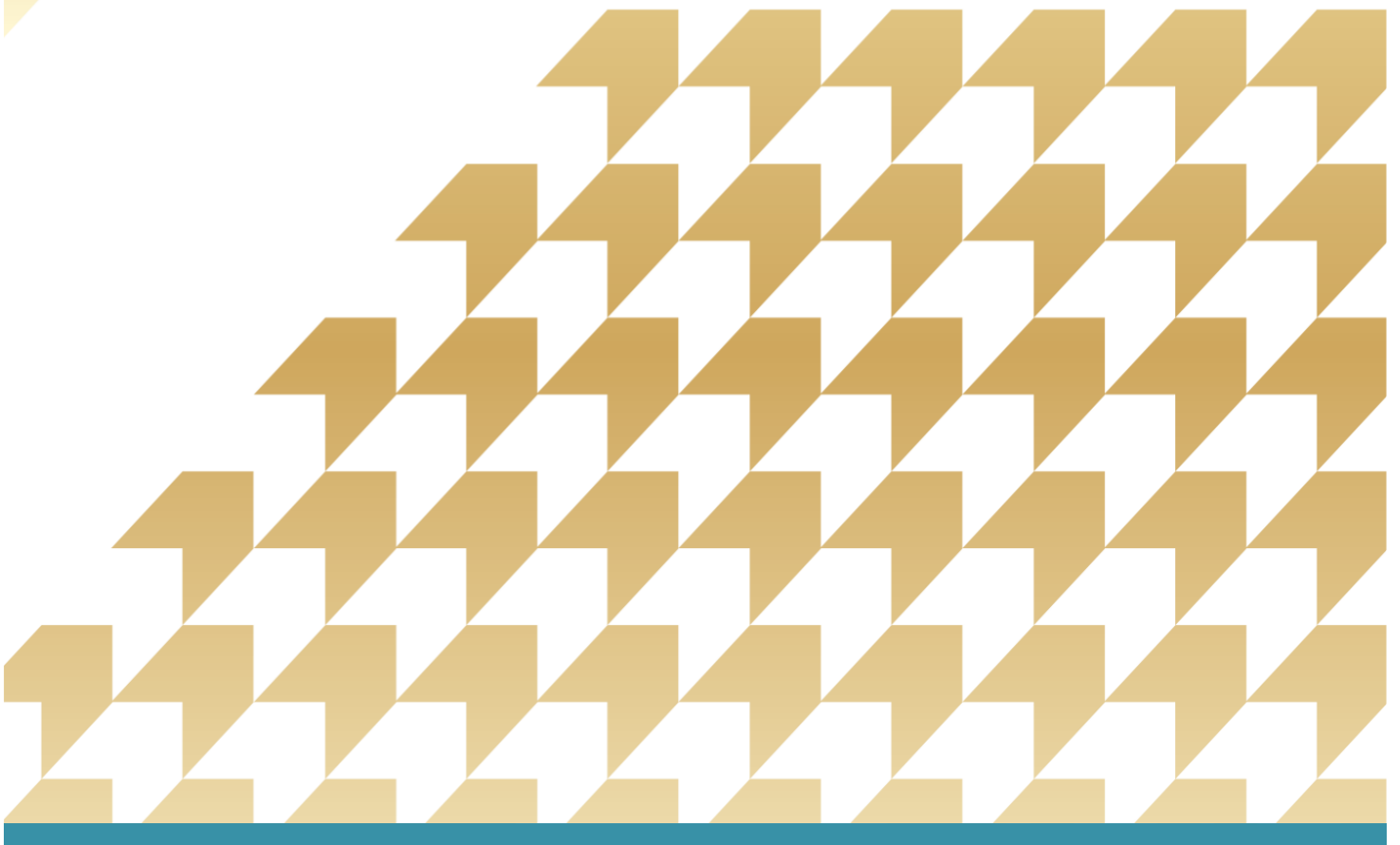


# Voronezh State University



**THE DATA CONTAINED HEREIN IS RELEASED UNDER EMBARGO AND MAY NOT BE RE-PUBLISHED  
OR REFERENCED WHOLE OR IN PART UNTIL 00:01 GMT on 15/09/2015**

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INSTITUTION	Voronezh State University
COUNTRY	Russia
ESTABLISHED	1918

## VERIFIED DATA

DEMOGRAPHICS	
Faculty	1,297
International Faculty	28
Students	14,930
International Students	1,812
Faculty Student Ratio	11.5:1
International Faculty Ratio	2.2%
International Student Ratio	12.1%
% Undergraduate	86.4%
% Postgraduate	13.6%

