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Rankings are not a be-all and end-all, but rather a tool that universities can use to help them become their best selves. The tables and articles in this supplement explore how different institutions are succeeding in pursuit of their varied missions







There's more information on our rankings website, www.thewur.com, where you can learn about our full portfolio of global university rankings, including our rankings of teaching excellence







Times Higher Education World University Rankings Rankings editor: Ellie Bothwell

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Nurturing excellence in times of uncertainty

In a turbulent period for HE and beyond, university leaders are determined to make their work count

"O ur goal is to find students from the broadest swath of society who are excelling where they are and bring them in and give them the tools to learn how to think, not what to think, to learn to have dialogue across differences, to learn to get help when they need it and to think about their own mental health. And then go out and lead the world."

quoted in one of the features in this supplement, encompass her goal as leader of the Ivy League institution.

The *Times Higher Education* World University Rankings have a similar aim: to find universities from the broadest range of countries and communities that are excelling where they are and bring them in, to give them the tools to learn how to improve, not what to improve, to have collaborations across differences, and then to go out and – with

These words from Sian Beilock, president of Dartmouth College,

COUNTRIES/TERRITORIES REPRESENTED IN THE TOP 200

Country/ territory	Number of institutions in top 200	Top institution	Rank
United States	55	Massachusetts Institute of Technology	2
United Kingdom	25	University of Oxford	1
Germany	20	Technical University of Munich	26
China	13	Tsinghua University	12
Netherlands	11	Delft University of Technology	=56
Australia	10	University of Melbourne	39
Canada	8	University of Toronto	21
South Korea	6	Seoul National University	=62
Switzerland	6	ETH Zurich	11
France	5	Paris Sciences et Lettres – PSL Research University Paris	42
Hong Kong	5	University of Hong Kong	35
Japan	5	The University of Tokyo	28
Sweden	5	Karolinska Institute	49
Belgium	4	KU Leuven	43
Denmark	3	University of Copenhagen	97
Italy	3	University of Bologna	=146
Spain	3	University of Barcelona	=149
Finland	2	University of Helsinki	=107
Singapore	2	National University of Singapore	17
Austria	1	University of Vienna	=110
Brazil	1	University of São Paulo	=199
Ireland	1	Trinity College Dublin	139
Масао	1	University of Macau	=180
New Zealand	1	University of Auckland	=152
Norway	1	University of Oslo	=116
Russian Federation	1	Lomonosov Moscow State University	=107
Saudi Arabia	1	King Fahd University of Petroleum and Minerals	=176
South Africa	1	University of Cape Town	=180
Taiwan	1	National Taiwan University (NTU)	=172
United Arab Emirates	1	Abu Dhabi University	=191

their own missions and priorities in mind – lead the world.

When it comes to breadth, this year *THE* has welcomed more than 2,000 universities for the first time. A total of 2,092 institutions, from a record 115 territories, feature in the 21st edition of the ranking, representing about 10 per cent of the 20,000 or so higher education institutions across the globe.

In terms of performance, the UK's University of Oxford still leads the pack, clocking the longest reign in the history of the table, but the US has a new number one – an institution that has improved on every single metric over the past 10 years.

On collaborations, Ukrainian universities are showing what is possible when it comes to global links, even in a war-torn country, with internationally co-authored papers rising significantly. Academics highlight the breadth of these partnerships in one of our data stories.

And on leading the world, vicechancellors at some of the top universities in Australia, India, the Netherlands, the UK and the US tell us how they are solving common issues and implementing change – from responding to national crackdowns on internationalisation, funding crises and student protests, to working with industry and devising more agile strategic plans.

These insights are ever more valuable in an unstable world, and an unstable higher education landscape, which, as we explore, is undergoing particularly high levels of leadership turnover.

But one takeaway from that analysis, which chimes with Beilock's outlook, is what a privilege it is to lead a university, even – and possibly especially – in trying times.

"The joy you get from raising resources to support research, teaching and student activities that are transformative. That's even more fun than publishing in a top journal," says Morton Schapiro, formerly president of Northwestern University. "You feel good that you're moving things along, you're empowering voices that don't always get heard."



Ellie Bothwell Editor, *Times Higher Education* World University Rankings

Ukrainian universities are showing what is possible when it comes to global links, even in a war-torn country



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Shifting patterns

Oxford is number one for a record ninth year, although UK universities have suffered a fall overall – but the US has a new leader, writes Rosa Ellis

f the World University Rankings were a person, it would now be allowed to drink in the US. In this 21st edition we are raising a glass to the biggest table yet, with more than 2,000 institutions ranked and 115 countries represented for the first time. Cheers!

This year sees some interesting trends, including the University of Oxford reigning supreme with the longest run in the top spot ever, though a drop in reputation for UK universities on the whole.

Elsewhere, it's all change for elite US universities, which are switching positions; Australia appears to be losing ground; the Netherlands could be one to watch; and we have a more diverse top 200.

There are also seven countries that are ranked for the first time this year: Bahrain, Democratic Republic of the Congo, Mongolia, Paraguay, Rwanda, Syria and Uzbekistan.

Oxford and the UK

The University of Oxford has retained its number one spot for the ninth year in a row, making it the longest reign in the history of the rankings (the California Institute of Technology was previously top for five years and, before that, Harvard led for eight).

Oxford's industry score (based on industry income and, since last year, patents) has significantly increased in recent years, as has its teaching environment score. But when comparing its performance against other institutions in the top five, it stands out for its international outlook (particularly proportion of international students and international co-authorship).

The UK sector has less positive news, however, when it comes to reputation. Among the 12 British universities in the global top 100, the average teaching and research reputation scores have dropped for the second year in a row.

Among large countries – the 11 nations with at least 50 institutions ranked this year and last year – the UK recorded the worst year-on-year decline in research reputation.

Victor Melatti, data scientist at *Times Higher Education*, says that part of the reason for the UK's drop is that the reputation survey has expanded in recent years, with scholars from more countries participating, leading to a broader distribution of votes.

The survey received votes from more than 93,000 academics in the past two years combined, up from about 22,000 in 2019 and 2020. UK universities received 19 per cent of votes (for teaching and research combined) in the survey in 2016,

UK'S SINKING STANDING





Among large countries, the UK recorded the worst year-on-year decline in research reputation



compared with 15 per cent today; the US has seen an even steeper long-term decline, from 47 per cent to 32 per cent.

However, the more significant year-on-year drop for the UK in research reputation, compared with the US, suggests there might be other factors at play, too. And this decline may worsen in future years given that UK universities are facing a funding crisis, with one in three making redundancies in a climate of high inflation, frozen English tuition fees and declining international enrolments.

US movement at the top

US universities continue to dominate the top 10, but there have been shifts in their positions. Stanford University has dropped from second to sixth, its lowest position since 2010, driven by a fall in its score for teaching from 99.0 to 97.5 and slightly lower scores for research environment and international outlook. Digging deeper, the drop under teaching is due to a lower score for doctorate-to-staff ratio; it has also declined when it comes to research income and productivity, and international staff and co-authorship.

The Massachusetts Institute of Technology (MIT) – now the highest-ranked US university at second place, its best-ever performance – Harvard University, Princeton University and the University of California, Berkeley have all moved up the ranking.

MIT and Princeton are proving to be dark horses, with the data revealing steady improvements in their positions since 2016. Princeton appears to have improved where Stanford declined: with better scores under doctorate-to-staff ratio as well as doctorate-to-bachelor ratio. It has also improved in terms of industry income, with a score of 93.7 this year, up from 90.2 last year. Meanwhile, MIT has progressed in all metrics over the past 10 years.

Overall, the US has slightly improved its representation in the top league, with 38 institutions ranked in the top 100, up from 36 last year. However, there appears to be a hollowing out of the next tier – those ranked between 101 and 200. There are now only 17 US universities in this group, its lowest number ever. These institutions have suffered drops in

US SHARE OF VOTES FOR RESEARCH RECOGNITION DECLINES





teaching reputation, research productivity and three metrics relating to research quality.

Among large countries – the 11 nations with at least 50 institutions ranked this year and last year – the US recorded the third worst yearon-year decline in average research quality score.

A more diverse top 200

For the past four years, the number of countries represented in the top 200 has remained steady at 27, but this year it has risen to 30.

One of the new countries is the United Arab Emirates, represented by Abu Dhabi University, the first institution in the country to reach the top 200. It is ranked joint 191st, up from the 251-300 band last year. The university has higher scores in the teaching environment, research environment and research quality pillars.

In 2021, the US had 59 universities in the top 200; this has now dropped to 55. The UK's count has also decreased, from 29 to 25, and Germany's from 21 to 20. China and Japan are the only countries to increase their representation in the top 200 by more than one during this period, by six and three respectively. China now has 13 and Japan has five.

The University of São Paulo in Brazil has also just cracked the top 200 at joint 199th, the institution's best performance since 2013. The main factor behind its rise is its improvement in industry (income and patents).

Pontifical Catholic University of Rio de Janeiro (PUC-Rio), the country's joint third-highest ranked institution, also improved its position, rising from band 801-1,000 to 601-800 this year. The three others in Brazil's top five have stayed in the China and Japan are the only countries to increase their representation in the top 200 by more than one during this period



same bands. Brazil now has 61 universities ranked, with five institutions added this year. Compared with the rest of South America, Brazilian universities have the highest average score in the teaching, research environment and industry pillars.

This could represent a turning point for the country's higher education system. While it continues to suffer from years of underfunding, the ousting of anti-intellectual Jair Bolsonaro as president nearly two years ago might be starting to have an impact.

Decline in Oceania

For the second year in a row, Australia's elite universities have slipped down the rankings; the top five are all ranked lower than they were last year. The University of Melbourne, the country's highestranked institution, has dropped from 37th to 39th; Monash University from 54th to joint 58th; the University of Sydney from 60th to 61st; Australian National University from 67th to joint 73rd; and the University of Queensland from 70th to 77th.

In 2021, Australia had 12 universities in the top 200, but it now has 10.

Looking at the average pillar scores of Australia's top 10 universities, we can see that the drops are driven by reductions in the teaching and research environment pillars. The average teaching score for these institutions is 46.9, compared with 48.2 last year, and the average for research environment is 57.4, compared with 59.0 last year.

Of Australia's total 38 universities ranked, four have gone up, 17 down, 16 remain unchanged and one was not ranked last year.

Experts point to the loss of international student revenue, due to border closures during the pandemic and some of the world's longest lockdowns, as a key reason for the decline.

However, Merlin Crossley, deputy vice-chancellor at the University of New South Wales (UNSW) Sydney, is confident that the country's performance will recover.

"In the last 15 years, Australian universities have shone on the world stage. Our top institutions have bounced back after Covid, and the rapid return of international students is temporarily throwing out some of the ratios and reducing our scores, though the actual quality in our system has been sustained," he says. "I'm optimistic that the momentum to invest in staff and research will continue in Australia and we'll keep up with our impressive Asian neighbours."

Neighbouring New Zealand is also struggling. The University of Auckland, the country's top performer, has dropped from joint 150th to joint 152nd. Of New Zealand's eight universities in the ranking, three have declined and five have retained their positions.

All change in the Netherlands

In the Netherlands, eight of the 12 institutions ranked have dropped down the table, but the other four have risen.

The country's highest performer, Delft University of Technology, has slipped out of the top 50, dropping from 48th to joint 56th. Conversely, the country's second-highest performer, the University of Amsterdam, has risen from 61st to joint 58th. Erasmus University Rotterdam has dropped out of the top 100, from joint 99th last year to joint 107th.

The change for Delft University of Technology was driven by a reduced score for teaching. Its score for international outlook has improved, but the Netherlands could be a country to watch when it comes to global links. The new coalition government, with the farright Party for Freedom now the largest party, has proposed restrictions on international students and researchers, including limitations on English-language instruction and higher tuition fees for students from outside the European Union.



In the Netherlands, the new coalition government has proposed restrictions on international students and researchers



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Rank 2025	Rank 2024	institution	Country/territory	feaching	Research environment	Research quality	Industry	International outlook	Overall score
1	1	 University of Oxford	United Kingdom	96.8	100.0	98.8	99.6	97.3	98.5
2	3	Massachusetts Institute of Technology	United States	99.2	96.0	99.7	100.0	93.8	98.1
3	4	Harvard University	United States	97.3	99.9	99.3	85.7	90.1	97.7
4	6	Princeton University	United States	98.3	98.0	98.9	96.9	87.4	97.5
5	5	University of Cambridge	United Kingdom	95.9	99.9	97.6	88.4	97.1	97.4
6	2	Stanford University	United States	97.5	97.3	99.6	100.0	85.1	97.2
7	7	California Institute of Technology	United States	95.2	97.5	97.3	100.0	89.7	96.3
8	9	University of California, Berkeley	United States	87.2	98.9	99.0	99.5	86.4	94.5
9	8	Imperial College London	United Kingdom	89.3	94.9	98.5	90.8	98.3	94.4
10	10	Yale University	United States	93.7	95.0	97.8	86.5	82.3	94.1
11	11	ETH Zurich	Switzerland	87.3	97.2	95.1	84.0	95.3	93.0
12	12	Tsinghua University	China	95.4	98.4	93.5	100.0	49.8	92.5
13	14	Peking University	China	94.9	97.7	88.2	99.9	70.1	92.0
=14	13	The University of Chicago	United States	88.4	90.0	97.4	86.2	81.1	90.9
=14	16	University of Pennsylvania	United States	87.1	90.7	96.9	98.3	79.3	90.9
16	15	Johns Hopkins University	United States	83.7	91.3	97.3	100.0	83.6	90.7
17	19	National University of Singapore	Singapore	78.4	93.6	95.7	100.0	91.9	89.9
=18	17	Columbia University	United States	86.4	88.8	96.9	75.9	85.4	89.8
=18	18	University of California, Los Angeles	United States	84.9	92.1	96.6	89.0	73.4	89.8
20	20	Cornell University	United States	83.2	91.1	96.8	69.5	85.5	89.2
21	21	University of Toronto	Canada	76.2	93.5	93.4	94.9	91.8	88.3
=22	22	UCL	United Kingdom	77.6	86.2	98.4	74.9	97.7	87.7
=22	23	University of Michigan-Ann Arbor	United States	84.3	88.8	95.4	82.5	68.2	87.7
24	24	Carnegie Mellon University	United States	/3.1	85.1	99.0	85.4	84.2	85.7
25	25	University of Washington	United States	74.6	81.3	98.0	84.7	72.1	83.8
20	=30	Technical University of Munich	Germany	70.4	80.0 75.6	91.7	100.0	83.1 75 5	83.0
21	20	Duke University of Televo	United States	04.1	10.0	90.2	100.0	70.0	03.4 02.2
20	-20	Iniversity of Edinburgh	Japan United Kingdom	94.1 70.0	94.Z	00.3	70.0	06.6	00.0
29	-30	Nanyang Technological University Singanore	Singanore	65.8	70.3	95.7	00.0	90.0 0/1 1	02.J 81.8
31	28	Northwestern University	United States	71.8	75.8	94.5	99.9	69.4	81.4
32	33	École Polytechnique Fédérale de Lausanne	Switzerland	73.6	72.4	88.5	100.0	95.3	80.4
33	27	New York University	United States	72.0	76.8	94.3	71 7	75.3	80.3
34	34	University of California. San Diego	United States	64.9	75.8	97.4	100.0	73.9	79.9
35	35	University of Hong Kong	Hong Kong	65.0	70.5	96.1	96.3	97.4	79.6
=36	44	Fudan University	China	78.2	76.2	85.4	99.4	53.8	78.8
=36	=38	King's College London	United Kingdom	60.1	74.3	97.2	76.2	97.2	78.8
38	=38	LMU Munich	Germany	65.2	76.5	91.7	100.0	76.4	78.7
39	37	University of Melbourne	Australia	64.2	75.3	89.1	99.3	92.3	78.4
40	36	Georgia Institute of Technology	United States	60.0	77.7	92.9	99.2	83.4	78.3
41	41	University of British Columbia	Canada	62.3	76.7	89.7	79.8	94.3	77.8
42	40	Paris Sciences et Lettres – PSL Research University Paris	France	74.4	72.8	82.0	99.4	80.4	77.7
43	45	KU Leuven	Belgium	59.5	74.9	92.4	100.0	80.6	77.0
44	53	The Chinese University of Hong Kong	Hong Kong	60.8	64.3	97.8	94.2	94.6	76.8
45	49	McGill University	Canada	66.2	70.9	88.6	78.0	91.6	76.7
46	42	University of Illinois at Urbana-Champaign	United States	66.4	81.0	84.1	86.7	63.2	76.5
=47	47	Universität Heidelberg	Germany	65.6	63.4	95.2	99.3	78.5	76.2
=47	=55	Zhejiang University	China	70.6	76.6	81.8	100.0	61.3	76.2
49	50	Karolinska Institute	Sweden	59.9	67.1	96.1	95.9	83.8	76.1
=50	46	London School of Economics and Political Science	United Kingdom	60.0	72.0	94.7	45.1	94.2	75.9
=50	52	University of Texas at Austin	United States	66.1	76.3	91.3	82.6	47.2	75.9





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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
52	43	Shanghai Jiao Tong University	China	72.4	79.3	77.5	100.0	56.4	75.8
=53	51	University of Manchester	United Kingdom	60.3	67.7	93.4	73.3	95.5	75.5
=53	57	University of Science and Technology of China	China	72.3	68.1	90.0	98.8	46.1	75.5
55	=55	Kyoto University	Japan	86.3	85.1	58.7	100.0	45.8	75.2
=56	48	Delft University of Technology	Netherlands	63.2	76.1	76.8	100.0	93.6	74.8
=56	63	University of Wisconsin-Madison	United States	69.7	70.2	86.3	81.4	63.5	74.8
=58	=64	Brown University	United States	71.8	60.9	89.4	68.6	71.6	73.8
=58	54	Monash University	Australia	52.2	65.6	95.0	99.7	92.0	73.8
=58	61	University of Amsterdam	Netherlands	54.5	63.8	97.1	77.2	93.4	73.8
61	60	The University of Sydney	Australia	53.2	67.7	92.1	99.5	90.5	73.7
=62	62	Seoul National University	South Korea	73.7	74.3	76.2	100.0	44.9	73.5
=62	59	University of California, Davis	United States	63.8	67.8	86.1	89.4	75.4	73.5
64	58	Université Paris-Saclay	France	68.4	66.9	81.5	91.0	77.5	73.4
65	73	Nanjing University	China	66.8	65.0	86.3	99.1	61.5	73.0
66	=64	The Hong Kong University of Science and Technology	Hong Kong	54.1	60.9	93.0	100.0	98.1	72.9
=67	69	University of California, Santa Barbara	United States	49.6	65.5	96.7	96.8	81.9	72.7
=67	=64	Wageningen University & Research	Netherlands	56.7	59.3	92.9	99.0	92.8	72.7
69	68	Washington University in St Louis	United States	59.8	56.9	97.5	78.4	74.8	72.2
70	72	University of North Carolina at Chapel Hill	United States	63.3	62.3	93.3	75.7	50.9	71.6
71	71	Institut Polytechnique de Paris	France	69.2	60.8	73.4	98.3	97.0	71.3
72	74	University of Southern California	United States	58.3	60.4	92.8	75.0	73.2	71.0
=73	67	Australian National University	Australia	53.6	65.1	85.0	86.1	94.0	70.7
=73	77	Leiden University	Netherlands	46.8	62.8	93.8	98.7	87.7	70.7
75	78	Boston University	United States	60.5	56.2	93.2	71.2	75.3	70.6
76	75	Sorbonne University	France	64.6	61.1	82.4	71.5	80.8	70.4
77	70	The University of Queensland	Australia	50.8	61.9	87.8	99.7	93.6	70.3
78	81	University of Bristol	United Kingdom	49.8	56.9	96.8	71.1	92.6	70.0
79	86	Purdue University West Lafayette	United States	63.0	68.9	73.8	86.2	77.2	69.9
=80	82	City University of Hong Kong	Hong Kong	53.1	51.8	92.4	100.0	99.1	69.8
=80	79	University of Groningen	Netherlands	46.4	57.5	94.8	99.9	93.5	69.8
82	83	Korea Advanced Institute of Science and Technology (KAIST)	South Korea	65.2	66.7	78.3	100.0	45.7	69.5
83	84	UNSW Sydney	Australia	47.6	57.4	91.7	98.2	93.9	69.1
=84	=87	Humboldt University of Berlin	Germany	53.3	63.5	84.9	65.5	76.8	68.0
=84	=87	The Hong Kong Polytechnic University	Hong Kong	46.1	53.5	92.8	93.6	97.7	68.0
=84	=123	University of Massachusetts	United States	58.6	52.1	87.9	87.4	76.0	68.0
=87	=87	University of Glasgow	United Kingdom	47.5	51.4	96.0	72.0	96.0	67.8
=87	85	University of Minnesota	United States	58.4	59.6	86.0	99.9	46.2	67.8
89	91	University of Bonn	Germany	51.8	57.4	89.2	86.2	72.4	67.6
=90	=92	University of California, Irvine	United States	48.3	53.2	92.9	97.6	78.1	67.3
=90	=92	Vanderbilt University	United States	53.3	49.0	95.9	95.0	63.5	67.3
92	90	RWIH Aachen University	Germany	53.9	64.2	78.0	100.0	70.3	67.2
=93	94	Charite – Universitätsmedizin Berlin	Germany	47.3	49.0	97.8	100.0	74.6	67.1
=93	101	University of Birmingham	United Kingdom	46.7	50.5	95.1	75.3	95.1	67.1
=95	=97	KIH Royal Institute of lechnology	Sweden	52.3	58.3	81.5	97.3	82.9	66.9
=95	=106	Lund University	Sweden	48.4	58.4	86.0	99.8	79.3	66.9
97	=103	University of Copenhagen	Denmark	49.1	51.8	92.0	90.4	79.3	66.6
=98	=106	Emory University	United States	53.9	46.2	95.3	83.6	67.4	66.3
=98	105	University of Sheffield	United Kingdom	48.7	49.1	90.1	94.0	91.8	66.3

A diagnosis in days, not years

Revolutionizing women's health

Endometriosis is a painful chronic condition that can take up to 12 years to diagnose. For **Jocelyn Wessels** (right), that's too long for one in 10 women to be in pain. She and her team at **Afynia Laboratories** have developed a test that delivers an answer in days.







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25	24	=	territory		ent	ı quality		onal outlook	core
Rank 20	Rank 20	Institutio	Country/	lea ching	Research environm	Research	Industry	Internati	Overall s
=100	122	Penn State (Main campus)	United States	54.5	62.3	83.0	70.9	57.6	66.2
=100	=95	University of Tübingen	Germany	47.8	55.1	89.0	99.8	73.0	66.2
=102	=145	Sungkyunkwan University (SKKU)	South Korea	58.1	56.7	79.3	99.5	63.7	66.1
=102	76	Yonsei University (Seoul campus)	South Korea	57.5	56.2	84.4	99.9	47.2	66.1
=104	102	Free University of Berlin	Germany	49.9	59.6	82.7	71.0	81.7	65.8
=104	=116	University of Bern	Switzerland	46.1	47.9	92.8	99.1	87.1	65.8
106	=106	University of Warwick	United Kingdom	47.9	51.5	89.0	69.3	96.2	65.7
=107	=99	Erasmus University Rotterdam	Netherlands	37.2	53.3	96.7	88.7	88.5	65.6
=107	=95	Lomonosov Moscow State University	Russian Federation	84.4	74.4	33.3	91.4	72.7	65.6
=107	121	University of Helsinki	Finland	48.8	58.0	90.9	68.2	59.2	65.6
=110	=109	Aarhus University	Denmark	44.2	59.4	84.3	99.7	79.4	65.5
=110	=119	University of Vienna	Austria	48.0	61.0	78.6	74.5	94.6	65.5
=112	115	Ghent University	Belgium	47.7	59.5	84.2	99.9	64.7	65.4
=112	=119	Rice University	United States	55.1	46.1	88.4	72.5	85.2	65.4
=112	114	University of Maryland, College Park	United States	49.0	57.7	92.1	71.6	49.4	65.4
115	=97	University of Southampton	United Kingdom	47.2	47.7	91.2	72.7	96.7	65.3
=116	=103	McMaster University	Canada	41.2	50.2	93.0	100.0	87.6	65.2
=116	=99	Ohio State University (Main campus)	United States	55.0	51.7	87.6	83.6	58.4	65.2
=116	=109	University of Alberta	Canada	48.2	56.7	79.3	100.0	90.4	65.2
=116	127		Norway	46.6	52.4	91.6	(4.5	(1.1	65.2
120	=130	Iohoku University	Japan	69.0	69.6	53.1	100.0	59.9	65.0
121	=111	University of Gottingen	Germany	49.2	54.0	88.2	70.7	70.5	64.8
122	=110	Michigan State University	United States	54.9	53.5	83.5	70.0	04.6	64.7
123	129	University of Leeus	Donmark	40.4	0.10	87.0	11.2	94.0	64.0
124	-111		Canada	49.0	40.0	04.0 70.5	99.0	92.2	64.4
125	=111		Switzerland	49.3 50.5	10.2	86.0	97.0	00.0	64.3
120	123	University of Basel	United States	50.8	44.5	87.8	91.6	80.1	63.9
=128	=111	University of Adelaide	Australia	39.1	48.1	92.3	93.5	92.0	63.8
=128	128	University of Freiburg	Germany	45.4	51.3	86.9	100.0	73.1	63.8
=130	132	University of Florida	United States	54.4	56.8	79.1	89.9	50.7	63.6
=130	=140	Uppsala University	Sweden	44.2	55.4	83.4	96.1	74.6	63.6
=132	=138	Maastricht University	Netherlands	40.3	46.7	88.6	98.3	97.1	63.2
=132	=136	University of Hamburg	Germany	44.5	53.5	85.2	99.6	66.3	63.2
=134	=143	University of Lausanne	Switzerland	41.0	46.0	89.5	99.0	89.8	63.0
=134	=164	Wuhan University	China	52.8	46.3	90.1	98.2	40.9	63.0
=136	=155	University of Arizona	United States	48.0	52.8	86.3	81.0	54.5	62.7
=136	=130	University of Nottingham	United Kingdom	43.6	46.2	88.3	71.8	93.6	62.7
=136	125	Vrije Universiteit Amsterdam	Netherlands	37.4	49.6	92.9	73.0	86.2	62.7
139	134	Trinity College Dublin	Ireland	43.3	47.7	85.8	83.5	91.6	62.5
140	=136	Technical University of Berlin	Germany	45.4	54.7	79.5	99.7	71.4	62.4
=141	135	Queen Mary University of London	United Kingdom	36.1	42.3	97.1	72.5	98.0	62.3
=141	=145	University of Pittsburgh-Pittsburgh campus	United States	48.6	45.7	93.0	76.2	49.8	62.3
=143	=140	Radboud University Nijmegen	Netherlands	38.4	50.4	90.4	81.0	79.0	62.2
=143	118	Texas A&M University	United States	52.7	57.3	74.3	73.2	64.3	62.2
=143	=138	University of Colorado Boulder	United States	47.0	52.6	86.6	73.3	56.3	62.2
=146	=177	Beijing Normal University	China	57.5	48.4	79.9	80.7	52.0	62.1
=146	=155	University of Bologna	Italy	53.1	47.7	83.8	79.8	57.0	62.1
=146	147	University of York	United Kingdom	42.4	44.2	90.6	66.8	92.9	62.1
=149	=143	The University of Western Australia	Australia	37.8	47.2	87.6	98.3	93.0	62.0
=149	=152	University of Barcelona	Spain	41.6	50.1	90.2	80.5	65.6	62.0



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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
151	149	Pohang University of Science and Technology (POSTECH)	South Korea	55.9	50.0	78.8	100.0	43.0	61.9
=152	=168	Harbin Institute of Technology	China	57.3	55.2	74.7	99.9	33.7	61.8
=152	=150	University of Auckland	New Zealand	40.4	46.4	87.8	87.4	88.5	61.8
=154	=168	Scuola Normale Superiore di Pisa	Italy	59.5	46.5	82.6	36.4	59.0	61.7
=154	=185	Tongji University	China	51.6	53.3	72.8	99.0	70.1	61.7
=154	148	University of Technology Sydney	Australia	35.2	42.5	94.9	88.2	93.0	61.7
=157	=168	Newcastle University	United Kingdom	37.1	42.9	93.0	82.9	90.8	61.4
=157	160	University of Cologne	Germany	42.9	47.5	86.0	96.5	70.5	61.4
159	=164	Case Western Reserve University	United States	51.1	40.3	88.6	70.9	66.3	61.2
=160	=161	TU Dresden	Germany	47.2	50.6	78.6	99.8	65.9	61.1
=160	=168	University of Liverpool	United Kingdom	40.1	40.7	92.1	65.7	95.5	61.1
162	=175	Osaka University	Japan	63.5	65.4	51.8	100.0	50.7	61.0
=163	166	University of Virginia (Main campus)	United States	49.3	42.2	87.3	85.2	60.1	60.9
=163	=158	University of Waterloo	Canada	41.0	48.9	83.1	77.1	88.4	60.9
=163	=1/5	University of Würzburg	Germany	39.8	44.1	92.7	99.9	61.0	60.9
=166	=158	Huazhong University of Science and Technology	China	46.7	48.4	88.3	99.7	33.0	60.8
=166	=140	Karisrune Institute of lechnology	Germany	45.8	56.9	(1.1	100.0	/ 3.1	60.8
=108	=101		United States	50.8 41.6	39.4	83.2	15.9	00.0	60.7
-169	-161	Lancaster University	Polgium	41.0	40.8	89.1	00.4	90.2 75.2	60.7
-100	-101	University of Geneva	Switzerland	/3.2	30.0	86 A	90.0 8/1 0	75.5 06.5	60.6
=172	105	Durham University	United Kingdom	43.2	/13.0	83.7	62.5	90.5	60.0
=172	=152	National Taiwan University (NTU)	Taiwan	53.0	54.6	69.0	100.0	55.0	60.4
=172	=177	Iniversity of Exeter	United Kingdom	34.8	42.3	94.9	56.0	94.9	60.4
175	=168	Université Catholique de Louvain	Belgium	39.4	49.4	81.1	94.0	82.6	60.2
=176	201-250	King Fahd University of Petroleum and Minerals	Saudi Arabia	36.9	41.5	88.7	91.6	92.1	60.1
=176	201-250	Pompeu Fabra University	Spain	36.0	44.6	90.0	83.9	82.2	60.1
178	180	Macquarie University	Australia	35.2	42.7	89.4	93.4	87.4	59.9
179	=191	Tufts University	United States	50.7	36.3	89.1	72.7	63.1	59.8
=180	167	University of Cape Town	South Africa	37.8	45.3	86.6	80.6	82.4	59.7
=180	=193	University of Macau	Масао	37.7	39.0	90.7	70.4	96.6	59.7
=180	184	University of Twente	Netherlands	43.6	46.4	74.6	99.3	93.1	59.7
=183	201-250	Southern University of Science and Technology (SUSTech)	China	36.7	43.3	93.2	80.9	67.1	59.6
=183	=152	Université Paris Cité	France	44.7	37.8	90.7	67.0	73.8	59.6
=185	=168	Eindhoven University of Technology	Netherlands	46.2	51.0	68.0	100.0	88.4	59.5
=185	181	Sapienza University of Rome	Italy	53.4	50.8	73.7	93.0	42.6	59.5
=185	=193	University of St Andrews	United Kingdom	47.4	44.0	76.9	65.5	94.8	59.5
188	=193	University of Münster	Germany	44.0	47.9	83.9	82.2	54.7	59.4
=189	198	Indiana University	United States	46.6	38.3	87.4	85.0	64.0	59.3
=189	201-250	Korea University	South Korea	49.3	48.6	72.6	99.8	65.7	59.3
=191	251-300	Abu Dhabi University	United Arab Emirates	45.1	39.2	87.4	25.4	97.9	59.2
=191	=185	Stockholm University	Sweden	32.8	49.0	89.3	65.1	79.6	59.2
=191	201-250	University of Leicester	United Kingdom	34.9	34.9	96.1	69.7	95.5	59.2
=191	=177	University of Ottawa	Canada	37.2	44.7	85.1	81.4	87.0	59.2
195	=191	lokyo institute of lechnology	Japan	61.1	63.9	47.5	100.0	57.6	59.1
=196	201-250	Aalto University	Finland	41.7	43.1	81.3	88.2	82.7	58.9
=196	201-250	University of California, Santa Cruz	United States	35.3	41.7	93.2	/1.9	73.9	58.9
=196	=199	University of Notre Dame	United States	53.2	45.1	12.4	73.9	72.3	58.9
=199	201-250		Span	43.9	42.4	04.1	12.4	10.3	58.7
=199	=193	Unit University	Cormony	39.7	40.5	07.9	99.7	00.3	50.7
-199	201,250	University of National Information	Brazil	50.0	44.ð	07.1 55.7	94.4	/2.0	50.7
-199	201-200	University of Sau Faulu	DIALII	00.0	00.7	55.7	93.9	45.0	00.7

The Road to the Future





Turbulent times bring turmoil at the top

With many universities sporting new heads and incumbencies shrinking, experts call for initiatives to develop future leaders, writes Ellie Bothwell

t is the year of elections, with more than half of the world's population going to the polls. The UK, Mexico and Pakistan are among the countries with new leaders, while the US is bound for a change in president next month.

