

The University Sustainability Index Project:

Inaugural 2025 Assessment Report

CUHK Public Policy Research Centre
August 2026

Table of Contents

Executive Summary	4
Context and Purpose.....	4
Key Findings.....	4
Strategic Recommendations.....	5
Conclusion and the Way Forward	6
1. Background	7
2. Methodology	11
2.1 Assessment Framework: the VPI Model.....	11
2.2 Scope of Assessment	14
2.3 Assessment Timeline	15
2.4 Sub-indices and Constituent Selection	16
2.5 Data Collection	17
3. Analyses.....	18
3.1 Overall USR Performance	18
3.2 Comparative USR Performance by Sub-Index.....	18
3.3 Comparative USR Performance by Geographic Region.....	20
3.4 USI Rankings.....	30
4. Key Findings.....	33
4.1 The USR Aspiration—Performance Gap	33
4.2 Regional Variation in USR Development and Priorities	33
4.3 Data Governance and Disclosure	34
5. Conclusion	34
6. Recommendations	35

6.1 Elevate USR as a Strategic Priority	35
6.2 Expand Stakeholder Engagement	36
6.3 Strengthen USR Data Governance and Disclosure Transparency	36
6.4 Bridge the Practice-to-Impact Gap	36
References	37
Appendix A. National Policies and USR Data Reporting.....	38
Appendix B. PPRC and CBS	39
Appendix C. International Advisory Committee	40
Appendix D. List of 151 Universities (in alphabetical order)	41
Appendix E. The USI Project and Research Team	46

Executive Summary

Context and Purpose

The growing global awareness of sustainability has fundamentally transformed the role that higher education plays in sustainable development. Universities are evolving from “ivory towers” into dynamic think tanks that actively respond to real-world challenges. In this context, the actions and long-term impact of University Social Responsibility (USR) have become increasingly significant.

Even so, a systematic academic framework for evaluating USR performance has remained elusive. To address this gap, the Faculty of Social Science at The Chinese University of Hong Kong (CUHK) in collaboration with the Public Policy Research Centre (PPRC) and the Centre for Business Sustainability (CBS), initiated the University Sustainability Index (USI). This index uses the Values, Process, and Impact (VPI) model framework to assess university sustainability performance on an annual basis. The primary objective is to encourage universities to adopt USR as a core management model to achieve institutional sustainability.

Key Findings

The 2025 USI results reveal several trends and insights about the global USR landscape:

- (1) The USR Aspiration—Performance Gap.** Although USR values are widely embedded in institutional missions and policies, these commitments have been less consistently translated into management systems, stakeholder practices or tangible outcomes. This aspiration through to performance gap indicates that although many universities have established a strong foundation for USR, they have yet to fully institutionalise these commitments in ways that consistently generate societal impact. The substantial variation in the size and nature of this gap among assessed universities indicates that overall, USR remains in a developmental phase.
- (2) Regional Variation in USR Development and Priorities.** In general, regional analyses indicate similar levels of USR development, particularly in the management and implementation of USR activities. Differences are more evident in universities' commitment to USR and reporting of initiative outcomes. Stakeholder priorities are generally consistent across regions, with students and the environment having the greatest emphasis, and communities and suppliers the least. The main regional difference was North

American universities placing less emphasis on government/funding bodies and peer universities than those in other regions. Across regions, stakeholder engagement exceeded reported outcomes, indicating that universities are more effective at implementing USR than demonstrating its impact. This suggests that strengthening impact assessment and reporting may be as important as expanding stakeholder engagement. The exception was peer universities for which reported impacts matched or exceeded engagement.

(3) Data Governance and Disclosure. At present, no standardised framework governs the collection and management of USR data. Consequently, institutions determine the scope of disclosures based on national or regional regulations, stakeholder expectations, and institutional governance. While a few universities publish centralised data dashboards, most do not produce integrated reports, and relevant information is dispersed across multiple sources. Reporting is also inconsistent across reporting cycles. These limitations hinder robust USR assessments and comparisons of institutional performance over time. Accordingly, USI scores should be interpreted in light of current limitations in USR data governance and disclosure practices.

Strategic Recommendations

To bridge the gap between USR advocacy and impact, the report proposes four recommendations for USR development:

- (1) Elevate USR as a Strategic Priority.** Transition from visionary advocacy to embedding USR objectives within institutional strategic plans and reports.
- (2) Expand Stakeholder Engagement.** Conduct regular reviews to identify overlooked stakeholder groups, and develop targeted engagement strategies to address deficiencies.
- (3) Strengthen USR Data Governance and Disclosure Transparency.** Implement systematic and transparent USR data tracking to ensure evidence-based social accountability.
- (4) Bridge the Practice-to-Impact Gap.** Prioritize the systematic implementation and assessment of stakeholder initiatives to translate commitments into outcomes with meaningful impact.

Conclusion and the Way Forward

The 2025 USI assessment confirms that USR is at a critical transition point—moving from “values advocacy” toward the demonstration of tangible impacts. While the establishment of institutional values has reached a high degree of maturity, the ability to materialise USR values and prove sustainability impact is now the emerging benchmark for global competitiveness among universities around the world.

Looking ahead, the USI has the potential to foster an institutional culture of mutual learning and collective growth within a global context. This VPI virtuous cycle can enable individual tertiary institutions to better understand their current level of sustainability performance. This assessment provides a foundation for continuous improvement, supporting universities in advancing their sustainability pathway, strengthening public trust, and demonstrating enduring societal benefits.

1. Background

In 1987, the United Nations released *Our Common Future*¹, a landmark report that laid the foundation for global discourse on sustainable development and underscored the urgency of environmental sustainability. A decade later, in 1997, John Elkington further advanced this understanding by introducing the Triple Bottom Line (TBL) framework² which emphasises that achieving long-term organisational sustainability must be pursued across three interconnected spheres of environmental, social, and economic.

This perspective is particularly relevant to higher education institutions. Contemporary discourse increasingly recognises that universities are embedded within societies. Historically, universities were often conceptualised as “ivory towers”, detached from society and distanced from social progress. However, universities are currently understood to be deeply interconnected with their communities and are expected to demonstrate accountability and contribute to societal well-being in the support of sustainable development through teaching, research, and institutional practices.

As such, university social responsibility is grounded in the stakeholder approach and operationalised through the TBL lens of sustainable development, which encompasses environmental, social, and economic dimensions. In this way, university sustainability can be examined and assessed by using the TBL with the focus on University Social Responsibility (USR).

USR is centred on the university’s core functions of teaching, research, and service, and how these contribute to society through stakeholder engagement principles. As illustrated in Figure 1, these activities are intrinsically linked to broader societal development, and USR can serve as a mechanism to foster positive and sustainable social development in general, and university development in particular.

¹ Brundtland, G.H. (1987). *Our Common Future: Report of the World Commission on Environment and Development*. Geneva, UN-Dokument A/42/427. <http://www.un-documents.net/ocf-ov.htm>

² Elkington, J. (1997). *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. Capstone, Oxford.

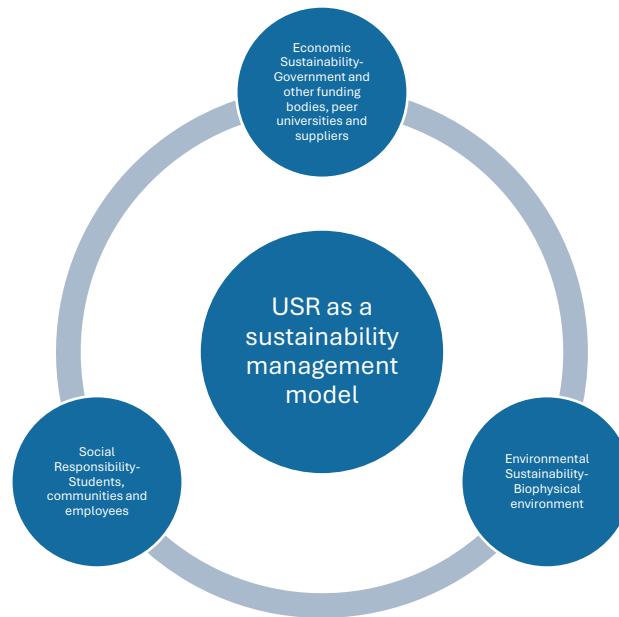


Figure 1. The Model of USR: Stakeholder-based perspective

For universities, implementing USR can yield a number of potential benefits. First, USR practices enhance transparency and accountability in university governance, allowing the value of “responsibility” to be more visibly realised. Second, the university’s positive social and environmental impact will become increasingly evident through sustained USR efforts. Third, USR strengthens the university’s brand identity and institutional distinctiveness.

Universities with strong USR performance can expect improvements in student recruitment and faculty quality, along with a heightened sense of belonging within the institution—an essential factor for long-term development. Additionally, USR is widely recognized as a driver of collaboration between universities and local communities, thereby resulting in increased external support and funding opportunities.

For universities, strong USR performance contributes to international reputation. Globally, the focus has shifted from solely valuing academic excellence to recognising how universities translate academic strengths into tangible social contributions—thereby reinforcing their overall performance and reputation. For instance, international university rankings now incorporate sustainability and social responsibility indicators in their assessments (e.g., Times Higher Education University Impact Rankings; QS World University Rankings).

While USR is highly important, assessment of its implementation is far from straightforward. In the evaluation of Corporate Social Responsibility (CSR), organisational

performance is typically examined by comparing final outcomes with initial objectives and assessing whether such actions result in positive overall corporate performance (often, financial). A similar logic applies to USR assessments, which evaluate whether USR activities have met pre-established goals and objectives. The manner of evaluation is therefore closely aligned with the strategic priorities and focal areas of universities.

