THE World University Rankings 2026

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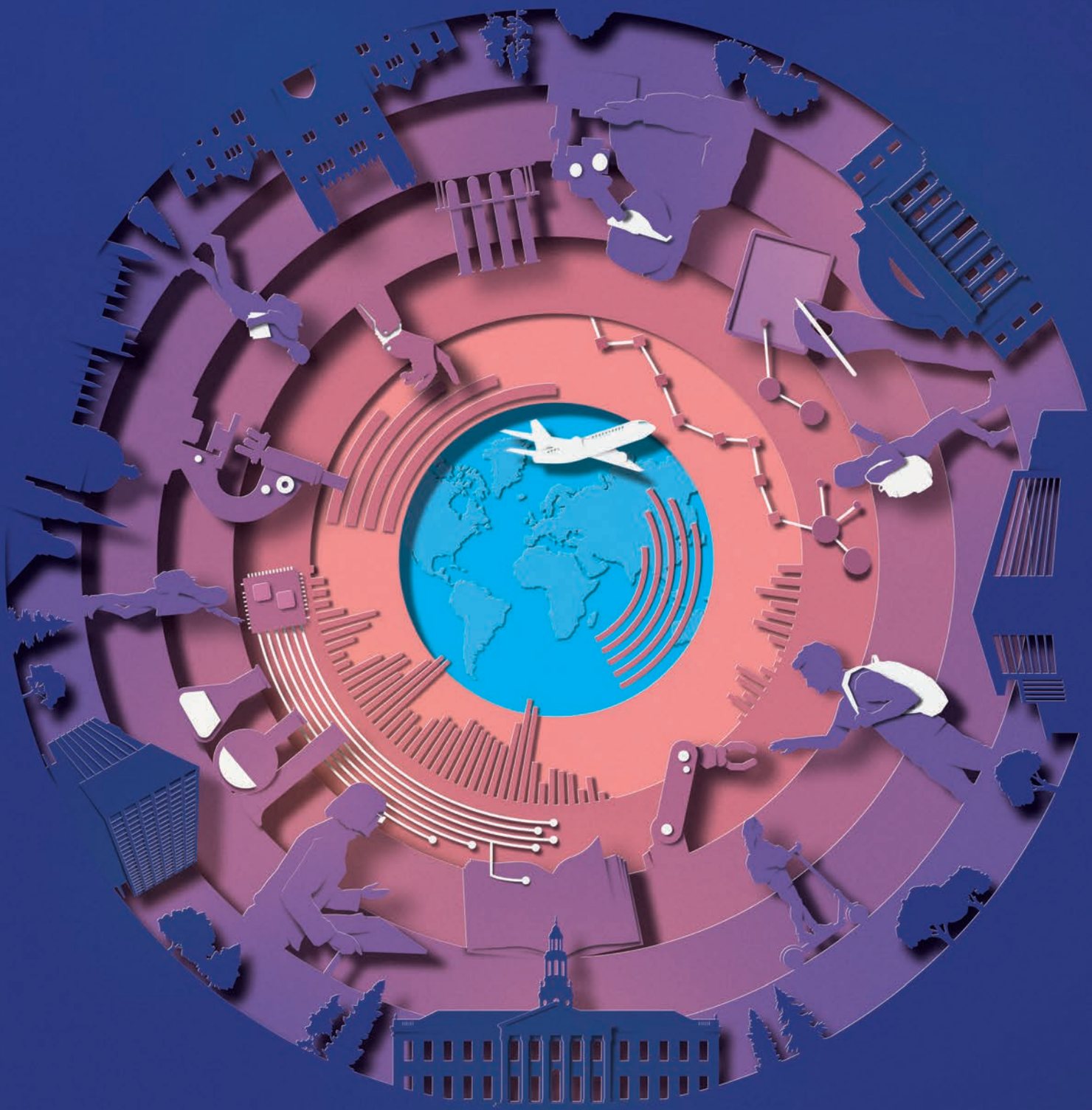

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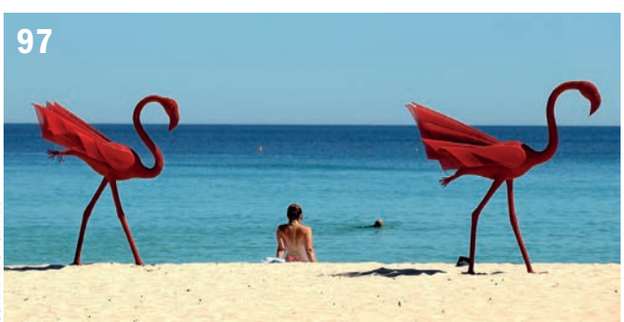
Leading Asian universities have stalled while US institutions decline, as European systems also come under pressure and the picture shifts across the *THE* World University Rankings for 2026

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



COVER: EDU FUENTES

Times Higher Education World University Rankings
Rankings editor: Ellie Bothwell
To raise your university's global profile with *THE*, please contact branding@timeshighereducation.com
To unlock the data behind *THE*'s rankings, and access a range of analytical and benchmarking tools, contact data@timeshighereducation.com

World University Rankings

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Master of Finance Scholarship at Cambridge Judge Business School

- Provides 6 fully funded scholarships for students from CityUHK's College of Business to pursue the Master of Finance programme.

NEWNHAM COLLEGE
UNIVERSITY OF CAMBRIDGE

CityUHK Research Master Scholarship Programme at Newnham College

- Funds 2 outstanding female students annually to pursue Research Master's degrees at Cambridge.

Lucy Cavendish College
University of Cambridge

CityUHK-Lucy Cavendish College Scholarship Programme

- Funds up to 20 outstanding students to pursue master's programmes at Cambridge, starting in the 2025/26 academic year.
- It also supports 2 students per year to study for Research Master's degrees at Cambridge. They then undertake PhDs at CityUHK under the supervision of scholars from both universities.

CDH Cambridge Digital Humanities

Master of Philosophy in Digital Humanities Scholarship

- Supports 1 student from CityUHK's Department of Media and Communication to pursue an MPhil in Digital Humanities at Cambridge.

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City University of Hong Kong

CityUHK students embark on Cambridge odyssey

Luo Zhihao (BSc in Applied Physics, CityUHK) will pursue an MPhil in Materials Science and Metallurgy at Cambridge

"I hope to return to CityUHK as a professor and entrepreneur, contributing my knowledge and experience to my alma mater."

Sun Songling (BEng in Energy Science & Engineering) will study for an MPhil in Energy Technologies at Cambridge

Jacqueline Guico (BA in English, CityUHK) will study for an MPhil in Digital Humanities at Cambridge

"I look forward to engaging in academic exchanges with renowned professors from around the world."

Cai Yuzhi (BBA in Finance, CityUHK) will embark on an MPhil in Real Estate Finance at Cambridge

"The close collaboration between the two universities highlights CityUHK's academic standing and influence on the global stage."

Wijaya Sherin Leana (BEng in Materials Science & Engineering) will study for an MPhil in Advanced Materials for the Energy Transition at Cambridge

Fan Pui-kwan (BBA Accountancy, CityUHK) will pursue a Master of Finance at Cambridge

"Cambridge provides an ideal platform for deepening my professional knowledge and solidifying my career direction."

Leung Ying-ka (Juris Doctor, CityUHK) will study for the Master of Law at Cambridge

"The scholarship serves as a milestone for me, and the training in CityUHK's curriculum has equipped me with strong interpersonal and communication skills essential for my postgraduate studies."

Chanentia Flavia Nathaline (BEng in Biomedical Engineering) will undertake an MPhil in Biotechnology at Cambridge

Radovanovic Vojin (BSc in Computing Mathematics) will pursue an MPhil in Scientific Computing at Cambridge

Carol Wong Wai-kun (MSc in Energy and Environment, CityUHK) will study for an MPhil in Engineering at Cambridge

"CityUHK's leading research in energy and engineering has prepared me well for my future studies, and I believe the intellectual exchange at Cambridge will help me develop a better version of myself."

Wei He (MSc in Digital Transformation and Technological Innovation, CityUHK) will study for an MPhil in Technology Policy at Cambridge

"I am thankful to CityUHK for providing me with an invaluable opportunity to experience the unique academic atmosphere at Cambridge."

Florence Yiu Pui-ting (Postgraduate Certificate in Laws graduate) will study for the Master of Law at Cambridge

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UNIVERSITY IMPACT[1]	PATENT INFLUENCE METRIC[2]	UNIVERSITY RANKING[3]	GLOBAL EMBA[4]	GRADUATE EMPLOYABILITY[5]	YOUNG UNIVERSITY[6]
No. 19 Worldwide	No. 1 in China	No. 12 in Asia	12-Time No. 1 Worldwide	12-Time Top 30 Worldwide	No. 3 Worldwide

1. *University Impact Rankings 2024 by Times Higher Education*
2. *Nature Index 2022 - Patent Influence Metric*
3. *Asia University Rankings 2025 by Times Higher Education*
4. *Financial Times Executive MBA Rankings*
5. *Global Employability University Rankings published by Times Higher Education*
6. *Young University Rankings 2024 by Times Higher Education*

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Colliding forces

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Are we on the brink of a reshaping of global higher education, asks Ellie Bothwell

Two new and opposite trends from the *Times Higher Education* World University Rankings offer insights into the changing landscape of global higher education.

The first is that the performance of the top universities in East and South-east Asia, regions that have risen up the rankings year after year, has now stalled, stopping them short of the global top 10.

The second is that the US, which has dominated the upper echelons of the global league table, is declining amid stiff global competition – a drift that is not new in itself but one that reaches new depths this year and is cast in fresh light given the unprecedented attacks on US universities from the Trump administration.

It is too early to say how these patterns will develop and converge, but they raise several questions in relation to the rankings. Will the stagnation of Asia's top universities be a temporary blip or a long-term trend? If Asia's leading universities have reached their peak, will that provide a cushion to counterparts in the US that are vulnerable to decline? Or will the effects of the research funding cuts and internationalisation restrictions in the US fast-track China to finally reach the global top 10? Ultimately, are we at the brink of a reshaping of global higher education?

We attempt to answer some of those questions in our main analysis of the 2026 results, while the extent of the damage to the US according to one metric of scientific achievement that is not included in our rankings – Nobel prizes – is examined in another feature.

Across the Atlantic, several European systems are also facing declines, although with less stormy climates than in the US. Germany is one of those, despite the fact that for two decades the country has spent billions of euros on boosting the research capacity of its top institutions. We take a look at whether its Excellence Strategy is having the desired effects.

And there are warning signs for the performance of the UK, too, where a mounting financial crisis is gripping universities.

As international education consultant Rajika Bhandari said, we are in a "moment of great flux" for global higher education. Universities are grappling with policy upheaval, financial challenges and ongoing uncertainty. Only time will tell how that will shake out in the rankings when the dust settles. ●

COUNTRIES/REGIONS REPRESENTED IN TOP 200

Country/region	Number of institutions in top 200	Top institution	Rank
United States	55	Massachusetts Institute of Technology	2
United Kingdom	26	University of Oxford	1
Germany	18	Technical University of Munich	27
China	13	Tsinghua University	12
Netherlands	11	Delft University of Technology	57
Australia	10	University of Melbourne	37
Canada	9	University of Toronto	21
Hong Kong	6	University of Hong Kong	33
South Korea	6	Seoul National University	=58
Switzerland	6	ETH Zurich	11
France	5	Paris Sciences et Lettres – PSL Research University Paris	48
Belgium	4	KU Leuven	46
Japan	4	The University of Tokyo	26
Sweden	4	Karolinska Institute	=53
Denmark	3	University of Copenhagen	90
Italy	3	University of Bologna	130
Spain	3	University of Barcelona	=145
Austria	2	University of Vienna	=95
Finland	2	University of Helsinki	=105
Singapore	2	National University of Singapore	17
Ireland	1	Trinity College Dublin	173
Macao	1	University of Macau	=145
New Zealand	1	University of Auckland	=156
Norway	1	University of Oslo	=113
Russian Federation	1	Lomonosov Moscow State University	133
Saudi Arabia	1	King Fahd University of Petroleum and Minerals	=184
South Africa	1	University of Cape Town	=164
Taiwan	1	National Taiwan University (NTU)	140

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

> "Will the stagnation of Asia's top universities be a temporary blip or a long-term trend?"


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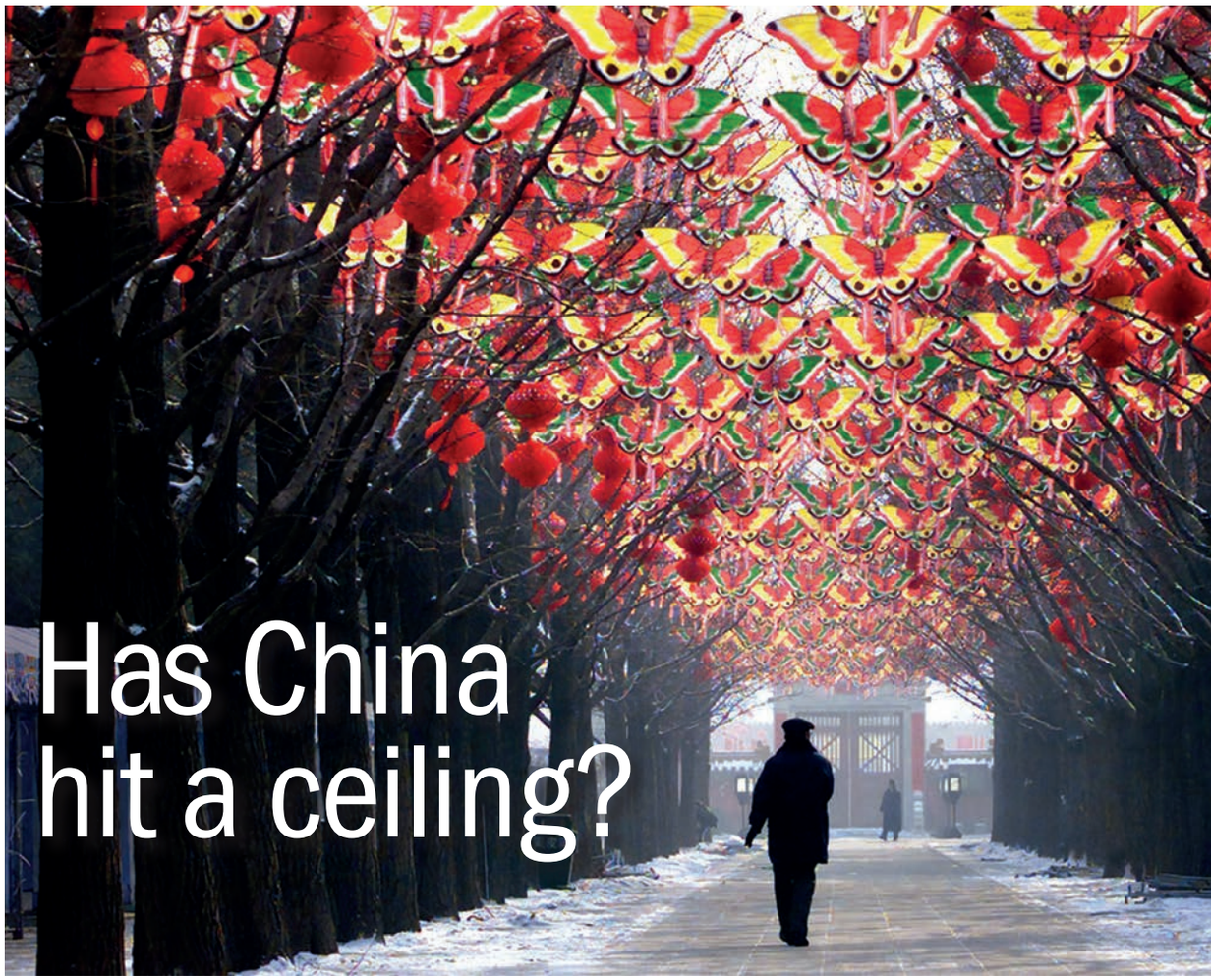


Has China hit a ceiling?

Elite Asian universities stagnate and US declines amid demographic shift and 'moment of great flux' for global higher education. Patrick Jack reports

> "Asia's top institutions need more autonomy, stronger support for fundamental research, and fewer restrictions on academic freedom"

The performance of Asia's top universities has stalled for the first time in 14 years in the *Times Higher Education* World University Rankings, while the US continues to decline even before the effects of the Trump administration's attacks on higher education show up in the data.

While there are widespread strong results across many parts of Asia in the *THE* World University Rankings 2026 – which is topped by the UK's University of Oxford for a record 10th consecutive year – the region's leading universities are stagnant. Tsinghua University has stalled at 12th place for the third year in a row, Peking University has moved up just one place during that time and is now 13th for the second consecutive year, and the National University of Singapore (NUS) has also failed to improve on last year's 17th position. The number of Chinese universities in the top 200 is also steady, at 13 universities for the third year in a row.

This stability is in marked contrast to the trajectory of Asia's top universities in the decade leading up to the 2024 edition of the rankings, during which time Tsinghua moved up 35 places, Peking 28 places and NUS seven places. This year marks the first time since the 2012 edition that none of the three institutions has improved its rank.

However, below this elite tier, the familiar trend of East and South-east Asia's rise continues.

Hong Kong occupies a record six spots in the top 200 as a result of improvements in teaching reputation and its student-to-staff ratio, and all six of its institutions that were ranked both this year and last year have improved. South Korea rises significantly in all four research quality metrics and now has a record four institutions in the top 100. And the University of Tokyo climbs to 26th, its highest-ever position – although Japan's representation at the top of the rankings has dipped slightly, with only 4 per cent of its providers improving their position on last year.

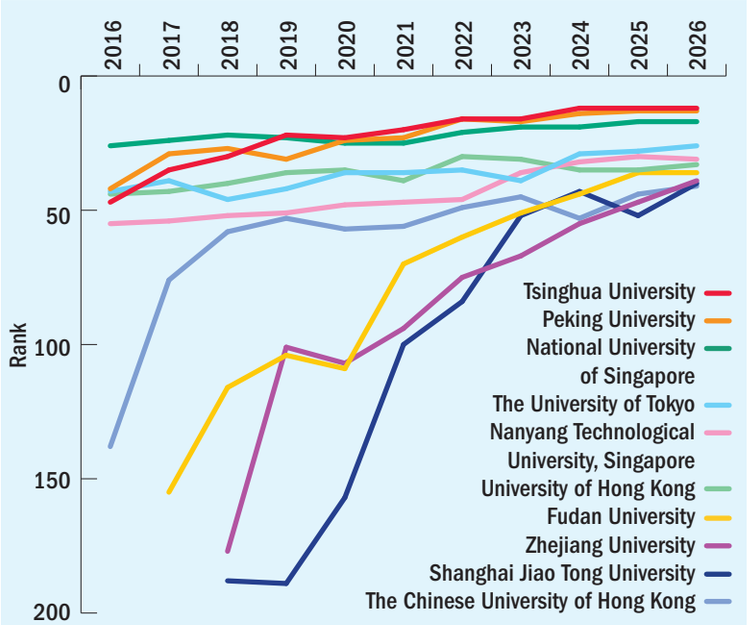
In contrast, 21 per cent of Chinese universities have moved up the table this year and the country's average score increased by a whole point. It now has five universities in the top 40, up from three last year, and 35 in the top 500 – which is more than Australia. A total of 18 Chinese institutions achieved their best rank ever, more than any other nation.

Experts have debated when China might reach the top 10 in rankings – according to China scholar Denis Simon, the question has never been could Chinese universities enter this elite club but rather when – but the latest rankings results suggest that crossing this threshold is not straightforward.

Tsinghua and Peking universities already receive a perfect score of 100 for research income, research excellence (the amount of top research) and patents. However, the institutions receive much lower scores for international outlook than their UK and US counterparts

PICTURES: GETTY IMAGES

ASIA'S TOP 10 UNIVERSITIES OVER TIME (ONLY SHOWS RANKS IN TOP 200)



in the global top 10, and are also weaker when it comes to typical research quality – both areas that are unlikely to change quickly.

Rajika Bhandari, principal of Rajika Bhandari Advisors, an international education research and strategy firm, said that Asia's top universities had not hit a ceiling but were being constrained by national policy environments.

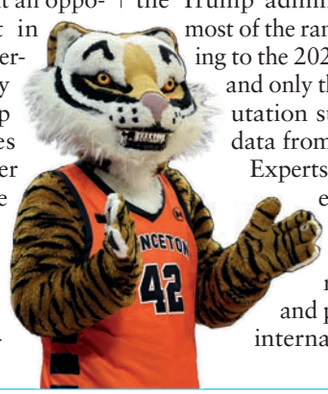
"To move higher, they need more autonomy, stronger support for fundamental research, and fewer restrictions on academic freedom," she said. "Without that, there's only so far rankings performance can go."

The rankings results for the US in some ways present an opposite trend to that in China, with the top American universities largely holding strong in the top 10, and in some cases improving, as those lower down the list continue their decline.

The US again occupies seven of the top 10 spots, with Massachusetts Institute of Technology leading the country in second place overall. Princeton University stands out though, having climbed to its highest position ever, joint third place, following big improvements in its teaching and research quality scores. It is the third year in a row that Princeton's rank has improved – no mean feat for an institution in the typically stable top 10, where the score differences between universities are small.

However, it is the only US university to achieve its best-ever finish this year. The US has six more spots in the top 20 and a total of 35 in the top 100 – down from 38 last year. While it still dominates the top 500, with 102 ranked institutions, this is its lowest number on record. Its average score has dipped and 25 of its institutions – more than in any other country – have slumped to their lowest-ever positions, including the University of Chicago (15th), Columbia University (20th) and Duke University (28th).

And these results relate to the performance of US universities before the wave of unprecedented attacks on higher education from the Trump administration, with most of the rankings data relating to the 2023 academic year and only the academic reputation survey including data from this year.



Experts fear that as the effects of these attacks – lower levels of research funding and potentially fewer international students and scholars – start to appear in the data behind the rankings, these declines will only worsen and the performance of top US universities will suffer too.

Ming Cheng, professor of higher education at Sheffield Hallam University, said that while Donald Trump's policies towards higher education might yet be thwarted by domestic resistance or shifting geopolitics, the downsides are clear.

"If the Trump administration continues to force the top universities to bow to its demands there will be brain drains in the US institutions, which can lead to sliding down in the rankings."

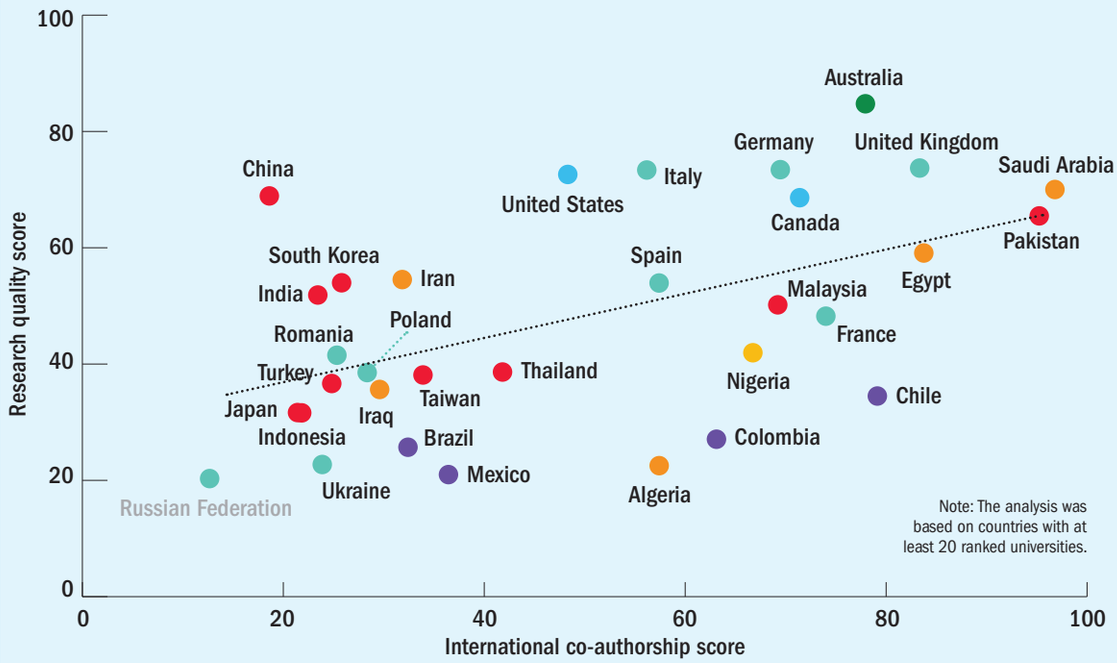
Princeton's success has come at the expense of Harvard University, which is already under immense pressure from the White House, and which slips to its lowest position for six years – joint fifth. Harvard is in fact only 0.1 point behind Princeton and Cambridge, but its rank will seem eye-catching nonetheless, particularly given that Trump has attempted to block hundreds of millions of dollars of its federal funding and bar it from enrolling international students.

Simon Marginson, professor of higher education at Oxford, said Harvard is likely to be affected by what is happening in a material sense – its research output and research funding position will both suffer as a result. Thus there is likely to be some slippage in the US' position in global rankings.

Yet he does not think a predicted fall in Harvard's rankings position – or that of any other elite univer-

> "Tsinghua has stalled at 12th place for the third year in a row and NUS has also failed to improve on last year's 17th position"

CHINA LAGS ON GLOBAL COLLABORATION



It is widely claimed that international collaboration increases the impact of research but new analysis of data from *Times Higher Education* reveals significant differences by country, with the trend barely visible in some nations.

Figures from the *THE* World University Rankings 2026 show that globally there is a positive correlation between international co-authorship of academic research and research quality – as measured by four metrics relating to citations, which together capture the calibre of both typical research and top research.

However, at 0.5, the correlation coefficient is not very strong (where 1 represents a perfect positive relationship) and there are some obvious outlier nations.

Mainland China, for instance, achieves the seventh highest score for research quality among the 32 nations with at least 20 ranked universities but is second from the bottom when it comes to the percentage of its academic publications that have at least one international co-author.

This is partly a reflection of China's size; academics based in countries with large populations tend to have less need to collaborate internationally. India, and to an extent the US, also have relatively low levels of international collaboration given their research quality scores.

But Caroline Wagner, emerita professor of public policy at Ohio State University, who has studied data on international co-authorship and research quality, said that the data also reflected that China was still developing its science system, despite "doing incredibly good work at the frontier".

"We see a stratification in China that you're not going to see as much in other scientifically advanced countries," she said. "At the frontiers of research, China is doing extremely well…and then you have a very, very long tail" of lower-quality research from scholars who are not connecting with other scholars internationally, she added. She contrasted this with the US where "the underlying knowledge system and…the science base is very deep and very complex".

This pattern is visible in the data; while China's leading universities compete with their counterparts in the US when it comes to the quality of their top research, they are less strong in typical research quality.

On the opposite end of the spectrum, Chile is fifth for international co-authorship but 24th for research quality, proving that cross-border collaboration is not synonymous with research excellence. Wagner said that Chile was one of several countries that "will invest in elite science" – such as a "glamorous and exciting" space programme, involving international collaboration – without "reinvest[ing] in that basic science capacity that they need in order to continue to flourish at those high levels".

Australia and the UK achieve the highest average scores for research quality based on the data, and also have high levels of international collaboration. Meanwhile, Russia receives the lowest scores in both areas.

Ellie Bothwell

> "We're starting to hit a total saturation of upper-middle-class people in US higher education"

sity – which would only be visible after Trump's presidential term, will change Trump's attitude towards the sector.

"There's no evidence that the Trump administration is concerned about global ranking position," he said.

"My sense is that the current administration projects power through hard power rather than soft power. Economic competition, military prowess, military capacity: those are the elements that are in play…not through higher education, educating international students and through the research system."

But Marginson said the US – which has been regarded as the most prestigious research system in the world for decades – is unlikely to suffer hugely in the medium term.

"I don't think all that accumulative historical reputation and centrality is just going to vanish…just because the Trump administration is attacking several leading research universities and perhaps casting a shadow over the whole sector."

While Trump's actions could accelerate the existing decline in the proportion of top universities in the US, the country will still be very strong and will not "slip under the rug" any time soon – particularly because the elite will still want to send their children there, he added.

Bhandari said that the overall reputation of top US institutions

remains strong in terms of delivering a high-quality education.

However, she warned: "In the near future we could see such institutions start to slip in global rankings.

"These institutions thrive on openness to talent, to funding, and to international collaboration. Challenges on those fronts would have real consequences, not just symbolically but in research output, student mobility and global reputation."

Whether the stagnating performance of Asia's top universities provides a cushion to the US, resulting in smaller declines than would otherwise occur, remains to be seen.

There are warning signs for the UK too, albeit to a lesser extent than in the US. Although Oxford retains its number one position and is joined in the top 10 by the University of Cambridge (joint third) and Imperial College London (eighth), there are more uneven results for the rest of the country.

Of the 105 UK institutions to have been ranked in the past two years, 27 per cent slid down the table and just 12 per cent improved.

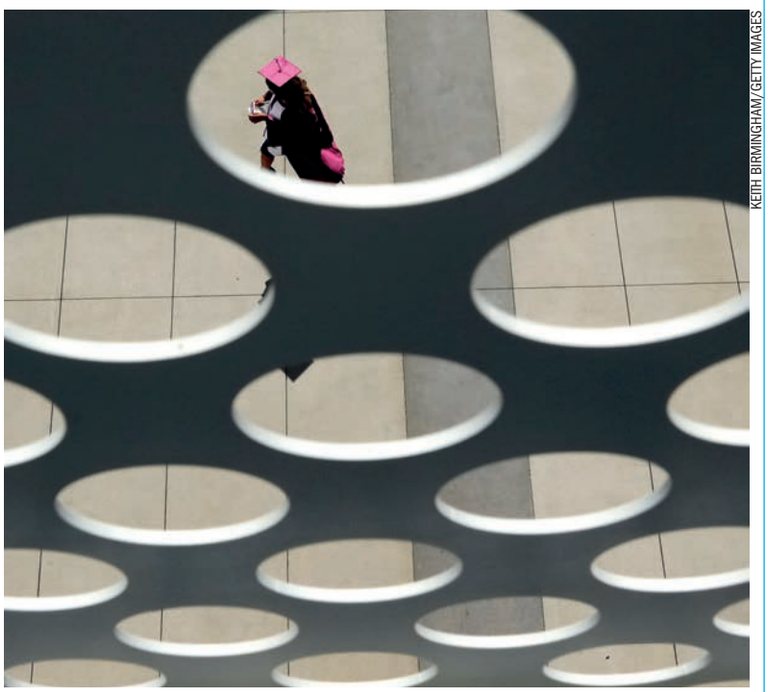
Together, their average score rose by just a fraction of a point and 12 universities, including the London School of Economics and Political Science (52nd) and the University of Warwick (joint 122nd), fell to their lowest-ever positions. It is also the first time that the number of UK universities in the global top 500 has dipped below 50; it is now 49.

In the UK overall the gap is widening between the quality of top research, which continues to improve, and average research, which is declining. The country also has lower average scores for its proportion of international staff and student-staff ratio this year. These are all areas at risk of further decline as a result of the current funding crisis in UK higher education.

Another issue that poses a threat to East Asia, the US and the UK is demographic decline. David Baker, professor of sociology, education and demography at Penn State University, said one of the drivers of research productivity, and probably research quality as well, was that more and more young people had gone into higher education.

But, as absolute numbers start to decline, universities will need to come up with solutions. In South Korea, institutions are already closing and consolidating schools and universities.

"Korea is really the canary in the coal mine…they are living our future in many respects," said Baker. "The demographic clock is ticking, and so it's going to be very interesting to see what happens, particularly in Korea, Taiwan and Japan."



KEITH BIRMINGHAM/GETTY IMAGES

Bhandari said that as youth populations shrink, especially in East Asia, universities could face narrower domestic pipelines for talent and research capacity. "The real risk is if institutions don't respond by expanding international recruitment and partnerships to stay globally competitive," she added.

But, for Cheng, Asian governments have invested so heavily in higher education and innovation, in contrast to countries such as the UK, that their youth population decline will not affect their rankings in the short term. And in the longer term, she remains confident that Asian universities will catch up to their US counterparts eventually.

This year marks the beginning of the dreaded "enrolment cliff" in the US – with scholars previously warning that it marks a bigger threat to the sector than anything from the Trump administration.

Until now, Baker said, the amount of money pumped into US higher education had been "phenomenal" but that could change with demographic trends.

"We're starting to hit a total saturation of upper-middle-class people in higher education, and it'll be interesting to see whether the kinds of money, both public and private, in the US are going to be able to continue."

Do these trends therefore present an opportunity to universities outside the US, UK and established systems in Asia? Australia is showing signs of post-Covid recovery with its strongest performance in three years and Italy improves as a result of greater investment in research and better research productivity. But other powerhouses in Western Europe have suffered – including Germany, France and the Netherlands.

In contrast, Turkey and Poland have improved their average scores by more than 1 point. And rising research quality in Indonesia means that its average overall score improved by 2.3 points – the highest among countries with at least 20 institutions ranked.

Indonesia now has 35 universities in the rankings – a dramatic rise from just one a decade ago. The country's highest-ranked university, the University of Indonesia, remains in the 801-1,000 band, but on average Indonesian institutions are improving fast.

Bhandari said the current "moment of great flux" in many higher education sectors was creating a contraction in some countries and expansion in others.

