



## **A New Approach to Measuring Institutional and Researcher Contributions to the SDGs: Combining Data from Elsevier SciVal and VOSviewer**

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**Abstract.** The Sustainable Development Goals (SDGs), established by the United Nations in 2015, are a comprehensive global framework that addresses social, economic, and environmental challenges through sustainable development. This study examines the role of universities, specifically focusing on the Department of Mechanical Engineering at Universitas Muhammadiyah Magelang (UNIMMA), in contributing to the SDGs. The study utilized data from Elsevier's SciVal to analyze the department's contribution to the SDGs through scientific publications in the Scopus database. A total of 97 out of 156 articles published by nine researchers from the department were found to contribute to various SDGs, with a significant focus on Goals 7 (affordable and clean energy), 17 (partnerships for the goals), 9 (industry, innovation, and infrastructure), and 12 (responsible consumption and production). The study highlights the department's collaborative efforts and alignment with global sustainability goals. In addition, VOSviewer was used to map the research collaboration network within the department, revealing strong contributions to energy efficiency, sustainable technologies, and climate action. However, the department's research shows limited contribution to social SDGs such as poverty alleviation and gender equality. By mapping the university's contributions to the SDGs, this study helps faculty members identify opportunities for targeted research collaborations, address gaps in SDG contributions, and enhance partnerships with researchers from other institutions, thus broadening the university's impact on global sustainable development goals.

**Keywords:** Sustainable Development Goals (SDGs); Mechanical Engineering; Times Higher Education; World University Rankings; Research Impact; Elsevier SciVal; VOSviewer; Research Collaboration; Energy Efficiency; Sustainable Technologies.

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## 1. Introduction

On September 25, 2015, the United Nations (UN), through the General Assembly, established the Sustainable Development Goals (SDGs) as a new global development framework, replacing the Millennium Development Goals (MDGs), which were in effect from 2000 to 2015 [1]. The SDGs consist of 17 goals that holistically target social, economic, and environmental aspects, with an ambitious vision to end poverty, reduce inequality, protect the environment, and ensure welfare and prosperity for all by 2030 [2]–[4].

The establishment of SDGs is oriented to answer increasingly complex global challenges. Therefore, it requires a more sustainable development approach [5], [6]. In addition, SDGs are designed to strengthen inclusivity and equality and ensure that no individual or group is left behind [7], [8]. Within this framework, the UN bridges collaboration from all countries worldwide to achieve better common goals for future generations. These goals also reflect a global commitment to comprehensive sustainable development principles, emphasizing economic growth [9], environmental sustainability, and social welfare. The implementation of SDGs is expected to create a long-term positive impact on all aspects of global community life [10], [11].

Therefore, universities play a crucial role in achieving these SDGs. As centers of education, research, and community service, universities have a great responsibility and potential to support the realization of these 17 goals. By integrating the principles of sustainable development into the curriculum, universities can produce graduates with theoretical knowledge and practical skills in facing various global challenges such as climate change, inequality, and environmental degradation [12]. For instance, several research studies conducted by various university faculty members focus on optimizing energy utilization [13]–[15]. Universities also have a significant role in building literacy and awareness of the SDGs through education [16], [17]. Thus, university graduates are expected to become agents of change to provide innovative solutions for global development. As research centers, universities can develop science-based solutions to address issues across the SDG spectrum [18]–[20], from health and well-being to renewable energy and green technology. Research by faculty/researchers and students focused on developing sustainable technologies, energy efficiency, and improving the quality of life of the poor can help accelerate the achievement of the SDGs, both locally and globally [21]–[23]. In addition to its role in education and research, universities have social contributions through community service programs. Many universities are involved in community service projects that empower local communities, increase access to health services, skills training, and increase environmental awareness. This community service not only directly impacts the welfare of local communities but also provides field experience for students and researchers to understand the complexities of sustainable development more comprehensively [24].

Furthermore, universities also play a role as a forum for building global and local partnerships in achieving the SDGs. Collaboration with governments, the private sector, and international organizations allows transferring knowledge and technology to realize sustainable development [25], [26]. Through this collaboration, universities can act as a bridge connecting various sectors in a joint effort to address various global problems. Universities also play a role as drivers of public policy, where scientific evidence produced from research in universities can be used as a basis for policymakers in designing more appropriate and sustainable policies. Thus, universities are not only educational institutions but also agents of change that play an essential role in achieving the SDGs, which requires a joint commitment from all parties at the local and global levels.

In recent years, universities' contributions to the SDGs have increasingly been considered in measuring the global impact of higher education. Vargas et al [27] examined how universities have integrated the SDGs into their operations, mainly through research. Bibliometric analysis is used for the paper to conclude that universities have emerged as key players in sustainable development, with an increase in intellectual output around the SDGs since 2015. The study also identifies the need for systemic change in higher education to address the SDG agenda fully. Universities have an essential role as change agents in achieving the SDGs, especially in education. Through bibliometric mapping, five main clusters can be identified: SDGs in general, SDG 4 on Quality Education, Education for

Sustainable Development, Higher Education, and Educational Management. The findings show that there has been a significant increase in the number of related publications, with a strong focus on the importance of transforming the role and function of higher education to support sustainable development [28].

Higher-ranked universities tend to disclose more information and firmly commit to SDGs related to health, education, industry, responsible consumption, climate action and partnerships [29]. The study reveals significant differences between top- and bottom-ranked universities regarding geographical location, information disclosure, and impact. In particular, the study finds that SDG 9 (industry, innovation and infrastructure) and SDG 17 (partnerships for the goals) are highly influential in aligning universities' rankings with their sustainability actions across multiple dimensions and subjects. The study recommends that universities integrate SDG actions into their strategic management to improve their sustainability performance and contribute effectively to sustainable development. The University of Leicester has recently mapped the research contributions of higher education institutions (HEIs) to the SDGs. Mathematical text mining techniques are integrated into an automated software tool that can quickly and effectively measure a university's academic contribution to the SDGs. This success has led to increased ambition and efforts to develop software that can map the entire operations of an HEI or business, enabling them to report on their contribution to the SDGs more comprehensively [30].

