



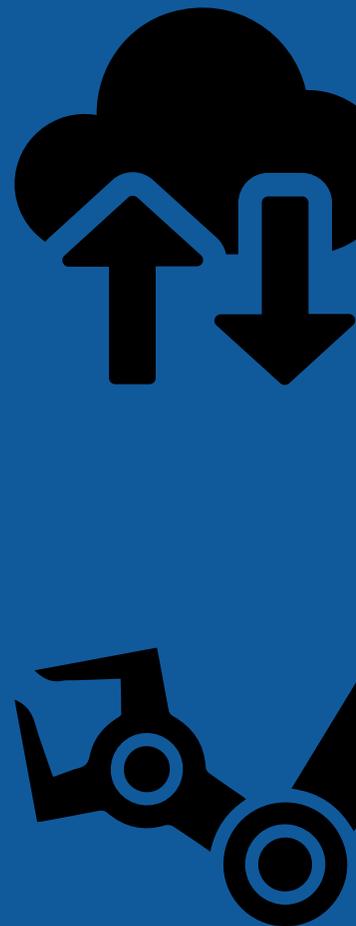
Center of Smart Cities

- Six-hectare campus
- 180,000 students
- 350,000 trips per day
- Its Center of Smart Cities has:
 - Reduced queues on campus from 50 to 20 minutes
 - Rescheduled classes to help students avoid peak travel periods
 - Developed 3D models to help students navigate KAU's campus

Making smart cities a destination

As one of the largest higher education institutions in the Kingdom of Saudi Arabia, King Abdulaziz University is utilising new strategies and technologies to build for the future at its Center of Smart Cities.

Having improved transport, reduced pollution and developed 3D models to enhance the student experience on its six-hectare site in Jeddah, its researchers are pioneering intelligent solutions for university campuses and beyond.



201 – 250
WORLD UNIVERSITY
RANKINGS 2022*

45TH
OVERALL SDG
RANKING 2021*

1ST
OVERALL ARAB
RANKINGS 2021*

101 – 125
ENGINEERING AND
TECHNOLOGY
RANKING 2022*

101 – 200
SUSTAINABLE CITIES
AND COMMUNITIES
RANKING 2021*

*TIMES HIGHER EDUCATION



It's a big job to launch a university, so whatever its aims, it requires immense drive to succeed. Here, we explore who is making the most of their youthful vigour, freedom and flexibility to make a mark

THE WORLD UNIVERSITY RANKINGS



Determining their future 5
Starting positions matter less than drive

Where are the HE upstarts? 7
The regions that are growing – or stagnating

Credit where it's due 12
Rianne Letschert has ensured that it is not only researchers who are rewarded at Maastricht

The coming wave 14
More than 400 young universities ranked

Growing up fast 26
The global march of youth in figures

All in the numbers 30
Rankings methodology explained

The American crisis 33
Roopika Risam on restoring US higher education's truth-seeking mission

In our own words 34
At last, Ontario has a francophone university, says Pierre Ouellette



COVER: COEN POHL

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

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



Be Sustainable
Be Creative

The University Dome A Unique Architectural Beauty

Inspired by National & Islamic Heritage
Immersed in Natural Light
Filled with Natural Plants

To provide

An Inspiring Visual & Emotional Comfort
A Lively Oasis
Attractive Center

For

Beneficiaries to Engage in Educational &
Social Activities



Origins and ambitions

For young universities, it's not about where they're from but where they're going, says Ellie Bothwell

The institutions in our Young University Rankings are united by their recent foundation dates; only universities that are aged 50 years and under are included in the annual list of the world's top newcomers in higher education. But the stories and circumstances around their creations are very different.

There are universities that were established in response to growing demand for higher education in rapidly developing industrial cities, such as the 10-year-old Southern University of Science and Technology (SUSTech) in China.

Others are the result of mergers and consortia of institutions with older histories; this is most notably the case in France, where there has been a government drive to create several "mega universities" that will

be more visible on the global stage (see analysis, page 7).

Then there are institutions that already seem to be such fixtures in the global higher education landscape – Nanyang Technological University, Singapore or the Hong Kong University of Science and Technology – that it is hard to believe that they are only three decades old.

The results of our Young University Rankings 2022 suggest that there is not one route to success for newer institutions; universities with all types of foundation histories and visions, operating in all kinds of contexts, feature at the top of the list, while almost all regions of the world have young universities that are making progress (see page 30).

But global shifts are taking place. On the one hand, Asia is becoming

a more prominent region in the ranking, with India and Turkey now leading the list in terms of representation. On the other, it is the first time an institution in the continent has not led the ranking since 2017; this spot is now taken by one of France's collegiate universities.

Despite the diverse list, there is another factor that appears to connect many young universities: their ambition and ability to do things differently. The president of Université de l'Ontario français, a new francophone university in Canada, has the institution taking a transdisciplinary and experiential approach to teaching (page 34), while the leader of Maastricht University is recognising talent beyond research (page 12).

It is this willingness to innovate and challenge the status quo that makes our ranking of the world's top young universities something truly worth celebrating. ●



Ellie Bothwell
Rankings editor, *Times Higher Education*

COUNTRIES/REGIONS REPRESENTED IN THE YOUNG UNIVERSITY RANKINGS 2022

Country/region	Number of institutions	Top institution	Rank
India	40	JSS Academy of Higher Education and Research	=70
Turkey	40	Koç University	=89
Iran	37	Kurdistan University of Medical Sciences	67
United Kingdom	37	Brighton and Sussex Medical School	32
Spain	32	Pompeu Fabra University	16
France	24	Paris Sciences et Lettres – PSL Research University Paris	1
Australia	23	University of Technology Sydney	8
Egypt	17	Aswan University	=126
Taiwan	17	National Yang Ming Chiao Tung University	49
Italy	16	Sant'Anna School of Advanced Studies – Pisa	14
Japan	16	University of Occupational and Environmental Health, Japan	=102
Brazil	14	Universidade Estadual Paulista (Unesp), University of Fortaleza (UNIFOR)	251-300
Pakistan	14	Abdul Wali Khan University Mardan	187
Malaysia	13	Universiti Teknologi Petronas	=119
Saudi Arabia	12	Alfaisal University	=36
Chile	11	Universidad Autónoma de Chile	=144
China	11	Southern University of Science and Technology (SUSTech)	13
Algeria	9	Ferhat Abbas Sétif University 1	=140
Germany	8	University of Potsdam	28
Portugal	8	NOVA University of Lisbon	=77
Greece	7	Harokopio University	76
South Korea	7	Ulsan National Institute of Science and Technology (UNIST)	11
Czech Republic	6	University of South Bohemia in České Budějovice	251-300
Tunisia	6	University of Manouba, University of Sfax, University of Tunis El Manar	351-400
United States	6	George Mason University	=47
Morocco	5	Sidi Mohamed Ben Abdellah University	251-300

Country/region	Number of institutions	Top institution	Rank
Russian Federation	5	HSE University	66
South Africa	5	University of KwaZulu-Natal	64
United Arab Emirates	5	Khalifa University	=47
Austria	4	Medical University of Graz	20
Canada	4	Concordia University	177
Hong Kong	4	The Hong Kong University of Science and Technology	3
Jordan	4	Jordan University of Science and Technology	=106
Republic of Ireland	4	Maynooth University	=106
Sweden	4	Linköping University	38
Vietnam	4	Ton Duc Thang University	98
Cyprus	3	University of Cyprus	=99
Finland	3	Aalto University	30
Indonesia	3	BINUS University, Universitas Sebelas Maret, Telkom University	401+
Israel	3	University of Haifa	169
Romania	3	Dunarea de Jos University of Galati, Lucian Blaga University of Sibiu, University of Oradea	401+
Thailand	3	Mae Fah Luang University	201-250
Belgium	2	University of Antwerp	7
Croatia	2	University of Split	301-350
Denmark	2	Aalborg University	=34
Ecuador	2	Universidad San Francisco de Quito	251-300
Macao	2	University of Macau	=26
Netherlands	2	Erasmus University Rotterdam	4
Nigeria	2	Covenant University	201-250
Northern Cyprus	2	Eastern Mediterranean University	=153
Poland	2	SWPS University of Social Sciences and Humanities	301-350
Slovenia	2	University of Maribor, University of Primorska	351-400

Note: excludes countries with only one ranked institution

The logo for THE Consultancy, featuring the letters 'THE' in a bold, sans-serif font. The 'T' is red, the 'H' is purple, and the 'E' is blue.

CONSULTANCY

Supporting global higher education leaders to
achieve sustainable growth and strategic impact

THE Consultancy provides bespoke research and evaluation for universities and governments globally. Combining sector expertise and rigorous data analysis, we support the global higher education community to achieve sustainable growth and strategic impact.

Contact us for further information today at
consultancy@timeshighereducation.com



As the UK's plate-glass institutions hit middle age, which regions are home to the new upstarts in global higher education? Ellie Bothwell reports

The UK has long been home to more of the world's top young universities than any other nation. While the country's higher education system may be most associated globally with the ancient spires and grand halls of the universities of Oxford and Cambridge, its leading institutions aged 50 years and under – many of them former polytechnics – have outnumbered those in the rest of the world since 2016. That is, until this year.

India and Turkey now lead the *Times Higher Education* Young University Rankings in terms of representation, with 40 institutions each, while Iran's 37 universities share the third spot with the UK. Overall, the 2022 country list seems to back up the idea that we are now in the "Asian century".

The young table, perhaps more than any other ranking, reflects global higher education policy developments. The UK's lead was a result of two major policy changes – one in the 1960s that came in the wake of the landmark Robbins report on higher education that recommended a large expansion of the system, and legislation in the early 1990s which allowed dozens of institutions that were polytechnics

to become universities. The universities that were established in response to the former have since left the ranking after reaching their 51st birthday.

India's rise to joint top of the country list reflects the expansion in the number of Institutes of Technology in 2008, as well as the emergence of new private universities, in a bid to meet the aspirations of a growing middle class. The number of Turkish universities has also mushroomed since the 1990s in response to its growing population. The European University Association's (EUA) Public Funding Observatory reports that student numbers in Turkey increased by a staggering 230 per cent, to almost 8 million, between 2008 and 2019.

Hans de Wit, distinguished fellow at the Center for International Higher Education at Boston College, says university expansion tends to occur in less mature higher education systems.

In many Asian and African countries, "demand is growing and supply is still insufficient because they have not been that strong in the past at offering higher education, so there is a strong need for more universities", he says.

"That is quite different from North America, Europe and Australia, where we have now a kind of absorption rate of access to higher education."

One of the new Indian players to join the ranking in the past two years is the Indian Institute of Technology Gandhinagar (IITGN), which ranks fifth in the country and joint 140th in the world, up from joint 155th last year.

Its founding director, Sudhir Jain, who was an academic at IIT Kanpur for 35 years, says he does not see the institution as "a poor cousin of the old IITs" – which are among the most prestigious universities in the country – but rather as "a next-generation IIT".

"Just as every father wants his children to do better than [he] did, I too am on a mission that IITGN will be a superior IIT," he says.

One way in which IITGN differs from its elders, according to Jain, is its focus on students, who are always "the first priority".

"What that means is giving them a significantly superior educational experience and preparing them for life – not for their first job but for their last job," he says.

Academics are now assessed not

“The 2022 country list seems to back up the idea that we are now in the ‘Asian century’”

only on how many research papers they have written and how many PhD students they have supervised but also on the outcomes of those PhD students, such as where they are working now.

“We are still focusing on research, but we are trying to see it from the prism of the students,” he says.

Jain has also emphasised interdisciplinarity during his leadership.

“A subject is not the monopoly of the professor who has got a degree from that discipline,” he says.

“If you are a physics professor, you don’t own physics. Somebody in English literature could also own physics and want to teach physics. At IITGN, almost 15 per cent of students have a PhD supervisor who is not in their own discipline... because when you have interdisciplinary knowledge, you can solve real problems. You have the urge to have impact.”

Jain acknowledges that it will take time before IITGN is recognised in the same way as the older IITs – but he believes the institution will get there.

“There is no hurry; we are not in a 100-metre race, we are in a marathon,” he says.

Indeed, while several Asian countries have more universities in the young ranking than ever before, in many cases these institutions have not reached the upper ranks. India’s top representative, the private JSS Academy of Higher Education and Research, is joint 70th; Turkey’s highest position is joint 89th and Iran’s is 67th.

And while four of the top 10 places are filled by institutions in the continent, this is a drop from six last year due to the decline of two South Korean universities. A French institution – Paris Sciences et Lettres – PSL Research University Paris – takes the number one spot away from

Nanyang Technological University, Singapore, making it the first time that an Asian institution has not led the table since 2017.

France’s rise to the top spot is also matched by an increase in its number of ranked institutions in recent years; 24 of its universities feature in the table, up from 16 five years ago. Seventeen of these institutions were founded in the past 10 years and five are in the top 20, more than any other nation.

However, the rise in young universities in France is a very different trend from that in India or Turkey; it is less about an expansion of the country’s higher education system and more about consolidation through the process of grouping together – and sometimes merging – existing institutions. The development is part of a government drive to create several “mega universities” that will be more visible on the global stage.

One of these is Institut Polytechnique de Paris, which joins the ranking for the first time this year in sixth place. It was founded in 2019 following the grouping together of five small engineering schools.

Its president, Eric Labaye, says “scale matters”, not just from the point of view of attracting the attention of students, staff, funders and higher education partners from around the world but also in terms of having the critical mass to be able to undertake impactful research and innovation projects. The institution now has three interdisciplinary centres on energy and climate, AI and data analysis, and defence and cybersecurity, while a fourth centre on biomedical engineering is in the works.

Another development Labaye is particularly proud of is *Polytechnique Insights*, a free online maga-

“None of the schools could have done this by themselves. We needed a critical mass for that”



zine modelled on the Massachusetts Institute of Technology’s *Technology Review*. It offers insights on the socio-economic implications of research and innovation and “the major movements affecting the world” in the fields of environment, health, natural resources, finance and demographics. Its website says the initiative is “a vector for the international reputation of the Institut Polytechnique de Paris”.

“None of the schools could have done this by themselves. We needed a critical mass for that,” says Labaye.

“We already have 40,000 subscribers. It’s a way of communicating to a broader public the scientific outcome of Institut Polytechnique.”

While Labaye says improving in the rankings was not the first objective, its strong league table performance is “testimony” that “getting the five schools together is working”.

“It has raised visibility,” he adds.

But Enora Bennetot Pruvot, deputy director of governance, funding and public policy development at the EUA, says that merging institutions is not a foolproof way of improving research performance or





PICTURES: GETTY

international visibility.

“There are mergers that could drive down in places some very famous institutions or institutions quite recognised in the rankings, if you join institutions that have very different profiles,” she says.

“In France, there was a strong rationale, because of the nature of how the French system was set up and the post-1960s division of universities into what we would normally call faculties.”

Pruvot says there is unlikely to be much more higher education expansion in Europe, but mergers have been popular across the continent over the past 15 years, sometimes due to declining youth populations, and are likely to continue to some extent.

In many cases, grouping together universities in the 2010s was seen as a way to save costs in the wake of the economic crisis – but Pruvot cautions against this logic, too.

“Those expectations about efficiencies and driving costs down have not proven true because mergers actually require a lot of investment. The chances of success are higher when you don’t drive these

processes through very hard times,” she says.

But she says there is now more understanding about how complex these processes are and many of the recent consolidation projects have been about responding to local needs or increasing differentiation in the system.

New legislation enacted in Ireland in 2018, for example, has allowed institutions to group together and apply to be designated as a “technological university”. So far, one such institution has been created – Technological University Dublin in 2019, which ranks in the 351-400 band in the young ranking – but four other consortia are engaged in the process. The government says technological universities will address the social and economic needs of their region, focus on science and technology programmes that are vocationally and professionally oriented and engage in industry-focused research.

Global tertiary education expert Jamil Salmi says some Asian countries are likely to move more towards consolidation than the creation of new universities as well.

