

Internationalization strategy of higher education institutions: reviews and illustrative examples

Kanan Mammadov

Master's Thesis
International Business Management
2019

MASTER'S THESIS	
Arcada	
Degree Programme:	International Business Management
Identification number:	
Author:	Kanan Mammadov
Title:	Internationalization strategy of higher education institutions: reviews and illustrative examples
Supervisor (Arcada):	Henrika Franck
Commissioned by:	
<p>Abstract:</p> <p>Internationalization strategy in higher education institutions (HEI) is a complex process that requires frequent updates and continuous commitment. Considering that Finland recently introduced tuition fees for non-EU students who will study at university level, there is a need to go through internationalization strategy aspects in Finnish context. Taking the initiative from there this study aimed to explore earlier research in HEI internationalization strategies and critically discuss them together with the empirical material to make suggestions for Arcada University of Applied Sciences (Arcada) which could be considered in its future strategy update. The empirical material consists of a qualitative semi-structured interview with Arcada official and currently used practices in the internationalization strategy of six British and German HEIs. The chosen method is comparative benchmarking method to be able to study the topic thoroughly and make relevant suggestions. The main limitations of this study are time limit in the interview and the need for an in-depth study. Despite these limitations this thesis has made several important conclusions which could be considered by Arcada in the future. The main aspects of HEI internationalization strategy was found as reputation & promoting the profile, embracing cultural diversity, partnership development, international student recruitment, staff engagement & management, educational excellence, student and alumni relationship and quality & success management. Further suggestions in each of these aspects are made specifically for Arcada which could be considered in the future.</p>	
Keywords:	<i>internationalization, internationalization strategy, higher education institutions, HEI, international students</i>
Number of pages:	61
Language:	English
Date of acceptance:	

CONTENTS

1	INTRODUCTION	7
1.1	Background and need of the study	7
1.2	Aim and research questions	8
1.3	Limitations	9
1.4	Arcada University of Applied Sciences	9
1.5	Structure of Thesis	10
2	THEORETICAL FRAMEWORK	11
2.1	Definitions and Context	11
2.2	Internationalization	12
2.2.1	<i>Internationalization in Higher Education</i>	19
2.3	Internationalization strategy in Higher Education	22
2.3.1	<i>Elements and aspects of internationalization strategy at higher education institutions</i>	26
2.4	Literature review conclusions	27
3	METHOD	30
3.1	Qualitative versus Quantitative study	30
3.1.1	<i>Comparative benchmarking</i>	31
3.2	Data collection	32
3.2.1	<i>Qualitative interview</i>	33
3.2.2	<i>Interview questions</i>	34
3.3	Data analysis	37
3.4	Research ethics	37
4	RESULTS	39
4.1	Internationalization strategy objectives and enablers of UK HEIs	39
4.2	Internationalization strategy objectives and enablers of German HEIs	41
4.3	Qualitative interview results	42
4.3.1	<i>Arcada based on six dimensions of internationalization strategy</i>	43
4.3.2	<i>Processual elements and success factors</i>	45
5	DISCUSSION	46
5.1	Reputation & Promoting the profile	47
5.2	Embracing cultural diversity	47
5.3	Partnership development	48
5.4	International student recruitment	49
5.5	Staff engagement & management	49

5.6	Educational excellence.....	50
5.7	Student and alumni relationship.....	51
5.8	Quality and success management.....	51
6	CONCLUSION	53
6.1	Limitations and directions for further research.....	55
	References	56
	Appendices	62
	Appendix A: Table 1.....	62
	Appendix B: Planned Interview Guide.....	64
	Appendix C: Interview Transcription	66

Figures

Figure 1. Price level index for household final consumption expenditure.....	8
Figure 2. Factors that motivate internationalization.....	12
Figure 3. Uppsala model.....	14
Figure 4. The business network internationalization process.....	15
Figure 5. Internationalization stages.....	16
Figure 6. Six dimensions of internationalization.....	17
Figure 7. Market entry strategies.....	18
Figure 8. Data collection of this study.....	32
Figure 9. Interview stages based on Kvale's (2007: 35-36) study.....	34
Figure 10. Categorized themes of the interview questions.....	35
Figure 11. Results of this study for HEI internationalization strategy.....	46

Tables

Table 1. Elements and aspects of internationalization strategy at HEIs.....	64
Table 2: Differences between qualitative and quantitative study.....	30
Table 3. International strategy objectives summary of UK HEIs.....	39
Table 4. International strategy enablers summary of UK HEIs.....	40
Table 5. International strategy objectives summary of German HEIs.....	41
Table 6. International strategy enablers summary of German HEIs.....	42
Table 7. Arcada based on six dimensions of internationalization strategy.....	43

FOREWORD

First of all, I would like to thank Henrika Franck for motivating and helping me to finish this study within short amount of time. I wish you best of luck in all your future endeavors!

Moreover, my deepest gratitudes go to my friends and beloved ones who supported me during this journey. Thank you, Murat, for the kindness of sharing your place when completing this study and thanks to Shako for helping me in my hardest days from the stress of writing this thesis.

1 INTRODUCTION

The globalization era has certainly changed our lives and reformulated the viewpoints of individuals and organizations. With increasing opportunities and the reachability that modern technology provides, today's people have enormous amount of chances and opportunities not only limited to their own countries or the neighboring ones, but almost in any country worldwide. Today's organizations have the ability to sell via internet to many other remote areas where otherwise they would have it with difficulty to establish the business in those areas. So, it is not a group of local clients or specific nearby markets anymore that the organizations only focus on; many of them see the bigger map and consider marketing and sales to the areas and clients that they never thought of before. The easiness of reachability is thanks to technology and the internet; but in broader concept it is most likely globalization which took us to the next level.

It is not only businesses that have been reshaped by globalization; almost any organization is affected in one way or another. This also includes higher education institutions (HEI) which this research focuses on. Internationalization in higher education (HE) has been a focus in today's many HEIs which needs to be continuously improved. Therefore, there is a need to reconsider and update international strategies at HEIs since there are not any right or wrong answers in this case.

1.1 Background and need of the study

Taking the point from that the internationalization strategies should be updated and adapted to changing environments, this study will focus on internationalization strategies in HE and its possible applications in a specific HEI: Arcada University of Applied Sciences (Arcada UAS) in Helsinki, Finland.

Finland's introduction of tuition fees for non-EU students have also affected the environment in many ways. The bill was passed in late 2015 and came in effect from August 2017 which decreased the interest to "all-time low" level (Anderson 2018). At first a fee of minimum 1500 EUR per year was planned (yle.fi 2015). The yearly tuition fees range between 6000-16000 EUR per year depending on the university and study program with some scholarship opportunities for fee-paying non-EU citizens (study.eu, n.d.).

The introduction of tuition fees naturally caused drop in foreign student enrolments at Finnish universities (yle.fi 2018). Finland is not a cheap country at all, and this certainly is also considered by many foreign students. For instance, Finland is topped only by Denmark, Ireland, Luxembourg and Sweden in the whole EU when it comes to household expenditure as seen in the figure below:

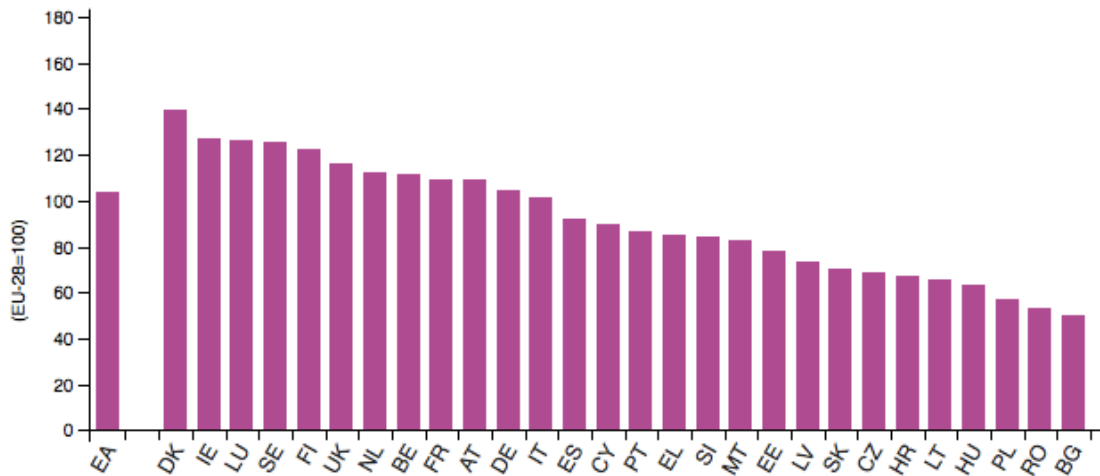


Figure 1. Price level index for household final consumption expenditure (Eurostat 2017).

Changes in policies such as the introduction of the tuition fees and increasing competitiveness in other countries as well as the drops in foreign student enrolment makes it necessary to Finnish HEIs to reconsider their internationalization strategy and make amendments if necessary. Therefore, this study will also contribute to fulfill this need by exploring the topic and will attempt to answer the research questions outlined in the following section.

1.2 Aim and research questions

The aim of this study is to explore earlier research in internationalization strategies in HEIs and currently used practices by randomly selected German and British HEIs and make illustrative examples. These suggestions are made for Arcada University of Applied Sciences which could be considered in future re-formulation of its internationalization strategy. First of all, earlier literature is reviewed to point out the most important aspects in HE internationalization strategy. Interview questions were formed with the

help of these aspects and an interview was conducted with Arcada UAS official to have the organizational reflections. Based on the reflections and earlier literature review the study made some analysis to make conclusions and suggestions to be considered. Therefore, the research questions of this study are:

- What are the main aspects suggested by earlier research in HE internationalization strategy?
- How has Arcada adapted these aspects in its internationalization?
- Which of these aspects could Arcada consider in its future internationalization strategy?

Attempting to answer these research questions this study aims to offer suggestions to Arcada UAS and therefore add value empirically to the organization as well as theoretically in HEI internationalization strategy research.

1.3 Limitations

It is firstly noteworthy to mention that the results of this thesis are not to be immediately applied in Arcada UAS. Eventually, these suggestions could be considered but certainly this study does not aim to add or amend internationalization strategy, neither participates directly or indirectly in Arcada's strategy formulation.

Another issue is the conclusions of this study are limited to earlier literature, a small sampling of German and British HEIs and a qualitative interview empirically. In order to make generalizations it would be needed to study in several more Finnish HEIs to make conclusions applicable to Finnish HEIs. The practicalities of neighboring country Sweden as well as other EU countries with HEIs of commercial focus would also give richer prospectus. However, considering the limitations of a Master's thesis, this study is only limited to the above mentioned data.

1.4 Arcada University of Applied Sciences

Arcada UAS or Yrreshögskolan Arcada (in Swedish) is an HEI with 2443 students, 165 employees and 5 educational departments (arcada.fi n.d.). Arcada UAS offers 17 Bachelor and 10 Master programmes (arcada.fi n.d.). Of these 3 Bachelor and 6 Master pro-

grams are offered in English language while the rest are instructed in Swedish. According to its web-site arcada.fi (n.d.) the priorities for 2025 are as follows:

- Growth - new target groups
- Developing the education offered
- Open research with increased impact
- Competence maintenance and personnel policies

Arcada is a Swedish speaking university in Finland where Finnish is the dominant language while Swedish is another official language spoken by a minority. According to Statistics Finland (2019) the proportion of Swedish speakers in Finland comprise 5.2% of the population.

The organization has a very good reputation locally and it was selected as the best university of applied sciences of Finland 2 years in a row (arcada.fi 2017). UniRank (2019) ranked Arcada 3782th worldwide while it was not possible to get ranking data from major ranking institutions such QS and THE rankings.

1.5 Structure of Thesis

Chapter 2 is *Literature Review* where earlier research is reviewed, and its results are discussed and presented. Chapter 3 presents *Methodology* and research techniques used to conduct this study. The following chapter (Chapter 4: *Results*) presents the empirical results while Chapter 5 (*Discussion*) analyses the findings and conducts further discussion in the topic. Finally, Chapter 6 (*Conclusions*) comprises conclusions and recommendations for further research.

2 THEORETICAL FRAMEWORK

2.1 Definitions and Context

Internationalization is a widely used term in research, strategy-making as well as in our everyday lives. It is a wide concept that cannot be limited to one or several words. Friedman (2006) refers the term to relations being across international borders. Therefore, we can consider HEIs having international relations across borders as HEIs with internationalization. In the following chapters further research exploring this term is discussed. It is noteworthy not to confuse the term international with transnational: while transnational term refers to operation of one organization across borders internationalization refers to operating across international borders (Friedman 2006).

Higher Education: Education after the secondary level (Merriam Webster n.d.)

Higher Education Institutions (HEI) in broad sense refers to universities, junior colleges, colleges of technology, Open University, specialized colleges and other educational establishments founded by companies or organisations (Huang 2012).

Strategy: One of the widely used definition for strategy is Mintzberg's (1987) 5P's definition (Plan, Ploy, Pattern, Position, Perspective):

- Strategy is first of all *planning* where to take the company
- *Ploy* to deal with and interrupt certain cases in competition is also a part of strategy
- Finding out *patterns* in order to turn them into future success refers to the *Pattern* part
- Strategy is also about *positioning* the business in the market and determining whether to engage in broadly in the market or putting yourself in a small market niche after careful research
- Finally, strategy requires finding out new *perspectives* and bringing out new ideas and concepts

2.2 Internationalization

Internationalization is the process of carrying company operations on an international sphere (Business Dictionary 2016). According to Tayeb (2000) the cost differences in production, need for new products not available in the market and differences in technology as well as manufacturing techniques made the internationalization of business an integral part of our lives. In addition, Tayeb (2000) points out two groups of factors which motivate business to internationalize as in Figure 2.



Figure 2. Factors that motivate internationalization (Tayeb 2000).

As seen from Figure 2 there are both insider and outsider factors which motivate internationalization process. The insider factors are called organizational factors which consist of management and organizational motives as well as company success in home market. Management motivation refers to the company's executives and decision-making level management who are interested in going international. If the management have the desire and inspiration to enter international markets, then the process is realized by identifying resources to realize it. (Tayeb 2000).

