Internationalization of Savonia University of Applied Sciences

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THESIS
Abstract

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Abstract

The objective of the work was to explain the essence of internationalization of higher education and to do research about internationalization of Savonia UAS. Internationalization of higher education has become a popular topic in Finland during the three recent decades and internationality is an integral part of Savonia UAS.

At first, the key concepts and the reasons for internationalization of higher education are explained based on the conceptual framework of Jane Knight and the theory of Hans de Wit. Next, requirements for internationalization of higher education are clarified and the Model of comprehensive internationalization built by the American Council on Education serves as the main reference for this part. On the basis of the theoretical background, research questions were created and the research was conducted to achieve the principal objective: exploring the insight of the internationalization of Savonia UAS.

Qualitative method was utilized in this research by using both interviews and questionnaires. The analysis of secondary data, empirical findings, open feedback and interview altogether provide thorough understanding of the current implementation, requirements and ways of improving the internationalization of Savonia UAS. The results indicate that Savonia UAS is managing the internationalization process quite well both in-depth and in-width. In order to enhance the internationality of the institution, attention should be paid to the quality of teaching and learning activities, and having more English degree programs is an idea worth considering.

Keywords			
Internationalization, higher education, Savonia UAS, international students			

CONTENTS

APPENDICES

1   INTRODUCTION

Internationalization is one of the major forces that impact and turn the world into a place where national borders become highly permeable, information travels rapidly and communities increasingly develop to be multicultural and diverse. The world is becoming more and more globalized in every aspect and there is no reason why higher education practices should not be reshaped so that young adults who are attending and will attend universities/ colleges have the option to study abroad and graduate with a more worldly view on life.

For a very long time, higher education has been considered as the sustainable core of national success strategy of Finland. Internationalization of higher education institutions (later referred as HEIs) has contributed positively to the renewal of Finnish society and the development of Finnish economy. Savonia University of Applied Sciences (later referred as Savonia UAS) is located in the city of Kuopio in the eastern part of Finland. With nearly 20 years of operating international degree programs, participating in mobility programs and collaborating with foreign partners in international projects, internationality has become an integral part of Savonia UAS. Furthermore, Savonia UAS is carrying the significant role in strengthening the multicultural know-how and internationalizing the economic life for the whole region.

This paper aims at acquiring deep understanding of the internationalization of higher education and the requirements for it, specifically for the internationalization of Finnish HEIs and of Savonia UAS. The foundation of the study would mainly be based upon the theories established by Jane Knight (1995; 2004) and Hans de Wit (1995; 2010), in conjunction with the Model for comprehensive internationalization of the American Council on Education (2014).

Research objective and questions

Based on the theoretical framework of internationalization of higher education and the overall knowledge on internationalization of Finnish HEIs, this research aims at studying the current situation of internationalization at Savonia UAS. The objective of the research is achieved through finding answers for the following questions:

- How is internationalization implemented at Savonia UAS currently?
- What is required of the internationalization of Savonia UAS?
- How to improve the current situation of internationalization at Savonia UAS?

The research questions are what the study will adhere to during the whole process. The most optimal way to solve the first research question "How is internationalization implemented at Savonia UAS?" is based on the secondary data collected from Savonia offices. The figures and statistics shown in subchapter 4.3 ("Current implementation of internationalization of Savonia UAS") will reflect the current situation in the most precise way. The two remaining research questions will better be solved by a survey and interviews presented in chapter 5 ("Research: Internationalization of Savonia UAS").

Scope of the study

Internationalization of education is a relatively broad concept and for different levels of education, approaching methods and standards of internationalization are not the same. Internationalization, within the scope of the study, is targeted at the higher level of educational system. After finishing secondary education, students continue studying further to achieve higher degrees such as the Bachelor´s degree, then the Master´s degree at the higher level of education. Higher education includes all types of studies, training and research activities provided by universities and any educational establishment (UNESCO 1998). Finnish higher education has two forms of institutions which are university and polytechnic (or university of applied sciences) (Ministry of Education and Culture 2014a). A comprehensive definition of higher education will be showed in Chapter 3 of the thesis. A detailed description of Finnish higher education will be found in this work in Chapter 5.

The primary goal of the thesis is to explore the internationalization of Savonia UAS in the most concrete way. For this reason, teachers and other staff members of Savonia UAS are considered as the main target group of the research due to their strong engagement in the internationalization from the planning, to implementing and assessing phases of the process. As a result, in this research, the current process of the internationalization as well as the expectation and suggestions for it will be evaluated and expressed through the views of teachers and other staff members of Savonia.

Structure of the thesis

The thesis starts with fundamental definitions and analysis of the key concepts which are "education", "higher education", "higher education institution", "internationalization

of higher education" in Chapter 2. This chapter also explains the rationales leading to internationalization of higher education.

Chapter 3 considers the question "What is required of internationalization of higher education?" The requirements subsume institutional commitment to internationalization, role of senior leaders and administrative offices, internationally-designed curriculum, teachers´ and students´ involvement in the process, and network and collaboration which are clarified in turn in each subchapter.

The fourth chapter is dedicated to the facts and figures of the internationalization of Finnish HEIs and of Savonia UAS. But prior to penetrating to the internationalization of Finnish HEIs and Savonia by facts and figures, the institutional structures of Finnish higher education as well as of Savonia UAS are explored.

In Chapter 5, the research progress will be represented, beginning with the research idea and questions, continuing with the planning and execution of the research and going through the results of the survey as well as interviews at the end of the chapter.

Chapter 6 provides the outcome of the research. Finally, the conclusion part will be delivered in Chapter 7, where the whole study is summarized, limitation of the current study is identified and suggestions for further researches are proposed.

2   INTERNATIONALIZATION OF HIGHER EDUCATION

To begin with, it is necessary to clarify what is understood by "internationalization of higher education" and why higher education has to be internationalized. The first subchapter provides definitions for the key concepts of the topic, also makes a comparison between "globalization" and "internationalization", and then presents the new definition of "internationalization of higher education" with the "global" element added. The second subchapter explores reasons behind internationalization of higher education from political, economic, cultural and academic angles.

2.1   Terminology

Education, Higher Education and Higher Education Institutions

First of all, before coming into "internationalization of higher education", the focal topic of the thesis, the concepts of "education", "higher education" and "higher education institutions" should be clarified. The term "education" has as wide a meaning as a term may have. Some famous scholars, who have devoted their lives to study the theory of education, can be exemplified as Plato, Aristotle, Rabindranath Tagore, John Dewey etc. Among them, the historical approach by John Dewey's theory is considered the most applicable for this study. Being well-known as an American philosopher, psychologist and educational reformer, John Dewey with his thoughts and ideas have been greatly influential in the United States and around the world (Kendra 2014). In the work "Democracy and education", John Dewey started with "life" to direct to "education". When referring to a person's life, it is not merely about his/her physiological sense, but life covers customs, beliefs, feelings, practices, and achievements etc. of that person. But everybody is born immature, helpless, without language, beliefs, ideas, or any social standards. Therefore, education, in its broadest sense, is presented as a way to transmit knowledge and experience in the society. As time goes on, the persons with life-experience pass away. Moreover due to the continuous growth of civilization, the gap between the original capacities of the immature and the standards of the elders increases. This gap can only be narrowed by education, so now education becomes a work of necessity. (Dewey 2001.)

In spite of their equal importance, the education which everyone gets from living with others (as long as he/she really lives) differs from the deliberate educating of the young, or in other words the "formal education". The formerly-mentioned type of education is incidental and natural. It existed dominantly in the past, and it is only used

for less advanced occupations in developed society. Due to the advances and complexity of the civilization, self-learning or learning from direct sharing of the grown-ups become increasingly difficult. As a result, there is a high requirement for a sector specialized in providing knowledge and skills, and this is what is now called "formal education", or "education" for the purpose of this paper. Subsequently, intentional agencies – schools, explicit material – studies, interactive factors – students and teachers are devised as the products of education. (Dewey 2001.)

An educational system is composed by several levels from lower to higher and the higher education offers the highest degrees of education. UNESCO proposed a definition of higher education as: "Higher education includes all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher learning by competent State authorities." The definition clearly indicates higher education's three main missions which are to train highly qualified and skilful graduates; to educate responsible citizens who are able to understand, interpret, preserve, enhance and promote national and international cultures, as well as societal values; lastly, to undertake research in the fields of culture, economics, science, technology, social sciences, humanities and arts. (UNESCO 1998.) Even though higher education was almost the latest level of education to be established, it has been developed rapidly and gained concerns as a tactical advantage for progress. Other terms such as "tertiary education" or "post-secondary education" also refer to higher education. Applied science institutions, research universities, Bachelor of Arts colleges etc. are some of many forms of higher education institutions. Besides, in-present day, HEIs also involve providers of educational programs such as Thomson, Pearson or Apollo and so forth. (McAleese et al. 2013, 12-13.) However, in the context of this study, "HEIs" remains the meaning as educational institutions.

Internationalization of Higher Education

"Internationalization" has been used in a wide variety of ways and for different purposes, so it is hard to propose a common definition of "internationalization" for every circumstance (Knight 2004, 9). In general, "internationalization" describes the relationships between and among nations. When internationalization emerges within the context of higher education, the courses and educational programs are purported to deal with other countries and regions, other people with their languages and cultures (Green & Olson 2003, 2). In accordance with the most commonly used definition presented by Jane Knight from 1994 (2004, 9) , "internationalization of higher education"

is "the process of integrating an international/ intercultural dimension into teaching, research and service functions of the institution". The definition is analysed into three components: firstly, internationalization is a process; secondly, internationalization involves both international and local elements, which are used in the definition as "international/intercultural dimension"; and all teaching, research and service functions of HEIs are involved in the internationalization of higher education.

There can be confusion about considering internationalization not as a process, but as an activity, or an objective. An activity must have a beginning and an end; however, the beginning and the end of internationalization are hardly defined. There is no exact beginning point of internationalization and none can forecast when the termination of internationalization may happen. As a process, internationalization involves on-going and continuing efforts. It exists as a social phenomenon until a more suitable phenomenon appears and replaces it. On the other hand, internationalization is neither an objective. This confusion is the reason for the fact that the term "International education" is sometimes used in exchange with "Internationalization of education". The difference in meaning is that "International education" assumes that education has already become international while actually internationalization of education is only in its process. Hence, international education is the objective which is still remote and has not been achieved yet. (De Wit 2014; Knight 2004, 11.)

Once studying internationalization, the link between international and local should not be ignored. By including both "international dimension" and "intercultural dimension" in her definition, Jane Knight acknowledged that the two levels are equally important in the process of internationalization. "International dimension" addresses to the relationship with other nations and cultures, and "intercultural dimension" describes the diversity of culture that exists within the country, community or institutions. Dilys Schoorman (2000, 5) also suggested the same view as an international context is "where societies are viewed as subsystems of a larger, inclusive world". Thus, although people are in an international environment, the fact that local environment is a part of international environment should not be forgotten. (De Wit 2014; Knight 2004, 11.)

Being implemented in the context of higher education, internationalization needs to be involved in all functions of the institutions, namely teaching, research and other services. In relation to the functions of HEIs, it is implied from the definition that all the interested parties which can be listed as students, teachers and other members of staff, researchers, public and private sectors and other related parties also have to

take part in the process of internationalization. Dilys Schoorman (2000, 4) proposed in his work that internationalization at the institutional level is "through the interaction of interdependent parts as HEIs respond to its international environment". "Interdependent parts" hereby refer to all complementary functions of HEIs and related sectors in the internationalization process. "Integrate international/intercultural dimension" into these functions and these parties means to incorporate global perspectives into teaching, learning and research; build international and intercultural competence among students, faculty and other staff and establish relationships and collaborations with people and institutions abroad (American Council on Education 2014a).

Another definition of "internationalization of higher education" was proposed by the Organization for Economic Co-operation and Development (OEDC) as "the complex of processes whose combined effect (…) to enhance the international dimensions of the experience of higher education in universities and similar education institutions" (OECD 1994). This definition confirms the view of Jane Knight that the verb "internationalize" by its very nature is "a move from description to action", so "internationalization" means a process rather than an objective. "Internationalization of higher education" is an integrative process with multiple approaches to apply international dimensions into institutions' activities. (Green & Olson 2003, 2.)

Globalization and newly-proposed definition of Internationalization of higher education

> *"Internationalization is changing the world of higher education, and globalization is changing the world of internationalization."*
> *(Knight 2004,1)*

So far, there is an increasing trend in using "globalization" as a term having close meaning with or even as a synonym of "internationalization" (De Wit 2010, 8). As a matter of fact, the two terms are closely-linked, but not synonymous. Crowther et al. (2000) contended that "Globalization is a relatively uncontrolled process, determined mainly by fierce economic competition on a global scale, and by rapid advances in information and communication technology"; while Internationalization is more "a conscious action". Internationalization can be interpreted as a response to globalization (De Wit 2014). In educational context, globalization is described as the substantial changes affecting the outer and inner context of higher education, internationalization is a process of implementing variety of policies and programs to respond and adapt to these changes (Teichler 2004, 22-23; De Wit 2010, 8).

Since internationalization and globalization are overlapped and intertwined in all kinds of ways, Jane Knight recognized the necessity for an updated definition. A new definition is developed based on the existing version as: "Internationalization of higher education is the process of integrating an international, intercultural and global dimension into the purpose, functions or delivery of post-secondary education" (Knight 2004, 11). Basically the new way to define "internationalization of higher education" contains similar elements as the old one, but "global dimension" is added together with "international and intercultural dimension" to give the richness both in breadth and in depth of the internationalization process. The three concepts "purpose", "functions" and "delivery" are deliberately chosen to be put together. Purpose is the mission of the institutions, functions are the main tasks which usually include teaching, research, and other services, and delivery refers to the offering courses and programs of the institutions. (Knight 2004, 11-12.)

2.2   Rationales for internationalization of higher education

The motivation driving HEIs to integrate international and intercultural dimensions into their teaching, research and service functions are various depending on stakeholders' groups which consist of the government sector, private sector and educational sector. The main difference is the hierarchy of priorities of the rationales. Even within one group, priorities of rationales for internationalization may change over time or by country and region. In general, each group of stakeholders does not have one exclusive rationale for internationalization but a combination of several rationales with different ways of prioritizing. The four categorises of rationales for internationalization identified by De Wit (2002, 83-102) are political rationales, economic rationales, cultural and social rationales, and academic rationales. (De Wit 2014.)

As regards political rationales, internationalization has resulted in foreign policy, national security, peace and mutual understanding, and national and regional identity between nations and territories over the world. Especially after the Second World War, the Cold War, the 11/09/2001 Attack and other momentous global events, there has been a tremendous increase in the awareness of the role of internationalization in reinforcing the world peace. Moreover, getting involved in internationalization of education and any other field will raise countries' voice in the international forums, such as the EU, the UN and the UNESCO etc. Consolidating the mutual peace and country's position in international scale is both in the best interest of the country. Internationalization of higher education cannot be detached from internationalization

strategy of the country. However, political rationale has more importance at national level than from institutions' point of view. (De Wit 2010, 9; Ministry of Education 2009, 15-17.)

Economic rationale almost always serves as an important motivational factor for any implementation, and internationalization of higher education is not an exception. Economic condition of a country can be showed by the barometers such as growth and competitiveness, national demand, labour market, financial incentive and so on. Internationalization of higher education has both short-term and long-term benefits for the national economy. In the short run, foreign students, teachers and researchers generate incomes to the institutions through e.g. tuition fees as well as to society by spending money on transportation, housing and living expenses. A large amount of VAT and personal income tax is contributed by the foreigners. Looking forward, owing to internationalization of higher education, the talents and intellectuals are attracted to the country from everywhere in the world. Labour forces with high level of competences in expertise, language and intercultural skills are ready to join international workplaces. As a result, more opportunities are opened for foreign entrepreneurs; markets become more competitive with import and export activities and available resources are allocated and utilized more properly. In short, human resource development, foreign investment, commerce and trade, and strategic alliances are some among the various long-run positive impacts that internationalization in general and internationalization of higher education in particular have created for the economy. Economic benefits are certainly seen as the central concerns for the internationalization of higher education. (De Wit 2010, 9; Ministry of Education 2009, 15-17.)

The third group of rationale to be discussed is cultural and social rationale. Cultural and social rationale is an obvious effect of internationalization. The presence of people with multiple origins, languages and cultures in the HEIs enhances intercultural competences among the students and staff. Internationalization of the education will lead to a society where the citizens become more open-minded and less provincial. Living in an international environment, the citizens are required to accept the cultural differences and raise awareness of their global responsibilities for the globally-shared issues such as poverty, the greenhouse effect, financial crisis, the exhaustion of natural resources etc. On the other hand, national culture and languages of the host country will be nurtured and promoted to the foreign visitors or immigrants through the process of internationalizing education. (De Wit 2010, 9; Ministry of Education 2009, 15-17.)

Coming to the last group of rationale, academic rationale is about developing an international and intercultural dimension in research, teaching and services of the HEIs. As a consequence of internationalization, teachers have chances to work with the top experts from the leading HEIs and learn their knowledge and competences. They are able to approach the most recent research methodologies, fields of research and ideas. Students are able to enjoy a better educational system and experience life in another country, as a result created by internationalization of higher education. In addition, advanced information system and techniques, together with high-quality infrastructure will also improve to be in line with international standards. By improving the quality and standards, the HEIs aim at establishing international branding and profile with high rankings and world-wide reputation. (De Wit 2010, 9; Ministry of Education 2009, 15-17.)

As stated earlier, the rationales for internationalization of higher education are not permanent and the hierarchy of the rationales also changes over time. In the present time, economic rationale seems to be more dominant than the other three for almost all HEIs, but in the near future academic rationale is gradually gaining its significance, especially setting up an international status for the institutions is becoming more and more desirable (De Wit 2010, 9).