“Thailand, Taiwan and South Korea share the same issue of diminishing population coming out of high school – just like the eastern European countries and Russia,” he says.

“I think the only place where you’ll still see expansion is the Middle East and Africa.”

However, Salmi says it is unlikely that these newcomers will reach the top of the young or world rankings.

“Very few of them will have the financial base and the strategic objective of becoming strong research universities,” he says.

De Wit similarly says it is doubtful that the new upstarts will cause a stir among the established players any time soon – a view that ambitious leaders like Jain and Labaye may choose to see as motivation.

“Even if you look at China, the dominant universities are the old dominant universities. If you look at young research universities in Europe, they are not doing bad, but they are not really among the top research universities,” De Wit says.

“Even those that are now close to 50 years old have not been able to accomplish that.” ●

“I think the only place where you’ll still see expansion is the Middle East and Africa”

**Get a fresh
attitude**



No limits on learning

Here at the **University of Vaasa** on the West coast of Finland we advance innovation and sustainable development in business, technology, and society.

Studying at the **University of Vaasa** has many of the same benefits as ice swimming, a popular way to cool off in the world's happiest country:

- ▶ Releases endorphins
- ▶ Increases brain activity
- ▶ Provides a fresh perspective
- ▶ Gives you goosebumps

We'd like you to join our open, inclusive, and international community.

Take the plunge at www.uvasa.fi/en



Vaasan yliopisto
UNIVERSITY OF VAASA

‘Why are we doing this? We’re losing so much potential’



Maastricht’s Rianne Letschert tells Rosa Ellis about her quest to shift the emphasis away from only research, despite pushback from Nobel laureate

“We don’t want people not to be able to focus on research any more, but you can also focus on education, if that’s your talent”

In a parallel universe, Rianne Letschert would be working at an NGO. Six years ago, at 39 years old, the legal scholar contemplated quitting academia due to what she saw as a deplorable lack of diverse career paths in higher education.

Instead, the single mother of two climbed her way to the top job at Maastricht University in the Netherlands to make the changes she wanted to see.

Like a landscape gardener, Letschert is reshaping the terrain of higher education careers, forging new pathways for promotion and, for many, opening up the vista in the Netherlands and beyond.

The rector is leading a project via the Dutch Association of Universities (VSNU) – which unites the leaders of all 14 higher education institutions in the Netherlands – to radically alter how academics are assessed and promoted.

Named “Recognition and Rewards”, the programme will bolster career paths for academics who

excel in areas other than research; namely education, societal impact, and leadership (as well as patient care for medical staff).

Times Higher Education speaks to Letschert about the successes of the programme so far, dealing with a rebellion from a Nobel prize-winner, and why she thinks the initiative could help stop scandals in academia.

It was when she was the director of an institute that the seed of the idea for change first took hold, as Letschert “had to fire everyone every so many years”.

“If they didn’t have a grant, they would get fired immediately, because I could not fund them any more. And the people that had other skills, we needed them but [they had] no career possibilities,” she says.

“I saw so many people getting frustrated, who were doing wonderful things for the university...for those people, it was hardly possible to grow because their research track

was not comparable to those who focus merely on research. I thought, why are we doing this? We’re losing so much potential.”

When Letschert first stepped up to the top job at Maastricht she quickly threw down the gauntlet to the VSNU – “it was the reason why I wanted to be rector in the first place” – outlining her vision for change, but expecting a lot of resistance from the other university leaders. She found support.

“There were more people like me that were fed up with the way that we treated our staff members,” she says.

The big kick-off for Recognition and Rewards was in 2019 when VSNU launched a position paper in collaboration with the large Dutch funding agencies. It laid out plans to modernise the system of rewards by recognising excellence in the key areas, giving more recognition to teamwork, emphasising quality over quantitative results (such as number of publications) and encouraging



would harm Dutch science. It was published on the Dutch higher education website Science Guide as well as in a national newspaper. They argued that it would create average researchers, “lead to more arbitrariness and less quality” and have “major consequences for the international recognition and appreciation of Dutch scientists”.

That, Letschert says, is a myth.

“We don’t want people not to be able to focus on research any more, but you can also focus on education, if that’s your talent,” she says.

“The one that wants to go for the Nobel Prize in Economics can still do that. If that’s your goal in life, go for it, but give other people also some place in the spotlight.”

She is clear that while they do want to incorporate more qualitative assessment, the aim is not to drop quantitative measures, such as the h-index.

Far from being dismayed by the negative publicity, Letschert says it was a good thing: “If [negative feedback is] all hidden, I cannot react. So, the more open critique, the better.”

She believes it showed the academic community was taking the changes seriously, and she was delighted when several younger academics responded defending the new system.

While she has little truck with the weakening research argument, another criticism provokes concern. Academics who want an international career are worried they may struggle to translate their new CVs to other countries.

To this end, Letschert is doing what she can to spread the word internationally. While there are movements elsewhere to change the academic rewards culture – thousands have signed the San Francisco Declaration on Research Assessment (Dora) since it was drawn up in 2012 – change will not happen overnight, and the solution to this is not clear.

Using the new system to develop higher education leaders is an area Letschert is especially passionate about.

“For so many decades we have totally ignored leadership development at universities. We just expect everyone to be a good leader,” she says.

Previously at Maastricht, associate deans could only be chosen from the small pool of full professors. Now assistant professors can be

deans if they have the right management skills.

Letschert doesn’t believe the assumption that those who are good at research will automatically be good leaders is the correct one; in fact, she thinks it’s dangerous.

“We’ve had several situations at universities all over the world where things happen that are really not acceptable, but we just let them happen because the person is a great researcher and is so respected...misuse or abuse of power, intimidation, biases in selections, we all know it,” she says.

“I don’t even blame our academic leaders because they were never asked to develop in that regard. It was something you just had to do on top of your work as a researcher and a teacher.”

The new approach to developing leaders will not only mitigate abuse of power, she says, it will also reward the academics who take on more of the work that often goes unnoticed.

She has seen male colleagues achieve senior positions, despite it being mainly female colleagues “having the real academic citizenship attitudes”, she says.

“These female colleagues were not growing in their academic career or in their managerial career. But they were doing all the work.”

While Dutch universities are piloting different approaches now, Letschert is firm that the next step must be agreement on a common national framework.

“There should be consensus on the main principles, because otherwise it becomes a random programme. It depends on where you work, and who your manager is,” she says.

For Letschert herself, the future is unclear. She has been rector since 2016, and has recently been appointed president at Maastricht, a position she will have for four years. After that, she says she may well make that move to an NGO, leaving Dutch academia with a radically altered landscape. ●

● *This interview is part of THE’s “Talking leadership” series of 50 interviews over 50 weeks with the people running the world’s top universities about how they solve common strategic issues and implement change. Follow the series at timeshighereducation.com/academic/talking-leadership*

leadership development. Since that publication each university has gone away and piloted their own version of the plan.

At Maastricht, Letschert has charged working groups with formulating what it means to be excellent in teaching, impact, research and leadership. These are still in development, but they have already started using the new criteria to promote people.

Letschert gives the example of an assistant professor of law who excels in innovative teaching methods: “His passion is not to write more law articles in legal journals. His passion is to build the best education for the law school.” Under the old system this meant he would never progress beyond assistant professor, but in the latest round of annual assessment interviews his creative approach to education was recognised and he is now associate professor.

It has not all gone smoothly, however. In July 2021, a group of 171 scientists, including 142 professors and Nobel laureate Ben Ferlinghetti, signed an open letter warning that the new recognition system

“For so many decades we have totally ignored leadership development at universities. We just expect everyone to be a good leader”

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
1	2	=40	Paris Sciences et Lettres – PSL Research University Paris	France	2010	70.3	78.3	80.1	78.7	80.5	76.6
2	1	46	Nanyang Technological University, Singapore	Singapore	1991	58.5	79.5	85.1	87.0	93.9	76.1
3	3	66	The Hong Kong University of Science and Technology	Hong Kong	1991	56.8	74.0	86.6	65.1	97.6	74.2
4	NR	72	Erasmus University Rotterdam	Netherlands	1973	44.9	71.8	97.0	76.5	88.5	72.7
5	12	91	Hong Kong Polytechnic University	Hong Kong	1994	51.2	65.9	83.7	46.0	97.1	68.7
6	NR	91	Institut Polytechnique de Paris	France	2019	60.3	66.4	69.0	77.1	94.5	67.7
7	11	=143	University of Antwerp	Belgium	2003	44.5	64.6	85.4	85.7	70.6	65.8
8	9	=143	University of Technology Sydney	Australia	1988	45.3	61.3	83.7	55.0	97.2	65.7
9	6	=127	Maastricht University	Netherlands	1976	44.8	66.0	76.1	84.6	98.1	65.5
10	5	=151	City University of Hong Kong	Hong Kong	1984	51.6	59.3	75.4	46.6	99.7	64.5
11	10	=178	Ulsan National Institute of Science and Technology (UNIST)	South Korea	2009	49.2	59.5	85.4	91.8	51.0	64.3
12	13	=88	Sorbonne University	France	2018	60.8	54.6	76.6	38.2	70.4	63.8
13	26	=162	Southern University of Science and Technology (SUSTech)	China	2012	36.4	55.5	98.5	78.5	60.4	63.6
14	7	201-250	Sant'Anna School of Advanced Studies – Pisa	Italy	1987	60.3	58.6	70.5	89.2	57.8	63.4
15	8	=185	Pohang University of Science and Technology (POSTECH)	South Korea	1986	64.2	65.2	65.4	98.0	31.1	63.2
16	15	156	Pompeu Fabra University	Spain	1990	43.2	51.3	94.2	47.8	66.8	62.8
17	16	=170	University of Canberra	Australia	1990	35.8	48.4	98.6	44.2	89.8	62.7
=18	14	155	Université de Paris	France	2019	56.5	43.7	86.5	36.3	67.7	62.0
=18	NR	=117	Université Paris-Saclay	France	2020	52.8	52.0	80.2	56.4	68.2	62.0
20	21	196	Medical University of Graz	Austria	2004	39.6	43.0	95.9	66.7	78.0	61.1
21	17	=193	Queensland University of Technology	Australia	1989	39.6	50.2	86.8	50.0	84.6	60.6
22	19	201-250	Medical University of Innsbruck	Austria	2004	40.6	42.3	88.4	91.5	87.2	60.2
23	24	201-250	Medical University of Vienna	Austria	2004	43.8	36.9	92.7	61.9	79.8	59.6
24	23	201-250	University of Wollongong	Australia	1975	38.7	52.0	77.3	55.8	94.7	58.9
25	20	251-300	University of Luxembourg	Luxembourg	2003	43.3	56.9	65.7	47.3	99.5	58.4
=26	39	201-250	University of Macau	Macao	1981	38.2	56.3	71.2	45.7	99.4	58.3
=26	=30	201-250	Vita-Salute San Raffaele University	Italy	1996	49.4	32.7	98.6	36.0	42.8	58.3
28	=30	251-300	University of Potsdam	Germany	1991	48.1	60.7	65.0	66.0	59.3	58.2
29	18	251-300	University of Duisburg-Essen	Germany	2003	42.4	47.8	80.3	67.2	61.1	57.4
30	28	201-250	Aalto University	Finland	2010	44.8	48.2	71.6	54.2	83.7	57.0
31	34	201-250	Western Sydney University	Australia	1989	32.1	42.7	88.7	42.4	87.9	56.7
32	44	201-250	Brighton and Sussex Medical School	United Kingdom	2002	28.5	36.3	100.0	34.8	80.6	56.4
33	29	201-250	Griffith University	Australia	1975	33.3	47.8	80.4	50.6	82.8	55.9
=34	25	201-250	Aalborg University	Denmark	1974	31.3	51.5	79.3	49.8	78.5	55.7
=34	=37	251-300	Tampere University	Finland	2019	34.0	49.1	84.4	59.6	52.5	55.7
=36	36	201-250	Alfaisal University	Saudi Arabia	2002	26.7	31.5	99.0	41.7	97.3	55.5
=36	35	251-300	Curtin University	Australia	1987	30.2	44.8	82.5	43.5	95.5	55.5
38	=83	251-300	Linköping University	Sweden	1975	30.5	53.7	77.9	60.7	69.0	55.3
=39	42	251-300	Australian Catholic University	Australia	1991	25.2	39.9	95.9	36.6	80.2	55.2
=39	32	251-300	Macao University of Science and Technology	Macao	2000	39.6	33.3	82.3	46.4	99.9	55.2
41	40	201-250	Auckland University of Technology	New Zealand	2000	25.8	30.1	98.9	37.0	96.2	54.6
42	49	251-300	Deakin University	Australia	1974	31.7	44.2	79.3	42.8	89.2	54.3
43	43	301-350	Qatar University	Qatar	1973	34.2	46.9	69.0	50.7	99.1	53.7
=44	=50	351-400	IMT Atlantique	France	2017	47.5	49.5	54.3	95.8	77.2	53.6
=44	33	351-400	University of Passau	Germany	1978	44.6	59.3	56.3	46.5	58.4	53.6
46	=45	301-350	University of South Australia	Australia	1991	29.2	52.1	68.1	84.3	88.4	53.5
=47	41	251-300	George Mason University	United States	1972	38.7	37.9	84.9	36.0	48.5	53.0
=47	=54	351-400	Khalifa University	United Arab Emirates	2007	40.0	53.3	51.9	100.0	92.1	53.0
49	NR	301-350	National Yang Ming Chiao Tung University	Taiwan	2021	51.2	59.1	50.0	72.8	40.0	52.9
50	62	301-350	Swinburne University of Technology	Australia	1992	32.3	43.0	76.7	42.2	81.8	52.8

