manually reviewed by human validators. This approach allows us to combine the speed and scalability of AI with the nuanced judgement of human evaluators, creating a validation system that is efficient, scalable and reliable. By carefully limiting AI's scope and introducing safeguards, we've developed a process that enhances our overall accuracy and ensures that human insight remains central to our decision-making.

The primary strength of using AI for evidence validation lies in its scalability and efficiency. AI can process vast quantities of data at a speed that far exceeds human capabilities. In our 2024 tests, the AI system demonstrated same-level accuracy compared with human validators, making AI particularly effective at handling repetitive or high-volume tasks where consistency is key.

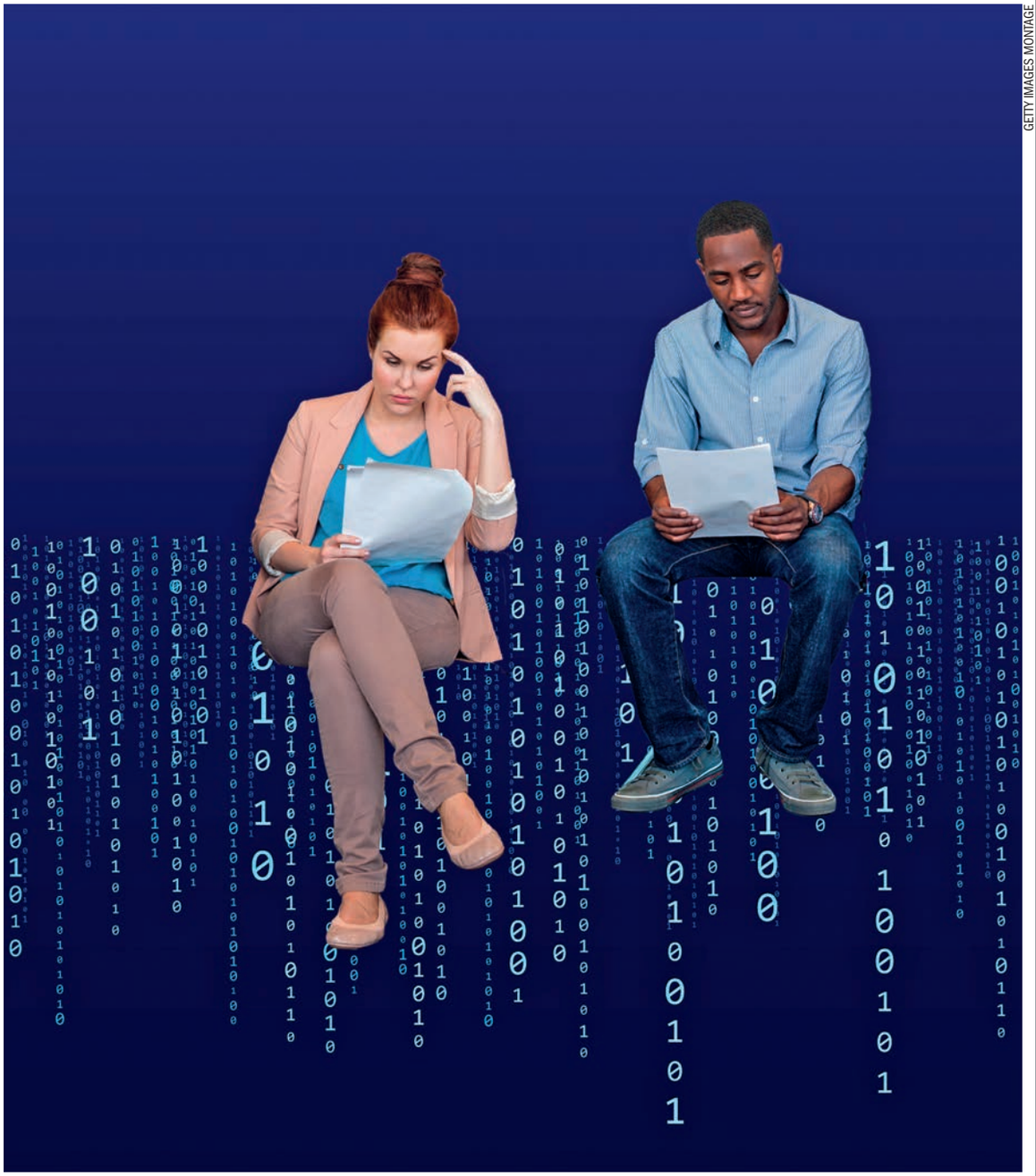
However, the technology is not without limitations. One of the main weaknesses is its reliance on clearly structured input data. Poorly formatted or ambiguous documents can reduce AI accuracy. Moreover, AI still struggles with understanding context or intent behind certain types of evidence, which humans can interpret more intuitively. Ethical concerns around fairness and bias also require careful monitoring and mitigation. While AI doesn't get tired or distracted, it does need to be constantly updated and reviewed to ensure continued performance. In sum, AI is a powerful complement – not a replacement – to human judgement in the validation process.