3 WHAT IS REQUIRED OF INTERNATIONALIZATION OF HIGHER EDUCATION?

This chapter is dedicated to solve the question "What is required of internationalization of higher education?" The Centre for Internationalization and Global Engagement (CIGE) has created the Model for comprehensive internationalization which involves five essential components as follows:

- Institutional commitment
- Organizational leadership and administrative offices
- Internationally-oriented curricula
- Teachers' involvement
- Students' involvement
- Partnership and collaboration

(American Council on Education 2014b.)

The process of internationalization is not only about sending students abroad, having a great number of international students on campus, or teaching in English language… but it is a combination of all the fundamental requirements mentioned above. Only when the institutions fulfil these requirements, they have capability of entering the international environment. The requirements are explained one by one in the subchapters. FIGURE 1 summarizes the requirements for internationalization of higher education as below:
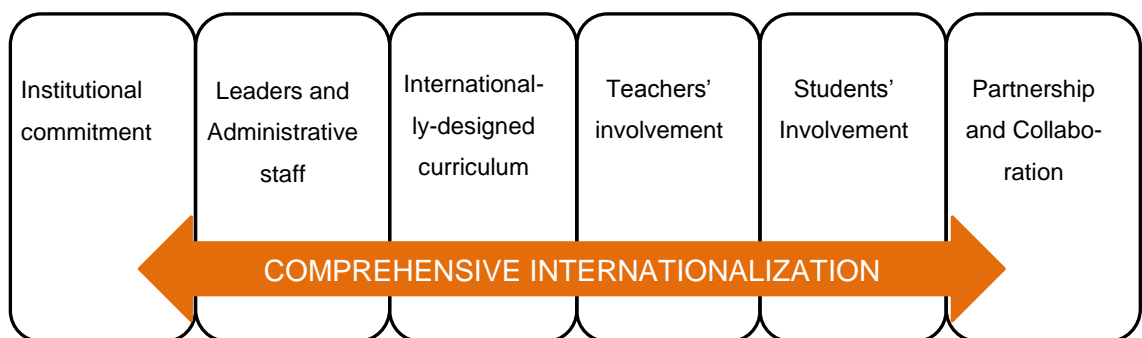

FIGURE 1. CIGE model for comprehensive Internationalization (American council on education 2014b)

3.1 Institutional commitment

The first and foremost requirement for the internationalization of higher education is institutional commitment. In spite of an increasing number of internationalized programs and activities, if they are not underpinned by a consistent and permanent or-

ganizational commitment, they may fail when supporters leave, resources become scarcer or new priorities emerge. Thus, internationalization should be emphasized in the mission statement and strategy of the institutions. (Knight & de Wit 1995, 20.)

For educational institutions as well as any type of business, the mission statement is created to provide an overall understanding of what the business is. The mission statement declares the institution's "reason for being" and distinguishes it from similar institutions. Objectives and strategies of the firm are established on the foundation of the mission statement. A clear mission statement reveals sufficiently information on products or services supplied, geographical market, stakeholder groups, concerns for survival, concern for public responsibilities, basic values and beliefs, and competitive advantages. The foundation has to commit to the mission statement and treat it as a living document, which means that the messages contained in the mission statement must be delivered to all members of the foundation at all time and modification is made whenever required. (David 2011, 43-51.) The strategies are potential actions to achieve the long-term objectives, which are the targeted results of the institutions in pursuing its mission statement (David 2011, 13). Strategic planning is the process of allocating resources in order to put the potential actions of strategies into practice (Rohm 2008, 2).

The institutional commitment to internationalization should be expressed in the mission statement of the educational providers. Once conveying the message of internationalization, the mission statement has to indicate the main functions of the institution; geographical operating area; and the stakeholders involved in the internationalization process, for instance, students, teachers and other staff, researchers, and other public and private sectors. Competitive advantages, values and beliefs, and social responsibilities are necessary to create a more favourable image of the institution. In the manner of the mission statement, it is "vocal" and "visible". Thus, the content should be clear, concrete, easy to read and easy to remember, at the same time, the mission statement should be delivered to all members of the institutions by all means of visual with high frequency. (Schoorman 2000, 9.)

Relying on the mission statement, the strategy is formulated and the strategic plan is made. The strategic plan examines the existing resources including human resources, financial resources, time and infrastructure; foresees opportunities and sketches out the implementation, documenting and assessment methods for the internationalization process. (Schoorman 2000, 9.) The overall strategy is required prior to making the program strategies so that the programs are consistent to one another

and to the mutual strategy and objective of internationalization. If these activities are isolated and fragmented, there is an increasing chance of losing the benefits and impacts of them. (Knight & de Wit 1995, 20.)

In a survey conducted by the European University Association in 2013, 56% of 180 respondents from 175 institutions stated that their institutions had a dedicated strategy for internationalization, 30% of them stated that internationalization was merged with other strategies. All respondents but one admitted the positive impact of the strategy on their internationalization. Thus it can be seen that the majority of institutions realize the role of a strategy in the internationalization process. (European University Association 2013, 9.)

3.2   Organizational leadership and administrative offices

A saying of Harari & Reiff (1993) quoted in Dilys Schoorman's (2000, 10) study is the best place to start this part: "Much can be accomplished without or with very little funding through real leadership and consensus building process". Indeed, the top leaders of the institution play a vital role in the internationalization process. The leaders orient their subordinates to the right direction of the strategies. They are the motivators who identify the employees' interest and ability, and encourage their potentialities to serve the internationalization process in the best way. They are the decision makers who keep the final determining voices in important issues. In short, the top leaders make a great impact on the internationalization of higher education. (Schoorman 2000, 10.)

If the tactical decisions and plans for the internationalization of institutions are made by persons in Rector's offices, staff from functional offices are the ones who engage directly in the process. The most active offices in internationalization are the International Student Office, the Mobility Office, and the Library. The International Student Office takes care of international students in all facets. The Mobility Office is responsible for exchange programs for both students and faculty. The staff working for the two offices are essentially required supportiveness, service-orientation, English fluency and knowledge as well as experience on internationalization. In regard to the library, in order that it can optimally assist teaching, learning, research activities in international context, works on global issues and holdings in languages taught at the institutions need to stay available. Electronic material accessibility, audio and visual material, and technical devices such as e-book readers, recorders, etc. should also be provided by the school library. Besides, linking between library systems of differ-

ent institutions across the country is needed for a mutual supportive relationship. The existence of these functional offices is to ensure that under any circumstances and regardless of their origins, students have access to the helpful assistance from the institutions. (Schoorman 2000,13-15.)

3.3   Internationally-oriented curricula

> *"At the heart of the internationalization of an institution is and will always remain its curriculum, precisely because the acquisition of knowledge, plus analytical and other skills, as well as the conduct of research, is what a university is primarily about."*
>
> *(Harari, 1989; Green & Olson 2003, 48)*

Among all the elements for internationalization of higher education, internationalizing curricula stands out as a key requirement. The importance of internationalizing curricula was showed in the survey of the European University Association as 41% respondents agreed that it is among the top three priorities and 19% respondents thought that it is the most significant job to focus on (European University Association 2013, 9). Internationalization provides a unique world perspective that influences and changes the academic views of disciplines and curricula. Internationalized curricula are not as collections of disconnected courses, but rather as a system of integrated courses with an international orientation in content. Realizing the desired competences is the beginning step to design curriculum properly toward internationalization. (Bremer & van der Wende 1995; Green & Olson 2003, 49-50.) Based on the recognized competences, the five categories of courses needing attention from the institutions are: language studies, discipline-based studies, intercultural studies, area studies and global issues studies.

Language studies

As English is a language which has great reach and influence, international institutions tend to choose it as the main language of their curricula. Language courses can be divided into two types: English as a second language (later referred as ESL) courses or English as a foreign language (later referred as EFL) courses, and foreign language courses.

ESL is the use or study of English by the non-native English speakers, usually in English speaking countries. In non-English speaking regions, the term EFL is used

instead. ESL/EFL courses aim at consolidating students' English proficiency. Additionally, with better skill of English, students are able to study other courses more effectively. As most of the learners are non-native English speakers, ESL/EFL courses focus on English for special purposes and English for academic purposes. During their sojourn, students are facilitated with advanced language skills so that they can use English confidently and professionally in their future careers. (Schoorman 2000, 17.)

Foreign language courses provide students with the third language apart from their native languages and English. The most common languages taught at higher institutions are French, Spanish, German, Chinese, Japanese etc., among which, French, German and Chinese seem to be more predominant than the other languages. Fluency in various languages is a competitive advantage for students in the world of work. Therefore both ESL/EFL and foreign language courses should be handled with care so that students are inspired to enrol on these courses. (Schoorman 2000, 17.)

Discipline-based studies

Disciplines or fields of studies at HEIs can be exemplified as Information Technology, Business Administration, Finance and Banking, Tourism and so forth. Discipline-based studies concentrate on the expertise, people, projects, studies, and researches etc. that are strongly related to a field of study, a major or a profession. Apparently, these courses are compulsory for graduation. In international context, there is a need for the infusion of international content into the discipline-based courses. (Knight & de Wit 1995, 18.) On one hand, the discipline-based studies can be internationalized by the use of international cases to illustrate theoretical points. As the world is changing day by day, these cases should be frequently updated to avoid being obsolete and untypical. On the other hand, topics discussed in these courses should be considered not only from the national standpoint, but also from global perspective. Although the courses still focus on professional knowledge, the internationalized discipline-based courses provide students with the sense of worldwide scope for their fields of study. (Schoorman 2000, 18.)

Intercultural studies

For a person living, working or studying in a foreign country, intercultural competence becomes a vital condition. For an institution heading to internationalization, beyond the numbers and figures of international students on campus, exchange students,

foreign teachers, internationally-designed courses and so on, the HEIs aim at training the cross-culturally competent graduates who can work effectively and compete successfully in the global workforce. Further, these students will become global citizens in the borderless world in the future. (Deardorff 2004,14.) For these reasons, intercultural studies take an indispensible part of the internationalized curriculum.

Intercultural competences, as defined by Darla K. Deardorff (2004, 14), cannot be constituted comprehensively if lacking of one of the three components: knowledge of cultures, skills, and attitudes to interact with persons of diverse backgrounds. Having good knowledge of own culture and other cultures is the basic level of developing intercultural competences. Before learning other cultures, people have to understand thoroughly their own cultural traits. Pride of their own culture is the inspiration for them to have interest in other cultures. However, people do not only need the cultural know-how that they have gained passively from books, by means of media or by observing to survive well in a multicultural community. More than that, they have a demand for interaction and communication with people around them. Skills to interpret and relate, and skills to discover and interact are then developed. Linguistic competence is an additional advantage to practice the skills effectively. Most important of all, having a positive attitude toward intercultural differences, misunderstanding and conflicts is the target of intercultural competences. When people know to respect others' behaviour, beliefs and faiths, they will become more generous, tolerant and thoughtful to others. Adaptability and flexibility are also developed further subsequently. (Deardorff 2004,14.)

Intercultural studies cover topics such as cross-culture management, intercultural communication, organizational culture etc. These are orientation courses which every student of the international programs has to accomplish. Besides lectures, intercultural studies can be taught under different methods like talk-shows or seminars. With the intercultural knowledge, skills and attitudes gained from schools, students are well prepared for working, studying and living in multicultural contexts. (Schoorman 2000,11.)

An effective way to enhance intercultural studies is active-learning method, which means that not teachers but students will be the central of attention in cultural lessons. The foreign students with their own cultures, custom and languages might be the typical representatives of the countries they come from. They understand their national characteristics more thoroughly than the lecturers who have never lived in the countries. Moreover, they can express their personal viewpoints towards their

own culture and custom. None on the campus is able to talk about a country's culture better than the students from that country. Therefore, institutions can take advantage of the great deal of foreign students on campus by encouraging them to serve as the information resources of their own cultures. Being an active factor in the lessons helps students acquire knowledge easily and makes cultural classes no longer boring but lively and creative. (Schoorman 2000, 11.)

Region or area studies

Region or area studies are related to topics of a specific geographical area. They contain knowledge related to the profession, but they are more likely optional courses which are additional to the discipline-based courses. These courses should cover issues happening in many different regions in the world, not only in one country or neighbouring countries. Students should be encouraged to take area studies courses on various regions with different geographic, historic, political, and economic sys-tems. (Schoorman 2000, 18; Green & Olson 2003, 54; Ellingboe 1997.)

Global issues studies

Since the concept of internationalization for higher education is expanded with global dimensions, the global studies courses need to be added in the international curricu-lum. These courses cover the global concerns held in common by all nations such as world peace, poverty, air pollution, greenhouse effect etc. (Schoorman 2000, 18.) The global studies courses are not specialized in any major, but deigned for all students from any field. These courses help students raise their awareness of current issues happening over the globe and of their responsibilities as a global citizen.

3.4   Teachers′ involvement

Faculty mobility programs

Faculty mobility programs or faculty exchange programs are resulted from the coop-erative relationship among universities in different countries to enhance cultural ex-change, international researches, and teaching methods with their colleagues from foreign partner institutes. Faculty mobility programs allow teachers to temporarily change their working environment, or attend a seminar and conference abroad. Budgetary concerns are commonly assisted by the mutual funds of the programs or the institutions. (Schoorman 2000, 28.)

Nevertheless, "providing staff with opportunities to go abroad" received very few supportive responses, as the result of the European University Association's survey. Only 3% of respondents considered it as the second priority and 4 % of respondents considered it as the third priority. As a matter of fact, inadequate attention has been paid to faculty mobility by the HEIs. (European University Association 2013, 11.)

Hiring and rewarding policies, and intercultural training for faculty

Professional knowledge and pedagogic ability are obviously the necessary requirement for the career as a teacher, nonetheless, international experience and interests will be an outstanding advantage for the teachers in an international context. When teachers possess such experience and interest, they do not take much time to adapt to international working environment. With the awareness of cultural differences and the sensitivity to students' needs, they are able to consult and support their students better and finish their tasks effectively. (Schoorman 2000, 27; Goodwin & Nacht 1991.)

Moreover, it is important to value and reward the faculty and staff who have devoted and achieved excellent outcomes for the internationalization annually or periodically. The acknowledgement of their internationalization work is the motivation for them to make further improvement and progression. (Knight & de Wit 1995, 21.)

Intercultural training for faculty is necessitated in the internationalization of higher education. Short trainings in intercultural competences and foreign languages for teachers and staff are highly required every year. Workshops on international topics and extra-curricular international activities are some of other options. Leadership in multicultural organization needs to be strengthened as well since teachers play the role of a leader in guiding students toward internationalization.

Research-related activities

As research is also considered as a fundamental purpose of HEIs, the research-related activities should be oriented toward internationalization. Internationalizing research-related activities demands considerable investments of effort and finance. Establishing a centre of research which is specialized in research review and assessment, research certification, development of research activities etc. with an international mandate and international quality control is necessitated above all. When

conducting researches, a comparative approach should be given emphasis on the application of research by directing to international topics and considering them from international perspectives. HEIs need to consider increasing collaboration with international business partners, research institutes and researchers, and participating in international R&D programs and funds. Research results and findings are disseminated through international network and communication systems, for instance, international reviews and publications, databases, conferences, seminars and workshops. (Knight & de Wit 1995, 17-18.)

The result of European University Association's survey on internationalization of HEIs in Europe showed that "attracting researchers from abroad" was considered in the top three priorities by 25% respondents. Since the portion is relatively high, international researches attract quite enough attention from the HEIs. (European University Association 2013, 11.)

3.5   Student involvement

International students

The number of foreign students applying for international programs every year is one of the important criteria to evaluate the extent of internationalization of the HEIs. It also shows the attraction and the reputation of the institution as well. The survey of European University Association pointed out that 30% of responses, which was the biggest portion, chose "attracting students from abroad at all levels" as their first priority in internationalization. 13% and 9% of responses ranked it at the second and third level, respectively. As a whole, it was the most dominant priority with more than 50% supporters. Besides, "attracting graduate students from abroad" is the third dominant in the top three priorities of internationalization with 40% supportive responses. (European University Association 2013, 10-11.)

Mobility programs

A student exchange means contemporary living in a foreign country to study, do practical training, conduct projects or write theses as a part of the degree at the home institution. In accordance with the principle that studies completed abroad are considered as a part of the full degree, the home institutions have to support to transfer all credits earned by their students at the foreign institutions. Studying abroad is, therefore, in both time and content, a part of the degree at the home institution. The

exchange students are supposed to receive financial aid from the exchange programs or from student grant of their home institutions. From the mobility programs, students are able to improve their language skills, enjoy a new culture and a new educational system, enhance social skills and build international relations. An exchange period can be long-term (less than three months) or short-term (at least three months). Experiences of an exchange program not only strengthen the internationality of students but also become an advantage on the international labour market. (American Council on Education 2014c).

In the survey of European University Association, 12% of responses prioritized the task of "providing students with more opportunities to have a learning experience abroad" as the first rank, and 32% of respondents considered it in the top three priorities of their HEIs. (European University Association 2013, 10-11.)

Extra-curricular activities

Extra-curricular activities refer to a wide range of events, clubs, and associations relevant to international activities happening locally or cross-border. Such international activities which can be listed as orientation activities, international day, cross-cultural discussion, regional-culture events … are undertaken by groups of volunteer students, or social groups operating outside the institutions. Among these activities, the orientation activities aim at orienting new foreign students to both education-related and daily-life concerns to help them adapt quickly to the new city and the new campus. (Knight & de Wit 1995, 20.)

3.6   Partnership and collaboration

Partner institutions

As collaboration between educational institutions creates more options for mobility programs, increases joint-research projects and enhances innovation and method sharing, the partnership among universities and colleges are progressively encouraged to establish a strong network of educational institutions all over the world. 10% of respondents joining European University Association's research expressed the opinion that "developing strategic research partnerships with other institutions" should be the first priority of internationalization, and 29% of them stated that it should be in the top three priorities. On the other hand, "developing strategic partnerships regard-

ing teaching and learning" as one of the three most prioritized activities counted 30% supporters. (European University Association 2013, 10-11.)

