

Laura Laitila

**Comprehensive Internationalisation in a Finnish Higher
Education Institution**

Case: Seinäjoki University of Applied Sciences

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Thesis abstract

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Author: Laura Laitila

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Supervisors: Päivö Laine & Henning Austmann

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This study focuses on the concept of Comprehensive Internationalisation (CI) in relation to a Finnish higher education institution, Seinäjoki University of Applied Sciences. Comprehensive Internationalisation is a new term that applies a more holistic approach to internationalisation. Also, other similar concepts, such as Internationalisation at Home, are presented in the study. The goal of this study is to find out the level and integration of internationalisation in the case institution, focusing on the strategic and tactical levels of internationalisation.

This case study utilises qualitative study methods, including individual interviews and an interest group interview. The interviewees are from the managerial level, not directly involved in international tasks, in order to find out the real depth of internationalisation. Internationalisation strategies are also examined and reflected to the concept of CI.

The main findings of the study from the strategic level include, for example, that from the CI viewpoint, the goals in the internationalisation strategy of Seinäjoki UAS do not include motivational factors important for the implementation of internationalisation, which would be important in order to implement the strategy. Internationalisation is, however, integrated in the operations of the institution, which shows e.g. at the tactical level. Based on the interviews, internationalisation is seen as a natural part of everyday operations.

Keywords: Comprehensive Internationalisation, internationalisation, internationalisation in a higher education institution

SEINÄJOEN AMMATTIKORKEAKOULU

Opinnäytetyön tiivistelmä

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Tämä opinnäytetyö tutkii korkeakoulun kansainvälistymistä *Comprehensive Internationalisation (CI)* -konseptin näkökulmasta. CI on uusi, holistinen katsantokanta kansainvälistymisen saralla. Myös muita samantyyppisiä konsepteja käytetään tutkimuksessa, joista yksi on kotikansainvälistäminen (*Internationalisation at Home*). Työ on tapaustutkimus ja keskittyy Seinäjoen Ammattikorkeakoulun kansainvälistymiseen. Tämän opinnäytetyön tavoitteena on tutkia Seinäjoen Ammattikorkeakoulun kansainvälistymisen tasoa ja sen integroituneisuutta, keskittyen kansainvälistymisen strategiseen ja taktiseen tasoon.

Tässä tapaustutkimuksessa hyödynnettiin kvalitatiivista tutkimusta ja tiedonkeruumenetelminä käytettiin yksilöhaastatteluja sekä ryhmähaastattelua. Haastattelu tehtiin johtotason henkilöille, joiden työnkuva ei suoranaisesti liity kansainvälistymiseen. Myös kansainvälistä strategiaa tutkittiin ja vertailtiin *CI* konseptiin.

Tutkimustulokset paljastivat muun muassa, että sekä *CI:n* että kansainvälistymisen toteuttamisen kannalta tärkeitä motivaatiotekijöitä ei ole sisällytetty SeAMK:n kansainvälisyysstrategiaan. Kansainvälistyminen osoittautui kuitenkin olevan integroitu osa kohdekorkeakoulun toimintaa, joka näkyy mm. taktisella tasolla. Haastatteluiden mukaan kansainvälisyys nähdään luonnollisena osana korkeakoulun toimintaa.

Avainsanat: Comprehensive Internationalisation, kansainvälistyminen, korkeakoulujen kansainvälistyminen

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Abbreviations

AIEA	Association of International Education Administrators
CI	Comprehensive Internationalisation
ECTS	European Credit Transfer and Accumulation System
IaH	Internationalisation at Home
MEC	Ministry of Education and Culture
NAFSA	Association of International Educators
R&D	Research & Development
RDI	Research, development and Innovation operations
Seinäjäki UAS	Seinäjäki University of Applied Sciences

1 PREFACE

This study focuses on the concept of Comprehensive Internationalisation (CI) in relation to a Finnish higher level education institution. The main focus within CI is on Internationalisation at Home (IaH) and how it is organised in the case institution, Seinäjoki University of Applied Sciences. Because Comprehensive Internationalisation is a relatively new concept, the subject is up to date and interesting. At Seinäjoki UAS, international activities are already an existing part of daily operations, but their level and quality are yet to be examined. The author has also personal interest in the topic, as she has been taking part in the international activities of Seinäjoki UAS.

The goal of this thesis is to examine the current level of integration of internationalisation. In other words, to which extent is the internationalisation *comprehensive* in the case institution? Since, in an ideal situation, CI ought to permeate the whole of the institution in full scale and scope; a thorough study would be too big a project for a Bachelor's thesis. So, to narrow down the scope for this particular thesis, this study concentrates mainly on the strategic and tactical levels of managing internationalisation at Seinäjoki UAS. The operative level is discussed to certain extent, but is not the focus of this study. The challenge of this thesis will be to find the right questions to ask, but also from the right people, and to describe the current situation in the case organisation as realistically as possible. This results in comparative analysis between the ideal of comprehensive internationalisation and the current state in the case institution.

The study consists of theoretical background internationalisation overall, but focuses especially on CI. The collection of case related data consists of examining the strategic documents and comparative analysis reflecting them to CI. In that part the strategic level is covered. Also, four different interviews are carried out for more in depth information and to ensure information from the tactical level. What is more, the interviews reveal attitudes towards internationalisation.

2 COMPREHENSIVE INTERNATIONALISATION – WHAT IS IT?

In this chapter theoretic frame of reference to this study is presented. This includes basic definitions of internationalisation, but most importantly the concept analysis of Comprehensive Internationalisation. The basic insight is also given to Internationalisation at Home, which is a theory also reflected to the case institution in the next chapter.

2.1 The Multiple Meanings of Internationalisation

Internationalisation is a term one comes across almost everywhere in the 21st century. It is one of the key competences of higher education and a competitive advantage for universities. Before the 1980's, the more preferred term was international education, and in some countries it still is (Knight 2004, 9). According to Knight (*Op. cit.* 5–6), internationalisation as a term is being used mostly to describe the international dimension of education, especially post-secondary education. She also notes that internationalisation can mean very different things to different people and it has differing explanations. She (*Op. cit.* 9–11) also mentions the evolution of terminology that is influenced by policies and practice. So, she says, this kind of terminology that is discussed at the institutional and national levels, needs to be understood the same way by everybody, and, therefore, she suggests an updated definition for internationalisation (her first definition being from the year 1994).

(...) the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. (Knight 2004, 11 according to Knight 2003, 2)

Knight's definition is one of the most referred definitions of internationalisation and widely accepted, as well. One researcher from Finland, however, would like to develop this definition noticing also Van der Wende's change process focused definition from the year 1996 and Luostarinen's and Pulkkinen's approaches, as well (Söderqvist 2002, 27–28). This resulted in yet another definition that combined some of the most famous views on internationalisation:

The internationalisation of a higher-education institution is a change process from a national HEI (higher education institution) into an international HEI leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and research and to achieve the desired competencies. (Söderqvist 2002, 29)

These two examples of definitions demonstrate that internationalisation is not defined in unison. Not only it is discussed between specialists, but it also means very different things for different people, creating added challenge to the management of internationalisation.

2.2 Concept Analysis of Comprehensive Internationalisation

In NAFSA, the problematic nature of defining the term internationalisation is also noted. Therefore, a new term was invented to promote higher education internationalisation with a more holistic approach. This term is Comprehensive Internationalisation, brought to public by Professor John K. Hudzik with his publication in 2011. He has done his career among international affairs and has also served as president and chair of the Board of Directors of NAFSA, Association of International Educators, and as president of the Association of International Education Administrators (AIEA) (Hudzik 2011, 3). Hudzik (*Op. cit.* 6) sees internationalisation as an institutional imperative rather than a desirable opportunity and defines the concept as follows:

Comprehensive internationalisation is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. (...)

In addition, Hudzik (2011, 6) claims that CI also impacts on an institution's external frames of reference, collaboration and relations. He notes that the need and motivation for CI comes from outside the institution, from the global development of economies, systems of trade, research and communication. These have an impact on local life and expand the need and the motivations for comprehensive internationalization. The main difference when comparing this to Knight's definition (see

page 9) is that Hudzik really stresses committing to and the level of integration of internationalisation.

There are also other, rather similar new terminologies used around the globe for the more holistic approach towards internationalisation, but they are not quite equivalent (Hudzik, 2011, 9). In Europe, a more commonly used term is “mainstreaming internationalisation”. Mainstreaming internationalisation actually is one of the intentions of CI as well (Hudzik 2011, 23), but according to de Wit (2011) CI is understood to be more of an actual concept than its European counterpart. Hudzik (2011, 8–9) says that one way to differentiate internationalisation related terms is to recognize whether they are outcomes or means. He finds CI being a means for varying outcomes rather than an end, and the outcomes that are desired determine the approach to internationalisation.

Hudzik says (*Op. cit.* 10) that there is no uniform path towards CI, and it does not mean engaging in internationalising in every possible way. Every institution has their starting point and mission, which, Hudzik states, will produce unique responses to the challenges and opportunities of internationalisation and globalisation. Thus, through CI, institutions facing problems will find their own ways within the methods available. This requires openness and comparative approach to the information available.

In the ideal situation, CI, according to Hudzik (*Op. cit.* 10), affects the life and learning of the entire campus. It will seek to integrate international, global and comparative dimensions also outside classroom, in field and experimental learning, he says. Accordingly, this also encourages the introduction of this kind of perspective into the paradigms of e.g. faculty research and graduate research programmes. Hudzik stresses, however, that it is the outcomes that give CI its value. Through comprehensive internationalisation, the institution is transformed from local to global. Yet, he states that the thinking in the institution should stay both local and global, both being realities to the institution.

Hudzik and McCarthy (2012, 4) sum the common aspirations of successful comprehensive internationalisation projects down to four actions. First is to mainstream CI to include to touch the majority, not only a few. Second is, to integrate

CI into the core of teaching, research and service missions. Third action is to expand the range of stakeholders leading, supporting and contributing to CI to distribute responsibility and embed the concept within a wide selection of academic and support units. Fourth action is to interconnect CI activities in favour of synergies and build partnerships across units throughout bold unifying vision and outcomes. Through these aspirations CI ought to be successful.

2.2.1 Motivations of Comprehensive Internationalisation

In order to fully understand why an individual or institution is doing something, motives are needed. MacGregor writes that de Wit claims that there is a need to understand better the reason to internationalise (MacGregor, 9 Sep 2012). Hudzik (*Op. cit.* 12) claims that one of the motivations thriving towards internationalisation is synergy. He practically says that one local student plus one foreign student equals more than the mere sum of those students would be. Their different views and histories put together bring more to the equation than those apart. It also brings in competitive advantage and, increasingly more often than not, institutions are willing to pay for that advantage, Hudzik (*Op. cit.* 13) claims. He also says that those institutions will more likely become the ones where talent and ideas are concentrated.

Hudzik says (according to de Wit 1998; Knight 1999, 17–18) there are four categories of rationales that provide the contemporary set of motivations for internationalisation of higher education:

- academic – global (universal) search for truth and knowledge
- socio-cultural – cross-cultural knowledge and understanding
- political – maintain and expand influence
- economic – improving local/national competitiveness in the global economy and marketplace

He (*Op. cit.* 12) considers that all of these four are ends themselves, but they can also serve as means to achieve other ends. As an example, he mentions knowledge of a certain culture. It might be the goal in itself, but in-depth

knowledge of a culture with a problem with a disease might provide a basis for winning acceptance of new methods to control the disease. In that way, Hudzik rationalises the issue.

