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Ranking and Rating System Methodology for Mongolian Higher Education Institutions

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RANKING AND RATING SYSTEM METHODOLOGY FOR MONGOLIAN HIGHER EDUCATION INSTITUTIONS

Foreword

Development of a higher education ranking and rating system with consideration of international best practices was an item of the Terms of References of university governance consultants of International consulting services for Higher Education Reform project. In order to implement this provision of TOR, following activities were implemented by national consultant who was in charge of governance:

1. Studied major and widely used systems for university ranking
2. Facing issues and problems of Mongolian universities were determined to be included in international ranking system
3. Contacted with QS ranking system specialists and exchanged opinions on rating and ranking system which can be implemented in Mongolia.
4. Translated QS star assessment methodology into Mongolian and made preparation to conduct an assessment for Mongolian higher education institutions as a pilot.
5. Conducted survey from over 20 universities and the results were analyzed. Made improvements in the methodology adjusting to Mongolian context.
6. Presented draft methodology on rating and ranking system to HEIs and received their suggestions and comments.

Based on the results of above activities, the following system was developed and recommended.

For Higher education institutions, ranking or rating matter has become especially important in recent times. This could be explained by the following two factors.

First, it was stated on article 7.13 of Resolution no.12 of 2015 - "State policy on Education" which was approved by Mongolian State Great Hural that not less than four Mongolian universities shall reach to Asia's best 100 universities status by year of 2024. In this regard, universities have to try to be included in Asian universities ranking.

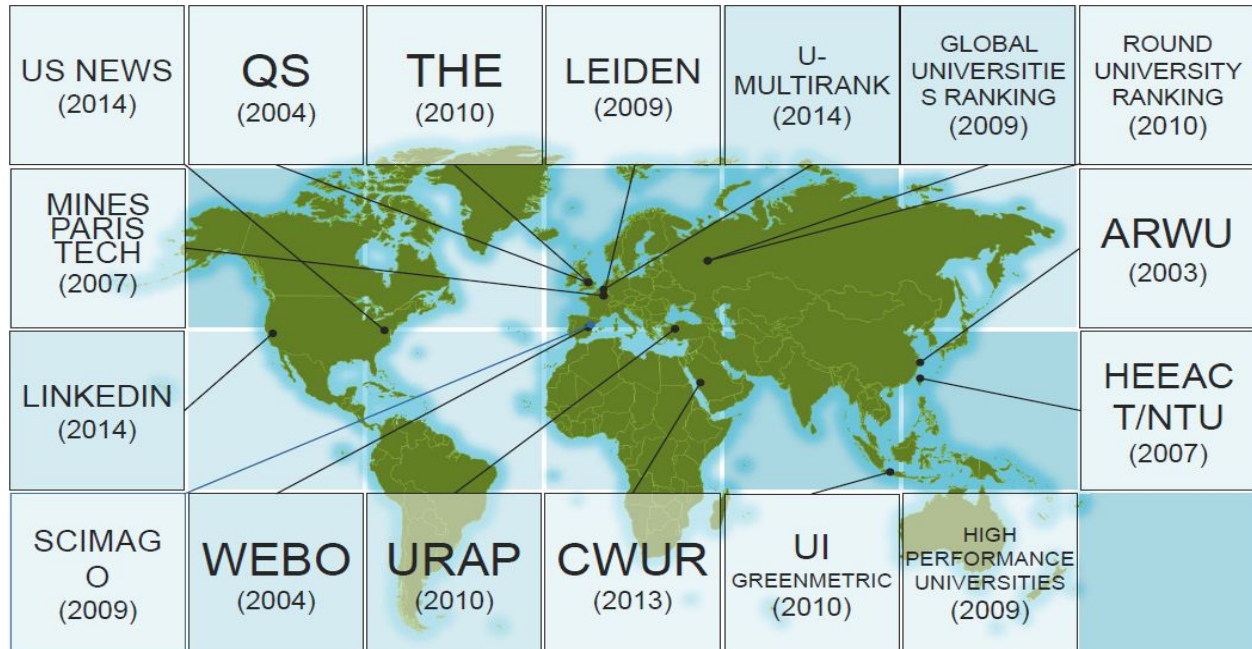
Secondly, the amendments to higher education law were approved on April, 2016 by Great Hural. One provision of the new law was expanding of the responsibilities and duties of accreditation organization and transferring some of the roles played by MECS to Mongolian National Council for Education Accreditation (MNCEA). Among MNCEA's renewed accreditation standards and criteria in 2015, institution's position is now considered as a result of an institution's operation according to national and international rating and ranking system. In this situation, both state-owned and private universities need to make efforts to move towards and strengthen its position, determine its certain position while involving in rating and ranking system.

