



QS University Rankings: Latin AmericaTM

2012 / 2013



IELTS puts you first

- You can book a test up to once a week in over 130 countries
- You will take your test in a quiet, comfortable location
- You will receive your results in less than 2 weeks
- You can submit your results to thousands of institutions in Australia, Canada, the UK and the US

Book now at www.ielts.org

IELTS™



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Welcome

to the 2012 QS University Rankings: Latin America™ Report

QS University Rankings: Latin America was published for the first time in 2011, and created a huge amount of interest both within the region and further afield. This is perhaps unsurprising: Latin America is a hugely dynamic, fast-growing continent that has recently identified higher education as key to its development, yet in global rankings it has mostly been conspicuous by its absence. QS University Rankings: Latin America – produced after extensive consultation with universities throughout Latin America – provides a uniquely detailed comparison of the performance of the region's universities.

This year's rankings are extended to incorporate 250 institutions, 50 more than last year. A second year's survey results has provided a richer and more inclusive data pool, extending the scope of the useful information we are able to offer. Universities have therefore been ranked individually from 1–150, then in groups of ten from 151–200, with a single group from 201–250. This incremental increase in the size of the groupings reflects the entirely logical gap in relative levels of data at the top and bottom of the table. It enables us to avoid a situation wherein we are making a fine-comb distinction based on overall scores that are not sufficiently varied to warrant such a high level of differentiation.

The rankings are remarkable for their stability, a pleasing indication of the validity of the measures employed. The performance of smaller institutions at an earlier stage of their development, with less experience in collecting data and a less consistent and established research output, is far more likely to significantly change in a short space of time than that of an established research-intensive institution at the top of the table. Yet even further down the table, volatility levels remain relatively low. The top 200 varies by just seven universities from that of 2011, though direct comparisons from 100–200 cannot be drawn due to the larger groupings that were employed in 2011.

As in 2011, the rankings adopt the principles of the QS World University Rankings, augmented with measures of particular regional application. Academic and employer reputation surveys remain the backbone of our approach, in combination with data on research productivity and citations, student/faculty ratio, the proportion of staff with a PhD, and web presence.

It is an exciting period for Latin American universities, with the growth in scientific research, massification of social demand for higher education, increased student mobility and the rise of private universities all accelerating the pace of change. This year's rankings help further our understanding of the comparative performance of universities throughout the region, and shine a light on pockets of development that have previously been beyond the scope of international rankings.



Ben Sowter

Ben Sowter is the Head of Division,
QS Intelligence Unit

2012 QS University Rankings: Latin America

Stable rankings confirm Brazilian dominance

Danny Byrne Editor of TopUniversities.com

University rankings have sometimes been criticized for their volatility, with some observers complaining that seismic year-on-year shifts reflect methodological tinkering or unreliable measures rather than genuine change. The familiar look of the top ten in 2012 QS University Rankings: Latin America is therefore strong evidence that last year's inaugural exercise provided a fair and accurate overview of the current hierarchy of the region's universities in the areas it measures.

Universidade de São Paulo (USP) cements its place at the top of the table, while the entire top seven is unchanged, a near-unprecedented level of stability in a ranking of this nature. Variety is provided by a turnover of three in the top ten, with Universidade Federal de Rio de Janeiro, Universidad de Concepción and Universidad de Santiago de Chile entering at the expense of Universidad de Buenos Aires, Universidad Nacional de Colombia and Universidade Federal de Minas Gerais.

Chile now claims four of the top ten, ahead of Brazil with three, Mexico with two and Colombia with one. Argentina's sole representative from last year, University of Buenos Aires, drops three places to 11th.

 **Brazilian dominance continues** 

The strong position of Brazil in the QS rankings established in 2011 shows little sign of diminishing. USP retains the top spot, and with 65 of the top 250, Brazil accounts for over a quarter of the universities in this ranking. Even taking its size into account, on a regional level this points to an impressive level of dominance.

The performance of Brazilian universities is partly attributable to a national effort to increase access to higher education – with enrolment having tripled in the last decade – and to policies aimed at enhancing the quality and quantity of its research. A study of the US National Science Foundation found that Brazil tripled its scientific research output between 1993 and 2003, and it has carried on growing since. In 2008 Brazil spent US\$22 billion on research, compared to Mexico, Argentina and Chile's figures of US\$5.8 billion, US\$2.7 billion and US\$1.2 billion respectively. UNESCO statistics place Brazil among the world's top 15 R&D performers.

This investment is reflected in the bibliometric research measures, sourced from Scopus, which show that Brazil is producing a far greater quantity of published research than its regional peers. Brazil has a remarkable nine of the top ten universities in Latin America for research papers per faculty member, plus the top nine universities for the proportion of academics with a PhD. These results back up the OECD figures published in September 2011, which showed that the proportion of GDP invested in education grew more in Brazil than in any other OECD nation from 2000–2008. Though Brazil still has plenty of work to do before it is on course to achieve its long-term goal of a genuinely world-class higher education system – as Catarina Roscoe's article later in this supplement discusses in further detail – the confirmation of its regional dominance provided by this year's rankings points to encouraging progress.

However, if Brazil is the dominant nation in terms of the volume of published research it produces, when it comes to the perception of the region's academics and employers it is Mexico that comes out on top. UNAM is the number one institution for the second year running in the QS academic reputation survey, in which academics throughout Latin America identify the universities that are currently leading the way in research within their field of expertise. And in the increasingly key area of employability, Tecnológico

de Monterrey (ITESM) can point to an unsurpassed reputation among graduate employers. It tops the employer reputation survey, in which employers from across Latin America name the institutions that they regard as providing the best graduates.

UNAM makes the top three in both surveys, but the fact that ITESM is so much more popular among employers than academics – ranking number one among the former and outside the top ten among the latter – is evidence of a successful focus on skills-based education. With Instituto Politécnico Nacional (IPN) and Instituto Tecnológico Autónomo de México (ITAM) also making the top 20, the healthy reputation of the nation's universities among employers throughout the region will be good news to Mexican students.

 **Chile improves performance despite tuition fees chaos** 

While Brazil has unmatched strength in depth, perhaps the most eye-catching progress has been made by Chile, which now claims four of the top ten spots, more than any other nation. Just months after spiraling tuition fees prompted student riots in Santiago, Pontificia Universidad Católica de Chile (2) and Universidad de Chile (4) are joined in this year's top ten by Universidad de Concepción (9) and Universidad de Santiago de Chile (10).

Whereas accessibility clearly remains a major issue, in terms of research performance Chile's universities are among the best in the continent. Three Chilean universities make the top 15 for papers per faculty, led by Universidad de Chile in 6th – the only country to break the Brazilian whitewash in this indicator. Pontifica also makes the top 10 for citations per paper, with Pontifica and Universidade de Chile making the top 20 for both citations per paper and papers per faculty, a feat matched by only one other university (UNIFESP). Therefore, in terms of research quantity combined with impact, they can lay a credible claim to be Latin America's foremost research institutions.

As this year's events show, research performance is only one aspect of a complex situation for Chilean universities, and these rankings also point to significant areas for improvement. There is no Chilean university in the top 50 for faculty/student ratio, and none in the top 30 for staff with a PhD. With Chilean students paying more than most for their education, this indicates that for all their research strength there is plenty of work to be done when it comes to providing a first-class learning environment.

If Chile's heavily privatized universities have been helped up the table by the manner in which they have prioritized research, this year's rankings suggest Argentina's heavily state-subsidized university system has struggled to keep up with the pace of change elsewhere in the continent. Universidad de Buenos Aires has dropped out of the top ten, while all of the leading ten Argentinian universities rank lower than last year. Just two universities make the top 20, compared to five last year, and five of the nation's universities drop out of the top 50. While Argentina's university system is admirably inclusive, the challenge it now faces is to keep pace with the development of leading universities in Brazil, Mexico and Chile. Rising student/faculty ratios and a general decrease in reputation among employers and academics account for an overall downward trend this year.

The third largest economy in Latin America by GDP, Colombia is also the third best-represented country in this year's rankings, with 34 universities in the top 250 placing it behind Brazil (65) and Mexico (46), and ahead of Chile (30) and Argentina (26).

Fourteen Colombian universities entered the rankings this year, mostly because they have been extended to include the top 250 rather than 200. Colombian universities perform particularly well in the reputation-based indicators, and a general upward trend in employer reputation is an encouraging indication both of the skill levels of

Colombian graduates and the growing international profile of the nation's institutions. However, Colombian universities still suffer from high student/faculty ratios and a relative lack of widely cited research.



