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Internationalisation at Home in Finnish Higher Education Institutions and Research Institutes

Leasa Weimer, David Hoffman, Anni Silvonen

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Description sheet

Abstract

This study on the current status of internationalisation at home was carried out for the Ministry of Education and Culture by the Finnish Institute for Educational Research, which is based at the University of Jyväskylä. The study was commissioned using the streamlined procedure for small-scale public procurement. The purpose of the study was to investigate how much attention had been paid to internationalisation at home in institutions of higher education and research and to ways in which related practices had been implemented. The research data was collected via an online questionnaire and interviews conducted at various institutions.

On the basis of the data, there are clear differences within and between higher education institutions in terms of familiarity with the concept of internationalisation at home and the importance assigned to it, the extent to which equality had been achieved in student participation, and the roles of international staff and students. The researchers identified a number of promising practices as well as some challenges to language policy.

Integrating internationalisation at home with established strategies and procedures calls for a holistic approach that covers everything from the national level to that of the individual student. The report sets out recommendations for action to be taken at various levels (nationwide, in institutions of higher education, in faculties and departments, in teaching and administration, and among students). These include the following:

- including indicators of internationalisation at home in agreements on performance targets;

- promoting internationalisation at home, cross-cultural competence and language skills among teachers and administrators;

- refining intercultural teaching methods and evaluating skills;

- including intercultural skills and internationalisation at home in personal study plans.

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Tiivistelmä

Opetus- ja kulttuuriministeriö hankki kevennettynä pienhankinnan kilpailutuksena selvityksen kotikansainvälistymisen nykytilanteesta Jyväskylän yliopiston Koulutuksen tutkimuslaitokselta. Selvityksen tarkoitus oli tutkia, missä määrin kotikansainvälistymiseen on korkeakouluissa ja tutkimuslaitoksissa kiinnitetty huomiota ja kuinka siihen liittyviä käytänteitä on toteutettu. Tutkimusaineisto kerättiin verkkokyselyllä sekä tekemällä haastatteluja useassa eri instituutiossa.

Aineiston perusteella korkeakoulujen sisällä ja niiden välillä on selviä eroja kotikansainvälistymisen tuttuudessa, sen tärkeydessä, tasa-arvon toteutumisessa opiskelijoiden osallistumisessa sekä kansainvälisen henkilöstön ja opiskelijoiden rooleissa. Aineistosta havaittiin myös lupaavia käytäntöjä sekä kielten opetukseen ja kielipolitiikkaan liittyviä haasteita.

Kotikansainvälistymisen sulauttamiseksi strategioihin ja menettelytapoihin tarvitaan kansalliselta tasolta aina yksittäisten opiskelijoiden tasolle ulottuvaa kokonaisvaltaista lähestymistapaa. Raportti esittää suosituksia kansallisen tason, korkeakoulutason, tiedekunta- ja laitostason, opetuksen, hallinnon ja opiskelijatason toimenpiteiksi, mm.

- Kotikansainvälistymisen indikaattoreiden sisällyttäminen tulossopimuksiin;

- Opettajien ja hallintohenkilöstön kotikansainvälistymisen, kulttuurienvälisten taitojen ja kielitaidon kehittämiseksi;

- Kulttuurienvälisten opetusmenetelmien kehittäminen ja taitojen arviointi;

- Kulttuurienvälisten ja kotikansainvälistymisen sisällyttäminen henkilökohtaisiin opintosuunnitelmiin.

Presentationsblad

Referat

En utredning om nuläget för internationaliseringen på hemmaplan har konkurrensutsatts av undervisnings- och kulturministeriet, och genomfördes av Koulutuksen tutkimuslaitos (Pedagogiska forskningsinstitutet) vid Jyväskylä universitet efter en småskalig upphandling. Utredningens syfte var att undersöka i vilken mån högskolor och forskningsinstitut har fokuserat på internationalisering på hemmaplan och vilken praxis som har etablerats. Forskningsmaterialet samlades in genom en webbenkät och genom intervjuer vid olika institutioner.

På basis av materialet finns det klara skillnader inom och mellan högskolorna i hur väl man känner till internationaliseringen på hemmaplan och dess betydelse, hur jämställdheten har realiserats i studenternas deltagelse samt den internationella personalens och de internationella studerandenas roller. Av materialet framgick också såväl lovande praxis för språkundervisningen som olika språkpolitiska utmaningar.

För att internationalisering på hemmaplan ska kunna införlivas i strategierna och handlingssätten krävs det övergripande förhållningssätt på alla nivåer, ända ner till den enskilda studerande. I rapporten läggs det följaktligen fram förslag till åtgärder på nationell nivå, högskolenivå, fakultets- och institutionsnivå, samt på undervisnings, förvaltnings och studerandenivå, bl.a. för att

- inkludera indikatorer för internationalisering på hemmaplan i resultatavtalen,

- utveckla lärares och den administrativa personalens kunskap om internationalisering på hemmaplan, den interkulturella aspekten och språkkunskaperna,

- utveckla och bedöma kunskaper som gäller interkulturella undervisningsmetoder,

- inkludera den interkulturella aspekten och internationalisering på hemmaplan i de individuella studieplanerna.

Contents

EXECUTIVE SUMMARY

Ministry of Education and Culture launched a tender on a survey of the present state of arts in internationalization at home (IAH) on 7 September 2018. After the assessment of bids, the Finnish Institute for Educational Research was commissioned to investigate the present state of internationalization at home in Finnish higher education institutions and research institutes. The study was designed to explore two stated aims: 1) the development of international/intercultural competencies of those who do not actively participate in international mobility and 2) the role of foreign students and staff members in internationalization at home practices. This study was designed to spotlight the most interesting potentials, utility and unique forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

Ministry of Education and Culture policies to promote internationalization of higher education institutions and research set the objective that "Students graduating from Finnish higher education institutions should have the ability and willingness to be involved in international, multicultural environments and understand diversity, global challenges and the principles of a sustainable society." However, only a relatively small number of domestic Finnish students experience international mobility. In 2017, 9 551 students of the total student population in Finnish higher education institutions participated in mobility outside Finland.

The research design was based on a concurrent mixed-methods approach. Data was collected using an online survey and conducting targeted interviews via a multiple institution case study design. A total of 889 respondents completed the survey (academics=764; international officers=85; student union representatives=19; research institute personnel=21) and 28 semi-structured interviews were conducted in four higher education institutions.

Seven key findings were identified in the data:

1) (Un)familiarity: Internationalization at home as an idea was known and understood by most individuals responsible for driving international efforts in Finnish higher education institutions, however beyond that internationalization at home in practice, seemed to be unfamiliar especially among academics. This is a significant finding since academics play a key role in implementing internationalization at home elements into teaching and curriculum.

2) (Un)importance: Close to half of the academic and student union survey respondents regarded internationalization at home as important, whereas a larger percentage (74%) of international officers regarded it as important. A little under half of the research institute respondents regarded internationalization at home as important, while 33% answered that they did not know if it's important for the research institute. In addition to the survey findings, interview data highlights how both the importance and unimportance of internationalization at home were conceived by participants. These can be summed up in several narratives.

Internationalization at home is:

- important to develop language and intercultural skills for an international working life.
- important/not important because research/science is international.
- important for students who cannot participate in international mobility during their studies.
- important because Finland is becoming more diverse and the demographics are changing.
- important to develop intercultural skills to reduce prejudices, misconceptions and ethnocentrism.
- not important because the institution does not emphasize its importance with support structures, resources, strategy and action.

3) (Un)equal opportunities: The findings showcase how promising practices are fragmented lacking strategic or coherent insights resulting in unequal opportunities for all students to develop their international/intercultural skills.

4) Promising practices: This study highlighted a variety of promising practices both within formal and informal curriculum, such as joint courses with both Finnish and international students with intentional intercultural teaching methods and family friendship programs matching international students with local families. These practices can serve as a foundation for further development.

5) The role of international staff and students in internationalization at home: Participants had an easier time identifying the role of international staff, especially the teaching staff, as they bring their unique pedagogical styles into the classroom. Many participants commented on how students were most often segregated from Finnish students, thus resulting in an unclear perception of the role international students' play in internationalization at home.

6) Regional differences: Most of the regional differences had to do with the perception of how international the institution and regional environment was in terms of international exposure and attractiveness.

7) Significant challenges, tensions and obstacles preventing internationalization at home: Four broader challenges to implementing internationalization at home were identified in the data:

- The unquestioned assumption that use of the English language and the mere presence of international staff and students was a proxy for internationalization at home.
- Unclear language policies result in tensions in the working environment, especially for international staff members.
- With the increasing use of English, there is a fear that the Finnish academic language will lose its position in higher education.
- Integration of international students and staff is challenging and can be viewed as a missed opportunity for internationalization at home.

To embed internationalization at home in strategies and approaches, a comprehensive approach is needed from the national level all the way to the individual student level. Since there are multiple key stakeholders implicated in realizing these recommendations, it's important that an open dialogue between and among stakeholders is created in order to ensure a more comprehensive approach. Some of the recommendations in the report include:

- National level - include IAH indicators in institutional performance agreements and financing
- Institutional level - Support the development of teachers as well as the training for administrative staff to understand and implement IAH practices, include IAH teaching methods into Docentship evaluation process, and adopt IAH-based criteria in job descriptions and performance evaluations

– Faculty/department/discipline level - redesign existing curriculum to embed IAH elements in learning outcomes and teaching pedagogy and implement measurement tools to assess the international/intercultural competences gained in core curricula
– Teaching level - develop intercultural teaching methods and assess international/intercultural competences
– Administrative level - develop intercultural and language skills to facilitate working with and supporting international students and staff
– Student level - with the support of staff build intercultural dimensions into personal study plans

YHTEENVETO

Opetus- ja kulttuuriministeriö julkisti tarjouspyynnön selvityksen laatimisesta kotikansain-välistymisen nykytilanteesta korkeakouluissa. Tarjousten vertailun ja arvioinnin perusteella opetus- ja kulttuuriministeriö päätti hankkia selvityksen Jyväskylän yliopiston Koulutuksen tutkimuslaitokselta.

Selvityksen tarkoitus oli tutkia, missä määrin kotikansainvälistymiseen on suomalai-sissa korkeakouluissa ja tutkimuslaitoksissa kiinnitetty huomiota ja kuinka siihen liittyviä käytänteitä on toteutettu. Tutkimuksessa kiinnitettiin huomio erityisesti kahteen asiaan: 1) sellaisten työntekijöiden kansainvälisten/kulttuurienvälisten taitojen kehittämiseen, jotka eivät aktiivisesti osallistu kansainväliseen liikkuvuuteen ja 2) ulkomaalaisten opiske-lijoiden ja henkilökunnan jäsenten rooliin kotikansainvälistymisessä. Tutkimuksen tarkoi-tuksena oli myös suunnata huomio kotikansainvälistymisen kiinnostavimpiin mahdolli-suuksiin, hyödyllisyyteen ja sen ainutlaatuisiin muotoihin. Lisäksi tutkimuksessa tarkastel-tiin kriittisesti kotikansainvälistymisen relevanssia, rajoitteita ja haasteita.

Korkeakoulujen ja tutkimuksen kansainvälistämisen edistämisen linjauksia koskevan opetus- ja kulttuuriministeriön julkaisun mukaan tavoitteena on, että "jokainen korkea-koulusta valmistuva on opinnoissaan tottunut toimimaan kansainvälisessä, monikulttuu-risessa toimintaympäristössä ja ymmärtää erilaisuutta, globaaleja haasteita ja kestävän yhteiskunnan periaatteita". Kuitenkin vain pieni osa suomalaisista opiskelijoista osallistuu kansainväliseen liikkuvuuteen. Suomalaisten korkeakoulujen opiskelijoista 9 551 opiskeli-jaa osallistui Suomen ulkopuolelle suuntautuvaan liikkuvuuteen vuonna 2017.

Tutkimus toteutettiin rinnakkaisena ja monimenetelmäisenä tapaustutkimuksena. Aineisto kerättiin verkkokyselyllä sekä tekemällä haastatteluja useassa eri instituutiossa. Kyselyyn vastasi yhteensä 889 henkilöä (opetus- ja tutkimushenkilökunta=764; kansain-välisten asioiden suunnittelijat=85; ylioppilaskuntien edustajat=19; tutkimuslaitosten henkilökunta=21). Lisäksi neljässä korkeakoulussa tehtiin yhteensä 28 puolistrukturoitua haastattelua.

Aineistosta nousi esille seitsemän keskeistä havaintoa:

1) Tuttuus (ja tuntemattomuus): Useimmat korkeakoulujen kansainvälistymisestä vastaavat tahot tunsivat ja ymmärsivät kotikansainvälistymisen idean, mutta etenkin opetus- ja tutkimushenkilökunnalle kotikansainvälistymisen käytännön merkitys vaikutti tuntemattomalta. Tämä on tärkeä löydös, sillä (opetus- ja tutkimus-) henkilökunnalla on avainrooli kotikansainvälistymisen osa-alueiden toteuttamisessa opetuksessa ja opetussuunnitelmassa.

2) Merkityksellisyys (ja merkityksettömyys): Lähes puolet kyselyyn vastanneista opetus- ja tutkimushenkilökunnan jäsenistä ja ylioppilaskuntien edustajista piti kotikansainvälisty-mistä tärkeänä, kun taas suuri joukko (74 %) kansainvälisten asioiden suunnittelijoista piti sitä tärkeänä. Hieman alle puolet tutkimuslaitoksissa työskentelevistä vastaajista piti kotikansain-välistymistä tärkeänä, kun taas 33 % vastasi, etteivät he tienneet, onko se tärkeää heidän tut-kimuslaitokselleen. Kyselyn tulosten lisäksi haastatteluaineistosta nousi esille se, miten osal-listujat käsittivät sekä kotikansainvälistymisen merkityksen, että sen merkityksettömyyden. Vastausten perusteella voidaan tiivistää, että kotikansainvälistymistä pidetään:

- tärkeänä, jotta kielitaito ja kulttuurienväliset taidot kehittyisivät työelämää varten.
- tärkeänä/merkityksettömänä, koska tutkimus/tiede on kansainvälistä.
- tärkeänä opiskelijoille, jotka eivät pysty osallistumaan kansainväliseen liikkuvuuteen opintojensa aikana.
- tärkeänä, koska Suomi on muuttumassa yhä moninaisemmaksi ja demografia muuttuu.
- tärkeänä, jotta kulttuurienväliset taidot voisivat kehittyä ennakkoluulojen, harhakäsitysten ja etnosentrismin vähentämiseksi.
- merkityksettömänä, koska instituutio ei korosta kotikansainvälistymisen merkitystä tukirakenteiden, resurssien, strategian ja toiminnan avulla.

3) (Epä-) tasa-arvoiset mahdollisuudet: Tulokset osoittivat, kuinka lupaavat käytänteet ovat pirstaloituneita, ja niistä puuttuu strategista ja johdonmukaista näkemystä, mikä joh-taa opiskelijoiden epätasa-arvoisiin mahdollisuuksiin kehittää kansainvälisiä/kulttuurienvä-lisiä taitoja.

4) Lupaavat käytänteet: Tutkimus korosti lupaavien käytänteiden moninaisuutta sekä muodollisessa että epämuodollisessa opetussuunnitelmassa. Esimerkkejä tällaisista käytänteistä ovat suomalaisten ja kansainvälisten opiskelijoiden yhteiset kurssit, joissa tar-koituksellisesti käytetään kulttuurienvälisiä opetusmenetelmiä, sekä ystäväperheohjelmat,

jotka luovat yhteyksiä kansainvälisten opiskelijoiden ja paikallisten perheiden välille. Nämä käytänteet voivat toimia perustana jatkokehittämiselle.

5) Kansainvälisen henkilöstön ja opiskelijoiden rooli kotikansainvälistymisessä: Osallistujien oli helpompaa tunnistaa kansainvälisen henkilöstön rooli ja etenkin opetushenkilöstön rooli, sillä opettajat tuovat yleensä oman pedagogisen tyylinsä mukaan opetustilanteeseen. Useat osallistujat kertoivat, kuinka kansainväliset opiskelijat olivat usein erillään suomalaisista opiskelijoista, mikä puolestaan aiheutti epäselvyyksiä kansainvälisten opiskelijoiden roolista kotikansainvälistymisessä.

6) Alueelliset erot: Useimmiten alueelliset erot liittyivät käsityksiin siitä, kuinka kansainvälisiä organisaatio tai alueellinen ympäristö olivat kansainvälisyyden näkyvyyden ja houkuttelevuuden kannalta.

7) Kotikansainvälistymisen merkittävät haasteet, jännitteet ja esteet: Aineistosta tunnistettiin neljä kotikansainvälistymisen toteuttamisen laajempaa haastetta:

- Kyseenalaistamaton oletus siitä, että englannin käyttö ja pelkkä kansainvälisen henkilökunnan ja opiskelijoiden läsnäolo edustivat kotikansainvälistymistä.
- Epäselvä kielipolitiikka johti jännitteisiin työympäristössä, etenkin kansainvälisen henkilökunnan näkökulmasta.
- Englannin kielen käytön yleistymisen myötä pelätään, että suomi akateemisena kielenä menettää asemansa korkeakoulukontekstissa.
- Kansainvälisten opiskelijoiden ja henkilökunnan integraatio on haastavaa ja voidaan nähdä hukattuna tilaisuutena kotikansainvälistymisen näkökulmasta.

