

Toward comprehensive internationalization in a higher education institution: The case of Aalto University School of Business

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PURPOSE OF THE STUDY

This case study provides a holistic analysis on how and why an institution internationalizes. Firstly, this study aims at explaining the development of internationalization through a processual viewpoint. The analysis is focused on 1) research, 2) teaching and learning and 3) services and administration. Secondly, this study investigates how comprehensive internationalization could be developed at the case institution. In relation to this, a set of internationalization indicators is developed to measure the internationalization process.

FRAMEWORK

The development of internationalization in higher education is discussed through the rationales and motivations on supra-national, national and institutional levels. Global trends, national policies and institutional motivations guide the internationalization process in higher education institutions. The concept of comprehensive internationalization is presented as an approach that entails the development of a more systematic, measurable and engaging process of internationalization that serves the overall goals of an institution. Thus, comprehensive internationalization can be understood as a means to an end rather than an end in itself.

FINDINGS AND CONCLUSIONS

Internationalization is embedded in the core values of the School of Business and the development of a comprehensive internationalization process has good prerequisites; the School of Business is actively developing internationalization activities in the core functions. However, even though measuring the internationalization process is essential, a culture of assessment and control should not overrun a culture of academic freedom and creativity.

KEY WORDS

Internationalization, comprehensive internationalization, internationalization at home, cross-border education, measurement of internationalization, output indicator, input indicator

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TABLE OF CONTENTS

1	Introduction	1
1.1	Background.....	1
1.2	Approach and purpose of the study.....	1
1.3	Limitations	3
1.4	Definitions	4
1.5	Structure of the study	5
2	Towards comprehensive internationalization	6
2.1	Overview of key research streams	6
2.2	Internationalization and globalization	8
2.3	Supra-national level rationales and actors.....	10
2.3.1	Global trends in higher education	11
2.3.1.1	Ranking lists.....	12
2.3.2	Actors	13
2.4	National level rationales.....	16
2.5	Institutional rationales	19
2.6	Internationalization of an institution's research, teaching, services and administration.....	22
2.6.1	Student and staff mobility	24
2.6.2	Recent ways of internationalizing	24
2.6.2.1	Internationalization at home.....	25
2.6.2.2	Cross-border education	26
2.7	Measuring internationalization.....	28
2.7.1	Internationality versus internationalization	32
2.7.2	Assessing inputs, outputs and outcomes of internationalization.....	32
2.7.3	Challenges associated with measurements.....	35
2.8	Theoretical framework for comprehensive internationalization.....	36
3	Research methods	40
3.1	Single case study approach.....	40
3.2	Case selection	41
3.3	Data collection and analysis	43
3.3.1	Documentation	45
3.3.1.1	Organizational records	46

3.3.2	Observations.....	46
3.3.2.1	Personal experiences.....	47
3.3.3	Interview.....	48
3.3.4	Timeframe.....	48
3.4	Evaluation of the study.....	49
3.4.1	Validity and reliability.....	49
3.4.2	Limitations of the data.....	51
4	The case of Aalto University School of Business.....	52
4.1	Finland's national goals for higher education internationalization.....	54
4.2	Aalto University's strategy and goals for internationalization.....	57
4.3	Internationalization process of the School of Business.....	61
4.4	Internationalization of the core functions at the School of Business.....	64
4.4.1	Internationalization of research.....	65
4.4.2	Internationalization of teaching and learning.....	68
4.4.3	Internationalization of services and administration.....	76
4.5	Developing indicators for internationalization at the School of Business.....	83
4.6	Toward comprehensive internationalization at the School of Business.....	91
5	Conclusions.....	94
5.1	Suggestions for further research.....	96
	REFERENCES.....	97

LIST OF FIGURES AND TABLES

Figure 1: Strategic goals, internationalization activities and the core functions of a higher education institution.....	23
Figure 2: Internationalizing the institution comprehensively.....	28
Figure 3: Data triangulation.....	50
Figure 4: Organizational chart of Aalto University.....	53
Figure 5: Internationalization as an "enabler" of strategy.....	59
Figure 6: Internationalization timeline of the School of Business.....	64
Figure 7: Number of foreign degree students.....	70
Figure 8: Foreign degree students by country of origin.....	71
Figure 9: Number of incoming and outgoing exchange students 2006-2012.....	76

Figure 10: Service units at Aalto level and School level administering internationalization ..	78
Figure 11: School of Business' partner universities by continent	80
Figure 12: Partner universities' accreditations	80
Table 1: Mode of supply according to the General Agreement on Trade in Services	15
Table 2: Central rationales driving internationalization on national and institutional levels...	21
Table 3: Examples of internationalization indicators	31
Table 4: Input and output indicators and outcomes	34
Table 5: Data sources	43
Table 6: Strategic goals and visions of internationalization of Finnish higher education institutions	55
Table 7: Faculty research and/or teaching visits in 2011	67
Table 8: Aalto International Relations Plan of Action for 2020	83
Table 9: Input and output indicators for research.....	85
Table 10: Input and output indicators for teaching and learning	87
Table 11: Input indicators for services and administration	89

1 Introduction

1.1 Background

The field of higher education has gone through many changes and challenges in the last decades. A global trend that has had a major effect on the higher education field is globalization. It has challenged the value of higher education as a public good and turned the attention to worldwide competition and market forces in the education business. Globalization has intensified the competition between higher education institutions, as students and staff are more mobile than ever. Consequently, countries and regions do not have equal possibilities of providing high-quality education and issues such as brain-gain and brain-drain are remodeling the global arena of higher education.

National and institutional strategies are constructed in reaction to the changing external environment. Internationalization of higher education institutions is a central means to reaching institutional as well as national goals such as high quality in research and teaching, gaining competitive advantage, prestige and visibility, and contributing to solve global problems.

Internationalization in institutions is a process. It doesn't have a certain ideal model of progress or a typical starting point. Institutions have different profiles and goals and thereby also different priorities for internationalization. However, it can be said that the internationalization process does have levels of depth. Internationalization may include only marginal activities at the institution or be a comprehensive process with high level of commitment and wide engagement. The global challenges of the higher education field, the national and institutional reactions to the changing external environment and the institutional internationalization process will be analyzed in the forthcoming sections.

1.2 Approach and purpose of the study

The main purpose of this case study is to give a holistic view on how and why an institution internationalizes and what supports the internationalization process. The empirical study is conducted on Aalto University School of Business in Helsinki, Finland.

This case study will contribute to higher education internationalization research in several ways. Literature on higher education internationalization is vast and there are many case studies (Kehm & Teichler, 2007, p. 266). However, most of the studies are focused on certain aspects of internationalization, such as curriculum internationalization (e.g. Leask, 2001; Beelen, 2011a), or international students (e.g. Naidoo, 2009; Naidoo, 2010) and therefore do not describe comprehensive development of internationalization. This study will aim to fulfill this empirical gap in research and provide a holistic analysis of how internationalization is developed and could be developed at the case institution.

The analysis will be focused on three core functions of a higher education institution; 1) research, 2) teaching and learning and 3) services and administration. The core functions describe the entities within which internationalization is developed in an institution. The core functions should not be mixed with the expressions used in literature to describe the societal “functions” (Knight, 2004, p.12) or “core missions” (e.g. Hudzik, 2011, p. 5) of a higher education system. These expressions refer to the societal responsibility the higher education system has.

This study will also have managerial value in the sense that it will give examples on developing internationalization and measuring the process. An important outcome of this study is the development of an applicable and relevant set of indicators to measure internationalization at the case institution. This will especially contribute toward research on internationalization measurement and assessment processes. Many researchers and organizations in the higher education field have embarked on projects to create models for measuring internationalization (eg. Beerkens et al., 2010; Brandenburg & Federkeil, 2007; Fielden, 2007; Knight, 2001). This case study will give an example of how the models on measurement could be taken into actual use at the case institution.

Research questions that will be addressed in the study are the following:

- 1) How is the process of internationalization developed in a higher education institution?
- 2) How is or could comprehensive internationalization be developed from a managerial viewpoint?
- 3) What indicators of internationalization could be used at a higher education institution?

The first question on how an institution internationalizes aims at explaining the development of internationalization through a process viewpoint. The historical development and more recent activities of the case institution are discussed. The literature suggests that internationalization shifts from concerning only certain issues and actors into a more comprehensive process encompassing the whole higher education institution. Hence, the next question suggests that comprehensive internationalization should be developed and that managerial input is needed for this. In more detail, the development of more comprehensive internationalization also entails setting goals and measures for the process. Therefore, the third research question aims at building an understanding of what indicators could be used and how they would support the internationalization process.

1.3 Limitations

This study will analyze the internationalization process mainly on an institutional level. National and supranational levels are also discussed because they have implications for the institutional level as well. The study focuses on analyzing internationalization in higher education institutions that are so called traditional providers. This refers to universities that are research centered and not simply profit oriented. It must be noted that this study will not take the viewpoint of individual students or staff. It will not cover for example the motives of individual academics towards internationalization. This would have required a different starting point to the study, meaning empirical data on academics' attitudes.

Availability of data on internationalization also puts limits on the study. As internationalization activities are not all followed-up and reported, the scale and scope of some activities are not analyzed. Especially this concerns staff mobility issues. Researchers and teachers may have visits abroad and close cooperation with institutions abroad but these data are not gathered in a systematic way in the case institution. Gathering specific data on

staff mobility and academic cooperation would take considerable time, which is out of the scope of this study.

As I work at the case institution as an administrative person in the services function, to be precise at the office of international affairs, my study will naturally analyze especially issues that are discussed and developed on the administrative side of the university. In addition to this, I have also studied at the case institution and therefore have detailed knowledge on the teaching and learning aspects. However, my knowledge on research projects, funding and pedagogical issues is limited and even though these issues are also touched upon in the study, they will not be in the center of my analysis.

1.4 Definitions

Many of the key terms in the field have evolved strongly in the recent decades and need to be defined for the sake of clarity. This section outlines the key terms and definitions used in this study.

Internationalization in the higher education context is defined as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.” (Knight, 2003, p.2 in Knight, 2004, p.11). The definition entails a process view, which conveys that internationalization is a continuing effort (Knight, 2004, p.11) with aims and expected results (Brandenburg, 2008, p. 4).

A performance indicator in the context of higher education internationalization describes a current situation or the development of a situation over time. (Brandenburg & Federkeil, 2007, p. 9). Performance indicators are measures that give information and statistics context; permitting comparison between fields, over time and with commonly accepted standards.

Input indicators measure those resources that are available for supporting internationalization efforts (Hudzik & Stohl, 2009, p. 14).

Output indicators measure the amount of work or activities undertaken to contribute towards internationalization efforts (Hudzik & Stohl, 2009, p. 14).

Outcomes are the end results of internationalization efforts, which reflect the missions of the institution (Hudzik & Stohl, 2009, p.14).

Mobility refers to the movement of people, providers or programs. Mobility of people is the traditional form of internationalization; student and staff exchange and visiting researchers

and professors. Mobility of programs refers to making the program available overseas. Mobility of providers refers to establishing branch campuses or new institutions abroad. (Middlehurst, 2008, p. 8)

Internationalisation at home is understood as internationalization happening at the home campus (Knight, 2004, p.17). The core elements of the term are intercultural learning and teaching (Wächter, 2003, p. 7) and developing a cross-cultural campus in order to give all graduates the necessary intercultural skills for the future (Beelen & Leask, 2011, pp. 10-11).

Cross-border education refers to educational activities that cross national boundaries (Naidoo, 2006, p. 324). It is often used interchangeably with the term *internationalization abroad* (Knight, 2004, p. 17).

1.5 Structure of the study

After having defined the purpose of the study and central limitation and definitions concerning the study, the vast literature on the subject is discussed. In the second section I will provide the reader with a review of what internationalization is understood to be, what the reasons behind developing international activities and strategies are and how the process of internationalization can be measured. In the third section the research method, data collection and analysis techniques are discussed. The fourth section analyses internationalization through the case study of Aalto University School of Business and presents examples of internationalization indicators that could be used at the School of Business. In the final section, conclusions and further research suggestions are discussed.

2 Towards comprehensive internationalization

The literature review begins with an overview on key research areas and researchers. In order to understand what internationalization entails, the definition of internationalization is discussed in the context of globalization. I will then continue with giving examples of internationalization rationales on three levels: supra-national, national and institutional. After this, the approach will move from context to strategy and action level. Research, teaching and learning, and services and administration are presented as an institution's core functions in which the internationalization activities can take place. The different internationalization activities will first be discussed and then the focus will move into measuring those activities. Finally, the concept of comprehensive internationalization will be presented as an approach that concludes the development of the internationalization process. Overall, the section aims at giving an overview of recent research and an understanding of current issues in higher education internationalization.

2.1 Overview of key research streams

The research streams relevant for this study can all be categorized under the broad theme of higher education internationalization. Research on higher education internationalization has been conducted in Europe as well as the United States. My study will however focus on issues central to the European higher education area. This viewpoint is chosen because the case study is conducted on an institution in Finland, in which the higher education system supports the European policies and projects. Also, the European higher education development in general has been active and also evoked a lot of research interest. Therefore, the references emphasize European publishers, although American and Asian phenomena are also discussed. The key research areas are the following; 1) Rationales and motivations for internationalization on supra-national, national and institutional levels, 2) The process of internationalization in institutions 3) The internationalization activities and 4) measurement of those activities.

The internationalization of higher education as a research theme overlaps research on global business and internationalization of firms, managerial strategy literature and business process measurement research. Subjects such as strategic alliances, strategy and implementation and measurement of outcomes are however mainly discussed from the viewpoint of higher education institutions.

The research stream discussing the rationales and motivations on different levels is related to the developments in the global business world and especially internationalization of services. On supra-national level, internationalization of higher education has led to discourses on privatization of education and policies that aim at making education a global driver for developing competitive knowledge economies (Naidoo, 2006, p. 338). On national level, the rationales for internationalizing higher education are related to cooperation and competition between countries, building national prestige and national innovations (e.g. Scott, 2008, p. 9; Knight, 2004, p. 23). On institutional level, the growing market forces and resource pressure has led institutions to examine more closely the processes and activities taking place (Taylor, 2004, p. 149). Many universities are now developing institutional level internationalization strategies and internationalization indicators to measure where the institution stands and where it should be heading (Taylor, 2004, p.169).

Research on the internationalization process focuses on the missions of a higher education institution; research, teaching and contributions to the society. The process-view on internationalization has developed from the 1990's until these days (Knight, 2008). Today, the internationalization process is understood at its best to be a comprehensive development process in an institution (see Hudzik, 2011). Comprehensive internationalization is not an end to itself but a means to an end (Hudzik, 2011). It aims at developing the institution according to the goals and priorities of the institution and involving many actors at the institution. Research on comprehensive internationalization has a managerial viewpoint in the sense that issues like motivating people, steering the process, implementing the mission and vision statement and measuring the process are discussed.

Internationalization at home and cross border activities is another field of research, which is closely linked to the current discussion in higher education internationalization is that of internationalization of services. This topic is high on the research agendas of higher education because education is internationalizing with a high speed; the number of internationally mobile students has grown, cross-border education operations are set-up and institutions are making commercial arrangements to provide education outside the home country market (Naidoo, 2006, p. 323). To better understand the characteristics of educational services, we can turn to research on service businesses. According to Lovelock and Yip (1996, pp. 68-69) services can be divided into three different categories depending on the nature of the service process; people-processing services, possession-processing services and information based services. In my view, educational services fit into the categories of information-based services

and people-processing services. Information-based services refer to the situation where customer involvement in the service process is minimal and the service can be delivered to almost any location with the help of electronic channels (Lovelock & Yip, 1996, p. 68). People-processing services on the other hand require that the customer travel to the place where the service is provided and the service provider therefore needs to maintain a geographical presence which is convenient for the target customer (Lovelock & Yip, 1996, p. 68). Higher education institutions have traditionally had a main campus where most of the teaching and administrative service has happened, in other words, where the people-processing services have happened. Today for example virtual universities and e-learning are viable alternatives to studying at the physical campus.

All in all, it can be said that research on higher education internationalization has grown in importance from the early 1990's to these days. The higher education field of research in general has also been given more importance and the research field has become more respected and versatile during the last decades (Kehm & Teichler, 2007, p. 260). An example of this development is the establishment of the *Journal of Studies in International Education* in 1997 that has been a corner stone for creating more visibility for the field of international education and especially for the field of internationalization of higher education. (de Wit, 2007, p. 251). Higher education research and especially the internationalization subject have experienced growth in the number of analyses and have become more visible through the large number of publications and policy driven studies (Kehm & Teichler, 2007, p. 261). The journal has also been a central source of references for this study. Many European researchers like Hans de Wit, Bernd Wächter, Ulrich Teichler, Jane Knight, Uwe Brandenburg and John Taylor among other have an important role in shaping the discussion on various aspects of internationalization especially in the European context.

2.2 Internationalization and globalization

In this section, the definition of internationalization and globalization and closely related terms will be presented in order to give the reader an understanding of what internationalization is and how the term has developed from its origins.

Internationalization and globalization are terms that often get mixed-up. However, in the field of higher education it is a generally agreed view that the internationalization efforts of higher institutions have been brought about by globalization. Globalization can in fact be thought to be a catalyst for internationalization in the sense that it can be understood to present the

economic, political and societal forces pushing higher education toward greater internationalization (Altbach & Knight, 2007, p. 290). Globalization cannot be steered by the institutions or national actors when in turn internationalization can be steered through institutional internationalization strategies and national level policies (van der Wende, 2007, p. 275).

The internationalization term in higher education context has evolved from the late 1980's to these days. In the early 1990's the term was still used to describe a set of activities completed on the institutional level (e.g Arum & Van de Water, 1992, p.202). The term however developed into a more process- oriented view later in the 1990's. A widely cited definition of internationalization was introduced by Jane Knight (1994, p.3 in Knight 2001, p. 229). She defined *internationalization* "as the process of integrating an international dimension into the research, teaching and services functions of higher education". The functions refer to the societal functions a higher education institution has; creating knowledge through research, educating individuals in the community and thereby serving the society. This definition was however developed in consideration of the institutional level, not for example the national or global level internationalization of higher education.

Further on, Knight wanted to define internationalization in higher institutions more generically to suit all countries and education systems and proposed the following: "*the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.*" (Knight, 2003, p. 2, in Knight, 2004, p.11). Here the more generic terms of purpose, function and delivery, have been used instead of the teaching, research and service terms in the earlier definition by Knight in 1994. The definition is wide enough to encompass both the institutional level and the national or supra-national levels of internationalization. For example the term "purpose" is used to refer to the role of higher education in a country or region as well as referring to the mission of an institution (Knight, 2008, p. 8). The process view also entails the expectations of inputs, outcomes and assessment. These aspects of internationalization will be discussed through internationalization indicators.

Söderqvist (2002, p.29) introduced a definition to the same term: "*a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies*". According to Knight, this definition and definitions similar to it that have

been developed so far, are too narrow to be universal and neutral enough to fit all actors and education systems (Knight, 2008, p. 7.) The definition Söderqvist presents is narrow in a sense that it only describes internationalization through one actor – the institution (Knight, 2004, p. 10). Why should the definition then be wider than the institution level? The answer to this lies behind the wider context of globalization. As we will learn in the upcoming section on rationales, the priorities in this process might be very different for a country, an institution or the supra-national actors. For example the mission of a country for its educational sector might be somewhat different from an individual institution's mission. Knight (2004, pp. 10-11) emphasizes the need for the definition of internationalization to stand for a variety of contexts across countries and cultures as well as to being relevant to future developments.

Internationalization is a widely used term also in the literature of International Business. In the corporate context, internationalization refers to the process of taking the firm outside home country borders. In this case, the modes and pace of internationalization differ and many theories have therefore evolved around the process (see e.g. Johanson & Vahle, 1977, Welch & Luostarinen, 1988). In a sense, the higher education arena is starting to resemble that of multinational enterprises. Many modern universities are calculating the best possible way to reach new markets, merging with others to gain competitive advantage and forming strategic alliances to create new business possibilities.

As this section implies, internationalization is an issues that is given great importance in institutions as well as on country level and among supra-national level actors. The upcoming section will shed light on the approaches and complex rationales guiding internationalization on supra-national, national and institutional levels. Approaches reflect the values and priorities toward implementing internationalization and rationales reveal the motivations guiding the internationalization process (Knight, 2004, pp. 20-21).

2.3 Supra-national level rationales and actors

The global trends and the actions supra-national actors take in regard to the changing higher education world are discussed in this section. However, to give a short background to the on going change in rationales, I will first give some examples on how the rationales have developed through time on a global level.

In the 90's research, the rationales driving internationalization where often presented in four groups: political, academic, economic and social/cultural (Knight, 2004, p. 23). Political

rationales for internationalizing education could be promoting national identity or executing foreign policy strategies. Academic rationales were concerned with extending the academic horizon by bringing an international dimension to research and teaching or building profile and prestige and enhancing quality. Economic rationales focused on developing the labor market, enhancing growth and competitiveness or getting financial benefits. Cultural or social rationales on the other hand focused on developing citizens and the community. (Knight, 2004, p. 23). Many new rationales have entered the discussion that may not fit easily into any of these four categories (Knight, 2004, p. 21). Recent research has more often categorized rationales on the different levels; supranational, national, institutional and individual. Therefore, I have decided to look at rationales from three different levels in order to give a more contextualized view on internationalization. Next, I will discuss the global trends and actions supra-national level actors have taken to keep up with the changing world of higher education.

2.3.1 Global trends in higher education

The current discussion on approaches and rationales driving internationalization is strongly focusing on marketization and competition in higher education (Teichler, 2004, p. 23). Marketization has followed massification (i.e. the expanding number of higher education providers and consumers (Chan, 2004, p. 34)) in the sense that traditional research driven universities are facing competition from other higher education institutions that provide for example more job-related education. The providers can be categorized into traditional higher education providers and new or alternative providers (Knight, 2008, p. 15). According to Knight, the traditional higher education institutions are those with at least national accreditations and include both public and private institutions. The new providers are providing education for profit purposes and have a priority in delivering programs rather than research. These may include for example virtual universities, corporate universities or professional associations.

The increase in the demand for international education and the increase in different providers of education have thus led to more severe competition for funds, students and faculty (e.g. Chan 2004, p.32). Massification of higher education has changed the higher education institutions to market-oriented and stakeholder sensitive organizations. However, the question that has arisen from the strong emphasis on competition and marketization of higher education is whether rivalry between institutions and countries is overhauling open

knowledge transfer (Teichler, 2008, p. 8). As many higher education providers are not getting full financial support from the state or are fully private, the competition for paying students is often the number one issue. Accordingly, strengthening income-generating international activities and enhancing international reputation has become a priority. Teichler (2004, p. 12) refers to these income-generating activities as commercial knowledge transfer, in other words, establishing a substantial tuition fee to build an income for knowledge generation.