Although the five countries discussed above together account for 201 of the total 250 universities, the ranking also shines a light on pockets of development throughout the region. Venezuela and Peru still significantly underperform relative to the size of their GDP, but their leading institutions Pontificia Universidad Católica del Perú (31) and Universidad Central de Venezuela (33) both improve their performance. A total of 19 countries are included, five more than last year, with Dominican Republic, Bolivia, El Salvador, Guatemala and Nicaragua represented for the first time. Even with the reassuring stability at the top of the table, this year's rankings still show that Latin America is an evolving and dynamic region of great potential.

Universities in the top 250 by country: Brazil (65), Mexico (46), Colombia (34), Chile (30), Argentina (26), Peru (10), Ecuador (6), Venezuela (6), Cuba (5), Uruguay (4), Costa Rica (3), Dominican Republic (3), Paraguay (3), Bolivia (2), El Salvador (2), Panama (2), Guatemala (1) Nicaragua (1), Puerto Rico (1).

QS TOP 200 UNIVERSITIES

2012 rank	2011 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		Web Impact		Overall
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	
1	1	Universidade de São Paulo (USP)	BR	100.0	2	100.0	4	62.8	84	100.0	1	100.0	2	84.2	29	100.0	1	100.0
2	2	Pontificia Universidad Católica de Chile	CL	100.0	5	100.0	2	72.2	56	94.4	35	94.8	14	97.0	10	88.4	40	99.9
3	3	Universidade Estadual de Campinas (Unicamp)	BR	100.0	6	97.3	14	59.1	96	100.0	1	100.0	1	72.4	52	97.7	11	97.5
4	4	Universidad de Chile	CL	100.0	4	100.0	6	36.0	151+	62.5	65	99.9	6	90.0	19	99.2	4	93.7
5	5	Universidad Nacional Autónoma de México (UNAM)	MX	100.0	1	100.0	3	85.5	35	57.9	71	44.3	65	91.5	17	99.9	2	92.8
6	6	Universidad de Los Andes Colombia	CO	99.3	8	99.9	8	44.2	141	76.0	53	73.7	31	75.8	44	88.4	39	90.3
7	7	Tecnológico de Monterrey (ITESM)	MX	98.0	12	100.0	1	81.4	40	55.4	74	34.4	84	49.7	90	97.7	12	85.8
8	19	Universidade Federal do Rio de Janeiro	BR	99.4	7	34.8	78	66.5	75	99.7	14	99.2	11	77.7	39	97.9	10	85.4
9	12	Universidad de Concepción	CL	92.5	18	74.2	29	27.6	151+	73.7	55	92.9	15	79.5	38	93.6	23	83.7
10	21	Universidad de Santiago de Chile (USACH)	CL	98.8	11	93.2	20	24.1	151+	60.7	67	57.2	46	72.5	51	86.8	43	82.8
11	8	Universidad de Buenos Aires	AR	100.0	3	100.0	5	15.4	151+	17.8	151+	53.8	51	98.1	8	96.0	19	82.4
12	9	Universidad Nacional de Colombia	CO	99.2	9	99.9	7	26.1	151+	64.5	62	73.0	32	20.2	151+	97.6	13	82.2
13	10	Universidade Federal de Minas Gerais	BR	92.7	17	26.0	102	65.2	78	100.0	1	99.5	9	80.8	34	97.2	15	81.6
14	14	Universidade Federal do Rio Grande Do Sul	BR	88.5	23	26.4	99	54.8	107	100.0	1	100.0	5	71.1	54	99.7	3	78.5
15	31	Universidade Federal de São Paulo (UNIFESP)	BR	73.3	41	34.6	79	75.8	51	100.0	1	100.0	3	95.3	13	83.1	49	78.4
16	22	Instituto Politécnico Nacional (IPN)	MX	82.3	33	98.6	11	59.5	94	21.6	145	59.6	41	68.4	64	89.6	34	78.4
17	16	Universidade Estadual Paulista "Júlio de Mesquita Filho"	BR	82.8	32	38.9	71	60.6	93	100.0	1	99.8	7	48.1	94	98.6	7	77.4
18	15	Pontificia Universidade Católica do Rio de Janeiro	BR	96.1	15	42.5	67	20.5	151+	99.0	17	98.2	13	40.8	111	93.2	25	76.5
19	29	Instituto Tecnológico Autonomo de México (ITAM)	MX	85.0	28	98.2	12	46.3	136	98.0	21	27.9	97	23.2	151+	60.4	116	74.6
20	17	UCA	AR	96.6	14	93.3	19	87.8	30	21.2	146	3.5	151+	49.3	91	62.0	111	73.9
21	25	Universidad Autónoma Metropolitana (UAM)	MX	92.1	20	55.8	46	30.5	151+	89.7	39	51.7	54	50.5	87	86.5	45	73.5
22	18	Universidad Nacional de Córdoba	AR	98.9	10	64.3	39	18.8	151+	28.7	124	35.6	82	85.4	27	92.6	27	72.4
23	23	Pontificia Universidad Javeriana	CO	94.2	16	99.9	9	64.6	80	14.3	151+	17.2	141	22.6	151+	82.4	51	72.1
24	20	Universidad Nacional de La Plata	AR	97.8	13	52.4	53	31.8	151+	32.0	114	47.1	61	76.3	43	95.7	20	71.9
25	11	Universidade de Brasília	BR	92.5	19	17.0	134	44.1	142	100.0	1	85.9	22	40.4	112	98.3	9	71.8
26	27	Universidad de Antioquia	CO	91.8	21	71.7	30	60.8	90	17.8	151+	31.4	90	57.5	75	89.2	35	71.3
27	13	Universidad Austral	AR	87.1	25	65.0	38	99.7	8	35.9	105	21.3	118	98.9	5	26.4	151+	71.1
28	37	Pontificia Universidade Católica de São Paulo - PUCSP	BR	73.2	42	95.8	16	79.8	45	90.7	38	7.3	151+	4.9	151+	78.9	59	71.0
29	59=	Universidad de Costa Rica	CR	90.1	22	52.0	55	92.0	25			11.2	151+	95.1	14	97.5	14	70.7
30	24	Universidad Iberoamericana (UIA)	MX	73.6	39	98.8	10	77.9	47	24.2	136	16.0	147	66.7	66	66.6	97	70.7
31	34	Pontificia Universidad Católica del Perú	PE	83.5	30	95.3	17	21.3	151+	41.4	92	11.6	151+	57.6	74	96.6	17	70.7
32	46	Universidad de las Américas Puebla (UDLAP)	MX	55.4	64	77.1	25	71.5	58	95.3	30	41.6	69	43.9	102	78.9	60	68.8
33	52	Universidad Central de Venezuela (UCV)	VE	78.7	36	76.9	26	37.1	151+	36.1	104	26.9	99	61.2	71	83.7	48	67.0
34	41	Pontificia Universidad Católica de Valparaíso	CL	76.3	37	75.6	28	24.8	151+	55.4	73	62.3	37	24.6	151+	82.1	53	66.4
35	32	Universidad Simón Bolívar Venezuela	VE	73.9	38	39.4	70	48.6	126	86.5	43	89.0	17	26.3	149	77.6	67	66.3
36	44	Universidad Técnica Federico Santa María	CL	54.5	66	78.8	24	10.8	151+	39.8	101	87.0	20	75.5	47	89.7	32	65.8
37	35	Universidade Federal de São Carlos	BR	62.4	55	23.4	111	55.9	101	100.0	1	99.2	10	51.1	85	82.7	50	65.7
38	55	Universidade do Estado do Rio de Janeiro (UERJ)	BR	56.7	63	26.6	98	99.8	7	80.2	49	62.1	38	69.5	61	87.8	42	65.7
39	33	Universidade Federal do Pernambuco	BR	69.2	47	1.4	151+	67.4	68	99.4	16	85.6	23	36.5	120	93.4	24	62.5
40	28	Pontificia Universidade Católica do Rio Grande do Sul	BR	47.0	83	5.8	151+	81.5	39	95.6	28	88.5	18	84.3	28	82.2	52	61.7
41	30	Universidad Austral de Chile	CL	60.8	56	32.8	82	40.5	151+	59.9	68	79.7	28	72.3	53	81.8	55	61.4
42	53	Universidad de Puerto Rico	PR	45.5	86	29.0	92	46.2	137	95.0	31	46.8	63	98.2	7	99.1	6	61.2
43	38	Universidade Federal do Paraná (UFPR)	BR	52.6	71	5.3	151+	70.7	62	97.0	24	88.4	19	49.8	89	98.3	8	60.4
44	54	Universidad del Valle	CO	86.5	26	49.0	61	18.9	151+	25.5	131	48.4	60	20.2	151+	86.4	46	58.8
45	72	Universidade Federal Fluminense	BR	59.3	59	9.7	151+	61.6	88	98.7	19	62.1	39	41.9	106	95.0	21	58.7
46	49	Universidad Nacional Mayor de San Marcos	PE	72.2	44	71.4	32	44.6	140			9.5	151+	46.9	97	91.4	30	58.2
47	62	Universidad del Rosario	CO	51.9	73	96.8	15	14.8	151+	29.3	123	35.9	81	73.3	49	39.6	151+	57.2
48	45	Universidade Federal de Santa Catarina	BR	59.7	58	14.0	144	73.3	53	100.0	1	1.1	151+	57.4		99.1	5	56.8
49	48	Universidad de San Andrés	AR	59.1	61	58.3	45	96.8	15	72.9	56	19.2	127			51.1	140	56.3
50	51	Universidad de Guadalajara (UDG)	MX	72.9	43	32.7	83	91.9	26	20.1	151+	9.7	151+	30.9	133	96.6	18	56.3