Notably, examination of the current landscape of USR practices reveals that the level of disclosure among universities is significantly more limited than that of corporate entities. Unlike corporate CSR reporting for which there are well-established ESG frameworks³ such as the Global Reporting Initiative (GRI), there is currently no standardised reporting format for university social responsibility or sustainability reports. Thus, most universities rely on self-designed structures or adapt formats derived from corporate sustainability reports. The initiatives implemented by universities tend not to demonstrate continuous performance, and related disclosures are often fragmented and insufficiently comprehensive. A critical consideration is how universities can effectively disclose the long-term outcomes of USR implementation. This is closely tied to the continuity of USR reporting, particularly in terms of demonstrating whether universities remain consistently engaged in USR activities.

These issues point to several fundamental questions: What does USR truly encompass? What types of initiatives are universities undertaking? and What tangible value do these initiatives generate for society? To address these questions, we conducted preliminary research to develop a structured assessment methodology to evaluate the performance of university social responsibility initiatives. This research resulted in a USR evaluation framework consisting of a standardised set of indicators for comparative assessments of the USR performance of universities located in different geographic regions. Such an approach contributes to a more consistent and in-depth understanding of universities' social responsibility practices and outcomes globally.

This assessment framework is grounded in the methodology developed by the CUHK Public Policy Research Centre (PPRC) in collaboration with the Centre for Business Sustainability (CBS). Known as the Values, Process, and Impact (VPI) model, this framework has been used to assess corporate sustainability and CSR performance for a suite of Business Sustainability Indices over the past 10 years.

³ ESG refers to Environment, Social and Governance frameworks.

University sustainability and social responsibility should be assessed not only through the TBL and ESG frameworks but also in line with the United Nations Sustainable Development Goals (SDGs).⁴ Therefore, SDGs have been incorporated into evaluating both USR performance and its societal influence.

Recognising the urgency and importance of advancing USR assessment, the Chinese University of Hong Kong initiated a coalition of universities across Europe, North America, and the Asia-Pacific region to jointly advance the University Sustainability Index (USI) project. This initiative seeks to establish a global benchmark for university sustainability assessment, support the sustainability initiatives of universities, and provide observations and recommendations from an independent academic perspective, with the goal of advancing the global development and implementation of USR. Specifically, the objectives of the USI programme are:

- To motivate universities to adopt University Social Responsibility (USR) as a management model for achieving university sustainability.
- To encourage transparency in USR and sustainability communication with university stakeholders.
- To engage and support universities in seeking continuous improvement of their USR endeavours.
- To provide USR benchmarks for both international and regional reference.
- To track universities' sustainability performance and recognise those with excellent USR performance.

With the USI, we endeavour to build an international index project that shares research, insights, and best practices on university sustainability. Specifically, the index project advances sustainability practices, research, and education within higher education institutions worldwide.

⁴ United Nations, Department of Economic and Social Affairs, Sustainable Development.
<https://sdgs.un.org/goals>

2. Methodology

2.1 Assessment Framework: the VPI Model

The USI adopts and refines the Values–Process–Impact (VPI) sustainability framework to assess universities’ engagement in environmental sustainability and social responsibility across Greater China, the Asia-Pacific Rim, and the global world.

The VPI Model evaluates four key aspects of a university’s sustainability programme: Values, Process-Management, Process-Practice, and Impact. The “Process” and “Impact” dimensions of the model encompass seven key stakeholder groups: Students, Employees, Government/Funding Bodies, Environment, Communities, Peer Universities, and Suppliers.

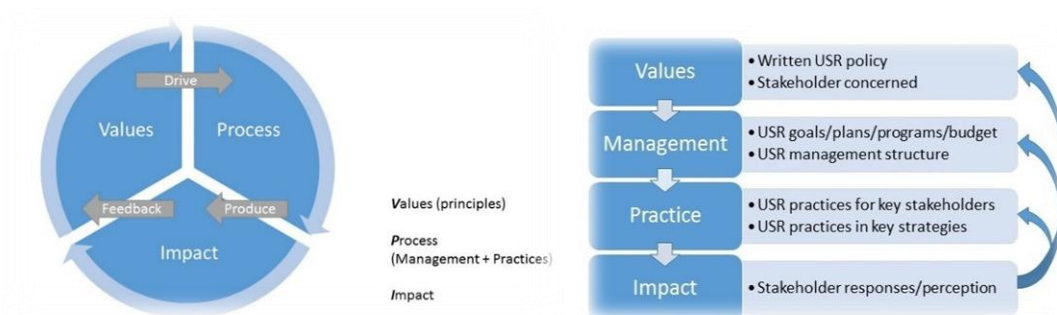


Figure 2. VPI Model and Assessment Framework

Source: Lo, Pang, Egri, & Li (2017)

The sustainability values (V) of a university relate to the formulation of a vision and mission of USR and university sustainability that inform strategic goals and objectives. The process (P) component encompasses the management and practice of USR initiatives that translate vision and mission into action. This model is based on a strategic planning perspective, beginning with the core values of an organisation, the management systems and practices shaped by those values, and ultimately how organisational actions impact stakeholders.

Scoring

Universities’ sustainability performance is assessed using the VPI framework, which evaluates four key dimensions: Values, Process-Management, Process-Practice, and Impact. Each area is scored from 0 to 100 points. An overall score is then derived from a weighted sum

of these scores, with a maximum total of 100 points. The weights assigned to each component are as follows:

- Values: 20%
- Process-Management: 20%
- Process-Practice: 40%
- Impact: 20%

USI Tiers of Performance

Based on individual composite scores, 151 university institutions are classified into six tiers.

Scores	USI Tiers
90-100	Global Icon
80-89	Impact Leader
70-79	Model Achiever
60-69	Proactive Advocate
50-59	Committed Partner
Below 50	Emerging Follower

Table 1. USI Tiers

Emerging Follower (Score below 50): Universities in this tier possess a foundational awareness of sustainability, currently focusing on early-stage data collection and situational assessment. Although institutional recognition of sustainability and social responsibility is growing, initiatives remain driven by isolated departments or research hubs, rather than an integrated, campus-wide culture. As a result, available data is often sporadic and decentralised. While their current sustainability metrics are incomplete, these institutions demonstrate significant potential for future advancement.

Committed Partner (Score 50-59): Universities in this category feature university leadership that has made explicit commitments to sustainability and have started to allocate resources to relevant areas. Currently in a transitional phase from institutional declaration to

comprehensive implementation, these universities serve as indispensable partners in advancing the sustainability ecosystem. While they usually perform well in the Values dimension, their specific Management frameworks and concrete Practice outcomes are still in development.

Proactive Advocate (Score 60-69): Universities in this category demonstrate high proactivity toward sustainable development, actively participating in various domestic and international ratings and initiatives. Although they have launched considerable concrete projects, there remains room for enhancing cross-departmental integration and long-term impact tracking. These universities have high scores in Management and mid-to-high scores in Practice, reflecting a steady accumulation of tangible outcomes and strong execution. However, their data quantification for long-term Impact remains insufficient.

Model Achiever (Score 70-79): Universities in this category have established a highly robust and viable operational model. Institutional development is deeply aligned with sustainability goals (such as the SDGs), with various departments systematically executing their respective sustainability mandates. These universities feature explicit declarations of Values and mature Management mechanisms, backed by sufficient budgets and policy support to implement multi-dimensional, concrete initiatives. Further, they have designed multiple quantitative indicators to measure long-term Impact, demonstrating stable performance with a continuous upward trend.

Impact Leader (Score 80-89): Universities in this category play a leading role within their respective regions or specific sustainability domains. These universities possess robust, systematic strategies capable of translating academic research into concrete social transformation and environmental contributions. Their Management and Practice dimensions are highly mature and they demonstrate outstanding, above-average performance within the Impact dimension.

Global Icon (Score 90-100): Universities in this elite category represent the pinnacle of international excellence in sustainability performance. Beyond the commendable execution of internal mechanisms, their research outcomes, institutional governance, and societal engagement serve as global benchmarks for higher education. These universities achieve exceptional scores across all four dimensions of the VPI framework, demonstrating profound, long-term global impact. Sustainable development fueled by USR is fully embedded within their institutional values, management processes and practices, and yield tangible outcomes.

2.2 Scope of Assessment

Stakeholders and Materiality Issues

The VPI model categorises and defines the management strategies and stakeholder groups involved in USR implementation. There are seven distinct stakeholder groups, and five types of action strategies have been identified, as summarised in Table 2.

<i>Strategy</i> <i>Stakeholder</i>	Teaching and learning	Academic research	University governance	Community service	Environmental sustainability
Students	✓	✓		✓	
Employees	✓	✓			
Environment	✓		✓		✓
Government/Funding Bodies			✓		
Peer Universities	✓	✓	✓		
Communities				✓	✓
Suppliers			✓		✓

Table 2. Assessment matrix linking USR strategic areas with stakeholders

Source: Lo, Pang, Egri, & Li (2017)

The impact (I) of USR practices involves evaluating the contribution of USR endeavours in terms of the economic, social and environmental well-being of various stakeholder groups. The virtuous cycle of VPI takes the form of values driving the process, process generating impacts, and impacts providing feedback for improvement.

We optimised the survey questionnaire and developed an online platform for both data collection and assessment. All indices are based on the same questionnaire, designed according to the VPI framework. The questionnaire consisted of 11 sections (total of 249 questions) that address sustainability values, processes, and issues for seven key stakeholder groups.

2.3 Assessment Timeline

The assessment timeline is shown in Figure 3. After completing data collection, both quantitative and qualitative analyses of assessments are conducted. Scoring results are reviewed by the PPRC team, an independent third-party verification entity (SGSHK), and the USI project international advisory committee to ensure the accuracy of scoring. The workflow is presented below.