■ % Undergraduate ■ % Postgraduate

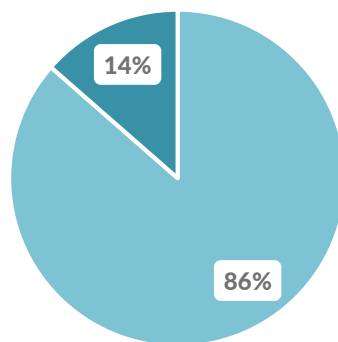


FIGURE 1 Proportion of students by level

RESEARCH DATA*	
Papers	1,195
Citations	1,485
Citations (self-citations excluded)	673
Citations per Faculty	0.5
Self-citation Ratio	54.7%
Faculty normalized citations	879
Normalized citations per faculty	0.7

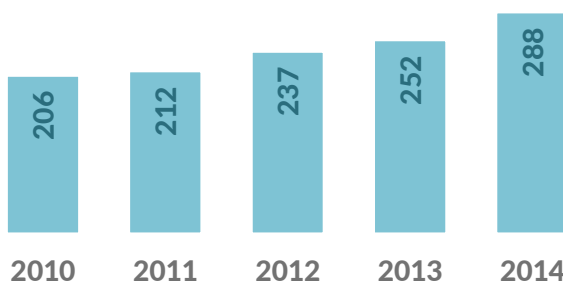


FIGURE 2 Scopus indexed papers by year

Custom data is drawn from Scopus\* for five years; 2010-2014. Numbers reflect papers published and the citations they accrue during the given period. Numbers may differ from Scopus online. Self-citations are excluded in all QS analyses.

Faculty normalized citation counts have been adopted for use from September 2015. For details and implications see the "New Developments" section.

\* The research upon which this report is based, was compiled in collaboration with Elsevier and is based in part on analysis from Elsevier's Scopus database



CLASSIFICATIONS		
Size	L	LARGE
Status	A	PUBLIC
Focus	CO	COMPREHENSIVE
Research Intensity	MD	MODERATE
Age	4	MATURE

QS Classifications make it easier to quickly identify and compare institutions with similar characteristics. To find out more about how the classifications are compiled please visit [www.iu.qs.com](http://www.iu.qs.com)