Elsevier and Times Higher Education (THE) are two institutions that provide frameworks for measuring the role of universities in achieving these goals. The metrics developed by these institutions guide universities in assessing their contributions to the SDGs in various aspects, such as research, institutional policies, and community engagement. Starting in 2023, Elsevier, through the SciVal platform, provides a tool to analyze research output related to the SDGs. Each university can measure its contribution to the SDGs through scientific publications, collaborations, and citation impact in fields relevant to the SDG spectrum. In addition, SciVal allows universities to map their research against the SDGs, helping them assess the global impact of their academic activities and collaborations. By Elsevier data science, the SDGs are mapped to documents by matching terms from Scopus records using search queries, plus predictive learning matching elements for each SDG. The terms used in the articles are derived from the title, keywords, key descriptors, journal subject areas, and abstracts. Elsevier's data science team created an initial query at the request of THE to help them define the SDG search query that will be used in the SDG University Impact Rankings [31].

Meanwhile, THE takes a broader approach to measuring university contributions through its Impact Rankings. THE assesses universities' success in addressing global challenges related to the SDGs based on several key criteria. In addition to research, THE also evaluates universities' operational policies and practices, such as resource management, gender equality, and sustainability. In addition, universities' engagement with local and global communities to address SDG issues is also an important assessment factor. Universities can choose specific SDGs to be evaluated, with SDG 17 (Partnerships for the Goals) as a mandatory indicator that reflects universities' global collaboration, especially in research. To participate in this measurement, universities voluntarily submit relevant data to THE, including case studies, institutional policies, and statistics related to activities supporting the SDGs. Elsevier supports this process by providing bibliometric data on research outputs, allowing universities to assess their impact on research and citations related to the SDGs. In doing so, the two institutions provide universities with a comprehensive tool to assess and publish their contributions to sustainable development. Universities can track and highlight their role in supporting the SDGs by leveraging platforms like Elsevier's SciVal and participating in THE Impact Rankings. THE Impact Rankings not only strengthen the reputation of the university but also measure its real contribution to achieving the SDGs.

Therefore, this study presents a novel approach by applying SciVal and Elsevier's VOSviewer to quantitatively and visually map the contribution of a specific department (Mechanical Engineering at UNIMMA) to the SDGs. By focusing on department-level analysis, the study provides detailed insights into how individual researchers and their collaborative networks contribute to global sustainability efforts. This department-specific focus is relatively unique, as most previous studies have analyzed the

university's contribution as a whole or general trend across institutions. Combining bibliometric tools (SciVal) and collaborative network analysis (VOSviewer) introduces a comprehensive framework for assessing SDG-related research output at the micro-level, offering a model for other institutions to assess their specific contributions to sustainable development.

To identify the contribution of institutions and researchers to SDGs, find relationships between researchers, and map the contribution of each researcher, a specific department is needed as a case study. Therefore, we use the Department of Mechanical Engineering, Universitas Muhammadiyah Magelang (UNIMMA) as a case study in this study. This department is supported by nine lecturers/researchers, collaborating with senior lecturers and junior lecturers. This department has a scientific vision to become a leading national mechanical engineering department with a sustainable engineering perspective to support global sustainability, which is very relevant to SDGs. The articles from the nine lecturers/researchers have been indexed in the Scopus database to be included in the analysis. The researcher IDs are presented in Table 1.

**Table 1.** Researcher's data source (accessed 8 September 2024)

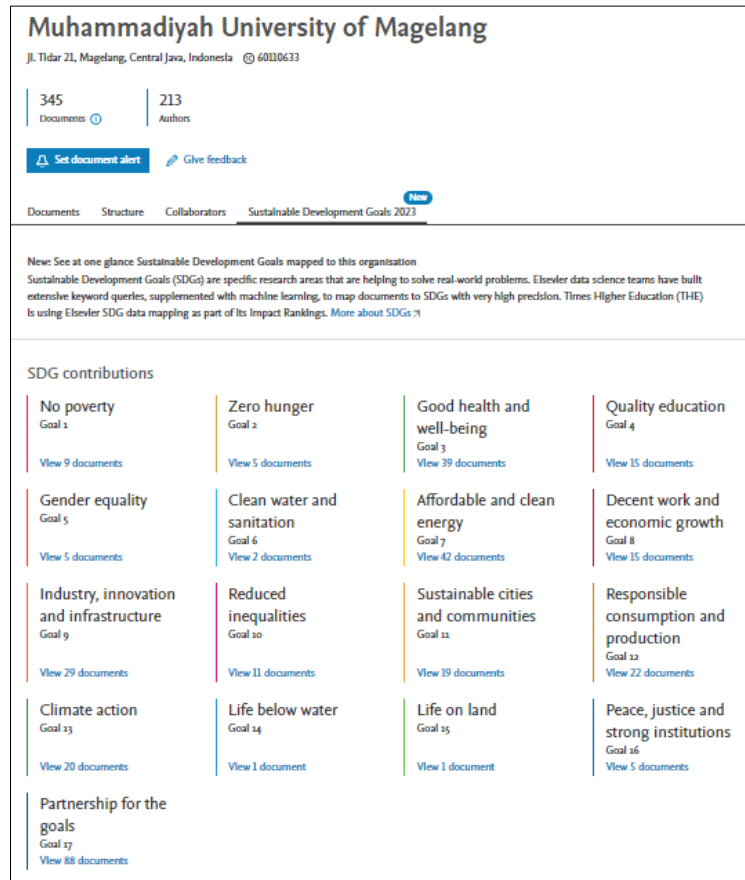
No	Full name	Initial	Scopus ID	Total doc.
1	Yun Arifatul Fatimah	YAF	57189027940	22
2	Muji Setiyo	MS	57189574332	97
3	Budi Waluyo	BW	57190971941	35
4	Bagiyo Condro Purnomo	BCP	57193447890	21
5	Suroto Munahar	SM	57189352149	24
6	Saifudin	S	57193447744	14
7	Ilham Habibi	IH	57671975300	5
8	Fungky Dyan Pertiwi	FDP	58696506100	5
9	Dhimas Cahyo Anindito	DCA	57208795476	4
				227

