



*New Trends
on Internationalization of HE:
Social Engagement and
Innovation*
Porto Alegre, Brazil - April 8-12, 2017

THE IMPACT OF INTERNATIONALIZATION IN ACADEMIC RANKINGS

FERNANDA LEAL | PROF. LUCIANE STALLIVIERI | PROF. MARIO CESAR BARRETO MORAES



**UNIVERSIDADE FEDERAL
DE SANTA CATARINA**

ORGANIZATION



- **INTRODUCTION**
- **ACADEMIC RANKINGS**
 - International academic rankings
 - National academic rankings
- **INDICATORS RELATED TO INTERNATIONALIZATION**
- **FINAL CONSIDERATIONS**
- **REFERENCES**

INTRODUCTION

CONTEXT AND JUSTIFICATION

- Concept of **internationalization as a measure of quality** and as a strategic process for universities to meet the challenges of a complex global context.
- Inclusion of **internationalization as an indicator in academic rankings**, which acquired prestigious status over the last years and have been influencing academic and government policies.
- Obscurity and criticism on their ability to assess quality in higher education.

OBJECTIVE

- To present the main higher education rankings, with a focus on the indicators related to internationalization.
- 3 international and 3 national rankings are analyzed:
 - Academic Ranking of World Universities (ARWU); Q&S World University Rankings (Q&S); Times Higher Education World University Rankings (THE).
 - Ranking Universitário Folha (RUF); Ranking Guia do Estudante (GE); Conceito Preliminar de Curso (CPC) / Índice Geral de Cursos (IGC).

ACADEMIC RANKINGS

DEFINITION

- Tools used to hierarchize universities through different parameters.
- Administred by mass communication media; governments; universities; social organizations.

FUNCTIONS

- To inform and to guide people and institutions about the best universities in the national and international contexts;
- To serve as a criterion for the allocation of public and private financing;
- To increase competitiveness through higher education and research institutions.

CURRENT TENDENCIES

- Universities have been focusing their attention on meeting the requirements of the rankings.
- Conferences and consultancies were specifically created for this purpose. Example: *“Brand U: how colleges and universities murture their reputation”* (THE, 2016).

CHARACTERISTICS

- 2 main types: rankings based on opinion surveys; rankings based on bibliometrics or cybermetrics.
- Intrinsically connected to the commercialization of higher education.

INTERNATIONAL ACADEMIC RANKINGS

	ARWU	Q&S	THE
Foundation	2003	2004	2010
Origin and Organization	China / Shanghai Jiao Tong University	United Kingdom / Quacquerelli Simonds (private company specialized in international education)	United Kingdom / Times Higher Education (magazine specialized in international education) and Elsevier
Periodicity	Annual	Annual	Annual
Quantity of institutions	2000 considered, 1200 classified e 500 published.	+ 4000 considered, + 900 ranked.	+ 900 of about 80 countries ranked.
Data collect	<ul style="list-style-type: none"> ▪ Bibliometrics (internet) 	<ul style="list-style-type: none"> ▪ Survey research and bibliometrics (internet) 	<ul style="list-style-type: none"> ▪ Survey research (directly with institutions)
Subject fields	<ul style="list-style-type: none"> ▪ Natural Sciences and Mathematics; ▪ Engineering/Technology and Computer Sciences; ▪ Life Sciences and Agriculture; ▪ Clinical Medicine and Pharmacy; ▪ Social Sciences. 	<ul style="list-style-type: none"> ▪ Natural Science; ▪ Biomedicine; ▪ Technology; ▪ Social Sciences; ▪ Arts and Hummanities. 	<ul style="list-style-type: none"> ▪ Arts and Hummanities; ▪ Social Sciences; ▪ Physical Sciences; ▪ Life Sciences; ▪ Engineering and Technology; ▪ Medicine.
Indicators and weights (%)	<ul style="list-style-type: none"> ▪ Number of ex-students (10%) and faculty/researchers (20%) who won Nobel prizes and Field medals; ▪ Number of researchers frequently cited at Thomson Reuters (20%); ▪ Number of published articles at Nature and Science (20%); ▪ Number of articles indexed at Science Citation Index; ▪ Number of articles indexed at Expanded – Social Science Citation Index (20% para ambos); ▪ Performance per capita of the university (10%). 	<ul style="list-style-type: none"> ▪ Academic reputation according to a global peer review (40%); ▪ Reputation according to global employers (10%); ▪ Porpotion of students by college (20%); ▪ Citations by college at Scopus (20%); ▪ Porpotion of international students (5%); ▪ Porpotion of international faculty (5%). 	<ul style="list-style-type: none"> ▪ Teaching (learning environment) (30%); ▪ Research (volume, budget and reputation) ▪ Citations (research influence) (30%); ▪ International perspective (international faculty, students and researchers and international collaboration) (7,5%); ▪ Industry budget (2,5%).
Main criterion	Research	Reputation	Research