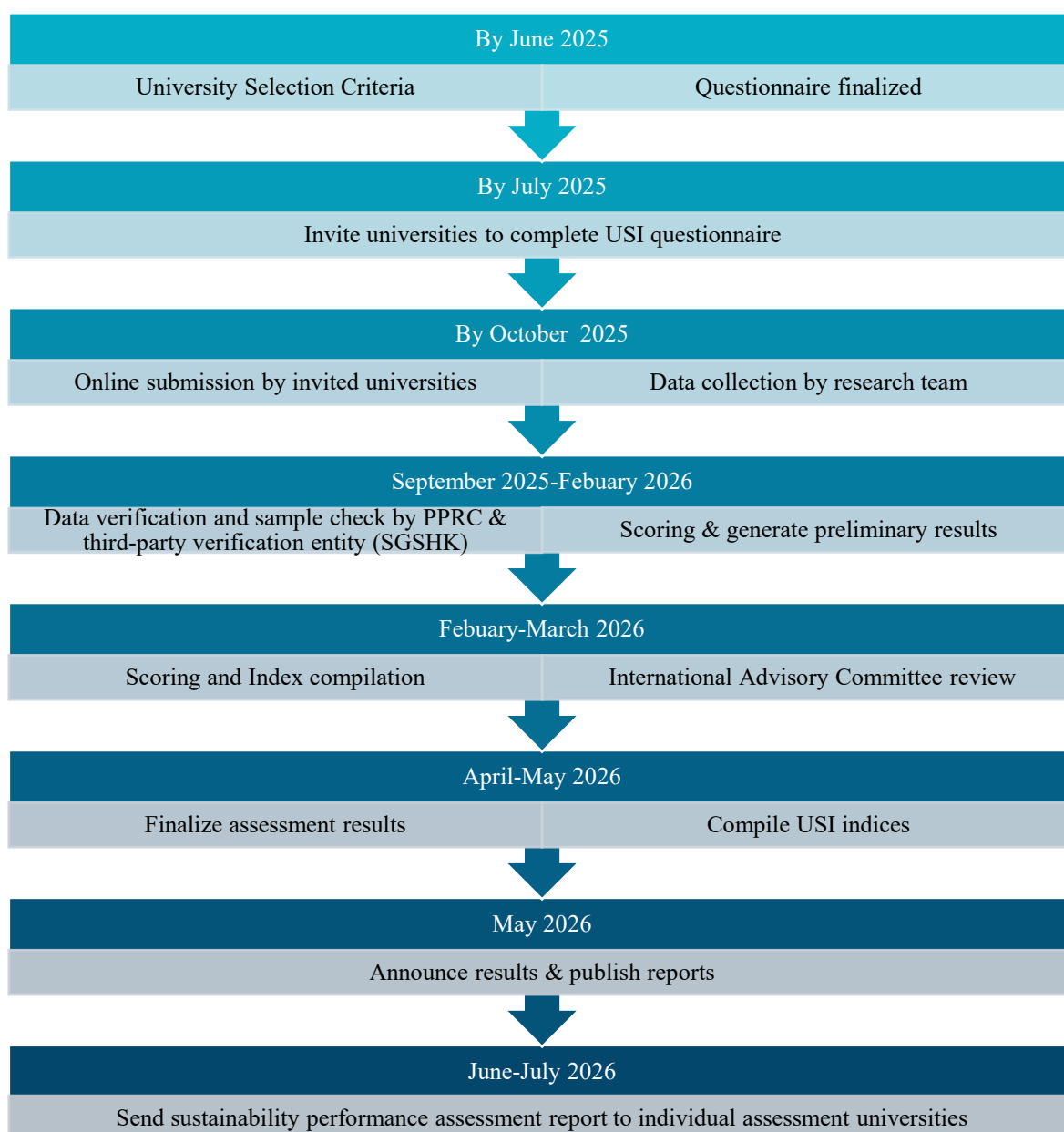


Figure 3. Timeline of the USI 2025 Assessment

2.4 Sub-indices and Constituent Selection

The 2025 USI represents a rigorous programme to assess the sustainability performance of 151 universities across the world. Supported by an International Advisory Committee of distinguished scholars, this report provides an analysis of these institutions' performance in sustainability management, practices, and stakeholder engagement.

Building upon the VPI framework, this report presents findings for the overall USI and its three sub-indices:

- i. Global University Sustainability Index (GUSI)
- ii. Asia-Pacific University Sustainability Index (APUSI)
- iii. Greater China University Sustainability Index (GCUSI)

Index	Number of Universities	Source	Selection Criteria
Global USI	113	QS World University Rankings 2024	Selected from the top 150 universities; inclusion is strictly contingent on the public availability of USR, SDG, and sustainability data in either English or Chinese.
Asia-Pacific USI	58	Association of Pacific Rim Universities (APRU)	Limited exclusively to universities that are active participating members of the APRU network.
Greater China USI	30	Regional institutional data	Selected universities within the Greater China region

Table 3. Number and Selection Criteria for USI Sub-indices⁵

The USI research team conducted a series of preliminary assessments (2016 to 2022) that culminated in the inaugural Greater China University Sustainability Index (GCUSI). This index was officially launched at the Global Conference on Sustainable Development held at The Chinese University of Hong Kong in October 2023, in collaboration with the Sustainable Development Solution Network (SDSN). In 2025, the VPI framework was used to generate two additional indices: the Global University Sustainability Index (GUSI) and the Asia-Pacific University Sustainability Index (APUSI). Each index includes a select set of universities as

⁵ There is partial overlap in institutional membership across the three sub-indices. Please refer to Table 4 for detailed information.

follows:

- The Global USI is comprised of 113 universities selected from the top 150 of the QS World University Rankings 2024, with inclusion contingent on the availability of USR, SDG, and sustainability data in English or Chinese.
- The Asia-Pacific USI is comprised of 58 universities selected from the APRU (Association of Pacific Rim Universities) – 37 are also included in the Global or Greater China indices, while the remaining 21 are exclusively from Pacific Rim countries (e.g., Canada, Japan, South Korea, and Southeast Asian nations).
- The Greater China USI is comprised of 30 universities identified as the highest-ranked in their respective locations according to the QS rankings and selected universities within the Greater China region. These include all 8 UGC-funded institutions in Hong Kong, 10 leading universities in Mainland China, 9 in Taiwan, and 3 in Macau.

Among the constituents, 112 universities are exclusive to a single index (Global, Asia-Pacific, or Greater China), while 28 universities are included in two indices. A group of 11 universities are in all three indices due to their global ranking and geographic location.

Index	Number of Universities
Global USI	76
Asia-Pacific USI	21
Greater China USI	15
Global USI & Asia-Pacific USI	24
Global USI & Greater China USI	2
Asia-Pacific USI & Greater China USI	2
Global USI, Asia-Pacific USI & Greater China USI	11
Total	151

Table 4. University Membership Across Different Sub-Indices

2.5 Data Collection

Compilation of the USI scores employed an evidence-based method. Data were collected directly through institutional inputs and/or by conducting a systematic review of publicly available university data, such as institutional websites, sustainability reports, financial statements, and annual reports. Additional information was obtained from reports, media

articles, and other sources. Before being finalised, assessment scores were checked by SGSHK (a technical partner) and reviewed by the USI International Advisory Committee.

3. Analyses

3.1 Overall USR Performance⁶

As shown in Table 5, none of the assessed universities were in the top Global Icon tier, 3% were in the Impact Leader tier, and 9% were in the Model Achiever tier. Relatively more universities were in the mid-range tiers of Proactive Advocate (12%) and Committed Partner (21%). However, for the majority of universities (55% Emerging Follower), USR is in an early developmental phase.

Tiers	Score Range	Number (%) of Universities
Global Icon	90-100	0 (0%)
Impact Leader	80-89	5 (3%)
Model Achiever	70-79	14 (9%)
Proactive Advocate	60-69	18 (12%)
Committed Partner	50-59	31 (21%)
Emerging Follower	Below 50	83 (55%)

Table 5. USI Score Distribution of Participating Universities

3.2 Comparative USR Performance by Sub-Index

The three USI sub-indices exhibit similar total scores with means (averages) ranging from 43.34 to 49.48 (Figure 4). Given the overlapping memberships among the Global, Asia-Pacific, and Greater China sub-indices, this section focuses on the relative rankings of VPI dimensions for each USI sub-index.⁷

⁶ Values, Process-Management, Process-Practice, and Impact dimension scores are calculated on a 100-point scale. The total USR score is the sum of the weighted scores of these four components.

⁷ To determine rankings for each sub-index, we conducted separate paired-sample t-tests with differences significant at the $p \leq .05$ level (two-tailed).