Other public and private sectors

Public and private sectors embrace the government, local and regional authorities and companies. The government and the local/regional authorities can support by the tools of policies and funds. Companies take an important position in providing sponsorship for RDI, opportunities of internship and work-placement, and services such as housing, publishing and media. As a rule of thumb, pleasant relationships with the public and private sectors are a stepping stone to the development of HEIs on international scale. (Flournoy 1992, 101.)

3.7 Summary of requirement for internationalization of higher education

To summarize, the internationalization of higher education is contributed by six complementary elements. The first requirement is institutional commitment to the internationalization. The commitment to the internationalization can be expressed in the mission statement and the strategy of institutions so that all members of the institution can be aware of it and all activities are consistent and integrated. The accountability of the senior leaders and administrative offices is the second requirement. The senior leaders of the institutions have the role in orienting the internationalization process to the right direction, motivating their employees' interest and capability needed for internationalization, and deciding strategically important issues. The functional offices such as the International Student Office, Mobility Office and Library are very supportive for teaching, learning and research activities in the internationalization process of institution. Thirdly, internationalizing curriculum is the heart of internationalization of higher education with the target of developing a global mind-set for students. Curriculum is divided into language studies, discipline-based studies, intercultural studies, regional issue studies and global issue studies. Irrespective of the fields of study or the categories of courses, the internationalized curricula subsume international subjects and have internationally comparative approach; address multicultural issues and provide training in intercultural skills; and are available in English and appropriate for the foreign students. Teachers, the persons taking responsibility for the core function of the HEIs, can enhance the internationalization process of the institutions by joining mobility programs and conducting international researches. Besides, hiring and rewarding policies, and short training for faculty should be in compliance with the internationalization. Students represent for the results or outcomes of the

educational efforts. Therefore, the availability of international degree programs, international mobility programs and extra-curriculum activities help students to perform and receive the utmost from the internationalization. Last but not least, cooperation with partner universities as well as with other public and private sectors helps to strengthen the internationalization of HEIs.

4 OVERVIEW OF INTERNATIONALIZATION OF FINNISH HIGHER EDUCATION AND SAVONIA UAS

The goal of this chapter is to present the progression of internationalization of Finnish HEIs and of Savonia UAS, but firstly, the intent is to seek clarification of the Finnish higher education's structure and institutional type of Savonia UAS. The current situation of internationalization is reviewed through facts and figures related to the international degree programs, international mobility and international projects within some recent years. Relied on these facts and figures, the main trends of the internationalization can be identified and forecasted for the coming years.

4.1 Finnish higher education and about Savonia UAS

4.1.1 Finnish higher education

According to The International Standard Classification of Education (ISCED), the Finnish educational system is classified into six levels (level 0 is for children under the age of six). Levels 1 and 2 are considered as basic education where pupils have to spend from the age of 7 to the age of 16 at comprehensive schools. The secondary education, corresponding to level 3 and 4, continues after the basic education and lasts about 3 years. Students may choose to enter general upper secondary schools or vocational institutions. Higher education, which consists of level 5 and 6 of the system, comprises two sectors: universities and polytechnics. (Ministry of Education 2009, 56.) FIGURE 2 illustrates clearly the route of the educational system from lower to higher in Finland. For the purpose of this study, the institutional types of higher education will be explained in detail.
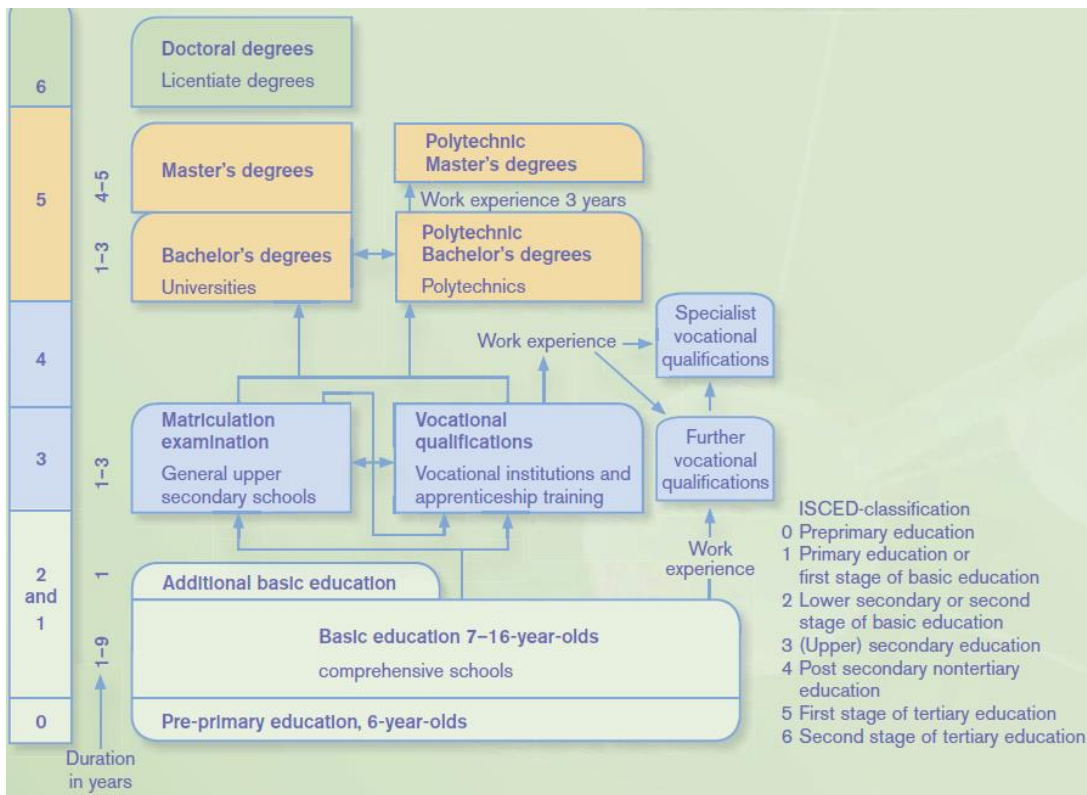
FIGURE 2. The Finnish educational system (Ministry of Education 2009, 56)

Completion of upper secondary education gives students eligibility to continue higher education. Finnish higher education system has a dual structure: university and poly-technics (also known as university of applied sciences – UAS). Finnish higher education applies ECTS (European Credit Transfer and Accumulation System) in measuring curricular workload. One ECTS credit is equivalent to 25-30 study hours. (Study in Finland 2013.)

Universities carry the missions of conducting scientific research and providing under-graduate and postgraduate education based on it. In accomplishing this mission, universities must interact with the surrounding society to promote the social impacts of their research findings. (Ministry of Education and Culture 2014a.) The degrees offered by universities are the Bachelor's degree, the Master's degrees, the Licentiate and the Doctorate. Most universities aim for a Master's degree by arranging the two-cycle degree system, in which students first complete the Bachelor's degree and go for the Master's degree afterward. As a rule, students admit to study the higher degree when they join the two-cycle degree system as academic universities do not provide the Bachelor's degree separately. Otherwise, universities also arrange sepa-rate Master's programs for those who have completed the Bachelor's degree at other institutions. A Bachelor's degree is worth 180 ESTC credits and takes three years. A

Master's degree is worth 120 ECTS credits and takes two years. Thus the two-cycle degree program takes approximately five years to fulfill. (Ministry of Education and Culture 2014b.) In accordance with the Finnish Universities Act, universities in Finland enjoy significant autonomy. They are considered as independent entities with their own legal statuses under the Finnish legislation and self-management of their finances. There are currently 14 universities in all over Finland. Amongst which, Aalto University and Tampere University of Technology are foundation universities under the Foundations Act, the rest are public corporations under the public law. (Ministry of Education and Culture 2014c.)

Compared to university system, the system of polytechnics is rather new with the first polytechnics operating in 1991. Universities adopt scientific approach to research and education, polytechnics, in turn, emphasize on practical education. Polytechnics primarily focus on providing higher education, training professionals and conducting R&D to meet the demand of labor market. Staff development and R&D are the leading factors of the close contact between polytechnics and business, industry, and service sectors. While universities are targeted at the national level, polytechnics are designed to serve regional demands. (Ministry of Education and Culture 2014d.) Finnish polytechnics offer 3.5- to 4- year Bachelor's degrees which are worth 210-240 ECTS credits and 1.5- to 2- year Master's degrees which are worth 60-90 ECTS credits. Completion of a Bachelor's degree requires accomplishment of core, professional and elective studies; basic and professional internship; and a final project. Applicants for the Master's degrees at polytechnics are required at least three years of practical experience in the same field. In addition to the two major degrees, professional specialization and other adult education, open polytechnic education and vocational teacher training are also offered by polytechnic institutions. (Ministry of Education and Culture 2014e.) There are totally 24 polytechnic institutions in Finland. All of them are under the Finnish Ministry of Education and Culture, but thee among 24 are managed by joint municipal authorities, the rest are managed by limited companies. (Ministry of Education and Culture 2014f.)

4.1.2   About Savonia UAS

Savonia UAS is a part of the Polytechnics/ Universities of Applied Sciences system of Finland. Being established in 1992, Savonia UAS has campuses in Kuopio, Varkaus, and Iisalmi with approximately 6,000 students and 600 employees as a whole. An estimated number of around 1,000 degrees are awarded from 27 Bachelor degree programs and 9 Master degree programs at Savonia every year. The institution is run

by The Municipal Federation of Savonia University of Applied Sciences that comprises of the municipalities of Iisalmi, Kiuruvesi, Kuopio, Lapinlahti and Varkaus. (Savonia 2014a; Savonia 2012.) Savonia UAS educates professionals in eight different fields of study which are:

- Business & Administration: Savonia UAS offers both degrees of Bachelor of Business Administration (later referred as BBA) and Master of Business Administration for the degree programs conducted in Finnish. Marketing, financial accounting and finance, management, and entrepreneurship are the four focuses of the business studies in Finnish language. The degree program conducted in English awards only BBA with a focus on International Business. (Savonia 2014b.)

- Engineering & Technology: Both the Bachelor of Engineering (later referred as BEng) degree and the Master of Engineering degree are offered by degree programs in Finnish and English languages. The degree programs in Finnish cover a wide range of studies including: electronics, electrical engineering, construction engineering, wood technology, environmental technology, and medical and production engineering. The degree program in English has two focuses on Industrial Management and Information Technology. However, the degree program in Information technology has stopped taking more students since 2013. (Savonia 2014b.)

- Design: Kuopio Academy of Design is under Savonia UAS. The academy has a mission of providing and developing high-level education and training in design and graphic design; researching, developing, supporting and promoting the field and serving as a databank of knowledge of design. The academy offers degree programs only in Finnish. Mobility opportunities are available at the Academy of Design. (Savonia 2014c.)

- Music & Dance: Kuopio Academy of Music & Dance is a part of Savonia UAS. The intention of Kuopio Academy of Music & Dance is to maintain and develop the national and international culture of music and dance, train professionals in the field, and provide cultural services. The academy provides advanced education for teachers of music and dance, meaning that the graduating teachers obtain pedagogical training in music and dance and practical skills for various job tasks. Besides, postgraduate training, supplementary education, and concerts and dance performances are also organized by the

academy. Degree programs are offered in Finnish language and mobility pro-grams are available at the Kuopio Academy of Music & Dance. (Savonia 2014d.)

- Health Care: In the degree programs in Finnish language, students can grad-uate with Bachelor's degree or the Master's degree, but no English degree program is offered in this field of study. RDI activities are the key actions with concentrations on wellbeing of the elderly and families with children, preven-tion and treatment of diabetes, and safety and technological solutions in well-being and education. Still, going for exchange is possible and internationality is one of the emphases of Health Care department. (Savonia 2014e.)

- Tourism & Hospitality: Both the Bachelor's degree and the Master's degree are offered by the degree programs in Finnish. RDI activities are directed to consumer behavior, wellbeing, event tourism and current trends in business and service process management. As usual, students and faculty of Tourism and hospitality conducted many mutual RDI projects with the department of Health Care as they coexist on one campus of Savonia UAS. (Savonia 2014e.)

- Social Services: Degree programs conducted in Finnish lead to a Bachelor's and a Master's degree of Social Service. Students of this field of study are able to study abroad for a contemporary period. (Savonia 2014f.)

- Natural Resources: Similar to the field of Social Services, degree programs conducted in Finnish lead to a Bachelor's and a Master's degree of Natural Resources. Students are able to go for exchange during their study at Natural Resources of Savonia UAS. (Savonia 2014f.)

As a versatile polytechnic, students of Savonia UAS have possibility of choosing to complete a full-time degree to gain Bachelor's or Master's degrees as presented above, or study in a flexible manner at the Open UAS of Savonia. The characteristic of the Open studies is that everyone can apply for the online courses regardless of age and educational background. Most of the courses are in Finnish, but some Eng-lish courses are also made available. (Savonia 2014g.)

In parallel with pedagogy, teachers and students of Savonia are actively involved in RDI activities. Research activities of Savonia UAS cover such aspects as welfare

products and services, energy, environment and safety, and industrial design. In recent years, accumulating to the existing researched fields, primary production and foodstuffs were highlighted as a new priority researched area of Savonia UAS. The Open Innovation Space (later referred as OIS) learning approach aims at integrating theory and practice, making closer cooperation between students, teachers, and companies, creating different learning environment at campuses, and producing new products and services to working life to improve the RDI activities of the institution. (Savonia 2014a; Savonia 2012.)

4.2   Overview of internationalization of Finnish higher education

4.2.1   Opportunities and challenges of the Finnish HEIs in internationalization

In the publication titled "Strategy for the Internationalization of Higher Education Institutions in Finland 2009-2015" by the Finnish Ministry of Education (2009), the pros and cons of Finnish educational organizations in the process of internationalizing have been identified. The first good sign is that researchers, research groups and institutions of Finland link more widely and tightly with the international research and competence network. As a result, international awareness of Finnish science has been increased and reputation of Finnish science has been spread over the globe. (Ministry of Education 2009, 12.)

Finland has performed actively in a variety of international programs. Within Europe, Finnish institutions were amongst the most dynamic participants in the European higher education and research cooperation. The number of exchange students has been quadrupled during the past decades. There has been a sharp rise in the quantity of exchange teachers and joint publications with researchers from other EU countries in recent years. The European Union Erasmus exchange program, which provides foreign exchange options from three to twelve months for students and teachers from the country members of the European Union, has apparently achieved great success in Finland (Erasmus Program 2010). The Centre for International Mobility (CIMO) was established to be specialized in mobility programs in Finland. The Finnish higher educational system adheres to European cooperation structure, with the aim of creating a standardized higher education area in Europe. The Nordplus mobility programs strengthen the education and research cooperation between Nordic countries by the joint Master degree programs. (Ministry of Education 2009, 12.)

Furthermore, foreign students and researchers from Asia, Africa and America have expressed their increasing interest in Finnish education, especially those from emerging economies and developing countries. They have shown the desire of acquiring education in Finland as well as conducting RDI projects with Finnish partners. Consequently, an exceptionally large amount of teaching is available in English to meet the requirement of the non-Finnish students in the country. (Ministry of Education 2009, 14.)

Except from the advantages mentioned above, the internationalization of Finnish institutions has some limitations that need further concerns and improvements. Finland is one of very few developed countries suffering from a brain drain, which means that educated and professional people tend to move out of rather than move into the country. From a long-term point of view, this fact causes seriously negative impacts on all facets of the country's development. An appropriate policy of treating and appointing the talent can be a solution for this problem. (Ministry of Education 2009, 14.)

Finland is ranked behind the large and even the small developed nations in researcher, teacher and student mobility. Low ranking in the extent of mobility can be caused by deficient promotion strategy for Finnish science and education. Finland is known for the advanced education, research and innovation, but not as an initiator in international forums. (Ministry of Education 2009, 14.)

Another drawback of Finnish institutions is that they are lack of personnel with foreign backgrounds or international experience. However, under the rapid progress of internationalization, more non-Finnish persons, and persons who possess foreign educational, research or working experience will serve as teachers and other members of staff at Finnish universities and polytechnics in some next years. (Ministry of Education 2009, 14.)

Insufficient attention paid to intercultural competence is an additional obstacle for the internationalization. As a two-sided process, intercultural communication refer to understanding the diversity and accepting the differences of other culture, on the other hand, promoting the national culture. In fact, Finnish language and culture are not very successfully promoted to the foreigners. Linguistic barrier prevents immigrants from thoroughly comprehending Finnish culture. Moreover, the share of the immigrants who complete Finnish higher education degrees is rather small. (Ministry of Education 2009, 14-15.)

4.2.2   International degree program of Finnish higher education

With the opportunities and challenges presented beforehand, internationalization of Finnish higher education has gained certain accomplishments. The number of international degree programs (later referred as IDPs) provided by Finnish HEIs have been increasing rapidly and they have become more and more popular and competitive with other countries. In spring term of 2012, the number of IDPs was recorded as 399 programs consisting of 257 IDPs of universities and 142 IDPs of UASs. English-taught Master´s programs far outweighed English-taught Bachelor´s programs at universities, but the domination by degree level was vice versa at UASs. It can be seen from TABLE 1 that 98% of university IDPs were at master's level, and 75% of polytechnic IDPs were at bachelor's level. (Välimaa et al. 2013, 20-21.)

TABLE 1: Number of IDPs by degree level at university and UAS in 2012 (Välimaa et al. 2013, 21)

Institutional type	Number of IDPs by degree level in 2012		
	Bachelor's	Master's	Total
University	6	251	257
UAS	108	34	142
Total	114	285	399

Joint- or double-degree programs accounted for a significant part of IDPs. As recorded in 2012, there were 139 international joint- or double-degree programs organized by the cooperation between Finnish HEIs and international consortiums, corresponding to 35% of all IDPs in Finland. (Välimaa et al. 2013, 21.)