Organizational motives are certainly another factor for internationalization which consist of market, efficiency and resources seeking. As seen from its name market seeking refers to finding out the most suitable market in terms of profitability and attractivity. Seeking efficiency refers to finding out the best or most suitable production and delivery conditions for the business such as technology, port and suitable labor availability. Finally, resource seeking is attempting to settling the business related to the required resources for the production. (Tayeb 2000).

Success at home market such as domestic popularity brings about the need for internationalization. Therefore, home market success is suggested to be another internal factor to motivate firms to go international as Tayeb (2000) suggests.

The environmental factors are the outside factors which shape and motivate the internationalization of a company. As shown in Figure 2 it consists of three factors: spontaneous effect, Brandwagon effect and growing competition from abroad. Spontaneous effect refers to when an offer from a foreign firm comes spontaneously which influences internationalization decision-making. Brandwagon effect is when firms decide to enter foreign markets because other firms did so. So, from internationalization point of view this is more like imitation of others and deciding to enter a foreign market seeing that others already entered there. The final environmental factor, strong competition from abroad, refers to when foreign companies (multinational enterprises according to the researcher) increase the competition in the domestic market which causes the domestic firms to go international and gather new consumer base for their products as well as understand new aspects to compete both abroad and in home market. (Tayeb 2000).

One of the most widely known and used internationalization model is the Uppsala model or alternatively called the 1977 model. It was developed by Johanson and Vahlne (1977). Figure 3 illustrates this model below:

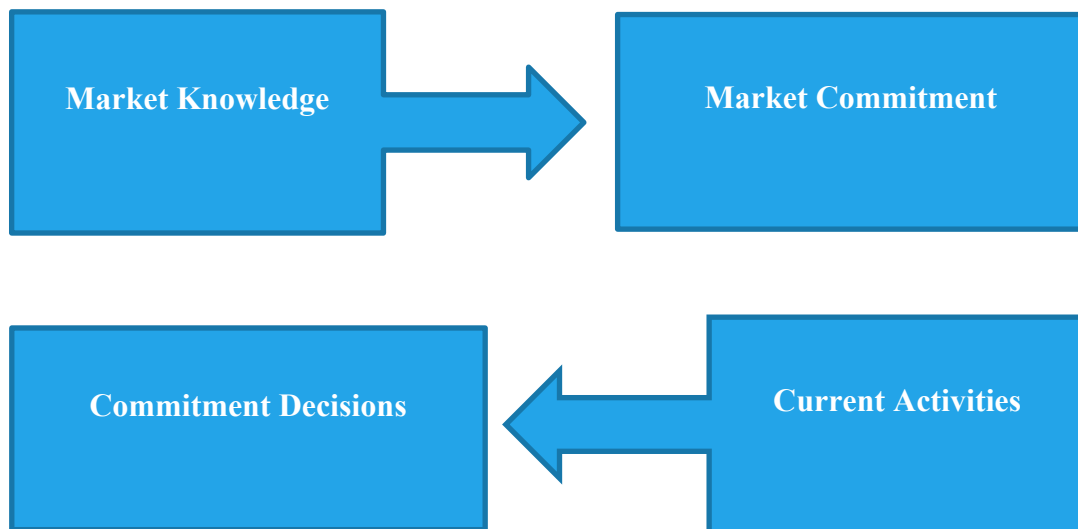


Figure 3. Uppsala model (Johanson and Vahlne 1977: 26).

As seen from the model the researchers suggest that market knowledge and market commitment affect the commitment decision-making. The commitment refers to resource commitment and the how much involvement in the market it will be. The market knowledge is the managerial knowledge of the new markets: it can be objective, meaning that the knowledge the managers already have or can transfer their previous market entry knowledge to the new one. However, not always can the same knowledge be transferred for all new market entries and learning by doing method is needed: this is called experiential knowledge which firms gain by experimenting the new market entry and learning from it. (Johanson and Vahlne 1977).

The researchers revisited their model recently and made some changes. The new model is called “The business network internationalization process” by Johanson and Vahlne (2009) as shown in the figure below:

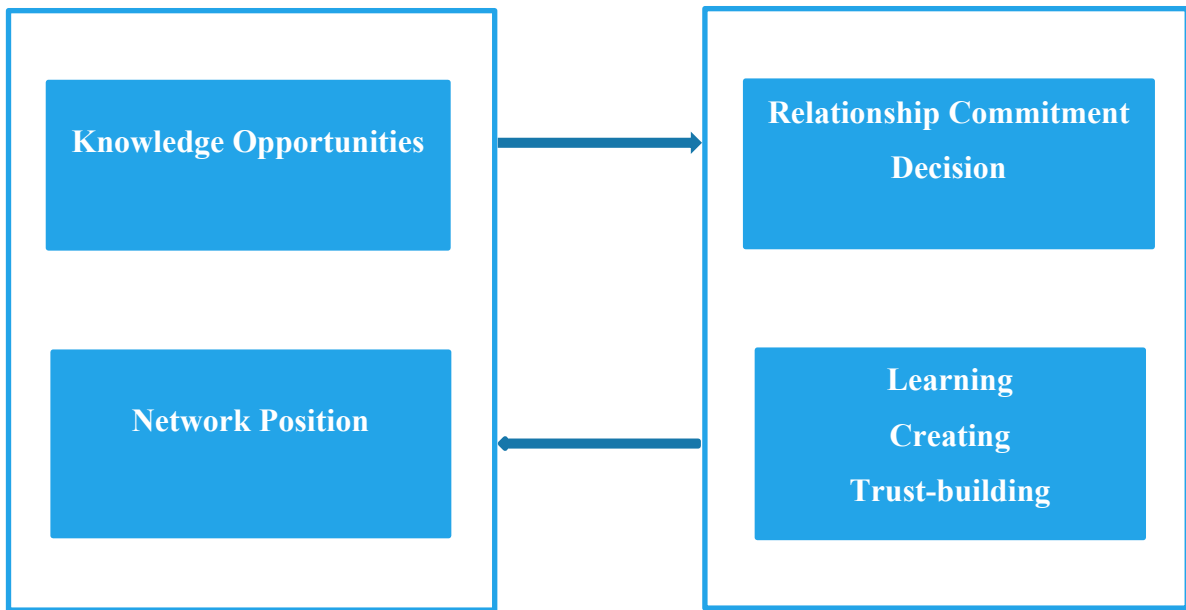


Figure 4. The business network internationalization process (Johanson and Vahlne 2009: 1424).

There are several changes or additions if compared with earlier model. The researchers included opportunity recognition in the knowledge phase. By this update the researchers aim to put an emphasis on opportunity recognition and constitute that recognizing opportunities drives the knowledge and the whole process. Another change was made in the second box where market commitment was removed, and relationship commitment was added instead. The researchers considered networks being the main driving force for commitment decisions and therefore relationships were emphasized in commitment for internationalization. The change in the third box can be regarded as a clearer open-up: “current activities” as seen in Figure 3 was changed to “learning, creating, and trust-building”. Finally, network position was added into the model since researchers assumed that modern internationalization process occurs within networks. (Johansson & Vahlne 2009). We can therefore conclude that the researchers put an emphasis on firm network and relationships for internationalization in the revised model and conceptualized the international network development process.

In addition, Johansson & Vahlne (2009) suggested that internationalization occurs in stages which raises the company presence in different forms depending on the commitments as in Figure 5.

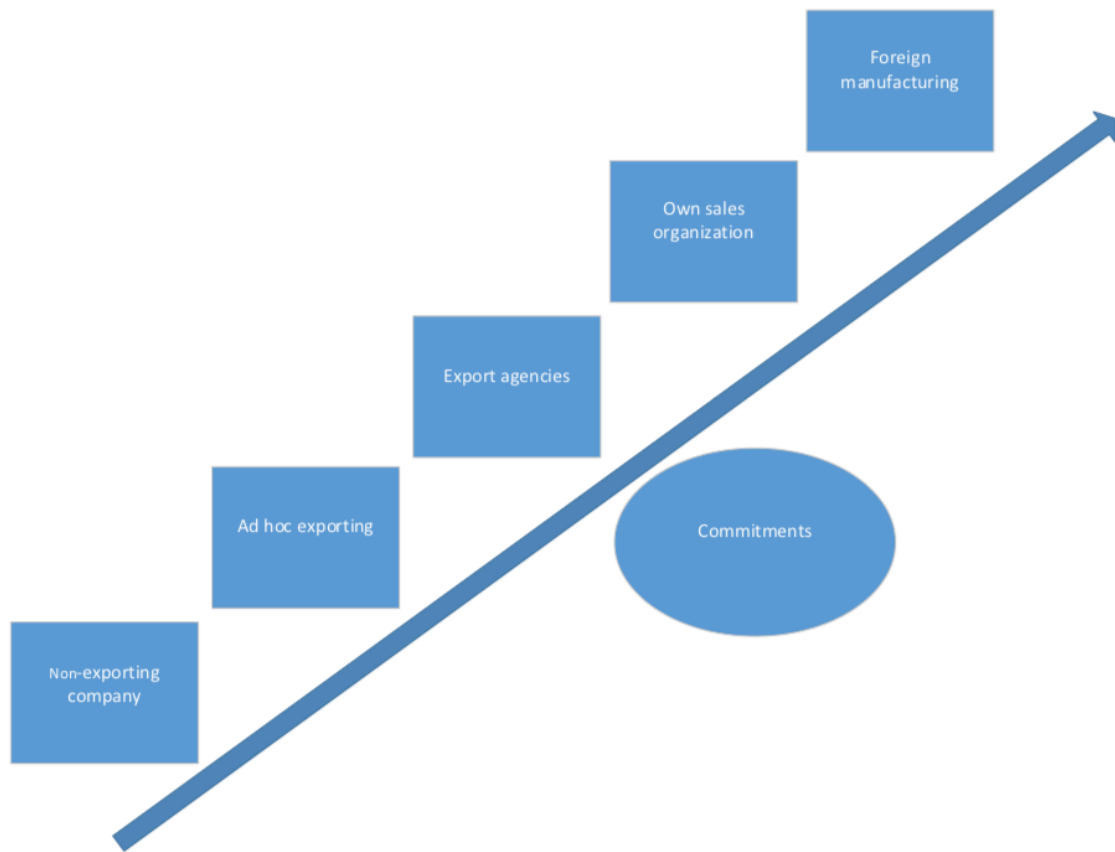


Figure 5. Internationalization stages (Johansson & Vahlne 2009).

So, the Uppsala theoretical model suggests that companies first start with ad-hoc exporting and later appoint agencies in the foreign market to sell its products and services. As the sales grows the companies prefer to start their own sales units in the market which can later be transformed to a full establishment in the market with manufacturing unit. However, it is not always so that the companies increase their commitments and go on the next stage. It is possible that the companies can give up the upcoming stages after careful analysis of current operations or future prognosis about the entered market. (Johansson & Vahlne 2009).

The model also introduced the term psychic distance which refers to the degree of being foreign in the market which occurs due to differences in home and exporting markets. (Johansson & Vahlne 2009). Psychic distance does not necessarily depend on the physical distance although mostly it is so due to cultural differences as distances increase. For instance, we can take UK and Australia which are very far away from each other on

terms of physical distance while they are close in terms of psychic distance as Johnson and Turner suggests (2003: 113-114).

There are six dimensions of internationalization according to Welch & Luostarinen (1988) which is illustrated in Figure 6 below.

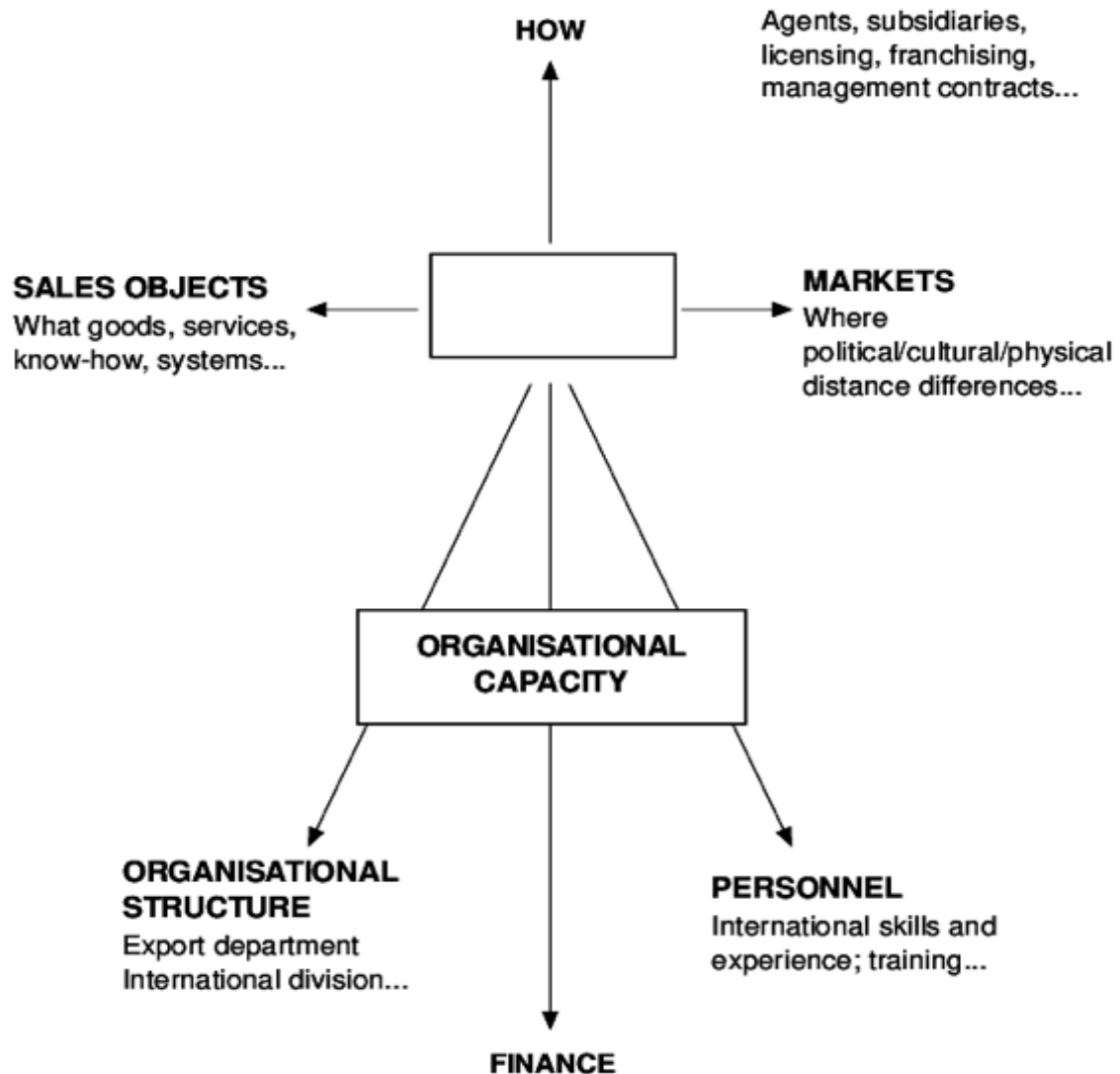


Figure 6. Six dimensions of internationalization (Welch & Luostarinen 1988).