In short, value of this work lies in determining Mongolian universities' reputation and current level of competitiveness and further, determining potential and resource for reaching level of Asian and world's renowned universities, establishing integrated approaches for institution's rating and raking evaluation by themselves and external organization with relevant to implementation of state policy on education.

About major ranking systems that are currently used in determining university ranking

Main systems of ranking university are shown on Figure 1, and countries applied those systems are also specified.

Figure 1 World University Ranking Systems



World higher education institutions determine their rating and ranking by an independent, third-party organizations. Increasing global demand to learn at reputable international universities demand follows the process of review the quality of university to set rating and ranking. In many countries global ranking system has been established and most popular and prestigious systems include successfully working systems are “Times Higher Education”, “Quacquarelli Symond”, “U.S. News & World report”, “Shanghai ARWU”. Prestigious universities are trying to get determinate by those systems. Here is a brief summary of these systems.

“THE” -“Times Higher Education”

Times Higher Education World University Rankings is an annual publication of university rankings by Times Higher Education (THE) magazine. The publisher had collaborated with Quacquarelli Symonds (QS) to publish the joint THE–QS World University Rankings from 2004 to 2009 before it turned to Thomson Reuters for a new ranking system. After the 2009 rankings, Times Higher Education took the decision to break from QS and signed an agreement with Thomson Reuters to provide the data for its annual World University Rankings from 2010 onwards. The Times Higher Education billed the methodology as "robust, transparent and sophisticated," stating that the final methodology was selected after considering 10 months of "detailed consultation with leading experts in global higher education," 250 pages of feedback from "50 senior figures across every continent" and 300 postings on its website. The overall ranking score was calculated by making Z-scores all datasets to standardize different data types on a common scale to better make comparisons among data. The inaugural methodology contained 13 separate indicators grouped under five categories.

Table 1: Times Higher Education indicators

Overall indicator	Individual indicator	Percentage weighting
<ul style="list-style-type: none"> Teaching – the learning environment /30%/ 	<ul style="list-style-type: none"> Reputational survey (teaching) 	15%
	<ul style="list-style-type: none"> PhDs awards per academic 	6%
	<ul style="list-style-type: none"> Undergrad. admitted per academic 	4.5%
	<ul style="list-style-type: none"> Income per academic 	2.25%
	<ul style="list-style-type: none"> PhDs/undergraduate degrees awarded 	2.25%
<ul style="list-style-type: none"> Research – volume, income and reputation /30%/ 	<ul style="list-style-type: none"> Reputational survey (research) 	19.5%
	<ul style="list-style-type: none"> Research income (scaled) 	5.25%
	<ul style="list-style-type: none"> Papers per research and academic staff 	4.5%
	<ul style="list-style-type: none"> Public research income/ total research income 	0.75%
<ul style="list-style-type: none"> Citations – research influence /32.5%/ 	<ul style="list-style-type: none"> Citation impact (normalised average citation per paper) 	32.5%
<ul style="list-style-type: none"> Industry Income – innovation /2.5%/ 	<ul style="list-style-type: none"> Research income from industry (per academic staff) 	2.5%
<ul style="list-style-type: none"> International diversity /5%/ 	<ul style="list-style-type: none"> Ratio of international to domestic staff 	3%
	<ul style="list-style-type: none"> Ratio of international to domestic students 	2%

According to the table above, in addition to using the actual number may be obtained from the school and other organizations have used the results of online research about the prestige of the university training and research. the prestige of the data obtained in this study accounted for 34.5% of the total score for a school.