Jotta kotikansainvälistyminen voitaisi sulauttaa strategioihin ja menettelytapoihin, tarvitaan kokonaisvaltaista lähestymistapaa, joka ulottuu kansalliselta tasolta aina yksittäisen opiskelijan tasolle. Koska näissä suosituksissa viitataan useisiin avainsidosryhmiin, on tärkeää avata keskusteluyhteys eri sidosryhmien välille, jotta kokonaisvaltaisempi näkökulma voitaisiin taata. Raportti sisältää muun muassa seuraavia suosituksia:

- Kansallinen taso: kotikansainvälistymisindikaattoreiden sisällyttäminen instituutioiden tulossopimuksiin ja rahoitukseen.
- Organisaation taso: opettajien kehittämisen sekä hallintohenkilöstön kouluttamisen tukeminen kotikansainvälistymisen ymmärtämiseksi ja sen käytänteiden toteuttamiseksi; kotikansainvälistymiseen liittyvien opetusmenetelmien sisällyttäminen dosentuurin arviointiprosessiin;

kotikansainvälistymiseen perustuvien kriteerien mukaan ottaminen työkuvauksiin ja suoriutumisen arviointeihin.

– Tiedekunnan/laitoksen/alakohtainen taso: olemassa olevien opetussuunnitelmien muokkaus siten, että oppimistuloksiin ja opetuspedagogiaan otetaan mukaan kotikansainvälistymisen elementtejä; pääasiallisissa opetussuunnitelmissa olevien kansainvälisten/kulttuurienvälisten taitojen mittaamiseen tarkoitettujen työkalujen käyttöönotto.

– Opetustaso: kulttuurienvälisten opetusmenetelmien kehittäminen ja kansainvälisten/ kulttuurienvälisten taitojen arviointi.

– Hallinnollinen taso: kulttuurienvälisten taitojen ja kielitaidon kehittäminen kansainvälisten opiskelijoiden ja henkilöstön kanssa työskentelemisen helpottamiseksi ja tukemiseksi.

– Opiskelijan taso: kulttuurienvälisten ulottuvuuksien rakentaminen henkilökohtaisiin opintosuunnitelmiin henkilökunnan tuella.

1   Introduction

The Ministry of Education and Culture (OKM) commissioned the Finnish Institute for Educational Research (KTL) to investigate the extent to which internationalization at home has been addressed, adopted and implemented across specific settings in Finnish higher education institutions and research institutes. Further, this study was designed to spotlight the most interesting potentials, utility and unique forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home. The final report highlights key findings according to the two stated aims of this study: 1.) the development of international/intercultural competencies of those who do not actively participate in international mobility and 2.) the role of foreign[1] students and staff members in internationalization at home practices.

The Ministry of Education and Culture policies to promote internationalization of higher education institutions (HEIs) and research states that "Students graduating from Finnish higher education institutions should have the ability and willingness to be involved in international, multicultural environments and understand diversity, global challenges and the principles of a sustainable society. Mobility and international perspectives should be incorporated as natural elements of students' studies and the work of staff" (OKM, 2017, p.3). However, only a small number of domestic Finnish students experience international mobility. In 2017, 3.2% (9 551 students) of the total student population in Finnish HEIs participated in mobility outside Finland (Finnish National Agency for Education 2018a; 2018b).

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1   Although Finnish policy documents and the OKM tender for this project use the terminology 'foreign students and staff' our research team made a decision to instead use the terminology 'international students and staff'. We define international students and staff as anyone born outside Finland or persons with a migrant background. Describing a population of our higher education community as 'foreign' is problematic, as is the case with all 'deficit-discourse' terminology which demarcates or bifurcates 'we' and 'them' or 'us' and the 'other'. We note this type of discourse inadvertently results in precisely the opposite of what we believe the Ministry seeks to promote in this research, specifically, implying someone or some group is distinct and apart from an imagined 'mainstream' society. Marginson (2012) calls this space where the international community resides as an unregulated "gray zone" with "incomplete human rights, security and capabilities" (p. 497).

We stress that international literature, as well as our analysis in this study, underline that international mobility is **not** the only way to develop international and intercultural competences. This project explores if and how students, teachers, researchers and other HEI staff gain international and intercultural competences and perspectives at their home institution without participating in international mobility, hereafter referred to as internationalization at home (IAH).

Based on the specifications outlined in the tender OKM/60/240/2018 and our approach to – and analysis of – the idea of IAH – our research design offers an exploratory mixed-methods approach designed to elicit a variety of perspectives across the diverse Finnish higher education landscape. Data was collected using an online survey and qualitatively elaborated in targeted interviews in a multiple case study design.

1.1   The literature and limitations of internationalization at home

1.1.1   What is internationalization at home?

This study draws from the definitions and conceptualization of IAH in the field of international higher education.

IAH was advanced as a concept over two decades ago. Bengt Nilsson proposed IAH in 1998 at Malmö University, in Sweden as a growing immigrant population presented a need for intentional intercultural learning between domestic and international students (Nilsson, 2003). In 1999, during the annual European Association for International Education (EAIE) conference in Maastricht a Special Interest Group (SIG) was created to develop IAH (Wächter, 2003). At that time, there was the realization that the initial Erasmus program (1987) was limited to only a small percentage of European students spending a study period in another European country. This led to new discourse focused on the possibility of internationalizing the domestic or 'home' education and environment as a way to provide the vast majority of students, who do not participate in international mobility, opportunities to develop their international/intercultural competences (Wächter, 2003). In 2000, the EAIE SIG steering group published a position paper with an initial definition of IAH, "Any internationally related activity with the exception of outbound student and staff mobility" (Crowther et al., 2000, p.6).

Since then, a recognizable model, based on the definition of IAH has evolved. Recently, IAH was defined as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones 2015, p.69). Although the literature in the field offers "no recognized strategy, formula or approach…important elements have been

identified" (Robson et al., 2017, p.20). Generally speaking, advocates of IAH focus on the following core features:

- Offers all students global perspectives in their program of study;
- IAH elements are systematically integrated into compulsory curriculum;
- International and/or intercultural perspectives are included in learning outcomes;
- Classroom diversity is integrated into learning;
- Opportunities for informal co-curricular activities to engage with international   perspectives (both on campus and in the local community);
- Opportunities for international virtual mobility;
- Purposeful engagement of and with international students; and
- All staff (including international officers, teachers, administrative staff, and university leadership) support IAH practices (Jones & Reiffenrath 2018).

Closely related to IAH, is a body of literature on the internationalization of the curriculum, developed by Australian educational researcher, Betty Leask. "Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study" (Leask, 2015). Leask highlights the responsibility of universities in preparing students for a global society by developing their international/intercultural skills. Academics play a key role in implementing internationalization of the curriculum and their approaches may vary across disciplines. Not only is formal curriculum included in this conceptual framework, but Leask (2015) also includes informal curriculum such as support services and the campus environment.

Based on the literature in the field, the following definition was used during this project (for academics, international officers and student union participants):

> *The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across higher education (teaching/learning, research, societal engagement and the management of higher education missions) contributing to the development of international/intercultural competencies for all students and personnel. Internationalization at home particularly focuses on students and personnel in academic communities who have not participated in mobility programs, international or interculturally-focused degree programs or other forms of conventional or traditional internationalization.*

Since research institutes do not educate students, the definition of IAH was altered to apply to their context:

> *The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across organizations (all operations including research, societal engagement and management) contributing to the development of international/intercultural competencies for all personnel.*

1.1.2 Distinction between ad hoc, comprehensive/mainstream internationalization and internationalization at home

Within the field of international higher education, concepts and terms are aplenty which can result in blurry conceptualizations or unclear understanding. In order to clearly delineate the borders of IAH, we define two additional concepts that have been discussed and debated during this project. Mainstreaming and comprehensive internationalization are concepts that describe the integration of international elements deep and wide into HEIs.

> ***Mainstreaming internationalization:*** *"… implies that internationalisation is no longer a separate pillar of university policies and strategies but integrated into all other pillars: education, research, human resources, finances, student affairs, faculties, etc."*
> *(de Wit, 2015)*

> ***Comprehensive internationalization:*** *"a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education" (Hudzik, 2012).*

Rather than including internationalization as an ad hoc (add on) activity, both of these concepts focus on embedding internationalization throughout higher education policies and practices. While the definitions of these two terms are similar, they normally result in different organizing structures: mainstreaming internationalization (decentralized structure) and comprehensive internationalization (centralized structure). Within these concepts, IAH can be considered a key element in both a mainstreamed or comprehensive approach to internationalization.

It must also be noted that while narratives of purposeful implementation of internationalization might increasingly be framed as comprehensive or mainstreamed, it's been possible over the past decade to locate settings across Finnish higher education – at all levels – where internationalization remains ad hoc or superficial – at best (Hoffman et al., 2008, 2013, 2015; Hoffman 2017).

1.1.3   Building on previous works in Finland and Europe

Since the idea of IAH was first developed in the late 1990s, studies, commissioned reports, recommendations and strategies have focused on exploring and further developing and implementing IAH at the national and European level. Several of these studies, listed below, served as benchmarks throughout this study.

In 2017, the German Rectors' Conference adopted a recommendation to integrate an international dimension into all curricula. "Intercultural understanding and global perspectives should be delivered through the curriculum for all students in Germany" (German Rectors' Conference, 2017a; 2017b). The recommendations included a redesign of existing curriculum to embed international and intercultural elements into the core curricula in all disciplines, inclusion of international students' perspectives in teaching, assessment to measure competences developed in an internationalized curriculum, targeted support for teachers to develop and implement international curricula and integration of digitalization in teaching methods and international internships for students.

In 2014, NUFFIC, a Dutch organization focused on internationalization of education in the Netherlands, conducted a two-part study on IAH. The first part focused on central level institutional policies aimed at supporting and developing international and intercultural skills of students (Gaalen, et al, 2014a). The recommendations in this report included targeted support and training of teachers, the inclusion of international students' knowledge in the classroom, and all studies should have international and intercultural learning outcomes. The second part of the study explored what IAH looks like in practice focusing in on three case studies (Gaalen, et al, 2014b). Conducting document analysis, case research and interviews, the findings suggested that the implementation of IAH lagged behind policy ambitions. Recommendations in the second study included ensuring teachers are trained and possess the competences needed to develop international and intercultural skills in the classroom, developing evaluation methods to measure international and intercultural competences gained, and employing international partners to develop joint curriculum.

In 2013, IAH was included in the European Union's internationalization comprehensive strategy for higher education, "European Higher Education in the World". The strategy set out three key priorities for HEIs and Member States. One of the key priorities focused on IAH by first acknowledging that the majority of higher education students are not internationally mobile, yet opportunities need to be made available for them to develop international skills required for a globalized world. More specifically, the strategy states "higher education policies must increasingly focus on the integration of a global dimension in the design and content of all curricula and teaching/learning processes" (European Commission, 2013, p.6).

In 2012, the Centre for International Mobility (CIMO), now named EDUFI, in Finland conducted a study exploring how internationality can be incorporated into higher education programs (Garam, 2012). Data were collected by interviews, document analysis of degree program curricula and a joint meeting with 20 institutional representatives. Findings exposed that the planning and implementation of internationalizing the curricula was not systematic, but rather haphazardly arranged throughout HEIs. The recommendations called for a more systematic approach from the national-level steering mechanisms to institutional policies, teaching support, and individual student guidance.

2 Research design

2.1 International project team and advisory board

The project team was supervised by Senior Researcher David Hoffman, the principal investigator was Researcher Leasa Weimer, and expertise was offered by Senior Researcher Terhi Nokkala. A project secretary, Anni Silvonen, was hired for two months to assist with translations, document collection, data analysis and coordination of results. Tuomo Suontausta and Melina Aarnikoivu translated key documents into Finnish and English, Minna Jokinen assisted in the web search for email contacts for the survey invitation and both Taru Siekkinen and Charles Mathies provided key assistance in both the survey design and implementation. Assistance with graphic design was provided by Martti Minkkinen. While easy to miss, the insights developed by an international research team collaborating on this particular topic were – in and of themselves – untypical and constructive.

An advisory group, composed of key individuals in Finnish higher education as well as one international expert, advised the design of the survey instrument and the final results/ report, offering valuable feedback throughout the project. The advisory group included: Anna Grönlund, Head of Internationalization & Higher Education Policy at the University of Jyväskylä, Esko Koponen, Specialist in Strategic Services for Teaching at the University of Helsinki, Anu Härkönen, Head of International Affairs at Turku University of Applied Sciences. The international expert on the advisory board was Adinda van Gaalen, Senior Policy Officer at Nuffic in the Netherlands; she conducted a national research project and authored a report in 2014 on the state of IAH in the Netherlands. As was the case with the research team, the contribution of advisory board members was untypical and effective due to both their expertise and candid criticality.

2.2   Research design: Concurrent mixed-methods

Following the award of the bid on this project, our design was operationalized as a concurrent mixed-methods study approach in order to maximize key types of data and analysis in a very limited amount of time. A mixed-methods approach offered a variety of perspectives and data across a carefully targeted cross-section in an increasingly diverse Finnish higher education landscape. Data were collected using an online survey and conducting targeted interviews via a multiple institution case study design.

As the name implies, two types of data were gathered, concurrently. Specifically, a set of system-wide online surveys were designed, to illuminate a general overview of IAH across Finland's HEIs. In addition, a qualitative multiple case study focused on specific settings, positions and particular types of personnel in those settings. A concurrent design allowed us to identify interview participants in the multiple case study two ways, via an 'opt in' question in the survey and also through a purposeful selection strategy developed and refined in several studies of this type led by the author (Hoffman) during the past decade (Hoffman et al. 2008, 2013, 2016). Descriptive analysis of survey data, interview transcripts, field notes, and policy documents were analyzed using open coding (Strauss & Corbin, 1998). Codes were created during the initial analysis phase and then modified after further analyses. Methodological triangulation facilitated the validation of claims and overall interpretation of the data (Denzin, 2006). As this study was executed in a very short period of time (December 2018- March 2019), the effort – overall – could be most accurately characterized as an exploratory-level mixed methods pilot study of IAH, a study guided by the pragmatic needs of the funder.

Data protection, according to the European Union General Data Protection Regulation 2016/679, was incorporated throughout the study according to the University of Jyväskylä's privacy notice and consent form (see appendix 5).

2.2.1   Current state of internationalization at home: Survey design

Based on the literature, survey questions were designed to collect data on the current state of IAH practices and policies as well as gain a better understanding of how IAH is perceived by academics, international officers, student union representatives and research institute leaders.

Four distinct surveys were designed for the following target audiences:

1. Academics (faculty leaders and department chairs/unit heads in all Finnish higher education institutions)

2. International officers (designated heads of internationalization in all Finnish higher education institutions)
3. Student Union (student union representatives in all Finnish higher education institutions)
4. Research institutes (leaders and designated heads of international efforts in 12 national institutes)

All surveys were administered in English or Finnish, according to the survey participant's preference. The survey instruments were designed to take no more than 10 minutes of the participant's time to complete. Most of the survey questions were multiple choice answers allowing for quick responses. However, a few open-ended questions allowed for more in-depth descriptive data collection. All four surveys and responses are included in the appendices (see appendix 2).

To invite individuals from each target group to participate in the survey, a variety of methods were employed. For the academics, an internet search was conducted, collecting email addresses for Deans, Vice-Deans, Heads of Research/Scientific Director and Heads of Teaching/Department/Discipline in every Finnish university and university of applied sciences. This laborious process resulted in email invitations being sent to 1,652 email addresses. For the international officers, two of our advisory board members forwarded email invitations and periodic reminders to the following lists:

– PINNET network: International Relations Managers and Heads of International Affairs of Finnish Universities of Applied Sciences who then forwarded the message to international officers at their home UAS
– Aivoriihi network: Heads of Internationalisation and Heads of International Services/Affairs at Finnish Universities who then forwarded the message to international officers at their home University
– UNIFI – Universities Finland Strategic Group for International Affairs

For the Student Union, we received a contact email list of those responsible for international efforts in Universities of Applied Sciences of which we sent 27 email invitations. For the university Student Unions, we had a contact forward the email invitation to a listserv for university Student Unions. Closer to the deadline, with such a small response rate, an internet search was conducted to collect email addresses of Student Union representatives responsible for international efforts in universities and universities of applied sciences that we had no survey responses from. This resulted in an additional 98 email invitations sent out.

All survey email invitations included a note to forward the survey to other colleagues in the specific target audience. See appendix VII.3 for sample email invitations.

Table 1 illustrates when the surveys were opened and the initial close date, all survey deadlines were extended. Due to ski holidays, the survey deadlines were extended to allow for participants to respond.

Table 1. **Survey open, close and extension dates**

Target Audience	Survey open date	Survey close date	Extended date
Academics	11 February 2019	5 March 2019	8 March 2019
Intl Officers	6 February 2019	1 March 2019	5 March 2019
Student Union	5 February 2019	1 March 2019	8 March 2019
Research Institutes	12 February 2019	5 March 2019	8 March 2019

The final response numbers are displayed in Table 2.

Table 2. **Final survey response numbers[2]**

Target Audience	Responses
Academics	764
Intl Officers	85
Student Union	19
Research Institutes	21
Total	**889**

2.2.2 Diving deeper: Multiple-case study

To investigate the phenomenon of IAH in-depth and within a real-life context, we employed a multiple-case study design (Yin, 2014). Interview data added detailed accounts and lived experiences of how IAH is strategically organized and implemented. At the same time, interviews allowed for deeper exploration of attitudes, promising practices as well as challenges and unquestioned assumptions.

