



Conceptual Framework for the Design & Selection of domains and Indicators for the ranking of Higher Education Institutions



Component

1

Where Do We teach? (Educational Institutions)

- ◆ The quality of institutions and programs, and their competitive landscape.
- ◆ Efficiency, effectiveness, sustainability, and institutional excellence.

Component

2

Who Do We teach? (Students)

- ◆ The absorptive capacity of institutions and the utilization of available resources.
- ◆ University admission rates and the distribution of students across programs according to specialization fields.
- ◆ Future prospects for providing human capital in alignment with labor market needs.
- ◆ Student mobility locally and internationally, according to scholarships and destinations for study and specialization.

Component

3

Who Teaches? (Faculty Members and Their Equivalents)

- ◆ Faculty members and their ratio to students.
- ◆ Participants in implementing postgraduate programs.
- ◆ Proportion of PhD holders among faculty members.
- ◆ Empowering faculty through training to enhance their professional and specialized competencies.
- ◆ Quality in teaching, research participation, academic advising, and community engagement.

Component

4

How Do We Work? (Enabling Environment)

- ◆ Impact of institutional and academic effectiveness, empowering students and graduates.
- ◆ Production of knowledge and innovation through scientific research and development.
- ◆ Rate of development in self-generated resources, availability of technology, and protection of intellectual property.
- ◆ Expenditure on education, student services and activities, and scientific research.
- ◆ Stakeholder satisfaction rates as a measure of the efficiency and adequacy of various empowerment efforts.
- ◆ Surveys of students, graduates, faculty members, administrative staff, employers, and the community.

Component

5

What Do We Teach? (Academic Programs)

- ◆ Alignment with labor market needs and integration of graduate skills with program design.
- ◆ Modern learning patterns and methodologies.
- ◆ Importance of national and international program accreditation.
- ◆ Distribution of study hours and the proportion of courses offered online or through blended learning.
- ◆ Support for innovation and preparation for entrepreneurship.
- ◆ Nurturing talents and creativity in cultural, scientific, technological, athletic, and artistic fields.

Component

6

What Do We Produce? (University Outcomes)

- ◆ Added value to the labor market and society (graduates, their graduation and employment rates, and their competencies).
- ◆ Educational added value
- ◆ Scientific research activity and impact, and patents.
- ◆ Innovation, knowledge economy development, and entrepreneurship.
- ◆ Social responsibility and volunteering.
- ◆ Universities' role in raising public awareness.