Internationalisation: Towards a Measure for UK Universities (0561)

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Policymakers have put a major emphasis on internationalisation in the higher education sector, especially in English-speaking countries, such as the United States, the United Kingdom, Canada, Australia and New Zealand (Teichler, 2004; Healey, 2008; Delgado-Ma´rquez, Escudero-Torres and Hurtado-Torres, 2013; Kuzhabekova, Hendel and Chapman, 2015). This emphasis has had an impact, not only on higher education policy, but also on the growing amount of research on the internationalisation of higher education (Bassett and Maldonado-Maldonado, 2009; Jones and Oleksiyenko, 2011; Yemini and Sagie, 2015; Liu and Metcalfe, 2016). However, the literature lacks an organised effort by researchers to investigate how the internationalisation of universities can be measured. Hence, this study aims to develop criteria that can be used to assess internationalisation in higher education institutions.

Soliman, Anchor and Taylor (2018) investigated the trajectory of the internationalisation phenomenon by covering the development of international trends between 2000 and 2015 in four English universities. It was found that internationalisation had emerged in three developmental phases until it became a strategic priority. This does not only reflect the growth and expansion of internationalisation practices; it also highlights the change associated with the international profile in the participating universities which led to changes in their organisational behaviour and structure (Soliman, Anchor and Taylor, 2018).

Methodology

'Internationalisation' is a key pillar in the criteria used by the following rankings and ratings, unlike the Shanghai Jiao Tong University Ranking, which focuses on teaching and research

- Times Higher Education World University Ranking

- Times Higher Education's Most International Universities Ranking

- QS World University Ranking

- QS Stars Rating

Times Higher Education World University Ranking provides a comparison between 1102 universities against thirteen key performance indicators and ranks universities worldwide (THE,

2018b). Table 1 shows the leading countries in this ranking in 2018. Table 2 shows the leading countries in the 'International outlook' category filtered by scoring 90% or higher in 2018.

Times Higher Education's most international universities in the world provides the top 200 most international universities in the world (THE, 2018a). Table 3 shows the leading countries in this ranking in 2018.

QS World University Ranking provides a comparison between 959 universities against six key performance indicators and ranks universities worldwide (QS Top Universities, 2018b). Table 4 shows the leading countries in this ranking in 2018.

QS Stars Rating provides an assessment of the performance of universities against a set standard in different categories (QS Top Universities, 2018a). The QS Stars rating is used based on the criticism received for the comparison between universities used in rankings because it is argued that "universities are different to one another and therefore need to be assessed on a range of categories that recognize distinct strengths" (QS Top Universities, 2014). Table 5 shows the leading countries in the overall rating filtered by 5 Stars + and 5 Stars in 2018. Table 6 shows the leading countries in the 'Internationalisation' rating filtered by 5 Stars in 2018 (no university scored 5 Stars +).

Results

A review of the data presented leads to the following conclusions:

- The UK is in second position, after the US, in the THE's World University Ranking 2018, the THE's top 200 most international universities in the world 2018 and the QS World University Ranking 2018 (Tables 1, 3 and 4).

- The QS Stars Rating reflects more international elements than the other rankings used in this study do (Table 7). The UK is the most highly ranked country while the US is not mentioned at all among the leading countries in this rating (Table 5).

- Looking at the international dimension, the UK is the most highly ranked country in the THE's World University Ranking 2018 ('International outlook' category) and the QS Stars ('Internationalisation') Rating 2018, while the US does not feature (Tables 2 and 6).

- Considering the THE's World University Ranking 2018 ('International outlook' category) and the QS Stars ('Internationalisation') Rating 2018, the difference in the number of participating

universities between the UK, which is the leading country, and the next country is high compared to other dominant countries on the lists.

- Although the US is the leading country in the THE's top 200 most international universities in the world, only one American university features in the first 50 places (30th place), while all the 17 UK participating universities feature in the first 50 places.

This indicates that the UK has the most internationalised universities worldwide. Hence, UK universities featured in these lists will be used in our study.

Criticism of University Rankings

Each ranking/rating employs a number of key performance indicators to reflect certain areas across universities as shown in Table 7. One drawback of these criteria is that the 'international' element accounts for a small percentage of the overall assessment which might be not sufficient to assess the extent to which universities are internationalised.

Another drawback of these criteria is that it does not take into consideration that the scope of internationalisation has been broadened to go beyond the number of international students and staff as well as the amount of international research. International reputation also might be attributed to some factors other than internationalisation, such as the quality of teaching or history. Table 8 provides a summary grid of the performance indicators employed to assess the 'international' element of each ranking.