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
=51	68	301-350	University of Rome II - Tor Vergata	Italy	1982	49.0	38.6	68.5	48.4	62.1	52.7
=51	52	301-350	Rush University	United States	1972	53.0	22.7	90.9	45.0	21.6	52.7
=53	47	351-400	Hasselt University	Belgium	1973	37.2	58.0	57.5	58.2	69.4	52.5
=53	=54	301-350	Reykjavik University	Iceland	1998	22.4	32.5	100.0	36.7	69.1	52.5
=55	74	301-350	University of Milan-Bicocca	Italy	1998	34.8	33.5	91.8	39.2	45.4	52.4
=55	=57	301-350	RMIT University	Australia	1992	33.7	43.8	69.8	46.0	93.9	52.4
57	=37	301-350	Università della Svizzera italiana	Switzerland	1996	31.3	29.2	83.6	58.9	99.5	52.2
=58	=45	351-400	University of Bayreuth	Germany	1975	45.0	52.6	55.7	57.3	60.6	52.0
=58	=57	301-350	University of California, Merced	United States	2005	29.5	34.5	94.9	40.9	44.0	52.0
=58	60	301-350	Swedish University of Agricultural Sciences	Sweden	1977	38.3	40.4	74.1	92.0	51.5	52.0
61	65	301-350	Montpellier University	France	2015	42.9	40.5	70.4	38.7	62.5	51.8
=62	=70	301-350	Aix-Marseille University	France	2012	49.1	29.7	74.4	39.7	60.9	51.5
=62	=77	351-400	Bournemouth University	United Kingdom	1992	43.5	30.0	74.6	35.1	82.1	51.5
64	61	351-400	University of KwaZulu-Natal	South Africa	2004	37.2	50.9	66.7	39.7	53.3	51.4
65	=90	301-350	University of Bordeaux	France	2014	40.2	32.3	79.1	39.0	60.1	50.9
66	=57	301-350	HSE University	Russian Federation	1992	35.7	56.1	61.1	64.8	45.0	50.8
67	=50	351-400	Kurdistan University of Medical Sciences	Iran	1985	45.7	14.8	100.0	36.4	22.3	50.7
=68	=96	351-400	University of Brescia	Italy	1982	32.7	26.9	93.9	39.6	44.7	50.4
=68	69	351-400	Universiti Brunei Darussalam	Brunei Darussalam	1985	31.4	27.6	83.9	36.9	88.2	50.4
=70	NR	351-400	JSS Academy of Higher Education and Research	India	2008	43.3	12.7	100.0	35.8	32.4	50.1
=70	NR	401-500	University of Vaasa	Finland	1991	32.7	38.4	76.8	37.3	63.7	50.1
72	NR	351-400	Mazandaran University of Medical Sciences	Iran	1986	54.0	16.8	87.6	40.8	19.7	50.0
73	=99	351-400	Shenzhen University	China	1983	27.2	36.2	89.4	53.6	36.7	49.9
74	27	401-500	Jacobs University	Germany	2001	44.7	46.8	46.6	53.1	92.4	49.7
75	53	351-400	United Arab Emirates University	United Arab Emirates	1976	32.3	31.6	73.3	65.9	88.8	49.5
76	NR	351-400	Harokopio University	Greece	1990	24.6	28.9	96.3	37.3	45.2	49.3
=77	48	351-400	University of Klagenfurt	Austria	1993	38.1	25.7	74.6	36.8	90.3	49.2
=77	66	401-500	NOVA University of Lisbon	Portugal	1973	31.8	41.8	70.4	49.7	63.6	49.2
=77	=63	401-500	Victoria University	Australia	1990	33.8	41.3	63.4	43.9	87.8	49.2
80	=70	501-600	Gwangju Institute of Science and Technology	South Korea	1993	54.5	58.8	33.2	75.9	39.9	48.9
81	=63	351-400	Indian Institute of Technology Ropar	India	2008	35.0	20.1	99.7	37.7	18.9	48.8
=82	119	401-500	University of Insubria	Italy	1998	25.7	32.2	90.7	36.7	41.1	48.6
=82	=93	401-500	Verona University	Italy	1982	38.5	33.2	76.1	45.8	42.4	48.6
84	75	401-500	Örebro University	Sweden	1999	24.2	30.8	89.0	36.2	58.3	48.5
85	NR	351-400	University of Hail	Saudi Arabia	2005	24.1	13.0	100.0	40.9	82.0	48.3
=86	76	401-500	Indian Institute of Technology Indore	India	2009	49.7	35.7	66.7	38.1	22.4	48.2
=86	116	401-500	University of Southern Queensland	Australia	1992	28.3	35.1	74.2	38.9	79.3	48.2
88	79	401-500	University of Crete	Greece	1973	25.1	32.7	87.1	39.5	48.2	48.1
=89	=83	501-600	Koç University	Turkey	1993	38.1	51.9	50.5	70.6	51.0	47.8
=89	=177	401-500	University of Sharjah	United Arab Emirates	1997	26.4	24.8	80.2	38.8	98.8	47.8
=91	NR	351-400	Université Grenoble Alpes	France	2020	43.3	37.2	58.0	38.7	68.7	47.7
=91	80	401-500	L'institut Agro	France	2020	44.2	35.0	60.9	46.6	60.8	47.7
=91	92	401-500	Middlesex University	United Kingdom	1992	27.8	28.9	77.0	35.2	89.5	47.7
94	=93	401-500	Edith Cowan University	Australia	1991	24.5	35.8	73.2	38.8	86.5	47.5
95	81	401-500	Northumbria University	United Kingdom	1992	25.0	30.0	80.7	35.5	77.0	47.4
96	=93	401-500	Cankaya University	Turkey	1997	22.6	20.4	100.0	36.0	46.0	47.2
97	=106	401-500	University of Plymouth	United Kingdom	1992	26.5	30.0	79.2	35.2	72.4	47.0
98	NR	401-500	Ton Duc Thang University	Vietnam	1997	18.6	19.8	99.3	38.4	62.6	46.9
=99	=86	501-600	Centrale Nantes	France	1993	43.2	43.7	40.7	76.9	85.5	46.6
=99	=108	401-500	University of Cyprus	Cyprus	1989	34.1	31.2	65.5	49.1	82.1	46.6

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
101	=86	501-600	Florida International University	United States	1972	40.6	39.0	62.4	35.6	40.3	46.5
=102	=72	401-500	Hong Kong Baptist University	Hong Kong	1986	36.4	36.1	54.3	37.7	98.7	46.4
=102	82	401-500	University of Occupational and Environmental Health, Japan	Japan	1977	33.1	15.3	97.8	40.5	20.2	46.4
=104	125	501-600	Charles Darwin University	Australia	2003	30.2	44.5	55.9	46.8	79.4	46.3
=104	=114	401-500	University of Côte d'Azur	France	2020	33.0	27.1	72.1	35.6	76.2	46.3
=106	=90	401-500	Jordan University of Science and Technology	Jordan	1986	21.6	14.9	99.2	43.3	58.3	46.2
=106	88	501-600	Maynooth University	Republic of Ireland	1997	29.1	40.5	61.5	37.7	79.0	46.2
108	89	501-600	Sabancı University	Turkey	1996	33.5	54.3	42.8	99.1	57.5	46.0
=109	=99	401-500	Liverpool John Moores University	United Kingdom	1992	26.0	26.5	78.7	35.3	75.6	45.9
=109	111	501-600	Murdoch University	Australia	1973	27.1	40.4	58.5	46.2	92.6	45.9
111	=127	501-600	Iran University of Medical Sciences	Iran	1974	60.7	21.8	60.8	40.8	24.1	45.8
112	=102	401-500	Durban University of Technology	South Africa	2002	22.4	17.0	99.9	37.8	39.1	45.7
113	=117	501-600	Dublin City University	Republic of Ireland	1989	28.9	47.0	54.9	41.0	70.7	45.6
114	=96	401-500	Free University of Bozen-Bolzano	Italy	1997	27.3	24.4	77.8	36.5	76.7	45.5
115	=104	501-600	University of Tsukuba	Japan	1973	50.9	48.0	37.9	48.1	42.5	45.4
=116	191	501-600	Asia University, Taiwan	Taiwan	2001	24.8	52.5	52.1	100.0	51.9	45.2
=116	NR	401-500	University of Stavanger	Norway	2005	24.4	20.4	83.4	41.7	76.1	45.2
=116	112	401-500	University of the West of England	United Kingdom	1992	22.2	20.8	87.3	35.2	70.0	45.2
=119	=104	401-500	SRUC (Scotland's Rural College)	United Kingdom	2012	31.5	18.5	81.9	41.8	59.0	45.0
=119	134	501-600	Universiti Teknologi Petronas	Malaysia	1997	37.6	46.1	41.8	73.7	73.8	45.0
121	NR	401-500	Universitat Ramon Llull	Spain	1991	24.5	23.6	82.0	38.1	65.9	44.9
=122	NR	401-500	An-Najah National University	Palestine	1977	17.5	12.8	100.0	36.0	63.7	44.7
=122	NR	401-500	Duy Tan University	Vietnam	1994	17.5	16.2	100.0	35.9	49.4	44.7
=124	=120	501-600	North-West University	South Africa	2004	29.9	27.3	75.5	39.1	49.0	44.5
=124	138	501-600	University of Tuscia	Italy	1979	24.2	26.6	85.2	38.8	37.2	44.5
=126	=117	401-500	Aswan University	Egypt	2012	18.4	14.7	100.0	34.8	47.9	44.4
=126	=54	501-600	Cyprus University of Technology	Cyprus	2004	29.1	26.4	70.0	37.0	78.4	44.4
=126	=99	501-600	Polytechnic University of Bari	Italy	1990	22.5	33.1	79.2	55.5	34.6	44.4
=129	NR	401-500	University of Kragujevac	Serbia	1976	24.3	14.0	97.9	35.6	33.9	44.3
=129	137	501-600	University of Lincoln	United Kingdom	1992	22.7	23.8	79.9	35.5	73.3	44.3
131	NR	401-500	University of Vic - Central University of Catalonia	Spain	1997	21.6	17.5	90.0	37.0	60.3	44.2
132	122	501-600	University of Portsmouth	United Kingdom	1992	25.3	25.8	70.6	35.6	90.0	44.1
133	NR	501-600	Urmia University of Medical Sciences	Iran	1986	45.8	15.4	77.5	43.4	17.6	44.0
=134	=127	501-600	Bond University	Australia	1989	28.4	30.1	62.4	36.4	89.1	43.9
=134	NR	401-500	University of Tabuk	Saudi Arabia	2006	20.9	11.7	92.5	35.7	72.9	43.9
=136	113	501-600	CEU Universities	Spain	1993	23.9	13.8	92.7	38.5	50.0	43.8
=136	NR	501-600	Islamic Azad University, Najafabad Branch (IAUN)	Iran	1985	21.8	17.3	98.3	37.1	22.4	43.8
=138	=152	601-800	Ajou University	South Korea	1973	36.6	53.2	39.3	77.8	38.1	43.6
=138	NR	501-600	Alagappa University	India	1985	45.7	13.9	75.2	35.2	31.0	43.6
=140	=132	501-600	Ferhat Abbas Sétif University 1	Algeria	1978	26.1	12.1	93.8	34.8	40.8	43.5
=140	=155	601-800	Indian Institute of Technology Gandhinagar	India	2008	38.2	42.0	54.0	55.1	25.0	43.5
=140	186	501-600	Nottingham Trent University	United Kingdom	1992	24.9	20.5	77.0	35.5	78.2	43.5
=140	123	601-800	Shiraz University of Technology	Iran	2004	32.7	33.7	68.7	40.5	25.9	43.5
=144	154	501-600	Universidad Autónoma de Chile	Chile	1989	17.7	14.4	96.7	34.8	51.7	43.4
=144	126	601-800	University of Limerick	Republic of Ireland	1972	29.4	39.3	52.8	38.4	80.0	43.4
146	=142	601-800	Mahatma Gandhi University	India	1983	55.8	43.3	35.1	57.0	20.8	43.3
147	=102	501-600	University of Sannio	Italy	1997	24.9	26.1	81.1	54.1	29.5	43.2
=148	=114	601-800	University of Kashan	Iran	1973	31.3	28.9	74.7	36.7	20.7	43.0
=148	=106	601-800	National Taiwan University of Science and Technology (Taiwan Tech)	Taiwan	1974	34.9	53.7	36.9	64.8	50.3	43.0
=148	124	501-600	University of the West of Scotland	United Kingdom	2007	24.4	21.7	74.5	35.4	79.2	43.0

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
=151	=183	501-600	Edinburgh Napier University	United Kingdom	1993	23.1	23.1	72.3	35.2	85.1	42.8
=151	=130	501-600	Suez Canal University	Egypt	1976	25.2	12.2	90.4	37.2	46.8	42.8
=153	251-300	501-600	Eastern Mediterranean University	Northern Cyprus	1979	29.0	18.6	68.8	39.6	89.2	42.6
=153	=130	601-800	Hamburg University of Technology	Germany	1978	44.2	30.3	45.1	95.6	57.5	42.6
155	=120	501-600	Mansoura University	Egypt	1972	23.7	14.5	88.5	38.8	47.0	42.5
156	=132	501-600	Federal University of Toulouse Midi-Pyrénées	France	2014	29.6	28.5	63.8	36.9	63.3	42.2
=157	110	501-600	University of Desarrollo	Chile	1990	19.8	15.2	89.4	38.0	50.4	42.1
=157	=155	501-600	University of Mohaghegh Ardabili	Iran	1978	27.7	16.4	87.6	35.6	22.8	42.1
=157	144	501-600	Sumy State University	Ukraine	1990	27.3	16.4	79.9	40.7	53.1	42.1
=160	=183	501-600	Kafrelsheikh University	Egypt	2006	19.1	12.1	93.1	37.5	47.6	41.8
=160	=161	601-800	University of the Sunshine Coast	Australia	1996	29.1	40.3	48.3	43.2	71.9	41.8
=162	NR	601-800	CY Cergy Paris University	France	2019	29.0	35.1	49.2	41.0	88.5	41.7
=162	=108	501-600	Diego Portales University	Chile	1982	20.7	16.4	86.2	34.8	51.4	41.7
=164	136	601-800	Rovira i Virgili University	Spain	1991	27.7	31.4	62.1	38.3	54.9	41.5
=164	=163	601-800	Southern Cross University	Australia	1994	25.7	34.1	57.0	44.4	71.4	41.5
=166	=142	601-800	University of Huddersfield	United Kingdom	1992	30.9	33.6	49.9	37.5	81.3	41.4
=166	401+	601-800	Saveetha University	India	2005	28.0	13.5	86.9	35.7	26.2	41.4
=166	=140	601-800	University of Udine	Italy	1978	29.7	25.9	69.0	39.4	39.8	41.4
169	=165	601-800	University of Haifa	Israel	1972	30.1	29.8	64.5	35.7	39.7	41.2
=170	=161	601-800	Universiti Utara Malaysia	Malaysia	1984	39.6	34.3	42.4	38.2	70.2	41.1
=170	=147	601-800	Xi'an Jiaotong-Liverpool University	China	2006	22.0	21.3	71.8	36.1	75.8	41.1
172	=149	601-800	Open University of Catalonia	Spain	1995	26.7	23.7	70.9	35.7	46.6	40.8
173	=177	601-800	ISCTE-University Institute of Lisbon	Portugal	1972	36.5	42.6	39.6	40.8	53.8	40.7
174	NR	601-800	Kashan University of Medical Sciences and Health Services	Iran	1987	33.3	19.9	73.4	35.3	22.4	40.6
175	=152	601-800	University of Wuppertal	Germany	1972	34.7	33.1	50.8	48.1	47.6	40.4
176	201-250	601-800	Université Bourgogne Franche-Comté (UBFC)	France	2015	23.4	22.9	70.4	41.0	56.0	40.3
177	=149	601-800	Concordia University	Canada	1974	28.4	38.7	42.4	37.1	85.0	40.2
178	201-250	601-800	Zayed University	United Arab Emirates	1998	23.4	23.1	64.9	35.9	74.0	39.9
=179	=173	601-800	University of Johannesburg	South Africa	2005	30.4	44.7	35.6	42.5	74.3	39.8
=179	251-300	601-800	University of Nicosia	Cyprus	2007	25.1	22.5	58.5	35.7	94.7	39.8
=181	=169	601-800	Oxford Brookes University	United Kingdom	1992	29.4	29.6	49.3	35.3	81.0	39.5
=181	201-250	601-800	University of Regina	Canada	1974	24.3	26.5	61.0	37.1	67.1	39.5
183	NR	601-800	Ontario Tech University	Canada	2002	24.1	37.4	51.4	37.4	60.8	39.4
184	201-250	601-800	Ulster University	United Kingdom	1984	32.1	28.8	47.5	37.1	77.7	39.3
185	=165	601-800	Universiti Teknologi Malaysia	Malaysia	1972	39.6	31.9	39.4	47.5	62.6	39.1
186	NR	601-800	Manchester Metropolitan University	United Kingdom	1992	24.0	21.6	64.1	35.3	70.3	39.0
187	=157	601-800	Abdul Wali Khan University Mardan	Pakistan	2009	19.2	15.1	80.9	34.8	45.9	38.9
188	135	601-800	Roskilde University	Denmark	1972	25.8	46.2	38.9	41.5	59.5	38.8
189	=165	601-800	University of Kurdistan	Iran	1991	20.1	22.1	76.7	38.9	26.8	38.6
190	172	601-800	University of Girona	Spain	1991	25.6	29.7	56.0	37.9	53.0	38.3
191	251-300	601-800	Azərbaycan Şahid Mədanı University	Iran	1988	22.3	19.5	76.8	36.7	23.4	38.2
192	=177	601-800	University of Siegen	Germany	1972	30.4	35.2	44.5	39.7	53.6	38.0
193	NR	601-800	Sahand University of Technology	Iran	1989	39.1	22.8	56.0	52.4	16.8	37.9
194	NR	601-800	International Islamic University, Islamabad	Pakistan	1980	26.5	14.9	68.9	34.8	51.7	37.8
195	=188	601-800	Glasgow Caledonian University	United Kingdom	1993	25.0	19.9	61.0	35.3	66.0	37.6
196	176	601-800	University of Lorraine	France	2012	26.9	20.8	57.5	38.1	66.3	37.5
=197	201-250	601-800	University of Brighton	United Kingdom	1992	25.5	22.6	54.4	35.2	76.6	37.4
=197	251-300	601-800	Government College University Faisalabad	Pakistan	2002	19.2	17.9	73.9	34.8	43.0	37.4
199	=196	801-1,000	National Sun Yat-Sen University	Taiwan	1980	32.0	50.4	25.4	62.5	44.5	37.3
200	NR	601-800	Hazara University Mansehra	Pakistan	2001	21.7	14.0	74.8	34.8	42.2	37.2