Thus, Hudzik (*Op. cit.* 16) explains that the motivations of internationalisation mainly rely on internationalisation being a means to an end, a way to gain some other benefit. He stresses that it is the increase of goals and objectives that describes the widening of present motivations to internationalise and they include at least (not in any particular order):

- expanding cross-cultural knowledge and understanding given the increased frequency and necessity of cross-cultural contacts and relations
- enhancing a higher education institution's stature and value added in teaching and research in a global system of higher education
- increasing national and global security
- improving labour force and local economic competitiveness in a global marketplace
- improving knowledge, skills, attributes, and careers for graduates to be effective citizens and workforce members

He also says that globalisation is pushing and supporting this kind of development of internationalisation. As an example he gives easier travel and labour migration, almost real-time exchange of ideas and globalisation of scholarship that reinforce trade of ideas between institutions.

As mentioned before, competition is one of the drivers of internationalisation. In addition, Hudzik (*Op. cit.* 17) mentions another good tool for win-win situations for higher education institutions. That is collaboration. He notes that not everyone can be the best in everything, and so, with international collaboration, win-win situations can be created. However, he says that successful cross-border collaboration requires, for instance, internationalised campus environments, policies and administrative structures supporting it.

2.2.2 The Scope and Scale of Comprehensive Internationalisation

It is claimed by Hudzik (2011, 18) that all the CI strategies will be different as the organisations that execute them have different strategies and missions. However, it should be part of organisations strategic organisational priorities, unless not, it will be marginalised, since all the actions are evaluated by those priorities, he states. As an example of a differing factor in the execution of CI he mentions the size of the organisation. He says that the size really affects the complexity of the international programs' organisational structures that are the ones facilitating CI.

Hudzik (*Op. cit.* 18–19) suggests that the framing of the scope and scale of Comprehensive Internationalisation through a set of framing questions might help. The list of questions handling strategic considerations at the institutional level is following:

1. What are the intellectual drivers and motivations for CI?
2. How well is CI linked to institutional missions?
3. Who are CI's clients?
4. What is the scope of institutional leadership and strength of its commitment to CI?

The first question provides an answer to, as Hudzik says (*Op. cit.* 18), vital parameter setters, motivations of CI and accompanying expectations. Those parameter setters then provide accountability for CI and deliver a convincing rationale for allocating limited resources, he says. He notes that they reflect each other: when motivations are complex, so are the expectations and standards for accountability. Through the second question, Hudzik (*Op. cit.* 19) wants to stress that just as any initiative must, CI must inwardly be linked to institutional missions and outwardly to institutional clientele. He also says that in order to strengthen the prospects for success, CI must be infused throughout institutional missions and ethos. The third question Hudzik finds fundamental to tailoring any effective CI strategy. Clientele can, in addition to students, be thought to be faculties, lifelong learners, external clientele such as government and businesses, he says. Also, he mentions that the clientele can be defined geographically too, e.g. close to a campus or nationally. The fourth question tries to find out on how strong base internationalisation has in

the institution. Hudzik (*Op. cit.* 19) says commitment must come at every administrative level. If it is driven by administrative leaders, he says, there should also be commitment from the key faculty to support it by providing the intellectual content and to shape the curriculum and pedagogies to adapt it.

In the second set of questions, Hudzik (2011, 19) concentrates on moving from strategy to programming. The questions are as follows:

1. How programmatically encompassing will CI be?
2. Which countries and regions?
3. Which academic disciplines and professions?

With the first question, Hudzik (*Op. cit.* 19–20) wants to emphasize that the larger the number of programmatic dimensions and the wider the reach to different populations, the more comprehensive the effort will become. By those programmatic dimensions, he means the following: study abroad, international students and scholars, on-campus curriculum, languages, world's region and thematic global expertise, cross-border research/scholarship/service, global problem solving and international development activity, "globalising institutional ethos and building global connection and collaboration. He says institutions can surely only pick some, but the more they pick, the better. Hudzik says (*Op. cit.* 20) that the answer to the second question should be systematically calculated. Some countries have economies that bloom and some others have that but in culture or in field-specific knowledge. Whatever we want to reach through the collaboration with a country should be paid a careful thought according to Hudzik. The third question then answers to which degree programmes get the greatest benefit from internationalisation. Hudzik (*Op. cit.* 20) says problems easily jump boundaries in some fields in all professions and academic disciplines. He notes that some fields of science tend to be more internationally applicable than the others, but since the working conditions have globalised in all fields, internationalisation is news in most, and fields definitely have common problems across borders.

The last set of question Hudzik (*Op. cit.* 20–23) set concentrate in people and processes that support internationalisation. The set of key questions to include:

1. Who will be responsible and assessed for contributions to CI?
2. Will key sectors support it?
3. How is leadership and support organised for CI?
4. What are the roles of senior international offices and officers?
5. Is there a commitment to allocate resources strategically?

By the first question Hudzik wants to point out that someone has to take responsibility of the contributions to CI. He claims that the wider the net of responsibility is, the more comprehensive institutional discussions about the nature commitments to CI will become. He also mentions there are three types of units important to CI: Academic units, speciality international programming support units and general university service units. Of those, academic units essential to internationalisation Hudzik claims. He says specialty international programming support units then connect the campus beyond national borders and include e.g. “mobility” offices like offices of study abroad. The third set of units according to Hudzik plays also an important role in guiding students through the ever more complex research enterprise and they relate closely not only to successful student learning and expanding research and outreach missions but to effective CI too. Second question Hudzik asks seeks to find out whether there is a fertile climate of awareness and openness to internationalisation, will everyone approve it and is there a sufficient commitment to follow it through. Hudzik’s third question on the list concentrates on who will give organisational leadership and drive to visioning, building and nurturing CI, and what should the supporting infrastructure then be. According to Leask (2012, 80), the academic staff is the link between the curriculum policy and students, and therefore is important. She also notes that the professional staff is critical in ensuring that international campus culture exists. For this reason, she states both of these groups need support and may need to be internationalised themselves in order to serve internationalisation. This supports Hudzik’s thinking about evaluating the need for the support. For some institutions (and staffs) more support might be required than others.

In the fourth question Hudzik (2011, 20–23) emphasizes that the roles of international officers rely on their background and differ because of this reason. He says the responsibility of international affairs cannot be seen solely to be on interna-

tional office's shoulders. If so, he says the collective engagement and responsibility is faded. In unison, Hans de Wit has similar ideas about international offices' responsibility in internationalisation. He states that internationalisation of higher education should be taken out of international offices and brought back to academia, where it belongs (MacGregor, 9 September 2012).

2.3 Internationalisation at Home

One important concept from the internationalisation point of view examines the internationalisation actions taking place at home. It is called internationalisation at home. Nilsson (2003, 27) claims that the concept of Internationalisation at Home was born in Malmö, Sweden in 1998 and since then has become a great concern all over the world. According to Nilsson term means internationalisation that takes place at home, without having to leave the country or the region. According to Aalto University (Internationalisation at home, 2012 [Ref. 3 March 2013]) IaH utilizes the migrants, people who have lived abroad and those who have made themselves familiar with internationalisation. What is also stated is that through the internationalisation at home, even those who were not going to go for an exchange period to internationalise would get their part of the competence expected from a higher level student in the more international labour markets. Although, this concept excludes outbound exchange, it has similar features as comprehensive internationalisation as it seeks to broaden the effects of internationalisation from a marginal of exchange students to all of the students in the study programme. The means for this kind of internationalisation as in any naturally vary from inbound student and teacher exchange to international contents in the curricula.

3 SEINÄJOKI UAS AND COMPREHENSIVE INTERNATIONALISATION

The circumstances for the opportunities of internationalisation differ country by country. Luckily for European higher education institutions the vitality of internationalisation has not only been recognized, but also made easier by different collaboration contracts in Europe, one example being the Bologna process that was signed by 29 countries including Finland in 1999 (The Bologna process, 30 April 2012 [Ref. 2 April 2013]). Its goal has been to make harmonised European Higher Education Area. One of the outcomes of it was ECTS (European Credit Transfer and Accumulation System) has given huge benefits and ease to e.g. student mobility in Finland and Europe overall. This is one example of the environment of internationalization that Finnish higher education institutions operate in. The case institution, Seinäjoki UAS is a higher education institution in Western Finland that provided education in year 2011 for over 4,872 students (Vuosikertomus 2011). Accordingly, Seinäjoki UAS had the total of 829 graduates in the year 2011 and 2,107 applicants to primarily apply to its study programmes. It also employed a total of 432 people.

3.1 Internationalisation Strategies

In Finland the Ministry of Education and Culture is the organ that is responsible for developing educational, science, cultural and youth policies, and the international cooperation in these areas (Ministry of Education and Culture, [Ref. 20 March 2013]). The Ministry has created a strategy for internationalisation of higher education institutions in Finland for a time period of 2009–2015, which ought to be the basis of the strategy of each individual higher education institution in Finland. Accordingly, Seinäjoki UAS created its own internationalisation strategy that is called the Seinäjoki University of Applied Sciences' Strategy for International Activities 2009–2015.

3.1.1 Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015

In strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 (2009) the guidelines for the higher education institutions' internationalisation are set. The strategy also describes the challenges and opportunities of internationalisation and the reforming of the higher education and internationalisation. Yet, the basic structure of the strategy contains a list of five main points after which some thought is given to the implementation and follow up of the strategy. The main points are:

1. Genuinely international higher education community
2. Increasing the quality and attractiveness
3. Export of expertise
4. Supporting a multicultural society
5. Global responsibility

Genuinely international higher education community. The first point, genuinely international higher education community, means that Finnish higher education provides the competence for the students to work in an international operating environment (Strategy for the, 2009, 26–28). In this kind of institution every student, teacher, researcher and staff member has the possibility to reach the competence for international cooperation and to participate in international activities. In addition, higher education institutions actively utilise the international cooperation opportunities especially in EU and Nordic countries. Significant increase in the number of non-native teachers, researchers and degree students is expected by the year 2015. What is also expected by that time is that higher education institutions are genuinely international study and work communities. There are also objectives for the mobility of students, experts, teachers and trainees (*Op. cit.* 30). The measures taken to reach these goals include funding programme for mobility for a fixed term of 2010–2015, higher education institutions will also integrate a module supporting internationalisation into all their degrees, and in addition they reserve sufficient resources to study counselling services to support the progressing of studies of students with non-Finnish and immigrant backgrounds.

These objectives could be criticised, because they only include input and output measures. Hudzik (2011, 25) claims that there are reasons to measure all three: input, output and outcome measures; input measures show investment and effort, output measures show there is activity, not only capacity. Outcomes then measure what is the result of all this activity. A genuinely international study and work community could be a target outcome, but is rather abstract for a real strategic goal, since it could be interpreted in so many ways risking to add confusion.

Increasing the quality and attractiveness. The goal in the second step of internationalisation strategy shortly is that Finnish higher education institutions are internationally known and attractive study, research and work environments (*Op. cit.* 33). Also stated is that well-functioning services support coming to and staying in Finland. Measures for this kind of development include higher education institutions reinforce their own research infrastructures and cooperate in reinforcing national-level research infrastructures (*Op. cit.* 37). Higher education institutions also ensure that there are enough international top researchers in their strategic research and competence areas. Higher education institutions together with the regional authorities also ensure that there is centralised information about the key services needed in settling down in Finland, which include accommodation, health care and employment opportunities.