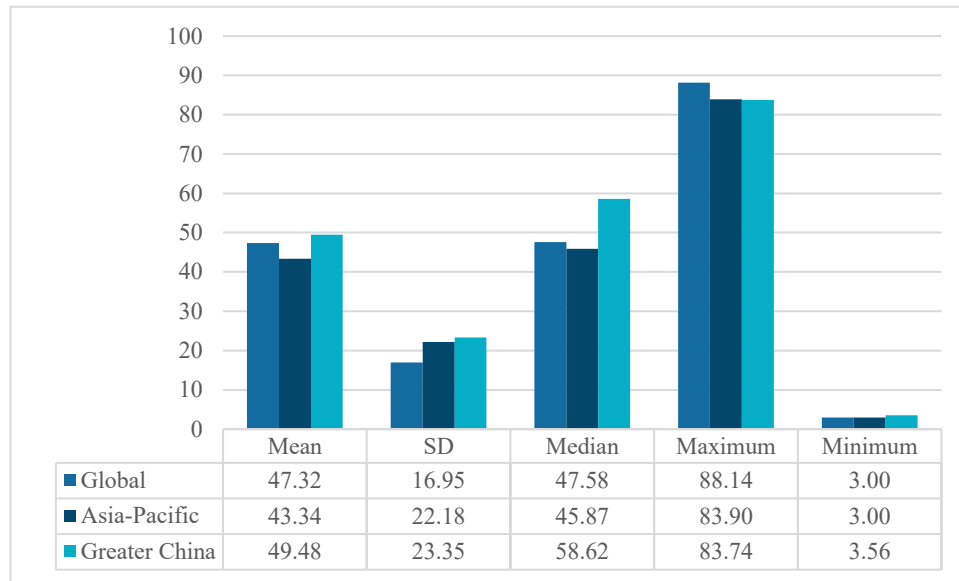


Figure 4. USI Sub-Index Total Scores

Values-Process-Impact

Across the VPI dimensions, the average score is highest for the Values dimension and decreases progressively across Process-Management, Process-Practice, and Impact dimensions (Figure 5). This rank order of VPI dimensions was statistically confirmed for the Global and Asia-Pacific sub-indices (Table 6). For the Greater China sub-index, the Values, Process-Management, and Process-Practice scores were similar, with all being significantly higher than the Impact score.

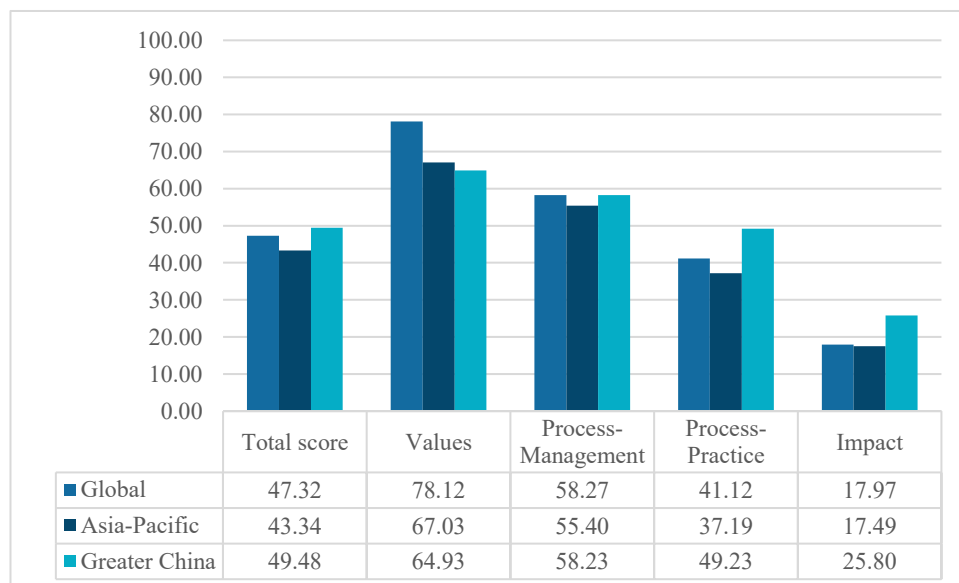


Figure 5. USI Sub-Index VPI Dimension Scores

Sub-Index	VPI Dimension Rankings (High to Low)
Global	Values > Process–Management > Process–Practice > Impact
Asia-Pacific	Values > Process–Management > Process–Practice > Impact
Greater China	(Values, Process–Management, Process–Practice) > Impact

Table 6. VPI Dimension Rankings by Sub-Index

Across sub-indices, the difference between VPI dimension scores widens progressively as the comparison moves from Values to Management to Practices to Impact. This pattern points to a critical aspiration–performance gap. Many institutions express strong sustainability commitments, and to a lesser extent, implemented relevant governance mechanisms and then operational practices. However, there is less evidence that initiatives have resulted in measurable outcomes, such as external recognition, independent ratings, or documented improvements in USR performance.

The consistently lowest Impact scores for each sub-index provides the clearest indicator of this gap. This shortfall is partly substantive, as tangible impacts often require time to emerge, but it can also be attributed to the availability of evidence. Many universities do not yet provide extensive official, stakeholder-oriented evidence of sustainability outcomes. As such, genuine achievements often remain undocumented and therefore are not captured within the VPI assessment framework.

3.3 Comparative USR Performance by Geographic Region

This section examines variation in VPI dimensions and stakeholder priorities across geographic regions. The number of universities located in each geographic region⁸ are:

- 58 Asia
- 32 Europe
- 49 North America
- 12 Oceania

⁸ Universities were assigned to a geographic region based on the location of their primary campus, although some have satellite campuses in other regions.

The regional averages of USI total scores ranged from 45.12 to 53.08 (see Figure 6), and these scores were not significantly different.⁹

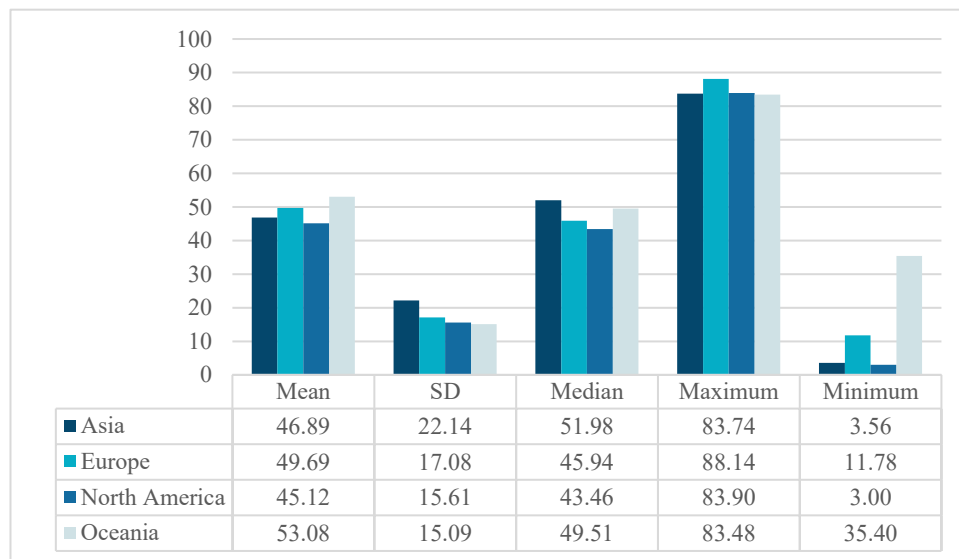


Figure 6. USI Total Scores by Region

Values-Process-Impact

Across the four regions, the VPI dimensions followed the same rank order: the average score was highest for the Values dimension and decreased progressively through Process-Management, Process-Practice, and Impact (Table 7). Of the four VPI dimensions, the Process-Management, and Process-Practice dimension scores were similar across the four regions (Table 8). The primary differences concerned the Values dimension for which universities in the Oceania region scored significantly higher than those in North America and Asia. In respect to the Impact dimension, universities in Oceania and Asia scored significantly higher than those in North America.

⁹ One-way ANOVA with post hoc group comparisons, region differences significant at the $p \leq 0.05$ level.

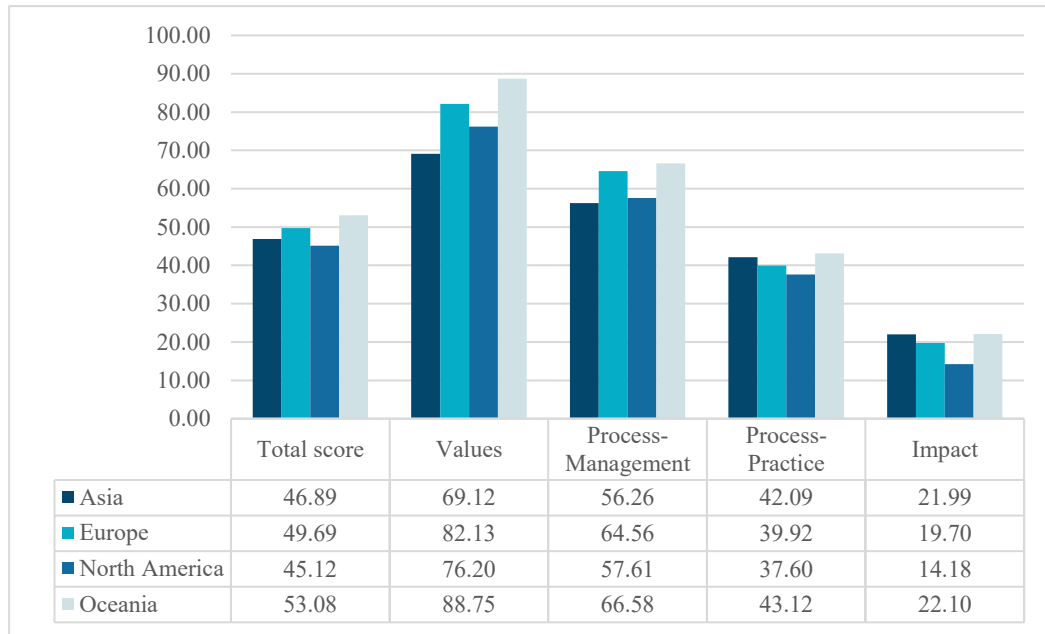


Figure 7. USR VPI Scores by Region

Region	VPI Dimension Rankings (High to Low)
Asia	Values > Process–Management > Process–Practice > Impact
Europe	Values > Process–Management > Process–Practice > Impact
North America	Values > Process–Management > Process–Practice > Impact
Oceania	Values > Process–Management > Process–Practice > Impact

Table 7. VPI Dimension Rankings by Region

USR Scores	Region Differences
USI Total Score	none
Values	Oceania > (North America, Asia)
Process-Management	none
Process-Practice	none
Impact	(Oceania, Asia) > North America

Table 8. Region Differences in USR Dimension Scores

Stakeholder Priorities and Impact

Further insights into universities' stakeholder priorities and outcomes are provided by examining the stakeholder components of the Process-Practice and Impact composite scores.¹⁰ Consistent with regional similarities in composite Practice scores, universities across the four regions had similar Practice scores for the Students, Employees, Communities, and Environment stakeholder groups (Table 9).

