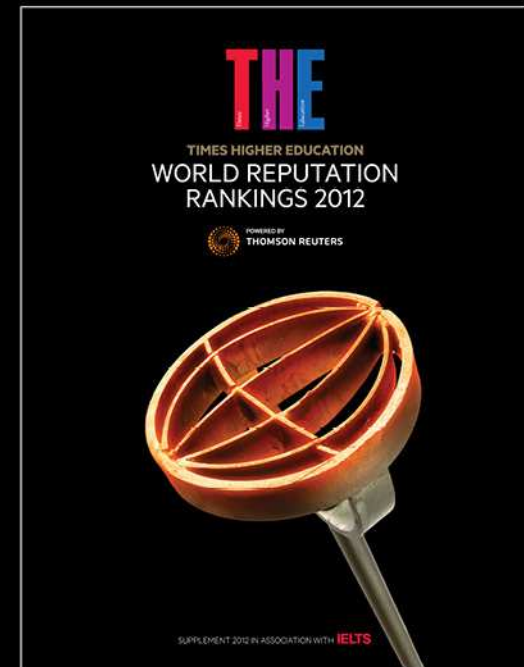
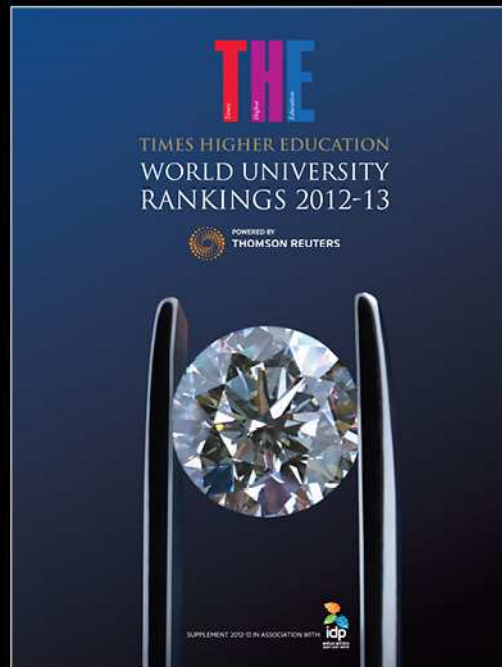
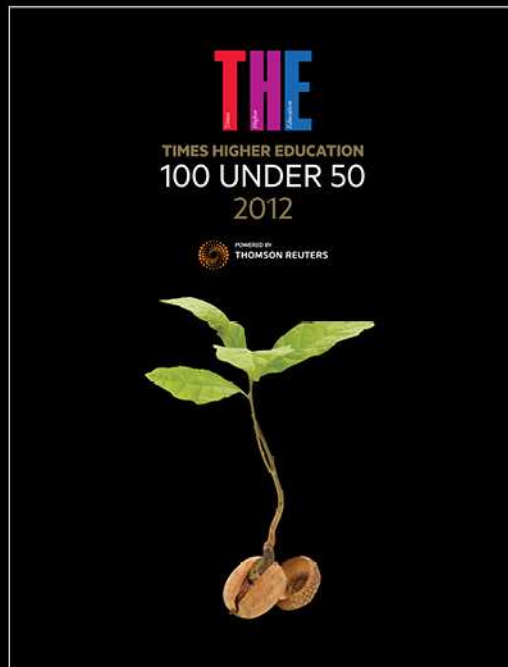


World University Rankings. Brussels



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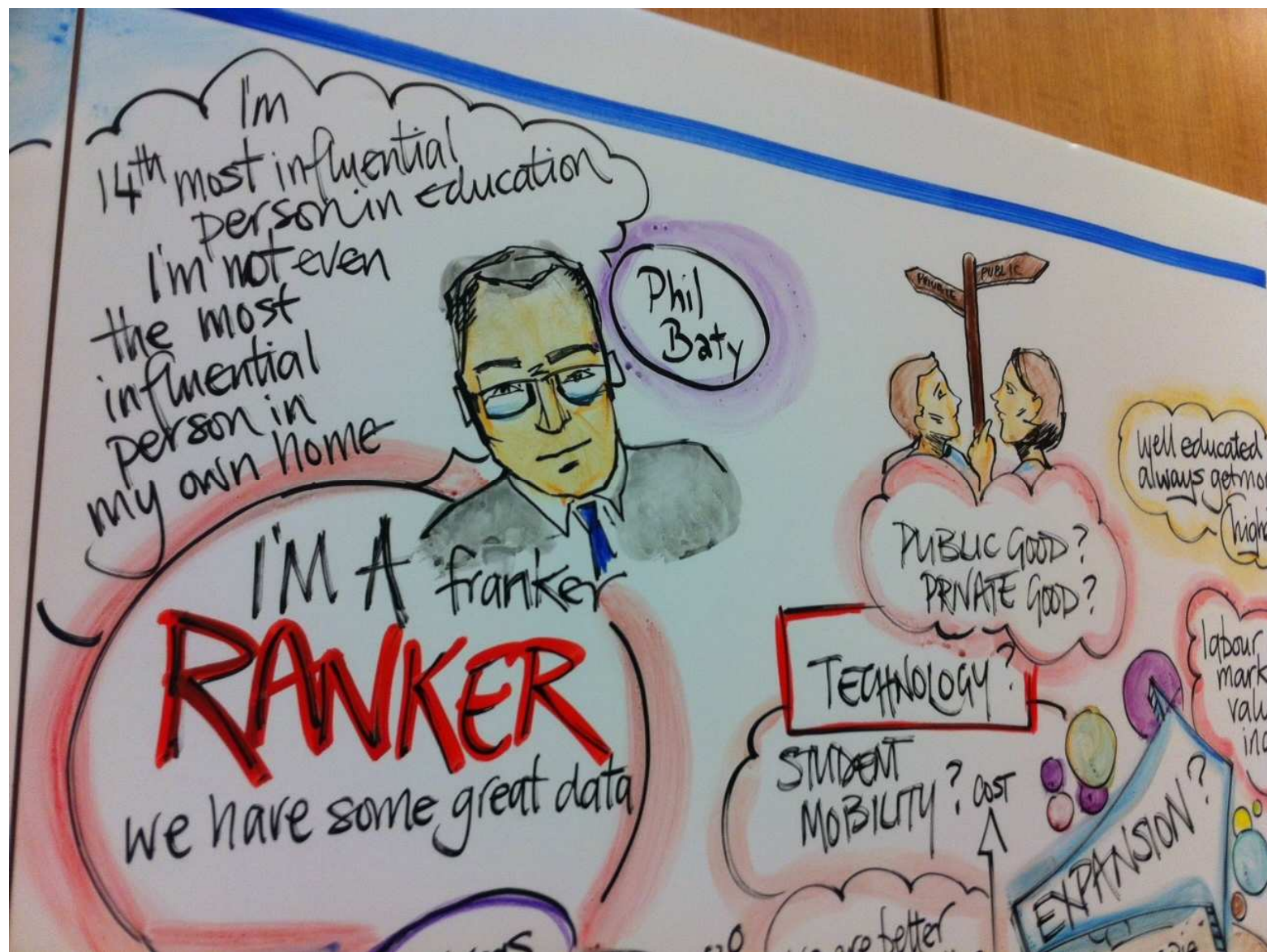


