

Articles in this section

[QS World University Rankings](#)

[QS Subject Rankings](#)

[QS Sustainability Rankings](#)

[QS Arab Region Rankings](#)

[QS Asia Region Rankings](#)

[QS Europe Region Rankings](#)

[QS Latin America and Caribbean Region Rankings](#)

QS Asia Region Rankings

3 months ago · Updated

The QS Asia Region Ranking, like the other regional rankings, follows the World University Ranking in the publication cycle. The research data and survey data used for the World University Ranking is used again, in conjunction with the other indicators, to form this ranking.

Indicators

You can see the list of indicators, linking to their fuller descriptions, and the associated weights in the table below .

Academic Reputation	30%
Employer Reputation	20%
Faculty Student Ratio	10%
Citations per Paper	10%
International Research Network	10%
Papers per Faculty	5%

QS International
Trade Rankings

Staff with PhD	5%
International Student Ratio	2.5%
International Faculty Ratio	2.5%
Inbound Exchange Student Ratio	2.5%
Outbound Exchange Student Ratio	2.5%

QS Global MBA
Rankings

QS Business Masters
Rankings

[See more](#)

Eligibility:

Institutions from Eastern, Southern, South-Eastern and Central Asia (as per [UN's M49 Standard](#)) are evaluated for the QS Asia Ranking, thus representing the following countries:

- Afghanistan
- Bangladesh
- Brunei
- Cambodia
- China (Mainland)
- Hong Kong SAR
- India
- Indonesia
- Iran
- Japan
- Kazakhstan
- Kyrgyz Republic
- Laos
- Macau SAR
- Malaysia
- Mongolia

- Myanmar
- Nepal
- Pakistan
- Philippines
- Singapore
- South Korea
- Sri Lanka
- Taiwan
- Tajikistan
- Turkmenistan
- Thailand
- Uzbekistan
- Vietnam

Paper threshold

50 or more papers must be documented in our Scopus extract over our 5 year window. This is for any new entrants to the regional ranking, while existing ranked institutions will have until 2024 to achieve this minimum paper count. See [Papers](#) for more details.

Sub-regional rankings

Along with the global QS Asia University Rankings, we publish 4 sub-regional derivative rankings as well:

- QS Asia University Rankings: Eastern Asia
- QS Asia University Rankings: Southern Asia
- QS Asia University Rankings: South-Eastern Asia
- QS Asia University Rankings: Central Asia

An overall rank in the global ranking is transformed into an overall rank in the corresponding sub-regional ranking, using same overall and indicator scores as the global ranking. Indicator ranks in the sub-regional rankings are not available.

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Related articles

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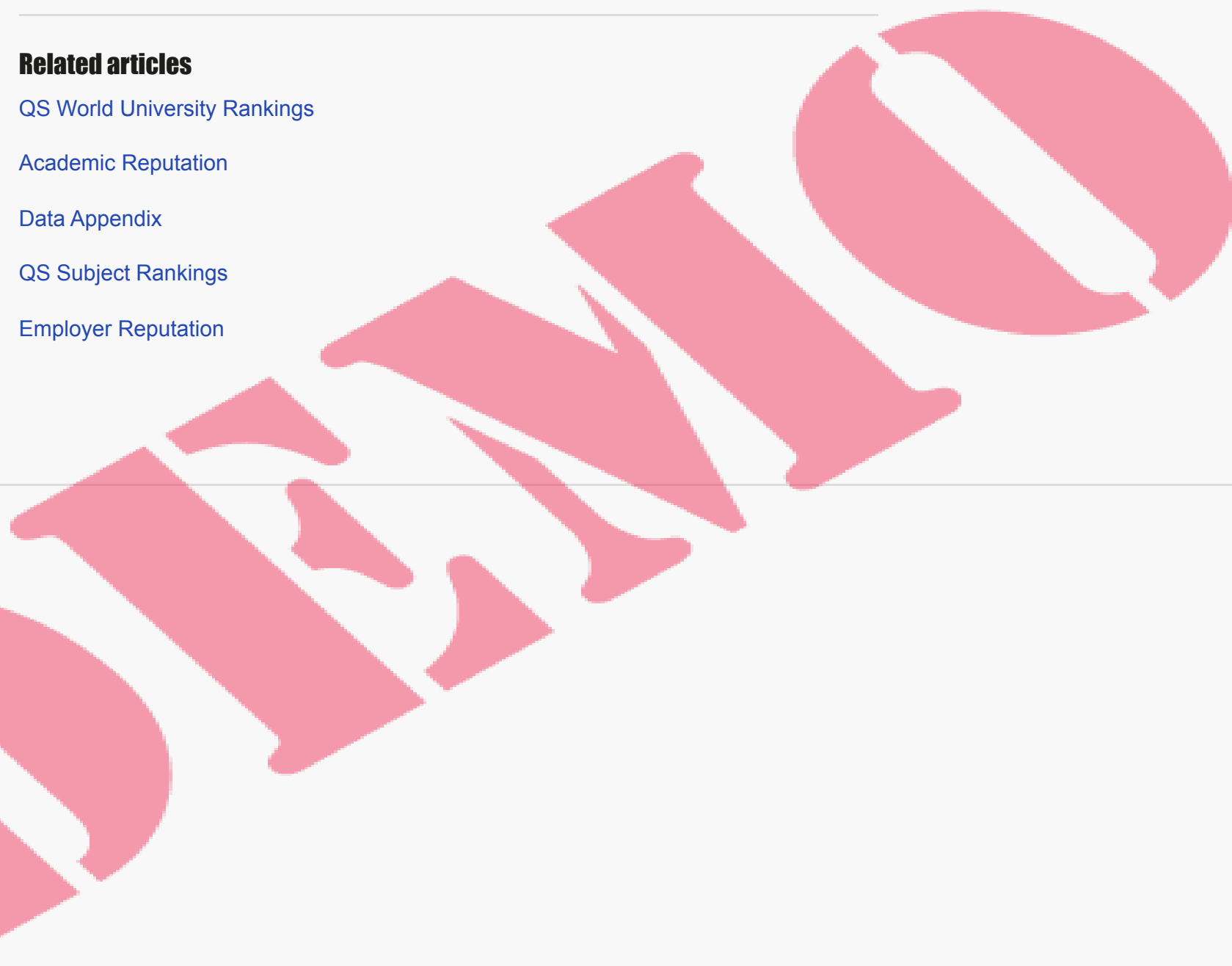
[Academic Reputation](#)

[Data Appendix](#)

[QS Subject Rankings](#)

[Employer Reputation](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Partnerships with Employers - International Trade Rankings

1 year ago · Updated

Context

This indicator examines how higher education institutions (HEI) partner with the businesses (non-HEI). For this we identify on Scopus publications co-authored with the biggest global companies (as per Forbes "[The Global 2000](#)" list). We consider only partnerships, resulted in at least 2 joint papers in the past 5 years.

Read more on [Partnership with Employers](#)

Source of Data

Data is obtained from the Scopus Elsevier research partnership with employer data.

Environmental
Education

Environmental
Sustainability

Environmental Impact

[See more](#)

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[Employer Reputation - International Trade Rankings](#)

[Partnering with Industry Bodies](#)

[Faculty Industry Experiences](#)

[Environmental Sustainability](#)

[Archived: Employment and Opportunities Lens](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Employer Reputation

4 months ago · Updated

Philosophy

The Employer Reputation component is unique amongst current international evaluations in taking into consideration the important component of employability. We remain the only major ranking to focus on this vital aspect of a student's educational journey. The majority of undergraduate students leave university in search of employment after their first degree, making the reputation of their university amongst employers a crucial consideration.

The Employer Reputation Index is a key metric of the QS World University Ranking(s)® carrying a weighting of 15% in the World University Ranking and different weights in other rankings we produce.

Source of Respondents

Environmental
Education

Environmental
Sustainability

Environmental Impact

[See more](#)

The results are based on the responses to a survey distributed to worldwide employers from a number of different sources:

- Previous Respondents
- Submitted contact lists from institutions (see [Survey Nominations Procedure](#))
- Sign-ups on our sign-up facility (see [Survey Nominations Procedure](#))
- Survey partners

The Survey

The survey is sent to many thousands of global employers each year. It has largely followed the same principles since inception, with some variation depending on career market themes of interest over time. At the beginning of the survey, employers state their field specialism and their regional familiarity. We ask the following questions of each respondent:

Individual Characteristics

- Their name
- Their company/ organisation
- The nature (industry, etc.) and size of their organisation

Knowledge Specification

- Which country/territory they are most familiar with from an employer perspective. This will define the list of institutions from which the respondent can nominate domestically.
- Which region(s) they are most familiar with, from an employer perspective. Regional knowledge responses are grouped into three supersets that define the list of institutions from which the respondent can select when nominating

internationally. These are Americas, APAC (Asia, Australia & New Zealand) and EMEA (Europe, Middle East & Africa).

- The specific subject areas * (any number) that they specialize in.
- The specific industry that they specialize in.
- Employers are asked to select the types of business programs they have or would consider recruiting talents from: MBA, Accountancy, Business Analytics, Entrepreneurship, EMBA, OMBA, Finance, HR, Marketing, Supply Chain or Other.

* Certain QS Subjects are not explicitly present in the survey form. This includes Geology, Geophysics and Petroleum Engineering. In such cases we derive their nominations and further transformations (see below) from the corresponding proxy field of study, which is available in the survey form: Geology and Geophysics are fully derived from Earth & Marine Sciences, while Petroleum Engineering is a weighted sum of Chemistry (5%), Environmental Sciences (5%), Earth & Marine Sciences (30%), Chemical Engineering (30%) and Electrical & Electronic Engineering (30%).

Top Domestic Institutions

- Employers are asked to nominate up to 10 institutions that they rate as being the best for producing relevant graduates.

Top International Institutions

- Employers are asked to nominate up to 30 international institutions outside of their country/territory of knowledge that they rate as being the best for producing relevant graduates. Although the main list consists solely of institutions from the region(s) with which they express familiarity with, employers are able to commend up to 30 institutions from other regions.

Additional Questions

Each year, the survey has additional questions that seek to answer a particular theme or need from the market, or to provide deeper insight into the nominations we receive. Past themes have included online learning, sustainability, and emerging skills.

Business School Track

If an employer selects 'Business Masters' as one of the options for the question on hiring decisions, then the *business school track* of the employer survey commences, regardless of which subject is selected. The *business school track* then asks the following:

Top Business Schools

Employers are asked to select from an autocomplete list up to 10 business schools (either domestic or international) from which their company prefers to recruit international MBAs. Nominating a business school they graduated from is acceptable. The list consists of all business schools (both standalone and child schools), regardless of the region of knowledge selected in the main track of the survey.

Further, we then ask respondents to select from a predefined list up to 3 business schools that they believe create the most value for businesses and society in each region of their knowledge.

Data cleaning and validity checks

Once the survey has been collated, a variety of checks and balances are performed to ensure the responses are valid, useable and complete. As part of our normal data procedures, we can and do clean the data we use in the results analysis. This includes research data (removals of self-citations, high levels of affiliations), staff/student data (damping beyond certain thresholds, rejections of spurious data), and reputation data.