"The mobility of global academic and research talent is undergoing a shift – a reverse 'brain drain' from established centres of knowledge and science such as the US to other countries whose institutions have bolstered their research investments in recent years, including ones in Asia. These changes will likely be reflected in fluctuating rankings as well." ●

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
1	1	University of Oxford	United Kingdom	97.2	100.0	97.7	99.9	96.4	98.2
2	2	Massachusetts Institute of Technology	United States	99.2	95.3	99.6	100.0	91.9	97.7
=3	4	Princeton University	United States	98.2	97.3	99.0	98.0	85.4	97.2
=3	5	University of Cambridge	United Kingdom	96.2	99.9	97.1	87.6	96.3	97.2
=5	3	Harvard University	United States	95.9	100.0	98.9	86.7	88.3	97.1
=5	6	Stanford University	United States	97.5	97.4	99.5	100.0	83.9	97.1
7	7	California Institute of Technology	United States	96.4	97.4	96.8	100.0	87.9	96.3
8	9	Imperial College London	United Kingdom	90.6	94.9	98.0	91.9	98.2	94.7
9	8	University of California, Berkeley	United States	87.3	99.0	98.9	99.5	83.9	94.4
10	10	Yale University	United States	94.6	94.5	97.2	87.6	81.4	94.1
11	11	ETH Zurich	Switzerland	88.5	97.2	94.5	83.7	95.1	93.1
12	12	Tsinghua University	China	95.9	98.5	93.9	100.0	53.4	93.0
13	13	Peking University	China	95.4	97.9	89.0	100.0	67.3	92.3
14	=14	University of Pennsylvania	United States	88.1	90.3	96.1	97.9	78.4	90.8
15	=14	The University of Chicago	United States	89.6	90.1	96.8	76.4	79.7	90.6
16	16	Johns Hopkins University	United States	84.6	89.9	96.3	100.0	81.9	90.1
17	17	National University of Singapore	Singapore	78.6	93.1	95.1	99.9	92.8	89.7
=18	20	Cornell University	United States	85.9	90.6	95.9	70.3	83.5	89.5
=18	=18	University of California, Los Angeles	United States	86.0	91.4	95.6	93.5	69.2	89.5
20	=18	Columbia University	United States	87.8	87.8	95.9	74.8	83.7	89.4
21	21	University of Toronto	Canada	78.2	92.9	92.3	95.8	92.3	88.5
22	=22	UCL	United Kingdom	77.8	85.9	97.6	74.7	97.5	87.5
23	=22	University of Michigan-Ann Arbor	United States	85.7	87.3	93.8	81.4	65.8	86.9
24	24	Carnegie Mellon University	United States	72.7	83.0	99.0	85.5	84.3	85.0
25	25	University of Washington	United States	77.0	80.0	97.6	81.6	70.1	83.7
26	28	The University of Tokyo	Japan	94.7	94.2	68.2	100.0	50.8	83.5
27	26	Technical University of Munich	Germany	71.9	84.8	91.3	100.0	83.4	83.4
28	27	Duke University	United States	78.7	74.2	95.4	100.0	74.2	82.9
29	29	University of Edinburgh	United Kingdom	75.7	74.7	94.8	71.0	96.2	82.5
30	31	Northwestern University	United States	73.2	76.0	96.9	96.0	71.0	81.9
=31	30	Nanyang Technological University, Singapore	Singapore	65.8	78.1	95.2	100.0	93.6	81.6
=31	33	New York University	United States	74.6	78.5	94.3	74.8	74.1	81.6
33	35	University of Hong Kong	Hong Kong	68.3	70.8	95.6	96.5	96.6	80.5
34	38	LMU Munich	Germany	68.4	75.4	92.4	100.0	78.7	79.7
35	32	École Polytechnique Fédérale de Lausanne	Switzerland	73.5	70.8	87.5	99.9	95.4	79.6
36	=36	Fudan University	China	79.5	77.1	84.8	99.8	53.8	79.3
37	39	University of Melbourne	Australia	67.7	75.5	87.8	99.3	91.6	79.0
38	=36	King's College London	United Kingdom	64.2	72.1	95.5	72.3	96.9	78.7
39	=47	Zhejiang University	China	75.0	78.4	84.3	100.0	55.5	78.3
40	52	Shanghai Jiao Tong University	China	75.4	79.1	80.2	100.0	57.7	77.6
=41	40	Georgia Institute of Technology	United States	60.8	75.8	90.4	99.1	81.5	77.1
=41	45	McGill University	Canada	71.0	70.8	86.2	77.5	89.2	77.1
=41	44	The Chinese University of Hong Kong	Hong Kong	63.2	63.8	97.9	90.9	92.1	77.1
=41	46	University of Illinois at Urbana-Champaign	United States	67.9	80.7	85.3	84.4	62.3	77.1
45	41	University of British Columbia	Canada	64.1	73.9	88.6	77.4	93.5	77.0
46	43	KU Leuven	Belgium	61.3	73.8	91.3	100.0	79.2	76.8
47	34	University of California, San Diego	United States	66.4	63.7	97.1	100.0	71.3	76.6
48	42	Paris Sciences et Lettres – PSL Research University Paris	France	74.2	71.8	79.8	99.7	77.9	76.5
49	=47	Universität Heidelberg	Germany	68.3	61.4	95.3	93.7	80.2	76.3
50	=50	University of Texas at Austin	United States	67.8	76.0	90.1	82.3	46.2	75.8

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51	=53	University of Science and Technology of China	China	72.9	69.8	89.0	98.9	43.2	75.7
52	=50	London School of Economics and Political Science	United Kingdom	60.5	71.2	93.4	46.8	94.2	75.4
=53	49	Karolinska Institute	Sweden	59.6	66.0	95.5	94.7	77.8	75.0
=53	61	The University of Sydney	Australia	59.2	67.5	91.5	98.9	88.2	75.0
=53	=56	University of Wisconsin-Madison	United States	70.3	68.8	88.0	82.6	62.0	75.0
56	=53	University of Manchester	United Kingdom	61.2	65.9	92.4	74.0	94.5	74.9
57	=56	Delft University of Technology	Netherlands	64.1	75.1	75.5	100.0	92.1	74.3
=58	=58	Monash University	Australia	54.3	65.5	94.0	99.6	91.9	74.1
=58	=62	Seoul National University	South Korea	74.1	74.8	77.6	100.0	43.5	74.1
=58	66	The Hong Kong University of Science and Technology	Hong Kong	56.2	60.6	95.6	100.0	97.2	74.1
61	55	Kyoto University	Japan	86.4	82.7	56.9	100.0	45.6	74.0
=62	65	Nanjing University	China	69.6	66.2	85.1	99.6	59.6	73.7
=62	=58	University of Amsterdam	Netherlands	55.4	63.6	96.6	76.0	92.5	73.7
64	=62	University of California, Davis	United States	63.9	66.4	84.9	86.5	77.1	72.8
65	=58	Brown University	United States	70.0	61.0	87.4	69.6	69.9	72.6
66	=67	Wageningen University & Research	Netherlands	58.6	58.4	90.4	99.5	91.6	72.2
67	69	Washington University in St Louis	United States	60.8	56.2	97.5	74.5	73.8	72.0
=68	71	Institut Polytechnique de Paris	France	71.8	62.4	70.9	99.1	95.1	71.6
=68	64	Université Paris-Saclay	France	67.9	62.2	80.6	92.4	76.0	71.6
=70	82	Korea Advanced Institute of Science and Technology (KAIST)	South Korea	66.7	67.5	82.4	100.0	44.2	71.3
=70	=73	Leiden University	Netherlands	49.3	63.3	93.6	99.1	85.2	71.3
72	=67	University of California, Santa Barbara	United States	50.3	63.2	94.5	92.7	80.2	71.2
=73	=73	Australian National University	Australia	56.7	62.6	85.7	86.3	94.2	71.1
=73	72	University of Southern California	United States	59.8	59.6	92.7	74.9	71.5	71.1
75	78	City University of Hong Kong	Hong Kong	56.0	52.0	92.7	100.0	98.4	70.8
=76	75	Boston University	United States	61.2	56.5	91.8	72.4	73.2	70.4
=76	76	Sorbonne University	France	67.6	59.2	81.6	73.1	78.4	70.4
78	70	University of North Carolina at Chapel Hill	United States	63.8	59.6	91.3	75.9	49.9	70.3
79	83	UNSW Sydney	Australia	50.2	57.7	91.9	96.7	93.7	70.0
=80	77	The University of Queensland	Australia	50.9	60.9	87.6	97.6	91.2	69.7
=80	78	University of Bristol	United Kingdom	51.4	56.5	94.4	74.6	91.8	69.7
82	=80	University of Groningen	Netherlands	47.4	55.9	94.1	99.7	91.7	69.3
83	=84	The Hong Kong Polytechnic University	Hong Kong	51.1	54.4	91.8	86.5	97.3	69.1
84	=87	University of Glasgow	United Kingdom	50.6	52.2	95.9	73.2	95.5	68.9
85	79	Purdue University West Lafayette	United States	62.1	66.3	73.8	86.3	75.2	68.8
86	=102	Yonsei University (Seoul campus)	South Korea	58.7	57.4	87.8	100.0	55.7	68.5
87	=102	Sungkyunkwan University (SKKU)	South Korea	60.2	57.5	83.4	99.7	64.3	68.3
88	=87	University of Minnesota	United States	60.3	59.0	84.1	99.9	44.7	67.5
89	=84	Humboldt University of Berlin	Germany	52.6	60.6	85.5	65.9	77.6	67.2
90	97	University of Copenhagen	Denmark	51.3	52.2	91.3	92.8	76.6	67.1
91	=93	Charité – Universitätsmedizin Berlin	Germany	47.2	48.7	98.2	100.0	72.4	66.9
=92	92	RWTH Aachen University	Germany	54.9	63.0	76.7	100.0	70.3	66.7
=92	89	University of Bonn	Germany	51.5	56.6	88.5	78.7	71.8	66.7
=92	=90	Vanderbilt University	United States	53.8	48.1	95.6	91.9	60.8	66.7
=95	=95	Lund University	Sweden	49.1	56.7	85.7	99.7	79.2	66.6
=95	=110	University of Vienna	Austria	50.0	60.9	79.8	80.0	94.0	66.6
97	=90	University of California, Irvine	United States	47.8	52.8	91.2	98.4	76.3	66.4
=98	=95	KTH Royal Institute of Technology	Sweden	51.1	57.3	79.7	97.2	90.5	66.3
=98	=93	University of Birmingham	United Kingdom	47.7	48.4	93.7	74.2	94.3	66.3
=98	=100	University of Tübingen	Germany	49.1	53.8	89.0	98.6	74.6	66.3

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
101	=110	Aarhus University	Denmark	48.6	58.8	83.9	99.8	75.3	66.2
102	=98	Emory University	United States	53.8	46.2	94.6	82.8	66.4	65.9
=103	=112	Rice University	United States	56.7	46.8	88.1	72.9	82.6	65.8
=103	120	Tohoku University	Japan	70.9	70.8	52.8	100.0	59.2	65.8
=105	122	Michigan State University	United States	57.1	55.9	82.7	69.9	67.3	65.7
=105	=107	University of Helsinki	Finland	50.4	57.3	90.1	70.7	58.6	65.7
107	=107	Erasmus University Rotterdam	Netherlands	38.5	52.9	95.9	89.2	87.1	65.6
=108	=116	Ohio State University (Main campus)	United States	57.4	51.7	85.7	85.4	58.4	65.4
=108	=100	Penn State (Main campus)	United States	54.8	61.9	80.4	70.8	57.8	65.4
=108	=104	University of Bern	Switzerland	46.6	47.0	92.0	99.4	86.3	65.4
=108	=98	University of Sheffield	United Kingdom	49.7	49.1	88.3	79.4	90.4	65.4
112	=84	University of Massachusetts	United States	55.0	46.6	87.9	88.6	75.0	65.3
=113	=104	Free University of Berlin	Germany	50.2	58.3	82.2	72.4	79.5	65.2
=113	=116	University of Oslo	Norway	47.8	52.5	90.3	75.2	76.5	65.2
115	=112	Ghent University	Belgium	48.8	58.6	82.7	99.9	65.9	65.1
=116	=116	McMaster University	Canada	42.2	49.3	93.1	100.0	84.6	65.0
=116	=112	University of Maryland, College Park	United States	50.4	58.3	89.1	69.5	48.9	65.0
118	123	University of Leeds	United Kingdom	48.3	50.3	87.2	71.6	93.6	64.9
119	=116	University of Alberta	Canada	49.1	55.4	78.1	100.0	88.4	64.6
120	126	University of Basel	Switzerland	50.2	42.8	87.5	99.8	94.2	64.5
121	124	Technical University of Denmark	Denmark	51.2	46.5	82.6	99.9	93.0	64.4
=122	121	University of Göttingen	Germany	49.4	52.7	87.2	71.0	70.1	64.1
=122	106	University of Warwick	United Kingdom	48.1	49.3	85.6	69.4	95.6	64.1
=122	=134	Wuhan University	China	54.0	48.4	90.1	99.7	41.6	64.1
=125	=132	University of Hamburg	Germany	45.7	52.8	87.1	99.8	63.6	63.7
=125	=134	University of Lausanne	Switzerland	44.3	46.1	89.0	99.4	88.4	63.7
127	127	University of Rochester	United States	51.8	44.5	86.3	92.0	78.1	63.6
128	=130	Uppsala University	Sweden	47.4	54.9	81.3	95.0	71.5	63.5
129	115	University of Southampton	United Kingdom	44.6	45.4	89.6	73.1	96.1	63.4
130	=146	University of Bologna	Italy	54.2	50.1	83.3	82.5	59.7	63.3
=131	=152	Harbin Institute of Technology	China	57.2	57.7	77.2	100.0	32.5	63.2
=131	=132	Maastricht University	Netherlands	41.4	46.1	88.3	98.3	96.7	63.2
133	=107	Lomonosov Moscow State University	Russian Federation	80.9	69.7	32.9	93.4	71.6	63.0
=134	=146	Beijing Normal University	China	59.6	49.3	80.9	89.1	42.4	62.9
=134	=141	Queen Mary University of London	United Kingdom	38.7	42.6	95.7	76.5	97.5	62.9
=134	=130	University of Florida	United States	55.3	56.7	76.2	90.9	48.9	62.9
137	=154	Scuola Normale Superiore di Pisa	Italy	58.6	46.9	86.4	37.7	59.3	62.8
=138	=136	University of Arizona	United States	48.3	52.5	86.1	80.6	53.7	62.6
=138	=128	University of Freiburg	Germany	46.7	47.4	84.5	99.7	77.1	62.6
140	=172	National Taiwan University (NTU)	Taiwan	59.4	54.9	68.6	100.0	59.2	62.5
=141	151	Pohang University of Science and Technology (POSTECH)	South Korea	58.3	49.5	79.2	100.0	39.9	62.3
=141	=154	Tongji University	China	53.2	53.6	74.3	99.9	63.5	62.3
143	=160	University of Liverpool	United Kingdom	43.5	42.0	91.2	68.0	95.0	62.2
144	=157	Newcastle University	United Kingdom	39.8	43.2	93.0	80.0	89.5	62.1
=145	159	Case Western Reserve University	United States	51.8	42.2	88.7	74.9	64.6	62.0
=145	=149	University of Barcelona	Spain	44.0	47.8	88.5	92.4	64.6	62.0
=145	=180	University of Macau	Macao	40.2	40.9	92.9	87.0	92.5	62.0
=145	=136	University of Nottingham	United Kingdom	45.8	43.3	87.3	72.1	91.8	62.0
=145	=154	University of Technology Sydney	Australia	36.8	42.6	94.1	88.7	92.9	62.0
150	125	Université de Montréal	Canada	41.4	50.5	83.1	95.5	84.1	61.9

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
=151	=143	Texas A&M University	United States	52.5	57.2	73.4	73.5	63.2	61.8
=151	162	The University of Osaka	Japan	65.9	64.9	53.3	100.0	47.9	61.8
153	=149	The University of Western Australia	Australia	38.7	45.1	87.6	98.4	93.4	61.7
=154	=143	Radboud University Nijmegen	Netherlands	38.5	49.7	89.3	82.1	75.9	61.5
=154	=146	University of York	United Kingdom	44.1	43.9	87.5	67.6	90.6	61.5
=156	=189	Korea University	South Korea	52.4	51.3	73.3	99.9	67.8	61.4
=156	=152	University of Auckland	New Zealand	40.4	46.8	85.7	92.2	87.2	61.4
=156	=141	University of Pittsburgh-Pittsburgh campus	United States	49.2	43.3	92.0	76.8	49.4	61.4
159	=143	University of Colorado Boulder	United States	47.5	51.6	84.1	77.3	53.6	61.3
=160	=183	Southern University of Science and Technology (SUSTech)	China	39.6	44.2	93.9	88.5	63.3	61.0
=160	140	Technical University of Berlin	Germany	45.2	52.8	77.8	95.2	70.3	61.0
=162	=185	University of St Andrews	United Kingdom	50.6	43.3	78.2	71.9	94.4	60.9
=162	=163	University of Waterloo	Canada	42.7	47.6	83.4	77.0	85.5	60.9
=164	=180	University of Cape Town	South Africa	39.4	46.7	87.8	84.8	77.9	60.8
=164	=157	University of Cologne	Germany	44.5	46.5	83.9	94.2	70.2	60.8
=166	=166	Karlsruhe Institute of Technology	Germany	49.3	54.9	69.3	100.0	73.1	60.7
=166	178	Macquarie University	Australia	35.9	42.5	90.9	97.2	88.5	60.7
=166	171	University of Geneva	Switzerland	43.8	40.0	85.2	85.7	96.1	60.7
=166	=163	University of Virginia (Main campus)	United States	51.1	41.7	86.6	79.0	58.3	60.7
=170	=185	Sapienza University of Rome	Italy	55.9	53.5	73.4	85.2	42.9	60.6
=170	=168	University of Antwerp	Belgium	38.9	44.3	89.6	98.5	73.4	60.6
=170	=172	University of Exeter	United Kingdom	36.6	42.1	94.0	59.1	93.4	60.6
173	139	Trinity College Dublin	Ireland	42.8	44.9	83.2	76.2	91.2	60.5
174	=160	TU Dresden	Germany	47.1	50.0	77.0	99.9	66.1	60.4
175	=172	Durham University	United Kingdom	45.2	44.9	81.0	62.8	94.6	60.3
=176	NR	Adelaide University	Australia	34.4	43.0	89.5	99.7	89.8	60.2
=176	=166	Huazhong University of Science and Technology	China	46.6	48.4	87.1	99.9	30.9	60.2
=176	=136	Vrije Universiteit Amsterdam	Netherlands	37.7	41.8	91.8	77.5	84.3	60.2
179	=163	University of Würzburg	Germany	39.6	43.5	91.2	99.8	59.9	60.1
180	=168	Dartmouth College	United States	56.3	38.5	81.8	72.8	63.8	60.0
=181	201–250	Medical University of Vienna	Austria	36.3	36.8	94.2	99.9	83.2	59.9
=181	=196	University of California, Santa Cruz	United States	38.3	41.7	93.2	75.7	73.5	59.9
183	=199	Universitat Autònoma de Barcelona (UAB)	Spain	44.9	44.8	84.6	73.3	69.5	59.8
=184	=176	King Fahd University of Petroleum and Minerals	Saudi Arabia	36.3	43.2	85.7	94.4	92.9	59.7
=184	=168	Lancaster University	United Kingdom	40.9	40.8	86.7	67.2	95.1	59.7
=184	175	Université Catholique de Louvain	Belgium	40.0	47.7	80.7	95.2	80.3	59.7
=187	=176	Pompeu Fabra University	Spain	36.6	45.3	87.5	81.6	80.1	59.5
=187	=191	University of Ottawa	Canada	38.2	44.5	85.4	81.7	86.2	59.5
189	179	Tufts University	United States	51.3	34.7	88.2	76.6	61.9	59.4
=190	=183	Université Paris Cité	France	44.4	38.0	89.9	68.0	73.1	59.3
=190	=180	University of Twente	Netherlands	45.7	45.0	73.0	98.9	92.4	59.3
=192	=185	Eindhoven University of Technology	Netherlands	47.7	49.5	67.0	100.0	88.6	59.2
=192	=191	University of Leicester	United Kingdom	35.4	34.9	95.9	69.0	94.8	59.2
194	=196	University of Notre Dame	United States	52.8	45.8	73.5	72.5	69.9	59.1
=195	=196	Aalto University	Finland	44.3	43.4	78.9	91.0	80.7	59.0
=195	NR	The Education University of Hong Kong	Hong Kong	35.8	38.9	91.6	74.4	89.5	59.0
=195	188	University of Münster	Germany	43.9	47.2	83.2	82.1	54.4	59.0
=198	=189	Indiana University	United States	47.1	36.9	87.3	85.3	62.4	58.8
=198	201–250	Queen's University Belfast	United Kingdom	34.7	38.4	90.8	70.0	98.3	58.8
200	201–250	University of Calgary	Canada	37.8	43.1	83.6	91.4	83.3	58.7


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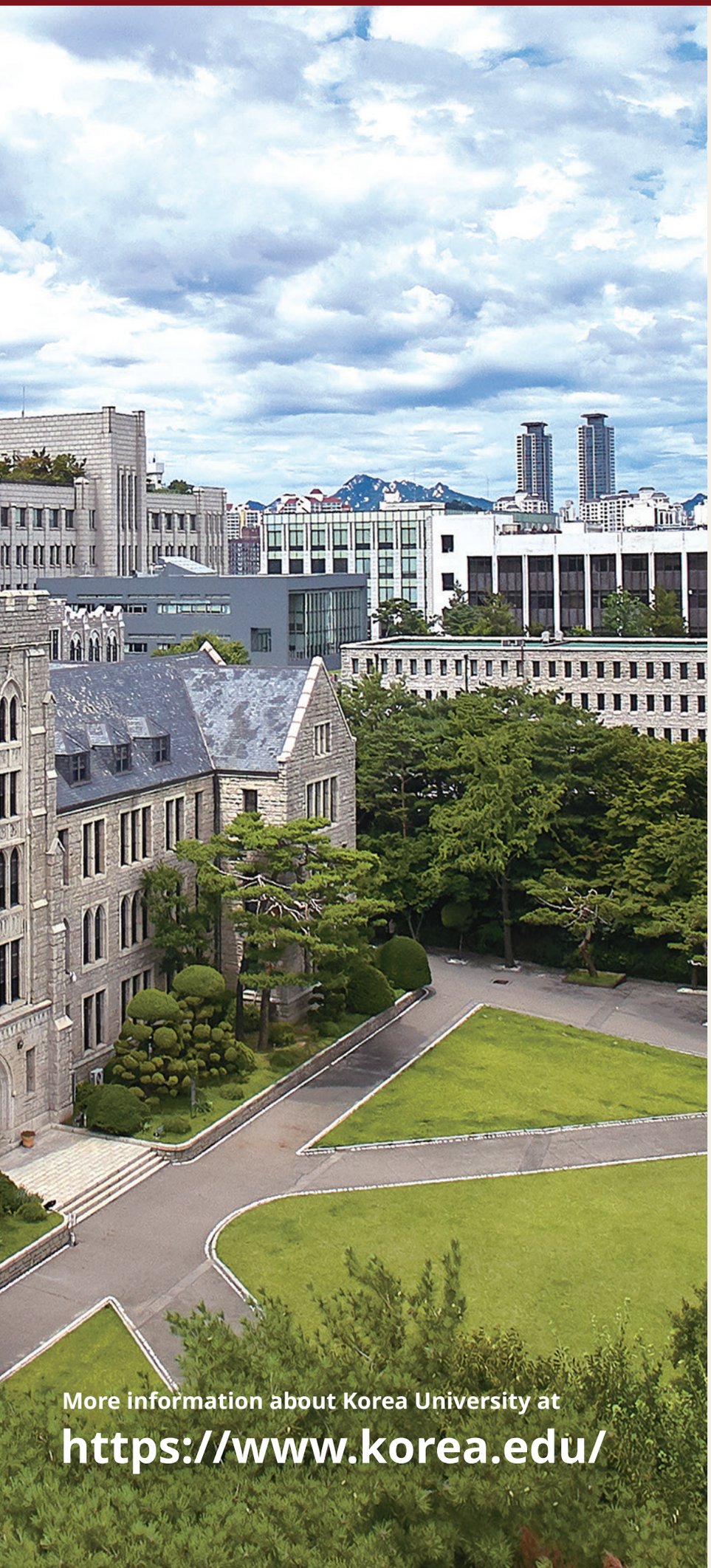

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SDG 8 & SDG 12

TOP 1
In the world

KU's noble founding philosophy of "national salvation through education" has been firmly passed down through the history of the university as a precious inheritance. The lessons of "liberty, justice, and truth" and the altruistic spirit of "public affairs first and private affairs later" forever resonate in the hearts of the KU community. Korea University, the nation's university nurtured by the sincerity and efforts of the people, is developing into a world-class university.

The year 2025 marks the 120th anniversary of Korea University. Deeply reflecting on the history and tradition of Korea University over the past 120 years, we will take a new step toward a brighter and greater future for the next 120 years. The 120th anniversary will serve as an opportunity for Korea University to grow into a world-class university based on the accumulated strength and will of all KU members.

‘Research is being held hostage to politics’

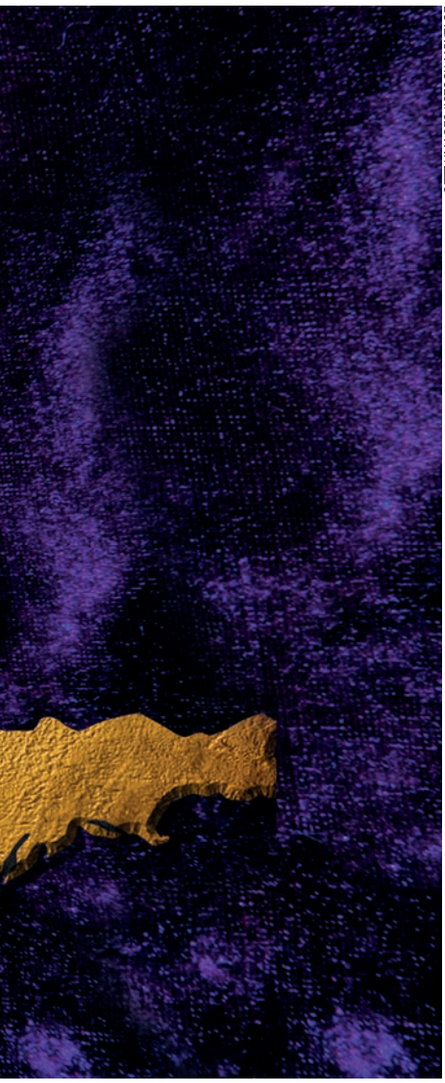
More than one-third of US Nobelists were born abroad, drawn by the US’ world-leading research ecosystem. But many fear that Donald Trump’s assault on research will choke the flow of future prizes. Jack Grove reports

The readiness of Nobel prize-winners to hold forth on almost any subject is jokingly referred to as Nobel’s disease, but an unusual reticence has prevailed in recent months. As the biggest crisis in US scientific funding in living memory has unfolded, laureates have mostly been quiet.

That was often the case at the annual Lindau Nobel Laureate Meeting, held earlier this month: the largest gathering of Nobel laureates since Donald Trump took office in January. “I’m sorry…I just don’t want to go there,” explained one US-based laureate when asked by *Times Higher Education* about the likely impact of Trump’s plans to slash science agency budgets by up to 57 per cent.

“I can’t comment on Trump – my colleague was deported from the US after making some critical social media comments. I can’t make myself a target,” explained a Europe-based laureate.

That reticence, even among people with the exalted stature of Nobel prizewinners, is understandable. Trump is famously vindictive towards those who cross him, and his administration has incarcerated and deported international students and postdocs who have made critical comments about Trump or about the crackdown on pro-Palestinian protests on US campuses during the previous academic year. And Trump’s attempts to cancel Harvard University’s grants and ability to enrol international students illus-


GETTY IMAGES/ISTOCK MONTAGE

trate that prestige is no guarantee at all of lenient treatment.

Indeed, of the US-based delegates among the hundreds of early-career chemists gathered on the shores of Lake Constance on the Swiss-German border to meet with the 35 laureates in attendance, many had tales of foreign-born colleagues who had turned down the all-expenses-paid trip to Europe because they feared they would be unable to return home owing to the scrutiny that US immigration officials are paying to historical social media postings.

"I'm really embarrassed by the US right now, and apologetic," explained one American delegate, adding: "I'm also furious."

One question on which some Nobelists were willing to break cover, however, was a simple one: will Trump's actions lead to fewer future Nobel prizes for US-based scientists?

Apart from fomenting a nationalistic and repressive political atmosphere, Trump's second administration has also undertaken a series of actions that have a very direct negative bearing on universities, academics and students.

For instance, the executive's budget request to Congress proposed slashing the spending power of the National Science Foundation (NSF) by 57 per cent and of the National Institutes of Health (NIH) by 40 per cent. The administration already slashed those agencies' headcounts and cancelled swathes of existing research projects and clinical trials on subjects it dislikes, such as climate change. And it cut all federal research funding allocated to several leading institutions, including Harvard University.

In addition, the government has incarcerated and deported thousands of people whose social media posts it disapproves of, including graduate students and postdoctoral researchers, and US embassies have halted processing student visa applications as the administration gears up to screen the social media history of all applicants.

Frances Arnold (pictured below), who won the Nobel Prize in Chemistry in 2018 and was chair of Joe Biden's science and technology advisory council for four years, did not need much persuading to comment. "If you look at who has won the Nobel prize in the US, a large fraction of them come from overseas. These scientists come to make their careers in America, but we are chasing these people away," the professor of chemical engineering at the California Institute of Technology told *THE*. "Why chase away brilliant young people whose countries have invested huge amounts in their education? Many brilliant Chinese students are not applying to us any more and great European universities will welcome them instead."

The contribution of immigrant scientists to the US' historical dominance of the Nobel prizes is indisputable. According to analysis by the National Foundation for American Policy (NFAP), immigrants accounted for 115 of the 319 (36 per cent) Nobel prizes won by US-based scientists in chemistry, medicine and physics between 1901 and 2023 – and 40 per cent of those awarded since 2000. In 2021, for instance, three of the four US winners in those categories were immigrants. And immigrants also have been awarded 31 per cent (24 out of 78) of the Nobel prizes won by Americans in economics, including 28 per cent since 2000.

Given the typical 20-year lag between a Nobel-worthy discovery and the awarding of the prize, however, it will be tricky to work out whether the actions of the 45th president damage the country's Nobel-winning prowess until long after he has left office, Arnold observed. However, "The loss we experience will be felt much sooner – the new companies that immigrants might have founded won't be there, and the new technologies and drugs they'd have invented won't be there either. Of course, it's hard to miss what isn't there, but there will be an impact," she said.

Others agreed. "Many Nobel prizewinners based in America are immigrants, so if you [as a country] become less attractive for young scientists to come and do research, the chances of winning a Nobel go down," said Johan Deisenhofer, a German biochemist who moved from Munich to the Howard Hughes Medical Institute in 1988 – the year he won the Nobel Prize


HENRIK MONTGOMERY/AFP/GETTY IMAGES

> "I'm really embarrassed by the US right now, and apologetic. I'm also furious"

> From personal experience, I know it can take 20 years to build a world-class lab but [only] two years to tear it down

in Chemistry. Asked if he would advise young scientists to move to America in the current climate, Deisenhofer advised that "it would be wise to wait a little. But it's difficult for scientists at this stage of their career to sit and wait."

In David MacMillan's view, many young scientists have probably decided already that the US is not for them. "It's hard to imagine anyone wanting to come to America given what they're seeing on the news," reflected the Glasgow-born chemistry laureate, who moved to Los Angeles for his PhD at the University of California, Irvine.

"The way the world perceived America when I was 20 was so different – we saw the sunshine and glamour on TV, plus exciting things like American football. It was mesmerising," said MacMillan (pictured inset), who is now professor of chemistry at Princeton University. "My generation's take was America was the place to go – that the American dream was real and, with some luck, I could be its poster child."

Asked whether he would have moved to America in the current climate, MacMillan responded that the most apposite question was "whether I'd have attempted to apply at all. I wrote 19 letters to US universities asking about PhD study and, luckily, one of them responded. Would I have written 19 letters today?"

Still, he is optimistic that the US can put things right. "One of the great qualities of America is problem-solving – if things are going in the wrong direction, people find a way to put things back on the right track," he said.

Of course, political climate is not the only issue that young scientists consider when deciding where to establish their careers, and some laureates are not convinced that, by itself, it will be a veto on heading stateside.

"I've just heard a professor from California complaining his institution pays postdocs only $80,000 (£59,200) a year. Even discounting the cost-of-living premium there, it's massively more than in the UK," reflected University of Cambridge biochemist John Walker, who won the chemistry prize in 1997. "UK science funding is no great shakes, so I'm sceptical that we'll see American scientists – or top scientists from elsewhere – flooding the coasts of Britain," he said.

But others think that a financial perspective overlooks the severity of what's happening in America. "From personal experience, I know it can take 20 years to build a world-class lab but [only] two years to tear it down," said one Nobel laureate, who wanted to remain anonymous. "America has perfected the art of bringing together the best people and giving them the right infrastructure – now they are defunding science and spending their research money on exploding SpaceX rockets in hope of going to Mars," he added. "If the US continues down this path, it will be somewhere between a Third World country and a developing nation in 20 years."

Other predictions about America's social trajectory are even bleaker. "Half the population is armed to the teeth and once the economic miracle promised by Trump is exposed as a lie, I can see things turning ugly," said one Nobelist, who did not want to put his prediction of impending civil war on the record.

Even the most relentlessly positive Nobelist is finding his optimism challenged. "I always say the present moment is the golden age

STEVEN CHU: CHINA 'WILL BLOW US AWAY' IF TRUMP DESTROYS US UNIVERSITIES

The first Nobel prizewinning scientist to join a White House cabinet, Steven Chu made history when he became Barack Obama's energy secretary in 2009. But his move to Washington cost him an incredible $300 million (£222 million).

"I joined the Nvidia board in 2004 before the company took off but I had to sell my shares in 2009 when I joined government," explained Chu (pictured below, right) on his early involvement in the microchip firm that recently became the world's most valuable company with a $4 trillion capitalisation.

"At the time Nvidia was a small graphics company but there were rules about conflict of interest so I had to sell," he told *Times Higher Education*. With Nvidia's stock rising 22,000 per cent in the past decade alone, Chu's stake would be worth $300 million, he said.

Nvidia's astonishing rise has amazed the stock market in recent years but Chu, who won the Nobel Prize in Physics in 1997, felt the company had huge promise when he joined.

"When Jenson Huang [Nvidia's founder] told me about developing this high-level chip I said 'if you do that, this computer will be at the heart of every supercomputer in the world'. And he did it," recalled Chu.