Export of expertise. The third aim in the national internationalisation strategy for higher education institutions is that the Finnish higher education institutions would be considered attractive and reliable cooperation partners engaging in high quality international research, education and cultural cooperation (*Op. cit.* 39–40). There is also an aim for higher education and expertise to be nationally significant exports. However, higher education institutions themselves have a key role in marketing of their competence and the extra income derived from the commercial activities is an incentive to increase the effectiveness of marketing. This is of course an important issue for the higher education institutions to internationalise. Unless no one knows they exist, it is not likely to expect anyone to be interested in doing an exchange in Finland. As an example of a measure to accomplish these goals, Ministry of Education will appoint a cross-administration committee to prepare a development programme to support the networking of higher education institutions

and the consolidation of structures and a knowledge base of educational exports (ibid 43).

Supporting a multicultural society. The fourth statement pursues higher education institutions to actively operate to enhance multicultural higher education community and civil society (Strategy for the, 2009, 44). As well, people with immigrant backgrounds, and also foreign students, teachers, researchers and other foreign personnel of higher education institutions in Finland are seen as resources to support internationalisation at home. However, an important point to ensure this all is also made in strategy at question. The realisation of equality and development of attitudes are necessities of multiculturalism (*Op. cit.* 46). Measures taken for this strategic goal are e.g. higher education institutions to increase and focus the teaching of national languages and culture so that it better corresponds to the needs of the clientele with immigrant and non-Finnish background.

Global responsibility. The last point in the list emphasises the global responsibility that Finnish higher education institutions have towards the rest of the world. The Finnish higher education institutions should use their research and expertise to solve global problems and to strengthen the competence of developing countries (Strategy for the, 2009, 49). Also stated is that operation of higher education institutions should be ethically sustainable and support students' prerequisites to function in a global environment while understanding the global effects of their actions. One example of actions supporting these goals is necessary changes in the funding instruments in order to allow participation of UASs and universities in publicly funded development cooperation (*Op. cit.* 51).

The follow up of the strategy. In order for the strategy to actually work, there are instruments to guide the right kind of development of higher education institutions (Strategy for the, 2009, 52). These instruments are performance-based funding that have e.g. funding based on the quality and impact of education and research. An example for allocation funding is the implementation of a higher education institution internationalisation strategy. In Universities of Applied Sciences some of the criteria of the allocation of performance-based funding are connected with internationalisation. The measures to execute the strategic goals include e.g. that the goals of the strategy will be included in the contracts between the Ministry of Edu-

cation and the Academy of Finland and CIMO (organisation for international mobility and cooperation) as well as the higher education institutions beginning from the 2010–2012 agreement period (*Op. cit.* 55). The Ministry of Education will also commission a final evaluation of the fulfilment of the strategy in year 2016.

3.1.2 Seinäjoki University of Applied Sciences' Strategy for International Activities 2009–2015

According to the Internationalisation Strategy 2009-2015 in Seinäjoki UAS the strategy of the institution is has always been the foundation of its international operations (2008, 1). The strategy however, is influenced by bigger guidelines including the Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015. A European Policy Statement was first created in 1997 and the current EPS (Erasmus Policy Statement) has been approved for the years 2007–2013 by the European Commission (*Op. cit.* 2008). Also, a University Charter is signed that justifies e.g. funding from the EU's education and research programmes. However, there are also other documents that give guidelines to the internationalisation of Seinäjoki UAS. They include among others Lifelong Learning Programme 2007–2013, MEC's Asia Action Programme 2006 and some area related publications such as Regional Plan 2030 of South Ostrobothnia. In the internationalisation strategy of Seinäjoki UAS (*Op. cit.* 1) it is stated that the created internationalisation strategy is in line with Seinäjoki UAS's strategy and also other regional internationalisation actions of the area have been taken into e.g. the immigration strategy of the region. Also, integration into other area strategies such as research and development strategy has been taken into account.

As stated in Seinäjoki UAS's internationalisation strategy (2008, 2) Seinäjoki UAS has carefully chosen the collaboration partners that are known, long term partners of quality. In the internationalisation strategy Seinäjoki UAS is also claimed to be a wanted international partner institution and it has collaboration in 44 different countries. The earliest collaborations were founded in 1993 followed by the Erasmus programme and it was followed by the collaborations in Asia in 1995, Africa in 1996 and also with United States of America in 1997 and Latin America 1998. In

the strategy the current state is described with following strategic numbers: in year 2007 47% of the students were doing an exchange period abroad and the number of incoming students exceeded the number of outbound students the first in the long exchange periods (at least 3 months). Also, Seinäjoki UAS was ranked within the 15 best in the mobility charts of the Amkota –statistics (of the Ministry of Education) and in CIMO's (organisation for international mobility cooperation) mobility charts Seinäjoki UAS was placed among the five best. When it comes to staff mobility (*Op. cit.* 2–3): more than a half of the lecturers and specialists were on a foreign service period and this brought Seinäjoki UAS third in the Amkota –statistics.

According to Strategy of Seinäjoki UAS (2008, 3) the statistics wise showed a less positive development, since 2007 Seinäjoki UAS offered teaching in foreign language for 500 credit points (ECTS) despite the increase that had taken place. Also attention is paid to the low number of foreign degree students in 2007 (0.9%) which represented 16 different nationalities. Seinäjoki UAS also states to be a part of at about 20 different international projects a third of which it coordinates. What is also said is that yearly conferences and seminars have been organised almost for a decade and the budget of international affairs was EUR 1.8 million in year 2007.

The strategic objectives of Seinäjoki UAS for international activities are structured clearly. They consist of strategic sub-goals, actions and strategic indicators. Strategic sub-goals state the wanted situation for both short term (2010) and long term (2015). The "Actions" part describes the actions needed to fulfil the sub-goals. The strategy indicators then name the measuring scale for checking if the goal is reached. Hudzik (2011, 25 according to Hudzik & Stohl 2009) suggests another kind of style to approaching the defining of the goals for internationalisation, which equally consists of three steps: input measures, output measures and outcome measures. Input measures give the information about the investment made to achieve the next steps. The output measures then indicate that there is activity, as does the third measure in Seinäjoki UAS' strategy. However, Hudzik's version goes one step further than the model used by Seinäjoki UAS by stating the outcome measures that are beyond numbers. Seinäjoki UAS's internationalisation

strategy could therefore be criticised for the lack of the “outcome” perspective, which would include impacts on knowledge, attitudes and beliefs.

Strategic management and leadership process. In the Seinäjoki UAS’s internationalisation strategy (2008, 7) the first strategic sub-objective mentioned is that in year 2010 the creation process of an international campus has started and all the units in collaboration are engaged in the objectives of internationalisation of the area. It also says that sufficient resources are allocated for these activities. Actions following these objectives include e.g. that the strategic international collaborators have been approved in cooperation in a way that they serve the learning of students and also regional development. Any collaborators fitting in this group are categorised by a four step scaling. The reflection of this goal takes place with a specific strategy indicator, which in this case is the number and quality of working networks and partner analysis indicator of Seinäjoki UAS. This kind of procedure is a pro for the comprehensiveness of the internationalisation of Seinäjoki UAS, since it answers to Hudzik’s (2011, 20) second question about moving from strategy into programming (see page 15). Hudzik says it makes sense pay systematic attention to developing consortia of expertise, thus having access to more information they possibly can gain standing alone.

Another example of action, thriving towards the goal mentioned is that Seinäjoki UAS in collaboration with the city, student body, companies and public organisations try to enhance the image of the city, as the city of international higher education. This will be reflected through the number of degree programme applicants conducted in foreign language. Also, an external audit of international activities’ processes will be carried out and usage and structure of resources will be planned and checked on many levels. One example of this kind of action is the creation of a common framework for resourcing. In addition, internationalisation is being perceived as a part of new kind of teaching and expertise and the planning of resources shall be based on this fact. These are measured with the revenues and expenses of international activities per unit and external funding. From CI point of view this is a good goal to be pursuing, since ideal situation of CI underlines the integration of internationalisation. From the authors’ point of view, when it comes

to measuring, it seems impossible that institutions' revenues and expenses could measure the goal from staff's perceptions part, for instance.

Another sub-goal (Seinäjoki University of, 2008, 8) is that Seinäjoki UAS has renewed its operational culture accordingly to the vision and has an important role in the area developing and promoting internationalisation together with other operators. This, according to Hudzik (2011, 13 according to de Wit 1998 & Knight 1999, 17–22) this goal falls into the category of economic motivations that aim to improve local competitiveness in the global economy. This is confirmed in Seinäjoki UAS's strategy with the action statement saying that Seinäjoki UAS boosts regional knowledge and culture and the appeal of the region with its activities.

Internationally competent staff. When it comes to personnel, the Seinäjoki UAS's internationalisation strategy has the following sub-objectives: In year 2010, when recruiting new staff, international competence and knowledge are dominant criteria. This follows action towards the staff policy that will be reformed to meet the requirements of the international operating environment. In addition, the international abilities and cultural sensitivity is developed through education and training. Also, ten members of the staff get the opportunity to work abroad for 3–4 months in the areas of teaching and R&D functions of strategic partner institutions. Nevertheless, everyone gets a chance to an exchange period and participating in international projects. Yet, what is important from CI's perspective, is that the reciprocal teacher and expert exchange is targeted to be (Seinäjoki University of, 2008, 9) systematic and integrated into the teaching of degree programmes, R&D operations and regional development. Though, it is not so easily measured, this is an important action for this particular sub-objective. The other sub-objective for staff internationalisation is easier to measure, for it (Op. cit. 9–10) targets to have considerable number of foreign staff in teaching and R&D functions of Seinäjoki UAS. The proportion of the full time foreign staff, according to the strategy would be 5–10% depending to the nature of the unit at hand. However, in the internationalisation strategy it is not mentioned why there is thrive for foreign staff. When compared to the ideology of the CI, this target risks being merely a statistical goal and not really a means for reaching something better (e.g. comparative education

with high, international competence for students in order to provide better educated work force for the region), even though it might reach for just that.

Teaching and learning. In this section of the internationalisation strategy of Seinäjoki UAS (*Op. cit.* 10–11) goals are set to provide skilful employees to the regional, national and international needs. A sub-objective is that there are fast reactions to the rapidly changing international knowledge needs in the operation environment. The following action is to ensure that in each degree a student has a possibility to reach a level of international competence enabling mobility in the global labour market. This is then measured with an indicator for internationalisation of degree programme. Another action statement says that there is foreign language study material used in every degree programme. In addition, goals are set to ensure that there is a study and/or training period abroad in all degree programmes' curriculum by the year 2015. This is followed by the action statement for the supporting actions by enhancing e.g. mentoring and supporting services. International incoming students are also taken into consideration: by providing the international incoming students support services, and also an item included in the education to support the placement of foreign-based degree graduates into working life. These kinds of goals are very beneficial especially when they are developed together with the other operators in the city. They do not only serve the foreign-based students, but also the region and its enterprises.

The second and third sub-objective is very similar to the goals of first one. They state that by the year 2010 the education of foreign-based labour force includes an education integrating the students in society (Seinäjoki University of, 2008, 11). Additionally, by the year 2015 training foreign students is a part of everyday operation and also tailored training is sold abroad together with the university network and businesses in the region.

