



Times Higher Education
Impact Rankings

SDG

16

Peace, Justice and
Strong Institutions





SDG 16

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Why we measure

SDG 16 and 17 explore some of the underlying factors that are needed in order to ensure delivery of the other SDGs. Peace and Justice go hand in hand – and indeed are vital for equity between people and countries. Supporting this we need our institutions to be strong enough to maintain a focus on delivering the SDGs. This can range from individual justice – eradicating modern slavery and people trafficking – to ensuring that our countries have the evidence base needed to react appropriately to crises.

We are focusing on how universities can support, and be, strong institutions in their countries and promote peace and justice. It explores universities' research on law and international relations, their participation as advisers for government and their policies on academic freedom.

<https://www.un.org/sustainabledevelopment/peace-justice/>

Links to other SDGs

SDG 16 relates to other SDGs since, in order to advance the SDGs, we need effective and inclusive public institutions that can deliver quality education (SDG4) and healthcare (SDG3), fair economic policies (SDG8) and inclusive environmental protection (SDG13, SDG14 and SDG15).

The rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level.

Metrics and indicators

16.1 Research on peace and justice

16.1.1 Peace, Justice and Strong Institutions: 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).

16.1.2 Peace, Justice and Strong Institutions: FWCI

This indicator explores the quality of a university's research output that is relevant to peace and justice 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).



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16.1.3 Peace, Justice and Strong Institutions: publications

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

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

16.2 University governance measures

Universities governance measures look at activities around elected representation of university stakeholders on the governing body as well as policy and processes to involve local non-university stakeholders.

There are a total of 24 points that could be gained from meeting the criteria in this metric, worth 26.60% of the score in this SDG (equivalent to 6.92% of the overall score).

This metric and indicators relate to the UN Targets 16.4, 16.5, 16.6 and 16.7.

#	Indicator	Maximum score
16.2.1	<p>Elected representation</p> <p>Year: 2023</p> <p>Have elected representation on the university’s highest governing body from: students (both undergraduate and graduate), faculty, and staff (non-faculty employees)</p> <p>Up to three points based on:</p> <ul style="list-style-type: none"> • Existence of representation – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point 	<p>3.35% in SDG (0.87% Overall)</p>
16.2.2	<p>Students’ union</p> <p>Year: 2023</p> <p>Recognise an independent students’ union</p> <p>Up to three points based on:</p> <ul style="list-style-type: none"> • Existence of recognition – 0.33 points for union providing governance input, 0.33 for union providing support for students, 0.33 for union providing social activities • Evidence provided – up to one point • Is the evidence provided public – one point 	<p>3.35% in SDG (0.87% Overall)</p>



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#	Indicator	Maximum score
16.2.3	<p>Identify and engage with local stakeholders</p> <p>Year: in place by 2023</p> <p>Have written policies and procedures to identify local stakeholders external to the university and engage with them</p> <p>Up to four points based on:</p> <ul style="list-style-type: none">• Existence of policies – 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	<p>3.35% in SDG (0.87% Overall)</p>
16.2.4	<p>Participatory bodies for stakeholder engagement</p> <p>Year: 2023</p> <p>Ensure that local stakeholders in the university – including local residents, local government, and civil society representatives (which may include groups such as refugee resettlement agencies) – have a meaningful mechanism or for participating in university decision making</p> <p>Up to three points based on:</p> <ul style="list-style-type: none">• Existence of participatory bodies – one point• Evidence provided – up to one point• Is the evidence provided public – one point	<p>3.35% in SDG (0.87% Overall)</p>
16.2.5	<p>University principles on corruption and bribery</p> <p>In place by 2023</p> <p>Publish the university’s principles and commitments on organized crime, corruption & bribery</p> <p>Up to three points based on:</p> <ul style="list-style-type: none">• Existence of publication – one point• Evidence provided – up to one point• Is the evidence provided public – one point	<p>3.35% in SDG (0.87% Overall)</p>



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#	Indicator	Maximum score
16.2.6	<p>Academic freedom policy</p> <p>Year: in place by 2023</p> <p>Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research)</p> <p>Up to four points based on:</p> <ul style="list-style-type: none">• Existence of policy – 0.25 points for each area covered: research freedom for senior academics, research freedom for junior academics, teaching freedom for senior academics, teaching freedom for junior academics• Evidence provided – up to one point• Is the evidence provided public – one point• Is policy created or reviewed in period 2020-2024 – one point	<p>6.60% in SDG (1.72% Overall)</p>
16.2.7	<p>Publish financial data</p> <p>Year: 2023</p> <p>Publish university financial data</p> <p>Up to three points based on:</p> <ul style="list-style-type: none">• Existence of publication• Evidence provided – up to one point• Is the evidence provided public – one point	<p>3.25% in SDG (0.85% Overall)</p>

Data submission guidance

Guidance: Elected representation (16.2.1)

Elected representatives should not be appointed by the university. However they may be office holders from representative bodies that have their own democratic processes (for example a Student Union President, a Union representative)

Guidance: Student Union (16.2.2)

Students' organization in a university or college which represents students' political and welfare interests. It may also organize leisure activities, provide welfare services, and other services. It should be free to operate without unnecessary interference from the university.