Integrating AI into the validation process was not without its surprises. One of the most unexpected challenges was the variability in document formats and submission quality. While HTML documents were relatively easy for the model to interpret, scanned PDFs or embedded image text posed significant problems.

Another unexpected hurdle was the alignment between AI-generated results and our existing quality assurance benchmarks. Early on, we found discrepancies where AI classified documents as relevant that human validators had overlooked, and vice versa. This raised questions not only about model performance but also about the subjectivity inherent in human validation. Moreover, we learned that implementing human-in-the-loop processes – while essential – added complexity to our workflows and demanded a balance between automation and oversight. These challenges reinforced the importance of continued training, feedback loops and iterative development to refine the system.

One of the most valuable outcomes of integrating AI into our validation process has been the generation of a set of best practices, something we had long struggled to establish manually. Over the years, human validators created numerous documents, checklists and notes in an effort to align their judgements on what qualifies as relevant evidence. However, the volume and inconsistency of these materials made it difficult to maintain clarity or coherence.

By processing this disordered collection of guidelines, AI was able to distil patterns and insights at scale – something only possible through automation. This allowed us to create a small but powerful library of best practices that not only improves



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internal alignment among validators but also helps institutions understand what constitutes strong evidence before they submit. These guidelines have already started to make a difference, enhancing the transparency, consistency and quality of our validation process. Ultimately, AI didn't just help us evaluate evidence – it helped us better define the rules by which that evidence should be judged.

Looking ahead, we're optimistic about the potential for AI to become an integral part of our validation toolkit. The results so far have demonstrated that LLMs can match – and in some areas exceed – the performance of human validators. We've already made substantial progress in improving our models, expanding the scope of AI to cover a growing portion of machine-readable evidence. As more submissions fall into this category, AI will naturally play a larger role.

Our ultimate goal is to automate as much of the validation process as possible. Human expertise will always play a vital role in this exercise, but human validators will be increasingly focused on edge cases – such as documents that are not machine-readable because of formatting, privacy concerns or access restrictions – as well as on indicators that carry significant weight in the final score. In these instances, we are relying on a highly experienced team of validators who can apply expert judgement and perform quality assurance to ensure high standards are maintained. These expert validators will also play a critical role in monitoring and refining AI performance through regular QA checks.

In the future, we aim to expand this technology beyond internal use. We are developing tools and features that will help universities improve their submissions by providing clearer, AI-informed guidance and deeper insights into the ranking methodology. This will not only enhance the quality of the evidence received but also support institutions in understanding and engaging more effectively with our rankings framework.

Ultimately, our vision is to use AI not just as a helper, but as a collaborator – working alongside human experts to uphold the high standards that define *THE*'s rankings. ●

> “We're optimistic about the potential for AI to become an integral part of our validation toolkit”

How we can nurture skills for the future

Only through integrating entrepreneurship education into universities' core mission can they fully support global priorities, says Fernando Reimers

In an era marked by unprecedented challenges, the role of higher education in fostering innovation and addressing these complexities is more critical than ever. A convergence of technological opportunities, connectivity, growing awareness and will, and platforms for cooperation, has created a pivotal context for progress against humanity's greatest challenges. This convergence shapes the larger context in which universities are now operating. There are, however, conundrums to be solved in advancing from the challenges to the possibilities, and the solutions lie in educating greater numbers of people to understand the possibilities, to access knowledge and to develop skills and the dispositions to act on that knowledge, so they can be effective agents and leaders of the necessary change.