QS TOP 200 UNIVERSITIES

2012 rank	2011 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		Web Impact		Overall
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	
51	57	Universidad Autónoma de Nuevo León (UANL)	MX	70.0	46	37.5	73	16.4	151+	42.6	88	26.0	102	65.3	69	88.8	38	55.3
52	26	Universidad Torcuato Di Tella	AR	67.0	52	42.8	66	38.5	151+	100.0	1	36.8	78	50.1	88	10.9	151+	55.2
53	36	Universidad Nacional de Rosario	AR	83.8	29	30.7	90	13.9	151+	18.4	151+	29.5	94	80.5	35	66.1	100	55.0
54	47	Universidad de La Habana	CU	86.3	27	11.1	151+	49.9	121	41.1	96	22.1	115	44.3	101	69.0	92	53.5
55	39	Universidad de Palermo	AR	82.8	31	52.5	52	57.7	99	43.3	87	2.6	151+			47.2	149	53.2
56	50	Instituto Tecnológico de Buenos Aires (ITBA)	AR	67.6	51	50.3	57	81.0	42	100.0	1	9.5	151+			9.1	151+	53.1
57	66	Universidad Tecnológica Nacional (UTN)	AR	48.9	79	70.6	33	36.7	151+	2.8	151+	4.9	151+	76.4	42	89.0	36	52.5
58	70	Benemérita Universidad Autónoma de Puebla	MX	78.9	34	19.7	121	39.7	151+	22.5	142	21.0	119	58.8	73	76.0	72	52.1
59	42	Universidade Federal da Bahia	BR	21.5	150	4.9	151+	90.3	28	80.9	47	57.4	44	83.0	31	96.9	16	50.9
60	40	Universidad Nacional de Mar del Plata	AR	68.7	48	16.3	137	64.3	81	24.2	137	46.9	62	55.7	77	50.8	141	50.7
61	63	Universidad Autónoma del Estado de México	MX	88.3	24	15.8	139	46.4	134	24.3	135	8.5	151+	20.2	151+	84.3	47	50.7
62	67	Universidad Adolfo Ibáñez	CL	51.5	74	98.0	13	27.4	151+	46.5	82	19.9	122	9.0	151+	26.1	151+	50.6
63	101-200	Universidad de La Sabana	CO	46.9	84	94.5	18	55.5	103	17.3	151+	11.7	151+	3.7	151+	48.2	145	49.2
64	74	Universidad Andrés Bello - UNAB	CL	53.2	70	54.3	49	17.9	151+	17.1	151+	16.7	144	88.6	22	55.8	126	49.0
65	43	Universidad de los Andes Mérida	VE	60.7	57	25.1	107	18.8	151+	50.6	77	26.0	101	42.3	104	91.5	29	48.7
66	101-200	Universidad Nacional Costa Rica	CR	65.4	53	48.4	62							91.9	16	76.0	71	48.6
67=	79	Pontificia Universidad Católica del Ecuador	EC	53.6	68	40.6	68	71.2	61	5.5	151+	11.7	151+	96.9	11	33.5	151+	48.6
67=	56	Universidad Nacional de Tucumán	AR	78.7	35	17.9	132	18.7	151+	14.9	151+	23.4	113	69.8	59	62.1	110	48.6
69	61	Universidade Estadual de Londrina	BR	28.4	118	12.3	151+	95.0	21	93.7	36	54.4	50	35.1	124	70.7	89	48.4
70	71	Universidad de Talca	CL	44.8	88	12.8	151+	19.4	151+	69.2	59	82.6	25	54.3	79	72.6	79	48.3
71	68	Universidad del Salvador	AR	44.0	89	48.2	63	61.7	87	18.4	151+	3.6	151+	99.0	4	44.9	151+	48.1
72	77	Universidad del Norte	CO	53.4	69	60.4	42	26.6	151+	42.6	89	22.1	116	26.9	146	55.5	127	48.0
73	81	Universidade Federal de Santa Maria	BR	17.8	151+			87.3	31	98.4	20	92.7	16	31.1	132	89.7	33	47.7
74	87	Universidad Industrial de Santander	CO	49.7	78	62.0	40	10.0	151+	16.7	151+	45.7	64	41.5	109	62.3	108	47.4
75	58	Universidad Nacional de Cuyo	AR	63.1	54	21.4	115	34.0	151+			19.0	128	90.7	18	72.1	82	47.3
76	59=	Universidade Federal de Viçosa	BR	20.7	151+	4.9	151+	71.3	60	96.2	26	98.4	12	14.6	151+	92.9	26	47.0
77	64	Universidad Nacional de San Luis	AR	46.6	85	7.4	151+	80.0	44	16.9	151+	34.8	83	77.2	40	77.6	66	46.5
78	83	Universidade Federal de Uberlândia	BR	20.6	151+			81.7	38	99.7	15	68.9	33	31.5	129	94.5	22	46.2
79	94	Universidad de la República (UdelAR)	UY	70.6	45	31.2	87	31.4	151+	3.9	151+	18.8	130	96.7	12	11.7	151+	46.1
80	101-200	Universidad Pontificia Bolivariana	CO	48.3	80	69.9	34	36.4	151+	9.6	151+	13.0	151+	39.6	114	51.6	139	45.9
81	75	Universidad Peruana Cayetano Heredia	PE	25.1	133	9.2	151+	99.8	6	30.4	120	60.7	40	100.0	2	48.6	144	45.7
82	100	Universidad Diego Portales	CL	54.6	65	53.2	50	21.7	151+	30.7	119	30.2	92	20.5	151+	59.1	119	45.6
83	99	Universidad Católica Andrés Bello - UCAB	VE	68.1	50	49.4	59	59.1	97	11.6	151+	2.0	151+			48.1	146	44.7
84	76	Universidade Federal do Ceará (UFC)	BR	15.8	151+			62.1	86	94.9	32	82.4	26	53.7	80	82.0	54	44.6
85	101-200	Universidade Federal de Lavras	BR	14.5	151+	4.9	151+	86.6	33	100.0	1	100.0	4	11.3	151+	71.1	87	44.5
86	69	Universidade Federal de Pelotas	BR	15.5	151+			86.3	34	81.8	45	79.2	29	67.9	65	58.1	121	44.3
87	65	Universidad Nacional del Sur	AR	42.6	96	4.8	151+	50.1	120	42.0	91	50.4	57	72.6	50	64.0	104	43.9
88	86	Colegio de México	MX	73.5	40	6.0	151+	100.0	1			10.2	151+			72.4	80	43.8
89	82	Universidade Estadual de Maringá	BR	9.5	151+	9.2	151+	76.1	49	91.0	37	80.3	27	29.4	139	90.6	31	43.7
90	78	Universidad Autónoma de San Luis de Potosí	MX	31.2	115	5.6	151+	46.8	132	44.8	86	55.1	49	98.1	9	60.5	115	43.3
91	101-200	Universidad Panamericana (UP)	MX	40.0	99	49.2	60	99.6	9	19.0	151+	7.1	151+	28.7	142	33.7	151+	42.9
92	73	Universidad de la Frontera (UFRO)	CL	38.2	104	16.9	135	20.1	151+	33.9	110	86.1	21	37.3	118	78.3	63	42.6
93	101-200	Universidad Externado de Colombia	CO	38.5	103	89.5	22	42.5	147	25.3	132	3.1	151+			34.8	151+	42.2
94	101-200	Universidad EAFIT	CO	40.2	98	59.7	43	13.3	151+	35.6	106	18.6	134	1.0	151+	76.7	68	40.6
95	101-200	Universidad ANAHUAC	MX	43.9	90	79.0	23	52.6	111			2.0	151+			38.1	151+	40.3
96	93	Pontificia Universidade Católica do Paraná - PUCPR	BR	20.6	151+	19.5	122	40.7	151+	63.3	64	59.0	43	51.0	86	65.1	102	40.1
97	80	Universidad Nacional del Litoral	AR	43.7	92	10.7	151+	21.3	151+	14.0	151+	39.7	71	76.5	41	72.6	78	39.7
98	101-200	Universidad Nacional Agraria la Molina	PE	39.5	100	27.0	97	42.5	148	8.3	151+	19.3	125	81.1	32	51.9	138	39.6
99	101-200	Pontificia Universidade Católica do Minas Gerais	BR	43.7	91	19.2	124	20.5	151+	59.5	69	15.5	148	36.4	121	73.8	75	39.6
100	84	Universidad de los Andes Chile	CL	54.5	67	37.0	74	52.7	110	28.1	126	16.1	146	13.4	151+	21.8	151+	39.0

Escoge la Universidad que te llevará al éxito internacional

Global Education

Global Networks

Global Opportunities

La primera Universidad en el mundo en ser premiada en el prestigioso ranking de *QS Five Star Plus*.