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
201-250	201-250	801-1,000	University of the Aegean	Greece	1984	23.5	29.3	49.5	53.4	37.5	34.5-37.0
	182	601-800	The University of Aizu	Japan	1993	28.0	19.2	52.3	35.9	72.8	34.5-37.0
	201-250	601-800	University of Alcalá	Spain	1977	26.7	20.9	53.9	40.5	63.1	34.5-37.0
	187	801-1,000	Amedeo Avogadro University of Eastern Piedmont	Italy	1998	17.8	31.3	57.4	34.9	40.8	34.5-37.0
	201-250	801-1,000	American University of Sharjah	United Arab Emirates	1997	27.7	27.6	35.9	35.5	93.8	34.5-37.0
	201-250	801-1,000	Amrita Vishwa Vidyapeetham	India	2003	32.4	24.8	43.5	58.8	40.5	34.5-37.0
	=165	801-1,000	University of Aveiro	Portugal	1973	29.8	34.2	42.4	37.5	50.0	34.5-37.0
	=188	601-800	University of the Balearic Islands	Spain	1978	22.2	22.4	62.1	34.9	45.4	34.5-37.0
	201-250	801-1,000	University of the Basque Country	Spain	1980	26.4	28.4	50.2	37.8	44.6	34.5-37.0
	=196	601-800	University of Beira Interior	Portugal	1979	24.5	28.8	52.6	37.5	57.4	34.5-37.0
	201-250	801-1,000	Beni-Suef University	Egypt	2005	19.9	12.1	68.9	34.8	44.6	34.5-37.0
	=163	601-800	Bilkent University	Turkey	1984	27.6	28.3	45.1	48.1	63.1	34.5-37.0
	=177	601-800	University of Calabria	Italy	1972	21.1	25.4	62.3	35.5	38.2	34.5-37.0
	201-250	801-1,000	Central Queensland University	Australia	1992	22.2	22.2	52.0	37.9	63.1	34.5-37.0
	=173	801-1,000	University of Clermont Auvergne	France	2017	28.2	22.0	51.4	36.4	59.8	34.5-37.0
	201-250	801-1,000	University of Córdoba	Spain	1972	26.2	25.8	51.4	37.4	46.3	34.5-37.0
	201-250	601-800	Covenant University	Nigeria	2002	24.4	29.4	56.7	44.7	31.0	34.5-37.0
	201-250	601-800	Coventry University	United Kingdom	1992	24.6	19.7	47.7	35.0	92.7	34.5-37.0
	=193	601-800	De Montfort University	United Kingdom	1992	23.0	22.0	51.1	34.9	86.5	34.5-37.0
	251-300	601-800	University of Derby	United Kingdom	1992	22.5	17.0	59.2	35.2	67.3	34.5-37.0
	301-350	801-1,000	Edge Hill University	United Kingdom	2006	22.0	19.0	60.8	34.8	45.6	34.5-37.0
	201-250	601-800	Federation University Australia	Australia	2014	23.3	21.9	51.2	39.5	78.8	34.5-37.0
	201-250	801-1,000	University of Foggia	Italy	1999	22.0	31.2	53.7	38.0	25.7	34.5-37.0
	NR	601-800	Guangzhou University	China	2000	21.6	14.8	75.7	38.2	28.8	34.5-37.0
	201-250	601-800	University of Hertfordshire	United Kingdom	1992	24.4	18.8	51.1	35.3	84.3	34.5-37.0
	201-250	801-1,000	Indian Institute of Science Education and Research, Pune	India	2006	50.4	22.4	34.0	36.5	24.3	34.5-37.0
	=157	801-1,000	Indian Institute of Science Education and Research Kolkata	India	2006	34.4	19.2	56.3	38.8	19.6	34.5-37.0
	185	601-800	Indraprastha Institute of Information Technology Delhi	India	2008	22.4	18.9	64.2	63.5	31.9	34.5-37.0
	=193	801-1,000	Universitat Internacional de Catalunya	Spain	1997	23.7	20.5	54.6	39.7	63.6	34.5-37.0
	NR	601-800	International Institute of Information Technology, Hyderabad	India	1998	27.1	16.9	63.8	58.8	31.6	34.5-37.0
	145	801-1,000	Isfahan University of Technology	Iran	1977	33.9	36.0	38.3	79.9	26.3	34.5-37.0
	=196	801-1,000	Jaume I University	Spain	1991	26.8	27.7	49.5	38.1	45.3	34.5-37.0
	251-300	601-800	Kerman University of Medical Sciences	Iran	1978	34.1	15.1	62.8	41.7	18.6	34.5-37.0
	201-250	801-1,000	King Saud bin Abdulaziz University for Health Sciences	Saudi Arabia	2005	37.6	15.8	46.9	37.5	67.7	34.5-37.0
	251-300	801-1,000	Lahore University of Management Sciences	Pakistan	1984	26.9	23.9	50.9	35.6	46.7	34.5-37.0
	201-250	801-1,000	Leeds Beckett University	United Kingdom	1992	22.3	22.7	54.2	35.4	54.0	34.5-37.0
	201-250	801-1,000	University of Lleida	Spain	1991	26.7	24.3	53.9	38.5	41.5	34.5-37.0
	201-250	601-800	Mae Fah Luang University	Thailand	1998	19.8	17.5	63.3	36.0	53.0	34.5-37.0
	NR	601-800	University of Malakand	Pakistan	2001	21.5	16.1	67.0	35.4	40.3	34.5-37.0
	201-250	801-1,000	University of Minho	Portugal	1973	30.2	32.2	38.6	52.3	57.1	34.5-37.0
	NR	601-800	Prince Sattam Bin Abdulaziz University	Saudi Arabia	2009	23.0	15.8	62.7	35.4	73.2	34.5-37.0
	201-250	801-1,000	University of Roehampton	United Kingdom	1975	27.0	31.4	38.3	35.0	80.6	34.5-37.0
	=169	601-800	University of Rome III	Italy	1992	28.9	31.3	48.0	40.8	41.5	34.5-37.0
	201-250	801-1,000	Shantou University	China	1981	25.7	23.7	53.9	38.9	39.0	34.5-37.0
	201-250	801-1,000	Sultan Qaboos University	Oman	1986	31.6	22.2	43.4	39.3	74.4	34.5-37.0
	201-250	801-1,000	University of Thessaly	Greece	1984	21.5	23.0	57.5	38.6	39.8	34.5-37.0
	201-250	601-800	Tokyo Metropolitan University	Japan	2005	31.0	20.5	59.4	39.3	27.8	34.5-37.0
	251-300	801-1,000	University of Trás-os-Montes and Alto Douro	Portugal	1986	27.3	42.0	33.6	34.8	43.4	34.5-37.0
	301-350	601-800	Umm Al-Qura University	Saudi Arabia	1981	41.6	17.9	36.0	59.3	81.6	34.5-37.0
	NR	801-1,000	Zewail City of Science and Technology	Egypt	2011	27.7	22.9	54.7	47.6	28.4	34.5-37.0

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
251-300	201-250	801-1,000	Al-Balqa Applied University	Jordan	1997	17.7	17.1	58.2	44.2	48.1	30.9-34.4
	201-250	801-1,000	University of Algarve	Portugal	1979	22.8	23.4	40.3	36.1	68.1	30.9-34.4
	351-400	801-1,000	Anna University	India	1978	27.6	39.0	39.5	44.6	15.4	30.9-34.4
	301-350	801-1,000	Bahçeşehir University	Turkey	1998	25.6	27.8	45.0	51.6	47.1	30.9-34.4
	251-300	801-1,000	University of Bedfordshire	United Kingdom	1993	24.2	22.0	39.6	35.2	79.2	30.9-34.4
	201-250	801-1,000	Bharathiar University	India	1982	49.2	21.2	33.7	34.9	22.5	30.9-34.4
	251-300	801-1,000	University of Central Lancashire	United Kingdom	1992	24.4	20.0	45.4	35.2	68.1	30.9-34.4
	=199	801-1,000	Chang Gung University	Taiwan	1987	29.3	40.2	30.8	81.4	27.8	30.9-34.4
	201-250	801-1,000	Charles Sturt University	Australia	1989	22.3	24.7	41.7	35.5	70.3	30.9-34.4
	201-250	801-1,000	COMSATS University Islamabad	Pakistan	1998	21.7	15.2	61.3	34.9	46.1	30.9-34.4
	201-250	801-1,000	University of East London	United Kingdom	1992	30.9	22.5	32.3	35.0	80.9	30.9-34.4
	201-250	1,001-1,200	Universidade Estadual Paulista (Unesp)	Brazil	1976	41.5	33.7	18.6	39.6	29.2	30.9-34.4
181	801-1,000	European University of Madrid	Spain	1995	24.7	14.1	56.2	35.0	59.8	30.9-34.4	
301-350	801-1,000	University of Fortaleza (UNIFOR)	Brazil	1973	22.3	12.5	65.2	34.8	35.6	30.9-34.4	
201-250	1,001-1,200	Hyogo College of Medicine	Japan	1972	36.4	20.8	40.9	39.6	16.9	30.9-34.4	
201-250	801-1,000	Reichman University	Israel	1994	20.8	13.6	57.0	34.8	65.6	30.9-34.4	
251-300	801-1,000	Imam Abdulrahman Bin Faisal University	Saudi Arabia	2009	28.3	13.1	45.0	35.1	70.2	30.9-34.4	
301-350	801-1,000	Indian Institute of Technology Patna	India	2008	31.1	27.0	47.5	35.1	16.9	30.9-34.4	
NR	801-1,000	Istanbul Medeniyet University	Turkey	2010	22.6	13.7	66.0	34.8	21.0	30.9-34.4	
251-300	801-1,000	University of Jaén	Spain	1993	22.9	23.7	53.0	35.1	44.0	30.9-34.4	
NR	801-1,000	Kalasalingam Academy of Research and Education	India	2006	25.3	13.0	58.3	37.2	23.1	30.9-34.4	
201-250	801-1,000	Karlstad University	Sweden	1999	22.9	21.1	52.5	35.9	39.5	30.9-34.4	
301-350	801-1,000	KIIT University	India	2004	35.0	18.3	45.6	66.2	22.1	30.9-34.4	
=140	801-1,000	King Khalid University	Saudi Arabia	1998	31.7	12.1	46.5	34.8	81.0	30.9-34.4	
201-250	801-1,000	Kingston University	United Kingdom	1992	25.3	25.0	39.6	35.1	85.7	30.9-34.4	
NR	801-1,000	University of Maragheh	Iran	1987	19.1	17.9	58.7	34.8	23.2	30.9-34.4	
351-400	801-1,000	Menoufia University	Egypt	1976	21.2	12.4	57.2	36.1	39.7	30.9-34.4	
=173	801-1,000	Metropolitan Autonomous University	Mexico	1974	22.5	23.4	51.4	37.0	25.2	30.9-34.4	
192	801-1,000	Miguel Hernández University of Elche	Spain	1996	22.6	23.8	49.3	38.9	38.2	30.9-34.4	
251-300	801-1,000	National University of Sciences and Technology	Pakistan	1991	27.6	21.5	46.2	38.1	45.7	30.9-34.4	
NR	801-1,000	Near East University	Northern Cyprus	1988	23.1	16.9	44.3	54.2	95.5	30.9-34.4	
251-300	801-1,000	Normandy University	France	2015	29.3	20.8	36.7	35.8	55.8	30.9-34.4	
201-250	801-1,000	University of Northern British Columbia (UNBC)	Canada	1990	27.2	29.6	43.5	35.2	40.8	30.9-34.4	
NR	801-1,000	Universidad San Francisco de Quito	Ecuador	1988	24.0	13.4	46.6	35.2	64.8	30.9-34.4	
251-300	1,001-1,200	Shahrood University of Technology	Iran	1974	31.2	24.6	40.0	35.6	24.4	30.9-34.4	
251-300	801-1,000	Sheffield Hallam University	United Kingdom	1992	23.3	19.3	46.8	35.2	54.0	30.9-34.4	
201-250	801-1,000	Sidi Mohamed Ben Abdellah University	Morocco	1975	32.8	14.0	54.9	34.8	23.0	30.9-34.4	
NR	1,001-1,200	University of Social Welfare and Rehabilitation Sciences	Iran	1992	36.4	26.4	33.6	41.4	32.4	30.9-34.4	
251-300	801-1,000	University of South Bohemia in České Budějovice	Czech Republic	1991	24.8	23.0	41.4	34.8	49.4	30.9-34.4	
301-350	801-1,000	South Valley University	Egypt	1995	28.7	16.0	50.1	35.0	44.6	30.9-34.4	
NR	801-1,000	Technical University of Crete	Greece	1977	18.1	16.2	55.0	39.6	43.6	30.9-34.4	
351-400	801-1,000	University of Technology, Iraq	Iraq	1975	28.7	11.9	53.1	35.3	26.3	30.9-34.4	
251-300	801-1,000	Universiti Tenaga Nasional (UNITEN)	Malaysia	1997	24.9	21.9	46.9	91.0	48.5	30.9-34.4	
NR	801-1,000	University of Texas Rio Grande Valley	United States	2015	22.9	16.7	53.2	35.2	34.5	30.9-34.4	
NR	801-1,000	Veltech University	India	1997	21.8	12.8	59.0	36.2	25.2	30.9-34.4	
251-300	1,001-1,200	University of Vigo	Spain	1989	25.4	23.1	40.3	39.9	43.4	30.9-34.4	
251-300	801-1,000	VIT University	India	1984	27.4	20.3	45.4	36.8	27.0	30.9-34.4	
201-250	801-1,000	University of Westminster	United Kingdom	1992	22.9	25.9	38.0	35.4	83.1	30.9-34.4	
251-300	801-1,000	Wuhan University of Technology	China	2000	25.4	21.1	46.2	54.5	24.6	30.9-34.4	
146	801-1,000	Yasouj University	Iran	1983	20.3	21.6	63.8	38.0	17.3	30.9-34.4	
301-350	801-1,000	Zagazig University	Egypt	1974	18.9	12.1	60.7	34.8	42.1	30.9-34.4	
NR	801-1,000	Zhejiang University of Finance and Economics	China	1974	19.3	16.0	61.7	35.3	25.9	30.9-34.4	