It is acknowledged that the more altruistic motives of for example sharing research knowledge to enhance societal well-being, learning about other cultures and striving for mutual understanding are left behind when earning profits is the main motivation (see e.g. Teichler, 2004, p. 13, pp. 23; Scott, 2008, p. 17). It should however be noted that the competitive approach to internationalization differs between institutions, countries and regions. According to Adams and de Wit (2010, p. 4), Australia and the United Kingdom had already by the 1980's adopted a trade-centered rationale to higher education internationalization, when continental Europe had focused first on aid to the developing countries' education systems and other forms of cooperation before gradually moving towards a more competition-centered rationale.

2.3.1.1 Ranking lists

Researchers and different higher education organization have expressed worries on whether universities are providing quality education or solely working towards a good brand through rankings. The higher education ranking lists are strongly criticized for their dominating role in evaluating institutions, and for a good reason. Worldwide ranking lists as for example the well-known Shanghai Academic Ranking of World Universities and the Times Higher Education World University Ranking are controversial because of how they measure universities and how universities are affected by them. Ranking providers measure indicators that tell for example about research in a university, internationality of the university and student employability after graduation. Concerning internationalization, for example the Times Higher Education ranking measures the proportion of international staff and students at the institution and the proportion of research papers each institution publishes with at least one international co-author. However, whether the indicators really measure quality and bring transparency is controversial; cases of data manipulation in universities have been noticed (Rauhvargers, 2011a). Another problem is that the rankings often use absolute values for indicators that make the scores size dependent. Therefore, for example the number of citations

in a peer-reviewed journal indicates the size of the university, rather than quality, because absolute values obviously favor large universities (Rauhvargers, 2011a).

Also, the language and region bias is apparent in rankings. Publication in a non-English language is often cited less than those written in English and therefore the rankings favor automatically those universities that are in an English language nation (Rauhvargers, 2011b). The ranking providers also make subjective decisions about how the different indicators are weighted. This means that subjective judgments actually determine which indicators are more important than others. This may lead to a situation where a university's funds and resources are directed towards those issues measured in rankings in order to gain a good ranking position and get institutional prestige in this way (Rauhvargers, 2011a).

The main points to remember about the rankings are that they do not cover the whole higher education system because they only concern research universities and they do not measure all quality related issues in higher education institutions (Rauhvargers, 2011a). The relationship between rankings and measuring internationalization will be further discussed in the upcoming section on measuring internationalization.

2.3.2 Actors

After having discussed the prevalent global trend of commercialization and having built a picture of what the rationales for internationalizing are on a supra-national level, it is good to also understand who the supra-national level actors are. As mentioned earlier, the challenges on a global level of higher education are; the growing demand for international education, the new types of education providers and competition that has toughened between regions and institutions. The supra-national actors discussed in the next section are the European Commission and the World Trade Organization (WTO) that develop policies to address the above-mentioned challenges. As the study focuses on the European area, the actions in Europe are discussed in more detail than other areas of the world.

On European level, internationalization of higher education has been guided by the structural reforms and shared innovation policies. (Wächter, 2005, p. 9). Cooperation has intensified within the European area with the common goal to create a competitive higher education area in response to the growing competition from Asia and the United States. The introduction of the Erasmus program in 1987 increased prominently student mobility within Europe. The Bologna process that started in 1999 has harmonized degree structures in Europe and enabled

credit transfer and completion of degrees in other European countries. The Lisbon declaration with the aim of making Europe the leading economic region in the world has encouraged investments in science and research on national level. This regional cooperation is often discussed as phenomena called Europeanisation (Huisman & van der Wende, 2005, p. 12). The goals of the Lisbon declaration urge all universities in Europe to contribute to the development of a competitive knowledge economy:

“Europe’s universities are a major force in shaping the Europe of Knowledge. They accept the responsibilities which this brings and, in return, ask that governments, and civil society in general, should recognize their responsibility to enable universities to secure the resources which will permit them to fulfill their mission not just well, but with excellence and in a way which allows them to compete with the higher education systems of other continents.” (The Lisbon Declaration, 2007)

The World Trade Organisation (WTO) is a strong policy maker also in the higher education internationalization arena. International trade in educational services is a major market – for example in 2009, approximately 2, 84 million tertiary level foreign students studied in the OECD countries (OECD, 2011, p. 339). For EU the same number was approximately 1, 4 million and worldwide 3, 67 million students (OECD, 2011, p. 339) and this number is expected to increase strongly. Generally speaking many service industries have gone through privatization in the last decades and internationalized operations (Raza, 2008, p. 279). The World Trade Organisation has acted upon this and included educational services under its General Agreement on Trade in Services (GATS). GATS came into effect in 1995 and has twelve service sectors identified under the agreement. It however excludes services that are organized by the government authority as for example education provided in non-market conditions (WTO, 2011). GATS defines four ways in which service can be traded, the Modes of Supply, which are introduced below in Table 1 in the educational context. The table (Knight, 2002, p. 212) provides an overview of the education markets that present business opportunities as well as internationalization opportunities.

The first mode of supply mentioned in Table 1, cross-border supply, refers to services that cross a border without the consumer having to move to get the services. The second mode of supply (Table 1) is consumption abroad, which requires the consumer to move to another country to get the service and the institution therefore competes in the student recruitment market. The third mode of supply in Table 1, commercial presence, refers to putting up branch campuses, twinning i.e. providing home university courses or programs abroad or

establishing institutions abroad. Presence of natural persons refers to the market of attracting top-faculty to teach and do research in institutions abroad. The modes of supply are linked to cross-border education, which is discussed in more detail in section 2.6.2 Recent ways of internationalizing.

Table 1: Mode of supply according to the General Agreement on Trade in Services

1. Cross-border supply	
Explanation	The provision of a service where the service crosses the border (does not require the physical movement of the consumer)
Example in Higher Education	Distance education, e-learning, virtual universities
Size/Potential of Market	Currently a relatively small market, seen to have great potential through the use of new information and communication technologies, especially the Internet
2. Consumption abroad	
Explanation	The provision of the service involving the movement of the consumer to the country of the supplier
Example in Higher Education	Students who go to another country to study
Size/Potential of Market	Currently represent the largest share of the global market for education services
3. Commercial presence	
Explanation	The service provider establishes or has a presence of commercial facilities in another country to render service
Example in Higher Education	Local branches or satellite campuses, twinning arrangements with local institutions
Size/Potential Market	Most controversial as it appears to set international rules on foreign investment

	4. Presence of natural persons
Explanation	Persons travelling to another country on a temporary basis to provide service
Example in Higher Education	Professors, teachers and researchers working abroad
Size/Potential Market	Potentially a strong market given the emphasis on mobility of professionals

Source: *Knight (2002, p. 212)*

International trade in education is as a concept very contrary to the view on education as a public good. For example, those in favor of trade agreements argue that it will bring people more possibilities for education in their home country as well as abroad (Knight, 2002, p. 221). As the demand for higher education is growing, this is an important aspect. Those that are against trade liberalization see that commercialization of education will lead to more limited access to education, as the costs of pursuing a degree will get higher (Knight, 2002, p. 221). The scenario that many are against of is that GATS will lead the higher education sector toward a “Higher Education Inc.” (van der Wende, p. 227) that would mean fierce competition on students and top-faculty and specialization of institutions, education systems and research. Especially in Europe, where the commercial and public education systems have co-existed, this scenario has faced a lot of criticism (Adams & de Wit, 2010, p. 219-223).

2.4 National level rationales

Traditionally, at higher education institutions, the national level role was to provide education for national students, educate future leaders for the country and preserve the national culture (Beerkens & Teekens, 2008, p. 2). According to Scott (2008, pp. 2-3), history has regarded higher education institutions through national lenses and has seen their purpose strongly connected with the nation’s power and prestige. These rationales are however changing as issues like commercial advantage and transcending national boundaries are emphasized. For example, supporting the creation of world-class universities is an important national level goal in many countries. Scott (2008, p. 9) and Knight (2004, p. 23) among others have identified main rationales for internationalization on the national level. Concurrently, the same themes

are apparent; human resources, commercial advantages and national academic prestige being the most central ones. These main national level rationales are listed in Table 2.

Human resource building is a central issue on the national level (see Table 2). Many of the developed countries have a problem with an aging population when on the other hand developing countries have a strong need for well-educated human capital (Scott, 2008 p. 10). They all have an interest to recruit the best students and scholars and intensify cooperation with other institutions to create knowledge transfer. Therefore, national level policies on immigration, incentives and other efforts of attracting the brightest are high on the national agendas. The recruitment of the brightest is seen as a way to improve the competitive advantage of the country. If for example a foreign student would get positive experiences from living, studying and working in a certain country, the person would be more likely to build a career in that country and contribute to the well-being of the country (Scott, 2008, p. 11).

Another central rationale is seeking commercial advantages (Table 2). This can for example take the form of education export. Many countries are exporting their educational services or importing education for their national needs. Commercial trade in education is supported by the General Agreement on Trade in Services (GATS), developed in WTO. This agreement and similar regional trade agreements help in decreasing barriers to trade in education. The motivation for importing education is to give educational possibilities to the local people when the country is lacking the financial resources or physical and human infrastructure to build educational systems themselves (Knight, 2004, p. 24). Exporting education may consist of virtual studies or so called e-learning, franchising courses or degrees (when there is no physical movement involved) and include branch campuses and joint ventures (Altbach & Knight, 2007, pp. 291-292). The exporting countries are mainly USA and EU countries and the importing countries are Asian and Latin American countries although “south-to-south” activities are also increasing (Altbach & Knight, 2007, pp. 291, 294). A very recent development in cross-border education is the concept of education hubs (Knight, 2011, pp. 221-222). Some countries are positioning themselves as hubs or clusters for education services; institutions, students, knowledge industries and research and technology centers. Knight sheds light on these activities by providing examples from countries like Singapore, Malaysia and United Arab Emirates. According to Knight, it is however still to be seen whether education hubs are worthy the investments or if they are only a branding strategy that will lead to no real innovation (Knight, 2011, p. 221).

The accelerating pace of establishing branch campuses and virtual universities, etc. has raised questions on assuring quality in such operations. Altbach and Knight (2007, p. 300), express their worry on whether quality assurance systems can respond to the challenges in the accelerating cross-border education field. Examples of important questions to be addressed in this regard are whether cross-border courses or programs should be licensed in the receiving or the sending country and how to secure quality of programs of different providers (Altbach & Knight, 2007, pp. 300-301).

Building national academic prestige, in other words, enhancing the quality of teaching and research is another main rationale for internationalization (see Table 2). It often entails the goal of developing world-class universities. World-class universities can be defined as international institutions that attract substantial numbers of students, professors and researchers from abroad and meet the highest international standards in their teaching and research quality (Scott, 2008, p. 15). High-profile scholars and students as well as substantial collaboration with institutions abroad will raise the quality of the overall national level of teaching and research and attract more talented individuals to the country.

In addition to human resource building, commercial advantages and national prestige, also social and cultural rationales have an effect on the national level policies on internationalization, although they may not be the most central ones (Knight, 2004, p. 25). Often the cultural and social rationales are infused with the other more apparent rationales. Examples of this are national level strategic alliances (see Table 2) that are set up in order to enforce geopolitical ties, increase cultural understanding and also enhance economic relationships (Knight, 2004, pp. 23-24). For example in Finland, the state funded FIRST program (Finnish-Russian Student and Teacher Exchange Programme) enables student and teacher exchange in order to increase the knowledge and cultural understanding between the countries. Strategic alliances are often regional with the intention to create a stronger competitive economic position for the neighboring countries (Knight, 2004, p. 24).

It must be noted that countries have very different history and traditions in the higher education sector which also affects the rationales for internationalization of higher education. For example in the Netherlands, the history of colonies also affected international cooperation which was directed especially towards the historical colony countries with a motivation of cultural and educational cooperation (Beerkens & Teekens, 2008, p. 7). Because of such historical legacy, values underlying internationalization may be more emphasized on cooperation in educational development than competition and commercial advantage.

Traditionally, the English-speaking countries are more often associated with the commercial rationales when again central and northern Europe is more focused on rationales that emphasize cooperation. For example tuition fees have been a national central source of income for the UK higher education for decades when again in the Nordic countries education has been free of charge for everyone until these days.

2.5 Institutional rationales

The institutional rationales are partly a mirror of all the national and supra-national level policies that are implemented. This connection can be noticed in Table 2. Institutions however have different profiles in relation to research, teaching and education in general and rationales will vary accordingly. The national policies may not support the future aspirations of an individual institution. For example, in some countries the legislation may not support the internationalization efforts or the country is not able to support the internationalization efforts and the institution will have to grow international on its own (Middlehurst, 2008, p. 3).

A study on internationalization in UK universities identified two main rationales for internationalizing: a student-centered rationale and a university-centered rationale (Fielden, 2007). The student-centered rationale emphasizes the need to equip university students with the necessary skills and experience for their careers in a multicultural environment (Fielden, 2007, p. 18). The university-centered rationale on the other hand focuses on promoting the university's international presence and profile. This rationale motivates the universities to create links with the best institutions worldwide and emphasize student recruitment and research and teaching collaboration (Fielden, 2007, p. 18). The issues Fielden presented are apparent in other studies as well. Knight (2004, pp. 23-27), for example, identified four main institutional rationales for internationalization: branding and profile building, building strategic alliances, developing student and staff competencies and generating income (see Table 2). Knight (2004, p. 26) argues that the goal of achieving worldwide reputation is seen as more important than giving a high quality learning experience to students. There are probably many insights on whether this is really the prevailing situation. One could however think that the pressure to get on ranking lists and having a prestigious profile would require focusing at least in some extent also on quality of teaching and the student learning outcomes - exactly those things that stem from the student-centered rationale. Ranking lists and the competitive approach to educational services have however received a lot of criticism, as discussed in the previous chapters.

Strategic alliances (Table 2) are more central in the internationalization strategies as institutions have put clear priorities and purposes for the internationalization process (Knight, 2004, p. 27). Rather than having many inactive agreements of cooperation, institutions are focusing on developing strategic networks (Knight, 2004, p. 27). Fielden (2007, p. 20) also agrees with the shift in institutions from acting on all cooperation initiatives to carefully choosing strategic partners. According to Fielden, this may mean that institutions take a look at their collection of memoranda of understanding and reduce those to only the ones that actually have led to fruitful cooperation.

Student and staff development (Table 2) is one of the central rationales for internationalization in institutions. The logic behind this is that the labor market demands for a more interculturally knowledgeable workforce and therefore globalization issues need to be discussed in class (Knight, 2004, p. 26). The concept of internationalization at home as for example internationalizing curricula is a concrete action taken motivated by this rationale. Söderqvist (2002, p. 31) also emphasizes the development of people and points out the link between quality and competence building. According to her, enhancement of quality is a very central aim to higher education institutions and it is visible in activities like writing peer-reviewed articles and benchmarking.

On the institutional level as well as on the national level, income generation (Table 2) is an important rationale. Institutions are however so different in their operations that the rationale is not a simple one. Those institutions that have experienced a decrease in public financial support now need to find an alternative source for income. Those institutions on the other hand, that have from their beginnings been profit-oriented, have a clear strategy towards gaining profit (Knight, 2004, p. 27).

Table 2: Central rationales driving internationalization on national and institutional levels

Level	Rationales driving internationalization	Examples
National	Human resource development	<ul style="list-style-type: none"> • brain gain • attracting and recruiting students and staff to increase the well-being of the nation
	Strategic alliances	<ul style="list-style-type: none"> • mobility of students and academics as well as research and education initiatives to gain a competitive edge and enhance cultural understanding
	Commercial trade	<ul style="list-style-type: none"> • education export and import
	National academic prestige	<ul style="list-style-type: none"> • raise the quality of teaching and research by attracting researchers and students from abroad
Institutional	International branding and profile	<ul style="list-style-type: none"> • marketing and branding • cooperation with prestigious institutions in order to strengthen the image
	Income generation	<ul style="list-style-type: none"> • tuition fees for international students • making profit or covering costs
	Student and staff development	<ul style="list-style-type: none"> • internationalizing the curricula • integration between international and domestic students • competence building
	Strategic alliances	<ul style="list-style-type: none"> • limiting the number of partnerships and fostering partnerships in selected institutions • student recruitment and research collaboration with different priorities for different countries

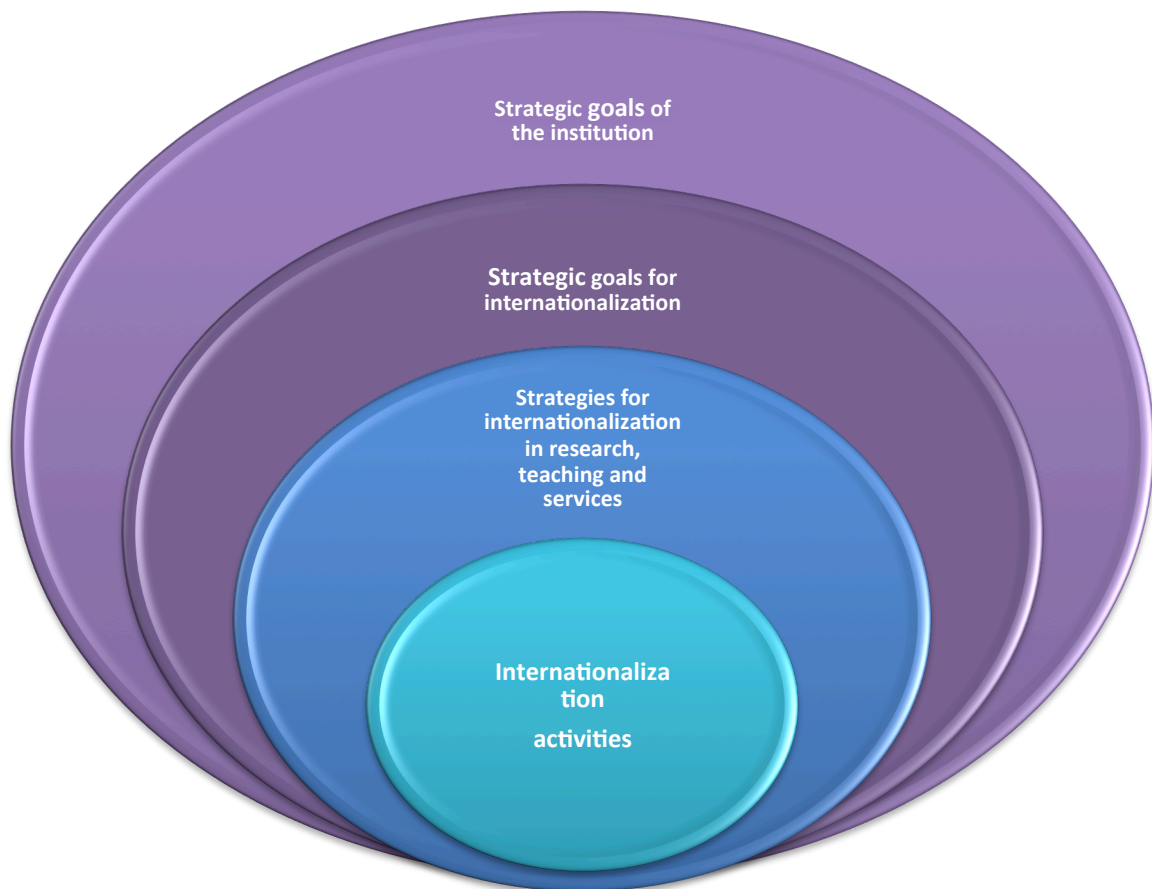
Source: Based on Knight (2004, pp. 23-27) and Fielden (2007, pp. 18-20)

2.6 Internationalization of an institution's research, teaching, services and administration

It is now clear that motives and priorities for internationalizing higher education vary on different levels and therefore the definition of internationalization has to encompass all these levels. On institutional level, internationalization initiatives take place in research, teaching and learning, and require the commitment of leadership as well as administrative coordination of operations (Knight, 2004, pp. 13-14; Taylor, 2004, pp. 152-153.) The following sections will therefore discuss internationalization through the functions that form the core of a higher education institution 1) research 2) teaching (and learning) and 3) services and administration.

The actual activities that are completed in the internationalization process can be categorized into internationalization abroad, i.e. action taking place abroad and internationalization at home, i.e. action happening on the home campus (Knight, 2004, p. 16). These activities are executed in the core functions of the university (see Figure 1). For example, action striving for internationalization at home can involve teaching languages, giving intercultural training for administrative service staff or increasing the number of international faculty.

Figure 1: Strategic goals, internationalization activities and the core functions of a higher education institution



In the following sections I will provide an overview of what is discussed in recent research and what is done around the world for enhancing higher education internationalization. I will begin with addressing student and staff mobility, one of the central and traditional research areas and one of the first internationalization efforts in many institutions. Mobility is often a very central internationalization activity in institutions. In regard to Figure 1, it can be noted that it affects all the core functions. For example student mobility is often administered from an international office; therefore the administration has to be built into the service function. Student mobility also affects the teaching function; incoming exchange student require curriculum planning and especially courses taught in English. In the research function student mobility has a role for example when doctoral student exchange is developed.

After discussing student and staff mobility, which are the more traditional terms of internationalization, I will present the more recent phenomena of internationalization at home

and cross-border education. Internationalization activities can be understood more comprehensively by looking at them through these two categorizations.

2.6.1 Student and staff mobility

Student and staff mobility issues have been the main themes of research for the last two decades (Kehm & Teichler, 2007, p. 264). In Europe, especially the setting up of the Erasmus program in 1987 triggered many discussions about mobility issues (Teichler, 2008, p. 14). Also the Bologna process that started in 1998 with the declaration signed in Sorbonne, affected largely the internationalization discussions in issues like recognition of studies abroad and the worldwide attractiveness of European higher education (Teichler, 2008, p. 21-22).

Although mobility has brought about many positive aspects to student and staff education, personal development and curricula planning, criticism is also expressed. The so-called vertical mobility, in other words mobility from outside Europe to Europe, is contributing to brain-drain (Altbach & Knight, 2007, p. 294). Also the professional appreciation of studying in other European countries seems to be diminishing because student exchange is now such a common thing to do during studies and so many are mobile through the Erasmus program that it is in no way exclusive anymore (Teichler & Janson, 2007, p. 493).

Nowadays, the intercultural experience does not require physical movement to another country as it can be experienced for example through intercultural teaching or an international campus with intercultural meeting points (de Wit, 2010, p. 11). Internationalization has developed into a broader definition as the activities have become more versatile.