Ranqueada cuarta en el más reciente ranking de *Excellence in Research in Australia*.

Pioneros en investigación avanzada en: informática cuántica, cáncer, ingeniería fotovoltaica, ciencia biomédica, mercados financieros y cine interactivo.



Descubra una educación de clase mundial

University of New South Wales, Sydney, Australia
www.international.unsw.edu.au
internationaloffice@unsw.edu.au
+61 2 9385 6996

QS TOP 200 UNIVERSITIES

2012 rank	2011 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		Web Impact		Overall
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	
101	92	Universidad de Guanajuato	MX	22.8	144	7.3	151+	51.6	115	73.9	54	51.7	53	37.4	117	71.2	85	38.9
102	96	Universidade do Estado de Santa Catarina	BR	38.8	102	2.3	151+	98.0	11	46.4	83	19.2	126	7.6	151+	68.8	93	38.1
103	85	Universidad de Valparaíso	CL	38.8	101	25.5	104	22.7	151+	16.1	151+	37.0	77	80.0	36	37.6	151+	38.1
104	101-200	Universidade Federal de Ouro Preto	BR	12.8	151+			45.4	139	96.6	25	65.0	35	49.0	92	63.9	105	37.8
105	101-200	Universidad de Montevideo	UY	52.3	72	17.3	133	96.0	18	40.3	97	5.1	151+			21.5	151+	37.4
106	101-200	Universidad Católica del Norte	CL	26.6	127	18.4	128	34.7	151+	45.6	84	65.5	34	46.6	98	44.9	151+	37.3
107	101-200	Universidad Nacional de Asunción	PY	30.1	116	31.7	86	55.1	106	8.1	151+	2.5	151+	87.1	24	46.2	150	37.2
108	101-200	Universidad de Ciencias Empresariales y Sociales (UCES)	AR	37.1	105	47.8	65	100.0	2	28.3	125	1.0	151+			14.4	151+	37.0
109	101-200	Fundación Universidad De Bogotá-Jorge Tadeo Lozano	CO	47.9	82	67.2	36	15.3	151+	4.5	151+	7.7	151+			41.4	151+	36.6
110	97	Universidade Federal do Rio Grande Do Norte	BR	11.0	151+			69.6	65	85.8	44	52.9	52	24.3	151+	78.7	61	36.3
111	101-200	Universidade Presbiteriana Mackenzie	BR	14.2	151+	71.4	31	29.6	151+			17.7	137	70.0	58	39.9	151+	36.1
112	101-200	Universidad del Belgrano	AR	50.8	75	34.2	80	61.1	89	21.1	147	2.8	151+			34.7	151+	35.9
113	101-200	Universidade Federal do Espírito Santo	BR	9.7	151+	1.0	151+	66.9	73	97.9	22	56.7	48	18.4	151+	69.2	91	35.9
114	98	Universidade Federal do Rio Grande	BR					65.7	77	80.8	48	42.5	68	70.3	56	78.0	64	35.6
115	90	Universidad Autónoma del Estado de Morelos	MX	9.4	151+	2.0	151+	47.8	128	64.2	63	57.3	45	86.3	26	47.5	147	35.4
116	101-200	Universidade Federal do Pará - UFPA	BR	15.9	151+			62.4	85	77.2	51	32.6	88	35.3	123	79.8	56	35.3
117	88	Universidade Estadual do Norte Fluminense	BR	4.0	151+	6.0	151+	52.0	114	100.0	1	99.8	8	31.5	130	24.0	151+	34.9
118	95	Universidade Federal de Juiz de Fora	BR	6.5	151+			75.9	50	87.8	41	50.7	56	31.2	131	64.9	103	34.8
119	101-200	Universidad de Monterrey	MX	58.2	62	24.0	109	35.8	151+	29.5	122	5.0	151+			36.4	151+	34.7
120	101-200	Universidade Federal da Paraíba	BR	14.3	151+			32.3	151+	88.5	40	49.8	58	37.2	119	75.4	74	34.4
121	101-200	Universidade Federal de Campina Grande	BR	27.0	124	3.1	151+	92.7	23			59.2	42	12.3	151+	71.1	86	34.0
122	101-200	Universidad del Valle de Mexico (UVM)	MX	12.3	151+	93.0	21	52.3	113	6.5	151+	1.3	151+			39.0	151+	34.0
123	101-200	Universidade Federal de Goiás	BR	8.3	151+	4.9	151+	97.3	14			49.0	59	53.1	81	86.6	44	33.8
124	101-200	Universidade do Estado da Bahia	BR	7.4	151+	5.3	151+	100.0	4	40.1	99	5.6	151+	84.2	30	57.6	123	33.8
125	91	Universidad Nacional de Rio Cuarto	AR	24.1	137	7.4	151+	56.0	100	24.8	134	28.4	95	79.7	37	43.9	151+	33.7
126	101-200	Universidad Autónoma de Yucatán	MX	20.9	151+	2.4	151+	39.2	151+	58.8	70	39.4	72	41.0	110	71.8	83	33.5
127	101-200	Universidad Católica del Uruguay - UCUDAL	UY	59.2	60	16.2	138	64.6	79	10.2	151+	4.5	151+			27.1	151+	33.4
128=	101-200	Pontifícia Universidade Católica do Campinas	BR	44.9	87	26.1	101	39.6	151+			18.9	129	16.4	151+	54.0	131	33.3
128=	101-200	Universidade Federal do Mato Grosso do Sul	BR	5.2	151+			67.1	69	94.8	33	42.6	67	24.9	151+	70.8	88	33.3
130	101-200	Universidad de Sonora	MX	26.5	128	3.2	151+	53.1	109	31.0	118	18.7	133	37.7	116	89.0	37	33.3
131	101-200	Universidad de La Salle	CO	48.2	81	60.6	41	16.6	151+	10.1	151+	1.7	151+			20.6	151+	33.2
132	101-200	Universidad de Colima	MX	23.8	138	1.8	151+	39.7	151+	36.5	103	34.0	86	44.6	100	78.6	62	32.5
133	101-200	Universidade Federal Rural do Rio de Janeiro	BR	4.8	151+			60.8	91	96.1	27	56.7	47	16.3	151+	62.3	109	32.3
134	101-200	Universidad Argentina de la Empresa -UADE	AR	32.5	111	69.7	35	27.1	151+	11.0	151+	3.0	151+			23.7	151+	31.8
135	101-200	Universidade Estadual de Ponta Grossa	BR	2.9	151+	4.9	151+	72.5	55	80.0	50	40.2	70	30.8	135	59.3	118	31.8
136	101-200	Universidad Autónoma de Baja California	MX	34.0	109	5.6	151+	41.3	150	19.2	151+	17.5	139	30.7	136	76.2	70	31.4
137	101-200	Escuela Superior Politécnica del Litoral - ESPOL	EC	28.4	119	40.0	69	12.6	151+	18.9	151+	6.5	151+			92.4	28	31.2
138	101-200	Universidade Federal do Triângulo Mineiro	BR	1.8	151+			96.1	17	94.8	34	43.5	66	35.7	122	15.2	151+	30.7
139	101-200	Universidade Federal de Alfenas	BR	1.0	151+			70.5	64	97.9	23	63.7	36	41.6	108	13.0	151+	30.5
140	101-200	Universidade Federal de Itajubá	BR	12.7	151+	14.0	144	90.7	27			85.3	24	8.1	151+	39.3	151+	30.5
141	101-200	Universidad Veracruzana	MX	24.9	134	8.0	151+	47.1	130	31.5	116	7.3	151+	32.8	128	76.3	69	30.1
142	101-200	Universidad de La Serena	CL	29.2	117	12.2	151+	19.6	151+	31.1	117	38.6	75	60.7	72	20.6	151+	29.8
143	101-200	Universidad Alberto Hurtado	CL	42.7	95	18.8	125	14.3	151+	51.2	76	18.4	135	2.2	151+	30.7	151+	29.8
144	101-200	Universidad de Lima	PE	26.0	131	76.1	27	20.0	151+			1.9	151+			27.5	151+	29.5
145	101-200	Universidad Michoacana de San Nicolás de Hidalgo	MX	11.7	151+	2.2	151+	19.2	151+	49.8	78	38.6	74	52.9	82	75.7	73	29.1
146	101-200	Instituto Tecnológico de Sonora (ITSON)	MX	22.2	147	7.7	151+	3.5	151+	33.2	111	15.2	150	99.9	3	40.3	151+	28.9
147	101-200	Universidade Federal do Maranhão	BR			1.0	151+	70.5	63	69.4	58	27.8	98	46.6	99	56.3	125	28.7
148	-	Universidad La Salle (ULSA)	MX	16.2	151+	65.3	37	51.4	116	15.8	151+	7.9	151+	6.8	151+	11.1	151+	28.7
149	101-200	Universidad de Oriente Santiago de Cuba	CU	50.4	77	6.1	151+	59.5	95	18.5	151+	8.7	151+	8.3	151+	12.7	151+	28.6
150	101-200	Universidad de Antofagasta	CL	20.5	151+	18.2	130	41.5	149	31.8	115	34.2	85	28.9	141	36.1	151+	28.5

