



Times Higher Education Impact Rankings Methodology 2022

منهجية تصنيف التايمز للتعليم العالي 2022

2nd September 2021, Alexandria, Egypt



الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري

Arab Academy for Science, Technology & Maritime Transport

Prof. Yasser Gaber Dessouky

Dean of Scientific Research & Innovation

Editor in Chief: [Renewable Energy
and Sustainable Development Journal](#)

(+2) 01006030790

ygd@aast.edu

Dr. Rania Rageh

Head of Accredited International Programs

Productivity and Quality Institute

(+2) 0100 3003526

rageh.pqi@gmail.com

rania.rageh@aast.edu

Dr. Mohamed Youssef Omar

Head of Projects Management

Deanery of Scientific Research

(+2) 0100 163 6224

mohamed.youssef@aast.edu

Agenda

10:30 – 11:00 Introduction to SDGs in Education

11:00 – 11:30 Initiatives in Education

11:30 – 12:30 Impact Ranking Methodology

12:30 – 13:00 Coffee Break

13:00 – 14:30 Data Collection & Submission

Introduction to SDGs in Education

“End poverty, protect the planet, and ensure prosperity for all”

Why is SDG implemented?

On 25 September 2015, the 193 countries of the United Nation's General Assembly adopted the Sustainable Development Goals (SDGs).

They recognize that **ending poverty** and other deprivations must go hand-in-hand with strategies that improve **health and education**, **reduce inequality**, and **spur economic growth**.



Dates to remember

Now, the annual High-level Political Forum on Sustainable Development serves as the *central UN platform for the follow-up and review of the SDGs.*

In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted **Agenda 21**, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.

In September 2000, Member States unanimously adopted the Millennium Declaration at the Millennium Summit at UN Headquarters in New York. The Summit led to the elaboration of eight **Millennium Development Goals (MDGs)** to reduce extreme poverty by 2015.

In June 2012, At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, Member States adopted the outcome document "**The Future We Want**" in which they decided, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the **UN High-level Political Forum on Sustainable Development**.

In 2013, the General Assembly set up a 30-member **Open Working Group** to develop a proposal on the SDGs.

In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, **with 17 SDGs** at its core, at the **UN Sustainable Development Summit in September 2015**.

2015

A landmark year for multilateralism and international policy shaping, with the adoption of several major agreements

- ✓ Sendai Framework for Disaster Risk Reduction (March 2015)
- ✓ Addis Ababa Action Agenda on Financing for Development (July 2015)
- ✓ Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York (September 2015)
- ✓ Paris Agreement on Climate Change (December 2015)

In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all **stakeholders** to implement the global goals.

Who are the stakeholders in sustainable development?

These are officially called Major Groups and other Stakeholders (MGoS) and include

1. Women
2. Children and Youth
3. Indigenous Peoples
4. Non-Governmental Organizations
5. Local Authorities
6. Workers and Trade Unions
7. Business and Industry
8. Scientific and Technological Community
9. Farmers
10. local communities,
11. volunteer groups and foundations,
12. migrants and families,
13. older persons
14. persons with disabilities
15. private philanthropic organizations,
16. educational and academic entities

Workshop 1: **Who are your stakeholders?**

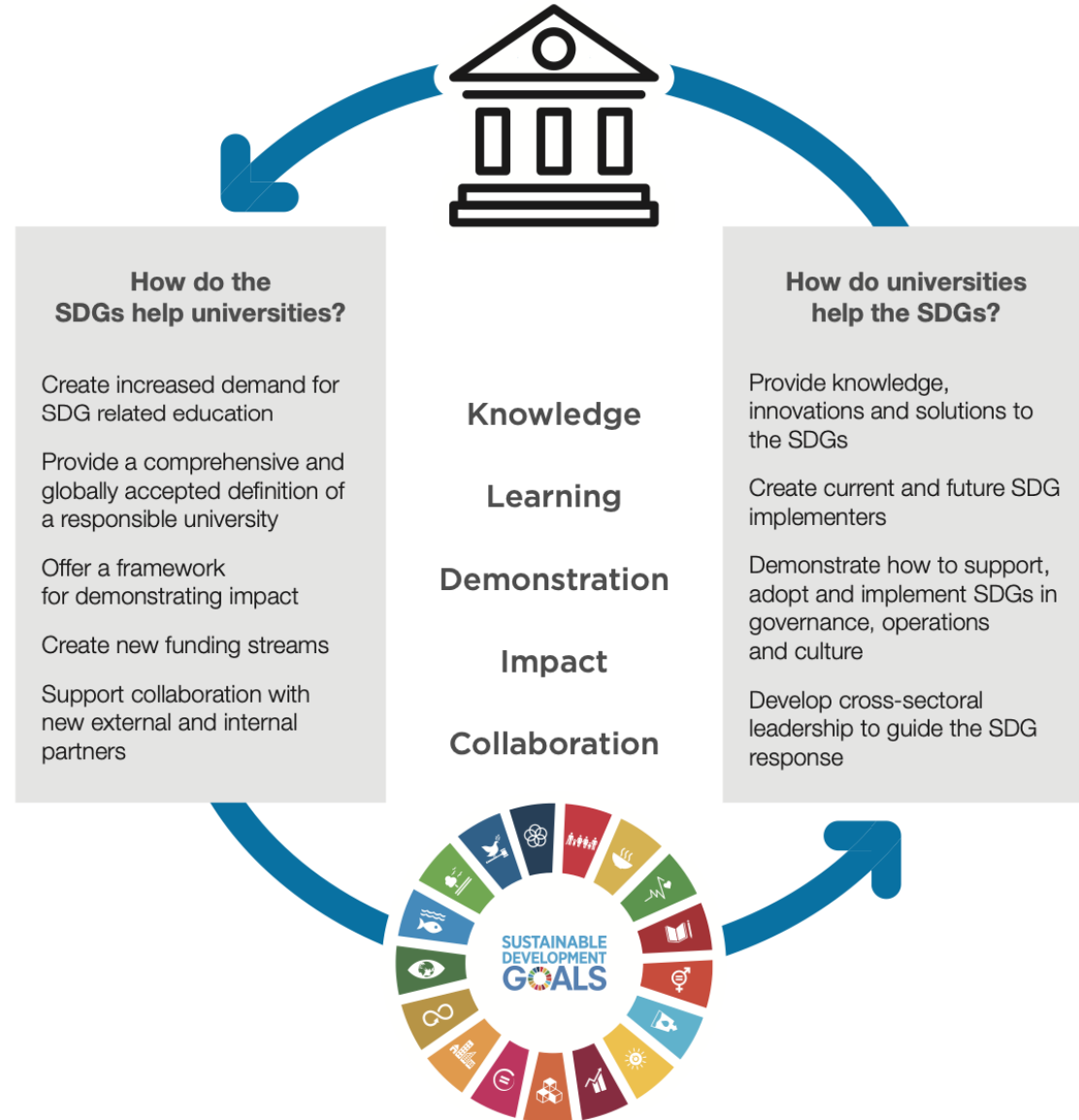
Create a quick list of the AASTMT stakeholders who must take part in the SDGs at your college, department or institute.

University Engagement in the SDGs

مشاركة الجامعة في تنفيذ أهداف التنمية المستدامة

- ✓ Universities occupy a unique position within society
- ✓ Universities have a critical role in the achievement of the SDGs and will also greatly benefit from engaging with them

Why universities need the SDGs



Why the SDGs need universities

Why is it important to learn about the SDGs?

One of the key benefits of learning about the SDGs is that

it opens students' minds to different communities and experiences outside of their own. ...

This helps the development of students into more well-rounded citizens of the world and shows them the ways in which they can make a difference in the future.

How can universities provide leadership for SDGs?

External leadership:

- ✓ strengthening public engagement and participation in addressing the SDGs;
- ✓ initiating and facilitating cross-sectoral dialogue and action on SDG implementation;
- ✓ playing a lead role in policy development and advocacy for sustainable development;
- ✓ demonstrating the importance of the university sector .

The higher education institutions as knowledge producers can

“influence and empower people to change the way they think and work towards a sustainable future”.

**How the university could
engage with the SDG
agenda across its portfolios
of learning and teaching,
research, engagement, and
governance and property
services.**

Two main pillars are essential if universities are to avoid engaging with the SDGs in a superficial way:

- ✓ deep institutional commitment (including leadership); and
- ✓ a bold and ethical innovation culture (including encouragement to be creative).

How universities can contribute to the SDGs

In 2019, the Australia, New Zealand & Pacific Network of the Sustainable Development Solutions Network (SDSN) in collaboration with the Australasian Campuses Towards Sustainability (ACTS) and the global SDSN Secretariat have produced a guide for universities, higher education institutions, and the academic sector. Its aim is to provide practical guidance to universities on how to contribute to the achievement of the SDGs.

“Getting started with the SDGs in universities”

Research on the SDGs
Interdisciplinary and transdisciplinary research
Innovations and solutions
National & local implementation
Capacity building for research



Governance and operations aligned with SDGs
Incorporate into university reporting

Education for sustainable development
Jobs for implementing the SDGs
Capacity building
Mobilising young people

Public engagement
Cross-sectoral dialogue and action
Policy development and advocacy
Advocacy for sector role
Demonstrate sector commitment

How universities make a difference

1. Adapt their curriculum; introduce new degrees, both undergraduate and postgraduate on Sustainability, or new courses that discuss the role of the Sustainability and the SDGs and their practical implementation.
2. Business and management related higher education institutions have founded ***Centers of Excellence for Sustainable Development*** to promote the concept of Sustainable Development and encourage further learning, partnerships and research.
3. Inviting guest lecturers from the business world to convey practical experience on the application of Sustainability principles in the field and share their experience.