As for QS Employer Reputation surveys, we evaluate nominations for approximately 7000 institutions each year and apply sophisticated and, importantly, non-manual

processes to this cleaning. Over time, we improve the sophistication of these data science techniques, as one would hope from a company that prides itself on being a trusted data partner to the sector. One of the major iterations of such improvements took place in 2023, thus making our data validation techniques even more stringent for the upcoming ranking cycles.

If an institution is following the protocol outlined below, then the reputation data should be captured in full by QS:

1. Utilizing EITHER the survey-sign up or contact list submission process for surveys.
2. Ensuring that the people you nominate for surveys are eligible to take them, and that they are taking them in good-faith.
3. Ensuring that the people you nominate to take the surveys are actually the people who go on to take them.
4. Act independently in this process, i.e., not be seen to coach or solicit certain responses.

We cannot comment on whether the above is or is not being followed by any specific institution, but suffice to say that if it is, then your institution should have no concerns. For reasons of data integrity and to prevent attempts to game the process, we do not publish a comprehensive list of our checks and validations, in line with good data governance protocols.

Step by Step Analysis

Once the responses have all been processed, we apply the following procedures for all of the employer nominations (with no breakdown by five broad faculty areas as is the case for [Academic Reputation](#)).

1. Devise weightings based on the regional familiarity of respondents. This is done to balance the representation of three regional super sets (see above) in our surveys. Respondents are able to relate to more than one region. If a respondent commends an institution out of their regional familiarity, such a nomination is weighted lower (20% of a regular international nomination).
2. Devise weightings based on the location with which respondents consider themselves familiar. Here we look at how many well enough recognized institutions in the location per response originated from it. In other words, we expect the volume of responses from a country to correlate with its international recognition. Locations with a low participation rate are exempted from this to avoid small number effects.
3. Now, having regional and location weightings ready, we derive a weighted count of international nominations for each institution. Here, we use a 5-year aggregation of nominations, where the earlier two years count for 25% and 50%, and the most recent three years at full 100% weight.
4. Derive a weighted count of domestic nominations for each institution (excluding self-nominations). This is adjusted against the number of institutions from that country with a certain level of international nominations and the total response from that country. Countries with more recognized institutions naturally face more competition in terms of gaining nominations, and this is designed to reflect and reward this.
5. Normalize both domestic and international count to achieve a score out of 100.
6. Combine the two scores with with a relevant weights (see the table below).
7. Various transformation techniques applied to minimize the impact of outliers and scale the numbers to present a score out of 100 for the given faculty area.

In QS Subject Rankings, there is a risk that institutions with well-known strengths in a given discipline may be undervalued with respect to comprehensive institution with a strong overall employer reputation. This has led to a number of enhancements designed to better identify institutions with key strengths in a particular area, and to more effectively filter out the influence exerted by overall reputation on the discipline results.

- We look at the divergence between employer reputation in the specific subject (or broad subject area) and overall employer reputation. This means that the employer reputation scores of institutions that fare better in the specific discipline than overall are given a proportional boost, while those that fare worse have those shortfalls proportionally amplified. The result is that the key strengths of institutions shine brighter and less credit is attributed to overall reputation and strength in adjoining disciplines.
- Extra boost may be given to institutions identified as Specialists (see [QS Institution Classification](#)), if they offer academic programs in the relevant subject area (for QS Rankings by Subject) or faculty area (for QS Rankings by Faculty).
- Responses from employers seeking graduates from a specific discipline given additional weight

Domestic and international nomination weights used in various rankings

Rankings	Domestic nominations	International nominations
QS World University Rankings and QS University Rankings by Region*	50%	50%
QS Subject Rankings*	50%	50%
QS Global MBA Rankings	30%	70%
QS Business Masters Rankings	60%	40%
QS Executive MBA Rankings	60%	40%

* As a general principle, we expect the volume of responses from a country/territory to correlate with the number of institutions available in our ranking, and particularly the number of high-performing institutions (impact). If, however, an anomalous number of responses are showing from a country/territory that does not achieve this 'volume by impact' measure, we inspect the nominations more thoroughly. If the highest nominating country/territory is a neighbouring country/territory, which, in turn, provides more than 10% of all the international nominations received by that neighbour, we adjust these mutual nominations to the corresponding 'domestic' weight in the analysis.

In Business School Rankings, the analysis follows the same step by step procedure, with the following caveats:

- regional weighting (step 1) is not applied
- nominations originated from the autocomplete selection (see above) are weighted higher than from the predefined list
- a nominated school receives extra points if any of the following conditions met:
 - an employer is from an industry that matches the specific rankings type (e.g. Finance & Banking industry matches QS Business Masters Rankings in Finance)
 - an employer selected a type of business programs they have or would consider recruiting talents from that matches the specific rankings type
- standalone business schools receive a boost to combat a natural advantage child business schools have (due to a halo effect they get from their parent institution)
- if a business school or its parent institution (if any) was nominated in the main track of the survey in one of the business-related subject areas, then the business school is rewarded additionally, to reflect its broader brand awareness

Mapping between subject areas available for selection in the QS Employer Survey and QS Global MBA Rankings (MBA); QS Business Masters Rankings: Masters in

Management (MIM), Masters in Finance (MIF), Masters in Business Analytics (MSB), Masters in Marketing (MMK), Masters in Supply Chain Management (MSM); QS Online MBA Rankings (OMBA); QS Executive MBA Rankings (EMBA)

Subject area	MBA	MIM	MIF	MSB	MMK	MSM	OMBA	EMBA
Accounting & finance	V	V	V			V		V
Business & management studies	V	V	V	V	V	V	V	V
Communication, cultural & Media studies					V			
Computer science				V				
Economics & econometrics		V	V	V		V		
Mathematics				V				
Statistics & operational research				V				

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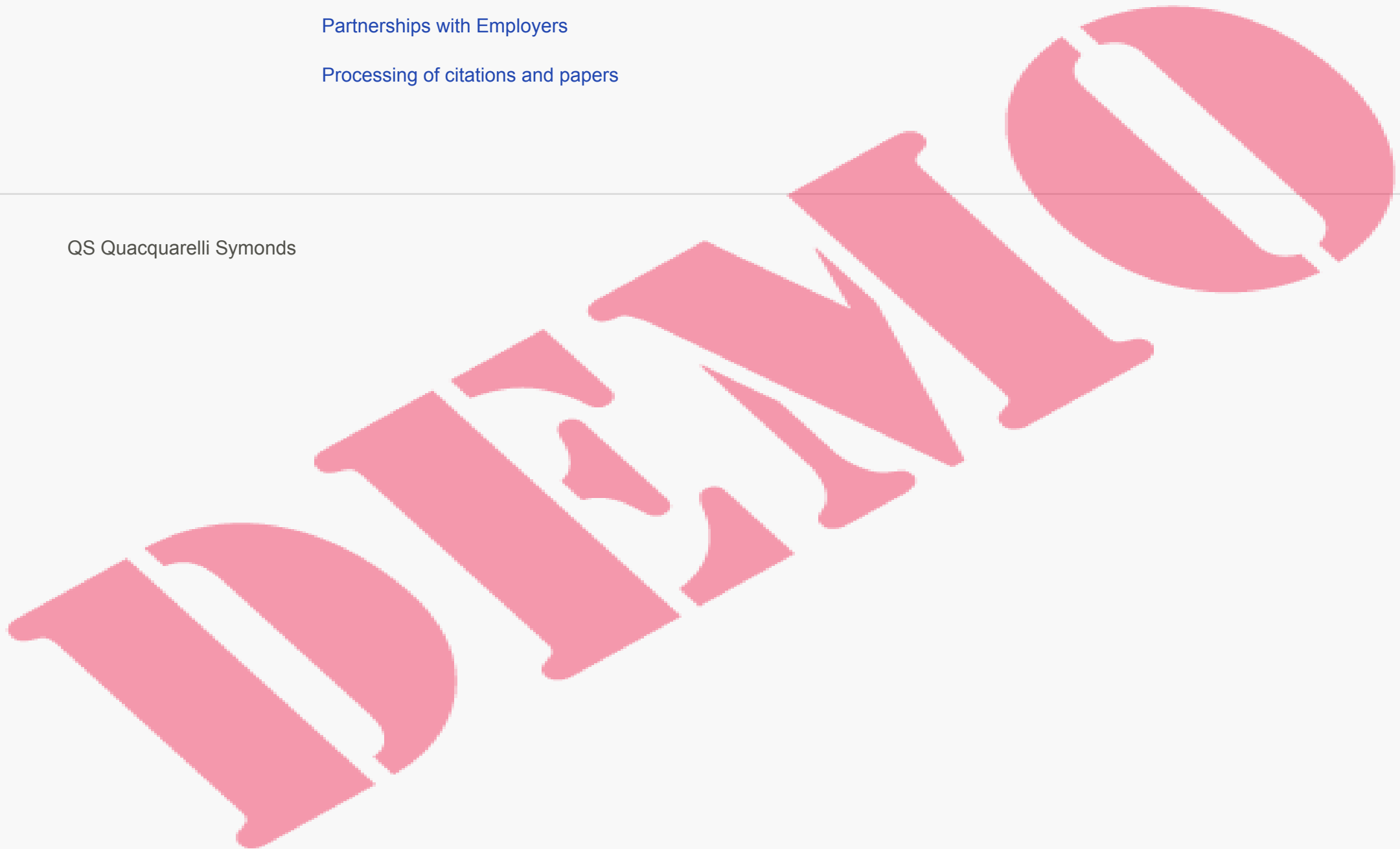
Faculty-Student Ratio

QS Subject Rankings

Partnerships with Employers

Processing of citations and papers

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Articles in this section

[QS World University Rankings](#)

[QS Subject Rankings](#)

[QS Sustainability Rankings](#)

[QS Arab Region Rankings](#)

[QS Asia Region Rankings](#)

[QS Europe Region Rankings](#)

[QS Latin America and Caribbean Region Rankings](#)

QS Online MBA Rankings

3 months ago · Updated

The QS Online MBA Rankings highlights the best online MBA programs across the globe.

To be eligible for this ranking, schools offering MBA programs must:

- have at least one graduated class
- be accredited by either AACSB, AMBA, EQUIS, EPAS, AABSP or QS Stars (at least 3+)
- have on average 20 people in the classroom
- have classes roughly 90% taught online (although exceptions could be made on a case by case basis)

The set of indicators for our Online MBA Ranking and their weights are shown below, please click on the headings below for a more in-depth description.

weights of the indicators used in the online MBA ranking:

QS International
Trade Rankings

QS Global MBA
Rankings

QS Business Masters
Rankings

[See more](#)

Faculty and Teaching

35%

Class Profile

30%

Employability

30%

Class Experience

5%

Online MBA FAQs

Q: Please could I have a copy of the questions for offline use?

A: Please click [here](#) to view or download

Q: What are the criteria to participate in the Online MBA Ranking?

A: Your MBA program should have:

- At least 90% of the course taught online
- The program should already have at least one graduated class
- The school/program is accredited by either AACSB, AMBA, EQUIS, EPAS or AABSP
- The average class size should be at least 15 students

Q: If we have several intakes/cohorts then which incoming class do we report on?

A: We are looking to capture the essence of your program. The best answer would be to average the cohorts to get your final answer.

Q: Regarding the applicant/enrollment question: Are you referring to the academic year or the calendar year for the reporting?

A: As long as you are consistent in reporting (per year) then you are free to use whichever is easier.

Data Submission

The data collection interface for all Business School Program Rankings can be found [here](#).