RANKED IN THE WORLD'S BEST CONNECT: UNIVERSITY OF WOLLONGONG

At UOW, we are always proud of the work we are doing and we are proud that others recognise it too.

- In June 2012, the QS Top 50 Under 50 ranked us 30th in the world
- In January 2012, we were awarded the maximum 'Five Stars' in the QS star rating of universities worldwide

We are also ranked in the top 2% of universities in the world by our performance in the QS World University Rankings; and are a member of the Group of Eight and Associates for Engineering.

Come to UOW and discover for yourself the strengths of our research and teaching.



www.uow.edu.au/future/international

UOW CRICOS 00102E

**UNIVERSITY OF
WOLLONGONG**
AUSTRALIA



QS TOP 200 UNIVERSITIES

2012 rank	2011 rank	Institution	Country/Territory
151-160	101-200	Universidad de San Martín de Porres - USMP	PE
151-160	101-200	Universidad de Tarapacá	CL
151-160	101-200	Universidad del Bio-Bio	CL
151-160	-	Universidad del Cauca	CO
151-160	101-200	Universidad Jesuita de Guadalajara - ITESO	MX
151-160	101-200	Universidad ORT Uruguay	UY
151-160	101-200	Universidad San Francisco de Quito (USFQ)	EC
151-160	-	Universidade do Vale do Paraíba - Univap	BR
151-160	101-200	Universidade Estadual do Rio Grande do Sul	BR
151-160	101-200	Universidade Tecnológica Federal do Paraná	BR
161-170	101-200	Universidad Autónoma de Querétaro	MX
161-170	101-200	Universidad de Cartagena	CO
161-170	101-200	Universidad de Córdoba	CO
161-170	-	Universidad de Panamá (UP)	PA
161-170	-	Universidad de Piura	PE
161-170	-	Universidad ICESI	CO
161-170	-	Universidad Nacional de Ingeniería Peru	PE
161-170	101-200	Universidad Nacional de San Martín (UNSAM)	AR
161-170	101-200	Universidade Federal de Sergipe (UFS)	BR
161-170	101-200	Universidade Federal do Amazonas	BR
171-180	101-200	Universidad Autónoma de Guadalajara (UAG)	MX
171-180	101-200	Universidad Católica de Colombia	CO
171-180	101-200	Universidad de Caldas	CO
171-180	-	Universidad de San Carlos de Guatemala - USAC	GT
171-180	101-200	Universidad del Desarrollo	CL
171-180	101-200	Universidad Nacional del Centro de la Provincia de Buenos Aires	AR
171-180	101-200	Universidade de Ribeirão Preto	BR
171-180	101-200	Universidade Federal de São João del-Rei UFSJ	BR
171-180	101-200	Universidade Gama Filho	BR
171-180	101-200	Universidade Luterana do Brasil	BR
181-190	101-200	Universidad Autónoma de Aguascalientes	MX
181-190	101-200	Universidad Autónoma de Chapingo	MX
181-190	101-200	Universidad de Los Lagos	CL
181-190	101-200	Universidad de Medellín	CO
181-190	-	Universidad del Pacífico	PE
181-190	89	Universidad Mayor de San Andrés	BO
181-190	-	Universidad Peruana de Ciencias Aplicadas	PE
181-190	101-200	Universidad Tecnológica de México (UNITEC)	MX
181-190	101-200	Universidade do Vale do Rio Dos Sinos	BR
181-190	101-200	Universidade Federal de Mato Grosso	BR
191-200	-	Universidad Católica Nuestra Señora de la Asunción	PY
191-200	101-200	Universidad Central de Chile	CL
191-200	-	Universidad de Magallanes (UMAG)	CL
191-200	101-200	Universidad El Bosque	CO
191-200	101-200	Universidad Latinoamericana de Ciencia y Tecnología Costa Rica (ULACIT)	CR
191-200	101-200	Universidad Metropolitana	VE
191-200	101-200	Universidad Tecnológica de Panamá (UTP)	PA
191-200	101-200	Universidade de Passo Fundo	BR
191-200	101-200	Universidade de Taubaté	BR
191-200	-	Universidade Regional de Blumenau	BR

QS TOP 200 UNIVERSITIES

2012 rank	2011 rank	Institution	Country/Territory
201-250	-	Ciudad Universitaria Jose Antonio Echeverria - CUJAE	CU
201-250	-	Escuela Colombiana de Ingeniería Julio Garavito	CO
201-250	-	Escuela Superior de Administración Pública (ESAP)	CO
201-250	-	Fundação Universidade Federal do Vale do São Francisco	BR
201-250	-	Instituto Tecnológico Metropolitano - ITM	CO
201-250	-	Pontificia Universidad Católica Madre y Maestra	DO
201-250	-	Senac São Paulo	BR
201-250	101-200	Universidad Abierta Interamericana - UAI	AR
201-250	-	Universidad Antonio Nariño (UAN)	CO
201-250	-	Universidad Argentina John F. Kennedy	AR
201-250	101-200	Universidad Arturo Prat	CL
201-250	-	Universidad Autónoma de Asunción	PY
201-250	-	Universidad Autónoma de Bucaramanga	CO
201-250	101-200	Universidad Autónoma de Campeche	MX
201-250	-	Universidad Autónoma de Chiapas	MX
201-250	101-200	Universidad Autónoma de Chihuahua	MX
201-250	101-200	Universidad Autónoma de Ciudad de Juárez	MX
201-250	-	Universidad Autónoma de Coahuila	MX
201-250	-	Universidad Autónoma de Guerrero	MX
201-250	-	Universidad Autónoma de Manizales	CO
201-250	-	Universidad Autónoma de Nayarit	MX
201-250	-	Universidad Autónoma De Occidente	CO
201-250	-	Universidad Autónoma de Santo Domingo	DO
201-250	-	Universidad Autónoma de Sinaloa	MX
201-250	-	Universidad Autónoma de Tamaulipas	MX
201-250	-	Universidad Autónoma de Zacatecas	MX
201-250	-	Universidad Autónoma del Carmen	MX
201-250	-	Universidad Autónoma del Estado de Hidalgo	MX
201-250	-	Universidad Católica Boliviana	BO
201-250	-	Universidad Católica Cardenal Raúl Silva Henríquez - UCSH	CL
201-250	-	Universidad Católica de La Santísima Concepción - UCSC	CL
201-250	-	Universidad Católica de Santiago de Guayaquil	EC
201-250	101-200	Universidad Católica de Temuco	CL
201-250	-	Universidad Católica del Maule	CL
201-250	-	Universidad Central del Ecuador	EC
201-250	-	Universidad Central del Este	DO
201-250	-	Universidad Central Marta Abreu de Las Villas	CU
201-250	-	Universidad Centroamericana "José Simeón Cañas" - UCA	SV
201-250	-	Universidad Centroamericana (UCA)	NI
201-250	-	Universidad CES	CO
201-250	-	Universidad de Atacama	CL
201-250	-	Universidad de Carabobo	VE
201-250	101-200	Universidad de Cienfuegos Carlos Rafael Rodríguez	CU
201-250	-	Universidad de Cuenca	EC
201-250	-	Universidad de El Salvador	SV
201-250	-	Universidad de Manizales	CO
201-250	-	Universidad de Nariño	CO
201-250	-	Universidad de Pamplona	CO
201-250	-	Universidad de Quintana Roo	MX
201-250	-	Universidad de San Buenaventura	CO