ياسر جابر عبدالرازق
عميد البحث العلمي ورئيس وحدة دعم البحث العلمي
مكتب عميد البحث العلمي - أبو قير - اسكندرية - قسم الهندسة
الكهربية والتحكم الآلي - أبو قير - اسكندرية

بوابة موظفي الأكاديمية
الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري

الوارد 6 الصادر 11 تحت التنفيذ 1- المنتهى 614

تعميم خاص بالبصمة

بالإشارة إلى استئناف العمل بنظام البصمة الإلكتروني لرصد الحضور والانصراف بجميع أفرع الأكاديمية اعتباراً من الأربعاء الموافق 1 سبتمبر 2021، برجاء التكرم بالتوجه إلى أجهزة البصمة لاختبار مدى تعرفها على البصمات الخاصة بسيادتكم وذلك من خلال إظهار الرقم الوظيفي والذي يعنى صحة قراءة البصمة والتسجيل الصحيح للتوقيتات، حيث سيتم احتساب ساعات العمل الإضافية والأجر الإضافي وفقاً لنظام الرصد الإلكتروني لعدد ساعات العمل باستخدام البصمة. و في حالة ظهور رسالة "وجود خطأ وإعادة المحاولة" عند استخدام البصمة الخاصة بسيادتكم، يرجى التكرم بسرعة التوجه إلى مركز المعلومات والتوثيق لتحديث البصمة بقاعدة البيانات لربطها بأجهزة البصمة مجدداً وذلك في موعد أقصاه الثلاثاء الموافق 31 أغسطس 2021.

تعميم رفع نسبة التواجد اليومي

خطة التعليم الهجين للفصل الدراسي الثاني 2020 / 2021

إعلان
يماء إلى الفتح فرع الأكاديمية بالعلمين في سبتمبر 2019 على السادة
اعضاء هيئة التدريس الراغبين في العمل بفرع الأكاديمية بالعلمين في
التخصصات الواردة بالأعلان

الكتب
الكتب الدراسية:

الكلية
هيئة التدريس:
الإرشاد الأكاديمي:
Intended Learning
Outcomes
تطبيق أهداف التنمية
المستدامة

المالية
الخطة:



Adopting SDGs in the AASTMT Courses

ياسر جابر عبدالرازق

Course Code	Camp name	English Course code	English Course Name	Arabic Course Name	Transfer Data	Approve
> 232EE	الاسكندرية	EE232	ELECTRICAL CIRCUITS II	دوائر كهربائية 2	نقل بيانات سابقه	
> 423EE	الاسكندرية	EE423	POWER ELECTRONICS II	الالكترونيات القوى (2)	نقل بيانات سابقه	
> 7940	الاسكندرية	EE725	Advanced Power Electronics	الالكترونيات القوى المتقدمة	نقل بيانات سابقه	
> 9524	الاسكندرية	EG7102	Wind Energy	طاقة الرياح	نقل بيانات سابقه	



ياسر جابر عبدالرازق

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232EE	الاسكندرية	EE232	ELECTRICAL CIRCUITS II	دوائر كهربائية 2	نقل بيانات سابقه	
Goal Code		Goal Description				
> <input type="checkbox"/>	1	End poverty in all its forms everywhere				
> <input type="checkbox"/>	2	End hunger, achieve food security and improved nutrition				
> <input type="checkbox"/>	3	Ensure healthy lives and promote well-being for all at all a				
> <input type="checkbox"/>	4	Ensure inclusive and equitable quality education and prom				
> <input type="checkbox"/>	5	Achieve gender equality and empower all women and girl				
> <input type="checkbox"/>	6	Ensure availability and sustainable management of water a				
> <input type="checkbox"/>	7	Ensure access to affordable, reliable, sustainable and mod				
> <input type="checkbox"/>	8	Promote sustained, inclusive and sustainable economic gr				
> <input type="checkbox"/>	9	Build resilient infrastructure, promote inclusive and sustain				
> <input type="checkbox"/>	10	Reduce inequality within and among countries.				
> <input type="checkbox"/>	11	Make cities and human settlements inclusive, safe, resilien				
> <input type="checkbox"/>	12	Ensure sustainable consumption and production patterns.				
> <input type="checkbox"/>	13	Take urgent action to combat climate change and its impa				
> <input type="checkbox"/>	14	Conserve and sustainably use the oceans, seas and marine				
> <input type="checkbox"/>	15	Protect, restore and promote sustainable use of terrestrial biodiversity loss.				
> <input type="checkbox"/>	16	Promote peaceful and inclusive societies for sustainable d				
> <input type="checkbox"/>	17	Strengthen the means of implementation and revitalize th				

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232EE	الاسكندرية	EE232	ELECTRICAL CIRCUITS II	دوائر كهربائية 2	نقل بيانات سابقه	
Goal Code		Goal Description				
> <input type="checkbox"/>	1	End poverty in all its forms everywhere				
Serial		Description				
<input type="checkbox"/>	1	By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.				
<input type="checkbox"/>	2	By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.				
<input type="checkbox"/>	3	Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.				
<input type="checkbox"/>	4	By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, a				
<input type="checkbox"/>	5	By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.				
<input type="checkbox"/>	6	Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement				
<input type="checkbox"/>	7	Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender sensitive development strategies, to support accelerated investment in poverty eradication actions.				
> <input type="checkbox"/>	2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture.				
> <input type="checkbox"/>	3	Ensure healthy lives and promote well-being for all at all ages.				
> <input type="checkbox"/>	4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.				
> <input type="checkbox"/>	5	Achieve gender equality and empower all women and girls.				
> <input type="checkbox"/>	6	Ensure availability and sustainable management of water and sanitation for all.				
> <input type="checkbox"/>	7	Ensure access to affordable, reliable, sustainable and modern energy for all.				
> <input type="checkbox"/>	8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.				

How universities make a difference

1. [Adapt their curriculum](#); introduce new degrees, both undergraduate and postgraduate on Sustainability, or new courses that discuss the role of the Sustainability and the SDGs and their practical implementation.
2. Business and management related higher education institutions have founded ***Centers of Excellence for Sustainable Development*** to promote the concept of Sustainable Development and encourage further learning, partnerships and research.
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UN Initiatives in Education

United Nation Academic Impact UNAI

An initiative that unites institutions of higher education around the shared goal of using scientific inquiry, academic research and education to further the realization of United Nations goals and mandates.

The initiative brings together over 1400 institutions in more than 145 countries to promote higher education's contribution to human progress.

Members of UNAI are required to complete a minimum of one activity per year in support of at least one of the UNAI principles.

In return for their active participation, UNAI provides a platform for connecting institutions with similar goals, serves as a resource for information on UN initiatives and activities of interest to the academic community, promotes the best practices and research of UNAI members, connects member institutions to UN entities who could benefit from their research and expertise and invites UNAI members to in-person and virtual events.

UNAI 10 PRINCIPLES

1. A commitment to addressing issues of poverty through education.
2. A commitment to building capacity in higher education systems across the world.
3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity.
4. A commitment to encouraging global citizenship through education.
5. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education.
6. A commitment to human rights, among them freedom of inquiry, opinion, and speech.
7. A commitment to promoting intercultural dialogue and understanding, and the “unlearning” of intolerance, through education.
8. A commitment to advancing peace and conflict resolution through education.
9. A commitment to promoting sustainability through education.
10. A commitment to the principles inherent in the United Nations Charter.

Benefits of UNAI membership

VAST NETWORK: Access to a network of more than 1400 institutions in more than 145 countries

INVITATIONS TO UNAI EVENTS: Invitations to UNAI events at UN offices, UNAI hubs and virtual events

WEEKLY NEWSLETTER: Updates on UN activities, reports, research and commemorative days with ideas for activities you can implement in your classrooms, on your campus or in your community

SCHOLARSHIP AND CONTEST INFORMATION: Information on scholarships, fellowships and contests for college students and symposia, conferences, workshops and calls for papers for researchers and academics

PROMOTION OF YOUR CAMPUS: Have your campus activities and research showcased on UNAI platforms, including social media and the weekly newsletter with nearly 10,000 subscribers

USE OF THE OFFICIAL UNAI LOGO: Use of the official UNAI logo to hold conferences, workshops and events under the UNAI banner

CONNECTION TO UN REGIONAL OFFICES: Connect to UN regional offices for events and speakers in your area and much more!

UNAI members from Egypt

- ✓ **American University, Cairo**
- ✓ **Assiut University**
- ✓ **Benha University, Faculty of Physical Education**
- ✓ **Deraya University**
- ✓ **New Giza University**
- ✓ **Minia University, Faculty of Engineering**
- ✓ **Université Senghor d'Alexandrie**

“The Principles for Responsible Management Education (PRME)”

- ✓ A great initiative to help all universities and higher education institutions to take part in the implementation of SDG agenda.
- ✓ A platform founded to raise the profile of sustainability in schools around the world, and to equip today’s business students with the understanding and ability to deliver change tomorrow.
- ✓ Currently, there are over 800 signatories worldwide which are committed to
- ✓ ***”expand their engagement with peers and partners, with the purpose of scaling up accomplishments in the areas of sustainability and responsible management education”***

PRME six principles

As institutions of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions

Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Other UN supported initiatives in Education



Higher Education Sustainability Initiative (HESI): created in 2012 in the run-up to the United Nations Conference on Sustainable Development (Rio+20). With commitments from over 300 universities from around the world, HESI accounted for more than one-third of all the voluntary commitments that were launched at Rio+20. HESI provides higher education institutions with a unique interface between higher education, science, and policy making.

Sustainable Development Solutions Network: a global initiative for the United Nations.