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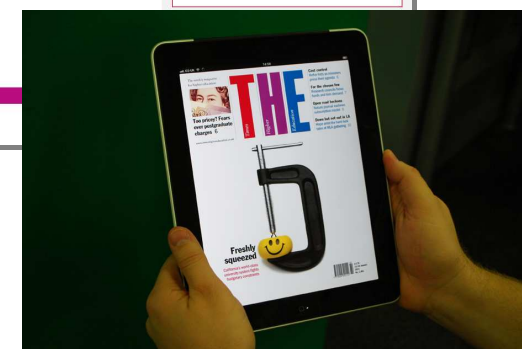
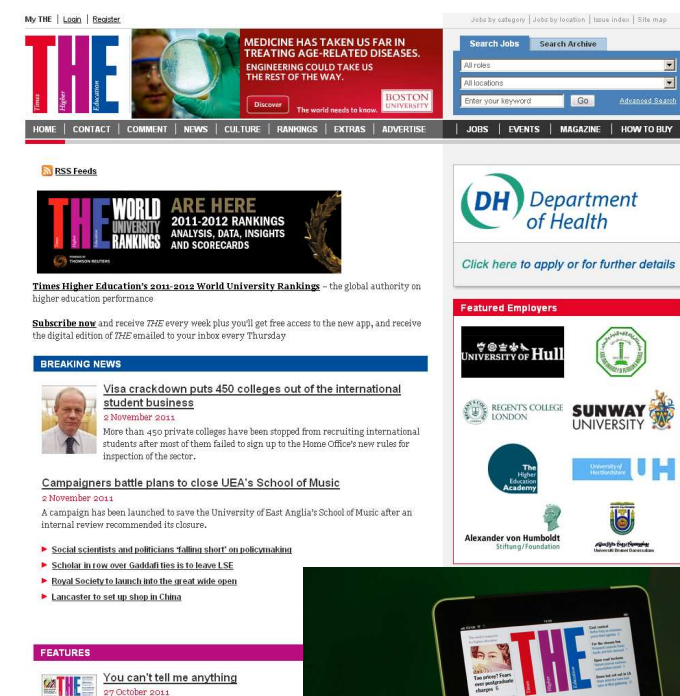
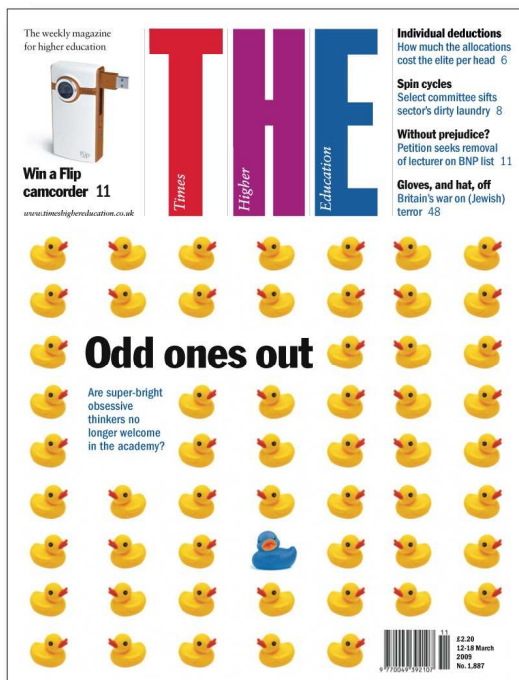
Phil Baty

Rankings Editor



Times Higher Education

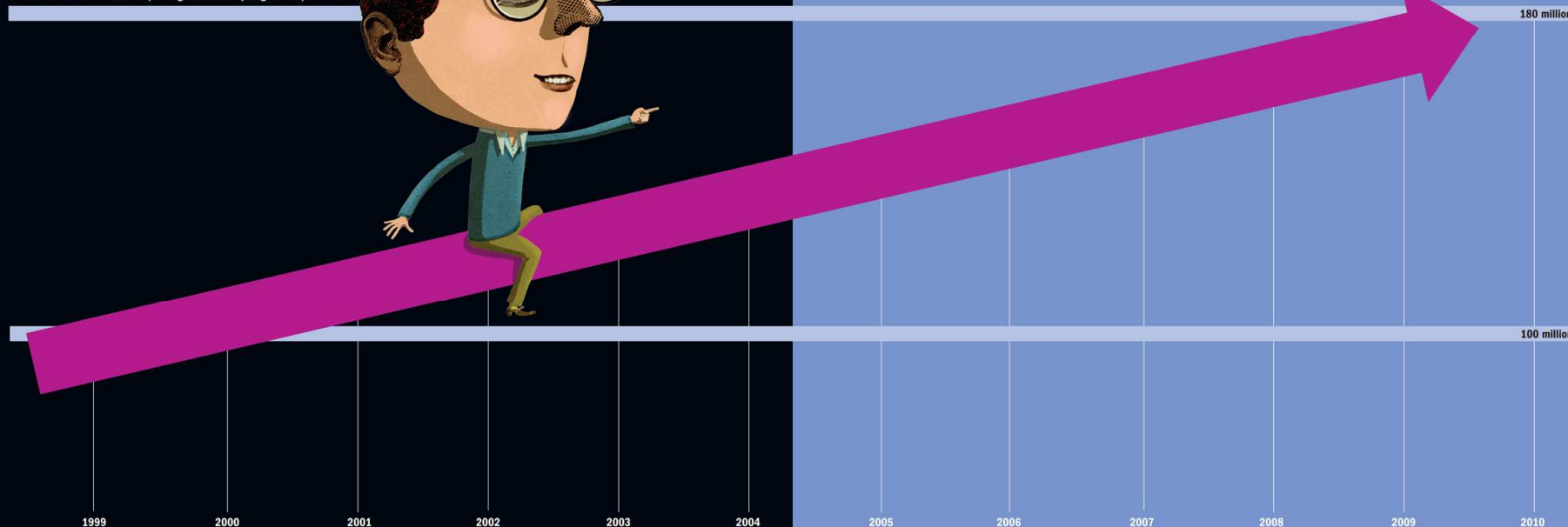
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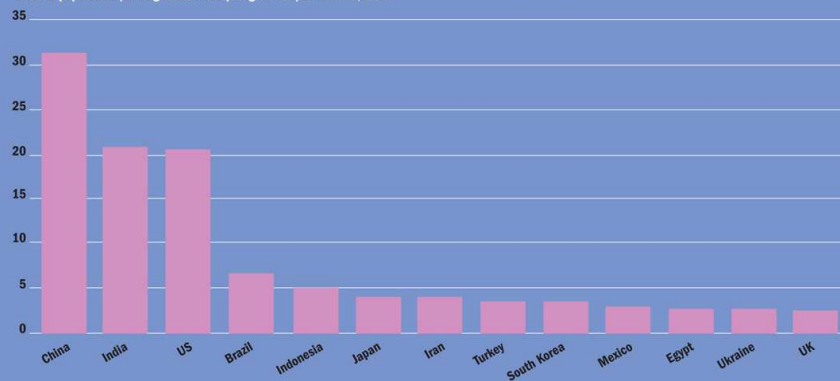
TSL Education