However, significant regional differences were found for the remaining three stakeholder groups. For Government/Funding Bodies and Peer Universities, North American universities had significantly lower Practice scores than universities in the other three regions. For Suppliers, universities in Europe had significantly higher Practice scores than those in Asia.

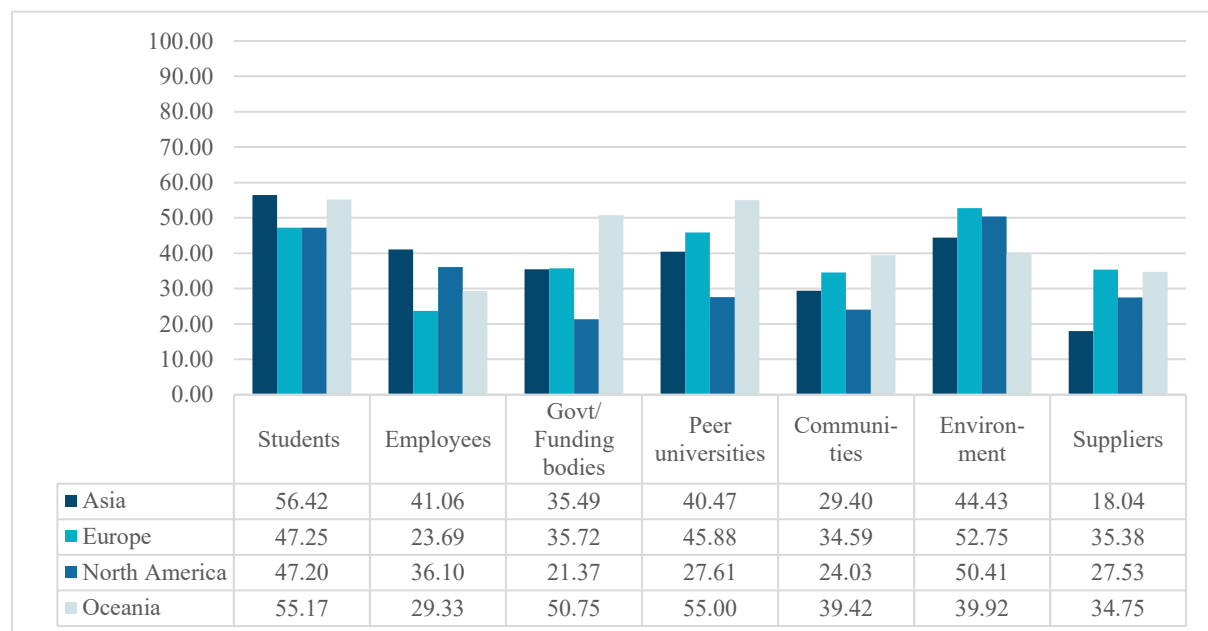


Figure 8. Stakeholder Practice Scores by Region

¹⁰ One-way ANOVAs with post hoc group comparisons were conducted for between-region comparisons. Separate paired-sample t-tests were conducted for within-region stakeholder rankings. For both types of analyses, differences are significant at the $p \leq .05$ level (two-tailed).

Stakeholder Practices	Region Differences
Students	none
Employees	none
Government/Funding Bodies	(Oceania, Europe, Asia) > North America
Peer Universities	(Oceania, Europe, Asia) > North America
Communities	none
Environment	none
Suppliers	Europe > Asia

Table 9. Region Differences in Stakeholder Practices Scores

The ranking of stakeholder practice scores indicates both the level of development of these practices, and the relative priority assigned to various stakeholder groups within university USR programmes. Across all regions, Students are consistently a highly ranked stakeholder group, reflecting the centrality of universities' educational mission and core operations. The Environment is also a highly prioritized stakeholder, ranking among the top stakeholder groups in Europe and North America, relatively high in Asia, and somewhat lower rank in Oceania.

In contrast, Communities generally have lower rankings across all regions. The ranking of Employees is more variable, ranging from intermediate in Asia and North America to relatively low in Europe and Oceania. Peer Universities and Government/Funding Bodies are among the lowest ranked stakeholders in North American universities, whereas these stakeholder groups have relatively higher rankings (ranging from intermediate to high) in other regions. Suppliers have an intermediate ranking in Europe but relatively low rankings in other regions.

Region	Stakeholder Practice Rankings (High to Low)
Asia	Students > (Environment, Employees, Peer Universities, Government/Funding Bodies) > Communities > Suppliers; <i>and Environment > Government/Funding Bodies</i>
Europe	(Environment, Students, Peer Universities) > (Government/Funding Bodies, Suppliers, Communities) > Employees
North America	(Environment, Students) > Employees > (Peer Universities, Suppliers, Communities, Government/Funding Bodies); <i>and (Peer Universities, Suppliers) > Government/Funding Bodies</i>
Oceania	(Students, Peer Universities, Government/Funding Bodies) > (Environment, Communities, Suppliers, Employees)

Table 10. Stakeholder Practice Priorities by Region

In respect to stakeholder Impact, there were no significant region differences for Students, Government/Funding Bodies, Environment, and Suppliers (Table 11). These analyses also indicate that North American universities' lowest Impact dimension score is primarily attributable to lower Impact scores for Peer Universities (compared to Asia and Oceania regions) as well as for Employees and Communities (lower than the Asia region).

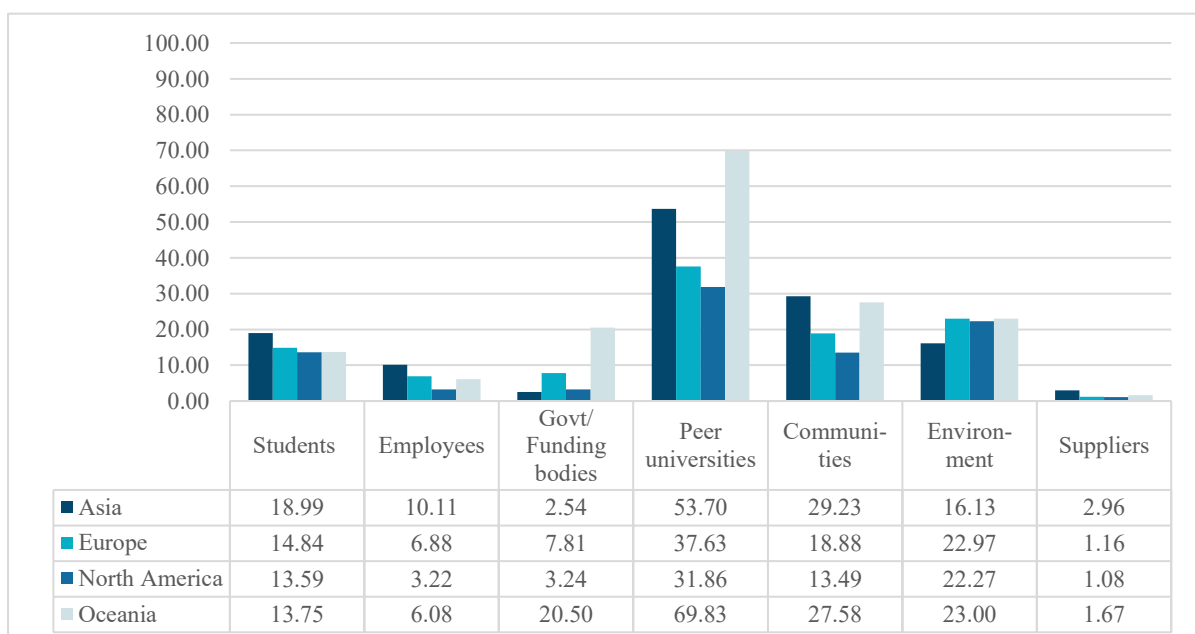


Figure 9. Stakeholder Impact Scores by Region

Stakeholder Impact	Region Differences
Students	none
Employees	Asia > North America
Government/Funding Bodies	none
Peer Universities	(Oceania, Asia) > North America; Oceania > Europe
Communities	Asia > North America
Environment	none
Suppliers	none

Table 11. Region Differences in Stakeholder Impact Scores

Stakeholder impact score rankings showed several consistent patterns across the four regions (Table 12). Peer Universities had the highest Impact scores, Students had intermediate Impact scores, whereas Suppliers ranked lowest or among the lowest. Communities had intermediate Impact scores in three regions and relatively high scores in Asia. Environment also had intermediate Impact scores in most regions but ranked relatively high in North America. Students consistently recorded intermediate Impact scores across regions, despite receiving high stakeholder Practice scores. In contrast, Employees and Government/Funding Bodies had intermediate or low Impact rankings across regions.