Impressively sanguine about his lost wealth, Chu's main takeaway from Nvidia is not his own misfortune. Instead, he worries that this American success story – co-created by a Taiwanese-born Stanford graduate, employing foreign-born engineering talent – might not have been able to happen today given the double whammy faced by US academia: massive cuts to federal science budgets and an immigration crackdown deterring many students, particularly from China, from applying to the US.

"Trump wants to cut science budgets by half or more and reduce the number of foreign postdocs – particularly from China," explained Chu, speaking earlier this month at the annual Lindau Nobel Laureate Meeting in southern Germany.

"That's a problem because if you go to any major research university, you'll find about a third of researchers are East Asian."

Chu's own parents – born and educated in China before moving to the Massachusetts Institute of Technology in the 1940s – are a good example of how this brain gain has worked in America's favour.

PICTURES: GETTY IMAGES/ALAMY

of science," explained Martin Chalfie, the Chicago-born Columbia University professor who won the chemistry prize in 2008. "But if clinical trials stall and research can't continue, there are consequences," he warned. "If this bill to reduce funding to the NIH that is currently going through is passed, that will cause major problems."

The same was true for the NSF, he added. "We're very much in a state of flux but seeing grants terminated for National Science Foundation researchers is a very grim situation," he said, condemning what he sees as "research being held hostage to politics" in the case of Columbia, whose federal research funding has been withheld for months despite its controversially agreeing in March to far-reaching government demands to address alleged antisemitism on campus; the suspension is aimed at enforcing the government's demand that Columbia pay significant com-

"When the communists took over, they couldn't go back but this is how America got many of its best scientists and engineers – as refugees from Germany, Italy and China."

"That's true for business too – many of America's captains of industry – from Jenson Huang to [ex-Intel boss] Andy Grove and Alexander Graham Bell – were immigrants," he said.

Reflecting how America "didn't become a scientific superpower until World War II", Chu believes the era spanning the late 1930s and 1940s are instructive in other ways. "In this era America took what was innovative and applied it to industry. That allowed places like Ford to take what Volkswagen and Peugeot were doing but do it cheaper but good enough to work," he said.

"That is what China is doing to America now – for instance, taking the electric car and making it cheaper and now better. What we did to Europe, China and now Korea are doing to us," he said.

Traditionally, the US has been able to stay ahead thanks to its education system, in particular its generously funded world-leading research universities. With that system under attack, however, that advantage is weaker, he said. "Something magical happens at PhD level in US universities – we teach creativity. China is trying to learn this…and then apply it to their industrial sector. When they do, they will blow us away."

Without America's outstanding universities and its foreign talent pool diminished, China's path to global dominance will be immeasurably easier, predicted Chu. "Trump is perfectly willing to destroy institutions that any country in the world would give its eye teeth for," he said.

Unusually for a Nobel laureate, Chu's prize did not mark the peak of his scientific achievements. He led a committee that recommended the creation of ARPA-E, a science agency that has funded more than $4 billion in battery, nanotech and other types of energy research since 2009, generating spin-out companies worth more than $22 billion.

Meanwhile, his time as energy secretary saw further investment, including the funding of an experimental $1 billion carbon capture plant in Louisiana – a stark contrast to the "drill, baby, drill" priorities of the current administration. His expertise is also credited by Obama as a major reason why the clean-up after the DeepWater Horizon disaster in 2010 – the biggest oil spill in history – was successful.

And there are his brushes with some of the 21st century's biggest tech companies, even if Nvidia wasn't the only big fish he missed out on. "I knew [financier] Richard Blum who said he could get me on the board of Apple – I didn't say yes because I had a lot of non-profit activities but that was 2006, the year before the iPhone was launched," he reflected.

Not that he thinks the money would have made much difference. "If I was worth a couple of hundred million dollars, would I have stopped doing science and just bought sports cars and houses? I hope not."

Jack Grove

OLIVIER MORIN/AFP/GETTY IMAGES

Crowning glory: Martin Chalfie, the 2008 Nobel laureate in Chemistry, speaking with Princess Victoria of Sweden during the banquet at the city hall in Stockholm, 10 December 2008

pensation to Jewish students and staff for alleged civil rights violations during last year's pro-Gaza campus encampment.

Another US-born laureate, Steven Chu, is also struggling to see any points of light in the current situation. "If this persecution of US universities continues for 10 years, we might see something similar to the Cultural Revolution in China," said Chu, whose MIT-educated parents remained in the US after 1946, when Mao Zedong took power. Noting the persecution of intellectuals in Mao's China that peaked in the late 1960s and early 1970s, the Stanford University professor, who won the Nobel Prize in Physics in 1997 and later served as Barack Obama's energy secretary, reflected that, following Mao's death in 1976, it took China 50 years to "establish itself as a force in science".

Indeed, several Nobelists noted that the rise of China and other countries as scientific powers was already threatening the US' Nobel dominance even before Trump came along.

"The rest of the world is catching up very quickly, with China, in particular, establishing themselves as important scientific players," said Greg Winter, the Cambridge-based biotech researcher and entrepreneur, who won the chemistry Nobel in 2018. "Any effect [from Trump] will take 20 to 30 years and it might have happened anyway."

Industry's growing willingness to lavish huge salaries on research talent will also have a detrimental effect, said Jack Dongarra, winner of the 2021 Turing Prize, often described as computer science's Nobel. "We're seeing tremendous interest from industry in taking young academics in our field and using them for developing artificial intelligence," said Dongarra, emeritus professor of computer science at the University of Tennessee. "With fewer resources to go around, my concern is the trend will continue towards commercial applications of research, rather than more open science where Nobels have come from," he said.

But Dongarra also recognised the major potential impact on the science talent pipeline of Trump's slashing of the science budget – not merely on overseas scientists' decisions about whether to relocate to the US but on American scientists' decisions about whether to emigrate.

"Universities need young people willing to go into science – if budgets are cut in half, they won't be there. Maybe some will stay in the US to make their career, but I can see many going to Europe," he said.

Of course, none of these warnings are likely to persuade the US president to change direction. Yet it is a grim irony that an individual who professes to want to make America great, and who is reportedly obsessed with winning a Nobel prize of his own (the peace one), is making it so much harder for US-based scientists to attain the ultimate mark of greatness. ●

> "My concern is the trend will continue towards commercial applications of research, rather than more open science where Nobels have come from"

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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 of Bhubaneswar which has been churning out professionals in varied fields, making 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 to illuminate society with knowledge and wisdom.

The society's need today, SOA feels, is for more people with humanitarian values who can think for others, pushing aside their own ambitions.

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

SOA has twelve institutions imparting education in varied subjects including engineering and technology, medical sciences, dental sciences, management sciences, hospitality and tourism management, nursing, pharmaceutical sciences, biotechnology, legal studies, agricultural sciences, veterinary sciences and animal husbandry.

The institutes are:

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


Institute of Technical Education and Research

Just 18 years old as a university, SOA has continuously figured in the list of top universities of the country as per the National Institutional Ranking Framework (NIRF), finding a place in the top 25 on every occasion since 2016 when the NIRF ranking was first introduced.

SOA was ranked 14 th in the country by NIRF in 2024. **The National Assessment and Accreditation Council (NAAC)**, which has termed SOA as socially inclusive, re-accredited it in 2022 with the highest grade of A++. SOA has been globally ranked by THE World University Rankings. The Institute of Technical Education and Research (ITER), its faculty of engineering and technology, is ranked 26 th in the country by NIRF in 2024, while the Institute of Medical Sciences and SUM Hospital, faculty of medical sciences, was ranked 21 st in the country the same year.
The SOA National Institute of Law, faculty of legal studies, and the Institute of Dental Sciences, faculty of dental sciences, were ranked 9 th in the country by NIRF.

Besides, SOA has established two interdisciplinary centres, namely the Centre for Climate-Smart Agriculture and Biomedical 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) and Defence Research and Development Organisation (DRDO). Sixty laboratories have been established, in addition to the research centres, to develop the research ecosystem on 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 a technology-licensing agreement with the National Research Development Corporation (NRDC) of the Ministry of Science and Technology.

SOA's focus being on research, it has set up 18 research centres that have been working in 27 identified thrust areas.

The centres include:

- Multidiscplinary Research Centre (MDRC)
- Centre for Biotechnology (CBT)
- Centre for Nano-Science & Nano Technology (CNNT)
- Centre for Excellence for Theoretical and Mathematical Sciences (CETMS)
- MEMS Design Centre (NPMASS)
- Biofuels & Bio Processing Research Centre (BBRC)
- Centre for Environment and Climate (CEC)
- Centre for Infectious Diseases (CID)
- Centre for Genomics and Bio-Medical Informatics (CGBMI)
- Centre for Health Awarness (CHA)
- Centre for Rural and Tribal Development (CRTD)
- Centre for Preservation, Propagation & Restoration Of Ancient Cultural Heritage Of India (PPRACHIN)
- Centre for Re-Productive Health (CRPH)
- Centre for Industrial Biotechnology Research (CIBR)
- Centre for Quantum Science and Technology (CQST)
- Centre for Molecular Diagnostic and Research (CMDR)
- Centre for Climate & Smart Agriculture (CCSA)
- Centre for Sustainable Energy (CSE)
- Centre for Biomedical Engineering and Application (CBEA)

The 3,500-bedded IMS and SUM Hospital, which has become one of the most sought-after healthcare centres in the state, deploys modern, advanced diagnostic, surgical and life-saving equipment. The hospital extends quality medical facilities to patients at affordable cost. A separate 525-bedded multi-specialty hospital, SUM Ultimate Medicare, has been established by SOA in Bhubaneswar, extending state-of-the-art healthcare to the people.

> **Recently, SOA set up new campuses of IMS and SUM Hospital near Phulnakhara on the Bhubaneswar–Cuttack highway and at Sitalapalli in the southern Odisha city of Berhampur to expand its healthcare outreach.**

The Phulnakhara campus has 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 2,000 beds is now functional. The Sitalapalli campus of IMS and SUM Hospital has 200 beds.

As part of the Atal Innovation Mission (AIM), a flagship initiative of the central government, an Atal Incubation Centre (AIC) has been established on the ITER campus and designated AIC-SOA Foundation. Its objective is to promote and set up world-class incubation centres in sectors such as manufacturing, transport, energy, health, education, agriculture, water and sanitation, supporting and encouraging innovative technology-based start-ups.

Impressive Societal Contribution through Extension and Outreach Efforts

When COVID-19 struck in 2020, SOA assisted the state government by operating five stand-alone COVID Hospitals in Odisha in collaboration with the state. It provided doctors, nurses and paramedics who worked round the clock for more than two years to save lives.

SOA also operated two COVID Care Centres during the period. More than 5,000 doctors, nurses and paramedics of IMS and SUM Hospital worked tirelessly to ensure patients received proper treatment. Many of these professionals remained away from their families for weeks to serve patients. Altogether, the facilities created by SOA accounted for nearly 2,600 beds for COVID-19 patients in the state. Around 5,000 doctors, nurses and paramedics were deployed in the battle against the pandemic, which raged for more than two and a half years, during which more than 50,000 patients were treated.

Empowering students for a brighter future

SOA offers 31 undergraduate and 79 postgraduate programmes, 15 post-master's, Ph.D. and post-doctoral programmes across different disciplines.

Thirty-two of SOA's scientists were included in the list of the world's top 2 percent of scientists compiled by Stanford University in 2024.

Students at SOA are encouraged to engage in creative work and to learn how to serve people in need. Student Clubs and Activity Centres promote extracurricular activities that help students explore hidden talents and develop their personalities. 'Jaago', a student-led initiative of the university, has been working among slum-dwelling children—supporting their education, nutrition and hygiene—and sending a clear message to society that 'SOA cares'.

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Bhubaneswar, Odisha, India

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Inside a thundercloud: introducing the IGNIS project.

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A new research project called IGNIS, a collaboration between ECU, NASA and five other Australian universities, is using space technology to study thunderstorms.

"Lightning strikes can start fires across the Australian landscape, and these are increasingly devastating and deadly," says ECU School of Engineering, Executive Dean and Principal Investigator of IGNIS, Professor Paulo de Souza.

The study has started by collecting lightning observations from a ground system providing an unprecedented 3D view inside a thundercloud to reveal the origin of long-lasting lightning currents believed to ignite bushfires.

Later project stages will include the launch of a 12U satellite to map and track thermal and lightning patterns from Low Earth Orbit and an exciting deep-space mission.

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
201–250	=191	Abu Dhabi University	United Arab Emirates	38.0	33.9	92.0	29.5	98.0	56.4–58.6
	201–250	Arizona State University (Tempe)	United States	39.6	44.5	84.1	70.7	70.6	56.4–58.6
	201–250	Beijing Institute of Technology	China	46.5	44.3	76.6	99.6	45.2	56.4–58.6
	201–250	Cardiff University	United Kingdom	35.9	39.1	86.0	70.3	88.4	56.4–58.6
	201–250	Chalmers University of Technology	Sweden	42.6	45.9	71.2	97.1	76.7	56.4–58.6
	201–250	Deakin University	Australia	31.6	38.4	91.7	86.3	87.7	56.4–58.6
	201–250	Friedrich Schiller University Jena	Germany	44.0	42.5	83.5	88.7	62.0	56.4–58.6
	201–250	Georgetown University	United States	52.2	35.3	82.1	93.0	53.5	56.4–58.6
	201–250	George Washington University	United States	48.5	34.3	84.4	67.8	67.5	56.4–58.6
	201–250	Goethe University Frankfurt	Germany	42.2	41.9	82.1	81.4	68.9	56.4–58.6
	251–300	Hong Kong Baptist University	Hong Kong	34.6	41.0	84.5	79.5	97.4	56.4–58.6
	201–250	Indian Institute of Science	India	61.8	56.9	51.2	98.0	31.4	56.4–58.6
	201–250	Khalifa University	United Arab Emirates	37.6	28.0	88.5	92.3	94.8	56.4–58.6
	201–250	Linköping University	Sweden	31.1	40.4	89.1	96.8	70.3	56.4–58.6
	201–250	Medical University of Graz	Austria	29.7	35.1	92.0	97.9	81.3	56.4–58.6
	251–300	Medical University of Innsbruck	Austria	33.8	30.1	90.9	99.4	88.3	56.4–58.6
	201–250	Nagoya University	Japan	58.1	56.1	57.0	99.8	43.8	56.4–58.6
	201–250	Northeastern University, US	United States	38.4	32.4	90.5	69.2	79.6	56.4–58.6
	201–250	Politecnico di Milano	Italy	46.2	51.9	67.8	98.0	65.5	56.4–58.6
	201–250	Qatar University	Qatar	32.4	38.1	89.1	79.1	94.5	56.4–58.6
	201–250	Queensland University of Technology	Australia	33.0	40.4	89.6	88.1	81.9	56.4–58.6
	201–250	Sant'Anna School of Advanced Studies – Pisa	Italy	50.2	38.3	77.5	93.7	56.8	56.4–58.6
	201–250	Sichuan University	China	46.5	48.1	74.7	99.6	42.5	56.4–58.6
	=191	Stockholm University	Sweden	33.5	48.4	87.2	66.1	76.5	56.4–58.6
	201–250	Sun Yat-sen University	China	47.2	40.6	84.0	97.6	34.1	56.4–58.6
	201–250	Tel Aviv University	Israel	41.8	50.1	79.9	75.0	53.4	56.4–58.6
	201–250	Tianjin University	China	49.2	47.0	73.2	99.8	52.8	56.4–58.6
	201–250	Ulsan National Institute of Science and Technology (UNIST)	South Korea	47.4	39.5	81.3	98.1	39.5	56.4–58.6
	251–300	United Arab Emirates University	United Arab Emirates	28.7	38.1	91.8	86.5	87.3	56.4–58.6
	201–250	Université Libre de Bruxelles	Belgium	36.7	44.8	81.3	68.3	86.9	56.4–58.6
	201–250	Universiti Teknologi Petronas	Malaysia	41.6	40.3	82.4	94.5	78.9	56.4–58.6
	201–250	University College Dublin	Ireland	35.5	41.7	84.0	74.9	89.4	56.4–58.6
	201–250	University of Aberdeen	United Kingdom	38.0	34.8	82.3	79.6	96.4	56.4–58.6
	201–250	University of Erlangen-Nuremberg	Germany	41.7	46.5	78.6	100.0	64.2	56.4–58.6
	201–250	University of Gothenburg	Sweden	34.8	43.2	91.1	78.8	62.7	56.4–58.6
	201–250	University of Illinois Chicago	United States	50.1	35.2	80.1	76.1	57.5	56.4–58.6
	251–300	University of Malaya	Malaysia	47.8	38.8	72.8	65.2	91.4	56.4–58.6
	=199	University of Mannheim	Germany	37.0	44.5	85.5	88.2	71.1	56.4–58.6
	201–250	University of Miami	United States	47.3	35.5	83.8	83.3	61.6	56.4–58.6
	201–250	University of Padua	Italy	46.4	41.0	80.0	78.9	53.2	56.4–58.6
	201–250	University of Potsdam	Germany	37.9	44.3	81.7	92.4	66.4	56.4–58.6
	201–250	University of Reading	United Kingdom	41.7	38.1	85.2	66.9	94.2	56.4–58.6
	=199	University of São Paulo	Brazil	61.6	55.6	53.9	96.6	43.4	56.4–58.6
	201–250	University of Surrey	United Kingdom	36.3	34.4	89.5	71.6	96.0	56.4–58.6
	201–250	University of Sussex	United Kingdom	34.3	36.0	88.9	64.8	94.8	56.4–58.6
	201–250	University of Utah	United States	43.4	39.2	86.5	91.4	41.7	56.4–58.6
	201–250	University of Wollongong	Australia	34.3	36.6	85.4	89.8	93.4	56.4–58.6
	201–250	Vrije Universiteit Brussel	Belgium	37.8	42.5	80.4	93.6	76.6	56.4–58.6
	201–250	Western University	Canada	39.9	42.6	77.5	99.8	86.9	56.4–58.6
	201–250	Xi'an Jiaotong University	China	45.1	49.4	75.9	100.0	38.2	56.4–58.6

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TOP **250**
THE World University Rankings 2025

#40
THE World University Rankings 2025 Asia

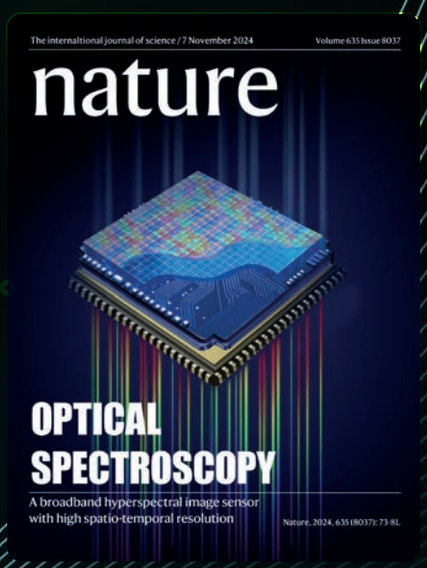
World Top Subjects

Top 1‰ ESI discipline in the world

- Engineering

Top 1‰ ESI discipline in the world

- Material Science
- Chemistry
- Computer Science



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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
251–300	251–300	Aalborg University	Denmark	33.6	44.9	80.6	88.0	72.4	54.3–56.3
	251–300	Beihang University	China	47.8	46.5	73.8	100.0	34.7	54.3–56.3
	251–300	Boston College	United States	45.8	33.1	84.0	60.0	59.4	54.3–56.3
	NR	Central European University	Austria	50.0	34.4	76.3	28.3	92.6	54.3–56.3
	NR	Central South University	China	39.1	42.6	80.3	99.7	31.4	54.3–56.3
	251–300	Curtin University	Australia	28.5	34.2	87.5	80.4	95.1	54.3–56.3
	251–300	East China Normal University	China	43.1	36.5	79.5	90.6	55.3	54.3–56.3
	301–350	Griffith University	Australia	30.5	37.3	83.7	80.8	87.2	54.3–56.3
	251–300	Hanyang University	South Korea	45.9	41.5	65.5	99.6	69.2	54.3–56.3
	301–350	Hebrew University of Jerusalem	Israel	48.1	47.2	72.6	77.3	43.1	54.3–56.3
	251–300	Heinrich Heine University Düsseldorf	Germany	36.2	34.3	84.3	83.9	67.2	54.3–56.3
	251–300	Humanitas University	Italy	36.6	29.0	98.5	64.0	64.0	54.3–56.3
	301–350	Hunan University	China	36.6	34.6	90.9	96.5	31.7	54.3–56.3
	301–350	King Khalid University	Saudi Arabia	41.2	31.6	80.0	58.4	88.2	54.3–56.3
	251–300	King Saud University	Saudi Arabia	38.2	33.8	82.7	89.1	84.0	54.3–56.3
	251–300	Kyung Hee University	South Korea	41.2	40.3	76.5	99.9	72.5	54.3–56.3
	251–300	La Trobe University	Australia	29.5	36.8	88.9	79.0	88.7	54.3–56.3
	251–300	Lebanese American University	Lebanon	36.8	32.5	93.7	32.0	80.8	54.3–56.3
	251–300	LUT University	Finland	31.6	35.3	87.9	75.4	71.0	54.3–56.3
	251–300	Macau University of Science and Technology	Macao	34.2	38.8	81.1	84.6	93.2	54.3–56.3
	201–250	Nankai University	China	45.4	33.9	87.6	80.6	47.9	54.3–56.3
	251–300	Northwestern Polytechnical University	China	41.0	42.4	78.6	99.7	47.6	54.3–56.3
	251–300	RCSI University of Medicine and Health Sciences	Ireland	32.2	37.0	82.1	78.5	91.4	54.3–56.3
	251–300	RMIT University	Australia	35.2	36.2	82.5	78.2	93.1	54.3–56.3
	301–350	Ruhr University Bochum	Germany	39.9	46.1	72.6	98.9	63.7	54.3–56.3
	201–250	Sejong University	South Korea	33.6	33.6	92.6	83.7	65.8	54.3–56.3
	251–300	Semmelweis University	Hungary	45.4	28.8	83.5	75.1	76.5	54.3–56.3
	NR	Shandong University	China	46.4	44.0	72.7	99.3	43.5	54.3–56.3
	251–300	South China University of Technology	China	39.0	39.1	84.0	99.7	43.0	54.3–56.3
	301–350	Southeast University	China	39.3	46.3	73.7	99.8	47.6	54.3–56.3
	251–300	Southern Medical University	China	45.9	38.9	84.2	76.4	31.3	54.3–56.3
	251–300	Swinburne University of Technology	Australia	33.0	33.6	91.4	78.1	81.8	54.3–56.3
	251–300	Technical University of Darmstadt	Germany	43.1	46.8	65.7	99.8	73.1	54.3–56.3
	=199	Ulm University	Germany	42.3	31.6	83.1	91.2	64.8	54.3–56.3
	301–350	Università Cattolica del Sacro Cuore	Italy	37.4	32.9	89.6	81.9	47.8	54.3–56.3
	301–350	Università della Svizzera italiana	Switzerland	41.1	29.7	80.3	92.9	98.2	54.3–56.3
	251–300	University of Bath	United Kingdom	39.8	35.1	81.0	67.1	93.2	54.3–56.3
	251–300	University of Bergen	Norway	35.3	36.4	84.1	75.4	75.8	54.3–56.3
	251–300	University of East Anglia	United Kingdom	34.7	30.2	89.1	62.0	87.3	54.3–56.3
	251–300	University of Hawai'i at Mānoa	United States	38.9	43.0	73.7	67.6	74.0	54.3–56.3
	251–300	University of Konstanz	Germany	38.5	42.8	72.9	95.7	75.8	54.3–56.3
	201–250	University of Luxembourg	Luxembourg	39.9	39.3	75.1	79.8	92.1	54.3–56.3
	251–300	University of Navarra	Spain	37.2	34.1	81.9	90.7	74.4	54.3–56.3
	251–300	University of Newcastle	Australia	30.0	36.8	84.9	86.5	84.2	54.3–56.3
	251–300	University of Oulu	Finland	36.7	39.5	85.8	70.9	63.6	54.3–56.3
	251–300	University of Southern Denmark	Denmark	30.4	36.0	87.3	98.1	75.8	54.3–56.3
	251–300	University of Stuttgart	Germany	44.5	48.4	63.4	99.9	58.5	54.3–56.3
	251–300	University of Tasmania	Australia	34.3	36.9	84.5	82.8	89.3	54.3–56.3
	251–300	Virginia Polytechnic Institute and State University	United States	41.9	41.2	77.5	76.7	63.1	54.3–56.3
	201–250	Vita-Salute San Raffaele University	Italy	34.3	34.0	98.8	66.3	51.3	54.3–56.3
	301–350	Xiamen University	China	43.3	37.6	84.2	95.1	36.6	54.3–56.3

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Times Higher Education **Impact Rankings 2025**

Impact Rankings 2025

World Rank: **101–200**

10 REDUCED INEQUALITIES — World rank **15th** — India rank: **1st**

16 PEACE, JUSTICE AND STRONG INSTITUTIONS — World rank **29th** — India rank: **1st**

4 QUALITY EDUCATION — World rank **20th** — India rank: **3rd**

7 AFFORDABLE AND CLEAN ENERGY — World rank **37th** — India rank: **6th**

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
301–350	351–400	Bauman Moscow State Technical University	Russian Federation	68.4	42.8	43.0	54.4	59.6	51.6–54.2
	301–350	Birkbeck, University of London	United Kingdom	34.2	32.2	76.0	65.5	91.6	51.6–54.2
	301–350	China Medical University, Taiwan	Taiwan	28.2	32.5	91.7	95.4	51.3	51.6–54.2
	351–400	Dublin City University	Ireland	28.5	36.6	88.6	69.0	71.1	51.6–54.2
	251–300	École Normale Supérieure de Lyon	France	56.8	44.0	51.9	90.2	64.4	51.6–54.2
	301–350	Flinders University	Australia	27.9	36.9	82.9	68.7	88.3	51.6–54.2
	301–350	Florida State University	United States	39.0	39.5	73.8	67.3	57.2	51.6–54.2
	301–350	Hasselt University	Belgium	35.0	37.8	72.8	87.8	71.2	51.6–54.2
	351–400	Illinois Institute of Technology	United States	41.0	26.9	77.3	92.4	73.5	51.6–54.2
	NR	Institute of Science Tokyo	Japan	56.1	47.6	52.7	92.1	52.2	51.6–54.2
	251–300	Johannes Gutenberg University of Mainz	Germany	38.9	27.1	83.0	72.3	66.0	51.6–54.2
	351–400	Koç University	Turkey	34.6	41.9	70.6	91.2	59.2	51.6–54.2
	301–350	Kyushu University	Japan	54.2	46.5	53.5	98.8	49.5	51.6–54.2
	NR	Lingnan University Hong Kong	Hong Kong	29.5	38.4	83.7	40.7	94.5	51.6–54.2
	301–350	Loughborough University	United Kingdom	34.8	32.9	76.1	70.2	89.4	51.6–54.2
	251–300	North Carolina State University	United States	45.1	43.9	67.6	81.5	61.5	51.6–54.2
	301–350	Norwegian University of Science and Technology	Norway	36.7	39.1	75.9	71.4	64.6	51.6–54.2
	251–300	Prince Mohammad Bin Fahd University	Saudi Arabia	32.0	33.3	78.5	56.4	89.5	51.6–54.2
	301–350	Queen's University	Canada	37.9	37.6	77.4	84.8	72.9	51.6–54.2
	301–350	Rutgers University–New Brunswick	United States	45.3	31.4	78.4	69.1	58.6	51.6–54.2
	301–350	Simon Fraser University	Canada	26.9	35.6	79.7	83.5	90.7	51.6–54.2
	301–350	Stellenbosch University	South Africa	34.8	40.8	75.5	91.8	58.6	51.6–54.2
	251–300	Stony Brook University	United States	43.4	30.8	78.9	68.3	72.3	51.6–54.2
	401–500	Sunway University	Malaysia	27.2	34.2	90.1	58.4	89.3	51.6–54.2
	301–350	Swansea University	United Kingdom	30.8	30.6	87.4	58.3	88.6	51.6–54.2
	301–350	Tampere University	Finland	31.2	38.7	80.2	85.2	53.8	51.6–54.2
	301–350	Technion Israel Institute of Technology	Israel	43.9	41.7	62.9	73.1	69.6	51.6–54.2
	251–300	Tilburg University	Netherlands	29.1	42.9	73.8	78.9	85.2	51.6–54.2
	301–350	TU Wien	Austria	44.2	47.2	55.5	99.9	85.3	51.6–54.2
	401–500	Universiti Kebangsaan Malaysia	Malaysia	47.5	32.4	65.7	61.8	82.6	51.6–54.2
	251–300	University at Buffalo	United States	42.3	34.5	75.4	73.4	71.7	51.6–54.2
	301–350	University of Bayreuth	Germany	39.8	41.3	68.6	84.5	68.0	51.6–54.2
	301–350	University of Bremen	Germany	39.7	39.6	72.3	78.9	63.0	51.6–54.2
	251–300	University of California, Riverside	United States	37.4	32.6	79.5	69.8	75.1	51.6–54.2
	251–300	University of Duisburg-Essen	Germany	35.4	34.6	82.7	87.4	64.3	51.6–54.2
	301–350	University of Dundee	United Kingdom	28.5	32.6	82.1	87.0	91.7	51.6–54.2
	301–350	University of Electronic Science and Technology of China	China	37.6	37.5	80.2	99.1	33.6	51.6–54.2
	351–400	University of Essex	United Kingdom	30.1	30.2	81.0	61.2	97.3	51.6–54.2
	301–350	University of Hohenheim	Germany	36.0	36.4	78.4	76.7	61.3	51.6–54.2
	301–350	University of Innsbruck	Austria	35.7	36.8	69.6	87.8	93.7	51.6–54.2
	251–300	University of Iowa	United States	46.8	34.3	74.9	89.9	52.3	51.6–54.2
	251–300	University of Liège	Belgium	34.8	41.8	72.7	97.5	72.5	51.6–54.2
	301–350	University of Milan	Italy	38.9	32.5	86.1	71.2	47.2	51.6–54.2
	351–400	University of Naples Federico II	Italy	40.0	31.8	83.9	72.5	35.2	51.6–54.2
	301–350	University of Rome II – Tor Vergata	Italy	40.4	36.1	71.7	86.0	65.7	51.6–54.2
	301–350	University of Sharjah	United Arab Emirates	23.5	27.0	94.3	44.7	98.7	51.6–54.2
	301–350	University of Tartu	Estonia	34.5	31.4	84.0	65.1	59.7	51.6–54.2
	301–350	University of the Witwatersrand	South Africa	34.9	43.1	70.8	91.6	74.3	51.6–54.2
	301–350	University of Turku	Finland	34.2	35.6	83.4	66.0	52.6	51.6–54.2
	301–350	University of Victoria	Canada	30.2	37.1	82.9	66.8	83.6	51.6–54.2
	301–350	Western Sydney University	Australia	30.6	31.8	88.0	68.3	88.5	51.6–54.2

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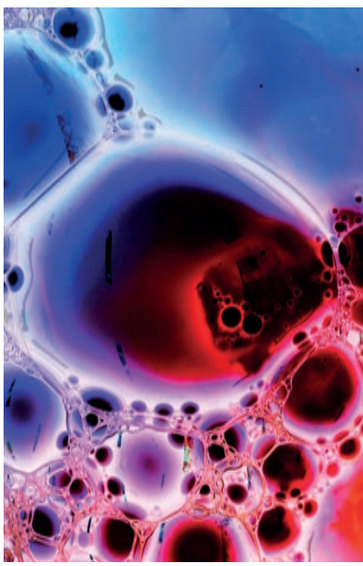