Growth in number of students (undergraduate and postgraduate) worldwide



Student population (undergraduate and postgraduate) in millions, 2010



Why Rank? Globalisation

4 million internationally mobile students – 7 million by 2020

Top 10 destinations for international students

Country	% market share 2010	% market share 2000	Change 2000-10 (percentage points)	International students as % of overall student population, 2010
US	16.6	22.9	-6.3	3.4
UK	13.0	10.8	2.2	16.0
Australia	6.6	5.1	1.5	21.2
Germany	6.4	9.0	-2.6	-
France	6.3	6.6	-0.3	-
Canada	4.7	4.6	0.1	6.6
Russia	3.9	2.0	1.9	-
Japan	3.4	3.2	0.2	3.4
Spain	2.4	1.2	1.2	3.0
China	1.8	1.8	0.0	-

Source: International Higher Education in Facts and Figures 2011 and 2012, UK Higher Education International Unit.



Why Rank? Globalisation

200+ branch campuses

40 per cent of research papers published by world top 200 universities are internationally co-authored



Why rank? Rankings perform a helpful function

“Rankings... encourage institutions to move beyond their internal conversations to participate in broader national and international discussions”

“Rankings... foster collaboration, such as research partnerships, student and faculty exchange programmes”

“Rankings prompt change in areas that directly improve student learning”



Why rank?

Rankings are "potentially useful in helping students choose an appropriate university"

Rankings "help by encouraging the collection and publication of reliable national data on higher education, as well as more informed policy making"

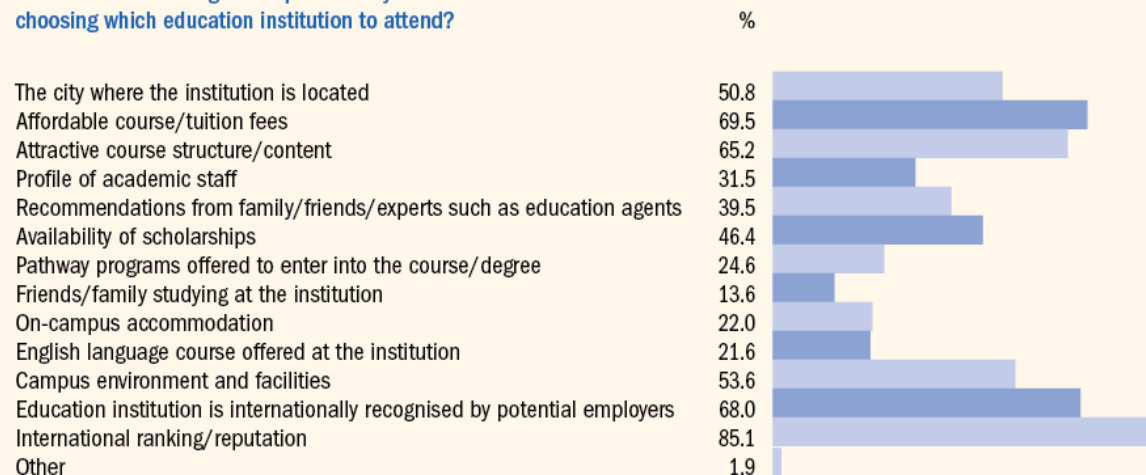
Rankings can "stimulate national debate and focused analysis... which in turn may lead to positive policy changes at system level"

Growing influence among students

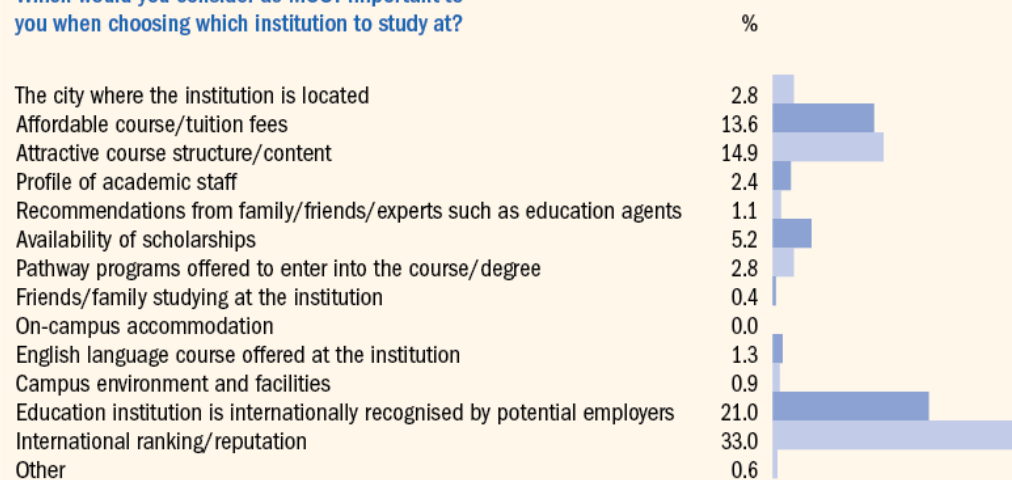


REPUTATION, REPUTATION, REPUTATION

Which of the following are important to you when choosing which education institution to attend?