A similar level of leadership churn has been under way in global higher education. Four of the top 10 universities in the *Times Higher Education* World University Rankings 2025 have appointed new vicechancellors or presidents this year, while a further three institutions have leaders who have been at the helm only since last year.

The trend continues further down the table: 11 of the top 20 universities in the world have leaders who started in January 2023 or later.

The US, the UK and South Africa are among the nations that have had particularly high levels of leadership turnover in recent months.

Nine of the US' top 20 institutions have presidents who have been in post for less than two years, while a further two institutions have confirmed their current presidents will be stepping down next year.

The recent departures include Elizabeth Magill, Claudine Gay and

Baroness Shafik, who stepped down from the University of Pennsylvania, Harvard University and Columbia University, respectively, after being criticised over their appearances at congressional hearings on antisemitism, and Marc Tessier-Lavigne, who resigned from Stanford after months of internal investigations found he did not correct known errors in his published research articles.

An analysis by *THE* earlier this year found that at least one in five UK universities was set for a change in leadership in 2024. Several leaders quit this year after overseeing painful restructuring programmes. The country's top two universities – Oxford and Cambridge – also gained new vice-chancellors last year.

Meanwhile, half of South Africa's top eight universities (ranked in the global top 1,000) have had changes in leader since January 2023. Mamokgethi Phakeng was forced out of the University of Cape Town last year amid accusations of intimidation and mismanagement – later substantiated by an independent inquiry. Tawana Kupe also resigned suddenly from the University of Pretoria after being cleared of a sexual harassment allegation that was investigated by the institution.

While the reasons for the departures vary – with some leaving voluntarily and others being encouraged or asked to move on – one factor for the high rate of turnover is that many leaders stayed in post during and immediately after the pandemic, so the level of change is now more compressed than it would otherwise have been, says Richard Bolden, professor of leadership and management at the University of the West of England.

The challenges facing many higher education systems since Covid, "particularly around funding, financing and the associated restructuring" of institutions, might also provide an opportunity for leaders to "consider whether they want to carry on doing the job [or] move on more rapidly than they would have" otherwise, he adds.

One downside to having lots of new appointments at once, according to Bolden, is that "the availability and capacity of people to stand up and take leadership roles on behalf of the sector more widely – within their country and across countries – is going to be more challenging" as new leaders are likely to focus attention on their own institutional priorities.

Morton Schapiro, a professor of economics, was president of Northwestern University from 2009 to 2022, after leading Williams College for nine years. He says that leadership changes are "somewhat episodic. Sometimes you just have a whole bunch of long-term presidencies and they end pretty much at the same time."

But he suggests that the current scale of turnover is also a symptom of the fact that "the world is changing" and "academe is not immune from all the pressures and

The availability and capacity of people to stand up and take leadership roles on behalf of the sector is going to be more challenging





challenges of the larger world".

"Just look at the political upheaval in France, in England, the craziness of the election here in the US. That makes it very fraught on campuses. And then when you have international challenges like the Middle East, that enters campus, and you have people with very different views and pretty much impossible situations for a lot of presidents," he says.

The latest leadership changes in the US are also reflective of a longerterm trend of shrinking tenures of university leaders. In 2022, presidents had been in the job for an average of 5.9 years, according to the latest American College President Study from the American Council on Education, down from 6.5 years in 2016 and 8.5 years in 2006.

Schapiro says that there is now "an impatience" with university leaders from boards of trustees and faculty, which means that few are given the opportunity to find their feet and overcome early challenges.

"Back in the old days, people would have rocky transitions in the beginning. Usually after that followed a very successful long-term presidency. And you would talk to them and they would say 'the first couple of years were tough'," he says.

"I'm not so sure you get that first couple of years any more. The trustees seem to be always looking for the next person; the faculty are very quick to do a vote of no confidence. So I think people who would have learned [the job], been better and really become better accepted within the community never get that opportunity...I don't see boards in general [being] as supportive as they used to be."

Schapiro's view is that "most of these attempts to so-called trade up fail. And once you have a reputation that you have a board of trustees who are just rolling through one [leader] after another it becomes extremely disruptive for an institution.

"When you look at the numbers of people who are losing confidence in higher education, I think part of it is that every day they pick up the paper and there's a new president at a very famous school," he adds.

A nation that is especially accustomed to "the very intense politics of higher education" is South Africa, says Jonathan Jansen, distinguished professor of education at Stellenbosch University. But its leadership turmoil over the past two years has been dramatic even by its own standards.

"It wasn't just the result of the usual turnaround [after] a five- or 10-year term. It was explosive," says Jansen, who was vice-chancellor of the University of the Free State from 2009 to 2016.

"We had one incident after another of universities losing their vice-chancellors in a very public way. In a country with only 26 public universities, like South Africa, that becomes quite visible... and then that gives people a sense that all might not be well in the sector as a whole."

Like Schapiro, Jansen is concerned about the disruption to institutions, as well as the potential slowing down of progress for South Africa's universities. But he is "even more concerned" that the leadership "cupboard is bare".

"There aren't a whole lot of people who are capable and competent to be able to do the job of leading a complex organisation such as a university...And then what happens is the people who rise to the fore are the people who you don't want to lead universities – they don't have the breadth of experience, they don't have the If you don't understand the importance of how to nurture relationships with big donors, you're dead in the water. But those are skills that can be taught



temperament, they don't have the vision," he says.

His view is that most of South Africa's university leaders are "managers and administrators in the narrowest sense".

"Can you imagine, in the context of Gaza and the Palestinian crisis, a more important role for a university leader in this time? Not a single one of our leaders in the 26 public universities has taken a stand [to say], 'This is where we stand as a senate, this is where we stand as a university'," he says.

"So you have people who put their heads down and say, 'I'm just going to balance the budget, submit a future plan, monitor our outcomes and that's what being a university leader is about'. Can you imagine anything more boring? That's not a university."

But Jansen is taking matters into his own hands. He recently convened a group of former vicechancellors, government leaders and experts in the private sector dubbed "university elders" - to find a solution to the leadership crisis. The working plan is a leadership training programme for heads of department, deans and deputy vicechancellors who have the potential to become effective vice-chancellors in five, 10 or 15 years' time. Each trainee would be assigned a mentor and the programme would "deal with the disciplines of administration and management" and "build their capacities to lead".

"Very often the problems that vice-chancellors face are...of their own making," Jansen says. "If you're going to go in like a bull in a china shop and antagonise your senate, you're dead in the water. If you don't understand the importance of how to nurture rela-

tionships with big donors, you're dead in the water. Those are skills that can be taught and I do believe it will make those people who want to do the job more confident and more willing to take it on."

Jansen already runs a similar initiative for the government called the Future Professors Programme, focused on teaching young academics how to become professors. He hopes that by January the elders group will have a more detailed plan for the future leaders programme "for which I do think we will be able to get good funding".

Bolden believes that a similar sector-wide initiative to develop leadership capacity at senior levels is necessary in the UK, too, given the "scale of the turnover".

"A real challenge for the sector is encouraging, enabling and supporting those people who have the motivation and ability to step into leadership roles to do so," he says.

"In many ways the attractiveness of those roles is not huge for people who might have options to do other things. And certainly there remains a question of how we diversify the population of leaders and the routes to those positions," he says.

However, Bolden cautions against focusing too heavily on the single head in charge of a university – "a situation where we put too much expectation and demand on a single individual, hoping that they might be able to resolve our collective problems" – and "not enough on wider leadership capacity within the organisation and within the sector".

"One of the ways you might mitigate a lot of change within particular role levels is to look at how we - the systems, the structures, the cultures – support and enable leadership at all levels rather than just at v-c level," he says.

Some have raised fears that some would-be university leaders will be put off from applying for such roles, given the financial challenges, heightened political and public scrutiny and increased bureaucracy and regulation in many higher education systems.

However, Jansen says, while "a lot of people will opt out... there's always a percentage of people in any context who actually do enjoy leadership. They just want to feel that they're prepared for it, that they have support for it and that they go in with their eyes wide open."

Schapiro agrees that the concern around a diminishing pool of willing candidates is "overblown".

"I help with a number of searches and almost everybody I suggest, I call them up and they say 'sure'. People have confidence and they think they can do it," he says. "So I don't really worry that a generation of new leaders will shy away from administration."

He is also "optimistic" that the pendulum of university leadership will eventually swing back towards stability.

"There were times when it was really difficult to be a president and there were a number of short presidencies – that was certainly happening in this country in the 1960s until the early 1970s. And then stability was restored. I think when the world settles down, academe will settle down," he says.

In the meantime, he believes that being a university president is still a "great job".

"The amount of intellectual stimulation you get from being not just in your department, but really exposing yourself to a wide variety of disciplines. The joy you get from raising resources to support research, teaching and student activities that are transformative. That's even more fun than publishing in a top journal in my experience. You really feel good that you're moving things along, you're empowering voices that don't always get heard," he says.

"These jobs are really great if you can compartmentalise and not worry about a small percentage of people who are always acting to get you removed."

The joy you get from raising resources to support research, teaching and student activities that are transformative – that's more fun than publishing in a top journal



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A NEW ROADMAP TO SAVE AUSTRALIA'S SEAGRASSES.

Scientists from Edith Cowan University are the first to map the current and future risks to seagrass meadows across the continent's entire 35,000km coastline.

Lead researcher, Professor Kathryn McMahon from ECU's Centre for People, Place and Planet and Centre for Marine Ecosystems Research, says the work has painted a grim picture for the future, with some areas under threat from coastal development, marine sediments and climate change.

Seagrass needs light to survive. Mud, dirt or other material washed into waterways reduces the amount of light reaching the plants, affecting their growth or in an extreme case, killing off entire meadows.

Importantly, the research provides vital information for understanding and prioritising conservation efforts, to ensure these important marine ecosystems survive and thrive.

ECUWORLDCLASS.COM/SEAGRASS



Ukraine goes global

A boom in international collaborations is sowing the seeds of post-war rebound, writes Rosa Ellis

Sion of Ukraine in 2022, Ukrainian universities have been working to build links with their global counterparts, making the most of support offered from institutions around the world.

Bibliometric data sourced by Times Higher Education for the World University Rankings reveal that the total number of research papers that Ukrainian universities produced with global collaborators rose by 20 per cent between 2019 and 2023, to 9,708. In comparison, Russia's global collaborations fell by 8 per cent over the same period, supporting other figures that show the war has triggered a collapse in Russia's international research collaborations. While the time it takes for research to be published and the impact of the pandemic mean the trend is not clear cut, the data suggest that the war has contributed to a growing number of partnerships between Ukrainian academics and their international peers.

"Before the full-scale war, although we had some international cooperation and we had some experience with it, we never actually had strong strategic partnerships," says Olena Tupakhina, vice-rector for international affairs at Zaporizhzhia National University.

Her institution is taking part in Twinning Ukraine, a scheme that sets up partnerships between Ukrainian and UK universities, coordinated by the Cormack Consultancy Group. It is twinned with Durham University, and the pair are collaborating on research in the areas of history, anthropology, psychology, law, and risks and hazards. One such project is documenting the impact of the military hazards on the Ukrainian landscape and nature.

"We are making virtual reality tours across the militarily affected areas for the researchers who are not allowed to travel to Ukraine," Tupakhina says.

Students, academics and administration staff from Zaporizhzhia National have visited Durham. "One of the common misinterpretations of internationalisation is that it's only for academic segments of university activity or only for research – but, in fact, it's a very complex project, engaging all the layers and all the levels of the university infrastructure. You cannot have one department internationalised, the other not so much, because you need those services and structures working together and understanding what internationalisation is," Tupakhina says.

The collaboration boosts the spirits of staff and academics at Zaporizhzhia National, where all classes take place online but administration staff work from the campus, where air raid alarms can go off up to 20 times a day, Tupakhina adds.

Universities outside Ukraine also benefit from the partnerships. The University of Birmingham's Lisa Webley, a professor of legal education and research, is working on a rule-of-law dictionary, a "handbook" for constitutional democracy in Ukraine, in partnership with academics at Ivan Franko National University of Lviv and Ukraine's Constitutional Court. She stresses the benefits to her students of being involved in the project.

"This is a way of doing something positive and non-aggressive, but hopefully empowering for the future. And that's been important," she says. "Some of the students have said how important it has been to be working in a partnership with other students and knowing that there are students and academics in Ukraine all working on something."

Igor Kotsiuba, assistant professor in financial technology and security at Durham University Business School, moved from Ukraine to the UK with his two daughters at the outbreak of war. He has used his connections back home to build research links and believes that when the time comes to rebuild Ukraine there will be a unique opportunity for scientists and engineers to put their research into practice.

"Very often amazing [research] results are left on the shelf," he says, but Ukraine could provide a place for pilot projects, for example on rebuilding cities more sustainably, he suggests. "All this cooperation? I think it's mutually beneficial." We are making virtual reality tours across the militarily affected areas for the researchers who are not allowed to travel to Ukraine SPONSORED CONTENT

Empowering higher education with sustainable digital innovation

The Macau University of Science and Technology has embraced the digitalisation of higher education as an opportunity to enhance the academic experience for its students and staff

onversations about the evolution of higher education campuses are no longer limited to brick-and-mortar structures. They now include digital infrastructure and how universities can develop and execute their IT strategies. The universities most likely to thrive in the face of rapid technological advancements will be those that successfully apply digital innovations – not only in teaching, learning and pastoral care but also in driving operational efficiency and reduce the administrative burdens on time-pressured staff.

How can universities best manage this shift, especially since digital transformation relies heavily on change management and organisational culture?

The Macau University of Science and Technology (MUST) offers a compelling success story in this area. MUST has leveraged its IT expertise to develop a unified service platform, WeMust, which has transformed how staff and students engage with the university. Dr Tong Ka Lok, the university's vice-president and director of the Information Technology Development Office (ITDO), says WeMust has been instrumental in making the university more accessible to staff and students.

"Information technology is a cornerstone in shaping modern campuses, significantly enhancing both campus operations and the quality of teaching and learning," says Dr Tong. "The WeMust platform exemplifies this transformation by providing seamless access to classrooms, laboratories and administrative services digitally."

MUST rolled out the first version of WeMust in 2017. Initially, the app was used to streamline everyday tasks such as classroom management and on-campus payments. It has since expanded to more ambitious use cases, such as convening classrooms over the cloud and managing research projects. It now serves as a platform for the university's smart campus operations, integrating over 100 microservices to help students and staff navigate university life.



"WeMust has been instrumental in making the university more accessible to staff and students"

Dr Tong Ka Lok, vice-president and director of the Information Technology Development Office at the Macau University of Science and Technology Since the platform was launched, the ITDO team has introduced a suite of support tools, including features powered by AI. "The app's evolution reflects our commitment to continuous improvement and adaptation to emerging technologies," Dr Tong says. "We measure its success through various metrics, including user adoption rates, feedback from students and faculty and the overall impact on operational efficiency."

As with most systems, an effective measure of the platform's success is how it supports the university during a crisis. MUST's cloud classrooms allowed the university to offer uninterrupted learning during the Covid-19 pandemic, which was a significant indicator of the platform's efficacy. However, the university regularly checks the health of the system by surveying its users and insight from performance analytics.

WeMust is more than just an ambitious IT project for the university. Its success stems from MUST's culture of collaboration and innovation alongside its technical expertise. Engaging the wider university community in the development of a digital solution such as WeMust is an integral step towards ensuring its successful implementation across the campus. MUST has built a culture of transparency and inclusiveness to ensure stakeholder buy-in.

Communication and collaboration are crucial to creating a system that serves the diverse needs of all users and the university's broader strategic objectives, Dr Tong says. User feedback is invaluable in achieving this. "By maintaining an open dialogue with faculty, students and staff, we ensure that our IT initiatives are both innovative and aligned with the needs of the university," he adds.

"At MUST, we have established several strategies to facilitate open communication. We have a dedicated team within the ITDO that liaises with different departments to gather information and provide updates," Dr Tong says. "Regular interdepartmental meetings and workshops are conducted to discuss ongoing


projects and future needs. Collaborative tools are integrated into the WeMust platform to streamline communication and project management."

The pace of technological change requires an agile approach to innovation. Developing and maintaining the WeMust app internally showcases MUST's institutional culture and open attitude to embracing and integrating new technological tools into the university's systems. "Encouraging innovation in IT involves creating an environment that fosters creativity and experimentation," Dr Tong says. "We promote a culture of continuous learning and improvement within the ITDO. We provide our team with access to the latest technologies and training opportunities to stay abreast of industry trends."

The ITDO's approach to innovation revolves around being bold and experimenting. Testing is a vital stage in its innovation process. Once it has developed ideas for new WeMust features, the ITDO deploys them in pilot schemes to give the university an idea of how they will perform when they go live. The ITDO team is proactive and creative in its search for innovative ideas and promotes a culture of problem-solving and continuous improvement through hackathons and collaborative projects. However, digital transformation does not rely on innovation alone. Governance is an essential component of a successful IT strategy. MUST has robust measures in place to safeguard privacy and data security. It ensures that thirdparty technologies are responsibly sourced by selecting its vendors through a transparent and competitive process.

"We take a multifaceted approach to governance," Dr Tong says. "We have established a comprehensive IT governance framework that includes policies and procedures for evaluating new technologies. This framework ensures that all technological solutions are assessed on their alignment with our strategic goals, cost-effectiveness and potential impact on the university community." This approach also ensures that digital innovations are sustainable, creating an environment that maximises their benefits.

"IT enhances the learning experience using advanced technologies such as AI-driven learning tools, virtual laboratories and online collaboration platforms, which cater to diverse learning styles and needs," Dr Tong says. With a comprehensive strategy in place, universities have the opportunity to seize the momentum of technological progress and create better academic experiences for their students and staff. The university stadium at the Macau University of Science and Technology

To find out more about the Macau University of Science and Technology, visit must.edu.mo/en



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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
201-250	182	Arizona State University (Tempe)	United States	38.5	45.2	84.4	70.9	71.5	55.8-58.6
	251-300	Beijing Institute of Technology	China	45.4	44.0	76.3	98.5	42.4	55.8-58.6
	190	Cardiff University	United Kingdom	37.6	38.9	88.3	70.2	91.9	55.8-58.6
	189	Chalmers University of Technology	Sweden	41.7	46.0	74.0	94.6	78.6	55.8-58.6
	251-300	Deakin University	Australia	29.8	36.3	91.5	76.8	85.4	55.8-58.6
	201-250	Friedrich Schiller University Jena	Germany	42.6	42.3	83.0	78.0	64.2	55.8-58.6
	=187	Georgetown University	United States	50.4	34.7	83.7	92.3	54.3	55.8-58.6
	201-250	George Washington University	United States	48.6	35.1	86.3	67.8	68.3	55.8-58.6
	201-250	Goethe University Frankfurt	Germany	42.5	43.3	82.5	83.9	68.7	55.8-58.6
	251-300	Khalifa University	United Arab Emirates	29.6	39.8	87.8	95.4	94.7	55.8-58.6
	251-300	Linköping University	Sweden	29.8	41.2	88.4	95.3	73.0	55.8-58.6
	201-250	Medical University of Graz	Austria	30.5	34.6	92.0	96.6	82.6	55.8-58.6
	201-250	Medical University of Vienna	Austria	39.7	29.7	93.9	97.5	81.0	55.8-58.6
	201-250	Nagoya University	Japan	55.0	55.9	54.9	99.7	42.9	55.8-58.6
	251-300	Nankai University	China	50.0	32.3	86.4	76.0	49.2	55.8-58.6
	201-250	Northeastern University, US	United States	39.5	32.7	91.9	69.5	82.7	55.8-58.6
	201-250	Politecnico di Milano	Italy	43.3	49.6	69.4	96.3	64.4	55.8-58.6
	251-300	Qatar University	Qatar	31.0	37.4	87.5	69.0	95.1	55.8-58.6
	=199	Queensland University of Technology	Australia	33.1	40.0	88.7	86.7	80.8	55.8-58.6
	201-250	Queen's University Belfast	United Kingdom	35.2	37.8	89.8	67.6	98.3	55.8-58.6
	201-250	Sant'Anna School of Advanced Studies - Pisa	Italy	49.9	39.5	80.2	92.3	60.0	55.8-58.6
	251-300	Sejong University	South Korea	31.8	34.9	94.3	83.2	68.9	55.8-58.6
	=150	Sichuan University	China	48.2	49.1	72.8	98.8	44.6	55.8-58.6
	201-250	Sun Yat-sen University	China	47.1	38.1	83.7	93.7	37.1	55.8-58.6
	201-250	Tel Aviv University	Israel	40.4	49.1	79.5	78.7	54.9	55.8-58.6
	201-250	Tianjin University	China	46.8	47.7	73.4	99.6	57.3	55.8-58.6
	=199	Ulsan National Institute of Science and Technology (UNIST)	South Korea	48.0	39.8	83.2	97.0	41.6	55.8-58.6
	201-250	Université Libre de Bruxelles	Belgium	36.3	45.5	82.9	68.6	88.3	55.8-58.6
	301-350	Universiti Teknologi Petronas	Malaysia	36.8	39.1	82.2	80.2	78.0	55.8-58.6
	201-250	University College Dublin	Ireland	32.7	41.2	85.9	76.0	89.4	55.8-58.6
	201-250	University of Aberdeen	United Kingdom	34.8	36.0	81.9	79.1	97.4	55.8-58.6
	201-250	University of Calgary	Canada	34.4	42.8	83.6	88.9	85.7	55.8-58.6
	=193	University of Erlangen-Nuremberg	Germany	42.1	48.4	78.5	100.0	61.8	55.8-58.6
	201-250	University of Gothenburg	Sweden	34.6	43.4	90.2	77.3	64.4	55.8-58.6
	201-250	University of Illinois Chicago	United States	49.5	34.9	79.8	77.4	60.1	55.8-58.6
	201-250	University of Luxembourg	Luxembourg	39.2	39.5	77.1	81.3	92.7	55.8-58.6
	201-250	University of Miami	United States	46.5	34.8	83.6	79.9	65.6	55.8-58.6
	201-250	University of Padua	Italy	45.6	39.9	82.3	80.7	54.5	55.8-58.6
	201-250	University of Potsdam	Germany	37.7	45.2	81.8	91.2	66.3	55.8-58.6
	201-250	University of Reading	United Kingdom	38.6	38.5	86.6	66.6	95.3	55.8-58.6
	251-300	University of Surrey	United Kingdom	33.8	34.7	89.0	73.3	96.8	55.8-58.6
	201-250	University of Sussex	United Kingdom	31.8	36.0	89.6	62.7	95.5	55.8-58.6
	201-250	University of Utah	United States	44.0	39.0	89.0	88.5	41.6	55.8-58.6
	201-250	University of Wollongong	Australia	34.6	37.4	85.4	91.2	92.0	55.8-58.6
	251-300	Vita-Salute San Raffaele University	Italy	34.2	33.5	99.0	67.2	48.0	55.8-58.6
	201-250	Vrije Universiteit Brussel	Belgium	37.6	42.7	81.1	90.4	78.3	55.8-58.6
	201-250	Western University	Canada	39.5	42.1	76.7	99.5	87.0	55.8-58.6
	251-300	Xi'an Jiaotong University	China	45.6	49.1	74.0	99.9	34.0	55.8-58.6



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International research by Victoria University's Mitchell Institute, has found more than ten million children are living in neighbourhoods where there are more than three children per childcare place – what's called a 'childcare desert'.

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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
251-300	201-250	Aalborg University	Denmark	31.7	44.7	80.9	87.6	73.5	53.7-55.7
	301-350	Beihang University	China	44.1	46.3	71.3	99.9	35.8	53.7-55.7
	251-300	Boston College	United States	46.3	32.3	85.3	58.3	60.5	53.7-55.7
	201-250	Curtin University	Australia	28.2	34.7	88.9	76.6	94.8	53.7-55.7
	301-350	East China Normal University	China	43.9	36.0	78.5	87.2	52.8	53.7-55.7
	251-300	École Normale Supérieure de Lyon	France	56.7	45.4	53.0	86.3	67.1	53.7-55.7
	301-350	Hanyang University	South Korea	45.2	41.1	64.8	99.5	68.7	53.7-55.7
	251-300	Heinrich Heine University Düsseldorf	Germany	37.1	34.6	85.4	84.2	69.1	53.7-55.7
	301-350	Hong Kong Baptist University	Hong Kong	32.3	40.0	80.8	70.4	98.1	53.7-55.7
	251-300	Humanitas University	Italy	32.2	28.0	98.4	64.3	65.8	53.7-55.7
	201-250	Indian Institute of Science	India	61.4	50.0	51.5	94.5	31.6	53.7-55.7
	251-300	Johannes Gutenberg University of Mainz	Germany	38.7	33.2	81.8	82.9	65.7	53.7-55.7
	401-500	King Saud University	Saudi Arabia	35.5	29.9	83.3	84.6	82.9	53.7-55.7
	251-300	Kyung Hee University	South Korea	40.2	39.8	71.8	99.9	72.1	53.7-55.7
	251-300	Lappeenranta-Lahti University of lechnology LUI	Finland	31.7	35.6	87.2	80.7	/0.1	53.7-55.7
	251-300	La Irobe University	Australia	29.2	36.2	89.3	11.2	88.1	53.7-55.7
	501-600	Lebanese American University	Lebanon	37.2	30.6	91.4	29.0	85.2	53.7-55.7
	251-300	Madau University of Science and Technology	Macao	33.9 21 E	30.7	79.6	73.9	98.0 00 E	53.7-55.7
	201-300	Medical University of Initisbruck	Austria Dussian Endoration	31.3 60.2	30.2	09.0 47.0	99.0 72.1	72.0	52 7 55 7
	201-200	North Carolina State University	Inited States	11.0	40.9	71 1	70.5	62.4	53 7-55 7
	201-300	Northwestern Polytechnical University	China	44.9	40.7	76.3	00.2	/02.4	53 7-55 7
	501-550 NR	Prince Mohammad Bin Fahd University	Saudi Arabia	39.1	37.3	70.3	46.0	90.9	53 7-55 7
	251-300	RCSI University of Medicine and Health Sciences	Ireland	32.0	36.6	82.6	80.4	91.6	53 7-55 7
	251-300	RMIT University	Australia	34.0	36.5	82.8	77.0	92.9	53.7-55.7
	251-300	Semmelweis University	Hungary	45.0	29.6	80.1	74.7	78.5	53.7-55.7
	251-300	South China University of Technology	China	36.4	38.0	84.3	99.5	44.6	53.7-55.7
	351-400	Southern Medical University	China	45.0	39.0	81.5	71.0	31.0	53.7-55.7
	251-300	Stony Brook University	United States	44.0	31.7	81.4	68.0	76.4	53.7-55.7
	201-250	Swinburne University of Technology	Australia	32.7	34.5	91.4	73.5	72.1	53.7-55.7
	251-300	Technical University of Darmstadt	Germany	42.7	48.0	65.0	99.9	68.8	53.7-55.7
	201-250	Tilburg University	Netherlands	28.2	43.8	76.6	80.5	85.7	53.7-55.7
	301-350	United Arab Emirates University	United Arab Emirates	28.4	37.3	88.9	81.3	88.2	53.7-55.7
	251-300	Université Laval	Canada	40.5	38.9	70.8	96.0	76.1	53.7-55.7
	301-350	University at Buffalo	United States	40.9	35.3	75.9	78.2	73.9	53.7-55.7
	251-300	University of Bath	United Kingdom	37.5	35.5	81.3	66.6	94.5	53.7-55.7
	251-300	University of Bergen	Norway	35.2	37.1	82.1	76.7	77.4	53.7-55.7
	251-300	University of California, Riverside	United States	37.0	34.8	83.9	69.8	76.1	53.7-55.7
	NR	University of Duisburg-Essen	Germany	35.4	36.0	82.9	90.1	65.0	53.7-55.7
	251-300	University of East Anglia	United Kingdom	31.5	31.3	90.1	59.7	88.8	53.7-55.7
	201-250	University of Hawai'i at Mānoa	United States	40.6	43.4	75.7	67.8	76.7	53.7-55.7
	201-250	University of Iowa	United States	46.5	33.2	78.0	91.5	54.3	53.7-55.7
	251-300	University of Konstanz	Germany	38.6	43.2	73.4	96.6	74.6	53.7-55.7
	301-350	University of Liège	Belgium	34.0	42.8	72.9	96.7	74.5	53.7-55.7
	251-300	University of Malaya	Malaysia	45.5	36.7	69.2	60.8	88.9	53.7-55.7
	301-350	University of Navarra	Spain	37.2	32.3	84.5	87.0	75.9	53.7-55.7
	201-250	University of Newcastle	Australia	31.7	36.0	84.8	84.6	83.3	53.7-55.7
	251-300	University of Outlu	Finland	34.3	38.9	84.7	69.7	63.6	53.7-55.7
	251-300	University of Southern Denmark	Denmark	30.3	35.0	88.3	95.0	76.8	53.7-55.7
	251-300	University of Stuttgart	Germany	43.5	49.7	62.9	99.9	61.1	53.7-55.7
	251-300	University of lasmania	Australia	32.0	36.3	81.6	/6./	90.0	53.7-55.7
	251-300	Virginia Polytechnic Institute and State University	United States	40.7	40.6	/9.7	(7.9	65.3	53.7-55.7