“QS World University Ranking”

Quacquarelli Symonds (QS) is a British company specialising in education and study abroad.[1] The company was founded in 1990. QS is determined to give consumers and policy decisions and to give independent, expert and reliable information and works with over 50 countries, 2000 HEI’s and 12000 employers. Since 2004 QS has been ranking World’s top 500 universities, Asia’s top 300 universities and rating over 800 world universities by general criteria. QS originally created to establish ranking at the international level and has been used from a wide range of reference of this system’s ranking in recent years.

Table 2: QS ranking Indications

General indicators	Elaboration	Percentage weighting
Academic peer review	Based on an internal global academic survey	40%
Faculty/Student ratio	A measurement of teaching commitment	20%
Citations per faculty	A measurement of research impact	20%
Employer reputation	Based on a survey on graduate employers	10%
International student ratio	A measurement of the diversity of the student community	5%
International staff ratio	A measurement of the diversity of the academic staff	5%

In general, it is very similar to “Times Higher Education” system and global academic survey is based on more than 40 thousand people who work at higher education sectors. The employer reputational survey involved 10,000 employers each year among employers.

Information from this survey account for 50% of the ranking to determine valuation.

“U.S. News & World Report”

U.S. News & World Report is an American media company that publishes news, opinion, consumer advice, rankings, and analysis. Founded as a newsweekly magazine in 1933, U.S. News transitioned to primarily web-based publishing in 2010. U.S. News is best known today for its influential Best Colleges and Best Hospitals rankings, but it has expanded its content and product offerings in education, health, money, careers, travel, and cars.

Universities ranking is detailed by each colleges as well as programs, establish a priority ranking of university undergraduate, master's and doctoral level students to learn want to give as much information.

This system is used by 3 basic criteria shown in the following table to determine a best HEI in the United States.

Table 3: US News and World Report system

General indicators	Detailed criteria for each indicator	Percentage weighting
Bibliometric Indicators	Publications	65%
	Books	
	Conferences	
	Normalized citation impact	
	Total citations	
	Number of publications that are among the 10 percent most cited	

	Percentage of total publications that are among the 10 percent most cited	
	International collaboration	
Academic Indicators	PhDs degrees awarded	10%
	Per faculty PhDs degrees awarded	
Reputation Indicators	Global research reputation	25%
	Regional research reputation	

The system universities use the results of other similar online survey systems that sort, but it is up 25% respectively low weight. Other indicators are realistic, and is believed to be relatively safe in this ranking because data may be regarded as independent of the school. Unfortunately, not much research work to study the extent and effects of limited access to every university in this system are covered by a US library databases.

“ARWU/Academic Ranking of World Universities”

Academic Ranking of World Universities (ARWU), also known as Shanghai Ranking, is an annual publication of university rankings by Shanghai Ranking Consultancy. The league table was originally compiled and issued by Shanghai Jiaotong University in 2003, the first global ranking with multifarious indicators after which a board of international advisories was established to provide suggestions.

Table 4: World University training ranking Indications

General indicators	Detailed criteria for each indicator	Percentage weighting
Quality of education	Alumni as Nobel laureates & Fields Medalists	10%
Quality of faculty	Staff as Nobel Laureates & Fields Medalists	20%
	Highly cited researchers in 21 broad subject categories	20%
Research output	Papers published in Nature and Science	20%
	Papers indexed in Science Citation Index-expanded and Social Science Citation Index	20%
Per capita performance	Per capita academic performance of an institution	10%

This system is used by the Mongolian government scholarship for student who study bachelor at top higher education institution in highly developed countries. In this regulation top 20 and 100 institutions are ranked by this ranking system.

Issues of Mongolian HEIs facing in the ranking by international ranking systems

Currently, for the Mongolian HEI's ranking system methodology and, there are ongoing researches of determining localization and calibration of international criteria. From our assessment Mongolian HEI's have very small opportunity to participate in the international ranking systems. The following table summarizes the problems and solutions.