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
301-350	251-300	1,001-1,200	Acharya Nagarjuna University	India	1976	54.6	14.5	17.6	41.4	23.3	28.2-30.6
	251-300	1,001-1,200	Aichi Medical University	Japan	1972	34.1	17.8	35.8	39.6	18.5	28.2-30.6
	301-350	1,001-1,200	University of Almería	Spain	1993	25.0	25.6	35.2	37.1	43.1	28.2-30.6
	201-250	801-1,000	Benha University	Egypt	2005	20.7	11.7	54.6	35.4	43.7	28.2-30.6
	251-300	1,001-1,200	Cardiff Metropolitan University	United Kingdom	1996	24.6	18.6	37.0	36.0	66.6	28.2-30.6
	251-300	801-1,000	Carlos III University of Madrid	Spain	1989	30.2	23.6	28.4	40.5	62.3	28.2-30.6
	301-350	1,001-1,200	University of Castilla-La Mancha	Spain	1982	25.9	20.2	38.0	36.8	39.2	28.2-30.6
	301-350	1,001-1,200	Fayoum University	Egypt	2005	20.0	15.9	49.9	38.9	41.0	28.2-30.6
	301-350	1,001-1,200	University of La Frontera	Chile	1981	20.3	29.7	30.6	34.8	49.6	28.2-30.6
	301-350	1,001-1,200	University of Guilan	Iran	1974	33.7	27.3	33.1	37.4	19.1	28.2-30.6
	251-300	1,001-1,200	Hamamatsu University School of Medicine	Japan	1974	35.6	23.5	31.9	38.1	20.1	28.2-30.6
	351-400	1,001-1,200	Ibn Tofaïl University	Morocco	1989	31.8	15.0	40.6	38.2	24.8	28.2-30.6
	401+	1,001-1,200	Incheon National University	South Korea	1979	22.8	39.4	21.6	37.1	29.1	28.2-30.6
	251-300	1,001-1,200	Indian Institute of Technology Bhubaneswar	India	2008	32.6	18.9	40.0	36.1	18.8	28.2-30.6
	NR	1,001-1,200	Indian Institute of Technology Mandi	India	2009	31.0	16.1	40.3	35.2	22.2	28.2-30.6
	351-400	1,001-1,200	The Islamia University of Bahawalpur	Pakistan	1975	29.8	15.4	36.7	34.8	40.3	28.2-30.6
	201-250	1,001-1,200	Jamia Hamdard University	India	1989	24.7	17.4	44.3	38.0	29.2	28.2-30.6
	NR	1,001-1,200	University of Jeddah	Saudi Arabia	2014	22.8	12.4	38.5	34.8	72.2	28.2-30.6
	401+	1,001-1,200	Jiangnan University	China	2001	22.4	14.6	51.1	38.7	22.4	28.2-30.6
	251-300	1,001-1,200	Karabük University	Turkey	2007	18.3	12.6	50.9	35.2	37.6	28.2-30.6
	301-350	1,001-1,200	King Faisal University	Saudi Arabia	1975	23.4	11.6	41.0	39.7	73.7	28.2-30.6
	NR	1,001-1,200	University of Lahore	Pakistan	1999	20.8	13.0	48.2	35.3	45.1	28.2-30.6
	251-300	1,001-1,200	University of Las Palmas de Gran Canaria	Spain	1989	22.0	19.8	44.0	34.8	41.5	28.2-30.6
	251-300	1,001-1,200	University of León	Spain	1979	24.1	18.1	37.5	37.8	45.6	28.2-30.6
	251-300	1,001-1,200	Lorestan University	Iran	1982	29.2	16.9	48.0	35.0	19.1	28.2-30.6
	301-350	1,001-1,200	Universiti Malaysia Perlis	Malaysia	2002	26.5	15.7	46.3	35.1	29.3	28.2-30.6
	251-300	1,001-1,200	University of Mazandaran	Iran	1979	35.5	21.0	32.1	37.8	27.2	28.2-30.6
	251-300	1,001-1,200	National Dong Hwa University	Taiwan	1994	23.7	31.7	26.1	38.3	43.3	28.2-30.6
	301-350	1,001-1,200	National Yunlin University of Science and Technology	Taiwan	1991	25.8	41.7	13.7	95.3	27.0	28.2-30.6
	NR	1,001-1,200	Óbuda University	Hungary	2010	21.0	21.7	41.0	37.4	38.6	28.2-30.6
	201-250	1,001-1,200	Ozyegin University	Turkey	2007	25.1	19.7	41.3	36.0	47.2	28.2-30.6
	301-350	1,001-1,200	Polytechnic Institute of Porto	Portugal	1985	19.3	14.6	51.6	35.0	36.5	28.2-30.6
	251-300	1,001-1,200	Pondicherry University	India	1985	46.9	28.7	18.7	34.8	15.3	28.2-30.6
	251-300	1,001-1,200	Public University of Navarre	Spain	1987	25.5	19.7	40.1	37.6	46.2	28.2-30.6
	301-350	1,001-1,200	Shahrekord University	Iran	1991	22.3	18.4	47.8	35.9	17.8	28.2-30.6
	251-300	1,001-1,200	Shiga University of Medical Science	Japan	1974	35.2	16.3	37.0	43.7	21.3	28.2-30.6
	301-350	1,001-1,200	Siberian Federal University	Russian Federation	2006	30.2	24.9	21.9	68.8	53.8	28.2-30.6
	201-250	1,001-1,200	University of Split	Croatia	1974	22.0	19.1	46.4	35.8	38.0	28.2-30.6
	251-300	1,001-1,200	Staffordshire University	United Kingdom	1992	24.3	16.8	42.4	34.9	52.1	28.2-30.6
	301-350	1,001-1,200	SWPS University of Social Sciences and Humanities	Poland	1996	21.1	22.0	37.8	34.8	54.5	28.2-30.6
	NR	801-1,000	Symbiosis International University	India	2002	23.2	14.7	53.0	35.1	30.4	28.2-30.6
	301-350	1,001-1,200	Tanta University	Egypt	1972	19.2	11.9	51.6	34.8	41.1	28.2-30.6
	251-300	1,001-1,200	University of Technology of Compiègne	France	1972	30.5	15.9	28.6	42.1	83.9	28.2-30.6
	201-250	1,001-1,200	University of Technology of Troyes	France	1994	32.1	16.1	30.6	43.8	70.4	28.2-30.6
	251-300	1,001-1,200	Teesside University	United Kingdom	1992	22.4	18.9	40.8	35.0	61.6	28.2-30.6
	301-350	1,001-1,200	Tezpur University	India	1994	29.8	39.0	21.4	35.8	15.7	28.2-30.6
	251-300	1,001-1,200	Vietnam National University, Hanoi	Vietnam	1995	24.3	14.2	41.5	36.6	45.6	28.2-30.6
	251-300	1,001-1,200	Yangzhou University	China	1992	23.1	18.3	46.5	43.3	25.5	28.2-30.6
	NR	1,001-1,200	Zanjan University of Medical Sciences	Iran	1987	42.9	13.7	30.7	34.8	16.5	28.2-30.6

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
351-400	301-350	1,001-1,200	University of A Coruña	Spain	1989	24.9	23.6	33.6	37.5	33.4	25.1-28.1
	301-350	1,201+	Adolfo Ibáñez University	Chile	1988	20.6	22.6	25.1	36.6	59.6	25.1-28.1
	301-350	1,201+	University of Alicante	Spain	1979	26.1	24.4	23.5	36.9	39.5	25.1-28.1
	351-400	1,001-1,200	University of the Andes, Chile	Chile	1989	23.5	19.1	32.3	36.2	48.1	25.1-28.1
	351-400	1,001-1,200	Atılım University	Turkey	1996	21.9	13.9	36.8	36.1	39.9	25.1-28.1
	301-350	1,201+	Banasthali University	India	1983	44.1	15.6	19.5	40.5	21.2	25.1-28.1
	251-300	1,001-1,200	Bezmiâlem Vakif University	Turkey	2010	36.3	16.5	27.6	38.4	21.9	25.1-28.1
	351-400	1,201+	University of Botswana	Botswana	1982	22.1	18.0	26.0	35.2	66.1	25.1-28.1
	301-350	1,001-1,200	University of Cadiz	Spain	1979	23.8	23.9	31.7	36.5	39.4	25.1-28.1
	301-350	1,001-1,200	Polytechnic University of Cartagena	Spain	1998	26.9	18.0	31.1	39.0	36.7	25.1-28.1
	351-400	1,001-1,200	Universidad Católica San Antonio de Murcia (UCAM)	Spain	1996	21.7	22.4	28.8	45.2	44.0	25.1-28.1
	NR	1,001-1,200	Chengdu University	China	1978	21.0	14.7	42.4	37.8	20.7	25.1-28.1
	NR	1,201+	Damghan University	Iran	1988	22.9	19.8	33.1	36.2	19.4	25.1-28.1
	351-400	1,201+	Democritus University of Thrace	Greece	1973	21.5	18.8	33.2	36.0	31.8	25.1-28.1
	NR	1,201+	Dicle University	Turkey	1973	34.6	33.9	6.8	99.9	16.3	25.1-28.1
	NR	1,001-1,200	Dr B.R. Ambedkar National Institute of Technology Jalandhar	India	1987	22.2	19.7	39.9	35.4	13.8	25.1-28.1
	351-400	1,001-1,200	Duzce University	Turkey	2006	21.1	21.5	34.6	87.6	20.7	25.1-28.1
	301-350	1,001-1,200	Universidade Federal do ABC (UFABC)	Brazil	2006	22.4	19.9	34.0	35.6	35.5	25.1-28.1
	251-300	1,001-1,200	Guru Jambheshwar University of Science and Technology	India	1995	30.1	12.8	41.5	34.8	15.3	25.1-28.1
	NR	1,001-1,200	Université Polytechnique Hauts-de-France	France	1979	21.1	12.0	30.2	36.1	73.9	25.1-28.1
	NR	1,201+	Ilia State University	Georgia	2006	22.2	12.0	34.6	34.9	48.4	25.1-28.1
	201-250	1,001-1,200	Indian Institute of Science Education and Research Bhopal	India	2008	33.7	21.1	26.9	35.1	18.8	25.1-28.1
	301-350	1,201+	Kazan National Research Technical University	Russian Federation	1992	24.0	15.6	31.9	57.9	31.7	25.1-28.1
	351-400	1,001-1,200	KL University	India	1980	21.6	13.3	47.9	35.1	16.5	25.1-28.1
	NR	1,001-1,200	Lovely Professional University	India	2005	21.4	13.3	45.8	36.1	22.0	25.1-28.1
	251-300	1,201+	Lumière University, Lyon 2	France	1973	32.8	25.9	10.4	35.1	58.2	25.1-28.1
	301-350	1,001-1,200	University of Malaga	Spain	1972	23.4	17.9	34.3	37.4	40.6	25.1-28.1
	351-400	1,001-1,200	Manipal Academy of Higher Education	India	1993	37.6	18.0	22.5	41.5	35.5	25.1-28.1
	351-400	1,001-1,200	University of Manouba	Tunisia	2000	26.3	12.3	34.5	34.8	43.3	25.1-28.1
	301-350	1,001-1,200	University of Maribor	Slovenia	1975	24.2	24.9	28.3	41.3	39.3	25.1-28.1
	351-400	1,001-1,200	Minia University	Egypt	1976	19.8	11.9	46.5	34.9	45.0	25.1-28.1
	351-400	1,001-1,200	National University of San Martín	Argentina	1992	22.4	14.6	37.7	35.5	40.7	25.1-28.1
	NR	1,001-1,200	University of Primorska	Slovenia	2003	23.2	22.0	27.3	36.0	64.1	25.1-28.1
	401+	1,201+	Qassim University	Saudi Arabia	2004	24.9	12.2	24.8	36.1	75.3	25.1-28.1
	301-350	1,201+	Razi University	Iran	1972	28.2	20.9	30.3	35.4	19.3	25.1-28.1
	301-350	1,001-1,200	University Rey Juan Carlos	Spain	1996	19.4	16.6	39.9	36.5	41.4	25.1-28.1
	301-350	1,001-1,200	Robert Gordon University	United Kingdom	1992	21.8	18.5	25.9	36.4	77.5	25.1-28.1
	301-350	1,001-1,200	Saitama Medical University	Japan	1972	32.2	13.5	37.5	38.6	15.7	25.1-28.1
	351-400	1,001-1,200	University of Sargodha	Pakistan	2002	38.3	15.2	25.5	35.2	41.5	25.1-28.1
	301-350	1,001-1,200	SASTRA University	India	1984	24.6	14.4	38.3	43.6	16.9	25.1-28.1
	251-300	1,001-1,200	Semnan University	Iran	1975	32.8	17.2	36.2	34.8	18.0	25.1-28.1
	351-400	1,201+	University of Sfax	Tunisia	1986	33.4	17.9	20.4	34.8	41.9	25.1-28.1
	301-350	1,201+	Shahid Rajaei Teacher Training University	Iran	1980	21.9	23.9	29.7	51.2	22.5	25.1-28.1
	301-350	1,001-1,200	University of South Wales	United Kingdom	2013	22.6	16.0	30.9	36.5	65.9	25.1-28.1
	351-400	1,201+	Suranaree University of Technology	Thailand	1990	27.7	22.3	21.3	57.3	31.2	25.1-28.1
	251-300	1,001-1,200	Technological University Dublin	Republic of Ireland	2019	21.9	16.9	30.8	35.1	71.3	25.1-28.1
	301-350	1,201+	Toyohashi University of Technology (TUT)	Japan	1976	29.2	30.1	14.1	55.4	32.7	25.1-28.1
	251-300	1,001-1,200	Tshwane University of Technology	South Africa	2004	21.4	18.0	38.3	40.2	44.5	25.1-28.1
	301-350	1,001-1,200	University of Tunis El Manar	Tunisia	2000	34.5	16.5	24.1	35.0	41.3	25.1-28.1
	=147	1,001-1,200	Universiti Tunku Abdul Rahman (UTAR)	Malaysia	2002	21.4	20.8	34.5	38.4	34.2	25.1-28.1
	351-400	1,001-1,200	University of West Bohemia	Czech Republic	1991	24.1	24.7	29.9	39.1	30.4	25.1-28.1
	401+	1,201+	Yarmouk University	Jordan	1976	33.8	15.4	19.7	36.0	47.6	25.1-28.1