2.6.2 Recent ways of internationalizing

Research on internationalization is shifting its emphasis from mobility to a discourse on other ways of internationalizing. It can be said that the focus of internationalization is moving away from the more traditional activities of mobility, international research projects and publications (Middlehurst, 2008, p. 8). Concepts like “internationalization at home” (e.g. Wächter, 2003, pp. 5, Beelen & Leask, 2011, pp. 1-22) and “cross-border education” or “internationalization abroad” (Knight, 2008, p. 14) have gained importance. Internationalization at home refers to campus-based activities with an international dimension (Knight, 2008, p. 13). In Australia, similar issues with slightly different emphasis are

discussed under the term internationalization of the curriculum and in the United States as internationalization of the campus (Beelen, 2011a, p. 251). Cross-border education, on the other hand, refers to movement of people, programs, providers, projects, services, knowledge and ideas across borders through different delivery modes (Knight, 2008, p. 14). These modes may include franchising, joint or double degrees, twinning and setting up branch campuses. Internationalization at home and cross-border education together encompass the activities that constitute comprehensive internationalization in an institution.

2.6.2.1 Internationalization at home

Internationalization at home (IaH) on a more detailed level refers to developing an international dimension in curriculum, research, programs, the teaching and learning process as well as in the service and extra-curricular activities (Middlehurst, 2008, p. 9). Beelen and Leask (2011, p. 4) agree with this and conclude that internationalization at home not only includes the formal curriculum but also the informal curriculum and services provided on campus. Internationalization at home is seen as a concept that adjoins all students regardless of whether they are mobile or not (Beelen & Leask, 2011, p. 4). In addition, the intercultural and international competencies that the students get on home campus can be seen as a way to equip the students with better skills to study or work abroad (Beelen & Leask, 2011, p. 3). Also, international experiences on campus can stimulate outgoing student and staff mobility and interest towards international activities (Beelen, 2011b).

It seems that the concept of internationalization at home focuses heavily on the student experience, but in my view it can as well be for faculty and staff. Beelen (2011b) also mentioned staff at a seminar presentation in Brussels in 2011, but articles discussing IaH still focus strongly on students. Because it seems that the definition of IaH might be widening to include also staff and faculty, I will include them into “beneficiaries” of internationalization at home. Faculty members get international experiences from for example visiting professors, teaching in a multicultural course or working in an international atmosphere. Their attitude towards the importance of internationalization might therefore change and contribute to the aim of internationalizing the whole institution. Other examples of concrete activities aiming at internationalizing the home campus include the use of guest lecturers, multicultural group work, foreign language teaching, organizing intercultural campus events and short term study visits abroad which are included in the curriculum (Beelen & Leask, 2011, p. 10, Knight, 2008, p. 13-14). According to Beelen (2011b) it is not realistic to think that all students and

faculty will be mobile and therefore it is very important to develop policies and activities for internationalization at home.

Some aspects that affect internationalization at home should be noted. Firstly, an important part of internationalization at home is the language policy and teaching at the institution. This issue however has varying role depending on whether the institution is in an English-speaking country or not (Beelen, 2011b). Obviously those institutions, which are not located in an English-speaking country, will have to put more effort into internationalizing the curriculum by increasing the number of courses taught in English. In this case, also developing the teaching skills in English for faculty is an important aspect. Of course, an international classroom does not necessarily require the language to be English or even a foreign language. An international orientation in the classroom can refer to the use of international content such as literature or case studies or using teaching and learning processes that develop multicultural competences (Leask, 2001, p.108). In English-speaking countries on the other hand, the language issues might be about increasing the number of language courses student have to complete for their degree.

Secondly, internationalization at home is often seen to happen simply by getting more international students to the campus (Beelen, 2011b). The more the merrier is however not exactly the point. Integrating the international students to the student community is the important issue. If, for example, Chinese students only spend time with each other or local student don't want to work in groups with other nationalities, IaH is not implemented because international experiences are not encouraged.

2.6.2.2 Cross-border education

The other dimension to internationalization is the activities that take place abroad or include physical or virtual mobility across borders. Cross-border education is a relatively new term and Middlehurst (2008, p. 8) uses the term internationalization abroad to refer to the same activities that can be classified as cross-border education (Knight, 2008, p. 16). As defined earlier, cross-border education can be divided into rough categories: movement of people, international projects, mobility of programs and mobility of providers (Middlehurst, 2008, p. 8). Movement of people refers to the more traditional methods of internationalizing, for example student and staff exchange and partnerships abroad. Movement of projects can be for example publications with international members, research and corporate co-operation and so forth. The more recent forms of internationalizing are mobility of programs and mobility of

providers. Program mobility can mean distance-learning systems or twinning arrangements. Twinning implies that a foreign institution delivers its courses in its local partner institution (Naidoo, 2006, p. 332). Mobility of providers refers to institutions spreading their physical locations, in other words, setting up an offshore campus by using some form of foreign direct investment (Naidoo, 2006, p. 325).

The terms cross-border education and internationalization abroad are both used in literature but in this study I have chosen to use the term cross-border education. I argue that internationalization indeed is a matter of “crossing borders”, both in regard to commercial trade issues as well as physical movement. There is a growing number of mobile students and faculty crossing borders and internationalization entails seizing the opportunities these masses provide. Thus, education actually represents a growing global business where both knowledge and money flows from country to country. Arguably, it therefore seems more suitable to use the term cross-border education rather than referring to operations simply taking place “abroad”.

Internationalization at home and cross-border education activities influence each other. As mentioned earlier, international experiences at the home campus can encourage student and staff to engage in mobility. On the other hand, for example a mobile professors can bring new ideas and teaching methods for courses with them and this way enhance the internationalization of the curriculum. The aim of both activities is to internationalize the institution and provide student and staff the possibility to acquire intercultural competencies and become global citizens. The figure below shows the connection between IaH and cross-border education activities which together aim at internationalizing the whole institution.

Figure 2: Internationalizing the institution comprehensively



2.7 Measuring internationalization

As the internationalization process has become more systematic and linked to the overall development strategies on supra-national, national and institutional levels, also assessment of the internationalization process has gained more importance. The increasing pressure of institutions to profile themselves in the tightening competition on students and academics is a reason why measuring internationalization has become such a central issue in institutions (Beerrens, et al. 2010, p. 12). Assessment of the internationalization process can help the institution to evaluate whether institutional goals are reached. Also national and supra-national goals may have an effect on the indicators that are followed at the institution. For example the Finnish Ministry of Education is at the time of writing this thesis developing a palette for performance indicators to be used on the national level to evaluate the position of Finnish education institutions (Ministry of Education, 2011). Also other external evaluators often oblige the institution to use indicators that are related to internationalization among other issues.

The general trend toward higher autonomy of institutions (i.e. the role of the state is diminishing) has increased the accountability of institutions (Beerkens, et al. 2010, p. 12). For example funding sources might require the use of different kinds of indicators. In addition to the need for self-evaluation on reaching strategic goals and reporting obligations to external evaluators, the development of internationalization indicators can help the institution to understand how they are positioned vis-à-vis their competitors and what the areas of improvement are (Beerkens, et al. 2010, p. 22). A set of internationalization indicators is therefore primarily an internal tool for measuring the quality and quantity of internationalization efforts and outcomes, although many other parties might affect or benefit from the assessment process.

In relation to the issue of developing indicators, one should mention the global rankings such as Shanghai Academic Ranking of World Universities and the Times Higher Education World University Ranking, which were already discussed in Section 2.3. Rankings do often include also indicators measuring the internationalization of an institution. They do not however reflect the internationality of an institution or the efforts taken towards internationalization. They aim at a more general quality rating (Beerkens, et al. 2010, p. 22). Coelen (2009, p. 45) however point out that measures of internationalization and global rankings do influence each other as they are mutually reinforcing. As an example Coelen (2009, p. 45), argues that a good ranking position will attract talented staff and students. With skilled staff, the publication quality might rise and as an outcome the institution be seen as more prestigious. In this respect, rankings and measures of internationalization may serve each other well.

Research and development of internationalization indicators have intensified during the 21st century. Knight developed in 2001 preliminary tracking measures for the internationalization process of higher education and especially emphasized the difference between tracking measures and performance indicators. According to her, tracking measures focus on the progression of internationalization and monitoring the quality of the process when again the latter focus more on outputs and results (Knight 2001, p. 230).

According to Knight (2001, p. 230), these tracking measures were developed to provide tools to monitor and collect information of the internationalization process on an ongoing basis. This information could then be used by institutions to analyze the strengths and weaknesses of their internationalization status. They could however as well be used as a snapshot of an endeavor that would give a picture of the given moment (Knight, 2001, p. 234). To give a basic idea of what the performance indicators could be and what tracking measures Knight

had originally developed in 2001, some examples are listed in Table 3. These examples are very similar to those in other studies under the definition of performance indicators. It seems that current research is using actively the so called performance indicators of internationalization rather than tracking measures (e.g. Brandenburg and Federkeil (2007, p. 8). For example the Council for Industry and Higher Education in the UK has completed a study in 2007 (by Fielden, 2007), with a list of performance indicators that are used in British universities.

In a German study by Brandenburg & Federkeil (2007), the internationalization indicators were more closely linked with the whole strategy of the institution and developed a more comprehensive way to measure the current state of internationality and the advancement of internationalization in institutions. To further develop the research with internationalization indicators, in 2010, a EU-funded project called IMPI (which stands for Indicators for Mapping and Profiling Internationalisation), was initiated by CHE Consult GmbH (Centre for Higher Education Development) in Germany, ACA (Academic Cooperation Association), NUFFIC, Perspektywy (of Poland), CampusFrance, and SIU (of Norway). The aim of the IMPI project is to develop a set of internationalization indicators that can be used by higher education institutions and provide an online toolkit for the institutions for profiling their internationalization strategy and comparing each other's performance (Beerkens, et al. 2010, p. 6). The toolkit can be used for benchmarking between institutions as well as for self-evaluation (Beerkens, et al. 2010, p. 23).

In Table 3 below, internationalization indicators are divided into those that are quantitative and those that are qualitative in nature. Both sorts of indicators are important because the assessment of internationalization cannot be based on numbers or quantity of activities alone. A qualitative assessment is equally important. For example, it is not enough to follow the number or percentage of international degree students, also the integration of international students and the development of an international campus are issues that assess the quality of the internationalization process.

Table 3: Examples of internationalization indicators

	Institutional academic agreements and cooperation	Faculty / staff involvement and development	Student exchange
Quantitative	<ul style="list-style-type: none"> • number of agreements active in the past 2 years • number of multidimensional agreements • total number of international academic agreements 	<ul style="list-style-type: none"> • number of faculty / staff participating in overseas research, teaching and institutional exchange • number of visiting faculty/staff collaborating with domestic personnel • number of faculty/staff receiving external or internal grants for international academic activities 	<ul style="list-style-type: none"> • number of active student exchange agreements • number of outgoing and incoming students per year • percentage of outgoing students of all enrolled • number of students participating in internships, field trips, project work abroad
Qualitative	<ul style="list-style-type: none"> • strategic approach and criteria for selecting partners and countries exist • an evaluation system assesses agreements on a regular basis • desired geographic balance achieved • desired developing/developed country balance achieved • desired discipline balance achieved 	<ul style="list-style-type: none"> • professional development workshops available to support overseas activities • hiring policies include criteria for international expertise when relevant • promotion and tenure policies include criteria for international achievements • explicit recognition given to faculty/staff for leadership, innovation and excellence in internationalization pursuits 	<ul style="list-style-type: none"> • counseling services for outgoing and incoming students • pre departure and re-entry support provided • available study abroad possibilities widely promoted to all students • cross-cultural communication workshops are provided to students and staff/faculty

Source: *Modified from Knight (2001, pp. 239-24)*

2.7.1 Internationality versus internationalization

In relation to measuring internationalization, the term “internationality” also needs to be explained. The use of these terms in higher education is often interchangeable in everyday talk but there is a concrete difference that is worth to be pointed out, especially when internationalization strategy and key indicators are developed in an institution.

A study by Brandenburg and Federkeil (2007) makes a clear difference between measuring internationalization and measuring internationality of an institution. The aim of their study was to develop a set of indicators that institutions could use and that could also be used as the basis for a nationwide ranking of higher education institutions. According to Brandenburg and Federkeil (2007, p. 6), internationality and internationalization need to be treated as separate terms in order to be able to set appropriate indicators. They have defined internationality in the following way (Brandenburg & Federkeil 2007, p. 7): *“Internationality describes either an institution’s current status or the status discernible at the date of data acquisition with respect to international activities.”* They contrast it to the term internationalization, that they define as follows: *“...internationalisation describes a process in which an institution moves, in a more or less steered process, from an actual status of extended internationality at time $X+N$. In this instance, in the event of proper planning, the actual status is set against an expected target status. The result is then the difference between the actual situation after expiration of the period n and the desired situation after expiration of the period n .”*

In other words, the indicators describing internationality actually describe the current status of affairs. In contrast, the internationalization indicators describe the development in a time series.

2.7.2 Assessing inputs, outputs and outcomes of internationalization

Brandenburg and Federkeil (2007, p. 9) categorize indicators to those that measure internationality, i.e. a current situation and those that measure internationalization as a process. Furthermore, Brandenburg and Federkeil (2007, p. 8) split the indicators into input indicators and output indicators. According to Brandenburg and Federkeil (2007, p.10), those indicators that contribute to the creation of findings, for example allocation of resources, are input indicators. Output indicators on the other hand measure findings at the end of academic processes, as for example graduation rates. Hudzik and Stohl (2009, p. 14) clarify further the role of input and output indicators. According to them, input indicators are measures of

resources available for internationalization efforts. The inputs lead to outputs that are the actual activities undertaken. For example, the input indicator could measure the number of opportunities for studying abroad and the output indicator then the number of students who undertake a study abroad period. The input indicator measures the resource allocation and the output indicator the result of that effort. In other words, the input and output indicators have a causal relationship. This categorization can be very useful to institutions in order to find certain problem areas, link strategy targets to outputs or compare oneself to other institutions.

Outcomes on the other hand, measure the end results that are linked to the missions of the institution (Hudzik and Stohl, 2009, p. 14). The outcome indicator for the previous example on study abroad periods could be measuring the improved skills and competencies of students, which is linked to the institutions mission of educating global citizens. Beerkens, et al. (2010, p. 16) point out that input and outputs have a causal relationship whereas outcomes cannot be said to have a clear causality to inputs or outputs. This is because outcomes are related to overall aims and it is not always clear which all factors caused the outcome. Many inputs and outputs might have had their effect on the outcome. However with the help of input and output indicators, it is easier to break down the internationalization process into steps that can be assessed and followed.

Table 4 will give examples of input, output and outcome indicators from the different core functions of an institution. The mix of appropriate measures might be somewhat different to each institution. The examples listed in Table 4 are not necessarily comprehensive or attainable for all institutions. The study by Brandenburg and Federkeil (2007) emphasize that the performance indicators like the below listed should be closely linked to the internationalization strategy of the institution. Before actually using indicators, the institution should define the internationalization targets and develop a strategy for internationalization which addresses measures, targets and quality assurance as well as define short-term, medium-term and long-term measures in order to execute the strategy (Brandenburg & Federkeil, 2007, p. 10). Compared to Table 3 with examples of quantitative and qualitative indicators, Table 4 shows the possibility to further analyze the relationship between different activities. This perspective may give more tools for planning a relevant indicator set that fits the needs of the institution.

Table 4: Input and output indicators and outcomes

	Input indicators	Output indicators	Outcomes
Research	<ul style="list-style-type: none"> • Percentage of international post-doctoral researchers relative to total number • Number of international research • Projects with international cooperation partners 	<ul style="list-style-type: none"> • Number of international citations per paper • Number of highly cited authors (HiCi) according to Thomson • Number of co-editorships in international trade journals 	<ul style="list-style-type: none"> • Enhanced institutional reputation
Teaching (and learning)	<ul style="list-style-type: none"> • Percentage of professors appointed from abroad relative to the total number of professors • Percentage of professors and lecturers with international work experience • Number of programs providing intercultural learning possibilities • Diversity of options to study abroad 	<ul style="list-style-type: none"> • Percentage of courses lectured in English • Percentage of courses taught by visiting lecturers • Percentage of visiting professors in relation to the total number of professors • Percentage of incoming exchange students of all students enrolled per academic year • Percentage of outgoing students of all students enrolled per academic year • Percentage of graduates employed abroad relative to total number of graduates per year • Percentage of graduates with a joint or double degree relative to total number of graduates per year 	<ul style="list-style-type: none"> • Internationally oriented teaching body • Impact on international competences and skills of graduating students • Enhanced institutional reputation
Services and administration	<ul style="list-style-type: none"> • A member of management is responsible for international relations? (yes/no) • Does an internationalization strategy exist? (yes/no) 	<ul style="list-style-type: none"> • To what extent is internationalization linked to human resources and funding (descriptive) 	<ul style="list-style-type: none"> • Enhanced commitment to internationalization

Source: *Developed from Hudzik and Stohl (2009, pp. 18-19) and Brandenburg and Federkeil (2007, pp. 12-34)*

2.7.3 Challenges associated with measurements

Hudzik and Stohl (2009, p. 13), list the major problems with assessing the outcomes of internationalization. The challenges are similar to any measurements or more generally assessments, not only related to internationalization. First of all, the measurements will not be appropriate if the outcomes of internationalization are not linked to the core values and motivations of the institution. This would be the starting point for developing a meaningful measurement model. Secondly, there is a risk of failure in finding the right indicators to measure the outcomes. Time should be put into thinking about the best indicators for each outcome. For example, if the expected outcome is enhanced institutional reputation, which are the indicators that are recognized as measuring this? Is it the number of publications, awards granted, external funding received or the number of applicants to study programs or possibly all of these? Institutions might have similar institutional missions but it is up to each institution to decide on their own which are the most relevant input and output measurements to evaluate the internationalization outcomes.

Thirdly, obtaining reliable data is not always easy and therefore it is important to recognize the data collection constraints as well (Hudzik & Stohl, 2009, p. 13). Fourthly, data that will not be used is a waste of time and money. The effort to collect and report on the data should not be a mission impossible because it has to be a continuous activity. Lastly, Hudzik and Stohl (2009, p. 13) warn of "shotgun" data collection. Collecting whatever is available is not appropriate for assessing the outcomes of internationalization. It is therefore essential to understand what is important, what data is reliable and appropriate and how the data will be used. Knight (2001, p. 234) emphasizes the importance of using tracking measures that are not too time-consuming and can stand the test of time. On the other hand, Brandenburg and Federkeil (2007, p. 8) point out that indicators should not be looked for on the basis of availability. According to them, such an approach to indicators does not give room to innovative solutions

In addition to these issues, also Beerkens, et al. (2010, p. 16) bring out an important point in using indicators. They call it the problem of "mushrooming", in other words continuously increasing the number of indicators and continuously specifying the definitions for the indicators until the definitions need extensive explanation. According to Beerkens, et al. (2010, p. 17), "mushrooming" will lead to a measurement system that is so complex that it is in fact unusable.

Even though there are many challenges and problematic points in measuring internationalization, measurements are however essential in order to make the commitment to developing internationalization. In the next section, the importance of measurements, accountability and commitment to goals will be discussed under the framework of comprehensive internationalization.

2.8 Theoretical framework for comprehensive internationalization

As the preceding sections of this literature review have implied, higher education internationalization has developed from concerning only single actors towards a more strategic and measurable process. The motivations or rationales that institutions have for internationalization have changed through time as well as the actual activities of internationalization have broadened in scope and scale (Hudzik, 2011, p. 7). In the early 1990's student mobility grew drastically especially in Europe and this also activated the researchers to further analyze the developments globalization of higher education facilitates and demands. The process view of internationalization gained popularity in the 1990's and broader concepts of internationalization were introduced (e.g. Knight, 2004). The latest developments in higher education internationalization concern phenomena like cross-border education and internationalization at home; phenomena that regard internationalization as being embedded in all activities of higher education. Hudzik (2011) presents the term comprehensive internationalization as a road for reaching internationalization that changes the institution from a national or a regional one to a global one. The definition is as follows:

“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students and all academic service and support units. It is an institutional imperative, not just a desirable possibility.”
(Hudzik, 2011, p. 10).

Hudzik (2011, p. 10) emphasizes that internationalization does not happen through a specific process with certain named steps. The process of internationalizing and the activities chosen to take it forward can be very different according to the profiles and goals institutions have. According to Hudzik (2011, p. 8), internationalization really is a means to many different ends, not an end to itself. This can be understood when we think back at all the different

rationales for internationalization institutions might have. Institutions vary in their approach to internationalization; for example they may strive to educate truly global citizens of their graduates or they may see it important to raise the quality of international research in order to contribute to the society, among many other approaches. Internationalization can therefore serve many of these goals. Few institutions however are committed to aiming at comprehensively internationalizing the institution (Hudzik, 2011. p. 8).

In order to understand what comprehensive internationalization in an institution really is, Hudzik (2011, p. 18-19) presents four strategic questions that should be proposed in order to build an understanding of what comprehensive internationalization in a specific institution is about. First of all, according to Hudzik, (2011, p. 18) it should be made clear what the institution's motivations and drivers are for comprehensive internationalization. Secondly, Hudzik emphasizes that one should ask how the institution's mission addresses comprehensive internationalization. If it is not embedded in the mission, it will not be shared among the different parties of the institution. Thirdly, for building an effective internationalization strategy, defining who the beneficiaries of internationalization are, is important. The institution serves and has obligations to the society, faculty, students, etcetera. The institution should therefore define whom comprehensive internationalization activities will affect (Hudzik, 2011, p. 19). Fourthly, according to Hudzik, it is important to define the actors that have a role in building comprehensive internationalization. If it is on the shoulders of just a few active leaders, it might not be on a road steady enough to carry forward in a long run.

Hudzik (2011, p. 24) also emphasizes that the prerequisite for comprehensive internationalization to happen, is an institutional culture that supports the engagement in comprehensive internationalization. Such an institutional culture acts as a driver that motivates the internationalization process. Building such an institutional culture requires clear messaging from the leadership about the goals and expected outcomes, faculty commitment, clear resource allocation priorities and measurable goals (Hudzik, 2011, pp. 24-25). Faculty commitment to internationalization can be supported for example by hiring systems that encourage international engagement (Hudzik, 2011, p. 30). The importance of resource allocation is quite obvious; if internationalization is seen only as a "nice-to have" issue rather than an integral part of the institution, possible budget cuts will lead to cutting down the internationalization activities (Hudzik, 2011, p. 32). In such a situation, the

internationalization process does not overcome institutional changes and will end up only as nice words in the strategy document.

Measuring the achievement of goals for internationalization is an important part of comprehensive internationalization (Hudzik, 2011, p. 31). Hudzik and Stohl (2009, p. 10) emphasize that the assessment criteria should be equivalent with the range of institutional missions. The message here is that the institution should be committed to assessing the outcomes of internationalization that are agreed as goals in the institutional strategy. Therefore a single model of assessment done by an outside body (e.g. a ranking agency) is not appropriate for measuring internationalization of an institution because all criteria is not applicable to all institutions. In order to measure internationalization, it has to be clear who are accountable (Hudzik & Stohl, 2009, p. 10). If internationalization is seen as an issue that comprises all the parts of the institution, all units of the institution should also be assessed by their contribution. This might be challenging for data collection and people's attitudes toward assessment (Hudzik & Stohl, 2010, p 10). Therefore it is important to determine what data needs to be collected and how developing internationalization in each unit will be supported and encouraged.