## 2. Methods

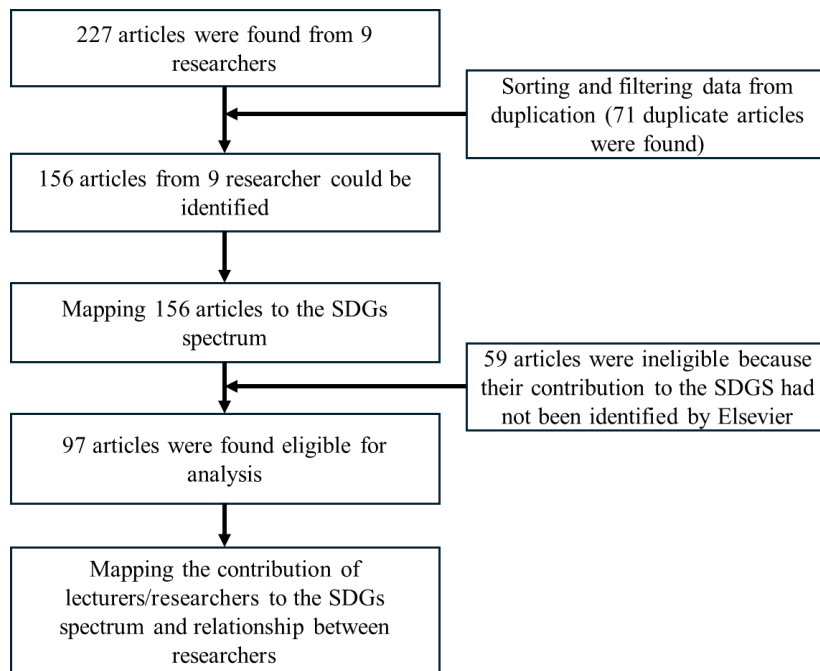
In this study, we used data provided by Elsevier. First, select the organization on the main search menu in Scopus, then enter the keyword. The search results by the system will display the selected institution, which displays four main menus: Documents, Structure, Collaborators, and Sustainable Development Goals 2023. From the four options, select the Sustainable Development Goals 2023 menu. All articles produced by the institution and their contributions to the 17 SDGS spectrums will be displayed, as presented in Figure 1.

However, the data in Figure 1 presents the institution's overall publication output. To measure the specific contribution of the Department of Mechanical Engineering, we conducted a targeted search within each SDG spectrum. Given the relatively small number of relevant publications, we opted for manual validation to ensure accuracy. First, we carefully checked all documents in each spectrum by tabulating the detailed data. Second, we calculated the percentage contribution of these articles to their respective SDG spectrum. Third, because a single article can be relevant to multiple SDG spectrums, we used Excel to sort and filter the data, identify the number of articles produced by the nine lecturers in the department and map them to all applicable SDG spectrums. Finally, we calculated the specific contribution of each lecturer to the SDGs. The detailed sequence of validation and data analysis is illustrated in Figure 2.

To map the relationships between researchers, we utilized VOSviewer, a tool for building and visualizing bibliometric networks. The process began with the data collection phase, where all relevant references were exported from Mendeley into RIS file format. The choice of RIS allowed us to effectively capture and organize bibliographic information, facilitating the transition to the next step in the analysis. Once the RIS file was prepared, it was imported into VOSviewer for further analysis and processing. In this study, we focused specifically on nine selected authors. These authors are lecturers/researchers affiliated with the Department of Mechanical Engineering, UNIMMA as presented in Table 1.



**Figure 1.** Landing page for searching institutional contributions to SDGs at Elsevier, accessed 8 September 2024 (<https://www.scopus.com/pages/organization/60110633#tab=sdgs>)



**Figure 2.** Methods for mapping research contributions of lecturers/researchers to SDGs

VOSviewer allowed a detailed and visually intuitive depiction of these academic relationships, offering a clearer understanding of the collaborative dynamics within the department. This visualization made identifying key actors and their roles in ongoing research easier and helped determine research clusters and groups of researchers working on closely related topics. By understanding these clusters, we were able to recognize emerging research areas and their potential for future collaboration, thus fostering strategic partnerships that could enhance the department’s research output and impact. This approach provides a comprehensive overview of the collaborative landscape. The insights gained from this analysis will be crucial to visualize this co-authorship network and the correlations and potential synergies between researchers towards the SDGs, as set out as the objective of this study.

### 3. Results and Discussion

#### 3.1. Metric Contribution

The sorting mechanism as illustrated in Figure 2, produced 87 articles as shown in Table 2. To map articles’ contributions to the SDGs, we validated them individually in the Scopus database to obtain a correlation matrix between articles, authors, and contributions to the SDGs.