The dimension of “How” refers to the operational methods. Welch and Luostarinen (1988) cites Nordic model of no export, export via agent, become a sales subsidiary and then become a production subsidiary. In addition, several other methods are also presented. Sales objects are as seen from its explanation refers to product and services along with any packages or systems they come up with. Target markets are those the firms decide when to internationalize and researchers mention that these markets are

usually those which seem simpler at the beginning of internationalization process. The researchers also put an emphasis on organizational resources by naming it organizational capacity which consists of three areas: personnel, finance and organizational structure.

Internationalization requires a proper market entry strategy after the entry market has been chosen. There are several types of market entry modes as we can see in Figure 7 below.

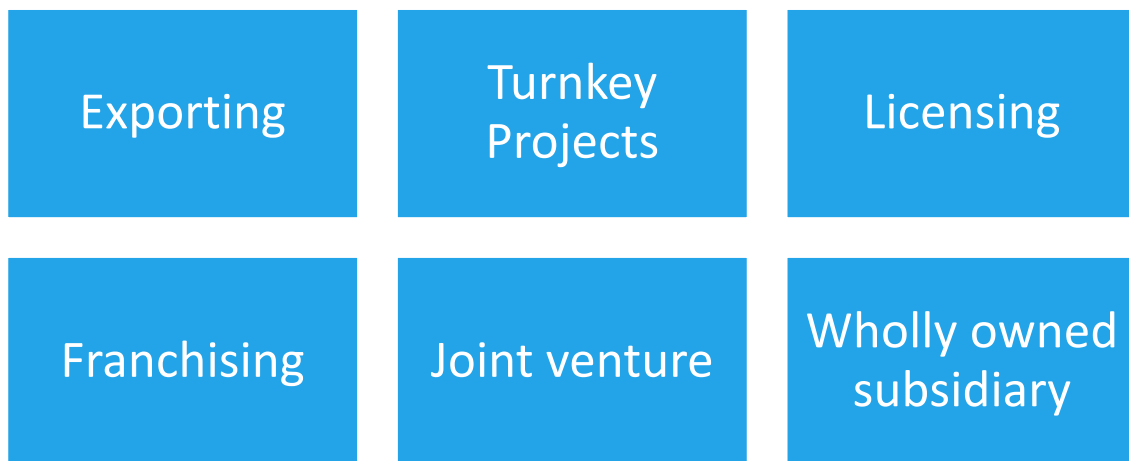


Figure 7. Market entry strategies (Paul 2013: 391-394).

Depending on the conditions, each mode has its own advantages and disadvantages. Exporting is likely to be the initially chosen mode for those seeking expansion for the first time in a specific market which can later be altered by other modes. By exporting, firms can avoid the possible manufacturing charges in the host country. The turnkey projects refer to when the contractor gives the whole project to a foreign client who gets the full access to operations until the end of the contract. Licensing is formed via the company's granting its specific intangible property to another company and earning a certain fee for this process. Similarly, franchising also refers to licensing an intangible property but the difference between these two is that the companies selling franchising determine rules and policies of doing business for the companies buying the franchise. In addition, franchising is considered to be longer than licensing. Joint Ventures are formed when two firms start a new company jointly. By nature, joint ventures are usually owned by 50/50 principle meaning each company owns half of the company while in certain cases the ownership and control scheme may change. Wholly owned subsidiaries on the other

hand refers to a subsidiary abroad owned 100% by the home company. This can also occur when the home company buys another company abroad and turns it into its subsidiary. Finally, strategic alliances are collaborative agreements between competitors which agree to cooperate together within a specific time.

2.2.1 Internationalization in Higher Education

Internationalization is popular not only among businesses but also among higher education institutions (HEI)s also which this study has given its focus. Coats (1999: 65) defined higher education (HE) internationalization in five aspects:

- 1) Watching developments in foreign countries
- 2) Visibility in international sphere such as research conferences or attending international conferences
- 3) Influence on science development internationally
- 4) Adoption of international textbooks and other sources in curricula
- 5) Realization of scholar exchange internationally

In addition, Altbach and Knight (2007) identified three different internationalization for HEIs. The first one is called “traditional internationalization” which refers to engaging and educating international students. Another example model is given as “European internationalization”. The researchers give example of ERASMUS as well as regulatory policies of Bologna process for internationalization. The authors also include the involvement of developing-country internationalization which refers to student recruitment from developing countries who aim to make the internal quality better while educating students from another countries. Finally, international internationalization refers to students who make their decisions where to study and who are mostly self-funded.

According to De Wit (1998: 1) HE internationalization is about the integration of international – intercultural aspects into the institutional service functions as well as research and teaching. Another research made by Knight (2003) suggested similar explanation for HE internationalization as in De Wit’s (1998) research: “*Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*” (Knight 2003: 1).

As it can be seen from the cite above, internationalization is regarded as a process which indicates that it is an ongoing set of efforts and actions. Knight (2003) moreover adds further aspects to the topic although the definition stays very similar to De Wit (1998). One of the main aspects is that Knight (2003) suggested internationalization should not be just a policy decided once and remains as a policy without further actions. On the contrary HE internalization was suggested to be continuously developed and it should include wide range of contexts with continuous efforts. Furthermore, Knight (2003) suggested that internationalization should be an integral part of HE institutions.

According to Turner & Robson (2007) it is unsuccessful and not enough when a research provides information about internationalization in detail or attempts to define it from only one aspect because the internationalization concept is broad. For instance, Bennell & Pearce (2003) focused on internationalization from opening-up point of view and similarly, Teichler (2004) emphasized the research collaboration among universities while attempting to discuss HE internationalization. However, de Vita & Case (2003) presented internationalization from international marketing point of view which is completely different notion if compared to the previous research examples mentioned here.

Turner and Robson's (2007) study was not only based on confusion created by internationalization research but moreover, from their own case study at a British university. One of the main results of this case study was the gap between commercial and academic interests of the HE institution. The study found out that the commercial interests or in other words, revenue-generating orientation may frustrate the internationalization direction of the case-study university. This does not necessarily indicate that all HEIs have adopted internationalization strategies based on fully commercial targets. For instance, Scandinavian institutions form their internationalization by adapting the needs of its own students; the study abroad options and other cooperation activities are mainly aimed to prepare its own students for global market and challenging work life (Tossavainen 2002).

The definitions however are not widely shared by every HE stakeholder. Lunn (2008) claims that the definitions for internationalization which researchers attempted to formulate, and which are still used in current research is not understood by HE staffs and even some HEIs itself do not share the same understanding. So, the term has also creat-

ed some confusion in some HEIs. Similarly, Turner and Robson (2007) also found out that a widely accepted understanding of internationalization in research is not always shared by the UK institutions. According to Maassen & Uppstrom (2004) internationalization in HE is:

- 1- The mobility of new students as well as staff which is regulated via a deter program
- 2- New places for both students and staff
- 3- New cooperation and agreements with other institutions
- 4- New and emerging mostly ICT-dependent for-profit providers for international teaching activities

Altbach and Knight (2007) also emphasis quality and recognition issues in HE internationalization which are challenging and sometimes problematic issues yet to be resolved by many institutions and even countries. The researchers grouped them into four issues which need to be considered and they are:

- The gap in compliance of foreign education providers in national system which makes the monitoring of these institutions difficult
- Lack of a unique and well-systemized quality assurance systems
- Question marks in the objectivity of all accreditation activities: since the accreditation has become popular for marketing and commercial activities of HEIs, nowadays even accrediting organizations sometimes accredit their own organizations which leaves a question mark whether the aim is to improve the education or only to improve the brand
- Lack of system in qualification recognition process: the students are not fully aware within what networks the qualification is granted and what the qualification means for employment or further studies in the country of study or in other countries.

Maintaining the quality system along with several other challenges were emphasized in Cheng, Kitigawa & Osborne's (2017) study which focused on internationalization strategy of University of Nottingham. The interviewees in that study mentioned the main challenges as quality maintenance issues in student learning experience, reputation as well as staff. These issues actually challenge and raise a big question mark on the sus-

tainability of the internationalization strategy of the case-studied university. (Cheng et al. 2017).

2.3 Internationalization strategy in Higher Education

Schoorman (1999) described the implementation of internationalization strategy is ongoing and continual process in higher education and added:

Implementation of internationalisation as an ongoing process can also be achieved through strategic planning efforts that identify both short and long-term goals. Short-term goals should be viewed not only as outcomes, but as important inputs in long-term efforts. Progress towards such goals should be monitored and the process should be modified where necessary. Emphasis should be placed on constantly improving and expanding internationalisation efforts, rather than allowing current efforts to stagnate. (p. 39)

We can conclude from Shoorman's (1999) suggestions that the internationalization strategy should include both short-term and long-term goals. HEIs should not rely on short-term goals as the outcomes since achievement of short-term goals can be an input for the fulfillment of long-term goals. Finally, it can also be concluded that internationalization strategy implementation is processual which requires continuous efforts to improve and expand.

In his survey Koutsantoni (2006) found out and concluded that the UK HEIs did not fully implement internationalization strategy; their strategy only focused heavily on international student recruitment. Grant (2013) also suggested similar results regarding the gaps in universities' internationalization strategies; but the researcher furthermore discusses the various contexts the HEIs are forced to adapt to which explains why internationalization strategy is so complex for today's HE organizations. The contexts UK HEIs are expected to adapt to are those as classified by Grant (2013):

- **National:** at national level the internationalization strategy refers to working with policies and other higher education establishments as well as preserve its rankings. The UK Border Agency in the UK is the governmental actor which can affect the UK HEIs to gain competitive advantage over others. Certainly, the ranking at the national level is another factor to take into account

- **Wider European:** The area of European Higher Education Area (EHEA) is meant by the Wider European context. The policies in this area as well as compliance is important to be successful in internationalization to this area. Grant (2013) found out that although benefiting from Erasmus and other funding the UK HEIs were engaged poorly in this area.
- **BRICs:** This refers to Brazil, Russia, India and China – the new economic powers which appear to challenge the Western hegemony economically and politically. There is a big demand for higher education and research which is also supported by its governments in a way or another.
- **CIVETS/VISTA:** Colombia, Indonesia, Vietnam, Egypt, Turkey, South Africa comprise this group. Alternatively, VISTA refers to Vietnam, Indonesia, South Africa, Turkey and Argentina which are considered the post-BRIC emerging markets with stability, influence and government interest in fulfilling the demand and skills for higher education.
- **MENA:** The Middle East and North Africa region is considered heavily for student recruitment but not for research collaboration excluding Israel. The student recruitment is considered due to the amount of wealth in many of these countries. In addition, the US and UK HEIs have established transnationally in those areas by having a campus in for instance Abu Dhabi or Dubai.
- **MIKT:** Mexico, Indonesia, Korea and Turkey are grouped as fast-developing economies with international presence in trading and politics.

Grant (2013) suggests that the diversification in these contexts causes difficulties to HEIs to adapt their internationalization strategies properly. The study discusses an example of strategic alliance that is heavily pursued by airlines and militaries. Such alliance allows cost-reduction, risk sharing and resource sharing; however, this model is not pursued by HEIs which is instead altered by university consortia that is much weaker than an alliance strategy due to the weaker brand projection (Grant 2013). But still these alliances exist among HEIs and Grant (2013) classifies it as loose and tight multilateralism:

- **Loose multilateralism** refers to when HEIs stick to their individual brands while forming alliances: for instance, White Rose Consortium formed Leeds, Sheffield and York universities and the N8 consortium by Durham, Lancaster,

Leeds, Liverpool, Manchester, Newcastle, Sheffield and York universities).

They share certain resources and focus on cooperation, excellence and growth in certain educational areas. However, they do not merge as one brand and they are not likely to do so in the future: they are only a group of independent organizations for collaboration in certain areas.

- **Tight multilateralism** requires more commitment to networked research and shared resources among HEIs. On the contrary to loose multilateralism, tight multilateralism emphasizes collective interest to self-interest. However, this model is not pursued widely as it is presupposed due to the lack of interest by HEIs.