In my understanding, comprehensive internationalization is a concept that first and foremost emphasizes that internationalization is something that is embedded in the institutional culture. Hence, internationalization is what the institution is, not only what it does. This implies that there is a shared mindset that internationalization will take forward the institutional aspiration and it therefore is entitled to the resources it requires.

It seems that the concept of comprehensive internationalization has emerged as institutions and other actors have struggled in understanding what internationalization is and how it could be developed in an institution. At the same time demands and expectations of internationalizing the institution come from global competition, students, the state and other stakeholders. Institutions do feel the pressure to internationalize but often the activities taken towards internationalization have been dispersed and too narrow to give direction to the internationalization process of the whole institution. As there is such a wide range of internationalization activities that can be undertaken in the functions of research, teaching and services, it is important to link these activities to the goals of the institution, plan the use of resources accordingly and make sure there is commitment and accountability to the activities and goals. Comprehensive internationalization encompasses all of this.

Compared to Knight's general definition of internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education." (Knight, 2003, p. 2 in Knight, 2004, p. 11), comprehensive internationalization has a managerial viewpoint which is essential in linking theory into action in order to guide institutions toward the comprehensive understanding of internationalization and the systematic development of it. The managerial viewpoint stresses the importance of shared responsibility of internationalization, managerial communication of the goals as well as measurement of progress in internationalization.

To this point, my aim has been to give the readers a deep understanding of the theoretical framework for the case study. These theories and concepts will be integrated into the analysis on the case institution, Aalto University School of Business. The next section will explain the process of choosing this case, collecting and analyzing the data. It will also provide the reader with a possibility to evaluate the quality of this study.

3 Research methods

3.1 Single case study approach

This study is conducted as a holistic single case study on a Finnish higher education institution, Aalto University School of Business. The single case design can be demanding for the researcher for example because of difficulties in data accessibility or misinterpretation (Fletcher & Plakoyiannaki, 2011, p. 187, Yin, 2003, p. 42.), but it is also a rewarding case design in the sense that it gives the researcher the opportunity to conduct context specific and deep analysis on the subject (e.g. Fletcher & Plakoyiannaki, 2011, p. 185). This case study analyzes the internationalization of Aalto University School of Business through multiple levels; global, national and institutional. It also takes a processual viewpoint into the issue by investigating the historical development of internationalization and the possible future developments at the School of Business.

An essential part of conducting a case study is the use of a research strategy that bridges theory with practice (Yin, 2003, p. 28). In this study the data collected and analyzed is strongly woven together with the theoretical framework of higher education internationalization. In regard to research on higher education internationalization, this study deepens the issues that are discussed in the field; the global challenges that higher education institutions face, the expectations national strategies raise for institutions and the actual strategies, policies and activities that are developed in the higher education institutions.

This case study uses an explanatory research strategy as it aims at explaining and describing how and why an internationalization process takes place in a higher education institution. In the field of higher education internationalization, the research strategies are often exploratory in nature, aiming at describing what is done for internationalization on national or institutional levels. These studies are often based on surveys or multiple case studies (e.g. Beelen, 2011a, Fielden, 2007, Taylor, 2004) In addition, the studies often focus on certain aspects or phenomenon of internationalization (e.g. Naidoo, 2010, Hoffman, 2009). Contrary to many studies in the field, this study has a holistic viewpoint into the internationalization of a higher education institution.

3.2 Case selection

I selected this case for my thesis for varied reasons. Firstly, Aalto University School of Business is a versatile and interesting case because of its long history in internationalization; the institution has developed internationalization activities very actively throughout the years of its operations. The reasoning to why the Business School is such a suitable case for studying internationalization in higher education is discussed in more detail below.

In the early years of the institution, internationalization was in the hands of individual professors with strong connections to institutions abroad. With the help of the internationally active faculty, high-quality international research and study programs lectured in English, were developed (see e.g. Luostarinen, 2010). Nowadays, the School of Business has both nationally and internationally a strong position as an internationalized institution with high-quality research and teaching. The School of Business is the only Finnish higher education institution in the field of economics and business education that has the so-called Triple Crown accreditation; the international AACSB, AMBA and EQUIS accreditations. These accreditations not only tell about the quality of teaching and research at the institution but they also imply that the School of Business sees its operational environment as a global one and is committed to raising its profile abroad. As reference, only 1 % of all business schools in the world have achieved the Triple Crown. Also the ranking position among the other top European business schools indicates the commitment to high-quality research and teaching. The School of Business has for many years been ranked among the top 20 to 25 business schools in Europe.

In the European context, the membership in a global alliance in management education, CEMS, has raised the institution among the most prestigious institutions providing international business and management education. The partner university network of the institution is globally spread and aims at having the top quality institutions with an international mindset as partners in each continent of the world. Already in 2001 the vision statement of the institution indicated an international goal of being among the top 10 European universities and in 2006 the aspiration of being in the “world-class” (Herbert, 2010, p. 32). In conclusion, the institution has an international brand, which it also continuously nurtures.

The merger in 2010 with two other specialized higher education institutions sets an interesting framework for internationalization. Many new policies and activities enhancing

internationalization have been developed within the newly formed university. These include grants for faculty mobility, visiting professor programs, new international master's programs, services for foreign degree students and visiting faculty, among many more. The School of Business has a strong background in internationalization and has therefore acted in many instances as an example of best practices for the other schools of Aalto University. For example the study structure enabling student exchange is seen as an exemplary model for the whole university. The School of Business is also the only Finnish university level higher education institution in the field of economics and business administration that provides Bachelor's degree programs taught entirely in English. In this sense, the case can also be seen as representing an institution that has nationally a forerunner position in internationalization of teaching and learning.

I have had the possibility to take three different roles in analyzing this case; the role of a student, the role of a coordinator of international affairs and naturally the role of a researcher. First of all, I have studied at the School of Business from 2006 and completed most of my studies in English and the courses at the department of Management and International Business. Thus, many of the examples I use in my analysis stem from the experiences I have of my studies.

My current (2010 onwards) position as an international coordinator at the School of Business International Affairs unit naturally raised a personal interest into conducting research on this topic at my workplace. I have worked at the case institution from 2009 in various positions in the International Student Services and the International Affairs units. One of my first work assignments was to support the service process of incoming and outgoing exchange students. From these tasks I have moved to planning and administering the service process of exchange students and more lately into taking care of the marketing, student recruitment, and partner university network as well as more generally the enhancement of internationalization at the School of Business. This naturally gives me a broad understanding of the administrative side of the internationalization issues.

Against this background, it is obvious that I have had the possibility to use versatile documents as evidence, build new and use historical statistics and make observations. A detailed discussion of the data collection and the arguments determining the quality of the study are presented in the following sections.

According to Yin (2003, pp. 40-42), there are different rationales for conducting a single case study: either the case is critical for theory testing; it is extreme or unique, representative or typical, revelatory or longitudinal in nature. Considering Yin’s categorization, this case could best be described as representing an institution that has already come a long way in internationalization but also has the aspiration to develop it further and follow the current trends in internationalization.

In conclusion, I selected the Aalto University School of Business for the case study because it provides such an interesting framework for analyzing the process of internationalization. Both nationally and internationally, the School of Business represents an institution that is actively developing internationalization. My personal ties to the institution made it possible to use versatile data and analyze the case from different perspectives.

3.3 Data collection and analysis

According to Ghauri (2004, p. 115), in a case study it is essential to use a triangulation method; collect different kind of data and use various sources in order to create a complete view of the issue that is studied. Likewise in this study, access to versatile data has been central for understanding the internationalization issues from different viewpoints and by different actors. In Table 5, the main empirical data sources and their respective amount of information for this study are listed.

Table 5: Data sources

School of Business / Aalto University	
Documentation	<p>Internal documents:</p> <ul style="list-style-type: none"> • Aalto University Strategy 2012 • International Relations Plan of Action 2012-2020 • Language guideline - working group documents (2) • Dean’s letters (4) • Memoranda of meetings (2)
	<p>Organizational records:</p> <ul style="list-style-type: none"> • Statistics collected from the International Affairs unit at the School of Business (10) • Statistics I constructed from the databases of the International Affairs unit and departments (10) • Statistics collected from the Student Services unit and the head of Quality and Accreditations, Tuija Nikko (5)

	<p>Web pages</p> <ul style="list-style-type: none"> • Aalto University internal webpages: inside.aalto.fi, news, events, blogs • Aalto University external webpages: www.aalto.fi, key figures • Aalto University webpage for students: into.aalto.fi, information on study programs, course guide, degree structure, news <p>Emails</p> <ul style="list-style-type: none"> • E-mails between Aalto International Relations, the HR unit, the International Affairs unit and Student Services unit • Weekly newsletter of the School of Business • Summer letter for employees from the president, Tuula Teeri <p>Books</p> <ul style="list-style-type: none"> • books on the history of the School of Business (2)
Interview	<p>Title of e-mail: Kansainvälistymisen KPI:t graduuni Mari-Anna Suurmunne, 2.11.2012</p>
Observations	<p>Personal experiences</p> <ul style="list-style-type: none"> • Courses I have attended in my studies at the School of Business (during 2006-2012) • Exchange studies I completed at Manchester Business School in Spring 2008 <p>Meetings June 2011- June 2012:</p> <ul style="list-style-type: none"> • Aalto University International Relations unit meetings (3) • Project meetings on student mobility issues, exchange student satisfaction surveys and brand visibility and foreign degree student recruitment (approx. 1 meeting per month during Fall 2011 and Spring 2012) • Meeting with a group of internationalization specialists from other Aalto University School's where I presented my thesis and case study and gathered feedback (7.6.2012)
Ministry of Education	
Documentation	<p>Publications and documents</p> <ul style="list-style-type: none"> • Strategy for the Internationalisation of Higher Education institutions in Finland 2009-2015 • Articles on the webpages concerning the formation of Aalto University and the tuition fee trial period in higher education institutions (2) • Document draft on internationalization indicators for higher education institutions

European Association for International Education (EAIE)	
Observations	EAIE Conference (Copenhagen, 12.9-16.9.2011): <ul style="list-style-type: none"> • conference presentations (2)
Academic Cooperation Association (ACA)	
Observations	ACA Seminar: Internationalisation Revisited (Brussels, 2.12. 2011) <ul style="list-style-type: none"> • seminar presentations ACA Annual Conference 2012: Tying it all together. Excellence, mobility, funding and the social dimension in higher education (Helsinki, 10.6-12.6.2012) <ul style="list-style-type: none"> • workshop on mobility
Documentation	ACA monthly newsletter publications (8)
Centre for International Mobility	
Observations	Finnish International Educator's Days (Lahti, 21.5-23.5) <ul style="list-style-type: none"> • sessions (2)
Newspapers	
Documentation	Helsingin Sanomat <ul style="list-style-type: none"> • articles (3) Kauppalehti <ul style="list-style-type: none"> • articles (1)

3.3.1 Documentation

The extensive documentation evidence includes internal documents, policy papers, reports, memoranda from meetings, e-mails, web pages, newsletters, historical books and articles in newspapers. These are listed in more detail in Table 5. What is especially worth noticing about these sources is that there is evidence targeted for different audiences; for those who are part of the Aalto University community and for the general public. For example, the newspaper articles and the strategy documents of Aalto University and the Ministry of Education (see Table 5) are written also for external audiences. The Dean's letters and memoranda from meetings, on the other hand, are intended only for internal use. Yin (2003, p. 87) reminds that documents may not always be accurate and neutral in bias. However, I argue that the use of documents written for internal and external audiences diminish the problem of bias and increase the validity of the documentation evidence.

From internally written reports I especially want to mention the importance of the strategy document of Aalto University (2012), which provided the basis for the analysis on internationalization goals and direction. In addition, the historical books (Luostarinen, 2010,

Pönkkö & Åberg, 2010) written of the School of Business were very valuable in understanding the background.

For analyzing the current developments in internationalization, especially the internal documents and news published on the internal web pages i.e. Intranet, Aalto Inside (see Table 5) provided information on the ongoing and planned internationalization activities.

3.3.1.1 Organizational records

The organizational records, listed in Table 5, were statistics on student mobility, foreign degree students, faculty mobility and foreign faculty, information on partner universities, teaching in English and so forth. Statistics were not always readily available and in many cases I gathered the data myself from various excel-databases and other sources. For example, to find out the partner university accreditations, I went through all partner universities and checked which accreditations they had at the moment. To find out the number of courses lectured in English, I counted manually the courses from the 2010-2011 academic year study guide and crosschecked these courses with the Weboodi- course information system.

Generally, some internationalization activities were better documented over the years than others. Statistics are actively produced at the International Affairs unit but the departments and other units do not have such a need to document their internationalization efforts. This is why it was not possible to for example get systematically collected historical data on faculty mobility.

3.3.2 Observations

My position as an employee of the School of Business also gave good opportunities for collecting data through observations. The observations listed in Table 5 include both participant and direct observations (Yin, 2003, pp. 92-96). In other words, I either acted as a participative observer or a passive observer. Passive observations took place for example at meetings held by Aalto University International Relations and at presentations and sessions organized by the European Association for International Education (EAIE), the Academic Cooperation Association (ACA) and the Finnish Centre for International Mobility (CIMO). In these situations, I did not guide the discussion or change the course of the events, whereas when making participant observations, I did contribute to the discussions or had a role at the event. For instance, in June 2012 I held a presentation on the internationalization of the

School of Business for a group of leaders and specialists from the other schools of Aalto University. This was an excellent possibility to discuss internationalization issues and get feedback on my case study. Also meetings with colleagues from partner universities around the world served as a way to compare internationalization efforts of different universities. In addition, I had everyday discussions with colleagues at the International Affairs office for example about language policies, student mobility, services and many other issues concerning internationalization.

Generally, the coverage of the observations on the case study is broad because I had multiple opportunities for interaction and observation. My workplace, the International Affairs unit, is located in the main building of the School of Economics and the Student Services, Quality and Accreditations, and HR unit are located in the same hallway. The shared coffee room of these units many times acted as a perfect physical space for observations.

3.3.2.1 Personal experiences

My personal experiences of studying at the School of Business are an additional source of evidence for this study (see Table 5). I have studied at the School of Business from 2006. Along the way, I have gotten to know well the teaching and learning culture at the institution, and especially the department of International Business and Management. As my major I have studied Management and completed my Master's degree almost entirely in English. Many of the courses I have taken, such as Managing Innovation and Change, Internationalization of the Firm and Strategy Work in Global Context, among many others, have been courses that have an international component and also have many foreign students attending them. This has given me deeper understanding of the multicultural learning environment at the School of Business, as I have on those courses worked in multicultural groups and got to know some of the foreign students studying at the institution.

I have also had a memorable time as an exchange student at Manchester Business School in the spring semester 2008. Student exchange is one of the most important internationalization activities of the School of Business and the partner universities are leading business schools around the world. As I have both been an exchange student and worked in the unit taking care of exchange issues, I believe I have a good understanding of the needs, challenges and possibilities concerning student exchange.

It should be noted that my personal experiences of studying at the School of Business are from the years 2006 to 2012, and collected mostly without the knowledge that these experiences would serve as observational data for this case study. In this sense, personal experiences differ from other observation data used for this study. The observations I have made at meetings, with colleagues and at conference presentations and seminars are more systematically collected for the purposes of this case study.

3.3.3 Interview

It should be noted that interviews have not been the main source of data for this study. However, one interview was performed by e-mail. Aalto University International Relations published a set of internationalization indicators in a presentation of a Plan of Action for 2012-2020. The set of indicators also has percentage goals for the years 2015 and 2020. I needed clarification on what grounds these percentages were decided on and whether these indicators were official ones that would be followed year after year. On 2.11.2012 I received an e-mail answer from the Head of International Relations, Mari-Anna Suurmunne.

3.3.4 Timeframe

I started my writing work in late summer 2011. I gathered documentation evidence mainly during fall 2011 and spring 2012 but I also followed the Aalto Inside Internet pages on news of internationalization activities and new developments at the School of Business during summer and early fall 2012. In fall 2011, I went through the national strategy for higher education institutions and studied historical facts of internationalization at the School of Business.

In January 2012 the final version of the Aalto Strategy document was published and I could start deeper case analysis on the internationalization goals and motivations of the case institution. In spring 2012, more detailed plans of action and internal documents on implementing internationalization plans were published on the Aalto Inside internal webpage and in meetings and presentation.

In September 2011 I attended the European Association for International Education's (EAIE) conference in Copenhagen and in December 2011 the Academic Cooperation Association's (ACA) seminar in Brussels. The debates and discussions held in these events deepened my understanding of what the current issues and attitudes toward internationalization are on a

global level. Many of the specialists in the field of international higher education presented their thoughts in these events. In May and June 2012 I had the opportunity to make more observations in conference and seminar sessions, as I attended the Finnish International Educator's Days in Lahti and ACA annual conference in Helsinki.

Observations that took place at the School of Business and the headquarters of Aalto University in Otaniemi were performed during fall 2011 and spring 2012. At the end of June 2012 I started my maternity-leave, which also meant that I no longer had the possibility to attend meetings and make observations in different situations.

At the beginning of November 2012 data collection ended. In more detail, at this point I went through my e-mails and the Business school news on the webpages to see if new policies or activities concerning internationalization were planned or implemented. A few examples of internationalization were added to the analysis section at this point.

3.4 Evaluation of the study

In this section, the main data sources of the study, which are mainly based on documentations and observations, are discussed in regard to the reliability and validity as criteria for evaluating the quality of the study.

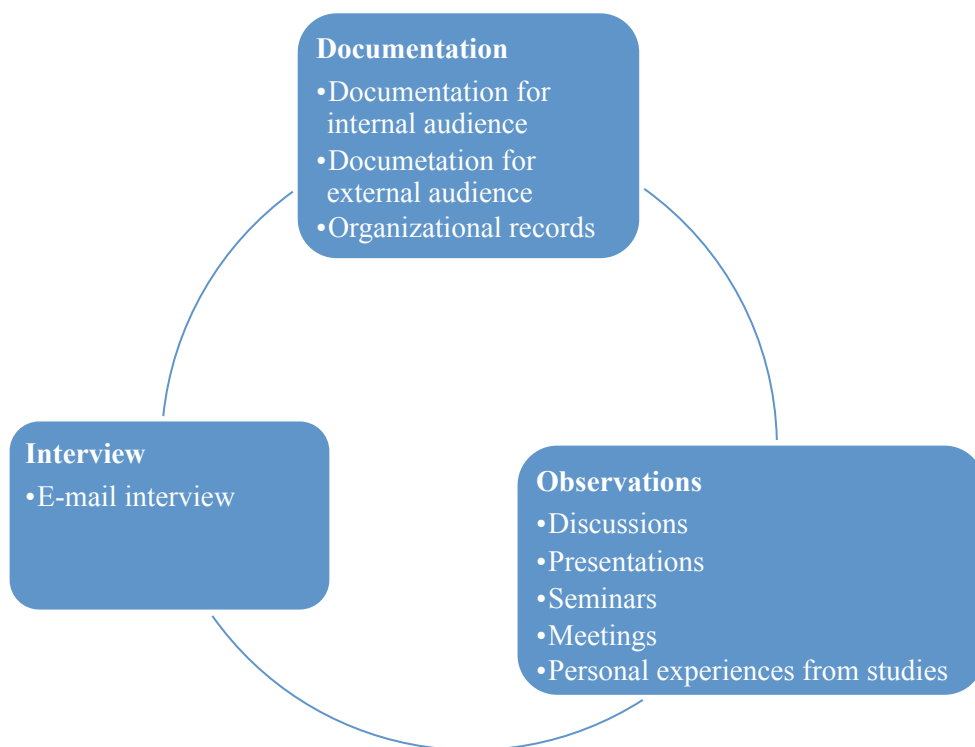
3.4.1 Validity and reliability

Yin (2003, pp. 34-39) identifies four relevant criteria that should be used to evaluate the quality of a case study. Firstly, construct validity should be built through using measures that actually depict the phenomena studied. Secondly, a case study searching causal explanations should address the issue of internal validity; whether a causal relationship has been interpreted correctly and rival explanations considered. Thirdly, Yin lists external validity, which relates to identifying the basis for generalization of the study findings. Lastly, Yin mentions the test of reliability. This refers to the ability to replicate the conduct of the case study and thereby avoid suspicion of errors and bias.

The data collected for this study is based on many different information sources. Figure 3 presents the data that has been triangulated in order to improve the accuracy of the case study findings. According to Yin (2003, p. 97), data triangulation is essential in case studies and data sources should not be used in isolation. Instead, the convergence of the data is important

for reaching valid conclusions. In my study, documentation, observations, organizational records and personal experiences have formed a versatile basis for analyses on the internationalization of the School of Business. Documentation evidence was gathered from inside the case institution as well as from newspapers and different expert organizations in the higher education field. Observation were performed both in a passive and participative role. Statistics were collected and constructed on different internationalization activities in order to also base the analyses on numbers and percentages, not only interpretations of documents and observations.

Figure 3: Data triangulation



In addition to the use of multiple sources in data collection, the case analysis is built on multiple perspectives and levels of analysis. Firstly, I have approached the case study from three different levels, global, national and institutional. Hence, differing viewpoints and rival explanations on the internationalization process have been discussed in the study. Secondly, I have myself taken three different perspectives in the case investigation; the role of a researcher, a student and an employee. Concurrently, I have used my expert knowledge on the

subject in making interpretations. Verification of data has also been performed as I have presented my case study for specialists at Aalto University and received feedback. These research strategies enhance the internal validity of the study. External validity does not have such importance for this study because the aim is to present the findings in the context of the School of Business, not to generalize the findings as such.

The database of the case study is a collection of documents, handwritten notes, excel-files, e-mails and newspaper articles. These are stored and can be retrieved for investigation to confirm the reliability of the study. The data sources have been presented in detail, which increases the transparency and reliability of the study.

Another issues that should be addressed is that even though this study is written in English, many of the sources are in Finnish. This may limit the possibilities of data retrieval. Also, translation from Finnish into English may have altered the original way of expressing the issue.