**Table 2.** Correlation matrix of articles, SDGs, and researchers

Refs	Type	SDGs spectrum															Researcher											
		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15	G16	G17	YAF	MS	BW	BCP	SM	S	IH	FDP	DCA	
[32]	J							√											√									
[33]	P						√																			√		
[34]	P										√	√						√	√									
[35]	J																√	√										
[36]	J																√	√	√									
[37]	J						√											√										
[38]	J								√				√					√										
[39]	P								√			√	√					√										
[40]	J						√											√										
[41]	J						√															√						
[42]	J						√										√	√							√	√	√	
[43]	J						√	√									√					√						
[44]	J						√											√	√									
[45]	J																√	√										
[46]	J										√						√	√	√									
[47]	J						√											√										
[48]	J							√									√	√										
[49]	J												√					√										
[50]	P						√												√				√					
[51]	P										√						√	√			√							
[52]	P																√	√										
[53]	J		√								√							√										
[54]	J																√	√										
[55]	J						√											√	√		√							
[56]	J						√											√	√	√								
[57]	J																√	√	√									

Refs	Type	SDGs spectrum															Researcher											
		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15	G16	G17	YAF	MS	BW	BCP	SM	S	IH	FDP	DCA	
[58]	J						√		√				√						√									
[59]	P								√		√	√					√	√										
[60]	J			√																			√					
[61]	P									√													√					
[62]	P			√			√				√											√	√					
[63]	J								√			√					√	√										
[64]	C										√	√					√	√										
[65]	J			√			√						√								√	√						
[66]	J							√		√			√				√		√									
[67]	P						√													√								
[68]	J						√												√									
[69]	J						√												√	√								
[70]	J						√						√					√	√	√					√	√		
[71]	P										√		√						√	√								
[72]	J										√							√										
[65]	J			√			√				√								√		√							
[73]	P							√	√				√						√									
[74]	P						√																					√
[75]	P						√										√		√									
[76]	J			√			√												√									
[77]	J						√																					√
[78]	J										√								√	√								
[79]	J																√		√	√								
[80]	P												√						√		√	√						
[81]	J						√			√		√							√	√			√					
[82]	J						√															√						
[83]	J						√		√		√								√									
[84]	P						√						√									√						
[85]	J			√																		√						
[86]	J						√		√	√		√	√	√				√	√									
[87]	J								√										√									
[88]	J						√											√	√	√								
[89]	J								√										√									
[90]	P			√				√	√			√							√									
[91]	J						√												√			√						
[92]	J											√									√							
[93]	J			√															√									
[94]	J			√			√												√									
[95]	P						√												√	√								
[96]	P			√							√						√		√									
[97]	P			√															√	√	√	√						
[98]	P																	√	√									
[99]	P								√			√					√	√										

Refs	Type	SDGs spectrum															Researcher											
		G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15	G16	G17	YAF	MS	BW	BCP	SM	S	IH	FDP	DCA	
[100]	P							√	√			√	√					√	√									
[101]	P								√			√						√	√									
[102]	P								√									√	√									
[103]	J						√						√						√									
[13]	J								√			√						√	√									
[104]	P							√										√	√		√	√						
[105]	J		√						√				√					√	√									
[106]	J						√														√							
[107]	J						√												√									
[108]	J						√												√									
[109]	P								√			√						√	√									
[110]	J					√	√	√	√			√			√			√	√									
[111]	J						√	√	√			√						√	√									
[112]	P							√	√			√				√		√	√									
[113]	J		√				√	√	√			√						√	√									
[114]	J										√							√	√									
[115]	P						√											√	√	√		√						
[116]	J											√						√	√									
[117]	J						√											√	√									
[118]	J								√		√	√					√	√										
[119]	J						√											√	√					√				
[120]	J						√											√	√									
[121]	J											√						√	√									
[122]	J								√									√	√									
[123]	J						√											√	√									
[124]	P						√																				√	
[125]	J						√											√	√									
[126]	C										√	√	√				√	√										

YAF: Yun Arifatul Fatimah; MS: Muji Setiyo; BW: Budi Waluyo; BCP: Bagiyo Condro Purnomo; SM: Suroto Munahar; S: Saifudin; IH: Ilham Habibi; FDP: Funky Dyan Pertiwi; dan DCA: Dhimas Cahyo Anindito. J: Journal, P: Proceedings, and C: Book Chapter.

Based on the data presented in Table 2, a comprehensive analysis was conducted by linking articles, SDG codes (G1-G17), and researchers involved. 97 out of 156 articles produced by nine researchers in the Department of Mechanical Engineering at UNIMMA have contributed to one or more of the SDGs spectrums. Meanwhile, the remaining 59 articles have not been detected by Elsevier as having contributed to the SDGs, some of which are newly published articles, and some of which may be because they do not contribute to the SDGs, including a preface at a conference indexed by Scopus [127]–[129]. The 97 identified articles cover a wide range of research topics, including renewable energy, waste management, sustainable transportation, biofuels, environmental sustainability, and industrial optimization. Many articles focus on energy, industrial innovation, sustainable cities, and climate action, indicating that much research is aimed at improving energy efficiency and reducing environmental impacts.

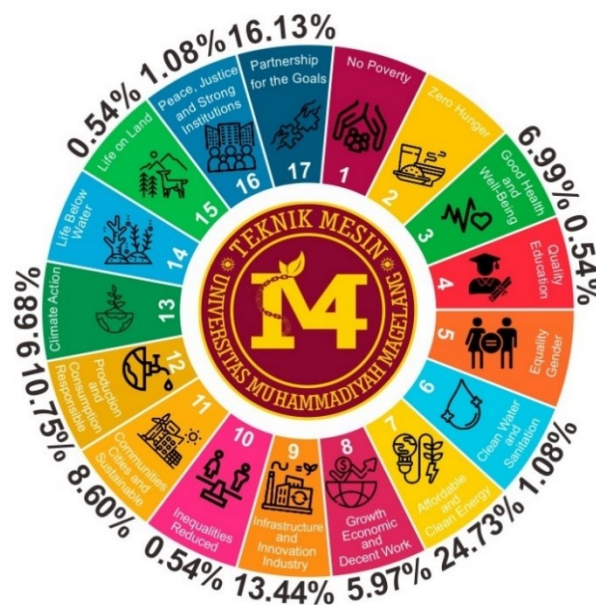
Furthermore, the most frequently supported SDG is G7, which includes research on renewable energy sources, optimization of energy consumption, and development of alternative fuels. The second