Teaching in a foreign language. The sub-objectives for the foreign language education and international degree programmes are that in every unit there is a versatile and attractive education offered in English by the year 2010 and by 2015 every tenth student graduated is foreign (Seinäjoki University of, 2008, 11–12). The first sub-objective includes the action goal of Seinäjoki UAS having at least five degree programmes in a foreign language meeting the needs of the region's

labour market. However, according to Seinäjoki UAS' web page (Degree Programmes [...], 2010 [Ref. 26.3.2013]) they currently offer three different degree programmes in English. Two of those are bachelor programmes and one leads to a master degree. This is because Seinäjoki UAS has not got a permission to start new degree programmes in foreign language (Niskanen, 2013).

Because of the comprehensive internationalisation concept mainly refers to higher education institutions in the United States of America, it does not refer much to the language issue. However, as a Finnish institution Seinäjoki UAS needs to pay attention to course selection in foreign languages (English most importantly) in order to interest foreign students. That is promoting Internationalisation at Home and thus benefiting the whole internationalisation process. For this reason it can be rationalised to have the language issue so much discussed in the strategy statement of Seinäjoki UAS. However, de Wit (2012, 5–6) opposes the excessive language promotion by saying that it is a common misconception to understand teaching in English to be equivalent to internationalisation. He says teaching in English also takes away from other language learning and reduces the quality of education whilst not being the native language of either the teacher or the students. In Seinäjoki UAS' case however, the target is to increase the number of international degree students and therefore provide teaching in English, so the language issue could therefore be justified.

R&D process. The second main activity of Seinäjoki UAS, research & development process is also mentioned in their internationalisation strategy (2008, Seinäjoki University of [...], 14–15). The first sub-objective for that is that in the international projects a good quality level is achieved and the amount and funding will increase in relation to other Universities of Applied Sciences. Action to follow this goal is that the R&D is reinforced especially in defined core areas such as intelligent machinery and service innovation. The number and quality of international projects will be monitored as a strategic indicator for this goal. Another concrete action goal for Seinäjoki UAS is to network, ensuring that there are some 25–30 International R&D projects and educational development projects annually on going. The goal is to also have 20 projects in course of preparation and Seinäjoki UAS is coordinating approximately one third of them. The integration of R&D op-

erations in teaching and internationalisation is supported by international conferences annually organised together with the collaborators. This seems like a good sub-goal even from CI's viewpoint, since the goal here is to succeed better and to develop the surrounding area, and internationalisation is the tool for that.

The second sub-goal for the year 2015 in the R&D is that there are knowledge clusters formed around the core competencies and that they are participating in international R&D activities, which have regional influence and are utilised in teaching (Seinäjoki University of, 2008, 14–15). Activity goals following this include e.g. that there are several on-going long term international business group based research projects within the main competencies. These are also said to involve students. What is more, Seinäjoki UAS students and higher education partner institution students produce at least five business ideas each year, which are further developed in business incubators in Finland and abroad. Also, there is a targeted success rate of 80% for the knowledge clusters obtaining international funding. These are activities that are easy to measure, which is only a good thing from internationalisations management perspective.

Development of the region. The first sub-goal under this headline in Seinäjoki UAS's strategy for 2010 is that Seinäjoki UAS' international education and R&D cooperation produce new business activities in the region, new challenging jobs and cultural vitality (Seinäjoki University of, 2008, 16). The action statement actually adds on to the sub-goal, saying that the jobs of the region are supported through the production of innovative, practical knowledge. This again is easy to follow by the numbers of jobs created and the graduate barometers mentioned in the strategy. The sub-objective for the year 2015 is that the trust resources achieved in the area of international education by the South Ostrobothnian University network opens new possibilities for the commercial and industrial life of the region, and the cooperation with them is based on win-win principle (Op. cit. 16). The action statement following this is that the cultural production and exchange of the region utilises the international networks of the region's university society. This is followed by the number of international events of the region, to which Seinäjoki UAS contributes. The regional focus is also mentioned in Hudzik's (2011, 25 according to Hudzik & Stohl 2009) text as one example of multiple CI mission dimen-

sions, stressing the importance of it from CI's viewpoint. In addition, regional development serves the clientele under the concept of IaH.

Organisation and resourcing. As the last part of the Seinäjoki UAS' internationalisation strategy there are actions to be implemented in during years 2008–2010 (Seinäjoki University of, 2008, 16–17). It handles e.g. the management of internationalisation, the organisation and resourcing of international activities, the central strategic indicators for international activities. Also, an auditing of the international operations in Seinäjoki UAS is said be carried out the academic year 2008–2009. This definitely gives added creditability to the international activities. However, two CI-wise important issues are that the international activities of Seinäjoki UAS is led by the President of the UAS and that international activities are organised into an International Affairs Unit in the UAS' office. These two things answer to the third question Hudzik (2011, 22) presents about people and processes (see pages 15–16).

3.2 Internationalisation in the Curriculum of Seinäjoki UAS

Beelen (2012, 10, according to Leask 2009, 209) says that internationalization of the curriculum is a complicated process involving many stakeholders. Internationalisation of curriculum is an essential part of both comprehensive internationalisation and internationalisation at home. According to Nilsson (2000, 21–22) the internationalisation of the curriculum in Europe has been overshadowed by student exchange that is believed to be the best practice of internationalisation. Nilsson says that the problem is the small number of mobile students and not having sure indicator about whether a course taught in another country really increases the awareness of the student of international issues. Thus, he finds that the process of internationalisation of the curriculum should be an essential part of the IaH process. Accordingly, Hudzik (Whitsed & Green, 26 January 2013) claims one cannot have comprehensive internationalisation without internationalisation of the curriculum. Therefore, it is safe to assume that the internationalisation of the curriculum should be handled in this thesis.

In Seinäjoki UAS there are 21 bachelor-level degree programmes and seven master level programmes (List of Degree Programmes [Ref. 12 April 2013]). All the study programmes are represented in the study guide where all the basic information about the degree is introduced. Content-wise there is information about the pedagogical approach, the programme's profile and key learning outcomes of each degree programme. All of this is important information when considering the level of comprehensive internationalisation, but in some course descriptions there is information about the international aspects of the degree as well.

When examining the degree descriptions (Bachelor-level Degree Programmes, [Ref 22 April 2013]) one can rather easily see that there are differences in the level of internationalisation between different bachelor programmes. The amount of information of the degrees varies a lot, so it may not be fully updated. However, examples of extensive information and multiple ways of internationalising of the degree could be found. In the Bachelor Degree of SME Business Management (No date, [Ref. 23 April 2013]) there are following international aspects listed: Students usually spend one academic year in exchange, they also have a double degree opportunity¹ and they do their practical training abroad. The students also have the opportunity to participate in courses taught in English and there are also international visiting lecturers. In most degree programmes only student and teacher mobility is mentioned as a means for internationalisation (Bachelor-level Degree Programmes, [Ref. 23 April 2013]).

When it comes to the mobility of the students, some problems may arise from the schedules varying from country to country for instance, the starting and ending of semesters is dependent on the country and the region (Laine, 2013, 212–213). Laine says that also the periodicity of the courses varies within the semesters. That may limit the time period of the exchange, as in some countries courses may last throughout the semester and some countries apply modular course structure. Laine also stresses the cultural differences in the curricular development work between countries (*Op. cit.* 210–2¹²). For instance, whether the culture of the part-

¹ Joint degree, where students usually study one academic year of their studies in a partner university and do one bachelor thesis that will be evaluated in both universities. In the end, they receive degrees from both universities.

ner institution is for example more collectivistic or individual, it should be taken into account in the planning of the curriculum.

4 EMPIRICAL RESEARCH

This section of the thesis deals with the empirical research part of the study. First, the methodology in use is explained followed by the presentation of the structure of the interview. After that, the results of the interviews are opened up revealing the key findings and discussions. There will also be comparison to the theories presented in the first chapters. In the end, the validity of the executed research is assessed.

4.1 The Research Methods and Sampling

When trying to find out the depth of internationalisation in a higher-level institution, one easily thinks about the output measures: the number of exchange students and the number of courses held in English for instance. However, according to Hudzik (2011, 24) the level of CI cannot be defined e.g. by number of international students, scholars on campus or even research. He says that they surely indicate international activities happening, but the real level of CI can only be defined by the goals the institute pursues and the learning, research and problem-solving outcomes achieved. This makes the measuring and research more challenging and the possibility of subjectivity increases.

4.1.1 Information gathering

The goal of the thesis is to find out the current level of integration of internationalisation in the target organisation. Hudzik's ideals are the backbone of this thesis; his argument about measuring CI applies to the research. A qualitative research method is chosen to be the method in use. This could be reasoned according to Myers (2009, 5), who says that qualitative research helps researchers understand the social and cultural context within which people live and that it allows a researcher to see and understand the context within which decisions and actions take place. Interviewing people in strategically important positions gives the opportunity for more scope and depth than a quantitative research method would. Obvi-

ously, the negative side of this is that the scope of the sampling will inevitably suffer.

As this thesis is a case study, it is essential to realise the advantages and disadvantages of case research as well. Myers (2009, 71, 74) explains research case studies to be used as empirical evidence of the applicability (or inapplicability) of a particular theory or proposition. He also says that the simplest idea of a case is that the phenomenon described is of a more general category. Here however, it is used in a reversed manner – the means of actually finding out whether certain theory applies to the particular case. Myers (*Op. cit.* 79–80) claims that good people skills are needed to carry out a good case study and that to build up more in depth study, one should gather other sources of evidence in addition to interviews, such as reports and memos. The disadvantages Myers (*Op. cit.* 81–82) lists are the difficulty to gain access to the most important information, and that it is hard especially for a younger researcher to stick to the actually relevant information, when everything seems to be important. The process according to Myers is also very time-consuming even for an experienced researcher.

Data collection techniques are also plenty. One could be using interviews, observation and fieldwork, and documents (Myers 2009, 119). Observations and fieldwork are not used in this thesis, because of their subjective nature. Documents have already been under review in the previous chapters studying the strategic issues concerning comprehensive internationalisation. Yet, interviews are used to reach out to the tactical level, and also to get an overall image of the personnel's views on internationalisation. Myers (2009, 124) divides interviews into three types: Structured interviews, Semi-structured interviews and unstructured interviews. From these a semi-structured interview was chosen for a couple of reasons. The author wanted to give some room for free discussion so that the interview would give more in-depth results. After all, unstructured interview can provide a greater breadth of data than the other forms, given its qualitative nature (Fontana & Frey, 2000, 652). The reason the interview is not fully unstructured is that the interviewees are busy, and some sort of time schedule needed to be set. Also, because the researcher is rather inexperienced, it would have been very risky to let the interviewees have almost free word. With the semi-structured interview

there is some structure for the researcher to hold on to, especially if the interviewee is not on a talkative mood, yet the researcher has the choice of asking further questions if the interviewee seems to have a lot to talk about from a certain topic. The semi-structured interview is also the most commonly used interviewing type, since trying to get the best out of both structured and unstructured interviews (Myers 2009, 125).