UNIVERSITY OF
TECHNOLOGY SYDNEY

UTS:
EXPANDING HORIZONS

Sydney's city university

uts.edu.au/international

**JOIN THE IDEAS GENERATION
UNIVERSITY OF TECHNOLOGY, SYDNEY**

- > Global practice oriented learning
- > Solutions-based research

- > Industry connected
- > Progressive and innovative



Brazilian higher education and economic growth

Catarina Roscoe Senior Consultant / Director – QS Consulting

According to the International Monetary Fund (IMF), in 2011 Brazil overtook the UK and became the world's sixth largest economy. Added to that, the International Labour Office (ILO) has reported a drop in Brazil's youth unemployment rate from 21.8% to 15.2% between 2007 and 2011, while the global youth unemployment rate has increased at least a full percentage point during the same period. Moreover, the Brazilian government has been clearly prioritizing investment in education. Public expenditure on education as a percentage of total public expenditure has grown from 10.5% in 2000 to 17.4% in 2008, shifting Brazil to third position among the 27 countries on which the Organisation for Economic Co-operation and Development (OECD) holds data. Finally, Brazil counts for 65 out of the top 250 universities in QS Universities Ranking: Latin America™. Although these figures demonstrate that Brazil is heading in the right direction, a deeper analysis of the country's situation regarding

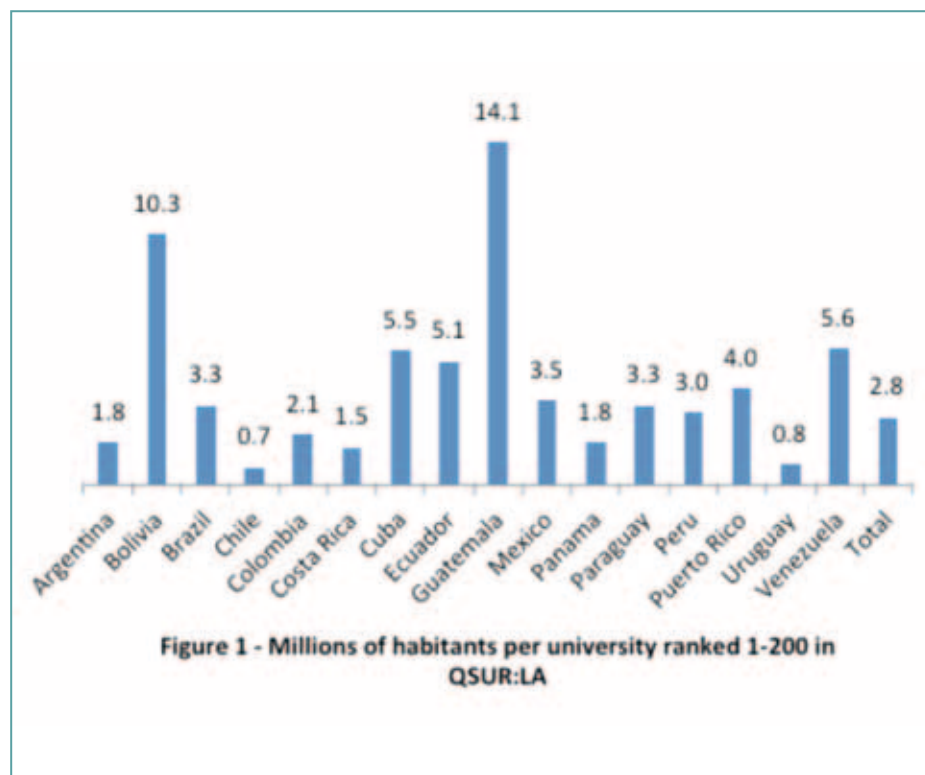
similar indicators shows that there is still much to be done.

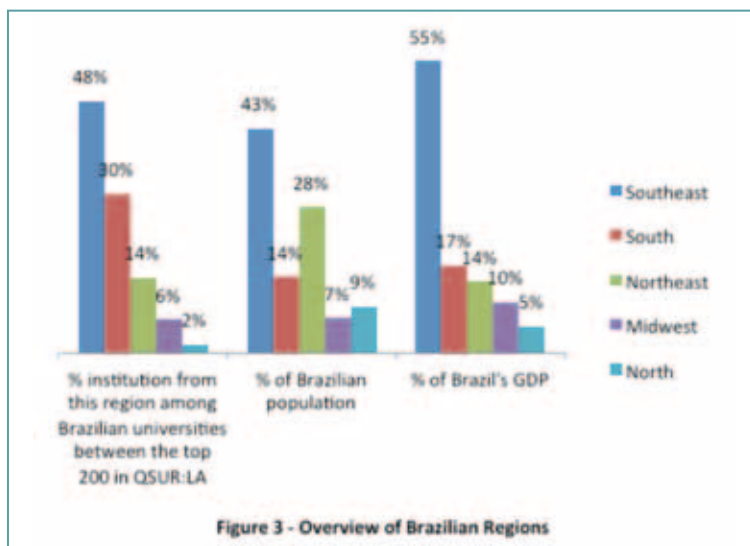
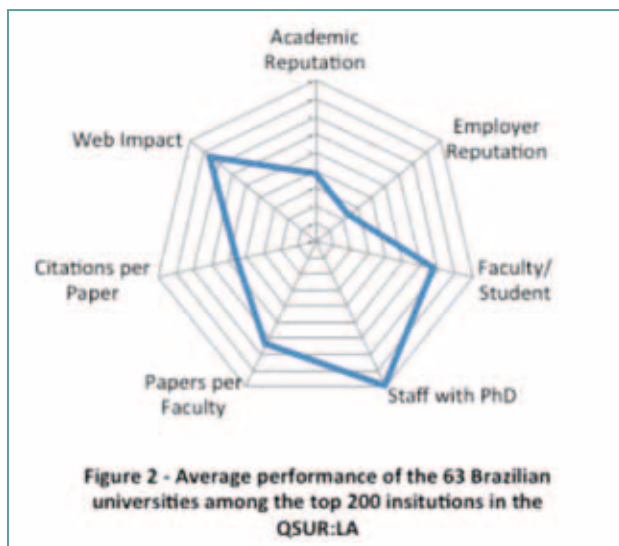
While Brazil's GDP is the sixth biggest in the world, IMF reports that for GDP per capita it is just 53rd. And, despite the significant reduction in youth unemployment between 2007 and 2011 and the fact that global trends in the period went in the opposite direction, Brazil's youth unemployment is still higher than the global average (15.2% against 12.6%). Likewise, although public expenditure in education relative to total public expenditure has been ranked third in the OECD 2011 report (because total public spending represents a relatively small portion of the country's GDP), overall national income invested in education is still below the OECD average (5.3% against 5.9%). Furthermore, if we look at the number of inhabitants versus universities ranked 1-200 in QS University Rankings: Latin America™, Brazil's figures would be behind Chile, Uruguay, Costa Rica, Panama, Argentina, Colombia and Peru (see Figure 1).

Further analysis of Brazil's performance in the QS Universities Ranking: Latin America™ points to some interesting opportunities for development. Looking at the average performance of the 63 Brazilian universities among the top 200 institutions in the QSUR:LA (see Figure 2), shows that Employer Reputation, Academic Reputation, Papers per Faculty and Citations per Paper are key areas for improvement. Likewise, a breakdown by region of Brazil's top universities, population and GDP (see Figure 3) shows that: a) The South has the highest proportion of top universities relative to its share of the overall GDP. b) The North, Midwest and Northeast (especially the latter) have very low rates of top universities per inhabitant.

When reviewing the performance of Brazil's higher education within a global context, we find that 11 Brazilian universities are ranked in the top 600 institutions reported in the 2011 results of the QS World University Rankings®. Among BRIC countries, this performance is inferior to China's (17 universities in the top 600) but better than Russia and India (9 universities each). At the same time, Brazil's performance is well behind that of some non-English speaking developed nations like Germany (42 universities in the top 600), France (25), Japan (27), and South Korea (17).

OECD reports shows that Brazil has a below-average share of adults with tertiary qualifications. Only 11% of Brazilians adult have university degrees, compared to an average of 30% among OECD countries. At the same time, employment among adults with a degree is higher than the average across OECD countries (85.6% against 84.4%). Moreover, the scarcity of skilled labour in Brazil means that the premium a tertiary graduate can expect to earn over a secondary-education graduate is 156%, while the average premium among OECD countries is 50%. Therefore, the incentives Brazilians have for completing higher education are significant. And, in fact, tertiary enrolments have increased 57% between 2000 and 2008.





Other research taken by ILO reveals that Brazil's productivity level in 2008 was the second highest among the BRIC countries. However, the same report shows that Brazil's productivity level was considerably below that of developed economies, and even lower than other Latin American countries such as Peru, Uruguay, Chile and Argentina. Countries' productivity levels positively correlate with the skill levels of their workforce, which adds another reason for Brazil to seek to further improve its education system.