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2   Official response rates are not available due to how the surveys were distributed. The surveys were not linked to individual invitations; therefore a definite response does not exist. Due to a limited amount of time, the research design was expedited resulting in open survey links sent to listserv networks and email addresses.

Three institutions/consortium were selected as case study locations based on an analytically-driven purposeful selection (See Hoffman et al. 2016; 2013; 2008). When selecting the case-study institutions and settings within institutions specific characteristics were considered ensuring a diverse representation of institutions, for example: geographical diversity, size of institutions, multi/single disciplinary, merged/non-merged, university/university of applied science/research institutes. The case study consisted of the following institutions:

1. Large university located in the capital city
2. Medium-sized university located in Central Finland
3. Small university and UAS located in Northern Finland

Key stakeholders, Finnish and international academics as well as heads of and administrative staff of internationalization efforts were invited for interviews. Data were collected through 28 semi-structured interviews (ranging from 20 to 57 minutes) with stakeholders in the case study institutions. All interviews were audio-recorded with informed consent and then transcribed to ease data analysis. To supplement interview data, texts and documents were also used to allow better contextualization of interview data. In addition to multiple case study data, the study was discussed in ongoing briefings with Ministry personnel and members of the Ministry's Internationalization Forum, which acted as a point of reference, throughout the study.

2.2.3 Limitations

The timeline (four months: December 2018-March 2019) to complete this study was very short given the scope of the study (all Finnish HEIs and research institutes), the nature of the topic and the use of a mixed-methods approach. Originally, the tender was built on five months, but after contract negotiation between the University and the Ministry, only four months remained to conduct the study. Data collection was complicated by the number of major national holidays (Christmas, New Years and Finland's annual ski vacation) falling within the time frame. In addition, the length of time and available resources meant that only a very partial and tentative glimpse into the topic could be gauged and analyzed. That, acknowledged, these limitations clearly illuminated the challenges of internationalization, in general, and IAH in particular, in a way that establishes a clear basis for a study that is wider in empirical scope, deeper, theoretically speaking and far more problematized in terms of substance.

3 Findings

3.1 (Un)familiarity with the term/concept 'internationalization at home'

The interview data highlights a clear division in who is familiar and unfamiliar with the IAH concept. This became clear when interview participants were asked, "What do you know about IAH?" The participants responsible for internationalization efforts (international officers) demonstrated much more knowledge and understanding of the concept than others. This makes sense, since the concept was created by practitioners in the field of international higher education.

Several academics were candid about their lack of familiarity with the concept: "I don't know anything about internationalization at home specifically. I can speculate based on what I think it would mean but I haven't heard the term before you brought it up" (Central Finland Professor). A research institute respondent explains how the broader term 'internationalization' is more commonly used and understood, "Not precisely under this term [IAH], more under the term internationalization." Even for the academics that were familiar with the concept, they mentioned how it's rarely discussed among colleagues. "… it's a term that pops up every once in a while, but we've never consciously discussed it" (University teacher in Northern Finland).

When an interview participant explained they were unfamiliar with the concept, we would discuss the concept in more detail. Academics, who admitted not being familiar with the concept initially, made connections to practices in their teaching, research or program development that could be considered IAH. Here, a Senior Lecturer in Northern Finland discusses how they originally thought internationalization was nothing more than international mobility out of the country:

> "Actually I haven't been thinking about that before. When I was thinking about internationalization I was thinking more about going out. But now that I got the story on your request for the interview then yes, we are doing a lot of stuff that is related to that, but I at least haven't been thinking about it in that particular term."

One international officer in Central Finland pointed out how IAH may be understood differently, depending on who you ask:

> *"I think maybe as a theoretical or scientific concept, it's maybe not that familiar to people, but it's something that we talk about. We talk about internationalization at home and people understand it in different ways I think. For some people, I think it's a very limited understanding that when we have a course that is attended by international students and domestic students, then this sort of internationalization at home happens because it's something that they feel is literally happening. They're internationalizing each other, which is not really true and then at the other extreme, we have people who really understand what it is and incorporate it in their teaching and in the way that they engage students to participate and use their individual backgrounds in the work that they do in the classroom. I think it varies who you talk to."*

In the survey results, Table 3, when academics were asked about the percentage of courses including international/intercultural learning goals, aims, and outcomes, over a third of the respondents reported that 25% or less of the courses include these elements. At the same time, 200 respondents (26%) reported that they did not know which may indicate that the inclusion of international/intercultural learning goals, aims, and outcomes is not a strategic priority discussed or practiced across faculties/departments/units, therefore academics did not feel comfortable speculating about the percentage of an unknown practice outside of their own courses.

Table 3. Survey results from academics: What percentage (approximately) of courses in your department/ unit include international/intercultural learning goals, aims and outcomes?[3] N=760

	n	Percent
Less than 5%	75	9,9%
5–25%	202	26,6%
26–50%	111	14,6%
51–75%	82	10,8%
76–99%	58	7,6%
100%	32	4,2%
I don't know	200	26,3%

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3   Respondents were asked to select one answer.

3.2   (Un)Importance of internationalization at home

The findings from the policy documents, survey and interview data highlighted the perceived importance and unimportance of IAH and the relationship and connections between society, science, working life and education, as well as social cohesion.

Table 4 shows that close to half of the academics, student union and research institute respondents believe that IAH is regarded as important, whereas 74% of international officers believe it to be important. One third of the research institute respondents do not know if IAH is regarded as important. It's interesting to note that 42% of student union respondents believe that it's important in some areas and not in others, whereas academics (28%) and international officers (24%) selected this option at a lower rate. A Student Union respondent explains their answer that it's important in some areas and not in others:

> "In some disciplines, home internationalization is supported. There are more projects with different nationalities and courses where participants can live in different countries and internationalization is part of their studies. In other disciplines, internationalization is not so close to the student's everyday life."

Table 4.   Comparative survey results: Do you believe internationalization at home is regarded as important in your department/unit/institution/institute?[4]

	Academics N=760	Intl Officers N=85	Student Union N=19	Research Institutes N=21
Yes	50,4%	74,1%	52,6%	47,6%
Yes and no, it's important in some areas and not in others	28,0%	23,5%	42,1%	14,3%
No	6,5%	0%	0%	4,8%
I don't know	12,5%	2,4%	0%	33,3%
Other	2,6%	0%	5,3%	0%

Survey participants were given an opportunity to explain their answers to this survey question in an open-ended follow up question. In analyzing those answers, six main narratives relating to the importance/unimportance of IAH were identified:

1. IAH is important to develop language and intercultural skills for an international working life.

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4   Respondents were asked to select one answer.

2. IAH is important/not important because research/science is
international.
3. IAH is important for students who cannot participate in
international mobility during their studies.
4. IAH is important because Finland is becoming more diverse and
the demographics are changing.
5. IAH is important to develop intercultural skills to reduce prejudices,
misconceptions and ethnocentrism.
6. IAH is not important because the institution does not emphasize its
importance with support structures, resources, strategy and action.

According to the findings, in the context of Finland, the internationalization process
and the concept of IAH were combined and reflected as a part of a broader society
development from national to international and global. As the Finnish society becomes
more diverse and working life becomes more internationally connected, IAH becomes
increasingly important. In Finnish HEIs and research institutes the need to develop and
enhance international/ intercultural skills as a part of developing general working life
and employment competencies and skills was commonly identified and recognized. An
international officer commented on this topic in an open-ended question in the survey:

> Our task is to provide all students with relevant skills for their future. In order for them
> to act in a globalised world, we need to provide them with the skills to do that. Many of
> these skills are developed through international and/or intercultural experiences that
> are not available to all."

The narrative about the internationality of science and research resulted in survey
participants connecting this to the importance or unimportance of IAH. For example, two
academics illuminate different perspectives on this:

> "Science and research are an international exchange of ideas that requires extensive and
> in-depth language skills and cultural knowledge."

> "The research field and unit are so international that there is no need for artificial
> 'superstructured' internationalization."

According to the data, the importance of IAH was also connected to aims and benefits
linked to society and societal inclusion. Analysis of the data shows that many participants
view IAH as a mechanism that should support the social integration of diverse individuals
in higher education, as both the international and the Finnish community develop
intercultural skills that facilitate mutual understanding and integration.

"Internationality should cover the university holistically. Internationalization at home contributes to the integration of foreign staff and students, the development of the internationalization capabilities of Finnish personnel and the readiness of students to work successfully after graduation in the increasingly international labor market" *(International Officer).*

"Finland is becoming more and more diverse and everyone should be well prepared to work with customers and colleagues from different cultures. When working together, unnecessary prejudices are reduced" (Academic).

Although participants articulated the important role that IAH plays in social integration, participants also acknowledged the challenges of integrating the international with the Finnish community (see III.7.3).

Survey participants were also asked about the strategic importance of IAH in their institutions/research institutes. Table 5 compares the answers to this question from the four survey groups. More than half of the HEI survey participants believe that IAH is a strategic priority for their institution, however a quarter of the international officers do not believe it is a strategic priority. The difference in this answer may be attributed to how international officers are often times more involved in implementing internationalization strategic aims. Over a quarter of research institute respondents (28%) believe IAH is a strategic priority, while another 28% don't know if it's a strategic priority. A respondent from a research institute selected the 'other' answer choice and wrote, "I'm not sure. It was before, but now I have not noticed the position taken."

Table 5. **Comparative survey results: Do you believe internationalization at home is a strategic priority for your institution/institute?[5]**

	Academics N=758	Intl Officers N=85	Student Union N=19	Research Institutes N=21
Yes	59,8%	57,7%	52,6%	28,6%
No	14,5%	25,9%	10,5%	19,1%
I don't know	21,4%	11,8%	26,3%	28,6%
Other	21,4%	11,8%	26,3%	28,6%

Not only was the importance of IAH discussed at the institutional/institute level, but some interview participants pointed out that the future changes in the national funding formula sends a message that internationalization, more generally, is no longer a national priority.

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5   Respondents were asked to select one answer.

"Although I must say the new funding model from the ministry excludes all internationalization and international services. When some people in the management structures in the universities only look at those things that we are paid for, oh dear, I'm afraid something bad will happen in that sense." (Senior Lecturer in Northern Finland)

3.3   Promising practices

Throughout the study, promising practices were identified and discussed. Although they were fragmented, these practices offer a solid foundation from which to build on. For example, an academic explains how Erasmus students are integrated into the Finnish classroom with intentional intercultural pedagogy and conscious effort:

"We have rather small groups of students. The influence of the presence of a few Erasmus exchange students on the group is always a great pedagogical benefit for all. Most of the teachers have developed good skills at intercultural situations and know how to exploit them pedagogically."

Another example comes from a student union representative, who explains how they intentionally integrated international students into their work:

"We enable international students to work in the institutions of our Student Union, such as the Representative Council, by providing interpreting services. We're also connecting international students and affairs to our sections for advocacy. We promote the possibility for international students to have influence as student representatives of the university administration and strive to establish cooperation between international clubs and subject associations."

In the data, we found various forms of promising practices which are listed below. These promising practices inform the recommendations offered later in the report.

Formal curriculum practices:

  – Finnish students must take one or two courses with international exchange students as part of the core curriculum and teaching methods are employed to facilitate intercultural interaction among the students
  – Language and communication modules are embedded in the core curricula

- Pedagogical training for teachers to develop teaching methods for a multicultural classroom
- Promotion of an international learning environment that emphasizes multinational study groups in courses
- Integrating global topics into the core curricula
- Online course with home students and students from other countries take the course together and build joint task reports and meet each other in joint video conferences
- Students often study in mixed groups where the language of interaction is constantly changing depending on the background of students. In practice, no domestic student can avoid contact with international students
- Well-defined mobility window is offered in degree programs, if mobility is not possible alternatives at home are substituted (taking a course in intercultural communication, taking a course with international exchange students, etc.)
- Training for support staff who are guiding students in educational planning – how to integrate IAH into the education plan
- International guests and partners (via virtual mobility) are invited to lecture in courses in core curriculum

Informal curriculum practices:

- Café lingua, where local and international students can meet and learn different languages
- International summer school offered by Finnish degree program, all students in the program are encouraged to participate with international guests
- Family friendship program: matching international students with local families
- Positive marketing/communication of IAH opportunities and value
- Students are invited to participate in international research projects
- A certificate program developed for administrative staff (who work with international staff and students) consisting of language and intercultural courses
- When an international opponent participates in a dissertation defense, in addition to the defense they are invited to give a public presentation or workshop on their research
- Finnish students are tutors for international students

3.4 (Un)equal opportunity: internationalization at home and fragmented implementation

The findings show that IAH is implemented in some institutions, faculties, programs and courses, but the implementation is fragmented resulting in unequal opportunities for students.

Table 6 illuminates the stratification of IAH practices, from the perspective of academics. Although many survey participants reported the integration of international perspectives and literature in research (78%) and that foreign language studies are part of the compulsory curriculum (71%), only 49% reported that all students have opportunities to develop their intercultural competencies in compulsory curriculum.

Table 6. **Survey results from academics: What internationalization at home practices and support structures does your department/unit currently employ?[6] N=748**

	n	Percent
integrates international perspectives/literature in research	583	77,9 %
foreign language studies are part of the compulsory curriculum	534	71,4 %
integrates international/intercultural perspectives and content in compulsory curriculum	484	64,7 %
offers international virtual mobility (virtual international guest lectures, virtual classroom collaborations, e-learning, etc.) opportunities	383	51,2 %
all students have opportunities to develop their intercultural competencies in compulsory curriculum	368	49,2 %
integrates international/intercultural learning outcomes in compulsory curriculum	365	48,8 %
international academic personnel teach one or more courses in our mainstream Finnish/ Swedish degree programs	344	46 %
the department/unit articulates the value of internationalization at home to students	341	45,6 %
connects Finnish students with internationally diverse communities in the local community and region	290	38,8 %
academic personnel integrates international student backgrounds purposely into teaching and learning practices	286	38,2 %
Other	81	10,8 %
the department/unit does not employ any internationalization at home practices/support structures	37	5 %

Several survey and interview participants commented on the unequal practice of IAH. These participants indicate that the integration of IAH practices into curriculum and the classroom depends on the programs and teachers. At the same time, some participants also mentioned that there is a lack of perceived importance and goals.

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6   Respondents were instructed to select all answers that apply.

"It depends on the programs. At least they should have international learning environment in some of the courses" (Capital City International Officer).

"It depends a lot on the teacher. There are also those among us who don't consider internationality very important" (Academic).

"…internationalization at home and internationalization are reflected in the curriculum, but they are not currently being implemented with a clear goal in mind" (Academic).

This international officer explains how the separation of international programs and Finnish programs stratifies international offerings:

"They want the university to be more international and international programs are maintained, but they are often separate from everything else. It can be very difficult to include English teaching in the curricula which are otherwise taught in Finnish, so it's difficult to combine any Finnish and international classes."

It's also true that some disciplines are naturally more international than other disciplines which may lead to fragmentation of those students who are exposed/not exposed to international perspectives in the classroom.

"Some subject areas have a 'built in' internationalization focus (e.g. international business, strategy, global leadership) whereas other subject areas are 'naturally' more domestic in focus (e.g. public law and administration)" (Academic).

Overall, this academic staff member sums up the overriding theme of unequal opportunities:

"Holistic and strategic perspectives are missing. Internationalization at home isn't integrated everywhere and depends on a few individuals" (Academic).

3.5 The role of international staff and students in internationalization at home?

The second aim of this study explores the role of international staff and students in IAH practices. Throughout the study, the contributions of international staff and students were discussed and identified. Table 7 illuminates how academics perceived the role of international staff and students. While the majority of academics (61%) answered

'yes' international staff/students do contribute to IAH efforts, almost one-third (30%) of academics answered that they did not know the role of international staff and students.

Table 7. Survey results from academics: Do international academic personnel and students (foreign born or with migrant background) contribute to the internationalization at home efforts in your department/ unit?[7] N=723

	n	Percent
Yes	440	60,9%
No	28	3,9%
I don't know	220	30,4%
Other	35	4,8%

Table 8 illuminates international officers' perceptions of the role of international staff/students.

Table 8. Survey results from international officers: What role do international academic personnel and students (foreign-born or migrant-background) play in internationalization at home practices at your institution?[8] N=82

	n	Percent
International students are paired with Finnish students for non-curricular (out-of-classroom) social activities	60	73,2 %
International academic personnel teach one or more courses in mainstream Finnish/Swedish academic programs	50	61 %
International students and Finnish students pair up for language exchange	49	59,8 %
International academic personnel intentionally integrate international and intercultural content, languages and their distinctive perspectives into curriculum	39	47,6 %
International students' backgrounds are purposely integrated into teaching and learning in international academic programs	39	47,6 %
International students' backgrounds are purposely integrated into teaching and learning in academic programs	31	37,8 %
Other	18	22 %
International academic personnel do not play a role in internationalization at home efforts	7	8,5 %
International students do not play a role in internationalization at home efforts	5	6,1 %

In the interviews, it was easier for participants to articulate and identify how international staff contributes to IAH when compared to how international students contribute to IAH. Many participants commented on how international students are segregated from Finnish students and Finnish education, thus resulting in an unclear perception of the role

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7   Respondents were asked to select one answer.