Discussion and conclusion

The drawbacks of the methodology used by rankings and ratings mean that they cannot be completely relied on to assess the extent to which universities are internationalised. To overcome these limitations, findings from Soliman, Anchor and Taylor's (2018) study will be considered. They concluded that ''internationalisation has gone through three phases, as the approaches of universities to this phenomenon have matured and progressed from operational to strategic'' (Samar, Anchor and Taylor, 2018, p.1). Since this study focuses on universities which are already internationalised, the characteristics identified in the third phase will form our new criteria. These are:

- Scope of internationalisation;

Internationalisation includes performing a number of international activities, whether on home campuses or overseas e.g. international student recruitment and exchange programs, international partnerships, internationalised curricula, intercultural programs, international research and collaborative projects, global employability and international branch campuses

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- International profile; the seniority of the person responsible for the international strategy

- Institutionalisation; the extent to which internationalisation is foregrounded and embedded within a university's institutional strategy

Table 9 summarises the information presented in Tables 1, 2, 3, 4, 5 and 6. The universities identified by Times Higher Education World University Ranking, Times Higher Education's Most International Universities Ranking and QS World University Ranking are research intensive universities, which means that they are a better measure of research power than internationalisation. It worth mentioning that all the 12 universities identified by the QS Stars Overall Rating are also identified by the QS Stars Internationalisation Rating. Hence, the 23 UK universities identified by the QS Stars Internationalisation Rating were subjected to a comprehensive screening to be assessed against these newly articulated criteria since they include a range of university types as identified by history and mission. Table 10 demonstrates the assessment of the first six universities on this list as an example. The data presented in Table 10 indicates that some 'international elements' other than the number of international students and staff, the number of nationalities and the number of international partnerships are key to measure the internationalisation of UK universities.

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Appendices

Table 1: Dominant countries in the THE World University Ranking 2018

	Among all 1102 participating universities		**Among the top 200 universities**
United States	157 universities		62 universities
United Kingdom	**93 universities**		**31 universities**
Japan	89 universities	Germany	20 universities
China	65 universities	Netherlands	13 universities
Germany	44 universities	China	8 universities
Italy	40 universities	Australia	8 universities

Table 2: Dominant countries in the THE World University Ranking 2018 (International outlook category)

	90%+
United Kingdom	24 universities
Australia	8 universities
Switzerland	8 universities
New Zealand	4 universities
United Arab Emirates	4 universities

Table 3: Dominant countries in the THE's top 200 most international universities in the world 2018

United States	56 universities
United Kingdom	**17 universities**
China	11 universities
Japan	11 universities
Germany	10 universities

Table 4: Dominant countries in the QS World University Ranking 2018

	Among all 959 participating universities		**Among the top 200 universities**
United States	157 universities		47 universities
United Kingdom	**76 universities**		**28 universities**
Germany	45 universities		12 universities
Japan	43 universities	Netherlands	10 universities
China	39 universities	Australia	9 universities
France	39 universities	Japan	9 universities

Table 5: Dominant countries in QS Stars Overall Rating 2018

	5 Stars+		**5 Stars**
United Kingdom	**4 universities**		**8 universities**
New Zealand	3 universities		5 universities
Australia	2 universities		8 universities
Hong Kong	1 university	Malaysia	5 universities
Canada	1 university	Ireland	3 universities
Singapore	1 university	Saudi Arabia	3 universities

Table 6: Dominant countries in QS Stars Internationalisation Rating 2018

	5 Stars
United Kingdom	**23 universities**
Australia	13 universities
New Zealand	8 universities
Malaysia	7 universities

Table 7: Weight allocation of key areas of world university rankings/ratings

THE World Universities Ranking	**THE's Most International Universities Ranking**	**QS World University Ranking**	**QS Stars Rating**
Teaching 30%	Teaching 30%	Academic reputation 40%	Teaching
Research 30%	Research 30%	Employer reputation 10%	Research
Citations 30%	Citations 30%	Faculty/Student ratio 20%	Employability
International outlook 7.5%	**International outlook 7.5%**	Citation per faculty 20%	**Internationalis ation**
Industry income 2.5%	Industry income 2.5%	**International faculty ratio 5%**	Facilities
		International student ratio 5%	Online/ Distance learning
			Social responsibility
			Innovation
			Arts and culture
			Inclusiveness
			Specialist Criteria

Table 8: Key performance indicators for the 'International' element of world university rankings/ratings