Members from Egypt:

1. Arab Union for Sustainable Development & Environment (University, Cairo) 6/30/2014
2. Arab Network for Environment and Development (RAED) 6/30/2014
3. Arab Academy for Science, Technology and Maritime Transport (AASTMT) 10/15/2016
4. Heliopolis University for Sustainable Development 6/30/2018
5. The John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business, The American University in Cairo 10/15/2020 Galala University 7/26/2021
6. Galala University

The 17 SDGs

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

أهداف التنمية المستدامة

- الهدف 1: القضاء على الفقر بجميع أشكاله في كل مكان
- الهدف 2: القضاء على الجوع وتوفير الأمن الغذائي والتغذية المحسنة وتعزيز الزراعة المستدامة
- الهدف 3: ضمان تمتع الجميع بأنماط عيش صحية وبالرفاهية في جميع الأعمار
- الهدف 4: ضمان التعليم الجيد المنصف والشامل للجميع وتعزيز فرص التعلّم مدى الحياة للجميع
- الهدف 5: تحقيق المساواة بين الجنسين وتمكين كل النساء والفتيات
- الهدف 6: ضمان توافر المياه وخدمات الصرف الصحي للجميع وإدارتها إدارة مستدامة
- الهدف 7: ضمان حصول الجميع على خدمات الطاقة الحديثة الموثوقة والمستدامة بتكلفة ميسورة
- الهدف 8: تعزيز النمو الاقتصادي الشامل للجميع والمستدام، والعمالة الكاملة والمنتجة، وتوفير العمل اللائق للجميع
- الهدف 9: إقامة بنى تحتية قادرة على الصمود، وتحفيز التصنيع المستدام الشامل للجميع، وتشجيع الابتكار
- الهدف 10: الحد من انعدام المساواة داخل البلدان وفيما بينها
- الهدف 11: جعل المدن والمستوطنات البشرية شاملة للجميع وآمنة وقادرة على الصمود ومستدامة
- الهدف 12: ضمان وجود أنماط استهلاك وإنتاج مستدامة
- الهدف 13: اتخاذ إجراءات عاجلة للتصدي لتغير المناخ وآثاره
- الهدف 14: حفظ المحيطات والبحار والموارد البحرية واستخدامها على نحو مستدام لتحقيق التنمية المستدامة
- الهدف 15: حماية النظم الإيكولوجية البرية وترميمها وتعزيز استخدامها على نحو مستدام، وإدارة الغابات على نحو مستدام، ومكافحة التصحر، ووقف تدهور الأراضي وعكس مساره، ووقف فقدان التنوع البيولوجي
- الهدف 16: التشجيع على إقامة مجتمعات مسالمة لا يهتمش فيها أحد من أجل تحقيق التنمية المستدامة، وإتاحة إمكانية وصول الجميع إلى العدالة، وبناء مؤسسات فعالة وخاضعة للمساءلة وشاملة للجميع على جميع المستويات
- الهدف 17: تعزيز وسائل التنفيذ وتنشيط الشراكة العالمية من أجل تحقيق التنمية المستدامة

Workshop 2: Initiatives to the SDGs

SDG Goal	Initiative 1	Initiative 2

List two initiatives you can implement related to your SDG goal.

Workshop 3: Challenges to implement SDGs

Complex challenges	Why they are complex?	Current type of response:

- ✓ List two complex challenges you or your organization are grappling with.
- ✓ Briefly explain why you think they are complex, and the type of response you/your organization is currently bringing to address them.

Times Higher Education Impact Rankings

Methodology 2022



THE Impact Ranking

Metrics



17 SDGs

169 Indicators

223 Targets



17 SDGs

105 Metrics

220 Measurements



Why we measure

- ✓ **Although the SDGs aren't focused on higher education**, the achievement of the SDGs by 2030 will **require all hands on deck** in an integrated manner by pooling financial resources, knowledge and expertise. This must include the resources of universities and higher education.

على الرغم من أن أهداف التنمية المستدامة لا تركز على التعليم العالي، فإن تحقيق أهداف التنمية المستدامة بحلول عام 2030 سيتطلب جميع الأيدي العاملة بطريقة متكاملة من خلال تجميع الموارد المالية والمعرفة والخبرة. يجب أن يشمل هذا موارد الجامعات والتعليم العالي.

- ✓ The Impact Rankings are the first global attempt **to measure university progress specifically around the SDGs**. It can be a catalyst for action, a mechanism for holding our universities to account, and an opportunity for them to highlight great work that they are already doing.

يمكن أن يكون حافزاً للعمل، وآلية لمساءلة جامعاتنا، وفرصة لهم لتسليط الضوء على العمل الرائع الذي يقومون به بالفعل.

Approach

- ✓ The Rankings have been designed to allow as many universities as possible to participate. To do that we have **limited the amount of data required** for participation
- ✓ This is a key feature of the approach – **not all universities have the capacity to provide data in the same way**

تم تصميم التصنيفات للسماح لأكثر عدد ممكن من الجامعات بالمشاركة. لذلك ، تم تحديد / تقليل كمية البيانات المطلوبة لزيادة المشاركة

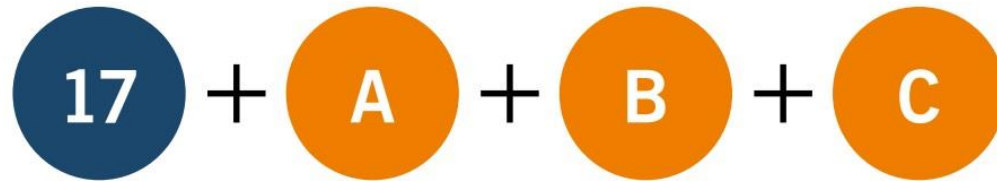
مع الوضع في الاعتبار بأن ... ليست كل الجامعات لديها القدرة على توفير البيانات بنفس الطريقة

Mechanism

- ✓ The overall score is generated from the score for SDG 17 (worth up to 22% of the overall score), plus the three strongest of the other SDGs for which they provided data (each worth up to 26% of the overall score).

يتم احتساب النتيجة الإجمالية من

1. نتيجة ال SDG 17 تصل إلى 22% من النتيجة الإجمالية
2. بالإضافة إلى أقوى ثلاثة أهداف من أهداف التنمية المستدامة الأخرى التي تم تقديم بياناتها (تصل قيمة كل منها إلى 26% من النتيجة الإجمالية = 78%)



$$22\% + 26\% + 26\% + 26\% = 100\%$$

Mechanism

- ✓ The **scores** for each SDG are based on a **series of metrics**. Each metric is themed and may be composed of individual **indicators**.
- ✓ The maximum score for each metric is given in the relevant section, both as an exact percentage within that SDG and as an approximate percentage if that SDG was to be used for the overall ranking for that university.

تستند **الدرجات** الخاصة بكل هدف من أهداف التنمية المستدامة إلى **سلسلة من المقاييس**. كل مقياس له طابع خاص ويمكن أن يتكون من **مؤشرات فردية**.

يتم إعطاء الحد الأقصى للدرجات لكل مقياس في القسم ذي الصلة، كنسبة مئوية دقيقة ضمن SDG وكنسبة مئوية تقريبية إذا كان من المقرر استخدام SDG للترتيب العام لتلك الجامعة.

General metric calculation notes: Research

SDG7 Affordable and Clean Energy: **185 Articles**

Scopus

Documents

Export Date: 02 Dec 2020

- Alajmi, B.N., Mansi, M.I., Abdalaalam, I.
A Multiport DC-DC Converter Based on Two-Quadrant Inverter Topology for PV Systems (2021) IEEE Transactions on Power Electronics, 36 (1), art. no. 9119826, pp. 522-532.
1) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85091296415&doi=10.1109/TPEL.2020.3002504&partnerID=40&md5=10.1109/TPEL.2020.3002504>
Document Type: Article
Publication Stage: Final
Source: Scopus
- Nour, A.M.M., Hatat, A.A., El-Saadawi, M.M., Hatata, A.Y.
A control scheme for voltage unbalance mitigation in distribution network with rooftop PV systems based on distributed batteries (2021) International Journal of Electrical Power and Energy Systems, 124, art. no. 106375, . Cited 1 time.
2) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85088388633&doi=10.1016/j.ijepes.2020.106375&partnerID=40&md5=10.1016/j.ijepes.2020.106375>
Document Type: Article
Publication Stage: Final
Access Type: Open Access
Source: Scopus
- Allam, A.S., Bassioni, H.A., Kamel, W., Ayoub, M.
Estimating the standardized regression coefficients of design variables in daylighting and energy performance of buildings in the face of multicollinearity (2020) Solar Energy, 211, pp. 1184-1193.
3) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85094611226&doi=10.1016/j.solener.2020.10.043&partnerID=40&md5=10.1016/j.solener.2020.10.043>
Document Type: Article
Publication Stage: Final
Source: Scopus
- Ammar, N.R., Seddik, I.S.
Enhancing energy efficiency for new generations of containerized shipping

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SDG4 Quality Education : **4 Articles**

Scopus

Documents

Export Date: 02 Dec 2020

- Clouder, L., Caviston, J., Wimpenny, K., Mehanna, A.K.A., Hdsouch, Y., Raisouni, I., Selmaoui, K.
The role of assistive technology in renegotiating the inclusion of students with disabilities in higher education in North Africa (2019) Studies in Higher Education, 44 (8), pp. 1344-1357. Cited 4 times.
1) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85042462690&doi=10.1080/03075079.2018.1437721&partnerID=40&md5=10.1080/03075079.2018.1437721>
Document Type: Article
Publication Stage: Final
Source: Scopus
- El-Gazzar, R.F., Bedawy, O., Kholaf, M.
Agent-based mobile event notification system (2010) International Journal of Interactive Mobile Technologies, 4 (4), pp. 25-30. Cited 3 times.
2) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-84939200973&doi=10.3991/ijim.v4i4.1427&partnerID=40&md5=10.3991/ijim.v4i4.1427>
Document Type: Article
Publication Stage: Final
Access Type: Open Access
Source: Scopus
- Sayed Ahmed, R.A.H.
Achieving egyptian higher education institutions' excellence through the application of the efqm model: an investigative study (2009) International Journal of Business Excellence, 2 (2), pp. 157-178. Cited 4 times.
3) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-87649733272&doi=10.1504/IJBEX.2009.022723&partnerID=40&md5=10.1504/IJBEX.2009.022723>
Document Type: Article
Publication Stage: Final
Source: Scopus
- Elaeed, L., Abdelgatt, E.
Women maritime education and training: An Egyptian perspective (2006) 9th Annual General Assembly 2006 - International Association of Maritime Universities.

