



Times Higher Education
**Sustainability
Impact Ratings**

SDG

10

Reduced Inequalities





SDG 10

Reduced Inequalities

Why we measure

Equality needs to underpin every aspect of sustainability if the objectives of the SDGs are to be met. Although SDG 5 explores this through the prism of gender, SDG 10 takes a broader look at the intersectionality of disadvantage. This disadvantage can be felt through all of the other key issues raised by the SDGs – disadvantaged groups are both more likely to be unable to take advantage of progress and to suffer from the effects of climate change.

We are exploring how universities are tackling inequalities: economic, health based and international inequalities.

<https://www.un.org/sustainabledevelopment/inequality/>

Links to other SDGs

Inequality threatens long-term social and economic development (SDG8), harms poverty reduction (SDG1) and breeds disease (SDG3) and environmental degradation (SDG14 and SDG15). We cannot achieve sustainable development if people are excluded from opportunities, services and a chance for a better life.

Metrics and indicators

10.1 Research on reduced inequalities

10.1.1 Reduced Inequalities: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.60% of the overall score).

10.1.2 Reduced Inequalities: FWCI

This indicator explores the quality of a university's output in the area of Reduced Inequalities research using the number of citations received as a metric.

This number is normalised by publication type (paper, review, conference proceeding, book, or book chapter), by year of publication, and by subject. Subjects are defined using Elsevier's ASJC classification.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

10.1.3 Reduced Inequalities: publications

The number of publications looks at the scale of research output from a university around reduced inequalities. It is not normalised by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth up to 7% of the score in this SDG (equivalent to 1.82% of the overall score).



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10.2 First-generation students

Year: 2024

To see how the university is addressing economic inequality, we measure 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 metric is set to demonstrate that universities are able to provide education for disadvantaged groups – no group should be left behind.

The metric relates to the UN Targets 10.2 and 10.3.

This indicator is normalised and is worth 15.50% of the score in this SDG (equivalent to 4.03% of the overall score).

10.2.1 Indicator: Proportion of first-generation students

Data Collected	Definition
Number of students starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university in 2024. This is a subset of number of students.
Number of first-generation students starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university who are first generation students. A first-generation student is one who reports they are the first person in their immediate family to attend university at any level (note - the individual may have studied at another university previously). This is a subset of number of students starting a degree in 2024.

Data submission guidance

Definition: Number of students starting a degree

For universities teaching undergraduates this is the FTE (Full Time Equivalent) number of students starting a first degree at the university. This will include bachelor's and other equivalent degrees, equivalent to Unesco ISCED-2011 Level 6. (See methodology document for links to ISCED-2011). For post-graduate only institutions this is the FTE number of students starting a master's or PhD degree, equivalent to



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Definition: relevant year

We are looking for the number of students who started their studies in 2024. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

Definition: ‘immediate family’

We do not apply a fixed definition of ‘immediate family’, but in most cases it refers to parents, grandparents and siblings. Ultimately, however, it would be down to the individual concerned and her/his definition of ‘immediate family’ which then results in her/him reporting as ‘first generation’ student.

Guidance: previous study

If student studied and graduated at University A and then enrolls at University B for further study they can still be a first generation student at University B. It is the student, not the level of study that is relevant to the definition.

10.3 International students from developing countries

Year: 2024

This is defined as the proportion of international students at all degree levels who are from low or lower-middle income countries, as defined by the [World Bank](#). To be included, these students must be receiving financial aid that significantly supports them. All data are provided as full-time equivalents.

The metric relates to the UN Targets 10.A and 10.B.

This indicator is normalised and is worth 15.50% of the score in this SDG (equivalent to 4.03% of the overall score)

10.3.1 Indicator: Proportion of international students from developing countries

Data Collected	Definition
Number of students	This is the FTE (Full Time Equivalent) number of students in all years and of all programmes that lead to a degree, certificate, institutional credit or other qualification, referring to year 2024.
Number of international students from developing countries	This is the FTE (Full Time Equivalent) number of students as calculated above, whose nationality differs from the country where institution is based and whose nationality refers to a low or lower-middle income country, referring to year 2024. They must be receiving financial aid



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Data submission guidance

Definition: Students

see 1.2

Guidance: Number of international students from developing countries

International students are those from a country outside of the home country (or countries) of a university.

This is the sum of international students from low or lower-middle income countries ([as defined by the World Bank](#)) who receive financial support to study. This can include refugee or displaced students from these countries.

They must receive financial aid that significantly supports their studies, including fees, housing and living costs, study materials. This aid must be provided or directed by the university.

This is the FTE (Full Time Equivalent) for a student. It can be calculated as the total number of modules studied during the year, divided by the number of modules of a full-time person.

10.4 Proportion of students with disabilities

Year: 2024

This metric is defined as the number of students with disabilities at all degree levels divided by the total number of students at all degree levels. All data are provided as full-time equivalents.

The metric relates to the UN Targets 10.2 and 10.3.

This indicator is normalised and is worth 11.50% of the score in this SDG (equivalent to 2.99% of the overall score).

10.4.1 Indicator: Proportion of students with disabilities

Data Collected	Definition
Number of students	This is the FTE (Full Time Equivalent) number of students in all years and of all programmes (that lead to a degree, certificate, institutional credit or other qualification), referring to year 2024.
Number of students with disability	This is the FTE (Full Time Equivalent) the number of students in all years and of all programmes (that lead to a degree, certificate, institutional credit or other qualification) with a disability, referring to year 2024. This is a subset of number of students.