In addition, Grant (2013) suggests compliance with regional policies and collaborate with them. At the regional policy level, it is important to review the European policies for internationalization. The Ministerial Conference in Leuven (2009) has set out several targeted plans for this decade we live and by 2020 it is aimed:

- To improve labor market readiness, lifelong learning and higher education participation
- To attract more public investment in higher education
- To increase academic freedom, institutional commitment and cultural development
- To ensure the 20% of HE students would have a study abroad experience

Measuring success in internationalization is another factor which should not be limited to having co-authored good papers as suggested by Grant (2013). The researcher additionally suggests the range of success in internationalization as:

- developing sustainable partners
- international collaboration in research
- developing international mobility and placements, alumni relations
- attracting global talent ranging from students to staff
- innovating curriculum and collaborative education
- improving participation

Furthermore, having reviewed earlier research Warwick (2013) concludes that the following are pre-requisites for a successful internationalization implementation:

- Systemized strategic management approach with the ability to adapt to changing environments
- Focus on internationalization vision and outcome
- Ability to link organizational resources to external environment
- A clear plan for implementation
- Efficient communication channels with staff
- Staff development
- Leadership and top management support and commitment
- A system that monitors and evaluates the strategy and allows making changes if needed

Warwick (2013) especially puts an emphasis on the HEI management who are critical for a successful implementation of internationalization strategy. The importance of leadership and management in internationalization strategy has also been emphasized by researchers such as Grant (2013) and Middlehurst (2008). In certain cases, the management fails to understand the complexity of cultural contexts and they manage poorly which results in failures to drive the strategy (Grant 2013). Middlehurst (2008) suggests that it is vital to make changes in leadership and even an appointment of senior level persons for internationalization. However, it is not so simple and straightforward issue: the changing environment in HE sector influences all its stakeholders as well as the leadership. According to Winter (2009) students are now considered as consumers in HE sector and the most interesting aspects for consumers' decision making in the choice of HEIs is the reputation and the amount of tuition fees instead of its academic endeavor which creates management challenges. Warwick (2013) moreover adds the importance of transformational change within the organization and suggests that otherwise the staff would assume that it is "someone else's" responsibility but not their own. In his research Warwick (2013) found out that while the management unit at a HEI was thinking that they are doing a very good progress in the internationalization activities a lecturer at the same HEI thought that their strategy is just "beautifully worded" with the main aim of earning money instead of what those words claim.

Developing partners is also emphasized by other researchers for a successful internationalization strategy. According to Hefferman and Poole (2005) such partnerships comprise several strategical aspects of internationalization however it is not a short-cut

for a successful and full implementation of internationalization strategy. Dixon et al. (2013) on the other hand suggests that these alliances also helps to gaining international students and staff as well as improvement in reputation, the quality of research and knowledge. In addition, Van der Wende (1996) has also offered the following success factors as below:

- Having a strong link between university mission and its educational and research goals
- Having more comprehensive strategies in educational areas as well as other institutional activities
- Improving internationalization systematically and developing a link between quality assurance and internationalization

2.3.1 Elements and aspects of internationalization strategy at higher education institutions

In this section overall review of Taylor's (2004) research is analyzed and put into together as a table. It is noteworthy to mention that the study reviewed other research results and applied them empirically in four universities to find out their internationalization strategy development and implementation. This study has summarized them together which is available at Table 1 in Appendix A.

In addition, Taylor (2004) gives the following suggestions for HEIs who are on the verge of challenging traditional approaches and structures to shift towards developing an internationalization strategy:

- To emphasize education and research; specially to develop area studies with international perspectives such as international political economy
- New teaching methods and continual staff development
- Excellent customer care to international students
- Efficient and strong staff, leadership and management
- Emphasis on effective costing as well as marketing, risk management, interdepartmental collaboration, alumni relations and other support services
- Introduction of modern technology for education

- Partnership development for networking, student recruitment as well as funding

2.4 Literature review conclusions

Earlier research suggests several phases of internationalization which occurs in stages starting from ad hoc exporting to foreign manufacturing, the latter to be the last phase of internationalization. This requires managerial knowledge in market which sometimes does not exist and then companies use “trial and error” principle to learn from the market. Several researchers (see Johansson and Vahlne 2009) emphasized the importance of network and relationships for successful internationalization.

The phases of internationalization change depending on the analysis of current operations as well future opportunities. This also depends on psychic distance which refers to home and foreign market differences (Johansson & Vahlne 2009).

When it comes to HEI internationalization it mainly refers to being visible and having influence internationally as well as attracting international scholars and students. Some researchers including Knight (2003) added integration of international, intercultural and global dimensions into the targets and functionality of higher education. This not only includes having these aspects in research and education but also in marketing and other areas. Researchers like Maassen & Uppstrom (2004) also added to the internationalization further aspects such as virtual classroom and ICT solution providers to be used in teaching activities.

In some research it was concluded that internationalization strategy is not fully applied due to the following issues:

- Conflicts between revenue generating orientation and internationalization strategy
- Lack of commitment and internationalization knowledge in HE professors
- Lack of competence or knowledge in management and leadership
- Hard to maintain the quality in all areas
- Having beautifully worded strategies while they just stay on paper

In addition, other problems in HE internationalization is due to recognition and lack of unique system for quality issues. This includes when the HEIs established in foreign countries fail to integrate themselves in the national system of the country and there is not well-systemized and objective system to apply quality assurance or recognize foreign qualifications.

It can also be concluded that internationalization strategy is a complex and ongoing process with no concrete right or wrong answers. It should both include short and long-term goals and HEI should not only rely on short-term goals as their achievements which may disturb the long-term strategy.

As mentioned above internationalization strategy is not unique and cannot be applied to all areas. The economic and geopolitical developments in various countries also requires HEIs to adapt their strategy to these countries. For instance, Grant's (2013) research studied UK HEIs and suggested several groups of countries depending on their economic and political situations. This starts from national level meaning Great Britain to wider European context and also other country groups based on their economic development and stability. Grant in addition suggested certain region-specific cooperation issues; for instance, student recruitment from MENA (The Middle East and North Africa) region would be a good internationalization strategy while research collaboration in this area would be unsuccessful excluding Israel.

The diversification as mentioned in the previous paragraph make HEIs join together to share some resources and become more efficient. Such unions are called university consortia and they are in two different forms when it comes to making a consortium: loose multilateralism which means having own interest over the group interest while tight multilateralism suggest the opposite. These alliances help universities to reduce risks, costs and enable them to use their resources efficiently.

A successful internationalization strategy implementation covers many areas including exchange study partners and collaboration, alumni relationship, quality assurance, strong link between university mission and research goals, improved curriculum and participation. Moreover, in order to implement the strategy, the HEIs need to have:

- Systematic approach and ability to change and have internationalization in vision
- Effective staff communication
- Leadership and management competence
- Systematic arrangement for the evaluation of strategy and ability to make changes when needed
- Resource linking with outside environment

3 METHOD

3.1 Qualitative versus Quantitative study

One of the initial issues the researchers focus on while choosing their research methods is whether to conduct the study qualitative or quantitative. This certainly depends on the study itself and not usually the researcher's own preference. Firstly, the main difference between these two studies is qualitative study's being non-numeric while quantitative study relies on numerical interpretation of the data (Greener 2011). According to Saunders, Lewis and Thornhill (2009: 482) three main aspects differ these two studies:

- While quantitative study derives meanings from numbers qualitative study focuses on meanings expressed through words
- Qualitative study relies on non-standardized data to make results, but quantitative study makes results based on numerical and standardized data
- Analysis is conducted via conceptualization in qualitative study while quantitative study uses diagrams and statistics to make analysis.

In addition, Winter (2011: 2) differentiates qualitative and quantitative study on the basis of the researchers role: while the researcher is neutral and is unable to influence the situation in quantitative study, the qualitative study allows the researcher to be flexible and the researcher is involved in the study to get the necessary data. To sum this above-mentioned research, the difference between qualitative and quantitative data is as in the table below:

Table 2. Differences between qualitative and quantitative study

Aspects	Qualitative study	Quantitative study
Making meanings	Meanings from numbers	Meanings through expressed words
Used data	Non-standardised	Standardised
Analysis	Conceptualisation	Diagrams and Statistics
Researcher's role	Involving	Neutral

To sum up, this study has employed qualitative study because:

- 1) It is better to make meanings through words in the theme of internationalization strategy since strategy is a matter of words rather than numbers.
- 2) This research aims to conceptualize this topic by mapping out earlier research and currently available empirical data. Statistical data analysis would put the credibility under question since a big sampling is required and strategy is a broad term to make statistics out of it and it would not give valid results
- 3) The data used in this study is non-standardized ranging from semi/structured interview, web-site data and conclusion from earlier theoretical framework.
- 4) The researcher is not neutral in this study but rather gets involved especially during interview phase to get meaningful answers

3.1.1 Comparative benchmarking

Benchmarking has been used by organizations ranging from large to small businesses, private and public sectors as well as in relevant research (McAdam & Kelly 2002). According to Deros (2006) benchmarking is used to mainly find out best management practices by searching the available data, innovations and efficiencies to improve the organization. Ahmed & Rafiq (1998) suggested seven types of benchmarking: 1) reverse 2) comparative 3) process 4) strategic 5) global 6) competence / bench-learning and 7) network benchmarking. Talluri & Sarkis (2001) even goes beyond the benchmarking topic and suggests that this method not only helps to develop products and services but in addition it is a continuous improvement philosophy.

Since this study mainly tries to find out the best practices from six German and six British higher education institutions as well as data from earlier research and compare these practices and data with current situation in Arcada, comparative benchmarking was chosen. The internationalization strategy objectives and enablers of the above mentioned empirically studied institutions was analyzed carefully and they were grouped together to be compared with internationalization strategy elements and currently used practices of Arcada.

3.2 Data collection

Data collection refers to the gathering of primary and secondary data. Primary data includes the data gathered by the researcher including interviews and surveys while the secondary data refers to the data readily available such as journal and books. (Saunders, Lewis & Thornhill 2009). In this research primary data collection method is a semi-structured qualitative interview and while secondary data has been gathered from web-sites.

To sum up the empirical data of the thesis is gathered as illustrated in Figure 8:

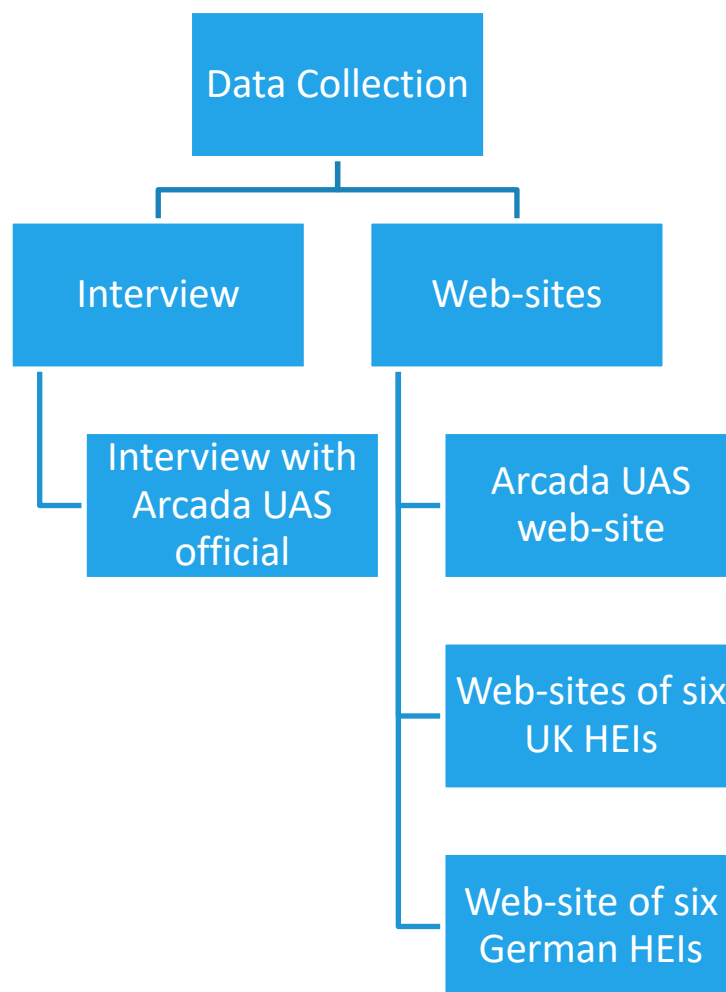


Figure 8. Data collection of this study.

The web-sites of the respective universities were used to gather data on their internationalization strategies. In addition, primary data was gathered through an interview with Arcada UAS official which is discussed in the following section.

3.2.1 Qualitative interview

Interviews in research is a method of enquiry to make interpretations from the answers of the interviewees (Warren 2002: 53). Qualitative interviews are designed as structured, semi-structured and unstructured (Arksey & Knight 1999). Alternatively, they are categorized as informal, conversational interview, interview guide and standardized open-ended interviews by Patton (2002).

In general, the main difference underlying structured, semi-structured and unstructured interviews is how the researcher makes changes in interview questions. In structured interviews there is no change in the questions, and they are rather pre-determined and unchanged. The questions are therefore agreed beforehand without a script change. Semi-structured interviews are also similar to structured interviews as they also include a set of pre-determined questions. However, semi/structured interviews differ from the structured interviews since they allow asking additional questions, making changes in questions such as adding or skipping some questions. This is mainly aimed at getting additional data and exploring further aspects during interviews. Finally, unstructured interviews are quite opposite to the above-mentioned two as they have no structure or pre-determined set of questions. These interviews may or may not have determined topics in advance and it mainly depends on the respondent where the questions would lead to. Therefore, there are no questions formulated in advance in unstructured interviews. (Arksey & Knight 1999).

In this study, the interviews questions were formulated beforehand but there was a flexibility to ask further questions. Therefore, the interview made in this study can be categorized as semi-structured interview. This method is mainly chosen to be able to explore the topic further by digging into the needed and also in order to make sure that the questions as well as the answers are understood fully from both ends. For instance, if the researcher felt that pre-determined question was not answered fully, then the follow-up questions came which were not in the interview questions list. Additionally, semi-structured interview allowed the researcher to make sure whether the points of view were correct as the researcher had the flexibility to make sure by asking the same questions in a different way or by asking whether the respondent meant so.