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SDG13 Climate Action: **55 Articles**

Scopus

Documents

Export Date: 02 Dec 2020

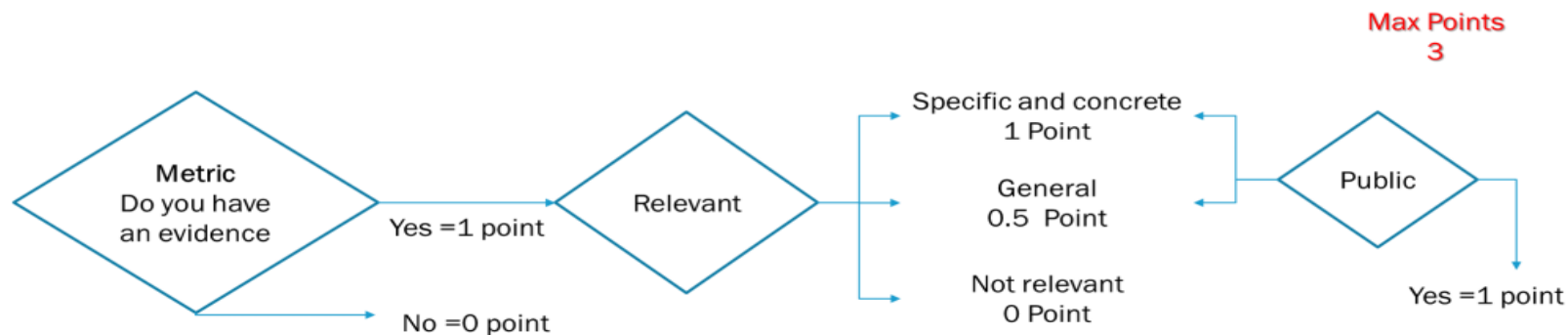
- Song, Y.H., Nashwan, M.S., Chung, E.-S., Shahid, S.
Advances in CMIP5 INM-CM5 over CMIP5 INM-CM4 for precipitation simulation in South Korea (2021) Atmospheric Research, 247, art. no. 105261, .
1) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85091247587&doi=10.1016/j.atmosres.2020.105261&partnerID=40&md5=10.1016/j.atmosres.2020.105261>
Document Type: Article
Publication Stage: Final
Source: Scopus
- Fahmy, A., Abdelghany, D.
Effect of grass and trees on outdoor thermal comfort in outdoor entertainment venues in hot arid climate (2020) Journal of Engineering and Applied Science, 67 (8), pp. 1269-1284.
2) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85096211655&partnerID=40&md5=60c0ca500173af5b603c89aac35396c>
Document Type: Article
Publication Stage: Final
Source: Scopus
- Galeli, O.M., Saitor, D.J., Mahmoud, H.
The impact of urban form on outdoor thermal comfort in hot arid environments during daylight hours, case study: New Aswan (2020) Building and Environment, 184, art. no. 107222, .
3) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85089937754&doi=10.1016/j.buildenv.2020.107222&partnerID=40&md5=10.1016/j.buildenv.2020.107222>
Document Type: Article
Publication Stage: Final
Source: Scopus
- Azarkamand, S., Balbasi, A., Woodridge, C., Darbra, R.M.
Climate change-Challenges and response options for the port sector (2020) Sustainability (Switzerland), 12 (17), art. no. 6941, . Cited 1 time.
4) <https://www.scopus.com/inward/record.uri?eid=2-e2-0-85091387694&doi=10.3390/su12176941&partnerID=40&md5=dc291d0c10.3390/su12176941>

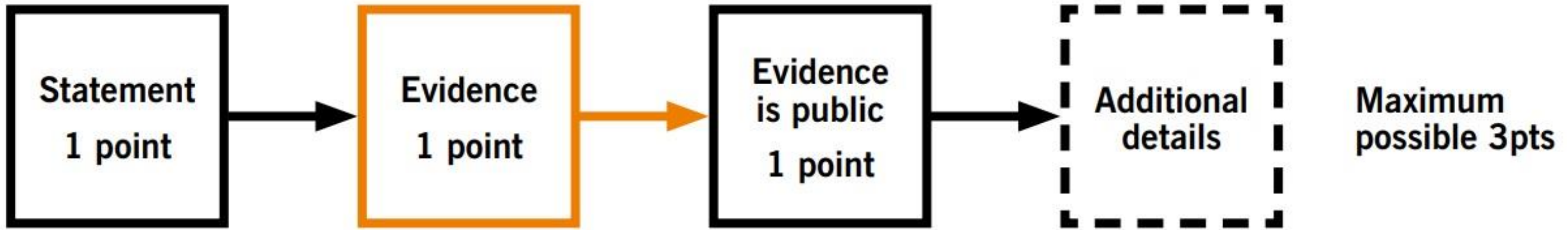
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General metric calculation notes: Evidence

- ✓ Evidence is assessed according to a simple calculation approach. Where a metric requires evidence a series of questions are asked, and points are assigned according to the answer.
- ✓ Where evidence is provided, THE have evaluated if the evidence fully answers the question, partially answers the question, or does not answer the question. This scores one, half, or zero points.

- When a university answers **Yes** for any evidence it will get 1 point.
- When the evidence is **specific**, the university gets 1 point, and it gets 0.5 when the evidence is **general**.
- The university will get extra 1 point when the evidence is on **public domain**





Evidence is evaluated for relevance:

1 point	specific
0.5 point	general
0 point	not relevant

- ✓ Universities that are unable to provide data on a specific metric are scored at zero for that metric.



THE Impact Ranking

Good Pieces of Evidence	Poor Pieces of Evidence
<ul style="list-style-type: none">• MoUs with national and international bodies.• Official Reports published in well-recognized avenues (SDG Accords)• Public links on the university website/social accounts.• International /National collaboration in any of the SDG metrics.	<ul style="list-style-type: none">• Certificate of attendance in Internal events/workshops.• Attendance or delivering of internal workshops/ meetings.• Screen shots/ email letters.



Good Evidence Examples

Relevant, Specific, and Public

- Does your university as a body provide access to educational resources for those not studying at the university, e.g. computers, library, online courses, access to lectures, etc.?

Example : [Brunel University](#)

- Does your university as a body have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps?

Example : [Waterloo University](#)

- Does your university as a body promote a pledge toward 100% renewable energy (petitions, meetings, discussions, events)?

Example: [Non English evidence](#) and [The University of Queensland](#) Ranked 62

- Does your university as a body provide educational opportunities for local communities to learn about good water management?

Example: [University of Bahrain](#)

- Partnerships for the goals University of Bahrain ranked 87



Good Evidence Examples

Relevant, Specific, and Public

UNIVERSITY OF WATERLOO

ADMISSIONS ABOUT WATERLOO FACILITIES & RESEARCH OFFICES & SERVICES SUPPORT WATERLOO SEARCH

WATER INSTITUTE

Water Institute home

- About
- Our people
- Research
- Graduate programs
- Opportunities
- News
- Events
- Publications
- Water and COVID-19 online resources

INFORMATION FOR

Results:

WATER INSTITUTE • NEWS • 2019 • July 16

Water Institute participates in United Nations High-Level Political Forum on Sustainable Development

WEDNESDAY, JULY 16, 2019

UNIVERSITY OF BAHRAIN

HOME SDG EVENTS BLOG PARTNERSHIPS RESEARCH POLICIES COVID-19 IMPACT REPORT

Partnership

The University Signs an Agreement with UNDP to Promote the Sustainable Development Goals in Bahrain

Share:



Good Evidence Examples

SDG Video case studies



Overview of our approach to the SDGs

Vice Chancellor Professor Dawn Freshwater explains the University of Auckland's approach to forging a more sustainable planet and humanity.