Which would you consider as MOST important to you when choosing which institution to study at?



Growing influence...



Less social mobility in 'land of opportunity'
Obama's promise of the American dream stands in stark contrast to the reality of life in the US, writes Palesa Morudu



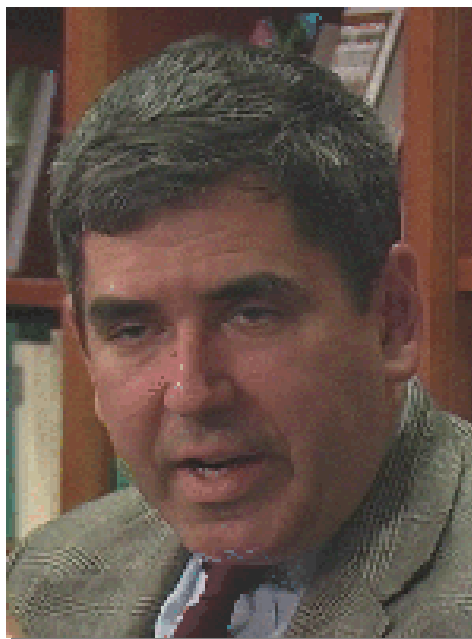
Opinion & Analysis

UCT's ranking shows African university can be world class

BY DANIE VISSER, NOVEMBER 09 2012, 05:15 | 1 COMMENT(S)



Rankings are not going away.



“Rankings are an unmistakable reflection of growing academic competition.. They seem destined to be a fixture on the global education scene for years to come. As they are *refined and improved*, they can and should play an important role in helping universities to get better.”

Times Higher Education's responsibility



“The responsibility weighs heavily on our shoulders. We are very much aware that national policies and multi-million pound decision are influenced by the rankings... We feel we have a duty to improve how we compile the rankings...

“We believe that universities deserve a rigorous, robust and transparent set of rankings – a serious tool for the sector, not just an annual curiosity.”

A new ranking system for a new era.

THE WORLD
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RANKINGS

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Times Higher Education editorial board's three major criticisms:

Citations data not normalised.

Staff student ratio a weak proxy

Too dependent on subjective opinion



What makes a great university?



The four key pillars:

Teaching



Knowledge
Transfer



Global
outlook



Research



Thomson Reuters' Stakeholder survey

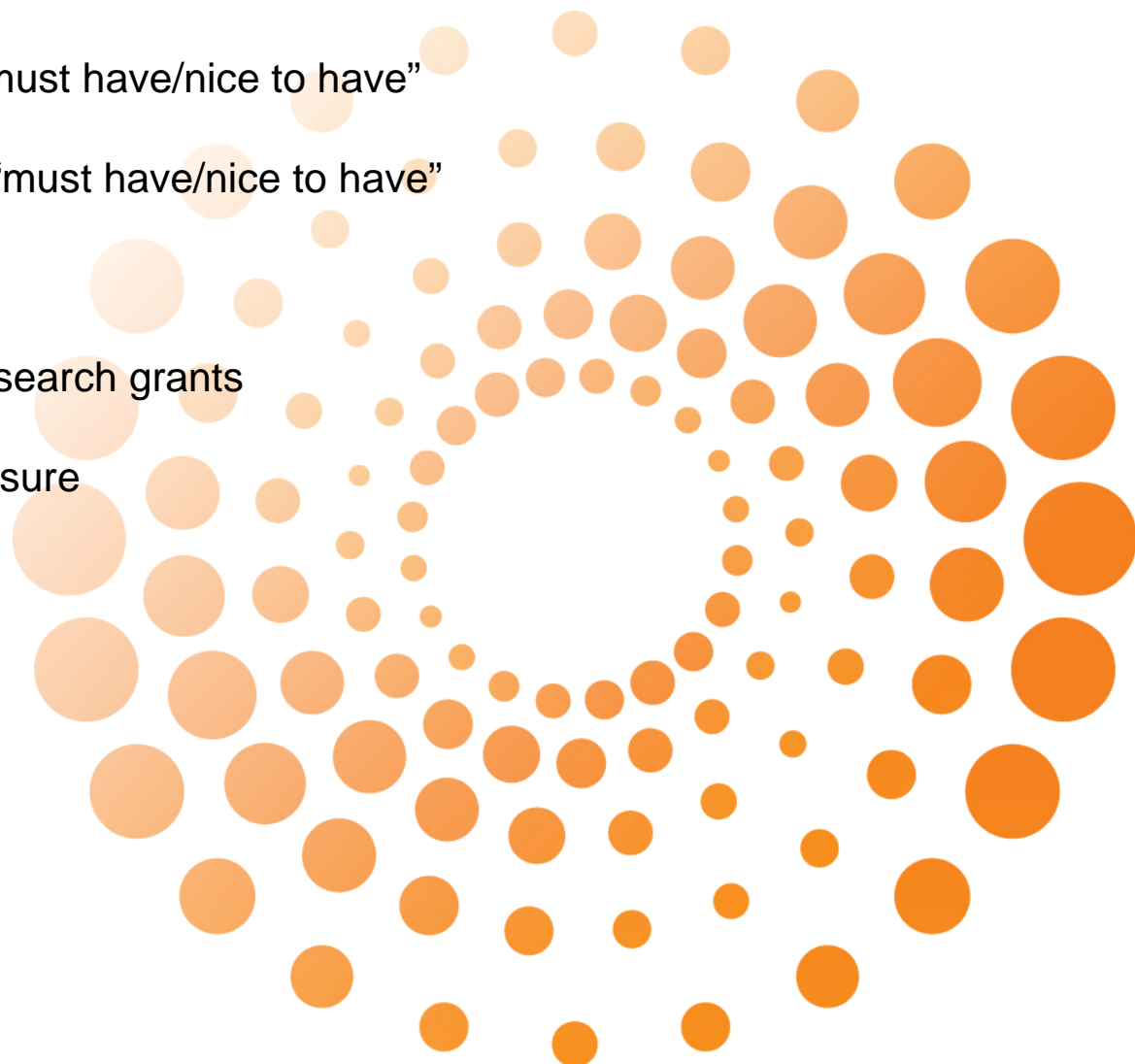
92% said faculty output (publications) was a “must have/nice to have”