THE World University Ranking	THE's Most International Universities Ranking	QS World University Ranking	QS Stars Rating
International-to-domestic-student ratio: 2.5%	International-to-domestic-student ratio: 2.5%	International-to-domestic-faculty ratio: 5%	Proportion of international students
International-to-domestic-staff ratio: 2.5%	International-to-domestic-staff ratio: 2.5%	International-to-domestic- student ratio: 5%	Proportion of international staff
International collaboration: 2.5%	International collaboration: 2.5%		Numbers of exchange students arriving and departing
			Number of nationalities represented in the student body
			Number and strength of international partnerships with other universities
			Presence of religious facilities

Table 9: The top UK universities in the six rankings and ratings used in this study

THE's World University Ranking 2018 (among the first top 200)	THE's World University Ranking 2018 International Outlook	THE's top 200 most international universities in the world 2018	QS World University Ranking 2018 (among the first top 200)	QS Stars Overall Rating 2018 (5 Stars + & 5 Stars)	QS Stars Internationalisation Rating 2018 (5 Stars)

	(among the first top 200)				
University of Oxford	Imperial College London	Imperial College London	University of Cambridge	Loughborough University 5 Stars +	Aston University
University of Cambridge	University of Essex	University of Oxford	University of Oxford	Newcastle University 5 Stars +	Bournemouth University
Imperial College London	Queen Mary University of London	University of Cambridge	University College London	University of Bristol 5 Stars +	Coventry University
University College London	University of St Andrews	London School of Economics and Political Science	Imperial College London	University of Glasgow 5 Stars +	Edinburgh Napier University
London School of Economics and Political Science	University of Oxford	University College London	University of Edinburgh	Aston University 5 Stars	Goldsmiths, University of London
University of Edinburgh	University College London	King's College London	King's College London	Goldsmiths, University of London 5 Stars	Leeds Beckett University
King's College London	Queen's University Belfast	University of Warwick	University of Manchester	Swansea University 5 Stars	London South Bank University
University of Manchester	King's College London	University of Edinburgh	London School of Economics and Political Science	University of Exeter 5 Stars	Loughborough University
University of Bristol	University of Aberdeen	University of St Andrews	University of Bristol	University of Liverpool 5 Stars	Newcastle University
University of Glasgow	Brunel University London	University of Manchester	University of Warwick	University of Stirling 5 Stars	Northumbria University at Newcastle
University of Warwick	University of Cambridge	Durham University	University of Glasgow	University of Strathclyde 5 Stars	Nottingham Trent University
Durham University	City, University of London	University of Glasgow	Durham University	University of Surrey 5 Stars	Swansea University
University of Sheffield	Royal Holloway, University of London	University of Nottingham	University of Sheffield		University of Exeter
Queen Mary University of London	University of Surrey	University of Sheffield	University of Nottingham		University of Bristol
University of Southampton	Heriot-Watt University	University of Bristol	University of Birmingham		University of Central Lancashire
University of Exeter	London School of Economics and Political Science	University of Leeds	University of St Andrews		University of Glasgow
University of York	Aston University	University of Exeter	University of Leeds		University of Huddersfield
University of Leeds	University of Edinburgh		University of Southampton		University of Hull
University of Birmingham	University of Southampton		Queen Mary University of London		University of Liverpool
University of St Andrews	University of Warwick		University of York		University of Portsmouth
University of Nottingham	University of Sussex		Lancaster University		University of Stirling
University of Sussex	Lancaster University		Cardiff University		University of Strathclyde
Lancaster University	University of Glasgow		University of Aberdeen		University of Surrey
University of Leicester	University of Kent		The University of Exeter		

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Cardiff University			University of Bath		
Newcastle University			Newcastle University		
University of Liverpool			University of Liverpool		
University of Aberdeen			University of Reading		
University of Dundee					
University of East Anglia					
Royal Holloway, University of London					

Table 10: Examples of UK universities in the QS Stars Internationalisation Rating matched to the new criteria