Regarding to fields of study, generally speaking, Technology and Business seemed to be the two most popular fields of study at both universities and UASs. At universities, the three most attractive fields were Technology with 32% programs of total university IDPs, Humanities with 20% and Business with 18%. At UASs, the field of Business had the most IDPs with 44% of total polytechnic IDPs, Technology had the second most with 30% and Health Care came third with 16%. The numbers of IDPs in Technology, Humanities, Education, Social Science, Business, Science, and Health Care in the both institutional types are shown in TABLE 2. (Välimaa et al. 2013, 22-23.)

TABLE 2. Number of IDPs by fields of study for Universities and UAS in 2012 (Välimaa et al. 2013, 23)

Institu-tional type	Number of IDPs by fields of study in 2012							
	Tech-nology	Human-ities	Educa-tion	Social science	Busi-ness science	Science	Health & Medicine	Total
University	80 (32%)	50(20%)	7 (3%)	19 (8%)	45 (18%)	40(16%)	16 (6%)	257
UAS	43 (30%)	9 (6%)	0	5 (4%)	62 (44%)	0	23 (16%)	142
Total	123	59	7	24	107	40	39	399

The topic of IDP can hardly be completed without discussing the involvement of students. As can be seen from FIGURE 3, the rising trend in international degree students at universities and UASs resulted in the continuing growth of the total number of international degree students in Finland from 2001 to 2011. The number of students at UASs was approximately 25% fewer than at universities in 2001; however, since 2008 it had slightly exceeded the number of students at universities. Finnish HEIs reported the sum of 17,634 students from hundreds of different nationalities enrolled for IDPs in 2011.
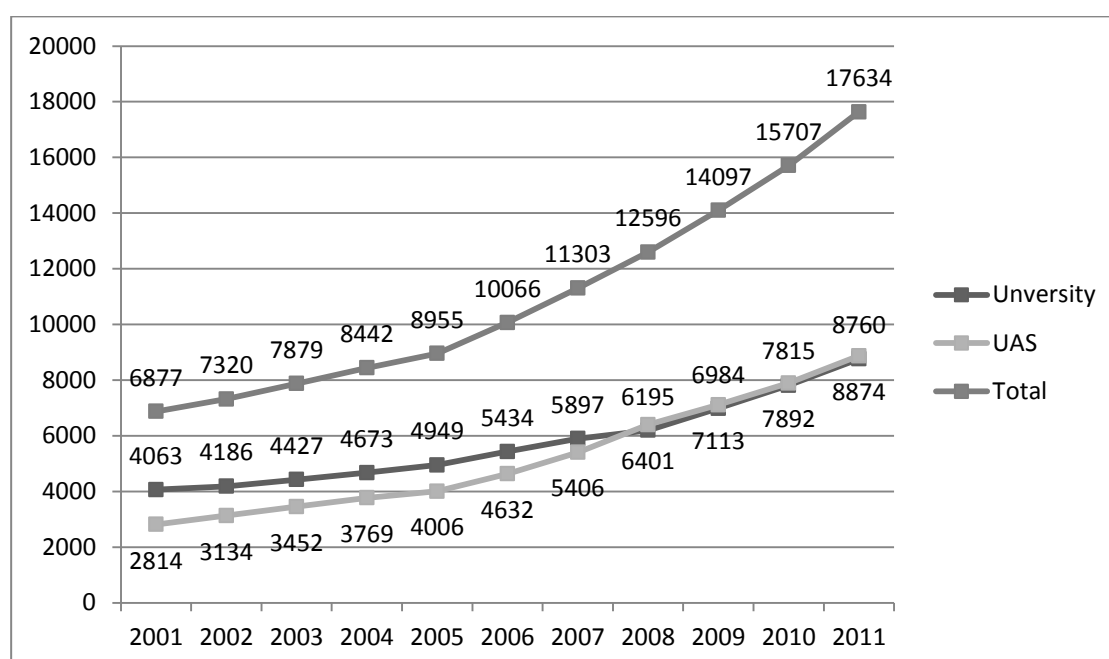

FIGURE 3. Number of international degree students of Finnish HEIs 2001-2011 (Ketolainen et al. 2013, 13)

Finnish students formed the largest groups which made up a quarter of all students studying IDPs (Välimaa et al. 2013, 27). Coming after the Finn, the Chinese and the Russian together constituted 24% of the total. Nepalese, Nigerian and Vietnamese students also comprised of a considerable share of students of IDPs. TABLE 3 lists out 20 countries sending most students to attend IDPs in Finland in 2011. (Ketolainen et al. 2013, 13)

TABLE 3. Top 20 nationalities represented in IDPs in 2011 (Ketolainen et al. 2013, 12)

Country	Number of students	Country	Number of students
1.China	2129	11.Germany	525
2.Russia	2107	12.Ethiopia	454
3.Nepal	976	13.Iran	401
4.Nigeria	969	14.Kenya	388
5.Vietnam	904	15.Ghana	382
6.Estonia	773	16.United States	312
7.Pakistan	603	17.Italy	258
8.Bangladesh	591	18.Poland	238
9.India	557	19.Britain	218
10. Sweden	556	20.Spain	218

In addition, the success of IDPs in Finland has been contributed by the qualified managers and teachers. The accountability of IDP manager is to run the programs properly towards the institutional and national strategy. Majority of university IDP managers achieved the Doctorate degrees and had international experience including publishing articles in international journals, conducting research with international colleagues, and working or teaching overseas. The Master's degrees are mostly obtained by polytechnic IDP managers whose international experience related to teaching or working outside Finland, and publishing articles in international journals. IDP teachers can be divided into full-time group, part-time group, and group of visiting or exchange teachers and visiting scholars. At universities, the portion of full-time teachers is 44%, part-time teachers take 25% and the third group holds the 27% remaining portion. At UASs, 41% of members of faculty are full-time, 36% of them are part-time, the rest 20% are visiting or exchange teachers. As regards teachers' nationalities, more than 70% Finnish teachers evidently become the prevailing group. Nationalities of IDP faculty turn gradually more diverse with 18% European, 4% Asian and 3% North American teachers. (Välimaa et al. 2013, 23-27.)

4.2.3 International mobility of Finnish higher education

The key tool to promote international mobility of Finnish higher education is through international cooperation and mobility programs which can be listed as Erasmus, Erasmus MUNDUS, Tempus, Nordplus, and North-South-South. ERASMUS+ comprises four sectors which are Comenius for schools, Leonard da Vinci for vocational education and training, Erasmus for higher education and Grundtvig for adult education (CIMO 2014a). To join the Erasmus program, students must be European citizens and attend a HEI in Europe, then they have to choose another European country to do internships or take classes for at least three months. The advantages of the Erasmus program is that students do not have to pay extra money beyond the tuition fee that they have paid to their home institutions, and the program ensures that the home institutions accepts credits earned by the students during the mobility period. Erasmus MUNDUS is an extension and a world-wide version of its predecessor – the Erasmus program. (Erasmus CU 2014.) Tempus promotes institutional cooperation involving the EU member countries to focus on the reform and modernization of higher educational system in the partner countries in Eastern Europe, Central Asia, the Western Balkans and the Mediterranean region. Tempus and Erasmus MUNDUS have a close coordination on providing scholarships to students from the third country to study outside the EU. (EACEA 2014.) Nordplus program offers financial support to educational cooperation between partner countries in the Baltic and Nordic region including Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden (CIMO 2014b). North-South-South creates cooperation between HEIs in Finland and developing countries which are eligible to Official Development Assistance (ODA). Finland's primary partner countries of this program are Ethiopia, Kenya, Mozambique, Nepal, Tanzania, Vietnam and Zambia. (CIMO 2014c.)

The trends in international mobility of Finnish HEIs in 2012 were reflected by the succeeding facts and figures. In terms of outgoing mobility, among 10,014 students headed abroad for at least three months, there were 5,163 students from universities and 4,851 students from UAS. The total number increased by 0.8% compared to that of 2011. The average duration of outgoing mobility is 5.5 months and 4.6 months for universities and UASs, respectively. Students doing practical training abroad counted for 14% of outgoing students of universities and 40% of UAS. (CIMO 2013.)

In terms of incoming mobility, the number of exchange students coming to Finland for at least three months was 9,655 students in 2012, increasing by 500 students or

5.3% from 2011. 5,827 out of 9,655 students went to Finnish universities and 3,828 went to Finnish UAS. In addition to the long-term mobility, short-term mobility of less than three months attracted 1,526 students from Finnish universities and 4,737 students from Finnish UAS to go abroad, and more than 2,500 students from other countries to Finland. (CIMO 2013.)

FIGURE 4 illustrates the trend of international mobility in Finland from 2000 to 2012. For twelve years, there has been an increasing direction in the number of exchange students coming to Finland. However, the number of outgoing student fluctuated: it kept rising from 2000 to 2006, then dropped from 8,610 in 2006 to 8,415 in 2007, peaked at 10,123 in 2010 and decreased slightly to 10,014 in 2012. In most years, the numbers of outgoing students were always greater than those of the incoming students, except in 2007 and 2008, the number of incoming students exceed that of the outgoing students. (CIMO 2013.)

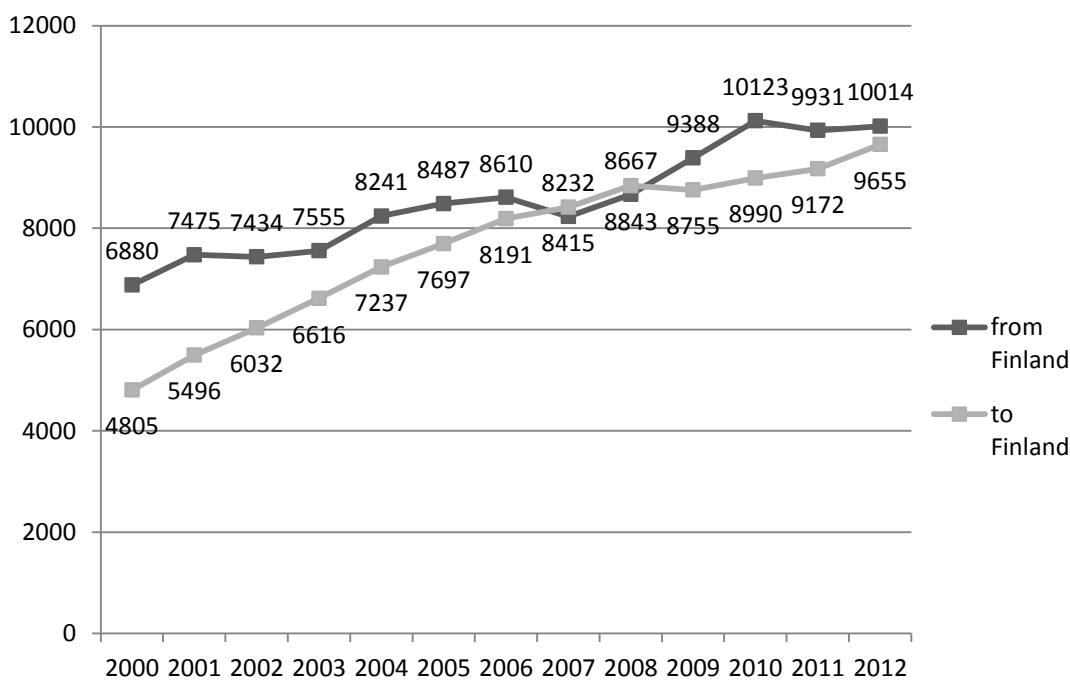FIGURE 4.Number of long-term incoming and outgoing exchange students of Finnish HEIs in 2012 (CIMO 2013)

At Finnish universities, students who studied Economics & Business participated most enthusiastically in outgoing mobility, and students who were doing their degrees in Technology & Engineer were the most eager to come to Finland. The extent of involvement that students from a specific field of study have in mobility was exposed

by the share of mobile students relative to newly-enrolled students. The highest share of outgoing mobility belonged to Law with 59.9%, and of incoming mobility belonged to Fine Art with 56.5%. At Finnish UAS, Social Sciences, Business and Administration was the dominant field in the number of outgoing as well as incoming students. In the relation of mobile students and newly-enrolled students, the highest share lied in Tourism, Catering and Domestic Services with 31.6% for outgoing mobility, and in Social Sciences, Business & Administration with 20.8% for incoming mobility. See TABLE 4 & 5 below for detailed numbers. (CIMO 2013.)

TABLE 4. Distribution of student mobility by fields of study in Finnish universities in 2012 (CIMO 2013)

Student mobility by fields at Finnish universities in 2012			
Outgoing mobility		Incoming mobility	
Biggest fields	**Number of students**	**Biggest fields**	**Number of students**
Economics & business	1308	Technology & Engineering	1299
Humanities	878	Economics & Business	1202
Technology & Engineering	859	Humanities	777
Most active fields	**Share of outgoing students relative to newly-enrolled students, %**	**Most active fields**	**Share of incoming students relative to newly-enrolled students, %**
Law	59.9	Fine Art	56.5
Economics & Business	45.7	Psychology	51.8
Humanities	35	Law	50.1

TABLE 5. Student mobility by field of study in Finnish UAS in 2012 (CIMO 2013)

Distribution of student mobility by fields at Finnish UAS in 2012			
Outgoing mobility		Incoming mobility	
Biggest fields	**Number of students**	**Biggest fields**	**Number of students**
Social science, Business & administration	1505	Social science, Business & administration	1472
Social services, Health & sport	932	Technology, communication & transport	796
Technology, communication & transport	921	Social services, Health & sport	596
Most active fields	**Share of outgoing students relative to newly-enrolled students, %**	**Most active fields**	**Share of incoming students relative to newly-enrolled students, %**
Tourism, Catering & Domestic service	31.6	Social science, Business & administration	20.8
Social science, Business & administration	21.3	Tourism, Catering & Domestic service	15.1
Culture	20.7	Culture	14.9

The European Union Erasmus program has been prevalent in incoming mobility to Finland with 72.1% and the program has also taken a great deal of outgoing mobility from Finland with 53.3%. Otherwise, students went exchange through institutional agreements, or as free movers, or through Nordplus and other programs. (CIMO 2013.)

66% of students going abroad from Finland headed for Europe, 81% of incoming students to Finland are from European countries. Germany seemed to be the most popular country in the view of both inflow and outflow students. However, European share in Finnish higher education mobility has been diminishing due to the growth in Asian students and Asian partner institutions in recent years. (CIMO 2013.)

4.3   Current implementation of internationalization of Savonia UAS

4.3.1   International degree programs

At the current time, three English Bachelor's degree programs which are the degree program in International business, the degree program in Information technology and the degree program in Industrial management; and one English Master's degree program which is the Master degree program in Industrial management are all being operated at Savonia UAS. These programmes are meant for both Finnish and international students. (Savonia 2014h.) ECTS system is applied at Savonia UAS to measure workload and learning achievement. ECTS documents such as the study guide, application forms, learning agreement and transcript of records are also in use at Savonia. The usage of this system increases the transparency of both curriculums and students' accomplishment, at the same time, improves mutual recognition of credits and grades in Europe in order to make student mobility easier. (Savonia 2014i.)

Degree program in International business (IB)

The degree program in International business leads to a BBA Degree with specialization in training international trade experts. The degree program in International business lasts 3.5 years and is worth 210 ECTS credits consisting of 60 credits of business orientation studies, 90 credits of professional business studies, 30 credits of internship, 15 credits of thesis and 15 credits of elective studies (Savonia 2014j). The degree program in International business aims at providing students with a comprehensive knowledge of business and administration, especially expertise required in the internationalization process of SMEs, by both practice-oriented instruction and a scientific business approach. Students are enabled to join in international activities and projects to gain skills needed in international career and ability of doing business research. At the same time, studying in a multicultural environment helps students familiarize themselves with different cultures and improve their language skills considerably. (Savonia 2014h.)

The curriculum is designed with the intention of facilitating students' generic and specific competences. Generic competences comprise of learning competence such as teamwork, self-leadership, retrieving and analyzing information etc.; ethical competence, for instance, responsibility, ethical code of conduct, equality, sustainability etc.; working competence, for example, professional expertise, business communication, decision making skill etc.; innovation competence such as problem solving skill, ability of working in projects etc.; and international competence like language skill, multi-

cultural competence etc. Students also develop specific competences which are focused on entrepreneurial thinking, internationalization of SMEs, RDI, and intercultural communication. In accordance with these competences, curriculum of the degree program in International business is divided into eight primary modules: essentials of entrepreneurship, decision making, multicultural communication, internationalization, organization and management, customer relationship, international strategies, and research and reporting. The competences gained through this program are in line with the standards of the EU for the higher education level. (Savonia 2014j.) After graduating from Savonia, students can undertake sales, administrative, financial, import/ export duties in international operations. Students of this degree program are able to strengthen their internationality by spending one exchange period and doing internships abroad. (Savonia 2014b.)

Degree program in Information technology (IT)

The degree program in Information technology leads to a Bachelor of Engineering (Information technology) degree. The four-year degree is worth 240 ECTS credits including 15 credits of basic studies, 15 credits of common professional studies, 84 credits of specialization studies, 45 credits of advanced specialization studies, 15 credits of elective studies, 15 credits of practical training and 15 credits of final project. During the study, students are provided with knowledge of sensors, data networks, servers and application software. The emphasis is put on software engineering, computer networks and embedded systems with wireless sensor networks, so the graduates from this degree program can take responsibility for system design, and programming tasks. In addition, students are encouraged to go for exchange and do internships abroad. (Savonia 2014b; Savonia 2014k.)