## 2015-2016 RESULTS SUMMARY

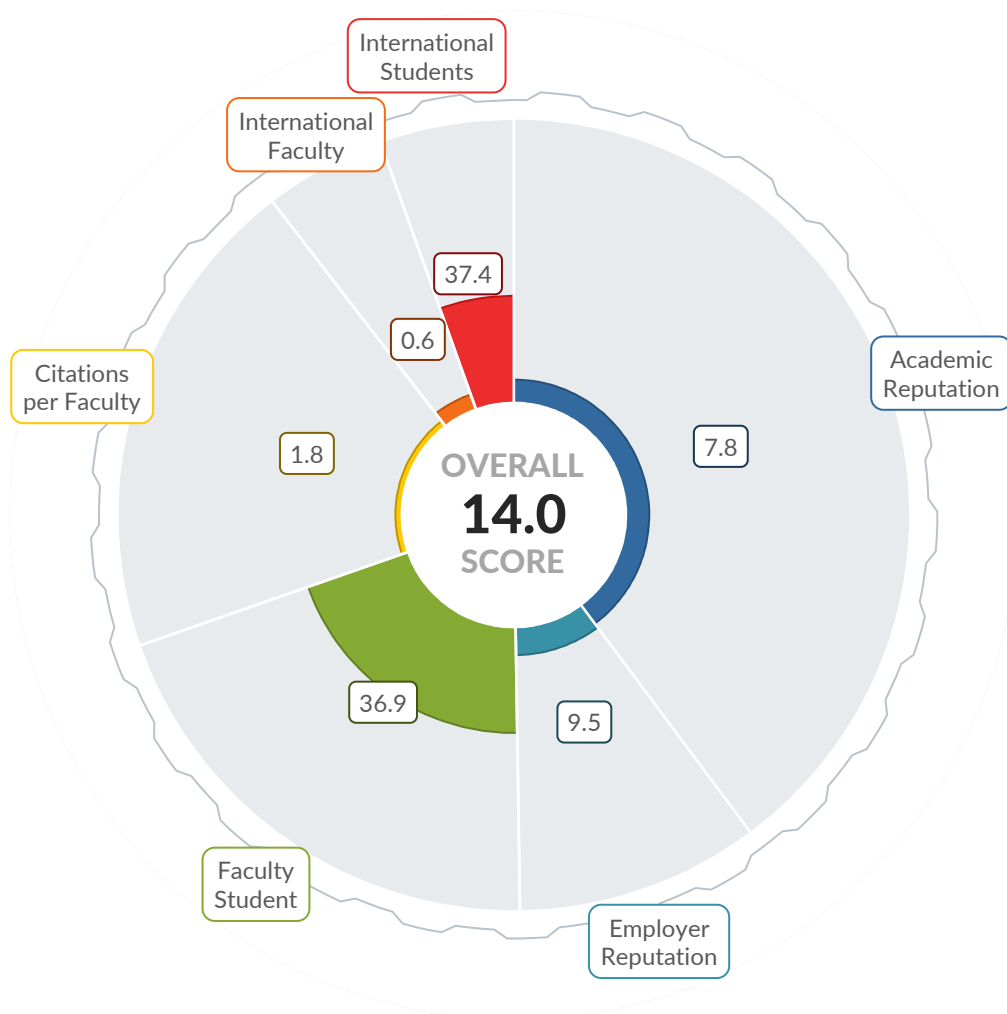
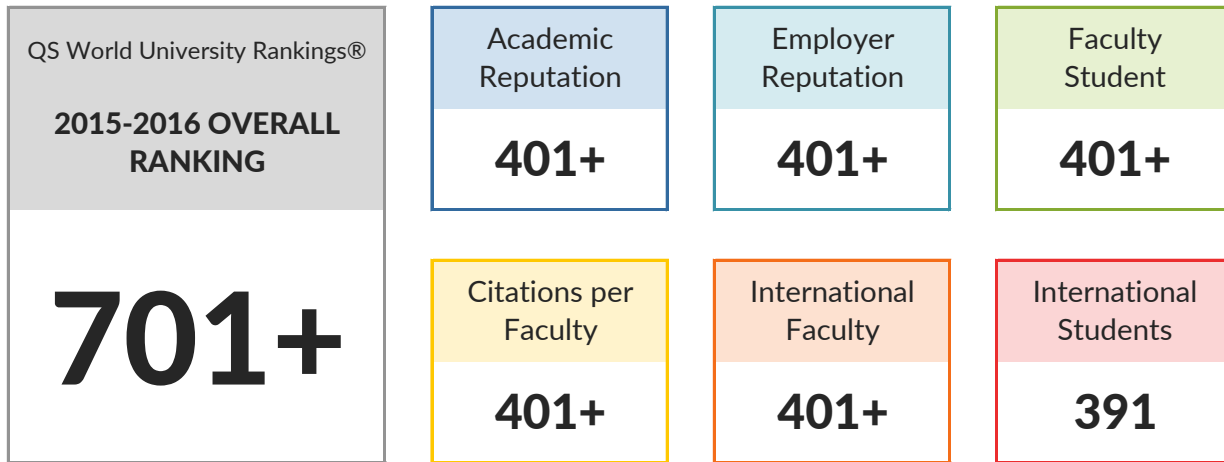


FIGURE 3 QS World University Rankings® 2015-2016 weighted scores

## RESEARCH PROFILE BY FACULTY AREA

FACULTY AREA	Papers*	Institution	Global	Difference	Relative
Arts & Humanities	4	0.3%	2.6%	-2.4%	-89.3%
Engineering & Technology	304	21.4%	26.7%	-5.3%	-19.7%
Life Sciences & Medicine	153	10.8%	34.3%	-23.5%	-68.5%
Natural Sciences	926	65.3%	25.2%	40.1%	159.0%
Social Sciences & Management	31	2.2%	10.4%	-8.2%	-78.9%

