



Times Higher Education
**Sustainability
Impact Ratings**

SDG

2

Zero Hunger





SDG 2

Zero Hunger

Why we measure

The ability to feed the world is a key element of sustainable development. If done right, agriculture, forestry and fisheries can provide nutritious food for all. At the same time it can ensure rural development with people at the centre of the process, supporting the incomes of those who rely on agriculture.

Universities need to be able to demonstrate how they are contributing to end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

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

Links to other SDGs

SDG 2 also relates widely to other SDGs, since extreme hunger and malnutrition remains a barrier to sustainable development and creates a trap from which people cannot easily escape. Decent work (SDG8) can be a route out of poverty and lead to reduced hunger, but for this to happen there needs to be a strong framework of institutions to support change (SDG16).

Metrics and indicators

2.1 Research on hunger

2.1.1 Zero Hunger: 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.

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

2.1.2 Zero hunger: FWCI

This indicator explores the quality of a university's output in the area of hunger 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 it is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score).

2.1.3 Zero hunger: publications

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

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



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2.2 Campus food waste

Food waste can occur at each level of the food production process: production, handling and storage, processing, distribution and consumption. Causes can also vary, but usually they are related to inadequate market systems, in-proper transportation of fresh products, production of excess food, too large quantities purchased/displayed, large portion meals, attitude that disposing is cheaper than re-using. This indicator measures the proportion of food (metric ton) wasted/discarded per person on campus. This metric is worth 15.4% of the score in this SDG (equivalent to 4% of the overall score).

This metric relates to the UN Targets 2.1

This year's approach will use two linked questions.

The first question (indicator 2.2.1: Campus food waste tracking) confirms if a university is measuring food waste. If you do, we will ask you to provide evidence.

#	Indicator	Maximum score
2.2.1	Campus food waste tracking Measure the amount of food waste generated from food served within the university. Up to three points based on: • Existence of measurement – maximum of one point for whole university, 0.5 for partial measurement • Evidence provided – up to one point • Is the evidence provided public – one point	7.7% in SDG (2% Overall)

Data submission guidance

Guidance: outsourced food services

If food provision is outsourced this can be included if the relevant contracts require the organisation to measure and report on the amount of food waste.



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2.2.2 Indicator: Campus food waste

Year: 2024

The second question (indicator 2.2.2: Campus food waste) calculates the food waste per person. These values will only be scored where universities have indicated that they are measuring food waste across the whole university.

This indicator is normalised and it is worth 7.7% of the score in this SDG (equivalent to 2% of the overall score).

Data Collected	Definition
Total food waste	This is the total of food (metric ton) that is discarded or lost uneaten by all catering services on campus in the year 2024.
Campus population	This is the sum of the FTE (Full Time Equivalent) number of students and the FTE number of employees in the year 2024.

Data submission guidance

Guidance: Food waste

This can occur at each level of the food production process: production, handling and storage, processing, distribution and consumption. Causes can also vary, but usually they are related to inadequate market systems (unsanitary, small, lack of proper cooling equipment), improper transportation of fresh products, production of excess food, too large quantities purchased/ displayed, large portion meals, attitude that disposing is cheaper than re-using. For this metric we are interested in the amount of food discarded on campus from catering.

Food that is composted should be included in waste. Although composting is better than discarding it still represents resource waste.

Food that is donated, and will be consumed by people, should not be included as waste.

We expect this figure to be a rounded figure.

Definition: units of measurement

The unit of measurement is metric ton.

Guidance: Campus population

Campus population should include all people who are regularly resident or working on campus, including employees, academics, and students. It may also include families of employees, staff or students where they live on campus.



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Campus population does NOT include:

- campus visitors
- summer school population
- remote students / staff

Definition: Employees

Typically, an employee in legal terms is a person who is hired for a wage, salary, fee or payment to perform work for an employer. This does not include short term consultants. “Workers” and “staff” are employees.

Employees include all academic and non-academic staff working for the university. It should also include people working for core university services that have been outsourced (for example cleaners, janitors, caterers, gardeners where the relevant services are provided by an external company).

The FTE for an employee 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.

Definition: Students

see 1.2

2.3 Student hunger

Universities need to realise students at risk of being food insecure, which means they do not have access to nutritious, affordable food.

There are a total of 12 points that could be gained from meeting the criteria in this metric, 19.2% of the score in this SDG (equivalent to 5% of the overall score).

This metric and indicators relate to the UN Targets 2.2 and 2.C

#	Indicator	Maximum score
2.3.1	Student food insecurity and hunger Year: 2024 Have a programme in place on student food insecurity. Up to three points based on: • Existence of programme – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)



2.3.2	Students hunger interventions. Year: 2024 <i>This indicator has been split into two indicators this year: 2.3.2 Students hunger interventions and 2.3.5 Staff hunger interventions.</i> Provide interventions to prevent or alleviate hunger among students (e.g. including supply and access to food banks/pantries). Up to three points based on: • Provision of intervention – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.40% in SDG (0.625% Overall)
2.3.3	Sustainable food choices on campus Year: 2024 Provide sustainable food choices for all on campus, including vegetarian and vegan food. Up to three points based on: • Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets • Evidence provided – up to one point Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.3.4	Healthy and affordable food choices Year: 2024 Provide healthy and affordable food choices for all on campus. Up to three points based on: • Existence of choices – maximum one point for all food outlets, only 0.5 points for selected food outlets • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.3.5	Staff hunger interventions Year: 2024 Provide interventions to prevent or alleviate hunger among members of staff (e.g. including supply and access to food banks/pantries). Up to three points based on: • Provision of intervention – one point • Evidence provided – up to one point • Is the evidence provided public – one point	2.40% in SDG (0.625% Overall)



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Data submission guidance

Definition: Food insecurity

This is defined as a state of being without reliable access to a sufficient quantity of affordable, nutritious food. Having this programme in place shows commitment to continuous 'interventions', not just one offs.