most supported SDG was G17, where many articles emphasized the importance of collaboration and partnerships in achieving sustainability goals. The third most supported SDG was G9, which covers industrial optimization, sustainable manufacturing processes, and technology development research. Fourth place was G12, which addresses responsible consumption and production, followed by G13 (climate action) and G11 (sustainable cities and communities). The involvement of 9 researchers in several articles demonstrates a collaborative approach, particularly in areas such as energy efficiency and sustainable fuels (G7, G13), which include articles on biodiesel, fuel cell technology, and energy saving methods—reflecting interdisciplinary efforts. Circular economy and waste management also significantly contribute to the SDGs, particularly G9, G12, and G17, with articles on remanufacturing, sustainable production, and waste management, highlighting cross-disciplinary collaboration and the need for integrated solutions to sustainability challenges. This analysis shows strong alignment between articles and important global goals, particularly energy, industrial innovation, and climate action. This analysis also underlines collaborative efforts among researchers to achieve sustainable solutions through technological and policy advances.

### 3.2. Overall Contribution

From Table 2, 97 articles produced by Department of Mechanical Engineering UNIMMA contributed to 13 of the 17 SDGs. Consistent with the engineering field, the most extensive contributions were to Goal 7 (affordable and clean energy) (24.73%), Goal 17 (partnerships for the goals) (16.13%), Goal 9 (industry, innovation and infrastructure) (13.44%), and Goal 12 (responsible consumption and production) (10.75%), with all four goals exceeding 10%. In contrast, contributions below 10% include Goal 13 (climate action) and Goal 11 (sustainable cities and communities) at 9.68% and 8.60% respectively; Goal 3 (good health and well-being) (6.99%); Goal 8 (decent work and economic growth) (5.91%). Goal 6 (clean water and sanitation), Goal 16 (peace, justice and strong institutions), Goal 4 (quality education), Goal 10 (reduced inequality), and Goal 15 (life on land) each have contributions below 5%. 4 SDG spectrums have not been contributed by nine researchers in the Department of Mechanical Engineering UNIMMA, namely Goal 1 (no poverty), Goal 2 (zero hunger), Goal 5 (gender equality), and Goal 14 (life below water). Data on contributions to each SDG spectrum are presented in Figure 3.

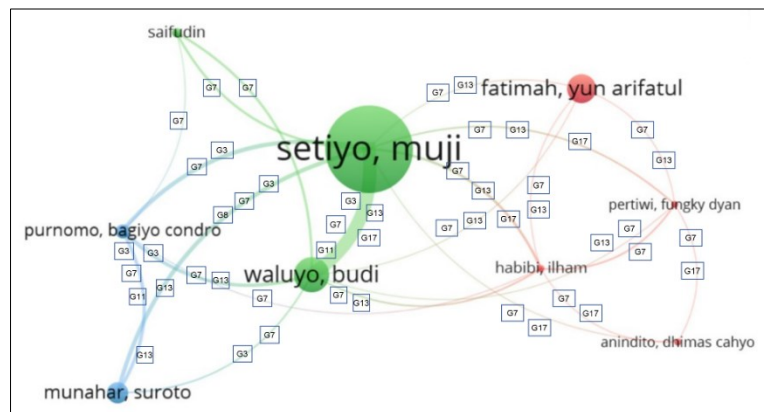


**Figure 3.** Contribution of the Department of Mechanical Engineering UNIMMA to SDGs

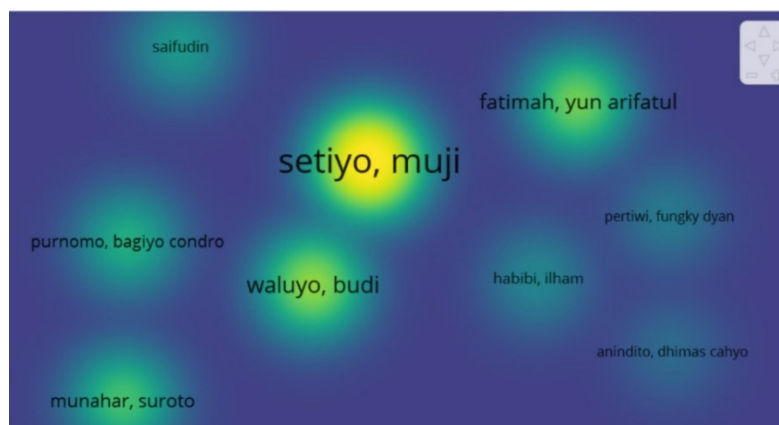
### 3.3. Overall Networking

Figure 4 presents the network of researchers in the department, as derived from VOSviewer, combined with their contributions to the SDGs. The thickness of the connecting lines between each author indicates the level of collaboration; thicker lines signify more frequent collaboration than thinner lines. The codes labelled "G" in the boxes connecting authors represent the corresponding SDG goals, with the numbers indicating the specific spectrum. For instance, G7 denotes collaboration related to Goal 7 (affordable and clean energy), while G13 indicates contributions to Goal 13 (climate action).