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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
301-350	301-350	Birkbeck, University of London	United Kingdom	34.7	32.2	77.8	64.6	91.6	51.1-53.6
	301-350	China Medical University, Taiwan	Taiwan	26.7	32.5	92.1	93.6	51.3	51.1-53.6
	301-350	Dalhousie University	Canada	29.6	32.9	76.9	78.2	88.5	51.1-53.6
	301-350	Flinders University	Australia	27.2	37.3	78.9	71.6	88.3	51.1-53.6
	251-300	Florida State University	United States	37.3	40.5	76.3	67.3	58.0	51.1-53.6
	251-300	Griffith University	Australia	28.5	36.1	83.1	78.4	82.5	51.1-53.6
	351-400	Hasselt University	Belgium	33.1	38.2	73.4	88.5	72.1	51.1-53.6
	301-350	Hebrew University of Jerusalem	Israel	45.1	37.2	70.9	72.0	45.6	51.1-53.6
	351-400	Hunan University	China	34.2	32.9	91.7	93.1	32.9	51.1-53.6
	501-600	King Khalid University	Saudi Arabia	39.0	30.2	74.3	58.5	90.9	51.1-53.6
	301-350	Kyushu University	Japan	53.8	47.6	53.3	98.5	49.2	51.1-53.6
	251-300	Loughborough University	United Kingdom	35.6	33.9	76.2	70.2	91.2	51.1-53.6
	301-350	Norwegian University of Science and Technology	Norway	35.3	39.3	75.4	72.3	66.3	51.1-53.6
	301-350	Oregon Health and Science University	United States	39.0	21.2	91.6	89.4	33.7	51.1-53.6
	251-300	Queen's University	Canada	35.0	36.4	76.2	79.8	76.3	51.1-53.6
	251-300	Ruhr University Bochum	Germany	35.8	39.3	/1.8	(4.9	61.9	51.1-53.6
	201-250	Rutgers University – New Brunswick	United States	44.1	29.9	79.2	69.1	61.8	51.1-53.6
	301-350	Sharif University of lechnology	Iran	36.5	36.6	(8.7	95.4	31.6	51.1-53.6
	251-300	Simon Fraser University	Canada	28.6	35.5	81.8	84.5	92.2	51.1-53.6
	301-350	Southeast University	China Couth Africa	37.0	45.4	71.4	99.3	46.3	51.1-53.6
	301-350	Stellenbosch University	South Africa	31.2	40.1	74.0	89.5	59.0 77 F	51.1-53.0
	301-300	St George S, University of London	United Kingdom	23.0	21.0	90.9	10.1 EQ 1	0.0	51 1 52 6
	201-300	Tampara University	Finland	21.0	30.0	80.4	03.5	09.0 53.7	51 1-53 6
	301-350	The University of Tennessee Knowille	United States	37.8	30.9	70.1	71.0	54.5	51 1 53 6
	251-300	TII Wien	Austria	45 0	46.7	55.1	93.0	87.7	51 1-53 6
	301-350	Iniversità Cattolica del Sacro Cuore	Italy	45.0	31.6	88.8	55.0 77 4	48.2	51 1-53 6
	251-300	Università della Svizzera italiana	Switzerland	36.1	26.5	81.0	87.5	98.4	51 1-53 6
	351-400	University of Bayreuth	Germany	38.9	41.2	66.1	81.7	67.5	51.1-53.6
	301-350	University of Bremen	Germany	40.8	40.6	70.3	63.7	64.3	51.1-53.6
	351-400	University of Colorado Denver/Anschutz Medical Campus	United States	34.1	25.4	93.6	73.1	36.9	51.1-53.6
	351-400	University of Connecticut	United States	41.1	31.5	76.0	68.6	65.0	51.1-53.6
	301-350	University of Dundee	United Kingdom	26.2	32.2	84.6	79.9	92.2	51.1-53.6
	351-400	University of Electronic Science and Technology of China	China	35.6	37.2	80.7	98.3	33.7	51.1-53.6
	251-300	University of Hohenheim	Germany	35.6	36.6	79.9	73.9	61.7	51.1-53.6
	301-350	University of Innsbruck	Austria	33.2	35.9	68.6	83.0	94.1	51.1-53.6
	301-350	University of Kiel	Germany	31.9	33.9	82.4	63.5	62.8	51.1-53.6
	351-400	University of Milan	Italy	35.4	32.8	86.9	70.8	46.7	51.1-53.6
	301-350	University of Pavia	Italy	38.3	34.4	80.3	81.8	51.5	51.1-53.6
	301-350	University of Rome II - Tor Vergata	Italy	40.0	36.4	72.1	85.5	67.8	51.1-53.6
	351-400	University of Sharjah	United Arab Emirates	22.0	27.1	94.6	44.1	98.6	51.1-53.6
	301-350	University of South Australia	Australia	22.4	36.0	80.6	96.2	84.0	51.1-53.6
	301-350	University of Tartu	Estonia	35.0	32.4	85.4	64.3	61.4	51.1-53.6
	301-350	University of the Witwatersrand	South Africa	32.8	42.8	71.0	89.3	75.4	51.1-53.6
	351-400	University of Trento	Italy	33.7	35.1	78.9	70.7	61.7	51.1-53.6
	301-350	University of Turku	Finland	31.7	35.6	82.6	65.6	53.0	51.1-53.6
	351-400	University of Victoria	Canada	29.6	37.1	81.7	65.8	86.5	51.1-53.6
	301-350	Western Sydney University	Australia	24.8	31.5	88.3	56.0	87.9	51.1-53.6
	301-350	Xiamen University	China	40.4	33.5	83.3	87.1	37.1	51.1-53.6



KYUNGPOOK NATIONAL UNIVERSITY 경북대학교

@Daegu, South Korea



Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
351-400	351-400	Amirkabir University of Technology	Iran	35.3	33.0	76.3	90.6	45.5	49.4-51.0
	401-500	Aston University	United Kingdom	20.4	26.5	86.7	64.2	96.2	49.4-51.0
	351-400	Autonomous University of Madrid	Spain	40.1	31.1	75.2	66.4	60.7	49.4-51.0
	401-500	Bauman Moscow State Technical University	Russian Federation	73.6	49.3	27.5	52.4	60.5	49.4-51.0
	351-400	Brunel University London	United Kingdom	24.7	27.9	80.6	60.7	98.3	49.4-51.0
	351-400	City, University of London	United Kingdom	27.8	30.3	76.8	58.5	95.1	49.4-51.0
	351-400	Daegu Gyeongbuk Institute of Science and Technology (DGIST)	South Korea	48.0	38.5	66.4	88.3	29.9	49.4-51.0
	301-350	Drexel University	United States	43.4	25.4	72.4	74.7	63.6	49.4-51.0
	401-500	Dublin City University	Ireland	28.0	37.5	78.6	69.4	72.9	49.4-51.0
	351-400	Edith Cowan University	Australia	20.9	26.5	87.5	70.9	88.4	49.4-51.0
	351-400	Free University of Bozen-Bolzano	Italy	33.3	23.1	85.9	46.1	78.9	49.4-51.0
	351-400	Hokkaido University	Japan	52.6	44.7	47.8	95.9	47.4	49.4-51.0
	351-400	Illinois Institute of Technology	United States	41.8	26.7	70.8	92.2	74.0	49.4-51.0
	401-500	IMT Atlantique	France	47.4	35.7	51.3	97.7	85.4	49.4-51.0
	401-500	Institut Agro	France	47.7	35.6	60.7	70.7	63.8	49.4-51.0
	401-500	Iran University of Science and Technology	Iran	33.5	36.3	/8.8	84.2	27.8	49.4-51.0
	351-400	Justus Liebig University Glessen	Germany	34.7	39.4	/2.5	/0.6	63.8	49.4-51.0
	251-300	King Abdulaziz University	Saudi Arabia	29.2	23.8	89.6	63.8	72.9	49.4-51.0
	351-400	Koç University	Turkey	32.0	41.3	70.1	89.6	58.4	49.4-51.0
	351-400	Leioniz University Hannover	Germany	31.8	42.0	64.6 E2.4	84.2	58.7	49.4-51.0
	301-400	Montrollier University	Гигкеу	44.2	44.1	53.4 70.0	88.U	58.3	49.4-51.0
	301-330	Schange University	France	38.4	34.7	72.5	07.0	67.0	49.4-51.0
	301-400	Sabarchan University	Chipa	31.0 26.9	30.4 25.1	72.0 95.0	91.2	01.2	49.4-51.0
	201 250	Successful University of Adricultural Sciences	Swodon	20.0	24.7	00.9	70.5	40.3	49.4-51.0
	351-/00	Temple University	United States	/11 7	23.1	83.2	66.6	/2 0	49.4-51.0
	401-500	Ilmeå Ilniversity	Sweden	29.1	32.8	79.9	62.0	64.1	49.4-51.0
	301-350	Université Grenoble Alnes	France	41 7	37.7	64 5	69.7	70.1	49 4-51 0
	301-350	University College Cork	Ireland	27.1	32.3	77.3	74.4	79.9	49.4-51.0
	401-500	University of Brescia	Italy	34.7	23.4	89.0	73.4	42.8	49.4-51.0
	351-400	University of Campinas	Brazil	48.8	47.2	51.0	76.7	40.6	49.4-51.0
	401-500	University of Delaware	United States	35.4	34.1	70.8	84.7	60.8	49.4-51.0
	301-350	University of Essex	United Kingdom	28.9	30.7	79.1	58.8	97.6	49.4-51.0
	351-400	University of Florence	Italy	36.9	35.8	75.6	75.7	49.9	49.4-51.0
	301-350	University of Galway	Ireland	25.6	34.9	76.4	86.8	78.7	49.4-51.0
	351-400	University of Georgia (USA)	United States	42.2	40.4	69.1	69.0	43.6	49.4-51.0
	351-400	University of Kansas	United States	44.0	29.7	73.0	80.2	56.6	49.4-51.0
	401-500	University of Kent	United Kingdom	30.6	28.6	77.8	62.9	93.7	49.4-51.0
	351-400	University of Milan-Bicocca	Italy	30.0	26.5	89.8	66.3	46.2	49.4-51.0
	351-400	University of Naples Federico II	Italy	37.8	29.8	85.9	71.4	34.7	49.4-51.0
	301-350	University of Otago	New Zealand	31.4	34.7	73.9	65.8	80.1	49.4-51.0
	401-500	University of Pisa	Italy	36.1	32.5	79.3	66.2	43.2	49.4-51.0
	351-400	University of Saskatchewan	Canada	39.2	34.0	63.9	94.2	78.5	49.4-51.0
	501-600	University of Siena	Italy	38.7	32.6	72.9	75.4	48.2	49.4-51.0
	351-400	University of Southern Queensland	Australia	27.8	27.5	87.8	48.2	81.1	49.4-51.0
	251-300	University of South Florida	United States	32.2	35.5	73.5	99.5	66.7	49.4-51.0
	351-400	University of St Gallen	Switzerland	31.7	22.2	83.1	66.7	93.7	49.4-51.0
	301-350	University of Strathclyde	United Kingdom	33.0	35.2	69.0	79.5	92.3	49.4-51.0
	351-400	University of Tsukuba	Japan	50.5	43.8	49.6	77.1	50.6	49.4-51.0
	401-500	Zayed University	United Arab Emirates	27.8	26.5	85.9	53.4	74.3	49.4-51.0



REFLECTIONS ON INNOVATION & SUSTAINABILITY



Sustainability@CityUHK



CityUHK website

recently published report at City University of Hong Kong stresses the need for a 'think global, act local' attitude to innovation and sustainability

Inspired by the UN's urgent call to action through the Sustainable Development Goals (SDGs), City University of Hong Kong (CityUHK) is sharing an interim report on its innovative efforts to promote sustainability across its academic mission with like-minded entities in the higher education sector.

Sharing innovations

The aim of sharing CityUHK's Sustainability Report 2024 is two-fold. First, we want to contribute to the global push to embed sustainability into every aspect of our lives as educators, researchers, and administrators. Second, we want to convey the message that putting together the report is an excellent means of reflecting on how far an institution has come regarding innovations in sustainability and what areas it needs to work on.

Most importantly, compiling this CityUHK report drove home the message that we must adopt a 'think global, act local' mindset regarding sustainability.

Essentially, our Sustainability Report provides an overview of how CityUHK has set out to address the SDGs. It details how teaching and learning, research, ongoing activities, and community engagement related to the SDGs provide a roadmap for establishing a network of effective linkages between higher education, industry, and government interests in Hong Kong.

Innovation strengths

The process of compiling the report was extremely helpful in identifying areas of innovation and strength. We noted significant contributions to SDG 9—fostering innovation in industry and industrialization. A standout example is our flagship innovation and entrepreneurship programme, HK Tech 300, which has nurtured more than 1,700 students, staff, alumni, and other participants and seen more than 710 project teams awarded up to $\pounds10,000$ each in seed funding and over 140 start-ups awarded just under $\pounds100,000$ each in angel funding. Some of these start-ups also use CityUHK IP in their strategic business plans, which is doubly pleasing.

Reflecting on SDG 7 (Affordable and Clean Energy), for example, was a positive experience, too, especially for reviewing how CityUHK was the first university in Hong Kong to establish a school of energy and environment back in the late 2000s, a period when, we might all agree, the world was significantly less focused on sustainability issues than it is today.

This school is not just focused on using cutting-edge research: it prepares leaders and

practitioners to work in those professions geared towards promoting environmental and energy needs in a rapidly decarbonizing world. Many graduates from this school are now working directly in professions and industries aimed at encouraging sustainability.

Equally positive is the evolution of our efforts to promote SDG 7. Our award-winning Hong Kong Institute for Clean Energy, another first for Hong Kong, has undoubtedly raised the bar locally by setting benchmarks for innovations in exploring new research frontiers, collaborating with governments and industry, developing programmes and partnerships for turning ideas into actually usable tech, and educating the next generation of clean energy innovators.

Another area that we are proud to highlight is achieving gender equality and empowering women

A university of innovation

We can honestly say that compiling the report was not an exercise in backslapping. Although we have made headway in many SDG areas, we spotted areas for improvement. That's why initiatives underway at CityUHK, such as our new Institute for Digital Medicine, the CityUHK Academy of Innovation and our just launched College of Computing, will enable us to focus on deepening our commitment to various SDG activities.

Our key takeaway, and the message we want to share, is that we must think globally for context and act locally for impact. It is easy to feel powerless when confronted by sustainability issues at the planetary scale, but those of us in higher education can undoubtedly improve our local communities by pursuing relevant programmes, research and improvements to our facilities.



The groundbreaking living passivator developed by (from left) Dr Wang Weiting, Professor Feng Shien-ping, Professor Angus Yip Hin-lap and Dr Ning Zhou, another first author of the paper, significantly improves the performance and durability of perovskite solar cells.

and girls (SDG 5). We remain committed to eradicating gender bias by enhancing the status of female staff at CityUHK. About 38% of CityUHK's female staff currently hold leadership or managerial roles, and we were delighted to showcase CityUHK's inclusive environment for women in science by celebrating International Day of Women and Girls in Science in February 2024.

An honourable mention must also be our decision to employ highly innovative Modular Integrated Construction (MiC) technology to build our new student hostel. The vast benefit of MiC technology, i.e., pre-fabricating building modules off-site and then transporting them to the building site, is not just the reduction in costs and construction time but also the massive decrease in noise, dust and debris in the neighbourhood. The CityUHK's Sustainability Report 2024 can be accessed by the QR codes below, and in the spirit of global partnership and openness, we welcome any comments and feedback.

It is easy to feel powerless when confronted by sustainability issues at the planetary scale, but those in higher education can undoubtedly improve the local communities by pursuing relevant programmes, research and improvements to facilities.

We must think globally for context and act locally for impact.

The CityUHK's Sustainability Report 2024 can be accessed by the QR codes below, and in the spirit of global partnership and openness, we welcome any comments and feedback.







Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
401-500	351-400	Aix-Marseille University	France	43.5	27.5	66.7	63.8	76.6	46.0-49.2
	NR	Ajman University	United Arab Emirates	25.9	25.2	78.9	18.1	99.3	46.0-49.2
	NR	Al Ain University	United Arab Emirates	34.9	38.0	59.7	17.3	98.7	46.0-49.2
	NR	American University of the Middle East	Kuwait	36.2	25.0	69.5	25.3	85.6	46.0-49.2
	501-600	Anna University	India	36.9	28.7	76.7	65.8	20.2	46.0-49.2
	401-500	Asia University, Taiwan	Taiwan	17.4	36.5	83.5	72.7	50.3	46.0-49.2
	401-500	Auckland University of Technology	New Zealand	22.5	21.4	81.5	44.4	91.8	46.0-49.2
	401-500	Australian Catholic University	Australia	16.7	25.4	97.1	25.0	86.1	46.0-49.2
	401-500	Bangor University	United Kingdom	28.7	25.7	70.7	61.9	88.3	46.0-49.2
	NR	Beijing University of Chemical Technology	China	25.8	27.7	85.1	93.1	22.7	46.0-49.2
	401-500	Bond University	Australia	27.7	21.7	85.5	24.7	80.5	46.0-49.2
	401-500	Bournemouth University	United Kingdom	24.0	20.8	87.8	39.7	88.8	46.0-49.2
	251-300	Brandeis University	United States	36.5	26.6	72.5	64.8	81.4	46.0-49.2
	401-500	Charles Darwin University	Australia	22.7	30.3	76.2	44.8	80.6	46.0-49.2
	401-500	Charles University	Czechia	37.0	33.0	64.5	61.4	65.5	46.0-49.2
	351-400	Chongqing University	China	29.1	33.9	78.3	95.2	46.8	46.0-49.2
	401-500	Chung-Ang University	South Korea	37.9	38.8	54.7	91.9	63.0	46.0-49.2
	401-500	Claude Bernard University Lyon 1	France	39.8	26.9	63.3	71.1	63.6	46.0-49.2
	NR	Colorado School of Mines	United States	36.1	35.6	63.5	85.4	41.9	46.0-49.2
	401-500	Colorado State University, Fort Collins	United States	36.3	31.8	70.7	71.1	45.3	46.0-49.2
	401-500	Dalian University of lechnology	China	36.2	34.9	70.0	97.2	37.5	46.0-49.2
	601-800	Federation University Australia	Australia	20.1	23.4	79.0	/3.6	89.1	46.0-49.2
	401-500	Florida International University	United States	32.1	32.1	(4.3	64.5	49.9	46.0-49.2
	401-500	George Mason University	United States	28.9	28.8	81.2	62.9	60.5	46.0-49.2
	401-500	Gwangju Institute of Science and Technology (GIST)	South Korea	48.2	39.4	51.7	99.7	45.9	46.0-49.2
	351-400	Heriot-watt University	United Kingdom	34.7	33.9	62.3	83.0	95.4	46.0-49.2
	401-500	HSE University	Russian Federation	32.0	44.6	58.9	85.0	50.2	46.0-49.2
	351-400	Iowa State University	United States	39.7	30.1	00.7 77.0	88.1	45.2	46.0-49.2
	301-400	James Cook University	Australia	28.1	31.1	61.2	01.9	79.3	40.0-49.2
	401-300	Jonannes Repier University of Madical Sciences	Austria	30.7	30.3	01.3	98.0	74.Z	40.0-49.2
	501 600	Leuphana University of Linghurg	Irdii	49.0	23.4	10.1	00.3 00 5	00.U	40.0-49.2
	501-000	Mahatma Candhi University	India	20.7	20.0	03.0 64.9	20.0	20.1	40.0-49.2
	401 500	Microwi University of Science and Technology	Inuta	20.0	20.9	66.2	00.2	20.0	40.0-49.2
	401-500 NR	Mohammed VI Polytechnic University	Morocco	23.3	23.2	69.2	52.4	73.3	40.0-43.2
	351-/100	Murdoch University	Australia	24.0	22.0	70.8	71.5	9/ 5	40.0-43.2
	401-500	National Taiwan University of Science and Technology (Taiwan Tech)	Taiwan	33.9	38.0	63.9	95.0	54.6	46.0-49.2
	401-500	National Tsing Hua University	Taiwan	35.1	43.6	59.5	99.8	46.7	46.0-49.2
	401-500	National Yang Ming Chiao Tung University	Taiwan	42.8	43.2	54.7	99.9	39.8	46.0-49.2
	501-600	Northumbria University	United Kingdom	23.1	25.0	80.0	47.3	90.2	46.0-49.2
	401-500	Polytechnic University of Turin	Italy	30.5	30.5	74.2	86.9	53.8	46.0-49.2
	401-500	Prince Sultan University (PSU)	Saudi Arabia	21.1	22.8	90.5	35.5	84.6	46.0-49.2
	401-500	Quaid-i-Azam University	Pakistan	31.6	23.6	84.4	26.9	56.3	46.0-49.2
	401-500	Rensselaer Polytechnic Institute	United States	35.6	29.6	60.6	90.4	77.5	46.0-49.2
	301-350	Royal Holloway, University of London	United Kingdom	31.1	29.3	72.8	65.0	94.2	46.0-49.2
	401-500	Saint Louis University	United States	42.7	17.9	76.9	60.3	42.8	46.0-49.2
	601-800	Saveetha Institute of Medical and Technical Sciences	India	34.0	16.0	88.6	19.4	72.5	46.0-49.2
	501-600	Shanghai University	China	33.1	38.6	63.8	89.0	40.9	46.0-49.2
	501-600	Shoolini University of Biotechnology and Management Sciences	India	29.9	21.3	87.2	22.6	71.4	46.0-49.2

Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
401-500	401-500	SOAS University of London	United Kingdom	40.6	34.5	63.9	29.2	81.2	46.0-49.2
(cont)	401-500	Stevens Institute of Technology	United States	27.2	28.0	76.1	68.4	82.6	46.0-49.2
	601-800	Sunway University	Malaysia	23.9	21.2	86.4	32.7	83.1	46.0-49.2
	401-500	Syracuse University	United States	33.8	30.8	69.5	65.6	54.2	46.0-49.2
	401-500	Taipei Medical University	Taiwan	46.0	32.3	57.6	84.2	47.9	46.0-49.2
	351-400	Technion Israel Institute of Technology	Israel	36.6	35.8	63.6	68.3	71.8	46.0-49.2
	401-500	Tokyo Medical and Dental University (TMDU)	Japan	46.4	34.2	55.5	96.9	37.8	46.0-49.2
	401-500	TU Dortmund University	Germany	35.5	42.1	60.1	76.9	56.9	46.0-49.2
	401-500	Tulane University	United States	43.2	23.1	74.4	66.1	52.3	46.0-49.2
	601-800	Umm Al-Qura University	Saudi Arabia	35.2	24.1	(5.4	35.1	/1.8	46.0-49.2
	401-500	Universiti Kebangsaan Malaysia	Malaysia	45.5	28.9	62.2	49.6	81.1	46.0-49.2
	401-500	Universiti Teknologi Moleveio	Malaysia	42.2	28.5	03.0 CE 1	00.0 00.5	70.2	40.0-49.2
	401-500	Universiti Itara Malaysia	Malaysia	41.1 38 /	29.9	1.C0	09.0	12.9 80.0	40.0-49.2
	351-400	University of Bordeaux	France	36.8	20.0	68.3	65.8	66.5	40.0-49.2
	401-500	University of California Merced	United States	29.0	24.0	86.6	68.0	51.2	46.0-49.2
	351-400	University of Canberra	Australia	23.1	31.4	74.5	52.9	90.2	46.0-49.2
	401-500	University of Central Florida	United States	31.6	36.9	77.2	77.3	38.0	46.0-49.2
	401-500	University of Coimbra	Portugal	30.8	40.3	61.4	80.2	55.3	46.0-49.2
	501-600	University of Cyprus	Cyprus	27.4	26.0	74.1	63.2	76.2	46.0-49.2
	401-500	University of Fribourg	Switzerland	36.1	34.2	63.3	70.9	83.4	46.0-49.2
	401-500	University of Genoa	Italy	37.3	30.6	74.8	76.3	46.9	46.0-49.2
	401-500	University of Greifswald	Germany	35.1	33.4	73.4	61.7	52.1	46.0-49.2
	401-500	University of Guelph	Canada	33.9	36.3	66.4	80.4	65.7	46.0-49.2
	501-600	University of Houston	United States	32.5	26.8	67.3	68.2	77.0	46.0-49.2
	401-500	University of Hull	United Kingdom	23.6	24.2	77.4	55.5	88.6	46.0-49.2
	401-500	University of Johannesburg	South Africa	28.4	36.9	67.6	77.3	82.3	46.0-49.2
	401-500	University of Jyväskylä	Finland	29.4	34.2	76.6	47.5	48.6	46.0-49.2
	401-500	University of Kentucky	United States	42.2	29.9	69.3	71.5	45.4	46.0-49.2
	401-500	University of Lisbon	Portugal	30.4	39.6	66.4	71.4	60.0	46.0-49.2
	351-400	University of Manitoba	Canada	28.1	34.4	73.1	63.3	60.4	46.0-49.2
	401-500	University of Marburg	Germany	36.7	31.8	/0.0	68.5	60.5	46.0-49.2
	401-500	University of Nebraska-Lincoln	United States	33.9	31.5	66.9	66.8	63.6	46.0-49.2
	401-500	University of Oregon	United States	32.0	29.0	79.0 60.9	12.0	42.1	40.0-49.2
	401-500	University of Portsmouth	Fullugai	31.3 22.8	20.9	09.0 86.6	50 3	07.4 05.4	40.0-49.2
	401-500	University of South Carolina-Columbia	United States	35.5	20.0	76.9	64 5	59.4	40.0-49.2
	401-500	University of Stirling	United Kingdom	23.3	25.6	79.8	42.5	91.8	46.0-49.2
	401-500	University of Tehran	Iran	37.0	33.7	72.5	65.6	35.7	46.0-49.2
	351-400	University of Texas at Dallas	United States	28.5	26.7	79.4	73.0	62.9	46.0-49.2
	401-500	University of Toulouse	France	30.4	31.1	65.7	68.7	73.9	46.0-49.2
	401-500	University of Turin	Italy	24.2	31.7	82.2	73.7	44.1	46.0-49.2
	401-500	University of Vaasa	Finland	23.9	27.7	90.2	31.8	66.7	46.0-49.2
	401-500	University of Waikato	New Zealand	22.7	30.7	75.8	72.3	88.6	46.0-49.2
	401-500	Verona University	Italy	33.2	28.9	81.3	68.0	44.6	46.0-49.2
	401-500	Victoria University	Australia	23.5	29.7	74.5	62.1	74.5	46.0-49.2
	401-500	Victoria University of Wellington	New Zealand	26.3	32.4	70.6	54.4	79.9	46.0-49.2
	401-500	Virginia Commonwealth University	United States	36.9	23.3	80.6	73.2	35.7	46.0-49.2
	401-500	Wake Forest University	United States	38.7	23.2	78.0	83.0	39.3	46.0-49.2
	301-350	Washington State University	United States	36.9	33.9	69.1	82.1	59.1	46.0-49.2
	351-400	York University	Canada	28.0	32.5	73.5	71.0	82.9	46.0-49.2



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Designing a Better Future

The School of Design at Jiangnan University is renowned for its pioneering, industry-oriented interdisciplinary design education. 守尚行

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Sculpture for Nanjing

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As the earliest design program in China, it continues to lead the field, dedicated to nurturing responsible, research-focused design leaders who drive global design innovation. With a legacy of over a hundred deans and presidents of design schools across China, the school maintains deep collaborations with top innovation industries and institutions. It addresses the evolving demands of a growing design industry and digital economy, offering solutions to socio-economic changes and people's well-being enhancing through innovative design.

As one of the earliest members of the Cumulus Association and the organizer of the 2018 Cumulus Conference, as well as an initiator of the DESIS Network, the School of Design at Jiangnan University is highly active in international exchanges, partnering with over 50 prestigious design schools globally.

Our faculty and students are devoted to advancing design and artistic practices. Their work has been featured in prestigious events such as the China International Bicycle Fair, World Industrial Design Conference, Zhuhai Air Show, Las Vegas International Construction Machinery Exhibition, Dubai Design Week, and the National Exhibition of Fine Arts. Our designs have earned top accolades, including the Red Dot Award, iF Design Award, and IDEA Excellent Industrial Design Award. Notably, our alumni have designed the 2008 Beijing Olympic medal "Gold Inlaid Jade," the 2022 Winter Olympics mascot "Bing Dwen Dwen," the visual identity for the 2022 Winter Olympics and Paralympics, the public artworks for the 2014 International Youth Olympic Games, the 2018 World Fencing Championships visuals, and the APEC national leaders' costumes.



Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
501-600	501-600	Åbo Akademi University	Finland	26.8	32.1	62.1	64.3	68.6	43.3-45.9
	501-600	Ajou University	South Korea	35.6	38.7	53.9	94.2	47.8	43.3-45.9
	501-600	American University of Beirut	Lebanon	33.2	23.1	66.6	85.2	70.7	43.3-45.9
	501-600	Anglia Ruskin University (ARU)	United Kingdom	20.6	15.0	82.4	29.1	93.3	43.3-45.9
	NR	Applied Science Private University	Jordan	22.0	17.7	84.2	20.5	85.2	43.3-45.9
	NR	Arabian Gulf University	Bahrain	44.5	12.7	68.9	27.3	93.5	43.3-45.9
	501-600	Babol Noshirvani University of Technology	Iran	22.8	22.1	92.0	32.9	27.2	43.3-45.9
	501-600	Ben-Gurion University of the Negev	Israel	35.8	31.7	59.9	72.0	35.5	43.3-45.9
	501-600	Ca' Foscari University of Venice	Italy	36.7	37.9	52.8	54.6	66.3	43.3-45.9
	401-500	Campus Bio-Medico University of Rome	Italy	34.6	25.6	74.2	49.4	31.6	43.3-45.9
	501-600	Carleton University	Canada	22.1	30.4	65.2	70.4	77.5	43.3-45.9
	401-500	Centrale Nantes	France	41.0	31.3	47.1	85.1	87.1	43.3-45.9
	501-600	Central Queensiand University	Australia	19.1	25.3	83.0	43.9	70.3	43.3-45.9
	501-600	Complutence University of Madrid	China	31.0	37.0	58.8	94.0	28.8	43.3-45.9
	501-600		Canada	40.0	30.6	00.9 65.2	50.5 66 5	47.Z	43.3-45.9
	/01-500	Constructor University	Germany	25.5	34.0	/0.2	83.7	07.5	43.3-43.3
	501-600	Donghua University	China	30.1	23.9	75.0	91 7	40.4	43 3-45 9
	401-500	École des Ponts ParisTech	France	41.5	26.0	48.6	87.4	83.2	43.3-45.9
	501-600	Edinburgh Napier University	United Kingdom	18.2	19.0	78.8	41.7	95.8	43.3-45.9
	601-800	Egypt-Japan University of Science and Technology (E-JUST)	Egypt	34.2	28.4	68.2	37.3	51.0	43.3-45.9
	501-600	ENSTA Bretagne	France	40.2	29.3	52.9	89.7	62.2	43.3-45.9
	401-500	Georgia State University	United States	31.3	25.8	71.5	61.9	55.1	43.3-45.9
	401-500	Goldsmiths, University of London	United Kingdom	26.5	23.7	76.8	40.9	82.1	43.3-45.9
	501-600	Hamburg University of Technology	Germany	36.5	26.8	59.3	85.5	61.1	43.3-45.9
	601-800	Imam Abdulrahman Bin Faisal University	Saudi Arabia	32.9	20.1	75.1	21.8	75.6	43.3-45.9
	NR	Indian Institute of Technology Indore	India	43.6	27.1	64.5	35.5	35.0	43.3-45.9
	501-600	Istanbul Technical University	Turkey	36.0	40.1	50.2	91.5	43.6	43.3-45.9
	501-600	Jamia Millia Islamia	India	41.0	15.8	78.6	40.9	40.4	43.3-45.9
	601-800	Jiangsu University	China	27.4	17.2	81.6	70.8	55.5	43.3-45.9
	501-600	Jinan University (China)	China	25.8	24.3	76.0	60.1	60.3	43.3-45.9
	501-600	Keele University	United Kingdom	22.0	22.8	72.7	63.6	83.1	43.3-45.9
	601-800 E01-000	Konkuk University	South Korea	33.8	38.5	49.3	94.2	61.8	43.3-45.9
	201-600	kyungpook National University (KNU)	South Korea	33.8 21 F	39.3	51.1 62.2	90.3	03.2 00.0	43.3-45.9
	401-500	Lincolli University (New Zealand)	New Zealand	31.3 28 /	20.2	50.7	0.00 78 7	87.0	43.3-43.9
	/01-500	Maynooth University	Ireland	20.4	20.0	71 5	51 0	76.6	43.3-43.3
	501-600	Memorial University of Newfoundland	Canada	30.3	26.1	64.2	83.7	87.3	43.3-45.9
	501-600	Middlesex University	United Kingdom	24.3	18.2	78.3	42.3	93.6	43 3-45 9
	401-500	Mizzou - University of Missouri	United States	40.0	25.6	65.0	69.9	53.0	43.3-45.9
	501-600	National and Kapodistrian University of Athens	Greece	22.2	24.4	78.0	89.1	55.8	43.3-45.9
	501-600	National Cheng Kung University (NCKU)	Taiwan	35.6	38.6	49.4	99.8	41.6	43.3-45.9
	401-500	National Research Nuclear University MEPhl	Russian Federation	49.2	38.2	34.7	62.6	77.3	43.3-45.9
	501-600	National Taiwan Normal University	Taiwan	34.7	31.7	54.9	86.9	54.2	43.3-45.9
	501-600	National Yunlin University of Science and Technology	Taiwan	23.7	28.0	79.0	76.3	46.8	43.3-45.9
	501-600	Nazarbayev University	Kazakhstan	24.3	29.2	70.5	45.3	73.5	43.3-45.9
	401-500	New Jersey Institute of Technology	United States	27.8	23.8	65.3	69.4	92.7	43.3-45.9
	501-600	NOVA University of Lisbon	Portugal	30.2	34.1	60.2	72.9	63.0	43.3-45.9
	601-800	Örebro University	Sweden	20.7	23.9	80.3	50.6	55.3	43.3-45.9
	NR	Paderborn University	Germany	32.3	38.8	53.7	78.0	49.3	43.3-45.9

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— U.S. News & World Report, 2016–24

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- Times Higher Education. 2020-24



Rating System, 2023

Over the last decade, **ASU** has emerged as one of the fastestarowing research universities in the **U.S.**, with more than \$879 million in research expenditures in FY23. ASU now ranks in the top 4% of U.S. research universities and last year joined the prestigious Association of American Universities based on the scale and impact of its research activity.

A top producer of elite scholars

As one of only seven U.S. doctoral institutions to be a Fulbright top producer for both student and scholar awards in the 2023–2024 cycle, Arizona State University continues to build on a tradition of elite scholarship. In the last 10 years, ASU has produced more Fulbright students than UC Berkeley, Duke and Cornell.



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and University of Michigan - Institute of International Education, 2023

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ASU along with **MIT, Stanford and** Harvard

- U.S. National Academy of Inventors, 2023

Top 2 percentile in the U.S. for NASA-funded research

ASU ahead of **MIT** and UC Berkeley, currently active in 25+ space missions

- National Science Foundation

Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
501-600	351-400	Peter the Great St Petersburg Polytechnic University	Russian Federation	39.0	28.4	54.5	71.9	64.6	43.3-45.9
(cont)	501-600	Polytechnic University of Bari	Italy	24.4	28.8	73.1	69.1	42.0	43.3-45.9
	401-500	Pontificia Universidad Católica de Chile	Chile	29.3	35.2	61.6	74.4	58.5	43.3-45.9
	601-800	Princess Nourah bint Abdulrahman University	Saudi Arabia	27.0	19.8	76.3	32.0	92.6	43.3-45.9
	501-600	Pusan National University	South Korea	38.7	39.0	47.8	93.0	40.7	43.3-45.9
	601-800	Roskilde University	Denmark	21.7	34.1	67.0	76.5	55.6	43.3-45.9
	401-500	Royal Veterinary College	United Kingdom	30.4	20.0	72.3	59.3	94.3	43.3-45.9
	501-600	Rush University	United States	44.0	15.4	78.7	61.7	28.7	43.3-45.9
	501-600	Shiraz University of Technology	Iran	31.2	22.8	78.9	40.5	36.5	43.3-45.9
	501-600	Soochow University, China	China	28.7	25.6	/9.1	90.6	28.2	43.3-45.9
	501-600	Southern Cross University	Australia	22.5	28.1	67.5	63.0	82.2	43.3-45.9
	601 900	SUNY UNIVERSITY at Albany	United States	28.4	30.1	69.0	08.4	58.7	43.3-45.9
	501-600	The University of Tulca	IIdii United States	49.4	20.5	04.Z	63.6	42.2	43.3-43.9
	501-600	Tomsk State University	Russian Federation	51.3	// 0	28.7	55.5	76.8	43.3-43.3
	501-600	TII Braunschweig	Germany	35.3	25.5	59.8	83.7	59.1	43 3-45 9
	NR	UFH University	Vietnam	13.3	26.8	93.2	53.6	48.5	43.3-45.9
	401-500	Université du Ouébec	Canada	31.7	34.2	56.5	71.8	74.9	43.3-45.9
	401-500	Universiti Brunei Darussalam	Brunei Darussalam	28.1	30.4	70.4	26.0	72.4	43.3-45.9
	601-800	University of Arkansas	United States	29.4	31.9	68.1	65.4	36.4	43.3-45.9
	501-600	University of Bradford	United Kingdom	20.4	22.0	76.1	57.5	91.7	43.3-45.9
	501-600	University of Canterbury	New Zealand	27.5	27.8	62.7	64.0	82.6	43.3-45.9
	501-600	University of Eastern Finland	Finland	28.8	29.8	72.5	66.5	49.1	43.3-45.9
	501-600	University of Ferrara	Italy	31.7	25.4	73.6	65.8	43.0	43.3-45.9
	501-600	University of Graz	Austria	31.9	23.5	64.2	49.6	81.8	43.3-45.9
	501-600	University of Greenwich	United Kingdom	18.2	18.0	83.6	37.4	97.7	43.3-45.9
	501-600	University of Huddersfield	United Kingdom	26.6	24.7	69.8	44.2	89.6	43.3-45.9
	501-600	University of Iceland	Iceland	24.5	35.2	68.6	82.1	55.3	43.3-45.9
	NR	University of International Business and Economics	China	26.8	18.4	85.2	22.0	57.0	43.3-45.9
	501-600	University of Klagenfurt	Austria	32.8	20.6	67.0	49.6	87.0	43.3-45.9
	501-600		South Africa	32.2	37.1	62.8	46.0	56.5	43.3-45.9
	401-500	University of Limerick	Ireland	26.2	33.2	60.9	67.0	(1.8	43.3-45.9
	201-000	University of Medene and Bergie Emilie	Italy	32.8	28.3	76.0	01.3 70.1	33.8 20 F	43.3-45.9
	501-600	University of Nebraska Medical Center	Inited States	32.2	20.2	70.4	70.1 65.0	39.0	43.3-43.9
	401-500	University of Neuchâtel	Switzerland	31.4	25.7	63.9	46.5	39.9 85.9	43.3-45.9
	501-600	University of Nicosia	Cynrus	22.0	23.1	75.8	39.7	90.5	43 3-45 9
	401-500	University of Passau	Germany	32.7	37.0	58.9	69.7	59.2	43.3-45.9
	401-500	University of Plymouth	United Kingdom	22.8	22.0	77.0	65.0	81.6	43.3-45.9
	501-600	University of Salerno	Italy	30.6	26.9	72.5	59.6	37.6	43.3-45.9
	601-800	University of Siegen	Germany	31.6	37.0	60.2	56.4	57.2	43.3-45.9
	501-600	University of Trieste	Italy	33.0	26.4	70.8	54.8	50.4	43.3-45.9
	501-600	University of Ulsan	South Korea	29.5	27.3	73.1	90.6	24.2	43.3-45.9
	501-600	University of Valencia	Spain	27.9	27.0	72.0	68.6	53.8	43.3-45.9
	501-600	University of Windsor	Canada	28.7	30.5	59.7	65.9	89.7	43.3-45.9
	501-600	University of Wuppertal	Germany	31.2	31.4	61.4	64.0	55.2	43.3-45.9
	801-1,000	UPES	India	31.6	21.4	79.0	21.3	54.9	43.3-45.9
	501-600	Wayne State University	United States	38.5	21.8	72.0	77.7	41.8	43.3-45.9
	601-800	Wroclaw Medical University	Poland	43.4	17.2	74.8	43.0	37.1	43.3-45.9
	501-600	Yangzhou University	China	32.7	27.5	66.4	78.3	48.3	43.3-45.9

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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601-800	501-600	Aberystwyth University	United Kingdom	25.7	21.9	63.2	57.0	85.3	38.2-43.2
	601-800	Air University	Pakistan	23.0	12.7	82.6	38.4	49.3	38.2-43.2
	NR	Al-Ahliyya Amman University	Jordan	18.5	18.9	74.2	51.3	89.6	38.2-43.2
	NR	Alborz University of Medical Sciences	Iran	37.6	12.5	69.5	24.0	27.3	38.2-43.2
	501-600	Alfaisal University	Saudi Arabia	23.3	17.1	71.1	47.1	97.4	38.2-43.2
	601-800	Aligarh Muslim University	India	42.4	15.3	65.9	36.3	39.8	38.2-43.2
	601-800	American University	United States	34.8	19.0	65.0	40.9	44.0	38.2-43.2
	801-1,000	American University in Cairo	Egypt	26.5	26.8	55.4	33.2	71.9	38.2-43.2
	601-800	American University of Sharjah	United Arab Emirates	23.9	24.0	65.5	54.6	88.0	38.2-43.2
	801-1,000	Amity University, Noida	India	27.0	14.0	74.5	27.4	40.3	38.2-43.2
	501-600	Auburn University	United States	35.0	26.7	56.8	69.9	57.6	38.2-43.2
	601-800	Babol University of Medical Sciences	Iran	41.0	12.4	/0.5	20.3	22.6	38.2-43.2
	601-800	Banaras Hindu University	India	48.7	17.9	65.9	29.6	26.4	38.2-43.2
	NR	Baqiyatallah University of Medical Sciences	Iran	47.0	25.2	51.2	61.7	22.3	38.2-43.2
	501-600	Bar-Ilan University	ISrael	32.5	34.2	53.5	86.2	41.1	38.2-43.2
	501-600	Daylor University	United States	40.0	21.0	30.4 43.3	40.0	37.9	30.2-43.2
	601 900	Dell'ul AldD Ulliversity	Lebanon	40.0	23.0	43.3	19.5	66.9	30.2-43.2
	801-1 000	Birla Institute of Technology and Science, Dilani	India	29.0	20.0	50.1 60.4	92.0	00.0 27.0	38.2-43.2
	601-200	Boăzziei University	Turkov	27.1	20.7	62.0	42.0 8/1 3	52.0	38.2-43.2
	601-800	Capital Medical University	China	36.0	23.1	62.0	54.4	25.0	38.2-43.2
	601-800	Capital University of Science and Technology	Pakistan	17.0	16.1	81.1	21.7	47.6	38 2-43 2
	601-800	Chang Gung University	Taiwan	28.3	34.8	48.3	95.3	28.7	38 2-43 2
	NR	Chitkara University	India	20.6	11.4	88.9	20.0	28.6	38.2-43.2
	601-800	Chulalongkorn University	Thailand	36.0	32.4	53.0	81.6	45.0	38.2-43.2
	601-800	Clark University	United States	28.0	19.8	57.4	44.7	69.8	38.2-43.2
	601-800	COMSATS University Islamabad	Pakistan	19.2	15.9	87.0	36.5	49.9	38.2-43.2
	601-800	Coventry University	United Kingdom	21.6	15.3	68.2	39.0	94.9	38.2-43.2
	NR	Cyprus International University	Northern Cyprus	15.0	11.4	81.9	17.1	72.6	38.2-43.2
	601-800	Cyprus University of Technology	Cyprus	26.9	23.8	71.4	33.1	69.9	38.2-43.2
	601-800	De Montfort University	United Kingdom	17.7	15.7	73.3	44.0	93.7	38.2-43.2
	601-800	Duy Tan University	Vietnam	12.7	14.6	88.7	24.1	54.5	38.2-43.2
	601-800	East China University of Science and Technology	China	29.7	26.6	61.0	93.8	23.2	38.2-43.2
	601-800	Eastern Mediterranean University	Northern Cyprus	23.1	14.8	74.8	35.9	84.9	38.2-43.2
	601-800	École Centrale de Lyon	France	37.2	27.8	35.2	90.2	78.5	38.2-43.2
	601-800	École des Mines de Saint-Étienne	France	42.6	31.5	32.5	76.8	69.8	38.2-43.2
	601-800	École Nationale des Travaux Publics de l'État (ENTPE)	France	37.3	37.7	37.1	75.7	72.0	38.2-43.2
	601-800	Empress Catherine II Saint Petersburg Mining University	Russian Federation	29.4	16.9	70.7	51.1	46.2	38.2-43.2
	601-800	Ewha Womans University	South Korea	36.6	36.9	47.9	88.4	51.0	38.2-43.2
	601-800	Federal University of Rio de Janeiro	Brazil	41.3	37.3	37.0	84.0	36.4	38.2-43.2
	801-1,000	Florida Atlantic University	United States	22.7	22.8	61.1	63.3	55.8	38.2-43.2
	NR	Future University in Egypt	Egypt	22.3	10.4	78.0	16.9	64.4	38.2-43.2
	801-1,000	Fuzhou University	China	19.2	18.8	/2.6	77.2	36.0	38.2-43.2
	NR	Galaction University	South Korea	34.5	25.7	57.0	(1.4	58.2	38.2-43.2
	NR 001 1 000	uniestali University	Iran	21.7	13.3	79.7	24.2	01.0 27.7	38.2-43.2
	801-1,000	Gorgan University of Agricultural Sciences and Natural Resources	Iran Dekieter	31.3	11.1	73.8	33.7	31.1	38.2-43.2
	601-800 E01-000	Government Conege University Faisalabad	Austria	21.3	17.2	83.3	21.0	48.5	38.2-43.2
	501-600	Graz University of Technology	Austria	39.9	21.3	49.4 70 F	93.7	81.7	38.2-43.2
	001-800		China	17.0	18.9	79.5	02.0	20.2	20 2 42 2
	601-000	Harakapia University of Athana	Greece	20.9	20.4	79.9	44.1 /1 F	32.0	30.2-43.2
	601.900	Hiroshima University of AURUS	lanan	20.1	20.0	16.2	41.3	40.1	30.2-43.2
	001-000	initia university	Juhan	39.1	30.4	40.4	10.2	31.9	30.2-43.2



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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601-800	401-500	Imam Mohammad Ibn Saud Islamic University	Saudi Arabia	38.8	22.4	61.1	23.1	72.3	38.2-43.2
(cont)	601-800	Indian Institute of Technology Patna	India	32.9	22.7	71.0	28.7	21.2	38.2-43.2
	NR	Innopolis University	Russian Federation	21.8	26.3	53.4	56.1	84.1	38.2-43.2
	601-800	International Institute of Information Technology, Hyderabad	India	26.5	21.2	67.8	57.5	41.3	38.2-43.2
	601-800	Iran University of Medical Sciences	Iran	47.9	17.0	53.5	39.7	38.4	38.2-43.2
	601-800	ISCTE-University Institute of Lisbon	Portugal	29.2	35.2	56.0	56.0	52.3	38.2-43.2
	601-800	Isfahan University of Technology	Iran	33.9	29.7	61.4	83.4	34.6	38.2-43.2
	601-800	Jagiellonian University	Poland	41.2	32.3	51.2	51.0	44.3	38.2-43.2
	801-1,000	Jiangnan University	China	26.8	24.1	62.3	91.6	22.5	38.2-43.2
	601-800	Jönköping University	Sweden	20.2	20.1	73.3	28.9	64.8	38.2-43.2
	601-800	Juntendo University	Japan	37.7	17.4	68.6	83.0	25.4	38.2-43.2
	801-1,000	Kafrelsheikh University	Egypt	27.8	9.5	76.0	21.1	52.1	38.2-43.2
	601-800	Kansas State University	United States	33.6	22.7	53.4	66.7	54.8	38.2-43.2
	601-800	Keio University	Japan	37.0	27.5	48.4	75.0	40.5	38.2-43.2
	601-800	KIIT University	India	38.5	17.4	68.6	55.9	41.7	38.2-43.2
	801-1,000	King Faisal University	Saudi Arabia	20.1	14.9	73.6	38.6	75.3	38.2-43.2
	601-800	Kobe University	Japan	39.4	27.3	45.5	86.2	39.2	38.2-43.2
	601-800	Kurdistan University of Medical Sciences	Iran	42.3	11.7	68.9	21.9	30.8	38.2-43.2
	601-800	Lehigh University	United States	34.2	23.0	58.8	67.3	(2.3	38.2-43.2
	501-600	Liverpool John Moores University	United Kingdom	19.3	19.5	/9./	45.4	81.4	38.2-43.2
	NR	London Metropolitan University	United Kingdom	16.5	13.5	(2.1	30.3	91.5	38.2-43.2
	601-800	London South Bank University	United Kingdom	18.6	12.8	(4.3	48.6	94.9	38.2-43.2
	NR	Lorestan University of Medical Sciences	Iran	39.8	18.2	66.8	48.4	26.7	38.2-43.2
	601-800	Louisiana State University	United States	34.3	22.1	65.4	65.5	46.1	38.2-43.2
	801-1,000	Lovely Protessional University	India	21.0	14.0	84.7	24.0	48.8	38.2-43.2
	008-100	Manidol University		38.2	23.2	48.2	61.2	49.0	38.2-43.2
	E01 900	Majmaan University	Saudi Arabia	28.3	20.7	04. <i>1</i>	30.7	70.0	38.2-43.2
	601-800 E01-600	Manakostar Matranalitan University	India	24.9	11.0	79.7	23.9	20.2	38.2-43.2
	000-100	Manchester Metropolitan University		19.8	18.7	70.6	39.0	81.7	38.2-43.2
	601 900	Marsha Delutaehnia University	Egypt	20.3	13.0	70.0	31.4 67.6	26.5	30.2-43.2
	601 900	Marche Polytechnic University	Crochio	23.1	22.9	75.0	07.0	30.3 67.4	30.2-43.2 20 0 12 0
	601 200	Masanderen University of Medical Sciences	lron	20.2	32.4 10 5	52.9	40.7	07.4	30.2-43.2 20 0 12 0
	601 200	Mazanuaran University of Medical Sciences	India United States	44.4 20.2	20.5	62.2	51.1 64.0	51.2	20 1 12 1
	601 800	Napiled Ecrostry University	China	20.3	20.5	02.2	04.0 /0.2	01.0 07.0	20 1 12 1
	601-800	Nanjing Tech University	China	21.5	17.1	70.0	43.2 82.0	27.0	38 2 / 3 2
	601-800	Naniing University of Aeronautics and Astronautics	China	23.3	34.1	52.7	96.7	24.9	38 2-43 2
	501-600	Nantes Université	France	23.3	22.4	66.6	66.1	60.2	38 2-43 2
	601-800	National Institute of Applied Sciences of Lyon (INSA Lyon)	France	37.1	22.1	37.9	92.7	71.9	38 2-43 2
	601-800	National Sun Yat-Sen University	Taiwan	32.0	34.6	42.9	88.3	48.4	38 2-43 2
	601-800	National University of Science and Technology (MISiS)	Russian Federation	38.6	30.2	38.5	68.6	58.8	38 2-43 2
	601-800	National University of Sciences and Technology	Pakistan	26.0	20.4	73.2	61.0	54.3	38.2-43.2
	601-800	Near Fast University	Northern Cyprus	24.0	19.3	70.0	54.1	93.1	38.2-43.2
	601-800	Northeastern University, China	China	31.2	28.7	60.7	92.5	40.3	38.2-43.2
	501-600	Nottingham Trent University	United Kingdom	19.9	13.9	83.3	37.0	90.4	38.2-43.2
	1.001-1.200	Óbuda University	Hungarv	18.5	26.7	69.2	22.1	48.3	38.2-43.2
	601-800	Ohio University (Main campus)	United States	33.0	20.2	60.8	56.5	37.3	38.2-43.2
	601-800	Oklahoma State University	United States	35.0	20.2	61.5	60.9	55.9	38.2-43.2
	601-800	Open University of Catalonia	Spain	18.2	19.6	75.1	26.2	51.0	38.2-43.2
	601-800	Oxford Brookes University	United Kingdom	25.8	20.0	56.9	29.8	88.5	38.2-43.2
	601-800	Panjab University	India	35.7	18.0	65.6	41.6	23.9	38.2-43.2
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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601-800	601-800	Paris Lodron Universität Salzburg	Austria	32.1	21.1	53.6	47.1	93.5	38.2-43.2
(cont)	601-800	Parthenope University of Naples	Italy	20.0	22.5	77.7	29.2	32.0	38.2-43.2
	601-800	Polytechnic University of Valencia	Spain	29.8	25.5	52.9	85.7	57.7	38.2-43.2
	801-1,000	Pontifical Catholic University of Rio de Janeiro (PUC-Rio)	Brazil	35.8	33.5	39.7	74.7	43.2	38.2-43.2
	601-800	Prince Sattam Bin Abdulaziz University	Saudi Arabia	22.4	14.3	80.7	23.6	76.1	38.2-43.2
	801-1,000	Qassim University	Saudi Arabia	35.8	23.1	48.3	22.0	81.5	38.2-43.2
	601-800	Qazvin University of Medical Sciences	Iran	39.1	12.1	72.9	21.0	28.0	38.2-43.2
	601-800	Qingdao University	China	17.4	18.6	84.0	58.0	23.9	38.2-43.2
	801-1,000	Rochester Institute of Technology	United States	23.0	20.8	66.4	61.3	47.7	38.2-43.2
	501-600	Rovira i Virgili University	Spain	28.2	25.2	66.0	54.1	59.8	38.2-43.2
	601-800	RUDN University	Russian Federation	37.6	26.7	43.1	29.1	69.9	38.2-43.2
	501-600	Sciences Po	France	28.3	26.5	62.7	18.5	85.5	38.2-43.2
	601-800	Shahid Beheshti University of Medical Sciences	Iran	46.2	21.9	50.1	69.8	28.9	38.2-43.2
	601-800	South China Normal University	China	24.6	23.1	65.4	69.0	37.8	38.2-43.2
	601-800	SRUC (Scotland's Rural College)	United Kingdom	25.8	13.7	79.0	28.1	63.9	38.2-43.2
	NR	Sukkur IBA University	Pakistan	18.8	26.0	80.7	20.1	49.4	38.2-43.2
	601-800	Sultan Qaboos University	Oman	29.4	20.4	64.7	39.0	73.7	38.2-43.2
	601-800	SUNY Binghamton University	United States	33.4	24.8	56.8	62.5	40.6	38.2-43.2
	1,001-1,200	Symbiosis International University	India	31.7	14.2	76.6	20.7	47.6	38.2-43.2
	501-600	Tabriz University of Medical Sciences	Iran	40.9	15.3	70.2	37.0	34.9	38.2-43.2
	501-600	Taif University	Saudi Arabia	15.7	16.0	80.0	21.2	76.5	38.2-43.2
	601-800	Tallinn University of Technology	Estonia	28.3	20.2	63.3	58.9	69.0	38.2-43.2
	NR	Tashkent Institute of Irrigation and Agricultural Mechanisation	Uzbekistan	33.4	12.8	81.3	48.8	39.9	38.2-43.2
	601-800	Tecnológico de Monterrey	Mexico	23.3	23.4	61.0	62.5	66.3	38.2-43.2
	601-800	Texas Tech University	United States	30.1	21.2	56.4	60.8	58.2	38.2-43.2
	601-800	Thapar Institute of Engineering and Technology	India	26.3	13.9	83.3	28.9	33.4	38.2-43.2
	601-800	The Catholic University of America	United States	44.6	20.3	42.7	66.0	49.6	38.2-43.2
	601-800	The Catholic University of Korea	South Korea	31.7	39.2	48.3	87.8	39.5	38.2-43.2
	601-800	The University of Aizu	Japan	29.8	13.4	68.1	57.0	82.8	38.2-43.2
	601-800	The University of Jordan	Jordan	30.4	15.1	62.8	35.4	71.3	38.2-43.2
	501-600	The University of Texas at San Antonio	United States	22.4	24.4	76.6	60.1	41.9	38.2-43.2
	601-800	Ton Duc Thang University	Vietnam	14.9	14.5	89.0	26.1	60.9	38.2-43.2
	601-800	Toronto Metropolitan University	Canada	19.5	31.4	59.9	67.7	63.3	38.2-43.2
	NR	UEES, Espiritu Santo University	Ecuador	36.8	14.9	58.3	37.7	92.0	38.2-43.2
	501-600	UIT The Arctic University of Norway	Norway	27.9	23.0	66.9	48.7	65.7	38.2-43.2
	601-800	Ulster University	United Kingdom	21.7	22.4	63.2	52.7	84.9	38.2-43.2
	601-800	Universidade Federal do Rio Grande do Sul	Brazil	36.7	24.1	53.3	56.1	34.8	38.2-43.2
	601-800	Universitat Politècnica de Catalunya	Spain	33.4	20.8	58.0	74.7	61.3	38.2-43.2
	501-600	Université Côte d'Azur	France	27.2	22.6	64.1	64.4	80.3	38.2-43.2
	601-800	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia	33.8	21.3	63.4	44.3	57.1	38.2-43.2
	601-800	Universiti Pendidikan Sultan Idris	Malaysia	36.6	26.4	50.4	53.4	75.9	38.2-43.2
	501-600	Universiti Putra Malaysia	Malaysia	36.1	28.8	51.5	51.0	79.0	38.2-43.2
	601-800	Universiti Tenaga Nasional (UNITEN)	Malaysia	25.6	17.5	64.1	75.6	64.2	38.2-43.2
	501-600	University of Alaska Fairbanks	United States	34.0	31.0	55.3	51.9	70.3	38.2-43.2
	601-800	University of Aveiro	Portugal	29.2	30.1	54.9	52.6	47.7	38.2-43.2
	601-800	University of Bari Aldo Moro	Italy	19.8	25.7	74.4	61.7	37.5	38.2-43.2
	601-800	University of Beira Interior	Portugal	21.2	22.9	67.3	42.0	52.2	38.2-43.2
	801-1,000	University of Brighton	United Kingdom	19.2	19.4	66.4	64.1	86.8	38.2-43.2
	NR	University of Cagliari	Italy	33.1	22.6	67.0	62.1	41.0	38.2-43.2
	501-600	University of Calabria	Italy	36.5	20.3	64.9	55.6	42.2	38.2-43.2

Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601-800	501-600	University of Crete	Greece	20.0	25.4	70.5	64.0	46.1	38.2-43.2
(cont)	501-600	University of Denver	United States	37.7	24.7	64.3	55.5	39.8	38.2-43.2
	601-800	University of Derby	United Kingdom	19.1	13.8	73.0	30.3	78.3	38.2-43.2
	601-800	University of Engineering and Technology, Taxila	Pakistan	21.4	14.4	83.5	24.2	47.7	38.2-43.2
	501-600	University of Granada	Spain	28.8	26.4	62.2	55.2	55.1	38.2-43.2
	601-800	University of Haifa	Israel	26.7	29.3	66.9	58.4	34.4	38.2-43.2
	601-800	University of Hai'l	Saudi Arabia	22.2	11.5	73.2	24.3	77.4	38.2-43.2
	601-800	University of Hertfordshire	United Kingdom	18.6	13.2	72.0	41.7	92.7	38.2-43.2
	601-800	University of Insubria	Italy	18.4	23.1	80.7	46.9	40.8	38.2-43.2
	601-800	University of Kaiserslautern	Germany	34.9	30.3	55.3	83.0	51.8	38.2-43.2
	501-600	University of L'Aquila	Italy	33.4	23.6	66.1	77.8	38.3	38.2-43.2
	601-800	University of Lille	France	31.8	24.0	57.4	65.5	67.7	38.2-43.2
	501-600	University of Lincoln	United Kingdom	20.2	18.7	75.9	31.5	83.4	38.2-43.2
	601-800	University of Lorraine	France	27.8	20.1	57.4	67.7	70.8	38.2-43.2
	801-1,000	University of Malakand	Pakistan	26.4	12.7	(4.1	31.1	50.0	38.2-43.2
	601-800	University of Maryland, Baltimore County	United States	28.0	25.1	61.1	66.3	55.9	38.2-43.2
	601-800	University of Mano	Portugal	27.6	32.7	57.6	81.5	49.6	38.2-43.2
	501-600	University of Mons	Beigium	25.8	31.4	59.5	64.2	73.0	38.2-43.2
	601 900	University of New Prupewiek UNP	Conodo	28.3	20.7	61.0	51.1	30.8	38.2-43.2
	601 200	University of North Carolina at Charlotto	United States	22.1	23.0	70.2	62.2	20.0	20 2 12 2
	601-800		Italy	23.3	21.4	64.7	02.3 51.3	36.6	30.2-43.2
	601-800	University of Parma	Italy	20.4	23.0	73.8	66.0	30.0	38.2-43.2
	501-600	University of Pretoria	South Africa	20.4	34.3	56.4	64.1	61.7	38 2-43 2
	801-1 000	University of Rennes 1	France	33.1	20.4	53.2	71 4	62.5	38 2-43 2
	601-800	University of Nantiago de Compostela	Spain	30.2	20.4	58.7	44.9	48.1	38.2-43.2
	601-800	University of Sassari	Italy	32.5	26.2	63.9	48.6	41.1	38.2-43.2
	601-800	University of Stavanger	Norway	25.4	16.4	71.6	30.4	75.4	38.2-43.2
	501-600	University of Tabriz	Iran	27.9	21.4	75.7	44.9	45.0	38.2-43.2
	601-800	University of Texas at Arlington	United States	25.4	23.4	64.8	64.8	56.7	38.2-43.2
	601-800	University of the Basque Country	Spain	27.8	23.9	66.3	60.2	45.2	38.2-43.2
	501-600	University of the Sunshine Coast	Australia	21.0	28.2	70.7	56.9	69.1	38.2-43.2
	601-800	University of the Western Cape	South Africa	23.8	24.8	63.9	23.6	65.1	38.2-43.2
	501-600	University of the West of England	United Kingdom	18.7	15.1	80.2	55.0	81.9	38.2-43.2
	601-800	University of the West of Scotland	United Kingdom	24.0	16.1	69.0	66.0	89.6	38.2-43.2
	601-800	University of Toledo	United States	36.4	17.5	53.3	62.6	56.8	38.2-43.2
	601-800	University of Tuscia	Italy	23.1	23.7	66.3	53.7	43.8	38.2-43.2
	601-800	University of Udine	Italy	28.9	20.5	68.3	57.8	41.5	38.2-43.2
	601-800	University of Warsaw	Poland	34.8	31.6	53.6	36.4	46.1	38.2-43.2
	601-800	University of Wyoming	United States	35.1	19.4	59.3	53.0	38.6	38.2-43.2
	601-800	Urmia University of Medical Sciences	Iran	42.5	11.5	67.6	20.2	27.7	38.2-43.2
	601-800	VIT University	India	28.4	15.1	69.4	36.0	43.9	38.2-43.2
	801-1,000	Wenzhou University	China	16.2	15.8	83.3	37.6	37.1	38.2-43.2
	601-800	William & Mary	United States	40.5	21.9	56.6	43.8	38.0	38.2-43.2
	601-800	Worcester Polytechnic Institute	United States	30.0	22.5	62.9	66.0	57.2	38.2-43.2
	601-800	Xi'an Jiaotong-Liverpool University	China	19.8	16.3	69.8	38.8	76.2	38.2-43.2
	601-800	Xidian University	China Courth 1/	27.5	25.5	63.6	92.6	25.7	38.2-43.2
	601-800	The instance of the instance o	South Korea	24.3	21.2	73.8	56.9	62.9	38.2-43.2
	601-800	Znejiang Normal University	China	20.4	20.2	/8.9	59.4	34.7	38.2-43.2
	NR	Znejrang University of Technology	Unina	21.4	23.1	65.3	85.8	30.5	38.2-43.2



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Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801-1,000	601-800	Abdul Wali Khan University Mardan	Pakistan	18.8	12.7	81.2	21.8	49.4	34.5-38.1
	601-800	Alagappa University	India	36.0	14.0	62.3	29.7	43.9	34.5-38.1
	NR	Al al-Bayt University	Jordan	12.6	11.3	76.4	17.1	51.9	34.5-38.1
	801-1,000	Al-Azhar University	Egypt	19.9	11.5	69.7	22.0	57.2	34.5-38.1
	601-800	Amedeo Avogadro University of Eastern Piedmont	Italy	13.3	23.4	71.6	51.2	49.5	34.5-38.1
	801-1,000	Arak University of Medical Sciences	Iran	34.5	11.5	69.0	24.1	23.3	34.5-38.1
	801-1,000	Aristotle University of Thessaloniki	Greece	21.3	19.3	64.6	60.6	36.8	34.5-38.1
	801-1,000	Arts et Métiers	France	31.0	20.1	38.4	75.9	68.2	34.5-38.1
	801-1,000	Bahçeşehir University	Turkey	18.3	23.2	59.1	35.0	62.1	34.5-38.1
	NR	Bangabandhu Sheikh Mujibur Rahman Agricultural University	Bangladesh	24.6	9.1	77.3	16.7	51.8	34.5-38.1
	601-800	Bharathiar University	India	37.3	25.4	49.7	43.2	31.6	34.5-38.1
	NR	Birjand University of Medical Sciences	Iran	34.4	12.3	64.6	18.3	34.9	34.5-38.1
	601-800	Birmingham City University	United Kingdom	18.3	12.1	66.6	23.3	84.9	34.5-38.1
	801-1,000	Bucharest University of Economic Studies	Romania	18.9	11.6	79.6	18.6	29.8	34.5-38.1
	801-1,000	Cairo University	Egypt	26.9	19.7	59.9	42.5	47.3	34.5-38.1
	601-800	Cankaya University	Turkey	13.7	15.4	82.9	19.5	52.3	34.5-38.1
	801-1,000	Carlos III University of Madrid	Spain	30.8	21.6	43.7	65.0	62.9	34.5-38.1
	801-1,000	Catholic University of Portugal	Portugal	18.0	21.0	59.3	32.0	56.7	34.5-38.1
	801-1,000	Changsha University of Science and Technology	China	15.8	14.7	70.1	66.8	26.0	34.5-38.1
	801-1,000	Charles Sturt University	Australia	18.3	18.2	63.1	52.1	60.1	34.5-38.1
	801-1,000	Chengdu University	China	18.6	13.4	76.9	32.8	28.0	34.5-38.1
	1,001-1,200	China Pharmaceutical University	China	26.2	20.0	54.1	82.3	21.5	34.5-38.1
	801-1,000	China University of Petroleum (East China)	China	23.1	24.4	60.3	84.1	23.0	34.5-38.1
	801-1,000	Chonnam National University	South Korea	32.2	28.8	45.2	64.2	31.4	34.5-38.1
	801-1,000	Covenant University	Nigeria	23.1	25.0	51.0	53.9	47.2	34.5-38.1
	801-1,000	CY Cergy Paris University	France	25.3	25.0	46.2	57.7	91.8	34.5-38.1
	801-1,000	Czech University of Life Sciences Prague (CZU)	Czechia	21.8	16.8	60.0	48.6	78.8	34.5-38.1
	NR	Daffodil International University (DIU)	Bangladesh	12.1	11.5	82.6	18.9	65.2	34.5-38.1
	801-1,000	Delhi Technological University	India	23.2	20.7	67.8	32.5	20.0	34.5-38.1
	801-1,000	Eötvös Loránd University	Hungary	30.2	21.0	53.5	36.9	51.6	34.5-38.1
	NR	European University Cyprus	Cyprus	21.0	15.6	61.8	19.5	91.6	34.5-38.1
	801-1,000	Federal University of Minas Gerais	Brazil	40.9	21.5	40.3	49.5	32.4	34.5-38.1
	801-1,000	Ferdowsi University of Mashhad	Iran	29.4	26.9	49.9	47.1	35.4	34.5-38.1
	801-1,000	Florida Institute of Technology	United States	31.1	20.2	46.1	63.4	62.1	34.5-38.1
	601-800	Gabriele d'Annunzio University	Italy	17.0	20.2	66.3	55.2	39.0	34.5-38.1
	601-800	Glasgow Caledonian University	United Kingdom	18.5	13.7	63.9	47.4	79.4	34.5-38.1
	NR	Golestan University of Medical Sciences	Iran	38.3	10.8	63.0	22.1	30.3	34.5-38.1
	801-1,000	Guangzhou Medical University	China	24.7	11.0	72.9	37.9	26.8	34.5-38.1
	801-1,000	Guilan University of Medical Sciences	Iran	40.0	11.6	60.0	29.3	24.5	34.5-38.1
	601-800	Hacettepe University	Turkey	30.7	29.3	50.2	65.6	26.8	34.5-38.1
	NR	Hanoi Medical University	Vietnam	33.9	11.4	62.1	34.9	47.6	34.5-38.1
	801-1,000	Harbin Engineering University	China	26.8	31.5	47.3	91.9	23.8	34.5-38.1
	801-1,000	IIam University of Medical Sciences	Iran	32.9	12.0	66.7	19.2	25.0	34.5-38.1
	601-800	Imam Khomeini International University	Iran	30.8	18.6	62.7	22.3	34.1	34.5-38.1
	801-1,000	Indian Institute of Technology Gandhinagar	India	40.0	28.5	38.5	30.9	33.9	34.5-38.1
	601-800	Indian Institute of Technology Guwahati	India	35.6	26.1	50.6	52.7	30.9	34.5-38.1
	1,001-1,200	Indian Institute of Technology Ropar		38.8	20.0	47.5	32.9	24.4	34.5-38.1
	801-1,000	Inna University	South Korea	30.9	27.6	44.2	(1.5	39.2	34.5-38.1
	801-1,000	institute of chemical lechnology	India	34.3	22.7	53.8	63.0	17.9	34.5-38.1



Khalifa University Utilizes Its 12 Research Centers and 400 Researchers to Find Innovative Solutions to Global Challenges



Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801-1,000	801-1,000	International Islamic University, Islamabad	Pakistan	20.2	11.4	77.3	20.3	58.6	34.5-38.1
(cont)	801-1,000	Isfahan University of Medical Sciences	Iran	46.8	15.0	44.3	31.8	25.4	34.5-38.1
	601-800	ITMO University	Russian Federation	32.4	32.8	34.8	81.1	63.3	34.5-38.1
	801-1,000	Jahangirnagar University	Bangladesh	25.4	9.7	75.4	19.3	49.5	34.5-38.1
	601-800	Jamia Hamdard University	India	23.3	14.1	73.1	38.8	42.5	34.5-38.1
	NR	Jashore University of Science and Technology	Bangladesh	15.4	10.4	75.8	18.8	47.8	34.5-38.1
	801-1,000	Jaume I University	Spain	25.4	22.0	53.0	47.5	45.9	34.5-38.1
	801-1,000	Jawaharlal Nehru Technological University Anantapur (JNTUA)	India	30.0	17.3	72.0	20.5	19.8	34.5-38.1
	601-800	Jawaharlal Nehru University	India	42.8	23.7	47.1	38.5	23.7	34.5-38.1
	801-1,000	Jaypee University of Information Technology	India	19.2	17.8	70.1	26.8	25.6	34.5-38.1
	801-1,000	Jazan University	Saudi Arabia	21.7	11.0	70.3	19.5	76.7	34.5-38.1
	801-1,000	Jeonbuk National University	South Korea	30.7	27.8	44.9	67.2	34.5	34.5-38.1
	801-1,000	Jordan University of Science and Technology	Jordan	20.6	15.4	64.6	46.3	70.6	34.5-38.1
	601-800	Jouf University	Saudi Arabia	24.2	13.5	65.7	19.3	76.8	34.5-38.1
	801-1,000	JSS Academy of Higher Education and Research	India	39.0	10.8	50.2	25.1	53.5	34.5-38.1
	NR	Kadir Has University	Turkey	18.1	32.3	60.2	22.4	52.8	34.5-38.1
	801-1,000	Kalasalingam Academy of Research and Education	India	28.5	9.1	71.8	22.9	47.7	34.5-38.1
	801-1,000	Kaohsiung Medical University	Taiwan	27.1	27.7	44.6	83.0	30.9	34.5-38.1
	801-1,000	Kazan Federal University	Russian Federation	46.2	22.3	29.2	47.0	69.1	34.5-38.1
	1,001-1,200	Kerman University of Medical Sciences	Iran	41.8	14.8	57.1	20.0	25.2	34.5-38.1
	NR	Khwaja Fareed University of Engineering and Information Technology	Pakistan	12.0	11.9	75.7	36.9	51.3	34.5-38.1
	801-1,000	King Mongkut's University of Technology Thonburi	Thailand	22.5	23.6	58.0	75.2	43.7	34.5-38.1
	601-800	King Saud bin Abdulaziz University for Health Sciences	Saudi Arabia	42.7	19.5	41.5	45.8	60.6	34.5-38.1
	801-1,000	Kingston University	United Kingdom	20.0	15.5	53.1	48.4	91.0	34.5-38.1
	1201-1500	KL University	India	24.9	14.0	77.2	18.3	23.8	34.5-38.1
	801-1,000	K.N. Toosi University of Technology	Iran	22.0	21.0	61.1	45.1	36.3	34.5-38.1
	801-1,000	Lahore University of Management Sciences	Pakistan	25.7	19.7	60.6	38.1	52.1	34.5-38.1
	801-1,000	Leeds Beckett University	United Kingdom	17.8	15.5	66.1	47.8	71.8	34.5-38.1
	801-1,000	Lithuanian University of Health Sciences	Lithuania	28.9	13.3	59.9	27.0	56.3	34.5-38.1
	NR	Management & Science University (MSU)	Malaysia	29.9	11.5	50.8	19.5	88.3	34.5-38.1
	601-800	Manipal Academy of Higher Education	India	42.6	17.0	47.8	50.1	51.0	34.5-38.1
	601-800	Mashhad University of Medical Sciences	Iran	33.8	15.3	61.9	34.1	30.4	34.5-38.1
	801-1,000	Medical University of Lodz	Poland	29.0	11.3	65.1	43.0	32.0	34.5-38.1
	1,001-1,200	Montanuniversität Leoben	Austria	36.4	22.8	37.9	79.9	76.9	34.5-38.1
	1,001-1,200	Najran University	Saudi Arabia	14.0	11.1	71.0	17.5	76.5	34.5-38.1
	801-1,000	Nanjing Medical University	China	36.8	15.7	59.5	46.7	24.8	34.5-38.1
	801-1,000	Nanjing Normal University	China	25.0	16.6	69.5	62.6	28.1	34.5-38.1
	801-1,000	Nanjing University of Information Science and Technology	China	18.7	18.7	67.8	53.2	39.8	34.5-38.1
	801-1,000	National Autonomous University of Mexico	Mexico	28.4	29.8	35.6	63.0	59.8	34.5-38.1
	601-800	National Institute of Technology Rourkela	India	29.6	21.0	63.6	55.2	21.9	34.5-38.1
	601-800	National Institute of Technology Silchar	India	33.9	17.3	64.8	20.6	20.9	34.5-38.1
	801-1,000	National Institute of Technology, Tiruchirappalli	India	31.3	17.2	58.6	34.0	21.6	34.5-38.1
	601-800	National Technical University of Athens	Greece	30.3	23.5	55.1	54.4	35.4	34.5-38.1
	NR	National Veterinary School of Alfort (EnvA)	France	44.3	11.8	44.3	46.4	55.7	34.5-38.1
	801-1,000	New Mexico State University (Main campus)	United States	27.4	23.2	58.0	56.0	44.8	34.5-38.1
	801-1,000	North China Electric Power University	China	22.1	28.1	53.8	89.0	22.2	34.5-38.1
	NR	Northeast Agricultural University	China	18.6	13.1	81.4	37.8	18.3	34.5-38.1

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World University Rankings 2024

Times Higher Education
Impact Rankings 2024

Ranked 11th in Thailand SDG 3 : Good Health and Wellbeing

Suan Nantanakan (Recreation Park) at Burapha University is essential for creating a vibrant green space for the community, ensuring that everyone has access to fresh, invigorating air for a healthier environment.

Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801-1,000	801-1,000	Northeast Normal University	China	28.8	16.5	62.0	49.7	31.5	34.5-38.1
(cont)	601-800	Northern Illinois University	United States	29.7	17.2	56.8	51.0	62.4	34.5-38.1
	801-1,000	North South University	Bangladesh	14.8	10.7	80.3	24.3	45.9	34.5-38.1
	601-800	North-West University	South Africa	21.2	19.9	64.9	48.3	57.5	34.5-38.1
	601-800	Norwegian University of Life Sciences	Norway	30.8	15.1	59.7	39.0	68.6	34.5-38.1
	601-800	Novosibirsk State University	Russian Federation	39.5	33.7	26.8	43.0	50.7	34.5-38.1
	801-1,000	Okayama University	Japan	35.7	22.7	38.5	87.2	37.7	34.5-38.1
	601-800	Old Dominion University	United States	26.0	20.4	56.6	59.3	37.5	34.5-38.1
	601-800	Ontario Tech University	Canada	17.7	25.0	61.4	53.6	64.0	34.5-38.1
	801-1,000	Ozyegin University	Turkey	19.2	24.6	49.9	68.4	59.2	34.5-38.1
	801-1,000	Pablo de Olavide University	Spain	23.6	18.3	59.0	52.2	52.0	34.5-38.1
	801-1,000	Panthéon-Sorbonne University – Paris 1	France	34.0	33.8	37.1	34.1	66.4	34.5-38.1
	1,001-1,200	PMAS Arid Agriculture University Rawalpindi	Pakistan	27.8	12.5	61.8	23.6	48.3	34.5-38.1
	801-1,000	Portland State University	United States	20.7	24.6	58.2	53.2	34.9	34.5-38.1
	801-1,000	Reichman University	Israel	13.6	18.0	63.3	41.6	61.6	34.5-38.1
	601-800	Reykjavík University	Iceland	17.1	25.0	62.8	29.7	61.5	34.5-38.1
	801-1,000	Robert Gordon University	United Kingdom	17.2	13.4	61.4	38.0	88.3	34.5-38.1
	801-1,000	Savitribai Phule Pune University	India	41.5	8.7	60.3	29.9	24.6	34.5-38.1
	NR	Shahid Beheshti University	Iran	31.0	25.1	47.3	57.5	29.0	34.5-38.1
	801-1,000	Shahrekord University of Medical Sciences	Iran	32.0	10.9	66.7	19.3	22.1	34.5-38.1
	801-1,000	Sheffield Hallam University	United Kingdom	18.9	14.0	62.0	33.7	72.0	34.5-38.1
	801-1,000	Shiraz University	Iran	26.4	24.6	53.8	62.3	31.4	34.5-38.1
	801-1,000	Shiraz University of Medical Sciences	Iran	46.1	14.2	55.2	31.4	24.8	34.5-38.1
	801-1,000	Shri Mata Vaishno Devi University	India	23.6	17.7	71.8	21.1	24.5	34.5-38.1
	801-1,000	Siksha 'O' Anusandhan	India	44.5	18.8	46.5	47.0	21.2	34.5-38.1
	801-1,000	Sogang University	South Korea	29.4	32.1	39.2	73.6	42.5	34.5-38.1
	NR	Southern Illinois University Carbondale	United States	37.1	23.6	43.3	76.7	40.7	34.5-38.1
	NR	Southwest Jiaotong University	China	26.4	22.8	57.5	87.3	22.0	34.5-38.1
	601-800	Sumy State University	Ukraine	17.9	15.5	69.8	22.4	57.8	34.5-38.1
	1,001-1,200	Teesside University	United Kingdom	19.0	14.2	68.8	28.2	86.9	34.5-38.1
	1,001-1,200	The Islamia University of Bahawalpur	Pakistan	18.0	12.4	75.7	20.7	48.6	34.5-38.1
	601-800	The Open University	United Kingdom	17.0	15.2	67.5	48.4	63.3	34.5-38.1
	601-800	The University of Alabama	United States	27.1	22.1	61.3	46.1	38.9	34.5-38.1
	801-1,000	Tokyo Medical University	Japan	35.3	17.0	53.1	69.5	21.2	34.5-38.1
	801-1,000	Tomsk Polytechnic University	Russian Federation	42.5	26.0	32.3	61.3	72.1	34.5-38.1
	601-800	Universidade Estadual Paulista (Unesp)	Brazil	41.6	32.9	36.8	48.3	38.8	34.5-38.1
	801-1,000	Universidade Federal de São Paulo (UNIFESP)	Brazil	32.4	23.3	44.6	55.0	35.4	34.5-38.1
	801-1,000	Universitat Internacional de Catalunya	Spain	22.6	16.5	57.1	23.9	69.5	34.5-38.1
	601-800	Universitat Ramon Llull	Spain	19.8	17.2	65.5	34.1	75.9	34.5-38.1
	801-1,000	Université de Bretagne Occidentale	France	26.4	19.4	52.1	45.3	62.1	34.5-38.1
	NR	Universiti Teknologi Brunei	Brunei Darussalam	28.5	13.4	62.0	25.2	73.1	34.5-38.1
	801-1,000	University of Alcalá	Spain	27.5	17.0	53.6	43.3	58.5	34.5-38.1
	801-1,000	University of Camerino (Unicam)	Italy	18.9	18.3	58.3	56.8	52.5	34.5-38.1
	601-800	University of Campania Luigi Vanvitelli	Italy	24.3	10.0	75.5	47.0	30.6	34.5-38.1
	601-800	University of Cape Coast	Ghana	17.7	21.6	67.3	37.0	45.7	34.5-38.1
	801-1,000	University of Castilla-La Mancha	Spain	24.0	18.5	55.7	55.0	44.5	34.5-38.1
	1,001-1,200	University of Central Lancashire	United Kingdom	19.1	13.7	57.3	37.3	83.3	34.5-38.1
	NR	University of Central Punjab	Pakistan	13.4	10.5	78.4	19.2	49.0	34.5-38.1
	801-1,000	University of Clermont Auvergne	France	20.9	18.4	52.1	59.7	67.8	34.5-38.1
	601-800	University of Córdoba	Spain	25.9	20.4	62.1	43.3	52.3	34.5-38.1

Rank 2025	Rank 2024	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801-1,000	601-800	University of Debrecen	Hungary	42.2	19.9	40.9	48.8	60.0	34.5-38.1
(cont)	801-1,000	University of Delhi	India	41.2	27.5	43.2	53.2	23.8	34.5-38.1
	1,001-1,200	University of Engineering and Technology, Peshawar	Pakistan	28.5	12.0	63.4	26.3	49.6	34.5-38.1
	601-800	University of Foggia	Italy	15.9	25.8	64.0	35.7	30.8	34.5-38.1
	801-1,000	University of Girona	Spain	22.1	24.0	53.4	50.4	56.8	34.5-38.1
	1,001-1,200	University of Gujrat	Pakistan	13.6	12.9	78.5	23.0	46.9	34.5-38.1
	801-1,000	University of Indonesia	Indonesia	45.6	23.9	33.3	59.0	64.2	34.5-38.1
	801-1,000	University of Jaén	Spain	20.9	20.8	69.6	36.6	45.8	34.5-38.1
	601-800	University of Kashan	Iran	28.2	17.8	67.7	28.0	33.2	34.5-38.1
	801-1,000	University of Lahore	Pakistan	19.1	11.3	76.9	19.5	54.2	34.5-38.1
	801-1,000	University of Ljubljana	Slovenia	25.9	21.5	54.9	68.5	42.3	34.5-38.1
	801-1,000	University of Lleida	Spain	21.1	22.9	62.5	59.3	45.4	34.5-38.1
	801-1,000	University of Malta	Malta	23.9	17.3	61.0	33.3	57.8	34.5-38.1
	801-1,000	University of Management and Technology	Pakistan	16.6	10.7	82.2	26.3	51.3	34.5-38.1
	801-1,000	University of Medicine and Pharmacy Carol Davila	Romania	26.3	11.6	67.6	28.1	37.6	34.5-38.1
	801-1,000	University of Memphis	United States	30.7	19.5	50.2	62.0	37.1	34.5-38.1
	601-800	University of Namur	Belgium	22.3	27.1	52.7	60.8	70.7	34.5-38.1
	NR	University of Nova Gorica	Slovenia	29.4	17.4	43.2	27.4	92.0	34.5-38.1
	801-1,000	University of Regina	Canada	18.6	20.4	66.5	37.6	70.1	34.5-38.1
	601-800	University of Rhode Island	United States	27.8	21.5	58.1	51.6	52.6	34.5-38.1
	801-1,000	University of Roehampton	United Kingdom	22.1	21.8	55.9	29.3	86.5	34.5-38.1
	601-800	University of Rome III	Italy	25.5	26.5	54.8	58.1	42.7	34.5-38.1
	801-1,000	University of Salamanca	Spain	31.4	23.1	48.8	44.2	55.3	34.5-38.1
	601-800	University of Salento	Italy	26.0	20.7	59.0	49.1	34.3	34.5-38.1
	801-1,000	University of Salford	United Kingdom	19.7	15.3	62.5	53.7	84.2	34.5-38.1
	601-800	University of Sannio	Italy	27.2	15.4	60.9	44.3	29.3	34.5-38.1
	NK	University of Savole Mont Blanc	France	16.8	19.8	60.5	53.5	61.2	34.5-38.1
	801-1,000	University of Seville	South Korea	31.3	29.2	40.9	45.9	38.0	34.5-38.1
	801-1,000	University of Sevine	Spain Saudi Arabia	23.3	20.7	0.CC	0.00	40.9	34.3-38.1
	801-1,000	University of Tayas at El Dasa	Sauur Arabia	22.4	20.4	09.0	20.8	10.2	34.3-38.1 24 5 20 1
	001-1,000	University of the Peleerie Jelande	Spain	20.0	30.4 16.4	44.0 56.6	39.0	40.0	34.3-30.1 24 E 20 1
	801-1,000	University of the Punish	Dakistan	20.2	10.4	50.0 63.5	41.2 26.6	01.0 / Q /	34.0-30.1
	1 001-1 200	University of the South Pacific	Fiii	15.0	17.2	62.2	20.0	76.4	34.5-38.1
	801-1.000	University of Tunis El Manar	Tunicia	10.0	25.4	20.2	66 5	5/10	3/ 5-38 1
	801-1,000	University of Veterinary and Animal Sciences Labore	Pakistan	21.3	16.3	68.0	46.1	53.6	34.5-38.1
	801-1,000	University of Vic - Central University of Catalonia	Snain	21.3	13.4	73.3	21.1	59.7	34 5-38 1
	801-1.000	University of Vian	Spain	21.0	19.4	60.0	57.7	49.0	34 5-38 1
	801-1.000	University of Westminster	United Kingdom	18.7	16.8	58.5	46.8	88.1	34 5-38 1
	601-800	University of Wolverhampton	United Kingdom	19.2	14.9	60.2	48.1	80.3	34 5-38 1
	801-1.000	Urmia University	Iran	29.8	22.6	59.8	37.4	43.0	34.5-38.1
	1.001-1.200	Wakayama Medical University	Japan	34.7	12.9	58.1	61.8	19.8	34.5-38.1
	801-1.000	Waseda University	Japan	33.8	27.1	42.7	66.4	54.3	34.5-38.1
	801-1.000	Wenzhou Medical University	China	18.2	15.5	70.5	46.9	39.7	34.5-38.1
	NR	Wilfrid Laurier University	Canada	15.6	20.2	55.2	61.4	67.2	34.5-38.1
	801-1,000	Yıldız Technical University	Turkey	28.0	28.2	47.4	67.5	39.8	34.5-38.1
	1201-1500	Yuan Ze University	Taiwan	19.8	26.2	46.8	79.5	53.5	34.5-38.1
	NR	Zahedan University of Medical Sciences	Iran	41.0	11.1	61.7	18.8	23.2	34.5-38.1
	801-1,000	Zhejiang Gongshang University	China	21.0	13.2	69.4	39.8	38.5	34.5-38.1
		No	tes: NR = not ranked. For t	he full list of	2,092 ranked	d institutions	and 765 rep	orters, visit w	ww.thewur.com

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Global hotspots

After two years of falling participation, China rebounded in the *Times Higher Education* World University Rankings this year, and its institutions recorded some of the biggest positional advances. The 2025 edition once again has the most representation from the US, which has 174 institutions (8 per cent of the global total of 2,092), followed by Japan, with 119 (6 per cent), as shown in the above chart.

Close behind are the UK and India, which each have 107 representatives (5 per cent), a tie that would have seemed remarkable just a few years ago. While the UK's total has held fairly steady since 2021, the number of Indian providers included has risen rapidly in the past two years – shooting up from just 75 in 2023. Turkish participation



-50 -40 -30 -20 -10 0 10 20 30

has also grown quickly, up from only 43 in 2021 to 91 in 2025 and closing in on China. After two years of decreasing participation, the number of Chinese providers surged back up to 94. Some of the other most-represented countries are Iran (81), the Russian Federation (81), Brazil (61), Italy (55) and Spain (55).

Examining the changing ranks of individual institutions shows how the fortunes of these countries have shifted in the past year – with only one recording a net positive score (see map).

Of China's 94 institutions, 26 improved their positions on 2024 and six slipped in the rankings – giving the country a net change of +20: an improvement rate of 21 per cent. This gives China the second-highest improvement rate of all <u>nations in</u> the rankings with at least 10 institutions, behind only Sweden (which saw seven universities improve and three drop down, for an improvement rate of 31 per cent).

India (-7 per cent

improvement rate) and the US (-6 per cent) narrowly miss out on a positive score, but others fare much worse – particularly the Russian Federation (-17 per cent).

Patrick Jack



Enriching Chengdu's Vision, Empowering Global Competence









The campus covers an area of over 2,582 mu.



There are 21 first-class undergraduate programs recognized by Ministry of Education of the People's Republic of China.



5 disciplines are ranked in the top 1% of the ESI Global Rankings



Signed MOUs with 197 universities or institutions from 43 countries and regions.





Launched 4 Sino-foreign cooperative education projects.

The 5 disciplines that are ranked in the top 1% of the ESI Global Rankings:





Sciences

Chemistry



Materials Science Clinical Medicine

Founded in 1978, Chengdu University (CDU) is a prominent institution located in the national central city of Chengdu. As a key university in Sichuan Province and Chengdu City, CDU hosts the Athletes' Village for the 31st FISU Summer World University Games Chengdu 2021. CDU offers bachelor's, master's, and postdoctoral programs across ten disciplines, with notable strengths in engineering, agricultural science, and chemistry. The university boasts a comprehensive affiliated hospital with over a century of history. Ranked among the Top 10 young universities in mainland China by THE, CDU emphasizes high-quality talent cultivation, advanced scientific research, and significant local and global collaborations.

Pillars of strength

US institutions top two of the five pillars in the World University Rankings (teaching and research quality), but the country clearly has room to improve in one key area.

No elite US university finishes in the top 50 for the international outlook pillar, a category that is dominated by the United Arab Emirates at the top and the UK lower down. With Ajman University, Al Ain University and the University of Sharjah, the Gulf nation claims three of the top four spots – while UK institutions occupy 32 of the top 50.

The Massachusetts Institute of Technology ranks first for teaching and research quality, and US universities make up 23 of the top 50 in both pillars. Chinese universities fare well in the teaching and research environment pillars, with Tsinghua University and Peking University finishing in the top 10 for both.