Please log a ticket at support.qs.com if you do not have a login.

Please specify if you would like a login for the business school interface and not Hub.

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Related articles

[Faculty and Teaching](#)

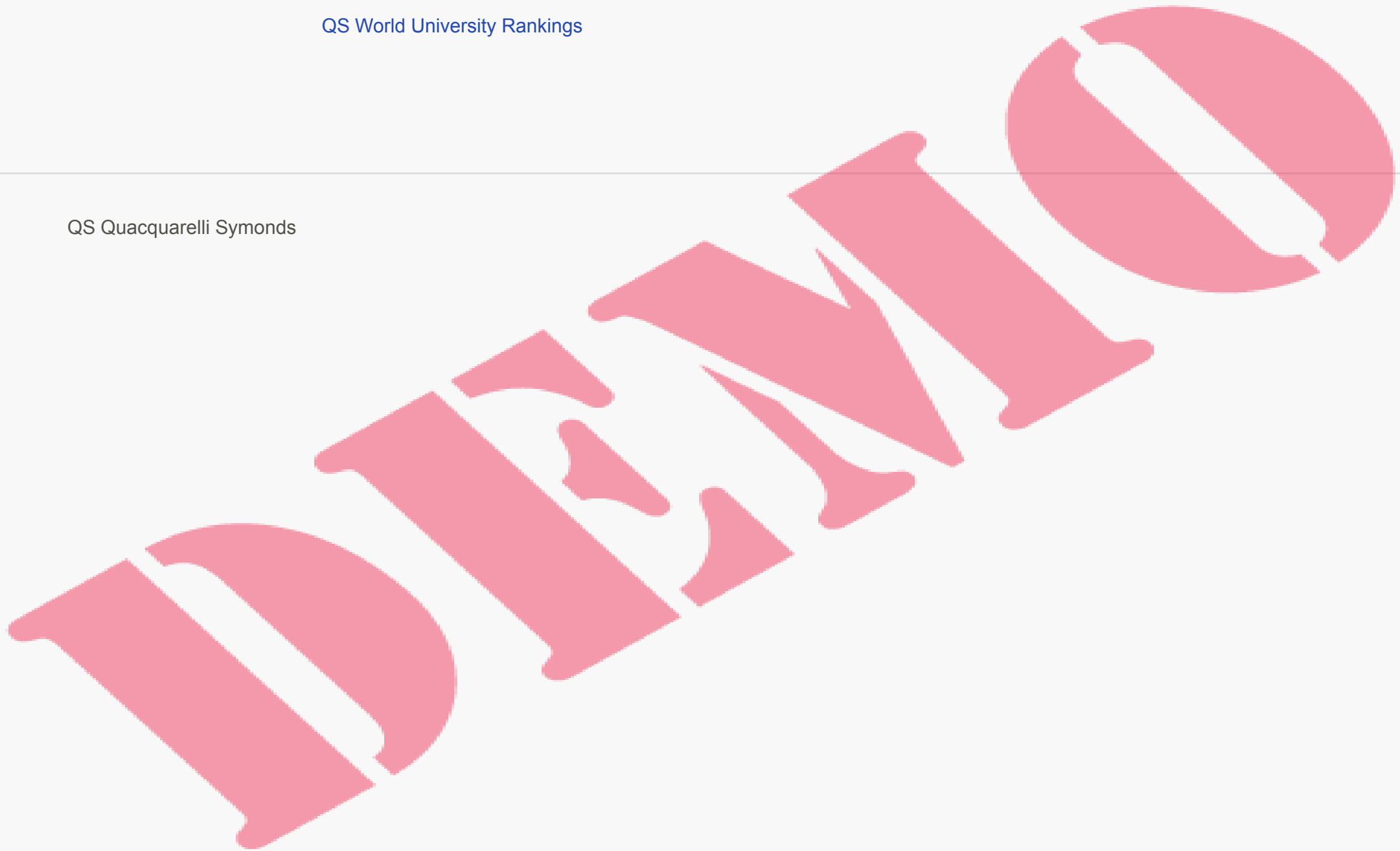
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Employer Reputation

Class Experience

QS World University Rankings

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

QS Subject Categorisation

1 year ago · Updated

QS evaluates institutions across 5 broad faculty areas and 54 narrow subject areas. These classifications underpin many of our rankings, from the nominations received in our surveys, to the ways in which we use paper and citation data.

You can find the corresponding ASJC codes for these subjects here: [All Science Journal Classifications](#)

Broad Faculty Area	Narrow Subject Area
Arts and Humanities	Archaeology
	Architecture / Built Environment
	Art & Design
	Classics & Ancient History
	English Language & Literature
	History
	History of Art (New 2023)

Environmental Education		Modern Languages
		Linguistics
		Performing Arts
		Philosophy
		Theology, Divinity & Religious Studies
Environmental Sustainability		
Environmental Impact		
See more	Engineering & Technology	Engineering - Chemical
		Engineering - Civil & Structural
		Engineering - General
		Computer Science & Information Systems
		Data Science (New 2023)
		Engineering - Electrical & Electronic
		Engineering - Mechanical, Aeronautical & Manufacturing
		Engineering - Mineral & Mining
		Engineering - Petroleum
	Life Sciences & Medicine	Agriculture & Forestry
		Anatomy & Physiology
		Biological Sciences
		Dentistry
		Medicine
		Nursing
		Pharmacy & Pharmacology
		Psychology
		Veterinary Science

Natural Sciences

Chemistry

Earth & Marine Sciences

Environmental Sciences

Geography

Geology

Geophysics

Materials Science

Mathematics

Physics & Astronomy

Social Sciences & Management

Accounting and Finance

Anthropology

Business & Management Studies

Communication & Media Studies

Development Studies

Economics & Econometrics

Education

Hospitality & Leisure Management

Law

Library & Information Management

Marketing (**New 2023**)

Politics & International Studies

Social Policy & Administration

Social Work

Sociology

Sports-related Subjects

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Business Rankings: Research Indicators

1 year ago · Updated

There are two research indicators utilized in our business school rankings suite: Research Impact (Global MBA and Business Masters Rankings) and Research Strength (MBA by Career Specialization Rankings).

Research Impact

This uses the mean values of Citations per Paper and H-Index scores calculated per subject as part of our most recent Subject Rankings. The combined Research Impact score is the weighted average of those mean values across relevant subjects (see the table below).

*Research Impact:
Weights of QS subjects (from the QS Subject Rankings) in the QS Business School
Rankings*

QS subject *	Global MBA	Masters in Management	Masters in Finance	Masters in Business Analytics	Masters in Marketing	Masters in Supply Chain Management

Environmental
Education

Environmental
Sustainability

Environmental Impact

[See more](#)

Accounting & Finance	-	-	40%	-	-	-
Business & Management	100%	100%	40%	50%	35%	40%
Computer Science & Information Systems	-	-	-	12.5%	-	20%
Economics & Econometrics	-	-	20%	12.5%	-	-
Mathematics	-	-	-	12.5%	-	-
Statistics & Operational Research	-	-	-	12.5%	15%	40%
Communication & Media Studies	-	-	-	-	50%	-

* The full list of QS subjects and their corresponding ASJC codes can be found [here](#) ("ASJC Mapping" tab).

The obtained weighted averages are [normalized by z-scores](#).

Research Strength

This indicator from QS MBA by Career Specialization Rankings is a mean of Research Impact score from QS Global MBA Rankings (see above) and Citations score, designed specifically for different MBA specializations from QS MBA by Career Specialization Rankings.

Citations (self-citations excluded) are extracted per specialization from Elsevier's Scopus using the following [ASJC codes](#) of Scopus journals.

Mappings between MBA specializations and ASJC codes of Scopus journals

MBA Specialization	Scopus ASJC code
Consulting	1408 Strategy and Management
Entrepreneurship	1405 Management of Technology and Innovation
Finance	2003 Finance
Information Management	1404 Management Information Systems
Marketing	1406 Marketing
Operations Management	1803 Management Science and Operations Research
Technology	1405 Management of Technology and Innovation

The extracted citation counts are [normalized by z-scores](#).

Please note that in both indicators, if a business school is a child institution, it will be naturally rewarded by the extra research originated from their parent institution. This reflects the innate advantage of students from such business schools, having extra research-related opportunities offered by the parent institution. At the same time, a possible deeper and narrower research specialization of standalone business schools is rewarded as part of the methods for [Citations per Paper](#) and [H-Index](#), where papers published in niche journals carry extra weight.

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[Citations per Paper](#)

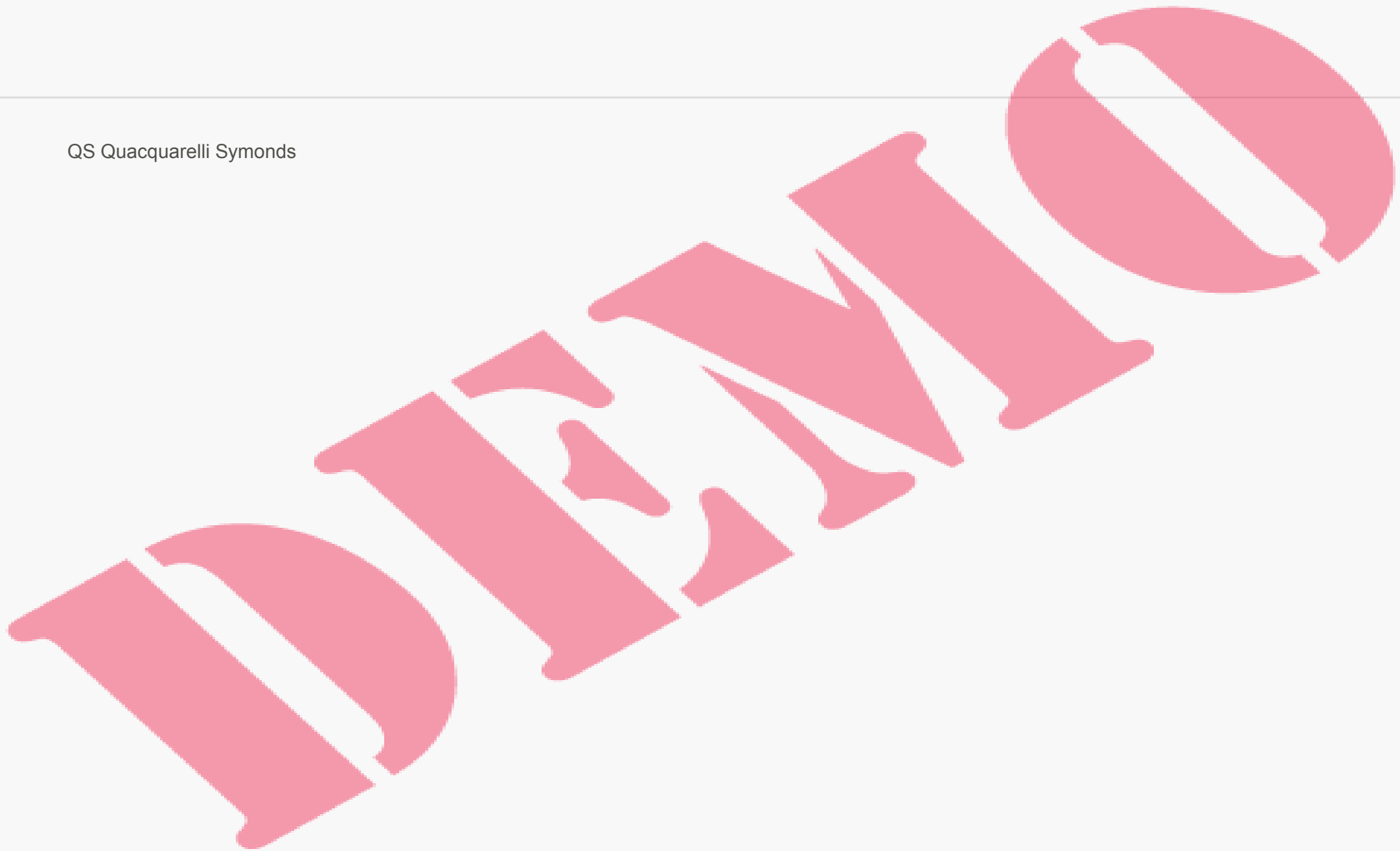
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[QS Subject Rankings](#)

QS Subject Categorisation

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Environmental Sustainability

2 months ago · Updated

This lens assesses the institution's strategy and operations towards an environmentally sustainable future. It looks at whether or not an institution has committed to environmental impact alleviation and whether it has demonstrated that commitment. Data from alumni, operations and policies, staff perceptions and reporting & governance are aggregated to form the final score.