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
401+	401+	1,201+	University of Abou Bekr Belkaïd Tlemcen	Algeria	1974	33.1	12.4	7.7	34.9	34.8	14.0-25.0
	401+	1,201+	Acıbadem University	Turkey	2007	29.8	16.8	9.1	38.1	23.8	14.0-25.0
	401+	1,201+	Akdeniz University	Turkey	1982	19.3	14.0	16.3	35.7	19.6	14.0-25.0
	401+	1,201+	Aksaray University	Turkey	2006	16.8	12.8	22.1	35.1	23.6	14.0-25.0
	401+	1,201+	Amity University	India	2005	24.4	16.2	33.1	36.0	21.2	14.0-25.0
	351-400	1,201+	Universidad Andrés Bello (UNAB)	Chile	1988	19.8	13.3	33.1	35.0	48.1	14.0-25.0
	NR	1,201+	Arab Academy for Science, Technology and Maritime Transport	Egypt	1972	30.4	11.9	21.6	34.9	35.9	14.0-25.0
	351-400	1,201+	Arak University	Iran	1972	37.3	18.3	19.9	36.0	18.4	14.0-25.0
	401+	1,201+	Ariel University	Israel	2012	19.7	27.2	13.1	36.4	30.1	14.0-25.0
	NR	1,201+	Badji Mokhtar University - Annaba	Algeria	1975	23.3	12.0	10.5	35.1	31.9	14.0-25.0
	401+	1,201+	Bahauddin Zakariya University	Pakistan	1975	19.5	16.3	34.5	35.0	40.2	14.0-25.0
	401+	1,201+	Başkent University	Turkey	1994	23.0	18.7	5.0	34.8	20.1	14.0-25.0
	301-350	1,201+	University of Béjaïa	Algeria	1981	20.6	12.5	14.8	34.8	42.8	14.0-25.0
	NR	1,201+	BINUS University	Indonesia	1981	23.4	18.5	13.3	38.6	25.3	14.0-25.0
	401+	1,201+	University of Birjand	Iran	1975	19.8	13.0	14.6	35.2	20.1	14.0-25.0
	401+	1,201+	University of Biskra	Algeria	1998	24.5	12.0	12.9	34.8	34.8	14.0-25.0
	401+	1,201+	Blida 1 University	Algeria	1981	21.8	12.4	15.6	35.0	37.7	14.0-25.0
	401+	1,201+	Bolu Abant İzzet Baysal University	Turkey	1992	19.8	12.6	17.5	35.0	21.1	14.0-25.0
	301-350	1,201+	Bu-Ali Sina University	Iran	1973	23.0	23.7	26.2	35.8	19.6	14.0-25.0
	351-400	1,201+	University of Burgos	Spain	1994	23.9	20.3	25.7	37.9	36.5	14.0-25.0
	NR	1,201+	Bursa Uludağ University	Turkey	1975	23.4	14.9	12.1	40.9	28.2	14.0-25.0
	351-400	1,201+	University of Carthage	Tunisia	1988	26.3	14.2	19.4	36.4	43.9	14.0-25.0
	401+	1,201+	Ceará State University	Brazil	1975	24.1	14.0	6.8	36.0	18.5	14.0-25.0
	NR	1,201+	Chang Gung University of Science and Technology	Taiwan	1988	20.1	23.8	26.4	48.1	18.9	14.0-25.0
	401+	1,201+	Chaoyang University of Technology	Taiwan	1994	20.0	21.4	8.8	43.9	30.2	14.0-25.0
	401+	1,201+	Cukurova University	Turkey	1973	23.3	13.9	17.8	38.5	21.4	14.0-25.0
	401+	1,201+	Dokkyo Medical University	Japan	1972	32.5	12.9	13.6	38.0	16.8	14.0-25.0
	401+	1,201+	Dokuz Eylül University	Turkey	1982	23.1	14.5	24.8	37.6	20.0	14.0-25.0
	NR	1,201+	Dumlupınar University	Turkey	1992	16.3	11.1	23.7	35.8	17.2	14.0-25.0
	401+	1,201+	Dunarea de Jos University of Galati	Romania	1974	21.8	12.9	7.4	34.9	39.3	14.0-25.0
	301-350	1,201+	Erciyes University	Turkey	1978	26.2	21.7	20.2	79.3	21.7	14.0-25.0
	NR	1,201+	Erzincan Binali Yıldırım University	Turkey	2006	17.8	12.8	30.5	34.8	16.2	14.0-25.0
	401+	1,201+	Eskişehir Osmangazi University	Turkey	1993	23.1	20.8	14.8	35.0	18.8	14.0-25.0
	401+	1,201+	Universidade Estadual do Oeste do Paraná (Unioeste)	Brazil	1994	29.0	21.3	5.7	42.8	16.5	14.0-25.0
	401+	1,201+	Universidade Federal de Ciências da Saúde de Porto Alegre (UFCSPA)	Brazil	2008	24.6	18.0	16.3	34.8	20.1	14.0-25.0
	NR	1,201+	Universidade Federal da Grande Dourados	Brazil	2005	47.3	13.8	7.9	34.8	16.9	14.0-25.0
	401+	1,201+	Universidade Federal Rural do Semi-Arido	Brazil	2005	31.9	12.5	2.4	34.8	15.1	14.0-25.0
	NR	1,201+	Federal University of Tocantins	Brazil	2000	23.1	12.5	6.3	34.8	18.9	14.0-25.0
	401+	1,201+	Federal University of Uberlândia	Brazil	1978	27.7	16.5	26.8	41.7	21.1	14.0-25.0
	NR	1,201+	Federal University of Vales do Jequitinhonha e Mucuri	Brazil	2005	23.9	11.2	7.0	34.8	17.0	14.0-25.0
	351-400	1,201+	Feng Chia University	Taiwan	1980	23.3	24.3	14.4	38.8	37.0	14.0-25.0
	401+	1,201+	Gaziantep University	Turkey	1973	20.3	13.4	18.3	35.4	31.1	14.0-25.0
	351-400	1,201+	Gebze Technical University	Turkey	1992	24.8	19.7	23.7	38.5	26.5	14.0-25.0
	NR	1,201+	German University in Cairo	Egypt	2002	20.7	12.5	31.0	34.8	44.2	14.0-25.0
	401+	1,201+	GITAM University	India	1980	24.0	12.2	11.7	35.5	19.8	14.0-25.0
	401+	1,201+	Government College University Lahore	Pakistan	2002	23.6	15.2	16.9	35.1	41.4	14.0-25.0
	351-400	1,201+	Hakim Sabzevari University	Iran	1975	21.1	14.6	32.4	35.7	30.1	14.0-25.0
	351-400	1,201+	Hallym University	South Korea	1982	26.3	27.4	18.0	44.3	22.3	14.0-25.0
	401+	1,201+	The Hashemite University	Jordan	1995	19.5	18.3	17.4	44.8	53.4	14.0-25.0
	NR	1,201+	Université Hassan 1er	Morocco	1997	18.9	13.0	11.4	34.8	25.7	14.0-25.0

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
401+	351-400	1,201+	Université Hassan II de Casablanca	Morocco	1975	24.7	13.1	29.0	36.7	24.9	14.0-25.0
(cont)	NR	1,201+	Hellenic Open University	Greece	1992	26.4	11.8	35.1	34.8	26.6	14.0-25.0
	401+	1,201+	Helwan University	Egypt	1975	20.8	12.2	26.5	35.2	40.5	14.0-25.0
	351-400	1,201+	University of Hradec Králové	Czech Republic	2000	23.6	18.6	20.2	36.7	45.7	14.0-25.0
	401+	1,201+	University of Hyogo	Japan	2004	23.6	17.9	5.5	42.6	20.3	14.0-25.0
	NR	1,201+	University of Ilorin	Nigeria	1975	23.3	13.2	16.5	34.8	31.3	14.0-25.0
	351-400	1,201+	I-Shou University	Taiwan	1990	20.9	27.8	12.4	48.2	41.2	14.0-25.0
	401+	1,201+	Istanbul Medipol University	Turkey	2009	19.2	14.3	17.9	36.2	27.6	14.0-25.0
	351-400	1,201+	Izmir Institute of Technology	Turkey	1992	25.1	15.4	19.2	39.8	28.9	14.0-25.0
	401+	1,201+	Jan Evangelista Purkyně University	Czech Republic	1991	20.9	18.3	15.1	37.6	36.2	14.0-25.0
	351-400	1,201+	Jawaharlal Nehru Technological University Anantapur (JNTUA)	India	2008	34.2	16.5	25.1	35.3	15.5	14.0-25.0
	NR	1,201+	Jean Moulin University - Lyon 3	France	1973	20.5	17.6	7.4	35.4	54.8	14.0-25.0
	301-350	1,201+	Kanazawa Medical University	Japan	1972	33.0	13.2	21.5	36.2	20.5	14.0-25.0
	NR	1,201+	Kocaeli University	Turkey	1992	18.3	11.4	8.8	37.7	20.2	14.0-25.0
	301-350	1,201+	Kochi University of Technology	Japan	1997	31.8	22.1	15.9	40.8	31.8	14.0-25.0
	401+	1,201+	Universiti Kuala Lumpur	Malaysia	2002	23.0	12.9	26.1	38.2	36.2	14.0-25.0
	351-400	1,201+	L. N. Gumilyov Eurasian National University	Kazakhstan	1996	20.5	14.0	22.6	34.8	55.2	14.0-25.0
	NR	1,201+	Lucian Blaga University of Sibiu	Romania	1990	22.9	18.5	12.3	35.3	18.4	14.0-25.0
	401+	1,201+	Universiti Malaysia Sarawak (UNIMAS)	Malaysia	1992	30.3	15.6	13.5	35.8	48.7	14.0-25.0
	351-400	1,201+	University of Marrakech Cadi Ayyad	Morocco	1978	24.6	15.4	25.7	35.9	39.7	14.0-25.0
	NR	1,201+	Matej Bel University	Slovakia	1992	26.3	19.4	13.5	36.8	44.5	14.0-25.0
	401+	1,201+	M'Hamed Bougara University of Boumerdès	Algeria	1998	19.1	11.8	16.1	34.8	30.5	14.0-25.0
	NR	1,201+	University of Mohamed Boudiaf at M'Sila	Algeria	1985	27.7	12.0	8.1	35.7	30.1	14.0-25.0
	401+	1,201+	University of Monastir	Tunisia	2004	25.8	14.5	17.5	34.8	44.4	14.0-25.0
	401+	1,201+	University of Montenegro	Montenegro	1974	17.6	16.7	14.2	34.9	45.0	14.0-25.0
	NR	1,201+	Moscow Polytechnic University	Russian Federation	2016	21.8	12.7	7.3	34.8	27.2	14.0-25.0
	351-400	1,201+	Multimedia University	Malaysia	1997	24.8	14.1	24.2	38.9	37.2	14.0-25.0
	351-400	1,201+	Nagaoka University of Technology	Japan	1976	29.6	22.3	10.4	45.5	35.5	14.0-25.0
	401+	1,201+	Naresuan University	Thailand	1990	27.9	14.0	14.1	35.9	34.0	14.0-25.0
	401+	1,201+	National Chi Nan University	Taiwan	1995	23.9	21.3	5.9	49.0	30.3	14.0-25.0
	351-400	1,201+	National Chung Cheng University	Taiwan	1989	25.2	30.2	12.8	46.3	23.6	14.0-25.0
	401+	1,201+	National University of Kaohsiung	Taiwan	2000	19.0	22.3	5.8	38.8	27.9	14.0-25.0
	NR	1,201+	National United University	Taiwan	1972	19.1	17.2	15.0	39.8	18.8	14.0-25.0
	NR	1,201+	Necmettin Erbakan University	Turkey	2010	33.4	22.9	17.7	35.0	18.7	14.0-25.0
	401+	1,201+	Ondokuz Mayıs University	Turkey	1975	19.5	12.9	11.4	37.0	27.3	14.0-25.0
	NR	1,201+	University of Oradea	Romania	1990	19.6	12.7	9.3	35.0	30.3	14.0-25.0
	301-350	1,201+	University of Ostrava	Czech Republic	1991	24.5	21.7	18.6	34.9	43.4	14.0-25.0
	NR	1,201+	University of Pernambuco	Brazil	1990	20.6	15.1	22.6	35.0	24.2	14.0-25.0
	NR	1,201+	Persian Gulf University	Iran	1991	20.1	15.8	29.3	36.3	22.0	14.0-25.0
	401+	1,201+	PMAS Arid Agriculture University Rawalpindi	Pakistan	1994	20.9	15.6	27.6	34.8	41.2	14.0-25.0
	NR	1,201+	Universidad Politécnica Salesiana	Ecuador	1994	17.3	13.8	16.4	34.8	48.8	14.0-25.0
	401+	1,201+	Port Said University	Egypt	2010	19.2	11.8	32.5	34.8	41.8	14.0-25.0
	NR	1,201+	Purdue University Northwest	United States	2016	21.5	13.6	23.9	34.8	34.6	14.0-25.0
	401+	1,201+	Recep Tayyip Erdoğan University	Turkey	2006	20.9	13.3	10.0	34.9	18.4	14.0-25.0
	NR	1,201+	University of Rijeka	Croatia	1973	22.2	20.0	15.8	35.0	29.9	14.0-25.0
	351-400	1,201+	Russian Presidential Academy of National Economy and Public Administration	Russian Federation	2010	28.6	21.9	11.0	37.9	21.6	14.0-25.0
	401+	1,201+	University of La Sabana	Colombia	1979	21.3	15.2	7.6	36.7	42.5	14.0-25.0
	401+	1,201+	Sakarya University	Turkey	1992	21.2	14.5	30.4	40.7	22.2	14.0-25.0
	401+	1,201+	San Sebastián University	Chile	1989	23.3	12.0	8.8	34.8	43.6	14.0-25.0
	401+	1,201+	Sathyabama Institute of Science and Technology	India	1988	28.5	13.8	19.7	35.3	17.1	14.0-25.0

Access the full dataset that powers *THE's* World University Rankings 2022

THE DataPoints allows university leaders and strategists to uncover and analyse the data behind *THE's* World University Rankings 2022, as well as historical data going back to 2016.

The platform allows for granular interrogation on an institutional level, and on a subject level, across *THE's* 13 metrics, for all ranked universities around the world.

University leaders and strategists can benchmark their institutions' performance against all other ranked universities around the world, helping to paint a clearer picture on what their relative performance looks like, in order to support understanding, strategy and institutional advancement.

Please email data@timeshighereducation.com for a complimentary and obligation-free demo of *THE* DataPoints.

Rank 2022	Rank 2021	Position in World University Rankings 2022	Institution	Country/region	Year founded	Teaching	Research	Citations	Industry income	International outlook	Overall score
401+ (cont)	401+	1,201+	University of Science and Technology of Oran Mohamed-Boudiaf	Algeria	1975	22.6	11.5	7.2	34.9	35.2	14.0-25.0
	NR	1,201+	Universitas Sebelas Maret	Indonesia	1976	24.1	20.0	24.4	38.3	25.0	14.0-25.0
	401+	1,201+	Selçuk University	Turkey	1975	21.1	13.2	28.8	34.9	24.1	14.0-25.0
	NR	1,201+	Semnan University of Medical Sciences and Health Services	Iran	1988	28.4	14.4	17.5	34.8	23.3	14.0-25.0
	351-400	1,201+	Shahed University	Iran	1990	33.4	21.2	15.7	34.8	15.3	14.0-25.0
	351-400	1,201+	Shahid Bahonar University of Kerman	Iran	1974	28.8	18.7	24.3	39.5	19.6	14.0-25.0
	401+	1,201+	University of Shizuoka	Japan	1987	30.5	18.1	11.5	37.9	21.3	14.0-25.0
	401+	1,201+	Siksha 'O' Anusandhan	India	2007	29.4	13.3	26.1	39.4	14.8	14.0-25.0
	401+	1,201+	University of Sistan and Baluchestan	Iran	1974	22.5	17.4	14.3	35.9	17.5	14.0-25.0
	NR	1,201+	Sivas Cumhuriyet University	Turkey	1974	21.2	13.1	14.1	34.9	17.8	14.0-25.0
	NR	1,201+	Soonchunhyang University	South Korea	1978	22.6	25.7	23.8	36.1	27.8	14.0-25.0
	401+	1,201+	University of Sousse	Tunisia	1986	28.0	13.3	17.3	34.8	38.5	14.0-25.0
	401+	1,201+	University of South China	China	2000	29.7	17.5	20.5	44.1	18.1	14.0-25.0
	401+	1,201+	SRM Institute of Science and Technology	India	2002	24.1	12.8	28.1	34.9	20.7	14.0-25.0
	401+	1,201+	State University of Santa Cruz	Brazil	1991	35.0	13.6	13.9	35.2	27.3	14.0-25.0
	401+	1,201+	Süleyman Demirel University	Turkey	1992	22.2	13.6	17.1	35.3	21.6	14.0-25.0
	NR	1,201+	Taif University	Saudi Arabia	2004	20.5	14.5	25.8	36.5	71.8	14.0-25.0
	301-350	1,201+	University of Talca	Chile	1981	21.8	17.5	25.5	36.0	52.9	14.0-25.0
	351-400	1,201+	University of Tarapacá	Chile	1981	19.3	25.5	17.8	34.9	51.4	14.0-25.0
	401+	1,201+	Universidade Tecnológica Federal do Paraná (UTFPR)	Brazil	2005	22.0	14.4	13.9	36.7	20.4	14.0-25.0
	401+	1,201+	Universiti Teknikal Malaysia Melaka	Malaysia	2000	21.8	15.0	16.4	35.2	34.4	14.0-25.0
	401+	1,201+	Universiti Teknologi MARA	Malaysia	1999	24.7	18.0	12.3	35.2	19.6	14.0-25.0
	401+	1,201+	Telkom University	Indonesia	2013	18.3	14.3	31.0	35.3	15.9	14.0-25.0
	351-400	1,201+	TOBB University of Economics and Technology	Turkey	2003	25.3	17.7	19.2	38.3	26.4	14.0-25.0
	401+	1,201+	Tokat Gaziosmanpaşa University	Turkey	1992	21.9	12.0	23.7	34.9	20.5	14.0-25.0
	351-400	1,201+	Tomas Bata University in Zlín	Czech Republic	2001	24.1	27.4	13.7	40.1	49.1	14.0-25.0
	351-400	1,201+	Tzu Chi University	Taiwan	1994	27.0	23.9	9.3	48.1	27.5	14.0-25.0
	NR	1,201+	Universiti Malaysia Terengganu (UMT)	Malaysia	2007	24.4	20.8	17.9	35.3	36.3	14.0-25.0
	NR	1,201+	Universiti Tun Hussein Onn Malaysia (UTHM)	Malaysia	1993	24.6	21.2	20.3	34.9	35.2	14.0-25.0
	401+	1,201+	University of Valparaíso	Chile	1981	20.5	15.9	19.3	35.0	49.2	14.0-25.0
	401+	1,201+	Vietnam National University (Ho Chi Minh City)	Vietnam	1995	19.6	14.7	23.9	40.8	39.5	14.0-25.0
	NR	1,201+	University of Warmia and Mazury in Olsztyn	Poland	1999	22.2	17.2	14.6	37.1	20.0	14.0-25.0
	351-400	1,201+	Yazd University	Iran	1989	27.1	22.7	19.8	36.2	20.6	14.0-25.0
	401+	1,201+	Yeditepe University	Turkey	1996	25.5	20.4	10.4	74.3	23.6	14.0-25.0
	351-400	1,201+	Yuan Ze University	Taiwan	1989	25.8	19.7	19.9	47.2	33.1	14.0-25.0
	NR	1,201+	Zonguldak Bülent Ecevit University	Turkey	1992	19.0	11.9	20.4	37.0	20.5	14.0-25.0