In the research environment pillar, the UK's University of Oxford claims top spot. The industry pillar has a much more democratic result – with 34 institutions from 12 countries all achieving a perfect score and being ranked in a tie for first place. **Patrick Jack**

TOP 50 UNIVERSITIES IN EACH PILLAR



TEACHING



RESEARCH ENVIRONMENT

Unive	rsity of Oxf	ord		
Harva	rd Universi	ty		
Unive	rsity of Can	nbridge		
Unive	rsity of Cal	ifornia, Berk	eley	
Tsingh	ua Univers	sity		
Prince	ton Univer	sity		
Pekin	g University	v		
Califo	rnia Institu	, ite of Techno	logy	
Stanfo	ord Univers	itv		
ETH Z	urich	·		
Massa	achusetts I	nstitute of T	echnology	
Yale II	niversity			
Imner	ial College	London		
The II	niversity of	Tokyo		
Natio	al Univers	ity of Singar	ore	
Univo	reity of Tor	nty of Sillgar	JUIE	
	roity of Col	ifornio Los	Angoleo	
Univer	Use Line H	nonna, Los i	Angeles	
Johns	HOPKINS U	niversity		
Corne	II Universit	y l		
Univer	rsity of Pen	insylvania		
The U	niversity of	Chicago		
Colum	ibia Univer	sity		
Unive	rsity of Mic	higan-Ann A	rbor	
UCL				
Techn	ical Univer	sity of Munio	ch	
Carne	gie Mellon	University	_	
Kyoto	University			
Unive	rsity of Was	shington		
Unive	rsity of Illin	iois at Urb <mark>a</mark> r	a-Champaign	
Nanya	ing Technol	logical Unive	ersity, Singapor	e
Shang	ghai Jiao To	ng Universit	у	
Georg	ia Institute	<mark>e of Te</mark> chnolo	gy	
Unive	rsity of Ediı	nburgh		
New Y	ork Univers	sity		
Unive	rsity of Brit	<mark>ish C</mark> olumbi	а	
Zhejia	ng Univers	ity		
LMU N	Munich			
Unive	rsity of Texa	<mark>as a</mark> t Austin		
Fudan	University	,		
Delft	University o	of Technolog	у	
North	western Un	iversity		
Unive	rsity of Cal	<mark>ifor</mark> nia, San	Diego	
Duke	University			
Unive	rsity of Mel	lbourne		
KU Le	uven			
Lomo	nosov Mos	cow State U	niversity	
King's	College Lo	ondon		
Seoul	National L	niversity		
Paris	Sciences et	Lettres - PS	L Research Uni	versity Pa
École	Polytechni	que Eédéral	e de Lausanno	
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	10		30	100

Massachu	isetts In	stitute of Tec	hnology	
Stanford I	Universit	tv		_
Harvard U	niversit	-}		
Carnegie	Mellon L	Jniversity		
University	of Calif	ornia Berkel	ev	
Vita-Salut	e San R	affaele Unive	rsitv	
Princeton	Universi	itv	isity	_
University	of Oxfo	rd		
		ondon		
Humanita	e Univer	city		
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	of Care	bridge		
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	rsity of (040	
University	of Calif	ornia, San Di	ego	
California	Institut	e of lechnolo	gy	
Johns Hop	okins Un	iversity		
King's Col	lege Lor	ndon		
Australian	i Catholi	c University		
Queen Ma	ary Unive	ersity of Lond	on	
University	of Amst	terdam		
Columbia	Universi	ity		_
University	of Penn	isylvania		
Cornell Ur	niversity			
University	of Brist	ol		
Erasmus l	Jniversit	y Rotterdam		
University	of Calif	ornia, Santa	Barbara	
University	of Calif	ornia, Los An	geles	
Duke Univ	ersity			
Karolinska	a Institu	te		
University	of Hong	g Kong		
University	of Leice	ester		
University	of Glas	gow		
St George	's, Unive	ersity of Lond	on	
Vanderbil	t Univers	sity		
National L	Jniversit	y of Singapor	re la	
University	of Edinl	burgh		
University	of Mich	igan-Ann Arb	or	
Emory Uni	iversity			
Universitä	it Heidel	berg		
ETH Zuric	h			
University	of Birm	ingham		
Monash U	Iniversity	y		
University	of Exete	er		
University	of Tech	nology Sydne	у	
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INDUSTRY

California	a Institute a	of Technolog	şy	
Charité -	Universität	smedizin B	erlin	
City Univ	ersity of Ho	ng Kong		
Delft Univ	versity of Te	echnology		
Duke Uni	versity			
École Pol	ytechnique	Fédérale d	e Lausanne	
Eindhove	n University	/ of Technol	ogy	
Johns Ho	okins Unive	ersity		
Karlsruhe	Institute o	f Technolog	ív	
Korea Ad	vanced Inst	titute of Sci	ence and Techn	nlogy (KAIST)
KILLeuve	n			
Kyoto Uni	ii ivoreity			
	versity			
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Massach			inology	_
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National	Taiwan Univ	versity (NIL)	
National	University c	of Singapor	e	
Osaka Ur	liversity			
Pohang U	niversity of	Science a	nd Technology (F	POSTECH)
RWTH Aa	chen Unive	rsity		
Seoul Na	tional Unive	ersity		
Shanghai	Jiao Tong l	University		
Stanford	University			
Technical	University	of Munich		
The Hong	Kong Unive	ersity of Sc	ience and Techn	ology
The Unive	ersity of Tok	(yo		
Tohoku U	niversity			
Tokyo Ins	titute of Te	chnology		
Tsinghua	University			
University	y of Alberta			
University	y of Califorr	nia, San Die	ego	
Universit	y of Erlange	en-Nurembe	erg	
University	v of Freibur	g		
Zheijang	Universitv	0		
Beihang	University			
Ghent Un	iversity			
Harbin In	stitute of Te	echnology		
Kyung He	e Universit	v		
Nanyang	Tochnologi) cal Universi	ty Singapore	
National	Vang Ming	Chipo Turo	ty, Singapore	
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Peking U	inversity	of Demos	44	
Technical	University	of Darmsta	at	
University	y of Groning	gen		
University	y of Minnes	ota		
University	y of Stuttga	irt		
University	y of Würzbu	rg		
Xi'an Jiao	tong Unive	rsity		
Yonsei Ur	niversity (Se	eoul campu	s)	
Korea Un	iversity			
Lund Univ	versity			
National	Cheng Kung	g University	(NCKU)	
National	Tsing Hua L	Jniversity		
Technical	University	of Denmarl	(
TU Dresd	en			
Universit	y of <u>Tübinge</u>	en		
0	70	80	90	100

INTERNATIONAL OUTLOOK	
Ajman University	
City University of Hong Kong	
Al Ain University	
University of Sharjah	
Università della Svizzera italiana	
Brunel University London	
Imperial College London	
Queen's University Belfast	
Hong Kong Bantist University	
The Hong Kong University of Science and Technol	Ingv
Macau University of Science and Technology	1953
Queen Mary University of London	
Abu Dhabi University	
The Hong Kong Delytochnic University	
University of Greenwich	
Alfaisal University	
University of Aberdeen	
University of Hong Kong	
University of Oxford	
King's College London	
Maastricht University	
University of Cambridge	
Institut Polytechnique de Paris	
University of Surrey	
University of Southampton	
University of Edinburgh	
University of Macau	
University of Geneva	
Aston University	
Lancaster University	
University of Warwick	
University of Glasgow	
Edinburgh Napier University	
Durham University	
University of Leicester	
University of Liverpool	
University of Manchester	
University of Sussex	
Heriot-Watt University	
University of Portsmouth	
École Polytechnique Fédérale de Lausanne	
ETH Zurich	
University of Reading	
City, University of London	
Oatar University	
University of Basel	
University of Birmingham	
London South Bank University	
University of Evoter	
	10

SIKSHA 'O' ANUSANDHAN (SOA)

SOA MARCHING AHEAD WITH FOCUS ON QUALITY EDUCATION, HEALTHCARE AND RESEARCH

Siksha 'O' Anusandhan (SOA) is a centre of higher education in Bhubaneswar which has been churning out professionals in varied fields getting them ready for the requirements and new age challenges of different sectors.

A socially inclusive institution of higher education, SOA came into existence on July 17, 2007 when the education ministry conferred on it the status of a Deemed to be University under Section 3 of the UGC Act, 1956. It has since emerged as a centre of superlative professional education with its focus on research.

The core belief at SOA has been that a centre of higher learning must ignite the desire in the student to learn not to get employment, but illuminate the society with his or her knowledge and wisdom. The society's need today, SOA feels, is of more number of people with humanitarian values who can think for others pushing aside their own ambitions.

The multi-campus infrastructure of SOA is home to more than 17,000 students, including from 30 other countries, who have chosen the Deemed to be University to chart out a future for themselves.

SOA has ten institutions imparting education in varied subjects including Engineering and Technology, Medical Sciences, Dental Sciences, Management Sciences, Hospitality and Tourism Management, Nursing, Pharmaceutical Sciences, Legal Studies, Agricultural Sciences and Veterinary Sciences and Animal Husbandry.

The Institutes are:

- Institute of Technical Education and Research
- Institute of Medical Sciences & SUM Hospital, Kalinga Nagar, Bhubaneswar
- Institute of Medical Sciences & SUM Hospital, Phulnakhara, Bhubaneswar
- Institute of Business and Computer Studies
- Institute of Dental Sciences
- School of Pharmaceutical Sciences
- School of Hotel Management
- SUM Nursing College
- Institute of Agricultural Sciences
- SOA National Institute of Law
- Institute of Veterinary Science and Animal Husbandry

Just 17 years old, SOA has continuously figured in the list of top universities of the country as per the National Institutional Ranking Framework (NIRF) placings having found place in the top 20 institutions of higher education on all occasions since 2016 when the NIRF ranking was first introduced.

SOA was ranked 14th best University in the country by NIRF in 2024. The Institute of Technical Education and Research (ITER), its faculty of engineering and technology, which was the first institute to be set up by SOA, is ranked 26th in the country by NIRF in 2024 while the Institute of Medical Sciences and SUM Hospital, faculty of medical sciences, was ranked 21st in the country. The SOA National Institute of Law, faculty of legal studies, and Institute of Dental Sciences, faculty of dental sciences, both were ranked 9th nationally by NIRF. In the overall category, SOA ranked as the 24th best Institution in the country.

The National Assessment and Accreditation Council (NAAC), which has termed SOA as socially inclusive, had re-accredited it in 2022 with the highest grade of A++.

SOA offers 31 Under Graduate and 76 Post Graduate, 15 Post Master, Ph.D. and Post Doctoral programs in different disciplines.

SOA's focus being on research, it has set up 19 research centres which have been working in 27 identified thrust areas.



RANKINGS



The Centres include:

- Centre for Biotechnology (CBT)
- Centre of Excellence in Theoretical & Mathematical Sciences (EETMS)
- Centre for Genomics and Bio-Mechanical Sciences (CGBMS)
- Multi-Disciplinary Research Center (MDRC)
- Centre for Nano-sciences and Nano-technology (CNNT)
- Centre for Rural and Tribal Development (CRTD)
- Centre for Reproductive Health (CRH)
- Centre for Health Awareness (CHA)
- Centre for Infectious Diseases (CID)
- MEMS Design Centre (NPMASS)
- Bio-Fuels and Bio-Processing Research Centre (BBRC)
- Centre for Environment and Climate (CEC)
- Centre for Preservation, Propagation & Restoration of Ancient Cultural Heritage of India (PPRACHIN)
- Centre for Molecular Diagnostics and Research (CMDR)
- Centre for Industrial Biotechnology Research (CIBR)
- Centre for Quantum Science and Technology (CQST)
- Centre for Climate Smart Agriculture (CCSA)
- Centre for Sustainable Energy (CSE)
- Centre for Bio-Medical Engineering and Applications (CBMEA)

Besides, SOA has established two inter-disciplinary centres namely Centre for Climate Smart Agriculture and Centre for Bio-medical Engineering and Applications.

Some of the ongoing research work is supported by grants sanctioned by several external agencies including the Department of Science and Technology (DST), Department of Biotechnology (DBT), Defence Research and Development Organisation (DRDO), Science and Engineering Research Board (SERB), Life Science Research Board (LSRB) and Council for Scientific and Industrial Research (CSIR). Sixty laboratories have been established besides the research centres to develop the research ecosystem in the campus.

Researchers at SOA have developed simple economical and innovative pharmaceutical formulations to treat various chronic medical conditions for which the Deemed to be University has recently signed technology licensing agreement with the National Research Development Corporation (NRDC) of the Ministry of Science and Technology.



The Atal Innovation Mission (AIM) is a flagship initiative launched in 2016 by the Government of India under the aegis of NITI-Aayog to promote and create a culture of innovation and entrepreneurship across the country. As part of this mission, an Atal Incubation Centre (AIC) has been established in ITER campus which has been designated as AIC-SOA Foundation. Its objective is to promote and set up world class incubation centres in specific subjects and sectors such as manufacturing, transport, energy, health, education, agriculture, water and sanitation. These incubation centres are intended to support and encourage innovative technology-based start-ups.

Remarkable extension activities & social outreach programmes.

The fifth generation wireless technology (5G) service, which promises faster data speed, low-latency and supports a massive number of connected devices, was inaugurated in SOA on January 5, 2023. The university has got approval for use of 100 MHz bandwidth of 5G New Radio for R&D and on-campus educational purpose. SOA has also been shortlisted by the Government of India for establishment of one 5G use case lab.

Twenty two of SOA's scientists figured in the list of world's top 2 per cent scientists drawn up by Stanford University in 2023.

The infrastructure developed by the university includes a 1600-seat stateof-the-art convention hall which is today the preferred venue for many international and national level conferences in Bhubaneswar. SOA's 127 acre fully wi-fi campuses have a total built up area of nearly 7.5 lakh square meters and has 264 e-enabled class rooms, fully automated libraries with ample Print Learning Resources, student activity centres and multiple ISP connectivity (more than 10 Gbps). It has one central library, 11 institutional and 52 departmental libraries. The central library has a floor area of 11,617 square meters.



The 2700-bedded IMS and SUM Hospital, which has become one of the most sought after healthcare centres in the state, deploys excellent modern and advanced diagnostic, surgical and life saving equipment for treatment. The hospital extends quality medical facilities for patients at affordable cost. A separate 550 bedded multi-speciality hospital, SUM Ultimate Medicare has been established by SOA in Bhubaneswar which extends state-of-the-art healthcare to the people.



Empowering students for a brighter future



Recently, SOA has set up new campuses of IMS and SUM Hospital near Phulnakhara on the Bhubaneswar-Cuttack highway and at Sitalapalli in south Odisha city of Berhampur to expand its healthcare outreach. The Phulnakhara campus has received approval to run as a medical college with an intake of 150 students into the MBBS course from the current academic session. The hospital with 1100 beds has become functional. The Sitalapalli campus of IMS and SUM Hospital has 200 beds with plans to expand in the future.

When the Covid-19 struck in 2020, SOA stepped up to assist the state government in battling the pandemic by operating five stand alone Covid Hospitals in Odisha in collaboration with the administration. It provided doctors, nurses and paramedics who worked round the clock for over two years to save lives. SOA also operated two Covid Care Centres in the state during the period.

Students at SOA are encouraged to engage in creative work and learn to serve people in need. Student Clubs and Activity Centres promote extra-curricular activities to explore hidden talent in the students and develop their personality. 'Jaago', an initiative of the university with students at the forefront, has been working among slum children taking care of their education, nutrition and hygiene sending out a message to the society that 'SOA cares'.







The long and the short of it

University systems are often analysed on average positions and scores or by looking at the top-performing institutions, but assessing the distribution of ranking positions can reveal some interesting trends.

In Europe, the country with the narrowest distribution of universities in

the Times Higher Education World University Rankings is the Netherlands. Its highest-ranked institution is joint 56th, while its lowest is in the 251-300 band (based on 12 universities ranked).

An interesting comparison is Italy and France, which have similar gross domestic

product per capita. The former's distribution is quite compressed, with a median ranking in the 501-600 band, the highest rank at joint 146th, and the lowest in the 1,201-1,500 band. France's distribution is more elongated, with a median in the 601-800 band, the highest rank at 42nd,

and the lowest in the 1,501+ band.

A wide spread indicates a broader range of university quality. It could reflect policies that favour some institutions over others, as well as a country's size and wealth and differences in the development of university systems.

In Asia, Bangladesh

has a particularly small distribution; its top-ranked university is in the 801-1,000 band range, with its top and its lowest-ranked is in the 1,501+ band, based on 17 universities ranked. Pakistan, which has a similar GDP per capita, has a much broader spread: its highest-ranked institution is in the 401-500 band

while its lowest is in the 1,501+ band.

China has a large university at rank 12 and its lowest in the 1,501+ band. Its median is the 601-800 band, with 94 universities ranked. South Korea has a similar distribution to China.

Rosa Ellis





SHAPING THE FUTURE

colleges, faculties and schools

>340

partner universities in over 40 countries



At the National University of Singapore (NUS), the future isn't something we dream about – it's something we shape.

Founded in 1905, NUS has transcended boundaries, evolving from a small medical school with only 23 students into a leading university on the global stage. Our commitment to interdisciplinary learning, cutting-edge research and game-changing entrepreneurial support empowers visionaries to tackle the world's most pressing issues and create meaningful change.

National University of Singapore

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جامعة الملك عبدالعزيز King Abdulaziz University



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KAU currently offers more than 140 bachelor's degree programmes, 245 postgraduate programmes and over
40 executive postgraduate programmes. KAU has always prioritised ways of enriching students' educational experiences and developing a supportive environment, it is this approach that has resulted in KAU becoming recognised as a world-class prestigious university.

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to find out how you can become a part of KAU









Elegant proportions

We compile our World University Rankings from information supplied by institutions across the globe, which is scrutinised and considered against the criteria here



the average number of times a university's published work is cited by scholars globally. This year, our bibliometric data supplier Elsevier provided more than 157 million citations to 18 million journal articles, article reviews, conference proceedings, books and book chapters published over five years. The data include more than 30,000 active peer-reviewed journals indexed by Elsevier's Scopus database and all indexed publications between 2019 and 2023. Citations to these publications made in the six years from 2019 to 2024 are also collected. These data are now analysed by *THE*'s data team, rather than Elsevier.

The citations help to show us how much each university is contributing to the sum of human knowledge: they tell us whose research has stood out, has been picked up and built on by other scholars and, most importantly, has been shared around the global scholarly community to expand the boundaries of our understanding, irrespective of discipline.

The data are normalised to reflect variations in citation volume between different subject areas. This means that institutions with high levels of research activity in subjects with traditionally high citation counts do not gain an unfair advantage. We have blended equal measures of a country-adjusted and non-country-adjusted raw measure of citations scores.

Three new research quality measures were added in 2023. Research strength calculates the 75th percentile of field-weighted citation impact – a very robust guide to how strong typical research is.

Research excellence looks at the number of research publications in the top 10 per cent for field-weighted citation impact worldwide – a guide to the amount of world-leading research at an institution. It is normalised by year, subject and staff numbers.

Research influence helps us to discern when work is recognised by the most influential research in the world – a broader look at excellence. The idea behind the metric is that the value of citations is not equal: a citation from an "important" paper is more significant than a citation from an "unimportant" one. We use an iterative method to measure a paper's importance by not only counting the citations but also taking into account the importance of the citing papers. We also consider the subject of the research, as different disciplines have different citation patterns.

The *Times Higher Education* World University Rankings are the only global performance tables that judge research-intensive universities across all their core missions: teaching, research, knowledge transfer and international outlook.

We use 18 carefully calibrated performance indicators to provide the most comprehensive and balanced comparisons, trusted by students, academics, university leaders, industry and governments. One of the metrics (study abroad) currently has zero weight but will be counted in future (see below).

The performance indicators are grouped into five areas: Teaching (the learning environment); Research environment (volume, income and reputation); Research quality (citation impact, research strength, research excellence and research influence); International outlook (staff, students and research); and Industry (income and patents).



The most recent Academic Reputation Survey (run annually by *THE*) that underpins this category was carried out between November 2023 and January 2024. We have run the survey to ensure a balanced spread of responses across disciplines and countries. Where disciplines or countries were over- or under-represented, *THE*'s data team weighted the responses to fully reflect the global distribution of scholars. In 2024, we implemented an additional measure looking at the number of institutions that have academics voting for a particular university. The 2024 data are combined with the results of the 2023 survey, giving more than 93,000 responses.

As well as giving a sense of how committed an institution is to nurturing the next generation of academics, a high proportion of postgraduate research students also suggests the provision of teaching at the highest level that is thus attractive to graduates and effective at developing them. This indicator is normalised to take account of a university's unique subject mix, reflecting that the volume of doctoral awards varies by discipline.

Institutional income is scaled against academic staff numbers and normalised for purchasing-power parity (PPP). It indicates an institution's general status and gives a broad sense of the infrastructure and facilities available to students and staff.

Exclusions

Universities can be excluded from the World University Rankings if they do not teach undergraduates, or if their research output amounted to fewer than 1,000 relevant publications between 2019 and 2023 (with a minimum of 100 a year, down from 150 in previous years). Universities can also be excluded if 80 per cent or more of their research output is exclusively in one of our 11 subject areas.

Universities at the bottom of the full online table that are listed as having "reporter" status provided data but did not meet our criteria to receive a rank.

Data collection

Institutions provide and sign off their institutional data for use in the rankings. On the rare occasions when a particular data point at a subject level is not provided, we use an estimate calculated from the overall data point and any available subject-level data point. If a metric score cannot be calculated because of missing data points, it is imputed using a conservative estimate. By doing this, we avoid penalising an institution too harshly with a "zero" value for data that it overlooks or does not provide, but we do not reward it for withholding them.

Getting to the final result

Moving from a series of specific data points to indicators, and finally to a total score for an institution, requires us to match values that represent fundamentally different data. To do this, we use a standardisation approach for each indicator, and then combine the indicators in the proportions we detail on these pages.

The standardisation approach we use is based on the distribution of data within a particular indicator, where we calculate a cumulative probability function, and evaluate where a particular institution's indicator sits within that function.

For most metrics, we calculate the cumulative probability function using a version of Z-scoring. The distribution of data in the metrics on teaching reputation, research reputation, research excellence, research influence and patents requires us to use an exponential component.



The most prominent indicator in this category looks at a university's reputation for research excellence among its peers, based on the responses to our annual Academic Reputation Survey (see left).

Research income is scaled against academic staff numbers and adjusted for purchasing-power parity (PPP). This is a controversial indicator because it can be influenced by national policy and economic circumstances. But income is crucial to the development of world-class research, and because much of it is subject to competition and judged by peer review, our experts suggested that it was a valid measure. This indicator is fully normalised to take account of each university's distinct subject profile, reflecting the fact that research grants in science subjects are often bigger than those awarded for the highest-quality social science, arts and humanities research.

To measure productivity, we count the number of publications published in the academic journals indexed by Elsevier's Scopus database per scholar, scaled for institutional size and normalised for subject. This gives a sense of the university's ability to get papers published in quality peer-reviewed journals. From the 2018 rankings, we devised a method to give credit for papers that are published in subjects where a university declares no staff. The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage. In the third international indicator, we calculate the proportion of a university's total relevant publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university's subject mix and uses the same five-year window as the "Research quality" category.

Large countries have been disadvantaged compared with small countries in our international metrics, in that it is "easier" for staff and students in small countries to work or study abroad. This has led us to change our normalisation approach for the three measures in 2023, henceforth taking into consideration the population of a country when evaluating these metrics.

A study abroad metric – assessing the provision of international learning opportunities for domestic students – complements the International Outlook pillar, but is currently given a weight of 0 per cent. The zero weight is a temporary provision due to the impact of Covid-19 on international travel.



A university's ability to help industry with innovations, inventions and consultancy has become a core mission of the contemporary global academy. The industry income metric seeks to capture such knowledge-transfer activity by looking at how much research income an institution earns from industry (adjusted for PPP), scaled against the number of academic staff it employs.

The metric suggests the extent to which businesses are willing to pay for research and a university's ability to attract funding in the commercial marketplace – useful indicators of institutional quality. But the extent to which universities are supporting their national economies through technology transfer is an area that deserves greater recognition. The patents metric, introduced in 2023, is defined as the number of patents from any source that cite research conducted by the university.

The data are provided by Elsevier and relate to patents published between 2019 and 2023 (not research published between these dates). This year, sources for patents have been extended beyond the World Intellectual Property Organisation, the European Patent Office, and the patent offices of the US, the UK and Japan, to include more than 100 patent offices around the world. In total, 43 are relevant for the time period.

This measure is subject-weighted to avoid penalising universities producing research in fields low in patents, and scaled for institutional size.





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Grant-getting stars

A 'SWAT team' to polish proposals is a key part of Johns Hopkins' strategy for winning record research funds, its vice-provost for research tells Rosa Ellis

Winning research grants is increasingly hard in today's ever more competitive academic world.

Johns Hopkins University is the longstanding leader in the US on this measure, securing a record \$3.4 billion (£2.7 billion) in federal funds for research and development in 2022, but it does not simply rely on its great reputation to win grants. Denis Wirtz, who has been vice-provost for research at the institution for 10 years, says

strategically determining the right amounts of money for internal research awards and supporting academics in writing large grant proposals are among the factors for its success.

"We've gone from a competitive to a hypercom-

petitive environment," Wirtz says. "We think that the old model of providing basic funds and physical infrastructure to get [researchers] started...basically ended some time ago."

One of Johns Hopkins' internal funding programmes is the catalyst awards, aimed at early career researchers; only those who have spent less than 10 years on the tenure track are eligible. About 150 faculty apply each year to win a grant, worth up to \$75,000, and about 12 to 15 per cent are successful.

When early career faculty are promoted to associate professor, they are expected to embark on a big second line of research, Wirtz explains, but this is tough to do without funding, and obtaining that initial research grant is notoriously hard.

As such researchers are also "primed for poaching" by rival institutions, Wirtz continues, the award has the secondary aim of ensuring that faculty feel supported and stay put.

Johns Hopkins also operates a discovery awards scheme. These are grants of \$100,000 specifically for interdisciplinary projects. Acting as a stepping stone to the big federal grants of \$5 million-plus, they enable researchers to pull together a team, prove they can work together and obtain some preliminary data.

The awards criteria include having a team that features people from at least two departments, and, of course, submitting a proposal. The bid needs to be only three pages or so in length, to limit the time and paperwork involved.

Finding the "sweet spot" for the size of this award is crucial,

according to Wirtz (pictured inset). "It's small enough that people don't think this is a substitute for a federal grant or private foundation grant, but large enough that you can do something with it," he says. "If you give faculty a million dol-

lars, they'll stop writing grants!" Wirtz believes other institutions

wirtz believes other institutions err when they dictate which types of projects they will fund in this way. "They say, 'This year, we're going to support collaborative internal grants in energy, or in climate change.' We say the best ideas will come from the community."

A s an active researcher himself, Wirtz is aware of the burden on scientists when it comes to drafting proposals for external grants; most proposals consist of "20 or 15 pages of actual science, but then hundreds of pages of crap. Quote me on that."

To help lift the load, he established the research development team: an office with about five staff who act like a "SWAT team" to support academics pursuing large grant proposals. The team includes finance and administrative staff, as well as science writers who can pull together the narrative – which is especially useful for an interdisciplinary proposal that has input from several people with different specialisms and terminology.

Wirtz believes this type of office is unique. "I don't understand why no one else has done this. But I won't complain because it makes us more competitive."

Having pitched the idea some five years ago as an experiment, he admits that it was first met with "healthy scepticism". People said of it, "here is another office created centrally [and] more administrators", he recalls. But "fast-forward, and no one talks like that. There are very happy customers across the university."

Now, instead of devoting a year and half to a large grant proposal, academics can spend a month and a half, which allows for "more shots on goal", Wirtz says. If they don't win a grant, they're less dejected, so they go for another one and get it the second time around, he adds. "Time is the most precious commodity, and I'm perpetually thinking of ways in which I can eliminate silly, busy, stupid work," he explains.

It's one thing setting up grants for faculty, but another encouraging them to apply. Wirtz's job also involves constant promotion of the internal funding opportunities, and he has some unusual methods. Speed dating events to encourage faculty from different disciplines to meet is one. Another is tinkering with email subject lines.

"I try to trick faculty into opening the emails," he says. "I joke that if I were to put 'Free money just for you', they still wouldn't open it." Most proposals consist of 20 or 15 pages of actual science, but then hundreds of pages of crap



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World University Rankings 2024 by Subject



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'We're on the wrong side of Al partnership'

If AI is to transform education, experts say assessment must be rebooted and developers must grasp how we learn. Rosa Ellis reports

The important thing about learning is never to let somebody else or something else do your thinking for you f you ask ChatGPT how generative AI is going to impact higher education over the coming years, it responds with 10 positive outcomes plus a few words of caution. Human experts in technology and education are, on the whole, less optimistic. *Times Higher Education* spoke to several of them about how new technologies could affect learning and where the opportunities and dangers may lie.

Short-circuiting the learning process is a common concern. "The important thing about learning is never to let somebody else or something else do your thinking for you," says Christopher Dede, senior research fellow at the Harvard Graduate School of Education. "I find it very dismaying when people say, 'Well, nobody needs to write any more because ChatGPT will do their writing for them. Or maybe if they really want to learn a little bit about writing, they could edit something that ChatGPT does.' Editing a ChatGPT product is not the same as having your own individual ideas."

Diana Laurillard, emeritus professor of learning and digital technology at UCL, agrees. ChatGPT and similar technologies "should only be used by teachers as part of a design to help students develop their own ability to search and process texts or interpret and summarise them. If students use them to challenge and enhance their own thinking, then they will assist learning, but they need the teacher to guide this process," she says.

Dede warns against thinking

that AI is smarter than humans. People are wired to have an emotional reaction to language, he explains, while AI's language is unemotional and based on maths and statistics. AI's strength, he continues, is "reckoning", making calculated predictions. It cannot make judgements like humans can. But when the two work together, the outcome could be hugely positive.

"You can imagine a cancer doctor working with an AI partner. The AI is doing reckoning. It's scanning 1,500 medical journals every morning, and if anything relates to new information about helping this patient, it tells the doctor. But you would never ever want the AI counselling the patient in the way the doctor does. The AI doesn't understand pain, doesn't understand death,



doesn't understand having a family and the financial and emotional consequences of different kinds of treatment decisions," Dede says.

The problem universities face is that many tests assess students on their reckoning ability, not their judgement, he says. "We judge the quality of our educational institutions by the ability of students to do tests. We're on the wrong side of AI partnership."

Bryan Alexander, an expert on how technology can transform education at Georgetown University, agrees that making the most of AI requires a "reboot and redesign of assessment from top to bottom". He says most universities around the world are not making strategic decisions about AI and do not have policies on it: "Most have skipped making a decision and left it up to the individual faculty." He suggests that universities set up generative AI committees, with representation from not only computer science but also other disciplines such as literature and economics, to monitor the technology and its impacts and help shape institutional policy.

Interestingly, Alexander does not believe that AI is necessarily here to stay. It is facing several existential threats, he says, including the possibility of governments banning it, judges outlawing it, people shunning it and companies dropping it because they cannot find a sustainable business model for it. "We're not quite sure if generative AI will continue to exist over the next year or if it will change drastically."

If it does stick around, the potential outcomes are not all gloom and doom. Some believe that AI could have a big part to play in the future of personalised learning at scale.

"We're trying to get to that magic relationship where you as a learner get the content and the instruction that matters for who you are and what you know," says George Siemens, director of the Centre for Change and Complexity in Learning at the University of South Australia.