Weights of metrics for Environmental Sustainability:

Code	Metric	Metric Weight
ES1	Alumni Impact for Innovation	5%
ES2	Member of an officially recognised sustainable group	1%
ES3	Climate change commitment (staff perception)	2%
ES4	Publicly available strategy or policy on sustainable procurement and investment	1%

Environmental
Education

Environmental
Sustainability

Environmental Impact

[See more](#)

ES5	Student Society focused on Environmental Sustainability	1%
ES6	Net Zero Commitment	1%
ES7	Emissions Efficiency	1%
ES8	Renewables Generated Onsite	1%
ES9	Progress Towards Target	1%
ES10	Policy on Climate Strategy	1%

ES1 Alumni Impact for Environmental Sustainability - Corporate / Private Sector

Alumni Impact is a well-known metric used in QS Global MBA and Business Masters Rankings, as well as a featured component of the Employment Outcomes indicator in QS World University Rankings. This particular metric looks at the impact of its graduates in the private and commercial sector. Compare with **Metric EE2** which looks at the impact of an institution's graduates in the public and third sectors.

Sub metric	Description	Scoring
ES1.1	Scaled score on Alumni Impact, filtered only for relevant awards and lists that focus on the impact a university's graduates in the private and commercial sector. Lists such as Forbes "30 Under 30: Social Entrepreneurs", "Stockholm Water Prize" by Stockholm Water Foundation, FT's 'Climate Leaders 2022' are used in this metric.	A scaled score between 0 and 100.

The intent of the Alumni Impact metric list is to provide some indication of how successful the university has been in producing graduates who go on to make a notable and global difference in their field.

ES2 Member of an officially recognised sustainable group

Sub metric	Description	Scoring
ES2.1	A member of any of the groups listed below.	0 or 100. Membership of more than 1 group does not increase the points awarded.

We check whether institutions are members of the following groups committed to climate change in the sector:

- [U7 Alliance - List of Members](#)
- [ISCN Network - List of Members](#)
- [HESI Network - List of Members](#)
- [IARU - List of Members](#)
- [International Universities Climate Alliance - List of Members](#)

ES3 Climate Change Commitment (Staff Perceptions).

Sub metric	Description	Scoring
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ES3.1	<p>In our academic survey, we ask participants to rate their agreement with the statement:</p> <p><i>My university prioritizes minimizing its climate change impact in its day-to-day operations.</i></p> <p>Responses are collected on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).</p>	<p>An average score is calculated for each institution, ranging from 1 to 5. To ensure accurate assessments, scores are adjusted using a sliding scale when the number of responses is insufficient. Institutions with a negligible response rate are assigned a minimum score based on their country/territory.</p> <p>Later on the figures are z-scored and scaled between 0 and 100.</p>
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ES4 Publicly available strategy on sustainable procurement and investment

Sub metric	Description	Scoring
ES4.1	A publicly available policy or explanation on how the university considers sustainability in its procurements processes	0 or 50
ES4.2	A publicly available policy or explanation on how the university considers sustainability in its investments	0 or 50

ES5 Student Society focused on Environmental Sustainability.

Sub metric	Description	Scoring
ES5.1	A student society which is formed and operated by students for students, with a focus on the environment, green issues, conservation and/or climate issues.	0 or 100

ES6 Net Zero Commitment

If an institution has a Net-Zero target they will get a score based off the year. We will also accept submissions where the institution has publicly committed to this on their own websites.

Sub metric	Information Sought	Scoring
ES6.1	A net zero year target, publicly committed by institution (including Race to Zero Commitment).	<p>If their target year is:</p> <ul style="list-style-type: none">• Before 2022: score 100• Between now and 2025: score 90• Between 2026 - 2030: score 80• Between 2031 - 2035: score 70

- Between 2036 - 2040: score 60
- Between 2041- 2045: score 50
- Between 2046 - 2050: score 40
- Between 2051- 2055: score 30
- Between 2056 - 2060: score 20
- After 2060 or year not given: score 10

ES7 Emissions Efficiency.

We have chosen to assess the efficiency of a university's carbon emissions against their size, as measured by Gross Internal Area (GIA). There are of course other approaches to this, but GIA was felt to be the least biased towards income or type of institution, although no method will perfectly normalize for variation.

Sub metric	Description	Scoring
ES7.1	Total Scope 1 + Scope 2 Emissions in tonnes (tCO ₂ e) for the last full reporting year.	A ratio of the Total Scope 1 and 2 emissions to the GIA is calculated and scaled from 0 to 100.

This should follow the [GHG's protocols](#) corporates standard for Scope 1 and 2. Your institution should be following their guidelines in order to submit this accurately. If you do not record your emissions in this way, please do not guess - leave it blank with an explanatory note.

- **Scope 1 emissions**— This covers the Green House Gas (GHG) emissions that the university makes directly — for example while running its boilers and vehicles.
- **Scope 2 emissions** — These are the emissions the university makes indirectly – like when the electricity or energy it buys for heating and cooling buildings, is being produced on its behalf.

Please do not submit guesswork

ES7.2

Gross Internal Area (GIA).

To be provided in meters squared (m²).

This refers to the whole enclosed area of a building within the external walls taking

each floor into account.

GIA will typically include:

- areas occupied by internal walls (whether structural or not) and partitions
- service accommodation such as WCs, showers, changing rooms and the like
- columns, piers, whether free standing or projecting inwards from an external wall, chimney breasts, lift wells, stairwells etc
- lift rooms, plant rooms, tank rooms, fuel stores, whether or not above roof level
- open-sided covered areas (should be stated separately)

GIA will typically exclude:

- open balconies
- open fire escapes
- open-sided covered ways
- open vehicle parking areas, terraces and the like
- minor canopies
- any area with ceiling height of less than 1.5m (except under stairways)
- any area under the control of service or other external authorities

Please do not submit guesswork

ES8 Renewables Generated Onsite

Sub metric	Description	Scoring
ES8.1	<p>This indicator refers to the total annual energy (kWh equivalent) generated through renewable energy sources for the whole estate.</p> <p>Typically this may include energy derived from:</p> <ul style="list-style-type: none">• biomass-fuelled boilers,• solar electric panels (photovoltaics),• solar thermal panels (solar water heating),• wind turbines,• ground source heat pumps,• other. <p>The consumed energy may not only be consumed by the university, but may also be sold on or stored.</p> <p>If your institution does not have an accurate record of this, please do not submit guesswork. QS will devise country</p>	<p>Annual values in kWh will be rescaled to a score between 0 and 100.</p>

or regional minimums where this data is not submitted.

ES9 Progress towards Target

Sub metric	Description	Scoring
ES9.1	<p>Baseline measurement year (baseline year).</p> <p>This should be the year, no earlier than 2005, which you consider your baseline year to measure progress against your net zero commitment. By baseline year we mean the point in history where you started to track emissions to GHG standards (or closest equivalent) and their progress/changes. Your default baseline year will be the first year (no earlier than 2005) for which you have a full 12 month record of tracking scope 1 and 2 emissions.</p>	<p><i>Expected</i> emissions in the current year is defined as a linear interpolation between reported emissions (ES9.1) in the baseline year (ES9.2) and zero-emissions committed in the target year (ES6.1).</p> <p>Then the progress towards net-zero target is estimated as a relative difference between the <i>expected</i> and the <i>reported</i> emissions in the current year (ES7.1) is scaled from 0 to 100 (the lower the reported value the better).</p>

ES9.2	Total Scope 1 + Scope 2 Emissions in tons (tCO2e) for the baseline year. Similar to ES7.1 definition.	Note. This method was not applicable to institutions who started tracking their progress only recently (less than 3 years ago) and currently have less than 5% progress towards net-zero.
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ES10 Strategy policy / document on climate change

Sub metric	Description	Scoring
ES10.1	Does the institution have a published policy that refers to a strategy to mitigate its climate impact, the measures it is taking to be environmentally considerate, and its future targets.	0 or 100.

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Academic Reputation

4 months ago · Updated

Philosophy

The Academic Reputation Index is the centerpiece of the QS World University Rankings® carrying a weighting of 30%. It is an approach to international university evaluation that QS pioneered in 2004 and is the component that attracts the greatest interest and scrutiny. In concert with the Employer Reputation Index it is the aspect which sets this ranking most clearly apart from any other. It seeks to answer the powerful question: *which universities are demonstrating academic excellence?* To answer this question, we distil the collective intelligence of academics from around the world who lean into their discipline and regional expertise to guide them in their answers. The answer to this question not only illuminates the quality of an institution's research, but also their approach to academic partnerships, their strategic impact, their educational innovativeness and the impact they have made on education and society at large.

Source of Respondents

Environmental
Education

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[See more](#)

The results are based on the responses to a survey distributed worldwide to academics from a number of different sources, including:

- Previous Respondents
- Submitted contact lists from institutions (see [Survey Nominations Procedure](#))
- Sign-ups on our sign-up facility (see [Survey Nominations Procedure](#))
- IBIS database - see [IBIS](#)

The Survey

The survey is sent to many thousands of global academics each year. It has largely followed the same principles since inception, with some variation depending on academic themes of interest over time. At the beginning of the survey, academics state their discipline area and their regional familiarity. The answers to this then guide the range of answers they can give in the remainder of the survey. We ask the following questions of each respondent:

Individual Characteristics

- Their name
- Their institution
- Their job
- The number of years they have been in academia

Knowledge Specification

- Which country/territory they are most familiar with, from an academic perspective. This will define the list of institutions from which the respondent can nominate domestically.
- Which region(s) they are most familiar with, from an academic perspective. Regional knowledge responses are grouped into three supersets that define the

list of institutions from which the respondent can select when nominating internationally. These are Americas, APAC (Asia, Australia & New Zealand) and EMEA (Europe, Middle East & Africa).

- The faculty area in which they are most active and knowledgeable .
- The specific field (up to a maximum of two)* that they specialize in.