Degree program in Industrial management (IM)

The degree program in Industrial management leads to a BEng Degree. This degree program is worth 240 credits including 60 credits of basic studies, 60 credits of professional studies, 60 credits of obligatory professional studies, 15 credits of optional studies, 30 credits of training and 15 credits of final project. The degree program in Industrial Management lasts four academic years. (Savonia 2014h.)

This degree program is a combination of engineering, business and project management so that students may have more possible career options than only pure engineering. Students of Industrial management program can do various tasks such as

technology projects, engineering, production, supply chain and logistics, business management and marketing of goods and services in international environment. (Savonia 2014h.)

The framework of CDIO which means Conceiving – Designing – Implementing - Operating real world and OIS learning approach are adhered to the degree program in Industrial management to bring a real life approach and practices into the studies. There are two specialization options which are industrial project management and business management. In the industrial project management, students can learn management of technology sales and execution projects, technology know-how, development of products and services, production systems, supply chains, and after sales services. Business management is specialized in international business management, marketing and selling of technology products, and customer services and dealing with internationalization of technology companies. (Savonia 2014h.)

Furthermore, Savonia enables students of Industrial Management program to spend one exchange period and do their internships abroad to widen their internationality. (Savonia 2014b.)

Master degree program in Industrial management

The Master degree program in Industrial management leads to a Master of Engineering degree. The degree program is worth 60 ECTS credits and last two years. Those who already have the Bachelor's degree and at least three-year work experience are eligible to apply for this degree program. The degree program involves a few lessons taking place in Kuopio and Varkaus, and most of the lessons can be followed through video conferences. The curriculum consists of four main components: the Master's thesis taking 30 ECTS credits, 15 ECTS credits of obligatory studies on industrial engineering, ten ECTS credits of alternative studies on either international business or integrated product development, and five ECTS credits of elective studies on either managing cross-cultural interaction or any other suitable programs. The master degree in Industrial management provides advanced knowledge of business and technology management, further professional language skills and international capabilities, enhances career development and engages students in the long-term development of companies. (Savonia 2014h.)

The numbers of international degree students of Savonia are presented in FIGURE 6. The figure shows that the main trend of foreign students is upwards, but the opposite

direction can be realized for Finnish students. With 122 Finnish students in 2010, the Finnish students accounted for nearly one-third of total students attending international degree programs. Nevertheless, the portion fell significantly over the four years as the number of Finnish student was only 75 in 2013. The number of foreign students kept increasing gradually from 265 students in 2010 to 365 students in 2013. (Data Administration Department 2014.)
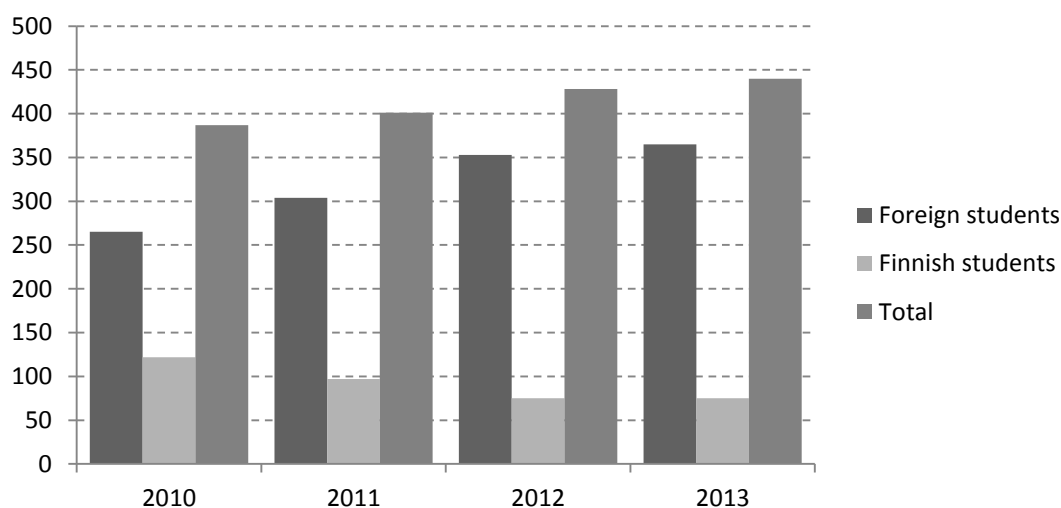

FIGURE 6. Number of students of the international degree programs of Savonia UAS from 2010 to 2013 (Data Administration Department 2014)

From 2010 to 2012, there was an increasing tendency in the number of newly-enrolled foreign students of international degree programs at Savonia UAS. The number developed from 83 students in 2010, to 120 students in 2011, and 141 students in 2012. However, the number of first-year foreign students decreased suddenly to 76 students in 2013, which is the lowest number among the four years. On the contrary, there were 18 firstly-enrolled Finnish students for the academic year 2011, 64% down on the previous year. The number continued decreasing to 13 students in 2012 and rose slightly to 27 students in 2013. FIGURE 7 illustrates the changes in the number of newly-enrolled students of international degree programs. (Data Administration Department 2014.)
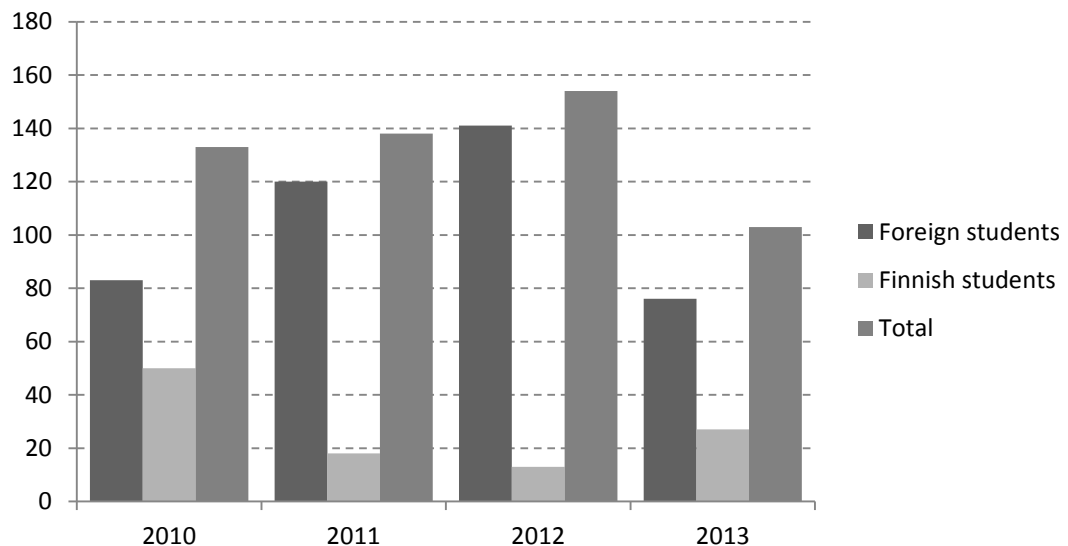
FIGURE 7. Number of newly-enrolled students of international degree programs of Savonia UAS from 2010 to 2013 (Data Administration Department 2014)

Students from 20 different nationalities acquire higher education at Savonia. Among them, Chinese students always constitute the majority of international degree students, the second biggest share is the Russian and the Finnish students also represent a considerable part of international degree students. (Data Administration Department 2014.)

4.3.2   International mobility programs

Savonia is a member of many mobility programs which provide financial aid for the exchange of students, teachers and other personnel. Savonia cooperation is not limited to the Nordic or EU countries, but extend to Russia, the US, Asia and Africa. The institution is involved in Erasmus, FIRST, Nordplus and North-South-South. The Erasmus program supports Savonia teacher exchange, student exchange, trainee exchange and short periods of intensive courses abroad. Countries involved in the Erasmus program are EU countries, Norway, Iceland, Liechtenstein, Turkey, Croatia and Switzerland. Savonia Faculty of Business, Tourism and Culture is having 41 Erasmus partner universities and Savonia Faculty of Engineering & Technology has 52 Erasmus partner universities. The FIRST (Finnish-Russian student and teacher exchange) program focuses on the mobility of Savonia teachers and students to Russian HEIs and vice versa. The Nordplus program supports mobility as well as projects and cooperation between Savonia and partner universities or other organizations in the Nordic and Baltic region. By taking part in the North-South-South pro-

gram, Savonia aims at providing assistance and strengthening cooperation with HEIs in developing countries. (Savonia 2014l.)

Students of Savonia are encouraged to join exchange programs either to study, or do practical training or write their theses. Students who head to a European country can choose an institution among Savonia's Erasmus partners and will receive financial support from Erasmus grant. Besides, Savonia has bilateral agreements with several institutions outside the Europe. Thus those students who head to these institutions can receive the school's grant. Otherwise, students have to go as free movers, meaning that they have to cover all fees and costs on their own. Savonia is keeping relationship with 180 partner universities in 30 countries. (Savonia 2014m.)

Another form of international study at Savonia is MultiPro or WellPro. Both of them are international three-month study modules but MultiPro is implemented in Iisalmi while WellPro is in Kuopio. MultiPro curriculum is composed of 16 ECTS credits of core studies which are computing skill, communication skill, cultural awareness, Finnish and research methodology, and 36 ECTS credits of specialized studies which learners can choose according to their interests in Social Services, Health Care, or Agriculture and Rural Industries. Teaching methods are based on lectures, teamwork, eLearning, project studies, portfolio and excursions. (Savonia 2013a.) For WellPro, curriculum is divided into compulsory, common voluntary and specialized studies. Cultural and lingual studies are mandatory for foreign students. Specialized studies spread on six fields: Biomedical Laboratory Science, Radiography and Radiation Therapy, Physiotherapy, Occupational Therapy, Nursing and Oral Health Care. Lectures, teamwork, eLearning, portfolio, laboratory and clinical practices are applied in the teaching methods. (Savonia 2013b.)

Having operated for 22 years, Savonia UAS has gained 22-year development in international cooperation and mobility. From as few as 35 long-term exchange students and 37 short-term exchange students in 1993, the numbers have grown dramatically to 326 long-term exchange students and 152 short-term exchange students ten years later. FIGURE 8 shows the overall situation of long-term exchange students of Savonia from 2011 to 2013. There were 250 students of Savonia spending long-term exchange periods in foreign countries in 2011, which was the highest number among the three years. However, the number of outgoing students dropped to 164 students in 2012, then recovered to 201 students in 2013. The numbers of incoming exchange students have not changed considerably, with 161 students in 2011, 156 students in 2012 and 188 students in 2013. (Mobility Office 2014.)
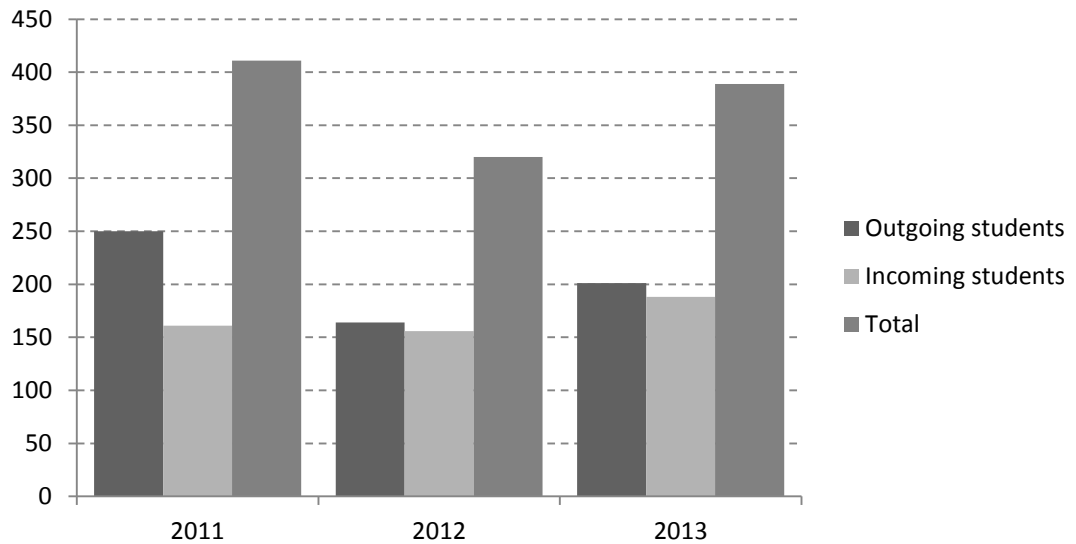
FIGURE 8.Outgoing, incoming and total long-term exchange students at Savonia UAS 2011-2013 (Mobility Office 2014)

Business students accounted for the biggest portions of total exchange students, with 37%, 29% and 34% in 2011, 2012 and 2013 respectively. Business department almost always took the prevailing percentages of incoming students and these percentages kept rising throughout the three years. However, the percentages of outgoing Business students decreased nearly by half from 40% in 2011 to 18% in 2012 and 24% in 2013. Coming after the Business students, students of Health Care constituted 22% of total exchange students in 2011, 23% in 2012 and 25% in 2013. The divisions of Health Care exchange students did not change much throughout the three years, with only a slight increase in the portion of outgoing students. Exchange students of Tourism & Hospitality and Engineering & Technology were equivalent at 15% in 2013, and quite similar in the other two years. In general, Tourism & Hospitality had more outgoing students than Engineering & Technology, but there are more students coming to Savonia to study Engineering & Technology than Tourism & Hospitality. Design students made up 10%, 13% and 7% of total exchange students from 2011 to 2013. The percentage of 18% outgoing students in 2012 was the most noticeable figures of exchange students from the faculty of Design. Students of Natural resources took small parts of 4% of total exchange students for all the three years, and the shares of Music & Dance students were even negligible in 2011 and 2013. TABLE 6 below presents the percentages in more detail. (Mobility Office 2014.)

TABLE 6. Outgoing, incoming and total long-term exchange students by fields of study at Savonia UAS 2011-2013 (%) (Mobility Office 2014)

Field of study	2011			2012			2013		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total	Outgoing	Incoming	Total
Business	40	34	37	18	41	29	24	44	34
Healthcare	23	19	22	24	23	23	28	21	25
Tourism & Hospitality	14	4	10	21	3	13	25	4	15
Engineering& Technology	10	25	16	12	20	16	9	21	15
Design	10	12	10	18	6	13	7	7	7
Natural re- sources	3	7	4	1	6	4	5	2	4
Music & Dance	1	0	0	5	0	3	2	0	1
Total	100	100	100	100	100	100	100	100	100

In terms of staff exchange programs, generally speaking, teachers and other staff coming to Savonia were always much fewer than those going from Savonia. 2012 was the year with the most number of outgoing teachers and other staff (228 people) but with the lowest number of incoming ones (43 people). The situation of teacher and other personnel exchange was quite similar in 2011 and in 2013. There were 146 and 156 people going to another country from Savonia, and 88 and 85 people coming to Savonia from other countries in 2011 and 2013, respectively. FIGURE 9 illustrates the overall picture of teacher and other staff mobility of Savonia UAS from 2011 to 2013. (Mobility Office 2014.)
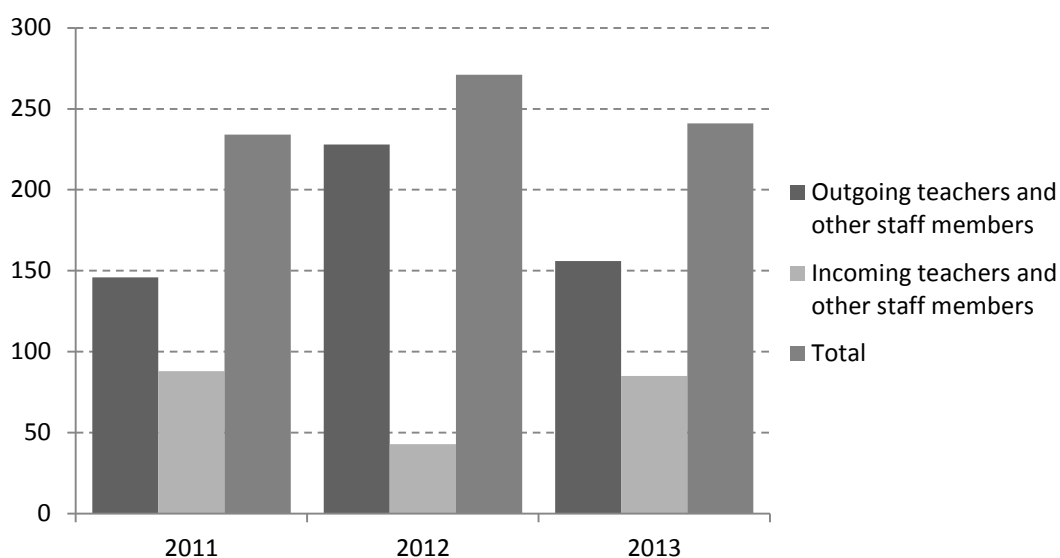

FIGURE 9. Outgoing, incoming and total long-term exchange teachers and other staff members of Savonia 2011-2013 (Mobility Office 2014)

According to TABLE 7, the most active faculty joining long-term mobility programs was Health Care with the highest portions of outgoing, incoming and total exchange teachers all the time, except the percentage of incoming tachers in 2011 and 2013. Respectively, the shares of teachers of Engineering & Technology and Natural resources were 11% and 12% in 2011, 13% and 22% in 2012, and 18% and 12% in 2013. Engineering & Technology attracted more teachers coming to Savonia, while Natural resources were more successful in encouraging teachers to go abroad. Mobility of other staff, and of teachers from the faculty of Business and Tourism & Hospitality also comprised considerable portions in the total number of staff exchange. Staff of Music & Dance and Design, nevertheless, had quite less enthusiasm in joining mobility programs. (Mobility Office 2014.)