Region	Stakeholder Impact Rankings (High to Low)
Asia	Peer Universities > Communities > (Students, Environment) > Employees > (Suppliers, Government/Funding Bodies)
Europe	Peer Universities > (Environment, Communities, Students) > (Government/Funding Bodies, Employees) > Suppliers; <i>and Environment > Students</i>
North America	Peer Universities > Environment > (Students, Communities) > (Government/Funding Bodies, Employees, Suppliers)
Oceania	Peer Universities > (Communities, Environment, Government/Funding Bodies, Students, Employees) > Suppliers; <i>and (Communities, Environment) > Employees</i>

Table 12. Stakeholder Impact by Region

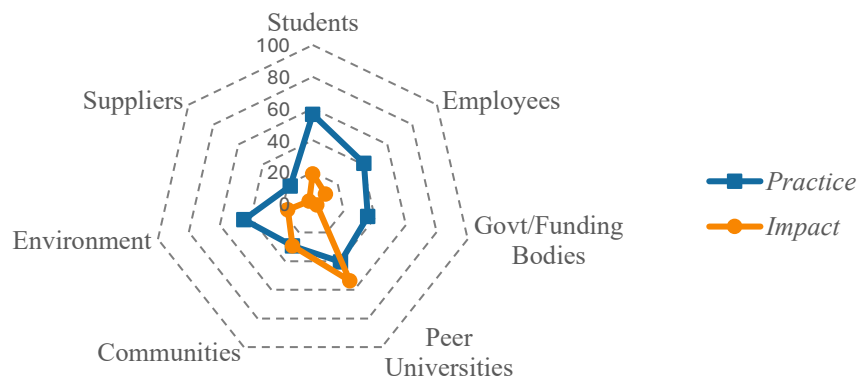
Summary Insights

Overall, there is a high degree of consistency in USR management and stakeholder practice processes across regions. Regional variation is most evident in institutions' stated commitments to sustainability, as well as in the documented impact of USR initiatives. One possible explanation for these differences is variation in institutional disclosure practices. Universities in Europe and Oceania generally provide more consistent and comprehensive USR reporting, whereas disclosures among universities in Asia and North America are more variable (see Appendix A for examples). Consequently, some of the observed regional differences may reflect differences in reporting as well as differences in USR performance.

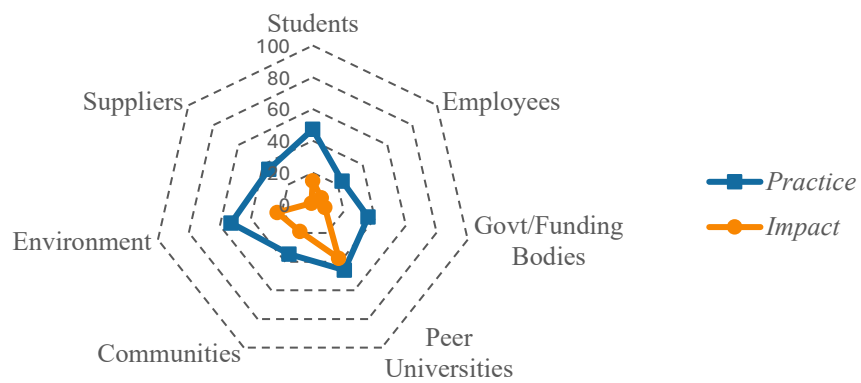
In most regions, stakeholder practice scores exceed stakeholder impact scores, as shown in Figures 10a to 10d. These practice-impact profiles suggest that, on average, the extent of stakeholder engagement is not consistently matched by documented outcomes. The only notable exception is the Peer Universities stakeholder group. In Asia and Oceania, Peer Universities impact scores exceed practice scores, while in Europe and North America the two scores are similar.

The discrepancy between stakeholder Practice and Impact is particularly evident for stakeholder groups with the highest levels of engagement. For example, Students represent the strongest focus of USR programmes across all regions, yet the documented impact of these initiatives is only moderate. This suggests that prioritizing stakeholder engagement does not necessarily translate into proportionate outcomes. Closing this practice—impact gap will require institutional evaluation frameworks that assess not only the breadth and depth stakeholder engagement but also the demonstrable outcomes and effectiveness of USR initiatives.

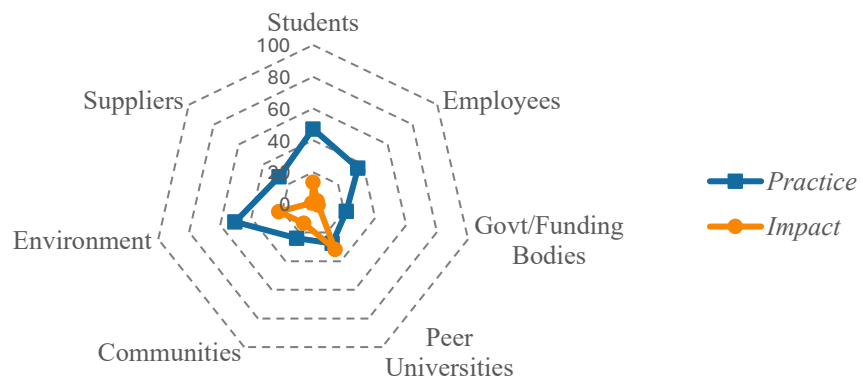
**Figure 10a. Stakeholder Practices and Impact:
Asia Region**



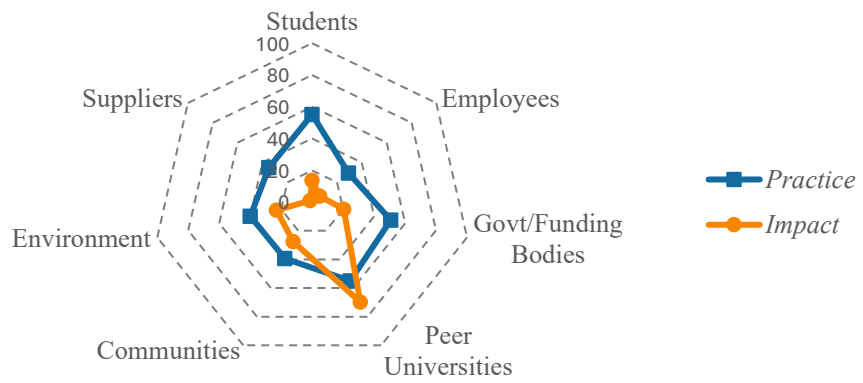
**Figure 10b. Stakeholder Practices and Impact:
Europe Region**



**Figure 10c. Stakeholder Practices and Impact:
North America Region**



**Figure 10d. Stakeholder Practices and Impact:
Oceania Region**



3.4 USI Rankings

This section presents the 20 highest-scoring universities among the 151 tertiary institutions, as well as the top 10 performers in each of the three sub-indices.

University (in alphabetical order)	Index	Region
Asia University	Greater China	Asia
Erasmus University Rotterdam	Global	Europe
Hong Kong Baptist University	Greater China	Asia
Imperial College London	Global	Europe
KAIST	Asia-Pacific	Asia
Korea University	Asia-Pacific	Asia
Lingnan University of Hong Kong	Greater China	Asia
National Yunlin University of Science and Technology	Greater China	Asia
Simon Fraser University	Asia-Pacific	North America
Taipei Medical University	Greater China	Asia
The Chinese University of Hong Kong	Global/ Asia-Pacific/ Greater China	Asia
The University of Sydney	Global/Asia-Pacific	Oceania
University of Amsterdam	Global	Europe
University of British Columbia	Global/Asia-Pacific	North America
University of Leeds	Global	Europe
University of Nottingham	Global	Europe
University of the Philippines	Asia-Pacific	Asia
University of Toronto	Global	North America
UNSW Sydney	Global/Asia-Pacific	Oceania
Utrecht University	Global	Europe

Table 13. Top 20 Universities Overall (in alphabetical order)

University (in alphabetical order)	Index	Region
Erasmus University Rotterdam	Global	Europe
Imperial College London	Global	Europe
The Chinese University of Hong Kong	Global/Asia-Pacific/ Greater China	Asia
The University of Sydney	Global/Asia-Pacific	Oceania
University of British Columbia	Global/Asia-Pacific	North America
University of Leeds	Global	Europe
University of Nottingham	Global	Europe
University of Toronto	Global	North America
UNSW Sydney	Global/Asia-Pacific	Oceania
Utrecht University	Global	Europe

Table 14. Top 10 of the Global USI

University (in alphabetical order)	Index	Region
KAIST	Asia-Pacific	Asia
Korea University	Asia-Pacific	Asia
POSTECH	Asia-Pacific	Asia
The Chinese University of Hong Kong	Asia-Pacific/ Global/Greater China	Asia
The University of Osaka	Asia-Pacific/Global	Asia
The University of Sydney	Asia-Pacific/Global	Oceania
University of British Columbia	Asia-Pacific/Global	North America
University of the Philippines	Asia-Pacific	Asia
University of Washington	Asia-Pacific/Global	North America
UNSW Sydney	Asia-Pacific/Global	Oceania

Table 15. Top 10 of the Asia-Pacific USI

University (in alphabetical order)	Index	Location
Asia University	Greater China	Taiwan
Hong Kong Baptist University	Greater China	Hong Kong SAR
Lingnan University of Hong Kong	Greater China	Hong Kong SAR
National Cheng Kung University	Greater China	Taiwan
National Sun Yat-Sen University	Greater China	Taiwan
National Yunlin University of Science and Technology	Greater China	Taiwan
Taipei Medical University	Greater China	Taiwan
The Chinese University of Hong Kong	Greater China/ Asia-Pacific/Global	Hong Kong SAR
The Hong Kong Polytechnic University	Greater China/Global	Hong Kong SAR
Tsinghua University	Greater China/ Asia-Pacific/Global	Mainland China

Table 16. Top 10 of the Greater China USI

4. Key Findings

4.1 The USR Aspiration—Performance Gap

The distribution of USI total scores across the 151 universities assessed shows that only 12% are in the top tier (total score of 70 or higher), while 33% are in the middle tier (total score between 50 and 69). The remaining 55% of universities are concentrated in the emerging tier, with total scores below 50.