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
351–400	351–400	Amirkabir University of Technology	Iran	37.1	33.0	75.3	91.9	46.6	49.9–51.5
	351–400	Autonomous University of Madrid	Spain	41.8	31.3	73.4	66.5	56.2	49.9–51.5
	401–500	Chongqing University	China	30.2	36.0	78.1	98.1	46.6	49.9–51.5
	NR	City St George's, University of London	United Kingdom	23.6	24.8	91.8	65.0	95.6	49.9–51.5
	351–400	Daegu Gyeongbuk Institute of Science and Technology (DGIST)	South Korea	49.4	38.7	64.0	89.6	32.4	49.9–51.5
	301–350	Dalhousie University	Canada	33.1	33.2	75.4	74.3	86.6	49.9–51.5
	351–400	Edith Cowan University	Australia	22.5	25.8	89.2	69.6	89.0	49.9–51.5
	351–400	Hokkaido University	Japan	53.5	45.1	47.9	96.8	47.0	49.9–51.5
	401–500	James Cook University	Australia	28.8	31.9	82.3	67.8	81.5	49.9–51.5
	351–400	Justus Liebig University Giessen	Germany	35.0	39.2	72.5	71.3	62.7	49.9–51.5
	401–500	Kermanshah University of Medical Sciences	Iran	48.8	23.5	73.1	57.0	63.8	49.9–51.5
	351–400	King Abdulaziz University	Saudi Arabia	29.8	22.9	87.1	67.6	74.8	49.9–51.5
	351–400	Leibniz University Hannover	Germany	38.8	41.7	64.3	84.3	56.9	49.9–51.5
	351–400	Middle East Technical University	Turkey	46.4	44.8	52.2	90.2	57.7	49.9–51.5
	401–500	Mohammed VI Polytechnic University	Morocco	34.7	34.9	72.7	56.2	72.8	49.9–51.5
	251–300	Moscow Institute of Physics and Technology (MIPT)	Russian Federation	57.8	44.3	42.5	80.8	66.2	49.9–51.5
	301–350	Oregon Health and Science University	United States	38.8	20.9	91.6	87.9	34.2	49.9–51.5
	401–500	Prince Sultan University (PSU)	Saudi Arabia	19.2	29.6	92.2	51.8	82.1	49.9–51.5
	351–400	Sabancı University	Turkey	33.0	38.8	67.5	99.0	65.6	49.9–51.5
	401–500	Saveetha Institute of Medical and Technical Sciences	India	37.9	18.4	93.4	20.4	71.8	49.9–51.5
	301–350	Sharif University of Technology	Iran	35.2	38.0	78.0	96.7	33.2	49.9–51.5
	351–400	Shenzhen University	China	26.5	35.9	86.4	82.8	38.2	49.9–51.5
	351–400	Swedish University of Agricultural Sciences	Sweden	35.5	34.8	76.0	87.8	53.8	49.9–51.5
	351–400	Université Grenoble Alpes	France	42.6	36.7	62.7	70.0	69.4	49.9–51.5
	501–600	Universiti Brunei Darussalam	Brunei Darussalam	33.1	34.7	80.5	31.4	72.1	49.9–51.5
	351–400	University College Cork	Ireland	29.3	33.2	78.7	77.6	79.0	49.9–51.5
	351–400	University of Brescia	Italy	35.4	24.7	88.0	72.0	43.2	49.9–51.5
	351–400	University of Campinas	Brazil	51.7	48.0	50.2	78.1	41.5	49.9–51.5
	301–350	University of Colorado Denver/Anschutz Medical Campus	United States	33.7	25.1	93.3	73.5	36.2	49.9–51.5
	301–350	University of Connecticut	United States	40.6	28.6	73.4	69.1	66.3	49.9–51.5
	351–400	University of Florence	Italy	37.6	37.9	75.9	76.7	46.7	49.9–51.5
	351–400	University of Galway	Ireland	30.2	34.7	76.9	86.7	77.6	49.9–51.5
	351–400	University of Georgia (USA)	United States	41.5	38.3	67.4	66.6	51.9	49.9–51.5
	401–500	University of Johannesburg	South Africa	29.5	38.4	69.9	81.1	82.0	49.9–51.5
	351–400	University of Kansas	United States	45.4	29.8	70.7	79.3	56.2	49.9–51.5
	301–350	University of Kiel	Germany	32.5	33.4	81.8	64.4	62.2	49.9–51.5
	351–400	University of Otago	New Zealand	34.1	34.3	72.4	69.3	81.1	49.9–51.5
	301–350	University of Pavia	Italy	38.9	31.9	77.0	78.9	52.2	49.9–51.5
	351–400	University of Pisa	Italy	36.3	34.7	77.7	67.7	43.2	49.9–51.5
	351–400	University of Saskatchewan	Canada	39.5	34.0	63.0	96.1	76.0	49.9–51.5
	351–400	University of Siena	Italy	39.3	35.1	75.0	75.5	46.7	49.9–51.5
	351–400	University of Southern Queensland	Australia	29.3	26.8	87.1	51.3	81.5	49.9–51.5
	351–400	University of South Florida	United States	33.6	35.5	71.0	99.5	64.5	49.9–51.5
	351–400	University of St Gallen	Switzerland	33.3	23.0	80.8	66.6	93.6	49.9–51.5
	351–400	University of Strathclyde	United Kingdom	37.0	35.2	66.4	79.7	90.5	49.9–51.5
	301–350	University of Trento	Italy	34.6	35.2	77.4	70.3	61.5	49.9–51.5
	351–400	University of Tsukuba	Japan	52.0	46.7	50.8	77.1	49.8	49.9–51.5
	401–500	Verona University	Italy	34.6	31.1	81.6	71.1	45.0	49.9–51.5

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
401–500	401–500	Ajman University	United Arab Emirates	25.8	28.7	84.0	22.8	99.5	46.2–49.8
	501–600	Ajou University	South Korea	34.3	38.6	58.4	95.8	59.4	46.2–49.8
	601–800	Al-Ahliyya Amman University	Jordan	18.6	24.7	88.0	56.9	93.8	46.2–49.8
	401–500	Al Ain University	United Arab Emirates	28.0	30.2	78.7	18.6	99.1	46.2–49.8
	501–600	Applied Science Private University	Jordan	21.7	22.7	87.1	21.5	85.4	46.2–49.8
	501–600	Arabian Gulf University	Bahrain	45.2	13.8	73.0	29.2	93.4	46.2–49.8
	401–500	Asia University, Taiwan	Taiwan	16.6	34.9	82.8	75.3	49.5	46.2–49.8
	351–400	Aston University	United Kingdom	21.7	26.2	83.6	64.6	95.7	46.2–49.8
	401–500	Australian Catholic University	Australia	17.7	24.7	97.1	28.0	83.9	46.2–49.8
	401–500	Beijing University of Chemical Technology	China	26.4	31.8	84.2	96.6	25.0	46.2–49.8
	601–800	Boğaziçi University	Turkey	32.9	36.1	60.9	94.0	61.6	46.2–49.8
	401–500	Bond University	Australia	26.8	21.9	87.3	25.8	80.4	46.2–49.8
	401–500	Bournemouth University	United Kingdom	18.8	21.7	89.3	46.4	89.2	46.2–49.8
	401–500	Brandeis University	United States	37.3	26.1	70.0	64.5	79.7	46.2–49.8
	351–400	Brunel University of London	United Kingdom	24.0	26.6	81.8	64.9	98.1	46.2–49.8
	501–600	Central Queensland University	Australia	18.0	26.9	86.6	50.2	80.4	46.2–49.8
	401–500	Charles Darwin University	Australia	22.7	29.9	78.9	50.4	82.4	46.2–49.8
	401–500	Charles University	Czechia	37.9	32.2	64.8	63.4	64.7	46.2–49.8
	401–500	Chung-Ang University	South Korea	38.8	38.9	55.7	93.3	63.4	46.2–49.8
	401–500	Colorado School of Mines	United States	40.9	32.6	63.7	86.7	41.5	46.2–49.8
	401–500	Dalian University of Technology	China	34.6	39.3	71.6	99.0	35.6	46.2–49.8
	501–600	Donghua University	China	32.9	25.2	77.8	93.2	37.9	46.2–49.8
	351–400	Drexel University	United States	42.4	25.5	72.1	74.7	60.6	46.2–49.8
	401–500	Florida International University	United States	33.2	32.6	70.7	65.5	49.1	46.2–49.8
	351–400	Free University of Bozen-Bolzano	Italy	31.4	21.9	83.7	51.3	78.2	46.2–49.8
	401–500	George Mason University	United States	31.0	28.3	79.8	63.9	60.4	46.2–49.8
	401–500	Gwangju Institute of Science and Technology (GIST)	South Korea	49.3	39.8	53.4	94.0	52.3	46.2–49.8
	401–500	Heriot-Watt University	United Kingdom	33.4	30.3	58.8	70.3	95.5	46.2–49.8
	351–400	IMT Atlantique	France	47.3	35.5	48.3	97.8	81.2	46.2–49.8
	351–400	Institut Agro	France	48.4	34.9	58.2	78.7	64.2	46.2–49.8
	401–500	Iowa State University	United States	41.6	36.2	64.7	87.0	44.0	46.2–49.8
	351–400	Iran University of Science and Technology	Iran	32.0	33.9	79.5	88.6	34.0	46.2–49.8
	501–600	Jamia Millia Islamia	India	43.0	18.2	79.6	43.8	42.5	46.2–49.8
	401–500	Johannes Kepler University of Linz	Austria	36.7	35.4	61.4	98.5	75.6	46.2–49.8
	401–500	Leuphana University of Lüneburg	Germany	23.5	28.1	83.2	33.6	66.0	46.2–49.8
	601–800	Marche Polytechnic University	Italy	35.8	26.4	75.9	72.6	33.9	46.2–49.8
	351–400	Montpellier University	France	39.5	33.5	68.7	68.7	66.8	46.2–49.8
	401–500	Murdoch University	Australia	25.9	27.4	80.2	72.7	94.7	46.2–49.8
	501–600	National and Kapodistrian University of Athens	Greece	24.4	26.8	78.0	92.5	55.7	46.2–49.8
	401–500	National Taiwan University of Science and Technology (Taiwan Tech)	Taiwan	33.2	38.3	62.9	97.8	50.0	46.2–49.8
	401–500	National Tsing Hua University	Taiwan	37.5	43.5	61.4	99.8	46.3	46.2–49.8
	401–500	National Yang Ming Chiao Tung University (NYCU Taiwan)	Taiwan	42.3	42.7	55.3	100.0	39.9	46.2–49.8
	501–600	Nazarbayev University	Kazakhstan	26.5	30.3	76.8	44.4	72.2	46.2–49.8
	401–500	Northumbria University	United Kingdom	23.6	25.5	80.5	47.8	91.4	46.2–49.8
	401–500	Polytechnic University of Turin	Italy	31.6	30.0	71.0	86.7	56.6	46.2–49.8
	501–600	Pontificia Universidad Católica de Chile	Chile	33.5	38.6	61.9	80.2	58.1	46.2–49.8
	601–800	Prince Sattam Bin Abdulaziz University	Saudi Arabia	25.4	28.8	80.8	57.7	79.7	46.2–49.8
	501–600	Princess Nourah bint Abdulrahman University	Saudi Arabia	29.3	21.8	78.5	33.1	85.0	46.2–49.8
	401–500	Quaid-i-Azam University	Pakistan	28.8	24.5	84.7	40.6	56.1	46.2–49.8
	501–600	Roskilde University	Denmark	25.9	34.1	74.6	73.9	54.7	46.2–49.8
	401–500	Royal Holloway, University of London	United Kingdom	32.3	28.9	72.2	65.1	92.5	46.2–49.8
	501–600	Rush University	United States	44.5	16.4	80.6	63.5	30.4	46.2–49.8

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
401–500	401–500	Saint Louis University	United States	43.8	17.7	73.5	64.4	47.5	46.2–49.8
(cont)	401–500	Shoolini University of Biotechnology and Management Sciences	India	27.8	24.1	88.7	25.8	68.7	46.2–49.8
	401–500	SOAS University of London	United Kingdom	38.7	34.7	59.9	38.9	79.9	46.2–49.8
	501–600	Southern Cross University	Australia	24.4	29.9	72.8	66.9	79.1	46.2–49.8
	401–500	Syracuse University	United States	35.5	27.9	71.1	64.4	68.7	46.2–49.8
	401–500	Taipei Medical University	Taiwan	46.3	32.2	63.6	86.6	48.6	46.2–49.8
	351–400	Temple University	United States	43.2	22.6	79.9	70.8	41.2	46.2–49.8
	301–350	The University of Tennessee-Knoxville	United States	35.4	31.3	72.4	70.8	52.8	46.2–49.8
	401–500	Tulane University	United States	43.0	23.4	75.8	63.8	50.2	46.2–49.8
	351–400	Umeå University	Sweden	30.0	33.1	80.2	63.2	62.1	46.2–49.8
	401–500	Umm Al-Qura University	Saudi Arabia	35.4	25.3	75.7	34.5	63.2	46.2–49.8
	251–300	Université Laval	Canada	31.8	34.6	69.4	91.7	72.3	46.2–49.8
	401–500	Universiti Sains Malaysia	Malaysia	42.9	30.3	65.8	64.5	76.5	46.2–49.8
	401–500	Universiti Teknologi Malaysia	Malaysia	44.5	29.5	62.0	71.1	70.7	46.2–49.8
	401–500	Universiti Utara Malaysia	Malaysia	41.1	30.2	66.2	30.1	82.1	46.2–49.8
	401–500	University of Bordeaux	France	36.8	28.0	68.6	68.3	64.6	46.2–49.8
	401–500	University of California, Merced	United States	31.6	29.0	86.7	58.0	47.7	46.2–49.8
	401–500	University of Canberra	Australia	25.7	31.0	76.0	57.0	89.1	46.2–49.8
	401–500	University of Central Florida	United States	29.1	32.8	77.2	74.3	36.8	46.2–49.8
	401–500	University of Coimbra	Portugal	33.8	42.1	61.5	81.4	54.7	46.2–49.8
	401–500	University of Cyprus	Cyprus	28.9	30.7	69.2	70.2	74.1	46.2–49.8
	351–400	University of Delaware	United States	36.1	32.0	68.5	80.4	58.1	46.2–49.8
	501–600	University of Eastern Finland	Finland	28.6	31.1	76.6	67.6	49.7	46.2–49.8
	401–500	University of Fribourg	Switzerland	39.1	33.8	62.4	71.9	81.3	46.2–49.8
	401–500	University of Genoa	Italy	39.4	30.9	74.6	76.2	46.9	46.2–49.8
	401–500	University of Greifswald	Germany	35.1	31.3	69.5	58.3	51.4	46.2–49.8
	401–500	University of Guelph	Canada	34.8	36.7	64.1	80.0	63.6	46.2–49.8
	401–500	University of Houston	United States	33.2	26.2	73.0	68.8	75.3	46.2–49.8
	401–500	University of Jyväskylä	Finland	31.9	34.4	77.2	49.1	48.6	46.2–49.8
	351–400	University of Kent	United Kingdom	29.5	28.4	73.2	64.4	92.6	46.2–49.8
	401–500	University of Kentucky	United States	44.0	29.6	68.8	71.1	43.6	46.2–49.8
	401–500	University of Lisbon	Portugal	31.1	41.8	66.8	75.3	60.3	46.2–49.8
	401–500	University of Marburg	Germany	37.8	32.1	72.0	70.8	61.9	46.2–49.8
	351–400	University of Milan-Bicocca	Italy	25.1	27.1	87.7	68.1	46.3	46.2–49.8
	NR	University of Nizwa	Oman	28.1	26.0	76.2	34.0	83.0	46.2–49.8
	401–500	University of Oregon	United States	34.7	30.0	75.7	73.8	41.4	46.2–49.8
	401–500	University of Porto	Portugal	33.7	39.1	70.2	67.8	56.0	46.2–49.8
	401–500	University of Portsmouth	United Kingdom	22.0	20.1	88.7	51.1	94.5	46.2–49.8
	NR	University of Regensburg	Germany	36.3	30.8	70.9	67.6	58.4	46.2–49.8
	401–500	University of South Carolina-Columbia	United States	35.9	24.0	74.8	64.6	56.0	46.2–49.8
	401–500	University of Tehran	Iran	38.3	31.1	70.1	65.0	36.1	46.2–49.8
	401–500	University of Texas at Dallas	United States	29.2	26.6	76.6	73.8	63.4	46.2–49.8
	401–500	University of Turin	Italy	24.3	31.9	81.7	74.0	44.3	46.2–49.8
	401–500	University of Vaasa	Finland	23.7	28.1	90.5	35.6	67.4	46.2–49.8
	401–500	University of Waikato	New Zealand	24.1	31.5	72.3	74.6	88.1	46.2–49.8
	401–500	Victoria University of Wellington	New Zealand	29.0	33.5	73.7	62.9	75.0	46.2–49.8
	401–500	Virginia Commonwealth University	United States	38.1	23.0	81.3	75.3	35.4	46.2–49.8
	401–500	Wake Forest University	United States	38.0	23.2	80.5	92.3	38.7	46.2–49.8
	401–500	Washington State University	United States	37.3	33.1	67.8	82.8	56.2	46.2–49.8
	401–500	York University	Canada	29.3	33.2	71.5	72.3	86.0	46.2–49.8
	351–400	Zayed University	United Arab Emirates	21.8	21.7	85.8	59.5	73.7	46.2–49.8

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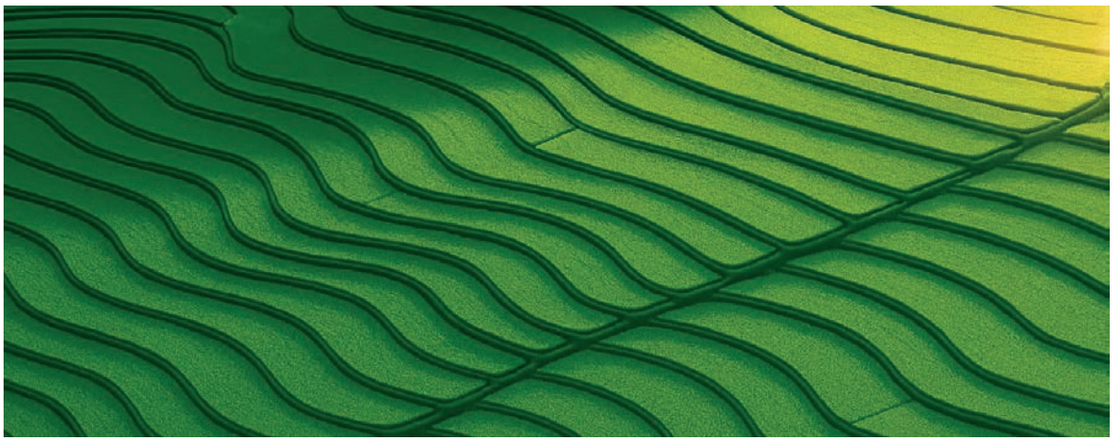

From West Java to the World: Unpad's 68-Year Journey into the World's Top 68 for Sustainability

On a misty morning in Jatinangor, the heart of West Java, thousands of first-year students gather in Universitas Padjadjaran's (Unpad) main square. Instead of the usual orientation about academic rules, they are welcomed with something strikingly different: a conversation about the future of the planet. This is the spirit of Tahapan Persiapan Bersama (TPB), Unpad's first-year program that embeds sustainability and inclusivity into every student's journey. A medical student may first learn how poverty and malnutrition shape health outcomes, an agriculture student explores food security challenges, while a law student reflects on justice and peace. At Unpad, sustainability is not an elective—it is the foundation of being excellent, inclusive, and impactful.

This vision has guided Unpad throughout its 68-year history, and in 2025, as the university celebrates its anniversary, it also celebrates global recognition. In the Times Higher Education Impact Rankings, Unpad has been placed among the world's top 68 universities in six Sustainable Development Goals: SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 11 (Sustainable Cities and Communities), SDG 14 (Life Below Water), SDG 15 (Life on Land), and SDG 16 (Peace, Justice, and Strong Institutions). The number resonates: at 68 years old, Unpad has entered the 68 best in the world across goals that define the future of humanity.

These achievements are not abstract. For decades, Unpad has worked hand in hand with rural communities across West Java to address poverty and food security. Through the Foster Villages Program and the Healthy Village Movement, students and faculty live among villagers to co-create solutions in nutrition, organic farming, sanitation, and rural entrepreneurship.

The Undergraduate Preparation Program (UPrep) expands opportunity for high school students from disadvantaged backgrounds, proving that reducing poverty also means expanding educational access.

Unpad's contribution to sustainable cities is equally visible. The university has been a driving force in the Citarum Harum Research Consortium, a major initiative to rehabilitate one of the world's most polluted rivers. Combining water treatment research, ecological studies, and citizen engagement, the program is redefining environmental governance in Indonesia. In urban contexts, Unpad collaborates with local governments to pilot renewable energy and waste management solutions, often implemented through the Thematic Community Service Program, where thousands of students are deployed annually to develop real-world innovations with local communities.

Unpad's sustainability leadership extends to biodiversity. The Sustainable Fisheries Research Group integrates marine biology, economics, and law to promote coastal resilience and responsible fisheries, advancing SDG 14 on life below water. Inland, researchers from agriculture and biology are restoring degraded land, advancing agroforestry systems, and protecting endangered species, strengthening SDG 15 on life on land. These initiatives demonstrate how a public university in West Java can influence global debates on conservation.

Equally important is Unpad's contribution to peace and strong institutions. The Faculty of Law and the Social Innovation Hub collaborate with NGOs and local governments to expand access to justice, women's entrepreneurship, and community rights. Faculty members lead research on governance and democracy, while students connect their legal knowledge to real-world advocacy.

In doing so, Unpad makes SDG 16 a living reality on campus and in the communities it serves.

What makes these achievements stand out is their authenticity. Unpad does not pursue sustainability as a branding exercise but as a mission grounded in Indonesia's challenges. From food security in rural Sumedang, to river rehabilitation in West Java, to coastal sustainability in the archipelago, every initiative reflects how a public university can connect local relevance with global significance.

Recognition in six SDGs among the world's top 68 universities is not just a milestone but a symbol of Unpad's journey. The resonance between age and achievement—68 years, 68 best—underscores that Unpad's maturity is measured not only in time but in impact. It confirms that world-class leadership can come from West Java, rooted in inclusivity and committed to global sustainability.

As the Rector has remarked: "The future is sustainable, and our responsibility is to prepare not just our students, but our society, for that reality." This is the legacy Unpad is building: a university that uplifts communities out of poverty, secures food for the next generation, reimagines sustainable cities, protects biodiversity, and strengthens justice. At 68 years of age, Universitas Padjadjaran is proving that sustainability is both its compass and its contribution to humanity—today, and for generations to come.

> "Sustainability at Universitas Padjadjaran is not an add-on, but the very foundation of excellence, inclusivity, and impact that defines its education, research, and community engagement."

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
501–600	601–800	Alfaisal University	Saudi Arabia	24.2	19.5	73.7	50.4	97.2	43.6–46.1
	601–800	American University of Sharjah	United Arab Emirates	20.9	28.7	73.0	49.7	87.5	43.6–46.1
	401–500	Auckland University of Technology	New Zealand	22.6	22.8	73.6	49.8	91.3	43.6–46.1
	601–800	Banaras Hindu University	India	49.9	18.0	67.8	31.0	27.6	43.6–46.1
	401–500	Bangor University	United Kingdom	28.3	26.0	70.3	63.2	87.1	43.6–46.1
	501–600	Ca' Foscari University of Venice	Italy	38.0	38.0	53.2	61.3	65.9	43.6–46.1
	501–600	Campus Bio-Medico University of Rome	Italy	36.9	27.2	73.3	54.1	33.6	43.6–46.1
	501–600	Carleton University	Canada	23.4	31.5	64.9	79.2	75.4	43.6–46.1
	501–600	China University of Petroleum, Beijing	China	34.2	38.0	56.8	96.7	26.1	43.6–46.1
	601–800	Chulalongkorn University	Thailand	39.5	31.3	56.1	82.0	46.8	43.6–46.1
	401–500	Colorado State University, Fort Collins	United States	35.0	30.2	68.7	70.7	46.2	43.6–46.1
	501–600	Complutense University of Madrid	Spain	43.7	34.5	57.6	56.6	49.1	43.6–46.1
	501–600	Constructor University	Germany	34.9	32.2	51.4	92.4	94.0	43.6–46.1
	601–800	Cyprus University of Technology	Cyprus	28.9	25.6	75.1	36.3	68.5	43.6–46.1
	601–800	Ewha Womans University	South Korea	36.9	37.3	50.3	90.9	50.9	43.6–46.1
	401–500	Federation University Australia	Australia	20.9	18.2	81.5	70.5	87.5	43.6–46.1
	601–800	Gachon University	South Korea	34.9	24.1	63.8	70.0	62.5	43.6–46.1
	501–600	Georgia State University	United States	32.9	26.7	67.1	62.5	53.3	43.6–46.1
	501–600	Goldsmiths, University of London	United Kingdom	28.2	23.5	71.2	48.8	80.8	43.6–46.1
	501–600	Hamburg University of Technology	Germany	38.1	26.0	56.9	86.0	61.8	43.6–46.1
	401–500	HSE University	Russian Federation	31.7	43.7	54.6	90.7	49.2	43.6–46.1
	501–600	Imam Abdulrahman Bin Faisal University	Saudi Arabia	33.4	19.5	75.4	26.6	75.7	43.6–46.1
	501–600	Indian Institute of Technology Indore	India	42.9	28.9	63.9	40.9	36.0	43.6–46.1
	501–600	Istanbul Technical University	Turkey	39.7	41.7	50.4	93.0	44.1	43.6–46.1
	601–800	Jagiellonian University	Poland	43.8	33.6	51.1	54.2	45.7	43.6–46.1
	501–600	Jiangsu University	China	28.0	18.0	83.6	75.1	54.9	43.6–46.1
	501–600	Jinan University (China)	China	26.7	25.9	77.8	65.9	57.1	43.6–46.1
	601–800	Juntendo University	Japan	37.3	17.2	74.5	83.1	26.3	43.6–46.1
	501–600	Keele University	United Kingdom	23.5	22.6	75.5	63.8	82.3	43.6–46.1
	601–800	KIIT University	India	43.0	20.9	63.5	60.6	45.6	43.6–46.1
	501–600	Konkuk University	South Korea	34.2	38.8	50.2	96.4	63.7	43.6–46.1
	501–600	Kyungpook National University (KNU)	South Korea	34.8	38.5	51.0	96.1	52.3	43.6–46.1
	501–600	Lincoln University (New Zealand)	New Zealand	29.1	25.6	62.2	53.5	91.0	43.6–46.1
	601–800	Liverpool John Moores University	United Kingdom	19.7	19.7	83.8	51.2	79.9	43.6–46.1
	601–800	Lovely Professional University	India	24.6	17.6	87.6	31.5	53.9	43.6–46.1
	401–500	Mahatma Gandhi University	India	46.5	28.5	63.6	36.4	30.0	43.6–46.1
	501–600	Massey University	New Zealand	30.1	29.2	62.3	81.6	86.2	43.6–46.1
	501–600	Maynooth University	Ireland	23.5	34.4	68.7	50.5	75.0	43.6–46.1
	501–600	Memorial University of Newfoundland	Canada	30.3	25.7	65.2	82.1	86.2	43.6–46.1
	501–600	Middlesex University	United Kingdom	22.4	18.7	76.1	45.3	92.5	43.6–46.1
	401–500	Missouri University of Science and Technology	United States	27.9	29.5	64.1	89.0	75.2	43.6–46.1
	501–600	Mizzou – University of Missouri	United States	39.8	26.2	63.6	69.3	52.0	43.6–46.1
	501–600	National Cheng Kung University (NCKU)	Taiwan	36.9	41.3	52.0	99.8	42.3	43.6–46.1
	501–600	National Taiwan Normal University	Taiwan	36.7	32.3	56.2	86.4	54.4	43.6–46.1
	501–600	National Yunlin University of Science and Technology	Taiwan	21.1	28.9	81.8	79.9	48.2	43.6–46.1
	501–600	New Jersey Institute of Technology	United States	27.5	23.3	65.2	68.5	91.9	43.6–46.1
	601–800	Northeastern University, China	China	31.7	31.4	63.9	96.2	35.4	43.6–46.1
	501–600	NOVA University of Lisbon	Portugal	30.2	36.4	59.7	75.8	62.0	43.6–46.1
	501–600	Polytechnic University of Bari	Italy	27.0	31.1	72.8	73.9	36.7	43.6–46.1
	501–600	Pusan National University	South Korea	41.6	39.6	49.1	95.3	45.1	43.6–46.1
	401–500	Rensselaer Polytechnic Institute	United States	38.9	27.9	58.1	85.1	72.6	43.6–46.1
	501–600	Royal Veterinary College	United Kingdom	31.9	21.5	66.2	64.4	93.0	43.6–46.1

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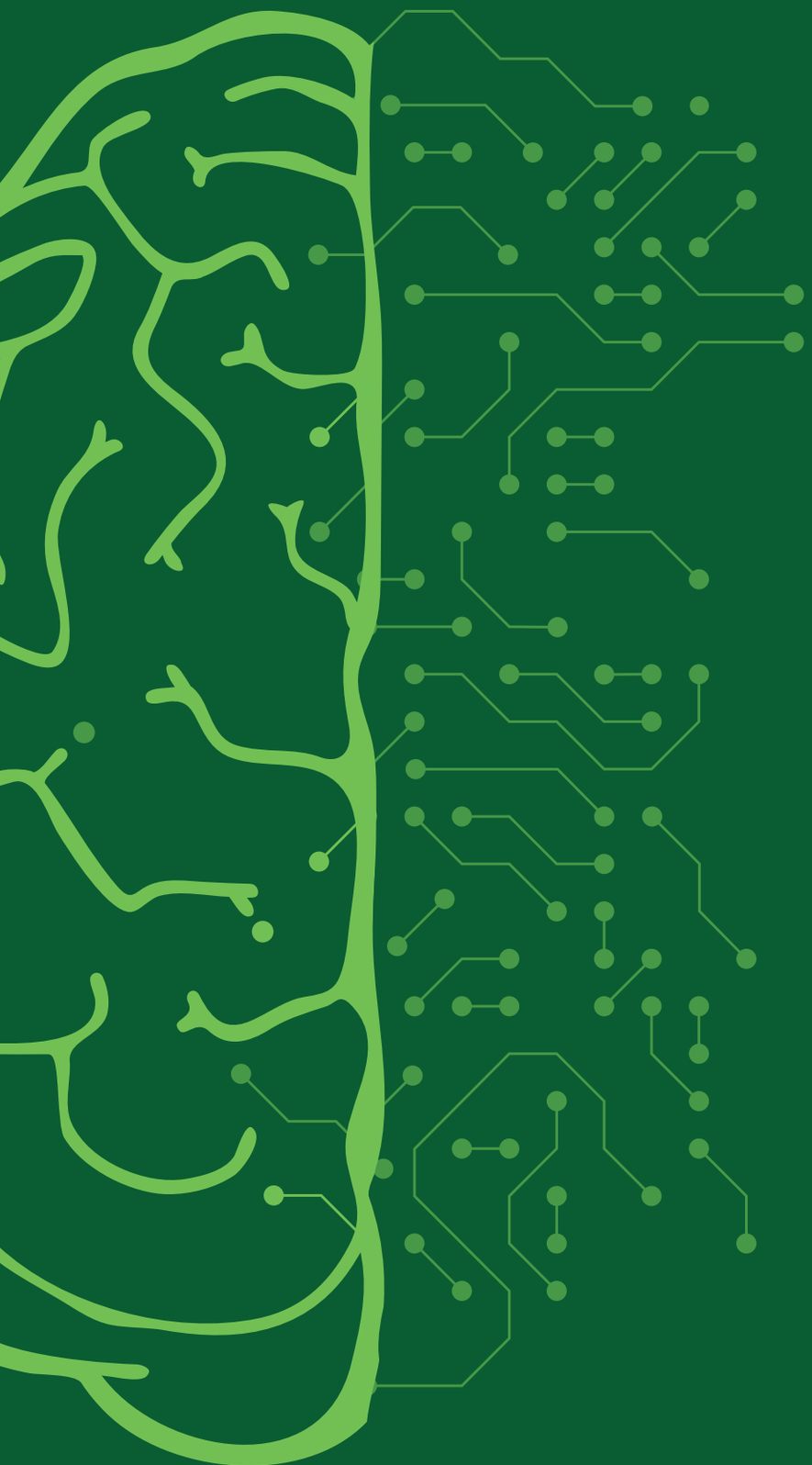
*All rankings are for Sorbonne Université or Université Paris Cité

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
501–600	NR	Saarland University	Germany	32.5	19.2	73.1	68.7	78.8	43.6–46.1
(cont)	401–500	Shanghai University	China	31.5	37.6	64.3	93.6	37.3	43.6–46.1
	501–600	Shiraz University of Technology	Iran	34.2	22.4	77.6	45.6	38.4	43.6–46.1
	501–600	Soochow University, China	China	29.3	26.4	77.6	92.8	27.1	43.6–46.1
	401–500	Stevens Institute of Technology	United States	27.6	25.2	72.2	67.8	79.2	43.6–46.1
	601–800	Sultan Qaboos University	Oman	30.9	24.6	70.1	40.7	73.9	43.6–46.1
	601–800	Tashkent Institute of Irrigation and Agricultural Mechanisation	Uzbekistan	35.9	13.6	79.9	49.4	51.2	43.6–46.1
	501–600	Tehran University of Medical Sciences	Iran	49.0	27.7	56.8	84.2	42.7	43.6–46.1
	501–600	The University of Tulsa	United States	41.4	17.5	70.6	58.8	60.7	43.6–46.1
	401–500	TU Dortmund University	Germany	36.0	35.3	57.0	71.5	56.5	43.6–46.1
	501–600	UEH University	Vietnam	13.0	21.8	92.1	50.1	53.6	43.6–46.1
	501–600	Université du Québec	Canada	33.4	33.5	57.1	73.2	76.7	43.6–46.1
	601–800	Universiti Putra Malaysia	Malaysia	40.7	31.6	51.7	57.1	82.5	43.6–46.1
	501–600	University of Bradford	United Kingdom	21.4	21.4	76.1	58.5	93.3	43.6–46.1
	NR	University of Catania	Italy	31.4	22.0	78.7	59.0	47.2	43.6–46.1
	601–800	University of Denver	United States	40.2	25.5	63.5	57.2	39.4	43.6–46.1
	501–600	University of Ferrara	Italy	31.9	26.8	70.3	68.5	44.0	43.6–46.1
	501–600	University of Graz	Austria	32.3	24.1	65.3	51.0	81.2	43.6–46.1
	601–800	University of Haifa	Israel	29.6	31.2	68.6	65.0	34.6	43.6–46.1
	501–600	University of Huddersfield	United Kingdom	25.6	23.9	73.9	51.3	89.3	43.6–46.1
	401–500	University of Hull	United Kingdom	27.3	23.8	72.9	57.5	87.8	43.6–46.1
	501–600	University of Iceland	Iceland	24.6	35.3	69.3	83.1	55.2	43.6–46.1
	501–600	University of International Business and Economics	China	29.2	19.0	87.3	31.5	54.0	43.6–46.1
	601–800	University of Kaiserslautern	Germany	36.1	30.9	56.3	83.2	51.1	43.6–46.1
	501–600	University of KwaZulu-Natal	South Africa	31.4	37.9	61.5	49.1	54.9	43.6–46.1
	501–600	University of Limerick	Ireland	28.6	34.6	61.7	73.1	75.0	43.6–46.1
	401–500	University of Manitoba	Canada	29.5	25.1	72.9	61.4	60.4	43.6–46.1
	501–600	University of Messina	Italy	35.6	28.1	71.8	64.3	36.6	43.6–46.1
	NR	University of Missouri-Kansas City	United States	30.3	24.4	75.2	64.3	45.5	43.6–46.1
	501–600	University of Modena and Reggio Emilia	Italy	34.7	25.7	72.9	77.9	38.9	43.6–46.1
	401–500	University of Nebraska-Lincoln	United States	33.1	31.4	63.9	68.6	59.7	43.6–46.1
	501–600	University of Nebraska Medical Center	United States	38.5	17.3	79.4	67.3	40.8	43.6–46.1
	501–600	University of Nicosia	Cyprus	19.3	24.1	81.3	51.7	90.2	43.6–46.1
	601–800	University of Palermo	Italy	33.3	30.5	66.7	54.7	37.0	43.6–46.1
	501–600	University of Plymouth	United Kingdom	23.0	21.2	77.9	65.8	82.2	43.6–46.1
	601–800	University of Pretoria	South Africa	32.3	34.7	57.5	61.1	65.2	43.6–46.1
	501–600	University of Salerno	Italy	30.6	30.2	72.7	63.1	36.9	43.6–46.1
	501–600	University of Siegen	Germany	30.4	36.7	63.6	63.6	60.0	43.6–46.1
	401–500	University of Stirling	United Kingdom	24.4	26.3	74.6	45.6	91.1	43.6–46.1
	601–800	University of the Sunshine Coast	Australia	21.9	29.5	72.2	64.5	68.0	43.6–46.1
	401–500	University of Toulouse	France	32.5	30.7	62.9	71.0	67.7	43.6–46.1
	501–600	University of Trieste	Italy	34.3	27.7	72.4	57.6	50.9	43.6–46.1
	501–600	University of Ulsan	South Korea	30.6	27.6	75.8	92.9	24.0	43.6–46.1
	501–600	University of Valencia	Spain	31.8	27.7	70.9	68.5	52.6	43.6–46.1
	501–600	University of Windsor	Canada	30.4	31.4	60.5	68.2	87.9	43.6–46.1
	501–600	UPES	India	29.6	20.9	81.5	23.2	54.3	43.6–46.1
	401–500	Victoria University	Australia	22.9	24.7	74.5	55.9	71.5	43.6–46.1
	501–600	Wayne State University	United States	38.9	22.1	72.1	80.1	42.1	43.6–46.1
	501–600	Wroclaw Medical University	Poland	43.5	17.9	76.5	48.1	37.5	43.6–46.1
	501–600	Yangzhou University	China	34.3	27.1	70.1	81.2	45.5	43.6–46.1
	601–800	Yeungnam University	South Korea	25.1	22.9	75.3	62.8	65.2	43.6–46.1
	601–800	Zhejiang University of Technology	China	32.0	27.3	69.7	92.5	37.9	43.6–46.1