Watch video >

<https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/sustainability-and-environment/university-of-auckland-is-1st-in-global-university-impact-rankings/sdg-video-case-studies.html>

AASTMT website for SDGs

News
Upcoming Events





Policy

Education

- Undergraduate
- Postgraduate

Research

- Publications
- Projects

Conferences

Activities & Events

- Seminars
- Training Courses and
- Workshops

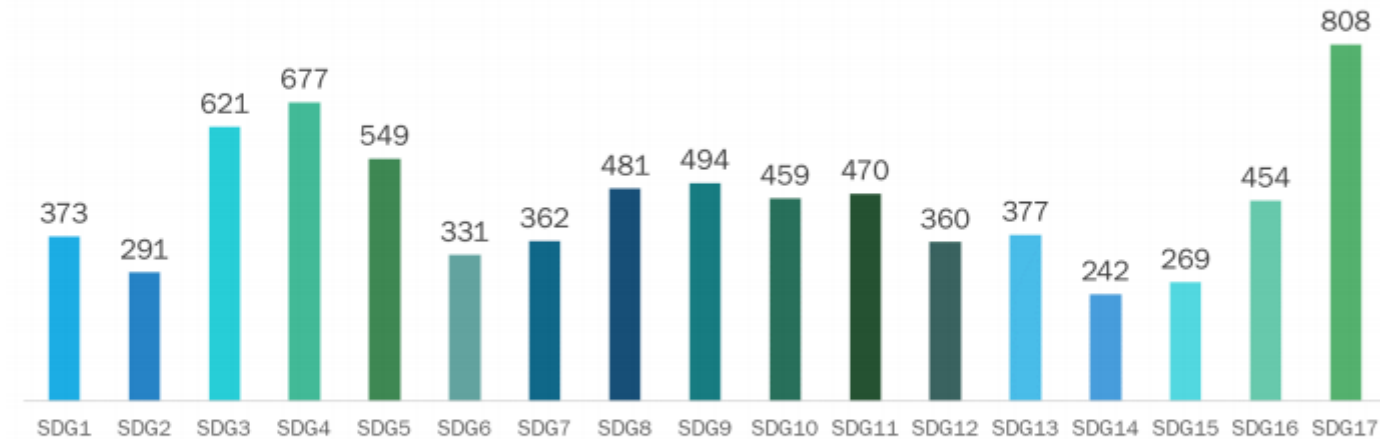
News



THE Impact Ranking

2020 Participation

Participants



Europe 257 universities

East Asia 214 Universities

USA/Canada 56 Universities

Arab region 74 Universities

Others 260 Universities

Value	SDG4 Quality Education	SDG5 Gender Equality	SDG7 Affordable and Clean Energy	SDG13 Climate Action	SDG14 Life below Water	SDG17 Partnership for the Goals
Your Rank	201–300	601+	201–300	301–400	201–300	801–1000
Your Score	59.7	27.4	53.2	33.5	34	31.7
Top - Worldwide	93	88.6	84.4	87.8	96.8	99.5
Bottom - Worldwide	5.7	6	7.4	0.3	0.4	1.7



SDG No	SDG 4 Education	SDG 5 Gender Equality	SDG 7 Clean Energy	SDG 13 Climate Action	SDG 14 Life below Water	SDG 17 Working Together	TOTAL
Manchester Univ Grade (No 1 Worldwide)	93.0	88.6	84.4	87.8	96.8	99.5	98.8
AASTMT Grade	59.7	27.4	53.2	33.5	34.0	31.7	49.1
ترتيب الاكاديمية على مستوى العالم من اجمالي 1115 عالمية تقدمت للتقييم	201	601	201	301	201	801	610
ترتيب الاكاديمية على مستوى مصر من اجمالي 31 جامعة مصرية تقدمت للتقييم	3	20	5	6	4	24	13

THE Impact Ranking Data Inputs

What is the time frame for this ranking?

Data collection for the Impact Rankings 2022 for
the academic year 2019/2020: Sept. 2019 – June 2020 (for 2020)

will

OPEN on the 20th of September 2021

Data Receiving from ALL officers on the 1st of November 2021

Data Validation & Submission from 2 to 11 November 2021

CLOSE on the 12th of November 2021.

The Impact Rankings 2022 are expected to be **PUBLISHED** in April 2022

Which year should data be based on for the 2022 ranking? For this edition of the ranking we are clearly specifying the date range expected in the answers in our methodology. This is especially important given the impact of Covid-19 on university opening. Please note the dates identified by each question.

The dates expected can be:


- 2019
- 2020
- 2019 or 2020 – evidence from either year is acceptable

“**Year**” for the purposes of this ranking is defined as follows:

- The calendar year January to December
- **The academic year that ended in 2018-19 (for 2019) or 2019-20 (for 2020)**
- The financial year that ended in 2019 or 2020 However, note that these are only examples.



You may use the most appropriate annual cycle that best fits your data, but ends in 2019 or 2020.

Faculty Staff



Staff Categories	Full Time Staff			Part Time Staff			FTE	Total Headcount	Total With FTE
	Domestic	International	Total	Domestic	International	Total			
<i>Professor</i>									
<i>Associate Professor</i>									
<i>Assistant Professor</i>									
<i>Senior Teaching Assistant</i>									
<i>Graduate Teaching Assistant</i>									
Total									

Undergraduate Students: Domestic & International

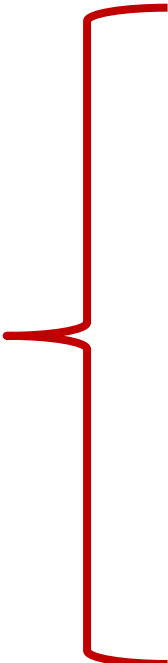



Critical Data Counts	TOTAL (number of counts)				Egyptian (number of counts)				INTERNATIONAL (number of counts)			
	Full-time	Part-time	Head-count	FTE	Full-time	Part-time	Head-count	FTE	Full-time	Part-time	Head-count	FTE
Undergraduate Students		-		-		-		-		-		-
Male		-		-		-		-		-		-
Female		-		-		-		-		-		-

Postgraduate Students: Domestic & International



College/Institute	PhD				Master				Diploma				Total
	International		Egyptians		International		Egyptians		International		Egyptians		
	F	M	F	M	F	M	F	M	F	M	F	M	
College of Postgraduate Studies in Business													
Institute of Maritime upgrading Studies													
College of Engineering & Technology													
College of Computing and Information Technology													
College of International Transport & Logistics													
Productivity & Quality Institute													
International Transport & Logistics Institute													
Arab Institute for Trade and Commodities Exchange													
Institute of Language Studies													
Total													



Faculty Staff ⓘ	Full Time	Part Time	Headco unt	FTE ⓘ
International Faculty Staff *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff with PhD *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faculty Staff *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Students - Overall ⓘ	Full Time	Part Time	Headco unt	FTE ⓘ
Students - Overall *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
International Students - Overall *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Students - Undergraduate ⓘ	Full Time	Part Time	Headco unt	FTE ⓘ
Undergraduate International Students *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Undergraduate Students *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Students - Graduate / Postgraduate ⓘ	Full Time	Part Time	Headco unt	FTE ⓘ
Graduate/Postgraduate International Students *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Graduate/Postgraduate Students *	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



الهدف 1: القضاء على الفقر بجميع أشكاله في كل مكان



	Metric	Components
1.1	Research	<ul style="list-style-type: none"> Papers coauthored with Low or Lower FWCI and number of papers
1.2	Proportion of students receiving financial aid to attend university because of poverty	<ul style="list-style-type: none"> Number of students Number of students receiving significant financial aid
1.3	University anti-poverty programmes	<ul style="list-style-type: none"> Targets to admit students from the bottom two financial deciles Graduation/completion targets for students from the bottom two financial deciles (domestic) Provide support (e.g food, housing, transportation, legal services) for students from poorest families to enable them to complete university Programmes to assist students from the bottom two financial deciles to successfully complete their studies Schemes to support poor students from low or lower-middle income countries
1.4	Community anti-poverty programmes	<ul style="list-style-type: none"> Provide assistance in the local community assisting the start-up of financially and socially sustainable businesses through relevant education or resources? Provide financial assistance to the local community assisting the start-up of sustainable businesses? Organise training or programmes to improve access to basic services for all Participate in policy work addressing poverty in all its forms?

Field-Weighted Citation Impact is the ratio of the total citations actually received by the denominator's output, and the total citations that would be expected based on the average of the subject field.

Exactly 1 means that the output performs just as expected for the global average.

More *than 1* means that the output is more cited than expected according to the global average. For example, 1.48 means 48% more cited than expected.

Less than 1 means that the output is cited less than expected according to the global average.

7 27

6 23

6 23

SDG 1: Data Collection

SDG 1: Data Collection - Example



الهدف 2: القضاء على الجوع وتوفير الأمن الغذائي والتغذية المحسنة وتعزيز الزراعة المستدامة



	Metric	Components
2.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
2.2	Campus food waste	<ul style="list-style-type: none"> Measurement of food waste Proportion of food wasted/discarded per person on campus
2.3	Student hunger	<ul style="list-style-type: none"> Programme to address student food insecurity/hunger Provide interventions to target hunger among students and staff (e.g. including supply and access to food banks/pantries) Provide sustainable food choices for all on campus, including vegetarian and vegan food Provide healthy and affordable food choices for all on campus
2.4	Proportion of graduates in agriculture and aquaculture including sustainability aspects	<p>We are looking for the number of students who were studying any aspect of food sustainability within an agricultural or aquacultural course and successfully completed the course</p> <ul style="list-style-type: none"> Number of graduates Number of graduates from a relevant agriculture course

7 27

4 15.4

5 19.2

5 19.2

SDG 2: Data Collection



الهدف 3: ضمان تمتع الجميع بأنماط عيش صحية وبالرفاهية في جميع الأعمار



	Metric	Components
3.1	Research	<ul style="list-style-type: none"> Paper Views, Clinical Citations, and number of papers
3.2	Number graduating in health professions	<ul style="list-style-type: none"> number of graduates in most recent year number of graduates in health professions in most recent year
3.3	Health impact	<ul style="list-style-type: none"> Current collaborations with local or global health institutions to improve health & wellbeing outcomes Outreach programmes and projects in the local community to improve or promote health & wellbeing including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and wellbeing related topics Share sports facilities with the local community, for instance with local schools or with the general public Provide students access to free sexual and reproductive health-care services including information and education services Provide students and staff with access to free mental health support Have a smoke free policy for the university