Brazil's recent economic growth, decline in youth unemployment, increases in expenditure on education and high number of institutions among the top universities in Latin America and the Caribbean are

certainly very strong achievements. This overview of Brazil's higher education situation suggests that enhancing the link between universities and the private sector might present a major opportunity for the country. Private investment in education seems to be the most reasonable way of increasing the proportion of overall national income invested in education. Likewise, collaborations between the private sector and higher education institutions, as well as the strengthening of connections between curriculum design and employers' requirements, should be perceived as important tools for improving productivity and creating more opportunities for enrolment in good quality tertiary education. Moreover, enhancing partnerships

between Brazilian universities and both the private sector and international universities can play a key role in accelerating knowledge creation and transfer. Finally, improving higher education standards in regions that have a low number of top universities per inhabitant is likely to have a positive impact on economic growth and inequality reduction.



UNIVERSIDAD AUTÓNOMA DE ASUNCIÓN

Facultades

- Ciencias Jurídicas, Políticas y Sociales
- Ciencias y Tecnología
- Ciencias Económicas y Empresariales
- Ciencias de la Salud
- Ciencias Humanísticas y de la Comunicación

Sedes

- Sede Jejuí
Jejuí N° 667 c/ O'Leary
Teléfono: +595 21 495873
- Sede Monteoliva
Montevideo N° 756 esq. Oliva
Teléfono: +595 21 443803
- Campus Social y Deportivo
Héroes del '70 N° 890. Lambaré
Teléfono: +595 21 906974

www.uaa.edu.py

Encontranos a través de



ACADEMIC RESEARCH in Latin America

By **Martin Ince**

We are used to the idea of Asian universities becoming more visible producers of high-quality research. Might their colleagues in Latin America do the same some time soon?

We know that the region's higher education systems are not yet world-class. The top Latin American university, São Paulo, was 169th in the 2011/12 QS World University Rankings. But intriguingly, it was 102nd in the world in terms of academic opinion, doing worse in other measures such as internationalisation and faculty/student ratio. The same applies to Unicamp, Brazil's second-placed institution. This suggests that academics around the world who are familiar with research at these universities rate it comparatively highly.

As in other emerging regions such as the Middle East, the research priorities of Latin American nations are decided by local rather than world priorities. For example, Brazil spends about \$1 billion per year on agricultural research, a massive sum by any standard, reflecting the importance of agriculture to its economy.

In addition, governments in the region retain a high degree of control over research funds. In Venezuela, legislation allows the government to allocate research money directly, despite proof from all over the world that these decisions are best taken by scientists.

Despite these issues, Latin America has its share of globally-rated researchers. Miguel Nicolelis, a neuroscientist who works on direct brain connections to computers, is probably the region's best-known scientist on the world stage. He divides his time between Duke University in the US and a specially-funded lab in Natal, in North-East Brazil.

As the biggest nation in the region and the most visible internationally, it is inevitable that Brazil dominates discussion of Latin American higher education. São Paulo has been our top university in both iterations of these rankings, joined in both years by Unicamp in third place. It is also notable that Rio de Janeiro has risen from 19th place in 2011 to number 8 this year.

Research by the US National Science Foundation suggests that Brazil's strong position in these rankings is due to a national effort to

increase the quality and quantity of its research. The NSF found that Brazil tripled its science output between 1993 and 2003, and it has carried on growing since. It is one of the "big five" research producers outside the OECD nations, along with Taiwan, China, India and Russia. While Russian and Indian research output has fallen or stagnated, Brazil, China and Taiwan have expanded their efforts. The NSF has also found growing research budgets in Mexico and Costa Rica, but not in Argentina, Chile or Venezuela. In 2008, the NSF says, Brazil spent \$22 billion on research, with Mexico, Argentina and Chile spending \$5.8 billion, \$2.7 billion and \$1.2 billion respectively. Brazil is spending almost as much as Canada on research, while these four put together spend rather less than the UK.

The NSF statistics show no research spending

Brazil spends
about \$1 billion
per year on
agricultural
research

in any other Latin American nation. With such small budgets elsewhere, it is not a surprise that Brazil, Argentina and Mexico take nine of the top ten slots in our 2012 ranking, along with Colombia's Universidad de Los Andes.

But when we look at measures specifically related to research, it seems that Brazil is even more dominant than the overall results might suggest. São Paulo and Unicamp are the top two institutions for PhDs as a percentage of academic staff, suggesting a commitment to research and also to high-level teaching. By contrast, Chile's Pontifical University, second overall, is 35th on this measure. UNAM, Mexico's leading institution and fifth in this ranking, is 71st for PhD-qualified staff, but has perfect scores on both academic and employer review. In addition, the top Brazilian institutions are regional leaders

in research productivity, measured in terms of papers per academic staff member.

While it is impossible for teaching-only institutions to do well in the World University Rankings, our Latin American rankings allow universities that are valuable for their teaching role to appear prominently. An example is Mexico's number two university, Tecnológico de Monterrey. For the second year running, it has a top score for employer opinion, as well as being well-liked by other academics. These two results place ITESM, as it is known, in seventh place here. But it is 84th and 90th respectively when it comes to the production of academic papers and the frequency with which they are cited. This is a poor result for a technology-based institution and suggests that its priorities lie elsewhere.

However, Latin American nations are aware that they need a more significant presence in world research. This month the presidents of Chile, Colombia, Mexico and Peru chose the Paranal Observatory in Chile to sign a four-nation Pacific Alliance Agreement which specifically encourages joint research. In addition, it includes measures on the free movement of people which will be important for universities seeking top researchers. The location of the ceremony was chosen to make the point that Latin America contains some world centres of research and knowledge creation. More importantly, the Pacific Alliance is intended to make its four member nations attractive to major Asian investment. High-level research is bound to help attract business interest in the region from around the world.

In addition, there is bound to be future pressure for smaller nations in the region to increase their research output. Data from Scimago shows that three nations, Brazil, Mexico and Argentina, produce most of the region's research, with Chile some way behind. But it also shows that the region's research publications output rose from 22,000 papers in 1996 to 85,000 in 2010, and that the percentage of these papers being cited has risen steadily. This suggests scope for the region to emerge as a significant one for globally-important research.

UNIVERSIDAD AUSTRAL



Promoting human values through academic excellence

Universidad Austral seeks to serve society by preparing its students for the professional world, advancing scientific knowledge and culture, promoting research and medical care, and teaching human and spiritual values.

The University prioritizes the quest for high standards in education and research, as well as extracurricular activities, to foster the development of its academic community.

SCHOOLS AND INSTITUTES

School of Management and Accounting
School of Law
School of Communication
School of Engineering
School of Medicine and Nursing
Institute of Family Sciences
School of Education
Institute of Philosophy
IAE Business School

PROGRAMS

42 programs: 11 undergraduate and 31 graduate degrees

STUDENT BODY

4,413 students: 65.5% undergraduate and 34.5% graduate

558 (12.1%) international students

FACULTY

915 professors – high percentage of full-time faculty



INTERNATIONAL PROJECTION

Growing number of applicants from other countries
More than 200 exchange students per year
Agreements and joint initiatives with prestigious partners
Courses conducted in English
Short-term and faculty-led programs

LOCATIONS

Downtown Buenos Aires (San Telmo)
Rosario
Pilar

CAMPUS

Austral University Hospital, a leading medical center in Argentina, currently undergoing the Joint Commission International accreditation

IAE Business School, a world-class school of business, top in the region, the only one in Argentina accredited by EQUIS, AACSB and AMBA

Austral Tech Park, a state-of-art complex built to foster synergy between the University and companies working in technology, genetics, the medical industry, etc.

Contact Information

Marcelo Meregalli Ferrer
Director of International Relations
mmeregalli@austral.edu.ar



What do students have to say?

By **Liliana Casallas**

Though student satisfaction surveys have yet to be incorporated into QS rankings, they certainly have their uses. Liliana Casallas looks into the results of the student research conducted as part of the new QS Stars rating system

 The UK overall student satisfaction rate is 80% in 2012. 

There is potentially much to learn from student satisfaction surveys: from the success of a particular program, to the actual learning tools, services and experiences that a university is providing to students. Though the fact that students do not generally have much basis for comparing their own university experience with that provided elsewhere makes the notion of incorporating them into international rankings problematic, in the right context student surveys can be another revealing barometer of university performance.

Some countries prepare their own standardized survey, as is the case with the National Student Survey introduced in the UK in 2005. This has been designed to assess levels of student satisfaction with the quality of programs, covering different aspects of the student learning experience. The UK overall student satisfaction rate is 80% in 2012. This provides a useful international reference point, coming from a country with one of the highest average scores in the QS academic reputation survey. In the 2011/12 QS World University Rankings®, UK universities have an average score of 50.6 for academic reputation, well in excess of the global average of 38.9.