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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601–800	601–800	Aberystwyth University	United Kingdom	26.9	22.2	61.9	62.1	83.1	39.0–43.5
	601–800	Air University	Pakistan	22.5	12.6	83.7	34.9	49.9	39.0–43.5
	601–800	Alborz University of Medical Sciences	Iran	41.3	12.7	67.1	27.0	27.3	39.0–43.5
	601–800	Aligarh Muslim University	India	41.3	16.8	72.4	37.2	40.9	39.0–43.5
	801–1,000	Amedeo Avogadro University of Eastern Piedmont	Italy	25.6	24.8	70.6	52.9	47.8	39.0–43.5
	601–800	American University	United States	35.7	18.6	63.6	41.6	43.6	39.0–43.5
	601–800	American University in Cairo	Egypt	30.1	25.9	53.7	33.9	71.9	39.0–43.5
	401–500	American University of the Middle East	Kuwait	29.1	19.5	71.9	27.7	85.6	39.0–43.5
	601–800	Amity University, Noida	India	28.7	17.6	76.9	42.1	50.7	39.0–43.5
	501–600	Anglia Ruskin University (ARU)	United Kingdom	18.5	14.6	83.6	34.1	91.0	39.0–43.5
	601–800	Auburn University	United States	36.5	27.9	55.6	71.8	54.6	39.0–43.5
	501–600	Babol Noshirvani University of Technology	Iran	22.1	21.9	86.1	36.3	28.3	39.0–43.5
	601–800	Babol University of Medical Sciences	Iran	40.7	12.6	71.1	22.3	23.2	39.0–43.5
	1,001–1,200	Bahauddin Zakariya University	Pakistan	23.7	18.1	75.0	25.2	49.5	39.0–43.5
	601–800	Bar-Ilan University	Israel	33.8	34.8	52.6	65.9	32.8	39.0–43.5
	601–800	Beirut Arab University	Lebanon	43.0	17.3	46.3	21.8	88.2	39.0–43.5
	501–600	Ben-Gurion University of the Negev	Israel	35.5	25.3	57.3	65.2	36.0	39.0–43.5
	801–1,000	Bharathiar University	India	35.9	25.9	55.7	45.4	31.2	39.0–43.5
	601–800	Bilkent University	Turkey	28.4	35.5	51.3	99.5	63.2	39.0–43.5
	601–800	Capital Medical University	China	36.9	21.2	64.0	57.2	23.2	39.0–43.5
	501–600	Centrale Nantes	France	39.9	31.2	41.7	86.1	85.4	39.0–43.5
	NR	Central University of Punjab	India	30.3	19.8	78.7	26.5	29.2	39.0–43.5
	601–800	Chang Gung University	Taiwan	25.8	35.3	50.2	96.1	29.6	39.0–43.5
	801–1,000	Charles Sturt University	Australia	18.8	20.2	72.3	52.2	59.2	39.0–43.5
	601–800	Chitkara University	India	21.1	14.7	91.0	22.7	28.2	39.0–43.5
	NR	City University of Macau	Macao	30.8	17.1	59.7	18.9	93.5	39.0–43.5
	401–500	Claude Bernard University Lyon 1	France	27.0	26.4	62.6	70.1	60.2	39.0–43.5
	601–800	COMSATS University Islamabad	Pakistan	19.8	16.9	86.2	43.5	50.9	39.0–43.5
	501–600	Concordia University	Canada	24.5	25.8	63.7	68.0	74.7	39.0–43.5
	601–800	Coventry University	United Kingdom	21.6	15.1	73.5	44.9	94.4	39.0–43.5
	801–1,000	Czech University of Life Sciences Prague (CZU)	Czechia	25.1	17.5	64.9	47.3	78.5	39.0–43.5
	601–800	De Montfort University	United Kingdom	17.7	16.4	70.5	50.4	92.9	39.0–43.5
	NR	Dhofar University	Oman	16.9	19.0	80.8	27.8	79.4	39.0–43.5
	601–800	Duy Tan University	Vietnam	12.8	17.0	91.9	27.9	55.2	39.0–43.5
	601–800	East China University of Science and Technology	China	31.1	29.1	63.3	96.6	22.9	39.0–43.5
	601–800	École des Mines de Saint-Étienne	France	47.3	31.3	30.1	78.9	72.0	39.0–43.5
	601–800	École Nationale des Travaux Publics de l'État (ENTPE)	France	36.4	37.2	41.8	80.1	71.7	39.0–43.5
	501–600	Edinburgh Napier University	United Kingdom	17.5	19.7	75.3	41.2	90.3	39.0–43.5
	501–600	Egypt-Japan University of Science and Technology (E-JUST)	Egypt	30.7	27.4	65.0	40.8	53.3	39.0–43.5
	601–800	Federal University of Rio de Janeiro	Brazil	42.6	36.2	38.1	84.9	37.2	39.0–43.5
	601–800	Golestan University	Iran	22.1	15.6	83.1	23.3	59.2	39.0–43.5
	601–800	Government College University Faisalabad	Pakistan	20.3	17.7	81.4	22.3	49.8	39.0–43.5
	NR	Graphic Era University	India	20.2	22.2	92.0	20.1	36.2	39.0–43.5
	601–800	Graz University of Technology	Austria	41.9	22.7	46.5	95.3	79.4	39.0–43.5
	601–800	Guangdong University of Technology	China	18.8	20.0	78.6	86.7	24.3	39.0–43.5
	801–1,000	Harbin Engineering University	China	29.7	33.8	50.6	94.1	26.0	39.0–43.5
	601–800	Harokopio University of Athens	Greece	20.8	24.2	79.3	40.2	39.5	39.0–43.5
	601–800	Hiroshima University	Japan	41.7	31.4	47.8	79.8	49.1	39.0–43.5
	601–800	Imam Mohammad Ibn Saud Islamic University	Saudi Arabia	33.2	22.1	64.9	36.6	83.1	39.0–43.5
	601–800	Indian Institute of Technology Patna	India	34.8	22.5	70.4	36.0	22.8	39.0–43.5

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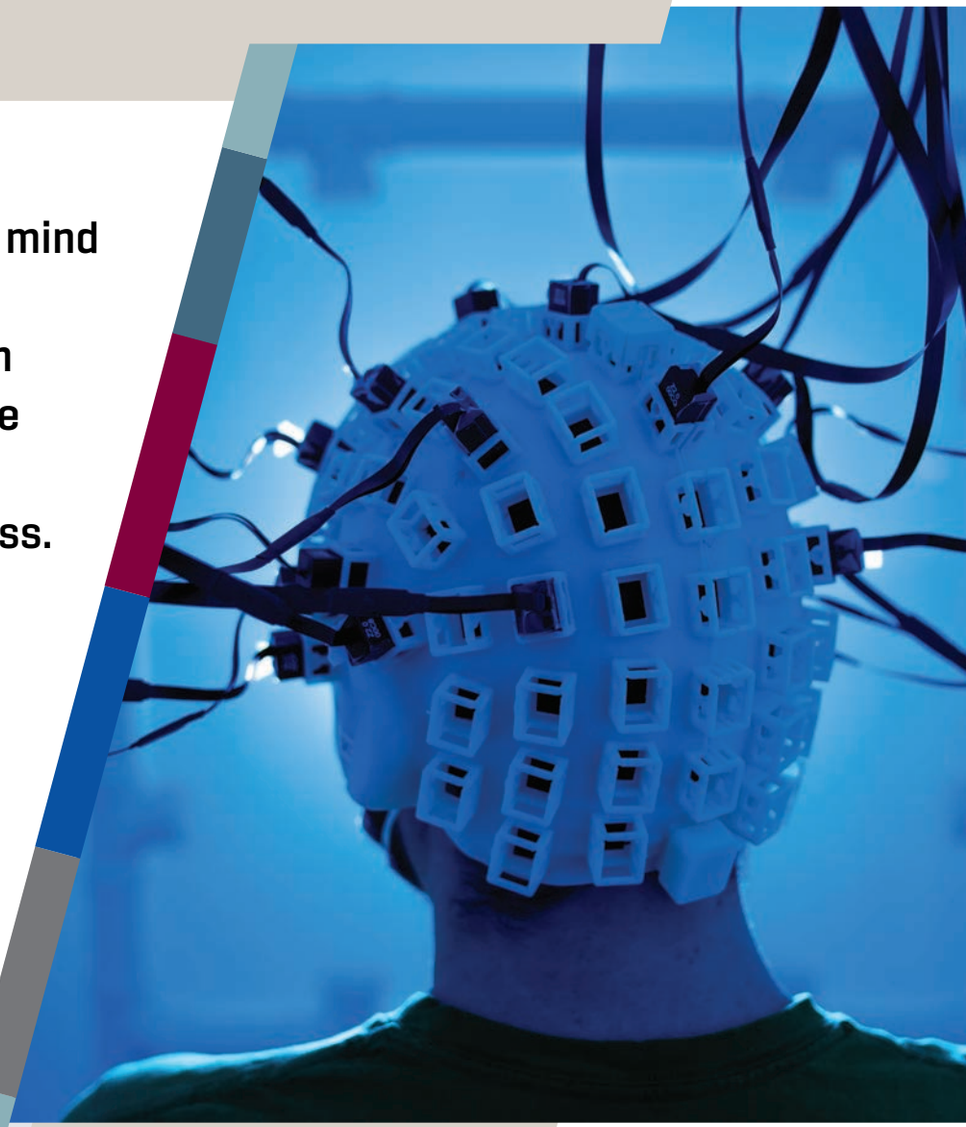
Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601–800	601–800	International Institute of Information Technology, Hyderabad	India	29.3	18.7	66.3	56.6	43.5	39.0–43.5
(cont)	601–800	Iran University of Medical Sciences	Iran	48.3	17.3	56.5	43.1	46.6	39.0–43.5
	601–800	ISCTE – University Institute of Lisbon	Portugal	29.8	35.9	54.9	59.9	50.8	39.0–43.5
	801–1,000	Isfahan University of Medical Sciences	Iran	46.6	22.5	49.7	65.6	27.5	39.0–43.5
	601–800	Isfahan University of Technology	Iran	34.1	27.6	59.7	84.4	36.6	39.0–43.5
	801–1,000	Jazan University	Saudi Arabia	22.5	12.4	75.4	21.1	76.3	39.0–43.5
	601–800	Jiangnan University	China	29.5	25.8	68.0	92.8	22.2	39.0–43.5
	801–1,000	Jouf University	Saudi Arabia	23.8	17.6	72.3	25.6	75.5	39.0–43.5
	801–1,000	Kadir Has University	Turkey	19.4	31.7	67.1	32.8	56.1	39.0–43.5
	601–800	Kafrelsheikh University	Egypt	28.7	9.6	76.9	21.6	53.1	39.0–43.5
	601–800	Kansas State University	United States	35.1	22.9	52.6	68.4	53.2	39.0–43.5
	601–800	Keio University	Japan	37.0	28.3	49.1	73.7	41.0	39.0–43.5
	601–800	King Faisal University	Saudi Arabia	25.6	14.8	73.7	40.4	78.4	39.0–43.5
	601–800	Kobe University	Japan	41.5	28.9	45.0	89.0	38.3	39.0–43.5
	601–800	Lehigh University	United States	33.8	22.7	61.2	67.6	71.2	39.0–43.5
	601–800	London Metropolitan University	United Kingdom	16.6	14.4	76.6	30.2	91.3	39.0–43.5
	601–800	London South Bank University	United Kingdom	18.5	13.0	75.6	48.1	95.9	39.0–43.5
	601–800	Lorestan University of Medical Sciences	Iran	39.1	18.4	67.9	50.2	29.2	39.0–43.5
	601–800	Louisiana State University	United States	34.1	20.6	60.8	65.7	46.2	39.0–43.5
	601–800	Mahidol University	Thailand	38.6	28.4	53.1	88.1	49.6	39.0–43.5
	601–800	Majmaah University	Saudi Arabia	32.2	25.4	59.7	35.6	76.0	39.0–43.5
	601–800	Malaviya National Institute of Technology	India	31.7	19.1	73.9	39.3	24.0	39.0–43.5
	801–1,000	Management & Science University (MSU)	Malaysia	33.2	15.0	65.8	33.4	92.1	39.0–43.5
	601–800	Manchester Metropolitan University	United Kingdom	20.8	19.5	78.3	42.7	83.0	39.0–43.5
	801–1,000	Manipal Academy of Higher Education	India	44.7	18.6	56.4	54.1	52.2	39.0–43.5
	601–800	Masaryk University	Czechia	26.8	32.6	57.1	51.1	66.2	39.0–43.5
	601–800	Mississippi State University	United States	28.5	21.2	64.8	63.2	50.5	39.0–43.5
	601–800	Nanjing Forestry University	China	21.2	23.8	83.4	61.1	27.1	39.0–43.5
	601–800	Nanjing Tech University	China	24.4	18.4	68.8	87.3	34.6	39.0–43.5
	601–800	Nanjing University of Aeronautics and Astronautics	China	30.2	35.4	54.9	98.4	25.3	39.0–43.5
	NR	Nanjing University of Science and Technology (NJUST)	China	33.4	31.2	66.8	63.4	22.1	39.0–43.5
	601–800	Nantes Université	France	29.3	21.4	65.6	67.6	59.8	39.0–43.5
	801–1,000	National Institute of Technology Rourkela	India	34.3	20.5	63.8	66.4	23.3	39.0–43.5
	501–600	National Research Nuclear University MEPhI	Russian Federation	49.3	35.0	29.2	63.4	72.6	39.0–43.5
	601–800	National Sun Yat-Sen University	Taiwan	31.5	35.1	43.6	89.0	46.7	39.0–43.5
	601–800	National University of Sciences and Technology	Pakistan	23.6	23.8	75.3	64.6	56.2	39.0–43.5
	601–800	Near East University	Northern Cyprus	27.4	21.7	56.6	54.4	90.0	39.0–43.5
	801–1,000	New Mexico State University (Main campus)	United States	26.2	24.5	66.2	56.2	45.0	39.0–43.5
	601–800	Nottingham Trent University	United Kingdom	20.8	14.1	83.3	38.1	89.1	39.0–43.5
	601–800	Obuda University	Hungary	17.4	30.9	72.8	27.2	48.8	39.0–43.5
	NR	Ocean University of China	China	31.3	29.5	63.6	69.7	28.4	39.0–43.5
	601–800	Ohio University (Main campus)	United States	33.1	18.9	61.6	59.1	38.7	39.0–43.5
	601–800	Oklahoma State University	United States	36.5	21.1	60.9	61.9	55.4	39.0–43.5
	501–600	Örebro University	Sweden	19.3	25.2	78.3	50.5	54.4	39.0–43.5
	NR	Otto von Guericke University of Magdeburg	Germany	34.6	18.2	56.6	57.7	72.6	39.0–43.5
	501–600	Paderborn University	Germany	31.1	35.9	51.4	70.7	50.0	39.0–43.5
	601–800	Panjab University	India	38.2	19.6	71.2	48.3	24.6	39.0–43.5
	601–800	Paris Lodron Universität Salzburg	Austria	32.3	21.8	51.8	49.6	92.1	39.0–43.5
	601–800	Parthenope University of Naples	Italy	18.9	22.8	78.0	34.8	35.4	39.0–43.5
	601–800	Polytechnic University of Valencia	Spain	32.3	26.2	50.4	86.8	57.2	39.0–43.5

Decoding **Mental Health**



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VIRGINIA TECH

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601–800	601–800	Qassim University	Saudi Arabia	30.5	19.3	56.2	29.7	84.0	39.0–43.5
(cont)	601–800	Qazvin University of Medical Sciences	Iran	37.1	11.7	72.3	22.0	28.4	39.0–43.5
	601–800	Qingdao University	China	18.4	20.2	83.3	56.8	23.3	39.0–43.5
	601–800	Rochester Institute of Technology	United States	24.2	22.6	65.5	62.3	46.7	39.0–43.5
	601–800	Rovira i Virgili University	Spain	28.2	25.1	62.5	57.5	57.6	39.0–43.5
	601–800	Sciences Po	France	30.1	24.8	67.9	18.6	82.9	39.0–43.5
	601–800	Shahid Beheshti University of Medical Sciences	Iran	45.0	20.4	52.8	73.7	31.4	39.0–43.5
	1,201–1,500	Sharda University	India	32.8	13.5	73.7	22.1	40.6	39.0–43.5
	801–1,000	Shiraz University of Medical Sciences	Iran	46.6	19.5	58.6	58.0	26.8	39.0–43.5
	601–800	South China Normal University	China	24.5	24.9	67.1	75.4	35.8	39.0–43.5
	601–800	SRUC (Scotland's Rural College)	United Kingdom	25.2	14.9	75.4	28.0	65.4	39.0–43.5
	601–800	Sukkur IBA University	Pakistan	19.6	26.7	77.9	26.3	50.1	39.0–43.5
	601–800	SUNY Binghamton University	United States	33.2	26.9	54.7	64.6	44.1	39.0–43.5
	501–600	SUNY University at Albany	United States	28.7	27.6	66.4	68.8	57.2	39.0–43.5
	601–800	Symbiosis International University	India	29.3	15.8	80.2	27.0	43.3	39.0–43.5
	601–800	Tabriz University of Medical Sciences	Iran	42.3	16.1	71.8	42.9	33.8	39.0–43.5
	601–800	Taif University	Saudi Arabia	16.2	16.4	77.7	23.3	76.3	39.0–43.5
	601–800	Tallinn University of Technology	Estonia	26.2	24.9	66.0	69.2	58.4	39.0–43.5
	NR	Tarbiat Modares University	Iran	36.5	25.5	67.1	54.3	32.7	39.0–43.5
	601–800	Tecnológico de Monterrey	Mexico	26.7	26.4	59.6	68.4	65.8	39.0–43.5
	801–1,000	Teesside University	United Kingdom	20.6	14.3	72.9	29.8	87.9	39.0–43.5
	601–800	Texas Tech University	United States	31.6	22.0	57.8	64.4	58.3	39.0–43.5
	601–800	Thapar Institute of Engineering and Technology	India	33.3	17.6	72.5	38.9	44.5	39.0–43.5
	601–800	The Catholic University of Korea	South Korea	31.6	39.0	50.9	92.9	43.2	39.0–43.5
	601–800	The University of Aizu	Japan	27.2	14.3	63.6	58.1	81.5	39.0–43.5
	601–800	The University of Jordan	Jordan	32.0	19.5	67.2	41.6	75.9	39.0–43.5
	601–800	The University of Texas at San Antonio	United States	21.9	23.4	75.7	60.9	40.4	39.0–43.5
	501–600	Tomsk State University	Russian Federation	50.5	38.3	27.0	55.9	74.7	39.0–43.5
	601–800	Ton Duc Thang University	Vietnam	15.8	12.2	85.9	27.2	63.0	39.0–43.5
	601–800	Toronto Metropolitan University	Canada	22.4	32.0	61.1	69.0	62.0	39.0–43.5
	501–600	TU Braunschweig	Germany	36.0	24.3	58.5	77.5	57.7	39.0–43.5
	601–800	UEES, Espiritu Santo University	Ecuador	38.8	15.3	58.8	39.9	88.7	39.0–43.5
	601–800	UiT The Arctic University of Norway	Norway	27.3	23.1	67.6	48.9	66.0	39.0–43.5
	601–800	Ulster University	United Kingdom	22.8	22.8	65.7	54.3	95.0	39.0–43.5
	801–1,000	Universidade Estadual Paulista (Unesp)	Brazil	45.6	35.6	36.8	62.7	39.0	39.0–43.5
	601–800	Universidade Federal do Rio Grande do Sul	Brazil	38.9	23.2	53.6	56.7	35.6	39.0–43.5
	601–800	Universitat Politècnica de Catalunya	Spain	34.2	22.6	58.7	75.8	61.7	39.0–43.5
	601–800	Université Côte d'Azur	France	30.9	20.8	61.4	65.8	81.6	39.0–43.5
	601–800	Universiti Malaysia Pahang Al-Sultan Abdullah (UMPSA)	Malaysia	37.9	23.9	59.0	52.8	58.7	39.0–43.5
	601–800	Universiti Pendidikan Sultan Idris	Malaysia	39.4	27.6	48.4	56.2	81.4	39.0–43.5
	801–1,000	Universiti Teknologi Brunei	Brunei Darussalam	29.9	14.0	68.5	33.5	68.5	39.0–43.5
	601–800	Universiti Tenaga Nasional (UNITEN)	Malaysia	26.1	16.3	72.8	68.1	65.3	39.0–43.5
	601–800	University of Alaska Fairbanks	United States	34.8	30.7	53.6	55.0	67.6	39.0–43.5
	501–600	University of Arkansas	United States	28.9	32.5	66.2	67.2	35.1	39.0–43.5
	601–800	University of Aveiro	Portugal	31.6	31.5	53.8	55.3	46.3	39.0–43.5
	601–800	University of Bari Aldo Moro	Italy	20.0	25.8	71.4	64.6	38.1	39.0–43.5
	601–800	University of Beira Interior	Portugal	23.8	23.4	71.4	39.7	51.2	39.0–43.5
	601–800	University of Brighton	United Kingdom	19.9	19.3	63.4	64.9	84.7	39.0–43.5
	601–800	University of Cagliari	Italy	33.8	24.0	64.3	62.7	40.5	39.0–43.5
	601–800	University of Calabria	Italy	39.5	21.9	62.4	59.7	42.5	39.0–43.5

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
601–800	501–600	University of Canterbury	New Zealand	26.6	28.3	59.9	64.4	82.1	39.0–43.5
(cont)	601–800	University of Crete	Greece	24.7	29.1	68.5	66.3	46.2	39.0–43.5
	801–1,000	University of Delhi	India	42.9	29.7	45.8	53.6	24.7	39.0–43.5
	601–800	University of Derby	United Kingdom	19.0	14.1	74.0	34.6	80.2	39.0–43.5
	601–800	University of Granada	Spain	31.3	29.7	60.9	60.7	53.4	39.0–43.5
	501–600	University of Greenwich	United Kingdom	17.6	16.5	81.6	39.1	97.1	39.0–43.5
	601–800	University of Ha'il	Saudi Arabia	22.1	12.2	75.5	26.7	79.0	39.0–43.5
	601–800	University of Hertfordshire	United Kingdom	18.2	13.2	76.5	44.8	92.1	39.0–43.5
	601–800	University of Insubria	Italy	19.0	23.7	79.3	48.7	41.2	39.0–43.5
	501–600	University of Klagenfurt	Austria	34.4	19.6	60.5	49.5	89.0	39.0–43.5
	801–1,000	University of Lahore	Pakistan	19.8	13.0	81.8	21.4	57.2	39.0–43.5
	601–800	University of L'Aquila	Italy	32.8	22.4	66.6	78.5	39.4	39.0–43.5
	601–800	University of Lille	France	33.6	23.4	58.5	67.0	65.1	39.0–43.5
	601–800	University of Lincoln	United Kingdom	20.5	18.5	77.2	34.1	86.9	39.0–43.5
	601–800	University of Maryland, Baltimore County	United States	27.5	27.2	61.3	67.6	55.8	39.0–43.5
	601–800	University of Minho	Portugal	28.0	33.6	57.1	82.6	48.9	39.0–43.5
	601–800	University of Mons	Belgium	27.2	30.9	58.4	66.4	70.4	39.0–43.5
	501–600	University of Neuchâtel	Switzerland	35.0	24.2	57.8	47.1	84.5	39.0–43.5
	601–800	University of Nevada, Las Vegas	United States	31.0	22.9	71.9	52.4	40.0	39.0–43.5
	601–800	University of New Brunswick UNB	Canada	23.8	19.5	67.1	63.5	81.0	39.0–43.5
	601–800	University of North Carolina at Charlotte	United States	23.9	24.5	76.2	60.9	41.4	39.0–43.5
	601–800	University of Parma	Italy	20.9	23.9	70.1	64.8	39.2	39.0–43.5
	501–600	University of Passau	Germany	32.7	37.0	52.5	70.4	57.2	39.0–43.5
	601–800	University of Rennes 1	France	34.3	20.0	53.4	70.0	62.2	39.0–43.5
	601–800	University of Santiago de Compostela	Spain	30.8	23.1	60.9	48.2	48.4	39.0–43.5
	601–800	University of Tabriz	Iran	28.6	21.4	72.8	45.5	53.3	39.0–43.5
	801–1,000	University of Tabuk	Saudi Arabia	25.1	14.5	70.3	30.1	75.3	39.0–43.5
	601–800	University of Texas at Arlington	United States	25.0	23.0	62.2	65.9	56.2	39.0–43.5
	601–800	University of the Basque Country	Spain	31.1	21.9	63.3	61.5	45.0	39.0–43.5
	601–800	University of the Western Cape	South Africa	22.9	24.8	68.3	24.4	62.0	39.0–43.5
	601–800	University of the West of Scotland	United Kingdom	19.5	15.5	69.7	66.1	91.0	39.0–43.5
	601–800	University of Toledo	United States	36.9	18.5	54.6	63.6	56.1	39.0–43.5
	601–800	University of Tuscia	Italy	23.8	28.7	66.5	59.7	50.6	39.0–43.5
	601–800	University of Udine	Italy	32.8	20.9	69.4	58.5	41.1	39.0–43.5
	801–1,000	University of Veterinary and Animal Sciences, Lahore	Pakistan	21.2	15.5	75.6	41.6	52.8	39.0–43.5
	601–800	University of Warsaw	Poland	38.1	32.6	46.7	39.3	45.0	39.0–43.5
	501–600	University of Wuppertal	Germany	31.5	31.2	60.6	65.3	55.5	39.0–43.5
	601–800	Urmia University of Medical Sciences	Iran	41.4	11.7	73.2	22.4	30.9	39.0–43.5
	601–800	UWE Bristol (University of the West of England)	United Kingdom	18.8	14.6	73.3	59.2	81.2	39.0–43.5
	601–800	VIT University	India	27.7	21.0	68.8	42.3	40.6	39.0–43.5
	601–800	Worcester Polytechnic Institute	United States	32.6	21.4	59.6	67.2	57.6	39.0–43.5
	601–800	Xi'an Jiaotong-Liverpool University	China	21.2	17.6	71.3	40.5	75.7	39.0–43.5
	601–800	Xidian University	China	28.6	25.2	66.5	95.1	25.8	39.0–43.5
	1,001–1,200	Yarmouk University	Jordan	29.3	17.9	69.9	29.9	63.4	39.0–43.5
	801–1,000	Yıldız Technical University	Turkey	33.1	31.6	48.5	72.9	39.5	39.0–43.5
	801–1,000	Yuan Ze University	Taiwan	19.7	27.3	62.5	79.8	61.2	39.0–43.5
	601–800	Zhejiang Normal University	China	19.2	22.0	80.1	63.7	39.1	39.0–43.5

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Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801–1,000	NR	Abdullah Gül University	Turkey	22.2	27.2	54.9	56.9	49.8	35.5–38.9
	801–1,000	Abdul Wali Khan University Mardan	Pakistan	19.0	12.5	81.2	24.6	50.1	35.5–38.9
	NR	Ahvaz Jundishapur University of Medical Sciences (AJUMS)	Iran	39.8	14.5	56.0	56.2	24.3	35.5–38.9
	1,001–1,200	Ain Shams University	Egypt	28.6	27.5	50.4	41.0	53.1	35.5–38.9
	801–1,000	Alagappa University	India	35.6	14.5	56.7	26.5	44.2	35.5–38.9
	801–1,000	Al al-Bayt University	Jordan	14.7	11.1	80.0	18.0	52.3	35.5–38.9
	801–1,000	Al-Azhar University	Egypt	22.1	12.8	68.0	24.6	58.9	35.5–38.9
	1,001–1,200	Alexandria University	Egypt	20.7	18.2	63.5	31.7	55.0	35.5–38.9
	1,001–1,200	Al-Zaytoonah University of Jordan	Jordan	12.5	16.3	75.5	22.4	63.9	35.5–38.9
	1,001–1,200	Amity University Rajasthan, Jaipur	India	31.6	12.8	65.9	17.8	28.7	35.5–38.9
	1,201–1,500	An-Najah National University	Palestine	24.7	13.0	66.9	26.0	63.9	35.5–38.9
	401–500	Anna University	India	39.2	16.2	51.8	59.9	21.0	35.5–38.9
	801–1,000	Aristotle University of Thessaloniki	Greece	22.7	19.4	63.4	62.6	37.0	35.5–38.9
	801–1,000	Arts et Métiers	France	35.1	23.0	40.6	82.5	66.3	35.5–38.9
	1,001–1,200	Atatürk University	Turkey	29.5	28.0	51.8	29.0	36.7	35.5–38.9
	NR	Azerbaijan State University of Economics	Azerbaijan	23.4	9.3	74.5	19.4	59.0	35.5–38.9
	801–1,000	Bahçeşehir University	Turkey	19.0	22.9	59.4	34.0	60.6	35.5–38.9
	601–800	Baqiyatallah University of Medical Sciences	Iran	39.5	18.1	50.0	64.9	22.6	35.5–38.9
	601–800	Baylor University	United States	43.0	19.4	53.6	43.2	37.7	35.5–38.9
	801–1,000	Birjand University of Medical Sciences	Iran	36.2	12.5	70.0	20.2	34.4	35.5–38.9
	601–800	Birla Institute of Technology and Science, Pilani	India	29.0	20.9	66.9	46.1	28.8	35.5–38.9
	801–1,000	Birmingham City University	United Kingdom	17.9	13.4	65.5	25.2	86.3	35.5–38.9
	801–1,000	Bucharest University of Economic Studies	Romania	19.2	11.9	81.5	23.1	31.8	35.5–38.9
	801–1,000	Cairo University	Egypt	29.4	20.0	60.7	42.7	48.6	35.5–38.9
	801–1,000	Cankaya University	Turkey	15.9	15.9	80.9	20.5	51.2	35.5–38.9
	601–800	Capital University of Science and Technology	Pakistan	18.2	20.1	71.0	23.8	49.0	35.5–38.9
	801–1,000	Carlos III University of Madrid	Spain	32.6	21.7	45.7	66.7	62.6	35.5–38.9
	801–1,000	Catholic University of Portugal	Portugal	20.3	24.9	61.9	30.9	57.7	35.5–38.9
	801–1,000	Chengdu University	China	17.4	15.7	77.9	47.9	28.7	35.5–38.9
	801–1,000	Chonnam National University	South Korea	34.5	29.6	47.0	60.7	33.2	35.5–38.9
	601–800	Clark University	United States	27.2	19.3	57.2	44.2	66.8	35.5–38.9
	801–1,000	Daffodil International University (DIU)	Bangladesh	12.1	13.0	81.7	20.1	65.4	35.5–38.9
	801–1,000	Delhi Technological University	India	23.9	22.7	63.3	37.8	21.3	35.5–38.9
	601–800	École Centrale de Lyon	France	37.2	22.8	29.5	85.5	76.3	35.5–38.9
	601–800	Empress Catherine II Saint Petersburg Mining University	Russian Federation	28.7	17.9	62.8	51.6	45.8	35.5–38.9
	801–1,000	Eötvös Loránd University	Hungary	29.6	19.8	55.4	39.7	50.3	35.5–38.9
	801–1,000	European University Cyprus	Cyprus	20.4	15.3	65.8	19.9	92.9	35.5–38.9
	801–1,000	Federal University of Minas Gerais	Brazil	41.6	25.3	42.4	53.0	36.9	35.5–38.9
	801–1,000	Ferdowsi University of Mashhad	Iran	30.4	28.0	50.7	49.5	34.2	35.5–38.9
	601–800	Florida Atlantic University	United States	21.9	24.6	53.7	66.3	53.7	35.5–38.9
	601–800	Future University in Egypt	Egypt	22.2	10.6	78.6	18.0	64.4	35.5–38.9
	601–800	Fuzhou University	China	19.2	20.9	71.1	81.5	34.5	35.5–38.9
	801–1,000	Gabriele d'Annunzio University	Italy	17.6	20.9	63.6	56.0	38.7	35.5–38.9
	801–1,000	Gazipur Agricultural University	Bangladesh	23.0	9.3	75.3	17.3	51.7	35.5–38.9
	1,201–1,500	German Jordanian University	Jordan	22.4	13.6	60.3	24.5	78.6	35.5–38.9
	1,001–1,200	Ghulam Ishaq Khan Institute of Engineering Sciences and Technology	Pakistan	19.5	16.9	66.8	29.5	51.0	35.5–38.9
	801–1,000	Glasgow Caledonian University	United Kingdom	17.8	15.2	63.7	48.7	83.5	35.5–38.9
	601–800	Gorgan University of Agricultural Sciences and Natural Resources	Iran	31.4	11.8	68.3	31.4	38.0	35.5–38.9
	1,001–1,200	Government College University Lahore	Pakistan	17.5	19.3	72.8	23.2	49.0	35.5–38.9
	801–1,000	Guangzhou Medical University	China	25.6	11.4	74.5	42.0	24.4	35.5–38.9