3.4.2 Limitations of the data

Often in case studies, interviews are used as a source of evidence (Yin, 2003, p. 89). There are however several reasons to why I did not use interviews more widely for this study. As is discussed in the above sections, I had vast access to documentation evidence and statistics, many possibilities for observations and I could reflect the issues also through my personal experiences on studies. In addition, I felt that the information I received through observations was more valuable than what interviews would have provided. For example, a service desk for students is located next to my workspace, which made it possible to observe the situations and service given to anyone who came by the desk. Mostly it was used by foreign exchange students and Finnish students and occasionally also by foreign faculty and foreign degree students. It was therefore easy to listen to different opinions and needs. Another example would be the sometimes very heated discussions in the coffee room on new policies and plans. I argue that interviews would not have revealed all of these viewpoints that were presented in an informal manner. In addition, the documentation evidence gave detailed answers to my question on the internationalization process at the case institution. For instance, the strategy document described well the role of internationalization and the aspirations the university has for internationalization. Also, Dean Ingmar Björkman, expressed very clearly his visions on internationalization letters written for the employees (e.g. Dean's letters 2012). Thus, there was no need for interviews in a larger scale.

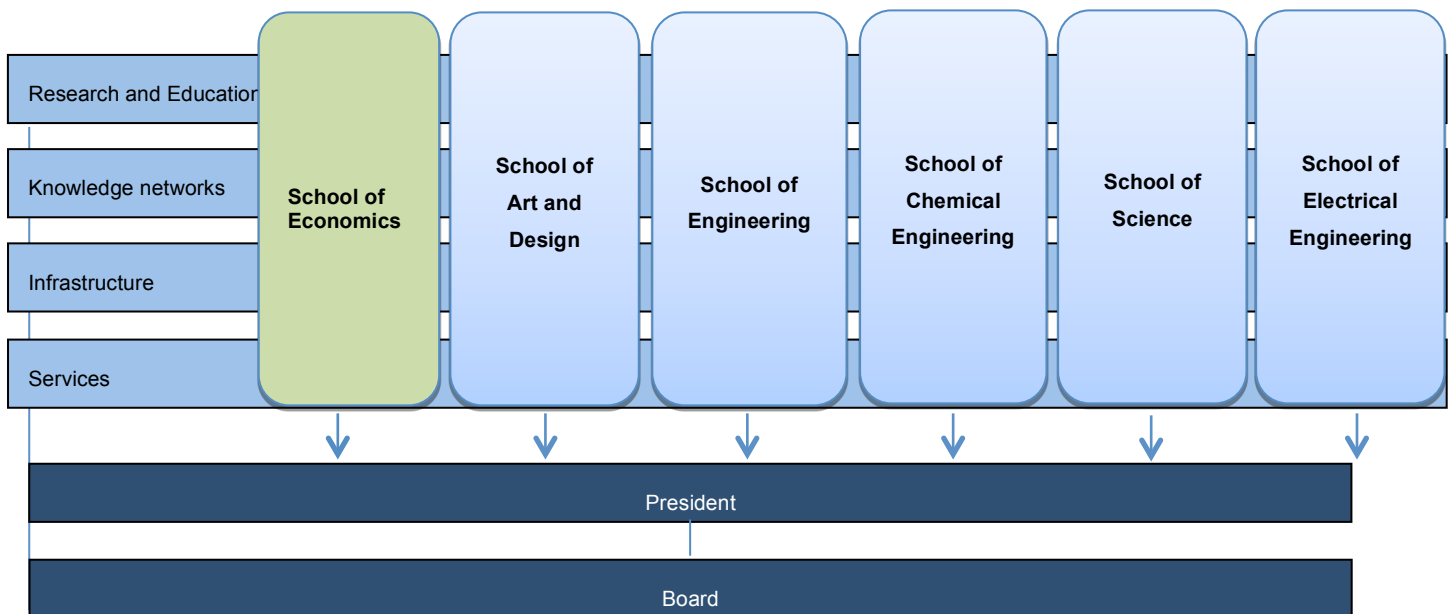
4 The case of Aalto University School of Business

Aalto University School of Business, formerly well known as Helsinki School of Business (HSE), dates back to 1911 when it was given university status. HSE was a private university until 1974 when all Finnish universities were moved under state authority. From 1974 to 2009 the School was a publicly funded governmental institution. In January 2010 Helsinki School of Business merged with Helsinki University and the University of Arts and Design Helsinki to form a new university called Aalto University. This merge was in no way forced or unwillingly performed as it had been a vision of the rectors of the schools for many years. Concurrently as the merge happened, the name of the school also changed from HSE to Aalto University School of Economics and later on (1.8.2012 onwards) to School of Business.

The global trend of greater autonomy in higher education institutions is also apparent in Finland. The creation of Aalto University was a response to the new University Act enforced on 1.1.2010, which reformed the university system in Finland by separating universities from the state and giving them more autonomy. However the government continues to guarantee core funding for the universities in Finland in order to support research, teaching and other core activities. This funding enables for example all Finnish-nationality students to study without tuition-fees.

Aalto University is a specialized university with multidisciplinary expertise. The concept of the university is to provide world-class expertise in science, technology, arts, design and business through interdisciplinary collaboration (Aalto University Strategy, 2012.). On national level Aalto University is in a flagship position with expectations of building the Finnish innovation system and contributing to the competitiveness of Finland's economy (Ministry of Education, 2007). Aalto University is organized as six separate schools with a total of 19737 students (2011). The School of Business alone has approximately 3900 degree students, including bachelor, master and doctoral students.

Figure 4: Organizational chart of Aalto University



Following this short presentation of the case institution and the operational environment, I will continue with discussing the rationales and motivation guiding internationalization on national and institutional levels. As was discussed in Section 2.5, rationales reveal the motivations guiding the internationalization process (Knight, 2004, pp. 20-21). An institution's motivations for internationalization are affected partly by different rationales on supra-national and national levels. In addition to the policies and guidelines given by for example the EU and the state, the institution has its own rationales and priorities, which guide the internationalization process.

First, I will introduce the Finnish national strategy for internationalizing the higher education sector. The higher education sector in Finland has experienced many changes in the recent years including the changes in the autonomy and funding structures as well as university mergers. Supra-national policies will not receive that much attention in the following section as the main policies that have been central in Europe, the Bologna process and implementation of the ECTS credit system, have already been implemented in Finland and therefore do not require special attention in my study.

After analyzing the expectations of the state for higher education institutions, the Aalto University strategy will be discussed in more detail. It will become apparent that the

university's strategy follows the priorities set by the state but it also highlights the missions the university has for each of its schools. Neither Aalto University nor the School of Business has separate strategy documents for internationalization. Therefore, the analysis on the internationalization strategy and rationales is based on the overall strategy of the Aalto University. Further on, the internationalization activities of the School of Business will be discussed from the viewpoint of historical development and current operations in the core functions of research, teaching and learning, and services and administration.

4.1 Finland's national goals for higher education internationalization

Often the guidelines and policies set by governments for higher education are made explicit in a national strategy. Finland has developed its own internationalization strategy for higher education institutions for the years 2009-2015 (Ministry of Education, 2009). This shows that internationalizing higher education in Finland is a central goal of the state and it therefore also encourages the institutions to develop their own internationalization strategies. The position and challenges of Finnish higher education are defined in the following:

“Finland is an active player in the European higher education and research cooperation; however several studies and comparisons demonstrate that scarcity of internationality is among the weaknesses of the Finnish higher education, research and innovation system. There is a paucity of foreign students, researchers and teachers in Finland; neither is there much in the way of foreign research or development funding. The mobility of students and researchers abroad has decreased. Finland's attractiveness as a work environment for industrial production, high-end technology and top experts is insufficient. On the other hand, the good reputation enjoyed by our education and research system abroad proves that there is a great deal of untapped opportunities in globalisation and internationalisation.” (Ministry of Education, 2009, p. 5)

Concrete actions towards internationalization goals are also listed in the strategy:

“The ambitious mobility goals are attained by simultaneously developing services, study processes, researcher careers, recruiting, information, infrastructures as well as study and research environments for mobile individuals. For their part, attracting foreign experts and research funding to Finland, making a breakthrough in educational exports, improving the status of immigrants and developing service

structures require cooperation between ministries, the business community, regional actors and financing organisations. Internationalisation of higher education institutions is a national project.” (Ministry of Education, 2009, p. 5).

The *Strategy for Internationalisation of Higher Education Institutions in Finland* for the years 2009 - 2015 (Ministry of Education, 2009) sets five main goals for higher education internationalization. According to the Ministry of Education:

“ The aim is to create in Finland an internationally strong and attractive higher education institution and research community that promotes society’s ability to function in an open international environment, supports the balanced development of a multicultural society and participates actively in solving global problems. The internationalisation of Finnish higher education institutions is consolidated by improving the quality of higher education and research.” (Ministry of Education, 2009, pp. 10).

Internationalization of higher education is seen as an important aspect in promoting diversity in the society and as an essential part of societal renewal. (Ministry of Education, 2009, pp. 9). The five strategy goals named in the strategy are shown in Table 6.

Table 6: Strategic goals and visions of internationalization of Finnish higher education institutions

Goals	Visions
<p>Forming a genuinely international higher education community</p>	<ul style="list-style-type: none"> • Graduates have the ability to work in an international working environment after graduation • International experience and connections of the staff improve the quality of research and teaching • Higher education institutions offer high-quality education in foreign languages in their field of expertise • International cooperation opportunities are utilized actively in particular with EU and Nordic countries • “By 2015, the number of non-Finnish teachers, researchers and degree students has risen considerably and higher education institutions will have become genuinely international study and work communities” (Ministry of Education, 2009, p. 26).

<p>Increasing the quality and attractiveness of higher education institutions</p>	<ul style="list-style-type: none"> • Higher education institutions are internationally renowned and seen as attractive communities for work and study • Institutions support the internationalization, competitiveness and well-being of society • The high quality of education and research and the opportunities of the work-life attract talented foreigners to Finland • Services and support for staying in Finland are offered for foreigners
<p>Promoting the export of expertise</p>	<ul style="list-style-type: none"> • Higher education institutions are attractive and reliable partners for cooperation • Institutions engage in high-quality and mutually beneficial international research, education and cultural cooperation • Export of education and expertise is nationally significant
<p>Supporting a multicultural society</p>	<ul style="list-style-type: none"> • People with immigrant backgrounds, foreign degree students and exchange students, teachers, researchers and other personnel of the institutions are a resource that promotes internationalization at home. The share of students in higher education with immigrant background corresponds to the share of immigrants in the whole population.” (Ministry of Education, 2009, p. 44).
<p>Promoting global responsibility</p>	<ul style="list-style-type: none"> • Institutions help to solve global problems and strengthen competences in developing countries • Activities of higher education institutions are based on sustainability and ethical responsibility • Higher education supports students’ learning to act in a global environment

Source: *Derived from the Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015, (Ministry of Education, 2009).*

The government of Finland expects higher education institutions to report on what has been done to reach these national goals listed in the table above. The government also has an active role in supporting institutions in their work towards these goals. For instance, a reform in 2010 gave universities more autonomy, and more particularly, aimed at giving better possibilities to institutions to internationalize their operations. Another example is the government’s decision to start a tuition-fee trial program running from 2010 to 2014, which

enables institutions to charge a fee from non-EU and non-EAA citizen coming to study in Master's programs in Finland. The aim is to find out if this would increase or possibly decrease foreign student populations. The government of Finland is also planning on changing the universities' funding model in 2013. This funding model will affect the internationalization measures the institutions see as the most important ones in regard to receiving funding. Internationalization issues that the government will follow in the area of internationality are international student mobility, master's degrees and doctoral degrees completed by foreigners, international faculty, international research funding and international publications (Helsingin Sanomat, 2011). In the next section we will see how these national goals for higher education are taken into account in the Aalto University strategy and goals.

4.2 Aalto University's strategy and goals for internationalization

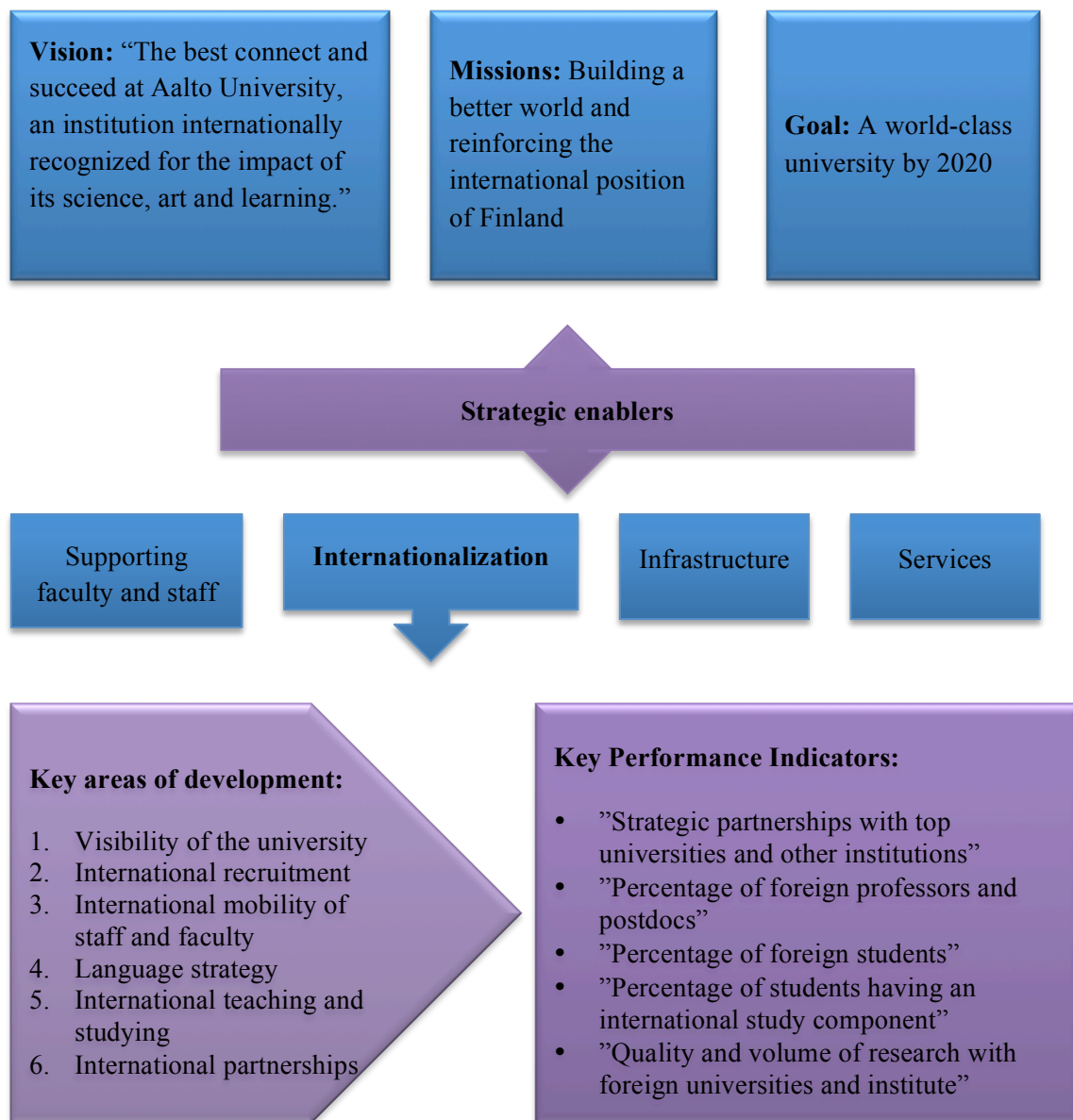
The Aalto University's new strategy was published at the end of 2011 after a rigorous year and a half of reshaping the organization. Aalto University states in the strategy its two main missions. Firstly, to work towards a better world: "*Aalto University works towards a better world through top-quality research, interdisciplinary collaboration, pioneering education, surpassing traditional boundaries, and enabling renewal.*" (Aalto University Strategy 2012, p. 7). The second mission is national: "*The national mission of the University is to support Finland's success and contribute to Finnish society, its internationalisation and competitiveness, and to promote the welfare of its people through research and by educating responsible, broad minded experts to act as society's visionaries and change agents.*" (Aalto University Strategy 2012, p. 7). The two missions focus on development of the internal university environment; research, interdisciplinary collaboration, etcetera, as well as responding and taking responsibility of the needs of the external environment; Finnish society and the world as a whole.

The vision statement of Aalto University reflects the importance of internationality: "*The best connect and succeed at Aalto University, an institution internationally recognized for the impact of its science, art and learning.*" (Aalto University Strategy 2012, p. 7). International recognition is seen as an integral part of the university's existence. The goal of the university is to be among the world-class universities by 2020 (Aalto University, 2012a). It seems that the underlying rationales in these vision and mission statements have both elements of a student-centered rationale and a university-centered rationale (Fielden, 2007, p. 18). The aim

of educating “responsible, broad-minded experts” for the needs of the society and providing “pioneering education” emphasize the responsibility the university feels towards the students and their learning experience. However, the vision of being “internationally recognized” and the goal of becoming a world-class university, indicate that profile building, branding and promoting the presence of the university are important underlying rationales as well. The emphasis on national responsibilities reflects the role the university received in Finland already in the planning phase of the university. It was named as “the innovation university” and had the role of a forerunner in the reforms made in higher education in Finland (Ministry of Education, 2007).

Aalto University does not have a separate internationalization strategy document but key development areas for internationalization have been recognized in the university strategy (Aalto University Strategy 2012, pp. 24-25). In the strategy, internationalization is seen as an enabler for the overall goals of the university (see Figure 5 below). This view fits well with current internationalization research; for example, Hudzik (2011, p. 8) emphasizes that internationalization is a means to different ends, in other words an enabler of wider goals. Key performance indicators have also been listed for the key internationalization development areas. These key areas define the strategic direction of internationalization at the School of Business and they will therefore be shortly presented in the following chapters. Figure 5 presents the strategy of Aalto University in terms of internationalization.

Figure 5: Internationalization as an "enabler" of strategy



Source: *Compiled from Aalto University Strategy, January 2012 edition*

In the Aalto University strategy (2012, pp. 24-25), the first key development area mentioned is international visibility, which will be enhanced through quality research and education, marketing and communication efforts and cooperation with high-quality partner universities.

As is listed in Figure 5, the second key development area is international recruitment. The strategy document (2012, p. 24) states “The University’s competitive position is determined by its capacity to attract the best students, researchers and leaders.” It is also recognized that

this requires an attractive working environment and support functions for integrating foreigners into the Finnish society. The Plan of Action for 2012-2020 (Aalto University International Relations, 2012) sets goals for 2015 and 2020 in regard to the percentage of foreign faculty and students at the university. By 2015, the share of non-Finnish faculty should be 20 percent and in 2020 grown to 25 percent. The share of non-Finnish students should reach 15 percent by 2015 and be 25 percent by 2020.

Staff and faculty mobility is the third of the key development areas (see Figure 5). Staff and faculty mobility is seen as an important part of strengthening research cooperation and the quality of teaching. According to the strategy document, the sabbatical system is recognized as the main tool for enabling academic mobility but also administrative staff is encouraged to mobility for example with a travel grant. Formulating a language strategy is seen as essential for enabling internationalization. Hence, Finnish, Swedish and English are all to be used equally in the university, even though at the School of Business, teaching will not be held in Swedish. This is mainly because in Helsinki, the Swedish School of Economics and Business Administration, Hanken, is the primary educator of the Swedish-speaking students of business administration.

In the area of international teaching and studying (see Figure 5), the key development issues concern integrating student exchange into the curricula in the whole university, developing the career system and increasing education export (Aalto University Strategy, 2012, p. 25). Including international work experience in the career system for academic staff. Education export in the form of double degree programs is also seen as an important part of developing international teaching and studying.

Lastly, in Figure 5 international partnerships are listed as a key development area. In the strategy document international partnerships are emphasized because they act as important peer references (Aalto University Strategy, p. 25). Nordic countries and Russia, Europe and North America are mentioned in the strategy as important geographical areas, and Asia and developing countries as areas where cooperation will be strengthened.

4.3 Internationalization process of the School of Business

If we turn back to think about the definition presented on internationalization: “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.” (Knight, 2003, p. 2, in Knight, 2004, p.11), we can conclude that it fits well with the actual development of internationalization at the case study institution. Firstly, the School of Business has from the beginning been international in its purpose and function, as it has, from the time of its establishment, been benchmarked against the leading business schools in the world (Luostarinen, 2010, pp. 9-10). As an example of the early benchmarking activities, Luostarinen mentions the first rector of the school, Professor Kyösti Järvinen, who visited high-quality universities in Europe and America for benchmarking teaching and budgeting with the intention of bringing best practices into the newly founded institution. The intercultural dimension in teaching and learning has widened through student mobility, international staff and faculty as well as international research. The global dimension has become more central during the recent years; global competition in education and the need to support the competitive advantage of the Finnish economy have required the institution to provide new solutions in the delivery of education.

Internationalization of the School of Business can be said to have started through international research (see Figure 6). The first international ISI-publication that was published in 1966 (Thomson Reuters Web of Science, 2012). The rise in number of international publications of course resulted of the many visits abroad by the internationally-minded professors and researcher of the institution. The need for language studies and international business studies was recognized at the School of Business at an early stage. This was presumably due to the fact that Finland as a small economy and largely dependent on foreign trade, needed business specialists that would understand the process of internationalization of firms. Especially the 1990’s was a decade when teaching internationalized strongly both through the use of English language and through international teaching methods. For instance, the International Business program at the School of Business was wholly taught in English from 1989 (Urmas, 2010, p. 53). The program was run with a concept of fly-in faculty and intensive three week long courses. The concept of intensive courses attracted foreign visiting professors for the program because it often was not possible for the professors to leave their home institutions for whole semesters (Urmas, 2010, p. 54). Teaching in English became more familiar for the institution’s faculty when the English Track program was set up in 1994 (Luostarinen, 2010, p.

52). Hence, the prerequisite for student exchange and attracting foreign degree students was in place; it was possible for the foreign students to choose from a variety of courses in English. Faculty mobility was enhanced with many policies and programs at the School of Business. For instance, in 1990 a Visiting Scholar Program was organized to facilitate the visits of international professors and researchers (Luostarinen, 2010 p. 30). Further more, a sabbatical system was set up in 2001 in order to provide the professors and researcher a possibility to conduct research abroad for a longer period (Ahonen, 2010, p. 24). In 2004, the School received a donation from Ulla and Charles Nyberg for developing internationalization at the institution. With the help of this endowment, many foreign researcher and visiting professors were invited to lecture at the institution (Ahonen, 2010, p. 21).

As in many other European universities, in the 1990's student mobility started growing in scale and scope following the introduction of the Erasmus program. In order to enhance student mobility, the School of Business decided on including an international study module into the degree studies as a minor studies option in 2005. The international study module is a minor that is comprised of the full-time studies the student completes while on exchange abroad. In summation, this decision has facilitated student mobility in many ways; students find it easier to include exchange studies in the degree and the credits earned while studying abroad will be recognized towards the home degree.