7 27

9 34.6

10 38.4

SDG 3: Data Collection



الهدف 4: ضمان التعليم الجيد المنصف والشامل للجميع وتعزيز فرص التعلّم مدى الحياة للجميع

4 QUALITY EDUCATION



	Metric	Components		
4.1	Research	<ul style="list-style-type: none"> Paper views, Citescore, FWCI, and number of papers 	7	27
4.2	Number of graduates who gained primary school teaching qualifications	<ul style="list-style-type: none"> Number of graduates Number of graduates who gained primary school teaching qualifications 	4	15.4
4.3	Lifelong learning opportunities provided	<ul style="list-style-type: none"> Provide access to educational resources for those not studying at the university Host events that are open to the general public: public lectures, community educational events Host events that are open to the general public: executive education programmes & vocational training Undertake educational outreach activities beyond campus – e.g. in local schools, in the community, including voluntary student-run schemes Have a policy that access to these activities is accessible to all, regardless of ethnicity, religion, disability, immigration status or gender 	7	26.8
4.4	Proportion of 1 st generation students	<ul style="list-style-type: none"> Number of students starting a degree Number of first generation students starting a degree 	8	30.8

SDG 4: Data Collection



الهدف 5: تحقيق المساواة بين الجنسين وتمكين كل النساء والفتيات



	Metric	Components
5.1	Research	<ul style="list-style-type: none"> Female authored papers, Citescore, and number of papers
5.2	First generation female	<ul style="list-style-type: none"> Number of women starting degrees Number of first generation women starting degrees
5.3	Access measures	<ul style="list-style-type: none"> Systematically measure/track women's application rate, acceptance/entry rate and study completion rate at the university A policy addressing women's applications, acceptance/entry, and participation Provide women's access schemes Encourage applications by women in subjects where they are underrepresented
5.4	Proportion of women in senior positions	<ul style="list-style-type: none"> Number of senior academic staff Number of female senior academic staff
5.5	Proportion of women receiving degrees	<ul style="list-style-type: none"> Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences) Number of female graduates by subject area
5.6	Progress measures	<ul style="list-style-type: none"> A policy of non-discrimination against women A policy of non-discrimination for transgender people Maternity and paternity policies that support women's participation Accessible childcare facilities for students which allow recent mothers to attend university courses Childcare facilities for staff and faculty Women's mentoring schemes, in which at least 10% of female students participate Measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap A policy that protects those reporting discrimination from educational or employment disadvantage

7 27

4 15.4

4 15.4

4 15.4

3 11.5

4 15.3

SDG 5: Data Collection



الهدف 6: ضمان توافر المياه وخدمات الصرف الصحي للجميع وإدارتها إدارة مستدامة



	Metric	Components
6.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
6.2	Water consumption per person	<ul style="list-style-type: none"> Measurement of water consumption Volume of water used per person on campus per year
6.3	Water usage and care	<ul style="list-style-type: none"> A process for the treatment of waste water Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university Provide free drinking water for students, staff and visitors, (e.g. drinking water fountains) Apply building standards to minimise water use Plant landscapes to minimise water usage
6.4	Water reuse	<ul style="list-style-type: none"> Water re-use policy Water re-use measurement
6.5	Water in the community	<ul style="list-style-type: none"> Provide educational opportunities for local communities to learn about good water management Actively promote conscious water usage in the wider community Support water conservation off campus Where water is extracted, utilise sustainable water extraction technologies on associated university grounds on and off campus Utilise sustainable water extraction technologies on campus and associated university grounds Cooperate with local, regional, national and global governments on water security

7 27

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3 12

5 19

SDG 6: Data Collection



الهدف 7: ضمان حصول الجميع على خدمات الطاقة الحديثة الموثوقة والمستدامة بتكلفة ميسورة



	Metric	Components
7.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
7.2	University measures	<ul style="list-style-type: none"> Policies in place for ensuring all renovation / new builds are following energy efficiency standards Plans to upgrade existing buildings to higher energy efficiency Process for carbon management and to reduce carbon dioxide emissions Have an energy efficiency plan in place to reduce overall energy consumption Undergo energy reviews to identify areas where energy wastage is highest Have a policy on divesting investments from carbon-intensive energy industries especially coal and oil
7.3	Energy use density	<ul style="list-style-type: none"> Energy (GJ) used per m² floor space of the university buildings
7.4	Energy and the community	<ul style="list-style-type: none"> Help local community learn about importance of energy efficiency and clean energy Promote a public pledge toward 100% renewable energy beyond the university Provide direct services to local industry aimed at improving energy efficiency and clean energy Inform and support government in clean energy and energy-efficient technology policy development Provide assistance for start-ups that foster and support a low-carbon economy/technology

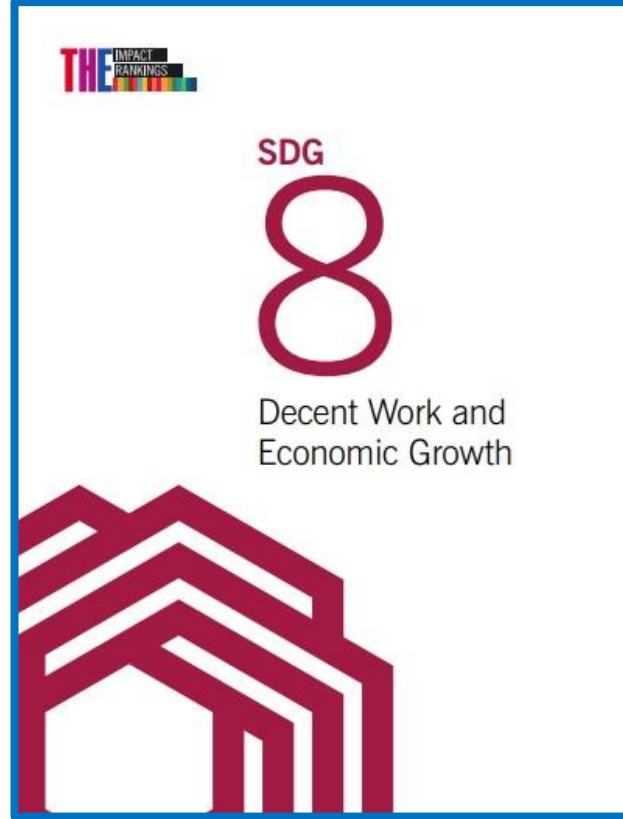
7 27

6 23

7 27


6 23

SDG 7: Data Collection



الهدف 8: تعزيز النمو الاقتصادي المطرد والشامل للجميع والمستدام، والعمالة الكاملة والمنتجة، وتوفير العمل اللائق للجميع

8 DECENT WORK AND ECONOMIC GROWTH



	Metric	Components	
8.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers 	7 27
8.2	Employment practice	<ul style="list-style-type: none"> Pay all staff and faculty at least the living wage, defined as the local “living wage” or the local poverty indicator for a family of four Recognise unions & labour rights for all, including women & international staff A policy on discrimination in the workplace (including discrimination based on religion, sexuality, gender, age) A policy commitment to no forced labour, no modern slavery, no human trafficking and no child labour A policy on guaranteeing equivalent rights of workers if/when outsourcing activities to third parties A policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps Measure/track pay scale gender equity A process for employees to appeal on employee rights and/or pay 	5 19.6
8.3	Inward investment/economic impact	<ul style="list-style-type: none"> University expenditure Number of employees 	4 15.4
8.4	Employment placements	<ul style="list-style-type: none"> Number of students Number of students with work placements for more than a month 	5 19
8.5	Employment security	<ul style="list-style-type: none"> Number of employees Number of employees on contracts of over 24 months 	5 19

SDG 8: Data Collection



الهدف 9: إقامة بنى تحتية قادرة على الصمود وتحفيز التصنيع المستدام الشامل للجميع وتشجيع الابتكار

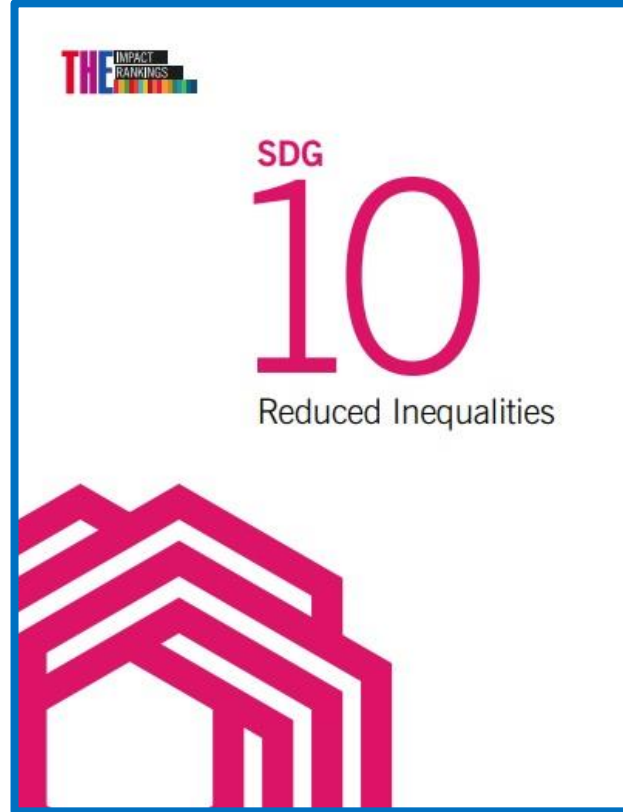
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



	Metric	Components
9.1	Research	<ul style="list-style-type: none"> Citescore
9.2	Patents	<ul style="list-style-type: none"> Patents that cite research
9.3	Spin-offs	<ul style="list-style-type: none"> Number of university spin-offs
9.4	Industry income	<ul style="list-style-type: none"> Research income from industry and commerce by subject area (STEM, Medicine, Arts & Humanities / Social Sciences) Number of academic staff per subject area