Definition: Healthy food choices

These provide body with essential nutrition: fluid, macronutrients, micronutrients, and adequate calories.

Definition: Sustainable food choices

Sustainable food choices therefore refer to:

- trusted sources
- environmentally sustainable management of the land and natural environment
- minimised or no exposure to manufactured herbicides or artificial fertilisers
- no or low level of pesticides
- protection of diversity of both plants and animals and the welfare of farmed and wild species
- avoidance of damaging or wasting natural resources or contributing to climate change
- contributions to thriving local economies and sustainable livelihoods
- establishment of trading partnership, based on dialogue, transparency and respect

Guidance: 2.3.1

A programme suggests a continuous, targeted and coordinated approach to addressing student hunger – it could include identifying or measuring.

Guidance: 2.3.2 & 2.3.5

Interventions could be occasional/one off events, but the focus needs to be direct and practical.

Guidance: 2.3.4

Food services that are off campus (for example on a high-street) are clearly out of scope. However, if the institution has leased property on campus to food providers, or has outsourced their food provision, then this is in scope – essentially, the institution could have specified requirements around food provision.



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2.4 Proportion of graduates in agriculture and aquaculture including sustainability aspects

Here we measure the proportion of total graduates who receive a degree associated with any aspect of food sustainability within an agricultural and aquaculture course.

This metric tries to capture whether an institution actively teaches food sustainability within accredited undergraduate and postgraduate agriculture and aquaculture courses.

This metric relates to the UN Targets 2.3.

This indicator is normalised and is worth 19.2% of the score in this SDG (equivalent to 4.98% of the overall score).

2.4.1 Indicator: Proportion of graduates in agriculture and aquaculture Year: 2024

Data Collected	Definition
Number of graduates	This is the total headcount number of graduates at all levels (ISCED 6, 7, or 8) from your institution in year 2024.
Number of graduates from agriculture and aquaculture courses including sustainability aspects	This is the total headcount number of graduates at all levels (ISCED 6, 7, or 8) who were studying any aspect of food sustainability within an agricultural and aquaculture course and successfully completed the course in year 2024. This is a subset of the total number of graduates.

Data submission guidance

Overview:

This metric tries to capture whether your institution actively teaches food sustainability within accredited undergraduate and postgraduate agriculture and aquaculture courses.

Guidance: Graduates

A graduate is a person who has successfully completed a course of study or training resulting in an award or qualification.

This includes all graduations:

ISCED Level 6: Bachelor's or equivalent, see full definition and country specific examples: [here](#)

ISCED Level 7: Master's or equivalent, see full definition and country specific examples: [here](#)

ISCED Level 8: Doctoral or equivalent, see full definition and country specific examples: [here](#)

Guidance: sustainability 'course'

FA 'course' can be understood as a full program of study, not an



individual class within a program.

As such, please provide us the figures for the headcount number of graduates at all levels (ISCED 6: Bachelor's or equivalent level, ISCED 7: Master's or equivalent level, ISCED 8: Doctoral or equivalent level) who were studying any aspect of food sustainability within an agricultural and aquaculture course and successfully completed the course in year specified.

Guidance: sustainability elements

Food sustainability here covers the following factors: sustainable farming practices, animal welfare, low environmental impact, protecting public health, good employment practices and fair working conditions.

Guidance: Number of graduates from agriculture and aquaculture courses including sustainability aspects.

This does NOT include the number of graduates who get their Doctoral degrees by simply dissertation without taking part in any agriculture courses.

Guidance: Aquaculture

This is farming in water, therefore also known as aquafarming, defined as rearing of aquatic animals or the cultivation of aquatic plants for food.

2.5 National hunger

A university's effort against hunger aggregated at national level. Hunger here is defined as a severe lack of food which causes suffering or death, capturing the concept of food security.

There are a total of 12 points that could be gained from meeting the criteria in this metric, worth 19.2% of the score in this SDG (equivalent to 5% of the overall score).

This metric and indicators relate to the UN Targets 2.3, 2.4 and 2.5.



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#	Indicator	Maximum score
2.5.1	Access to food security knowledge Year: 2024 Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers Up to three points based on: • Provision of access – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.5.2	Events for local farmers and food producers Year: 2024 Provide events for local farmers and food producers to connect and transfer knowledge. Up to three points based on: • Provision of events – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.5.3	University access to local farmers and food producers Year: 2024 Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices. Up to three points based on: • Provision of access – maximum one point for free, only 0.25 points for paid • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)
2.5.4	Sustainable food purchases Year: 2024 Prioritise purchase of products from local, sustainable sources. Up to three points based on: • Existence of prioritisation – one point • Evidence provided – up to one point • Is the evidence provided public – one point	4.80% in SDG (1.25% Overall)

Data submission guidance

Guidance: Food security

The following notes are designed to support understanding of the term food security for use in these metrics.

[Food security](#) exists "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life".



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The most frequent cause for hunger is poverty; so people don't have adequate income to purchase or produce enough food for themselves and their families. In addition, if there is inadequate investment in agricultural research, training and/or infrastructure, food production is likely to decline instead increase.

This happens if farmers lack access to improved seeds, fertilizers, pesticides due to lack of money and if they then also lack knowledge and information on how to use what they have effectively/efficiently.

Farmers can also lack skills to protect food crops in field and skills to process/store food. Also, inappropriate land-use can damage natural resources which is a lifeline for them. It is crucial to invest in human resources, meaning putting their knowledge/information at the centre of agricultural and development efforts – universities can be at the forefront of that.