Using Kvale's (2007: 35-36) suggestions on interview process this study has the following interview stages as illustrated below:

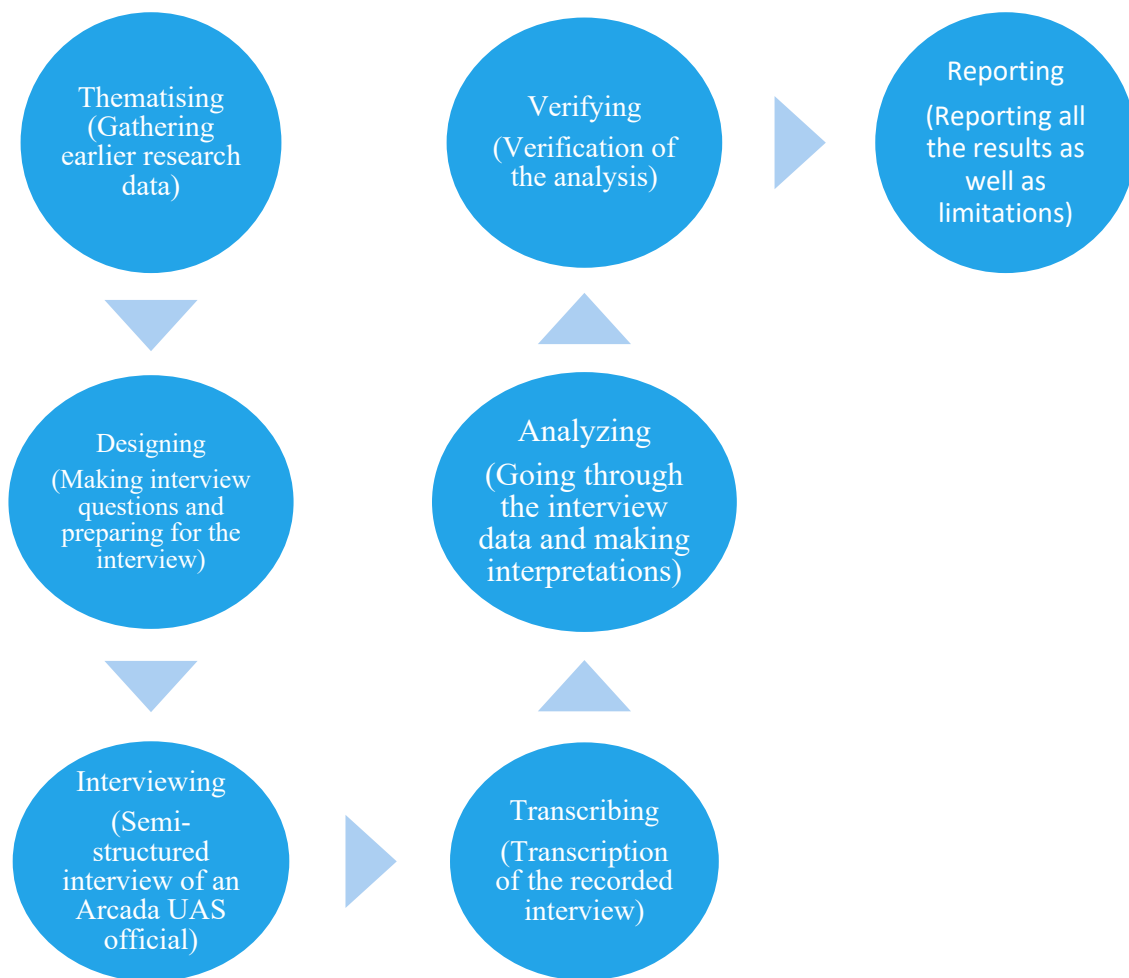


Figure 9. Interview stages based on Kvale's (2007: 35-36) study.

3.2.2 Interview questions

The interview questions were formulated accordingly what earlier theoretical models suggest and they are available in Appendix B. In general, using the literature review the themes of the questions were grouped into four:

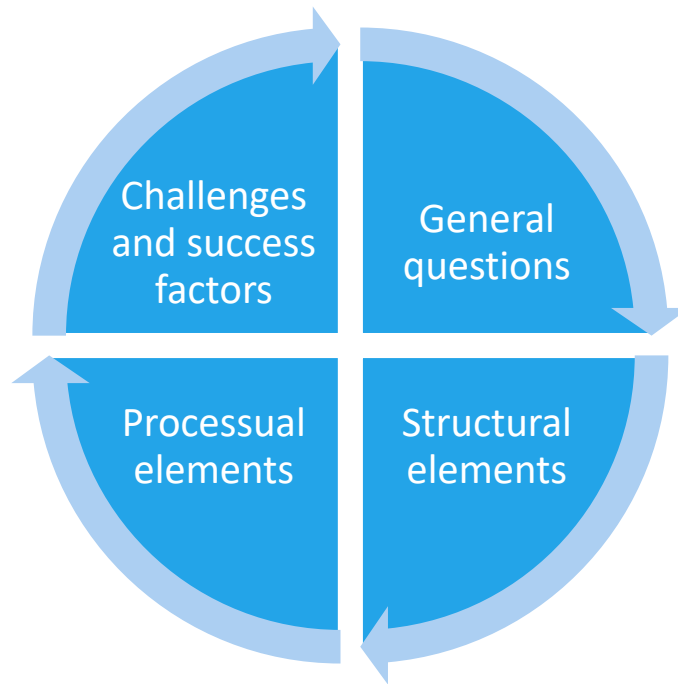


Figure 10. Categorized themes of the interview questions.

The general questions are introductory and final questions to help the interview to go smoothly. In this category only general questions are asked at the beginning of the interview while final thoughts and comments are asked in the end.

The structural elements are based on six dimensions of the internationalization strategy (How, Markets, Personnel, Finance, Organizational structure and Sales Objects) as suggested by Welch and Luostarinen (1988) and illustrated in Figure 6. Earlier research results were used as below while formulating the sub-themes in these categories:

- 1) How
 - Loose multilateralism, Tight multilateralism (Grants 2013)
 - Psychic distance (Johansson and Vahlne 2009)
 - Whether considering using agents (Welch & Luostarinen 1988)

- 2) Markets
 - National, Wider European, BRIC (new economic powers) suggested by Grant (2013)
 - Compliance with regional policies (Grant 2013)

3) Personnel

- How well the staff understands cultural complexity? (Grant 2013)
- International skills of the staff such as language skills and experience of living and studying abroad (Taylor 2004)
- How the professors understand the internationalization process in the organization (Warwick 2013)

4) Finance

- Financial knowledge including fees, scholarships for international students (Taylor 2004)
- Financial resource allocation (Welch and Luostarinen 1988; Johansson and Vahlne 1977, 2009)

5) Organizational structure – department, division

- Whether internationalization is limited to an international office or if there is a senior level position (Taylor 2004)

6) Sales objects

- Short term and long-term goals (Shoorman 1999)
- Based on only international student recruitment or (Koutsantoni 2006)
- Compliance with the targets set by The Ministerial Conference in Leuven (2009) set for to be achieved by 2020
- International student recruitment, Curriculum design, Study abroad opportunities (Taylor 2004)
- Virtual classroom and ICT solutions (Maassen & Uppstrom 2004)

The processual elements category was adopted from Johanson & Vahlne's (1977, 2009) theories and they are grouped as follows:

- 1) Level of internationalization commitment and presence in the market
- 2) Opportunity recognition
- 3) Building networking and relationships
- 4) Learning and trust-building

Finally, the interview questions of the challenges and success factors theme is based on the suggestions made by Grant (2013), Warwick (2013) and van der Wende (1996) and the following aspects comprise this theme:

- Pre-requisites for a successful internationalization strategy implementation (Warwick 2013)
- Success factors considered for internationalization strategy (van der Wende 1996)
- Measuring success (Grant 2013)

3.3 Data analysis

The data of this study was analyzed based on the qualitative thematic analysis method. According to Aronson (1995) following steps are suggested in qualitative thematic analysis: Data gathering, identification of the patterns, pattern combination and argument formulation. In this study the data was analyzed accordingly with Aronson's (1995) suggestions as in the following steps:

- 1) The primary data was gathered by a semi-structured interview and online sources
- 2) The interview data was transcribed, and certain patterns were formulated after careful analysis of the scripts and other empirical data
- 3) The identified patterns were categorized into sub-topics
- 4) Arguments were formed based on the sub-topics and earlier literature by discussing the empirical results aligned with what earlier research suggests

The data was analyzed carefully by the researcher in order to avoid the researcher bias in the study. The transcription helped the researcher to go through the data several times before making interpretations.

3.4 Research ethics

Research ethics refers to addressing ethical issues and principles when conducting a research which is a very crucial part of research and must be addressed carefully (Orb, Eisenhauer & Wynaden, 2001). The ethical principles as suggested by Resnik (2015)

were followed in this study and the summary of the research ethics in this study is as below:

- 1) Honesty: being honest and open both in data gathering and data analysis was followed by the researcher. There is no falsification of data in this study
- 2) Objectivity: The researcher made sure that this study is bias-free and objective at all stages of the study
- 3) Integrity: The actions and agreements made during this study were all consistent and sincere
- 4) Carefulness: The researcher carefully reviewed to make sure there is no negligence
- 5) Respect for Intellectual property: All the copyright and other forms of intellectual property was respected, and no plagiarizing was made. All the data sources were shown respectively.
- 6) Confidentiality: Names of the persons and the information which can be classified as confidential has been protected
- 7) Openness: The researcher included the data and the results openly which can be accessed easily and was highly open to generate ideas as well as to accept criticism

4 RESULTS

4.1 Internationalization strategy objectives and enablers of UK HEIs

Based on the web-sites of UK HEIs this study researched the elements and enablers of internationalization strategy at UK HEIs, one of the most well-known countries for international student recruitment and mobility. Table 3 specifies the objectives summary.

Table 3. International strategy objectives summary of UK HEIs

	Internationalization strategy objectives summary
University of Kent	Raise the profile and position; Embrace and learn from cultural diversity; International partnership development; International student recruitment
Manchester Metropolitan University	Collaboration with faculty and staff; Acknowledgment of globalization as success driver; Raising international reputation and ensuring success; Encouraging internationalization engagements and recognition of international success
University of Sheffield	Global citizenship; International talent attraction; Staff engagement; Partnerships
City University of London	Delivery of relevant and sustainable international programs and improvement of international research; Strategic partnerships and broadening global opportunities; Student and alumni relationship
University of York	Ensuring academic strengths and enhancing international opportunities; Reputation and stakeholder management; Embedding internationalization
University of Winchester	Internationalized curriculum and expansion and diversification of study abroad opportunities; Staff and student diversity; Collaboration with international stakeholders; International student integration enhancement; Management group to ensure effective communication and coordination of internationalization

There are certainly enablers with the help of which the universities carry out their internationalization strategy. Table 4 specifies them as below.

Table 4. International strategy enablers summary of UK HEIs

	Enablers / mechanism for implementation
University of Kent	<ul style="list-style-type: none"> -Board, meetings and action plans -Forums and Newsletters -Collaboration with regional and international partners
Manchester Metropolitan University	<ul style="list-style-type: none"> - CRM system with alumni relations -Partnerships with international institutions
University of Sheffield	<ul style="list-style-type: none"> -Alumni -The responsible staff team -Reputation
City University of London	<ul style="list-style-type: none"> -Global partnership -Regional engagement -Staff engagement -Maintaining international profile and reputation
University of York	<ul style="list-style-type: none"> -Effective monitoring systems -Partnerships -Alumni relations -Promotion of strengths
University of Winchester	<ul style="list-style-type: none"> -Web-page, social media -Internationally themed events -CRM -Joint degree programme and mobility programmes

4.2 Internationalization strategy objectives and enablers of German HEIs

Germany is a well-developed country with a large number of international students. While there were only 35427 foreign students in 2010 studying at a German university there was about 375000 foreigners enrolled in winter semester 2017-2018 academic year (Stern 2018). Since 2014 all public universities are tuition free where students only pay little administrative fees (topuniversities.com 2018). Table 5 introduces strategic objectives and enablers of some German universities below since Germany is very popular destination for international students.

Table 5. International strategy objectives summary of German HEIs

	Internationalization strategy objectives summary
University of Mannheim	International mobility support and enhancement; International research cooperation; International Campus; Ensuring international student success; Management awareness on international issues
Heilbronn University of Applied Sciences	Internationalization of education, educational sites and research; Networking with international partner institutions and companies
University of Hamburg	Expanding strategic partnerships with international institutions; Creating a welcoming and international environment for international students; Increasing mobility and study destination attractiveness; Recruitment of excellent young international researchers; Staff development; Research cooperation; Centralized and de-centralised management of internationalization
The University of Cologne	Internationalization of research and degree programmes; Improving internationalization support and presence; Staff and administrative development for internationalization
University of Marburg	Internationalization of administration, research, degree programs and curricula; Promoting study abroad; Increasing international student recruitment; Developing marketing and communication among stakeholders

The enablers for the internationalization strategy for these universities are presented in Table 6.

Table 6. International strategy enablers summary of German HEIs

	Enablers / mechanism for implementation
University of Mannheim	Support and advice system; Partnerships with foreign institutions; International degree programs; International research projects
Heilbronn University of Applied Sciences	Exchange studies, internships abroad and double degrees; Virtual classrooms and e-learning; International student support by staff and senior students; Staff mobility projects and international conferences; Collaboration in international research; Cooperation with foreign universities and integration of faculties with theirs; Partnerships in business sector
University of Hamburg	Joint degree programs and research collaboration; International trade fairs and conferences for student recruitment; Mobility programmes (Erasmus, DAAD etc.); e-learning portal and a liberal Bologna Reform system; Housing
The University of Cologne	Establishing Global Network Partnerships for collaboration and a support structure for EU research funding; International partnerships
University of Marburg	Dezernat VI: International Office and Family Services; Joint teaching program; Mentor program for international students; Internationally oriented Web-site; Educational fairs abroad

4.3 Qualitative interview results

In the interview the respondent started with that Arcada does not have a separate internationalization strategy but in the general strategy of the organization internationalization is mentioned. In addition, Arcada was mentioned as an educational institution which emphasizes internationalization. Excellence is the first key aspect which the organization tries to keep, and they aim to get stronger and grow further with that. Being more attractive and having a better quality is another issue aimed within the internationalization strategy. An example to high quality was given by the respondent as giving the students competences to make careers in the global market.