In the service and administration functions, internationalization was developed in the 80's by establishing an International Center for administering student exchange, partner university networks and the MBA program (Luostarinen, 2010, p. 263). In 2011, there were altogether five people working with student exchange and the partner university network related issues. Administratively, student exchange services are under the unit of Student Services while other international issues such as partner university networks are administered from the International Affairs unit.

Further more, a good example of the active and innovative attitude towards internationalization was the establishment of the MBA program in 1984 and the Executive MBA program in 1988. Even though the legislative environment in Finland at the time did not support the development of MBA programs and hiring of foreign professors, the international connections of the program leaders and the concept of fly-in faculty enabled the development of these international programs (Jääskeläinen & Wallenius, 2010, pp. 201-205). Later on in

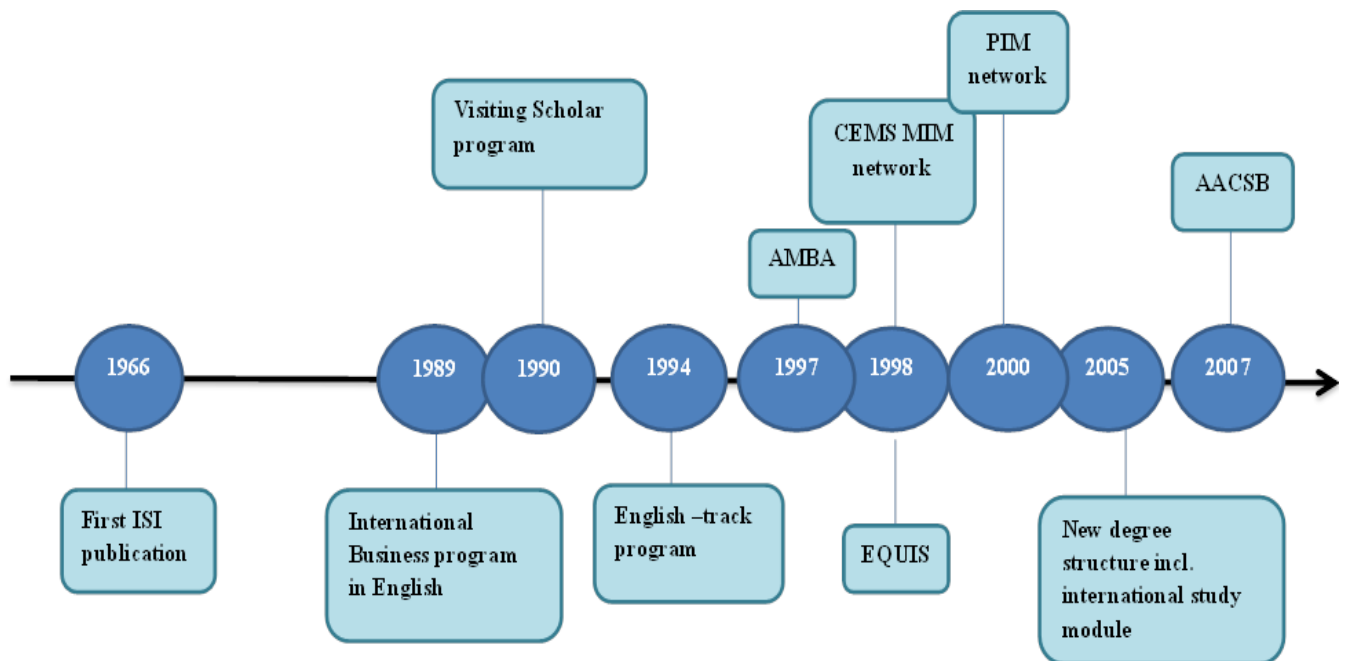
the 90's the School of Business also engaged in education export in the form of the Executive MBA program developed with a Korean partner (Jääskeläinen & Wallenius, 2010, p. 206).

In 1998 the School of Business was accepted as a member of the Community of European Management Schools, CEMS (Luostarinen, 2010 p. 37). At the time being, the School of Business has a wide network of partner universities around the world and is an active member of PIM and CEMS networks. The School strives for high-quality and continuous development and is one of the so-called triple-crown accredited institutions (AACSB, AMBA, EQUIS). In the 2011 Financial Times ranking for European Business School's, the School of Business was 22nd in ranking position (Financial Times European Business School Ranking, 2011).

After the establishment of Aalto University in 2010 many new ideas and practices driving internationalization have been developed and the expectation seems to be that internationalization will be developed in a more comprehensive way in the future. Examples of the issues that have gained more attention are staff mobility, which could be argued to be quite modest in numbers, and the lack of proper services for international degree students and faculty. Indeed, the university has put effort into providing housing services for visiting professors and researcher, integrating international students and faculty into the Aalto community, and supporting staff exchange.

The figure below shows the central activities of the internationalization process at the School of Business. In summation, internationalization at the School of Business has been actively developed through its existence. More particularly, student mobility is one of the most developed internationalization activities at the School of Business. Both incoming and outgoing student numbers are high; approximately 60 percent of a year's intake of students chooses to study abroad as exchange students. The degree structure serves well the outgoing exchange students and the large number of courses in English, on the other hand, makes the School of Business attractive for incoming exchange students. In addition, the strong partner university network and international accreditations enable wide international collaboration.

Figure 6: Internationalization timeline of the School of Business



Against this historical background of the internationalization at the School of Business, we now turn to discuss the current activities of internationalization at the School of Business.

4.4 Internationalization of the core functions at the School of Business

At the Aalto University School of Business, internationalization is developed by following the guidelines that the state and Aalto University has set but also by following the international discussion between research universities providing business education. As the School of Business has a long background as an independent institution, it also has had a clear vision of its existence and development. In 2006 the School of Business stated that the vision is to be one of the leading business schools in the world by 2020 (Herbert, 2010, p. 32). In general, Aalto University strategy aims at being a world-class university by 2020 (Aalto University, 2012a).

In the 2010 School of Business strategy implementation document central indicators are listed for monitoring and allocating resources to support this vision. The indicators are listed on very general level, including for example being in the top ten European business schools in the Financial Times ranking by 2020, keeping the international accreditations (AACSB, EQUIS and AMBA), focusing on the quality of international publications, and having deep

partnerships with leading business schools in the world (School of Business, 2010, p. 3). The strategy implementation document also implies that internationalization encompasses all the functions of the institution. It is enhanced primarily by focusing on international networking and benchmarking. According to the document, important issues that should be emphasized in resource allocation are supporting researchers in gaining international experience and providing visiting researchers with a quality living and working environment. In addition to these, supporting student and staff exchange and providing a sabbatical program for researchers are also mentioned.

The next sections will discuss the internationalization activities taking place at the School of Business in the core functions of research, teaching and services. It is useful to keep in mind that some activities are performed “at home” in order to internationalize the campus and some “cross-borders” for enhancing international presence and international relations. The focus will be on those internationalization activities that implement the Aalto University strategy (2012) and support the development of the key development areas of internationalization listed in the strategy. Many of the internationalization activities are operated or funded from the university level. For example, foreign student recruitment operations, international campus visits and campus internationalization projects are operated at the university level.

4.4.1 Internationalization of research

The vision, missions and goal of Aalto University all imply that the level of research is very high and that Aalto attracts top-researcher. High-quality research and research cooperation with high-quality institutions in the world will enhance international visibility. International research cooperation should therefore be strengthened and supported.

In the Aalto strategy (2012) international recruitment is listed as a key development area of internationalization. Also the national strategy for internationalizing higher education emphasizes that attracting talented foreigners into Finland’s higher education institutions is prerequisite for improving the quality of research and education and forming an international research community in Finland (Ministry of Education, 2009, p.10). The role of the state is for example to promote work-based immigration, develop the research infrastructure and to facilitate funding and career systems for researchers (Ministry of Education, 2009, pp. 22-25).

The actual implementation of the strategic goal of increasing international recruitments at Aalto University has involved for example the development of a tenure-track system for

researchers and professors. The first tenure-track positions in Aalto University were opened in May 2010 and by June 2012, the School of Business has managed to recruit within the tenure-track system seven applicants from abroad. According to statistics from the year 2012, 14 percent of the full-time faculty at the School of Business is non-Finnish (Nikko, 2012). The figure has grown from the previous year with a few percentage points, mainly with the help of the new tenure-track recruitments from abroad. These recruitments will enhance the possibility of reaching one of the concrete goals the School of Business has for 2020; being among the top ten European business schools in the Financial Times ranking (School of Business, 2010, p. 3). In the national strategy for internationalization (Ministry of Education, 2009), the vision is that by 2015, the number of non-Finnish teachers and researchers as well as degree student has risen considerably and the higher education institutions in Finland are truly international as study and work communities (Ministry of Education, 2009, p. 26). At Aalto University level, the 2020 goal for the share of non-Finnish faculty is 25 percent (Aalto University International Relations, 2012). Obviously, the foreign tenure-track recruitments will contribute on their behalf on reaching this vision.

Globally, it is acknowledged that competition of academic talent has intensified and Finland and the School of Business will therefore need to recognize and strengthen the competitive advantages it has in this regard. According to an interview done by Kauppalehti with some of the recent tenure-track recruits, the work culture, the research scholarships offered, world-class research done at the institution and the well-designed career path were issues that made the School of Business and attractive employer (Kauppalehti, 2012).

Cross-border activities that are linked to the research function of a university are mobility of the researchers and professors and the so-called movement of projects, i.e. international research projects. Both the internationalization strategy of the Ministry of Education (2009) and the Aalto University strategy (2012) stress the importance of a mobile faculty. Staff and faculty mobility is indeed one of the key development areas of internationalization at Aalto University. At the School of Business, the sabbatical system is seen as the main incentive for outbound mobility. Also a travel grant for research and teaching related visits to universities abroad is available.

Faculty mobility will contribute towards stronger research cooperation with institutions abroad and expectedly also raise the quality of research. Table 7 below lists the number of faculty visits abroad and the number of visits to the School of Business as well as the length of stay. The number of short-term visits (in Table 7, one week to one month) to the School of

Business may seem surprisingly large. The explanation behind the number is the Mikkeli campus Bachelor program, which has no full-time faculty and instead uses fly-in faculty only. The Mikkeli campus hosted 41 short-term visits in 2011. In comparison, the department of Management and International Business, hosted 15 short-term visits and the other departments had even a smaller number of short-term visits.

Table 7: Faculty research and/or teaching visits in 2011

Number of visits from School of Business		Number of visits to the School of Business	
1 week to 1 month	1 month or longer	1 week to 1 month	1 month or longer
41	26	78	15

In order to increase the inbound mobility, the Business School launched the International Visitors' Programme in the beginning of 2012. The motivations and goals of the program are described on the school's web pages: *"Inviting internationally distinguished researchers to visit our school allows us to take a more active role in the international scientific community. High-quality research seminars (and visiting lectures) substantially further the genuine efforts of our school to increase the internationalization of our research (and teaching)."* (School of Business, 2012a).

In addition to the Visitors' Programme, The School of Business also launched the Distinguished Visiting Professors Programme in the beginning of 2012. This program will contribute to the internationalization of the departments in terms of more international research, teaching and a more international working environment. In fall 2012, two visiting professors are invited to conduct research and teach at the department of Marketing and one at the Department of Management and International Business. According to the Vice Dean Rebecca Piekkari, the purpose is also that other departments benefit from these visitors (School of Business, 2012b). The visitors spend at least four weeks of the academic year at the School of Business and teach or supervise PhD students at least 20 hours per year. The visitors are individuals who have established an international reputation in their research field. The expectation is that international faculty will enhance the possibilities for cross-cultural communication and bring intercultural elements into the curriculum, in addition to international research inputs.

In regard to research quality, Dean Ingmar Björkman emphasizes the need to foster research excellence in order to become one of the world-class business schools. He expresses his concern about over-emphasizing the quantity of ISI-publications and suggests the focus be turned to the quality of publications. According to Professor Björkman: *“We should strive to publish our work in journals that really are read by our peers world-wide, with quality being much more important than quantity. High quality articles published in journals with large readerships will eventually also translate into citations, the best indication at hand for the contribution that we are making to the body of scholarly knowledge.”* (Dean’s letter, 6.4.2012). Professor Björkman suggest that instead of following ISI-publications, the indicator of the quality of publications should be the Financial Times 45- journal listing. He argues that even though such rankings always have limitations, this indicator would shift the emphasis from quantity to quality and serve better the goal of becoming a world-class business school.

All of the above mentioned key development areas; international recruitments, faculty mobility and international research will in addition contribute toward increasing international visibility, which is defined in the Aalto strategy as another key development area of internationalization at the university.

4.4.2 Internationalization of teaching and learning

One of the Aalto University’s key development areas for internationalization is international teaching and studying (Aalto University Strategy, 2012). Activities related to this development area are largely issues that can be categorized under internationalization at home, such as internationalizing the curriculum and the student body. From cross-border activities aiming at internationalizing the teaching function, movement of people and provider mobility should be mentioned in the case of the School of Business (see Middlehurst, 2008, p. 8).

In 2010-2011 the School of Business offered 244 Master and Bachelor level courses lectured in English, which is approximately 50 percent of all courses offered. In regard to internationalizing the curriculum, it is however not the language of teaching that indicates the international orientation of the course. According to Leask (2001, pp. 201-208, internationalization of the curriculum requires changes in teaching approaches, development of structure and course design as well as specification of learning outcomes. Leask (2001, p. 108) emphasizes that the important issue in internationalizing the curriculum, is to internationalize it both content wise as well as process wise. In practice, this means that

courses should have content that is international, such as international cases, critical analysis of international newspapers and so forth. In addition, courses should also have learning and teaching processes that develop the student's global competences. This could refer to multicultural teamwork or discussion of cultural aspects in a management situation to mention a few.

In my experience, many of the courses at the School of Business do have an international content. Courses such as Economic Transition of China, International Taxation, International Human Resource Management and Internationalization of the Firm naturally are international content wise. The international orientation of the teaching process however requires more consideration. An example of a course that is international both in content and in the teaching process would be the course Managing Innovation and Change, held by professor Liisa Välikangas, which I completed in spring 2011. The following course description implies that the content is international and in addition there is also room for reflection and discussion on the competences of the students:

“In this course, we consider the context of a global corporation amidst constant pressures for strategic renewal and resilience. We discuss the role of strategy, innovation and grassroots activism. We also consider the levers that senior executives have at their disposal for driving change and common pitfalls in their effectiveness. During the course, the students will seek to reflect on their capacity to be leaders and consider strategic challenges for corporate renewal and resilience in the changing global business environment.” (Weboodi, 2012).

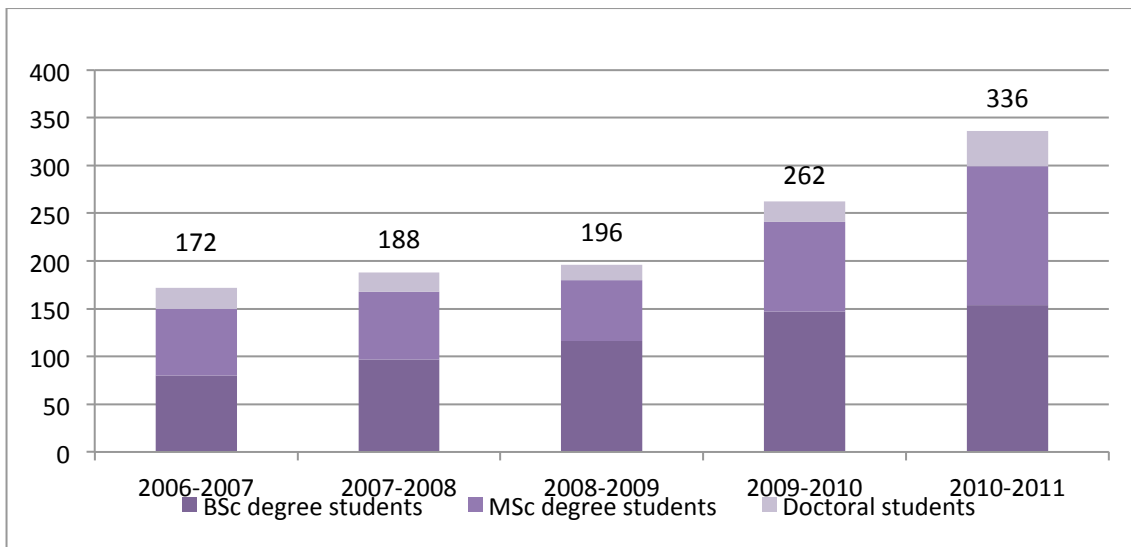
The course had for example a visiting lecturer from Africa, who talked about the different aspects of doing business and driving innovation in Africa. Also, the course had a fair number of foreign students attending, which of course contributed towards the multicultural discussions and viewpoints presented in the classroom.

Internationalizing the curriculum has gained much attention at Aalto University. The aim of the university to develop an international study component that would enable internationalization of individuals also in other forms than student exchange. Considering my experiences in studies, I argue that the School of Business has a fairly internationalized curriculum. However, specifying the international learning outcomes of each course and creating a guideline on how a teacher may enhance the international orientation of a course would further develop the curriculum internationalization in all subjects offered at the

institution. Leask (2001, p. 109) emphasizes that internationalization of the curriculum also requires that the professor is enthusiastic about teaching the subject: for example discussing the current issues and cases in the field and debating different cultural viewpoints.

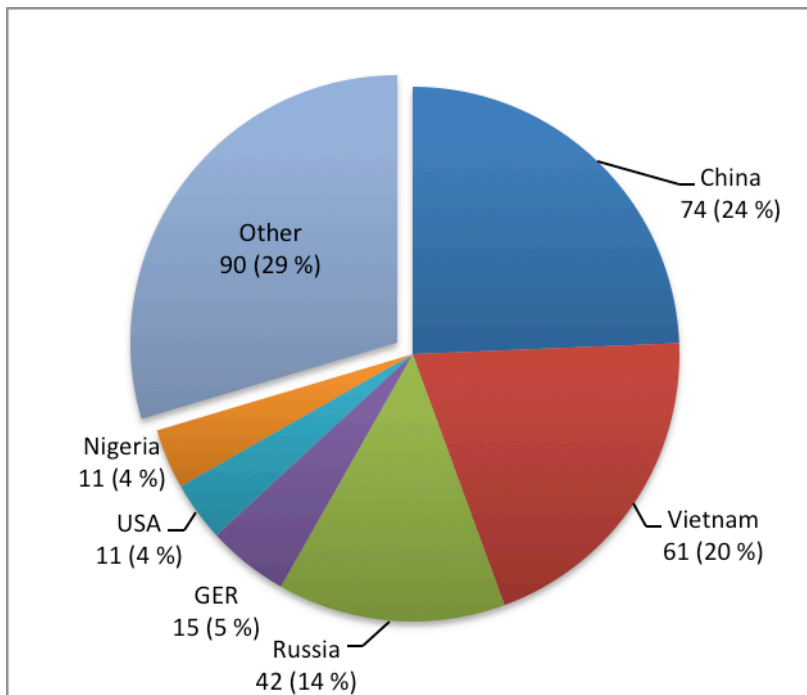
Internationalizing the student body is a challenge for the School for Business. At the moment, approximately 10 percent of the degree students at the School of Business are foreign (i.e. non-Finnish nationality). The goal for 2020 for the whole Aalto University is to have the share of foreign degree students at 25 percent of all degree students (Aalto University International Relations, 2012). In the table below, one can see that the number has been growing steadily during the past 5 years at the School of Business. The second figure below confirm the general trend in education globalization; foreign degree students tend to come from countries that are themselves still in the process of establishing a quality education system (Altbach & Knight, 2007, p. 291).

Figure 7: Number of foreign degree students



Source: International Affairs unit, 2011

Figure 8: Foreign degree students by country of origin



Source: *International Affairs unit, 2011*

As I have discussed before, it is not meaningful to only concentrate on the number of foreign students but also the integration of them (see Beelen, 2011b). The international student body of the institution comprises both incoming exchange students and foreign degree students but in the case of the School of Business, especially the integration process of foreign degree students is an essential issue that must be given attention. In my view, the biggest challenges related to the integration of the foreign degree students are that the foreign student group is very small and the teaching and learning culture does not support integration of foreign degree students. Below, I will discuss some issues that are related especially to the foreign degree student group.

It is obvious that in order to increase the number of foreign degree students, issues such as the admission procedure and visibility and brand building should be considered. However, the next step would be to examine the process of integrating foreign degree students into the community. This does not only refer to having the essential services available for the students (for example study counselling in English) but also awareness of the special issues that foreign students, domestic students and the teaching staff confront in their daily interaction

with each other. At the School of Business, the foreign degree student group is still relatively small (around 10 percent). The foreign students admitted to the School of Business all receive an information package before their arrival to Finland and during the first week the School organizes an Orientation Week for the students. The tutors have the biggest role in integrating the foreign students into life and studies in Finland. However after the first months of guidance, tutoring and student happenings, many of the foreign degree students I have talked to during my studies feel that they are not a part of the student population at the School of Business. They feel that it is not easy to make contact with the Finnish students and it seems that often the foreign degree students end up spending time only with other foreigners.

Extra-curricular activities, such as clubs of the student association, do play a role in bringing together the foreign degree students and the Finnish students. According to de Wit (2011, p. 14), integration outside the classroom is not the central issue. Instead, de Wit recommends that the focus be turned to integration in the classroom because this is where the foundations for multicultural communication are built. Hence, mixing foreign and Finnish students is a very important goal in internationalizing teaching and learning, even though this might not be a simple task. From my personal experiences of studies at the School of Business, I have noticed that challenges arise for example in group-work situations where domestic student feel that the foreign students do not have good enough the English skills and they complicate the group work and slow down the pace of the course. To avoid such problems, the teaching methods should be altered to take into account the multicultural environment at the course. In such situations, group work could be partly graded on peer-evaluation, how well the students succeeded in group dynamics, and be given instructions that encourage students to see the group-work as a rehearsal of intercultural communication.

If however the international student body (including foreign degree students and incoming exchange student) is small, as it is at the School of Business, other students and teaching staff might not have gotten used to working in a multicultural environment. Also the need to respond to student diversity may not be so high. For instance, when discussing about these issues with my colleague, incoming exchange student coordinator, Sanna Krigsholm, it became clear that plagiarism and cultural differences in exam behavior are very common problems at the School of Economics. Therefore, discussion on rules and expectations of course work, academic writing and exam behavior should be included in teaching. In spite of these challenges the international student population causes, they also bring many positive changes to the learning environments at institutions. According to de Wit (2011, p.15)

students have diverse knowledge, different cultural backgrounds as well as different educational backgrounds, although these assets are not utilized enough in teaching. A discussive, student-centered and engaging teaching and learning culture would support the development of new intercultural skills and competences for the students.

