

02.2.2026**Author**

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Title

Measuring the international standing of universities with an application to Australian universities /
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Publication year

2007

Source/Footnote

In: Higher education. - 53 (2007) 6, S. 819 - 841

Inventory number

22139

Keywords

Ausland : Australien : Hochschulwesen allgemein ; Ausland : Australien : Studenten, Studium, Lehre ; Hochschule : Wettbewerb

Abstract

Globalisation has meant an increased demand from students, employers, and academics for indicators of the international academic standing of universities. In this paper we examine the broad methodological issues involved in measuring international academic standing and apply our conclusions to data for 38 Australian universities. Determinants of the international academic standing of universities are grouped into six broad categories: standing of academic staff, quality of undergraduate intake, quality of undergraduate programs, quality of graduate programs, resources, and peer opinion. The relative importance of each of these attributes is ascertained through a worldwide survey of university presidents, rectors and vice-chancellors plus Australian deans, thus reducing the need for subjective weighting by the researchers. The empirical findings are used to weight quantitative performance data for Australian universities and the results compared with two other recent worldwide rankings of universities. (HRK / Abstract übernommen) Williams, Ross,

02.2.2026

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