4.3.1 Arcada based on six dimensions of internationalization strategy

From the answers to the interview questions we can group the Arcada official's answers and reflections on six dimensions of internationalization strategy as below:

Table 7. Arcada based on six dimensions of internationalization strategy

Dimensions	Arcada's positioning
How	-Partnership with Finnish universities -Considering cultural differences
Markets	-More focus on Nordic and Baltic markets
Personnel	-Staff awareness for internationalization
Finance	-External funding
Organisational structure	-International Office -Departmental level
Sales Objects	-Upcoming updated strategy -International seminars -Benchmarking

Arcada makes partnerships with Finnish universities especially in the research area. However, when it comes to creating networks or seeking new partners Arcada is not likely to do it together in partnership with other local universities. Moreover, the organization is not partnering with any other Finnish school on a strategic level. The question of whether the university uses recruitment agents was not asked since there was no information regarding that at Arcada's web-site and it was not the respondent's expertise area. Finally, the organization is doing cooperation with other Finnish universities in international student recruitment area but since this was not within the responsibilities

of the respondent, the researcher could not get a detailed answer on how the organization does it.

Cultural awareness is a very important issue Arcada considers in internationalization. This is done both internally and also when operating abroad. The respondent mentioned how the organization has developed in the last 20 years from having few international students and from discussing things as “*Finnish students and others*” to the level of leaving that and reaching another phase which the respondent puts as “*It is not we and the others anymore. It is about different cultures.*”

When it comes to the operated markets the respondent put a heavy emphasis on Nordic and Baltic markets. Arcada is currently very active in these markets having its teachers involved especially in research projects. Currently, the focus is more on Nordic level but in the future Baltic countries will also get more focus. This does not mean that Arcada focuses only on these markets: the university has cooperation globally and interested in getting students from all over the world. However, on a strategic level the focus is more on Nordic and Baltic countries. Since there was no regional grouping and due to limited time, the question of compliance with regional policies was not asked.

Arcada’s personnel are somehow involved in international work: many teachers are involved in research cooperation at an international level and also cultural awareness is available in teaching. For instance, the respondent gave an example from her own expertise area and mentioned that a class would have a topic such as “elderly care in Finland and Africa”. So, international perspectives in classrooms are taken into account and taught to students by mixing students from different cultures in a classroom. The respondent also mentioned that they aim to improve teachers’ awareness and contributions for internationalization. The language skills and experience of living was not asked due to limited time.

Because of respondent expertise limitations there is not available data in terms of staff financial knowledge and financial resource allocation. The respondent mentioned especially external funding for research projects which is systemized in Arcada and accepted as one of the success norms for the organization.

The sales objects are still to be updated since Arcada aims to have its strategy updated. However, the organization continues student recruitment as well as international seminars including NORDYRK seminar in the upcoming summer which is organized together with other Nordic universities. Finally, the university does benchmarking and bench-learning from other universities to develop its objectives.

4.3.2 Processual elements and success factors

Arcada is committed in the Baltic and Nordic regions while the university accepts students from all over the world. It is this difference that the school has more than 50 nationalities studying there. The market presence in Baltic and Nordic countries are mainly via cooperation in educational field especially research projects and international seminars. The university continues building new networks and relationships. The questions of opportunity recognition and trust-building was not asked due to limited time.

When it comes to success factors the respondent mentioned being involved in international projects and their social impact and societal usefulness. In addition, being attractive in educational programs was also considered a success factor. Considering cultural diversity was mentioned to be another factor for a successful international university. Moreover, Arcada has a quality assurance system which has international evaluators as a part of their quality work. Finally, having a diversity of international students and making sure that Arcada students make a good career upon graduation in Finland or abroad was mentioned as a success factor. When it comes to measuring the success, the respondent mentioned them as below:

- Number of days students and teachers are abroad
- Number of days students and teacher from other countries stay in Arcada
- Number of research projects Arcada is involved in
- External funding Arcada gets for international research projects

5 DISCUSSION

This chapter comprises the critical discussion and reflections on the empirical data and the theoretical framework. The empirical data consists of the results of data from qualitative semi-structured interview and data from randomly selected British and German universities. These two countries are well known for their education as mentioned in previous sections. The internationalization strategy aspects from the randomly selected universities from these countries are helpful to learn and consider when developing internationalization strategy.

The results of this study for international strategy aspects that could be considered by Arcada is illustrated as in the figure below:



Figure 11. Results of this study for HEI internationalization strategy.

5.1 Reputation & Promoting the profile

First of all, promoting the profile refers to raising the university profile at domestic and international level. Arcada has a good reputation at domestic level (see arcada.fi 2017) but internationally it was not possible to get the data since Arcada's name is not mentioned in popular international rankings such as QS or THE rankings. The ranking by UniRank (2019) places Arcada 3782th best worldwide which could be developed in the upcoming years. In addition, promoting the profile by web-page and social media is also desirable which is used by several German and British universities.

Reputation is not certainly an easy thing to keep at a high level as it has been learned from theoretical results. For instance, Cheng et al.'s (2017) research found the reputation as one of the main challenges in the sustainability of the internationalization strategy. Winter (2009) found out that the school's reputation plays a great role in the decision-making of applicants when choosing where to study. Working to preserve the reputation and rankings was also mentioned by Grant (2013) as an important factor to adapt in the internationalization strategy. Therefore, it is strongly recommended that Arcada works on raising its international reputation.

5.2 Embracing cultural diversity

Embracing cultural diversity is another aspect emphasized by almost all selected institutions and earlier research which Arcada also gives importance as the respondent mentioned in the interview. The integration of international and intercultural aspects was considered a part of internationalization strategy by many researchers (see De Wit 1998:1; Knight 2003). The recognition of cultural differences and managing psychic distance was also discussed in internationalization strategy researchers such as Johanson and Vahlne (2009) in other contexts than HE sector.

During the interview the Arcada official noted cultural diversity awareness as an important issue and gave several examples where Arcada handled this issue well. Their curriculum is designed so that it does not consist of learnings from Finland, but it is done globally. For instance, the fact that students are encouraged to compare certain ongoing issues in Finland and in their own countries is a very good starting point.

Cultural awareness is not only staff's awareness on cultural diversity but a lot more than that. For instance, Taylor (2004) suggested pre-exchange training to prepare students culturally. This could be both applied to incoming and outgoing students of Arcada. A support and advice system as well as a welcoming environment would also be helpful which have been adopted and mentioned by some of the empirically analyzed German and British HEIs.

5.3 Partnership development

Developing partners is certainly a driving force and success aspect for HEI internationalization since it offers educational collaboration as well as networking (Taylor 2004). It was also mentioned as a part of the internationalization strategy by all empirically studied universities. Arcada's main objective is to make partnerships mainly with Nordic and Baltic countries while partnerships with the rest of the world is often for student exchange. The partnerships with the Nordic and Baltic countries cover research collaboration and common activities such as international seminars. Developing sustainable partners could lead to a successful internationalization as suggested by Grant (2013).

However, not all researchers suggested that developing partnerships is a clear-cut way for a full strategy implementation. For instance, Hefferman & Poole (2005) puts an emphasis on partnership development but does not consider this as a short-cut for the successful and full implementation of internationalization strategy. So, it is not a readily made success formula but certainly it is important to develop partnerships.

One thing Arcada could consider is creating or getting involved in closer alliances. This is discussed by Grant (2013) and mentioned as loose or tight multilateralism: while loose multilateralism occurs when HEIs keep their own brands, tight multilateralism requires more commitment as HEIs share their resources with each other and work towards a collective interest. Grant (2013) also concludes that sharing resources lead to cost reduction and risk sharing. Arcada is a small university and by sharing resources with other HEIs as well as other organizations the university could make more impact by effective cost and risk management. Therefore, making more collaborative alliances both in Finland and abroad can be useful for Arcada.

5.4 International student recruitment

The recruitment of international students is certainly core for internationalization which is found both in empirical and theoretical part of this study. Arcada currently has students from more than 50 countries as mentioned by the Arcada official and this is a big success point to reach. Since Finland introduced tuition fees for non-EU students, the focus needs to be more on this issue. This is because of the fact that it was tuition free for all students. Strategic partnerships as suggested by Dixon et al. (2013) could also help to increase the recruitment. The use of agents has been widely used in many fields for decades (Welch & Luostarinen 1988). Therefore, partnering with international student recruitment agencies could also be considered by Arcada in the future.

In addition, Taylor (2004) suggests an excellent customer care to international students. So, it is not only about recruiting but also offering a high-quality service during the application and also study period. Arcada official mentioned the global market-readiness and competence development for international students which is a good starting point. Therefore, more focus on customer service in all other aspects could also be helpful for the organization.

5.5 Staff engagement & management

From the interview the researcher was unable to draw conclusions on staff skills for cultural diversity and internationalization. Earlier research considered this as a critical factor in internationalization strategy. For instance, Grant (2013) suggested the staff should be aware of cultural complexity while Taylor (2004) specified that the language skills and the experience of living and studying abroad is critical. Most universities which were studied empirically focused on staff development and engagement as a part of their internationalization strategy.

Lack of staff commitment could create problems for a successful internationalization. This was found by Lunn (2008), Cheng et al. (2017) as well as Taylor & Robson (2007) who suggested that the common understanding should be shared by the staff not only at management level. Warwick (2013) suggests efficient communication channels and staff development which could be considered by Arcada. Moreover, making sure that

the professors do not understand the organizational development as “someone else’s responsibility” (Warwick 2013) is a critical factor. A good sum-up could be Taylor’s (2004) suggestions which could be considered for the Arcada staff:

- Cross-cultural communications expertise
- Language skills
- Experience of living and studying abroad
- Managerial and financial knowledge (ability to talk about fees, bursaries etc. with international students)

The management system is also pointed out in internationalization strategy. Arcada currently has International Office and could consider having a senior level position for internationalization as suggested by Taylor (2004). Management system could be developed with the ability to adapt to changing environments as Warwick (2013) suggests.

5.6 Educational excellence

Education is the main service offered by HEIs and certainly developing and keeping the education at a high level is important for every HEI. Arcada web-site (arcada.fi n.d.) also aims to develop the offered education which is set as a priority for 2025. In addition, Arcada official also mentioned the aim of developing both the degree education and research quality, a good sign also emphasized by earlier research and the priorities set by the empirically studied universities.

The question is certainly how to do it in this aspect: it is very critical not to just have them on paper. For instance, Warwick (2013) studied certain universities and concluded that certain parts of the strategy were “beautifully worded” while it did not reflect the reality. Curriculum design is the first important aspect as suggested by Taylor (2004) and Grant (2013). Having a wide range of literature including electronic resources and course benchmarking (Taylor 2004) would be the aspects helpful to Arcada. Taylor (2004) also adds the use of modern technology in education. This is also mentioned by Maassen and Uppstrom (2004) who also add virtual classroom and using ICT solution providers. Arcada has electronic systems for students but since the ICT solutions are developing the organization could consider keeping the pace by learning new systems as well as introducing virtual classroom possibility in all of its educational offers.

5.7 Student and alumni relationship

Winter (2009) considered students as consumers of HEI sector. In earlier section the importance of excellent customer care for international students was also discussed. In addition, Taylor's (2004) suggestion of creating a social networking for international students is a very good point for Arcada to consider. In the digitalization era student relationship is not only limited to customer care but also using social media for networking and feeling involved.

Student relationship is not only limited to above mentioned aspects: Taylor (2004) also suggest marketing and storytelling of exchange students which could be developed further by Arcada. The financial knowledge and cultural awareness of staff is another factor which was discussed in earlier chapters. It is noteworthy to mention that since Arcada introduced tuition fees to international students, service giver knowledge and expertise is highly needed to be able to answer the questions regarding fees or available scholarships instead of telling them to find out from the web-site.

Another important aspect is alumni relationship which has been emphasized by several researchers and empirically studied universities. Although this was not within the responsibility area of Arcada official, it was mentioned that Arcada has an alumni relationship system. This needs to be developed further to ensure success in internationalization: for instance, Grant (2013) and Taylor (2004) considered support and networking systems for alumni as a vital element. Alumni can also be considered as past customers who can spread word of mouth and promote Arcada to others.

5.8 Quality and success management

Another aspect of internationalization strategy is quality and success management. Altbach and Knight (2007) as well as Cheng et al. (2017) identified the quality aspect as critical in HE internationalization and suggested that the lack of a well-systemized quality assurance systems is challenging for HE internationalization. Furthermore, Van der Wende (1996) suggested that a link between quality assurance and internationalization is a key for success. Arcada aims to develop student competences and readiness for global market which can be considered a part of their quality maintenance work. How-

ever, more focus as well as a systematic approach is needed on quality management in addition to offering a high-quality education.

Success management is first of all identifying the success aspects and managing them by having certain indicators of measurement. Arcada official mentioned several measurement factors especially the number of days foreign students and teachers are at Arcada as well as how long Arcada students and staff are abroad. The number of international research projects and external funding possibilities were also mentioned as the indicators. Comparing it with Grant's (2013) research who concluded that these are not enough for a complete success management, it can be suggested that in addition to these above-mentioned factors the indicators in these areas could also be added to success measurement:

- Sustainable partners
- Global talent attraction
- Innovation in curriculum
- International mobility and placements
- Participation improvement

The positive point is Arcada considers cultural diversity and networking as a key to success. In addition, analyzing Warwick's (2013) study further aspects that could be considered as a part of success are as follows:

- Systemized management approach with adaptation skills
- Linking organizational resources to external environment
- Clear implementation plan
- Staff development and efficient communication channels with staff
- Leadership support and commitment
- A monitoring and evaluation system

It is noteworthy to mention that the respondent mentioned some of these aspects which could not be discussed further due to limited time. For instance, Arcada was mentioned to have a monitoring system which involves international staff. Certainly, having a well-developed system could be useful to ensure further success in internationalization.

6 CONCLUSION

This study aimed to explore earlier research in internationalization strategies to form a theoretical framework and analyze it together with currently used practices by several German and British HEIs to give suggestions for Arcada University of Applied Sciences (Arcada) which could be considered in its future strategy update process. Therefore, earlier research was the starting point in this thesis and research in the field of internationalization and HEI internationalization was reviewed. Then six randomly selected British and German universities were also analyzed based on their internationalization strategy objectives and enablers. The method for this study was chosen as comparative benchmarking and in addition, data on Arcada was gained mainly by interviewing an Arcada official who is involved in internationalization and from its web-site. By conducting a semi-structured qualitative interview this study was able to get some insights of Arcada's internationalization despite some limitations which are discussed in the following section.