91% said that faculty impact (citations) was a “must have/nice to have”

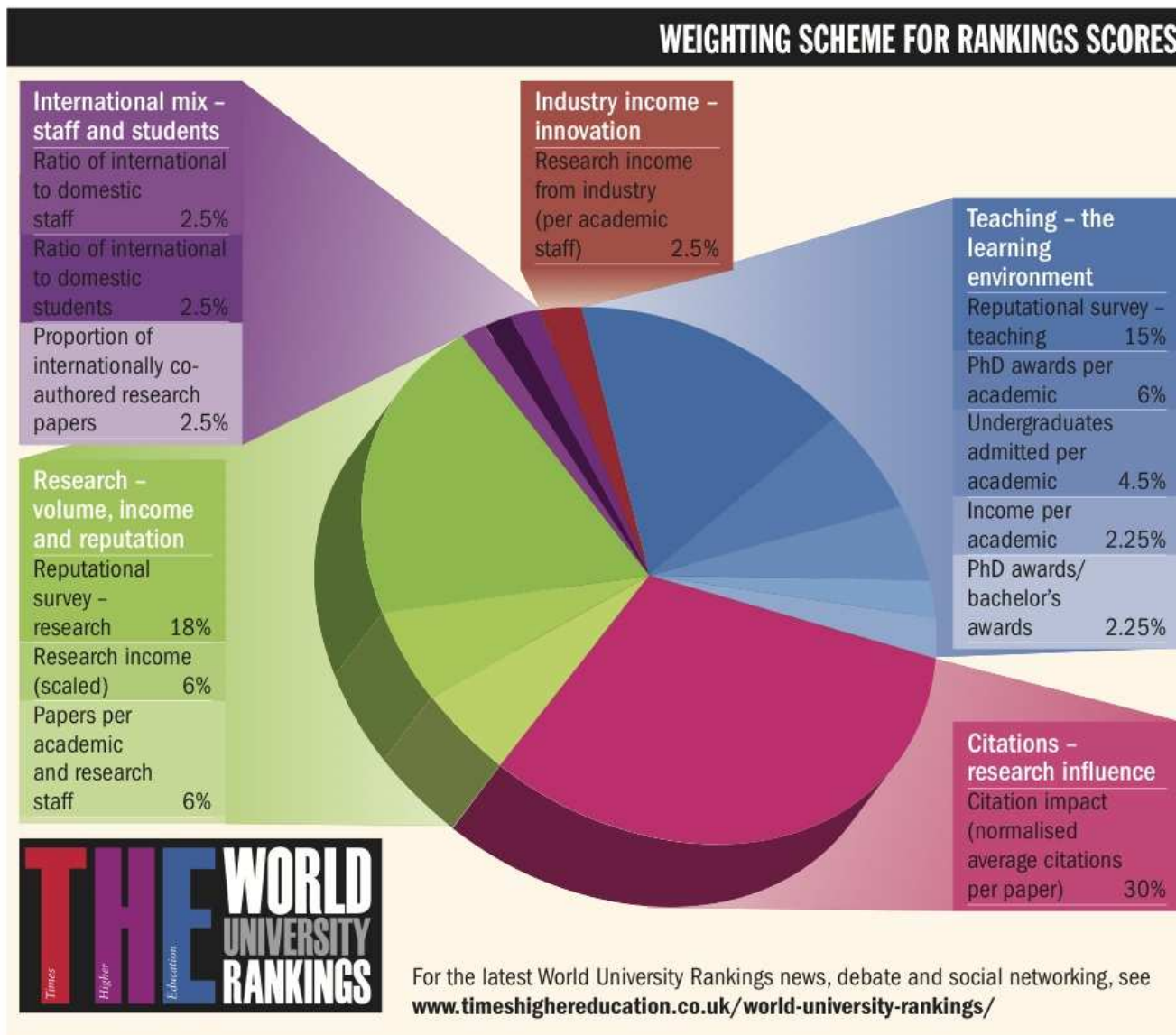
86% said they wanted faculty/student ratios

84% said they wanted data on income from research grants

79% said they wanted a peer “reputation” measure



World University Rankings: Methodology



Teaching – the learning environment (30 %)

Reputation survey – Teaching (15 %)

Staff-to-Student Ratio (4.5 %)

PhDs awarded/Undergraduate degrees awarded (2.25 %)

PhDs awarded/Academic staff (6 %)

Institutional income/Academic staff (2.25 %)



Teaching – the learning environment

“I welcome the way Times Higher Education is also trying to measure teaching and is recognising that that’s a crucial part of the university experience.”

David Willetts, *UK universities and science minister*



International Outlook – staff, students and research (7.5 %)

International students/total students (2.5 %)

International academic staff/total academic staff (2.5 %)

Scholarly papers with at least one international author/Total scholarly papers (2.5 %)



Industry income – innovation (2.5%)

Research income from industry/Academic Staff (2.5 %)