The VPI dimension scores show a consistent pattern: Values scores are substantially higher than Process (Management and Practice) scores, while Impact scores are the lowest. Together with the concentration of universities in the lower score tiers, this pattern suggests that USR remains at an early or transitional stage of maturity. Although social responsibility has been widely embedded as an institutional value, as reflected by leadership commitments and formal policies, these commitments have not yet been consistently translated into management systems, stakeholder practices, or demonstrated impact. Rather than indicating failure, this aspiration-performance gap highlights the need to better align institutional commitments with effective implementation and measurable outcomes. Overall, these findings suggest that while many universities have established a strong foundation for USR, they have yet to fully institutionalise these commitments in ways that demonstrate societal impact.

4.2 Regional Variation in USR Development and Priorities

Overall, the regional analyses suggest that universities have broadly similar levels of USR development, particularly in the management and implementation of USR activities. Regional differences are more evident in universities' stated commitment to USR and the extent to which they document the outcomes of their initiatives. Universities in Oceania scored higher than those in North America on both the Values and Impact dimensions; whereas Asia scored lower than Oceania on Values but was comparable to Oceania on Impact.

Stakeholder priorities are consistent across regions in respect to students and the environment occupying central positions in USR programmes, while communities and suppliers are relatively peripheral. The principal regional difference concerned universities in North America that accorded lower priority to government/funding body and peer university practices than their counterparts in the other three regions. Although employee practices are similar across regions, the relative priority on this stakeholder differs by region, ranging from

low to intermediate.

Across regions, there are gaps between stakeholder engagement practices and demonstrated outcomes, with stakeholder engagement exceeding reported impacts. While universities report extensive USR activities, evidence of their outcomes is comparatively limited. This pattern suggests that future progress in USR will depend as much on strengthening impact assessment and reporting as on expanding stakeholder engagement. The notable exception was the Peer Universities stakeholder group for which impact matched or exceeded practice.

4.3 Data Governance and Disclosure

As described in Section 2.5, USR data collection involved a systematic review of publicly available university information, including institutional websites, financial statements, sustainability reports, and annual reports. At present, a standardised framework that governs the collection and management of USR data has not been established. Consequently, institutions determine the scope and nature of disclosures, which are often shaped by national/regional regulatory contexts, stakeholder pressures, and institutional governance models.

The process of USR data collection presents significant challenges. Although a small number of universities publish centralised data dashboards, most institutions do not issue integrated reports, and relevant information is commonly distributed across multiple webpages and documents. Further, reporting practices are frequently inconsistent across reporting cycles, for example, specific metrics may be disclosed in one year but omitted in subsequent reports. This inconsistency and limited data accessibility hinder robust USR assessments and comparisons of institutional progress over time. Therefore, USI scores should be interpreted alongside the limitations of current USR data governance and disclosure practices.

5. Conclusion

The University Sustainability Index (USI) assessment provides evidence-based insights into the current state of university social responsibility (USR) programmes of 151 universities. While universities have made significant progress in embedding USR into institutional strategies, evidence of social impact remains limited. This suggests that USR is in a phase of shifting from values advocacy to demonstrated impact.

The assessment also reveals substantial regional differences in institutional performance as well as patterns of data disclosure. These findings indicate that data governance (including the systematic collection, management, and public reporting of impact data) is becoming a key capability for demonstrating accountability as well as strengthening USR programmes.

To accelerate USR progress, universities should prioritize the development of clear impact assessment frameworks, strengthen programme implementation across diverse stakeholders, and enhance data systems that enable systematic monitoring and transparent reporting of programme outcomes. Beyond supporting the United Nations Sustainable Development Goals, effective USR provides a strategic opportunity for universities to demonstrate public value, reinforce institutional accountability, and build trust with stakeholders.

Future USI evaluations will track institutional progress across all performance levels. Particular attention will be given to whether lower-performing universities strengthen their USR vision and institutional frameworks, and whether higher-performing institutions improve the quality of stakeholder engagement, impact measurement, and data disclosure. By providing a common benchmarking framework, the USI aims to promote continuous improvement, facilitate mutual learning, and advance the collective development of social responsibility across the higher education sector.

6. Recommendations

This report identifies USR data reporting as a critical challenge. As USR initiatives vary across regions and countries, universities adopt diverse implementation pathways and transparency mechanisms. Although many universities have introduced various forms of USR engagement, the scope, quality, consistency, and accessibility of their data disclosures are uneven. To address these challenges, we propose the following recommendations.

6.1 Elevate USR as a Strategic Priority

USR extends beyond defining the societal role of universities—it positions higher education institutions as active contributors to addressing societal challenges. By leveraging research, interdisciplinary knowledge, innovation, and professional expertise, universities can generate meaningful social value and create positive impacts across a broad range of stakeholders. Report findings suggest that universities should move beyond visionary advocacy to prioritize systematic implementation and assessment of USR initiatives. This would include

embedding USR objectives within institutional strategic plans and annual reports. Doing so will strengthen accountability and demonstrate universities' tangible contributions to sustainable development.

6.2 Expand Stakeholder Engagement

Our evaluation revealed that certain stakeholder groups are consistently overlooked, thus resulting in USR programmes universities' ability to appropriately understand their perspectives. To strengthen engagement and better assess stakeholder initiatives, universities should conduct regular reviews of stakeholder engagement practices to ensure that diverse stakeholders are effectively represented and responded to. For identified deficiencies, targeted engagement strategies should be developed.

6.3 Strengthen USR Data Governance and Disclosure Transparency

Current USR disclosures are often fragmented, difficult to locate, and presented in narrative-style news articles. Information concerning certain stakeholder groups is particularly scarce, making it challenging to assess universities' overall social responsibility performance. To address these limitations, universities should shift from event-based reporting toward systematic disclosure practices supported by reliable data governance mechanisms. Guided by the principles of social accountability and transparency, institutions can strengthen their reporting systems by continuously collecting, organizing, and monitoring stakeholder-related data. Such an evidence-based reporting approach would provide more transparent and accessible assessments of universities' USR performance.

6.4 Bridge the Practice-to-Impact Gap

Although most universities have established foundational USR values and management frameworks, significant opportunities remain to strengthen the implementation and evaluation of USR. To address this gap, universities should move beyond establishing USR frameworks toward embedding USR objectives within long-term institutional strategies. Developing sustained programmes aligned with institutional missions and stakeholder needs will enable universities to translate commitments into measurable outcomes. As the outcomes of USR initiatives typically emerge over time, long-term evaluation mechanisms are essential for understanding whether these initiatives generate meaningful social value.

References

- Brundtland, G. H. (1987). *Our common future: Report of the World Commission on Environment and Development* (UN Document A/42/427). World Commission on Environment and Development. <http://www.un-documents.net/ocf-ov.htm>
- Cutler, S., Baiocchi, A., Gretzinger, E., Hicks, M., Dutton, C., & Smith, J. (2026). Tracking higher ed's dismantling of DEI. *Chronicle of Higher Education*, May 15, 2026. <https://www.chronicle.com/article/tracking-higher-eds-dismantling-of-dei>
- 教育部大學社會責任推動中心 [Center for University Social Responsibility, Ministry of Education]. (n.d.). 關於 USR [About USR]. ROC Taiwan. <https://usr.moe.gov.tw/tw/about/usr>
- 教育部技術及職業教育司 [Department of Technological and Vocational Education, Ministry of Education]. (2024, May 15). 教育部推動大學社會責任(USR)實踐計畫 [The promotion of the University Social Responsibility (USR) practice plan]. ROC Taiwan. Retrieved June 16, 2026, from https://depart.moe.edu.tw/ed2300/News_Content.aspx?n=3E8E4F90CE38C77B&sms=0458C794DB622AAE&s=69D47FDE3AF974D9
- Elkington, J. (1997). *Cannibals with forks: The triple bottom line of 21st century business*. Capstone.
- Government of Canada. (2025). *Dimensions: Equity, diversity and inclusion Canada*. http://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Charter_Dimensions-Charte_eng.asp
- Lo, C. W. H., Pang, R. X., Egri, C. P., & Li, P. H. Y. (2017). University social responsibility: Conceptualisation and an assessment framework. In D. T. L. Shek & R. M. Hollister (Eds.), *University social responsibility and quality of life* (pp. 37–59). Springer Singapore.

Appendix A. National Policies and USR Data Reporting

National government policies play a significant role in shaping the level of data transparency across universities. In Canada, universities are mandated to document institutional context and emphasise diversity, equity, and inclusion (DEI)¹¹, resulting in relatively comprehensive and consistent public disclosures. This is in contrast to the U.S. where anti-DEI legislation and political pressure has resulted in the large-scale dismantling of DEI programmes and discouraged the collection of DEI-related information (Cutler et al., 2026).

In the Asia region, Hong Kong provides an illustrative example of a decentralised regulatory context. Although sustainable development is recognised as an important policy objective, implementation remains largely decentralised. Universities retain a high degree of autonomy in public reporting which results in significant variation in both the scope and depth of disclosed information across institutions.

In contrast, Taiwan presents a case of standardised USR disclosure. USR has gained prominence since 2018 following launch of the government-led “University Social Responsibility (USR) Project”¹². To advance USR, the Taiwan Ministry of Education has established a “University Social Responsibility Promotion Centre” to assist universities with developing and implementing their USR programmes. The USR Project also provides direct financial support for USR initiatives. Universities are encouraged to apply for USR-specific grants for which regular evaluations and reporting to the Ministry of Education are required. This structured and accountability-driven approach has incentivised institutions to develop systematic methods for consolidating, monitoring, and reporting USR outcomes. One result is that USR data collection and verification in Taiwan is comparatively more transparent and consistent than in other regions.