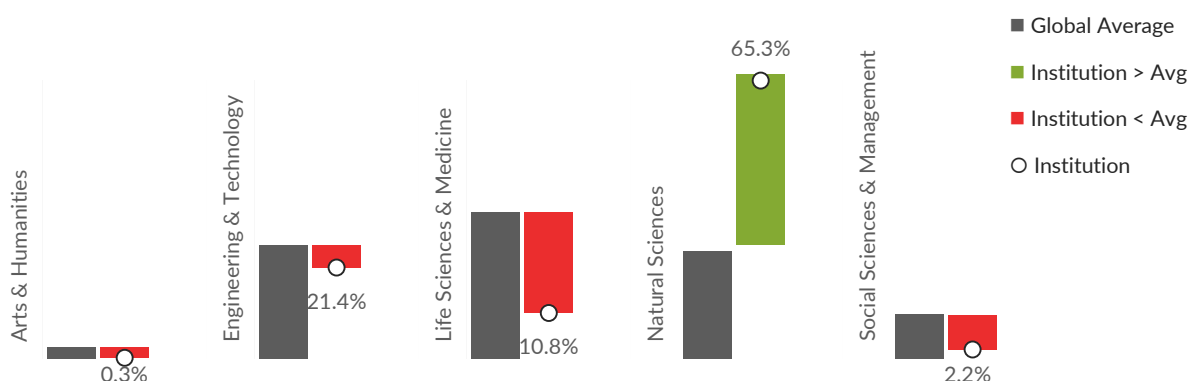


FIGURE 5 Paper attributions by faculty area: institution vs. the global average distribution

FACULTY AREA	Citations*	Institution	Global	Difference	Relative
Arts & Humanities	0	0.0%	1.1%	-1.1%	-100.0%
Engineering & Technology	237	30.3%	18.4%	11.9%	64.9%
Life Sciences & Medicine	81	10.4%	46.4%	-36.1%	-77.7%
Natural Sciences	462	59.1%	24.6%	34.5%	140.6%
Social Sciences & Management	2	0.3%	6.5%	-6.2%	-96.1%

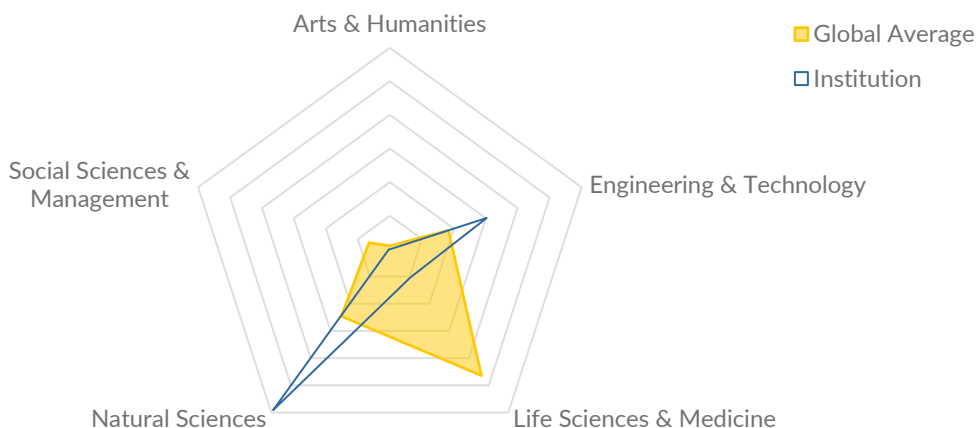
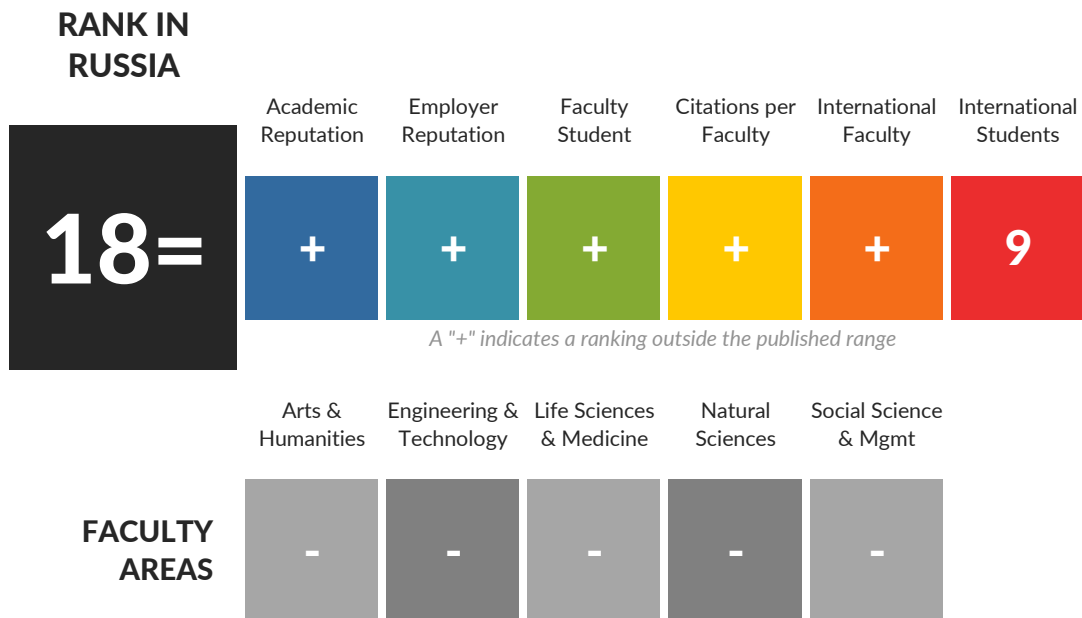