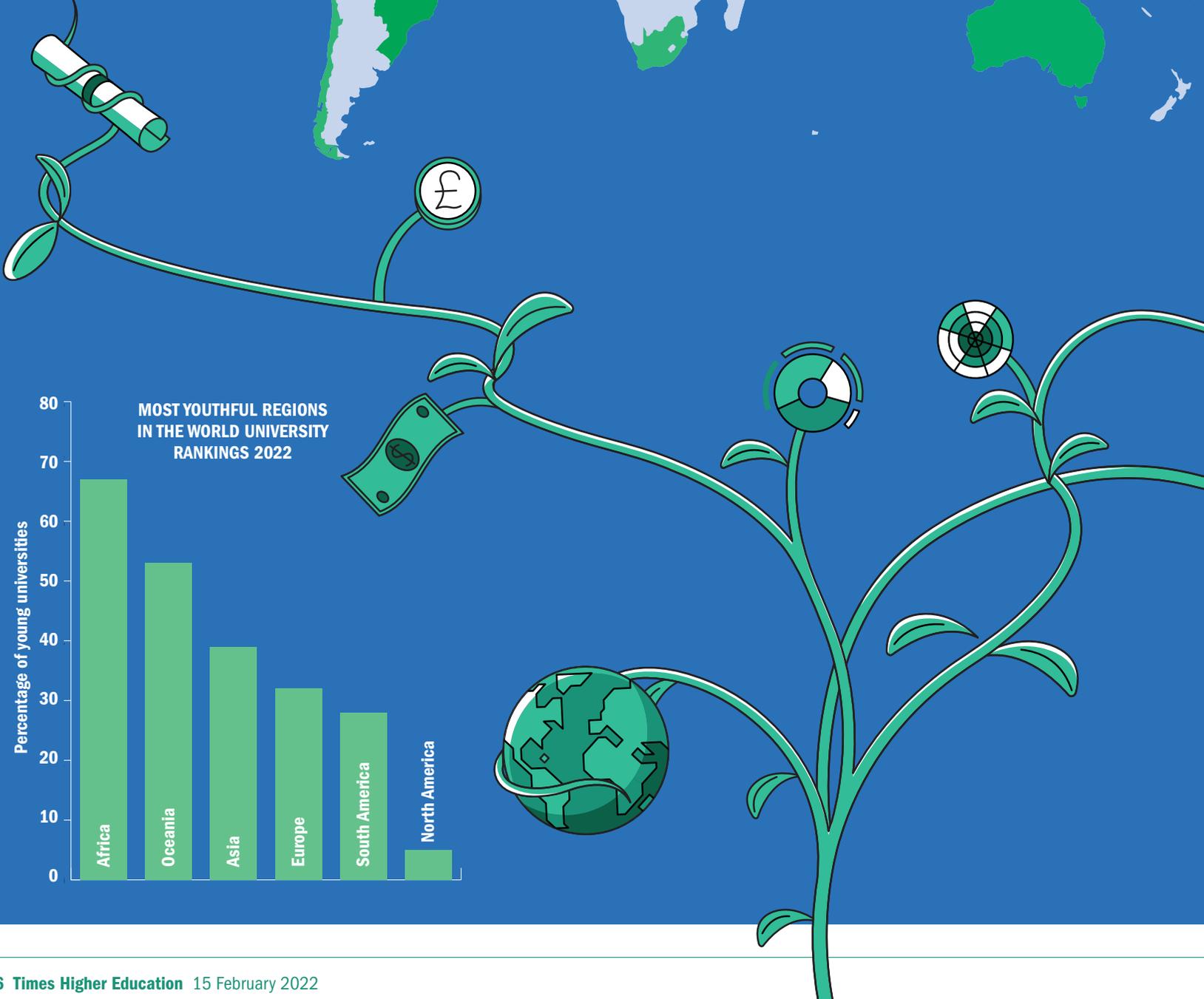
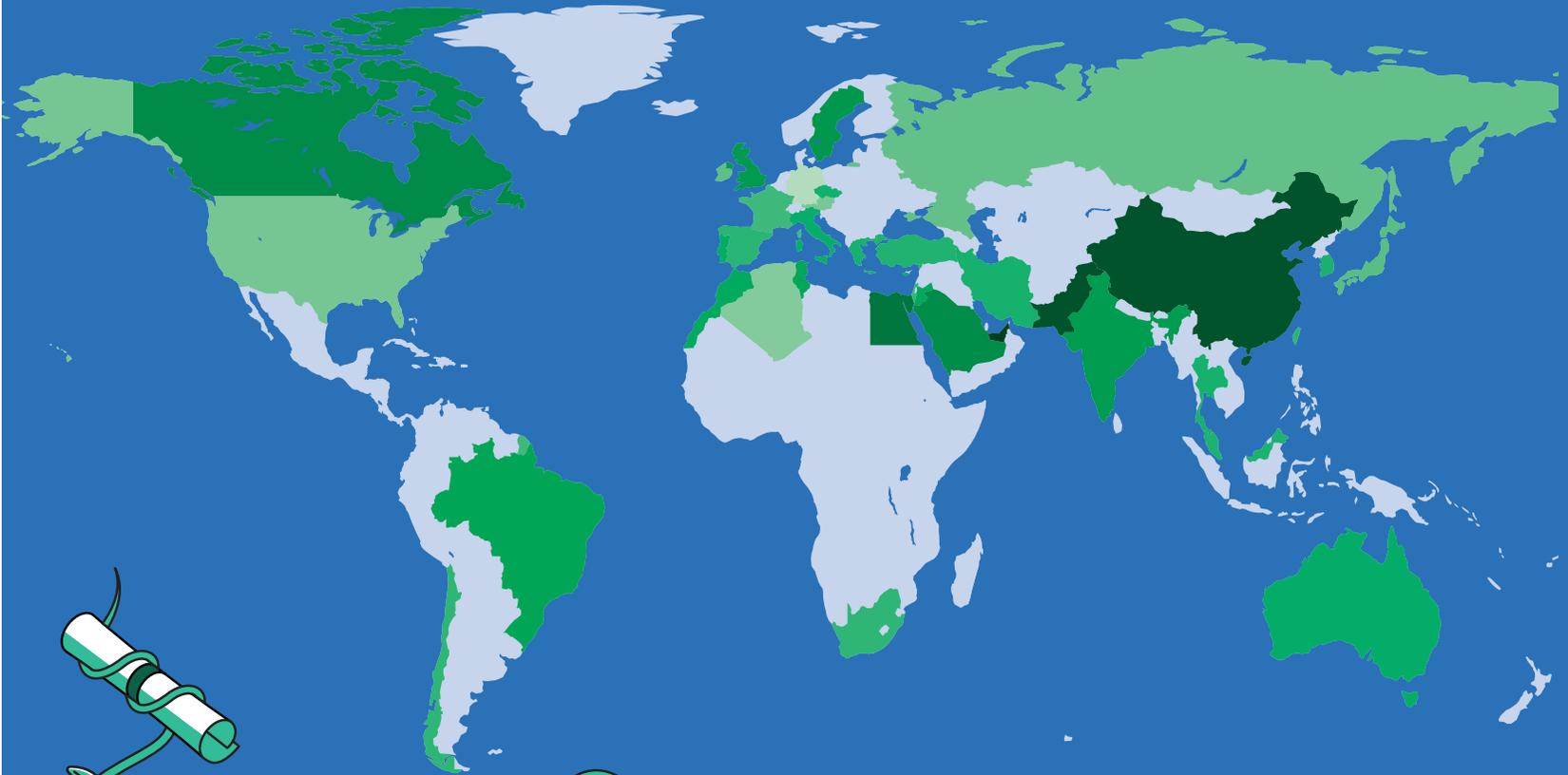
NR = not ranked

THE WORLD
SUMMIT
SERIES
NETWORK

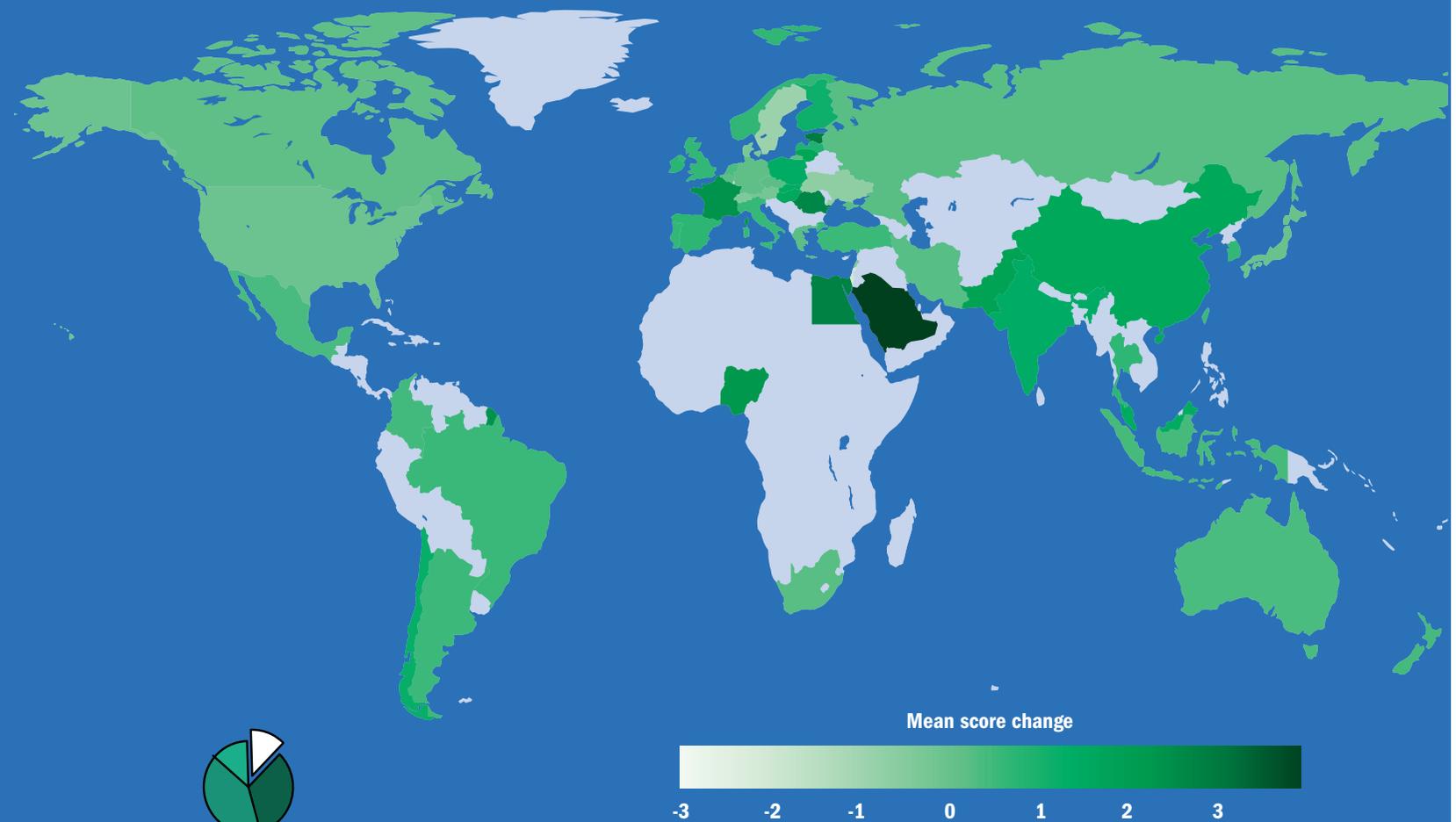
Save money on tickets
for THE events when you
join the WSS Network

Find out more

YOUNG UNIVERSITIES' AVERAGE SCORE CHANGE BY COUNTRY 2021-2022



OLD UNIVERSITIES' AVERAGE SCORE CHANGE BY COUNTRY 2021-2022



Note: Only countries with at least three universities in both the 2022 and 2021 editions of the World University Rankings were included in the analysis.

Growing up fast

Young universities generally improve at a faster rate than their mature peers, but which countries are seeing the most rapid progress among their newly founded institutions?

These **maps** show the average score change for young and old universities by country from the 2021 to 2022 editions of the World University Rankings.

Newer universities in mainland China are gaining the most ground, but institutions aged 50 years and under in Canada, Sweden, the UK, India and Brazil are also rising in score, suggesting that the success of young universities is not concentrated in a single region.

Youthful universities in Saudi Arabia are also making strong

progress, although not advancing as quickly as the more established institutions in the Middle Eastern country. In Egypt, meanwhile, the improvement is similar for both groups of institutions. Older universities in the US and Russia are also rising faster than their younger domestic counterparts.

Meanwhile, the **bar chart**

shows the share of universities in the latest World University Rankings that are aged 50 years and under in each region. It reveals that Africa has the highest share of new higher education institutions, with 67 per cent of ranked universities in the continent having been founded in the past half-century. The majority of univer-

sities in Oceania are also young, driven by Australia's higher education expansion from the 1970s to the 1990s.

At the other end of the scale, just 5 per cent of North America's ranking representatives are 50 years or younger, reflecting the maturity of the region's higher education systems.

Ellie Bothwell

VENTURE BEYOND BOUNDARIES

One of the world's most rapidly rising universities,
CityU blazes new trails for the benefit of society.

- + Making the seemingly impossible possible, we advance the frontiers of knowledge through our five strategic areas:



One Health



Digital Society



Smart City



Matter



Brain

- + We boldly make a difference through the pursuit of new discoveries and innovation, leading research, and knowledge transfer.
- + **140** of our faculty members are listed among the **top 2%** of the world's most highly cited scientists¹.
- + CityU is ranked **1st** among local universities in granted US patents²; Citations per Faculty averaged between 2017 and 2021³; and in the number of awards received at the Inventions Geneva Evaluation Days 2021.





香港城市大學
City University of Hong Kong

CityU is reaching
for the stars.

All in the numbers

Using 13 carefully calibrated performance indicators, we provide comprehensive and balanced comparisons to rank global universities created since 1972. Here is the methodology behind our trusted tables

The *Times Higher Education* Young University Rankings apply the same methodology as the World University Rankings to assess research-intensive universities across all their core missions: teaching, research, knowledge transfer and international outlook. However, the weightings are recalibrated to reflect the profile of missions of young universities. We use 13 carefully calibrated performance indicators to provide the most comprehensive and balanced comparisons, trusted by students, academics, university leaders, industry and governments. The rankings include institutions that were founded between 1972 and the present.