There are also other decisions to be made concerning the interviewing methods. One is the comparison of individual interviews and group interviews. According to Myers (*Op. cit.* 125), focus groups allow participants to engage in thoughtful discussion and together stimulating each other to think beyond their private thoughts. Yet, the type of a group interview can vary. Morgan (2002, 147) defines some of the qualities of a less structured approach in a group interview. He says that the goal then is to understand the participants thinking and interests about the topic at hand. He also finds beneficial that the participants can talk to each other and the moderator can explore new directions to the interview. This is a sure benefit when considering the gained depth of the interview. Vuorela (2005, 40–41, according to Hirsjärvi & Hurme, 2001) claims group interviewing is a commonly used method when the participants have common experiences and are interested in other participants' opinions. She notes that the ideal size of a group should be between six and eight. However, because of the organisational issues and the schedule of this research, the number of participants is scaled down to three in order to make the arrangement of the interview easier. With this number of participants there could already be some of the benefits of a group interview shown, if the participants are chosen from the same interest group.

When thinking about the research problem, and the strategic and tactical level, the author thought about the top and the middle managers. Those people should be in different key positions, in different hierarchical levels in order to reach objective and realistic results. However, in the interviews the author does *not* want to include people mainly responsible for international affairs. Interviewing those people would not add significant value to the research from CI's viewpoint, as the people in international key positions are already focusing on internationalisation. The biggest number of the employees of the Seinäjoki UAS is not necessarily assigned for

internationalisation, and those people create the mainstream of the daily operations. Even, if interviewing only a few key actors from the mainstream, the results are more realistic than if interviewing people especially focused on internationalisation.

So, that there would be a group interview of participants from the same interest group, the group interview could not have not consisted of top management. Therefore, there were individual interviews for the top management, and the group interview would be carried out for the Degree Programme Managers. Because there are 21 bachelor degree programmes and 7 master degree programmes, the author wanted to include a participant from the master level as well. Thus, the group interview would consist of two bachelor level programme managers and one master level programme manager. There are also three campuses, and one Head of Degree Programme was invited to the group interview from other than the main campus thus creating more diversity to the group. The actual group interview was held at the main campus. The complete set chosen to the interviews was as follows:

Individual interviews

- Vice-President, Jouni Niskanen
- Head of Student Affairs, Anneli Pajulammi
- Research Manager, Seliina Päälylsaho

Group interview

- Head of the Degree Programme in Nursing (Finnish and English)
- Head of the Masters Degree Programme in International Business (in English) and the Masters Degree Programme in Entrepreneurship and Business Competence (in Finnish)
- Head of the Degree Programme in Information Technology

These people were chosen using two criteria: their position in the institution, but also because of their open nature and ability to express ideas. The author not knowing the personnel well enough, asked for a better judgement from her thesis supervisor. These criteria were set in order to have the most informative input from all the interviewees in relation to the subject. However, this selection could have

affected the validity of the interviews. For example the interviewees might be of talkative nature, because of their overall open mindedness thus being open to internationalisation as well.

4.1.2 The Structure of the Interviews

Because the native language of the interviewees and the author is Finnish, the interviews were carried out in Finnish to ensure the interviewees could say everything they wanted without having to potentially struggle with dictionary or fear misunderstandings. This choice also ensures a more natural conversation and flow of thoughts. The translations of the structures of the interviews can be found in the appendix (see *App. 1 & 2*). The schedule for the interviews was planned so that the individual interviews were structured to last for an hour, and the group interview one hour and a half. The group interviews were calculated to take longer, because of the number of interviewees and thus more discussion. The structures of the interviews are overall similar including questions about internationalisation overall, internationalisation in Seinäjoki UAS and also the interviewee's relation to internationalisation (See *App. 1 & 2*). If there was extra time left, the author also had further questions to consider to fill in the time and also to get yet another perspective to the equation. In the interview there are some similar questions about the topics the author wanted to have thorough answers from. Therefore, some of the topics were approached from different perspectives.

The first part that includes questions about internationalisation overall, are at the beginning of the interview in order to get the interviewees think about the topic and describe their views about it. The first part was the same in both individual and group interviews. In the first question the interviewees are asked what thoughts the word "internationalisation" raises in them. As this is the first question, it is sort of a warm up to the topic, but could also provide good information about how the interviewees see internationalisation and what it means to them. It is a very open question and the interviewees can be expected to respond to it very differently. The second question is more specific and handles the aspects of internationalisation. The interviewees might partly answer this question along with the first ques-

tion, but the second question is vital in finding out how the interviewees experience internationalisation. When thinking about CI viewpoint, this question has a lot of relevance. A person could think internationalisation as only a matter of exchange of students and staff already indicating narrower perception of internationalisation. The third question brings in the surrounding environment to the equation asking how is internationalisation important to Seinäjoki and its region. This question is asked to find out if the interviewees saw any local benefits of their internationalisation activities and how meaningful they considered internationalisation for the region.

The second set of questions is different for the individual interviews and for the group interview. For individual interviews the second set of questions is about internationalisation and Seinäjoki UAS. In this category the interviewees are expected to discuss internationalisation in relation to Seinäjoki UAS. The first question is same for both individual and group interviews: why does Seinäjoki UAS contribute to internationalisation? Through this question the author wants to investigate the motivations for internationalisation among the staff. The next question in individual interviews is how internationalisation is visible in Seinäjoki UAS and which activities it affects. This question ought to find out the different aspects of internationalisation, but this time in Seinäjoki UAS. Next, the interviewees are asked about the benefits they think internationalisation withholds and also the benefits they think Seinäjoki UAS has gained from internationalisation. This question is supposed to approach the motivations from a different point of view from what has already been achieved both ideally and the case of Seinäjoki UAS. Then the interviewees are to think about the biggest challenges or problems of internationalisation in Seinäjoki UAS. This is important, because the overall picture of internationalisation will not be complete unless the problems are also discussed in the thesis. The last structured question of this category is who is responsible for internationalisation in Seinäjoki UAS. The aim is to find out whether the interviewees thought internationalisation is only the responsibility of few, or would they find the whole organisation responsible for it.

In the next category the interviewees are supposed to talk about their internationalisation related tasks. The first question is what kind of international operations

they are participating in. This was simply to find out their activity level in international matters. Naturally the position in the institution would affect the answers. Through this question the interviewee would also reveal what kind of tasks they considered internationalisation related to. The second question was what kind of personal goals the interviewees have for fostering internationalisation. This question ought to find out the level of commitment to internationalisation. The question is set to ask about personal goals, because asking straight about commitment would probably give overly positive results, since it is only natural for the interviewees to say they are committed to the strategy of their employer. For further considerations the interviewees are asked to evaluate the internationalisation process of Seinäjoki UAS. Because, the people interviewed have been working in Seinäjoki UAS for a longer time, they might have informative long-term opinions. Finally, the interviewees are asked about how the students might perceive internationalisation in Seinäjoki UAS and what is in it for the students in the interviewees' opinion. Even though students are not a part of this study, it is interesting to find out what the managerial level interviewees think about the student perspective. Also, beneficial is to know whether the interviewees find student perspective important.

The group interview has a different form from the second part on. The main topic for the group interviews is *Internationalisation in Seinäjoki UAS and In Its Degrees*. The interviewees are selected to serve this topic, since they consist of Degree Programme Managers from different fields. The first question that is degree related is how internationalisation is visible in the interviewees' job description and are they participating in any international projects. This question serves as an information source of more depth to the curricular internationalisation. Next, there is a question about the internationalisation strategy and its relevance to the interviewees in their daily work e.g. planning of the degrees. The author is also keen to know whether the interviewees have any other international guideline or tool to their work as that is relevant to the management of internationalisation. The next question then deals with the internationalisation in the degrees, course structures and contents, and the possible benefits of those. Since, the internationalisation of the curricula is underlined in both CI and IaH, also additional and more specific questions are planned to be asked as the conversation about this topic goes on.

After that, there is a question about Seinäjoki UAS' shortcomings considering internationalisation. Another question is what the biggest challenges/problems of internationalisation in Seinäjoki UAS are. This is an especially interesting question to be asked from the Degree Programme Managers, since they might have a very different view on the problems Seinäjoki UAS faces concerning internationalisation having very different viewpoints than the interviewees in the individual interviews. Finally, there is a question about who holds the responsibility of internationalisation in Seinäjoki UAS, to find out their opinions about it. The last section is also similar to the one from the individual interviews taking into consideration the assessment of the internationalisation process in Seinäjoki UAS and the assumed students' viewpoint. In the analysis, the interviewees are referred to as A, B and C. This is due to the irrelevance of their names as they represent all the Managers of Degree Programmes in Seinäjoki UAS. This was also their wish.

4.2 The Interviews: Results and Analysis

In this chapter, the results of the interview are presented along with analysing the results. The structure is not exactly the same as the structure of the interviews, since the less structured approach. This allowed some freedom in structuring the results of the interviews and resulted in this organisation. First present are some overall thoughts about internationalisation and its motivations, also related to the motivations of Seinäjoki UAS. After, there is discussion about Seinäjoki UAS' internationalisation and its challenges.

4.2.1 Thoughts About Internationalisation

Internationalisation in Finnish higher education has leaped greatly forward during many of the interviewees' careers. The interviewees seemed to agree that also Seinäjoki UAS has been participating in this development in internationalisation. It seems that during the 20 years of Seinäjoki UAS' operation, the institution has come a long way establishing itself international and internationally competent among the higher education institutions in Europe, and globally as well.

Often the interviewees mention languages when talking about internationalisation. Pajulammi (2013), the Head of Student Affairs in Seinäjoki UAS, says that before internationalisation meant the knowledge of languages. In order to have the courage to speak in a foreign language one had to manage the grammar perfectly. Even though, the studying of languages is not the same it once was, it seems that Finnish people are still little reluctant to speak other languages, because they do not feel they master it flawlessly. Yet, to the language issue Pajulammi adds: “The younger generation, fortunately, is completely different.” She also says that she feels positively about internationalisation and thinks it is a good thing, even though, she does not consider herself internationally competent. This lack of self-trust probably roots to the language issue.

The Vice-President Niskanen (2013) starts about internationalisation through different agreements and raises the European Union to be strongly influencing internationalisation in Finland. He defines internationalisation through unifying aspects such as ECTS credit transfer system and stresses that in Finland the frame of operations is unified with many European countries. He finds it is beneficial that Finland has got rid of some degree oddities and has now a commonly used, clear degree system that is internationally comparable. He also says that when he was studying, 25–30 years ago, one student occasionally left for exchange to America. He also remembers having tutored one exchange student at that time. Nowadays the exchange numbers are totally different.

When the interviewees were asked about internationalisation overall, it seemed easier for the interviewees to think about internationalisation through Seinäjoki UAS. This is probably due to the fact that the most of the time they are dealing with internationalisation they are dealing with Seinäjoki UAS as well and have a more or less long history doing so.

“Internationalisation is part of everyday life”. One phrase stood up in every interview that got the authors attention. When talking about internationalisation, more than half of the interviewees thought that in an ideal situation internationalisation is part of everyday life. Whether the interviewees thought Seinäjoki UAS was in this ideal situation or not, raised more differentiating opinions. Every interviewee thought that Seinäjoki UAS was either already in a position where interna-

tionalisation was part of everyday life and operations, but one thought this was not the case just yet.

Internationalisation is gradually starting to be a natural part of our operations. I think that would be kind of an ideal; that there wouldn't be a need to constantly promote and remind about our international activities, but to have it more as an automatic part of every operation. (Pajulammi, 2013)

This might also have something to do with the tasks of the staff member, since some of the interviewees had very opposite understanding about the question. Research Manager Päälysaaho (2013) had a somewhat similar opinion about it as she says, "it is funny how people talk about internationalisation all the time, even though it should be a completely natural thing". Nevertheless, Päälysaaho (2013) thinks that there are many kinds of people in Seinäjoki UAS. Some staff members might be perfectly content operating on the national level, but for many, internationalisation is a part of everyday life. She says that generations differ, but it does not tell the whole truth, since some of the older staff keep surprising her with their openness and efforts of acquiring good language skills.