The national strategy for internationalizing higher education (Ministry of Education, 2009) emphasizes that the higher education institutions provide competences, services and support for foreign students for staying in Finland after graduation (Ministry of Education, 2009, p. 29). Concretely, this refers to providing for example career services and Finnish and English language teaching especially for foreign students. This will obviously require extra resource inputs. Although it is recognized in the national internationalization strategy that cooperation from the employer side is also needed to provide concrete possibilities for foreign degree students to work in Finland after graduation, it however seems that higher education institutions mainly carry the responsibility of integrating foreign degree students into the Finnish society. This topic was heatedly discussed at a workshop I attended (ACA conference, Helsinki, June 2012) and the concluding comment on the topic was that it is unrealistic to expect that foreign students stay in Finland and contribute to the competitiveness of Finland, if immigration laws and employer attitudes do not support this. Concurrently, the question is, how much effort should for example the School of Business put into integrating foreign degree students and providing them extra support and teaching, if other actors do not contribute toward the same goal.

Incoming exchange students differ from foreign degree students in the sense that they spend a considerably shorter time at the institution as they study at the host institution for one or two semester. Also, they are usually more comfortable with spending time mainly with other exchange students. However, this does obviously not imply that their integration can be bypassed in this regard. Incoming exchange students naturally contribute towards the aims of internationalization at home by making the campus a more international environment as well as contributing to increasing the visibility of the School of Business abroad. Therefore, it is important to provide good quality services and a variety of courses for the incoming exchange students. Each year, around 280 incoming exchange students study at the School of Business (see Figure 9).

It is often forgotten that in order to have outgoing exchange, there also needs to be incoming exchange, as students exchange places head to head. Therefore it is important to be able to provide incoming exchange students suitable study options at the School of Business. Many

universities around the world provide special courses for exchange students that concentrate for example on the cultural aspects and the business environment in that country or geographical area. The School of Business offers only one course at the Helsinki campus that is especially developed for exchange students; Introduction to Finnish language and culture. Because the School offers such a large number of courses in English that are available for exchange students, there has been no need to develop special courses targeted for exchange students. However, a decision has been made to decrease the number of Bachelor's programs in English following the restructuring of the Bachelor degrees (Aalto University, 2012b). This will decrease the course options of incoming exchange students who need to complete Bachelor level courses during their exchange. This decision may well have an effect on the number of exchange students coming to the School of Business. If the number of Bachelor level incoming exchange students decreases considerably, special courses might become an option for preventing a big drop in the numbers. For instance, at work I have received questions from colleagues from North-American universities asking if the School of Business provides any courses on doing business in Finland or the Nordic countries that would be especially targeted for foreign students.

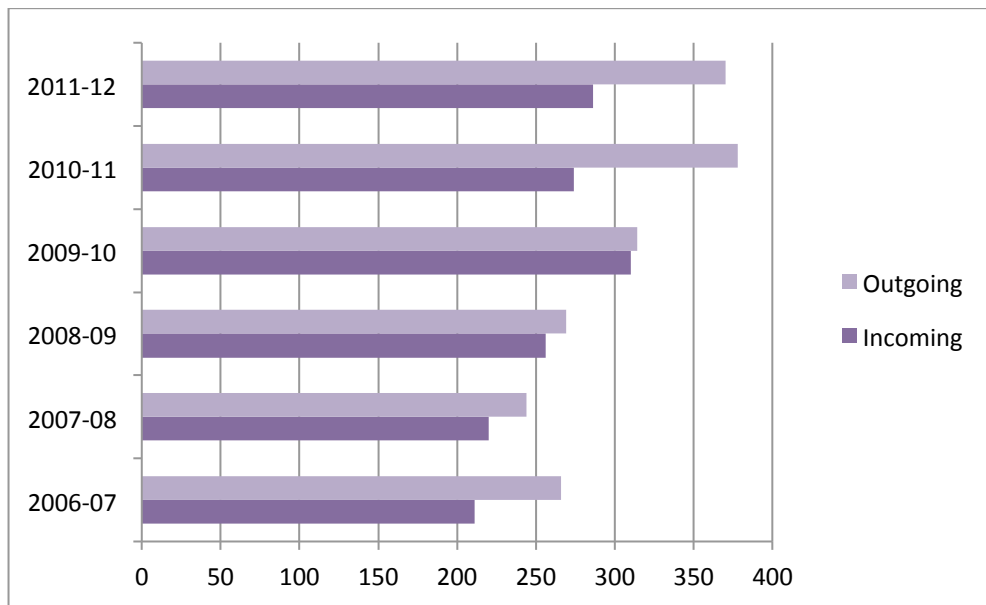
An integral part of internationalization in teaching and learning is the development of international competences for degree students. These competences are often obtained through student exchange. Outgoing student exchange at the School of Business is integrated into the curriculum and it is also very popular to go on exchange. Figure 9 below shows the number of incoming and outgoing students at the School of Business. For example, in the academic year 2011-2012, there were 370 outgoing exchange students, which is approximately 60% of the yearly intake of students. It seems that students in the field of economics and business administration feel that it is important to acquire experience abroad before graduation because of the future career and expectations employers have. Another motivation for going abroad to study is the scholarship provided for all outgoing exchange students. The major enabler of such extensive outgoing exchange is however the earlier mentioned degree structure that enables students to include their studies abroad as a minor in their home degree. As a result, credit transfer is straightforward and students do not have to compromise their length of studies because of the exchange period.

The burning question at the School of Business as well as in global higher education in general, is which skills and competences do the outgoing student actually acquire while on exchange and what they should acquire (e.g. Deardorf, 2006). Yet again, it is apparent that the

discussion on quantity has moved on to quality also in mobility issues. It is not enough anymore to send student abroad and count the number or the percentage of outgoing students. The key is to understand how the period abroad will enhance the students' skills and competences and how this experience could contribute to for instance the goal of educating global citizens.

In 2012, the International Affairs unit at the School of Business decided to make an evaluation of which skills and competences outgoing exchange students feel they acquire while on exchange. A thesis worker was employed for this project and the results will come out later in 2012. At the same time, Aalto University International Relations have been developing a set of expected learning outcomes for the exchange students. These will be presented to the students in a pre-exchange information session. A post-exchange session is also under development with the intention of giving the students a possibility to look back at the learning process that has taken place while on exchange and also discuss the controversial issues they experienced during their time abroad, such as cultural stereotypes or study behavior. The aim is to use students' personal reflection as a learning tool; to reflect on how the exchange experience has affected their mindset and given them competences and skills that may be useful after graduation. The students also write a travel report of their exchange but this has not proven to be alone such an efficient way of increasing the understanding of the learning process they have gone through abroad. In the pre- and post-exchange sessions, sharing experiences with the help of an instructor will hopefully increase the students' understanding.

Figure 9: Number of incoming and outgoing exchange students 2006-2012



The Aalto University strategy document states "Aalto University will also expand its exports of university education" (2012, pp. 25). Also the national internationalization strategy stresses the importance of developing education export products (Ministry of Education, 2009, pp. 40). At the School of Business, the export of education is mainly developed through the Executive MBA program, which is offered in Singapore, Taiwan, South Korea, Indonesia and Poland (Aalto Executive Education, 2012). Educational cooperation abroad is also developed through double degree programs. The School of Business has two double degree programs; with Louvain School of Business and the University of Cologne. Also a double degree program is developed with Tongji University in China, which focuses mainly on economics and design studies. The double degree programs at the School of Business have not attracted that many students (1-4 students per year) and the International Affairs unit has decided to make an evaluation in 2012 on whether to increase the number of double degree programs and in which disciplines and geographical locations.

4.4.3 Internationalization of services and administration

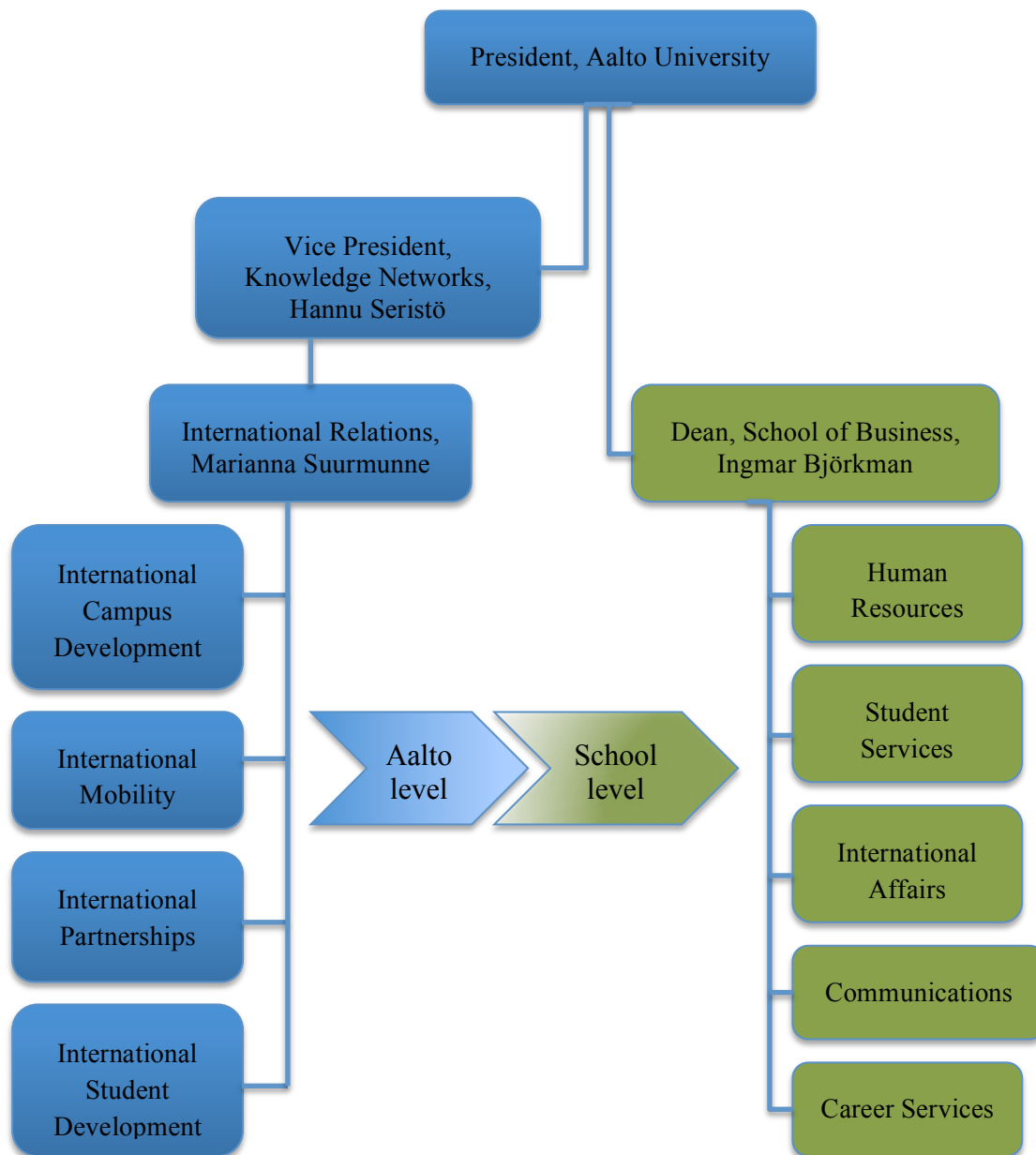
According to Taylor (2004, p. 164) many universities see the need for central management of internationalization in order to be able to plan and prioritize, avoid duplication in services and effectively monitor internationalization. It may not however be fruitful to make a strong

division between centralized or decentralized coordination of internationalization. Instead, according to Hudzik (2011, p. 22), in many large institutions the matrix structure is preferred in order to enable flexible processes in internationalization. At Aalto University, the development of a matrix structure in international relations is still ongoing. At the moment (2011), there is a university level international relations unit that is responsible for the strategic direction of internationalization. The Aalto International Relations unit, lead by Mari-Anna Suurmunne, coordinates international mobility, partnerships, campus and student development in regard to internationalization of the whole university (Aalto University International Relations, 2012). The International Relations unit sets the Aalto level agenda for internationalization and the school's service units focus on implementing school level internationalization. Usually, when working groups are formed, people from both Aalto level and school level take part.

Figure 10 (below) presents an organizational chart of Aalto university level and school level service units that are the main actors in planning and implementing internationalization. The figure can also be thought as a supporting service infrastructure for internationalization. Of course, also academic units have their role in supporting internationalization. Hudzik (2011, p. 21) states that academic units are mainly responsible for the intellectual contribution to internationalization, for example innovations in teaching. Support from the departments may for example include designing study paths that enable studies abroad or course content that support students' internationalization. According to Hudzik (2011, p. 21) international offices have a natural role in connecting the institution outside country borders. However, Hudzik reminds that the general service units should not be neglected because they may either facilitate and support or prevent the development of internationalization.

At the School of Business, staff that has main responsibility of internationalization issues work at International Affairs and International Student Services units. The main focus of these units is student exchange, which is, in scope and scale, one of the main activities of internationalization at the School of Business. The other service units at the School of Business have many supporting roles in internationalization. For example, Student Services take care of credit transfer issues of students that have studied abroad and the Communications unit is responsible of producing materials that can be used when promoting the institution abroad.

Figure 10: Service units at Aalto level and School level administering internationalization



Institutional commitment to internationalization is a precondition for a successful implementation of comprehensive internationalization Hudzik (2011, p. 19). The services and administration function has a strong role in expressing this institutional commitment through leadership’s decision-making, resource allocation, and the implementation of procedures and policies that support internationalization.

The engagement of leadership is essential for building an institutional culture that supports comprehensive internationalization (Hudzik, 2011, p. 40). At the School of Business, a good example of such engagement is the role Dean Ingmar Björkman has taken in initiating policies and guidelines that support internationalization. For example, he emphasizes the need to use English as the main working language for all staff and faculty and in this way take into consideration the group of current and future foreign employees and students. His initiative lead to publishing the weekly newsletter of the School of Business in English (and a secondary version in Finnish) as well as paying attention to having the same information available in English as in Finnish. He has also actively visited partner universities abroad and consequently increased the international visibility of the School of Business.

Often, some individuals at the institution are strongly committed to development of internationalization and initiate many projects by themselves. However, according to Taylor (2004, p. 164) and Hudzik (2011, p. 19), it is essential to have an overall institutional commitment to internationalization as opposed to a commitment by single persons. Yet, it can be argued that very often, these devoted persons become very important for an institution as they have long-standing personal connections to other universities in the world. These connections are many times of great importance when new partnerships are formed or access to networks is needed. Likewise, at the School of Business, many influential individuals could be mentioned for their commitment in internationalization. For example, the head of International Affairs, Saila Kurtbay, has worked with international affairs and services for several years and has a wide network of connections to different universities around the world. The School's faculty often makes use of her knowledge and she is many times the first contact person when a foreign university suggests collaboration. In such situations, the School of Business benefits from a person with connections, deep knowledge and understanding of internationalization issues.

The School of Business International Affairs unit has taken the responsibility of building and managing the partner university network. The network has actively served student exchange, although research and teaching collaboration as well as benchmarking take place within the wide network of partner universities. Sometimes signing a student exchange agreement and a memorandum of understanding has triggered further interest among the partners and led to other forms of collaboration, sometimes it has been vice versa. At the moment, the partner university network consists of approximately 130 universities around the world (see Figure 11). The partner network has become more global in the last decade. Especially in Asia, many

new partnerships have been formed and Latin America and Oceania have gained importance as well.

Figure 11: School of Business' partner universities by continent

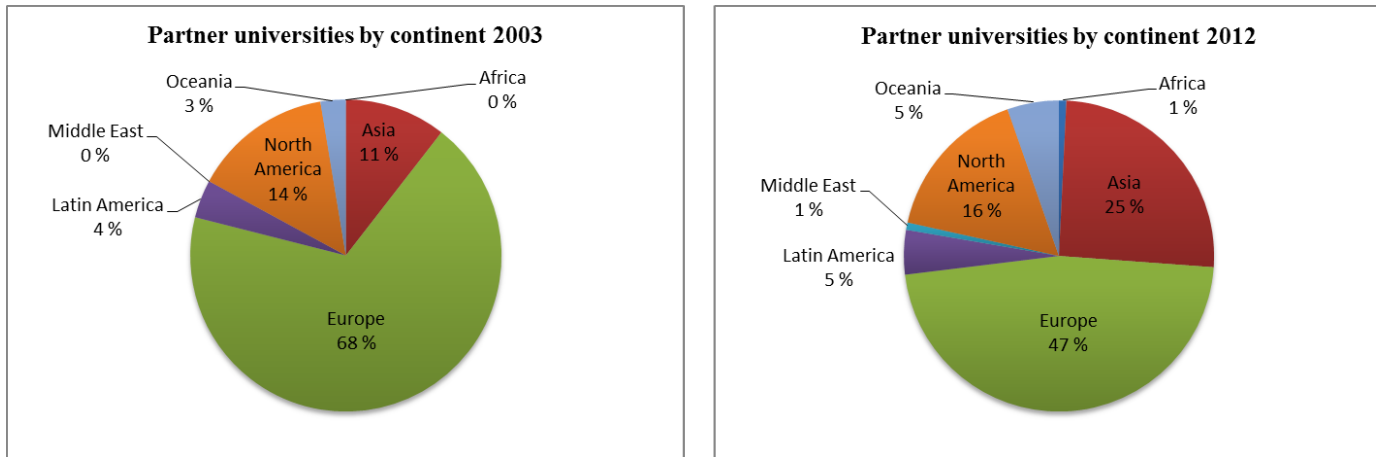
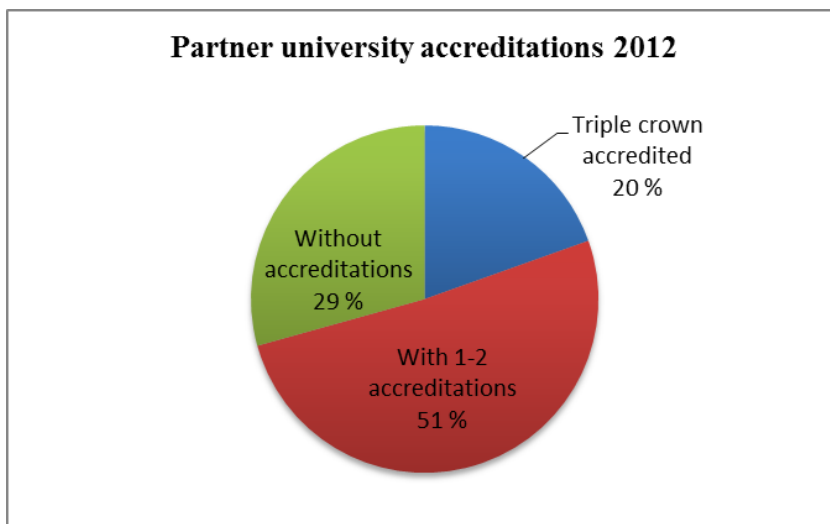


Figure 12: Partner universities' accreditations



The academic quality of the partner and active student exchange are central issues in forming and evaluating the partnership. Especially AACSB, EQUIS and AMBA accreditations are those that are used as a reference for quality (see Figure 12), although it is acknowledged that these international accreditations are not used worldwide and have different importance in

higher education depending on the geographical area. In the recent years, many partnerships have been determined and many new have been formed. As can be seen from Figure 11, Europe has lost importance in the last 10 years while the share of partners in Asia has increased quite significantly. In general, a well functioning partner university network is essential for enabling internationalization. The scale and scope of it facilitates student mobility, international cooperation, benchmarking as well as international visibility and brand building.

At Aalto University, the development of partnerships is one of the key development areas mentioned in the strategy (Aalto University Strategy, 2012). In concurrence, the national strategy for higher education internationalization (Ministry of Education, 2009, p.) also stresses the importance of having beneficial cooperation abroad and also emphasizes the global responsibility of higher education institutions in solving global problems and cooperating with developing countries. The goal of Aalto University is to have 10 high-quality strategic partners by 2015 (Aalto University International Relations, 2012).

Hudzik (2011, pp. 32) notes that strategic partnerships have the intention of finding win-win synergies and added value to the institutions, in other words bringing to the table something that neither of the institutions could have succeeded on their own. Hudzik defines strategic partnerships as arrangements that especially “seek to establish long-term, in-depth, synergistic, and multifaceted partnerships”. Taylor (2004, p. 161) as well as Knight (2004, p. 27) both use the term strategic alliances instead of strategic partnerships and note that the trend in institutions is to move away from having formal and inactive agreements with little practical meaning into having productive agreements with a more selective group of institutions. However, it is not a simple task to define who would be the right strategic partners, neither is it easy to find the suitable counterpart institution from the hundreds around the world. I took part in a workshop at the International Educator’s Days in May 2012, where this topic was discussed and it seemed that everyone struggled with finding the “perfect match”, a partner that would bring value in benchmarking activities as well as research, teaching and student collaboration. According to Taylor (2004, pp. 161-162), especially research collaboration can benefit from strategic partnerships. In order to tap the possibilities for research and other collaboration and form a strategic partnership that actually produce win-wins, the process of internationalization at home also needs to be developed (Hudzik, 2011, p. 17). For example, faculty needs to have realistic opportunities for cross-border collaboration and processes and policies that support these activities.

The International Affairs of the School of Business has many criteria for finding suitable partners. According to Saila Kurtbay (15.6.2012), Head of International Affairs, the international accreditations of potential partners (AACSB, EQUIS, AMBA) and the Financial Times ranking position are often used as indicators of quality. The aim is to find the leading institutions in each region or country, but also student demand and global economic trends have an impact on the process of choosing the partner. The suitability of the study programs and the services provided are also used as criteria in regard to student mobility. Also, Aalto level collaboration of the potential partner or membership in the international networks the School of Business belongs to, often facilitate the evaluation process. These criteria facilitate the finding of a suitable partner and also help to understand which partnerships may have potential in becoming strategic.

Many new services and facilities that support internationalization have been developed at the university level. Aalto University has provided support for the all the Schools by developing for example housing options for visiting faculty, faculty and staff mobility grants, websites, pre-arrival support and welcome events for foreign degree students and visiting faculty, just to mention a few. The challenge at the School of Business is how to coordinate the communication of these new support services and share the operational responsibility of them. For example, staff and faculty mobility promotion and coordination requires cooperation between the Aalto International Relations who coordinates the funds for mobility, the International Affairs unit at the School of Business who has the responsibility of promoting and providing information and the Human Resource unit that provide support in contract issues.

Measuring internationalization is a challenge especially for the administration and management of the institution. What data needs to be gathered, which indicators need to be followed and how to create processes to monitor internationalization are issues that the administrative staff has to engage in in the everyday work. The challenges in data gathering and knowledge spreading are central to administrative staff working with internationalization issues. For example at the School of Business, collecting data on faculty mobility and doctoral student mobility is not systematic. The reporting requirements of the Ministry of Education and other instances are fulfilled but the method for getting the data each year is not established. The coordination of reporting responsibility between various departments, units and persons does not support the process of evaluating progress in internationalization. Some positive developments in this area are however taking place. For example, inquiries have been

made for an electronic data gathering system that would improve data accessibility. It would however be important to also define who has the responsibility in collecting the data and also spreading it so that it can be used for several needs.