Table 5: Issues and solutions

	Problems faced to participate in the international ranking	Policies and solutions	Comment
1.	Unable to participate in international online surveys	Many people from Mongolia have to participate in the reputation survey To introduce Mongolian HEI among foreign scientists and employers	With the participation of Ministry of Education reproduction and distribution of online questionnaire has been done.
2.	Citation, publication and research impact does not meet the criteria	Improve quantity of Mongolian publication in the impact factor journal Research citation reference	Special policies should be developed and implemented
3.	Globalization does not meet the criteria	Improve conditions for foreign students and implement system to increase the number of students Develop and implement policies on hiring and foreign teachers	Increase foreign student accommodations, opportunity to learn in foreign languages and marketing outflows. The same policies need for teachers from abroad

Meeting with contact QS ranking system experts to exchange views on ranking and rating system can be implemented in Mongolia. Conclusions that we have drawn from the results of this meeting is that the major universities of Mongolia have limited specialized sectors and areas of studies that aren't recognized internationally because of that direct involvement to international ranking is limited. Therefore, we have introduce HEI rating system such as "QS Star" rating system in the first place, which should be subject to further order system.

In this respect, the complete QS Star rating methodology was translated and provided facilities for the review of test the procedures in the higher education institutions. In April and May of 2016 we have developed self-evaluation form with Ministry of Education's staff Otgonbat and conducted survey from

more than 20 universities. The output of the survey were presented to 50 representatives of the participated universities in the discussion which was held May 2016. During the discussion we have collected the opinion of the participants on how was appropriate conditions of our country and how difficult was to evaluate the criteria. In the figure 2 overall score of QS star evaluation are shown in the list according to self-evaluation of the Mongolian HEIs.

Figure 2: Mongolia HEI’s summarized evaluation points



Universities scored from 198 up to 628. If we compare those scores with foreign universities rated with the methodology, which university scored 628 will listed in 107 of Asia top university. Therefore, MUST with 628 it will stand at 107, if scored 4 more points it possible to get into the top 100 university of Asia. As for MNUMS with 544 points it would stand at 133 rank. From this Mongolian HEI’s is possible to get in to the top 100 Asian university rank. In the figure 3 Mongolian HEI score are shown in detailed by the main criteria. This suggests that relatively good rating based on the criteria of Mongolian HEIs but learning environment, advanced and specialized criteria scored is less than 50% points.

Figure 3: Breakdown of universities' total scores

НИЙТ ОНОО

Сургууль	Нийт оноо	1. Эндсэн Шалгуур - 400	2. Сурамжаа ором - 200	3. Тусгайлан валгуур - 200	4. Гүнгийрүүлэн шалгуур үзүүлэлт - 200
АШУУИС	544	311	85	58	118
ДэрводИС	321.5	127	139	25	30.5
МЭЖАВТИС	198	105	58	0	34
МУБИС	488	311	88	25	61
МУИС	488	225	116	25	114
СУИС	427	193	118	25	99
УлаанбаатарИС	228	174	82	25	37
ХовдИС	351	249	48	25	30
ХААИС	327	187	82	58	88
ШУТИС	448	290	155	58	107
АХХУИС	384.5	185	48	25	48.5
Ив засагОУИС	503	182	123	58	148
МАИС	188	227	28	58	88
МУИС	488	178	187	25	98
ОУ УБИС	298	178	85	25	30
Орхон ИС	337	133	82	25	97
ОтгонтэнгэрИС	347.5	192	98	25	32.5
Отгоннамрагча ИС	288	185	82	25	34
ХУИС	241.5	151	47	25	18.5
ЭртүгэнИС	382.5	198	45	25	83.5
СЭЗДС	338	174	184	25	35

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From output of this research and discussion, we have the identified five criteria that can not evaluate Mongolian HEIs with the "QS Star" methodology. We have shown the result on figure 4. The employer reputation, academic reputation determined by survey results, the number of registered industrial research on Scopus and international rank occupied position and the number of Nobel Prize-winning scientists, is now considered an indicator cannot be used for Mongolian conditions. On theory HEI rating can be evaluated but on practical level researches are not carried out on the national level. There are options of replacing the mentioned criteria by alternative criteria. Such as Nobel Prize-winning scientist number can be alternated by national prize winning scientists. To use this method in the near future we believe that these measures are possible to be removed. By doing so 280 point will be subtracted from the total points. The evaluations total point should be 1000 thus backup 80 point can be added on one criteria. On such, criteria that states 20 scientist's publication should be internationally recognized can be replaced by 20 scientist's publication nationally recognized publication.