* Certain QS Subjects are not explicitly present in the survey form. This includes Geology, Geophysics and Petroleum Engineering. In such cases we derive their nominations and further transformations (see below) from the corresponding proxy field of study, which is available in the survey form: Geology and Geophysics are fully derived from Earth & Marine Sciences, while Petroleum Engineering is a weighted sum of Chemistry (5%), Environmental Sciences (5%), Earth & Marine Sciences (30%), Chemical Engineering (30%) and Electrical & Electronic Engineering (30%).

Top Domestic Institutions

- Academics are asked to nominate up to 10 institutions from their country/territory of knowledge that they think are demonstrating academic excellence. Their own institution is not available for selection.

Top International Institutions

- Academics are asked to nominate up to 30 institutions outside of their country/territory of knowledge that they think are demonstrating academic excellence. Their own institution is excluded. Although the main list consists solely of institutions from the region(s) with which they express familiarity with, academics are able to commend up to 10 institutions from other regions

Additional Questions

To answer certain higher education insight needs, or to receive feedback on our products, other additional questions may be asked. These questions necessarily vary from year to year, and are not shared in advance of our survey.

If an academic respondent selects Business & Management, Accounting & Finance or Marketing as their field (narrow subject) of knowledge in the main track of the academic survey, then we ask what level of education they are primarily focused on in their current role (Undergraduate, Masters, Doctoral, etc.). If Masters level is selected, then the business school track of the academic survey commences.

Top Business Schools

Academics are asked to identify up to 10 business schools, either domestic or international, that they regard as producing the best research in their field(s) of expertise. Their own institution is excluded. The list consists of all business schools (both standalone and child institutions), regardless of the region of knowledge selected in the main track of the survey.

Data cleaning and validity checks

Once the survey has been collated, a variety of checks and balances are performed to ensure the responses are valid, useable and complete. As part of our normal data procedures, we can and do clean the data we use in the results analysis. This includes research data (removals of self-citations, high levels of affiliations), staff/student data (damping beyond certain thresholds, rejections of spurious data), and reputation data.

As for QS Academic Reputation surveys, we evaluate nominations for approximately 7000 institutions each year and apply sophisticated and, importantly, non-manual processes to this cleaning. Over time, we improve the sophistication of these data science techniques, as one would hope from a company that prides itself on being a trusted data partner to the sector. One of the major iterations of such improvements took place in 2023, thus making our data validation techniques even more stringent for the upcoming ranking cycles.

If an institution is following the protocol outlined below, then the reputation data should be captured in full by QS:

1. Utilizing either the survey-sign up or contact list submission process for surveys.
2. Ensuring that the people you nominate for surveys are eligible to take them, and that they are taking them in good-faith.
3. Ensuring that the people you nominate to take the surveys are actually the people who go on to take them.
4. Act independently in this process, i.e., not be seen to coach or solicit certain responses.

We cannot comment on whether the above is or is not being followed by any specific institution, but suffice to say that if it is, then your institution should have no concerns. For reasons of data integrity and to prevent attempts to game the process, we do not publish a comprehensive list of our checks and validations, in line with good data governance protocols.

Step by Step Analysis

Once the responses have all been processed, we apply the following procedures for all of the nominations for each of our five broad faculty areas (in case of QS World University Rankings, QS University Rankings by Region or QS Rankings by Faculty) or for each of our individual narrow subject areas (in case of QS Rankings by Subject).

- **International Weighted Count**

Derive a weighted count of international nominations for each institution (excluding self-nominations), based on regional and country-level knowledge of a respondent, as well as a year of response.

- **Regional Familiarity and Faculty Knowledge Weights**

Devise and apply weightings based on the regional and faculty familiarity of respondents. This is done to balance the representation of three regional super

sets (see above) in our surveys. Respondents are able to relate to more than one region. The aim here is to ensure that over-represented regions and faculty areas are not obscuring nominations from less represented regions and faculty areas. If a respondent commends an institution out of their regional familiarity, such a nomination is weighted lower (20% of a regular international nomination).

- **Country Weights ***

Devise weightings based on the location with which respondents consider themselves familiar. Here we look at the number of well recognized institutions in the location per response originated from it, such that high denominator values would tend to have high nominator values (we largely expect the volume of responses from a country to correlate with its international recognition). Locations with a low participation rate are exempted from this to avoid small number effects.

* Currently, not applicable for QS World University Rankings and QS University Rankings by Region

- **Year Weights**

Here, we use a 5 year aggregation of nominations, where the earlier two years count for 25% (year 5) and 50% (year 4), and the most recent three years at full 100% weight.

- **Domestic Weighted Count**

Derive a weighted count of domestic nominations for each institution (excluding self-nominations). This is adjusted against the number of institutions from that country with a certain level of international nominations and the total volume of responses from that country. Larger countries with more recognized institutions naturally face more competition in terms of gaining nominations, and this is designed to reflect and reward this.

- Normalize both domestic and international count to achieve a score out of 100.
- Combine the two scores with the relevant weights (see the table below)
- Various transformation techniques applied to minimize the impact of outliers and scale the numbers to present a score out of 100 for the given faculty area.

QS World University Rankings and QS University Rankings by Region

The scores across the five faculty areas are then combined with an equal weighting to produce the final score per institution for Academic Reputation. The adopted assumption here is that, in a typical international comprehensive university, each of these faculty areas represents a roughly equitable share of activity. Looking at the distribution of students might inspire a great emphasis on Arts & Humanities and Social Sciences in many countries, whilst looking at the allocation of research funding would lean towards medicine and sciences where research is, typically, more expensive. Thus, equalizing these faculty areas for Academic Reputation seems a fair and balanced approach. In other words, institutions that see a skewed distribution of nominations across faculty areas may perform less well than those with a flatter distribution.

QS Subject Rankings

In our Subject Rankings, there is a possibility that institutions with well-known strengths in a given discipline may be undervalued with respect to comprehensive institutions with a strong overall reputation and research profile. An example could be a specialized Art & Design institution vs. a large multidisciplinary university. To address this, and better identify institutions with key strengths in a particular area, we apply the following adjustments where relevant.

- We look at the divergence between academic reputation in the specific subject and academic reputation in the corresponding broad subject area (or between the academic reputation in the broad subject area and overall academic reputation, for broad subject area rankings). This means that the academic reputation scores of institutions that fare better in the specific discipline than in the associated broad faculty area are given a proportional boost, while those that fare worse have those shortfalls proportionally amplified. The result is that the key strengths of institutions shine brighter and less credit is attributed to overall reputation and strength in adjoining disciplines.

- An extra boost may be applied to institutions identified as Specialists (see [QS Institution Classification](#)), if they offer academic programs in the relevant subject area (for QS Rankings by Subject) or faculty area (for QS Rankings by Faculty).
- Responses from academics expressing knowledge of a single specific discipline are given additional weight.

Domestic and international nomination weights used in various rankings

Rankings	Domestic nominations	International nominations
QS World University Rankings and QS University Rankings by Region*	15%	85%
QS Subject Rankings*	33%	67%
QS Global MBA Rankings	30%	70%
QS Business Masters Rankings	60%	40%
QS Executive MBA Rankings	50%	50%
QS Online MBA Rankings	50%	50%

* As a general principle, we expect the volume of responses from a country/territory to correlate with the number of institutions available in our ranking, and particularly the number of high-performing institutions (impact). If, however, an anomalous number of responses are showing from a country/territory that does not achieve this 'volume by impact' measure, we inspect the nominations

more thoroughly. If the highest nominating country is a neighboring country/territory, which, in turn, provides more than 10% of all the international nominations received by that neighbor, we adjust these mutual nominations to the corresponding 'domestic' weight in the analysis.

In Business School Rankings, the analysis follows the same step-by-step procedure, with the following caveats:

- We do not break down our analysis by faculty area
- A regional weighting (step 1) is not applied
- Standalone business schools that receive nominations are boosted to combat the advantage that affiliate/child schools have due to the halo effect that may exist from the parent institution.
- If a business school or its parent institution (any) was nominated in the main track of the survey in one of the business-related subject areas (see below), then the business school is rewarded additionally, to reflect its broader brand awareness.

Mapping between subject areas available for selection in the QS Academic Survey and QS Global MBA Rankings (MBA); QS Business Masters Rankings: Masters in Management (MIM), Masters in Finance (MIF), Masters in Business Analytics (MSB), Masters in Marketing (MMK), Masters in Supply Chain Management (MSM); QS Online MBA Rankings (OMBA); QS Executive MBA Rankings (EMBA)

Subject area	MBA	MIM	MIF	MSB	MMK	MSM	OMBA	EMBA
Accounting & finance	V	V	V			V		V
Business & management studies	V	V	V	V	V	V	V	V
Communication, cultural & Media studies					V			
Computer science				V				
Economics & econometrics		V	V	V		V		
Marketing	V	V			V			V
Mathematics				V				

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Related articles

[Survey Contacts: Submission Procedure](#)

[Employer Reputation](#)

[International Research Network \(IRN\) Index](#)

[Citations per Paper](#)

[QS Subject Categorisation](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Papers per Faculty

1 year ago · Updated

The Papers per Faculty indicator evaluates the productivity of researchers at the university.

It is currently incorporated in the following University Rankings by Region:

- [Arab Region Ranking](#)
- [Latin America Region Ranking](#)
- [Asia Region Ranking](#)

We receive the research data from Elsevier Scopus, and this is processed within our regular procedures.

Part of the intention behind the regional exercises is to evaluate a larger number of institutions – not only those contributing globally, but those who are regionally or nationally prominent. Often, publishing in English is not a prerequisite as it would be for larger more globalized universities.

Any ranking which features Papers per Faculty also includes [Citations per Paper](#), serving to balance productivity with impact.

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Sustainability

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Payback Month

2 years ago · Updated

This indicator is a prediction of when students on the business master's program will have paid back their investment.

Average cost of investment and average monthly post-graduate salary are estimated using the same method as in [ROI indicator](#).

The shorter the payback month the better score the school receives.

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Related articles

[Return on Investment \(ROI\)](#)

[QS Global MBA Rankings](#)

[QS Business Masters Rankings](#)

Environmental
Education

Business Rankings: Research Indicators

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Environmental
Sustainability

Environmental Impact

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Pilot Edition: QS
Sustainability
Ranking

Archived: Quality of
Life Lens

Archived:
Employment and
Opportunities Lens

Archived: Impact of
Education Lens

Archived: Knowledge
Exchange Lens

Archived: Equality
Lens

Archived: Sustainable

Archived: Social Impact Category

3 months ago · Updated

This page relates to the pilot edition of the QS Sustainability Ranking. For the current methodology, please visit [here](#).

Five performance lenses representing different aspects of performance around social topics.

Click below to explore:

Performance Lens	Weight (Of the lens / Overall)
Equality	30% / 15%
Knowledge Exchange	20% / 10%
Impact of Education	20% / 10%
Employability and Opportunities	20% / 10%

Education Lens

Quality of Life

10% / 5%

Archived: Sustainable
Institutions Lens

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Archived: Social
Impact Category

Discontinued: QS
MBA by Career
Specialization
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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Employment Outcomes

2 months ago · Updated

QS appreciates that for many students, a successful career is a primary goal of their university education. We have designed the *Employment Outcomes* indicator to reflect the ability of institutions to ensure a high level of employability for their graduates, while also nurturing future leaders who go on to make an impact in their respective fields.