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801–1,000	801–1,000	Guilan University of Medical Sciences	Iran	40.0	11.6	66.3	25.3	25.9	35.5–38.9
(cont)	NR	Guru Gobind Singh Indraprastha University	India	30.8	12.4	74.2	26.9	26.8	35.5–38.9
	801–1,000	Hacettepe University	Turkey	34.8	28.6	49.0	58.7	27.0	35.5–38.9
	1,201–1,500	Halmstad University	Sweden	20.4	16.7	64.8	29.0	68.0	35.5–38.9
	801–1,000	Hanoi Medical University	Vietnam	32.0	11.9	62.2	44.8	47.5	35.5–38.9
	801–1,000	Ilam University of Medical Sciences	Iran	34.2	12.1	66.7	20.3	29.3	35.5–38.9
	1,001–1,200	IMT Nord Europe	France	32.9	31.0	28.8	68.4	72.0	35.5–38.9
	801–1,000	Inha University	South Korea	31.6	28.2	46.2	83.6	38.1	35.5–38.9
	601–800	Innopolis University	Russian Federation	23.9	24.5	45.3	58.3	80.0	35.5–38.9
	801–1,000	International Islamic University, Islamabad	Pakistan	19.0	11.3	77.1	20.4	58.0	35.5–38.9
	NR	International University of Rabat	Morocco	18.4	12.0	73.2	31.0	76.3	35.5–38.9
	NR	Iqra University	Pakistan	17.8	9.5	80.9	24.0	52.6	35.5–38.9
	NR	Isra University (Jordan)	Jordan	12.9	16.5	80.5	16.9	74.1	35.5–38.9
	1,501+	Istanbul Medipol University	Turkey	33.0	29.4	42.6	54.6	65.5	35.5–38.9
	801–1,000	Jahangirnagar University	Bangladesh	19.7	10.0	77.6	20.4	49.6	35.5–38.9
	801–1,000	Jamia Hamdard University	India	22.5	14.5	68.4	39.1	43.0	35.5–38.9
	801–1,000	Jawaharlal Nehru University	India	46.0	24.4	48.5	39.5	24.1	35.5–38.9
	801–1,000	Jeonbuk National University	South Korea	33.3	29.2	46.7	69.4	36.7	35.5–38.9
	601–800	Jönköping University	Sweden	21.0	22.4	65.5	37.0	66.9	35.5–38.9
	801–1,000	Jordan University of Science and Technology	Jordan	22.9	16.0	64.8	47.2	77.4	35.5–38.9
	801–1,000	JSS Academy of Higher Education and Research	India	41.0	11.6	56.4	28.8	53.6	35.5–38.9
	801–1,000	Kaohsiung Medical University	Taiwan	26.6	34.3	46.9	89.0	31.4	35.5–38.9
	801–1,000	Kazan Federal University	Russian Federation	46.6	22.1	27.7	52.2	68.4	35.5–38.9
	801–1,000	Kerman University of Medical Sciences	Iran	40.6	15.4	63.7	23.8	26.5	35.5–38.9
	801–1,000	Khwaja Fareed University of Engineering and Information Technology	Pakistan	11.8	12.8	79.6	36.3	51.3	35.5–38.9
	801–1,000	King Mongkut's University of Technology Thonburi	Thailand	19.8	22.9	57.0	78.8	41.4	35.5–38.9
	801–1,000	King Saud bin Abdulaziz University for Health Sciences	Saudi Arabia	44.6	19.6	44.5	45.5	55.0	35.5–38.9
	801–1,000	Kingston University	United Kingdom	20.4	15.4	54.6	48.3	90.9	35.5–38.9
	801–1,000	KL University	India	25.6	16.3	75.8	19.9	25.5	35.5–38.9
	801–1,000	K.N. Toosi University of Technology	Iran	23.8	22.6	59.9	47.3	37.7	35.5–38.9
	601–800	Kurdistan University of Medical Sciences	Iran	43.0	10.4	65.8	23.1	33.6	35.5–38.9
	801–1,000	Lahore University of Management Sciences	Pakistan	23.7	20.2	57.4	46.1	54.1	35.5–38.9
	801–1,000	Leeds Beckett University	United Kingdom	19.2	15.9	69.2	48.0	74.9	35.5–38.9
	NR	Mahsa University	Malaysia	19.6	8.7	68.5	16.9	81.1	35.5–38.9
	1,201–1,500	Makerere University	Uganda	21.5	26.6	54.2	32.8	69.7	35.5–38.9
	601–800	Mansoura University	Egypt	20.2	11.9	69.4	32.9	76.8	35.5–38.9
	NR	Marie and Louis Pasteur University	France	22.5	20.0	51.9	64.6	68.1	35.5–38.9
	801–1,000	Mashhad University of Medical Sciences	Iran	33.3	15.4	65.4	38.1	31.6	35.5–38.9
	601–800	Mazandaran University of Medical Sciences	Iran	37.6	13.8	59.0	32.1	27.1	35.5–38.9
	801–1,000	Medical University of Lodz	Poland	31.3	11.6	65.5	46.4	31.1	35.5–38.9
	801–1,000	Montanuniversität Leoben	Austria	40.7	21.3	34.6	78.6	77.6	35.5–38.9
	801–1,000	Najran University	Saudi Arabia	16.7	11.9	76.1	18.5	78.9	35.5–38.9
	801–1,000	Nanjing Medical University	China	37.1	16.4	62.2	51.5	23.2	35.5–38.9
	801–1,000	Nanjing Normal University	China	25.3	17.1	69.8	66.5	28.6	35.5–38.9
	801–1,000	Nanjing University of Information Science and Technology	China	19.8	20.5	65.8	59.8	37.7	35.5–38.9
	801–1,000	National Autonomous University of Mexico	Mexico	34.2	33.8	37.5	66.7	60.1	35.5–38.9
	601–800	National Institute of Applied Sciences of Lyon (INSA Lyon)	France	38.7	22.9	36.7	93.3	69.6	35.5–38.9
	801–1,000	National Institute of Technology Silchar	India	37.5	18.9	61.7	24.5	22.4	35.5–38.9
	801–1,000	National Institute of Technology, Tiruchirappalli	India	33.2	22.1	54.0	43.8	22.1	35.5–38.9

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801–1,000	801–1,000	National Technical University of Athens	Greece	33.3	24.4	55.1	61.2	35.4	35.5–38.9
(cont)	601–800	National University of Science and Technology (MISiS)	Russian Federation	40.2	29.8	34.5	74.7	54.3	35.5–38.9
	801–1,000	National Veterinary School of Alfort (EnvA)	France	44.3	11.9	44.2	44.7	54.7	35.5–38.9
	801–1,000	Northeast Agricultural University	China	19.3	15.9	84.5	45.1	18.9	35.5–38.9
	801–1,000	Northeast Normal University	China	30.9	17.4	65.1	50.5	32.9	35.5–38.9
	1,001–1,200	Northern Border University	Saudi Arabia	26.5	15.8	59.7	26.0	75.3	35.5–38.9
	801–1,000	Northern Illinois University	United States	28.6	18.5	53.7	54.8	54.6	35.5–38.9
	801–1,000	North South University	Bangladesh	14.8	11.3	80.3	29.4	48.7	35.5–38.9
	801–1,000	North-West University	South Africa	22.3	18.8	63.8	45.1	56.4	35.5–38.9
	801–1,000	Norwegian University of Life Sciences	Norway	32.0	15.4	58.4	40.8	63.5	35.5–38.9
	801–1,000	Old Dominion University	United States	27.5	20.7	57.4	57.6	36.1	35.5–38.9
	801–1,000	Ontario Tech University	Canada	17.6	25.3	56.4	60.3	60.6	35.5–38.9
	601–800	Open University of Catalonia	Spain	18.5	20.5	68.3	32.8	50.0	35.5–38.9
	601–800	Oxford Brookes University	United Kingdom	26.9	23.1	53.9	30.6	88.1	35.5–38.9
	801–1,000	Ozyegin University	Turkey	20.6	30.7	47.8	80.9	58.2	35.5–38.9
	801–1,000	Pablo de Olavide University	Spain	23.2	19.4	57.3	55.8	52.2	35.5–38.9
	801–1,000	Panthéon-Sorbonne University – Paris 1	France	36.9	34.0	38.0	35.8	63.4	35.5–38.9
	501–600	Peter the Great St Petersburg Polytechnic University	Russian Federation	35.7	23.0	38.0	71.4	62.0	35.5–38.9
	601–800	Pontifical Catholic University of Rio de Janeiro (PUC-Rio)	Brazil	37.1	34.2	38.9	72.8	45.4	35.5–38.9
	801–1,000	Portland State University	United States	22.3	24.5	56.7	55.1	38.3	35.5–38.9
	NR	Rafsanjan University of Medical Sciences	Iran	41.7	12.2	66.4	20.0	23.7	35.5–38.9
	801–1,000	Reichman University	Israel	15.0	18.7	65.1	46.2	57.0	35.5–38.9
	801–1,000	Reykjavík University	Iceland	18.8	25.9	62.5	33.7	62.4	35.5–38.9
	801–1,000	Robert Gordon University	United Kingdom	17.3	13.9	69.9	39.2	90.1	35.5–38.9
	601–800	RUDN University	Russian Federation	39.9	27.8	40.2	36.6	68.7	35.5–38.9
	801–1,000	Savitribai Phule Pune University	India	40.9	13.3	56.2	37.1	23.7	35.5–38.9
	801–1,000	Shahid Beheshti University	Iran	32.5	23.1	49.9	70.9	31.1	35.5–38.9
	801–1,000	Shahrekord University of Medical Sciences	Iran	33.8	11.2	69.2	20.7	25.2	35.5–38.9
	NR	Shahroud University of Medical Sciences	Iran	35.2	13.6	72.1	21.4	23.7	35.5–38.9
	801–1,000	Sheffield Hallam University	United Kingdom	18.0	14.1	65.5	34.9	73.2	35.5–38.9
	801–1,000	Shiraz University	Iran	27.4	26.0	56.3	62.6	33.2	35.5–38.9
	801–1,000	Shri Mata Vaishno Devi University	India	29.4	18.5	67.7	22.5	26.1	35.5–38.9
	1,001–1,200	Siberian Federal University	Russian Federation	34.2	26.9	36.6	61.1	59.1	35.5–38.9
	801–1,000	Siksha ‘O’ Anusandhan	India	47.1	20.4	44.9	50.0	23.5	35.5–38.9
	801–1,000	Sogang University	South Korea	30.9	31.4	42.6	73.7	42.6	35.5–38.9
	801–1,000	Southern Illinois University Carbondale	United States	38.3	26.3	43.7	74.8	41.9	35.5–38.9
	801–1,000	Southwest Jiaotong University	China	26.2	25.4	60.2	83.0	22.9	35.5–38.9
	NR	SR University	India	15.7	13.9	85.4	20.0	34.7	35.5–38.9
	601–800	The Catholic University of America	United States	44.5	20.4	40.5	70.9	48.6	35.5–38.9
	801–1,000	The Islamia University of Bahawalpur	Pakistan	17.6	13.3	80.3	22.2	49.6	35.5–38.9
	801–1,000	The Open University	United Kingdom	17.8	14.3	67.0	48.0	61.5	35.5–38.9
	801–1,000	The University of Alabama	United States	28.6	22.4	59.4	50.0	39.3	35.5–38.9
	1,201–1,500	The University of Notre Dame Australia	Australia	32.4	18.0	56.5	27.8	59.1	35.5–38.9
	801–1,000	Tomsk Polytechnic University	Russian Federation	40.9	25.1	29.8	63.5	70.1	35.5–38.9
	801–1,000	Universidade Federal de São Paulo (UNIFESP)	Brazil	36.0	25.3	46.2	59.2	36.3	35.5–38.9
	801–1,000	Universitat Ramon Llull	Spain	20.8	17.6	63.2	36.5	73.7	35.5–38.9
	801–1,000	Université de Bretagne Occidentale	France	27.0	19.6	51.8	49.4	63.3	35.5–38.9
	801–1,000	University of Alcalá	Spain	29.2	17.0	54.3	47.8	59.6	35.5–38.9
	801–1,000	University of Cape Coast	Ghana	18.2	22.1	63.3	33.3	44.9	35.5–38.9

Rank 2026	Rank 2025	Institution	Country/territory	Teaching	Research environment	Research quality	Industry	International outlook	Overall score
801–1,000	801–1,000	University of Central Punjab	Pakistan	12.9	11.8	81.6	20.1	49.9	35.5–38.9
(cont)	801–1,000	University of Córdoba	Spain	27.4	20.7	60.4	45.8	50.6	35.5–38.9
	801–1,000	University of Debrecen	Hungary	41.7	18.2	45.7	50.6	58.0	35.5–38.9
	1,001–1,200	University of Dhaka	Bangladesh	17.7	13.3	76.5	33.2	45.0	35.5–38.9
	601–800	University of Engineering and Technology, Taxila	Pakistan	19.3	14.4	80.8	28.1	48.9	35.5–38.9
	801–1,000	University of Foggia	Italy	16.8	26.0	63.6	38.0	32.2	35.5–38.9
	801–1,000	University of Gujrat	Pakistan	14.9	11.6	79.0	21.5	49.3	35.5–38.9
	NR	University of Hagen	Germany	30.1	36.3	42.4	46.4	44.5	35.5–38.9
	1,001–1,200	University of Ibadan	Nigeria	29.6	15.6	63.5	22.1	43.8	35.5–38.9
	801–1,000	University of Indonesia	Indonesia	45.0	22.0	37.2	60.4	63.9	35.5–38.9
	801–1,000	University of Jaén	Spain	23.9	20.7	67.0	39.2	50.2	35.5–38.9
	1,001–1,200	University of Lagos	Nigeria	18.4	20.1	66.7	32.6	45.6	35.5–38.9
	801–1,000	University of Ljubljana	Slovenia	27.8	23.8	56.0	69.1	42.6	35.5–38.9
	801–1,000	University of Lleida	Spain	23.2	20.3	59.6	61.4	43.3	35.5–38.9
	601–800	University of Malakand	Pakistan	25.6	12.9	70.6	42.6	50.7	35.5–38.9
	801–1,000	University of Malta	Malta	24.9	18.2	61.6	36.8	56.2	35.5–38.9
	801–1,000	University of Management and Technology	Pakistan	16.5	11.0	83.5	26.6	52.1	35.5–38.9
	801–1,000	University of Medicine and Pharmacy Carol Davila	Romania	26.1	12.5	73.4	30.2	37.0	35.5–38.9
	801–1,000	University of Namur	Belgium	26.8	26.7	49.0	62.4	70.6	35.5–38.9
	801–1,000	University of Nova Gorica	Slovenia	29.9	19.0	49.5	29.6	86.7	35.5–38.9
	1,001–1,200	University of Patras	Greece	18.5	23.6	60.0	73.2	34.2	35.5–38.9
	NR	University of Petra	Jordan	15.2	12.4	76.1	17.5	67.4	35.5–38.9
	801–1,000	University of Regina	Canada	18.4	20.9	61.9	43.8	65.7	35.5–38.9
	801–1,000	University of Rhode Island	United States	29.6	23.0	55.0	53.2	51.6	35.5–38.9
	801–1,000	University of Roehampton	United Kingdom	18.9	22.8	55.0	27.6	88.2	35.5–38.9
	801–1,000	University of Rome III	Italy	22.7	25.6	54.7	63.2	42.2	35.5–38.9
	801–1,000	University of Salamanca	Spain	32.0	24.8	47.9	46.6	54.5	35.5–38.9
	801–1,000	University of Salento	Italy	27.2	21.4	61.4	55.8	35.6	35.5–38.9
	801–1,000	University of Salford	United Kingdom	19.0	14.8	64.9	57.0	84.8	35.5–38.9
	801–1,000	University of Seville	Spain	24.9	27.9	55.8	60.4	47.4	35.5–38.9
	801–1,000	University of the Balearic Islands	Spain	27.9	16.9	56.6	38.4	52.1	35.5–38.9
	801–1,000	University of the Punjab	Pakistan	28.4	15.2	64.4	31.5	50.6	35.5–38.9
	801–1,000	University of Tunis El Manar	Tunisia	45.7	27.2	32.9	70.4	55.2	35.5–38.9
	801–1,000	University of Vic – Central University of Catalonia	Spain	21.4	14.1	70.8	23.6	55.8	35.5–38.9
	801–1,000	University of Vigo	Spain	25.2	19.8	60.9	60.1	49.8	35.5–38.9
	801–1,000	University of Westminster	United Kingdom	19.0	16.5	63.1	48.7	85.4	35.5–38.9
	801–1,000	University of Wolverhampton	United Kingdom	20.3	15.6	59.3	47.3	78.8	35.5–38.9
	601–800	University of Wyoming	United States	36.4	15.3	57.2	54.1	39.6	35.5–38.9
	1,001–1,200	Ural Federal University	Russian Federation	25.7	29.2	44.4	58.3	60.5	35.5–38.9
	801–1,000	Urmia University	Iran	31.4	23.6	56.6	34.7	50.0	35.5–38.9
	1,001–1,200	Vilnius University	Lithuania	26.8	26.5	53.6	58.3	49.8	35.5–38.9
	801–1,000	Wakayama Medical University	Japan	36.4	12.6	57.8	58.5	20.2	35.5–38.9
	801–1,000	Waseda University	Japan	34.0	26.9	43.5	68.0	53.3	35.5–38.9
	601–800	Wenzhou University	China	15.3	16.6	79.3	54.7	31.9	35.5–38.9
	601–800	William & Mary	United States	39.2	22.6	53.9	45.7	36.9	35.5–38.9
	801–1000	Zahedan University of Medical Sciences	Iran	35.0	11.5	67.5	20.4	24.5	35.5–38.9
	1,001–1,200	Zanjan University of Medical Sciences	Iran	36.0	12.5	64.8	31.0	28.0	35.5–38.9
	801–1,000	Zhejiang Gongshang University	China	20.9	15.4	74.3	45.1	34.4	35.5–38.9

NR = not ranked. For the full list of 2,191 ranked institutions and 927 reporters, visit www.thewur.com

Aligning a legacy of innovation with a global outlook

As City University of Macau celebrates its 45th anniversary, its unique heritage and commitment to interdisciplinary research are more important than ever

City University of Macau (CityU Macau) has achieved great progress since its establishment, guided by a mission of transformation and renewal. It continues to honour and celebrate the values that have helped it become one of the most respected institutions in the region today. The university's journey, from its founding as the University of East Asia in 1981 to celebrating its 45th anniversary, is a testament to its dedication to combining a strong academic heritage with innovative, future-focused ideas.

"Our development can be seen in distinct stages," says the university's rector, Jun Liu. The university was renamed as City University of Macau in 2011. The decade that followed was a foundational period for setting the university's trajectory, says Liu. "It was guided by a core commitment to the humanities and social sciences, while we worked to understand and respond to society's evolving needs."

In recent years, the university has embarked on a new phase of innovation, actively integrating technologies such as AI to advance its mission. The goal is to not only establish new research fields but also connect them with existing disciplines, incorporating fresh perspectives into traditional subjects to ensure they remain relevant in the modern world.

"The current approach at CityU Macau is characterised by a strong emphasis on interdisciplinary research and collaboration," says Liu. "Alongside this, we are prioritising the recruitment of first-rate international talent within our faculty and student bodies. This aligns with our goal of maintaining a global vision throughout our research."

Building a global network

Even as CityU Macau retains sight of its unique cultural identity, it sees itself as a bridge between Macao, mainland China and the rest of the world. The university leverages the vast network of resources and top researchers in China and beyond. It collaborates with institutions across the globe to advance international partnerships and academic exchange.

CityU Macau's approach to teaching is also informed by an international outlook. "We develop new courses that combine global trends with local needs," says Liu. "This is evident in our embrace of technology in finance programmes and the establishment of the Institute of Smart Tourism and Gaming in 2012, which recently began exploring how AI can be used to better understand tourist behaviour."

To ensure that modern innovations reflect the university's legacy, CityU Macau operates on a five-year planning cycle. The current plan builds on previous approaches by implementing a renewed focus on strategic development. A key change is the clustering of colleges and disciplines into five main areas: data science and AI; language and culture; tourism and urban science; business, finance and law; and health and wellness.

"This systematic clustering is designed to foster interdisciplinary collaboration and create a synergistic environment for research and innovation," Liu explains. "It ensures that the university not only develops new programmes but also sustains them with strong faculty leadership and research. Ultimately, this approach helps the university remain competitive, attract top talent and ensure its graduates are well-prepared for the job market."

Recognising that the demands of the workplace have evolved, CityU Macau has redefined

> *CityU Macau is poised to expand its reach and continue making a lasting impact on higher education*
>
> **Jun Liu, rector, City University of Macau**

what constitutes student success and looks beyond traditional metrics to adopt a more holistic evaluation of students' progress.

"Our focus is now threefold," Liu says. "We look at peer and experiential learning, encouraging students to collaborate and gain hands-on experience through internships and industry partnerships. We actively promote study abroad and exchange programmes to give students a global perspective. Finally, we look at intercultural competence and foster an environment where students from diverse backgrounds can immerse themselves and learn from one another."

Pursuing interdisciplinary excellence

CityU Macau strives to ensure that students are not just high achievers but also well-rounded individuals with the skills and values necessary to succeed in a complex, multicultural world. The university collaborates with other higher education institutions to include external perspectives in its academic programmes.

"We foster collaboration across various disciplines through several key strategies," Liu says. When recruiting new faculty members, the university also considers their potential to contribute to other disciplines. For example, a data analytics expert might be affiliated with the data science cluster and the health and wellness cluster. "We offer incentives for interdisciplinary research, encouraging faculty and students to collaborate on initiatives that cross disciplinary boundaries," he adds.

"Our commitment to interdisciplinarity has allowed us to greatly enhance the university's global reputation," Liu says. "By hosting international conferences and participating in global forums, the university is actively raising its profile and expanding its influence on the world stage. This has also helped us develop more innovative courses. A great example is the new English-taught applied linguistics programme, which aims to attract international students by capitalising on Macao's rich, multicultural environment as a unique place for learning and research."

While its academic and research achievements have generated significant interest worldwide, the university stays mindful that research collaboration should be about impact rather than optics. This approach has enabled the university to attract globally recognised scholars and increase its research productivity and output, including publications in top-tier international journals.

CityU Macau is a fast-growing university that remains rooted in academic values and quality research. Much may have changed during its 45-year journey, but the university continues to demonstrate its ability to evolve, welcome new ideas and adapt to the changes in the higher education sector, the job market and society.

"By benchmarking itself against international standards and fostering a culture of innovation and collaboration, CityU Macau is poised to expand its reach and continue making a lasting impact on higher education," Liu says. "We embrace innovation but always remain grounded in tradition."

To find out more about City University of Macau, visit cityu.edu.mo/en/

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THE Connect

Measured approach

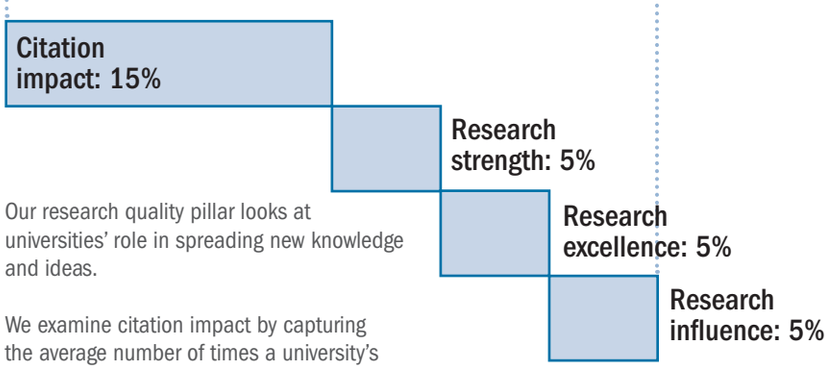
Our World University Rankings are created using information supplied by institutions worldwide, which is then carefully calibrated against the criteria given here

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 we intend to include it in future, subject to review and consultation (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).

30% Research quality



Our research quality pillar looks at universities' role in spreading new knowledge and ideas.

We examine citation impact by capturing the average number of times a university's published work is cited by scholars globally. This year, our bibliometric data supplier Elsevier provided 174.9 million citations to 18.7 million journal articles, article reviews, conference proceedings, books and book chapters published over five years. The data include more than 28,700 active peer-reviewed journals indexed by Elsevier's Scopus database and all indexed publications between 2020 and 2024. Citations to these publications made in the six years from 2020 to 2025 are also collected.

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.

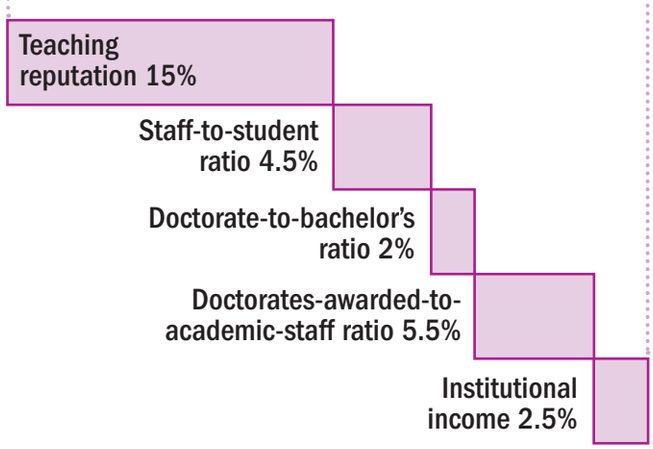
We have blended equal measures of a country-adjusted and non-country-adjusted raw measure of citations scores.

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.

29.5% Teaching (the learning environment)



The most recent Academic Reputation Survey (run annually by *THE*) that underpins this category was carried out between November 2024 and January 2025. 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 2025 data are combined with the results of the 2024 survey, giving more than 108,000 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 2020 and 2024 (with a minimum of 100 a year). 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.

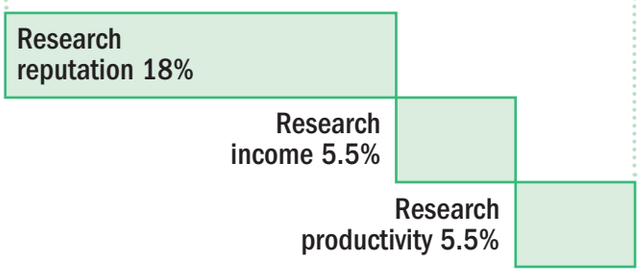
Getting to the final result

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.

29% Research environment (volume, income and reputation)



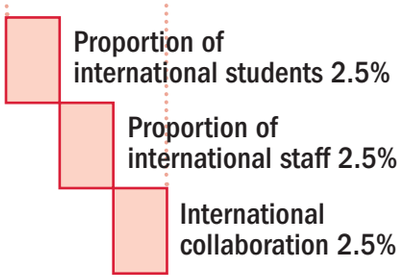
The most prominent indicator in this category looks at a university's reputation for research excellence among its peers, based on the responses to our annual Academic Reputation Survey (see left).

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.

For more information on the methodology, visit www.thewur.com

7.5% International outlook

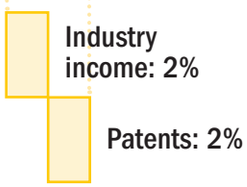


The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage. In the third international indicator, we calculate the proportion of a university's total relevant publications that have at least one international co-author 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 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 was designed to be a temporary provision owing to the impact of Covid-19 on travel, but this metric will only be introduced when *THE*'s data team is satisfied with the quality, rigour and international comparability of the data and after consultation on its use and weighting.

4% Industry



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 2020 and 2024 (not research published between these dates). Since 2024, 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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Has student-centred teaching gone too far?

Marketisation and the pandemic pushed student preferences to the top of every university's teaching and learning agenda. But what if they risk undermining educational outcomes? Juliette Rowsell reports

> "Students who did significant parts of their schooling under lockdown need quite a lot more help in engaging with each other and with us"

A lot has changed in university pedagogy over the past two decades. Long gone are the days when teaching was something that simply happened to students in whichever way the lecturer saw fit. Student-centred teaching is now very much the watchword, as universities seek to give learners a sense of agency and partnership.

That trend pre-dated the rise of the student-as-consumer phenomenon that, in England, is particularly identified with the tripling of tuition fees in 2012 – as well as with anglophone universities' increasing reliance on international students' high fees. But marketisation has certainly reinforced the student-centred agenda in teaching, as university and course leaders compete to attract students – who often make their choices partly on the basis of previous cohorts' satisfaction scores.

Student-centred teaching has also coincided with a rise in the status of teaching within universities, symbolised in England by the launch of the Teaching Excellence Framework in 2017 – based in part on the results of the National Student Survey – as a counterweight to the Research Excellence Framework.

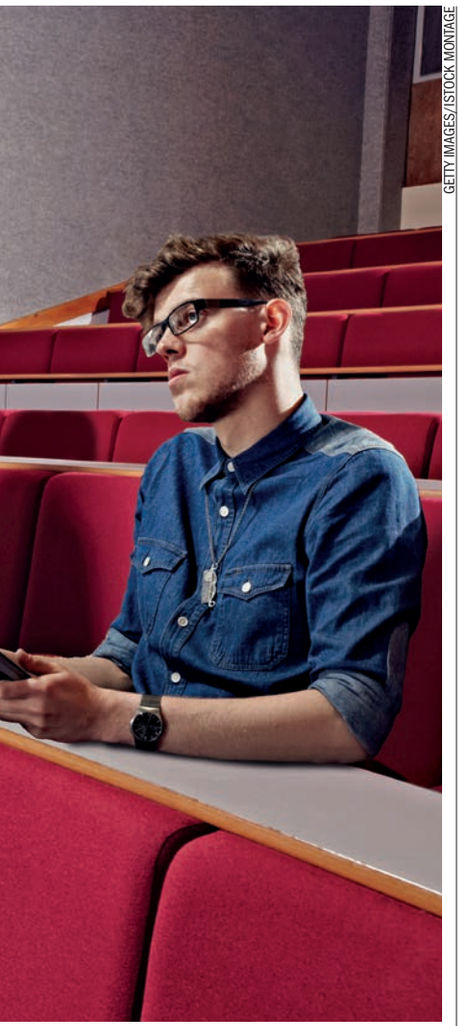
As the TEF gained momentum, there was even talk of rating courses on the basis of teaching intensity: a measure of class sizes and contact hours between lecturers and students, reflecting the value for money that students saw in contact with academics.

But then the pandemic hit, and contact hours reduced to zero – at least in physical terms – as teaching moved online. And they have never quite recovered, with some teaching remaining online, while stories abound of sparsely populated or even empty physical lectures.

Nevertheless, according to Hannah Cobb, professor of archaeology and pedagogy at the University of Manchester, the pandemic experience has only cemented the student-centred agenda. Not only did the pandemic accelerate the adoption of digital "tools that allow for greater dialogue between academics and students during classes", such as polls and quizzes. It also "heightened our awareness of how students can feel isolated and how we need to work together in a way that's laden with care, that raises all voices", said Cobb, who was previously the head of e-learning in her school.

The result is today's "much greater emphasis on student belonging, student well-being and things like relational pedagogies", which have recentred learning around students' needs and relationships with staff, according to Cobb.

Student-centred approaches also reflect a generational shift in students that, according to Kate Eichhorn, professor of culture and


GETTY IMAGES/ISTOCK MONTAGE

media studies at the New School, New York City, was "already beginning to restructure higher education" prior to the pandemic.

"You could feel the arrival of Gen Z," she said, noting that its members are more vocal than previous generations about mental health and more morally sensitive to course content – and, therefore, more inclined to object to it.

The need for compassionate approaches to teaching continued post-pandemic as the cost-of-living crisis forced many students to prioritise part-time work over their studies. Meanwhile, new students, who did significant parts of their schooling under lockdown, are shyer and quieter than previous cohorts, according to Rachel Wilde, associate professor in education, practice and society at UCL. "They need quite a lot more help in engaging with each other and with us," she said.

That is especially true for international students, who may also struggle to articulate their thoughts in English and may be unfamiliar with student-centred learning.

"It's really challenging because I think some of the international students come with the expectation that they're here to learn from you as the expert," Wilde said. "While there is an element of that, I'm constantly having to say, 'I want to hear what you think; what's your take on this?'"

This general shyness means that "the techniques we used in the past haven't worked as well as they have previously", said Wilde. An example is paired working, where students discuss between themselves and report back to the class. Sometimes "they just won't say a word [to each other], and it's really odd", she said. "I'm not sure I've found a particularly effective way to counter it."

Wilde speculates that this reticence can be attributed to a generation who have grown up with social media and are therefore "hyper-aware of how they are seen all the time". By the same token, some appear more comfortable interacting with technology than with others face-to-face. For instance, she has seen students asking ChatGPT a question, rather than asking her in front of the class.

Jedidiah Evans, a lecturer in English and writing at the University of Sydney, also feels a responsibility to cater in his teaching for the international students whose numbers have exploded again in Australia post-pandemic, prompting claims that they are pushing up rent prices in big cities and leading to the political imposition of effective limits in their enrolment.

"As an academic, I think you feel this responsibility on the one hand to be a space of welcome, hospitality and generosity to students who have been maligned," Evans said. "But at the same time, it is quite challenging when, increasingly, you have whole cohorts of students who are working in an unfamiliar language environment, with whom you find it very difficult to connect simply on the basis of a failure to communicate. There's a balance there to find."

He also thinks there is a balance to find in terms of attendance of physical lectures. Evans has his own horror stories, having once given a lecture to an audience of just one student – a "demoralising" experience for an advocate of physical teaching even though the lecture was also available for his students to view online.

Evans laments that the pandemic only cemented a growing sense among some academics and pedagogues that lectures are "elitist", "inefficient" and simply "not sexy". "Because students couldn't go to traditional lectures [during lockdown], it was a bit of a 'gotcha' moment for people who were already looking to question or undermine them," he said. And he noted that, as student attendance declines, academics now need to make the case to their managers if they want to continue with physical lectures.