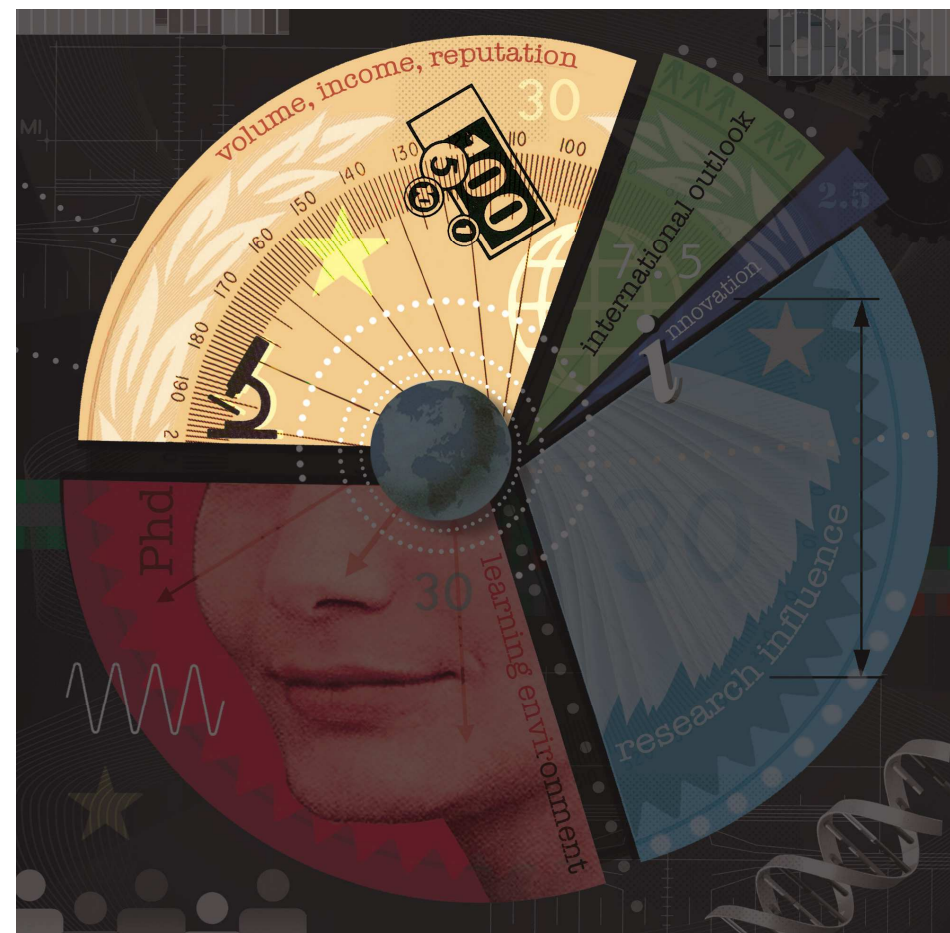


Research – volume, income and reputation (30%)

Reputation survey – research (18%)

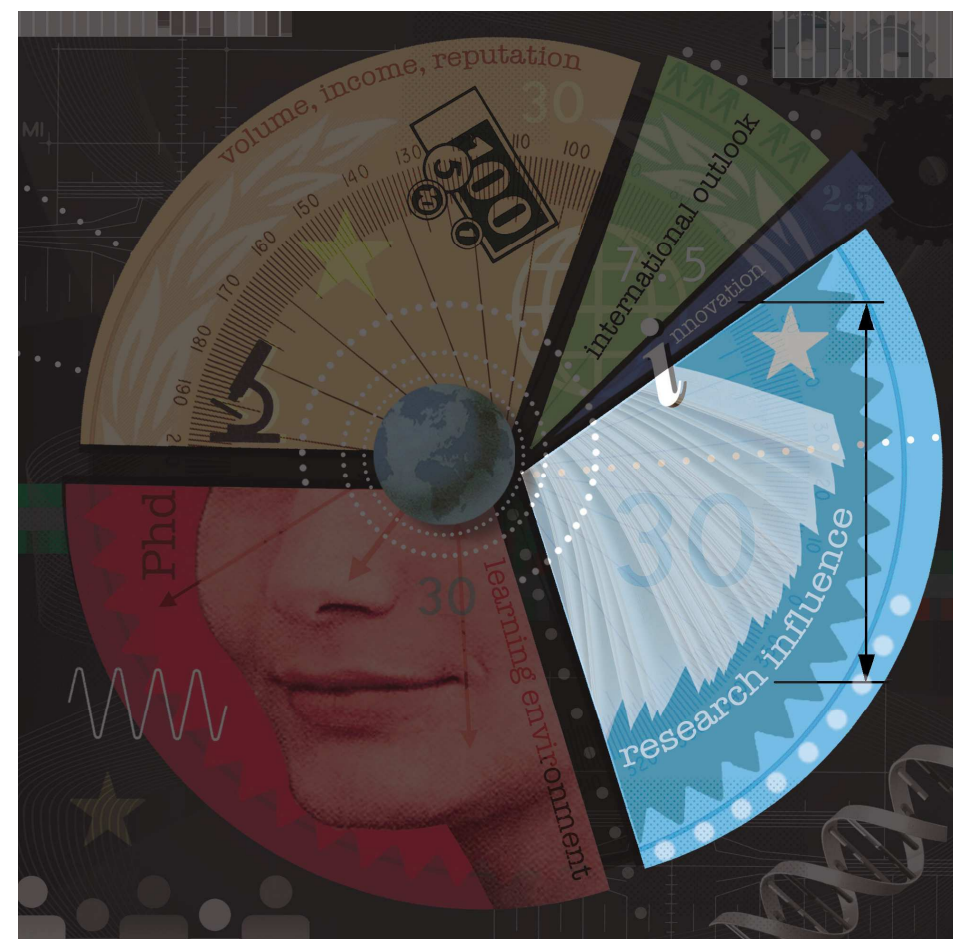
Research income (PPP)/Academic staff (6%)

Scholarly papers/Academic staff and research staff (6%)



Citations – research influence (30 %)

Citation impact
(normalised average citations per paper) **(30%)**



Citations -- the importance of subject normalisation

Field	Papers	Citation	Citation Impact
Chemistry	618,568	3,335,763	5.39
Engineering	438,538	958,640	2.19
Mathematics	140,219	211,268	1.51
Molecular Biology & Genetics	145,939	1,597,660	10.95
Physics	494,451	2,154,290	4.36



Reactions to the World University Rankings methodology

“Times Higher Education rankings – now increasingly seen as the gold standard.”

Ferdinand Von Prondzynski, Vice Chancellor, Robert Gordon University

“The new methodology employed by Times Higher Education is less heavily weighted towards subjective assessments of reputation and uses more robust citation measures. This bolsters confidence in the evaluation method.”