BRAZILIAN ACADEMIC RANKINGS

	RUF	GE	CPC/IGC
Foundation	2012	1988	2007
Origin and Organization	Brazil / Folha (Media company)	Brazil / Abril (Media company)	Brazil / INEP/MEC
Periodicity	Annual	Annual	Triennial
Quantity of institutions	More than 190 ranked.	All national programs that meet the four GE requirements.	All national higher education institutions. .
Data collect	<ul style="list-style-type: none"> ▪ Bibliometrics (internet), MEC, national survey research 	<ul style="list-style-type: none"> ▪ Survey research 	<ul style="list-style-type: none"> ▪ Enade and survey research (directly with institutions)
Subject fields	<ul style="list-style-type: none"> ▪ All existing undergraduate programs in Brazil. 	<ul style="list-style-type: none"> ▪ All existing undergraduate programs in Brazil. 	<ul style="list-style-type: none"> ▪ All existing undergraduate programs in Brazil.
Indicators and weights (%)	<ul style="list-style-type: none"> ▪ Research (42%); ▪ Internationalization (4%); ▪ Innovation (4%); ▪ Teaching (32%); ▪ Market (18%). 	<ul style="list-style-type: none"> ▪ Faculty body; ▪ Pedagogical project; ▪ Scientific production; ▪ Infrastructure; ▪ Insertion of students into the labor market; ▪ Internationalization; ▪ Graduate programs offer. 	<p>CPC:</p> <ul style="list-style-type: none"> ▪ Student performance – ENADE (55%); ▪ Faculty body (30%); ▪ Infrastructure (7,5%); ▪ Didatic-pedagogical resources (5%); ▪ Opportunities to expand academic and professional education(2,5%). <p>IGC:</p> <ul style="list-style-type: none"> ▪ Average of the last available CPCs of the institution's evaluated courses; ▪ Average of the CAPES evaluation concepts of the stricto sensu graduate programs ▪ Distribution of students among the institutions' levels of teaching.
Main criterion	Research	Reputation	Teaching (performance at ENADE)

ACADEMIC RANKINGS

- Each ranking considers different subject fields and different indicators, with different weights. They also differ in terms of structure and methodological procedures.
- Despite these differences, **most of them consider research as the main evaluation criterion.**
- **International:** only Q&S is more concerned with academic reputation (more subjective), although it also considers elements related to the research.
- **National:** each of them has a different main criterion. RUF is mainly based on research; GE reflects the image of programs and institutions according to the academic community; CPC/IQS focuses mainly on undergraduate student performance at ENADE.

INDICATORS RELATED TO INTERNATIONALIZATION

	Q&S	THE	RUF
Indicators of internationalization and their weights (%)	<ul style="list-style-type: none"> • Porportion of international students (5%); • Porportion of international faculty (5%) 	<ul style="list-style-type: none"> • Porpotion of international students in relation to domestic ones (2,5%); • Porpotion of international students in relation to domestic staff (2,5%); • International collaboration (2,5%) 	<ul style="list-style-type: none"> • Number of citations of articles by international groups (2%); • Porpotion of publications with international co-authorship (2%).
Percentage destined to internationalization	10%	7,5%	4%

- 5 of 6 evaluate elements related to internationalization, although some do so indirectly (ARWU) and others do so directly (Q&S; THE; RUF; GE). GE does not inform which indicators and weights are used.
- **Q&S has the highest percentage of indicators explicitly related to internationalization**, but it is limited to international presence. **THE** considers international presence and international collaboration on research.
- **RUF** considers only elements related to research; **ARWU** does not contemplate indicators explicitly related to internationalization, but all its indicators are strongly centered in the international research.