Evans is no Luddite. For a very large, cross-disciplinary, first-year introduction to academic writing module, he has experimented with "very brief, almost YouTube-style" short videos that students can watch on the go. Yet while this approach has been "lauded" by colleagues, he does not feel this is an appropriate direction of travel for more in-depth, discipline-specific modules.

"If I can no longer do a lecture, it limits my options for connecting with my students," he said. "If that's 900 students in their first year who I won't ever see again in their degrees, that's one thing. But there are fewer and fewer touch points with the actual lives of people, and I think that's a concern."

In that sense, lecturing to mainstream students compares unfavourably with teaching prison inmates, which he also does. With no access to the internet or AI, the prisoners display a level of engagement that is like "a throwback to what the classroom used to feel like", allowing them to be much more "self-revealing" and honest.

Evans worries that "catering towards student demands…[risks] potentially framing students in the 'end-user' speak of university management". Instead, academics need to push back against what students think they want, and ask: "What is my responsibility as a teacher?"

That question is particularly apposite as we move into the era of AI. One question is how much lecturers should rely on it to write exams, grade papers and even do the teaching itself. Early indications are that students are cautious about this: a recent survey of nearly 4,000 students from 16 countries found that 55 per cent believed overuse of AI within teaching devalued education, and 52 per cent said it negatively impacted their academic performance.

The other question revolves around students' own use of AI. Another recent survey, this

> "If I can no longer do a lecture, it limits my options for connecting with my students"


ISTOCK MONTAGE

time of more than 1,200 Australian students, found that one in four students are concerned that they learn little or nothing when they use generative AI for study – but 11 in 20 expect their universities to provide them with the tools anyway.

Phil Newton, an academic integrity expert and neuroscientist at Swansea University's medical school, agreed that caution about using AI in teaching and learning was justified. While he is "largely an optimist" about AI's impact on higher education, "as a neuroscientist who spends a lot of time teaching about learning, I worry that we will lose sight of the basics of how humans learn", he said.

"Learning is cumulative," he added. "We learn new things by modifying our prior knowledge. We learn how to do critical appraisal by first learning basic concepts and facts and then building on those. Society wants us to graduate independent critical thinkers. One cannot critically appraise a subject that one does not know the basic facts about."

So where should the line be drawn regarding student preferences in teaching and assessment? The New School's Eichhorn notes that the liberal arts model pursued by her institution gives students a wide choice over which modules to take, and their small-seminar approach "assumes that student voices play a key part in any learning experience".

Nevertheless, "a student-centred approach – an approach that puts students' needs first [as opposed to] faculty or institutional needs – is not the same as a student-led approach," she cautioned. The former is about prioritising student needs and the latter is about letting students determine what this experience should be, even if it doesn't support the common good and only serves their own needs. I sometimes worry that we've tipped the balance over to a student-led or even student-dictated approach."

Eichhorn attributes blame for this to teaching evaluations. "Any student who is registered, even if they haven't been present for most of the semester, can share their opinion, and it's very difficult, particularly for part-time, contingent and pre-tenure faculty [not to act on the knowledge that] ignoring any small student preference or special request can put a faculty member at risk of being negatively reviewed."

The problem is that students do not always know that their preferences are bad for their education – and in such cases, she believes, educators should help them see that.

"Modern education has generally focused on the collective experience of the classroom – the value of coming together to learn how to listen to each other, how to communicate and how to collaborate," she said. "I think most students still crave this experience, but I do think that there are a growing number of students who don't see this as a goal they should aspire to support. Part of the solution here is to help students understand the value of the classroom as a collective experience."

UCL's Wilde agreed that student-led teaching "doesn't necessarily mean doing everything a student wants. Particularly as the rise of AI puts a premium on human skills, she believes that universities should be explicit about "the fact that learning is not something that just happens in an individual mind in isolation". Rather, "it is through dialogue – expressing ourselves, listening to others' perspectives – that we develop the higher cognitive skills of being able to analyse and become critical thinkers".

For Wilde, then, student-led teaching "means understanding where a student is, and where they need to be to engage in higher education, and what support is needed to get there".

An example is a socially anxious student who struggles to engage with others. Reasonable adjustments that Wilde has made include allowing them "to pick where they want to sit and who they want to talk to, and making an effort to create a safe space by agreeing ground rules with a class". But if such "small things" aren't enough, a student may have to take "time out of university in order to work through [their] issues", Wilde says.

So while interrogating student preferences should be "part of the way in which we design our teaching", this should not amount to "a one-sided demand-and-response". Rather, teaching needs "an ethos of partnership".

"We need to recognise everyone's experience and expertise," Wilde says – "including the long-standing knowledge that higher education staff have about teaching and their subjects." ●

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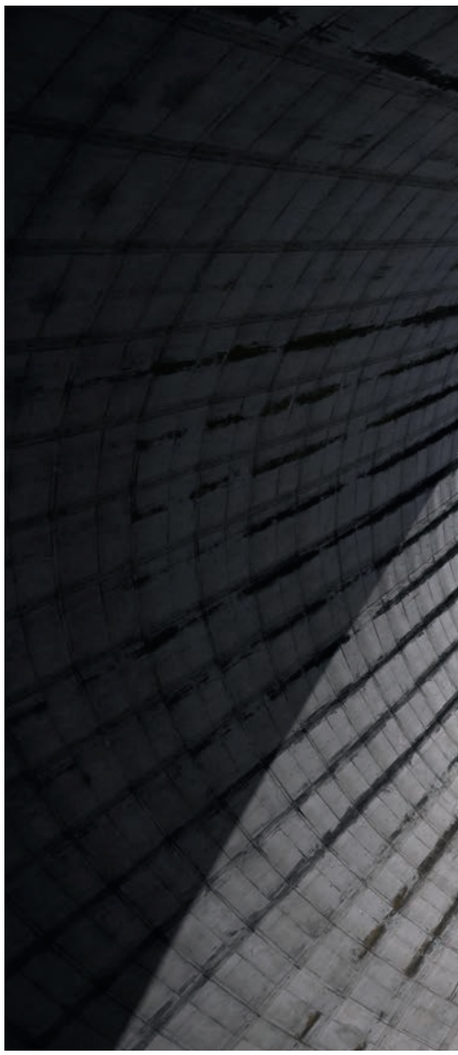
Is a ‘German Harvard’ on the horizon?



Germany has spent billions of euros on boosting the research capacity of its top institutions through its excellence initiatives. Emily Dixon examines whether greater competition and stratification are having the desired effects

When the University of Bonn learned that the latest round of the German government’s Excellence Strategy would fund eight of its research clusters, rector Michael Hoch quite literally jumped for joy – a celebration the university’s social media team subsequently immortalised on Bluesky. The success was a “historic milestone”, Hoch (pictured below) went on to declare.

As the rector’s reaction might suggest, securing funding through the Excellence Strategy, or its predecessor the Excellence Initiative, is a pretty big deal. Over the past 20 years, the schemes have dished out billions of euros in funding to German universities in the hopes of boosting top-quality research and raising their international profiles. Asked how the initiatives have impacted the University of Bonn, for instance, Hoch listed “tremendous progress” in international rankings, “new records in [attracting] third-party funding”, “more than double the number of ERC [European Research Council] grants” and two new winners of the Leibniz Prize – up to 10 of which are awarded per year to Germany-based researchers by the German Research Foundation (DFG).

But the excellence schemes have been controversial from the start. Some critics fear the creation of an elitist, two-tier university system. Others have criticised the labour-intensive application process, warned against heightened inter-institutional competition and called for a long-term funding approach, rather than fixed-term boosts that may not be renewed. Two decades in, the debate is still going on.

The first Exzellenzinitiative, agreed upon by the German federal and state governments in 2005, aimed to “promote top-level research and…improve the quality of German universities and research institutions”, according to the DFG. Much like France’s “Initiative d’Excellence” (IdEX), launched five years later, the scheme was motivated in part by the relative invisibility of German universities in global rankings – a reflection of the fact that a lot of the countries’ best research is done outside the university system in research institutes – such as, in Germany’s case, those run by the Max Planck Society and the Leibniz and Helmholtz associations.

“When I was at Cambridge in 1986, people asked me, ‘What are the equivalents to Cambridge and Oxford in Germany?’ ” Karla Pollmann, president of the University of Tübingen, told *Times Higher Education*. But Germany’s federal structure, with higher education policy largely the responsibility of the 16 individual states, “doesn’t lend itself easily to that kind of profiling exercise”, Pollmann said. “We have a lot of states, and most of them have good universities.”

Under the then minister of education and research Edelgard Bulmahn, the Excellence Initiative was therefore designed to differentiate the university system, distinguishing a handful of “German Harvards” from the pack. And, to Hoch, there

> “There is no doubt that the ‘political goal behind [the excellence initiative] was both necessary and timely in the context of global competition’ ”

BARBARA FROMMANN/UNI BONN

INA FASSBENDER/AFP/GETTY IMAGES

is "no doubt" that the "political goal behind [the initiative] was both necessary and timely in the context of global competition".

Run by the DFG and the German Council of Science and Humanities (WR), the Excellence Initiative distributed €4.6 billion (£4 billion) in additional funding over two rounds, between 2006 and 2017. Money was allocated across three lines of funding: "graduate schools to promote early career researchers", "clusters of excellence to promote top-level research" and "institutional strategies to promote top-level research".

Lukas Mergele, a policy consultant at the Swiss firm BSS and a former research economist who studied the Excellence Initiative, said the scheme "put a lot of pressure on to universities to shine". Creating a German Harvard this way, however, was "completely unfeasible" since "the funds were spread so thinly across a very large number of institutions".

Nevertheless, an international expert panel that was asked to review the scheme near its end gave a "very positive" verdict in a 2016 report, stating that it had "made the German university system more dynamic and has become a tangible symbol for the will to improve the international competitiveness of German universities".

A successor to the initiative, the panel recommended, "must focus even more consistently on its central objective: namely, strengthening top-level research in Germany and improving the international competitiveness of universities as central pillars of the research system". Accordingly, the Excellence Strategy, or ExStra, offered only two lines of funding: Clusters of Excellence, focused on "internationally competitive research fields" at either universities or consortia, and Universities of Excellence, intended to "strengthen either a university as a single institution or a consortium of universities".

The first phase, which began in 2019 and is now in its final year, has distributed a total of €385 million a year to 57 of these Clusters of Excellence. The second phase, beginning next year and running until 2032, will see a significant expansion: a yearly total of €539 million shared between 70 clusters.

In addition, up to four more universities may join the 11 institutions that have already won the "excellence" title so far (subject to renewal ahead of the next phase), sharing additional funding of €148 million a year. Germany's new chancellor, Friedrich Merz, may have vied for leadership of the Christian Democrats with Angela Merkel, but he evidently agrees with her on the importance of the excellence programme – launched in the first year of her long chancellorship and continued by Social Democrat Olaf Scholz.

Two decades of excellence programmes has certainly had a big impact on the Technical University of Munich (TUM). In 2016, the institution was Germany's fourth-highest ranked in the *Times Higher Education* World University Rankings, at 53rd overall. By 2023 it had overtaken LMU Munich – another designated university of excellence – to become Germany's top-ranked

> "The initiative has made the German university system more dynamic"

ROMY ARROYO FERNÁNDEZ/NURPHOTO/GETTY IMAGES

university, ranked 27th in the 2026 edition.

Thomas Hofmann, president of TUM, said his institution had "used the excellence competitions to initiate deep structural reforms", such as creating a graduate school, an Institute for Advanced Study and an Institute for Lifelong Learning. "The impact has been profound," he said.

But the benefits of the excellence schemes for some other German universities – at least in rankings terms – are not so obvious. The first round of the Excellence Initiative was a "hard awakening" for Tübingen, according to Pollmann. The then leadership of the "very old, high-quality" university, "were so convinced that they would just sail through". But Tübingen was not awarded excellence status in 2006, "and that, of course, was considered to be a disaster".

That disaster prompted "radical rethinking, radical reform and radical restructuring", all of which paid off when Tübingen became a University of Excellence in 2012, and again in 2019. However, that status has not propelled Tübingen up the university rankings. In 2016, it was ranked 78th in the *THE* World University Rankings. Ten years later it is joint 98th.

Nor is its trajectory unusual. The number of German universities in the top 200 of the World University Rankings has gradually declined over the past few years – from 23 in 2020 to 18 in 2026 – and the German institutions that remain within the top 200 have also dropped. However, Germany remains the second most highly represented European nation in the top 200. And the top country, the UK, has also seen a decline even as overall scores rise, reflecting the rise, in particular, of China – which now has 13 universities in the top 200, compared with seven in 2020.

What of the excellence programmes' wider effects?

One of the 11 currently designated universities of excellence is a consortium – the Berlin University Alliance, comprising three universities and one university hospital. However, the Excellence Initiative and Strategy haven't triggered the wave of mega-institutional mergers that have caused such angst in France, where time-honoured institutions have struggled to subsume their individual identities into new merged and semi-merged entities. However, many of Germany's clusters of excellence bring together multiple universities alongside non-university research institutions. For instance, TUM's excellence clusters, Hofmann said, "unite the strengths of TUM with those of the Max Planck Society, Helmholtz Centres, Fraunhofer Institutes and others".

Pollmann said it was a similar story at Tübingen. This is because the clusters "cooperate on large interdisciplinary topics", she explained. "That [collaboration] has done the universities good because they are then able to do world-class research."

Jamil Salmi, a global higher education consultant and former tertiary education coordinator at the World Bank, described this greater focus on interdisciplinarity as a "very positive development" arising from the excellence initiatives: "They've really encouraged institutions to put away the silos."

Pollmann also applauds the possibility of doing "high-risk, high-gain research" that has been opened up by the "considerable additional money" that comes with the excellence label – not merely from the scheme itself but also from "other funding bodies, private foundations, charitable institutions and also the state itself, [which] all of a sudden looked at us and said, 'What can we do to invest more?'"

But this crowding in of funding appears not to have been a universal experience. After studying data from universities involved in the Excellence Initiative, Mergele, the consultant, observed that the funding received "did not appear to complement other funding sources, possibly because professors lacked capacity to simultaneously prepare time-intensive applications for additional third-party funding or faced diminishing returns from additional funding".

Some critics object to the institutional competitiveness the excellence programmes have introduced. For instance, Amrei Bahr, junior professor of philosophy of technology and information at the University of Stuttgart, said the Excellence Strat-

egy encouraged "hypercompetition for funding" over "cooperation and solidarity" among the academic community – a particular concern in a political climate seen as increasingly hostile to universities: "When everyone is competing against each other, it weakens academia as a whole," she said. "It is then less able to defend itself against external attacks, planned budget cuts and similar threats."

Bahr also worries about excellence programmes' effect on research careers. The Excellence Strategy has yet to undergo independent evaluation – something that Bahr says should be "addressed with urgency" in the "interest of evidence-based science policy". But, either way, the junior professor – one of the originators of the #IchBinHanna campaign against precarious research careers – fears that an emphasis on temporary competitive funding over long-term support reinforces precarity.

In addition, she is worried that the scheme's "fixation on superlatives" means that "much of what is important in research, such as unspectacular, diligent work as a prerequisite for groundbreaking discoveries, remains invisible, even though it is indispensable".

In that sense, she believes, there is no such thing as the ideal excellence project. Better, she believes, for German academia to be "adequately funded across the board", in order to prevent it from "becoming a mixture of partially privileged flagship institutions and institutions that struggle to maintain their basic functioning".

But others would like to see competition intensify. TUM's Hofmann suggested that existing universities of excellence could vie for "substantial extra funding as 'federal universities of excellence'", a move that "would help to push three or four universities into the international top group of research-driven universities".

Bonn's Hoch, meanwhile, said teaching and talent development must not be overlooked, while the government must not rely solely on the Excellence Strategy to strengthen German universities. "One critical issue in this context is the student-to-staff ratio, which cannot be addressed through excellence funding," he said, noting that an improvement of the ratio would require amendments to legal regulations.

For her part, Tübingen's Pollmann said one key improvement could be for the Excellence Strategy to become "more European – so you could forge partnerships with universities not only across Germany, but also with other European countries".

She also notes that the relatively short-term funding boosts offered by excellence schemes "are a little bit at odds with the relatively stable understanding of a university as something which is doing regular work". Universities receiving excellence funding, therefore, must ensure that "the institutional tasks of a university are not subordinate to the Excellence Strategy, but that the Excellence Strategy is an engine that helps to develop the university forward".

Acquiring that engine, though, does risk consuming an institution, as the application process is long and laborious. And even when universities are successful, "the question arises as to whether the effort is proportionate to the return", Bahr thinks.

But Salmi said even unsuccessful applicants to excellence schemes could reap some benefit. "I've seen in Germany, France and other countries that…some universities have still managed to transform themselves and improve their performance," he said. "Universities are trying to think strategically about what they are doing and what they could improve."

Still, for failed applicants that were successful in previous rounds, the pill can be a bitter one to swallow. Becoming a university of excellence or hosting a cluster of excellence "is a door-opener for the future, not only for the additional funding but also the reputational effects", said Erik Lehmann, chair of management and organisation at the University of Augsburg. But "losing excellence status is like losing a Michelin star. There's a loss of reputation [as well as a] loss of financial resources."

University of Konstanz professor Marius Busemeyer witnessed that loss first-hand this year, when funding for the cluster of excellence at his institution's Centre for the Advanced Study of Collective Behaviour was not renewed. "There is the lost funding, which is a significant part of our budget," said Busemeyer, who is the spokesperson for Konstanz's other excellence cluster, The Politics of Inequality. "But maybe even more importantly, it does something to the self-image of the university and its confidence."

To be eligible for University of Excellence status, institutions must host at least two excellence clusters – which means that after two decades of holding it, Konstanz will lose the title when the current funding period ends. This requirement, Busemeyer told *THE*, means that "small universities are disadvantaged in this competition".

In that sense, concerns about the strategy's elitism are "valid", Busemeyer believes. "With regard to the excellence clusters, the funding is more distributed across different universities and locations, but with regard to excellence universities, one can observe a growing tendency for the strategy to privilege research-intensive, large universities" – universities "that had already been strong" before the strategy was launched.

Either way, Pollmann is determined that Tübingen will not fall out of the Excellence Strategy. Currently designated Universities of Excellence had to submit a self-evaluation report by 1 August and, for Pollmann, this meant working days "sometimes 16 to 18 hours long" even as the campus emptied and the beaches beckoned.

Now everything's submitted, Tübingen must soon undergo a thorough two-day assessment, before enduring a nervous wait until March, when an expert committee will make the call: is the university still officially excellent, or should its academic Michelin star be revoked?

"Please," Pollmann said, "keep your fingers crossed." ●

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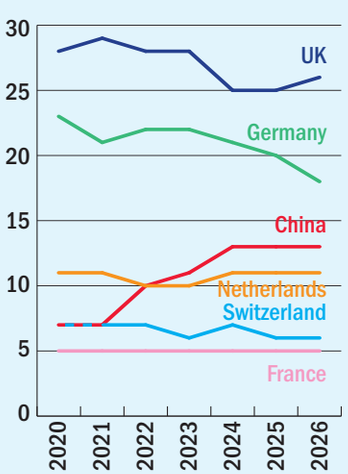

> "The fixation on superlatives means that much of what is important in research, such as unspectacular, diligent work, remains invisible, even though it is indispensable"

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Is Australia exploiting international students?

Once, Australia gave overseas students scholarships. Now it relies on their fees to keep its HE system afloat. Have high numbers of students from developing countries made the model too 'extractive'? John Ross reports

> The simple truth of Australian higher education is that international student revenue pays for domestic students and research

Jackie Saentos is in a quandary. The Nepalese engineer has just finished a master's course at Central Queensland University's Sydney campus and is wondering what to do next. An educational adviser says he should buff up his chances of securing Australian residency by doing a PhD. Saentos thinks it is time to apply his skills and learn on the job. "I'm already almost 30," he told *Times Higher Education*. "I…have a fair bit of experience in engineering fieldwork."

He has done a few interviews, but engineering posts are hard to secure. He senses a don't-call-us, we'll-call-you vibe. The alternative is to look for work back home. It is a tough decision. "So far, it's 50-50," he said.

Saentos was lured overseas by the promise of a "great future" by US, European and, particularly, Australian universities. However, his degree – management for engineers – had too much management and too little engineering for his liking. And while he had hoped for the "cultural exchange" provided by a rich diversity of classmates, he found himself studying mostly with other South Asians. "I wouldn't say [I was] disappointed, but I was expecting more," he said.

Covering his expenses was not easy. Fees started at about A$13,000 (£6,200) a term, rising several hundred dollars each time. Saentos paid in advance for the first term's fees and started saving straight away to cover the second term. He supplemented restaurant work with cleaning and construction shifts – 24 hours of paid work a week, on top of his studies, to cover tuition, rent and other bills.

"Third semester was where I struggled," he said. "I called…my parents, which I really hate to do." They paid half his semester fee, and then a term break of several months allowed him to get his finances back in order by cranking up his paid work to about 65 hours a week.

The experience was "bittersweet", Saentos admitted. Work colleagues were "really nice", but some of his treatment by restaurant management was "horrible". He found solace by joining an improvisational theatre group that met on Tuesdays, his only day off. "It was…my way to get away from everything. I just wish that there [were] eight days a week so I could rest."

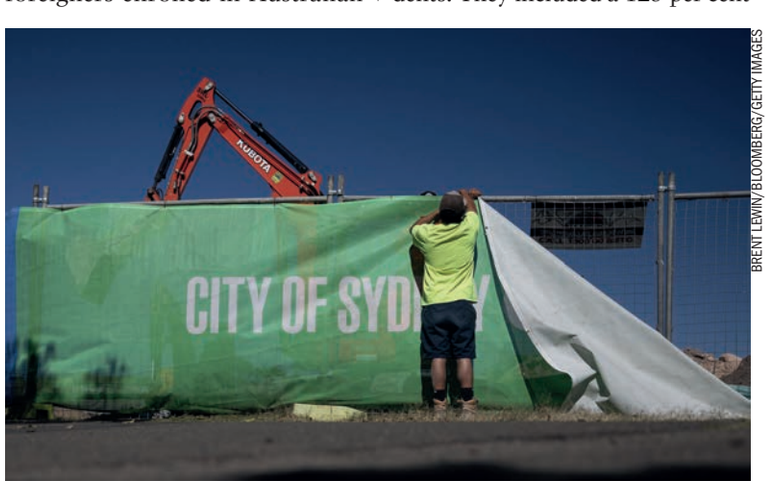
His fees are all paid now, but staying on in Australia will not be cheap either. His application for a temporary graduate visa will cost about A$2,300. A language test will set him back about A$500. Mandatory health insurance will cost perhaps A$700 a year. He will also need a police check and, possibly, a skills assessment by the accrediting body for engineers. All up, "five grand, or probably seven", he estimates.

Australian international education has changed since its emergence at scale under last century's Colombo Programme, an international aid scheme that educated generations of regional leaders at Australia's expense. Many more foreigners enrolled in Australian universities as private overseas students, benefiting from Commonwealth scholarships introduced in the 1950s and the elimination of tuition fees during the 1970s.

These days, the conversation has flipped from what Australia can do for overseas students to what overseas students can do for Australia. That sentiment drove a string of policy changes during the coronavirus pandemic, as Australia sought to fill local workforce gaps by loosening restrictions on overseas students' paid work during term time.

First, in March 2020, the then 40-hour fortnightly limit was removed for students working at supermarkets. Similar exemptions were applied to students working in aged and disability care, and agriculture, before, in January 2022, restrictions were removed for all types of job. Working hours remained uncapped until July 2023, when a new 48-hour weekly limit was imposed.

But Australia's attitude towards international students reversed in late 2023, when housing shortages replaced workforce gaps as a primary political concern. A dozen or so new rules were introduced to deter rather than attract foreign students. They included a 125 per cent



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increase in the non-refundable student visa application fee to A$1,600 – then the highest in the world.

The May 2025 federal election prompted a new round of policy changes, as the major political parties looked to international students to help bankroll their campaign promises. The governing Labor Party estimated that another visa fee hike – this time to A$2,000 – would contribute A$760 million, while the Liberal-National opposition went further, proposing visa fees of up to A$5,000 to underwrite election pledges to the tune of almost A$3.1 billion. The coalition also pledged to loosen students' working hour limits again, this time to 60 hours a fortnight, to generate an estimated A$417 million in additional tax revenue.

According to Flinders University vice-chancellor Colin Stirling, Australian international education can still deliver the soft diplomacy benefits evident in the Colombo Programme's heyday. Three current Indonesian cabinet ministers – human development and cultural affairs minister Pratikno, primary and secondary education minister Abdul Mu'Ti and state apparatus and bureaucratic reform minister Rini Widyantini – are Flinders alumni. "We build relationships that last a lifetime," Stirling says.

However, recent visa processing delays have undermined the goodwill from previous decades, Stirling worries. Last year's ministerial direction 107, for instance, deliberately delayed visas for institutions deemed immigration risks. "The people I felt for were the 500 students who had applied to Flinders, been offered a place, accepted [and] paid to come," Stirling said. "Then they applied for the visa and their visa application didn't even get processed. Obviously, we refunded their fees…but the opportunity they were choosing was denied…It's awful to see us being portrayed as not welcoming of international students because that's absolutely not the case."

While politicians occasionally depend on overseas students to help balance the books, universities' reliance is bolted in. Of the A$42 billion earned last year by the 33 publicly funded universities that had published their 2024 accounts when this story went to press, A$12.3 billion, or 29 per cent, came from international education.

Charles Sturt University vice-chancellor Renée Leon said that without cross-subsidies from foreign tuition fees, her institution would struggle to support disadvantaged Australian students or run key programmes – in disciplines including medicine, physiotherapy and veterinary science – where the combination of government subsidies and local students' fees does not cover costs.

"The simple truth of Australian higher education is that international student revenue pays for domestic students and research," Leon said.

Nor is Australia's case unique of course. Philip Altbach, professor emeritus at the Center for International Higher Education at Boston College, said universities in all "anglosphere" countries "rely on tuition fees from international students to balance the budget. That wasn't the case even a few decades ago." And that has made international education "much more of a business. Ethics, alas, play no role in this business. The financial aspect trumps most everything."

Jack Goodman, founder of study support company Studiosity, believes Australia's approach to international students has become too "extractive". That view was reinforced during a recent visit to Kathmandu, where he was stunned at the fervour of student recruitment, particularly by Australian universities.

"You see signs everywhere," he said. However, "Nepal is one of the poorest countries in the world. [It] really can't afford to lose all of these bright young people…It's brain drain, and it's potentially catastrophic."

He said Nepalese people could only afford to spend time in Australia by working full time while they studied, and possibly by switching to cheaper courses. "If Australian universities really

want to support the higher education ambitions of Nepal, they should…set up a campus in Kathmandu to support those students. But I would guess that's low down on people's lists.

"There's something going on here that's not entirely [healthy]," he says. "I think it's something that the sector needs to talk about."

In fact, the sector often talks about it, according to International Education Association of Australia (IEAA) CEO Phil Honeywood. The Network of International Education Associations meets twice a year to discuss issues like brain drain, he says.

The network's member groups, which come from six continents, discuss the merits of scholarships or job fairs that require or encourage globetrotting students to go home after studying. And Honeywood said the imperative to shepherd "bright young graduates" back to their home countries was one of the motivating factors behind Canberra's about-turn on international education policy.

Australia's centre-left government has close ties with international labour organisations, by whose leaders these issues are "well understood and discussed", he said. At the same time, advanced economies are also competing for talent in areas where they lack domestic workers, such as allied health, engineering and information technology. Rich countries' concerns for their neighbours' talent needs are "diluted" by this "global skills race", he conceded: "It's a difficult balancing act. There's no easy answer."

Japan is another good example, Honeywood said. It is offering overseas students scholarships to learn Japanese and work in Honshu's car manufacturing industry because "They just don't have enough domestic students coming through the pipeline." But according to Hiroshima University international education expert Futao Huang, students from struggling regions, such as sub-Saharan Africa, faced "significant financial and academic pressures" when they came to Japan. Programmes for these students "should not be driven solely by the agendas of host countries", he said.

"International student recruitment must be grounded in a longer-term view of human capacity development, not just short-term institutional or national gains. When countries like Nepal…see a significant share of their educated youth leave – often under high financial strain – it risks deepening inequalities rather than alleviating them."

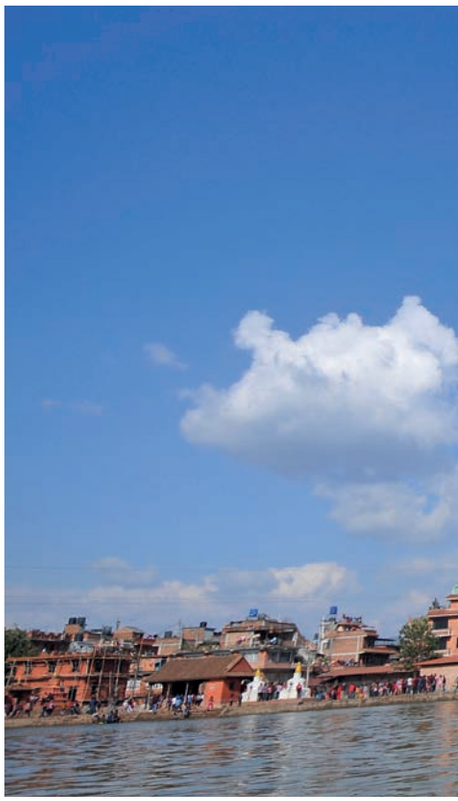
Huang said host institutions should consider introducing "targeted support mechanisms" – such as need-based scholarships, flexible work-study options and psychosocial support – "to ensure these students don't bear disproportionate burdens". He also advocated investment in branch campuses to help develop educational capacity within the "sending countries".

But when universities depend on international student revenue to underwrite their operations at home, it is hard for them to find the resources – or motivation – to shell out on branch campuses offshore. "The bind is very real, and it's not easily resolved," Huang conceded. But government or philanthropic co-funding can help, he said.

Some Japanese and Korean scholarship schemes are supported by public diplomacy or corporate social responsibility funds, he said. "These are not always large-scale, but they send an important signal and can be scaled over time. The goal isn't to ask universities to carry all the burden, but to help reposition the ethical treatment of international students as part of a broader ecosystem responsibility, where governments, industries and communities all have a stake."

For Australian migration expert Abul Rizvi, the most ethical thing universities can do is provide good education. That requires them to be extremely selective about the students they admit.

Rizvi, a former deputy secretary of the federal Department of Immigration, said Australia's post-Covid student surge stranded "a very large number" of people in "immigration limbo" as they applied for limited numbers of permanent residence places. Australia's low unemployment meant most were employed, "but…they're not getting particularly skilled jobs, and they're not finding a way through into the migration programme".



The situation would be different if universities accepted only academically gifted students with the equivalent of an Australian Tertiary Admission Rank of 80 or better, Rizvi said. "The odds are, if you got less than that, you will struggle to get a skilled job [or] permanent residence. You'll just get stuck in limbo, which is not good for you and it's not good for us."

Conversely, Australia can help "good students" by "giving them good-quality education. We can give them pathways to permanent

> "How much demand for international education would there be if the promise of work rights were removed?"

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NARAYAN MAHARJAN/NURPHOTO/GETTY IMAGES

residence in Australia [or] wherever they want to live in the world. Once you have a really good education, you've got lots of options."

Reliance on tuition fees makes it difficult for Australian universities to be very selective around international admissions, of course. But unless vice-chancellors "push good policy in this space, they'll just constantly be at war with the government – which is where they are at the moment, and that's not helping them or the government", Rizvi said.

Not that he approves of the "obscene" visa fee hikes with which the government has responded to mushrooming international student numbers, observing that "We're probably charging 10 times what [visa administration] actually costs," he said. "If you tried to do something like this [to] Aussies, there'd be an outcry."

Canberra gets away with it because visa fees are treated legally as a "tax" rather than a cost recovery measure – the legacy of a late 20th-century court battle over departure charges. But Rizvi said it was "entirely unethical" for the government to extract thousands of dollars from the citizens of low-income neighbours by charging exorbitant application fees.

"It's also bad policy, because a high visa application charge – contrary to what the government says – will more likely deter good students than ordinary students. Good students have options. They can go to different countries much more readily."

Murdoch University physicist Gerd Schröder-Turk said government and universities alike have been "seduced" by the "easy money" offered by international education, leaving them "oblivious" to the social implications. Nor are the students' motives entirely pure, he added. While there was "a convenient pretence" that the internationalisation of student bodies is about education, "both students and universities know that it's often not. How much demand for international education would there be if the promise of work rights were removed?"

Nevertheless, he questioned the ethics of overcharging international students – particularly those from economically struggling countries – for degrees to cross-subsidise activities of no benefit to them. "In institutions that trade in integrity and truth, an end can never justify an unethical means," Schröder-Turk said. "Universities need to take the moral high ground…I would like to see minutes of governing board meetings show evidence of consideration of these higher principles, rather than of mere revenue numbers."

However, Schröder-Turk's efforts to bring the potential pitfalls of such an approach to Murdoch's attention six years ago, when he was a member of the university's senate, did not go well. A bitter legal dispute resulted from his claim in an ABC TV investigation that the university was addressing its budgetary problems by accepting Indian students with inadequate English language capabilities, resulting in a wave of cheating and desperation. The action included an attempt by the university's then leaders to sue Schröder-Turk for financial damages.

He told *THE* that he recognised that university administrators were in a difficult position because they relied on international education income to pay for infrastructure, low-enrolment degrees and indirect research costs. But universities could help themselves by cutting down on wasteful practices, he said.

"A sense-check on inflated centralised budgets, overblown advertisement costs, costly research-only centres, bloated course portfolios and vanity building projects… would probably improve rather than lessen quality," he said.

So, he added, would stronger scrutiny of enrolment trends and what they might imply about integrity. Administrators should be particularly wary of spectacular increases in revenue from particular nationalities or a few courses, Schröder-Turk said: "If something looks too good to be true, it usually is."

That maxim is also applicable to students. Saentos, the Nepalese engineer, "wouldn't say I was exploited" in Australia, but was "definitely naive in thinking that being in a First World country would make it easy to immerse myself. I learned the hard way that immersing yourself in a new world can feel a lot like drowning – unless you figure out how to swim and adapt quickly."