SDG 9: Data Collection



الهدف 10: الحد من انعدام المساواة داخل البلدان وفيما بينها



	Metric	Components
10.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
10.2	First generation students	<ul style="list-style-type: none"> Number of students starting a degree Number of first generation students starting a degree
10.3	Percent of international students from low and lower-middle income countries receiving financial aid	<ul style="list-style-type: none"> Number of students Number of international students from low and lower-middle income countries receiving financial aid
10.4	Percent of students with disabilities	<ul style="list-style-type: none"> Number of students with disabilities Number of students
10.5	Percent of employees with disabilities	<ul style="list-style-type: none"> Number of employees with disabilities Number of employees
10.6	Measures against discrimination	<ul style="list-style-type: none"> Non-discriminatory admissions policy Tracking application and admission rates of under-represented groups (includes newly settled refugee students) Take planned actions to recruit from under-represented groups Anti-discrimination and anti-harassment policies for staff and students The existence of a diversity and equality committee or officer Providing mentoring or other support programmes aimed at students and staff from under-represented groups Provide accessible facilities for people with disabilities Provide support services for people with disabilities Provide access schemes for people with disabilities Have reasonable accommodation policy/strategy implemented, including adequately funded mechanism for persons with disability

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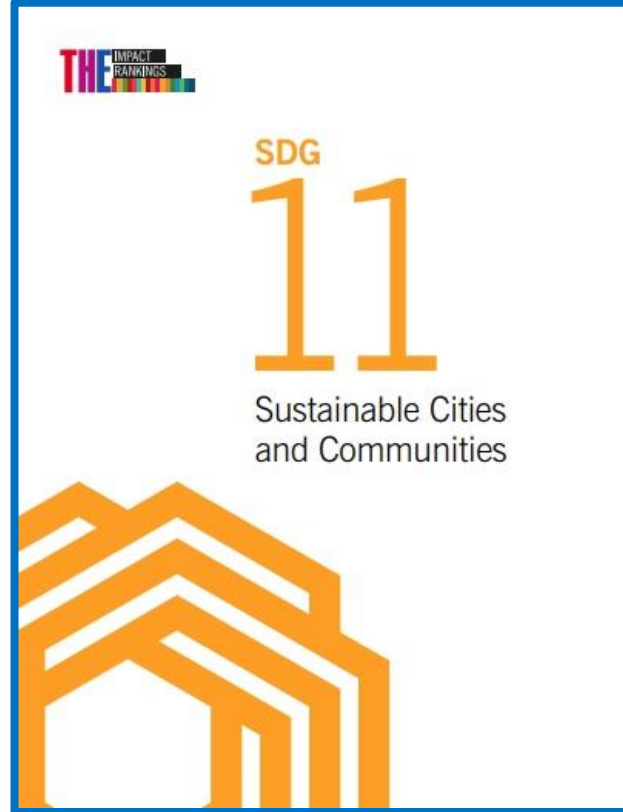
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3 11.5

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SDG 10: Data Collection



الهدف 11: جعل المدن والمستوطنات البشرية شاملة للجميع وآمنة وقادرة على الصمود ومستدامة



	Metric	Components
11.1	Research	<ul style="list-style-type: none"> Citiescore, FWCI, and number of papers
11.2	Support of arts and heritage	<ul style="list-style-type: none"> Provide public access to buildings and/or monuments of cultural significance Provide public access to libraries including books and publications Provide public access to museums, exhibition spaces / galleries and/or works of art and artifacts Provide free public access to open spaces and green spaces Contribute to local arts, in terms of number of annual public performances of university choirs / theatre groups / orchestras etc Deliver projects to record and/or preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge. <i>This can include the heritage of displaced communities</i>
11.3	Expenditure on Arts and Heritage	<ul style="list-style-type: none"> University expenditure University expenditure on arts and heritage
11.4	Sustainable practices	<ul style="list-style-type: none"> Measure and set targets for more sustainable commuting Undertake actions to promote the % of more sustainable commuting Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, and/or offer a condensed working week to reduce employee commuting Provide affordable housing for employees Provide affordable housing for students Prioritise pedestrian access on campus Work with local authorities to address planning issues/development, including ensuring that local residents are able to access affordable housing Build new buildings to sustainable standards (if 'yes', are you following a national standard or body) Build on brownfield sites, where possible

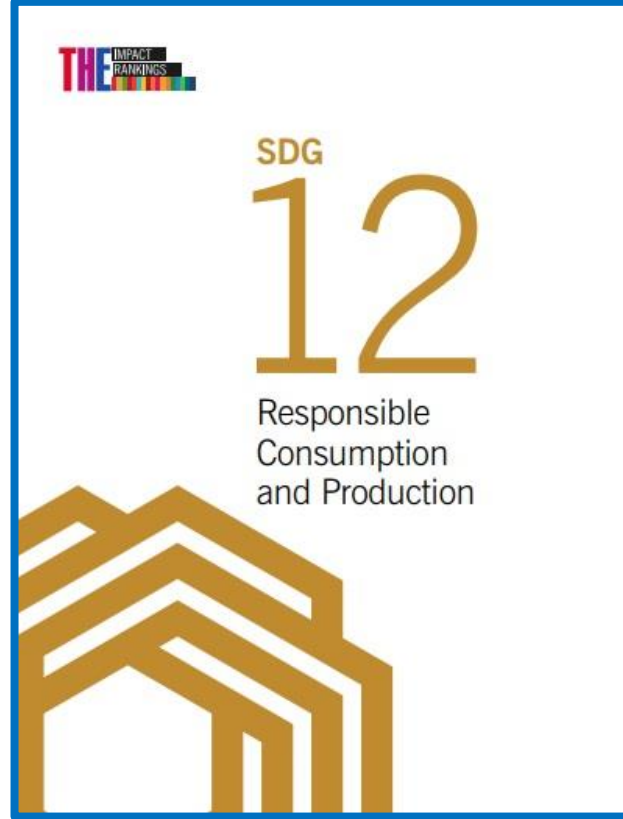
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4 15.3

9 35.1

SDG 11: Data Collection



الهدف 12: ضمان وجود أنماط استهلاك وإنتاج مستدامة



	Metric	Components
12.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
12.2	Operational measures	<ul style="list-style-type: none"> A policy on ethical sourcing of food and supplies A policy, process or practice on waste disposal and hazardous materials Policies around use minimisation Do these policies extend to outsourced suppliers and the supply chain
12.3	Proportion of waste recycled	<ul style="list-style-type: none"> Measurement of waste generated and recycled Tracking waste generated and recycled Amount of waste generated Amount of waste recycled and sent to landfill
12.4	Publication of sustainability report	<ul style="list-style-type: none"> Is the report annual, bi-annual or less frequent

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7 26.7

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5 19.3

SDG 12: Data Collection



الهدف 13: اتخاذ إجراءات عاجلة للتصدي لتغير المناخ وآثاره



	Metric	Components
13.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
13.2	Low carbon energy use	<ul style="list-style-type: none"> Measurement of low-carbon energy used Total energy used Electricity from low-carbon sources
13.3	Environmental Education measures	<ul style="list-style-type: none"> Provide local education programmes or campaigns on climate change risks, impacts, mitigation, impact reduction and early warning A Climate Action plan, shared with local government and/or local community groups Participate in co-operative planning for climate change disasters, working with government Inform and support local or regional government in local climate change disaster/risk early warning and monitoring Collaborate with NGOs on climate adaptation
13.4	Commitment to carbon neutral university	<ul style="list-style-type: none"> Existence of target date by scope of Carbon Neutrality Year of commitment

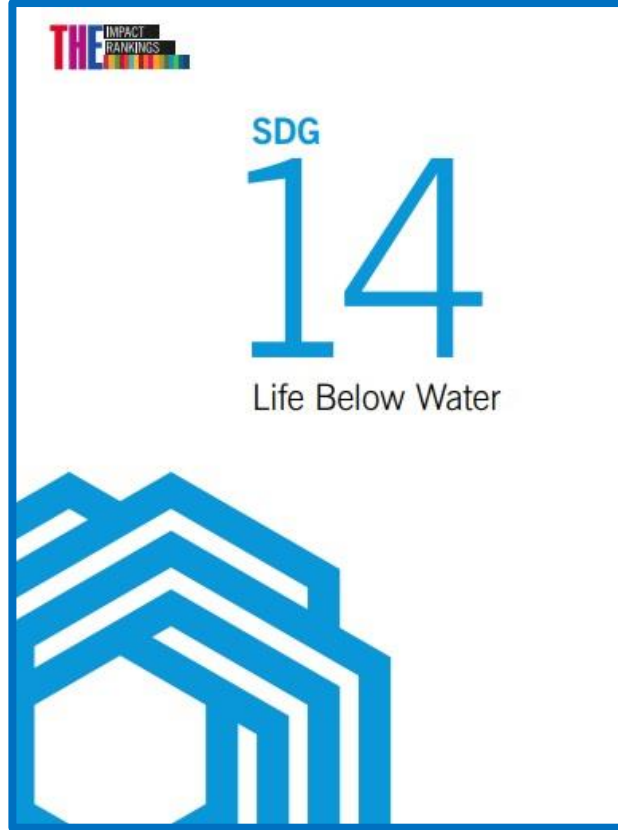
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SDG 13: Data Collection