TABLE 7. Outgoing, incoming and total long-term exchange teachers and other staff members by faculties 2011-2013 (%) (Mobility Office 2014)

Faculty	2011			2012			2013		
	Outgoing	Incoming	Total	Outgoing	Incoming	Total	Outgoing	Incoming	Total
Healthcare	37	19	30	32	33	32	34	26	31
Engineering & Technology	9	15	11	12	21	13	13	28	18
Other staff	1	28	12	7	0	6	10	18	13
Natural resources	12	11	12	21	23	22	15	8	12
Tourism & Hospitality	14	5	11	8	0	7	12	6	10
Business	14	8	12	14	5	13	10	5	8
Music & Dance	8	7	7	4	16	6	6	7	7
Design	5	7	6	2	2	2	1	2	1
Total	100	100	100	100	100	100	100	100	100

4.3.3 International projects

There are plenty of international projects that Savonia UAS has participated in, nonetheless, within the limit of this work, the three most typical projects will be presented to give the overview of the international project taken part by Savonia.

EU – funded Tempus projects

INTOUR (International networking for modernization of tourism education and developing academic mobility) involved partners from Finland, Portugal, Greece, Latvia, Russia and Ukraine and lasted from 2009 to 2012. The objective of the project was to create a university training network in order to train competitive specialists for the tourism of South Russia region and Ukraine. Savonia UAS took part in this project as the grant holder and the coordinator. Savonia Tourism and Hospitality took the role of transferring expertise and experience to the Russian and Ukrainian universities. (INTOUR 2012.)

ERAMIS (European-Russian-Central Asian Network of Master's degrees "Informatics as a Second Competence") involved partners from France, Germany, Poland, Spain, Finland, Russia, Kazakhstan, and Kyrgyzstan, and lasted from 2010 to 2013. Savonia UAS was the representative from Finland. The objective of the project was to develop information society by creating a network of Master's degree "Computer Science as a Second Competence" between Europe, Russia and Central Asia and setting up double-degree courses. (TEMPUS 2013.)

The Benchmarking project: Factors accounting for successful internationalization of institutions of higher education

The Benchmarking project was conducted by Savonia UAS, University of Eastern Finland, and Fudan University (Shanghai, China) in 2013. The aim of the project was the quality comparison and quality assurance of the internationalization of the participating HEIs. In order to achieve this aim, the participants of the project needed to find new approaches for international exchange, curricular and degree programs in the English language, double-degree program, joint R&D, cooperation of HEIs and enterprises, and cooperation between different levels of education. Savonia UAS acted as the administrator of the Benchmarking project. (Paasivuori 2014.)

International food industry project

In 2014, Savonia takes part in the International Food industry project coordinated by Institute of Technology Tralee (Ireland) which is an Erasmus partner of Savonia. The project is joined by 19 members from nine countries: Finland, Germany, UK, Ireland, Italy, the Netherlands, Poland, Portugal and Spain. Savonia UAS has been chosen to be the data transfer and exchange center of the Finnish and Nordic food industry

knowledge. Savonia's tasks relates to food industry entrepreneurship with models and tools like modeling consumer-orientated innovation measure and data transferring using the different channels. The total budget of the project is 4 million euros and Savonia's portion of the budget is 236,000 euros funded by the European Commission. (Savonia 2014n.)

5 RESEARCH: INTERNATIONALIZATION OF SAVONIA UAS

The current chapter is about the whole process of the research on the internationalization of Savonia UAS. The process is described in chronological order, starting from research goal and questions, following by research methodology. Research results including empirical data from survey and opinions of interviewees are analyzed at the end of the chapter.

5.1 Research goal and questions

Internationalization has been implemented at Savonia UAS since the very first stage of the institution's establishment. During nearly 20 years, many generations of students have graduated from the Savonia´s international degree programs and numerous foreign students have acquired education at Savonia. Admittedly, Savonia UAS has put many efforts into the process of internationalization, and the international activities and programs have become a vital part of the institution's life. Being a student of the international degree program in Business and Administration of Savonia UAS and enjoying the outcomes of the years-long efforts of the whole Savonia, the author realized the meaning of internationalization for the institution and for students' benefits. In this way, the author sowed the seeds of interest in this topic. Furthermore, thus far, there has not been a BBA-level research on the internationalization of Savonia UAS. In order to acquire a sound understanding of the internationalization of Savonia, a detailed and holistic research on this topic is absolutely necessitated. These reasons have become the starting point of this research.

The goal of this research is to gain thorough understanding of the internationalization of Savonia UAS. In order to reach that goal, the research questions arise as stated at the beginning of this work. The first research question "How is internationalization implemented at Savonia UAS currently?" has been almost solved in the previous chapter. The task of achieving the research goal will be continued by clarifying opinions of Savonia teaching and non-teaching staff towards the internationalization of the school. Moreover, the intent is to find ways of improving the internationalization process of Savonia UAS. Thus, the next research questions will be taken into consideration:

- What is required of the internationalization of Savonia UAS?
- How to improve the current situation of internationalization at Savonia UAS?

5.2   Methodology

5.2.1   Selection of research methods

A qualitative research method is the main technique of this study since its experi-ence-based approach can better satisfy the comprehensive research goal. The es-sences of the thesis are the two in-depth interviews with two persons engaged deeply in the internationalization of Savonia UAS.

Along with the in-depth interviews, a questionnaire is conducted to gain opinions from teachers and other staff members of Savonia in abundance. As usual, the question-naire is used as a tool of quantitative research method, but in this case, it is designed to produce both qualitative and quantitative data. With one reasoning question and two open-ended questions, the questionnaire enables the researcher to gain re-spondents' own experience and opinions, and simultaneously to collect responses in bulk.

Studying "internationalization of Savonia UAS" partly corresponds with an "intensive case study" type of qualitative data analysis. The aim of the intensive case study re-search is to get an insight into the case and develop understanding from the perspec-tives of people involved in it. In other words, it focuses on perspectives, conceptions, experiences, interactions and sense-making processes of the people involved in the case to find out as much as possible on it. In spite of the qualitative spirit of the case study research, quantitative data can also contribute to construct the case. Neverthe-less, case study research does not need to satisfy the ideal of quantitative research but concentrates on thick description, interpretation and understanding of the case. (Eriksson & Kovalainen 2008, 115-121.)

5.2.2   Planning and execution of interview

The essences of the research are the two in-depth interviews. In-depth interviews are usually semi-structured meaning that they are done under the form of conversations. The advantage of this kind of interview is that the tone of the interview is rather con-versional and natural, though the materials are still kept systematic and comprehen-sive. Furthermore, both the interviewer and the interviewee are provided a certain flexibility and freedom of discussion, and space for knowledge creation is allowed during the interview process. (Erikson & Kovalainen 2008, 82.) The use of semi-structured qualitative interview in this research created a comfortable atmosphere for the discussion and enabled two-flow information sharing between the interviewer and

the interviewees. As the interviewees wished to be anonymous, their names are substituted for Interviewee 1 (I1) and Interviewee 2 (I2). Since each of the interviewees undertakes different tasks and responsibilities, the themes of the interviews were quite dissimilar from one another.

The first interview was held on 28th April with I1. With educational background and business working experience related to international issues before engaging in an international program of Savonia, I1 has grown fond of the internationalization in general and internationalization of Savonia in particular for a significant number of years. The interview with I1 inclined to the exchange programs, curriculum and teacher's perspectives. Question list of the interview with I1 can be found in appendix 1.

The second interview was held on 8th May with I2. Before joining Savonia, I2 had a life-long experience in internationalization in different business types. The interview with I2 had the main theme of leadership and management in internationalization. List of questions asking I2 can be seen in appendix 2.

5.2.3   Planning and execution of questionnaire

Questionnaire

A questionnaire was created by the tool of Webropol, a commonly-used system for making questionnaire at Savonia UAS. As the thesis topic relates to internationalization, the questionnaire was deliberately designed only in English. The content of the questionnaire is based on the theory on the requirements for internationalization of higher education and all the information acquired during the project.

Respondents had to answer ten questions including two background questions, three multiple choice questions, one yes/no question, one reasoning question, one question containing six statements and two open ended questions. The questionnaire was intentionally designed short to consume less time of respondents, by this way they were more motivated to answer. Since the survey contains as many as three questions requiring respondents to write by themselves, the estimated time to completely answer the survey was around ten minutes.

The first question asks respondents' job. If they are teachers of Savonia, they will continue by choosing the fields they are working for; if they are other staff of Savonia,

the next question for them will be about the campus they are working at. The two background questions are involved in the survey to get the know-how of personal information of the respondents and see if respondents' opinions are connected with some commonalities like their jobs or their expertise.

Except from the background questions, each of the remaining questions in the survey reflects a domain of knowledge conveyed in chapter 3 of this work. Question 4 is co-ordinated with the literature of institutional commitment to internationalization. There-fore, this question aims at exploring how people are aware of the internationalization process of Savonia UAS and how the internationalization is discussed in the strategy of Savonia UAS.

The fifth question figures out participants' self-evaluation of their intercultural compe-tences, which is very crucial in international environment. Because of the significance of finding out people's opinions towards intercultural competence, it demands more than one question in the survey. Next, question 6, a yes/no question, will disclose people's recognition of the necessity of intercultural training. Furthermore, the answer to this question will determine if people are for or against the internationalization. Questions 7 & 8 link directly to question 6 as they require respondents to state their reasons for choosing either yes or no.

In the question 9, Savonia staffs' expectation concerning mobility would be ex-pressed. This question will not only point out respondents' interests in a business trip and exchange period but also reveal to some extent if the internationalization of Savonia UAS has found favour with the respondents.

Afterwards, question 10 is a type of Liker scale question with six statements. This question embraces the whole general theory of requirements for internationalization by listing out six essential requirements in the six statements. Respondents are asked to rank each of the six requirements according to the level of priority in their mind, from "very low importance" to "extremely important". This question results in showing the six requirements in prioritizing order from the least prioritized to the most prioritized.

The last two questions are open ended, which mean participants express their own thinking in words. These two questions were helpful to gain a wide variety of ideas of necessary competences and suggestions for the internationalization process of the school. The questionnaire can be found in appendix 3 in its entirety.

Analyzing methods

Webropol crosstabs, descriptive statistics, and bar charts were good means to arrange results for this research. Microsoft Excel was also used when the results were exported from the Webropol system to documents.

Within this survey, crosstabs were applied for most data to show the distributions of options by respondent groups. The usage of Chi-Square test is usually applied to measure if the observed distribution is due to chance, and if there is any association between variables. However, when trying with Chi-Square test, the prerequisites of the test were not fulfilled. For this reason, no association of variables could be concluded by Chi-Square test in this survey.

The answering scale of question 10 was already positioned in the order that facilitates the sorting of the statements. The options from "Very low importance" to "extremely important" were coded from values 1-5 in Webropol system so that value "5" would have a positive meaning, and value "1" would have a negative meaning. By coding the answering scale from values 1-5, averages were created to evaluate the importance of the statements. The bigger the value is, the more important the statement is considered. When comparing averages of statements between respondent groups (teachers and other members of staff), the non-parametric Mann Whitney U test of Webropol professional statistics was done to figure out whether there are significant differences in the distributions of category between respondent groups. All the tests that have level of significance p-value ≤ 0.05 are considered as "significantly different". Standard deviations were also created as an addition.

Realization and respondents

The questionnaire was sent to 482 teachers and other staff members of Savonia UAS by email. Amongst the 482 emails sent, only one failed to be delivered. The questionnaire was open to collect responses for 14 days from 11 April 2014 to 25 April 2014. Two requests were sent on 11th of April and on 20th of April, and resulted in 47 and 20 responses, respectively. In total, the survey was answered by 67 recipients, corresponding to 14% response rate with the sample size of 482. The message sent to the staff can be found in appendix 4.

Teachers and other members of staff from eight fields of study and seven campuses of Savonia UAS are the target group of the research. Within 67 respondents, 44 are teachers, 22 are other staff members; exceptionally, one respondent could not define his/her job. Among 44 members of faculty, 13 are Business & Administration teachers, 11 are Engineer & Technology teachers, eight are Health Care teachers, five are Tourism & Hospitality teachers; two are Music & Dance teachers, two are Design teachers; two are Natural Resources teachers, and one is a Social Services teacher. Among 22 respondents who are other staff members, 12 of them work on Opistotie campus, six of them work on Microkatu campus, two work on Sairaalakatu campus, Kuopio Academy of Design and Iisalmi campus has one representative for each of them. As one respondent did not select his/her job as either "teacher" or "other member of staff", the answers of this person for the other questions are not valid when making comparison between these two groups.

TABLE 8 shows the percentage of teachers of each field of teaching. Among 44 respondents who are teachers, Business & Administration teachers make up 29.5%; Engineer & Technology teachers make up 25%, Healthcare teachers make up 18.2%; Tourism & Hospitality teachers make up 11.4%; the percentage of teachers of Music & Dance, Design, and Natural Resources are equivalent at 4.5%; one Social Service teacher accounts for 2.3% of all teacher - respondents. While the actual percentages of teachers for each faculty are as 13% for Business & Administration, 38.6% for Engineer & Technology, 17.5% for Healthcare, 5.6% for Tourism & Hospitality, 5.6% for Music & Dance, 6.6% for Design, 5.3% for Natural Resources and 7.9% for Social Services. In TABLE 9, 33.3% of all respondents considered themselves as "other members of staff". In fact, only 21.6% of all Savonia employees are working as non-faculty staff. The differences of the sample percentages and population percentages prove that the ratios of the representatives in the survey are not corresponding with the ratios of the whole staff of Savonia. Hence, the results of the survey are directive and cannot be generalized to the whole institution. In all likelihood, the results of the research can only reflect the truth in some cases, not in all cases.

TABLE 8. Distribution of teachers by fields of teaching

| Fields | Distribution of teachers by fields of teaching | | | |
| | Respondents who are teachers (*n*=44) | | Teachers of Savonia (N=378) | |
	Number	Percentage	Number	Percentage
Business and Administration	13	29.5 %	49	13.0 %
Design	2	4.5 %	25	6.6 %
Music and Dance	2	4.5 %	21	5.6 %
Engineer and Technology	11	25.0 %	146	38.6 %
Healthcare	8	18.2 %	66	17.5 %
Social Service	1	2.3 %	30	7.9 %
Natural resources	2	4.5 %	20	5.3 %
Tourism and Hospitality	5	11.4 %	21	5.6 %
Total	44	100.0 %	378	100.0 %

TABLE 9. Non – teaching staff among total staff

| | Percentage of non-teaching staff among total staff | | | |
| | Respondents | | Population | |
	Number	Percentage	Number	Percentage
Other members of staff	22	33.3 %	104	21.6 %
Total staff	66	100.0 %	482	100.0 %

Validity and reliability

Validity is a concept referring to how well the survey measures what it is intended to measure. Validity can be assessed in many forms, and content validity is one of them. Content validity is ensured when questions on the questionnaire well reflect the research issues. (Mooi & Sarstedt 2011, 34-37.) In this survey, the content validity can be assessed through the theoretical framework on "Internationalization of higher education" which is discussed earlier in Chapter 3. The theoretical framework clearly defines what to measure and directly link the theory with the items in the question-naire. Construct validity is another form to assess validity of a survey. Construct valid-ity can be basically interpreted as an assessment of the way a question is construct-ed to successfully measure what it aims at measuring. (Mooi & Sarstedt 2011, 34-37.) In this survey, the ways the questions are formatted assist well for the purpose of the questions. The wording is clear and unambiguous for respondents.

Reliability refers to the stability of results every time the survey is repeated under identical conditions. Reliability can be analysed by many forms, and internal con-sistency reliability is the option for this research. Internal consistency reflects how well the different items of the questionnaire complement one another in spite of their

different aspects. Cronbach's Alpha is the index to measure internal consistency. When the coefficient Cronbach's Alpha is higher than 0.6, the questionnaire is regarded as generally reliable. (Mooi & Sarstedt 2011, 34-37.) The coefficient of Cronbach's Alpha for six statements of question 10 is 0.8648, and when deleting any statement, the coefficient still stays over 0.8, so the conditions to be regarded as reliable is satisfied.

5.3 Empirical findings and data analysis

The empirical findings are presented in numeric order of the questionnaire. Accordingly, TABLE 10 is for question 4, TABLE 11 is for question 5, TABLE 12 is for question 6, TABLE 13 is for question 9, and both FIGURE 10 and TABLE 14 are for question 10.

TABLE 10. Respondents´ awareness of internationalization in strategy (%)

	Respondents´ awareness of internationalization in strategy		
How internationalization is included in the strategy	**Teacher** **(n=44)**	**Other member of staff** **(n=22)**	**Total** **(n=66)**
Strongly emphasized	50.0	63.6	54.5
Briefly described	47.7	36.4	43.9
Not mentioned at all	2.3	0.0	1.5
Total	100.0	100.0	100.0

TABLE 10 presents that 50% of respondents who are teachers and 63.6% respondents who are other members of staff realize that internationalization is strongly emphasized in the strategy of Savonia. Internationalization can be realized somehow in the strategy by 47.7% teachers and 36.4% other staff. Exceptionally, such a tiny part of 2.3% teachers did not know that strategy of the school wrote about internationalization. As a whole, 98.5% respondents were aware of internationalization in Savonia's strategy to some extent.

TABLE 11. Respondents´ self-evaluation of intercultural competences (%)

Level of satisfaction	Respondents´ self-evaluation of intercultural competences		
	Teacher (*n*=44)	Other member of staff (*n*=22)	Total (*n*=66)
Very satisfied	54.5	45.5	51.5
Somewhat satisfied	40.9	54.5	45.5
Not quite satisfied	4.5	0.0	3.0
Total	100.0	100.0	100.0

According to TABLE 11, the percentages of respondents who are confident in their intercultural competences are quite high with 54.5% for teachers and 45.5% for other members of staff. Respectively, 40.9% and 54.5% are the portions of teachers and other staff who feel that their intercultural competences are acceptable. However, 4.5% of teachers admit that their intercultural competences are still limited and not quite satisfactory. In total, 97% respondents more or less satisfy with their intercultural competences.