8   Respondents were instructed to select all answers that apply.

international students' play in IAH. An academic staff member commented on this issue in an open-ended question in the survey:

> "Students in the English curriculum offer a lot of opportunities for internationalization but this opportunity could be utilized better."

In the interviews, academics spoke candidly about how they perceive the role of international staff, especially in the classroom as they teach with unique pedagogical styles. Here, a Professor in the Capital City University addressed this:

> "So I'm sure that with other international staff from other countries, they're bringing their national pedagogical styles with them and students are definitely getting different styles because of that."

Continuing with this theme, an international Professor in Central Finland reflected on their role in the classroom:

> "I think even my presence in the classroom challenges them in that way because we tend teach in a different way with different source material on different concepts than a lot of the other instructors here. A lot of them get their readings about some of the key figures in our discipline via Finnish sources who translate the concepts into a Finnish way of putting it. That's been most of their exposure to the main literatures of our field, which is a pity because they should be reading the actual texts."

Another international academic mentioned how they contribute to educating the incoming international students.

> "I give a talk about 'life as a foreigner in Finland' to incoming international students on campus twice a year."

3.6   Regional differences

Most of the regional differences that were identified in the interview data had to do with the perception of how international the university and regional environment was in terms of international exposure and attractiveness. Not many regional differences were found when it came to the implementation of IAH strategies and practices, as all institutional, program, and teaching practices were fragmented.

For the interview respondents in the North of Finland, they spoke about how the students had provincial mindsets and experiences.

> "…students that have always lived in [the North] and who are not able to go elsewhere or who have not experienced foreigners – it's changing with tourists and so on -- but I hadn't found that kind of student during my earlier career [in the South of Finland] that would be in a way so local" (University Lecturer in Northern Finland)

> "…if they get school from Southern Finland, the students, the young children are so used to have people from different backgrounds in their own classes. When you come here, we don't have that many people from other countries" (Manager in Northern Finland).

Yet, interview participants in the North talked about the importance of international/intercultural skills for the region, especially considering the geographical proximity to other countries and the international tourism. An international officer from the University of Applied Sciences explained:

> "I think it [development of international/intercultural skills] is important because here in this region we are we have a strong tourism sector here, we have Norwegians and Russians and Swedes really close by. I think as a region [we are] very internationally oriented in that sense."

In Central Finland, a Professor mentioned the obstacle of recruiting international students and staff to the university, as the city is not as well-known as the bigger cities in Finland.

> "One obstacle -- our ability to attract international staff and students is a bit limited compared to certain competitors within Finland. If you think of, well, Helsinki obviously, but also I think the bigger cities are a little bit better known. I think internationally, our exposure of what people know about us is very limited. Most people don't really know about [our city]. That's why you have to somehow be more active and maybe aggressive in promoting us or awareness of us."

In the Capital City University, many participants referred to the institution as being an 'international university' wherein it was assumed that IAH was occurring.

3.7 Significant challenges, tensions and obstacles preventing internationalization at home

A specific survey question was designed to query the perceptions of international officers and academics concerning if there were challenges to advancing IAH. Table 9 highlights that most academics answered that there were not challenges (42%) or that they did not know if there were challenges (35%), whereas 55% of international officers perceived there were challenges to advancing IAH. This difference highlights the differing perceptions between academics and international officers, as academics are in a position to implement IAH in the classroom and curricula, whereas international officers are in a position to support, promote and encourage IAH practices.

Table 9. Survey results from academics and international officers: Are there (significant) challenges to advancing internationalization at home at your institution?[9]

	Academics N=761	Intl Officers N=83
Yes	22,5%	55,4%
No	42,1%	44,6%
I don't know	35,5%	-

The survey respondents who answered 'yes' there were challenges received a follow-up question asking them to identify the top challenges to advancing IAH. Table 10 highlights the answers. For international officers, the top challenges included: limited interest of academic personnel (60%) and limited interest of Finnish students (51%). Interestingly, academics ranked the limited interest of academic personnel (41%) and Finnish students (45%) lower than international officers did. At the same time, international officers ranked lack of institutional policies (47%) and financial support (47%) higher than academics ranked these challenges. Since international officers are working to encourage academics to employ IAH practices, it makes sense that they rank limited interest, policies and funding higher.

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9   Respondents were asked to select one answer.

Table 10. **Survey results from academics and international officers: Top challenges to advancing internationalization at home**[10]

	Academics N=168	Intl Officers N=45
limited interest of academic personnel	40,5%	60, %
limited interest of Finnish students	45,2%	51,1%
limited expertise of academic personnel	28,6%	17,8%
lack of faculty policies/support encouraging internationalization at home	28,6%	35,6%
lack of institutional policies encouraging internationalization at home	26,8%	46,7%
lack of financial support to advance internationalization at home	39,9%	46,7%
absence of support/training to advance internationalization at home	31,6%	22,2%
inflexible curriculum to integrate international/intercultural perspectives and content	21,4%	22,2%
Other	26,8%	17,8%

A portion of respondents added their own answers to this question via the 'other' option, the international officers included other challenges related to structures, ownership, strategy and support:

> *"The lack of clear structures and culture to support internationalization at home"*

> *"The unprecedented entity of internationalization at home and the lack of its ownership, both strategically and in practice."*

On the other hand, academics highlighted challenges related to integration of international staff and overall how the topic of internationalization is avoided.

> *"Finnish as the administrative language restricts the participation of international personnel"*

> *The topic is avoided. On the surface it seems like internationalization is accepted but in reality it is not."*

3.7.1   Unquestioned assumptions about internationalization at home

The data reveals two glaring assumptions being made about IAH. The use of English language and the mere presence of international students and staff was a proxy for IAH. Many academic participants talked about how they offer degree programs in English, teach in English, and use English material in the curriculum, thus in their minds they are

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10 Respondents were instructed to select three answers.

internationalizing the curriculum. However, they rarely explained how the use of English was developing international/intercultural skills.

An academic staff member asks what it means to teach internationally/interculturally, as the assumption is that they are already doing this by teaching in English and using English course material.

> *"What does it mean to teach mathematics/physics internationally/interculturally? In any case, the material is 90% English and the Master's degree is lectured in 100% English. Of course, there are plenty of foreign students participating."*

The second assumption is the presence of international students and staff. When asked to describe a specific IAH practice or policy, many academics mentioned the international staff and students in their department/unit. Yet, there was no explanation how an international community contributes to the development of international/intercultural skills. Here an international academic staff member reflects on this:

> *"I am not aware of any explicit participation, but in my opinion the fact that they (we) are there contributes to internationalization at home."*

When asked how an English environment and international students/staff contribute to international/intercultural competences of all students, some admitted that these were 'superficial' indicators. A student union representative comments on this:

> *"The mere increase in the number of international students in statistics does not lead to high quality internationalization if there is no global competence and interaction."*

Overall, these assumptions seem to be prevalent and may constitute a larger challenge in implementing IAH, especially from the standpoint that most Finnish institutions have English programs as well as an international community thus it may be challenging to 'do more' if some stakeholders think that IAH is already occurring with these activities.

3.7.2 Language

Two main issues were highlighted in this study related to language. First, with the increasing number of international staff and English degree programs, there are unclear policies and practices how to operate in a multilingual working environment. Second, with the increasing use of English in Finnish higher education, there is a fear that the Finnish academic language will lose its position in higher education.

An international Professor in the Capital City University explains how they were the first international academic recruited into the department and there was no clear policy how to include him in administrative meetings that were traditionally held in Finnish.

> "But at a broader level, a faculty level, there was no policy on what language we were going to operate in. So, I actually had to point this out to the dean and to say, 'I don't mind what the policy is, as long as there's a policy that allows some sort of inclusion for somebody like me.'"

An international officer in the Capital City University explains this issue further:

> "The reality is that there are many people who are afraid of the idea of using English as a team language, and they're lacking skills that would make them more comfortable. How can you bring in a person who doesn't speak Finnish? This is the argument that is there. What we are seeing is that these people who have worked for this university for 20, 30 years, they are scared that they need to change their daily routine."

Some interview participants mentioned how the increasing use of English in higher education can be seen as a threat to the Finnish academic language. A Professor in Central Finland talks about this perceived threat:

> "There's at least a minority of people who see this as a sort of threat, perhaps. I've heard this discussion as well about how presumably the Finnish language may be under threat if we move too much in the direction of using English as a Lingua Franca in the university. I think most of those staff members also would encourage more international exposure for the students, as long as it doesn't compromise the core Finnishness of the curriculum, perhaps."

The second issue identified in the data related to language, was the threat of losing the Finnish academic language. "…English is the main language and some people are more resistant to the idea or have these concerns that over time, it means that we won't have university education in Finnish for instance" (University Lecturer in the Capital City University).

Some participants acknowledged both issues and the relationship and importance of English and Finnish in academia; here a Capital City University leader speaks about the debate and the need for a multilingual environment:

> "We need to maintain good Finnish academic language but at the same time, we want to make sure that students look abroad as well -- when they search for evidence and read. But I recognize this argument that why English? Why not Finnish? But I think we

need both, if we look at staff, if you only published in Finnish, who would ever know of you? So I think it's really important."

As institutions grapple with this challenge, multilingual practices are developing to facilitate multiple languages in the working environment. An international officer in the Capital City University speaks about a new practice they are implemented for administrative meetings:

"…our vice-rector held the seminar where she launched a new policy for the certain administrative meetings. Every presentation and speech is kept in Finnish/Swedish or English but the material will be on the other language to support those who do not follow fluently. E.g. I give my presentation in Finnish/Swedish but my PowerPoints are in English."

3.7.3   Integration of international students and staff

Another key challenge identified throughout the data was social integration of international students and staff with their Finnish counterparts. Many participants addressed this in the interviews and survey open-ended questions.

A few respondents explained how they intentionally integrate international and Finnish students

"Then we have very nice amount of exchange students every year. They bring a lot of international aspects to our students because also they study in the same groups with our Finnish students" (Educational Coordinator in Central Finland).

However, several participants acknowledged that in many places intentional integration is not occurring and instead international students are separated from Finnish students. This academic staff member pointed out how this is a missed opportunity:

"Students of the English curriculum are separate from other students and aren't integrated or utilized in internationalizing other students."

An international officer in the Capital City University points out that the services offered to facilitate integration could be more intentional by engaging international students and staff in open dialogue about their needs.

"We provide a service that we think is needed, instead of engaging our students and researchers in open dialogue about what is needed for them to feel accepted at home,

part of this academic family, in a way. We cannot solve this problem in the way we have been doing for years. It obviously doesn't work."

Another international officer in the Capital City University speaks about how there is a pressing need for more integration:

"…people are really lonely. Our students are lonely. They don't find communities, even if they would like to stay in Finland, but their social circles, networks are really, really small. Our international staff members struggle with exactly the same thing. It's one of the main reasons why people, international staff and students, go to use the health care services. It's in one of the top three, that they are lonely."

In the survey data, a few academics commented in the open-ended questions about their personal sentiments with internationalization and social integration:

"You cannot internationalize just by hiring international workers. You need to accept them in your society, culture, and country. Unfortunately it is not happening."

"Little effort to integrate and develop international staff into main activities of the department, they are kept as marginalized low paid researchers on temporary contracts."

A Professor in Central Finland talked about language and the 'Finnish way' as potential obstacles to integration.

"Well, there is a strong division between Finnish staff and international staff. The main meetings tend to be conducted in Finnish which is something that I'm not sure how we can get around, but it means that the core of the work is always very Finnish in the way it's done and the international staff is doing different things that are maybe related to them, maybe not, but they're not part of the main processes usually. I'm not sure how to break that open."

4   Discussion

While only a small percentage of Finnish students participate in international mobility, the idea behind IAH is for all 'home' students and personnel to be exposed to intercultural experiences, knowledge and have opportunities to develop their international skillset. As our findings clearly spotlight, there are limitations and fragmented approaches to the implementation of and the commitment to IAH in Finland. For individuals not familiar with what IAH means, our study underlines they all too often assume that it means no more than the mere presence of an international community and English language offerings. Research finds that "simple proximity to diversity is insufficient to spark the kinds of transformative experiences valued by the IAH agenda" (Harrison, 2015, p. 418). Teasing out the IAH concept more and focusing on how to develop international and intercultural skills in the Finnish context with key stakeholders (university leaders, teaching staff, international officers, student union, and students) may be a first step forward.

Academics are key stakeholders in implementing international and intercultural elements into the formal core curricula (Beelen & Jones, 2015; Leask, 2015). Many academic participants in this study were unfamiliar with IAH and only 49% of the academic survey respondents reported that *all students have opportunities to develop their intercultural competencies in compulsory curriculum*. In addition, 60% of international officers ranked the *limited interest of academic personnel* as the top challenge in advancing IAH. These findings point to a critical area that needs more support and development.

Most participants agree that international/intercultural skills development is important for the changing demographics in Finland, social inclusion and an increasingly international working life. However, promising practices to develop these skills - where they exist - are widely fragmented throughout the Finnish higher education system and research institutes. Yet, the promising practices identified in our study could be leveraged and showcased to develop novel practices aimed at a far wider audience than is the case at the time of this study.

More importantly, the development of international and intercultural skills does not exist in a vacuum (and only in higher education) and needs to be considered within the

wider national discussion and efforts of social integration in Finland, especially in light of the rapidly changing demographics. While this is clearly acknowledged in the Ministry tender and was discussed throughout the study, our data shows social integration is not happening - at the scale needed - across Finland's HEIs.

Critical analyses of our findings show that there are (at least) two dimensions of internationalization. The one dimension where researchers, policy makers and higher education actors routinely meet and currently focus on is **Internationalization *Between* Countries**. This takes shape in the form of international mobility across national borders and international collaborative agreements on research and projects. The second dimension, stressed by early IAH advocates, I**ntercultural Dynamics *Within* Countrie**s, is not as transparent, prevalent, or practiced especially compared to the first dimension. The results of this study, specifically the unquestioned assumptions and the challenges and tensions identified, highlight the lack of conscious effort focused on this second dimension.

The implementation of the Bologna process provides an example of a policy in the first dimension that was embraced by Finland's higher education system at all levels. It was not an easy implementation; it evolved over several iterations and years. This brings us to a key point in this discussion; no such national-level action has taken place with regard to the second dimension - the intercultural dynamics within Finland. Of course, there is no 'quick fix' to this second dimension; in fact it will likely take many years to evolve just as the Bologna process did. Before adopting a 'quick fix', such as IAH, its worth considering and learning from Finland's own history regarding social inclusion, especially the role of educational equality for all groups found in Finnish society, not just 'some groups'. Finland, along with other Nordic social democracies, offers a relatively undisputed track record, globally speaking, with regard to the transformational inclusion of the general population driven by (higher) education. We argue that the aim of this second dimension is not just IAH, but rather transformational social inclusion. This could be a worthwhile departure to exploring novel ways that take into account not only internationalization, but wider demographic challenges like migration in our higher education system. Author Hoffman provides a more in-depth policy analysis aimed at the unproblematized second dimension identified in this study (see appendix VII.1).

5   Conclusions and recommendations

As Finland engages with an increasingly multipolar global higher education community and the demographics of the country grow more diverse, developing IAH practices has the potential to strengthen, in part, and to increase intercultural sensitivity within higher education. Progress in this regard allows HEIs – as crucial social institutions – to play a more critical and constructive role with regard to the most serious demographically-driven challenges faced by Finland, the Nordic countries, Europe and globally. The findings of this study highlight how IAH in Finnish higher education needs far more critical thought, fewer unquestioned assumptions, new types of dialog, and both strategy and intentional processes.

At the same time, this study highlights a variety of promising practices; these practices can serve as a foundation for further development. Yet, the findings showcase how promising practices are fragmented lacking strategic or coherent insights resulting in unequal opportunities for all of our students. IAH as an idea is known and understood by some individuals responsible for driving international efforts in Finnish HEIs, however beyond that IAH in practice, seems to be unfamiliar. With strategic support and communication about the value of IAH and practices, IAH can become another tool for social integration.

Although the concept of IAH is largely unfamiliar by the key stakeholders who implement IAH in the classroom and curriculum, academics do recognize the importance of IAH for preparing students for the changing demographics in Finland and a global working life. The findings also highlight how participants view IAH practices as a mechanism to facilitate social cohesion between the international and Finnish community to minimize ethnocentrism and prejudices. Integration in and out of the classroom seems to be a challenge, as teachers need more teaching methods for a multicultural classroom and intercultural pedagogical training and the students need intercultural skills to facilitate interaction. For many, there is an assumption made that IAH means that international students and staff are present on campus and courses are taught in English. However, research shows that an international community and English working environment does not automatically translate into intercultural skills development without intentional practices.

5.1   Recommendations

To embed IAH in internationalization strategies and approaches, a comprehensive approach is needed from the national level all the way to the individual student level (Garam, 2012). Since there are multiple key stakeholders implicated in realizing these recommendations, it's important that an open dialogue between and among stakeholders is created in order to ensure a more comprehensive approach.