In the group interview there were some views presented about internationalisation overall and it started very similarly as the others. Interviewee A (2013) stated that internationalisation is part of everyday life and it feels obvious. To this interviewee B (2013) added that internationalisation feels a natural part of everyday actions. She also noted, "If we would not have our international students, we would be missing a lot". Interviewee C (2013) agreed by saying it has become an increasingly natural part of Seinäjoki UAS' operations and she does not consider it separate from other activities.

The aspects of internationalisation. Expectedly all the interviewees see internationalisation a little bit differently, since everyone has their own professional and personal point of view. Apart from that, also personal life and e.g. work history affect this. Pajulammi (2013) listed some of the internationalisation aspects as follows: language skills, the understanding of cultures, student and teacher exchange, more unofficial cultural exchange (not happening at the campus) and the modification of attitudes. Yet, Niskanen (2013) would add teaching and the plan-

ning of it, research and projects, international degree programmes and international internships to the list of international aspects. He also stresses the international cooperation with partner institutions in form of teaching and projects as a part of internationalisation

Päällysaho (2013) summarises that research and mobility of both staff and students are the biggest international activities of a higher education institution. Päällysaho (2013) also notes the unofficial part of international relations. She says that the contact with the partner institutions may not always be very systematic, but more like personal interaction. She says personal relations might have a great effect on the partnerships. There are strategic partners with which the cooperation is very multiple, and then there are partners that rely on the personal relations. Overall, in Seinäjoki the development of internationalisation seems to be behind Seinäjoki UAS. In other words, Seinäjoki UAS is a trendsetter in the region it operates.

4.2.2 The Motivations for Internationalisation

When talking about the motivations thriving towards internationalisation, according to the interviewees there seems to be many reasons to promote it. Päällysaho (2013) summed up the whole discussion briefly, very much in favour of CI: “As it is in every function, nothing is worth doing just for fun, but the goal is to move forward”. This type of thinking indicates strongly that internationalisation is seen as a tool to reach something else, not just a goal itself. Niskanen (2013) supports this while he has an example of once being a visiting lecturer in another country, yet it did not come clear to him at any point why he was there. However, he thinks that if both parties have a good idea and purpose behind their actions, it works. In addition, he says that Finland needs to follow its time, which is international, and there is no going back.

Päällysaho (2013) also listed some of these motivational factors starting by noting the size of Finland and saying Finns cannot cope on their own. Also, interviewee A (2013) supports the claim by saying that the economic life in Finland is driven by exports. Thus, the students should be given competence to travel around the

world doing business. Päälyssaho (2013) notes that also international students who return to their home country potentially serve as export links to the local companies.

Pajulammi (2013) supports these opinions by saying that the companies and economic life need internationalisation, and not only Seinäjoki region, but also the whole country. Interviewee C (2013) also mentions that in the health care industry there is a need for multicultural competence and understanding how cultures ought to be taken into concern in the branch. She also argues that Finnish high quality health and social care are export products and we also carry social responsibility for our knowledge. The export is possible through Seinäjoki UAS' network. However, reverse is also true and Finland needs labour force in the coming years. However, Niskanen (2013) notes that operations within EU cannot no longer be said to be international, but transnational. With this statement he means that in order to be considered international, one has to explore further than Europe.

According to interviewee A (2013) the need of internationalisation does not necessarily have to have anything to do with the economic life, but it is an intrinsic value itself. Also, interviewee B (2013) says that Seinäjoki UAS produces competence and in today's world competence means also international competence. Yet, there is also a particularly good economic reason for Seinäjoki UAS to internationalise, which is financing. Niskanen (2013) says that when there are Euros involved, then things really go forward. This indeed is the case, since Seinäjoki UAS receives money on the basis of the number of incoming and outgoing exchange students and has objectives to increase the number of them.

Interviewee B (2013) thinks that international students are a great "tool" for knowledge from exports point of view for instance. They do not only have first hand information about the culture and the country they come from, but they are also an inexpensive alternative for experts or consults. She says that especially competent are the international students at the Masters level, since also they have work experience. Niskanen (2013) says that it might just be so, that as Africa now is growing with a great speed, after ten years there could be exports to e.g. Nigeria. Then the local economic life gets curious about Seinäjoki UAS' exchange students and is willing to give those students a fair chance in working life.

Assessing the need for internationalisation in Seinäjoki region. Päälyysaho (2013) starts by saying that internationalisation in Seinäjoki region is still in its infancy. However, she says that the meaning of internationalisation to the corporate culture in the region is big. Immigrants potentially bring new perspectives to the business in the region. Interviewee B (2013) says that developing the region requires internationalisation. She says, there is no way that any further development could occur if Seinäjoki region lived live in some sort of bubble isolated from the rest of the world. Niskanen (2013) describes the area by saying it is: “exceptionally low in internationality, but also exceptionally fast internationalising”. From the authors experience this could possibly be so. At least the internationality of Seinäjoki UAS is clearly visible on the streets.

Interviewee C (2013) believes that in the Seinäjoki region there is definitely a need for new kind of thinking. She says that since there is a certain dependence to export, there should also be a way of thinking that the South Ostrobothnian businesses have something to give to the world and vice versa. This, however, is something that requires contacts and that is something Seinäjoki UAS is capable of providing.

4.2.3 Examples and Ideas from Seinäjoki UAS

Niskanen (2013) says that within 15 years of time there has been a big improvement for Seinäjoki UAS in internationalisation. That time student mobility meant one international student in the whole institution. Nowadays the exchange rates for instance, are completely different. The development is continuous and Niskanen (2013) notes that there is going to be a new strategy coming out next year, however, no more English degrees were granted, so Seinäjoki UAS has to work with what it already has.

The different faculties are in different development phases when it comes to internationalisation. The differences in the maturity levels of internationalisation are visible between the degree programmes as well. Interviewee C (2013) said even though this is the case, it should be allowed, since this is an on-going process. In the faculty of Health Care and Social work a lot of resources have been put into

the starting of the Nursing Programme in English and due to this fact, the international activities in other sectors has suffered. However, she says that now that the first graduates graduated in December 2012, the journey hereon will be a lot easier and resources can slowly be allocated in the strengthening of the cooperation between the partner institutions. This has not been properly possible while starting up the English Degree Programme in Nursing, which was due to the fact that no extra resources were allocated to this programme as it was launched, so the staff had to work harder to produce the first set of graduates from this programme. When the cooperation will be restarted, an on-going flow of visiting lecturers will be the next goal (Interviewee C, 2013).

In the Business School the Gateway exchange programme studies enable exchange students to come and go whenever it is best for them (Interviewee B, 2013). This is beneficial, since the starting and ending times of the courses vary from country to country. According to interviewee B the English degree however, enables also another kind of development. The incoming exchange students are easy to put together with these English degree students and this is mostly done. Interviewee B says that consequently, there will be no mixing with the Finnish degree students, as these two groups (Finnish and English degree students) tend to form their own groups. This results in the majority of the students staying without international contact. Niskanen (2013) says that this is very easy to implement from administrative point of view: "Everything goes smoothly, students come at a certain time, they go at a certain time and our own exchange students leave and get their international education... However, they are a little bit left out from the group." He also says, that the separateness of the two student groups represents a phase in internationalisation. The next goal should now be the mixing of local and international students institutionally, but it should also happen intrinsically within these groups. He admits that it depends very much on the students – if the students do not want to internationalise, they can only choose to study only the mandatory selection of courses that require internationalisation. He notes that forcing internationalisation is not good either.

Interviewee B (2013) thinks that in the School of Technology this is probably not the case, since there is no English degree or modules for international students

especially. Thus, incoming exchange students stir the whole group of Finnish students. Interviewee B says, that due to these facts there is a constant project to mix these two groups by arranging joint lectures. Interviewee A, however, says that with double-degree it would be a waste of money to arrange English teaching separately as there is no extra money coming out of them.

Niskanen (2013) says the international students should also show some effort in trying to learn Finnish. There have been campaigns for international students to speak Finnish and thus make their chances better in Finnish working life. The previous campaign was called "Puhu minulle suomea" meaning "Talk to me in Finnish" which included posters and badges that were distributed to international students.

Although there must be many good structures behind an organisation as big as Seinäjoki UAS, interviewee C (2013) wants to praise one good practice. She says that it is very good thing that there is a group for education in foreign language. In this group things are jointly decided. This promotes the exchange of good practices that is also nationally taking place with the entrance examinations. She feels that this kind of praxis should be also nationally pursued more than at the current moment. One other example like this is cooperation with other Finnish higher education institutions that might relieve the current shortage in resources. One way is to swap courses, since also interactive teaching is nowadays possible in most higher education institutions and this allows faster and cheaper exchange of knowledge.

How is internationalisation visible in Seinäjoki UAS? Niskanen (2013) starts visualising Seinäjoki UAS' internationalisation from the internationalisation strategy. He also says that internationalisation is visible in the budget objectives, meaning the funding that is received from certain international activities. He mentions that the exchange students are a very visible and noticeable part of internationalisation, but from the strategic point of view, intensive courses, modules conducted in foreign languages and merged courses between Finnish degree students and international students are signs of internationalisation. He also notes that in every degree the students need to exceed a certain minimum amount of foreign language studies. However, he points out that not everything has to do something

with English or foreign languages anyways. This is simply, because internationalisation can be implemented in so many other ways and those do not always require a foreign language.

Päällysaho (2013) finds internationalisation most visible during intensive courses, since then the number of international students is higher than ever. However, she sees internationalisation also in the goals of research projects. There are certain targets when it comes to receiving foreign funding for projects. Accordingly, interviewee A (2013) stated that the foreign students are the most visible part of internationalisation. Interviewee B added the visiting lecturers also play a very visible part of international activity. This is true especially for the staff, since they have to take care of their guests and ensure they have a pleasant stay. This might include e.g. arranging hotels and activities for the visitors. As visible parts of internationalisation she also lists English teaching, administration, the planning of new educational forms and company projects. She notes that the language used to cause her trouble in the beginning, but along with the routine, skill and the whole job description, the attitude towards language has also changed.

Interviewee A (2013) adds that the School of Technology has a special internationalisation week, which is a fairly prominent international activity. There are multiple visiting lecturers and all the students participate to those lectures. However, he mentions this could be developed to be an on-going flow of visiting lecturers as it is in the Business School at the moment – at least, he sees no barriers to that.

Benefits of internationalisation. One of the benefits mentioned in the interviews was the knowledge gained from the study trips. The financial situation has not allowed those in a couple of years, but those trips have been made before (Pajulammi 2013). Pajulammi says that at those trips the staff could learn how their colleagues in e.g. Berlin were handling the things that also were present at Seinäjoki UAS. She sees this kind of excursions can contribute a lot in motivation and also bring new ideas. She also refers to a previous trip, from where she along with her colleagues got many development ideas.