From the earlier research it was concluded that strategy making for internationalization is a complex process which needs to be reviewed and updated frequently. It was also found that internationalization strategy implementation requires commitment both from leadership and management as well as staff whose responsibility may not even related to strategy. For instance, a lack of commitment by professors would lead to failure of in the strategy implementation. Furthermore, staff expertise including language skills, cultural awareness as well as living and studying abroad experience was critical in this process. Finally, a systematic approach including exchange study partners and collaboration, alumni relationship, quality assurance, strong link between university mission and research goals, improved curriculum and participation were also found critical in the internationalization strategy.

The results of the study groups internationalization strategy into eight aspects which could be considered by Arcada. They are in brief as follows:

- 1) *Reputation & Promoting the profile*: this is working towards making the university reputation and rankings even better. Arcada could mainly focus on its international rankings which are not as high as its domestic ranking

- 2) *Embracing cultural diversity*: refers to recognizing cultural diversity and international aspects. Arcada currently seems to be working at a good level and this should be developed further
- 3) *Partnership development*: Developing partners for educational collaboration and networking is critical. Arcada has partners from many countries worldwide for mainly exchange studies. However, when it comes to collaboration for other educational projects Arcada's focus is on Nordic and Baltic markets. Perhaps in the future it would be better to recognize opportunities in further markets. Moreover, making alliances with other Finnish and foreign universities is suggested in order to reduce the costs by resource sharing which could improve Arcada's presence abroad
- 4) *International student recruitment*: International students are core of the internationalization process and Arcada has done very good in this aspect: the school has students of more than 50 nationalities as per the interviewed school official. However, it is very important to consider that Finland recently introduced tuition fees for non-EU students which has changed the situation as it was tuition-free for all students before.
- 5) *Management and staff knowledge*: Cultural expertise, full commitment as well as managerial and financial knowledge are important aspects to consider. In addition, Arcada could consider having a senior level position for internationalization in the future which would affect the implementation of internationalization strategy more as suggested by Taylor (2004).
- 6) *Educational Excellence*: An element considered by Arcada and other empirically studied universities as well as emphasized by a number of researchers. Arcada could consider developing electronic resources and introduce virtual classroom as suggested by Maassen and Uppstrom (2004)
- 7) *Student and alumni relationship*: Students are consumers of HEI sector and a good support and advice system is critical in addition to welcoming environment for international students. Moreover, service givers' knowledge in tuition fees, available scholarships and other related concerns of international students is critical. In addition, social media presence, storytelling of exchange students and other ways to involve the students is suggested to Arcada. Finally, alumni rela-

tionship could be developed further by Arcada which was also emphasized as a factor in internationalization by researchers and empirically studied universities.

- 8) *Quality and success management*: In order to see whether the strategy is implemented right there needs to be a system to evaluate the quality and measure the success. This is not only done by considering number of days in exchange or amount of co-authored publications. Additionally, curriculum innovation, sustainable partners, global talent attraction, international mobility and placements and participation involvement is needed for quality monitoring and success measurement.

6.1 Limitations and directions for further research

As in all research this study has also limitations. The main limitation was the time limitation in the qualitative interview. Within the assigned time the researcher was only able to ask main questions without going deeper in some topics. The areas which could not be explored are openly documented in the Results chapter above. In addition, a more in-depth study of Arcada would give more empirical insights to the topic. Unfortunately, this would require a lot of resources and efforts which are challenging for a Master's thesis. Therefore, this study made suggestions based on earlier research and other empirical results without making generalizations.

This study presented a comprehensive theoretical research model in HEI internationalization. A more in-depth study of this framework would give further aspects empirically. Considering that Finland recently stopped offering tuition-free education to non-EU students, further in-depth research is needed in this changing environment. Conducting new research studies in the area internationalization strategy at Finnish universities would contribute to research by adding new learnings from this immature tuition-based environment.

REFERENCES

Ahmed, P. and Rafiq, M., 1998, Integrated benchmarking: a holistic examination of select techniques for benchmarking analysis, *Benchmarking: An International Journal*, Vol. 5, No. 3, pp. 225–242.

Altbach, P. G., & Knight, J., 2007, The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, Vol. 11 No. 3-4, pp. 290-305.

Anderson, D., 2018, International students' interest in Finnish universities at "all-time low", *Helsinki Times*, 31.05.2018. Available from <http://www.helsinkitimes.fi/finland/finland-news/domestic/15577-international-students-interest-in-finnish-universities-at-all-time-low.html>. Accessed 1.4.2019

Arcada.fi, 2017. Available from <https://www.arcada.fi/en/news/arcada-ranked-first-among-finnish-uass-second-year-running> Accessed 1.4.2019

Arcada.fi, n.d. Available from <https://www.arcada.fi/en/about-arcada> Accessed 1.4.2019

Arksey, H. & Knight, P. T., 1999, *Interviewing for social scientists : an introductory resource with examples*, SAGE, London.

Bennell, B. & Pearce, T. 2003, The internationalization of Higher Education: exporting education to developing and transitional economies, *International Journal of Educational Development*, Vol.23 pp. 215-232

Business Dictionary, n.d. Available from <http://www.businessdictionary.com/definition/internationalization.html>. Accessed 5.4.2019

Cheng, M., Kitigawa, F. and Osborne, M., 2017, The evolution of internationalisation strategy: a case study of the University of Nottingham in China, *International Journal of Knowledge-Based Development*, Vol. 8 No. 3.

- City of University of London, n.d. Available from https://www.city.ac.uk/_data/assets/pdf_file/0007/374767/City-Internationalisation-Strategy.pdf. Accessed 15.4.2019
- Coats, A.W., 1999, *Development of Economics in Western Europe since 1945*, Routledge, Florence, KY, p. 65.
- De Vita, G. & Case, P., 2003, Rethinking the Internationalisation agenda in UK Higher Education, *Journal of Further and Higher Education*, Vol.27 No.4, pp. 383-398.
- Dixon, R., Slanickova, D., & Warwick, P., 2013, Business School Partnerships for Globalization, *Journal of Teaching in International Business*, Vol.24, No.3-4, pp. 198-213.
- Deros, B.Y., 2006, A benchmarking implementation framework for automotive industry, *Benchmarking: An International Journal*, Vol. 13, No. 4, pp.396–430.
- Eurostat, 2017. Available from https://ec.europa.eu/eurostat/statistics-explained/index.php/Comparative_price_levels_of_consumer_goods_and_services. Accessed 3.4.2019
- Friedman, T. L., 2005, *The world is flat: A brief history of the twenty-first century*. 3rd edition, Farrar, Straus and Giroux, USA.
- Grant, B.C., 2013. Losing our Chains? Contexts and Ethics of University Internationalisation. Stimulus Paper Series. Leadership Foundation for HE, London. Available from http://www.bath.ac.uk/news/system/wp-content/uploads/2013/02/LFHE_-_Grant_SP_v4.pdf. Accessed 10.4.2019
- Heffernan, T., & Poole. D., 2005, In search of “the vibe”: creating effective international education partnerships, *Higher Education*, Vol. 50, pp. 223-245.
- Heilbronn University of Applied Sciences, n.d. Available from https://www.hs-heilbronn.de/12634991/internationalisierungsstrategie_en-pdf.pdf. Accessed 16.4.2019
- Huang, F., 2012, Higher education from massification to universal access: A perspective from Japan, *Higher Education*, Vol.63, No.2, pp. 257-270.

Johanson, J., & Vahlne, J.E., 1977, The internationalization process of the firm: A model of knowledge development and increasing foreign market commitments, *Journal of International Business Studies*, Vol.8, No.1, pp. 23–32.

Johanson, J., & Vahlne, J. E., 2009, The Uppsala internationalization process model revisited: From liability of foreignness to liability of outsidership. *Journal of international business studies*, Vol. 4, No.9, pp. 1411-1431.

Johanson, J., & Wiedersheim-Paul, F., 1975, The internationalization of the firm—four Swedish cases, *Journal of management studies*, Vol.12, No.3, pp. 305-323.

Knight, J., 2003, Updating the definition of internationalization. *International Higher Education*, No. 33, pp. 2-3.

Kvale, S., 2007, *The Sage qualitative research kit. Doing interviews*, Thousand Oaks, Sage Publications Ltd, CA.

Maassen, P. & Uppstrøm, T. M., 2004, *Internationalization of Higher Education Institutions in Northern Europe in light of Bologna: Rethinking Nordic Cooperation in Higher Education*, NIFU, Oslo.

Manchester Metropolitan University, n.d. Available from <https://www2.mmu.ac.uk/media/mmuacuk/content/documents/internationalisation/Pro-VC-Internationalisation-Strategy.pdf>. Accessed 15.4.2019

McAdam, R. and Kelly, M., 2002, A business excellence approach to generic benchmarking in SMEs, *Benchmarking: An International Journal*, Vol. 9, No. 1, pp.7–27.

Merriam Webster, n.d. Available from <https://www.merriam-webster.com/dictionary/higher%20education>. Accessed 1.4.2019

Middlehurst, R., 2008, Leadership and Internationalisation. In: Shiel, C and McKenzie, A (eds.), *The Global University: the role of senior managers*, DEA, pp. 15-19.

Ministerial Conference Leuven. 2009. Available from <http://www.ehea.info/cid101040/ministerial-conference-leuven-louvain-la-neuve-2009.html>. Accessed 11.4.2019

- Mintzberg, H., 1987, The strategy concept I: Five Ps for strategy, *California management review*, Vol.30 No.1, pp. 11-24.
- Orb, A., Eisenhauer, L. & Wynaden, D., 2001, Ethics in qualitative research, *Journal of nursing scholarship*, Vol. 33, No.1, pp. 93-96.
- Patton, M. Q., 2002, *Qualitative research & evaluation methods*. 3rd edition, SAGE, Thousand Oaks (CA).
- Paul, J., 2013, *International Business*, 6th ed., PHI Learning Pvt Ltd, New Delhi
- Philips Universität Marburg*, 2012. Available from https://www.uni-marburg.de/en/international/media/intstrategy_en.pdf. Accessed 16.4.2019
- Resnik, D. (2015). What is Ethics in Research & Why is it Important?, *National Institute of Environmental Health Sciences*. Available from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>. Accessed 12.4.2019
- Saunders, M., Lewis, P. & Thornhill, A., 2009, *Research methods for business students*, 5th edition, Prentice Hall, London.
- Schoorman, D, 1999, The pedagogical implications of diverse conceptualizations of internationalisation: A U.S. based case study, *Journal of Studies in International Education*, Vol.3, pp. 19-46.
- Stern, R., In graphs: Number of international students in Germany quickly growing, *The Local*, 7.9.2018. Available from <https://www.thelocal.de/20180907/number-of-international-students-in-germany-continues-to-grow>. Accessed 8.4.2019
- Statistics Finland*, 2019. Available from http://www.stat.fi/tup/suoluk/suoluk_vaesto_en.html. Accessed 8.4.2019
- Study.eu*, n.d. Available from <https://www.study.eu/article/tuition-fees-in-finland-8-things-you-need-to-know>. Accessed 6.4.2019

Talluri, S. and Sarkis, J., 2001, A computational geometry approach for benchmarking, *International Journal of Operations & Production Management*, Vol. 21, No. 1, pp. 210–222.

Tayeb, M., 2000, *International Business. Theories, Policies and Practices*. Pearson Education, London

Taylor, J., 2004, Toward a strategy for internationalisation: Lessons and practice from four universities. *Journal of studies in international education*, Vol.8, No.2, pp. 149-171.

Teichler, U., 2004, The changing debate on internationalization of higher education, *Higher Education*, Vol.48 pp. 5-26

The University of Sheffield, n.d. Available from https://www.sheffield.ac.uk/polopoly_fs/1.749757!/file/IS2.pdf. Accessed 15.4.2019

Topuniversities.com, 2018. Available from <https://www.topuniversities.com/student-info/student-finance/how-much-does-it-cost-study-germany>. Accessed 6.4.2019

Tossavainen, P., 2009, Institutionalising internationalisation strategies in engineering education, *European Journal of Engineering Education*, Vol.24, No.6, pp. 527-543.

Turner, Y., & Robson, S., 2007, Competitive and cooperative impulses to internationalization: Reflecting on the interplay between management intentions and the experience of academics in a British university, *Education, Knowledge & Economy*, Vol.1 No.1, pp. 65-82.

UniRank, 2019. Available from <https://www.4icu.org/reviews/9904.htm>. Accessed 6.4.2019

Universität Hamburg, n.d. Available from <https://www.uni-hamburg.de/en/internationales/download/internationalisierungsstrategie-uhh-praesidium.pdf>. Accessed 16.4.2019

University of Cologne, 2017. Available from <https://www.portal.uni-koeln.de/12235.html?&L=1#c61959>. Accessed 16.4.2019

University of Kent, 2017, Available from <https://www.kent.ac.uk/global/int-strategy.html>. Accessed 15.4.2019

University of Mannheim, n.d. Available from https://www.uni-mannheim.de/media/Universitaet/Dokumente/Internationalisierungsstrategie_Uni_Mannheim_EN.pdf. Accessed 17.4.2019

University of York, 2010. Available from <https://www.york.ac.uk/media/abouttheuniversity/supportservices/internationalrelations/INTERNATIONALISATION%20STRATEGY.pdf>. Accessed 15.4.2019

University of Winchester, 2015. Available from <https://www.winchester.ac.uk/about-us/leadership-and-governance/policies-and-procedures/?download=true&id=216>. Accessed 15.4.2019

Warren, C., 2002, Qualitative interviewing. In Jaber F. Gubrium and James A. Holstein (eds.), *Handbook of interview research: Context and method*, SAGE, Thousand Oaks, pp. 83-101.

Warwick, P., 2014, The international business of higher education: a managerial perspective on the internationalisation of UK universities, *International journal of management education*, Vol.12 No.2, pp. 91-103.

Welch, L. S. & Luostarinen, R., 1988, Internationalization: Evolution of a Concept, *Journal of General Management*, Vol.14, No.2, pp. 34–55.