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Data submission guidance

Definition: Students

see 1.2

Guidance: Disability

Different countries have different definitions of disabilities, for this calculation disabilities may be defined to include only impairments, or impairments and activity limitations, or impairments, activity limitations and participation restrictions (as defined by the ICF (International Classification of Functioning, Disability and Health), providing a standard language and framework for the description of health and health-related states.

The ICF describes ‘impairments’ by “Functions of the Body and Structures of the Body”, it also describes the “activities & participation” that individuals can or cannot engage with/ without assistance. Both, “impairments” and “activities and participation” are further contextualized by ‘environmental factors’ and ‘personal factors’, which could render the person with impairments more or less capacity to perform.

For the UN in the Convention on the rights of persons with disabilities: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” (Article 1).

“Disability is an evolving concept and (...) results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others” For more on measuring disabilities read [here](#).

10.5 Proportion of employees with disabilities

Year: 2024

This metric is defined as the number of employees with disabilities divided by the total number of employees. All data are provided as full-time equivalents.

The metric relates to the UN Targets 10.3.

This indicator is normalised and is worth 11.50% of the score in this SDG (equivalent to 2.99% of the overall score)



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10.5.1 Indicator: Proportion of employees with disabilities

Data Collected	Definition
Number of employees	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, referring to year 2024.
Number of employees with disability	This is the FTE (Full Time Equivalent) number of employees, including outsourced core services, with disabilities in year 2024.

Data submission guidance

Definition: Employees
see 2.2

Definition: Disability
see above, data point 10.4

The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

10.6 Measures against discrimination

Universities need to establish and exhibit action to support participation and success of underrepresented groups.

There are a total of 33 points that could be gained from meeting the criteria in this metric, worth 19% of the score in this SDG (equivalent to 4.94% of the overall score).

This metric and indicators relate to the UN Targets 10.3 and 10.4.

#	Indicator	Maximum score
10.6.1	Non-discriminatory admissions policy Year: in place by 2024 Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	1.90% in SDG (0.49% Overall)



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#	Indicator	Maximum score
10.6.2	Access to university track underrepresented groups applications Year: 2024 Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, disabled students, and newly settled refugee students. Up to three points based on: • Existence of measures – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.3	Access to university underrepresented groups recruit Year: 2024 Take planned actions to recruit students, staff, and faculty from underrepresented groups? Up to three points based on: • Existence of planned actions – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.4	Anti-discrimination policy Year: in place by 2024 <i>This indicator has been split into two indicators this year: 10.6.4 Anti-discrimination policy, and 10.6.11 Anti-harassment policy</i> Have an anti-discrimination policy that covers the institution and its operations. Up to four points based on: Existence of policy – one point Evidence provided – up to one point Is the evidence provided public – one point Is policy created or reviewed in period 2020-2024 – one point	0.95% in SDG (0.24% Overall)



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#	Indicator	Maximum score
10.6.5	University diversity officer Year: 2024 Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus. Up to three points based on: • Existence of committee and/or offices – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.6	Support for underrepresented groups Year: 2024 Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups. Up to three points based on: • Existence of provision – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.7	Accessible facilities Year: 2024 Provide accessible facilities for people with disabilities. Up to three points based on: • Existence of facilities – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)



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#	Indicator	Maximum score
10.6.8	Disability support services Year: 2024 Support services for people with disabilities. Up to three points based on: • Existence of services – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.9	Disability access scheme Year: 2024 Provide access schemes for people with disabilities such as mentoring or other targeted support Up to three points based on: • Existence of schemes – maximum one point for both options mentoring and other targeted support, one point for mentoring only, one point for other targeted support only • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
10.6.10	Disability accommodation policy Year: in place by 2024 Have reasonable accommodation policy or strategy for people with disabilities including adequate funding Up to three points based on: • Existence of accommodation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)



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10.6.11	Anti-harassment policy Year: in place by 2024 Have an anti-harassment policy that covers the institution and its operations Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	0.95% in SDG (0.24% Overall)
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Data submission guidance

Guidance: Positive discrimination (10.6.1)

Positive discrimination: measures aim to foster greater equality by supporting groups of people who face, or have faced, entrenched discrimination so they can have similar access to opportunities as others in the community.

Guidance: Planned Actions (10.6.3)

Planned actions can include programmes (previous wording) – a set of measures intended to ensure that recruitment of the relevant groups occurs as expected. These need to be practical measures and can include strategies and regulations and codes of conduct provided these are linked to actions.

Guidance: Anti-harassment (10.6.5 and 10.6.11)

Guidance: Anti-discrimination refers to efforts, policies, and laws designed to prevent discrimination based on characteristics such as race, gender, age, religion, disability, sexual orientation, and other attributes. These measures aim to ensure equal treatment and opportunities for all individuals, regardless of their difference

Anti-harassment: policies opposed to someone harassing, alarming or distressing another person with his or her behaviour in the university.

Guidance: reasonable accommodation (10.6.10)

This metric is about modifications/adjustments made to enable people with disabilities to participate in university life. These accommodate the university system for disabled individuals based on a proven need. Accommodations can be physical, emotional, mental, academic or employment related

Accommodation in this sense is described in the ‘United Nations Disability Inclusion Strategy’. Here, ‘reasonable accommodation’ is defined as ‘...necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (CRPD, Article 2)’.