Luckily for him, he did figure that out. "Some of the difficult and even nasty moments I had to endure weren't things I expected – but I guess that's life. You learn, adapt and move forward." And, as "someone who's always searching for creative experiences and ways to experiment", he would do it all again.

But would he recommend the "all right" Australian educational experience to others back in Nepal?

"Only if they're mentally prepared for the full experience," he said. "The highs and the lows." ●


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‘In tough times, we depend on others’

Deborah Prentice, Cambridge’s 347th vice-chancellor, has no plans to tear up tradition as she seeks to turn the UK government’s hopes for the Oxford-Cambridge Growth Corridor into reality, she tells Jack Grove

With multimillion-pound donations and highly profitable publishing and examinations arms pushing its endowment above £4 billion, the University of Cambridge is viewed enviously by most higher education leaders. Yet the institution’s current vice-chancellor, Deborah Prentice, might be forgiven for viewing things slightly differently, having arrived almost two years ago from Princeton University, whose endowment stands at a whopping $34 billion (£25 billion) – higher on a per-undergraduate basis than Harvard’s much-contested fund even before the latter was targeted for huge funding cuts by the Trump administration.

Prentice, who spent her entire academic career at Princeton before becoming provost in 2017, is at pains to stress that she recognises Cambridge’s privileged position within a UK higher education landscape beset by financial challenges. “We are not in the same financial position as most of the sector because we have different sources of income,” she reflected, speaking to *Times Higher Education* in her walnut-panelled office next to Cambridge’s Senate House.

But Cambridge is not entirely immune to the effects of stagnating tuition fees and research funding. In the 2024-25 financial year, the university’s operating deficit widened to £100 million (from £75 million the previous year), according to its latest financial accounts, and while the executive insists that this is manageable given Cambridge’s plentiful income streams, an internal scrutiny panel has called for clearer direction on how the funding gap (costed at £53 million using a different calculation) will be closed.

At the same time, the university is being urged in some quarters to do more to relieve the pressures on Cambridge’s myriad early-career researchers, who struggle to afford the city’s sky-high rents or to get a mortgage given their temporary employment status. More permanent research and teaching posts have been called for, along with improved pay for the postgraduates and visiting academics who help supervise its undergraduates.

One unexpected new strain on Cambridge’s finances is the government’s proposed levy on international student fees, which brought in £191.7 million for the university in 2024-25 – 14 per cent of its £1.4 billion income. If a rumoured 6 per cent levy was imposed and Cambridge did not increase fees, the policy would cost the university about £11.5 million annually, based on last year’s income.

“It was a surprise,” reflected Prentice on the proposal, which was included in an immigration White Paper that also outlined plans to reduce the length of employment permitted on a UK graduate visa to 18 months. “We depend on being able to bring talent from every corner of the world, and those people are critical to our success and the UK’s success. Anything that challenges that [mobility] is difficult – there are already a


UNIVERSITY OF CAMBRIDGE


PA IMAGES/ALAMY

number of financial stresses and this would be another one."

But she is non-committal about whether Cambridge would protect its income by raising international undergraduate fees that, for 2025 entry, stand at £41,124 a year for science-based courses and £70,554 for medicine. "I don't know what we'd do," she said. International fees are "getting expensive, and we are sensitive to that. We will see what happens."

Arguably a bigger financial headache for Cambridge is the current domestic tuition fee. This autumn, the maximum tuition fee rose for the first time since 2017 to £9,535 a year, up from £9,250, but university leaders note this increase does little to cover the true costs of teaching, which Universities UK estimates is between £12,000 and £13,000 a year on average. Cambridge's loss on its undergraduate teaching is much higher, however; the cost of teaching a student in the tutorial system is likely to be somewhere between £23,000 and £27,000 a year on average based on an inflation-uprated figure of £18,000, the estimate calculated in 2016.


CHRIS RADBURN/AFP/GETTY IMAGES

With Cambridge and others losing so much money on their undergraduate teaching, some have argued that higher fees for certain UK research universities are the only answer, potentially decoupled from state loans. Prentice is unconvinced that this is the right course, however. "I cannot imagine that here," she said.

For one thing, Prentice argues that the idea of different fees for different universities would harm the cohesiveness of the UK sector. "The market logic is clear [that Cambridge could apply higher fees] but we are very close to our peers in the sector – all those decisions that we make on undergraduate fees and staff salaries…are very joined up," she said. And that cohesiveness, overseen by the pan-sectoral representative body, Universities UK, is a "huge strength", she believes, in comparison with the "very heterogeneous" and atomised US higher education landscape.

"In tough times, we depend on those other institutions so we wouldn't make decisions for our interests alone," she said.

The interests of students from all backgrounds also inform Prentice's thinking on fees. Unusually for an Oxbridge vice-chancellor, she has visited many state schools across the UK on an outreach tour, including to so-called higher education cold spots to encourage potential applicants: "There is talent there and we're not [currently] getting it." But she worries that her efforts to widen participation would be undermined by higher fees.

But widening participation is also held back by Cambridge's relatively low number of undergraduate admissions, which are controlled by its 31 separate colleges. Indeed, while proportional admission of state school undergraduates is increasing at some colleges, their overall numbers are not necessarily going up, owing to reduced overall admission of UK students. The trend for admitting more higher-paying international students instead was recently noted by Conservative education spokesman Neil O'Brien.

So might imposing higher fees on wealthier domestic students, as happens at Princeton, help to persuade the colleges to expand admissions, including those from under-represented backgrounds?

"I don't think we need a huge expansion to provide opportunity across the country," countered Prentice, noting "modest increases" in enrolments at some colleges.

Prentice has also been busy in recent months welcoming "half a dozen" government ministers to the research facilities that the Labour government hopes will spearhead its drive for economic growth. Those visitors included Treasury minister Spencer Livermore, who opened the Ray Dolby Centre, the new home of the physics department's fabled Cavendish Laboratory, chancellor of the Duchy of Lancaster Pat McFadden, who visited the university's supercomputer, science secretary Peter Kyle, AI minister Feryal Clark and science minister Patrick Vallance.

Vallance has championed the Oxford-Cambridge "growth cor-

> "We depend on being able to bring talent from every corner of the world, and those people are critical to our success. Anything that challenges that [mobility] is difficult"


WANGKUN JIA/ALAMY

ridor", the 66 mile-long swathe of Middle England where a significant number of the 1.5 million homes planned for the UK by 2030 will be built to support the area's life sciences and green technology industries. For Prentice, the initiative could usefully look to Kendall Square – the innovation hub in the other Cambridge, in Massachusetts, which was transformed, with considerable input from Harvard University and the Massachusetts Institute of Technology, from a derelict industrial wasteland into a thriving biomedical quarter (pictured above).

Cambridge's own biotech scene is already Europe's largest, estimated to turn over about £7 billion a year. But Prentice is clear that the arc as a whole has some distance to go to reach Kendall Square heights – a district that employs some 35,000 people directly, plus many thousands more in related academic, financial and professional service jobs.

"We think we are where Kendall Square was in 2000, maybe 2010. But that is what the Oxford-Cambridge Arc could be," she said. "We have the high research intensity, but we are still relatively small – there is the opportunity to bring in more multinationals but also have the endless co-creation spaces and labs."

In addition, a Cambridge-Oxford "co-branded" initiative, similar to MIT and Harvard's biomedically focused Broad Institute, could also be on the cards, she suggested. "We've not graduated to that level, but we could do it – having Cambridge and Oxford working together could be very promising," she said.

The idea of better connecting up Oxford and Cambridge – previously known as the Oxford-Cambridge Arc – has been around for many years. But Prentice is confident that Labour's economic focus, reflected in the new "Growth Corridor" name – will finally see some serious government money put into realising the aspiration; she would be "surprised if we get nothing" in next month's spending review.

Either way, Prentice is keen to ensure that the next phase of Cambridge's development is managed better than the expansion of recent years, which has seen many young researchers priced out of the city by higher-earning computer programmers and biotech employees, forcing them to commute from far-flung villages on the city's congested roads. With the previous Conservative administration stating its desire for Cambridge to double in size by adding 150,000 extra homes on its outskirts, concerns over traffic and water shortages have been regularly discussed in the city, which was regarded until the 1990s as little more than an attractive East Anglian market town, albeit with a famous university.

"We are keen to make sure the next phase of Cambridge's growth corrects some of the recent growth which was largely unplanned – it's a huge issue for us," Prentice says, noting that she is in regular contact with former Homes England boss Peter Freeman, now chair of the Cambridge Growth Company, on how new homes can be delivered. "Inequality in the city is something that concerns us, particularly as it makes it harder to bring outstanding people into the city," she added.

Ultimately, she is determined to show Cambridge residents "why it is great to live in this environment", with a world-class university on their doorstep. "The right questions to ask" in that regard include "How does it make your healthcare better or the education in your school better?" The university's planned specialist children's hospital, due to begin construction next year, is a good example of the university's local impact, she added.

Local impact and widening participation might be thought to be unlikely focuses from a leader whose recruitment as a complete outsider – despite her widely accepted achievements at Princeton – was not appreciated by everyone within Cambridge's complex academic ecosystem. Her predecessor, Canadian legal scholar Stephen Toope, fell foul of dons over freedom of speech guidelines mandating "respectful" dialogue and a quickly-abandoned website allowing anonymous reporting of "microaggressions", while New Zealander John Hood riled academics at Oxford with proposed governance reforms in 2006 while he was vice-chancellor.

Prentice takes a conciliatory tone regarding Cambridge's traditions, professing that she "loves the college system", even while noting that it entails a "super-decentralised" decision-making structure that contrasts sharply with the "centralised" governance system she was used to at Princeton. That said, she is overseeing changes to the way cross-subsidies flow around the Cambridge system to encourage schools to take more responsibility for keeping operating deficits in check. This, she claims, will "enable us to bring down costs and pursue revenue enhancement". Schools "could expand, but it would be on the basis of academic opportunity" rather than budget concerns. And while the schools have been asked to make efficiency savings of 5 per cent by the end of 2025-26, there will be "no secret second stage" of cost-cutting, she insists.

Prentice has kept a fairly low profile since her arrival in July 2023, particularly compared with her Oxford counterpart Irene Tracey. Recruited around the same time from within Oxford, Tracey soon authored a well-received government report on spin-outs and has become a familiar face on parliamentary select committees; she even guest-edited BBC Radio 4 *Today*'s programme before Christmas. But with the government's high hopes for the Oxbridge corridor and the sector's financial travails starting to bite even at its two august termini, it seems likely that we will be hearing more from Cambridge's 347th vice-chancellor in the coming months and years. ●

> "We have the high research intensity, but we are still relatively small – there is the opportunity to bring in more multinationals"

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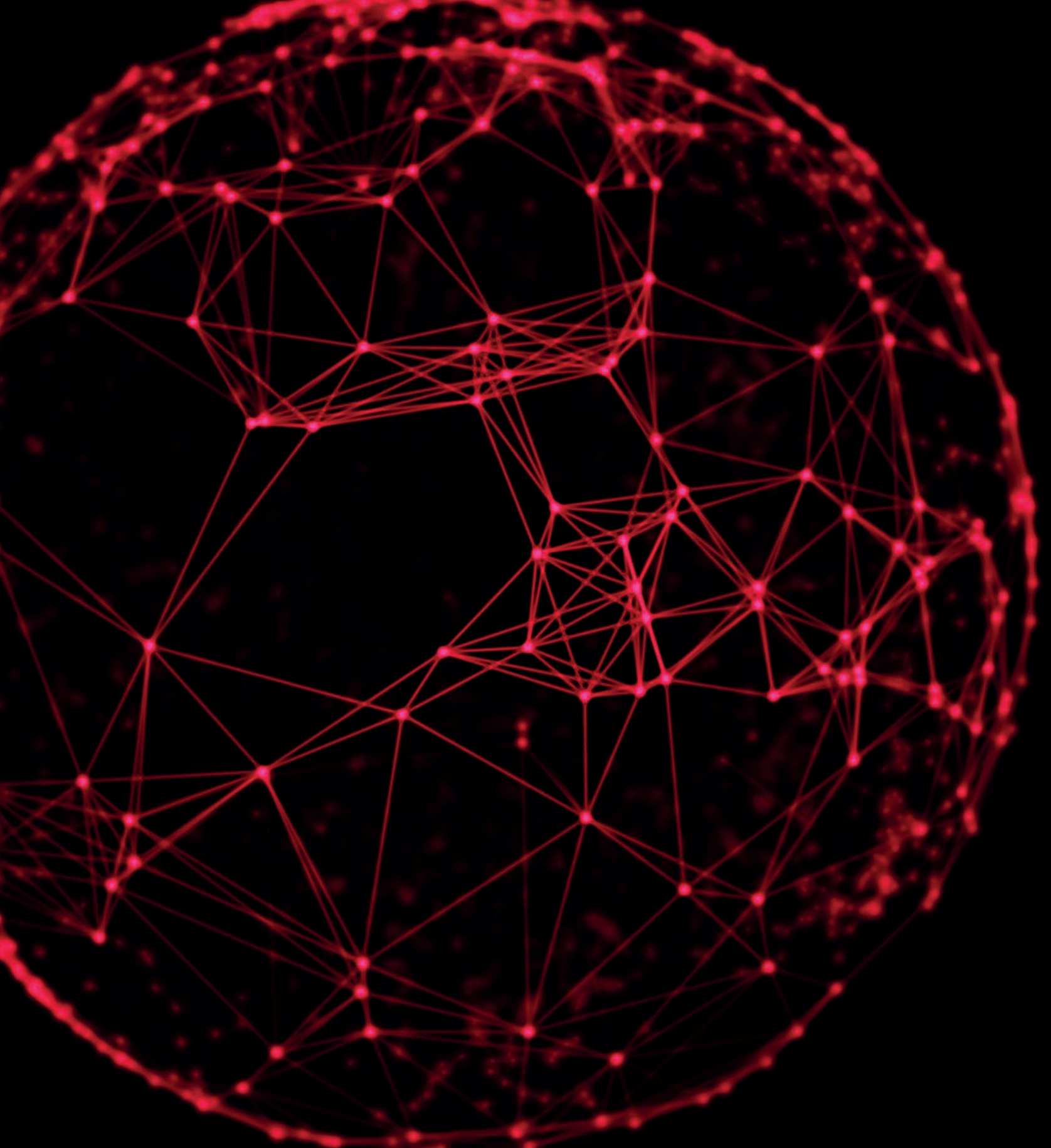

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‘New blood needed’

Incoming McMaster head Susan Tighe tells Patrick Jack that a record number of female v-cs in Canada represents ‘important change’

“New ideas and new blood” are needed to weather Canadian higher education’s many challenges, according to the incoming head of McMaster University who is part of a record number of female leaders being appointed at top institutions.

Susan Tighe started as president and vice-chancellor of McMaster on 1 July – the same day that Marie-Eve Sylvestre took charge at the University of Ottawa and Melanie Woodin became the first female president in the University of Toronto’s 200-year history.

Alongside Kim Brooks at Dalhousie University and Sophie D’Amours at Université Laval, a record five leaders of Canada’s prestigious U15 group of research-intensive universities are women.

Tighe, who is only the second female leader in the Ontario university’s history, said she was delighted to be among the growing number of female leaders worldwide.

“I think diversity comes in many ways, and gender is one of those areas, but it comes also in terms of skill set, experience and background,” she said. “We have more work to do…[but] it’s a great start.”

Her appointment is also part of a widespread change in leadership in higher education post-Covid.

“Covid really shook us all up for many reasons – personally, professionally, and [for] a highly-functioning modern university you can’t operate it the same way you did pre-Covid,” added Tighe.

“We’re seeing a lot of change, and I think that’s important because the university sector is changing, and we need new ideas and new blood.”

Tighe, a professor of civil engineering who has been a professional engineer since 1995, said her career to date brings a “unique perspective” to higher education leadership – one that can help her university become more “flexible and agile”.

“The academy moves really slowly. We’re this massive ship that takes a decade to turn,” she said. “Because of these complexities in the world, we need to be a place to help people and societies solve problems, and we can only do that if we’re a little nimbler and we can pivot a little quicker.”

Since the Liberal Party’s unlikely victory in the election earlier this year, many within higher education have urged prime minister Mark Carney to rethink the international student caps put in place by his predecessor.

The caps have caused widespread damage across parts of the sector, particularly at institutions that had rapidly increased their overseas student numbers, but Tighe said McMaster had been mostly untouched by the fallout.

“We have tried to take the approach of acting responsibly, and really only modestly increasing the number of international students over a number of years, so the caps are impacting us only slightly.”

Overall, Tighe, who previously served as provost at McMaster, said she felt quite positive about the work of the new federal government so far.

One of Carney’s main priorities has been containing the damage of a trade war with the US. Meanwhile, Canadian institutions have been making the most of the chaos south of the border to recruit top academics.

McMaster is also relatively unusual among Canadian universities in that it is operating a surplus. This means it has been able to capitalise when some “high-profile researchers” from the US have approached the institution.

However, just like her attitude towards recruiting international students, Tighe said she would be taking a cautious approach to help McMaster recruit “the next set of stars”.

“I would say we’re being strategic about it – it’s not a one-size-fits-all. It’s not like you open the dam here and all the water comes rushing out.” ●

> “We need to be a place to help people and societies solve problems, and we can only do that if we’re a little nimbler”

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Thinking differently

Being the odd one out from a merger makes it 'easier to differentiate', while conferring the 'mantle of seniority', says vice-chancellor. John Ross reports

Being the third wheel to a celebrated marriage might make some feel small. For the boss of Flinders University, it means his institution has "come of age".

"We're about to become the oldest university in the state," said vice-chancellor Colin Stirling. "We'll have to wear that mantle of seniority."

Flinders' establishment in 1966 came almost a century after the 1874 formation of the University of Adelaide – Australia's third oldest – and 25 years before the arrival of the University of South Australia (UniSA), which soon became the state's biggest. Now, the venerated elder and the plus-sized upstart are joining forces in one of the biggest university mergers in global history.

The fledgling Adelaide University, which became a legislated entity in 2024, formally absorbed staff from the two constituent institutions in May and will commence classes next February.

But Flinders never entertained the notion of joining its cross-town rivals. "Good luck to them," Stirling said. "We're focused completely on our own strategy. We were kind of born to be a bit of a rebel [and] always have done things a little bit differently. Students need choice. We'll make ourselves a very, very strong choice. It's…easier to differentiate ourselves from one institution than from two rather different ones."

Flinders has been differentiating itself for more than half a century. In 1974, it opened Australia's first medical school wholly embedded in a teaching hospital. It broke the mould again in 1996, launching Australia's first four-year graduate-entry medical programme.

"People…tell me they got a chance at Flinders when they couldn't get into any other university because they were two or three years too old," Stirling said. "Flinders has always been a place that has opened its doors to people with talent and given them an opportunity. We've always had a real focus on equity and students and their success."

The university claimed joint 21st place overall in *Times Higher Education*'s Impact Rankings and was ranked second in the world for its efforts to reduce inequality. It also scores highly for equity in Department of Education statistics. Some 23 per cent of its domestic students come from the most disadvantaged quartile of neighbourhoods – well above the sector average of less than 17 per cent.

But UniSA does better, at 26 per cent. Stirling said that was partly because of geography. Flinders is located in Adelaide's relatively affluent south, while UniSA's campuses in the central business district and suburban Mawson Lakes are much closer to northern hubs like Elizabeth and Salisbury, which rank among Australia's most disadvantaged neighbourhoods.

Stirling said 45 per cent of students at Flinders' new city campus, which opened in early 2024, came from low socio-economic districts. "We knew that…students from the northern suburbs were interested in coming to us, but when they looked at how they were going to get to us, it was all too hard. They're now coming because we're in a convenient location. A new demographic has access to Flinders."

He credited the new campus for "massive" 14 per cent growth in Flinders' domestic commencements this year. "Perhaps we're taking a slice of someone else's pie, but we're also growing the pie. The northern suburbs…have the lowest participation rates."

According to the latest available statistics, Flinders also enrols more postgraduate students than any other South Australian university. It earns more money from competitive research grants than any Australian institution outside the Group of Eight research-intensive universities. And the proportion of its revenue that comes from competitive research grants is the second highest in the sector.

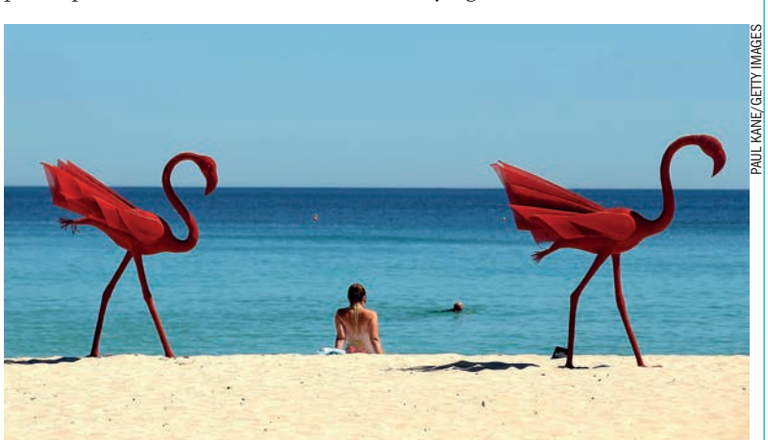
Flinders also earned equal fifth place for gender equality in the Impact Rankings. Stirling said both professors and senior professional staff were evenly split on gender lines. "We've had a real focus on ensuring…that women, in particular, are being considered for and getting put forward for promotions."

The university takes the same approach with students. Flinders' STEM Enrichment Academy drafts hundreds of schoolgirls from all over South Australia and the Northern Territory for intensive workshops led by female engineers and scientists.

Stirling said young women's reluctance to study STEM at school was denying them opportunities in a state likely to be the epicentre of Australia's future submarine programme.

"A hundred per cent of our engineering graduates get a job straight away," he said. "If they're all men, well, there's another element of gender inequity. High-paying, lucrative jobs – and not enough women have access to them because they're not studying STEM in school." ●

> "We're focused completely on our own strategy. We always have done things a little bit differently"



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Reaching for the SKY

South Korean private university pivots to graduate and international students as entire sector threatened by low birth rate, writes Helen Packer

For young people in South Korea, attending a SKY university can shape the trajectory of their entire lives.

A coveted place at Seoul National University (SNU), Korea University (KU) or Yonsei University (YU) – the country's top three universities, known collectively as SKY – can mean access to the best jobs and elite social status.

Jinsang Kim, president of Kyung Hee University, is keen to see his institution, which is ranked joint eighth in the country, reach the same level of prestige. While it might sound fanciful, it's not just an idea but a timestamped plan.

"Our school wants to go to the top level…in four years," he told *Times Higher Education*.

But it won't be easy. Getting there means "changing all the things," he said. "I try to rethink and redesign and react. That's my three keywords to achieve that goal."

Since taking the helm of the private institution last year, Kim has established an "aggressive" plan to improve the university's performance.

"We have focused on data-driven, scientific management," he said, including launching a digital transformation initiative across the university and a new centre that collects and analyses university data to "support effective policymaking".

For Korea's private universities, being the best may be the only way to survive. With the lowest birth rate in the world, the university-age population is shrinking and, without enough students, institutions have begun to close down.

While Kyung Hee University may be far removed from the troubles seen at some small rural institutions – with about 34,000 students and three campuses, all in the greater Seoul region, it is more on par with SKY institutions in enrolment terms – the demographic challenges pose a threat to the entire sector.

"This is more than a temporary crisis," said Kim, describing it as a "fundamental turning point" for the higher education sector.

To cope with the declining population, the university plans to grow the number of graduate and international students it enrols "to conduct research at the highest level".

The institution is also increasingly focusing on lifelong learning, introducing customised programmes for working professionals and retirees, as well as expanding online degrees.

"We do not view this challenge as a short-term issue to be managed," Kim said. "Instead, we see it as an opportunity for structural innovation and long-term transformation."

The university is also launching new departments in "emerging strategic fields", including AI, space exploration and smart farming.

In 2024, Kyung Hee established a department of semiconductor engineering, offering courses focused on analogue and digital circuit design. It comes as South Korea vies for dominance in the global semiconductor race, with the government investing heavily in this area.

At universities, places on semiconductor courses are becoming increasingly competitive as the industry grows. In the first year, there were 18 applicants for every spot on Kyung Hee's new programmes.

The jewel in the country's technology crown is Samsung, a global leader in the industry and the world's largest semiconductor vendor.

In South Korea, every engineering student "wants to [work at] Samsung" when they graduate, said Kim, whose own discipline is electronic engineering.

Kyung Hee, therefore, boasts a special appeal to ambitious students; the institution's Yongin campus is next door to one of Samsung's semiconductor development hubs.

In 2024, the company received planning permission to expand there, making the region central to the giant's operations.

"We have a very good environment to collaborate with the semiconductor industry," Kim said. "We are there at the centre of this hub. Location wise, our university is the best." ●

> "Getting to the top level means changing all the things"

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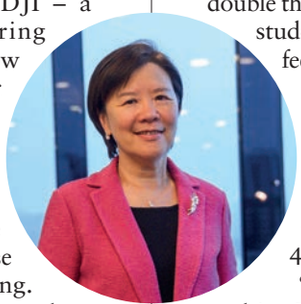
Strategically scaling up

Innovation cluster, new medical school and cautious growth of non-local student numbers high on agenda of HKUST president. Helen Packer writes

Just as Mark Zuckerberg, as the lore goes, founded Facebook and catalysed the social media revolution from an American dorm room, one of Hong Kong's greatest commercial success stories in recent years has a similar origin story.

It was in his student accommodation at the Hong Kong University of Science and Technology (HKUST) that Frank Wang built a prototype of a drone, the first step towards founding DJI – a drone manufacturing company that now holds about 75 per cent of the civilian drone market share.



For Nancy Ip (pictured inset), president of HKUST since 2022, stories like these are just the beginning. The university is currently developing InnoBay – a project she describes as the region's own version of Kendall Square, a cluster of technology companies near the Massachusetts Institute of Technology, or even Silicon Valley.

The initiative will see HKUST establish a local cluster linking students, researchers and industry.

"It's approved and we just have to raise funds," she said, adding that the university is in discussions with companies to set up joint laboratories in the region.

Diversifying income streams has moved up the priority list of Hong Kong's institutions in recent years, with the government facing a fiscal deficit and the region's historically well-funded universities beginning to feel the impact.

In the city's February budget, the finance secretary cut planned spending on higher education by 2 per cent, and, in an unusual move, asked universities to return some of the reserves they have built up recently.

For the most part, university leaders took the news graciously. In a statement released after the announcement, Ip said she "understood the challenges" facing society and promised to "adhere to the principle of fiscal prudence and strive to increase revenue and reduce expenditure".

While Hong Kong's universities are still far from close to the financial precarity of their counterparts in countries such as the UK and Australia, the government has also made concessions to help them shore up their sustainability. Most recently, tuition fees were increased for the first time in 27 years, while, in 2024, universities were permitted to admit double the number of non-local students, who pay higher fees than local ones.

Currently, HKUST's student population is made up of about 36 per cent non-local students, just under the government's 40 per cent ceiling.

"We are going to reach this [cap] in a phased approach, in part because we need to make sure we have campus housing for our non-local students," Ip said, adding that the university is on track to hit the limit "next year".

"Depending on the students' quality, the government may allow us to take in even more," she said.

While non-local student demand is growing – a trend actively encouraged by Hong Kong's institutions – much of this is coming from mainland China.

"From day one we said, for non-local students, we want to keep a balanced grouping," Ip said. "So we want roughly half from mainland and the other half from outside. The way we look at it is that we need to provide diversity."

Geopolitical tensions, as well as immigration restrictions in more traditional anglophone study destinations, are thought to be driving Asian students to study closer to home, including those from mainland China as well as other major student markets like India.

Asked about competition with destinations such as the UK, Ip shrugged off the comparison. "It's a huge market," she said. She added that she has recently returned from London where she visited medical schools, following HKUST's application to establish the island's third such institution.

Ip and her team first proposed the idea in early 2024, but the university now faces competition from two other institutions in a government-led tender process. A neuroscientist herself, Ip insists that HKUST is best placed to contend with the widespread implications of artificial intelligence on healthcare and the opportunities that technology brings.

"What we want to do is to integrate technology with medicine," she said. "We think this is a very effective way to nurture doctors who…[are] not only excellent doctors but they also have this research mindset."

The university has a strong record of developing healthcare solutions with real-world applications. In 2021, for example, a HKUST researcher created a method of delivering drugs to the eyes through ultrasound-assisted diffusion, rather than the typical – and unpleasant – method of a needle to the eyeball.

"We need to have more innovative discovery in healthcare," Ip continued. "And so having this forward-looking medical school nurturing future-ready doctors, I think would have very positive impact…not only for Hong Kong but also for the nation and globally as well." ●

> "We want roughly half our students from the mainland and the other half from outside. We need to provide diversity"

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Evolving framework

Building a network to help universities address global challenges around sustainability is key to changes around our benchmarking, writes Phil Baty

Phil Baty
Chief global affairs officer,
Times Higher Education

> We are proud to have developed a trusted system that recognises and supports the vital role that universities play, all over the world, in helping make the world a better place for all

Hundreds of universities across the world are now confirming their participation in the newly relaunched *Times Higher Education* Sustainability Impact Ratings – the world's most comprehensive framework for evaluating and celebrating universities' deep social and economic impact.

The impact and sustainability rating system, which measures universities' progress towards the United Nations' Sustainable Development Goals (SDGs), is now underpinned by a new Sustainability Impact Network membership community, offering more support, more data insights and more opportunities to institutions to showcase their strengths in tackling the world's most pressing problems.

Subscribing university members of the network will gain exclusive entry into the Sustainability Impact Ratings system, alongside a range of other benefits including official certification of all rating results, access to performance benchmarking, exclusive access to webinars and a monthly membership newsletter, among other benefits. Harnessing the data – and the best practices it uncovers – to support peer-to-peer sharing and collaboration is vital to help deliver more successful universities and a more sustainable future for all.

Building the network allows us to co-create what happens next, with focused and engaged global consultation – in terms of the ratings themselves, and how they evolve to provide optimal metrics and insights, and in terms of how the global higher education sector responds to the UN Sustainable Development Agenda itself, as the 2030 deadline for the current SDGs looms.

Recognition of this framework as a rating system and network allows us to work with the community to consider, for example, moving to presenting the congested numerical score data in banded groups, not individually ranked places, or based on percentiles or performance classifications.

We are proud that the Impact Rankings, first published in 2019, provide universities worldwide with a comprehensive, independent and high-profile mechanism to articulate and demonstrate their progress to a wide range of stakeholders – not least prospective students – in addressing the world's grand challenges and the sustainability agenda. We are proud to have developed a trusted mechanism for institutions to benchmark against peers and to improve their performance, as well as to gain important international visibility for their valuable work and to enhance their reputation.

Most importantly, we are proud to have developed a trusted system that recognises and supports the vital role that universities play, all over the world, in helping make the world a better place for all.

The new Sustainability Impact Ratings – and network – locks in all those benefits and secures the stability and rigour of the exercise for the long term.

There are changes afoot for our World University Rankings too; we are simplifying our outputs, while retaining a diversity of measures and metrics.

I've always said that there's no such thing as a "correct" university ranking. Every ranking is based on subjective decisions made by the compilers: what eligibility criteria to use, what indicators to include, and what weight to give them, for example.

While we remain committed to the core principle that a diversity of universities in a diversity of contexts with a diversity of missions requires a diversity of measures and metrics, our new model will offer our wide range of users clarity and simplicity, will enable us to refocus on our core and deeply trusted rankings, and will make our humble contribution to calming the increasing noise and confusion in the wider, global rankings space, much of it beyond our control.

The World University Rankings remain at our core

The World University Rankings were launched in 2004 specifically for research-intensive, globally focused universities collaborating and attracting talent across international borders. The world ranking only includes universities with a track record of publishing research in recognised research journals, books and conference proceedings (at least 1,000 outputs over the past five years) and its metrics focus most on international research and reputation.

The core world ranking, based on a comprehensive and balanced range of 18 separate performance indicators, across teaching, research, knowledge transfer and international outlook, remains our flagship annual ranking of the world's leading research universities, with its 11 related subject-level rankings using the same broad methodology.

Regional derivatives with greater synergy

Our regional university rankings, which include the Asia University Rankings, Arab University Rankings and Latin America University Rankings, will continue to be published annually to provide deeper and richer regional context and regional analysis – but they will all become more direct derivatives of the overall world university rankings. As is already the case with the Asia rankings, they will now all use

PICTURES: GETTY IMAGES

the same dataset and broadly the same range of indicators as the overall world rankings. This provides greater synergy and clarity across the world ranking and the regional derivatives while allowing for a closer look at the relevant regional context and giving us the opportunity to go deeper into regions to rank more universities than in the overall world ranking.

The continued importance of our Academic Reputation Survey

The backbone of the world rankings and its regional derivatives is – and will continue to be – our annual Academic Reputation Survey, which makes up a significant proportion of the indicator weightings. This survey is the largest invitation-only, statistically representative academic reputation survey in the world, and it now collects about 50,000 statistically-representative responses from academics each year, giving us a vast database on the standing of thousands of universities worldwide, by subject and by region.

Moving forward, this rich and comprehensive reputation data will form the basis of all regional rankings as well as the overall world rankings. This means we will no longer distribute the separate annual Arab World Academic Reputation Survey as the Arab ranking is brought back directly into the world rankings framework. We will also discontinue the niche, stand-alone World Reputation Rankings, while retaining and enhancing all the rich insights we can provide from the continuing annual reputation survey.

And as our world university rankings allow users to filter the results for any country or group of countries they choose, the bespoke Sub-Saharan Africa University Rankings will be discontinued. The Young University Rankings and Online Learning Rankings will also be discontinued.

Our pioneering Interdisciplinary Science Rankings, developed in partnership with Schmidt Science Fellows, will continue to be an important part of our portfolio, sitting in their own niche under the world rankings umbrella of research-intensive universities.

We are confident that these changes will offer greater simplicity and clarity, while retaining the principle – with our world rankings portfolio sitting alongside our work on impact and sustainability – that a diversity of missions and context requires a diversity of measures and metrics. ●

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