Steve Smith, Vice Chancellor, Exeter University

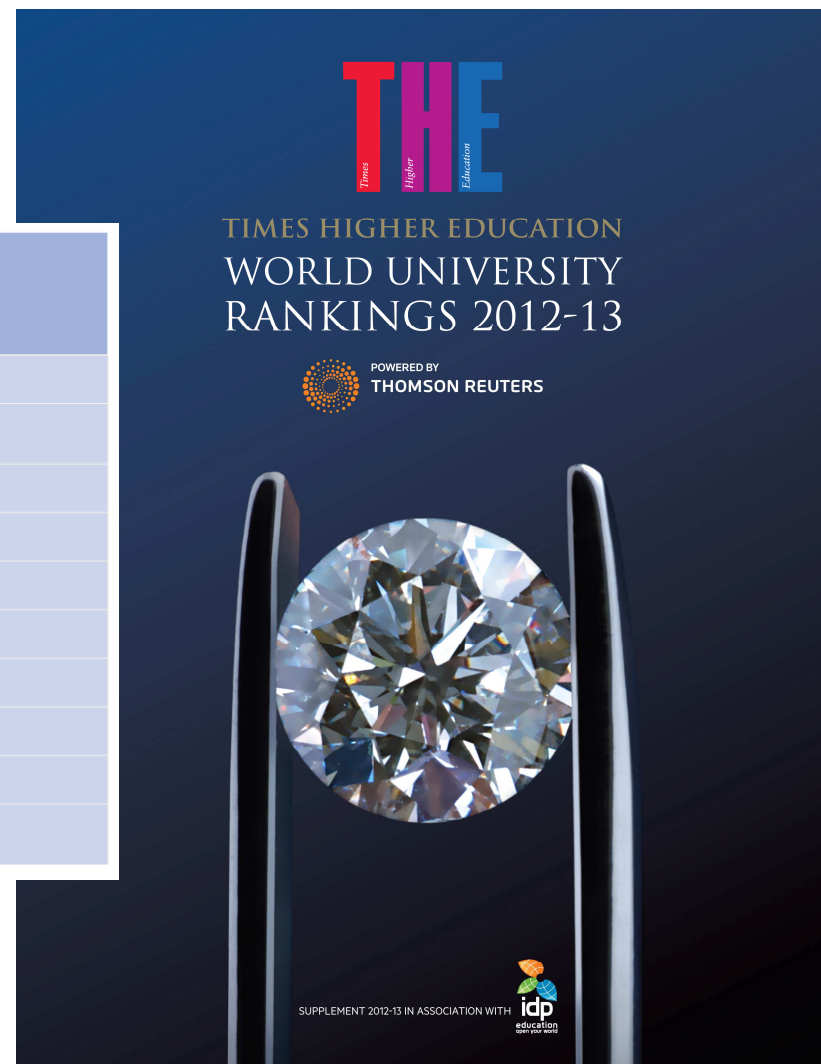
“I congratulate THE for reviewing their methodology to produce this new picture of the best in higher education.”

David Willetts, UK minister for universities



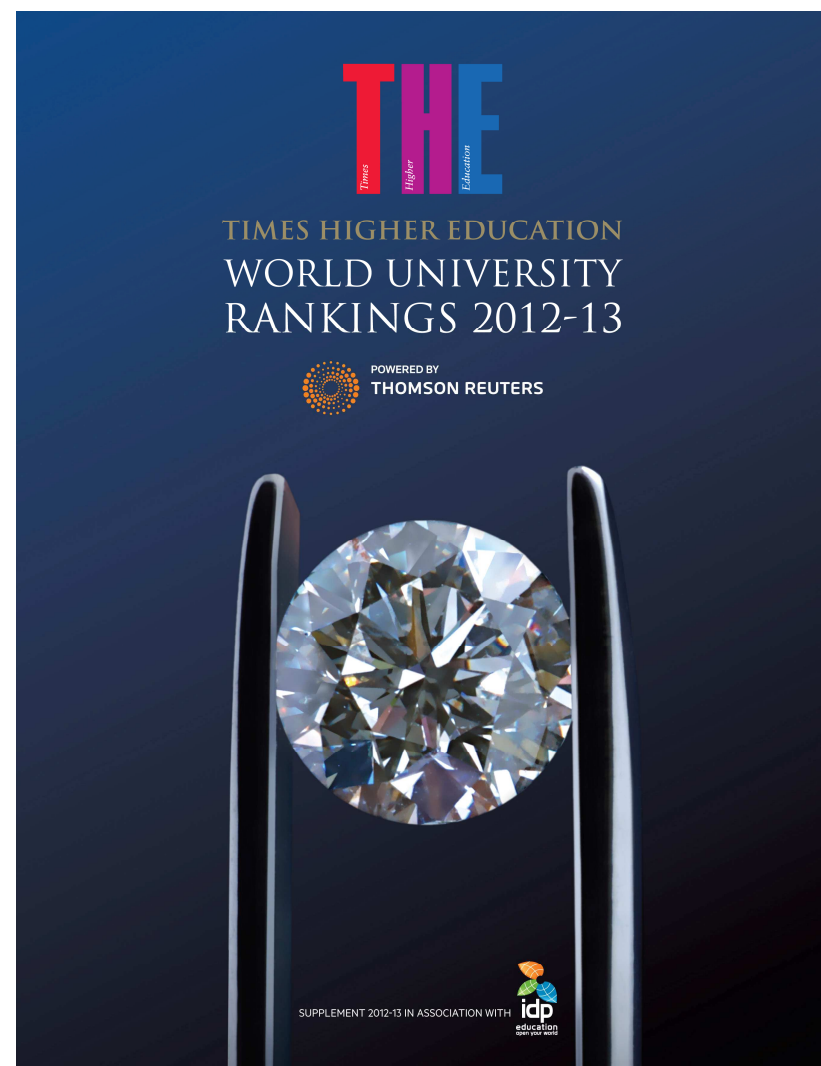
The results: 2012-13

Rank 2012-13		Rank 2011-12	Institution
1		1	California Institute of Technology
=2	▲	4	University of Oxford
=2		=2	Stanford University
4	▼	=2	Harvard University
5	▲	7	Massachusetts Institute of Technology
6	▼	5	Princeton University
7	▼	6	University of Cambridge
8		8	Imperial College London
9	▲	10	University of California, Berkeley
10	▼	9	University of Chicago



The results 2012-13: Top by region

- 12 ETH Zurich
- 27 University of Tokyo
- 28 University of Melbourne
- 113 University of Cape Town
- 137 Hebrew University of Jerusalem
- 158 University of Sao Paulo



The results 2012-13. Country by country



MENTAL BLOCS NATIONS REPRESENTED IN TOP 200

Country	Number of top 200 institutions	Top-ranked institution	Institution position
US	76	California Institute of Technology	1
UK	31	University of Oxford	2
Netherlands	12	Leiden University	64
Germany	11	Ludwig-Maximilians-Universität München	48
Canada	8	University of Toronto	21
Australia	8	University of Melbourne	28
Switzerland	7	ETH Zürich-Swiss Federal Institute of Technology Zürich	12
France	7	École Normale Supérieure	59
Japan	5	University of Tokyo	27
Sweden	5	Karolinska Institute	42
Republic of Korea	4	Pohang University of Science and Technology	50
Hong Kong	4	University of Hong Kong	35
Belgium	4	Katholieke Universiteit Leuven	58
Denmark	3	Aarhus University	116
Israel	3	Hebrew University of Jerusalem	137
China	2	Peking University	46
Singapore	2	National University of Singapore	29
Rep of Ireland	2	Trinity College Dublin	110
Finland	1	University of Helsinki	109
South Africa	1	University of Cape Town	113
Taiwan	1	National Taiwan University	134
Brazil	1	University of São Paulo	158
New Zealand	1	University of Auckland	161
Austria	1	University of Vienna	162