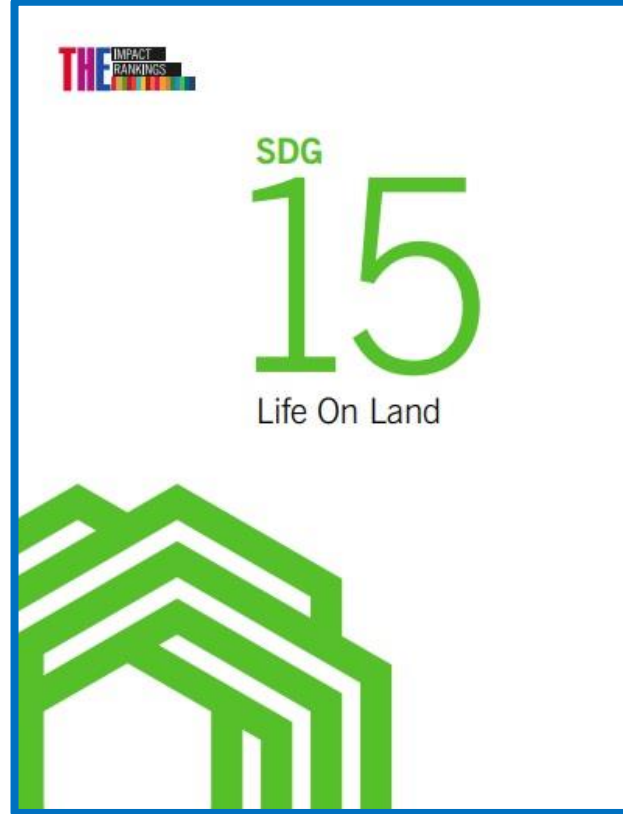


الهدف 14: حفظ المحيطات والبحار والموارد البحرية واستخدامها على نحو مستدام لتحقيق التنمية المستدامة



	Metric	Components	
14.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers 	7 27
14.2	Supporting aquatic ecosystems through education	<ul style="list-style-type: none"> Offer educational programmes on fresh-water ecosystems for local or national communities Offer educational outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices 	4 15.3
14.3	Supporting aquatic ecosystems through action	<ul style="list-style-type: none"> Support or organise events that promote conservation and sustainable use of oceans, seas, lakes, rivers and marine resources Policies to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested Work directly to maintain and extend ecosystems and their biodiversity, especially ecosystems under threat Work directly on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems 	5 19.4
14.4	Water sensitive waste disposal	<ul style="list-style-type: none"> Have water quality standards and guidelines for water discharges Action plan to reduce plastic waste on campus Policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities 	5 19.3
14.5	Maintaining a local ecosystem	<ul style="list-style-type: none"> A plan to minimise physical, chemical and/or biological alterations of related aquatic ecosystems Monitor the health of aquatic ecosystems Develop and support programs and incentives that encourage and maintain good aquatic stewardship practices Collaborate with the local community in efforts to maintain shared aquatic ecosystems Apply a watershed management strategy based on location specific diversity of aquatic species 	5 19

SDG 14: Data Collection



الهدف 15: حماية النظم الإيكولوجية البرية وترميمها وتعزيز استخدامها على نحو مستدام وإدارة الغابات على نحو مستدام ومكافحة التصحر ووقف تدهور الأراضي وعكس مساره ووقف فقدان التنوع البيولوجي



	Metric	Components
15.1	Research	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers
15.2	Supporting land ecosystems through education	<ul style="list-style-type: none"> Support and/or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land Policies to ensure that food on campus is sustainably farmed Work directly to maintain and extend ecosystems and their biodiversity especially ecosystems under threat Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities Offer educational outreach for local or national communities on sustainable management of land for agriculture and tourism
15.3	Supporting land ecosystems through action	<ul style="list-style-type: none"> Policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands Policies to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habits in areas affected by the operation of your university Include local biodiversity into any planning and development process Policies to reduce the impact of alien species on Campus Collaborate with the local community in efforts to maintain shared land ecosystems
15.4	Land sensitive waste disposal	<ul style="list-style-type: none"> Water quality standards and guidelines for water discharges Policy on reducing plastic waste on campus Policy, process or practice on waste disposal - covering hazardous materials?

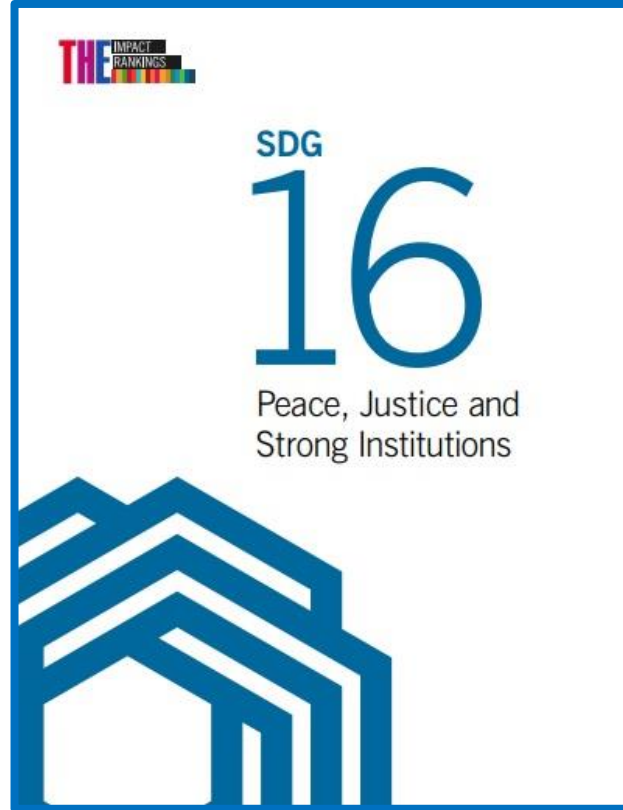
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SDG 15: Data Collection



الهدف 16: التشجيع على إقامة مجتمعات مسالمة لا يهمل فيها أحد من أجل تحقيق التنمية المستدامة، وإتاحة إمكانية وصول الجميع إلى العدالة، وبناء مؤسسات فعالة وخاضعة للمساءلة وشاملة للجميع على جميع المستويات



	Metric	Components	
16.1	Research: Law and IR	<ul style="list-style-type: none"> Citescore, FWCI, and number of papers 	7 27
16.2	University governance measures	<ul style="list-style-type: none"> Have elected representation on the university's highest governing body Recognise a students' union Policies and procedures to identify local stakeholders external to the university and engage with them Participatory bodies that recognize and engage local stakeholders, including local residents, local government, local private, local civil society representatives Publish the university's principles and commitments on organized crime, corruption & bribery Policy on supporting academic freedom Publish university financial data 	7 26.6
16.3	Working with government	<ul style="list-style-type: none"> Provide specific expert advice to local, regional or national government Provide outreach, general education, upskilling and capacity-building to policy- and law-makers on relevant topics e.g. economics, law, technology, migration and displacement and climate change Undertake policy-focused research in collaboration with government departments Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges 	6 23.2
16.4	Graduates in law and civil enforcement related courses with ethical element	<ul style="list-style-type: none"> Number of graduates Number of graduates from law and civil enforcement related courses 	6 23.2

SDG 16: Data Collection



الهدف 17: تعزيز وسائل التنفيذ وتنشيط الشراكة العالمية من أجل التنمية المستدامة



	Metric	Components	
17.1	Proportion of all SDG research with international coauthorship	<ul style="list-style-type: none"> Proportion of all SDG research with (international) coauthors from Low and Lower-Middle Income countries, number of papers 	7 27.1
17.2	Relationships with NGOs, Regional and National Government	<ul style="list-style-type: none"> Have direct involvement in, or input into, national government SDG policy development Initiate and participate in cross-sectoral dialogue about the SDGs Participate in international collaboration on gathering or measuring data for the SDGs Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs Collaborate with NGOs to tackle the SDGs 	4 18.5
17.3	Publish outputs across all SDGs	<ul style="list-style-type: none"> Which of the 17 SDGs does your university publish outputs for 	7 27.2
17.4	Education for the SDGs	<ul style="list-style-type: none"> A commitment to meaningful education around the SDGs across the university, relevant and applicable to all students Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs. Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people 	7 27.2



SDG 17: Data Collection

Workshop 4: Policy

- ✓ How would you create a policy for your SDG?
- ✓ Outline important issues you would state in the policy statement.

Example: [Gender Equality Policy Statement](#)

Thank you!



Remember !

ALL Officers are kindly requested to do the following:

- ✓ To identify the AASTMT stakeholders (internal & external) relevant to the each SDG
- ✓ To create initiatives support each SDG
- ✓ To prepare a policy for each SDG
- ✓ To collect the relevant data supported with Evidences (relevant, specific & public) to fill the Excel sheet on the assigned Excel Google File (will be created)
- ✓ To demonstrate each SDG briefly in 30 seconds video (officer, professionals, students,)
- ✓ Upload ALL the above data on:
<https://www.dropbox.com/sh/iakcgi90zw7bupn/AAAM4BUzokzWnKP5slpNlzIEa?dl=0>
to the assigned SDG folder
- ✓ The validated SDGs data shall be uploaded on the AASTMT – SDGs page



الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري

Arab Academy for Science, Technology & Maritime Transport

Prof. Yasser Gaber Dessouky

Dean of Scientific Research & Innovation

Editor in Chief: [Renewable Energy
and Sustainable Development Journal](#)

(+2) 01006030790

ygd@aast.edu

Dr. Rania Rageh

Head of Accredited International Programs

Productivity and Quality Institute

(+2) 0100 3003526

rageh.pqi@gmail.com

rania.rageh@aast.edu

Dr. Mohamed Youssef Omar

Head of Projects Management

Deanery of Scientific Research

(+2) 0100 163 6224

mohamed.youssef@aast.edu