Figure 4: Indicators currently not possible to use in Mongolia



On the figure 5, 6 and 7 explanation of this method are shown. In short, "QS-star" assessment uses 4 groups of criteria including core, learning environment, specialist and advanced criteria. The core criteria covers teaching, employability, research, internationalization. At the same time there are facilities, online/distance learning, culture, innovation, engagement, access, accreditation and discipline ranking criteria.

Figure 5: "QS-Star" Evaluation Criteria



All these indicators can be total of 1200 points but only 1000 points will be accounted for rating the university. If the university gets more than 700 points it will be awarded 5 star, in respect 550-700 points 4-star, 400-550 points 3 stars, 250-400 points 2 stars, 100-250 will be awarded 1 star.

Figure 6: "QS-star" evaluation scoring systems



Figure 7: "QS-Star" number of evaluation criteria



The above-mentioned 4 groups breaks down as a total of 47 criteria. Without using the 4 criteria of international survey and Scopus-registered publication number, we can consider to use this methodology.

“QS-Star” evaluation methodology is proposed to be introduced in Mongolian HEI’s assessment methodology as a base methodology.

HIGHER EDUCATION INSTITUTION RATING ASSESSMENT METHODOLOGY

Higher valuation range and pre-conditions rating assessment are shown below⁶

Overall.....	1000
1 Star	100
• Must have the authority to grant valid degree level programs in its own name	
2 Star	250
3 Star	400
4 Star	550
• Must have at least 75 academic referees or must have at least 2 citations per faculty member (for any institution not focused exclusively in two or fewer of our broad faculty area)	
• Must have at least 1% international students	
5 Star	700
• Must have at least 150 academic referees or 3 citations per faculty member (for any institution not focused exclusively in two or fewer of our broad faculty areas)	
• Must have at least 5% international faculty	
• Must have at least 5% international students	
• Must have at least 85 points in Employability category	
• Must have a minimum of 70 points in Facilities category	
5 Star plus	900
❖ Must have 5 star rating in all categories and meet all the pre-requisites needed for 5 Stars	

Please see below the scoring thresholds for the individual categories, divided into their respective areas:

Core Criteria Categories	150	Specialist Criteria	200
1 Star.....	15	1 Star	20
2 Star	35	2 Star	50
3 Star	60	3 Star	80
4 Star	85	4 Star	110
5 Star	105	5 Star	140

Learning Environment Categories	100	Advanced Criteria Categories	50
1 Star	10	1 Star	5
2 Star	25	2 Star	15
3 Star	40	3 Star	20
4 Star	55	4 Star	30
5 Star	70	5 Star	35

CORE CRITERIA

These criteria feature the key building blocks of a university whether focused globally, domestically or locally – All categories in this section are mandatory for the evaluation.

TEACHING **150**

- ❖ Faculty student ratio..... 50

Maximum points for a 10:1ratio (10%) scaled down to a ratio of 50:1 (2%)

- ❖ Overall student satisfaction **OR** Completion40

Overall Student Satisfaction

Completion

75% student satisfaction or higher with scaled scores down to 50% student satisfaction. Results based on a minimum 20% response rate OR 1000 respondents using the National Student Satisfaction Survey or equivalent

90% of students scheduled to graduate succeeding in doing so scaled down to 60%

- ❖ Satisfaction with teaching **OR** Faculty with PhD40

Satisfaction with teaching

Faculty with PhD

75% student satisfaction or higher with scaled scores down to 50% student satisfaction. Results based on a minimum 20% response rate OR 1000 respondents using the National Student Satisfaction Survey or equivalent

80% scaled down to 60% of faculty with PhD or equivalent terminal degree

- ❖ Further study20

30% scaled down to 10% of graduated students pursuing further study within 12 months of graduation

EMPLOYABILITY **150**

- ❖ Graduate employment rate50

90% scaled down to 50% of graduated students employed within 12 months of graduation (excluding those not actively seeking work e.g. pursuing further study)

❖ Career service support50

10 full-time careers advisors scaled down to 2 OR 1 full-time careers advisor per 1000 students OR 25 full-time staff working in the careers service.