For further clarification, the connection between “Setiyo, Muji” and “Waluyo, Budi” is illustrated with a green thick line and codes G3, G7, G11, G13, and G17. The connection indicates that these authors have jointly contributed to Goal 3 (Good Health and Well-Being) [97], Goal 7 (affordable and clean energy) [44], [55], [56], [69], [70], [81], [88], [95], [115], [130], Goal 11 (sustainable cities and communities) [46], [71], [78], Goal 13 (climate action) [70], [71], and Goal 17 (partnerships for the goals) [36], [46], [79], [88], [131]. Using the same logic, each author’s contribution to the SDGs can be identified based on the connections and associated codes. Meanwhile, Figure 5 illustrates the density of contributions from the nine lecturers/researchers in the department.



**Figure 4.** Overall networking of researchers in the Department of Mechanical Engineering UNIMMA obtained from VOSViewer



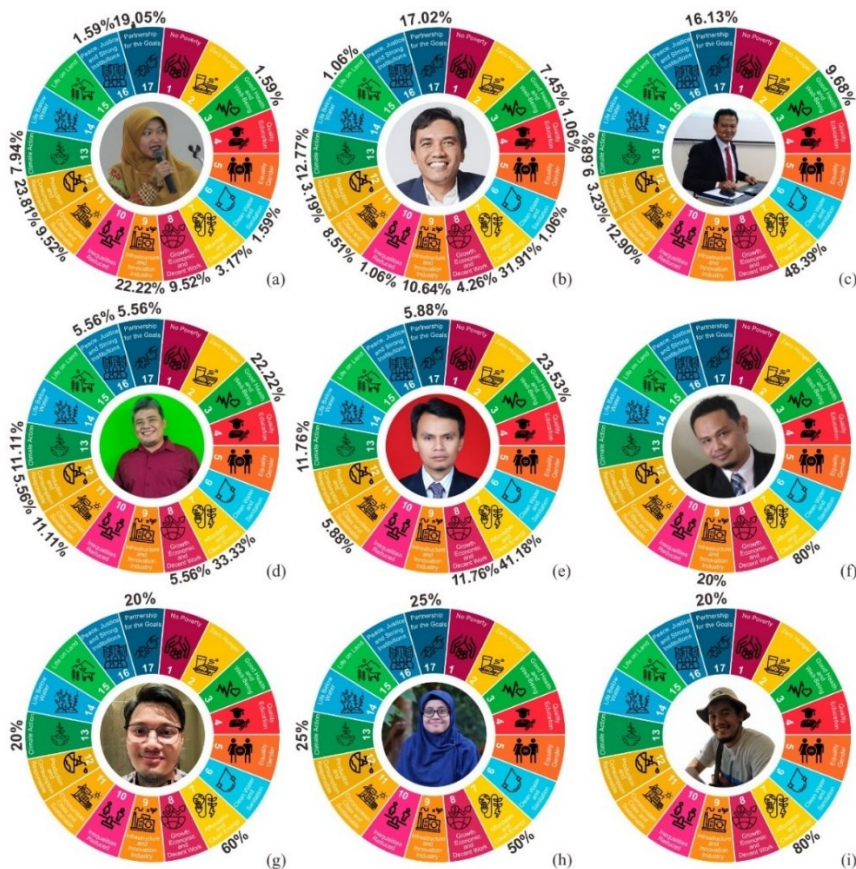
**Figure 5.** Density of contribution of 9 lecturers/researchers in the Department of Mechanical Engineering UNIMMA to SDGs

### 3.4. Lecturer/Researcher Contribution

From the available data, the contribution of researchers in the department to the SDGs can be analyzed through several approaches. First, there is a significant variation in the proportion of contributions to each SDG. Some SDGs receive more attention than others, namely SDG 7 (affordable and clean energy),

SDG 12 (responsible consumption and production), SDG 9 (industrial and infrastructure innovation), and SDG 17 (partnerships to achieve the goals). Research on renewable energy technology and energy efficiency is essential, considering the global challenges in the clean energy transition and the need to reduce carbon emissions. This focus makes a real contribution to environmental change and can be a competitive advantage for UNIMMA in green technology research. Second, SDG 9 (industrial and infrastructure innovation) and SDG 12 (responsible consumption and production) are other areas in which researchers in this department contribute well. Research in the field is related to sustainable economic development and efforts to balance industrial development and environmental impacts. Third, SDG 17 (partnerships to achieve the goals) is one of the SDGs that has received many contributions from several researchers. The result shows that UNIMMA researchers are also trying to build collaborations with external parties, both at the national and international levels. This partnership is important to strengthen the impact of research and expand UNIMMA's network of influence in realizing the SDGs. Fourth, Contributions to SDG 13 (climate action) are also quite prominent from several researchers. Several researchers show a commitment to research related to climate change. The commitment is important considering the increasing urgency of global action on climate change and the need to develop environmentally friendly technologies.

However, researchers in this department do not have any contributions to the social SDGs, which include SDG 1 (no poverty), SDG 2 (zero hunger), SDG 5 (gender equality), and SDG 10 (reduced inequality). Overall, research at the Department of Mechanical Engineering UNIMMA focuses heavily on technical and industrial aspects, especially in terms of clean energy, industrial innovation, and responsible consumption. This emphasis is in line with the global trend in research focusing on technological solutions to energy and infrastructure problems, as presented in Figure 6.



**Figure 6.** Contribution map of researchers to SDGs: (a) YAF, (b) MS, (c) BW, (d) BCP, (e) SM, (f) S, (g) IH, (h) FDP, and (i) DCA

Of the 87 articles contributing to the SDGs, only 26 involved at least two researchers in the department. The rest were collaborations between researchers in the department, researchers outside the department, and even outside the institution. Then, the contributions of researchers (YAF, MS, BW, BCP, S, IH, FDP, and DCA) and their relationships in advancing the SDGs can also be identified and analyzed. First, regarding individual contributions, YAF, in the Department of Mechanical Engineering, contributes to biodiesel fuel research, focusing on developing more efficient renewable fuels. YAF collaborates with MS, BW, IH, and FDP to innovate alternative fuel technologies to accelerate the adoption of clean energy technologies, contributing to SDG 7 (affordable and clean energy) and SDG 13 (climate action).