TABLE 12. Respondents´ opinion towards intercultural training (%)

Necessity of intercultural training	Respondents´ opinion towards intercultural training		
	Teacher (*n*=44)	Other member of staff (*n*=22)	Total (*n*=66)
Yes	95.5	100.0	97.0
No	4.5	0.0	3.0
Total	100.0	100.0	100.0

TABLE 12 illustrates respondents' opinion towards intercultural training. All of other members of staff (100%) who joined the survey agree that there is a need for intercultural training. Also 95.5% of teachers support the idea. Nevertheless, the 4.5% remaining teachers show opposite opinion against having intercultural trainings.

TABLE 13. Respondents´ expectation for mobility opportunities (%)

| | Respondents´ expectation for mobility opportunities | | |
Level of expectation	Teacher (*n*=44)	Other member of staff (*n*=22)	Total (*n*=66)
Highly expected. These opportunities are good for my career.	45.5	59.1	50.0
The present situation is fine for me.	50.0	36.4	45.5
No, I do not think they are necessary.	4.5	4.5	4.5
Total	100.0	100.0	100.0

Respondents' expectations for mobility opportunities are shown in TABLE 13. With 59.1%, a big portion of respondents who are other members of staff expect to go for exchange more. That percentage is 45.5% for teachers. 50% of respondents who are teachers satisfy with the present situation of mobility. That percentage is 36.5% for other staff. Most noticeably, 4.5% of teachers and the same percentage of other members of staff express opinion offending against mobility activities.
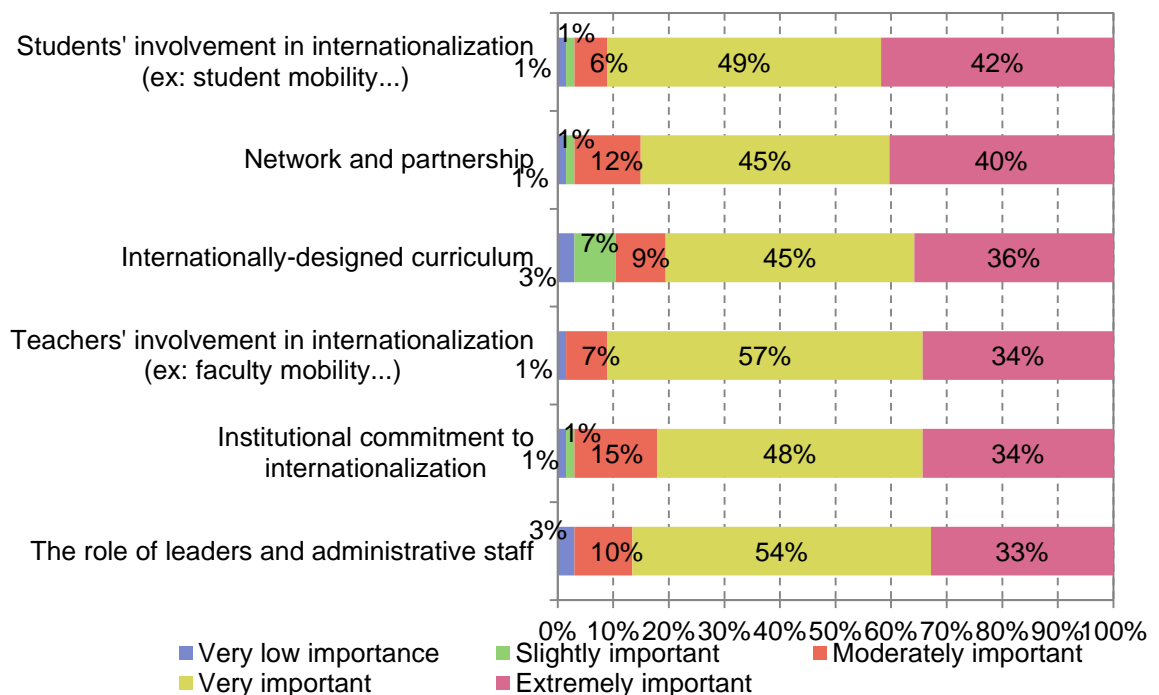

FIGURE 10. Importance of the requirements for internationalization %

FIGURE 10 illustrates the importance level of the requirements for internationaliza-tion. Respondents were asked to rank on the Likert scale from "very low importance" to "extremely important" on each of the six requirements for internationalization.

Totally 91% of the respondents consider "students' involvement in internationaliza-tion" as a "very important" (49%) and as an "extremely important" (42%) requirement for internationalization. There are only two respondents who think that this factor is "slightly important" or "very low importance"

The majority of 57% respondents are unanimous in ranking "teachers' involvement in internationalization" as "very important". Accumulating with 34% of responses voting it as "extremely important", this requirement receives 92% positive answer. Solely one respondent think this factor is not important.

Among the four following factors, the level of importance decreases respectively: "role of leaders and administrative staff" (87% very important or extremely important), "network and partnership" (85% very important and extremely important), "institutional commitment to internationalization" (82% very important or extremely important), and "internationally-designed curriculum" (81% very important or extremely important). Unexpectedly, 11% of respondents consider "internationally-designed curriculum" as "very low importance" or "slightly important".

TABLE 14. Level of importance of the requirements for internationalization. Average and standard deviation

Requirements for interna-tionalization	Teacher				Total	
			Non-teaching staff			
	Average	St.dev	Average	St.dev	Average	St.dev
Students' involvement in internationalization (ex: student mobility...)	4.39	0.78	4.05	0.72	4.28	0.77
Teachers' involvement in internationalization (ex: faculty mobility...)	4.20	0.76	4.23	0.61	4.22	0.71
Network and partnership	4.18	0.87	4.23	0.75	4.21	0.83
Role of leaders and ad-ministrative staff	3.98	0.93	4.45	0.51	4.13	0.83
Institutional commitment to internationalization	4	0.91	4.32	0.57	4.12	0.83
Internationally-designed curriculum	3.86	1.11	4.36	0.73	4.03	1.01

TABLE 14 shows the average value representing the level of importance for each factor required for internationalization. The Likert scales from "very low importance" to "extremely important" are coded as 1-5 on Webropol system so that the higher the average is, the more important the factor is considered. In total, "Students' involvement in internationalization" can be recognized as the most important requirement with the highest average as 4.28; followed by "teachers' involvement in internationalization" (4.22) and "network and partnership" (4.21). "Role of leaders and administrative staff" (4.13), "institutional commitment to internationalization" (4.12) and "internationally-designed curriculum" (4.03) are among the group of lower importance.

When taking into account each respondent group, the results between the two groups "teacher" and "non-teaching staff" are quite different at first glance. For respondents who are teachers, the requirement of "student's involvement in internationalization" is the most important factor, in contrast, this factor is considered as the least important by other staff. The difference between average values of the two group for this statement is considered as statistically significant (p=0.034). Vice versa, for respondents who are non-faculty staff, the most important element is "role of leaders and administrative staff", but this factor holds the second least important position in teachers' mind. This difference is also statistically significant (p=0.037).

There is no big difference between the two groups respecting the factors "teachers' involvement in internationalization" and "network and partnership". The average values for "teachers' involvement in internationalization" are 4.20 and 4.23 and for "network and partnership" are 4.18 and 4.23 from teaching and non-teaching staff, respectively. Teachers evaluate "institutional commitment to internationalization" as 4 on average and other members of staff evaluate it as 4.32 on average. Nevertheless, the requirement "internationally-designed curriculum" is underestimated by teachers with the lowest average value of 3.86, but is highly recommended by other member of staff with quite a good average value of 4.36. This statement has the biggest differences in the average values among other statements. However, no conclusion on the statistically significant differences between the average values of the two groups can be drawn by Mann Whitney U test on these statements.

5.4   Benchmarking

The discussions with I1 and I2 have given some insights into the international life of Savonia UAS. From the standpoints of the two representatives who have remarkable experience on internationalization, as well as available interest in and dedication to

develop internationality of Savonia, further new and interesting angles of the internationalization of Savonia have been revealed.

Interview 1

The main theme of the interview with I1 was about exchange programs, internationally-oriented curriculum and teachers' perspectives toward internationalization. According to I1, the effervescent exchange programs have been attracting a large number of students and teachers to participate. With an approximation of 400 outgoing and incoming students and 240 outgoing and incoming staff, among them, around 200 students and 160 staff going broad from Savonia every year, these figures are really impressive for a polytechnic. For a decade, Erasmus+ program has accounted for a major portion of Savonia exchange activities. Out of the domain of Erasmus+, Savonia has made bilateral agreements with partners in Russia, China, Korea etc. However, the fact remains that mobility programs draw more attention from students than from staff, especially non-teaching ones. Barriers of language, age, family ties, or simply no interest have prevented staff from taking part in exchange periods. Savonia tries to keep the ratio of outgoing teachers at 1, meaning that the number of exchange periods every year should be equivalent to the number of teachers of the school. It can be understood that in average, within a year, each teacher go exchange once. Incoming teachers, though, are even more irregular than outgoing teachers. To improve the regularity of incoming teachers, the International team of Savonia has proposed a solution in which the school would actively invite foreign teachers and researchers to join the projects or activities taking place at Savonia. As a result, visiting lecturers, scholars and researchers will easily find their suitable tasks and feel more welcomed at Savonia. Not only for the members of faculty, but opportunities of mobility are also opened for non-teaching staff. The number of mobile students and staff is an important index examined by the Finnish Ministry of Education to evaluate the efficiency of internationalization and it also determines the amount of fund supplied to the school. In the next years, Savonia does not have any plan to increase the quantity of partner universities but tends to invest in the quality of relationships. As a consequence, the probability is that agreements with inactive partners will be cancelled. I1 made an emphasis that mobility activities have been always one of the key focuses of the internationalization of Savonia and the whole Savonia are continually attempting to improve it.

Curricula of the international degree programs of Savonia are primarily designed based on the competences standardized by the Finnish Ministry of Education. At the

same time, Savonia set a target of supplying high quality labour forces for the SMEs in North-Savo region who also require specific competences from their future work-forces, especially in their internationalization process. Therefore, Savonia has to combine the standards of the Ministry of Education and the demands of the SMEs to design courses accordingly. During their studies, students are supposed to be equipped with all the competences needed by both the Ministry of Education and the SMEs. Providing students with good preparation and confidence to enter the international labour market is the deepest expectation of Savonia's educators. An example is that at the faculty of Business & Administration, the studies purely on Finnish business is no longer popular but the curricula tend to cover international aspects of business.

Concerning the perspectives of Savonia's teachers and other members of staff towards internationalization, the general atmosphere is positive and supportive for the internationalization. However, in some untypical cases, some individuals may hesitate to go abroad, or they are unwilling to speak English and interfere in international issues. Under any circumstances, people have to remember that they are in an international environment and every single minimal effort of them will accumulate to the common success of Savonia. They do not have to understand cultural issues root and branch, or speak flawless English, all they need are to be aware of the differences in cultures and keep their mind open to learn these differences. At the current time, Savonia do not organize short trainings in languages and intercultural competences for staff, but whenever they wish to be trained, the institution will surely support.

In I1's opinion, the role of a senior leader of the international issues is at the core of the improvement on internationalization of Savonia. The leader has power of making the final decision in debates, exerts an influence on guiding and inspiring his/her subordinates, and acquires a wide knowledge of internationalization. As a matter of fact, the international activities at each campus of Savonia are being operated separately. Hence, there is more than a need for a person who can govern and control all issues concerning internationalization and reorganize the whole system consistently.

When being asked to describe the internationalization of Savonia UAS in three words, I1 thought about "difficult", "secondary" and "crucial". Internationalization of Savonia is facing difficulties in lacking of understanding, resources and a senior leader for international issues. Internationalization is not the first thing appearing in people's minds and it is almost absent from their minds sometimes, so it is secondary.

But people have to realize the significance of it as internationalization is crucial for the stability and longevity of Savonia. To conclude, I1 strongly confirmed that all the efforts and implementations of the school have to in compliance with the benefits of students, especially international students.

Interview 2

The main theme of the interview with I2 is around leadership and management in international context. In spite of handling daily tasks that are not directly relevant to international activities of Savonia, I2 still has a keen interest in general international issues and in developing the internationalization of Savonia. As being shared by I2, the greatest challenge to manage an international department is to maintain the competitiveness of Savonia with other universities all over the world. In order to do that, the school has to focus on quality including quality of programs and activities, quality of faculty and students and quality of infrastructure. By investing in quality, Savonia would become more promising in the eyes of students. At the same time, it would attract more partner universities and companies to establish relationship, and upgrade itself in the world universities rankings. Therefore, not anything but quality will provide a solid foundation to maintain the competitiveness of the school. Managing quality thus can be said to be the most challenging in managing internationalization.

From I2's point of view, the strategy that Savonia is adopting currently is clear, practical and motivating enough. There is no dedicated strategy for internationalization, but internationalization is included in the strategies of every activity. In recent years, internationalization has been emphasized in all aspects of Savonia for example R&D, partnership, curriculum etc. The abolishment of the international degree program in Information technology is an alert for the institution to reconsider the operational efficiency of other degree programs. If the annual student intake is not sufficient, and the quality as well as quantity of graduates is not secured, termination is an unavoidable consequence. One more time, the role of improving quality is emphasized.

Teachers and other members of staff, the driving forces of the internationalization of Savonia, are impacted strongly and directly by the human resource policies of the institution. In the international context, human resource policies should harmonize with the internationalization. When making hiring decision, capability of foreign languages is required first of all from the applicants. The institution highly evaluates the candidates who have international experience in working, studying and research. Previous experience in international environment is a great advantage helping the

candidates adapt quickly and work effectively in the internationalization process of the institution. Besides, Savonia does not hesitate to recruit staff with foreign origins as long as they can prove their competences and expertise, and there are suitable vacancies for them. In its essence, Savonia is still a Finnish educational institution, so preference will be given to foreign candidates who are able to deal well with both Finnish students and international students. Rewarding for individuals who have significant contributions to the internationalization of the school can be used as a tool to inspire them. However, the overall rewarding policies are rather limited at Savonia.

According to I2, there are three main sources to raise fund for international activities at Savonia. The Ministry of Education provides the largest sum of fund which is only used for pedagogic purpose. This fund is used in common by both Finnish education and international education and how the sum of fund is allocated depends on the consideration of Savonia's principal. Fund for R&D projects does not come from the Ministry of Education, but Savonia has to apply for sponsorship from funders or financiers. The third source of funding derives from selling services to companies in the region.

In order to improve the internationalization of Savonia, I2 suggested having more international degree programs in other fields of study. At the current time, Business & Administration and Engineering & Technology are the only two options that international applicants and partner universities may find at Savonia. If degree programs in English are open in other fields, there will be diverse and various selections for international students and partner universities. Finnish universities have the power to make decision on their own whether they want to organize degree programs in English or not, so they do not have to rely on the permission of the Ministry of Education like several years ago. However, before opening any new international degree program, concerns of quality, efficiency and finance should be reviewed.

At the end of the interview, three things that I2 thought about the internationalization of Savonia are strategy, operation and quality. Savonia is adopting a right strategy that considers internationalization as strategically important for development in the long run. However, the operation of internationalization inside the institution is not very effective in all departments. Finally, managing quality is the most vital and also the most challenging task, but Savonia has to focus on quality as only it can ensure the steady progress of internationalization.

6   DISCUSSION

The success of the study can only be achieved when the research questions raised at the beginning of the thesis are satisfactorily answered. Constructing theoretical framework, gathering secondary data, conducting survey and organizing interviews which have been discussed throughout the previous chapters all aim at producing the most appropriate answers for the research questions. As internationalization of higher education is an emerging topic, many recent related literatures and researches can be found to support this study. Secondary data were obtained from the Mobility office and the Data Administration office of Savonia UAS, so the reliability of the information is guaranteed. However, due to a quite low response rate of the survey, the results interpreted from empirical data can hardly be generalized to the whole Savonia in every case. Interviews could have provided more comprehensive perspectives if representatives of Savonia's International Affairs were able to join. To sum everything up, this chapter is about seeing how the research questions are solved by the study.

How is internationalization implemented at Savonia UAS currently?

In general, the current implementation of internationalization at Savonia UAS is being practised well. The total number of students attending English degree program has continued rising and stayed over 400 students from 2011 onwards. Among them, there were than 300 foreign degree students, and one-third of them were the newly-enrolled students. Foreign students of Savona are from 20 different countries with a clear majority of the Chinese and the Russian. Finnish students have accounted for 17% - 30% of the total number of international degree students, showing that the Finns also have great interest and demand in acquiring higher education in English at Savonia. The institution is operating three international degree programs, counting for an acceptable rate of 3% of the total IPDs of all Finnish UAS. In short, the sum of international degree students, the annual student intake and the diversity of their origins are sufficiently good for Savonia.

The number of both outgoing and incoming exchange students has been recorded as over 320 students since 2011. Savonia students leaving for another country have always been more than exchange students coming to Savonia. The numbers of staff exchange have been over 230 for the three nearest years, with very minor shares of incoming staff exchange. Savonia seems to handle well the task of encouraging students and staff toward international mobility, but has not been good at promoting and marketing the institution. Engineering & Technology is an exception with more incom-

ing exchange than outgoing exchange, indicating that studying and teaching Engineering & Technology at Savonia is rather promising for foreign students and teachers. Students of Business & Administration and Healthcare are the most active participants in student exchange or trainee exchange, and most staff exchange is joined by teachers of Health Care and Engineering & Technology. While Business students always take the largest portion of total exchange students every year, Business & Administration teachers do not go abroad quite often. Both Healthcare students and teachers show their enthusiasm for international mobility. On the contrary, students and teachers of Music & Dance take very tiny part in exchange programs. In the distribution of exchange students by field of studies of all Finnish UAS, Business & Administration has the most exchange students, and Engineering & Technology has more incoming students than outgoing students. Hence, the distribution of exchange students by fields at Savonia is in connection with the general distribution of all Finnish UAS.