National level - include IAH measurable indicators in institutional performance agreements and financing

Institutional level - incorporation of IAH in wider internationalization strategy and top-down support

- Support faculty and program level curriculum development process
- Support the professional development of teachers as well as the training for administrative staff to understand and implement IAH practices
- Communicate the value of internationalization at home in policies and strategy documents
- Create opportunities to communicate and discuss the value and benefits of international/intercultural skills development with all staff and students (value of IAH for international working life and social cohesion)
- Include IAH teaching methods into Docentship evaluation process
- Include IAH-based criteria in teachers' career models, job descriptions and performance evaluations

Faculty/department/discipline level - Embed IAH in the curriculum development process

- Design well-defined learning outcomes to develop international/ intercultural competences
- Integrate intercultural communication and language studies into core curricula
- Include international literature, texts, and research in core curricula
- Integration Finnish and international students in joint courses and facilitate intercultural learning
- Implement measurement tools to assess the international/ intercultural competences gained in core curricula

- Reward academics for innovative IAH practices through existing institutional infrastructure

Teaching level - develop teaching methods and assess international/intercultural competences

- Develop teaching methods and intercultural pedagogy for a multicultural classroom
- Inclusion of diverse students' perspectives in the classroom
- Require new recruitments to have a defined set of language and intercultural communications skills

Administrative level - develop intercultural skills to facilitate working with and supporting international students and staff

- Offer language courses and intercultural training to administrative staff
- Require new recruitments to have a defined set of language and intercultural communications skills

Student level - build internationalization dimensions into personal study plans

- Mobility opportunities built into degree programs
- Mandatory course(s) in intercultural communication in core curriculum
- Include joint courses with international students in core curricula (intentional IAH teaching methods used to promote intercultural learning)
- Include core courses in foreign language other than English/Finnish
- At least one course/module where a personal portfolio is designed highlighting all skills learned in coursework, including international/intercultural skills

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Appendix 1. Policy Analysis: The Problem with Prescriptive Policies, Practices Versus Novel Paths Forward

By: David M. Hoffman

A fundamental, although subtle, challenge was pointed out in the initial briefing on this study to Ministry contact personnel by the author on 15 January, 2019. Specifically, terminology like 'internationalization', 'multicultural', 'diversity', 'intercultural' and 'internationalization at home' are very appealing to national-level higher education actors because they are most often used superficially, interchangeably and imprecisely in the hopes of a 'quick fix' to types of changes that seem desirable at the political level. However, as was underlined in that same briefing, these prescriptive ideas for policy and practice remain – in Finnish higher education – often remain theoretically and conceptually undefined in scientific discourse, unproblematized in a substantive sense and empirically ungrounded. This assertion is quite clear, especially with regard to state-of-the-art international literature focused on comparative and international higher education research (Aarnikoivu et al. in press; Hoffman et al. 2013, 2015, 2016; Pashby 2015; Shahjahan & Kezar 2013; Shajahan 2014, 2016; Tight 2012).

In more simple terms, the prescriptive policy and practice terminology in the bid specifications, as well as the policy quoted in the introduction, including 'Internationalization at Home' itself are – at best – well-intentioned *ideas*. These ideas that have proven neither particularly powerful, nor novel in peer-reviewed scientific literature focused on comparative and international higher education. Nor have they been foundational to breakthroughs in areas several Ministries in Finland are currently attempting regarding, internationalization, migration and their relationship to employment in the Finnish labor market. Because of this, these ideas remain highly challenging when it comes to **actionable professional and practitioner-focused evidence-based interventions and impact**. These types of prescriptive terms, when used with imprecision and unawareness of their limitations, explain, to a large extent, the tensions between the 'visions' and high hopes of policy-makers (which were clear in the Ministry's tender), the actual literature on IAH (see our introduction) and what we found in our study of IAH. This acknowledged, we argue in the discussion section that a more critical view of actionable policy and practice is possible, one that aims beyond superficial imitation and obvious 'best practices'.

The term 'problematizing' is a word usually avoided in reporting addressed to policy-makers, stakeholders and practitioners authored by higher education specialists. That said, the most important and fundamental contribution I would stress at this time **is a need for**

better problematization when it comes to internationalization, generally speaking, and ideas like IAH in particular. The lack of criticality (in prescriptive ideas like IAH) remains the most significant, unresolved challenge preventing actionable policy, practice and progress regarding internationalization, in general and IAH in particular.

Making sense of the tensions between the prescriptive literature on ideas about IAH, the hopes of Ministry officials that these ideas could be used for a plethora of 21st century challenges that are beyond the reach of uncritical prescriptive ideas – *of any type* – spotlights the stark limitations of IAH. This is not the same thing as saying the original idea and intentions of the scholars and practitioners who introduced IAH were misplaced, quite the opposite. It is saying there is a fundamental limitation to several types of prescriptive policy ideas bearing on higher education, especially ideas advanced within societies very different from Finland. A critical discussion of our findings underlines that the most important limitations of IAH were well understood by early advocates, which is why the literature they authored consistently focused on **two distinct elements**: the **international** and the **intercultural**. These two elements have remained in the focus of IAH advocates and define several types of well-intentioned strands of literature that have remained prescriptive on the one hand, but rarely problematized – and even more rarely applied in novel ways – on the other. We note that this lack of progress is not usually noticed, especially by those who remain uncritical of the lack of results linked to IAH across global higher education. The reasons for the lack of actionable analysis stemming from published literature on IAH are far outside the scope of this research. That said, critical analysis of this topic, along with our empirically grounded analysis, suggests a very clear explanation. Specifically: we would argue there are (at least) two dimensions necessary to problematize the type of study the Ministry commissioned, in general, and especially developing policy and practice aimed *at students and scholars who do not participate in conventional internationalization measures*. This challenge; in terms of the nexus where researchers, policy makers and higher education actors routinely meet, is **we currently are focused on only one of two dimensions** – the easy one – **Internationalization *Between* Countries**. The second dimension, stressed by early IAH advocates – **Intercultural Dynamics *Within* Countries** remains for all intents and purposes unproblematized. Further, as our analysis underlines this distinction remains unproblematized in Finnish higher education at system level and across our nation's higher education institutions. This is because these two distinct dimensions – if taken seriously – illuminate complexity that is simply missed if approached uncritically:

- with the type of unquestioned assumptions running through the literature on IAH,
- the data within our thematic analysis in this study,
- and within much of the discourse informing the discussion within the Ministry's current Forum focused on the implementation of a new strategic internationalization policy.

The uncritical nature of the general approach to this topic was stressed in the 15 January briefing at the Ministry by the author to Ministry officials. This acknowledged, the way in which the single dimension of IAH is viewed is instructive in terms of **policy analysis options** for the Ministry regarding IAH that are clear at this time.

'All internationalization is good internationalization': The implementation of Bologna.
There are few prescriptive policy ideas more enthusiastically embraced than the implementation of measures linked to the Bologna process within Finland's higher education system at all levels. The benefits of *internationalization between countries* was embraced at a time when Ollikainen (1999) characterized an uncritical stance 'All internationalization is good internationalization'. Ollikainen's research was one of the first dissertations focused on the traditional internationalization measures (Trondal at al. 2003) that came to define conventional views of internationalization. Specifically, short-term, temporary mobility of students, personnel and international cooperation on research and projects. In terms of policy analysis, open options and future questions for the Ministry we underline the uptake, and wholehearted embracement – **at system level** – of the Bologna process as it evolved over several iterations and years to underscore a key point of our critical discussion of our IAH analysis. Specifically, **no such national-level action has ever has ever taken place with regard to the second dimension our analysis brings into view: intercultural dynamics within countries**. To state the obvious, the implementation of the Bologna process occurred at European-level and measures aimed at internationalization between countries were – and remain – highly uneven inside and outside Finland (Hoffman et al. 2008). Our point, in terms of policy analysis options illuminated by a critical discussion of our findings is that **a system level adoption of policy aimed at a second (as yet undefined) dimension would be needed if Ministry officials and the nation's higher education stakeholders decided that *intercultural dynamics, within Finland* are as important as *internationalization, between countries*.** While the latter is obviously important and taken very seriously, our critical review of the literature bearing on this topic, our frequent interactions with the Ministry officials directly involved in this study, our discussions in the Ministry's Internationalization Forum and our analysis indicates there is little consensus and even less critical problematization of what a second dimension might be. Therefore, a critical discussion of IAH introduces an open question well beyond the specifications guiding our analysis of IAH. Specifically, **is the Ministry and the other key national higher education stakeholders interested in ideas like IAH**? As researchers, we recognize the answer to that question is well beyond the scope of the study we were commissioned to undertake. This acknowledged, we can – as researchers – frame our conclusions and recommendations in a manner illuminated by our brief exploratory study of IAH – as an idea – across Finland's HEIs.

More – or less – prescriptive ideas needed? Avoiding the 'cultural shortcut'.
The intercultural focus advocated by early IAH proponents is interesting, but has come

under frequent serious criticism from mainstream disciplines, especially in work focused on migration and integration, in general and strands of the 'intercultural' approach that conflate the idea of 'national culture' and cultural variability. Specifically work that reinforces, rather that reduces superficial, national stereotypes. Especially in serious work focused on identity politics in the European Union and social exclusion, Littlefield et al. (1999) made early criticism of the idea that the *integration of European nation*s implied 'national cultures' were integrating, not 'people, within nations'. They pointed out the ways in which this conflation 'erased' important elements of cultures – along with national minorities and migrant populations – that did not map on to nation states. They termed this conceptual-level conflation '*the cultural shortcut*'. 20 years later, as cultural tribalism drives the toxic populist debate that brought the EU the Brexit referendum and the election of populist anti-immigration candidates across several continents we are hesitant to frame our recommendations in 'more of the same' quick-fix prescriptive ideas. We would instead propose **Finland's own history regarding social inclusion, especially the role educational equality, as a policy goal is both more instructive (historically) and potentially novel, (moving forward)**. While Finland's approach to educational equality was historically thought of when it came to the general education system, it is a far more interesting point of departure when considering the hopes of several Finnish Ministries when it comes to current demographically-driven challenges, like migration. These challenges intersect in complex ways, whether horizontally – through internationalization – or vertically, through the next generation of students bound for our higher education system, **especially students with a migrant background**. In that vein, we would advance a problematization of two dimensions, both of which have been taken seriously in Finland in two different centuries and which not only to show distinct policy scenarios, but also novel paths forward.

Key dimensions shaping policy analysis scenarios. One dimension clearly in view in both the literature reviewed for this study is **internationalization between countries**. A second potential historically-grounded dimension we would suggest is **social inclusion, within the country.** We suggest this, as researchers, noting that Finland, along with the other Nordic social democracies, has a relatively undisputed track record, globally speaking, with regard to the transformational inclusion of the general population with (higher) education during the 20th century. We further offer the observation that it is social inclusion that is a far more elusive social policy goal, across the globe, than conventional internationalization. To scientifically problematize both of these dimensions, in a manner that is actionable, we point out that both **conventional** versus **novel** outcomes, form a spectrum of measures that can be operationalized as indicators. When theoretically problematized – which we point out is often a central weakness of prescriptive quick-fix ideas claimed to be 'concepts' – a typology is created (See Figure 1 below). This typology brings four distinct policy outcomes into view, one of which is **historically accurate**, one of which is **undesirable** but fairly common, one which

accurately captures our **present situation** and one which we suggests would comprise a type of **globally unique social inclusion** that does not exist in the 21st century – at present – but could. The advantages to re-thinking the demographic challenges facing Finland's higher education system, our general education system and wider society in these terms spotlight a set of overarching challenges articulated by Ministry personnel in several of the briefings our team has facilitated on this topic, specifically:

Regarding internationalization:

– Is our system globally relevant and preparing our students to face the wide range of challenges they may be thrust into following their graduation?

– Are our HEI personnel making a novel contribution, relevant to global debate on the most serious issues faced by science, inside and outside Finland?

– What about students and personnel from all points of the globe who are attracted to our system?

- Will they find our system relevant to the increasingly complex global challenges that bring them here?

- Interesting enough to potentially relocate here?

- What about their families?

Regarding wider migration challenges:

– Is our higher education system – from top to bottom – playing the transformational role, institutionally, organizationally and professionally in the 21st century with ***all groups* that can be found in Finnish society, or just some groups**?

Based on our analysis in our study of IAH in this study, we would propose that the demographically-driven institutional challenges posed by the intersection of **internationalization, between countries** and **social inclusion, within the country** can only be superficially addressed by policy and practice which prioritizes the former, while ignoring challenges of the latter. **Quick-fixes to the intersection of the above-mentioned key points seem very unlikely if a one-dimensional approach is adopted to further analyze and engage these intersecting challenges.** There are four major points we would stress when proposing a critical analysis of our results and re-thinking policy analysis of ideas like IAH, with the goal of crafting a forward-leaning approach to the challenges illuminated by our data analysis of IAH:

- Finland's 20th century track record on social inclusion – driven by higher education policy and practice – is an undisputed historical outcome shared by very few countries at system-level.

- The present and projected scale of both incoming potential migration through internationalization and migration, more generally speaking, remains far lower than most countries in the EU and is therefore potentially far more manageable in contrast to most European countries.

- 21st challenges posed by the intersection of internationalization and migration, more generally speaking have not been successfully engaged by a series of borrowed, prescriptive policies developed in societies with fundamentally different histories, cultural values. This is especially clear when current critical analysis of prescriptive policy of 'benevolent othering' linked to prescriptive quick-fix discourses like multiculturalism, integration, internationalization, interculturalism, diversity, etc. These approaches mainly seem to promise the illusion of 'inclusion', while in fact reinforcing an 'us/them' distinction inside HEIs. If this is not understood within higher education, it is dubious it will be understood in any other setting – inside or outside Finland.

- Lastly, while Finland's size might sometimes be viewed as a disadvantage, it is easy to miss the small size of our higher education system allows focused, national level reforms aimed at system-level outcomes that normally are only relevant at the level of HEI. In other words, novelty, at system-level is realistic for Finland while it remains unrealistic for many other national-level systems. This reality, along with Finland's historical predisposition (culturally-speaking) to and track record of social inclusion in the 20th century, along with the small scale of these challenges in a small, affluent population justify novel efforts, based on these distinct advantages.

Rather than adapt policies and practices that current literature, our data analysis in this study, and our collaboration with the Ministry personnel and Forum reference suggest are not providing traction on current challenges – at the scale desired across several Finnish Ministries – we suggest our findings can be critically discussed in terms of two basic dimensions highlighted in Figure 1 (below). These two dimensions have important similarities to the ideas that inspired IAH, but also address why that idea has not been more widely understood, adapted or produced the novel outcomes originally hoped for as is evidenced in the data and analysis of this specific study.
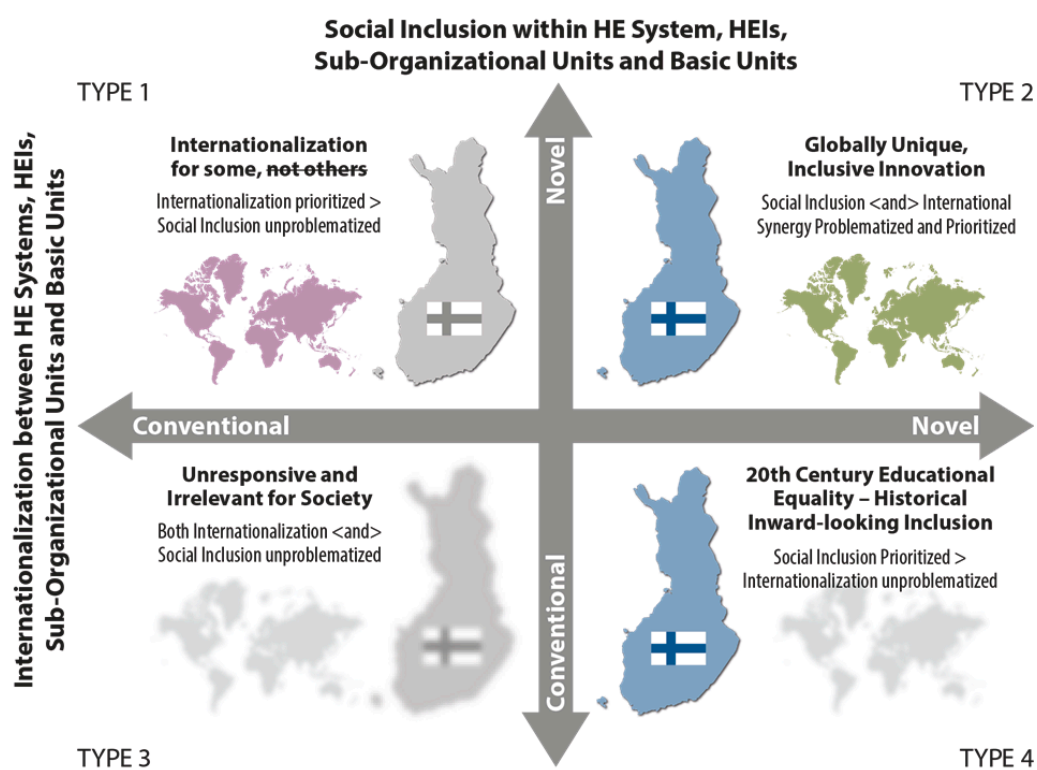
Figure 1. Framing the Analysis of Policy and Practice Based on Two Dimensional Thinking

Policy analysis and potential: Putting the results of this study in an actionable context.
Using the two dimensions I argue have never been used to think-through prescriptive
ideas produces a typology we propose puts the results of this study in a more critical
light. Further, this type of policy analysis or **contrast of clear options** can be used to
answer a key question raised in both of the briefings on this study while in was underway.
Specifically, **to what extent is IAH actually viable or even necessary?** The question
often missed, when trying to promote a prescriptive idea from elsewhere is **what is our
best path forward and why?** The following four typologies are advanced to contribute
to higher education policy discussion, especially with regard to the wide-ranging hopes
expressed in the Ministry's tender specifications for this research and in light of our findings.