In the next section, I will focus on discussing the development of internationalization indicators that would be relevant for the School of Business. It is in no means a simple task to develop indicators for measuring the internationalization process as a whole. However, it is an essential part of comprehensive internationalization. A set of indicators can help the institution to identify relevant issues in the internationalization process and motivate the faculty and staff to work towards the goals set for internationalization.

4.5 Developing indicators for internationalization at the School of Business

At Aalto University some internationalization indicators have been defined in the International Relations Plan of Action for 2012-2020. These indicators are presented in Table 8. According to the head of International Relations, Mari-Anna Suurmunne (2.11.2012), it is important to consider the possible underlying issues affecting the goals and regard the percentages as suggestive and somewhat flexible. According to Mari-Anna, the most important function of the indicators is to show which internationalization issues Aalto University will put effort into.

Table 8: Aalto International Relations Plan of Action for 2020

Action	2011	2015	2020
Strategic partnerships with quality universities	2	10	
Share of non-Finns among Aalto faculty	10%	20%	25%
Share of non-Finns among Aalto degree students	9%	15%	25%
Share of non-Finns among Master's degree students	18%	30%	35%
Share of Finnish Aalto students having an international study component (exchange, etc.)	20%	32%	50%
Share of foreign capital out of total capital into Aalto-based research, IP, enterprises	N/A		

Source: *Plan of Action for 2012-2020, Aalto University International Relations, 2012*

These indicators are followed at Aalto level, in other words, the percentage goals are not set separately to each School. For example, the School of Business has already reached the 2020 percentage goal for Finnish Aalto student having an international study component, as over 50 percent of the School of Business' student go on exchange. The average of all the six Schools' of Aalto University is however still at 20 percent.

Even though Aalto level indicators exist, it is useful to have separate School level indicators, which reflect the School level activities taken to enhance internationalization. The aim is to recognize the inputs that will affect the outputs and lead to desirable outcomes. The purpose is also to raise discussion on the possible cause and effect chains. For example, if the percentage of foreign faculty should reach 25 percent by 2020 (see Table 8), what are the inputs or is there inputs for reaching this goal?

Tables 9, 10 and 11 present a more detailed set of indicators for measuring internationalization in the core functions of the School of Business. The model is based on Brandenburg and Federkeil (2007) and Hudzik and Stohl's (2009) thoughts on input and output indicators. To refresh our memory on how input and outputs indicators and outcomes were defined, I will shortly reflect on those terms. Input indicators measure resources available for internationalization activities, output indicators on the other hand measure the extent or type of activities undertaken to support internationalization. Outcomes or overall indicators of outcomes are impacts and end results that reflect the missions of the institution (Hudzik & Stohl, 2009, p. 14).

In regard to the research function, central internationalization goals mentioned in the strategy document are (Aalto University Strategy, 2012) international recruitment of professors and researchers, cooperation with institutions abroad and faculty mobility. The indicators should therefore reflect development in these areas. In addition, Dean Ingmar Björkman has expressed his concerns on research excellence and international visibility, and suggested that publications in the Financial Times 45 journal listing would be a suitable indicator for research excellence (Dean's letter, 6.4. 2012).

The first input indicator, the share of non-Finns among faculty, is also followed on Aalto level (see Table 9). In the research function, this indicator can be categorized as an input indicator, because the expectation is that foreign faculty will contribute to research excellence and international publications. In 2012 the share of foreign full-time faculty at the School of Business is roughly 14 percent (Nikko, 2012). This can be reflected against the Aalto level

goal (Table 8), which suggests that by 2015 the share should be at 20 percent. It is not specified whether the goal also includes doctoral students and part-time faculty. In my view they should be included because the indicator then acts as an encouragement for increasing the number of foreigners in these groups as well.

The second input indicator in Table 9 measures outbound mobility. It should be noted that instead of counting the number of mobile faculty, the number of visits are counted. This is sensible because many times one person has multiple visits abroad during the measured time period. The number of visits is also reported every year to the Ministry of Education. However, my experience is that the process of collecting this information could be more systematic. For example, I gathered the information on the visits from the year 2011 but I did not get hold of the numbers from the earlier years. In addition to measuring the number of visits, it would also be valuable to know what the destinations for the visits are. It would show clearly to which institutions in the world the School of Business has the most connections.

The third input indicator measures inbound mobility (Table 9). The number of visits is reported to the Ministry of Education, but in order to find out how attractive the School of Business is for visitors, the number of visitors should be counted. Also, this number can then be proportioned with the amount of funding available for inviting visitors. It is expected that the more the School of Business has a mobile faculty, visiting professors and foreign tenure professors, the more international the research will be. Therefore the output indicators focus on measuring the international visibility of research. The number of citations is a commonly used indicator of research quality. However, as Dean Ingmar Björkman points out, in the field of Economics and Business Administration, the Financial Times 45 journal listing is the forum where our presence is noticed by our peers (Dean’s letter, 6.4.2012).

Table 9: Input and output indicators for research

	Input indicators	Output indicators
Research	<ul style="list-style-type: none"> • Share of non-Finns among faculty (Plan of Action, 2012) • Number and destination of research and/or teaching visits abroad by department • Number of visiting professors and researchers by department 	<ul style="list-style-type: none"> • Number of articles published in journals on the Financial Times 45 listing • Number of international citations per paper

In teaching and learning, important issues for supporting internationalization are related to internationalizing the student population, internationalizing the curriculum and providing students with cross-cultural skills and competencies. The first input indicator (Table 9), the number of programs offered in English, has quite a clear effect on the output indicators measuring the number of incoming exchange students and the share of foreign degree students. Of course other issues also affect the attractiveness of an institution, but one can say that there is a relatively strong causal relationship with the possibilities to study in English and the size of the international student population. The School of Business offered in the academic year 2011-2012 13 Master's programs in English and 4 Bachelor's programs in English. The aim of this indicator is not to necessarily increase this number every year, but to show how the changes affect the number of foreign students at the institution. For example, even though the number of programs in English may fall, the share of foreign students might grow.

The second and third input indicators (Table 10), number of programs providing intercultural learning possibilities and description of options to study abroad, both aim at measuring the possibilities and motivation provided for students to internationalize and develop relevant skills and competences that reflect Aalto University's goal of educating "...responsible, broad minded experts to act as society's visionaries and change agents." (Aalto University Strategy 2012 pp. 7). Currently (2011) there is no specification on which programs could be identified as those that provide intercultural learning possibilities. It should not however be mixed with the first input indicator; a program may well provide intercultural learning possibilities even if it is not lectured in English. For instance, culturally sensitive cases as learning material would enhance intercultural learning.

The third input indicator in Table 10 expects and overview of the development of study abroad options. This could mean the development of new double degree programs, new destinations and so forth. The output indicator, share of outgoing students (Table 10), would reflect the changes in this indicator. The international study component is under development at the Aalto level in concurrence with the new degree structures. Thereby, the share of students with an international study component cannot yet be measured but it however is an important indicator for measuring the student's possibilities to internationalize "at home" in addition to going on exchange. This indicator is also mentioned in the Plan of Action for 2012-2020, but the Aalto-level indicator measures the share of Finnish Aalto student with an

international study component. In my view, it is not purposeful to only include the Finnish student in this indicator. Even though foreign students might have a more international background than many Finnish students, the indicator should not suggest that only Finnish student should increase their global competences.

The share of non-Finns among degree students and among Master’s degree students are Aalto level indicators (Aalto University International Relations 2012). At the moment (2011), the share of foreign degree students at the School of Business is approximately 10 percent. The number of Bachelor Programs in English will be diminished and programs in English will be provided mainly on Master level. Therefore, the indicator measuring the non-Finnish Master’s degree student will be necessary in order to see how the Master’s degree programs succeed in attracting foreign students.

Table 10: Input and output indicators for teaching and learning

	Input indicators	Output indicators
Teaching and learning	<ul style="list-style-type: none"> • Number of programs offered in English • Number of programs providing intercultural learning possibilities • Options to study abroad are versatile, attractive and support the study path of the students (qualitative) 	<ul style="list-style-type: none"> • Share of non-Finns among degree students (Aalto University International Relations, 2012) • Share of non-Finns among Master’s degree students (Aalto University International Relations, 2012) • Share of degree students with an international study component • Number of incoming exchange students • Share of outgoing exchange students of all enrolled students

In services and administration, the input indicators (Table 11) are all qualitative because the main issue that is measured is the commitment of the management in internationalization and the coordination of activities for internationalization. Rather than including indicators that measure the number of people involved in internationalization efforts or the number of development projects that advance internationalization, I argue that the School of Business

would benefit from indicators that are meant as tools for the management and administrative staff for evaluating the organizational structures for internationalization. As there have been so many changes in the administrative and service structures following the merger and establishment of Aalto University, indicators that emphasize resource allocation and coordination of responsibilities are central.

The first input indicator in Table 11 focuses on the allocation of resources for strategic support for internationalization. This indicator requires a description of the current state of resource allocation, concerning mainly people and funds. It also requires a description on the coordination of responsibilities between departments, units and single persons. This qualitative indicator could for example include an evaluation of the success the recently established programs supporting faculty internationalization have reached in terms of participants and funds used (Distinguished Professors' Programme and International Visitors' Programme).

The second input indicator (Table 11) concerns the policies and structures that are in place for internationalization. This indicator requires the School of Business to evaluate whether there are supporting structures for those key development areas that are defined in the Aalto strategy (2012). For instance, the structures that support faculty and staff mobility should be given attention, as mobility is one of the key development areas in the Aalto Strategy (2012, pp. 25). In my work, I am responsible providing information of an Aalto University funded grant for faculty and staff mobility and coordinating the applications for the grant. However, faculty members applying for the grant seem to be in the need of additional services related to going abroad. In addition to advising faculty and staff about seeking the grant I received many additional questions: Is there funding available that would cover the costs of travelling with the family? Are there staff exchange agreements with open exchange slots? Can you contact an institution and ask if they would be interested in staff exchange? Who pays my salary during the exchange? Are there other grant possibilities? These are all questions that I did not have a ready answer for and which required contacting the HR unit and the payroll services as well as academic departments.

The example above proves that there is not enough support for staff and faculty mobility and those individuals that are interested of going abroad have to put considerable time into finding a suitable destinations and clarifying other details related to going abroad. The student exchange services, in comparison, are well structured, with named persons taking care of all steps of the process and with official agreements with partner universities of the exchange

slots. It may be unrealistic to expect such a process being organized for faculty and staff mobility because the number of outgoing faculty and staff will never reach the same numbers as student exchange. However, the process and services for faculty and staff mobility should given attention because it is one of the key development areas of Aalto University. Hence, the second indicator in Table 11 has a valid point; structures and policies should be evaluated in order to see that resources are allocated according to the strategic goals of the university.

Table 11: Input indicators for services and administration

	Input indicators
Services and administration	<ul style="list-style-type: none"> • Resources are allocated strategically to support internationalization • Policies and administrative structures support internationalization at home and cross-border education

In Tables 9 and 10, input as well as output indicators were listed. However, for services and administration, the indicators listed in Table 11 are inputs for internationalization. These indicators thereby measure the structures and resources that affect the internationalization process in the other core functions.

The set of indicators require critical examination from the leadership and other key persons on whether the measures support the strategic direction of internationalization and more generally, the values of the institution. The outcomes, i.e. the goals of the institution need to be reflected in the indicators. Also, it is worthwhile to be cautious when determining what level of internationalization is adequate or satisfactory for the institution. Goals of different percentages – the percentage of foreign students, the percentage of foreign faculty, the percentage of study programs in English – should be presented only after a throughout discussion of the basis for those quantitative goals. For example, if the goal for the percentage of foreign students for the year 2020 is 25 percent, how realistic is it to reach it? This percentage should be reflected against the availability of high-quality study programs in English, success in attracting high-quality applicants from abroad and the services available for foreign students.

As was discussed in section 2.7.3., there are certain challenges associated with developing indicators. Knight (2001, p. 234) emphasizes that collecting data for the indicators should not be too time-consuming. On the other hand, Hudzik and Stohl (2009, p. 13) remind that collecting data for the indicators should neither be based only on availability; some data might not be easy to collect even though it would be a highly relevant measure of internationalization. Concurrently, I have limited the number of indicators and aimed at finding the most relevant ones for the development of internationalization. As Beerkens et al. (2010, p. 16) note, increasing the complexity of the measurement system will lead to a situation where the indicators are not used at all because of the complexity. On the other hand, the indicators also require that data collection procedures are improved, which may require additional work hours from key persons collecting the data. The assessment of the process of internationalization should take place on a regular basis, for example once a year, and therefore the data for the indicators should also be collected systematically.

The internationalization indicators presented in Tables 9, 10 and 11 are a set of indicators that can be used to measure the process of internationalization; how it evolves and how certain actions affect other areas of internationalization. The indicators also encourage the School of Business to form a better understanding of the internationalization process at the institution and collect relevant data on internationalization. The set of indicators can be used for assessing the development of more comprehensive internationalization.

4.6 Toward comprehensive internationalization at the School of Business

This section discusses the development of more comprehensive internationalization at the School of Business. In this regard, both strengths and challenges in internationalization are addressed. Comprehensive internationalization first and foremost requires commitment, engagement and assessment. These will be discussed below.

Development of comprehensive internationalization requires institutional commitment. As Hudzik (2011, p. 10) states, comprehensive internationalization should be understood as “an institutional imperative” rather than an add-on activity. According to Hudzik (2011, p. 18) commitment to internationalization should be enforced in the mission statements, vision and goals of the institution in order to create an institutional culture that supports internationalization. If we consider the Aalto University strategy (2012) that sets a framework for the role of internationalization at the university, we can conclude that internationalization has an important role in the development of the university and for reaching the goals set in the strategy. Internationalization is named as an enabler among the other enablers; infrastructure, services and faculty and staff support (Aalto University Strategy, 2012, pp. 22-29). In this sense, the role internationalization has in the university is a balanced one; it is not the only issue that affects reaching the goals of the university but has however a important role. According to Hudzik (2011, pp. 24-25) the role of the Deans as catalyst in discussion and setting goals is essential. As was mentioned before in many examples, Dean Ingmar Björkman has taken an active role in setting expectations for internationalization and initiating policies to support internationalization.

The internationalization activities that have a strong level of commitment at the School of Business are student mobility, development of partner university networks and curriculum internationalization. Student mobility has a high level of student participation, a well-functioning service process and support from the faculty side. Also, concrete motivational mechanisms are in place for student mobility, as there are scholarships for outgoing students as well as easy credit transfer possibilities. The partner university network is reviewed regularly and personal connections to partner universities are nurtured at conferences, through visits and e-mail updates. The curriculum is also relatively internationalized; there is a large number of courses in English available and vast possibilities to study foreign languages. The degree structure also encourages students to internationalize especially in the form of student exchange. However, there is a need to develop more varied activities of internationalization at

home in order to engage both students and staff more widely in internationalization. Initiatives such as creating the international study component and defining the learning outcomes for exchange studies are concrete ways of developing more comprehensive internationalization at the School of Business.

Hudzik and Stohl (2009, pp. 9-10) argue that the internationalization process needs to be measured in order to understand how internationalization contributes to the goals of the institution and what the benefits of it are. Also, resource allocation decisions and strategic planning of internationalization need to be based on measurements. However, Taylor (2004, p. 151) argues the institutional culture at higher education institutions is not that prone to strategic planning in the first place. According to Taylor, this is because institutions have various stakeholders with different aims. For example, academic and administrative staff face conflicting priorities in their work. In addition, Taylor mentions the quickly changing external environment that complicates strategic planning. The situation in Finland's higher education can be reflected against Taylor's arguments. In Finland, the new University Act has stirred up a lot of discussion about the management system and strategic development of institutions. As institutions now have greater autonomy, they also have greater responsibilities and requirements for performance efficiency. Criticism is expressed on the management system that is too focused on measurements, reporting and other administrative duties than on developing a management system that supports creativity and knowledge-intensive work in an expert organization (e.g. Ståhle & Ainamo, 2012).

How does comprehensive internationalization and development of a more measurable process of internationalization fit together with the criticism expressed above? Hudzik (2011, p. 19) emphasizes that comprehensive internationalization will require long-term commitment from many actors at the institution, one of the most important being the faculty commitment. However, if faculty feel that their contribution to internationalization requires more and more administrative duties, and restricts their academic freedom, how can commitment be expected?

Engaging faculty may be challenging if internationalization is perceived only as a reporting burden among all other administrative duties. The following experience from my work in the International Affairs provides an example on the challenge of engaging faculty. In 2011, I sent a survey for faculty members with questions about their visits abroad and other related question. Some of the data was given to the Ministry of Education but it was also used in the International Affairs unit to gain an understanding of faculty mobility and internationality. The survey received crushing feedback from some of the survey participants; useless and

pointless questions, a burden to fill-in and so forth. Some commented that these questions really did not give a good understanding of all international activities that they perform. Obviously this indicates faculty attitude towards measurement and reporting. The conclusion from this experience is that the measurement of internationalization is very challenging because faculty may interpret it as an additional administrative burden that is not relevant for their work at all. The reporting duties also require considerable input from the service units. For example at the School of Business, the accreditations require extensive assessments. Therefore, the assessment of internationalization should be combined with these reporting duties as much as possible in order to avoid extra workload.

In conclusion, internationalization is embedded in the core values of the School of Business but there are challenges related to engaging all actors in comprehensive internationalization, especially in making internationalization a measurable process. However, the School of Business has a good starting point to developing more comprehensive internationalization. As the mission, vision and goals of the university indicate, the shared mindset is that internationalization contributes towards institutional aspirations.

5 Conclusions

This case study analyzes the internationalization process at the School of Business' core functions; research, teaching and learning, and services and administration. The analysis and findings of this case study provide a holistic view on how and why a higher education institution internationalizes. Most studies in the field of higher education internationalization are focused on describing certain aspects of internationalization. (e.g. Leask, 2011, Beelen, 2011a, Naidoo, 2010). To fill the empirical gap in literature, this study on the contrary analyzes internationalization on global, national and institutional levels and focuses on the comprehensive development of the internationalization process.

The research questions aim at understanding how the process of internationalization takes place at an institution and what rationales and motivations guide the process. Literature suggest that internationalization is no longer a process that few intitutions engage in. Rather, it is an important facilitator for reaching national and institutional goals. Concurrently, the internationalization process at the School of Business has developed from concerning only certain activities into a more comprehensive process, which is enforced by institutional commitment. The process of internationalization at the School of Business has its roots in the 1960 and 1970's internationally active faculty and international research (see Luostarinen, 2010). Study programs and teaching in English as well as student exchange broadened the scope of the internationalization activities in the 1980's and 1990's. It can be said that the internationalization process has developed hand in hand with European and global developments in the field of higher education. For example, the establishment of the Erasmus program in the late 1980's had considerable effects for the School of Business' student mobility and partner university network development. During the last 10 years, internationalization has become more embedded in the institutional mission and vision. This suggests that the School of Business is developing internationalization toward a more comprehensive, systematic and measurable process.

The internationalization process is guided by the national internationalization strategy for higher education institutions (Ministry of Education, 2009) and the Aalto Strategy (2012) which defines the key development areas for internationalization. This study analyzes the School of Business' internationalization activities in research, teaching and learning and services and administration functions. In each of these functions, several activities are performed in order to enhance internationalization of the whole institution. Findings suggest

that the School of Business has certain areas of internationalization that are especially well developed and certain areas where more attention is needed. Student mobility, partner university networks and curriculum internationalization are internationalization activities in which the School of Business has a strong level of commitment. On the other hand, findings suggest that staff mobility is an activity where more support and resources are required.

Concurrently, this study aimed at discussing how comprehensive internationalization could be developed further at the School of Business. In addition, a set of internationalization indicators was developed for the School of Business. The indicators aim at recognizing the inputs and outputs that have an effect on the internationalization process in research, teaching and learning, and services and administration.

Prerequisites for the process of comprehensive internationalization were analyzed and certain strengths and challenges were identified. The analysis draws the conclusion that the School of Business is actively developing new internationalization activities and has a committed leadership and a strong service structure to support internationalization efforts. However, a challenge related to the engagement of faculty and the attitude towards measurements was identified. Even though measuring internationalization undoubtedly leads to better understanding of the strength and weaknesses of the internationalization process, the collection of data for the internationalization indicators may turn into an additional administrative burden. More generally, if faculty and staff interpret internationalization only as another issue that has to be reported on, the attitude and engagement of staff and faculty do not support the development of comprehensive internationalization.

In conclusion, even though internationalization should be developed toward a more systematic and measurable process, the institutional culture should however not become too tied to assessment and control. Whether internationalization is a process that is based on measurements or a process that encourages engagement in all forms of internationalization should be discussed further in the research arena of higher education internationalization. This issue and other suggestions for further research will be addressed in the following section.

5.1 Suggestions for further research

Comprehensive internationalization is a relatively new approach to internationalization (see Hudzik, 2011). Therefore, more empirical studies on the subject would be valuable for research in the higher education field. As was mentioned in the conclusions, the concept of comprehensive internationalization indicates that internationalization should be developed to encompass the whole institution and its stakeholders, especially faculty, students and administrative staff. Comprehensive internationalization requires that the institutional culture support the development of a more measurable, strategic and engaging process of internationalization. However, individual employees or student may have very different priorities for their work and studies and do not share the same goals as the institution does. For example, a certain group of students are not interested in exchange studies because of their background or family situation even though the goal of the institution would be to send an increasing number of students abroad. The strategic partners of an institution may not be those that faculty members see as their close peers, even though the internationalization strategy may define that collaboration in research is deepened with the strategic partners. Also, as was discussed in the preceding section, gathering data and following the internationalization indicators may seem as a waste of time for faculty and staff. Therefore, I argue that more research attention should be given to the conflicting priorities of the institution's stakeholders especially in regard to internationalization.

Research in higher education internationalization has for long been preoccupied with discussion on the internationalization activities, e.g. student mobility, curriculum internationalization and so forth (Kehm & Teichler, 2007, pp. 264-265). I believe the concept of comprehensive internationalization will however turn the emphasis from internationalization activities into a discussion on rationales, motivations and outcomes of internationalization. Thus, empirical studies on issues that affect the strategic choices institutions make regarding internationalization would deepen the discussion on institutional motivations for internationalization. In more detail, an interesting viewpoint to such a study would be to investigate the role accreditations and rankings have in making internationalization decisions. Accreditations and rankings obviously guide many decisions in an institution. An interesting research question would be, whether accreditation and rankings support the institutional mission or possibly even define what an institution should be.

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