International projects are being operated well at Savonia. Savonia has been consolidated its standard and position among partners from Nordic countries, EU members, Russia and Asia on educational and industrial projects.

On implementing internationalization at Savonia, the perception of Savonia staff toward internationalization and their intercultural competences should be reviewed. Result of question 4 in the survey reveals that most of respondents have the awareness of internationalization in the strategy of Savonia UAS. Furthermore, people's awareness of the strategic role of internationalization for the development of Savonia is also implied from this result. Responses for question 5 in the survey show that there is a clear majority of Savonia's staff who possess good intercultural competences. With the foundation of intercultural competences, teachers and other staff members of Savonia are able to work and live without difficulty in international environment.

What is required of the internationalization of Savonia UAS?

From the results of question 10, "students' involvement in internationalization", with the highest percentage of supportive answers and the highest average value from the two respondent groups, seems to be the most prioritized requirement for internationalization. Particularly in the opinion of teachers, this factor holds the highest rank over other requirements. If education is a service, students are seen as the target customers. The enthusiasm of students proves that the services are supplied by the school

in an efficient and professional manner. The number of student intake every year is the vital condition assuring the operation and outcome of the English degree programs of Savonia. Furthermore, the foreign degree and exchange students create the cultural diversity in Savonia community. Student exchange and trainee exchange take essential role in broadening the internationality of Savonia. Extra – curricula activities like international tutoring or seminar on international topics are necessary to consolidate the internationalization at home. Students' participations contribute to the programs and activities both in depth and in width.

"Teachers' involvement in internationalization" with the highest percentage of supportive answers and the second highest average value from both respondent groups, is the second priority for internationalization. Moreover, this factor receives unanimous agreement from both the teaching and non-teaching groups. Faculty mobility is one of the elements of this requirement. Question 9 produces results that more than 50% of respondents expect more opportunities to go exchange, especially for non-teaching staff. 45.5% of respondents are satisfied with the present situation of mobility and most of them are teachers. By and large, the opportunities of mobility offered are quite enough for teachers, but they are still limited for other staff members. Together with international mobility, international researches and projects by collaborating with foreign researchers and institutions, using comparative approach with international topics and perspectives, publishing researches on international means of media are good ways to widen the internationality of Savonia. (Knight & de Wit 1995, 17-18).

Thirdly, "role of leaders and administrative staff" is also among the priorities of Savonia in the internationalization process, with the third highest percentage of supportive answers and the fourth highest average value. In particular, this factor holds the highest rank for other staff members. A leader who plays as the final decision maker, the orienting factor as well as the motivator for the whole staff committee is absolutely in demand for the internationalization of Savonia. The administrative and service offices at Savonia such as student services office, the library and information services, the international cooperation services and other services are very helpful for the students and teachers in their studying, teaching and research work.

With 97% favourable responses for question 6, intercultural training is considered as highly demanded at Savonia UAS. According to the open feedback, the supportive opinions are due partly to the awareness of internationalization as a trend all over the world, across Finland and in education as well as other fields. Therefore, intercultural

and language trainings are necessary for adapting to internationalization. A majority of the supporters realize the competitive advantages of communication skills, language skills, intercultural understanding and so on in international and multicultural working environment. If only teachers and other members of staff are capable of these skills, they will be ready to go abroad, confident in learning and sharing knowledge with foreign colleagues, and more helpful for foreign students. With respect to a very small part of Savonia staff having lacked of interest, experience and knowledge related to internationalization, trainings in intercultural competences help them perceive the benefits of internationalization and stimulate their potentialities for it.

How to improve the current situation of internationalization of Savonia UAS?

In the open feedback, respondents of the survey have given manifold suggestions for the improvement of internationalization of Savonia. According to the survey, the three highest demands for a better performance of internationalization are to have more English degree programs, to enhance involvement of all members of the school in international issues and to increase opportunities for mobility. Interestingly, English degree programs are highly demanded for all fields of study at Savonia UAS. Savonia is operating international degree programs in Business Administration, Information Technology, and Industrial Management, but the degree program in Information Technology has stopped accepting new students since 2013. If other fields of study such as Healthcare, Tourism & Hospitality or Natural resources also have degree programs in English, there will be more options for candidates applied for Savonia. Especially for Healthcare department where teachers and students' competences and interest in internationalization have been showed by their active participation in mobility activities, international degree programs have many possibilities to succeed. There was one idea that international degree program in Information Technology should be reorganized, and another one recommended to have international degree program for the Open UAS. I2, one of the two interviewees of the research, also suggested the same idea. According to I2, Savonia has authority to decide whether they will open more international degree programs or not. The matter is that the institution should take into consideration financial and quality concerns because operating without efficiency is a complete waste of resources.

Coming to the next suggestion, all the members of Savonia always need to bear in their mind that they are a part of an international environment, so they should not hesitate or ignore the international activities of the school. One respondent even thought that international activities should have been compulsory so that everyone

had no choice but participating in them. Mobility programs are actively joined at Savonia, but mostly from students' side. For both objective and subjective reasons, mobility programs for teachers, and especially other members staff are not the focal point of Savonia. The result of the survey shows that a dominant part of non-faculty staff (nearly 60%) and almost half of teachers (45%) expect to more chances to go abroad. Indeed, they expect to have more chance to go abroad. Meeting international people and working in international context make them contribute more to the internationalization of their home institution.

Other suggestions made by quite many respondents are regarding to leadership for internationalization, and intercultural and language trainings. In respondents' opinion, the heads of each faculty are handling multiple tasks, and international coordinators of each campus are doing their jobs quite separately. Therefore, a competent person who is able to devote time and attention for every aspect of internationalization should be nominated for the position as the leader. This idea and the recommendation of I1, the first interviewee of the study, overlap to a large extent. As stated by I1, each single function of the internationalization is not ideally integrated. A head of all international issues is more than needed to reorganize all functions to avoid inefficiency and lead to a consistent mechanism.

Intercultural and language trainings, as presented earlier, are highly expected by almost all respondents. Language skill is considered as an essential tool to work in international context. Skills of intercultural communication, teamwork, networking etc. and knowledge of cultures, global issues, networks etc. are commonly agreed by most of respondents. Above all, not anything but positive attitude toward internationalization is the orienting factor. When people have interest, understanding, openness for internationalization, other skills and knowledge will be developed further. One respondent mentioned an interesting point that to adapt well in multicultural context, each individual needed to become a good listener. Indeed, listening well helps people to understand clearer, sympathize easier, decide wiser and learn faster.

In addition, funds, which are basically needed for all activities, are especially required for going international. A clear strategy with a practical approach and a main focus on students' benefits is also proposed. Students have very limited knowledge of the international projects that Savonia takes part in because these projects are rarely mentioned in lectures or informed to students. Thus, the practical projects and academic studies should be reshaped to correlate with each other. Curriculum of international degree programs should be designed towards international orientation with concen-

tration on global and international contents, language studies and cultural studies. Partnership and collaboration need to be developed on quality basis. Performance's efficiency of partnership and collaboration should be reviewed and assessed every year to avoid inactive partners.

7   CONCLUSION

Outcome of the study

To recapitulate briefly, the main objective of this work is to study the internationalization of Savonia UAS. The objective is attained through the process of finding out answers for the three research questions. The theoretical background covers such issues as the internationalization of higher education, the reasons driving HEIs to internationalize and the requirements for the successful process. From the foundation of requirements for internationalization of higher education and related topics, the questionnaire and interview were conducted to collect data and opinions fulfilling the research questions. Eventually, the answers for the research questions have been delivered by analysing secondary data, empirical findings and opinions of respondents and interviewees.

Qualitative research method in the form of an open-ended questionnaire and interviews has been selected for this research as experience and opinions of involved persons are the eventual outcomes that the research is targeted at.

All in all, the research showed that the internationalization process is implemented and managed well at Savonia UAS with sufficient annual student intake and graduates, various international degree programs, and active participation in international mobility, projects and networks. Meanwhile, the internationality is much different between faculties, so attempts are being made to redress the imbalance in international operation among all faculties of Savonia. Relating to requirements for internationalization, human factors involving students, teachers, leaders and administrative staff are considered as prioritized requirements at Savonia. Only when people have appropriate attitude, they will commit themselves to the internationalization, curriculum will be designed properly and network and partnership will develop further. In order to improve the internationalization process, the core resolution is to maintain a good balance of internationalization level within the institution by opening more international degree programs for other faculties, enhancing the involvement of the whole staff and students in international activities, and increasing opportunities for mobility, especially for non-teaching staff. Additionally, content of the international activities and programs, together with qualification of students and staff have demanded considerable attention and efforts from the institution.

Limitation of the current study and suggestions for further study

As far as the fast-changing world has made profound impacts on internationalization of education, the results of the research are recommended for consideration in short term. Most of the facts and figures used in chapter 4 ("Overview of internationalization of Finnish higher education and Savonia UAS") were from 2010-2013, so they are good enough at the current time when this study is conducted. However, this study is a product of its time, and it may not be reliable when using these facts and figures to forecast the situation of much further years. Despite that, chapter 2 ("Internationalization of higher education") and chapter 3 ("What is required of internationalization of higher education?") are quite general and provide the concepts applicable for most of time.

This study explores the internationalization of Savonia from the standpoint of teachers and other members of staff who directly implement the process. However, degree students and exchange students are those who reflect the results of the process. If education is a service, then students are the target customers. The content of the international programs taking place at Savonia can be evaluated, and the effectiveness of any new implementation can be surveyed from the point of view of students-the service receivers. For instance, students can be asked to see the demand for international degree programs in other fields like Design or Healthcare. Efforts made by the institution would become unsuccessful without students' responses. Thus, further study from the perspective of students would also be interesting.

On reviewing the research process, some imperfections have been identified to improve further studies. One of the biggest limitations can be recognized is that the response rate is not high and it more or less affects the ability of generalizing the results. Hence, it seems that sending the questionnaire to the target group by email is not an optimal way to control the response rate. The response rate can be ensured much higher by direct approach, meaning that paper-based questionnaires are delivered directly to respondents. However, the direct approach depends on respondents' approval under appropriate circumstances. Another flaw is that the question 10 of the survey could have been formatted better. The purpose of this question is to see the most prioritized and the least prioritized requirements for internationalization when asking respondents to rank these requirements according to the level of importance in their mind. It should have been scaled by numeric scale from 1-5 instead of by Likert scale from "very low importance" to "extremely important" because the way it was designed caused a tendency for respondents to choose only "important" and "extremely important". Fortunately the expected result could be obtained as the collected data still shows the more selected options and the less selected options.

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APPENDIX 1: QUESTIONS FOR INTERVIEW 1

- Please tell me some of the main parts of your professional career and how is it related to the internationalization of Savonia UAS?

- We are participating in LLP-ERASMUS, FIRST, TEMPUS, NORDPLUS and NORTH-SOUTH. Could you please tell me more about these programs? (For each program: is it for teachers/ students or both? How much is the quota? How much grand? Where is the area? For which field of study?)

- How many partner universities we are cooperating at the moment? Do we have plan every year to have more partners? Where is our target partner area in the future?

- How do you evaluate the interest in internationalization of Savonia teachers and other members of staff? Do they prefer international education and working in an international context to in a domestic or local context?

- How do you think about the role of languages and intercultural in the internationalization?
  Is there any training and how often are the short trainings for languages and intercultural competences organized for the school's teachers and other members of staff?

- How the core studies, language studies, intercultural studies and elective and optional studies of Savonia's curriculum for each field of study are designed with international orientation?

- How do you think about the role of mission statement and strategy in the internationalization?

- How much is the fund allocated to the internationalization from the school or from Government?

- How is the quality of students graduating from Savonia evaluated? Do they become "global citizens" who are well-prepared to work in international workplace knowledge, skills, confidence, attitude facilitated from the school?

- What are the drawbacks that need to be improved?

- Finally, how do you describe the internationalization of Savonia in three words?

APPENDIX 2: QUESTIONS FOR INTERVIEW 2

- Please tell me some of the main parts of your professional career and how is it related to the internationalization of Savonia UAS?

- The Business and Administration faculty can be said to be the department with most of international activities and the biggest number of international students. (Of course dealing with international students, teachers, networks, partners etc. is totally different from dealing with the Finn), what do you think is the challenges to manage and control an international department?

- How does the HR policy of Savonia support the internationalization? Do we concern the element of international experience on studying/ working/ research to choose the right candidate? Are we interested in hiring foreign staff? At Savonia, how are the ways we motivate all the staff towards internationalization, especially the one who do not work in English side? What are our rewarding policies for those who have devoted for the internationalization?

- Comparing with other mission of Savonia, for example, doing R&D projects for the SMEs in the region, operating Finnish side of education, is the international education the focal point of Savonia strategy?

- Is the internationalization clearly stated in the strategic plan of Savonia? Did we make a dedicated detailed plan to implement the process of internationalization?

- The international degree program of IT has been closed, do you think that this is a sign that the internationalization of Savonia is going down? Or this is in the strategy of Savonia to concentrate all resources for Business faculty?

- Students are pretty much isolated from the R&D projects of the school. Do you think that the project should be somehow more integrated to students?

- Some people suggested that we should have international degree for all fields of study, not only business as contemporarily. Do you think it is suitable and possible?

- What are the main sources of funds that we use for internationalization?

- What are the drawbacks that need to be improved?

- Finally, how do you describe the internationalization of Savonia in three words?

APPENDIX 3: QUESTIONNAIRE

INTERNATIONALIZATION OF SAVONIA UAS

1. I am working as a/ an: *

- ◉ Teacher
- ○ Other member of staff

2. What is the main field of study you are teaching?

- ○ Business and Administration
- ○ Design
- ○ Music and Dance
- ○ Engineering and Technology
- ○ Health Care and Social Services
- ○ Health Care
- ○ Social Services
- ○ Natural Resources
- ○ Tourism and Hospitality.

3. What is the main campus you are working at?

- ○ Iisalmi Campus
- ○ Kuopio Academy of Design
- ○ Kuopio Academy of Music and Dance
- ○ Opistotie Campus
- ○ Sairaalakatu Campus
- ○ Varkaus Campus
- ○ Microkatu Campus

4. How is internationalization included in the strategic plan of Savonia UAS? *

- ◉ Strongly emphasized
- ○ Briefly described
- ○ Not mentioned at all

5. How do you self-evaluate your intercultural competences? *

- ◉ Very satisfied
- ○ Somewhat satisfied
- ○ Not quite satisfied

6. Do you think that intercultural training is necessary for Savonia teachers and other members of staff? *

- ○ Yes
- ◉ No

7. Please give your reason(s) why intercultural training is necessary for Savonia teachers and other members of staff.

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8. Please give your reason(s) why intercultural training is not necessary for Savonia teachers and other members of staff.

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9. Do you expect the school to offer more opportunities for teacher and staff mobility? *

- ⦿ Highly expected. These opportunities are good for my career.
- ○ The present situation is fine for me.
- ○ No, I do not think they are necessary.

10. Please evaluate the level of importance of the requirements for internationalization below: *

	Very low importance	Slightly important	Moderately important	Very important	Extremely important
Institutional commitment to internationalization	○	○	○	○	○
The role of leaders and administrative staff	○	○	○	○	○
Internationally-designed curriculum	○	○	○	○	○
Teachers' involvement in internationalization (ex: faculty mobility...)	○	○	○	○	○
Students' involvement in internationalization (ex: student mobility...)	○	○	○	○	○
Network and partnership	○	○	○	○	○

11. In your opinion, what are the competences and expertise required when working in international context? *

(ex: intercultural communication skill, managing and understanding cultural differences, languages, leadership in cross-culture context …)

12. What are your suggestions to improve the internationalization process of Savonia UAS *

Thank you for your answers!

APPENDIX 4: QUESTIONNAIRE EMAILS

Initial message

Dear Savonia teachers and other members of staff,

I am a senior BBA student at Savonia. Currently I am in the process of writing my final thesis on Internationalization of Savonia UAS. My thesis is dedicated to analyze how internationalization is being implemented at Savonia and what is required of the internationalization process.

As a part of the thesis, I conduct a questionnaire to find out the level of internationalization at Savonia UAS and the requirements for it from the participants' points of view. Since teachers and other members of staff are the key factors in the internationalization process of the school, I send this email to all the teachers and other staff members involved in the international programs. Your responses will not only fulfill my research, but also help me to make the best suggestions to develop the school's international programs.

The questionnaire contains twelve (12) questions including three (3) background questions, five (5) multiple-choices questions and four (4) open-ended questions. I would be grateful if you agree to join the research. It will take you around 10 minutes to finish the questionnaire.

I would like to ensure that your answer will be used for the purpose of this research only and the anonymity of all participants will be secured in this study.

Please follow the link below to access the questionnaire. I would appreciate if you answer and submit it by next Thursday 17 April 2014.

Thank you for your participation.

Best regards,
Tra T Nguyen
Student, LI10SM
Savonia University of Applied Sciences, Kuopio
International Business Program

e-mail: Thanh.T.Nguyen @ edu.savonia.fi

Reminder message

Dear Savonia teachers and other members of staff,

The survey "Internationalization of Savonia UAS" still needs more responses. I would highly appreciate if you spend about 10 minutes on answering the questionnaire. The questionnaire will be open for four (4) more days, until 25 April 2014.

I would like to ensure that the information is handled confidentially and with care.

Please follow the link below to access the questionnaire.

Many thanks for your kind support.

Best regards,
Tra T Nguyen
Student, LI10SM
Savonia University of Applied Sciences, Kuopio
International Business Program

e-mail: Thanh.T.Nguyen @ edu.savonia.fi