MS has been involved in over 20 articles focusing on developing alternative fuel technologies such as LPG, biodiesel, and energy optimization for transportation. His research extends into technical innovations like renewable energy-based fuel control systems and cooling systems. In many of his publications, MS focuses on sustainable energy and transportation solutions that reduce carbon emissions, improve fuel efficiency, and promote clean technologies. He works closely with researchers, such as BW, BCP, SM, S, IH, FDP, and DCA. He strongly collaborates with BW on energy efficiency research, alternative fuels, and transportation technology innovations. MS's contributions span SDG 7 (clean energy), SDG 11 (sustainable transportation), SDG 13 (climate action), and SDG 17 (partnerships).

BW intensively works on alternative fuel development and energy efficiency, such as LPG and biodiesel. He also focuses on vehicle technology and environmentally friendly transportation solutions, including fuel combustion and cooling systems innovations. His central collaboration is with MS, but he also engages with YAF, BCP, SM, and S in various research projects. BW is crucial in bridging topics on renewable energy and transportation technology innovation. Most of his articles contribute to SDG 7 (clean energy) through research on alternative fuels and energy system optimization, SDG 11 (sustainable cities) via renewable energy-based transportation solutions and vehicle efficiency, and SDG 13 (climate action) due to the direct impact of his innovations on reducing greenhouse gas emissions.

BCP collaborates with MS, BW, and SM on various projects, particularly safety and energy efficiency. They research driver behavior, vehicle safety, and the development of more efficient fuel technologies. BCP also contributes to exhaust emission research and its environmental impact. His contributions align with SDG 3 (health) by focusing on transportation safety, SDG 7 (clean energy) through contributions to alternative fuel technologies, and SDG 13 (climate action) due to his role in reducing vehicle emissions.

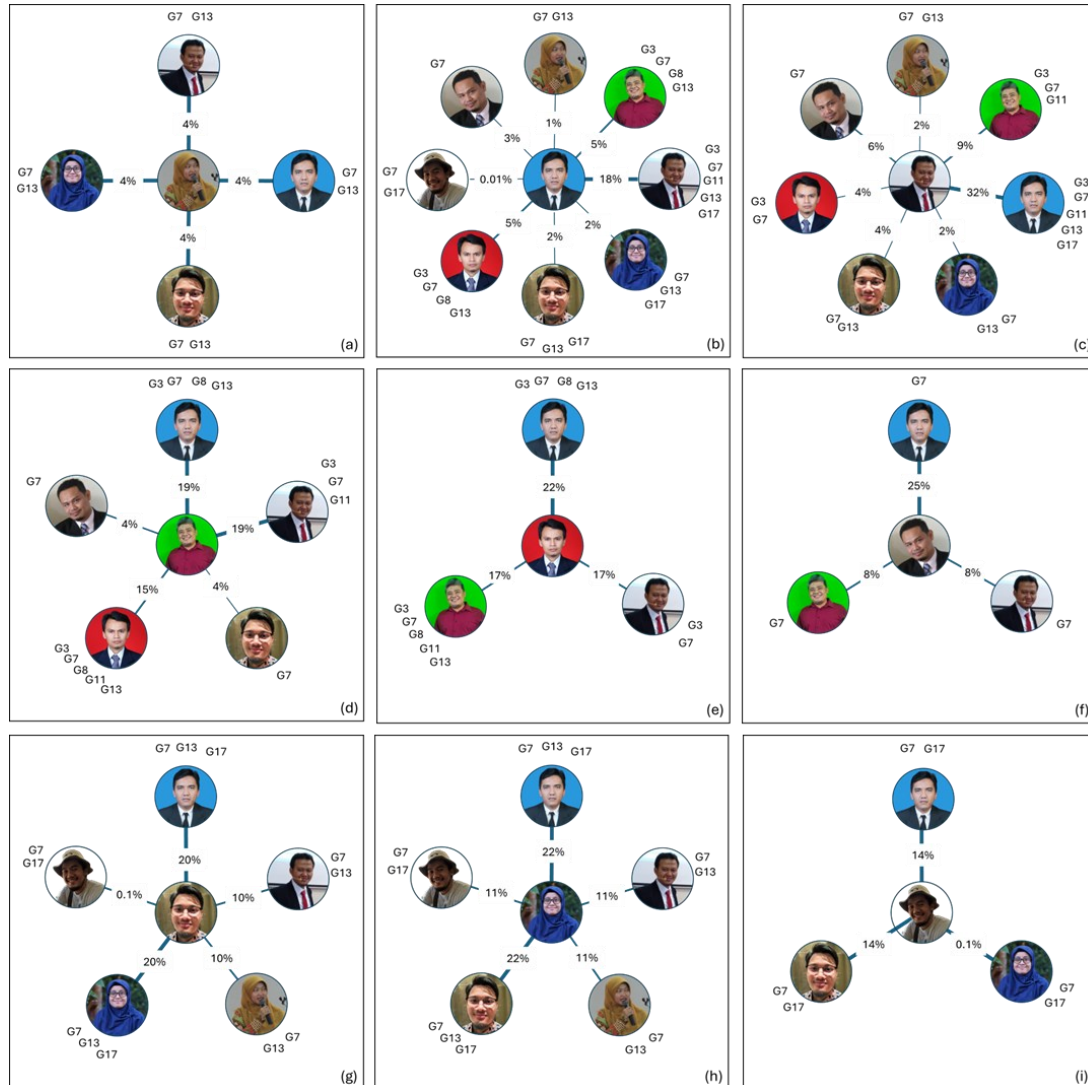
SM focuses his research on cooling systems and fuel control, contributing to the development of vehicle safety technology. He works closely with MS and BW on fuel technology and cooling systems and with BCP on vehicle safety system development. His contributions impact SDG 7 (clean energy) through innovations in renewable energy-based cooling systems, SDG 13 (climate action) by optimizing fuel control to reduce emissions, and SDG 3 (health) through vehicle safety system development.