FIGURE 6 Citation by faculty area: institution vs. the global average distribution

\* Papers and citations are actually non-exclusive paper and citation attributions as a paper can be attributed to more than one faculty area

# DOMESTIC STANDING - RUSSIA



**FIGURE 8** Domestic (Russia) indicator and faculty area ranks

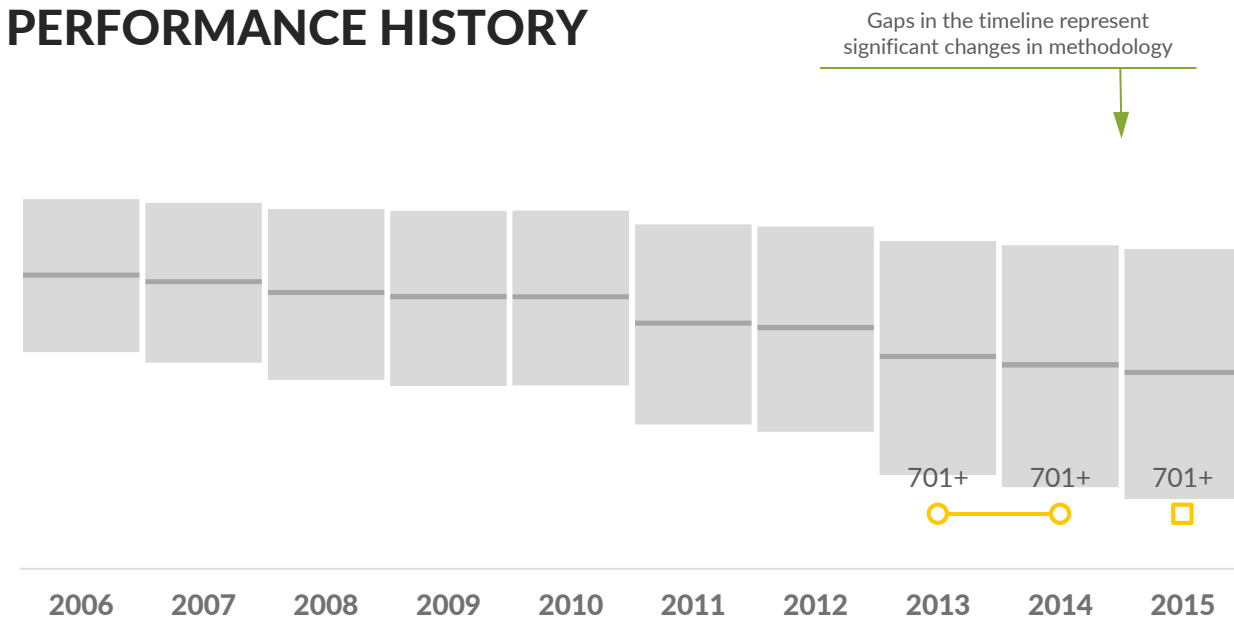
RANKED	#	
1-100	0	
101-200	1	<div style="width: 10%;"></div>
201-300	1	<div style="width: 10%;"></div>
301-400	3	<div style="width: 30%;"></div>
401-500	4	<div style="width: 40%;"></div>
501-600	3	<div style="width: 30%;"></div>
601-700	5	<div style="width: 50%;"></div>
701+	4	<div style="width: 40%;"></div>
<b>TOTAL</b>	<b>21</b>	

The shaded range, is the range in which the institution in question, Voronezh State University, is placed