The United Nations' Sustainable Development Goals (SDGs) offer a comprehensive framework for tackling global issues such as climate change, poverty and inequality. However, a gap exists between these global ambitions, which aim to spur action, and the operational missions of universities, which focus on creating and disseminating knowledge. Bridging this gap requires a transformative approach in higher education, where entrepreneurship education emerges as a pivotal strategy. By integrating entrepreneurship education into their core mission, universities can stimulate innovation, drive societal progress and contribute meaningfully to the SDGs.

An entrepreneurial university prioritises innovation and entrepreneurship as fundamental components of its mission. These institutions foster a culture of entrepreneurship across students, faculty and staff. They offer specialised curricula in entrepreneurship, promote research commercialisation, support startups with incubation and acceleration services and engage actively with industry partners. Importantly, they adopt an interdisciplinary approach, recognising that many groundbreaking innovations occur at the convergence of different fields.

Universities are uniquely positioned to help address societal challenges and are increasingly called upon to demonstrate their relevance and impact. The SDGs provide a blueprint for fostering social embeddedness and stimulating entrepreneurship and innovation. There are several reasons universities should embrace the SDGs. The first is that we need to address grand existential challenges, and universities are uniquely positioned to help do this. The second is that universities need to make visible how they contribute to the communities of which they are a part by making their research more relevant to problems the public cares about, by educating students in ways that help them improve their circumstances and their communities, and by directly contributing to improving their local areas.

The SDGs also set an aspirational framework for universities to redefine competencies critical for entrepreneurial success. These competencies extend beyond traditional business acumen and encompass a broader understanding of global issues and interdisciplinary problem-solving. By embracing the SDGs, universities can align their entrepreneurial initiatives with societal advancement, acting as pivotal agents of change.

Entrepreneurship education equips students with the necessary skills and mindsets to innovate and lead in addressing societal challenges. While traditionally housed within business schools, entrepreneurship education has now permeated the broader university curriculum, recognising the interdependence of the SDGs and the complexity of the challenges they aim to address. Thus, a university-wide approach to entrepreneurship education is key.

This approach involves cultivating an entrepreneurial mindset, empowering students to generate solutions to socio-economic and environmental challenges. It encourages a profound understanding of the root causes of issues, leveraging cutting-edge science and technology to devise impactful innovations.

Entrepreneurial universities, guided by the SDGs, are uniquely positioned to lead the charge in societal transformation and innovation. They provide an avenue for higher education to demonstrate its value in addressing humanity's grand challenges.

To fully realise these possibilities, universities must adopt a variety of entrepreneurship approaches across curricula, building faculty capacity and leveraging global experiences. The *Times Higher Education* Impact Rankings, alongside awards recognising innovative universities, offer valuable tools in this endeavour.

As universities cultivate an entrepreneurial mindset, they prepare students as change agents, equipped to navigate and resolve the complexities of our world. This educational paradigm, while not solely sufficient to solve global issues, forms an essential foundation, shaping future leaders to drive economic and social change. Such innovations lay the groundwork for a world where higher education is not only a participant but a leader in crafting pathways to a sustainable and equitable future. ●

PICTURES: GETTY IMAGES

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The sustainable textile industry in South America combines traditional knowledge with innovation to create impact, says Jade McLachlan

In an era of mounting environmental and social challenges, young people are increasingly called upon to lead the charge in shaping a sustainable future. Yet, to do so, they require more than just knowledge; they need a transformative educational model that equips them with the tools to drive systemic change. Regenerative education – an approach that integrates ecological principles, social inclusion and interdisciplinary learning – holds the key to unlocking youth-led innovation for a just and sustainable world.

At the heart of regenerative education lies a fundamental shift: moving beyond traditional, extractive learning models to one that instils a deep understanding of interconnected systems. This approach not only empowers students with technical expertise but also encourages a sense of responsibility, equipping them with the skills to develop solutions rooted in both scientific knowledge and cultural heritage. Nowhere is this more vital than in marginalised communities, where education must bridge the gap between economic opportunity and ecological stewardship.