RESEARCH & DEVELOPMENT 150

❖ Papers per faculty **OR** Arts-related outputs40

Papers per faculty

Arts-related outputs

7 papers per faculty member (Scopus)

Recognition of academic outputs in disciplines where journal articles are not pervasive

❖ Citation per paper40

6 citations per paper (adjusted for specialist institutions with negligible activity in medicine, science and technology)

❖ Prolific academic experts30

20 faculty members internationally recognized for work (e.g. Nobel Prizes or equivalent awards)

INTERNATIONALIZATION 150

❖ International faculty20

25% international faculty

❖ International collaborations40

50 university research collaborations with QS top 500 universities in previous 3 years published rankings or joint-degree programmes

❖ International students20

20% International students

❖ Religious facilities10

1 place of worship for a minimum of 3 major religious groups (Christianity, Islam, Sikhism/Hinduism, Buddhism, Taoism or Judaism) OR 1 Multi-denominational religious facility

❖ Inbound exchange students	20
<i>2% inbound students against total number of students</i>	
❖ Outbound exchange students	20
<i>2% outbound students against total number of students</i>	
❖ International diversity	10
<i>50 nationalities scaled down to 5 represented in student body</i>	

LEARNING ENVIRONMENT

There's more to universities than research and teaching. The criteria below outline the key areas that enhance the learning environment of the university, which in many cases the centre of the students' lives. Institutions typically select one of the two learning environment categories below:

FACILITIES	100
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❖ Classrooms and labs	10
❖ Sporting facilities	10
<i>2 points for each of the following on-campus facilities with 4 bonus points for 6 or more:</i>	
<i>(i) Swimming pool</i>	
<i>(ii) Fitness gym</i>	
<i>(iii) Indoor sports court</i>	
<i>(iv) Outdoor sports court</i>	
<i>(v) Outdoor sports pitch</i>	
<i>(vi) Athletics track</i>	
<i>(vii) Stadium</i>	
<i>(viii) Full-time sports coach or dedicated sport medical staff</i>	
❖ Medical facilities	10

1 on-campus medical centre with minimum 1 full time qualified medical doctor OR 1 full time nurse per every 3000 full time students

❖ Student societies	10
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50 scaled down to 10 student administered organizations

❖ Student accommodations	20
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Maximum points for the same number of rooms available in student residences as first year students

❖ IT infrastructure	20
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1 on computer per 5 students OR internet access in every university provided student residence OR WIFI access across 90% scaled down to 60% of campus area (excluding parks and sports fields)

- ❖ Library facilities20

Investment of \$250 scaled down to \$10 per student over the past year OR 3 scaled down to 1 new library catalogue entry per student.

ONLINE/DISTANCE LEARNING 100

- ❖ Latest technology20

Use of new technology for program deployment

- ❖ Track record10

Length of time the institution had been operating successful online programs

- ❖ Student faculty engagement20

Regular access to faculty for one on one support

- ❖ Student interaction20

Opportunities to meet and interact with fellow students

- ❖ Commitment to online10

Number/proportion of programs made available online

- ❖ Reputation20

Number of organizations using programs and technology for staff training

SPECIAL CRITERIA

Excellence in a narrow field is as valid a claim to world-class status as competence in the round. These criteria are designed to extend credit where it's due. – All categories in this section are mandatory for the evaluation.

DISCIPLINE RANKING 150

- ❖ Faculty area ranking **OR** Specific subject ranking150

Faculty are ranking

Specific subject ranking

Highly ranked in any of one of 5 broad specialists areas based on QS Rankings by Faculty area. Maximum points for position 1-50, scaled scores down to position 300

Highest scoring discipline based on one of the Subject Area Ranking by QS or respected alternate publisher. Maximum points for ranked positions 1- 20 scaled down to a maximum of 10 points at position 200

- i) Engineering & Technology
- ii) Natural Sciences
- iii) Life Sciences & Medicine
- iv) Arts & Humanities
- v) Social Sciences & Management

ACCREDITATION	50
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- ❖ Internationally recognized **AND/OR** Nationally recognized accreditations50

25 points for an internationally recognized accreditation and 10 points for a national accreditation up to a maximum of 50 points

ADVANCED CRITERIA

For a university to aspire to being truly world-class, its mission and its impact must extend further than the basics. This selection of criteria looks at important factors that a university with a solid foundation in the core criteria might target to advance to a higher level of performance and recognition.