20th century educational equality: *Historical, inward-looking social inclusion* **(Type 4).**
In the late 20th century, many have argued that social inclusion was a clear policy priority
for all groups that could be found in Finnish society. This was generally true whether a
person was born in rural areas or a large city; spoke Finnish or Swedish; regardless of social
class or political affiliation and regardless of gender. As the century turned, though, many
important higher education actors were becoming quite concerned as to the extent of
the international relevance of our system. As EU membership loomed, internationalization
shot to the top of the policy agenda – where it has remained ever since. That said, the idea

of the OECD's PISA study was conceived as the 20th century ended with the first results breaking in the first decade of this century. Looking backward – historically – a very clear narrative of educational equality was widely used as an explanatory factor of Finland's top-tier placement in PISA results, as well as other important international assessments of learning outcomes. The twin strength often cited – alongside equality – was the strength of Finland's Master's-level teaching programs. Looking backward, historically, it was quite clear social inclusion was prioritized over internationalization – at all levels of analysis in the 20th century.

Unresponsive and irrelevant HE Systems (Type 3). During the last two decades of the 20th century, Finland subtly shifted from a country of net emigration to net immigration. At the same time, the first generation of comparative and international higher education higher education specialists were developing approaches to compare higher education systems, types of HEIs and the wide variety of organizational arrangements that spanned the globe when it came to the three core missions of higher education. Higher education, initially and paradoxically was genuinely international on the one hand and profoundly inward looking on the other (Clark 1983). At the extreme, were regions of the world where what Clark termed an 'academic oligarchy' were neither relevant to the communities where they were located, nor to the international state-of-the-art of knowledge production that was rapidly changing the world in networked knowledge societies (Hoffman & Välimaa et al. 2016). In other words, both internationalization between countries and social inclusion within countries, communities and cultures in these types of systems were unproblematized, despite superficial rhetoric about the 'international nature' of global higher education (Scott 1998). A parallel rise in neoliberal global higher education policy spawned higher education rankings of several types, despite the warnings of top-tier critical higher education specialists. While it was thought that comparative and international higher education studies might bolster and develop inward looking systems, cutting edge higher education specialists, inside and outside Finland warned of the neocolonialism linked to a paternalistic center-periphery power relations driven by neoliberal ideology (Shajahan 2016, Pashby et al. 2014).

21st Century eQUALITY – Internationalization & Social Inclusion *for some, not others* (Type 1: *Our current situation*). As the century turned, fears that Finland's higher education system was not 'international' did not withstand empirical scrutiny. Especially as the Bologna process was implemented, critical, empirically grounded studies spotlighted several world-class units – at the **operational level** – across several disciplines in Finland's small university system (Hoffman et al. 2008). That said, multiple case studies led by the author at that time clearly indicated that same 'world class' generalization could not be made (yet) at the level of HEI, nor at system level. A series of mix-methods studies spotlighted three-tiers of operational units cutting across Finnish higher education at that time: the **world class, national champions and local heroes** (Hoffman et al.

2013). Further, those three strata mapped on to clear global division of scholarly labor concerning knowledge production, transmission and diffusion (Hoffman et al. 2016). More interestingly, this series of studies that established the theoretical basis and empirical grounding that illuminated emergent social exclusion within Finland's universities that had escaped notice obscured by the 20th century methodological nationalism currently in use in national and institutional statistics (Beck 1992; Hoffman et al. 2015; Shajahan and Kezer 2012). In more simple terms, 20th century **educational equality** had been replaced by 21st century **eQUALITY**. Specifically, policy concerns driven by internationalization-related ideas, especially regarding rankings, reputation and international science-policy discourse grew more important and were prioritized over questions related to educational equality. Internationalization, currently, is viewed uncritically through 'Rose-colored glassses'. The question almost never asked by those focused on internationalization, in general, or ideas like IAH is: **if every group that can be found in Finnish society can be found in our higher education system?** Because that question is typically not posed in a way that is relevant to cutting-edge social sciences and humanities, the only real answer is 'we don't know' (Aarnikoivu et al. *in press*). Currently, it is far easier to hypothesize that concerns driving internationalization are currently prioritized, while social inclusion – whether from internationalization or migration – is relevant only for some in Finnish HEIs and society, not others. The question raised by our findings, then becomes the extent to which prescriptive ideas are powerful enough for analytical and empirical traction, along with actionable, evidence-based analysis on the intersection of these two dimensions and the type of questions highlighted in our analysis. Our most recent published research on the intersection of migration, mobilities and internationalization is a firm 'no' (See Aarnikoivu et al. *in press*).

Globally unique, inclusive innovation: A social policy unicorn that does not exist, *but could* (Type 2). The most clear cut reasons that the two dimensions we focus on have not earlier been problematized is that the communities of scholars, policy-makers, practitioners who focus on the discourses that shape global higher education and science policy are distinct. This demarcation is even more distinct when it comes to key global actors focused on engaging the internationalization of higher education. Even at the turn of the century, they ways in which global migration was related to either of the two previous groups – or not – was not well worked out. Most importantly there is little overlap between, the aforementioned groups and scholars driving world-class, paradigm shifts shaping serious work on social inclusion in the social sciences and the humanities that playing out alongside – but relatively unconnected to – the top-down, policy-driven discourses where prescriptive 'quick-fix' ideas trump intellectual breakthroughs. This is not the same thing as saying there is no overlap between these groups, but they are a handful and exceptionally rare, especially when the internationalization of higher education is in focus. It is possible to pretend that prescriptive ideas offer a quick, easy route to eliminating social exclusion and sharp inequalities that have divided societies, cutting

across continents, countries, cultures and communities for centuries. It is also possible to pretend that conventional internationalization ideas offer an easy route to illuminating the solutions from other societies that will magically work here. None of this should be interpreted to mean that serious work on internationalization, between countries is unrelated to novel breakthroughs on social inclusion within countries. This acknowledged, work of this type, that is actionable and scalable is exceedingly rare. In terms of social policy, this type of work, like a unicorn, is more myth than reality. In terms of innovation though, it is worth pointing out that the reason particularly innovative companies are called 'unicorns'. There is no problem hypothesizing that that the synergy between social inclusion and internationalization could be problematized in an actionable way. While it is more usual to expect innovation in science, technology, engineering and math, we would argue that even a cursory glance across the data we collected in this study suggest a feasible path forward, right under our nose: our own history. The contrast between these four typologies, like all typologies are exaggerated oversimplifications. That said, they allow us re-think the idea that uncritical thinking, unquestioned assumptions and blind spots from past centuries prevent us from seeing the actual way ahead with regard to working through a novel problematization of synergies of social inclusion and internationalization.

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Appendix 2. Survey questions and responses

1   Survey for academics (English version)

(The survey was also available in Finnish)

Internationalization at home survey

Survey instructions: This survey should only take 5-10 minutes. Please take the survey one time and complete it in one sitting (you cannot return to the survey after closing your web browser). The survey should be answered according to your perspectives and opinions on the topic of internationalization at home. To support you in your responses, we have prepared an operational definition of 'internationalization at home' (see below).

What is internationalization at home? The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across higher education (teaching/learning, research, societal engagement and the management of higher education missions) contributing to the development of international/intercultural competencies for all students and personnel. Internationalization at home particularly focuses on students and personnel in academic communities who have not participated in mobility programs, international or interculturally-focused degree programs or other forms of conventional or traditional internationalization.

Survey Aim: To investigate the extent to which internationalization at home has been addressed, adopted and/or adapted in measurable ways and if so, where, why and in what forms. Further, this study is both designed to spotlight the most interesting potentials, utility and novel forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

All information entered in this survey will be treated confidentially. In reporting the results individuals and organizations will not be identified as the analysis will only report and publicize results in an aggregated form.

If you have any questions about the survey, please email the principal investigator, Leasa Weimer, Ph.D.: leasa.m.weimer@jyu.fi.

Thank you very much for your time!

Total number of respondents: 764

1. What is your gender?

2. Please select your age

3. Does your institution regard you as international personnel when reporting institutional statistics (such as Times or QS rankings)?

4. Primary working languages (please check all languages you use regularly)

5. Select the institution where you work

Table 1. Percentage of where respondents (academics) work

	Percent
Aalto University	2,8%
University of Helsinki	16,1%
University of Eastern Finland	4,2%
University of Jyväskylä	13,9%
University of Lapland	3,8%
LUT University	*
University of Oulu	6,3%
Hanken School of Economics	*
University of the Arts Helsinki	*
Tampere University	5,4%
University of Turku	14,2%
University of Vaasa	*
Åbo Akademi University	*
Arcada University of Applied Sciences	*
Centria University of Applied Sciences	*
Diaconia University of Applied Sciences	*
Haaga-Helia University of Applied Sciences	*
Humak University of Applied Sciences	*
Häme University of Applied Sciences	2,1%
JAMK University of Applied Sciences	2,9%
South-Eastern Finland University of Applied	*
Kajaani University of Applied Sciences	*
Karelia University of Applied Sciences	*
Lahti University of Applied Sciences	*
Lapland University of Applied Sciences	*
Laurea University of Applied Sciences	3,5%
Metropolia University of Applied Sciences	*
Oulu University of Applied Sciences	*
Saimaa University of Applied Sciences	*
Satakunta University of Applied Sciences	*
Savonia University of Applied Sciences	2,2%
Seinäjoki University of Applied Sciences	*
Tampere University of Applied Sciences	*
Turku University of Applied Sciences	*
Vaasa University of Applied Sciences	*
Novia University of Applied Sciences	*
Åland University of Applied Sciences	

*Under 2,0%

64

6. Which department/unit do you work in? (this information is used for aggregate reporting only)

7. What is your title/position? (this information is used for aggregate reporting only, individual titles will not be used in reporting)

8. What percentage (approximately) of courses in your department/unit include international/intercultural learning goals, aims and outcomes? (N=760)

Table 2. **Percentage (approximately) of courses in your department/unit including international/intercultural learning goals, aims and outcomes.**

	n	Percent
Less than 5%	75	9,9%
5–25%	202	26,6%
26–50%	111	14,6%
51–75%	82	10,8%
76–99%	58	7,6%
100%	32	4,2%
I don't know	200	26,3%

9. What percentage (approximately) of all operations (teaching, research and societal engagement) in your department/unit integrates international/intercultural perspectives and content? (N=758)

Table 3. **Percentage (approximately) of all operations (teaching, research and societal engagement) in your department/unit integrating international/intercultural perspectives and content.**

	n	Percent
Less than 5%	42	5,5%
5–25%	154	20,3%
26–50%	143	18,9%
51–75%	134	17,7%
76–99%	105	13,9%
100%	37	4,9%
I don't know	143	18,9%

10. What internationalization at home practices and support structures does your department/unit currently employ? (check all that apply) (N=748)

Table 4. **What internationalization at home practices and support structures does your department/unit currently employ?**

	n	Percent
integrates international/intercultural perspectives and content in compulsory curriculum	484	64,7%
integrates international perspectives/literature in research	583	77,9%
integrates international/intercultural learning outcomes in compulsory curriculum	365	48,8%
offers international virtual mobility (virtual international guest lectures, virtual classroom collaborations, e-learning, etc.) opportunities	383	51,2%
all students have opportunities to develop their intercultural competencies in compulsory curriculum	368	49,2%
connects Finnish students with internationally diverse communities in the local community and region	290	38,8%
academic personnel integrates international student backgrounds purposely into teaching and learning practices	286	38,2%
foreign language studies are part of the compulsory curriculum	534	71,4%
international academic personnel teach one or more courses in our mainstream Finnish/Swedish degree programs	344	46,0%
the department/unit articulates the value of internationalization at home to students	341	45,6%
the department/unit does not employ any internationalization at home practices/support structures	37	5,0%
Other	81	10,8%
Other	25	3,3%
Other	7	0,9%

11. Open-ended question: Describe a specific internationalization at home practice or policy that you have initiated or are involved with in your department/unit. (N=316)

12. Do you believe internationalization at home is regarded as important in your department/unit? (N=760)

Table 5. **Do you believe internationalization at home is regarded as important in your department/unit?**

	n	Percent
Yes	383	50,4%
Yes and no, it's important in some areas and not in others	213	28,0%
No	49	6,5%
I don't know	95	12,5%
Other	20	2,6%

12a. Open-ended question: Why is it important? (N=269)

12b. Please explain your answer. (N=118)

12c. What are the most important reasons internationalization at home is not important at this time? (N=40)

13. Complete the sentence: The rationale for internationalization at home in my department/unit is… (N=749)

Table 6. The rationale for internationalization at home in my department/unit is…

	n	Percent
never discussed	124	16,6%
sometimes discussed but we never seem to reach agreement	74	9,9%
frequently discussed but we never seem to reach agreement	37	4,9%
understood and agreed on by the academic personnel	181	24,2%
understood, agreed on and practiced by our academic personnel	185	24,7%
other	148	19,8%

14. Have changes in the operational environment (administrative, institutional, national and regional) impacted the internationalization at home efforts in your department/unit? (N=758)

Table 7. Have changes in the operational environment (administrative, institutional, national and regional) impacted the internationalization at home efforts in your department/unit?

	n	Percent
the operational environment has actively stimulated internationalization at home efforts	176	23,2%
the operational environment has mainly reinforced the status quo of internationalization at home efforts	206	27,2%
the operational environment has hindered internationalization at home efforts	67	8,8%
the operational environment has not impacted internationalization at home efforts	87	11,5%
I don't know	195	25,7%
Other	27	3,6%

15. Are there significant challenges to advancing internationalization at home in your department/unit? (N=761)

Table 8. Are there significant challenges to advancing internationalization at home in your department/unit?

	n	Percent
Yes	171	22,5%
No	320	42,1%
I don't know	270	35,5%

15a. Please select the top three challenges to advancing internationalization at home in your department/unit. (select three) (N=168, selected answers: 486)

Table 9.   Top three challenges to advancing internationalization at home

	n	Percent
limited interest of academic personnel	68	40,5%
limited interest of Finnish students	76	45,2%
limited expertise of academic personnel	48	28,6%
lack of faculty policies/support encouraging internationalization at home	48	28,6%
lack of institutional policies encouraging internationalization at home	45	26,8%
lack of financial support to advance internationalization at home	67	39,9%
absence of support/training to advance internationalization at home	53	31,6%
inflexible curriculum to integrate international perspectives and content	36	21,4%
other	35	20,8%
other	6	3,6%
other	4	2,4%

16. Do you believe internationalization at home is a strategic priority for your department/ unit? (N=759)

Table 10.   Do you believe internationalization at home is a strategic priority for your department/unit?

	n	Percent
Yes	384	50,6%
No	170	22,4%
I don't know	158	20,8%
Other	47	6,2%

17. Do you believe internationalization at home is a strategic priority for your institution? (N=758)

Table 11.   Do you believe internationalization at home is a strategic priority for your institution?

	n	Percent
Yes	453	59,8%
No	110	14,5%
I don't know	162	21,4%
Other	33	4,4%

18. Does your department/unit have international academic personnel and/or students (foreign born or with migrant background)? (N=755)

Table 12. **Does your department/unit have international academic personnel and/or students (foreign born or with migrant background)?**

	n	Percent
Yes	724	95,9%
No	31	4,1%

18a. Do international academic personnel and students (foreign born or with migrant background) contribute to the internationalization at home efforts in your department/ unit? (N=723)

Table 13. **Do international academic personnel and students (foreign born or with migrant background) contribute to the internationalization at home efforts in your department/unit?**

	n	Percent
Yes	440	60,9%
No	28	3,9%
I don't know	220	30,4%
Other	35	4,8%

18b. Open-ended question: How do they (international academic personnel and students) contribute to internationalization at home efforts? (N=278)

19. Do you feel your department/unit has unique internationalization at home policies and practices? (N=756)

Table 14. **Do you feel your department/unit has unique internationalization at home policies and practices?**

	n	Percent
Yes	88	11,6%
No	379	50,1%
I don't know	289	38,2%

19a.Open-ended question: Please describe unique internationalization at home policies or practices. (N=65)

20. Would you be willing to participate in a follow-up interview? (your personal information will not be linked to survey data) (N=754)

20a. Please add your name and email address

21. If you want to be informed about the results of this survey and final report of the project, please enter your email address. (your personal information will not be linked to survey data)

2   Survey for international officers (English version)
(The survey was also available in Finnish)

Internationalization at home survey

Survey instructions: This survey should only take 5-10 minutes. Please take the survey one time and complete it in one sitting (you cannot return to the survey after closing your web browser). The survey should be answered according to your perspectives and opinions on the topic of internationalization at home. To support you in your responses, we have prepared an operational definition of 'internationalization at home' (see below).

What is internationalization at home? The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across higher education (teaching/learning, research, societal engagement and the management of higher education missions) contributing to the development of international/intercultural competencies for all students and personnel. Internationalization at home particularly focuses on students and personnel in academic communities who have not participated in mobility programs, international or interculturally-focused degree programs or other forms of conventional or traditional internationalization.

Survey Aim: To investigate the extent to which internationalization at home has been addressed, adopted and/or adapted in measurable ways and if so, where, why and in what forms. Further, this study is both designed to spotlight the most interesting potentials, utility and novel forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

All information entered in this survey will be treated confidentially. In reporting the results individuals and organizations will not be identified as the analysis will only report and publicize results in an aggregated form.