INDICATORS RELATED TO INTERNATIONALIZATION

- In general, the indicators of internationalization are related to **international mobility, international partnerships for research and citations in international scientific articles**, which are more easily quantifiable and comparable.
- However, **internationalization of higher education is a comprehensive phenomenon**, with different meanings for different people. It includes issues such as international collaboration for other purposes than research; language policies; curricula etc.
- If universities reduce their internationalization policies and strategies to exclusively quantitative criteria, aimed at maintaining or increasing their position in the rankings, **they will leave aside their greater commitment to the quality of education and its delivery to society**.
- It seems relevant that the university rankings study ways to incorporate more subjective elements, related to the epistemic roots of the contexts in which the internationalization processes occur, so that they do not reduce the concept of quality in higher education.

FINAL CONSIDERATIONS

- None contemplates all university missions and goals around the world. **Community projects** have been neglected.
- The fact that rankings have been incorporating more elements each year makes **longitudinal analyzes** impossible.
- Indicators and weights are not oriented according to **theoretical justifications**. They imply in certain superficiality and produce an elitist "persistence effect", "privileging those who are already privileged" (ALTBACH, 2015, p.3). In **absence of qualitative and contextual analysis**, smaller universities will hardly reach the top, even if well suited to their purposes.
- It is also contradictory that the **rankings themselves offer consultancies** for universities to achieve better positions.
- **National rankings**, except RUF, do not show explicit relations with internationalization indicators. They have an **endogenous perspective**.
- University managers and policymakers involved in this context should **consider the consequences of a high emphasis on these tools**. They can lead universities and research centers to acquire a **predominantly business behavior, focused on efficiency, productivity and competitiveness**. They do not necessarily reflect quality.



Fernanda Leal (Ph.D. candidate) | fernanda.leal@ufsc.br

Prof. Dr. Luciane Stallivieri | lustalliv@gmail.com

Prof. Dr. Mário César Barreto Moraes | mcbmstrategos@gmail.com

REFERENCES

- AGUILLO, Isidro. Rankings de Universidades: El Ranking Web. **Higher Learning Research Communication**, p. 3-12, 2012.
- AZEVEDO, Mário Luiz Neves. The Bologna process and higher education in Mercosur: regionalization or europeanization? **International Journal of Lifelong Education**, v. 3, n. 3, p. 411-427, 2014.
- ALTBACH, Phillip. The dilemmas of ranking. **International Higher Education**, p. 2-3, 2015.
- ARWU. **ARWU 2015**: metodologia. Disponível em: <<http://www.shanghairanking.com/pt/aboutarwu.html>>. Acesso em: 8 set 2016.
- BUELA-CASAL, Gualberto; et al. Comparative study of international academic rankings of universities. **Scientometrics**, v. 71, n. 3, p. 349-365, 2007.
- DE WIT, Hans. Is the international university the future for higher education? **International Higher Education**, n. 80, Spring 2015.
- _____. The impact of rankings on internationalization. **IREG-8 Conference**, Lisbon, Portugal, 2016.
- EHEA. **About the Bologna process**: history. Disponível em: <<http://www.ehea.info/article-details.aspx?ArticleId=3>>. Acesso em: 7 set 2016.
- EGRON-POLAK, Eva; HUDSON, Ross. Internationalization of higher education: growing expectations, fundamental values. Executive summary. **IAU 4th Global Survey**. IAU, 2014.
- GUIA DO ESTUDANTE. **Conheça a trajetória do Guia do Estudante**. Disponível em: <http://guiadoestudante.abril.com.br/premio/sobre-premio/conteudo_132818.shtml>. Acesso em: 1 out 2016.
- _____. **Prêmio Melhores Universidades Guia do Estudante 2015**. Disponível em: <<http://guiadoestudante.abril.com.br/vestibular-enem/escolas-nota-dez-premio-melhores-universidades-guia-estudante-2015-905103.shtml>>. Acesso em: 1 out 2016.
- _____. **Entenda como é feita a avaliação de cursos do Guia do Estudante**. Disponível em: <<http://guiadoestudante.abril.com.br/vestibular-enem/entenda-como-feita-avaliacao-guia-estudante-950288.shtml>>. Acesso em: 1 out 2016.
- HUDZIK, John. Comprehensive internationalization. Washington, DC: **NAFSA**, 2011.
- KNIGHT, Jane. Internationalization remodeled: definition, approaches, and rationales. **Journal of Studies in International Education**, v. 8, n. 1, p. 5-31, 2004.
- LAUS, Sônia. **A internacionalização da educação superior**: um estudo de caso da Universidade Federal de Santa Catarina. Tese de doutorado. Salvador: Universidade Federal da Bahia, 2012.
- LEAL, Fernanda; STALLIVIERI, Luciane; CÉSPEDES, Rafaela. **Faubai 2016 Conference**, Fortaleza, 2016.
- LEAL, Fernanda; MORAES, Mário César Barreto. Internacionalização do currículo: um olhar crítico fundamentado no pensamento complexo. In: LUNA, M. (org.). **Internacionalização do currículo**: educação, interculturalidade, cidadania global. São Paulo: Pontes, 2016..
- LIMA, Manolita Correia; CONTEL, Fábio Betioli. **Internacionalização da educação superior**: nações ativas, nações passivas e a geopolítica do conhecimento. São Paulo: Alameda, 2011.