Recognizing that institutions vary in specialization, this section gives universities the option to select two of the categories in this area that showcases their strengths.

CULTURE	50
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- ❖ Concerts and exhibitions20

500 scaled down to 300 concerts and exhibitions featuring the work or performances of students and faculty

- ❖ Credits and cultural awards 20

100 scaled down to 60 credits or cultural awards for students, faculty members or the institution as a whole publically accessible works

- ❖ Cultural investment 10

1% of turnover or USD\$2 million contribution to arts projects outside the university OR investment in cultural

INNOVATION	40
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- ❖ Patents 20

50 active patents registered with national or international patent offices

- ❖ Spin-off companies 20

5 spin-off companies established in the last 5 years still operating and no longer requiring support from the university

ENGAGEMENT	50
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- ❖ Community investment and development.....20

1% of turnover or USD\$2 million contribution to community projects within 200km of any campus of affiliated facility

- ❖ Charity work and disaster relief10

1% of turnover or USD\$2 million contribution to national or international causes and charities

- ❖ Regional human capital development10

50% scaled down to 30% of graduates employed in the region OR proportion of students from the region

- ❖ Environmental impact10

2 points for each of the following

- (i) sustainability webpage*
- (ii) energy conservation program*
- (iii) water conservation program*
- (iv) recycle program*
- (v) transportation policy*

ACCESS	50
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- ❖ Scholarships and bursaries.....20

2% of turnover spent on funds for scholarships OR attendance made possible for 200 students on 50% scholarships

- ❖ Disabled access10

Based on presence of a map identifying wheelchair access points, 80% scaled down to 40% of campus area with wheelchair access

❖ Gender balance10

50:50 scaled down to 60:40 for either gender

❖ Low-income outreach10

15% scaled to 5% of students identified as low-income OR 1% of turnover or USD\$2 million investment in promotion to low-income families.

Using this methodology universities should be able to assess their rating on the basis of their actual data.

Proposals and recommendations

1. In order to participate in the international university ranking, Mongolian universities need to take the systematic action and provide a specific plan for each of the following areas mentioned below.
 - a. Encourage as many as possible people participate in reputation survey. Stimulus can be used to promote the graduates to take part in the survey.
 - b. Introduce Mongolian HEI's to foreign scientists and employers
 - c. Increase the number of publications from Mongolia in the journals with high impact-factorjournals and provide financial support for this.
 - d. Conduct research on the citations from Mongolian scientist's publication
 - e. Improve conditions for foreign students and implement systematic plans to attract more foreign students
 - f. Develop and implement policies on hiring foreign instructors
2. In 2016-2017 academic year National HEIs ranking should be organized. For this matter "Higher education analyze" research of 2008 conducted by professional education department of Minsitry of education should be repeated by. The survey used:
 - a. A survey from HEI's directors, education monitoring specialist and journalists of daily press and media who specialized in education policy.
 - b. Questionnaire consisted of 3 parts: quality of teaching and learning facilities, services and support provided to students
 - c. Determine target population and use random selection for sampling
 - d. Conduct surveys on state-owned, private and non-governmental universities, high schools, colleges
 - e. The results should be compared to 2008 research results.
3. Start implementing rating system using recommended approaches in addition to conducting study of Mongolian HEI's ranking.

4. Both ranking study and rating system assessment should be reflected in the work plan, funded and implemented by Higher education reform project.
5. Further, it is recommended that ranking and rating studies shall be conducted by external and independent organization. Thus, it is recommended that MNCEA establishes a new unit which will be in charge of this matter.
6. It is recommended to conduct training on rating and ranking approaches for newly formed unit's staff of MNCEA. For this matter, national consultants and interested and specialized professionals should be mobilized to conduct such training.
7. It is recommended to organize overseas study tour on matter of rating and ranking within higher education reform project.