Guidance: Local stakeholders (16.2.4):

Here we apply a neutral understanding of the terminology and refer to people who are important to you (as university), or who are directly affected by your actions, but who would not normally have a direct say



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in the running of the university. For example, this could include local businesses or residents. It can vary by context but important to note is that we are not referring to people who have direct involvement with the institution.

Guidance: Academic freedom policy (16.2.6)

Academic freedom is at the heart of the Academy. Here we are looking to ensure that academic freedom covers both teaching and research, and that it applies equally to junior as well as senior (for example Tenured) academics.

Guidance: Financial data (16.2.7)

The data can be provided at a consolidated level, but should be sufficient for analysis as to the financial probity and viability of an institution. Consolidated accounts that are produced to GAAP standards would be a good example

16.3 Working with government

Universities need to demonstrate how they are working with government.

There are a total of 12 points that could be gained from meeting the criteria in this metric, a maximum score is worth 23.20% of the score in this SDG (equivalent to 6.03% of the overall score).

This metric and indicators relate to the UN Targets 16.3, 16.7, 16.8, 16.10 and 16.B.

#	Indicator	Maximum score
16.3.1	<p>Provide expert advice to government.</p> <p>Year: 2023</p> <p>Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence)</p> <p>Up to three points based on:</p> <ul style="list-style-type: none"> • Existence of provision – maximum one point, 0.33 points for each option selected • Evidence provided – up to one point • Is the evidence provided public – one point 	<p>6.40% in SDG (1.33% Overall)</p>



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#	Indicator	Maximum score
16.3.2	<p>Policy- and lawmakers outreach and education</p> <p>Year: 2023</p> <p>Provide outreach, general education, upskilling and capacity-building to policy and lawmakers on relevant topics including economics, law, technology, migration and displacement, and climate change</p> <p>Up to three points based on:</p> <ul style="list-style-type: none">• Existence of provisions – one point• Evidence provided – up to one point• Is the evidence provided public – one point	<p>6.40% in SDG (1.33% Overall)</p>
16.3.3	<p>Participation in government research</p> <p>Year: 2023</p> <p>Undertake policy-focused research in collaboration with government departments</p> <p>Up to three points based on:</p> <ul style="list-style-type: none">• Existence of research – one point• Evidence provided – up to one point• Is the evidence provided public – one point	<p>6.40% in SDG (1.33% Overall)</p>
16.3.4	<p>Neutral platform to discuss issues</p> <p>Year: 2023</p> <p>Provide a neutral platform and ‘safe’ space for different political stakeholders to come together to frankly discuss challenges</p> <p>Up to three points based on:</p> <ul style="list-style-type: none">• Existence of platform – one point• Evidence provided – up to one point• Is the evidence provided public – one point	<p>4% in SDG (1.04% Overall)</p>

Data submission guidance

Guidance: neutral platforms (16.3.4)

In academic discourse it should be possible for people with widely different views to debate and discuss important without restriction from the university (within an appropriate legal framework). The ability of universities to facilitate such conversations in the political arena is an important one, and enables them to bring their academic expertise to bear to the benefit of political decision making.



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16.4 Proportion of graduates in law and civil enforcement

Year: 2023

Universities can support justice through the provision of appropriately educated graduates, so we measured the number of graduates in law or civil policing subjects divided by the total number of graduates.

The metric relates to the UN Targets 16.3, 16.10, 16.A and 16.B.

This indicator is normalised and is worth 23.20% of the score in this SDG (equivalent to 6.03% of the overall score).

16.4.1 Indicator: Proportion of graduates in law

Data Collected	Definition
Number of graduates	This is the total headcount number of graduates at all levels from your institution in year 2023.
Number of graduates from law and enforcement related courses	This is the headcount number of graduates at all levels from your institution from law and enforcement related courses in year 2023. This is a subset of the total number of graduates.

Data submission guidance

Definition: Graduates:

see 2.4

Definition: Graduates from law and enforcement related courses

This does not require them to be fully qualified in the profession, since further practical experience may be necessary.

Courses could include criminology, policing, forensic science, law (all types), corrections, criminal psychology. All courses must include a positive ethical dimension.