In a national context, student satisfaction surveys are an important measure that can have an impact on institutional strategy. If student satisfaction data is effectively utilized to make improvements in courses, programs and administration, this could have a significant effect on the development plans of institutions, from learning tools to services that support the student's experience.

Although student satisfaction is not an indicator in the methodology in the QS Rankings, it is however a measure for 'teaching quality' established in the methodology of the QS Stars rating system.

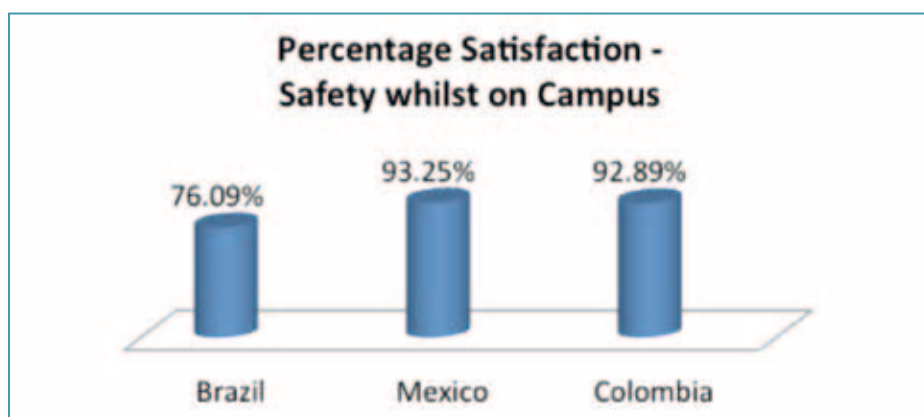
With the support of participating universities QS Intelligence Unit (QSIU) conducts a survey measuring student satisfaction, as well as providing additional data on students' perception of their university experience and the services provided. On an institutional level this can help to identify trends in student satisfaction both overall, and by level of study (undergraduate, Masters, PhD), study mode, academic discipline and students' characteristics (age, nationality and gender). It can also help to identify trends by country and university type (eg private versus public).

The survey measures the main motivations for choosing an institution and program, as well as levels of student satisfaction relating to course management, teaching and learning methods, learning experiences, student support services and resources provided.

In Latin America approximately 86,000 students answered the survey, from 75 universities in 12 countries of the region. 63% of those are public universities. Respondents are predominantly from courses in administration, biological sciences, computing/information technology and engineering.

In terms of gender equity, women have made significant progress in education. "In education, the gap between men and women has been closing in all countries in the region, and in some, women have reached a higher level of education than men, such as in Brazil, Costa Rica, Venezuela, Argentina, Jamaica, Nicaragua and Colombia," notes a World Bank report. Of undergraduate respondents, 49% are female students, with slightly fewer at Master and PHD level. 75% of all survey respondents are undergraduates.

The results suggest that main motivation to enrol in a particular program for undergraduate students is the overall reputation of the



Graph 1. QS Student Satisfaction Survey, 2011.

institution, followed by career and employment prospects. Graduate students' responses considered the overall institution reputation as well as its reputation in a given subject area as critical factors for selecting a university.

The survey also measured the satisfaction of students in the region, with higher average results for safety on campus (84%), career support (73%), health, welfare and counselling (67%), and lower levels of satisfaction for adequate financial aid (62%).

Personal safety while on campus was one of the more important factors, although this varied from country to country. Conversely, countries with high crime rates and/or a difficult political climate often spend a considerably larger amount on campus security, meaning results do not always follow the pattern of national safety figures. The satisfaction in countries such as Mexico and Colombia shows a higher rate than the regional average. However, Brazilian student's satisfaction rate is one of the lowest in the region. See Graph 1.

Careers support averaged 73% satisfaction, and this is an important measure both for retaining students within higher education and supporting their entry into a demanding job market. Student retention is one of the major challenges of Latin American universities, particularly within the public sector. Students face different levels of preparation when it comes to secondary school. It is important that institutions support students with additional academic resources where required to help them succeed in their courses. "Mathematics, communication and research skills are some of the areas in which universities should look to help those students who are not adequately prepared for the academic demands," states Mrs. Emiliani Mendoza de Malagon, Head of Accreditation at EAN in Colombia.

Statistics from UNESCO reveal that the number of enrolments necessary to produce a

single graduate in Argentina is 24.4, compared to 6.6 in Mexico. Although it is difficult to identify reliable sources to measure the proportion of graduates and retention rates, studies shows that it is considerably lower in the region and particularly affects public universities since the investment per student is often lower. The survey also suggests that student support services are less satisfactory in public than in private universities in all categories.

In terms of average levels of satisfaction, 'health, welfare and counselling services' is one of the lowest-scoring categories among the support services. Students enter school with different expectations of their courses and when expectations are not met it is crucial to provide the appropriate support to students in order to help ensure they achieve their education goals. The survey suggests that this service is less satisfactory in public

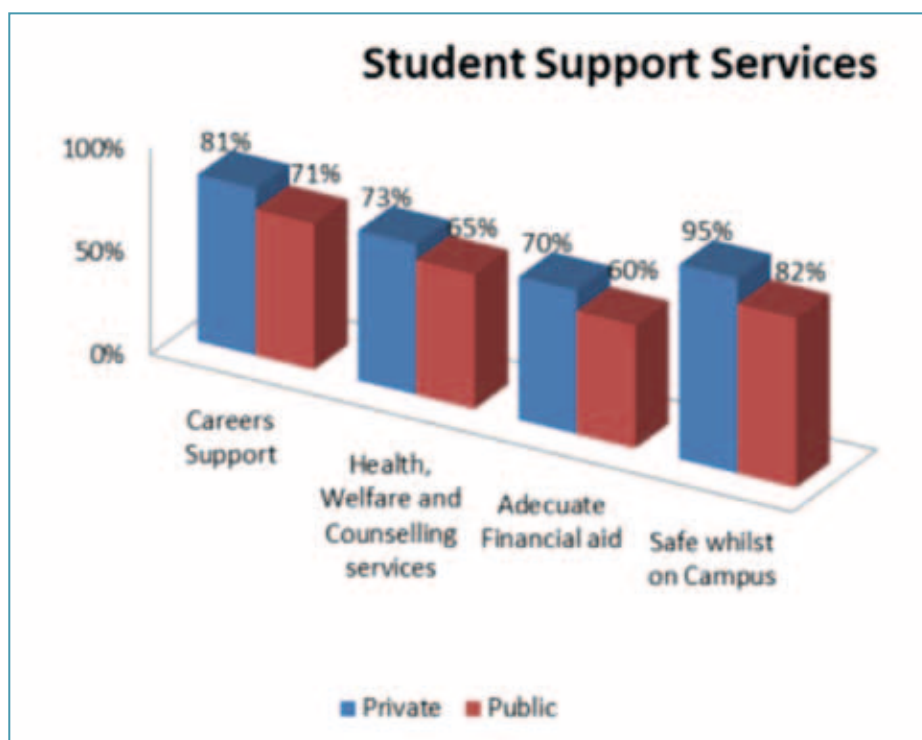
universities (65%) than in private institutions (73%) in the region. (See Graph 2. Student Support Services)

Although public universities offer free tuition in many countries in the region such as Brazil, Venezuela, Colombia and Mexico, and despite diverse access initiatives from private universities, the lowest average satisfaction score in the student services category is for access to financial aid, with 62% satisfaction. It seems that government and private funding support is not sufficient to provide access for a growing population at a time of massification of demand for higher education. Inflation is a factor that affects the region and the progressive rise in living costs forces a great number of students to drop out or switch to part time.

Consolidated and independent mechanisms to collect information and data from students should be in place to respond to the demands of a fast-growing region, whether it is funded privately or publically.

Student satisfaction surveys form an important measure that impacts various areas, from course management, marketing strategy, recruitment and selection of students, to internationalization strategies and reviewing public and private sector policies towards students.

The better universities engage and retain students through their resources (IT, library and facilities), services, academic advice, and faculty and staff approachability. Less bureaucratic procedures may also lead to higher satisfaction rates, and a deeper sense of engagement to the institution.



Studying abroad is within your reach.



Take the tests that give you **more**.

The **TOEFL**® and **GRE**® tests

More choices

Study anywhere — Thousands of graduate and business school programs worldwide accept *TOEFL*® and *GRE*® scores.

More convenience

Choose from many test locations — ETS has the world's largest testing network to help you achieve your educational goals with testing sites in more than 160 countries.

More opportunities for success

Get the added advantage — Your *TOEFL* and *GRE* scores can help you stand out from the crowd — and show you have what it takes to succeed!

Register now at
www.ets.org/getmore