One of the most powerful yet underused resources in this educational transformation is indigenous knowledge. Indigenous communities have long practised sustainable land management, textile production and resource use that align with regenerative principles. By integrating these time-tested approaches into curricula, educators can create learning models that honour traditional wisdom while leveraging scientific advancements.

A clear example can be seen in South America, where indigenous artisans have mastered the sustainable use of camelid fibres, such as alpaca wool, for centuries. These fibres are not only biodegradable but also sourced through ethical, community-driven practices that respect biodiversity. Similarly, in regions where cotton and wool production form the backbone of local economies, regenerative education can teach young entrepreneurs to embrace circular economy models, ensuring that materials are sustainably harvested, processed and reintegrated into production cycles without waste. Regenerative education goes beyond classroom instruction; it inspires social entrepreneurship and equips young leaders with the tools to build sustainable businesses rooted in cultural heritage.

Notably, in the textile industry, young designers and entrepreneurs are now working alongside indigenous artisans to develop eco-friendly fashion brands that respect traditional craftsmanship while embracing modern sustainable practices. Hecho por Nosotros, a non-profit organisation, and Animaná, a sustainable luxury fashion brand, are at the forefront of this movement, advocating for transparent supply chains and ethical sourcing while empowering youth to lead systemic change within the fashion and creative industries.

While regenerative education is grounded in local knowledge, its impact can be amplified through technology and cross-sector collaboration. Digital platforms and virtual classrooms can break down geographical barriers, providing marginalised communities with access to global markets, scientific research and entrepreneurial training. However, for these tools to be effective, they must be implemented in a way that fully recognises the cultural contexts and reinforces traditional knowledge rather than replacing it.

Collaboration between scientists, educators and local communities is also essential to ensure that regenerative education remains both scientifically rigorous and culturally relevant. Dialogue between these groups can provide the opportunity for curricula that merge cutting-edge environmental science

with indigenous practices, reinforcing the value of traditional ecological knowledge in shaping sustainable solutions.

The transition to regenerative education requires a shift in both mindset and policy. Governments, educational institutions and the private sector must recognise the value of holistic learning models and invest in programmes that integrate indigenous knowledge, sustainability and economic opportunity. Likewise, young people must be given the resources and platforms to lead change, harnessing their creativity and passion to co-create solutions that work for both people and the planet.

The Economic and Social Council (ECOSOC) Youth Forum 2025, in April, highlighted this need, emphasising the role of youth entrepreneurship, interdisciplinary learning and grassroots innovation in driving a more inclusive and sustainable future. As we move forward and look ahead to the future of our youth, it is critical that education serves not just as a means of acquiring knowledge, but as a catalyst for systemic change – one that nurtures resilience, respects cultural heritage and engenders a deep commitment to environmental stewardship. Only by integrating regenerative models with indigenous wisdom can we truly equip today's youth with the tools they need for our ever-changing world to thrive for generations to come. ●

Jade McLachlan is a non-executive director of Hecho por Nosotros, a non-profit organisation that creates training and policy research initiatives to tackle the textile industry's social, economic and environmental challenges through regenerative practices and ancestral knowledge.

To equip graduates for a changing world, education must value both technical knowledge and soft skills, argues Shannon Kobran

More than half of today's workers think that entry-level employees are not prepared for the workforce, according to a finding from a recent report from technology education provider General Assembly. Their reasoning? A gaping lack of "soft skills".

Also called "power skills" or "core skills", soft skills relate to emotional intelligence and human interaction. Their importance is recognised in a number of international frameworks, including the United Nations Educational, Scientific and Cultural Organization (Unesco) list of key competencies for sustainability. Unesco's eight essential attributes for navigating today's fast-paced and interconnected world are: systems thinking, anticipatory thinking, normative thinking, strategic thinking, collaboration, critical thinking, self-awareness and integrated problem-solving.

It may not be surprising that young people struggle with these skills, given that many spent their formative years in the Covid-19 lockdown. Yet, these concerns predate the pandemic. *The Chronicle of Higher Education* reported on the mismatch between job candidates' skills and employers' needs in 2013. And, as conversations turn to the impact of automation and artificial intelligence on the job market and the need for workers to develop human skills that technology cannot easily replace, the call to prioritise soft skills has only intensified. So why are young people entering the workforce without them?