The performance indicators are grouped into five areas: **TEACHING** (the learning environment); **RESEARCH** (volume, income and reputation); **CITATIONS** (research influence); **INTERNATIONAL OUTLOOK** (staff, students and research); and **INDUSTRY INCOME** (knowledge transfer).

Exclusions

Universities are excluded from the World University Rankings if they do not teach undergraduates or if their research output amounted to fewer than 1,000 articles between 2016 and 2020 (and a minimum of 150 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.

Data collection

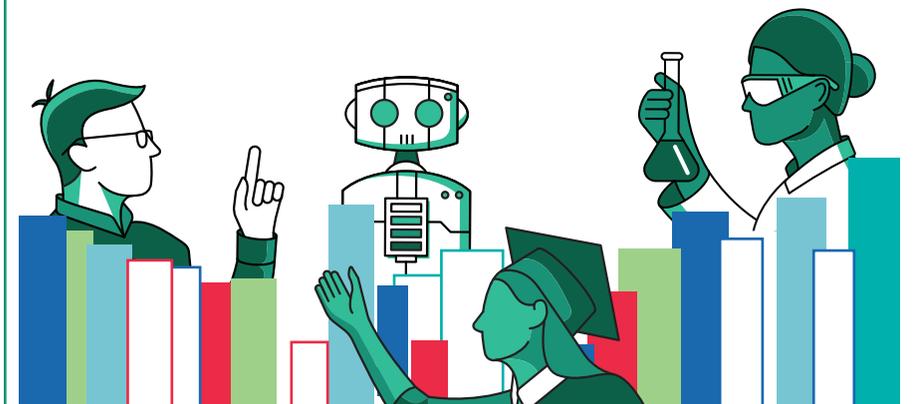
Institutions provide and sign off their institutional data for use in the rankings. On the rare occasions when a particular data point is not provided, we enter a conservative estimate for the affected metric. By doing this, we avoid penalising an institution too harshly with a “zero” value for data that it overlooks or does not provide, but we do not reward it for withholding them.

Getting to the final result

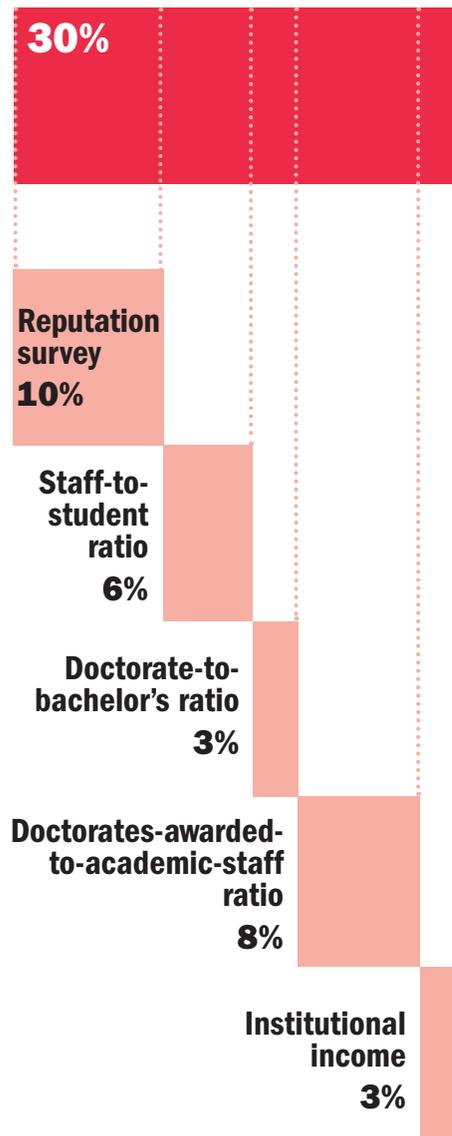
Moving from a series of specific data points to indicators, and finally to a total score for an institution, requires us to match values that represent fundamentally different data. To do this we use a standardisation approach for each indicator, and then combine the indicators in the proportions indicated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

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 all indicators except for the Academic Reputation Survey we calculate the cumulative distribution function of a normal distribution using Z-scoring. For the data in the Academic Reputation Survey we use the cumulative distribution function of an exponential distribution in our calculations.



Teaching (the learning environment)

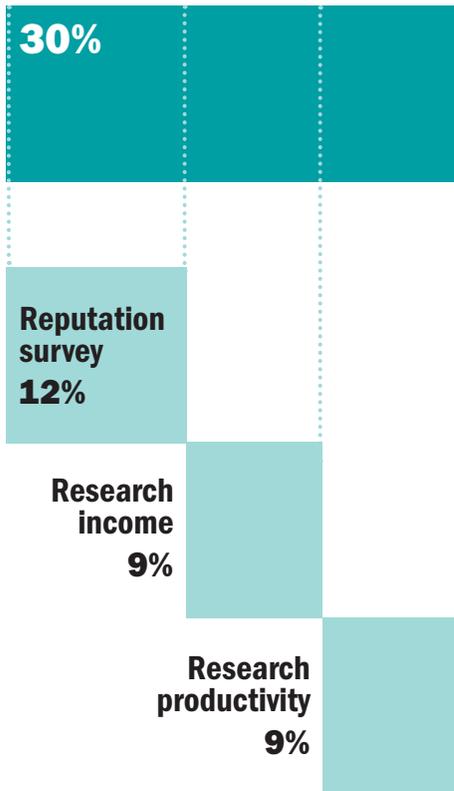


The most recent Academic Reputation Survey (run annually) that underpins this category was carried out between November 2020 and February 2021. It examined the perceived prestige of institutions in teaching. The responses were statistically representative of the geographical and subject mix of academics globally. The 2021 data are combined with the results of the 2020 survey, giving almost 22,000 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.

Research (volume, income and reputation)

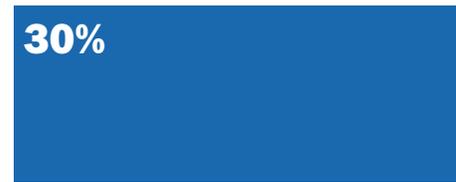


The most prominent indicator in this category looks at a university's reputation for research excellence among its peers, based on the responses to our annual Academic Reputation Survey (see left).

Research income is scaled against academic staff numbers and adjusted for 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 papers 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. This year, we devised a method to give credit for papers that are published in subjects where a university declares no staff.

Citations (research influence)



Our research influence indicator looks at universities' role in spreading new knowledge and ideas.

We examine research influence by capturing the average number of times that a university's published work is cited by scholars globally. This year, our bibliometric data supplier Elsevier examined 108 million citations to 14.4 million journal articles, article reviews, conference proceedings, books and book chapters published over five years. The data include more than 24,600 academic journals indexed by Elsevier's Scopus database and all indexed publications between 2016 and 2020. Citations to these publications made in the six years from 2016 to 2021 are also collected.

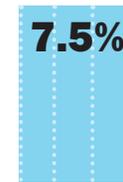
The citations help to show us how much each university is contributing to the sum of human knowledge: they tell us whose research has stood out, has been picked up and built on by other scholars and, most importantly, has been shared around the global scholarly community to expand the boundaries of our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

In 2015-16, we excluded papers with more than 1,000 authors because they were having a disproportionate impact on the citation scores of a small number of universities. Since 2016-17, we have designed a method for reincorporating these papers. Working with Elsevier, we have developed a new fractional counting approach that ensures that all universities where academics are authors of these papers will receive at least 5 per cent of the value of the paper, and where those that provide the most contributors to the paper receive a proportionately larger contribution.

International outlook (staff, students, research)



Proportion of international students
2.5%

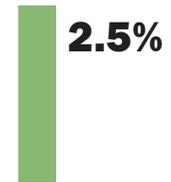
Proportion of international staff
2.5%

International collaboration
2.5%

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.

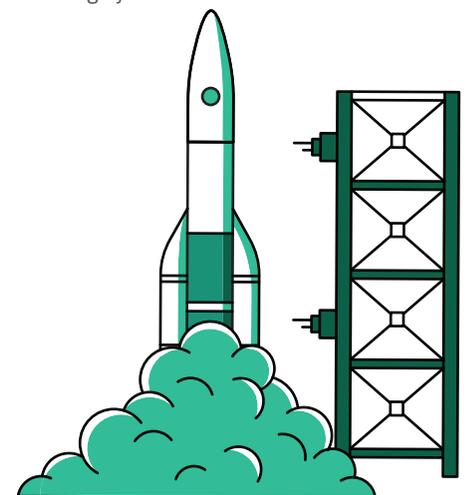
In the third international indicator, we calculate the proportion of a university's total research journal publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university's subject mix and uses the same five-year window as the "Citations: research influence" category.

Industry income (knowledge transfer)



A university's ability to help industry with innovations, inventions and consultancy has become a core mission of the contemporary global academy. This category 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 category 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.





Empowering universities
to achieve their
sustainability goals.



Contact data@timeshighereducation.com to learn more

Truth and the American way

Realising the goal of truth-seeking universities calls for reform and reinvestment, says Roopika Risam

In November 2021, higher education leader Pano Kanelos launched the University of Austin with the words: “We can’t wait for universities to fix themselves. So we’re starting a new one.”

Higher education in the US today is most certainly in crisis – not, as the right wing claims, from suppression of conservative voices that led to the creation of the University of Austin, but from rising student loan debt, shifting student demographics, increased casualisation of the faculty, and the role of higher education in promoting white supremacy. This raises the question of whether universities can address these problems and what alternative models of higher education might look like.

The University of Austin proposed to distinguish itself with a focus on “pursuit of the truth”, implying that other universities – caricatured as bastions of liberal elitism in the cultural imagination – are not focused on “truth”. This assumes, however, that the purpose of the university is to seek truth. This is among the many myths of the contemporary university in the US: that it was founded in the pursuit of knowledge and critical thinking.

The history of higher education in the US tells us otherwise. Unlike in Europe, where higher educational traditions stretch back to the 11th century, universities in the US are relatively young. The university in the US emerged in the 17th century to educate elite young men to take up their place at the helm of a new nation, enabled by and, in turn, upholding enslavement and settler colonialism. Later, inspired by the German research university, Johns Hopkins University originated the model of the US research university (now called R1s in the US). A small subset of US universities adopted the model and made knowledge work the centre of that enterprise, while the remainder – the vast majority – maintained a mission of educating a citizenry and preparing students for

professions. In our contemporary moment, however, it is impossible to separate these lofty goals from the university’s role in credentialling.

How might we get closer to the imagined goals of the university: knowledge and critical thinking? A three-pronged approach is necessary: public reinvestment in higher education, reform of existing universities, and imagining new forms of higher education.

The current funding model for universities in the US is untenable and fails to serve students. Over the past three decades, federal and state funding for universities has fallen. This has led to the privatisation of public higher education, in which students have been forced to bear the costs of higher education. Given that budgets are indicators of value, it’s telling that as American studies professor Christopher Newfield has written, the systematic defunding of public higher education in the US correlates with increased numbers of black, Latinx, Indigenous and Asian students entering higher education. Public reinvestment is thus a prerequisite to realising higher education reform.

Further efforts are needed to address problems at existing universities. Universities have a responsibility to ensure that people of different racial and ethnic identities, genders, sexualities, abilities,

nationalities and immigration status have access to high-quality education. This requires ensuring that curricula reflect these students’ identities, needs and interests, and hiring more faculty of colour and more Indigenous faculty. At the same time, universities must reckon with and make amends for their histories of enslavement and ongoing participation in Indigenous dispossession and genocide. Further, universities must resist funding from outside interests looking to interfere in university affairs, such as the Koch family and Hindu nationalists.

It’s also important to recognise the limitations of universities as agents of change, given that they are, by nature, “institutions”. The model of the “freedom school” is one alternative, developed in the 1960s to provide liberatory education to black students. In this tradition, Freedom University in Atlanta aims to “educate and empower undocumented students and fulfil their human right to education”. It offers tuition-free college courses and educator training, advocates for policy change, and organises direct actions related to immigration and education. Freedom University is thus one example of an intervention in higher education that promotes pursuit of knowledge and critical thinking.

It is a myth to say that the purpose of the university is to seek truth. But universities can fix themselves, and we need new ones and public funding to realise the promise of higher education. ●



Roopika Risam
Chair of secondary and higher education, Salem State University

“The funding model for universities in the US is untenable and fails to serve students”





Enfin! A delayed debut

Ontario's long-awaited francophone university will employ a modern pedagogy, says Pierre Ouellette



Pierre Ouellette
President and vice-chancellor,
Université de l'Ontario français

“ We see the university as an innovative institution focused on creating and mobilising knowledge in French to train the leaders of tomorrow ”

Francophones in Ontario have been waiting for a long, long time. But in September 2021, the wait was finally over with the opening of a university “by and for” the French-speaking population in Canada’s largest province. It complements the province’s existing French-language education system, which runs from early childhood to higher education.

The Université de l’Ontario français (UOF) is in Canada’s largest city, Toronto, which is home to a growing global and intercultural hub where all francophones are represented. With nearly 620,000 French-speaking people in Ontario and the growth of francophone immigration to Canada, UOF is the unifying option for francophones, as it forms a new generation of leaders.

Building a tradition of French-language university studies in central and southwestern Ontario is essential to ensuring the sustainability of Ontario’s francophone community. This means having UOF recognised as a major player for all, making it a gathering place for the knowledge and leadership of the region’s francophones and francophiles and becoming the indispensable ally the community has always wanted. Francophones in Canada, who are also bilingual or multilingual, will develop skills that are aligned with the needs of today’s workplace through UOF’s innovative programmes and approaches to teaching and learning.

Our ongoing student recruitment work is centred on raising awareness about UOF to everyone in order to maximise the number of people who choose to attend our university. The focus is on young Ontarians attending the province’s French-language secondary schools, but we are also reaching out to the wider global francophone community.

In its first year of operation, UOF attracted nearly 150 students to enrol in one of its bachelor’s or micro-certificate programmes. That said, UOF is still in its eight-year start-up phase. As with any new educational institution, the university needs time to promote its programmes and to recruit a critical mass of students. The university will be in a better position to talk about its impact on the community as we progress through the start-up phase up to 2027.

The complexity of the times we live in requires a more holistic approach to education. UOF offers programmes aimed at better understanding our modern world and its ever-changing issues. We see the university as an innovative institution focused on creating and mobilising knowledge in French to train the leaders of tomorrow.

To achieve this, UOF has taken a transdisciplinary approach to teaching and learning. Our teaching philosophy is based on inductive and experiential instructional

strategies. Courses, work placements and workshops enable students to develop knowledge as well as skills that facilitate their transition to employment and social engagement.

Through transdisciplinary programmes, UOF enables its students to navigate disciplines that are no longer seen as silos of independent study but rather as complementary to other disciplines. Courses are focused on issues rather than subjects.

The university offers four undergraduate degree programmes: urban environments; human plurality; economics and social innovation; and digital cultures, which are all based on the humanities or social sciences and aligned with some of the major issues of our time. The university is already working to add other programmes in the coming years, including a bachelor’s of education to address the francophone teacher shortage in Ontario.

UOF has collected best practices from its peers, such as the idea of having small classes, focusing on a transdisciplinary approach to learning, opting for innovative programmes and ensuring that its students are involved in the community.

We will continue to build on such strategies, modernising and reinventing our pedagogical model to foster excellence and to train generations of leaders and workers. ●

TUITION FEE BENCHMARKING TOOLS 21/22



Three Excel databases listing courses and fees at UK HEIs



Circa **25,000** UG & **14,000** PGT courses at over **180** UK and Irish institutions



Options to add data for previous years and university & subject metrics

MAKE YOUR TUITION FEES COMPETITIVE

Find out which universities are continuing to offer reduced fees to EU students, which universities have expanded their postgraduate distance learning provision, and in which subjects the competition is increasing.

ORDER NOW!



fees@theknowledgepartnership.com



www.theknowledgepartnership.com



Click below for access:

[Young University Rankings 2022 table](#)

[How to participate in the rankings](#)