If you have any questions about the survey, please email the principal investigator, Leasa Weimer, Ph.D.: leasa.m.weimer@jyu.fi.

Thank you very much for your time!

Total number of respondents: 85

1. What is your gender?

2. Please select your age

3. Does your institution regard you as international personnel when reporting institutional statistics (such as Times or QS rankings)?

4. Primary working languages (please check all languages you use regularly)

5. Select the institution where you work

Table 15. **Respondents (international officers) came from the following higher education institutions[11]:**

Aalto University
University of Helsinki
University of Eastern Finland
University of Jyväskylä
University of Lapland
LUT University
University of Oulu
Hanken School of Economics
University of the Arts Helsinki
Tampere University
University of Turku
University of Vaasa
Arcada University of Applied Sciences
Haaga-Helia University of Applied Sciences
Häme University of Applied Sciences
JAMK University of Applied Sciences
South-Eastern Finland University of Applied
Kajaani University of Applied Sciences
Lapland University of Applied Sciences
Laurea University of Applied Sciences
Oulu University of Applied Sciences
Saimaa University of Applied Sciences
Satakunta University of Applied Sciences
Savonia University of Applied Sciences
Seinäjoki University of Applied Sciences
Tampere University of Applied Sciences

6. What is your title/position? (this information is used for aggregate reporting only, individual titles will not be used in reporting)

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11 The number of respondents for each higher education institution is not included here to protect the anonymity of respondents. Survey invitations were sent to international officers via the PINNET and Aivoriihi listservs, which include individuals from all universities and universities of applied sciences. For questions, please contact the research team.

7. Do you believe that internationalization at home is important for your institution? (N=85)

Table 16. Do you believe that internationalization at home is important for your institution?

	n	Percent
Yes	63	74,1%
Yes and no, it's important in some areas and not in others	20	23,5%
No	0	0%
I don't know	2	2,4%
Other	0	0%

7a. Why is it important? (N=56)

7b. Please explain your answer. (N=18)

7c. What are the most important reasons internationalization at home is not important at this time? (N=0)

8. Do you believe that internationalization at home is a strategic priority for your institution? (N=85)

Table 17. Do you believe that internationalization at home is a strategic priority for your institution?

	n	Percent
Yes	49	57,7%
No	22	25,9%
I don't know	10	11,8%
Other	4	4,7%

9. Does your institution encourage/support internationalization at home practices? (N=85)

Table 18. Does your institution encourage/support internationalization at home practices?

	n	Percent
Yes	53	62,4%
No	5	5,9%
I don't know	17	20%
Other	10	11,8%

9a. How does your institution encourage/support internationalization at home practices? (check all that apply) (N=52)

Table 19. **How does your institution encourage/support internationalization at home practices?**

	n	Percent
Institutional strategies and policies	33	63,5%
Training for academic personnel (e.g. how to internationalize the curriculum, how to integrate classroom diversity for inclusive learning and teaching outcomes, etc.)	25	48,1%
Funding/grants for academic personnel (e.g. to internationalize the curriculum, design international virtual mobility, international staff exchange, etc.)	34	65,4%
Other	15	28,9%
Other	7	13,5%
Other	4	7,7%

10. Are there specific institutional documents that address internationalization at home practices? (If so, please provide hyperlinks to documents and/or add specific text from documents, copy and paste if needed.) (N=23)

11. What role do international academic personnel and students (foreign-born or migrant-background) play in internationalization at home practices at your institution? (check all that apply) (N=82)

Table 20. **What role do international academic personnel and students (foreign-born or migrant-background) play in internationalization at home practices at your institution?**

	n	Percent
International academic personnel teach one or more courses in mainstream Finnish/Swedish academic programs	50	61,0%
International academic personnel intentionally integrate international and intercultural content, languages and their distinctive perspectives into curriculum	39	47,6%
International students' backgrounds are purposely integrated into teaching and learning in academic programs	31	37,8%
International students' backgrounds are purposely integrated into teaching and learning in international academic programs	39	47,6%
International students and Finnish students pair up for language exchange	49	59,8%
International students are paired with Finnish students for non-curricular (out-of-classroom) social activities	60	73,2%
International academic personnel do not play a role in internationalization at home efforts	7	8,5%
International students do not play a role in internationalization at home efforts	5	6,1%
Other	14	17,1%
Other	3	3,7%
Other	1	1,2%

12. Are there activities/courses at your institution to introduce domestic Finnish students to internationally diverse communities in the local community or region? (N=84)

Table 21. Are there activities/courses at your institution to introduce domestic Finnish students to internationally diverse communities in the local community or region?

	n	Percent
Yes	38	45,2%
No	8	9,5%
I don't know	38	45,2%

12a. If yes, please describe the activity/course. (N=35)

13. Are there partnerships with local stakeholders to integrate international students and personnel within the local Finnish community? (check all that apply) (N=85)

Table 22. Are there partnerships with local stakeholders to integrate international students and personnel within the local Finnish community?

	n	Percent
Yes, with the municipality	23	27,1%
Yes, with individuals in the local community and region	27	31,8%
Yes, with enterprises	26	30,6%
Yes, with the third sector	23	27,1%
No	4	4,7%
I don't know	26	30,6%
Other	9	10,6%

14. Are there challenges to advancing internationalization at home at your institution? (N=83)

Table 23. Are there challenges to advancing internationalization at home at your institution?

	n	Percent
Yes	46	55,4%
No	37	44,6%

14a. What are the top three challenges? (select three) (N=45)

Table 24. Top challenges to advancing internationalization at home.

	n	Percent
limited interest of academic personnel	27	60%
limited interest of Finnish students	23	51,1%
limited expertise of academic personnel	8	17,8%
lack of faculty policies/support encouraging internationalization at home	16	35,6%
lack of institutional policies encouraging internationalization at home	21	46,7%
lack of financial support to advance internationalization at home	21	46,7%
absence of support/training to advance internationalization at home	10	22,2%
inflexible curriculum to integrate international/intercultural perspectives and content	10	22,2%
Other	6	13,3%
Other	1	2,2%
Other	1	2,2%

15. Do you feel your institution has unique internationalization at home policies and practices? (N=85)

Table 25. Do you feel your institution has unique internationalization at home policies and practices?

	n	Percent
Yes	9	10,6%
No	35	41,2%
I don't know	40	47,1%
Other	1	1,2%

15a. If yes, please describe the unique policies and practices. (N=6)

16. Would you be willing to participate in a follow-up interview? (your personal information will not be linked to survey data)

16a. If yes, please add your name and email address

17. If you want to be informed about the results of this survey and final report of the project, please enter your email address. (your personal information will not be linked to survey data)

3   Survey for Student union (English version)
(The survey was also available in Finnish)

Internationalization at home survey

Survey instructions: This survey should only take 5-10 minutes. Please take the survey one time and complete it in one sitting (you cannot return to the survey after closing your web browser). The survey should be answered according to your perspectives and opinions on the topic of internationalization at home.

To support you in your responses, we have prepared an operational definition of 'internationalization at home':

What is internationalization at home? The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across higher education (teaching/learning, research, societal engagement and the management of higher education missions) contributing to the development of international/intercultural competencies for all students and personnel. Internationalization at home particularly focuses on students and personnel in academic communities who have not participated in mobility programs, international or interculturally-focused degree programs or other forms of conventional or traditional internationalization.

Survey Aim: To investigate the extent to which internationalization at home has been addressed, adopted and/or adapted in measurable ways and if so, where, why and in what forms. Further, this study is both designed to spotlight the most interesting potentials, utility and novel forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

All information entered in this survey will be treated confidentially. In reporting the results individuals and organizations will not be identified as the analysis will only report and publicize results in an aggregated form.

If you have any questions about the survey, please email the principal investigator, Leasa Weimer, Ph.D.: leasa.m.weimer@jyu.fi.

Thank you very much for your time!

Total number of respondents: 19

1. What is your gender?

2. Please select your age

3. Does your institution regard you as international personnel when reporting institutional statistics (such as Times or QS rankings)?

4. Primary working languages (please check all languages you use regularly)

5. Select your student union's institution

Table 26.   Respondents came from the following higher education institutions[12]:

Aalto University
University of Helsinki
University of Eastern Finland
University of Jyväskylä
University of Lapland
University of Oulu
Haaga-Helia University of Applied Sciences
South-Eastern Finland University of Applied
Kajaani University of Applied Sciences
Lapland University of Applied Sciences
Laurea University of Applied Sciences
Oulu University of Applied Sciences
Saimaa University of Applied Sciences
Tampere University of Applied Sciences

6. What is your title/position? (this information is used for aggregate reporting only, individual titles will not be used in reporting)

7. Do you believe that internationalization at home is important for your institution? (N=19)

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12   The number of respondents for each higher education institution is not included here to protect the anonymity of respondents. Survey institutions were sent to Student Union representatives in all universities and universities of applied sciences. For questions, please contact the research team.

Table 27. Do you believe that internationalization at home is important for your institution?

	n	Percent
Yes	10	52,6%
Yes and no, it's important in some areas and not in others	8	42,1%
No	0	0%
I don't know	0	0%
Other	1	5,3%

7a. Why is it important? (N=8)

7b. Please explain your answer (N=8)

7c. What are the most important reasons internationalization at home is not important at this time? (N=0)

8. Do you feel that internationalization at home is valuable for Finnish students? (N=19)

Table 28. Do you feel that internationalization at home is valuable for Finnish students?

	n	Percent
Yes	17	89,5%
No	0	0%
I don't know	2	10,5%

8a. Why? (N=13)

8b. Why not? (N= 0)

9. Do you believe internationalization at home is a strategic priority for your institution? (N=19)

Table 29. Do you believe internationalization at home is a strategic priority for your institution?

	n	Percent
Yes	10	52,6%
No	2	10,5%
I don't know	5	26,3%
Other	2	10,5%

10. Has the student union been involved in any of the following institutional discussions/ actions? (check all that apply) (N=19)

Table 30. **Has the student union been involved in any of the following institutional discussions/actions?**

	n	Percent
Institutional international/intercultural strategy discussions/implementation	14	73,7%
Policy discussions/implementation focused on integrating international students with Finnish students	13	68,4%
Policy discussions focused on intercultural issues	7	36,8%
Policy discussions/implementation connecting international students with the local Finnish community	13	68,4%
Policy discussions/implementation connecting Finnish students with internationally diverse communities in the local city and surrounding areas	5	26,3%
Digitalization augmenting traditional forms of mobility with international virtual mobility	10	52,6%
Design and implementation of internationalization of the curriculum	11	57,9%
The student union has not been involved in any of these institutional discussions/actions	1	5,3%

11. Does the student union initiate activities to promote interaction between international students (foreign born or with a migrant background) and Finnish students? (N=19)

Table 31. **Does the student union initiate activities to promote interaction between international students (foreign born or with a migrant background) and Finnish students?**

	n	Percent
Yes	18	94,7%
No	1	5,3%

11a. If yes, describe the activities (N=16)

12. Has the student union worked with international academic personnel on initiatives/ activities to promote international/intercultural understanding amongst all students? (N=19)

Table 32. **Has the student union worked with international academic personnel on initiatives/activities to promote international/intercultural understanding amongst all students?**

	n	Percent
Yes	10	52,6%
No	9	47,4%

12a. If yes, describe the initiative and collaboration (N=7)

13. Does the student union collaborate with local stakeholders to integrate international students within the local Finnish community or region? (check all that apply) (N=19, selected answers: 44)

Table 33. **Does the student union collaborate with local stakeholders to integrate international students within the local Finnish community or region?**

	n	Percent
Yes, we collaborate with the municipality	9	47,4%
Yes, we collaborate with members in the local community	8	42,1%
Yes, we collaborate with enterprises	6	31,6%
Yes, we collaborate with the third sector	7	36,8%
Yes, we collaborate with the university	11	57,9%
Yes, other	0	0%
No	3	15,8%

14. Would you be willing to participate in a follow-up interview? (Your personal information will not be linked to survey data)

14a. If yes, please add your name and email address

15. If you want to be informed about the results of this survey and final report of the project, please enter your email address (Your personal information will not be linked to survey data)

4   Survey for Research institute (English version)
(The survey was also available in Finnish)

Internationalization at home survey

Survey instructions: This survey should only take 5-10 minutes. Please take the survey one time and complete it in one sitting (you cannot return to the survey after closing your web browser). The survey should be answered according to your perspectives and opinions on the topic of internationalization at home. To support you in your responses, we have prepared an operational definition of 'internationalization at home' (see below).

What is internationalization at home? The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across organizations (all operations including research, societal engagement and management) contributing to the development of international/intercultural competencies for all personnel.

Survey Aim: To investigate the extent to which internationalization at home has been addressed, adopted and/or adapted in measurable ways and if so, where, why and in what forms. Further, this study is both designed to spotlight the most interesting potentials, utility and novel forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

All information entered in this survey will be treated confidentially. In reporting the results individuals and organizations will not be identified as the analysis will only report and publicize results in an aggregated form.

If you have any questions about the survey, please email the principal investigator, Leasa Weimer, Ph.D.: leasa.m.weimer@jyu.fi.

Thank you very much for your time!

Total number of respondents: 21

1. What is your gender?

2. Please select your age

3. Does your institute regard you as international personnel when reporting institutional statistics?

4. Primary working languages (please check all languages you use regularly)

5. Select the research institute where you work

Table 34.   Respondents came from the following Research Institutes[13].

Elintarvikevirasto Evira/Food safety
Geologian tutkimuskeskus/Geological survey
Luonnonvarakeskus/Natural resources institute
Maanmittauslaitos/National land survey
Suomen ympäristökeskus/Environment institute
Teknologian tutkimuskeskus VTT Oy/Technical research centre
Valtion taloudellinen tutkimuskeskus/Economic research

6. What is your title/position? (this information is used for aggregate reporting only, individual titles will not be used in reporting)

7. Open-ended question: How many total personnel do you employ, approximately?

8. Open-ended question: How many total international personnel do you employ, approximately?

9. What percentage of your operations (research and societal engagement) integrates international/intercultural perspectives and content? (N=21)

Table 35.   What percentage of your operations (research and societal engagement) integrates international/intercultural perspectives and content?

	n	Percent
Less than 5%	2	9,5%
5-25%	4	19,1%
26-50%	3	14,3%
51-75%	5	23,8%
76-99%	3	14,3%
100%	0	0%
I don't know	4	19,1%

10. What percentage of your research efforts include collaborations with international partners? (N= 21)

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13 The number of respondents for each Research Institute is not included here to protect the anonymity of the respondents. Survey invitations were sent to 12 Finnish Research Institutes. For questions, please contact the research team.

Table 36. What percentage of your research efforts include collaborations with international partners?

	n	Percent
Less than 5%	0	0%
5-25%	4	19,1%
26-50%	3	14,3%
51-75%	4	19,1%
76-99%	7	33,3%
100%	0	0%
I don't know	3	14,3%

11. Is internationalization at home regarded as important in your institute? (N=21)

Table 37. Is internationalization at home regarded as important in your institute?

	n	Percent
Yes	10	47,6%
Yes and no, it's important in some areas and not others	3	14,3%
No	1	4,8%
I don't know	7	33,3%
Other	0	0%

11a. Why is it important? (N=8)

11b. Please explain (N=2)

11c. What are the most important reasons internationalization at home is not important at this time? (N=0)

12. Is internationalization at home a strategic priority for your institute? (N=21)

Table 38. Is internationalization at home a strategic priority for your institute?

	n	Percent
Yes	6	28,5%
No	4	19,1%
I don't know	6	28,6%
Other	5	23,8%

13. Does your institute regularly engage internationally? (N=21)

Table 39. Does your institute regularly engage internationally?

	n	Percent
Yes	20	95,2%
No	0	0%
I don't know	1	4,8%

13a. How does your institute engage internationally? (check all that apply) (N=20, selected answers: 79)

Table 40. How does your institute engage internationally?

	n	Percent
Yes, our personnel engage with the Nordic region (attending conferences, benchmarking, etc.)	19	95%
Yes, our personnel engage at the European level (attending conferences, attending policy discussions, participating in policy recommendations, etc.)	20	100%
Yes, our personnel engage at the global level (attending conferences, attending policy discussions, etc.)	18	90%
Yes, our personnel act as international experts, when requested	19	95%
Other	2	10%
Other	1	5%

13b. How is the international engagement brought back 'home' to the institute and used to further advance internationalization at home? (N=13)

14. What percentage of your research outputs are published in languages other than Finnish or Swedish? (N=21)

Table 41. What percentage of your research outputs are published in languages other than Finnish or Swedish?

	n	Percent
Less than 5%	0	0%
5-25%	2	9,5%
26-50%	2	9,5%
51-75%	6	28,6%
76-99%	7	33,3%
100%	1	4,8%
I don't know	3	14,3%

15. Have changes in the operational environment (administrative, institutional, national and regional) impacted integrating international/intercultural perspectives and content into research efforts and operations? (N=21)

Table 42. **Have changes in the operational environment (administrative, institutional, national and regional) impacted integrating international/intercultural perspectives and content into research efforts and operations?**

	n	Percent
the operational environment has actively stimulated internationalization at home efforts	5	23,8%
the operational environment has facilitated the status quo of internationalization at home efforts	6	28,6%
the operational environment has hindered integrating international/intercultural perspectives and content into research efforts and operations	2	9,5%
the operational environment has not impacted integrating international/intercultural perspectives and content into research efforts and operations	3	14,3%
I don't know	3	14,3%
Other	2	9,5%

16. Do you feel your institute has unique internationalization at home policies and practices that integrate international/intercultural perspectives and content into operations and research efforts? (N=21)

Table 43. **Do you feel your institute has unique internationalization at home policies and practices that integrate international/intercultural perspectives and content into operations and research efforts?**

	n	Percent
Yes	3	14,3%
No	7	33,3%
I don't know	9	42,9%
Other	2	9,5%

16a. If yes, please describe the unique policies and practices. (N= 3)

17. Would you be willing to participate in a follow-up interview? (your personal information will not be linked to survey data)

17a. If yes, please add your name and email address

18. If you want to be informed about the results of this survey and final report of the project, please enter your email address. (your personal information will not be linked to survey data)

Appendix 3. Email invitations

1 Survey invitation (Finnish & English version)

Arvoisa kollega,
(English below)

Pyydämme sinua vastaamaan kyselyyn, joka on osa Suomessa toteutettavaa, kotikansainvälistymistä koskevaa tutkimusta.