For this, we have combined two metrics, widely known from our QS Graduate Employability Rankings:

- [Graduate Employment Index](#)
- [Alumni Impact](#)

The Alumni Impact Index is balanced against student numbers to ensure that larger and smaller institutions are proportionately evaluated. The resulting value is scaled from 0 to 100 and used to adjust the Graduate Employment Index on a sliding scale:

$$\text{Employment Outcomes} = \text{Alumni Impact Index adjusted} * \ln(\text{Graduate Employment Index}).$$

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Education

Environmental
Sustainability

Environmental Impact

[See more](#)

In common with our approach in various other indicators such as International Research Network, Academic Reputation and Employer Reputation, we apply log-transformation to draw in outliers and to ensure that the Graduate Employment Index component does not unduly influence the final score when compared with Alumni Impact Index.

Have more questions? [Submit a request](#)

Related articles

[Graduate Employment Index](#)

[Alumni Impact](#)

[International Research Network \(IRN\) Index](#)

[QS World University Rankings](#)

[Academic Reputation](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Academic Reputation - International Trade Rankings

1 year ago · Updated

Context

The QS Global Academic Survey consults academics and higher education professionals. This indicator measures the reputation of institutions and their programmes, through asking academic experts to nominate universities based on their subject area of expertise.

Read more on [Academic Reputation](#).

Source of Data

Data is obtained from the annual QS Academic Survey. The results are based on the responses to a survey distributed to worldwide academics from several different sources:

- Previous Respondents

Environmental
Education

- Submitted contact lists from institutions (see Survey Nominations Procedure)
- Sign-ups on our sign-up facility (see Survey Nominations Procedure)
- Survey partners

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Environmental Impact

[See more](#)

Data Collection

We will use nominations for the following subject areas:

- Business and Management
- Accounting and Finance
- Economics

[Have more questions?](#) [Submit a request](#)

Related articles

[Employer Reputation - International Trade Rankings](#)

[Citations per Paper - International Trade Rankings](#)

[Research](#)

[In-person/Online - International Trade Rankings](#)

[QS International Trade Rankings](#)



Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Faculty Area Normalization

3 years ago · Updated

Publication and citation data vary greatly across disciplines. To counter heavily skewed results from one area of expertise over another (e.g. the dominance of physics publishing over history), The QS World University Rankings methodology utilizes a Citations per Faculty indicator. The objective of this approach is to derive a “Normalized Total Citation Count” (NTCC). The primary approach is to simply equalize the influence of the same five faculty areas that are already deployed in the Academic Reputation analysis:

- Arts & Humanities
- Engineering & Technology
- Life Sciences & Medicine
- Natural Sciences
- Social Sciences & Management

Environmental
Education

Environmental
Sustainability

Environmental Impact

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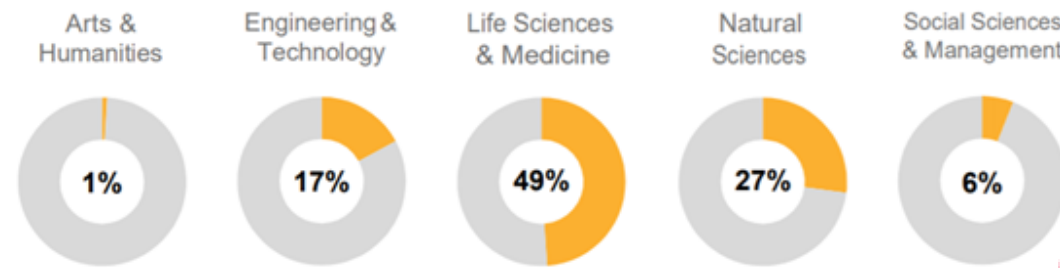


Fig.1 – The distribution of citations across faculty areas in Scopus (2010-2014)

The distribution of citations across faculty areas is imbalanced, leading to a situation where the Citations per Faculty indicator and, ultimately, the ranking overall would favor institutions with a strong emphasis on the sciences if we did not make this adjustment.

The central intention of our model is to equalize the influence of the five faculty areas on the overall outcome of the citations per faculty measure – essentially weighting citations so that each area contributes 20% to the final indicator. However, given that such a model places greater emphasis on areas where more is published in languages other than English and in forms other than journal articles, we are applying a sliding scale weight adjustment in Arts & Humanities and Social Sciences & Management based on mean productivity levels in those areas for the country where the institution is based.

A fuller explanation of the above can be found below

[Faculty-Area-Normalization-Technical-Explanation.pdf](#)

400 KB · [Download](#)

Have more questions? [Submit a request](#)

Related articles

[Processing of citations and papers](#)

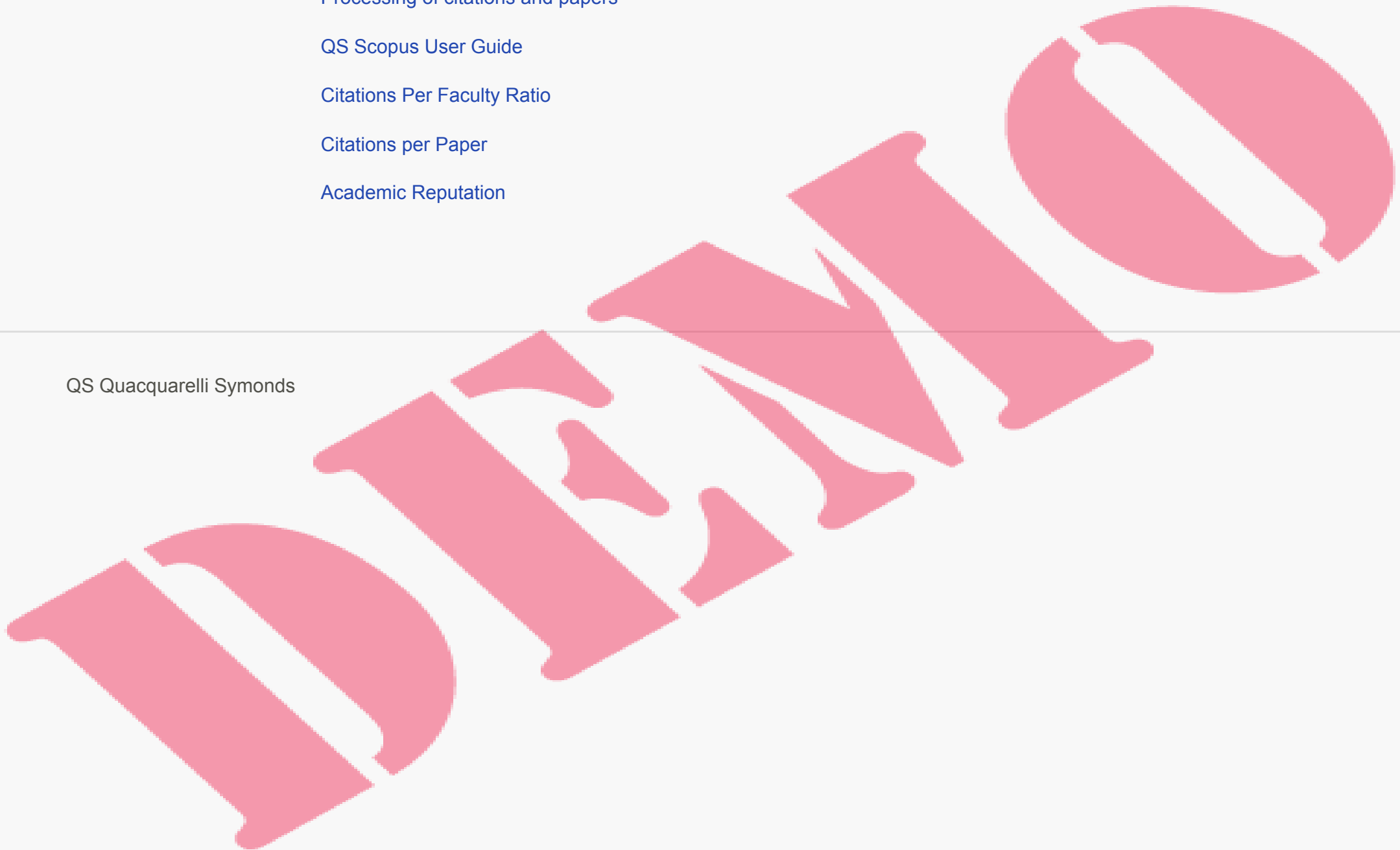
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[Citations Per Faculty Ratio](#)

[Citations per Paper](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Career Progression

2 years ago · Updated

Career Progression is one of the key benefits to taking a business masters program, such as an EMBA.

This measure is designed to show how well the program can help develop a graduate's career.

This data is collected annually and the reporting period runs from July to June of the previous year, as per MBA CSEA standards.

We collect the following data from schools:

- Mean % salary increase 12 months after graduation
- % of graduates promoted within 12 months of completion

Environmental
Education

The above applies only to those students who are recorded as "Company-sponsored / Already Employed" in Section 6, Table 1 [here](#) a per MBA CSEA guidelines.

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The data is [normalized by z-scores](#).

Environmental Impact

Where no data is available, schools will be awarded a minimum score based on the sample.

[See more](#)

Weights of the subcomponents in the Career Progression measure:

Mean % salary increase	10%
% of graduates promoted	10%

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Related articles

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[Z-Score Normalization](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Research Partnerships with Employers

1 year ago · Updated

Separately to research partnerships with academic institutions (see [IRN Index](#)), QS examines how higher education institutions (HEI) partner with the businesses (non-HEI).

For this we identify on Scopus publications co-authored with the biggest global companies (as per Forbes ["The Global 2000" list](#)). We consider only partnerships, resulted in at least 2 joint papers in the past 5 years. As in other cases when [citations and papers are processed](#), only relevant paper types are considered and our usual affiliation cap is applied. However, no normalisation by faculty area is conducted as in our other employment-focused indicators.

The number of distinct companies per institutions is normalised and scored for the purpose of this indicator. The indicator is part of [QS Graduate Employability Rankings](#) and [QS World University Rankings in Sustainability](#).