In a 2019 report by the Society for Human Resource Management, more than half of survey respondents alleged that education systems were failing to fill these soft skills gaps. A classical liberal arts education was meant to address these needs, prioritising humanities subjects alongside mathematics and science. But many institutions have been forced to cut their arts, humanities and social science programmes owing to budget constraints and changing market demands.

Students are increasingly choosing to study "employable" subjects such as nursing, business and computer science, which are believed to have a higher return on investment. But these programmes also often promote technical skills at the expense of soft skills that are essential for career growth in the modern economy. And, according to employers, these same young people lack the soft skills needed to thrive at work.

So how do we address this skills mismatch?

Education systems must reposition soft skills as fundamental, either by reinvigorating the arts and humanities or by embedding human-centred competencies in other subjects. This transformation is already under way. For instance, a recent international conference in Morocco brought together academics to discuss approaches and challenges to integrating soft skills into an increasingly crowded curriculum.

Yet, the inclusion of soft skills doesn't have to be at the expense of technical skills. Work-study programmes, internships and co-educational training can complement a more comprehensive, humanistic core curriculum. To do this, meaningful partnerships with NGOs and the private sector are essential.

One prominent example is Germany's dual vocational education and training (VET) system, a two-track model that combines classroom learning with experiential learning in the workplace. In the training track, students apprentice with a company to gain real-world experience; the classroom track provides students with a theoretical background for their work and the opportunity to critically reflect on what they have learned. This promotes the development of both technical and soft skills that make graduates attractive in the job market. It's not surprising that Germany has one of the lowest unemployment rates in Europe.

Another innovative example comes from Texas A&M's Mays Business School, which embeds critical thinking into its first-year business curriculum. It has also partnered with Reliant, a local energy company, to create the Reliant Student Experience Office, which supports students' career development with mentorship and leadership opportunities. Like the dual VET system, this approach allows students to develop soft skills while also gaining valuable networking and professional experience.

The transition to a sustainable economy will, of course, require technical skills. The world needs more solar engineers, sustainability analysts and supply chain managers to meet our climate and energy goals. In fact, LinkedIn estimates that, by 2050, there will be twice as many "green" jobs as there are qualified people to fill them. But it is important to bear in mind that not everyone will become a solar engineer, and even solar engineers will need soft skills in order to adapt as the demands of their work shift over time.

In the end, every job is a "green" job because every job will uniquely impact society and the environment. Soft skills allow us to recognise the complexity of the challenges we face, help us to imagine a better future and enable us to collaborate towards that future.

Employers want soft skills. The world needs soft skills. And the answer is education. ●

Shannon Kobran is head of education and training at the SDG Academy, a division of the United Nations Sustainable Development Solutions Network.

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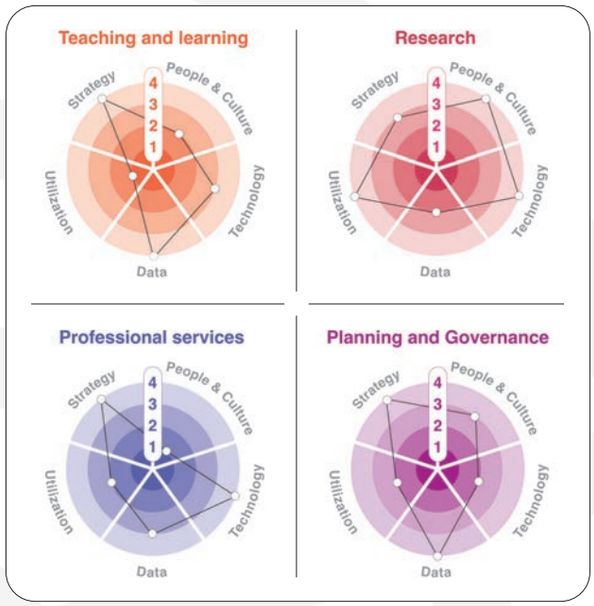

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