Opetus- ja kulttuuriministeriö (OKM on antanut Jyväskylän yliopiston Koulutuksen tutkimuslaitokselle (KTL) tehtäväksi selvittää, missä määrin kotikansainvälistymistä (engl. internationalization at home) on käsitelty, omaksuttu ja toteutettu eri tilanteissa suomalaisissa korkeakouluissa ja tutkimuslaitoksissa. Kyselyn tavoitteena on saada tietoa näkemyksistäsi ja ajatuksistasi kotikansainvälistymisen nykytilasta.

Linkki kyselyn suomenkieliseen/englanninkieliseen versioon:

Kyselyyn vastaaminen vie aikaa noin 5-10 minuuttia, ja kysely on avoinna 5.3.2019 saakka.

Pyydämme lähettämään tämän kyselyn eteenpäin yksikkösi / laitoksesi kollegoille.

Kaikki tutkimuksessa kerättävät tiedot käsitellään luottamuksellisesti. Tulokset analysoidaan, raportoidaan ja julkaistaan koosteina niin, ettei niistä voida tunnistaa yksittäisiä vastaajia tai organisaatioita. Kyselyaineisto, toimintalinjauksia koskevat tekstit sekä aiheeseen liittyvät haastattelut analysoidaan ja kootaan yhteen tutkimuksen loppuraportissa, joka julkaistaan keväällä 2019.

Jos kyselyyn vastaamisessa ilmenee teknisiä pulmia tai sinulla on kysyttävää tästä tutkimuksesta, ota yhteyttä hankkeen vastaavaan tutkijaan, Leasa Weimeriin (leasa.m.weimer@jyu.fi).

Kiitos ajastasi!

Ystävällisin terveisin,

Leasa Weimer, Ph.D.
Koulutuksen tutkimuslaitos
Jyväskylän yliopisto

Dear Colleague,

You're invited to participate in a survey that is part of a study on 'internationalization at home' in Finland.

The Ministry of Education and Culture (OKM) has commissioned the Finnish Institute for Educational Research (KTL) to investigate the extent to which internationalization at home has been addressed, adopted and implemented across specific settings in Finnish higher education institutions and research institutes. The aim of this survey is to gain your perspective and insights on the current state of internationalization at home.

To access the survey, click on the following link:

The survey should take about 5-10 minutes to complete and will close March 5, 2019.

Please forward this survey to other [insert academic, international officers, student union, or institute] colleagues in your department/unit.

All information entered in this survey will be treated confidentially. In reporting the results, specific individuals and organizations will not be identified, as the analysis will only report and publicize results in an aggregated form. Survey data, along with policy texts and interviews will be analyzed and summarized in a final report to be published in spring 2019.

If you experience any technical issues or have any questions about this survey, please contact the principal investigator, Leasa Weimer at (leasa.m.weimer@jyu.fi).

Thank you for your time.

Sincerely,

Leasa Weimer, Ph.D.
Finnish Institute for Educational Research
University of Jyväskylä

2 Interview invitation

Dear XXXX,

We are conducting a Ministry-funded research project investigating internationalization at home in Finnish higher education and **we are interested in interviewing you**.

The Ministry of Education and Culture commissioned the Finnish Institute for Educational Research to investigate the extent to which internationalization at home has been addressed, adopted and implemented across specific settings in Finnish higher education institutions and research institutes. Further, this study is designed to spotlight the most interesting potentials, utility and novel forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

You may be asking, *what is internationalization at home?*

The proponents of 'internationalization at home' define this idea or concept as: the international/intercultural dimensions, processes, and actions implemented across higher education (teaching/learning, research, societal engagement and the management of higher education missions) contributing to the development of international/intercultural competencies for all students and personnel. Internationalization at home particularly focuses on students and personnel in academic communities who have **not** participated in mobility programs, international or interculturally-focused degree programs or other forms of conventional or traditional internationalization.

The multiple institutional case study design includes –name of institution-. In all of the selected institutions, we are interviewing academics who work in different disciplines and key individuals in administration and management; this method has led us to inviting you for an interview. **Would you be available for a 30-45 minute semi-structured interview to explore this topic?** If interested, please let me know your availability this week or next.

Please note that your unit, program or institution **need not be highly knowledgeable of internationalization at home** or engaged in activities involved in the concept. We are also interested in knowing how the entity you represent views the topic, its potential or usefulness – or uselessness - in your context. This will also be a time for you to learn more about practical efforts to engage more with internationalization at home practices, if interested.

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I really appreciate your time and consideration.

Best,

Leasa Weimer

Leasa Weimer, PhD
Researcher & Principal Investigator
Project: Investigation of the state of internationalisation at home in Finnish higher education
University of Jyväskylä
Finnish Institute for Educational Research
Finland
https://ktl.jyu.fi/en/staff/weimer-leasa
leasa.m.weimer@jyu.fi

Appendix 4. Interview protocol

Semi-structured Interview Protocol

Introduction

Good morning (afternoon). Thank you for agreeing to participate in this interview.

We have been commissioned by the Ministry of Education and Culture to research the current state of internationalization at home in Finnish higher education. For some, internationalization at home is a new concept, however for others this concept is part of the wider university strategic plans. We are hoping to get both perspectives during this interview, so don't be afraid to talk about your unfamiliarity or challenges associated with the implementation of IAH.

We are conducting a multi-method study, we launched the survey last week and are beginning our interviews for the multiple case study.

Today, I would like to explore your perceptions and experiences (insights) with IAH. There is no right or wrong or desirable or undesirable answer. I would like you to feel comfortable with saying what you really think and how you really feel.

Audio recorder instructions

If it is okay with you, I will audio-record our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on a conversation with you. Plus, it makes it easier for transcription purposes. All of your comments will remain confidential.

Data protection

All personal data will be handled according to the EU's General Data Protection Regulation (GDPR). A privacy notice has been developed and will be sent to respondents if requested. Would you like to receive the privacy notice via email? Before we begin the interview, please fill out a consent form highlighting the data protection protocol of this study.

Can you tell me about your background/position here? (build rapport)

Familiarity with IAH

— Tell me what you know about IAH… (if needed have a discussion about IAH, so respondent understands what it is exactly before continuing on.)

— In your own words, how would you describe it to someone who isn't familiar with it?

— Is IAH a topic that you discuss here/in your unit?

Importance of IAH to their work/unit/uni? Leadership/Stakeholders

— Do you feel developing international/intercultural skills for all students (IAH) is important here in your work/unit/university? Why/ why not?

— Is IAH a strategic priority for your unit/university?

— Are there people in your university leading IAH initiatives? Are there champions of IAH?

— Do you feel there are clear stakeholders?

— Are there some who need to be convinced to 'get on board'? Is there resistance?

Support structures that promote/encourage IAH

— Are there university support structures to help you and your colleagues advance IAH in your departmental operations? training? funding? other?

Challenges, limitations, obstacles

— Do you feel there are any challenges to advancing/implementing IAH?

— What could your higher education institution be doing to encourage more IAH practices?

Role of international students/personnel?

— We are especially interested in the role of international students/ personnel in IAH efforts, as this is the second aim of this project.

— Are international students/personnel involved in IAH efforts in the _____ (unit/department)

Conclusion/wrapping up the interview

- Do you feel you and your colleagues have done something new or different than what other units/universities have tried?
- Based on what we've been talking about is there something I've missed or that you wish I would've asked you about?

Conclusion

Thank you, again, for making time to talk with me about IAH.

In the spring we present a final report to the Ministry. Would you be interested in reading the final report?

Appendix 5. Data protection

1   Privacy notice

General Data Protection Regulation (679/2016) articles 12-14, 30

UNIVERSITY OF JYVÄSKYLÄ
PRIVACY NOTICE FOR RESEARCH SUBJECTS

Participation in the research is voluntary and the research subject does not need to submit any data. Participation can be cancelled.

☒   The privacy notice has been submitted directly to the research subject

☐   I have understood the information below and want to participate in the research

_____

Place and date:

_____

Signature:

_____

Printed name:

_____

1. Name and duration of the research

The Ministry of Education and Culture (OKM) has commissioned the Finnish Institute for Educational Research (KTL) to investigate the extent to which internationalization at home has been addressed, adopted and implemented across specific settings in Finnish higher education institutions and research institutes. The duration of the study is from December 1, 2018 to April 1, 2019.

2. Legal basis for the processing of personal data

The legal basis for the processing of personal data is by consent of the research subject.

EU's General Data Protection Regulation, Article 6, Paragraph 1:

☒ The consent of the research subject

☐ Compliance with a legal obligation to which the controller is subject to

Regulations:

☒ Task carried out in the public interest/exercise of official authority vested in the controller

☒ Scientific or historical research purposes or statistical purposes

☐ Archiving of research data and cultural heritage data

☐ For the purposes of the legitimate interests pursued by the controller or by a third party

The legitimate interest in question:

EU's General Data Protection Regulation, Articles 6 and 9 (specific categories of personal data):

☒ The research subject's explicit consent

☒ Other justification (e.g. processing for scientific research in the public interest, and the processing relates to personal data which are manifestly made public by the research subject)

☐ Processing relates to personal data which are manifestly made public by the data subject

☐ Archiving purposes in the public interest, scientific or historical research purposes or statistical purposes

Controller, scientist-in-charge and contact person

university of Jyväskylä, Seminaarinkatu 15, P.O. Box 35, 40014. Switchboard (014) 260 1211, Business ID 0245894-7. Data protection officer of the University of Jyväskylä: tietosuoja@jyu.fi, tel. 040 805 3297.

Scientist in charge of the research: David Hoffman, David.m.hoffman@jyu.fi, Alvar Aallon Katu 9, Ruusupuisto, Jyväskylä 40014.

Contact person(s): Leasa Weimer, 0449712477, leasa.m.weimer@jyu.fi, Alvar Aallon Katu 9, Ruusupuisto, Jyväskylä 40014.

Implementers of the research: Leasa Weimer, principal investigator and Anni Silvonen, project secretary.

Recipients of personal data: Collected data are received by research personnel listed above employed by the Finnish Institute for Educational Research at the University of Jyväskylä. Data may be accessed by personnel from the Ministry of Education and Culture, but only data where personal identifiers are removed.

Transfer of data outside the EU or EEA and appropriate safeguards. Data is not transferred outside EU/EEA.

Processors of personal data. The controller of the research is the University of Jyväskylä. The survey data is collected and analysed via webropol software, license held by the University of Jyväskylä. After the research, the data are anonymised and archived for two years.

Background and purpose of the research

The purpose of this research is to gain higher education personnel perspectives and insights on the current state of internationalization at home. In addition, the purpose is to investigate 1) the development of international/intercultural competencies of those who do not actively participate in international mobility and 2) the role of foreign students and staff members in internationalisation at home practices. Further, this study is both designed to spotlight the most interesting potentials, utility and novel forms of internationalization at home and to critically examine the relevance, limitations and challenges of internationalization at home.

Persons working at higher education institutions and research institutes in Finland are requested to participate in the research. The qualitative research (semi-structured interviews) will include around 30-40 respondents and the quantitative research (online survey) will include around 300-500 respondents.

Personal data collected in the online survey includes: age, gender, international background, institution where they work, title of position and unit/department name. Survey respondents have been informed that the data collected will be reported at the aggregate level: "All information entered in this survey will be treated confidentially. In reporting the results individuals and organizations will not be identified as the analysis will only report and publicize results in an aggregated form."

Personal data collected during the semi-structured interviews are minimal. All respondents are anonymous and reported as such. Interviews are transcribed by a third party. All audio-records of interviews will be destroyed after transcription.

Practical implementation of the research

The research is implemented so that we gain a better understanding of the extent to which internationalisation at home has been addressed, adopted and/or adapted in measurable ways and if so, where, why and in what forms.

The research includes site visits to four higher education institutions in Finland to conduct semi-structured interviews with respondents. At each institution 8-15 interviews will be conducted; each interview will be 30-60 minutes long. There are four online surveys designed for specific audiences (student union, academics, international officers, and research institutes); each survey are designed to take 5-10 minutes to fill out.

Potential benefits and disadvantages to subjects

The research produces information on the current state of internationalisation at home in Finland. The benefits to the subjects include having the opportunity to discuss their perceptions, experiences, and impressions of internationalisation at home in their institution and to learn more about how to implement internationalisation at home efforts. There are no known disadvantages.

Protection of personal data

The data collected during the research and the research results are processed confidentially in compliance with the data protection legislation. It will not be possible to identify you from the research results, clarifications or publications.

The following have been considered when designing the research:

Safeguards selected to protect personal data (select one or several and delete others)

☒   The use of the personal data file is based on an appropriate research plan

☒   There is a designated person or a group of persons responsible for the research;

☒   The data pertaining to a given individual are not disclosed to outsiders

☒   After the personal data are no longer required for the research or for the verification of
the results achieved, the personal data file is destroyed or transferred into an archive,
or the data in it are altered so that the data subjects can no longer be identified;

Processing of direct identifiers

☒   Direct identifiers are removed in the analysis phase but the code key is retained

In research results and other documents, the only reference to you is an identification
code. The identification code key that enables connecting your personal data to the
identification code is held securely and will be disposed when research is completed and
final report submitted; prior to archiving for two years.

The research data is stored in accordance with the University of Jyväskylä's data security
practices for processing research data.

Information received from elsewhere

No personal information is collected from other personal registers.

Research results

The research will result in a report to the Ministry, scientific publications, and conference
and seminar presentations. The research subject will be informed of the results.

Research costs and financial clarifications

Participation in the research will not result in costs to you. Travel expenses resulting from
research visits are compensated based on the receipts of real costs.

The research is funded by Ministry of Education and Culture.

Rights of the research subject and deviation from them

The research subject has the right to cancel his/her consent if the processing of personal data is based on consent.

A research subject has the right to lodge a complaint to the office of the Data Protection Ombudsman if the research subject considers that the processing of personal data relating to him/her infringes the valid data protection legislation. (Read more at http://www.tietosuoja.fi).

Storage and archival of personal data

The research data collected from you will be archived at the end of the research for two years after completion of research (estimated May 2021). The purpose is to utilise the research data also in later studies. The data subject has the right to cancel his/her consent for the archival of personal data at any time.

The material is archived in an anonymised format.

The data will be archived until two years after completion of the research (estimated May 2021) and will be stored in the Finnish Social Science Data Archive (FSD) for two years after the completion of the research (estimated May 2021) http://www.fsd.uta.fi/. After the two years the data will be destroyed.

Implementing the rights of data subjects

If you have questions on the rights of data subjects, please contact the University's data protection officer. All requests concerning the implementation of the rights must be submitted to the Registry Office of the University of Jyväskylä. Registry Office and Archive, P.O. Box 35 (C), 40014 University of Jyväskylä, tel. 040 805 3472, email: kirjaamo(at)jyu.fi. Visiting address: Seminaarinkatu 15, Building C (the Main Building), 1st floor, room C 140.

Insurance coverage of research subjects

The personnel and activities of the University of Jyväskylä are covered by insurance. The coverage includes insurance against treatment injury, liability insurance and voluntary accident insurance.

During the study, research participants (test persons) are insured against accidents, damages and injuries caused by an external cause. Accident insurance is valid during physical tests and journeys immediately related to the research.

2   Consent form

UNIVERSITY OF JYVÄSKYLÄ
CONSENT FOR SCIENTIFIC RESEARCH

I have been requested to participate in the following study: Investigation of the present state of internationalisation at home in Finnish higher education institutions.

I have read the privacy notice (information letter) and have received sufficient information on the study and its implementation. The content of the study has also been explained to me verbally and I have received proper answers to all my questions concerning the study. The clarifications were provided by Leasa Weimer. I have had sufficient time to consider participating in the study.

I understand that it is voluntary to participate in the study. I have the right to interrupt my participation or cancel my consent at any time and without explanation during the study. Interruption of participation or cancellation of consent for the study have no negative consequences for me.

By signing the consent document, I accept that my information is used for the research described in the privacy notice.

☐   Yes

The data will be archived in anonymised format for two years after the study.

With my signature, I confirm my participation in the study and permit the matters mentioned above.

_____   _____
Signature   Date

_____
Printed name

Consent received

_____   _____
Signature   Date

_____
Printed name

Opetus- ja kulttuuriministeriö

Undervisnings- och kulturministeriet

Ministry of Education and Culture

Ministère de l'Éducation et de la Culture