REFERENCES

- LIU, Nian Cai. The story of Academic Ranking of World Universities. International issues. **International Higher Education**, p. 2-3, 2015.
- MARGINSON, Simon. Global university ranking and performance improvement: what kind of international academic relations are created by rankings? **IREG-8 Conference**, Lisbon, Portugal, 2016.
- MARRARA, Thiago; RODRIGUES, Jonas de Almeida. Medidas de internacionalização e o uso de idiomas estrangeiros nos programas de pós-graduação brasileiros. **Revista Brasileira de Pós-graduação**, Brasília, v. 6, n. 11, p. 121-143, dez 2009.
- MORAES, Mário César Barreto. **503 dúvidas para você tirar sobre a educação superior no Brasil**. Florianópolis: Naus, 2016.
- NUNES, Edson. Rankings internacionais: a irresistível polêmica em torno de seus sentidos e metodologias. **Revista Ensino Superior**, n. 12, jan-mar, 2014.
- PÉREZ-ESPARRELLS, Carmen; GARCÍA, Ana López. Rankings de instituciones de educación superior: panorama internacional. **Calidad em la Educación**, n. 30, p. 328-343, julio 2009.
- PÉREZ-ESPARRELLS, Carmen; GÓMEZ-SANCHO, José María. **Los rankings internacionales de las instituciones de educación superior y las clasificaciones universitarias en España: visión panorámica y prospectiva de futuro**. Fundación de Las Cajas de Ahorros, 2010.
- Q&S. **Q&S University rankings**. Disponível em: <<http://www.iu.qs.com/university-rankings/>>. Acesso em: 9 set 2016. 2016.
- RUF. **O que é o RUF**. Disponível em: <<http://ruf.folha.uol.com.br/2015/o-ruf/>>. Acesso em: 9 set 2016. 2016.
- _____. **Como é feito o ranking de universidades**. Disponível em: <<http://ruf.folha.uol.com.br/2015/o-ruf/ranking-universidades/>>. Acesso em: 9 set 2016. 2016a.
- STALLIVIERI, Luciane. **Estratégias de internacionalização das universidades brasileiras**. Caxias do Sul: Educ, 2004.
- _____. Estratégias para a internacionalização do currículo: do discurso à prática. In: LUNA, Marcelo (org.). **Internacionalização do currículo: educação, interculturalidade, cidadania global**. São Paulo: Pontes, 2016.
- THE. **About**. Disponível em: <<https://www.timeshighereducation.com/world-university-rankings/about-the-times-higher-education-world-university-rankings>>. Acesso em: 9 set 2016. 2016.
- _____. **Methodology**. Disponível em: <<https://www.timeshighereducation.com/news/ranking-methodology-2016>>. Acesso em: 9 set 2016. 2016a.
- _____. **Brand u: how colleges and universities nurture their reputations**. 2016.
- UNESCO. **Educação Superior: reforma, mudança e internacionalização**. Anais. Brasília: UNESCO Brasil, 2003.
- _____. **Rankings and accountability in higher education: uses and misuses**. UNESCO, 2013.
- VIEIRA, Rosilene. LIMA, Manolita Correia. Academic rankings: from its genesis to its international expansion. **Higher Education Studies**, v. 5, n. 1, p. 63-72, 2015.