	Scope of Internationalisation	**International Profile**	**Instituti... ation...**
Aston University (2018-2023)	Promoting reputation and visibility internationally (improving the scope and reach of a limited number of partnerships, such as that with IIT Delhi and IIT Ropar in India, to form a network of key university partners including staff and student exchange; developing high profile cultural collaborations such as the Confucius Institute) Building international reputation for research excellence (increasing the number and intensity of international research collaborations; strengthening research links with international companies; increasing visibility at key international meetings and conferences; attracting international conferences to Aston; establishing joint international research centres) Building a diverse international community (increasing the numbers of leading international researchers on the faculty, as well as visiting academics; increasing the numbers of outstanding international students at undergraduate, graduate and PhD level) Developing global citizens (through language skills and international placements for UK and overseas students) Developing joint courses with high quality institutions overseas (delivering both joint and Aston degrees with universities and colleges)	Pro-Vice-Chancellor International	International is foreground where 'Intern... al Relations Networks' is eight key sec of its institut strategy
Bournemouth University (2012-2018)	Re-profile the student body to be increasingly international (stronger academic links with key overseas institutions, key strategic and active academic international partnerships, mature and productive network of partners and/or the establishment of an overseas campus) Develop strategic international partnerships (collaborative networks and institutional partnerships within a series of target global regions and countries) Ensure graduates are culturally aware and internationally mobile by embedding the globalisation agenda within the student experience (internationally diverse staff and student body, internationalised curriculum, diversity in terms of nationalities, language, cultural considerations, international alumni network) Develop a culture of international collaboration and interdisciplinary research and practice through the sharing of knowledge and opportunity (international conferences and networking to generating co-authored output and research bids.) Create opportunities for staff and students to undertake placements and secondment, staff and student international mobility, and staff practice development	Pro-Vice-Chancellor (Global Engagement)	International is mentioned strategy, but foregrounded

Coventry University (2021)	Increase overseas recruitment to the UK • • Growth in delivery overseas, including through joint ventures • Provide internationalisation experiences for all staff/students (including staff and student social events, language learning, global employability) • Develop the international capacity and capability of staff (including staff mobility and language and culture courses) • Enhance international research, marketing, rankings and reputation. Strengthen academic partnerships with educational institutions in • the UK, Europe and the rest of the world • Internationalise the curriculum (including student mobility and online international learning projects)	Deputy-Vice-Chancellor (International Development)	International Strategy
Edinburgh Napier University (2020)	International reputation and profile (build brand recognition as being an internationalised University in key global (markets • Internationalised student experience and curriculum (student experience, internationalised curriculum including on/off campus and online, promoting active engagement with a global, interconnected society, student mobility, language and (intercultural competencies, intercultural awareness for all staff • Internationalised staff (international outlook, international collaborations for teaching, exchanges, research, administration and professional services, development opportunities to gain international perspective and experience through cultural awareness training, teaching, research and knowledge transfer and commercial activities, visiting scholars and professors, teaching / (training / research opportunities for staff at partner universities • International student recruitment (number of international (students, student satisfaction, number of nationalities • Transnational education (new models of partnership and delivery, diversify the academic portfolio and geographical spread (of TNE provision in new markets • International research and knowledge exchange (international community of postgraduate research students, maximize research impact in the international arena, inter- (disciplinary research collaborating with partners globally • International alumni networks and philanthropy (target key international markets for philanthropy, maintain links with international alumni, networking opportunities through events and (the web • Internationalised University services (high quality international student support and advice, ensure international (students have access to positive support, information and advice •	Vice-Principal, International	International Strategy
Gold-smiths, University of London (2018-2023)	Build a global community on campus by attracting greater numbers of international students: bringing together diverse perspectives, opinions and experiences to further enrich our culture, research and teaching • Support students to be global citizens, equipped with the necessary skills and expertise to succeed in the international workplace and will ensure our curriculum and extra-curricular opportunities facilitate and encourage this • Ensure the curriculum is more widely accessible; by •	Pro-Warden (International)	International is foregroun where 'Stren ing our intern al relationshi profile' is on eight key sec of its institut strategy

	developing innovative and flexible delivery models including new blended and distance learning initiatives, international teaching partnerships and tailored academic enhancement activities		
	• Strengthen the infrastructure that supports international activities to pursue new collaborations and partnerships		
	• Harness the knowledge and expertise contained within the international alumni network and continue to build and support of Goldsmiths alumni community in the UK and overseas		
	• Identify and nurture new international research collaborations, generate greater numbers of internationally co-authored outputs, and submit more research proposals with international investigators		
	• Develop new international partnerships centred through relationship with the creative industries in London and beyond, and play a central role in the social, cultural and economic regeneration of South East London		
Leeds Beckett University (2016-2021)	• Attract, recruiting and welcoming a diverse community of talented staff and students	Pro-Vice-Chancellor (Global Engagement)	Global Engagement Strategy
	• Prepare graduates and staff for ethical living and working in a global society		
	• Develop a global student and alumni community		
	• Offer opportunities for staff and students to study and work overseas		
	• Be committed to creating meaningful links across the regions of the world through mutually beneficial and lasting networks, partnerships, research projects and enterprise activities		
	• Contribute to addressing global challenges through education, research and business collaborations		
	• Have systems and structures that support communication, analysis and expertise in order to ensure the University achieves its vision of global engagement		
	• Promote the University and its achievements across the world.		