Winter, R., 2009, Academic manager or managed academic? Academic identity schisms in higher education, *Journal of Higher Education Policy and Management*, Vol.31, No.2, pp. 121-131.

Yle.fi, 2018. Available from https://yle.fi/uutiset/osasto/news/paper_drop_in_foreign_student_enrolment_in_finland_just_temporary/10071809. Accessed 3.4.2019

Yle.fi, 2015. Available from https://yle.fi/uutiset/osasto/news/foreign_students_face_tuition_fees_in_finland/8530330. Accessed 3.4.2019

APPENDICES

Appendix A: Table 1

Table 1: Elements and aspects of internationalization strategy at HEIs (Taylor, 2004)

Name	Aspects	Elements
EDUCATION	<p>International student recruitment</p> <p>Curriculum design</p> <p>Study abroad opportunities</p>	<ul style="list-style-type: none"> -Wide range of literature for prospective students especially electronic resources -Course benchmarking -early decision-making and other customer-centric approach in recruitment -social networking for international students -scholarships and other awards to be offered and announced publicly to attract high quality students -housing, and other support services -collaboration with other institutions to improve recruitment -events and activities with international emphasis -Target establishment for student numbers participating in inward and outward exchange -preexchange training to prepare students culturally -partner institution and systematic work for smooth exchange studies and joint activities for research -Marketing and storytelling of returning ex-

		<p>change students</p> <ul style="list-style-type: none"> -Distance learning or physical presence overseas -Support for international research
STAFF	<p>Lecturers</p> <p>Administrative workers</p>	<ul style="list-style-type: none"> -Cross-cultural communications expertise -language skills -experience of living and studying abroad -managerial and financial knowledge (ability to talk about fees, bursaries etc. with international students)
INSTITUTIONAL MANAGEMENT		<ul style="list-style-type: none"> -Guiding principles (being open, fair, diverse and relevant) for internationalization -Institutional commitment -Having a senior level position for internationalization not only just an international office

Appendix B: Planned Interview Guide

General Questions:

- 1) Please tell me about Arcada's internationalization strategy
- 2) How would you define a HEI internationalization strategy?

Structural elements:

- 1) How do you internationalise as an organisation? Do you use agents or partnerships with other Finnish institutions? When partnering with other Finnish institutions do you put emphasis on Arcada brand despite being in an alliance with other schools? Is the aim to work collectively towards getting international students to Finnish universities or do you aim to get students to Arcada being allied with other Finnish institutions. Do you share resources with other universities for internationalization?
- 2) How would you describe network and relationships in your internationalization strategy? Have you considered using agents?
- 3) Do you consider the psychic distance, the degree of being foreign in the market which occurs due to differences in home and exporting markets, in your strategy? If so, how do you consider it and handle the differences?
- 4) How do you divide markets for internationalization? Do you group the countries / markets? If so, what are these groups you consider? Do you comply with their regional policies?
- 5) How well does your staff for internationalization understand cultural complexity?
- 6) How would you describe international skills of the staff such as language skills and experience of living and studying abroad?
- 7) How well do the professors understand the internationalization process in the organization? Do you have a special program for this?
- 8) How detailed does your staff have financial knowledge such as tuition fees for international students or available scholarships etc.? If an international student shows up and asks a specific question about a related topic in an international office, how well do you think the staff would answer the question?
- 9) Could you describe the financial resource allocation for internationalization strategy?

- 10) Could you tell me what is the organizational structure for internationalization? Is internationalization limited to an international office or is there a senior level position?
- 11) What are your short-term and long-term goals in internationalization strategy? Have you considered any of these targets set by The Ministerial Conference in Leuven (2009) set to be achieved by 2020? They are as follows:
 - To improve labour market readiness, lifelong learning and higher education participation
 - To attract more public investment in higher education
 - To increase academic freedom, institutional commitment and cultural development
 - To ensure the 20% of HE students would have a study abroad experience
- 12) Are your targets limited to international student recruitment? Have you considered curriculum design and study abroad opportunities as your targets? Do you use virtual classroom and ICT solutions in your curriculum design?

Processual elements

- 1) What is the level of internationalisation commitment and the level your presence in the markets? Do you plan to increase your commitment in certain markets? If so, how do you plan to do it?
- 2) Could you reflect on Arcada's internationalization strategy in the following aspects mentioned below:
 - Opportunity recognition
 - Building networking and relationships
 - Learning and trust-building
 - Alumni relationship

Success and challenge factors:

- 1) What are the pre-requisites for a successful internationalization strategy implementation?
- 2) What are the success factors considered for internationalization strategy?
- 3) How do you measure your success in internationalization strategy?
- 4) What are the challenges in the implementation of the internationalization strategy?

Appendix C: Interview Transcription

(Recording and transcription starts after asking for the confirmation to record the voice. The researcher's transcription is made *italic* to be distinguished)

...

-Maybe I can then give you some short answers, to answer a few questions or something like that. That would be possible then. But not to ask all these questions, I don't have time for that I am so sorry.

OK, then we can start.

-OK, I have but next week, because I am coming from a conference on Monday and before that I cannot do it. Even if I would like to do it, it is not possible. I am sorry.

OK then. For Monday...

-Uhm you may note that I came from Stockholm last night, so I have been really busy this week. It is not usually like this. But if we start then we see.

OK. To start with I would like you to tell me a bit more about Arcada's internationalization strategy, if possible.

-Arcada do not have an internationalization strategy but in our general strategy we mention internationalization and say that we want to be an international university with focus on the Nordic countries and Sweden.

OK. The focus is more on Nordic countries then when it comes to internationalization.

-Yes. On a strategic level we have cooperation over the whole world globally, but in the strategy, it is said in the strategy that on a strategic level the focus is on the Nordic and in the future Baltic level. But we are also as you may know, are now updating our strategy and we have a new strategy next autumn and then the situation is maybe, uhm different.

OK. In what aspects do you have internationalization strategy? Is it like research partnership or student recruitment or?

-It is not said in the strategy but the focus of the Board and management of Arcada we have discussed this question: Maybe I'd like to start by saying that the need for higher education institute internationalization strategy it is about excellence, it is about making the university stronger and it is implemented in everything we do in one way or another, if you understand what I mean. So, the ambition is to be excellent and to get and to be stronger, more attractive and to have very good quality in everything that we do a better quality and also to give the students competences to act in a global world to make careers on a global market. ..

OK.

-Was that an answer you wanted to have? And that means that we have teacher exchange, we have student exchange, we had international research projects with external funding, we have international seminars going, in June we have a seminar called NORDYRK with people from all the Nordic countries coming and presenting their research in the area of pedagogics. And we also do benchmarking and bench-learning with other universities. Our quality assurance system is also international that we had international evaluators as part of our quality work. So, it is a lot of things. And it is also internationalization at home for those students not going abroad.

OK, and can you tell me a bit more about that or?

What internationalization at home could be?

Yes, for home students.

-Internationalization at home means that we also try to give the students that are not going abroad international and intercultural competences at the university at home meaning that we have... we are doing things together with the international students and when we are teaching subjects we look at from different perspectives also from different international perspectives. For example, how do look at elderly care in Finland or in Africa for example. I am coming from the area of social care, as you can see, so it is easier for me to find examples from that side. But that is something we do in all these educational programs.

OK and...

-Was that the answer? We also try to mix people from different countries in the courses and to look at things from different perspectives.

All right. And then how about the organizational structure for internationalization? Is it limited to an international office or is there a senior level position, for example board level position for this?

-We have an international office that are very much involved in the student and teacher exchange. Then when you look at internationalization as part of the strategy and the excellence ambition that I mentioned, it means that every researcher in Arcada one way or another is involved in research projects on international level. Of course, we are not exactly there yet, but we have very many international research projects going on and I would say the majority of our teachers are in one way or another on the international market also. From beginning this year, I have been, it is called Director Academic Partnerships, and I am a part of the Board, of Arcada Board. And what I am supposed to do is to really make Arcada's network with other universities and other higher education institutions, to create new networks. We focus on the Nordic and the Baltic countries.

Nordic and the Baltic countries?

-Yes. But it is important to be aware of that it does not mean that we only have networks and do things together with countries, with universities from these countries. The idea is to be stronger on the global education and research market because we are part of Baltic and Nordic networks, and not to work alone.

-All right. And can I ask you then more about the success factors? What do you consider being successful in internationalization? Like, what are the success factors or if you can measure it?

-That is not a really easy question to answer (*laughs*). It is of course a complicated question and it is really important because, I don't know how much you have been looking at how you can measure international activities and success in internationalisation but it has been mainly about how many days students and teachers are abroad and how many

days we have students and teacher from other countries at Arcada. And that's of course one way of looking at it, you need to have activities and you need to have good activities.

Yes.

-But if I start with the research side then you can for example look at how many international projects are we involved in, do they really have a social impact, are they focusing on social, societal usefulness, sustainability and how many research publications do we have in international peer-reviewed scientific papers and also how much external funding do we have for international research projects. So, that's the research side and it tells something about success on that market. Another very important thing when we go more to the education programs and one very very important factor is that we are attractive for international students. That we would have a lot of international students from all over the world that want to come to Arcada and to study at our school. I think that is one very important thing to be successful. And another one is of course our international students and our students can make good careers, get good jobs and good jobs also overall, not only in Finland.

Yes. Just coming back to this international student recruitment. I would like to ask if you partner with other Finnish universities to for example represent the school abroad or some kind of alliance for these activities? It can also be other internationalization activities, so the question is about how do you partner with other Finnish universities?

-We do partner with other Finnish universities but not that much when we seek new partners on the international market. I think I understand your question. Finland is a small country with a lot of small universities, and it is really demanding to create new networks and to keep them really active and productive and successful. But we are mainly creating our own networks. But we are a part of international networks where there are several universities from Finland, several universities from Sweden, Norway or Europe but not that I could say that in international questions we are... that we are doing internationalization together with another university on a strategic level. We're not doing that.

OK.

-Was it a good answer to your question?

Yes, yes because that is the obvious answer. I just thought like.. because there is Study in Finland for example fairs abroad, I don't know exactly but I just thought that some universities do partner, like they have their own stands in fairs but they still represent Study in Finland.

-Ah yes, I am not the right person to answer that question if you think that we are marketing our university for foreign students. We are doing a lot of cooperation in that area, but I am not the right person to answer that question. You should probably ask them at the Study Services office. I cannot answer that question I am sorry. We are doing things together but exactly how and with whom, I don't know.

OK. Can I ask you then more about the staff knowledge? For example, if the professors are aware of this like the university is getting more international and there is this direction for internationalization, or is it only the specific people who are more aware of this?

-That is of course a very good and a very critical question and ... probably my answer is both yes and no. I think that all the staff at Arcada is aware of that we want to be an international university and that we are an international university. Looking at numbers, we are probably the most international university in Finland if you look at in percentages, how many students we have that are international and come from another country. And they also I think all know that we have the Nordic and also the Baltic profile. And we are very active compared to most Finnish universities on the Nordic and Baltic especially on Nordic market. But, of course, it is not all the teachers are involved, and I think that we should have more teachers involved than we have today. And it is about, I can't find the right word in English, but there are ...

You can say in Swedish.

-.. they are engaged people. And you can in some way say that internationalization today is in the hands of these very engaged few persons. But we have many teachers and really many students also involved in international work. We need to do better and this is what we are trying to do during the upcoming years.

All right. Well, good luck with that. And I would like to also ask about the alumni relationship, those who have already graduated from Arcada, especially I mean these international students. Are they somehow involved afterwards?

-That is once again a very good question, but I can not give you a good answer for that question. If you want a more specific answer to this question you need to talk to _____ (name hidden), but I thank you for the question because it was a new thing for me to think of, how we could... I know that we have discussed how we could do much better in keeping contact with our alumni and we already do something. But I am sorry to say I am not aware of exactly where to stay in that question at the moment.

Sure.

Can I also ask you last but not least about the cultural complexity and psychic distance for example the level of being different? I know that although Finland and even Sweden are considered two almost the same countries but still there are cultural differences. So, can I ask you about your experience about this cultural complexity at an international level?

-This is a very interesting and important question. To start with I think that to be successful international university you really need to believe in diversity is the key to success, that we need diversity on all levels to make the education better, to make more innovations, to learn to look at things in new ways and to make the world a better place for all. And what you really can say is that even if the Nordic countries are very similar there are cultural differences.

Yeah.

-They are not that big but you can see them you can see them in education, you can see them in leadership, you can see them in working life cultures, they are there. And that means that even if we are so similar, we can get diversity by acting on the Nordic and Baltic market and also the Baltic universities and Baltic cultures are then different. So, we can learn from that and to really be in internationalisation you need to have an open culture where you want to have diversity like we have in Arcada, I think we are very-very lucky to have more than 50 different nationalities studying for a degree at Arcada. I

think you can say that we have, we are in the beginning of really trying to have an open multicultural university with the possibilities to have international and intercultural contacts on very many different levels. But we are of course in the beginning of it. But I don't know how to say it and I am not sure if I want you to use it or to write it down, but maybe to help you understand what has happened, maybe twenty years ago I think we had our first international students at Arcada. And this means we had a lot of discussions: the Finnish students and the other students. That is, I haven't had for many-many years. If we have discussions it is between different cultures and Finnish culture, so we are part of that. It is not we and the others anymore. It is about different cultures.

And diversity.

-Maybe a sign of this, maybe a small success when talking about an international university.

Well, that's great to hear.

-Did you understand what I tried to say?

Yes I did, of course.

-It is nice (*laughs*).

I guess we have run out of time because you are so busy.

-At the moment I think we are running out of time, but do you have more questions to ask me?

Well, I guess this was all about the general idea on Arcada's internationalization and there were some actually, maybe I could try to contact the Marketing responsible person because those others I guess are not in your responsibility area.

-I think we have rather good covered my responsibility and my competence area but feel free to contact me by email to ask more if you think that something very important was left out or you have new questions. I can answer emails. And I also can give you a short call, I am going to Switzerland tonight, if needed.

All right.

-I really wish you good luck with your thesis and hope that you can manage it, make it with a tight time schedule.

Yes, hopefully and thank you for your time. Good luck with everything!

-Thank you, it was nice talking to you. Bye!

Bye bye!