...as we moved to the new facilities and we are currently reorganising the services within our study office; also during this spring I have

brought up examples from that particular trip (to contribute to the reorganisation work). (Pajulammi, 2013)

Päällysaho (2013) states that Seinäjoki UAS has learned a lot from others, and about how things are done elsewhere. Due to the cultural differences and different ways of operating, she says that international projects are not always a bed of roses, but occasionally one is faced with the fact that everything does not always happen according to the schedules. Multicultural projects also provide an opportunity to grow as a person. She also says that traveling also broadens the mind and gives new perspective to things.

Tools of the trade for Degree Programme Managers. According to the interviewees the internationalisation strategy of Seinäjoki UAS is surely a guideline and a pushing force for internationalisation. Yet, it is not a tool to use on daily basis. Interviewee A (2013) does however say that the internationalisation strategy promotes the double degrees in the School of Technology and promotes the valuation of partnerships, which at the moment are important factors. Yet, not necessarily a tool, but interviewee A (2013) mentions that in the School of Technology international coordinator has been very beneficial for the whole unit. He gets a lot of praise from interviewee A by being very proactive when it comes to internationalisation and the promoting of it.

Interviewee C (2013) says that in the Health Care and Social work's unit there is a internationalisation strategy that is annually checked. The unit strategy is based on the internationalisation strategy of Seinäjoki UAS. She also notes that there is a internationalisation measure coming that is supposed to serve as a checking list for internationalisation in the degrees. Interviewee B (2013) also mentions the internationalisation team in the Business School that consists of the Degree Programme Managers of the English degrees, the coordinators and the RDI department. This group is currently working on e.g. the valuation of the partners.

So, the different units have their different specific strategies and teams responsible for customisation of internationalisation. However, interviewee A (2013) notes that it would not be meaningful to scale it to any more detailed strategies and teams. He says this is simply because there might not be suitable people to do this in de-

gree level, so unit level is the more sane option in customising internationalisation. He adds, that alone, the smaller degree programmes could do very little.

Assessing the success. All of the interviewees seem to find Seinäjoki UAS has taken a big leap in internationalisation. Päällysaho (2013) stresses the work that has been done by the Manager of International Affairs in order to deliberately obtain partnerships of good quality. She says that especially in the R&D department it is crucial to be involved in good consortiums in order to get funding for international projects.

4.2.4 Interviewees' relation to internationalisation

Interviewees' relation to internationalisation can be divided into two categories. Some internationalisation related tasks are integrated into the daily routines and the rest are especially internationalisation promoting tasks. Niskanen (2013) says that his own internationalisation related tasks are many. He has been the leader of the internationalisation team and he has also been involved in the creating of the double degrees and degree programmes taught in English. He also says to have travelled a lot and visited many of the partner institutions. Yet, he says it impossible to visit them all. He says creating the routines for international activities belong to the Office of International Affairs and the Vice-President ought not to take care of everything. There is enough flexibility in the system for everyone to do their own share and take care of their guests. He says if there is an

Pajulammi (2013) says that her personal relations to internationalisation have mainly developed in her later years. For her personally, internationalisation is not only about languages any more, but e.g. having relations abroad. She says internationalisation has become easier and easier in the course of time. The rapid increase in the number of partner institutions and exchange students, has resulted in routine in the flow of students, thus making internationalisation overall easier process at Seinäjoki UAS.

Still, not everyone in Seinäjoki UAS has to participate in international matters. Pajulammi (2013) says that because of the organisational model, she herself is very

little attached to international affairs. This is because the office of international affairs deals the international matters. Yet, she mentioned that in her team one person is responsible for the international applicants as well as Finnish applicants. Accordingly, this has brought the international aspect closer to the whole Student Affairs team. This increases interaction between international students and the need of language skills and causes international students to interact with the team of Student Affairs increasingly. However, Pajulammi feels that the Office of International Affairs is possibly taking too much of the responsibility for international affairs, it still is the prerequisite for the starting of internationalisation process. Nonetheless, international activities should eventually be aimed to engage more and more people. These thoughts support the idea of CI's responsibility distribution. However, when talking about personal promotion of international activities, she has found a suitable role for herself within internationalisation.

I have never thought that I especially should promote it (internationalisation) with some particular actions... But, I would say that my promoting (of internationalisation) is that I have a positive attitude towards it – and that might be quite important too; to encourage and support colleagues towards it, because having seen its importance. (Pajulammi, 2013)

Päällysaho (2013) says she is participating international activities through her work. In addition she is a part of internationalisation team and thus contributing to internationalisation. She says it is hard to separate which activities exactly are international, because you never know if the next e-mail or phone call is somehow internationalisation related. She says her work is influenced by the RDI strategy, which also comprises promotion of internationalisation. She also mentions that together with the South-Ostrobothnian University Consortium there are intentions to build international projects in the prioritised fields of competence. Päällysaho (2013) hopes that as many international projects could be done as possible. She says that even though, it may not count as a personal goal, but she finds it to be among the most important goals. She would define a good project by the versatility and the amount of international participants.

4.2.5 Who is seen responsible for internationalisation?

On the responsibility question the responses of the interviewees were surprisingly similar. Even though, some named different organs of responsibility, such as the President or the Vice President, everyone mentioned common responsibility. The interviews showed that all of the interviewees considered everyone responsible for internationalisation at least on some level.

Administrational responsibility is probably on Vice President... But everyone should be in some sort of responsibility for internationalisation. In the RDI department internationalisation is somewhat natural. When a project is started, everyone contacts his or her own international networks. (Päällysaho, 2013)

According to the Vice President Niskanen (2013), the president is ultimately in charge of internationalisation, but responsibility is delegated to the lower levels of hierarchy as well. He mentions units, and Degree Programme Managers' responsibility in the matters where there is no money involved. They have more or less free hands to operate in and develop internationalisation. As one example of this kind of activity he mentions the mixed groups of double degree students and Finnish degree students. This kind of activity is the responsibility of Degree Programme Managers. He also mentions that of course throughputs vary from unit to unit, but this is only natural.

Pajulammi (2013) adds also the team of international affairs to the equation of shared responsibility. She says that the team has taken a big responsibility in order to promote internationalisation – and ought to do so. That ensures the process keeps on going. The Manager of International Affairs was mentioned in the interviews several times for the good work she has done not only in Seinäjoki UAS, but also in promoting Seinäjoki UAS as a good partner institution to the other higher education institutions.

Interviewee A (2013) contributes to the discussion about responsibility by stating the President as the leading spirit of internationalisation. Also, he lists Unit Managers following by all the superior levels down to teachers. Again he raises one example from the School of Technology, the international coordinator Tapio Pihlajaniemi who has taken a big responsibility by taking care of so many practical

things in the unit. He also says that without this kind of a full time agent this level of internationalisation could not endure. However, he says that there is going to be some changes in the organisational model, even though it is not yet clear to the Degree Programme Managers what kind of changes will take place. Interviewee B (2013) adds to the statement that however, everyone is responsible for internationalisation. Yet, she adds that leader is still needed and when everyone keeps developing their competencies internationalisation will come through it.

4.2.6 Problems and challenges of internationalisation in Seinäjoki UAS

It is only expected that there are always challenges and probably problems in any project in progress. This is the case for Seinäjoki UAS as well. Niskanen (2012) states that first of all, there are too many cooperation partners. There is no time for the Seinäjoki UAS to keep in contact with everyone of them. He believes this is the case in many Finnish and European Higher Education Institution and the goal at the moment is to reduce the amount, but add the quality of the relationships. There is a need of tightening the network as he sees quality more important factor than amount. However, he believes it is possible to create new relationships if they are based on the relation between units. He says it does not pay off if the only activity is that the Vice-President has met the other. That alone does not result in cooperation in other levels. Personal chemistries have a big impact on the cooperation, and it is in required on a very different managerial level than that.

Environment. One of the big challenges Seinäjoki UAS faces when promoting internationalisation. The people in the region find it hard to understand why there is an English degree programme for nursing, since not enough nurses are educated in Finnish in the first place (Niskanen, 2013). Niskanen says that for this programme, communication is essential and the language is problem for many international students. However, he justifies the programme by saying that there are already immigrants moving in Finland to come and work here as nurses and they are not educated by Finnish higher education institutions. They are coming to meet the need for nurses and have their own education background for one, but also the need of knowing the language. These people might have completely dif-

ferent standards and ways of doing the work than the ones in Finland and they are only given short Finnish courses before starting the job.

Foreign language in a Finnish degree. Adding up to the language issue, sometimes there are complaints from the students from the Finnish degrees about why they have to study in English and why they have English study materials. This is naturally a problem that has to take into concern, because the students' opinions matter. However, Niskanen (2013) presents differing opinion about it. He says that English study material is a natural part of teaching in higher education institution – also in a Finnish degree programme. He stresses that sometimes some things one just has to understand, whether it has anything to do to one's future job or not. As an example he mentions users manuals that are not often translated into Finnish.

Yet another problem Niskanen (2013) adds to the language issue, is that does internationalisation necessarily mean English? He points out that for example in Russia, Russian is the world language and so it is in some of its neighbouring countries. There is also a "Spanish world" as well as French and German for instance. So, personally Niskanen (2013) feels that there should be more investments on other languages apart from English and Swedish³.

Interviewee B (2013) adds to the language subject by saying that it is not meaningful to increase the amount of English materials in the curriculum just in the name of internationalisation. There should be function to it and it should also be integrated, not forced. She says she deals with this a lot in the adult education side; the comprehension is compromised when amount of languages increase. It seems that this problem is due to the fact that the key strategic measures are not the outcomes, but the output measures.

Utilising the capacity. Päällysaho (2013) sees yet another part to develop. She notes that even though there are plenty the visiting lecturers through out the year, the visiting researchers are not as visible and available as they could be. She says that even though there are many visiting lecturers in the faculty that she works in, they are not available for everyone. By saying this she means that it would be beneficial if the visiting lecturers would each prepare and open lecture where the

³ Swedish is the other official language of Finland and thus Swedish is emphasised in Finnish education on many levels.

staff could also participate if they had free time. This would enable the building up of contacts and networking which is especially important in RDI department. This way the staff could also educate themselves about topics they have interest in, and at the time that is suitable for them.

Attractiveness. As the biggest problem of internationalisation Päälysaaho (2013) says, “Who on earth wants to come here?”. She admits the exaggeration, but continues with facts: Seinäjoki is a rather small place in any international or even national scale. She also says that Seinäjoki UAS’ has difficulties to compete with big universities. Thus, coming to Seinäjoki and also integrating to Seinäjoki should be done as easy as possible. Interviewee A (2013) notes that it is not the incoming students that Seinäjoki UAS has problems with. The problem is the little number of the outbound exchange students. Interviewee C (2013) understands that it must take courage to leave one’s comfort zone and leave to another country. However, she thinks that the new generation is more used to travelling and thus might find it easier to leave.

Integration and utilisation of the international students. Päälysaaho (2013) says for an immigrant it is rather difficult to find a job in Finland that suits to one’s education, especially if one does not speak Finnish. She says it is not hard to imagine that there are foreign incoming students whose competence and cultural knowledge is not utilised enough. This is an open possibility for “match making – programmes” that could be presented to the exporting companies of the region. Thus, they could have the benefits of Seinäjoki UAS’ international activities, while it would also serve the immigrant students.