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[Archived: Quality of Life Lens](#)

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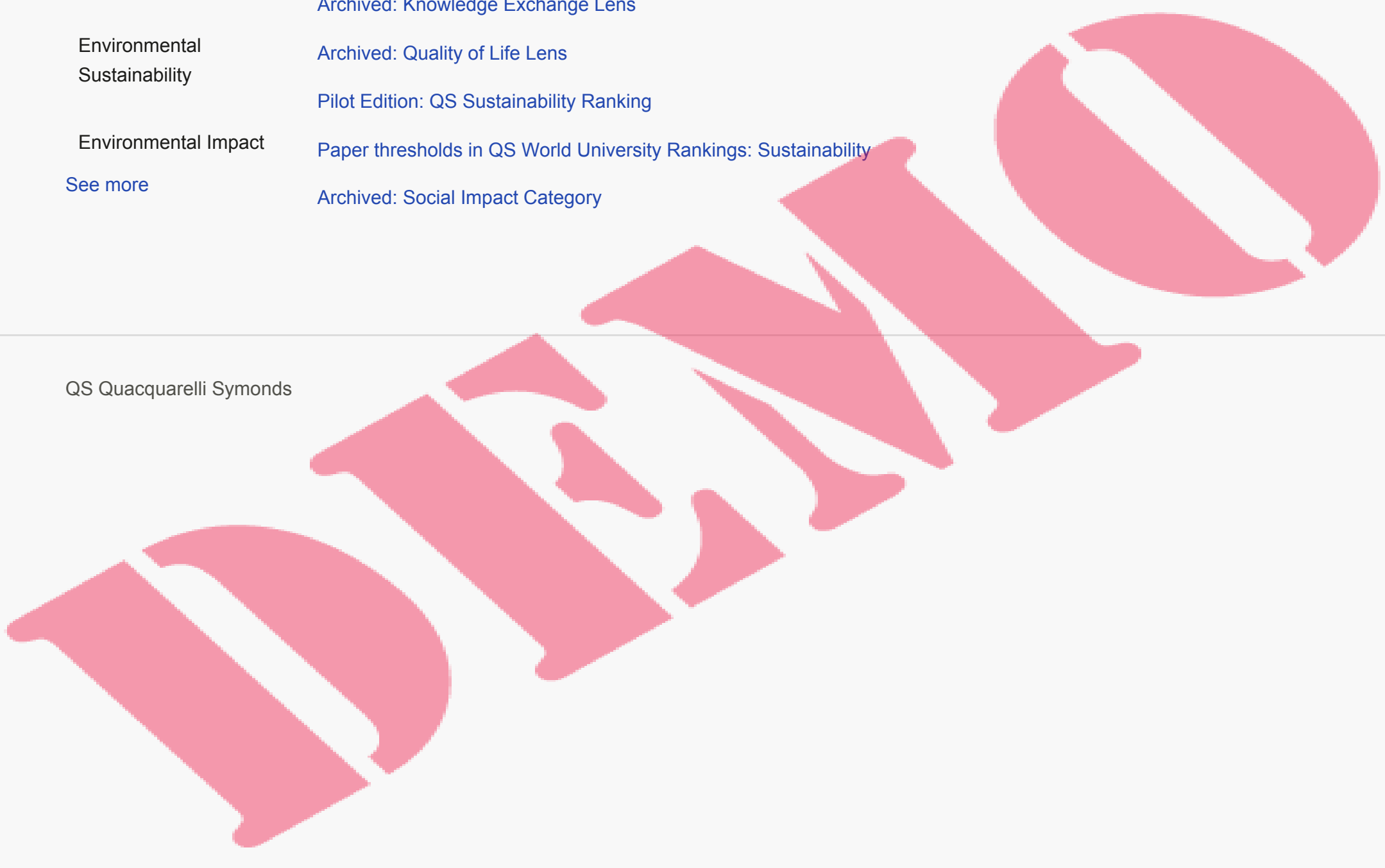
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[Paper thresholds in QS World University Rankings: Sustainability](#)

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[Archived: Social Impact Category](#)

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Articles in this section

Research Impact:
Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

Good Governance

Governance

Environmental
Research

Knowledge Exchange

2 months ago · Updated

This lens assesses how institutions partner in research to share knowledge and spur educational growth. In particular, it acknowledges the necessity of the global north and global south (more exact definitions below) to come together as research partners, helping to improve academic standards around the globe, as well as the benefits to shared resource, knowledge and skills that this produces.

Weight of the metrics in Knowledge Exchange:

Code	Metric	Metric Weight
KE1	Knowledge Exchange: Progress / Dissemination	6%
KE2	Outreach and Community Engagement	1%
KE3	Staff perception	2%

Environmental
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KE4	Policy Citations (Social)	1%
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Environmental
Sustainability

Knowledge Exchange: Progress / Dissemination

Following the [OECD's list of locations](#) which receive an official development assistance (ODA), we use the following two data points, each with its own score.

Environmental Impact

[See more](#)

Sub metric	Description	Scoring
KE1.1	<p><i>KE1.1. Research Progress</i></p> <p>Institutions from ODA countries / territories (Least Developed, Other Low Income, Lower Middle Income and Upper Middle Income) are evaluated with regards to <i>knowledge exchange with non-ODA countries/territories</i>.</p> <p>This recognizes the efforts made by institutions in less developed nations to improve their local and regional academic standards, to model against more established research partners, and ultimately to benefit the students and societies they serve.</p>	<p>As per IRN methodology*. Institutions from Least Developed and Other Low Income countries / territories are extra rewarded, taking into account harder circumstances in which they reside.</p> <p>*no requirements on the volume of joint research publications and the number of their incoming citations.</p>
KE1.2	<p><i>KE1.2. Research Dissemination</i></p> <p>Institutions from non-ODA locations are evaluated with regards to <i>knowledge exchange with ODA countries/territories</i>.</p>	<p>As per IRN methodology*. Institutions from non-ODA countries / territories are extra rewarded for knowledge exchange with Least Developed</p>

	This recognizes the efforts made by these institutions to share best practice, academic expertise, access to resource and skill (e.g. laboratories, funding) and, ultimately, to improve global educational standards.	and Other Low Income countries/territories. *no requirements on the volume of joint research publications and the number of their incoming citations.
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KE2 Outreach and Community Engagement

Sub metric	Description	Scoring
KE2.1	Does the institution offer, manage or deliver outreach projects (education, health, information services, reading, community engagement, tutorials) for the local community?	0 or 100, subject to validation by QS.

KE3 Staff Perception

Sub metric	Description	Scoring
KE3	In our academic survey , we ask participants to rate their agreement with the statement: <i>"My university is committed to making a positive impact on society."</i>	An average score is calculated for each institution, ranging from 1 to 5. To ensure accurate assessments, scores are adjusted using a sliding scale when the number of responses

	<p>Responses are collected on a Likert scale from 1 (strongly disagree) to 5 (strongly agree).</p> <p>is insufficient. Institutions with a negligible responses rate are assigned a minimum score based on their country/territory.</p> <p>Later on the figures are z-scored and scaled between 0 and 100.</p>
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KE4 Policy Citations (Social)

Sub metric	Description	Scoring
KE4.1	<p>Aggregation of the Policy Citation scores per corresponding SDGs: SDG 1 (No poverty), SDG 2 (Zero Hunger), SDG 3 (Good health & Wellbeing), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 6 (Clean Water & Sanitation), SDG 8 (Decent Work & Economic Growth), SDG 9 (Industry, innovation and Infrastructure), SDG 10 (Reduced Inequalities).</p>	<p>Policy Citation scores per SDG are produced using this methodology and then averaged.</p>

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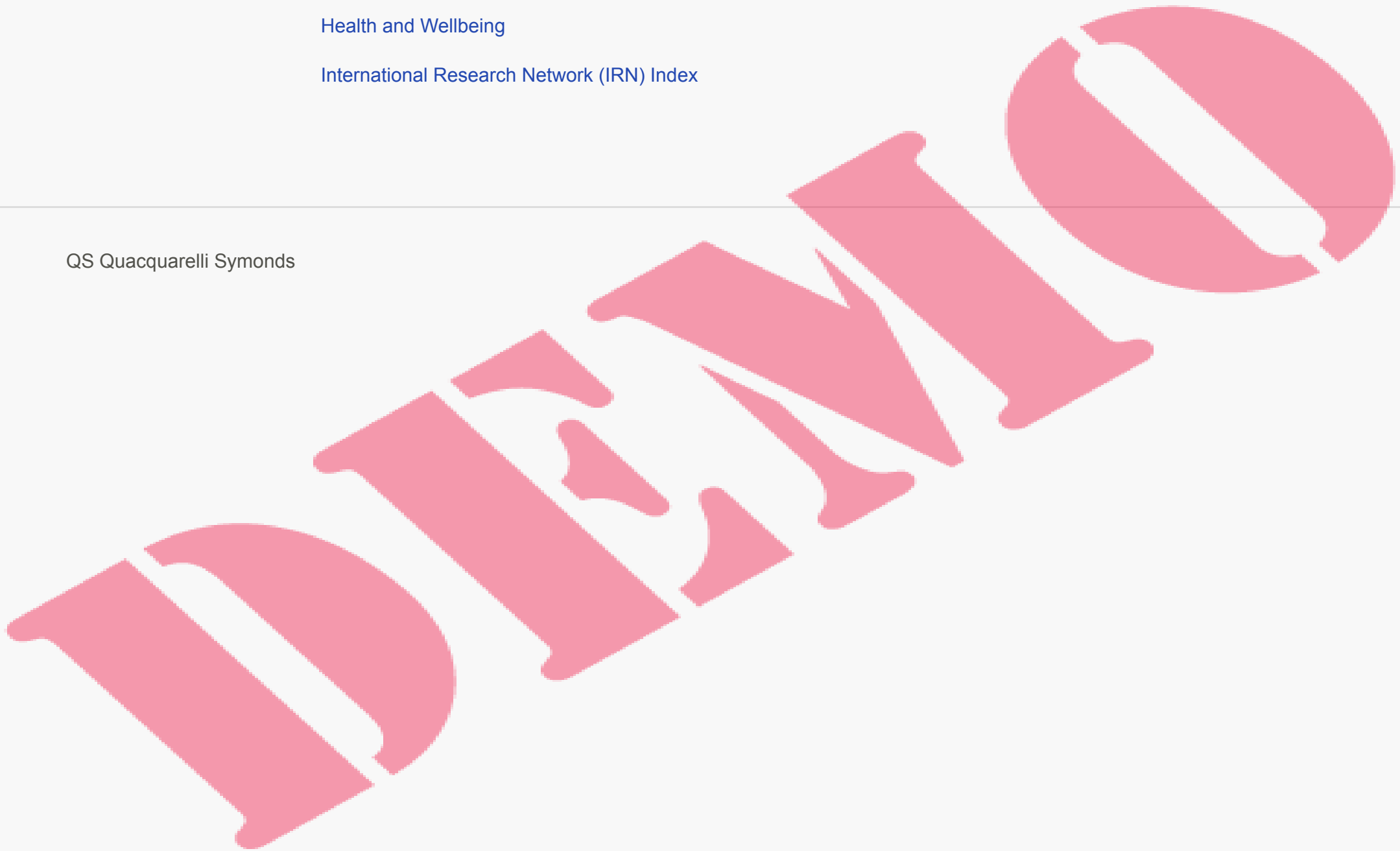
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QS Latin America and Caribbean Region Rankings

3 months ago · Updated

The QS Latin America Region Ranking, like the other regional rankings, follows the World University Ranking in the publication cycle. The research data and survey data used for the World University Ranking is used again, in conjunction with the other indicators, to form this ranking.

Indicators

You can see the list of indicators, linking to their fuller descriptions, and the associated weights in the table below .

Academic Reputation	30%
Employer Reputation	20%
Faculty Student Ratio	10%
Staff with PhD ratio	10%
Citations per Paper	10%

QS International
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International Research Network	10%
Papers per Faculty	5%
Webometrics Web Impact	5%

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Eligibility:

To participate in this ranking, your institution must be listed in the Latin America & Caribbean designation in the UN Geo Schemes. You can see the full UN country mappings [here](#).

Paper Threshold:

50 or more papers must be documented in our Scopus extract over our 5 year window. This is for any new entrants to the regional ranking, while existing ranked institutions will have until 2024 to achieve this minimum paper count. See [Papers](#) for more details.