S collaborates with MS and BW to research fuel blending innovations and their impact on energy efficiency. They contribute to SDG 7 (clean energy) by advancing more efficient and safer fuel blends, supporting the transition to greener energy. Meanwhile, IH, FDP, and DCA are new researchers in the department. IH collaborates with MS, BW, and DCA on research involving smart optimization technologies and renewable energy innovations. His contributions are seen in SDG 7 (clean energy) and SDG 13 (climate action), with research aimed at reducing emissions and improving energy efficiency, and SDG 17 (partnerships) through multidisciplinary research combining various fields and technologies for energy solutions.

FDP and MS, BW, IH, and DCA develop optimization technologies and alternative fuels. His contributions align with SDG 7 (clean energy) through innovations in optimization technologies and energy efficiency, SDG 13 (climate action) through efforts to reduce carbon emissions, and SDG 17 (partnerships) through multidisciplinary research collaborations. Lastly, DCA also collaborates with MS, IH, and FDP on energy optimization projects and has contributed to SDG 7 (clean energy) by improving energy efficiency and SDG 17 (partnerships) through cross-disciplinary collaborations for



technological innovation. The relationship patterns among the researchers in the Department of Mechanical Engineering are illustrated in Figure 7.



**Figure 7.** The relationship between researchers in the department towards the SDGs: (a) YAF, (b) MS, (c) BW, (d) BCP, (e) SM, (f) S, (g) IH, (h) FDP, and (i) DCA

### 3.5. Discussion

In examining the contribution of universities to the SDGs, various studies have revealed how academic institutions play a role in achieving this global agenda. Körfgen et al. [132] highlighted a map of the contribution of Austrian university research to the SDGs. The study showed that while SDG 3 (health and well-being) and SDG 4 (quality education) received significant attention, some other SDGs such as SDG 1 (no poverty) and SDG 14 (life below water) received less attention. This provides an overview of the focus and gaps in SDG research in Austria, which can help universities plan the thematic orientation of their research to support SDG implementation more effectively. Another study [30] discusses the responsibility of universities in supporting the SDGs more generally. This article explains that although all UN member states have signed the 2030 Agenda, universities also must contribute to the achievement of the SDGs. However, this study does not single out specific universities but rather provides a general framework for the role of universities in supporting the SDGs. A more specific approach by conducting a bibliometric analysis of scientific publications related to the SDGs, with a

special focus on education, has been carried out by Jiménez et al [28]. This study found five core clusters in publications related to the SDGs, including SDG 4 (quality education) and educational management. By highlighting the evolution of publications and research contributions in the context of higher education, this study underlines the importance of the shifting role of higher education in facing the challenges of the SDGs. Meanwhile, Hong et al. [133] assessed the engagement of universities with the SDGs and their contributions, as well as plans for further development. The results showed that university contributions varied and were often fragmented, and indicate the need for further research covering different countries and universities to comprehensively understand the achievements and challenges in implementing the SDGs. Finally, Poza et al. [29] introduced a different approach by using the Times Higher Education (THE) rankings to analyze the reporting and achievement of SDGs by higher education institutions (HEIs). This study showed that higher-ranked universities tended to be better at reporting SDG achievements, especially in the aspects of health, education, and industry. Differences in SDG reporting between top and bottom-ranked universities are also evident based on geographic location and the information disclosed. Our current study, meanwhile, offers a unique and in-depth contribution by focusing on a single department within a university. Unlike other studies that may be more general or country-based, our study provides detailed insights into how specific departments contribute to the SDGs and maps out research collaboration networks among the researchers in the department.

#### 4. Conclusion and Limitations

This article evaluates the Department of Mechanical Engineering UNIMMA's contribution to the Sustainable Development Goals (SDGs) by utilizing publication data from Elsevier. The 97 articles produced by nine researchers in the department contribute to 13 of 17 SDGs. The most extensive contributions, consistent with the engineering field, are directed towards Goal 7 (affordable and clean energy) with a contribution of 24.73%, Goal 17 (partnerships for the goals) with 16.13%, Goal 9 (industry, innovation, and infrastructure) with 13.44%, and Goal 12 (responsible consumption and production) with 10.75%. These four goals each exceed 10% contribution. In contrast, lower contributions are seen for Goal 13 (climate action) and Goal 11 (sustainable cities and communities) at 9.68% and 8.60%, respectively; Goal 3 (good health and well-being) at 6.99%; and Goal 8 (decent work and economic growth) at 5.91%. Contributions to Goal 6 (clean water and sanitation), Goal 16 (peace, justice, and strong institutions), Goal 4 (quality education), Goal 10 (reduced inequalities), and Goal 15 (life on land) are each below 5%. However, contributions to SDGs focusing on social issues, such as poverty reduction, zero hunger, gender equality, and reduction of inequalities, have not been provided by this department. On the other hand, this study has several limitations, including the reliance on publication data available in Scopus, which may not cover all relevant publications, especially those not yet indexed. In addition, the analysis of collaboration networks may not fully cover all potential partnerships, both outside the institution and with non-academic sectors. The findings suggest that the department should explore further interdisciplinary collaborations, particularly in addressing social SDGs such as poverty alleviation and gender equality, to broaden its contribution to sustainable development goals. The interdisciplinary collaborations can enhance the department's research scope and societal impact while positioning the university as a leader in sustainable innovation.

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