Source: Times Higher Education World University Rankings 2012-13



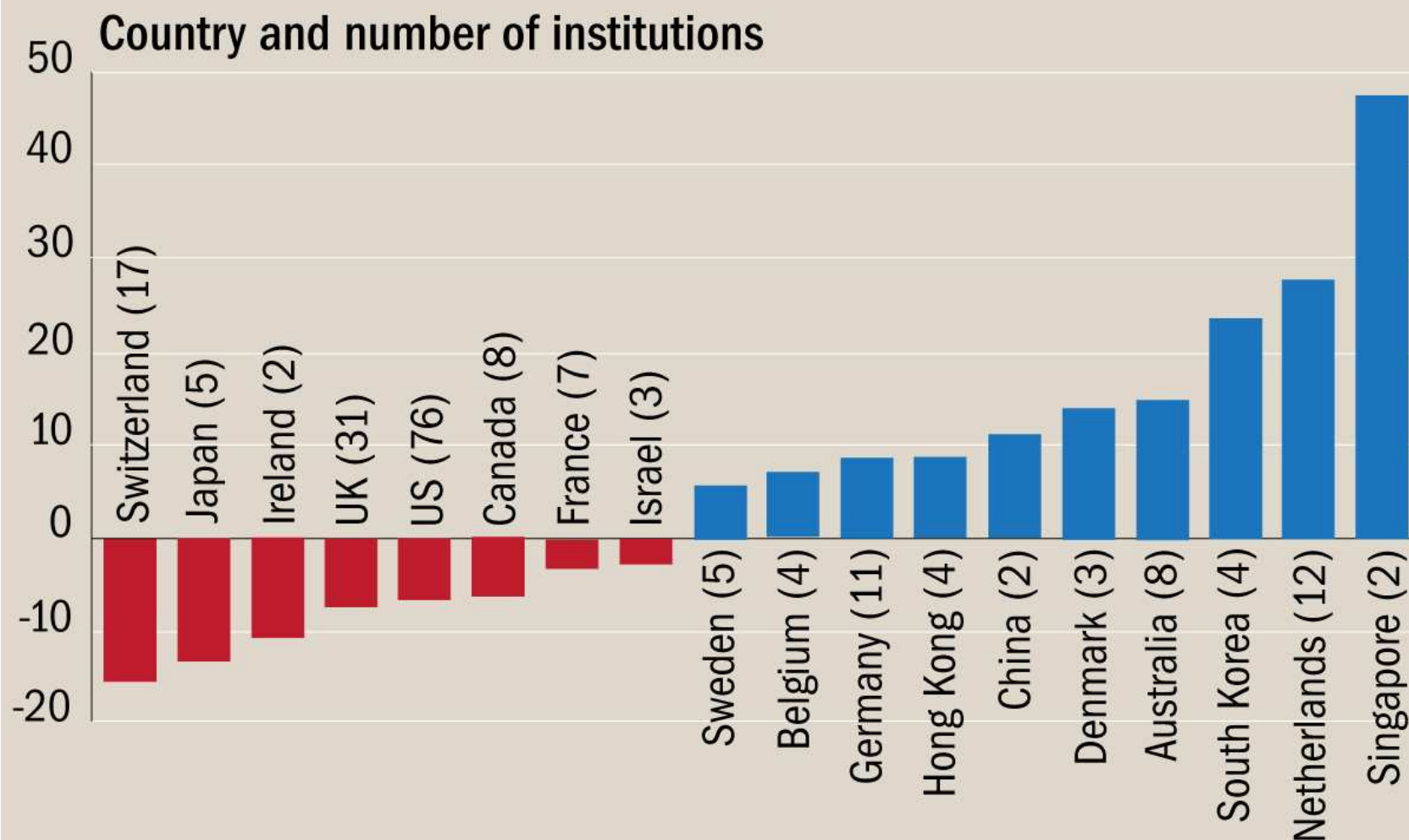
Top 200 institutions in red. 200-400 in blue.



SHIFTING POSITIONS IN THE FAST LANE

Country	Number of universities in top 200	Country mean score 2012-13	Total change in rank position 2011-12/2012-13	Average change in rank position per university 2011-12/2012-13
US	76	65.6	-494	-6.50
UK	31	60.1	-208	-6.71
Netherlands	12	58.5	334	27.83
Germany	11	55.8	93	8.45
Canada	8	63.1	-45	-5.63
Australia	8	62.1	120	15.00
Switzerland	7	61.6	-106	-15.14
France	7	56.9	-22	-3.14
Japan	5	60.8	-64	-12.80
Sweden	5	59.5	30	6.00
Republic of Korea	4	61.9	94	23.50
Hong Kong	4	60.7	34	8.50
Belgium	4	55.4	27	6.75
Denmark	3	53.5	43	14.33
Israel	3	50.2	-8	-2.67

AVERAGE CHANGE IN UNIVERSITY RANKING 2011-12 TO 2012-13



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YEAR

2012-13

2011-12

2010-11

RANKINGS

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METHODOLOGY

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The World University Rankings 2012-13

[001 - 200](#) [201 - 225](#) [226 - 250](#) [251 - 275](#) [276 - 300](#) [301 - 350](#) [351 - 400](#)

Rank ▼	Institution	Country / Region	Overall score change criteria
1	California Institute of Technology	United States	95.5
2	Stanford University	United States	93.7
2	University of Oxford	United Kingdom	93.7
4	Harvard University	United States	93.6

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YEAR

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2011-12

2010-11

Nanyang Technological
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Contact

Nanyang Technological University
50 Nanyang Avenue, Singapore 639798
Tel: (65) 6791 1744

WORLD RANK
2011-12

169

Nanyang Avenue, Singapore
Region: Asia

A message from Nanyang Technological University

THE World University Rankings on the iPhone



The results 2012-13: Asia



Thank you!

Phil Baty, Rankings Editor

 phil.baty@tsleducation.com

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