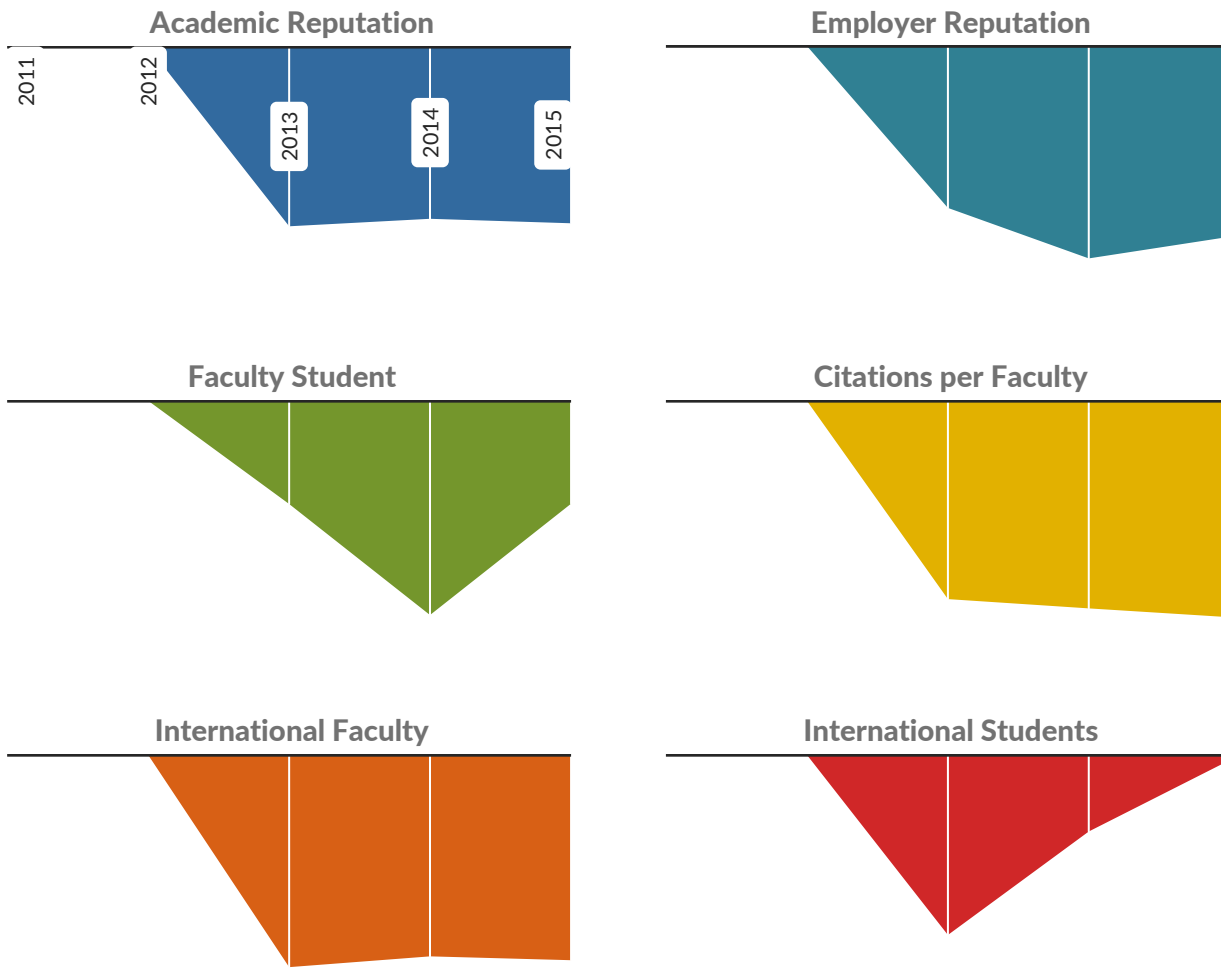
**FIGURE 9** Russia - distribution of universities by range

Explore the full results on [www.topuniversities.com](http://www.topuniversities.com)

# PERFORMANCE HISTORY



**FIGURE 7** Ten year overall ranking with respect to median and interquartile range



**FIGURE 10** Five year performance by indicator relative to global average

## NEW DEVELOPMENTS

### RESEARCH

Data based on publications and citations are central to most international university rankings. There are many different ways to draw on this data to generate indicators for a ranking. Our approach until now has been relatively simple (a straight ratio of total citations to number of faculty staff) where other approaches involve introducing complexity through field normalization.