¹¹ Government of Canada 2025, Dimensions: equity, diversity and inclusion Canada, accessed May 21, 2026, http://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/Dimensions-Charter_Dimensions-ng.asp

¹² Information about the University Social Responsibility (USR) Project in Taiwan is on the official website of the USR Project, <https://usr.moe.gov.tw/tw/about/usr>

Appendix B. PPRC and CBS

The Public Policy Research Centre (PPRC) is an interdisciplinary research unit in the Hong Kong Institute of Asia-Pacific Studies at The Chinese University of Hong Kong. The Centre was established in 2005 to produce impactful public policy research with a global perspective. We focus on the critical challenges facing Hong Kong, the Greater Bay Area, and the wider Asia-Pacific, with dedicated programmes in social innovation, city resilience, and university social responsibilities.

The Centre for Business Sustainability (CBS) is a collaboration between the Department of Management and the School of Governance and Policy Science at the Chinese University of Hong Kong. Founded in June 2018, the CBS mission is to promote business sustainability as a viable and profitable business model through conducting innovative research on Corporate Social Responsibility (CSR) and sustainability management practices in the region. We also aim to transfer the acquired knowledge of CSR applications to both academic and business communities.

Appendix C. International Advisory Committee

To ensure the rigorous conduct of the USI project and its ongoing engagement with the global university community, an International Advisory Committee with university professors from various regions as members has been established. Specifically, this Committee advises the research team on the project's strategic direction, organization and operation, compilation of USIs, delivery of its communication, and the trajectory of project development.

The Advisory Committee is comprised of distinguished scholars (alphabetical by first name):

Name	Institution	Title
Benjamin VAN ROOIJ	University of Amsterdam	Professor of Law and Society, Faculty of Law
Carolyn P. EGRI	Simon Fraser University	William J.A. Rowe EMBA Alumni Professor, Beedie School of Business
Ching LEONG	National University of Singapore	Vice Provost (Student Life); Associate Professor, Lee Kuan Yew School of Public Policy
Christina Wing Yan WONG	Hong Kong Polytechnic University	Professor, Business Division, Institute of Textiles and Clothing
Ito PENG	University of Toronto	Professor of Sociology and Public Policy, Canada Research Chair in Global Social Policy
Jui-Kun KUO	National Sun Yat-sen University	Professor, Institution of Public Affairs Management
Junming ZHU	Tsinghua University	Associate Dean and Associate Professor, School of Public Policy and Management
Min-fen TU	Tam-kang University	Professor, Department of Business Administration
Nahid YAZDANI	University of Nottingham	Assistant Professor, Business School
Ning LIU	City University of Hong Kong	Professor, Department of Public and International Affairs
Paulina Pui Yun WONG	Lingnan University	Associate Professor & Head, Division of Science
Sasha MAHER	Copenhagen Business School	Assistant Professor, Department of Management, Society and Communication
Xue PANG	City University of Macau	Assistant Professor, Faculty of Business

Appendix D. List of 151 Universities (in alphabetical order)

University	Region
Asia University	Asia
Boston University	North America
Brown University	North America
California Institute of Technology (Caltech)	North America
Carnegie Mellon University	North America
Chulalongkorn University	Asia
City University of Hong Kong	Asia
City University of Macau	Asia
Columbia University	North America
Cornell University	North America
Duke University	North America
Durham University	Europe
Education University of Hong Kong	Asia
Eindhoven University of Technology	Europe
Erasmus University Rotterdam	Europe
Fudan University	Asia
Georgia Institute of Technology	North America
Harvard University	North America
Hong Kong Baptist University	Asia
Huazhong University of Science and Technology	Asia
Imperial College London	Europe
Indian Institute of Technology Bombay (IITB)	Asia
Indian Institute of Technology Delhi (IITD)	Asia
Johns Hopkins University	North America
KAIST	Asia
Keio University	Asia
King's College London (KCL)	Europe
Korea University	Asia
Kyoto University	Asia
Kyushu University	Asia

University	Region
Lancaster University	Europe
Leiden University	Europe
Lingnan University of Hong Kong	Asia
Macau University of Science and Technology	Asia
Macquarie University	Oceania
Massachusetts Institute of Technology (MIT)	North America
McGill University	North America
Michigan State University	North America
Monash University	Oceania
Nagoya University	Asia
Nanjing University	Asia
Nanyang Technological University, Singapore (NTU)	Asia
National Cheng Kung University	Asia
National Sun Yat-Sen University	Asia
National Taiwan University (NTU)	Asia
National Taiwan University of Science and Technology	Asia
National Tsing Hua University	Asia
National University of Singapore (NUS)	Asia
National Yunlin University of Science and Technology	Asia
New York University (NYU)	North America
Newcastle University	Europe
Northwestern University	North America
Peking University	Asia
Pennsylvania State University	North America
POSTECH	Asia
Princeton University	North America
Purdue University	North America
Pusan National University	Asia
Queen Mary University of London	Europe
Rice University	North America
RMIT University	Oceania

University	Region
Seoul National University	Asia
Shanghai Jiao Tong University	Asia
Simon Fraser University	North America
Southern University of Science and Technology	Asia
Stanford University	North America
Sun Yat-sen University	Asia
Taipei Medical University	Asia
Texas A&M University	North America
The Australian National University	Oceania
The Chinese University of Hong Kong (CUHK)	Asia
The Hong Kong Polytechnic University	Asia
The London School of Economics and Political Science (LSE)	Europe
The University of Adelaide	Oceania
The University of Auckland	Oceania
The University of Edinburgh	Europe
The University of Hong Kong	Asia
The University of Manchester	Europe
The University of Melbourne	Oceania
The University of Osaka	Asia
The University of Queensland	Oceania
The University of Sheffield	Europe
The University of Sydney	Oceania
The University of Tokyo	Asia
The University of Warwick	Europe
The University of Western Australia	Oceania
Tohoku University	Asia
Tokyo Institute of Technology (Tokyo Tech)	Asia
Tongji University	Asia
Trinity College Dublin, The University of Dublin	Europe
Tsinghua University	Asia
Université de Montréal	North America

University	Region
Universiti Kebangsaan Malaysia (UKM)	Asia
Universiti Malaya (UM)	Asia
Universiti Putra Malaysia (UPM)	Asia
Universiti Sains Malaysia (USM)	Asia
University College London (UCL)	Europe
University of Alberta	North America
University of Amsterdam	Europe
University of Bath	Europe
University of Birmingham	Europe
University of Bristol	Europe
University of British Columbia	North America
University of California, Berkeley (UCB)	North America
University of California, Davis	North America
University of California, Irvine	North America
University of California, Los Angeles (UCLA)	North America
University of California, Riverside	North America
University of California, San Diego (UCSD)	North America
University of California, Santa Barbara	North America
University of California, Santa Cruz	North America
University of Cambridge	Europe
University of Chicago	North America
University of Chinese Academy of Sciences	Asia
University of Glasgow	Europe
University of Groningen	Europe
University of Hawai'i at Mānoa	North America
University of Illinois at Urbana-Champaign	North America
University of Leeds	Europe
University of Macau	Asia
University of Michigan-Ann Arbor	North America
University of North Carolina, Chapel Hill	North America
University of Nottingham	Europe

University	Region
University of Oregon	North America
University of Oxford	Europe
University of Pennsylvania	North America
University of Science and Technology of China	Asia
University of Southampton	Europe
University of Southern California	North America
University of St Andrews	Europe
University of Technology Sydney	Oceania
University of Texas at Austin	North America
University of the Philippines	Asia
University of Toronto	North America
University of Washington	North America
University of Waterloo	North America
University of Wisconsin-Madison	North America
UNSW Sydney	Oceania
Utrecht University	Europe
Wageningen University & Research	Europe
Waseda University	Asia
Western University	North America
Wuhan University	Asia
Xi'an Jiaotong University	Asia

Appendix E. The USI Project and Research Team

The USI project is funded by the Faculty of Social Science at The Chinese University of Hong Kong (CUHK) with the strategic positioning of promoting university social responsibility across the globe through the annual compilation of university sustainability indices.

The Research Team is led by Professor Carlos Lo with a cross-institutional outlook as follows (the names are ranked by alphabetical order):

Team Leader:

Professor Carlos Lo, School of Governance and Policy Science, CUHK

Director, Public Policy Research Centre and Centre for Business Sustainability, CUHK

Honorary Team Leader:

Professor Carolyn P. Egri, Simon Fraser University

Honorary Director, Centre for Business Sustainability, CUHK

Report Editorial Team:

Professor Carolyn P. Egri, Simon Fraser University

Professor Carlos Lo, School of Governance and Policy Science, CUHK

Ms. Zitong Li, Centre for Business Sustainability, CUHK

Professor Xue Pang, City University of Macau

Dr. Yu-Min Su, Public Policy Research Centre, CUHK

Project Team Members:

Ms. Mavis Huen, Centre for Business Sustainability and Public Policy Research Centre, CUHK

Professor Ning Liu, City University of Hong Kong

Ms. Zitong Li, Centre for Business Sustainability, CUHK

Professor Xue Pang, City University of Macau

Dr. Yu-Min Su, Public Policy Research Centre, CUHK



University
Sustainability
Index



Advancing University Social Responsibility With Metrics



PUBLIC POLICY RESEARCH CENTRE
Hong Kong Institute of Asia-Pacific Studies
The Chinese University of Hong Kong



Centre for
Business
Sustainability