There are differing views on whether personalised learning at scale already exists, depending on the definition being used. Siemens says there is renewed hype around AI and personalised learning because AI chatbots can simulate an authentic human response. However, he continues, the current technology is lacking. "It has a big missing piece right now, which is it doesn't really have a significant memory of you as a learner," he says. "I cannot think of an organisation that's doing [personalised learning] well."

The first step towards effective large-scale technology-mediated personalised learning requires developers who understand what it takes to acquire high-level skills and knowledge, believes Laurillard. "It is not a matter of working out which bit of knowledge they [students] lack and telling it to them again, as so many 'personalised learning' programs do," she says. Developers must grasp that learning results from a student "doing something, not just reading, watching and listening...AI could support this, but programmers have chosen not to experiment with personalised learning in this way."

espite the challenges, many organisations are working on using AI to develop personalised learning that could be transformational.

Combining AI with virtual reality technology has the potential to enhance the teaching of performance-related skills such as presenting and negotiating, says Dede, who is the associate director for research at the National AI Center for Adult Learning and Online Education in the US.

"What we can now do is create authentic, immersive simulations. So let's say that you're going to buy a used car and you want to be able to negotiate well with a used-car dealer to get a fair price. You can practise in an authentic immersive simulation with a chatbot," he says. "That's in a virtual environment that's been trained to behave like a used-car dealer. And you can practise and get feedback and practise and get feedback." • Most universities around the world are not making strategic decisions about AI and do not have policies

on it

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Khalifa University Utilizes Its 12 Research Centers and 400 Researchers to Find Innovative Solutions to Global Challenges



Are universities failing on diversity initiatives?

Research suggests many actions don't work, and some even reduce diversity. Experts tell Rosa Ellis institutions should ignore consultants and focus on data

Inconscious bias training gets a bad rap in the mainstream, right-leaning press, but what if it also doesn't work? Harvard University scholar Frank Dobbin made a splash in the business world using large datasets to identify which diversity initiatives in US corporations precede an increase in the number of women and ethnic minorities in management roles. Now he's turned his attention to university faculty.

According to the data, "all groups are more likely than white men to leave academia, pretty much every year, from the year they start on an academic track", says Dobbin, Henry Ford II professor of the social sciences.

Meanwhile, a separate study of the UK's Russell Group universities shows that it takes women almost 15 years longer than men to become professors. Women and individuals with ethnic minority backgrounds are much less likely to be employed in academia than white men, and the higher up the hierarchy, the less they are represented. While data on sex and ethnicity are more readily available, similar trends are seen with other groups, such as those with disabilities and people from working-class backgrounds.

It is a pattern that plays out across the world, despite universities putting considerable resource and effort into improvement. Experts generally agree that while universities in many regions have made strides in diversifying their student bodies, when it comes to faculty and staff, progress has been slower. So what's going wrong?

According to Dobbin, university leaders, in the US at least, have tended to heed consultants rather than the academic literature on diversity.

In the 1990s, universities started doing corporate-style diversity programmes, he says. "The irony there is academics had already produced

quite a lot of evidence by that point that diversity training would not change people's minds or behaviours very much. So we kind of knew that that wasn't a very promising path to go down. But nonetheless, presidents of universities listened to consultants, rather than reading the research from their own faculty and figuring out we shouldn't be doing that."

Dobbin's research uses data on workforce demographic composition from 670 large colleges or universities in the US, going back to the early 1990s. Against this, he's mapped which diversity initiatives they implemented and when, to see if they correlate with an improvement in the diversity of faculty in the subsequent years. The data hasn't been published yet, but he told Times Higher Education that it follows a similar trend to the corporate world; several of the initiatives that universities implement actually lead to a decrease in faculty diversity.

Unconscious, or anti-bias, training is one of these. "One problem with anti-bias training, and harassment training generally, is that it's accusatory. People feel they've been accused of doing something that they don't think they did," Dobbin says. Similarly, grievance systems – those that allow staff to report concerns and complaints – correlate with a reduction in faculty diversity yet continue to be used ("dispute resolution or ombudsperson systems work much better," Dobbin says).

t is not just US universities that use initiatives that aren't working. Nelarine Cornelius, professor of organisation studies at Queen Mary University of London and vicepresident of membership and professional development at the Chartered Institute of Personnel and Development, says UK universities also use programmes that, the data suggest, do not work. Unconscious bias training is common, yet "I don't know why anybody in the UK would do it, because the Equality and Human Rights Commission did a piece of work that found there was no effect from unconscious bias training, except for a small effect when it's done with leaders," she says.

For Cornelius, the problem is that the responsibility for improving diversity tends to lie with human resources departments: "They are the ones that will determine, on average, what resources are spent on EDI training and how."

She agrees with Dobbin that they should be looking to the academic literature on equality and diversity. But ascertaining which initiatives do actually boost diversity in the workforce involves using data, and may require the skills of specialist data analysts, she adds.

Several factors hinder the diversification of university faculty and staff, according to Edna Chun, a lecturer in the School of Professional Studies at Columbia University, who has written several books on diversity within US higher education. The decentralised nature of institutions makes it hard to implement diversity strategies, while the shift to universities being run more like businesses and, in the US, the drop in the proportion of tenured faculty means that academics have less power to push for change.

The latest barrier in the US is, of course, the politicisation of DEI (diversity, equity and inclusion, known as EDI in the UK) and the new laws in many states that ban public universities from spending money on diversity initiatives. "People in the states that have banned DEI are afraid to talk about it," Chun says.

Madeleine Wyatt, associate dean for equality, diversity and inclusion at King's College London's business school, has studied the diversity make-up of universities and busi-

One problem with anti-bias training, and harassment training generally, is that it's accusatory



nesses. She says universities and corporate organisations have similar diversity trends, but businesses are often better at presenting their data. "They're generally more aware of the optics of EDI," she explains.

Wyatt adds that when it comes to unconscious bias training, "one of the paradoxes is that it's got so ubiquitous that if you don't offer it, people perceive you to be not supportive of EDI". For Wyatt, there is no harm in providing unconscious bias training, as long as it is one of many interventions, all of which use data to measure their impact. "If you are serious about EDI, you're doing it in a scientific way," she says.

However, others believe that implementing ineffective initiatives is harmful. "I think it is the worst type of situation you can find yourself in because the people who are truly advocating for diversity are using their social capital on something that doesn't get results," says Paola Cecchi-Dimeglio, a behavioural and data scientist and legal scholar at Harvard.

ris Bohnet, a behavioural economist at the Harvard Kennedy School and co-director of its Women and Public Policy Program, says she has seen universities improve significantly when it comes to disclosing their diversity data, which is "the first step in the right direction".

She says the Harvard Kennedy School has made progress in the areas of faculty hiring and promotions by using academic research. They provide guidelines to search committees on how to reduce bias in the process. They also created an accountability mechanism by setting up an appointments committee that holds search committees to account.

For Bohnet, the key to successful diversity initiatives is specificity. "The more timely they are and the more relevant they are for a job I have to do tomorrow, the more likely they are to have an impact."

Kamal Munir is pro vicechancellor (university community and engagement) at the University of Cambridge, with responsibility for diversity and inclusion. He suggests that one of the reasons why universities have not improved in diversity as much as they could have is that "they made a late start", although he believes there have been significant improvements in recent years.

Munir, a professor of strategy and policy, also points out that the barriers to improving diversity can vary according to region, given their different regulatory and cultural backgrounds.

Grace Lordan is founder of the Inclusion Initiative at the London School of Economics and Political Science. She says most organisations track input measures rather than output measures when it comes to diversity. For example, they might track the number of events they have put on to celebrate ethnic minority groups, but might not track how many ethnic minority managers they have.

Lordan's work is seeking to change that in the corporate world, but she says the problem is even harder in academia.

"In academia, it's a very weird market, where the professors, who are mostly white men [and] who hold the gateway to hirings and promotions, want to replicate themselves," she says. "In academia, the whole game is around creating a message, a theory or something that you put out in the world that you want to have replicated and you want to have cited. And then when it comes to hiring and promotions internally in the university, the person wants to replicate themselves unless they really have the best interests of the students and the institution at heart." Journal editors are guided by similar incentives, she believes.

People with different experiences are more likely to bring different views to the table, and this is vital in universities, Lordan says.

"In academia, what determines whether somebody is good or not is narrative. So I can tell a story about how somebody's topic is super interesting, when it might not actually touch any of the big world problems that we have to contend with at the moment," she says.

The problem, then, is wider than simply the diversity of the workforce; it limits the number and quality of ideas that universities generate. One of the paradoxes is that training has got so ubiquitous that if you don't offer it, people perceive you to be not supportive of EDI



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Suitable for all ages

As age spans widen among students and scholars alike, Rosa Ellis hears how campus leaders must adapt to manage an intergenerational university

Some people who have been there a long time are not happy that 'gatekeeper of knowledge' is no longer the role

igher education has always been a sector with a broad span of age groups, from freshfaced students to ageing professors who continue researching way past retirement age. But now there are more people in the older age groups – part of a wider shift of people working for longer in many countries – while a move towards lifelong learning means older learners in the student group, too.

There are now five generations present in the broader workplace, and leaders in many sectors are turning their attention to harnessing the experience and talents of a workforce with a widening age span. How does this apply to universities?

"Academia is probably a place where we have long respected and valued tenure as a concept and tenure in terms of length of time, but there is an interesting shift going on," says Meghan Gerhardt,

author of *Gentelligence* and professor of management and leadership at Miami University.

"It used to be that if you wanted expertise or a high level of knowledge, the people that held that were professors, researchers and the people who write encyclopedias," she says.

"Twenty years ago, suddenly, everything turned upside down. And my students today, I would say, don't necessarily need me for information; they can get information in five seconds. Our role as professors has changed from fount of knowledge to 'let me help you understand how to make sense of that information'."

Gerhardt's research into what students expect from faculty shows that older learners value expertise, whereas younger ones are drawn to professors with whom they connect. "That has changed the game in higher education. I think there are people who have been there a long time who are not very happy about the fact that 'gatekeeper of knowledge' is no longer the role."

She emphasises that there must be two-way learning between professors and students now, especially as technology is changing so rapidly. But it is also the professor's role to prepare students for the broadly different views of people in the workplace who will soon be their managers.

"Gen Z is the first generation that's broken down mental health stigma. So they're talking much more openly about mental health, which is amazing," Gerhardt says. However, while the university campus is now used to that change, the average workplace might not be, and a challenge is how to prepare students for that different context, she believes. eaders must also be aware of the changing demographics of students. As the need for upskilling grows, teaching learners of different ages will become ever more important.

Christopher Dede, senior research fellow at the Harvard Graduate School of Education, says some believe that the developmental differences between a 25-year-old and a 55-year-old are as profound as the differences between a fiveand a 10-year-old.

"I'm going to teach something to this 55-year-old with a lot of life experience, but who is perhaps less agile in their thinking than they were when they were 20. How is that different from teaching the same thing to the 20-year-old with a little life experience and a lot of agility? If you personalise those, the teaching strategies should be quite different from one another, even if the educational goals are the same," he says.

While Gerhardt uses the concept of generations, other academics debate the usefulness of labels such as Gen Z, millennials and boomers. Largely originating with the US thinktank the Pew Research Center, there are no globally agreed dates for their beginning and end, and some argue that they promote unhelpful stereotypes.

"In so many domains of life, we're told not to have stereotypes, but then we're talking about generations and we do it with aplomb," says Dan Cable, professor of organisational behaviour at London Business School.

However, Cable says there are broad differences in what people want from work, depending on their age group. He has noted a shift from workers seeking a clear upward trajectory and opportunities for promotion to a desire for meaningful work, learning and passion; the last is strongest among the youngest workers. What does this mean for higher education?

Cable believes that a construct he teaches called "freedom within the frame" is a useful way to consider that question. The frame is "what the job has to deliver. It's why the organisation would pay somebody to have the job, and it's not really negotiable. But the freedom is how you do the work, [and] that can often be full of experimentation and trying new ways," he says.

Most academics have such freedom, but university leaders could seek to apply the concept to non-



academic staff, Cable adds.

Jennifer Deal, a senior research scientist at the Center for Effective Organizations at the University of Southern California, says that, bar one exception, she has seen no notable difference between generations when it comes to workplace behaviour. For Deal, the life stage of a person and their role in an organisation can tell an employer more about their needs and how they will behave in the workplace than their age group. For example, there is a stereotype that younger employees work fewer hours. But younger employees in more senior roles tend to work more hours, she says.

To support employees, she suggests, university managers should consider their life stage, which she defines as: young and single; in a relationship; with children; and with carer responsibilities for older relatives.

Deal has studied workplace agerelated conflict and says it often comes down to power and who gets to make the rules. Those in authority, who tend to be older, believe they should make the rules. Younger workers can believe they are "more in touch" and therefore they should make the rules. "All these perspectives are fundamentally about power and people's desire for power: everybody of all different generations jockeying to increase the power that they have to control the world that they're in."

ne way to solve this in universities and other institutions, according to Deal, is to pay attention to decision rights. "Oftentimes, an organisation's decision rights are abysmally unclear because they want everybody to have input into the decision, which is lovely, but that often makes for even more conflict," she says. If 10 people have a say in a decision that only two people have a stake or expertise in, conflict will arise, she adds. "Good decision rights really help reduce conflict, because then people are clear. Then what you're doing is having the power conflict about who gets to make the decision."

Daniel Jolles, a behavioural scientist at the Inclusion Initiative at the London School of Economics and Political Science, believes that "there are a lot of barriers preventing organisations from getting the productivity benefits of age diversity and a multigenerational workplace".

His research, based on private organisations, has found that there are tensions between younger and older employees, but that intergenerationally inclusive workplaces outperform, and their staff have higher job satisfaction and are more productive.

Being an age-inclusive workplace involves three things, Jolles says: having managers who appreciate intergenerational diversity and have the skills to lead intergenerational teams; developing and promoting people based on merit rather than age; and having a culture that makes it easy for people of all ages to fit in.

He points out that while being older might not hinder academic staff, many older staff on the administration side, especially in technical roles, could be held back by their age because of stereotyping. "We want to make sure that we're giving a fair go to younger academics and older non-academic staff," he says.

Even those who believe that there is usually no discernible difference between generations agree that one factor is relevant: people who grew up with smartphones have poorer mental health. It may be that supporting the mental health of the university workforce, as well as students, will be the main challenge for university leaders. There are a lot of barriers preventing organisations from getting the productivity benefits of age diversity

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It also has the most engineering programs recognized as Centers of Excellence by the Philippines' Commission on Higher Education (CHED): Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Electronics Engineering, Environmental and Sanitary Engineering, and Mechanical Engineering. Mapúa is also a named Center of Excellence for Information Technology Education with Computer Science, Information Systems, and Information Technology as program offerings in the field.

In 2022, the Philippines' premier engineering and technological school strengthened its global competitiveness by partnering with Arizona State University, the #1 educational institution for innovation in the United States, through Cintana Education, as it launched its new programs in business and health sciences.

A testament to its renewed vision of becoming a global leader in education, Mapúa also maintained its prestigious 1501+ ranking in the Times Higher Education (THE) World University Rankings (WUR) 2024, marking its second consecutive year appearance and cementing its status as one of the best universities in the world. Mapúa programs are powered by cutting-edge 21st-century innovations for teaching and learning. Through the Cardinal EDGE (Education in a Digital and Global Environment), Mapúa provides a virtual classroom that can deliver real-time video conferencing across 100 classes involving 2,300 students in a single period.

The University also established Mapúa ÚO[×] or Ubiquitous Online Experience to offer asynchronous fully online undergraduate and graduate programs that allow students to learn at their own pace and space. It houses 6 undergraduate programs and 9 graduate programs in engineering and IT. Mapúa is also the first to offer CHED-approved fully online bachelor's degree programs in engineering and information technology in the Philippines.

The University ensures its graduates are of high caliber, ready to take lead roles in the global arena. To date, it has produced more than 400 topnotchers across 11 Professional Regulation Commission (PRC)-administered licensure examinations since 2000. Its students are also prepared for the world of practice through their exposure to international programs, such as international on-the-job training, international plant visits, summer school, English camps, study abroad programs, and dual-degree programs. Mapúa also immerses them in research, development, and innovation (RDI) initiatives as their training ground to become the future initiators of state-of-the-art solutions to the challenges of industries and communities worldwide.

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Steady hand on the tiller

Vice-chancellors set the tone of a university, whether it is in creating an exemplary institution, tackling complex strategic concerns or navigating contentious issues. In the following pages, we interview global leaders for their top tips



'We have not come far enough or fast enough'

Monash's Sharon Pickering talks to John Ross about prevention of genderbased violence and the need for 'mature conversations around migration'

G ender-based abuse has been among Australian universities' thorniest issues of the past decade. The sector has endured several landmark reports and endless column inches about unacceptably high levels of sexual harassment and assault on campus – even though the available data suggests that the incidence at universities is little different from the rate in the community at large.

To Monash University vicechancellor Sharon Pickering, that is no excuse. Rather than hiding behind broader community problems, she argues, universities should work to fix those broader community problems.

They can approach gender-based misconduct in two distinct ways, Pickering says. "One, the vast majority of our students are young people. That gives us an additional pastoral responsibility. Two, universities have an opportunity to be exemplar institutions within society. We can see that as a burden, or we can see it as a chance to show

not only what universities are good at, but what we're good for."

Pickering should know. She has been studying gender-based violence for decades as part of a broader research focus on criminology, migration, border crossings and human trafficking – scholarship that netted her accolades including a 2012 Australian Human Rights Commission Award for media commentary, a 2013 Australian and New Zealand Society of Criminology prize for book of the year and a 2014 gong for best *British Journal* of Criminology article.

In recent years, her 20-year career at Monash has taken an increasingly administrative turn. As dean of arts from 2017, deputy vice-chancellor from 2021, acting provost from 2023 and vice-chancellor from January this year, she has been able to view gender-based violence through the lens of leader as well as academic expert.

"People underestimate how far we've come," she says. "I would draw attention to examples of where we have understood how we can do prevention well, not just response. Prevention is absolutely critical. But this work will never be complete because society continues to evolve and change its expectations. We have to keep going, but we always need to go further and faster. We have not come far enough, and we have not come fast enough."

She says young people arrive at university at a critical time in their lives. "Our opportunity is to shape them as future leaders and future citizens. The question around gender and sexually based violence is emblematic of that opportunity. We want to really work with them about how to create safe environments, and how to do that in a way that they can take out into the world. That's the great opportunity."

Pickering discerns a similar opportunity in the fraught area of migration, an issue that affects universities in the sharpest of ways. International students constitute about 29 per cent of the sec-

Universities have an opportunity to be exemplar institutions. We can see that as a burden, or we can see it as a chance to show what universities are good at and what we're good for tor's enrolments and provided it with 26 per cent of its operating revenue last year, including 33 per cent at Monash.

That revenue stream has come under increasing threat since last November, with the federal government unleashing no fewer than 10 policy interventions to curb international enrolments. They are part of a broader drive to reduce net migration amid community perceptions that Australia has admitted too many foreigners in the postpandemic reopening of borders.

To Pickering (pictured below), such an approach is predictable. "Talking as a criminologist, when you're faced with complexity and trying to solve it in an enforcement sense, the easiest way to do it is through absolute measures. It's simple, it's straightforward and you can point to what you've done.

"That has an almost flattening effect. It may well get rid of some of the issues you're dealing with, but it has a whole lot of unintended consequences. That's the case with the measures around international students. There are certain parts of the argument that you can well understand. You want to deal with integrity issues; you want to deal with some issues around social licence. But you need to be able to do that without pulling at the threads of the whole system."

She says the political reflex in Australia for at least the past 25 years has been to make migration a "one-dimensional" problem. "We haven't been able to distinguish between permanent and temporary migration; migration for skills; migration for humanitarian purposes. We've just clumped it all together as a bunch of people that are somehow unmanageable.

"We have to get to a point where we can have mature, sophisticated conversations around migration and don't just reach for the easiest lever. We have to be able to have those conversations across the political spectrum, where people aren't being labelled as one thing or another and we think about it over the longer term, not linked to an electoral

cycle. That's our biggest challenge. And that's why universities exist. We are the home of great long-term thinking." She acknowledges times

in Australia's deeper past when the political discourse around migrants was more positive: the "beautiful Balts" of the late 1940s, when attractive Estonians, Latvians and Lithuanians helped to spur public acceptance of post-war immigration, and the 1970s embrace of Vietnamese asylum seekers by a participant in the war that had torn their country apart.

"Those examples depended on the quality of the leadership of the time and an ability to tell a much richer story beyond a narrow economic band. It's a social, a cultural, a geopolitical band. It's about where we sit within the Indo Pacific. It's about how we set ourselves up not for the next one, two or three years, but the next 10-, 20-, 30-, 50-year span.

"One of the great frustrations for universities is when you come up against political systems that have a deep vested interest in electoral-cycle thinking, when we're trying to think over a much longer time span for a much broader benefit."

Pickering says that richer story has been ingrained in Monash's DNA since its opening day in 1961 when, she says, one in 10 students – a huge proportion at the time – were foreigners bankrolled by the Colombo Plan. "Those students shaped Monash really quite profoundly," she says. "They shaped our culture.

"You can't talk about international students at Monash without talking about the 6,000-odd Australian students we send out across the Indo Pacific each year, as well as the 5,000-odd undergraduate students that we bring in. Through our Global Immersion Guarantee, every domestic student will get the opportunity to study in the Indo Pacific. They'll be up close to industry and research. They'll have an ethic of service.

"Being an international university is not a linear arrangement. I say that as a migration scholar. All good migrations are circular. They never start or stop; they only ever change. Seeing our students move in a range of directions – not just international students coming

to us, but also our students going out – that's a truly international education experience. It doesn't matter whether you're going to be a doctor or a lawyer or a teacher or in the arts or sciences. Understanding the world and developing those deep connections is going to extend your reach."

Pickering also points to Monash's campus in Kuala Lumpur, which celebrated its 25th birthday last year, and its younger sibling in Jakarta, which was "pulled out of the ground in the middle of Covid". Both are "big, long-term commitments deep within the regulatory, social, cultural and economic systems of those countries".

And both are strong tools of soft diplomacy – something not lost on Australian leaders. "When they visit our campuses across the region, my observation is that they find it quite overwhelming," she says. "I think we've got a real opportunity to deepen that appreciation."

Then there is the economic contribution of international students, to universities as well as their surrounding communities. Pickering says Monash is home to 25 per cent of the clinical trials in Australia, developing revolutionary drugs and medical devices for conditions including melanoma, lupus and uterine prolapse.

She says the best available treatments tend to come from clinician researchers trialling such therapies – something that is "deeply appreciated" across the broader community, particularly by patients and their families. The next step is to deepen understanding about how such work is financed.

"We can get into an argument around what should or shouldn't be funded. The reality is that we've got the funding system we have because of the ways universities have been funded by successive governments over successive decades. But if you think about the kinds of things that have been funded by revenue earned through international education, they are remarkable things. They are things that will help push us beyond being a country of resource exploitation and selling houses to one another, to a country of innovation."

While Pickering is no newcomer to Monash, she says the "line of sight" from the top is stunning. "I have never been prouder of this place.

"In this position, you get a 360-degree view. Being able to assemble those opportunities, think about priorities and how that sits not just for the next couple of years, but how we set this institution up for the next 15 to 20 - it's pretty exciting."

All good migrations are circular. They never start or stop; they only ever change

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'Good mental health is central to excellence'

Dartmouth College president Sian Beilock talks to Ellie Bothwell about prioritising wellness, seeking criticism and leading women into engineering

Sian Beilock is not interested in a comfortable life. The president of Dartmouth College wants students and academics to have difficult conversations and experts to push back against her ideas.

Since taking the helm at the Ivy League institution last summer, Beilock has launched an initiative called Dartmouth Dialogues, aimed at facilitating conversations that "bridge political and personal divides". As part of that mission, the university has partnered with national non-profit StoryCorps to bring together two undergraduates with different political beliefs for a conversation – "not to debate politics, but simply to interview each other and get to know one another as people", according to the university's website.

"The students who have participated in StoryCorps just have rave reviews," says Beilock, who was previously president of Barnard College at Columbia University. "Finding common humanity in each other, understanding that differences of opinion are OK [and that] it's OK to be uncomfortable in those spaces is really important."

And she isn't afraid to practise what she preaches. She admits that she makes "mistakes all the time" in her job as president, and she seeks criticism from "people who have expertise in areas I'm working in or trying to understand".

"I often go to the people who are going to give me the most negative feedback to try to understand how I can improve," she says.

"That's uncomfortable, and so it's a little bit like what we're doing with StoryCorps where students are having uncomfortable conversations with people who they don't see eye to eye with. But I think they come out better for it."

Beilock's approach to leading a university is informed by her own research. A cognitive scientist, she is a leading expert on the brain science behind "choking under pressure" in business, education and sport, having written a book and delivered a TED Talk on the topic. Her latest research focuses on success in mathematics and science for women and girls, and on how performance anxiety can either be exacerbated or alleviated by teachers, parents and peers.

Perhaps then, it is no surprise that one of her priorities at Dartmouth, alongside encouraging difficult conversations, is mental health.

"In order to be able to have these difficult conversations with each other you have to feel OK about yourself. My own research has shown that when people are really anxious they tend to not want to do things that make them more anxious. And we know it's hard to have conversations with people you openly disagree with," she says.

She adds that many higher education institutions "talk about mental health as sitting next to academic excellence, or something you think about as an afterthought, but we've really taken a different viewpoint that it's central to excellence".

To reflect that, Dartmouth recently hired its inaugural chief health and wellness officer – a member of the senior management team who is responsible for health and wellness across the entire university, from "making sure we have enough counselling hours" to "helping our students get involved in mindfulness" and "being in the outdoors".

"What is really important to get across...is that perfection is not the goal...We all make mistakes all the time. We're all messing up. The goal is then to learn from that and move forward," she says.

Last autumn, the university hosted US surgeon general Vivek Murthy and his seven living predecessors for a panel discussion on the future of mental health and wellness. "One of the things that I thought

"One of the things that I thought

was so exciting about this was that it was across the political spectrum – whether it was the surgeon general for Bush or Trump or Obama or Clinton, they were all on the stage talking about the importance of mental health," says Beilock.

A nother of her priorities is promoting diversity in STEM. Last year, Beilock – along with the president of Indiana University – formed a consortium of the six US research universities that had both female presidents and female deans of engineering (the others were Brown, Rochester, Berkeley and the University of Washington).

The so-called Edge consortium aims to leverage the \$280 billion (£220 billion) CHIPS and Science Act – a 2022 law that aims to boost US competitiveness, innovation and national security in the global semiconductor industry - to encourage more women and people of colour to go into semiconductor-related careers. A mentorship programme connects students with industry professionals and top academics "that reflect the diversity of the STEM workforce we seek to create", while the group is also expanding student access to internships and job opportunities.

Dartmouth was the first comprehensive research university in the US to achieve gender parity in engineering at the undergraduate level, back in 2016, so Beilock says it is well placed to be leading on this work.

A key part of the initiative is explaining what "being in the semiconductor field is all about" and the "value of working in those spaces". Beilock is also keen to ensure that engineering courses are not "weed-out courses" – those that are so intense and rigorous that only the highest-performing students can progress – as is typical in many STEM majors.

"At Dartmouth you can go into engineering through design think-

It's important to get across that perfection is not the goal – we all make mistakes. The goal is to learn from that





ing [for example], through classes that get you to think about design rather than just a calculus class. And it turns out that when you go into engineering that way you're more likely to attract women and people who haven't typically been in those fields," she says.

Beilock herself is used to breaking down gender barriers. When she took over at Dartmouth, much was made of the fact that she was the first female president in the institution's 254-year history.

Are we right to draw attention to those kinds of markers or – as suggested by former Penn State president Eric Barron when his successor Neeli Bendapudi was appointed – does this do women a disservice?

"It's an interesting question about whether just drawing attention to it leads to more pressure or not," says Beilock (pictured above).

"I think it's here, it's part of the Dartmouth institution, which was an all-male institution for a long time, and I think it shows that Dartmouth continues to evolve, which is really important. Certainly, there's research showing that women are often held to a higher standard in leadership roles and I think that doesn't change whether you draw attention to the fact I'm a woman or not."

When Beilock started the job, six of the eight Ivy Leagues were led by women. She is now one of just three female presidents in the group, following the high-profile resignations of the Pennsylvania and Harvard leaders. Elizabeth Magill and Claudine Gay were both criticised by Republican members of Congress and leading institutional donors for being too lenient with students protesting against Israel's killing of Palestinian civilians.

Cornell's president also announced her retirement in May; while Martha Pollack did not give a specific reason for her decision, she said she had been regularly contemplating the move since December, when students criticising Israel's military assault on Gaza occupied a central administration building and staged a mock trial that accused her of complicity because of Cornell's academic collaborations with Israel.

ike many US campuses, Dart-

mouth was the site of a pro-Palestinian student protest this year. But, as reported in *The New York Times*, the university stood out for its almost instantaneous response to the non-violent protest. Just two hours after students had pitched an encampment on the college green, Beilock authorised police to take action and more than 90 students were arrested.

By contrast, other universities called in police after several days of protests, sometimes only after they became violent, or they struck agreements with their student protesters.

All approaches have faced criticism, but what was the thought process behind Beilock's decision-making?

"We've been very clear about our policies and the fact that we really

support free speech and protest is fine but always the safety and security of our campus is what's most important. And encampments to the extent that they take over shared space for one particular ideology is not free speech," she says.

However, Beilock has encouraged discussion on the fraught topic. Starting just two days after the Hamas terrorist attacks last October, Dartmouth's faculty of Jewish studies and Middle Eastern studies came together to "have a series of open conversations about the Middle East".

"They were willing to do it publicly, to broadcast it live, and model what it means to talk across divides. We have several classes and speakers that continue to push that," she says.

Beilock acknowledges that it is a "really interesting, exciting and difficult time to be leading in higher education". She is only a year into her presidency, but what does she hope to achieve during her tenure?

"When I think about what Dartmouth is, our purpose is to train the next generation of leaders and they're going to run our democracy," she says.

"And our goal is to find students from the broadest swath of society who are excelling where they are and bring them in and give them the tools to learn how to think, not what to think, to learn to have dialogue across differences, to learn to get help when they need it and to think about their own mental health. And then go out and lead the world." • It turns out that when you go into engineering through classes that get you to think about design, you're more likely to attract women

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'There is an absolute obsession with deep tech'

Outgoing Erasmus University Rotterdam president Ed Brinksma discusses social sciences' critical role in supporting innovation with Ellie Bothwell

d Brinksma has become something of a dab hand at leading a university through turbulent times.

The outgoing president of Erasmus University Rotterdam (EUR) took over the institution in the middle of the coronavirus pandemic, in September 2020, when the campus was shut. Three months later, the rector magnificus stepped down, and the post went unfilled for nine months.

The following year, Brinksma was hit with the first of three student occupations by OccupyEUR. The involvement of the riot squad to help clear a building received heavy criticism from students and staff.

And earlier this year, EUR and the rest of the sector were stunned when the new Dutch coalition government announced severe budget cuts to higher education, research and innovation.