After an extensive period of consultation with advisors, QS has introduced a hybrid model where normalization is applied to citation totals at the faculty area level. This overcomes most of the anomalous pitfalls of normalization when applied at a more granular level, while introducing much of its intended balance. In essence the intent is to balance emphasis between the same five faculty areas we use in our survey analysis: Arts & Humanities; Engineering & Technology; Life Sciences & Medicine; Natural Sciences; and Social Sciences & Management. In practice, it has been necessary to make some accommodation for differing publishing patterns by country in Arts & Humanities and Social Sciences in particular. A full description of our normalization method is available on [www.iu.qs.com](http://www.iu.qs.com).

Given that around 49% of global citations are in the Life Sciences & Medicine area, applying this adjustment has made a substantial difference to the indicator and overall performance of certain institutions this year. However, we are committed to helping institutions who have come to trust our rankings for year on year analysis to continue to do so and can provide insight into the specific effects of its implementation.

Additionally we have excluded papers with more than 10 affiliated institutions this year.

Tell us what you think on [rankings@qs.com](mailto:rankings@qs.com) or join our LinkedIn group on [bit.ly/wurgroup](http://bit.ly/wurgroup)

### TEACHING

QS accepts that genuine measures of teaching quality on a global scale are almost certainly unobtainable. For prospective students, teaching has to be a crucial factor and whilst reputation measures or ratios may serve as partial proxies, more needs to be done to reflect excellence as well as innovation in teaching.

In lieu of effective measures, QS teamed up with the **Wharton School (UPenn)** to establish **Reimagine Education**, a global competition aimed at identifying the most ground-breaking pedagogical advances to promote learning and employability.

The competition culminates at the Dec 7-9 Reimagine Education conference and awards in Philadelphia, where shortlisted entrants will join in actionable discussions with academics, leading industry representatives and HE experts.

A distinguished panel of international judges as well as industry leaders such as Apple, Cisco, Google, Amazon and IBM take part in this inspirational initiative.

Submit your application (deadline September 25th) and/or register to attend this year's conference at [www.reimagine-education.com](http://www.reimagine-education.com).

### EMPLOYABILITY

In November at the QS-APPLE Conference in Melbourne, we plan to launch the pilot edition of our new QS Graduate Employability Rankings. Building on the solid foundation of the QS Global Employer Survey, we have been busy collecting additional data on employability factors. An impressive number of institutions are actively contributing to this worthwhile project.

Join us at the conference in Melbourne. If you have questions, write to [rankings@qs.com](mailto:rankings@qs.com).



*"Reimagine Education has given my project global visibility. As a result, PaGaMo has attracted \$6 million investment to grow further"*  
**National Taiwan University**  
 2014 winner



# SUMMARY

The QS World University Rankings® have been published since 2004. Whilst the headline measures have not changed since 2005, the methodology has undergone persistent refinement as reflected in the timeline. This year's refinements to our citation analysis approach are the latest. Furthermore, a number of spin-off evaluations have been added to the QS portfolio over the past ten years.


In addition to the changes to the citations measure, another development this year is that we have extended the survey window to five years for both academics and employers, with the earliest two years carrying 25% and 50% weight respectively. This brings the overall approach in to line with that recently adopted for the subject rankings and means that both citations and survey measures operate off the same five-year period.


Whether or not you approve of our methodology or agree with our results, it is clear that rankings are becoming an increasingly influential factor in a diverse range of decisions - from students choosing a university, to institutions selecting partners, from governments setting immigration policy, to scholarship providers shortlisting applicants.

In 2014, over 1.3m distinct people visited topuniversities.com in the first week after launch, over 3.0m in the first month comprising almost 16m page views. There is no denying the popularity and impact of rankings - the QS rankings in particular.

Inevitably, there will always be ups and downs in a ranking and we recognize that universities cannot be fully summed up by a single number - which is exactly why QS has evolved a broader range of evaluations designed to highlight excellence in different aspects and contexts. QSIU is always seeking new ideas for further development.

**GET THE APP**





- Explore the full results
- Apply your own weights and;
- Generate your own results
- Find your nearest ranked university
- Blend subject and overall results

## UNDERSTANDING YOUR FACT FILE

A lot of effort has gone into preparing this report for your university, but much like the rankings themselves, we know it's not perfect and value your feedback. If you have questions for this year or suggestions for next, the QS Intelligence Unit is here to listen and to help.