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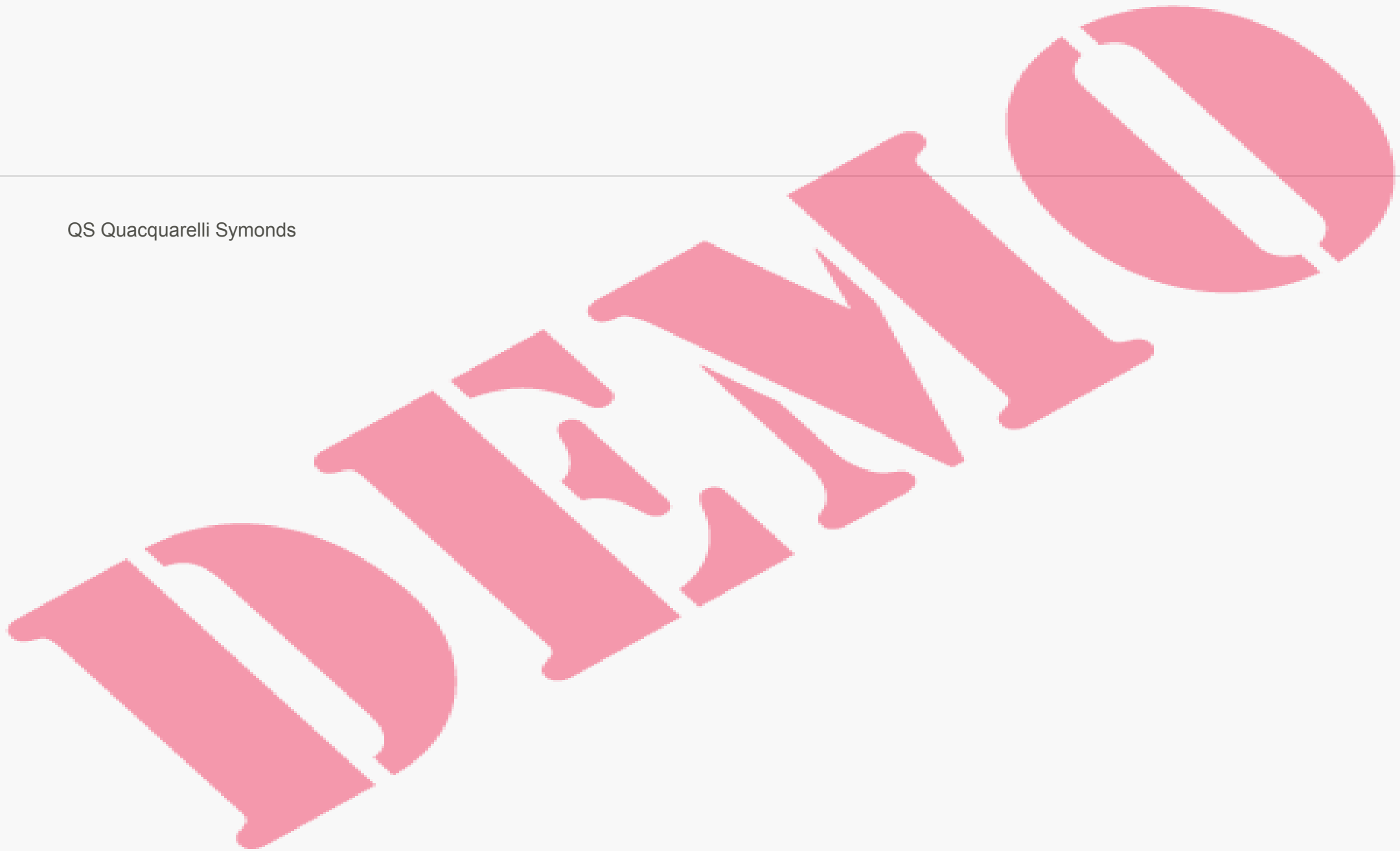
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Development Goals

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Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

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Citations Per Faculty Ratio

2 years ago · Updated

The Citations per Faculty score contributes 20% to the World University Ranking score. It is a measure of the relative intensity and volume of research being done at an institute, taking into account institute size. Citations, evaluated to take into account the size of the institution, are a well-understood and widely accepted measure of research strength.

Citations are processed within [our regular procedures](#).

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Archived: Sustainable Education Lens

3 months ago · Updated

This page relates to the pilot edition of the QS Sustainability Ranking. For the current methodology, please visit [here](#).

This lens assesses how institutions are educating students to both understand and make a difference to the environment. It combines: academic reputation in Earth and Marine Sciences & Environmental Science; Alumni Impact data on those who go on to drive policy and third-sector work in the environment; presence of environmental research centres and available curriculum on climate related subjects. The data is aggregated to form a final score.

Weights of metrics for Sustainable Education:

Metric	Weight (In the lens / Overall)
Academic Reputation for Sustainable Education	50.0% / 10%
Alumni Impact for Environmental Sustainability	25.0% / 5%

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Research Centre focused on Environmental Sustainability	10.0% / 2%
Climate Science and/or Sustainability Courses	15.0% / 3%

Academic Reputation for Sustainable Education

This is a score of an institution by our [Academic Reputation indicator](#), used in [QS World University Rankings by Subject](#). Academic reputation in the following subjects is averaged:

- Earth & Marine Sciences;
- Environmental Sciences.

An academic reputation in the specific subject is non-zero if institution is eligible for that subject and included in that subject (see [eligibility and inclusion criteria](#) for QS World University Rankings by Subject).

Alumni Impact for Environmental Sustainability.

[Alumni Impact](#) is a well-known metric used in QS Global MBA and Business Masters Rankings, as well as a featured component of the Employment Outcomes indicator in QS World University Rankings. In order to estimate Alumni Impact for Environmental Sustainability, we used only relevant awards / lists such as "Champions of the Earth" by UN, "Blue Planet Prize" by Asahi Glass Foundation, etc.

Research Center focused on Environmental Sustainability.

Each institution provides a public link to their research center with a specific focus on environmental sustainability, QS validates the links, once validated the institution gets a score of 0 or 100.

Climate Science and/or Sustainability Courses

Each institution provides a public link to their courses that teach specifically on climate science and/or sustainability, QS validates the links, once validated the institution gets a score of 0 or 100.

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Sustainable
Development Goals

International Student
Diversity

Inbound and
Outbound Exchange
Students

QS World University
Rankings - previous
methodology

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Governance

Environmental
Research

Environmental Education

3 months ago · Updated

One of the primary missions of a university is to teach. Education helps equip citizens to make informed and balanced decisions, and provides them with a foundational knowledge across subject areas all of which support a nation's development.

This lens assesses how institutions are educating students to both understand and make a difference specifically to the environment. It combines: academic reputation in Earth and Marine Sciences & Environmental Science; Alumni Impact data on those who go on to drive policy and third-sector work in the environment; available curriculum on climate related subjects. The following metrics are aggregated to form the final score for this lens.

Weights of metrics for Environmental Education:

Code	Metric	Metric Weight
EE1	Academic Reputation in Earth & Environment	10%

EE2	Alumni Impact for Environmental Sustainability - Public and Third Sector	4%
EE3	Climate Science and/or Sustainability Courses	3%

EE1 Academic Reputation for Sustainable Education

Metric: The averaged score of the following data points. An academic reputation in the specific subject is non-zero if the institution is eligible for that subject and included in that subject (see [eligibility and inclusion criteria](#) for QS World University Rankings by Subject).

Sub metric	Description
EE1.1	Academic Reputation from most recently published subject ranking in Earth and Marine Sciences
EE1.2	Academic Reputation from most recently published subject ranking in Environmental Sciences

EE2 Alumni Impact for Environmental Sustainability - Public and Third Sector

[Alumni Impact](#) is a well-known metric used in QS Global MBA and Business Masters Rankings, as well as a featured component of the Employment Outcomes indicator in QS World University Rankings. This particular metric looks at the impact of its graduates in the public sector (government) and the third sector (charities and NGOs). Compare with [Metric ES1](#) which looks at the impact of an institution's graduates in the corporate sector on the environment.

Sub metric	Description	Scoring
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EE2.1	Scaled score on Alumni Impact, filtered only for relevant awards and lists that focus on the impact a university's graduates in the public sector (government) and the third sector (charities and NGOs). Lists such as "Champions of the Earth" by UN, "Blue Planet Prize" by Asahi Glass Foundation are used here.	A scaled score between 0 and 100.
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EE3 Climate Science and/or Sustainability Courses

The emphasis and resource that an institution puts towards climate literacy can be assessed through the variety of courses on offer, and what those courses lead to. In this metric, institutions must provide evidence of the following. Points for each will be 0 or 100 depending on whether this information has been provided and whether it has been validated.

Sub metric	Information Sought	Scoring
EE3.1	Availability of courses on the environment / climate science / environmental sustainability	This is the threshold to score. The following can then sum to 100.
EE3.2	The courses lead to officially recognized credits	0 or 50
EE3.3	They lead to the award of an officially recognized qualification that specifically refers to climate science and environmental sustainability (e.g., MSc in Climate Change: Science, Society and Solutions at the University of Manchester in the UK;	0 or 50

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International Student
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Rankings - previous
methodology

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Governance

Environmental
Research

Environmental Research

1 month ago · Updated

This lens assesses the impact of the research being done in area aligned to specific UN SDG's, giving an indication of the relative research environment and attention being given to these crucial topics. It combines research data on the relevant SDG's. It also brings in national-level data on research spend as a proportion of GDP. The data is aggregated to form a final score.

Weights of metrics for Environmental Research:

Code	Metric	Metric Weight
ER1	Research Impact on Environment-aligned SDGs	9%
ER2	National Statistics for Research	1%
ER3	Research Center with Sustainability Focus	2%
ER4	Policy Citations (Environmental)	1%

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ER1 Research Impact on SDGs for Sustainable Research

Sub metric	Description	Scoring
ER1.1	<p>We analyse research output produced by institutions, classified by Elsevier as research in:</p> <p>SDG 7 (Affordable and Clean Energy)</p> <p>SDG 11 (Sustainable Cities and Communities)</p> <p>SDG 12 (Responsible Consumption and Production)</p> <p>SDG 13 (Climate Action)</p> <p>SDG 14 (Life Below Water)</p> <p>SDG 15 (Life on Land)</p>	<p>A score from 0 to 100 per SDG is produced using this methodology, and then averaged into an overall score, subject to at least three of the six mentioned SDG scores being non-zero.</p>

ER2 Sustainable Research National Statistics

Sub metric	Description	Scoring
ER2.1	Global spending on R&D	Normalised then scaled between 1-100

ER3 Research Center focused on Environmental Sustainability.

Institutions must provide a public link to their research center with a specific focus on environmental sustainability. There are additional points awarded for data points 2 and 3.

Sub metric	Information Sought	Scoring
ER3.1	Research Center with an Environmental Sustainability Focus	This is a threshold to score. The following then sum to 100.
ER3.2	The Research Centre has dedicated FTE staff	0 or 50
ER3.3	This Research Centre contributes (through curriculum, teaching and supervision) to the teaching of undergraduate programmes and/or postgraduate programmes.	0 or 50

ER4 Policy Citations (Environmental)

Sub metric	Description	Scoring
ER4.1	Aggregation of the Policy Citation scores per corresponding SDGs: SDG 7 (Affordable and Clean Energy) , SDG 11 (Sustainable Cities and Communities) , SDG 12 (Responsible Consumption and Production) , SDG 13 (Climate Action) , SDG 14 (Life Below Water) , SDG 15 (Life on Land) .	Policy Citation scores per SDG are produced using this methodology and then averaged.

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