"Experience helped a lot," he says, when asked how he guided the university during periods of instability. Brinksma, who retired from EUR in September, had previously served as president of Hamburg University of Technology for two and a half years, and before that had spent eight years as rector magnificus of the University of Twente.

"I had already seen two universities and their turbulent times. Although I must admit that the last four years probably have been the

most challenging in the sense of external factors influencing your agenda."

Dutch universities are fighting the funding cuts on legal grounds, because a formal funding agreement had already been made with the previous government. But regardless of that outcome, Brinksma says, the "most worrisome thing" is that "there seems to be no well-thought-out plan" for the sector from ministers. "Apparently higher education is not very high on the [priority] list," he adds.

Dutch universities are already "in a bit of a financial squeeze", says Brinksma, because of recent high levels of inflation, a shrinking youth population and a national clampdown on internationalisation.

"Âll in all, I think it's a potent mixture that could be quite dangerous to the system," he says.

On the longstanding debate on internationalisation, Brinksma believes that EUR has the right balance of local and international students and programmes: about 25 per cent of students come from abroad, while seven out of 40 undergraduate programmes are taught exclusively in English. "Although the municipality always tells us that we have too many internationals," he says.

"If we look at the local economy, the port of Rotterdam, which is the largest in Europe, will fly in top talent from abroad that we do not educate ourselves...The port has this huge challenge of transformation out of the fossil fuel economy. It needs all the talent you can throw at it to solve it. So we're really dealing with completely different sentiments," he adds.

It is that reliance on fossil fuels that led to the first student occupation at EUR in November 2022. Students were calling for the university to break all ties with the fossil fuel industry.

Brinksma (pictured right) says he "regretted how things went at a particular stage" with OccupyEUR, but he is "not sure I could have handled it in a different way".

His plan was to allow "room for that protest", but his approach shifted when police warned that "a more radical group" in the Netherlands might be making its way to the EUR campus, he says.

"Suddenly the whole equation changed. We could have outsiders coming to our campus. And in the particular building they had chosen [to occupy], we would not be in control of things. So then we had to take the decision to discontinue this occupation and to send in the police," he recalls.

Brinksma says the incident taught him that the university "needed much better preparation with the police", including developing plans for responding to protests

The most worrisome thing is that there seems to be no well-thoughtout plan for the HE sector from ministers



based on different circumstances.

"It doesn't change the fact that if the outcome would have been the same – a high probability that we would have outside activists on our campus – the [university's] decision would also have been the same. But we would probably have been better in communicating about that, in being prepared for that, both beforehand and perhaps afterwards," he says. "We all underestimated the communication fallout that we had at the end because people were very upset about that."

A committee at EUR is due to publish guidelines for cooperation with the fossil fuel industry this autumn, following a consultation with members of the university.

OccupyEUR was not Brinksma's first experience of campus protests. He recalls the anti-apartheid demonstrations when he was a student, but he believes the "modern generation" of activists are very different.

"They just have a list of demands. They don't want to discuss with you...And that's not something you can really deal with," he says. "If you do these things [such as demonstrations], there must be room for talks, negotiations, discussion. I remember when I was a student, we wanted to discuss no end."

UR might seem like an unusual choice of institution for Brinksma, a computer scientist, given that there are no science or technology departments; it focuses on social sciences, humanities and medicine.

But he says it was exactly that that "motivated" him to move to Rotterdam – a place seen as a "workers' city", where even the social scientists "had this attitude that perhaps they're not as important as all these businesses and computer scientists".

Brinksma had a different perspective.

"I told them, 'No, you're essential,'" he says. "Working from the other end, I had seen big innovation projects typically fail because they hadn't taken the social context adequately into consideration. We can have a tremendous technical improvement, but if there are ethical problems, if the financial models are not there, if the economy cannot do anything with it, if the legal part of it hasn't been elaborated – it won't fly."

He adds: "There is this absolute obsession with deep tech, which for some part I share – I'm aware of the power of transformation that can be found in technology ideas – but I think sometimes it's also hugely overrated."

He is particularly proud of the role he has played in pushing forward the "Convergence" alliance – a collaboration between EUR, Delft University of Technology and Erasmus Medical Centre that is aimed at providing solutions to urgent societal challenges.

Brinksma's retirement has also led him to reflect more broadly on his three leadership roles at universities. He believes that all universities have an "obsession with content" rather than process. This means that "a university leader can only lead by inspiring and motivating the academic community".

"Because they won't be swayed by pure authority; they don't recognise that," he says of academics. "They want a good idea, and it's up to you to explain to them that what you want to do is a good idea, or at least could be a good idea."

However, he has also noticed three key differences between the management and governance of Dutch and German universities.

In the Netherlands, strategic plans are developed and then, when close to implementation, the details are checked by a lawyer, he says. "In Germany, it was precisely the other way around. If somebody flashed a bright idea, somebody would point out, 'Uh-oh, but the law does not allow it.' So legal checks would be first and elaboration later."

Second, there are different concepts of academic freedom, he says. The Dutch law of higher education uses the term, but it is not precisely defined; it tends to refer to not only the rights of individual researchers, but also to the institutions themselves in terms of their freedom to make choices without interference from government, Brinksma explains. In contrast, in Germany, academic freedom is enshrined in the constitution and "it is a right that is awarded to an individual professor, which makes a huge difference".

"It means that as a university president or rector, you cannot be very directive. Even people teaching the same courses, you could not stipulate that they should use the same book," he says. "People can simply use the law to say that they refuse to do things."

Third, German higher education is much more complicated, he says, because it is a federal system and education is the authority of the individual states; as such, there are 16 different laws on higher education.

"As Dutch people, we were usually quite jealous of the enormous amounts of money that the German federal government poured into research. But it was not as simple as that," says Brinksma.

"It means that to change things at a federal level [in Germany], across all the universities, you need a lot of time and patience."

Brinksma is now leaving behind many of those nuances and complexities (although he will remain on several supervisory boards for universities). When he announced his retirement at the beginning of the year, he said he was "choosing a future in which I can devote more time and attention to the people close to me". He also hopes to dedicate more time to his favourite hobby, cooking.

When he joined EUR from Hamburg, the campus was "a ghost town". He still thinks back on the first day he witnessed "normal campus life" there, more than a year after he arrived.

"I have a balcony next to my room, and it was a wonderful day and suddenly the campus was full of students. I was standing there with a big smile because this is what you're there for: a university with students." • A university leader can only lead by inspiring and motivating the academic community





Sheffield's Koen Lamberts is working to include innovation in promotions criteria and to carve out a distinct university identity, he tells Rosa Ellis

✓ oen Lamberts' mission since taking the helm at the University of Sheffield five and a half years ago has been to elevate commercialisation to the level of research and education.

At the heart of this innovation strategy is the university's Advanced Manufacturing Research Centre (AMRC), a research translation hub on the border between Sheffield and Rotherham. The centre was set up more than two decades ago, but, Lamberts says, misperceptions kept it from achieving its full potential.

Many academics in the central university held the ideological view that research should not be driven by commercial interests, while those working in the AMRC were "defensive" about their work, believing "they were the ones in touch with reality. They were doing the work that business wanted and the academic engineers were just interested in writing papers," he says.

The answer was bringing them together regularly and driving home the message that the AMRC was not a sideshow, "that we actually AMRC and has

believed that it was going to be key for carving a distinct identity for the university. That this is what we can do better than anyone else."

The message appears to have got through. The university is excelling at developing intellectual property, commercialisation and working with business, according to Research England's Knowledge Exchange Framework.

One example Lamberts (pictured below) highlights is in gene therapy. "Lots of gene therapies actually have been developed in the UK. But in the past they rarely, if ever, led to actual development and manufacturing of therapeutics. That would be done elsewhere,' he says. The basic science would be done in the UK, but manufacturing would happen abroad, often in the US, he explains. Some "visionary scientists" at Sheffield realised they could combine their research with the region's manufacturing expertise and control the whole production line. The project is based at the

attracted funding from several investors.

But why is this success story the exception rather than the rule. across the UK and beyond? While the reasons are complex, Lamberts says, one factor is a culture that undervalues research for commercial purposes. Another is cash. Funders in the US – a country that is considered highly successful at translational research - are more familiar with working with universities and are more willing to take the risks required. "In the UK, what you find is that traditional venture capitalists are very reluctant to stray far beyond the golden triangle of the south east, Oxford and Cambridge."

This was the motivation for Northern Gritstone, Lamberts says, the fund established in collaboration with the universities of Manchester and Leeds with the primary purpose of investing in university spin-offs, and which Sheffield has "done remarkably well out of".

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" This is about creating an environment, a culture, in which innovation just becomes part of what you do 📒





ast year, a review led by Irene Tracey, vice-chancellor of the University of Oxford, and Andrew Williamson, a managing partner of the University of Cambridge's in-house venture capital fund, highlighted some of the problems holding the UK back from capitalising on university spin-outs. One issue cited was institutions trying to take too big an equity stake and putting off scholars who might otherwise be interested in launching a spin-out.

Lamberts argues that taking a large equity stake is "not always" the wrong thing to do, but ultimately universities should be playing the long game, he says. "This is not about us getting an immediate return from a company that we spin out. This is about creating an environment, a culture, in which innovation just

becomes part of what you do." Spin-outs are not the answer to

spin-outs are not the answer to university funding either, Lamberts warns. "We have a very challenging funding model [in the UK]. That model is not going to be fixed by commercialisation of research any time soon. It needs far more fundamental reform."

To encourage academics to take the leap and create spin-offs, universities must make it clear that they will be supported if they return to research, Lamberts believes. While some exit academia forever, many sell or leave their spin-out when it reaches a certain size and then want to return to the academic fold. Their career must not be harmed by having spent time outside of academia, he argues. "I've seen that happen. A colleague in my department who stepped out for a couple of years set up a spin-out and then came back, and at the time – this was 20 years ago – we just didn't have the right mechanisms to acknowledge that contribution."

Sheffield has changed its promotions criteria so that academics who take a break from publishing papers can gain credit for other activities, such as launching a spin-out. "So you can become a professor in Sheffield if you have primarily focused on contributing to innovation," he says, adding: "It's hard because you're up against

the culture. This really is a cultural shift."

A criticism sometimes levelled at UK universities, and those elsewhere, is that institutional bureaucracy and ponderous decisionmaking can hinder commercial deals and spin-out progression. Lam-

berts says this was part of the reason why the AMRC had distanced itself from the central university, and it was one of the challenges he had to take on after becoming vice-chancellor. "There was a real tension in terms of governance," he says.

The task was to set up a framework with good governance as well as sufficient flexibility and agility to match the pace of the corporate world. "We don't always get it right. Clearly, there are some areas where contracts are so complex, and the risks are so significant, that we simply have to do the diligence, and that takes more time than a commercial partner would ideally want," he says. "But on the whole, I think there is now an awareness of the need for us to be agile, flexible, speedy, and especially when the risks are relatively low, we can be very flexible and very fast." He cites a recent partnership with Boeing as an example of establishing a project with a "very impatient, very ambitious commercial partner".

orking with Boeing highlights one of the challenges of closer relationships with the corporate world. Sheffield students have been campaigning for the university to end any links to the arms trade, and Boeing is one of the businesses they cite. "Work we do with Boeing is entirely for civilian applications," Lamberts says. "But of course, they are in the defence sector, and that is seen as a problem by parts of our university community." Also, "you don't control what companies do with the research that you supply", he adds.

The university has a detailed framework that sets out which types of research are and are not permissible. It would be "utterly unthinkable" to manufacture components for weapons, for example, he says. The more ambiguous cases tend to be technology that has the potential to be used in harmful ways, and these types get raised to the university executive board for the go-ahead.

Displeasing some students has not put the university off working with Boeing. In fact, it has started a new joint project using Sheffield academics' expertise in composites technology to help the company scale up how it manufactures composites-based aircraft components.

"The result is that Boeing are now building their second factory in Sheffield," Lamberts says. "It's the only European manufacturing facility they've got. And they're not in Sheffield because the weather is lovely." You can become a professor in Sheffield if you have primarily focused on contributing to innovation. It's hard because you're up against the culture

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IISc director Govindan Rangarajan tells Rosa Ellis about opening a medical school and receiving India's largest philanthropic university gift

G ovindan Rangarajan took over as director of the Indian Institute of Science (IISc), India's highest-ranked university, at the height of the coronavirus pandemic in July 2020. Taking the helm as India's second wave became the worst Covid-19 surge in the world shaped his priorities from the start.

Rangarajan's most pressing task has been to establish a postgraduate medical school at IISc, which so far during its 115-year history has focused on science and engineering. The university is also building a hospital to "enable our students to go back and forth between science, engineering and medicine, all on the same campus".

In India, he explains, almost all medical institutions are standalone, rather than linked to universities. This prevents doctors from doing cutting-edge and interdisciplinary research.

"They cannot take the support of allied disciplines, and they are overrun with patient care," he says.

"The idea of starting this postgraduate medical school was to foster clinical research and basic research in the healthcare area. Our main goal is to come up with affordable healthcare solutions, because we feel that it's important for India and all other developing countries."

This, too, was a lesson learned in the pandemic: "During Covid, we saw that many of the solutions were so expensive, and very few in India could even afford them."

The medical school and hospital will provide students with qualifications that are new to India, such This continues to be

as an MD in radiology or a PhD in AI and healthcare. "We believe that we will be able to train a unique set of physician scientists, who will be able to take advances in science [and] engineering and implement them in clinical practice."

The hospital will open next year, but one of the main challenges has been fundraising. While India's corporate social responsibility law, which mandates that all profitmaking companies give 2 per cent of the net profits to socially relevant causes, is an incentive for donors, giving to science is not the norm. "So we had to do a lot of convincing," Rangarajan (pictured below) says.

The university raised the equivalent of \$60 million (\pounds 47 million) from two families, the largest gift given to any academic institution in the country, says Rangarajan, who has been leading the fundraising efforts. Compared with countries such as the US – where he studied for his MSc and PhD and worked for several years - university fundraising offices in India are not as well established. "We have set up a development office. But since, in India, people are not used to it, it's better that the person at the top talks to them initially, so the credibility is there," he explains.

Before Rangarajan took the top job, he led IISc's interdisciplinary division, where he oversaw the establishment of several multidisciplinary centres and new PhD programmes. This continues to be a major focus, and the university is "trying various strategies" to encourage interdisciplinary research. But the Indian funding system is an obstacle. Compared with the US and the UK, there is less incentive for academics to apply for large funding grants, which are often the drivers of big multidisciplinary research. "It has to come purely out of academic interest, which in one way is good, because no other factors come into the picture. But still it's hard [to encourage interdisciplinary research]."

Indian universities face many challenges and have been slower than their Chinese counterparts to rise up the global rankings. The country's National Education Policy, introduced in 2020, gave a comprehensive plan with promises to reform the entire system by 2030.

Rangarajan says the goals are "laudable" but "to actually make a difference on the ground is going to take some time". As India's economy improves, so will higher education, he believes.

Unlike in many countries, the number of young people in India is growing. "It is a headache for universities. We have limited capacity and so many very good students wanting to get in," Rangarajan says. Universities also need good faculty members to teach them. "But in a way, they're good challenges to have because we have a large pool of students who are really interested in coming into education," he admits.

A trickier challenge is unemployment. While this is not a worry for India's top universities, it is a problem at institutions "where the training is not up to the mark", says Rangarajan. IISc is helping in that regard with training courses to upskill professionals in several areas, including the semiconductor industry, where there is "heavy demand".

As Indian higher education has struggled to improve over the years, many of its brightest minds have been tempted overseas. But, according to Rangarajan, a growing number are now returning.

"They get more international exposure and they come back, which is good for us," he says. "And as the quality of Indian universities continues to improve, I'm sure we'll be able to absorb more and more of these people in India."• Our main goal is to come up with affordable healthcare solutions

'The world changes quickly; so does our plan'

John Nicklow tells Rosa Ellis about Florida Tech's 'living, breathing' strategic plan, being business-like, boosting the space industry and fostering diversity

ost new university leaders start their tenures with a new strategic plan, usually covering a period of five to 10 years. But John Nicklow is doing things differently. Rather than creating a "strategic plan that just sits on your bookshelf", he has rolled out a dynamic, agile one.

"Our goal here was to create a living, breathing document that you visit every six months or year to make adjustments and reinvent," says Nicklow, who became president of Florida Institute of Technology last year.

The world is changing too rapidly for a static, unchanging agenda, he says. "You create these five- or eight- or 10-year documents. But think back eight years - pre-Covid, people created these plans and then the pandemic happened, and for so many of us plans got derailed. In the higher ed landscape, the demographics of students, the economy - everything's changed so much. So I can't rely on a principle or a tactic that I developed eight years ago."

Nicklow's agile plan has four

pillars: building people of excellence; creating programmes driven by innovation; creating transformative partnerships; and creating optimised social and learning environments or spaces.

"Those aren't likely to change. What will change are the specific outcomes and tactics under those pillars," he explains.

For example, the first iteration of the strategy called for the creation of a calendar of all major events hosted on campus, because the university did not have one. Now that this has been produced, it will drop off the list of tactics at the six-month update.

It can take time to communicate information across a university: it is not unheard of for new leaders to spend six months touring a campus delivering talks about their strategy. How do you disseminate a brief that is constantly changing? "When we launched the plan,

we did a lot of messaging internally and externally. So the campus is very much aware of it," says Nicklow (pictured below). "Through all that messaging, we've been very clear that some of these tactics are going to change. If I have 10 tactics under a particular pillar, I can tell you...six months into this plan...we've probably checked three of them off."

As well as being available online publicly for everyone to see, the plan has key performance indicators that will be published as a dashboard. Anyone will be able to view the metrics, which will include things such as student enrol-

ment rates, student retention rates, student graduation rates, grant proposals submitted and research dollars raised.

There is something very business-like about

a dashboard, and Nicklow does not shy away from business language. "Not everyone would agree with me on this - what happens here in the

In the higher ed landscape, everything's changed so much. So I can't rely on a principle or a tactic that I developed eight years ago 📕

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DOMINIC AGOSTINI/FLORIDA TECH





classroom is not a business, that's where we're educating; but the way we run an institution actually does in fact need to be more business-like. That's my personal belief," he says.

"[We must] make sure that we're financially stable and that we're serving our clients properly. In this case, our client might be a student, it might be a government agency or research funding organisation, or it could be a business hiring our students."

He added: "I know a lot of businesses talk about the need for flexibility and to be nimble. But truly, I think in a very fast-evolving higher ed landscape, those that are nimble and respond to demand will thrive."

You cannot talk to the president of Florida Tech without bringing up space. The university was founded in 1958, the same year Nasa was born, and it shares a home with the Kennedy Space Center on Florida's "Space Coast".

The institution, known as "Florida's STEM university", is educating some of the world's future astronauts and rocket scientists. Students get internships and jobs at Nasa and the Kennedy Space Center, as well as at Elon Musk's SpaceX and Blue Origin, founded by Jeff Bezos.

In fact, when we speak, Florida Tech alumna Sunita Williams is aboard the International Space Station.

"I get excited. I feel like a kid sometimes when I think about the things we're working on, from supermassive black holes to human space exploration, hybrid rockets, students building rocket engines, microgravity exercise equipment," Nicklow says. "It's all really cool."

Space certainly captures the imagination, but does space research bring any unique challenges? It's hard work, Nicklow admits, adding that there is truth to the old saying "it's not easy to be a rocket scientist". The good news is that those who do rise to the challenge should not struggle to find a job when they graduate.

"The industry is exploding right now," Nicklow says. "The number of new businesses moving to the Space Coast every day is amazing. And they all need talent. And we have them coming and saying, we need more engineers, we need more scientists, we need more this and that. The students I talk to – many of them are leaving here with multiple job offers." For the second s

As a private university, Florida Tech is not subject to the restrictions – and Nicklow is grateful for that.

"Florida Tech is very pleased in this respect to be a private, independent, technologically focused university," he says. "What I would say is this: we deeply value diversity of thought and perspective. And most importantly, I see it as our job to foster a sense of belonging – for all of our students, and all of our employees."

His support for diversity is not surprising perhaps, given that Sunita Williams, the Florida Tech graduate who has travelled the furthest – quite literally – is a female, second-generation immigrant. "I often tell students, some of the most valuable lessons I've learned in my life are from people different from me. And that's diversity." I feel like a kid sometimes when I think about the things we're working on, from supermassive black holes to human space exploration. It's all really cool



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Inevitable tensions

Leadership troubles at two Parisian mega-universities reflect ongoing debates around governance and academic culture, says Jean-Yves Mérindol

rance's higher education system has undergone significant changes in the past 60 years. The details of these changes, and the contexts behind them, are critical to understanding the challenges that many French universities currently face.

In the 1960s, new universities were created in cities that did not previously have them, and the universities of large metropolises were separated into distinct institutions, each with a disciplinary focus. As a result, these cities no longer had comprehensive universities.

In the 1990s, a dozen large provincial towns were chosen by the government as $p\hat{o}les$ universitaires *Européens* ("European university centres"), with the aim to federate their universities. In 2000-01, this led to the cautious suggestion that certain universities merge in several cities, notably in Strasbourg, Grenoble and Montpellier.

These internal discussions in the university sector attracted wider attention following the founding of world university rankings (Academic Ranking of World Universities in 2003 and the *Times Higher Education* World University Rankings in 2004), with the media highlighting the poor ranking of French universities.

Political leaders launched programmes to facilitate the emergence of universities capable of competing with the world's leading universities: campus plan in 2008, excellence initiative (Idex) in 2010 and Science-Innovation-Territories-Economy Initiatives (I-Site) in 2013. This resulted in several mergers of institutions, including universities, grandes écoles and, in one case (with the establishment of Gustave Eiffel University), a research organisation. Different types of mergers emerged, depending on the nature of existing establishments.

When the *grandes écoles* were absent or marginal, the merger resulted in the creation of a new university adopting the classic governance principles of French universities, with respect to the nature of

councils and boards and the position of elected officials. This is roughly the case in Paris (Sorbonne University, Université Paris Cité), Strasbourg, Aix-Marseille, Lille, Bordeaux, Clermont-Ferrand and Montpellier.

In the Lorraine region and in Grenoble where most of the associated *grandes écoles* come from the old universities, governance is partly inspired by that of traditional universities (with numerous elected officials) and partly by federalism (with representatives of the different components). While tensions existed – particularly at the beginning, during the initial period of reorganisation and the elections of the president and the management teams – these mergers are no longer fundamentally challenged.

In the mergers with powerful grandes écoles (Université Paris-Saclay, Paris Sciences et Lettres), there were major debates concerning the legal personality of the organisation. The 2018 government order authorising interlocking public-law entities - that of the university as a whole and those of its components - provides a legal solution. However, there are still open questions as to whether certain decisions (for example, recruitment of professors or creation of new courses) should be made by the university versus by one of the internal components. All this must be clearly defined, which is never easy, always questionable and a source of tension.

The mixture of elective and federal principles of governance, combined with an academic culture distinct from that of the *grandes écoles*, can be unstable, as recent events have shown. The election of the new president of Université Paris-Saclay only took place in June 2024 after six months of tensions; the resignation of the PSL president in the same month arose in part from disagreements within the components.

The difficulties encountered by some mergers, which explain the

failures of certain sites, such as Lyon and Toulouse, stem from a range of factors. Disciplinary traditions were evident in several universities of letters, arts or social sciences that have refused such mergers. Differing conceptions of university democracy in connection with the role of external members in the governing boards have also led to friction, with some holding the view that democracy is a necessary condition for academic freedom, while others consider it a disadvantage when seeking to build relations with the economic and social worlds.

Debates also exist about the relative importance of the pursuit of "excellence" versus assuming a mission of public service. These factors are aggravated by the low funding of universities in France. The legal formula chosen by the 15 merged establishments resulting from the 2018 government order rigidifies their statutes because all modifications are subject to government decisions, thus limiting institutional agility. Finally, as the relationships between research organisations and "universities of excellence" have not been seriously reviewed, the latter's capabilities in terms of strategic action are not comparable to those of their counterparts abroad.

One can only hope that these institutional difficulties will not hinder France's universities as they face new challenges in terms of training, research and innovation.



Jean-Yves Mérindol Former president, University Sorbonne Paris-Cité

There are still open questions as to whether certain decisions should be made by the university versus by one of the internal components



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We are looking to understand and to analyse research outputs in greater detail

More instruments and more detail on the way

We're launching two brand-new rankings this autumn while fine-tuning our established analyses, writes Duncan Ross, chief data officer at *THE*

t has been another record-breaking year. We are thrilled that more than 2,000 universities are included in the 2025 edition of our World University Rankings, making it the largest evaluation of research performance in the world.

The methodology remains the same as last year, although we have decided to reduce the minimum annual number of research papers required for university inclusion from 150 to 100. The overall number remains the same, at 1,000 publications in a five-year period.

We are delighted to have entered into a new agreement with our bibliometric partner Elsevier that gives us far greater access to its underlying data. This, in turn, allows us to understand and to analyse research outputs in greater detail.

We have also been working to further strengthen our data quality assurance, including tightening up definitions, and to address rare and unusual behaviour in voting patterns. Alongside this, we are building a new data quality engine and process to further improve our assessment of data submitted by universities.

In the future, we hope to do more work on assessing bibliometric performance, extending the changes we introduced to the research quality pillar last year.

But the World University Rankings are not our only ranking, and we have been doing new work in other areas, too.

Interdisciplinary Science Rankings

We will be exploring the role and performance of interdisciplinary research with the launch of our very first Interdisciplinary Science Rankings in November. This analysis examines research outputs, as well as the actions that universities put in place to support interdisciplinarity.

On my recent visit to the United Nations High-level Political Forum

on Sustainable Development, it was plain to see the vital role that interdisciplinarity plays in delivering the Sustainable Development Goals (SDGs), so it is especially important that this facet of research is understood and supported.

As with all our rankings, participation is voluntary, and we would like to thank all the universities that have contributed data for the first installation. We will be looking at the results carefully and will be taking feedback on how we can strengthen the analysis in future years.

Online Learning Rankings

Our second new initiative is our Online Learning Rankings, which will be published in December. In today's post-Covid world, online learning has moved from being an experimental niche to a mainstream activity for many universities.

Attempting to measure this fastmoving part of the sector is, of course, challenging. As with all of our teaching-focused rankings, an important part of this will be to understand the opinions of students – something that is both exciting and technically difficult.

Data collection is completed, and we are excited to see the first results.

Sub-Saharan Africa **University Rankings** Our Sub-Saharan Africa University Rankings is entering its second iteration this year, with a 30 per cent growth on last year's participation - part of an exciting wider growth in involvement from African institutions in all our rankings. The methodology has seen some changes following a consultation after the inaugural release.

Impact Rankings

The sixth edition of the Impact Rankings was launched in Bangkok in June, at the Global Sustainable Development Congress. We were delighted that the event was attended by more than 3,000 people and that the Impact Rankings have cemented themselves as the largest and most complete evaluation of higher education's contribution to the UN SDGs.

Data collection for the 2025 edition is now open (it closes on 11 November), and we hope to continue to expand the rankings. Last year, we exceeded 2,000 universities for the first time, from 125 different countries and regions.

This year, we will be making the data collection process a little simpler by reducing the number of pieces of evidence that are provided for each question from two to one. This will require us to split a small number of questions into two questions.

We will also be adding a new question that looks at how universities are assessing education for sustainability, although this won't be scored as part of the ranking next year.

An exciting development that will be less visible to participants, but which will definitely help us as we scale up, is the introduction of artificial intelligence (AI) technologies into our assessment process. This will support further consistency, as well as allowing us to focus our resources on quality assurance. We are also planning on rolling out additional AIsupported aids for participating universities.



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uwait University aspires to be a pivotal force in Kuwait's Vision 2035, which aims to transform the nation into a global hub of innovation and knowledge. Central to this vision is the ambition to establish Kuwait University as a center of innovation with an international reputation for excellence. The university is committed to fostering a dynamic environment where cutting-edge research and creative solutions thrive. By investing in state-ofthe-art facilities, recruiting world-class faculty, and encouraging cross-disciplinary collaboration, Kuwait University is positioning itself as a leader in generating impactful research that addresses global challenges. This commitment not only supports the nation's strategic goals but also elevates Kuwait's standing in the international academic and research communities, attracting scholars and innovators from around the world. Through these efforts, Kuwait University seeks to become a beacon of innovation, driving sustainable development and contributing to the global knowledge economy.

Kuwait University has demonstrated a strong commitment to advancing research by actively supporting and facilitating scholarly endeavors across various disciplines. The university's efforts are evidenced by its impressive track record, with over 30,000 research papers published in Scopusindexed Q1 to Q4 journals of impact, reflecting the high caliber and global relevance of the work being produced by its faculty and students. In addition to this, Kuwait University has successfully secured



funding for more than 600 research projects, underscoring its ability to attract and manage substantial research grants. These projects span a wide array of fields, addressing both local and regional challenges while contributing to global knowledge. Furthermore, the university has extended its research impact through participation in dozens of international projects, highlighting its growing presence on the global research stage. Through these initiatives, Kuwait University not only fosters a vibrant research culture within its academic community but also strengthens its role as a key player in the international research and innovation landscape.

Kuwait University's commitment to supporting innovation is further demonstrated by the establishment of the Office of Patents and Intellectual Property in 2005. This office plays a crucial role in guiding researchers through the patenting process, ensuring their inventions are protected and have the potential for commercial exploitation. By facilitating the marketing of researchers' inventions, Kuwait University not only bolsters its societal engagement but also contributes to the nation's overall development. These efforts reflect the university's dedication to transforming research into tangible, impactful innovations that serve the needs of Kuwait and the global community. To date, Kuwait University has supported the development of 66 patents through dedicated funding and resources. A key factor in this success is the establishment of the fasttrack patent service, which has greatly benefited scholars at Kuwait University. This initiative was made possible through a recent cooperation agreement with the United States Patent and Trademark Office (USPTO), streamlining the process for securing patents. The fast-track service empowers university researchers to

more quickly protect their intellectual property and bring their inventions to market, enhancing the university's impact on both the academic community and the broader economy.

Since its establishment in 1985, the Academic Publication Council (APC) at Kuwait University has been instrumental in advancing the university's academic reputation. The APC's core function is to publish KU's scientific journals, research studies, and books across various disciplines. It currently oversees nine journals, all linked to international databases, ensuring wide distribution and online accessibility via its website. The APC also plays a key role in fostering scientific and intellectual relations with other universities and research institutions. It actively participates in international fairs and exhibitions, promoting KU's research accomplishments and spreading awareness through organized displays and effective marketing.

One of the notable strengths of Kuwait University is its Center for Gulf & Arabian Peninsula Studies (CGAPS). The CGAPS plays a crucial role in highlighting Kuwait's rich history and its significant contributions to the Gulf region. The Center is dedicated to monitoring regional developments, creating a comprehensive database on the Gulf, and archiving vital historical records. It actively engages in scientific and cultural activities, such as preparing and releasing publications, and organizing Cultural Seasons that feature lecture series, fairs, and events.

Kuwait University is committed to advancing research and innovation through its strong programs and specialized centers. We actively support collaboration with the international research community and welcome global partners to join us. For more information, please visit our website.







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