This report has been prepared with a variety of purposes in mind:

1. As advance embargoed notice of results in this year's ranking
2. To provide all the details you might need to prepare any appropriate PR
3. To show our appreciation for the data provided, which makes our work possible
4. As notification of planned or proposed future developments
5. As a glimpse of the quality and depth of the analysis QSIU can compile
6. To provide all the needful contact information should we be able to help further

## RANKINGS TIMELINE

- 2004** | QS World University Rankings® launch - 200 institutions featured
- 2005** | Employer Reputation introduced
- 2006** | Fact files dispatched for the first time
- 2007** | Switch to Scopus; FTE as standard; standardization introduced
- 2008** | QS SAFE System Strength analysis first conducted; Domestic and international responses isolated in survey analysis - 604 institutions featured
- 2009** | Qualtrics employed for surveys; Asia ranking launched
- 2010** | Damping introduced; caps applied for international indicators; international advisory board established
- 2011** | Subject rankings launched; self-citations excluded; Latin America ranking begun - 713 institutions featured in world ranking
- 2012** | QS Best Student Cities and QS Top 50 Under 50 launched
- 2013** | BRICS ranking launched; H-index added to subject rankings; subject approach applied to faculty areas - 834 institutions in world ranking
- 2014** | 863 institutions in world ranking; advanced fact files dispatched
- 2015** | 891 institutions ranked; faculty-level normalization applied for citations analysis; survey window extended to five years

## ABOUT QSIU

The QS Intelligence Unit (QSIU) was formed in 2008 from the team that had been operating the QS World University Rankings® since 2004. The team now numbers more than 30 people from 15 countries. In addition to these rankings, by the end of 2015, QSIU will have published five regional rankings, discipline level rankings in 36 separate subjects, city rankings, various MBA rankings and graduate employability rankings.

Through this experience, QSIU has become a leading authority on performance evaluation, management and improvement in higher education and, perhaps, the foremost independent market intelligence compiler dedicated exclusively to international higher education.

As a private company, our work attracts particular scrutiny and since our business is entirely dependent on the continued good will of higher education institutions worldwide, we recognize that our reputation is vital and we passionately strive to build on it day by day, doing our work responsibly and with integrity. The compilation of rankings is, and will always remain, independent from everything else the company does. The QS Intelligence Unit was the first, and remains the only, compiler of global university rankings to open its practices to external scrutiny and is proud to have had a number of its rankings "IREG Approved" as of May 2013.

For details of our work, including detailed descriptions of our methodologies, please visit our website on [www.iu.qs.com](http://www.iu.qs.com).

For more detailed analysis of the performance of your own institution and benchmarking with respect to selected others or national and regional norms, please contact us on [intelligenceunit@qs.com](mailto:intelligenceunit@qs.com).



For more information on QSIU, as well as its projects and services, please visit [www.iu.qs.com](http://www.iu.qs.com)

If you have questions or suggestions about this report please contact

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# GLOSSARY

<b>Academic Reputation</b>	A score based on the analysis of responses gathered over a five year period in the QS Global Academic Survey
<b>BRICS</b>	A collective term for Brazil, Russia, India, China and South Africa often used in an economic context
<b>Citation</b>	A reference to one publication in the bibliography of another
<b>Employer Reputation</b>	A score based on the analysis of responses gathered over a five year period in the QS Global Employer Survey
<b>Faculty Areas</b>	Five broad subject areas used by QS to segment analysis - Arts & Humanities, Engineering & Technology, Life Sciences & Medicine, Natural Sciences, Social Sciences & Management
<b>Faculty Student</b>	A score based on the ratio between FTE faculty and student counts
<b>FTE</b>	Full Time Equivalent - a way to calculate and compare staff and student numbers independently of the balance between full-time and part-time
<b>H</b>	A score based on the H-index calculated on all papers an institution has published in a given faculty area
<b>Interquartile range</b>	The range between the 25th and 75th percentiles in any given range
<b>IREG</b>	IREG (International Ranking Expert Group) Observatory on Academic Rankings and Excellence - <a href="http://www.ireg-observatory.org">www.ireg-observatory.org</a>
<b>Normalization</b>	A statistical approach designed to make distinct measures more fairly comparable
<b>QS Best Student Cities</b>	A separate evaluation of the best city destinations for international study
<b>QS SAFE</b>	System. Access. Flagship. Economic. An evaluation of national HE system strength drawing on rankings and other data inputs.
<b>Qualtrics</b>	An enterprise-level survey deployment and analysis software platform used by many HE institutions and by QS since 2009
<b>Scopus</b>	The world's largest database of abstracts and citations of peer-reviewed literature operated by Elsevier. More on <a href="http://info.scopus.com">http://info.scopus.com</a>
<b>Self-citation</b>	A citation referencing the author's own previously published work. These are excluded from all QS analysis