Interviewee B (2013) agrees with the problem of utilising the foreign students. She tells an example about a competent international adult student who comes for a two-week course and is completely available. Yet, the region has no ability to utilise his competence in any way. She says that Seinäjoki region should be there to meet Seinäjoki UAS halfway and to provide the surface on which Seinäjoki UAS could provide competence. Also interviewee C (2013) thinks that the dialogue between the economic life in the region and Seinäjoki UAS should be developed to fix this problem. Interviewee B (2013) however, thinks it is also a societal question.

We choose to educate an international student up to the Masters level costing the society a lot of money. After this person is graduated he ends up working in two shifts in a cleaning company. The point is, that we aim to raise the number of English degrees and yet the students have very poor chances to get employed. Then they move to Canada where highly educated work force is more than welcome! (Interviewee B (2013))

Yet, this is not so big of a problem in the nursing programme, whilst in the nursing programme the level of integration to the culture is stronger (Interviewee C, 2013). This is crucial in the branch, because good communication is vital, interviewee C (2013) adds. Thus some of the degree graduates have already been employed locally. However, more work needs to be done activating the local employers in order to open up good internship opportunities for international students in Finland.

Mixing international with the local. A problem from the mainstreaming side is the mixing of the local and international students. Interviewee C (2013) finds that the international and local students are not mixing almost at all. She says it is more natural to the personnel to interact with the international students than it is for the Finnish students. She admits that the teachers in the nursing degree have educated themselves actively during the process in terms of language skills for instance. Interviewee B (2013) states it is more than natural that the two student groups will not mix unless they have a good reason to do so. She adds that it is against human nature to just randomly go and talk to the strangers – well, at least Finnish nature. She hopes there would be some cooperation organised for these two groups in order to mix. Interviewee A (2013) adds that in the mixed lectures with locals and international students the issue remains the same. Yet, it is often so that the international students are the ones who want to stay within their own group in teamwork exercises, for instance.

Reconciling the degrees internationally. Although in Europe exchange has become a lot easier firstly to the students but also from the administrative point of view. In the Health Care and Social Work the differences in the levels of the degrees vary considerably internationally (Interviewee C, 2013). According to interviewee C (2013) it is very hard to send students for an exchange to other countries because the standards will not meet. Language in this matter is also a problem since, e.g. in Tallinn there is hardly any courses taught in English, but in the native

language. This requires a lot of effort from the exchange students and thus complicates the exchange.

Resources. Interviewee A and B (2013) agree on the fact that teaching in English considerably adds on the working load. Interviewee C underlines that especially starting an English degree programme from scratch requires a lot of work, especially in the Nursing case, when there were no extra work force allocated to that project. Interviewee A (2013) notes that it does depend on the person, but while mixing Finnish and double degree students to same lectures, teachers have to translate and in some cases create new material, which creates extra work. He also says that in the School of Technology internationalisation as in teaching in English cannot grow much more. He says that lack of resources is one reason, but also that in a school any smaller than the School of Technology internationalisation could not be efficiently implemented. Thus he suggests the internationalisation related issues should indeed be viewed in the unit level, not degree programme level. Interviewee C (2013) remarks that if, and most likely when the goals get more ambitious and grow concerning internationalisation, it should be noted in the resources as well.

4.3 Critical Assessment of the Research

When it comes to the research problem, one must admit that it was rather ambitious to start studying the depth of internationalisation from a holistic point of view without leaving any part of operation out. It would have been wise to narrow down the research problem to consist of e.g. one unit only. However, with this scale the research could find out pieces from here and there and in depth research was possible only to some extent and of some specific topics.

Another self-critique to the work is that it concentrates more on the negative things with the case institution. This might be the result of interviewing and the set of questions asked there. It might also be easier for the interviewees to discover the grievance of internationalisation rather than thinking about all of the things that already are working. The well working parts of operation tend also to be invisible or shadowed by the things that are not working in an institution. Because of the

stress being in the negative things especially in the empiric part of the research there is not as much straightforward information about in what ways Seinäjoki UAS *is* comprehensive, but more information on how it *is not*. These aspects could, however, be utilised as things that need to be developed. In that way the research answers the research problem and may work as a tool to develop comprehensive internationalisation in the case institution.

5 CONCLUSIONS

Overall, one must say, that when comparing the concept of CI to a Finnish higher education institution some adjustments must take place. First of all, the concept of CI is developed in the USA, and thus not everything in it applies to Finland, at least when it comes to the current circumstances. While USA may be inward looking having isolationist tendencies, internationalisation in Finland has been influenced by the internationalisation forwarding European Union. European cooperation can be considered increasingly common and many institutions struggle with the problem of too many partner institutions, for instance. Technically the big amount of partner institutions is a good thing from CI viewpoint, however, it does not serve a purpose.

Seinäjoki UAS has already travelled a long road establishing itself at the current level of international operation. However, there are some things Seinäjoki UAS needs to consider. First, there are challenges relating to Seinäjoki UAS' internationalisation strategy, which follows the principles of CI first of all by existing and secondly by including clear and measurable goals and realistic time frames to reach them. Some of the goals are more concrete than the other, but overall, the goals are practical and easy to understand. This makes the strategy easy to follow and understand, enabling its implementing. However, in the strategy the goals do not explain the reasons and motivations they include. Personnel in Seinäjoki UAS seem to have figured the reasons to internationalise, but the internationalisation strategy itself does not give away the motivations behind the goals. The problem with this is that once there are no common motivations and aspirations given, every staff member has to figure and explain the reasons for internationalisation on their own, which might result into several interpretations of the same thing. When the motivations are differing, so will the means in order to reach them be as well.

Good motivations for internationalisation were however discovered through the interviews. The prevailing idea about internationalisation's motivations seems to divide into two types: push and pull. Push factors for internationalisation from the CI viewpoint were weaker, such as everyone is internationalising, so Seinäjoki UAS has to do it as well, Seinäjoki UAS needs to follow our time, and that Ministry

of Education is putting pressure on the higher education institutions in Finland to internationalise. However, the pull factors that came out showed more features from the CI: The need for new kind of thinking in Seinäjoki region is prominent, Seinäjoki region is dependant on export and thus international competence is essential, and international students bring in new kind of thinking and enable cultural exchange, for instance.

Other main challenge Seinäjoki UAS needs to contemplate is its environment. In the internationalisation strategy of Seinäjoki UAS the collaboration with the city is one sub-goal and the development of the attractiveness of the region. However, more concern needs to be put in that. It might just be so, that in the current situation there are many incoming degree students in the English degree programmes. However, if the economic life surrounding Seinäjoki UAS is not taken into concern, it will not be able to utilise and understand the benefits of Seinäjoki UAS' internationalisation measures. Also, the economic life needs to participate to the development project in order not to make Seinäjoki region only attractive, but actually internationalisation friendly.

So, Seinäjoki UAS is balancing between the push for internationalisation and on the other hand the more locally focused needs of the surrounding economic life. Seinäjoki UAS is the trendsetter in internationalisation e.g. by educating international workforce to the labour markets. Still the response to this is mainly negative, probably due to the zero-sum thinking and that in Seinäjoki region the benefits of internationalisation might not be seen as synergy just yet. With the knowledge capital that Seinäjoki UAS withholds, there should not be big difficulties in figuring out ways in which to engage the surrounding economic life to gain benefit from the internationalisation and thus getting excited about it. Eventually, the created scenario could quite likely to be win-win.

While there are things to improve, there are definitely good things happening at the same time. One especially good thing from CI point of view is the administrative structure of Seinäjoki UAS' internationalisation. There are people responsible for international matters only enabling that internationalisation is present and discussed at all times. What is more, those people exist on many hierarchical levels: Manager of International Affairs institution wide and international coordinators

at unit level, as an example. In addition to this, there are also responsibility areas of internationalisation included in the job description of people mainly being responsible of some operation apart from internationalisation. This being Finnish Degree Programme Managers for instance, who also may have to take care of international affairs to some extent. This would also include the teachers who mainly teach a subject, but they are also guided to have an international aspect to the teaching.

CI also advocates the efficient use of resources, and when it comes to Seinäjoki UAS, there have already been some good efforts. One especially noticeable experiment in this field has been the mixing of the Finnish degree students with the international double degree students. This has enabled the teaching of two groups with the same amount of resources by just changing the language of the courses. It is also very flexible system and has already had some good feedback. It also partly answers to the problem of international and local students being two completely separate groups.

From the empiric part of the research also noticeable is the desire of moving forward. When the personnel notices, and wants to get rid of grievances in the operation, it also tells about the desire of making the operation more efficient. When it comes to CI, it is recommended to recruit for internationalisation. In the internationalisation strategy this is one goal as well, even though the measures may not be ideal. Recruiting for internationalisation presumably has already happened in Seinäjoki UAS and will also happen in the future, when listening to the personnel it withholds at the moment. The attitudes and opinions are more or less in line, even though the international strategy may not be the cause for it, even though the strategy seemed to be well known by the interviewees. The overall atmosphere in Seinäjoki UAS, based on the interviews, is very positive towards internationalisation and internationalisation is seen very much as a natural part of everyday operation. This is most likely due to a good management and competent staff and it is also the goal of CI and thus Seinäjoki UAS can be said to be Comprehensively Internationalising University of Applied Sciences.

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APPENDICES

APPENDIX 1: Structure of the Individual interviews

Interviewees:

Jouni Niskanen	Vice-President
Seliina Päällysaho	Research Manager
Anneli Pajulammi	Head of Student Affairs

About Internationalisation

- What thoughts does the word *internationalisation* awake in you?
- What aspects does internationalisation in a higher education institution consist of?
- In what ways is international important in Seinäjoki region?

Internationalisation in Seinäjoki UAS

- Why is Seinäjoki UAS internationalising?
- How is internationalisation shown in Seinäjoki UAS? Which activities does it affect?
- What are the gained benefits of internationalisation at its best? What has been gained in Seinäjoki UAS?
- What are the biggest challenges / problems of internationalisation in Seinäjoki UAS?
- Who is / are responsible for internationalization in Seinäjoki UAS?

Interviewee's Internationalisation Related Tasks

- What kind of international operations are you participating in?
- What kind of personal goals do you have for fostering internationalization?

Further Considerations

- Do you find that the internationalisation process has been successful in Seinäjoki UAS?
- How do you think that students feel about internationalisation? Do they gain anything out of the international activities of the Seinäjoki UAS?

APPENDIX 2: Structure of the Group Interview

Interviewees

Head of Degree Programme in Nursing (in Finnish and English)
 Head of Master Degree Programmes in Entrepreneurship and business
 know-how & International Business
 Head of Degree Programme in Information Technology

About Internationalisation

- What thoughts arise from the word *internationalisation*?
- What aspects does internationalisation in a higher education institution consist of?
- In what ways is internationalisation important in Seinäjoki region?

Internationalisation in Seinäjoki UAS and in Its Degrees

- Why is Seinäjoki UAS internationalising?
- How is internationalization visible in your job description? Are you participating in international projects?
- Is the internationalisation strategy of Seinäjoki UAS an important tool for you e.g. while planning the contents of a degree? Are there any other international guidelines or tools?
- How is internationalisation shown in the degrees / in the course structures/contents? Are there any benefits in it?
- Does Seinäjoki UAS have any shortcomings considering internationalisation? What are the biggest challenges / problems of internationalisation in Seinäjoki UAS?
- Who is/are responsible for internationalisation in Seinäjoki UAS?

Further Considerations

- Do you find that the internationalisation process has been successful in Seinäjoki UAS?
- How do you think that students feel about internationalisation? Do they gain anything out of the international activities of the Seinäjoki UAS?